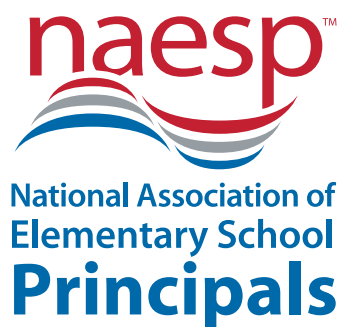# Beyond the Classroom

What Principals Want When It Comes to Afterschool and Summer Learning

2017 K-5 Principal Survey Report

naesp™

**National Association of
Elementary School
Principals**

INTRODUCTION

Decades of research has confirmed that children and youth who participate in expanded learning opportunities such as afterschool and summer learning programs experience improved academic, social and emotional, and health and wellness outcomes. (Little, Wimer, and Weiss, 2008) This has led to a widely held belief among educators, parents and policy makers that out-of-school-time (OST) programs are a basic element of a comprehensive education. However, just as more educators are relying on OST programs to support in-school learning, there is still a great need to establish quality standards and best practice models to increase programmatic impact, unify principals and OST providers in the delivery of afterschool and summer programs, and understand more fully the expanded learning field so that this critical component of the educational system may be best utilized by those that need it and understood by those that fund and support it.

This report summarizes findings from a national survey of elementary school principals conducted in February 2017. This research was carried out in partnership between the National Association of Elementary School Principals and the College of Charleston's Afterschool and Summer Learning Resource Center with funding provided by the Charles Stewart Mott Foundation. Survey efforts targeted (1) activities offered in afterschool and summer programming, (2) program operations and management, (3) OST-school partnerships, (4) resources and funding, (5) program quality and perspectives on student outcomes, and (6) challenges in OST programming. Supplemental questions gauged principals' interest in OST advocacy efforts and involvement in regional and national networks to improve quality.

SURVEY METHODOLOGY

1,217 elementary school principals, representing 38 states across the country, responded to the survey (see figure A). Forty percent (n=488) of respondents were from rural or small town communities, 31% (n=376) were from suburban communities, and 29% (n=352) were from urban or city communities. Descriptive data regarding principals' student body characteristics are provided in Table 1.

The electronic survey, distributed through the online survey platform, Qualtrics, consisted of twenty-five quantitative and two qualitative questions targeting the current state of principals' afterschool and summer programming as well as their perceptions of needs and challenges Appendix I provides a complete list of survey questions. Quantitative data is presented in this report; qualitative data is presented in a companion report.

Table 1. Descriptives of principal-reported student body characteristics.

	n	Min	Max	M	SD
% Eligible for free or reduced-price lunch	1217	0	100	49	32.2
% English Language Learners	1216	0	100	11	18.7
% Students who qualify for special education services	1215	0	100	17	13.9
% White/Caucasian	1214	0	100	62	33.5
% Black/African American	1213	0	100	18	25.3
% Hispanic/Latino	1215	0	99	11	18

Figure A. Number of survey respondents per state.

NUMBER OF RESPONDENTS PER STATE
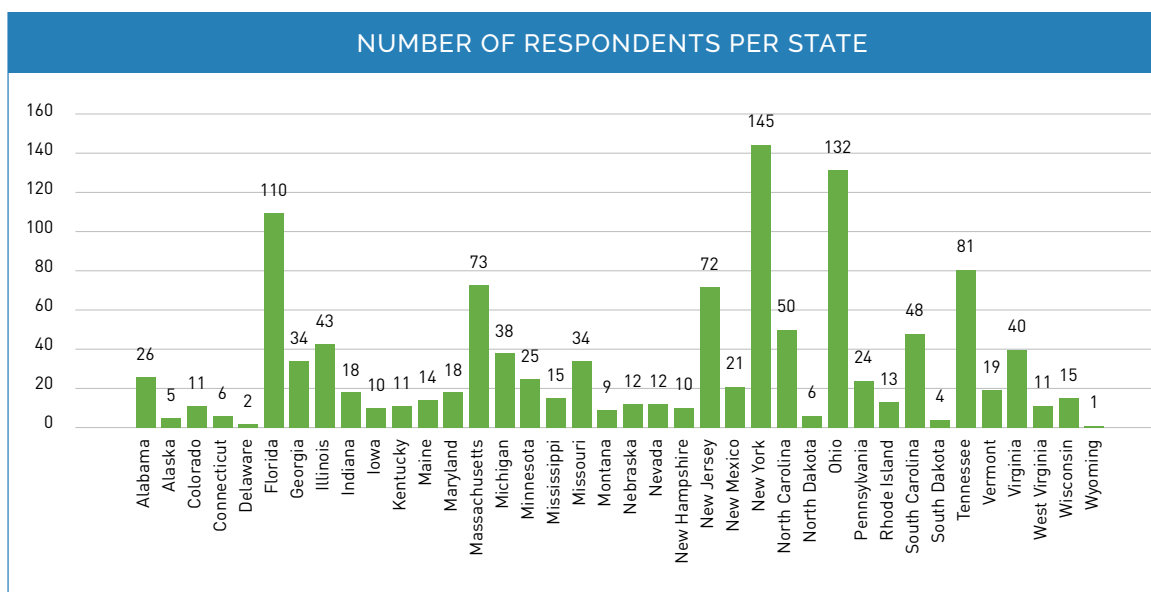
Secondary Analysis by Type of Community

In order to understand more fully afterschool and summer programming within various settings, secondary analyses focused on respondents among each of the three types of communities (urban/city, rural/small town, and suburban). This was done to uncover how OST programs function within each setting as well as reveal challenges and needs that may be specific to one type of community over another.

Table 2 provides data on the student body characteristics as well as the racial and ethnic composition of student body populations within each community. Data indicate that urban and rural communities are similar in the number of children living in poverty (66%; 53%), but urban communities show the greatest need in terms of children living in poverty, percent of English Language Learners, and children receiving special education services compared to rural and suburban communities. With regard to racial and ethnic composition, urban communities have a greater variety of student ethnicities compared to rural and suburban communities which consist of mostly white student populations.

Table 2. Student body characteristics within each type of community.

	Urban	Rural	Suburban
% Eligible for Free/Reduced-Price Lunch	66	53	28
% ELL	18	7	9
% Special Education	19	16	15.5
% White	33	78	69
% Black	36	10	11
% Hispanic	20	6	10

Secondary Analysis by Educational Rank

Secondary analyses focused on states considered to have high quality educational standards, programs and outcomes compared to those with lower quality. This additional analysis was done in order to understand the role and function of OST programs within these states as well as challenges and needs. With regard to educational rankings, respondents were grouped according to membership within the top 20 educationally-ranked states (n = 510 respondents) and within the lowest 20 educationally-ranked states (n = 471 respondents). Rankings were based on the *U.S. News & World Report 2017 Education Rankings* that incorporates preschool through higher education state data to measure and comparing the quality of education available to students within each state. The state-by-state rankings, top 20, and lowest 20, is provided in Appendix II.

Table 3 provides data on the type of communities represented in each group along with student body characteristics. Data indicate that 49% of respondents within the lowest ranked 20 states are from rural communities and have a higher percentage of children living in poverty than respondents in the highest ranked 20 states.

Table 3. Student body characteristics and community representation of respondents in the highest ranked (top 20) and lowest ranked (lowest 20) state groups.

	Top 20	Low 20
% Eligible for Free/Reduced-Price Lunch	40	56
% ELL	10	10
% Special Education	17	15
% White	62	64
% Black	15	21
% Hispanic	13	8
Urban/city (%)	31	24
Rural/small town (%)	32	49
Suburban (%)	37	27

AFTERSCHOOL AND SUMMER PROGRAMMING

## Activities offered in Afterschool and Summer Programs

Among all survey respondents, 75% indicated they currently have an afterschool program, 56% have a summer program, and 16% currently do not have any type of OST program. Survey respondents provided information regarding the types of activities offered in their afterschool and summer programs For those that indicated they did not currently have an afterschool or summer program, survey questions focused on the types of activities they would be strongly interested in providing for their elementary school students.

Afterschool
Respondents that currently have an afterschool program indicated that the most consistent activities provided are homework help (77%), academic improvement and remediation (65%), sports (64%), and arts and crafts (57%).

When looking at communities (see figure B), urban (79%), rural (79%), and suburban (74%) respondents indicate that homework help is a primary activity in their afterschool programs. Urban and rural communities tend to offer more academic improvement and remediation activities than suburban communities; afterschool programs in suburban communities tend to offer more daycare/child care services, academic enrichment activities, and activities focused on SEL more than urban and rural communities. While both urban and rural communities mostly provide homework help and academic improvement and remediation activities, rural communities tend to offer less variety in other areas of afterschool programming compared to urban communities (SEL, arts/crafts, arts instruction, sports).

Figure B. Types of afterschool activities provided in each community.

AFTERSCHOOL ACTIVITIES PROVIDED
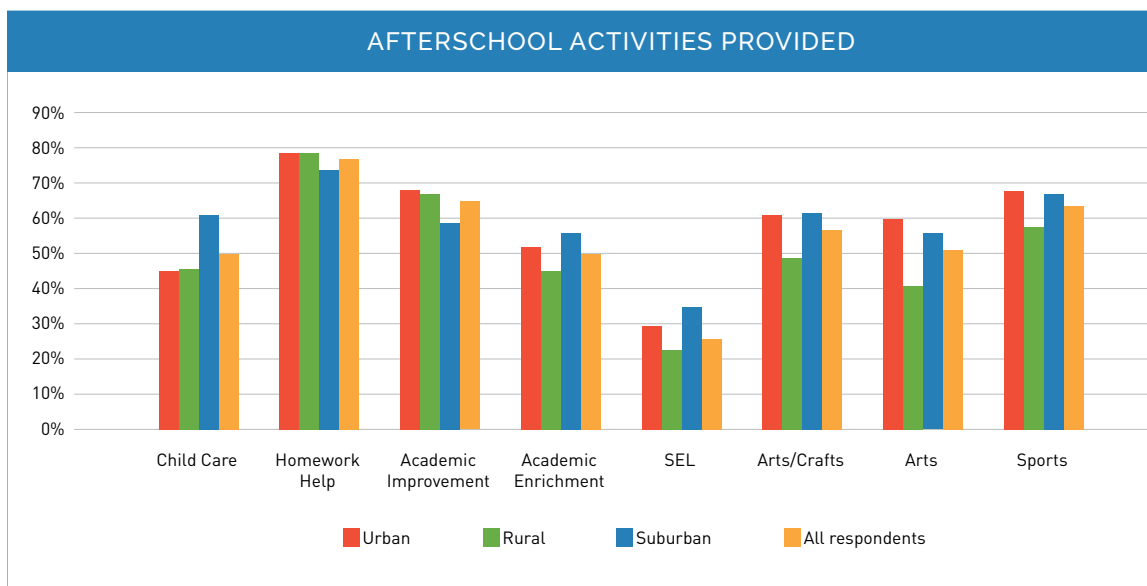
Comparisons of states grouped by educational ranking (see figure C) indicate that while homework help is the most noted afterschool activity provided for both the highest-ranked (79%) and lowest-ranked states (77%), respondents within the lowest-ranked states (71%) indicated that the second-largest focus of afterschool activities is academic improvement and remediation, more so than respondents in the highest-ranked states (60%). Overall, respondents in the lowest-ranked states indicated that most of the afterschool program focus is largely academic in nature, with a great focus on homework assistance and academic improvement and remediation.
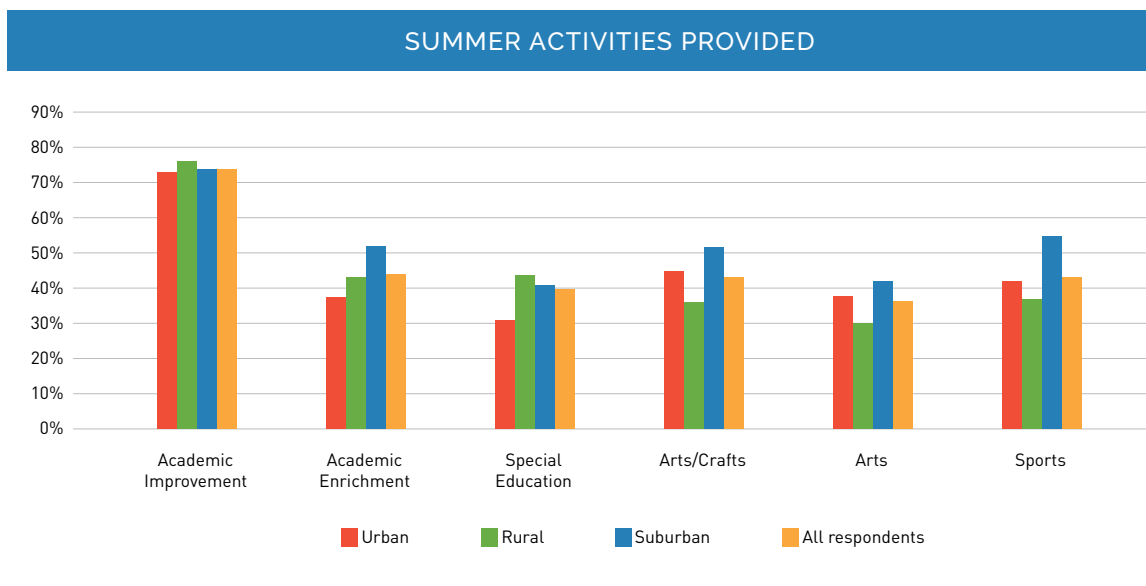
Figure C. Types of afterschool activities provided in the highest-ranked and lowest-ranked states.

AFTERSCHOOL ACTIVITIES PROVIDED

Legend: Top 20 — Low 20 — All respondents
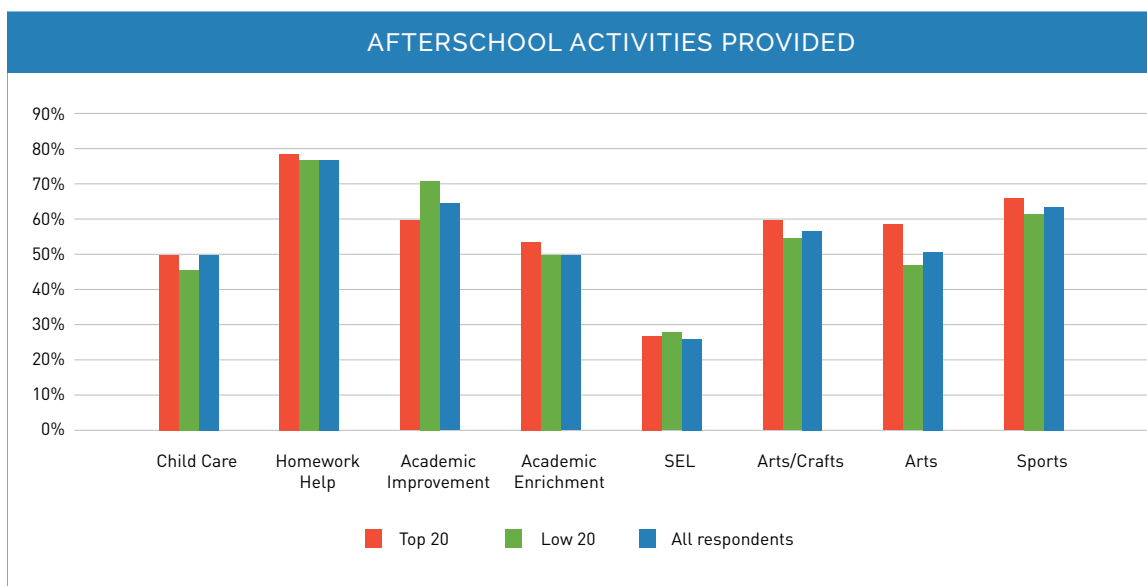
Summer

Among all survey respondents, activities most often offered in summer programs are largely focused on academic improvement and remediation (74%). Respondents in all three types of communities indicate this is largely the focus of their summer programs (urban, 73%; rural, 76%; suburban, 74%). Suburban communities tend to additionally offer more variety during summer programs including academic enrichment activities, arts/crafts, arts instruction, and sports. Rural communities tend to offer more special education services than urban and suburban communities. See figure D.

Figure D. Types of summer activities provided in each community.

SUMMER ACTIVITIES PROVIDED

Legend: Urban | Rural | Suburban | All respondents

When comparing the responses from those within the highest-ranked and lowest-ranked states (see figure E), the prevalence of academic improvement and remediation activities during summer hours is comparable. Respondents within the highest-ranked states (46%) indicated that they provide special education services during summer programs, more so than the lowest-ranked states (33%).

*Figure E. Types of summer activities provided in the highest-ranked and lowest-ranked states.*

SUMMER ACTIVITIES PROVIDED

Legend: Top 20 | Low 20 | All respondents
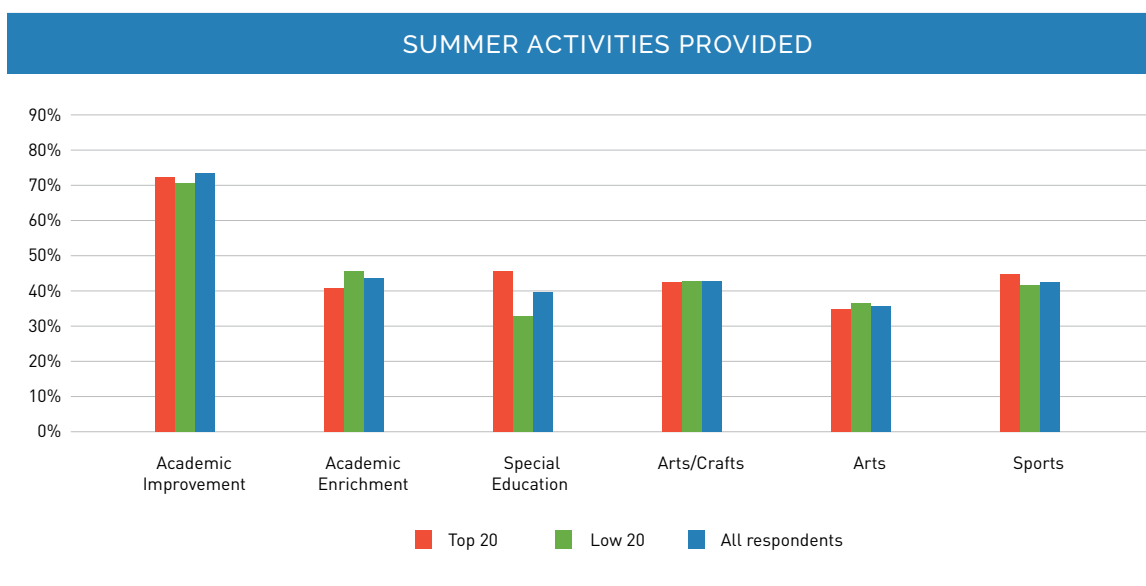
Activities of interest during afterschool or summer environments

Among all respondents surveyed that did not currently have an OST program, respondents indicated most often that programs with academic activities are desirable; 81% of respondents are interested in academic improvement and remediation activities, 72% are interested in academic enrichment activities such as science, technology, engineering, and math (STEM) enrichment, and 67% are interested in providing homework help for students. Other interests include social and emotional learning (SEL; 51%), sports and fitness activities (46%), and arts instruction (41%).

When comparing communities (see figure F), all respondents across the communities indicate a strong interest in providing academic improvement and remediation activities, with slightly more urban and rural respondents interested than suburban respondents (urban, 84%; rural, 85%; suburban, 72%). Suburban respondents tend to have a stronger interest in providing student homework help (urban, 68%; rural, 61%; suburban, 76%) and urban respondents tend to be interested in offering a greater variety of activities, including SEL (urban, 68%; rural, 43%; suburban, 52%) and sports (urban, 68%; rural, 37%; suburban, 49%) activities.

Figure F. Interest in OST activities among urban, rural, and suburban respondents.
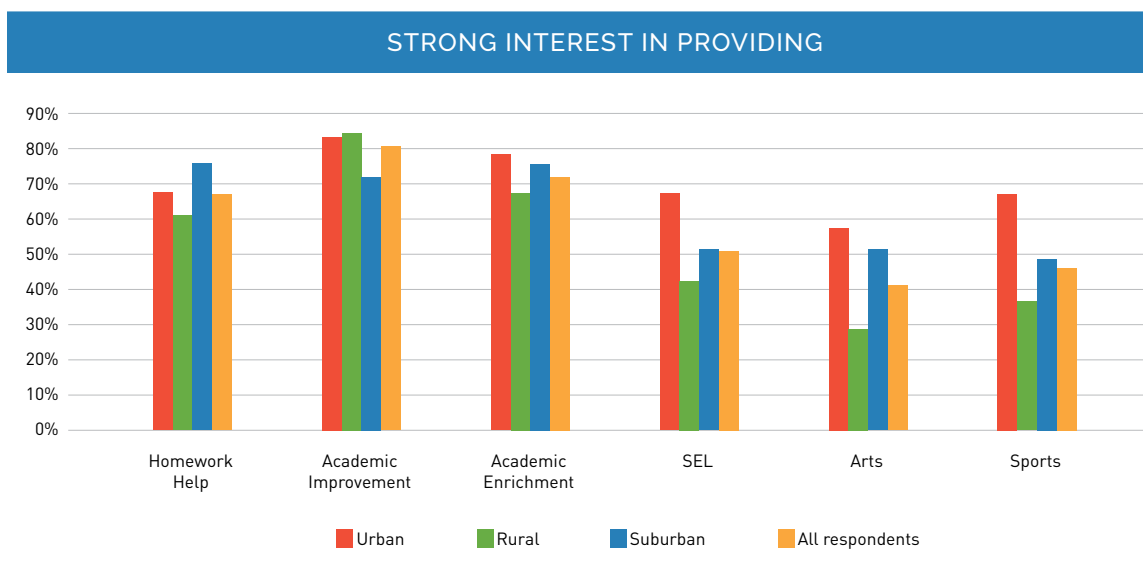
When comparing states grouped by educational ranking (see figure G), data indicate that respondents who do not currently have an OST program within the lowest-ranked states are most interested in providing academic improvement and remediation activities (88%) and homework help (68%). Respondents within the top-ranked states are more interested in academic enrichment (80%), SEL (52%), arts instruction (50%), and sports activities (43%).

Figure G. Interest in OST activities among respondents within the highest- and lowest-ranked states.

STRONG INTEREST IN PROVIDING
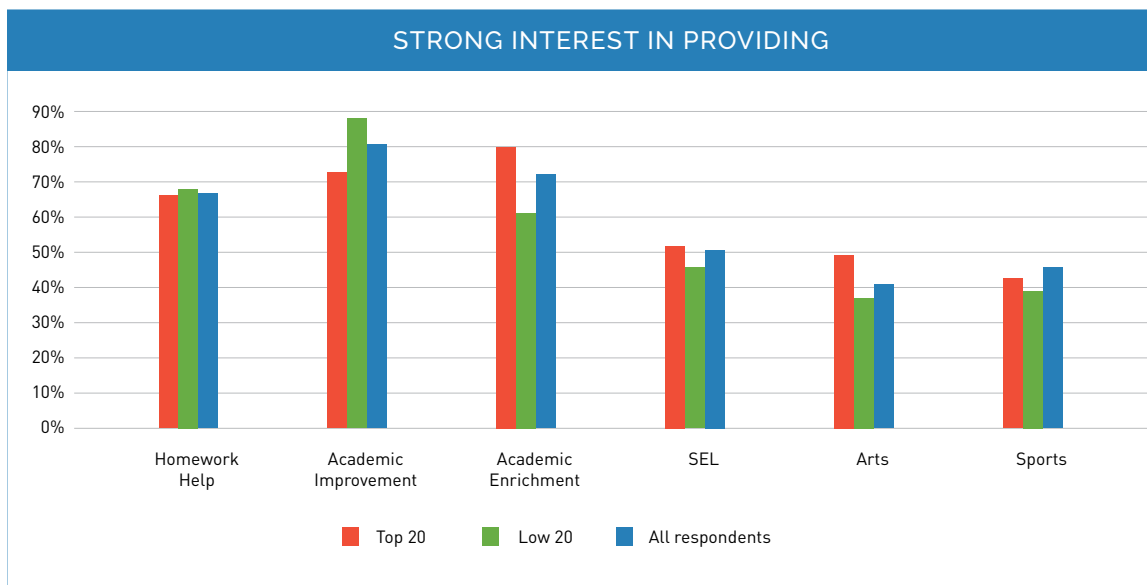
Program Operations and Management

Afterschool Management

Among all respondents surveyed, most respondents (60%) indicated that their school managed the afterschool program. Twenty percent of respondents indicated their school district handled this duty and 14% indicated a community partner or non-profit managed the program.

Community comparisons provide that these agents are common in terms of afterschool management across all three communities, however, urban respondents (21%) indicate they get more help in terms of afterschool program management from community partners or non-profits, compared to rural (9%) and suburban (12%) respondents. Additionally, more respondents in rural communities (27%) indicate that their school district manages their afterschool program compared to urban (12%) and suburban communities (19%). Figure H provides comparisons among the communities along with data from all respondents surveyed.

Figure H. Common afterschool program management entities.

AFTERSCHOOL PROGRAM MANAGEMENT

Legend: Urban, Rural, Suburban, All respondents
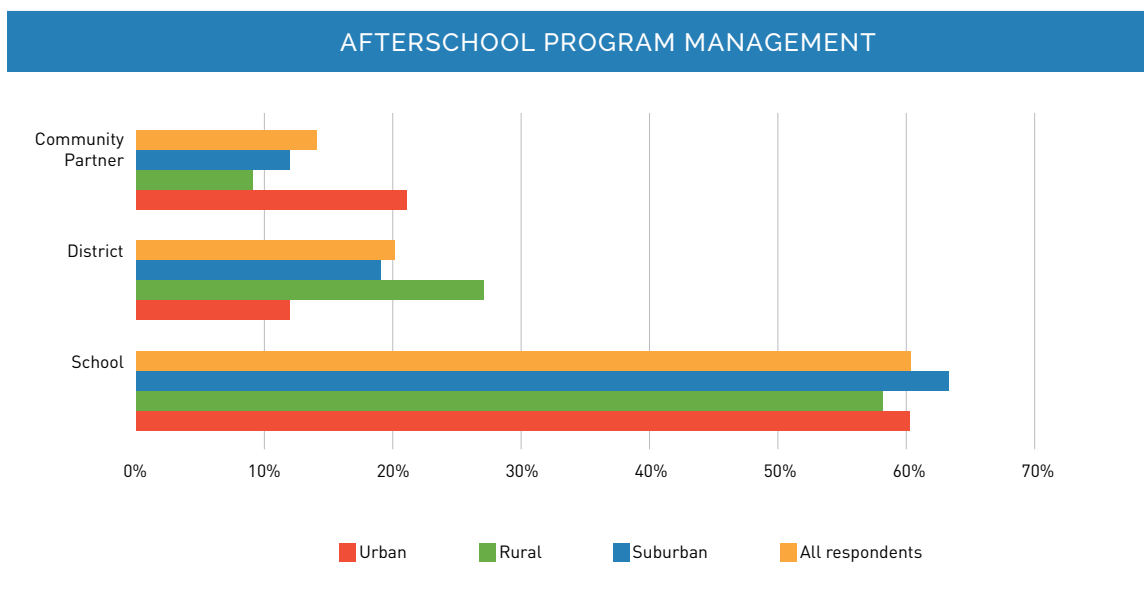
A comparison of data from respondents within the highest-ranked and lowest-ranked states show little difference in terms of those that manage afterschool programs. Within both groups, most management is done by their school (Top 20, 61%; Low 20, 60%), the school district (Top 20, 17%; Low 20, 20%), or a community partner or non-profit (Top 20, 16%; Low 20, 13%).

Summer Program Management

Just as afterschool programs are typically managed by the principals' school, school district, or community partners, data collected on summer programs indicate the same agents are involved in summer program management. Among all survey respondents, 57% indicate their summer program is managed by their school, 34% indicate their school district manages the summer program, and 5% provide that a community partner manages the summer program. Respondents among the three types of communities as well as within each educational rank group indicate similar trends. Overall, community partners or non-profits are typically less involved in summer program management (afterschool, 14%; summer, 5%).

Coordinators and core staff in afterschool programs

Among all survey respondents, responses indicate that the afterschool program coordinator position is typically held by various people, some with existing roles within the school including school administrators (34%) and teachers (24%). Twenty-five percent of respondents also indicate part-time coordinators are in this position. Those that fulfill afterschool program primary functions (core staff members) also have existing roles within the school: teachers (59%), support staff (counselor, teacher coach; 27%), and other school staff (classroom assistant, office secretary; 26%). Respondents within each community type as well as educational rank group indicate similar trends.

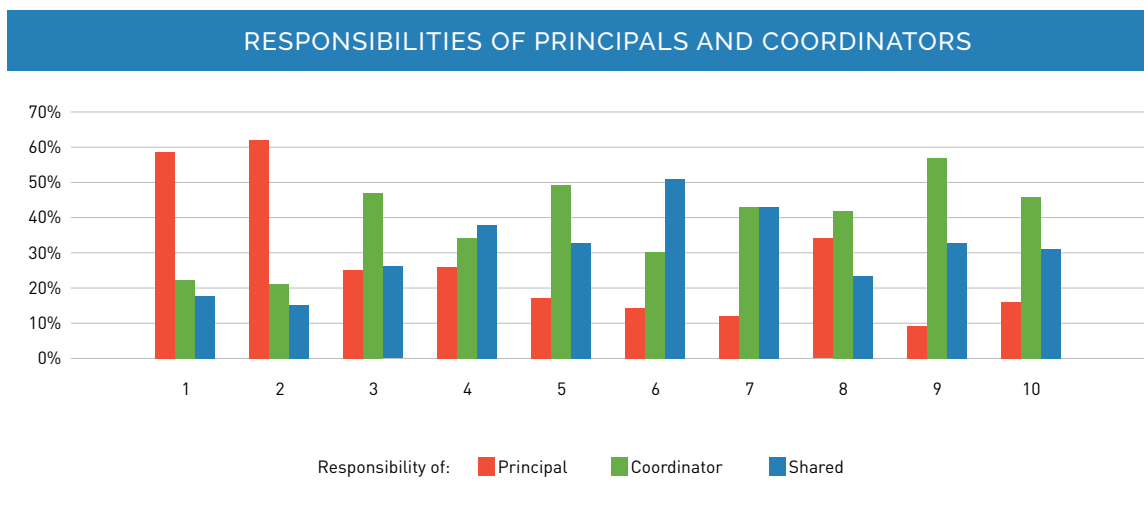### Coordinators and core staff in summer programs

Fifty percent of all survey respondents with a summer program indicated the summer program coordinator position is occupied by a school administrator, just as in afterschool programming. Teachers also fill this role (23%) and full-time coordinators (27%) are more likely to be in place for summer programming than in afterschool programs. Core staff members in summer programs are those that are also conducting the primary activities in afterschool programs: teachers (82%), school support staff (34%), and other school staff (24%). Respondents within each community type as well as educational rank group indicate similar trends.

School-Program Relationship

Responsibilities of principals and coordinators in school-based OST programs

When given a list of OST programmatic activities, survey respondents indicated that principal responsibilities are to (1) secure space for OST activities (59%) and (2) communicate with classroom teachers regarding the use of their classrooms for program activities (62%). Respondents also indicated OST coordinators' responsibilities including: (1) providing supplies and materials for the OST program (47%), (2) communicating with parents about the content of OST programs (49%), (3) hiring and supervising OST staff (42%), (4) registering participants for programs (57%), and (5) defining the staff's training needs (46%). Data also indicates that there tends to be an overlap in responsibilities as some functions are shared by both the OST coordinator and the principal. These include: (1) handling discipline issues that arise in OST programs (38%), (2) the recruitment of students for OST program participation (51%), and (3) deciding the types of activities to be offered in the OST programs (role of coordinator, 43%; shared responsibility, 43%). See figure I.

Figure I. Responsibilities of principals and coordinators in OST programming.

1 Secure space for OST activities.

2 Inform classroom teachers that their classrooms will be used.

3 Provide supplies and materials for OST programs.

4 Handle discipline issues that arise in OST programs.

5 Communicate with parents about the content of OST programs.

6 Recruit students for programs.

7 Decide on the type of activities to be offered.

8 Hire and supervise staff of the programs.

9 Register participants for programs.

10 Define the staff's training needs.

In suburban communities, the coordinator tends to decide on the types of activities to be offered in the OST program (responsibility of coordinator, 49%), whereas in rural (shared responsibility, 44%) and urban spaces (shared responsibility, 45%) it is more of a shared responsibility between the principal and coordinator. Data from respondents in the highest-ranked and lowest-ranked groups were comparable to responses amongst all respondents surveyed in terms of principal, coordinator, and shared responsibilities and little differences existed when comparing the two groups to one another.

Nature of the principal role
With regard to afterschool programs, survey respondents indicated their role in regards to the program functioning is mostly logistical (53%) and managerial (44%) in nature. Logistical tasks include managing school space, materials, and school-program schedules and managerial tasks include helping the program coordinator with frequent daily and weekly duties. To a lesser extent, principals indicate taking part in other program-related tasks including aiding in community outreach (25%) and helping to secure funding for the program (23%). In community comparisons as well as comparisons between responses of principals within the highest-ranked and lowest-ranked states, the results are similar.

In regards to summer programs, the same principal roles hold true according to responses from all survey respondents: principals take part in logistical (50%) and managerial (48%) functions primarily, while some take part in community outreach (23%) and funding efforts (22%). However, in community comparisons, principals in urban (27%) and rural (24%) communities take part in more funding efforts than those in suburban (13%) communities. Additionally, principals in urban (17%) communities take part in less community outreach activities than rural (27%) and suburban principals (21%). Little differences were found between principal responses within the highest-ranked and lowest-ranked states in terms of principal roles in regards to summer programming. Figure J shows community comparison data regarding principal roles in regards to summer programming.

Figure J. Summer program principal roles in each community.

SUMMER PROGRAM PRINCIPAL ROLES
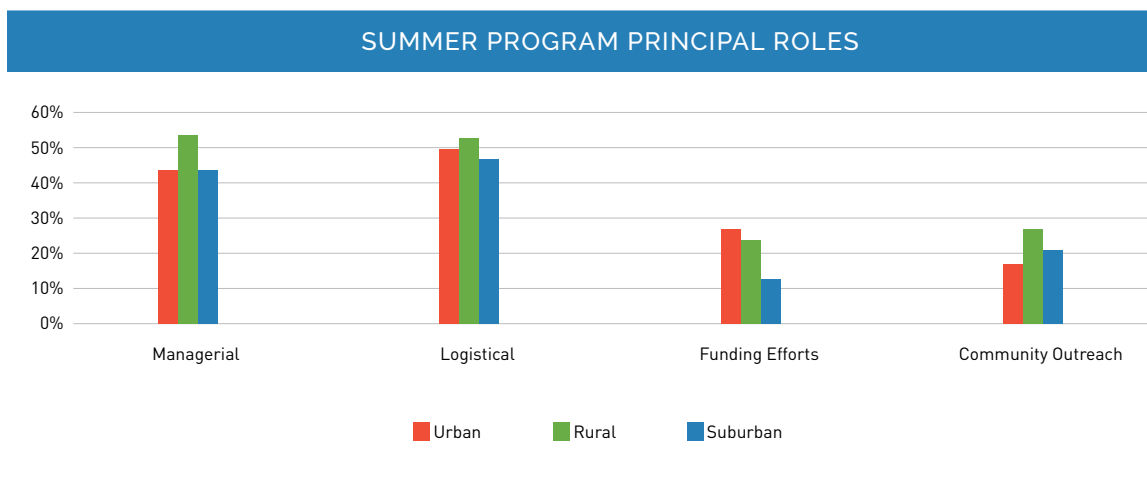
Resources and Funding

Afterschool funding

Among all survey respondents, the most common funding source for afterschool programming comes from tuition and fees (51%). Other sources include support from the school district (28%) and funds from federal sources (28%). Among the communities, tuition and fees are the main way programs are funded, especially for programs in suburban (69%) and urban (49%) communities. However, principals in rural communities indicate not only a reliance on tuition and fees (39%), but also dependence on federal sources (38%). More respondents in rural (38%) and urban (29%) communities indicated a reliance of federal grants compared to suburban respondents (15%); rural communities depend on it more than urban communities. See figure K.

Figure K. Sources of afterschool program funding among the communities.

SOURCES OF AFTERSCHOOL PROGRAM FUNDING
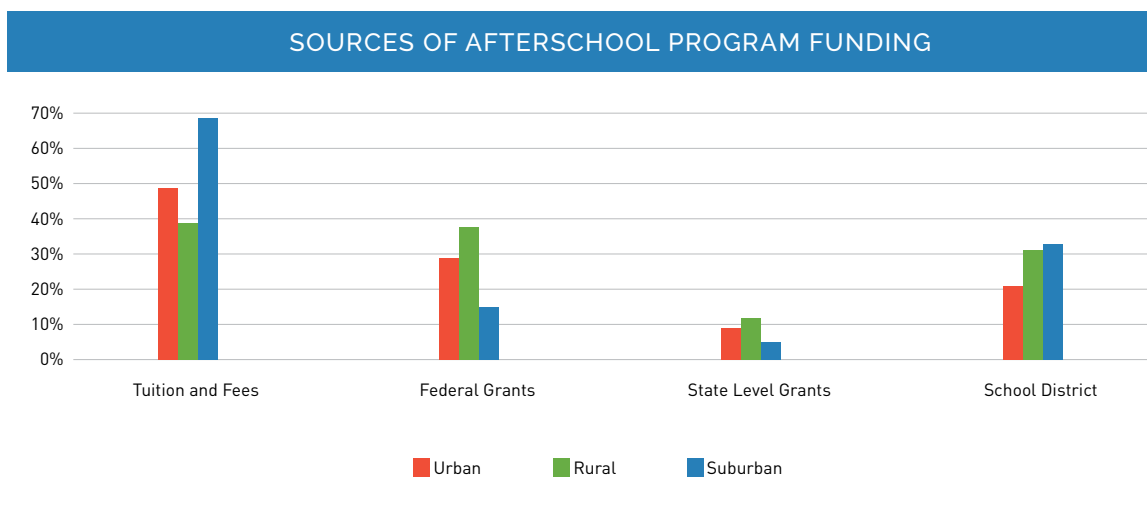
When comparing responses of principals within the highest-ranked and lowest-ranked states, more principals in the lowest-ranked states indicated a reliance on federal funding than principals within the highest-ranked states; principal responses within the lowest-ranked states also indicated less support from district funding. See figure L.

Figure L. Sources of afterschool funding among the highest-ranked and lowest-ranked groups.

SOURCES OF AFTERSCHOOL PROGRAM FUNDING
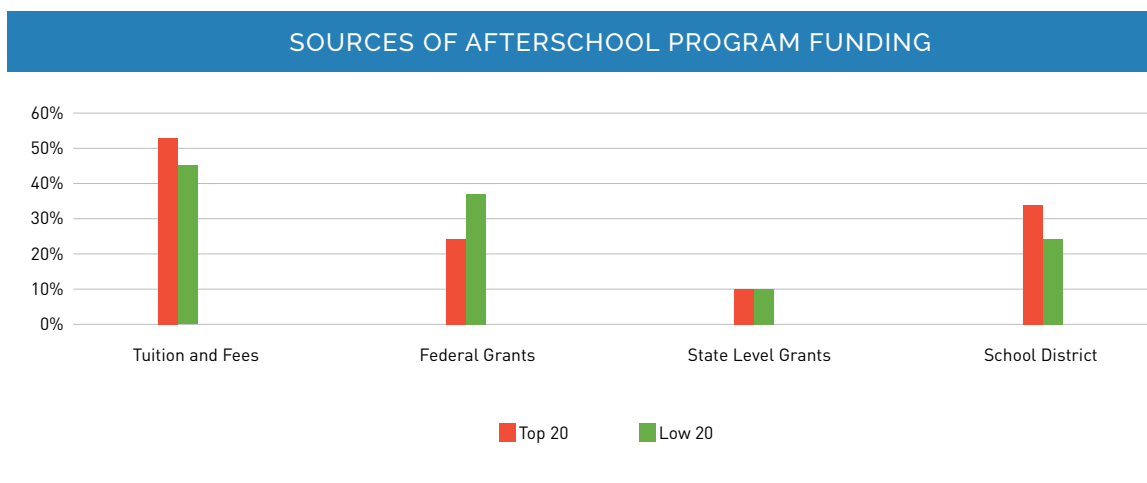
Summer funding

Survey respondents overall indicate that school district (43%) funding is used more for summer programming, along with tuition and fees (36%). Other funding sources for summer programs include federal grants (31%) and state-level grants (17%). For summer programming, urban and rural communities tend to rely on district funding (urban, 35%; rural, 51%); rural communities tend to rely on this type of funding more than urban communities. Suburban communities largely rely on tuition and fees (61%) for summer program funding. Finally, rural communities (37%) again depend on more federal funding than urban (30%) and suburban (25%) communities.

Figure M. Sources of summer program funding among the communities.

SUMMER PROGRAM SOURCES OF FUNDING
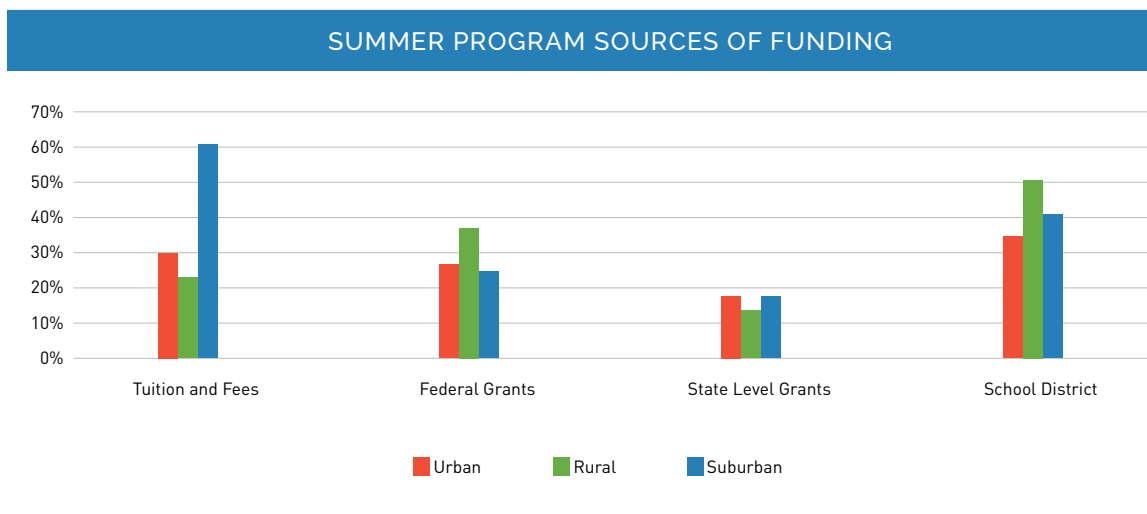
Principals in the lowest-ranked states (41%) indicated they, too, depend on federal grants to fund summer programs. Principals in the highest-ranked states tend to rely more on district funding (50%). See figure N.

Figure N. Sources of summer program funding among the highest-ranked and lowest-ranked states.

SUMMER PROGRAM SOURCES OF FUNDING
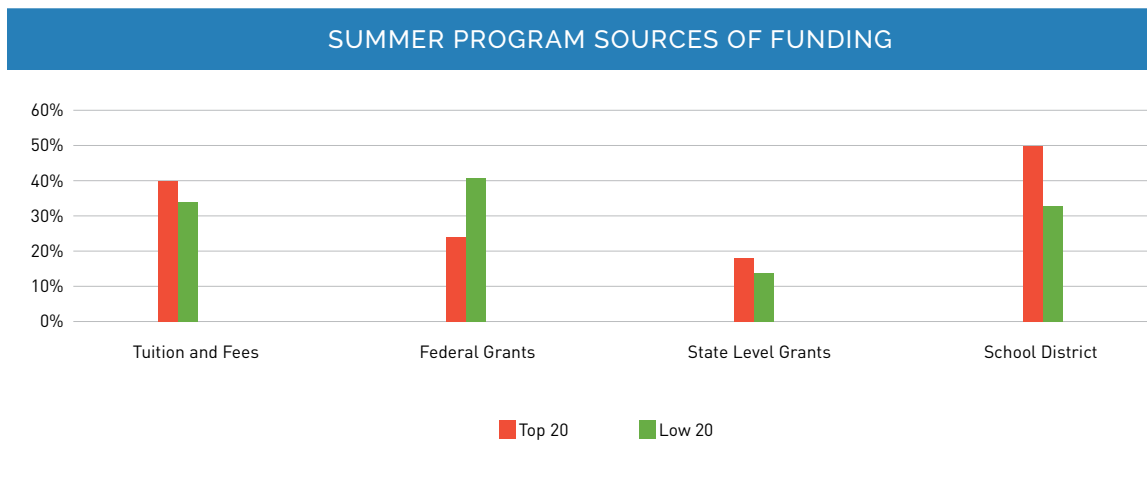
Program Quality and Perspectives on Student Outcomes

Principal perceptions of program quality

Among all survey respondents, perceptions of afterschool program quality mostly ranged from adequate (57%) to high (40%). Very few (3%) feel their afterschool program quality is poor (see figure O). In regards to summer programs, principals tended to feel the program quality was higher; 51% indicated their summer program was high quality and 47% perceived their summer program as adequate (see figure O).

Figure O. Perceived quality of afterschool and summer programs.

PERCEIVED QUALITY OF AFTERSCHOOL AND SUMMER PROGRAMS.
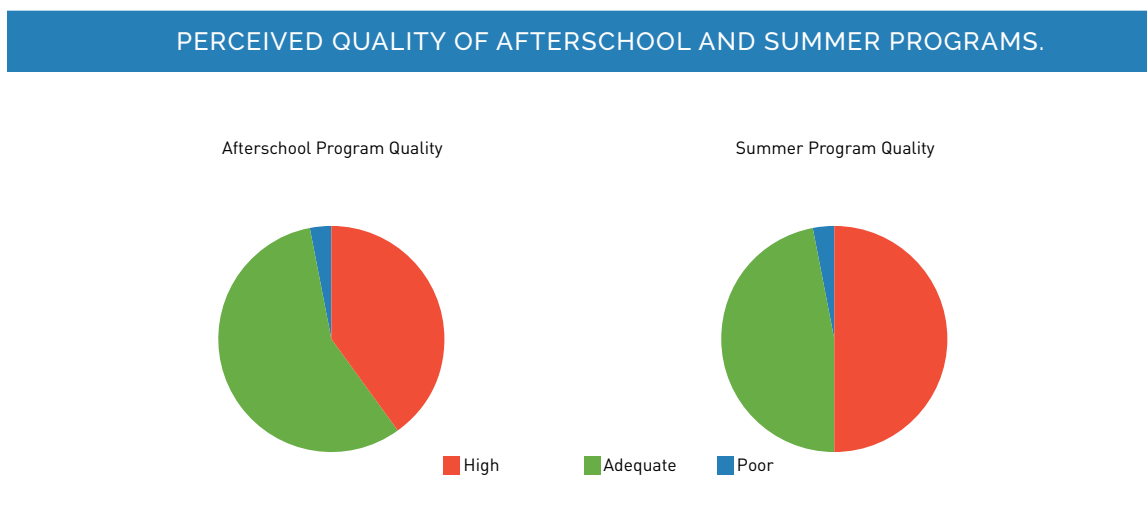
Among the types of communities, more suburban respondents (50%) think the quality of their afterschool program is high compared to urban (36%) and rural respondents (36%). Most urban (61%) and rural (60%) respondents think the quality of their afterschool programs is adequate. See figure P.

Figure P. Perceived afterschool quality among urban, rural, suburban respondents.

AFTERSCHOOL PROGRAM QUALITY
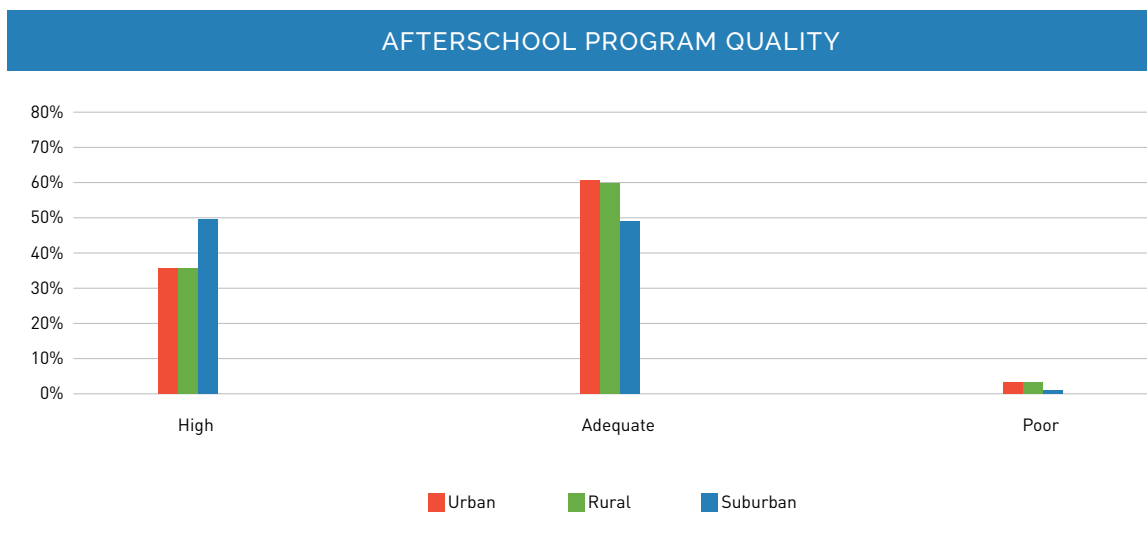
In terms of summer programs (see figure Q), most suburban respondents (63%) again feel their program is high in quality; slightly more urban (44%) and rural (47%) respondents think their summer programs are high in quality compared to perceptions of their afterschool programs. Overall, most urban and rural respondents think their summer program quality ranges from adequate to high.

Figure Q. Perceived summer quality among urban, rural, and suburban respondents.

SUMMER PROGRAM QUALITY
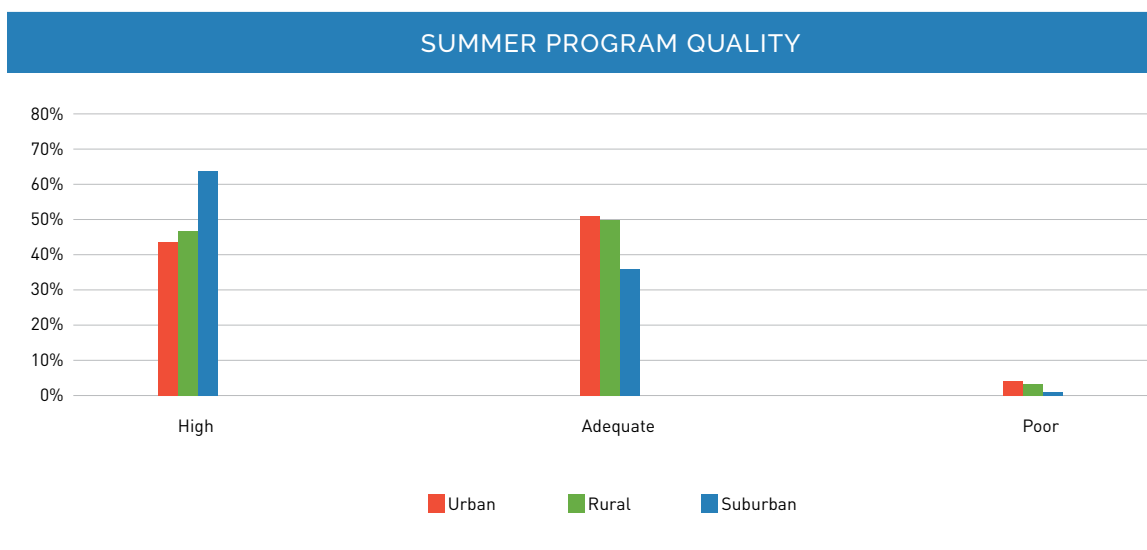
Comparisons of respondents' perceptions regarding afterschool and summer programming quality within the highest-ranked and lowest-ranked states show little difference. In terms of afterschool program quality, most respondents feel their program is adequate (Top 20, 56%; Low 20, 58%) to high (Top 20, 43%; Low 20, 38%). In regards to summer programming, respondents indicate similar perceptions; nearly equal percentages of respondents think their programs are adequate (Top 20, 50%; Low 20, 44%) to high (Top 20, 49%; Low 20, 51%).

Student outcomes

When asked to what extent (greatly, moderately, slightly, or not at all) principals believed their afterschool program positively impacted certain student outcomes, survey respondents felt the greatest impact was seen in homework completion (greatly, 38%). An additional student benefit of afterschool programs was peer positive socialization (getting along with others; greatly, 31%). Other moderately impactful outcomes included academic achievement (47%) and motivation to learn (39%). See figure R.

In regards to afterschool programs, community comparisons show similar findings; principals believe the greatest impacts are homework completion (greatly; urban, 39%; rural, 42%, suburban, 32%) and getting along with others (greatly; urban, 32%; rural, 28%; suburban, 32%). Respondents amongst the three communities also share beliefs in moderately impacted outcomes: academic achievement (moderately; urban, 52%; rural, 47%; suburban, 41%) and motivation to learn (moderately; urban, 40%; rural, 38%; suburban, 39%).

In terms of summer programming and perceptions of student outcomes (see figure S) overall, 38% of principals surveyed feel student academic achievement is greatly impacted along with peer socialization (getting along with others; greatly, 35%). Moderately impacted student outcomes include motivation to learn (41%), classroom behavior (35%), and class participation (35%).

Figure R. Perceived student outcomes of afterschool programs.
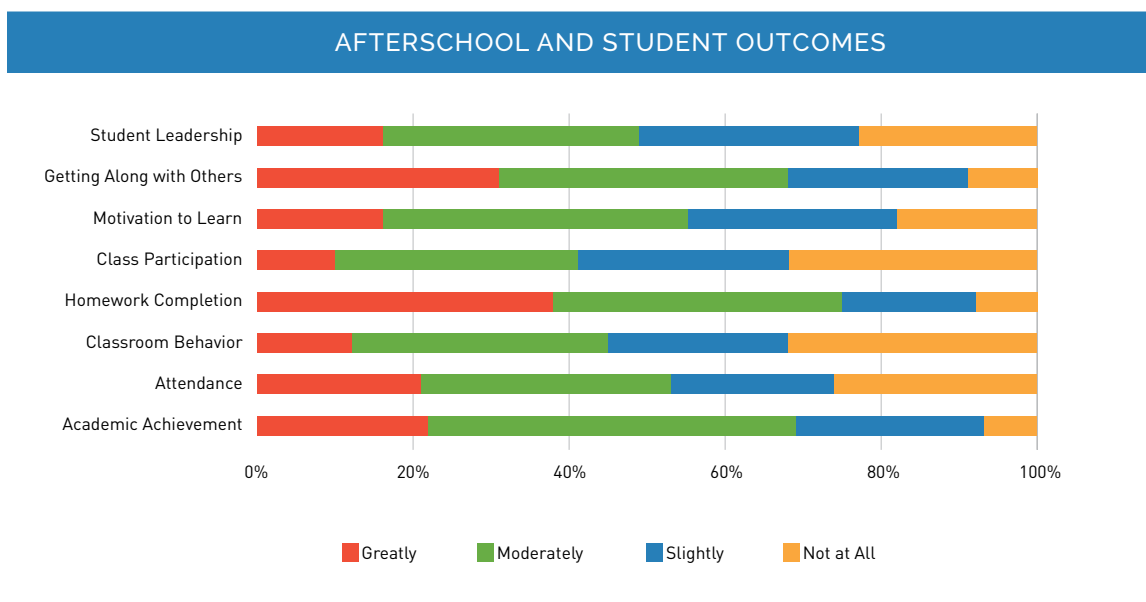
Figure S. Perceived student outcomes of summer programs.

SUMMER PROGRAMS AND STUDENT OUTCOMES

Legend: Greatly | Moderately | Slightly | Not at All
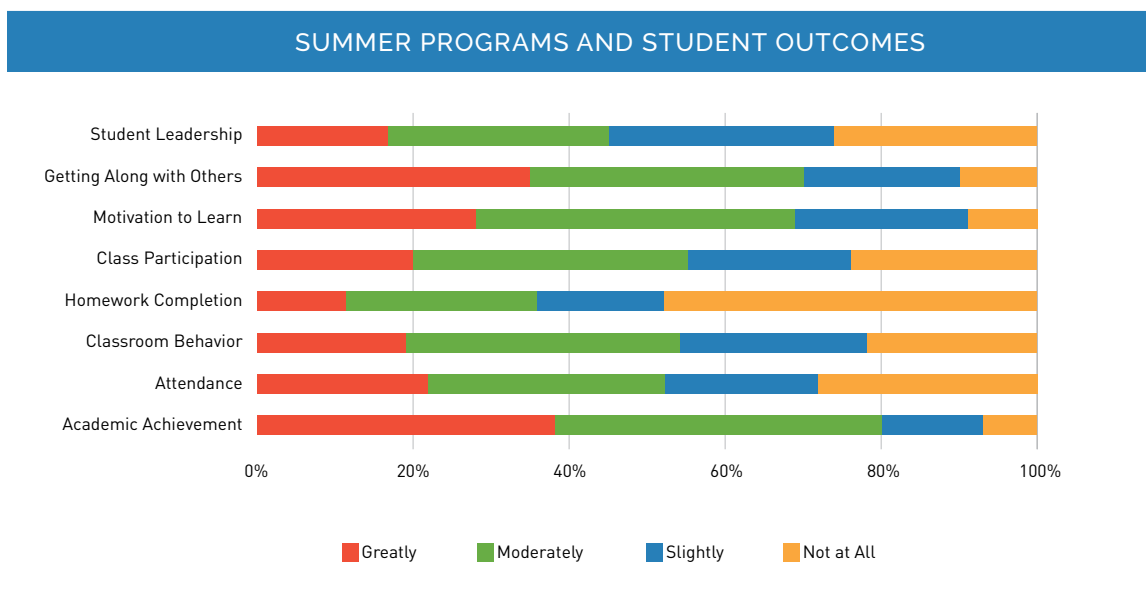
In regards to summer program student outcomes, respondents in the three communities share the belief that academic achievement is greatly impacted (urban, 37%; rural, 34%; suburban, 43%); urban and suburban respondents also contend that another greatly impacted outcome is getting along with others (urban, 37%; suburban, 48%). Respondents within the three communities also indicated a moderate positive impact of their summer program on motivation to learn (moderately; urban, 44%; rural, 37%; suburban, 42%).

Similar findings are found in comparisons between responses among principals in the highest-ranked and lowest-ranked states in terms of afterschool and summer program outcomes.

Priorities, Resources, and Challenges in OST Programming

Priorities in afterschool and summer programs

Overall, principals indicated that if more resources were available, top priorities for either starting a new program, expanding an existing program, or improving an existing program would be hiring qualified staff (58%). Additional priorities would be getting help with curriculum planning and development (47%) and adding/having engaging experiences as a part of the programming (i.e. field trips, guest speakers, performances; 44%). A moderate priority among principals is seeking out and implementing program evaluation activities (57%). See figure T.

Figure T. Priorities in OST programming.

PRIORITIES IN OST PROGRAMMING

Legend: Top Priority (red), Moderate Priority (green), Not a Priority (blue)

Categories (top to bottom):
- Seeking out and implementing program evaluation activities
- Taking advantage of existing community resources
- Providing healthy snack and meal programs
- Engaging experiences
- High quality materials
- Transportation
- Increasing access for more students
- Adding more variety to the offerings
- Curriculum planning and development
- Finding and training community volunteers
- Initial and continuous PD for permanent staff
- Hiring qualified staff
- Hiring full-time coordinator

In community comparisons, urban respondents indicated priorities would be hiring qualified staff (70%), curriculum planning and development (60%), and having high quality materials (57%). Suburban respondents also indicated hiring qualified staff (57%) as a priority, along with curriculum planning and development (42%), and having engaging experiences for the OST program (41%). Rural respondents, like urban and suburban respondents, also feel hiring qualified staff is a top priority (52%), but transportation (43%) was also considered a necessity, followed by curriculum planning and development (41%).

Comparisons between the respondents in the highest-ranked and lowest-ranked states show similar results; top priorities in both groups include hiring qualified staff (Top 20, 56%; Low 20, 60%) and curriculum planning and development (Top 20, 46%; Low 20, 47%). However, respondents in the highest-ranked states (46%) indicated a need for more variety in the OST program offerings while respondents in the lowest-ranked states (44%) indicated the need for engaging experiences.

Challenges and resources

In regards to challenges faced in OST programming, survey respondents generally feel positively about aspects of program functions that can sometimes pose problems. However, 45% of principals feel they do not have enough time to help develop and implement the OST program and 27% of principals agreed that they find it challenging to not have control over the types of OST programs that are offered. Other noted challenges include staff and time issues: 21% of principals feel the student to program staff ratio is too high, 26% of principals feel program staff do not have enough opportunities to communicate with other staff about program functions, and 24% of principals feel program staff do not have enough time to develop and implement the OST program.

In community comparisons, more urban (25%) and rural (21%) respondents tend to feel the student to program staff ratio is too high compared to suburban (15%) respondents. Additionally, more urban principals (30%) feel they do not have the materials or equipment needed for the OST program (rural, 16%; suburban, 11%). Finally, some urban (24%) and suburban (21%) principals feel they have insufficient access to technology for program use (rural, 13%).

In regards to access and use of valuable resources, more urban respondents feel they are lacking in support and feedback needed from supervisors at the district regarding OST programming (40%) compared to rural (22%) and suburban (33%) principals. Slightly more urban respondents also feel they do not have access to the resources needed for the OST program (urban, 28%; rural, 20%; suburban, 20%) and nearly equal percentages of respondents feel they do not have the time to help develop and implement the OST program (urban, 48%; rural, 45%; suburban, 41%).

PRINCIPAL INTEREST AND INVOLVEMENT AT LOCAL, STATE, NATIONAL LEVELS

Interest in state or regional involvement

Data from all survey respondents regarding current activities and interest in activities related to OST programming networks indicate there is room for growth in terms of getting principals more involved with the field. At most, only 5% of principals indicated they currently attend statewide or regional meetings about afterschool and summer learning. In terms of activities principals are interested in doing, 32% expressed a strong interest in advocating for state policies and funding for OST programs and 27% of principals would be strongly interested in attending workshops about best practices. See figure U.

Figure U. Principal interest in OST networks.

PRINCIPAL INTEREST IN OST NETWORKS

Categories for each bar: Convene a group of other principles and OST coordinators in your area to work with larger OST network. / Advocate for improving state policies and funding for high-quality afterschool and summer learning. / Invite state leaders to your school to share or receive information on afterschool and summer learning practices. / Attend state-level workshops about best practices in afterschool and summer learning. / Work with other groups to establish best-practice guidelines for afterschool and summer learning. / Attend statewide or regional meetings about afterschool and summer learning.

Legend: ■ Currently participating in ■ Strong Interest ■ Some Interest ■ No Interest

In community comparisons, more urban respondents have a stronger interest in attending workshops about best practices (strong interest; urban, 34%; rural, 23%; suburban, 24%) and connecting with other principals and OST providers in their area to work with a larger collaborative (strong interest; urban, 41%; rural, 34%; suburban, 22%).

Responses from principals in the highest-ranked and lowest-ranked states were comparable. While principals in each group indicated some interest in nearly every activity, 46% of principals in the highest-ranked states indicated that they have no interest in inviting state leaders to their school to share or receive information about OST practices whereas principals in the lowest-ranked states showed some interest in the activity.

Overall, principal interest in taking part in activities regionally, statewide, and nationally is not strong, and the data provide that minimal numbers of principals are currently taking part in any OST network-related activities. Survey data also indicate that overwhelmingly, principals do not know if their state has an afterschool or summer learning coalition (do not know, 68%) and 22% of principals provide that there isn't a coalition in their state.

SUMMARY

Findings presented in this report provide important insights into the nature of afterschool and summer programming across the nation. The data indicate that schools and OST programs are inextricably linked, with principals turning to OST programs to supplement in-school instruction. Principals perceive the outcomes of these programs to be varied in terms of their effectiveness in ensuring homework completion, improving student academic achievement,

and in the development of skills and behaviors important for academic success such as getting along with others, motivation to learn, participation in classroom activities, and positive classroom behavior.

In regard to afterschool and summer activities, a large focus is placed on academics. Homework completion is a major activity during afterschool programs while summer programs largely focus on academic improvement and remediation. Principals in rural and urban communities indicate academic remediation is a major activity in both afterschool and summer programs. This finding illustrates the role OST programs within the educational system and the reliance principals have on OST activities to supplement school-based learning.

Programs held in afterschool and summer periods are typically managed internally by school personnel. Those individuals that manage and perform key functions for OST programs typically already hold positions within the school such as school administrators, teachers, and other school staff. Some principals indicate that part-time or full-time coordinators perform managerial functions for afterschool and summer programming. Urban principals indicate that community partners or non-profits are sometimes involved in the implementation of OST programs, especially afterschool programs.

Generally speaking, a principal and coordinator work together to implement OST program functions. Some responsibilities tend to be the duty of a principal, including managing space and communicating with teachers regarding the program, while other tasks are shared with a coordinator. These blurred roles support the enduring notion that schools and OST programs are not separate entities but rather have a symbiotic relationship with one another.

Funding for afterschool programs typically comes from tuition and fees, but for urban and rural schools, as well as schools within the lowest educationally ranked states, federal funding is a significant contributor. School districts are more prominent funding sources for summer programs but federal funding remains a key source of funding for summer programs in urban and rural communities as well as those within the lowest ranked states.

OTS program quality in general is perceived to be adequate to high. More suburban respondents perceive their afterschool and summer programs to be higher in quality compared to urban and rural respondents. Principal perceptions of student outcomes when participating in OST programs vary. Principals feel that afterschool programs most notably help in the completion of student homework, but another greatly impacted outcome is social skill development (getting along with others). Academic achievement and a desire to learn are additional outcomes principals perceive to be related to participation in afterschool activities. Summer programs appear to have additional student-related outcomes, not only including academic achievement and social skill development, but also in the development of positive behaviors and skills that lay the groundwork for academic success—motivation to learn, classroom behavior, and classroom participation.

Given the prominence of shared responsibilities and the tendency for schools to manage and staff OST programs, it is not surprising that challenges occur when resources are finite. Most principals indicated they lack the time needed to devote to the OST program and that staffing is a concern. Top priorities among principals are hiring qualified staff, obtaining help in OST program curriculum planning and development, and gaining support to provide engaging experiences during expanded learning opportunities. Urban respondents indicated a need for high quality materials while rural respondents reported that transportation is among their greatest concerns in regards to OST programming.

ACTION ITEMS

Principals regard expanded learning programs as an essential component of the education system and critical to providing the support students need to be successful. However, to increase funding for programs more principal participation in coordinated networking and advocacy efforts is needed. Best practice guidelines must also be developed to ensure efficacy and consistency in the implementation of OST programs across the United States.

While OST programs are positively affecting the outcomes of many students in many communities, additional research and evaluation is need to scientifically measure the impacts of programs. Research is also needed to more fully understand how these programs support and complement academic success. This type of research may be most critical for those communities that have the greatest need—particularly those that rely on OST programs to provide academic remediation services and those who seek sustained funding from a variety of sources.

Appendix 1: Survey Questions
Afterschool and Summer Learning Survey

ASKED TO ALL RESPONDENTS

1. In what state is your school located?

2. What type of community does your school serve?
   - Urban/city
   - Rural/small town
   - Suburban

3. What percentage of students in your school are eligible for the federally-funded free or reduced-price lunch program?
   - (enter % eligible)

4. What percentage of students in your school are English Language Learners (ELL)?
   - (enter % eligible)

5. What percentage of students in your school receive special education services?
   - (enter % eligible)

6. What is the racial and ethnic composition of your school? Please enter approximate percentages.
   - White/Caucasian
   - African American/Black
   - Hispanic/Latino
   - Asian American/Pacific Islander
   - American Indian
   - Other

7. If you had more resources (financial, human, knowledge), what would your priorities be when considering the need to either start-up, expand, or improve an OST program?

		Top Priority	Moderate Priority	Not a Priority
1	Hiring a full-time coordinator			
2	Hiring qualified staff			
3	Initial and continuous professional development for permanent staff			
4	Finding and training community volunteers willing to be tutors and mentors			
5	Curriculum planning and development			
6	Adding more variety to the offerings (i.e. adding a sports or arts component to a literacy program)			
7	Increasing access for students (with reduced fees or scholarships)			
8	Transportation			
9	High-quality materials			
10	Engaging experiences (e.g., field trips, performances, guest speakers)			
11	Providing healthy snack and meal programs			
12	Taking advantage of existing community resources			
13	Seeking out and implementing program evaluation activities for continuous improvement			

8. In regards to state-level activities for afterschool and summer learning, what activities do you or would you like to participate in?

		Currently participating	Strong interest in participating	Some interest in participating	No interest in participating
1	Attend statewide or regional meetings about afterschool and summer learning				
2	Work with other groups such as a state or national principal association to establish best-practice guidelines for afterschool or summer learning				
3	Attend state-level workshops about best practices in afterschool and summer learning				
4	Invite state leaders to your school to share or receive information on afterschool and summer learning practices				
5	Advocate for improving state policies and funding for high-quality afterschool and summer learning opportunities				
6	Convene a group of other principals and OST coordinators in your area to work with the larger afterschool and summer learning network				

9. Are you a current member of the National Association for Elementary School Principals (NAESP)?
   - Yes
   - No

10. Does your state have an afterschool or summer learning coalition?
    - Yes
    - No
    - Not sure

11. Does your school offer any Out-of-School Time (OST) programs? Check all that apply.
    - Afterschool program
    - Summer program

ASKED TO RESPONDENTS WHO INDICATED THEY HAD AN OST PROGRAM (regardless of type; asked about their OST program in general)

12. In regards to challenges or obstacles in your OST programs, please rate how much you agree or disagree with the following statements:

		Strongly disagree	Disagree	Agree	Strongly agree
1	The student to program staff ratio is too high.				
2	The OST program has trouble communicating with students who do not speak English.				
3	We do not have the materials or equipment we need for the OST program.				
4	Program staff does not have the training or experience they need to work with students.				
5	As principal, I do not have control over the types of OST programs we offer and how they are run.				

13. In regards to your OST programs' valuable resources, please rate how much you agree or disagree with the following statements:

		Strongly disagree	Disagree	Agree	Strongly agree
1	The program has access to the materials and equipment it needs to do a good job.				
2	The program has sufficient access to technology, such as computers and the Internet for the program.				
3	The program staff get the support they need from supervisors at the school level.				
4	Program staff are committed to their work.				
5	The school and the program staff support each other and work as a team.				
6	Program staff have access to the training they need to do a good job.				
7	Program staff have enough time to develop and implement the OST program.				
8	Program staff have enough opportunities to talk and share ideas with other staff.				

14. In regards to your access and use of valuable resources for OST programs, please rate how much you agree or disagree with the following statements:

		Strongly disagree	Disagree	Agree	Strongly agree
1	I get the support and feedback I need from supervisors at the district level regarding OST programming.				
2	I have access to the resources I need to do a good job for the OST program.				
3	I have enough time to help develop and implement the OST program.				

15. Please indicate who is responsible for each task listed below:

		Resp. of principal	Resp. of program coordinator	Shared resp.	Undefined resp.
1	Secure space for OST activities.				
2	Inform classroom teachers that their classrooms will be used.				
3	Provide supplies and materials for OST programs.				
4	Handle discipline issues that arise in OST programs.				
5	Communicate with parents about the content of OST programs.				
6	Recruit students for programs.				
7	Decide on the type of activities to be offered.				
8	Hire and supervise staff of the programs.				
9	Register participants for programs.				
10	Define the staff's training needs.				

ASKED TO RESPONDENTS WHO INDICATED THEY HAD NO OST PROGRAMS

16. Please indicate your level of interest in providing the following activities, classes, or services during an afterschool or summer program:

		Strong interest	Some interest	No interest
1	Daycare/childcare			
2	Homework help			
3	Academic improvement and remediation			
4	Academic enrichment activities/projects			
5	Mentoring			
6	Drug violence prevention and counseling			
7	Activities that target truant, expelled, or suspended students			
8	Activities that target special education students			
9	Character education/ SEL			
10	Activities for ELL			
11	Community service projects			
12	Cultural clubs, activities, programs			
13	Arts and crafts			
14	Arts instruction			
15	Health education			
16	Sports and fitness activities			
17	Social clubs, activities, events			
18	Informal recreational activities			

ASKED TO RESPONDENTS SPECIFICALLY ABOUT THEIR AFTERSCHOOL AND/OR SUMMER PROGRAM (asked these questions twice if they indicated they had both an afterschool and summer program; specific to type of program)

17. Please indicate what activities, classes, or services your PROGRAM provides and if not, your level of interest in providing these activities.

		Currently provide	Strong interest	Some interest	No interest
1	Daycare/childcare				
2	Homework help				
3	Academic improvement and remediation				
4	Academic enrichment activities/projects				
5	Mentoring				
6	Drug violence prevention and counseling				
7	Activities that target truant, expelled, or suspended students				
8	Activities that target special education students				
9	Character education/ SEL				
10	Activities for ELL				
11	Community service projects				
12	Cultural clubs, activities, programs				
13	Arts and crafts				
14	Arts instruction				
15	Health education				
16	Sports and fitness activities				
17	Social clubs, activities, events				
18	Informal recreational activities				

18. Does the PROGRAM provide transportation?
   - Yes
   - No

19. What agency manages the PROGRAM? This question is about those that manage the program, not fund it.
   - Your school
   - Your school district
   - Your local government
   - A private/for-profit business

- A community partner or non-profit
- A religious institution or organization
- A higher-education institution

20. How is the PROGRAM funded? Check all that apply.
- Tuition and fees
- Federal grants
- State-level grants
- Local government
- School district
- Foundations
- Local business
- PTO
- Local civic and service clubs
- Religious institutions
- Other sources
- Program is run by an external org. and I don't know how they are funded

21. Who is your PROGRAM coordinator? Check all that apply.
- Full-time coordinator
- Part-time coordinator
- School administrators
- Classroom teacher
- Support staff (facilitators, counselors, teacher coaches, interventionists)
- Other staff (office secretary, classroom assistants, cafeteria manager)
- Volunteer
- I don't know, because the program is managed by an external provider

22. What is the background of the core staff members regularly providing childcare instruction during the PROGRAM? Check all that apply.
- Professional OST providers
- Classroom teachers
- Support staff
- Other staff
- Professionals in the community (artists, business people, professors)
- Retirees
- College students (general studies)
- College students (teacher education candidates)
- High school students
- Other
- I don't know, because the program is managed by an external provider

23. In regards to the PROGRAM, what is the nature of your role? Check all that apply.
    - Managerial (helping the program director with a myriad of daily and weekly program-related tasks)
    - Logistical (managing school space, materials, and school-program schedules0
    - Funding efforts
    - Community outreach (helping recruit families, promoting the program, and recruiting community partners)
    - None of the above

24. Please rate the overall quality of your PROGRAM.
    - High quality
    - Adequate quality
    - Poor quality

25. To what extent does your PROGRAM positively impact the following student outcomes:

		Greatly	Moderately	Slightly	Not at all
1	Academic achievement				
2	Attendance				
3	Classroom behavior				
4	Homework completion				
5	Class participation				
6	Motivation to learn				
7	Getting along with others				
8	Student leadership				

Appendix II

Education Rankings: Highest Ranked and Lowest Ranked States

Highest Ranked States

	# of Survey Participants	%	Ranking
Massachusetts	73	14.3	1
New Jersey	72	14.1	2
New Hampshire	10	2	3
Connecticut	6	1.2	4
Maryland	18	3.5	5
Nebraska	12	2.4	6
Washington	0	0	7
Iowa	10	2	8
Utah	0	0	9
Virginia	40	7.8	10
Minnesota	25	4.9	11
Wyoming	1	0.2	12
South Dakota	4	0.8	13
Kansas	0	0	14
Vermont	19	3.7	15
North Dakota	6	1.2	16
Wisconsin	15	2.9	17
Colorado	11	2.2	18
New York	145	28.4	19
Illinois	43	8.4	20
Total	**510**	**100**	

Lowest Ranked States

	# of Survey Participants	%	Ranking
Rhode Island	13	2.8	31
Tennessee	81	17.2	32
Pennsylvania	24	5.1	33
Alaska	5	1.1	34
Kentucky	11	2.3	35
Hawaii	0	0	36
Georgia	34	7.2	37
Ohio	132	28	38
Arkansas	0	0	39
Idaho	0	0	40
Texas	0	0	41
Michigan	38	8.1	42
Arizona	0	0	43
West Virginia	11	2.3	44
Mississippi	15	3.2	45
Louisiana	0	0	46
Alabama	26	5.5	47
New Mexico	21	4.5	48
Nevada	12	2.5	49
South Carolina	48	10.2	50
Total	**471**	**100**	