

Afterschool Bookings at MCPS Elementary Schools

Stephanie Bryant

Blaise DeFazio

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OLO Report 2019-3

EXECUTIVE SUMMARY

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This Office of Legislative Oversight (OLO) report responds to Council’s request to compare the availability of afterschool programming among elementary schools based on the percentages of students receiving Free and Reduced-Price Meals (FARMS) and to determine factors that influence afterschool providers operating in schools. OLO analyzed school demographic, programmatic, and facilities data from the 2017-2018 school year and conducted stakeholder interviews to assess the availability of afterschool programming. In sum, OLO found that elementary schools with Parent-Teacher Association (PTA) members, higher student enrollment, and a childcare provider onsite tend to have more afterschool programming. Comparatively, schools with more students eligible for FARMS, ESOL, or SPED or have high student mobility tend to have fewer afterschool programming. OLO also identified practices associated with robust afterschool programming, along with barriers.

Data Analysis. OLO used quantitative techniques to determine whether certain characteristics such as percentage of students receiving FARMS or number of PTA members, influence the rate of afterschool programming. Key OLO findings include:

- The data show a strong connection between a lack of afterschool programming and a schools’ FARMS rate when excluding four outlier elementary schools that have targeted programming through Excel Beyond the Bell.
- Elementary schools with more PTA members, higher student enrollment, and a childcare provider onsite tend to have more afterschool bookings.
- Elementary schools with more students eligible for FARMS, English as a Second Language (ESOL), or special education services experience greater numbers of students entering or withdrawing during the school year – referred to as student “mobility.”
- Schools with more active Parent-Teacher Associations have more afterschool bookings. Active PTAs have more capacity to fundraise, organize, and promote afterschool programs in their respective schools.
- Higher FARMS schools with a greater percent of students eligible for bus service tend to have fewer afterschool bookings. Stakeholders reported that without bus transportation available following afterschool programming, many students cannot participate.
- Examining elementary school data by high school cluster revealed that five clusters had, on average, the fewest afterschool bookings per student: Gaithersburg, Northeast Consortium, Northwest, Seneca Valley, and Watkins Mill. In comparison, elementary schools in clusters with the highest bookings per student are located down and west County.

Afterschool programming is defined as activities occurring at MCPS elementary schools between the hours of 3:00pm and 6:30pm during the 2017-2018 school year. Generally, a provider must obtain a permit for a room reservation and time for each day. This is considered one booking. OLO used the number of bookings per school as a measure of the availability of afterschool programs. OLO did not include reservations made by schools or PTAs outside of Community Use of Public Facilities’ reservation system or assess the quality of afterschool programming available.

FARMS refers to students who are eligible for free and reduced-priced meals at school. The percentage of students in a school who are eligible for FARMS provides a proxy measure for the concentration of low-income students in a school.

For a complete copy of OLO-Report 2019-3, go to:
<http://www.montgomerycountymd.gov/OLO/Reports/CurrentOLOReports.html>

Factors Affecting Afterschool Programming at Schools. During stakeholder interviews, OLO identified practices that differentiate elementary schools with robust afterschool programming from those with lower afterschool program availability.

Success Factors for and Barriers to Afterschool Programming

Success Factors	Barriers
<ul style="list-style-type: none"> • High PTA participation • Presence of an afterschool “champion” • Established culture of afterschool enrichment • Strong, collaborative relationships among stakeholders • Dedication to time and effort required • Motivated and engaging instructors 	<ul style="list-style-type: none"> • Lack of post-activity transportation • Cost too high for many families • Competition for available space • Limited availability of scholarships • Insufficient communication • Low teacher stipends

Overcoming Barriers to Afterschool Participation. OLO identified several strategies undertaken to overcome barriers at High FARMS elementary schools and establish after school programming. These include:

- Expanding Excel Beyond the Bell and/or Linkages to Learning. For schools with a high FARMS rate, OLO found both programs are assets to schools and increase the availability of afterschool programming by replicating factors found at schools with robust afterschool programming.
- Partner with Providers or Community Groups. Stakeholders reported collaborating with providers or community groups to provide free or reduced-cost afterschool programming. Examples include Howard University (Kemp Mill Elementary); Manna Food and Black Rock Center for the Arts (Germantown Elementary); and Master Method Karate (Wheaton Woods).
- Administering Low-Cost, Teacher-Led Programs. At Germantown Elementary school, staff coordinate to provide reduced-cost, teacher-lead afterschool clubs. For an eight-week class, the school charges \$6 for FARMS students and \$8 for non-FARMS students. This funding pays for club materials, snacks, and teacher stipends.

OLO Recommendations

Recommendation #1: Examine funding-based and non-funding-based options to increase afterschool programming at High FARMS elementary schools. Funding examples include:

- **Expand Excel Beyond the Bell**, approximately \$269,000 per school annually
- **Designate Community Grants for On-site Programs**, FY18 afterschool grants averaged \$42,203
- **Provide Afterschool Activity Transportation**, approximately \$4,490 per school (one day per week)
- **Increase Elementary Teacher Stipends**, approx. cost for 100 teacher hours: \$3,320 at \$30/hr.
- **Reduce Facility Fees for Programs at Title I Schools**, cost TBD

Recommendation #2: Discuss limitations of Excel Beyond the Bell with relevant stakeholders and identify potential solutions.

Recommendation #3: Discuss with Executive Branch staff options for changes to the Community Use of Public Facilities’ (CUPF) Facility Fee Assistance Program (FFAP) to allow broader use of school facilities by program providers offering free or reduced-cost afterschool programs at elementary schools.

Recommendation #4: Discuss with Executive Branch and MCPS representatives ways to provide schools and PTAs a list of afterschool program vendors and information on best practices for facilitation successful afterschool programming.

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Introduction

Many children and youth in Montgomery County participate in structured programs when they are not participating in classes, typically referred to as out of school time (OOST). In Montgomery County, OOST program are located both in MCPS school buildings and at off-site locations and programs are available at all school levels, from elementary through high school. National data show that OOST participation varies significantly by family income, race and ethnicity, and parental education attainment.

Data also show that OOST programs:

- Help improve student outcomes; and
- Help narrow the achievement gap, particularly when implemented in combination with other strategies.

Two past OLO reports examined OOST in Montgomery County. **OLO Memorandum Report 2016-11, *Out of School Time and Children's Trusts***, described local demand for OOST programming and strategies used in other jurisdictions to expand OOST opportunities. **OLO Report 2018-2, *Local Perspectives on Out of School Time in Montgomery County***, assessed the availability of and need for OOST activities in the County and reported on the experiences of local OOST providers, Parent-Teacher Association (PTA) members, and parents with OOST programs and barriers to participation.

This report builds on the past reports and looks at a subset of OOST programs, specifically those programs that are offered after school in Montgomery County Public Schools (MCPS) elementary school buildings during the school year. This report responds to the Council's request for information on how the availability of afterschool programming at elementary schools differs based on the level of student poverty at a school and what factors influence whether afterschool providers operate in high-poverty schools.

OLO staff members Stephanie Bryant and Blaise DeFazio conducted this study, with assistance from Leslie Rubin and Natalia Carrizosa. OLO received a high level of cooperation from everyone involved in this study and appreciates the information and insights shared by all who participated:

County Government

Carolyn Chen, Council Grants Manager
Kareem Davis, CUPF
Liz Habermann, CUPF
Paul Hibbard, CUPF
Bill Polman, CUPF
JoAnn Barnes, DHHS
Fran Brenneman, DHHS
Montrice Johnson, DHHS
Monica Martin, DHHS
Adriane Clutter, Recreation

MCPS Central Office

Nancy Austin, Supervisor, Budget Unit
Denise Bracalilly Stultz, Dir., Student, Family, and School Svcs.
Dr. Jonathan Brice, Associate Superintendent_Shella Cherry, Office of Student & Family Support & Engagement
Deann Collins, Div. of Title I and Early Childhood Programs
Nicola Diamond, Chief Financial Officer
Kelley Eiskant, Copy Editor, Office of School Support and Improvement
Rhaea Goff, Program Manager, Linkages to Learning
Loretta Hornbeck, Curriculum & Instructional Programs
Arronza LaBatt, Exec. Dir. to the Deputy Superintendent of Schools
Miranda Morales, Office of Student & Family Support & Engagement
Scott Murphy, Dep't of Secondary Curriculum & Districtwide Programs
Dr. Maria Navarro, Chief Academic Officer
Jayshree Patel, Office of Chief Financial Officer
Latrice Rogers, Curriculum & Instructional Programs

MCPS Central Office Cont'd

Kimberly Statham, Deputy Superintendent
Sharron Steele, Office of Chief Academic Officer
Todd Watkins, Director, Transportation
Caleb Young, Office of Chief Academic Officer
Andrew Zuckerman, Chief Operating Officer

MCPS Elementary School Staff

Dr. Stacy Ashton, Principal, Burnt Mills ES
Kristin Alban, Principal, Monocacy ES
Amy Bryan, Principal, Germantown ES
David Chia, Principal, Wheaton Woods
Annette Ffolkes, Principal, Roscoe Nix ES
Daman Harris, Ass't Principal, Wheaton Woods ES
Dr. Bernard James, Principal, Kemp Mill ES
Celeste King, Principal, South Lake ES
Jerri Oglesby, Principal, Bells Mills ES
Carolyn Walsleben, Principal Intern, Germantown ES
Andrew Winter, Principal, Lucy Barnsley ES

MCPS Parent-Teacher Association Members

Lynne Harris, President, MCCPTA
Nicole Di Resta, Cabin John PTA
Tia Doughty, Rustin PTA
Tina Ehtiati, Bells Mill PTA
Kristin Erdheim, Mill Creek Towne PTA
Carole Glover, Sargent Shriver PTA
Susan Heavey, Oakland Terrace PTA
Sara Kirmer, Kemp Mill PTA
Amarilis Lugo de Fabritz, Sargent Shriver PTA
Laura Mitchell, Rosemont PTA
Jen Nicholls, Oakland Terrace PTA
Sarah Porter, Greenwood PTA

Other Organizations

Leah Bradley, Jewish Council for the Aging
Shannon Babe Thomas, Community Bridges
Josh Chernikoff, Flex Academies
Amy Lopez, Girls on the Run
Elizabeth McGlynn, Girls on the Run
Tyler Cureton, Bar-T
Jane de Winter, Big Learning
Rachel Didovich, Hillcrest PTA (Baltimore County Public Schools)
Andrea Gobble, Club SciKidz
Matt Hale, Flex Academies
Cara Lesser, KID Museum
Joe Richardson, Bar-T
Kirsten Rhodes, Big Learning
Amy Thrasher, Identity
Seth Ventimiglia, Avanti Athletics

Methodology. To prepare this report, OLO gathered information through document reviews, data analysis, and interviews with staff from Montgomery County Public Schools and Montgomery County Departments of Health and Human Services and Recreation, and Community Use of Public Facilities. OLO also performed a series of site interviews with school principals and/or PTA members, along with service providers to understand qualitative factors that influence the provision of afterschool activities at 17 MCPS elementary schools. Of note, OLO did not review the quality of afterschool programming available and did not have access to data on reservations for school facilities made outside of the Community Use of Public Facilities' permitting process.

Chapter 1. Overview of Out of School Time in Montgomery County

Out of School Time (OOST) represents a broad category of programming for children and youth that includes afterschool programs, summer camps, and extracurricular activities. OLO defines OOST as any program with adult supervision that occurs regularly outside of school hours and serves children in groups. This chapter provides an overview of OOST in Montgomery County – describing program characteristics, providers in Montgomery County, public funding for programs, and use of MCPS facilities for OOST programs.

I. Out of School Time Program Characteristics

OLO Report 2018-2, *Local Perspectives on Out of School Time in Montgomery County*, defined key characteristics of OOST programming in the County.

- **Public or private providers operate OOST programs.** Examples of OOST providers in Montgomery County include the Department of Recreation, national nonprofit organizations (e.g., Boys & Girls Clubs), local non-profit organizations, faith-based organizations, and for-profit businesses. While some OOST programs may be supported entirely with federal, state, or local funds, others rely primarily on revenue from parent fees.
- **OOST programs operate in a variety of spaces**, including public (e.g., schools, libraries, etc.) or private sites (e.g., private schools, religious centers, and privately-owned sites).
- **OOST programs take place outside of school hours** and may be designed to provide regular childcare for several hours afterschool each day or during the summer or to provide enrichment activities that operate less frequently and for a limited amount of time (e.g., one to two days per week during the school year or offered during a particular season).
- **OOST programs offer at least one adult-supervised activity to children** with some programs offering both academic and enrichment components.
- **OOST can help improve student outcomes and help narrow the achievement gap as part of a larger, multi-faceted approach.**¹ OOST activities can impact a wide range of youth outcomes, including improving students' engagement (e.g., program attendance and year-to-year retention); positive skills (e.g., critical thinking skills, persistence, self-regulation, etc.); and educational outcomes (e.g., progress towards mastery of academic skills and content).

¹ See OLO Reports 2016-11 and 2018-2.

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II. OOST Providers in Montgomery County

The provision of OOST programs in the County is varied and highly decentralized, such that no single regulatory framework applies to all local OOST providers. The following briefly summarizes publicly-funded and private OOST providers in the County.² (Table 1)

Table 1. OOST Providers in Montgomery County

County Government Agencies	<ul style="list-style-type: none">• Agencies that deliver or fund OOST programs include Montgomery County Public Schools, Department of Recreation, Department of Health and Human Services, Montgomery County Public Libraries, and the Housing Opportunities Commission.
Quasi-Public Organizations	<ul style="list-style-type: none">• The Collaboration Council for Children, Youth, and Families, in partnership with the Department of Recreation and Montgomery County Public Schools, funds the Excel Beyond the Bell initiative which provides afterschool programming at select elementary and middle schools in the County.• The Children’s Opportunity Fund provides grant funding for Building Educated Leaders for Life (BELL), a summer academic and enrichment program for students rising to grades 3, 4, and 5 in Title I schools that have shown academic need.
Private Providers	<ul style="list-style-type: none">• Non-profit and for-profit entities provide many OOST programs in the County. Private OOST programs include licensed child care, academic and enrichment activities, and specialized activities.• Parent-Teacher Associations (PTA) involvement in OOST varies across the County, with some PTAs sponsoring their own before- and after-school activities and others sponsoring OOST programs run by outside vendors. PTAs also fundraise to support activities and provide funds to defray the cost of optional activities that enhance MCPS programs.

Source: See OLO Report 2018-2, *Local Perspectives on Out of School Time in Montgomery County*, available at <https://www.montgomerycountymd.gov/OLO/Resources/Files/2018%20Reports/OLOReport2018-2Updated.pdf>, beginning on page 7.

III. Public Funding for OOST-Related Services

The bullets below explain different ways that public funds are used to provide OOST-related services in the County:

- **Linkages to Learning.** In 1991, the County Council created Linkages to Learning (LTL), a community school partnership aimed at helping at-risk children, youth, and their families obtain health services, educational support, and social services. LTL operates in 23 elementary schools and 6 middle schools. Services are tailored to the needs of families at each school site and include identifying needs for OOST and supporting families’ access to OOST by working with community partners.
- **Funding.** Private providers may seek public funds to provide OOST activities. Public funds may be obtained by (1) becoming a vendor through the procurement process; (2) applying and receiving County Executive’s Community Collaboration Grants; or (3) applying and receiving County Council Grants. Complimentary to public funding for OOST providers, low-income families in the County may receive federal, state, and local childcare subsidies.

² Ibid.

- **Afterschool Transportation.** MCPS provides bus transportation at the beginning and end of the school day. MCPS also provides “activity buses” in middle and high schools that typically depart the school at 4:30pm to allow students to participate in afterschool extracurricular activities and athletics. Due to budget constraints, MCPS ended funding for activity buses for elementary students in FY2011.³ However, principals at Title I elementary schools may elect to use Title I funds to provide activity buses. This funding allocation is made at the principal’s discretion.⁴
- **Food Services.** MCPS Division of Food and Nutrition Services is responsible for operating programs that provide meals after school during the school year and during the summer at qualifying sites. The After-School Snack Program provides snacks in schools with regularly scheduled educational or enrichment activities. At schools where at least 50% of students qualify for Free and Reduced-Price Meals, all students can receive the snack at no cost.⁵ At other locations, students receive free or reduced-price snacks if they are eligible.

IV. Use of MCPS Facilities for OOST Programs in the County

Many public and private OOST providers rent public facilities to operate their programs (e.g., classrooms and all-purpose rooms in public schools). The Interagency Coordinating Board (ICB) for Community Use of Public Facilities (CUPF) reviews all requests to use public facilities in Montgomery County. Entities who seek to reserve space through CUPF, including OOST providers, must use ActiveMONTGOMERY, CUPF’s web-based reservation software. To request space in public schools, the ICB gives priority to the following organizations in descending order:

- MCPS and County departments;
- State-licensed before- and after-school childcare selected by MCPS;
- Parent-Teacher Association meetings and activities;
- Government administrative bodies;
- Other publicly-supported programs;
- High volume users; and
- General public.⁶

Organizations that rent public facilities pay fees to CUPF. The fees fund CUPF administrative costs and are used to reimburse MCPS for services such as such as floor cleaning and utilities. Fees vary by facility type, time of reservation, and type of provider (Table 2). CUPF charges nonprofit providers lower rates than for-profit providers.

³ MCPS Interviews. Data received from MCPS.

⁴ MCPS Interviews.

⁵ Children can qualify for free or reduced-price school meals based on household income and family size.

⁶ Montgomery County Community Use of Public Facilities, Core Services Resource Manual, Priority of Use, Revised November 14, 2018

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Table 2. Public School Facilities Hourly Rates OOST Providers – before 6pm During School Year, FY19

	All-Purpose Room or Cafeteria	Kitchen	Gym	Classroom	Athletic Fields
PTA, MCPS Partnerships, and Gov't Entities	\$10.50	\$40.25	\$10.50	\$7.00	\$5
Non-Profit Organizations	\$11.00	\$41.00	\$11.00	\$7.00	\$5
Other/For-Profit Organizations	\$12.00	\$42.00	\$9.00	\$13.50	\$10
Nonprofit Childcare Providers	\$10.50	\$40.25	\$10.50	\$7.00	--
For-Profit Childcare Providers	\$11.50	\$41.00	\$11.50	\$7.50	--

Higher rates are charged after 6pm, for fields with indoor access, and for high school stadium fields.

Source: Montgomery County Interagency Coordinating Board, Hourly Fee Schedule MCPS and Athletic Field Fees

<https://www.montgomerycountymd.gov/cupf/fees/fees-mcps.html>;

<https://www.montgomerycountymd.gov/cupf/resources/Files/FeeChart-fields.pdf>

CUPF has a Facility Fee Assistance Program (FFAP) to help alleviate the cost for non-profit organizations renting school facilities. The program is available to organizations whose program or primary goal “is to serve vulnerable youth or low-income individuals,” who CUPF define as youth ages 12-18. Funding for qualified organizations was up to \$5,400 in FY18. CUPF gives preferred consideration to programs that are led by volunteers.⁷

⁷ See <https://www.montgomerycountymd.gov/cupf/info-other/Subsidy.html>

Chapter 2. Key Findings from OLO Memorandum Report 2016-11 and OLO Report 2018-2

OLO’s prior reports on OOST addressed certain issues relevant to this report’s examination of afterschool programs in elementary schools and the impact of poverty on those programs. This chapter summarizes findings from Report 2016-11 and Report 2018-2 related (1) to the availability of publicly-funded OOST programs to low-income elementary school students and (2) to barriers to providing OOST programs to low-income students.⁸ (Appendix A contains Executive Summaries for both OLO Reports).

I. Availability of Publicly-Funded OOST Programs to Low-Income Elementary School Students

Key findings from OLO Memorandum Report 2016-11 regarding the availability of publicly-funded OOST programs (including summer programs) include:

- **There is an opportunity gap in OOST and extracurricular activities by income.** For many low-income families, the cost of participating in extracurricular and enrichment activities is too high. Nationally, the number of upper middle-class students active in school clubs and sports teams has increased since the 1970’s, while participation for working class students has plummeted. State and local data suggests that an OOST opportunity gap by income, race, and ethnicity for extracurricular participation persists in Montgomery County.
- **In FY16, most slots available in publicly-subsidized OOST programs targeted secondary school and non-poor students.** About \$31.1 million was expended in Montgomery County in FY16 on publicly-subsidized OOST programs – for 42,740 school year slots and 12,717 summer slots. MCPS’ extracurricular activities and summer school programs accounted for over half of OOST slots and costs.
- **Less than 8% of school year OOST programs serve elementary students.** Of the 42,740 FY16 school year slots, 39,000+ exclusively serve secondary students.
- **Limited capacity exists to serve all low-income students or all students in high-poverty schools.** Publicly subsidized school-year slots targeting the economically disadvantaged had the capacity to serve 17% of low-income students enrolled in MCPS and 13% of students in high-poverty schools.

II. Barriers to the Provision of OOST Services

OLO Reports 2016-11 and OLO Report 2018-2 identified challenges faced by OOST providers in delivering OOST programs and for families seeking to participate in programs. Key findings include:

- **Programming costs are a challenge to scaling up high quality OOST programs for low-income youth.** The cost of operating high-quality OOST programs averages \$4,600 per student per school year. OOST programs are typically covered by four revenue sources: parent fees, private funds, public funds, and in-kind contributions. Because low-income families typically can only cover nominal fees, OOST efforts targeting low-income students often face funding obstacles.

⁸ Complete reports are available at: OLO Memorandum Report 2016-11, <https://www.montgomerycountymd.gov/OLO/Resources/Files/2016%20Reports/OLOReport2016-11OutOfSchool.pdf> ; OLO Report 2018-2, <https://www.montgomerycountymd.gov/OLO/Resources/Files/2018%20Reports/OLOReport2018-2Updated.pdf>.

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- **OOST providers that serve low-income families face challenges in sustaining their programs.** OOST providers that serve low-income families reported extremely limited funding for their programs despite increased demand for services and reported difficulties in navigating funding sources.
- **Beyond costs, other potential barriers to participation exist for low-income youth.** These barriers include: conflicting obligations (e.g., sibling care or employment), personal preferences, and attitudinal barriers such as disinterest in program offerings.
- **Additional barriers include availability of transportation, the ability of providers to market their programs, and access to public space.** The availability of transportation is a major determinant of the availability and accessibility of OOST programs, particularly in low-income communities. “Word of mouth” is the most common method used by OOST providers to market their programs and by parents to learn about programs. Finding information about OOST is a challenge for parents. Many OOST providers also find that the process for using public facilities to operate their programs is confusing, difficult, or unfair, or that the fees charged are too high.
- **The role of PTAs in providing OOST programs varies among schools and concerns exist that PTAs are ill-equipped to coordinate OOST programs. Some parents are also unsure of whether equity exists in OOST programs across schools.** Survey data show that OOST-related activities vary among school PTAs. Nearly two-thirds of respondents reported that their PTAs advertised OOST program events; just over half reported that their PTAs coordinated OOST programs. Several parents expressed concern that their PTAs were ill-equipped to coordinate OOST programs; others shared feedback that disparities in OOST provision exist.

Chapter 3. Report Measurements and Data Analysis

This report examines afterschool programming from 3:00pm to 6:30pm at the 133 MCPS elementary schools during the 2017-2018 school year, September 5, 2017 to June 12, 2018. This chapter describes the data that OLO collected and analyzed to assess the availability of afterschool programming and poverty.

I. Measurements

This section describes how OLO measured the availability of afterschool programming in elementary schools and how OLO measured the poverty level in a school.

A. Measure of Afterschool Programming

OLO reviewed the availability of afterschool programming at MCPS elementary schools between the hours of 3:00pm and 6:30pm during the 2017-2018 school year. An afterschool provider must obtain a permit through CUPF containing a room reservation and timeframe for each day. This is considered one booking. For example, an afterschool provider may reserve an all-purpose room from 3:00pm to 6:30pm and a classroom from 4:00pm to 5:00pm Monday through Friday. This would result in 10 bookings for one week (2 rooms times 5 days per week).

OLO used the number of bookings per school as a measure of the availability of afterschool programs.

⁹ Note that to the extent that it exists, OLO did not have access to and this report does not include data on room reservations outside the CUPF reservation process. Additionally, this report does not analyze the quality of afterschool programming in elementary school.

B. Measure of Poverty in MCPS Elementary Schools

The percentage of students eligible for Free and Reduced-Price Meals (FARMS) provides a proxy measure for the concentration of low-income students within a school.¹⁰ Using methodology from the National Center for Education Statistics as a guide, OLO divided this indicator into four groups:

- **High FARMS Schools** are defined as elementary schools where more than 75.0 percent of students are eligible for FARMS.
- **Mid-High FARMS Schools** are defined as elementary schools where 50.1 to 75.0 percent of students are eligible for FARMS.
- **Mid-Low FARMS Schools** are defined as elementary schools where 25.1 to 50.0 percent of students are eligible for FARMS.
- **Low FARMS Schools** are defined as elementary schools where 25.0 percent or less of students are eligible for FARMS.

⁹ Community Use of Public Facilities Staff.

¹⁰ U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Concentration of Public School Students Eligible for Free or Reduced-Price Lunch, March 2018, available at https://nces.ed.gov/programs/coe/indicator_clb.asp#f2

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II. Data and Sources

OLO gathered information through document reviews, data analysis, and interviews with staff from Montgomery County Public Schools, Montgomery County Departments of Health and Human Services and Recreation, and Community Use of Public Facilities. OLO also performed a series of site interviews at 17 MCPS elementary schools with school principals and/or PTA members, along with program providers to understand qualitative factors that influence the provision of afterschool activities (See Chapter 4). The data sources used by OLO are:

- **Community Use of Public Facilities (CUPF) Data.** Afterschool programming data are maintained in CUPF's web-based reservation software, ActiveMONTGOMERY. CUPF staff provided OLO with ActiveMONTGOMERY booking data for the 2017-2018 school year (September 5, 2017 to June 12, 2018) and a list of all elementary school childcare providers. Of note, if space was reserved in an elementary school outside the CUPF reservation process, OLO did not have access to these data.¹¹
- **Montgomery County Public Schools (MCPS) Data.** For demographic and facilities data for individual elementary schools, OLO relied on data included in the MCPS Schools at a Glance, 2017-2018 and the approved FY19 MCPS Educational Facilities Master Plan.¹² Additionally, MCPS staff provided transportation data for each elementary school. OLO also obtained a list of schools with Linkages to Learning Programs.¹³
- **Montgomery County Council of Parent-Teacher Association (MCCPTA) Data.** MCCPTA provided OLO with aggregate PTA membership totals for each elementary school.
- **Montgomery County Department of Recreation Data.** The Department of Recreation provided OLO with summary data on the Excel Beyond the Bell Program, including site locations.¹⁴

OLO obtained demographic, facilities, and programming data for each elementary school. OLO utilized these inputs to analyze whether certain characteristics, such as enrollment or building size, influence the availability of afterschool programming. The following provides definitions for each input included in OLO's analysis. Appendix B provides data tables for all schools organized by FARMS group.

¹¹ OLO further notes that the data for Linkages to Learning (LTL) may be under-represented. This is because at most schools, LTL offices are in a suite that was designed per Department of Health and Human Services' program of requirements and is paid by the County. Some LTL afterschool activities are held in these suites, which does not require a CUPF booking. Also, as Excel Beyond the Bell has expanded into more LTL schools, CUPF bookings for LTL after school activities have decreased accordingly.

¹² MCPS Office of Shared Accountability, Schools at a Glance, 2017-2018, available at <https://www.montgomeryschoolsmd.org/departments/regulatoryaccountability/glance/currentyear/SAAG2018.pdf> ; MCPS Division of Capital Planning, FY19 Educational Facilities Master Plan, available at http://gis.mcpsmd.org/cipmasterpdfs/Archive_MP19_EntireBook.pdf

¹³ Linkages to Learning, available at <https://www.montgomeryschoolsmd.org/community-engagement/linkages-to-learning/>

¹⁴ Department of Recreation Staff Interviews. Department of Recreation, Excel Beyond the Bell (EBB) Elementary, available at <https://www.montgomerycountymd.gov/rec/activitiesandprograms/youthdevelopment/ebbelementary.html>.

Table 3. Description of Data Inputs for OLO Analysis

School Demographics Data¹⁵

Student Enrollment	Total number of students enrolled at an individual elementary school as of September 30, 2017. In the 2017-2018 school year there were 76,740 elementary students.
English for Speakers of Other Languages (ESOL) Enrollment	ESOL enrollment is the percentage of students eligible for ESOL services as of October 31, 2017 divided by the official total student enrollment as of September 30, 2017.
Special Education (SPED) Enrollment	SPED enrollment is the percentage of students eligible for special education services, as of October 1, 2017, divided by the official total student enrollment as of September 30, 2017.
Mobility Rate	Student mobility rate is calculated by dividing the sum of entrants and withdrawals by the average daily membership. Entrants are the number and percentage of students transferring in or re-entering during the school year after the first day of school. Withdrawals are the number and percentage of students transferring or terminating school enrollment for any reason during the school year after the first day of school.
Students Eligible for Bus Service	The percentage of students eligible for MCPS bus transportation to and from school.

Facilities Data¹⁶

Age of School Facility	To calculate the age of a school building, OLO staff relied on information included in the approved FY19 Educational Facilities Master Plan. This data source provides the year the facility opened and the Revitalization/ Expansion date for each school. For the purposes of this report, OLO staff calculated current age as: Current Age = 2017 Calendar Year – Year the Facility Originally Opened OR completed Revitalization/ Expansion. OLO staff used the most recent date listed in the FY19 Educational Facilities Master Plan for the date of completed Revitalization/ Expansion.
Building Square Feet	Total gross square feet of elementary school building as listed in the approved FY19 Educational Facilities Master Plan.

¹⁵ MCPS Schools at a Glance, 2017-2018, Definitions and Data Sources. Interviews with MCPS Staff.

¹⁶ OLO. MCPS FY19 Approved Educational Facilities Master Plan.

Afterschool Bookings at MCPS Elementary Schools

Table 3. Description of Data Inputs for OLO Analysis (cont.)

Programming Data

Childcare Provider	Childcare provider approved to operate in an MCPS elementary school and provide before- and afterschool care. In the 2017-2018 school year, childcare providers operated in 117 MCPS elementary schools out of 133 schools.
Title I	Title I is a federal program that provides additional funds to public schools with high numbers or percentages of poor students to help ensure students meet State standards. ¹⁷ MCPS Division of Title 1 Programs manages this grant program. ¹⁸ In the 2017-2018 school year there were 25 Title I elementary schools.
Linkages to Learning	Linkages to Learning is a comprehensive school-based program in 23 elementary schools. ¹⁹ The Program operates as a partnership between MCPS, the Department of Health and Human Services, and community organizations. ²⁰
Excel Beyond the Bell Elementary	Excel Beyond the Bell is an afterschool program that provides academic and enrichment activities in four elementary schools. The Program is a partnership between MCPS, the Department of Recreation, the Montgomery County Collaboration Council for Children Youth and Families, and Action in Montgomery. ²¹

¹⁷ National Center for Education Statistics, Fast Facts: Title I, available at <https://nces.ed.gov/fastfacts/display.asp?id=158>

¹⁸ MCPS Division of Title I Programs, available at <https://www.montgomeryschoolsmd.org/departments/dtecps/title1/>

¹⁹ Maryland Department of Education, Title 1 Schools 2017-2018, p. 20, available at <http://marylandpublicschools.org/about/Pages/DSFSS/Title1/Schools.aspx>

²⁰ MCPS Linkages to Learning, available at <https://www.montgomeryschoolsmd.org/community-engagement/linkages-to-learning/>

²¹ Montgomery County Department of Recreation, Excel Beyond the Bell Elementary <https://www.montgomerycountymd.gov/rec/activitiesandprograms/youthdevelopment/ebbelementary.html>

Chapter 4. MCPS School and Provider Characteristics

This chapter summarizes data for MCPS elementary schools and for afterschool providers operating in MCPS elementary schools during the school year.

I. Elementary Schools by FARMS Group

MCPS defines FARMS enrollment as the percentage of students eligible for FARMS services as of October 31, 2017 divided by the official total of student enrollment as of September 30, 2017.

²² In the 2017-2018 school year, MCPS operated 133 elementary schools with 76,740 students enrolled in prekindergarten through fifth grade. In High and Mid-High FARMS elementary schools, more than 50 percent of students are eligible for free and reduced-price meals. High and Mid-High FARMS schools account for 35 percent of MCPS elementary schools and 38 percent of elementary students but account for only 30% of total afterschool bookings (Table 4).

Table 4. Summary Characteristics of MCPS Elementary Schools Reviewed by OLO

FARMS Group <i>% of student eligible for FARMS</i>	No. of Schools	Total Student Enrollment	FARMS Rate*	ESOL Rate*	Mobility Rate*	No. Afterschool Bookings
High FARMS <i>>75.0%</i>	15	10,327	81.7%	52.5%	22.3%	9,390
Mid-High FARMS <i>50.1% - 75.0%</i>	32	18,645	62.5%	36.1%	21.1%	11,302
Mid-Low FARMS <i>25.1% - 50.0%</i>	30	16,301	37.4%	20.6%	13.0%	12,912
Low FARMS <i>=<25.0%</i>	56	31,467	13.0%	11.7%	10.1%	37,072

*Average across all schools within FARMS subgroup.

Source: OLO, CUPF, and MCPS Data.

The next table categorizes each of the 133 MCPS elementary schools into one of these four groups.

²² Schools at a Glance, 2017-2108 Definitions and Data Sources, pp. 483-88. FARMS data are reported annually in MCPS Schools at a Glance.

Afterschool Bookings at MCPS Elementary Schools

Table 5. Elementary Schools Categorized by FARMS Group*

High FARMS 15 Schools >75.0%	Mid-High FARMS 32 Schools 50.1% - 75.0%	Mid-Low FARMS 30 Schools 25.1% - 50.0%	Low FARMS 56 Schools <=25.0%	
Arcola	Bel Pre	Brooke Grove	Ashburton	Laytonsville
Gaithersburg	Brookhaven	Burtonsville	Bannockburn	Little Bennett
Georgian Forest	Brown Station	Clearspring	Beall	Lois P. Rockwell
Harmony Hills	Burnt Mills	Damascus	Bells Mill	Luxmanor
Highland	Cannon Road	Dr. Charles R. Drew	Belmont	Monocacy
Jackson Road	Capt. James Daly	Dr. Sally K. Rlde	Bethesda	North Chevy Chase
Joann Leleck	Clopper Mill	Fields Road	Beverly Farms	Olney
Kemp Mill	Cresthaven	Flora M. Singer	Bradley Hills	Poolesville
New Hampshire Estates	East Silver Spring	Forest Knolls	Burning Tree	Potomac
Sargent Shriver	Fairland	Germantown	Candlewood	Rachel Carson
South Lake	Flower Hill	Goshen	Carderock Springs	Ritchie Park
Summit Hall	Fox Chapel	Great Seneca Creek	Cashell	Rock Creek Forest
Watkins Mill	Galway	Highland View	Cedar Grove	Ronald McNair
Weller Road	Glen Haven	Jones Lane	Chevy Chase	Seven Locks
Wheaton Woods	Glenallan	Lucy V. Barnsely	Clarksburg	Sherwood
	Greencastle	Maryvale	Cloverly	Sligo Creek
	Judith A. Resnik	Mill Creek Towne	Cold Spring	Somerset
	Lake Seneca	Oakland Terrace	College Gardens	Spark M. Matsunaga
	Meadow Hall	Pine Crest	Darnestown	Stone Mill
	Montgomery Knolls	Piney Branch	Diamond	Stonegate
	Oak View	Rock Creek Valley	DuFief	Travilah
	Rolling Terrace	Rock View	Fallsmead	Wayside
	Roscoe R. Nix	Rosemary Hills	Farmland	Westbrook
	Rosemont	S. Christa McAuliffe	Flower Valley	Wilson Wims
	Sequoyah	Strawberry Knoll	Garrett Park	Wood Acres
	Stedwick	Takoma Park	Greenwood	Woodfield
	Strathmore	Thurgood Marshall	Kensington Parkwood	Woodlin
	Twinbrook	Westover	Lakewood	Wyngate
	Viers Mill	William B. Gibbs, Jr.		
	Washington Grove	William T. Page		
	Waters Landing			
	Whetstone			

* MCPS does not report a FARMS percent for schools with FARMS levels less than or equal to 5 percent of student enrollment. OLO used 5 percent for each of these schools in its analysis.

Source: OLO and MCPS Data

II. Afterschool Providers

During the 2017-2018 school year, 479 providers operated afterschool activities at MCPS elementary schools.²³ Of these, 47 percent of providers were non-profit organizations (223 providers) and 29 percent were public entities (138 providers). While for-profit companies accounted for only one-quarter of total providers, they reserved nearly 50 percent of all afterschool bookings (34,179 bookings out of 70,668 bookings). Table 6 displays the top ten providers with the most afterschool bookings, the number of elementary schools where they operated, and a brief description of activities provided. Of note:

- Four of the ten providers are companies that provide afterschool childcare. These companies typically book multiple rooms five days per week for the entire school year.
- Two providers are MCPS elementary schools with Excel Beyond the Bell programming. Similar to childcare companies, Excel Beyond the Bell is a five-day afterschool academic and enrichment program that operates during the school year.
- Two providers are third-party companies that organize and manage afterschool activities on behalf of PTAs. These companies contract with PTAs to manage scheduling of afterschool vendors, registration, background checks, and day-of program management.

Table 6. Top Ten Providers with Most Afterschool Bookings, 2017-2018 School Year

Rank	Provider	No. of Sites	No. of Bookings	Activities
1	Kids After Hours, Inc.	19	5,271	Childcare
2	KidsCo, Inc.	19	5,587	Childcare
3	Bar-T Holding, Inc.	33	5,077	Childcare
4	Montgomery Sports Association	43	3,820	Sports activities (e.g., basketball, soccer, etc.)
5	South Lake Elementary School	1	3,250	Excel Beyond the Bell
6	Flex Academies, LLC	18	3,234	Organizes and manages after school activities for PTA
7	Enrichment Academies, Inc.	5	1,963	Organizes and manages after school activities for PTA
8	Global Children's Center	14	1,847	Childcare
9	Harmony Hills Elementary School	1	1,674	Excel Beyond the Bell
10	Girls On The Run Of Mont. County	64	1,672	Afterschool running club for girls in grades 3-5.*

Girls on the Run also operates in MCPS middle schools. Middle school sites and bookings are not included in these data. Source: OLO and CUPF data

²³ One provider was unnamed in the CUPF ActiveMONTGOMERY data. OLO excluded this provider from the analysis.

Afterschool Bookings at MCPS Elementary Schools

Chapter 5. Analysis of Afterschool Booking Data

This chapter presents quantitative data assessing factors that affect the number of afterschool bookings at elementary schools. OLO's two prior reports on OOST included qualitative and quantitative data that showed that schools at all levels (e.g., elementary, middle, high) that have higher rates of student poverty have fewer OOST opportunities for students.

This report analyzes the number of afterschool program bookings at elementary schools during the 2017-2018 school year. One booking is a reservation for one room on a specific date and time. A provider may reserve more than one room in a school on a given day. Each reservation is one booking. Based on the findings in the prior OLO reports, OLO expected that the data in this chapter would show the same trend – that schools with higher FARMS rates would have fewer afterschool bookings than schools with lower FARMS rates. And that is what the data revealed.

This chapter describes the distribution of bookings at elementary schools by FARMS group, it analyzes whether factors, such as PTA membership, student mobility, and ESOL rates, correlate to the number of afterschool bookings at a school, and it shows the geographic distribution of afterschool bookings in the County.

Key Findings

- Low FARMS elementary schools with lower levels of student poverty have more afterschool bookings compared to other FARMS groups.
- There is more variability in total bookings between elementary schools in the High, Mid-Low, and Low FARMS groups. Mid-High groups vary less and have similar bookings.
- Schools with Excel Beyond the Bell Elementary average 1,825 bookings per school. When these schools are excluded from OLO's analysis, average bookings decrease. This is particularly notable for High FARMS elementary schools where average bookings decline by 50 percent.

I. Afterschool Bookings by FARMS Groups

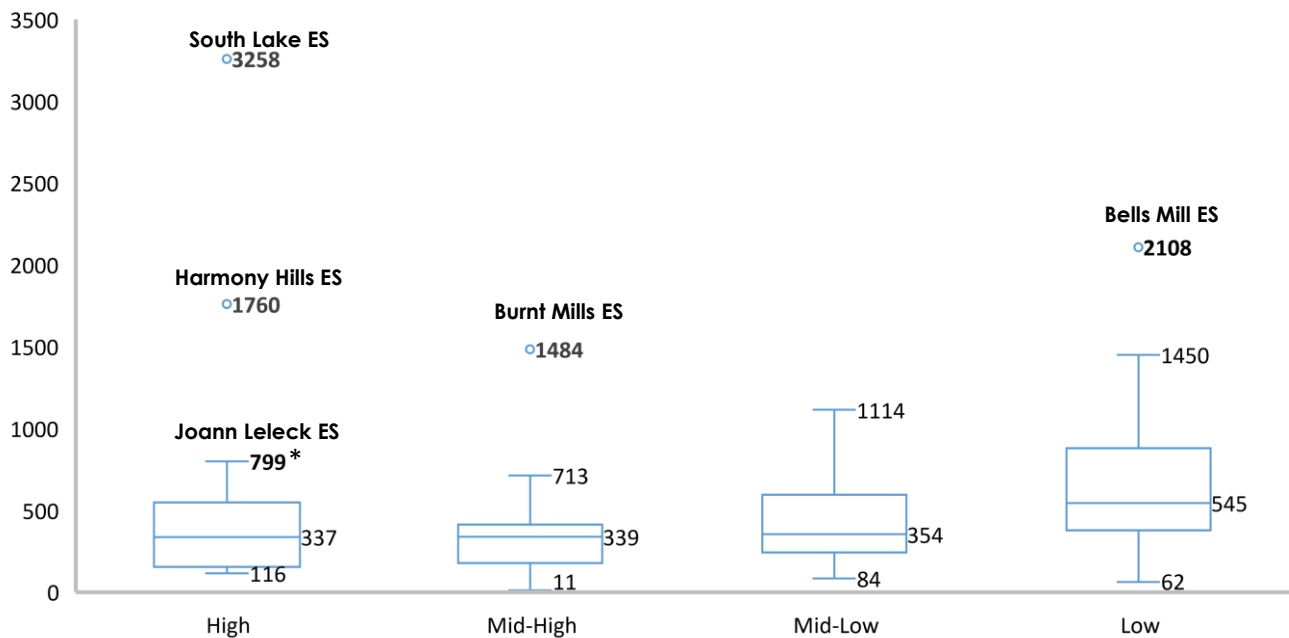
To visually show the frequency of afterschool bookings across FARMS groups, OLO used a box plot (Chart 1). A box plot is a data analysis method that allows for comparison across different data sets. To read the box plot on the next page:

- Each school is separated into its respective FARMS group – High, Mid-High, Mid-Low, and Low;
- A box for each FARMS group shows the range of afterschool bookings for the middle 50 percent of schools in that group;
- The line in the middle of each box shows the median number of afterschool bookings for schools in each FARMS group; and
- The numbers on the lines extending above and below each box show the maximum and minimum number of bookings by schools in each FARMS group (excluding the outlier schools shown on the plot).

In comparing across all four FARMS groups, the box in the Mid-High group is narrower than the other boxes – showing that the number of bookings for the middle 50 percent of Mid-High FARMS schools is more similar compared to the middle 50 percent of the other three groups. The data also show that:

- Low FARMS elementary schools – which have lower levels of student poverty – have more afterschool bookings compared to other FARMS groups;
- The median number of bookings for Low FARMS schools is 545 bookings – 191 more bookings than the next highest group, the Mid-Low FARMS schools; and
- The Low FARMS elementary school with the lowest number of bookings (116 bookings) had more bookings compared to the lowest booked school in the other groups (11, 84, and 62 bookings, respectively).

Chart 1. Distribution of Afterschool Bookings by FARMS Group



*799 is both the upper number of bookings for the 3rd quartile and the number of booking at Joann Leleck ES
 Source: OLO, CUPF, and MCPS data

Afterschool Bookings at MCPS Elementary Schools

Average Number of Afterschool Bookings by FARMS Group. OLO’s initial calculation of average bookings by FARMS group revealed that High FARMS and Low FARMS schools had nearly the same number of bookings (Table 7). This observation is at odds with the idea that the rate of afterschool programming increases as a school’s FARMS rate decreases. To understand this result, OLO focused on the three outlier schools shown in Chart 1 (South Lake, Harmony Hills, and Burnt Mills).²⁴ OLO found that each school is a site location for Excel Beyond the Bell Elementary. The Department of Recreation operated this program at four elementary schools in 2017-2018. The fourth Excel Beyond the Bell elementary school, Joann Leleck, while not an outlier, has the third highest number of bookings within the High FARMS group (799 bookings). Afterschool bookings at the four schools with Excel Beyond the Bell Elementary ranged from 799 to 3,258 bookings, with an average of 1,825 bookings.²⁵

OLO found that when afterschool bookings for these four schools are excluded, the average afterschool booking rate by FARMS group decreases, particularly for High FARMS elementary schools where average bookings decrease by 50 percent. Moreover, by excluding these schools, a very strong relationship emerges between higher FARMS rates and fewer afterschool programming.

Table 7. Average Number of Afterschool Bookings, by FARMS Group

FARMS Group	No. of Schools	Average No. of Bookings		Difference
		With EBB Schools	Without EBB Schools	
High FARMS	15	626.0	297.8	-328.3
Mid-High FARMS	32	353.2	316.7	-36.5
Mid-Low FARMS	30	430.4	430.4	--
Low FARMS	56	662.0	662.0	--

Source: OLO, CUPF, MCPS, and Dept. of Recreation data

²⁴ The fourth outlier is Bells Mill elementary school, indicated by the booking total 2,108 in Chart 1. For a discussion on qualitative factors present that may increase afterschool bookings, see Chapter 4.

²⁵ OLO notes that the data for Linkages to Learning (LTL) may be under-represented because at most schools, LTL offices are in a separate suite that is not part of the CUPF booking system. Health and Human Services notes that EBB offers much more comprehensive afterschool services to more students than LTL could due to funding, staffing, and service priorities of LTL. While having EBB at a school may relieve LTL from providing some afterschool activities/resources, those funds are not reallocated to other schools. They are instead reallocated to address the next greatest need identified via LTL community needs assessment (e.g., needs such as health education adult English literacy, parenting education or others). In some cases, LTL continues providing specialized after school programming to certain target groups not covered by EBB. Services such as therapeutic mental health, activities for K-1st grades or others. Resources stay in the same community when overlaps occur.

II. Statistical Analysis of Correlation – Afterschool Bookings

OLO performed a statistical analysis to see if certain school variables, such as PTA membership, student mobility, and ESOL rates, have a relationship to FARMS rates and to afterschool bookings at a school. (See Chapter 2 for a description of these variables and Appendix C for OLO’s statistical analysis related to FARMS rates). OLO’s analysis identified two main findings that are reinforced by the data collected from stakeholder interviews, described in Chapter 6. First:

- Schools with **higher levels of student poverty** have higher rates of students eligible FARMS, ESOL, or SPED services and have higher rates of student mobility;
- Schools with **lower levels of student poverty** have higher PTA membership and are more likely to have a childcare provider.

And second, when comparing these same variables to afterschool bookings, a similar pattern emerges – schools with higher rates of students in at-risk populations and with greater student mobility (prevalent in High FARMS schools) have lower numbers of afterschool bookings. This chapter explains how OLO performed this statistical analysis and describes OLO’s findings.

The box below describes the key findings from the analysis.

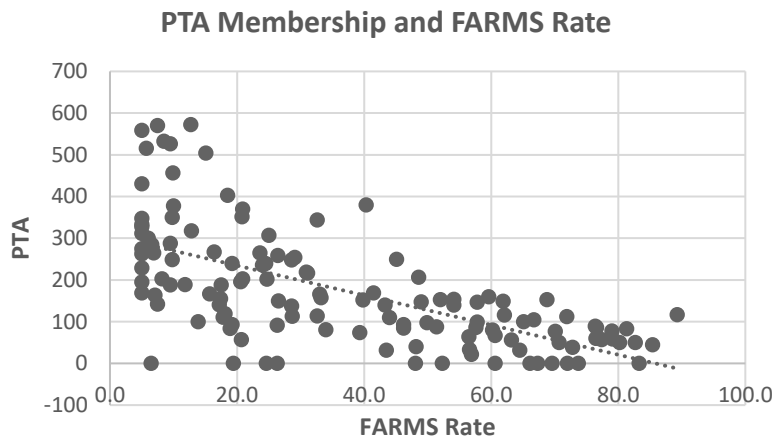
Key Findings
<ul style="list-style-type: none"> • There is a very strong positive relationship between PTA membership and afterschool bookings – schools with higher PTA membership also have higher numbers of afterschool bookings. This relationship gets stronger as a school’s FARMS rate decreases – with low poverty schools having the strongest relationship between PTA membership and increased afterschool bookings. • There is a strong positive relationship between student enrollment and afterschool bookings – schools with more students have higher numbers of afterschool bookings. OLO found the same strong relationship between the availability of onsite childcare at an elementary school and afterschool bookings. • There is a strong negative relationship between afterschool bookings and FARMS rate, ESOL or SPED enrollment, student mobility, and age of the school building. Schools with higher at-risk populations (students eligible FARMS, ESOL, or SPED services), greater student mobility, or older buildings have fewer afterschool bookings. • The percent of students eligible for bus service at a school impacts FARMS groups differently. For High FARMS schools, there is a strong negative relationship between the percent of students who take the bus and afterschool bookings – schools with higher levels of students in poverty that also have higher percentages of students who take the bus have fewer afterschool bookings. Conversely, for Low FARMS schools, there is no apparent relationship between the percent of students who take the bus and afterschool bookings – the number of afterschool bookings at these schools is not connected to the percent of students who ride the bus.

Afterschool Bookings at MCPS Elementary Schools

Statistical analysis. The term “correlation coefficient,” refers to a commonly used statistical measure that identifies the strength of a relationship between two variables – describing the degree to which one data set is associated with another data set. A correlation coefficient calculation produces a number from -1.0 to 1.0.

A negative correlation means that as one variable increases, the other variable decreases. An analysis showing a negative correlation between two variables returns a number (the correlation coefficient) between -1 and 0. A correlation coefficient closer to -1 shows a stronger negative correlation than a correlation coefficient closer to 0. The data in the chart below show an example of a negative correlation – the relationship between PTA membership and FARMS rate in elementary schools. As the FARMS rate increases, PTA membership in a school decreases.

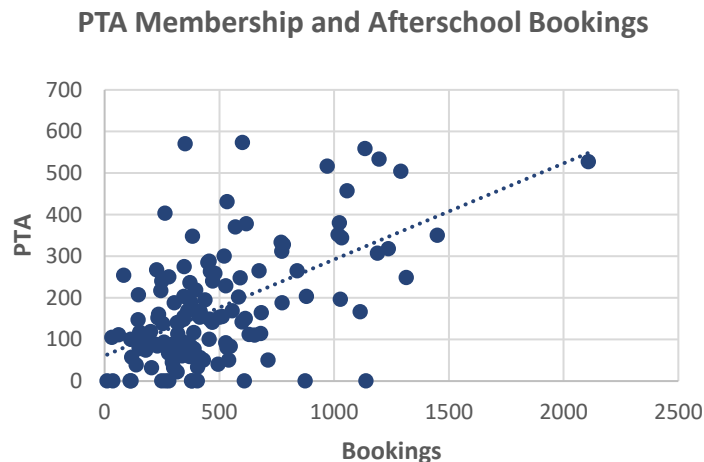
Chart 2. Example of a Negative Correlation



See Appendix C for FARMS rate data.

A positive correlation means that as one variable increases, a second variable increases. An analysis showing a positive correlation between two variables returns a number (the correlation coefficient) between 0 and 1. Similar to the example above, a correlation coefficient closer to 1 shows a stronger positive correlation than a correlation coefficient closer to 0.

Chart 3. Example of a Positive Correlation



A correlation coefficient of zero implies that there is no association between two variables. For this report, OLO defines the strength of the association between two variable as follows:

Relationship between Variables	Correlation Coefficient of...
Strong correlation	+/-0.20
Very strong correlation	+/-0.50

To accurately examine the relationship between FARMS rate and school characteristics, OLO excluded the four outlier schools with Excel Beyond the Bell Elementary (South Lake, Harmony Hills, Joann Leleck, and Burnt Mills), shown in Chart 1.

A. Afterschool Bookings Correlations for all MCPS Elementary Schools

Table 8 shows the resulting correlation coefficients from the comparison of afterschool bookings and school characteristics.

Table 8. Afterschool Bookings Correlation Coefficients

Relationship with Bookings	School Characteristic	Correlation Coefficient
Positive Correlation (>= 0.20)	PTA Membership	.561
	Student Enrollment	.369
	Childcare Provider	.227
Negative Correlation (<= -0.20)	FARMS Rate	-.463
	ESOL Enrollment	-.363
	Student Mobility	-.334
	SPED Enrollment	-.292
	Title 1 School Eligibility	-.292
No Correlation	Age of Facility	-.235
	% of Students Eligible for Bus Service	.002
	Linkages to Learning	-.184

Source: OLO, CUPF, MCPS, Dep’t. of Recreation, and MCCPTA data

Positive Correlation. The data in Table 8 show a very strong positive correlation between 2017-2018 afterschool bookings and PTA membership and a strong positive correlation between afterschool bookings and student enrollment and whether a childcare provider operates in the school. In other words, schools with more PTA members, a childcare provider, and more students tend to have higher numbers of afterschool bookings compared to schools with fewer PTA members, fewer students, or no childcare provider.

Negative Correlation. Table 8 shows a strong negative correlation between afterschool bookings and FARMS rate, ESOL Enrollment, student mobility, SPED enrollment, Title I eligibility, and age of facility. This means that schools with fewer afterschool bookings tend to have higher FARMS rate, higher ESOL and SPED enrollments, greater student mobility, are designated as Title I schools, or have older school buildings.

Afterschool Bookings at MCPS Elementary Schools

The other factors tested – Linkages to Learning and percent of students eligible for bus service – showed a weak or no relationship to afterschool bookings.

B. Afterschool Booking Correlation Coefficients by FARMS Group

OLO separately calculated correlation coefficients for each FARMS group to understand whether school characteristics affect afterschool bookings differently (Table 9). For all factors except student enrollment, the correlation between a characteristic and the number of afterschool bookings differed for different FARMS groups. The correlation coefficients highlighted in grey in Table 9 show high positive or negative correlations (or no correlation) – but only for schools in some FARMS groups.

Table 9. Afterschool Booking Correlation Coefficients, by FARMS Group

Relationship with Bookings	School Characteristic	FARMS Group			
		High	Mid-High	Mid-Low	Low
Positive Correlation	Student Enrollment	.223	.209	.328	.560
	PTA Membership	.001	.185	.372	.428
	Childcare Provider	.238	.046	--*	.335
	Linkages to Learning	.237	-.003	.206	--**
Negative Correlation	% of Students Eligible for Bus Service	-.456	-.273	-.364	-.139
	Student Mobility	-.336	-.301	-.191	.147
	Age of Facility	-.094	-.077	-.201	-.352
	SPED Enrollment	-.203	-.104	-.077	-.346
No Correlation	Title 1 School Eligibility [†]	--	-.173	--	--
	ESOL Enrollment	.200	-.093	.006	.071

*All Mid-Low FARMS schools have childcare providers.

** There are no schools with Linkages to Learning Programs in the Low FARMS groups

[†]There are no Title I schools in the Mid-Low and Low FARMS groups.

Source: OLO, CUPF, MCPS, Dep't. of Recreation, and MCCPTA data

For example, the data in Table 8 show a very strong positive correlation between PTA membership and afterschool bookings – as PTA membership increases at a school, so do afterschool bookings. When looking at schools by FARMS groups, however, the strong relationship between PTA membership and afterschool bookings is found only in Mid-Low and Low FARMS schools – the schools with lower levels of student poverty. There is almost no correlation between PTA membership and afterschool bookings at schools in the High FARMS group.

When looking at all elementary schools, the data in Table 8 show that there is almost no correlation between afterschool bookings and the percentage of students eligible for bus service. When looking by FARMS group, however, the data show that there is a strong correlation at High, Mid-High, and Mid-Low FARMS elementary schools but not at Low FARMS schools.

III. Geographic Distribution of Schools by Afterschool Bookings per Student

Key Findings
<ul style="list-style-type: none"> Elementary schools with lowest afterschool bookings are in parts of Upcounty, Mid-County, and East County. When elementary schools are grouped by high school cluster, five clusters have the lowest afterschool bookings per student at the elementary school level – Gaithersburg, Northeast Consortium, Northwest, Seneca Valley, and Watkins Mill.

OLO also looked at whether the location of a school has a relationship to afterschool booking rates. To account for variations in school size, OLO divided the number of bookings by a school’s enrollment to yield “bookings per student.” After ordering elementary schools by the afterschool booking rate per student, OLO mapped the geographic locations of schools in the top and bottom quartiles. OLO also mapped elementary school bookings per students by high school cluster to identify regions of the County where there are gaps in afterschool programming.

Exhibit 1 shows a map of the elementary schools with the highest and lowest number of afterschool bookings. Elementary schools with the lowest afterschool booking rates per student are clustered in Mid-county and East County. Comparatively, schools with the highest afterschool bookings are clustered Downcounty and West County. Upcounty has both schools in the top and bottom quartiles of afterschool bookings per student. (See Appendix D for data tables).

Exhibit 2 shows a map of afterschool bookings at elementary schools organized by high school cluster. Geographic variation is more pronounced in this map. As shown, elementary schools in five clusters had, on average, the fewest afterschool bookings per student – Gaithersburg, Northeast Consortium, Northwest, Seneca Valley, and Watkins Mill. Table 10 shows the average afterschool bookings per student in these five clusters and for the five clusters with the highest afterschool booking rates. Similar to the distribution in the map in Exhibit 1, high school clusters with the most average bookings per elementary school student are located Down and West County. (See Appendix E for data tables).

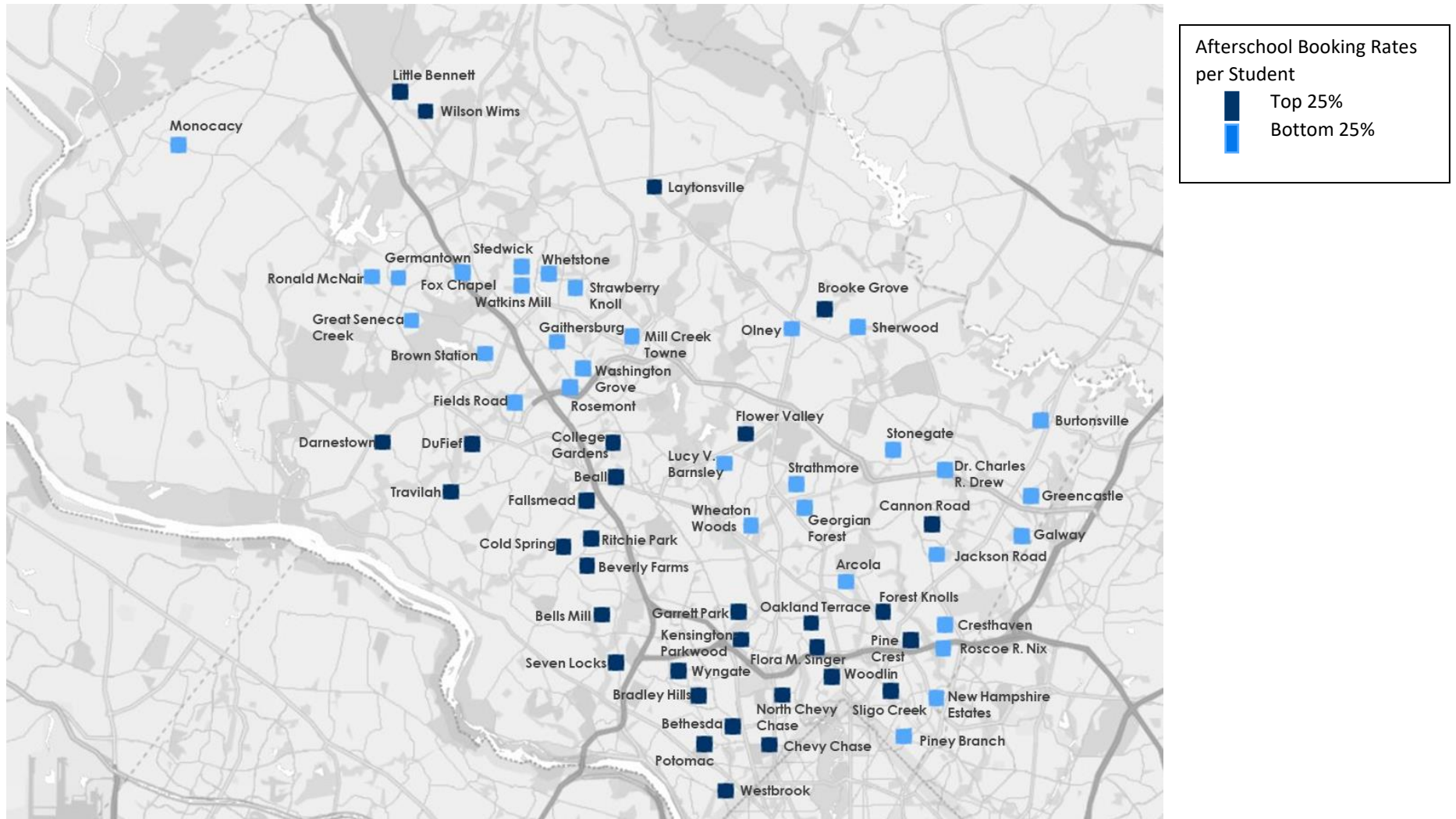
Table 11. High School Clusters with Highest and Lowest Number of Elementary School Afterschool Bookings

Lowest #		Highest #	
Cluster	Average Bookings/ Student	Cluster	Average Bookings/ Student
Seneca Valley	.644	Winston Churchill	1.763
Northwest	.586	Bethesda-Chevy Chase	1.377
Northeast Consortium	.489	Richard Montgomery	1.339
Gaithersburg	.431	Thomas S. Wootton	1.312
Watkins Mill	.258	Walter Johnson	1.259

Source: OLO, CUPF, MCPS, Dep’t. of Recreation, and MCCPTA data

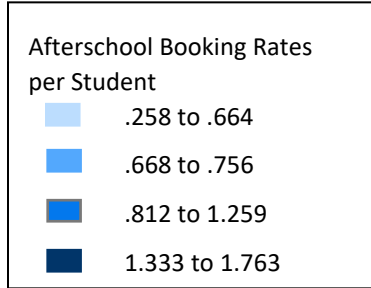
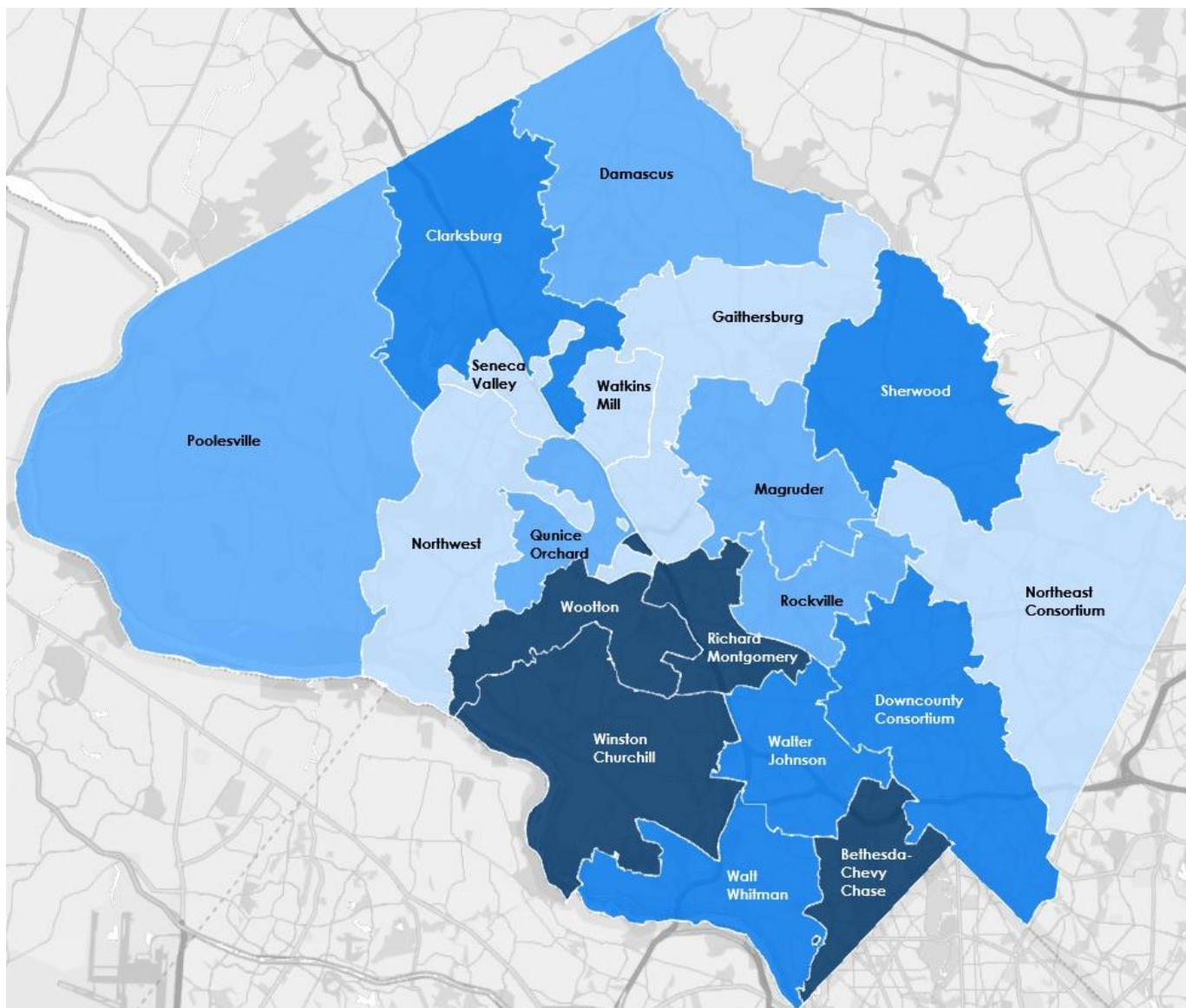
Afterschool Bookings at MCPS Elementary Schools

Exhibit 1. Elementary Schools with the Highest/Lowest Booking Rates, 2017-2018 School Year



Source: OLO, CUPF, MCPS, Dept. of Recreation, and MCCPTA data
(See Appendix D for data tables).

Exhibit 2. Elementary School Afterschool Booking Rates by High School Cluster, 2017-2018 School Year



Source: OLO, CUPF, MCPS, Dept. of Recreation, and MCCPTA data (See Appendix E for data tables).

Afterschool Bookings at MCPS Elementary Schools

Chapter 6. Interviews with School Administration, Parent Teacher Associations, and County Government

OLO interviewed school principals, Parent Teacher Associations (PTAs) representatives, and afterschool program providers. OLO selected interviewees based on FARMS group and number of afterschool bookings in order to speak with a diverse representation of stakeholders. OLO also interviewed representatives from MCPS' administration and from the County Government. Interview feedback along with quantitative findings from Chapter 5 impacted OLO's recommendations for opportunities to increase afterschool programming at high FARMS schools, summarized in Chapter 7. The next table summarizes data for the schools where OLO interviewed stakeholders.

Table 11. Schools/PTAs Interviewed

School	FARMS Category	Bookings*	Bookings/ Student	PTA Members	% of Students Eligible for Bus Svc.	County Programs
Bells Mill	Low	2,108	3.450	527	77.3	
Burnt Mills	Mid-High	1,484	2.482	92	83.0	EBB
Cresthaven**	Mid-High	111	0.198	0	88.9	
Flower Hill	Mid-High	389	0.799	116	43.6	
Germantown	Mid-Low	151	0.472	81	68.8	
Greenwood	Low	346	0.709	203	64.1	
Kemp Mill	High	371	0.704	59	86.5	LTL
Lucy V. Barnsley	Mid-Low	84	.116	254	77.6	
Mill Creek Towne	Mid-Low	183	0.469	98	76.0	
Monocacy	Low	62	0.425	111	100.0	
Oakland Terrace	Mid-Low	1,114	2.267	166	23.9	
Roscoe R. Nix**	Mid-High	11	0.022	0	81.9	
Rosemont	Mid-High	236	0.378	160	92.9	LTL
Sargent Shriver	High	431	0.535	50	53.1	LTL
South Lake	High	3,258	3.856	0	37.9	EBB
Twinbrook	Mid-High	390	0.709	77	58.5	
Wheaton Woods	High	116	0.209	0	33.5	LTL

Source: OLO, CUPF, and MCPS Data

*2017-18 School Year

**Cresthaven serves grades 3 to 5; Roscoe R. Nix serves grades Pre-K to 2.

EBB = Excel Beyond the Bell; LTL = Linkages to Learning

Through the interviews, OLO found the following common themes:

Observed Factors at Schools with Robust Afterschool Programming

- a. An afterschool “Champion” and a school culture of afterschool enrichment
- b. PTAs, school staff, or another entity putting in the time and effort
- c. Motivated and engaging instructors
- d. High family PTA participation

Observed Barriers to Afterschool Programming

- e. Availability of afterschool transportation
- f. Available space
- g. Cost of programming and scholarship availability
- h. Communications with families
- i. Amount of teacher stipends

Approaches at High FARMS Schools to Overcome Barriers to Afterschool Programming

- j. County Programs
- k. Partner with providers or community groups

These practices are discussed in detail below.

I. Observed Factors at Schools with Robust Afterschool Programming

A. Afterschool “Champion” and a School Culture of Afterschool Enrichment

Stakeholder interviews revealed that an afterschool programming “champion” is the most important qualitative factor found in schools with robust afterschool programming. A champion is a person at a school who is invested in developing, organizing, and promoting afterschool programs. The champion may be the principal, a school staff member, a PTA leader or member, or a school volunteer.

OLO observed that afterschool champions flourish in school environments that cultivate a culture of afterschool enrichment. Schools with the most robust afterschool programming consider afterschool activities an essential element to help the students grow socially and succeed academically. Stakeholders reported that when an afterschool champion left a school or stopped organizing afterschool programming, the programming often ended – especially if there was no incoming “champion” or if a school lacked a culture of afterschool enrichment.

Stakeholders reported that afterschool programming was most successful when providers, parents, principals, and school staff have good working relationships with each other and a commitment to afterschool programming. Providers and PTAs noted that in some schools, if providing afterschool programming is not a priority for school staff and/or the principal, PTAs and providers bear the burden to coordinate and promote the afterschool programming.

Afterschool Bookings at MCPS Elementary Schools

B. PTAs, School Staff, or Another Entity Putting in the Time and Effort

Both parents and school staff report that coordinating afterschool programming can be like a full-time job. Some schools (generally those with lower FARMS rates) use a third-party provider, such as Flex Academies, to run all afterschool programming at a school (outside of before and afterschool childcare). Flex Academies is a company that will vet program vendors with background and insurance checks, assign an onsite coordinator to work with school and PTA staff, work with schools on desired programs/vendors, offer a wide variety of programming, provide comprehensive program information for families, and coordinate student registration and payments.

Schools that have Flex Academies report that this has lifted the burden of being responsible for the afterschool programming. Programming at schools that use Flex Academies costs approximately 5% more compared to other schools and vendors at Flex Academies schools must sign an exclusive agreement that prohibits them from independently operating at other schools where Flex Academies is present.

MCPS School Spotlight. Bells Mill Elementary School decided to use Flex Academies to administer the afterschool programming and serves as the school's afterschool coordinator. The school's principal, staff, and PTA are all committed to running quality afterschool programming that benefits all students, regardless of poverty level. However, administering the afterschool programming through the PTA and school staff became too big of a task. Flex Academies' program coordinator at Bells Mill has a strong relationship with the school's principal, staff, and PTA and ensures that the programs fits the school's schedule and address students' and parents' needs. All stakeholders work together to coordinate scholarships for students in need through the school's Bear Fund (takes donations from parents for students in need) or through Flex Academies.

C. Motivated and Engaging Instructors

Stakeholders reported the importance of having motivated and engaging instructors, especially if teachers are running afterschool clubs or if a program is provided at no cost. Stakeholders also described the importance of keeping more than one teacher or provider interested in a program because a program will not continue if the only interested person cannot run it any longer.

D. High Parent PTA Participation

Consistent with the earlier quantitative analysis showing a positive correlation, stakeholders reported that high participation in their PTAs often led to more available afterschool programming. More active PTAs may fundraise to support afterschool programming, have parents willing to serve as an afterschool coordinator or run a program, and have better strategies to organize and market afterschool programs.

MCPS School Spotlight. Oakland Terrace PTA has one parent volunteer responsible for each afterschool program. The afterschool coordinator provides each parent volunteer with a checklist of guidelines for afterschool programming. (Appendix F)

When a school has low PTA participation, sponsoring afterschool programming can become a burden for the PTA. Program coordination and continuity become very difficult when key PTA volunteers do leave. For schools without a PTA presence at all, afterschool programming falls entirely to school administration.

Closer Look at a School Outside MCPS. Based on a provider’s recommendation of an extremely active PTA, OLO reached out to Hillcrest Elementary in Baltimore County. The elementary school is in a mostly affluent school district, with pockets of high poverty. The PTA’s goal is to provide afterschool programming for all interested students and it takes a hands-on approach to meet this goal.

The Hillcrest PTA runs the school’s afterschool programming – they actively fundraise, vet providers, created a Google Sign-Up page for registration, actively communicate with families, provide a language line for ESOL parents, distribute scholarships to at-need students, and provide afterschool transportation. The PTA has distributed 27 scholarships (\$100/10-week program) this current school year. The PTA afterschool coordinator estimated that transportation costs between \$2,000 to \$3,000 for 10 weeks of programming – where programs run twice a week and students are dropped off at their houses. PTA Volunteers who work on afterschool programming investment a lot of time – often 20-30 hours a week.

II. Observed Barriers to Programming

A. Availability of Afterschool Transportation

Transportation home following afterschool programming is vital for high-poverty schools with a large percentage of non-walkers.¹ Stakeholders at these schools noted that many adults work multiple jobs and/or do not have transportation to pick up students when a program ends. Stakeholders also report that the time the school day ends impacts afterschool programming. Schools with later school bell times (e.g., 9:25AM to 3:50PM) will have afterschool programming that ends near 5:00PM – increasing the likelihood that working adults can pick up students following afterschool programming. Further, Recreation also noted that the Excel Beyond the Bell’s ability to fill programs to capacity and keep students enrolled has been largely dependent on the availability of bus service.

MCPS School Spotlight. Kemp Mill Elementary School’s administration and PTA identified a gap in afterschool transportation at their school, which is a high FARMS school with 86.5% of students eligible for bus service. The PTA performed fund raisers dedicated for a twice-a-week activity bus that runs one route with multiple stops. The school and the PTA noticed increased afterschool program participation as the soon as they started providing this transportation.

¹ Walkers are students that live less than one mile of walking distance from an elementary school. See MCPS’s “What You Should Know About Riding the Bus,” available at <https://www.montgomeryschoolsmd.org/departments/transportation/rules/riding.aspx#q1>

Afterschool Bookings at MCPS Elementary Schools

B. Available Space

Available space within a school is essential for successful afterschool programs. Providers and PTAs consistently reported that a school's gym and all-purpose room were in high demand and difficult to secure consistently –often because those spaces were reserved before and after school by childcare providers. Programs may also rent classrooms, media centers, and/or art rooms. Afterschool program providers compete with all others who want to rent school building space and must reserve the gym or all-purpose room for the entire year on August 15th. Providers must reserve space through the ActiveMONTGOMERY² registration system as registration opens for a school year. Providers and PTAs report they can typically find space to accommodate the program that only require classrooms.

C. Cost of Programming and Scholarship Availability

When discussing barriers to provide more afterschool programming and participation, almost all the interviewees mentioned the cost to participate. Interviewees at high FARMS schools said that most provider-run programs cost in excess of \$100 for an eight-week program, which many families cannot afford. Providers often are willing to work with high poverty schools, offering scholarships, reducing prices until participation increases, offering flexible payment plans, and/or even charging a nominal fee and donating it back to the school (typically larger providers with programs in other schools). However, stakeholders report that both for-profit and non-profit providers work to cover their costs and only provide so much assistance before reexamining whether they can stay at a school. Stakeholders report that before and after school childcare providers left two Title I schools this past year – New Hampshire Estates and Roscoe Nix – because they could not cover their costs.

MCPS School Spotlight. Watkins Mill Elementary school is a high FARMS school that has multiple afterschool programs for students. Bar-T provides before and after school childcare, Avanti athletics provides sports programming, and the Boys and Girls Clubs provides programming through a grant. Program providers report difficulty in covering the cost of afterschool programming at a school where another provider receives a grant to provide programming free of charge to students.

Recreation stated that it is important to acknowledge the capacity of each program where non-grant providers are co-located with public or subsidized programs. Not only does the grant supported program take business away from the non-grant provider but in many cases both programs serve less than 20% of the school population. Typically, the students enrolled in the no-cost programs were not paying for services from the for-profit provider before moving to the no cost programs.

Most providers offer at least one full scholarship per class (including before and after school programs). Some PTAs also provide scholarships for afterschool programs through fundraising. PTAs and providers, however, cannot ask students for specific financial information and must work with school staff to determine which students need the scholarships the most. Some scholarship applications rely on applicant honesty in identifying a FARMS or at-need student. Some PTAs report that they are not sure the most at-need students are receiving scholarship funds.

² The online system to reserve and pay for space. Besides CUPF, the County Department of Recreation and the Maryland-National Capital Park and Planning Commission's Parks Department also use ActiveMONTGOMERY for program registration. See <https://apm.activecommunities.com/montgomerycounty>

D. Communication

Stakeholders emphasized the importance of making students, families, and school staff aware of afterschool programs and the program registration process. However, communication tools vary depending on the organization sponsoring the activity. When a PTA sponsors a non-profit provider, the PTA can send fliers home with students multiple times throughout the school year. PTAs can also distribute information through email and/or through the school’s PTA website.

Non-profit providers not sponsored by a PTA, however, can send fliers home with students only four times a year, limiting program exposure. For-profit providers are not allowed to send home fliers with the students. Information must be handed out directly to students or families at school events.

Successful strategies to reach ESOL families. Some PTAs reported difficulty communicating with ESOL families about afterschool programs via traditional methods of fliers, emails, and webpages in Spanish or other non-English languages, leading to lower ESOL student participation. Some providers have had more success when they have bi-lingual staff at high percentage ESOL schools and/or provide training for other staff. At schools with Parent Coordinators, Coordinators can help bridge the communication gap between providers and ESOL students and families. One provider reported increased response from ESOL families when they texted parents, compared to communicating over the phone, in-person, or through email.

E. Teacher Stipends

Teachers who lead afterschool programming are paid \$15.00/hour. Most school interviewees said that increasing the stipend would make a difference in increasing the availability of afterschool programming. Stakeholders report that the stipend has been fairly flat for a number of years and increasing the hourly rate would provide a better incentive for teachers to work after hours. A few principals noted the example that Excel Beyond the Bell pays teachers \$30.00/hour. Recreation said that the \$30.00/hour is in line with that MCPS pays in a summer for programs with an academic instruction component.

III. Approaches at High FARMS Schools to Overcome Barriers to Afterschool Programming

A. County Programs

School staff at high-poverty schools with Excel Beyond the Bell (EBB) report that there would be no programming for students (including before and after school care) without the EBB program. EBB works with over 150 small businesses and entrepreneurs, pays teachers a stipend of \$30/hour, and uses teen apprentices. In lieu of payment, EBB requires families of students to provide two hours of service for school/PTA needs. Some schools report they have needs that exceed EBB’s 120-student capacity, that they would like EBB to also cover kindergarten and first grade, and that they would like a mid-year survey for school staff, families, and students to rate the program.

Interviewees also reported that Linkages to Learning (LTL) programs help provide afterschool activities, homework assistance, and language support. If EBB is also provided at an LTL school, Health and Human Services staff will reallocate resources so that the programs do not provide duplicative services.

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Recreation noted that EBB is a prevention-based program and relies on LTL for additional intervention/wrap around supports. Recreation has not been made aware of any duplication of services with LTL. Overall, Health and Human Services has been a good partner with Recreation and LTL has been a key success factor for student enrollment through additional outreach to vulnerable families facing greater barriers.

B. Partner with Providers or Community Groups

Some principals, school staff, and the PTAs have partnered with providers or community groups to provide afterschool programming in elementary schools. Examples include:

- Howard University (Kemp Mill) – runs academic programs for free;
- Manna Food (Germantown) – offers a free no-cutting and no-cooking kitchen club;
- Black Rock Center for the Arts (Germantown) – offers ballet at a greatly-reduced cost;
- Master Method Karate (Wheaton Woods) – offers a modified fee schedule for high poverty students and donates funds to the school; and
- Naval Sea Systems Command Carderock Division (Cabin John Middle School) – offers free STEM programs (only if an MCPS teacher remains onsite).

Some stakeholders expressed frustration that providers who offered free programming or programming at drastically reduced rates had to pay in order to use classrooms.

Case Study

What Happens When a School Does Not Have a County Program?

Even when there are successful factors such as an afterschool “champion” and a school culture of afterschool enrichment, other barriers, such as cost, may remain. As an example, for the past 16 years, the principal at Germantown Elementary School has made afterschool programming a priority – instilling in staff that the afterschool programming is vital and part of their job. School administrative staff and teachers teach/lead afterschool programs, book space from CUPF, participate in collecting money from parents for the programs, and identify the high-poverty students who need assistance.

Using school staff to coordinate and lead afterschool programming has made the cost of programs more affordable. Germantown Elementary School has teacher-led clubs partially paid for by school funds. Most funding, however, comes from minimal charges to students and fundraising. For an eight-week class, the school charges \$6 for FARMS students and \$8 for non-FARMS students and have students and parents sign off on a commitment letter (Appendix G). With additional fundraising, this funding pays for club materials, teacher stipends (school funding only provides enough for one or two teachers a year), and snacks.

Chapter 7. Findings

This Office of Legislative Oversight (OLO) report reviews afterschool bookings at MCPS elementary schools during the 2017-2018 school year and presents qualitative and quantitative factors that affect the provision of afterschool programming. The report responds to the Council’s request for information on how the availability of afterschool programming at elementary schools differs based on the level of student poverty at a school and what factors influence whether afterschool providers operate in high poverty schools. To provide context to the findings, below describes how Free and Reduced-Meals (FARMS) and Community Use of Public Facilities’ (CUPF) data were used for OLO’s analysis.

The percentage of students eligible for Free and Reduced-Price Meals (FARMS) provides a proxy measure for the concentration of low-income students in a school.

To compare afterschool programming at elementary schools with differing levels of low-income students, OLO divided schools into four categories by FARMS Rate:

- **High FARMS Schools** are elementary schools where more than 75.0% of students are eligible for FARMS.
- **Mid-High FARMS Schools** are elementary schools where 50.1 - 75.0% of students are eligible for FARMS.
- **Mid-Low FARMS Schools** are elementary schools where 25.1 - 50.0% of students are eligible for FARMS.
- **Low FARMS Schools** are elementary schools where 25.0% or less of students are eligible for FARMS.

OLO used the number of afterschool “bookings” of elementary school facilities through the Community Use of Public Facilities’ (CUPF) as a measure of the availability of afterschool programs.

OLO reviewed the availability of afterschool programming at MCPS elementary schools between the hours of 3:00pm and 6:30pm during the 2017-2018 school year. An afterschool provider must obtain a permit through CUPF containing a room reservation and timeframe for each day. This is considered one booking. For example, an afterschool provider may reserve an all-purpose room from 3:00pm to 6:30pm and a classroom from 4:00pm to 5:00pm Monday through Friday. This would result in 10 bookings for one week (2 rooms times 5 days per week).

This chapter summarizes the major findings of this report.

Finding #1. Schools with Excel Beyond the Bell Elementary – an afterschool enrichment program at four schools with high rates of student poverty – have significantly more afterschool programming when compared both to schools with low rates of student poverty and to other high poverty schools.

Excel Beyond the Bell Elementary (EBB) is an afterschool program at four elementary schools provided through a partnership among MCPS, the Department of Recreation, the Montgomery County Collaboration Council for Children Youth and Families, and Action in Montgomery. An initial calculation of average number of bookings by FARMS group revealed that High FARMS and Low FARMS schools had nearly an identical number of bookings (average of 646 bookings for Low FARMS schools compared to an average 626 bookings for High FARMS schools).

On average schools with EBB Elementary have 1,825 bookings, a rate almost triple of that found in Low FARMS schools. When afterschool bookings for EBB Elementary schools are excluded from the analysis, the average booking rate by FARMS group decreases, particularly for High FARMS elementary schools where average

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bookings decrease by 50 percent. Moreover, by excluding schools with EBB Elementary, a very strong relationship emerges between schools with high FARMS rates and fewer afterschool bookings.

Average Number of Afterschool Bookings, by FARMS Group

FARMS Group	No. of Schools	Average No. of Bookings		Difference
		With EBB Schools	Without EBB Schools	
High FARMS	15	626.0	297.8	-328.3
Mid-High FARMS	32	353.2	316.7	-36.5
Mid-Low FARMS	30	430.4	430.4	--
Low FARMS	56	662.0	662.0	--

Source: OLO, CUPF, MCPS, and Dept. of Recreation data

Finding #2. The data show a strong positive relationship between schools with higher numbers of afterschool booking and schools with higher PTA membership, higher student enrollment, and that have a childcare provider on-site.

OLO used quantitative tests to determine whether certain characteristics such as school enrollment or FARMS rate influence the number of afterschool bookings at a school. OLO found a positive correlation between afterschool bookings and PTA membership, student enrollment, and having a childcare provider onsite. This means that schools with more PTA members, higher student enrollment, and a childcare provider onsite tend to have more afterschool bookings. PTA membership is discussed more fully in Finding #8.

Correlation Coefficients – Positive Correlation between Afterschool Bookings and School Characteristics

Relationship with Bookings	School Characteristic	All Elementary Schools	FARMS Group			
			High	Mid-High	Mid-Low	Low
Positive Correlation	Student Enrollment	.369	.223	.209	.328	.560
	PTA Membership	.561	.001	.185	.372	.428
	Childcare Provider	.227	.238	.046	--*	.335

Excludes EBB Schools. Source: OLO, CUPF, MCPS, Dep't of Recreation, and MCCPTA data

Finding #3. The data show a strong negative relationship between afterschool bookings and FARMS rate, ESOL or SPED enrollment, student mobility, and the age of the school building – as FARMS rate, ESOL rate, etc. increases in a school, the number of afterschool bookings declines.

Schools with more students eligible for FARMS, ESOL, or SPED services; schools that experience greater numbers of students entering or withdrawing during the school year; or schools that have older buildings tend to have fewer afterschool bookings. However, these school characteristics impact schools in the four FARMS groups differently. For example, there is a strong relationship between student mobility and afterschool bookings at High and Mid-High FARMS schools – as student mobility increases, the number of afterschool bookings declines. That same relationship, however, is not seen at schools with lower levels of student poverty – the Mid-Low and Low FARMS schools.

Correlation Coefficients – Negative Correlation between Afterschool Bookings and School Characteristics

Relationship with Bookings	School Characteristic	All Elementary Schools	FARMS Group			
			High	Mid-High	Mid-Low	Low
Negative Correlation	FARMS Rate	-.463	-.072	-.065	-.147	-.162
	ESOL Enrollment	-.363	.200	-.093	.006	.071
	Student Mobility	-.334	-.336	-.301	-.191	.147
	SPED Enrollment	-.292	-.203	-.104	-.077	-.346
	Title 1 Eligibility	-.292	--	-.173	--	--
	Age of Facility	-.235	-.094	-.077	-.201	-.352

Excludes EBB Schools. Source: OLO, CUPF, MCPS, Dep’t of Recreation, and MCCPTA data

Finding #4. The elementary schools in five MCPS high school clusters had, on average, the fewest number of afterschool bookings per students – Gaithersburg, Northeast Consortium, Northwest, Seneca Valley, and Watkins Mill.

OLO mapped afterschool bookings per student by MCPS high school cluster to better understand whether the school location influences afterschool booking rates. The table below displays the average afterschool booking rate for all elementary schools in the five clusters with the lowest and highest afterschool bookings per student. Elementary schools in clusters with the lowest bookings per students are located Mid-County, East County, and Up-County. Elementary schools in clusters with the highest bookings per students are located Down and West County.

High School Clusters with Highest and Lowest Number of Elementary School Afterschool Bookings

Lowest #		Highest #	
Cluster	Average Bookings/ Student	Cluster	Average Bookings/ Student
Seneca Valley	.644	Winston Churchill	1.763
Northwest	.586	Bethesda-Chevy Chase	1.377
Northeast Consortium	.489	Richard Montgomery	1.339
Gaithersburg	.431	Thomas S. Wootton	1.312
Watkins Mill	.258	Walter Johnson	1.259

Excludes EBB Schools. Source: OLO, CUPF, MCPS, Dep’t of Recreation, and MCCPTA data

Finding #5. Stakeholder feedback revealed that several factors are associated with robust afterschool programming at elementary schools, such as the existence of an afterschool “champion” and a strong culture in a school of afterschool enrichment.

During stakeholder interviews, OLO identified practices that differentiate elementary schools with robust afterschool programming from schools with less afterschool programming. These factors – which are in addition to high PTA participation discussed in Finding #6 – include:

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- **Afterschool “Champion.”** Stakeholder interviews revealed that an afterschool programming “champion” is the most important qualitative factor found in schools with robust afterschool programming. A champion is a person at a school who is invested in developing, organizing, and promoting afterschool programs. The champion may be the principal, a school staff member, a PTA leader or member, or a school volunteer.
- **Culture of Afterschool Enrichment.** Schools with robust afterschool programming consider afterschool activities an essential element to help students grow socially and succeed academically.
- **Strong, Collaborative Relationships among Stakeholders.** Stakeholders reported that afterschool programming was most successful when providers, parents, principals, and school staff have good working relationships with each other and a commitment to afterschool programming. Providers and PTAs noted that in some schools, if providing afterschool programming is not a priority for school staff and/or the principal, PTAs and providers bear the burden to coordinate and promote the afterschool programming.
- **Dedication to Time and Effort Required.** Stakeholders reported that coordinating and managing afterschool programming is like a full-time job. To help manage the workload, a few schools with lower FARMS rates use third-party providers to run the entire afterschool programming at a school (outside of before- and afterschool childcare).
- **Motivated and Engaging Instructors.** Stakeholders reported the importance of having motivated and engaging instructors, especially if teachers are running afterschool clubs or if a program is provided at no cost. Stakeholders also described the importance of keeping more than one teacher or provider interested in a program because a program will not continue if the only interested person cannot run it any longer.

Finding #6. Schools with more active Parent-Teacher Associations (PTA) have more afterschool bookings. Active PTAs have more capacity to fundraise, organize, and promote afterschool programs compared to schools with little or no PTA activity.

OLO used MCCPTA data on aggregate PTA membership totals for each elementary school as a measure of PTA activity. While several MCPS elementary schools do not have PTA members, others have upwards of 570 members. For all elementary schools, OLO found a very strong positive correlation between afterschool bookings and PTA membership – schools with higher PTA membership had higher number of afterschool bookings. This finding was corroborated through stakeholder interviews. More active PTAs may fundraise to support afterschool programming, have parents willing to serve as an afterschool coordinator or run a program, and have better strategies to organize and market afterschool programs.

However, the data do not show this same positive correlation as the level of student poverty in a school increases. The data for High and Mid-High FARMS schools do not show a relationship between PTA membership and the number of afterschool bookings at a school.

Correlation between PTA Membership and Afterschool Bookings

School Characteristic	All Elementary Schools	FARMS Group			
		High	Mid-High	Mid-Low	Low
PTA Membership	.561	.001	.185	.372	.428

Excludes EBB Schools. Source: OLO, CUPF, MCPS, Dept. of Recreation, and MCCPTA data.

Finding #7. Stakeholder feedback revealed that several factors present barriers to afterschool programming at elementary schools, such as the cost to families and availability of space in a school building.

In addition to identifying factors contributing to robust afterschool programs, OLO identified barriers that may limit programming. These are in addition to transportation needs discussed in Finding #8.

- **Reasonable Prices.** Almost all stakeholders reported that the high-cost of programming is one of the largest barriers to student participation in afterschool programs. Interviewees at high FARMS schools reported that most provider-run programs cost \$100 or more for an eight-week program, which is unaffordable for many families. OLO found that providers are willing to work with schools to make programming “more” affordable but must be able to cover program costs.
- **Available Space.** Providers and PTAs consistently reported difficulty reserving high-demand spaces (i.e., the school gym and all-purpose room). There is high competition for these spaces and providers must reserve the space for the entire year beginning on August 15th. When only classrooms are needed for programming, providers and PTAs can typically find space to accommodate programs.
- **Availability of Scholarships.** Most providers offer one full scholarship per class and PTAs may fundraise to pay for scholarships. However, providers and PTAs must work with school staff to identify eligible students. Some PTAs must rely on self-reporting by families of financial need and do not have means to verify this information.
- **Communication with Families.** Communication tools vary depending on the organization sponsoring an afterschool program. For example, PTA-sponsored programs can send home fliers with students multiple times during the year and market programs through email or the PTA’s website. Marketing options are more limited if a program is not-PTA sponsored. PTAs also reported difficulty reaching ESOL families via traditional bi-lingual communication methods (e.g., fliers, emails, and webpages). A few providers have had more success providing information to ESOL families via MCPS Parent Community Coordinators located at the school, bilingual staff, and through text messages.
- **Teacher Stipends.** The current elementary school teacher stipend for afterschool activities is \$15.00/hour, a rate that has been fairly flat for a number of years. Many stakeholders reported that increasing the rate could increase teacher-sponsored afterschool clubs. A few participants note that Excel Beyond the Bell pays teachers \$30.00/hour. Recreation said that the \$30.00/hour is in line with that MCPS pays in a summer for programs with an academic instruction component.

Finding #8. Availability of transportation home following afterschool programming is vital for high-poverty schools with a large percentage of non-walkers. Stakeholders reported that without transportation many students cannot attend afterschool programs.

Stakeholders at schools with higher levels of student poverty noted that many adults work multiple jobs and/or do not have transportation to pick up students when an afterschool program ends. Stakeholders also report that the time the school day ends impacts afterschool programming. Schools with later school bell times (e.g., 9:25AM to 3:50PM) will have afterschool programming that ends near 5:00PM – increasing the likelihood that working adults can pick up students following afterschool programming.

At Kemp Mill Elementary – a High FARMS school with 86.5% of students eligible for bus service – the school administration partnered with the PTA to fund raise for an activity bus that runs after school twice a week. The

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school and the PTA noticed increased afterschool program participation as the soon as they started providing this transportation.

Correlation between Percentage of Students Eligible for Bus Service and Afterschool Bookings

School Characteristic	FARMS Group			
	High	Mid-High	Mid-Low	Low
% of Students Eligible for Bus Service	-.456	-.273	-.364	-.139

Excludes EBB Schools. Source: OLO, CUPF, MCPS, Dep't of Recreation, and MCCPTA data

Finding #9. **OLO found several program and action-specific school characteristics that addressed barriers to afterschool participation at schools with higher levels of student poverty.**

Through data analysis and stakeholder interviews, OLO identified several strategies schools have undertaken to overcome barriers to robust afterschool programming at High FARMS elementary schools. These include:

- **Excel Beyond the Bell.** Absent this program, stakeholders reported that there would not be afterschool programming for students at schools with EBB. However, schools reported that need far exceeds the program's 120-student capacity at each school and that the program should be expanded to include kindergarten and first grade students to reach more families.
- **Linkages to Learning.** Stakeholders reported that Linkages to Learning is an asset at a school and helps to provide afterschool activities. Department of Health and Human Services staff work to ensure that services are not duplicated at schools with both Linkages to Learning and EBB.
- **Partnering with Providers or Community Groups.** Stakeholders reported success collaborating with afterschool program providers or community groups to provide free or reduced-cost afterschool programming. Examples include partnerships with Howard University (Kemp Mill Elementary); Manna Food and Black Rock Center for the Arts (Germantown Elementary); and Master Method Karate (Wheaton Woods). Of note, schools reported that these providers must still pay to use the classroom, even though they provide programming at no cost or at drastically reduced rates.
- **Low-Cost, Teacher-Led Programs.** OLO found the principal at Germantown Elementary school created a culture of afterschool enrichment. At the school, staff coordinate to provide reduced-cost, teacher-lead afterschool clubs. For an eight-week class, the school charges \$6 for FARMS students and \$8 for non-FARMS students. Along with donation requests, this funding pays for club materials, snacks, and teacher stipends (MCPS funding only provides enough for one or two teachers per year).

Chapter 8. Recommendations

This chapter outlines the Office of Legislative Oversight’s recommendations. These recommendations are aimed at identifying ways to expand the availability of afterschool programming at elementary schools with barriers to programming – typically those schools with higher levels of student poverty.

Recommendation #1: Examine funding-based and non-funding-based options to increase afterschool programming at High FARMS elementary schools.

Several opportunities exist to increase afterschool programming at schools with High FARMS rates. These options would address programming gaps identified through OLO’s quantitative and qualitative analysis. Below are several program funding and non-funding options for Council and stakeholder consideration to increase afterschool programming at schools with high rates of student poverty.

Program Funding Options

Option	Approximate Cost
Expand Excel Beyond the Bell	\$269,000 per school
Designate Community Grants to <i>On-site Programs</i> ¹	Avg. grant in FY18 was \$42,203 for afterschool prgms.
Provide Afterschool Activity Transportation ²	\$4,490 per school (one day per week)
Increase Elementary Teacher Stipends ³	\$3,320 including benefits at \$30/hour (100 hours)

Non-Funding Options

Option	Cost Variable(s)
Establish Community Partnerships	Amount of cost reduction and cost of materials
Replicate Successful Afterschool Programs (e.g. Germantown and Oakland Terrace)	Amount of teacher stipends and cost of materials
Reduced or \$0 Facility Fees for Afterschool Programming at Title I Schools	TBD

¹ In the 2017-18 school year, 23 community grants were awarded for afterschool programming-related activities. Only six grants, however, were for on-site programs at schools.

² Funding for elementary school activity transportation was cut in MCPS’s FY11 budget. In FY11, activity buses cost \$2,520 (one day per week). In FY20 costs, they would cost \$4,490. Lack of transportation poses issues at schools with high percentages of bus-eligible students.

³ Teacher stipends were also cut in MCPS’s FY11 budget. In FY11, MCPS allotted \$1,500 per school for teacher stipends (100 hours per school at \$15/hour, not including benefits). In FY20 costs, stipends would cost \$1,615 per school (including benefits). If teacher stipends were increased from \$15/hour to \$30/hour, the cost would be \$3,230 per school (including benefits).

Afterschool Bookings at MCPS Elementary Schools

Recommendation #2: Discuss limitations of Excel Beyond the Bell with relevant stakeholders and identify potential solutions.

While principals overwhelmingly lauded Excel Beyond the Bell (EBB) and appreciated the increase in free afterschool programming that the program affords, they also noted some limitations of the program. The Council should discuss these reported limitations with stakeholders and work to identify potential logistical and budgetary solutions.

Limited Program Capacity

EBB capacity is 120 students per school, regardless of school size. Capacity limitations result in waiting lists for EBB at schools with high enrollment.

Rigid Schedule

Schools must run EBB as a five-day-a-week program. Principals report that the five-day schedule does not work for all students and families and would like the option to offer an EBB program for two or three days a week.

Limited to Grades 2 through 5

Principals would like the EBB program to serve all elementary school students. Principals note that limiting the program to older elementary school students can prevent student participation in situations such as where an older sibling must take care of a younger sibling after school.

Recreation stated that development of the EBB program with the pilot schools resulted in the school administration selecting 2nd -5th grades as the target grades where they felt the most help was needed, and the greatest amount of transformational gains could be made; the decision was a collective decision. EBB was expanded to five days a week because of the need for not only academic and enrichment support, but also to address the need for care and custody while parents are at work. Vulnerable families struggled to find a solution for the non-programmed days in the pilot mode, leaving parents the hard choice to choose between traditional childcare or a comprehensive after-school program. Also, in middle schools, Recreation does have a club-based model operating only once or twice a week called RecExtra, which is a comparable to program offerings by a single service provider.

Recommendation #3: Discuss with Executive Branch staff options for changes to the Community Use of Public Facilities' (CUPF) Facility Fee Assistance Program (FFAP) to allow broader use of school facilities by program providers offering free or reduced-cost afterschool programs at elementary schools.

CUPF's Facility Fee Assistance program reduces the cost of renting school facilities for nonprofit organizations that provide programming for "vulnerable or at-risk youth, or limited income individuals and their families." Various FFAP requirements limit the organizations that can participate in the program. OLO recommends that the Council discuss potential changes to the FFAP to expand afterschool programming at high poverty elementary schools. Examples include:

- Open the FFAP to for-profit program providers who work with schools to offer free or reduced-cost afterschool programming;

- Expand the age range for the FFAP program to programs that serve students ages 5-18 (currently limited to students ages 12-18);
- Provide subsidies to programs that provide paid instructors - as long the provider is offering a free or reduced rate; and
- Expand subsidies beyond organizations whose primary goal is “to serve vulnerable youth or low-income individuals.”

Recommendation #4: Discuss with Executive Branch and MCPS representatives ways to provide schools and PTAs a list of afterschool program vendors and information on best practices for facilitating successful afterschool programming.

Stakeholders from PTAs and schools reported to OLO that having information about previously-vetted vendors who provide afterschool programming could help facilitate the expansion of programming options. Feedback revealed that information about vendors currently travels by word of mouth or comes from doing individual research, school by school. Centralized information would also provide additional exposure for vendors – particularly for-profit and non-PTA sponsored vendors who have more limited opportunities to communicate with families about afterschool programs. This could also include the fee-based classes through Recreation’s Countywide Programs Team, which operate outside the EBB model. In addition, MCPS, MCCPTA, school administration, and school PTAs could work together to consolidate and distribute information about successful practices to implement programming used at schools with robust afterschool programs.

Chapter 9. Agency Comments

The Office of Legislative Oversight (OLO) shared final drafts of this report with staff from Montgomery County Government and Montgomery County Public Schools. OLO appreciates the time taken by agency staffs to review the draft report and to provide technical feedback. This final report incorporates technical corrections and feedback received from agency staffs.

The written comments received from the Montgomery County Chief Administrative Officer are attached in their entirety on the following pages.



OFFICE OF THE COUNTY EXECUTIVE

Marc Elrich
County Executive

Andrew W. Kleine
Chief Administrative Officer

MEMORANDUM

March 13, 2019

TO: Chris Cihlar, Director
Office of Legislative Oversight

FROM: Andrew W. Kleine, Chief Administrative Officer *AWK*
Office of the County Executive

SUBJECT: OLO Draft Report 2019-3: Afterschool Bookings at MCPS Elementary Schools

Thank you for the opportunity to comment on the OLO Draft Report 2019-3: Afterschool Bookings at Montgomery County Public Schools (MCPS) Elementary Schools. Below you will find our response to the recommendations laid out in the report.

Recommendation #1:

Discuss with Executive Branch staff about changes to the Community Use of Public Facilities' (CUPF) Facility Fee Assistance Program (FFAP) to allow broader use for those groups providing free or minimal cost programs at elementary schools.

CAO Response:

We agree with the proposed change to open the FFAP to for-profits offering free or reduced programs in Title 1 schools and those with a high Free And Reduced Meals Student (FARMS) population.

We also support expanding the program to cover more elementary school students. However, we may need to locate the afterschool services in a central facility to accommodate older siblings who may need to be co-located with younger siblings. Middle Schools would better accommodate this space demand.

Executive Regulation 25-16AM was amended in June 2017 to remove the criteria that volunteer staff must lead the program making it possible for paid instructors to participate through a provider offering free or reduced rates for services. We are also in agreement that the Executive Regulation could be further amended to remove the requirement that the primary goal of the Provider be to serve vulnerable youth or low-income individuals.

Chris Cihlar, Director
March 13, 2019
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Recommendation #2:

Discuss with the Executive Branch and MCPS about providing a list of afterschool vendors and best practices for successful afterschool programming to schools and PTAs.

CAO Response #2:

This is a process that CUPF could put into place with the consent and cooperation of MCPS. We recommend that any list be for informational purposes only and not be offered as an endorsement of any one program. Inclusion on the list would be subject to approval by MCPS, as the facilities and programs are under their control. Assuming that MCPS will partner with CUPF to develop and distribute this list, we agree that such a resource would benefit the PTA and other similar Community Groups.

We will make sure that the necessary amendments be made to Executive Regulation 25-16AM for presentation to the County Council for their approval and adoption. In light of the fact that many of the provisions pertain to programs operated within MCPS properties, it will be necessary to get Board of Education approval or consent to the amended regulation before it becomes final.

If you have any questions, or need additional information, please contact Ramona Bell-Pearson at Ramona.Bell-Pearson@montgomerycountymd.gov or 240-777-2722.

cc: Fariba Kassiri, Deputy Chief Administrative Officer
Victoria Buckland, Acting Director, Department of Health and Human Services
Dale Tibbits, Special Assistant to the County Executive
JoAnn Barnes, Chief, Children, Youth and Family Services, Health and Human Services
Robin Riley, Director Montgomery County Recreation Department
Dr. Henry R. Johnson, Jr. Chief of Staff Montgomery County Public Schools

Afterschool Bookings at MCPS Elementary Schools

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Out of School Time and Children's Trusts

Executive Summary of OLO Memorandum Report 2016-11

September 20, 2016

Out of school time (OOST) refers to before- and after-school programs, summer school, Saturday school, and extracurricular activities such as sports. To help the Council understand the opportunity gap in OOST and strategies for narrowing this gap, this Office of Legislative Oversight (OLO) memorandum report describes local demand and practices in other jurisdictions to expand OOST opportunities. This report also provides an overview of the strategies used in other jurisdictions to fund OOST and other services for children, including the use of Children's Trusts and other public finance approaches that provide dedicated revenue for children's services. Six summary findings and three recommendations for action follow.

Finding #1: Out of school time activities, including after-school clubs and sports, can improve student performance and help narrow the achievement gap in conjunction with other initiatives.

Research suggests that OOST activities, including extracurricular activities such as after-school clubs and sports, can impact a wide range of youth outcomes. These include improving students':

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

Yet, it is important to recognize that OOST and extracurricular programs "are at best one part of a much larger, multi-faceted approach toward closing the achievement gap." Overall, participation in OOST programs generally leads to small gains in academic outcomes.

Finding #2: There is an opportunity gap in OOST and extracurricular activities by income.

For many low-income families, the cost of participating in extracurricular and enrichment activities is too high. Nationally, the number of upper middle class students active in school clubs and sports teams has increased since the 1970's, while participation rates for working class students have plummeted. This translates into a widening spending gap: there was \$2,000 per child spending gap on enrichment activities between the top and bottom decile of families in 1972 (\$600 v. \$2,800) compared to a more than \$5,000 per child enrichment gap between these families in 2007 (\$800 v. \$6,500). State and local data suggests that an OOST opportunity gap by income, race, and ethnicity for extracurricular participation persists in Montgomery County as well.

Finding #3: In FY2016, about \$31.1 million was expended in Montgomery County on publicly subsidized OOST programs for 42,740 school year slots and 12,717 summer slots.

Most publicly supported OOST slots targeted services to secondary and non-poor students.

- **MCPS' extracurricular activities and summer school programs account for over half of OOST slots and costs.** Low-income students have diminished access to these programs due to their reliance on parent fees and MCPS' academic eligibility requirements for extracurricular participation.
- **Less than 2% of publicly subsidized OOST programs offer comprehensive after school programs** that operate on a regular basis, offer multiple activities, have adult supervision, and other children.

Out of School Time and Children's Trusts

- *Less than 8% of school year OOST programs serve elementary students or students across the K-12 grade span; 39,000+ of 42,740 school year slots exclusively serve secondary students.*
- *Publicly subsidized school year slots targeting the economically disadvantaged had the capacity to serve 17% of low-income students enrolled in MCPS and 13% of students in high-poverty schools.*

Finding #4: Funding and student engagement are challenges to scaling up high quality OOST programs for low-income youth.

The costs of operating high-quality OOST programs are substantial, averaging \$4,600 per school year for after-school programs and from \$1,100 to \$2,800 per child for high-quality summer learning programs. OOST programs are typically covered by four revenue sources: parent fees, private funds, public funds, and in-kind contributions. Since low-income parents typically can only cover nominal fees, OOST efforts targeting low-income children often face funding obstacles.

Other potential barriers to OOST participation among low-income youth include conflicting obligations (e.g. sibling care or employment), personal preferences, and attitudinal barriers such as disinterest or negative attitudes. Youth engagement is especially challenging for voluntary summer learning programs, although feasible if school systems partner with community-based providers to also offer enrichment options.

Finding #5: Other jurisdictions have used a variety of public finance approaches to generate revenue for OOST and other children's services.

These public finance approaches often depend on the will of voters or changes to state law to permit increased taxation. These include:

- Special Taxing Districts that raised \$100 million for Miami-Dade's Children's Trust;
- Special Property Taxes that raised \$32 million for Seattle and \$15 million for Portland;
- Property Tax and Budget Set Asides that allocated \$15 million to Oakland's Fund for Youth and Children; and \$59 million for San Francisco's Children's Investment Fund; and
- Fees and Narrow Taxes that generated \$13 million from beer taxes for preschools in Arkansas; and is anticipated to raise \$91 million in soda taxes for pre-K in Philadelphia.

Finding #6: New property taxes or "sin taxes" analogous to other jurisdictions could raise tens of millions in new revenue to fund OOST and other children's programs.

Adopting a new property tax like Miami-Dade's Children's Trust or a soft-drink tax like Philadelphia's would raise between \$83 and \$84 million in new revenue for Montgomery County while more modest increases in property taxes implemented elsewhere could generate \$27 to \$66 million in additional revenue. Conversely, if the County implemented guaranteed property or budget set-asides analogous to other jurisdictions, it would be required to reallocate \$66 to \$97 million from current purposes to local children's programs.

OLO Recommendations for County Council and/or Children's Opportunity Fund (COF):

- *Conduct a needs assessment of current OOST programs to map available options and identify service and quality gaps across the County;*
- *Coordinate existing OOST programs in the County to identify opportunities for expansion and collaboration among current OOST service providers; and*
- *Conduct needs assessments and reviews of best practices for other potential COF investments that may favorably impact the achievement gap, such as early childhood education, children's behavioral health, and workforce development for youth.*

Local Perspectives on Out of School Time

OLO Report 2018-2

December 5, 2017

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Recommended Discussion Issues with Agency Representatives

- 1. Opportunities to support OOST programming in high-poverty schools.** Given the challenges faced by PTAs in coordinating OOST, the Council may wish to discuss strategies such as funding afterschool coordinator positions for schools without comprehensive OOST initiatives in place.
- 2. Strategies for enhancing OOST affordability and access.** The Council may wish to discuss ways to offset families’ summer program costs, support for providers in serving children with disabilities, and funding for transportation for OOST programs.
- 3. Approaches for meeting demand for more bilingual programs.** The Council may wish to discuss opportunities to support OOST providers with hiring and training bilingual staff and to promote parent-led bilingual programs.
- 4. County and MCPS roles in disseminating information on OOST programs.** The Council may wish to discuss whether opportunities exist to enhance or build on existing sources of information on OOST programs such as infoMONTGOMERY and the Child Care Resource and Referral Center.
- 5. Opportunities to make the system for reserving and using public facilities more user-friendly.** The Council may wish to discuss with County Government representatives whether opportunities exist to make the ActiveMontgomery system more user-friendly for OOST providers and other users.

Appendix B. Data Tables by FARMS GROUP

HIGH FARMS Group
> 75% FARMS

School	2017-18 Afterschool Bookings (3-6:30PM)	2017-2018 Enrollment	No. of Bookings per Student	FARMS Enrollment	ESOL Enrollment	SPED Enrollment	Student Mobility	Age of Facility (Years)	Bldg. Sq. Ft.	Childcare Provider Onsite	Excel Beyond the Bell	Linkages to Learning	Title 1 School	% Students Eligible for Bus Service	No. of PTA Members
Arcola	221	688	0.321	76.4%	48.4%	11.1%	17.8%	10	95,421	Yes	--	Yes	Yes	82.9%	89
Gaithersburg	296	860	0.344	85.4%	50.5%	11.2%	25.5%	70	94,468	Yes	--	Yes	Yes	19.7%	45
Georgian Forest	118	635	0.186	77.4%	37.1%	11.1%	29.7%	22	88,111	Yes	--	Yes	Yes	86.9%	57
Harmony Hills	1760	736	2.391	85.2%	53.6%	8.4%	20.1%	18	85,648	Yes	Yes	Yes	Yes	79.4%	--
Highland	548	582	0.942	81.3%	52.8%	10.5%	17.2%	28	84,138	Yes	--	Yes	Yes	6.5%	83
Jackson Road	285	693	0.411	76.6%	34.4%	14.5%	23.6%	22	91,465	--	--	--	Yes	77.5%	86
Joann Leleck	799	855	0.935	90.2%	73.7%	6.3%	29.4%	43	88,922	--	Yes	Yes	Yes	23.0%	78
Kemp Mill	371	527	0.704	79.1%	51.9%	7.7%	23.2%	21	68,222	Yes	--	Yes	Yes	86.5%	59
New Hampshire Estates	154	463	0.333	89.3%	67.1%	9.6%	20.9%	29	73,306	--	--	Yes	Yes	46.1%	117
Sargent Shriver	431	805	0.535	82.7%	53.6%	8.3%	20.0%	11	91,628	Yes	--	Yes	Yes	53.1%	50
South Lake	3258	845	3.856	82.7%	57.2%	6.3%	32.8%	45	83,038	--	Yes	Yes	Yes	37.9%	--
Summit Hall	337	668	0.504	76.5%	54.5%	10.8%	23.1%	46	68,059	Yes	--	Yes	Yes	48.2%	60
Watkins Mill	155	711	0.218	79.0%	49.6%	17.1%	24.4%	47	80,923	Yes	--	--	Yes	51.3%	78
Weller Road	541	704	0.768	80.2%	54.1%	12.3%	14.4%	4	121,346	Yes	--	Yes	Yes	18.9%	50
Wheaton Woods	116	555	0.209	83.3%	49.5%	9.5%	12.7%	0	120,154	Yes	--	Yes	Yes	33.5%	--

Appendix B. Data Tables by FARMS GROUP, cont'd

Mid-HIGH FARMS Group
 >=50.1% FARMS; <=75.0% FARMS

School	2017-18 Afterschool Bookings (3-6:30PM)	2017-2018 Enrollment	No. of Bookings per Student	FARMS Enrollment	ESOL Enrollment	SPED Enrollment	Student Mobility	Age of Facility (Years)	Bldg. Sq. Ft.	Childcare Provider Onsite	Excel Beyond the Bell	Linkages to Learning	Title 1 School	% Students Eligible for Bus Service	No. of PTA Members
Bel Pre	416	594	0.700	68.8%	48.2%	8.8%	22.7%		3	95,330	--	--	Yes	92.6%	153
Brookhaven	404	483	0.836	67.3%	39.6%	21.0%	17.3%		22	81,320	Yes	--	Yes	76.6%	--
Brown Station	32	578	0.055	66.7%	32.0%	17.1%	30.5%		0	113,998	Yes	--	Yes	33.5%	105
Burnt Mills	1,484	598	2.482	64.0%	22.3%	8.0%	18.3%		27	57,318	Yes	Yes	--	82.9%	92
Cannon Road	534	411	1.299	60.2%	11.1%	10.3%	15.4%		6	83,377	Yes	--	--	70.1%	80
Capt. James Daly	713	610	1.169	70.7%	40.5%	10.2%	22.2%		28	78,210	Yes	--	Yes	41.2%	50
Clopper Mill	301	546	0.551	64.5%	31.2%	12.2%	30.3%		31	64,851	Yes	--	--	37.9%	32
Cresthaven	111	560	0.198	69.6%	37.5%	14.8%	23.1%		7	76,862	Yes	--	Yes	88.9%	--
East Silver Spring	296	540	0.548	51.4%	31.4%	13.7%	21.2%		42	88,895	Yes	--	--	46.7%	88
Fairland	415	638	0.650	63.2%	20.6%	12.7%	19.5%		25	92,227	Yes	--	--	95.7%	56
Flower Hill	389	487	0.799	62.1%	36.5%	11.2%	27.2%		32	58,770	Yes	--	--	43.6%	116
Fox Chapel	146	620	0.235	57.8%	34.1%	6.9%	21.2%		43	85,182	--	Yes	--	62.7%	147
Galway	332	801	0.414	57.6%	31.0%	10.3%	18.5%		9	103,170	Yes	--	--	71.1%	86
Glen Haven	346	503	0.688	54.1%	33.4%	12.5%	20.3%		13	85,845	Yes	--	--	14.3%	154
Glenallan	406	723	0.562	56.6%	27.2%	11.0%	21.5%		4	98,700	Yes	--	--	47.8%	33
Greencastle	158	724	0.218	57.8%	20.4%	10.7%	22.7%		29	78,275	Yes	Yes	--	52.2%	99
Judith A. Resnik	316	634	0.498	54.1%	29.6%	8.5%	23.3%		26	78,547	--	--	--	59.6%	140
Lake Seneca	316	552	0.572	56.9%	30.6%	16.0%	25.2%		32	58,770	Yes	--	--	53.3%	22
Meadow Hall	366	421	0.869	56.5%	27.0%	18.7%	19.0%		23	61,964	Yes	--	--	39.5%	64
Montgomery Knolls	458	493	0.929	61.9%	47.3%	22.1%	15.8%		28	97,213	--	Yes	--	81.8%	149
Oak View	382	477	0.801	72.0%	38.9%	8.1%	17.5%		32	57,560	--	Yes	Yes	74.7%	--
Rolling Terrace	630	891	0.707	71.9%	52.2%	7.2%	16.2%		29	88,835	Yes	Yes	Yes	25.6%	112
Roscoe R. Nix	11	503	0.022	73.7%	57.2%	8.0%	28.0%		11	88,351	--	--	Yes	81.9%	--
Rosemont	236	625	0.378	59.6%	45.7%	12.3%	26.4%		22	88,764	Yes	Yes	--	92.9%	160
Sequoyah	267	387	0.690	52.3%	37.2%	12.8%	16.2%		27	72,582	Yes	--	--	95.4%	--
Stedwick	115	617	0.186	65.1%	42.2%	15.0%	16.7%		43	109,677	Yes	--	--	59.8%	100
Strathmore	36	431	0.084	66.1%	32.6%	12.6%	17.2%		47	59,497	Yes	--	--	92.5%	--
Twinbrook	390	550	0.709	70.1%	55.0%	9.8%	21.0%		31	79,818	--	--	Yes	58.5%	77
Viers Mill	379	642	0.590	60.6%	42.9%	17.7%	17.0%		26	120,572	Yes	--	Yes	49.0%	--
Washington Grove	138	481	0.287	72.8%	52.1%	16.4%	21.6%		33	86,266	Yes	Yes	Yes	88.5%	39
Waters Landing	500	723	0.692	52.0%	26.3%	12.3%	25.8%		29	101,352	Yes	--	--	64.3%	153
Whetstone	279	802	0.348	60.6%	42.3%	19.4%	17.7%		49	96,946	Yes	--	--	63.1%	67

Appendix B. Data Tables by FARMS GROUP, cont'd

Mid-Low FARMS Group
 >=25.1% FARMS; <=50.0% FARMS

School	2017-18 Afterschool Bookings (3-6:30PM)	2017-2018 Enrollment	No. of Bookings per Student	FARMS Enrollment	ESOL Enrollment	SPED Enrollment	Student Mobility	Age of Facility (Years)	Bldg. Sq. Ft.	Childcare Provider Onsite	Excel Beyond the Bell	Linkages to Learning	Title 1 School	% Students Eligible for Bus Service	No. of PTA Members
Mill Creek Towne	183	390	0.469	49.9%	30.1%	20.6%	20.6%	17	67,465	Yes	--	--	--	76.0%	98
Dr. Sally K. Ride	345	486	0.710	49.0%	20.7%	22.0%	19.0%	23	78,686	Yes	--	--	--	69.0%	148
Dr. Charles R. Drew	148	499	0.297	48.6%	24.0%	13.8%	10.9%	26	73,975	Yes	--	--	--	55.3%	207
Rock View	495	609	0.813	48.2%	27.4%	19.3%	15.4%	18	91,977	Yes	--	--	--	54.4%	40
Pine Crest	610	471	1.295	48.1%	29.9%	10.0%	8.1%	25	53,778	Yes	--	Yes	--	77.8%	--
S. Christa McAuliffe	345	577	0.598	46.2%	25.4%	9.5%	20.0%	30	77,240	Yes	--	--	--	67.1%	93
William T. Page	374	442	0.846	46.2%	19.8%	6.8%	11.5%	14	58,726	Yes	--	--	--	65.3%	85
Highland View	281	399	0.704	45.1%	34.5%	5.5%	11.7%	23	59,213	Yes	--	--	--	26.8%	250
Maryvale	654	652	1.003	44.0%	28.2%	9.4%	9.9%	48	92,050	Yes	--	Yes	--	72.4%	110
Fields Road	205	472	0.434	43.5%	25.3%	12.0%	17.0%	44	72,302	Yes	--	--	--	63.1%	32
Strawberry Knoll	322	668	0.482	43.3%	21.6%	16.4%	17.4%	29	78,723	Yes	--	--	--	50.4%	140
Goshen	363	623	0.583	41.5%	22.1%	15.1%	14.7%	29	76,740	Yes	--	--	--	89.1%	169
Flora M. Singer	1,023	712	1.437	40.3%	29.1%	16.1%	12.2%	5	95,831	Yes	--	--	--	54.5%	380
Great Seneca Creek	233	632	0.369	39.8%	17.4%	11.5%	14.5%	11	82,511	Yes	--	--	--	39.3%	152
Burtonsville	180	589	0.306	39.3%	13.8%	5.0%	16.5%	24	71,349	Yes	--	--	--	100.0%	74
Germantown	151	320	0.472	34.0%	15.6%	22.7%	12.8%	82	57,668	Yes	--	--	--	68.8%	81
Marshall, Thurgood	411	686	0.599	33.2%	15.6%	14.3%	17.8%	24	77,798	Yes	--	--	--	78.4%	158
Oakland Terrace	1,114	491	2.269	33.0%	13.3%	16.4%	14.7%	24	79,145	Yes	--	--	--	23.9%	166
Forest Knolls	1,033	733	1.409	32.6%	18.7%	10.4%	11.9%	24	89,564	Yes	--	--	--	59.4%	344
William B. Gibbs Jr.	680	711	0.956	32.6%	13.3%	15.7%	14.4%	8	88,042	Yes	--	--	--	46.8%	114
Piney Branch	245	656	0.373	31.1%	19.7%	8.5%	7.5%	44	99,706	Yes	--	--	--	63.1%	217
Clearspring	397	665	0.597	30.9%	10.1%	13.6%	9.1%	29	77,535	Yes	--	--	--	82.7%	219
Lucy V. Barnsley	84	725	0.116	29.1%	14.4%	14.5%	10.5%	19	72,024	Yes	--	--	--	77.6%	254
Damascus	319	334	0.955	28.7%	19.9%	18.1%	13.9%	83	53,239	Yes	--	--	--	100.0%	113
Rock Creek Valley	254	414	0.614	28.6%	21.9%	21.9%	9.4%	3	76,692	Yes	--	--	--	60.0%	138
Takoma Park	591	620	0.953	28.6%	23.0%	8.0%	10.5%	38	85,553	Yes	--	--	--	62.8%	248
Brooke Grove	613	407	1.506	26.5%	14.0%	22.1%	7.3%	27	72,582	Yes	--	--	--	23.4%	150
Jones Lane	481	449	1.071	26.4%	18.6%	14.1%	6.6%	30	60,679	Yes	--	--	--	83.1%	259
Rosemary Hills	528	589	0.896	26.3%	17.5%	9.8%	8.4%	29	86,548	Yes	--	--	--	70.1%	92
Westover	250	280	0.893	26.3%	13.3%	27.7%	14.3%	19	54,645	Yes	--	--	--	78.5%	--

Appendix B. Data Tables by FARMS GROUP, cont'd

Low FARMS Group
 <=25.0% FARMS

School	2017-18 Afterschool Bookings (3-6:30PM)	2017-2018 Enrollment	No. of Bookings per Student	FARMS Enrollment	ESOL Enrollment	SPED Enrollment	Student Mobility	Age of Facility (Years)	Bldg. Sq. Ft.	Childcare Provider Onsite	Excel Beyond the Bell	Linkages to Learning	Title 1 School	% Students Eligible for Bus Service	No. of PTA Members
Ashburton	601	888	0.677	12.7%	12.9%	9.6%	13.0%	24	81,438	Yes	--	--	--	81.7%	573
Bannockburn	529	448	1.181	5.0%	8.5%	6.0%	10.7%	29	54,234	Yes	--	--	--	78.8%	229
Beall	1,189	782	1.520	25.0%	18.4%	9.8%	12.5%	26	79,477	Yes	--	--	--	79.1%	307
Bells Mill	2,108	611	3.450	9.5%	8.0%	8.5%	7.2%	8	77,244	Yes	--	--	--	77.3%	527
Belmont	351	322	1.090	7.5%	5.0%	10.3%	5.0%	43	49,279	Yes	--	--	--	71.4%	570
Bethesda	1,139	624	1.825	6.5%	15.0%	11.0%	17.3%	18	75,257	Yes	--	--	--	91.9%	--
Beverly Farms	970	575	1.687	5.7%	8.9%	7.0%	7.2%	5	98,916	Yes	--	--	--	60.7%	516
Bradley Hills	773	629	1.229	5.0%	6.5%	5.0%	5.0%	66	76,745	Yes	--	--	--	55.2%	312
Burning Tree	522	465	1.123	6.0%	11.9%	16.2%	7.2%	26	68,119	Yes	--	--	--	75.9%	300
Candlewood	388	376	1.032	20.7%	15.4%	8.8%	11.4%	2	48,543	Yes	--	--	--	85.2%	57
Carderock Springs	462	394	1.173	5.0%	12.2%	5.9%	5.6%	7	75,351	Yes	--	--	--	100.0%	263
Cashell	280	381	0.735	24.6%	12.8%	14.1%	5.0%	8	71,171	Yes	--	--	--	37.7%	--
Cedar Grove	304	619	0.491	9.5%	11.1%	10.8%	10.0%	30	57,037	Yes	--	--	--	99.5%	188
Chevy Chase	874	424	2.061	19.4%	8.3%	5.0%	7.6%	17	70,976	Yes	--	--	--	73.4%	--
Clarksburg	259	403	0.643	19.2%	14.4%	9.7%	20.2%	24	54,983	--	--	--	--	100.0%	93
Cloverly	472	511	0.924	19.2%	14.0%	17.4%	12.4%	28	61,991	Yes	--	--	--	100.0%	240
Cold Spring	438	327	1.339	5.0%	5.0%	6.1%	5.0%	45	55,158	--	--	--	--	39.0%	195
College Gardens	1,237	883	1.401	12.8%	13.4%	7.0%	12.2%	10	96,986	Yes	--	--	--	66.6%	318
Darnestown	347	285	1.218	5.0%	5.0%	7.7%	5.2%	63	64,840	Yes	--	--	--	100.0%	275
Diamond	456	741	0.615	9.5%	25.9%	10.3%	16.7%	42	83,177	Yes	--	--	--	88.4%	288
DuFief	417	317	1.315	15.7%	19.2%	28.1%	12.8%	42	59,013	Yes	--	--	--	65.8%	167
Fallsmead	1,057	558	1.894	9.9%	11.6%	8.8%	12.0%	43	67,472	Yes	--	--	--	81.1%	457
Farmland	839	793	1.058	6.9%	23.0%	8.8%	16.2%	6	89,988	Yes	--	--	--	74.3%	265
Flower Valley	674	475	1.419	23.6%	16.0%	18.1%	14.4%	21	61,567	Yes	--	--	--	79.2%	265
Garrett Park	1,291	814	1.586	15.1%	19.6%	6.0%	15.2%	6	96,348	Yes	--	--	--	80.6%	504
Greenwood	346	488	0.709	8.2%	7.0%	7.0%	5.0%	47	64,609	Yes	--	--	--	64.1%	203
Kensington Parkwood	1,197	659	1.816	8.5%	8.2%	8.8%	5.5%	12	77,136	Yes	--	--	--	68.7%	533
Lakewood	451	520	0.867	6.6%	10.6%	11.6%	13.1%	14	77,526	Yes	--	--	--	80.2%	285
Layonsville	470	379	1.240	17.2%	7.7%	15.6%	12.6%	28	64,160	Yes	--	--	--	97.2%	141
Little Bennett	774	630	1.229	17.5%	10.7%	14.6%	9.3%	11	82,511	Yes	--	--	--	62.1%	188
Lois P. Rockwell	230	470	0.489	18.9%	10.6%	20.2%	6.5%	25	75,520	Yes	--	--	--	93.9%	84
Luxmanor	513	533	0.962	17.4%	26.4%	13.2%	20.6%	51	61,694	Yes	--	--	--	87.5%	155
McNair, Ronald	372	848	0.439	24.0%	17.0%	7.0%	11.6%	27	78,275	Yes	--	--	--	39.0%	236
Monocacy	62	146	0.425	17.8%	6.8%	11.0%	8.2%	28	42,482	--	--	--	--	100.0%	111
North Chevy Chase	456	283	1.611	13.9%	8.9%	8.9%	7.1%	22	65,982	Yes	--	--	--	83.0%	100
Olney	263	685	0.384	18.5%	12.4%	10.1%	7.8%	27	68,755	--	--	--	--	78.8%	403
Poolesville	377	451	0.836	11.8%	6.7%	8.0%	5.0%	57	64,803	Yes	--	--	--	63.0%	189
Potomac	534	441	1.211	5.0%	6.1%	7.0%	8.5%	41	57,713	Yes	--	--	--	100.0%	431
Rachel Carson	1,018	1,031	0.987	20.8%	13.4%	9.2%	11.5%	27	78,547	Yes	--	--	--	57.1%	352
Ritchie Park	880	545	1.615	20.9%	13.5%	6.3%	19.8%	20	58,500	Yes	--	--	--	85.6%	203
Rock Creek Forest	585	757	0.773	24.7%	16.3%	10.1%	8.9%	3	98,140	Yes	--	--	--	86.9%	202
Seven Locks	556	404	1.376	5.0%	9.9%	6.4%	6.6%	6	66,915	Yes	--	--	--	100.0%	169
Sherwood	228	495	0.461	16.4%	10.3%	19.9%	8.5%	40	81,727	--	--	--	--	100.0%	267
Sligo Creek	1,315	673	1.954	9.8%	10.1%	8.6%	10.9%	18	98,799	Yes	--	--	--	74.1%	249
Somerset	684	602	1.136	7.1%	17.3%	5.5%	11.2%	12	80,122	Yes	--	--	--	67.4%	164
Spark M. Matsunaga	571	776	0.736	20.9%	12.1%	6.9%	10.5%	16	90,718	Yes	--	--	--	88.8%	370
Stone Mill	618	608	1.016	10.0%	11.3%	11.1%	9.8%	29	78,617	Yes	--	--	--	57.8%	378

Appendix B. Data Tables by FARMS GROUP, cont'd

Low FARMS Group
 <=25.0% FARMS

School	2017-18 Afterschool Bookings (3-6:30PM)	2017-2018 Enrollment	No. of Bookings per Student	FARMS Enrollment	ESOL Enrollment	SPED Enrollment	Student Mobility	Age of Facility (Years)	Bldg. Sq. Ft.	Childcare Provider Onsite	Excel Beyond the Bell	Linkages to Learning	Title 1 School	% Students Eligible for Bus Service	No. of PTA Members
Stonegate	250	513	0.487	24.5%	15.5%	16.9%	8.7%	46	52,468	Yes	--	--	--	65.8%	240
Travilah	599	398	1.505	7.5%	7.8%	8.5%	6.4%	25	65,378	Yes	--	--	--	100.0%	142
Wayside	383	550	0.696	5.0%	9.5%	9.1%	6.8%	0	93,453	Yes	--	--	--	77.7%	348
Westbrook	779	385	2.023	5.0%	5.0%	15.3%	5.6%	27	91,359	Yes	--	--	--	42.1%	328
Wilson Wims	1,450	1,216	1.192	9.8%	10.2%	8.0%	9.8%	3	91,931	Yes	--	--	--	81.1%	350
Wood Acres	770	677	1.137	5.0%	7.2%	9.3%	7.3%	15	96,358	Yes	--	--	--	67.9%	333
Woodfield	201	338	0.595	18.1%	5.4%	21.5%	7.5%	32	53,212	Yes	--	--	--	63.7%	119
Woodlin	1,028	580	1.772	20.6%	14.3%	13.8%	16.7%	43	60,725	Yes	--	--	--	90.5%	196
Wyngate	1,135	741	1.532	5.0%	8.9%	5.8%	5.0%	20	89,104	Yes	--	--	--	53.7%	559

Appendix C. Correlation Between FARMS Rate and Select School Characteristics

FARMS Rate Correlation Coefficients

Relationship with FARMS Rate	School Characteristic	Correlation Coefficient
Apparent Positive Correlation	ESOL Rate*	.902
	Student Mobility*	.757
	Title 1 School Designation*	.739
	Linkages to Learning ⁺	.582
	Building Square Feet*	.331
Apparent Negative Correlation	PTA Membership ⁺	-.644
	No. of Afterschool Bookings ⁺	-.463
	Percent of Students Eligible for Bus Service*	-.360
No Apparent Correlation	SPED Enrollment*	.147
	Student Enrollment*	.133
	Age of Facility*	-.013
	Childcare Provider ⁺	-.185

*Demographic and property-specific school characteristics

⁺ Programmatic and action-specific school characteristics

Source: OLO, CUPF, MCPS, Dept. of Recreation, and MCCPTA data.

Apparent Positive Correlation. Table 7 shows a very strong positive correlation between a school’s FARMS rate and ESOL rate, Title I School, Linkages to Learning, and student mobility. Schools with a high FARMS rate tend to have higher ESOL enrollment, have Linkages to Learning programs or receive Title 1 funding, and experience greater student mobility compared to schools with low FARMS rate.

Apparent Negative Correlation. There is a very strong negative correlation between a schools FARMS rate and its PTA membership and a strong negative relationship between afterschool bookings and percent of students eligible for bus services (Table 7). In other words, schools with a higher FARMS rate have smaller PTAs, fewer afterschool bookings, and fewer students eligible for bus services compared to schools with low FARMS rate.

All other characteristics tested – student enrollment, SPED enrollment, age of facility, and presence of a childcare provider – demonstrated very low correlation, or very weak relationship, to FARMS rate.

In the discussion that follows, OLO focuses on one programmatic variable – the number of afterschool bookings – to understand factors that influence the availability of programming at High FARMS schools.

A Note About Building Size

The table on the previous page showed a positive relationship between FARMS rate and building square feet, meaning schools with a high FARMS rate have larger school buildings. This is the only demographic variable not directly tied to FARMS rate. To control for building size, OLO accounted for differences in building size by dividing the number of afterschool bookings by total student enrollment at each school. OLO then calculated the correlation coefficient between FARMS rate and bookings per student. The result is a correlation coefficient of $-.559$, indicative of a very strong negative correlation between FARMS and bookings per student. In other words, schools with higher FARMS rate have fewer bookings per student than schools with a lower FARMS rate. Thus, once OLO controlled for the size of the school building, building square feet does not have a significant effect on FARMS rate.

Appendix D. Elementary Schools with the Lowest/Highest Afterschool Bookings per Student

**Elementary Schools with the Lowest Afterschool Bookings per Student (Bottom 25%)
Excludes Schools with Excel Beyond the Bell**

School	Cluster	Farms	No. Bookings /Student	% of Students Eligible for Bus Service
Stonegate	Northeast Consortium	Low	0.487	65.8%
Strawberry Knoll	Gaithersburg	Mid-Low	0.482	50.4%
Germantown	Northwest	Mid-Low	0.472	68.8%
Mill Creek Towne	Col. Zadok Magruder	Mid-Low	0.469	76.0%
Sherwood	Northeast Consortium	Low	0.461	100.0%
Ronald McNair	Northwest	Low	0.439	39.0%
Fields Road	Quince Orchard	Mid-Low	0.434	63.1%
Monocacy	Poolesville	Low	0.425	100.0%
Galway	Northeast Consortium	Mid-High	0.414	71.1%
Jackson Road	Northeast Consortium	High	0.411	77.5%
Olney	Sherwood	Low	0.384	78.8%
Rosemont	Gaithersburg	Mid-High	0.378	92.9%
Piney Branch	Downcounty Consortium	Mid-Low	0.373	63.1%
Great Seneca Creek	Northwest	Mid-Low	0.369	39.3%
Whetstone	Watkins Mill	Mid-High	0.348	63.1%
Gaithersburg	Gaithersburg	High	0.344	19.7%
New Hampshire Estates	Downcounty Consortium	High	0.333	46.1%
Arcola	Downcounty Consortium	High	0.321	82.9%
Burtonsville	Northeast Consortium	Mid-Low	0.306	100.0%
Dr. Charles R. Drew	Northeast Consortium	Mid-Low	0.297	55.3%
Washington Grove	Gaithersburg	Mid-High	0.287	88.5%
Fox Chapel	Clarksburg	Mid-High	0.235	62.7%
Greencastle	Northeast Consortium	Mid-High	0.218	52.2%
Watkins Mill	Watkins Mill	High	0.218	51.3%
Wheaton Woods	Downcounty Consortium	High	0.209	33.5%
Cresthaven	Northeast Consortium	Mid-High	0.198	88.9%
Stedwick	Watkins Mill	Mid-High	0.186	59.8%
Georgian Forest	Downcounty Consortium	High	0.186	86.9%
Lucy V. Barnsley	Rockville	Mid-Low	0.116	77.6%
Strathmore	Downcounty Consortium	Mid-High	0.084	92.5%
Brown Station	Quince Orchard	Mid-High	0.055	33.5%
Roscoe R. Nix	Northeast Consortium	Mid-High	0.022	81.9%

Appendix D. Elementary Schools with the Lowest/Highest Afterschool Bookings per Student, cont'd.

**Elementary Schools with the Highest Afterschool Bookings per Student (Top 25%)
Excludes Schools with Excel Beyond the Bell**

School	Cluster	Farms	No. Bookings /Student	% of Students Eligible for Bus Service
Bells Mill	Winston Churchill	Low	3.450	77.3%
Oakland Terrace	Downcounty Consortium	Mid-Low	2.269	81.1%
Chevy Chase	Bethesda-Chevy Chase	Low	2.061	74.1%
Westbrook	Bethesda-Chevy Chase	Low	2.023	80.6%
Sligo Creek	Downcounty Consortium	Low	1.954	66.6%
Fallsmead	Thomas S. Wootton	Low	1.894	68.7%
Bethesda	Bethesda-Chevy Chase	Low	1.825	79.1%
Kensington Parkwood	Walter Johnson	Low	1.816	91.9%
Woodlin	Downcounty Consortium	Low	1.772	53.7%
Beverly Farms	Winston Churchill	Low	1.687	23.9%
Ritchie Park	Richard Montgomery	Low	1.615	81.1%
North Chevy Chase	Bethesda-Chevy Chase	Low	1.611	59.4%
Garrett Park	Walter Johnson	Low	1.586	90.5%
Wyngate	Walter Johnson	Low	1.532	54.5%
Beall	Richard Montgomery	Low	1.520	60.7%
Brooke Grove	Sherwood	Mid-Low	1.506	85.6%
Travilah	Thomas S. Wootton	Low	1.505	73.4%
Singer, Flora M.	Downcounty Consortium	Mid-Low	1.437	42.1%
Flower Valley	Rockville	Low	1.419	62.1%
Forest Knolls	Thomas S. Wootton	Mid-Low	1.409	55.2%
College Gardens	Richard Montgomery	Low	1.401	79.2%
Seven Locks	Winston Churchill	Low	1.376	23.4%
Cold Spring	Thomas S. Wootton	Low	1.339	77.8%
DuFief	Thomas S. Wootton	Low	1.315	100.0%
Cannon Road	Northeast Consortium	Mid-High	1.299	100.0%
Pine Crest	Downcounty Consortium	Mid-Low	1.295	70.1%
Laytonsville	Damascus	Low	1.240	100.0%
Bradley Hills	Walt Whitman	Low	1.229	97.2%
Little Bennett	Clarksburg	Low	1.229	83.0%
Darnestown	Northwest	Low	1.218	39.0%
Potomac	Winston Churchill	Low	1.211	65.8%
Wims, Wilson	Clarksburg	Low	1.192	100.0%

**Appendix E. Number of Afterschool Bookings per Student
(Elementary Schools Grouped by High School Cluster)**

Table E. Number of Afterschool Bookings per Student (Elementary Schools Grouped by High School Cluster)

High School Cluster	Total Afterschool Bookings	2017-2018 Student Enrollment	No. of Bookings/ Student	Range	
				Min.	Max
Bethesda-Chevy Chase	5045	3664	1.377	0.773	2.061
Clarksburg	4326	4809	0.900	0.235	1.229
Col. Zadok Magruder	1823	2655	0.687	0.469	1.032
Damascus	1617	2186	0.740	0.489	1.240
Downcounty Consortium	13988	16680	0.839	0.084	2.269
Gaithersburg	1692	3925	0.431	0.287	0.583
Northeast Consortium	3748	7659	0.489	0.022	1.299
Northwest	2431	4148	0.586	0.369	1.218
Poolesville	439	597	0.735	0.425	0.836
Quince Orchard	2147	3216	0.668	0.055	1.071
Richard Montgomery	3696	2760	1.339	0.709	1.615
Rockville	2032	2687	0.756	0.116	1.419
Seneca Valley	1506	2338	0.644	0.572	0.710
Sherwood	1573	1902	0.827	0.384	1.506
Thomas S. Wootton	3580	2728	1.312	0.867	1.894
Walt Whitman	3056	2613	1.170	1.123	1.229
Walter Johnson	5576	4428	1.259	0.677	1.816
Watkins Mill	549	2130	0.258	0.186	0.348
Winston Churchill	4551	2581	1.763	0.696	2.061

Thank you for participating as an after-school activity provider for **Oakland Terrace Elementary School** for the 2018-2019 school year. We appreciate your work providing this enrichment opportunity.



Below are some expectations for programs at OTES:

Check-in and Dismissal:

- Our school dismissal is at 3:25 p.m. (3:15 p.m. for Kindergarteners). Please plan to arrive at our school **at least five minutes before dismissal time** to check in and arrive at your designated classroom as the students arrive.
- **Children may not be unaccompanied in the classrooms after dismissal**, so please plan to be in the classroom at that time. Students usually bring a small, non-messy snack and can hang up their belongings and eat their snack while you prepare to begin class at 3:30 p.m.
- Please be sure to keep an eye on the clock and end class promptly at 4:30 p.m. as some parents will have other children to attend to or pick up.
- You will need to check in at the front office and sign in at the computer; please allow extra time on your first visit to the school.
- If an instructor is going to be late please arrange for a fellow instructor who is there on time to also mind students in that class (if multiple vendor instructors are on site) or call the main **OTES office at 240-740-4880**; instructors who are habitually late will be reported to the program's staff, the PTA and the parent coordinator(s).
- **NEW FOR 2018:** You must use a sign-out sheet for parents/guardians to pick up their children unless the child has a note from their parent/guardian about an alternative arrangement, or unless the child is dismissed to KAH.
- If a parent/guardian is late for pick-up, follow your organization's procedures to contact the parent and assess fees as necessary (do not rely on the parent coordinator or school staff).
- Students must not be left unattended after enrichment programs end and must be monitored until they are picked up.

In the Classroom:

- Children may use the hooks to keep their belongings out of the way.
- Please do not use any of the items in the classroom, and please ensure that the students do not engage in other classroom materials or desks.
- Feel free to move chairs and desks as needed, but the classroom must be returned to its original configuration at the end of the class.
- The classroom should be left in the same condition it was found (all messes cleaned up, trash put in cans, etc.)
- OTES students are expected to exhibit kindness and respect for each other, the school and all instructors.

Coordination:

- Selected programs handle registration and enrollment, and reserve rooms through Montgomery County's ICB. The PTA cannot send out flyers until the ICE requests are in the system.
- While the PTA sets up and publicize classes, **you must coordinate with registered parents directly as needed** regarding cancellations, substitute instructors, open houses, etc.
- Coordinate with via your PTA parent liaison for your program on other issues as necessary. Please ensure they have the roster for the PTA and school staff.

Sincerely,

The Oakland Terrace staff & PTA

About Oakland Terrace PTA: Oakland Terrace Elementary serves 500 students in the Silver Spring and Kensington areas. Our PTA supports the school by helping pay for after-school activity scholarships, the school garden, school assemblies, and community building events like International Night and Martin Luther King Jr. Day of Service. We can be reached at: ptaotes@gmail.com or oaklandterracepta.com

Appendix G. Germantown Elementary School Afterschool
Program Registration and Commitment Letter



19110 Liberty Mill Road
Germantown, MD 20874
(301) 353-8050
FAX (301) 601-0393

Office of the Principal

February 2019

Dear GES Parents,

We are pleased to announce the first semester of after-school clubs sponsored by Germantown Elementary School. The clubs will take place on **Tuesday afternoons** from 4:05-5:15pm. See the class descriptions and dates below:

Comic Book Club: A club for students who love to draw their own unique characters and would like to turn them into comic books for our school library. Students will meet once a week to collaborate with others students to create comic books that have positive themes for young people like respect, honesty, kindness or empathy. This is a great opportunity for creative minds to make great stories for their peers and generations to come to read.

GES NATURE CLUB

Students will engage in meaningful outdoor environmental education at GES! Mrs. McKenzie and Mrs. Stevens will foster a fun, safe, and immersive interaction with nature right here at GES! During the program, students will enjoy time exploring the great outdoors, creating nature crafts, conducting science experiments, and beautifying our own school campus.. We hope to share with students the wonders of nature, and nurture a lasting connection with the natural world around them. **WE WILL SPEND THE MAJORITY OF OUR TIME OUTSIDE, please dress appropriately that day for the weather!**

March 5	April 9
March 12	April 23
March 19	April 30
March 26	May 7 (make up day, if necessary)
April 2	

****Due to Spring break starting April 17, clubs will not meet April 16.**

Running Club: Calling GES girls to join the running club. Be ready to have fun, learn healthy habits, and gain confidence as you run. You can run at your own pace and see improvement each week! * **Please not that Running Club begins two weeks later than the Comic Book and GES Nature Clubs.**

March 19	May 7
March 26	May 14
April 2	May 21
April 9	May 28 (make up day, if necessary)
April 23	

****Due to Spring break starting April 17, clubs will not meet April 16.**

Registration will be completed on a first come first serve basis. Registration forms must be returned with payment by Friday, February 22, 2019 in order to be complete. The cost of each club is \$8.00. For students who qualify for free or reduced meal, the cost is \$6.00. A confirmation letter will be sent home once a completed registration form and payment are received. An edible snack is included in the registration fee. There is no bus transportation. It will be the parent's responsibility to pick up your student, authorize your child to walk home if s/he is typically a walker, or go to Bar-T. Each session will end at 5:15 p.m. Please call the office if you have a question or concern.

Sincerely,

Carolynn Walsleben
Acting Principal

GES After-School Club Registration Form

Child's Name: _____ Grade: ____ Teacher's Name: _____

My child would like to participate in the following club:

Tuesdays:

_____ Reading Club (Grade 1) Cost: \$8/\$6 free or reduced meals

_____ STEM Club (Grades 2-3) Cost: \$8/\$6 free or reduced meals

_____ STEM Club (Grades 4-5) Cost: \$8/\$6 free or reduced meals

_____ Math Club (Grade 3) Cost: \$8/\$6 free or reduced meals

Dismissal Procedures (choose 1):

_____ My child will be picked up at the school. Adult Driver's Name: _____

Home Phone # _____ Cell Phone # _____

_____ My child will go to Bar-T

_____ My child is typically a walker and will walk home alone or with _____

I am registering my child for the above mentioned (checked) club. I understand that if my child is disruptive during the after-school club(s), s/he may be asked to withdraw from the club without a monetary refund.

Parent Signature

Parent Contact #

Date

Appendix G. Germantown Elementary School Afterschool
Program Registration and Commitment Letter, cont'd



ES
19110 Liberty Mill Road
Germantown, MD 20874
(301) 353-8050
FAX (301) 601-0393

Office of the Principal

February 2018

Dear GES Parent,

Congratulations! Your child, _____, is enrolled in the following after-school club:

Wednesdays:

_____ Reading Club for the following dates: October 2, 9, 16, 23, 30, November 20, 27, December 4, 11 (make-up date)
_____ STEM Club for the following dates: October 2, 9, 16, 23, 30, November 20, 27, December 4, 11 (make-up date)

Please make note of the session dates listed above on your calendar at home. Clubs do not meet on half days. Also, remind your child to attend on the dates listed above.

You indicated on your registration form that your child will go home via:

- Parent pick up
 Bar-T
 Child will walk home
 You did not designate a dismissal choice. **Please contact me as soon as possible.**

If you have a question or concern, do not hesitate to call me at 301-353-8050.

Sincerely,

Amy D. Bryan
Principal

Classroom teacher: _____

