



**After School Matters:  
A Study of After School Programs in Pasadena and Options for the  
Future**

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## **Executive Summary**

After school programs have become an important component for communities that need to provide their students with constructive activities during after regular school hours. The quality after school programs has been found to help students academically and socially as well as expand students' exposure to new activities. The importance of after school programs is well documented, so the purpose of this paper is to use the existing literature on best practices for after school programs to help assess the current needs not being served in the Pasadena Unified School District. The nine chapters include an introduction, the history of after school, best practices, the supply of after school programs in Pasadena, the potential demand for those programs, the gaps between the supply and demand, parent involvement in the programs, obstacles that after school programs in Pasadena are facing, and recommendations for the future. The recommendations chapter is intended to provide a direction, for both after school programs and organizations working around after school issues, for how to increase the quantity and quality of after school programs in Pasadena. Included in these recommendations are a parcel tax for funding after school programs, the creation of an after school board to distribute the money to after school programs, an evaluation of the possibility for a comprehensive after school-related transportation system, and increased parent education about the benefits of after school programs. In addition, standards that after school programs should attempt to meet are addresses. These include:

- 1) A minimum of 15:1 student to staff ratio.
- 2) Programs should offer academic help, physical activities and enrichment activities.
- 3) Staff hired should sign a year long contract.
- 4) Programs should increase wages for staff members.
- 5) Programs should have a training process for their staff that prepares them to do their jobs.
- 6) Staff hired should pass an 8<sup>th</sup> grade equivalency test.
- 7) Programs should conduct through evaluations at least once every three years.
- 8) Programs should hold an open meeting for the Parents once a month.
- 9) Programs should have a clear goal.
- 10) Programs should charge parent fees based on a sliding scale.
- 11) Programs must have bilingual staff member.

## Introduction

We are living in a world that is constantly changing, Technology is rapidly changing, cities are expanding, and we are being challenged to make less of an impact on the environment. With all of these changes people's lives have changed as well. Gradually, over the last 30 years, more and more households have changed from having just one parent work to support the family to both parents working. This alteration of the average family situation has brought about changes regarding a number of societal issues, perhaps most prominently the need for after school programs. Most jobs require a 9:00AM-5:00PM work schedule. This has begun to present a problem in our society because the after school hours for children usually start at 3:00PM, which clearly overlaps with regular work schedules. The hours between 3:00 and 6:00 did not present much of a problem in the past because most families had a parent, typically the mother, who stayed home and took care of the child after school. However, with women's employment increasing over the last thirty years, the after school hours which were once easy to supervise have become more difficult to deal with because of the lack of available supervision.<sup>1</sup> Because of this change to our everyday lives, after school programs have become an increasingly important part of everyday life.

Another change that has taken place over the past few decades has been the decline of public schools relative to private schools, which very few families can afford. The growing gap between public and private education is another reason why after school programs are more in demand today than in the past. After school programs have been proven to be a place where children who are struggling in class can get the one-on-one help that they need. Many after school programs provide extra academic help and extend children's learning time past school hours, which helps to close the gap between the public and private schools.<sup>2</sup>

Not only are public schools finding it difficult to keep up with private schools academically, but many physical education programs are being cut back at schools which leave children with little opportunity for physical activity.<sup>3</sup> These cutbacks in physical education have come at a difficult time because we are currently undergoing what many call a crisis in childhood obesity.<sup>4</sup> Because of the increase in sweets and the lack of exercise that children are getting many kids are putting on too much weight to the point where it is considered unhealthy. After school programs once again are able to address this issue and in many cases provide children a chance to get active by offering sports activities.

For these reasons and many others, after school programs have become an essential part of our society, which is why I have chosen to focus this project on after school programs in Pasadena and whether or not there are needs not being met by the current after school system. This paper is the result of research I have done over the past year. Some of the research tools I have used are interviews with the heads of after school programs, academic sources, education

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<sup>1</sup> Kats, Jane Bradbury, Katharine "Women's Labor Market Involvement and Family Income Mobility when Marriages End" *Federal Reserve Bank of Boston New England Economic Review*, (4th Quarter 2002): 41-74

<sup>2</sup> RAND Study Beckett Megan, Hawken Angela, and Jackowitz Alison "Accountability for After-School Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001

<sup>3</sup> Buote, J. Brenda "Citing Health Issues, Advocates Want Renewed Focus On PHYS ED" *The Boston Globe* June 24, 2004

<sup>4</sup> National Center for Chronic Disease Prevention and Health Promotion, "Prevalence of Overweigh Among Children and Adolescents: United States, 1999-2002," last reviewed Feb. 8, 2005,

statistics, studies done on after school programs and information given to me by organizations that work with after school issues.

I am also writing this paper from a position of experience in after school care. I have been working with children since I was 14 years old, which has given me years of experience in dealing with children. I have worked as a Youth Leader for LA Bridges at Luther Burbank Middle School. LA Bridges is an after school program that is part of the Los Angeles Unified School District school system and working there has given me an understanding of what it is like to be a part of the after school environment, and what it takes to run a successful after school program. At the program I work in the reading and math lab where I am able to help children with both their homework and any other academic needs that they may have. For children who do not have any homework or finish their homework early LA Bridges also provides them an academic curriculum which helps to strengthen their academic skills such as reading comprehension. My involvement at the Luther Burbank program has given me first hand experience of how important building a community with the children and the staff is at after school programs. The children not only rely on the staff members of after school programs for academic help but they also see the staff as role models which can have a strong positive or negative impression on the students.

In addition to working at LA Bridges, working with children has been an interest of mine since my early teenage years, and I have been involved with child care since the age of 14 when I began working for the Brisbane Parks and Recreation program as a junior counselor. I did not truly gain a passion for working with children until I began working as a full time counselor at age 18 for my childhood summer camp, Camp Winnarainbow. The positive influence I was able to make on some of my campers in just a few short weeks gave me an amazing feeling of accomplishment. I worked as a counselor for Camp Winnarainbow for two summers but in the summer 2003 I decided to try teaching at a summer enrichment program/summer camp called Exploration Junior Programs in Massachusetts. I had never taught in a classroom setting before, so my experience at Exploration forced me to expand my skills with children. I had to learn how to manage a classroom, create educational activities while still making the class fun for the children. Although it was not an easy transition from regular summer camp, I gradually became more comfortable with teaching and ended up having a great experience. I enjoyed it so much that I taught at Exploration again in the summer of 2004 and I am contracted to work as a dean at the program in 2005. Exploration opened my eyes to both the difficulties and possibilities of teaching in a classroom and that experience guided me towards looking at an aspect of education, such as after school programs, for my comps.

The goal of this paper is to identify unfulfilled needs that exist in PUSD's after school system. This will be done by looking at needs both for better quality programs and also for the need for a certain quantity of programs in Pasadena, because these are two completely different needs. By identifying these needs I will also be able to suggest strategies for filling the needs. All of the suggestions I make will be based on studies I have done of after school programs that are considered exceptional or studies of best practices for after school organizations done by national organizations that are dedicated to after school programs in the United States.

## **Summary of Chapters**

The second chapter of my report starts with the history of after school programs in Pasadena. I have reviewed the Pasadena after school programs from their origins until the present, tracking the progress and changes that have been made. I also provide a brief history of after school programs in the U.S. so that the reader is able to gauge how Pasadena's after school programs connect to the general trend of after school programs in the country.

The third chapter is a literature review of after school programs. This chapter gives an overview of why after school programs are important and what can improve the quality of after school programs. The final part of the chapter is a section dedicated to what are considered to be best practices in after school programs. It includes a literature review of studies that have examined what works best for after school programs and what minimum standard should be established. The purpose of this chapter is to provide a basis of comparison for the current after school programs in Pasadena to what an after school program should be.

The fourth chapter identifies the supply and availability of after school programs in Pasadena. The chapter includes a more detailed discussion of the four largest after school care providers in Pasadena: Coral, Pasadena LEARNs, The City Parks and Recreation program, and the Pasadena YMCA.

Chapter five evaluates the potential demand for after school programs in Pasadena. Because there has not been any extensive research in terms of how many parents would like to have their children take part in an after school program, this evaluation is based on education statistics. The education statistics are used to give the reader a general understanding of the demographics that currently exist in Pasadena and how after school programs could be best utilized in the city.

The sixth chapter is about the aspects of demand that have been fulfilled and also the needs that have been unfulfilled by the after school programs. This chapter analyzes the relationship between supply and demand in Pasadena and evaluates where programs are succeeding and where they are failing.

Chapter seven focuses on parent involvement in after school programs in Pasadena. One might believe that parent involvement could be part of either the supply chapter or the best practices chapter but because parent involvement has been found to be a large factor in the success of after school programs, an entire chapter has been dedicated to what after school programs are doing to get parents involved. This chapter also gives recommendations as to how programs can get parents more involved and what should be considered a standard for parent involvement in programs. The information for this chapter was obtained through interviews with staff members at after school programs, and also by using studies that have been done about the effects of parent involvement.

Chapter eight changes direction by looking at the obstacles that after school programs in Pasadena are currently facing. This chapter illustrates the hardships created in developing a quality after school programs and how the programs in Pasadena are coping with this problem. The information for this chapter was derived primarily through interviews with directors of different after school programs in Pasadena. Also some of the information was developed through observations.

The ninth and final chapter gives recommendations for the programs to help with the current obstacles they are facing. This chapter is mainly concerned with helping the after school programs provide better quality programs for their children by setting standards that each program should strive to achieve. Other recommendations are also made about what to do about the current problems of transportation, funding, communication as well as parent education.



## History

### **A Brief History of After School Programs in the United States**

After school programs in the United States are a relatively new phenomenon and only began appearing around the turn of the 20th century. Around this time, children's roles were beginning to change within the family structure. As the Industrial Revolution continued to progress into the late 1800's, the need for child labor lessened, although it did not completely disappear. In the year 1900, 20-25% of urban children were employed. However, this percentage was cut in half each decade following the turn of the century from 1900-1930, due to the addition of child labor laws.<sup>5</sup> The decline in need for child labor led to the increase of school enrollment all over the country. Education at this time was also aided by the passage of The Compulsory Education Law, which allowed for large scale investment in the construction of school buildings. In the year 1900, 59% of children between the ages of 5 and 17 were enrolled in school, but by the year 1928, the proportion had skyrocketed to 80%.<sup>6</sup>

The massive increase in school enrollment in the early 20<sup>th</sup> century also led to a substantial increase in the number of children who were taking to the streets during the after school hours. The ability to play during after school hours became viewed as a positive outlet for children, after being stuck in a classroom all day. However, it was quickly understood that when children were left to play on their own during after school hours, they began to emulate "the worst of the adult behavior they saw around them."<sup>7</sup> Children began acting out scenes that they might have heard about such as police patrol, burglary and sex scandals. In reaction to this growing problem of child misbehavior during the after school hours, the concept of organized play was introduced where police officers and local volunteers would guide and watch children in special designated lots, or playgrounds. This trend quickly caught on in major cities such as Chicago, and a police officer there was quoted as stating in the year 1898 that, "not less than 15 lives have been saved from the electric car since the establishment of the [local] playground, and juvenile arrests have decreased fully 33.5 percent."<sup>8</sup>

Many cities such as Philadelphia, Chicago and New York began building on the momentum of after school programs, gaining public funding for playgrounds. Because of the success of the programs local governments endorsed and aided the playground programs by contributing over 100 million dollars nationwide for the construction and staffing of approximately 4,000 programs between the years 1880 and 1920.<sup>9</sup> In addition to the financial support that the organized playgrounds were receiving, the different programs began to become more organized, attempting to take attendance, provide activities that suited children of different age levels and in some cases bringing in a blackboard so that the children could receive extra

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<sup>5</sup> Halpern Robert Making Play Work NY, NY: Teachers College Press, 2003 pg. 9 , the majority of this section was written using one of the leading pieces of literature related to the history of after school program's history

<sup>6</sup> Halpern Robert Making Play Work NY, NY: Teachers College Press, 2003 pg. 9

<sup>7</sup> Halpern Robert Making Play Work NY, NY: Teachers College Press, 2003 pg. 15

<sup>8</sup> Halpern Robert Making Play Work NY, NY: Teachers College Press, 2003 pg. 17

<sup>9</sup> Halpern Robert Making Play Work NY, NY: Teachers College Press, 2003 pg. 18



academic lessons. The staff also began to become more specialized at certain playgrounds, becoming stricter and acting as the children's police.<sup>10</sup>

Around the turn of the 20th century, more formed after school programs began to emerge building upon what the playground programs had created. Many of the after school programs were held in churches or other public buildings. The programs grew quickly both in enrollment and in expanding activities. One after school program that was created in 1876 in Manhattan both expanded into a larger facility to meet its growing need and expanded its offering of activities to include a natural history club, fife lessons, drum lessons, bugle corps, singing classes, writing and bookkeeping classes, and wrestling.<sup>11</sup> By 1921 around 75 churches in Chicago were providing after school programs thanks to their largest sponsors, the Boys' Club and the Settlements.<sup>12</sup>

Although at this time after school programs were growing rapidly in curriculum and size, the purpose of the after school program had yet to be defined. During the 1920s the purpose of after school programs began to take shape in the form of "helping children 'learn to live'" and providing a place of self expression. As new purposes came to be associated with them, after school programs became more commonly known as places that provided a sense of community. After school programs became a place where children could talk about problems or just hang out and help in the planning of community events such as dances. While most of the activity leaders were volunteers at this time, paid positions were beginning to be established as an important aspect of after school programs.<sup>13</sup>

In the decades that followed, from 1920 to 1960, events that were significantly changing the country also began to change the face of after school programs. During the Great Depression and World War II, programs were forced to adjust in order to deal with the problems of children who had parents without jobs or were away at War. However, the general curricula of after school programs did not appear to change until an academic component was introduced in the 1960s. During the 1960s many after school programs that were serving low income children were asked to help improve students' literacy rates and academic achievement.<sup>14</sup> The goal associated with this new change was to help equalize the educational opportunities for children of different classes.

During the 1970s and the 1980s, after school programs became more institutionalized. In addition, starting in the 1970s, a more specific need for after school programs emerged. With more families requiring both parents to work to create a livable income it was no longer common for a parent to be home after school for children to come home to. This lack of after school care created a need for a safe place where children could go during the afternoon hours until parents were done with work. Consequently, after school programs began to focus on providing more spots for children whose parents worked and who needed a safe place to stay after school.

Just as after school programs were beginning to grow in recognition and importance, it became harder to fund the programs because of the decline in America's economy and the rising inflation rates. During the 1980's, many after school programs experienced decreases in funding because of budget reductions. During this period the funding from Title XX, a 1974 amendment to the Social Security Act which allocated funds to after school programs, was decreased by

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<sup>10</sup> Halpern Robert Making Play Work NY, NY: Teachers College Press, 2003 pg 32

<sup>11</sup> Halpern Robert Making Play Work NY, NY: Teachers College Press, 2003 pg. 21

<sup>12</sup> Halpern Robert Making Play Work NY, NY: Teachers College Press, 2003 pg.22

<sup>13</sup> Halpern Robert Making Play Work NY, NY: Teachers College Press, 2003 pg. 49

<sup>14</sup> Halpern Robert Making Play Work NY, NY: Teachers College Press, 2003 pg. 70

half.<sup>15</sup> The lack of funding for after school programs forced many cities during the 1980s to shift their own resources to meet the needs of their programs.

The 1990s brought many more changes to after school programs in the U.S. As it became clear that many schools in the country were not giving children the proper education needed, especially schools in low income areas, after school programs began trying to fill the education gap left by the public school systems.<sup>16</sup> By the mid 1990s, academics were taking a more prominent role in after school care, so that children in need of extra homework time or academic assistance could be helped. The emergence of academic based programs in the United States is a trend that has continued into the new millennium, and will most likely be the focus of the majority of after school programs for years to come.

### **The History of After School Programs in Pasadena**

Although the nation's need for more after school care has increased over the last 30 years, the history of the after school system in Pasadena dates back much further than the 1970's. To truly understand the current situation of after school programs in Pasadena one must look at how events evolved. Unfortunately Pasadena's after school history is not well documented due to a fire at a Pasadena Parks and Recreation building that destroyed many of the old documents regarding the city's after school programs. This historical information is derived from an interview with Ed Bignell, the former director of the Pasadena after school program during the 1950s, 1960s and 1970s. I was referred to Bignell regarding Pasadena's after school history by a number of different sources, including Lisa Jeffries who works for the city program, Tom Selinskie who is the president of the Partnership for Children Families and Youth and Karen Cantrell who is the interim director of Pasadena LEARNs. Each of these people stated that Bignell had a wealth of knowledge about Pasadena's after school history.

Pasadena's first after school program began in 1922 when the Pasadena Unified School District's Physical Education supervisor, Cicil Martin, decided to pioneer a program that extended outdoor and playground activity to the hours after school. There was no academic help offered at this program. Instead the programs primarily focused on providing children a physical outlet. In addition to the after school program, Martin started a summer program that also primarily focused on physical activity.<sup>17</sup> What made the Pasadena after school program unique was while other programs were searching for a program goal Pasadena's program had a clearly defined goal, of extending physical activity to after school hours.

In 1922, when the after school and summer programs were created, the school district and the city of Pasadena decided that the funding for the two programs would be divided in half between the city and the school district. However, the city only agreed to allocate money for the sites that located within Pasadena's city limits because when this deal was negotiated the Pasadena School District actually stretched across the city limits into places like Altadena and La Canada. This meant that the after-school programs located at the schools outside of the Pasadena city limits were being paid for mostly by the school district. The cities outside of Pasadena that still had PUSD schools agreed to pay twenty five percent of the costs but depended on the school district to pay two thirds of the money. Since both the School District and the City were coming

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<sup>15</sup> Halpern Robert Making Play Work NY, NY: Teachers College Press, 2003 pg. 81

<sup>16</sup> Halpern Robert Making Play Work NY, NY: Teachers College Press, 2003

<sup>17</sup> Ed Bignell Phone Interview January 2005

together to work on this project they decided to call it the coordinated plan.<sup>18</sup> Most after school programs in the U.S were using diverse funding streams to fund their programs at this time, but Pasadena was different because it had the school district and the city as the only two funding sources for their program.

The program was an immediate success, providing a quality physical activity program for PUSD students after school. Within the first few years there were over 30 school playgrounds that ran after school programs. To ensure that the after school programs continued to thrive, the local government created an after school commission to help guide the program. There were only a few people on the commission when it first started, including one member of the city council and one member of the school board. This after school commission had a significant amount of power because, according to the Pasadena education code, they were able to pass special taxes that were levied on the homeowners of Pasadena, without the community voting on the tax.<sup>19</sup>

In 1953 Ed Bignell took over for Cicil Martin as the head of the Pasadena after school programs, now called the Coordinated Plan. When Bignell took over he readily admits that the program already worked well, but Bignell decided to make the program even stronger. One of the most important changes that Bignell undertook was to enlarge the commission so that two of the City board members were on the commission. Two of the school district members were on the commission, the superintendent attended every meeting, the city manager sat in on meetings as an ex-official and Bignell himself was also on the commission. Bignell also included community members on the commission so that the community's input was heard by the commission. The commission held eleven slots for community members, including one spot for a teenage student. Bignell explained that community members were selected by the commission members and were usually people who were believed to be a major asset to the community. For instance at one point Pasadena's Mayor held the community member's spot on the commission. The teenagers selected to the commission also had to be outstanding students, but Bignell felt it was important to have a young person on the commission so that young people could be heard.<sup>20</sup>

According to Bignell, the commission was very powerful while he was in charge. The commission could create special taxes, which they were allowed to do according to California's education code at the time, which was the reason they were able to fund their program. The commission also had control over almost all of the facilities available in Pasadena that were owned by the city or the school. Bignell stated that he had so much power, "if I wanted to use the Rose Bowl during the week, within a day he could have the head of the Rose Bowl on the phone." Having this kind of power is what made the coordinated plan so successful. Being able to have total access to any of the facilities in the city and a large amount of funds allowed Bignell to run a program that gained national attention. In 1972 a consultant to the President wrote a letter to Ed Bignell commenting on how well the Coordinated Plan was operating. The letter reads as follows

Dear Mr. Bignell:

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<sup>18</sup> Ed Bignell Phone Interview January 2005

<sup>19</sup> Ed Bignell Phone Interview January 2005

<sup>20</sup> Ed Bignell Phone Interview January 2005

The President's Council on Physical Fitness and Sports wishes to commend you, your staff and the governing boards for continued program excellence.

This Council Frequently refers your program to other communities throughout the country as being most exemplary. Your community-school organizational structure is the epitome of community cooperation, resulting in the maximum use of facilities, centralized administrative efforts and the best utilization of the tax dollar.

We are most appreciative of the "fitness" components included in your program. If all the cities in the nation were to make an extended effort to emulate your organization and activities, it would most assuredly result in a more positive development of community interaction.

We salute your excellent contribution to the needs of people.

Sincerely yours,  
Captain James A. Lovell,

USN Consultant to the  
President on Physical Fitness  
and Sports

This letter validated all of the hard work and coordination that was put into the after school program. However, this success was only possible because of the power the after school commission commanded. Being able to create special taxes was necessary to fund the program and allowed for the after school program to only hire the best workers. For instance Ed Bignell stated that the staff members he hired had either studied physical education as an undergraduate or was an undergraduate student at the time. This is quite different from the current staff of most after school programs, which usually only have workers who graduated from high school. Also the program had great success because of the powerful connections through the commission. For example, the head of a major clothing distributor was on the after school commission and was able to get thousands of costumes donated to the program so that the program could set up a drama program.<sup>21</sup>

Even though the Coordinated Plan was recognized as one of the nation's top after school programs by authorities such as such as the Consultant to the President on Physical Fitness and Sports , problems still arose which lead to the decline of the program. In 1973 Ed Bignell stepped down as the head of the coordinated plan and a new head took his place. With this new leadership, tension began to grow between the Pasadena School District and the city. The

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<sup>21</sup> Ed Bignell Phone Interview January 2005

School district became angered that they were paying for many of the hidden expenses in the program. For instance most of the swimming pools that were being used by the program were owned by the schools, so the school ended up paying for all of the chlorine on top of the other expenses that they were already putting towards the program. Eventually these disagreements lead to the end of the Coordinated Plan in 1975 when the Pasadena Unified School District and the city of Pasadena decided to stop working together on after school programs. In the wake of this development the school district completely pulled out of any affiliation with the after school programs. This meant that the city was left to bear the burden of 100% of the costs for the program.<sup>22</sup>

The break between both the school district and the city hurt the after school programs severely. Pasadena's Department of Parks and Recreation was forced to run the entire program without the same facilities that the program once had. The city program did not have access to the facilities such as pools and gyms that were owned by PUSD and had been available for after school under the Coordinated Plan. Also, the city's after school program was unable to serve the same number of people as the Coordinated Plan because the program no longer had the convenience of offering after school programs at the school sites. This meant that many of the children had to commute to the after school sites, making access to the program too difficult for some.<sup>23</sup> This decrease in the number of sites was not in line with the general trends of after school programs at the time. Most after school programs in the 1970's were becoming more institutionalized, while the Coordinated Plan was dismantled. However, the decrease in the budget experienced by the Pasadena after school programs was normal because of parallel budget declines at the federal level during the 1980s.

The after school programs only got worse for the city because in 1978 with the passage of Proposition 13, which made raising taxes more difficult by requiring state tax increases to receive the approval of two-thirds of the legislature and by imposing restrictions on the taxing authority of local governments.<sup>24</sup> This proposition wiped out all of the special taxes that were created by the after school commission. This meant that the taxpayers were no longer contributing any money to the after school programs and the city had to fund their entire budget. This caused massive cutbacks in the programs which eventually turned into the physical fitness after school program that is currently run in Pasadena. By undercutting the main funding source the program's quality declined today. The after school programs no longer have the funds to pay staff members who have the same training and schooling as they once had.<sup>25</sup>

It took the Pasadena School District over twenty years after the break up of the Coordinated Plan to get involved with after school programs. In 1999 Pasadena Unified School District reengaged in after school programs by starting its own Pasadena LEARNs program. This particular after school program is funded by various grants from 21st Century and the California State Welfare Office. The School District's LEARNs program has also taken a different approach to after school programs than the City's program. While Pasadena has remained dedicated to providing physical activity for children after school, LEARNs has created a program that provides more than just physical activity. Instead, LEARNs runs a program that

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<sup>22</sup> Ed Bignell Phone Interview January 2005

<sup>23</sup> Ed Bignell Phone Interview January 2005

<sup>24</sup> California Budget Project Webpage 2002, April 15, 2005 <http://www.cbp.org/1997/9704pr13.htm>

<sup>25</sup> Ed Bignell Phone Interview January 2005

is centered on providing academic help to children who need it while still offering both physical actives and enrichment programs.<sup>26</sup>

After the split between the city and the school districts many other after school programs also started to sprout. Some of the larger programs that this paper will focus on are the Pasadena LEARNs program that began in 1999 and the Coral after school program which was also started in 1999. These programs are both based on giving children extra academic support while also offering physical activities and enrichment activities. The creation of such programs as Coral and LEARNs has put Pasadena in line with the national trends of after school program trends, which in the 1990s began placing an increased emphasis on academics in after school programs.

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<sup>26</sup> Ed Bignell Phone Interview January 2005

### **The Effectiveness and Limitations of After school Programs**

There used to be a consensus that the only time most children needed to be supervised outside of home was during the school day. However, currently children are disadvantaged due to an increasing number of parents in the work force and budget cuts creating overcrowded schools limiting the amount of one-on-one time teachers can give their students. Because of the changes in society, children are no longer getting the stimulation at home or the academic help that they used to. However, after school programs have grown in popularity over the past few decades because, when properly run, after school programs have been found to be an effective way to fill in the gaps that schools and homes are no longer providing for children.

It is important to understand the landscape of after school programs before learning about the ways in which the programs are effective. There are many different kinds of after school programs, each of which can be effective in different ways. After school programs are usually run by one of three different institutions: the school district, local city government, and privately run programs. These different programs usually have a distinctive focus and set of goals they hope to achieve with the children. However, despite the program differences, the curricula of each of the programs have at least one of three common focal points: academics, physical activity, and enrichment activities. Some of the after school programs incorporate multiple foci into their curricula, while other programs only incorporate one focus into their curricula. The City of Pasadena's after school programs are good examples of how curricula can vary between programs. The Pasadena LEARNs program, which is run by the Pasadena Unified School District, offers multiple activities such as extra academic help through one on one tutoring, enrichment classes like computer literacy and cooking, and sports activities. The Pasadena Parks and Recreation after school program, which is run by the city, has different goals than Pasadena Learns. The Parks and Recreation after school program decided to focus primarily on getting children physically active, so there are a lot more sports to choose from but there is no academic or enrichment classes offered.

The three foci that all after school programs use for curriculum—academics, enrichment, and physical activity -- are each important for creating effective after school programs. Children need to be exposed to the different forms of activities because they each stimulate the students in different ways. Giving children extra academic help is probably the most important focus for the majority of after school programs. As schools continue to grow and become overcrowded, teachers are having a harder time providing students one-on-one attention.<sup>27</sup> After school programs that offer academic help are able to help fill this gap in overcrowded schools by giving students the one-on-one attention they need. Even though students are able to get personal attention in academic based after school programs it does not mean the programs yield immediate results for all children. However, studies show that a large number of students have benefited when given individual academic attention. One study, which evaluated the Ohio-based after school program, (called the Ohio Urban School Initiative Age Child Care Project Enrichment), found that fourth graders who attended an after school program on average exceeded the statewide percentages in every area in which they were tested, including writing,

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<sup>27</sup> Burnet, Gary "Enrollment Growth and Overcrowding in New York City Schools" *Institution for Urban and Minority Education*, New York; May, 1996

reading, mathematics, and citizenship.<sup>28</sup> Another study of the San Diego after school program called “6 to 6” found that the students who attended the program increased their SAT-9 reading scores by an average of 57% and raised their SAT-9 math score by an average of 44%.<sup>29</sup> These two studies strongly support the importance of academic components to after school programs, illustrating why giving children one-on-one attention helps raise their level of achievement in academics.

Enrichment-based activities have also been proven to be an important component in many after school programs. After school programs are offered to children who are just starting to become independent for the first time in their lives. Children are beginning to find out who they are and who they want to be, which can be a challenging and potentially dangerous period in young people’s lives. It is important to establish healthy and constructive options in a child’s life because bad decisions made at a young age can often lead to dangerous lifestyles. Many of the classes that enrichment based after school programs offer such as computer literacy, cooking, and arts and crafts help expose children to new experiences which they are otherwise unable to get at school or at home. By exposing children to these new activities, after school programs play an important role in helping children find what they like to do and who they want to be. After school programs also help to guide their students to make better decisions about how they spend their out of school time by giving them productive and fun options to staying at home.<sup>30</sup>

Incorporating physical activity into an after school program’s curriculum is another way in which after school programs are able to offer students productive choices on how to spend time out of school. Sports are a good way to get children active and having fun while still learning values such as working together, following the rules, and good sportsmanship. Sports programs are also helpful by promoting physical health by getting children physically active. Getting children physically active is becoming increasingly important, as schools are cutting out Physical Education (P.E.) programs.<sup>31</sup> This change in curriculum leaves children no physical outlet. By offering sports, after school programs help show students they can excel physically as well as mentally.

The goal of each individual program makes a large difference on how the program is run. After school programs that make a point of offering all three types of programs, academics, enrichment and physical activity, tend to be the most successful. The reason programs with a wide range of activities enjoy more success than others is that they are well equipped to meet each individual child’s needs.<sup>32</sup> Programs such as those offered by the Pasadena City Parks and Recreation Department, which focus on physical activity, are only successful at serving a portion of students who are more physically inclined. The program does fill the gaps in P.E. classes, but this program ignores a large portion of the student population by not offering an academic component. Academic help is in high demand and for many students it is more important for

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<sup>28</sup> After school Alliance Backgrounded: Formal Evaluations of After school Programs *After school Alliance* Washington DC. 2003

<sup>29</sup> After school Alliance Backgrounded: Formal Evaluations of After school Programs *After school Alliance* Washington DC. 2003

<sup>30</sup> Larrner, B. Mary and Zippiroli, Lorraine and Behrman, E. Richard “When School is Out: Analysis and Recommendations” *The Future of Children* Fall 1999 Vol.9 Iss.2

<sup>31</sup> Buote, J. Brenda “Citing Health Issues, Advocates Want Renewed Focus On PHYS ED” *The Boston Globe* June 24, 2004

<sup>32</sup> After school Alliance Backgrounded: Formal Evaluations of After school Programs *After school Alliance* Washington DC. 2003



them to get one-on-one help with their homework than to play sports. Some after-school evaluators would not even consider the Parks and Recreation program an after school program because it does not offer students academic help.<sup>33</sup> By not meeting the needs for different children, it is hard for the Parks and Recreation program to be an effective leaning tool for the children who do not need or want to play sports. However, a program such as Pasadena Learns is able to mold itself to fit the children. In the Pasadena Learns program the students are able to pick and choose what they want to do on a specific day. There are some quotas that each student must fill per week, such as working on homework for a certain number of hours, but otherwise the students are able to choose activities they feel best suit them. Providing options allows all children with different interests to excel in the program, making the after school program more effective.

Although there are differences between the goals and effectiveness of the programs, there are also similarities between all after school programs and how they are able to achieve positive effects within communities. One positive aspect for most after-school programs is the ability to offer children a safe alternative to staying at home alone if a child's parents are unable to take care of their child directly after school. With the federal welfare reforms of 1996, an increasing number of parents have joined the work force. In 1975 55% of mothers with children between 6-17 years old were working. That percentage increased to 75% in 1996 and has continued to rise due in part to the limited time people are allowed to stay on the welfare payrolls.<sup>34</sup> The increased number of working parents creates a need for after school child supervision. It is both worrisome for parents and dangerous for children to be left home alone; therefore after school programs have become the obvious alternative.

According to FBI statistics, 47% of violent juvenile crimes occur on weekdays during the out of school times of 2:00 PM- 8:00 PM. This indicates that it is more likely that children who are left alone during the hours immediately following school are more likely to get into trouble.<sup>35</sup> After school hours are a time when many children are first exposed to sex, drugs and violence. However, according to studies children who attend after school programs are more likely to avoid these potential problems at a young age. One study showed that children who did not attend after school programs were 57% more likely to drop out of school, 49% more likely to use drugs, 37% more likely to become teen parents, 35% more likely to smoke, and 27% more likely to be arrested.<sup>36</sup> Because of these statistics some police programs such as Pasadena's have even created their own after school programs to help keep children supervised during after school hours and show their commitment to children's safety.

Parents may or may not know about the statistics quantifying the safety of after school programs; however it is clear that many parents who send their children to after school programs understand the risks of leaving a child home alone. An evaluation by LA's B.E.S.T. after-school program, which is an after school program that is located in the Los Angeles area, found that three quarters of the parents worried significantly less about their child's safety when they

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<sup>33</sup> After school Alliance Backgrounded: Formal Evaluations of After school Programs *After school Alliance* Washington DC. 2003

<sup>34</sup> Dryfoos, "The Role of the School in Children's Out-Of-School Time" *The Future of Children*\_Fall 1999 Vol. 9 Iss.2

<sup>35</sup> Office of Juvenile Justice and Delinquency Prevention, 1997

<sup>36</sup> Dryfoos, "The Role of the School in Children's Out-Of-School Time" *The Future of Children*\_Fall 1999 Vol. 9 Iss.2

were in after school programs.<sup>37</sup> Similar results were also found when the After School Program Corporation in New York City asked parents to identify their reasons for sending their children to after school programs. The results indicated that the number one reason was identified as “making sure that their children have a safe place to go after school.”<sup>38</sup> These results illustrate that after school programs have played an important roll in keeping children safe when parents are unable to supervise their children.

After school programs offer a productive alternative for kids who would otherwise be staying at home or in dangerous locations where the kinds of activities described earlier occur. At many after school programs children are offered an opportunity to learn new skills or get active, which is something many unfortunately do not get at home on a daily basis. In fact the most common activity for children at home has become watching television, which rarely teaches children something of value and discourages physical activity. A study using a random sample of twelve year olds found that children watch an average of 15 hours of television a week, compared with 24 hours a week of school and 74 hours a week of sleeping.<sup>39</sup> This statistic indicates that after school programs are more necessary than ever because with television taking a large portion of most children's time and offering little value in return, children are in need of valuable educational experiences outside of school.

After school programs have also been found to be valuable for building children’s sense of community. After school programs are not just a place where children take classes and get help on homework. Children in the programs also learn social skills through interacting with one another which helps build community and a sense of confidence. To most children, their out-of-school time is seen as free time they want to spend hanging out with their friends and pursuing their own interests.<sup>40</sup> After school programs are places that allow this social interaction and interest seeking to take place in a controlled and safe environment. After school programs allow for social growth by having supervisors who make sure every child is included in the program and no one is treated in a hurtful way. Creating a sense of security amongst the children helps create a healthy community in which the children are able to grow socially.

Although there have been studies that prove that after school programs are effective when they are properly run, it is also important to illustrate that after school programs are currently facing potential problems that can significantly weaken the program. The first of these problems is the issue of size. Programs need to be limited in the number of students so they do not lose their intimate feel. There is a rising demand for after school programs, which means that more students are taking up spaces within the programs. This can lead to the problem of overcrowding, which hurts children who truly need the one-on-one attention with their academic work. Overcrowding also becomes a problem because the instructors are unable to control overcrowded classrooms, which makes the programs feel more like baby-sitting than an intimate

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<sup>37</sup> After school Alliance Backgrounded: Formal Evaluations of After school Programs *After school Alliance* Washington DC. 2003

<sup>38</sup> After school Alliance Backgrounded: Formal Evaluations of After school Programs *After school Alliance* Washington DC. 2003

<sup>39</sup> Hofferths, S.L “Healthy Environments, Healthy Children” a part of the the, 1997 Panel Study of Income Dynamics Child Development Supplement, Ann Arbor, ML, November 1998

<sup>40</sup> Larner, B. Mary and Zippiroli, Lorraine and Beherman, E. Richard “When School is Out: Analysis and reconmendations” *The Future of Children* Fall 1999 Vol. 9 Iss. 2

program where the staff and children get to know one another.<sup>41</sup> This problem needs to be dealt with by expanding programs and adding more staff members. This will allow all students the opportunity to attend a good after school program while maintaining the community atmosphere.

Although expanding after school programs is needed to keep student teacher-ratios low, program expansion is currently a problem due to current lack of funding. Federal, state, and local governments do provide funding for after school programs. However, there needs to be a significant increase in funding by these governments because, currently, 86% of after school funding is derived from parent fees.<sup>42</sup> This creates multiple problems, including especially for low-income parents who are unable to pay. Cutting out lower and moderate-income children who can not afford the programs is highly problematic. It creates an unfair situation where students from low and moderate-income households, who may benefit from an after school program as much, if not more than more affluent children, are unable to get the same experiences and educational opportunities.<sup>43</sup> There are programs that do operate on a sliding scale which allows parents who qualify for free or reduced lunch during the school days to pay little to nothing for the after school programs. However, not all after school programs offer these opportunities and there are usually waiting lists for children at these programs, which means there are still children who are not being served.

Another problem created by the lack of funding for after school programs are the low salaries in the programs that typically do not pay well enough to attract and retain a professional staff. According to one study, after school workers usually work an average of twenty hours a week and wages average between \$5 and \$9 an hour without benefits for “front line staff” and \$8 to \$15 per hour for site coordinators.<sup>44</sup> These low salaries make it hard to attract professionally trained teachers for front line staff positions, which have the most interactions with the children. This becomes a problem because the staff at an after school program set examples that can have an important impact on the children, and if the staff is not acting professionally then children will take after them because they look up to staff members.<sup>45</sup> The low wages also creates a high turnover rate amongst staff members, as the staff feels less obligated to their job and are constantly looking for better opportunities. With staff members frequently leaving, programs lose their continuity because they need to constantly rehire new staff members. High turnover rates also make it hard to create a strong community for the children because of the constantly changing faces amongst the staff. High turnover rates also create a problem because the programs stop being selective of their workers. Many programs will hire workers who are not qualified to work with children because they believe the new worker will just leave soon.<sup>46</sup>

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<sup>41</sup> Helpern, Robert “Afterschool Programs fro Low-Income Children: Promise and Challenges” *The Future of Children*\_ Fall 1999 Vol. 2, Iss. 2

<sup>42</sup> Larrner, B. Mary and Zippiroli, Lorraine and Behrman, E. Richard “When School is Out: Analysis and Recommendations” *The Future of Children*\_Fall 1999 Vol.9 Iss.2

<sup>43</sup> Helpern, Robert “Afterschool Programs fro Low-Income Children: Promise and Challenges” *The Future of Children* Fall 1999 Vol. 2, Iss. 2

<sup>44</sup> Helpern, Robert “Afterschool Programs fro Low-Income Children: Promise and Challenges” *The Future of Children* Fall 1999 Vol. 2, Iss. 2

<sup>45</sup> Helpern, Robert “Afterschool Programs fro Low-Income Children: Promise and Challenges” *The Future of Children* Fall 1999 Vol. 2, Iss. 2

<sup>46</sup> Helpern, Robert “Afterschool Programs fro Low-Income Children: Promise and Challenges” *The Future of Children* Fall 1999 Vol. 2, Iss. 2

After school programs are an effective way to educate and expose children to new experiences. With the growing number of working parents and school programs being squeezed because of budget issues, after school programs are becoming an essential part of keeping children safe and active. However, after school programs need to be run properly if they are going to be helpful to children. Currently there are problems such as a lack of funding and high turnover rates at many after school programs that are damaging their effectiveness. To keep these programs operating at a high efficiency there is a need for the increase in funding so that after school programs can expand while maintaining a community for any child to enjoy.

### **Best Practices**

Although there is no single way to run an effective after school program, there are certain practices that can be applied to most after school programs to make them effective. A study by the RAND Child Policy Project of the Stone Soup Child Care Program in California included a literature review on after school programs focusing on what works and does not work for after school programs. From this literature review RAND identified a list of standards for what it considered good practices for after school programs. The RAND document states, “By ‘good practices,’ we mean program or process elements that have been shown or upheld by experts in the field to be associated with high-quality after school programs or with positive outcomes.”<sup>47</sup> The good practices identified by RAND include:

#### **Staff Management Practices**

- 1) Training Staff: This involves teaching staff members valuable information and tactics that will help them in the after school field. This has proven to be a good way to upgrade the quality of staff.<sup>48</sup>
- 2) Hiring and retaining educated staff: Studies have documented that staff members who are well prepared through education have on average better interactions with the children than those members who are not prepared for the job.<sup>49</sup>
- 3) Providing attractive compensation: Low wages are directly related to high turnover rates so by offering attractive wages programs will be able to more easily retain staff.<sup>50</sup>
- 4) Keeping turnover rate low: High turnover rates cause some parents to remove children from after school programs. It has also been found that building a community is an important aspect of after school programs so when staff turnover is high it makes it difficult for programs to provide a sense of community.<sup>51</sup>
- 5) Hiring and retaining experienced staff: It has been stated by such organizations as the National School-Age Care Alliance that hiring staff that have experience in child care is an important aspect to creating a quality staff at after school programs. By hiring people who

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<sup>47</sup> RAND Study Beckett Megan, Hawken Angela, and Jackowitz Alison “*Accountability for After school Care: Devising Standards and Measuring Adherence to Them*” RAND Distribution Services 2001

<sup>48</sup> RAND Study Beckett Megan, Hawken Angela, and Jackowitz Alison “*Accountability for After school Care: Devising Standards and Measuring Adherence to Them*” RAND Distribution Services 2001 p 14

<sup>49</sup> RAND Study Beckett Megan, Hawken Angela, and Jackowitz Alison “*Accountability for After school Care: Devising Standards and Measuring Adherence to Them*” RAND Distribution Services 2001 p 15

<sup>50</sup> RAND Study Beckett Megan, Hawken Angela, and Jackowitz Alison “*Accountability for After school Care: Devising Standards and Measuring Adherence to Them*” RAND Distribution Services 2001 p 15

<sup>51</sup> RAND Study Beckett Megan, Hawken Angela, and Jackowitz Alison “*Accountability for After school Care: Devising Standards and Measuring Adherence to Them*” RAND Distribution Services 2001 p16

already know how to work with children, programs will have an easier time providing a quality program instead of worrying about whether or not the staff can handle the children.<sup>52</sup>

### **Program Management Practices**

- 1) Providing a sufficient variety of activities: A number of sources recommended that programs should offer an array of activities such as homework, physical activity and enrichment programs for a number of reasons. Some studies stated that by providing options for children helps them become more decisive and creative, while other studies have identified the importance for children to have both physical, academic and creative outlets.<sup>53</sup>
- 2) Insuring that programming is flexible: Programs need to insure that they are providing a wide enough choice of activities for children.<sup>54</sup>
- 3) Establishing and maintaining a favorable emotional climate: A positive emotional climate includes encouraging and respecting students; making children feel welcome, relaxed, and safe, as well as fostering mutual respect for one another. By creating a positive environment for children allows for the child to feel safe so that they can get as much as possible out of the program.<sup>55</sup>
- 4) Maintaining a low child-to-staff ratio: It has been found that in after school programs that provide staff one-on-one time with children makes a difference in whether a child feels as though they are being well supported. The most common minimum staff to child recommendation was found to be 15:1.<sup>56</sup>
- 5) Keeping total enrollment low: Keeping total enrollment low has also been found to be a good way for children to get more one-on-one time with staff members and makes for a better overall environment for the programs.<sup>57</sup>
- 6) Having a mix of younger and older children: Mixing of age groups was found to be important because it helps give the older children a feeling of fostering initiative, responsibility, nurturing, and cooperation. After school programs provide a unique opportunity to get older and younger children together because during school times children are usually separated by age.<sup>58</sup>
- 7) Providing age appropriate activities and materials: It is important to offer age appropriate activities and materials because it has been found, especially amongst older children, that providing activities that are considered too young or unappealing to the age group leads to high drop out rates.<sup>59</sup>

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<sup>52</sup> RAND Study Beckett Megan, Hawken Angela, and Jackowitz Alison "Accountability for After school Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001 p16-17

<sup>53</sup> RAND Study Beckett Megan, Hawken Angela, and Jackowitz Alison "Accountability for After school Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001 p17

<sup>54</sup> RAND Study Beckett Megan, Hawken Angela, and Jackowitz Alison "Accountability for After school Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001 p18

<sup>55</sup> RAND Study Beckett Megan, Hawken Angela, and Jackowitz Alison "Accountability for After school Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001 p 19

<sup>56</sup> RAND Study Beckett Megan, Hawken Angela, and Jackowitz Alison "Accountability for After school Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001 p20

<sup>57</sup> RAND Study Beckett Megan, Hawken Angela, and Jackowitz Alison "Accountability for After school Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001 p21

<sup>58</sup> RAND Study Beckett Megan, Hawken Angela, and Jackowitz Alison "Accountability for After school Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001 p 21-22

<sup>59</sup> RAND Study Beckett Megan, Hawken Angela, and Jackowitz Alison "Accountability for After school Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001 p 22-23

8) Providing adequate space: It was found that providing a sufficient amount of indoor and outdoor space allows for programs to offer a wider array of activities as well as giving the children the necessary space they need to fully participate in activities. There were no specific suggestions on how much space should be given per child.<sup>60</sup>

9) Maintaining continuity and becoming complementary with regular day school: Making sure that there is a connection between what the students learn in school and what they learn in the after school programs has been found to be most important for academic based programs.<sup>61</sup>

10) Establishing clear goals and program evaluations: It believed that most quality programs goals are created through the help of community leaders, program staff, parents, and community members. It is more difficult to create a quality evaluations process because there are some theories that the sample polls and evaluations created by asking parents and students and questions are not well designed enough to yield quality results to evaluate a program. It has been found that more comprehensive evaluations allow for better measurements of a program's quality.<sup>62</sup>

11) Providing enough quality materials: Supplying enough quality materials for the students insures that the program will be able to offer an array of different activities.<sup>63</sup>

12) Paying adequate attention to safety and health: This refers to educating children about hygiene and nutritional needs of children. Providing a nutritious snack is important so that the program promotes a healthy lifestyle for the children.

Each of these practices have been found to help make the programs more effective

While these not the only ways in which after school programs can create quality after school care, these standards for good practices have been proven to work by studies of after school programs.

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<sup>60</sup> RAND Study Beckett Megan, Hawken Angela, and Jacknowitz Alison "Accountability for After school Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001 p23

<sup>61</sup> RAND Study Beckett Megan, Hawken Angela, and Jacknowitz Alison "Accountability for After school Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001p24

<sup>62</sup> RAND Study Beckett Megan, Hawken Angela, and Jacknowitz Alison "Accountability for After school Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001 p24-25

<sup>63</sup> RAND Study Beckett Megan, Hawken Angela, and Jacknowitz Alison "Accountability for After school Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001 p25-26

<sup>64</sup> RAND Study Beckett Megan, Hawken Angela, and Jacknowitz Alison "Accountability for After school Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001 p 26

## Supply

### **Overall Supply**

To get an understanding of what kind of after school programs are available in Pasadena it is first important to understand the broader context. In the greater Pasadena area 7,571 children attend after school programs on a daily basis, of 22,669 students who are enrolled in the Pasadena Unified School District from K-12th grade. Currently Pasadena has 40 after school programs according to a National League of Cities study, including some with multiple sites in the city.<sup>65</sup> Each of these programs offers slots for children to attend their program at least 3 days a week from the end of the school day until at least 5:30. Other than time-related issues, there are no standards that qualify an after school program, and there are a wide range of differences among them. For instance, some after school programs consist solely of a site such as the Old Town Conservatory of Music where children can go after school and learn how to play an instrument. Other programs that qualify as an after school program in Pasadena are just drop in programs at local parks such as The Jefferson Park Program that has a very loose structure and is primarily limited to a place where children can go and be supervised during the after school hours. Because of the diversity of after school programs in Pasadena it is hard to identify what is available in relation to a particular definition or set of standards.

Of the 40 available programs in Pasadena, at least 25 have an academic component in their curriculum. An academic component ranges from homework tutoring to holding classes for children on subject matter that is completely new. There are 4,253 children enrolled in the 25 programs. Only 15 of the programs are free or have a sliding scale so that students of all economic backgrounds can afford them.<sup>66</sup> Of the 15 free or sliding scale, programs, only 2,787 students are enrolled. The fees for the 10 programs that offer academic support vary from \$24/year to \$250/month, and although almost all offer scholarships there is not enough scholarship money to support any child that may want to take part in the program no matter their family's economic situation.

Access to transportation is also an issue in Pasadena. Of the approximately 40 after school programs, 32 are not located at the school sites. However, among the eight programs that have sites on schools are the four largest after school care providers, Pasadena LEARNs, Coral, Pasadena YMCA, and The City Department of Parks and Recreation program. These have a combined 45 sites located on School grounds, many of them overlapping schools. Of the other 32 programs that are not as accessible to schools, only three are listed as providing transportation for students to the site. The Pasadena Area Rapid Transit System (ARTS) bus line is used frequently by students and runs in Pasadena for 25 cents<sup>67</sup>. However, the ARTS Bus is not easily accessible for the younger children and, according to staff members of after school programs, the ARTS bus routes are not well publicized so that students and parents are often not aware of the routes and availability of the ARTS bus<sup>68</sup>.

### **More In-depth Look**

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<sup>65</sup> Pasadena Area Resource Guide of Programs and Activities 2004-2005

<sup>66</sup> Pasadena Area Resource Guide of Programs and Activities 2004-2005

<sup>67</sup> Presentation by PUSD at the Coalition for Children Youth and Family March 22, 2005

<sup>68</sup> Lisa Fowler personal interview, February 2005

This section provides a more detailed look at the supply of after school programs in Pasadena by focusing on the four major after school care providers in Pasadena. These programs are: The YMCA of Pasadena, The City Parks and Recreation program, Pasadena LEARNs, and CORAL. The four largest after school care providers are by no means the only after school providers in Pasadena, but this section provides an overview of the comparative structure of the major after school programs, based on interviews, site visits and standards suggested by outside surveys.

**The YMCA of Pasadena:** Information was obtained through interviews with Karen Aidlot the head of the Pasadena YMCA and from a site visit.

*Program Goal:* “The Pasadena YMCA Before and After School Adventures Program provides every child a safe, positive, and quality program that is enriching, affordable, and age-appropriate. Our program supplements and supports a child’s experience at home and school and is designed with the working family in mind.”

*Number and Locations of Sites:* The Pasadena YMCA has four programs located at Linda Vista Elementary School, Audubon School, Don Benito Elementary School, Sierra Madre Community Center which serves students from Sierra Madre and Sierra Mesa Schools and a site at the Pasadena Nazarene Church which serves adolescents with developmental disabilities.

*Number of Middle School Sites:* 0

*Number of Elementary School Sites:* 4

*Number of Children Served:* The Pasadena YMCA has about 260 children enrolled in their after school programs.

*Percentage of Students From Public Schools:* 100%

*Are The Programs At Maximum Capacity?:* The YMCA is still accepting every child that wants to attend their program so all of their sites are not quite at full capacity. The McKinley site, for example, has a three room facility and 90 children enrolled, but once the enrollment numbers reach around 110 they may have to start turning children away.

*Funding For Program:* The Pasadena YMCA does not use grant funding for its after school program, but instead relies on parent fees, They also raise between \$240,000-\$250,000 in the community form businesses and other organizations. About 80 thousand dollars of the donated money comes from Pasadena YMCA board members.

*Cost of Program:* The current cost for the Pasadena YMCA after school programs is \$250 per month, which includes five days a week care and also care during half days. Previously 25%-35% of the children were obtaining financial aid from state funding. However, currently the state is only helping 10% of the children while the YMCA program has picked up the slack, providing up to 50% financial aid to approximately 30% of its enrolled students.



*Curriculum:* The Pasadena YMCA Curriculum “is based on the development and educational needs and interests of school-age children. The Curriculum includes core components such as homework and academic support, sports and fitness readiness including team individual and life time sports, group and team building activities and games and activities that focus on creativity, innovation and experimentation.” At least three times a week the children focus on physical fitness as well as one enrichment activity each day.

*Length of Program Time:* 3:05- 6:30

*Awards or Acknowledgments:* None

Observations from Site Visit: McKinley elementary school was the site I visited. The YMCA program at McKinley has a little over 100 students enrolled in the program out of the 620 students that are currently enrolled in the school. McKinley is a school that is known for its emphasis on the arts. It received an average API test score of 722 which is slightly under the average test score of 730 to elementary schools in Pasadena<sup>69</sup>.

The day that I attended the YMCA after school program at McKinley was not a typical day. Students were getting ready for a parent night when parents come to the program to see what the children have been doing. Parent nights also consist of a party for the students, with all of the parents bringing food for a potluck dinner. Also I had my visit on a Friday which is a day when the students are not given any homework, and therefore there is no homework time in the schedule.

During my site visit I was able to observe free play with some of the younger students. During the free play time around 40 children were in one room which apparently is usually used by only 20 YMCA children. However, the Girl Scouts were using their facility on that day so everyone had to share a room. The children had multiple activities to choose from in the room including puzzles, block, a dancing game and reading. The variety of activities created a good environment for the children and every child was engaged in an activity<sup>70</sup>. There were four staff members in the room which complied with the 1:12 student to staff ratio that YMCA tries to maintain. This student to staff ratio is considered acceptable by the RAND study and as far as I could tell the children looked well staffed<sup>71</sup>. All of the staff members were interacting with the students and every student in the room seemed engaged in an activity. At one point a counselor came up to me and explained that the children would ordinarily be getting some kind of physical activity but because it was raining the children had to stay indoors.

Midway through the free time the play stopped so that the staff could serve a snack to the children. The snack consisted of milk and a fudge bar, not the healthy snack that RAND had suggested<sup>72</sup>. The children lined up to receive their snack, and after they were done eating they went right back to playing.

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<sup>69</sup> Academic Performance Index Website [api.cde.ca.gov](http://api.cde.ca.gov)

<sup>70</sup> RAND Study Beckett Megan, Hawken Angela, and Jackowitz Alison “*Accountability for After-School Care: Devising Standards and Measuring Adherence to Them*” RAND Distribution Services 2001 p17

<sup>71</sup> RAND Study Beckett Megan, Hawken Angela, and Jackowitz Alison “*Accountability for After-School Care: Devising Standards and Measuring Adherence to Them*” RAND Distribution Services 2001 p20

<sup>72</sup> RAND Study Beckett Megan, Hawken Angela, and Jackowitz Alison “*Accountability for After-School Care: Devising Standards and Measuring Adherence to Them*” RAND Distribution Services 2001 p 26

On a normal day, the program would start with the students all checking in and then getting their snack. After the first half an hour the program changes to an academic activity, either reading aloud or homework time. After the academic activity the program shifts to an activity called Characters Who Count, involving speaking to the children about what it means to be a good person and what words like respect, responsibility and citizenship mean. The Characters That Count activity usually lasts about 45 minutes. Afterwards the program has a singing activity and later a team building activity. If there is any extra time left in the schedule the children are able to choose what they want to do.

According to the RAND study, quality after school programs should maintain a maximum student to staff ratio of 15:1. The YMCA program not only reaches this goal, but goes beyond it by maintaining a maximum student to staff ratio of 12:1. The RAND study also states that high quality after school programs should offer a wide variety of activities to their students. It is difficult to know, from my observation, whether the YMCA program offers enough activities for their students. On the day I visited, the program had multiple activities happening at one time, but most of them were games, not academic, physical, or enrichment activities. This may not have been a typical day. The schedule indicated that the program offers many different activities for the children. The program may not offer enough enrichment activities for the children, such as arts and crafts.

Another aspect of a quality program, according to the RAND study, is to offer age appropriate activities for their students.<sup>73</sup> When I observed both the elementary and middle school students, all of them seemed to be engaged in an activity and for the most part they looked like they were having fun, which indicates that the activities offered at that YMCA site are age appropriate. Finally, the RAND study also suggests that after school programs should maintain a positive emotional environment for their students.<sup>74</sup> The students at this YMCA site appeared to feel very comfortable. Many of them felt safe enough to come up to me, a perfect stranger, and ask me who I was and what I was doing. I believe these students did this because they felt secure in the YMCA environment and knew that no one who the program would allow would harm them. Additionally, I observed the staff interacting with the students and all of the staff members seemed to be engaged in activities with the students and positively interacting.

**Pasadena LEARNS:** Information was obtained through interviews with Karen Cantrell the interim head director of Pasadena LEARNS.

*Program Goals:* The Pasadena LEARNS, “Leading Educational Achievement Revitalizing Neighborhoods,” is an after-school program located in the Pasadena Unified School District (PUSD) that aims to use academic and enrichment programming to improve academic performance, strengthen youth leadership and service opportunities, and reduce drug use and violence among school age children during after-school hours. It enables children and youth at 19 out of 32 schools in the PUSD to participate in a “seamless day” of activity, classes and events in a safe and engaging environment. The after-school program provides opportunities for students to creatively explore both traditional academic subjects as well as new areas including

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<sup>73</sup> RAND Study Beckett Megan, Hawken Angela, and Jackowitz Alison “*Accountability for After-School Care: Devising Standards and Measuring Adherence to Them*” RAND Distribution Services 2001 p 22-23

<sup>74</sup> RAND Study Beckett Megan, Hawken Angela, and Jackowitz Alison “*Accountability for After-School Care: Devising Standards and Measuring Adherence to Them*” RAND Distribution Services 2001 p 19

arts, music, leadership and sports that motivate, interest and engage students<sup>75</sup>.(Pasadena LEARN evaluation)

*Number of Locations:* The Pasadena LEARNs program currently has 20 different locations.

*Number of Middle Schools:* 3

*Number of Elementary Schools:* 17

*Number of Children Served:* Pasadena LEARNs serves approximately 2,000 children, with an average of 70-130 children at each site.

*Percentage of Students From Public School:* 100%

*Are The Programs at Maximum Capacity? :* Some of the programs, including the sites at Cleveland and Jackson, fill up to the point that some children are unable to attend, while other programs still have space available for students to join.

*Cost Of Program:* Pasadena LEARNs runs on a sliding scale which allows anyone who qualifies for free and reduced lunches at school to come to the program for free. Any child who does not qualify for free or reduced lunches or is attending the LEARNs site from an outside school must pay \$5 a day or \$100 a month.

*How Much Does It Cost To Run The Program:* The Pasadena LEARNs program costs close to three million dollars to run the program.

*Curriculum:* Pasadena LEARNs offers a wide variety of curricula. The program's main focus is on improving their student's academic achievements. Each child is required to spend time doing academic work each week. Children are also given the choice to attend enrichment activities such as dance, art, cooking, science, creative writing, drumming, tennis and more. There are also sports programs for children to participate in so that the students are physically active.

*Length of Program Time:* From the end of school until 6:00 PM. Some schools get out at 2:25 while others get out at 3:00 so the length of the program varies at different school sites.

*Hiring Process:* Pasadena LEARNs has an extensive hiring process that includes a test that all applicants must take and an interview after the test as well as a demo lesson are all part of the hiring process. All of the LEARNs physical coordinators are professionally trained. The average salary ranges between \$10-\$18 per hour, although there is a position for \$8.08 for those who do not pass the test.

*Funding:* There are multiple funding streams for the program. The after school education and safety program grant for LEARNs is its largest and is worth \$1,942,902 per year, provided by the California Department of Education. LEARNs also receives an annual grant of \$370,841 from

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<sup>75</sup> Faris, Shannon Chen, Albert Rahn, Mikala "Pasadena LEARNs After-school Program Final Evaluation Report 2002-2003 *Public Works inc.* March 2004

21st Century Education Foundation. In addition to these two grants LEARNs also uses the money from parent dues to help fund the program.

*Awards or Acknowledgments:* Pasadena LEARNs has been recognized by the state of California Department of Education as one of the 15 promising practices program in the state of California.

*Observations From My Site Visit:*

The LEARNs site that I visited while doing my observation was Willard Elementary School. Willard LEARNs program has 120-130 children enrolled in its program out of 620 students enrolled in the entire school. The Average API test scores at Willard Elementary are 762, which is significantly higher than the district average score of 730.<sup>76</sup>

The first period of the day that occurs at the LEARNs program is homework time. This is when children have time to work on homework with the help of LEARNs staff members. Many of the LEARNs staff members either have a college level education or work as school assistants during the school hours. Hiring and keeping highly educated staff members is important, according to the RAND study<sup>77</sup>. Homework time is spent in actual classrooms so that the children have desks to work on and it is easy for the staff members to get to each student. All of the children are broken up by grade, with each grade level in different classrooms.

After homework time comes snack. Snack is prepared by the school and brought to the students in their classrooms. Unfortunately I was not in time to observe the snack that was given out.

After snack, the students went to their first enrichment activity which lasted 55 minutes. There were multiple activities offered and I was able to observe arts and crafts, dance and reading during the first enrichment period. Arts and crafts consisted of a class of about 20 students with one teacher. The children were making cards. At the beginning of the class the teacher clearly explained that she expected each student to have one card finished by the end of the class period. All of the students referred to the teacher as Mrs. Sue which gave the program the feeling of a classroom. All of the teachers were called by their last names. The children all respected the teacher's authority and were all working hard during the time that I was watching the class.

The Dance class was offered in the school auditorium but it also was more like a class than a fun enrichment activity. When I walked into the classroom all of the children were standing in 5 perfectly straight rows of 4 students listening to the teacher speak. After she was done explaining, she had the children practice a dance move that she had just taught. The first few times the children practiced the move they did not use music, but instead the teacher was counting out the beats. After practicing the move twice, the teacher asked the children to add the new move onto the end of the dance they were learning. Then the teacher told the class to take it from the top, and the students did a dance that was around 1 minute long. At the end the teacher pointed out which students needed some work on a particular part, and she showed the class how she wanted the section of the dance to look. When one student was caught not listening, the teacher had him sit at the side of the class and he was not able to participate for the next 10 minutes.

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<sup>76</sup> Academic Performance Index Web site [api.cde.ca.gov](http://api.cde.ca.gov)

<sup>77</sup> RAND Study Beckett Megan, Hawken Angela, and Jackowitz Alison "Accountability for After-School Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001 p16-17

Reading class was in a classroom, with one teacher teaching 18 students. The children in the class were given an assignment by their teacher that was different than school work, but was actually new material. The children were separated into 3 different tables, and each table was given a different assignment. One table was practicing partner reading while the other two tables were working on a packet that was given out. The teacher was moving between tables helping any student that needed help. All of the students were respectful of the teacher and listened to what she said. The children all seemed to be working well together in their groups.

After the first enrichment period the students switched and went to their second enrichment class. The first enrichment class I visited during the fourth period was the solar system class for first graders. In this class the teacher was asking the children if they were able to name the first four planets in order of distance to the sun. After that the students were given a sheet on Pluto which had a paragraph of information about the planet, which the students had to read and use the information to answer questions. Once again the students were very respectful and were all on task during the entire class.

The last class that I visited was a fifth grade class that focused on famous painters. When I walked in all of the children were quiet at work. The teacher explained that the students were studying a painter that used only dots to create his paintings, so the teacher gave the children a painting of the Eiffel Tower and asked the students to try to recreate the painting using markers and using the dot method. The classroom was very quiet with only the sound of tapping pencils.

Pasadena LEARNs site at Willard had a 20:1 student to staff ratio, which is larger than the 15:1 ratio that the RAND study suggests.<sup>78</sup> Despite this in every activity that I observed all the children were under control and focused on their project, but the high student to staff ratio may not have allowed students to get as much one-on-one time with the staff as they needed. The site I visited did offer a wide variety of activities for their students. The RAND study also states that quality after school programs offer a wide variety of activities to their students.<sup>79</sup> The only problem that I noticed was that on the day I visited there was not much physical activity for the children, although on the program schedule it showed the children do have physical activities planned, just not on every day of the week. From the different classes that I observed this LEARNs site did an excellent job of offering children age appropriate material that engaged and challenged the students, which is consistent with the suggestion by the RAND study to use age appropriate material.<sup>80</sup> This LEARNs site was also able to create an environment where the children seemed comfortable enough to ask questions and all of the interactions between the students and staff were positive. By creating a positive emotional environment this LEARNs site is also consistent with the RAND study suggestion of maintaining a positive emotional environment for the students.<sup>81</sup>

**CORAL:** All information on this program was obtained through an email interview with Karen Germaine, from the CORAL web site, and also from a personal site visit.

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<sup>78</sup> RAND Study Beckett Megan, Hawken Angela, and Jackowitz Alison "Accountability for After-School Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001 p20

<sup>79</sup> RAND Study Beckett Megan, Hawken Angela, and Jackowitz Alison "Accountability for After-School Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001 p17

<sup>80</sup> RAND Study Beckett Megan, Hawken Angela, and Jackowitz Alison "Accountability for After school Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001 p 22-23

<sup>81</sup> RAND Study Beckett Megan, Hawken Angela, and Jackowitz Alison "Accountability for After school Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001 p 19

*Program Goals:* “CORAL is The James Irvin Foundation's effort to improve education for children in California. It is a community-based learning initiative designed to boost the achievement of children and youth through out-of-school programs. After school and summer programs provide academic and enrichment programs and activities to support the in-school achievement of children.”<sup>82</sup>

*Number of Sites:* CORAL runs 7 sites in the Pasadena Area

*Number of elementary school sites:* 7

*Number of middle school sites:* 3

*Number of high school sites:* 2

*Number of Children Served:* 530

*Percentage of Students From Public School:* The statistics are not available, but according to the director, the vast majority of children who are enrolled in CORAL programs are from public schools.

*Are The Programs at Maximum Capacity?:* All CORAL Pasadena Sites, with the exception of CORAL Allendale are at full capacity.

*Cost Of Program:* All of the CORAL sites, except for their site in Allendale, are at full capacity.

*How Much Does It Cost To Run The Program:* The cost per child per day is approximately \$10.

*Curriculum:* Literacy is the main component of the CORAL program, with students required to engage in literacy activities for 75-90 minutes per day. Additional curricular activities in science, math, computers/technology, visual and performing arts, music, history, recreation and youth development are provided by community partner specialists, many of whom integrate literacy goals.

*Length of Program Time:* Most CORAL programs operate three hours per day, usually starting at 3:00 and ending at 6:00, but there are some programs that start at 2:30 and end at 5:30

*Hiring Process:* Each CORAL Pasadena Site has its own hiring practices; however, a written application, personal interview and background check are all part of the process.

*Funding:* Coral receives the vast majority of its funding from the James Irvine Foundation.

*Awards or Acknowledgments:* CORAL has been recognized with a Bright Futures Award by the Coalition for Zero Violence, and has received commendations from the City of Pasadena, California State Senator Jack Scott, California Assembly Member Carol Liu, U.S. Congressman Adam Schiff and L.A. Country Supervisor Michael Antonovich.

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<sup>82</sup> Volunteer Center of San Gabriel Valley 2004, March 23 2005  
[http://www.vcsgv.org/adView.asp?ad\\_id=61](http://www.vcsgv.org/adView.asp?ad_id=61)

*Observations From My Site Visit:*

My site visit took place at the Bright Program which is part of Coral and is located at Jackie Robinson Park. Bright is a site that is not located on a school campus but instead is a community after school program. Bright has spaces for children in elementary school up through high school. Currently there are 70 children enrolled at this site. The Program runs as early as 1:00 PM on Mondays, although most days the program starts at 3:00 PM because some children get out of school early, through 6:00 PM.

Bright is unique among the programs that I had visited because it offers youth leadership positions to high school students. This position offers teenagers a position of responsibilities while also offering the youth leader's classes so that they are also able to learn at the program. This was an interesting tactic used to create a community consisting of gradations of responsibility and also is a good way to mix the different ages at the program.

The main focus at the program is to increase literacy levels amongst students so that they will be able to thrive academically. To achieve this goal Bright has mandatory reading time each day where each child is required to read a book or story and depending on one's grade level, a certain amount of writing about what they read is required. The writing requirements are as follows: 3<sup>rd</sup> graders write 1 paragraph minimum, 4<sup>th</sup> graders write 2 paragraphs minimum, 5<sup>th</sup> graders write 3 paragraphs minimum and 6<sup>th</sup> through 8<sup>th</sup> graders write 1 page minimum. Every one of the children's writings is saved in a file so that there is documentation of the children's work. I watched a few students working at the table designated for reading and writing and they were all hard at work.

On top of focusing on increasing literacy, Bright also offers its children enrichment classes. Many of these classes are staffed by outside organizations, for instance California Living Histories comes to the program once a week to run a class for the Bright students. Bright also offers a robotics class which is run by a woman from outside the actual Bright program. I was able to observe part of the robotics class. It appeared that the children in the class were both learning about the different robot parts that the teacher was showing the students while still having fun with the material. There were only 10 students total in the class so the teacher was able to give all of the students in the class individual attention.

Bright also offers a computer literacy class to help students who do not have access to computer technology at home to get caught up to speed with computers. The class uses only academic based software so that students are also learning other subjects while also learning how to use the computers. While observing the class I watched the teacher walk around and talk with each individual student about his/her project.

For the students ages 12 and up there was a chess class offered. This class was made up mostly of youth leaders and all of the students were listening intently as the chess teacher was explaining strategies on how to use pawns. After the teacher gave his instructions the students paired up and began playing a game of chess with only a king, one knight, and the rest pawns, as a way of practicing how to use pawns. There were about 12 students in this class and there were two different staff members, although only one of the staff members seemed to be doing most of the instruction.

The Bright program also partners up with the owners of the staff from the Jackie Robinson Park to offer the students physical activities. One of the workers explained that the park staff offered to run physical activities for the program and Bright accepted, knowing that is was good for the children to have a physical outlet. When I observed the children who were

taking part in the physical activity, I went to the park's indoor gym where a park staff member was giving the children instructions on how to do different basketball drills. Most of the children were listening and when it came time to do the drills all of the children were taking part in the drills. There were also Bright staff members in the gym supervising making sure that everything was running smoothly.

The Bright program keeps a maximum student to staff ratio of 12:1 which is in accordance with the 15:1 maximum that the RAND study suggests.<sup>83</sup> The RAND study also states that quality after school programs should offer a wide variety of activities to the students.<sup>84</sup> From my observations it seems clear that the students at the Bright program are offered a wide variety of activities covering the important three areas of academics, physical activity, and enrichment. By offering such a wide variety of activities the Bright program is conducting its program as the RAND study suggests.<sup>85</sup> From what I observed the Bright program did a quality job of providing activities that were appropriate for the different age levels that they served, consistent with the RAND Study's suggestion of offering age appropriate activity.<sup>86</sup> Finally the RAND study also suggests that a quality after school program should maintain a positive emotional environment, which for the Bright program seemed to provide.<sup>87</sup> For the short period of time that I observed the Bright program it looked as though the students felt comfortable and were having positive interactions with the staff members.

**City Parks & Recreation Program:** All information in this section was obtained through interviews with Darrel Walker the director of the city program, Lisa Fowler a staff member of the city program and, Elana Fernandez an intern from USC working at the city program.

*Program Goals:* "Pasadena Parks and Recreation Department is committed to maintaining a safe environment for all while providing programming, facilities and relationships which enrich and enlighten the lives of all families thus building a strong, healthy foundation for our future."<sup>88</sup>

*Number of Sites:* The City of Pasadena Human Services and Recreation Department are currently running 20 after school sites in Pasadena.

*Number of elementary school sites:* 16

*Number of middle school sites:* 1

*Number of high school sites:* 0

*Number of Children Served:* Approximately 1,500 depending on the day

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<sup>83</sup> RAND Study Beckett Megan, Hawken Angela, and Jacknowitz Alison "Accountability for After-School Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001 p20

<sup>84</sup> RAND Study Beckett Megan, Hawken Angela, and Jacknowitz Alison "Accountability for After-School Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001 p17

<sup>85</sup> RAND Study Beckett Megan, Hawken Angela, and Jacknowitz Alison "Accountability for After school Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001 p17

<sup>86</sup> RAND Study Beckett Megan, Hawken Angela, and Jacknowitz Alison "Accountability for After school Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001 p 22-23

<sup>87</sup> RAND Study Beckett Megan, Hawken Angela, and Jacknowitz Alison "Accountability for After-School Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001 p 19

<sup>88</sup> City of Pasadena Webpage April 14, 2005 <http://www.ci.pasadena.tx.us/parks.htm>



*Percentage of Students From Public School:* 100%

*Are The Programs at Maximum Capacity?:* They will take any child that wants to go to the program so they are never at full capacity.

*Cost Of Program:* The Cost of the normal after school programs are free, however special activities such as the youth sports teams, special events and field trips cost money.

*How Much Does It Cost To Run The Program:* \$1.5 million

*Curriculum:* The City run after school program focuses primarily on physical fitness in their curriculum. They have a few enrichment activities such as arts and crafts but for the most part the children are physically active. The program just adopted a brand new athletic program called Sports Play and Active Recreation for Kids (SPARKS) which uses an interactive program that focuses on the prevention of childhood obesity.

*Length of Program Time:* Program runs from the end of school until 6:00

*Hiring Process:* To get hired there is both an application process as well as an interview process. Staff members are also drug tested before being hired. Salaries for recreation leaders range from \$8.00-\$10.40, instructor's salaries range from \$9.00-\$15.00, and site coordinator salaries range from \$13.00-\$18.00.

*Funding:* All of the money that is used for the city run after school program comes from Pasadena's general fund budget.

*Awards or Acknowledgments:* none

*Observations From My Site Visit:*

I visited Hamilton Elementary, which currently has about 100 children enrolled in the after school program out of 351, from the entire school. Hamilton school's average API test scores of 751 are slightly higher than the city wide average of elementary schools test scores of 730<sup>89</sup>. The Program was divided into four different sections, homework, snack, structured play and a period called extra (free play). There were around 100 children present on the day of my visit, and six staff members so the staff to student ratio was under 20:1. The program took place only in the outdoor playground although the auditorium was available if it was raining.

On the day of my visit the program started at 2:30 with the children coming and signing in. Then the children sat down under a canopy outside and started their homework. The children mostly worked on their homework by themselves. There were 3 staff members who were supervising and occasionally helping but this was more like a study hall than a tutoring session. The site coordinator also explained that for children who wanted to do more homework or needed help from a teacher they joined the homework club which was a tutoring session with a teacher. Homework time lasted for about 35 minutes.

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<sup>89</sup> California Department of Education Web site Mar 15, 2005, Mar 25, 2005 [api.cde.ca.gov](http://api.cde.ca.gov)

After homework time was over the children lined up in a single file line for snack. Some of the older children including, sixth seventh and eighth graders, were chosen to help with snack. The snack that day was bananas and juice. Snack lasted about 25 minutes.

When snack time ended the children were broken up into two groups of older children who were 4th grade or higher and younger children in kindergarten up through 3rd grade. The older children participated in an obstacle course for their structured physical activity while the younger kids played in the sand box/ swing set. For the obstacle course two children were selected as team captains to select the two teams. The obstacle course worked like a relay game with each child running through the obstacle course once. The obstacle course was long and it seemed to tire out just about every child that went through it. Every child was expected to participate in this event so that all children had some sort of physical activity. The younger children who were playing in the swing area did not seem to have any structure to their play. The structured play lasted for about 1 hour.

After the structured play ended the children were taken back to the area where they ate snack and were allowed to pretty much play anywhere they wanted as long as it was within plain view of the staff. Some children started a wall ball game, others played touch football and there was a basketball game as well. I was informed that if children wanted to finish their homework during this period they were allowed to but I did not see any of them taking advantage of this time. This period lasted for about 1 1/2 hours.

The Parks and Recreations program maintains a 20:1 student to staff ratio which is not consistent with the RAND study's suggestion of a 15:1 ratio.<sup>90</sup> The Parks and Recreation program site I visited did not offer a wide variety of activities as the RAND study suggests doing.<sup>91</sup> Although the Parks and Recreation program did offer a lot of activities to their students, the vast majorities of the activities are physical activities. This program did offer about 30 minutes to the children to do homework but there were hardly enough staff members helping, or students actually focusing on their work to qualify this time period as an academic component. There were some students from the program that went to an activity called homework club where the students get one-on-one tutoring from a teacher, but this club is not offered to all students, only those who are having difficulty academically. This Parks and Recreation program did divide its children according to age group so that the older students can participate in an activity that is more age appropriate which is consistent with the RAND study.<sup>92</sup> However, the obstacle course that was set up for the older students looked as though it could get boring for any middle school students that chose to participate in the program, which may be why there were no middle school children. From my observations the staff members had positive interactions with the children most of the time and, the majority of the students seemed to be having fun at the program. There was a period of time during the obstacle course where the students were only getting negative feedback, and also having the children select their teams by using team captains is problematic because the children picked last may feel bad about themselves. However, other than those two incidences the staff members and the students seemed to have positive

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<sup>90</sup> RAND Study Beckett Megan, Hawken Angela, and Jackowitz Alison "Accountability for After school Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001 p20

<sup>91</sup> RAND Study Beckett Megan, Hawken Angela, and Jackowitz Alison "Accountability for After-School Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001 p17

<sup>92</sup> RAND Study Beckett Megan, Hawken Angela, and Jackowitz Alison "Accountability for After-School Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001 p 22-23

interactions leading to a favorable emotional environment in accordance with the RAND study's suggestions.<sup>93</sup>

## Chapter 5

### **Potential Demand: A Need Assessment of After School Programs**

As of yet, no study has been done to examine the number of children currently attending after school programs in Pasadena or the number who are unable to attend for one reason or another. This lack of a comprehensive study makes it difficult to analyze the potential demand. Evaluating the changing demographics in Pasadena provides one method for determining the potential demand for after school programs in the city. In addition, in coordination with the National League of Cities, a short survey was developed and sent out to all the parents of students in the Pasadena Unified School District, asking them about their children's involvement in after school programs. Results from the survey will be available early summer 2005. The results of the survey should give after school programs, city officials, community leaders and parents a better understanding of the needs and barriers for after school programs.<sup>94</sup>

One demographic figure that stands out is that 26.9% of the students enrolled in the district were not yet fluent in English in 2004, a number that had increased from 22.2% in 1993.<sup>95</sup> Having more than a quarter of the total students in the school district learning English presents a serious problem, because it has been found that English learning students have a harder time doing well academically in their initial years at school.<sup>96</sup> After school programs have been proven to be useful in overcoming the difficulties faced by English learning students. English learners have also been found to fare better academically when they are engaged in an after school program.<sup>97</sup> An evaluation of the Pasadena LEARNs after school program found that only 26% of the students who attend the program are English learners.<sup>98</sup> These percentages show that there are 5,893 English learning students in the entire PUSD while only 520 of these students attend the largest after school program in Pasadena. If the 26% for English learning students found at LEARNs is applied to the total number of students enrolled in after school programs, which is 7,571, it could be estimated that nearly 2000 English learning students are enrolled in after school programs in Pasadena. If this estimate is accurate, then there is a gap of about 3,900 English learning students were not enrolled in after school programs, a number that is far to big considering the benefits after school programs have been proven for these students. The English learning students in the LEARNs program have been found to do better academically when attending the program regularly. English learning students who attended LEARNs performed at a higher level in Language Arts, with 17% meeting the standards for the highest percentile while only 11% of the English learning students who did not attend LEARNs achieved the same top marks. The same trend held for Math, with 29% of the English learners from LEARNs obtaining top marks in Math, while only 22% of the English learners not

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<sup>93</sup> RAND Study Beckett Megan, Hawken Angela, and Jackowitz Alison "Accountability for After-School Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001 p 19

<sup>94</sup> I had a hand in creating the survey and the actual survey can be viewed in the appendix

<sup>95</sup> Education Data Partnership Webpage March 24, 2005, Mar 10, 2005 <http://www.ed-data.k12.ca.us/welcome.asp>

<sup>96</sup> "English Learners with Special Needs: Special Instructional Strategies" *ERIC Digest* December, 2001

<sup>97</sup> Hakuta Kenji, Butler G. Yoko, and Witt Daria "How Long Does It Take English Learners to Attain Proficiency" *University of California Linguistic Minority Research Institute* January 2001

<sup>98</sup> Faris, Shannon Chen, Albert Rahn, Mikala "Pasadena LEARNs After-school Program Final Evaluation Report 2002-2003 *Public Works inc.* March 2004

attending LEARNs met these standards.<sup>99</sup> Studies such as the LEARNs evaluation support the claim that after school programs are helpful for improving English learning students' academic performance. Therefore it can be concluded that Pasadena's growing rate of English learning students should increase the demand for after school programs in PUSD.

Another important statistic suggesting considerable demand for after school programs in Pasadena is that 63.7% of the students enrolled in the district are eligible for free and reduced lunches, for instance students whose families have an income lower than the federal poverty line.<sup>100</sup> <sup>101</sup> Although 63.7% represents a large percentage of the district's student body, it was also found that about 1500 of the 2000 students who attend Pasadena LEARNs are from low-income families.<sup>102</sup> Pasadena LEARNs' enrollment has a significantly large portion of children eligible for free and reduced lunches because children who qualify for free and reduced lunches also qualify for free after school care at LEARNs. LEARNs works on a sliding pay scale, ranging from \$5.00 a day to no charge, depending on one's eligibility for free and reduced lunches. Unfortunately due to this formula, there are 14,440 students in PUSD who cannot receive financial aid for after school programs and it can be speculated that of this number many are unable to afford the \$200 a month it would cost to send their child to LEARNs five days a week, but are not at the income level to qualify for the discounts. Currently there is not enough data available to pinpoint this specific demand. However, if the reduced cost for students on free and reduced lunches is the reason for the larger proportion of children from low socioeconomic families in Pasadena LEARNs then there is most likely a larger demand for after school programs such as LEARNs among families who are unable to afford them. There may be other factors as well that are responsible for influencing the proportion of low income students attending LEARNs. However, given the issue of need and income levels in relation to the ability to pay, it is possible that a number of students slightly above the poverty line, plus middle class students, who do not qualify for free and reduced lunch, are still unable to pay and therefore do not participate in these programs. This suggests that the demand for such programs may be higher than by just focusing on the population of those who qualify for free and reduced lunch.

The average class size in the Pasadena Unified School District also has an impact on after school demand. Over the last eleven years the average class size has decreased in Pasadena public schools from 31.0 children per classroom in 1993, to 27.2 children per classroom in 2004.<sup>103</sup> Surprisingly 27.2 children per class room is not the highest average compared to some nearby districts such as Los Angeles Downey Unified which has an average of 30.5 children per classroom.<sup>104</sup> However, 27.2 children per classroom is still high which means that many students are unable to get the one-on-one attention from teachers that they may need to do well in class. In this instance, after school programs have been proven to fill a specific need for children who do not get enough attention from their teachers in class.<sup>105</sup> Therefore, based on the fact that children in public schools in Pasadena may not be getting enough individual attention

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<sup>99</sup> Faris, Shannon Chen, Albert Rahn, Mikala "Pasadena LEARNs After-school Program Final Evaluation Report 2002-2003 *Public Works inc.* March 2004

<sup>100</sup> Education Data Partnership Webpage March 24, 2005, Mar 10, 2005 <http://www.ed-data.k12.ca.us/welcome.asp>

<sup>101</sup> California Food Policy Advocates Webpage April 12, 2005

[http://www.cfpa.net/School\\_Food/Lunch/national\\_school\\_lunch\\_program.htm](http://www.cfpa.net/School_Food/Lunch/national_school_lunch_program.htm)

<sup>102</sup> Pasadena LEARNs Evaluation 2003-2004

<sup>103</sup> Education Data Partnership Webpage March 24, 2005, Mar 10, 2005 <http://www.ed-data.k12.ca.us/welcome.asp>

<sup>104</sup> Education Data Partnership Webpage March 24, 2005, Mar 10, 2005 <http://www.ed-data.k12.ca.us/welcome.asp>

<sup>105</sup> After school Alliance Backgrounded: Formal Evaluations of After school Programs *After school Alliance* Washington DC. 2003

from teachers because of high classroom numbers, it can be assumed that the need for academic support provided by after school programs is high within the Pasadena Unified School District.

When looking at the demand for after school programs in Pasadena, the quality of the programs must be examined in addition to the quantity. The quality of after school programs is important to ensure that the program will have a positive effect on the students who attend. When looking at the Academic Performance Index (API) for the Pasadena School system, students received an overall average rating of 662 on a scale ranging from 200-1000. The API is calculated using the standardized test CAT, and the score of 662 is far below the California State target of an 800 rating for every school.<sup>106</sup> It is important to note that other districts in the state did produce lower scores, such as Montebello Unified, a district similar in size, which obtained a far lower average score of 609. However, there are a number of school districts near Pasadena which obtained much better scores, such as Burbank Unified, which is a slightly smaller district but obtained a far higher overall score of 757. When looking at districts that enroll at least 23,282 children, as Pasadena does, it becomes clear that there are many other districts that are outperforming the Pasadena Unified School District. The rankings for the API are as follows: 9 or 10 is well-above average for elementary, middle, or high schools with similar enrollment numbers and percentage of students on free and reduced lunches, 7 or 8 is Above average, 5 or 6 is about average, 3 or 4 is below average, and 1 or 2 is well-below average. Some school districts such as Oceanside Unified in San Diego had 60.7% of their schools ranking between a 6-10 by the API, while PUSD only has 20% of its school ranking in the 6-10 range. This means that, according to the API, almost 80% of the schools in the Pasadena district are performing below average in comparison to schools with similar characteristics in other districts. This deficiency in the Pasadena schools proves that there is a definite need in Pasadena for children to have access to extra academic support. After school programs are a valuable source of this academic support for students and have been shown to improve test scores. After school programs, however, must have quality curriculum if they want the students to significantly benefit academically.

When looking at where the after school programs with quality academic components are needed it is important to break the data down further so that the statistics represent the elementary, middle and high schools. This breakdown shows that the PUSD elementary schools had an average score of 730 on the CAT, the middle schools had an average score of 617 and the high schools had an average score of 607.25.<sup>107</sup> These numbers clearly show that the need for academic help, as indicated by CAT scores, is strongest in the middle and high schools. In comparison, the PUSD elementary schools seem to be achieving higher test scores although they still do not reach the state targeted level of 800. These low CAT scores in the district indicate the pertinent need for extra academic help from after school programs for Pasadena students.

The average number of students per classroom in the PUSD may be one of the reasons for the substandard test scores found in the district. As stated earlier, the average class size in PUSD is 27.2, which is a larger number than in most of the surrounding districts with similar student enrollment numbers, such as Temecula Valley Unified in Riverside, which has an average class size of 24.1.<sup>108</sup> Class sizes also tend to get larger as the grade levels get higher in the PUSD, for instance, grades 1<sup>st</sup> through 3<sup>rd</sup> average closer to 20 students per classroom, while

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<sup>106</sup> Education Data Partnership Webpage March 24, 2005, Mar 10, 2005 <http://www.ed-data.k12.ca.us/welcome.asp>

<sup>107</sup> Education Data Partnership Webpage <http://www.ed-data.k12.ca.us/welcome.asp> March 24, 2005

<sup>108</sup> Education Data Partnership Webpage March 24, 2005, Mar 10, 2005 <http://www.ed-data.k12.ca.us/welcome.asp>

5<sup>th</sup> through 6<sup>th</sup> grade classrooms have closer to 30 students per classroom.<sup>109</sup> This incidence of such large classroom sizes in Pasadena strengthens the argument that there is a great need for after school programs that offer students a quality academic component, especially for students in middle and high schools which have larger class sizes on average and less personal attention from the teachers. However, middle schools should not be left out of the equation and they need to have an increase in supply for after school programs.

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<sup>109</sup> Education Data Partnership Webpage March 24, 2005, Mar 10, 2005 <http://www.ed-data.k12.ca.us/welcome.asp>

### **Gaps Between Supply and Demand**

Given the discrepancies between supply and demand for after school programs in Pasadena and the decline in the standardized CAT test scores of 730 to 617 from elementary school to middle school it is clear that children in middle school are in serious need of academic help that could be provided in part by after school programs.<sup>110</sup> However, when looking at the distribution of after school programs with academic components such as LEARNs and Coral there are far more programs offered to elementary school students than to middle and high school students. Pasadena LEARNs alone is running 17 sites for elementary students while only running 3 middle school sites<sup>111</sup>. Coral has a slightly better ratio of 7 elementary school sites to 3 middle school sites, which although an improvement, is still disproportionate<sup>112</sup>.

One of the reasons there may be fewer after school programs offered to middle school children is that as children get older and move on from elementary school to middle school, they begin to see the time after school (including after school programs) more as a social outlet rather than as a time or place for learning<sup>113</sup>. Studies have found that middle school children become far less interested in after school programs if they are not considered fun.<sup>114</sup> With this said, there still is a need for middle school children to obtain extra academic help so programs need to come up with a way to make after school programs attractive and fun while still offering academic support. Pasadena LEARNs has made its middle school programs looser by changing their mandatory attendance rate from five days a week for elementary school children to three days a week for middle school children. This is a step forward in trying to attract middle school children by making the program more flexible for their needs. However, all the programs still need to find out what will attract this age group to after school programs and change the curriculum accordingly to the findings.

High school students in Pasadena have even fewer options for after school programs than middle school students, despite also having the lowest combined test scores in the district of 607 on the CAT standardized test<sup>115</sup>. High school after school programs are different than middle or elementary after school programs, because by this age, staying home alone should not be an issue. In addition, the students are old enough to seek out extra help from teachers on their own. However, many high school students do not go home after school and become latch-key children that the police want to get off of the streets<sup>116</sup>. Pasadena is beginning to address this problem by offering two new after school sites that are specifically created for high school students. These two high school sites are located at Muir High School and Blair High School and they are both run by Mustangs on The Move, an after school program targeting high school children. The new

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<sup>110</sup> Education Data Partnership Webpage March 24, 2005, Mar 10, 2005 <http://www.ed-data.k12.ca.us/welcome.asp>

<sup>111</sup> Interview with Karen Cantrell

<sup>112</sup> Interview with Karen Germain

<sup>113</sup> Larner, B. Mary and Zippiroli, Lorraine and Beherman, E. Richard "When School is Out: Analysis and recommendations" The Future of Children Fall 1999 Vol. 9 Iss. 2

<sup>114</sup> Larner, B. Mary and Zippiroli, Lorraine and Beherman, E. Richard "When School is Out: Analysis and recommendations" The Future of Children Fall 1999 Vol. 9 Iss. 2

<sup>115</sup> Education Data Partnership Webpage March 24, 2005, Mar 10, 2005 <http://www.ed-data.k12.ca.us/welcome.asp>

<sup>116</sup> (Interview with NLC Police)

programs are attempting to attract high school students by offering such activities as learning how to DJ and dance classes which they believe will help attract the older students because of the age appropriate material. According to the Flintridge Foundation, a funder working with Mustangs on The Move, attracting students has been difficult and although the attendance is not as high as they would want it to be, the interest and attendance rates are slowly growing<sup>117</sup>. These two new programs are a big step towards serving the PUSD high school students because they will provide valuable information on what attracts high school students as well as providing high school students with productive activities to take part in after school. However, more programs such as Mustangs on The Move need to become available at high schools in Pasadena because there are currently not enough after school program options for students at high schools other than Blair and Muir.

In Pasadena, there is also a lack of affordable after school programs that offer quality academic components. The LEARNs program offers by far the most after school spots with approximately two thousand spaces for children from all economic classes, while also offering an academic component.<sup>118</sup> Behind LEARNs in the number of spots offered to all children while still maintaining quality academics is the Coral program with 530 spots. The YMCA does offer academic help for its children, but the cost of the program (\$250 per month) is too expensive to be affordable for many children, especially those eligible for free and reduced lunches<sup>119</sup>. The Parks and Recreation after school programs also offer a specific time during the day for homework, and some programs even offer a special homework club. From what I observed during my visit the length of time for homework, 30 minutes, is far too short and the children are not required to be as focused, nor do they receive enough help on their homework from the staff to consider homework time an academic component. This means that of the top four after school care providers there are only 2,530 spots for children who can't afford to pay for after school to obtain quality academic help, too small a number considering that 14,440 students in the district qualify for free and reduced lunch.

The shortage of slots in after school programs can be partly attributed to the fact that there is not enough transportation for after school programs that are not located on school campuses. Community based after school programs are particularly important for parents who do not have the transportation to pick their child up from the after school programs located on the school campuses. Local community after school programs allow parents to pick their child up from a site that is either within walking distance from where they live, or just a quick bus ride away. Getting students to these community based programs after school presents a large problem. Presently, there are only eight PUSD busses that are used for the transportation of students to after school programs, but there are well over thirty after school programs that are not on school campuses.<sup>120</sup> Although many of the after school programs would provide the transportation if they could, none of the programs currently have funds available for this service. Another transportation option is the Pasadena Area Rapid Transit System (ARTS) which only costs twenty-five cents for each student. There are currently nine different ARTS bus lines which run throughout the greater Pasadena area and during 2004, 20% of its riders were students.<sup>121</sup> The ARTS buses are a good form of transportation for middle and high school

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<sup>117</sup> Lisa Wilson personal interview Feb 2004

<sup>118</sup> Interview with Karen Cantrell

<sup>119</sup> Education Statistics Web Page

<sup>120</sup> Presentation by PUSD at the Coalition for Children Youth and Family meeting on March 22, 2005

<sup>121</sup> Presentation by PUSD at the Coalition for Children Youth and Family meeting on March 22, 2005



students but elementary school students are too young to be taking public buses after school. This creates another problem because the majority of after school programs are offered to elementary school students, so many elementary school children who have parents or guardians that can not transport them to places after school sites are unable to attend after school programs.

Another factor contributing to the lack of student enrollment is the lack of education for parents in Pasadena about the benefits of after school programs. Although information is currently offered to parents about after school programs, such as the National League of Cities booklet and the website [www.schoolsout.org](http://www.schoolsout.org), there is not sufficient information for parents about why after school programs are important.<sup>122</sup> The NLC has created a brochure that provides information about the importance of after school programs. However, there needs to be more than a brochure to reach the majority of parents.<sup>123</sup> If more parents were given information regarding the proven benefits of that after school programs on their child's social abilities as well as their academic achievements, there could be a rise in attendance rates for Pasadena's after school programs.

There is already a shortage of quality after school programs in Pasadena with approximately 15,000 students in PUSD who are not enrolled in an after school program. However, there is a possibility that this shortage could get a lot worse, causing in turn a crisis for many parents if funding for after school programs is reduced. Currently, both Pasadena LEARNs and Coral, the two largest programs that offer quality academic components and are affordable to all students of PUSD, face serious budget cuts. LEARNs is not sure if it is going to receive money from the State that had been available due to the 1996 welfare reforms. Coral is perhaps going to have its largest funding stream, the James Irvine Foundation, pull the plug on all of the program's money. If this happens, there could be a severe drop in the number of quality after school programs in Pasadena. The director of Pasadena LEARNs, Karen Cantrell, says that there are at least two different sites that are in danger of being shut down due to the program's budget cuts<sup>124</sup>. Coral is also in serious danger of having the vast majority of its funding cut. If the worst case scenario does occur, both programs may end up cutting the number of spots offered to students by at least 600, if not more. This would create an even more serious shortage crisis of affordable quality educational after school programs, leaving even more children without the option of attending an after school program with a decent academic component.

## Chapter 7

### **Parent Involvement**

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<sup>122</sup> Interview with Lisa Fowler with the NLC

<sup>123</sup> Interview with Lisa Fowler with the NLC

<sup>124</sup> Interview with Karen Cantrell

Studies of after school programs have found that parental involvement in the programs plays a significant role in a student's well being and success in school. This finding can also be carried over to after school programs, where parental involvement is an important part of running a quality program<sup>125</sup>. Studies such as "Building Assets: What Parents Can Do" by the Search Institute show that parent involvement in organizations dealing with youth, such as after school programs, helps the quality of programs, making them better places for the children.<sup>126</sup> By getting parents involved in after school programs, the parents are able to best shape after school programs. Parents are also important because they hold the after school programs accountable for doing their job.<sup>127</sup> At the end of the day it is the parent who eventually will decide whether the after school program that his/her child is attending is doing a good enough job or if the program should be changed. Unfortunately, parents are often so busy that in many cases it is difficult for after school programs to get parents involved. In many cases minimal parent involvement can be problematic because programs are not held accountable for what happens during after school hours. Parents just pick up their children when the program is over without trying to understand what the child has been doing for the past few hours.

Many Pasadena after school programs have made an effort to get the parents of their enrolled students involved in their programs. The Pasadena YMCA has set up a parent advisory board at every one of its sites. The advisory board is comprised of parents who come together and meet to discuss issues having to do with the program. The majority of the parents who are on the board are selected by staff members in the organization; however the meetings are open for any parent who wants to attend. The parent advisory committees are given multiple responsibilities such as creating the evaluation tools for the rest of the parents and acting as a bridge between the program staff and the parents.<sup>128</sup>

The Pasadena YMCA also attempts to reach out to parents who are not willing to attend parent advisory board meetings by holding family nights. Family nights involve members of the enrolled student's family coming to the program site, where the students show off what they have been doing at the program. Holding family nights allows parents to come and evaluate their children's activities at the YMCA program similar to the way open house nights at schools commonly work. This process seems to have been successful because, on the parent evaluation forms from the Pasadena YMCA, the feedback has been for the most part positive.<sup>129</sup>

The City Park and Recreation after school program is also in the process of setting up a parent advisory board that is similar to the Pasadena YMCA's. The city's after school program currently has an intern graduate student, who is specifically working on developing ways for parents to have more input in the program. Thus far she has put together a meeting in which at least one parent from each parks and recreation after school program site was present. The main point of this meeting was to encourage the parents who came to attend another meeting, to develop an interested base of parents.<sup>130</sup> The city is attempting to build upon this meeting by using the parents who attended to create a parent advisory council of their own. However, the city's parent council will be shaped differently than the YMCA's because there will only be one

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<sup>125</sup> "Building Assets: What Can Parents Search Institute Do" [Search Institute](#) 1995

<sup>126</sup> "Building Assets: What Can Parents Search Institute Do" [Search Institute](#) 1995

<sup>127</sup> Elena Fernandez Personal Interview February 2005

<sup>128</sup> Karen Aidlot Personal Interview Feb 2005

<sup>129</sup> Karen Aidlot Personal Interview Feb 2005

<sup>130</sup> Elena Fernandez Personal Interview February 2005

council with parent representatives from every site, rather than a separate council for each site. Building this council is a slow process and continues to be an uphill battle. It has run into problems with the staff not cooperating in their attempt to locate parents whom they thought would be good candidates for the council. It has also been difficult finding parents who are willing and interested to help shape their children's after school program, mostly because they are all too busy with work.<sup>131</sup> Despite these problems, it is necessary for the program to try and encourage the parents to get involved, for the betterment of their own program.

The Pasadena LEARNs program does not have a parent advisory board but it does try to reach out to parents. To get word of the program to parents, the LEARNs program sends applications to every parent in the district. This allows all parents the equal opportunity to enroll their child in an after school program. Pasadena LEARNs also holds a learning showcase, which is a day when the parents come to the LEARNs sites to witness their children's activities. This is really a night for the parents to come and evaluate the LEARNs after school program and decide whether or not the after school program is right for their children. Lastly, LEARNs also has an evaluation form that they send out to the students' parents to get feedback from the parents about possible program changes. Although the Pasadena LEARNs method of parent involvement is more indirect than creating a parent advisory board, parents are still given the opportunity to get involved in the program and to provide input.<sup>132</sup>

The Parents Education Network (PEN), which is a volunteer parents' organization that works on issues having to do with after school programs, is also creating ways for parents to get involved in their children's after school program. PEN helps sponsor parent tours at different after school programs. They also sponsor education events where the parents can learn about after school programs and they have created an e-mail loop to keep parents updated about educational events and changes involving after school programs.<sup>133</sup> Although PEN is not soliciting parents to give input into their children's after school program, by leading site tours and educating parents about the importance of after school programs it is more likely that the parents who are involved with PEN will know what kind of after school program they'll want for their children.

While it has been proven that parent involvement helps to create better after school programs, getting the parents involved is a difficult process. For most parents, taking time from one's day to spend on an after school program can be challenging and is often not a priority. There are many barriers in Pasadena to getting parents involved in their children's after school program. One of the largest problems is that the majority of parents who send their children to after school programs work.<sup>134</sup> These parents don't have much time during work hours to help after school programs and at the end of the work day the parents are responsible for taking care of their children, which means that they also don't have time to help after work. To work around this issue, after school organizations must find parents that are passionate about their children's child care and are willing to make the extra time to help the program. After school programs also need to offer the parent meetings at times that are convenient for the parents, which is usually after work hours or on weekends. In addition, they need to offer a place for the children to stay while the parents are at the meeting.

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<sup>131</sup> Elena Fernandez Personal Interview February 2005

<sup>132</sup> Karen Cantrell Personal Interview November 2004

<sup>133</sup> Kristin Matscha Personal Interview November 2004

<sup>134</sup> Elena Fernandez Personal Interview February 2005

## **Organizations Working on After School**

**-Partnership for Children Youth and Family:** The partnership is made up of many different organizations that focus on child care in Pasadena. The partnership holds monthly meetings in which all child care providers, including all after school programs are welcome to attend. The meetings always focus on problems child care programs are currently facing, as well as discussing ways to help the problems. For example, the meeting I attended in March 2005 focused on both, transportation for after school programs, as well as getting businesses interested in donating to after school programs. The Partnership is funded by the city of Pasadena; however the budget is only \$5,000 which allows for one part time paid position. The rest of the people who work for the partnership do so on a volunteer basis. One of the partnership's accomplishments is that they are responsible for writing the grants that fund Pasadena LEARNs.<sup>135</sup>

**-Parents Education Network (PEN):** The Parents Education Network, as stated above, is an organization that focuses on issues surrounding education, including after school programs. PEN is focused on getting parents involved with after school programs by creating an e-mail loop that gives new information to parents about after school programs as well as leading site tours so that parents can preview an after school program before deciding the program is right for their child.<sup>136</sup>

**-National League of Cities (NLC):** This is a national organization with a mission to strengthen and promote opportunity, leadership, and governance in cities.<sup>137</sup> Pasadena is currently one of six cities that the NLC has given a grant to for conducting an investigation of whether or not after school programs in the city are helping children in school. As part of this research, the NLC has created a booklet of all of the after school programs in Pasadena. The NLC is also in the process of creating a document that will give Pasadena suggestions for the future of their after school programs. Finally, the NLC has created a brochure about after school programs and why they are important not only to parents and children, but also to the entire community. The grant for the Pasadena NLC is going to run out in the summer of 2005. However, the final project that they are working on is conducting a survey of parents in the PUSD on some of the existing barriers to sending their children to after school programs. The result from this survey should be available by the end of April, 2005.<sup>138</sup>

## Chapter 8

### **Program Obstacles**

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<sup>135</sup> Sue Milie personal interview April 2005

<sup>136</sup> Kristin Matscha Personal Interview November 2004

<sup>137</sup> National League of Cities Web Site 2004, March 5, 2005 <http://www.nlc.org/home/>

<sup>138</sup> Lisa Fowler Personal Interview February 2005

When interviewing the directors of the four largest after school providers in Pasadena, along with parent organizations and others involved with after school programs, it became apparent that there are distinct problems that seem to affect many of the programs in the Pasadena area. While there are some after school programs that have problems which are program specific, this chapter will focus on the overarching problems found in Pasadena in after school programs as a whole. Many of these problems are affecting either the quality of the after school programs or making programs cut back the number of children they can serve.

One of the major problems affecting most after school programs in Pasadena is unstable funding. Most after school programs such as Pasadena LEARNs and Coral are dependent on grant funding, often requiring periodic application. This means that if the grant is discontinued at any point, the after school program is forced to look elsewhere for funding or to cut back the services they provide<sup>139</sup>. The city of Pasadena's after school program is funded solely by the Pasadena General Fund which is supported by taxpayers. Although this seems like a solid source of income, the Parks and Recreation program has had to deal with budget cuts which negatively affect the program<sup>140</sup>. The Pasadena YMCA is the best example of a stable program that never falters in raising money. One of the reasons for the YMCA's stability is they are not dependent on grants. They raise the money from individual donors and also use the parent's dues to fund their programs<sup>141</sup>.

Coral is the best example of how unstable funding can lead to problems. The Coral after school program was funded by the James Irvine Foundation, which is also the main funding stream for all of Coral's programs.<sup>142</sup> However, the James Irvine Foundation is in the process of refocusing its program and is currently planning on discontinuing its funding of the CORAL program as of June 30, 2005.<sup>143</sup> This presents a serious problem for Coral and the children of Pasadena because one of the largest after school providers in the city is in danger of having to make major cutbacks in their program. Coral is trying to avoid this problem by creating a proposal for the James Irvine foundation to continue its funding through June 30, 2006.<sup>144</sup> However, it seems inevitable that if the proposal is denied CORAL would be faced with a severe lack of funds and will be forced to cut all or most of their programs sites.

Pasadena LEARNs is another program which has also had problems with budget cuts. LEARNs was awarded grant money from the California After School Education and Safety Program that came from the welfare reforms of 1996. However, the state is discontinuing this grant this year, which has forced LEARNs to make budget cutbacks.<sup>145</sup> According to Tom Selinski, who is the president of the Partnership for Children, Family, and Youth, which has helped write grants for LEARNs, because of budget cutbacks, LEARNs had to lay off a significant portion of the senior staff to keep all of the programs alive which has created some problems for the program.<sup>146</sup>

Having a small or reduced budget also creates problems other than just cutbacks in staffing and programs. When programs are not blessed with large budgets, hiring quality staff becomes a problem. After school jobs are usually only part-time because they are only about

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<sup>139</sup> Lisa Wilson personal interview Feb 2004

<sup>140</sup> Lisa Jefferies personal interview January 2005

<sup>141</sup> Karen Aidlot personal interview February 2005

<sup>142</sup> Lisa Wilson personal interview Feb 2004

<sup>143</sup> Karen Germain email interview April 2005

<sup>144</sup> Karen Germain email interview April 2005

<sup>145</sup> Karen Cantrell phone interview March 2005

<sup>146</sup> Tom Selinski personal interview February 2005

three hours of work for junior staff members. The part-time nature of after school jobs already makes it difficult to support oneself on an after school salary, but when pay is also close to minimum wage for the majority of positions, the number of qualified people who will work for the program becomes more limited. The city program is now facing a problem in which the majority of recreation leaders are still in high school or have only received a high school education<sup>147</sup>. Although there are high school students who are probably very good at working with children, they most likely do not have as much experience working with children as do older adults. However, because of the base wages of eight dollars per hour for a recreation leader, there are not many qualified people who would take such a low paying job. After school programs lack of money forces after school programs to hire staff members who may not necessarily be the best people for the job.

Staffing problems don't only occur with the lowest paid workers because of budget problems. Higher paid workers are also faced with issues when there is a lack of funding. For after school programs that are attempting to stretch their budgets as far as possible, the highest paid upper management positions are often the first to be cut. This is a problem that Pasadena LEARNs is currently facing because it no longer receive grant money from the State based on welfare reform, and consequently, have had to shift around their staff so that site managers are now put in charge of two sites instead of one, as they used to be.<sup>148</sup> Not only does this mean that the upper level jobs are being cut, but also that those who are not fired are required to carry the work load of two people, which causes those employees more stress and anxiety and is bad for staff moral.

When the budgets for after school programs are tight, it also makes it tough to get the materials needed to run a high quality program. For programs such as Pasadena LEARNs and the YMCA that have academic components, it is important for them to supply books and supplies for the students so homework and academic work is easy to complete<sup>149</sup>. However, these supplies are expensive and with a limited budget programs may have to squeeze more out of their budgets by keeping old supplies. The same goes for after school programs that offer enrichment courses such as arts and crafts. If the program does not have enough money to buy the necessary materials then the quality of the program is negatively affected because there are not a sufficient variety of activity choices.<sup>150</sup>

Another problem that is attributed to after school programs not having a stable source of income is that paid employees of after school organizations have to continually work on grant proposals. This means that a certain amount of income for organizations like Coral and LEARNs that should be used on the actual after school program is being used to pay employees to write more grants. Although this is not a huge obstacle and most grant based organizations seem to cope with the problem, it is still unfortunate that in many instances the entry grant that is awarded is not used solely for the current program.

The introduction of the federal No Child Left Behind Act, which was implemented in 2002, has also caused some problems for after school program in Pasadena. This new piece of legislation now allows parents to switch their children out of schools they consider substandard into schools that they believe to have a higher level of academic achievement. This legislation

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<sup>147</sup> Derell Walker personal interview March 2005

<sup>148</sup> Karen Cantrell phone interview March 2005

<sup>149</sup> RAND Study Beckett Megan, Hawken Angela, and Jacknowitz Alison "Accountability for After-School Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001 p 22-23

<sup>150</sup> RAND Study Beckett Megan, Hawken Angela, and Jacknowitz Alison "Accountability for After-School Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001 p 22-23

has negatively affected after school programs such as Pasadena LEARNs because their funding is based upon school attendance. When attendance is constantly shifting from year to year it means that the budget for the sites at specific schools is also shifting. As a result, the LEARNs program located at school that are losing children are taken a substantial budget cut because of the decrease in the schools attendance.<sup>151</sup>

Almost every after school director highlighted that is transportation of children to after school sites off campuses.<sup>152</sup> This problem is exacerbated by limited available transportation and how Pasadena's main transportation service available for after school service, the ARTS busses, as described in Chapter 6.

Coordination between the different programs has also been found to be a problem among the after school programs in Pasadena. After speaking with different organizations such as the Flintridge Foundation as well as talking with different program coordinators, it became clear that there is not an open line of communication between all of the after school programs in Pasadena<sup>153</sup>. One example that I personally witnessed relating to the lack of shared information was when I was talking with the Parents Education Network about the possibility of putting together a booklet of all of the different after school programs that exist in Pasadena. One week later I found out that a booklet of this type already existed and had been created a year earlier by the National League of Cities and was mailed out to every parent in Pasadena<sup>154</sup>.

There are multiple after school programs which have overlapping sites at the same school which is another example of the lack of coordination between programs. If used properly, the combined site could be beneficial for the different programs. For instance, there are many LEARNs sites and Parks and Recreation sites on the same school campus because each programs serves different needs. The programs could come together and create a schedule where the students could go to LEARNs for half of the day for academic enrichment and help and to the Parks and Recreation programs for the other half to take part in physical activity. In a positive sign, LEARNs and the Parks and Recreation programs have been coordinating their services much better than they used to at some of the overlapping sites, and students are now able to switch back and forth between programs. At the site I visited, however, only the LEARNs children were able to go to the Parks and Recreation program and not vice versa, which means that the coordination is not yet as good as it might be.

An open meeting held by the Partnership for Children, Family, and Youth is where childcare providers get together to discuss issues about after school programs and other forms of child care. In the month of March, the coalition meeting was held on March 24th at 8:30 AM. The meeting centered on the issues of transportation to after school programs and getting businesses interested in donating funds to after school programs. Although these are important issues having to do with after school programs and it is useful to get the approximately 30 different youth service organizations who showed up together, but of the approximately 40 after school programs in Pasadena there were only eight represented at this meeting. This is still a small percentage (20%) and illustrates that there is a need for more open communication between the different after school programs. If there is a better line of communication created

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<sup>151</sup> Karen Cantrell phone interview March 2005

<sup>152</sup> Karen Cantrell, Karen Germain and Lisa Jefferies Personal interviews

<sup>153</sup> Lisa Wilson personal interview Feb 2004

<sup>154</sup> Lisa Fowler Personal Interview February 2005

between the different programs there will be a more effective understanding about the issues and needs of the Pasadena after school community.



## **Recommendations**

Despite some significant progress, there is still a lot of work to be done before Pasadena provides adequate after school programs for those students and parents who need them. Based on some of the shortcomings of the after school programs in Pasadena, which have been highlighted in this paper, there are a number of changes which should be made to help serve the needs of Pasadena students who are currently being neglected. These recommendations are based on the gaps between supply and demand and the problems that the Pasadena after school programs have encountered. These recommendations are further supported by suggestions currently being drafted for Pasadena by the National League of Cities as well as the findings by the RAND Corporation on best practices for after school programs. These suggestions are not meant to demean the hard work that has been done by multiple different organizations and after school programs over the years. On the contrary, after studying the programs in Pasadena I found many people who are dedicated to and passionate about the work they do for after school programs. Instead, my recommendations are meant to help provide some direction to the future of after school programs in Pasadena, and to give my outsider's perspective on some possible improvements.

### **Need For Steady Source of Funding**

The current source of many of the problems leading to children not being adequately served in after school programs is the lack of funding that programs are receiving. Small budgets have forced after school programs in Pasadena to hire workers who are not the most qualified or prepared for the job. The low funds also lead to understaffing in many of the programs, causing high staff to student ratios. Hiring inexperienced staff members as well as having poor staff ratios creates a poorer program, which contributes to the overall lack of quality programs in Pasadena.<sup>155</sup> Another issue surrounding funding is that most programs are reliant on unstable funding sources such as grants that either run out after a period of time or have a budget that is subject to be change by shifting criteria for the funders. Because of these unstable funding sources, certain programs such as LEARNs and Coral may be forced to cut out some of their sites, which could lead to a gap between the quantities of programs supplied and the number of programs demanded in Pasadena.

A quality program such as Pasadena LEARNs requires about \$1.5 million for every 1,000 students enrolled in after school programs. Currently there are only 7,571 students who attend after school programs which is 33% of the entire district. To increase the number of children served in PUSD to 50% which is approximately 11,300 students, while still providing quality after school programs Pasadena will need to increase its funding to close to \$17 million. The total amount of funding given to after school programs in Pasadena is not available but based on such programs as the Parks and Recreation departments program which serves 1,500 students each day with at budget of \$1.5 million it is safe to say that Pasadena receives far less than 1.5 million dollars for every 1,000 students enrolled in after school programs.

### **Parcel Tax**

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<sup>155</sup> RAND Study Beckett Megan, Hawken Angela, and Jacknowitz Alison "Accountability for After-School Care: Devising Standards and Measuring Adherence to Them" RAND Distribution Services 2001

To combat this growing funding problem, those concerned about the need for after school education in Pasadena should explore a parcel tax for after school programs. Passing a parcel tax in Pasadena is the best option to create steady funding streams for after school programs. Since Proposition 13 wiped out the school district's ability to create special school taxes without a vote of the people, passing parcel taxes have become a popular way for education programs to gain funding.<sup>156</sup> Parcel taxes are difficult to pass because they require the support of two-thirds of the voters. To get a majority this large would require a coordinated effort between after school programs and community leaders to convince both people who have children in the school system and those who do not that funding after school programs benefits the entire community. A state proposition to lower the majority needed to pass a parcel tax, from 66.6666% to 55%, is currently being discussed by reform advocates. If the majority does change to 55%, it will be much easier to pass a parcel tax. However, if the majority needed for a parcel tax is not changed, after school programs should still push for the two-thirds support, requiring a broad-based coalition to generate the support needed for a parcel tax campaign.<sup>157</sup> In the mean time, after school programs should diversify their funding streams by applying for more grants.

If the parcel tax is passed, an after school commission should be created to allocate funds for the different after school programs so that each program will get as close as possible to ten dollars per child per day.<sup>158</sup> This is the amount CORAL and LEARNs use to run their programs. The National League of Cities will soon make this recommendation for an after school commission. However, my idea of what the after school board should look like varies from that of the National League of Cities. I believe that the after school board should only be in charge of the parcel tax funds rather than all the grant money, which is what the National League of Cities is recommending. I think it is important that the programs get to handle their own grant money because the different programs work hard in writing these special grants and they should be rewarded for their hard work.

### **Needs for Standards**

Although the board would be in charge of allocating the new funding stream, there should be a certain set of standards that each program must meet if they are going to be considered for funding from the parcel tax. The following standards were created using data from the RAND Corporation study of best practices for after school programs as well as observing the specific gaps between supply and demand in Pasadena. The standards are as follows:

- 1) After school programs should be required to have a minimum staff to student ratio of 15:1.
- 2) The after school program must offer all of the three different activity options at their program: academic assistance or enrichment at the minimum of 5 hours per week for each child, physical activity, and enrichment activities. This may force certain programs to reconsider their program goals. However, offering a variety of activities has proven to yield better results with the children which is what the parcel tax should support.
- 3) The staff at the programs must be required to sign a year long contract to limit staff turnover and ensure staff commitment to the program.

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<sup>156</sup> Boyce David, "School financing: Does it Add Up?" The Almanac Feb. 12, 2003

<sup>157</sup> Tom Seliskie personal interview November 2004

<sup>158</sup> Draft #3 of National League of Cities Suggestions for future of Pasadena's after school programs Mar 10, 2005

- 4) After school programs must use a portion of their new income to increase the wages of their workers, to help attract a higher quality staff.
- 5) After school programs should also require their staff members to participate in a significant training process that helps the new workers cope with different issues that may arise with the children and teach them how to maintain the best possible program environment.
- 6) Staff members must pass an 8th grade equivalency test so that the programs know that their staff members are capable of helping the students with their academics.
- 7) Each program must conduct a thorough evaluation, based on a statistical analysis rather than a parent evaluation, at least once every three years. This evaluation will give the programs feedback on what is working and what is not. If a program fails to improve, then the after school board should be allowed to pull the funding for that after school program.
- 8) Each program should hold parent meetings on a monthly basis so that parents have a way of addressing the after school program about problems or an opportunity to get involved with the program.
- 9) Programs must have a clear goal for how they would like to benefit students, which must be easily accessible for parents to read.
- 10) The program must work on a sliding pay scale so that there are spots available for children of every socioeconomic background.
- 11) Programs must also have bilingual staff members so that they are able to serve English learning students.

### **Need for More After School Programs For Middle and High School Students**

The After School Commission should fund more programs that serve middle and high school students so that their needs are met. There are currently not enough after school programs for these students to choose from. However, if more after school programs are created for middle and high school students the program's curriculum needs to be carefully planned so that the activities offered are age appropriate and engaging for the students.

### **Need For Quality Programs**

It is important to create program standards in Pasadena because there is too much variation between programs and it is difficult for parents to know the differences between the programs. Program standards will help keep parents informed of what the after school programs are providing. Standards would help weaker programs catch up to the higher quality ones. These requirements would not be intended to restrict the programs and force them to all be similar; rather, programs should find creative ways within these parameters to make their services effective.

### **Transportation**

Transportation to after school programs located off school campuses is another issue that is holding back the expansion of student enrollment in Pasadena's after school programs. Only eight buses are designated for transporting children to after school programs. The Pasadena ARTS bus system is a start to offering transportation for the older students but it does not solve

the issue of transportation for elementary school children. To help solve the transportation need, the City of Pasadena Department of Transportation should conduct a study to assess the most efficient ways of providing transportation for all PUSD students to after school programs and how much this would cost. This project should be conducted by the Department of Transportation because it is the most knowledgeable about the workings of Pasadena's transportation system. Once this information is provided, PUSD should take the initiative to find a funding stream to generate the necessary money to put the new transportation plan in place. Finding the funding for transportation should be PUSD's contribution to after school programs, because they are currently not funding these programs. If a comprehensive after school transportation system were created, many more children would be able to attend after school programs. Those who would most benefit from the transportation assistance would be the students whose parents do not have the means to take their children to the local community after school program.

### **Making Information Available**

Finally, to help the majority of after school programs reach their full capacity so that the maximum number of students possible are served, programs need to have more information readily available for parents so that they can be educated about the availability and the positive impact after school programs can have on students. Most after school programs only have booths at events such as "back to school nights," where parents can approach them and sign their children up for the programs. Although this is a good way to make after school programs accessible to parents, the schools should take one step further and allow the after school programs some time to address parents and explain to them the benefits of after school programs. Parents should hear that students who attended programs like LEARNs regularly scored higher on both their reading and math standardized test than students who did not attend such programs and were also more likely to have a higher attendance rate.<sup>159</sup> These are facts that parents should know before deciding whether or not to send their children to after school programs, because they may encourage more parents to make the extra effort for their children by putting them in the program. Also, the National League of Cities booklet that is sent to every parent lists the different after school programs that are available in Pasadena. However, it should also provide information at the beginning of the booklet as to why after school programs are important. The more information that parents receive about after school programs, the more likely it is that they will enroll their children in such programs.

### **Communication**

In Pasadena There are not enough after school programs communicating with one another. The Partnership for Children Youth and Family have created a platform for communication with their monthly meeting between child care providers, but the number of after school organizations represented at these meeting needs to be significantly increased. One recommendation to increase the communication between programs would be for the Partnership to write down minutes explaining what happened in each meeting and send it as an email to all of the different organizations. Another recommendation is that the Partnership members as well as staff members from the programs that do attend the meetings should attempt to contact other after

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<sup>159</sup> Pasadena LEARNs evaluation 2002-2003

school programs to get them to attend the meetings, and explaining the benefits of communication between the different programs.

### **Conclusion**

In conclusion, if after school programs in Pasadena want to strengthen the quality and maintain the quantity of their programs they are going to have to: find a way to pass a parcel tax to create a consistent funding stream, create a board that will divide the money from the parcel tax among after school programs, create standards for all after school programs to raise the overall level of program quality, create a comprehensive transportation system so that the total number of children served increases, and to find better ways to educate parents about the benefits after school programs provide for students. These recommendations are based on the existing supply of after school programs in Pasadena, as well as the potential demand that could and should stimulate after school program expansion. Pasadena is making progress to get in line with the current trend of increased academic focus within after school programs, as well as increased quality, and these recommendations are designed to enhance such programs and ultimately improve the quality and capacity of after school programs offered to Pasadena's school aged children.

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## Appendix

1)

### **National League of Cities**

**Resource and Development Team  
Parent Survey**

**Dear Parent:**

**We need your help! Your completion of this survey will assist the Resource and Development Team, a collaborative of the City of Pasadena, the Pasadena Unified School District and after school program providers, improve after school opportunities and resources for children. Your answers to the questions will help us make better choices for our children. Thank you for your participation!**

Please answer the following:

1. How many school age children do you have in your household?

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2. What are their ages?

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3. What school(s) do they attend?

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4. Do your children participate in after school programs?

Yes\_\_\_ No\_\_\_

5. If the answer to question #4 is NO, please let us know why not:

The programs are too far away \_\_\_\_\_

The programs are too expensive \_\_\_\_\_

The programs don't look interesting to my child \_\_\_\_\_

I don't know of any programs in my neighborhood \_\_\_\_\_

Other reasons: \_\_\_\_\_

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6. If your answer to question #4 is yes, please list the programs below:

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**Please return this completed questionnaire to the collection box marked National League of Cities Survey in your child's school office by April 18<sup>th</sup>, 2005.**

Thank you again for your help!