Local Perspectives on Out of School Time in Montgomery County

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Local Perspectives on Out of School Time

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Summary. This report responds to the Council's request for OLO to assess the availability of and need for OOST activities locally. Overall, OLO finds that while OOST program offerings in Montgomery County generally align with parents' priorities and preferences for OOST activities, many families face barriers in access to OOST, and providers face numerous challenges in serving low-income families.

Background. OLO defines out of school time (OOST) programs as any activity with adult supervision that occurs regularly outside of school hours and serves school-age children in groups. Research suggests that OOST activities can impact a wide range of youth outcomes. These include improving student attendance and year-to-year retention, increasing positive skills and beliefs, and improving educational outcomes such as on-time grade promotion. National data show, however that OOST participation varies significantly depending on family income, race and ethnicity, and parental educational attainment.

OOST Landscape in Montgomery County. The provision of OOST programs in Montgomery County is varied and highly decentralized such that no single regulatory framework applies to all local OOST providers. The public and quasi-public entities that directly provide or fund OOST include:

- Montgomery County Public Schools;
- The County Government;
- The Housing Opportunities Commission;
- The Collaboration Council for Children, Youth and Families; and
- The Children's Opportunity Fund.

Local nonprofit and for-profit organizations also offer OOST, and some of these receive public funding to support their programs. Additionally, Parent-Teacher Associations (PTAs) often fundraise for and sponsor OOST programs and have a significant impact on the availability of OOST in individual schools.

Provider and Parent Surveys and Interviews. To examine the availability of OOST locally, OLO conducted two surveys. The first solicited information from OOST providers on the activities they offer and their perspectives on OOST in Montgomery County. The second, sent to local PTA chapters, gathered information from families on their experiences and preferences for OOST.

Of note, neither the provider or parent surveys were intended to produce statistical estimates on OOST provision or demand in the County. Instead, OLO used the surveys to learn more about provider and parent experiences with OOST. OLO also interviewed six OOST providers and conducted focus group interviews with parents. Four sets of findings emerge from the information analyzed and reviewed.

Finding #1:   **OOST program offerings generally align with parents' priorities and preferences for OOST activities, though unmet need exists for bilingual programs**.

OLO's provider survey asked respondents about the programs and activities they offer. The most common category of activity offered was physical exercise and sports, followed by leadership and career skills. Their offerings generally align with parents' priorities and preferences. However, in parent and provider interviews, OLO heard feedback that insufficient bilingual OOST programs exist in the County.

Finding #2: **The role of PTAs in OOST provision varies and concerns exist that PTAs are ill-equipped to coordinate OOST programs. Some parents are also unsure of whether equity exists in OOST programs across schools.**

Survey data show that OOST-related activities vary among school PTAs. Nearly two-thirds of respondents reported that their PTAs advertised OOST program events; just over half reported that their PTAs coordinated OOST programs last school year. Several parents expressed concerns that their PTAs were ill-equipped to coordinate OOST; others shared feedback that disparities in OOST provision exist.

Finding #3: **The cost of OOST programs is a concern with parents finding summer programs to be too expensive and OOST providers that serve low-income families facing challenges in sustaining their programs.**

Most PTA survey respondents reported that summer camps are difficult to afford or unaffordable. OLO also heard feedback that programs for children with disabilities are either unavailable or unaffordable. OOST providers that serve low-income families also reported having extremely limited funding for their programs despite increasing demand for their services, and facing difficulties in navigating funding.

Finding #4: **Additional barriers to OOST provision and access include availability of transportation, the ability of providers to market their programs, and access to public space.**

The availability of transportation is a major determinant of the availability and accessibility of OOST, particularly in low-income communities. "Word of mouth" is the most common method used by OOST providers to market their programs and by parents to learn about programs. Finding information about OOST is a challenge for parents. Many OOST providers also find that the process for using public facilities to operate their programs is confusing, difficult, or unfair, or that the fees charged are too high.

Recommended Discussion Issues with Agency Representatives

1. **Opportunities to support OOST programming in high-poverty schools.** Given the challenges faced by PTAs in coordinating OOST, the Council may wish to discuss strategies such as funding afterschool coordinator positions for schools without comprehensive OOST initiatives in place.

2. **Strategies for enhancing OOST affordability and access.** The Council may wish to discuss ways to offset families' summer program costs, support for providers in serving children with disabilities, and funding for transportation for OOST programs.

3. **Approaches for meeting demand for more bilingual programs.** The Council may wish to discuss opportunities to support OOST providers with hiring and training bilingual staff and to promote parent-led bilingual programs.

4. **County and MCPS roles in disseminating information on OOST programs.** The Council may wish to discuss whether opportunities exist to enhance or build on existing sources of information on OOST programs such as infoMONTGOMERY and the Child Care Resource and Referral Center.

5. **Opportunities to make the system for reserving and using public facilities more user-friendly.** The Council may wish to discuss with County Government representatives whether opportunities exist to make the ActiveMontgomery system more user-friendly for OOST providers and other users.

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OLO Report 2018-2

Introduction

Many children and youth in Montgomery County participate in structured programs when they are not in school, typically referred to as out-of-school time (OOST) programs. OOST includes before- and after-school programs, summer school, summer programs and camps, Saturday school, extracurricular activities such as sports, arts, and music, faith-based classes and clubs, and other enrichment activities for school-age children.

OOST programs can help to improve student outcomes and help narrow the achievement gap, particularly when they are implemented in combination with other strategies. However, the delivery of OOST programs is highly decentralized in Montgomery County. This report responds to the Council's request for OLO to assess the availability of and need for OOST activities in the County. It aims to help the Council understand where additional OOST services may be needed and guide the Council in making decisions on whether and how to strategically expand OOST opportunities.

OLO Summer Associates Kelsey Berkowitz and David Friedland and OLO staff member Natalia Carrizosa completed this study with assistance from Dr. Elaine Bonner-Tompkins and Carl Scruggs. OLO received a high level of cooperation from everyone involved in this study and appreciates the information and insights shared by all who participated:

County Government
Gabe Albornoz, Recreation
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Montgomery County Public Schools
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Marla Caplon, Division of Food & Nutrition Services
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Other Organizations
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Jane De Winter, Big Learning
Evan Glass, Gandhi Brigade Youth Media
Susan Jenkins, Arts and Humanities Council
Cynthia Marshall, Action in Montgomery
Brian Nason, YMCA of Metropolitan Washington
Jayne Park, Impact Silver Spring
Diego Uriburu, Identity

Methodology: To prepare this report, OLO surveyed and interviewed local OOST providers to understand the types of programs they offer in the County and any barriers they face in operating their programs. OLO also conducted a survey of PTA members in the County and conducted interviews and focus groups with parents to learn more about their experiences with OOST programs and any barriers they face in accessing these programs for their children.

Chapter 1.   Background on Out of School Time

Out of school time (OOST) refers to the wide variety of activities in which children and youth can participate outside of school hours. Participation in OOST is often associated with positive outcomes for children and youth, but disparities in participation rates exist by family income, race, language and other factors. This chapter defines OOST, summarizes OOST benefits and best practices, and describes national data on OOST participation. The chapter is organized as follows:

- **Section A** provides a definition of OOST and describes how OOST activities can vary;
- **Section B** examines the research literature on the benefits of OOST and best practices; and
- **Section C** summarizes national data on OOST participation.

A.   Definition of Out of School Time

For the purposes of this report, OLO defines OOST programs as any activity with adult supervision that occurs *regularly outside of school hours* and *serves children in groups*. OOST includes afterschool programs, summer camps, and extracurricular activities, but is broader than any one of these subcategories. The paragraphs below describe the different ways that OOST activities can vary.

Public or private providers. OOST providers can include a diverse set of agencies and organizations. Examples of OOST providers in Montgomery County include MCPS, the Department of Recreation, national nonprofit organizations such as the YMCA, Boys & Girls Clubs, and Girl and Boy Scouts, as well as smaller, local non-profit organizations, faith-based organizations, and for-profit businesses. While some OOST programs may be supported entirely with federal, state or local funds, others rely primarily on revenue from parent fees.

Public or private settings. OOST programs, whether publicly or privately provided, can operate in a variety of settings, including schools, libraries, parks, recreation or community centers, and colleges or universities. Other OOST programs operate in private schools, religious centers and other privately-owned sites.

Hours and dates of operation. OOST programs take place outside of school hours, which can include before school, after school, weekends and/or summer. Some OOST programs are designed to provide child care, and they typically operate for several hours each day during the school year, or for a full day during the summer, to meet the needs of families with working parents. Other OOST programs that are primarily intended to provide opportunities to learn and have fun often provide activities that take place less frequently and for a limited amount of time (e.g. two hours on one day per week during the school year, or part-day programs during the summer). Some programs may only be offered during a particular season (winter sports or summer camps).

Provide one or more activities. An OOST program offers at least one adult-supervised activity to children and youth. Some OOST programs offer both academic and enrichment components, while other OOST programs offer one type of activity. OLO considers tutoring, music lessons, and private sports practice to be OOST programs if they are offered to groups of youth.

B. **OOST Benefits and Best Practices**

This section briefly summarizes the benefits of OOST and best practices in OOST provision. Appendix A from *OLO Memorandum Report 2016-11: Out of School Time and Children's Trusts* provides more detail on the research literature on OOST benefits and best practices.

OOST Benefits. Participation in OOST programs generally leads to small gains in academic outcomes. OOST activities are best viewed as "one part of a much larger, multi-faceted approach toward closing the achievement gap."[1] Nonetheless, activities with academic components, summer programs, and extracurricular activities can provide crucial pathways to success in school and adult life as well as help narrow the opportunity gap. Research suggests that OOST activities can impact a wide range of youth outcomes. These include improving students':[2]

- Engagement that includes program attendance and year-to-year retention;
- Positive skills and beliefs that include critical thinking, growth mindset, persistence, self-regulation, collaboration, and communication; and
- Educational outcomes that include high school day attendance, on-time grade promotion, and progress toward mastery of academic skills and content.

Best Practices. Policy researchers generally identify two types of promising practices for improving OOST programs: (a) practices that expand effective supporting systems; and (b) practices that enhance quality in individual OOST programs. These practices refer to before- and after-school programs and summer learning programs rather than extracurricular activities such as clubs and athletics.

Supporting Systems Practices. According to Every Hour Counts, effective OOST systems develop and sustain OOST programs by creating a shared vision across stakeholders and using strong intermediary organizations to monitor their program quality. Support systems use surveys, public opinion polls, and adopted standards to manage continuous improvement.[3]

High Quality Practices. The U.S. Department of Education's What Works Clearinghouse and the RAND Corporation identified high-quality OOST programs as including both an academic component linked to the school day and an enrichment component that maximizes student engagement and attendance.[4] High-quality OOST programs develop evaluation plans and collect and analyze performance data to help them improve.

C. **National Data on OOST Participation**

National data show that participation in OOST is high. According to data from the 2012 National Survey of Children's Health (NSCH), 81% of children participated in at least one OOST club or activity. OOST participation rates in Maryland were slightly higher at 83%. However, national data also reveal disparities in OOST

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[1] Gardner, Roth and Brooks-Gunn, 2009, "Can After-School Programs Help Level The Academic Playing Field For Disadvantaged Youth? Equity Matters. Research Review No. 4," *p. 27* https://eric.ed.gov/?id=ED523997.

[2] Ibid., *pp. 19-20, 22* https://eric.ed.gov/?id=ED523997.

[3] Every Hour Counts, 2014, "Understanding Key Elements, Processes, And Outcomes Of Expanded Learning Systems: A Review Of The Literature," Pgs 4-7, http://www.air.org/resource/understanding-key-elements-processes-and-outcomes-expanded-learning-systems-review

[4] "Structuring Out-of-School Time to Improve Academic Achievement," What Works Clearing House, U.S. Department of Education, 2009. Pgs. 35-37. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=35

participation based on a number of factors. Findings from the 2012 NSCH and from an analysis conducted by ChildTrends in 2014 with the same data are summarized below.

Income and Age. Children in lower-income families are significantly less likely to participate in at least one OOST activity compared with children in higher-income families, and younger children are less likely than older youth to participate in OOST. Specifically:

- Children in families at or below twice the federal poverty line are 33 percentage points less likely to participate in OOST than children from families living four times above the federal poverty line or higher.[5]

- Youth aged 12-17 are 4 percentage points more likely to participate in OOST activities than children aged 6-11.[6] However, within both age groups, lower-income children are less likely to participate than their higher-income counterparts.

- Low-income children are less likely to participate in OOST activities as they age.[7] The gap in participation between higher- and lower-income children widens from 27 percentage points among children aged 6-11 to 29 percentage points among children aged 12-17.

Race, Ethnicity, Language, and Parental Educational Attainment. Across all types of OOST programs, data from the 2012 NSCH show that:

- White children are more likely to participate in OOST programs relative to all other races and ethnicities.[8] Non-Hispanic white children were10 percentage points more likely to participate in OOST programs than African American children, 2 percentage points more likely to participate than children of other races, and 17 percentage points more likely to participate than Hispanic children.

- Speaking Spanish at home predicts lower OOST participation among Hispanic children.[9] Hispanic children who primarily spoke English at home were only 4 percentage points less likely to participate in OOST program than non-Hispanic peers. However, that gap widened by 22 percentage points for Hispanic children who primarily spoke Spanish at home compared to their non-Hispanic peers.

- Level of parental educational attainment predicts OOST participation.[10] The participation rate for children of parents who have no high school diploma is 57%, compared to 89% for children with at least one parent having a postsecondary education. Similarly, children in homes with at least one parent with a postsecondary education are 22 percentage points more likely to participate in OOST programs than children with parents who only have high school diplomas.

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[5] Moore, Murphey, Bandy, and Cooper, 2012, "2011/12 National Survey Of Children's Health," *Childhealthdata.Org*. http://childhealthdata.org/browse/survey/results?q=2518&r=1&r2=22&a=4114&g=458
[6] Ibid. Moore et al. 2012, see http://childhealthdata.org/browse/survey/results?q=2518&r=1&r2=22&a=4114&g=453
[7] *Child Trends,* 2014, "Participation In Out-Of-School Time Activities And Programs," https://www.childtrends.org/wp-content/uploads/2014/03/2014-13OutofSchoolActivities1.pdf
[8] Ibid. Moore et al. 2012, see http://childhealthdata.org/browse/survey/results?q=2518&r=1&r2=22&a=4114&g=453
[9] Ibid. Moore et al. 2012, see http://childhealthdata.org/browse/survey/results?q=2518&r=1&r2=22&a=4114&g=453
[10] Ibid. Moore et al. 2012, see http://childhealthdata.org/browse/survey/results?q=2518&r=1&r2=22&a=4114&g=470

However, Afterschool Alliance reported in 2014 that Hispanic and African American children were at least twice as likely to participate in *afterschool programs* (defined as operating on a regular basis during the school year, offering more than one activity, with adult supervision and other children) compared with Caucasian children.[11] Afterschool Alliance finds that afterschool programs specifically are therefore well-placed to address the opportunity gap by race and ethnicity.[12]

D. OOST Spending Trends and Barriers to Participation.

National research about extracurricular and afterschool program participation also indicates income disparities. Since the 1970s, the number of higher-income youth active in school clubs and sports teams has increased, while participation rates for youth in lower-income households have fallen.[13] The table below shows how in general, disparities in spending per child on all OOST activities and other education-related expenses have increased since 1972.[14]

Table 1. Annual Spending on Education-Related and Recreational Activities by Family Income Decile[15]

	Bottom Decile Household Spending per Child	Top Decile Household Spending per Child	Difference in Spending
1972	$600	$2,800	$2,200
2007	$800	$6,500	$5,700

Source: Kornrich, S. & Furstenberg, F, 2012, "Investing in Children: Changes in Parental Spending on Children, 1972–2007." DOI 10.1007/s13524-012-0146-4

The gap between higher- and lower-income families in spending on children widened by nearly $3,500 over 35 years.[16] Differences in spending behavior may arise for reasons other than cost. In 2014, the Afterschool Alliance screened 30,720 households across the county and interviewed 13,702 households in depth about afterschool time. The study found that while all parents listed cost as a top barrier to enrolling children in afterschool programs, lower-income parents were more likely than their higher-income counterparts to cite lack of a safe way to get to and from programs, convenience of location, and convenience of hours.[17] Afterschool Alliance concluded that participation in afterschool programs in 2014 was increasing, but unmet demand was also growing:

- 10.2 million children participated in afterschool programs in 2014, while 19.4 million more children would have participated if one were available.[18]

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[11] "America After 3PM: Afterschool Programs In Demand," 2014, Pg. 9, http://afterschoolalliance.org/documents/AA3PM-2014/AA3PM_National_Report.pdf

[12] Afterschool Alliance 2014, "Maryland After 3PM: Afterschool Programs In Demand," Pg. 9, http://afterschoolalliance.org/documents/AA3PM-2014/AA3PM_National_Report.pdf

[13] Snellman, Silva & Putnam 2015, "Inequity Outside the Classroom: Growing Class Differences in Participation in Extracurricular Activities," Pgs. 8-11, http://files.eric.ed.gov/fulltext/EJ1056739.pdf

[14] Kornrich & Furstenberg 2012, "Investing in Children: Changes in Parental Spending on Children, 1972–2007." DOI 10.1007/s13524-012-0146-4

[15] Kornrich & Furstenberg 2012 specified expenses include day care and babysitting; private class tuition, fees, and books; private recreational lessons; clothes and accessories for activities; and other miscellaneous expenses by year and age of the youngest child in the household.

[16] Ibid. Kornich & Furstenberg 2012.

[17] Afterschool Alliance, "America After 3PM, Afterschool Programs in Demand," Pg. 19, http://afterschoolalliance.org/documents/AA3PM-2014/AA3PM_National_Report.pdf

[18] Ibid. Afterschool Alliance, 2014, Pgs. 7 and 13.

- In Maryland, 16% of children participated in afterschool programs in 2014, while 21% of children were unsupervised.[19]

Low rates of afterschool participation may arise for different reasons. Youth in higher-income households may opt out because they have access to alternative enriching activities, while low-income youth may not participate in OOST due to a lack of available programs. Afterschool Alliance reported in 2014 that 43% of parents in low-income households said that afterschool programs were not available in their communities, compared to 41% of parents in higher-income households.[20] In communities of concentrated poverty, 56% of children would participate in an afterschool program if one were available.[21]

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[19] Afterschool Alliance, 2014, "Maryland After 3PM: Afterschool Programs In Demand," Pg. 1, http://www.afterschoolalliance.org/documents/AA3PM-2014/MD-AA3PM-2014-Fact-Sheet.pdf
[20] Ibid. Afterschool Alliance, 2014, "American After 3PM: Afterschool Programs in Demand," Pgs. 20-21
[21] Ibid. Afterschool Alliance, 2014, Pg. 16.

Chapter 2.   OOST Landscape in Montgomery County

As noted in Chapter 1, OOST activities can vary in several ways, including by type of provider, use of public or private settings, and hours of operation. This chapter maps the OOST landscape in Montgomery County, including demographic data on children and youth and the public and private provision of OOST, and is organized as follows:

- **Section A** describes demographic data on the County's school-age population along with MCPS enrollment data; and

- **Section B** provides an overview of the different categories of OOST providers in the County and the rules and policies to which they are subject.

Data show that roughly 155,000 students were enrolled in MCPS in kindergarten through 12th grade in the 2016-2017 school year, and that the school-age population in Montgomery County has increased substantially in recent years. A wide range of public agencies and publicly and privately funded nonprofit and for-profit providers provide OOST to the County's school-age population. The provision of OOST in Montgomery County is highly decentralized, and providers are not subject to a single regulatory framework.

A.   Overview of Demographic Data on Children and Youth in Montgomery County

Demand for OOST program slots in Montgomery County stems in part from the population of children and youth living in the County and changes in that population over time. Between 2010 and 2015, Montgomery County's population of children and youth between the ages of 5 and 19 grew by almost 4 percent. Within this population, children ages 10 to 14 comprise the largest subset. The following table displays the most recent U.S. Census data on the County's child/youth population by age.

Table 2. Children and Youth in Montgomery County

Age Group	2010 Population	2015 Population	% Change
Aged 5-19 Years Old	**188,825**	**196,265**	**+3.9%**
Aged 5-9 Years Old	64,300	65,717	+2.2%
Aged 10-14 Years Old	64,663	67,489	+4.4%
Aged 15-19 Years Old	59,862	63,059	+5.3%

Sources: U.S. Census Bureau. 2010 data are from the U.S. 2010 Census, Profile of General Population and Housing Characteristics: 2010, Demographic Profile Data. 2015 estimates come from the 2011-2015 American Community Survey 5-Year Estimates.

MCPS reports that in the 2016-2017 school year, total K-12 enrollment was 154,264 students. The table below provides enrollment data for different subgroups, including students eligible for Free and Reduced-price Meals (FARMS) and English-language learners (ESOL).[1] The data indicate that nearly a third of students enrolled MCPS are FARMS-eligible, and almost half of all students enrolled are in grades K-5.[2] Data from the MCPS Division of Long-Range Planning show that total school enrollment in the County has also increased and will continue to do so in the coming years. The Division reported in October 2016 that:

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[1] MCPS students are eligible for free or reduced-price breakfast and lunch if their family incomes are the same or less than certain thresholds for given household sizes. For example, during the 2016-2017 school year, a family of four qualified for free or reduce-price meals if the household's annual income was less than or equal to $44,955, roughly $865 a week.
[2] "Fiscal Year 2017 Official Enrollment," *MCPS Open Data*, June 9, 2017, https://data.montgomeryschoolsmd.org/Enrollment/FY2017-Official-Enrollment/ha7t-qqnk.

- MCPS total enrollment increased by 21,497 students between 2007 and 2016.[3]

- The 2017–2018 school year will be the ninth year in a row that MCPS enrollment increases by more than 2,000 students.[4]

Table 3. FY17 MCPS Enrollment

	K-5 Enrollment	K-12 Enrollment
Total	71,833	154,264
FARMS-Eligible	24,875	49,057
ESOL	11,456	17,804

Source: MCPS Open Data, Fiscal Year 2017 Official Enrollment

B. Current Provision of OOST in Montgomery County

The provision of OOST programs in Montgomery County is varied and highly decentralized. OOST in the County includes programs that are:

- Publicly-provided;
- Privately-provided with public funding; and
- Provided and funded primarily through parent fees.

OOST providers may be subject to different rules depending on the nature of the entity and the type of programming they provide. For example, OOST providers that are licensed as child care providers must adhere to rules governing child care provision, including safety and health regulations. Providers that operate OOST programs in public facilities are subject to rules related to the use of public space. Providers that wish to market their programs in schools must adhere to applicable Board of Education policies. Additionally, the types of OOST programs available and their sources of funding vary greatly by grade span. The Finances and Resources Workgroup of the Montgomery County OOST System Building Task Force in 2006 reported:

- Elementary school licensed OOST programs (before- and after-care) are funded primarily by parent fees and may rely on supplementary private support to cover program costs.

- Middle school OOST programs are often unlicensed and supported by parent fees, and they include MCPS extracurricular activities, Recreation Department-sponsored programs, and private organizations using a combination of public funding and private support, parent fees and fundraising.

- High school OOST programs are primarily MCPS extracurricular activities, with some services provided directly by the Department of Recreation (which may require fees) and private organizations using a combination of public funding and private support, including parent fees and fundraising.

The next section provides an overview of publicly-funded OOST programs operating in the County that are either administered by County agencies or receive public funding. The subsequent section provides an overview of private OOST programs provided by both nonprofit and for-profit private entities, including licensed child care

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[3] "Update on Student Enrollment and Facilities," *Montgomery County Public Schools*, October 10, 2016, http://gis.mcpsmd.org/demographicpdfs/Demo_EnrollmentPresentationForExecutiveStaffMtgOct10_2016.pdf.
[4] "School Enrollment Projections for the 2017–2018 School Year," *MCPS Division of Long-Range Planning*, March 23, 2017, http://www.montgomeryschoolsmd.org/uploadedFiles/departments/planning/CompleteSchoolEnrollmentProjection%20for2017.18BMR.pdf.

providers. The chapter concludes with an overview of how OOST providers in the County can rent and use public facilities, such as MCPS cafeterias and gymnasiums, to operate their programs.

1. **Overview of Publicly-Funded OOST Programs and Related Services**

Many OOST programs operating in Montgomery County are either administered by County agencies or receive public funding. The following County agencies deliver or fund OOST services:

- Montgomery County Public Schools
- Montgomery County Government - Department of Recreation, Department of Health and Human Services, and Montgomery County Public Libraries
- Housing Opportunities Commission

Two quasi-public organizations also fund OOST services. The Collaboration Council for Children, Youth and Families is a quasi-public non-profit corporation formed in 1993 that serves as the County's Local Management Board under State Law. Local Management Boards are tasked with ensuring the implementation of an interagency service delivery system for children, youth and families. The Collaboration Council supports many OOST services with funds from the Maryland Governor's Office for Children, with a focus on secondary students in high-need areas. In partnership with the Montgomery County Department of Recreation and Montgomery County Public Schools, the Collaboration Council funds the Excel Beyond the Bell initiative, which provides after-school academic and enrichment activities in seven middle schools in Montgomery County at no cost to participants.

The Children's Opportunity Fund (COF) is a public-private initiative launched in 2015 that seeks to support investment in the well-being of Montgomery County's children and families. COF has received earmarked funds from the County's Health and Human Services Budget and appropriations from MCPS to leverage public funds to obtain private funding and offer grants to local OOST providers. Building Educated Leaders for Life (BELL), a summer academic and enrichment program for students rising to grades 3, 4, and 5 in Title I schools that have shown an academic need, receives grant funding from the COF. OLO Report 2016-11 compiled a list of publicly-funded OOST programs in FY16 (see Appendix B).

Funding processes. Private providers seeking public funds from the County can use one of the following three avenues to do so:

- Become a vendor through the procurement process
- Apply and receive the County Executive's Community Collaboration Grants
- Apply and receive the County Council Grants (which effectively become contracts if the grant is awarded to nonprofits)

Complementary to public funding for OOST providers, low-income families in Montgomery County received $7.3 million in federal, state, and local child care subsidies in FY15. A total of 1,627 low-income children received child care subsidies. Yet, as noted in OLO Report 2016-3, only 1 out of 19 children ages 0-11 whose family incomes qualify them for FARMS received child care subsidies on a monthly basis.

Supply of Publicly-Funded OOST Programs. OLO Memorandum Report 2016-11 compiled information on publicly-financed programs that provided OOST slots during the school year and the summer. Overall, $25.6

million was expended to fund roughly 43,000 school year OOST slots during FY16.[5] In FY16 about $5.5 million was expended to fund nearly 13,000 summer OOST slots. OLO Memorandum Report 2016-11 reported several findings on publicly-funded OOST programs:

- In FY16, publicly-subsidized school year slots targeting the economically disadvantaged had the capacity to serve 17% of low-income students enrolled in MCPS and 13 percent of students in high-poverty schools.

- Less than 8% of school year OOST programs served elementary students or students across the K-12 grade span.

- MCPS' Extracurricular Activities and Athletics accounted for 56% of publicly funded school year OOST slots in FY16. Only academically eligible secondary students (students with a 2.0 grade point average or above) can participate in MCPS extracurricular activities. As of the 2017-2018 school year, MCPS has eliminated the nominal fees that were previously charged to families for extracurricular activities.

- Summer School accounts for the largest public investment in summer OOST slots in Montgomery County.

- Most publicly-funded summer OOST programs target low-income K-8 students.

- Publicly funded summer OOST programs for disadvantaged students had the capacity to serve about 18 percent of all low-income students in grades K-8 and 14% of students in high-poverty elementary and middle schools.

- In sum, a total of $31.1 million was expended during the 2015-16 school year to support a combined 55,500 school year and summer OOST slots with tax payer dollars and parental fees.

Afterschool Transportation. Board of Education policy establishes that, in general, MCPS will provide transportation services for students traveling to and from school as follows:

- For elementary school students residing in areas beyond a 1-mile radius of the school;

- For middle school students residing in areas beyond a 1.5-mile radius of the school; and

- For high school students residing in areas beyond a 2-mile radius of the school.[6]

MCPS provides bus transportation at the beginning and end of the school day. In addition, MCPS provides "activity buses" in middle and high schools that typically depart the schools at 4:30 p.m., to allow students to participate in extracurricular activities and athletics after the school day ends. These buses are typically available for students two or three days per week, depending on the school.

MCPS Division of Food and Nutrition Services. In addition to providing meals in schools during the school day, the MCPS Division of Food and Nutrition Services is responsible for operating special programs that provide

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[5] To compile data on local publicly funded OOST programs, OLO reviewed documents, conducted interviews with providers, and organized focus groups with parent-teacher associations. However, OLO acknowledges that the OOST programs listed in this report may not offer a complete list of publicly-funded OOST programs in the County. For example, there may be federally or state funded OOST programs whose funding does not flow through local agencies. OLO is confident that OLO's report accounted for the bulk of publicly-funded OOST programs in operation in the County.
[6] Policy EEA, Montgomery County Board of Education, <
http://www.montgomeryschoolsmd.org/departments/policy/pdf/eea.pdf >

meals during the summer and after school during the school year to qualifying sites. The Summer Meals Program provides free meals to schools or other facilities near a school where 50% of students qualify for Free and Reduced Price Meals (FARMS). The After School Snack Program provides snacks in schools with regularly scheduled educational or enrichment activities. At schools where at least 50% of students qualify for FARMS, all students can receive the snack at no cost. At other locations, students receive free or reduced price snacks if they are eligible.

Linkages to Learning. In 1991, the County Council created Linkages to Learning (LTL), a community school partnership initiative aimed at helping at-risk children and youth and their families to obtain health services, educational support and social services. LTL operates in 23 elementary schools and six middle schools. Schools are selected based on the percentage of children in each school who have ever qualified for Free and Reduced Price Meals (FARMS) as well as the feasibility of housing LTL staff at the school. LTL seeks to maximize utilization of existing services including libraries, literacy groups, tutoring programs, health care providers, mental health services, recreation programs, child care agencies, ESOL classes and services provided by faith-based organizations. Services are tailored to the needs of families at each school site, and can include identifying needs for OOST and supporting families' access to OOST by working with community partners.

2. Private Provision of Out of School Time Programs

Nonprofit and for-profit private entities provide many OOST programs in the County. While some programs receive public funding from the County, many private OOST providers rely on parent fees. Private OOST programs include licensed child care, including before- and after-care, as well as academic and enrichment programs and specialized activities.

Licensed Child Care*.* State law prohibits parents or guardians from leaving a child under the age of eight unattended in a dwelling. Two categories of child care providers – child care centers and family child care homes – must be licensed or registered with the Maryland State Department of Education (MSDE).[7] Many private for-profit and nonprofit OOST providers offer child care before and/or after school specifically for school age children. Such programs primarily operate in elementary schools and in a few middle schools. Under State law, before- and after-care in schools is considered child care and must be licensed if the program operates at least two days per week and for at least two hours per day. The following table lists ten private before-and after-care providers that operate in more than half of MCPS' schools.

Table 4. Major Child Care Providers in Montgomery County

Provider	# of Sites
Bar-T	30
Kids Co	20
Global Children's Center	+10
Kids After Hours	6-8
Rockville Day Care Association	5
Academy Child Development Center	5
Montgomery Child Care Association	4
Wonders Child Care Center	4
Horizon Childcare	3

Source: OLO Report 2016-11

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[7] Md. Code Ann. Family Law §5-801

Other Forms of Private OOST Provision. The state's definition of child care centers excludes the following types of programs:[8]

- Programs that operate for six weeks or less a year;
- Youth camps;
- Scouting, sports, and youth club activities; and
- Certain school age recreational or supplementary education programs.

As such, many local private OOST providers do not require a license or state registration with MSDE. Examples of private OOST programs other than child care programs include the following:

- Youth activities in cultural arts centers such as Strathmore and Black Rock
- Faith-based organizations that sponsor youth activities;
- Youth activities provided by specialized organizations like CASA, St. Luke's House, and Arts on the Block;
- Saturday and after-school tutoring programs such as George B. Thomas Academy;
- Local units of national organizations like the YMCA, Boy Scouts, Girl Scouts, 4-H Clubs, Camp Fire Girls, and Junior Achievement;
- Parent-run groups with a specific focus such as soccer, chess, martial arts, etc.; and
- Individuals or businesses that offer classes such as music lessons, karate, or SAT preparation.[9]

3. Additional Resources for Private OOST Providers

As noted above, public funding is available to support privately-provided OOST programs. This section describes additional resources available to OOST providers in Montgomery County. Specifically, OOST providers can receive support from PTAs that sponsor or coordinate OOST programs in schools, use public facilities to operate their programs, and market their programs through methods permitted and facilitated by schools.

The Role of PTAs in OOST Provision. Local Parent-Teacher Associations (PTAs) in Montgomery County are parent volunteer organizations that are associated with individual MCPS schools. According to the Montgomery County Council of PTAs, PTAs seek to help realize each child's potential by engaging and empowering families and communities to advocate for all children.[10] Board of Education policy states that family-school partnerships like PTAs are "an essential component of students' academic success".[11]

PTAs play an important role in the provision of OOST programs locally. In reviewing local PTA websites, OLO found that PTA involvement in OOST provision varies across the County. Some PTAs in the County sponsor and operate their own before-school and after-school activities, while other PTAs sponsor OOST programs that are

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[8] See Office of Legislative Oversight Report 2016-3 *Child Care in Montgomery County* and COMAR 13A.16.01.01-02.

[9] "Out-Of-School Time Programs Fact Sheet," *League of Women Voters of Montgomery County, MD, Inc*., June 2007.

[10] "Treasurer's Guidebook," *Montgomery County Council of Parent-Teacher Associations*, June 2016, http://nebula.wsimg.com/b17a4649dfad364d2e280eac33644378?AccessKeyId=AB71C8A62DC88BF7171E&disposition=0&alloworigin=1

[11] "Parent and Family Involvement," *Board of Education of Montgomery County,* http://www.montgomeryschoolsmd.org/departments/policy/pdf/abc.pdf.

run by outside vendors such as Big Learning and Learn Now Music. It is the policy of the Montgomery County Council of PTAs that PTA-sponsored OOST programs should be operated on a nonprofit basis.[12]

Many PTAs also fundraise on behalf of their school communities in accordance with Montgomery County Board of Education policy. PTAs can raise funds to support activities that benefit students and provide funds to help defray the costs of optional activities that enhance MCPS programs.[13] For example, many PTAs in Montgomery County provide scholarships to allow students to participate in before-school and after-school activities.

OOST Provider Use of Public Facilities. Many OOST providers rent public facilities, such as classrooms and all-purpose rooms in public schools or sports fields in public parks, to operate their programs. Operating OOST programs in public school facilities allows providers to serve students in that school that do not have access to transportation to another site.

The Interagency Coordinating Board (ICB) for Community Use of Public Facilities (CUPF) reviews all requests to use public facilities in Montgomery County. OOST providers, like all other entities wishing to reserve public facilities through CUPF in Montgomery County, must use ActiveMONTGOMERY, CUPF's web-based reservation software. The ICB gives priority to the following organizations in descending order:

- MCPS and County departments
- State-licensed before and after school childcare providers selected by MCPS
- Parent-Teacher Association (PTA) meetings and activities in schools
- Other publicly supported programs
- High-volume users

Organizations that rent public facilities pay fees to CUPF that are used to reimburse MCPS for services (such as floor cleaning and utilities) and fund CUPF services. Fees to use public facilities vary by type of facility, time of the reservation, and type of provider, as show on Table 5. CUPF charges additional fees for equipment and services such as set up and clean up by building services workers as well as for use of parking lots. Furthermore, rates are higher after 6pm and on the weekend.[14]

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[12] "Treasurer's Guidebook," *Montgomery County Council of Parent-Teacher Associations*, June 2016, http://nebula.wsimg.com/b17a4649dfad364d2e280eac33644378?AccessKeyId=AB71C8A62DC88BF7171E&disposition=0&alloworigin=1

[13] Policy CND, *Board of Education of Montgomery County*, < http://www.montgomeryschoolsmd.org/departments/policy/pdf/cnd.pdf >

[14] "FY17 Hourly Fee Schedule MCPS," *Montgomery County Interagency Coordinating Board*, < http://www.montgomerycountymd.gov/CUPF/Resources/Files/FeeChart-MCPSFy17.pdf >

Table 5. Hourly Rates for Use of Public Spaces in Public Schools in Montgomery County Before 6pm

	All-Purpose Room or Cafeteria	Kitchen	Gym	Classroom	Athletic Fields*
School Year OOST Providers					
PTA, MCPS Partnerships, and Government Entities	$10.50	$40.25	$10.50	$7.00	$5
Non-Profit Organizations	$11.00	$41.00	$11.00	$7.00	$5
Other/For-Profit Enterprises	$12.00	$42.00	$13.50	$9.00	$10
Nonprofit Childcare Providers	$10.50	--	$10.50	$7.00	
For-Profit Childcare Providers	$11.50	--	$11.50	$7.50	
Summer OOST Providers					
Nonprofit Summer Programs	$22.00	$41.00	$22.00	$12.00	$5
For-Profit Summer Programs	$24.00	$42.00	$24.00	$14.00	$10

Source: Montgomery County Interagency Coordinating Board, FY17 Hourly Fee Schedule MCPS and Athletic Field Fees, < http://www.montgomerycountymd.gov/CUPF/Resources/Files/FeeChart-MCPSFy17.pdf > and < https://www.montgomerycountymd.gov/cupf/Resources/Files/FeeChart-fields.pdf >
* Higher rates are charged for fields with indoor access and for high school stadium fields

As indicated above, CUPF charges for-profit entities higher rates than other groups, regardless of whether they are sponsored by PTAs. While some PTAs sponsor for-profit entities, CUPF excludes them from this category and charges for-profit rates. In addition to charging nonprofits lower rates, CUPF offers subsidies to nonprofits serving vulnerable and low-income youth to help reduce or waive the fees they pay for renting public space. In 2017, CUPF awarded $33,314 in subsidies.

Marketing of OOST Programs in Schools. Schools often provide families with information regarding school and community events and activities, such as OOST programming, by sending informational materials home in student's backpacks in "take-home folders" as well as displaying information in the school on bulletin boards, tables and other areas designated by the school. Montgomery County Board of Education policy establishes which organizations are permitted to distribute printed informational materials in schools and how often. Only the following organizations are permitted to directly distribute materials to students through take-home folders or backpacks at any time during the school year:

- MCPS;
- Other governmental entities; and
- PTAs operating within MCPS.

The policy states that nonprofit community organizations are permitted to distribute informational materials directly to elementary school students via take-home folders or backpacks, but they may only permitted to do so a maximum of once during each marking period (four times per year) and a minimum of twice per year. At any time of year, community organizations and businesses are permitted to display informational materials on tables, magazine racks or other designated areas in elementary, middle and high schools. All informational materials must include a disclaimer stating that the materials are not sponsored or endorsed by the Board of Education. Principals concerned about informational materials that violate the law may submit a copy to the Office of School Support and Improvement for review.[15]

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[15] Policy CNA, Board of Education of Montgomery County, < http://www.montgomeryschoolsmd.org/departments/policy/pdf/cna.pdf > and Regulation CNA-RA, Montgomery County Public Schools, < http://www.montgomeryschoolsmd.org/departments/policy/pdf/cnara.pdf >.

MCPS regulations indicate that schools have significant discretion regarding "advertising," which is defined as "the payment in cash, in-kind services, or material goods by a non-MCPS entity in exchange for recognition by MCPS or the promotion of a product or service." Advertising within schools can be disapproved if it violates the law or MCPS policies, poses a threat to the health or safety of students, advocates for illegal activities including drug use and discrimination, contains inappropriate language, can be predicted to cause disruption of school activities, or is not age appropriate. Advertising is not permitted on MCPS websites.[16]

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[16] Regulation CNA-RB, Montgomery County Public Schools, <
http://www.montgomeryschoolsmd.org/departments/policy/pdf/cnarb.pdf >

Chapter 3.   Experiences of OOST Providers in Montgomery County

As noted in Chapter 1, a variety of different types of organizations provide OOST programming in Montgomery County, including public, non-profit and for-profit providers. OLO Memorandum Report 2016-11 described the landscape of publically-funded OOST in Montgomery County. This chapter discusses the experiences of the total landscape of privately- and publically-funded OOST providers in Montgomery County gathered from a survey of OOST providers and from interviews with six local providers. The chapter is organized as follows:

- **Section A** summarizes the results of OLO's survey of OOST providers; and
- **Section B** describes feedback from interviews with six local OOST providers.

Survey and interview results show that the experiences of OOST providers in Montgomery County are highly varied. Many OOST providers are able to secure sufficient funding to operate their programs through parent fees. However, providers that serve low-income families experience significant challenges with sustaining their programs, though demand is large and growing. Providers also report experiencing challenges with marketing their programs, operating when transportation is not available, and with reserving and using public facilities.

A. OOST Provider Survey

To respond to the Council's request to examine the availability of OOST in the County, OLO conducted an anonymous survey that solicited information from OOST providers on the activities they offer and issues around OOST provision in Montgomery County.

The data presented in this chapter offer a foundation for understanding barriers to expanding services and closing gaps in OOST provision. This survey was not intended to produce statistical estimates of the supply of OOST in Montgomery County. Rather, it was designed to gather information from OOST providers regarding the issues they face in the provision of activities for children and youth in the County.

1. Survey Methodology

In June of 2017, OLO sent an electronic survey hosted by Survey Monkey to 1,641 e-mail addresses of:

- Individuals who reserved public facilities with CUPF between August 2016 and June 2017 for purposes determined by OLO to likely represent OOST activities[1];
- Licensed child care providers that report serving school-age children before and/or after school; and
- E-mail addresses of OOST providers listed in the infoMONTGOMERY database.

OLO sent two follow-up e-mails in July reminding survey recipients to fill out the survey. The survey was comprised of 28 questions, all of which were optional to answer, on the following six subjects:

- Characteristics of providers and the types of OOST opportunities offered;
- Availability of OOST opportunities throughout the year;
- Demographics of youth participating in OOST programs;

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[1] The CUPF database does not categorize bookings by the populations they serve. OLO sent its survey to e-mail addresses associated with bookings that were likely for OOST programming based on the organization listed and activity description. However, not all e-mail addresses included in the survey were associated with OOST providers, and OLO may have inadvertently excluded e-mail addresses in the database that are associated with OOST providers.

- Recruitment and publicity efforts of OOST providers;
- Funding sources and revenues for programs; and
- Barriers to enrollment and expansion.

2. Survey Response Data

Of the 1,641 surveys OLO sent to e-mail addresses, 43 were returned because the e-mail address was invalid. OLO received 232 responses to the survey out of the 1,598 e-mail addresses to which the survey was delivered, meaning that 14.5% of recipients responded to the survey. Of the 232 respondents, 187 or 81% reported being OOST providers and were therefore eligible for the survey.[2]

Additionally, many respondents did not answer all 28 questions, each of which was optional to answer. Numbers of responses for each question are presented in the tables in this chapter. The 113 respondents who reported data on the number of OOST slots they provide stated that they offer a combined total of approximately 40,000[3] OOST activity slots for children and youth throughout the year.

3. General Characteristics of Responding OOST Providers

This section describes the characteristics of the 187 OOST providers that responded to the survey, including the types of organizations represented among the responses, the locations where respondents offer services, and the types of OOST programs respondents report offering.

Half of respondents described their organizations as private non-profits, and roughly one out of ten respondents indicated they were sponsored by a PTA. The majority of respondents indicated they offered more than one type of OOST program (e.g. after-school activities and summer camp). Finally, nearly 80% of respondents reported offering physical activities for children and youth, while just under half offered academic activities.

Types of organizations. The table below summarizes the types of organizations represented among respondents. OLO asked respondents to anonymously indicate their type of organization. Approximately half of the 142 respondents were private non-profit organizations. Approximately one fifth of respondents indicated they were school-based.

Table 6. Types of Organizations Represented

Organization Type # of Respondents: 141	#	%*
Private non-profit	72	51%
Private for-profit	27	19%
School-based	23	16%
PTA-sponsored	15	11%
Voluntary	16	11%
Faith-based	12	9%
Other	26	18%

* Respondents could select more than one answer, so percentages add up to more than 100%

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[2] The 187 respondents include one respondent who did not respond to the question, "Does your organization provider out-of-school time (OOST) activities," but indicated in other questions that they are an OOST provider. Additionally, OLO excluded from these results one respondent who answered "Yes" to the same question, but stated in other parts of the survey that they are not an OOST provider.

[3] OLO excluded from this number one provider that reported offering nearly 19,000 slots within one zip code, likely in error

OOST program staff and volunteers. Many survey respondents reported relying on unpaid volunteers to staff their programs. About two thirds of respondents reported having some paid staff. Among these respondents, the typical or median number of program staff was four. Three quarters of respondents reported having unpaid volunteers, and the median number of unpaid volunteers was also four.

Table 7. OOST Program Staff and Volunteers

	% of Respondents Reporting Any	Combined Total Among Respondents	Median
# of Paid Staff (# of Respondents: 134)	66%	780	4
# of Unpaid Volunteers (# of Respondents: 130)	74%	1,144	4

Location of OOST programs and activities. OLO asked providers to list the zip codes of locations they operate OOST programs. About half of respondents listed only one zip code, while one third of respondents reported operations in three zip codes or more. The table below lists the top ten locations in Montgomery County where respondents indicated they operate.

Table 8. Top Ten Locations Where Respondents Reported Operating

Place # of Respondents: 134*	#	%**
Gaithersburg	48	36%
Silver Spring	48	36%
Rockville	43	32%
Bethesda	25	19%
Germantown	19	14%
Potomac	16	12%
Kensington	12	9%
Takoma Park	11	8%
Chevy Chase	8	6%
Olney	7	5%

* Excludes three respondents that indicated that they serve the whole
County, but did not specify the zip codes in which they operate
** Many respondents reported operating in more than one place,
so percentages add up to more than 100%

Three-quarters of respondents indicated they offered services in either Silver Spring, Rockville, or Gaithersburg. 16% of respondents indicated they operated in areas not listed above, including: Derwood, Burtonsville, Damascus, Boyds, Clarksburg, Montgomery Village, Sandy Spring, Garrett Park and Poolesville.

Categories of OOST Programs. The table below displays the types of OOST programs respondents indicated they offer. The most common categories of OOST programs reported by respondents were after-school activities, extracurricular activities and summer camps. 58% of respondents indicated they provided more than one type of OOST program.

Table 9. Types of OOST Programs offered by Respondents

Type of OOST Program # of Respondents: 141	#	%
After-school activities	87	62%
Extracurricular program	60	43%
Summer camp	45	32%
Summer program	36	26%
Before-school	20	14%
Before- and after-school child care	16	11%
Summer child care	11	8%
Saturday school	7	5%
Summer school	2	1%
Other	28	20%

* Many respondents selected more than one OOST program
  type, so percentages add up to more than 100%

Types of OOST Activities Offered. The survey also collected information on the specific types of activities respondents provide, summarized in the table below. Over three out of every four respondents reported offering some type of physical activity in their programming, while just under half offered an academic component. Within the "Academic" category, 22 providers (18% of all respondents) reported providing STEM learning activities.

Table 10. Types of OOST Activities Offered by Respondents

Activity Type # of Respondents: 120	Most Common Activities	#	%*
Physical exercise and sports	Team sports, exercise, and running games	92	77%
Leadership and career skills	Team building, critical thinking, and leadership training	85	71%
Arts and enrichment	Drawing, painting, performing arts, cooking, and nutrition	63	53%
Academic	Homework help, STEM learning, and tutoring	54	45%

* Many respondents reported offering more than one type of OOST activity, so percentages add up to more than 100%

Of the 54 respondents that reported providing an academic component, nearly all (52) reported also providing another category of OOST activities (physical activities, leadership and career skills, or arts and enrichment). Combining academic activities with enrichment and recreational components is one of the U.S. Department of Education's *What Works Clearinghouse*'s promising practices for high quality extended learning programs.[4]

4. Program Availability and Access

OLO's survey also asked respondents about their OOST programs' availability during the year. The data, displayed on Table 11, shows that respondents were more likely to operate during the school year versus the summer and on weekdays versus weekends. 70% of respondents reported offering rolling or year-round registration to families, while about 20% indicated they offered a bilingual program.

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[4] "Structuring Out-of-School Time to Improve Academic Achievement," What Works Clearing House, U.S. Department of Education, 2009. p. 21. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=35

Table 11. OOST Program Availability

Program Characteristics # of Respondents: 142	Answered "Yes"	
	#	%
Times of the year the program operates		
The entire or most of the school year	124	87%
The entire or most of the summer	88	62%
Programming on weekdays	125	88%
Programming on weekends	83	58%
School winter breaks and holidays	65	46%
Other program access characteristics		
Rolling or year-round registration	100	70%
A bilingual program	29	20%

Bilingual programming. One out of five respondents reported they offered bilingual programming. About half of those specified that they offered programming in Spanish. The table below displays all languages that respondents reported offering. Many respondents reported offering more than one language.

Table 12. Reported Languages Used in Bilingual OOST Programming

Bilingual Programs by Language # of Respondents: 29	Among Bilingual Programs	
	#	%
Spanish	14	48%
Mandarin, Cantonese or other Chinese	4	14%
French	4	14%
Filipino / Tagalog	1	3%
Japanese	1	3%
Farsi	1	3%
German	1	3%
Italian	1	3%
Portuguese	1	3%
"Various" or Unreported	*3*	*10%*

* Many respondents reported offering more than one language, so percentages
add up to more than 100%

Transportation. As shown in the table below, nearly half of respondents indicated most families drive participants to program sites. An additional 39% of respondents reported that their program is based within participants' schools. Fewer than 7% of respondents indicated either they offer participants transportation, participants mostly walked to programming, or participants mostly relied on public transportation to attend OOST programs and activities.

Table 13. Primary Modes of Transportation to Respondents' Programs and Activities

Program Participants' Primary Transportation Method # of Respondents: 118	#	%
Participants or participants' families drive/carpool to program sites	58	49%
The program is based within participants' schools	46	39%
My organization provides transportation for program participants	4	3%
Participants walk	3	3%
Participants take public transportation to program activities	1	1%
Other	6	5%

5. OOST Program Participants

Those 112 respondents that reported numbers of slots reported offering a combined total of 39,901 slots for children and youth to participate in OOST opportunities. The table below summarizes the aggregate and median number of slots offered by respondents as well as typical numbers of daily participants in school year and summer programs. These data indicate that survey respondents serve a combined 11,600 children and youth on a daily basis during the school year and 6,000 children and youth during the summer. Survey data also show that 135 responding providers offer a combined total of 1,751 hours of programming per week, and that half of providers offer 4 hours or fewer of programming per week.

Table 14. OOST Program Slots, Daily Participants and Weekly Operational Hours

Number of	Combined Total Among Respondents	Median
Total slots provided over a full year (# of Respondents: 112)	39,901	150
Typical daily participants		
In school year programs (# of respondents: 99)	11,578	40
In summer programs (# of respondents: 86)	6,025	48

Recruitment methods. Respondents reported using a variety of methods to recruit participants to their OOST programs (see Table 15). The most common method of recruitment was word of mouth, followed by provider websites and fliers in school. Additionally, nearly half of respondents reported using social media to recruit participants.

Table 15. Recruitment Methods Used

Method # of responses: 118	#	%
Word of mouth	96	81%
Website	82	69%
Fliers in school	66	56%
Social media	57	48%
Phone calls and e-mail	38	32%
Teachers' recommendations	24	20%
School newsletter	22	19%
Do not recruit	15	13%
Advertise in faith-based community spaces	9	8%
Other	26	22%

* Many respondents reported using more than one method,
so percentages add up to more than 100%

6.   OOST Provider Funding

OOST provider revenues can include both parent fees and contributions from public or private donors. This section describes how survey respondents reported funding their OOST programs. This section also discusses access and use of public funding, as well as whether respondents offer reduced fees and scholarships to families based on income-eligibility. Roughly nine out of every ten respondents rely on some kind of parent fees for revenue. One out of every four respondents reported receiving public funding. This section concludes with a brief discussion of typical costs of programming by type of OOST activity reported to OLO.

Sources of funding. Table 16 displays the funding sources reported by respondents. Parent fees were, by far, the most common source of revenue, used by nearly nine out of every ten respondents. Three sources of revenue – private foundation contributions, corporate contributions, and government grants – were each reported by about one out of five respondents. OLO also asked respondents to report the percentage of their funding that they received from either parent fees or public sources. These data show that the typical respondent received nearly all of their funding from parent fees. In contrast, public sources accounted for about 20% of funding among the typical respondent that reported receiving public funding.

Table 16. OOST Provider Funding Sources

Funding Source (# of respondents: 110)	#	%*
Parent fees	97	88%
Private foundation contributions	25	23%
Corporate contributions	21	19%
Public sources	19	17%
Other	27	25%
Percentage of funding	**# Reporting**	**Median %**
From parent fees	89	99%
From public sources	19	20%

*Many respondents selected more than one funding source, so percentages add up to more than 100%

Public sources of OOST funding. The vast majority of respondents (79%) reported receiving no public funding. More respondents (19) reported receiving public funding from local sources compared with federal or state funding (6 respondents each).

Table 17. Public Sources of OOST Funding

Public funding source # of respondents: 107	**#**	**%**
No public funding	85	79%
Local Funding (County, MCPS, M-NCPPC, Collaboration Council, municipalities)	19	18%
Federal funding (e.g. 21st Century, Federal Nutrition, Title I)	6	6%
State funding (e.g. Summer Opportunity Fund, MD Governor's Office for Children)	6	6%

Respondent perspectives on funding. OLO also asked respondents about their experiences with seeking funding for their programs and how they might use additional resources. Respondents selected the options "More staff," "More slots", "Increased public outreach", and "New equipment" in similar numbers.

Table 18. How Respondents Might Use Additional Resources

Use of Additional Resources # of respondents: 103	**#**	**%**
More staff	47	46%
More slots	43	42%
Increased public outreach	40	39%
New equipment	39	38%
Other	33	32%
Larger site	19	18%
Transportation	15	15%

7.   Program Costs

OLO asked OOST providers to report the "typical cost for programs that parents and families pay for an entire season." Among all respondents, the average cost to families was $684 per season, and answers ranged from free to $7,400. The following table displays average and median costs based on the categories of providers. Of note, private for-profit providers reported significantly higher costs (average of $1,188) compared with costs reported by private non-profit providers (average of $654).

When examining these data, it is important to note that OOST activity costs can vary widely by their type of programming, hours and weeks of operation, staff, and activities offered. Furthermore, the definition of "season" can vary among providers and activities. For example, a season of team sports might be the duration of when the league meets and the team practices, while a summer camp season might be as little as five days of activities.

Table 19. Typical Costs to Families Per Season

Provider Group # of respondents: 91*	Average	Median	% Reporting $0 cost
All Providers	**$684**	**$145**	**14%**
Offer OOST during the school-year (80)	$727	$134	15%
Offering OOST during the summer (42)	$1,042	$168	12%
Private non-profit providers (44)	$654	$133	11%
Private for-profit providers (23)	$1,188	$300	0%
PTA-sponsored providers (12)	$210	$140	8%

*8 responses were omitted because they did not specify a dollar amount or listed weekly/ annual rates rather than a seasonal cost

Opportunities for scholarships. Table 20 shows that nearly three quarters of respondents indicated that they offer scholarships, reduced fees, or a combination of the two based on household income eligibility. Of those, about a third (28 respondents) reported data on the numbers of yearly slots for which they offer assistance. These respondents reported a combined total 1,868 slots for income eligible participants, or about 5% of total annual slots reported by all respondents. Several respondents also indicated that they do not track scholarships, and nine respondents specifically mentioned scholarships were flexible or that there were no caps placed on the number of income-eligible recipients. Finally, OLO's survey did not specifically ask about free spots.

Table 20. Providers Offering Assistance for Income-Eligible Participants

# of respondents: 108	#	%
# offer any assistance	78	72%
Scholarships	57	53%
Reduced Fees	59	55%
# of respondents: 28*	**Total**	**Median**
# Annual slots for income-eligible participants	1,868	13

* Excludes respondents that did not specify a number of slots over a year

8. **Barriers to Providing OOST**

OLO asked respondents several questions to better understand what barriers, if any, they face in providing OOST. Table 21 summarizes responses to three questions regarding securing funding and hiring qualified staff. A majority of respondent (52%) agreed or strongly agreed that their organization can sufficient secure funding for their programs, while a quarter of respondents disagreed or strongly disagreed with this statement. However, only 17% of respondents agreed or strongly agreed that they can "sufficiently navigate the funding process". Additionally, 36% of respondents disagreed or strongly disagreed that "It is easy to find qualified staff to hire for my programs," while only 24% of respondents agreed or strongly agreed with this statement.

These responses suggest that OOST providers' experiences with funding their programs and hiring staff are highly varied. Many of the responses likely reflect the fact that, as shown on Table 21, most respondents rely heavily on parent fees to fund their programs, and of the fact that many respondents do not hire staff but rather rely on unpaid volunteers to supervise participants (see page 18).

Table 21. Provider Experiences With Seeking Funding and Staff

Provider Funding Experience	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	N/A
My organization can sufficiently secure funding for my programs. # of respondents: 113	12%	13%	13%	33%	19%	11%
My organization can sufficiently navigate the funding process. # of respondents: 112	15%	18%	18%	13%	4%	31%
It is easy to find qualified staff to hire for my programs. # of respondents: 113	12%	24%	19%	18%	6%	22%

Open-ended responses. OLO also gave respondents the opportunity to provided open-ended responses to two questions:

1. *Please describe what you think are the biggest barriers to increasing enrollment, regular participation, and/or year-to-year participant/family retention in your program.*

2. *Please describe any other issues or items you would like policymakers to know about providing OOST in Montgomery County.*

OLO categorized responses to these questions, as shown in Table 22. Answers to both questions reflected similar themes, so the table summarizes the answers to both questions together. The subject most frequently discussed by respondents was the use of public facilities. OLO notes that the survey did not specifically ask about use of public facilities. However, it is likely that most respondents operate in public facilities, given that OLO obtained the majority of the e-mail addresses used for the survey from the CUPF database.

Table 22. Top Issues in the Provision of OOST Described by Providers

Subject # of Respondents: 88	#	%*	Summary
Problems with Reserving or Using Public Facilities	38	43%	The process for reserving space in public facilities is confusing, difficult and/or biased in favor of certain providers, or the fees are too high. Facility shortages are a problem, particularly for sports fields in the downcounty area.
Difficulties Finding Qualified Staff or Volunteers	22	25%	Respondents struggle to recruit or compensate qualified staff, or find that not enough parents volunteer to assist with the program.
Advertising/Awareness	20	23%	It is difficult to market OOST programming. Some respondents reported being unable to distribute flyers in schools, or found that marketing programs in schools depends on their relationship with the PTA or principal.
Families Cannot Afford to Pay	20	23%	It is difficult to recruit participants for OOST programs because families cannot afford to pay for the programs.
Problems With Funding Programs	14	16%	Respondents that serve low-income families struggle to fund their programs. Child care providers report that complying with regulations prevents them from keeping their costs low.
Competition With Other Providers	11	13%	Many OOST providers operate in the same communities, so respondents have to compete for participants.
Children Cannot Participate Due to Lack of Transportation	10	11%	Lack of transportation is a major barrier to increasing participation in OOST programs.

*Many respondents made comments about more than one issue, so percentages add up to more than 100%

B. Feedback from OOST Provider Interviews

In addition to its survey, OLO interviewed six OOST providers to obtain more in-depth feedback on the issues around OOST provision in Montgomery County. This section summarizes the feedback providers offered about issues and challenges associated with providing OOST in Montgomery County. Case studies of Identity, IMPACT Silver Spring, Gandhi Brigade Youth Media, Big Learning, Flex Academies, YMCA of Metropolitan Washington, and afterschool activities at JoAnn Leleck Elementary School can be found in the appendix of this report. This section also incorporates feedback from Department of Recreation staff.

Demand for Affordable and Structured OOST. Providers that serve low-income families reported that their programs are often oversubscribed, particularly those programs that do not charge fees and that offer structured activities. Many children in the County spend significant amounts of time outside of school hours in unstructured and often unsupervised environments, and they participate enthusiastically in OOST when they have the opportunity to do so. Providers also noted that while OOST can improve academic achievement, it can also be a tool for serving more immediate needs by alleviating hunger and social isolation and creating safe spaces.

At-Risk Children and Youth in Need of Frequent and Comprehensive Interventions. Several providers emphasized that at-risk children and youth in the County have numerous needs and require frequent and comprehensive interventions, including participation in OOST four or five days per week and links to additional services such as transportation, meals and mental health counseling. Furthermore, OOST programming and other services for this population often need to be trauma-informed. At the same time, at-risk children should have the opportunity to participate in OOST activities with children that are not at-risk. Providers suggested that the County should avoid taking a one-size-fits-all approach to funding OOST and related services.

Language and Cultural Proficiency. Providers observed that public and non-profit OOST providers in the County have not yet caught up with demographic changes that have occurred in the County. Very few bilingual OOST programs exist in the County, and many OOST providers have limited language and cultural proficiency for serving the County's diverse population, including those families with limited literacy in their native language. Providers described experiencing challenges in hiring bilingual staff.

Using Space in Public Facilities. Multiple providers described problems with using space in public facilities, particularly schools. Providers stated that the process for reserving space is not user-friendly; for example, the system does not allow providers to search for available spaces efficiently. Additionally, providers' reservations are frequently cancelled due to school events or other activities, sometimes with extremely short or no notice.

Providers also noted that competition for space in public facilities, particularly schools, is a major limiting factor with respect to the numbers of OOST slots they can provide. Providers expressed that the fees they pay for renting space in public facilities significantly impact their operating costs, which then impact the fees they charge to families and/or the amount of activities they can provide with the funding that they have. Some felt that they should not be charged a fee for using the space because they are serving the students that attend the schools where they operate.

Marketing of Programs. Some OOST providers told OLO that lack of awareness is a key barrier to participation in their programs. This is particularly true for new OOST providers that are not well-known in the community. Additionally, several providers reported difficulties with marketing their programs to families due to restrictions imposed in schools on posting marketing materials on bulletin boards or sending home flyers with students. Providers noted that the ability to market programs within schools depends on whether the program is school- or PTA-sponsored, and on the principal's discretion. Some providers told OLO that it would be helpful to have a central clearinghouse of OOST programs in the County.

Funding Challenges. Some of the providers interviewed by OLO rely on public funding to support their programs because they serve low-income populations. These providers stated that their funding is extremely limited, and that some funding sources have been reduced in recent years despite increasing demand. At the same time, changing demographics and increases in numbers of children and youth with adverse childhood experiences have led to increased demand for their services. Additionally, some funding sources impose specific requirements that, from the perspective of providers, prevent them from structuring their programs to best meet the needs of the children and youth that they serve. OLO also heard feedback about the County's community grants programs, including concerns that the need to apply every year is burdensome, and a perception that the selection of grantees is arbitrary or political.

Impact of Geographic Income Disparities. OLO heard feedback that the concentration of poverty in parts of the County limits providers' ability to serve children from low-income families. In many schools, too few families are able to pay fees to sustain an OOST program in that school. At the same time, some providers operate exclusively in low-poverty schools. As a result, providers that serve other schools are unable to cross-subsidize

an OOST program in a high-poverty school with fees from a low-poverty school. Those providers that serve high-poverty schools typically rely heavily on public funding.

Gaps in Extracurricular Sports. Some providers observed that their sports programs serve youth that attend middle school, where MCPS extracurricular sports are limited, as well as youth that are academically ineligible for MCPS extracurricular activities. At the middle school level, MCPS extracurricular sports are particularly limited for sixth graders. In turn, sixth graders may be especially underserved in OOST programs because providers also report that many families are less likely to pay for OOST for sixth graders compared with elementary-aged children.

Transportation. The availability of transportation often determines the availability of OOST programming. OLO heard multiple examples of providers selecting specific locations based on the availability of transit or the numbers of children who can walk home from the school where the program takes place. Several providers identified lack of transportation as a major barrier in access to OOST, particularly in the Upcounty region where public transit and pedestrian-friendly routes are limited. Although some schools provide activity buses, these are often only available for school-sponsored activities, or providers are required to pay a fee to access them. Providers address these issues by locating their programs in schools and aligning their programs with the activity bus schedule, providing transportation for participants to program sites and/or to their homes, or by focusing programs in locations that are accessible to public transit.

Chapter 4.   Experiences of Families with OOST

As noted in Chapter 2, 154,000 children and youth were enrolled in Montgomery County Public Schools (MCPS) in kindergarten through 12th grade in FY17, including 49,000 students who qualified for Free and Reduced Price Meals (FARMs). To better understand families' preferences and experiences with OOST in Montgomery County, OLO conducted a survey of parent-teacher association (PTA) members in the County and held interviews and focus groups with parents. This chapter summarizes the information gathered from families, and is organized as follows:

- **Section A** describes the results of a survey of PTA members; and
- **Section B** describes feedback gathered from focus groups and interviews with parents.

Survey, focus group and interview results indicate that families in Montgomery County often experience difficulties in finding OOST programs with available slots that are both affordable and high-quality. Transportation and program location can present additional logistical barriers to participation in OOST programs. Many respondents reported having trouble learning about OOST programs that are available in their communities, particularly summer programs. Finally, concerns exist that PTAs in some schools are ill-equipped to coordinate OOST, and some parents are unsure equity exists among OOST programs in schools.

A. OLO Survey of PTA Members in Montgomery County

To gather feedback on Montgomery County families' experiences with and preferences regarding out of school time programs, OLO surveyed PTA members on the following subjects:

- Availability of OOST programs
- Affordability and typical costs of OOST programs
- Barriers to accessing OOST programs, such as cost and transportation
- Ease of learning about available OOST programs
- Preferences regarding OOST program activities
- Satisfaction with OOST programs operating in their communities
- The role of the PTA in OOST provision

This survey was not intended to produce statistical estimates, but rather as a tool to gather information from families. Survey responses are not representative of all parents in the County; for example, OLO received a disproportionate number of responses from members of PTAs in Silver Spring.

1. Survey Methodology

In July 2017, OLO used information from the Montgomery County Council of PTAs website to electronically distribute the survey to 70 PTA area vice presidents' and cluster coordinators' e-mail addresses, with one e-mail address bouncing back.[1] OLO e-mailed PTA members a message containing information about the survey and its purpose. Each message provided a link to the survey hosted by Survey Monkey.

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[1] Area vice presidents each represent one of six "areas" of the County (BCC/Walter Johnson/Whitman, Downcounty Consortium, Churchill/Poolesville/Rockville/Wooton, Damascus/Gaithersburg/Magruder/Watkins Mill, Northeast Consortium/Sherwood, and Clarksburg/Northwest/Quince Orchard/Seneca Valley. Cluster Coordinators each represent a cluster within each area (a cluster includes each high school and the elementary and middle schools that feed into it).

The survey was composed of 19 questions, each of which was optional to answer. The English-language version of the survey ultimately received 542 responses. OLO also created a Spanish-language version of the survey, which received 4 responses for a total of 546 responses. However, only 308 respondents provided answers to any questions after the first page of the survey, which asked respondents to indicate the school where they are a PTA member and their school's zip code. Responses to the survey were collected anonymously and analyzed statistically in aggregate. In this chapter, only responses from the 308 respondents that continued beyond the first page of the survey are included.

To obtain feedback from as many parents as possible, OLO encouraged PTA members who received the survey from OLO to forward it to other PTA officers and members in their clusters. Because of this, OLO does not have information on how many PTA members ultimately received the survey and as such cannot report a response rate.

Moreover, it is possible that the 546 respondents include duplicate individuals if parents were PTA members at more than one school. For example, a parent could serve as a PTA member at both an elementary school and a middle school if they have multiple children of different ages. For the purposes of reporting survey findings, OLO treated each respondent as unique.

2. PTA Member Survey Respondent Characteristics

OLO asked respondents to indicate the schools where they serve as PTA members. Survey respondents represented 105 MCPS, each with at least 1 respondent. Table 23 lists the top 10 MCPS schools where respondents serve as PTA members. A full list of schools represented in this survey can be found in the appendix.

Table 23. Top 10 Schools Represented in PTA Survey

School # of Respondents: 306*	#	%
Damascus High School	14	5%
Rolling Terrace Elementary School	14	5%
William T. Page Elementary School	14	5%
Roberto Clemente Middle School	12	4%
Piney Branch Elementary School	11	4%
Montgomery Knolls Elementary School	10	3%
Ashburton Elementary School	9	3%
Flower Valley Elementary School	9	3%
Tilden Middle School	9	3%
Newport Mill Middle School	8	3%

* Excludes respondents that only answered the first page of the survey

OLO also asked respondents to report their schools' zip codes to better understand how respondents were distributed across Montgomery County. OLO tabulated these responses and grouped them by place to form Table 24. Over a third of respondents reported being members of PTAs in schools located in Silver Spring. A full list of zip codes represented in the PTA member survey can be found in the appendix.

Table 24. Geographic Distribution of PTA Survey Respondents

Place # of respondents: 307	#	%
Silver Spring	104	34%
Rockville	37	12%
Takoma Park	27	9%
Bethesda	25	8%
Germantown	24	8%
Gaithersburg	23	7%
Damascus	17	6%
Kensington	13	4%
Burtonsville	8	3%
Potomac	8	3%
Garrett Park	6	2%
Derwood	5	2%
Olney	5	2%
Montgomery Village	3	1%
Cabin John	1	<1%
Clarksburg	1	<1%

* Excludes respondents only responded to the first page of the survey

3. Availability of OOST Program Slots – School Year and Summer

The availability of OOST program slots in the County could impact whether all children and youth have access to OOST opportunities. If there are more children and youth than OOST slots, some families may not be able to enroll their children in an OOST program. OLO asked respondents to provide feedback on the availability of OOST program slots before and after school and during the summer. Results are shown in Table 25.

Table 25. Availability of OOST Program Slots During the School Year and Summer

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	N/A
There were sufficient activity slots available to my family: # of respondents: 307						
Before and after school	16%	27%	9%	31%	15%	2%
During the summer	18%	24%	17%	22%	12%	7%

Responses indicate that insufficient OOST program slots during the summer can be a significant issue for many families. Specifically, 35% of respondents agreed or strongly agreed there were sufficient summer program slots available to their families, while 42% of respondents disagreed or strongly disagreed. Respondents were more mixed with regard to whether sufficient before and after school slots available, with 46% agreeing or strongly agreeing compared with 43% who disagreed or strongly disagreed.

4.   Cost and Other Barriers to OOST

Families' ability to enroll their children in OOST programs may depend in part on family income and the cost of these programs. While some OOST programs operating in Montgomery County are free, many charge fees to participate, potentially putting them out of reach for many families in the County. To gauge the affordability of OOST programs in the County, OLO asked respondents to rate the affordability of different types of programs.

Table 26. Affordability of OOST Programs in Montgomery County

OOST Category	Unaffordable	Difficult to afford	Affordable	Very Affordable	N/A
Before- and after-school child care # of respondents: 302	6%	33%	33%	5%	22%
Summer camps # of respondents: 303	8%	44%	28%	4%	17%
Extracurricular activities # of respondents: 304	3%	28%	52%	6%	11%
Homework help/tutoring # of respondents: 302	7%	23%	19%	4%	48%
Arts/music/enrichment # of respondents: 303	6%	38%	34%	3%	19%

Over half of respondents (58%) reported that extracurricular activities such as sports teams and clubs were either affordable or very affordable. Over half of respondents (52%) reported that summer camps are unaffordable or difficult to afford. This aligns with many comments that OLO received from respondents as part of this survey (see page 38). Further, several respondents commented that before- and after-care is crucial for working parents, but that this adds to the cost of summer programs.

To further gauge the affordability of OOST programs in Montgomery County, OLO asked respondents to report the cost of a typical enrichment class and a full-day summer camp, along with what they consider to be an affordable price for these programs. Results are displayed in Table 27. On average, respondents are paying more for typical enrichment classes and full-day summer camps than what they consider to be affordable.

Table 27. PTA Member Views on What Constitutes an "Affordable" OOST Program

OOST Category	Actual Cost	Affordable Cost
Per season for enrichment class that meets once or twice a week		
# of respondents	*207*	*228*
Range	$0-$5,000	$0-$3,500
Average	$310	$180
Median	$200	$120
Per week for full-day summer camp		
# of respondents	*247*	*254*
Range	$25-$2,006	$10-$1,000
Average	$367	$219
Median	$350	$200

In addition to cost, other barriers such as transportation or family obligations could bar some families from enrolling their children in OOST programs that are available. OLO asked respondents to indicate to what extent a number of factors prevent families from accessing OOST programs in their communities.

Table 28. Barriers to Accessing OOST Programs in Montgomery County

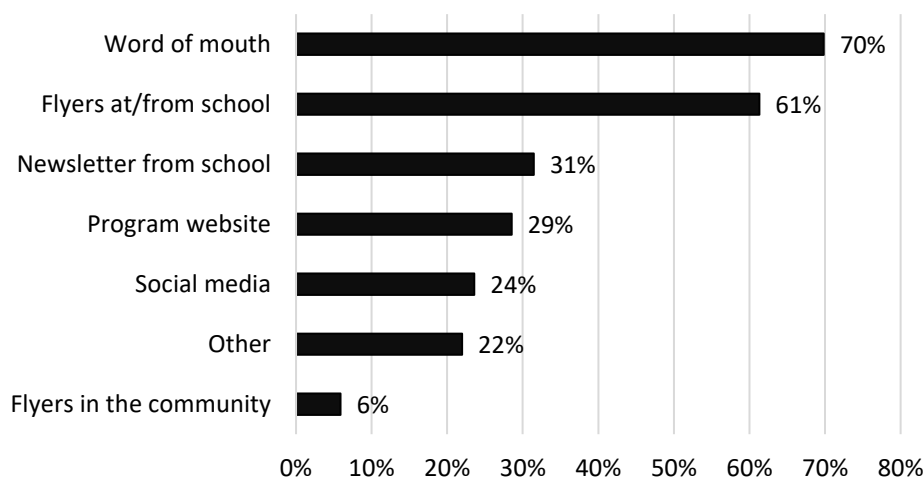| Barrier	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
Fees to participate are expensive. # of respondents: 290	2%	10%	23%	45%	19%
Safe and affordable transportation is not available. # of respondents: 289	2%	12%	32%	36%	18%
Affordable OOST activities do not occur long enough before and after school days. # of respondents: 291	2%	24%	35%	25%	14%
OOST activities do not supervise children across large enough age spans. # of respondents: 290	3%	28%	40%	18%	11%
OOST activities conflict with family obligations. # of respondents: 290	4%	45%	33%	14%	3%
OOST activities do not allow parents or guardians to participate enough. # of respondents: 292	4%	40%	40%	12%	3%

As noted above, cost presents a significant barrier for families seeking to access OOST programs in Montgomery County. Nearly two-thirds of respondents feel that fees to participate in OOST programs are expensive. Transportation to and from OOST programs also presents a barrier to access. More than half of respondents agreed or strongly agreed that safe and affordable transportation was not available.

Many parents rely on OOST programs to supervise their children while they are at work, so the frequency and duration of program sessions could impact how accessible they are to parents in Montgomery County. Nearly two in five (39%) respondents agreed or strongly agreed that affordable OOST activities do not occur long enough before and after school days.

OOST programs that only accept children of certain ages may present a challenge for parents who have multiple children of different ages. Survey respondents were split on whether OOST programs in the County supervise children across large enough age spans. Nearly three in ten (29%) respondents reported that OOST activities do not supervise children across large enough age spans, while 31 percent disagreed or strongly disagreed with this statement

5. **Ease of Learning About OOST Programs—School Year and Summer**

Parents' ability to find information about available OOST programs operating in their community could impact whether they enroll their children in them. OLO asked respondents how parents find out about OOST programs available in their area. Results are shown in Chart 1. The percentages shown in Figure 1 add up to more than 100% because respondents were able to select more than one option.

Chart 1. How Parents Learn About OOST Programs*

Source	Percentage
Word of mouth	70%
Flyers at/from school	61%
Newsletter from school	31%
Program website	29%
Social media	24%
Other	22%
Flyers in the community	6%

* # of respondents: 305

Parents find out about OOST programs in a variety of ways, with word of mouth being the most common source of information (70% of respondents), followed by flyers at or from schools. Many parents also find out about programs through school newsletters, OOST program websites, and social media. More specifically, 22% of respondents reported finding information about OOST programs through other means, including PTA listservs, school listservs, or school PTA websites.

OLO also asked parents to rate the ease of learning about school year and summer OOST programs. Results are displayed in Table 29.

Table 29. Parents' Ability to Learn About OOST Programs During the School Year and Summer
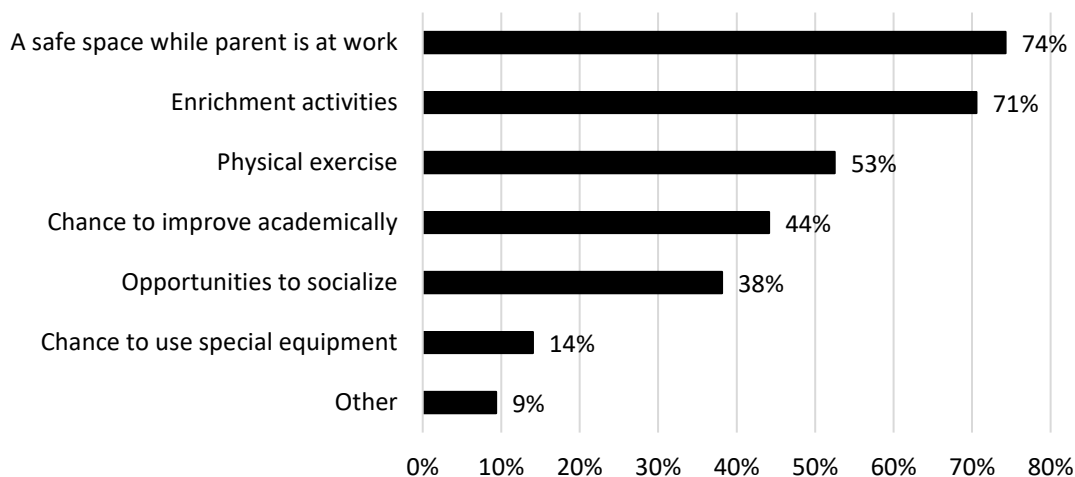
	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	N/A
I can easily learn more about OOST programs that take place during:						
The school year # of respondents: 307	9%	27%	19%	34%	11%	0%
The summer # of respondents: 308	14%	28%	24%	24%	7%	3%

Respondents reported more difficulty in learning about summer OOST programs than school year OOST programs. Of note, 45% of respondents agreed or strongly agreed that they can easily learn more about OOST programs available during the school year, while 31% of respondents feel they can easily learn more about summer programs.

6. What Parents Want from OOST Programs

OLO asked respondents about the preferences of parents when choosing OOST programs in their community. Results are shown in Chart 2. The percentages shown in Figure 2 do not add up to 100% because respondents were able to select more than one option.

Chart 2. What Parents Prioritize in OOST when Choosing a Program*

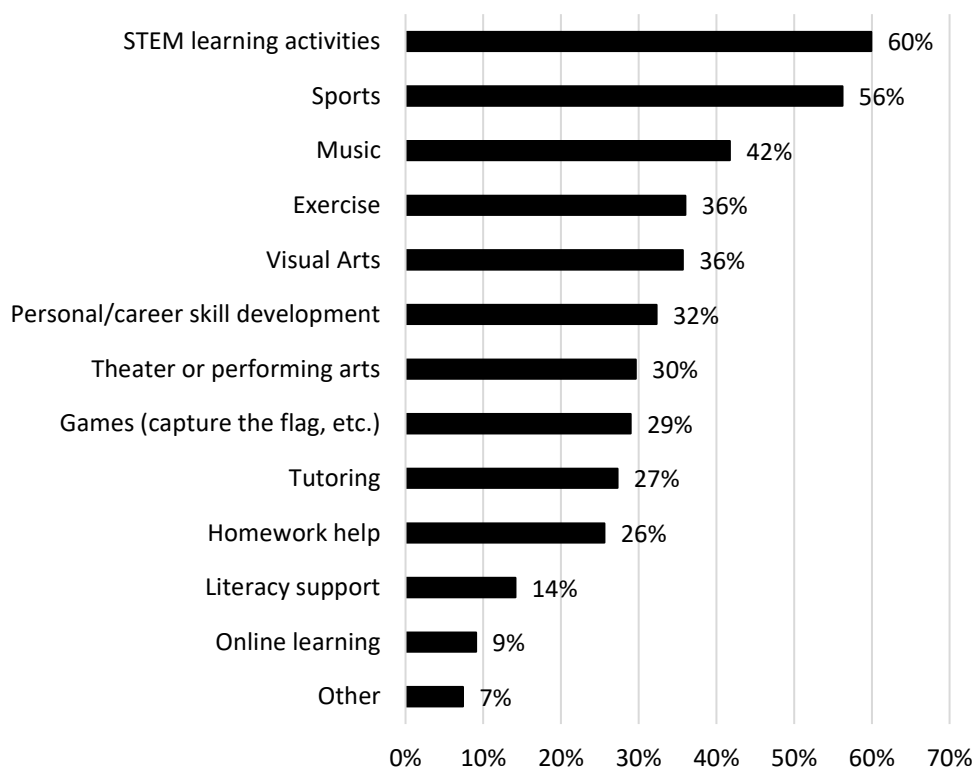| Category	Percentage
A safe space while parent is at work	74%
Enrichment activities	71%
Physical exercise	53%
Chance to improve academically	44%
Opportunities to socialize	38%
Chance to use special equipment	14%
Other	9%

* # of respondents: 299

Ensuring their children are in a safe space is a top priority for parents, followed closely by access to enrichment activities. Many parents also view OOST programs as a way to provide their children with opportunities to get additional physical exercise, improve academically, and socialize with other children and youth.

OLO asked respondents to select activities they want OOST programs to offer. Results are shown in Chart 3. The percentages shown in Figure 3 add up to more than 100% because respondents were able to select more than one option.

Chart 3. Activities Parents Want OOST Programs to Offer*

Activity	Percentage
STEM learning activities	60%
Sports	56%
Music	42%
Exercise	36%
Visual Arts	36%
Personal/career skill development	32%
Theater or performing arts	30%
Games (capture the flag, etc.)	29%
Tutoring	27%
Homework help	26%
Literacy support	14%
Online learning	9%
Other	7%

*# of respondents: 297

Science, Technology, Engineering, and Math (STEM) learning, such as computer programming or coding, is a top activity parents want OOST programs to offer, followed by sports and music. Many parents also want their children to have access to exercise, art, and personal/career skill development activities, such as leadership, team-building, and critical thinking.

7. Parents Views on OOST Programs Operating in Montgomery County

OLO asked respondents to indicate their level of satisfaction with several aspects of OOST programs operating in their communities, such as the spaces they meet in and the activities and services they provide. Table 30 summarizes this feedback.

Table 30. PTA Member Views on OOST Programs in Their Communities

OOST Programs in the Community…	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A
Meet in a safe and appropriate facility. # of respondents: 292	2%	2%	17%	48%	26%	4%
Give children adequate time to socialize. # of respondents: 292	3%	6%	25%	44%	17%	4%
Help children get physical exercise. # of respondents: 292	2%	9%	26%	48%	12%	3%
Provide healthy food. # of respondents: 293	8%	19%	46%	14%	2%	10%
Teach skills that children cannot otherwise receive. # of respondents: 292	3%	20%	36%	31%	4%	5%

Respondents expressed satisfaction with several aspects of OOST programs operating in their communities:

- Nearly 75% of respondents expressed confidence that the facilities in which OOST programs operate are safe and appropriate;

- 60% of respondents also feel that OOST programs provide children with time to socialize and interact with other children; and

- 58% of respondents agreed or strongly agreed that OOST programs in their community help children get physical exercise (results reported earlier in this chapter indicate that parents value and look for OOST programs that provide their children with opportunities for physical exercise).

8. The Role of the PTA in OOST Provision

As noted in Chapter 2, many local PTAs in Montgomery County play a role in providing OOST, with some PTAs sponsoring and operating their own before-school and afterschool activities and other PTAs sponsoring OOST programs that are run by outside vendors. OLO asked respondents questions relating to work their PTA had done with respect to OOST programs in the previous school year. These findings are summarized in Table 31.

Table 31. During the 2016-2017 school year my PTA…

PTA Activity	Inaccurate	Accurate	N/A
Coordinated OOST programs for students in my community. # of respondents: 282	24%	55%	21%
Discussed issues with availability of OOST programs. # of respondents: 279	35%	38%	28%
Served as a resource for parents looking for OOST programs. # of respondents: 277	30%	48%	22%
Assessed the quality of current OOST programs. # of respondents: 277	42%	28%	30%
Advertised OOST program events. # of respondents: 278	18%	64%	17%

Nearly two-thirds of respondents reported that their PTAs advertised OOST program events. Nearly half of respondents reported that during the 2016-2017 school year, their PTAs served as a resource for parents looking for OOST programs for their children. Over half of respondents reported that their PTAs coordinated OOST programs during the 2016-2017 school year.

OLO asked respondents for their views on the role of the PTA in OOST provision in Montgomery County. Table 32 displays these results and shows that 61% of respondents agreed or strongly agreed that their PTA should sponsor OOST opportunities for students in their communities.

Table 32. PTA Member Views on the Role of the PTA in OOST Provision

OOST Perspective	Strongly Disagree	Disagree	Neutral	Strongly Agree	Agree	N/A
OOST programs were a top priority this year for families in my community. # of respondents: 280	2%	16%	35%	14%	24%	8%
The PTA should sponsor OOST opportunities. # of respondents: 283	5%	7%	23%	20%	41%	4%
The PTA should be responsible for coordinating OOST opportunities. # of respondents: 283	7%	20%	31%	11%	26%	4%

9. **General Feedback on Access to OOST and Role of PTAs in OOST Provision**

OLO asked respondents to comment on the availability of OOST programs in their communities and the ease of enrolling in them. This question received 151 comments, which OLO coded by subject matter. For instance, some respondents' comments addressed availability of affordable OOST programs, while others addressed transportation and the location of programs. Some comments were coded as being in multiple categories if they addressed more than one issue. OLO merged the availability and affordability categories because many responses discussed the availability of *affordable* programs, rather than the availability of programs in general. Table 33 displays the results from this analysis.

Table 33. PTA Survey Respondent Comments Summary

Subject # of Respondents: 195	#	%	Summary
OOST is Unavailable and/or Unaffordable	111	57%	Insufficient OOST programs available; available programs too expensive. Summer and afterschool programs mentioned specifically.
Difficulty Learning About Available OOST Programs	38	19%	Information about OOST and costs difficult to find. Some mentioned it would be helpful to have a clearinghouse of available OOST programs, or to have all school websites provide this information.
Concerns About PTA Role in Organizing OOST	37	19%	PTAs are ill-equipped to manage the various aspects of coordinating OOST programming, particularly where large percentages of parents work outside the home. Some respondents felt that the PTA had not effectively coordinated OOST; a few respondents expressed a desire for the government to take a larger role in ensuring access to OOST.
Transportation/Location of Programs	22	11%	Location of some OOST programs is inconvenient and/or transportation (such as activity buses) is not always available.
Positive Experiences	21	11%	Respondents had positive experiences with OOST, finding them to be high-quality and/or affordable.
Convenience of Program Hours/Duration	16	8%	OOST programs do not operate for long enough after school, before school, or during the summer to be convenient for working parents.
Low Quality Programs	13	7%	Some OOST programs are of low quality, or quality of OOST programming in the County is uneven
Disparities in Availability By School	13	7%	Availability of OOST varies by school, with more available at schools with wealthier families versus middle-income or low-income families.
Need for More Programs for Middle School Students	12	6%	Availability of OOST is particularly limited at the middle school level, and 6th graders especially have limited access to sports.
OOST Programs for Children with Disabilities	6	3%	Programs for children with disabilities are either unavailable or unaffordable.

Over half of respondents discussed the availability and/or affordability of OOST programs. Many respondents described a lack of OOST programs that are both affordable and high-quality. A number of respondents indicated that while County-run OOST programs represent one of the most affordable options for their families, they have limited capacity and fill up quickly. Several respondents also discussed quality, noting that while affordability is important, even affordable OOST programs provide limited value if they only offer low-quality programming for children.

About a fifth of respondents who commented wrote that it was difficult to find information on OOST programs in their community. Some respondents said they found out about programs too late, after they had already filled to capacity. A number of respondents suggested having a central clearinghouse listing available programs as well as their costs, while others called for this information to be more consistently available through school websites. A few respondents also indicated that access to OOST for children or youth with disabilities is very limited and often unaffordable.

A fifth of respondents also expressed specific concerns about the PTAs' role in organizing OOST. Some felt that their school's PTA had not been effective in organizing OOST that met the needs of the whole community. Many expressed that PTAs are volunteer organizations and should not be solely responsible for organizing OOST for their schools, which is a major undertaking that includes arranging for background checks for providers and providing an individual to stay at the school while the programs are operating. Finally, several respondents observed significant disparities in the availability of OOST programming among the different schools that their children had attended. They noted that more OOST options were available in high-income schools versus low-income schools. A few respondents also stated that the government (either the County Government, MCPS, or the State) should take a larger role in ensuring access to OOST.

B. Focus Groups and Interviews with Parents

In preparing this report, OLO supplemented the survey data reported above by conducting focus groups and interviews with parents involved in the following groups or programs:

- The Linkages to Learning Parent Advisory Committee
- Food, Fun and Fitness at Fox Chapel Elementary School (program of the Department of Recreation)
- Montgomery Housing Partners Preschool Group
- Sargent Shriver Elementary School Parent-Teacher Association
- Highland Elementary School Parent-Led Bilingual Summer Program

The aim of these discussions, which were conducted in English and Spanish, was to gather more detailed information on parent experiences with OOST programs and to reach parent subgroups who may not have received the PTA survey (e.g. culturally & linguistically diverse parents, low-income parents). Below is a summary of common themes shared during these discussions.

- Parents reported difficulties finding information about OOST programs in their communities. When brochures are sent home, they often give very short notice for registering for programs. School staff do not provide information on OOST. Families often rely on word of mouth to learn about OOST programs.

- Parent fees are a major barrier to access for many families. Existing sports programs, for example, are very expensive. School-based programs, including some PTA-sponsored programs, are often unaffordable for many parents. Low-income families, particularly those with multiple children, need access to OOST programs without fees or to programs that charge fees on a sliding scale.

- Parents often find that available OOST programs are far away and not accessible without a car. Assistance with transportation, such as organizing carpools, could help families access OOST.

- Access to affordable OOST is particularly limited for children and youth with disabilities. The few programs that serve children with autism, for example, are very expensive. Existing affordable OOST programs do not have sufficient staff to meet the needs of children with disabilities. OOST programs such as summer learning programs can be very beneficial for children with disabilities, but enrolling children for the whole summer is unaffordable for many families.

- Parents with limited English proficiency often face language barriers when communicating with OOST providers. Several parents expressed an interest in more bilingual OOST programs to help build or restore children's language skills and make OOST more accessible for families.

- For families with multiple children, OOST programs that are restricted to specific age groups (e.g. children below the second grade) or limited to one child per family can be difficult to access.

- Parents reported that existing OOST programs that are affordable or free have very limited capacity, and children are often put on waitlists. Working parents often cannot arrive in time to register their children if registration is "first come, first serve". Affordable before-school programs are not available.

- Some parents perceived that the affordable OOST programs that are available are not of high quality. Some free programs operate in County parks alongside fee-based programs, and the fee-based programs have access to additional facilities, illustrating the disparities between the programs.

- Some parents reported that their school offers fewer OOST programs than other schools with which they are familiar. Parents involved in their PTAs reported having difficulties recruiting parents to participate in the PTA and that they did not have sufficient funding to sponsor OOST programs. Some parents reported that their school does not offer support to the PTA for OOST, such as teachers to assist with the programs or space in the school.

- Several families expressed an interest in giving their children more opportunities to be physically active and to reinforce what they learn in school. Some parents suggested that they would like an afterschool program that combines homework help with physical activity. OLO also heard interest in STEM, music, art and dance programs.

- Parents would like more opportunities for family members, including grandparents and older siblings, to participate in programs with their children so that they bond with one another.

Chapter 5.   OLO Findings and Recommended Discussion Questions

This chapter summarizes the major findings of this report and presents recommended discussion issues developed by the Office of Legislative Oversight (OLO) based on this report's findings.

A. Findings

Finding #1:   Out of school time (OOST) programs have the potential to generate both academic and non-academic benefits for participants, but significant disparities in participation rates exist among children and youth nationally.

For the purposes of this report, OLO defines out of school time (OOST) programs as any activity with adult supervision that occurs *regularly outside of school hours* and *serves school-age children or youth in groups*. Research suggests that OOST activities can impact a wide range of youth outcomes. These include improving students' program attendance and year-to-year retention, increasing positive skills and beliefs such as critical thinking and growth mindsets, and improving educational outcomes such as on-time grade promotion and high school attendance. However, national data show that OOST participation rates vary significantly depending on family income, race and ethnicity, and parental educational attainment with:

- Children in families at or below twice the federal poverty line 33 percentage points less likely to participate in OOST than children from families at or above four times above the federal poverty line.

- Non-Hispanic white children 10 percentage points more likely to participate in OOST programs than African American children and 17 percentage points more likely to participate than Hispanic children.

- 57% of children of parents who have no high school diploma participate in OOST compared to 89% for children with at least one parent with a postsecondary education.

Finding #2:   The provision of OOST in Montgomery County is decentralized, and OOST providers are not subject to a single regulatory framework.

The provision of OOST programs in Montgomery County is varied and highly decentralized. Several local public or quasi-public entities directly provide or fund OOST, including:

- Montgomery County Public Schools;
- The County Government
- The Housing Opportunities Commission
- The Collaboration Council for Children, Youth and Families; and
- The Children's Opportunity Fund.

In addition, numerous nonprofit and for-profit organizations offer OOST, and some of these receive public funding to support their programs. Finally, Parent-Teacher Associations (PTAs) often fundraise for and sponsor OOST programs and have a signficant impact on the availability of OOST in individual schools.

Of note, OOST providers that are licensed as child care providers must adhere to rules governing child care provision, including safety and health regulations. However, many providers are exempt from child care licensing requirements, including those that operate for for less than two days per week as well scouting organizations, sports teams and youth clubs. Many private providers operate or market their programs in public spaces, such as public schools, and must adhere to applicable County and Board of Education rules.

Findings from Provider and Parent Survey Responses, Interviews and Focus Groups

To respond to the Council's request to examine the availability of OOST in the County, OLO conducted two anonymous surveys. The first survey solicited information from OOST providers on the activities they offer and issues around OOST provision in Montgomery County. The second survey was sent to PTA members to gather information on local families' experiences with and preferences regarding OOST programs.

Of note, OLO does not consider survey responses to be representative of all OOST providers or parents in the County, and the surveys were not intended to produce statistical estimates on OOST provision or demand. Rather, OLO used the surveys as information gathering tools to learn more about provider and parent experiences with OOST. To supplement these survey data, OLO interviewed six OOST providers and conducted focus group interviews with parents.

Finding #3:   **OOST program offerings generally align with parents' priorities and preferences for OOST activities, though unmet demand may exist for STEM learning activities.**

OLO's provider survey asked respondents about the programs and activities they offer. The most common category of activity offered was physical exercise and sports, followed by leadership and career skills. Of note, 18% of respondents reported offering STEM learning activities.

Activities Reported by OOST Providers

Activity or Program Category Offered # of responses: 120	#	%*
Physical exercise and sports	92	77%
Leadership and career skills	85	71%
Arts and enrichment	63	53%
Academic	54	45%
STEM learning	22	18%

*Respondents could select more than one option, so percentages add up to more than 100%

PTA survey responses indicate that providing a safe space while a parent is at work and providing enrichment are the top priorities for parents when choosing an OOST program. Physical exercise, a chance to improve academically and opportunities to socialize are also key priorities for large portions of PTA respondents. OLO also asked parents about the specific activities they would like to see offered. STEM learning and sports were the top activities selected by respondents, suggesting that unmet demand may exist for STEM learning.

Finding #4:   **Unmet need exists for bilingual OOST programs.**

During parent interviews and focus groups, OLO heard feedback that a need exists for more bilingual OOST programs. Parents want opportunities for their children to build or restore their language skills, and parents with limited English proficiency can benefit from being able to more easily communicate with their child's OOST provider. Parents at Highland Elementary School have addressed this need by developing a parent-led bilingual summer program that meets two days a week for two hours each day, with support from Linkages to Learning and IMPACT Silver Spring.

Feedback from parents echoes comments OLO heard during interviews with OOST providers. Providers observed that very few bilingual OOST programs exist in the County, and many OOST providers have limited

language and cultural proficiency for serving the County's diverse population. This population includes families with limited literacy in their native language. Providers also described experiencing challenges in hiring bilingual staff for OOST programs.

Finding #5:   The role of PTAs in OOST provision varies, and concerns exist that PTAs are ill-equipped to coordinate OOST programs. Some parents are unsure of whether equity exists in OOST programs across schools.

PTAs can play a significant role in the provision of OOST, but survey data show their OOST-related activities vary by school. Nearly two-thirds of survey respondents reported that their PTAs advertised OOST program events; just over half reported that their PTAs coordinated OOST programs during the 2016-2017 school year.

During the 2016-2017 school year my PTA…

PTA Activity	Inaccurate	Accurate	N/A
Coordinated OOST programs for students in my community. # of respondents: 282	24%	55%	21%
Served as a resource for parents looking for OOST programs. # of respondents: 277	30%	48%	22%
Advertised OOST program events. # of respondents: 278	18%	64%	17%

OLO also asked respondents about whether they believe their PTA should sponsor OOST opportunities and whether they believe their PTA should coordinate an OOST program. Six in ten respondents (61%) agreed or strongly agreed that their PTA should sponsor OOST, but less than four in ten (37%) respondents agreed or strongly agreed that their PTA should be responsible for coordinating OOST opportunities.

In open-ended comments for the PTA survey, 37 respondents expressed concerns that PTAs are ill-equipped to coordinate OOST, particularly at schools where many parents work outside the home, or that their PTA had not been effective in coordinating OOST. Furthermore, 13 respondents left comments indicating that OOST availability varies by school, with more OOST programs available at schools with wealthier families compared with schools with more middle-income or low-income families. OLO heard similar feedback about disparities among schools and challenges faced by PTAs from its interviews and focus groups with parents.

Finding #6:   Word of mouth is the most common method used by OOST providers to market their programs and by parents to learn about programs. Finding information about OOST is a challenge for many parents.

The table below summarizes provider survey responses regarding the tools respondents reported using to recruit participants. Word of mouth was, overwhelmingly, the most popular method of recruitment, followed by websites and flyers in school. Additionally, OLO received feedback that marketing programs is a major challenge for providers. Some providers described challenges marketing their programs in schools specifically, noting restrictions on distributing flyers.

Top Recruitment Methods Used by OOST Providers

Method # of responses: 118	#	%
Word of mouth	96	81%
Website	82	69%
Fliers in school	66	56%
Social media	57	48%

* Many respondents reported using more than one method, so percentages add up to more than 100%

Among PTA survey respondents, word of mouth and fliers from school were, by far, the most common methods that parents used to learn about OOST programs in their communities, reported by 70% and 61% of parents, respectively. OLO received feedback through numerous PTA survey comments and during parent focus groups and interviews that finding information about OOST is difficult for families. Some survey respondents suggested that having a clearinghouse of available OOST programs or listings of OOST programs on school websites would be helpful.

Finding #7:   **Many OOST providers are able to secure sufficient funding to operate their programs. However, parents often find the costs to be too expensive, particularly for summer programs, and programs serving children with disabilities are unavailable or unaffordable.**

Provider survey responses show that parent fees are, by far, the most common source of revenue among OOST providers. Parent fees vary greatly by provider and program type, and range from $0 to $7,400 per season among survey respondents. A slight majority of provider survey respondents (52%) agreed or strongly agreed that their organization can sufficiently secure funding for their programs, while a quarter of respondents disagreed or strongly disagreed with this statement. In their open-ended comments, 11 provider survey respondents specifically named "competition" as a major barrier to their expansion and indicated that there is a glut of OOST providers in the communities where they operate.

At the same time, a majority of PTA survey respondents reported that summer camps are difficult to afford or unaffordable. Large percentages reported that other categories of OOST are also difficult to afford or unaffordable, particularly arts/music/enrichment (44%) and before- and after-school child care (39%). OLO's survey also asked parents to describe the actual costs of OOST programs and the costs that they would consider affordable. For an enrichment class that meets once or twice a week, parents reported an average actual cost of $310 per season, but the average affordable cost reported was $120 per season. For a full-day summer camp, the average actual weekly cost reported was $350, but the average affordable weekly cost reported was $219. Finally, OLO heard feedback that programs for children with disabilities are either unavailable or unaffordable.

Parents' Perceptions of Affordability of OOST Programs in Montgomery County

OOST Category	Unaffordable or Difficult to Afford	Affordable or Very Affordable	N/A
Before- and after-school child care (302 respondents)	39%	38%	22%
Summer camps (303 respondents)	52%	32%	17%
Extracurricular activities (304 respondents)	31%	58%	11%
Homework help/tutoring (302 respondents)	30%	23%	48%
Arts/music/enrichment (303 respondents)	44%	37%	19%

Finding #8: **Providers that serve low-income families face significant challenges with sustaining their programs. At the same time, need for their programs is increasing, and affordable or free programs frequently have waitlists.**

OLO received feedback that providers that serve low-income families have extremely limited funding for their programs despite increasing need and demand for their services. In open-ended survey comments, 20 providers left comments indicating that a major barrier to their expansion is that families cannot afford to pay for their programs. Only 17% of respondents agreed or strongly agreed that they can "sufficiently navigate the funding process". At the same time, focus groups and interviews with parents indicated that OOST programs that are affordable or free often fill up quickly and have waitlists.

OLO also heard feedback during provider interviews that serving high-risk children and youth effectively requires frequent and comprehensive interventions that can include opportunities to participate in activities four or five days a week instead of one or two as well as support services such as mental health counseling. This level of services requires additional resources and is challenging to sustain.

Finding #9: **The availability of transportation is a major determinant of the availability and accessibility of OOST, particularly in low-income communities in the County.**

Only four provider survey respondents reported providing transportation to participants. About half of respondents reported that participants or their families drive or carpool to programs sites, while 39% reported that programs are based within participants' schools. Comments from respondents as well as feedback from interviews indicate that lack of transportation is a major barrier to providers in expanding their programs. At the same time, 54% PTA survey respondents agreed or strongly agreed that the lack of safe and affordable transportation is a barrier to accessing OOST for their families.

In interviews, multiple providers that serve low-income families indicated that the availability of transportation determines their program schedules or locations. For example, many programs are scheduled to coincide with schools' activity bus schedules. MCPS activity buses depart middle and high schools at 4:30 p.m. two or three days per week to allow students to participate in extracurricular activities and athletics.

Finding #10: **Many OOST providers find that the process for reserving or using public facilities to operate their programs is confusing, difficult, or unfair, or that the fees charged are too high.**

Many OOST providers operate in schools, which allows them to serve children at the school much more easily than if they operated at a separate site. However, 43% of providers that submitted comments for the survey mentioned difficulties using public facilities. Respondents felt that the process for reserving space in public facilities is confusing, difficult, biased in favor of certain providers, or the fees are too high.

OLO heard similar feedback during multiple provider interviews. Providers stated that the process for reserving space is not user-friendly; for example, the system does not allow providers to search for available spaces efficiently. Additionally, providers reported that their reservations are frequently cancelled due to school events or other activities, sometimes with extremely short or no notice. Finally, some providers felt that they should not be charged a fee for using the space because they are serving the students that attend the schools where they operate.

A. **Recommended Discussion Issues**

OLO received feedback from its surveys, interviews and focus groups about a variety of issues regarding OOST in Montgomery County. OLO offers five recommended discussion issues for the Council to raise with County Government, MCPS and community representatives.

Discussion Issue #1:   Opportunities to support OOST programming in high-poverty schools.

OLO heard feedback that PTAs in some schools are ill-equipped to manage the various responsibilities associated with coordinating OOST programs in their schools, including obtaining insurance and ensuring that background checks of providers have been completed. Parents also reported seeing disparities in OOST program availability by school poverty level. The Council may wish to discuss with MCPS representatives whether opportunities exist to better support OOST programming in high-poverty schools, for example by funding afterschool coordinator positions in schools without comprehensive OOST initiatives in place such as Excel Beyond the Bell.

Of note, OLO's FY18 work program includes a project to describe the availability of afterschool programs among schools by student poverty levels. This report will examine data on afterschool programs available in individual schools and will describe the factors that influence whether providers operate high-poverty schools.

Discussion Issue #2:   Strategies for enhancing OOST affordability and access.

OLO received feedback from many parents that OOST programs are unaffordable for their families, particularly summer programs. Parent feedback also indicates that programs that serve children with disabilities are either unavailable or unaffordable. Furthermore, lack of transportation often limits families' access to OOST and limits the times and locations of OOST programming. The Council may wish to discuss with County Government, MCPS and community representatives strategies for enhancing OOST affordability and access, such as:

- Ways to offset families' summer program costs by soliciting grants or other resources;
- Support for providers in serving children with disabilities; and
- Funding for transportation for OOST programs.

Discussion Issue #3:   Approaches for meeting demand for more bilingual programs.

Many families are interested in bilingual programs that can help their children build or restore their language skills and have staff that can more effectively communicate with parents and youth with limited English proficiency. Yet, parents and providers report that limited bilingual programs exist and that hiring bilingual staff can be challenging. Parents at Highland Elementary School have addressed this need by developing a parent-led bilingual summer program with support from Linkages to Learning and IMPACT Silver Spring. The Council may wish to discuss with County Government, MCPS and community representatives approaches for meeting the need for more bilingual programs, such as:

- Support for providers with training and hiring bilingual staff;
- Additional support for parent-led bilingual programs.

Discussion Issue #4:   **County and MCPS roles in disseminating information on OOST programs.**

OLO found that word of mouth is the most common method used by OOST providers to market their programs and by parents to learn about programs. In survey comments, interviews and focus groups, many parents reported that finding information about OOST in their communities is challenging, and providers reported that restrictions on distributing flyers in schools limits their ability to raise awareness of their programs. Some survey respondents suggested that having a clearinghouse of available OOST programs or listings of OOST programs on school websites would be helpful. The Council may wish to discuss with County Government and MCPS representatives whether opportunities exist to enhance or build on existing sources of information on OOST programs such as infoMONTGOMERY and the Child Care Resource and Referral Center.

Discussion Issue #5:   **Opportunities to make the system for reserving and using public facilities more user-friendly.**

Many OOST providers in Montgomery County operate in public facilities, and particularly in public schools. OLO received feedback from numerous OOST providers regarding difficulties they experienced with reserving and using public facilities. Challenges included having reservations cancelled at the last minute due to school needs, and difficulties using the ActiveMontgomery system to reserve spaces. The Council may wish to discuss with County Government representatives whether opportunities exist to make the system more user-friendly for OOST providers and other users.

Chapter 6.   Agency Comments

The Office of Legislative Oversight shared final drafts of this report with staff from Montgomery County Government and the Montgomery County Collaboration Council for Children, Youth and Families for technical review and comment. Staff from Montgomery County Public Schools also provided conducted a technical review. OLO appreciates the time taken by agency staffs to review the draft report and to provide technical feedback. This final report incorporates technical corrections and feedback received from agency staffs.

Written comments from Montgomery County Government and the Collaboration Council were not available at the printing of this report and will be available in future Council packets.

List of Appendices

Appendix	Title	Begins at
A	Excerpt on OOST Benefits and Best Practices from OLO Memorandum Report 2016-11	©1
B	Excerpt on Publicly-Funded OOST Programs from OLO Memorandum Report 2016-11	©6
C	Case Studies of OOST Providers	©11
D	Zip Codes Reported by Respondents to OLO Survey of OOST Providers	©18
E	Schools and Zip Codes Reported by Respondents to OLO Survey of PTA Members	©19

Appendix A

A.   Impact of OOST Activities on Youth Outcomes

Research suggests that OOST activities can impact a wide range of youth outcomes. These include improving students':[4]

- Engagement that includes program attendance, year-to-year retention, and high levels of program engagement;
- Positive skills and beliefs that include critical thinking, growth mindset, persistence, self-regulation, collaboration, and communication;
- Educational outcomes that include high school day attendance, on-time grade promotion, and progress toward mastery of academic skills and content.

Yet, it is important to recognize that "after-school programs are at best one part of a much larger, multi-faceted approach toward closing the achievement gap."[5] Overall, participation in after-school programs, inclusive of both youth development activities and an academic component, lead to small gains in academic outcomes.

Summer programs. Participation in summer programs specifically has also been shown to improve academic outcomes. During the summer, many students lose knowledge and skills, particularly low-income students with limited access to enrichment opportunities.[6] While all students lose some ground in mathematics over the summer, low-income students lose more ground in reading, while their higher-income peers make gains.[7] Summer learning loss is also cumulative with the difference between summer learning rates between low- and higher-income students contributing substantially to the achievement gap.[8] Students who attend summer programs have better outcomes than similar peers who do not attend these programs.[9]

Extracurricular activities. A growing body of research shows that extracurricular activities serve as a critical pathway to success in school and adult life.   Organized activities outside of class help cultivate skills, habits, connections and knowledge that prepare children for lifelong success.[10] Even after controlling for family background and cognitive ability, involvement in extracurricular activities predict:[11]

- Higher grades;
- Higher college aspirations, enrollment and completion;
- Greater self-esteem and resilience;
- Lower levels of risky behaviors such as drug use, delinquency, and sexual activity; and
- Lower truancy rates.

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[4] See "Understanding Key Elements, Processes, and Outcomes of Expanded Learning Systems: A Review of the Research by Every Hour Counts, April 2014
[5] Gardner, et al. 2009
[6] See RAND: Making Summer Count: How Summer Programs Can Boost Children's Learning, 2011
[7] Ibid
[8] Ibid
[9] RAND, 2011
[10] Snellman et. al 2015
[11] Zaff et al. 2003

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Extracurricular activities also help to develop soft skills that include working with others, leadership, grit, self-discipline, and endurance.[12] Researchers have found that these non-cognitive traits are at least as important as cognitive abilities in predicting educational attainment and income, even after taking into account family background. Extracurricular activities also help youth connect to adult mentors outside the immediate family who can positively influence in a young person's life.

Middle-class parents often understand the benefits of extracurricular activities and groom their children from an early age to excel in competitive afterschool activities like soccer, chess, and dance.[13] Low-income parents often understand the benefits of extracurricular activities as well and it is plausible that low income youth could especially benefit from them since they are more likely to experience risk factors for low school performance and dropping out (e.g. divorced or separated parents, repeated a grade, witnessed violence, or have a learning disability).[14] But for many low-income families, the cost of participating in extracurricular and enrichment activities is too high.

STEM Programs. STEM learning in after-school programs such as robotics clubs can also be effective at enhancing student outcomes and improving access to STEM fields and careers, particularly among Latinos, African Americans, and girls. In their review of evaluations for high-quality afterschool STEM programs, the Afterschool Alliance documented three sets of benefits from these programs:[15]

- Improved attitudes toward STEM fields and careers,
- Increased STEM knowledge and skills, and
- Higher likelihood of graduation and pursuing a STEM career.

B.   Opportunity Gaps in OOST Activities by Student Income

Available data suggests that rates of participation in after-school programs (defined as operating on a regular basis during the school year, offering more than one activity, with adult supervision and other children) are generally low for all youth, including low-income students, ranging from 10-20 percent.[16] In Maryland, 17% of children participated in after-school programs in 2009 compared to 28% of children who spent time in self-care.[17] The low rates of after-school participation across income groups, however, may arise for different reasons: affluent youth may opt out because they have access to other enriching activities while low-income youth do not participate due to a lack of access to affordable programs.

While participation in after-school programs are generally low across all subgroups, students of color are more likely to participate in this category of OOST programs. As summarized by the Afterschool Alliance, of the 8.4 million children in afterschool programs, children of color were more likely to participate. Nationally, 15 percent of all children participate in these programs compared to:[18]

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[12] Snellman et al, 2015

[13] Friedman, 2013 (http://www.ucpress.edu/book.php?isbn=9780520276765)

[14] http://www.childtrends.org/?indicators=adverse-experiences

[15] STEM Learning in Afterschool: An Analysis of Impact and Outcomes, Afterschool Alliance, September 2011

[16] See Gardner, Roth, and Brooks-Gunn, Can After-School Programs Help Level the Playing Field for Disadvantaged Youth, Teachers College, October 2009

[17] See Maryland After 3pm.

[18] Afterschool Alliance, 2009 American After 3pm cited by Afterschool Alliance in STEM Learning in Afterschool: An Analysis of Impact and Outcomes, 2011

- 25 percent of Asian students
- 24 percent of Black students
- 21 percent of Latino students, and
- 16 percent of Native American students.

Thus, the After School Alliance finds that afterschool programs are especially well-placed to help close the opportunity gap by race and ethnicity.

Conversely, researchers have found that students' access to extracurricular activities vary by family income. Since the 1970's, the number of upper middle class students active in school clubs and sports teams has increased, while participation rates for working class students have plummeted.[19] This translates into a widening spending gap where there was a $2,000 per child spending gap on enrichment activities between the top and bottom decile of families in 1972 ($600 v. $2,800) compared to a more than $5,000 per child enrichment gap between these families in 2007 ($800 v. $6,500).[20]

What accounts for the growing class gap in extracurricular involvement? Researchers note that while both affluent and high-poverty school systems have had to trim their budgets, parents have responded in different ways. When affluent school systems make these cuts, their parents often have the means to subsidize school activities by paying for extracurricular participation fees, private lessons, and other curricular costs.[21] Poorer school districts, however, often simply cut their extracurricular offerings.[22]

C.   Promising Practices for OOST Programs and Systems

Policy researchers generally identify two sets of promising practices for improving OOST programs: (a) practices for enhancing quality and participation in individual programs, and (b) practices for expanding and supporting systems of OOST. These promising practices refer to before- and after-school programs and summer learning programs rather than extracurricular activities such as clubs and athletics.

Promising Practices for OOST/Extended Learning Program Quality: The U.S. Department of Education's What Works Clearinghouse and the RAND Corporation[23] identify similar promising practices for ensuring quality among OOST/extended learning programs. Recognizing that effective programs must maximize enrollment and attendance to ensure that students benefit from OOST efforts, they list the following as promising practices for individual programs:

- **Academically align extended learning programs with the school day** by having OOST and school staffs communicate and collaborate on developing the academic component of OOST programs.

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[19] See Snellman, Silva, and Putnam – Inequality Outside the Classroom: Growing Class Differences in Participation in Extracurricular Activities – VUE, 2015, No. 40 (Annenberg Institute for School Reform) or http://www.theatlantic.com/education/archive/2015/01/the-activity-gap/384961/
[20] Kornrich, S. & Furstenberg, F. (2013), Investing in children: changes in parental spending on children, 1972-2007
[21] No national data sets on pay-to-play fees exist. But a 2012 survey by the University of Michigan C.S. Mott Children's Hospital found that 61 percent of middle and high school students nationwide were charged a pay-to-play fee. While the average fee was $93, 21% of parents were charged a participation fee of $150 or more – and these numbers do not include the cost of equipment, uniforms, and additional fees like travel.
[22] Stearns and Glennie (2010, cited in Snellman et. al) found that among North Carolina high schools, the percent of students receiving free and or reduced price lunches was negatively associated with total number of extracurricular activities, sports teams, and service opportunities offered by the school.
[23] Reports available at http://ies.ed.gov/ncee/wwc/pdf/practice_guides/ost_pg_072109.pdf

- **Maximize participation and attendance** by engaging parents early, having an attendance policy for participation, providing transportation, and aligning OOST offerings with parents' work schedules (e.g. full day summer programs and two to three hour after school programs).
- **Individualize instruction** by providing small classes, at least two levels of instruction, supports for students with special needs, and one-to-one tutoring if feasible.
- **Provide engaging experiences** in part by offering enrichment in addition to academic programming, making use of enrichment providers, and selecting enrichment providers with well-qualified staff who have experience in behavior management.
- **Access program quality** by developing an evaluation plan, collecting and analyzing performance data for program improvement, and conducting a summative evaluation.

Overall, effective OOST programs include both an academic component linked to the school day that differentiates instruction and an enrichment component that maximizes student engagement and attendance. Effective OOST programs also assess program quality to support continuous improvement.

Promising Practices for OOST/Extended Learning Systems: As described below, Every Hour Counts, formerly known as the Collaborative for Building After-School Systems, offers a list of promising practices for creating and sustaining systems of effective extended learning programs across three levels - systems, programs, and youth.[24]

Systems: Every Hour Counts finds that having a shared vision across stakeholders and buy-in from key leaders led by a strong *intermediary organization* are essential features of effective OOST systems. Additional factors that influence the success of these systems include leadership with strong engagement of public officials, diverse funding sources, effective coordination, and a data management strategy. These systems level promising practices fall into three categories:

- *Access* – Exemplary systems constantly focus on improving access. They use surveys and public opinion polls to better understand what attracts youth and their caregivers to afterschool programs and what the community's needs are. Exemplary systems also conduct mapping exercises to understand where programs currently exist and where programs are still needed.
- *Infrastructure* – Intermediaries are essential to building OOST infrastructure that enables assessments of how the system is functioning and supports planning efforts. Core infrastructure elements include adoption and use of data for improvement; diverse and sustainable funding support, a coordinating entity, public and private partners, and a shared vision among partners.
- *System supports for continuous improvement* – Adopting standards and standards-aligned assessment tools, managing a continuous improvement process, and providing coordinated training and technical assistance are key to supporting quality OOST systems.

Program Management: Every Hour Counts also finds that there are key management and program quality practices that support effective OOST programs.

- *Management practices* – Effective management practices include processes to support orientation, training, and staff development; intentionality in program design; and explicit connections between program design and the school day. Additional effective practices include ensuring family satisfaction with the program; community outreach to inform the design and delivery of programming; and opportunities for meaningful youth input and leadership.

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[24] http://www.afterschoolsystems.org/files/4061_file_Every_Hour_Counts_Literature_Review_FINAL.pdf

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- ***Program quality practices*** – Program quality practices that support youth development and learning in afterschool programs include positive climate and supportive relationships; active, hands-on, inquiry-based learning, and the sequencing of activities to support skill building.

Youth Outcomes: Every Hour Counts also identifies three clusters of domains that reflect key youth-level outcomes of effective afterschool and expanded learning systems.

- ***Engagement*** as reflected by attendance, year-to-year program retention, high levels of program engagement, motivation, and interest.
- ***Development of positive skills and beliefs*** as reflected by the development of a growth mindset, persistence, self-regulation, critical thinking, communication skills, and collaboration.
- ***Educational outcomes*** as reflected by high school day attendance, on-time grade promotion, low levels of disciplinary incidents, progress toward mastery of academic skills and content.

In sum, effective extended learning systems develop and sustain effective OOST practices by creating a shared vision across stakeholders, using strong intermediary organizations to monitor the demand, supply, and quality of extended learning programs, aligning standards for program quality to management and program practices that support youth development, and monitoring youth outcomes on engagement, skills, beliefs, and educational outcomes to support continuous improvement.

Of note, while Every Hour Counts endorses that the use of intermediary organizations to scale up OOST systems, local jurisdictions have used a variety of governance approaches to develop OOST systems. For example, both Seattle and San Francisco rely on offices within their Executive Branch to manage and coordinate OOST programs. More specifically, Seattle's Department of Education and Learning works with the Seattle School District to coordinate OOST programs;[25] and in San Francisco, the local public school system and the City and County Department of Children, Youth and their Families administers their OOST programs.[26]

D. Challenges in Scaling up Effective OOST Programs

Policy researchers have identified two common challenges in scaling up effective OOST programs: funding and sustaining youth engagement. These two challenges are described in detail below.

Funding. The cost of operating quality OOST programs are substantial, averaging $4,600 per school year for after-school programs and from $1,100 to $2,800 per child for a six-hour, five week summer learning program.[27] OOST programs are typically covered by some combination of four revenue sources: fees paid by parents, funds from private sources, funds from public sources, and in-kind contributions. Since low-income parents typically can only cover nominal fees, OOST efforts seeking to provide low-income children with greater access to high-quality OOST programs often face funding obstacles.

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[25] http://www.seattle.gov/education
[26] http://www.dcyf.org/index.aspx?page=32
[27] See Gardner, Roth, and Brooks-Gunn, 2009; and RAND, 2011

The absence of an OOST intermediary limits the County's ability to coordinate programs, assess gaps in quality and access, and to support program improvements among the highly decentralized system of public and private OOST providers described in the next section. The Collaboration Council may be best suited to play this role given their historic role in scaling up OOST best practices in the County.

B.   Overview of Local OOST Programs

This subsection describes publicly funded OOST programs and privately operated before- and after-school programs in MCPS schools. This subsection also compares data on the number of low-cost OOST slots in the County to the number of families eligible for free and reduced priced meals. Finally, this subsection describes the alignment between taxpayer-supported OOST programs and best practices.

Local OOST Supply and Demand. As noted by the League of Women Voters in 2007[40], OOST programs are a desirable resource for many children and their families. For families that can afford math tutoring, karate or violin lessons for the children and can provide the transportation, there is little problem. However, low-income families have limited choices for free or low-cost programs.

To compare the need for no and low-cost OOST slots with the supply of publicly subsidized OOST slots, OLO compared enrollment data from MCPS to school year and summer OOST programs that rely in whole or in part on public funding. For this analysis, OLO relied on the following data points compiled in MCPS' School at a Glance report and OLO Report 2015-15:[41]

- K-8 enrollment of 110,040 students and FARMS enrollment of 41,921 students, 2015-16;
- K-12 enrollment of 156,162 students and FARMS enrollment of 54,516 students, 2015-16;
- K-8 enrollment of 49,230 students for 85 highest poverty elementary & middle schools, 2014-15;
- K-12 enrollment of 70,758 students for 98 highest poverty elementary, middle, and high schools, 2014-15; and
- OOST program enrollment data for FY16 provided by agencies that deliver or monitor contracts for OOST services in the County.

To compile data on local publicly funded OOST programs, OLO reviewed documents and conducted interviews with agency staff. However, OLO acknowledges that the OOST programs listed in this section may not offer a complete list of publicly funded OOST programs in the County. For example, there may be federally or state funded OOST programs whose funding does not flow through local agencies. This is the case for three federally funded 21st Century Community Learning Centers operated by the Collaboration Council, Identity, and the Montgomery Housing Partnership (although these are listed in Table 1). Despite this data limitation, OLO is confident that most of the programs listed in this section account for the bulk of publicly funded OOST programs in operation in the County.

Table 1 on the next page lists the publicly financed programs that provide OOST slots during the school year. Overall, $25.6 million was expended on 42,740 school year OOST slots during FY16. Table 2 on page 18 lists the publicly financed programs that provided OOST slots during the summer. In FY16 about $5.5 million was expended to fund nearly 13,000 summer OOST slots. In sum, a total of $31.1 million was expended during the 2015-16 school year to support a combined 55,500 school year and summer OOST slots with tax payer dollars and parental fees.

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[40] Out-of-School Time Programs Fact Sheet, League of Women Voters of Montgomery County, MD, Inc. June, 2007
[41] http://www.montgomerycountymd.gov/OLO/Resources/Files/2015_Reports/OLOReport2015-15ResourcesAndStaffingAmongMCPSSchools.pdf

Table 1: Publicly Funded OOST School Year Programs, FY 2016

School Year OOST Programs	Funding Source	Enrollment	Funding	PPE	Grades
Available to Any Student					
Extracurricular activities	MCPS and activity fees	23,739	$14,612,339	$616	6-12
High School Intervention	MCPS	4,821	$1,199,734	$249	9-12
George B. Thomas Academy	DHHS, MCPS, and fees	2,552	$1,147,342	$450	K-12
Teen Café and Teen Events	Recreation	1,979	$222,800	$113	6-12
Teen Leadership	Recreation	452	$139,260	$308	6-12
Any Student SUBTOTAL		**33,543**	**$17,321,475**	**$516**	
Targeted Programs based on FARMS and Other Criteria					
Excel Beyond the Bell	Rec., MCPS & Collab. Council	1,714	$1,587,861	$926	6-8
Rec Zone	Recreation	3,173	$1,117,738	$352	9-12
Teen Works	Recreation	103	$818,757	$7,949	9-12
Middle School Extended Day`	MCPS	1,934	$729,118	$377	6-8
Wheaton High Schl. Knight Time	MCPS, Federal 21st CCLC	60	$268,406	$4,473	9-12
Rec Extra	Recreation		$336,440		6-8
ACE Academy, Collab. Council	Federal – 21st CCLC	55	$274,277	$4,987	1-5
Identity (After School, Youth Soccer, & 21st Century CLC)	DHHS	106	$337,161	$3,181	6-12
	Community Grant	261	$90,000	$354	9-12
	Federal - 21st CCLC*	140	$674,664	$4,819	6-9
Housing Opport. Commission*	Local Funding	111	$247,972	$2,234	K-12
Montgomery Housing Partners (GATOR & Homework Club)	Federal – 21st CCLC	120	$348,575	$2,904	K-5
	Local & federal funding	98	$303,190	$3,093	K-12
Community Bridges	DHHS	100	$169,335	$1,693	K-12
	Community Grant	59	$45,000	$763	K-12
LAYC/MMYC	DHHS	202	$146,706	$726	6-12
Asian American LEAD	DHHS	169	$124,514	$737	6-12
	Community Grant	85	$50,000	$588	6-12
Gap Busters	Community Grant	n/a	$100,000	n/a	9-12
MD Vietnamese Association	DHHS	45	$69,724	$1,549	K-12
Washington Youth Foundation (Mentoring, Afterschool ESOL)	DHHS	136	$69,724	$513	K-12
	DHHS	111	$47,104	$424	K-12
Florence Crittenden (SNEAKERS, 4C'ING the Future)	Community Grant	91	$55,000	$604	6-12
	Community Grant	33	$35,000	$1,061	6-8
Liberty's Promise	Community Grant	n/a	$60,000	n/a	9-12
Family Learning Solutions	DHHS	80	$54,458	$681	9-12
Family Services Inc.	DHHS	93	$40,000	$430	6-8
Unity Christian Fellowship	Community Grant	n/a	$37,220	n/a	6-12
Gandhi Brigade	Community Grant	n/a	$35,000	n/a	6-12
Hispanic Business Foundation	Community Grant	n/a	$35,000	n/a	9-12
African Immigrant & Ref. Fdtn.	Community Grant	23	$10,400	$452	6-12
Mo. Co. Muslim Foundation	Community Grant	95	$5,000	$53	6-12
Targeted Slots SUBTOTAL		**9,197**	**$8,323,344**	**$905**	
School Year OOST TOTAL		**42,740**	**$25,644,819**	**$600**	

Programs also serve summer learners

16

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Publicly Funded School Year Programs. Several findings emerge from an analysis of the data.

- **MCPS' Extracurricular Activities and Athletics accounted for a majority of publicly funded school year OOST slots in FY16.** MCPS' Extracurricular Activities accounted for 56 percent of school year slots and 57 percent of school year OOST program costs.[42] Only academically eligible secondary students (students with a 2.0 grade point average or above) who can pay a nominal extracurricular fee of $32.50 per student (or $15 per student if families have an annual income of $35,000 or less) can participate in MCPS extracurricular activities.

- **High School Intervention and the George B. Thomas Saturday Academy comprised the next two largest school year OOST programs.** Both programs offer extended learning time for students to master grade level coursework. Together, these two programs accounted for another 19 percent of school year slots and 10 percent of OOST school year costs.[43]

- **School year OOST slots targeting low-income students, high poverty schools, and immigrants accounted for a fifth of total OOST slots in FY16.** Many of these school year OOST programs were funded by DHHS via its operating budget and as community grants.

- **The vast majority of OOST slots available during the school year exclusively serve middle and high school students.** Less than 8 percent of OOST programs offered during the school year serve elementary students or students across the K-12 grade span. More than 39,000 of the 42,740 slots are only available to students in the secondary grades.

- **Publicly funded OOST programs that were accessible to all students had the capacity to serve about a fifth of MCPS' total enrollment.** During the 2015-16 school year, there were 33,500 publicly supported OOST slots that were available to any student in the County compared to 156,000 MCPS students.

- **Publicly funded OOST programs operating during the school year that targeted services to disadvantaged students had the capacity to serve about 17 percent of all low-income students enrolled in MCPS and 13 percent of all students enrolled in high-poverty schools.** There were 9,200 publicly supported OOST slots targeting students participating in FARMS, students in high-poverty schools, English language learners, immigrants, and girls compared to 71,000 students enrolled on the MCPS' campuses with the highest rates of poverty.

Publicly Funded School Year OOST Costs and Quality. Comparing data on per student OOST costs locally and the estimated per student costs of high quality OOST programs (see page 8), suggests that few publicly subsidized programs can be characterized as high quality and/or align with best practices.

Best practices recommend that high quality OOST programs include academic and enrichment components. The largest school year OOST programs focus exclusively on enrichment (MCPS extracurricular activities and athletics) or academics (High School Intervention and George B. Thomas) but not on both program components. Moreover, only a few small-sized programs locally have per pupil expenditures (PPE) that rival the $4,600 per student average cost of high quality OOST programs:

- ACE Academy served 55 students at an average cost of $4,987 per student;

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[42] Fees accounted for about $800,000 of the $14.6 million budget for MCPS' extracurricular activities.
[43] Fees accounted for about $125,000 of the $1.15 million budget for the George B, Thomas Saturday Academy.

- Identity's federally funded 21st Century Community Learning Center (21st CCLC) served 140 students in year round programs at an average cost of $4,819 per student and its After School Program served 106 students at an average cost of $3,181 per student;
- MCPS' Wheaton High School Knights Program, funded by the federal 21st CCLC program, served 60 older ESOL students in after school programs at an average cost of $4,473 per student;
- Montgomery Housing Partners served 218 programs across two programs – GATOR funded with federal 21st CCLC dollars and the Homework Club funded with local and federal support – at an average cost of about $3,000 per student; and
- The Housing Opportunity Commission served 111 students in year round programs (including the summer) at an average cost of $2,234 per student.

With the exception of Recreation's Teen Works program that provides year round employment and training for 103 County youth at an average cost of $7,900 per youth, the average cost of the remaining school year OOST programs in the County ranged from a low of $53 per student (Montgomery County Muslim Foundation) to a high of $1,693 per student (Community Bridges OOST program).

Of note, some local OOST programs with low per pupil expenditures may receive in-kind support not reflected in their budgeted per pupil expenditures. Some of the smaller OOST programs may also offer academic and enrichment components that have not been noted in this report. A more thorough review of the budgeted and in-kind costs of local OOST programs and their program components is warranted to fully discern their respective alignment with best practices.

Finally, while the largest OOST program in the County, MCPS Extracurricular Activities, does not include an academic component, it's important to note the research demonstrating the value of extracurricular activities on student outcomes (see pages 5-6) irrespective of their alignment with best practices.

Table 2: Publicly Funding OOST Summer Programs in Montgomery County

Summer OOST Programs	Funding Source	Enrollment	Funding	PPE	Grades
Available to All Students					
Summer School	MCPS & parent fees	5,052	$2,042,567	$404	K-5, 9-12
Targeted OOST Based Programs on FARMS					
Extended Learning Opportunities Summer Adventures in Learning	MCPS	4,004	$1,688,629	$422	K-2
Building Education Leaders for Life	DHHS	1,045	$750,750	$718	2-3
Middle School Extended Year	MCPS & parent fees	2,476	$933,452	$377	6-8
Summer Excel Beyond the Bell	Recreation	140	$94,140	$672	6-8
SUBTOTAL		7,665	$3,466,971	$450	
TOTAL		12,717	$5,509,538	$433	

Publicly Funded Summer Programs. As noted in Table 2 above, *Summer School accounts for the largest public investment in summer OOST slots in Montgomery County.* The budget for Summer School totaled $2 million in FY16 and served about 5,000 students. However, it is estimated that parent fees, ranging from $140 per ESOL class to $300-$335 per elementary and high school class, accounted for $1.5 million or three-quarters of MCPS' total summer school budget in FY16.

Two additional findings emerge from an analysis of the data on summer OOST slots:

9

- **Most publicly funded summer OOST programs target low-income K-8 students.** Of the 12,717 publicly financed summer OOST slots in 2016, 7,665 or 60% targeted K-8 students based on their FARM's eligibility or their school's FARMS rate.

- **Publicly funded summer OOST programs for disadvantaged students had the capacity to serve about 18 percent of all low-income students in grades K-8.** During the 2015-16 school year, there were 7,665 K-8 summer OOST slots for economically disadvantaged students compared to K-8 FARMS enrollment of nearly 42,000 students.

- **Publicly funded summer OOST programs for disadvantaged students had the capacity to serve about 14 percent of students enrolled in high poverty elementary and middle schools.** During the 2015-16 school year, there were 7,665 K-8 summer OOST slots for economically disadvantaged students compared to about 54,000 students enrolled in the highest poverty elementary and middle schools in 2014-15.

Publicly Funded Summer OOST Costs and Quality. The low average per pupil cost of local publicly financed OOST programs ($450 per student) compared to the average costs of high quality programs ($1,100 to $2,800 per student) suggests that local summer programs are low in quality. Two local programs, however, align well with best practices: the BELL Summer Program operates for a longer day and includes both academic and enrichment components; and Recreation partners with MCPS' Middle School Extended Year to offer an afternoon enrichment component to this primarily academic program.

It's also important to note that researchers have found a favorable benefit of summer programs (perhaps of any quality) on student outcomes compared to students who did not participate in such programs (see page 5).

Child Care Subsidies. Additionally, low-income Montgomery County families received another $7.3 million in federal, state, and local child care subsidies in FY15, some of which was used to defray the costs of OOST programs for children between the ages of 6 and 12. A total of 1,627 low-income children received child care subsidies in the County. Yet, as noted in OLO Report 2016-3, only 1 out of 19 children age 0-11 whose family incomes qualify them for FARMS received child care subsidies on a monthly basis.

Private School-Based Before and After Care in Montgomery County. In Maryland, 64% of after-school programs are located in a public school building. In Montgomery County, private for-profit and non-profit vendors provide before- and/or after-care in most elementary schools and in a few middle schools. CUFP/ICB coordinates the logistics of vendors and community based organizations renting space in MCPS schools. The following ten providers together provide before- and after-care services in more than half of MCPS' elementary schools:

- Bar-T: 30 sites (http://www.bar-t.com/school-year/)
- Kids Co: 20 sites (website http://www.kidscoonline.com/before-after-school-locations/)
- Kids After Hours: 20 sites (http://www.kidsafterhours.com/kidsafterhours/school-year)
- Global Children's Center: 10+ sites http://www.globalchildrenscenter.com/pages/hours-location.htm)
- Kids Adventures: 6-8 sites, including Teen Adventures (http://www.kidsadventures.com/contact/)
- Rockville Day Care Association: 5 sites (http://www.rockvilledaycare.org/programs/school-age/)
- Academy Child Development Center: 5 sites (https://academychild.com/our-programs/kave-club/
- Montgomery Child Care Association: 4 sites (http://www.mccaedu.org)

Appendix C: OOST Provider Case Studies

OOST Provider Case Study: Big Learning

Big Learning is a non-profit afterschool activity provider that offers STEM lessons, language programming, and creative enrichment to over 2,100 elementary school students across the County. The organization was founded in 1975 as an initiative of the Montgomery County Council of Parent-Teacher Associations (MCCPTA), under the name MCCPTA Educational Programs, Inc. (EPI), with the goal of to reducing the burden on MCCPTA volunteers tasked with organizing afterschool programs for the county's local schools.

Coordinating OOST programs can present a significant burden for PTAs, which are volunteer bodies. PTAs must ensure that OOST providers have insurance and have conducted appropriate background checks on staff. As more and more parents now work outside the home, fewer parents are available to take on the numerous tasks associated with coordinating OOST programs.

Big Learning relies on a mix of public and private funding to sustain its OOST programming. The non-profit funding from a contract with Excel Beyond the Bell to provide its STEM curricula and lesson plans. Big Learning also receives grants from the Jim & Carol Trawick Foundation and has partnered with Montgomery Housing Partnership to provide the STEM component of MHP's 21st Century Community Learning Centers program. However, parent fees still make up more than half of Big Learning's funding. To provide all students afterschool opportunities, Big Learning offers scholarships and reduced fees based on income eligibility. However, the increasing concentration of poverty in specific parts of the County limits Big Learning's ability to subsidize students from low-income families.

OOST Provider Case Study: Flex Academies

Flex Academies is a for-profit company based in Washington, DC that contracts with local PTAs to manage afterschool programs for schools. Flex Academies was founded in 2011 and currently manages afterschool programs in 65 schools in Maryland, DC, Virginia, and Connecticut, of which 20 are located in Montgomery County. Flex Academies was created to meet the needs of PTAs that wish to organize OOST programs in their schools.

At a typical school, Flex Academies manages eight activities per week in the following areas: fitness, learning, and arts and entertainment. Activities can include sports, coding, and website design. The number of slots and variety of activities that Flex Academies provides varies by school depending on demand. Flex Academies contracts with vendors to deliver activities, runs background checks on vendors, offers an online registration system, and provides marketing materials.

Flex Academies operates three eight-week sessions per year, for a total of 24 weeks of programming in a typical year. Parent fees range from $90 to $180 for an 8-week session. Flex Academies provides scholarships for income-eligible children. Flex Academies also offers a revenue sharing option that allows PTAs to collect revenue to fund the PTA from an agreed upon add on to parent fees.

In any given school, Flex Academies' success depends in part on the school community's enthusiasm for afterschool enrichment and strong support from PTA members. The company's ability to expand its programs to more schools depends on its reputation among PTAs, and Flex Academies asks PTAs to promote its activities by providing references to other PTAs. Flex Academies also seeks support from school principals.

OOST Provider Case Study: Gandhi Brigade Youth Media

Gandhi Brigade Youth Media is a nonprofit organization that operates afterschool programs in Montgomery County and the DC region. Gandhi Brigade aims to cultivate youth leaders through the creation of digital media. The organization encourages youth to engage in conversations about what is going on in their schools, neighborhoods, and in the nation's capital, and teaches them digital media skills like videography, graphic design, and editing. These skills allow participants to tell stories and create short documentaries, public service announcements, and graphic design campaigns to share with neighbors and classmates, as well as people around the country. Gandhi Brigade hosts the Montgomery County Youth Media Festival, which features video projects produced by middle and high school students living in the County.

Gandhi Brigade operates multiple programs. At the core is the Promoters program, in which a group of young people commit to a year of media and leadership training to enhance their voices and promote their neighborhoods. The program operates one day a week in eight public libraries and at its headquarters in the Silver Spring Black Box Theater. Between 10 and 20 young people participate in the Promoters program at one location at any given time. Roughly 70 percent of program participants are students of color. Most are immigrants or children of immigrants, primarily from East Africa and El Salvador. While the program caters to high school students, it does not turn away curious middle schoolers.

Founded in 2008, Gandhi Brigade has expanded to places where there was a clear need, such as public libraries where children and youth would gather unsupervised after school. Gandhi Brigade has also expanded to other public libraries where there was sufficient space to accommodate participants. Staff report that participation in programs has varied widely depending on access to public transit, and the organization considers public transit options when deciding where to locate and expand its programs.

Gandhi Brigade does charge participants to pay a fee to participate in its programs. The organization draws support from philanthropic sources like the Trawick Foundation, which supports nonprofits in Montgomery County that provide afterschool programs for disadvantaged middle school students. Gandhi Brigade also relies on County grants.

OOST Provider Case Study: Identity

Identity is a non-profit organization based in Gaithersburg that provides a range of programs and services to Latino children and youth in Montgomery County to support them emotionally, socially, educationally, and occupationally.

Identity operates afterschool programs in elementary schools, middle schools, and high schools. Identity's afterschool programs aim to provide academic support, help build life skills, and allow children and youth to play soccer. Since many students that Identity serves are academically ineligible to participate in MCPS extracurricular activities such as sports teams, Identity runs its own leagues to provide these students with an opportunity to play soccer. Many students who participate in Identity's programs are eligible for free and reduced-price meals, but many choose not to eat at school due to the stigma associated with those meals. As such, Identity also provides participants with meals as part of its programs. Identity involves families in its programming by holding workshops and focus groups with parents on Saturdays and weekday nights.

Identity operates three of Montgomery County's High School Wellness Centers at Wheaton High School, Watkins Mill High School, and Gaithersburg High School. At these Wellness Centers, Identity provides programs and services that seek to support the physical, social, emotional, and mental well-being of students. The Wellness Centers are County-funded; they serve all youth but focus on those who need the most support. Identity also operates two Youth Opportunity Centers in Gaithersburg and Takoma Park. These Youth Opportunity Centers are County-funded and focus on providing services to youth who are disconnected and facing particularly difficult situations.

Identity provides evidence-based, culturally-competent, and trauma-informed programs and services. This is based on the belief that different segments of the child/youth population need different interventions. Adverse Childhood Experiences (ACEs) are common in the Latino child/youth population that Identity primarily serves. Identity provides many of these children and youth with intensive services, including access to mental health counseling and help with substance use disorders. The organization also provides comprehensive wrap-around services for the families of the children and youth it serves. It provides case management to families, in which a youth development counselor provides an initial assessment of a child or youth and then conducts a home visit to develop a plan for the family.

OOST Provider Case Study: IMPACT Silver Spring

IMPACT Silver Spring is a nonprofit organization whose mission is to "build and sustain community-based networks that ignite inclusive economies and vibrant communities." IMPACT works closely with Linkages to Learning, a partnership initiative of DHHS and MCPS. In 2011, IMPACT acquired the Long Branch Athletic Association, a non-profit organization dedicated to providing affordable sports opportunities to low-income youth in the Long Branch area. Since then, it has expanded its sports program to Wheaton and Briggs Chaney. IMPACT also supports parent-led efforts to develop affordable OOST programs for their communities. Today, IMPACT serves more than 1,000 children annually in its afterschool programming and summer camps, primarily in grades 9 and under.

Relative to other providers, IMPACT's programs are highly affordable and therefore in great demand. Families typically pay a nominal fee of $15-30 for sports practices that meet 1-2 times a week per season. IMPACT aspires to serve as a community sports academy that facilitates sports leagues across impoverished neighborhoods in Montgomery County.

Staff described several challenges faced by IMPACT. To expand, IMPACT must balance hiring high-quality coaches with the need to keep costs low. Staff also noted that it is challenging to find qualified bilingual coaches who can communicate with parents with limited English proficiency. Furthermore, IMPACT staff have found that charging low fees can impact how the programs are perceived. Some families view IMPACT programs negatively as "the cheap option", while others feel fees should not be charged at all. The process of enrolling can be challenging for parents who work, and online enrollment Staff also discussed the strain of balancing lower-income parents' work schedules with transportation barriers.

Staff stated that IMPACT fulfills an unmet demand for sports for school-age children and youth. Few sports are available at the elementary and middle school levels, and staff report that IMPACT's programs often serve high school youth who are academically ineligible to participate in MCPS sports. Parents organized cookouts, led intramural sports, and offered Spanish lessons to children. The program sought to explore growing interest in Montgomery County for local OOST provision tailored to individual neighborhood needs.

Parent-led summer program. In June of 2017, a group of parents at Highland Elementary School created a bilingual summer program for approximately 40 children that took place in the late afternoons over two summer sessions. IMPACT and Linkages to Learning staff supported their efforts by training 15 parents on how to lead and organize summer activities. OLO interviewed a group of five parents and spoke with IMPACT staff about the program. This was a pilot program, and organizers faced challenges, most notably difficulties associated with relying on parent volunteers. However, IMPACT staff and parents also identified several benefits of the program:

- Offers an affordable option for children who would otherwise stay at home for most of the summer.

- Addresses the gap in bilingual OOST programming and offers opportunities for children to learn or restore Spanish language skills.

- Offers roles for older siblings, allowing children and youth of different ages to participate together.

- Takes place in the participants' neighborhood, reducing the burden on families of arranging transportation.

<u>OOST Provider Case Study: JoAnn Leleck Elementary School and Action in Montgomery</u>

JoAnn Leleck Elementary School is located in Silver Spring and had 859 students enrolled in Pre-K through 5th grade during the 2016-2017 school year. Of those students, over 90% were eligible for Free and Reduced Price Meals (FARMs). Action In Montgomery (AIM) is a nonprofit organization that works with faith-based organizations and other community groups to train and develop neighborhood leaders and advocate for change to support economic and social development.

AIM facilitated a meeting between OLO and representatives from JoAnn Leleck ES, including school staff, a PTA representative and a representative from Linkages to Learning. Staff reported that students and families are very interested in OOST opportunities, and that several afterschool activities are offered for students at zero or low cost to families. Teachers are closely involved in the provision of many activities including Girl Scouts, Homework Club and Chess Club. Additionally, several nonprofit organizations, including Girls on the Run, the Strathmore and IMPACT Silver Spring operate or support OOST activities at the school. However, each program serves only a small number of students. Currently, 25% of the student population participates in OOST programming at the school for one day per week. Many students spend significant amounts of time in the afterschool hours without access to structured activities and are often unsupervised.

Several barriers exist to increasing capacity and participation. Staff availability is the primary factor limiting capacity. The provision of many of the activities currently being offered is dependent on willingness of individual school staff members to lead them. Were those staff members to leave, the activities may no longer be offered. Existing programs serve grades 3 through 5, and limited staff capacity prevents them from providing activities for younger children, for which more staff are required. Space in the school also limits the number of activities that can occur. Barriers to participation include families' ability to pay for activities and transportation. Many families cannot afford to pay more than nominal fees for activities, and children who live further away from the school often cannot participate since they need transportation home.

OOST Provider Case Study: YMCA of Metropolitan Washington

The YMCA of Metropolitan Washington offers numerous types of OOST programming for nearly 30,000 children across Montgomery County, northern Virginia, and Washington, D.C. In Montgomery County, the YMCA offers OOST programming at its YMCA Ayrlawn Program Center, YMCA Silver Spring, and YMCA Bethesda-Chevy Chase centers. Additionally, YMCA of Metropolitan Washington offers afterschool and summer camp programming in three sites in Silver Spring, two of which are public schools.

Staff report that space and cost are two of the largest barriers for providing OOST programming for families, especially for summer camp. YMCA of Metropolitan Washington charges participant fees of around $250 for a week of summer camp and around $400-$500 for Before and After School a month. One of the principles that the Y prides itself on is that it does not turn anybody away for the inability to pay. Around 20% of their OOST participants receive some sort of financial assistance.

In 2015, YMCA of Metropolitan Washington reported relying on 2,880 volunteers for services and provided around $2 million in subsidies to local children and families.[1] To further lower costs, the organization also conducts fundraising activities throughout the year, including events such as the annual Turkey Chase, to support their financial assistance program. YMCA of Metropolitan Washington is not able to provide afterschool transportation for all schools in its areas, and instead has prioritized providing more OOST slots and offering affordable options.

Staff also mentioned that despite serving an already large number of children and youth, there is still enough demand for YMCA of Metropolitan Washington to expand OOST programming. At Bethesda Chevy Chase and Ayrlawn, the Y offers 24 camps per week with capped sizes depending on the type of program. To expand further, YMCA of Metropolitan Washington would require more facilities, especially within schools. However, staff report that they face significant competition for the space from other OOST providers.

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[1] "YMCA DC's Cause and Impact," Accessed on Aug. 3, 2017, https://www.ymcadc.org/page.cfm?p=63

Appendix D: OOST Provider Survey Zip Codes Reported

Zip Code	# of Providers	Zip Code	# of Providers
20878	31	20851	6
20850	25	20855	5
20852	21	20903	5
20902	18	20853	4
20817	17	20866	4
20901	17	20871	4
20910	17	20872	4
20854	16	20882	4
20877	16	20841	3
20874	15	20860	3
20906	14	20886	3
20895	12	20813	2
20904	12	20896	2
20814	11	20810	1
20905	11	20811	1
20912	11	20837	1
20879	10	20847	1
20815	8	20848	1
20832	7	20875	1
20876	7	20899	1
20816	6		

* OLO excluded from this list invalid zip codes and zip codes located outside of Montgomery County
**Many providers reported operating in more than one zip code, so more zip codes were reported than there were responding providers

Appendix E: Schools and Zipcodes Reported by PTA Survey Respondents

School	Zip Code	Place	# of Respondents
A. Mario Loiederman Middle School	20906	Silver Spring	1
Albert Einstein High School	20895	Kensington	1
Ashburton Elementary School	20817	Bethesda	9
Beall Elementary School	20850	Rockville	3
Bel Pre Elementary School	20906	Silver Spring	1
Bells Mill Elementary School	20854	Potomac	2
Benjamin Banneker Middle School	20866	Burtonsville	4
Beverly Farms Elementary School	20854	Potomac	2
Bradley Hills Elementary School	20818	Cabin John	1
Burning Tree Elementary School	20817	Bethesda	2
Burtonsville Elementary School	20866	Burtonsville	1
Cabin John Middle School	20854	Potomac	1
Candlewood Elementary School	20855	Derwood	4
Cannon Road Elementary School	20904	Silver Spring	5
Carderock Springs Elementary School	20817	Bethesda	3
Clearspring Elementary School	20872	Damascus	1
Clopper Mill Elementary School	20874	Germantown	1
Cloverly Elementary School	20905	Silver Spring	1
Col. E. Brooke Lee Middle School	20902	Silver Spring	2
Col. Zadok Magruder High School	20855	Derwood	1
College Gardens Elementary School	20850	Rockville	1
Cresthaven Elementary School	20903	Silver Spring	1
Damascus High School	20872	Damascus	14
Darnestown Elementary School	20878	Gaithersburg	2
Diamond Elementary School	20878	Gaithersburg	3
Dr. Sally K. Ride Elementary School	20876	Germantown	1
Earle B. Wood Middle School	20853	Rockville	1
Eastern Middle School	20901	Silver Spring	4
Fallsmead Elementary School	20854	Potomac	1
Farmland Elementary School	20852	Rockville	2
Fields Road Elementary School	20878	Gaithersburg	2
Flora M. Singer Elementary School	20902	Silver Spring	2
Flower Valley Elementary School	20853	Rockville	9
Forest Knolls Elementary School	20901	Silver Spring	2
Fox Chapel Elementary School	20876	Germantown	1
Gaithersburg High School	20879	Gaithersburg	1
Gaithersburg Middle School	20878	Gaithersburg	1
Garrett Park Elementary School	20896	Garrett Park	6
Glen Haven Elementary School	20902	Silver Spring	2

School	Zip Code	Place	# of Respondents
Glenallan Elementary School	20902	Silver Spring	6
Great Seneca Creek Elementary School	20876	Germantown	1
Greencastle Elementary School	20904	Silver Spring	1
Herbert Hoover Middle School	20854	Potomac	1
Highland Elementary School	20902	Silver Spring	3
Highland View Elementary School	20901	Silver Spring	5
Jackson Road Elementary School	20904	Silver Spring	2
James Blake High School	20905	Silver Spring	4
John T Baker Middle School	20872	Damascus	1
Jones Lane Elementary School	20878	Gaithersburg	4
Julius West Middle School	20850	Rockville	2
Kemp Mill Elementary School	20902	Silver Spring	1
Kensington-Parkwood Elementary School	20895	Kensington	2
Kingsview Middle School	20874	Germantown	1
Lakelands Park Middle School	20878	Gaithersburg	1
Lakewood Elementary School	20850	Rockville	2
Lucy V. Barnsley Elementary School	20853	Rockville	2
Montgomery Blair High School	20901	Silver Spring	2
Montgomery Knolls Elementary School	20901	Silver Spring	10
Newport Mill Middle School	20895	Kensington	8
North Bethesda Middle School	20817	Bethesda	4
Northwest High School	20874	Germantown	1
Oakland Terrace Elementary School	20902	Silver Spring	6
Olney Elementary School	20832	Olney	4
Paint Branch High School	20866	Burtonsville	3
Pine Crest Elementary School	20901	Silver Spring	6
Piney Branch Elementary School	20912	Takoma Park	11
Rachel Carson Elementary School	20878	Gaithersburg	2
Ridgeview Middle School	20878	Gaithersburg	3
Ritchie Park Elementary School	20854	Potomac	1
Robert Frost Middle School	20850	Rockville	2
Roberto Clemente Middle School	20874	Germantown	12
Rock View Elementary School	20895	Kensington	2
Rocky Hill Middle School	20871	Clarksburg	1
Rolling Terrace Elementary School	20912	Takoma Park	14
Ronald McNair Elementary School	20874	Germantown	1
Rosa Parks Middle School	20832	Olney	1
S. Christa McAuliffe Elementary School	20874	Germantown	1
Seneca Valley High School	20874	Germantown	1
Shady Grove Middle School	20877	Gaithersburg	2
Silver Spring International Middle School	20901	Silver Spring	3

School	Zip Code	Place	# of Respondents
Sligo Creek Elementary School	20910	Silver Spring	5
Sligo Middle School	20902	Silver Spring	1
Spark M. Matsunaga Elementary School	20874	Germantown	1
Springbrook High School	20904	Silver Spring	1
Stedwick Elementary School	20886	Montgomery Village	2
Stonegate Elementary School	20905	Silver Spring	5
Takoma Park Elementary School	20912	Takoma Park	2
Thomas S. Wootton High School	20850	Rockville	2
Thomas W. Pyle Middle School	20817	Bethesda	2
Thurgood Marshall Elementary School	20878	Gaithersburg	2
Tilden Middle School	20852	Rockville	9
Twinbrook Elementary School	20851	Rockville	2
Viers Mill Elementary School	20906	Silver Spring	1
Walt Whitman High School	20817	Bethesda	1
Walter Johnson High School	20814	Bethesda	2
Waters Landing Elementary School	20874	Germantown	2
Watkins Mill Elementary School	20886	Montgomery Village	1
Weller Road Elementary School	20906	Silver Spring	1
Westbrook Elementary School	20816	Bethesda	1
Westland Middle School	20816	Bethesda	1
Wheaton High School	20906	Silver Spring	2
White Oak Middle School	20904	Silver Spring	2
William T. Page Elementary School	20904	Silver Spring	14
Woodfield Elementary School	20872	Damascus	1
Woodlin Elementary School	20910	Silver Spring	1
No school provided	20902	Silver Spring	1

Isiah Leggett
County Executive

Timothy L. Firestine
Chief Administrative Officer

MEMORANDUM

December 4, 2017

To: Chris Cihlar, Director, Office of Legislative Oversight

From: Timothy L. Firestine, Chief Administrative Officer *Timothy L. Firestine*

Subject: Draft OLO Report 2018-2: Local Perspectives on Out of School Time in Montgomery County

   We appreciate the Office of Legislative Oversight's (OLO) initiative to study out of school time (OOST) programs.

   Because high quality OOST programming provides numerous benefits for children, youth, and families, including higher social/emotional well-being, lower truancy rates, and improved academic success, we have strategically increased the quality, quantity, and variety of OOST programming in Title I schools.

   We have also partnered with Montgomery County Public School (MCPS) to enhance transportation access in our OOST programs; and we work closely with the MCPS central office and administration to market OOST programs and services and to communicate OOST programming opportunities to parents and youth. Our shared outreach efforts currently include access to back-to-school nights, flyers in backpacks, recruitment during lunch hour, and peer-to-peer recruitment.

   To continue to enhance OOST programming accessibility and affordability, we are exploring foundation and private support and partnerships. The Children's Opportunity Fund is one such example of a resource we are considering to help leverage available support and partnerships in order to bridge the gap between demand and accessibility and affordability.

   Relatedly, we are aware of and understand the challenges facing the Office of Community Use of Public Facilities (CUPF) in meeting demand and mediating between MCPS stakeholders and users. As far as the opportunity to alleviate the confusion over the current

reservation process using ActiveMontgomery, the Department of Recreation, Maryland-National Capital Park and Planning Commission, and CUPF are researching options for different registration software.

Thank you again for your work on this report. If you have any questions, please contact Gabriel Albornoz, Director, Department of Recreation, at (240) 777-6801.

c: Fariba Kassiri, Assistant Chief Administrative Officer
        Bonnie Kirkland, Assistant Chief Administrative Officer
        Gabriel Albornoz, Director, Department of Recreation
        Ginny Gong, Director, Office of Community Use of Public Facilities