



**NEEDS ASSESSMENT OF
OUT-OF-SCHOOL TIME PROGRAMS
IN THE DISTRICT OF COLUMBIA
OCTOBER 2017**



**D.C. POLICY
CENTER**

Needs Assessment of Out-of-School Time Programs in the District of Columbia

By Yesim Sayin Taylor and Kathryn Zickuhr

D.C. Policy Center

October 2017

ABSTRACT

This report describes the current landscape of out-of-school time (OST) programs in the District of Columbia. It takes stock of existing OST programs and assesses the extent to which these programs are meeting the needs of children and youth attending D.C. public and public charter schools. The report focuses on “subsidized” OST programs—programs that receive funding from the federal government, D.C. government, or private foundations. In painting this landscape, the report begins with information on OST programs, including afterschool and summer programs, collected from various providers across the city. This information formed the basis for the capacity estimates of existing programs. Next, the report defines four alternative need metrics by which to measure District’s subsidized OST capacity, based on different potential policy goals. By comparing current capacity with these four levels of estimated need, one can broadly identify gaps in OST program capacity for different age groups and across different wards of the city.

ACKNOWLEDGEMENTS

This report received support from the District of Columbia Deputy Mayor for Education to fulfill the Office of Out of School Time Grants and Youth Outcomes Establishment Act of 2016 requirement to conduct a citywide OST needs assessment. United Way of the National Capital Area commissioned the report.

This report would not have been possible without the collaboration provided by the DC Alliance of Youth Advocates (DCAYA). DCAYA offered staff time to guide the work and to engage young people and their families in the research. The Young Women’s Project and East River Family Strengthening Collaborative also assisted with engaging youth and their parents with the focus groups and questionnaires. Martin Copeland and Nathaniel Cole facilitated the focus group discussions.

2017, D.C. Policy Center, Washington D.C.

Photo credit: David N. available at <https://www.flickr.com/photos/mishupishu/2981411952/>

Executive summary

An estimated 33,400 children and youth attend subsidized after-school programming in the District of Columbia

This report describes the current landscape of out-of-school time (OST) programs in the District of Columbia. The report’s purpose is twofold: First, to take stock of existing OST programs, and second, to assess the extent to which these programs are meeting the needs of children and youth attending D.C. public schools (a term used here to include both D.C. Public Schools and Public Charter Schools). The report focuses on “subsidized” OST programs, which includes programs that receive funding from the federal government, D.C. government, or private foundations.

In painting this landscape, the report begins with information on OST programs, including afterschool and summer programs, which was collected from various providers across the city. Compiling this information formed the basis for the capacity estimates of existing programs. Next, the report defines four potential metrics by which to measure the District’s subsidized OST capacity, based on different potential policy goals and associated levels of coverage. By comparing current capacity with these four levels of estimated need, one can broadly identify gaps in OST program capacity for different age groups and across different wards of the city.

The current supply of subsidized OST programming

One of the main goals of this report is to understand the existing landscape of subsidized OST programs and the children and youth they serve.¹ These include programs operated by and located in public schools; those run by District government agencies, such as the Department of Parks and Recreation; and those organized by non-school entities that receive public funding, such as community based providers (CBOs). For programs serving youth in grades 9-12, capacity estimates also include data from the Mayor Marion S. Barry Summer Youth Employment Program.

Afterschool programs

An estimated 33,400 children and youth attend subsidized afterschool programming in the District of Columbia. This includes an estimated 28,700 D.C. children between pre-K and 8th grade, and an estimated 4,700 youth in grades 9 through 12. Later in this report, the analysis provides capacity data by provider type, program location type, and location by ward.

¹ The report defines “subsidized” OST programs as programs that receive funding from the federal government, DC government, or private foundations.

At least 15,000 children and youth participate in regular summer programs fully or partially subsidized by public sources or private foundations.

Summer programs

At least 15,000 children and youth from pre-K3 to 12th grade participate in regular summer programming in D.C. that is either fully or partially subsidized by public sources. Among these children and youth, an estimated 4,700 are entering pre-K3 to 8th grade, and 10,800 are in grades 9 through 12 (including participants in the Mayor Marion S. Barry Summer Youth Employment Program).² Later analysis provides capacity data by provider type, program location type, and location by ward.

Defining four metrics to capture OST capacity need

Characterizing the need and estimating the potential demand for out-of-school time programs is difficult. Using the universe of children and youth attending D.C. public schools as the base,³ the report identifies the potential need for subsidized out-of-school time programs based on the distribution of children and youth across two broad age groups and four broad policy targets (Executive Summary Figure 1). These metrics are universal coverage; broad income targeting (130 percent of the poverty line); children and youth meeting measures for “at risk” status;⁴ and narrow income targeting (100 percent of the poverty line). These four need metrics form a starting point for measuring need and capacity in the District’s OST programs, based on different potential policy priorities.

Gaps in subsidized OST programming in D.C.

Executive Summary Figure 2 shows the estimated gaps between current capacity and estimated need for subsidized afterschool and summer programs in the District based on the four need metrics outlined above.

The analysis shows substantial gaps across age levels for afterschool and summer programs under the assumed goal of universal coverage. Focusing on afterschool programs, gaps remain for both younger children and older youth under all but the narrowest metric (narrow income targeting at 100 percent of the poverty line).

For summer programs, estimated gaps are large for children in pre-K through grade 8 at every level of potential need, including a gap of 12,200 for those at 100 percent of the poverty line. Among youth in grades 9-12, this analysis only found

² Not counting MBSYEP participants, the number of summer program participants in grades 9 through 12 was less than 2,800.

³ Throughout the report, “public schools” includes both D.C. Public Schools and public charter schools unless otherwise noted.

⁴ The current definition for “at risk” includes children and youth who qualify for TANF or SNAP, children and youth who are homeless, children and youth in the District’s child welfare system, and high school youth who are at least one year older than the expected age for the grade in which they are enrolled.

potential gaps under the broadest metric (universal coverage), owing to widespread participation in the Mayor Marion S. Barry Summer Youth Employment Program for this age group.

Executive Summary Exhibit 1 - Need metrics for children and youth in public school (Pre-K to grade 12)

Metric	Definition	Estimated need		
		Pre-K to grade 8	Grades 9-12	Total
Universal Coverage	All children and youth in public schools*	66,300	17,100	83,400
130 percent of the poverty line (broad income targeting)	Children and youth in public schools living in households under 130 percent of the poverty line	40,200	10,400	50,500
"At risk" children and youth	Children and youth in public schools determined to be "at risk" for academic failure	30,300	9,000	39,300
100 percent of the poverty line (narrow income targeting)	Children and youth in public schools living in households below the poverty line	16,900	4,100	21,000

* Includes both D.C. Public Schools and public charter schools.

Note: Rows may not sum to totals due to rounding.

Executive Summary Exhibit 2 - Estimated gaps in subsidized OST program capacity

Goal	Afterschool		Summer	
	Pre-K to grade 8	Grades 9 to 12	Pre-K to grade 8	Grades 9 to 12
Universal coverage	-37,600	-12,400	-61,600	-6,300
130 percent poverty	-11,400	-5,600	-35,500	400
"At risk" status	-1,600	-4,300	-25,600	1,700
100 percent poverty	11,900	600	-12,200	6,700

Qualitative analysis

The data used here to estimate capacity, need, and gaps for subsidized OST programs is incomplete and imperfect due to challenges of data collection and the lack of a centralized data clearinghouse. Furthermore, it is important to note that these gap estimates only consider the number of seats available—not whether the associated programs match with families' needs and preferences. To mitigate

these limitations, the research team collected qualitative data from youth and families around their experiences with afterschool and summer programs.⁵

Parents' and caregivers' experiences

A general and immediate concern among parents and caregivers was the difficulty of locating program information.

A general and immediate concern among parents and caregivers was the difficulty of finding program information. Having timely information was especially challenging for parents and caregivers because options vary widely by price, quality, and content. Furthermore, registration deadlines may occur three or four months before the programs begin, with affordable programs filling up quickly. Parents often felt it was necessary to make a trade-off between affordability, accessibility, and quality, with quality often the factor that was lost. The challenges of finding an appropriate program were even steeper for parents and caregivers of children with special needs.

Program hours shorter than the traditional work day were an issue for many families, creating transportation and logistical challenges. An example would be a summer program that ended at 3 p.m., well before the end of the traditional workday. Before- and aftercare, while often available, could quickly add to program costs and still may not extend hours enough to meet families' needs. Similarly, even if a program itself was affordable, parents and caregivers said that the transportation cost required for their child to attend (in time, money, and logistical wrangling) could put participation out of reach. Transportation challenges were compounded when children in a family attended multiple schools, or when a family had only one caregiver.

Young people's experiences

Among the high school-age youth in the focus group, almost all had heard about OST activities from their school—through morning announcements, flyers in common areas, or specific teachers or counselors (in-person and by email). Parents and caregivers were important information sources for some participants. Young people who were already in an OST program, extracurricular class, or team sport often heard about other opportunities through that program. No one in the focus group said they searched for activities online themselves.

Several young people mentioned a strong interest in STEM programs and arts-focused programs, as well as in more hands-on activities including programs that would introduce them to different types of careers. Young people also expressed frustration with programs that filled their time with “busy work” disconnected from real-world outcomes and their personal or professional interests.

⁵ See Appendix I for more information.

Recommendations

Many of the following recommendations for the Commission on Out of School Time Grants and Youth Outcomes highlight the challenges related to collecting more data and information on OST programs, including the need to measure the quality and effectiveness of programs—both in terms of outcomes and in terms of the programs’ ability to effectively engage children and youth across all grades.

Recommendations on improving data collection:

- Collect standardized data about OST programs provided by the District government and organizations that receive government funding.
- Work with private foundations to expand OST program data collection to programs receiving foundational support.
- Work closely with public charter schools to better understand how charter schools serve children, youth, and families through OST programs.
- Collect information on OST programs operated by fully private providers that do not receive public funding.

Recommendations for further research:

- Study OST provider costs, financing, and pricing models.
- Conduct further research on challenges facing groups who experience additional barriers to academic success or other unique concerns.
- Develop quality and effectiveness benchmarks.

Recommendations on improving quality and effectiveness:

- Work with providers to extend program hours to meet the needs of families.
- Consider supervised transportation options for program serving younger children.
- Increase the number and range of opportunities available for older youth, and more effectively engage them in OST programming.
- More fully engage schools and other nodes in children and youth’s informational networks as outreach partners.
- Improve outreach and communication with families.

The report’s recommendations highlight challenges related to the lack of data and information on OST programs.

About the data

The report uses multiple data sources to develop both quantitative and qualitative evidence supporting the analysis and findings. The Methods section in Appendix I describes the methods used to develop the estimates.

Economic and demographic data are from the U.S. Census and American Communities Survey (ACS) data extracts; when possible, the report cites ACS data extracts

compiled by DC Action for Children's KidsCount.org data tool (<http://data-tools.dcactionforchildren.org>).

School enrollment data are from Office of the State Superintendent of Education (OSSE) audited enrollment reports.

Capacity and enrollment data summaries are from D.C. public schools, various public reports of D.C. government agencies, and the foundation community. Additional capacity and enrollment data was collected from individual community based organizations and public charter schools, although these data sources are not comprehensive.

Qualitative data sources included two in-person focus groups conducted in July 2017 (one with high school-aged youth, and one with parents of children and youth of all ages); supplementary questionnaires distributed to parents online; and open-ended response options in the surveys distributed to out-of-school time providers and schools.

Table of contents

Executive summary	iii
Table of contents	1
Acronyms and Abbreviations	3
I. Introduction	4
II. Characteristics of children, youth, families, and schools in the District of Columbia	8
III. Existing capacity at out-of-school time programs	20
IV. Four potential need metrics for out-of-school time programs	28
V. Potential gaps in out-of-school time program capacity	33
VI. Families’ experiences	39
VII. Recommendations	43
Appendix I: Methods	48
Appendix II: Additional figures	53
Appendix III: References	62

Figures and tables

Executive Summary Exhibit 1 - Need metrics for children and youth in public school (Pre-K to grade 12).....	v
Executive Summary Exhibit 2 - Estimated gaps in subsidized OST program capacity	v
Figure 1 – Change in children and youth population since 2010	9
Figure 2 – Geographic distribution of children and youth	10
Figure 3 – Median family income, and change in median family income between 2000 and 2015	11
Figure 4 – Child poverty rate, 2015 and changes in child poverty rate since 2000, by ward	12
Figure 5 – Child population and student population by ward	15
Figure 6 – Capacity maps by ward and grade level	20
Figure 7 – Afterschool program capacity by ward and grade level	23
Figure 8 – Afterschool program capacity by provider type and site type	23
Figure 9 – Summer program capacity by provider type and by site type	26
Figure 10 – Summer program capacity by ward and grade level	26
Figure 11 – Need by ward under four policy targets, pre-K to grade 8.....	30
Figure 12 – Need by ward under four policy targets, pre-K to grade 8.....	30
Figure 13 – Estimated gaps by ward under four policy alternatives, afterschool programs.....	36
Figure 14 – Estimated gaps by ward under four policy alternatives, afterschool programs.....	37
Table 1 – Growth in total public school by grade level	14
Table 2 – Four potential metrics of need for OST in D.C.....	29
Table 3 – Estimated gaps in OST program capacity	33
Table 4 – Summary of capacity, needs, and gaps in afterschool programming in D.C.....	34
Table 5 – Summary of capacity, needs, and gaps in summer programming in D.C.....	35

Appendix Figure 1 – Public school enrollment for DCPS and DCPCS over time 53

Appendix Figure 2 – Racial and ethnic makeup of children, youth, and total population, 2015.... 54

Appendix Figure 3 – Children and youth under 18 receiving TANF and SNAP benefits 55

Appendix Figure 4 – Children and youth living in a family headed by an unmarried parent 55

Appendix Table 1 – Afterschool Program Capacity 56

Appendix Table 2 – Type of provider for afterschool programs (all sites) 56

Appendix Table 3 – Afterschool program capacity by location of program (regardless of provider) 56

Appendix Table 4 – Summer program capacity 57

Appendix Table 5 – Type of provider for summer programs (all sites) 57

Appendix Table 6 – Summer program capacity by location of program (regardless of provider).. 57

Appendix Table 7 – Needs estimates for pre-K3 to grade 8 based on four policy goals 58

Appendix Table 8 – Needs estimates for grades 9-12 based on four policy goals 58

Appendix Table 9 – Estimated gaps in afterschool and summer program capacity (pre-K3 to 12) 59

Appendix Table 10 – Estimated gaps in afterschool program capacity, by grade level 59

Appendix Table 11 – Estimated gap in afterschool program capacity (pre-K3 to 12) 59

Appendix Table 12 – Estimated gap in afterschool program capacity for children Pre-K3 to Grade 8..... 60

Appendix Table 13 – Estimated gap in afterschool program capacity for youth grades 9 to 12.... 60

Appendix Table 14 – Estimated gaps in summer program capacity, by grade level 60

Appendix Table 15 – Estimated gap in summer program capacity, all grade levels, by ward..... 61

Appendix Table 16 – Estimated gap in summer program capacity for children Pre-K3 to Grade 8, by ward 61

Appendix Table 17 – Estimated gap in summer program capacity for youth grades 9 to 12, by ward 61

Acronyms and Abbreviations

ACS	American Community Survey
CBOs	Community-Based Organizations
CHIP	Children’s Health Insurance Program
CYITC	Children and Youth Investment Trust Corporation
DCAYA	DC Alliance of Youth Advocates
DCHA	D.C. Housing Authority
DCPS	D.C. Public Schools
DOES	Department of Employment Services
DPR	Department of Parks and Recreation
FARMS	Free or reduced-price meals
LEP	Limited English Proficiency
MBSYEP	Mayor Marion S. Barry Summer Youth Employment Program
MPD	Metropolitan Police Department
OSSE	Office of the State Superintendent of Education
OST	Out-of-school time
PCS	Public charter schools
SES	Socioeconomic status
SNAP	Supplemental Nutrition Assistance Program
SPED	Special Education Needs
STEM	Science, technology, engineering, and math
TANF	Temporary Assistance for Needy Families
UWNCA	United Way of the National Capital Area
WMATA	Washington Metropolitan Area Transit Authority

I. Introduction

Defining out-of-school time programs

Out-of-school time (OST) programs are programs that occur before or after school, in the summer, on the weekends, or during other times when school is not in session. These programs serve multiple roles, ranging from providing quality supervision for younger children during traditional work hours to first steps into workforce for older youth. Quality programs may provide children and youth with academic support and enrichment,⁶ supportive social environments,^{7,8,9} or simply serve as a safe space for children and youth to spend their out-of-school time.^{10,11} That is, availability and quality of afterschool or summer programs matter for many reasons,¹² and are especially important for children and youth facing barriers to academic success.¹³

This report focuses on afterschool and summer programs.

Why out-of-school time is a public policy issue

What children and youth do when they are not in school can have significant impacts on learning and life outcomes. Out-of-school time activities can potentially improve outcomes for individual children and youth by helping improve academic success, supporting the development of non-cognitive skills, and by providing access to a safe place and supportive social environment. OST activities can also benefit the broader community (both directly and indirectly) in the form of increased productivity, lower crime rates, and other positive social outcomes.

At the same time, changes in workforce participation and family dynamics in the 20th century reduced the proportion of families with a full-time at-home caregiver. This introduced new challenges for working parents with school-aged children who needed supervised care options during work hours.¹⁴

In the 1950s, around 30 percent of women were in the labor force; by 2000, this rate had more than doubled. In D.C., women's labor participation is 79 percent,

⁶ Cosden et al, 2001

⁷ National Institute of Child Health and Human Development Early Child Care Research Network, 2004.

⁸ Durlak, J. A., & Weissberg, R. P. (2007).

⁹ Durlak, J. A., Weissberg, R. P. and Pachan, M. (2010)

¹⁰ Gottfredson, D.C., Gerstenblith, S.A., Soulé, D.A. et al. (2004)

¹¹ Sema A. Taheri, S. & Welsh B. (2015)

¹² Love, J. M. et al, (2003).

¹³ Mahoney, J. L., Lord, H. and Carryl, E. (2005).

¹⁴ Wang et al, 2013.

compared with 72 percent across the entire country;¹⁵ labor participation among women with school-aged children in D.C. is even higher (80 percent).¹⁶ Under the pressure of balancing work and family life, many working parents turn to OST programs to make sure their children are well-supervised during their absence.¹⁷

Changing demographics are amplifying the increased demand for OST programs. The District had reversed the decline of its infant and child population around 2010, and in recent years has been able to retain a larger number of families.^{18,19} At the same time, universal pre-K programs for 3- and 4-year-olds created in 2008 have further shifted the capacity needs that may have been provided by early care and education to out-of-school time programs.²⁰

As a result, enrollment in the District’s public schools (a term used here to include both D.C. Public Schools and public charter schools) has increased, especially at the elementary level. These demographic shifts have translated into an increased need for out-of-school time programs serving children and youth who attend public school.²¹

The extensive body of literature on the effectiveness of out-of-school time programs for youth development outcomes focuses on two major areas. The first is whether out-of-school time programs can reduce the likelihood of chronic absences by productively engaging children and youth. The second is how out-of-school time programs can supplement education and development by bridging academic gaps.²²

Research on the effectiveness of out-of-school time programs is extensive, but has shown mixed results. The main method of measuring effectiveness of out-of-school time programs is quasi-experimental design evaluations, which cannot always control for bias and therefore produce findings that cannot be easily generalized. Program evaluations are not particularly reliable because it is difficult to

¹⁵ Both estimates are from American Community Survey. Bureau of Labor Statistics estimates, based on the Current Population Survey, that civilian labor force participation among women, in 2015 was 56.6 percent.

¹⁶ Data from American Community Survey, five-year estimates for 2011-2015. Williams (2015) shows far higher participation rates for the metro area.

¹⁷ U.S. Department of Labor, 2015; Christensen et al, 2011.

¹⁸ U.S. Census Bureau data compiled by DC Acton for Children’s DC Kids Count data tool.

¹⁹ The analysis is based on taxpayer data. For details, see Ginger Moored and Lori Metcalf, “D.C. Parenthood: Who Stays and Who Leaves?” Office of the Chief Financial Officer, District of Columbia Government, 2015. Retrieved from <https://cfo.dc.gov/sites/default/files/dc/sites/ocfo/publication/attachments/DC%20Parenthood%20-%20Who%20Stays%20and%20Who%20Leaves.pdf>

²⁰ Data from DCPS suggests that children in pre-K3 and pre-K4 constitute a substantial share of children and youth in subsidized OST programs. Before the introduction of pre-K programs in public schools, these children would have been in private child care settings instead of school-based settings when not under family care, and therefore out of the scope of this study.

²¹ In this report, the term “public schools” includes DCPS and Charter Schools.

²² For example, Miller et al (2004) argue that participation in OST programs could increase reading and math achievement by 5 to 6 percentile points.

obtain appropriate comparison groups.²³ Finally, there are few randomized control trial evaluations from which to draw causal conclusions.

Due to the limitations of the research landscape, researchers often conduct meta-analyses. Meta-analyses combine individual evaluations to create a large data set, from which researchers try to discern how variations in program design and delivery impact outcomes. A main limitation of meta-analysis is that the outcome metrics tend to be short-term and limited measures of success.²⁴ While this approach more consistently finds positive academic impacts²⁵ and improvements in studying habits,²⁶ these impacts are sometimes overstated due to meta-analyses' design of combining several types of studies together.²⁷

Evidence is also mixed on the effect of out-of-school time programs on reducing chronic absences,²⁸ but there is some evidence that programs do generate positive effect on student social behavior.²⁹

Sustained participation and high quality of staff and program design are commonly cited as key factors associated with whether out-of-school time programs produce beneficial outcomes.³⁰ In general, a quality out-of-school time program often has a smaller group setting, a clear vision or goal, structured activities, and trained staff or leaders who could become participants' friends, mentors, or role models.³¹ Developing strong partnerships with communities, families, and schools is also associated with high quality programs.³²

As children age, their interests become more refined and specific. As a result, program attractiveness and effectiveness become more dependent on program focus and how participants are grouped across age and grade levels or different interests.³³ Teens and older youth are more likely to participate in out-of-school time programs because of personal interests than the need of being supervised, so separating them from generic programs more suitable for younger children and providing specialized activities may increase participation rates among older age

²³ Apsler, R. A. (2009)

²⁴ The Larry King Center for Building Brighter futures offers this particularly helpful research summary: <http://cfcrights.org/wp-content/uploads/2011/10/2013-OST-Research-Summary.pdf>

²⁵ Bodilly, S., & Beckett, M. K. (2005); Cooper, H., Charlton, K., Valentine, J. C., & Muhlenbruck, L. (2000); Little, P. M. D., Wimer, C., & Weiss, H. (2008).

²⁶ Mahoney, J. L., Larson, R. W., Eccles, J. S., & Lord, H. (2005); Redd, Z., Boccanfuso, C., Walker, K., Princiotta, D., Knewstubb, D., & Moore, K. (2012).

²⁷ Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010); Lauer, P. A., Akiba, M., Wilkerson, S. B., Apthorp, H. S., Snow, D. & Martin-Glenn, M. L. (2006).

²⁸ Little et al, 2008; Taheri & Welsh, 2015.

²⁹ Gottfredson et al, 2004.

³⁰ Zakai et al, 2002.

³¹ Zakai et al, 2002; Grossman et al, 2009; Little et al, 2008.

³² Little et al, 2008.

³³ American Youth Policy Forum, 2006.

groups.³⁴ They are also more likely to enroll and stay in out-of-school time programs that offer financial incentives.³⁵

Research on availability of and access to out-of-school time programs finds that demographic and socioeconomic variables can help explain variations in *unmet demand* for these programs. Survey research of afterschool program demand shows a potentially larger service gap for families with low socioeconomic status (SES) or belonging to a racial minority.³⁶

Low-SES families are more likely to report dissatisfaction with their children's current afterschool arrangements, and are more likely to express interest in programs. However, low-SES families are less likely to be involved in afterschool programming overall.³⁷ Other research suggests that lower-income families are 1.5 times more likely than higher-income families to report that they would participate in afterschool programs if a program were available.³⁸ OST program participation is also not consistent among age groups, with older youth less likely to participate than younger children.³⁹

Lack of information about programs, cost concerns, and scheduling and transportation issues are all common barriers to participation.⁴⁰ Addressing these needs can be a challenge, as families may face many barriers to participation even when programs are available.

³⁴ Grossman et al, 2009.

³⁵ American Youth Policy Forum, 2006.

³⁶ There is a gap in literature on the parent satisfaction or demand for summertime or weekend programs.

³⁷ Weitzman et al, 2008; Afterschool Alliance, 2014.

³⁸ Among families who do not participate in afterschool programs, the share of those who indicate that they would participate if one were available is 50 percent among low-income families, compared with 34 percent for higher income families (Afterschool Alliance, 2014).

³⁹ American Youth Policy Forum, 2006.

⁴⁰ Bodilly & Beckett, 2005.

II. Characteristics of children, youth, families, and schools in the District of Columbia

An overview of characteristics of children, youth, and families

There are 174,000 children and youth ages 3 to 24 who live in the District of Columbia. They reside primarily in Wards 3, 4, 5, 6, 7, and 8. Among the 120,000 children and youth under age 18, 25 percent are white, 61 percent are black, and 14 percent are Hispanic.⁴¹ D.C.'s children and youth population is very diverse, and has many socioeconomic and academic disparities across age groups, neighborhoods, and school types and locations.

Residents within the District of Columbia remain highly segregated by race and by income, even as forces of gentrification and displacement are changing the racial and socioeconomic composition of many neighborhoods.⁴² Sometimes these forces lead to greater levels of integration within neighborhoods, but they can also concentrate wealth or poverty in others.⁴³

These disparities are even wider for families. Census Bureau data show that since 2000, *nominal incomes* (meaning incomes not adjusted for inflation) among families increased rapidly in Wards 4, 5, and 6, and skyrocketed in the Downtown area as high-income singles moved into these areas at rapid rates (and some have chosen to stay as they form families). In contrast, nominal incomes of families fell in many communities in Wards 7 and 8.⁴⁴

These trends are reflected in child poverty rates, which have been declining rapidly in neighborhoods along the city's north-central corridor, but sometimes increasing in others; they are likewise echoed in measures such as the distribution of children who receive Temporary Assistance for Needy Families (TANF) or Supplemental Nutrition Assistance Program (SNAP, also known as food stamps) benefits.

Family structure and community conditions also vary wildly across the District, and many families face overlapping challenges related to poverty, health, and safety.

⁴¹ In this report, the terms used by the U.S. Census Bureau are used to characterize race and ethnicity.

⁴² Butler and Grabinisky, 2015. Also of interest are Mapping Segregation, available at <https://www.nytimes.com/interactive/2015/07/08/us/census-race-map.html? r=0>, and <http://www.pewsocialtrends.org/income-segregation/washington-dc/>.

⁴³ Rabinowitz, 2017, and Grant, 2017.

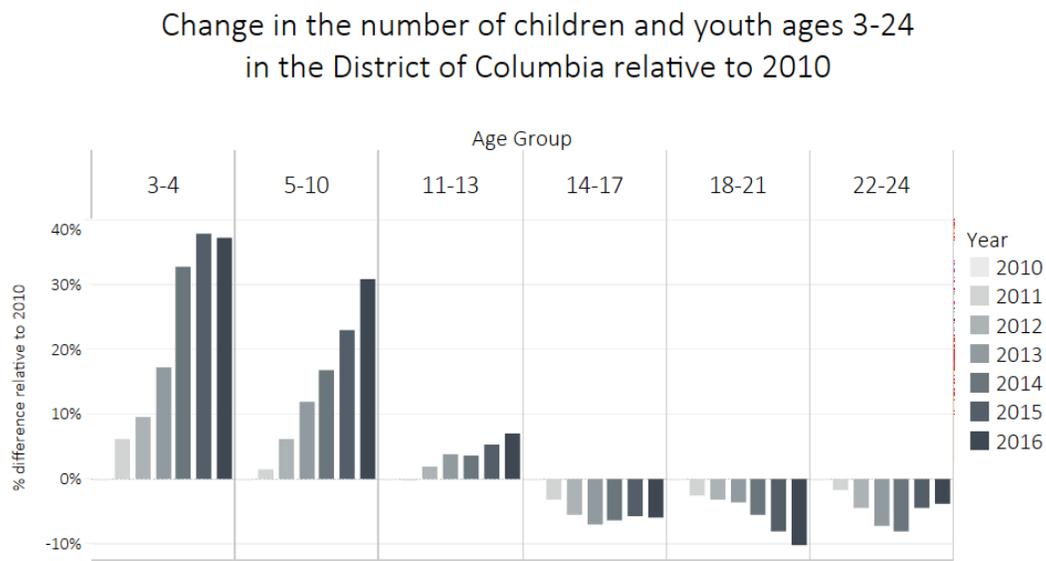
⁴⁴ Data based on 2000 Census and American Community Surveys for year 2010 through 2015. Estimated are from DC Acton for Children's DC Kids Count data tool.

The need for quality and affordable OST programs serving these communities may therefore be greater, but barriers to access are also more prevalent.

Age groups

The demographic trends around child and youth of the District are complex. In 2016, an estimated 174,000 children and youth ages 3-24 were living in D.C. The population of children and youth grew by 4.6 percent between 2010 and 2016,⁴⁵ but growth varied across age groups (Figure 1). The main driver of this growth was the addition of 14,000 more children under age 10—a 32 percent increase.

Figure 1 – Change in children and youth population since 2010



Source: U.S. Census Bureau, annual mid-year population estimates. The graph shows population growth relative to 2010.



Among older children and youth, population growth has been either smaller or negative. For example, during the same period, the number of middle school-age children (specifically age 11-13) increased by 1,000 (7 percent); the number of youth age 14-17 is still below what it was in 2010, but it appears that the population trends turned positive in 2013.

Looking at young adults, the District continues to lose ground among youth age 18-21. In contrast, young adults age 22-24 reversed half the losses this age group experienced between 2010 and 2014 in just two years (2015-2016).

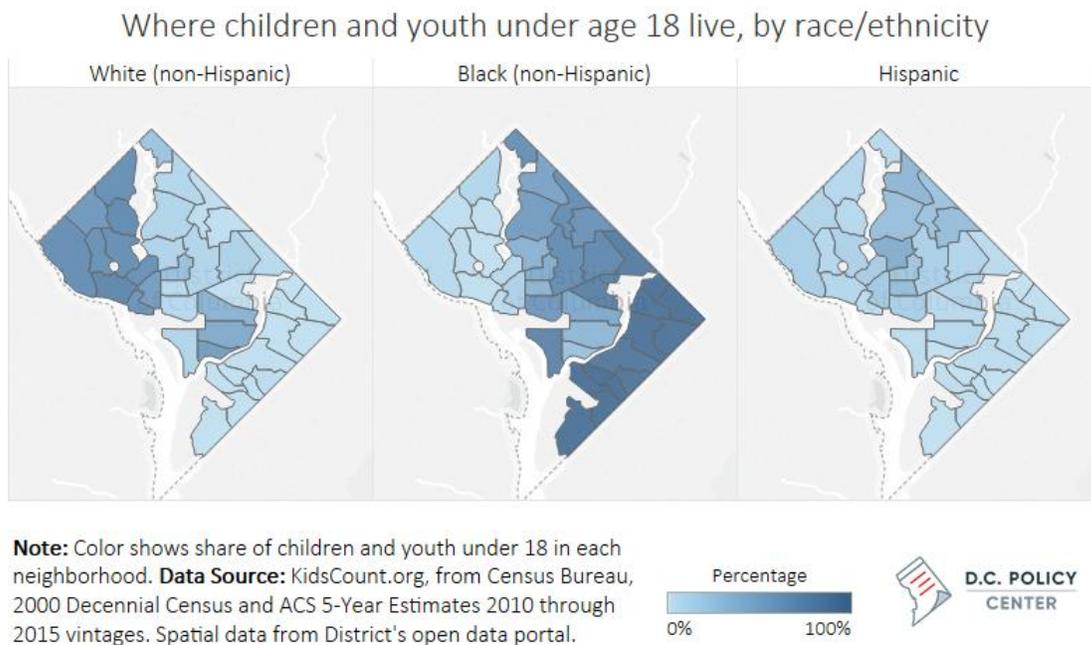
⁴⁵ This estimate is based on ACS single-year estimates, not the 2010 Census figures.

Race and ethnicity

There is a high degree of segregation between black and white families in the city. Overall, 25 percent of families in D.C. are white, 61 percent are black, and 14 percent are Hispanic. However, there are few neighborhoods whose demographics reflect these citywide percentages.⁴⁶

In Ward 3, for instance, 75 percent of children are white, 5 percent are black, and 14 percent are Hispanic; in Wards 7 and 8, 4 and 2 percent of children are white respectively, 95 percent are black, and 2 percent are Hispanic (Figure 2). Meanwhile, Hispanic children are mostly located in Wards 1, 4 and 5, where they account for 40 percent, 28 percent, and 15 percent of children, respectively.⁴⁷

Figure 2 – Geographic distribution of children and youth



Income and economic characteristics

Incomes vary across families with children under age 18. In 2015, the median income of families with children under age 18 was \$66,300; the range is wide, from \$24,000 in Ward 8 to over \$216,000 in Ward 3 (Figure 3, left panel).⁴⁸ Children and

⁴⁶ As the following section will discuss, where children live does not necessarily reflect where they attend school, so it is only one of the factors in assessing the needs for out-of-school time programs.

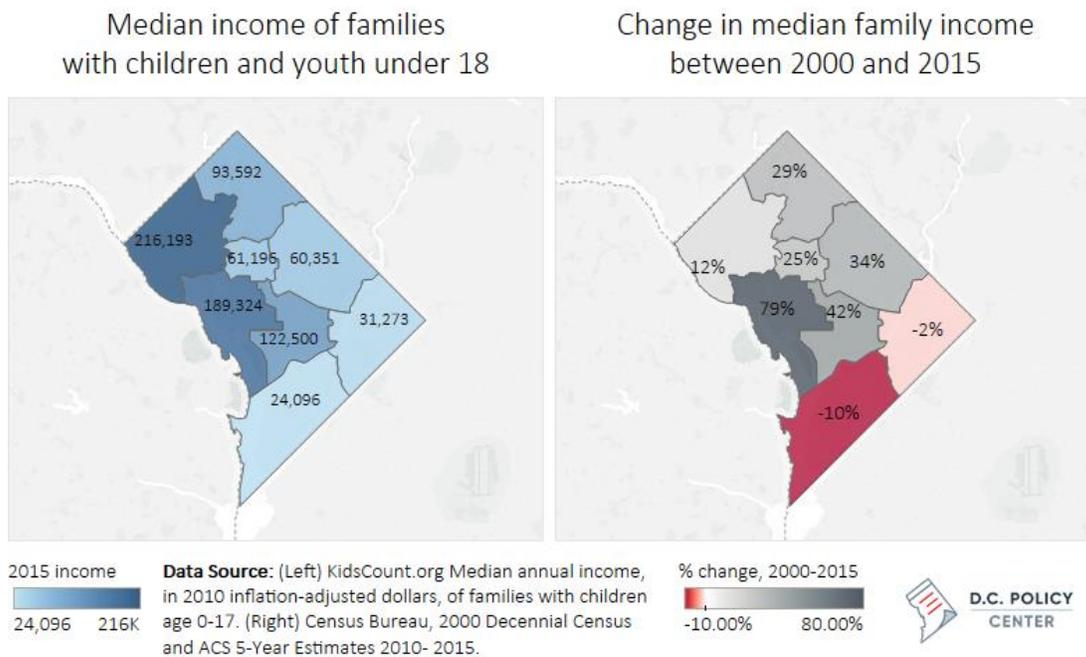
⁴⁷ The demographic makeup of children and youth also change across cohorts. For example, share of black children is 41 percent among children under 5, and 51 percent among school age children. For details, see Appendix Figure 2.

⁴⁸ KidsCount.org median annual income, in 2010 inflation-adjusted dollars, of families with children age 0-17.

youth in different parts of the city therefore live under very different financial conditions, and likely face different sets of choices when it comes to what activities are available to them when they are not in school.

While personal income in the District has increased rapidly, the changes and growth in the city have not benefited all communities in the same way (Figure 3, right panel). Family incomes increased in many areas from 2000-2015, particularly in neighborhoods surrounding the city’s north-central corridor; median family incomes doubled in Ward 6, increased by 60 percent in Ward 1, increased by 35 percent in Ward 5, and increased by 25 percent in Ward 4. In contrast, nominal incomes declined in Wards 7 and 8 overall, although not in all neighborhoods within those Wards.⁴⁹

Figure 3 – Median family income, and change in median family income between 2000 and 2015



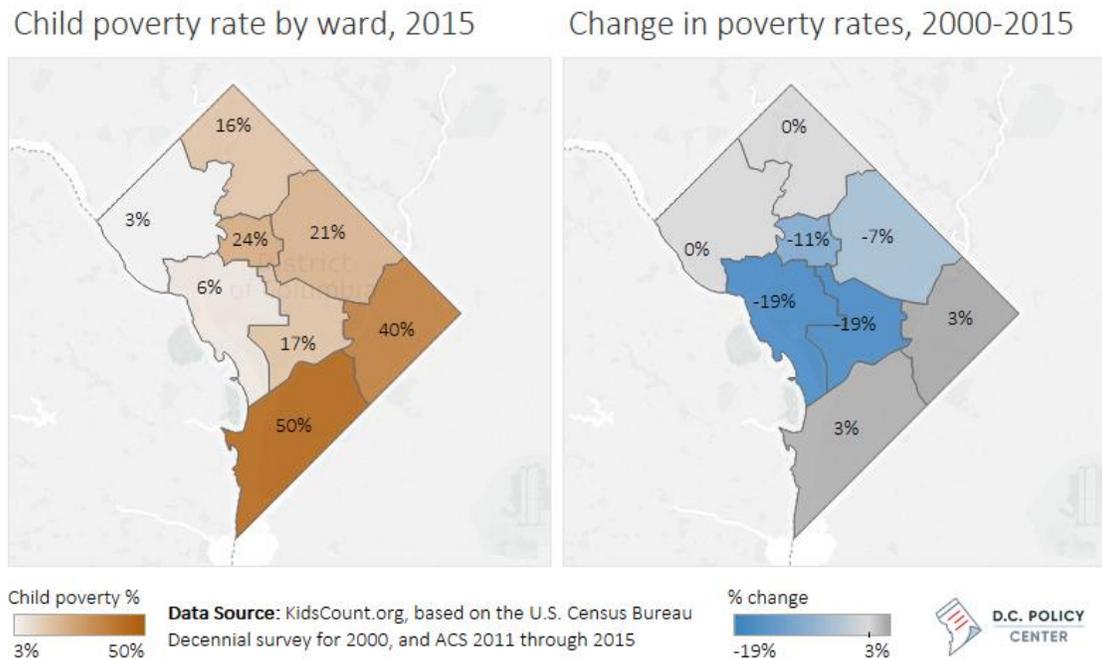
D.C. has one of the highest per capita incomes in the nation, yet many children and youth experience economic insecurity.⁵⁰ The city had 11,000 children under age 18 who had at least one unemployed parent in 2015, and 25,000 children lived in households that faced food insecurity at some point during the year.⁵¹

⁴⁹ Census Bureau, 2000 Decennial Census and ACS 5-Year Estimates 2010-2015.

⁵⁰ According to the Bureau of Economic Analysis, per capita resident income in the District was \$76,000 in 2016, compared to \$49,000 across the entire nation.

⁵¹ Current Population Survey, Food Security Supplements data for 2013, 2014, and 2015. Because of the large sampling errors associated with state-level data, the Census Bureau recommends using multi-year averages to examine state-level trends from the Current Population Survey. Therefore, each year represents a three-year average of data. For more

Figure 4 – Child poverty rate, 2015 and changes in child poverty rate since 2000, by ward



Despite the overall increase in prosperity that the District has experienced, there has been a diminishing of economic opportunities for the District’s poorest residents after the Great Recession.⁵² As noted previously, this has disproportionately affected D.C.’s black residents, who make up the vast majority of residents in Wards 7 and 8; in those wards, the unemployment rate among adults is over 10 percent, more than twice that of the District overall. As of 2015, median incomes among black families with children under age 18 are less than half the median income among all families with children under age 18.

Some 30,000 children and youth under age 18 (27 percent) live in households whose incomes fall below the area poverty line.⁵³ Half of these children lived in extreme poverty, in households with incomes at or below 50 percent of the poverty line. Child poverty also disproportionately affects black families, to a stark degree: The child poverty rate among white residents was 3 percent in 2015 compared to 36 percent among black residents.⁵⁴

information on the definition of Food Security/Insecurity see: <http://www.ers.usda.gov/Briefing/FoodSecurity/measure-ment.htm>. Data compiled by KidsCount.org.

⁵² Swaim, S., 2015.

⁵³ The data are from ACS 5-year estimates for 2011-2015, via KidsCount.org.

⁵⁴ Hispanic children also experienced a notably high poverty rate (27 percent) the last year for which comparable data was available (2007), but it reliable data for later years are not available.

Poverty rates for children increase with age, from 23 percent among children under 6 to 28 percent among children ages 6 to 17. While many wards have seen a decrease in poverty levels since 2000, this has not been the case in some of the areas facing the highest concentrations of poverty (Figure 4). Specifically, between 2000 and 2015, the District of Columbia made no gains in reducing the child poverty rate in Wards 7 or 8, which have child poverty rates of 40 and 50 percent, respectively. In fact, child poverty increased in those wards by three percentage points.⁵⁵

In 2015, 28,000 children and youth lived in households that receive TANF benefits.⁵⁶ Households are eligible to receive TANF benefits if the parents are unemployed and putting significant efforts into gaining employment, or if they work very low-paying jobs. The number of children in households that receive TANF benefits has decreased since the end of the Great Recession as labor demand increased, but not by much: In 2011, 31,000 children and youth lived in households receiving TANF.

Furthermore, 50,000 children and youth live in households that receive SNAP benefits (known as food stamps), which are available to households under 130 percent of federal poverty line.⁵⁷ Unlike TANF, this number has been increasing since 2014.

Family structure and the need for care

Family structures and care arrangements also vary widely for children throughout the city. In 2015, 59,000 children under age 18 (53 percent of all children in this cohort) lived in families headed by an unmarried parent, including more than 80 percent of children in Wards 7 and 8 (Appendix Figure 4). In addition, 8,000 children across the city were under the care of other family members, such as grandparents.

Research suggests that children who grow up in households headed by an unmarried parent typically have fewer resources available to them compared to children who live in households with married parents.⁵⁸ Children with only one primary caregiver, or those whose household structure varies, may also have greater need

⁵⁵ It is important to note that wards are not monoliths, and that not every individual neighborhood in these wards experienced increasing child poverty; some have in fact seen a decrease. In Ward 8, for instance, child poverty measures decreased by 29 percentage points in Historic Anacostia (29 percentage point decline between 2010 and 2015)—although during the same period, the number of children between the age 6 and 17 living in the neighborhood declined by 300 children. In Ward 7, the neighborhood clusters encompassing Deanwood and Hillbrook each experienced a 7-percentage point reduction in child poverty while also seeing an increase in the number of children living there.

⁵⁶ These families are more likely to be in Wards 7 and 8, followed by Ward 5. See Appendix Figure 3 for a map of TANF and SNAP recipients by ward.

⁵⁷ Income levels change by household type. For a family of four, SNAP benefits are available for families with a gross income of \$2,633 and a net income of \$2,025. For more details, see <https://www.fns.usda.gov/snap/eligibility>.

⁵⁸ See, for example, Livingston, G. (2014). Data from tax rolls also substantiate this point. <https://www.irs.gov/uac/soi-tax-stats-individual-statistical-tables-by-size-of-adjusted-gross-income>.

for high quality supervised OST programs, particularly if their caregiver works or attends school full time.

A closer look at children and youth in public schools

Enrollment

Enrollment growth in public schools has outpaced population growth among children and youth.⁵⁹ Between school years 2010-11 and 2016-17, total enrollment in public schools increased by 20 percent, much faster than the general population growth across all cohorts. Differences across cohorts are even more amplified than the general population: Growth was strongest at the pre-K to kindergarten levels, as the District has increased pre-K spots across all public schools. There was modest growth at the middle school level, and a modest decline at the high school level ().

Table 1 – Growth in total public school by grade level

	Total public school enrollment		Change from SY 2010-11 to SY2016-17 (%)
	SY 2010-11	SY 2016-17	
PreK - K	13,909	20,090	44
Grades 1 - 3	15,028	20,485	36
Grades 4-5	9,702	11,779	21
Grades 6-8	13,137	14,024	7
Grades 9-12	17,632	17,113	-3

Source: OSSE Audited Enrollment, osse.dc.gov/enrollment. Public school enrollment includes both D.C. Public Schools (DCPS) and public charter schools (PCS).

Over this period, the proportion of children and youth served by D.C. Public Schools (DCPS) compared with public charter schools (PCS) has changed as well. Public charter schools have grown from 27,600 students in 2010 to over 38,900 students in 2016, 44.5 percent of D.C.’s total public school enrollment. D.C. Public Schools, too, have been recording increased enrollments, reversing a years-long trend in declining enrollments (Appendix Figure 1).⁶⁰

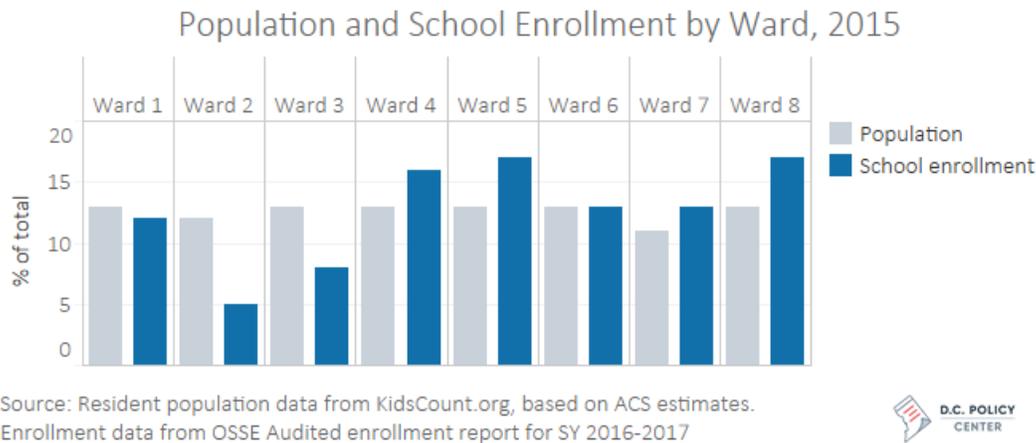
⁵⁹ Throughout this report, “public schools” will refer to D.C. Public Schools (DCPS) and public charter schools (PCS) collectively, unless otherwise noted.

⁶⁰ OSSE Audited Enrollment data are available [here](#) and charter school data are available [here](#).

School enrollment varies by ward, but does not follow residence patterns among youth of the same age. Ward boundaries are drawn specifically to hold similar number of residents, but the distribution of schools follows other patterns. Overall, Wards 5 and 8 hold the highest share of enrolled students (17 percent each), followed by Ward 4, Wards 6, and 7 (13 percent), and Ward 1 (12 percent.) Wards 3 and 2 have the lowest proportion of students (8 and 5 percent total enrollment) (Figure 5).

Public school enrollment is highest in Wards 4, 5, and 8, followed by Wards 6 and 7. There are 208 public schools in the District (105 DCPS schools and 103 public charter schools). DCPS schools are more uniformly distributed across the city—by design, as most have catchment areas. Public charter schools, on the other hand, are concentrated in Wards 4, 5, 6, 7, and 8. There are no public charter schools in Ward 3, and only two in Ward 2; however these two wards do have high rates of private school enrollment.⁶¹

Figure 5 – Child population and student population by ward



Race and ethnicity

The racial and ethnic make-up of children and youth attending public schools in the District is different from that of the school-age population. Across the District, 60 percent of school-age children and youth are black, 19 percent are white, and 17 percent are Hispanic.⁶² However, black children and youth make up 70 percent of public school enrollment, while white children and youth account for just 10

⁶¹ Nichols, 2014.

⁶² Here, the data on “school-aged” children refers to those ages 5-17; in general, however, this report focuses on children ages 3-17.

percent of public school enrollment. Furthermore, half of black children and youth in public schools are in public charter schools (compared with 36 percent of white children and youth)⁶³ and a third are in Title I DCPS schools, which are schools serving a high proportion of children and youth from low-income families.⁶⁴ Title I schools enroll half of Hispanic children and youth in public schools overall, and public charter schools enroll 38 percent.

Furthermore, many D.C. children and youth travel out of their neighborhoods to attend school. In 2014, the Urban Institute found that nearly half of public school students attend a school outside of their ward of residence.⁶⁵ As a result, the socioeconomic makeup of a school is not always similar to that of the neighborhood where it is located. Public charter schools and magnet schools have had some effect in drawing children and youth out of their wards of residence, but in many areas, few schools are racially diverse. Less than one percent of children and youth who attend public charter schools or non-Title I DCPS schools in Ward 8 are white, and very few white children and youth attend public schools in Ward 7.

Economic characteristics

While detailed data about the socioeconomic backgrounds of children attending public schools compared with those attending private schools is not readily available, one potential measure of economic vulnerability among children and youth attending public schools (due to school data collection) is TANF and SNAP eligibility. In the 2014-15 school year (the latest year for which data are available) 38,000 children and youth were eligible for TANF or SNAP benefits. Of these, 57 percent attended public schools. Half were enrolled in schools in Wards 7 and 8 while Wards 2 and 3 collectively held about 1,000 such children and youth, almost all enrolled in DCPS schools.

“At risk” children and youth

Children and youth determined to be “at risk for academic failure” are unevenly distributed across wards and schools. During the 2016-17 school year, there were 39,322 children and youth enrolled in public schools whom the District considers “at risk” based on certain characteristics or categories.⁶⁶

The current definition for “at risk” includes children and youth who qualify for TANF or SNAP, children and youth who are homeless, children and youth in the District’s child welfare system, and high school youth who are at least one year

⁶³ Data from 2015/2016 School Year OSSE Audited Enrollment Report.

⁶⁴ More information on Title I program eligibility is available at <https://www2.ed.gov/programs/titleiparta/index.html>.

⁶⁵ Washington DC: Our Changing City. Available at <http://apps.urban.org/features/OurChangingCity/schools/index.html#moving>. Also See Losoya B., 2014.

⁶⁶ Excludes children and youth enrolled in a school with fewer than 10 at risk children and youth. OSSE suppresses such data to protect young people’s privacy.

older than the expected age for the grade in which they are enrolled. Many of these measures are driven by economic characteristics that are correlated with low household income and other factors addressed previously; some 45 percent of “at risk” children and youth attend public schools in Wards 7 and 8, and another 41 percent attend public schools in Wards 4, 5, and 6 (collectively).

Out-of-school time programs in D.C.

The District’s focus on out-of-school time activities predates the federal emphasis, which began with the 2001 No Child Left Behind Act. In 1999, the city established the DC Children and Youth Investment Trust Corporation (CYITC) as a quasigovernmental body that would leverage public funds to raise private dollars for youth services.

At its beginning, CYITC was funded with over \$30 million, and expanded learning, services, and opportunity for children and youth. While local funding declined over time, CYITC sought to incorporate public, private, and community funding sources that had become available, with the goal of making quality out-of-school time programs accessible to all children, youth, and families.

CYITC was meant to work in partnership with government, nonprofit, and advocacy groups to raise funds and provide grants for out-of-school time programs. However, management problems and rampant misuse of resources limited its effectiveness.⁶⁷ CYITC went bankrupt, and closed in 2016.

In 2017, the District enacted the Office of Out of School Time Grants and Youth Outcome Establishment Act to create a new organizational structure and a new oversight body for publicly-funded out-of-school time programs.⁶⁸ The new Office of Out of School Time Grants and Youth Outcomes is charged with coordinating various out-of-school time programs, aligning grants across government agencies, and implementing funding standards to ensure equitable distribution of quality out-of-school time programs to District’s children and youth.⁶⁹

The potential need for subsidized out-of-school time programs in the District is very large and growing rapidly.⁷⁰ There are 174,000 children and youth in the District between the age 3 and 24. In the last school year, the District’s public schools

⁶⁷ For example, the District provided CYITC with \$124 million between fiscal years 2007 and 2012, but during this time, the CYITC made grants of only \$97 million (Office of the District of Columbia Auditor, 2014).

⁶⁸ D.C. Law 21-0261, 64 DCR 3982, effective Apr 7, 2017. The bill was enacted subject to appropriations but the District’s fiscal year 2018 budget set aside \$4.92 million (with a supplemental \$1.3 million) for the standing of the new office.

⁶⁹ The Act defines “Out-of-school-time” as periods of time occurring before school, after school, on weekends, or during seasonal breaks during which regularly scheduled, structured, and supervised learning and youth development activities may take place.

⁷⁰ The report defines “subsidized” OST programs as programs that receive subsidies from the federal government, DC government, or private foundations.

enrolled 84,000 children and youth, excluding adults and those enrolled in alternative programs.

There is still a clear need for programs that promote academic achievement. Many District children and youth experience poverty and economic insecurity, as well as other factors which put them at risk for academic challenges. While academic outcomes are improving across the District, significant gaps persist along socioeconomic lines. For example, in 2015, 86 percent of 4th graders from low-income families scored below proficient in reading tests, compared to 34 percent of those from middle- or high-income families.⁷¹ Similar gaps are present in terms of race and ethnicity, and between Title I and non-Title I schools.⁷²

There is also a clear need for programs to provide safe and quality supervision for younger children while their parents or other caregivers work or attend school. For instance, at least 29,000 children and youth in D.C. live in households with all available parents working, and 18,000 of them are in low-income households.⁷³ Moreover, some 50,000 children and youth live with parents or caregivers whose employment is not secure, and therefore could be dealing with long and unpredictable hours of work.⁷⁴ For these young people and their families, availability of quality out-of-school time programs within a reasonable distance of their schools or homes is particularly important.

The delivery of out-of-school time programs in the District of Columbia is decentralized, with no central entity overseeing these programs. Some large programs could have central management (for example the MYBSYEP and the afterschool programs at DCPS schools), but most are small, independent service providers that manage only a few programs.

It is useful to think of out-of-school time programs in two spheres: subsidized, and market-rate.⁷⁵ Among “subsidized” programs that receive some level of public

⁷¹ Here, “low-income” is defined as families that qualify for a free or reduced-price lunch; any child at a participating school may purchase a meal through the National School Lunch Program. Participating schools have at least 75 percent of children and youth served from families below 130 percent of federal poverty level, though there are additional means of participation (for example, children in the District’s child welfare system, children participating in Head Start and Migrant Education Programs, or children receiving services under the Runaway and Homeless Youth Act qualify). For details, see <https://nces.ed.gov/blogs/nces/post/free-or-reduced-price-lunch-a-proxy-for-poverty>.

⁷² Title I schools are schools that receive federal funding because they have a high number or high percentage of students from low-income families.

⁷³ This measure is for children between the age 6 and 18 only; sampling errors are too large for younger children to make a reliable estimate.

⁷⁴ For children living in single-parent families, this means the resident parent did not work at least 35 hours per week, at least 50 weeks in the 12 months prior to the survey. For children living in married-couple families, this means neither parent worked at least 35 hours per week, at least 50 weeks in the 12 months prior to the survey. Children living with neither parent were listed as not having secure parental employment because those children are likely to be economically vulnerable. Children under age 18 who are householders, spouses of householders, or unmarried partners of householders were excluded from this analysis. This measure is very similar to the measure called “Secure Parental Employment,” used by the Federal Interagency Forum on Child and Family Statistics in its publication *America’s Children: Key National Indicators of Well-Being*. Data Source: Population Reference Bureau analysis of data from the U.S. Census Bureau, 2008 - 2015 American Community Survey. Compiled by KidsCount.org.

⁷⁵ The report defines “subsidized” OST programs as programs that receive subsidies from the federal government, DC government, or private foundations.

funding, the main providers are schools (especially Title I schools that receive federal and local funding for afterschool and summer programs); community based organizations (CBOs), which also receive private support to offer programs in schools or in other spaces; various government agencies (e.g., the Department of Parks and Recreation, which runs summer camps and other regular summer programming, and the Department of Employment Services, which runs the District's locally funded Mayor Marion S. Barry Summer Youth Employment Program); and publicly-funded providers that contract with public charter schools or other groups.

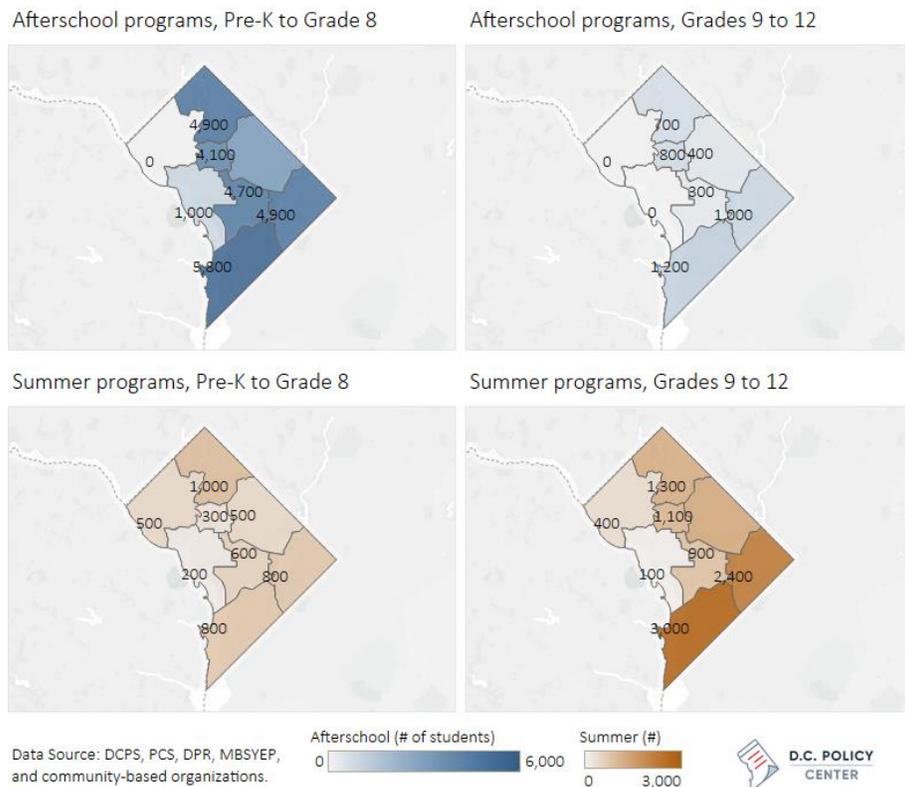
These subsidized OST programs are the focus of this report for two reasons. The first reason is pragmatic. Children and youth in public schools are currently the main target of public funding for subsidized OST programs. As the District considers public policy options for program management, oversight, and funding, its immediate focus will be current programs. The second reason is out of necessity. The sphere of fully private OST providers is large and unknown. Private providers offer many academic, artistic, or athletic enrichment programs and camps after school or during the summer. At present, there is no systematic way of collecting information on market rate programs, including building a comprehensive list of who may be offering these programs.

III. Existing capacity at out-of-school time programs

This chapter takes stock of existing subsidized OST programs and the children and youth they serve.⁷⁶ These include programs run by and based in public schools; those run by other District government agencies, such as the Department of Parks and Recreation; and those organized by non-school entities that receive public funding. For programs serving older youth (i.e., those in grades 9-12), this chapter will also include an overview of the Mayor Marion S. Barry Summer Youth Employment Program (MBSYEP).⁷⁷ This chapter will also examine the available data on children and youth served by age group and other factors, as well as the geographic locations of these programs.

Figure 6 – Capacity maps by ward and grade level

Afterschool and summer program capacity in D.C., by ward and grade level



Note: MBSYEP location data is by ward of participant’s residence, not job site location.

⁷⁶ The report defines “subsidized” OST programs as programs that receive subsidies from the federal government, DC government, or private foundations.

⁷⁷ Youth employment programs are often not included in definitions of OST programs, but we include them here to provide important context for describing the landscape of out-of-school time options for older youth.

Error! Reference source not found. shows the overall supply of subsidized after-school and summer programs for children and youth from pre-K to grade 12, by age group. Data collection was most robust in capturing capacity at subsidized afterschool programs, which appear to be more prevalent than subsidized summer programs in the District.⁷⁸ Younger children (pre-K through grade 8) are also more likely to be served by subsidized OST programs; there are far fewer OST options for youth after middle school, especially if one removes MBSYEP from the summer program capacity counts.

About this analysis

The analysis in this report focuses on capturing capacity in summer programs in the District of Columbia that are either fully or partially subsidized by public funding sources.

Program capacity calculations (and related gaps in program capacity) are estimates because the calculations rely on assumptions about program characteristics to fill information gaps. These assumptions are conservative, and overall estimates align very closely to the original data collected from providers. To learn more about data collection and assumptions, see the Methods section in Appendix I.

Numbers reported here are rounded and should be taken as very conservative estimates—that is, they are more likely to underestimate existing capacity than overstate it. Also, data for older youth in grades 9-12 include residents ages 14-17 who are enrolled in MBSYEP, and for this group, location data reflect the participant's ward of residence instead of job site, which affects maps depicting supply of summer programs by ward.

Finally, this report's analysis examines capacity, need, and gaps in broad terms. The landscape of OST program options in D.C. varies widely in terms of cost, content, and duration, and the existence of certain types of OST program slots does not mean that it would necessarily meet the needs of all families.

Afterschool programs

A review of current data sources suggests that an estimated 33,400 children and youth attend regular afterschool programming in the District of Columbia that is either fully or partially subsidized by public sources. This includes an estimated

⁷⁸ This analysis is based on capacity, enrollment, or attendance (prioritized in that order), based on what data was available.

28,700 D.C. children between pre-K and 8th grade, and an estimated 4,700 youth in grades 9 through 12 (Appendix Table 1).

Afterschool program providers

The main providers of subsidized afterschool programs in the District are schools and community-based programs, as outlined below. Figure 8 further shows afterschool program capacity by provider type and program location (Appendix Table 2 provides details).

Schools. An estimated 8,300 children and youth participate in DCPS Afterschool or other DCPS afterschool programs, according to SY 2016-17 data from DCPS. Around 5,500 children and youth participate in an afterschool program run by a public charter school.

Community based organizations. An estimated 19,600 children and youth participate in a program run by a CBO, including those run by a CBO contracting with DCPS or a public charter school (see the following section for a breakdown of program locations.) To avoid double-counting these programs, when possible, the analysis differentiated between the provider and the location of the site programming.

Other programs not included in this report. The goal of this analysis was to capture regular and sustained afterschool programming. Therefore, where possible, these counts do not include data for programs that operate only one or two times per week, or for an hour or less. Data on CBO programs did not always have details on program timeframes, so a small number of summer programs might be counted as afterschool programs (or vice versa). And while some data sources included breakdowns of attendance by age or grade level, others reported only broad categories; in these cases, capacity for each age group was estimated proportional to the distribution of enrollments across different levels. Please see the Methods section in Appendix I for a more thorough discussion of data limitations.

Afterschool programs by location

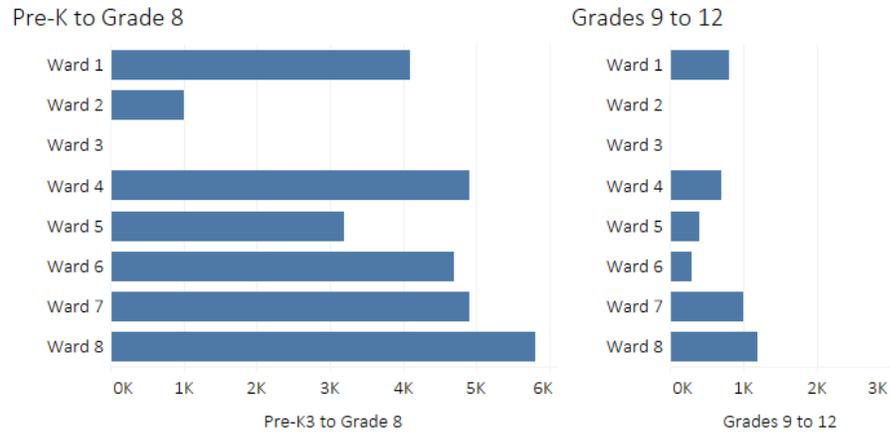
In addition to analyzing OST capacity in terms of types of afterschool program providers, one can also look at the types of sites the programs took place at—specifically at schools, at CBOs, or at other locations. Considering location is particularly important for afterschool programs because it is more often convenient for children and youth to participate in a program that takes place at or near the school they attend.

Looking at program locations by ward (Figure 7 and Appendix Table 3), the analysis captured more than 4,000 subsidized afterschool program participants from pre-K to grade 8 in Wards 1, 4, and 6; almost 5,000 in Ward 7; and almost 6,000 in Ward 8. The data did not include any subsidized afterschool program participants

for this age group in Ward 3. Among participants in grades 9-12, capacity was highest in Ward 1, 7, and 8, with no recorded subsidized programs in Wards 2 or 3, and fewer than 500 participants each in Wards 5 and 6.

Figure 7 – Afterschool program capacity by ward and grade level

Afterschool program capacity in the District of Columbia, by ward and grade level

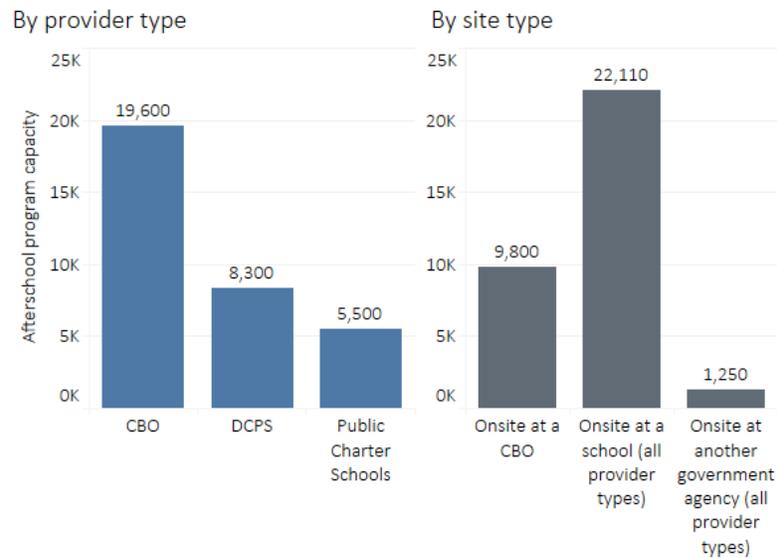


Data Source: Data on afterschool programming from DCPS, PCS, and community-based organizations.



Figure 8 – Afterschool program capacity by provider type and site type

Afterschool program capacity in the District of Columbia



Data Source: DCPS, PCS, and community-based organizations.



In terms of site type, two-thirds of the afterschool program participants in this analysis (an estimated 22,000) attend a program at a school, regardless of whether a school or CBO runs the program (Figure 8). An estimated 10,000 children and youth attend afterschool programs at CBOs, and a small number (1,000) attend an afterschool program based at a site run by another D.C. government agency (including the D.C. Housing Authority and DPR-run Community Centers).

Summer programs

Overall, at least 15,000 children and youth from pre-K to 12th grade participate in regular summer programming in the District of Columbia that is either fully or partially subsidized by public sources. Among these children and youth, an estimated 4,700 are entering pre-K3 to grade 8, and 10,800 are in grades 9 through 12 (including participants in MBSYEP).⁷⁹

Summer program providers

Figure 9 and Appendix Table 4 show the breakdown of provider type and program location; the main providers of subsidized summer programs in the District include schools, CBOs, the Department of Parks and Recreation, and the Mayor Marion S. Barry Summer Youth Employment Program.

Schools. An estimated 3,000 children and youth participate in DCPS Summer School or other DCPS summer programs. DCPS summer programs for youth in grades K-8, in addition to K-8 Summer School, include Extended School Year Special Education Programs, Middle School Bridge, and others.⁸⁰ For high school age youth (grades 9-12), DCPS summer programs include Summer School, Extended School Year, Summer Bridge, High School Credit Recovery, and others.⁸¹ Furthermore, at least 200 children and youth participate in summer programming provided onsite by a public charter school. However, this data is very limited, and may not be comprehensive.

Community based organizations. This analysis captures data on 2,100 children and youth who participate in CBO-run summer programs at various sites, including some CBO-run programs based at public schools or public charter schools. To avoid

⁷⁹ Not counting MBSYEP participants, the number of summer program participants in grades 9 through 12 was less than 2,800.

⁸⁰ DCPS Summer 2017 Programming and Facility Use, available at <https://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/Summer%202017%20Programming%20%20Facility%20UsageFinal.pdf>.

⁸¹ In addition, over 400 DCPS students participated in DCPS Study Abroad in 2017; they are not included in this data. For details, see https://www.washingtonpost.com/local/education/this-really-opened-my-eyes-up-hundreds-of-dc-students-study-abroad-for-free/2017/08/01/b588c2a2-76d9-11e7-9eac-d56bd5568db8_story.html.

double-counting these programs, when possible, the analysis differentiates between the provider and the location of the site programming.

DPR summer camps. The Department of Parks and Recreation (DPR) offers summer camps for young people from mid-June through mid-August. DPR summer camps serve youth ages 3-17, and are offered in two-week sessions occurring from mid-June to mid-August. In 2015, the last year for which data are available, an estimated 2,000 children and youth were enrolled in DPR summer camps during the main weeks of the summer.⁸²

Mayor Marion S. Barry Summer Youth Employment Program. An estimated 8,000 high school-age youth participate in the Mayor Marion S. Barry Summer Youth Employment Program (MBSYEP), managed by the Department of Employment Services (DOES). While MBSYEP is a youth employment program, and therefore may not fall under some definitions of an OST program, its popularity in the District is one of the most important and popular options available to high school-age youth. In 2016, 13,017 young residents ages 14-24 enrolled in the program; this report's analysis focus on the 8,020 participants between the ages of 14-17.⁸³

Other programs not included in this report. The goal of this analysis was to capture regular, full-day summer programming. Therefore, where possible, these counts do not include programs that operate only one or two times per week, or for less than half a day. Data on CBO programs did not always have details on program timeframes, so a small number of summer programs might be counted as after-school programs (or vice versa). And while some data sources included breakdowns of children and youth served by age or grade level, others reported only broad categories; in these cases, capacity for the general age group was estimated proportionally. Please see the Methods section in Appendix I for a more thorough discussion of data limitations.

Finally, the analysis does not include fully private summer options; these market-rate programs are beyond the scope of this report. It also does not include summer employment that is not through the MBSYEP program, or paid or unpaid internships.

Summer programs by location

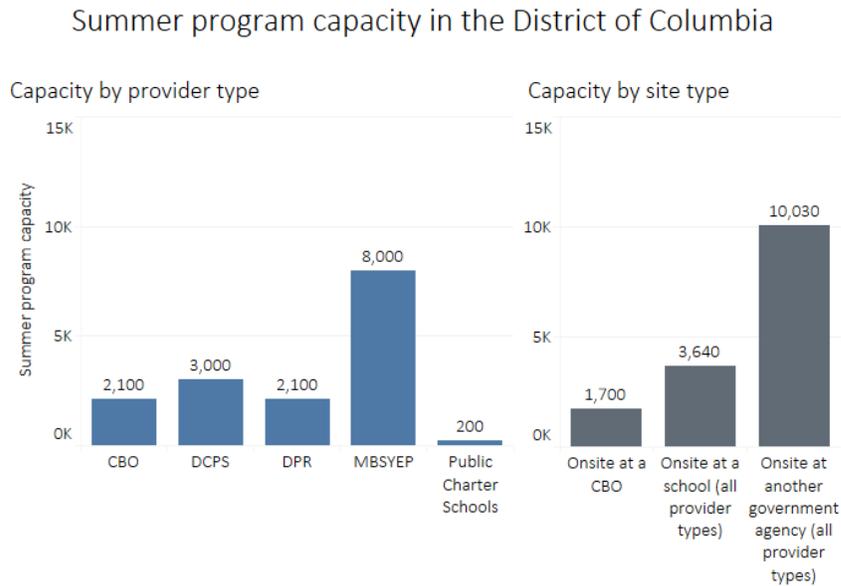
In terms of location, around 3,500 children and youth participate in summer programming onsite at a DCPS school (provided by DCPS or a CBO partner), and 1,700 participate in summer programming at the CBO provider's location. The 2,100 children and youth enrolled at DPR summer camps are almost always located on DPR sites; within this data, relatively few (<100) summer program participants were

⁸² Data from DPR's responses to Council Oversight Hearings during 2016 budget preparation. Retrieved from http://dccouncil.us/files/user_uploads/budget_responses/allattachments_5.pdf

⁸³ Among those enrolled, 12,128 worked at least one hour in the program. <https://does.dc.gov/sites/default/files/dc/sites/does/publication/attachments/2016%20MBSYEP%20Report.pdf>

based at other types of D.C. government-run sites. Some 8,000 participants in the older age group participated in MBSYEP, which is recorded here as “at another D.C. government site,” even though most work at job sites with individual firms across the city.

Figure 9 – Summer program capacity by provider type and by site type

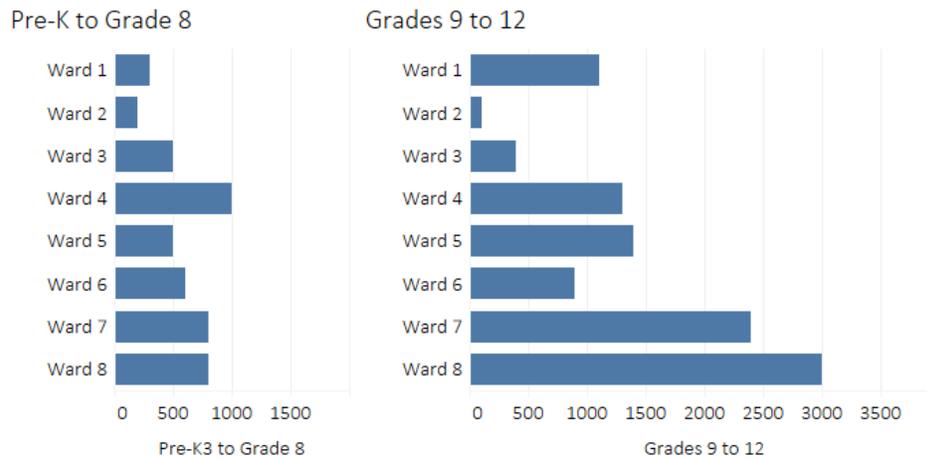


Data Source: DCPS, PCS, DPR, MBSYEP, and community-based organizations.



Figure 10 – Summer program capacity by ward and grade level

Summer program capacity in the District of Columbia, by ward and grade level



Data Source: Data on summer programming from DCPS, PCS, DPR, MBSYEP, and community-based organizations.



For participants in subsidized summer programs from pre-K through grade 8, the largest number participated in programs in Wards 4, 7, and 8. Among older participants in grades 9-12, the highest concentrations of participants were in Ward 7 (estimated at 2,400) and Ward 8 (estimated at 3,000) (Figure 10).⁸⁴

⁸⁴ Since location data for MBSYEP participants' job sites is not available, the data on participants' locations is based on participants' wards of residence. This is an important consideration when looking at overall summer program participation by ward (Figure 10), specifically for older youth.

IV. Four potential need metrics for out-of-school time programs

Characterizing the need and estimating the potential demand for out-of-school time programs is difficult. Policy priorities and data limitations govern much of this exercise. This section provides information on the characteristics of children and youth in the District of Columbia to inform the discussion on the target population.

Using the universe of children and youth attending D.C. public schools as the base (including both D.C. Public Schools and public charter schools), this section identifies the potential need for subsidized out-of-school time programs based on the distribution of children and youth across two broad age groups and four broad policy targets.

Defining metrics for OST need

One way to define the optimal capacity of OST programs might be to look at surveys of families and young people that ask about participation preferences. For example, Afterschool Alliance surveys suggest that 66 percent of D.C. children and youth who do not participate in afterschool programs say they would attend such programs if they had access to them.⁸⁵ Using this as a definition of need, an estimated 8 out of 10 children and youth attending public schools require out-of-school time programs, and at present, 36,000 go unserved.

However, while this is a useful data point, this approach may not capture barriers to access, or family preferences. And from a policy standpoint, it does not connect to specific policy goals that the District has for OST programs, and therefore does not address the sort of barriers that might prevent a family from participating in OST programs even if programs were available.

Another way to define need, then, is to identify the policy goals for subsidized OST programs, and define the target populations based on those desired outcomes. This report defines four potential metrics of need for OST programs, based on different policy goals:

- (i) The **universal coverage** metric would provide sufficient subsidized OST capacity for every young person who attends public school in D.C.;
- (ii) Broad income-based targeting, i.e. targeting low-income children and youth close to or under the poverty line, using eligibility for SNAP benefits (**130 percent of the poverty line**) as a proxy;

⁸⁵ For details, see Afterschool Alliance, 2014.

- (iii) Targeting based on **“at risk” status**; and
- (iv) Narrower income targeting focused on children and youth living in households **under the poverty line** only.⁸⁶

These four metrics are meant as a starting point for understanding the scope of need and capacity in the District’s OST programs. These metrics demonstrate how many children and youth D.C.’s subsidized afterschool and summer programs would serve if all children and youth in these categories (and *only* children and youth in these categories) enrolled in and attended them—conditions that would not be met in practice.⁸⁷

Table 2 shows how many children and youth would be included in each of these categories, based on the data outlined in Chapter II.

Table 2 – Four potential metrics of need for OST in D.C.

Metric	Definition	Estimated need		
		Pre-K to grade 8	Grades 9-12	Total
Universal Coverage	All children and youth in public schools*	66,300	17,100	83,400
130 percent of the poverty line (broad income targeting)	Children and youth in public schools living in households under 130 percent of the poverty line	40,200	10,400	50,500
“At risk” children and youth	Children and youth in public schools determined to be “at risk” for academic failure	30,300	9,000	39,300
100 percent of the poverty line (narrow income targeting)	Children and youth in public schools living in households below the poverty line	16,900	4,100	21,000

* includes both D.C. Public Schools and public charter schools.

Rows may not sum to totals due to rounding.

⁸⁶ Estimates for the number of children and youth eligible for SNAP and “at risk” children and youth are based on the distribution of enrollment between elementary, middle, and high schools. Children and youth in poverty is based on poverty levels for all children under 18, weighed by ward.

⁸⁷ For instance, research on programs for teens also suggests that even the most successful out-of-school time programs have participation rates of about 60 percent, and even lower retention rates (about 20 percent). American Youth Policy Forum. (2006).

Figure 11 – Need by ward under four policy targets, pre-K to grade 8

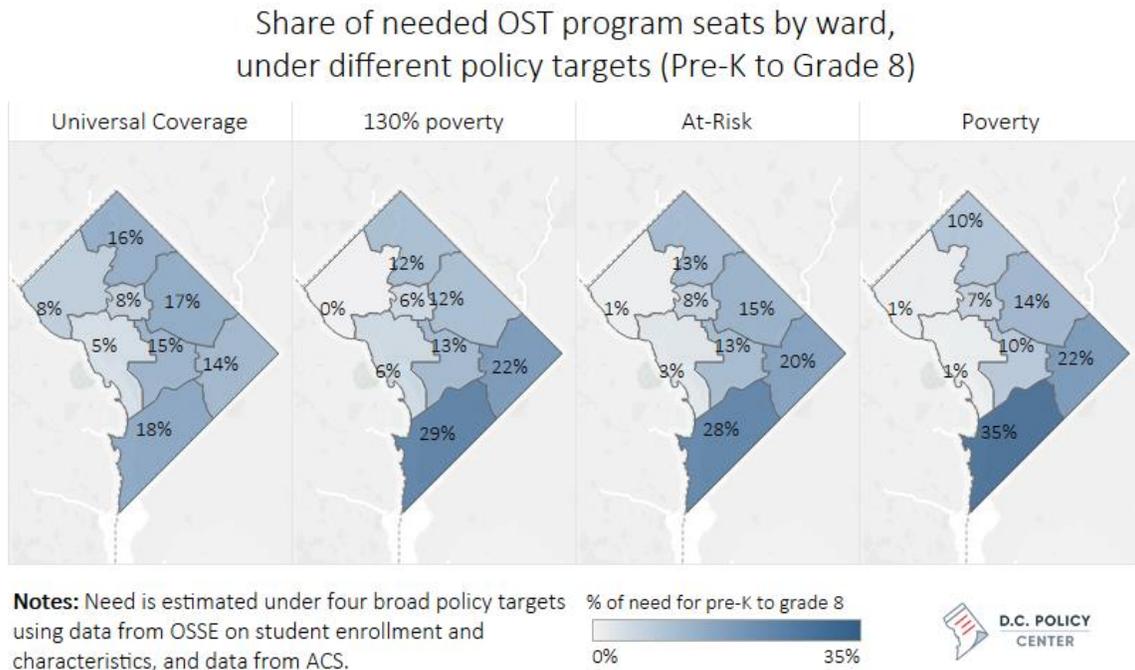
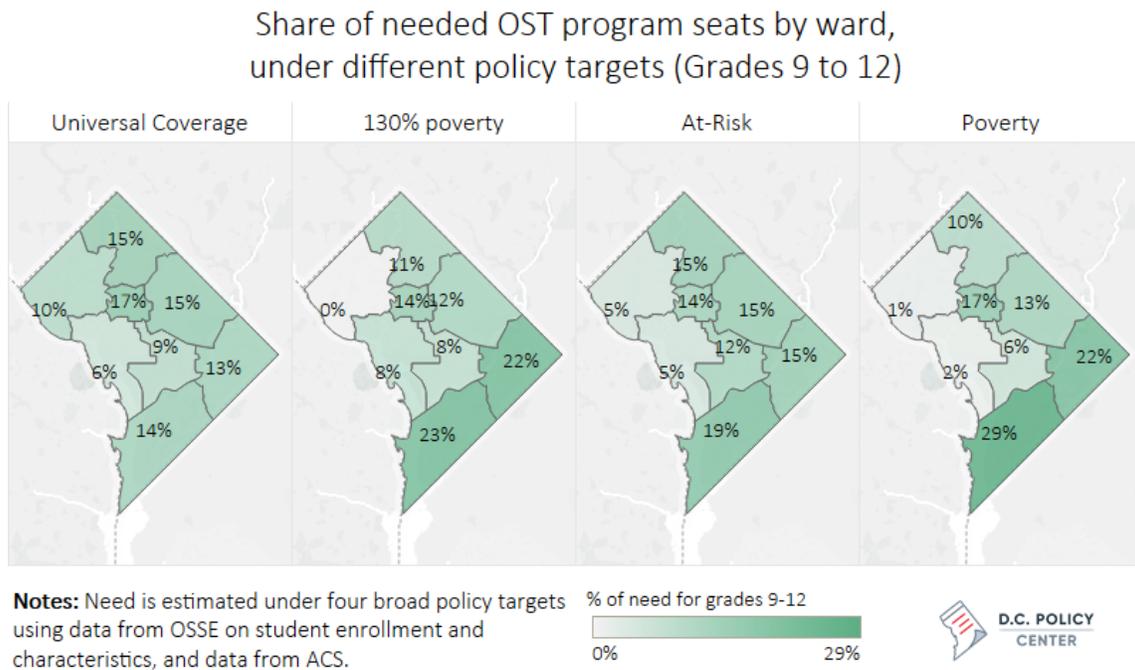


Figure 12 – Need by ward under four policy targets, pre-K to grade 8



Universal coverage

The broadest metric, universal coverage, assumes that the policy goal is to be able to provide OST programming for all 66,300 children enrolled in public schools at grade levels pre-K to 8, and all 17,100 youth enrolled in grade levels 9 to 12 (Table 2).⁸⁸

Universal coverage, by definition, would require subsidized OST capacity to mirror the distribution of children and youth according to the location of the public school in which they are enrolled (Figure 11 and Figure 12.)⁸⁹ If all children and youth attended subsidized afterschool and summer programs in the same ward as their schools, program capacity would be proportionately lowest in Wards 1, 2, and 3, particularly for children in pre-K through grade 8.

130 percent of the poverty line (broad income targeting)

If the District used the metric of providing subsidized OST program capacity equivalent to the number of children and youth living in households whose earnings fall below 130 percent of the poverty line, then target populations would be 40,200 for children in pre-K through grade 8 and 10,400 for grades 9-12.

If all children and youth in households at this income threshold (and only children and youth meeting this income threshold) attended subsidized afterschool and summer programs, about half of this capacity would be in Wards 7 and 8. This pattern is most prevalent for children in pre-K through grade 8.

“At risk” children and youth

Focusing on children and youth who meet the criteria for being academically “at risk”⁹⁰—thus limiting the subsidized out-of-school time programs to children and youth who meet specific measures of economic and academic challenges—would bring the needed subsidized spots to 30,300 for children in pre-K through grade 8 and 9,000 youth for grades 9-12.⁹¹

Unlike more income-driven targeting definitions, the needs landscape of subsidized OST programs focused on serving “at risk” youth is more distributed across the city for older ages (grades 9-12).

⁸⁸ “Public schools” includes both traditional public school and public charter schools.

⁸⁹ Appendix Table 7 and Appendix Table 8 provide additional details.

⁹⁰ The current definition for “at risk” includes children and youth who qualify for TANF or SNAP, children and youth who are homeless, children and youth in the District’s child welfare system, and high school youth who are at least one year older than the expected age for the grade in which they are enrolled.

⁹¹ That is, there is more overlapping among economic and academic disadvantages for older youth.

100 percent of the poverty line (narrow income targeting)

Finally, using the metric of supplying enough capacity in subsidized OST programs only for children and youth who are living in households below the poverty line suggests the need for subsidized spots would decline to 16,900 for children in pre-K to grade 8 and 41,000 for youth in grades 9 through 12. For both age groups, this metric—the narrowest policy goal the report considers—would provide capacity for only about a quarter of children and youth compared with those served under universal coverage.

In terms of geographical distribution, 22 percent of capacity for children in pre-K through grade 8 would be in Ward 7 under this metric, and 35 percent in Ward 8. For programs serving youth in grades 9-12, 17 percent of capacity would be in Ward 1, 22 would be in Ward 7 and 29 percent would be in Ward 8 under this metric.

V. Potential gaps in out-of-school time program capacity

As the review of the characteristics of District’s children and youth in Chapter II has revealed, there are deep socioeconomic and academic disparities across age groups, neighborhoods, and school types and locations. Discussions around out-of-school time policies—including what to offer, where to offer programs, and how to pay for them—cannot ignore these disparities, and what the policy goals of OST funding should be in addressing disparities.

As outlined in Chapter IV, this analysis considers four potential metrics for coverage that vary from universal coverage (providing enough subsidized OST capacity to enroll all children and youth enrolled in public schools in D.C.) to more targeted populations based in household income or “at risk” status.⁹² This gap analysis brings together the number of seats needed (using information about potential need based on various policy targets, as outlined in Chapter IV) with the estimated capacity developed in Chapter III. The result of the analysis is an estimate of the gap between capacity and need under each policy goal (Table 3).

Table 3 – Estimated gaps in OST program capacity

Goal	Afterschool		Summer	
	Pre-K3 to grade 8	Grades 9 to 12	Pre-K3 to grade 8	Grades 9 to 12
Universal coverage	-37,600	-12,400	-61,600	-6,300
130 percent poverty	-11,400	-5,600	-35,500	400
"At risk" status	-1,600	-4,300	-25,600	1,700
100 percent poverty	11,900	600	-12,200	6,700

Afterschool programs

For children in the younger age group (pre-K through grade 8), the estimated gap between capacity and need for subsidized afterschool programs is 37,600 slots under the broadest program target of universal coverage (Table 4).⁹³ For narrower targets, the estimated gaps for younger children living in households at 130 percent of the poverty line is around 11,000; for those meeting criteria for “at risk”

⁹² The current definition for “at risk” includes children and youth who qualify for TANF or SNAP, children and youth who are homeless, children and youth in the District’s child welfare system, and high school youth who are at least one year older than the expected age for the grade in which they are enrolled.

⁹³ Appendix Table 10 through Appendix Table 14 provide additional details.

status, the gap is less than 2,000. There are no estimated gaps in overall capacity to meet the equivalent needs of all children in pre-K through grade 8 living in households below the poverty line for afterschool programs, under these hypothetical conditions.

At the high school level, the District faces an estimated gap of 12,400 seats to fill the gap between need and capacity if its goal were to provide subsidized afterschool programs to all youth in grades 9-12 enrolled in public schools through universal coverage. Gaps still exist for youth living in households at or below 130 percent of the poverty line and for those with “at risk” status (around 6,000 seats and 4,000 seats respectively), but there are sufficient number of subsidized afterschool slots equivalent to the number of youth at or below the poverty line.

Table 4 – Summary of capacity, needs, and gaps in afterschool programming in D.C.

	Pre-K to grade 8	Grades 9-12	All grades
Universal coverage			
Need	66,300	17,100	83,400
Capacity	28,700	4,700	33,400
Gap	-37,600	-12,400	-50,000
Broad income targeting (130 percent of the poverty line)			
Need	40,200	10,300	50,500
Capacity	28,700	4,700	33,400
Gap	-11,400	-5,600	-17,100
“At risk” status			
Need	30,300	9,000	39,300
Capacity	28,700	4,700	33,400
Gap	-1,600	-4,300	-5,900
Narrow income targeting (100 percent of the poverty line)			
Need	16,900	4,100	21,000
Capacity	28,700	4,700	33,400
Gap	11,900	600	12,500

Note: Total figures may not sum due to rounding.

Summer programs

For children in the younger age group (pre-K through grade 8), the estimated gap between capacity and need for subsidized summer programs would be 61,600 under the broadest program target of universal coverage (Table 5). For narrower targets, the estimated gaps for younger children living in households at 130 percent of the poverty line is 11,400 for summer programs; for those meeting criteria for “at risk” status, the estimated gap is 25,600 for summer programs. If the OST programs were limited to children living in households at or below poverty level, there would be no capacity gap for summer programs.

At the high school level, the District faces an estimated gap of 6,300 seats between need and capacity if its goal were to provide subsidized summer programs to all youth in grades 9-12 enrolled in public schools. Under this analysis, there are no overall gaps in estimated capacity for subsidized summer programming under the three more narrowly targeted metrics for grades 9-12, although it is worth noting that most summer program capacity for high school-aged youth is the Mayor Marion S. Barry Summer Youth Employment Program.

Table 5 – Summary of capacity, needs, and gaps in summer programming in D.C.

	Pre-K to grade 8	Grades 9-12	All grades
Universal coverage			
Need	66,300	17,100	83,400
Capacity	4,700	10,800	15,500
Gap	-61,600	-6,300	-67,900
Broad income targeting (130 percent of the poverty line)			
Need	40,200	10,300	50,500
Capacity	4,700	10,800	15,400
Gap	-35,500	400	-35,100
“At risk” status			
Need	30,300	9,000	39,300
Capacity	4,700	10,800	15,400
Gap	-25,600	1,700	-23,900
Narrow income targeting (100 percent of the poverty line)			
Need	16,900	4,100	21,000
Capacity	4,700	10,800	15,400
Gap	-12,200	6,700	-5,500

Note: Total figures may not sum due to rounding.

Capacity and gap for Narrow income targeting for Grades 9-12 was corrected 2/26/2018.

Summer programs

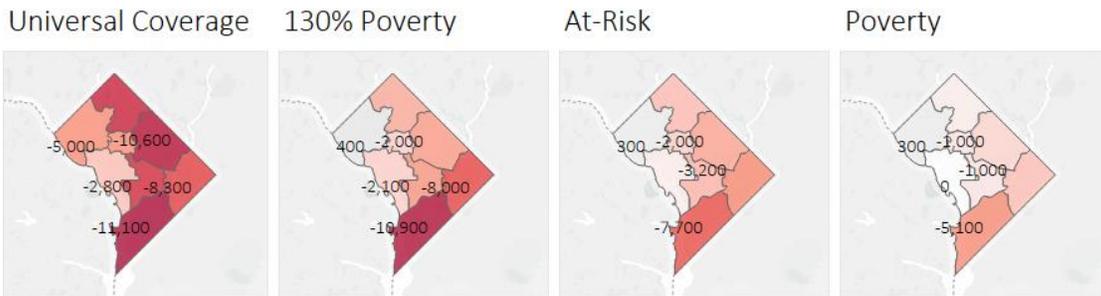
Looking at program availability for summer programs (Figure 14), significant gaps persist across all four metrics for the younger age group. Put another way, even if all summer program seats for pre-K through grade 8 were filled only by those living in households below the poverty line, there would still be a citywide shortage of 12,200 seats to serve those young people—including a shortage of 5,000 seats in Ward 8 and 2,800 in Ward 7.

However, there are smaller gaps in overall capacity for summer programs serving older youth (grades 9-12). There is a citywide gap of around 6,300 seats under the universal coverage metric, but not for more targeted programs, at least in terms of total capacity.

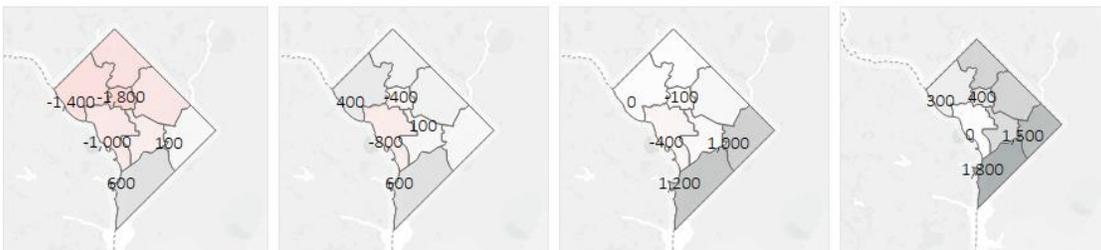
Figure 14 – Estimated gaps by ward under four policy alternatives, afterschool programs

Estimated gaps in summer programs

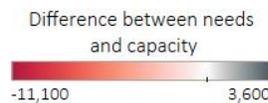
Pre-K to Grade 8



Grade 9-12



Data Source: Capacity data from DCPS, PCS, DPR, MBSYEP, and community-based organizations. Need is estimated under four broad policy targets using data from OSSE on student enrollment and characteristics, and data from ACS.



Beyond capacity and need

As discussed in previous chapters and in the Methods section (Appendix I), the data used to estimate capacity, need, and gaps for subsidized OST programs is incomplete and imperfect. Furthermore, it is important to note that these gap estimates do not consider constraints on families that could prevent them from participating in OST programs. In addition, the gap analysis only considers the number of seats available—not whether the associated programs match with families' needs and preferences.

Many families do not or cannot participate in out-of-school time programs when slots are available, and even when they are affordable. As the following chapter will explore, families have many constraints on their time and budgets, and many factors—from program hours that do not align with parents' work schedules to transportation logistics to concerns about program quality or content—may prevent families from enrolling children and youth in afterschool or summer programs, even if they would like to participate. Other families may prefer that children and youth return home after school, or participate in enrichment classes or programs other than those discussed in this report. Older youth may choose not to attend out-of-school time programs because they need to work or care for a family member, or because existing program do not match up with their interests.

This report's analysis of the capacity and needs for OST programs is not a strict analysis of supply and demand; such an analysis would require incorporating information on the costs of participation for families, which can go beyond program tuition and fees, as well as costs and financing considerations for providers. Any discussion of demand and supply without consideration of these costs will be incomplete.

VI. Families' experiences

In addition to the data collected on the capacity and utilization of OST programs, this report incorporates qualitative data from youth and families to better understand their experiences with afterschool and summer programs. Qualitative data sources included two in-person focus groups conducted in July 2017 (one with high school-age youth, and one with parents and caregivers of children and youth of all ages); supplementary questionnaires distributed to parents online; and open-ended response options in the surveys distributed to out-of-school time providers and schools.⁹⁵

In gathering this material, it was not always possible to distinguish which programs mentioned by participants were subsidized OST programs within the scope of this report, extracurricular classes or lessons, school-based sports programs, fully private programs, or other types of activities. However, the discussions here provide useful context for the way families think about out-of-school time options, as well as their interests, constraints, and other considerations.

Parent and caregiver experiences

Finding up-to-date information about OST program offerings is a challenge

A general and immediate concern among parents and caregivers was the difficulty of locating program information. This was especially the case for summer programs, where options vary widely by price, quality, and content, and registration deadlines may occur three or four months before the programs begin.

When asked about how they found out about OST programs, parents and caregivers mentioned many sources (online searches, friends and family, schools), but many were disheartened by how often they only found out about a program through a chance recommendation or word-of-mouth. These concerns were echoed repeatedly in the additional responses gathered from online questionnaires. Parents and caregivers in the in-person focus group said their ideal system would be an easy-to-use, centralized database that could help them sort through programs from all types of providers. However, they noted that such a solution may not meet the needs of all families, including those with technology or digital literacy limitations.

The challenges of finding an appropriate program were even steeper for parents of children with special needs. Signing up for programs could also be difficult when

⁹⁵ See Appendix I for more information.

they had specific sign-up windows, which families could not always meet due to work hours or other constraints. Online sign-ups with specific time windows were seen as particularly difficult for caregivers who lacked internet access at home and could only go online at the library.

Affordable options are available, but limited

Parents and caregivers frequently cited the cost of quality programs as a major issue, for both afterschool and summer programs. Parents and caregivers said that when affordable programs were available, they filled up quickly; for instance, DPR summer camps were often known to be a very affordable option, but the sign-up process occurs in February or March of that year, well before many parents are thinking about summer plans. First-come, first-serve registration processes, even when available online, also meant that parents and caregivers who could not access a computer during limited sign-up windows (due to work schedules, limited home internet access, or digital literacy barriers) risked missing the registration.

The affordable summer camps were also seen as being more general and less specialized, and not always able to help children and youth explore and deepen their interests; specialized day camps that focus on STEM learning or the arts may cost many hundreds of dollars per week, while more general CBO-based programs might cost the same amount for a six-week session.

Hours and transportation

One important concern for parents and caregivers was the hours of OST programs. For summer programs especially, they were frustrated that programs that started after the standard workday or ended before it, or both. An example would be a summer program that starts at 7 a.m. (which was helpful to families) but ends at 3 p.m., well before the end of the traditional workday. Afterschool programs that ended too early (e.g., 5 p.m.) were also a challenge. Before- and aftercare, while often available, could quickly add to program costs and still may not extend hours enough to meet families' needs.

In the context of limited hours, transportation was a complicating factor for families with younger children.⁹⁶ Even if a program itself was affordable, parents and caregivers said, the transportation cost required for their child to attend (in time, money, and logistical wrangling) could put participation out of reach. Transportation challenges were compounded when children in a family attended multiple schools, or for families with a single caregiver.

⁹⁶ This concern was usually not related to the cost of transportation itself, but the cost of time and additional childcare required for children too young to travel unaccompanied. All children and youth attending schools in the District of Columbia have access to transit subsidies if they are D.C. residents between the ages of 5-21 and enrolled in school. <https://ddot.dc.gov/page/school-transit-subsidy-program>.

Quality seen to vary by neighborhood

Families often felt it was necessary to make a trade-off between affordability, accessibility, and quality, with quality often the factor that was lost. The challenges of finding an appropriate program were even steeper for parents and caregivers of children with special needs. Parents and caregivers saw quality as uneven across neighborhoods; many said that the affordable programs available to them in Wards 7 and 8, though more convenient logistically, were viewed as having lower quality staff and content than programs in higher-income neighborhoods.

Parents and caregivers expressed frustration with programs for young children that relied on recorded programs or DVDs to occupy the participants, as well as summer programs where staff seemed inattentive. A parent whose child had special needs said that many programs claimed to have “trained staff” or “dedicated aides” available for their child’s needs, but felt that staff did not have specialized training or qualifications as promised. This made it difficult to assess programs beforehand, even for parents and caregivers who researched program descriptions and reviews before enrolling.

Youth experiences

Current out-of-school time activities

In our focus group with high school-age youth, sports (including school sports) and community service were two of the most consistent afterschool activities youth participants mentioned, in addition to specific programs that happened one to two nights per week or for a very short period in the summer. However, while sports were an important activity for many participants, the demanding schedules for sports programs were often conflicted with other programs and therefore prevented youth from participating in a wider range of activities. Youth involved in more general programs said they appreciated the wide range of activities and options they could access, from homework help to summer leadership training.

Schools, parents, and other OST programs are important information sources for youth

Asked about how they found out about OST programs, almost all youth participants said they heard about activities from their school—through morning announcements, flyers in common areas, or specific teachers or guidance counselors (in-person and by email). Parents and caregivers were an important information source for some participants, but not all. No young people in the focus group said they searched for activities online themselves or otherwise sought out online resources.

Youth who were currently participating in an OST program, extracurricular class, or sport often heard about other opportunities through that program. Many had stories about how they formed a connection with a staff member at one of their programs who served not only as a mentor, but as a connection to other programs who could provide information, logistical help, and letters of recommendation. In addition to community-based organizations and programs, MBSYEP and school-based sports were both cited as hubs in their networks of information and opportunities. Along those lines, several focus group participants had heard of or participated in study abroad programs through their school. These programs were viewed very positively, and often sparked interest in new topics or motivated the participant to study a new language.⁹⁷

Expanded program offerings

Several focus group participants expressed a strong interest in STEM programs and arts-focused programs, but said there were few free or affordable programs in the area; few had first-hand experience with these programs. Others said they wanted more hands-on activities including programs that would introduce them to different types of careers, including entrepreneurship.

Many young people were frustrated with programs that filled their time with “busy work” disconnected from real-world outcomes and their personal or professional interests. Participants with very specialized career interests, including law and medicine, also expressed disappointment that the intensive hands-on programs they had heard about in those areas were located out-of-state and didn’t cover costs like transportation and housing.⁹⁸

⁹⁷ More on study abroad in DCPS: https://www.washingtonpost.com/local/education/this-really-opened-my-eyes-up-hundreds-of-dc-students-study-abroad-for-free/2017/08/01/b588c2a2-76d9-11e7-9eac-d56bd5568db8_story.html

⁹⁸ It is important to note that cost very strongly limited the universe of options for many focus group participants, even though it was rarely discussed directly among the youth focus group (unlike the parent/caregiver group, which discussed it at length). Most youth in the focus group only considered programs that were offered through their schools, District-run programs, or subsidized CBO-based programs; many did not seem to consider private programs at all, even to explore whether there were scholarship options or other forms of tuition assistance.

VII. Recommendations

The District has leveraged federal, local, and private funds in building a comprehensive OST landscape. However, measuring the supply of programs and gauging the need for them has proved to be challenging. As a result, several recommendations listed here for the Commission on Out of School Time Grants and Youth Outcomes address challenges related to data collection or policy specifications. Others discuss measurement of quality and effectiveness of programs—both in terms of outcomes and in terms of the programs’ ability to effectively engage children and youth across all grades.

Recommendations on improving data collection on capacity

Collect standardized data about OST programs provided by the District government and organizations receiving government funding.

The OST program landscape is diverse and decentralized, and no single entity tracks program data within or outside of the District government. While this report begins to sketch the landscape of subsidized OST programs in D.C., better data is necessary to fully understand the range of OST program options and whether they meet the needs of District families.

Specifically, the OST Office should prioritize the collection of standardized and detailed data across D.C. government agencies, as well as among OST program providers who receive any form of District funding (whether through direct grants or through intermediaries). This data should include measures such as capacity, enrollment, and attendance; provider type, program site, and program location; participant demographics and socioeconomic characteristics; and program satisfaction from participants and families. This data should be collected in standardized formats and according to specific data standards, and made open to the public once it is collected.

Collecting and sharing this data will not only help the District more fully understand its subsidized OST landscape, but will help it address gaps and build capacity in specific areas or when targeting specific groups, while avoiding duplication of efforts.

Work with private foundations to expand OST program data collection to programs receiving foundational support.

CBOs provide a significant share of OST programs and play a significant role in meeting the needs of D.C. families. Most of these programs must report data such as capacity and usage to the foundations that support them. While CBO responses to data requests for this report were very strong, it has not been universal, and

further revealed a wide variety of data collection methods and standards across organizations.

The D.C. government should consider including in its database of OST programs information on all foundation-funded programs, including qualitative information on program missions and demographic and socioeconomic information on participants. This information will better inform the types of gaps foundation-supported programs fill and allow the District to better leverage its public funds that support OST programs.

Work closely with public charter schools to better understand how charter schools serve children, youth, and families through OST programs.

The provision of OST programs varies greatly across public charter schools. Some have strong afterschool programs, and others, especially those with longer school hours, do not. Some schools have different programs on different days of the week, and therefore their capacity figures can sometimes double-count the same participant.

The District government should consider collaborating with public charter schools to develop a fuller picture of their OST activities, including the types of programs offered, funding sources for the programs, and how schools determine what to offer. This would increase the information on existing capacity, and will allow the District to study alternative models of program delivery.

Collect information on OST programs operated by fully private providers that do not receive public funding.

While this report has focused on OST providers that provide subsidized programs, the OST landscape includes many programs that are fully private in funding. Some private OST programs are more specialized, such as programs that focus on STEM education, and others are more general, serving families at market rates.

At present, there is no systematic method or data tool that could help understand this landscape, as the District does not require a specific type of licensing (including a specific type of business license) for these providers. At a minimum, the District government should consider creating a business license category that would capture this information. This will help the District to better understand capacity (both subsidized and unsubsidized) and how programs are located across the city. Over the long run, the government should include these programs in its assessments of quality.

Recommendations for additional research

Study OST provider costs, financing, and pricing models.

While this report has sketched the broad outlines of subsidized OST programs in the District, it only examines the total capacity of programs that receive some public funding. However, prices and business models may vary widely across providers. To ensure that subsidized OST capacity can truly meet families' needs, it is necessary to be able to describe exactly how these programs are funded, what costs the providers face, and how prices are structured for families, as well as how prices intersects with quality, content, hours, and other program characteristics.

Conduct further research on challenges facing specific groups with additional barriers to academic success or other unique concerns.

More research is needed to understand how best to meet the needs of children, youth, and families facing additional challenges that might prevent them from fully accessing subsidized OST programs, including program location, cost, quality, and transportation access. This might include children and youth living with disabilities; families with language barriers; single-caregiver families; children and youth who live in multiple households; children and youth living with grandparents or other family members, and families with nontraditional caregivers.

The D.C. government should also consider conducting randomized trials to better understand the effectiveness of programs in engaging older youth. One potential program where this can be implemented is MBSYEP, where there is the possibility of testing different engagement mechanisms or incentive structures to better engage participants. Another area could be targeting afterschool programs for older youth where attrition is very high. The District has the necessary tools to conduct these analysis, which can help improve the efficiency with which the city mobilizes its public funding.

Develop quality and effectiveness benchmarks.

In the longer term, the District government should consider creating metrics for program quality and effectiveness to serve as a benchmark. This will serve many purposes: to inform families; inform funding allocation decisions both for public funds and private foundational support; and build a set of best practices that can improve the efficiency of programs. It could also develop a rating system that families could consult when making OST decisions.

Recommendations on quality and effectiveness based on focus group discussions

Work with providers to extend program hours to meet the needs of families.

A major challenge for many families with younger children (pre-K through grade 8) is limited program hours. For instance, many summer programs operate on school hours, and programs' before- or aftercare add-on options may still only extend program hours to 8 a.m. – 5 p.m. or 8 a.m. – 6 p.m. This can be a challenge for parents and caregivers working traditional full-time hours, and for those with nontraditional or variable schedules.

Consider supervised transportation options for program serving younger children.

While children and youth can access public transit at no cost due to the Kids Ride Free program, this did not appear to address transportation issues for children too young to travel unsupervised. Therefore, an additional way to address families' concerns about OST program hours and transportation planning would be to provide supervised transportation for younger children to and from OST programs.

Increase the number and range of opportunities available for older youth, and more effectively engage them in OST programming.

The landscape of OST options for older youth is dramatically different from OST for younger children. While this analysis confirms the scarcity of options for youth in grades 9-12, many families said that program options start to drop off in middle school. As children grow older, they may want more varied or specific activities, opportunities to earn service hours, or access to volunteer opportunities.

For more traditional OST programs serving older youth, focus group findings suggested a need both for programs that offer well-rounded support (such as tutoring, mentoring, and social support), as well as more targeted programs to help young people develop specific interests (such as the arts and music, STEM, or career development).

More fully engage schools and other nodes in children and youth's informational networks as outreach partners.

Because of the central role schools play in connecting families, children, and youth with subsidized OST program opportunities, the OST Office should have dedicated and sustained relationships with public schools to leverage their connections with students and families.

The OST Office should further work with schools to provide data in a way that is most accessible to teachers, counselors, and other potential points of contact for young people, particularly high school-aged youth. For example, some teachers may prefer that the OST Office provide accessible and informational emails that they can easily forward to their students; others may prefer paper flyers that can be posted in common locations; and others might prefer to download PDFs of flyers that instructors can print off as needed.

The need for engagement extends to other nodes in young people's networks, including informal mentors and staff at other OST programs. Regular information-sharing between various stakeholders who work with young people – educators, school staff, OST program staff and volunteers – will help ensure they and their families are aware of potential OST opportunities.

Finally, advertising in physical and digital spaces where youth are likely to see them may be another way to bring programs to the attention of their target audiences, particularly in cases where young people may not be aware of programs in the first place and therefore may not seek them out.

Improve outreach and communication with families.

A repeated point of concern among parents and caregivers was the difficulty of learning about subsidized OST programs. In addition to learning about programs in the first place, families must track down information about cost (and any potential funding assistance), transportation, hours, before- and aftercare, and registration dates and requirements to find suitable programs and enroll their children.

While providing this information in a central location is important, any system should also be easy to navigate so families can find the information they need without being overwhelmed by options. To maximize accessibility, parents and caregivers should be able to access this information in a variety of formats (paper copies, online databases, etc.)

The OST Office should also help providers improve communications with parents and caregivers, whether the office itself serves as a central clearinghouse for opportunities or simply helps providers leverage existing information networks. One possibility would be to organize summer planning events for parents and caregivers in the lead-up to the summer break—including one session ahead of summer camp registration periods and one later in the spring. These could be centralized or information fairs with accompanying online marketing efforts to reach the greatest number of families.

Appendix I: Methods

Characteristics of children, youth, and families

Most data on the demographic and socioeconomic characteristics of children, youth, and families in the District of Columbia are from the American Community Survey (ACS) 2015 5-year estimates from the U.S. Census Bureau, as captured by KidsCount.org data tool. Data are grouped into neighborhood clusters and wards. Selected demographic features include children and youth's age, gender, sex, poverty status, education, public school enrollment, and unemployment status. Household characteristics are also incorporated in the data, which include parent employment, education, and marital status. As a reference, the total population estimate of the District of Columbia according to ACS 2015 5-year estimates 647,484.

Capacity analysis

Analysis

Estimates of current OST program slots in the District were based on data from several sources, outline below. Estimates are broken down by program ward, type of program provider (DCPS, PCS, other D.C. government agency, CBO), type of program site (school, other D.C. government site or worksite, CBO), program (after-school/summer), and grade (pre-K through grade 8 / grades 9-12).

The goal of this analysis was to capture regular afterschool programming and regular, full-day summer programming. Therefore, where possible, these counts do not include programs that operate only one or two times per week, or for an hour or less (in the case of afterschool programming) for less than half a day (in the case of summer programming). However, data on program duration was not always readily available, and while additional care was taken to verify program details for those with large number of participants, it was not possible to verify such details for many programs.

This report's analysis also focused on programs that appear to primarily serve D.C. children and youth attending public schools, and that were open to all participants. Therefore, capacity totals may miss some programs serving D.C. children and youth that did not meet this criteria; totals also may inadvertently include data on children and youth from other jurisdictions, or include children and youth who live in D.C. but who do not attend public schools in the District.

Data on CBO-based programs did not always have details on program timeframes, so a small number of summer programs might be counted as afterschool programs

(or vice versa). And while some data sources included breakdowns of children and youth served by age or grade level, others reported only broad categories; in these cases, capacity by general age group was estimated proportionally.⁹⁹

In the analysis of summer programs, available data indicates that at least 200 children and youth participate in summer programming provided onsite by a public charter school, although this data is very limited. This analysis is also unable to provide a picture of fully private summer options, due to lack of available data. It also does not include summer employment that is not through the MBSYEP program, or paid or unpaid internships.

Data sources

DCPS

Summaries of capacity for DCPS After School and Summer programs is based on SY 2016-17 data provided by DCPS. Efforts have been made when possible to remove duplicate and discontinued programs. These estimates do not take into account future reductions in DCPS's OST program capacity that are included in the District's FY 2018 budget.

Public charter schools

It is difficult to fully assess the landscape of OST programs provided at public charter schools; only a few charter schools receive public funds for OST programs, and data on DCPCS OST programs (including those provided by a CBO or other private organization) are not collected by a central entity. The report authors were therefore unable to gather comprehensive data on the availability of afterschool and summer programming at public charter schools.

Without a centralized data repository, a comprehensive view of afterschool programming at public charter schools is unavailable. However, the D.C. Policy Center and the DC Alliance of Youth Advocates (DCAYA) collected data from a small number of charter schools in the summer of 2017 as part of the needs assessment process, receiving responses from six public charter schools regarding their school-based and site-based. This information is included in estimates when noted, but further capacity figures were not extrapolated for public charter schools.

Department of Parks and Recreation

DPR offers many summer camps and regular summer classes that play a significant role in the summer programming landscape in the District. DPR also offers short-term camps for children ages 6-12: one over winter break in many locations

⁹⁹ Based on other data sources, age group participation for the programs serving pre-K through grade 12 was assumed to be 75 percent pre-K through grade 8, and 25 percent grades 9-12.

around the city, and another in each ward on school is closed for a one-day staff development session.

Data for DPR summer camps was based on enrollment figures for FY 2015. It included sessions of a week or longer from late June to mid-August. While some programs ran throughout the summer, others ran for shorter periods; capacity was averaged over enrollment for non-overlapping summer sessions to arrive at a single count for the entire summer. Programs provided at DPR sites by CBOs were counted as DPR-based programs. For a small number of programs serving large age ranges, estimates assumed a capacity distribution as 75 percent grades pre-K through grade 8 and 25 percent grades 9-12.

DPR also offers a wide variety of classes for children and youth throughout the year, but generally these do not meet frequently enough throughout the week or for enough hours per day to be counted as regular afterschool programs for the purposes of this report.

CBOs

The landscape of community-based organizations (CBOs) that receive public funding is complex. While it is generally possible to trace which organizations receive public funding for OST programs, some CBOs receive funding from multiple sources, leading to some overlap in counts. In addition, children and youth may participate in multiple programs, or multiple types of programs (school-based, agency-based, CBO-based, etc.)

The main data sources available include incoming proposals from United Way of the National Capital Area (UWNCA), which distributes district funds for OST programming. The proposals for FY 2017 include programs that collectively intended to serve over 51,000 children and youth throughout the year. Another data source was a needs assessment survey sent to CBOs in July-August 2017. Additional data on programming provided by CBOs for DCPS After School programming is from SY 2016-17 data provided by DCPS.

Efforts have been made when possible to verify data at large programs, remove duplicate and discontinued programs, and to remove programs that did not meet the specifications of OST programs for the purposes of this report. However, it is possible that some enrollment numbers were double-counted, or were misclassified by grades served or program type (afterschool or summer). Missing location data was filled based on the site on which the program was offered, if available, and based on the location of the provider if not. Missing capacity numbers were estimated for a small number of programs, based on capacity or attendance numbers from similar providers, but these estimates were extremely conservative and likely undercounted the number of participants.

DOES / MBSYEP

While not a traditional summer program, the Mayor Marion S. Barry Summer Youth Employment Program (MBSYEP), based in the Department of Employment Services (DOES), is a significant part of the summer activity options for older youth. MBSYEP data is based on figures from FY 2017.

Unlike other programs, whose location is coded by the program location, MBSYEP ward-level data is based on participant's ward of residence instead of the job site location. Program data was included for those ages 14-18 to fully capture D.C. youth in grades 9-12 (including recent graduates).

DCHA

The D.C. Housing Authority (DCHA) works with roughly OST providers serving children and youth at several DCHA sites, but this data was not accessible in a centralized location. All data for CBO-provided programs on-site at DCHA locations in this report is based on other data sources, such as the United Way sub-grantee list.

DCHA also operates the Do Your B.E.S.T. Summer Youth Employment Program for around 60-70 youth ages 14-18 living in DCHA properties or who are a part of DCHA voucher programs.¹⁰⁰ However, sufficient data on capacity and programming was not available to include these programs in the analysis.

OST programs provided by other D.C. government agencies

The Metropolitan Police Department (MPD) provides OST activities for children and youth throughout the school year and summer. Based on available data, it was not possible to verify that these activities would be considered regular, stand-alone OST programs in either afterschool or summer contexts under the criteria used in this report.

Other types of OST programs not included in this analysis

This analysis does not include data on fully private programs or others that receive no local public funding. In general, private programs—particularly intensive summer programs that focus on STEM content or other specialized topics—tend to be more expensive than those subsidized by government funds or other grants, although scholarships are sometimes available.

Needs assessment surveys

Finally, the D.C. Policy Center and the DC Alliance of Youth Advocates (DCAYA) collected data from a small number of CBOs in the summer of 2017 as part of the

¹⁰⁰ <http://www.dchousing.org/doc.aspx?docid=201103021411505441> and <http://www.dchousing.org/doc.aspx?docid=2016081614362096841>

needs assessment process; as only 32 of the hundreds of CBOs contacted responded to the data request, this last data source serves a supplementary function and not as a representative survey of the CBO landscape. These programs include both school-based and site-based programs, offering both afterschool and year-round (afterschool and summer) programming; a few responding CBOs offered weekend, single-day school closure, and/or in-school programming as well.

Qualitative data

For qualitative material on parent experiences with OST programs in the District of Columbia, the primary source of data was a focus group of seven parents and caregivers of children ages 4-12. Focus group recruitment targeted parents of children living in Wards 5, 7, and 8; supplementary qualitative outreach ensured representation from families from all wards.

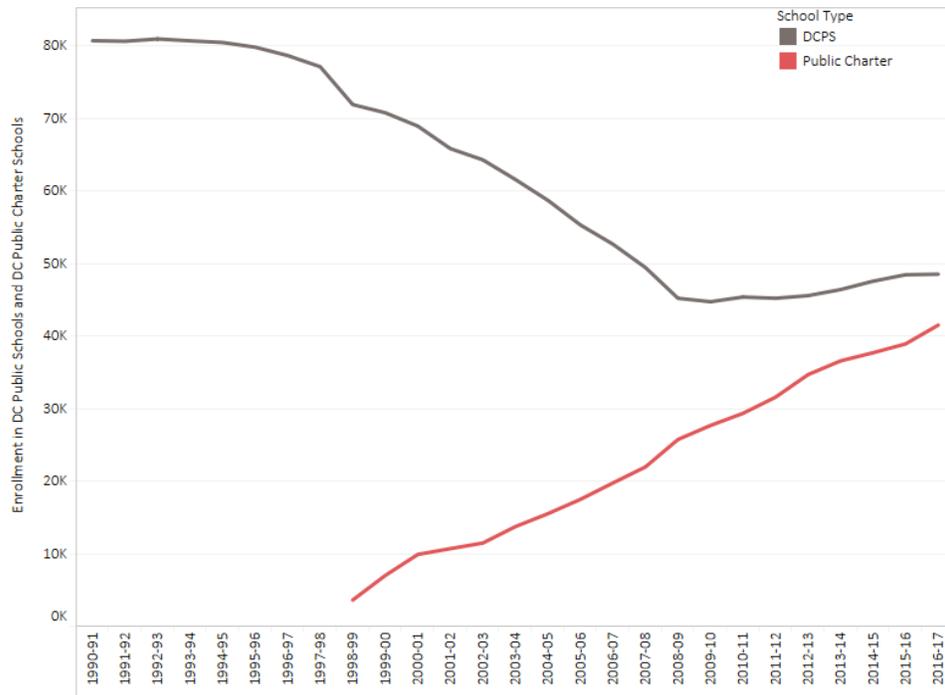
For qualitative data on young people's experiences with OST programs, the primary source of data was a focus group conducted with eight high school-age youth (grades 9-12); recruitment targeted youth living in Wards 5, 7, and 8. This formal data collection was supplemented with additional conversations and outreach, again focused on older youth in grades 9-12.

Appendix II: Additional figures

Demographics

Appendix Figure 1 – Public school enrollment for DCPS and DCPCS over time

Public school enrollment in the District of Columbia

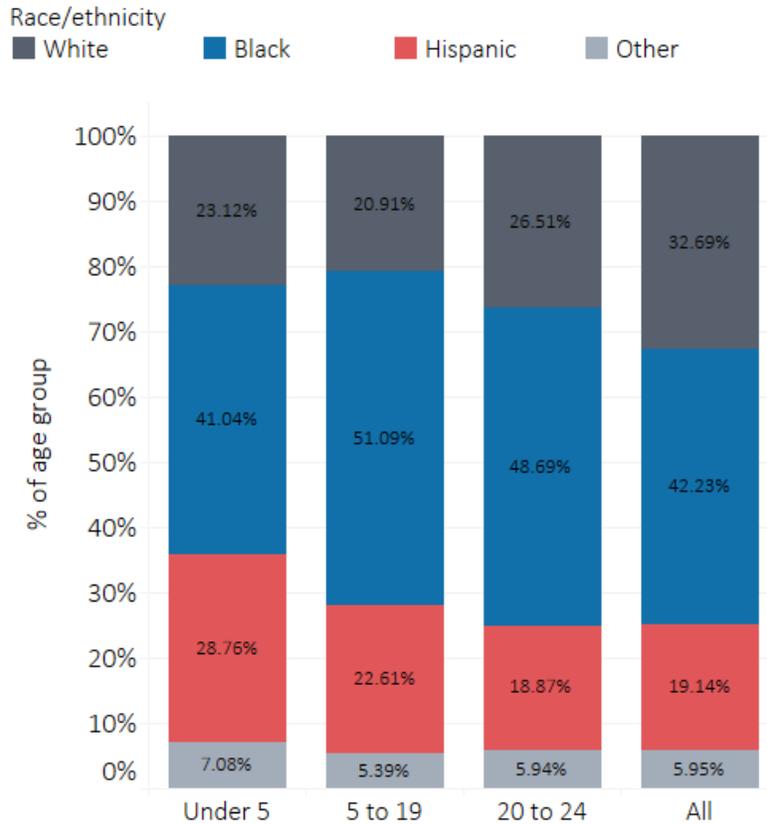


Source: School year 1990-91 from the 2000 Kids Count archives. School years 2001-02 through 2016-17 from the Office of State Superintendent of Education, October Audited Enrollment Data, including students for whom residency was not verified. Note: 1997-1998 enrollment data for public charter not available. Data represent audited enrollment not the October certified (reported) enrollment.



Appendix Figure 2 – Racial and ethnic makeup of children, youth, and total population, 2015

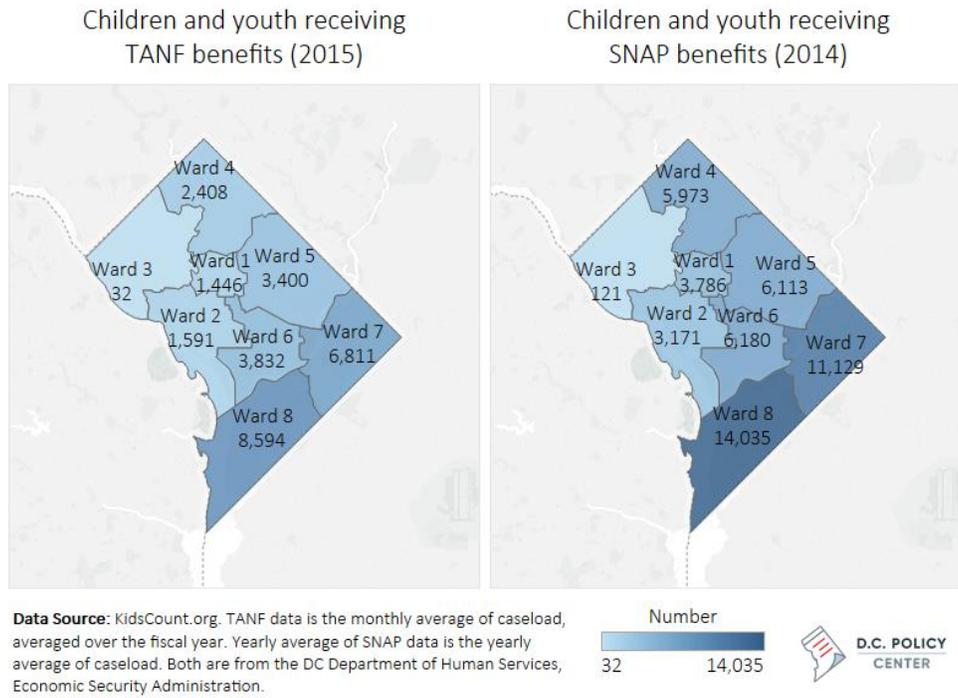
Children and youth, by age group and race/ethnicity



Data Source: ACS 1 year population estimates, 2010 through 2015

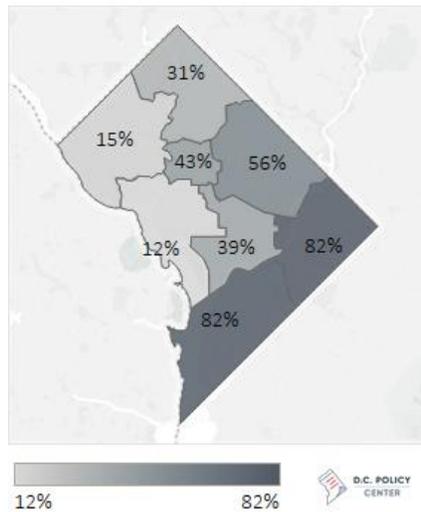


Appendix Figure 3 – Children and youth under 18 receiving TANF and SNAP benefits



Appendix Figure 4 – Children and youth living in a family headed by an unmarried parent

Children living in families headed by an unmarried parent



Data Source: KidsCount.org, based on the U.S. Census Bureau Decennial survey for 2000, and ACS 2011 through 2015

Capacity analysis

Afterschool programs

Note for tables: Numbers may not add up to totals due to rounding. See **Appendix I: Methods** for data limitations.

Appendix Table 1 – Afterschool Program Capacity

	Pre-K3 to Grade 8	Grades 9 to 12	Total
Ward 1	4,100	800	4,800
Ward 2	1,000	0	1,000
Ward 3	0	0	40
Ward 4	4,900	700	5,700
Ward 5	3,200	400	3,600
Ward 6	4,700	300	5,000
Ward 7	4,900	1,000	5,900
Ward 8	5,800	1,200	7,100
Total	28,700	4,700	33,400

Note: Total includes participants at programs for which Ward was not available. Numbers may not add up to totals due to rounding.

Appendix Table 2 – Type of provider for afterschool programs (all sites)

	Afterschool program capacity
CBO	19,600
DCPS	8,300
Public Charter Schools	5,500

Note: CBO includes CBOs contracting with DCPS and charter schools. Numbers may not add up to totals due to rounding.

Appendix Table 3 – Afterschool program capacity by location of program (regardless of provider)

	At a school	At another D.C. government agency or at a job site	At a CBO
Ward 1	2,300	300	2,200
Ward 2	800	0	300
Ward 3	10	30	0
Ward 4	5,100	100	400
Ward 5	2,300	300	1,100
Ward 6	3,600	20	1,400
Ward 7	3,500	300	2,100
Ward 8	4,500	200	2,300
Total	22,100	1,300	10,100

Note: Total includes approximately 300 additional participants at CBO-based programs for which ward was not available. Numbers may not add up to totals due to rounding.

Summer programs

Note for tables: Numbers may not add up to totals due to rounding. See **Appendix I: Methods** for data limitations.

Appendix Table 4 – Summer program capacity

	Pre-K3 to Grade 8	Grades 9 to 12	Total
Ward 1	300	1,100	1,400
Ward 2	200	100	300
Ward 3	500	400	900
Ward 4	1,000	1,300	2,400
Ward 5	500	1,400	1,900
Ward 6	600	900	1,500
Ward 7	800	2,400	3,200
Ward 8	800	3,000	3,800
Total	4,700	10,800	15,400

Note: Total includes participants at programs for which ward was not available. Numbers may not add up to totals due to rounding. Numbers may not add up to totals due to rounding.

Appendix Table 5 – Type of provider for summer programs (all sites)

Program Provider	Summer program capacity
CBO	2,100
DCPS	3,000
DPR	2,100
Public Charter Schools	200
MBSYEP	8,000

Note: CBO includes CBOs contracting with DCPS and charter schools. Numbers may not add up to totals due to rounding.

Appendix Table 6 – Summer program capacity by location of program (regardless of provider)

	At a school	At another D.C. government agency or at a job site	At a CBO
Ward 1	700	500	200
Ward 2	100	200	0
Ward 3	340	290	200
Ward 4	800	1,400	200
Ward 5	300	1,500	100
Ward 6	600	840	100
Ward 7	300	2,500	400
Ward 8	500	2,800	500
Total	3,500	10,200	1,700

Note: Total includes approximately 100 additional participants at government-based programs for which ward was not available. Numbers may not add up to totals due to rounding.

Needs analysis (Policy targets)

See **Appendix I: Methods** for methods.

Appendix Table 7 – Needs estimates for pre-K3 to grade 8 based on four policy goals

School Ward	Universal coverage	130% poverty line (est.)	“At risk” status	100% of poverty line
Ward 1	5,234	2,292	2,286	1,240
Ward 2	3,001	2,319	851	183
Ward 3	5,436	92	215	158
Ward 4	10,723	4,803	3,945	1,748
Ward 5	11,078	4,855	4,589	2,360
Ward 6	9,784	5,305	3,833	1,614
Ward 7	9,135	8,805	6,040	3,645
Ward 8	11,914	11,688	8,531	5,909
Total	66,305	40,159	30,290	16,857

Appendix Table 8 – Needs estimates for grades 9-12 based on four policy goals

School Ward	Universal coverage	130% poverty line (est.)	“At risk” status	100% of poverty line
Ward 1	2,869	1,494	1,225	680
Ward 2	1,101	852	454	67
Ward 3	1,749	29	423	51
Ward 4	2,618	1,170	1,349	427
Ward 5	2,511	1,258	1,329	535
Ward 6	1,616	875	1,091	267
Ward 7	2,255	2,324	1,398	900
Ward 8	2,392	2,347	1,757	1186
Total	17,111	10,349	9,026	4,112

Gap analysis

Numbers represent the difference between estimated needs at four different thresholds and the estimated capacity based on existing data, with negative numbers indicating a gap.

Note: Numbers may not add up to totals due to rounding. See **Appendix I: Methods** for data collection methods and data limitations.

Overview

Appendix Table 9 – Estimated gaps in afterschool and summer program capacity (pre-K3 to 12)

Goal	Afterschool programs	Summer programs
Universal coverage	-50,000	-68,000
At 130% of poverty level	-17,100	-35,100
"At risk" status	-5,900	-23,900
At poverty level	12,500	-5,500

Afterschool programs

Appendix Table 10 – Estimated gaps in afterschool program capacity, by grade level

Goal	Pre-K3 to grade 8	Grades 9 to 12
Universal coverage	-37,600	-12,400
At 130% of poverty level	-11,400	-5,600
"At risk" status	-1,600	-4,300
At poverty level	11,900	600

Appendix Table 11 – Estimated gap in afterschool program capacity (pre-K3 to 12)

School Ward	Universal coverage	At 130% of poverty level	"At risk" status	At poverty level
Ward 1	-3,300	1,100	1,300	2,900
Ward 2	-3,100	-2,200	-300	800
Ward 3	-7,100	-100	-600	-200
Ward 4	-7,700	-300	400	3,500
Ward 5	-10,000	-2,500	-2,300	700
Ward 6	-6,400	-1,200	100	3,100
Ward 7	-5,500	-5,200	-1,500	1,400
Ward 8	-7,200	-7,000	-3,200	0
Total	-50,000	-17,100	-5,900	12,500

Appendix Table 12 – Estimated gap in afterschool program capacity for children Pre-K3 to Grade 8

School Ward	Universal coverage	At 130% of poverty level	"At risk" status	At poverty level
Ward 1	-1,200	1,800	1,800	2,800
Ward 2	-2,000	-1,300	100	800
Ward 3	-5,400	-100	-200	-100
Ward 4	-5,800	100	1,000	3,200
Ward 5	-7,900	-1,700	-1,400	800
Ward 6	-5,100	-600	900	3,100
Ward 7	-4,200	-3,900	-1,200	1,200
Ward 8	-6,100	-5,800	-2,700	-100
Total	-37,600	-11,400	-1,600	11,900

Appendix Table 13 – Estimated gap in afterschool program capacity for youth grades 9 to 12

School Ward	Universal coverage	At 130% of poverty level	"At risk" status	At poverty level
Ward 1	-2,100	-700	-500	100
Ward 2	-1,100	-800	-400	0
Ward 3	-1,700	0	-400	0
Ward 4	-1,900	-500	-600	300
Ward 5	-2,100	-800	-900	-100
Ward 6	-1,300	-600	-800	0
Ward 7	-1,200	-1,300	-400	100
Ward 8	-1,200	-1,100	-500	0
Total	-12,400	-5,600	-4,300	600

Summer programs

Appendix Table 14 – Estimated gaps in summer program capacity, by grade level

Goal	Pre-K3 to grade 8	Grades 9 to 12
Universal coverage	-61,600	-6,300
At 130% of poverty level	-35,500	400
"At risk" status	-25,600	1,700
At poverty level	-12,200	6,700

Appendix Table 15 – Estimated gap in summer program capacity, all grade levels, by ward

School Ward	Universal coverage	At 130% of poverty level	"At risk" status	At poverty level
Ward 1	-6,700	-2,400	-2,100	-600
Ward 2	-3,800	-2,900	-1,000	0
Ward 3	-6,300	700	200	700
Ward 4	-11,000	-3,600	-2,900	200
Ward 5	-11,700	-4,200	-4,000	-1,000
Ward 6	-9,900	-4,600	-3,400	-300
Ward 7	-8,200	-7,900	-4,200	-1,400
Ward 8	-10,500	-10,300	-6,500	-3,300
Total	-68,000	-35,100	-23,900	-5,500

Appendix Table 16 – Estimated gap in summer program capacity for children Pre-K3 to Grade 8, by ward

School Ward	Universal coverage	At 130% of poverty level	"At risk" status	At poverty level
Ward 1	-5,000	-2,000	-2,000	-1,000
Ward 2	-2,800	-2,100	-700	0
Ward 3	-5,000	400	300	300
Ward 4	-9,700	-3,800	-2,900	-700
Ward 5	-10,600	-4,400	-4,100	-1,900
Ward 6	-9,200	-4,700	-3,200	-1,000
Ward 7	-8,300	-8,000	-5,200	-2,800
Ward 8	-11,100	-10,900	-7,700	-5,100
Total	-61,600	-35,500	-25,600	-12,200

Appendix Table 17 – Estimated gap in summer program capacity for youth grades 9 to 12, by ward

School Ward	Universal coverage	At 130% of poverty level	"At risk" status	At poverty level
Ward 1	-1,800	-400	-100	400
Ward 2	-1,000	-800	-400	0
Ward 3	-1,400	400	0	300
Ward 4	-1,300	200	0	900
Ward 5	-1,100	200	100	900
Ward 6	-700	100	-100	700
Ward 7	100	100	1,000	1,500
Ward 8	600	600	1,200	1,800
Total	-6,300	400	1,700	6,700

Appendix III: References

Afterschool Alliance. (2014). *America After 3PM: Afterschool Programs in Demand*. Afterschool Alliance: Washington, D.C. Retrieved from http://afterschoolalliance.org/documents/AA3PM-2014/AA3PM_National_Report.pdf

American Youth Policy Forum. (2006). *Helping Youth Succeed Through Out-of-School Time Programs*. Washington, D.C.: American Youth Policy Forum. Retrieved from <http://www.aypf.org/publications/HelpingYouthOST2006.pdf>

Apsler, R. A. (2009) *After-school programs for adolescents: A review of evaluation research*. *Adolescence*, 44 (173), 1-19.

Bodilly, S. & Beckett, M. K. (2005). *Making Out-Of-School Time Matter: Evidence for an Action Agenda*. RAND Corporation: Santa Monica, CA. Retrieved from http://www.rand.org/content/dam/rand/pubs/monographs/2005/RAND_MG242.pdf

Butler, S.M. and Grabinsky, J. (2015) *Segregation and concentrated poverty in the nation's capital*. Brookings Institution, Washington D.C. Retrieved from <https://www.brookings.edu/blog/social-mobility-memos/2015/03/24/segregation-and-concentrated-poverty-in-the-nations-capital/>.

Christensen, K., Schneider, K. & Butler, D. (2011). "Families with School-Age Children." *The Future of Children*, Volume 21, Number 2, Fall 2011, pp. 69-90. Retrieved from <http://muse.jhu.edu/prox-ygw.wrlc.org/article/456680/pdf>

Cosden M., Morrison, G., Albanese, A.L., & Macias S. (2001). When Homework is not Home Work: After-School Programs for Homework Assistance. *Educational Psychologist* 36 (3).

Cooper, H., Charlton, K., Valentine, J. C., & Muhlenbruck, L. (2000). *Making the most of summer school: A meta-analytic review*. Monographs of the Society for Research in Child Development, 65(1), 1-118

Deschenes S., Arbreton, A., Little, P., Herrera C., Grossmann J, Weiss, H. and Lee, D. (2010), *Engaging Older Youth: Program and City-Level Strategies to Support Sustained Participation in Out-of-School Time*, Harvard Family Research Project. Retrieved from <http://www.wallacefoundation.org/knowledge-center/Pages/engaging-older-youth-city-level-strategies-support-sustained-participation-out-of-school-time.aspx>

Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). "A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents." *American Journal of Community Psychology*, 45(3-4), 294-309. Retrieved from <http://dx.doi.org/prox-ygw.wrlc.org/10.1007/s10464-010-9300-6>

Durlak, J. A., & Weissberg, R. P. (2007). *The impact of after-school programs that promote personal and social skills*. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.

Gottfredson, D. C., Gerstenblith, S. A., Soule, D. A., Womer, S. C. & Lu, S. (2004). Do After School Programs Reduce Delinquency? *Prevention Science* 5, (4) (12): 253-66. Retrieved from <http://proxygw.wrlc.org/login?url=https://search-proquest-com.proxygw.wrlc.org/docview/222774823?accountid=11243>

Gregory, G. (2017). *Income inequality and economic mobility in D.C.* Washington D.C.: D.C. Policy Center. Retrieved from <https://www.dcpolicycenter.org/publications/income-inequality-and-economic-mobility-in-d-c/>.

Grossman, J. B., Lind, C., Hayes, C., McMaken, J. & Gersick, A. (2009). *The Cost of Quality Out-of-School Time Programs*. The Wallace Foundation: New York, NY. Retrieved from <http://www.wallacefoundation.org/knowledge-center/Documents/The-Cost-of-Quality-of-Out-of-School-Time-Programs.pdf>

Hall, G., Israel, L., & Shortt, J. (2004). *It's about time: A look at out-of-school time for urban teens*. Wellesley, MA: National Institute on Out-of-School Time.

Holstead, J., Hightower King M., & Miller A. (2015) "Research-Based Practices in Afterschool Programs for High School Youth." *Afterschool Matters*, Spring issue. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1063849.pdf>.

Lauer, P.A., Akiva, M., Wilkerson, S.B., Apthorp, H.S., Snow, D., & Martin-Green, M. (2006). "Out-of-school time programs: Meta-analysis of effects for at-risk students." *Review of Educational Research*, 76, 275–313.

Little, P. M. D., Wimer, C., Weiss, H. B. (2008). *After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It* (Issues and Opportunities in Out-of-School Time Evaluation No. 10) Retrieved from <http://www.hfrp.org/publications-resources/publications-series/issues-and-opportunities-in-out-of-school-time-evaluation/after-school-programs-in-the-21st-century-their-potential-and-what-it-takes-to-achieve-it>.

Livingston, G. (2014). *Fewer than half of U.S. kids today live in a 'traditional' family*. Fact Tank, Pew Research Center, Washington D.C. Retrieved from <http://www.pewresearch.org/fact-tank/2014/12/22/less-than-half-of-u-s-kids-today-live-in-a-traditional-family/>.

Brianna Losoya B. (2014) *From ward to ward, where do DC kids go to school?*, Urban Wire, Urban Institute, Washington DC. Retrieved from <http://blog.metrotrends.org/2014/04/ward-dc-kids-school/>.

Love, J. M., Harrison, L., Sagi-Schwartz, A., van IJzendoorn, M. H., Ross, C., Ungerer, J. A., Raikes, H., Brady-Smith, C., Boller, K., Brooks-Gunn, J., Constantine, J., Kisker, E. E., Paulsell, D. and Chazan-Cohen, R. (2003), *Child Care Quality Matters: How Conclusions May Vary with Context*. *Child Development*, 74: 1021–1033. doi:10.1111/1467-8624.00584

Mahoney, J. L., Lord, H. and Carryl, E. (2005), *An Ecological Analysis of After-School Program Participation and the Development of Academic Performance and Motivational Attributes for Disadvantaged Children*. *Child Development*, 76: 811–825. doi:10.1111/j.1467-8624.2005.00879.x

Mahoney, J. L., Larson, R. W., Eccles, J. S., & Lord, H. (2005). Organized activities as developmental contexts for children and adolescents. In J. Mahoney, J. Eccles, & R. Larson, (Eds.), *Organized activities as contexts for development: Extracurricular activities, after-school and community programs* (pp. 3-22). Mahwah, NJ: Erlbaum.

McCombs, J. S., Augustine, C. H., Schwartz, H. L., Bodilly, S. J., McInnis, B., Lichter, D. S., & Cross, A. B. (2011). *Making Summer Count: How Summer Programs Can Boost Children's Learning*. Santa Monica, CA: RAND Corporation. Retrieved from <https://www.rand.org/pubs/monographs/MG1120.html>.

Miller, K., Snow, D., and Lauer, P. (2004). *Noteworthy Perspectives: Out-of-School Time Programs for At-Risk Students*. McREL: Aurora, Colorado. Retrieved from <http://files.eric.ed.gov/fulltext/ED484550.pdf>

National Institute of Child Health and Human Development Early Child Care Research Network, (2004). *Are Child Developmental Outcomes Related to Before- and After-School Care Arrangements? Results from the NICHD Study of Early Child Care*. *Child Development*, 75: 280–295. doi:10.1111/j.1467-8624.2004.00669.x

Newman, S. A., Fox, J. A., Flynn, E. A., & Christeson, W. (2000). *America's afterschool choice: The prime time for juvenile crime or youth achievement and enrichment*. Washington, D.C.: Fight Crime: Invest in Kids. Retrieved from <http://www.fightcrime.org/reports/as2000.pdf>.

Nichols, A. (2014). *Private school enrollment is on the decline in DC*. Urban Wire, published by the Urban Institute, Washington D.C. Retrieved from <https://www.urban.org/urban-wire/private-school-enrollment-decline-dc>.

Office of the District of Columbia Auditor, (2014). *Audit of the Administration of District Funds to the D.C. Children and Youth Investment Trust Corporation*, Washington D.C. Retrieved from <http://www.dcauditor.org/sites/default/files/DCA082014.pdf>.

Proscio, T., & Whiting, B. (2004). *After-school grows up: Moving toward universal extended school days in four large American cities*. New York: After-school Project of the Robert Wood Johnson Foundation.

Rabinowitz, K. (2017). Ten years of demographic change in D.C. Neighborhoods. Washington D.C.: D.C. Policy Center. Retrieved from <https://www.dcpolicycenter.org/publications/demographic-change-d-c-neighborhoods/>.

Redd, Z., Boccanfuso, C., Walker, K., Princiotta, D., Knewstubb, D., & Moore, K. (2012). *Expanding time for learning both inside and outside the classroom: A review of the evidence base*. Retrieved from: http://www.childtrends.org/Files/Child_Trends-2012_08_16_RB_TimeForLearning.pdf.

Sickmund, M., Snyder, H. & Poe-Yamagata, E. (1997). *Juvenile offenders and victims: 1997 update on violence-statistics summary*. Office of Juvenile Justice and Delinquency Prevention: Washington D.C.

Swaim, S. (2015). *From 2008 peak to now: a dozen ways the District's economy has changed*. District, Measured. Office of the Chief Financial Officer, Washington D.C. Retrieved from <https://districtmeasured.com/2015/04/20/from-2008-peak-to-now-a-dozen-ways-the-districts-economy-has-changed/>.

Taheri, S. A., Welsh, B. C. (2015) *After-School Programs for Delinquency Prevention: A Systematic Review and Meta-Analysis*. Youth Violence and Juvenile Justice, Vol. 14(3) 272-290. Retrieved from <http://journals.sagepub.com.proxygw.wrlc.org/doi/pdf/10.1177/1541204014567542>

Toldson, I. A. & Manekin, S.D. (2014). *Building bridges: Connecting out-of-school time to classroom success among school-age Black males in the District of Columbia*. Washington, D.C.: The D.C. Children and Youth Investment Trust Corporation.

United States Department of Labor, (2015), *The Cost of Doing Nothing: The Price We All Pay Without Paid Leave Policies to Support America's 21st Century Working Families*. Retrieved from <https://www.dol.gov/featured/paidleave/cost-of-doingnothing-report.pdf>

Waldfogel, J. (2007). "Meeting Children's Needs When Parents Work." *Focus*, Vol. 25, No. 1. Retrieved from <http://www.irp.wisc.edu/publications/focus/pdfs/foc251j.pdf>

Wang, W., Parker, K., & Taylor, P. (2013). *Breadwinner Moms: Mothers Are the Sole or Primary Provider in Four-in-Ten Households with Children; Public Conflicted about the Growing Trend*. Washington, D.C.: Pew Research Center. Retrieved from http://www.pewsocialtrends.org/files/2013/05/Breadwinner_moms_final.pdf

Weitzman, B. C., Mijanovich, T., Silver, D., Brazill, C. (2008). "If You Build It, Will They Come? Estimating Unmet Demand for After-School Programs in America's Distressed Cities." *Youth & Society*, Vol. 40 NO. 1. Retrieved from <http://journals.sagepub.com.proxygw.wrlc.org/doi/pdf/10.1177/0044118X08314262>

Williams, C. (2015). *Investing in Change: Trends, Challenges and Opportunities for Women in the Washington Region's Labor Force*. The Women's Foundation. Retrieved from <https://media.thewomensfoundation.org/wp-content/uploads/2015/12/23091244/2015-08-20-Workforce-Brief1.pdf>

Women's Bureau (2016). *Working Mothers Issue Brief*. Retrieved from https://www.dol.gov/wb/resources/WB_WorkingMothers_508_FinalJune13.pdf

Zakai, R., Cochran, S., Hair, E., & Moore, K. (2002). *Academic Achievement Programs and Youth Development: A Synthesis*. Child Trends: Washington, D.C. Retrieved from <http://files.eric.ed.gov/fulltext/ED465456.pdf>

About the D.C. Policy Center

Established in 2016, the D.C. Policy Center is a non-partisan, independent think tank focused on providing objective, targeted, and high-quality data analyses to support a productive policy debate in the District of Columbia.



D.C. POLICY

CENTER

1156 15th St. NW Suite 600
Washington, D.C. 20005
(202) 223-4560
info@dcpolicycenter.org
<https://www.dcpolicycenter.org>