



EXTENDED DAY ENRICHMENT PROGRAM

Program Evaluation

ABSTRACT

This program evaluation sought to discover if our Extended Day Enrichment Program is meeting its current mission. Additionally, we asked, is the current program meeting the needs of the ACPS community?

Jamie Gellner

Division Program Evaluator

EXECUTIVE SUMMARY

Major Findings

1. The EDEP currently serves 1075 students and has 216 students on its waitlist.
2. Of these students, 34 receive subsidies from DSS, 1 receives a scholarship from the United Way, and 10 students qualify for reduced program rates. These 45 students make up 4.2% of program participants while the percent of economically disadvantaged elementary students system-wide is 33%.
3. Interviews with principals and the parent survey indicate that the EDEP provides quality after school care and that the program is operating within its current mission.
4. The EDEP program does not totally meet the needs of the school community as indicated by the waitlist, principal interviews, and survey data.
5. Albemarle County faces the same challenges as the nation. There are few affordable options for childcare, there are few child care programs that offer after school care for school age children, and there are few options in rural areas. Working parents struggle to find after school care for their school age children.
6. Department of Social Services (DSS) requirements to run a child day center heavily impact staffing and resource requirements. However, a bill introduced in the VA Senate at the end of January, 2017, exempts school divisions from these requirements.
7. There are 16 pre-school age students at 8 schools who draw down the total staff to student ration to 1:10 at those 8 schools. At schools without pre-school students participating, the ratio of staff to students is 1:18. The reduced ratios at these schools equates to a reduction in after school slots of as many as 330 students and between \$342,980 and \$623,700 in lost revenue annually (330 students X \$210 per month X 9 pay cycles). [See chart on page 6.]
8. If legislation exempting schools as child day centers is approved, then the school system would revert to providing a 1:10 ratio for the pre-school age students, but not the entire after school care population served at the school. This change will allow ACPS to enroll 79 additional students into our program on the days with the highest attendance and as many as 206 students on the days with the lowest attendance. This also represents an additional annual revenue between \$149,310 and \$389,340 at no additional cost to the program.

Options for Consideration [See page 15 for the detailed options]

Staff believes that there are three options available to the School Board for the EDEP program. For all of these options, staff believes that the School Board should seek relief from those DSS requirements that are having negative impacts on the EDEP program.

1. Continue the program within its current mission and structure but make changes to address staffing challenges and the enrollment and application process.
2. Modify the program mission and financing structure to make the program more affordable and accessible for all families.

3. Consider different and/or an alternative after-school program design to meet the specific and unique needs of individual schools.

Introduction and Purpose of the Program Evaluation

Nationally, much attention has been given to high quality child care—and for good reason. In recent decades, most Americans have seen stagnant pay while costs for child care have risen (Gould & Cooke, 2015). In 2015, President Obama cited child care affordability as a key to helping middle class families feel more secure (White House, 2015) and it was a major discussion point in the 2016 election as well. High quality, dependable, and affordable child care is more important than ever since having both parents in the workforce is a necessity for most families. In Virginia, the cost of center care for two children is nearly twice the annual cost of college tuition at a four year college (Child Care Aware, 2016). In Albemarle County, we have also seen stagnant wages and high child care costs. One resource that ACPS has to support families is our Extended Day Enrichment Program that provides after-school care for families.

This program evaluation sought to discover if our EDEP program is meeting its current mission to “engage each student in an exciting journey of exploration and discovery to enhance and expand their individual knowledge, skills, and abilities.” Additionally, we asked, is the current program meeting the needs of the community?

Background: High Quality After-School Care as an Educational Imperative and as a National Challenge

Parents and children consider a wide variety of options for after-school hours. Children may be with a parent or relative, they may go to activities or sports, they may go home alone or with friends, or they may attend an after-school center or daycare program. The option chosen is reflective of their family’s economics, availability and access, as well as their needs or interests. Parents work to find high quality, dependable childcare for preschoolers, but the worry is not over when school starts. Then, they must find after-school care, care for holidays and summer and winter breaks, and teacher work days. This is no easy task for many families.

The importance of quality child care is extensively documented in scientific research showing the effects of early learning opportunities on a child’s brain development, structure, and function and it also prepares children for school. This benefit may be especially important for children of low income families, many of whom are at risk for school failure.

Nationally, afterschool program budgets continue to shrink. 39% of afterschool programs report that their budget is in worse shape today than it was at the height of the recession in 2008 (Afterschool Alliance, 2012). Almost 9 in 10 programs say children in their community need afterschool care, but are unable to access it (Afterschool Alliance, 2012). And, nearly 1 in 4 programs say that they would need to at least double their capacity to meet the demand for services (Afterschool Alliance, 2012). On average, 68% of youth participating in afterschool programs qualify for free or reduced price lunch, 16% have special needs or a learning difference, and 14% are Limited English Proficient (Afterschool Alliance, 2012). The 2012 survey from the Afterschool Alliance found that afterschool programs provide a safe, fun

learning environment for youth who stand to benefit the most. In addition to providing a safe environment, afterschool programs allow children to be creative, to stay active, to develop healthy behaviors and attitudes, and to make academic gains through homework assistance or other classes offered in the program. Afterschool programs receive funding from various sources. 40% of the programs surveyed receive federal funding from 21st Century Community Learning Center (CCLC) grants but 27% report receiving no federal funding (Afterschool Alliance, 2012). In regard to local funding, the top three sources are private donations, parent fees, and foundations or philanthropic organizations.

Demand for afterschool programs is high while afterschool program budgets are shrinking, offering families fewer spaces. Access to these lower cost or subsidized programs is in high demand because other options simply aren't affordable for many Americans. In Virginia, single parents pay 46% of their income for infant center care, and 80% of their income for center care for two children (CCAA, 2016). Married parents of two children living at the poverty line pay 107% of their income for center care. The cost of center care for two children in Virginia is nearly twice the annual cost of college tuition at a four year college (CCAA, 2016). Afterschool care costs are just as prohibitive for many families. Child care costs are one of the most significant expenses in a family's budget, largely because child care and early education is a labor-intensive industry, requiring a low student-to-teacher ratio (CCAA, 2014). Across regions and family types, child care costs account for the greatest variability in family budgets (EPI, 2015). Affording child care is particularly difficult for families living off of a minimum wage income. Annual wages total just \$15,080 for a full-time, full-year worker (one who works 40 hours per week, 52 weeks per year) paid the federal minimum wage (EPI, 2015). This is far below what is required for an adult with even just one child to make ends meet anywhere. A benchmark against which to measure child care costs is the Department of Health and Human Services official affordability threshold of 10% or less of a family's income (HHS, 2014). In the 2015 EPI study, only a handful of 618 families (all in Louisiana) came close to the 10 % of the income for a family with two parents and two children (one 4-year-old and one 8-year-old). In summary, child care costs constitute a large portion of family income and are particularly onerous for workers making the minimum wage. It is a huge concern nationally, and should be one that we consider locally as well.

Local Afterschool Care Options

A search of the Virginia Department of Social Services website for Albemarle County shows 101 child care providers. However, this number is misleading for our purposes. These represent the child day care centers that are registered. There are certainly other family day homes, nannies, or other child care providers who are not listed on this site. It seems that there are a "wealth" of options available for ACPS parents and guardians; however, these options are not concentrated in some of the areas where our children are living and also, these options are not necessarily affordable. Albemarle County sees the same challenges as the nation. There are few affordable options for after school care and there are not that many programs that offer after school care for school age children. Some of these child care providers do not take subsidies. Additionally, finding transportation to the available options is a real challenge. The ACPS

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transportation department does provide different afternoon bus stop locations, presumably for child care reasons. These alternate afternoon stops, however, must be within the attendance area of a student's assigned school. There are 687 students with different afternoon stops. In addition, ACPS provides transportation to Boys and Girls Clubs, YMCA, and other daycare providers. We also have some of these programs in our schools.

In Virginia, The Child Care Subsidy Program provides financial assistance to eligible families to help pay for the cost of child care so they can work or attend education or training programs (Virginia Department of Social Services, 2016). The Child Care Subsidy Program services are child-centered and family-focused and support the broader objective of strengthening families' goals of economic self-sufficiency and quality early childhood programs for their children. Participating families may select any legally operating child day care facility eligible to participate in the program. Locally, our Department of Social Services provides child care subsidies to 150 children (both pre-school and school-age) and indicates that the number would be higher but programs do not have enough space (Best, personal interview, 2016). Presumably, transportation from the local elementary school to the childcare provider is a challenge as well. 34 of the 150 child care subsidies that Albemarle County DSS currently provides go to students attending the Extended Day Enrichment Program. These are primarily located in Woodbrook (10), Agnor Hurt (7), and Greer (5).

ACPS Extended Day Enrichment Programs

Background

The Extended Day Enrichment Program(s) states it will "provide quality attention, thoughtful guidance, authentic experiences and engaging activities to enhance and expand the learning of Albemarle County students" (ACPS website, 2016). The EDEP is operated by the Department of Community Engagement in collaboration with each elementary school and currently serves over 1,000 ACPS students. This program is self-sustaining, funded entirely by the tuition and fees collected by the program. The EDEP operates the After-School Enrichment Program (ASEP) which provides after school care until 6pm daily and the Student Holiday Program/Spring Break Program which provides care from 7am to 6pm during school breaks and teacher work days. The EDEP serves students from Pre-K (Head Start and Bright Stars, age 4) - grade 5 who are enrolled in an Albemarle County Elementary School that offers an after school enrichment program (ASEP). Eligible students may only participate in the ASEP at the school site in which he or she is enrolled. Registration is accepted on a first come, first serve basis.

Historically, this program started in the 1980s at Stone Robinson and has evolved over the years from basic supervision to enrichment. The program is now located in all ACPS elementary schools except Yancey (Reid, personal interview, 2016). The program coordinator, Kelvin Reid, stated that they purposefully looked at the types of training staff members received and who they were hiring to change the perception of the program. Since the program is self-sustaining, it has to be able to support the students it enrolls. Parents do perceive this program to be enriching as evidenced by the parent survey and there are many quality activities in each

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school including STEAM activities, literature, creative arts, and sciences. For example, at one school there is a weather unit in first and second grade while the third and fourth grade makes a solar oven. They use the light to make s'mores. Another program uses fairy tales to inspire creative building, combining literature and science.

In general, the schedule is as follows: 2:20-2:30 attendance and bathroom; 2:30-3:15 outdoor/free time; 3:15-3:45 snack time; 3:45-4:30 quiet time/homework/reading time; 4:30-5:30 choice of planned activities; 5:30-6:30 individual choices or outdoor time. Plans should be available at the school for any parent to preview. "Site facilitators provide instructional leadership to develop lesson plans four weeks in advance that are age-appropriate, authentic, hands-on, and diverse" (from EDEP Daily Procedures and Operations, 2016). Supplemental classes are offered in addition to the regular programming and require a separate fee. Some students in the school will register solely to participate in a supplemental class. They are charged the registration fee and the supplemental class fee.

As previously stated, the program is self-sustaining and is funded by parent fees. Reduced rates are available. Applicants must work or attend school a minimum of 30 hours per week to be eligible for EDEP assistance. Those qualifying may receive a 25% or a 50% reduction in tuition based on financial status. Currently, the registration fees are \$50 for the after school program and \$30 for the student holiday program. Additionally, monthly tuition is \$210 per month for full-time students. Part-time options are available and "premium days" can be purchased at a cost of \$25 each. These days can be used when needed during the school year in which they were purchased.

The enrollment as of December 2016 was 1075 students and there were at that time 216 on the waiting list. (There were 226 on the waiting list in October, so some slots have opened up. All 5 at Woodbrook were allowed to attend starting in November.) As of this report, three schools, Red Hill, Stony Point, and Woodbrook do not have any children on the waitlist. Currently the program is short 7 staff members and is working diligently to complete the revised 2016 DSS requirements. Staffing is based on average daily attendance and must meet the DSS requirements for mixed student ratios, which is that the ratio applied must be for the youngest attending student. In other words, if the 16 pre-k students did not attend in December, then at least 266 additional K-5 age students could have been served with no additional staffing over the current average daily attendance of 645. Using the range provided for membership at each school as few as 182 students or as many as 330 could be accommodated. These 182 students represent as much as \$342,980 of additional revenue annually ($182 \times \$210$ per month $\times 9$ pay cycles). On the higher end, it could represent as much as \$623,700 ($330 \times \210 per month $\times 9$ pay cycles).

The enrollment is significantly higher than the average daily attendance because the program provides 4, 8, 12, 16, or 20 day options per cycle. This means that parents enroll and their children may only participate one day a week. If all students who enrolled attended the EDEP program on any given day, there would not be enough staff (by far) to accommodate

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them. However, the December ratios indicated that the EDEP could service additional students on most days based on current staffing and ratio requirements.

SCHOOL	ENROLLMENT (DEC 2016)	DAILY MEMBERSHIP RANGE SY16-17	AVERAGE DAILY MEMBERSHIP DEC 2016	WAITLIST DEC 2016	POSITIONS INCLUDED IN RATIOS	VACANCIES	NUMBER PRE-K STUDENTS ATTENDING (DEC 2016)	NUMBER OF ADDITIONAL STUDENTS OVER ADM IF NO PRE-K	NUMBER OF PRE-K STUDENTS ON WAITLIST	ACTUAL RATIO BASED ON DEC ADM
AGNOR HURT	62	31 - 44	39	20	4	0	1	28 to 41	4	1:10
BAKER BUTLER	94	48 - 68	55	26	6	1	0	0	2	1:09
BROADUS WOOD	50	25 - 36	29	7	2	1	0	0	1	1:15
BROWNSVILLE	162	80 - 119	94	32	8	0	0	0	1	1:12
CALE	124	74 - 98	83	20	6	1	1	10 to 34	3	1:14
CROZET	90	47 - 66	57	13	3	2	0	0	2	1:19
GREER	56	30 - 45	34	14	4	0	6	27 to 42	0	1:09
HOLLYMEAD	91	48 - 67	57	31	6	1	0	41 to 60	1	1:10
MERIWETHER LEWIS	93	29 - 58	47	28	4	1	0	0	0	1:12
MURRAY	56	30 - 44	34	7	3	0	1	10 to 24	0	1:11
RED HILL	22	9 - 19	14	0	2	0	1	17 to 27	0	1:07
SCOTTSVILLE	33	14 - 30	24	8	2	0	2	6 to 22	1	1:12
STONE ROBINSON	67	28 - 47	36	10	4	0	2	25 to 44	1	1:09
STONY POINT	34	13 - 23	17	0	2	0	0	0	0	1:09
WOODBROOK	41	18 - 36	25	0	3	0	2	18 to 36	0	1:08
TOTAL	1075	524 - 800	645	216	59	7	16	182 to 330	16	1:11

*Ratios are 1:10 for age 3-school age, 1:18 for age school age – 8, 1:20 for ages 9-12

+Positions do not include site facilitators at larger schools who are not counted towards ratio and Special Needs TAs who are assisting SPED students on a 1:1 basis.

Legislation enacted at the 2012 General Assembly session abolished the Child Day-Care Council and transferred authority for promulgating the Child Day-Care Council regulations to the State Board of Social Services. The Virginia Department of Social Services licenses child day centers and enforces the standards. According to Virginia Code 22- 40-185-10, “Child day center” means “a child day program offered to (i) two or more children under the age of 13 in a facility that is not the residence of the provider or of any of the children in care or (ii) 13 or more children in any location. Education and care programs provided by public schools that are not exempt pursuant to subdivision 6 of this definition shall be regulated by the State Board of Education using regulations that incorporate, but may exceed, the regulations for child day centers....” Subdivision 6 states “instructional programs offered by public and private schools that satisfy compulsory attendance laws or the Individuals with Disabilities Education Act,..., and programs of school-sponsored extracurricular activities that are focused on single interests such as, but not limited to, music, sports, drama, civic service, or foreign language” are exempt. In addition, there is an exemption for “a program of recreational activities offered by local governments, staffed by local government employees, and attended by school-age children. Such programs shall be subject to safety and supervisory standards established by local governments.”

Revised standards for Child Day Centers became effective October 19, 2016. Specific provisions that require additional EDEP resources include staffing to the lowest

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ratio/youngest student in mixed groupings, providing 35 square feet of space for each child, 16 hours of annual training in child safety, and housing medical and other records for each student (even though copies are held at the school) (Department of Social Services, 2016).

Of note, January 27, 2017, the Senate proposed SB1239 which includes language to exempt school divisions from the DSS requirements. The bill includes as an exemption, “A program of recreational activities offered by local governments, staffed by local government employees, and attended by school – age children or a program offered by a local school division, operated for no more than four hours per day, staffed by local school division employees, and attended by school-age children who are enrolled in public school within such school division. Such programs shall be subject to safety and supervisory standards established by the local government or local school division offering the program.” Safety and supervisory standards would have to be devised locally. Before instituting the DSS requirements, the EDEP program used the ratio of 1:10 for the student grouping that included pre-school age students, but this ratio did not impact the entire student population being serviced by the EDEP program. For example, at Agnor Hurt, the program could create one group of 1:10 for the preschool age student and allow up to 54 additional children for the remaining 3 staff members.

With the new legislation, EDEP would presumably resume the staffing ratios used previously and could allow at least 79 additional children to enroll, spread out over those 8 schools with pre-school age children (The number could be as much as 206 using the lowest daily attendance). This represents an additional \$149,310 in annual revenue should these students be enrolled full-time.

Program Evaluation

Evaluation Questions and Data Collection

Evaluation Question	Data Collection and Source(s)
Is the current program meeting its mission? “Together, the EDEP community engages each student in an exciting journey of exploration and discovery to enhance and expand their individual knowledge, skills, and abilities.” Sub questions: a) How is this measured currently and what does that data show? (KPI’s?) b) Why is this the current mission? History and background? c) What does the program consist of—activities, events? c) Are the current participant parents satisfied with the way the program is running? d) Does the current program have sufficient resources? Staff, materials, training, food, ability to meet DSS requirements e) What are the state’s requirements for the program? f) What are the current program challenges?	-Kelvin Reid provided program handbook, parent handbook, enrollment numbers and waiting list numbers at each school -one parent survey from 2012 -Parent Survey (survey to all parents, with specific questions for current participants) -Principal Interviews at Agnor Hurt, Greer, Cale, Woodbrook, Brownsville, Meriwether Lewis -Staff interviews to discuss activities, time spent, history and background -Budget, payment history from Jackson and Kelvin -Job descriptions, staffing numbers from HR -Review DSS requirements and get answer from attorney on status

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<p>Is the current program meeting the needs of the community?</p> <p>Sub questions: a) Who benefits from the program and how?</p> <p>b) For what reason do participants need access to the program?</p> <p>c) Do these reasons align with the current mission?</p> <p>d) What changes do people see as possible or important?</p> <p>e) What is being done well?</p> <p>f) Who is not participating in the program and why?</p> <p>g) How do the program participants compare to the school populations in general?</p> <p>h) Is there equity of access?</p>	<p>-Likert type survey and multiple answer survey to all parents of each elementary school community</p> <p>-Personal interview with several of the EDEP school principals (Agnor-Hurt, Greer, Cale, Woodbrook, Brownsville, Meriwether Lewis, and Yancey (to ask what they do instead and why)</p> <p>-data analysis of program participants and demographic data at each school (Kelvin and see if HR and Rosalyn can assist)</p> <p>-current mission, vision of school division and personal interviews with high level staff about program</p>
<p>What are other counties doing to support after school programs? How do they compare and what do they cost?</p>	<p>-research and investigate which like market school systems have similar programs (primarily done online and with phone calls)</p>

The program evaluation consisted of data gathering about the program including interviews with the program coordinator, Kelvin Reid, and two other EDEP staff members. Personal interviews with school principals were conducted at Agnor Hurt, Baker Butler, Brownsville, Cale, Greer, Hollymead, and Meriwether Lewis. We developed a survey for all parents, requesting perceptions of the EDEP. Parents with students and parents without students in the program were both asked to provide responses. Additionally, we reached out to adjacent counties to ask what they were doing to support after school programs.

Personal Interviews with Principals

In the principal survey of 7 school programs (Agnor-Hurt, Baker-Butler, Brownsville, Cale, Greer, Hollymead, Meriwether Lewis), principals commented on the quality of the program relative to staffing. In other words, the current mission of providing an “enriching” environment depended on the quality of EDEP staff at the school. All principals commented on the high quality overall of the EDEP program at their school and all 7 principals wanted to see more students allowed access.

Qualitatively, the seven principals with whom we spoke indicated that the Extended Day Enrichment Program provides a quality after school service for their school community. The seven principals were chosen based on the high numbers of students on the waiting list. Each interview echoed similar challenges and benefits of the program. For example, every principal commented on the challenges of space and staffing. Each school could accommodate additional children, however the EDEP lacks the staffing. All of the principals praised the school staff. Jason Crutchfield at Brownsville states, “We are staffed really well, we’ve got great leadership. [They] work really well with the school with coordinating and communicating.” As far as the question of “is the current program meeting its mission of enrichment” principals felt that was just a reflection of staff quality. At Meriwether Lewis, Michael Irani felt it depended on the level

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of engagement of the site facilitator. “It’s gone through a lot of changes. It seemed to be very popular, strong leadership, very worthwhile, good staff, and reliable. [But], the sense now is more of babysitting.” Either way, the parents are still clamoring for access at his school.

Depending on the school community, cost is seen as a “bargain” or as a limiting factor. For example, the principals at Cale and Greer were quick to point out that it does not serve economically disadvantaged students (Bolling, personal interview, 2016). Indeed, the data support that. As we have seen earlier, 34 of the roughly 1,000 students are receiving subsidies from DSS, 1 student receives a scholarship from the United Way, and 10 students qualify for reduced rates (7 at 25% and 3 at 50%) for the EDEP program. These 45 students represent 4.2% of the program participants. System wide, the percent of elementary students considered economically disadvantaged is 32%.

The principal at Cale sees a need for more after school care in general. “Working families don’t know where to put their kids” (Jones, personal interview, 2016). She and Robyn Bolling noted that Boys and Girls Club helps at their schools, but that the economic status of the students in EDEP and in Boys and Girls Club was clearly visible. They both also noted that having additional transportation to other after school programs or home from school-based programs would be an additional support for their particular populations. At Baker-Butler, Steve Saunders pointed out the convenience of having the program at school so that it’s closer to where people live since he is in a more rural part of our county.

Schools	Students Enrolled in EDEP	School Enrollment	Waitlist	% of School Served by Program	% Free and Reduced
Agnor Hurt	62	517	26	12%	52%
Baker Butler	94	603	26	16%	20%
Broadus Wood	50	295	11	17%	16%
Brownsville	162	751	32	22%	12%
Cale	124	669	18	19%	45%
Crozet	90	357	13	25%	28%
Greer	56	671	12	8%	73%
Hollymead	91	487	28	19%	8%
Meriwether Lewis	93	448	28	21%	9%
Murray	56	248	7	23%	10%
Red Hill	22	146	0	15%	51%
Scottsville	33	200	9	17%	38%
Stone Robinson	67	427	11	16%	26%
Stony Point	34	233	0	15%	25%
Woodbrook	41	337	5	12%	47%
Yancey	n/a	n/a	n/a	n/a	75%
Totals	1075	6389	226	17%	32%

*Above chart as of October 2016

Interviews and Data Collected from EDEP Staff

Is the current program meeting its mission? The program varies in its ability to provide enrichment activities at each school. This is due to staff vacancies, the quality of staff, and the new DSS requirements, among other reasons. As a whole, the program has not been measured and the sites have not set program goals as indicated in their program handbook. The administrative/staff handbook states that “Site Facilitators, in conjunction with the Coordinator

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and/or the EDEP Supervisor(s), should establish individual programmatic goals with a sequential plan of action to achieve them” and that “a written survey of each program will be conducted annually. Information will be summarized and shared with the staff. The responses collected should guide the planning and revision of the programs.” No evidence of this measurement was provided, although the program coordinator has stated that in the past the site facilitators have held individual goals and these were tied to their evaluations. The current school year is consumed with applying the DSS standards and the site goals reflect this (Reid, personal interview, 2016).

There is no measurement to determine if students have enhanced individual knowledge, skills, and abilities. Surveys are given to the school staff, parents, and students. The staff survey does ask for their opinions about the enriching activities; however the results are clearly subjective. The student survey questions should help staff determine what the kids like, but does not have questions to indicate what they have learned. The parent survey from 2012 that was provided for this program evaluation indicates that most parents would like to see a safe and caring after school environment. The comments from 2012 were filled with suggestions and complaints about the pay system, which has been updated since that time. Another major concern seemed to be the quality of snacks. The overall “school quality” varied at each school, as evidenced by parent comments, as it does in the 2016-17 school year and as it will continue to do based on the quality of the staff members at each school. Many parents also commented on the need for homework help/more homework help. The majority of comments were positive, with parents expressing thanks for providing an after school program and for providing enriching activities.

Both principal and staff interviews show that staffing and maintaining mandated ratios is a real concern. The numbers of students that each program can accommodate is driven by the age of the students and staffing, so, even with numbers of staff being equal, the ability to accommodate students varies greatly. Staff turnover is high and jobs are hard to fill, presumably because of the part-time nature and hours of the job as well as the requirements and the pay. EDEP teachers start at a pay grade 08 which starts at \$12.47 for Non-VRS eligible employees. Additionally DSS standards mandate minimum staff qualifications which means that EDEP teachers must have a baccalaureate degree in a child-related field or 6 months of supervised programmatic experience and 24 hours of training related to child care within 6 months of being promoted. The way that the program is structured, offering several different options instead of full-time or part-time, unnecessarily complicates planning for staffing as well. Enrolling students as full-time provides an accurate number for staff planning and also provides more revenue. Using the numbers from pay cycle 1, the school system would have earned an additional \$306,045 annually towards the EDEP program if all enrolled parents were enrolled at the full-time rate of 20 days per cycle. (However, the monies probably would have gone to additional staffing to support the new ADM.)

Meeting other DSS requirements is another challenge that has required much time and effort. Establishing and maintaining student records at each location has been a priority this year, as well as training for staff to meet minimum staff qualifications as mandated by DSS and

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other training mandated by the state including 16 hours of staff development training. Additionally, DSS mandates certain building maintenance requirements (including regulations around temperatures that should be maintained), space requirements including space for children's personal belongings, and even an outdoor area space requirement. There are additional restrictions for preschool children. When the EDEP runs the Student Holiday/Break program, for example, napping areas are required because it is now a full-day program.

Personal interviews with Kelvin and with principals reveal that access to space is another challenge. EDEP usually uses cafeteria space, gym space, or media center space in each school. Classroom spaces are not used and some of these other spaces are often not available due to school requirements. PTOs and community use events take up these spaces at schools for various activities. While some school principals and some site facilitators from EDEP indicated that the coordination was easy, others indicated that it was pretty challenging to find alternate space and/or the frequency that spaces are not available was challenging. DSS requires specific space requirements that may complicate this challenge as well. It is noted, however, that several principals who would prefer to see a more robust program in their schools (Greer, Baker-Butler, and Cale) indicated that they would be willing to give up much more space to an EDEP program if more students would be accommodated.

Perhaps the biggest challenge may be the self-funding requirement because it requires certain charges so that the program, as it is currently run, can be sustained. This makes it difficult to lower costs for some families.

There are many things that are being done well, as indicated by these interviews and in the following parent survey. Students who are able to enroll benefit from enriching activities, homework help, and access to snacks and a safe, caring environment. Parents who have access benefit from a more affordable program (than other options). (EDEP is the most affordable program in our county besides the Boys and Girls Club.)

Parent Survey

(*The complete survey is located at the end of the report.)

A survey of ACPS parents was conducted in November 2016. 66 parents responded who are currently enrolled in EDEP and 97% of those responded that EDEP was meeting their needs for after school care. The survey results indicated that these parents are happy with the details of the program as well (enrichment, snacks, supervision, outdoor play, homework help, etc.).

146 parents who are NOT enrolled in EDEP also responded to the survey. 27% of these parents indicated that they do not need after school care; however 8% indicated that they are not enrolled because the program is too costly and 10% of parents indicated that they are not enrolled because there is no room/ they're on a waitlist.

In our survey, parents did indicate that they considered the EDEP to be an enriching program. Sixty percent marked that they "see EDEP as a place for after school care and enrichment" as opposed to 36% who marked that they view it primarily as "after school care." In addition, the majority of parents agree that the program provides quality enrichment activities.

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Based on the parent survey comments, most indicated a need for working parents to have affordable after school care that is close to either their work or their home. 27% of the parents who responded indicated a need for after school care and 11% indicated that the EDEP was a more affordable option than others available to them. Since we allowed respondents to choose their top two answers, the top two selected were “It is convenient” and “Need after school care.” If only given the option to choose one reason for EDEP, more would have chosen “Need after school care” first. The current mission is tied to student achievement and enrichment, not to provide support for working parents or after school care.

Parents are satisfied with the program, as reported in the parent survey. In the categories of after school care, high quality snacks, enrichment/activities, supervision, communication, cost, homework help, outdoor play, free play, and caring and safe environment, parents agreed or somewhat agreed that the EDEP meets their needs well in after school care, outdoor play, and free play. A few parents indicated that they “somewhat disagreed” with how well the EDEP meets their needs in enrichment/activities, communication, cost, and a caring and safe environment. The categories in which at least one parent disagreed that the EDEP meets their needs were in high quality snacks, supervision, and homework help.

Review of Adjacent Counties and Interview with School-Age Child Care Director in Fairfax County

We conducted online searches of our surrounding counties’ after school care options in order to see what was done differently in their school systems. Every adjacent county offered fewer after school care options than Albemarle County Public Schools. Charlottesville City offers a similar program called CLASS with full-time and part-time options and differentiates pay based on incomes. In addition, the CLASS program offers reduced rates for employees. Fluvanna offers an after school care that is \$5 per day per child and does not have a waiting list. Staunton, Louisa, and Rockingham offer programs through their Parks and Recreation Department. Nelson only has YMCA programs and Madison only offers Boys and Girls Club programs. (In addition to local churches, home day cares, etc.) Harrisonburg partners with Boys and Girls Club and also a non-profit called “On the Road Collaborative” to provide some after school care in schools. Harrisonburg also provides monies for elementary schools and middle schools to run after-school programs, but these are not every day.

Because of the nature and complexity of the SACC (School Age Child Care) program in Fairfax County, we set up an interview with the Program Director and the Program Administrator (Anne Goldstein and Tony Humphrey, respectively). This program sees similar challenges in hiring qualified staff. They offer before school and after school care in 139 locations and are operated by the County Government in County Schools. They offer a sliding fee scale for income eligible families. One of their foundational tenets is to serve children with disabilities so they do offer full inclusion programs. Their daily program of activities and curriculum does support school standards of learning and they work very closely with schools, having dedicated classroom space. They do require that families to access the program must be working over 25 hours a week or in

school. Most of their funding (86%) comes from parent fees while the rest comes from the county budget. They also have a waitlist and parents sign up a year in advance to gain access. They also operate on a first-come, first-served basis.

Conclusion

“Is the current program meeting its mission? Is the current program meeting the needs of the school community?”

The current program is meeting its current mission albeit position vacancies are resulting in longer waiting lists. It should be noted, however, that this program is not meeting the needs of the entire school community. Working parents are clamoring for more afterschool care in all parts of the county, but particularly in the “urban-ring” schools and in the west. This program is not accessible by all demographic groups as evidenced by the survey results and the numbers of students seeking other after school care. Specifically, there is a segment of ACPS that finds the program to be cost prohibitive, that are either part of the “working poor” who may not qualify for free and reduced classifications, or who are a part of our school population who fall into the “free and reduced” category. EDEP does offer reduced rates, but only at 25% or 50% of the cost. The price per month at the 50% full-time rate is \$105.00 per month. The Boys and Girls Club offers their program at a fee of \$35 dollars annually and then \$25 per month, or approximately, \$28 per month. All other programs that we found are higher than the EDEP prices. As the beginning of the report advises, child care costs are astronomical for most families and all families juggling after-school care costs with regular day care costs for other children are certainly spending more than 10% of their monthly budget.

This program evaluation sought to discover if the current mission of the Extended Day Enrichment Program is meeting the community’s needs. EDEP provides a needed service to the families of our ACPS community, but should be restructured in order to provide more equity of access and to provide more access, overall.

The first concern is that there is not enough “space” for all students. This is not really a space problem (as parents see it), but a staffing challenge that is evidenced by the 216 children on the waitlist and by the comments on the parent survey. In the free comment section, time and time again, parents wrote in that it is a great program, but there is not enough space. (Parents see the effect, not the cause.) Each school can let in students based on staffing requirements. There are currently 7 open EDEP positions, that if filled would alleviate the majority of the waitlist requirements. These positions are unique in nature, requiring part-time applicants in the afternoon hours who have specific early childhood knowledge. Additionally, enrollment flexibility unnecessarily complicates planning for staffing requirements. By providing 4-, 8-, 12-, 16-, and 20-day options, it is a guessing game on how much of the wait list to let in throughout the year, depending on average daily membership.

Creative staffing for these positions should be considered as well as raising the pay for these positions. Additionally, certain licensure requirements limit the usable space of buildings as well as the number of students that could be allowed in the program because of mandated ratios, so restructuring the program could allow more access. The EDEP program is considered

Extended Day Enrichment Program: Program Evaluation

to be a “child day center” by the state. As such, certain minimum requirements are put in place for the safety and welfare of children under 13 years of age. These standards also define staffing ratios and minimum job qualification requirements. The standard to which we must adhere is that our EDEP teachers should have a minimum of a baccalaureate degree in a child-related field or 6 months supervised programmatic experience and 24 hours of training related to child care within 6 months of being promoted. The program leader (site facilitator) must be certified in first aid with 48 semester hours or 72 quarter hours of college credit from a college or university of which 12 semester hours are in child-related subjects and one year of programmatic experience, or a baccalaureate degree in a child-related field and one year of programmatic experience. The ratios that must be held are 1:10 for students age 3 to school-age. It is 1:18 for school-age to age 8 and it is 1:20 for students ages 9-12. If passed, the new legislation (SB1239) will exempt schools from these DSS restrictions. This is great news, especially considering that we provide for pre-school age children in these very schools throughout the day.

The above recommendations are in reference to the basic question, “Is the EDEP program meeting the needs of the school community?” If we consider the questions we asked as subsets of this essential question, specifically, “Is there equity of access,” we are faced with a different set of challenges and additional considerations.

Philosophically, this program has sought to give after school enrichment to students, primarily, and after school care, second. Overwhelmingly, the survey and the waitlist speak to the fact that there is a need for after school care, in general. One consideration for the Board should be to require that this program service working families. Additionally, it should be considered if it should remain a self-sustaining program and if monies should come from the budget to support this program. Further, it should be asked, if this is a community challenge, should/could the county government provide additional support?

Quality after school care is important and speaks to equity of access. We should be wary of making changes to a program that is perceived to be of high quality. Children in quality after school care perform better in school including having better behavior, attendance, grades, and test scores than their nonparticipating peers (AfterSchool Alliance, 2016). Principals of at least two schools spoke to the different types of programs that students have access to because of cost as a limiting factor (EDEP versus Boys and Girls Clubs). The quality of our EDEP program is evident and provides services that Boys and Girls Club does not-- including homework help and school-related science or art activities. Any partnerships with outside agencies should be considered with this thought in mind.

If we solve the pre-school and staffing challenges (Consideration 1), we will be able to allow hundreds of additional paying students into our program at no additional cost. If we are able to enroll more families at a full-time rate, we will generate additional dollars. With these revenue increases, we could construct a fee schedule that is more affordable for our economically disadvantaged families.




Options for Consideration:




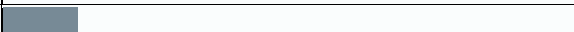

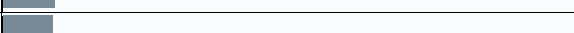
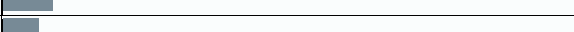
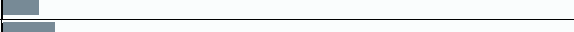

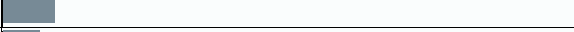
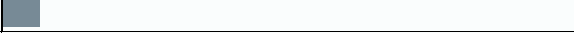
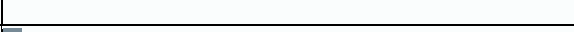





Extended Day Enrichment Program: Program Evaluation




1. Continue the program in its current mission and structure but make changes to address staffing challenges and the enrollment and application process.
 - a. Give priority to parents who purchase the full-time or 20 day option.
 - b. Consider one or more of the following: Raise the starting pay for EDEP teachers and teacher assistants, pay licensed teachers at the teacher rate of pay since they hold these qualifications, and/or differentiate pay based on qualifications (i.e. degree). Allow EDEP staff members to bring their own children/grandchildren to work at no cost.
 - c. Creatively staff these positions so that they are closer to full-time and benefits eligible. For example, allocate funds to create 7-8 hour FTEs which is more attractive for applicants.
 - d. Allow only K-5 students into EDEP. This would lessen the restriction on staffing and building space requirements associated with pre-school age students and would allow additional school age students to attend at no cost to the program. Also,
 - i. Lobby the state to pass the bill that will exempt public schools that offer “child day centers” from the DSS requirements.
 - ii. Investigate alternative after school care options for these few preschool students who are using the program now including partnering with local child care centers.
 - iii. Consolidate pre-school age students as much as practicable within ACPS schools in order to mitigate ratio requirements.
2. Modify the program mission and financing structure to make the program more affordable and accessible for all families.
 - a. In addition to the above, ask the Board of Supervisors and/or the School Board to subsidize the program for economically disadvantaged families. Currently the full-time rate is \$210 and the lowest monthly rate is \$105. A subsidized fee schedule could be designed to significantly lower this amount. Subsidies could also potentially pay for limited transportation home in high density areas.
3. Since each elementary school has highly individualized needs, consider unique program designs to meet the specific needs of individual schools.
 - a. Explore private or public subsidies/grants to reduce costs charged to families.
 - i. In particular, pursue any equity and access grants pertaining to enriched opportunities for at-risk children.
 - ii. Or, seek scholarship funding from community partnerships.
 - b. To better address the needs of our economically disadvantaged families, explore the possibility of partnering with private sector organizations such as the Boys and Girls Club, to provide a lower cost program at schools with higher free and reduced populations and fewer alternatives for after school care. This partnership does not have to mean a reduction in quality.


Extended Day Enrichment Program: Program Evaluation

EDEP Survey Responses

Q11. Have you heard of the Extended Day Enrichment Program (EDEP)?			
Responses	Responses	%	Percentage of total respondents
Yes	185	87.7%	
No	26	12.3%	
Total Responses	211		

Q12. What is your base school?			
Responses	Responses	%	Percentage of total respondents
Agnor Hurt	8	3.8%	
Baker-Butler	19	9.0%	
Broadus Wood	12	5.7%	
Brownsville	28	13.2%	
Cale	19	9.0%	
Crozet	18	8.5%	
Greer	13	6.1%	
Hollymead	19	9.0%	
Merriwether Lewis	19	9.0%	
Murray Elementary	14	6.6%	
Red Hill	0	0%	
Scottsville	7	3.3%	
Stone-Robinson	16	7.5%	
Stony Point	8	3.8%	
Woodbrook	10	4.7%	
Yancey	2	0.9%	
Total Responses	212		

Q13. Do you currently have children enrolled in an Extended Day Enrichment Program?			
Responses	Responses	%	Percentage of total respondents
Yes	66	31.1%	
No	146	68.9%	
Total Responses	212		

Q14. How many children do you have in the program?			
Responses	Responses	%	Percentage of total respondents
1	42	63.6%	

Extended Day Enrichment Program: Program Evaluation

2	23	34.8%	<div style="width: 34.8%;"></div>
More than 2	1	1.5%	<div style="width: 1.5%;"></div>
Total Responses	66		<div style="width: 20%;"></div> 20% <div style="width: 40%;"></div> 40% <div style="width: 60%;"></div> 60% <div style="width: 80%;"></div> 80% <div style="width: 100%;"></div> 100%

Q15. What is your primary perception of the Extended Day Enrichment Program?			
Responses	Responses	%	Percentage of total respondents
I see EDEP as after school care	24	36.4%	<div style="width: 36.4%;"></div>
I see EDEP as a place that provides enrichment	1	1.5%	<div style="width: 1.5%;"></div>
I see EDEP as an extension of the school day	2	3.0%	<div style="width: 3.0%;"></div>
I see EDEP as a place that provides after school care and enrichment	39	59.1%	<div style="width: 59.1%;"></div>
Other (Please specify)	0	0%	
Total Responses	66		<div style="width: 20%;"></div> 20% <div style="width: 40%;"></div> 40% <div style="width: 60%;"></div> 60% <div style="width: 80%;"></div> 80% <div style="width: 100%;"></div> 100%

Q16. Why do you choose to use the ACPs after school program? (Choose top two)			
Responses	Responses	%	Percentage of total respondents
It's more affordable than other programs	14	21.2%	<div style="width: 21.2%;"></div>
It is convenient	37	56.1%	<div style="width: 56.1%;"></div>
Location	13	19.7%	<div style="width: 19.7%;"></div>
It provides enrichment	12	18.2%	<div style="width: 18.2%;"></div>
It provides homework help	2	3.0%	<div style="width: 3.0%;"></div>
It provides social activities	11	16.7%	<div style="width: 16.7%;"></div>
Need after school care	35	53.0%	<div style="width: 53.0%;"></div>
Other (Please specify)	5	7.6%	<div style="width: 7.6%;"></div>
Total Responses	129		<div style="width: 20%;"></div> 20% <div style="width: 40%;"></div> 40% <div style="width: 60%;"></div> 60% <div style="width: 80%;"></div> 80% <div style="width: 100%;"></div> 100%
Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.			

Q16. Why do you choose to use the ACPs after school program? (Choose top two)

Response Text

Other (Please specify) : My children love it. Ask to stay as late as possible.

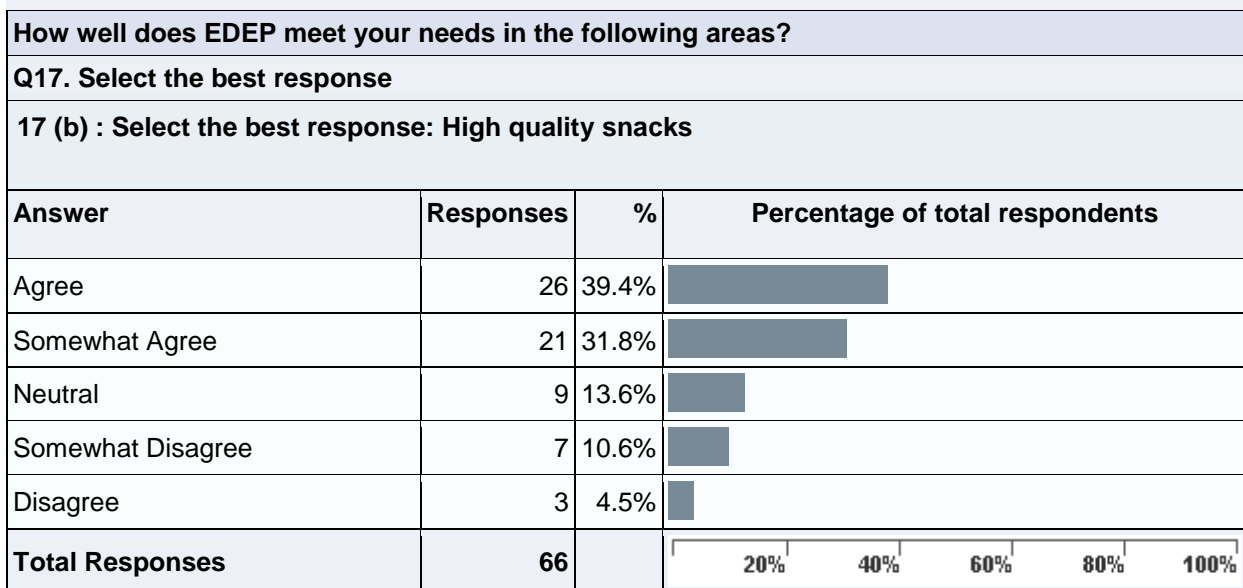
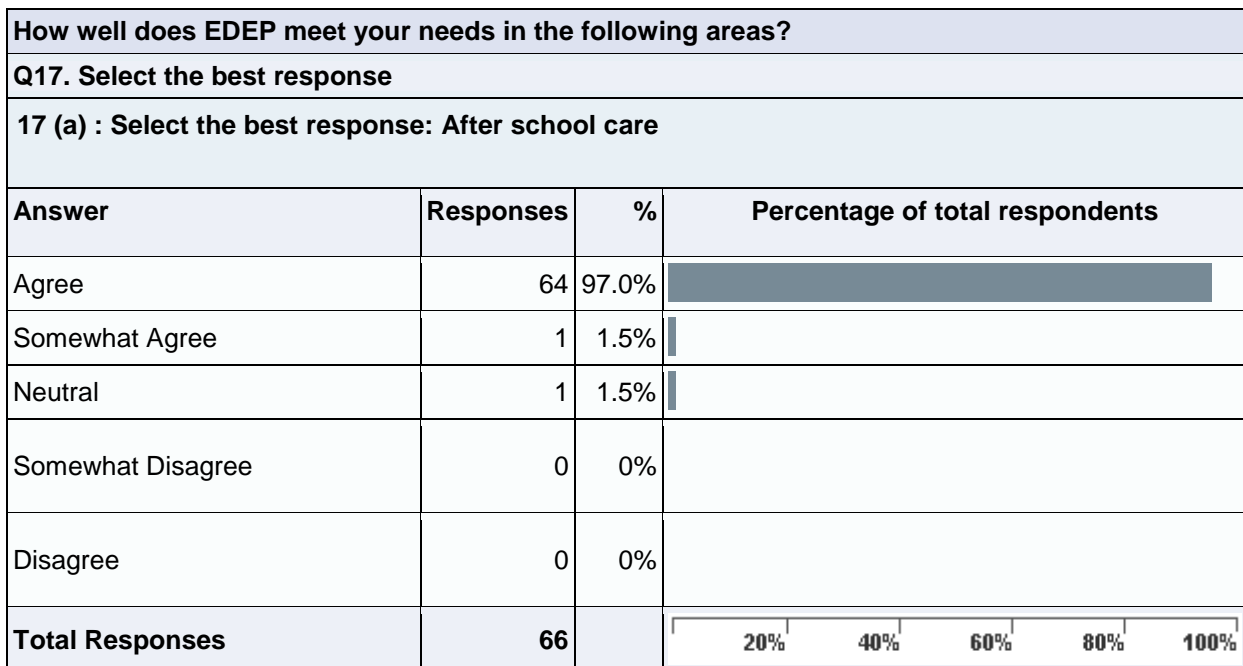
Other (Please specify) : It is so flexible!!

Other (Please specify) : Open until 6





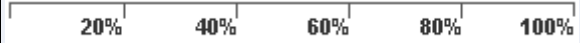
Extended Day Enrichment Program: Program Evaluation

Other (Please specify) : Child likes it

Other (Please specify) : Excellent staff








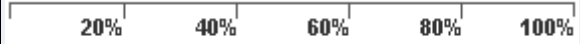
Extended Day Enrichment Program: Program Evaluation

Answer	Responses	%	Percentage of total respondents
Agree	26	41.3%	
Somewhat Agree	24	38.1%	
Neutral	9	14.3%	
Somewhat Disagree	4	6.3%	
Disagree	0	0%	
Total Responses	63		

How well does EDEP meet your needs in the following areas?

Q17. Select the best response





17 (d) : Select the best response: Supervision

Answer	Responses	%	Percentage of total respondents
Agree	42	63.6%	
Somewhat Agree	13	19.7%	
Neutral	8	12.1%	
Somewhat Disagree	2	3.0%	
Disagree	1	1.5%	
Total Responses	66		

How well does EDEP meet your needs in the following areas?

Q17. Select the best response

17 (e) : Select the best response: Communication

Answer	Responses	%	Percentage of total respondents
Agree	32	49.2%	
Somewhat Agree	12	18.5%	
Neutral	12	18.5%	
Somewhat Disagree	9	13.8%	
Disagree	0	0%	






Extended Day Enrichment Program: Program Evaluation

Total Responses	65		
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How well does EDEP meet your needs in the following areas?

Q17. Select the best response







17 (f) : Select the best response: Cost

Answer	Responses	%	Percentage of total respondents
Agree	46	69.7%	
Somewhat Agree	11	16.7%	
Neutral	8	12.1%	
Somewhat Disagree	1	1.5%	
Disagree	0	0%	
Total Responses	66		

How well does EDEP meet your needs in the following areas?

Q17. Select the best response


17 (g) : Select the best response: Homework help

Answer	Responses	%	Percentage of total respondents
Agree	22	33.3%	
Somewhat Agree	20	30.3%	
Neutral	19	28.8%	
Somewhat Disagree	4	6.1%	
Disagree	1	1.5%	
Total Responses	66		

How well does EDEP meet your needs in the following areas?

Q17. Select the best response

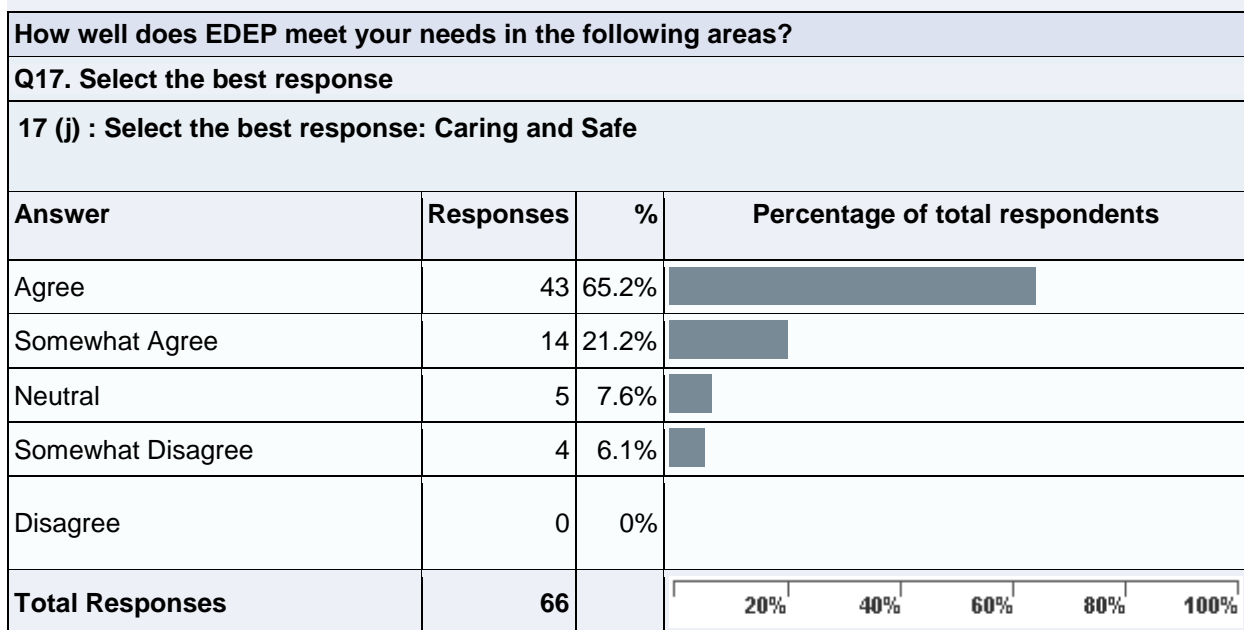
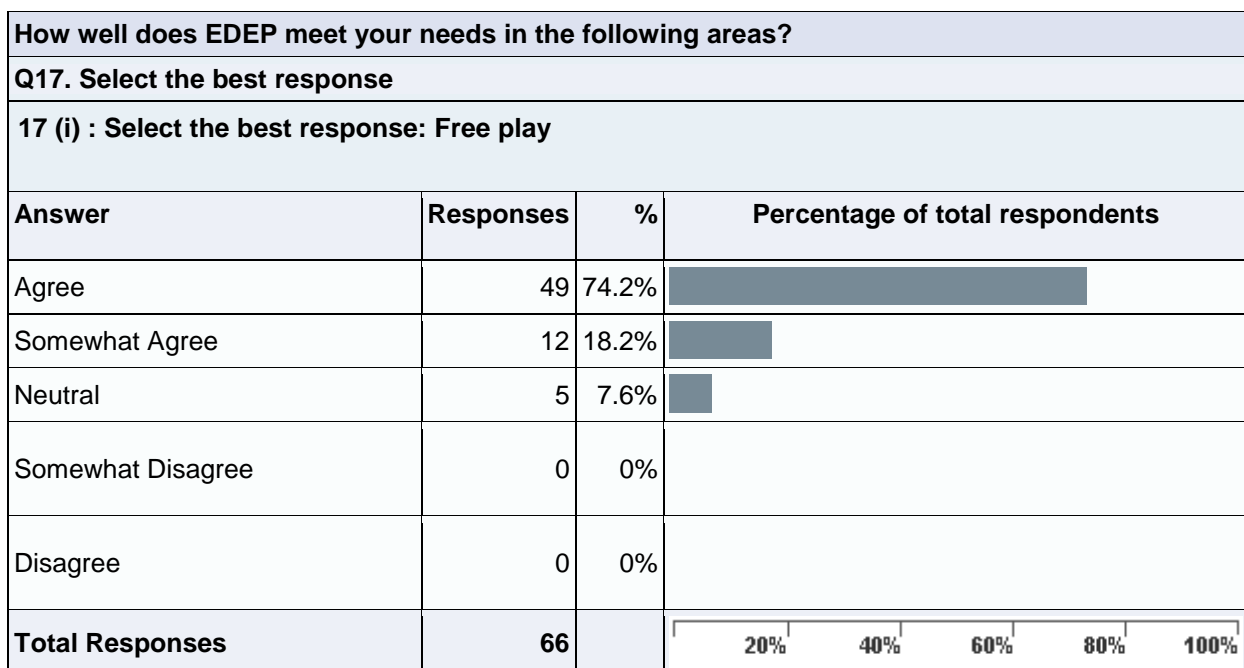
17 (h) : Select the best response: Outdoor play

Answer	Responses	%	Percentage of total respondents
Agree	51	77.3%	





Extended Day Enrichment Program: Program Evaluation

Somewhat Agree	11	16.7%	<div style="width: 16.7%;"></div>
Neutral	4	6.1%	<div style="width: 6.1%;"></div>
Somewhat Disagree	0	0%	
Disagree	0	0%	
Total Responses	66		<div style="display: flex; justify-content: space-between; padding: 0 10px;"> 20% 40% 60% 80% 100% </div>

Extended Day Enrichment Program: Program Evaluation



Q18. Why aren't you enrolled in an ACPs Extended Day Enrichment Program? (Choose top two)

Responses	Responses	%	Percentage of total respondents
It's too costly	23	15.8%	
There's no room/I'm on a waitlist	29	19.9%	
I don't need after school care or enrichment after school	80	54.8%	
I was enrolled and I am no longer	30	20.5%	

Extended Day Enrichment Program: Program Evaluation

I'm not interested in this program	21	14.4%	<div style="width: 14.4%;"></div>
My students are enrolled in other activities	35	24.0%	<div style="width: 24.0%;"></div>
My school does not offer the program	4	2.7%	<div style="width: 2.7%;"></div>
I am not aware of this program	23	15.8%	<div style="width: 15.8%;"></div>
Other (Please specify)	47	32.2%	<div style="width: 32.2%;"></div>
Total Responses	292		<div style="display: flex; justify-content: space-between; width: 100%;"> 20% 40% 60% 80% 100% </div>

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Q18. Why aren't you enrolled in an ACPS Extended Day Enrichment Program? (Choose top two)

Response Text

Other (Please specify) : my kids are in high school, but were in EDEP when younger

Other (Please specify) : We moved to VA in June and I had no idea the program was impacted and by the time I signed up (shortly before school started) my son ended up 8th on the waiting list and I was told there is no way he will make it in because there is not enough staffing and no additional staff would be added. Very disappointing.

Other (Please specify) : My kids are now in high school and I was at home when they were in elementary school

Other (Please specify) : My child is now in Jack-Jouett; B&G club offers same services at a much more reasonable cost

Other (Please specify) : not needed

Other (Please specify) : Not sure if my child needs it or is eligible

Other (Please specify) : student aged out

Other (Please specify) : not enough teachers to fill the demand

Other (Please specify) : No children in elementary school

Other (Please specify) : I'm trying to keep our number of extra curricular activities low this year.

Other (Please specify) : Need details on what this is

Other (Please specify) : My child starts K next year, I hope to enroll my child in EDEP then.

Extended Day Enrichment Program: Program Evaluation

Other (Please specify) : bullying took place previously

Other (Please specify) : I don't know about it.

Other (Please specify) : My kids did participate, but they are too old now.

Other (Please specify) : No room and no alternatives

Other (Please specify) : My son is in HS

Other (Please specify) : we would like part-time enrollment but this is not offered

Other (Please specify) : not aware if offered at my school

Other (Please specify) : I am desperate to get in but others are holding the slot even if they are not currently attending

Other (Please specify) : I work around the school hours

Other (Please specify) : We previously used it but temporarily have other childcare in place this year.

Other (Please specify) : no other

Other (Please specify) : I did not know they had a program like this my son goes to Ivy Creek School

Other (Please specify) : It too costly

Other (Please specify) : Had to pick 2

Other (Please specify) : my only ACPS child is enrolled at AHS

Other (Please specify) : Not sure what it is

Other (Please specify) : Don't need care but would like focused learning or tutoring.

Other (Please specify) : Highschool kids.

Other (Please specify) : I know there is a shortage at our school. Parents need more options.

Other (Please specify) : My child comes home after school.

Other (Please specify) : transportation was an issue

Other (Please specify) : Daughter out of elementary. Did use when she was younger

Other (Please specify) : need more information

Extended Day Enrichment Program: Program Evaluation

Other (Please specify) : We are now in middle school

Other (Please specify) : I tried to sign up once but the payment options were too confusing and didn't seem flexible. That was at least 7 years ago.

Other (Please specify) : My children are in high school

Other (Please specify) : It fills up too quickly

Other (Please specify) : just the space issue - no other

Other (Please specify) : moved from one school to another and was enrolled at previous school

Other (Please specify) : My child is in HS

Other (Please specify) : My kids are in high school

Other (Please specify) : Two options are unnecessary given that I do not need after school care.

Other (Please specify) : I like the physical and outdoor play offered by ACAC

Q19. What do you expect from this type of program? (Choose top two)			
Responses	Responses	%	Percentage of total respondents
enrichment (arts, crafts, sciences, drama, sports)	62	43.7%	<div style="width: 43.7%;"></div>
Supervision	34	23.9%	<div style="width: 23.9%;"></div>
homework help	59	41.5%	<div style="width: 41.5%;"></div>
high quality snacks	5	3.5%	<div style="width: 3.5%;"></div>
free choice activities	10	7.0%	<div style="width: 7.0%;"></div>
outside play time	34	23.9%	<div style="width: 23.9%;"></div>
field trips	2	1.4%	<div style="width: 1.4%;"></div>
caring and safe environment	67	47.2%	<div style="width: 47.2%;"></div>
Other (Please specify)	11	7.7%	<div style="width: 7.7%;"></div>
Total Responses	284		<div style="display: flex; justify-content: space-between; width: 100%;"> 20% 40% 60% 80% 100% </div>
Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.			

Q19. What do you expect from this type of program? (Choose top two)

Response Text

Other (Please specify) : All of the above

Extended Day Enrichment Program: Program Evaluation

Other (Please specify) : ALL OF THE ABOVE:A well rounded program for that HIGH cost

Other (Please specify) : I don't have enough information

Other (Please specify) : Foreign language exposure would be ideal - Spanish in particular

Other (Please specify) : all of the above

Other (Please specify) : Don't need the service.

Other (Please specify) : higher learning activities

Other (Please specify) : outside activities & choice of activities--not having to sit constantly

Other (Please specify) : Nothing, don't need

Other (Please specify) : Play. Straight up non structured time.

Q20. What is your current after school care plan for your child?			
Responses	Responses	%	Percentage of total respondents
Student attends another after school care program like Boys and Girls Club or ACAC	19	13.1%	<div style="width: 13.1%;"></div>
Student goes home	71	49.0%	<div style="width: 49.0%;"></div>
Student goes to a relative	6	4.1%	<div style="width: 4.1%;"></div>
Student goes to a family friend/neighbor	6	4.1%	<div style="width: 4.1%;"></div>
We do not need after school care	34	23.4%	<div style="width: 23.4%;"></div>
Other (Please specify)	9	6.2%	<div style="width: 6.2%;"></div>
Total Responses	145		<div style="width: 20%;"></div> 20% <div style="width: 40%;"></div> 40% <div style="width: 60%;"></div> 60% <div style="width: 80%;"></div> 80% <div style="width: 100%;"></div> 100%

Q20. What is your current after school care plan for your child?

Response Text

Other (Please specify) : Student attends one arts activity once a week

Other (Please specify) : student comes to work with parent

Other (Please specify) : tutoring

Other (Please specify) : Students go home alone

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Other (Please specify) : Day Care

Other (Please specify) : No where to take her everything's capped or you don't offer a shuttle

Other (Please specify) : various: other after school program, home, friend

Other (Please specify) : Club Yancey

Q21. Optional Question: What ethnicity do you most closely identify with?			
Responses	Responses	%	Percentage of total respondents
Asian/Pacific Islander	2	1.0%	<div style="width: 1.0%;"></div>
Black/African American	15	7.6%	<div style="width: 7.6%;"></div>
Hispanic/Latino	7	3.6%	<div style="width: 3.6%;"></div>
Native American/American Indian	2	1.0%	<div style="width: 1.0%;"></div>
White/Caucasian	171	86.8%	<div style="width: 86.8%;"></div>
Total Responses	197		<div style="width: 100%; text-align: center;">20% 40% 60% 80% 100%</div>

Q22. Optional Question: What is your salary range?			
Responses	Responses	%	Percentage of total respondents
Under \$20,000	9	4.9%	<div style="width: 4.9%;"></div>
\$20,000 - \$35,000	11	6.0%	<div style="width: 6.0%;"></div>
\$35,000 - \$45,000	12	6.5%	<div style="width: 6.5%;"></div>
\$45,000 - \$55,000	21	11.4%	<div style="width: 11.4%;"></div>
\$55,000 - \$65,000	14	7.6%	<div style="width: 7.6%;"></div>
Over \$65,000	117	63.6%	<div style="width: 63.6%;"></div>
Total Responses	184		<div style="width: 100%; text-align: center;">20% 40% 60% 80% 100%</div>

Q23. Any additional comments or questions about the program?

Response Text

I have heard the program is too costly for most families. At our school, it is also very small. It would be better to have it more affordable for the families at Greer.

We are very happy with the program and our daughter loves it!

Love EDEP. Gives my child additional opportunities to build relationships with kids outside his classroom.

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I would like to see no child turned away from the after school care program. The is highly needed by working parents. Nannies, ACAC camps, etc are far too expensive.

I don't think in this day and age we need to categorize with ethnicity. Our children are people/human beings and should be classified as such. As to the salary range = should we put a price on our children? I know we HAVE to when it comes to education and after-care, but everyone should be given the option of a good/needed after school program, no matter what the parent/guardian receives in salary.

It is a great program. I'd love to see the teachers get higher pay.

I love the EDEP program and administrators at Stony Point. But it seems that the school staff does not see the EDEP program as a part of the school, and I have heard of conflict between the program and the school in the past (e.g. 1) the PE teacher will leave his balls and equipment scattered about the gym, but will not allow the students in EDEP to use anything, and gives the administrators a difficult time if kids do play with the toys left out, or 2) the school has previously bounced the program around to whatever room or location is convenient, so that last year they were stuck for a few weeks in an outer building with no restrooms or in the cafeteria; this is the first year I'm aware of that EDEP actually has a classroom for their use).

We have used EDEP for 7 years now 3 different children. I have seen a change in the program over the past couple of years. My kids used to enjoy it more and it seemed to have more engaging activities in the past. It also appears the program has accepted less kids recently. Maybe not enough staff? It used to be split into 3 groups k/1. 2/3 and 4/5. Now just k-2 and 3-5. Also seems to accept less children than say 5 years ago. Overall, I am thankful for the program and it is high quality.

The teachers are too strict. Kids have to follow the rules and sit quietly all day in school. They need to be cut a break at the end of the day. I hear this from most parents who participate in this program. I am sick of my kids being yelled at b/c they are playing or horsing around. After 6 hours of school, it is time to let them let loose. Specifically, there are "teachers" in there that don't seem like a good fit. They are tired and cranky. If you don't like kids or don't have the patience for them, then don't work at EDEP.

I at times worry that is a bit too unstructured

very strange to have been "second on the waiting list" for EDEP at the beginning of the school year and have no movement at all since, especially after having 2 children participate in each of the last 3 years prior.

There needs to be more access. People in the administration office thought there were alternative options, but for many schools there are none.

I cannot say enough wonderful things about the EDEP program at Greer. My daughter begs to go more days and stay longer. The staff truly care about each child there and provide top notch care and support as well as homework help. I know that parents at other schools do not have the same

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experience that we have at Greer but I feel so lucky to have the opportunity to have a place where my child loves to extend her day so that I can feel good about staying at work later a few days each week.

I have seen the quality of this program improve with the staffing over the years. The staff at Baker-Butler are great and my girls are very happy there. They feel a real sense of community with the teachers and staff in the EDEP. They get to play and exert energy while having social time with classmates and school friends. The fact that it is the same location as their school makes a big difference to their comfort level and transition from school to end of day. I so appreciate Albemarle County Schools for providing this program.

My 6 year old daughter had an issue with a boy inappropriately touching her in the after school program. This obviously is concerning to me and makes me question the level of supervision in the program.

I hear great things about it.

It is valuable to many parents but needs to be less expensive to them.

The county does a very poor job of explaining what it is and how it works, or when you can sign up. I had no idea you had to sign up in the first few hours or you wouldn't get a spot. I also didn't know you had to pick the days that you wanted. It just seems very poorly marketed from the outside. and what are the qualifications of the people who work with the children?

What is this program doing to help students and their families? Students spend so much time at school already. How are they able to decompress if they spend even more time at school?

We wish we could get in and it has been a very difficult year because of the lack of availability.

I have one child enrolled however I have two children. I am unable to use the program as the day that I tried to sign up one of my children was put on waiting list and I have not been able to use EDEP. I was the first person in line the first day EDEP came to school to sign up students. I am frustrated that the program is being offered and I am unable to use it. I am often scrambling to try to find alternatives for after school for my children in a safe location. I am uncomfortable with them going on a bus to a different location.

We love EDEP. Ms. Sarah does a wonderful job at Murray. Please don't ever cut this program. I particularly like the extended evening hours (later than 5:30 pm) so I don't have to worry if I hit traffic coming home from work.

Program needs to accommodate more students!

Our children are out of the afterschool program, but we loved it.

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Program should be funded by the users of the program, not by taxpayer funds.

Would be nice for additional payment options such as online, etc.

The edep program is a good place for our only child to have free time with other kids and learn about new things.

The payment system is unacceptable. The only way to pay remotely is with credit card, and that requires a "convenience fee". There's nothing convenient about having to pay for each child separately every month. If I'm paying a fee, I should be able to set up auto payments. The inability to mail a check to EDEP is absurd. I'm certain the students are tracked in a system, and I'm certain that system has a unique identifier for each student. Give us that number, and we can note it on the check that we send in. Having to choose between a credit card with a "convenience fee" and driving to Charlottesville is laughable.

It is very difficult to get into the after school care at Brownsville. I think that the teachers at the school should be given first priority to enroll their children. For many of them they have to take a personal day to go to central office and enroll their child/children. Perhaps the schools need to partner with some of the community organizations to improve the experience of after care and increase the number of families that may attend.

No I don't use the program.

We are in Crozet. BASE is full EARLY and buses are often packed- so kids often can't switch to babysitter's homes for aftercare. I think applications to switch to a sitter's bus stop should be taken before bus planning takes place so that routes can be planned accordingly. 10 days after school starts for a decision to be made leaves parents in stressful spot.

I have found that the staff of the EDEP program typically don't exhibit the skills that should be present for working with large groups of children. Some of the staff have a natural ability to work in this environment which makes them really great at what they do. I have, on several occasions, seen situations handled completely inappropriately by staff members. I anticipate greater training would be beneficial in handling these situations.

We used the program in previos years and it was great. I love the teachers at stony point edep.

The program head downtown is not supportive of any of the staff needs. This person has no idea what the individual school needs. When students are setting up math helper tables in the hope that substitute acps after school vol will come and help them with math it's very sad. The programs can not be the same at each school but more individualized to the actual schools. The downtown administration is not supportive of staffing welcoming of effective resource allocation, proving any supports for the administrators in the schools. The program needs to also connect with the grade level teachers of that school to find out what resources for tutoring are needed

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I feel that over all the program is good at Crozet, but could use more of an instructive environment for school work. My greatest issue with EDEP is the central staff and the payment system. I don't understand why there is not a better online payment system that has automatic payments. Also, why do I pay a 6 dollar convenience fee? Why are there separate accounts per student? I have two children so I pay 12 dollars for convenience fees. You are the ones being inconvenienced! Also, if i miss the deadline for payment, I am paying 20 dollars per child as a fine for not getting the payment in on time. That is borderline criminal by the ACPS. It seems as though these are obvious things and smart people like you know that this is happening and it is happening for a reason. You don't want automatic payments because you are hoping for the extra revenue. You are getting away with 6 dollar per child fee because you need the extra revenue. Central customer service needs improvement. Rude staff!

My child was in the after school enrichment program when he was younger. He did great with gym time and outside activities but not so well when he need to sit for an activity or when they had library time and had to sit when they were read to. I actually had to withdraw from the program because it was too structured and he needed more play time. After having to adhere to a lot of structure during the day, it was hard for him to do the same in the afternoons. I hope the program has changed to allow the kids to choice the activities they wish to participate in.

I like the program. Please keep it going and consider enlarging it. At our school last year in May at registration, we had parents with children in earlier grades who wanted to sign up their children but the program was full. Also more varied, higher quality snacks, for ex. fresh fruit more often, would be nice. Bagels (w/ cream cheese or cheddar cheese or similar) maybe. Thank you!

The onsite Crozet EDEP employees are lovely and caring. It would be nice if there could be an option for automatic payment or if EDEP could accept autopay checks from our bank.

I think there are some excellent activities offered here, but my kindergartener is 5 and I think she just needs to come home after school. I anticipate we will sign up for activities in the future.

Desperately need more spaces available! If a student is enrolled for program at one school and they move to another school within the county, they should be "grandfathered in". If I didn't have family here, I would have lost my job.

My children are both in HS now. But I still believe in these programs and think that they are wonderful for our children. I used to part of such a program when I lived in Europe. So please do not hesitate to have me take part in any surveys you may have concerning such programs!

I think it is vital for working families, and can help shrink the achievement gap.

The new requirements for the EDEP program (since being taken over by the state agency) have not been helpful or constructive. It is an example of bureaucratic micromanaging at its worst. Students now spend ridiculous amounts of time following hand-washing and table washing procedures, for example, instead of spending quality time in activities or just playing. The excellent after school

caretakers are spending more and more time with paperwork instead of with their students. It has been very sad to have to watch what they are doing to this program.

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