
The Characteristics and Training Needs of School-Age Care Programs in the Larger Metro Atlanta Area

A report submitted to the Blank Foundation by the Georgia School Age Care Association

In cooperation with:



The University of Georgia
Department of Child and Family Development and the
Housing and Demographic Research Center

*Child Care Resource and Referral Program of Metropolitan
Atlanta*
A Division of Quality Care for Children

The United Way of Metropolitan Atlanta

Written by:

Dr. Christine M. Todd, Professor
Department of Child and Family Development
University of Georgia
and

Stephanie T. Brumbeloe, M.P.A., Executive Director
Georgia School Age Care Association

December, 2002



Table of Contents

I.	Introduction.....	1
II.	Executive Summary.....	2
III.	Background and Study Overview	9
	A. The Field of School-age Care.....	9
	B. Study Purpose	10
	C. Report Format	10
IV.	Study Methodology.....	11
	A. Databases Included.....	11
	B. Eligibility Requirements	11
	C. Survey Instruments.....	11
	D. Procedure	12
V.	Survey Response Rates.....	13
	A. Response Rate for Program Surveys.....	13
	B. Response Rate for Training Surveys.....	13
	C. Follow-up Phone Surveys.....	13
	D. Section Summary	13
VI.	Generalizability and Suggested Use of Results	15
	A. Number and Geographical Location of School-Age Programs.....	15
	B. Program Characteristics & Director Training Needs.....	15
	C. Suggested Use of the Data	16
VII.	Overview of Data Analysis.....	18
VIII.	Estimated Number of Programs in the Metro Atlanta Area	19
IX.	Geographical Location of SAC Programs.....	20
	A. Program Location and County Characteristics	20
	B. High-Density SAC Areas	21
	C. Lower Density SAC Areas	22
	D. Section Summary	24
X.	Program Characteristics	25
	A. Date Program Established	25
	B. Type of Legal Entity	25
	C. Auspice.....	25
	D. Minority/Female Owned	26
	E. Program Regulation and Accreditation	26
	F. Space	26
	G. Program Focus.....	26
	H. Section Summary	28

XI.	Program Capacity, Enrollment and Waiting Lists	29
A.	Age Groups Served	29
B.	Presence of Preschool Children	29
C.	Average Program Capacity and Enrollment	29
D.	Waiting Lists	32
E.	Factors Associated with Lower Enrollment.....	34
F.	Section Summary	34
XII.	Comparison of SAC Supply and Demand	36
A.	Estimated Supply and Demand in the Larger Metro Atlanta Area	36
B.	Variation Across Counties	37
C.	Section Summary	38
XIII.	Periods, Hours and Days of Operation.....	40
A.	Academic Year Versus Summer Programs	40
B.	Days and Hours of Operation	40
C.	Enrollment Versus Drop-In Registration	40
D.	Section Summary	41
XIV.	Services Offered.....	42
A.	Transportation	42
B.	Meals and Snacks	42
C.	Section Summary	42
XV.	Characteristics of Youth Attending Programs.....	43
A.	Age Groups Served	43
B.	Race/Ethnicity of Children/Youth	43
C.	Youth with Special Needs.....	43
D.	Section Summary	43
XVI.	Program Activities and Emphasis Areas	45
A.	Activities and Emphasis Areas within the Program	45
B.	Use of External Groups to Provide Special Interest Activities	46
C.	Section Summary	46
XVII.	Problems Reported by Programs	48
XVIII.	Training Needs	49
A.	Characteristics of Staff Responding to the Training Survey	49
B.	Preferred Administrative Training Topics.....	50
C.	Preferred Non-Administrative Training Topics.....	51
D.	Preferred Training Methods.....	51

E. Amount Would Pay For Training	52
F. Training Access Problems	52
G. Section Summary	53
XIX. Comparison of Not-for-Profit and For-Profit Programs	55
A. Program Characteristics	55
B. Characteristics of Administrators/Directors.....	56
C. Regulation/Accreditation.....	56
D. Period, Hours and Days of Operation.....	57
E. Services Offered	57
F. Program Enrollment.....	58
G. Program Focus	59
H. Activities Offered	60
I. Problems Reported By Programs.....	61
J. Training Needs	61
K. Section Summary	64
XX. Conclusions.....	66
<u>Appendix A:</u> Comparison of Mail and Phone Surveys	74
<u>Appendix B:</u> Tables	77
<u>Appendix C:</u> Figures.....	96
<u>Appendix D:</u> Maps.....	106
<u>Appendix E:</u> References	119
<u>Appendix F:</u> ENDNOTE	123

I. Introduction

The mission of the Georgia School Age Care Association (GSACA) is to improve the out of school time for children and youth. A major challenge facing the Georgia school-age care (SAC) field is the lack of information on the characteristics of school-age programs.

This study was designed to answer five critical questions about school-age care in the 13 counties that comprise the larger metro Atlanta area:

- What is the supply of intensive SAC programs serving school-age youth from Kindergarten through 12th grade?
- Where are these programs located and how are they related to key community demographic variables?
- What are the characteristics of the SAC programs and what challenges do they face?
- What are the training needs of SAC program staff and what barriers prevent staff from attending training?
- What are the similarities and differences between not-for-profit and for-profit SAC programs?

To answer these questions, GSACA partnered with a number of organizations to conduct this study. This partnership has enabled different organizations to develop a shared vision for the field of school age care and to better understand the impact it has on the lives of our children, youth, families, and communities.

GSACA wishes to formally thank their partners in the project: The Department of Child and Family Development and the Housing and Demographic Research Center at the University of Georgia, Child Care Resource and Referral Program of Metropolitan Atlanta at Quality Care for Children and the United Way of Metropolitan Atlanta. Appreciation is also extended to Mike Brown, Atlanta Public Schools, for help in design and data collection and to Terri Buckner at Advancing Careers through Education and Training (ACET) who reviewed drafts of the training survey.

A special thank you to the Arthur M. Blank Family Foundation for primary financial support for this project and to the DHHS Child Care Bureau for funding of additional analyses.

II. Executive Summary

The field of school-age care has evolved over time in order to meet the diverse needs of school-age youth and their families. A major challenge facing the Georgia school-age care field is the lack of information on the number and characteristics of school-age programs. This study was designed to better understand the characteristics of school-age care programs in the larger metro Atlanta area and the training needs of program staff.

Study Method. Databases were obtained from five major sources in order to develop a comprehensive list of all school-age care programs in the metro Atlanta area that provide more intensive programming. To be included in the study programs had to meet the following criteria: 1) provide care to youth in Kindergarten through 12th grade, 2) operate at least two hours per day, and 3) operate for at least three days each week.

A program survey and a staff training survey were mailed to 1,554 programs in March and April of 2001. After removing duplicates and surveys returned as non-deliverable, the final database included 1,488 programs. A total of 297 mail surveys were returned for a response rate of 20%. Of these, 273 met the above criteria for inclusion in the study. Accompanying training surveys were received from 201 program administrators. Selected information was received through a follow-up phone survey from an additional 125 programs that did not return the mail surveys to determine the extent to which non-responding programs were similar to or different from the programs that returned the mail survey.

As reported in the section summaries of this report, most of our results replicate the findings from previous research (see Appendix E). Thus, the issues facing SAC programs in the metro Atlanta area appear to be similar to those facing the nation as a whole.

The Supply of and Demand for SAC. Based on the program survey results, we estimate that the 13 county metro Atlanta area includes approximately 1,350 SAC programs providing services at least six hours per week. The number of programs varies considerably across counties from a low of 7 programs in Butts County to a high of 412 in Fulton County. Two-thirds of the programs are located in only three counties (Fulton, DeKalb and Cobb). The density of school-age care programs is highest along and to the south of Interstate 20 extending from Interstate 285 West to Interstate 285 East. This area also contains large numbers of low-income families and African-American youth.

Using capacity data, we estimate that there are approximately 150,000 SAC slots for elementary-age youth in the 13 county data, but only 17,000 middle school and 6,000 high school slots. Based on national figures for the percent of families that typically use facility-based SAC arrangements, the minimum demand for SAC for elementary-age youth is estimated to be between 41,500 – 115,200 slots. The estimated current enrollment of 99,000 elementary-age youth is closer to the upper end of this range.

While these calculations indicate that, overall, SAC supply may be adequate to meet demand in the 13 county metro Atlanta, there was also evidence that demand may exceed supply in some geographical areas, such as Fayette County. Moreover, some programs may have open slots because they do not meet the needs of working families or because they may not have a sufficient funding base to provide a high quality program.

Program Characteristics. Almost two-thirds of the SAC programs described in this study had been established in the last twenty years. The most common setting for SAC programs was a privately owned child care center that also provided care for preschool children. One-fourth of SAC programs were in public schools. About half of the SAC programs were in shared space. Slightly over half of the programs were not-for-profit.

While two-thirds of the SAC programs were state or federally licensed or regulated, only about 20% of programs were nationally accredited, which requires meeting a higher level of program quality. Very few SAC programs (6%) appeared to be totally without some form of monitoring.

Almost all SAC programs operated Monday through Friday. About two-thirds of the programs operated year round and there were very few programs that offered programming only in the summer. Almost all programs operated after school, half offered before-school care and very few operated in the evening or at night. Only about half of the programs offered care on holidays and school breaks. The relatively large number of programs with restricted schedules may represent an impediment for some working parents.

While transportation to and from school was fairly common, less than ten percent of programs offered transportation to and from home, which may serve as another impediment to parents being able to access programs of their choice. While most programs offered meals and snacks during times they were open, 40% did not access USDA food programs.

Almost all of the intensive SAC programs responding to the survey served elementary-age youth. Only one in five enrolled middle school youth and even fewer, 6%, enrolled youth in high school. About three-fourths of the SAC

programs also served preschoolers. Over half of the elementary-age youth were African American and over one-third were European American. Very few (3%) Hispanic youth were enrolled. Almost two-thirds of the programs enrolled at least some low-income youth and slightly over half enrolled some youth with disabilities.

The total average capacity of SAC programs serving elementary-age youth was 111, although only an average of 73 youth were enrolled in the programs. Average enrollment of middle and high school youth was even lower.

There was great variability in program size for SAC programs serving elementary-age youth. Most SAC programs served 100 youth or less. About one program director in ten, however, reported maximum capacities of 300 students or above. Very large SAC programs were usually found in public schools, although they accounted for only about one in three school-based programs. The very large school-based programs differed from the majority of school-based programs in that they primarily offered a drop-in program, rather than enrolling youth for specific days.

Only one in four SAC programs for elementary-age youth was filled to capacity. Over half of the programs were at 80% of capacity or less. Half of the directors in programs that were at maximum capacity or had waiting lists indicated that they may be able to expand the program, although only 17% definitely felt they had sufficient space to expand. Directors of programs with more openings reported greater problems recruiting youth. In turn, problems recruiting youth were associated with: 1) being open less often; 2) offering fewer transportation services; 3) funding problems, and 4) quality indicators such as staff turnover, lack of adequate materials and equipment, and lower family involvement.

Almost all directors reported meeting the needs of working parents as a primary focus of their program, with education being a strong secondary focus and recreation being a secondary focus in only about one-third of the programs. The very low emphasis on prevention/intervention across the programs was especially surprising given the high incidence of youth with multiple risk factors in the metro Atlanta area.

Most programs offered activities to promote the physical, cognitive, and social-emotional development of youth and, to a somewhat lesser extent, to provide enrichment and recreation activities. Programs also had a relatively strong emphasis on tutoring/homework assistance. Life skills education, prevention activities, family support/involvement and a focus on specific academic subjects such as math, science and social studies, were much less common. Programming on leadership development, community involvement and careers were seldom emphasized in programs serving elementary and middle school

youth although over two-thirds of the few programs serving high school youth did offer these activities. Use of outside organizations to provide programming in SAC settings was common.

Problems of SAC Programs. The most challenging problems facing SAC programs related to staffing issues. Attracting qualified staff, staff turnover, and finding substitutes were the problems mentioned most often by directors, along with obtaining funding for the program. Problems with behavior management of youth, inadequate space, getting parents/ families involved in the program and training staff were also commonly reported. When asked to indicate the number one challenge they faced, the most prevalent responses were recruiting staff (24%), inadequate space (11%), and obtaining adequate funding for the program (10%).

Training Needs. The directors/administrators responding to this survey were a diverse group demographically and with regards to training preferences. Ninety percent of the directors were female. About half of the directors were non-Hispanic European Americans and over one-third were African-American. The majority of directors (60%) worked in a city with a population over 50,000, had five or fewer years of experience in their current position (55%) and administered programs which also included preschool children (67%). Half of the directors had a four-year degree or higher.

Although a large percentage of directors indicated general interest in most training topics, typically one-fourth or fewer directors included any given topic among their top three choices for training. Training on staffing issues, guidance/behavior management, and curriculum/activity planning were the topics of greatest interest to directors. However, only 32-42% of administrators / directors included any of these topics among their top three training choices. A number of important SAC training topics, such as learning about specific cultures, equal access and equity issues, environmental education and advocating for SAC, were of little interest to directors.

There also was great variability across directors in their preferred training methods, although half-day trainings on Saturday mornings appeared to be preferred by the majority of providers. In addition, there was substantial interest in a variety of individual learning methods. Four out of every five directors were interested in video-based training options and about half of the directors showed interest in a variety of other self-study methods. Almost half of the directors were willing to pay \$5 to \$10 per hour for training.

There was no one training problem that affected the ability of most directors to attend training. About one-fourth of the directors experienced no problems with training. The most prevalent problems, listed among the top three challenges by

20-33% of directors, were training access challenges: training being offered at bad times or bad locations, not knowing what training is being offered, lack of substitutes, and the high cost of training.

Not-for-Profit and For-Profit Programs. Important differences between not-for-profit and for-profit programs were evident in this study. Almost 90% of for-profit programs were privately owned and were more likely than not-for-profits to be female and minority-owned. Not-for-profit programs were more diverse in their sponsorship than were for-profit programs. About half were operated by public schools and one-fourth were operated by youth and faith-based organizations.

Not-for-profit programs were less likely than for-profit programs to be state regulated but were more likely to follow the program standards of their organization and to be accredited. They were also more likely to view prevention/intervention as a major focus of their program, although only a small number of not-for-profit programs overall (12%) focused on this area.

Not-for-profit programs were much less likely to serve preschool children and had much larger SAC capacities and enrollments compared to for-profit programs. In contrast, the racial-ethnic characteristics of the enrolled youth were similar between not-for-profit and for-profit programs and they were equally likely to enroll low-income youth and youth with disabilities. Not-for profit programs offered somewhat fewer services than for-profits and were less likely to offer programming year-round and on holidays and breaks. Not-for-profits also operated for fewer hours than for-profit programs during the summer.

While both types of programs reported similar challenges, there were some systematic differences between not-for-profit and for-profit programs. Staffing problems and the high cost of the program to families were viewed as more of a challenge by administrators in for-profit programs while problems with space, transportation and meals/snacks were viewed as more challenging for administrators in not-for-profit programs.

There also were differences between not-for-profit and for-profit programs in terms of administrator training preferences. Administrators in not-for-profit programs were more likely than those in for-profit programs to prefer training on weekdays, to report lack of substitutes as one of their top three training problems, and to be able to pay nothing or only \$5 per hour for training. In contrast, for-profit administrators were more likely than not-for-profit administrators to prefer training on weekends and about half could pay \$7.50 - \$10 per hour for training. For-profit directors also were more likely to prefer a 10-hour training series and learn-at-home methods. It is possible that because most for-profit programs include preschool children and offer morning programs, administrators of these programs may need to work full-time during the day. This

would make it more difficult for them to attend group training on weekdays and to have time to engage in independent study at their work site.

Although it will be necessary to replicate these results with a larger sample before any firm conclusions can be drawn, the results of this study provide beginning evidence that auspice may be an important variable to consider in providing assistance to SAC programs and providers. Different supports and different approaches to training may be required to meet the unique needs of both not-for-profit and for-profit programs.

Summary and Recommendations. Currently there are in excess of 1,350 intensive SAC programs in metro Atlanta that are serving about 100,000 elementary, middle school and high school youth. SAC programs are diverse, with a diverse set of needs. As the quality of early childhood care and education improves through initiative such as the Georgia Early Learning Initiative (GELI), it will be critical that children from these programs be able to enroll in equally high-quality SAC programs. The following three actions are important first steps to ensuring a high quality SAC system in the metro Atlanta area.

- More precise tracking and analysis of SAC capacity, enrollment and wait list information by county and community is needed to better understand the extent to which supply meets the demand within specific geographical areas. There is some evidence from this study that demand may exceed supply in certain geographical areas. The response rate to this survey was insufficient, however, to clearly identify areas with substantial need and areas where there may be an over-abundance of SAC slots. This information is needed by potential SAC funders to help ensure that new SAC programs are located in areas with demonstrated need.
 - Greater input from parents and youth is required to understand the extent to which SAC programs are meeting their needs. Of particular concern was the finding that programs that offered more restricted hours and fewer services were also more likely to be under-enrolled. For the SAC system to work effectively, the characteristics of the programs offered must meet the needs of the families and youth who use them.
 - Attracting and retaining qualified staff is the number one problem facing SAC programs in the metro Atlanta area. Greater attention must be given to meeting the pre-service and in-service training needs of SAC staff and providing tiered reimbursement incentives tied to higher levels of education and training. Greater dependence on individual training options, such as Internet- and video-based training and correspondence
-

courses, may be needed to increase the availability and accessibility of SAC training, especially in areas with fewer training options.

Like early care and education, the availability of quality SAC is critical to the Georgia economy and the well-being of Georgia families. Families that can easily access care that meets their needs are more likely to be available for employment and to be productive at work. School-age youth who are in stimulating and caring environments when out of school and away from their parents are more likely to succeed academically and gain the life skills needed to become caring, productive, and involved members of our society. Ensuring a strong SAC system makes sense—for youth, their families and the Georgia communities in which they live.

III. Background and Study Overview

A. The Field of School-age Care

The term “school-age care” (SAC) is used to describe a variety of programs for youth from 5 – 18 years of age. These programs stem from different traditions and have different purposes. (Extension “CARES” Initiative, 2000; Lerner, Zippiroli, & Behrman, 1999; Larson, 2000; Miller, 2000; Noam, 2001; Seligson, 2001; Seppanen, Love, de Vries, & Bernstein, 1993).

Some SAC programs have emerged out of a desire to promote positive youth development. This format, which emerged during the early 20th century, is exemplified by youth-serving organizations, such as the YMCA, YWCA, Boys & Girls Clubs, Scouts, Campfire, Girls, Inc., and 4-H. Many of these groups offer youth clubs and/or opportunities to gain specific knowledge and skills through completion of special projects or leadership opportunities. Clubs often meet for one or two hours per week or month while special interest projects and leadership opportunities may provide longer-term experiences for youth.

A second format, prevention/intervention programs, evolved to address the issues of at-risk youth. With roots in disciplines such as social work, juvenile justice, medicine and clinical psychology, these programs often have as their goal to reduce negative outcomes for youth, such as school failure, teenage pregnancy, delinquency, youth violence, and substance abuse.

Rooted in the fields of education and leisure studies, after-school enrichment and recreation activities, such as sports, creative expression, and tutoring, serve as a third major component of the SAC field. Some of these programs are focused primarily on promoting school achievement while others may also include enrichment and leisure study activities. These activities may be seasonal or shorter-term in nature, extend throughout the school year, or be offered during summer.

A more recent phenomenon, school-age child care, has emerged over the last three decades to meet the needs of working families as large numbers of mothers entered the labor force. Drawing from child development, developmental psychology and early education and care perspectives, these programs typically operate year-round, offering both before-and after-school care and full-time care during the summer.

In summary, the field of SAC draws upon four traditions—positive youth development, prevention/intervention, education/leisure studies, and child care. Programs within each tradition have somewhat different missions, philosophies and formats. These differences have evolved over time in order to meet the diverse needs of school-age youth and their families.

B. Study Purpose

This study was designed to better understand the characteristics of one important subset of SAC programs in the 13 county metro Atlanta area—programs that offer more intensive programming (at least six hours per week) for school-age youth. Excluded from this investigation were short-term, activity-based programs (e.g., team sports, piano lessons, tutoring) and youth clubs (e.g., Scouts, 4-H Clubs) that provide programming for shorter amounts of time.

Understanding the characteristics of both intensive and short-term SAC programs is critical since both formats have been linked to positive youth outcomes (Larson, 2000; McHale, Crouter, & Tucker, 2001; Miller & O'Connor, 1995; Vandell & Shumow, 1999). We elected to begin with the more intensive programs because they represent a newer form of SAC that is less well-understood and because these programs may be especially likely to affect youth outcomes given their greater intensity.

C. Report Format

This report begins with a discussion of the sample and data collection methods. Information is then provided on the total number and location of SAC programs in the metro Atlanta area. Using data obtained from our survey, we describe the characteristics of SAC programs, the challenges they face and the training problems and needs of SAC administrators. Brief summaries are included at the end of most sections for those readers who do not wish to read each section in detail. In the discussion section, we highlight several key findings from this study and provide suggestions on possible future steps for better understanding and improving the school-age care system in the metro Atlanta area.

IV. Study Methodology

A. Databases Included

Five databases¹ were combined to identify potential school-age care programs across the 13 county metro Atlanta area. The databases contained a variety of programs including those offered by youth-serving organizations, schools, and child-care centers. Youth programs funded by the Blank Foundation and the United Way of Metropolitan Atlanta also were included. The databases included programs located in Cobb, DeKalb, Fulton, Gwinnett, Butts, Douglas, Paulding, Clayton, Henry, Rockdale, Cherokee, Coweta, and Fayette counties.

B. Eligibility Requirements

Programs had to meet three criteria in order to be included in the survey. These criteria were to: 1) enroll at least some youth from Kindergarten - 12th grade; 2) offer programming at least three days each week; and 3) conduct the program for at least two hours each day the program is offered.

C. Survey Instruments

Each site received two surveys (a program survey and a staff training survey) along with a letter indicating the purpose of the study and a postage-paid, pre-addressed envelope in which to return the survey. The *program survey*, to be completed by the program director, included information on program sponsorship, ages of youth served, hours of operation, program focus, staffing, services provided, programming areas for youth, and program challenges. The *training survey* requested information on preferred training topics, methods and times; how much could be paid for training; impediments to attending training; and demographic information on the respondent. There were two versions of the training survey: one for directors (randomly distributed to half of the programs) and one for assistant staff (distributed to the remaining half of the programs). The two versions were identical except that: 1) directors (but not staff) were asked to indicate their interest in administrative training topics; and 2) the director was asked to indicate what non-administrative training topics they would like their staff to have over the next year while on the staff version, the staff member was asked to indicate their own interest in these same training topics.

D. Procedure

The surveys were mailed to each program on the database. Program directors were first asked to indicate on the survey form whether or not they met each of the eligibility criteria. Those meeting the eligibility requirements went on to complete the remaining questions on the surveys. Respondents in programs not meeting the eligibility requirements stopped after the eligibility questions. Both groups returned the surveys by mail to the Georgia School Age Care Association in Decatur, Georgia.

The two surveys were mailed to 1,554 programs in March and April of 2001. As an incentive for participation, programs that responded by the target date were entered into a drawing for several \$100 certificates to support the purchase of training and/or materials related to school-age care. Two follow-up reminder postcards were mailed approximately 10 and 20 days following the mailing of the original surveys.

Examination of returned surveys identified 66 programs that were duplicates or had invalid addresses. Follow-up phone calls identified two additional programs with disconnected phones. After removal of these programs, the final total number of school-age programs was 1,488. Table 1 lists the number of programs surveyed (Column 1) and the number of mail surveys returned (Column 2).

V. Survey Response Rates

A. Response Rate for Program Surveys

Completed program surveys were obtained via mail from 299 programs. Two of the surveys were unusable, bringing the total usable surveys to 297. This represents 20% of the 1,488 programs on the final database. Mail survey return rates ranged from 6% to 64% across counties. Of the surveys returned, 273 met all three criteria for inclusion in the study.

B. Response Rate for Training Surveys

Completed training surveys were obtained from 269 respondents. A few program administrators did not return a training survey and a few returned more than one. Surveys completed by preschool staff were eliminated as were surveys returned by assistant directors when there was also a survey from the director of the same program. Although we had designed the study to receive training surveys from both school-age program directors and program staff, many of the program directors completed the survey intended for staff members. Given the small number of staff surveys, we decided to limit analyses to school-age program directors only. The final training survey sample therefore included 201 respondents who had an accompanying SAC program survey, were in an administrative position and had responsibility for school-age youth.

C. Follow-up Phone Surveys

Because of the relatively low response rate to the mail survey, members of the research team contacted a sample of non-responding programs during the summer of 2001 to obtain information via phone on two topics: 1) program capacity, enrollment, and waiting lists; and 2) program focus areas. Usable information was obtained from 125 (89%) of the 140 programs that agreed to provide information by phone.

D. Section Summary

A total of 297 mail surveys were received back from the 1,488 programs on the final database. This represents a response rate of 20%. Of the surveys returned, 273 (92%) met the criteria for inclusion in the program and were included in data analysis. Accompanying training surveys were received from 201 program administrators. Selected information was received through a follow-

up phone survey from an additional 125 programs that did not return the mail surveys to determine the extent to which non-responding programs were similar to or different from the programs that returned the mail survey.

VI. Generalizability and Suggested Use of Results

Two types of information are included in this report: 1) an estimate of the number and locations of intensive school-age care programs in the larger metro Atlanta area; and 2) data on the characteristics of school-age care programs and director training needs. Discussion of the potential validity and generalizability of each type of information is provided below.

A. Number and Geographical Location of School-Age Programs

Information on the number and locations of programs was derived from five databases, one of which is updated several times per year by the Child Care Resource and Referral Program of Metropolitan Atlanta. In addition, the Georgia School Age Care Association made many follow-up phone calls with school districts and recreation departments to ensure that the list of school-age programs offered by these groups was complete and accurate. Given the substantial effort undertaken by the partner agencies, we believe the figures reported here on the number of more intensive programs enrolling school-age youth in the larger metro Atlanta area are fairly complete for both individual counties and the 13 county region in general.

B. Program Characteristics & Director Training Needs

The low response rate for the mail survey presents a more serious challenge for the validity of the survey data. Despite use of an incentive for participation, two follow-up reminder post cards, and numerous phone calls encouraging return of the mail surveys, only one-fifth of the programs responded by mail. This response rate does not permit generalization of the results to all SAC programs in the metro Atlanta area. It is possible that programs that responded to the mail survey were different in some ways from those that did not.

To identify possible biases in the mail sample, responses given by directors from non-responding programs to the two phone interview questions were compared to the answers provided by directors who responded voluntarily by mail. These results must be viewed with caution given that the phone sample was not randomly determined and, for some variables, there was a large amount of missing data. Despite these problems, however, we believe comparing mail and phone responses provides some insight into possible variations between these two populations of responders.

Analysis of variance, t-tests and chi-square analyses, as appropriate, were used to determine differences between the two groups. Results of analyses that reached ($p < .05$) or approached ($p < .10$) statistical significance are reported. Detailed results are included in Appendix A.

Overall, the pattern of results for the mail and phone surveys was fairly similar. Over 90% of the programs from both groups met the criteria for inclusion in the study and programs in both the mail and phone survey groups served primarily elementary-age youth. There was no significant difference between the mail and phone groups in terms of maximum capacity or enrollment and neither group had large numbers of youth on waiting lists. Similarly, both groups saw meeting the needs of working parents as a major emphasis of their program, with education or enrichment being the most prevalent secondary focus area.

There were, however, some differences between the magnitude of the responses from the mail and phone respondents. Phone group respondents were somewhat less likely than mail respondents to report serving older school-age youth. Phone respondents were also less likely to report having waiting lists, although there was not significant difference between the phone and mail groups in terms of the percent of programs at full capacity. In contrast, phone respondents were slightly more likely than mail respondents to report focusing on meeting the needs of working parents. Phone respondents also emphasized education somewhat more and recreation substantially less than programs in the mail group.

The similar *pattern* of results between mail and phone groups provides some evidence that the general findings of this study may reflect important characteristics of school-age programs in the 13 county area, at least for the variables that were common across the two survey methods. The finding of differences in the *magnitude* of responses between mail and phone survey respondents suggests, however, that the absolute values listed in the tables and figures for the mail survey be viewed with caution.

C. Suggested Use of the Data

As indicated in Section A, we believe that the information provided in this report on the estimated number and locations of facility-based school-age programs within counties and across the entire 13 county metro Atlanta area was fairly valid at the time of data collection. It will be important to track these numbers over time to determine how changing demographics and public/private resources for establishing and sustaining school-age care programs affect the number of school-age care programs in the future.

In contrast, additional studies are needed to replicate and extend the mail survey findings before we can truly understand the characteristics of school-age programs and staff in the metro Atlanta area. Given the very low number of mail surveys returned it would be inappropriate to attempt to generalize from these data to the entire population of school-age programs in the metro Atlanta area.

Results from the mail survey data included in this report are best used to: 1) stimulate discussion on school-age care; 2) to help those who administer, work in, or support school-age programs better understand the many variables that may affect the availability, accessibility, affordability, sustainability and quality of school-age care in the larger metro Atlanta area; and 3) to guide future data collection.

VII. Overview of Data Analysis

Although information on selected program measures was obtained from both mail and phone survey respondents, many questions were asked only on the mail survey. In order to allow comparison of results across all variables, the survey data provided in the following sections of the report are from the mail survey only.

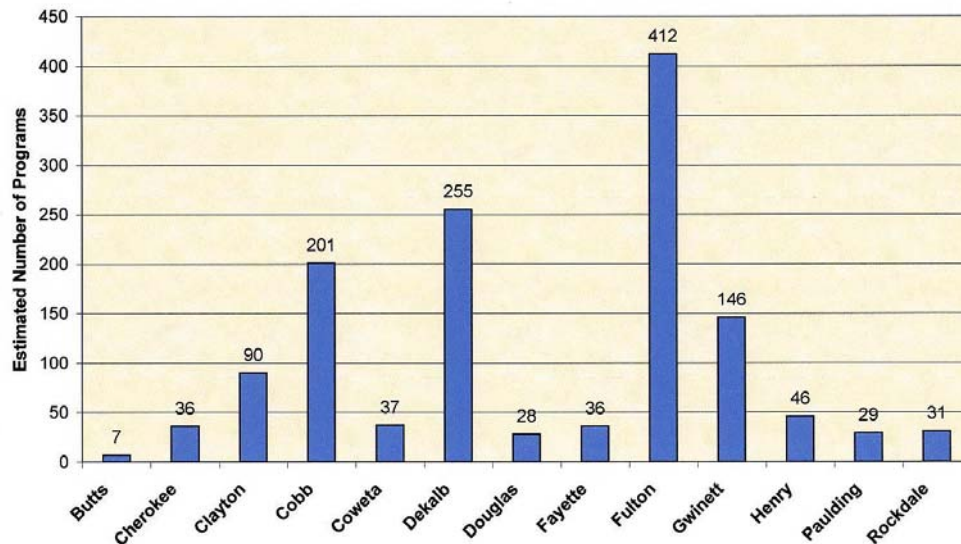
Analysis of variance, t-tests and chi-square analyses were used to help interpret the significance of any differences obtained between groups. Correlations were used to determine the significance of the associations between variables. Results of analyses that reached ($p < .05$) or approached ($p < .10$) statistical significance are reported. More important than statistical significance of a single test (which is more likely to have occurred by chance when many analyses are conducted) were the patterns of results obtained. More credibility was given to the outcomes of analyses when the pattern across a group of variables was consistent, especially when the results were consistent with the findings of other research studies on school-age care.

VIII. Estimated Number of Programs in the Metro Atlanta Area

The estimated total number of SAC programs in each county is listed in the column 9 of Table 1 (Appendix B). These estimates were obtained by multiplying the number of programs on the final database, (column 1 in Table 1) by the percentage of programs from the mail and phone surveys from that county that were eligible for inclusion in the study (column 8 in Table 1). The total number of programs across the entire 13 county metro Atlanta area is estimated to be 1,354.

As can be seen in Figure 1 below, the estimated number of programs varies considerably across counties, from a low of 7 programs in Butts County to a high of 412 in Fulton County. Almost two-thirds of the school-age programs (868 or 64%) are in only three counties—Fulton, DeKalb and Cobb.

Figure 1. Estimated Number of Facility-Based School-Age Programs in the Metro-Atlanta Area (June, 2001).

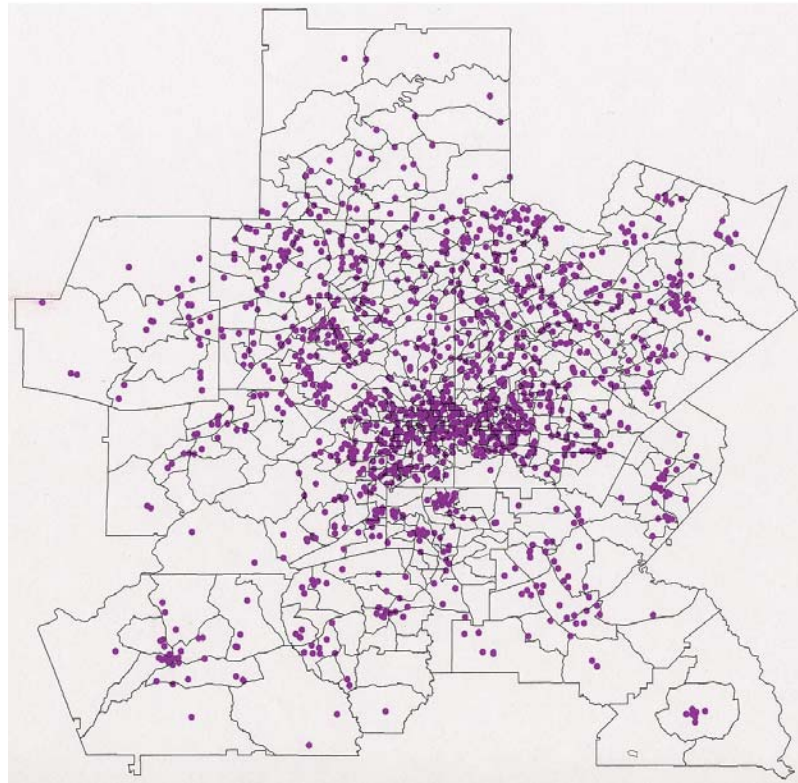


IX. Geographical Location of SAC Programs

A. Program Location and County Characteristics

Programs serving school-age youth in the 13 county metro Atlanta area were mapped to determine the geographic distribution of the sites, see Map 1 below. The locations of the programs were then superimposed on maps that show the 2000 population density by census tract of 5-17 year-olds (Map 2, Appendix D). The percentage of the 2000 population reporting their race/ethnicity as Black (Map 3, Appendix D), Hispanic (Map 4, Appendix D), and White (Map 5, Appendix D) was also obtained, as was the 1999 median family income by block group (the most recent data available, Map 6, Appendix D). Because transportation systems may also play a role in the location of school-age programs, a map listing interstate freeways in the metro Atlanta area is also provided (Map 7, Appendix D).

Map 1. Distribution of SAC Programs in Metro Atlanta.

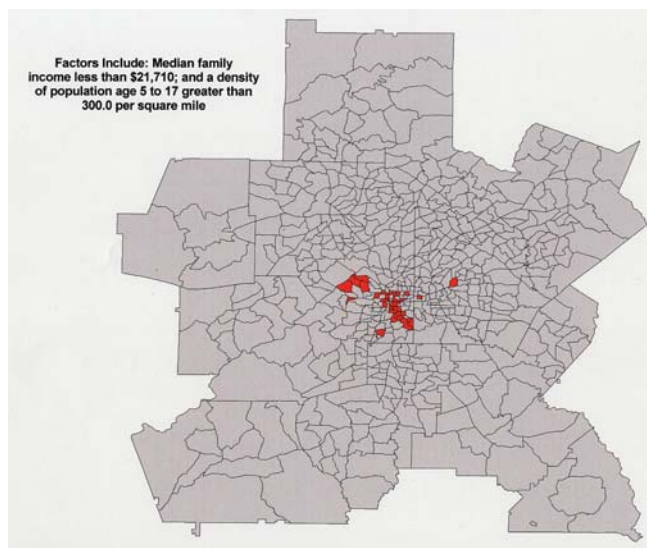


Maps 2-6 (Appendix D) are color-coded so that low values for each variable (population density, race/ethnicity, income) are indicated in green, medium values in blue, and high values in red. For example, for median income, green represents block groups ranging from \$0 - \$21,710, (the 1999-2000 income level at or below the cutoff for free school lunches for a family of four); blue indicates the range from \$21,710 - \$49,279 (the higher figure represents the median family income in Georgia in 1999) and red shows block groups with median family incomes above \$49,279. The three ranges for population density and each racial/ethnic group were determined by the GSACA committee as being useful divisions for interpreting each variable.

B. High-Density SAC Areas

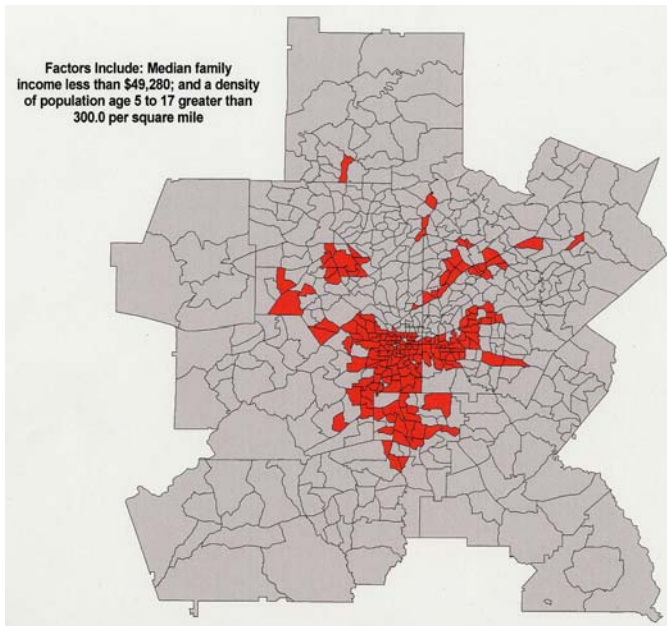
The majority of SAC programs are located in areas where the population density of school-age youth is highest (Map 2, Appendix D). The greatest density can be observed in a band extending from Interstate 285 West to Interstate 285 East, following and to the south of Interstate 20. This area is heavily African-American (Map 3, Appendix D) and includes large numbers of very low-income families (Map 6, Appendix D).

Two special-focus maps were created to show the geographical areas with large densities of 5 to 17-year-old youth from low to moderate-income families.



Map 8: High Density Areas of Low-income School-age Youth in metro Atlanta

As shown here in Map 8, large numbers of school-age youth from low-income families are clustered primarily in Fulton County.



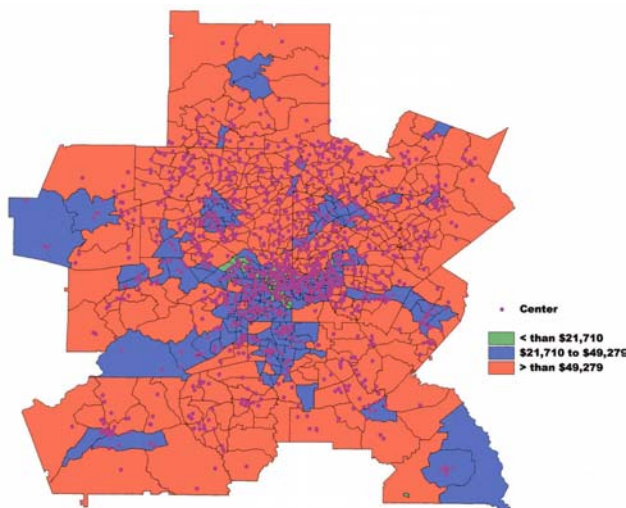
Map 9 High Density of Low and Moderate Income School-age Youth.

Map 9 shows the areas with high numbers of school-age youth from both low and moderate income families. These youth are located primarily in portions of Fulton, DeKalb, Gwinnett, Cobb, and Clayton counties along with the very southern portion of Cherokee county.

Maps 10, 11 and 12 (Appendix D) indicate the geographical location of areas with a high density of school-age youth in low to moderate income families broken down by race-ethnicity. As can be seen in these maps, each racial-ethnic group tends to be located in non-overlapping sections of the metro Atlanta area.

C. Lower Density SAC Areas

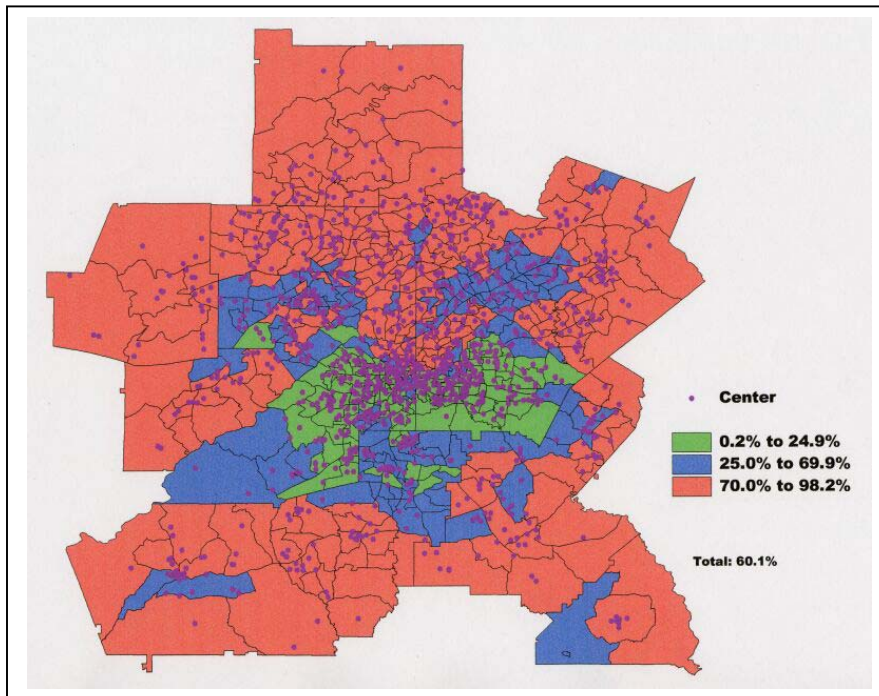
As can be seen on Map 6 below, there are large portions of Cherokee, Paulding, Douglas, Coweta, Henry, Butts and Rockdale counties with moderate-income families (blue areas) that earned less than the 1999 median family income for the state but more than the amount required to qualify for free lunches.



Map 6: Median Family Income in 1999

Map 5 (Appendix D) shows that many of these families are of European-American descent. As can be seen in Map 2 (Appendix D), the population density of school-age youth in these counties is low. Therefore, these families were not reflected on the special-focus maps that also require high densities of school-age youth (Maps 8-12, Appendix D). It will be important to consider the unique characteristics of these less-populated counties in meeting the needs of moderate-income, primarily European-American families with school-age youth.

**Map 5: Percent White Population of Total Population by
2000 Census Tract**



D. Section Summary

Based on the results of this study, we estimate that the 13 county metropolitan Atlanta area includes approximately 1,350 SAC programs providing services at least six hours per week. The number of programs varies considerably across counties from a low of 7 programs in Butts County to a high of 412 in Fulton County with over two-thirds of the programs being located in only three counties (Fulton, DeKalb and Cobb).

The density of school-age care programs is highest along and to the south of Interstate 20 extending from Interstate 285 West to Interstate 285 East. This area also contains large numbers of low-income families and African-American youth. The high density of SAC programs in areas with high African-American population is consistent with other research findings. Brimhall, et al. (1999), Capizzano et al. (2000), and Seppanen et al. (1993) all found that facility-based SAC was used more extensively by African-American families.

High densities of youth from moderate income families are also found in Cobb, DeKalb, Fulton, and Clayton counties as well as in the very southern portion of Cherokee county. Moderate income families are also located in the outer tier of counties, which have lower densities of school-age youth. A comprehensive approach to SAC in the metro Atlanta area may require different approaches for areas with higher and lower densities of school-age youth.

X. Program Characteristics

This section includes information on a variety of program characteristics (Tables 2-4, Appendix B). These characteristics include the date the program was established, program ownership information, program regulation/accreditation, program focus areas and program space.

A. *Date Program Established*

Relatively few respondents (8%) indicated that their program had been established prior to 1980, with the oldest program established in 1901. About one-fourth (29%) of the programs had been established in the 1980's while 63% had been established in the last 12 years. Slightly less than one-third of the programs were established after 1995. The high proportion of more intensive SAC programs established in the 1980's and 1990's is consistent with the emergence of the new field of school-age child care that was developed primarily to meet the needs of working families and with the increasing interest in and funding for youth prevention programs.

B. *Type of Legal Entity*

Directors were asked to indicate the group that had legal responsibility for their program. As can be seen in Table 2 (Appendix B), over two-thirds of the programs were privately owned (44%) or were administered by public schools (27%). Over one in five SAC programs were sponsored by faith-based groups (8%), youth organizations such as YMCAs and Boys & Girls Clubs (7%), or local governments (4%). Many of the local government programs were parks and recreation programs offering school-age care. The remaining 10% of programs were sponsored by child care organizations, family or community service organizations, private employers/corporations or other groups.

Almost all (92%) of the privately owned programs also provided care for preschool children. In contrast, relatively few schools with SAC programs (28%) also served preschool children.

C. *Auspice*

Forty-six percent of the programs were for-profit. The remaining 54% of programs were not-for-profit, with 20% being private, not-for-profits and 34% being public, not-for-profits (Table 2, Appendix B).

D. Minority/Female Owned

One-third of the respondents did not answer these questions or indicated they did not know if their program was minority, or female-owned. Of the programs for which this information was provided, 45% were female-owned and 34% were minority-owned (Table 2, Appendix B). These results indicate that the field of school-age care may provide an important avenue for business ownership for under-represented groups in the metro Atlanta area.

E. Program Regulation and Accreditation

As can be seen in Table 2 (Appendix B), 70% of the programs were licensed or regulated by the state and 4% were federally licensed or regulated. Forty-two percent of the respondents also indicated that their program must meet the program standards of their agency. Very few programs (6%) appeared to be totally without some form of monitoring (e.g., according to respondents, these programs were not licensed/regulated, accredited, or monitored by their agency). These figures total more than 100% because some programs had multiple accreditations.

While meeting public or organizational standards was common, being nationally accredited was not. Only one in five programs was nationally accredited. Seven percent were accredited by the National Association for the Education of Young Children, 5% by the National School Age Care Alliance, 5% by the National Child Care Association, and 4% reported other national accreditations. These figures total more than 20% because several programs had more than one national accreditation.

F. Space

Slightly over half of the respondents (57%) indicated that they shared space with others (Table 2, Appendix B). Over half (60%) of the respondents indicated that they had enough space to expand their program, 30% indicated that they could not expand and 10% were unsure.

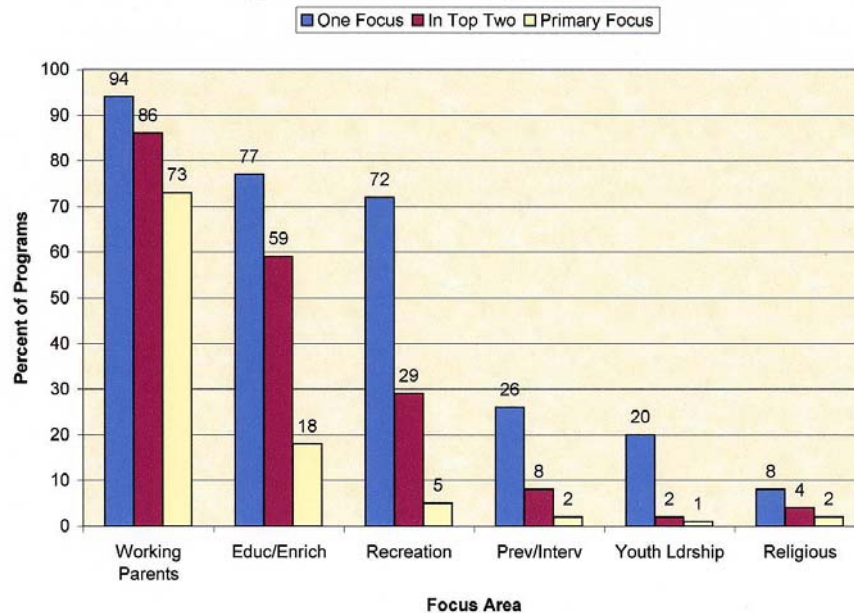
G. Program Focus

Respondents were asked to indicate whether or not each of six possible focus areas described their program. Respondents then selected up to two of the six statements that best described their program. As can be seen in Figure 2 below and Table 3 (Appendix B), almost all respondents (94%) viewed meeting the

needs of working parents as one focus for their program. Almost three-fourths (73%) of respondents indicated it was the primary focus and 86% included it among the top two focus areas for their program.

Education/enrichment was the next most prevalent focus. Over three-fourths of the respondents saw this as one focus. Only 18% viewed it as the primary focus, although 59% reported it was one of the top two focus areas for their program.

Figure 2. Percent of Programs With Focus Area



Recreation was reported to be one focus of 72% of the programs although only 5% indicated it was a primary focus. Less than one-third of the directors indicated it fell in the top two focus areas.

Prevention (26%), youth leadership (20%) and religion (8%) were reported less often as focus areas. Less than 3% viewed these as primary focus areas and less than 10% indicated these areas were among the top two focus areas for their program.

It is important to note that comparison of mail and phone surveys (Appendix A) indicates that the true percentage of SAC programs that see one of their roles as meeting the needs working parents or that emphasize education may be slightly higher than reflected above while the percentage of programs stressing recreation as one of their focus areas may be slightly lower than indicated above.

H. Section Summary

Almost two-thirds of the SAC programs described in this study had been established in the last twenty years. The most common setting for SAC programs was a privately owned child care center that also provided care for preschool children. Slightly over one-fourth of SAC programs were in public schools. Slightly over half of the SAC programs were not-for-profit; half were owned by women and about one-third were minority-owned. About half of the SAC programs were in shared space and 60% of directors indicated they have enough space to expand their program.

While two-thirds of the SAC programs were state- or federally-licensed or regulated, only about 20% of programs were nationally accredited, which requires meeting a higher level of program quality. Very few SAC programs (6%) appeared to be totally without some form of monitoring.

Almost all directors reported meeting the needs of working parents as a primary focus of their program, with education being a strong secondary focus and recreation being a secondary focus in only about one-third of the programs. The lower emphasis on recreation is of special concern given the limited opportunities for physical education in public schools (Powers, Conway, McKenzie, Sallis & Marshall, 2002) and the high rates of obesity and chronic disease among children and youth. The very low emphasis on prevention/intervention by SAC programs was also surprising given the high incidence of youth with multiple risk factors in the metro Atlanta area.

Consistent with our results, Seppanen (1993) also found that privately-owned child care centers were the most prevalent form of SAC, that about half of the SAC programs were in shared space, that almost all SAC programs viewed working parents as an important audience, and that prevention/intervention programs were seldom the most important focus of SAC programs.

Our results differ from Seppanen (1993) in that we found a higher percentage of SAC programs run by for-profits (46% versus 34%) and by public schools (27% versus 18%). In addition, SAC directors were more likely in our study to list education/enrichment as their top program focus (18% versus 4%) and were less likely to indicate recreation (72% versus 97%) and prevention (26% versus 71%) as one focus of their program. Unfortunately, we do not know whether these differences are due to SAC programs in Georgia being different from SAC programs nationally, to differences in the survey questions across the two studies, or to changes in SAC practices over time.

XI. Program Capacity, Enrollment and Waiting Lists

A. Age Groups Served

Programs were coded as serving youth in a particular age category if they indicated any capacity or enrollment for that age group or if they reported that they provided program activities for that age group. As shown in Table 4A (Appendix B), the vast majority (96%) of the programs identified through this survey served elementary-age youth. Only one in five programs served middle school youth and only six percent of the programs served high school youth. Comparison of the mail and phone surveys indicated that those responding by phone (non-responders) were less likely than mail respondents to serve older youth (Appendix A). Thus the actual number of programs serving older youth in the metro Atlanta area is likely to be even lower than listed in this report.

The relatively low number of programs for older youth is probably due to the eligibility criteria of this study and the databases from which the list of programs was compiled. Our focus was on the more intensive SAC programs providing at least six hours of programming over at least three days each week. Because of their greater need for constant supervision, families are especially likely to enroll elementary school youth in these more intensive programs. In contrast, older youth are more likely to attend shorter-term programs that were not surveyed in this study (Smith, 2000).

B. Presence of Preschool Children

Twenty-eight percent of the programs served only school-age youth while 72% also served preschool children. Of the programs serving preschoolers, 71% offered care for infant-toddlers, 79% enrolled 3- to 5-year-olds who were not in Pre-K, and 80% enrolled children in Pre-K. These results indicate that the vast majority of settings that serve school-age youth also include preschoolers.

Of the programs only serving school-age youth, 83% enrolled elementary-age youth while 24% and 3% enrolled middle school and high-school youth. Even when serving school-age youth is the sole purpose of the program, the vast majority of more intensive SAC programs serve only elementary-age youth.

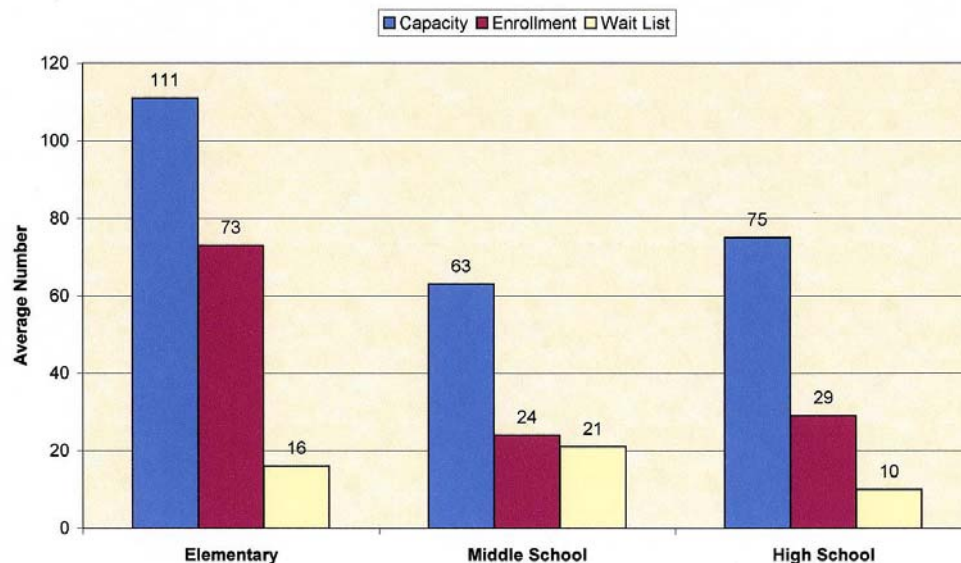
C. Average Program Capacity and Enrollment

Preliminary analyses indicated there were no significant differences between mail and phone survey respondents on SAC capacity and enrollment, or the likelihood

of the programs to be at or above maximum capacity, between 80-99% of capacity and less than 80% of capacity (see Appendix A). These results must be viewed with caution, however, because of the large amount of missing data on one or more of these variables and the high variability in program size.

Programs for Elementary School Youth. SAC programs for elementary-age youth had an average capacity of 111 youth although only an average of 73 youth were actually enrolled in the programs, as illustrated in Figure 3 below and Table 4 (Appendix B).

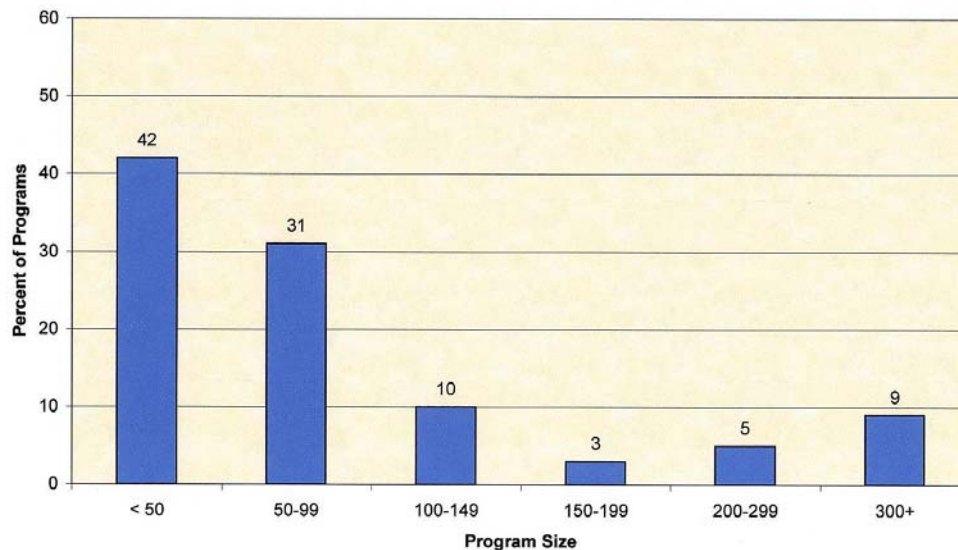
Figure 3: Average Capacity, Enrollment & Waiting List by Age Group Served



There was great variation in both capacity and enrollment across programs for elementary-age youth. Program capacity varied from 8 to 998 youth, with half of the programs reporting a capacity of 54 youth or less. Program enrollment also varied substantially across programs, from 6 to 633. About half of the programs enrolled 40 or fewer youth while one-fourth enrolled 90 youth or more.

As can be seen in Figure 4 on the following page and Table 4B (Appendix B), about three-fourths of SAC programs serving elementary-age youth had maximum capacities of less than 100 youth. About 9% of the respondents reported very high capacities (300-998 youth). Six of the 13 counties had at least one very large program, although three-fourths of the very large programs were located in only two counties.

Figure 4. Percent of Programs for Elementary Youth
by Program Size



Most very large programs (88%) were located in public schools, although these large programs represented only 31% of all school-based programs. There were no significant differences between smaller and larger school-based programs in days, times or periods over which the program operated. There was, however, a significant difference between the two types of school-based programs in the registration options offered to families². Most (73%) of the very large school-based programs offered a drop-in option only, whereas the other school-based programs typically required youth to register for particular days (62%) or offered this option along with a drop-in option (26%). A few directors of very large programs wrote on their survey that the purpose of their program was to serve all students in the school. It appeared that these directors listed their maximum capacity as the total population of their school. Unfortunately, we do not know how many youth could be accommodated in these programs at one time, assuming current resources available to the program. It is possible that the number of youth who can be served at any one time may be lower than the maximum capacity reported by directors.

Programs for Middle School and High School Youth. The figures on capacity and enrollment for older youth must be viewed with extreme caution, given that only 67 to 77% of programs serving middle school youth and 44% of programs serving high school youth provided this information (Table 4, Appendix B). As can be seen in Figure 3 (Appendix C), the capacity and enrollment for programs serving older youth appeared to be much lower than found in programs serving elementary-age youth. About 17,000 middle school and 6,000 high school youth can be served in these programs. One-half of the programs serving middle

school youth enrolled an average of 23 or fewer youth while one-fourth enrolled 50 or more youth. Half of the programs enrolling high school youth served 25 or fewer youth, with the remaining programs serving between 100 and 200 youth.

Over half of the programs serving middle/high school youth were privately owned (33%) or in schools (21%). Almost one-third were offered by youth-serving agencies (16%) or faith-based organizations (14%). It is important to keep in mind that these figures pertain only to the more intensive SAC programs included in this study. They do not include short-term activities (e.g., sports, music, art, computer skills, clubs, etc.) that typically are offered only a few hours each week or month. Therefore these figures do not represent the true extent to which organizations of different kinds serve older youth. It is likely, for example, that a much higher percentage of youth-serving organizations and schools reach middle and high school youth through short-term, activity-based programs.

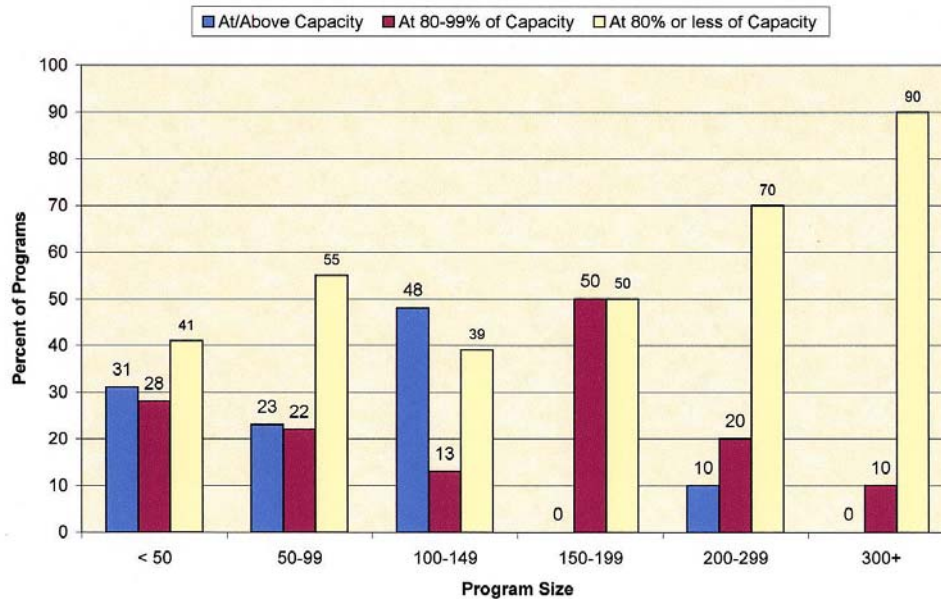
D. Waiting Lists

Relatively few programs serving elementary, middle and high school youth had waiting lists (15%, 16%, and 29%, respectively). For those few programs with waiting lists, the average number of youth on the waiting list was 16, 23, and 10 youth, respectively, for programs serving elementary, middle school and high school youth (Figure 3, Appendix C).

Again, however, extreme caution must be used in interpreting these results given the small number of middle and high school programs providing this information and because some programs may choose not to keep waiting lists even when they are at or above program capacity (Appendix A).

To have a broader understanding of the demand for SAC programs, we next determined: 1) the number of programs that were at or above maximum capacity (whether or not they had a waiting list); 2) the number of programs that were between 80 to 99% of capacity and 3) the number of programs that had enrollments less than 80% of capacity. These calculations were conducted only for programs serving elementary-age youth, due to the small number of middle and high school programs in this sample.

Figure 5. Enrollment by Program Size (Elementary Youth)



As can be seen in Table 4B (Appendix B), 25% of SAC programs were either at or above maximum capacity or had a waiting list. Directors in half of these programs indicated that they probably (33%) or definitely (17%) could expand their space to enroll more youth.

Half of the programs serving elementary-age youth were at less than 80% capacity. As can be seen in Figure 5 above, this ranged from 39% to 90% across programs of different sizes. Of particular interest was the finding that 39% to 55% of smaller programs (< 50 youth through 150-199 youth) were at less than 80% of capacity.

E. Factors Associated with Lower Enrollment

To determine factors associated with lower enrollment, the extent to which directors reported a variety of program problems was correlated with the extent to which the program was at maximum capacity. As one would expect, directors in programs with more open slots were more likely to report problems recruiting youth than were directors of programs at or near capacity.³ In turn, directors who reported more problems recruiting youth had programs that were less likely to operate year round⁴ and to offer care on holidays⁵ and during breaks.^{6,7} These programs were also less likely to offer transportation to and from school.⁸ Thus, programs that offered more restricted schedules and provided fewer transportation services were less likely to be at full capacity.

Directors who reported more problems recruiting youth also reported greater problems obtaining funding for the program⁹ and getting the materials¹⁰ and equipment¹¹ they needed. These directors also were more concerned with staff turnover,¹² youth behavior management problems¹³ and involving families in the program¹⁴. The pattern of these associations raise the possibility that sites with lower enrollment may have more challenges maintaining high quality programs, perhaps due to insufficient funding levels.

F. Section Summary

Consistent with past research (Capizzano et al., 2000; Seppanen et al., 1993; Smith, 2000), almost all of the intensive SAC programs responding to the survey serve elementary-age youth. Only one in five enrolls middle school youth and even less—one in twenty—enrolls youth in high school. About three-fourths of the SAC programs also serve preschoolers. The total capacity of SAC programs serving elementary-age youth averaged 111 youth, although only an average of 73 youth were enrolled in the programs. Average enrollment of middle and high school youth was even lower.

There was great variability in program size for SAC programs serving elementary-age youth. Most SAC programs served 100 youth or less. About one program director in ten, however, reported maximum capacities of 300 students or above. Very large SAC programs were usually found in public schools, although they accounted for only about one in three school-based programs. The very large school-based programs differed from the majority of school-based programs in that they primarily offered a drop-in program, rather than enrolling youth for specific days.

Like Seppanen et al (1993), we found that smaller SAC programs are more common and that the large programs are more likely to be in publicly-sponsored

settings. Our study differed from the 1993 study in that both the capacity and enrollment of SAC programs in this study was substantially higher than found by Seppanen et al. in 1993. This difference may be due to expansion of the SAC field over time or to differences in the design of the two studies. The 1993 study excluded programs offering only drop-in enrollment whereas these programs were included in our study.

As was also found by Seppanen et al (1993), relatively few of the SAC programs (one in four) were filled to capacity. Over half of the programs in this study were at 80% of capacity or less. Among smaller SAC programs (less than 100 youth), which represent three-fourths of all SAC programs responding to the survey, 39-55% of the programs were at less than 80% capacity. Half of the directors in programs that were at maximum capacity or had waiting lists indicated that they may have space to expand the program, although only 17% definitely felt they had sufficient space to expand.

Directors of programs with more openings reported greater problems recruiting youth. In turn, problems recruiting youth were associated with: 1) being open less often; 2) offering fewer transportation services; 3) funding problems, and 4) quality indicators such as staff turnover, lack of adequate materials and equipment, and lower family involvement.

XII. Comparison of SAC Supply and Demand

A. Estimated Supply and Demand in the Larger Metro Atlanta Area

Recent national studies consistently report that most elementary and middle school youth are cared for by parents or relatives; attend short-term activities such as sports, lessons, and clubs; are in home-based care by a non-relative; or are home alone when school is not in session (Capizzano, Tout, & Adams, 2000; Sonenstein, Gates, Schmidt, & Bolshun, 2002; Smith, 2000). About 9% of school-age youth between 5 and 14 years are reported to be in the facility-based SAC programs that were the focus of this study (Smith, 2000). These national figures were used to estimate the minimum potential demand for school-age youth in the metro Atlanta area. Data from our program survey was used to estimate the number of SAC slots currently available (the supply).

Calculating Supply. The number of available slots for elementary-age youth in the 13 county metro Atlanta area was determined by multiplying the estimated total number of school-age programs in each size group by the mean capacity for that size program and then summing across all programs (Table 4C, Appendix B). Using these calculations, the estimated supply of school-age care slots for elementary-age youth in the metro Atlanta area is 150,125 slots.

As can be seen in Figure 5 (Appendix C), and Table 4C (Appendix B), however, 45% of the capacity in metro Atlanta SAC programs is in very large programs serving 300 or more youth. As discussed in the previous section, we are unsure of the validity of the capacity figures for very large programs given that some directors reported the total capacity of their school, which may differ from the number of slots available at any one time for youth who want to attend the program. Average enrollment for very large programs was reported to be 248 youth per program. Assuming that there remains some untapped capacity in these programs, we used a figure of 300 as the estimated capacity of the 116 very large SAC programs, resulting in a total capacity of 34,800 slots in the very large programs. Combining this figure with the estimated capacity of 82,880 in the other SAC programs produces a much lower capacity of 117,680. Our best estimate is that the total capacity of SAC programs in the 13 county metro Atlanta area is somewhere between 117,600 and 150,000 slots.

Calculating Demand. The Census Bureau study²¹ provides the only estimate of the use of facility-based programs by all families of 5 - to 14-year-olds. The other studies referenced above focus only on SAC use by employed parents. According to the national Census figures, 9% of all 5 - to 14-year-old youth attended an organized care facility or a before - or after-school program. Youth

typically attend these programs for an average of 10 hours per week. Using this figure, we estimate that the minimum number of school-age slots needed for elementary school youth is approximately 9% of the total population of 6-12 year-olds in the metro Atlanta area (382,629), or about 34,437 youth.

Because many families may also wish to utilize facility-based programs for enrichment, recreation or prevention purposes (e.g., homework & tutoring, creative arts, social skills training) we also included the percentage of families reported in the Census study that enrolled their school-age child in enrichment activities (16%). Multiplying this figure by the total population of 6-12 year-olds in the metro Atlanta area (382,629) produces another 61,221 elementary-age youth who may access school-age programs for shorter amounts of time for enrichment, recreation or prevention purposes.

Using the above calculations, we estimate that to satisfy the demand for SAC in the metro Atlanta area a minimum of between 34,500 and 96,000 slots are needed. In order to allow families a choice in programs, however, and to accommodate families who wish to move from one program to another, there must be at least some open slots in school-age programs. Unfortunately, we do not know how many open slots are needed in order for families to have sufficient choices. In our calculations, we arbitrarily selected 20% as the number of open slots needed to permit at least some parental choice. The above figures were therefore multiplied by 1.2 to allow parental choice. These calculations increased the estimated need to between 41,400 and 115,200 slots.

Comparison of the estimated supply of (117,600 to 150,000) with the estimated demand (41,400 to 115,200) suggests that, on average, across the entire metro Atlanta area there may be enough slots to meet the minimum demand by families and to allow families and youth some choices in selecting programs.

B. Variation Across Counties.

While the supply of SAC seems to meet the demand overall, it is possible that supply and demand may be distributed unevenly across counties. To further examine this possibility we considered the enrollment and waiting list information for each county. Five counties responding to the mail survey had no waiting lists (Butts, Cherokee, Douglas, Paulding and Rockdale) and only 3% of the programs from Cobb County reported waiting lists. Waiting lists were somewhat more prevalent (8-18%) for programs in Clayton, Coweta, DeKalb, Fulton, Gwinnett and Henry. These figures must be interpreted with care, however, due to low response rates from these counties to the mail survey.

In contrast, Fayette County, with a 64% return rate for the mail surveys, appeared to be experiencing substantial enrollment pressures for programs serving elementary-age youth. An average of 125 elementary-age youth were enrolled in these programs even though the average capacity of the programs was only 99 youth. These figures alone, however, do not indicate an enrollment problem. Enrollment may legally exceed capacity if many youth are enrolled part-time and attend the program at different times or on different days. A better argument for enrollment pressures in Fayette County is the finding that over half (53%) of program directors reported having waiting lists, with an average of 16 students on the waiting lists.

Almost three-fourths (73%) of the SAC programs in Fayette County are located in schools. Most of the remaining programs (23%) are privately owned. While there was no significant difference in the maximum capacity of these two types of programs (101 versus 90 youth, respectively), enrollment in school-based programs was significantly higher than enrollment in privately owned programs (137 versus 68 youth, respectively).¹⁵ Moreover, while 40% of the directors from programs at maximum capacity reported that they may have enough space to expand their program, none of the directors was definitely sure they had sufficient space to expand.

This pattern of results suggests that the demand for SAC programs in Fayette County may exceed the supply. Additional SAC sites may have to be developed given that relatively few directors believe they have sufficient space to expand their programs.

The low response rate from programs in other counties prevents us from estimating the extent to which supply meets demand in these counties. Moreover, even if the supply appears to meet demand at the county level, it is possible that there are enrollment pressures in certain geographical locations within counties. It is also possible that families cannot access the type of program that meets their needs, especially in counties with very low numbers of SAC programs. Having open slots does not help meet the demand if the hours, cost, or activities offered do not meet the needs and goals of the families seeking SAC.

C. Section Summary

Based on the results of this study we estimate that there are between 117,600 and 150,000 SAC slots for elementary-age youth in the 13 county area. Using national figures on the percentage of families that typically use SAC arrangements, the minimum demand for SAC for elementary-age youth is estimated to be between 41,400 and 115,200 slots. These calculations indicate

that, overall, the current SAC supply may be adequate to meet the demand for SAC in the 13 county metro Atlanta area.

There is also evidence, however, that the supply of SAC slots is unevenly distributed across geographic areas. Most SAC programs were located in only three counties. In addition, many SAC program directors in Fayette County reported enrollments that exceeded maximum capacity, a much greater percentage of these programs had waiting lists compared to the average for the metro Atlanta area in general, and Fayette County directors were less likely than other directors to say they had space to expand their programs. This pattern of results suggests that Fayette County may be experiencing especially severe enrollment pressures. It is possible that there may also be enrollment pressures in other geographical areas as well. Unfortunately, the low survey response rate from other counties does not permit us to examine this possibility. Finally, the finding that programs with lower enrollment are less likely to operate year-round and to offer care on holidays and breaks also raises the possibility that even in areas with open slots, some families may not be able to access programs that meet their needs (Seppanen et al., 1993; Kisker, Hofferth, Phillips, and Farquhar, 1991; Miller & O'Connor, 1995).

XIII. Periods, Hours and Days of Operation

As indicated in the previous section, it appears that there may be sufficient numbers of slots overall to meet the minimum demand for care for of elementary-age youth. But there is also evidence that some slots may remain open because they do not meet the needs of families. This section provides more detail on one critical component affecting the ability of families to access school-age programs—when care is available.

A. Academic Year Versus Summer Programs

Almost all programs (98%) operated during the academic year. About one-third of the programs (35%) operated only during the academic year, 2% operated only in the summer, and 63% operated all year round.

B. Days and Hours of Operation.

Care During the Academic Year. Programs during the academic year were offered for an average of 30 hours during the week, ranging from 3 to 138 hours/week across programs. Almost half (48%) of the programs offered before-school care and almost all (95% or more) offered care after school on weekdays. In contrast, very few programs (<7%) offered care in the evening or at night Monday through Friday or on weekends.

Care During Summer. Summer programs were offered for an average of 54 hours/week, ranging from 7 to 85 hours. Ninety-six percent of the summer programs offered full-day care Monday through Friday while 24% offered part-day care (many programs offered both options). About 10% offered full-day care on Saturday and Sunday and 3-4% offered part-day care. Very few summer programs offered evening/night care (about 5% Monday-Friday and 1-2% on Saturday and Sunday evenings).

Care During Holidays/Breaks. Only 42% of the programs offered care on holidays. Slightly more (57-59%) offered care during winter and spring breaks.

C. Enrollment Versus Drop-In Registration

Half of the programs serving elementary (49%) and middle school (52%) youth and one-fourth (27%) of the programs serving high school youth required youth to enroll for specific days as the only option. Programs offering only drop-in

enrollment were more prevalent for high school youth (40%) than middle (27%) or elementary school (23%) youth. One-third of programs for high school youth (33%) offered both enrollment options. Somewhat fewer programs serving middle (21%) and elementary school (28%) youth offered both options. Programs offering both types of registration may require younger children to enroll for specific days and offer the drop-in option to older children, although it is not possible to determine this from the existing data.

D. Section Summary

Almost all SAC programs operated Monday through Friday. About two-thirds of the programs operated year round and there were very few programs in this sample that offered care only in the summer. Only about half of the programs offered before-school care or operated on holidays and breaks. These figures are much lower than reported in the Seppanen et al., (1993) study which found that 73% of SAC programs offered before school care and about 80% were open during holidays and breaks. The more limited schedules of SAC programs included in this study may be an impediment for some working parents.

Similarly, the lack of SAC programming in the evenings and on weekends would make it difficult for parents working evening and odd-hour shifts to utilize facility-based SAC programs. It is possible, however, that families may prefer home-based care by friends, relatives and family child care providers for evening and night-time care. The lack of evening and weekend care also limits the number of potential enrichment activities available to ALL youth in the community and may be especially limiting for youth from high-risk environments. Given the lack of evening and weekend programming by the more intensive SAC programs included in this sample, it will be important for other youth-serving organizations to fill in this gap.

XIV. Services Offered

The ability to access SAC programs is also affected by the services offered by the program. Transportation for school-age youth is even more important than for preschool children because school hours often do not match parental work hours. Meals and snacks are also critical to the health and well-being of youth.

A. Transportation

Transportation to or from school was provided by half (52%) of the programs. In contrast, relatively few programs (9%) offered transportation to and from home.

B. Meals and Snacks

Most (82%) programs offering before-school care provided breakfast. About half of the programs (48%) provided morning snack. Similarly, most after-school programs (96%) offered afternoon snack and 49% offered lunch, presumably for kindergarten children in half-day programs. In contrast, only 12% of evening programs served dinner and 19% served evening snack.

Although 60% of respondents indicated they used USDA food programs to help fund meals and snacks, relatively few program administrators reported enrollment in specific federal food programs. Thirteen percent of the respondents were unsure exactly which food programs they used. The largest number (26%) were enrolled in the child and adult food program, 9% used the summer food program, 8% each were in the school lunch and breakfast programs, and 2% accessed the special milk program. Despite the low use of individual USDA food programs by sites, less than 15% of respondents wanted more information on any of the programs. The greatest interest was shown in the summer food program (13%) and the special milk program (2%).

C. Section Summary

While transportation to and from school was fairly common, less than ten percent of programs offered transportation to and from home, which may serve as another impediment to parents being able to access programs of their choice. While most programs offered meals and snacks during times they were open, 40% did not access USDA food programs. Providing information on USDA food program options to SAC programs may increase the nutritional value of the food served to youth and also reduce overall operating costs for programs.

XV. Characteristics of Youth Attending Programs

A. Age Groups Served

As indicated in previous sections, almost all of the SAC programs (96%) served youth in elementary school. Many fewer served middle (20%) or high school (6%) youth.

B. Race/Ethnicity of Children/Youth

Twenty-one percent of respondents did not provide information on the ethnic/racial breakdown of the children and youth in their programs or the information provided did not accurately reflect their enrollment. Given the large amount of missing data, the results presented here should be viewed with caution.

Directors indicated that 56% of the children in their programs were African American, 37% were European-American, 3% were Hispanic, 2% were Asian, < 1% were Native American, and 2% were multi-racial. It was not always clear from the survey, however, whether these percentages referred only to the school-age youth in their programs or to all children, including preschool children.

C. Youth with Special Needs

Directors were asked to indicate the number of youth in their programs who were eligible for free or reduced price lunch or child care subsidies. Respondents also were asked to report how many enrolled youth had disabilities. Unfortunately, we are unsure whether the number of youth eligible for free or reduced price lunch and the number with disabilities pertains to the school-age program only or to the entire center. Therefore, we do not know what percentage of these youth were enrolled in programs. Almost two-thirds (62%) of programs, however, reported enrolling some low-income youth and over half (56%) reported enrolling youth with disabilities.

D. Section Summary

Almost all of the more intensive SAC programs served elementary youth. Only 20% served middle school youth and even fewer (6%) enrolled high school youth. Over half of the youth were African-American and slightly over one-third

were European-American. Very few Hispanic/Latino youth (3%) or youth from other racial-ethnic groups were enrolled. About two-thirds of the programs enrolled some low-income youth and slightly over half enrolled youth with disabilities.

Our study found a greater percentage of African-American youth enrolled in SAC programs than was found by Seppanen et al. (1993). It is likely that this difference is due, in large part, to the fact that Georgia has a higher percentage of African-Americans than is found in the nation as a whole. In contrast, we found a much lower percentage of Hispanic/Latino youth enrolled in SAC programs in this study than was found by Seppanen in 1993 (3% versus 8%, respectively). Moreover, our figure is much lower than the overall Hispanic/Latino population in Georgia (6%) and in the larger metro Atlanta counties with most of the SAC programs--Cobb, DeKalb, Fulton and Gwinnett (6-11%, Robinson & Todd, 2002).

XVI. Program Activities and Emphasis Areas

A. Activities and Emphasis Areas within the Program

Respondents were asked to indicate which of 25 emphasis or activity areas were included in their programs for elementary, middle and high school youth. On average, organizations serving elementary-age youth had the least number of emphasis areas (8.7), those with middle school youth had the most (13.8) and programs serving high school students were between these two points (10.9). As can be seen in Section A of Table 5 (Appendix B), two-thirds or more of the programs serving elementary age youth included activities designed to promote physical, cognitive, social-emotional, and character/moral/spiritual development. Programming in these areas remained strong in middle and high school programs.

Recreation/enrichment activities and tutoring/homework assistance also were offered by many programs for each age group. The percent of programs offering these activities declined systematically, however, from highs of 77-85% for elementary youth to only 56-62% for high school youth (Table 5, Appendix B).

While tutoring/homework activities were prevalent in SAC programs, programming in specific academic areas was much less common. Only about half of the programs emphasized literacy, reading, and language arts activities; many fewer programs had an emphasis on math, science, social studies and foreign languages.

Life skills programming was also offered less often by programs, although there was greater emphasis on certain life skills for high school students. Leadership development, community involvement and job preparation programming were offered by 60% or more of the programs serving high school students. An important question to raise, is why the emphasis on these life skills was so low for programs serving elementary and middle school youth. Younger school-age youth can also benefit from developmentally-appropriate leadership, community involvement, and career preparation activities.

Surprisingly, three critical life skill areas—cultural awareness, environmental awareness, and family living skills (e.g., parenting, child care, family financial management, consumer decision-making, etc.)—were emphasized in less than 40% of the programs for high school youth and in even fewer programs for younger youth. The lack of emphasis on cultural awareness is especially surprising given the great diversity found in the metro Atlanta area on almost every dimension (e.g., income, education, racial/ethnic identity, religion, etc.).

Also of interest was that very few of the programs had a prevention emphasis for elementary and middle school youth and only about half offered prevention programming for high school youth. Promoting family engagement was also seldom emphasized. Only one-fourth or fewer of the directors indicated that supporting and involving families was a major component of their program.

B. Use of External Groups to Provide Special Interest Activities

Not all activities are offered by program staff. Half of the program directors indicated that external groups came into their program to offer activity-based programming on an occasional basis. Counties that were especially likely to partner with outside organizations were Butts, Fayette, Douglas, and Clayton. In these counties 57-100% of the SAC programs reported involving outside organizations in programming.

As can be seen in the last column (B) on the right in Table 5 (Appendix B), almost three-fourths of the activities fell into the artistic/creative expression (27%), recreation/leisure (25%), physical development, health/fitness (12%), or tutoring/homework assistance (9%) categories. One new category emerged in coding. Approximately 5% of the activities provided by external groups were weekly or monthly meetings of youth organizations and clubs (e.g., Girl Scouts, Boy Scouts, Camp Fire, Boys & Girls Club).

Many external organizations provided activities in SAC programs including traditional youth-serving organizations, museums, health care groups, local police, fire and health organizations, martial arts programs, and creative arts groups.

C. Section Summary

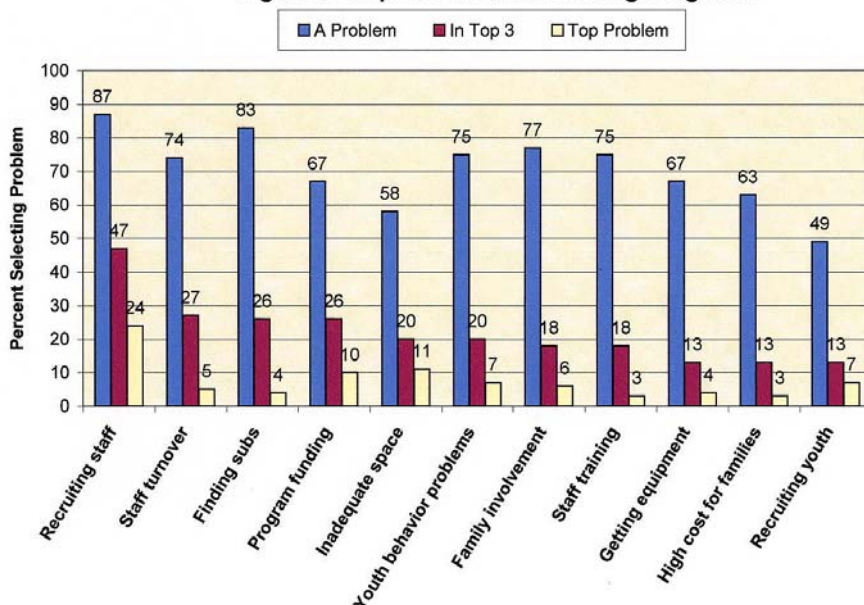
Most programs offered activities to promote the physical, cognitive, and social-emotional development of youth and, to a somewhat lesser extent, to provide enrichment and recreation activities. Programs also had a relatively strong emphasis on tutoring/homework assistance. Life skills education, prevention activities, family support/involvement and a focus on specific academic subjects such as math, science and social studies, were much less common. Programming on leadership development, community involvement and careers were seldom emphasized in programs serving elementary and middle school youth although over two-thirds of the few programs serving high school youth did offer these activities. About half of the programs used outside organizations to provide some programming, with recreation and leisure, artistic/creative

expression, tutoring/homework assistance, and activities to promote physical development, health and fitness being most common.

XVII. Problems Reported by Programs

Respondents were asked to rate 19 areas, indicating how problematic they were for their program. They also were asked to indicate their top three challenges. Consistent with past research (Seligson, 2001), the most challenging problem facing SAC programs was attracting qualified staff as shown below in Figure 6, below and in Table 6 (Appendix B).

Figure 6. Top Ten Problems Facing Programs



Over 85% of directors saw this as a problem and almost half included this as one of the top three problems they faced. One in every four directors also listed staff turnover, finding substitutes, and obtaining adequate funding for the program among the top three problems. Behavior management of youth, inadequate space, getting parents/families involved in the program and training staff were among the top three problems reported by one director in five. Only 2% of program directors reported no problems. When asked to indicate the number one challenge they faced, the most prevalent responses were recruiting staff (24%), inadequate space (11%), and obtaining adequate funding for the program (10%).

Some program components appeared to present fewer problems, at least for some program directors. Half or more of the directors indicated that they had no challenges with recruiting youth to the program, transporting youth, offering nutritious meals and snacks that youth like, and turnover among volunteers. As will be seen in the final section of this report, however, the nature of the problems experienced by programs differed for not-for-profit and for-profit groups.

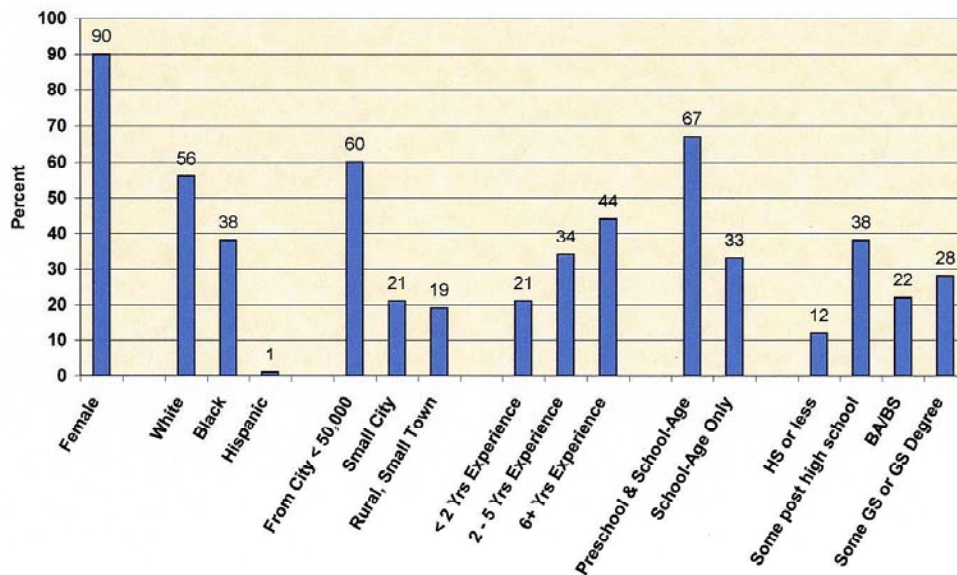
XVIII. Training Needs

A. Characteristics of Staff Responding to the Training Survey

The 201 administrative staff returning the training survey reported being in one of three administrative positions: program administrator (27%), site director/coordinator (69%) or part-time director/part-time lead staff member (4%). The terms “director” or “administrator” will be used to describe this group in subsequent sections.

As can be seen in Figure 7 and Table 7, 90% of the directors were female. About half of the directors were non-Hispanic European Americans and over one-third were African-American. The majority of directors worked in a large city, had five or fewer years of experience in their current position and administered programs which also included preschool children.

Figure 7. Training Survey Respondent Characteristics (Directors)



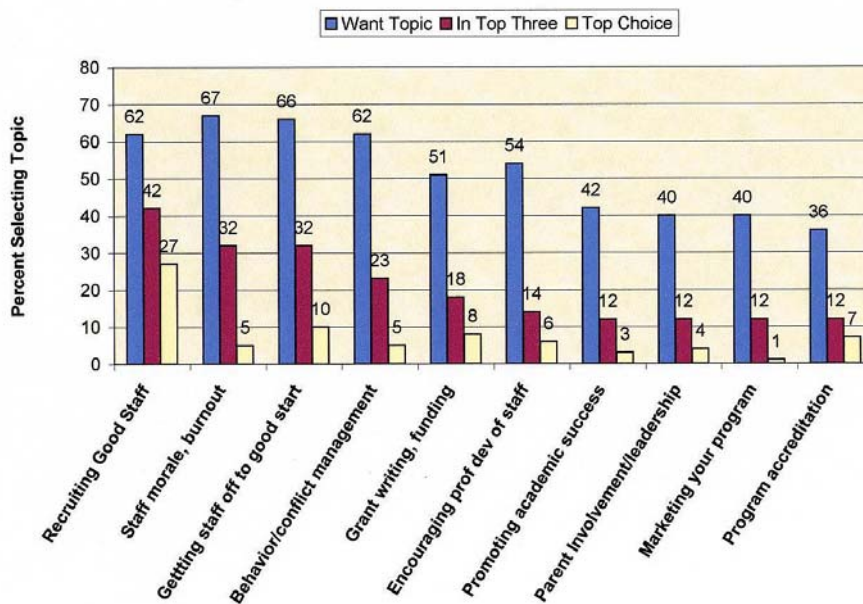
Half of the directors had a BA/BS degree or higher. There was a trend toward increasing education levels as the population of the area increased. The number of directors with bachelor degrees and above increased from 36% in rural areas, towns and small cities with populations under 10,000, to 42% in mid-size cities (10,000 – 49,999), to 56% in very large cities (50,000+).¹⁶

B. Preferred Administrative Training Topics

On one of the two versions of the training survey directors were asked to indicate the administrative areas in which they wanted training. This version was completed by 125 (62%) of the 201 respondents.

Directors indicated they were interested in an average of 11 of the 34 administrative training topics listed. As can be seen in Figure 8 below, and Table 8 (Appendix B), half of the ten most frequently selected training topics pertained to staffing issues. Recruiting good staff was the topic of most interest to directors, with 62% indicating an interest in the topic, 42% listing this topic among their top three choices and 27% selecting this topic as their first choice. Getting new staff off to a good start; dealing with staff morale and burnout; and behavior/conflict management with youth and staff were other staffing issues of high interest to directors. Directors reported slightly less interest in topics that would improve the sustainability of their program (grant writing/funding, marketing the program, and becoming accredited), promote parent involvement/leadership and contribute to the academic success of the youth enrolled in their program.

Figure 8. Preferred Administrative Training Topics



There were also several topics that were of interest to very few directors. Less than 10% of directors indicated any interest in learning about different cultures, ensuring equal access and equality, and developing middle or high school programs.

C. Preferred Non-Administrative Training Topics.

On one version of the form 76 directors were asked how interested they were in attending training on a variety of non-administrative topics. On the second version of the form 125 directors were asked how interested they were in having their staff attend training on these topics. Both groups of directors checked about the same number of topics (8.1 versus 7.2, respectively) of interest.

As can be seen in Table 9 on the following page, directors were most interested in attending training themselves on guidance/behavior management, curriculum and activity planning, creating effective learning environments and creating healthy and safe environments. Between 59 and 72% indicated they were interested in these topics, with 21-42% placing these topics among their top three preferences and 12-17% listing them as their top choice for training.

On the other end of the continuum, there were several important training topics in which directors showed little interest. One-fourth or fewer directors indicated any interest in these training topics, less than 5% of directors placed these topics among their top three choices, and 1% or less selected them as their top choice. These topics included communicating and problem-solving with schools and community groups, environmental education, global awareness, international experiences, career education/counseling and advocating for SAC.

For the vast majority of training topics, directors believed that staff should also attend the training. There were only three topics on which there was a significant difference between directors who rated their own interest in the topic and directors who rated how interested they were in having their staff attend training: career education and counseling,¹⁷ promoting community involvement,¹⁸ and prevention programming.¹⁹ In these cases, directors indicated that they were more interested in receiving training themselves than in having their staff receive training.

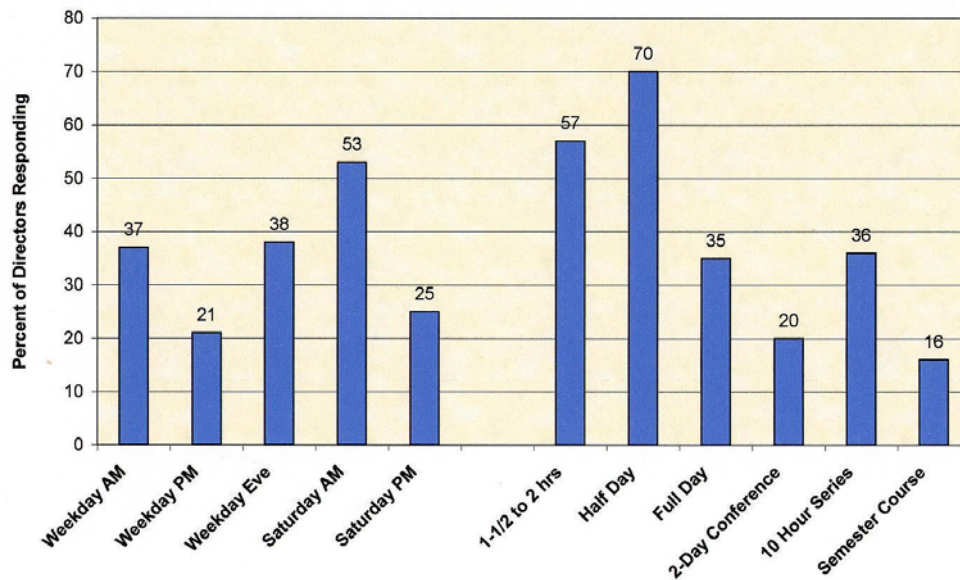
D. Preferred Training Methods

As can be seen in Figure 9, and Table 10 (Appendix B), about half of the directors preferred training on Saturday mornings, while over one-third could attend training on weekday mornings or evenings. Other times were of interest to about 20-28% of the directors responding to this survey.

Almost three-fourths of the directors were most interested in half-day training and over half would attend short workshops of 1-1/2 to 2 hours. About one-third were interested in a 10-hour series or full-day trainings. Two-day conferences and

semester degree-credit courses were less often selected as preferred training methods.

Figure 9. Preferred Times and Length of Training



Individual learning opportunities were also of interest to directors. Over 80% were interested in video-based training and about half were interested in CD-Rom or Internet-based learning. Most of the respondents wanting individualized training methods had the equipment or resources to access this training either at home or work.

E. Amount Would Pay For Training

Table 10 (Appendix B) shows the maximum amount directors indicated they would pay for training. The responses of the directors were quite varied. Eighteen percent of directors indicated that they would not be able to pay for training, 46% said they would pay \$5 to 10 per hour for training and 36% reported that they would pay \$12.50 to \$20 per hour.

F. Training Access Problems

Directors were asked to indicate whether or not they experienced each of 16 training problems (Table 11, Appendix B). They also were asked to indicate their top three challenges. On average, respondents reported 2.4 training problems (ranging from 0 to 7 problems). One in every five respondents (22%) reported no training problems at all.

The five most prevalent training problems reported by SAC directors were training access problems: training being offered at bad times (38%) or inconvenient locations (36%), not being able to find a substitute so they could attend training (29%), not knowing what training was being offered (26%) and the high cost of training (23%). These problems were included in the top three problems reported by at least 20% of the respondents and each was listed as the top problem by 9 to 20% of the respondents.

In contrast, a few training problems were seldom mentioned by directors. Only one percent or less of the respondents reported problems with the training not being offered in their language, written materials being too hard to read, or the training being too advanced.

G. Section Summary

The directors/administrators responding to this survey were a diverse group demographically and with regards to training preferences. Although a large percentage of directors indicated general interest in most training topics, typically one-fourth or fewer directors included any given topic among their top three choices for training. Training on staffing issues, guidance/behavior management, and curriculum/activity planning were the topics of greatest interest to directors. However, only 32 to 42% of administrators/directors included these topics among their top three training choices. A number of important SAC training topics, such as learning about specific cultures, equal access and equity, career education/counseling, environmental education, and advocating for SAC, were of little interest to directors.

There also was great variability across directors in their preferred training methods, although half-day trainings on Saturday mornings appeared to be preferred by the majority of providers. In addition, there was substantial interest in a variety of individual learning methods with 81% of administrators/directors interested in video-based training options and about half of the directors showing interest in a variety of other self-study methods. Almost half of the directors were willing to pay \$5 to \$10 per hour for training.

Finally, there was no one training problem that affected the ability of most directors to attend training. About one-fourth of the directors experienced no problems with training. The most prevalent problems, listed among the top three challenges by 20 to 33% of directors, were the following training access challenges: training being offered at bad times or bad locations, not knowing what training is being offered, lack of substitutes, and the high cost of training.

The great variability across directors on training issues suggests that sub-groups of directors may differ in their training needs and preferences. As will be seen in the next section, auspice appears to be an important variable contributing to the diversity across program administrators in terms of training issues.

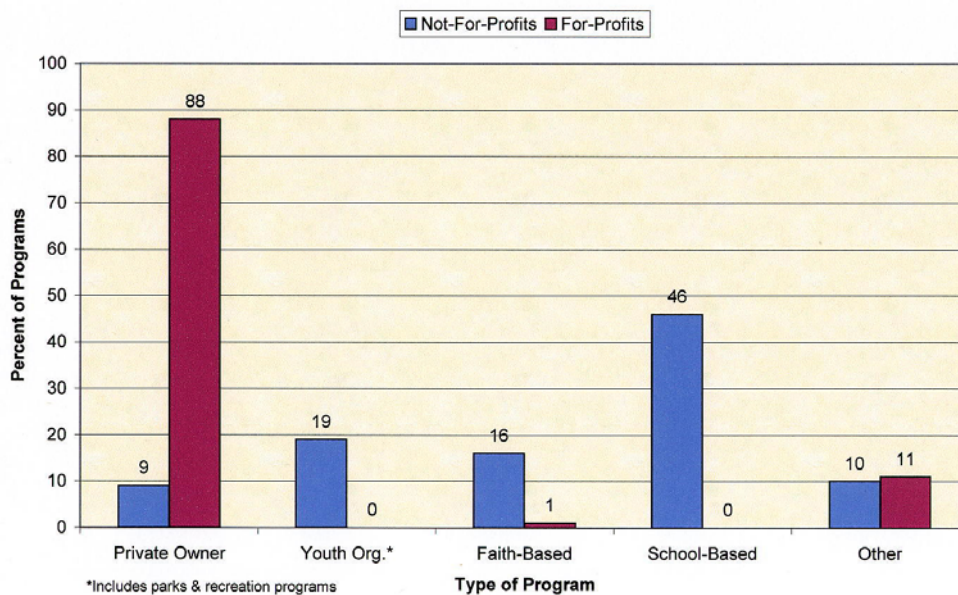
XIX. Comparison of Not-for-Profit and For-Profit Programs

The final set of analyses was conducted to determine the extent to which for-profit and not-for-profit programs were similar or different in their characteristics and the training needs of directors and staff. This section focuses on the findings from both the program survey and the training survey.

A. Program Characteristics

There were a number of important program differences evident between not-for-profit and for-profit programs (see Figure 10 below and Table 12, Appendix B). While almost all (88%) for-profit programs were under private ownership, not-for-profit programs were operated by many different groups, including public schools, youth-serving organizations, faith-based groups and private owners.²⁰ The most prevalent providers of not-for-profit school-age care in this sample were public schools, which represented almost half (46%) of the not-for-profit programs. Not-for-profit programs were less likely to be minority-owned (22% versus 48%, respectively),²¹ less likely to be female-owned (11% versus 76%, respectively)²² and less likely to have dedicated space (31% versus 61%, respectively).²³

Figure 10. Type of Program by Auspice

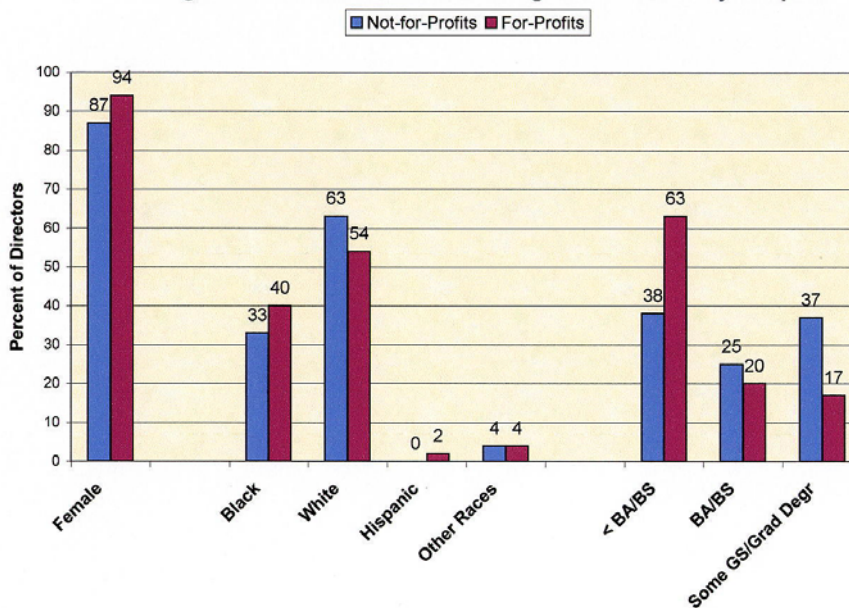


B. Characteristics of Administrators/Directors

As can be seen in Figure 11 below, and Table 13 (Appendix B), 79% of respondents from not-for-profit programs were site director/coordinators while respondents from for-profit programs were equally likely to describe themselves as site directors (55%) or administrators (44%). This difference may be due to the typically different administrative structures of child care centers and other before- and after-school programs.

There was no difference between not-for-profit and for-profit programs in terms of the race or gender of the administrator/director or the geographical location of the program in which they worked. Administrators/ directors in not-for-profit programs were more likely than administrators in for-profit programs to have a 4-year degree or higher (62% versus 37%)²⁴ and to have some graduate training or a graduate degree²⁵.

Figure 11. Characteristics of Program Directors by Auspice



C. Regulation/Accreditation

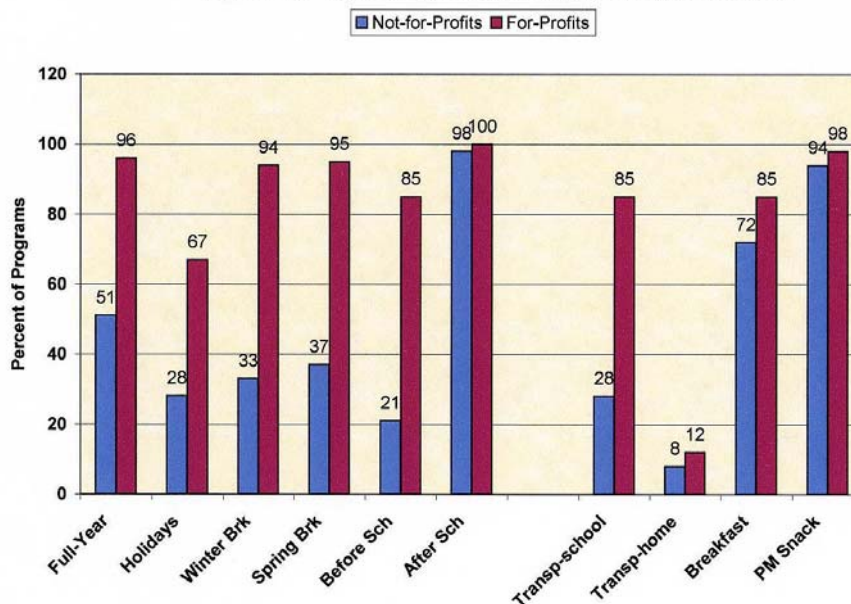
As shown in Table 12 (Appendix B), not-for-profit programs were more likely than for-profit programs to be exempt from state licensure²⁶ and less likely to be state licensed.²⁷ They were, however, more likely to be required to meet the program standards of their agency/organization²⁸ and somewhat more likely to be nationally accredited (24% versus 14%, respectively).²⁹ This last result only approached significance. Not-for-profit programs were more likely to have

NAEYC accreditation than for-profit programs (10% versus 3%, respectively).³⁰ Not-for-profit programs also were more likely than for-profit programs, however, to report no type of program monitoring or accreditation (13% versus 0%, respectively).³¹

D. Period, Hours and Days of Operation

Not-for-profit programs were significantly less likely than for-profit programs to provide programming year-round (41% versus 96%, see Figure 12 below, and Table 12, Appendix B).³² They were also less likely than for-profit programs to operate on holidays,³³ winter³⁴ and spring breaks,³⁵ and before school.³⁶

Figure 12. Operating Periods and Services Provided



While both not-for-profit and for-profit SAC programs operated about 39 hours/week during the academic year, non-profit programs offered programming for many fewer hours per week during the summer compared to for-profit programs (22 versus 67 hours/week, respectively).³⁷

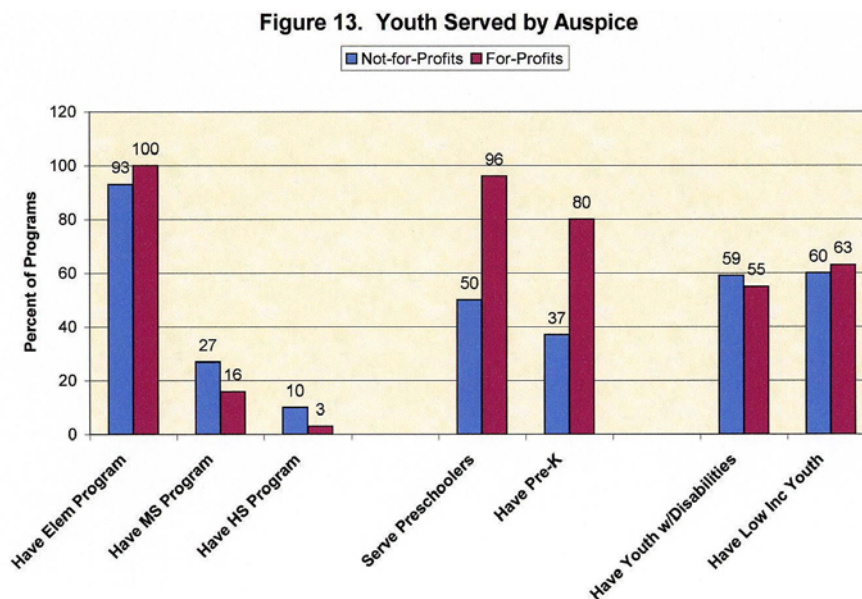
E. Services Offered

As shown in Figure 12 and Table 12 (Appendix B), not-for-profit programs were less likely than for-profit programs to offer transportation to and from school (28% versus 85%).³⁸ Although there was no difference between program types in their

likelihood to use the USDA food reimbursement programs, not-for-profit programs were less likely than for-profit programs to offer morning snack³⁹ and lunch.⁴⁰ This may be related to the finding that not-for-profit programs were also less likely to offer before-school programming.

F. Program Enrollment

As shown in Figure 13 below, and Table 12 (Appendix B), there was no difference between not-for-profit and for-profit SAC programs in the number of programs serving elementary, middle, and high school youth. Not-for-profit programs were much less likely than for-profit programs to also serve preschool children (50% versus 96%, respectively)⁴¹ and to have pre-K programs.⁴²

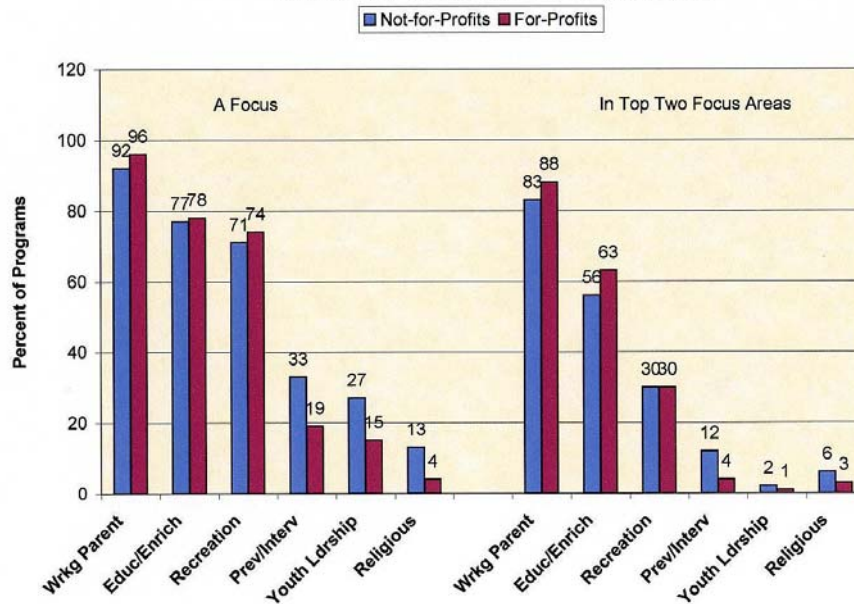


Not-for profit programs had much larger capacities than for-profit programs (160 versus 54 youth, respectively).⁴³ Enrollment of not-for-profit programs was also much higher than in for-profits (102 versus 38 youth, respectively).⁴⁴ In contrast, there was no significant difference between not-for-profit and for-profit programs serving elementary-age youth in the percent of programs with waiting lists (19% versus 12%, respectively) or in the average number of youth on waiting lists (21 versus 10 youth, respectively). Similarly, the racial/ethnic makeup of the youth enrolled and the percentage of programs that enrolled low-income youth and youth with disabilities were quite similar.

G. Program Focus

Both not-for-profit and for-profit programs viewed their primary focus to be meeting the needs of working parents and, to a somewhat lesser extent, providing education/enrichment experiences and recreation opportunities to youth (see Figure 14 below, and Table 14, Appendix B). Not-for-profit programs were more likely than for-profit programs to view prevention/intervention as describing the program⁴⁵ and as a primary or secondary focus area.⁴⁶ Not-for-profit programs were significantly more likely to include youth leadership,⁴⁷ and religious programming⁴⁸ as a focus of the program although there was no significant difference between not-for-profit and for-profit programs in the extent to which these two program emphases were included in primary and secondary focus areas.

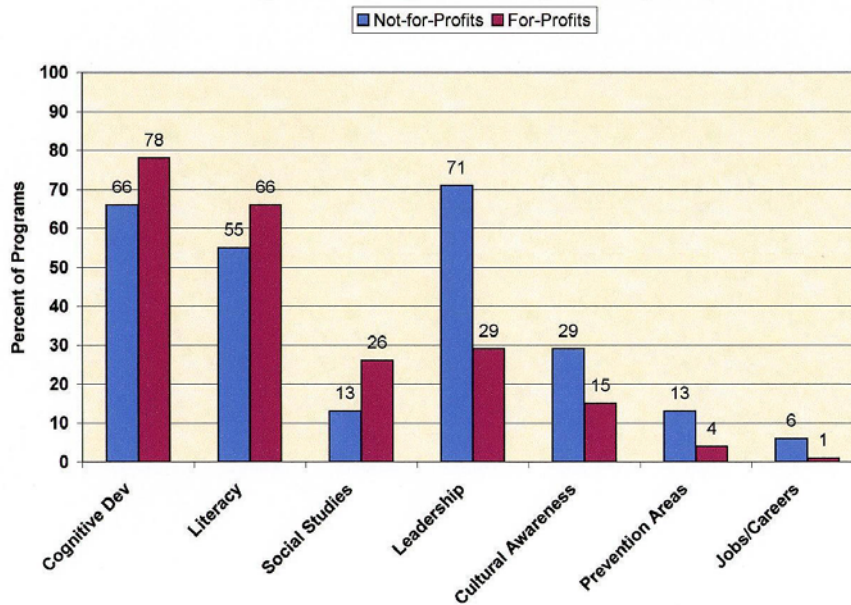
Figure 14. Program Focus by Auspice



H. Activities Offered

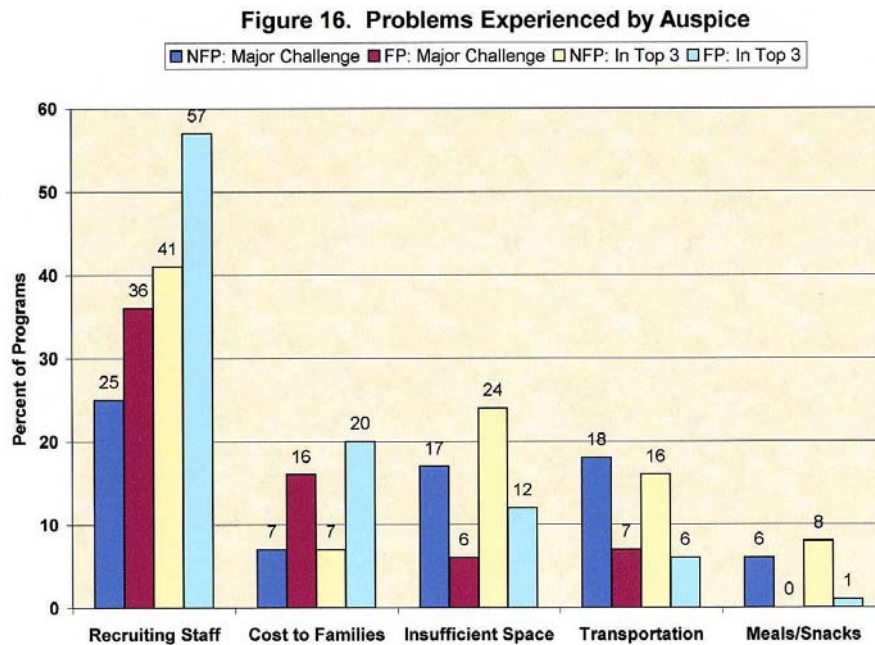
On average, not-for-profit and for-profit programs both offered about nine different activities for elementary-age youth, although the nature of these activities varied somewhat. As can be seen in Figure 15 below, not-for-profit programs were much more likely than for-profit programs to offer leadership development experiences and somewhat more likely to offer cultural awareness experiences, prevention programming, and job preparation/career education. In contrast, for-profit programs placed a somewhat greater emphasis on academic areas such as cognitive development, literacy and social studies.

Figure 15. Program Activity Areas by Auspice



I. Problems Reported By Programs

While the pattern of problems experienced by not-for-profit and for-profit programs was fairly similar, Figure 16 shows there were several differences across the two types of programs in the magnitude of some problems. Two problems were of significantly less concern to not-for-profit programs than for-profit programs: 1) recruiting staff⁴⁹ and 2) the high cost for families.⁵⁰ Three problems were of greater concern to not-for-profit programs than for-profit programs: 1) insufficient space,⁵¹ 2) transportation for youth,⁵² and 3) offering nutritious meals and snacks that youth like.⁵³



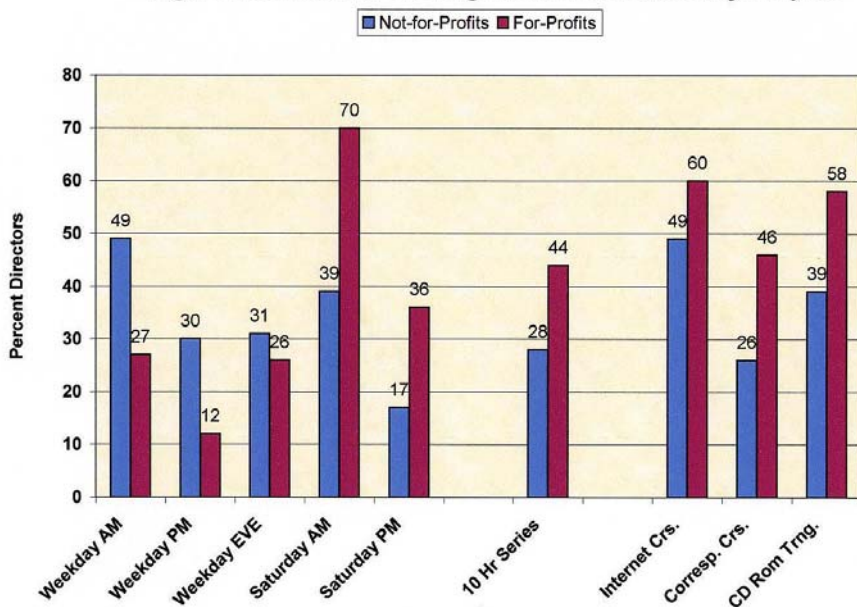
J. Training Needs

Preferred Training Topics. As indicated in the methods section, about one-third of the SAC administrators responding to this survey completed the survey form created for assistant staff which did not include information on desired administrative training topics and had different wording for the question on non-administrative training topics. Due to these differences, we decided not to compare non-profit and for-profit programs on these measures. The reduced sample size due to the different versions of the survey raised concerns about the validity of the comparisons.

Preferred Training Days, Times and Methods. Important differences between not-for-profit and for-profit programs were found in preferred training days (Table 15, Appendix B, and Figure 17, below). Program administrators in not-for-profit SAC programs were more likely than for-profit administrators to prefer training during the week, either in the morning⁵⁴ or the afternoon.⁵⁵ In contrast, administrators of for-profit programs indicated they preferred training on Saturday morning⁵⁶ or afternoon.⁵⁷

Respondents from not-for-profit and for-profit programs were quite similar in their preferences for length of training and for their interest in individual learning. The only significant difference between the two groups was that administrators of not-for-profit programs were less likely than for-profit programs to prefer a 10-hour training series.⁵⁸

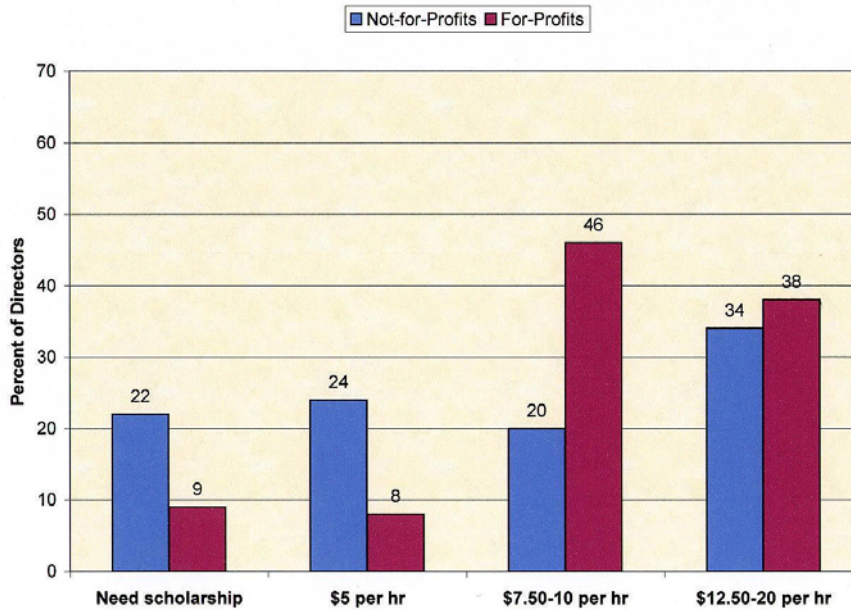
Figure 17. Preferred Training Times and Methods by Auspice



Similarly, four out of five administrators in both types of programs were interested in video-based individual learning and about half of the administrators in both not-for-profit and for-profit programs were interested in television-based instruction or correspondence courses. There was a consistent trend for administrators of for-profit programs to be more interested in learning through Internet-based instruction (61% for versus 49% respectively), correspondence courses (46% versus 26% respectively)⁵⁹ and CD-Rom computer-based instruction (58% versus 39% respectively)⁶⁰, although only the last two analyses produced statistically significant differences.

Amount Would Pay for Training. Overall, administrators in not-for-profit programs reported they could not pay as much for training.⁶¹ Almost half (46%) of administrators of not-for-profit programs indicated they could pay nothing or only \$5 per hour for training compared to only 17% of for-profit administrators (Figure 18 below, and Table 15, Appendix B). In contrast, about half of the administrators in for-profit programs indicated they could pay \$7.50 - \$10 per hour for training compared to only 20% of administrators of not-for-profit programs. About one-third of administrators in both not-for-profit and for-profit programs were willing to pay \$12.50 - \$20.00 per hour for training.

Figure 18. Amount Would Pay for Training by Auspice



Training Problems Experienced. The top five problems experienced by not-for-profit and for-profit programs were the same: inconvenient times or locations, the lack of substitutes, not knowing what training was being offered, and the high cost of training. There was only one significant difference between administrators of not-for-profit and for-profit programs on these five problems. Administrators of for-profit programs were more likely than administrators of not-for-profit programs to report the lack of substitutes as one of their top three training problems (33% versus 19%, respectively).⁶² They were also more likely to select lack of substitutes as a problem (37% versus 26%, respectively) and as their number one training problem (17% versus 6%, respectively), although these differences were not statistically significant.

K. Section Summary

The results of this study identified differences between not-for-profit and for-profit programs that may be important to consider in providing supports to each type of SAC program. Almost 90% of for-profit programs were privately owned and were more likely than not-for-profits to be female and minority-owned. Not-for-profit programs were more diverse in their sponsorship than were for-profit programs. About half of not-for-profits were operated by public schools and one-fourth were operated by youth and faith-based organizations.

As has been found in past research (Seppanen et al., 1993), not-for-profit programs were less likely than for-profit programs to be state regulated but were more likely to follow the program standards of their organization and to be accredited. They were also more likely to have no apparent monitoring or credentialing, although this occurred for only 13% of the not-for-profit programs. Not-for-profits were more likely than for-profits to view prevention/intervention as a major focus of their program, although only a small number of not-for-profit programs overall (12%) focused on this area.

Not-for-profit programs were much less likely to serve preschool children and had much larger SAC capacities and enrollments compared to for-profit programs. In contrast, the racial-ethnic characteristics of the enrolled youth were similar between not-for-profit and for-profit programs and they were equally likely to enroll low-income youth and youth with disabilities. Not-for profit programs offered somewhat fewer services than for-profits and were less likely to offer programming year-round and on holidays and breaks. Not-for-profits also operated for fewer hours than for-profit programs during the summer. Again, these findings are quite similar to those obtained by Seppanen et al. (1993).

While both types of programs reported similar challenges, there were some systematic differences between non-profit and for-profit programs. Staffing problems and the high cost of the program to families were viewed as more of a challenge by administrators in for-profit programs while problems with space, transportation and meals/snacks were viewed as more challenging for administrators in not-for-profit programs.

There were a number of important differences between not-for-profit and for-profit programs in terms of administrator education and training preferences. As also found by Seppanen et al. (1993), directors in not-for-profit SAC programs were more likely than administrators in for-profit programs to have a bachelor's degree or above. Administrators in not-for-profit programs were more likely than those in for-profit programs to prefer training on weekdays, to report training length as one of their top three training problems, and to be able to pay nothing or only \$5 per hour for training. In contrast, for-profit administrators were more

likely than not-for-profit administrators to prefer training on weekends, to prefer a 10-hour training series and certain learn-at-home methods such as correspondence courses and computer-based instruction, and to report problems finding substitutes so they could attend training. It is possible that because for-profit programs are more likely to include preschool children and offer morning programs, administrators of these programs may need to work longer hours. This would make it more difficult for them to attend group training on weekdays and to have time to engage in independent study at their work site.

Although it will be necessary to replicate these results with a larger sample before any firm conclusions can be drawn, the results of this study provide continued evidence that auspice is an important variable to consider in providing assistance to SAC programs and providers. Different supports and different approaches to training may be required to meet the unique needs of both not-for-profit and for-profit programs.

XX. Conclusions

This survey was conducted to better understand the supply, geographical location, characteristics, and staff training needs of SAC programs serving the 13 county metro Atlanta area. As reported in the section summaries of this report, most of our results replicate the findings from previous research (see Appendix E), indicating that the issues facing SAC programs in metro Atlanta are similar to those of the nation as a whole. Our hope is that the data provided here will provide insights into critical variables that may affect the availability, accessibility, affordability, sustainability and quality of SAC programs; generate discussion between SAC providers, families, youth and local decision-makers; and lead to additional data collection to better understand the SAC system.

Full discussion of all findings in this report is not possible, given the large number of variables included in the study. In this section we consider four major questions:

- Is there sufficient supply of SAC in the 13 county metro Atlanta area to meet the needs of families and youth?
- What are the characteristics of SAC programs and what are the variations across programs?
- What are the major problems facing SAC programs and what supports do they need?
- What are the training needs of SAC program administrators and how can the training system be improved?

We end this section by highlighting three specific issues that we believe must be addressed in order to promote high quality SAC settings that are available, accessible and affordable to all youth and families in the metro Atlanta area.

The Supply of SAC. Our results suggest there are approximately 1,350 SAC programs in the 13 county area with potential capacity to serve 117,600 - 150,000 elementary school youth but only 17,000 middle school and 6,000 high school youth. The number of programs vary substantially by county, from a low of 7 programs in Butts county to a high of over 400 in Fulton County with Fulton, DeKalb and Cobb Counties accounting for three-fourths of the facility-based school-age care programs. SAC programs are most prevalent in areas with high densities of school-age youth and large numbers of low-income families as well as along major transportation routes, especially in less populated counties.

Across the entire metro Atlanta area capacity appears to meet or exceed demand. About 40-50% of the SAC programs for elementary youth that were included in this study were at or below 80% of their maximum capacity and another one-fourth of the programs have some open slots. Moreover 60% the directors indicated that they probably or definitely could expand their program, if needed. It therefore appears that overall the existing SAC facilities are meeting the current demand for SAC in the metro Atlanta area. There is also evidence, however, that the distribution of SAC is uneven across counties and that there may be an inadequate supply of SAC in some geographical areas, such as Fayette County.

There is also evidence that failure to meet the needs of families may be a second factor contributing to programs being at less than full capacity. Directors in programs that were at less than 80% capacity were more likely to report problems recruiting youth. In turn, directors who reported more problems recruiting youth were less likely to be in programs that operated year round or offered care on holidays and breaks. These programs were also less likely to offer transportation to and from school. Directors in programs at less than full capacity may wish to consider the services they offer and conduct needs assessments with the families they serve in order to determine whether expanding their services would result in higher enrollments.

A third explanation for the relatively large number of programs with open slots may also be involved. Directors who report more problems recruiting youth were also more likely to report problems obtaining funding for the program and getting the materials and equipment they needed. In addition, these directors reported more behavior management problems with youth, greater problems with staff turnover and found it more difficult to involve families in the program. Many of these characteristics are considered to be quality indicators.

Unfortunately, we do not know the direction of these effects. It is possible that some programs have open slots because they are of lower quality and therefore attract fewer families and have problems maintaining an adequate funding base. It is also possible, however, that these under-enrolled programs may be located in very disadvantaged settings. In this case, the poor neighborhood environment may interfere with families' ability to locate or access SAC programs which, in turn, may undermine the ability of the program to get the resources it needs to be of high quality. For example, in neighborhoods with extensive gang activity and little or unsafe transportation, parents may keep their children at home. This in turn would result in under-enrollment of school-age programs and lower cash flow, which in turn, would lead to problems paying staff an adequate wage and obtaining the resources needed for the program. Fewer qualified staff combined with few resources would contribute to the greater level of youth behavior problems reported by staff.

In summary, there appear to be some geographical regions of the metro Atlanta areas in which demand exceeds the supply of SAC slots. It will be important to obtain capacity, enrollment and wait list information from the majority of programs within each county and to map the locations of programs that are at capacity and those that are at less than capacity in order to precisely locate areas where there is a need to expand facilities or slots. In areas with large numbers of open slots, it will be important for program directors to carefully consider the services offered to be sure they meet the needs of the families they serve and for SAC funders and support organizations to consider whether expanding the funding base, and/or improving the quality of the services provided may be needed to make the programs more accessible and attractive to families.

It is also important to note that home-based care—by licensed family child care providers as well as relatives, neighbors and friends— and short-term activities—such as lessons and sports—are also used by many families with school-age youth. To fully understand the SAC system in the metro Atlanta area it will be important to identify the supply of all options for school-age youth.

Finally, although we are beginning to better understand the supply of SAC in the metro Atlanta area, we know very little about what parents and youth actually want. While there is national data^{18, 19, 20} indicating the type of SAC used by families, we do not know whether families are able to access their preferred forms of care. Similarly, we know very little about what school-age youth want from a SAC program. It is often said that school-age youth “vote with their feet.” Programs that do not meet the needs of youth may be especially likely to be under enrolled. Needs assessments are needed to determine the preferences of families and youth and to identify factors that make it challenging for them to access these settings.

Program Characteristics. A second major goal of this study was to determine the characteristics of SAC programs and to understand the challenges they face. The results of this study suggest that there is wide diversity in the groups that offer SAC programming, the youth served, and the range of services and activities provided to youth and families.

Given our focus on SAC programs that offer somewhat more intensive programs (at least 6 hours per week), it is not surprising that the majority of these programs target elementary-age youth, who are more likely to need supervised care. Two characteristics of the youth enrolled in the program were of special interest. First, despite the growing Hispanic/Latino population in Georgia, only 3% of youth and 1% of directors were from this ethnic group. Moreover, almost half of SAC program directors indicated that they had no youth with disabilities and over one-third enrolled no youth from low-income families. More attention needs to be

given to determining whether the needs of these audiences are being met through the existing SAC programs.

Almost half (44%) of the programs serving school-age youth in the metro Atlanta area appear to be privately-owned child care centers that also provide care for preschoolers. Public schools are the next most common provider of care, accounting for approximately one in four SAC sites. The remaining one-fourth of SAC programs are administered by youth-serving organizations, faith-based groups, county recreation and leisure programs, employers and service organizations. It should be noted that the number of programs offered by youth-serving organizations may be under-estimated in this study. Many schools contract with youth organizations to offer their before- and after-school programs. Programs that have been counted as school-based programs in this study may actually be run by a youth organization.

Program type was strongly related to program auspice. Almost 90% of for-profit programs were privately-owned centers. In contrast, over 80% of not-for profit SAC programs were located in public schools or were provided by youth-serving or faith-based organizations.

Important differences between not-for-profit and for-profit programs were identified in this study. For-profit programs were more likely to be licensed while not-for-profit programs were more likely to have to meet standards set by their organization and more likely to be nationally accredited. The directors of not-for-profit programs were also more likely than for-profit programs to have college degrees and some graduate training.

Although the characteristics of the youth served in not-for-profit and for-profit programs appeared similar, at least on the measures we collected, not-for-profit programs had larger school-age capacities and enrollments than for-profit programs. This may be due, in part, to the findings that not-for-profits were less likely to provide care to preschoolers and that about half of the not-for-profits were located in public schools which provide easy access to large numbers of youth and have facilities that can accommodate larger numbers.

Not-for-profit and for-profit programs appeared to offer different niches and each may serve the needs of some families better than others. For-profit programs appeared to be especially geared toward meeting the needs of working families. Most for-profits enrolled both preschool and school-age youth, were more likely to operate year round, be open on holidays and breaks, provide full-time summer care and offer transportation to and from school. They were somewhat more likely to emphasize cognitive development and to emphasize academic subjects such as literacy/reading/language arts and history/social studies. This increased

emphasis may be due, in part, to the strong emphasis among early childhood programs on fostering cognitive development and school readiness.

In contrast, not-for-profit programs were somewhat more likely to offer programming for middle school and high school youth and to provide topics of interest to older school-age youth such as leadership development, prevention programming and job preparation/careers. Not-for-profit programs also were somewhat more likely to emphasize cultural awareness in their programs and to have a focus on prevention/ intervention.

As will be discussed in the following sections, the differing contexts in which not-for-profit and for-profit programs operate may create unique problems and opportunities for each group and may also require different approaches to staff training.

Problems Facing SAC Programs. Recruiting good staff is the number one problem facing SAC in the metro Atlanta area. Almost 90% of the directors cited staff recruitment as a problem, half listed it among their top three problems and one in four said it was their top problem. Related staff issues such as dealing with burnout and turnover and finding substitutes were also listed among the top three concerns by one fourth of the directors. Obtaining adequate program funding, dealing with inadequate space, behavior management issues with youth and getting parents/families involved in the program were also among the top concerns. Only 2% of program directors reported no problems in their programs.

For the most part, the problems experienced by not-for-profit and for-profit programs were fairly similar. There are, however, some differences in degree. While recruiting staff was the number one problem for both types of programs, the magnitude of the problem appears to be somewhat greater for the for-profit programs. For-profits were also somewhat more likely to have problems with staff turnover. Why this is the case is unknown. For-profit programs offered school-age care throughout the day, suggesting that they may be more likely than not-for-profit programs to offer before and after kindergarten care, which would require more full-time workers. Perhaps it is more difficult to attract full-time than part-time workers at the wages offered. Or perhaps for-profit programs have a greater need for staff trained in both early childhood and youth development, which may be more challenging to find. It is also possible that the need to derive a profit from the program may result in lower wages paid to staff. In contrast, not-for-profit programs are more likely than for-profit programs to report space problems. This is undoubtedly tied to the greater need to use shared space in not-for-profit programs.

The most prevalent problems reported by directors--staffing, funding, youth behavior management issues and parent involvement--are all critical components

of high quality programs. Programs with an adequate funding base are more likely to be able to attract highly qualified staff. In turn, high quality staff are more likely to create an interesting environment that engages youth, meets the needs of families and promotes family involvement, especially if there is adequate funding for materials and staff training. Youth who enjoy coming to the program and are engaged in interesting, developmentally appropriate activities are less likely to misbehave. Families whose needs are met by the program, whose children enjoy coming to the program and who feel involved in the program are also probably more likely to keep their children enrolled in the program and more willing to support the program financially. And so the cycle continues. Until funding and staffing problems are solved, it is unlikely that the other problems within the SAC system will be reduced.

Training Needs of SAC Directors. There was great variability among directors of SAC programs in terms of race/ethnicity, experience, education, and the geographical area in which they work. This diversity may contribute to the wide variability in the training topics of interest and the preferred methods and times for training.

For the most part, the training topics most requested by staff reflect the problems that are most prevalent in their programs. The administrative training topic of most interest to directors was how to recruit good staff. Dealing with burnout, getting new staff off to a good start, behavior and conflict management with youth and staff, and grant writing/obtaining funding for the program were also higher on their list. In terms of programming topics, guidance and behavior management, curriculum and activity planning, creating effective learning environments and health and safety were of greatest interest. There are few surprises here.

Of more interest were the training topics selected less often by directors for themselves and/or their staff. Only 9-16% of directors indicated any interest in learning about specific cultures, promoting equal access and equality, recruiting/programming for high-risk youth, or inclusion issues. This finding was surprising, given the diverse nature of both the SAC work force and the youth attending the programs.

There was also less interest among directors in developing middle or high school programs or in areas that are especially important for older youth, such as youth leadership, promoting community involvement, and life-skills education. This lack of interest in training may contribute to why there is less programming offered to youth on these topics.

Finally, theories and approaches to SAC and advocating for SAC were also near the bottom of the list of preferred topics. Given that there are few pre-service

educational options for SAC professionals, it is critical that directors and staff obtain continuing education in these areas.

There was also diversity in the preferred times and methods for training and in the perceived ability of directors to pay for training. Half-day workshops, especially on Saturday mornings, and video-based self-studies seemed to be of greatest interest to directors. Similarly, a variety of factors appeared to serve as impediments to training with problems accessing training (e.g., bad times, poor locations, lack of substitutes) being reported more often than problems with the quality or content of the training provided.

Auspice again appeared to be an important factor associated with differences in training needs. Administrators in not-for-profit programs were more likely than those in for-profit programs to prefer training on weekdays, to report lack of substitutes as one of their top three training problems, and to be able to pay nothing or only \$5 per hour for training. In contrast, directors in for-profit programs were more likely than directors in not-for-profit programs to prefer a 10-hour training series and showed greater preference for independent study opportunities such as correspondence courses, CD-Rom computer-based instruction and Internet-based courses.

Greater attention to differences across programs will be needed to design training opportunities that meet the needs of diverse SAC staff and to remove barriers that prevent staff from attending training. Of particular concern related to encouraging SAC directors and staff to access training is the lack of a tiered reimbursement system for SAC staff. While some headway is being made in providing tiered reimbursement in the early childhood field, there are few such incentives available to school-age providers. Encouraging training may be especially critical in the SAC field given the more limited pre-service training available in this field and greater need for part-time workers who may have less job commitment to the field.

Summary and Recommendations. Currently there are in excess of 1,350 intensive SAC programs in metro Atlanta with the capacity to serve about 100,000 school-age youth. SAC programs are diverse, with a diverse set of needs. As the quality of early childhood care and education improves through initiatives such as the Georgia Early Learning Initiative (GELI), it will be critical that children from these early childhood programs be able to enroll in equally high-quality SAC programs. While the results of this study raise many important issues, we believe there are three critical “next steps.”

- More precise tracking and analysis of SAC capacity, enrollment and wait list information by county and community is needed to better understand the extent to which supply meets the demand within specific geographical
-

areas. There is some evidence from this study that demand may exceed supply in certain geographical areas. The response rate to this survey was insufficient, however, to clearly identify areas with substantial need and areas where there may be too many SAC slots. This information is needed by potential SAC funders to help ensure that new SAC programs are located in areas with demonstrated need.

- Greater input from parents and youth is needed to understand the extent to which SAC programs are meeting their needs. Of particular concern was the finding that a substantial number of programs offer care during restricted periods or times that may not meet the needs of working parents and that programs that offered more restricted hours and fewer services were also more likely to be under-enrolled. For the SAC system to work effectively, the characteristics of the programs offered must meet the needs of the families and youth who use them.
- Attracting and retaining qualified staff is the number one problem facing SAC programs in the metro Atlanta area. Greater attention must be given to meeting the pre-service and in-service professional development needs of SAC staff and providing tiered reimbursement incentives tied to higher levels of education and training. Overcoming access barriers to training and providing expanded opportunities for individual learning via video-based and Internet/computer-based instruction may be needed to increase the availability and accessibility of SAC training, especially in areas with fewer numbers of providers.

Like early care and education, the availability of quality SAC is critical to the Georgia economy and the well-being of Georgia families. Families who can easily access care that meets their needs are more likely to be available for employment and to be productive at work. School-age youth who are in stimulating and caring environments when out of school and away from their parents are more likely to succeed academically and gain the life skills needed to become caring, productive, and involved members of our society. Ensuring a strong SAC system makes sense—for youth, their families and the Georgia communities in which they live.

Appendix A: Comparison of Mail and Phone Surveys

This section provides more detail on the similarities and differences between the results for mail and phone surveys. The results of each statistical analysis are presented in the endnotes. These results must be viewed with caution given that the phone sample was not randomly determined and, for some variables, there was a large amount of missing data. Despite these problems, however, we believe comparing mail and phone responses provides some insight into possible variations between these two populations of responders.

A. Eligible Responses

Over 90% (389 of the 422) of the programs responding to the survey met the criteria for inclusion in this study. The rate of eligible responses for the mail and phone survey groups was virtually identical [92% (273 of 297) versus 93% (116 of 125), respectively].

B. Age Groups Served

Almost all programs in both the mail and phone groups served elementary-age youth (96% and 95%, respectively). In contrast, programs in the phone group were less likely to serve youth in middle school (9% versus 20%, respectively)⁶³ and high school (2% versus 6%, respectively).⁶⁴ In addition, programs contacted by phone were more likely than programs in the mail group to serve only elementary-age youth (89% versus 79%, respectively).⁶⁵

C. Program Focus

Respondents were asked to check which of six focus areas described their program. These focus areas included: 1) meeting the needs of working parents, 2) out-of-school education/enrichment, 3) recreation, 4) prevention/intervention for youth at risk, 5) youth leadership, and 6) religion. They were also asked to indicate the two focus areas that best described their program.

The pattern of results for the mail and phone respondents was identical, with meeting the needs of working parents emerging as the best descriptor, followed

fairly closely by education/enrichment. Recreation was selected substantially less often.

The differences observed between mail and phone respondents on program focus were primarily in terms of the magnitude of their responses. Phone respondents were more likely than mail respondents to view meeting the needs of working parents as one descriptor of their program (100% versus 94%, respectively).⁶⁶ They were also more likely to mention working parents as their primary descriptor (88% versus 73%, respectively).⁶⁷ Similarly, phone respondents were more likely than mail respondents to mention education/enrichment as their second major descriptor (73% versus 46%, respectively),⁶⁸ and to include it in their top two choices (74% versus 59%, respectively).⁶⁹ In contrast, those responding by phone were less likely than mail respondents to select recreation as the second most important descriptor of their program (17% versus 27%, respectively)⁷⁰ and to include recreation as one of the top two descriptors of their program (15% versus 29%, respectively).⁷¹

The above results indicate that the total population of intensive SAC programs serving the metro Atlanta area may be slightly more likely to view working parents as their primary audience and to place somewhat greater emphasis on education and somewhat less emphasis on recreation than indicated in this report.

D. Program Capacity, Enrollment, and Waiting Lists

Special caution is urged in reviewing the results presented here because of the high percentage of missing values for some variables. While over 80% of the respondents to both the mail and phone survey provided enrollment information, only 67% of phone respondents and 79% of mail respondents provided full information on total capacity, enrollment and waiting lists. Moreover, there was great variability in program size, which also affects the likelihood of obtaining significant results.

There was no significant difference between mail and phone respondents on the capacity of their programs (111 versus 146 youth, respectively) or current enrollment (73 versus 61 youth, respectively) during the academic year for programs serving elementary-age youth. We chose not to conduct analyses on programs for middle and high school youth because of the very low number of programs in these categories.

The only significant difference between mail and phone respondents was related to waiting lists for programs serving elementary-age youth. For these programs, phone respondents were somewhat less likely than mail respondents to report

waiting lists (3% versus 15%, respectively).⁷² It is possible; however, that programs may be at full capacity yet not accept waiting lists. Subsequent chi-square analyses found no significant differences between mail and phone responders on the percent of programs that were at or above maximum capacity (25% versus 33%, respectively), between 80-99% of capacity (24% versus 17%), and below 80% of capacity (51% versus 50%). These findings indicate that while there is no significant difference between programs in the mail and phone samples in terms of their likelihood to be at or above maximum capacity, mail responders may be somewhat more likely than phone responders to keep waiting lists.

Appendix B: Tables

- Table 1. Number of facility-based school-age programs in the metro Atlanta area and study response rates
- Table 2. Program characteristics
- Table 3. Program focus areas
- Table 4A. Program enrollment
- Table 4B. Capacity, enrollment, and open slots by program size
- Table 4C. Estimated number of programs, capacity, and open slots in the larger metro Atlanta area by program size
- Table 5. Program emphasis areas and activities
- Table 6. Problems experienced by SAC programs
- Table 7. Training survey respondent characteristics
- Table 8. Preferred administrative training topics
- Table 9. Other training topics directors want for themselves and staff
- Table 10. Preferred training days, times and methods
- Table 11. Perceived training problems
- Table 12. Program characteristics by auspice
- Table 13. Program focus by auspice
- Table 14. Director training by auspice
- Table 15. Director training preferences by auspice
-

Table 1: Number of Facility-Based School-Age Programs in the Metro Atlanta Area and Study Response Rates

	<i>Column 1</i>	<i>Column 2</i>	<i>Column 3</i>	<i>Column 4</i>	<i>Column 5</i>	<i>Column 6</i>	<i>Column 7</i>	<i>Column 8</i>	<i>Column 9</i>
County	# Programs Surveyed	Number of Survey Responses				Total Programs Contacted	Total Eligible Programs	% of Programs Meeting Eligibility Requirements	Estimated # of SAC Programs In Metro Atlanta
		<i>Mail Survey</i>		<i>Phone Survey</i>					
		Number	Percent	Number	Percent				
Butts	7	3	43%	0	0%	3	3	100%	7
Cherokee	39	7	18%	31	79%	38	35	92%	36
Clayton	94	17	18%	6	6%	23	22	96%	90
Cobb	214	37	17%	29	14%	66	62	94%	201
Coweta	37	11	30%	0	0%	11	11	100%	37
DeKalb	307	54	18%	0	0%	54	45	83%	255
Douglas	31	5	16%	6	19%	11	10	91%	28
Fayette	36	23	64%	0	0%	23	23	100%	36
Fulton	458	84	18%	28	6%	112	101	90%	412
Gwinnett	155	40	26%	12	8%	52	49	94%	146
Henry	50	9	18%	2	4%	11	10	91%	46
Paulding	29	5	17%	11	38%	16	16	100%	29
Rockdale	31	2	6%	0	0%	2	2	100%	31
Total	1,488*	297**	20%	125	8%	422	389	92%	1,354

* Total surveys mailed after omitting returns from the post office and duplicate surveys.

** 273 of the 297 programs responding to the mail survey met the eligibility criteria for inclusion in the study and were included in analyses of the mail survey data.

Table 2: Program Characteristics (Mail Program Survey, N=273)

	Selecting Item		Total Responding	
	N	%	N	%
IV. Type of Legal Entity			258	94%
Private Owner	114	44%		
Public School	69	27%		
Faith-Based Organization	22	8%		
Youth Organization (e.g., YMCA, Boys/Girls Club.)	18	7%		
Government (e.g., Parks & Recreation)	10	4%		
Child Care Organization	10	4%		
Family/Community Service Organization	7	3%		
Employer/Corporation	7	3%		
Post-Secondary Institution	0	0%		
Other	1	<1%		
V. Auspice			248	91%
For-Profit	113	46%		
Not-for-Profit	135	54%		
Private	50	20%		
Public	85	34%		
VI. Minority/Female Owned				
Minority Owned	60	34%	179	66%
Female Owned	83	45%	183	67%
VII. Program Regulation*				
Federally Licensed/Registered	11	4%	248	91%
State Licensed/Registered	174	70%	248	91%
Must meet agency standards	105	42%	248	91%
No apparent monitoring by any group	16	6%	251	92%
VIII. Program Accreditation*				
Program is nationally accredited	45	20%	224	82%
NAEYC	16	7%		
NSACA	12	5%		
NCCA	11	5%		
ACA	0	0%		
Other	9	4%		
IX. Program Space			262	96%
Shared Space	149	57%		
Dedicated Space	113	43%		
Probably or definitely can expand space	156	60%		
Probably or definitely cannot expand space	79	30%		
Unsure	27	10%		

*Numbers total more than 45 because some programs have more than one accreditation.

Table 3: Program Focus Areas (Mail Program Survey, N=273)

C. Program Focus Area	One Focus of Program		In Top Two Focus Areas		Primary Focus Area	
	Selecting Item N %	Total Responding N %	Selecting Item N %	Total Responding N %	Selecting Item N %	Total Responding N %
Meet needs of working parents	254 94%	269 98%	228 86%	264 97%	193 73%	265 97%
Education/Enrichment	208 77%	269 98%	156 59%	263 96%	48 18%	265 97%
Recreation	193 72%	269 98%	77 29%	262 96%	13 5%	265 97%
Prevention/Intervention	69 26%	269 98%	21 8%	262 96%	5 2%	265 97%
Youth Leadership	55 20%	269 98%	5 2%	262 96%	1 <1%	265 97%
Religious Program	22 8%	269 98%	11 4%	262 96%	5 2%	265 97%

Table 4A: Program Enrollment (Mail Program Survey, N=273)

Age Group Served	N	Percent	Range Across Programs	Total Responding N %
Elementary School				
Enroll Elem. Youth	262	96%		272 99%
Mean Capacity	111		8 - 998	220 84%
Mean Enrollment	73		6 - 633	233 89%
# Programs w/Wait List	35	15%		228 87%
Mean # on Wait List*	16		1 - 87	35 100%
# Programs < Max Cap	162	75%		231 85%
# Programs < 80% Cap	111	51%		220 81%
Middle School				
Enroll MS Youth	57	21%		270 99%
Mean Capacity	63		0 - 750	38 67%
Mean Enrollment	24		0 - 234	44 77%
# Programs w/Wait List	7	12%		43 77%
Mean # on Wait List*	21		1 - 54	7 100%
High School				
Enroll HS Youth	16	6%		270 99%
Mean Capacity	75		10 - 200	7 44%
Mean Enrollment	29		3 - 80	7 44%
# Programs w/Wait List	2	12%		7 44%
Mean # on Wait List*	10		5 - 15	2 100%

* For programs that have waiting list only

Table 4B: Capacity, Enrollment, and Open Slots by Program Size for Programs Serving Elementary-age Youth (Mail Program Survey, N=273)

Program Size	Number of Programs		# Programs Enroll > Cap		# Programs Enroll = Cap		# Programs 80-99% of Capacity		# Programs 80% or less of Capacity		Total Percent Across Category	Total # Open Slots In Sample	Mean # of Open Slots/ Program in Sample
	N	%	N	%	N	%	N	%	N	%			
< 50	92	42%	0	0%	28	30%	26	28%	38	41%	100%	611	6.2
50-99	67	31%	5	8%	10	15%	15	22%	37	55%	100%	1,099	16.4
100-149	23	10%	6	26%	5	22%	3	13%	9	39%	100%	530	23.0
150-199	6	3%	0	0%	0	0%	3	50%	3	50%	100%	275	45.8
200-299	10	5%	0	0%	1	10%	2	20%	7	70%	100%	804	80.4
300 +	19	9%	0	0%	0	0%	2	10%	17	90%	100%	6,302	331.7
Total Programs	217	100%	11	5%	44	20%	51	24%	111	51%	100%	9,621	44.0

Table 4C: Estimated Number of Programs, Capacity, and Open Slots in Larger Metro Atlanta Area by Program Size for Programs Serving Elementary-age Youth (Mail Program Survey, N=273)

Program Size (Slots)	Est. Percent of Total Programs in Category	Est. Number of Programs in 13 County Area	Est. Mean Capacity of Programs (Slots)	Total Est. Total Capacity (Slots)	Est. Mean Number of Open Slots per Program	Est. Number of Open Slots in 13 County Area
< 50	42.3%	573	30.8	17,648	6.6	3,782
50-99	30.9%	418	67.6	28,257	16.4	6,855
100-149	10.5%	142	108.7	15,435	23.0	3,266
150-199	2.7%	37	160.2	5,927	45.8	1,695
200-299	5.0%	68	229.2	15,613	80.4	5,467
300+	8.6%	116	579.7	67,245***	331.7	38,477
Total	100%	1,354	110.9*	150,125	44.0**	59,542

*Actual for calculation of open slots = 110.875

** Actual for calculation of open slots = 43.975

***As discussed in Section XII, the estimated capacity of these programs may be as low as 34,800 and the estimated number of open slots may be more on the order of 6,000 – 6,500.

Table 5: Program Emphasis Areas and Activities (Mail Program Survey, N=273)

ACTIVITY TYPE	Activities/Emphases Provided By										
	A. Program									B. Outside Groups	
	Elementary			Middle School			High School			%	
	N	%	Tot Resp	N	%	Tot Resp	N	%	Tot Resp	N	Total Activities
<i>Promote Physical, Cognitive and Social-</i>											
* Physical development, health, fitness	184	72%	254	37	67%	55		69%	16	35	12%
* Cognitive development (attention, memory)	185	73%	254	29	53%	55	10	62%	16	0	0%
* Social-emotional development		85%	254	40	73%	55	15	94%	16	4	1%
* Character/moral/spiritual development	165	65%	254	32	58%	55	14		16	3	1%
<i>Enrichment Activities for Youth</i>											
* Recreation and leisure (sports, hobbies, clubs)		85%	254	43	78%	55	10	62%	16	75	25%
* Artistic/Creative expression (art, music, drama)	195	77%	254	37	67%	55	9	56%	16	81	27%
* Computers and technology	122	48%	254	29	53%	55	7	44%	16	8	3%
<i>Academic Subject Programming for Youth</i>											
* Literacy/reading/language arts	150	59%	254	32	58%	55	8	50%	16	3	1%
* Math/science	68	27%	254	17	31%	55	5	31%	16	9	3%
* Social Studies	49	19%	254	9	16%	55	3	19%	16	2	1%
* Tutoring/homework assistance	214	84%	254	38	69%	55	10	62%	16	26	9%
<i>Life Skills Programming for Youth</i>											
* Cultural awareness programming	54	21%	254	17	31%	55	6	38%	16	1	<1%
* Family living skills (e.g., parenting, child care, family financial management, consumer decision-making)	15	6%	254	9	16%	55	6	38%	16	0	0%
* Job preparation/Career counseling/ Entrepreneurship	9	4%	254	6	11%	55	10	62%	16	4	1%
* College preparation/college counseling/ GED classes	2	1%	254	2	4%	55	7	44%	16	0	0%
* Leadership development/peer education or mentors	42	16%	254	16	29%	55	12	75%	16	11	4%
* Environmental awareness	81	32%	254	17	31%	55	4	25%	16	0	0%
* Community involvement (community service, field trips)	74	29%	254	20	36%	55	11	69%	16	4	1%
* Global or international awareness	18	7%	254	3	6%	55	0	0%	16	0	0%
* Foreign language	26	10%	254	3	6%	55	1	6%	16	13	4%
* Intergenerational programming	15	6%	254	4	7%	55	1	6%	16	0	0%
<i>Involving Families in the Program</i>											
* Supporting/involving families	51	20%	254	8	14%	55	4	25%	16	3	1%
<i>Prevention/intervention Services</i>											
*English as a second language	13	5%	254	1	2%	55	1	6%	16	0	0%
*Prevention programming	22	8%	254	10	18%	55	9	56%	16	2	1%
*Mental health services/counseling	11	4%	254	1	2%	55	3	19%	16	0	0%
<i>Other: Youth Clubs</i>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15	5%
Section A: Mean Number of Areas Checked											
Section B: Total Activities	8.7	253		13.8	55		10.9	16		299	100%

**Table 6: Problems Experienced by SAC Programs
(Mail Program Survey, N=273)**

<i>Problem Area</i>	Total Responding		A Problem	One of Top 3 Problems	Top Problem
	#	%	(Percent)	(Percent)	(Percent)
<i>No Problems Reported (N=265)</i>	4	2%			
<i>Staff Issues</i>					
Recruiting good staff	260	95%	87%	47%	24%
Staff turnover	259	95%	74%	27%	5%
Finding substitutes for staff	254	93%	83%	26%	4%
Training staff	254	93%	75%	18%	3%
<i>Programming Issues</i>					
Behavior management of youth	258	95%	75%	20%	7%
Getting materials for the program	254	93%	63%	9%	3%
Getting equipment for the program	253	93%	67%	13%	4%
Offering engaging & challenging activities	252	92%	68%	11%	4%
Recruiting youth	247	90%	49%	13%	7%
<i>Services Issues</i>					
Inadequate Space	255	93%	58%	20%	11%
Transportation of youth	244	89%	40%	10%	4%
Offering nutritious meals/snacks kids like	250	92%	34%	5%	2%
<i>Family/Community Issues</i>					
Getting parents/families involved	255	93%	77%	18%	6%
Making connections with the community	239	88%	70%	4%	<1%
<i>Volunteer Issues</i>					
Recruiting volunteers	229	84%	66%	9%	2%
Training volunteers	225	82%	60%	3%	<1%
Volunteer turnover	212	78%	47%	1%	0%
<i>Funding Issues</i>					
Obtaining adequate program funding	241	88%	67%	26%	10%
The high cost of the program for families	238	87%	63%	13%	3%
<i>Other</i>	18	7%	50%	3%	1%

Table 7: Training Survey Respondent Characteristics (Administrator Training Survey, N=201)

Characteristic	Selecting Item		Total Responding	
	N	%	N	%
Position			201	100%
Administrator	54	27%		
Site Director/Coordinator	138	69%		
Part-time Director/Part-time Lead Staff	9	4%		
Gender			200	99%
Female	181	90%		
Male	19	10%		
Race/Ethnicity			191	95%
Black (non-Hispanic)	72	38%		
White (non-Hispanic)	108	56%		
Hispanic/Latino(a)	2	1%		
American Indian/Alaskan Native	1	<1%		
Asian or Pacific Islander	3	2%		
Multi-Racial	5	3%		
Area Where SAC Program is Located			193	96%
Rural Area/Small Town (population < 2,500)	13	7%		
Large Town (2,500 - 9,999)	23	12%		
Small City (10,000 - 49,999)	41	21%		
Large City (50,000+ and suburbs)	116	60%		
Years of Experience in Current Position			201	100%
< 2 years	42	21%		
2 - 5 years	69	34%		
6 - 10 years	29	14%		
Over 10 years	61	30%		
Age Groups Administered			201	100%
Preschool and Elementary	95	47%		
Preschool, Elementary, & Middle or High School	23	11%		
Elementary Only	66	33%		
Elementary, Middle School &/or High school	9	5%		
Middle School or High School only	8	4%		
Highest Level of Education			201	100%
HS or less	24	12%		
CDA/CCP/Tech Certificate or Diploma	14	7%		
Some College or AA or Professional Degree	63	31%		
BA/BS	44	22%		
Some Graduate School or a Graduate Degree	56	28%		

Table 8: Preferred Administrative Training Topics (Administrator Training Survey, N=201)

Topics	Interested		In Top 3 Choices		1 ST Choice	
	Total #	Percent	Total #	Percent	Total #	Percent
Total responding	125	100%	112	90%	115	92%
None checked	7	6%	NA	NA	NA	NA
Recruiting good staff	77	62%	47	42%	31	27%
Maintaining staff morale & stability, dealing with burnout	84	67%	36	32%	6	5%
Getting new staff off to a good start	83	66%	36	32%	12	10%
Behavior management, conflict management, mediation w/youth, staff	77	62%	26	23%	6	5%
Grant writing, obtaining funding	64	51%	20	18%	9	8%
Encouraging professional development; help staff get certifications	68	54%	16	14%	7	6%
Developing homework/tutoring programs & achieving academic success	52	42%	14	12%	3	3%
Parent involvement & leadership	50	40%	13	12%	4	4%
Marketing your program	50	40%	13	12%	1	1%
Program accreditation	45	36%	14	12%	8	7%
Program management/administration	46	37%	11	10%	4	4%
Classroom set up; Using shared space	42	34%	9	8%	0	0%
Health Insurance, Other benefits	31	25%	8	7%	2	2%
Software for newsletters, brochures, etc.	38	30%	7	6%	2	2%
Budgeting, fiscal management, accounting	26	21%	7	6%	1	1%
Communication/problem solving w/families	63	50%	6	5%	0	0%
Program evaluation, program improvement	33	26%	6	5%	1	1%
Legal issues; Risk management	41	33%	4	4%	2	2%
Linking schools, families, communities	35	28%	4	4%	1	1%
Technology, computer-based education software	34	27%	4	4%	2	2%
Volunteer training	22	18%	4	4%	2	2%
ADA, inclusion, special education	20	16%	5	4%	1	1%
Advocating for SAC	36	29%	3	3%	0	0%
Communicating w/decision-makers, funders	21	17%	3	3%	0	0%
Conducting needs assessments	19	15%	3	3%	0	0%
Recruiting/programming for high risk youth	18	14%	2	2%	0	0%
Liability Insurance	15	12%	2	2%	0	0%
Promoting strong linkages with schools	34	27%	2	2%	0	0%
Theories/approaches to K-12 programs	28	22%	2	2%	1	1%
Volunteer recruitment	24	19%	2	2%	0	0%
Developing middle or high school programs	6	5%	2	2%	2	2%
Learning about specific cultures	11	9%	1	1%	1	1%
Equal access and equality	11	9%	1	1%	1	1%
Program management/budgeting software	24	19%	0	0%	0	0%
Choosing equipment	24	19%	0	0%	0	0%
Other	6	5%	3	3%	1	1%

**Table 9: Other Training Topics Directors Want for Themselves and Staff
(Administrator Training Survey, N=201)**

Training Topics	Topics of Interest to Director/Administrators			Topics Directors Want for Their Staff		
	Interested (Percent)	Top 3 Choices (Percent)	1st Choice (Percent)	Interested (Percent)	Top 3 Choices (Percent)	1st Choice (Percent)
Total Responding	71 (93%)			124 (99%)		
Guidance and behavior management	72%	42%	12%	76%	50%	20%
Curriculum and activity planning	71%	38%	17%	76%	47%	18%
Effective learning environments	62%	26%	13%	63%	39%	15%
Healthy & safe environments	59%	21%	13%	50%	30%	19%
Social, emotional, character development	54%	21%	0%	49%	20%	2%
Recreation and leisure activities	51%	18%	7%	48%	10%	2%
Prevention programming	39%	14%	6%	23%	6%	2%
Cognitive development/Academic success	46%	14%	3%	36%	10%	2%
Communicating/problem solving with supervisors/staff	30%	14%	4%	29%	8%	2%
Artistic & creative expression	48%	12%	3%	52%	17%	2%
Communicating/problem solving with families	37%	12%	3%	36%	11%	1%
Youth development/ dev, appropriate practice	45%	11%	6%	40%	14%	5%
Physical development, health, fitness	38%	9%	1%	30%	3%	0%
Adapting activities	35%	9%	0%	40%	16%	3%
Promoting youth leadership	32%	8%	1%	20%	4%	0%
Theories & approaches to SAC	22%	8%	1%	21%	3%	0%
Family living skills for youth	17%	8%	1%	20%	3%	1%
Promoting community involvement	31%	4%	0%	14%	2%	0%
Supporting families, family involvement & leadership	28%	4%	3%	18%	2%	1%
Communicating/problem solving with schools	25%	4%	0%	23%	4%	1%
Communicating/problem solving with community groups	17%	3%	1%	11%	0%	0%
Environmental education, global awareness, international experiences	22%	2%	1%	16%	2%	1%
Career education/counseling	21%	2%	1%	8%	5%	1%
Advocating for SAC	24%	2%	0%	21%	4%	0%
Other	1%	0%	0%	2%	2%	1%

Table 10: Preferred Training Days, Times and Methods (Administrator Training Survey, N=201)

	Total Responding		Selecting	Response
	N	%	N	Percent
<i>Preferred Training Times</i>				
Weekday Morning	192	96%	71	37%
Weekday Afternoon	192	96%	41	21%
Weekday Evening	192	96%	54	28%
Saturday Morning	192	96%	102	53%
Saturday Afternoon	192	96%	48	25%
<i>Preferred Training Length</i>				
1-1/2 - 2 Hours	195	97%	112	57%
Half Day (3 hours)	195	97%	137	70%
Full Day (6 hours)	195	97%	69	35%
Two-day Conference	195	97%	38	20%
10 Hour Series	195	97%	70	36%
Semester Degree Course	195	97%	32	16%
<i>Interest in Individual Learning</i>				
<i>Video-based self-study</i>	180	90%	145	81%
Have VCR at Work	145		115	79%
Have VCR at Home	145		125	86%
<i>Televised self-study</i>	180	90%	80	44%
Have TV at Work	80		66	82%
Have TV at Home	80		70	88%
<i>Correspondence Course</i>	180	90%	64	36%
Prefer to do at Work	64		33	52%
Prefer to do at Home	64		55	86%
<i>CD Rom Computer Course</i>	180	90%	86	48%
Have CD Rom at Work	86		65	76%
Have CD Rom at Home	86		71	83%
<i>Internet-based Course</i>	180	90%	98	54%
Can Access at Work	98		68	69%
Can Access at Home	98		83	85%
<i>Amount Would Pay for Training</i>				
None--need scholarship	176	88%	32	18%
\$5/hour			26	15%
\$7.50/hour			20	11%
\$10/hour			36	20%
\$12.50/hour			12	7%
\$15/hour			25	14%
\$20/hour			26	15%

Table 11: Perceived Training Problems (Administrator Training Survey, N=201)

<i>Training Problem</i>	Total Responding N	A Problem %	One of Top 3 Problems %	Top Problem %
Training not offered at good times	199	38%	33%	20%
Training locations are not easy to get to	199	36%	31%	11%
Can't find a substitute	199	29%	23%	10%
Don't know what training is offered	199	26%	21%	14%
Training is too expensive	199	23%	20%	9%
Topics I am interested in are not offered	199	17%	10%	4%
I don't know what training I should be taking	199	14%	12%	2%
The training offered is not challenging enough	199	10%	7%	1%
The training doesn't provide the kind of hours (CEU/SDU) or credit I need	199	10%	7%	1%
Training isn't useful or is of poor quality	199	10%	6%	<1%
Training is too long or too short	199	9%	5%	0%
I'm too tired to attending training	199	8%	6%	2%
No way to get to training	199	6%	5%	4%
Training isn't offered in my language	199	1%	0%	0%
The written materials are too hard to read	199	1%	<1%	0%
The training offered is too advanced	199	<1%	<1%	0%
Other	199	<1%	<1%	<1%
<i>22% reported no training problems</i>				

**Table 12: Program Characteristics by Auspice
(Mail Program Survey, N = 273)**

Characteristic	Total Responding		Not-for-Profit Programs			For-Profit Programs		
	#	%	Total	Selecting Response		Total	Selecting Response	
				#	%		#	%
<i>Program Type by Auspice</i>	241	88%	129			112		
Private Owner				12	9%		98	88%
Youth Org. (incl parks/recs)				24	19%		0	0%
Faith-Based Org.				21	16%		1	1%
Public Schools				59	46%		0	0%
Other				13	10%		13	12%
<i>Program is Minority Owned</i>	175	64%	95	21	22%	80	38	48%
<i>Program is Female Owned</i>	180	66%	83	9	11%	97	74	76%
<i>Regulation</i>	235	86%	125			110		
State Licensed				59	47%		106	96%
Exempt from State Licensing				39	31%		2	2%
Must meet program standards				60	48%		38	34%
<i>National Accreditation</i>	215	79%	115	27	24%	100	14	14%
<i>Space</i>	241	88%	130			111		
Dedicated Space				40	31%		68	61%
Share Space				90	69%		43	39%
<i>When Program is Offered</i>								
Academic Year Only	240	88%	130	71	54%	110	5	5%
Summer Only	240	88%	130	6	5%	110	0	0%
Full Year	240	88%	130	53	41%	110	105	95%
Operates on Holidays	241	88%	131	36	28%	110	74	67%
Operates during Winter Break	241	88%	130	43	33%	111	104	94%
Operates during Spring Break	245	88%	133	49	37%	112	106	95%
Operate Before School	237	87%	125	26	21%	112	95	85%
Operate After School	237	87%	125	122	98%	112	112	100%
Operate in Evening	237	87%	125	10	8%	112	6	5%
Mean Hrs/Wk: Academic Yr	242	89%	132	35	Hrs.	110	43	Hrs
Mean Hrs/Wk: Summer	241	88%	130	22	Hrs.	111	67	Hrs

Table 12: Program Characteristics by Auspice (Continued)

Characteristic	Total Responding		Not-for-Profit Programs			For-Profit Programs		
	N	%	Total	Selecting Response		Total	Selecting Response	
				N	%		N	%
<i>Transportation</i>								
Transportation to/from school	239	88%	127	36	28%	112	95	85%
Transportation to/from home	239	88%	127	10	8%	112	13	12%
<i>Use USDA Food Programs</i>								
	233	85%	124	78	63%	109	60	55%
<i>Meals & Snacks Offered*</i>								
Breakfast	120	44%	25	18	72%	95	81	85%
Morning Snack	120	44%	25	5	20%	95	54	57%
Lunch	230	84%	119	27	23%	111	94	85%
Afternoon Snack	230	84%	119	112	94%	111	109	98%
Dinner	16	6%	10	1	10%	6	1	17%
Evening Snack	16	6%	10	2	20%	6	1	17%
<i>Youth Served</i>								
Age Groups Served								
Preschoolers	225	82%	116	58	50%	109	105	96%
Elementary Youth	247	90%	134	124	93%	113	113	100%
Middle School Youth	246	90%	134	36	27%	112	18	16%
High School Youth	246	90%	133	13	10%	113	3	3%
Programs Enrolling Youth with Disabilities								
	239	88%	128	75	59%	111	61	55%
Programs Enrolling Low-Income Youth								
	227	83%	119	72	60%	108	68	63%
Race/Ethnicity of Youth								
African American	214	78%	117		51%	97		56%
European American	212	78%	116		39%	96		36%
Hispanic	213	78%	117		3%	96		3%

*For programs operating during that period

**Table 13: Director Demographics by Auspice
(Administrator Training Survey, N = 201)**

Characteristic	Total		Not-for-Profit Programs		For-Profit Programs			
	#	%	Total	Selecting Response		Total	Selecting Response	
				#	%		#	%
<i>Administrative Title</i>	180	90%	96			84		
Administrator				14	15%		37	44%
Site Director/Coordinator				76	79%		46	55%
Part-Time Dir/PT Lead Staff				6	6%		1	1%
Gender: Female	179	89%	95	83	87%	84	79	94%
<i>Race/Ethnicity</i>	172	86%	92			80		
Black/African American				30	33%		32	40%
White/Caucasian				58	63%		43	54%
Hispanic/Latino(a)				0	0%		2	2%
Other Race/ethnicity				4	4%		3	4%
<i>Location of Work Site</i>	174	87%	92			82		
Rural/Large Town < 10,000				12	13%		18	22%
Small City (< 50,000)				18	19%		18	22%
Large City				62	67%		46	56%
<i>Education</i>	180	90%	96			84		
Less than BA/BS				37	38%		53	63%
BA/BS				24	25%		17	20%
Some Grad/Grad Degree				35	37%		14	17%

Table 14: Program Focus by Auspice (Mail Program Survey, N = 273)

Program Focus (Responding = 248, 91%)	A Focus				In Top 2 Choices				Primary Focus			
	Not-for-Profit		For-Profit		Not-for-Profit		For-Profit		Not-for-Profit		For-Profit	
	#	%	%	%	%	%	%	%	%	%	%	%
Meet needs of working parents	124	92%	109	97%	111	83%	98	88%	92	68%	83	75%
Enrichment/Education	104	77%	88	78%	75	56%	69	63%	27	20%	20	18%
Recreation	96	71%	83	74%	40	30%	33	30%	6	4%	7	6%
Prevention/Intervention	44	33%	21	19%	16	12%	5	4%	5	4%	0	0%
Youth Leadership	36	27%	17	15%	3	2%	1	1%	1	1%	0	0%
Religious Program	17	13%	5	4%	8	6%	3	3%	3	3%	1	1%

**Table 15: Director Training Preferences by Auspice
(Administrator Training Survey, N = 201)**

Characteristic	Total Responding		Not-for-Profit Programs			For-Profit Programs		
	#	%	Total	Selecting Response		Total	Selecting Response	
				#	%		#	%
<i>Preferred Training Days/Times</i>	174	87%	90			84		
Weekday Morning				44	49%		23	27%
Weekday Afternoon				27	30%		10	12%
Weekday Evening				28	31%		22	26%
Saturday Morning				35	39%		59	70%
Saturday Afternoon				15	17%		30	36%
<i>Preferred Training Length</i>	175	87%	91			84		
1-1/2 to 2 hours				55	60%		43	51%
Half Day (3 hours)				65	71%		61	73%
Full Day (6 hours)				30	33%		35	42%
Two-day Conference				23	25%		13	16%
10-hour Series				25	28%		37	44%
Semester Degree Course				12	13%		18	21%
<i>Interest in Individual Learning</i>	165	82%	84			81		
Video-based Study				70	83%		65	80%
Televised Self Study				36	43%		38	47%
Correspondence Course				22	26%		37	46%
CD Rom Instruction				33	39%		47	58%
Internet-based Course				41	49%		49	61%
<i>Mean Number of Training Problems</i>	178	89%	94	2.3			2.5	
<i>Amount Would Pay for Training</i>	161	80%	82			79		
None-need scholarship				18	22%		7	9%
\$ 5.00 / hour				20	24%		6	8%
\$ 7.50 / hour				4	5%		15	19%
\$10.00 / hour				13	16%		21	27%
\$12.50 / hour				4	5%		6	8%
\$15.00 / hour				9	11%		15	19%
\$20.00 / hour				15	18%		9	11%

Appendix C: Figures

- Figure 1. Estimated number of facility-based school-age programs in the metro Atlanta area (June, 2001)
 - Figure 2. Percent of programs with focus area
 - Figure 3. Average capacity, enrollment & waiting list by age group served
 - Figure 4. Percent of programs for elementary youth by program size
 - Figure 5. Enrollment by program size (elementary youth)
 - Figure 6. Top ten problems facing programs
 - Figure 7. Training survey respondent characteristics (Directors)
 - Figure 8. Preferred administrative training topics
 - Figure 9. Preferred times and length of training
 - Figure 10. Type of program by auspice
 - Figure 11. Characteristics of program directors by auspice
 - Figure 12. Operating periods and services provided
 - Figure 13. Youth served by auspice
 - Figure 14. Program focus by auspice
 - Figure 15. Program activity areas by auspice
 - Figure 16. Problems experienced by auspice
 - Figure 17. Preferred training times and methods by auspice
 - Figure 18. Amount would pay for training by auspice
-

Figure 1. Estimated Number of Facility-Based School-Age Programs in the Metro-Atlanta Area (June, 2001).

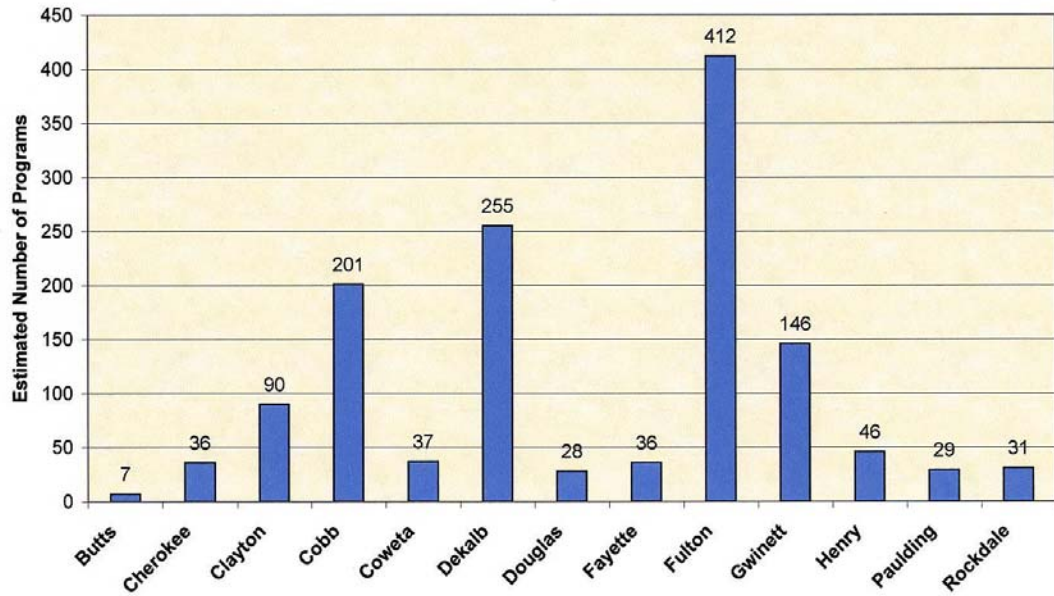


Figure 2. Percent of Programs With Focus Area

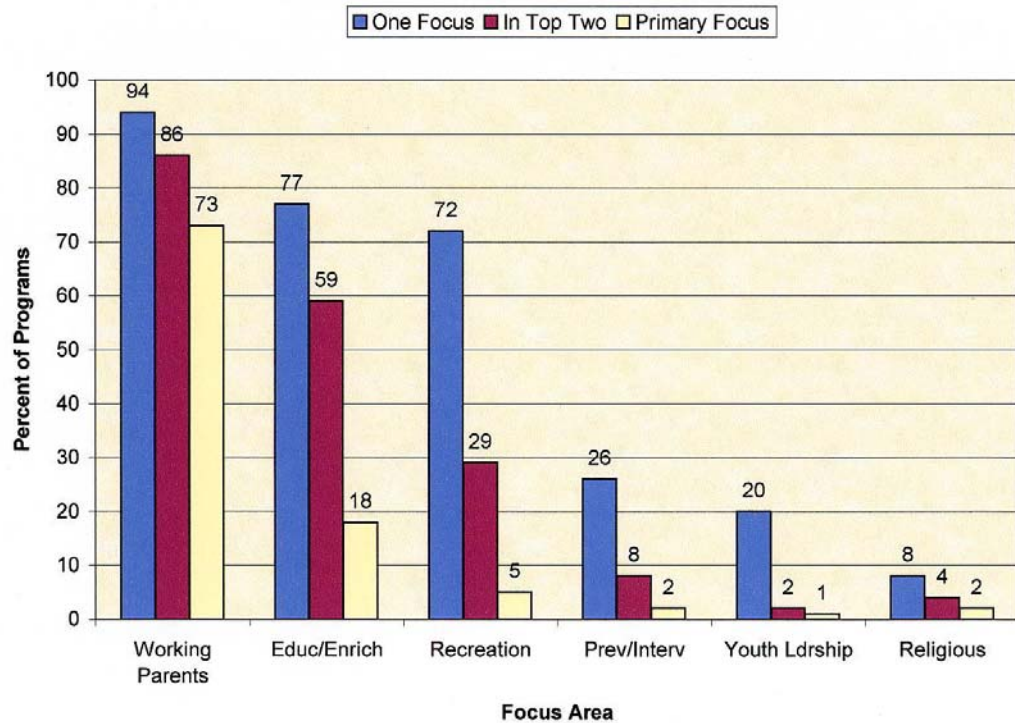


Figure 3: Average Capacity, Enrollment & Waiting List by Age Group Served

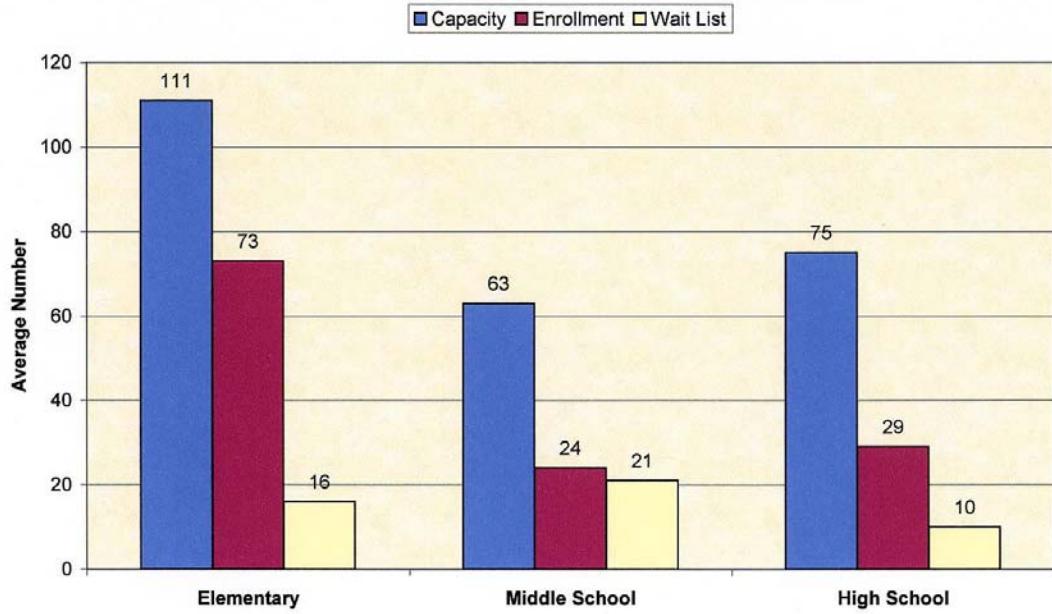


Figure 4. Percent of Programs for Elementary Youth by Program Size

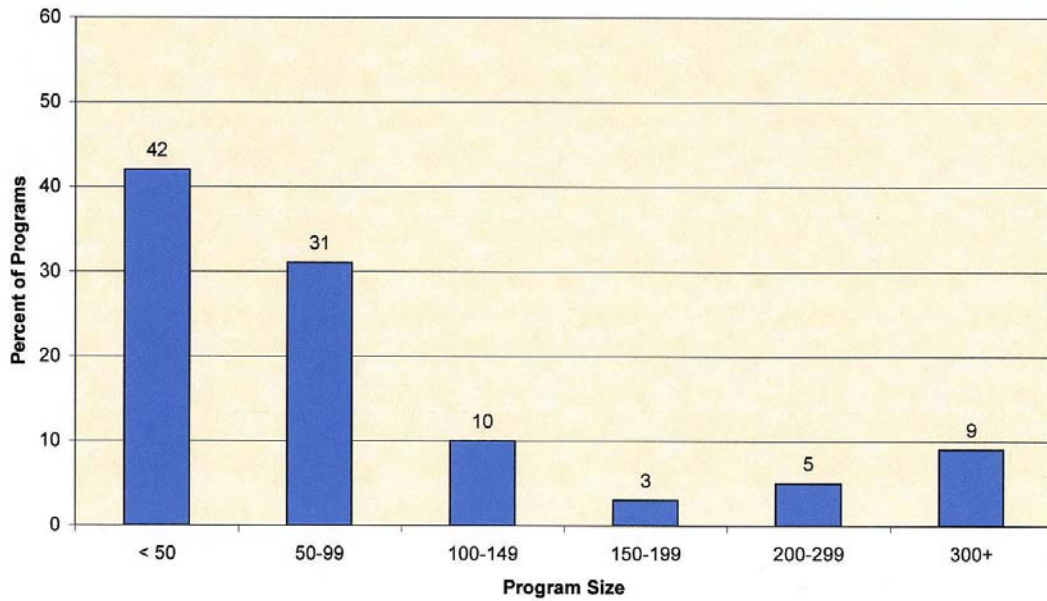


Figure 5. Enrollment by Program Size (Elementary Youth)

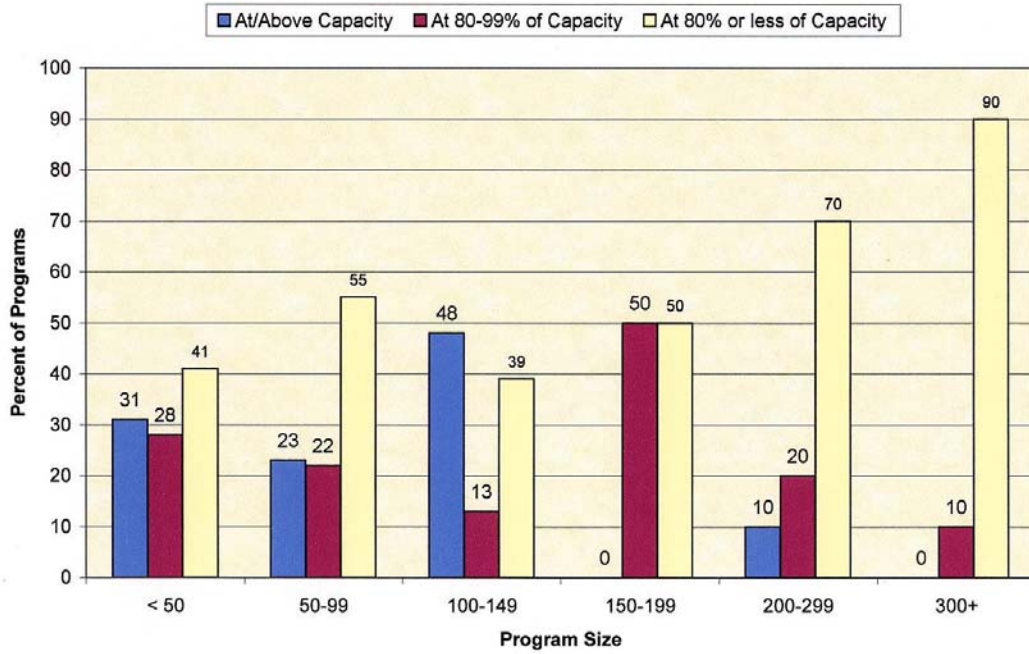


Figure 6. Top Ten Problems Facing Programs

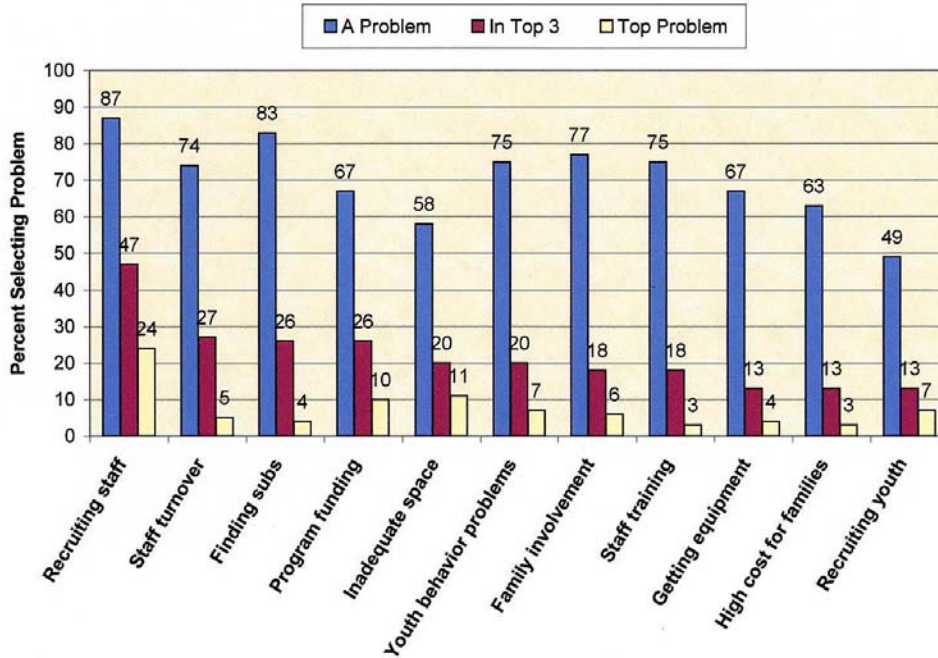


Figure 7. Training Survey Respondent Characteristics (Directors)

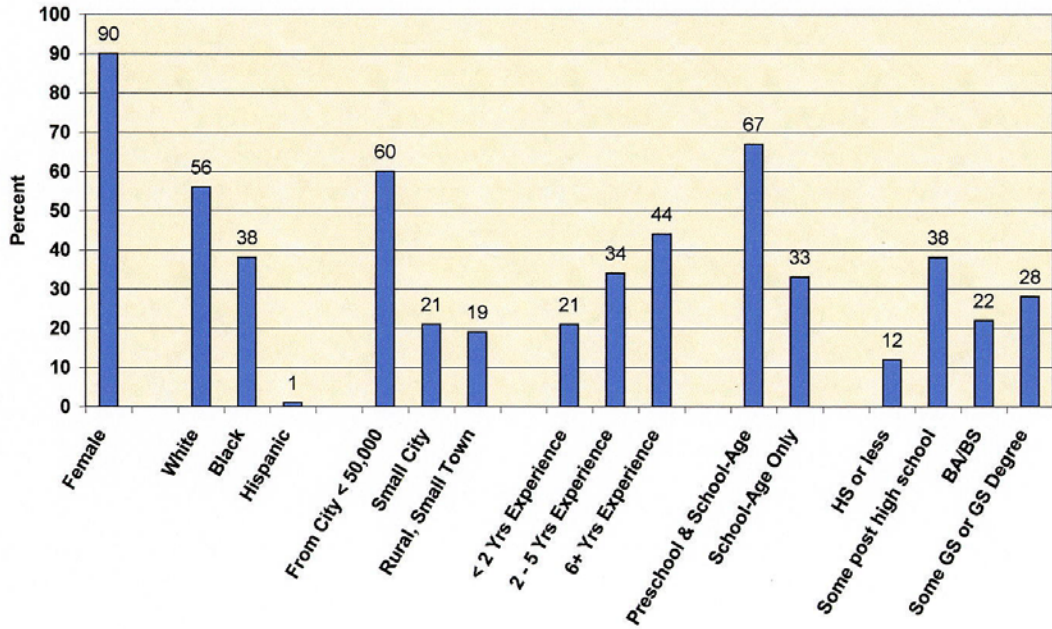


Figure 8. Preferred Administrative Training Topics

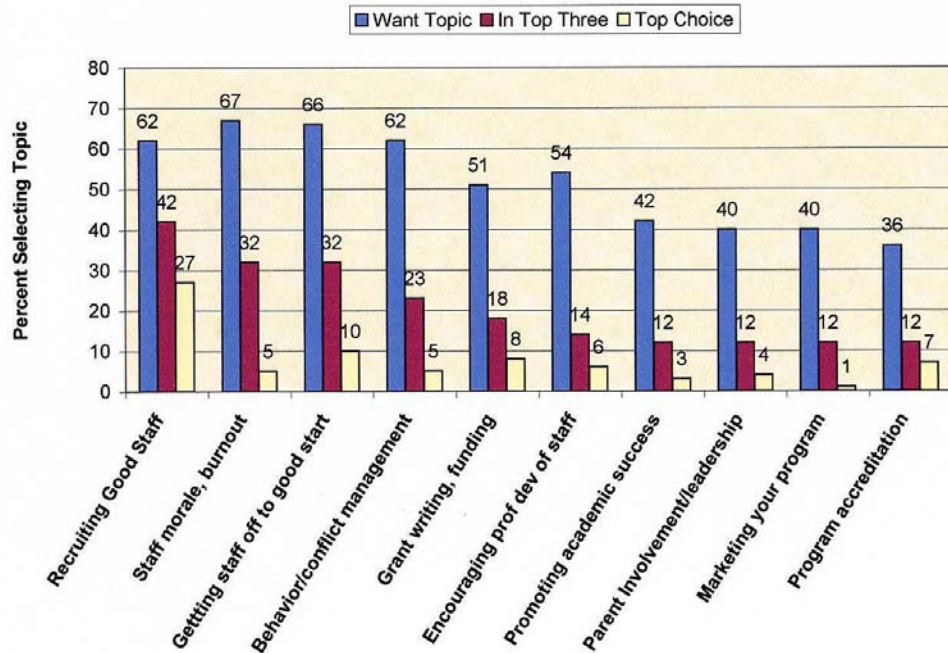


Figure 9. Preferred Times and Length of Training

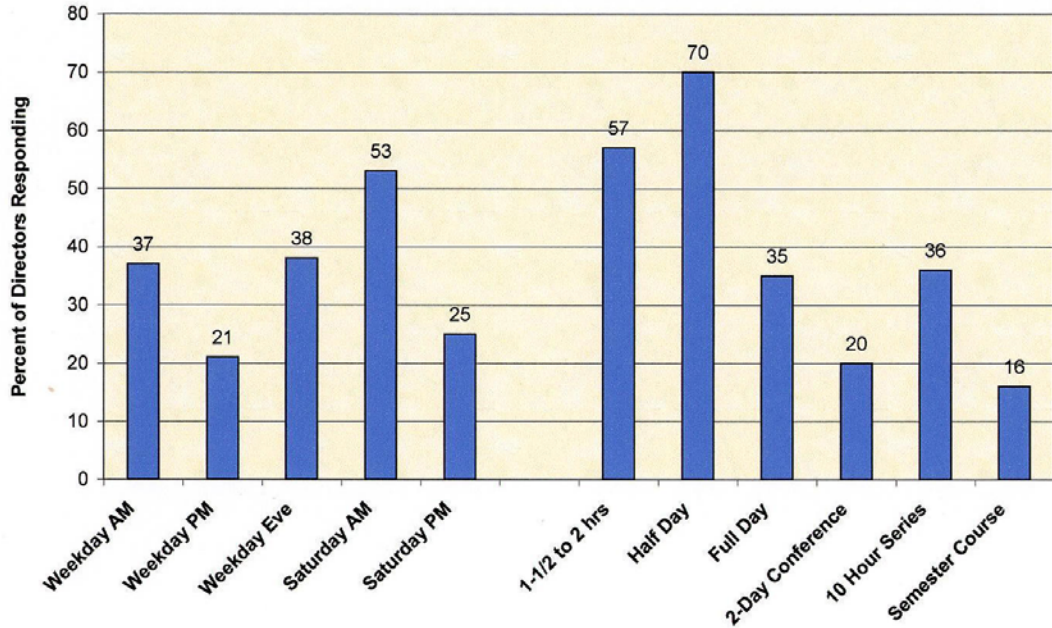


Figure 10. Type of Program by Auspice

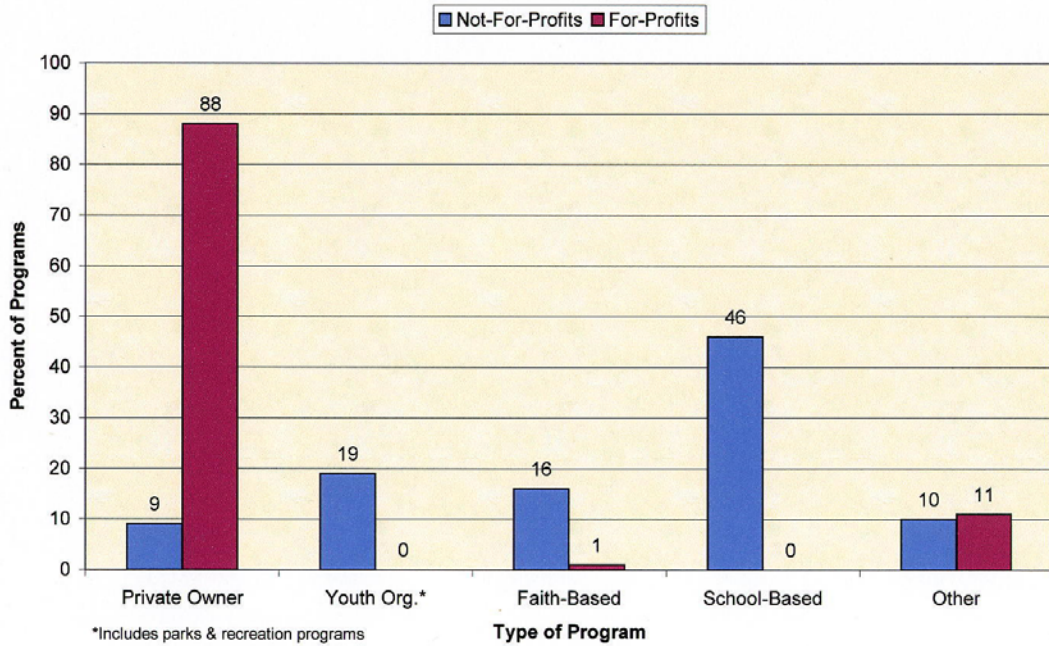


Figure 11. Characteristics of Program Directors by Auspice

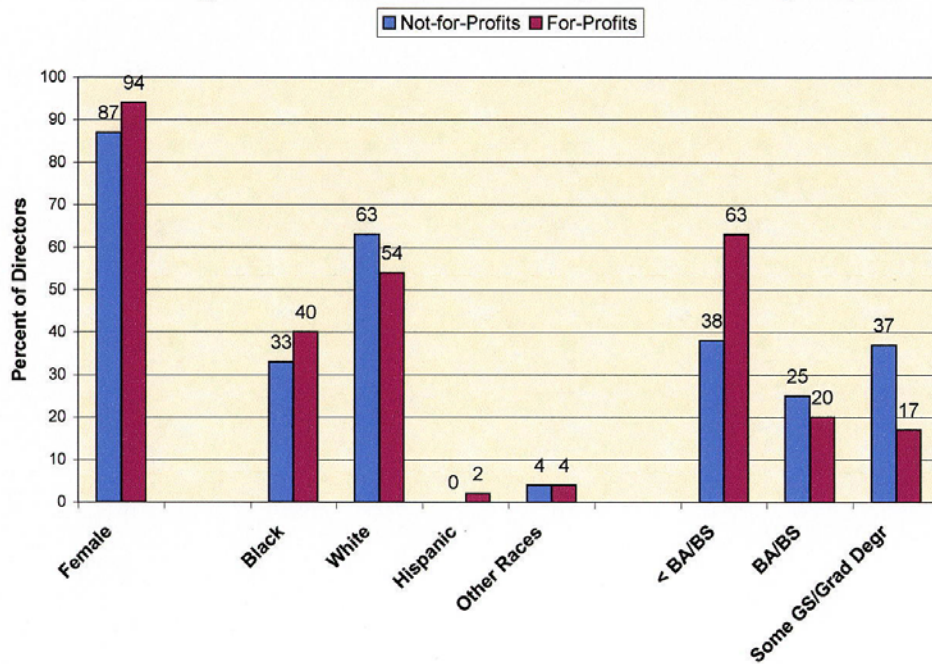


Figure 12. Operating Periods and Services Provided

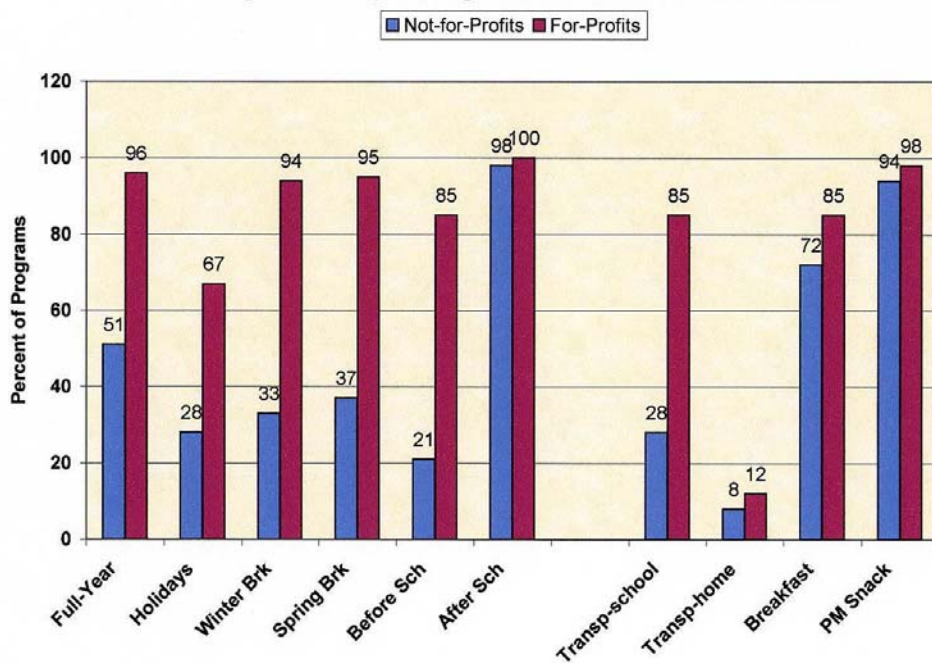


Figure 13. Youth Served by Auspice

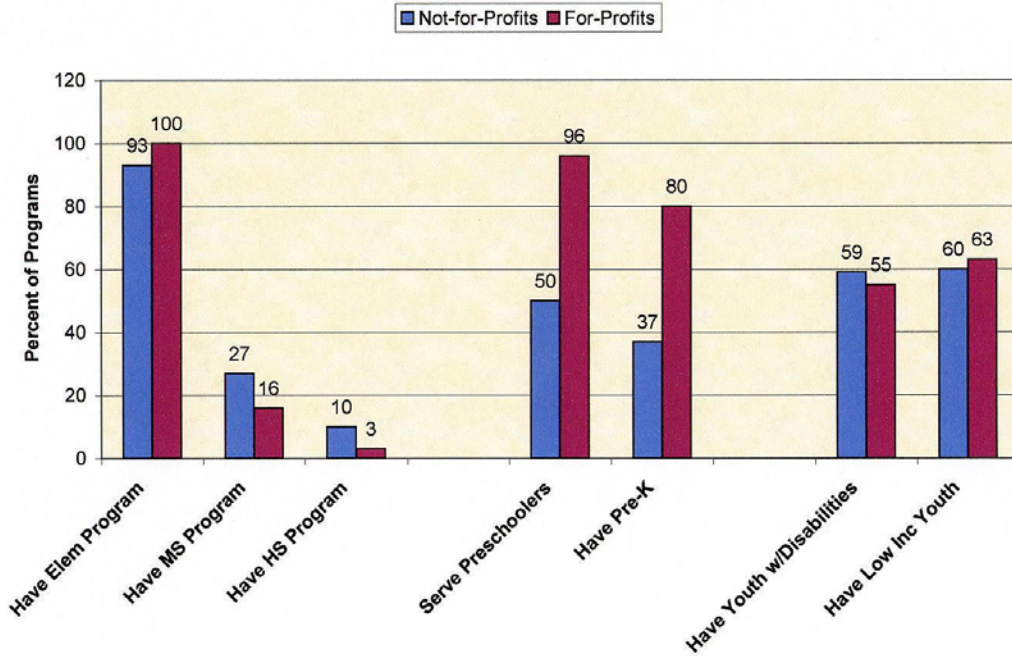


Figure 14. Program Focus by Auspice

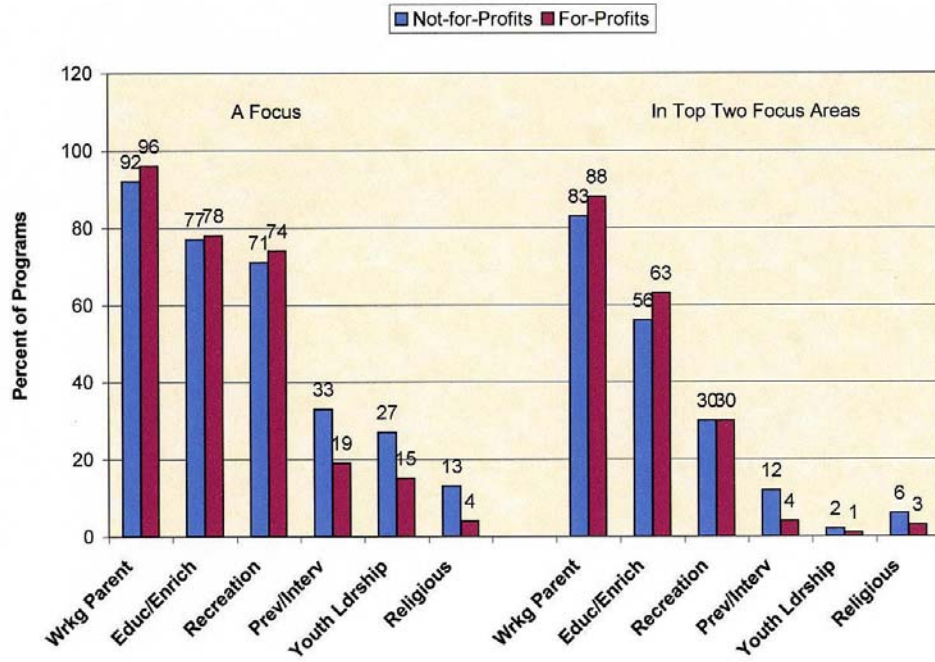


Figure 15. Program Activity Areas by Auspice

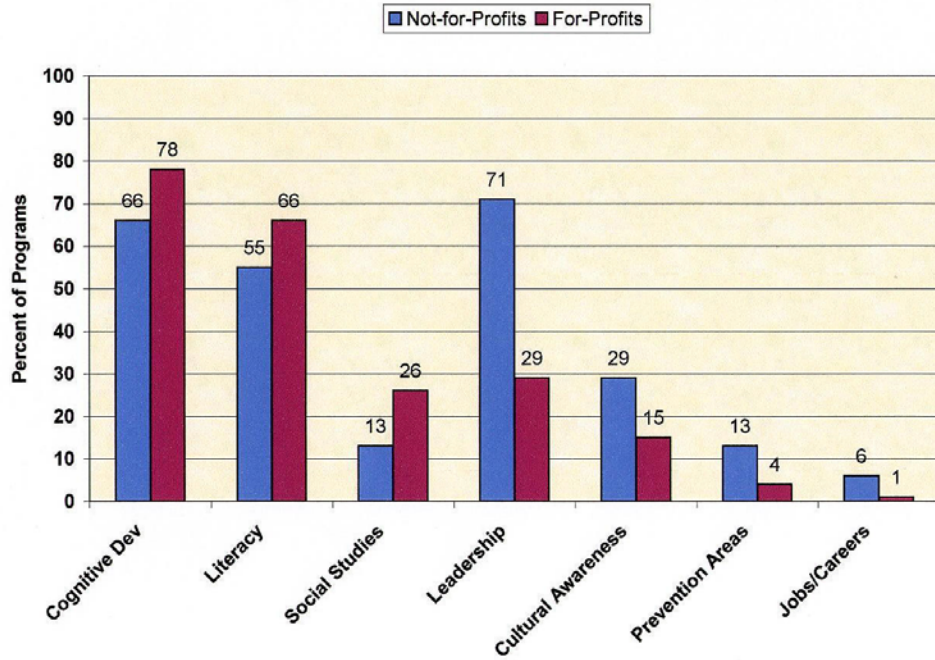


Figure 16. Problems Experienced by Auspice

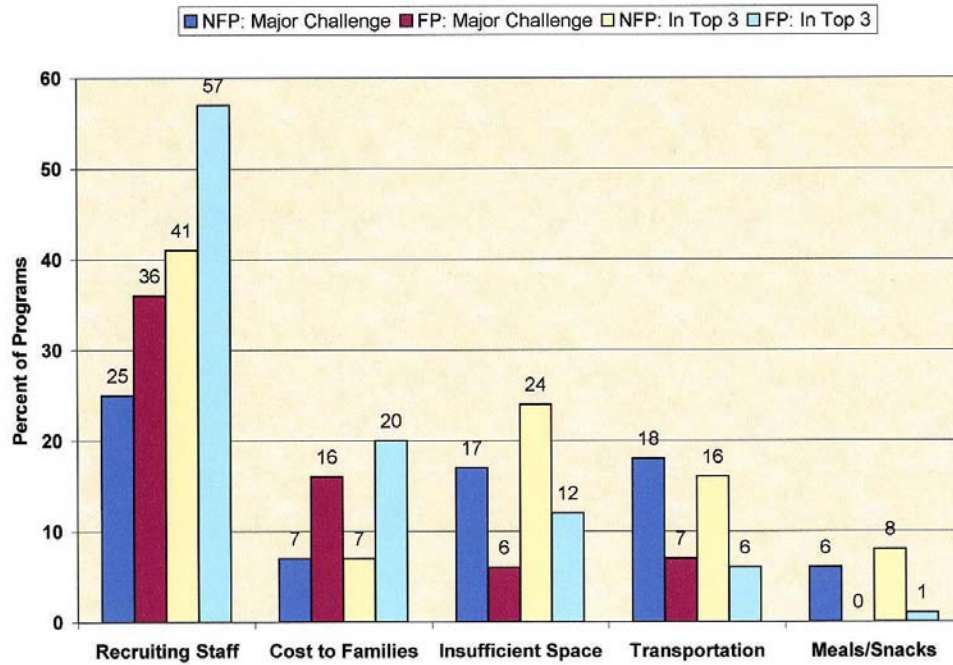


Figure 17. Preferred Training Times and Methods by Auspice

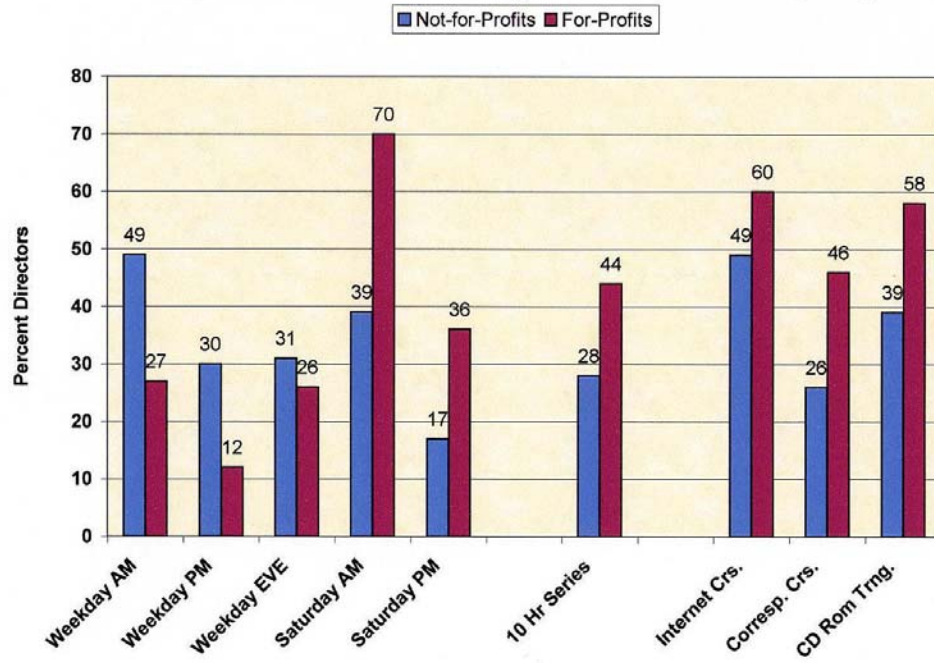
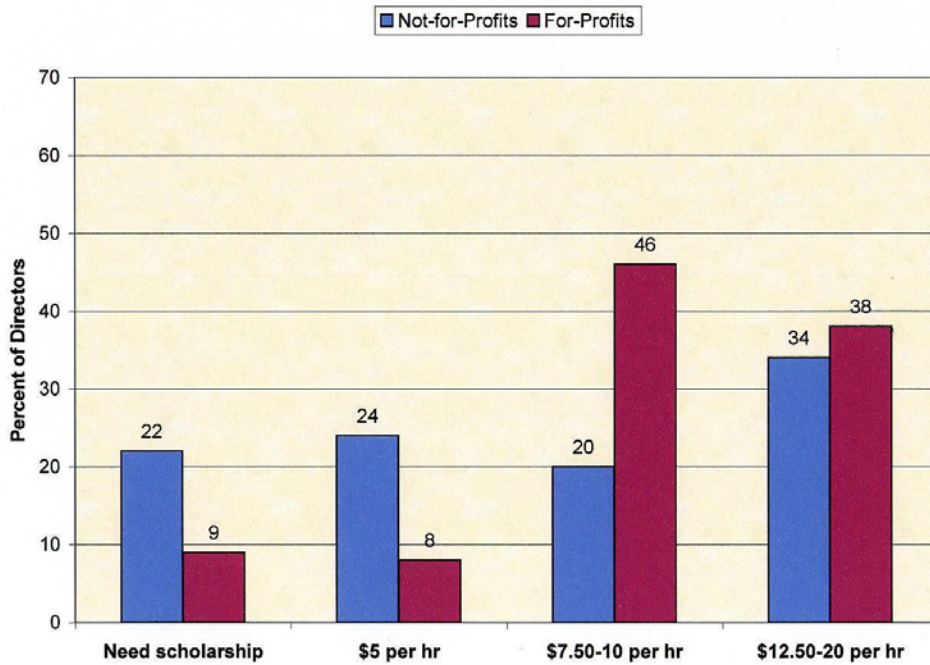


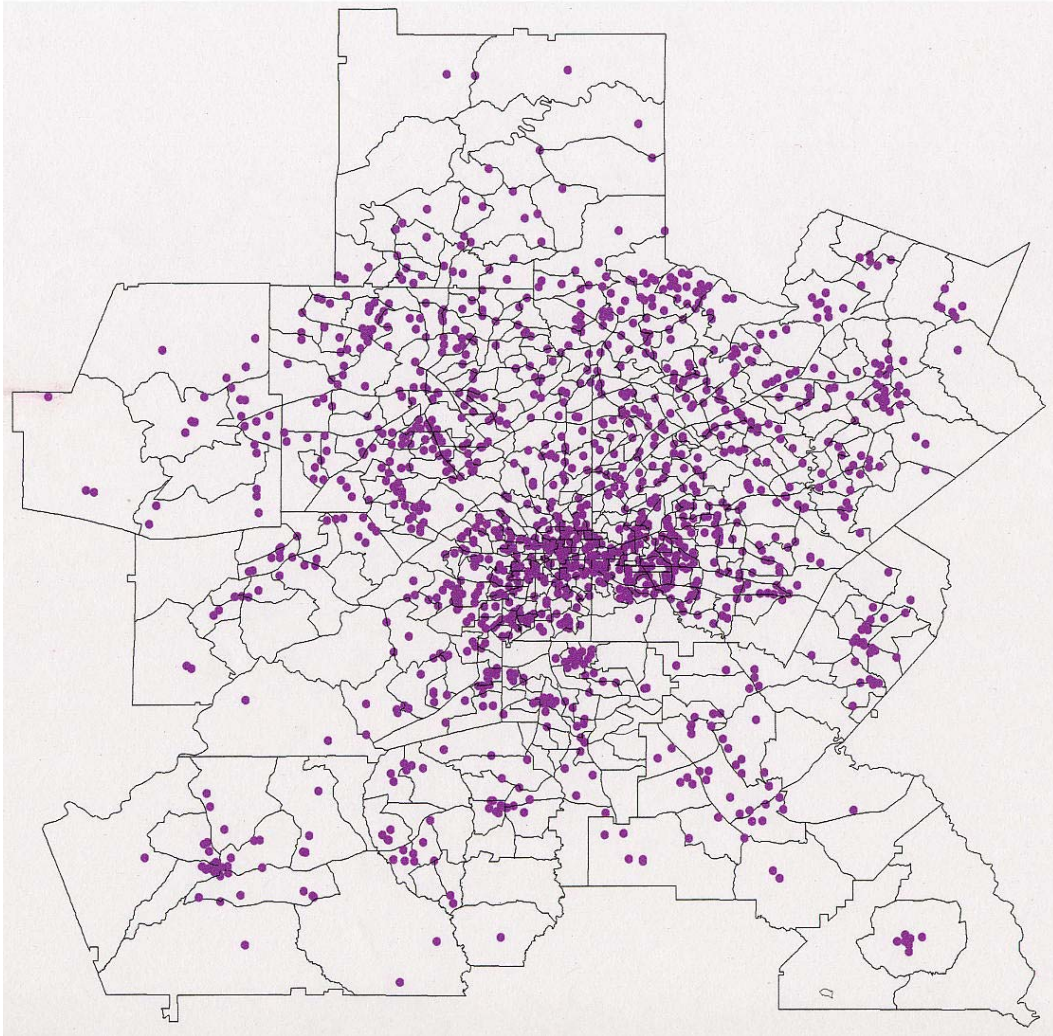
Figure 18. Amount Would Pay for Training by Auspice



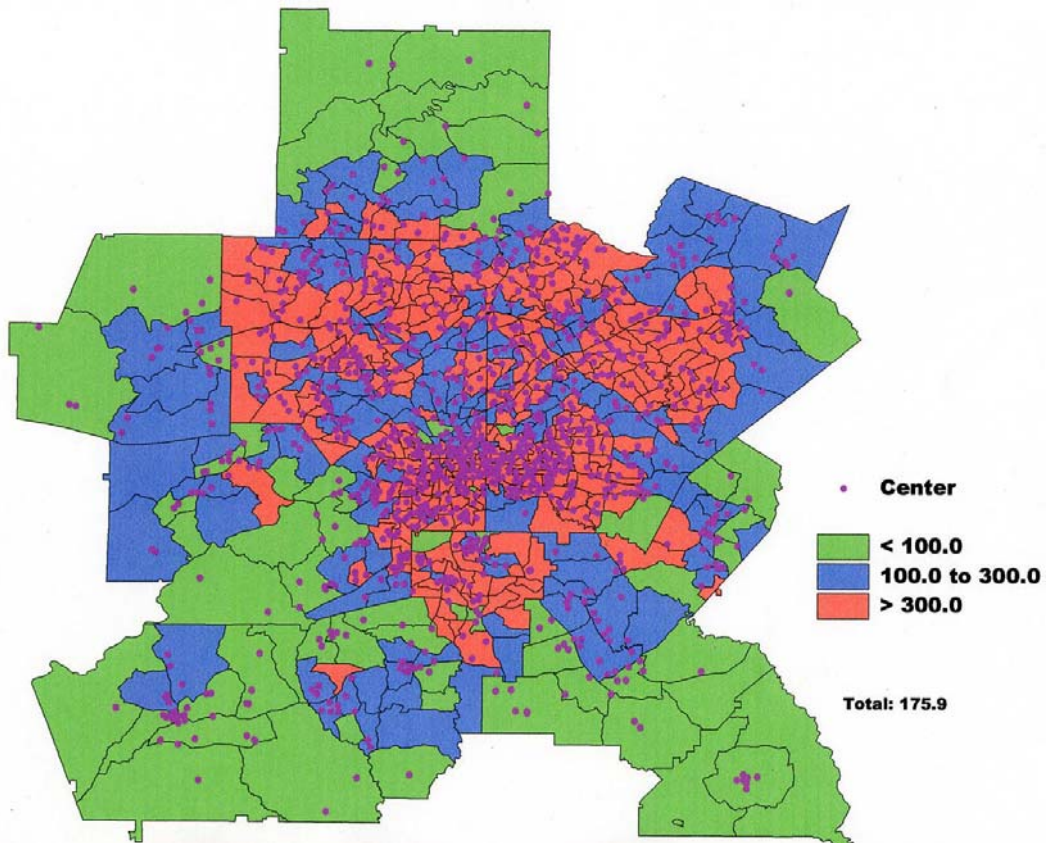
Appendix D: Maps

- Map #1: Distribution of SAC Programs in Metropolitan Atlanta
 - Map #2: Persons Age Five to Seventeen Per Square Mile by 2000 Census Tract
 - Map #3: Percent African American Population of Total Population by 2000 Census Tract
 - Map #4: Percent Hispanic Population of Total Population by 2000 Census Tract
 - Map #5: Percent White Population of Total Population by 2000 Census Tract
 - Map #6: Median Family Household Income in 1999 by 2000 Census Tract
 - Map #7: Larger Metro Atlanta Area 2000 Census Tracts with Interstates
 - Map #8: Special Focus Tract #1: High Density of Low-income School-Age Youth
 - Map #9: Special Focus Tract #2: High Density of Low- and Moderate-Income School-Age Youth
 - Map #10: Special Focus Tract #3: High Density of Low- and Moderate-Income African-American School-Age Youth
 - Map #11: Special Focus Tract #4: High Density of Low- and Moderate-Income Hispanic School-Age Youth
 - Map #12: Special Focus Tract #5: High Density of Low- and Moderate-Income White School-Age Youth
-

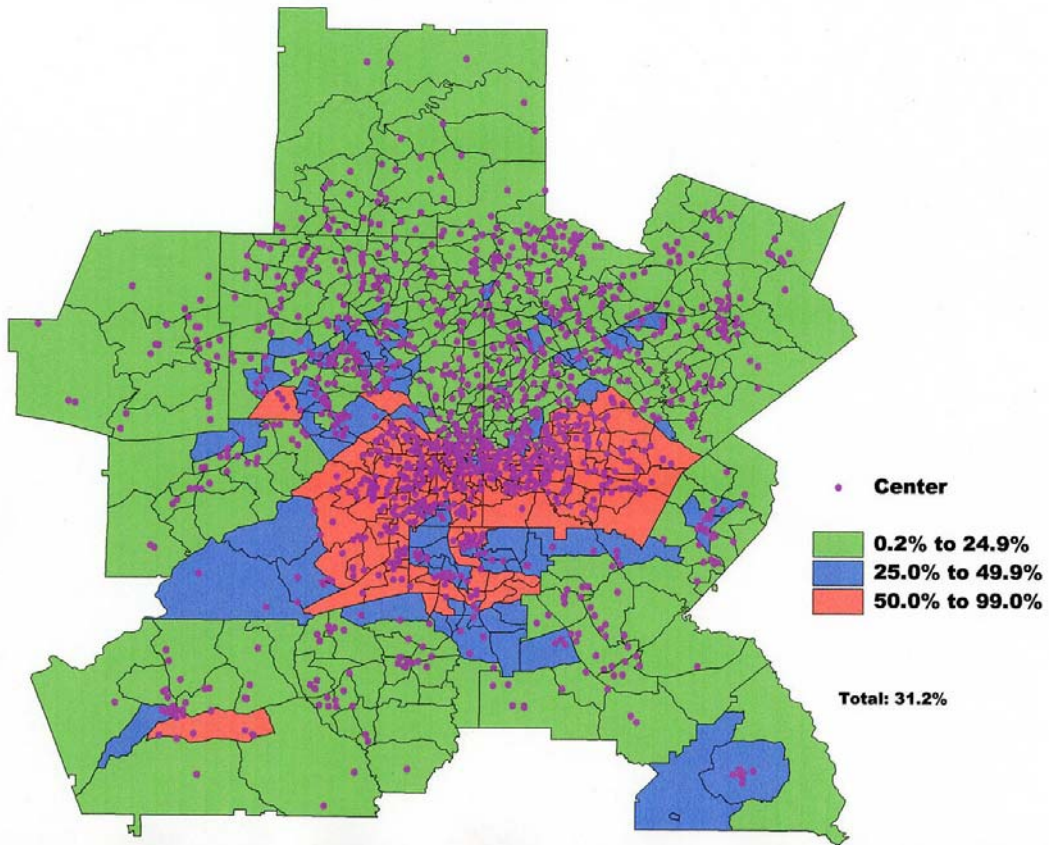
Map #1: Distribution of SAC Programs in Metropolitan Atlanta



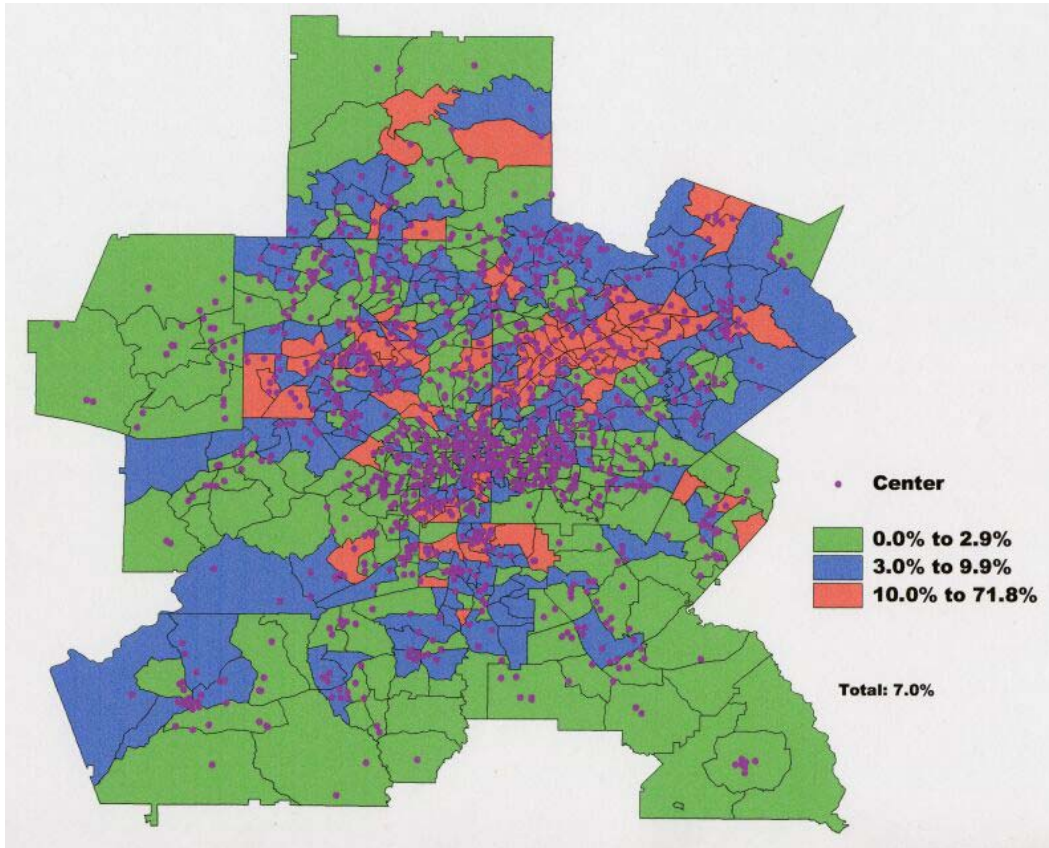
Map #2: Persons Age Five to Seventeen per Square Mile by 2000 Census Tract



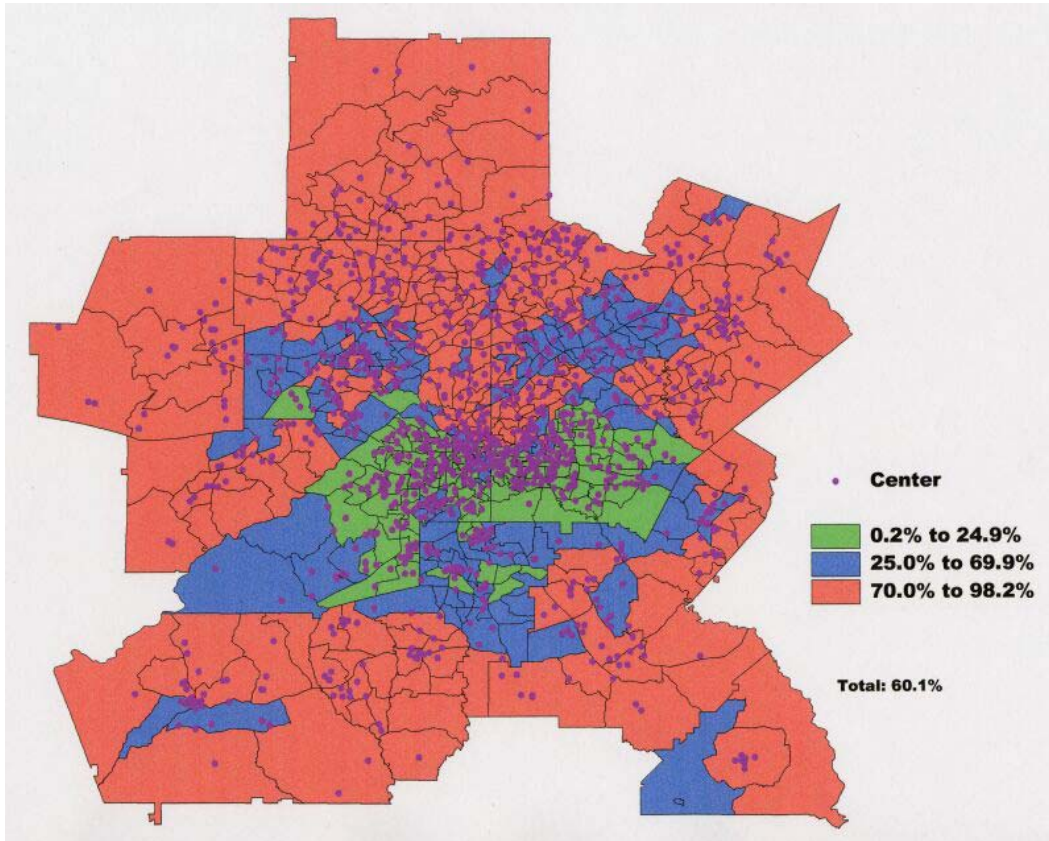
Map #3: Percent African American Population of Total Population by 2000 Census Tract



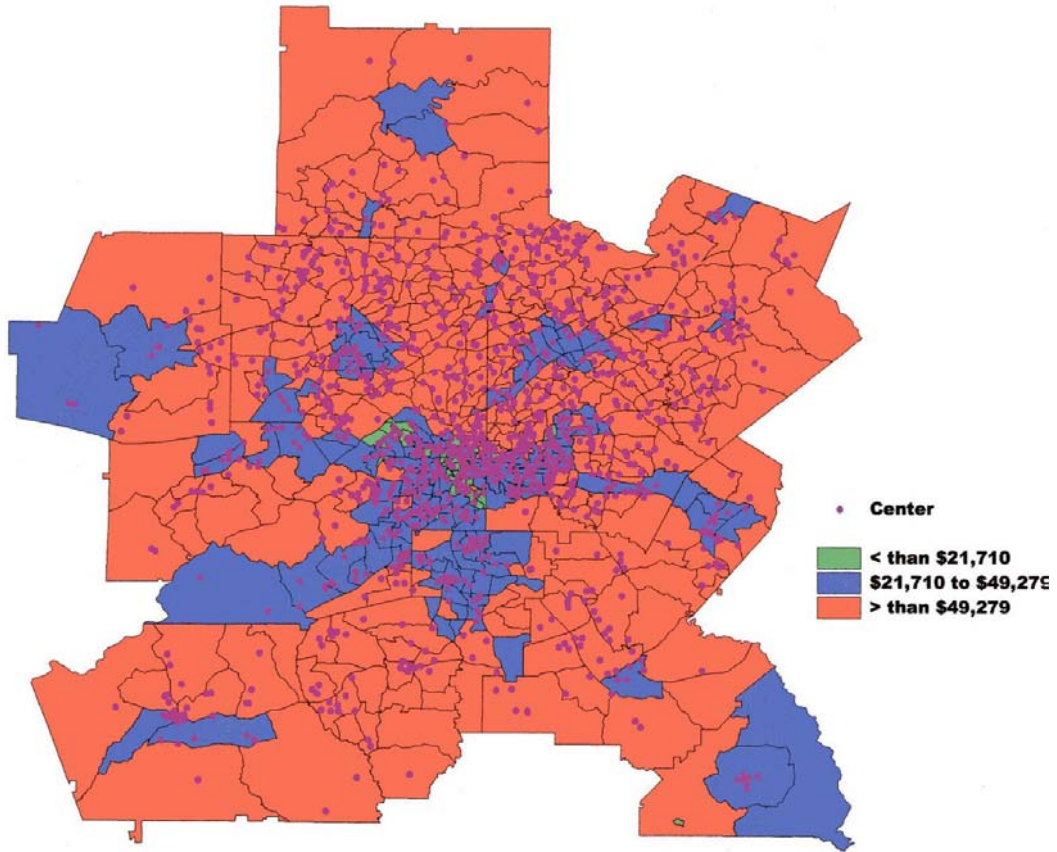
Map 4: Percent Hispanic Population of Total Population by 2000 Census Tract



**Map #5: Percent White Population of Total Population by 2000
Census Tract**

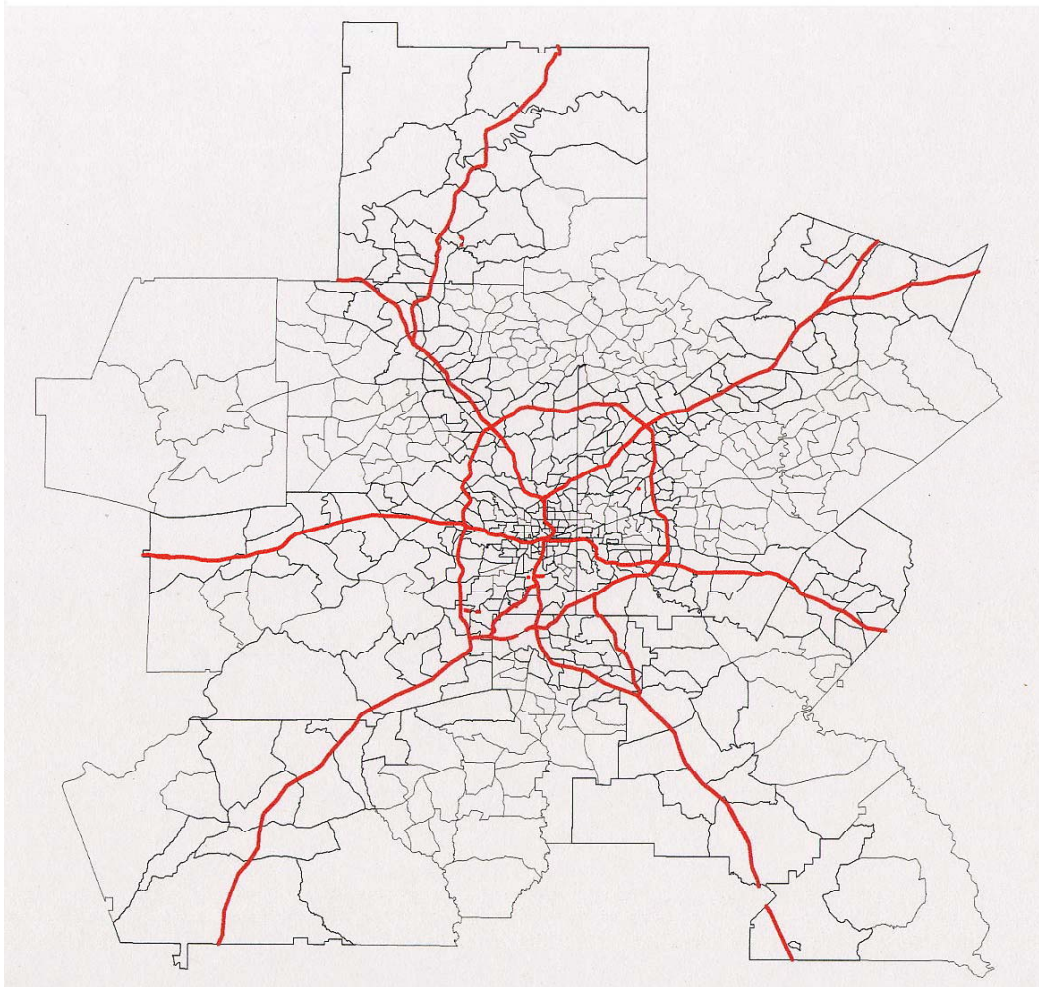


Map #6: Median Family Income in 1999

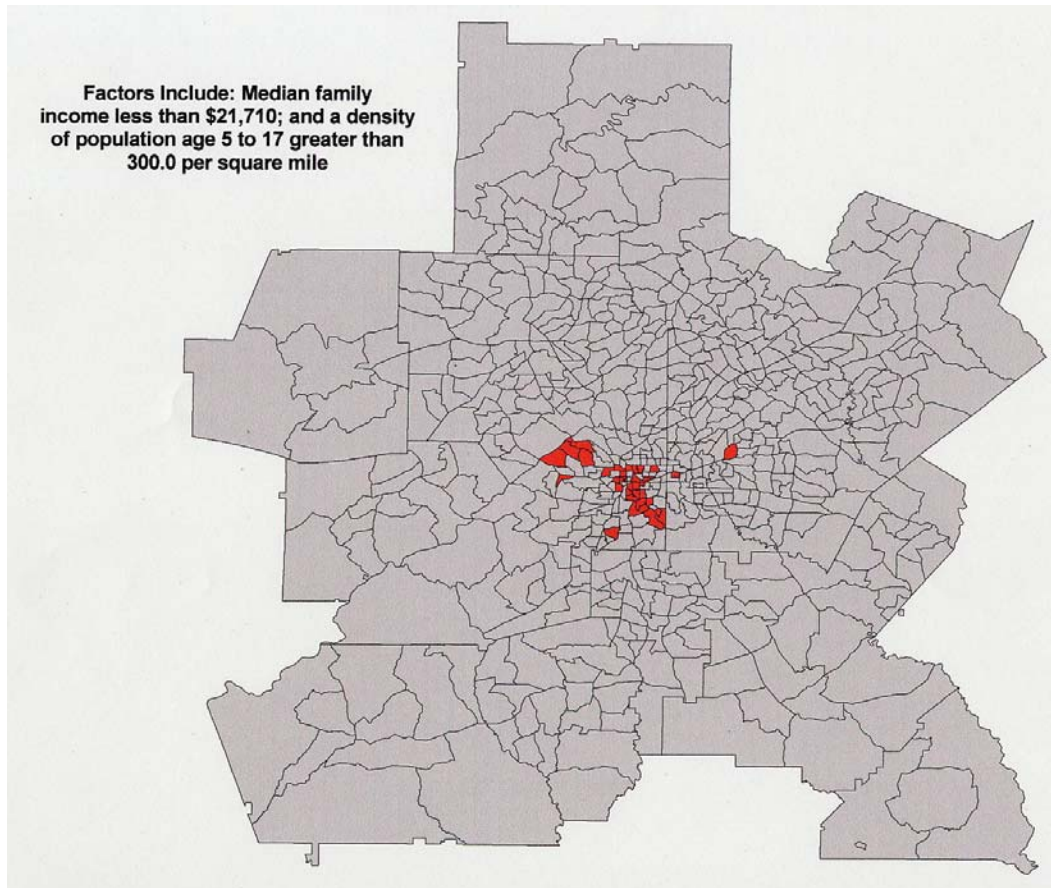


Map #7: Larger Metro Atlanta Area 2000 Census Tracts with Interstates

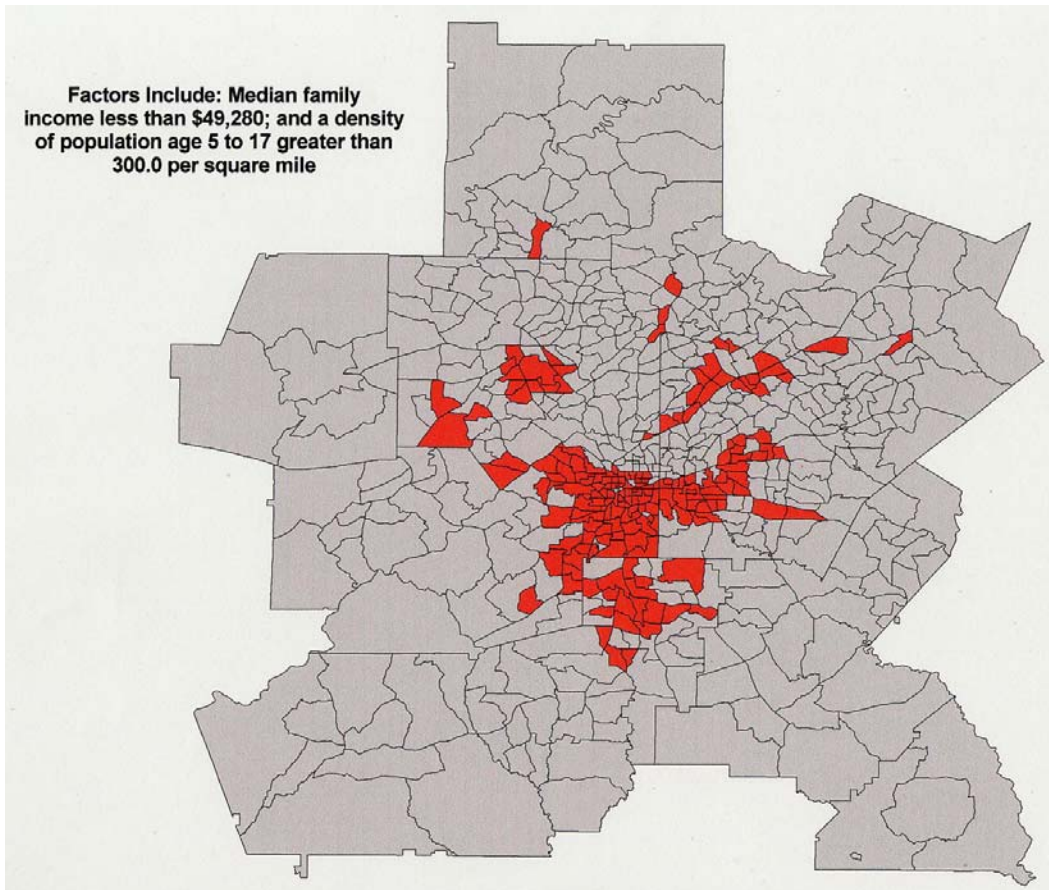
Map #7: Larger Metro-Atlanta Area 2000 Census Tracts with Interstates



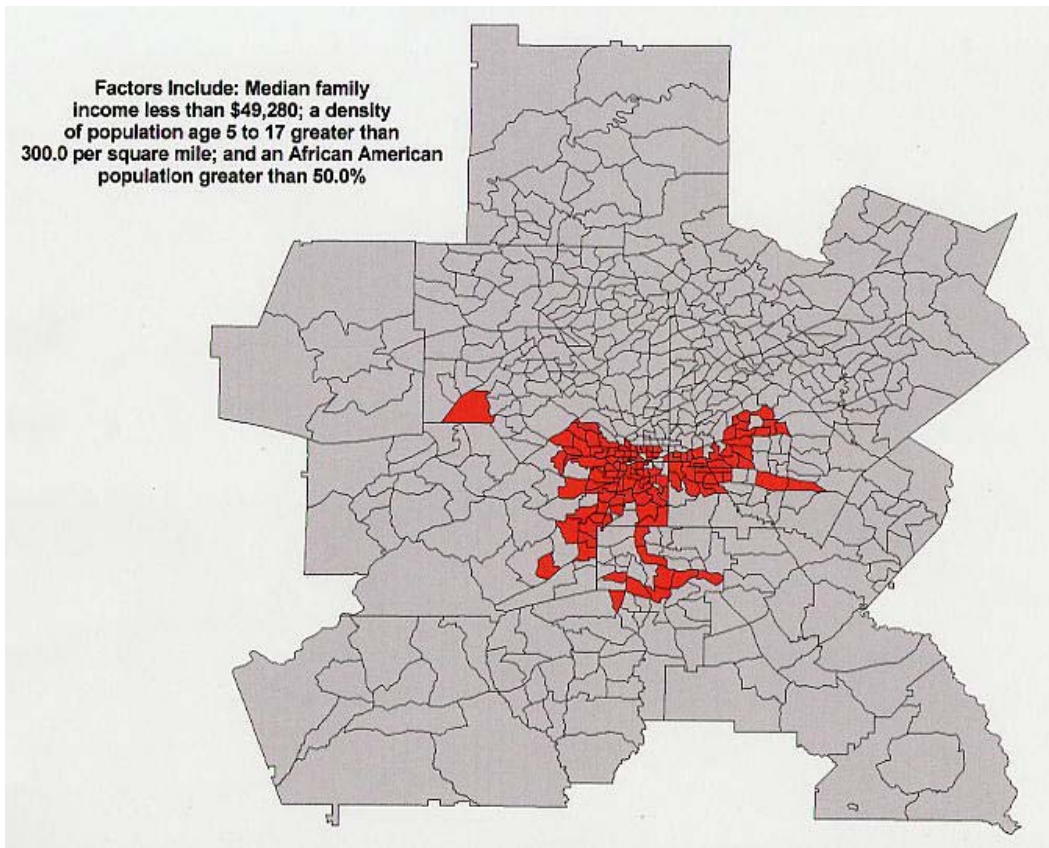
Map #8: Special Focus Tract #1: High Density of Low-income School-Age Youth



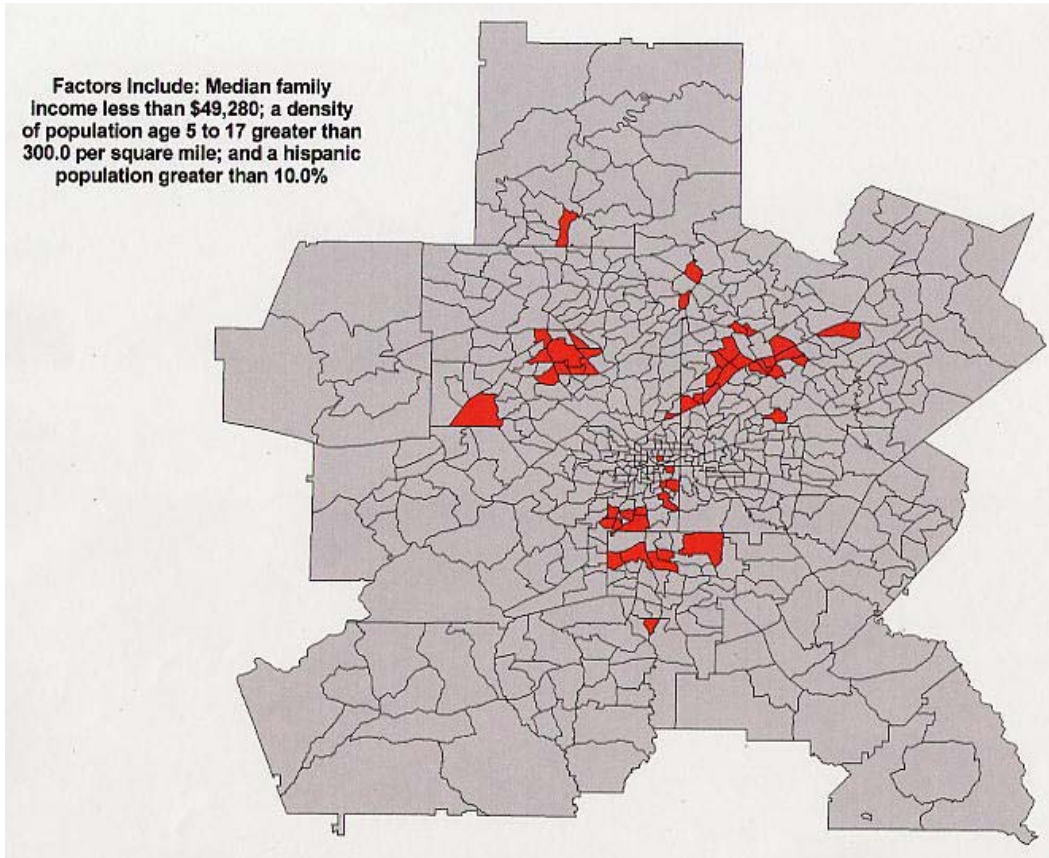
Map #9: Special Focus Tract #2: High Density of Low and Moderate Income School-Age Youth



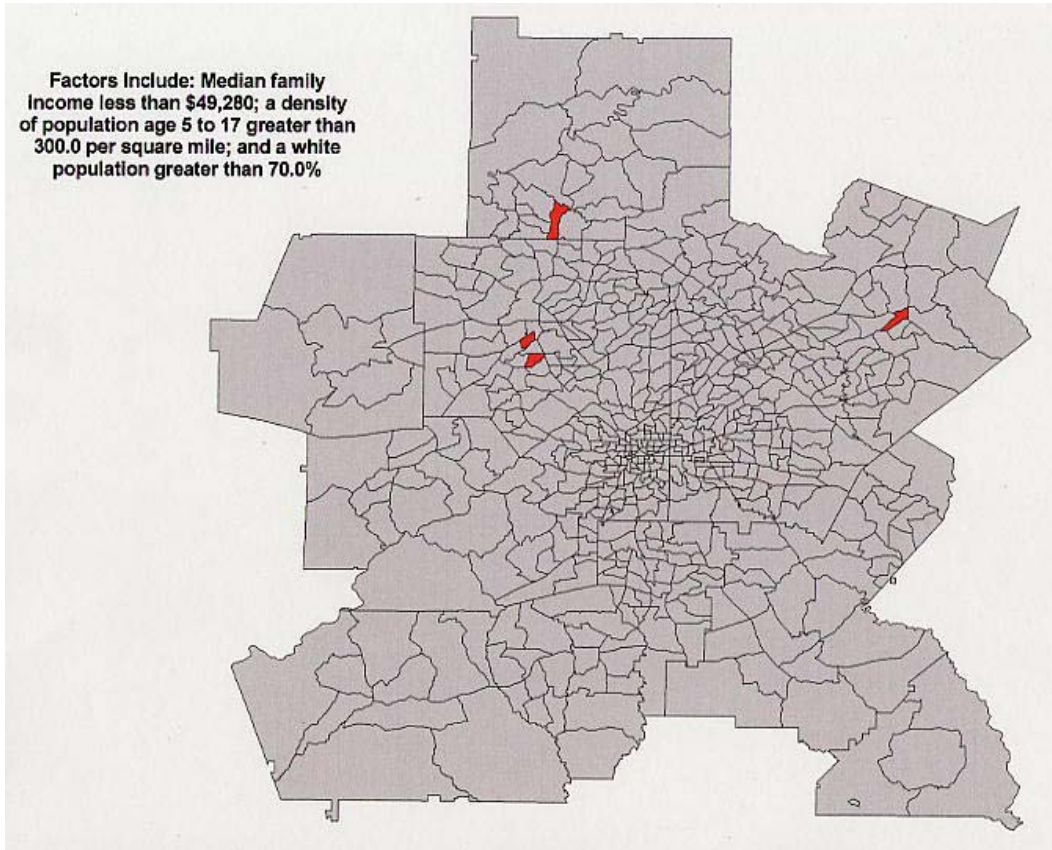
Map #10: Special Focus Tract #3: High Density of Low and Moderate Income African American School-Age Youth



Map #11: Special Focus Tract #4: High Density of Low and Moderate Income Hispanic School-Age Youth



Map #12: Special Focus Tract #5: High Density of Low and Moderate Income White School-Age Youth



Appendix E. References

Brimhall, D. W., Reaney, L. M., West, J. (1999). *Participation of kindergartners through third graders in before- and after-school care. Statistics Brief.* Washington, DC: National Center for Education Statistics.

Capizzano, J., Tout, K., & Adams, G. (2000). *Child care patterns of school-age children with employed mothers, Occasional Paper #41.* Washington DC: Urban Institute.

Extension "CARES" Initiative. (2000). Program Theory Underlying the Extension "CARES"...for America's Children and Youth Initiative. USDA: The CSREES Extension "CARES" Initiative.

Kisker, E. E., Hofferth, S. L., Phillips, D., & Farquhar, E. (1991). *A profile of child care settings: Early education and care in 1990.* Washington, DC: U.S. Department of Education.

Larner, M. B., Zippiroli, L., Behrman, R. E. (1999). When school is out: Analysis and recommendations. David and Lucile Packard Foundation. (1999). *The future of children: When school is out, 9 (2), 4-20.*

Larson, R. W. (2000). Toward a psychology of positive youth development. *American Psychologist, 55,* 170-183.

McHale, S. M., Crouter, A. C., & Tucker, C. J. (2001). Free-time activities in middle childhood: Links with adjustment in early adolescence. *Child Development, 72,* 1764-1778.

Miller, B. M. & O'Connor, S. (1995). Out-of-school time: A study of children in three low-income neighborhoods. *Child Welfare, 74,* 1249-1281.

Miller, B. (2000). Power of the hours: The changing context of after school. *School-Age Review, 2,* 18-23.

Noam, G. G. (2001). *After school time: Toward a theory of collaborations.* Paper presented at the Urban Seminar Series on Children's Mental Health and Safety (Cambridge, MA, May 10-22).

Powers, H. S., Conway, T. L., McKenzie, T. L., Sallis, J. F., & Marshall, S. J. (2002). Participation in extracurricular physical activity programs at middle schools. *Research Quarterly for Exercise and Sport, 73,* 187-192.

Robinson, V. & Todd, C. M. (2002). *Georgia County Profiles: Child Care*. Athens, GA: University of Georgia Department of Child and Family Development.

Smith, K. (2000). *Who's minding the kids? Child care Arrangements: Fall, 1995*. Current Population Reports, P70-70. Washington DC: U.S. Census Bureau.

Seligman, M. (2001). School-age child care today. *Young Children*, 90-94.

Seppanen, P., Love, J. M., deVries, D. K. & Bernstein, L. (1993). *National study of before- and after-school programs. Final report to the Office of Policy and Planning, U.S. Department of Education, Contract No. LC89051001*. Portsmouth, NH: Research Corporation and School-Age Child Care Project, Wellesley College.

Sonenstein, F. L., Gates, G. J., Schmidt, S., & Bolshun, N. (2002). *Assessing the New Federalism: Primary care arrangements of employed parents: Findings from the 1999 national survey of America's families*, Occasional Paper #59. Washington DC: Urban Institute.

Vandell, D. L. & Shumow, L. (1999). After-school child care programs. When school is out: Analysis and recommendations. David and Lucile Packard Foundation. (1999). *The future of children: When school is out*, 9, 4-20).

Appendix F: ENDNOTE

¹ The five databases were obtained from: 1) The Resource and Referral Program of Metropolitan Atlanta; 2) Georgia School Age Care Association; 3) metro Atlanta public school system lists of before/after school programs, 4) United Way of Metropolitan Atlanta; and 5) programs receiving funding from the Blank Foundation.

² $\chi^2 (1) = 18.89, p < .001.$

³ $r = -.26, p < .001.$

⁴ $r = -.18, p < .005.$

⁵ $r = -.31, p < .001.$

⁶ $r = -.26, p < .001.$

⁷ $r = -.34, p < .001.$

⁸ $r = -.14, p < .03.$

⁹ $r = .19, p < .004.$

¹⁰ $r = .26, p < .001.$

¹¹ $r = .27, p < .001.$

¹² $r = .26, p < .001.$

¹³ $r = .26, p < .001.$

¹⁴ $r = .22, p < .01.$

¹⁵ $F(1,16) = 8.27, p < .05.$

¹⁶ $\chi^2 (2) = 5.62, p = .06.$

¹⁷ $\chi^2 (1) = 6.89, p < .01.$

¹⁸ $\chi^2 (1) = 8.42, p < .01.$

$$^{19} \chi^2 (1) = 5.62, p < .05.$$

$$^{20} \chi^2 (4) = 168.06, p < .001.$$

$$^{21} \chi^2 (1) = 12.53, p < .001.$$

$$^{22} \chi^2 (1) = 77.10, p < .001.$$

$$^{23} \chi^2 (1) = 22.51, p < .001.$$

$$^{24} \chi^2 (1) = 10.80, p < .01.$$

$$^{25} \chi^2 (1) = 8.86, p < .01.$$

$$^{26} \chi^2 (1) = 35.07, p < .001.$$

$$^{27} \chi^2 (1) = 67.62, p < .001.$$

$$^{28} \chi^2 (1) = 4.35, p < .05.$$

$$^{29} \chi^2 (1) = 3.11, p = .08.$$

$$^{30} \chi^2 (1) = 4.56, p < .05.$$

$$^{31} \chi^2 (1) = 14.99, p < .001.$$

$$^{32} \chi^2 (1) = 79.22, p < .001.$$

$$^{33} \chi^2 (1) = 38.16, p < .001.$$

$$^{34} \chi^2 (1) = 92.48, p < .001.$$

$$^{35} \chi^2 (1) = 87.40, p < .001.$$

$$^{36} \chi^2 (1) = 96.89, p < .001.$$

$$^{37} F(1,240) = 32.21, p < .001.$$

$$^{38} \chi^2 (1) = 76.63, p < .001.$$

³⁹ $\chi^2 (1) = 10.75, p < .01.$

⁴⁰ $\chi^2 (1) = 88.53, p < .001.$

⁴¹ $\chi^2 (1) = 60.42, p < .001.$

⁴² $\chi^2 (1) = 42.09, p < .001.$

⁴³ $F(1,203) = 26.50, p < .001.$

⁴⁴ $F(1, 209) = 34.20, p < .001.$

⁴⁵ $\chi^2 (1) = 6.24, p < .05.$

⁴⁶ $\chi^2 (1) = 4.27, p < .05.$

⁴⁷ $\chi^2 (1) = 4.95, p < .05.$

⁴⁸ $\chi^2 (1) = 6.08, p < .05.$

⁴⁹ $\chi^2 (1) = 6.41, p < .05.$

⁵⁰ $\chi^2 (1) = 7.89, p < .01.$

⁵¹ $\chi^2 (1) = 5.95, p < .05.$

⁵² $\chi^2 (1) 5.57, p < .02.$

⁵³ $\chi^2 (1) = 5.88, p < .05.$

⁵⁴ $\chi^2 (1) = 8.5, p < .01.$

⁵⁵ $\chi^2 (1) = 8.5, p < .01.$

⁵⁶ $\chi^2 (1) = 17.2, p < .001.$

⁵⁷ $\chi^2 (1) = 8.2, p < .01.$

⁵⁸ $\chi^2 (1) = 5.2, p < .05.$

⁵⁹ $\chi^2 (1) = 6.8, p < .01.$

$$^{60} \chi^2 (1) = 5.8, p < .05.$$

$$^{61} \chi^2 (1) = 20.0, p < .001.$$

$$^{62} \chi^2 (1) = 4.6, p < .05.$$

$$^{63} \chi^2 (1) = 7.0, p < .05.$$

$$^{64} \chi^2 (1) = 3.0, p = .08.$$

$$^{65} \chi^2 (2) = 5.8, p = .05.$$

$$^{66} \chi^2 (1) = 6.4, p < .05.$$

$$^{67} \chi^2 (3) = 12.0, p < .01.$$

$$^{68} \chi^2 (3) = 19.9, p < .001.$$

$$^{69} \chi^2 (1) = 6.4, p < .05.$$

$$^{70} \chi^2 (1) = 19.9, p < .01.$$

$$^{71} \chi^2 (1) = 8.4, p < .05.$$

$$^{72} \chi^2 (1) = 9.2, p < .01.$$