



U.S. DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

TO: Rochelle Martinez October 24, 2007

THROUGH: Kathy Axt

FROM: Edith McArthur

SUBJECT: Request for Clearance for the Proposed Fast Response Survey System (FRSS) 91: *After-School Programs at Public Elementary Schools*

Justification

The National Center for Education Statistics (NCES), U.S. Department of Education proposes to employ the Fast Response Survey System (FRSS) to conduct a survey on after-school programs at public elementary schools. The survey, under OMB clearance #1850-0733, was requested by the Office of Elementary and Secondary Education (OESE) to provide national data on after-school programs in public elementary schools, including extended day care, academic instruction or tutoring programs, the 21st Century Community Learning Centers (21st CCLCs), and all other formal after-school programs. The survey focuses on after-school programs that are physically located at the school regardless of who operates the program.

How school-age children spend their time after school is a topic of intense interest among educators, policymakers, researchers, and parents. Many parents choose to have their children attend after-school programs, which may provide diverse services or functions such as academic instruction, cultural enrichment, safe places to stay, and adult supervision for children. Household studies of after-school care arrangements for school age children suggest that school-based programs are a growing type of after-school programs. These programs may focus primarily on a single activity (e.g., only day care) or they may focus primarily on a combination of services (i.e., multiple activities such as academic enrichment and cultural activities). Thus, the programs may be grouped into four categories—stand-alone extended day care programs, stand-alone academic instruction or tutoring programs, the broad-based 21st Century Community Learning Centers (21st CCLCs), and other stand-alone or broad-based after-school programs.

- Stand-alone extended day care programs operate primarily to provide adult supervision for students during out of school hours, although the program may incorporate homework help, recreational activities, and cultural enhancement activities such as arts and crafts and drama. The programs are typically fee-based and they may be operated by the school, district, or other entities such as the YMCA.
- Stand-alone academic instruction or tutoring programs focus exclusively on academic instruction or tutoring, and they are typically designed to improve student performance in core subject areas such as math, reading, and science. Some of the programs may focus on improving academic standards of students who are at risk of school failure, such as the Supplemental Education Services (SES) in schools that did not make Adequate Yearly Progress (AYP). Other academic instruction programs may focus on providing additional academic exposure for students who are doing well in school.
- The 21st Century Community Learning Centers (21st CCLCs) are administered by the federally-funded 21st CCLC program to provide academic enrichment opportunities, including instruction in core academic subjects and a broad array of enrichment activities to complement regular

academic programs. This is a prime example of a broad-based after-school program that may have a core academic component and a wide range of additional components in areas such as art, music, drama, technology education, and counseling.

- Other formal after-school programs include a wide array of stand-alone and broad-based after-school programs that do not fit into the above named categories. For example, some broad-based programs may be former 21st CCLC centers that are no longer program grantees. These programs, which often become fee-based, may continue to offer the same kinds of activities and services as the 21st CCLC centers. An example of a stand-alone after-school program that does not fit into the categories described in the earlier sections is a formal program that focuses primarily/exclusively on cultural enhancement or violence prevention.

The literature suggests that a substantial proportion of public elementary schools either offer or facilitate extended day care and extended academic instruction programs. Providing data on these two types of after-school programs, the Schools and Staffing Survey (SASS) showed that 44 percent of public elementary schools provided extended day care programs in 2003-04, and half of the schools offered extended day programs to provide academic instruction for students who needed such assistance. These data, while providing useful insights into the prevalence of two types of after-school programs, do not cover the full range of formal after-school programs that may be located in public elementary schools.

The proposed FRSS study will be the first to provide a national profile of the involvement of public elementary schools in various types of after-school programs. In addition to collecting current data on the prevalence of school-based extended day care and academic instruction or tutoring programs, the proposed FRSS survey will collect new information on other types of after-school programs that are located in public elementary schools, including the 21st CCLCs and other stand-alone or broad-based after-school programs. For each of the first three types of program—stand-alone extended day care programs, stand-alone academic instruction or tutoring programs, and the 21st CCLCs—the survey will collect basic information on student enrollment and program schedule. To provide current information about some of the key issues surrounding after-school program offerings, the survey will also collect information about transportation home for students, whether students from other schools attend the program, and the extent to which selected factors hinder students from participating in these programs. To provide adequate coverage of school-based programs, the survey will collect similar information about *all other types* of after-school programs, including data on the number of programs, student enrollment, transportation home for students, and factors that hinder student participation in the programs. To complete the picture of student participation in after-school programs, the survey will also ask whether students attend after-school programs at other locations.

By focusing on all types of formal after-school programs that are physically located at the school, the survey will provide an overall profile of the extent to which public elementary schools offer or facilitate after-school programs for their students. The proposed FRSS study will focus on elementary schools only because the literature suggests wide disparities between elementary and secondary schools in the after-school program offerings. The survey excludes clubs or activities that are offered as school-sponsored extra-curricular activities because feedback from respondents suggests that it might be difficult for this FRSS survey to collect information on the wide range of clubs and after-school activities that may exist at public elementary schools.

The survey is authorized under Section 153 (a) of the Education Science Reform Act of 2002 (Public Law 107-279), which states that the purpose of NCES is “to collect, report, analyze, and disseminate statistical data related to education in the United States and in other nations.”

Overview of Data Collection

Westat will collect the information for the Early Childhood, International and Crosscutting Studies Division, NCES, U.S. Department of Education, using the FRSS. Westat is responsible for the questionnaire

development; sample design and selection; data collection; telephone follow up; editing, coding, keying, and verification of the data; and production of tabulations and the report detailing the results of the survey.

The data collection will be accomplished by means of a self-administered survey. Respondents will have the option of completing the survey on a traditional paper and pencil questionnaire or on a Web version of the questionnaire that will be accessed through the Internet. The sample will consist of about 1,800 public elementary schools selected from the NCES 2005-2006 Common Core of Data (CCD) Public School Universe file. The questionnaire (see Attachment 2) is limited to three pages of information readily available to respondents and can be completed by most schools in 30 minutes or less. These procedures are typical for FRSS surveys and result in minimal burden on respondents.

Since this survey includes new topics, substantial development work was conducted. This included an extensive review of the literature on after-school programs, two rounds of feasibility calls, and a pretest of the questionnaire. The literature review served to identify existing research data on after-school programs and key issues that needed to be explored. The feasibility calls were conducted in the early design phase of the questionnaire to assess what types of questions respondents could answer as well as who would be the best respondent at the elementary school. The feasibility calls involved having respondents review the questionnaire without completing it, and then provide brief verbal feedback by telephone. Based on the findings from the first round of feasibility calls, the questionnaire was revised and a second round of calls was conducted. This led to a revised survey which was reviewed by OESE and the NCES Questionnaire Review Board (QRB).

Based on feedback from the QRB, the survey was revised and a pretest of the questionnaire was conducted to identify problems survey respondents might have in providing the requested information. The purpose of the pretest was to verify that all questions and corresponding instructions were clear and unambiguous, to determine if the information would be readily available to respondents, and to determine whether the burden on respondents could be further reduced. Responses and comments on the pretest questionnaire were collected by fax and telephone, and were discussed with NCES and OESE. Changes to the questionnaire were made based on the feedback received from the pretest, and documented in a memorandum summarizing the pretest results.

Questionnaires will be mailed in early December 2007 to the principal of each sampled school. The cover letter (see Attachment 1) will include instructions that the survey is designed to be completed by the person most knowledgeable about after-school programs that are physically located at the school. Included in the mailing will be information about the option to complete a Web version of the survey on the Internet. Prior to mailing the materials to the schools, a courtesy information packet consisting of a cover letter and copy of the questionnaire will be mailed to the superintendent of each district with schools selected for participation. The packet also will include a list of the schools within the districts that are in the sample.

Telephone follow up for nonresponse will begin about 3 weeks after the questionnaires have been mailed to the schools. Experienced telephone interviewers will be trained to conduct the nonresponse follow up and will be monitored by Westat supervisory personnel during all interviewing hours. The response rates for FRSS surveys of schools typically have been 90 percent or greater.

Data Collection Instrument

A questionnaire and cover letter (enclosed) will be mailed to each institution in December of 2007. The cover letter requests the participation of the school and introduces the purpose and content of the survey. It also notes that the survey should be completed by the person or persons most knowledgeable about after-school programs at the school. The cover letter also includes instructions on how to complete and return the survey, as well as contact information in case of queries. Included in the mailing will be information about the option to complete a Web version of the survey.

The survey is structured to collect basic information on four categories of after-school programs that are located at public elementary schools—stand-alone extended day care programs, stand-alone academic instruction or tutoring programs, the 21st CCLC, and all other formal after-school programs. The survey differentiates stand-alone programs that focus primarily on a single type of service (e.g., only day care) from broad-based programs that focus primarily on a combination of services (i.e., multiple activities such as academic enrichment and cultural activities).

The first section of the questionnaire asks whether there is any fee-based, stand-alone extended day care program for elementary grade students at the school. Respondents are asked to include programs that are physically located at the school regardless of who operates the program. Schools that do not have an extended day care program skip to the second section of the questionnaire. Schools that report an extended day care program are asked to provide information on the number of students enrolled in the program and the number of hours per week that the program operates. Schools are also asked whether the program is operated by the school or district. For school- or district-operated programs, respondents are asked whether the school or district provides transportation home for students, whether elementary grade students from other schools attend the program, and the extent to which selected factors hinder students from participating in the program. Based on information in the literature and from the respondents, the most common barriers to participation in extended day care programs are cost to parents, lack of or inadequate transportation home from the program, and insufficient slots in the program.

The second section of the questionnaire focuses on stand-alone academic instruction or tutoring programs. Schools that do not have this type of program skip to the third section of the questionnaire. Schools that report an academic instruction or tutoring program are asked to provide information on the number of students enrolled in the program and the number of hours per week that the program operates. Schools are also asked whether the school or district provides transportation home for students and whether elementary grade students from other schools attend the program.

In the third section of the questionnaire, respondents are asked whether there is a 21st CCLC at the school. Schools that do not have this type of program skip to the fourth section of the questionnaire. As with the section on extended day care programs, schools that report a 21st CCLC are asked for the number of students enrolled in the program and the number of hours per week that the program operates. They are also asked whether the 21st CCLC provides transportation home for students, whether students from another school attend the program, and the extent to which two selected factors hinder students from participating in the program (cost to parents is dropped as a factor because it is not relevant to the 21st CCLC). In addition, a question is asked about the lowest and highest grades served by the program.

The fourth section of the questionnaire focuses on all other formal after-school programs that cannot be classified as stand-alone extended day care programs, stand-alone academic instruction or tutoring programs, or 21st CCLC centers. Schools may have one or more of these other types of stand-alone or broad-based after-school programs. Schools with any other formal after-school programs are asked for the number of programs and the total number of students enrolled in the program(s). Respondents are also asked whether any of the program(s) are operated by the school or district. For school- or district-operated programs, respondents are asked whether the school or district provides transportation home for students and the extent to which selected factors hinder students from participating in the program.

In the final section of the questionnaire, respondents are asked whether their elementary grade students attend various types of stand-alone or broad-based programs at another location. Lastly, to update and/or verify sampling information from the CCD frame, respondents are asked to provide information on the percentage of students who are eligible for free or reduced price lunch and the grades taught at the school.

Review by Persons Outside the Agency

Westat conducted substantial development work to identify new items and to explore the feasibility of collecting data on these items. This work commenced with an extensive review of the literature and a summary of the key issues in a memo to NCES. Based on feedback from NCES and OESE, Westat conducted telephone calls with public school districts and elementary schools to assess the feasibility of collecting data on selected topics. Following the NCES Questionnaire Review Board (QRB) meeting, the questionnaire was revised and submitted for NCES review and approval. This questionnaire draft was pretested through calls to principals of selected public elementary schools. Based on input from school principals, NCES, and OESE, the questionnaire was revised and submitted as Attachment 1 in this official request for OMB clearance.

Survey Cost

The survey is estimated to cost the Federal government about \$330,000, including about \$300,000 for contractual costs and \$30,000 for salaries and expenses. Based upon costs of past FRSS sample surveys, contractual costs are divided into the subtask costs shown in Exhibit 1.

Exhibit 1. Estimated contractual costs by subtask

Subtask	Cost
Sampling	10,000
Survey preparation	50,000
Data collection	125,000
Data analysis	40,000
Report preparation and dissemination	75,000
Total	300,000

Time Schedule

Mailing of the survey is planned for early December 2007. About 3 weeks after mailout of the surveys, Westat will begin telephone follow up for nonresponse. Data collection is scheduled for completion about 12 weeks after initial mail out. Exhibit 2 shows the anticipated schedule.

Exhibit 2. Anticipated data collection schedule

	Cumulative workdays	
	From submission to RIMG/OMB	From RIMG/OMB approval
Package to OMB	0	-
Package approved by OMB	30	0
Mail-out of questionnaire	40	10
Follow up started	55	25
Follow up completed	100	70

Plan for Tabulation and Publication

Most of the analyses of the questionnaire data will be descriptive in nature, providing NCES and other data users with tables, charts, and appropriate explanatory text. Survey responses will be weighted to produce national estimates. Crosstabulations of data items will be made with selected classification variables including:

- School enrollment (less than 300, 300-499, and 500 or more);
- Geographical region (Northeast, Southeast, Central, and West);

- Locale (city, urban fringe, town, rural);
- Percent minority enrollment (less than 6 percent, 6-20 percent, 21-49 percent, 50 percent or more); and
- Percent of students eligible for free or reduced-price lunch (less than 35 percent, 35-49 percent, 50-74 percent, 75 percent or more).

Weighted frequency distributions will be produced for all items. Crosstabulations by the analysis variables listed above will be produced for all the categorical items.

Statistical Methodology

Reviewing Statisticians

Adam Chu, Senior Statistician, Westat, (301) 251-4326, was consulted about the statistical aspects of the design.

Respondent Universe

The respondent universe for the proposed survey on after-school programs will include all regular public elementary schools in the United States. For the purpose of this survey, elementary schools are defined to be those with a high grade of 8 or less and a low grade of 3 or less. Vocational education, special education, and alternative/other non-regular schools are ineligible for the survey, as are schools with a high grade of kindergarten or lower, ungraded schools, and schools in the outlying U.S. territories. As described in the following section, a stratified sample of approximately 1,800 elementary schools will be selected from the most up-to-date NCES *Common Core of Data (CCD) Public School Universe File*, the 2005-2006 CCD File. Table 1 summarizes the distribution of elementary schools in the 2005-2006 CCD Public School Universe File by enrollment size class and type of locale.

Table 1. Number of schools in the 2005-06 CCD Public School Universe File, by enrollment size class and type of locale

Enrollment size class	Number of schools	Type of locale			
		City	Urban fringe	Town	Rural
Less than 300	13,796	2,552	2,377	1,353	7,514
300 to 499	18,033	5,368	6,765	1,847	4,053
500 to 599	7,291	2,310	3,178	495	1,308
600 to 749	6,534	2,204	2,922	335	1,073
750 or more	5,280	1,892	2,510	163	715
TOTAL	50,934	14,326	17,752	4,193	14,7663

Sample Design

The sample design for the survey on after-school programs will be a stratified sample with primary strata defined by enrollment size class (less than 300, 300 to 499, 500 to 599, 600 to 749, and 750+), and percent of students eligible for free/reduced price lunch (missing, less than 35 percent, 35 to 49 percent, 50 to 74 percent, 75 percent or more). Stratification by size class and the five percent-free/reduced price lunch categories will ensure that schools of all sizes and all poverty levels are appropriately represented in the sample. Because of the desire to compare the survey responses across three broad size classes of schools (i.e., less than 300, 300 to 499,

and 500 or more), the stratification will also allow the use of varying sampling rates to obtain sufficient sample sizes from each size class. It should be noted that the percent free lunch information is missing for about 0.9 percent of the schools in the CCD frame. Although it will not be possible to assign these schools to the appropriate stratum for sampling purposes, all such schools will be given a chance of selection for the survey.

A total of 1,800 elementary schools will be selected for the survey. The sampling rates will vary by size class as summarized in Table 2. For the three largest size classes, the proposed sampling rates correspond to a sample allocation that is roughly proportional to the aggregate square root of the enrollment of the schools in the size class. Such an allocation has been used in many FRSS surveys, and is efficient for jointly estimating school-level characteristics and quantitative measures correlated with school enrollment. Note that the smallest schools (those with less than 300 students) will be sampled at a somewhat higher rate than medium size schools (those with 300 to 499 students) in order to obtain a sufficient sample size for analysis.

Within each primary stratum, schools in the sampling frame will be sorted by type of locale (central city, urban fringe, town, rural) and OE region prior to selection. The sorting is designed to induce additional implicit substratification within the primary strata. The sample will then be selected from the sorted frame with equal probabilities within strata at the rates specified in Table 2. The corresponding numbers of schools to be selected under the proposed design are summarized in the last column of Table 2.

Table 2. Proposed allocation of the elementary school sample for the survey on after-school programs

Enrollment size class	Number of schools in CCD frame	Proposed sampling rate	Number of schools to be sampled
1. Less than 300	13,796	0.0381	525
2. 300 to 499	18,033	0.0291	525
3. 500 to 599	7,291	0.0346	252
4. 600 to 749	6,534	0.0384	251
5. 750+	5,280	0.0467	247
<i>Total</i>	50,934	—	1,800

Expected Levels of Precision

Table 3 summarizes the approximate sample sizes and standard errors to be expected under the proposed design for selected domains. Note that the standard errors in Table 3 include approximate design effects ranging from 1.05 to 1.10 to reflect the increase in variance due primarily to the use of variable sampling fractions. Under the proposed sample design, larger schools generally will be sampled at relatively higher rates (i.e., have smaller sampling weights) than smaller schools, and (2) schools with fewer than 300 students will be oversampled to improve subgroup comparisons. Since the sample sizes in Table 3 are based on preliminary tabulations of the CCD file, the actual sample sizes may differ from those shown. Also, note that the sample sizes represent the expected numbers of completed questionnaires, and not the initial numbers of schools to be sampled. The standard errors in Table 3 can be converted to 95 percent confidence bounds by multiplying the entries by 2. For example, an estimated proportion of the order of 20 percent ($P = 0.20$) for the total sample would be subject to a margin of error of ± 2.6 percent at the 95 percent confidence level. Similarly, an estimated proportion of the order of 50 percent ($P = 0.50$) for city schools would be subject to a margin of error of ± 6.2 percent at the 95 percent confidence level.

Table 3. Expected sample sizes (number of responding schools) and corresponding standard errors for estimates of proportions for selected analytic domains

	Sample size*	Standard error† of an estimated proportion equal to ...		
		P = 0.20	P = .33	P = .50
<i>Total sample</i>	1,620	0.010	0.012	0.013
<i>Type of locale</i>				
City	455	0.020	0.023	0.025
Urban fringe	564	0.018	0.021	0.022
Town	129	0.037	0.043	0.046
Rural	472	0.019	0.023	0.024
<i>Percent eligible for free/reduced price lunch**</i>				
Less than 35 percent	491	0.019	0.022	0.024
35 to 49 percent	246	0.027	0.031	0.033
50 to 75 percent	437	0.020	0.024	0.025
75 percent of more	431	0.020	0.024	0.025
<i>Region</i>				
Northeast region	301	0.024	0.028	0.030
Southeast region	349	0.022	0.026	0.028
Central region	427	0.020	0.024	0.025
West region	544	0.018	0.021	0.022
<i>Enrollment size class</i>				
Less than 300	473	0.019	0.022	0.024
300 to 499	473	0.019	0.022	0.024
500 or more	675	0.016	0.019	0.020

Estimation and Calculation of Sampling Errors

For estimation purposes, sampling weights reflecting the overall probabilities of selection and adjustments for nonresponse will be attached to each data record. To properly reflect the complex features of the sample design, standard errors of the survey-based estimates will be calculated using jackknife replication. Under the jackknife replication approach, 50 subsamples or "replicates" will be formed in a way that preserves the basic features of the full sample design. A set of estimation weights (referred to as "replicate weights") will then be constructed for each jackknife replicate. Using the full sample weights and the replicate weights, estimates of any survey statistic can be calculated for the full sample and each of the 50 jackknife replicates. The variability of the replicate estimates is used to obtain a measure of the variance (standard error) of the survey statistic. Previous surveys, using similar sample designs, have yielded relative standard errors (i.e., coefficients of variation) in the range of 2 to 10 percent for most national estimates. Similar results are expected for this survey.

Attachment 1

Cover Letter



U.S. DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

December 2007

Dear Principal:

On behalf of the National Center for Education Statistics (NCES), U.S. Department of Education, I request your participation in the national survey *After-School Programs in Public Elementary Schools*. The federal Office of Management and Budget (OMB) has approved the survey (OMB No. 1850-0733). Westat, a research firm in Rockville, Maryland, is conducting the study for NCES using the Fast Response Survey System (FRSS). The questionnaire is designed to be completed in 15 to 20 minutes by the person most knowledgeable about after-school programs that are physically located at your school. **As needed, please consult with the after-school program coordinator or other school personnel to complete relevant sections of the questionnaire.**

- ✍ **Why is NCES conducting the survey?** This survey is being conducted to provide nationally representative information about various types of formal after-school programs, including extended day care programs, academic instruction or tutoring programs, the 21st Century Community Learning Centers (21st CCLCs), and all other formal after-school programs in public elementary schools. The survey requests information about the enrollment and schedule of these after-school programs, transportation for students in the program, and factors that hinder students from participating in the program.
- ✍ **Why is participation by my school important?** Your school's participation, while voluntary, is important because it is vital to the development of national estimates. We need your input because your school is one of a small sample of schools selected for the study.
- ✍ **How does NCES protect the confidentiality of the information that we provide?** The information collected will be published in aggregate form only and will not identify schools or school districts. Your district has been informed about this survey.
- ✍ **What do we get from the study?** A copy of the final study report will be sent to all participating schools once the study is completed.

The survey may be completed using either the enclosed questionnaire or an online version of the survey available through the Internet. The online version of the survey is available at www.frss-afterschool.org. The USER ID and PASSWORD for your school appear on the label at the bottom of this page and on the label affixed to the cover of the questionnaire. **The survey should be completed only once, using either the paper or the online version.**

We ask that the survey be completed within 3 weeks, and that you keep a copy of the completed survey for your files. The paper version of the questionnaire may be returned to Westat in the enclosed postage-paid envelope. If you have any questions about this survey, please contact Basmat Parsad, the Westat survey manager, at 800-937-8281, ext. 8222 (toll-free) or 301-251-8222, or by e-mail at basmatparsad@westat.com. You may also call Bernie Greene, the NCES Project Officer, at 202-502-7348. Thank you for your assistance.

Sincerely,

Mark Schneider
Commissioner, National Center for Education Statistics

Enclosures

WASHINGTON, D.C. 20208—

Attachment 2

Questionnaire

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20006-5651

FORM APPROVED
O.M.B. No.: 1850-0733
EXPIRATION DATE: 10/2009

AFTER-SCHOOL PROGRAMS IN PUBLIC ELEMENTARY SCHOOLS

FAST RESPONSE SURVEY SYSTEM

This survey is authorized by law (P.L. 103-382). While participation in this survey is voluntary, your cooperation is critical to make the results of this survey comprehensive, accurate, and timely.

The survey mainly focuses on various types of **formal** after-school programs/centers for students in **elementary grades**, K through grade 5 or 6, in public elementary schools. These include **stand-alone** programs that focus primarily on a **single** type of service (e.g., only day care) and **broad-based** programs that focus primarily on a **combination** of services (i.e., multiple activities such as academic enrichment and cultural activities). Programs/centers include:

- **Extended day care programs:** i.e., fee-based **stand-alone** programs that focus **primarily** on providing after-school day care. The programs may also provide some academic or enrichment activities.
- **Academic instruction or tutoring programs:** i.e., **stand-alone** after-school programs with an **exclusive** focus on academic instruction or tutoring. This includes Supplemental Educational Services (SES) in schools that did not make Adequate Yearly Progress (AYP) and other academic instruction or tutoring programs.
- **The 21st Century Community Learning Centers (21st CCLC):** i.e., centers that are administered by the **federally funded** 21st CCLC program to provide academic enrichment opportunities, including instruction in core academic subjects and a broad array of enrichment activities to complement regular academic programs.
- **All other types of formal** after-school programs, including other stand-alone and broad-based programs.

The survey **EXCLUDES** clubs or activities that are offered as school-sponsored extra-curricular activities.

OMB Draft (Draft 4)
October 25, 2007

IF ABOVE SCHOOL INFORMATION IS INCORRECT, PLEASE UPDATE DIRECTLY ON LABEL.

Name of Person Completing This Form: _____

Title/Position: _____

Telephone Number: _____ E-mail: _____

THANK YOU. PLEASE KEEP A COPY OF THE SURVEY FOR YOUR RECORDS.

PLEASE RETURN COMPLETED FORM TO:	IF YOU HAVE ANY QUESTIONS OR COMMENTS, CONTACT:
Mail: Basmat Parsad (8096.11.03) Westat 1650 Research Boulevard Rockville, Maryland 20850-3195	Basmat Parsad at Westat 800-937-8281, Ext. 8222 or 301-251-8222 E-mail: basmatparsad@westat.com
Fax: 800-254-0984	

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0733. The time required to complete this information collection is estimated to average 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have any comments or concerns regarding the status of your individual submission of this form, write directly to: National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

DEFINITION BOX: Please read the definitions below before answering the questions.

The survey mainly focuses on various types of **formal** after-school programs/centers for students in **elementary grades**, K through grade 5 or 6, in public elementary schools. These include **stand-alone** programs that focus primarily on a **single** type of service (e.g., only day care) and **broad-based** programs that focus primarily on a **combination** of services (i.e., multiple activities such as academic enrichment and cultural activities). Programs/centers include:

- **Extended day care programs** are fee-based **stand-alone** programs that focus **primarily** on providing after-school day care. The programs may also provide some academic or enrichment activities.
- **Academic instruction or tutoring programs** are **stand-alone** after-school programs with an **exclusive** focus on academic instruction or tutoring. This includes Supplemental Educational Services (SES) in schools that did not make Adequate Yearly Progress (AYP) and other academic instruction or tutoring programs.
- **The 21st Century Community Learning Centers (21st CCLCs)** are administered by the **federally funded** 21st CCLC program to provide academic enrichment opportunities, including instruction in core academic subjects and a broad array of enrichment activities to complement regular academic programs.
- **All other types of formal** after-school programs include other stand-alone and broad-based programs.

The survey **EXCLUDES** clubs or activities that are offered as school-sponsored extra-curricular activities.

Please report a program only ONCE in this survey

I. Fee-Based Extended Day Care Programs (Exclude broad-based programs such as the 21st CCLC)

1. Is there any **fee-based, stand-alone** after-school program that focuses **primarily** on providing **after-school day care** for elementary grade students **at your school**? *See definition box above.*

Include day care programs that are physically located at your school regardless of who operates the programs.

Exclude day care that is part of a more broad-based after-school program (such as the 21st CCLC).

Yes..... 1 (Continue with question 2.) No..... 2 (Skip to question 7.)

2. Please provide the following information about the **extended day care** program for elementary grades **at your school**.

a. How many elementary grade **students** are enrolled in the extended day care program? _____students

b. How many **hours per week** does the extended day care program operate? _____hours **per week**

3. Is the **extended day care** program at your school operated by your **school or district**? *Please include programs your school or district operates independently or jointly with other entities.*

Yes..... 1 (Continue with question 4.) No..... 2 (Skip to question 7.)

4. Does your school or district provide transportation home for students in its extended day care program?

Yes, for **all** students.....1 Yes, for **some** students.....2 No.....3

5. Do elementary grade students from **other schools** attend the school- or district-operated, extended day care program at your school?

Yes..... 1 No..... 2

6. To what extent do the following factors hinder students from participating in the school- or district-operated, extended day care program **at your school**?

Factor	Not at all	Small extent	Moderate extent	Large extent
a. Cost to parents.....	1	2	3	4
b. Lack of/inadequate transportation home from the program.....	1	2	3	4
c. Insufficient slots in the program.....	1	2	3	4

II. Academic Instruction or Tutoring Programs (Exclude broad-based programs such as the 21st CCLC)

7. Is there any formal, after-school program that focuses **exclusively** on **academic instruction or tutoring** for elementary grade students **at your school**? See definition box.

Include **stand-alone** programs that are physically located at your school regardless of who operates the programs.

Exclude academic instruction that is part of a more broad-based after-school program (such as the 21st CCLC), and clubs or activities that are offered as school-sponsored extra-curricular activities.

Yes..... 1 (Continue with question 8.) No..... 2 (Skip to question 11.)

8. Please provide the following information about the after-school academic instruction or tutoring program at your school. See instruction in question 7 and definition box.

Stand-alone Academic Instruction or Tutoring Program	Have program?		If yes,	
	Yes	No	Number of students enrolled	Total hours per week program operates
a. Stand-alone Supplemental Educational Services (SES) for students in schools that did not make Adequate Yearly Progress (AYP).....	1	2
b. Other stand-alone academic instruction/tutoring program primarily for students who need academic assistance.....	1	2
c. Any other stand-alone academic instruction/tutoring program (Specify program focus) _____	1	2

9. Does your school or district provide transportation home for students in its academic instruction/tutoring program?

Yes, for **all** students.....1 Yes, for **some** students.....2 No.....3

10. Do elementary grade students from **other schools** attend the academic instruction/tutoring program at your school?

Yes..... 1 No..... 2

III. The 21st Century Community Learning Centers (21st CCLCs)

11. Is there a 21st Century Community Learning Center (21st CCLC) for elementary grade students **at your school**?

Include 21st CCLCs that are physically located at your school regardless of who operates the programs.

Exclude 21st CCLCs at other locations. See definition box.

Yes..... 1 (Continue with question 12.) No..... 2 (Skip to question 17.)

12. Please provide the following information about the 21st Century Community Learning Center **at your school**. See instruction in question 11.

a. How many elementary grade **students** are enrolled in the 21st CCLC? _____ students

b. How many **hours per week** does the 21st CCLC operate? _____ hours per week

13. What is the lowest and highest grade served by the 21st CCLC **at your school**? ____Lowest grade ____Highest grade

14. Does the 21st CCLC at your school provide transportation home for students in the program?

Yes, for **all** students..... 1 Yes, for **some** students..... 2 No..... 3

15. Do elementary grade students from **other schools** attend the 21st CCLC at your school?

Yes..... 1 No..... 2

16. To what extent do the following factors hinder students from participating in the 21st CCLC at your school?

Factor	Not at all	Small extent	Moderate extent	Large extent
a. Lack of/inadequate transportation home from the program.....	1	2	3	4
b. Insufficient slots in the program.....	1	2	3	4

IV. All Other Formal After-School Programs (Exclude programs previously reported in this survey)

17. **Apart from the programs reported in questions 1 through 16**, are there any **other types** of formal after-school programs for elementary grade students **at your school**? *See definition box.*

Include **all other** stand-alone or broad-based programs that are physically located at your school but **not** previously reported in this survey.

Exclude clubs or activities that are offered as school-sponsored extra-curricular activities.

Yes..... 1 (Continue with question 18.) No..... 2 (Skip to question 23.)

18. Please provide the following information about these **other types** of formal after-school programs **at your school**. *See instruction in question 17.*

- a. How many of these **other types** of formal after-school programs are located at your school? _____ programs
- b. What is the **total** number of students enrolled in all of these **other types** of programs? _____ students

19. Please provide the following information about the program focus of these **other types** of formal after-school programs.

Program focus (Excluding the programs reported in questions 1 through 16)	Have focus?		If yes, is it structured as part of:			
	Yes	No	A stand-alone program?		A broad-based program?	
			Yes	No	Yes	No
a. Cultural/ethnic.....	1.....	2.....	1.....	2.....	1.....	2.....
b. Fine arts enrichment (e.g. music, drama, visual arts).....	1.....	2.....	1.....	2.....	1.....	2.....
c. Violence prevention.....	1.....	2.....	1.....	2.....	1.....	2.....
d. Mentoring.....	1.....	2.....	1.....	2.....	1.....	2.....
e. Academic instruction/tutoring.....	1.....	2.....	(Not applicable)		1.....	2.....
f. Other focus (Specify) _____	1.....	2.....	1.....	2.....	1.....	2.....

20. Are any of these **other types** of after-school programs operated by your **school or district**? *Please include programs your school or district operates independently or jointly with other entities.*

Yes..... 1 (Continue with question 21.) No..... 2 (Skip to question 23.)

21. Does your school or district provide transportation home for students in any of these **other types** of school- or district-operated after-school programs?

Yes, for **all** students..... 1 Yes, for **some** students..... 2 No..... 3

22. To what extent do the following factors hinder students from participating in these **other types** of school- or district-operated after-school programs?

Factor	Not at all	Small extent	Moderate extent	Large extent
a. Cost to parents.....	1	2	3	4
b. Lack of/inadequate transportation home from the program.....	1	2	3	4
c. Insufficient slots in the program.....	1	2	3	4

V. Other topics

23. Do elementary grade students from **your school** attend any of the following types of formal after-school programs **at another location**? Exclude clubs or activities that are offered as school-sponsored extra-curricular activities.

	Yes	No	Don't know
a. Stand-alone extended day care program.....	1.....	2.....	3.....
b. Stand-alone academic instruction/tutoring program.....	1.....	2.....	3.....
c. The 21st Century Community Learning Center.....	1.....	2.....	3.....
d. Other formal after-school programs (Specify program focus) _____	1.....	2.....	3.....

24. What percent of the students in your school are eligible for the federally funded free or reduced-price lunch program? (If none, enter 0.) _____%

25. Which of the following grades are taught at your school? (Circle all that apply.)

PK K 1 2 3 4 5 6 7 8 9 10 11 12 Ungraded