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# **2012 After School Program Survey**

## *Final Report of Results*

***Labor Market Information Division***

**November 2012**



**State of California**

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**Employment Development Department**

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## Partners

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We would like to acknowledge the following organizations for their contributions to this work:

### **California Work Opportunity and Responsibility to Kids Information Network (CalWIN)**



The California Workforce Innovation Network (CalWIN) develops and promotes innovative strategies to strengthen the afterschool workforce by actively linking it to robust professional and career development opportunities. Working as a network, CalWIN connects afterschool programs, staff, students, and communities with collaborative initiatives that build a stronger California.

### **California Department of Education**



California will provide a world-class education for all students, from early childhood to adulthood. The Department of Education serves our state by innovating and collaborating with educators, schools, parents, and community partners. Together, as a team, we prepare students to live, work, and thrive in a highly connected world.

### **South Bay Center for Counseling**



Established in 1973, the South Bay Center for Community Development (SBCC) is a community-based organization that focuses on the needs of low-income families. SBCC supports families and low-income individuals through community organizing, family support services, early learning programs, counseling, and workforce development.

This report has been funded wholly with funds from the California Workforce Innovation Network c/o South Bay Center for Community Development, under Employment Development Department (EDD) agreement number M285788. This report is the result of the 2012 After-School Program Survey conducted by the EDD, with technical support from the California Department of Education (CDE).

The contents of this report are a summary of the conclusions drawn from EDD's analysis of the survey data. EDD is responsible for the statistical accuracy of the data presented herein.

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## Executive Summary

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The enactment of the federal No Child Left Behind Act of 2001 and California Proposition 49 (2002) subsidized the creation and/or expansion of after-school programming statewide. California's 21<sup>st</sup> Century Community Learning Centers (CCLC) programs were authorized by the No Child Left Behind Act of 2001 and California Proposition 49 (2002) mandated funding for the After School Education and Safety (ASES) program.

As a result of these mandates, stakeholders in public administration have become interested in not only student outcomes related to programming, but the staff that administers these programs as well. In response, the California Employment Development Department (EDD) was commissioned to assist in the California Department of Education's (CDE) effort to develop successful workforce development policies focused on after-school programming personnel with the CCLC and ASES programs. Results of the After-School Program survey provide insight into the administrative trends (e.g., employee turnover rates) related to programming and the characteristics (e.g., age, gender) of program personnel.

### *Key Findings*

- **Age:** Workers in the age group of 20-29 held the largest share of jobs at after-school programs; 63 percent. Collectively, workers less than 20 years old (16,17,18, and 19 years old) held the lowest share of jobs.
- **Gender:** The employment share of the female workforce in after-school programs outnumbered the male workforce by a ratio of 2 to 1.
- **Race/Ethnicity:** Hispanic workers accounted for more than 50 percent of the workers in after-school programs statewide. Asian and American Indian workers held less than a 2 percent share of the jobs.
- **Educational Attainment:** Workers with some college, but no degree, made up the largest share of workers in after-school programs; 33 percent. Collectively, workers with an associate degree or higher (associate, bachelor's, or graduate degree) accounted for a 46 percent share.
- **Employee Benefits:** Of the benefits (vacation, dental insurance, health insurance, retirement plan) surveyed, workers qualified for vacation benefits most often.
- **Employee Turnover:** Employee turnover was just over 25 percent during the 2010-2011 school year at after-school programs.

## Introduction

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In April 2012, the California Employment Development Department's (EDD) Labor Market Information Division (LMID) partnered with the California Department of Education (CDE) to distribute the 2012 After-School Program Survey to over 4,000 After School Education and Safety (ASES) and 21<sup>st</sup> Century Community Learning Centers (CCLC) programs.

The survey collected information from a representative sample of CDE funded after school programs located throughout the state of California. Survey methods included: internet-based survey software, mail in surveys, and telephone interviews. Survey design and reporting methodologies used for this study conform to the standard procedures recognized by the American Association for Public Opinion Research (AAPOR).

### Survey Objective

The survey objective was to gather information that can be used to support CDE's workforce initiatives for ASES and CCLC programs and their respective personnel. The initiatives' primary goals are to address the current and anticipate the future occupational needs of after-school programs and support the career development goals of program personnel. The 2012 After-School Program Survey conducted the following work activities to support the primary goals of these initiatives:

- Survey a representative sample of ASES and CCLC after-school programs.
- Collect demographic data pertaining to the age, gender, and ethnicity/race of workers.
- Collect data on the highest level of education attained by after-school program workers.
- Collect data on the employment shares of full-time and part-time workers.
- Collect data on the annual salary of full-time workers and hourly wages for part-time workers.
- Collect data on the number of job vacancies (e.g., job openings) at after-school programs during specific time periods.
- Collect data on employer sponsored benefits (e.g., vacation time, dental/health insurance, retirement program) utilized by after-school program workers.
- Calculate employee turnover and reasons for termination during specific periods of time.

## **Background**

The ASES (After School Education and Safety) and 21<sup>st</sup> Century Community Learning Centers (CCLC) programs derive from state and federal legislation targeted at supporting local efforts to improve the academic achievement and provide educational enrichment for students in kindergarten through the twelfth-grade.

### *After School Education and Safety (ASES)*

California Proposition 49 (2002) mandated funding for the ASES program whose purpose was to administer after-school education and enrichment programming to students in kindergarten through ninth grade (K-9). Funding provides for maintaining existing before and after school program funding and the expansion of program coverage to all elementary and middle schools that submit applications that meet the requirements for ASES funds.

ASES programs must align with the content of the regular school day, while providing a safe physical and emotional environment for students enrolled in the program. ASES programming must consist of two elements: (1) education and literacy; and (2) educational enrichment. The education and literacy element provides the avenue for helping students meet the state standards in one or more of the core subjects (e.g., reading/language arts, mathematics, history, or science) through tutoring and homework assistance. The education enrichment element offers means (e.g., physical activity, health/nutrition promotion, career awareness) for complementing the current offerings of a school's academic program and promoting youth development based upon the needs of the student.

### *21<sup>st</sup> Century Community Learning Centers (CCLC)*

California's 21<sup>st</sup> Century Community Learning Centers (CCLC) programs were authorized by the No Child Left Behind Act of 2001. CCLC grant funding subsidizes the creation or expansion of before and after-school programs for disadvantaged students from kindergarten through twelfth grade (K-12). These programs are developed through strategic partnerships between schools and local community resources and must meet program compliance requirements. Federal law mandates that CCLC programs administer activities, similar to those of ASES, focused on: (1) improved academic achievement; (2) enrichment services that reinforce and complement schools' academic programs; and (3) family literacy and related educational development services.



## Relevant Research Studies

The 2012 After-School Program Survey is important because it captures program level data associated with the workforce that administers ASES and CCLC programming. The EDD conducted a literature review of studies whose research objectives were similar to this survey's objectives and concluded there were no studies readily available that capture this type of program level information. According to the Harvard Family Research Project, programs that receive 21st CCLC funding may not advertise this fact so research in this area is far from comprehensive<sup>1</sup>.

In general, research conducted on ASES and CCLC programming were focused on outcomes related to the addition of these funding streams into local school systems. These outcomes based studies gathered data on student demographics and academic performance over a designated period of time. The EDD could not locate any research studies that captured and analyzed quantitative administrative (e.g., employment, employee benefits) and/or demographic data associated with the ASES and CCLC programming and their respective workforces. The following are highlights from the literature review of ASES and CCLC programming studies.

### *ASES Related Research*

Temescal Associates report *Lessons Learned: A New Study on California's Proposition 49* focused on the challenges of administering high quality programming such as: (1) maintaining adequate funding; and (2) developing criteria to measure after-school program outcomes. The report provided evidence that participation in after-school programs produced the following positive outcomes: (i) improved student attendance; (ii) higher graduation rates and test scores; and (iii) life and social skill development.

The Partnership for Children and Youth and the San Francisco Department of Children, Youth and Their Families report, *The Impact of Prop.49: A Profile of After-School Policy and Practice in Oakland and San Francisco*, explored the impact of Proposition 49 on the policies and after-school programming in two California communities: Oakland and San Francisco. Evidence suggests Proposition 49 funding impacted policy and programming in a number of ways including: (1) a surge in youth enrollment in after-school programming (2) increased perception that community-based organizations lost funding; (3) growth in commitment by cities to support after-school programming as a venue for supporting positive youth outcomes; and (4) a positive perception that program quality overall has improved due to new outcome accountability standards.

### *CCLC Related Research*

The Center for Evaluation and Education Policy's *Evaluation of the Indiana 21<sup>st</sup> Century Community Learning Centers Initiative* focused on the processes used by CCLC programs in Indiana to provide mandated services to student populations. The study also focused on the outcomes related to administering services to the students that regularly attended CCLC programs during the 2010-2011 school years. The study published data from two cohort groups that suggested the following: a 40 percent increase in program attendance over the previous year; 74 percent of regular program participants were eligible for free and reduced lunch assistance, and 46 percent of students within the cohort groups increased their grades over the previous year.

The Massachusetts Department of Elementary and Secondary Education's *21<sup>st</sup> Century Community Learning Centers Program Fiscal Year 2011 Year End Report* was inclusive of the results from the Survey of After-School Youth Outcomes (SAYO). The SAYO was used to analyze outcomes related to participation in CCLC programs and provided an avenue for school-day teachers and after-school program staff to participate in the program development process. Data from the results of the SAYO suggest students' academic performance improved across all core academic subject areas (e.g., social studies, science, math, etc.). In addition, evidence suggests improvement in student development in non-academic areas such as: behavior, communication, and relationships with peers.

These reports shed light upon some of the current trends and issues related to ASES and CCLC programming in California and are critical to the discussion of program development moving forward. However, due to their research design, these studies do not capture information on key program level trends specific to the administration of programming and the workforce; such as employee turnover and subsidized health care and retirement benefits. One of the goals of the 2012 After-School Program Survey was to capture and analyze this type of information to enhance stakeholders understanding of some of the underlying issues that may be positively or negatively impacting the effectiveness of after-school programming; now and in the future.

## Methodology

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The 2012 After School Program Survey's research objectives were to collect data to conduct analyses that pointed to trends in the following program areas: (1) workforce demographics; (2) education and wages of workers; (3) program employment and terminations; (4) job vacancies; and (5) employer sponsored employee benefits. EDD used Survey Monkey software to create a questionnaire as a means for collecting information on the before mentioned program areas. The California Department of Education (CDE) and The South Bay Center for Counseling (SBCC) reviewed the survey questions to ensure the data collected would address the goals of the research study and satisfy stakeholder demands for information on specific aspects of ASES and CCLC programming.

### *Survey Questionnaire*

The questionnaire was divided into five distinct sections: Employee Demographics; Education and Wages; Job Vacancies and Benefits; and Program Employment.

- The employee demographics section of the survey asked after-school programs to provide information regarding the age, gender, ethnicity, and race of their respective workforce.
- The education and wages section collected information on the educational attainment of workers, the total number of full-time and part-time workers, and the annual salaries and hourly wages associated with full-time and part-time workers.
- The job vacancies and benefits section gathers information on the number of job vacancies at after-school programs and the number of employees that qualify for employee benefits (e.g., vacation, health/dental insurance, and retirement programs).
- The program employment section collected information on program employment during different time periods and employee termination data (e.g., discharge, layoff, quit). These figures were used to calculate the turnover rate associated with programs during three distinct periods of time.

### *Data Collection*

The EDD and CDE partnered to coordinate the dissemination of the questionnaire to 4,000 ASES and CCLC after-school programs statewide. CDE emailed correspondence that outlined the survey's goals and objectives regarding workforce development, requested program participation, and provided EDD's contact information in an effort to address respondents' questions and concerns.

All responses are based on the most accurate information available to after-school program personnel. However, results should be viewed with caution. On a question-by-question basis, responses tended to vary and this may suggest that administrative data was not readily accessible to program personnel; so information was not provided. To compensate for non-response, this study instituted the common research practice of increasing the sample size necessary for meeting the 95 percent confidence level threshold by 30 percent.

## Survey Results

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Survey results are presented as a series of tables and figures with narratives that summarize the main findings. The After-School Program Survey distributed to ASES and CCLC programs is located in Appendix A, with additional survey results (e.g., Geographic Information Systems (GIS) map of survey responses by county, etc.) presented in Appendices B, C, and D.

The survey was disseminated from March-September 2012 to 4,000 after-school programs statewide, with just over 1,400 valid responses received by the EDD; representing a 35 percent response rate. The survey results are based on the responses collected from March-September 2012 through internet-based survey software, mail-in surveys, and telephone interviews.

The question-by-question results are broken out into three distinct categories where feasible<sup>1</sup>: *all respondents*; *programs with ten or more employees*; and *programs with fewer than ten employees*. The *all respondents*' data represents the responses for all of the programs that responded to a particular question; regardless of how many people were employed there. The analyses for *programs with ten or more employees* and *programs with less than ten employees* are distinguished by the size of the program's workforce. March 2012 was the reference period used to make the size of the program determination. Program demographic data analyses were conducted to validate these determinations. A collective analysis, distinguished by employee size, gave this study a robust view of after-school programming; providing information that suggests differences in the characteristics of programs based upon the size of their workforce.

## Employee Demographics

### Age

Overall, the largest share of workers was concentrated in the 20 to 29 age group; representing more than a 60 percent share of a program's workforce (see Figure 1). Workers in the age categories 16, 17, 18, and 19 accounted for the smallest share of workers in after-school programs. Amongst these four age categories, 19 year olds held the highest share (5 percent). Workers between the ages of 30 and 39 represented the second largest share of workers on a per program basis. In general, there was little to no change in workforce share when examining trends for programs with ten or more employees and those with fewer than ten employees.

Figure 1 / Age of Workers, All Respondents

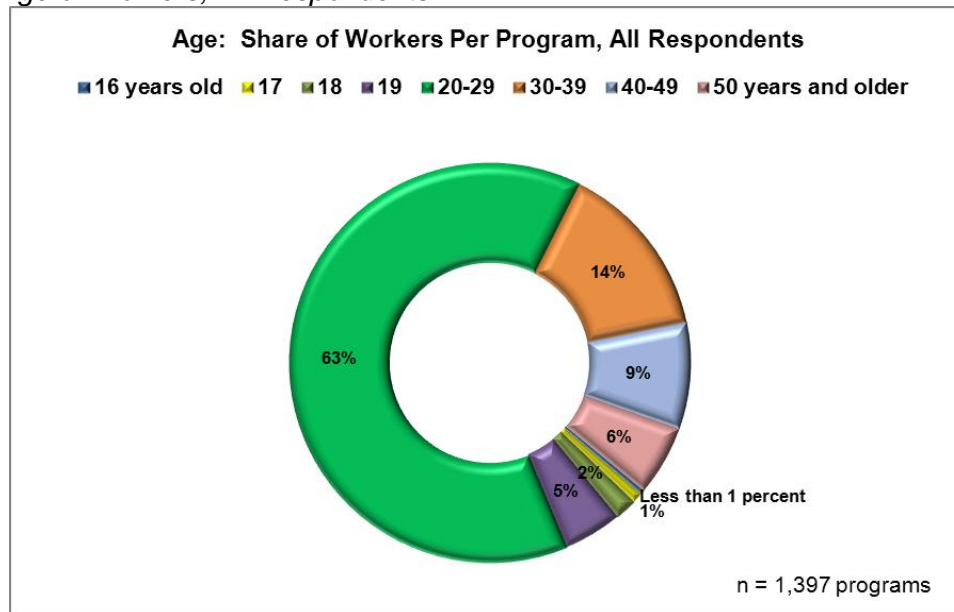


Figure 2 / Age of Workers, Programs with Ten or More Employees

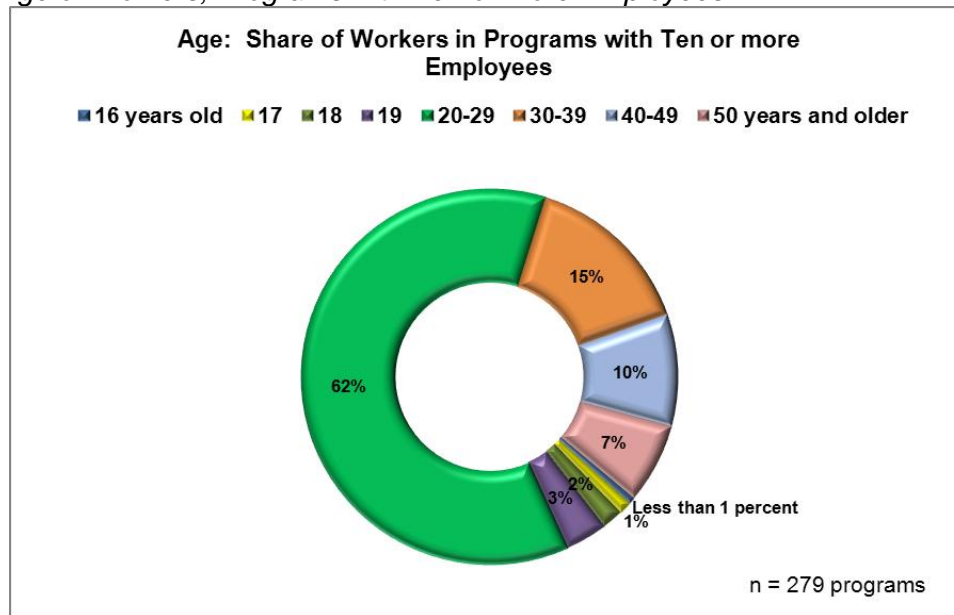
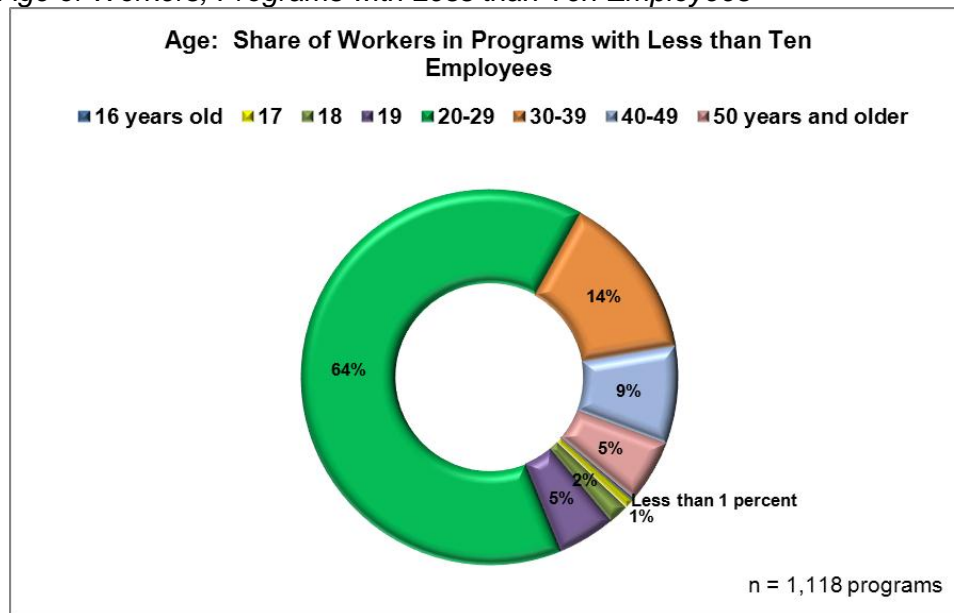


Figure 3 / Age of Workers, Programs with Less than Ten Employees

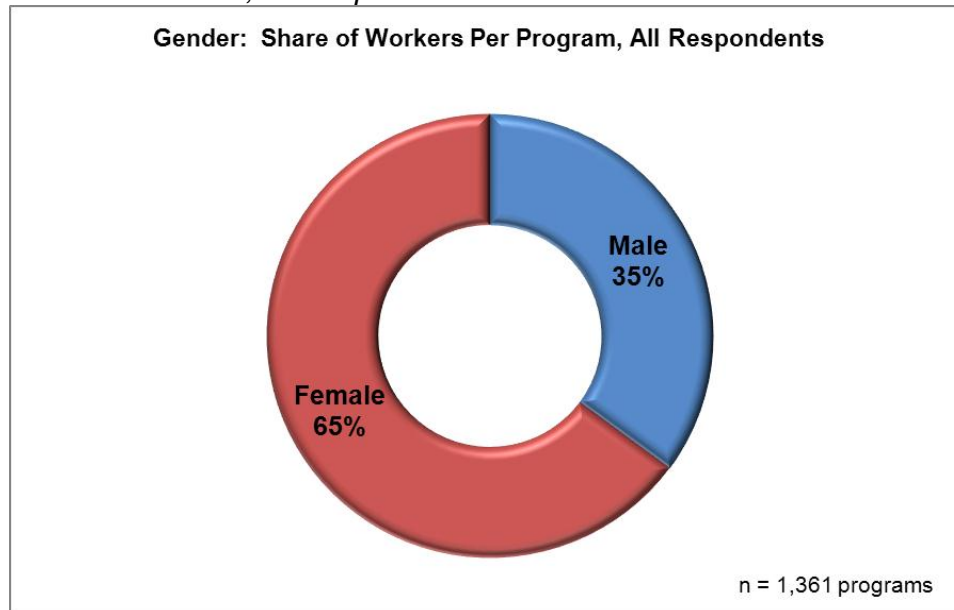


## Gender

As illustrated in Figure 4, the ratio of female to male workers in after-school programs is nearly 2 to 1. Female workers represented a 65 percent share of the after-school program workforce; men made up roughly 35 percent. These trends held at the same levels in programs with ten or more employees and those with less than ten employees.

California's workforce trends within the Individual and Family Services industry group point to the gender differential in employment at after-school programs. Businesses within the Individual and Family Services industry group provide social assistance services such as: life skills training and positive social development. 2011 Census Bureau Quarterly Workforce Indicator data<sup>2</sup> suggests the ratio of female to male workers was nearly 3 to one; slightly higher than the survey figures, but consistent with the overall trend. Female workers held over 80,000 jobs, representing a 74 percent share of jobs within this industry group; male workers accounted for a 26 percent share (roughly 29,000 jobs).

Figure 4 / Gender of Workers, All Respondents



## *Race and Ethnicity*

Hispanic workers, when compared to workers not of Hispanic origin, held the largest share of jobs at after-school programs (see Figure 5); accounting for a 50 percent share in programs with ten or more employees and programs with less than ten employees. Programs with less than 10 employees had a slightly smaller amount of workers who are of Hispanic origin (51 percent) while those not of Hispanic origin made up 41 percent of the after-school program workers. Workers that identify their race as White only made up the second largest share of workers; accounting for just over 30 percent of each program's respective workforce, regardless of its employee total (see Figure 6). Asian with additional race and American Indians accounted for less than a 2 percent share in programs' workforces.

2011 Census Bureau population estimates by county provide evidence as to why this trend occurred. Over 1,400 after-school program surveys were collected statewide and a majority of these responses were concentrated in counties where Hispanics represent a 50 percent share of the population. For example, in southern California counties such as Kern and San Bernardino where we received more than 100 responses from programs; Hispanics represented at least a 50 percent share of the county population. For the other races, their workforce share was comparable to their overall population totals in these areas: White only (32.0 to 37.9 percent share; Black only (6.3-9.6 percent share); Asian and Pacific Islander (5.0 to 7.4 percent share; and American Indian (2.0-2.7 percent share).

In contrast, the EDD received less than 20 responses from counties mainly concentrated in northern California (e.g., El Dorado and Shasta counties), where Hispanics represented less than 13 percent of the population in each respective county. Within these counties, workers identified as White only represented roughly 80 percent of the population; with workers identified as Black only; Asian and Pacific Islander; and American Indian representing less than a 4 percent share.



Figure 5 / Ethnicity

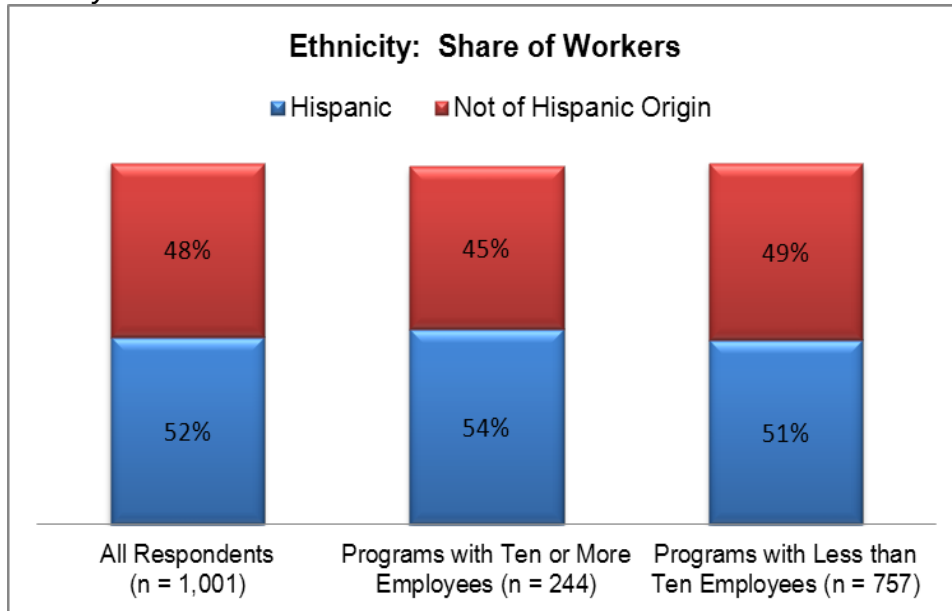


Figure 6 / Race and Ethnicity, All Respondents

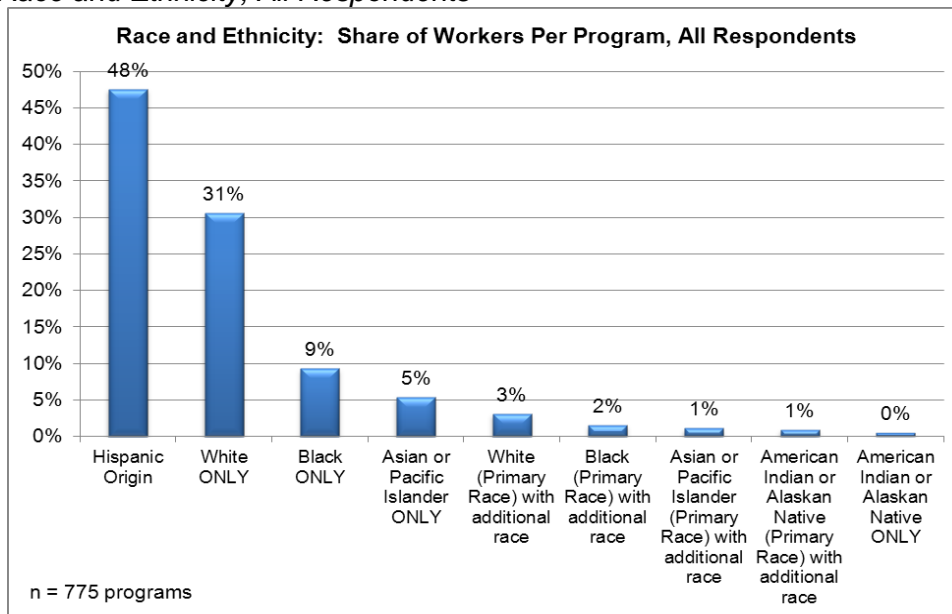


Figure 7 / Race and Ethnicity, Programs with Ten or More Employees

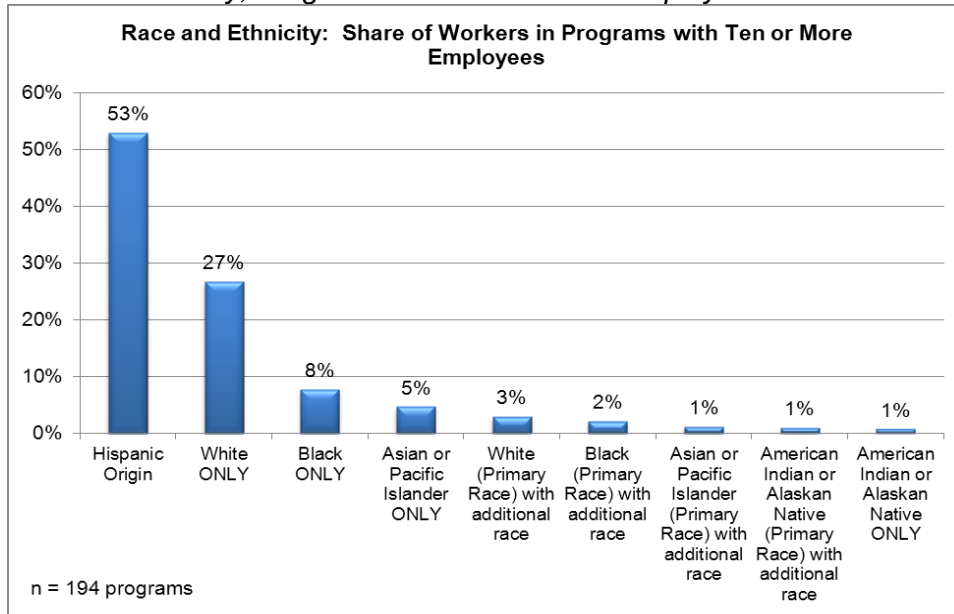
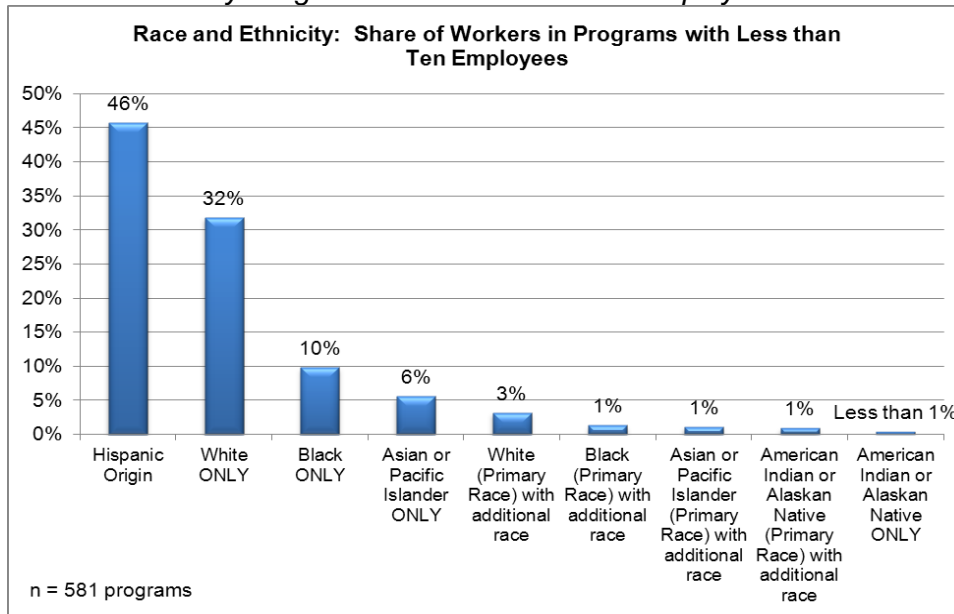


Figure 8 / Race and Ethnicity Programs with Less than Ten Employees



## Education and Wages

### *Educational Attainment*

Workers that have attained some college, but no degree, made up the largest share of workers; just over 40 percent in programs with ten or more employees (see Figure 10). The data suggests that programs with less than ten employees have larger shares of workers that acquired an associate degree or higher; collectively workers that have attained an associate, bachelor's, or graduate or professional degree represented nearly a 50 percent share of these programs' workforces (see Figure 11). Workers that did not complete high school made up the lowest share of workers in programs; regardless of program employment size.

Census Bureau Quarterly Workforce Indicator educational attainment data for the Health Care and Social Assistance industry sector is comparable to the workforce share findings from this survey. The Health Care and Social Assistance industry data was examined because it is inclusive of businesses that provide life skills training and positive social development for children and youth; mandated requirements of ASES and CCLC programming. Collectively, workers that attained up to an Associate's degree accounted for a 65 percent share of the workforce within the Health Care and Social Assistance industry sector; survey data shows this group represented a 73 percent share (see Figure 9) in after-school programs. Industry sector data suggests workers with a bachelor's degree or higher held roughly 35 percent of the jobs, while survey results found that this group held nearly 30 percent of the jobs.

Figure 9 / Educational Attainment, All Respondents

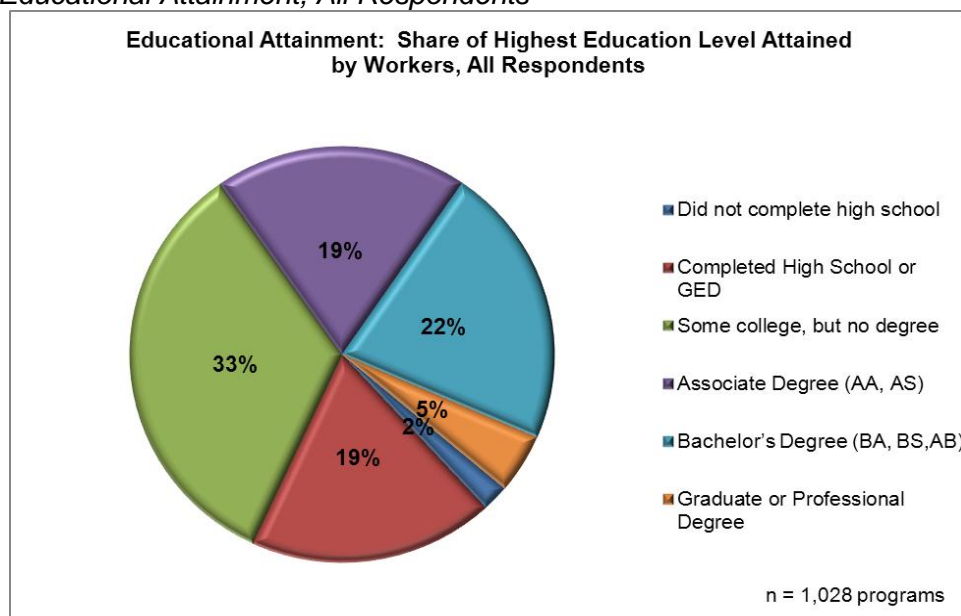


Figure 10 / Educational Attainment, Programs with Ten or More Employees

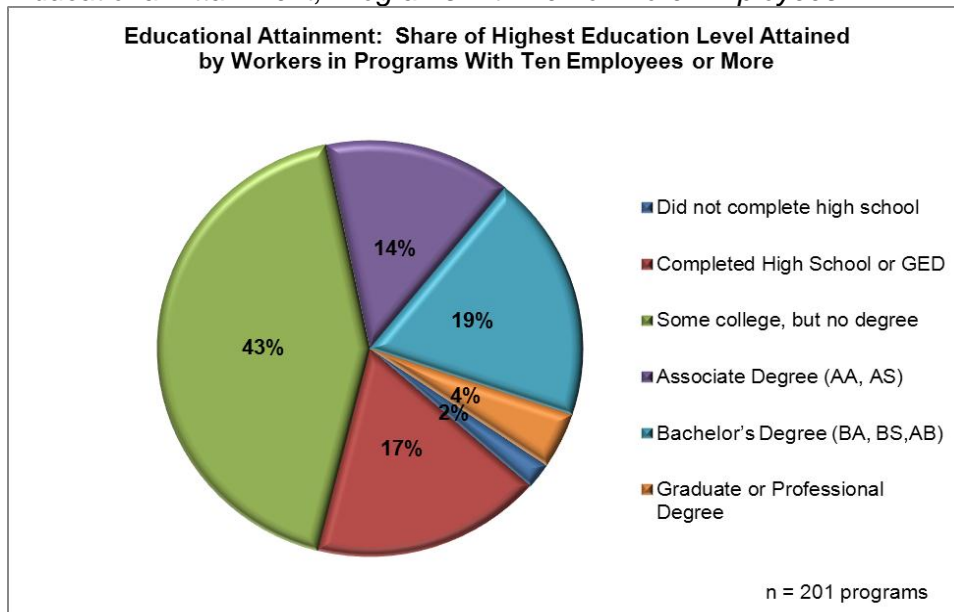
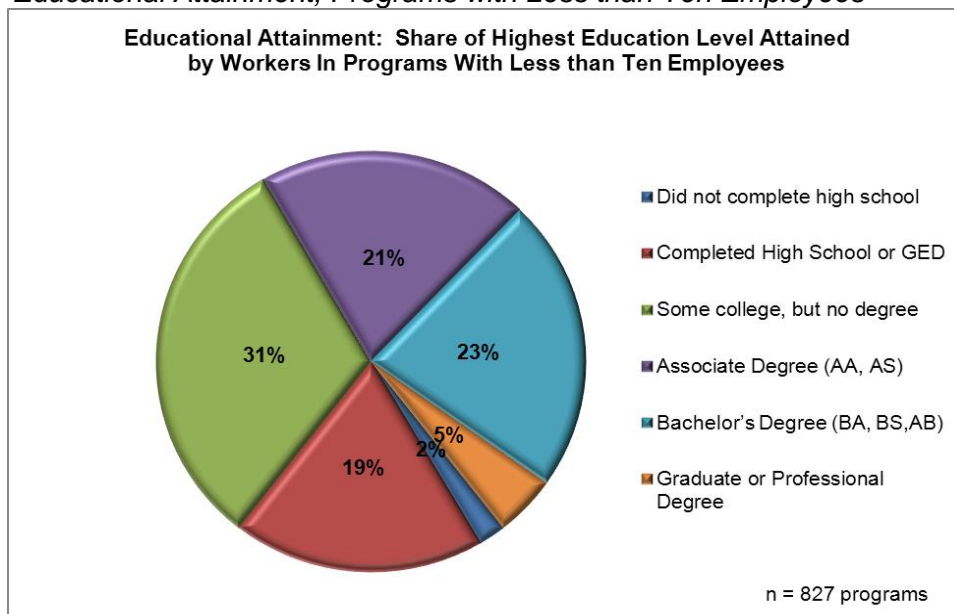


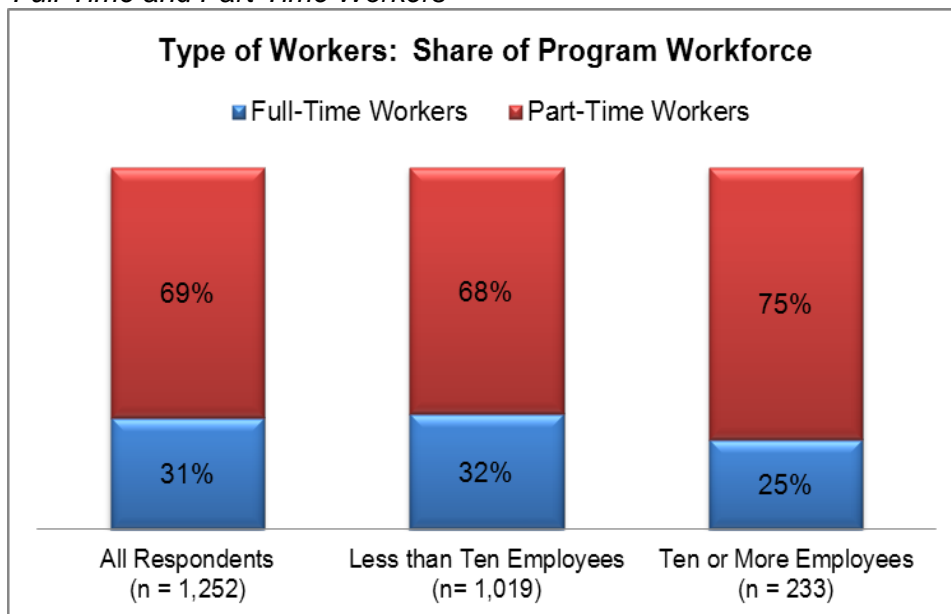
Figure 11 / Educational Attainment, Programs with Less than Ten Employees



## Full-Time and Part-Time Workers

Data from all respondents' to the survey indicates that part-time workers held a 69 percent share of the program workforce; a figure comparable to the shares at programs with less than ten employees in their programs. After-school programs with ten or more employees had more than three times as many part-time workers than full-time workers.

Figure 12 / Full-Time and Part-Time Workers



Respondents' survey responses indicated that at least 50 percent of programs' full-time workers made between \$30,000 and \$39,999 per year. More than one quarter of the after-school program's full-time workforce made \$40,000 or more annually. Programs with ten or more employees had the largest share of employees earning \$50,000 or more; a share total that was more than twice as large as the share for program with less than ten employees.

Data from the survey results suggests part-time workers earning between \$10.00 and \$10.99 per hour accounted for the largest share of each program's workforce. Programs with ten or more employees had the largest share of part-time workers earning between \$10.00 and \$10.99 per hour and the smallest share of part-time workers earning over \$13.00 per hour.

The full-time salaries are comparable to the mean annual wages reported for all occupations within the Individual and Family Services industry group; the industry group that best represents ASES and CCLC programming. Based upon California Occupational Employment Statistics data<sup>3</sup> the mean annual wage for this industry group is \$38,205; a figure comparable to the wages associated with 50 percent of full-time workers in after-school programming. Furthermore, the annual salary of the 50<sup>th</sup> percentile of workers within this industry group was \$31,054; comparable with findings of the after-school program survey.

Figure 13 / Full-Time Worker Salary

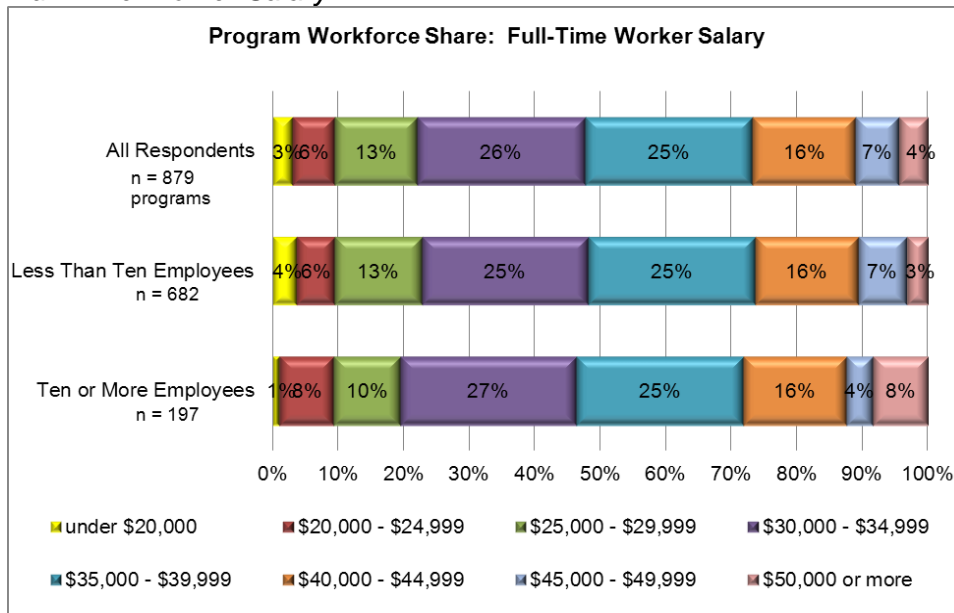
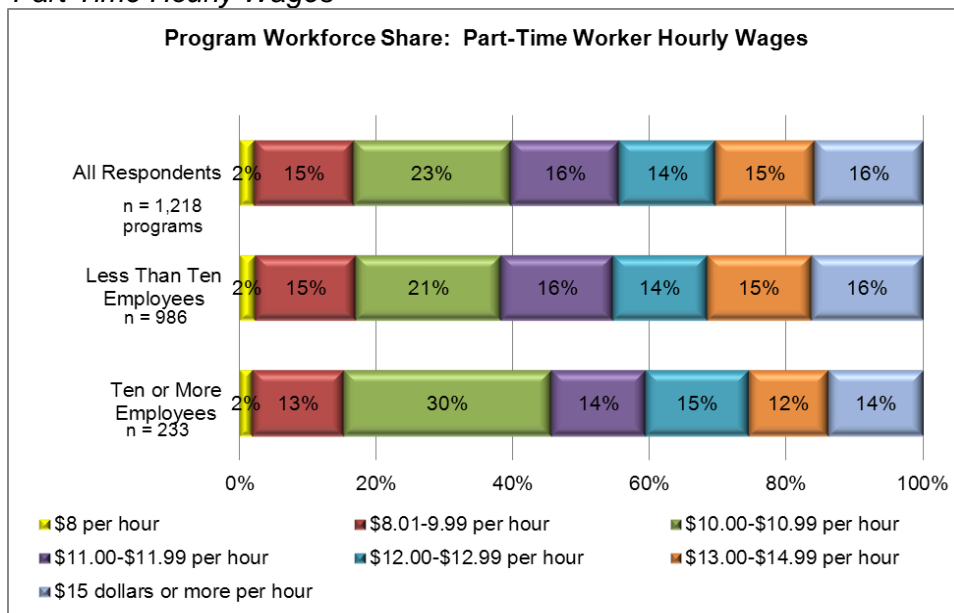


Figure 14 / Part-Time Hourly Wages



## Job Vacancies and Benefits

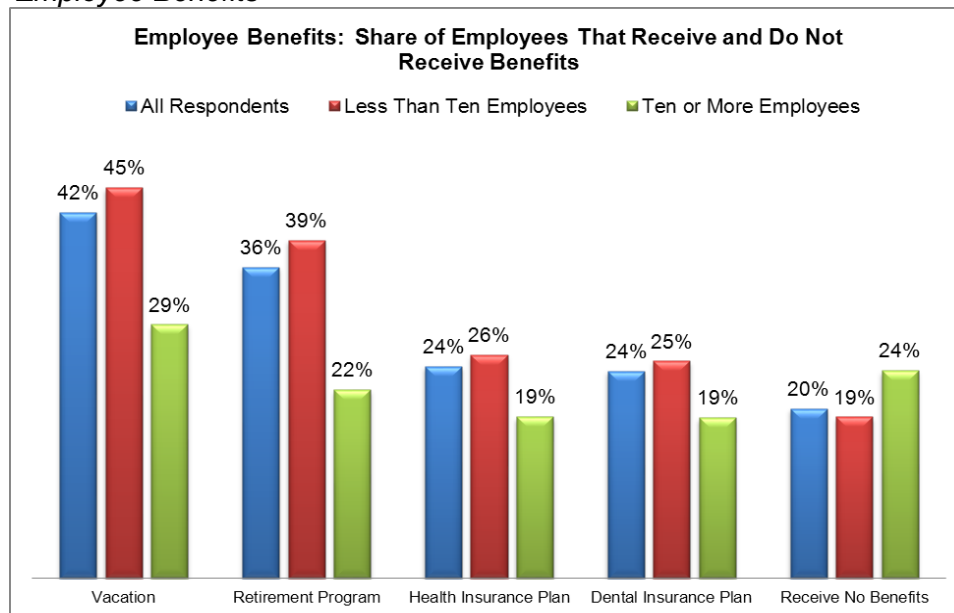
### Job Vacancy

Respondents were asked to provide the number of job vacancies they had at their individual programs during the months of January and March of 2012. All respondents' data suggests that on average programs had one job vacancy in each of the two months. Job vacancies did vary from program to program; ranging from 0 to 5 job vacancies in each of the two months.

### Benefits

The after-school program survey collected information on four specific types of employer sponsored benefits generally offered to employees: vacation time, retirement plans, health insurance, and dental insurance. Overall, the benefit which workers qualified for most often were vacation benefits; nearly 50 percent of workers qualified in programs with less than ten employees (see Figure 15). All respondents' data suggests nearly one quarter of each program's workforce qualified for enrollment in the health and/or dental insurance plans offered by the after-school programs. Programs with ten or more employees reported the lowest shares employees that qualified for benefits; with 24 percent unqualified to receive benefits.

Figure 15 / Employee Benefits



## Program Employment

The survey collected information on three types of employee terminations: discharge; layoff; and quit. For the 2010-2011 school year, quits made up the largest share of employee terminations, at programs with ten or more employees nearly 75 percent of all terminations were conducted in this manner (see Figure 16). Overall, discharges accounted for 20 percent of the terminations at after-school programs during the school year. Layoffs were least often used by programs to terminate employees; accounting for roughly 6 percent in programs with more than ten employees. During the summer<sup>4</sup> and winter periods, quits accounted for more than 80 percent of all employee terminations (see Figure 17).

Figure 16 / Terminations (2010-2011 School Year)

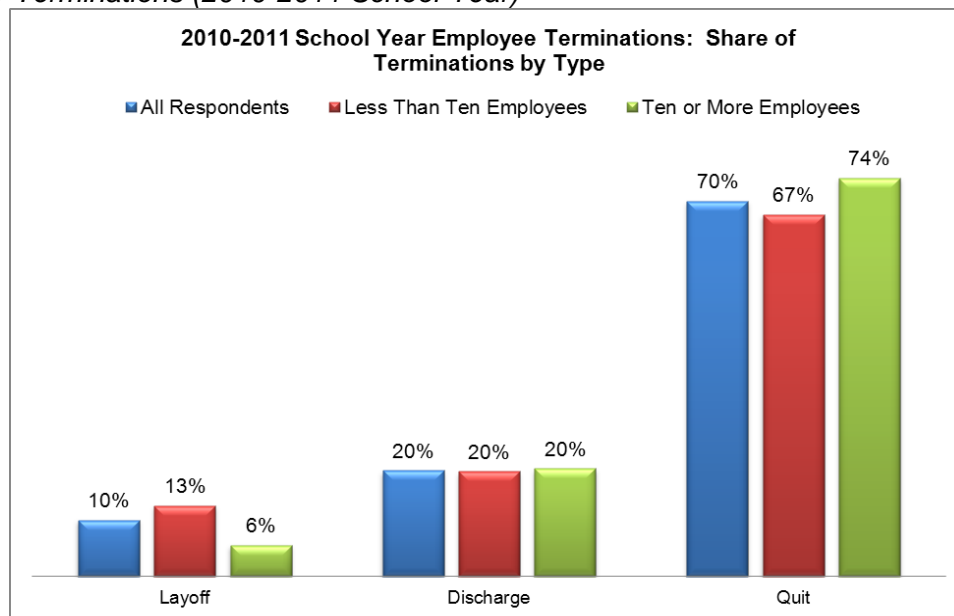
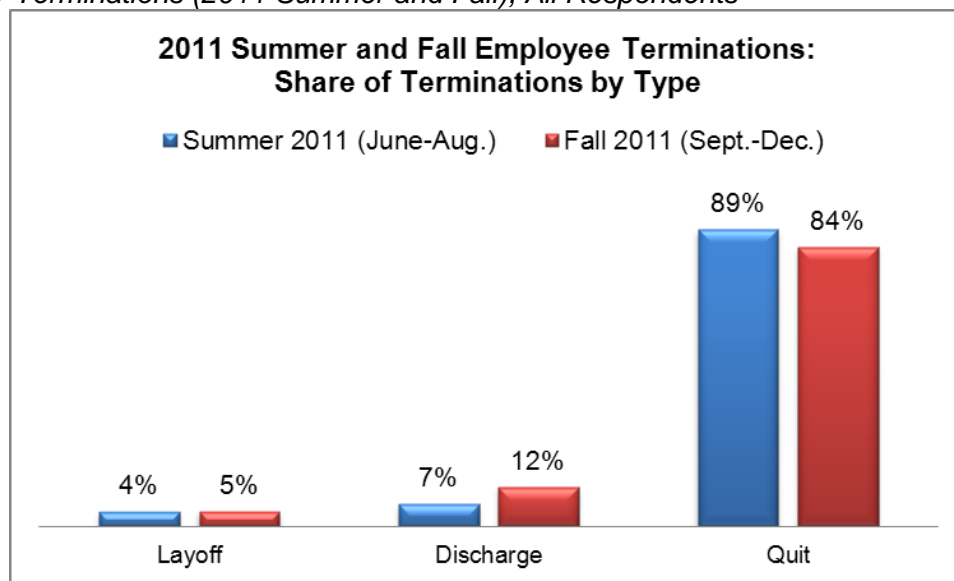


Figure 17 / Terminations (2011 Summer and Fall), All Respondents





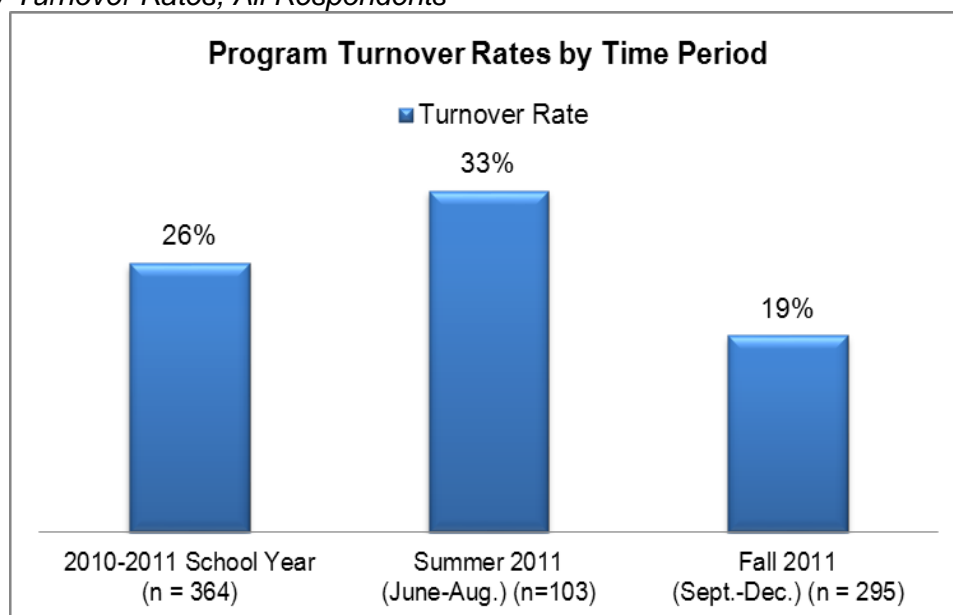
## Employee Turnover

The survey collected information on employment levels during the following time periods 2010-2011 school year (September 2010-June 2011), summer (June 2011-August 2011), fall (September 2011-December 2011). Information from the annual school year, summer, and fall were used in conjunction with employee termination data from the same period to calculate the turnover rates for each study period. In addition, employment information was also collected for various months in 2011 (August, September, and December) and 2012 (January).

Employee turnover is the process of replacing an employee that has left an employer for any number of reasons. Data from the after-school program survey was used to calculate turnover rates for the following periods: 2010-2011 school year; summer; and fall. This information can be used to estimate some of the direct (e.g., recruitment costs) and indirect (e.g., worker morale) costs associated with turnover, as well as, the savings accrued due to its reduction.

The turnover rate for after-school programs tended to vary based upon the period of time examined (see Figure 18). The 2010-2011 school year turnover rate was just over 25 percent; fall employee turnover was 7 percentage points lower (19 percent). The data suggests employee turnover was at its highest rate during the summer period. This may be the result of seasonal employment factors such as: workers returning to their pursuit of educational goals during the fall college semester.

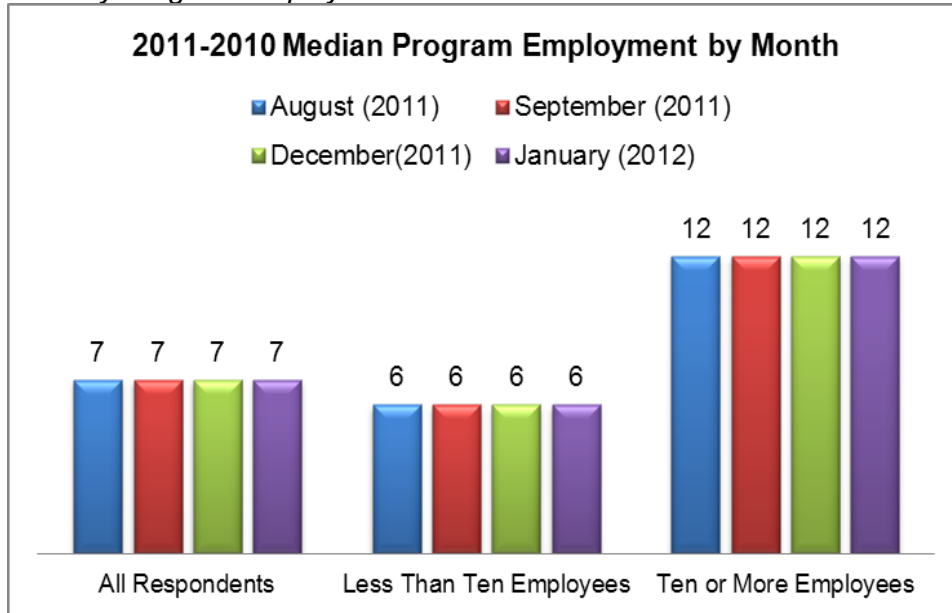
Figure 18 / Turnover Rates, All Respondents



## Monthly Program Employment

To measure employment levels during specific months during the calendar year, the after-school program survey collected information for months in 2011 (August, September, December) and a month in 2012 (January). Employment levels tended to remain relatively stable during each of the four months (see Figure 169). Programs with ten or more employees had a median employment total that was more than double that of programs with less than ten employees.

Figure 19 / Monthly Program Employment



## Conclusion

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The main objectives of the After School Program Survey's objectives were to collect data and examine trends in the following program areas: workforce demographics; education and wages of workers; program employment and terminations; job vacancies; and employer sponsored employee benefits. The results provided insight into the characteristics of ASES and CCLC programming statewide. In addition, analyses broken out by size of the program (e.g., programs with ten or more employees) reflected subtle distinctions in a number of program areas.

### *Future Research*

Based upon the literature review conducted for this survey, primary research that examines the respective workforce of ASES and CCLC programs is limited. Future research that could branch off from this survey's results may include: an examination of the direct and indirect costs associated with programs' employee turnover and occupational analyses that focus on the type of work conducted by personnel.

## Appendix A

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### 2012 After-School Program Survey

The California Department of Education (CDE) is committed to addressing the occupational needs of its funded programs and the career development goals of program personnel. In an effort to assess the level and type of services necessary to achieve these goals, the department requires your participation in this labor market information study. In order to ensure the timeliness of the data, we would greatly appreciate it if you would complete the survey within the next two weeks.

#### 1. PROGRAM INFORMATION

Please provide contact information for this program. All of the remaining questions will pertain to this individual program.

#### 2. CDE GRANT IDENTIFICATION NUMBER

Please provide the California Department of Education (CDE) grant ID number for this After-school program.

### *Employee Demographics*

#### 3. AGE OF AFTERSCHOOL PROGRAM WORKERS

Please provide the number of afterschool workers found within the following age categories at this afterschool program for the month of March 2012. IF NO WORKERS FALL WITHIN A CATEGORY ENTER THE NUMBER ZERO.

16 years old

17

18

19

20-29

30-39

40-49

50 years and older

#### 4. GENDER OF WORKERS

Please provide the number of afterschool workers found within the following gender categories at this afterschool program for the month of March 2012. IF NO WORKERS FALL WITHIN A CATEGORY ENTER THE NUMBER ZERO.

Male

Female

## 5. ETHNICITY OF WORKERS

Please provide the number of afterschool workers that fall within the following categories for the month of March 2012. IF NO WORKERS FALL WITHIN AN ETHIC CATEGORY ENTER THE NUMBER ZERO. If information is not available on this subject matter, please enter the number zero in the INFORMATION IS NOT AVAILABLE category.

### HISPANIC

- A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

Hispanic Origin

Not of Hispanic Origin

Information is not available

### ***Education and Wages***

## 7. EDUCATIONAL ATTAINMENT

Please provide the number of afterschool workers whose highest degree or level of school completed fall within the following categories for the month of March 2012. IF NO WORKERS FALL WITHIN A CATEGORY ENTER THE NUMBER ZERO. If information is not available on this subject matter, please enter the number zero in the INFORMATION IS NOT AVAILABLE category.

Did not complete high school

Completed High School or GED

Some college, but no degree

Associate Degree (AA, AS)

Bachelor's Degree (BA,BS,AB)

Graduate or Professional Degree

Information is not available

## 8. FULL-TIME WORKERS

Please provide the current number of FULLTIME Afterschool workers at this program for the month of March 2012. IF NO WORKERS FALL WITHIN A CATEGORY ENTER THE NUMBER ZERO.

-Full-time workers

A person scheduled 40 or more hours in a work week.

Full-Time Workers

#### 9. FULL-TIME WORKER ANNUAL SALARY

Please provide the number of FULLTIME Afterschool workers found in each of the following annual salary categories for the month of March 2012. IF NO WORKERS FALL WITHIN A CATEGORY ENTER THE NUMBER ZERO.

under \$20,000  
\$20,000-\$24,999  
\$25,000-\$29,999  
\$30,000-\$34,999  
\$35,000-\$39,999  
\$40,000-\$44,999  
\$45,000-\$49,999  
\$50,000 or more

#### 10. PART-TIME WORKERS

Please provide the current number of PART-TIME Afterschool workers at this program for the month of March 2012. IF NO WORKERS FALL WITHIN A CATEGORY ENTER THE NUMBER ZERO.

Part-time workers

-A person scheduled less than 40 hours in a work week.

Part-time workers

#### 11. PART-TIME WORKERS HOURLY WAGES

Please provide the number of afterschool workers found in each of the following hourly wage categories for the month of March 2012. IF NO WORKERS FALL WITHIN A CATEGORY ENTER THE NUMBER ZERO.

\$8.00 per hour  
\$8.01-\$9.99  
\$10.00-\$10.99  
\$11.00-\$11.99  
\$12.00-\$12.99  
\$13.00-\$14.99  
\$15.00 or more

## ***Job Vacancies and Benefits***

### **12. JOB VACANCIES**

Please provide the current number of after-school worker vacancies (e.g., job openings) within your program for the months of January and March 2012. IF VACANCY DATA IS NOT AVAILABLE FOR A PARTICULAR MONTH, PLEASE LEAVE THE SELECTION BLANK. IF DATA IS NOT AVAILABLE FOR BOTH MONTHS PLEASE ENTER ZERO IN THE INFORMATION IS NOT AVAILABLE SELECTION.

January 2012

March 2012

Information is not available

### **13. WORKER BENEFITS**

Please provide the number of after-school workers that qualify for the following benefits for the month of March 2012. IF NO WORKERS FALL WITHIN A CATEGORY ENTER THE NUMBER ZERO. IF DATA IS NOT AVAILABLE, PLEASE ENTER THE NUMBER ZERO IN THE INFORMATION IS NOT AVAILABLE SELECTION.

Vacation

-Employees accrue paid time off.

Health Insurance

-Employees enrolled in an employer sponsored health insurance plan.

Dental Insurance

-Employees enrolled in an employer-sponsored dental insurance plan.

Retirement Program

-Employees enrolled in an employer sponsored retirement program.

Vacation

Health Insurance Plan

Dental Insurance Plan

Retirement Program

Receive No Benefits

Information is not available

## ***Program Employment***

The following questions request information pertaining to employment levels (e.g., monthly employment, terminations) at your program. This data will be used to examine employee turnover trends at after-school programs over distinct periods of time. Please be aware that appropriate steps have been taken to protect the confidentiality of all the information you provided over the course of this survey.

### **14. 2010-2011 SCHOOL YEAR EMPLOYMENT**

Please provide the total number of individuals that were employed at this afterschool program over the course of the 2010-2011 school year (September 2010-June2011).

To avoid double counting, please count each individual only once. For example, if John Doe was employed in every month of the school year only count him once in your final total.

If information is not available on this subject matter, please enter the number zero in the INFORMATION IS NOT AVAILABLE category.

### **15. 2010-2011 SCHOOL YEAR TERMINATIONS**

Please provide the total number of individuals that were terminated from this after-school program over the course of the 2010-2011 school year (September 2010-June2011).

If information is not available on this subject matter, please enter the number zero in the INFORMATION IS NOT AVAILABLE category.

#### **Termination**

-An employee that no longer works for this program due to the following reasons: layoff, discharge, or involuntary/voluntary quit.

Total Number of Employees

Information is not available

### **16. REASONS FOR EMPLOYEE TERMINATIONS (September 2010-June2011)**

Please provide the total number of employees that were terminated for the reasons below.

Provide only one reason for each terminated employee. If information is not available on this subject matter, please enter the number zero in the INFORMATION IS NOT AVAILABLE category.

Layoff

Discharge

Quit

Information is not available



#### 17. 2011 SUMMER EMPLOYMENT

Please provide the total number of individuals that were employed at this after-school program from June 2011 through August 2011.

To avoid double counting, please count each individual only once. For example, if John Doe was employed in every month of the school year only count him once in your final total.

If information is not available on this subject matter, please enter the number zero in the INFORMATION IS NOT AVAILABLE category.

Total Number of Employees  
Information is not available

#### 18. 2011 SUMMER EMPLOYEE TERMINATIONS

Please provide the total number of individuals that were terminated from this after-school program from June 2011 through August 2011.

If information is not available on this subject matter, please enter the number zero in the INFORMATION IS NOT AVAILABLE category.

Termination

-An employee that no longer works for this program due to the following reasons: layoff, discharge, or involuntary/voluntary quit.

Total Number of Terminations

Information is not available

#### 19. REASONS FOR EMPLOYEE TERMINATIONS (June 2011-August2011)

Please provide the total number of employees that were terminated for the reasons below.

Provide only one reason for each terminated employee. If information is not available on this subject matter, please enter the number zero in the INFORMATION IS NOT AVAILABLE category.

Layoff

Discharge

Quit

Information is not available

## 20. 2011 AUGUST AND SEPTEMBER EMPLOYMENT

Please provide the total number of individuals that were employed at this afterschool program on the last work day for the months of August and September 2011. If information is not available on this subject matter, please enter the number zero in the INFORMATION IS NOT AVAILABLE category.

August 2011

September 2011

Information is not available

## 21. 2011 FALL EMPLOYMENT

Please provide the total number of individuals that were employed at this after-school program from September 2011 through December 2011.

To avoid double counting, please count each individual only once. For example, if John Doe was employed in every month of the school year only count him once in your final total.

If information is not available on this subject matter, please enter the number zero in the INFORMATION IS NOT AVAILABLE category.

Total Number of Employees

Information is not available

## 22. 2011 FALL TERMINATIONS

Please provide the total number of individuals that were terminated from this after-school program from September 2011 through December 2011.

If information is not available on this subject matter, please enter the number zero in the INFORMATION IS NOT AVAILABLE category.

Termination

-An employee that no longer works for this program due to the following reasons: layoff, discharge, or involuntary/voluntary quit.

Total Number of Terminations

Information is not available

23. REASONS FOR EMPLOYEE TERMINATIONS (September 2011-December2011)  
Please provide the total number of employees that were terminated for the reasons below.  
Provide only one reason for each terminated employee. If information is not available on this  
subject matter, please enter the number zero in the INFORMATION IS NOT AVAILABLE  
category.

Layoff

Discharge

Quit

Information is not available

#### 24. 2011 FALL EMPLOYMENT

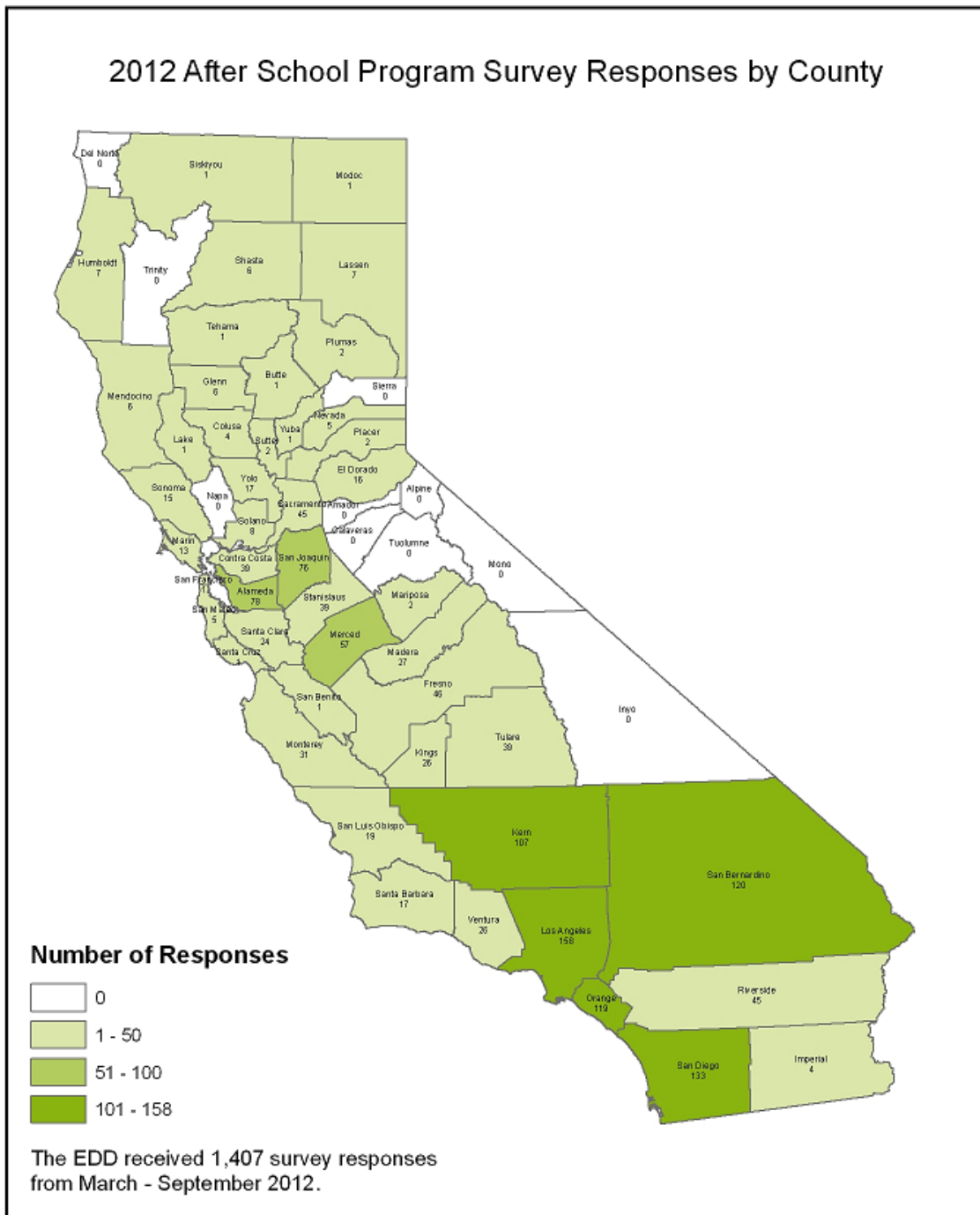
Please provide the total number of individuals that were employed at this after-school program  
on the last work day for the months of December 2011 and January 2012. If information is not  
available on this subject matter, please enter the number zero in the INFORMATION IS NOT  
AVAILABLE category.

December 2011

January 2012

Information is not available

## Appendix B



## Appendix C

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### After-School Program Survey Response Rates

<b>Sample Summary</b>	<b>Number of Programs</b>
Original Sample	4,000
Total Responses	1,407
Non Responses to the Survey	2,593
Response Rate	35.1%

## References

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## Notes

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<sup>1</sup> On a question by question basis, information was broken out by each of the three categories if the total number of responses met or exceeded the threshold necessary for the 95 percent confidence level, with a margin of error of  $\pm 10$  percentage points. If this threshold was not met, then the information would only be published for all respondents to each question.

<sup>2</sup> The Quarterly Workforce Indicators are derived from the LED partnership and are possible because of an innovative system that merges data already collected from various sources. The state Labor Market Information (LMI) agencies supply key data from unemployment wage records and from businesses each quarter. The Census Bureau merges the data from the LMIs with current demographic information to produce the data found on the LED web site. By combining data from different administrative sources, censuses and surveys, the Census Bureau produces local employment information that was not available before.

<sup>3</sup> The Occupational Employment Statistics (OES) program produces employment and wage estimates for over 800 occupations. These are estimates of the number of people employed in certain occupations, and estimates of the wages paid to them. Self-employed persons are not included in the estimates. These estimates are available for the nation as a whole, for individual States, and for metropolitan and nonmetropolitan areas; national occupational estimates for specific industries are also available.

<sup>4</sup> Responses to this survey question(s) (Summer 2011 employment and termination) had a margin of error greater than  $\pm 10$  percentage points.