

- 8 planned to leave children at home with siblings
- 11 arranged for babysitters
- 18 had no plans
- 3 of 130 wished that camp ran longer. (**Attachment B1**)

The group then discussed the lists of camps. According to Ms. Shoy, the list of 12 city camps and 5 non-profits is short and does not include private camps because of their cost. Ms. Bibbins pointed out that there were also school department camps which are academic. According to Ms. Semonoff, the focus of this list was potential gaps in summer programs. It was not meant to be a comprehensive list but to help parents identify ways of filling gaps in care at the beginning and end of summer recess. Ms. Richards Scott also pointed out that a number of programs have state contracts that require them to run approximately 352 days a year, so that a full session runs almost the entire calendar year. Ms. Shoy noted that these contract programs are not included on the list, because there are often no new openings in the summer, although some allow children to drop in, and some, like the YMCA, have open enrollment.

Ms. Richards Scott then presented the survey by the Agenda for Children (**Attachment C: Afterschool Survey Report**) (**Attachment C1: Survey Instrument**). As background, she stated that there were approximately 5000 elementary school children in 4000 households in the city. A telephone survey of 2000 houses produced a sample of 600, which was targetted to 200 children from each of Grades K-2, 3 to 5, and middle school. The purpose of the survey was to determine in detail what kind of afterschool (2-6 P.M., Monday through Friday) care arrangements parents are currently using for children and their level of satisfaction with these. According to Ms. Richards Scott, the survey produced lots of data.

The focus of the survey and the presentation was several questions which culled out about 3 percent of the raw data, to determine where the kids were. According to the Survey Report, 43 percent of children are in regular after-school care, about half of these Monday through Friday. Thirty-four percent of respondents did not want their kids in afterschool care. Twenty-three percent wanted their children in a program but had not enrolled them.

The survey showed that the income grouping with the largest percentage of children in programs five days a week was families with incomes below \$35,000; 37 percent of this group used services. Ms. Semonoff remarked that the overall demographics of the income group using afterschool care are similar to the demographics of the income of the city's school population; however, the demographics of the school population are not representative of the city as a whole.

Next, Ms. Richards Scott addressed the barriers to afterschool care. The barrier most frequently cited was cost; of the 23 percent of parents who wanted their children in a program but had not enrolled them, cost was mentioned most often as the problem. Almost 60 percent of those who said that programs were too expensive had incomes under \$35,000.

The group then discussed cost as a major element in afterschool care. Ms. Richards Scott noted that family size and income determine eligibility for vouchers. According to Ms. Richards Scott, what is disturbing is that a lot of subsidized slots are not filled and Cambridge has lost a number of these to the state; CEOC and Community Arts have lost 10 slots. In response to a question from Councillor Simmons, Ms. Richards Scott stated that if a program does not fill slots, it loses them permanently.

Although a number of families cannot afford afterschool care, Ms. DeRosa and Ms. Semonoff pointed out that, for programs under a state contract or voucher, many families are not eligible for subsidized care because the income scale is set so low; eligibility is based on gross income and does not allow deductions for housing or health care. For example, Ms. DeRosa described a working mother of two earning \$10.16 an hour who was ineligible for subsidies because her gross income was too high. Councillor Simmons pointed out that there was a gap between families' inability to pay the going rate and their ineligibility for subsidies; their income was too low to pay for the service, but too high to qualify for assistance. Ms. Richards Scott also pointed out that some families don't know about the resources available.

Ms. Semonoff noted that, if a family does not qualify for a voucher or contract slot, some programs can offer scholarships or a sliding fee scale, which starts above the state "floor" of income eligibility. Once scholarship money is exhausted, a program can only accept voucher or full-fee families. Another way to raise money is to ask families who can, to pay higher-than-required fees to support the program.

Councillor Simmons asked if another option to increase the affordability of care is to allow families to pay as they go, without paying for periods when they don't need care. Ms. Richards Scott responded that it is harder to fill slots if there are gaps in care. Ms. Shoy pointed out that program budget and staffing are based on a particular enrollment; it is difficult to operate with variable income and staffing. Ms. Keegan added that a licensed slot is locked in, and that having families dropping in would wreak havoc with the budget, since these slots cannot be filled in.

Moving to the next topic on the survey, Ms. Richards Scott pointed out that middle school parents wanted more programming but do not have it. Ms. Semonoff noted that, with this group of children, parents may feel they need care while the kids want independence and may refuse to join afterschool programs. She stated that there are programs for this age group, but the question is tailoring. It is unclear if there is a lack of knowledge about what's available or if there is a need for a better fit with the child and family.

According to Ms. Bibbins, with older kids, the costs are less. She added that, because programs for middle school kids may be school activities, they might not be perceived as afterschool care. According to Ms. Richards Scott, these types of activities were included in the survey. Ms. Semonoff pointed out that the 34 percent of parents who indicated that they did not want afterschool care does not mean that their children

are not involved in activities; the data about kids' schedules can be extracted from the survey.

Ms. DeRosa stated that, given older kids' reluctance to get involved in organized programs, there has been some success in involving kids through short-term contracts with parents and children about free and organized time. As Ms. DeRosa sees it, agencies also need to create programming that is attractive to older kids.

Ms. Shoy identified the "CIT" program as one that appeals to older kids, employing them as assistants for a small stipend, and allowing them to use city resources such as the library to work with kids. According to Ms. Shoy, there is a lot in interest in CIT positions, but a limited budget. Ms. Bibbins added that there were a lot of inquiries in the summer about this program, especially from children who were too young for the Mayor's program and too old for everything else.

Councillor Simmons then asked about youth center programs, and whether children were interested in them; she has heard from some parents who are concerned about either too little or too much structure at the centers. Ms. Walser remarked that in six years, her child has never brought home a flyer about the Youth Centers.

Ms. Richards Scott next addressed the data on children who were home alone. The 600 parents reported only 30 children home alone for two or more hours; approximately 73 percent of these were 7th or 8th graders. Ms. Semonoff indicated that this number was probably understated given the reluctance parents may have to admit that kids are alone.

On the issue of parent satisfaction with current afterschool arrangements, the survey indicated that 70 percent were very satisfied and 22 percent were somewhat satisfied. Despite the high percentage of positive response, Ms. Richards Scott stated that the Agenda for Children will continue to focus on quality improvements to the current programs since there is always more that can be done to improve quality.

The final aspect of the survey covered by Ms. Richards Scott were the reasons children were not in regular afterschool programs. Thirty-four percent of all parents did not want their children in a program; of these, approximately 86 percent reported that their children spend some of their afterschool time with a parent or guardian.

Ms. Walser spoke about the pending consolidation of Cambridge schools; parents are lobbying for keeping afterschool programs in the consolidation and Ms. Walser wants to keep the quality programs. Her bias is that if the schools offered more programs, especially academic programs for which money is available, more kids would get involved. She listed different models for programs including non-profit, parent-run, and city-run programs, and ones offered by principals and community coordinators. Ms. Walser is curious which of these programs appeal to kids. About the parents who indicate that they are not interested in afterschool care or that it is unavailable, she raised the question of whether these responses correlate to any schools. Ms. Semonoff

responded that although the data can be broken down by what school a child attends, the programs that the child attends are often not the ones in their schools but are located near their homes.

Councillor Simmons added that the quality of a program can be keyed to its location in the city. To take advantage of certain programs, a child would have to travel back and forth in Cambridge. However, transportation is a problem. Ms. DeRosa noted that some programs are too close to a school to provide for transportation (if the distance is less than a mile, bus transport is not available), but may be further than children will walk. According to Ms. Keegan, late busses depend on grant money, which is hard to get. Without transportation, kids will not stay in school for activities. However, Ms. Richards Scott pointed out that parents did not raise transportation as a major issue in the survey. At the same time, Ms. Semonoff noted that a small percentage of those who stated that they want but do not get afterschool care listed transport as an issue. Ms. Walser believes that if the survey asked parents if they would send kids to afterschool programs if transportation was available, there would be more involvement in programs.

Ms. Shoy then described the evolution of the Cambridgeport program into a working program over the past two years, with three components: afterschool OST programs, a community school, and a school academy. A coordinator and the school decide on what programs to offer, in order to create a flow of activity. A brochure describes the school and community school programs; school programs are free while community school programs charge fees. Cambridgeport also offers child care five days a week until 6 P.M. Given the efforts and time needed to coordinate services, not all schools have done this. Ms. Semonoff stated that, depending on the school climate, this kind of coordination could work in more places. She noted that there are also some wonderful community-based programs. According to Ms. Semonoff, if there is a shift in focus to school programs, this might destabilize community-based programs. She said that by shifting programs to schools out of community-based organizations, we could be depriving parents of what they want as well as shifting significant costs that are now paid for by vouchers, state contracts or by parent fees onto the schools. In Ms. Walser's experience, there is a lot of pressure in school for OST programs, and a lot of money.

Councillor Simmons questioned whether the city knows what OST programs are available, whether there is a problem of a lack of programs or a lack of access to programs, and what are the most significant barriers to participation. She is concerned that, before the committee recommends more programming, it needs to look very closely at these issues.

Ms. Shoy supports a choice of programs. She emphasized that there are a lot of good programs in the community. Schools often do not have appropriate space for their programs, which can create behavior problems, while community centers often have a better environment for developmental issues. In addition, parents may want programs to be based in their communities.

According to Ms. Walser, the problems include a need for academic help and expanded access to programs for the working poor.

Ms. Semonoff noted that 8 percent of the survey parents identified cost as a barrier to participation. While it is encouraging that the percentage of families who said their child is not in care because of the cost is small, it does not mean that parents whose children are in care are not struggling with cost issues.

Ms. Bibbins suggested that it would be useful to sort out the responses by kids' ages, and to provide more programs for underserved ages. Ms. Semonoff responded that this breakdown of data is possible.

Ms. Richards Scott supports the idea of community programs. With ongoing budget cuts, the big operations like the "Y's" are coming into schools in Boston and New York to combine the money available and the non-profits' expertise. She believes that the key is a partnership, for academic and other kinds of enrichment.

According to Ms. Keegan, the Cambridgeport partnership is special and not the norm in city schools. Administrators at another school discussed space planning for programs by inviting all afterschool participants and involving the principal to coordinate. This model can only succeed with the cooperation of the principal and school administrators. Addressing the Cambridgeport model, Ms. Shoy stated that there is a lot of negotiating about space. Also, older kids are more likely to participate in shorter-term programs to allow for other activities.

Councillor Simmons thanked the presenters. Her question is whether a significant problem exists with afterschool care, and if the city can or should try to fix it through intervention. She also listed some possible gaps in coverage in the following aspects of programs, based on the presentations:

- Summer camps: eligibility and coordination of information
- Availability of middle-school programs according to the climate of schools
- Effect of consolidation on afterschool programs
- Transportation as a barrier to participation
- Availability of independent programs in the schools

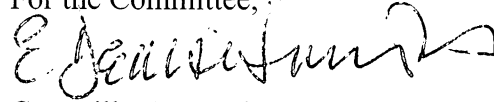
She asked if there are other issues, and if other school systems are addressing these. Ms. Richards Scott raised the issue of making school space available, and noted that a principal in Allston has managed to make the whole building accessible for afterschool activity. Ms. Keegan referred to a school in Lynn which is available for kids' afterschool use and for adult night programs. Ms. DeRosa urged schools to include custodians in planning.

Councillor Simmons then scheduled two follow-up meetings:

- March 26, 2003, from 8:30 to 10:30 A.M. to follow up on summer school programs to address what we know about these programs, whether there is a significant problem and if so, how to address it; and
- April 9, 2003 from 3:30 to 5 P.M. for a roundtable of Cambridge principals to explore what their OST recommendations and concerns are.

The meeting adjourned at 10:05 A.M.

For the Committee,

A handwritten signature in black ink, appearing to read "E. Denise Simmons", written in a cursive style.

Councillor E. Denise Simmons, Chair



Site Name _____

Program Year _____

Name (optional) _____

Your input in this survey is essential to the Community Schools' effort to monitor the quality of our Summer programs. Please take a few minutes to complete this questionnaire and return it BEFORE CAMP ENDS to the Community Schools Director. Thank you for your help.

1. How many of your children were enrolled in camp? _____
2. How did you find out about Community Schools Summer Camps?

3. What attracted you to Community Schools Summer Camps?

4. Do you feel the activities your child(ren) participated in this summer were appropriate for them? YES NO, if no, please explain: _____

5. Did you feel the program provided flexibility to address your child(ren)'s interests? YES NO, if no, please explain: _____

6. What projects or trips did your child(ren) particularly enjoy?

7. Please rate the overall curriculum/activities of the camp in terms of creative stimulation, engagement and ability to keep your child(ren) motivated to attend.
 POOR FAIR GOOD EXCELLENT

Comments: _____

(Continued on Back...)



Parents' response form continued...

8. Would you or your child(ren) change or add anything about camp (this includes staff, activities, policies, etc)? _____

9. Were you well informed about both on-site and off-site camp activities? YES NO, if no, please comment: _____

10. How were you most often informed of camp activities?
 Flyer/letter/note Individually by staff Notified by Child(ren)
 Bulletin Board/sign Received no notification Other _____
11. Did you feel comfortable with staff? YES NO, if no, please comment: _____

- 11A. Did you need to speak with a staff member about any particular incident or problem?
 YES NO; if yes, were you satisfied with the response? YES NO; if you were not satisfied, please explain: _____

12. Did the camp provide a safe environment for your child(ren)?
 YES NO, if no, please comment: _____

13. Were your child(ren) supervised appropriately? YES NO, if no, please comment: _____

14. What are your plans for your child(ren) after camp ends? Please check one:
 Family Vacation Home Care with parent
 Another Camp. Camp's name: _____ Baby sitter
 Home Care with older sibling Haven't made plans

Thank You!!

Summer Camps 2002

Camps offering programs for families (June – August)

Camp	Date	Time
Jamnastics	June 24 – August 15	8:00 a.m. – 6:00 p.m.
East End House	June 24 – August 30	8:00 a.m. – 5:30 p.m.
Cambridge Community Center	June 30 – August 23	7:30 a.m. – 5:30 p.m.
Cambridge Camping	June 24 – August 16	8:00 a.m. – 5:00 p.m.
CEOC Summer Camp	June 24 – August 30	8:00 a.m. – 6:00 p.m.
After works	June 19 – June 28	8:30 a.m. – 5:00 p.m.
	August 19 – August 30	8:30 a.m. – 5:00 p.m.
Arlington Center for the Arts	June 24 – August 30	8:30 a.m. – 5:30 p.m.
Boys & Girls Clubs	July 1 – August 23	8:00 a.m. – 4:00 p.m.
YMCA	June 24 – August 30	8:00 a.m. – 5:30 p.m.
Harrington Community School Camp	June 24 – August 16	8:00 a.m. – 6:00 p.m.
Haggerty Community School Camp	June 24 – August 16	7:30 a.m. – 5:30 p.m.
Maynard/Fletcher Community School Camp	June 24 – August 16	8:00 a.m. – 5:30 p.m.

Summary of Community Schools Summer Surveys

Surveys were collected from 130 families, representing 175 children enrolled in summer camp.

In answer to the question "What are your plans for your children after camp ends?" The following responses were given.

- 64 Family Vacations
- 34 Home Care with parents
- 9 Used another camp
- 8 Home Care with older siblings
- 11 Babysitters
- 18 Haven't made plans yet
- 1 Took child to work
- 3 Wished camp would run longer

Agenda for Children

Afterschool Survey Report

Prepared by Stephanie Ackert and Jolyon Cowan

**City of Cambridge
Department of Human Service Programs
February 24, 2003**

Agenda for Children Preliminary Afterschool Survey Report

Background

The Agenda for Children is a major initiative of the City of Cambridge Kids' Council, bringing together City departments (Schools, Human Services, Library, Health and Police), the Cambridge Community Foundation, community-based organizations, businesses and residents to ensure that the city's children are healthy and successful in school while living in strong communities. After a lengthy community process, the Kids' Council selected two goals for collective action to enhance the opportunities for all of the city's children to be successful in school, to be healthy and to live in strong supportive communities. Based on the analysis of the community data, demographic information and research findings, the Kids' Council identified two goals for priority action: 1) *All children and their families will be able to read* and 2) *Children and youth will have access to supervised activities in a nurturing and safe environment.*

In connection with the supervised activities goal, anecdotal evidence from parents and out-of-school-time care providers suggested that families make use of a patchwork of services, and that what families are able to arrange may or not fully meet their needs. Since there were no concrete data about the pattern of service arrangements, a decision was made to collect information by means of a survey. The purpose of this survey sponsored by the Agenda for Children was to determine in detail what kind of afterschool (2:00-6:00 PM, Monday through Friday) care arrangements parents are currently using for the children, whether there are problems with these arrangements, how satisfied they are with the arrangements and whether there are other features they would like to have in the care. In addition, the survey collected information on reasons parents did not utilize care for their children, and what obstacles prevented them from using care if they wished to do so.

Methodology

The Out of School Time Coordinator for the Agenda for Children and other staff of the City's Department of Human Service Programs worked with the Child Care Resource Center (CCRC) and consultants to plan the research effort and develop the questionnaire. The Cambridge Public Schools were willing to provide a listing of students in Kindergarten through Grade 8 in the fall of 2002; this roster became the universe for the survey. Earlier plans to have parents complete a written survey were changed after reviewing comparative response rates for some previous local mail-back and telephone surveys were examined. Atlantic Research and Consulting was engaged to conduct telephone interviews with the parents of a representative sample of Cambridge public elementary school students in October and November 2002.

Prior to data collection, announcements about the study were sent to the principals of the 15 Cambridge public elementary schools, requesting that advance information be sent home to all K-8 parents via "Backpack Express". From a listing of 4865 students, 601 were randomly chosen, with one-third of the sample from each of three grade level groupings: Grades K-2, 3-5 and 6-8. With this sample size, results are considered to have a 3.7% margin of error at the 95% confidence level for the whole sample, and 6.5% when each subsample is considered on its own.

Calling took place mainly evenings and weekends. Parents were asked to respond only for the child selected for the sample, regardless of whether other children in the family were enrolled in the Cambridge public schools. Most interviews were about 15 minutes in length and conducted in English, but arrangements had been made for interviews in Spanish, Portuguese and Haitian Kreyol as needed. If an interviewer who spoke the appropriate language was not available at the time the first contact was made with a non-English speaking parent, a time was set for a callback. In fact, 31 interviews were completed in Spanish and one in Albanian. There were a few Portuguese or Haitian Kreyol speakers for whom the interviews could not be completed because efforts to recontact them at the times they had scheduled with the parents were unsuccessful.

Highlights of Results

The following highlights represent just some of the preliminary results from analysis of survey data. Analysis continues, and more information from the survey will be released over the next few weeks.

Children in Regular Afterschool Programs

Among respondents, approximately 43% of the children were in regular afterschool care of some type, but only half of these were in care Monday through Friday. About 34% did not have their children in care and did not want care, so a total of 77% reported either that their child was regularly in afterschool care or that they did not want it. The remaining 23% indicated that they would like to enroll the child in a program but had not done so.

Income of Families with Children in Regular Afterschool Programs

The income grouping with the largest percentage of children in programs five days a week was the \$15,000-\$34,999 bracket. When combined with those with incomes below \$15,000, 37% were utilizing services. The distribution of incomes for all respondents to the survey was similar to that of those with children in Monday through Friday afterschool programs.

Grade Levels

Kindergarteners used afterschool programs more than any other grade level, while 8th graders used them least. Among responses for kindergarteners, 19% used programs five days a week. About 5% of eighth graders used programs at least one day per week, but only 1% of eighth graders used programs at every day after school.

Barriers to Care

Of the 23% of parents who wanted to enroll their children in programs but who had not done, cost was cited most often as a barrier. Nearly 60% of those who felt programs were too expensive had incomes under \$35,000.

Parents of older children were more likely to want and not have afterschool programming for their children. While about 25% of respondents with children in Kindergarten through 2nd Grade did not have care and wanted it, 44% of parents of unenrolled 6th through 8th graders expressed a desire for care.

Children Home Alone

Only 30 children in the sample were reported as being left home alone for two or more hours; about 73% of these were 7th and 8th graders.

Parent Satisfaction with Current Arrangements

Seventy percent of the responding parents whose children were in regular care were very satisfied with their current afterschool arrangements for their children, and an additional 22% were somewhat satisfied.

Reasons Children Were Not in Regular Afterschool Programs

Among parents who did not want their children in a program, representing 34% of all families responding to the survey, a high percentage (ranging from 84% to over 88% when examined for each day of the week) reported that at least some afterschool time was spent with a parent or guardian.

Survey Instrument

The attached survey instrument was designed by staff of the Child Care Resource Center, the Department of Human Service Programs and consultants. Originally designed as a questionnaire to be mailed out and back, it was eventually recast as a telephone survey. Minor modifications were made after pretesting. The text of this instrument appears as it was delivered to Atlantic Research and Consulting prior to programming it into the computer aided telephone interviewing system (CATI)

Does this child attend a Cambridge Public School?

- (11)Morse
- (12)Peabody
- (13)Tobin
- (19)Don't Know or Other

(If yes, continue with the survey. If no, thank them and discontinue the survey.)

1. How old is your child?
_____ Years

2. What grade is your child in?
- (1) Kindergarten
 - (2) 1st Grade
 - (3) 2nd Grade
 - (4) 3rd Grade
 - (5) 4th Grade
 - (6) 5th Grade
 - (7) 6th Grade
 - (8) 7th Grade
 - (9) 8th Grade

3. What school does your child go to?
- (1) Agassiz
 - (2) Amigos
 - (3) Cambridgeport
 - (4) Fitzgerald
 - (5) Fletcher/Maynard
 - (6) Graham & Parks
 - (7) Haggerty
 - (8) Harrington
 - (9) Kennedy
 - (10)King
 - (11)King Open
 - (12)Longfellow
 - (13)Morse
 - (19)Peabody
 - (15)Tobin
 - (16)Don't Know or Other

4. What is the name of the elementary school closest to your home?

- (1)Agassiz
- (2)Cambridgeport
- (3)Fitzgerald
- (4)Fletcher/Maynard
- (5)Graham & Parks
- (6)Haggerty
- (7)Harrington
- (8)Kennedy/Amigos
- (9)King/King Open
- (10)Longfellow

5. Does your child regularly attend an afterschool or extended day program at a school, center, community center, or the Y?

- (1) Yes **If Yes, Go to #8**
- (2) No **If No, Go to #6**

6. Would you like your child to be in a program?

- (1) Yes
- (2) No

7. I'm going to read a number of reasons your child might not be in a program now. Please tell me which ones are true in your situation.

- (1) No openings at place you wanted
- (2) Too expensive
- (3) Hours or days available don't meet your needs
- (4)Transportation was a problem
- (5)Wanted more arts activities in a program
- (6)Wanted more physical activities in a program
- (7)Wanted more academic activities in a program
- (8)Wanted more free play time in a program
- (9)Other (specify)_____

Now Go to #13

8. What is the name of the main program or the place where your child goes?

9. How many days a week does he or she usually go there?

- _____ Days each week
- (1) 1 Day each week

- (2) 2 Days each week
- (3) 3 Days each week
- (4) 4 Days each week
- (5) 5 Days each week

10. Are you very satisfied, somewhat satisfied, somewhat dissatisfied or very dissatisfied with the main program your child attends?

- (1)Very satisfied
- (2)Somewhat satisfied
- (3)Somewhat dissatisfied
- (4)Very dissatisfied

11. In thinking about the main program your child goes to after school, for each of the following, please tell me whether it is a big problem, a small problem or not a problem for you and your child:

		A big problem	A small problem	Not a problem
a.	The hours of the program?	11a (1)	11a (2)	11a (3)
b.	The cost?	11b (1)	11b (2)	11b (3)
c.	The location?	11c (1)	11c (2)	11c (3)
d.	Transportation to or from the program?	11d (1)	11d (2)	11d (3)
e.	The kinds of activities offered in the program?	11e (1)	11e (2)	11e (3)

12. In thinking about the main program your child goes to after school, for each of the following, please tell me whether you would like more, would like less, or feel the amount offered in the program is about right:

		Would like more	Would like less	About the right amount
a.	Time your child spends at the program each week?	12a (1)	12a (2)	12a (3)
b.	Amount of structured time available for homework at the program?	12b (1)	12b (2)	12b (3)
c.	Amount of time for arts activities?	12c (1)	12c (2)	12c (3)
d.	Amount of time for physical activities?	12d (1)	12d (2)	12d (3)
e.	Amount of time available for free play time?	12e (1)	12e (2)	12e(3)
f.	Other (specify)_____	12f (1)	12f (2)	12f (3)
	-			

We would like to know what your child did last week only from the time school ended until 6:00. We will ask you separately for each day of the week how your child spent his or her time.

MONDAY

13. On Monday, did your child go to an afterschool or extended day program at a school, center, community center or Y?

(1) No **If No, Go to #14**

(2) Yes Name of program: _____ Arrival Time: _____ Departure Time: _____
If Yes, Now go to #14 and ask only questions i, j and k

14. On Monday, between the end of school and 6:00 PM, please tell me whether your child spent no time, less than 1 hour, 1 to 2 hours or more than 2 hours in each of the following types of activity.

	None	Less than 1 hour	1 to 2 hours	More than 2 hours
a. taking care of self?	14a (1)	14a (2)	14a (3)	14a (4)
b. taking care of younger siblings?	14b (1)	14b (2)	14b (3)	14b (4)
c. being cared for by a paid babysitter or Family Child Care Provider?	14c (1)	14c (2)	14c (3)	14c (4)
d. being cared for by an older sibling?	14d (1)	14d (2)	14d (3)	14d (4)
e. with a parent or guardian?	14e (1)	14e (2)	14e (3)	14e (4)
f. at the home of a friend or playmate?	14f (1)	14f (2)	14f (3)	14f (4)
g. being cared for by another relative, neighbor, or friend?	14g (1)	14g (2)	14g (3)	14g (4)
h. at a library?	14h (1)	14h (2)	14h (3)	14h (4)
i. at an academic program, such as tutoring or homework support?	14i (1)	14i (2)	14i (3)	14i (4)
j. at enrichment classes (such as art, music, drama) or at a school club?	14j (1)	14j (2)	14j (3)	14j (4)
k. playing in organized sports?	14k (1)	14k (2)	14k (3)	14k (4)

15. Did your child spend time doing anything else before 6:00 on Monday?

(1) No **If No, Go to #17**

(2) Yes What was that? _____

16. How much time did your child spend doing that?

- (1) Less than 1 hour
- (2) 1 to 2 hours
- (3) More than 2 hours

TUESDAY

17. Was your child's schedule on Tuesday the same as it was on Monday?

- (1) No If No, Go to #18 and Answer for Tuesday
- (2) Yes If Yes, Go to #22 and Answer for Wednesday

18. On Tuesday, did your child go to an afterschool or extended day program at a school, center, or Y?

- (1) No If No, Go to #19
- (2) Yes Name of program: _____ Arrival Time: _____ Departure Time: _____

If Yes, Now Go to #19 and ask only questions i, j and k

19. On Monday, between the end of school and 6:00 PM, please tell me whether your child spent no time, less than 1 hour, 1 to 2 hours or more than 2 hours in each of the following types of activity.

	None	Less than 1 hour	1 to 2 hours	More than 2 hours
a. taking care of self?	19a (1)	19a (2)	19a (3)	19a (4)
b. taking care of younger siblings?	19b (1)	19b (2)	19b (3)	19b (4)
c. being cared for by a paid babysitter or Family Child Care Provider?	19c (1)	19c (2)	19c (3)	19c (4)
d. being cared for by an older sibling?	19d (1)	19d (2)	19d (3)	19d (4)
e. with a parent or guardian?	19e (1)	19e (2)	19e (3)	19e (4)
f. at the home of a friend or playmate?	19f (1)	19f (2)	19f (3)	19f (4)
g. being cared for by another relative, neighbor, or friend?	19g (1)	19g (2)	19g (3)	19g (4)
h. at a library?	19h (1)	19h (2)	19h (3)	19h (4)
i. at an academic program, such as tutoring or homework support?	19i (1)	19i (2)	19i (3)	19i (4)
j. at enrichment classes (such as art, music, drama) or at a school club?	19j (1)	19j (2)	19j (3)	19j (4)
k. playing in organized sports?	19k (1)	19k (2)	19k (3)	19k (4)

20. Did your child spend time doing anything else before 6:00 on Tuesday?

- No If No, Go to #22 for Wednesday
- Yes What was that? _____

21. How much time did your child spend doing that?

- Less than 1 hour
- 1 to 2 hours
- More than 2 hours

WEDNESDAY

22. Was your child's schedule on Wednesday the same as it was on Monday or Tuesday?

- (1) No If No, Go to #23 and Answer for Wednesday
- (2) Same as Monday Go to #27 for Thursday
- (3) Same as Tuesday Go to #27 for Thursday

23. On Wednesday, did your child go to an afterschool or extended day program at a school, center, or Y?

- (1) No If No, Go to #24
- (2) Yes Name of program: _____ Arrival Time: _____ Departure Time: _____

If Yes, Now Go to #24 and ask only questions i, j and k

24. On Wednesday, between the end of school and 6:00 PM, how much time did your child spend:

	None	Less than 1 hour	1 to 2 hours	More than 2 hours
a. taking care of self?	24a (1)	24a (2)	24a (3)	24a (4)
b. taking care of younger siblings?	24b (1)	24b (2)	24b (3)	24b (4)
c. being cared for by a paid babysitter or Family Child Care Provider?	24c (1)	24c (2)	24c (3)	24c (4)
d. being cared for by an older sibling?	24d (1)	24d (2)	24d (3)	24d (4)
e. with a parent or guardian?	24e (1)	24e (2)	24e (3)	24e (4)
f. at the home of a friend or playmate?	24f (1)	24f (2)	24f (3)	24f (4)
g. being cared for by another relative, neighbor, or friend?	24g (1)	24g (2)	24g (3)	24g (4)
h. at a library?	24h (1)	24h (2)	24h (3)	24h (4)
i. at an academic program, such as tutoring or homework support?	24i (1)	24i (2)	24i (3)	24i (4)
j. at enrichment classes (such as art, music, drama) or at a school club?	24j (1)	24j (2)	24j (3)	24j (4)
k. playing in organized sports?	24k (1)	24k (2)	24k (3)	24k (4)

25. Did your child spend time doing anything else before 6:00 on Wednesday?

- (1) No If No, Go to #27 for Thursday
- (2) Yes What was that? _____

26. How much time did your child spend doing that?

- (1) Less than 1 hour
- (2) 1 to 2 hours
- (3) More than 2 hours

THURSDAY

27. Was your child's schedule on Thursday the same as it was on Monday, Tuesday, or Wednesday?

- (1) No If No, Go to #28 and Answer for Thursday
- (2) Same as Monday Go to #32 for Friday
- (3) Same as Tuesday Go to #32 for Friday
- (4) Same as Wednesday Go to #32 for Friday

28. On Thursday, did your child go to an afterschool or extended day program at school, center, or Y?

- (1) No If No, Go to #29
- (2) Yes Name of program: _____ Arrival Time: _____ Departure Time: _____
If Yes, Go to #29 and ask only questions i, j and k

29. On Thursday, between the end of school and 6:00 PM, how much time did your child spend:

	None	Less than 1 hour	1 to 2 hours	More than 2 hours
a. taking care of self?	29a (1)	29a (2)	29a (3)	29a (4)
b. taking care of younger siblings?	29b (1)	29b (2)	29b (3)	29b (4)
c. being cared for by a paid babysitter or Family Child Care Provider?	29c (1)	29c (2)	29c (3)	29c (4)
d. being cared for by an older sibling?	29d (1)	29d (2)	29d (3)	29d (4)
e. with a parent or guardian?	29e (1)	29e (2)	29e (3)	29e (4)
f. at the home of a friend or playmate?	29f (1)	29f (2)	29f (3)	29f (4)
g. being cared for by another relative, neighbor, or friend?	29g (1)	29g (2)	29g (3)	29g (4)
h. at a library?	29h (1)	29h (2)	29h (3)	29h (4)
i. at an academic program, such as tutoring or homework support?	29i (1)	29i (2)	29i (3)	29i (4)
j. at enrichment classes (such as art, music, drama) or at a school club?	29j (1)	29j (2)	29j (3)	29j (4)
k. playing in organized sports?	29k (1)	29k (2)	29k (3)	29k (4)

30. Did your child spend time doing anything else before 6:00 on Thursday?

- No If No, Go to #32 for Friday
- Yes What was that? _____

31. How much time did your child spend doing that?

- Less than 1 hour
- 1 to 2 hours
- More than 2 hours

FRIDAY

32. Was your child's schedule on Friday the same as it was on Monday, Tuesday, Wednesday, or Thursday?

- (1) No If No, Go to #33 and Answer for Friday
- (2) Same as Monday Go to #37
- (3) Same as Tuesday Go to #37
- (4) Same as Wednesday Go to #37
- (5) Same as Thursday Go to #37

33. On Friday, did your child go to an afterschool or extended day program at a school, center, or Y?

- (1) No If No, Go to #34
- (2) Yes Name of program: _____ Arrival Time: _____ Departure Time: _____
If Yes, Now Go to #34 and ask only questions i, j and k

34. On Friday, between the end of school and 6:00 PM, how much time did your child spend:

	None	Less than 1 hour	1 to 2 hours	More than 2 hours
a. taking care of self?	34a (1)	34a (2)	34a (3)	34a (4)
b. taking care of younger siblings?	34b (1)	34b (2)	34b (3)	34b (4)
c. being cared for by a paid babysitter or Family Child Care Provider?	34c (1)	34c (2)	34c (3)	34c (4)
d. being cared for by an older sibling?	34d (1)	34d (2)	34d (3)	34d (4)
e. with a parent or guardian?	34e (1)	34e (2)	34e (3)	34e (4)
f. at the home of a friend or playmate?	34f (1)	34f (2)	34f (3)	34f (4)
g. being cared for by another relative, neighbor, or friend?	34g (1)	34g (2)	34g (3)	34g (4)
h. at a library?	34h (1)	34h (2)	34h (3)	34h (4)
i. at an academic program, such as tutoring or homework support?	34i (1)	34i (2)	34i (3)	34i (4)
j. at enrichment classes (such as art, music, drama) or at a school club?	34j (1)	34j (2)	34j (3)	34j (4)
k. playing in organized sports?	34k (1)	34k (2)	34k (3)	34k (4)

35. Did your child spend time doing anything else before 6:00 on Friday?

- (1) No If No, Go to #37
- (2) Yes What was that? _____

36. How much time did your child spend doing that?

- (1) Less than 1 hour
- (2) 1 to 2 hours
- (3) More than 2 hours

37. Was your child's afterschool schedule unusual in any way last week?

(1) Yes

(2) No If No, Go to #39

38. What was unusual about your child's afterschool schedule last week?

39. What language do you mainly speak at home?

(1) English

(2) Spanish

(3) Portuguese

(4) Cantonese/Mandarin

(5) Creole/French

(6) Korean

(7) Other (Please record response.)

40. What is your child's race? (Please mark one or more.)

(1) White

(2) Black or African-American

(3) Haitian

(4) Latino/Hispanic

(5) Asian

(6) Native American

(7) Other (Please record response.)

41. How many children living in your household are ages newborn to 4 years, ages 5 to 10 years, ages 11 to 34 years or ages 15 to 34 years?:

41a. Ages newborn through 4 years? _____ # Children

41b. Ages 5 through 10 years? _____ # Children

41c. Ages 11 through 14 years? _____ # Children

41d. Ages 15 through 19 years? _____ # Children

42.. Including yourself, how many adults age 20 and over live in your household?

_____ # Adults

43..Is your child considered a special needs child?

(1) Yes

(2) No

44. Is your child enrolled in the free and reduced price school lunch program?

(1) Yes

(2) No

45. What was the total annual income of your household in 2001?

(1) Under \$15,000

(2) \$15,000 to \$34,999

(3) \$35,000 to \$44,999

(4) \$45,000 to \$59,999

(5) \$60,000 to \$74,999

(6) \$75,000 to \$99,999

(7) \$100,000 or above

(8) Don't Know

(9) Refused

THANK YOU!

City of Cambridge

HUMAN SERVICES

COMMITTEE MEMBERS

Councillor E. Denise Simmons, Chair

Councillor Marjorie C. Decker

Councillor Anthony D. Galluccio

In City Council March 31, 2003

The Human Services Committee held a public hearing on February 27, 2003, beginning at 8:17 A.M. in the Ackermann Room for the purpose of continuing the discussion on out-of-school (OST) time programs.

Present at the hearing were Councillor E. Denise Simmons, Chair of the Committee, School Committee Member Nancy Walser, City Clerk D. Margaret Drury, and Elaine McGrath, City Clerk's Office. Also present were Judy Bibbins, DHSP-Community Schools, Elaine DeRosa, CEOC Director, Eileen Keegan, Division Head of the Community Schools Division, Susan Richards Scott, Agenda for Children, Ellen Semonoff, DSHP, Roslyn Shoy, Program Director, Community Schools, and Mary Wong, Director of the Kids' Council.

Councillor Simmons opened the meeting by stating the topics in the notice of the meeting:

- To receive a report from CEOC of its survey of families covered by their program
- To present the Agenda for Children survey of OST time
- To continue discussion of Cambridge's OST programs; and
- To consider any other business.

Councillor Simmons then invited Ms. DeRosa to present the CEOC findings from a 2-page Parents' Summer Survey 2002 (**Attachment A**). Ms. DeRosa stated that the CEOC Community Schools summer camps include a number of programs and serve children up to age 12, with some 14-year-olds. Ms. Semonoff asked about the availability of camp slots in the last two weeks in August. According to Ms. DeRosa, CEOC is open at that time and the population stays about the same as it does in after-school programs. Ms. Keegan described the annual survey of the 12 camps sponsored by Community Schools (**Attachment B**), which also covered 5 non-city sponsored camps; it was conducted in the 5th week of summer camp and contained responses from 130 families covering 175 children (**Attachment B1**). Among other questions, the survey asked what plans parents had for their children when camp was not available. According to Ms. Keegan, parents did not report any major gaps in care after the end of camp. According to the survey, respondents had the following plans for the period when there was no summer camp available:

- 64 planned family vacations
- 34 planned to be at home with kids
- 9 arranged for another camp placement until August 31

S-120

Committee Report #2

Committee Report from Councillor E. Denise Simmons, Chair of the Human Services Committee, for a meeting held on February 27, 2003 for the purpose of continuing the discussion on out-of-school (OST) time programs.

In City Council March 31, 2003

**REPORT ACCEPTED.
PLACED ON FILE.**