

**THE STATE OF
OUT-OF-SCHOOL-TIME PROGRAMS
IN SOUTH CAROLINA
PREPARED FOR THE
SOUTH CAROLINA AFTERSCHOOL ALLIANCE**

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TABLE OF CONTENTS

TABLE OF CONTENTS	i
TABLE OF FIGURES	iii
INTRODUCTION.....	1
THE SOUTH CAROLINA AFTERSCHOOL ALLIANCE.....	1
PURPOSES OF THIS STUDY	1
METHODOLOGY.....	2
SAMPLE SURVEY INSTRUMENT.....	2
NEW SURVEY INSTRUMENT DESIGN	2
DATA STRATEGY AND COLLECTION	3
DATA ANALYSIS	4
LIMITATIONS OF THE ANALYSIS	4
SURVEY FINDINGS	5
GEOGRAPHIC DETERMINATIONS.....	5
<i>Counties Served</i>	5
<i>Top 20 School Districts Afterschool Providers Are Located In</i>	7
ORGANIZATIONAL INFORMATION.....	7
<i>General Descriptors</i>	7
Physical Location of Afterschool Programs	
Tax Status of Afterschool Programs	
Type of Organization	
<i>Type and Number of Participants Served</i>	9
Geographic Areas Served by Afterschool Programs	
Age-Range Served	
<i>Affiliations, Regulations, and Accreditations</i>	10
Federal-Assisted Programs	
DSS Regulated Programs	
Accredited Programs	
Non-State Recognized Accreditations Held by Programs	
Providers Interested in Accreditation from the SCAA	
<i>Program Shifts and Services</i>	12
Programs Offered Before School and in the Evening	
Capacity and Willingness to Serve Children With Special Needs	
Program Operation Year	
<i>Staffing Information</i>	13
Languages Spoken by Staff	
Participant to Staff Ratios	
Educational Level of Staff	
<i>Fees for Service</i>	15
Regular Fees for Service	
Registration Fees	
Insurance Fees	
Activity Fees	
Other Fees and Rates	
AFTERSCHOOL PROGRAM SPECIFICS	18
<i>Services Provided</i>	18
Services Offered to 5-10 Year Olds	
Services Offered to 11-13 Year Olds	
Services Offered to 14-18 Year Olds	
Other Services Offered	
<i>Other Program Specifics</i>	21

Most Difficult Challenges for Providers	
Transportation	
TECHNOLOGICAL STATUS	22
PARENT AND COMMUNITY INVOLVEMENT	22
Parent Participation	
Services Offered to Families	
Community Stakeholder Involvement	
SOURCES OF FUNDING	24
Most Utilized Funding Sources	
Top Three Funding Sources Utilized by Providers	
Organizations Awarding Grants/Contracts	
EVALUATION AND QUALITY ASSURANCE	25
Use of External Evaluators	
Evaluation Methods Used for Afterschool Programs	
TRAINING.....	27
Training Opportunities for Staff	
Training Offered to Community Volunteers	
Trained and Certified Staff	
PROGRAM NEEDS	28
Areas in Need of Support	
Equipment or Materials Needed	
Training Topics of Interest	
ADDITIONAL COMMENTS	30
DISCUSSION	31
DATA STRATEGIES	31
SURVEY FINDINGS	31
CONCLUSIONS AND RECOMMENDATIONS.....	34
APPENDIX A: SURVEY INSTRUMENTS.....	36
THE SCAA SURVEY INSTRUMENT.....	37
THE INTERFAITH COMMUNITY SERVICES SURVEY INSTRUMENT	38
APPENDIX B: RESPONSES TO OPEN ENDED QUESTIONS & REQUESTS TO SPECIFY “OTHER”...39	
<i>Responses to Question B.#2 – “Other” Types of Organizations:</i>	40
<i>Responses to Question B.#13 – “Other” State-Recognized Accreditations:</i>	40
<i>Full list of Responses to Question B.#14 – Non-State Recognized Accreditations:</i>	41
<i>Responses to Question B.#10 – Other Languages spoken by staff</i>	41
<i>Responses to Question B.#25 – “Other Fees” charged by afterschool providers</i>	41
<i>Responses to Question C. #1 – Other services offered by afterschool program</i>	42
<i>Responses to Question C.#2 – Other Challenges in Offering Afterschool Services</i>	43
<i>Responses to Question E.#1 – Other Activities Parents Participate In</i>	43
<i>Responses to Question E.#2 – Other Services Offered to Parents</i>	44
<i>Responses to Question E.#3 – Other Community Stakeholders Involved in Program</i>	44
<i>Responses to Question F.#1 – Other Sources of Funding (All)</i>	45
<i>Responses to Question F.#2 – Other Sources of Funding (Top 3)</i>	46
<i>Responses to Question F.#3 – Organizations that Fund Afterschool Programs</i>	46
<i>Responses to Question G.#1 – Other Methods of Evaluating Program Participants</i>	47
<i>Responses to Question G.#3 – Other Methods of Evaluating Programs</i>	48
<i>Responses to Question H.#1 – Other Methods of Providing Training</i>	49
<i>Responses to Question I.#1 – Other Areas Where Providers Are In Need of Support</i>	49
<i>Responses to Question I.#2 – Other Equipment and Materials Providers Need</i>	50
<i>Responses to Question I.#3 – Other Training Topics of Interest</i>	50
<i>Additional Comments made by Survey Respondents</i>	51

TABLE OF FIGURES

<i>Table 1: Number of Children per Afterschool Provider in Each County.....</i>	5
<i>Table 2: Top 20 School Districts Afterschool Providers are Located In</i>	7
<i>Table 3: Physical Location of Afterschool Programs.....</i>	8
<i>Table 4: Tax Status of Afterschool Programs</i>	8
<i>Table 5: Type of Organization</i>	9
<i>Table 6: Geographic Area Served by Program.....</i>	9
<i>Table 7: Range of Ages Served by Afterschool Programs</i>	10
<i>Table 8: Federal Programs Afterschool Providers Participate In</i>	10
<i>Table 9: Programs Regulated by DSS</i>	10
<i>Table 10: State-Recognized Accreditations held by Afterschool Providers.....</i>	11
<i>Table 11: Afterschool Providers Interested in Receiving Licensing or Accreditation for Afterschool Programs</i>	11
<i>Table 12: Programs Offered Before School and in the Evening</i>	12
<i>Table 13: Capacity and Willingness to Serve Children with Special Needs</i>	13
<i>Table 14: Program Year.....</i>	13
<i>Table 15: Languages Spoken by Staff Members.....</i>	14
<i>Table 16: Number of Participants per Each Staff Member.....</i>	14
<i>Table 17: Staff for all Providers Surveyed at Each Education Level</i>	15
<i>Table 18: Number of Providers Charging the Following Fees to Program Participants Ages 5 to 10.....</i>	16
<i>Table 19: Number of Providers Charging the Following Fees to Program Participants Ages 11 to 13</i>	16
<i>Table 20: Number of Providers Charging the Following Fees to Program Participants Ages 14 to 18.....</i>	16
<i>Table 21: Registration Fees Charged by Providers</i>	17
<i>Table 22: Insurance Fees Charged by Afterschool Providers</i>	17
<i>Table 23: Activity Fees Charged by Afterschool Providers</i>	18
<i>Table 24: Other Fees Charged by Afterschool Providers.....</i>	18
<i>Table 25: Providers With Services Available to Participants Ages 5-10.....</i>	19
<i>Table 26: Providers With Services Available to Participants Ages 11-13.....</i>	19
<i>Table 27: Providers With Services Available to Participants Ages 14-18.....</i>	20
<i>Table 28: Other Services Available to Participants</i>	20
<i>Table 29: Challenges to Overcome in Offering Afterschool Services.....</i>	21
<i>Table 30: Transportation Status of Afterschool Providers</i>	21
<i>Table 31: Providers' Access to Internet On-Site</i>	22
<i>Table 32: Participants' Access to Internet On-Site.....</i>	22
<i>Table 33: Parent Participation</i>	23
<i>Table 34: Services Offered to Families</i>	23
<i>Table 35: Community Stakeholder Involvement.....</i>	24
<i>Table 36: All Sources of Funding.....</i>	24
<i>Table 37: Top 3 Sources of Funding</i>	25
<i>Table 38: Methods for Evaluation of Program Participants.....</i>	26
<i>Table 39: Programs Using an Outside Evaluator</i>	26
<i>Table 40: Methods for Evaluating the Afterschool Program</i>	26
<i>Table 41: How Training is Provided to Program Staff.....</i>	27
<i>Table 42: Training for Community Volunteers</i>	27
<i>Table 43: Program Staff that are Trained/Certified.....</i>	28
<i>Table 44: Areas Programs Need Support</i>	28
<i>Table 45: Equipment or Materials that are Needed.....</i>	29
<i>Table 46: Training Topics of Interest.....</i>	30

THE STATE OF OUT-OF-SCHOOL TIME PROGRAMS IN THE STATE OF SOUTH CAROLINA

INTRODUCTION

The South Carolina Afterschool Alliance

The South Carolina Afterschool Alliance (SCAA) was established in 2003 as a non-profit agency committed to raising awareness, increasing sustainability, and promoting the importance of quality afterschool programs. It is the vision of the SCAA that every child and youth in South Carolina will have access to quality afterschool programs by 2010.

The SCAA believes to achieve their vision, they must work to raise awareness of the importance of quality afterschool programs. The SCAA serves as a broker, organizer, and facilitator for promoting and identifying best practices, programs, and gaps in services.

Purpose

This study was undertaken to assess the needs of afterschool programs in the state of South Carolina. Specifically, this study aims to achieve three objectives:

1. Assess the needs of afterschool programs using a diverse afterschool network.
2. Compile data and report findings to stakeholders interested in fostering community collaboration.
3. Assist families in choosing quality afterschool care.

The specific questions addressed by the survey:

1. What schools, school districts, and counties are being served by afterschool programs and how do the number of providers relate to the population in each county?
2. What are specifics about the organizations that provide afterschool programs in South Carolina? (i.e. general information; type and number of participants served; regulations and accreditations; days, times, and shifts of programs; staff information; fees; etc.)
3. What are some specifics about the afterschool programs? (i.e. activities provided; challenges in offerings; transportation issues)
4. What is the technological status of afterschool providers?
5. What is the level of parent and community involvement in afterschool programs?
6. What are some common sources of funding for afterschool programs?
7. How do afterschool providers evaluate their programs?
8. What kind of training is available to and utilized by afterschool providers?
9. What are the areas in which afterschool providers are in need of support?

METHODOLOGY

The process to gather information from afterschool providers in the state of South Carolina was performed in five steps.

Sample Survey Instrument

A sample survey was conducted in January through March of 2003. The sample survey was designed to collect similar information as that collected in this survey design. In conducting this survey strategy, the SCAA identified several challenges and considerations, including:

- **Open-Ended Nature of Survey:** The open-ended nature of the survey prohibited the SCAA from effectively using the data collected. Responses to questions were very different from each other, making it difficult to summarize the state of “out-of-school-time” providers in the state of South Carolina.
- **Collection Method:** The sample survey data was collected by mail. Upon reviewing the responses from this survey, the SCAA discovered that many respondents interpreted the questions differently and/or did not respond to others. Because the SCAA could not determine how the questions were interpreted or why the respondent did not respond to a question, a complete understanding of the results was not achieved.

After identifying these challenges, the SCAA worked to address the issues. They used what they learned to create a new survey strategy that resolved the issues and gathered the information they desired in a way that they could utilize more effectively. Resolutions to these issues include:

- **Open-Ended Nature of Survey:** The responses from the open-ended questions in the sample survey were utilized to develop more specific, quantitative questions to be used in the new survey instrument.
- **Collection Method:** By identifying this challenge, the SCAA was able to justify hiring surveyors to administer the new survey. The surveyors were trained in how to ask the questions and ensure understanding from the respondent.

A total of 115 surveys were completed during the implementation of this sample survey strategy. Because of the length and variability of responses, only 42 surveys were available for analysis. These surveys have been added to this analysis in order to provide a more complete picture of providers in the state of South Carolina. The SCAA is beginning to resurvey these 115 providers in order to obtain the specific, quantitative data gathered during the new survey strategy.

New Survey Instrument Design

The new survey instrument was designed in four stages:

1. The SCAA established the specific items based on the objectives and lessons learned during the sample survey.
2. The SCAA, in partnership with Interfaith Community Services Resource and Referral, identified the specific questions to be addressed by the survey.
3. System Wide Solutions, Inc. (SWS) facilitated the collaboration between the SCAA and Interfaith Community Services. After taking into account existing data, the appropriate items were identified and assessed for inclusion in the new survey.
4. SWS developed a survey instrument to meet the needs of the SCAA and Interfaith and allowed for appropriate entry and data analysis.

A copy of the SCAA survey instrument and the Interfaith survey instrument are included in Addendum A.

Data Strategy and Collection

The initial strategy for data collection was to maintain one database. Interfaith utilized NACCRRAware, an online database maintained by a national organization, to store identifying information on child care providers. Because of size limitations, information pertinent to SCAA could not be stored in NACCRRAware; therefore, a new Access database, titled "Supplemental," was created. Each provider was issued a "unique identifier" that was stored in both databases so that identifying information would not be duplicated.

After developing the data strategy, the survey instrument was coded to ease the data entry process. A list of afterschool providers was compiled by utilizing a list obtained from the Department of Social Services and then using these providers and other contacts to obtain leads on other providers. This revised list contained 1,147 different providers. Surveyors, hired by the SCAA, then set out to interview the afterschool providers. A total of 823 surveys were completed for this analysis, which is a response rate of 71.8%. Surveys were conducted by telephone (96.7%) and through site visit (3.3%).

The total number of surveys completed and available for analysis equals 865 and the total number of providers identified is 1,262.

Data entry began soon after the first completed surveys were returned and continued to run concurrently with collection. For purposes of this report, only surveys collected and entered prior to December 19, 2003 were analyzed. An additional 56 surveys were completed as of December 31, 2003. A total of 921 surveys are available for use by SCAA and the public.

Once a data strategy was developed and entry began, problems started to occur. The NACCRRAware system shut down and the same ID numbers were assigned. To prevent a reoccurrence of problems, the "Supplemental" database was updated to include survey items that were initially in NACCRRAware. The change in the database made it easier to store and

generate reports. The information that was requested by Interfaith will be sent to them electronically in an Excel spreadsheet.

Data Analysis

The data was analyzed using Access queries and the Statistical Package for the Social Sciences (SPSS) software. A confidence interval was calculated (estimation of the degree to which the results of the survey can be related back to the population as a whole). Each question was analyzed using frequency counts to compare variables. The analyses and data strategy were discussed, conclusions drawn, and recommendations made.

Limitations of the Analysis

This survey is limited by several issues common to survey projects. The issues are related to the wording of questions that may guide responses, the behavior of surveyors that may influence the respondent, and time limitations that may have prevented surveyors from spending sufficient time with each respondent. The survey was conducted with these issues in mind and all parties worked to minimize these effects.

Evaluating the number of surveys completed (865) against the total number of providers identified (1,262), assumed a confidence interval of 1.87 at the 95% confidence level. This means that if all providers were surveyed, the total population's responses would fall between 1.87 percentage points above or below the survey results. This statistic proves that the sample is a strong and accurate representation of the overall population.

This assumption of representation must be accepted with caution. For example, the SCAA may not have identified all providers in the state, making the population seem smaller than it is. Also, the providers who responded may be influenced to respond by some unknown issue. Their responses may be influenced by unknown entities or issues. These factors must be considered when relating the survey results to the population.

SURVEY FINDINGS

Geographic Determinations

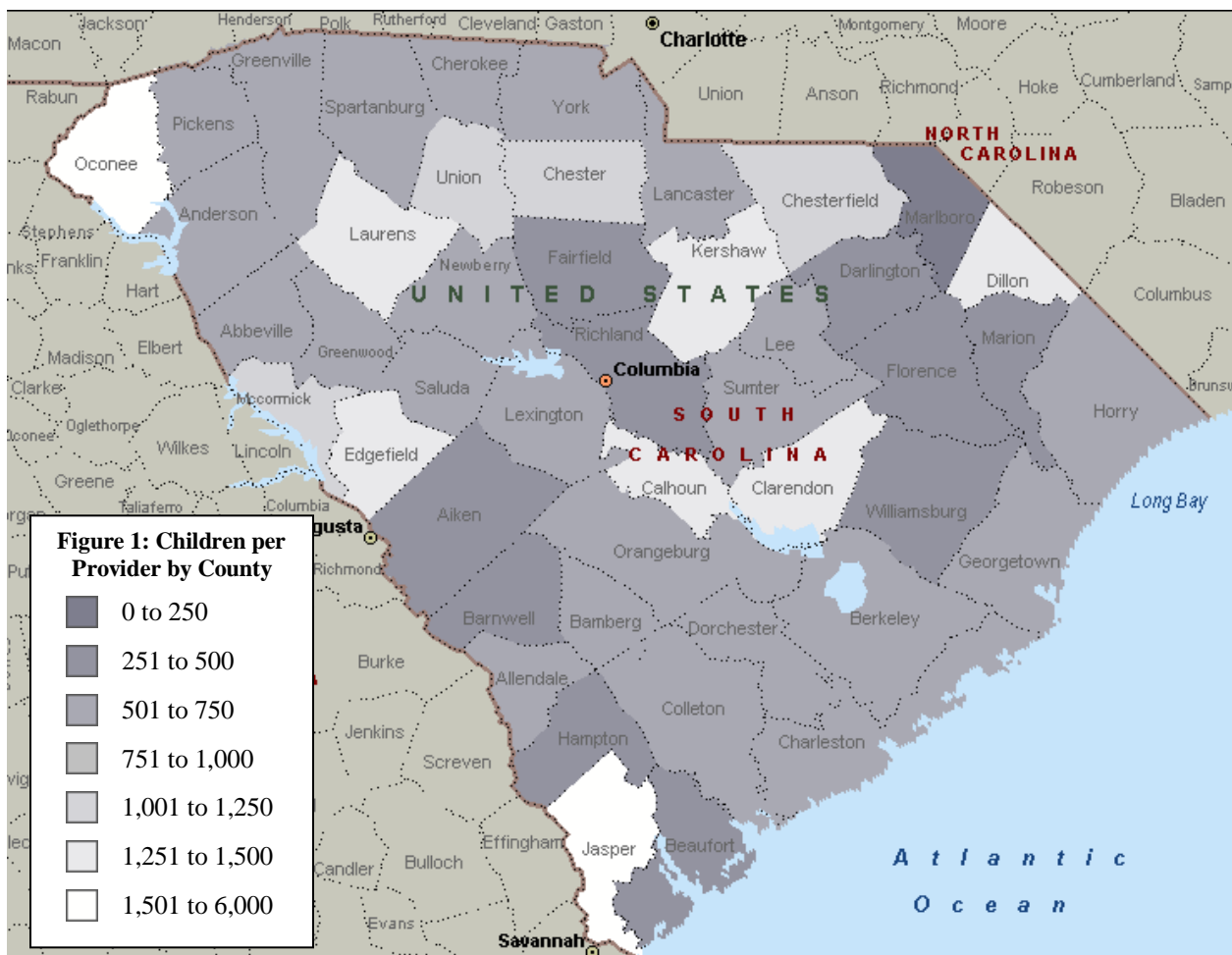
Information was collected on the counties, school districts, and individual schools served by each provider. This information was gathered for future use by afterschool providers and other organizations of the SCAA. Due to the complexity of the data, not all of the information is displayed in this report.

Counties Served

During the survey process, 1,262 afterschool providers and their county locations were identified. This information was compared to the population of school aged children (ages 5 to 17) in each county. This comparison yielded a ratio for each county. Table 1 and Figure 1 display these ratios as “children per provider.” Please note that not all of these providers completed a survey.

Table 1: Number of Children per Afterschool Provider in Each County			
	Providers	Population of Ages 5-17	Children per Provider
Abbeville	7	4856	693.7
Aiken	81	27864	344.0
Allendale	3	2204	734.7
Anderson	50	29715	594.3
Bamberg	5	3196	639.2
Barnwell	10	4935	493.5
Beaufort	40	20033	500.8
Berkeley	46	29683	645.3
Calhoun	2	2846	1423.0
Charleston	85	53768	632.6
Cherokee	14	9812	700.9
Chester	6	6873	1145.5
Chesterfield	8	8498	1062.3
Clarendon	5	6391	1278.2
Colleton	9	7866	874.0
Darlington	28	13045	465.9
Dillon	5	6659	1331.8
Dorchester	31	21373	689.5
Edgefield	3	4451	1483.7
Fairfield	13	4548	349.8
Florence	53	24385	460.1
Georgetown	21	10567	503.2
Greenville	80	67729	846.6
Greenwood	16	12302	768.9
Hampton	14	4480	320.0
Horry	46	30631	665.9
Jasper	1	4042	4042.0
Kershaw	8	10298	1287.3
Lancaster	13	11594	891.8

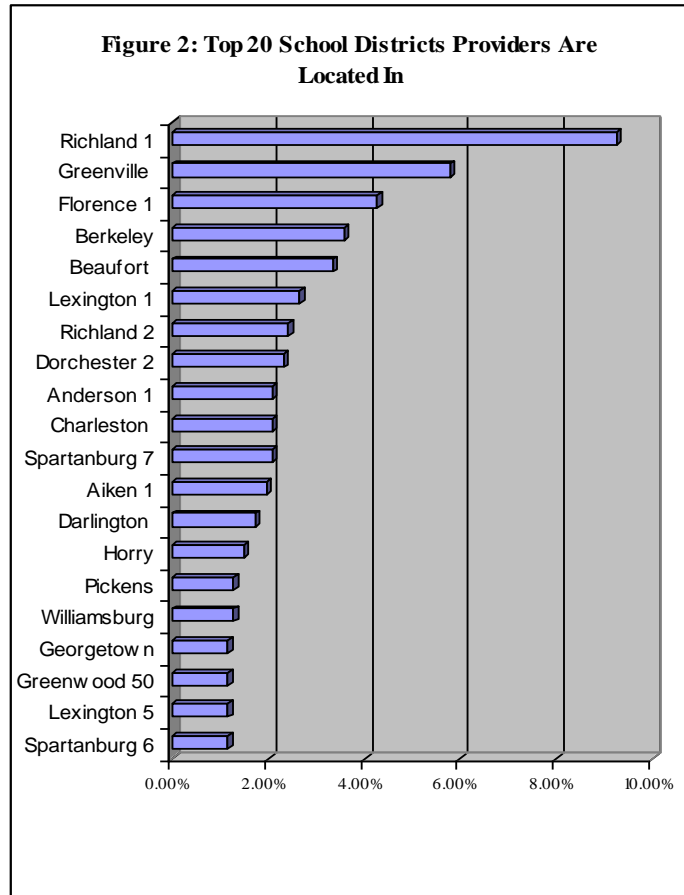
Laurens	9	13017	1446.3
Lee	4	3906	976.5
Lexington	61	41551	681.2
McCormick	7	7325	1046.4
Marion	18	5633	312.9
Marlboro	17	1520	89.4
Newberry	8	6375	796.9
Oconee	2	11136	5568.0
Orangeburg	26	17810	685.0
Pickens	18	17970	998.3
Richland	214	57324	267.9
Saluda	4	3529	882.3
Spartanburg	72	46162	641.1
Sumter	31	21601	696.8
Union	5	5232	1046.4
Williamsburg	18	8087	449.3
York	41	32140	783.9
No Response	4		
Total (for State)	1,262	744,962	590.3



Top 20 School Districts Afterschool Providers Are Located In

The afterschool providers were asked, “What school district is your program located in?” Because of the large number of school districts in the state, only the 20 districts with the most responses are shown. The school district with the highest number of responses is Richland 1 with 9.25% of providers stating they are located in this district. (See Table 2 and Figure 2.)

Table 2: Top 20 School Districts Afterschool Providers are Located In		
N=865	# of Responses	% of Providers Surveyed
Richland 1	80	9.25%
Greenville	50	5.78%
Florence 1	37	4.28%
Berkeley	31	3.58%
Beaufort	29	3.35%
Lexington 1	23	2.66%
Richland 2	21	2.43%
Dorchester 2	20	2.31%
Anderson 1	18	2.08%
Charleston	18	2.08%
Spartanburg 7	18	2.08%
Aiken 1	17	1.97%
Darlington	15	1.73%
Horry	13	1.50%
Pickens	11	1.27%
Williamsburg	11	1.27%
Georgetown	10	1.16%
Greenwood 50	10	1.16%
Lexington 5	10	1.16%
Spartanburg 6	10	1.16%



Organizational Information

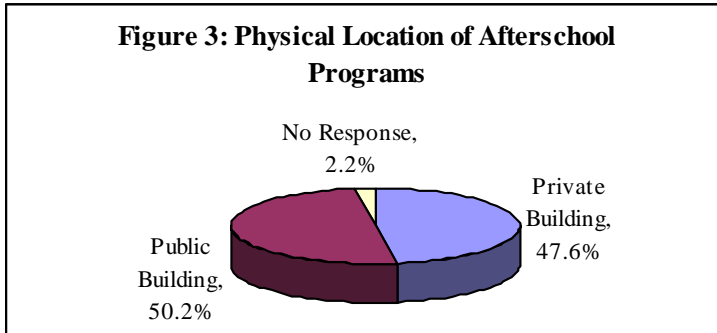
Afterschool providers were asked to provide a variety of information describing their organization and its clientele.

General Descriptors

Physical Location of Afterschool Programs

Survey respondents were asked, “Is [your physical location] a: public building or private building?” Of the providers surveyed, 47.6% stated that they were housed in a private building, 50.2% stated they were housed in a public building, and 2.2% of respondents did not specify their building location. (See Table 3 and Figure 3.)

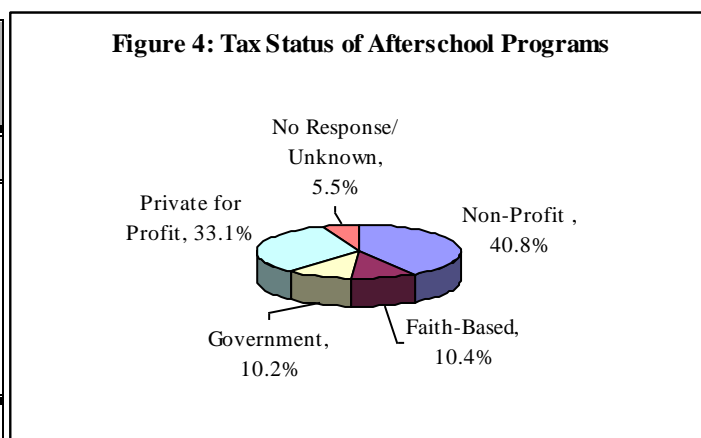
Table 3: Physical Location of Afterschool Programs		
	#	%
Private Building	412	47.6%
Public Building	434	50.2%
No Response	19	2.2%
Total	865	100.0%



Tax Status of Afterschool Programs

Survey respondents were asked, “Which of these are you? (a) non-profit {501(c)(3) or 501(c)(4)}, (b) Faith-Based, (c) Government, (d) Private for Profit, or (e) Other.” The majority of respondents held either Non-Profit status (40.8%) or Private for Profit status (33.1%). An additional 10.4% are faith-based organizations, 10.2% are government-held organizations, and 5.5% did not respond or their response was unclear. Any unclear response was added to the “No Response/Unknown” category. (See Table 4 and Figure 4.)

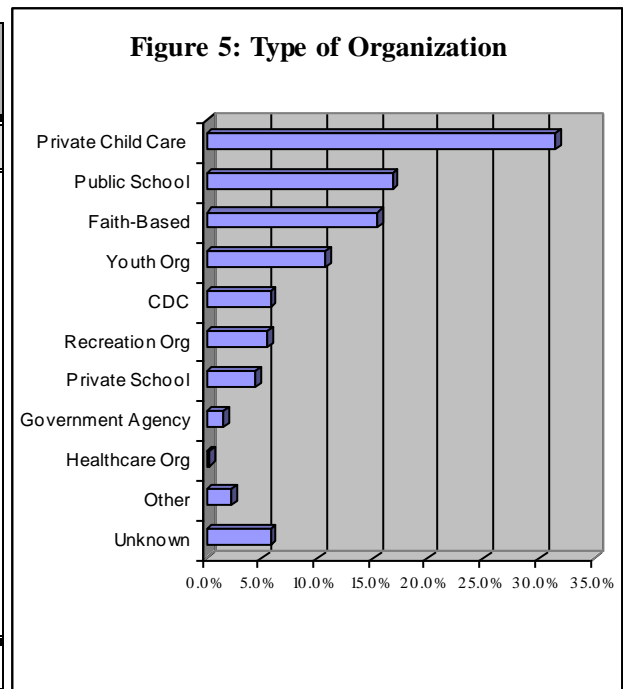
Table 4: Tax Status of Afterschool Programs		
	#	%
Non-Profit	353	40.8%
Private for Profit	286	33.1%
Faith-Based	90	10.4%
Government	88	10.2%
No Response/Unknown	48	5.5%
Total	865	100.0%



Type of Organization

Survey respondents were asked, “Is your program part of a bigger organization? If yes, is the larger organization a: (If no, is your program or center a) – (select one of the following): (a) community development corporation (CDC), (b) youth organization, (c) recreation organization, (d) public school, (e) private school, (f) faith-based organization, (g) private child care facility, or (h) other.” The most common type of organization was a private child care facility with 31.4%. The responses were: community development corporation (5.8%), youth organization (10.8%), recreation organization (5.5%), public school (16.8%), private school (4.4%), faith-based organization (15.4%), and “other” (2.3%). The “other” responses were grouped as “Government Agency” (1.5%) and “Healthcare organization” (0.3%). The remaining “other” responses can be found in Appendix B, page 40. (See Table 5 and Figure 5.)

Table 5: Type of Organization		
	#	%
Private Child Care Facility	272	31.4%
Public School	145	16.8%
Faith-Based Organization	133	15.4%
Youth Organization	93	10.8%
Community Development Corporation	50	5.8%
Recreation Organization	48	5.5%
Private School	38	4.4%
Government Agency	13	1.5%
Healthcare Organization	3	0.3%
Other	20	2.3%
No Response/Unknown	50	5.8%
Total	865	100.0%

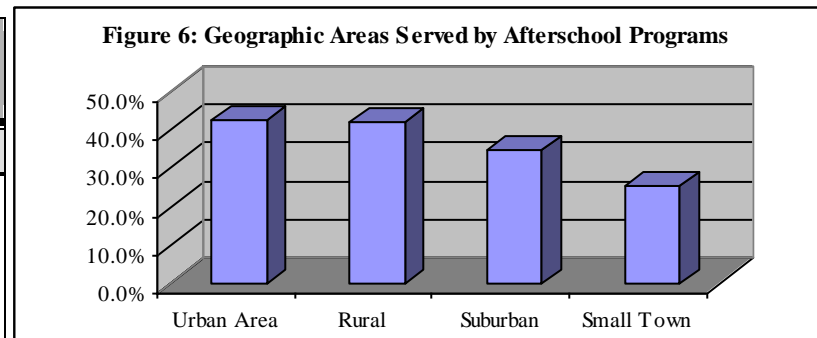


Type and Number of Participants Served

Geographic Areas Served by Afterschool Programs

Afterschool providers were asked, “What kind of geographic area does your facility or facilities serve? (If more than one, check all that apply).” Out of all 865 respondents, 42.3% serve urban areas, 41.7% serve rural areas, 34.5% serve suburban areas, and 25.1% serve small towns. (See Table 6 and Figure 6.)

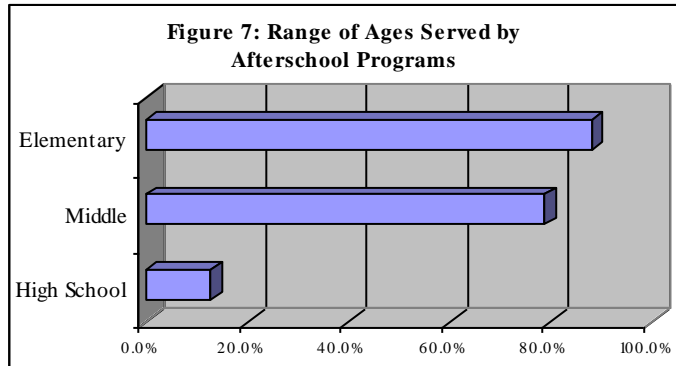
Table 6: Geographic Area Served by Program		
n=865	#	% of Total
Urban Area	366	42.3%
Rural	361	41.7%
Suburban	298	34.5%
Small Town	217	25.1%



Age-Range Served

Afterschool providers were asked, “What age range of participants does your program serve? (fill in the blanks) My program serves children from ___ years old to ___ years old.” This data was used to create a tally of all the providers who include each age group in their programs. The most common age groups accepted are elementary school children (88.3%) and middle school children (79%). High school children are accepted by 12.7% of providers. (See Table 7 and Figure 7.)

Table 7: Range of Ages Served by Afterschool Programs			
	n=865	#	%
Elementary (ages 5-10)		764	88.3%
Middle (ages 11-13)		683	79.0%
High School (ages 14 and above)		110	12.7%

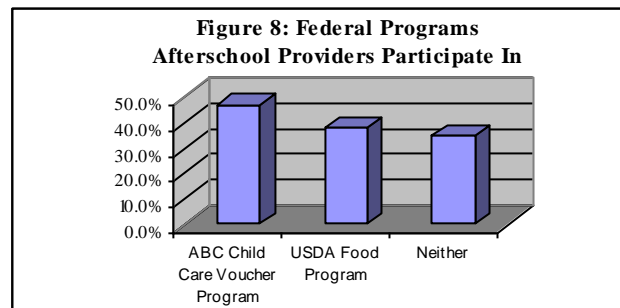


Affiliations, Regulations, and Accreditations

Federal-Assisted Programs

Afterschool providers were asked, “Does your program participate in (please check all that apply): The USDA Food Program, The ABC Child Care Voucher Program, Neither.” Thirty eight percent of providers stated they participate in the USDA program and 47.1% stated they participate in the ABC program. An additional 34.8% do not participate in either program. (See Table 8 and Figure 8.)

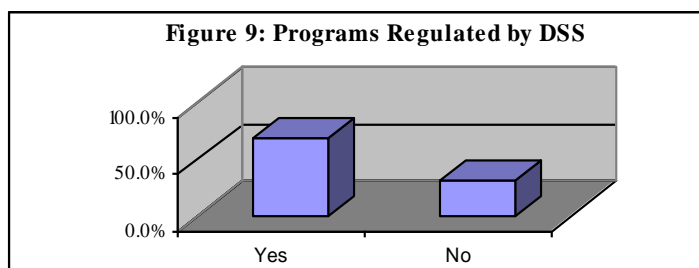
Table 8: Federal Programs Afterschool Providers Participate In			
	n=865	#	%
ABC Child Care Voucher Program		407	47.1%
USDA Food Program		329	38.0%
Neither		301	34.8%



Department of Social Services Regulated Programs

Afterschool providers were also asked, “Are you regulated by the South Carolina Department of Social Services (DSS)?” Of those providers surveyed, 69.5% of providers stated yes, they are regulated by DSS. The remaining 30.5% specified that they were not regulated by DSS. (See Table 9 and Figure 9.)

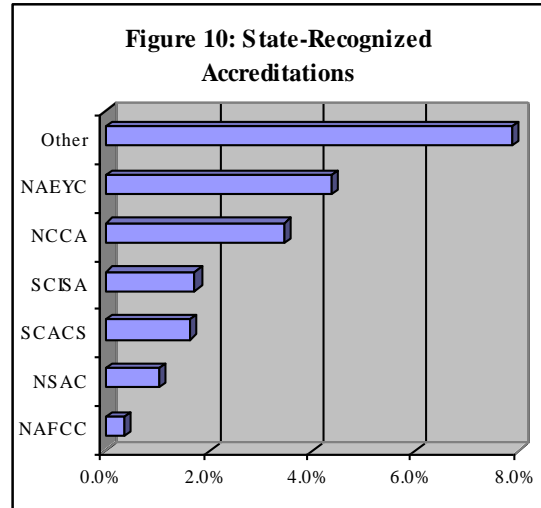
Table 9: Programs Regulated by DSS		
	#	%
Yes	601	69.5%
No	264	30.5%
Total	865	100.0%



Accredited Programs

Survey respondents were asked, “Do you hold state-recognized accreditations from any of the following organizations? (please check all that apply).” Very small percentages of providers hold the accreditations specified by the survey. The largest percentage was the “Other” category. The descriptions of “other” are included in Appendix B, page 40. (See Table 10 and Figure 10.)

Table 10: State-Recognized Accreditations held by Afterschool Providers			
	N=865	#	%
Other		62	7.2%
National Association for the Education of Young Children (NAEYC)		38	4.4%
National Child Care Association (NCCA)		30	3.5%
South Carolina Independent School Association (SCISA)		15	1.7%
South Carolina Association of Christian Schools (SCACS)		14	1.6%
National School Age Care Alliance (NSAC)		9	1.0%
National Association for Family Child Care (NAFCC)		3	0.3%



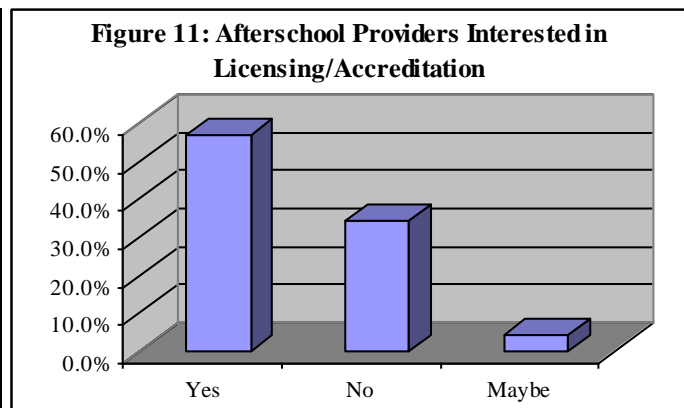
Non-State Recognized Accreditations Held by Programs

Afterschool providers were asked, “Please list any other non-state recognized accreditations your program has received from other organizations.” There were 48 responses to this question. The top two responses were the ABC Voucher Program/Development Credentials with seven responses (0.08%) and the Boys and Girls Clubs of America Standards with six responses (0.07%). A full list of responses is included in Appendix B, page 41. It should be noted that the ABC Voucher program is a state-operated and recognized accreditation.

Providers Interested in Accreditation from the SCAA

Afterschool providers were asked, “If given the opportunity, would your program be interested in receiving licensing or accreditation specific to afterschool programs?” Almost 60% of providers surveyed stated they would be interested in receiving the specialized licensing. An additional 4% stated they may be interested, depending on what the process entailed. (See Table 11 and Figure 11.)

Table 11: Afterschool Providers Interested in Receiving Licensing or Accreditation for Afterschool Programs		
	#	%
Yes	493	57.0%
No	295	34.1%
Maybe	35	4.0%
No Response	42	4.9%
Total	865	100.0%



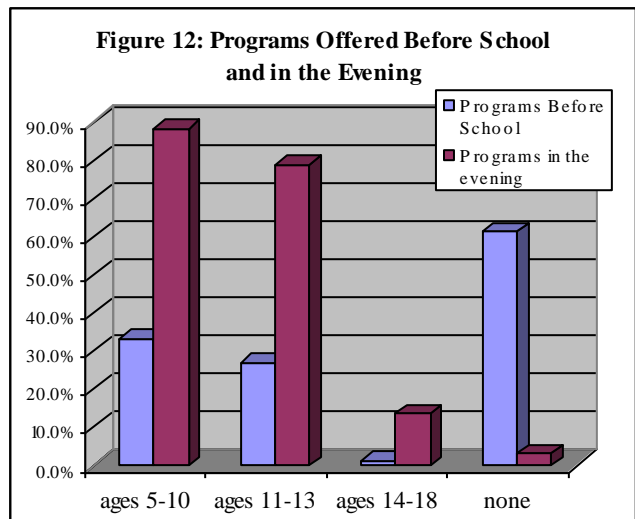
Program Shifts and Services

Programs Offered Before School and in the Evening

Survey respondents were asked, “Does your program provide: (check all that apply): Programs before school starts for: (a) 5-10 year olds, (b) 11-13 year olds, (c) 14-18 year olds, (d) No programs offered before school; and Programs in the evening for: (a) 5-10 year olds, (b) 11-13 year olds, (c) 14-18 year olds, (d) No programs offered after school.” The following are the results for this question: (See Table 12 and Figure 12.)

- The majority of providers (61.3%) do not offer programs before school compared to only 3% that do not offer programs in the evening.
- Very few providers offer programs for children ages 14 through 18 at either time of the day (1.3% of providers have programs for ages 14 to 18 before school and 13.5% of providers have programs for ages 14 to 18 in the evening).
- The two most common age groups and time combinations for programs are evening programs for ages 5 to 10 (88.1%) and evening programs for ages 11 to 13 (78.7%).

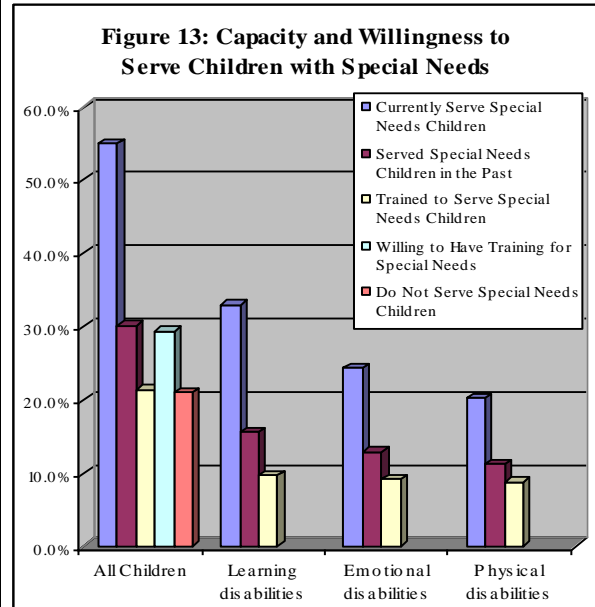
Table 12: Programs Offered Before School and in the Evening			
	n=865	#	%
Programs Before School			
for ages 5-10		288	33.3%
for ages 11-13		234	27.1%
for ages 14-18		11	1.3%
none		530	61.3%
Programs in the evening			
for ages 5-10		762	88.1%
for ages 11-13		681	78.7%
for ages 14-18		117	13.5%
none		26	3.0%



Capacity and Willingness to Serve Children With Special Needs

Respondents were asked, “Which of the following is true for your program in regards to special needs and which special need or needs does it apply to? (check all that apply and circle which type of special need(s)).” Approximately half (55%) of the providers serve children with special needs. Most of these children have learning disabilities (32.9%); however, only 21.4% of providers are trained in serving children with special needs. Another 29.4% are willing to be trained, and 21% of providers state that they do not serve children with special needs. (See Table 13 and Figure 13.)

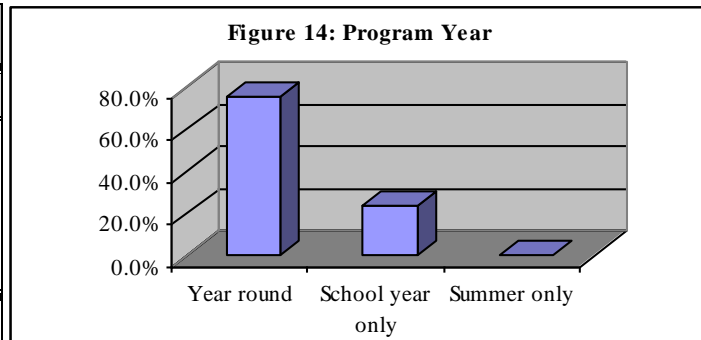
Table 13: Capacity and Willingness to Serve Children with Special Needs			
	n=865	#	%
Currently Serve Special Needs Children		476	55.0%
Learning disabilities		285	32.9%
Emotional disabilities		211	24.4%
Physical disabilities		175	20.2%
Served Special Needs Children in the Past		261	30.2%
Learning disabilities		135	15.6%
Emotional disabilities		111	12.8%
Physical disabilities		97	11.2%
Trained to Serve Special Needs Children		185	21.4%
Learning disabilities		84	9.7%
Emotional disabilities		79	9.1%
Physical disabilities		76	8.8%
Willing to Have Training for Special Needs		254	29.4%
Do Not Serve Special Needs Children		182	21.0%



Program Operation Year

Afterschool providers were asked, “During what times of the year does your program operate?” The majority (75.6%) of providers provide services year round. Only 24.3% offer services during the school year only and no providers offer services only during the summer. The remaining 0.1% did not respond. (See Table 14 and Figure 14.)

Table 14: Program Year		
	#	%
Year round	654	75.6%
School year only	210	24.3%
Summer only	0	0.0%
No Response	1	0.1%
Total	865	100.0%

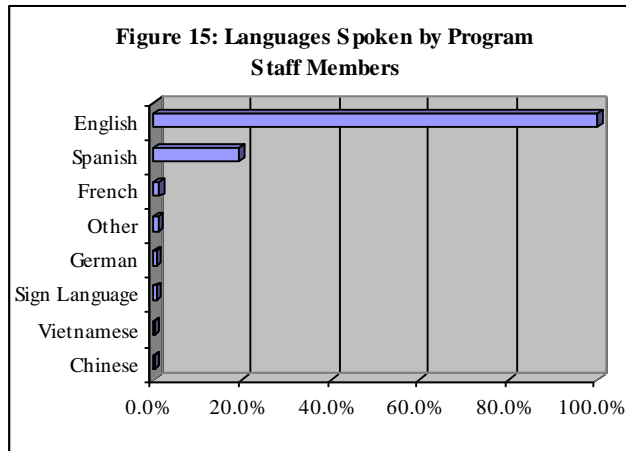


Staffing Information

Languages Spoken by Staff

Survey respondents were asked, “What languages are spoken by the staff at your facility? (check all that apply).” The options given were: English, Spanish, Korean, Vietnamese, Chinese, Russian, and other. No respondents selected Korean or Russian. A large number selected the “other” option. Those receiving larger responses were tallied and are displayed below (French, Sign Language, and German). A full list of the other responses can be found in Appendix B, page 41. Of those responding, all have at least one staff member who speaks English, 19.2% have a staff member that speaks Spanish, 1.2% have a staff member who speaks French, 0.6% have a staff member who speaks German, and 0.7% have a staff member who knows Sign Language. Vietnamese and Chinese are spoken by staff at one provider location each. (See Table 15 and Figure 15.)

Table 15: Languages Spoken by Staff Members			
	N=865	#	%
English		865	100.0%
Spanish		166	19.2%
French		10	1.2%
Other		9	1.0%
Sign Language		6	0.7%
German		5	0.6%
Vietnamese		1	0.1%
Chinese		1	0.1%



Participant to Staff Ratios

Survey respondents were asked, “How many staff do you have for each age group and how many participants are in each age group?” The age groups were (1) ages 5 to 10, (2) ages 11 to 13, and (3) ages 14-18. The results are as follows: (See Table 16 and Figure 16.)

- Ages 5 to 10: Thirty-six percent of providers had six to ten participants per each staff member, 22% had fewer than five participants per staff member, 29.2% had 11 to 15 participants per staff member.
- Ages 11 to 13: Forty-one point nine percent of providers had less than five participants per staff member and 28.5% had six to ten participants per staff member.
- Ages 14 to 18: More providers (40.7%) had less than five participants for each staff member than any other range of participant to staff grouping.

Table 16: Number of Participants per Each Staff Member					
Ages 5-10			Ages 14-18		
	#	%		#	%
Under 5	156	22.0%	Under 5	11	40.7%
6 to 10	255	36.0%	6 to 10	3	11.1%
11 to 15	207	29.2%	11 to 15	6	22.2%
16 to 20	58	8.2%	16 to 20	4	14.8%
Over 20	33	4.7%	Over 20	3	11.1%
Total	709	100.0%	Total	27	100.0%
Ages 11-13					
	#	%			
Under 5	72	41.9%			
6 to 10	49	28.5%			
11 to 15	30	17.4%			
16 to 20	17	9.9%			
Over 20	4	2.3%			
Total	172	100.0%			

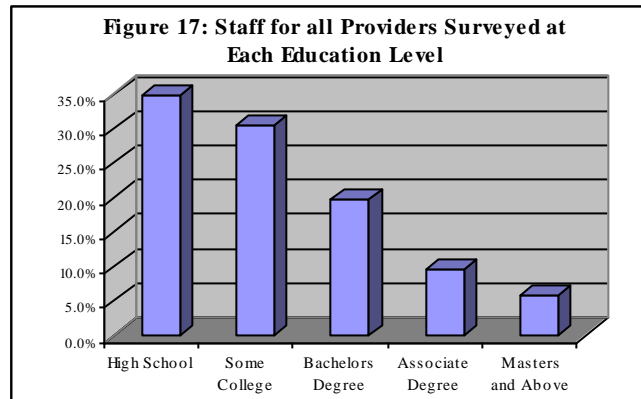
Figure 16: Participant to Staff Ratio

Age Group	Under 5	6 to 10	11 to 15	16 to 20	Over 20
Ages 5-10	22.0%	36.0%	29.2%	8.2%	4.7%
Ages 11-13	41.9%	28.5%	17.4%	9.9%	2.3%
Ages 14-18	40.7%	11.1%	22.2%	14.8%	11.1%

Educational Level of Staff

Afterschool providers were asked, “Please indicate the number of your staff whose highest level of education is: high school, some college, associate degree, bachelor’s degree, and masters and above.” This data was used to calculate the number and percentage of person’s with each education level working in the afterschool programs as a whole. More staff do not hold higher educational degrees. Only 34.7% of overall staff hold an Associate degree or higher, while 65% have only a high school education or some college. (See Table 17 and Figure 17.)

Table 17: Staff for all Providers Surveyed at Each Education Level		
	#	%
High School	2629	34.7%
Some College	2294	30.3%
Bachelors Degree	1496	19.8%
Associate Degree	713	9.4%
Masters and Above	434	5.7%
Total	7566	100.0%



Fees for Service

Regular Fees for Service

Afterschool providers were given a fee grid and asked, “What fees do you charge for each age group for each length of time?”

Participants ages five to ten - Most providers (97.8%) charge under \$10 per day for children enrolled on a weekly part-time basis and 88% charge under \$10 per day on a monthly part-time basis. The daily full-time fee schedule appears to be the most expensive with 30% of providers charging over \$20 per day. (See Table 18 and Figure 18.)

Participants ages 11 to 13 – The majority of providers (97.7%) charge under \$10 per day for children enrolled on a weekly part-time basis and 95.5% charge under \$10 per day on a monthly part-time basis. The monthly full-time fee schedule appears the most expensive with 37.5% charging over \$20 per day. (See Table 19 and Figure 19.)

Participants ages 14 to 18 - More providers charge less for weekly and monthly rates than for daily rates. However, this data should be reviewed carefully due to the minimal number of providers reporting fees for this age group. (See Table 20 and Figure 20.)

Table 18: Number of Providers Who Reported Charging the Following Fees (Calculated on a Price per Day Basis) to Program Participants Ages 5 to 10

\$/Day	Daily PT		Daily FT		Weekly PT		Weekly FT		Monthly* PT		Monthly* FT	
	#	%	#	%	#	%	#	%	#	%	#	%
Under \$10	31	62.0%	9	30.0%	314	97.8%	288	69.7%	22	88.0%	23	76.7%
\$11 to \$20	15	30.0%	12	40.0%	7	2.2%	124	30.0%	3	12.0%	6	20.0%
\$21 to \$30	2	4.0%	9	30.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Over \$30	2	4.0%	0	0.0%	0	0.0%	1	0.2%	0	0.0%	1	3.3%
Total	50	100.0%	30	100.0%	321	100.0%	413	100.0%	25	100.0%	30	100.0%

*30 days were used to calculate the price per day for monthly fees.

Table 19: Number of Providers Who Reported Charging the Following Fees (Calculated on a Price per Day Basis) to Program Participants Ages 11 to 13

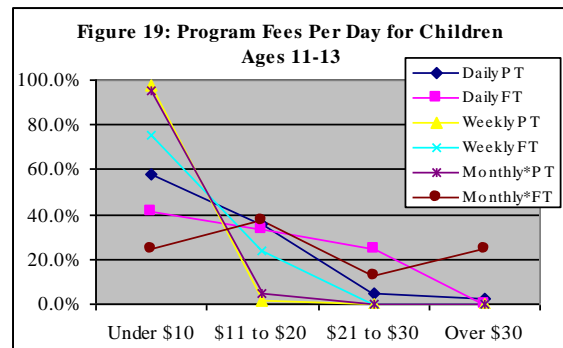
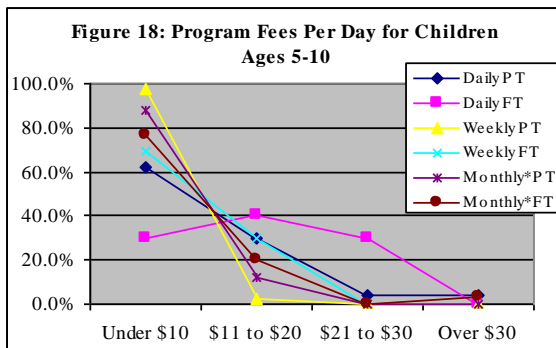
\$/Day	Daily PT		Daily FT		Weekly PT		Weekly FT		Monthly* PT		Monthly* FT	
	#	%	#	%	#	%	#	%	#	%	#	%
Under \$10	26	57.8%	10	41.7%	260	97.7%	243	75.7%	21	95.5%	4	25.0%
\$11 to \$20	16	35.6%	8	33.3%	5	1.9%	77	24.0%	1	4.5%	6	37.5%
\$21 to \$30	2	4.4%	6	25.0%	0	0.0%	0	0.0%	0	0.0%	2	12.5%
Over \$30	1	2.2%	0	0.0%	1	0.4%	1	0.3%	0	0.0%	4	25.0%
Total	45	100.0%	24	100.0%	266	100.0%	321	100.0%	22	100.0%	16	100.0%

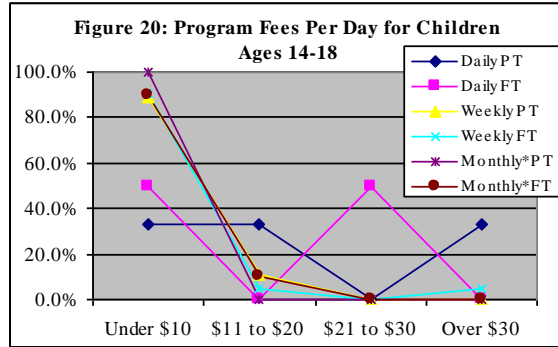
*30 days were used to calculate the price per day for monthly fees.

Table 20: Number of Providers Who Reported Charging the Following Fees (Calculated on a Price per Day Basis) to Program Participants Ages 14 to 18

\$/Day	Daily PT		Daily FT		Weekly PT		Weekly FT		Monthly* PT		Monthly* FT	
	#	%	#	%	#	%	#	%	#	%	#	%
Under \$10	1	33.3%	1	50.0%	16	88.9%	19	90.5%	7	100.0%	9	90.0%
\$11 to \$20	1	33.3%	0	0.0%	2	11.1%	1	4.8%	0	0.0%	1	10.0%
\$21 to \$30	0	0.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Over \$30	1	33.3%	0	0.0%	0	0.0%	1	4.8%	0	0.0%	0	0.0%
Total	3	100.0%	2	100.0%	18	100.0%	21	100.0%	7	100.0%	10	100.0%

*30 days were used to calculate the price per day for monthly fees.

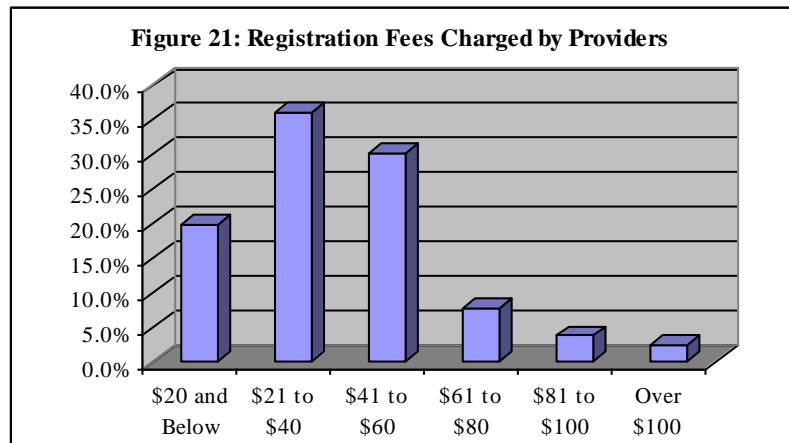




Registration Fees

Afterschool providers were asked, “What additional fees does your program charge and how much are the fees?” Of the 481 providers who report charging registration fees, 66.3% charge between \$21 and \$60 per participant. Only 19.8% charge under \$20 and 2.5% charge over \$100. (See Table 21 and Figure 21.)

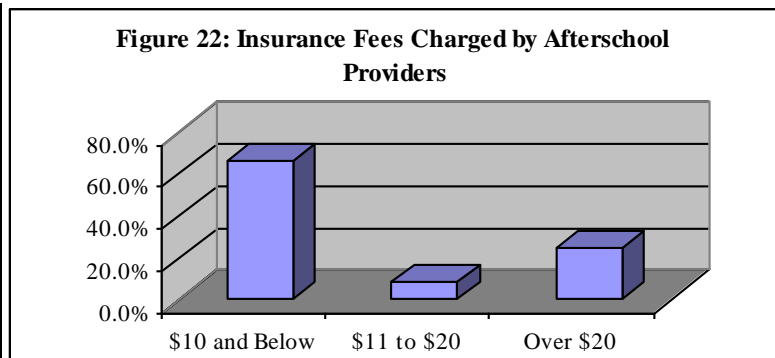
	#	%
\$20 and Below	95	19.8%
\$21 to \$40	174	36.2%
\$41 to \$60	145	30.1%
\$61 to \$80	37	7.7%
\$81 to \$100	18	3.7%
Over \$100	12	2.5%
Total	481	100.0%



Insurance Fees

Eight (66.7%) of the twelve providers who have insurance fees charge \$10 or less per participant. (See Table 22 and Figure 22.)

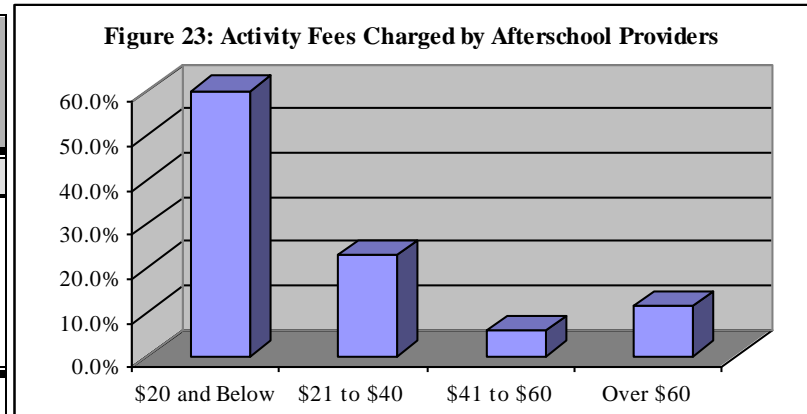
	#	%
\$10 and Below	8	66.7%
\$11 to \$20	1	8.3%
Over \$20	3	25.0%
Total	12	100.0%



Activity Fees

Twenty-one (60%) of the 35 providers who charge activity fees, 60% charge \$20 or less per participant. An additional 22.9% charge \$21 to \$40 per participant and only 11.4% charge over \$60. (See Table 23 and Figure 23.)

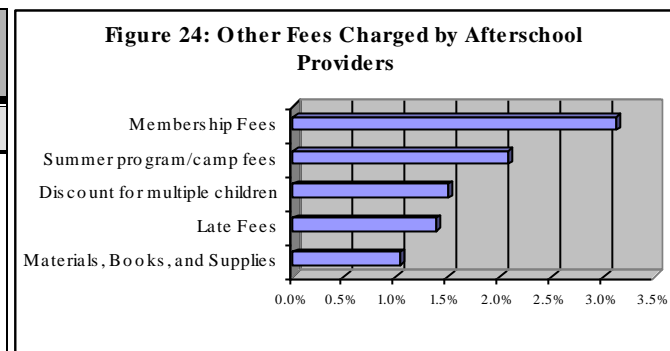
	#	%
\$20 and Below	21	60.0%
\$21 to \$40	8	22.9%
\$41 to \$60	2	5.7%
Over \$60	4	11.4%
Total	35	100.0%



Other Fees and Rates

Some providers included other fees and rates. Those commonly listed were: summer programs/camps fees, membership fees, late fees, fees for materials, books and supplies, and discounts for multiple children from the same family. These “other fees” range from \$1 to \$3,000. See Table 24 and Figure 24 for a breakdown of the most common responses. Refer to Appendix B, page 41 for a break-down of all “other fees.” Information on the exact price for each is noted in the database.

	n=865	#	%
Membership Fees		27	3.1%
Summer program/camp fees		18	2.1%
Discount for multiple children		13	1.5%
Late Fees		12	1.4%
Materials, Books, and Supplies		9	1.0%



Afterschool Program Specifics

Afterschool providers were asked to provide a variety of information describing the services provided and challenges in offering afterschool programs.

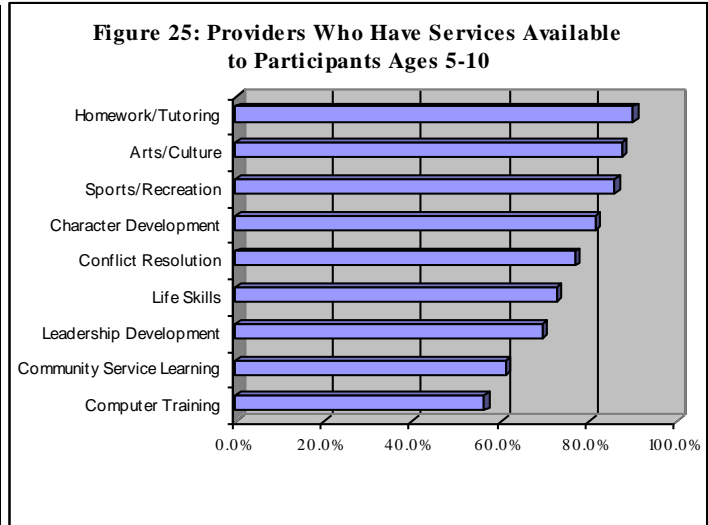
Services Provided

Services Offered to 5-10 Year Olds

Survey respondents were asked, “Please indicate services provided by your organization.” Seven hundred sixty-four providers provide services to children ages five to ten. Of these providers, the

most common services offered to this age group are homework and tutoring (89.8%), arts and culture (87.4%), sports and recreation (85.7%), and character development (81.4%). The service offered least to this age group is computer training (56.2%). (See Table 25 and Figure 25.)

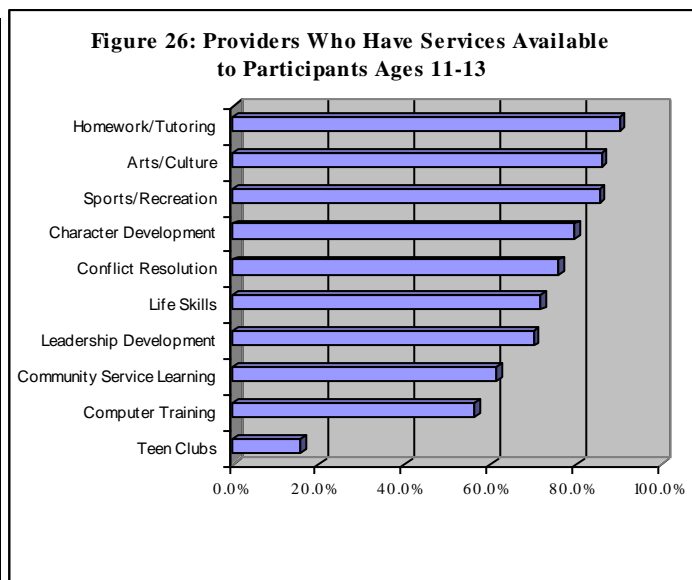
Table 25: Providers With Services Available to Participants Ages 5-10			
	n=764	#	%
Homework/Tutoring	686		89.8%
Arts/Culture	668		87.4%
Sports/Recreation	655		85.7%
Character Development	622		81.4%
Conflict Resolution	587		76.8%
Life Skills	555		72.6%
Leadership Development	529		69.2%
Community Service Learning	467		61.1%
Computer Training	429		56.2%



Services Offered to 11-13 Year Olds

Survey respondents were asked, “Please indicate services provided by your organization.” Six hundred eighty-three providers offer services to children ages eleven to thirteen. The most common services offered to this age group are homework and tutoring (90%), arts and culture (85.9%), sports and recreation (85.4%), and character development (79.5%). Teen clubs (15.8%) and computer training (56.2%) are the least offered services to this age group. (See Table 26 and Figure 26.)

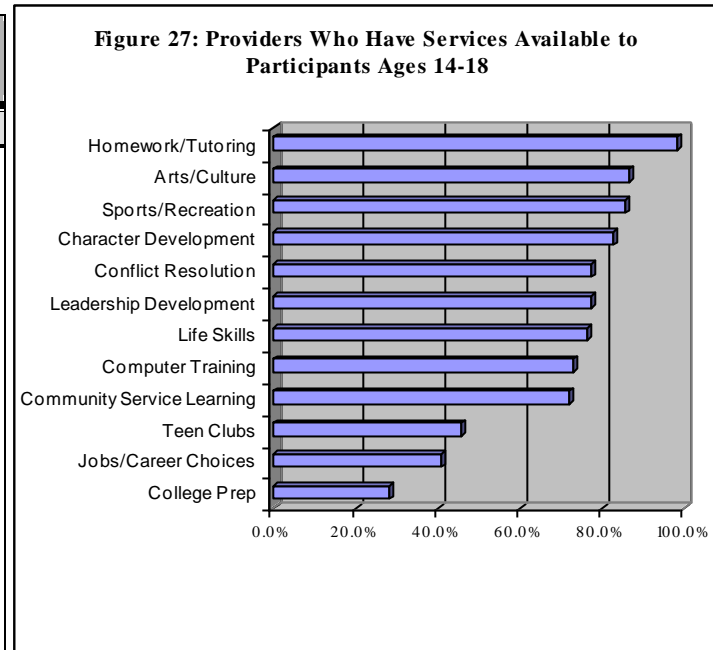
Table 26: Providers With Services Available to Participants Ages 11-13			
	n=683	#	%
Homework/Tutoring	615		90.0%
Arts/Culture	587		85.9%
Sports/Recreation	583		85.4%
Character Development	543		79.5%
Conflict Resolution	518		75.8%
Life Skills	489		71.6%
Leadership Development	479		70.1%
Community Service Learning	420		61.5%
Computer Training	384		56.2%
Teen Clubs	108		15.8%



Services Offered to 14-18 Year Olds

Survey respondents were asked, “Please indicate services provided by your organization.” In an earlier question 110 providers stated they provide services to children ages fourteen to eighteen. Of these providers, the most common services offered are homework and tutoring (98.2%), arts and culture (86.4%), sports and recreation (85.5%), and character development (82.7%). College prep (28.2%), jobs/career choices (40.9%), and teen clubs (45.5%) are the least offered services to this age group. (See Table 27 and Figure 27.)

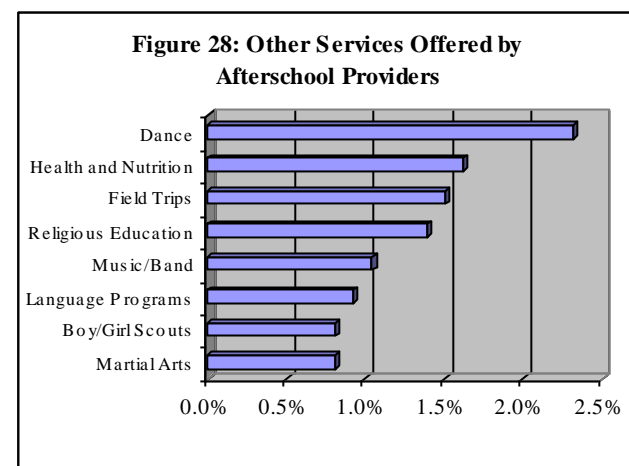
Table 27: Providers With Services Available to Participants Ages 14-18			
	n=110	#	%
Homework/Tutoring		108	98.2%
Arts/Culture		95	86.4%
Sports/Recreation		94	85.5%
Character Development		91	82.7%
Conflict Resolution		85	77.3%
Leadership Development		85	77.3%
Life Skills		84	76.4%
Computer Training		80	72.7%
Community Service Learning		79	71.8%
Teen Clubs		50	45.5%
Jobs/Career Choices		45	40.9%
College Prep		31	28.2%



Other Services Offered

Providers were asked, “If your program provides other services, please list them and the participant age group(s) to whom they are offered.” The table and figure below display the eight most common responses for “other services.” (See Table 28 and Figure 28.) A full break-down of all responses can be found in Appendix B, page 42.

Table 28: Other Services Available to Participants			
	n=865	#	%
Dance (incl. Gymnastics and Ballet)		20	2.3%
Health and Nutrition (& Cooking)		14	1.6%
Field Trips		13	1.5%
Religious Education/Development		12	1.4%
Music/Band		9	1.0%
Language Programs		8	0.9%
Boy/Girl Scouts		7	0.8%
Martial Arts		7	0.8%

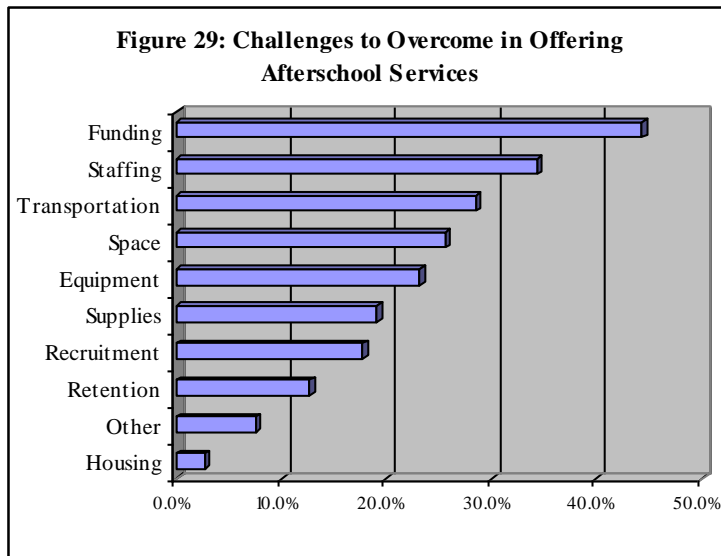


Other Program Specifics

Most Difficult Challenges for Providers

Survey respondents were asked, “What are the most difficult challenges to overcome in offering afterschool services?” The most common challenges identified were funding (44.3%), staffing (34.3%), and transportation (28.4%). (See Table 29 and Figure 29.) Some providers listed other challenges in offering afterschool services. Some of these include participant behavior/discipline, planning activities, and getting parents motivated to participate. A full break-down of all responses can be found in Appendix B, page 43.

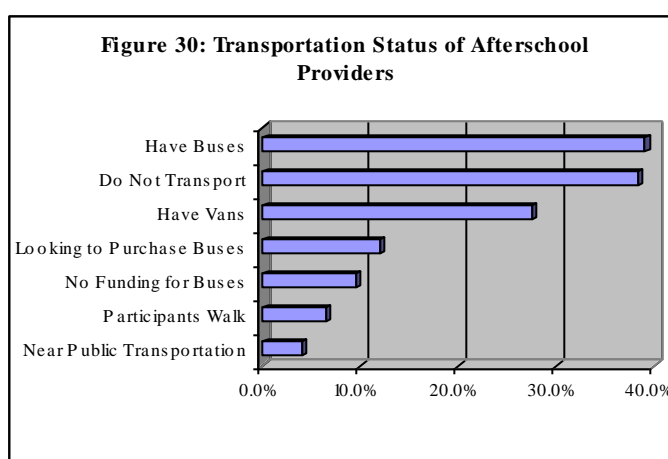
	n=865	#	%
Funding		383	44.3%
Staffing		297	34.3%
Transportation		246	28.4%
Space		221	25.5%
Equipment		200	23.1%
Supplies		165	19.1%
Recruitment		153	17.7%
Retention		110	12.7%
Other		65	7.5%
Housing		23	2.7%



Transportation

Respondents were asked, “In regards to transportation, which of the following is true for your program?” Thirty-nine point two percent have buses and an additional 27.6% have vans to transport participants. Thirty-eight point four percent do not provide any form of transportation. (See Table 30 and Figure 30.)

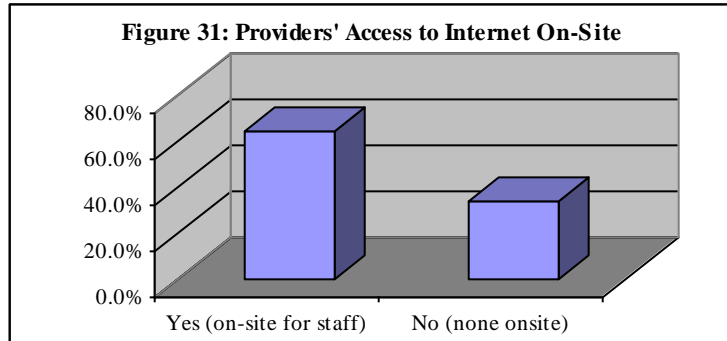
	n=865	#	%
Have Buses		339	39.2%
Do Not Transport		332	38.4%
Have Vans		239	27.6%
Looking to Purchase Buses		104	12.0%
No Funding for Buses		82	9.5%
Participants Walk		56	6.5%
Near Public Transportation		35	4.0%



Technological Status

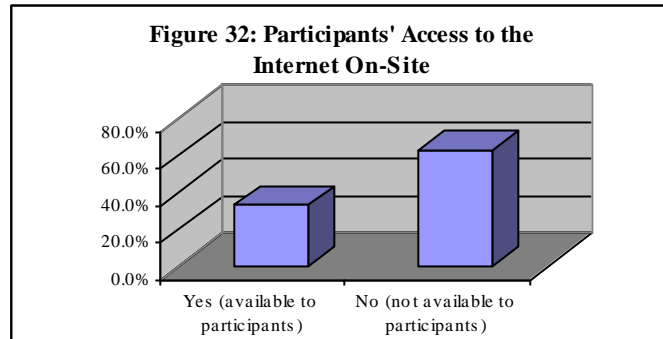
Afterschool providers were asked, “Do you have access to the Internet on-site?” Of those surveyed, 64.5% have Internet access available for staff. (See Table 31 and Figure 31.)

	#	%
Yes (on-site for staff)	558	64.5%
No (none onsite)	292	33.8%
No Response	15	1.7%
Total	865	100.0%



Providers were then asked, “If you have access to the Internet on-site, is the Internet available to your participants?” Only 32.9% have this service available to participants. (See Table 32 and Figure 32.)

	#	%
Yes (available to participants)	285	32.9%
No (not available to participants)	542	62.7%
No Response	38	4.4%
Total	865	100.0%

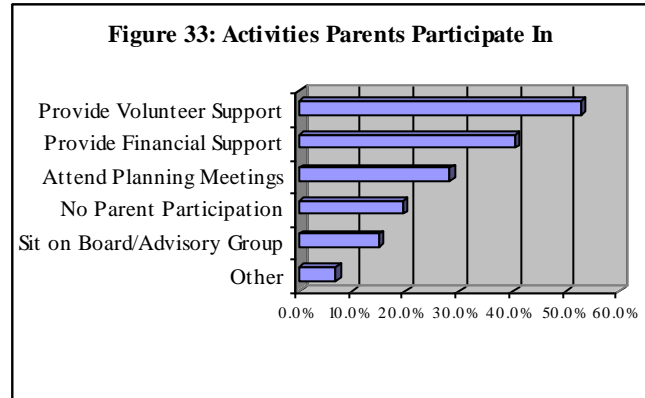


Parent and Community Involvement

Parent Participation

Afterschool providers were asked, “Which activities do parents participate in?” The most common activities are providing volunteer (52.8%) and financial (40.6%) support. Only 19.4% of providers have no parent participation. (See Table 33 and Figure 33.) Some providers listed other ways parents participate. Some of these ways include becoming involved in the PTA or other parent associations, attending family nights/open houses/special events, bringing snacks and/or supplies, and chaperoning field trips. A full break-down of all responses can be found in Appendix B, page 43.

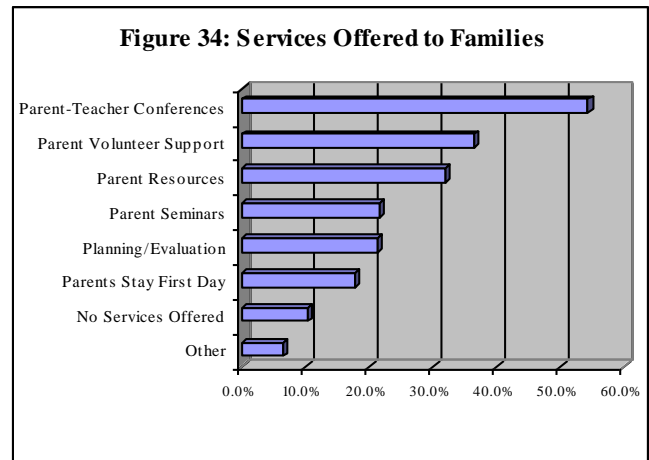
Table 33: Parent Participation			
	n=865	#	%
Provide Volunteer Support		457	52.8%
Provide Financial Support		351	40.6%
Attend Planning Meetings		245	28.3%
No Parent Participation		168	19.4%
Sit on Board/Advisory Group		131	15.1%
Other		60	6.9%



Services Offered to Families

Afterschool providers were also asked, “Which services does your program offer to families?” The most common services offered are parent-teacher conferences (54.3%), parent volunteer support (36.4%), and parent resources (31.9%). Only 10.3% do not offer services to families. (See Table 34 and Figure 34.) Some providers listed other services they offer to families. Some of these include: some type of family/student orientation, invitations to celebrations and special events, referrals, and parent training and/or workshops. A full break-down of all responses can be found in Appendix B, page 44.

Table 34: Services Offered to Families			
	n=865	#	%
Parent-Teacher Conferences		470	54.3%
Parent Volunteer Support		315	36.4%
Parent Resources		276	31.9%
Parent Seminars		188	21.7%
Planning/Evaluation		184	21.3%
Parents Stay First Day		154	17.8%
No Services Offered		89	10.3%
Other		57	6.6%



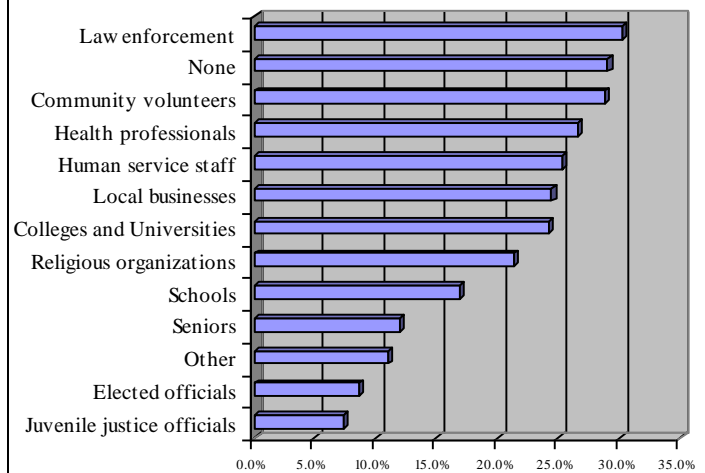
Community Stakeholder Involvement

Afterschool providers were asked, “Which of the following community stakeholders are involved with your program?” The most common were law enforcement (30.2%), community volunteers (28.8%), health professionals (26.6%), and human service staff (25.3%). Twenty-nine percent of providers do not have any community stakeholder involvement. (See Table 35 and Figure 35.) Some providers listed other community stakeholders who are involved in their program: local fire departments, Clemson Extension, and First Steps. A full break-down of all responses can be found in Appendix B, page 44.

Table 35: Community Stakeholder Involvement

	n=865	#	%
Law enforcement		261	30.2%
None		251	29.0%
Community volunteers		249	28.8%
Health professionals		230	26.6%
Human service staff		219	25.3%
Local businesses		211	24.4%
Colleges and Universities		209	24.2%
Religious organizations		184	21.3%
Schools		146	16.9%
Seniors		103	11.9%
Other		95	11.0%
Elected officials		74	8.6%
Juvenile justice officials		63	7.3%

Figure 35: Community Stakeholder Involvement



Sources of Funding

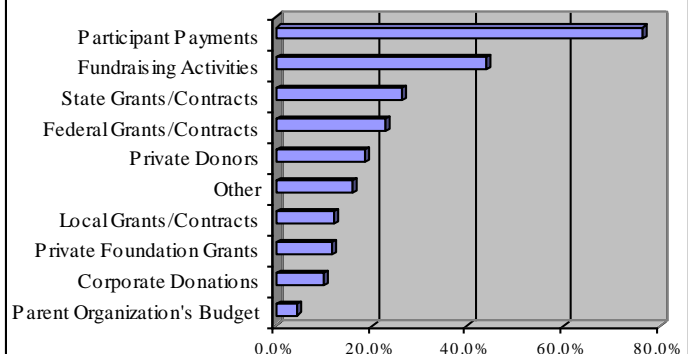
Most Utilized Funding Sources

Afterschool providers were asked, “What sources of funding does your organization utilize?” The three types of funding utilized most were participant payments (76.5% of providers), fundraising activities (44%), and state grants and contracts (26.4%). (See Table 36 and Figure 36.) Additional sources of funding include the ABC Voucher program, First Steps, Church or other religious organization, United Way, Department of Health and Human Service, Boys and Girls Club, and funding from school. A full break-down of all responses can be found in Appendix B, page 45.

Table 36: All Sources of Funding

	n=865	#	%
Participant Payments		662	76.5%
Fundraising Activities		381	44.0%
State Grants/Contracts		228	26.4%
Federal Grants/Contracts		199	23.0%
Private Donors		161	18.6%
Other		140	16.2%
Local Grants/Contracts		106	12.3%
Private Foundation Grants		100	11.6%
Corporate Donations		87	10.1%
Parent Organization's Budget		40	4.6%

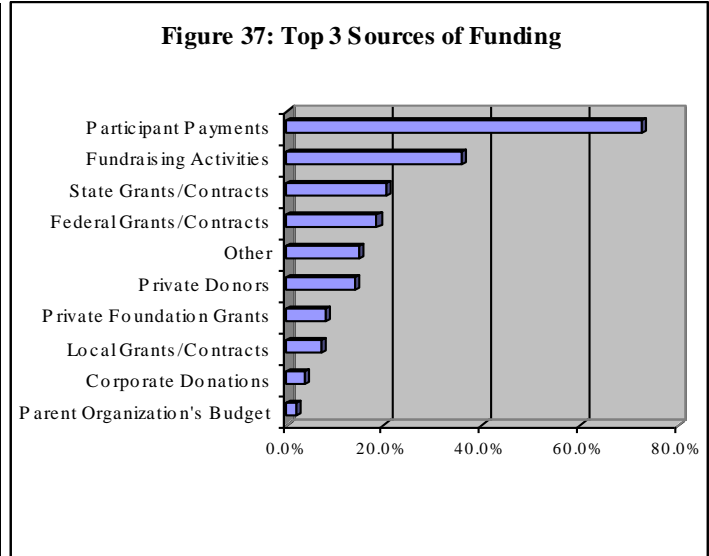
Figure 36: All Sources of Funding



Top Three Funding Sources Utilized by Providers

Afterschool providers were then asked, “What are the top three sources of funding for your organization? (please select only three).” The top three were participant payments (72.5%), fundraising activities (35.6%), and state grants and contracts (20.6%). (See Table 37 and Figure 37.) Some providers listed other sources of funding, these include: the ABC Voucher grant, Department of Health and Human Services, Church or other religious organization, First Steps, funding from school, and the Boys and Girls Club. A full break-down of all responses can be found in Appendix B, page 46.

	n=865	#	%
Participant Payments	627	72.5%	
Fundraising Activities	308	35.6%	
State Grants/Contracts	178	20.6%	
Federal Grants/Contracts	160	18.5%	
Other	129	14.9%	
Private Donors	121	14.0%	
Private Foundation Grants	70	8.1%	
Local Grants/Contracts	63	7.3%	
Corporate Donations	33	3.8%	
Parent Organization's Budget	17	2.0%	



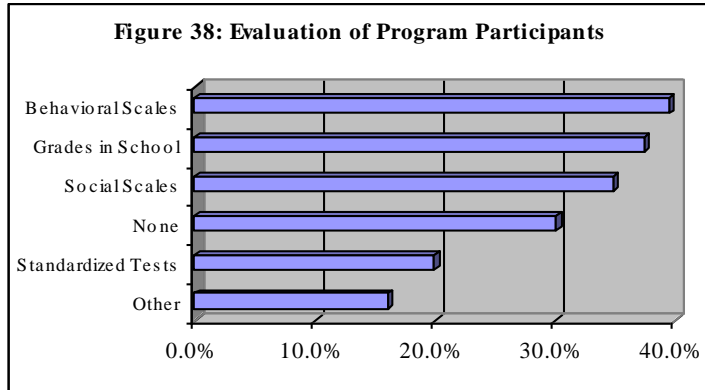
Organizations Awarding Grants/Contracts

Afterschool providers were asked, “If your program receives grants or contracts as one of your top three sources of funding, what organizations are they from?” Among those organizations listed, the following were at the top of the list: ABC Voucher grant (86 responses), First Steps (53 responses), the United Way (31 responses), the USDA Food grant (17 responses), the Department of Education (12 responses), the Department of Health and Human Services (10 responses), and the 21st Century Grant (7 responses). A full break-down of all responses can be found in Appendix B, page 46.

Evaluation and Quality Assurance

Afterschool program providers were asked, “How do you evaluate the progress of program participants?” (check all that apply).” The most common methods for evaluating program participants are behavioral scales (39.4%), grades in school (37.3%), and social scales (34.8%). Thirty percent of the providers surveyed do not evaluate their participants. (See Table 38 and Figure 38.) Some providers listed other methods of evaluating participants. These methods include: surveys, parent meetings, communication with teachers, pre- and post-tests, and development checklists. A full break-down of all responses can be found in Appendix B, page 47.

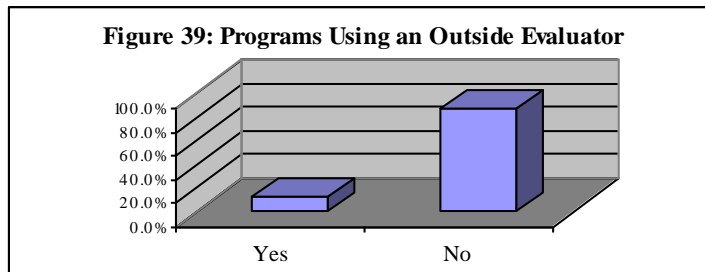
Table 38: Methods for Evaluation of Program Participants			
	n=865	#	%
Behavioral Scales	341		39.4%
Grades in School	323		37.3%
Social Scales	301		34.8%
None	260		30.1%
Standardized Tests	172		19.9%
Other	139		16.1%



Use of External Evaluators

Afterschool providers were asked, “Do you use an outside program evaluator?” Only 12.5% responded that they use an outside evaluator. (See Table 39 and Figure 39.)

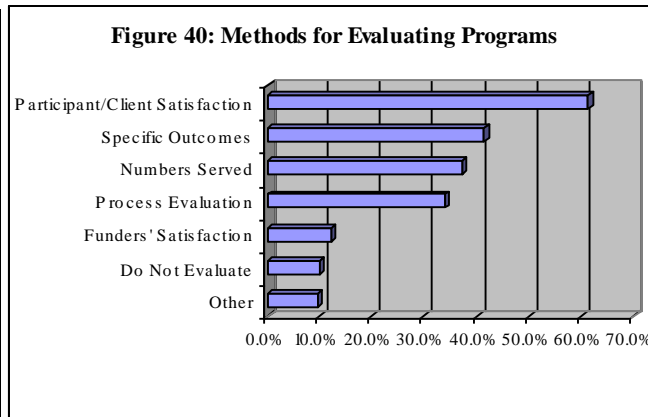
Table 39: Programs Using an Outside Evaluator		
	#	%
Yes	108	12.5%
No	757	87.5%
Total	865	100.0%



Evaluation Methods Used for Afterschool Programs

Survey respondents were asked, “How do you evaluate your program?” The most commonly used methods for evaluating programs are through participant satisfaction measurements (61.3%) and specific outcomes (41.4%). Only 10.1% state they do not evaluate their program. (See Table 40 and Figure 40.) Some other methods of evaluating programs are: evaluating feedback from parents (through conference, survey or other), evaluating feedback from teachers and staff (internal and external), and evaluating surveys of the programs in general. A full break-down of all responses can be found in Appendix B, page 48.

Table 40: Methods for Evaluating the Afterschool Program			
	n=865	#	%
Participant/Client Satisfaction	530		61.3%
Specific Outcomes	358		41.4%
Numbers Served	321		37.1%
Process Evaluation	293		33.9%
Funders' Satisfaction	106		12.3%
Do Not Evaluate	87		10.1%
Other	83		9.6%

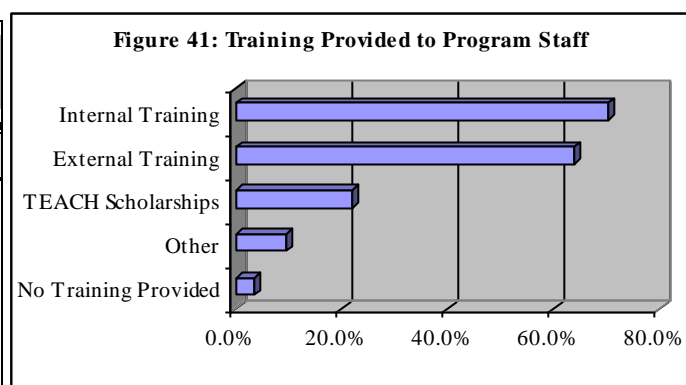


Training

Training Opportunities for Staff

Afterschool providers were asked, “How is training provided for your staff?” The majority of afterschool providers offer both internal training (70.5%) and external training (63.9%). However, only 22.1% of providers have staff that utilizes TEACH scholarships. A small percentage of providers (3.6%) do not offer training to their program staff. (See Table 41 and Figure 41.) Some providers listed other methods of providing training. Other methods include: attending technical schools for continuing education and utilizing training offered by the Department of Social Services and the Department of Health and Human Services. A full breakdown of all responses can be found in Appendix B, page 49.

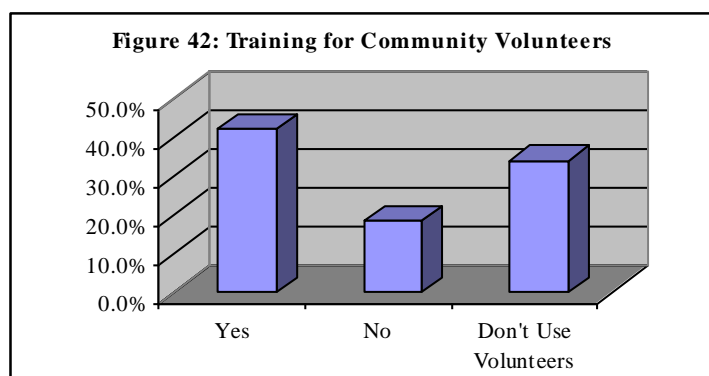
Table 41: How Training is Provided to Program Staff			
	n=865	#	%
Internal Training	610		70.5%
External Training	553		63.9%
TEACH Scholarships	191		22.1%
Other	84		9.7%
No Training Provided	31		3.6%



Training Offered to Community Volunteers

Afterschool providers were asked, “Do you provide training for your community volunteers?” Almost half of the providers surveyed (42.3%) provide training for community volunteers. Only 18.3% of providers surveyed do not provide this training. An additional 34% of providers do not use community volunteers. (See Table 42 and Figure 42.)

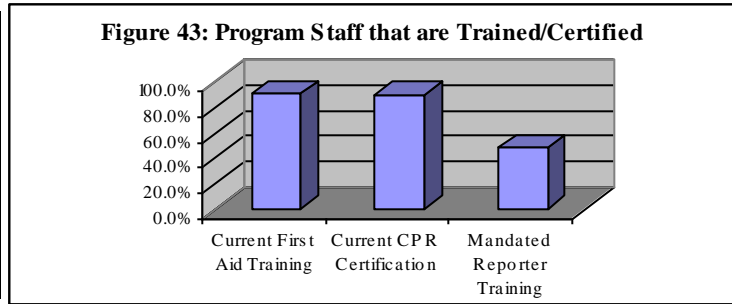
Table 42: Training for Community Volunteers		
	#	%
Yes	366	42.3%
No	158	18.3%
Don't Use Volunteers	294	34.0%
No Response	47	5.4%
Total	865	100.0%



Trained and Certified Staff

Afterschool providers were asked, “Do you have staff that are trained/certified in the following areas? (check all that apply).” Almost all providers have at least one staff with a current CPR certification (90.8%) and current First Aid training (91.4%). Only half (48.3%) of the providers have staff trained as a Mandated Reporter. (See Table 43 and Figure 43.)

Table 43: Program Staff that are Trained/Certified			
	n=865	#	%
Current First Aid Training	791		91.4%
Current CPR Certification	785		90.8%
Mandated Reporter Training	418		48.3%

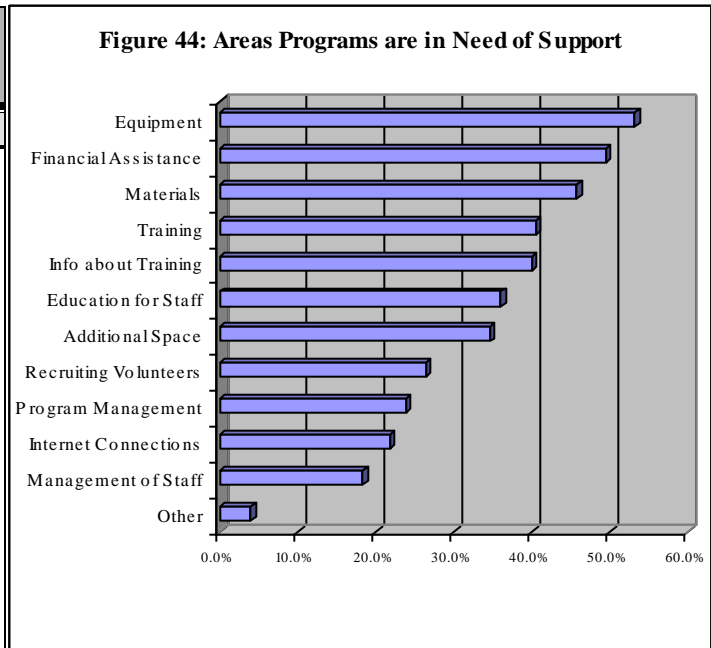


Program Needs

Areas in Need of Support

Afterschool providers were asked, “Please indicate areas in need of support: (check all that apply).” The top three areas of need are equipment (53.2%), financial assistance (49.5%), and materials (45.8%). Management of staff has the least amount of need with 18.4%. (See Table 44 and Figure 44.) Some providers listed other areas of need, including: transportation and the recruitment of certified teachers and/or trained staff. A full break-down of all responses can be found in Appendix B, page 49.

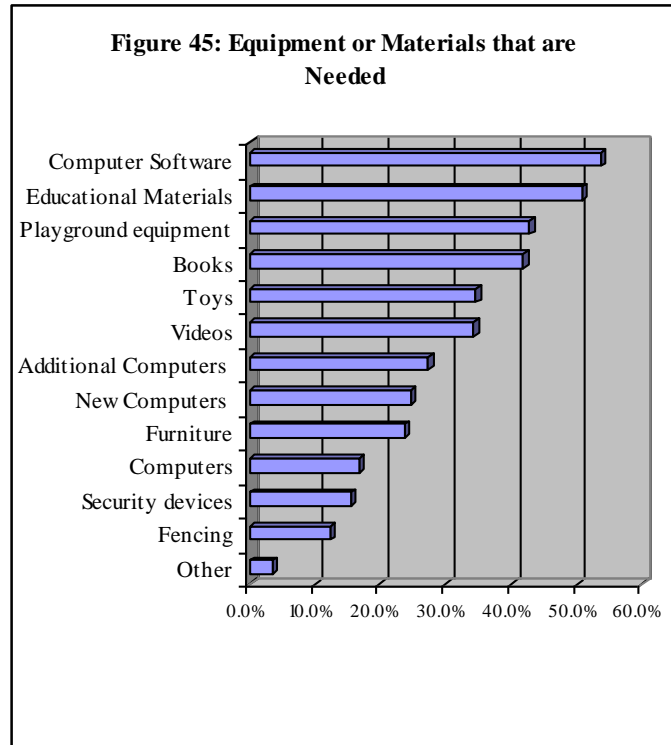
Table 44: Areas Programs Need Support			
	n=865	#	%
Equipment	460		53.2%
Financial Assistance	428		49.5%
Materials	396		45.8%
Training	351		40.6%
Info about Training	346		40.0%
Education for Staff	312		36.1%
Additional Space	300		34.7%
Recruiting Volunteers	229		26.5%
Program Management	206		23.8%
Internet Connections	189		21.8%
Management of Staff	159		18.4%
Other	34		3.9%



Equipment or Materials Needed

Afterschool providers were then asked, “If you need equipment or materials, which of the following do you need?” The most common responses were computer software (53.5%), educational materials (50.8%), and playground equipment (42.8%). An additional 68.7% of providers need computers, either because they currently have none, they are obsolete, or they do not have enough. (See Table 45 and Figure 45.) Responses given in the “other category include transportation and arts and crafts supplies. Appendix B, page 50 lists a full break-down of all responses.

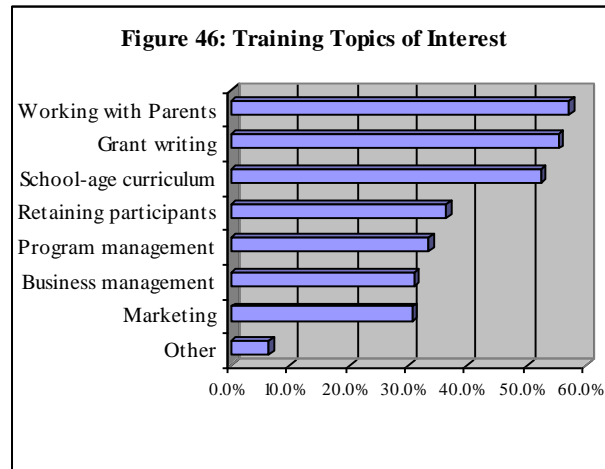
Table 45: Equipment or Materials that are Needed			
	n=865	#	%
Computer Software	463		53.5%
Educational Materials	439		50.8%
Playground equipment	370		42.8%
Books	362		41.8%
Toys	299		34.6%
Videos	296		34.2%
Additional Computers (do not have enough)	236		27.3%
New Computers (current are obsolete)	213		24.6%
Furniture	205		23.7%
Computers (have none)	145		16.8%
Security devices	135		15.6%
Fencing	107		12.4%
Other	31		3.6%



Training Topics of Interest

Survey respondents were asked, “If training could be provided free of charge, what would be of interest to you?” The most desired training topics are working with parents (57.2%), school-age curriculum (52.4%), and grant writing and/or identifying opportunities (55.4%). (See Table 46 and Figure 46.) Other training topics identified are behavior modification and management, communicating with young children, discipline and behavior for special needs children, and leadership skills. A full break-down of all responses can be found in Appendix B, page 50.

Table 46: Training Topics of Interest			
	n=865	#	%
Working with Parents	495		57.2%
Grant writing	479		55.4%
School-age curriculum	453		52.4%
Retaining participants	315		36.4%
Program management	290		33.5%
Business management	268		31.0%
Marketing	266		30.8%
Other	56		6.5%



Additional Comments

Survey respondents were also asked to provide the names of any afterschool service providers they were aware of. Surveyors used this information to locate additional providers. This information is not recorded in the survey database unless those providers were contacted and surveyed. The SC Afterschool Alliance has a separate database where all identified providers are stored.

Survey respondents were asked to make any additional comments they had. The focus of these comments reiterated the program’s needs, praising the SCAA for their efforts, and requesting additional information. All comments are included in Appendix B, page 51.

DISCUSSION

The purpose of this discussion is highlight key items discovered during the survey process and findings. The points are then used to draw the following conclusions.

Data Strategies

Initially, the data strategy was to collaborate with Interfaith Community Services to maximize resources, prevent duplication, and maximize quality and data reliability. The second data strategy was developed out of necessity. The following are several lessons learned during the data strategy development phase:

1. Operating with multiple databases caused complications in accessing data and generating reports.
2. Navigation between two databases may overwhelm those seeking information.
3. Maintenance of a separate database enables information to be dynamically queried, updated and displayed.

Survey Findings

1. **Geographic Determinations:** The wide range across counties seen in the provider to child ratio is due in part to the lack of identification of providers. For example, Oconee County has 5,568 children per provider but only two providers were identified.
2. **Organizational Structure:** Of the providers surveyed, 40% were non-profit organizations. The most common type of organization surveyed (31.4%) is the private child care facility.
3. **Participants Served:** Elementary and middle school-aged children are served by a proportionate number of providers (88.3% and 79% respectively). Perhaps the most underserved participants are high school-aged students, with only 12.7% of providers reporting that they serve this group.
4. **Program Times:** Most providers (94.2%) offer afterschool programs. However, only 34.3% of providers offer before school care. In addition, smaller percentages of providers offer services such as drop-ins (33.4%) or summer programs or camps (55.1%). None of the programs surveyed offer programs during the summer only. These numbers appear to be relatively small; however, without determining the number of children seeking those kinds of programs, it is difficult to determine if these are unmet needs.
5. **Fees for Service:** Only 0.5% of providers reported that they do not charge fees for their services. Some families may be underserved if they are unable to afford to pay for out-of-school-time programs for their children.

6. **Special Needs:** Over half (55%) of the providers surveyed are currently serving children with special needs; however, only 21.4% of providers are trained to serve special needs children and 29.4% are willing to be trained.
7. **Staff Education:** The education level of program staff is overwhelmingly less than the college level, with 34.8% having a high school education and 30.3% having attended some college. Some respondents noted the challenge of “staffing” the programs, specifically due to high turnover and the number of staff currently in college.
8. **Staff Development:** The majority of providers offer both internal training (70.5%) and external training (63.9%). However, only 22.1% of providers have at least one staff member utilizing a TEACH scholarship. To resolve some of these issues, providers requested support in the areas of training (40.6%), access to information about training (40%), access to education for staff (36.1%), and specifically more trained and certified staff. Providers also requested training in the topics of staff development and school age curriculum (52.4%).
9. **Available Technology:** While many providers (64.5%) have internet access, only 32.9% of providers have it available for use by participants. This may be due to the need for computer software (53.5%), additional computers (27.3%), and Internet connections (21.8%). In addition 16.8% of providers do not have any computers and 24.6% have older and obsolete computers.
10. **Parent Involvement:** While the majority of providers do have some involvement from parents and do offer families some services, 52.7% of providers requested training on working with parents.
11. **Community Involvement:** Providers have a wide variety of community members who get involved in their programs. Of the providers surveyed, 42.3% provide training to community volunteers. In addition, 26.5% of providers requested support in the area of recruiting volunteers.
12. **Challenges Due to Funding Problems:** Afterschool providers identified several challenges to offering afterschool services. The top challenge was funding (44.3%). Providers also requested support in the area of financial assistance (49.5%). Providers responded with other challenges such as transportation (28.4%), space (25.5%), equipment (23.1%), and supplies (19.1%). Some of the most requested equipment or materials include playground equipment (42.8%), educational materials (50.8%), and books (41.8%).
13. **Sources of Funding:** The majority of afterschool programs receive their funding from participant payments (72.5% rated this as one of the top three sources). To maintain this level of funding, 30.8% requested training in marketing to recruit new participants. Another 36.4% requested training on retaining existing program participants. Other common sources are fundraising activities (35.6%) and government grants/contracts (53.1%). In order to learn other ways to obtain funding, 55.4% of providers surveyed requested training on grant writing and identifying opportunities. In addition, 31% of providers requested training on business management practices.

14. **Standards of Quality:** Afterschool programs are guided by principles from several different agencies and organizations. Providers are regulated by the rules of the ABC Child Care Voucher program (47.1%), rules of the USDA Food program (38%), and by the Department of Social Services (69.5%). Some programs are also accredited by several different state and non-state recognized organizations. A standard for quality may be difficult to achieve among all these different organizations and may be more effective if done by one common organization. Over half (57%) of providers surveyed stated that they are interested in receiving licensing or accreditation for afterschool programs.
15. **Quality Assurance:** The most common methods for evaluating participants are through their grades in school (37.3%), social scales (34.8%), and behavioral scales (39.4%). The most common methods for evaluating afterschool programs are participant/client satisfaction (61.3%) and specific outcomes (41.4%). These evaluation methods are hard to standardize when only 12.5% of providers are using an outside, objective, program evaluator.

CONCLUSIONS AND RECOMMENDATIONS

1. DATA INFRASTRUCTURE. Collaborating with another organization to store the same information in separate databases has some expected difficulties. The most efficient method for storing this information is to build an infrastructure containing all information gathered from the survey. This would allow all users: providers, families or community member to access information in a manner that benefits their cause.
2. INFORMATION TO INCLUDE IN THE DATA INFRASTRUCTURE. The provision of detailed information about out-of-school-time programs is important in the design of a database infrastructure.

RECOMMENDATION

Continue Building a Data Infrastructure of Out-of-School-Time Programs.

The SCAA began the design of a web site that provides access to contact and general program information on identified providers. In addition, providers are able to email any changes or updates in their contact information. The SCAA should continue building this infrastructure by adding a subweb that allows community members and potential funders to identify ways to support out-of-school programs. Information would be provided on community involvement, provider needs and sources of funding.

3. IDENTIFICATION OF PROVIDERS. Several after school providers remain unidentified because the state of South Carolina lacks an infrastructure to track their existence.

RECOMMENDATION

Identify All providers in South Carolina.

The SCAA should continue identifying new providers and contact those not yet surveyed. Being a part of this network allows providers a link to marketing and resource opportunities; in addition, serves as an incentive to those providers not yet identified.

4. IDENTIFYING UNMET NEEDS. An assessment of out-of-school-time program needs would help determine if there are unmet needs of providers. Some identified needs are: (a) very few providers offer care to high school-aged participants; (b) the number of providers offering care before school is fewer than half of the number surveyed; (c) very few providers offer special services such as drop-ins or summer programs, and almost all charge fees for their programs; and (d) special needs children are only being served by half of the providers surveyed, and only half of those are trained in how to provide services to special needs children.

RECOMMENDATION

Assess the Needs of Children and Families.

A detailed analysis of the unmet needs of after school providers should be conducted.

5. STAFF EDUCATION, TRAINING AND DEVELOPMENT. There are numerous after school program staff that take courses or are attending college. Providers identified the need for more training and staff development.

RECOMMENDATION

Develop On-going Training Programs.

The SCAA should assist providers in finding quality-training programs.

6. AVAILABILITY OF TECHNOLOGY. Many after school programs do not have access to computers, the Internet or technology for staff or participants. Because of the dependence of technology in our society, it is imperative that providers be linked to the technological resources to keep them current and help them advance.

RECOMMENDATION

Improve access to technology.

The SCAA should identify means to assist after school programs in obtaining current technology and software.

7. PARENT AND COMMUNITY INVOLVEMENT. Although many providers are able to enlist the support and participation of parents and other members of the community, some are still having difficulties. Training and support should be provided to assist in enlisting their support and involvement.

RECOMMENDATION

Develop On-going Training Programs.

The SCAA should assist providers in training and support in enlisting parent and community involvement.

8. FUNDING ISSUES. Most after school programs are confronting funding issues. The identification of funding opportunities and training in grant writing can provide opportunities to secure funding to address program concerns with recruitment and retention of participants, business management, transportation and space and the purchase of supplies and equipment.

RECOMMENDATION

Assist in Accessing Resource.

The SCAA should assist programs in identifying resources and opportunities to obtaining funding needed to improve services and activities.

9. LICENSING & ACCREDITATION PROCESS. After school programs partner with different agencies and organizations. These entities have different requirements, rules, guidelines and certifications. By offering licensing and/or accreditation specific to after school providers will be kept accountable for the standards and aware of the best practices of after school programs.

RECOMMENDATION

Establish a Licensing/Accreditation Process.

The SCAA should design and market a licensing or accreditation process for out-of-school-time programs in South Carolina; thus establishing a unified standard of quality.

APPENDIX A: SURVEY INSTRUMENTS

The SCAA Survey Instrument

The Interfaith Community Services Survey Instrument

**APPENDIX B:
RESPONSES TO OPEN ENDED QUESTIONS
AND REQUESTS TO SPECIFY “OTHER”**

Responses to Question B.#2 – “Other” Types of Organizations:

- 3 Corporation
- 2 Communities In Schools (National/State)
- 2 Drop Out Preventive/Stay in School
- 1 Advocacy Program
- 1 Community Council
- 1 Community Resource Center
- 1 Community Subscription Corp.
- 1 Family Life Center
- 1 Local Education Agency
- 1 Lang-Mekra
- 1 Private Association
- 1 Private Non-Profit
- 1 Public Childcare
- 1 Salvation Army
- 1 Save the Children Organization
- 1 James River, Employees, etc.

Responses to Question B.#13 – “Other” State-Recognized Accreditations:

- 6 Southern Association of Colleges and Schools
- 5 ABC Childcare Voucher Program
- 5 SC Childcare Association
- 4 Boys & Girls Club
- 3 National Association of Christian Schools
- 3 Salvation Army
- 2 YMCA
- 1 30 Year Accreditations
- 1 American Camping Association
- 1 Association for Christian Schools International (ASCI)
- 1 C-Net
- 1 Certified Association
- 1 Diocese of Charleston
- 1 Early Childhood Accreditation
- 1 Certified Teacher
- 1 National Accreditation Commission for Early Care and Education Programs (NAEC)
- 1 National Joint Commission of Hospitals
- 1 Palmetto Chapter Association of SC
- 1 Student Achievement and School Accountability (SASA)
- 1 SC Child Association
- 1 SC Middle Schools
- 1 State Childhood Demonstration Site
- 1 State Recognized Charitable Organization
- 1 Under the School’s Accreditation
- 2 Don’t Know Name

Full list of Responses to Question B.#14 – Non-State Recognized Accreditations:

- 7 ABC Voucher Program/Development Credentials
- 6 Boys and Girls Clubs of America Standards
- 2 60 Hours Child Development Accreditation
- 2 Charter at Washington DC
- 2 Diocese of Charleston
- 2 First Steps
- 2 Montessori Association (MEPI, CMTE, MACTE)
- 2 National Accreditation Center of Excellence
- 2 National Communities In Schools
- 2 Southern Association of Colleges and Schools
- 1 Abeka Florida
- 1 African American Childcare Association
- 1 Association of Christian Schools International
- 1 Century 21 Grant Even Start School II
- 1 CPR Training
- 1 Licensed through the State
- 1 National Community Education Association (NCEA)
- 1 National Joint Commission of Hospitals
- 1 National YMCA
- 1 National Coalition of Girl Schools (NCGS)
- 1 SC Arts Commission
- 1 Teachers are certified
- 1 South Carolina Parks and Recreation Association
- 1 Sunshine House Center of Excellence Accreditation
- 1 Who's Who
- 1 York Chamber of Commerce
- 1 Youth Sports Association

Responses to Question B.#10 – Other Languages spoken by staff

- 1 Albanian
- 1 Greek
- 1 Gullah
- 1 Hebrew
- 1 Indonesian
- 1 Portuguese
- 1 Romanian
- 1 Turkish

Responses to Question B.#25 – “Other Fees” charged by afterschool providers

- 27 Membership Fees
- 18 Summer program/camp fees
- 13 Discount for multiple children from the same family
- 12 Late Fees
- 9 Materials, Books and Supplies

- 7 Fees charged yearly
- 5 Afterschool care
- 4 Fees for non-members
- 3 Activity fees vary by activity/program
- 3 Fees charged by the hour
- 3 Transportation fees
- 2 Discount for returning to the program the following year
- 2 Fees charged by Semester
- 2 Kindergarten/Preschool
- 2 One-time enrollment/registration
- 1 ABC program fees
- 1 Deposit
- 1 Enrichment programs
- 1 Extended care
- 1 Family Contribution
- 1 Fees for care on school half days and teacher work days
- 1 Fees for 3-year-olds
- 1 Karate, Jazz, Piano, Gymnastics
- 1 Registration with Scholarship

Responses to Question C. #1 – Other services offered by afterschool program

- 20 Dance (including Gymnastics and Ballet)
- 14 Health and Nutrition (including Cooking classes)
- 13 Field Trips
- 12 Religious Education/Development (including Bible Study, spiritual guidance, etc.)
- 9 Music/Band
- 8 Language Programs (including sign language, Spanish, and Hebrew)
- 7 Boy/Girl Scouts
- 7 Martial Arts (i.e. Karate, Tae Kwon Do, etc.)
- 6 Drama
- 6 Movies/Theatre
- 4 Chorus/Voice
- 3 Enrichment programs
- 3 Guidance counseling
- 2 Self-Help Skills
- 2 Health screenings
- 2 Big Brother/Big Sister
- 2 Etiquette
- 2 Science Lab
- 1 Aviation program
- 1 Babysitting course
- 1 Beta Club
- 1 Concerned Citizen for Youth Development
- 1 Nature Study
- 1 Media
- 1 Library Time
- 1 Love & Caring

- 1 Potty Training
- 1 Horseback Riding
- 1 Robotics Team
- 1 Speech Therapy
- 1 Speak Out
- 1 Mental Health
- 1 Occupation Therapy
- 1 Holiday/Seasonal Events
- 1 Skating
- 1 Book Club
- 1 Crafts
- 1 Junior ROTC
- 1 Driver's Ed
- 1 Physical Education
- 1 Cheerleading

Responses to Question C.#2 – Other Challenges in Offering Afterschool Services

- 8 Behavior/Discipline
- 6 Activity planning
- 6 Child/Parent Motivation
- 5 Turn over rate – all employees are students
- 5 Unable to accommodate all children due to cost of program/demand/traffic
- 4 Homework/Learning
- 3 Inadequate individual attention
- 2 Receiving Payment
- 2 Time for planning/scheduling
- 1 # of Schools Served
- 1 Advertising
- 1 Assistance with Learning Disabilities
- 1 Board
- 1 Budget
- 1 Competition with Public Schools
- 1 Location
- 1 Materials
- 1 Mentoring Services
- 1 Not enough computers
- 1 Snacks
- 1 Volunteers

Responses to Question E.#1 – Other Activities Parents Participate In

- 15 PTA or other Parent Association/Club/Committee
- 10 Family Nights/Open House/Celebrations/Special Events
- 6 Open Door Policy
- 5 Bring Snacks and Supplies
- 4 Chaperone field trips
- 3 Mentoring/Sharing Career
- 2 Assist in their child's involvement

- 2 FAST program
- 2 Provide Transportation
- 2 Volunteer at Center
- 1 Attend Lunches
- 1 Allowing participants to participate in activities
- 1 Book fairs
- 1 Policy Counsel Board
- 1 Recruitment
- 1 Review program with parents
- 1 Share Family culture
- 1 Teach Spanish
- 1 Written reports

Responses to Question E.#2 – Other Services Offered to Parents

- 12 Family Night/Open House/Orientation
- 8 Celebrations/Special Events
- 8 Referrals
- 8 Parent Training/Workshops (including discipline course)
- 7 Newsletter
- 7 Open Door Policy for any involvement
- 5 Lights on Afterschool
- 5 Parent Meetings
- 4 Attend Programs/Field Trips
- 3 GED Instruction
- 2 Computer education classes
- 2 Fundraising
- 2 Parent Survey
- 1 Pastoral Counseling
- 1 Parent/Teacher Support Advocate
- 1 4H Club
- 1 Babynet, Baby Testing and Referral
- 1 Child Involvement
- 1 Counseling
- 1 FAST program
- 1 Grandparent volunteer
- 1 Help run special programs
- 1 Lending Library
- 1 Life Skills Training & CPR
- 1 Muffins for Moms and Donuts for Dads

Responses to Question E.#3 – Other Community Stakeholders Involved in Program

- 42 Fire Department/Fire fighters
- 14 Clemson Ext.
- 4 First Steps
- 3 Library
- 2 Boy Scouts/Girl Scouts
- 1 4H Club

- 1 Aiken Dept of Public Safety
- 1 Air Force Base
- 1 AmeriCorp
- 1 Carolina Ballet Theatre
- 1 Church
- 1 City Sponsored
- 1 Communities in Schools
- 1 Community Council
- 1 County Speech and Learning
- 1 Headstart
- 1 Housing Authority
- 1 Humane Society
- 1 KinderDance
- 1 Non-Profit Organization
- 1 Parents as Volunteers
- 1 Post Office
- 1 Read America
- 1 Recreation Department
- 1 Recycle Committee
- 1 Red Cross
- 1 Williamsburg Food Program
- 1 YMCA

Responses to Question F.#1 – Other Sources of Funding (All)

- 41 ABC Voucher Program
- 12 First Steps
- 11 Church or other Religious organization
- 11 United Way
- 10 Department of Health and Human Services
- 8 Boys and Girls Club
- 8 Funding by School
- 6 Community Development
- 4 Partners with Youth
- 3 Department of Social Services Summer Feeding Program
- 3 Hospital
- 3 YMCA
- 2 City Council
- 2 Recreation Department
- 2 Save the Children Organization
- 1 Arts Commission
- 1 Cultural Council
- 1 County Council
- 1 Education Accountability Act
- 1 Jr. League of Charleston
- 1 Sisters of Charity
- 1 Matching Fundraising Grant from Wal-Mart
- 1 Midlands Corp

- 1 Parent Groups
- 1 Scholastic Book Fairs
- 1 Share, Greenville Tech
- 1 LANG-Mekra
- 1 Workforce Investment
- 1 US Department of Education
- 1 State Department of Education

Responses to Question F.#2 – Other Sources of Funding (Top 3)

- 39 ABC Voucher Program
- 18 Department of Health and Human Services
- 13 Church or other Religious organization
- 10 First Steps
- 9 Funding by School
- 8 Boys and Girls Club
- 6 Community Development
- 5 United Way
- 4 YMCA
- 4 Partners with Youth
- 3 Department of Social Services Summer Feeding Program
- 3 Hospital
- 3 Parks and Recreation Department
- 2 City Council
- 2 Save the Children Organization
- 1 County Council
- 1 Education Accountability Act
- 1 Jr. League of Charleston
- 1 Sisters of Charity
- 1 Matching Fundraising Grant from Wal-Mart
- 1 Midlands Corp
- 1 Parent Groups
- 1 Share, Greenville Tech
- 1 LANG-Mekra
- 1 Workforce Investment
- 1 US Department of Education
- 1 State Department of Education

Responses to Question F.#3 – Organizations that Fund Afterschool Programs

- 86 ABC Voucher Program
- 53 First Steps
- 31 United Way
- 17 USDA Food Program
- 12 Department of Education Funding
- 10 Department of Health and Human Services
- 7 21st Century Grant
- 6 Education Accountability Act (“No Child Left Behind”)
- 5 Boys and Girls Club

- 5 Communities in Schools
- 5 Department of Social Services
- 5 Sisters of Charity
- 5 Title I
- 4 Arthur Blank Foundation
- 3 City of Charleston Community Grant
- 3 Success By Six
- 2 Bureau of Justice Administration
- 2 City of Columbia – “Can Do” Grant
- 2 Partners for a Healthy Community
- 2 SAFE Kids, SAFE Schools
- 2 Save the Children
- 2 State Block Grants
- 2 State Funding for Charter Schools
- 2 TEACH Grant
- 2 YMCA
- 1 McDonald’s
- 1 Drug Abuse Resistance Education (DARE)
- 1 Salvation Army
- 1 Title V
- 1 “We Stand for Kids”
- 1 Afterschool Community Assistant Grants
- 1 Jr. League of Charleston
- 1 Arts Commission
- 1 Cultural Council
- 1 Child Care Food Program
- 1 City of Florence
- 1 County Funding
- 1 Department of Public Safety
- 1 J. Marion Simms Grant
- 1 Life Long Learning Grant
- 1 School Districts
- 1 Project REACH grant
- 1 Mary Black Foundation
- 1 The Arts Partnership
- 1 Spartanburg County
- 1 Clemson University
- 1 ST. Peter A.F. United Church

Responses to Question G.#1 – Other Methods of Evaluating Program Participants

- 20 Surveys
- 13 Parent Meetings
- 12 Communication with Teachers
- 12 Pre and Post Tests
- 10 Development Checklists
- 8 Assessments
- 7 Outcome measurements

- 6 Attendance
- 5 Age
- 4 REACH
- 3 Award Programs
- 2 Observation
- 2 Progress Reports
- 2 IOWA Basic Skills Test
- 2 Denver Tests
- 1 Abeca Curriculum
- 1 Brigance Test
- 1 Child Infant Development Assessment
- 1 CNET
- 1 Comprehensive Homework/Tutoring Program
- 1 Conference's Check List
- 1 Curriculum in Montessori
- 1 Curriculum Evaluation
- 1 Evaluation of Readiness Skills
- 1 Final Showing/Production
- 1 Grades in Program
- 1 Suggestion Box
- 1 Homework success
- 1 In-House evaluator for younger children
- 1 Individual Needs
- 1 Informal Assessment
- 1 Informal Surveys
- 1 Interaction between staff and children in facility
- 1 Notes on Attention spans
- 1 Number of College Admissions

Responses to Question G.#3 – Other Methods of Evaluating Programs

- 21 Feedback from parents (through survey, conference, conversation, etc.)
- 16 Feedback from teachers and staff (both inside and outside the program)
- 13 Surveys (of programs and general)
- 10 ABC Voucher program evaluation
- 10 Based on Director/Principal's Expectations (informal assessments & formal evaluations)
- 5 Department of Health and Human Services evaluation program
- 5 Venue for comments (bulletin board or suggestion box)
- 2 Academics
- 2 Boys and Girls Club Evaluation
- 2 Test Scores
- 2 Word-of-mouth
- 1 Based on roster
- 1 Denver Tests evaluation
- 1 DSS approval
- 1 Feedback from schools served
- 1 Funders' approval
- 1 Monitored by Workforce Investment

- 1 Salvation Army report
- 1 Yearly evaluation by board
- 1 Spiritual effects on children and families
- 1 Growth plan
- 1 Size of waiting list
- 1 Local school's standards
- 1 Promotions to next grade
- 1 Site visits
- 1 Mentor evaluation

Responses to Question H.#1 – Other Methods of Providing Training

- 24 Technical Schools (Continuing Education courses)
- 11 Department of Social Services (15 hours per year required for all teachers)
- 8 Department of Health and Human Services
- 7 ABC Learning and Training
- 7 Boys and Girls Club training
- 7 First Steps training
- 5 Pre-Training
- 4 10 Hour Cells
- 3 YMCA
- 2 Adult Education through School District
- 2 CNET
- 2 College
- 1 contract for training
- 1 Interfaith
- 1 NAEYC
- 1 Staff Retreats
- 1 3 day in service training
- 1 Camp Greenville
- 1 Chester education
- 1 Church Childcare Network
- 1 Park and Recreation Scholarships
- 1 Red Cross
- 1 SC Association of Christian Schools
- 1 Department of Health and Environmental Control
- 1 Sexual Abuse workshop
- 1 State required workshops
- 1 Stipends
- 1 Sunshine House Brings Trainers in
- 1 Through Abeka in Pensacola, FL
- 1 Service First out of Charlotte

Responses to Question I.#1 – Other Areas Where Providers Are In Need of Support

- 11 Transportation for participants (bus)
- 6 Need certified teacher & trained staff
- 2 Administrative support
- 2 Computers

- 2 Playground equipment
- 1 Art supplies
- 1 At risk youth training
- 1 Bathroom in portable
- 1 Board development
- 1 Child abuse prevention training
- 1 Drug abuse prevention training
- 1 Help for Afterschool
- 1 Hiring process – finger printing
- 1 Mentors
- 1 More conferences for school age teachers
- 1 New carpet
- 1 Support from school

Responses to Question I.#2 – Other Equipment and Materials Providers Need

- 9 Transportation (including buses and a new driver's education vehicle)
- 4 Arts and craft supplies
- 2 Building repairs (including new flooring)
- 2 More space
- 2 Tables and dividers
- 1 Back up for computers
- 1 Computer on wheels
- 1 Drops for computer terminals
- 1 Electronic equipment
- 1 Encyclopedias
- 1 More trained support staff
- 1 Games
- 1 Internet hook-ups
- 1 Printers, digital camera

Responses to Question I.#3 – Other Training Topics of Interest

- 12 Behavior modification/management (including discipline)
- 6 Communication with young children
- 6 Leadership
- 6 Special needs children (discipline and behavior)
- 4 Staff development
- 3 Afterschool activities/curriculum
- 3 Computer/Internet training
- 3 Recruiting and keeping staff
- 3 Training in school age programs
- 2 Child development
- 2 Classroom management
- 1 Getting parents more involved
- 1 Mentoring
- 1 Montessori training – more easily accessible training
- 1 Personnel management
- 1 Preschool curriculum

- 1 School age guidance
- 1 Time management
- 1 Stress management
- 1 Child abuse
- 1 Child care training
- 1 Working with children
- 1 Conflict resolution
- 1 Infant care
- 1 CPR and first aid

Additional Comments made by Survey Respondents

In need of help!!!!!! In need of funding!!!!

In need of help and funding!

Glad that SCAA kept calling

Child care providers are in great need of training for their interest in accreditation w/Afterschool Care Alliance. Help with high risk children. Request training and conference info.

Hang in there and help us as much as you can.

Please call if we can help with anything

We do not have an afterschool program right now because no one signed up. We will probably start up in March when mothers want to go back to work.

The program is self-funded in that fees pay for all needs

More training related to afterschool children is needed. There is so much training for caring for infants, but not enough geared toward the needs of older children.

This is a very good thing that you are doing.

Need more education for staff

Surveyor was very nice.

Wouldn't mind speaking about my program to others. I speak at National conferences.

This is a good survey. I hope to get a lot of information as a result of participating.

Trying to come up with alternative to afterschool care because of the dire need for services.

Please provide resources regarding afterschool services and ways to enhance our program.

I enjoy doing what I do.

Glad someone cares enough to support us in our endeavor to serve children!

I would like to have workshop classes for employees.

We need a program for children 11 years old to 13 years old to help us. For Example: an afterschool club.

There were many prices charged to parents as they are charged by the time spend in the facility each day.

I'm glad you called.

This is a mission of the church. Children are selected by the school and receive one on one tutoring every Thursday. The children walk to the church with the volunteers (church members). They have music, art, one hour of tutoring and a snack. Church buses and cars take them home. They are given a one week church camp vacation in the summer. The children stay in the program for grades 1-3. They are all special needs children who will benefit from the added attention and care.

The public schools are taking away our afterschool kids with cheaper programs. We are not working together and we should be.

Concerned about children who are going home alone because of budget constraints and cost of programs.

Try mailing surveys so respondents won't have to spend so much time on the telephone.

We have a wonderful program for afterschool children.

Is this organization a source of information about programs geared toward the afterschool population?

Find a way to send us some money

(Respondent) attended the training offered by the Afterschool Alliance last year and thought it was one of the best trainings she ever attended.

The training provided by the Afterschool Alliance was one of the best trainings ever attended.

(Respondent) attended the training offered by the Afterschool Alliance last year and thought it was one of the best trainings she ever attended.

Would like to benefit from some of the things mentioned in the survey. Especially being in a rural area. i.e. computers, toys, playground equipment, funding.

Would like more information regarding child redirecting, appropriate infant/toddler activities, classroom management.

Would like suggestions for getting parents more involved.

Hope that some of these needs are met.

(Respondent) thought that the survey was thorough and that she hopes some good comes out of it.

Excellent Surveyor.

Need help with recruiting volunteers – linked to local universities, access to grants, other funding

Need support from local schools to help children, need grant resources – don't have time to look into what's out there.

Would like to get additional information for new facility

Due to the expansion of the Northeast area, they are unable to accommodate the demand for their child care services.

Entity may be duplicating services that are already provided. When the funding comes through – don't forget us. Some of your questions are redundant.

Would like for Florence School Dist 3 to be more cooperative. Will not drop children off at their program, though bus passes directly in front of their facility.

I wish you much success.

Love to have funding and training for afterschool

Need information on grants for afterschool programs – hard to find them.

I regret President Bush is spending so much on Iraq and so little on childhood education.

Would prefer training opportunities in January.

Finding appropriate staff training.

Having a difficult time finding training (caring for children 6-12 years old) for afterschool teacher. There seems to be much more information available for younger children.

We welcome any help.

Thanks for calling, please keep us up to date.