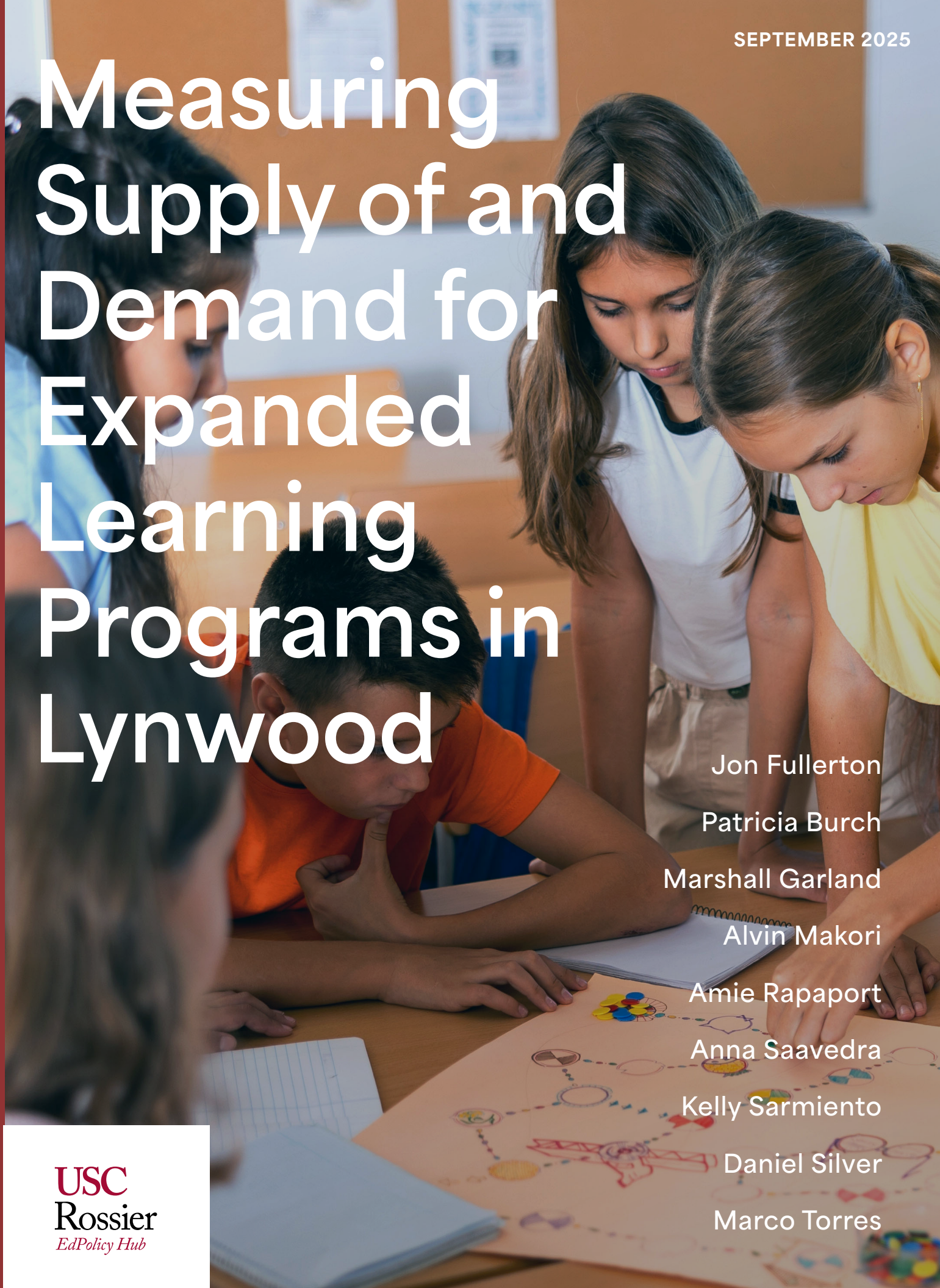

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Measuring Supply of and Demand for Expanded Learning Programs in Lynwood

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Executive Summary

This study examines supply and demand for expanded learning (EL) afterschool programs in Lynwood, Calif. as part of the Eli and Edythe Broad Foundation's initiative to improve access to high-quality EL opportunities throughout Los Angeles County.

We developed this study as a pilot to explore how well providers are meeting parents' needs in one community, and to highlight the importance of understanding both that and local context in attempting to improve access to EL. Results contribute to understanding of how to improve access to quality afterschool programs.

Approach

To understand how provided services in Lynwood match parents' needs and to what extent, we collected data from parents and service providers using surveys and focus groups. We translated parental demand for EL and provider supply into full-time equivalent program slots, defined as a three-hour program meeting five days per week.

Through surveys and focus groups, we attempted to uncover gaps and barriers that may either prevent families from accessing EL programs at all or make these programs undesirable.

A relatively small, non-random sample of parents responded to the survey, and we collected data from only about half of identified providers. Therefore, both descriptive results and estimations of population-level unmet demand and provider capacity are likely to contain biases and should not be taken as definitive.

Key Findings

Parent Demand. The majority (58%) of surveyed Lynwood parents enroll their selected child in afterschool programs, with participants attending an average of four days per week for 2-3 hours per day. Among non-participants, the primary reasons for not enrolling were parental preference (44%) and child preference (23%), rather than logistical barriers like transportation or cost. These reasons differ from prior data collected through surveys of LA City parents, which demonstrated more prominent logistical barriers.

Most parents (78%) are satisfied with their child's afterschool programming. Both participants and non-participants recognize afterschool programs' benefits, such as providing supervision, supporting working parents, and offering opportunities for socialization and skill-building. Parents expressed desire for more programming in STEM, athletics, and the arts, along with improved communication and attention to safety and supervision.

Provider Supply. We identified 82 relevant EL providers serving Lynwood, categorized as school-based programs (22), outside nonprofits/public entities (37), and private organizations (23). School-based programs, primarily managed through Think Together at schools in the Lynwood Unified School District (LUSD), offer significant advantages to parents with respect to convenience, free enrollment, and no need for transportation. However, most LUSD programs are approaching capacity, limiting their ability to expand significantly without additional resources.

While providers not based at schools offer more specialized programming, parents may face barriers accessing them, such as mid-day transportation requirements, high fees for (median $450 per semester), and shorter durations than school-based programs. While these providers often have capacity for additional enrollment, they may not align with parents' preferences or logistical needs.

Supply/Demand Analysis. Using the results from the surveys of parents and providers, we estimate Lynwood parents desire approximately 1,000 additional full-time equivalent (FTE) slots, representing a 28% increase over current enrollment FTEs. Meanwhile, providers have about 750 FTE slots of available capacity, suggesting there could be almost enough slots to meet demand in the community. However, because parents are looking for additional programming while providers have unused capacity, this suggests challenges remain:

1. Most available capacity is at non-school sites, requiring parents to solve transportation issues and (potentially) pay fees.

2. There may be mismatches between available programming and parents' preferences.

3. Parents may lack awareness of relevant programs.

Again, due to potential biases within the data, we caution these results are suggestive only.

Implications

This study demonstrates that while Lynwood does not suffer from a considerable lack of afterschool programming, there remains unsatisfied demand that could be addressed through better alignment of existing capacity with parents' needs as well as improved communication about available options. Based on the results, we suggest several actionable recommendations to improve EL opportunities in Lynwood and beyond:

For Lynwood Unified School District:

- Clarify branding and enhance communication about available programs, especially specialized offerings including STEM, arts, and sports.
- Address capacity limitations by securing additional funding for staffing and space.
- Improve staff training and supervision ratios to address safety concerns.
- Enhance communication with parents about daily/weekly activities within programs.
- Demonstrate the academic and social benefits of EL participation to engage non- participating families.

For Community Providers:

- Strengthen partnerships with schools to address transportation needs.
- Better align offerings with parents' needs regarding programmatic focus (STEM, arts), logistical accessibility, and (potentially) cost.

- Improve outreach to ensure parents are aware of available options and their benefits for students.

For Policymakers:

- Incentivize partnerships between schools and community-based organizations (CBOs).
- Establish data systems for tracking key metrics, including program a vailability, enrollment, and unmet demand while also establishing standard approaches to capturing program quality.
- Provide targeted grants for providers offering enrichment activities aligned with parents' preferences.

For Foundations:

- Fund other localized assessments of EL needs, recognizing that the needs themselves and strategies to meet them will vary across communities.
- Strengthen provider capacity to deliver quality programing through improved staff development and training.
- Invest in outreach campaigns to inform parents about available programs and their benefits.
- Support the development of data infrastructure to enable data-driven decision-making.
- Incentivize providers to develop innovative offerings in high-need areas, and support collaborations between schools and CBOs to further enhance programmatic diversity.

Introduction

In 2020, the Afterschool Alliance surveyed parents nationwide and determined that unmet demand for afterschool programming—a form of expanded learning (EL)—was at an all-time high. In Los Angeles County, the Alliance found twice the number of students wanted to participate in afterschool programming relative to actual enrollment (Afterschool Alliance, 2020). While California's funding of the Expanded Learning Opportunities Program (ELO-P) has since improved the supply of EL in grades TK-6, it is likely there is still unmet demand in higher grades, and, potentially, in grades TK-6. Despite the well-known benefits of EL, many students and families either have no desirable options available or cannot take up available opportunities (McCombs, Whitaker, & Yoo, 2017).

A top priority for the Eli and Edythe Broad Foundation, in 2025 and moving forwards, is to improve children's opportunities for long-term well-being through ensuring their access to high-quality EL throughout Los Angeles County. To support this goal, the Foundation established the intermediary organization "Expand LA," and remains its primary financial supporter. Expand LA currently serves as a hub for approximately 400 out-of-school providers—including school and community-based—throughout the region. Expand LA's role includes supporting providers with resources, knowledge, and capacity; connecting providers so they can learn about each other's best practices and otherwise leverage each other's resources and jointly apply for funding rather than compete with one another; and advocating for out-of-school funding.

Expand LA and the Broad Foundation's goal in the EL sector is to ensure there are "opportunities for all Los Angeles youth, especially those from historically marginalized communities, to access high-quality expanded learning programs" (ExpandLA, 2025). Together, the Foundation and Expand LA seek to gain comprehensive understanding of LA County's out-of-school sector (e.g., demand, supply, quality, costs) as a means of improving program quality and child access while also supporting advocacy efforts. Their long-term vision for out-of-school programming in LA County includes:

- Every child will have access to low- to no-cost, high-quality programming during out-of-school time, implying sufficient funding to support this access.

- Every neighborhood will have a hub providing services needed to sustain youth's mental and physical development, and success.

- EL providers countywide will embrace a common definition/metrics for defining "high quality" across providers, then use those metrics to develop professional learning.

Measuring progress towards this goal requires understanding: 1) parent/caretaker and youth need for EL opportunities; 2) which opportunities are available; and 3) barriers to, as well as enablers of, access. Over time, if the organizations' strategies are working, opportunities available (supply) would increase to match the need (demand), with barriers to access removed.

Background

Given EL programs' potential benefits to students, ideally all students and families seeking the opportunity will have an accessible, high-quality option. But what does it mean, exactly, to ensure that students have a spot in an accessible, high-quality EL program? And what constitutes a student (or family) who wants to participate? To answer questions like these, we need to define both supply and demand of EL programming. This is not a simple task.

Persistent challenges to measuring expanded learning demand and supply

The first challenge is how exactly to define an EL program. There is no centralized database of EL programs the way there are for public schools, libraries, and other institutions—so even determining which programs are available is not trivial. Some studies of EL supply acknowledge that it is nearly impossible to know whether every program in a given area has been included in a given analysis (Berry et al., 2023).

Experts have lamented that the same terms (e.g., "afterschool program") are used to describe a range of EL programs with "very different content, goals, and duration" (Hynes & Sanders, 2010), such that two studies of EL opportunities in the same area at the same time might come away with very different findings based on different decisions around what counts as an EL program. Prior literature has grappled with classifying "daily, enrolled programs" (i.e., programs monitoring attendance and meeting every or most days) versus "drop-in activities" (i.e., programs not requiring pre-enrollment or regular attendance, such as open recreational sports and drop-in homework help; Padgette et al., 2018). Daily, enrolled programs are certainly easier to track, but Padgette and colleagues found that older students tend to disproportionately participate in drop-in activities, so excluding them from an analysis runs the risk of undercounting participation in EL programming among those in middle and high school.[1]

[1] While drop-in activities can be enriching for students, the weight of evidence about the benefits of EL programs focuses on more structured, enrolled programs (e.g., Heinrich et al., 2014; Padgette et al., 2018)

A second persistent challenge involves estimating student participation in EL programs. EL programs need not use any centralized identification system for their students, making it difficult to track student attendance across multiple programs, even if all programs under study keep detailed attendance records. Because it is common for a single student to participate in multiple EL programs, especially during the summer months, simply totaling program enrollment in an area over a set span of time risks overestimating EL participation due to double-counting students who participate in multiple programs during that period (Padgette et al., 2018).

A final challenge is that there are many axes along which one could reasonably measure EL programming supply and demand.

Prior measurement of expanded learning demand

Understanding the EL landscape requires understanding the demand for EL programming from prospective participating students and their families. Survey measures of demand for EL programming commonly partition demand into unmet demand, met demand, and overall demand–where unmet demand is defined as "the number of children who are not in an afterschool program but who would be enrolled in a program if one were available to them," met demand is defined as the number of children enrolled, and overall demand defined as the sum of met and unmet demand (Afterschool Alliance, 2020; Silver et al., 2022). These measures base demand estimates on families' experienced needs and preferences for EL programming.

In other surveys, the Afterschool Alliance has focused on unmet demand in terms of the proportion of children left alone or unsupervised after school, the number of hours per week children are alone or unsupervised after school, and the average time EL program participants spend on program waitlists before being enrolled (Afterschool Alliance, 2022). Unlike the prior measures, the "alone and unsupervised" approach makes assumptions about parents' desires relative to supervision. Waitlists, on the other hand, may miss parents wanting more or different programming, even if they are not on a waitlist.

Survey-based measures can offer detailed insights into demand for EL programs. but are subject to bias stemming from sample composition. It is not possible to survey every eligible family in a given locale, and families who are not surveyed or do not respond to the survey may differ from those who participate. Another bias can stem from caregiver knowledge, such that a family's low interest in local EL programs could result from their limited knowledge of high-quality options in their area rather than a true signal of low interest (Padgette et al., 2018).

Prior measurement of expanded learning supply

EL programs are typically defined as those taking place between 3-6 p.m. during the school year, and, in the summer, during typical school hours, although they also can take place later in the evenings or before school (Afterschool Alliance, 2020; Padgette et al., 2018).

Empirical work on EL programs accounts for the types of students served (Afterschool Alliance, 2020; Berry et al., 2023; Fairchild et al., 2007; Heinrich & Burch, 2011; Padgette et al., 2018). Service is most typically restricted by student age but may also be restricted by other student characteristics (e.g., some after-school academic support may be open only to students performing below grade level; a city-sponsored program may be open only to students whose families reside within the city limits). Failure to account for restrictions on student eligibility risks upwardly biasing estimates of EL availability in a given area.

Understanding supply assumes there is a clear measure of provider "capacity" to serve students in a given geographic area. Investigators have measured program capacity in many ways, including number of students served (Afterschool Alliance, 2023), proportion of interested families in a geographic area enrolled in EL activities (Afterschool Alliance, 2020), proportion of all students in a geographic area enrolled in EL activities (Padgette et al., 2018), proportion of schools in a geographic area with EL offerings (Hynes & Sanders, 2010), number of staff (Berry et al., 2023), and size of the geographic area served (Berry et al., 2023). These different measures produce different results. For instance, the number of students served focuses on enrollment

only, counting programs that provide 15 hours a week the same as those that provide three hours. Meanwhile, the proportion of all students enrolled does not consider whether providers have extra spaces available, just as the proportion of schools with EL offerings does not consider the number of students these schools can serve. What is needed is a measure of capacity that can both handle different types of programs and tie back to measures of parent demand.

Program capacity depends largely on funding availability (Afterschool Alliance, 2023; Berry et al., 2023; Padgette et al., 2018). Funding streams are varied and include short-term government or philanthropic grants, long-term government funding, direct payments from families, church funding, and other private funding. Of course, a program's dollar amount of funding dictates how many students can be served, but beyond that, the stability of a program's funding source also affects its capacity to continue to operate into the future and, if successful, to scale to serve more students.

Cost to deliver programs is another essential facet of EL program supply (Afterschool Alliance, 2020). If there are limits on external funding per child, higher costs per hour can result in a lower number of hours offered, potentially lowering effectiveness (Heinrich and Burch, 2011). If families are paying to participate, students who live in an area where all high-quality EL programs are too expensive for them to join cannot be considered to have high-quality EL programming available to them. Thus, to calculate the effective supply of EL programs available to families, we ideally need to consider cost.

Another key element of EL supply, program dosage, often is measured in terms of days or hours per week (Afterschool Alliance, 2020; Padgette et al., 2018), and prior research has found that academic programming tends to benefit students proportionally to its dosage (Heinrich et al., 2014).

Prior analyses of supply also have considered location (e.g., school, outdoor area, public building, private building; Afterschool Alliance, 2020; Berry et al., 2023) and EL program provider (e.g., child's school, municipality, church, Boys and Girls Club, YMCA, etc.; Afterschool Alliance, 2020; Fairchild et al., 2007).

Finally, prior work in classifying and defining EL program supply has considered the differences among programs' substantive foci. For example, the nonprofit ExpandLA (2024) describes EL programs as emphasizing either academics, arts, leadership, career, sports, or wellness, while Padgette and colleagues (2018) use a more academic-leaning set of categories: academics/enrichment, STEM, credit recovery, homework help, reading, sports, art, recreation, and general.

Supply factors affecting demand

Even if there are spaces in EL programs available to students, families may not want or be able to take advantage of them. Numerous characteristics of available programs (i.e., supply) impact student and parent demand for programming highlighting the dynamic nature of this relationship.

Although most prior research examines parent/caregiver demand for EL programs, when ExpandLA asked youth what attracts them to a program (ExpandLA, 2023), youth highlighted mainly factors related to attendance (i.e., flexible attendance policies, support with transportation) and to health and safety (i.e., inclusivity, availability of mental health supports, availability of healthy food options).

Caregivers, when asked about elements of EL programs that make them more or less likely to want to enroll their child, highlight some of the same factors youth do. Broadly, caregivers consider factors related to safety, convenience, and academic and non-academic opportunities for participating students. Caregivers report they are more likely to send their child to an EL program if safe transportation to and from the program is provided, and if snacks or a meal are provided (Afterschool Alliance, 2022; Padgette et al., 2018). They report being less likely to send their child if they believe that other students in the program are negative influences on their child or contribute to negative or unsafe social and emotional experiences for their child (Afterschool Alliance, 2022).

Another set of essential factors in caregivers' decision making are related to convenience: Caregivers report that an EL program's location and operating hours influence their decision of whether to enroll their child (Afterschool Alliance, 2020; Afterschool Alliance, 2022). Parents also report valuing various programmatic factors,

both academic (e.g., homework help, STEM learning opportunities, reading/writing opportunities) and not (e.g., physical activity, opportunities to socialize, opportunities to build life skills), when making program enrollment decisions (Afterschool Alliance, 2020; Afterschool Alliance, 2022).

Finally, program cost and program knowledge also have appeared as key barriers to EL program participation. More than three in four surveyed caregivers across two separate surveys reported cost as among their top factors in EL program selection (Afterschool Alliance, 2020; Afterschool Alliance, 2022). A separate study found that roughly two-thirds of surveyed caregivers did not know what programs were available in their neighborhoods, so they could not make informed EL program enrollment decisions (Padgette et al., 2018).

Implications for the present study

A strength of this study is that we gather information from both parents and providers to understand how parental needs match up with the provision of services in Lynwood. To do so, we must define demand for EL and provider supply such that they can be compared to one another.

As we explain in depth in the methodology section of this report, on the demand side, we use two measures. The first, easily obtainable from public sources, provides a measure of maximum demand if all children were to receive services. The second privileges parent voice, focusing on how much programming parents say they want.

On the supply side, we must define provider "capacity" in a manner that can be consistently measured across many different types of programs while also matching back to our parent demand measures. In determining inclusion of providers in our EL supply list, we do not impose a priori constraints of location (school or other building), operator (non-profit, private, governmental), or enrollment (drop-in vs. enrolled). We also do not impose constraints on a program's substantive focus, although we capture data showing some domains may be better covered than others.

Finally, we attend to the gaps and barriers that may either prevent families from accessing EL programs at all or make these programs undesirable—effectively making part of the supply inaccessible for some families.

Summary

There are many axes with which to reasonably measure supply of, and demand for, EL programming. In estimating supply, prior research studies have considered program funding, capacity, and timing and dosage as factors identified as important considerations in estimating whether there are enough programs. In estimating demand, prior research studies have considered convenience, program cost, and program knowledge as factors identified affecting whether a parent/caregiver wants to enroll their child(ren) in a program. Our model incorporates existing knowledge on supply and demand, improving upon these more universal measures in our attention to: 1) local variation in the provision of EL services; and 2) actual rather than perceived parent need and desires for EL. The next section describes our methodological approach.

Methodological Approach

Los Angeles County is a large region, with tremendous variation by virtually any conceivable metric related to EL. County-level estimates of the match between supply and demand are likely to be misleading. For example, EL opportunities in Lynwood are of little use to children in Pacoima. Thus, we need to start by measuring supply and demand within smaller neighborhoods, cities, and sub-regions, rather than in the county overall. Before projecting from one or two to multiple neighborhoods, we need clear and scalable measures of supply and demand that can be applied consistently across geographic locations of different scales (e.g., Lynwood, LA County, California).

To set the necessary foundation for calculating reliable and valid county-level estimates, we conducted a deep dive into learning about out-of-school supply and demand in Lynwood, a small city selected in partnership with the Foundation and Expand LA. To gain a deep understanding of supply and demand, we surveyed parents and conducted focus groups with them, then did the same with local school- and community-based EL providers. We synthesized these data sources to learn about the need for and provision of EL in one district. For example, parent survey data describes patterns in parents' EL enrollment patterns and preferences districtwide, while parent focus groups allowed us to delve more deeply into factors affecting why and how parents enroll and hold the preferences they do. Similarly, provider questionnaires/surveys described supply-frequency patterns, and focus groups provided insight into factors shaping program design.

We estimated demand for EL programs in two ways. First, we defined maximal demand as the total number of children in grades K-8 in Lynwood. This is simply the number of EL seats that would be required if every child participated in a full-time EL program. Our second approach leveraged the survey to estimate the percentage of families who either already participate in EL programs, or would if there were appropriate programs available, and how much time they would want their children to spend in these programs. This stated preferences approach to demand is a better representation of what the community feels it needs. We then used the provider surveys to estimate the total number of EL seats available in the Lynwood area for comparison to the estimates

of demand. This comparison allowed us to determine if there is a gap between supply and demand and its size. (Details on our methodology can be found below.)

To reach as broadly as possible into the community, our approach was collaborative with Lynwood Unified School District (LUSD) leadership and educators, and community-based organizations.

Through piloting this on-the-ground research approach in one neighborhood, our goal was to learn lessons about how to collect data for measuring supply and demand that will be applicable to conducting similar deep dives in other high-priority neighborhoods in future years.

Characteristics of Lynwood, Calif.

Lynwood is a small city in a southeast Los Angeles County with more than 65,000 residents (American Community Survey, 5-Year Estimates, 2023). The population is 88% Hispanic or Latino, 8% non-Hispanic Black, and 2% non-Hispanic White. About a quarter of residents (26%) are younger than 18 years of age, and the median household income is just over $70,000. As Table 3.1 shows, Lynwood is more Hispanic and younger than the population of the county as whole. Of more importance, Lynwood's average household income lags behind the county—suggesting the need for low- or no-cost afterschool in this community.

TABLE 3.1: DEMOGRAPHIC CHARACTERISTICS OF LYNWOOD AND LOS ANGELES COUNTY.

	LYNWOOD	LA COUNTY
Population	65,291	9,848,406
Race/Ethnicity		
Hispanic or Latino (any race)	88%	48%
Black	8%	8%
White	2%	25%
Asian/Pacific Islander	1%	15%
Other or Multiple	1%	4%

	LYNWOOD	LA COUNTY
Age		
Under 18 Years	26%	21%
65 Years and Older	9%	15%
Median Age	33	38
Income		
Median Household Income	$70,236	$87,760
Mean Household Income	$85,410	$125,539
Percent Households with Income Less Than $25,000	14%	15%
Percent Households with Income Less Than $50,000	35%	30%
Percent Households with Income More Than $150,000	15%	27%

According to five-year 2023 ACS estimates, Lynwood has 9,316 K-8 students within its boundaries. However, not all students living in Lynwood attend LUSD schools. An array of charter and independent schools are available to students if spaces are available and (for independent schools) if their families can afford tuition. As such, LUSD's K-8 enrollment over this same five year period averaged 8,690 (CDE Dataquest). Notable is that LUSD enrollments have been declining over this time: In 2023-24, after the end of the period, there were 7,273 children in grades K-8.

The school district includes 12 elementary schools serving children in grades TK-6, two middle schools serving grades 7 and 8, two comprehensive high schools, and a continuation school offering an alternative high school diploma track featuring extra student supports (e.g., guidance counseling, flexible scheduling).

Among children enrolled in LUSD, 94% are Hispanic or Latino, 5% percent Black, and 1% from another race or ethnicity (DataQuest, 2025). LUSD serves a high-need population relative to the county of Los Angeles. To determine revenues, California's school funding formula relies upon the "Unduplicated Student Count," a measure based on the number of high-need students a district serves: students living in low-income households, English learners, and/or in foster care.

Among LUSD students during the 2023-24 school year, 97% were categorized as high-need, with the same number eligible to receive free or reduced-price meals, and 26% categorized as English Learners.

In 2023-24, LUSD spent $22,902 per student to provide schooling and services, almost exactly the same as the average expenditure in the county ($22,705) (California School Fiscal Services Division, 2025).

Defining our Lynwood expanded learning sample

EL is an umbrella term encompassing afterschool, summer school, before-school programs, and intersession programs. Because we collected data for this study during the school year, we wanted to limit the challenge of recall bias (i.e., asking research participants to think back months about EL program details), and so did not include summer school in our study. As afterschool programs typically enroll far greater numbers of students than before-school or intersession programs, we focused only on this type of EL programming. For this study, collaboratively with the Foundation, we defined our sample inclusion criteria as follows:

- Our population of interest was K-8 students residing in Lynwood.
- We studied afterschool ELs that run during the school year.
- We assumed that a full-time equivalent space, which we elaborate upon below, implies service provision five days a week for about three hours per day in the afternoon hours after school (generally from 3-6 p.m.). We collected survey data to allow us to test whether this is a reasonable assumption.
- In determining supply, we used ExpandLA's broad inclusion criteria, including arts and sports programs in addition to programs providing academic supports or formal academic instruction. We included programs both on school campuses and those held elsewhere.

- We excluded programs that only provide childcare, individual private lessons, and onetime activities such as field trips.

- While we are most interested in programs that are low-cost or no-cost, we did not determine a priori what constitutes low-cost. We collected data describing the cost to the family of all studied ELPs. We also asked caregivers what they pay, and whether cost limits or otherwise is a burden to their child's EL participation.

Research questions

Motivated by the Foundation's objectives for understanding demand and supply for afterschool EL opportunities, and the potential match/mismatch within Lynwood, our research questions for this study were:

1. Which activities and characteristics do parents of K-8 children living in Lynwood seek from expanded learning opportunities?

2. What are the characteristics of Lynwood EL providers? Which activities do they provide?

3. Do current providers of EL programming to Lynwood families have the resources and capacity to address parents' demand for EL programming?

    a. If not, to what extent is there a mismatch?

    b. In which direction (i.e., more supply than demand or vice versa)?

4. Which factors do Lynwood providers and parents identify as central challenges to access and quality?

Data collection approaches and samples

To address these research questions, we developed and administered surveys and focus groups for respective parent and EL provider audiences. Our data collection activities beginning in spring 2024 informed our first project deliverable: a report defining the criteria for expanded learning supply and demand. We subsequently rely upon these criteria to address the research questions stated above (Table 3.2). Our primary data collection activities were focus groups and surveys, which we administered to EL provider and parent audiences. Below Table 3.2, we describe the purposes, administration approaches, and responding samples for each data collection type.

TABLE 3.2: DATA COLLECTION AND DELIVERABLES TIMELINE.

DATA COLLECTION ACTIVITY	TIMING	DELIVERABLE
Literature review	May 2024	
Provider focus groups (n = 2)	May - June 2024	
Parent focus groups (n = 2)	July 2024	
	July 2024	Deliverable 1: Report "Defining criteria for measuring supply and demand"
Parent focus groups (n = 4)	November - December 2024	
Parent Survey	January - March 2025 (~7 week administration window)	
Provider Focus Group (n = 2)	February 2025	
Provider Survey	December 2024 - March 2025 (~14 week administration window)	
	April 2025	Deliverable 2: Final report, "Measuring Supply of and Demand for Expanded Learning Programs

Parent survey

We designed our parent survey to measure families' frequency of participation in EL programs, the characteristics of those programs, and general preferences for EL programs. Though we developed most of the questions to address our Lynwood-specific research, we also asked a selected set of items asking about EL preferences that the Afterschool Alliance administered to a Los Angeles oversample of parents in 2020 so we could compare our samples' responses to the Alliance's sample responses.

For responding parents with more than one child living in the household, we directed them to randomly select one child to think about when providing their responses. This was done to limit both cognitive demand and survey length. To approximate randomness, we asked parents to focus on the child with the first letter (or spelling) coming earliest in the alphabet.

Survey branching permitted responses from parents with and without children participating in EL programs so that we could learn about demand for EL from both of those key perspectives.

We administered the online parent survey via Qualtrics from Jan. 15-March 4, 2025. Our direct outreach efforts to promote parent participation across all LUSD elementary and middle schools, among parents with and without children participating in EL programs, included circulating electronic flyers and distributing physical flyers at school sites. We also worked with district and school leaders to craft direct messages to parents featuring encouragement from district leadership, including the superintendent, to complete our survey. Our district counterparts circulated these messages prompting survey participation via Parent Square (the district's communication platform to parents), district and school websites, the superintendent's message to parents via Parent Square, and flyers at schools at drop-off and pick-up times. To encourage parent survey completion outside of LUSD, we shared the survey link on Lynwood social media sites and worked with Lynwood community centers to encourage participation via flyers.

Parent survey, respondent sample

We received anonymous responses from 259 parents representing all 14 LUSD elementary and middle schools. Our respondents included at least seven parents from every school. We also received five surveys from parents of children not attending LUSD schools (four from charter schools, one from an independent Catholic school). Of the 259 responses, 251 were usable by virtue of responding about a particular child.

In 2023-24, LUSD enrolled approximately 7,300 children in grade levels K-8. Assuming just one child per household implies a 3.3% response rate of LUSD parents—likely an underestimate. The 251 parents' survey responses indicated 371 children across those households, or 1.4 children per household. Assuming the survey household size is representative of the Lynwood population of families with K-8 children implies an approximate response rate of 5%.

This response rate is low and suggests response bias is likely a challenge to our results, as we elaborate upon in the Research Limitations section. However, the responding sample's measured characteristics on the axes of race/ethnicity and family income are reasonably similar to those of the larger Lynwood population (Table 3.3. By race/ethnicity, our survey sample was 90% Hispanic, 7% Black, 2% Other, and 1% White. Lynwood racial demographics are similar with 88% Hispanic, 8% Black, 2% Other, and 2% White (Census, 2020). Also, our survey sample's median income is slightly lower than Lynwood's median income, though we would expect a sample of parents of K-8 students to be lower-income than the general population because they trend younger.

Our responding sample was not representative by gender, with 91% of respondents identifying as mothers and 9% identifying as fathers. With 98% of respondents reporting they were the selected child's parent/guardian, throughout this report we use the terms "respondent" and "parent" interchangeably.

Of the randomly selected children, 17% of our sample receives special education services, compared to approximately 15% of all LUSD students. The selected children were enrolled during the 2024-25 school year in all grade levels of kindergarten through eighth grade, with similar distribution across levels. The selected child sample was approximately even by gender.

Nearly all responding sample households (89%) reported having more than one adult living in the home. This likely means households with two or more adults are overrepresented in our sample, which makes sense as single parents likely have less time to complete a survey.

Most parents (64%) reported only one K-8 child living in the home, which may be higher than the proportion of households with a single K-8 child in Lynwood, conditional on having any K-8 children. Similarly, to single parents, parents taking care of multiple children in grade levels K-8 might have less time to complete the survey.

TABLE 3.3: SURVEY SAMPLE CHARACTERISTICS.

	SURVEY SAMPLE	LUSD STUDENTS	LYNWOOD POP.
N	259	11,386	65,291
Ethnicity			
Hispanic	90%	94%	88%
Black	7%	5%	8%
Other	2%	1%	2%
White	1%	1%	2%
Gender Identification			
Mother (Female)	89%	49%	51%
Father (Male)	9%	51%	49%
Household Income			
$0 - $25k	25%	NA	14%
$25k - $50k	33%	NA	21%
$50k - $75k	22%	NA	19%
$75k - $150k	17%	NA	31%
$150k+	3%	NA	15%
Special Ed Services	17%	15%	NA

We share more details about the parent survey sample in Appendix A, as well as detailed results in Appendix B, and the final administered questionnaire in Appendix C.

Parent focus groups

The purpose of the parent focus groups was to gain further insights into parent preferences and challenges, with attention to context where appropriate. Our parent focus-group protocol included questions about enrollment preferences, program features (both accessible and desired), challenges to participation, and changes parents would like to see.

We conducted four focus groups between Nov.14-Dec.12, 2024. We conducted two at the LUSD main building, and one at the Lucy Avalos Community Center. The fourth focus group was conducted virtually, using the Zoom platform.

At the beginning of each focus group, we asked participants to complete a questionnaire asking about: 1) number(s) of children and adults living in household; 2) whether their child is enrolled in an afterschool program; 3) whether the participant or partner works outside the home Monday through Friday from 3-6 p.m.; 4) whether there is an adult at home during afterschool hours; 5) whether the participant is a parent, grandparent, or other caregiver, and their gender; and 6) in which school their child is enrolled.

A total of 36 parents/guardians participated, including five in the first focus group, 15 in the second, 11 in the third, and five in the fourth. Because our survey administration was anonymous, with no names collected, we do not know whether or which focus group participants may also have completed our survey. All participants had children enrolled in Lynwood schools. Of the parent focus group sample, 78% had one or more children in grades K-5, and 36% had one or more children in grades 6-8. More than half (58%, n=21) of parents participating in a focus group did not have a child in an afterschool program.

Participants were overwhelmingly parents (89%), as opposed to grandparents or other guardians, and female (89%). Three-quarters indicated they live with a spouse or partner. Half said they sometimes or always work outside of the house during afterschool hours while 50% said they never do. In response to our question about whether there was an adult at home during afterschool hours, 58% indicated “yes, always”; 36% indicated “yes, sometimes”; and 6% indicated that there is “never” an adult at home during those hours.

EL provider population

Beyond LUSD-based EL providers, we used three primary sources to compile an exhaustive list of all EL providers serving children living within the Lynwood neighborhood boundaries: 1) Google Maps; 2) GuideStar, a database of all non-profit organizations filing a 990-tax return form; and 3) Stitch, a website designed to map expanded learning opportunities available throughout Los Angeles County. We also added any providers found in Expand LA's database of programs hosted by members of their network, as well as a list of non-profits in Southeast LA compiled by the SELA Collaborative (Bowie et al., 2019).

Within each source, we searched for organizations in Lynwood and the nearby neighborhoods and cities of Compton, Downey, Bell, Bell Gardens, South Gate, Huntington Park, Carson, Paramount, Lakewood, Watts, and South Los Angeles. Because Los Angeles traffic is notorious, we then limited our list of neighboring cities' potential providers to those located within two miles driving distance of Lynwood.

We also collected data about school-based providers and programs offered through LUSD and charter schools located in Lynwood. Each school counts as one provider, even if they offer multiple programs. In the radius described above, there are 14 LUSD schools and seven charters.

This created a preliminary list of 136 potential providers. However, 54 were ineligible for inclusion in our study as they either did not offer programs meeting our inclusion criteria, or they were no longer in business. This resulted in a final list of 82 providers serving Lynwood.

EL provider survey

The purpose of the provider survey was to inform our understanding of EL supply in Lynwood by collecting organizational information describing EL providers' mission, staffing, programming, duration, enrollment and attendance, and promotional/outreach methods. Data collection took place from Dec. 1, 2024, through March 12, 2025. Due to the complexity of survey, we primarily administered them by phone or in person rather than online. The typical survey completion time ranged between 30-60 minutes.

EL provider, respondent sample.

Of the 82 eligible providers, we collected 40 provider surveys from respondents (49%). Participating organizations included 12 out of 14 LUSD elementary and middle schools as well as two out of seven charter schools. One additional provider, the Movement Enrichment Program, operates through a contract out of LUSD schools, making a total of 22 school-based providers from which we had a total response rate of 68%. Among providers not based in schools, 42% took the survey.

Of the 40 providers responding to the survey, a subset of 34 contributed enrollment and attendance numbers to our supply calculations. Others either did not know enrollment and attendance numbers or were unable to provide them. Of the final 34 providers we used to calculate supply-demand ratios, 44% were school-based providers, 21% were non-profits, and 35% were private organizations. Table 3.4 details the population and interviewed sample, showing we collected more complete data describing school-based programs than others. As well, we know the full population of LUSD schools, whereas the total number of operating nonprofits and private organizations are estimates.

TABLE 3.4: COUNTS OF THE PROVIDER POPULATION (ESTIMATED), SURVEYED SAMPLE, AND CONTRIBUTORS TO THE SUPPLY CALCULATIONS.

DATA COLLECTION ACTIVITY	POPULATION (KNOWN OR ESTIMATED)	SURVEYED	CONTRIBUTED TO THE SUPPLY CALCULATIONS
School-based	22	15	15
Nonprofits or other governmental	37	10	7
Private organizations	23	15	12
Total	82	40	34

Provider focus groups

As with our parent focus groups, the purpose of our provider focus groups was to provide context and exemplary quotes for illustrating the provider survey results. Our provider focus-group protocol included questions about how parents' presumed

preferences shape their offerings and outreach strategies, challenges to maximizing enrollment, barriers and emerging solutions to providing quality afterschool programming, and what the providers would change about programming in Lynwood and the surrounding area.

We conducted two EL provider focus groups between Feb. 12-19, 2025, both virtually using the Zoom platform. Across the two groups, participants included 15 provider employees representing seven unique organizations. Job titles included site managers, associate director, quality assurance coach, lead teacher, recreation coordinator, executive director, associate director, programs director, and an instructional aide/program manager.

The first focus group had 10 participants, with five in the second. The participant sample for the first focus group consisted of LUSD in-school providers and included seven site program managers, one associate director, and one quality assurance coach, all from the same general afterschool program, as well as one lead teacher from a separate enrichment provider. The second focus group included an in-school general afterschool program manager/instructional aide from a start-up charter school in Compton, a recreation coordinator from a neighborhood youth center in Bell Gardens that provides multiple offerings, a programs director from a South LA organization that provides academic support and mentorship, and an executive director and associate director from a fine arts provider located in Downey.

Analysis

We used qualitative and quantitative methods as appropriate to analyze focus group and survey data as summarized below. In this section, we also explain our analytic approach to calculating supply and demand ratios.

Qualitative

To clean and analyze parent and EL provider focus group transcripts, we used DeDoose qualitative software. Then, we employed primarily a deductive approach to qualitative coding, first creating initial codes based on our protocol indicators before inductively adding and refining additional codes to address emergent themes. We

coded all transcripts, then used results to develop a thematic findings document. Results also were used to identify areas of convergence and divergence relative to survey results, as well as to provide context, nuance, and exemplary quotes to illustrate survey patterns.

Quantitative

Our analysis of parent and provider survey data was descriptive. We primarily report upon frequencies of means, both overall and by subgroup, but did not use inferential methods to test significance of difference between subgroup responses. Variables defining our key subgroups of interest included household income (five categories) and parent race/ethnicity (four categories), with both measured using census terms to permit comparisons between our sample demographics and the Lynwood population. We collected data through our surveys to define other key subgroups, including parents with and without children enrolled in an EL afterschool program, and child grade-level band, which, in order to match with common school configurations across LA County, we defined as elementary for grades kindergarten through fifth, and middle school for grades sixth through eighth. For EL providers, our key subgroup for disaggregation was school-based versus non-school-based.

Calculation of supply-demand ratios

Using data collected through provider and parent surveys, we calculated relative supply and demand for afterschool EL programs. Understanding whether and how supply of EL meets demand for opportunities should guide strategy of which programs to expand or contract.

Full-time equivalent slot.

Our supply calculation translates all available slots into FTEs—i.e., the percentage of expected hours for one student that one slot in a full-time program covers. For this study, we define an FTE as a three-hour program that meets five days per week (i.e., 15 hours per week). For example, if an art program enrolls students from 3-6 p.m. for two days per week, and expected hours are 3-6 p.m. five days per week, a space in that program would count as two days divided by five days—or 0.4 of an FTE. This aligns with both the program requirements of California's Afterschool Education and Safety Program (Early Education Act §8483) and with the fact that a plurality of our survey

respondents whose children participate in afterschool programs send them for five days per week and 2-3 hours per day. We note that under this definition, the average child enrolled in afterschool contributes less than one FTE to the estimates of demand.

Relevant expanded learning programs.

For this study, we are counting programs that serve K-8 students, meet after school (often 3-6 p.m., though many sports and arts programs meet later in the afternoon), and include some enrichment or instruction (i.e., arts and sports programs in addition to programs that provide academic supports or formal academic instruction).

Programs may meet on school campuses or elsewhere, and they may be either drop-in or have more formal expectations of routine participation. We exclude programs that only provide childcare, individual private lessons, and one-time activities such as field trips.

Supply definitions.

For an individual provider, we define EL **capacity** as the number of "full-time" slots in EL programs available to students, regardless of whether the slots are filled with enrolled students. For instance, a general afterschool program might serve students in grades K-5 for 15 hours per week, have 30 students enrolled, and can accommodate 50 students before running into constraints of space or staffing. While only 30 students are actively being served, we would say this program has a capacity of 50. This measure of capacity can be consistent across many different types of providers and programs. We define the difference between the enrollment of a program and its capacity as **slack**.

We define supply for elementary and middle school students as the total number of full-time equivalent (FTE) slots across providers in relevant expanded learning programs operating during afterschool hours—in other words, the sum of the capacities of the providers.

In measuring supply, we define EL opportunity density within a given geographic location as the supply divided by the number of students within the relevant age ranges living within the location borders. This creates a comparable metric across geographic locations that accounts for number of ELP seats available, their intensity/

dosage, and population size. We define EL service density as the sum across programs of program-provided enrollment FTEs multiplied by program average attendance rate divided by the number of students within the relevant age ranges living within the location borders or $\frac{\Sigma_p Enroll_p * AttendRate_p}{s}$ where p is programs and s is total students.

Demand definitions.

We use two different measures for demand, each with different advantages and challenges: 1) "maximal demand," and 2) "stated preferences." We define maximal demand as the total number of students in a relevant age band living within a specified geographic location (in this case, Lynwood). This measure represents an upper bound of demand. When comparing it to supply, it assumes all students in the geographic area would participate as an FTE in available EL activities (i.e., 3-6 p.m. five days a week in afterschool programs). This metric overcounts true demand, as it assumes all parents want their children to attend programs for five days a week and three hours a day.

We define stated preferences demand as the total number of FTE slots in relevant ELPs desired by caregivers living within the relevant geographic location as determined by survey. This metric better aligns with felt community needs; however, it is vulnerable to the various types of bias discussed below. Also, it is vulnerable to gaps in respondent knowledge and potentially changing preferences. For instance, while a respondent might be satisfied with no afterschool program, once exposed to a high-quality afterschool experience, they may be eager to have their child participate.

Missing data and imputation.

To inform our calculations of Lynwood-wide demand and the available supply of afterschool seats, we relied on data collected through surveys, including projections from the relatively small data collection sample to the larger Lynwood populations of parents and providers. However, some data was incomplete or missing for both parents and providers. We sought to avoid dropping from our calculations either: 1) providers who did not provide enrollment, attendance data, or other pieces of information required to our measures of supply; or 2) parents who left key survey questions blank.

To address this missing data challenge, we decided to impute variables missing from some observations using information we could fully collect from other observations. Our approach to imputation differed by data source and by data element. For both parent and provider data, we replaced missing variables with either the averages of those variables collected from other observations with similar characteristics (i.e., mean imputation), or with a statistical model to generate regression-adjusted predicted means (i.e., single regression imputation).

We share technical details describing our imputation methods in Appendix I.

Research Limitations

Our project is subject to several types of limitations, each of which we describe below, and should be considered when interpreting results. The types include internal and external validity, building calculations of supply and demand on data that can be incomplete and potentially biased, and not addressing fluid supply and demand dynamics.

Biases related to selection, self-report, response, and recall threaten internal validity.

Selection bias, self-report bias, response bias, and recall bias are critical to consider when interpreting the survey and focus group findings we present in this report, as well as our resulting conclusions and recommendations. Selection bias was likely notable for all data collected except for the sub-sample of LUSD provider surveys, with 86% of LUSD schools responding. For each of the other four data collection activities (i.e., parent survey, parent focus groups, provider focus group, and provider surveys beyond LUSD schools) the sample of the population who volunteered to participate was only a small fraction of the larger respective population. Those parents and providers who participated in our respective surveys and/or focus groups may have had particularly positive or negative experiences, or been more conscientious, etc.–all of which may have affected their decision to take part in our data collection activities and colored the responses they provided.

Second, the perceptions, desires, or social expectations of respondents (i.e., parents and EL providers), rather than their true thoughts or behaviors, may affect their responses to questions administered through both surveys and focus groups.

This self-report bias can result in overreporting of socially desirable behaviors and underreporting of undesirable ones.

Third, response bias occurs when the way questions are phrased or formatted influences respondents' answers. Survey-question wording—for example, few negative and many positive response options—or the way a focus group moderator asks questions, can make respondents feel they should respond in a way they do not truly feel.

Fourth, everyone has imperfect memory to some extent, exacerbated by the longer back in history a respondent is asked to recall. Imperfect memory leads to inaccuracy in sharing memories or recall bias. This was likely to play a role in all surveys, but particularly in the provider survey, where respondents were asked about enrollment and attendance (indeed, many did not answer).

Though most or all these biases are always present with self-reported data, we attempted to mitigate them to the extent possible. To limit selection bias, we used a range of recruitment strategies and offered data-collection opportunities over various time periods (e.g., day and evening focus groups administered in-person and virtually, survey administration windows open for many weeks with many reminders sent through various avenues). To limit self-report bias, we aimed to encourage more honest responses by emphasizing in our introductions to the surveys and focus groups the importance of ensuring participant anonymity and confidentiality. To limit response bias, we carefully designed survey and qualitative protocol questions—including through cognitive testing with local parents not part of our data-collection samples—ensuring they were neutral, clear, and non-leading, and trained interviewers to avoid influencing participants' answers. To combat recall bias, we asked respondents to reflect upon experiences taking place as recently as possible.

One strategy for attempting to address all four sources of bias was to compare responses from different audiences and collected through different data-collection activities, allowing us to highlight convergent and divergent themes. For example, EL providers might be incentivized to provide a rosier picture of their service provision than parents, who have comparatively less social desirability pressure to overstate positives and minimize negatives. For topical areas in which our questions of parents and providers overlapped, we could identify similar and different response patterns.

External validity bias is inherent to our case study approach, designed to pilot methods.

Beyond these four types of bias, another limitation of our study was its limited external validity. Results in Lynwood are not necessarily applicable to other LA County neighborhoods. This approach was by design, motivated by the need to pilot-test our methodological approach to measuring supply and demand, following our defined criteria, for learning lessons applicable to future measurement and setting a baseline with which to compare other communities. As a result, we caution against extrapolating results presented in this report outside of Lynwood.

Supply and demand calculations and projections build on incomplete and likely biased data.

There are several limitations to the calculation of supply and demand of afterschool opportunities. First, we collected provider survey data from only 49% of the identified providers in the Lynwood area. While data describing LUSD-based providers was 86% complete, we collected for just two of seven charter schools (29%) and 42% of non-school based providers. Of all the providers from which we collected survey data, we collected enrollment and attendance data from 85%.

So that we could include enrollment and attendance data from as many providers as possible, we imputed missing data for those without such information. We also imputed missing variables for parents who had responded to the survey but not answered questions relevant to our calculations of their demand for afterschool programming. Simple mean imputation based on small samples with high proportions of missingness can result in inaccurate complete data– another source of bias to results. The bias is particularly pronounced in the case of this study, for which the mechanism underlying the missing data is poorly understood, and/or uncorrelated with non-missing characteristics in the sample incorporated into the imputation procedure. This means that our imputation may have distorted our collected data's original properties, underestimated variance between observations, and otherwise biased the statistical properties of the data we used to calculate demand and supply.

Related, LUSD school-based providers are overrepresented among our provider survey respondents. While we both imputed missing data and calculated results

separately for schoolbased and non-school-based providers, the smaller number of non-school providers relative to the total identified means those estimates are less reliable. Our supply calculations thus incorporate, and are erroneous by, differences between our sample and the true population, particularly for the non-LUSD providers.

Second, the calculation of supply and demand is based upon extrapolating from our selfreported survey results to the larger Lynwood community of parents and providers. Thus, the various internal validity biases inherent to self-report data from the surveys and focus groups affect our estimates.

Third, we calculated supply availability based upon providers within a two-mile radius of Lynwood. We know from focus groups and interviews that some students participate in programs outside of this radius. However, simply expanding the radius of potential providers would greatly increase their numbers while decreasing their relevance to Lynwood students.

Supply and demand dynamics are fluid

Finally, we do not consider the dynamics of supply and demand in our calculations or projections. For example, if LUSD-based providers changed their programs to provide more options for sports, that could increase parents' interest in enrolling their children. Relatedly, if a low- or nocost provider opened right next door to LUSD-based providers and included a staff person to escort children from their school to their non-LUSD location right next door, parent demand for the school-based provider might decline.

Parent Demand for Expanded Learning in Lynwood

The primary data sources informing our understanding of parent demand for EL programs in Lynwood are the survey and focus groups. While parent survey data describes frequencies of behaviors and beliefs, focus group data offers context explaining the survey patterns, as well as exemplary quotes illustrating major survey patterns. As applicable, we also reference data collected through our provider survey and focus groups.

The majority of Lynwood parents surveyed enroll their selected child who was randomly selected in the survey in an afterschool program. Among those who enroll, most send their child to a school-based program. On average, children who attend do so about four days a week, with the median child spending 2-3 hours per day in their program. Because the majority of the parent sample enrolls their child in a school-based program at no financial cost to families, many common barriers to EL participation identified in other research studies (e.g., transportation, cost) are less present in Lynwood. Both participating and non-participating parents voiced their belief in the value of afterschool EL in key areas, such as supporting working parents, ensuring student safety during working hours, providing children with regular socialization, providing children with academic and nonacademic forms of enrichment, and potentially enhancing student enthusiasm for learning. While generally satisfied with afterschool programming, both survey and focus group respondents identified areas of improvement, including offering a broader range of activities, improved staffing ratios and staff training, better communication between provider staff and parents, better homework support, and better attention to safety and supervision.

The majority of responding Lynwood parents enroll their child selected for the survey in EL afterschool.

A majority of Lynwood parents (58%) enroll their child(ren) in afterschool programming within Lynwood or the surrounding communities. Participant children on average

attend four days per week (Figure 4.1), though the most common (i.e., modal) attendance pattern is five days a week. On days they attend an EL program, 56% of children spend two or more hours at the program at the program, with only 8% spending one hour or less (Figure 4.2). These levels of participation are higher than those found in a survey of Los Angeles city conducted in 2020 (3.6 participating days per week for five hours total time per week; Afterschool Alliance, 2020b). By both hours per day and days per week, the average participation rates fall below our definition of full-time participation of three hours per day five days per week. These rates suggest most parents do not desire to have their selected children participate full-time.

FIGURE 4.1: DAYS ATTENDING FOR PARTICIPATING STUDENTS.

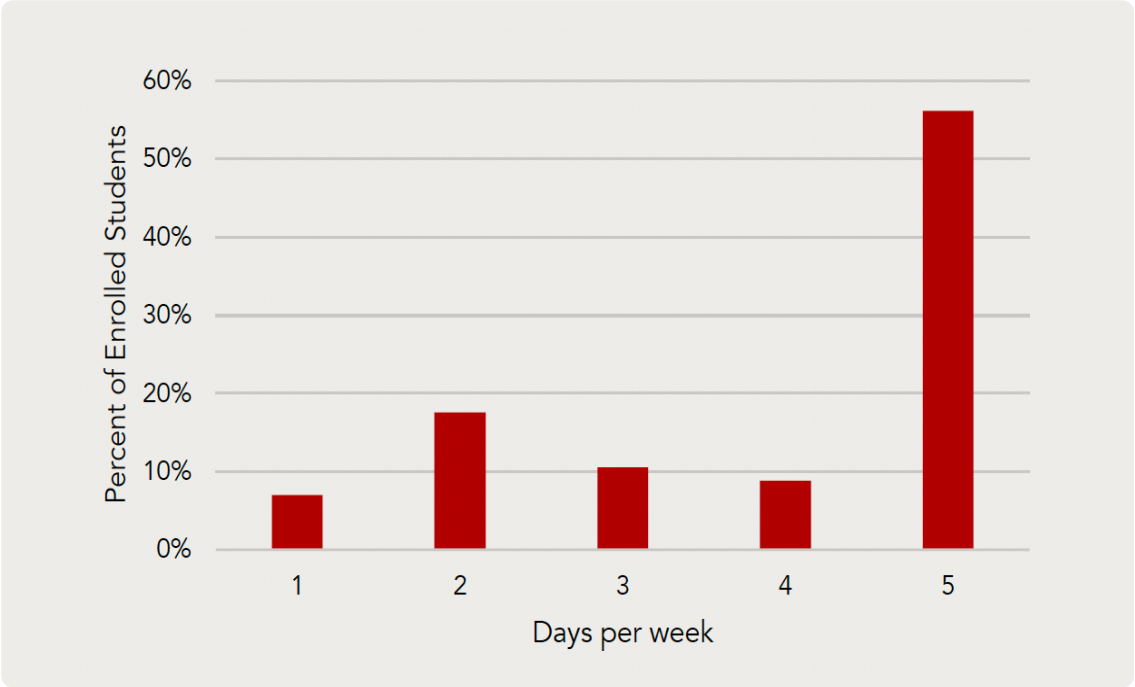
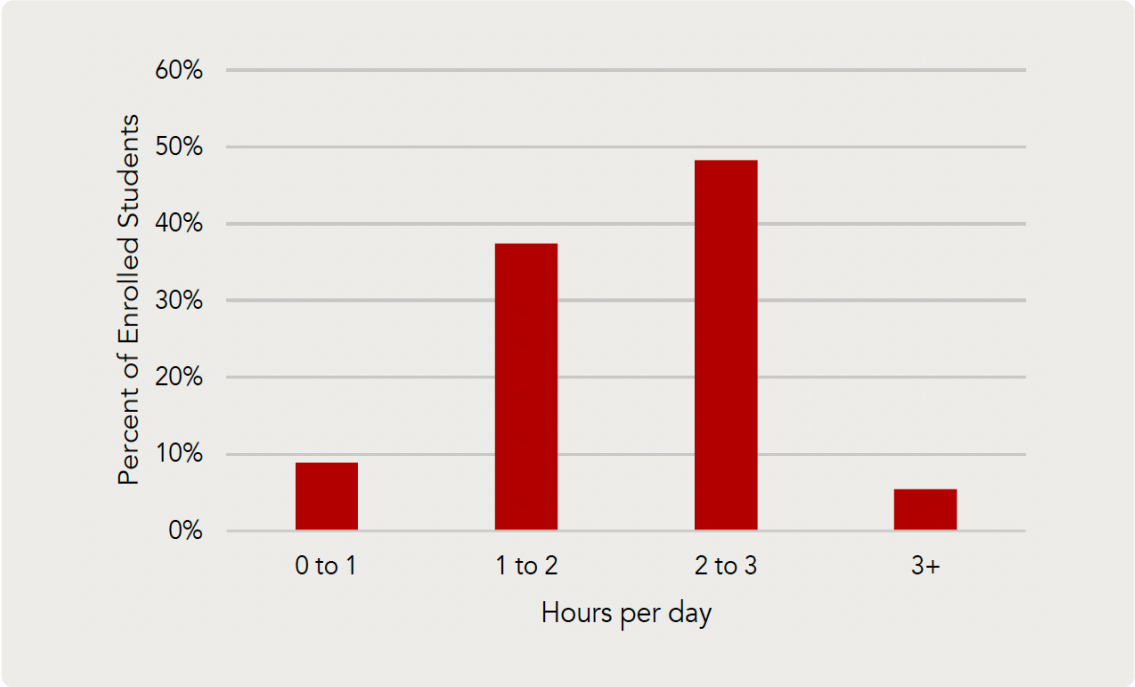


FIGURE 4.2: HOURS ATTENDED PER DAY FOR PARTICIPATING STUDENTS.



Several of the most common logistical barriers to participation in EL afterschool are not prevalent in Lynwood; the most common reason for non-participation is parent preference for the child to be at home in the afternoon.

We asked parents, "Which of the following are reasons for why your child is not in afterschool programs (select all that apply)." Among parents who do not choose to enroll their randomly selected child in afterschool, the most common reasons are parent (44%) and child (23%) preferences not to participate, followed by programs not meeting the child's needs (18%), and worries about bullying and negative influences (16%) (Table 4.1). Very few parents report leaving their child at home alone or having them taking care of siblings. Rather, parents report their child spends time

with them or another adult relative when not in an afterschool program.

TABLE 4.1: PARENT-REPORTED REASONS FOR WHY THEY DO NOT ENROLL THEIR CHILD(REN) IN AFTERSCHOOL.

	ALL	K - 5	6 - 8
Prefer my child remains with me or other adult	44%	43%	46%
Child doesn't want to attend	23%	22%	25%
Program doesn't meet child's needs	18%	20%	11%
Don't want child exposed to negative influences, such as bullying or peer pressure	16%	10%	32%
Child Participates in other afterschool activities instead	10%	13%	4%
Hours of operation don't meet needs	10%	13%	4%
Poor program quality	7%	4%	14%
Transportation is a challenge	7%	4%	14%
Programs in community lack available spaces	5%	7%	0
Can't find programs in my community	4%	6%	0
Programs are too expensive	4%	6%	0
Child can take care of him/herself	1%	0	4%
Food is bad*	1%	1%	0
Staff are rude*	1%	1%	0
Unsafe locations	1%	0	4%
Want program with different (specific) focus*	1%	0	4%
Child needs to take care of other children	0	0	0
inconvenient locations	0	0	0
Count of parents reporting one or more reasons	97	69	28

* Did not appear in original survey item; from "other" write-in responses.

Examining whether any logistical issues (e.g., lack of programs or spaces, cost, hours, inconvenient locations, transportation) are a barrier for non-participants, we find that

only 26% of parents say one or more are. Common barriers identified in other studies of EL, such as transportation (7% of our sample), lack of available spaces (5% of our sample), and cost (4% of our sample), while voiced by a small number of parents, are not individually major drivers of nonparticipation among respondents. While 44% of parents agree with the statement that afterschool programs can be difficult to afford, and 30% of current participants stated they had not signed up for a program at least once due to cost, only 4% of our non-participating sample found this to be a barrier to accessing afterschool programs at all. In fact, 73% of all respondents indicate that they do not desire more afterschool time for their selected child; broken down, this was 69% of participants and 79% of non-participants. The availability of free, school-based programs may explain why these barriers may not be as large in Lynwood as reported in other studies.

In contrast to our sample, considerably greater proportions of parent respondents to a similar survey question administered to City of Los Angeles parents by the Afterschool Alliance in 2020 reported barriers related to transportation (59%), cost (50%), and lack of available programs (47%). Though the Afterschool Alliance's response options were different from our survey (i.e., we instructed parents to choose all that apply while the Afterschool Alliance survey asked parents' agreement with a Likert scale agreement measure), the substance of the comparison of results suggests Lynwood parents experience fewer barriers to enrollment than the LA parent population did in 2020 (Afterschool Alliance, 2020b).

Parents are generally satisfied with their enrolled child(ren)'s afterschool EL experiences and even parents without enrolled children generally appreciate the benefits.

About three-quarters (78%) of Lynwood parents whose randomly selected child is enrolled indicate they are satisfied with their child's afterschool programming; this is consistent across subgroups, including household income (84% <$50K income, 76% >50K income) and child grade level (82% grades K-5, 71% grades 6-8). Notably, only about 4% of parents with an attending child report being dissatisfied with their programs. In Table 4.2, we show responding parents' beliefs about afterschool programs, comparing Lynwood parents to Los Angeles parents surveyed in 2020.

TABLE 4.2: PERCENT AGREEMENT WITH STATEMENTS REGARDING AFTERSCHOOL PROGRAMS, LYNWOOD PARENTS AND LOS ANGELES PARENTS.

	ALL		ATTENDS		DOES NOT ATTEND	
	LYNWOOD	LOS ANGELES	LYNWOOD	LOS ANGELES	LYNWOOD	LOS ANGELES
Information is readily available	60%	73%	68%	68%	48%	75%
It is difficult to find an appropriate afterschool program	39%	48%	43%	51%	33%	48%
Afterschool programs keep kids safe	67%	78%	74%	85%	57%	74%
Afterschool programs provide working parents peace of mind knowing that their children are safe and supervised	76%	83%	81%	79%	69%	85%
Afterschool programs help parents keep their jobs	77%	78%	81%	80%	70%	77%
It is difficult to afford afterschool programs	45%	38%	49%	41%	39%	38%
All young people deserve access to quality afterschool programs	85%	86%	91%	93%	77%	83%
Afterschool programs help parents build connections to their child's school day education	63%	76%	70%	80%	52%	75%
Afterschool programs allow kids to build positive relationships with caring adults	71%	79%	80%	80%	58%	78%

Parents also are generally satisfied with the specific features of local afterschool programming. For instance, 81% of parents with their selected child enrolled in afterschool programs in Lynwood agree these programs help working parents keep their jobs. One parent identified convenient drop-off and pick-up times as a positive feature, explaining, "I'm grateful that they open the gates up before 7:00 (for the

before-school programming). … If I had to wait it would set me back in time." Another echoed the same point about the benefit of alignment between their own work schedule and their child's afterschool program schedule: "And then, getting off work at 4:30, being able to pick her up right after work."

Other measures of parents' strong support for afterschool programs are high approval for their universal access and agreeing with statements about their positive effects. For example, clear majorities of parents—both those with and without their selected child enrolled—believe everyone should have access to afterschool programming (85%) and afterschool programming can give parents peace of mind that their children are safe (76%), though non-attenders agree at lower rates than parents whose child attends programs. We note that while non-attenders in Lynwood are more skeptical about some of the benefits of afterschool than attenders (which is expected), they are also generally more skeptical than non-attenders in neighboring Los Angeles.

In Table 4.3, we look at parents' beliefs about specific benefits for children in afterschool programs. Parents appreciated regular opportunities for their child(ren)'s socialization (81%), with one parent commenting, "I like the part that they get to socialize with a lot of different kids, not only kids in their grade level. So, my daughter, she's a sixth grader and she sometimes gets to help the little ones, and she really likes that." Two other specific features parents appreciate are physical activity (82%) and learning life skills (80%).

Though the responses of parents without an enrolled selected child indicate slightly greater reservations than those with an enrolled child (see Table 4.3), majorities of non-participants' parents still agree with each of these benefits (though, again, at lower rates than their peers in Los Angeles). The biggest difference between parents of enrolled and non-enrolled children is in their beliefs about the ability of afterschool programs to make students more excited about learning, with 81% of participants' parents agreeing compared to 59% of non-participants' parents.

TABLE 4.3: PERCENT AGREEMENT WITH BENEFITS OF EL AFTERSCHOOL PROGRAMS FOR CHILDREN, LYNWOOD PARENTS AND LOS ANGELES PARENTS.

	ALL		ATTENDS		DOES NOT ATTEND	
	LYNWOOD	LOS ANGELES	LYNWOOD	LOS ANGELES	LYNWOOD	LOS ANGELES
Gain interest and skills related to STEM	77%	86%	82%	80%	69%	89%
Receive healthy beverages, snacks, or meals	68%	72%	74%	70%	57%	72%
Have opportunities to be physically active	82%	80%	86%	87%	77%	77%
Becoming more excited about learning and interested in school	72%	83%	81%	80%	59%	84%
Reduced likelihood that youth will use drugs or engage in risky behavior	78%	79%	83%	744%	71%	80%
Provide opportunities to engage with peers and reduce unproductive screen time	81%	81%	88%	90%	72%	77%
Have opportunities to learn life skills, like the ability to communicate and work in teams	80%	77%	86%	77%	72%	76%
Have opportunities to build confidence	81%	80%	86%	87%	73%	77%
Have opportunities to learn responsible decision-making	77%	83%	84%	84%	67%	83%
Build character	79%	NA	85%	NA	71%	NA

Overall, parents voiced strong endorsements of Lynwood afterschool options, and afterschool more generally, even among non-participant parents. Their responses underscore the value of afterschool programs, including ensuring student safety during working hours, providing children with critical forms of socialization as well as academic and nonacademic forms of enrichment, and for potentially enhancing student enthusiasm for learning. On the last point, there is greater support among parents whose selected child participates than those whose does not.

Parents seek from afterschool programming a mix of academic and enrichment activities, homework support, strong communication from providers, and attention to safety and supervision.

While generally satisfied with afterschool programming, subsamples of parents identified areas of improvement, including: 1) access to a greater range of available activities and academic content and support within a given afterschool program; 2) better communication between providers and parents; and 3) better attention to safety and supervision concerns.

In response to a survey question asking, "What afterschool activities do you wish you had access to that you don't have access to, if any," Lynwood parents' responses highlighted their desire for well-rounded programs including both core content areas and non-academic activities. With more than 50% of children attending programs with a general or academic focus, parents express the greatest unmet need for activities within the areas of STEM (Science, Technology, Engineering and Mathematics), athletics, fine arts, and academics. High proportions of parents (~75%) agree that afterschool programs can benefit students by building their interest in STEM.

TABLE 4.4: PROPORTIONS OF PARENTS WISHING THEIR CHILD HAD ACCESS ACTIVITIES THAT THEY DO NOT CURRENTLY, BY GRADE BAND, FAMILY INCOME, AND WHETHER THE CHILD ATTENDS EL AFTERSCHOOL

TOPIC	ALL	K - 5	6 - 8	< $50K	> $50K	ATTENDS	DOES NOT ATTEND
STEM	41%	46%	32%	43%	46%	43%	41%
Athletics	39%	43%	30%	42%	35%	33%	46%
Fine arts	33%	35%	30%	30%	43%	37%	31%
Academics	33%	37%	25%	35%	30%	29%	40%
Mentoring	22%	24%	17%	26%	18%	22%	22%
General	17%	16%	17%	19%	10%	17%	17%
Social time	16%	20%	7%	22%	9%	19%	12%
Life skills*	1%	1%	1%	2%	0%	1%	2%
Language*	0.5%	0.5%	0%	0%	1%	1%	0%
Swimming*	0.5%	0.5%	0%	0%	0%	0%	0.5%
None	20%	18%	25%	24%	18%	24%	14%

*Did not appear in original survey; from "other" write-in responses

In addition to STEM, focus group parents identified other types of content they wish their children had access to as part of their afterschool programs including English Language Learning supports as well as arts and music programming. Two parents emphasized the value of music education, stating, "I wish they could learn to play an instrument, any kind of instrument," and "My child loves music, and I know I have to pull money out of my pocket to give them private lessons for a violin. I would love that after school." Another commented, "Maybe like a folklore or dancing, something like that." These combined findings point to parents' desires for wellrounded afterschool programming, including core content areas such as STEM and arts enrichment activities. They also highlight the issue that some specialty athletics and arts programs charge fees—as discussed further in the section on provider supply below.

Focus-group participants, including parents of both enrolled and non-enrolled children, also identified communication as a concern, with parents seeking detailed information about the activities in which their children engage, both planned and executed. One parent suggested stronger communication systems such as a "weekly parent log" showing which activities children showed the most interest in. This parent elaborated that it would be helpful to know "if they were really good (at an activity) or they really wanted it," rather than the current status-quo level of communication with parents which was more along the lines of, "Okay, thanks. Bye, see you tomorrow."

Some focus group parents also requested more, and better, homework help—especially in subjects where they felt they lacked expertise to assist children at home. As one parent explained, "Maybe focus a little longer in the academics, and if there's a struggle, maybe additional tutoring. … I love the fun stuff, but … then she still has homework left over and it feels like the day is longer for her."

For a minority of parents, safety concerns were an issue. About a sixth of non-participating respondents (16%) identified negative influences/bullying as a reason for not enrolling their child. Reflecting this concern, one parent stated, "For one, it's the age. Right now, they said they have one (staff person overseeing children) for lower… I have a 5-year-old, so for him. So, some of them feel like it's a high risk. They put them all together, and it's close to homeless people. … We need more security in those parks." Two program providers in the focus groups also noted the importance of student safety and a desire for student security.

Finally, parents in focus groups described staff as lacking the necessary training to respond to their children's needs, including effectively managing their behavior. Articulating this concern, one parent commented, "I feel like the coordinators, supervisors, need to be definitely trained. I don't want to just (feel) like, 'Oh, they're babysitting my kid for three hours.' I mean, I can have somebody else do that. I want someone that's going to be trained and can help my kid in anything that they need help with from their school."

Demand summary

Most parents participating in our study data-collection activities enroll their children in local afterschool programs and voice satisfaction with available options, without notable barriers to participation. Though parents gave suggestions for improvement, those suggestions do not override the main takeaway that Lynwood providers are, on the whole, meeting parent demands for afterschool programming. Those parents choosing not to enroll their selected child in afterschool generally make that decision due to their preferences about how their child spends their afternoons—not because of insurmountable challenges, or lack of convenient and affordable options. Areas in which half or less of our sample of parents seek program improvements include additional STEM programming (though STEM is available as part of LUSD's Code Campus program, described in the next section), homework support, athletics, and the arts. Some parents also seek improved communication with providers. One in six parents of non-participating children voiced concerns about child safety and behavior.

Expanded Learning Supply Available to Lynwood Families

As was the case for our research of parent demand for EL afterschool programs in Lynwood, the primary data sources informing our understanding of provider supply for EL programs in Lynwood included a survey and provider focus groups. As applicable, we reference data collected through our parent survey and focus groups. Given the fundamental differences between programs located at, and managed by, the schools they serve (i.e., school-based) and those delivered by non-school providers, in this section we separately describe key features, current capacity and limits to growth, and family access to each type.

We found that school-based programs provide substantial convenience to parents in terms of location (the school the enrolled child attends), timing (the primary programs offered in schools generally run from about 3-6 p.m.), and cost (free to parents). However, school-based programs' ability to expand could be limited by programs approaching their maximum enrollments. Even if more parents wanted to enroll their child(ren) in school-based providers' programs, they would only be able to if these providers could expand their supply to meet parent demand.

Outside of schools, the landscape is decentralized, diverse, and complex. Numerous providers of different sizes and foci could fill some of the gaps noted by parents. However, these programs may charge fees, have shorter durations than school-based programs (both in terms of hours offered per day and days offered per week), and can be difficult for children to attend unless driven by an adult. Further, as with school-based providers, funding, space, and staffing constraints create challenges for some popular non-school based providers' ability to expand.

Lynwood's EL providers represent a diversity of programs and organizations.

Lynwood's afterschool options are diverse, complicated, and—excepting school-based providers—lack central governing authority. Even for Lynwood, a small city of about five

square miles, we found 82 different providers of afterschool programming meeting our eligibility criteria and located within just two miles driving from the city's borders.

Within this broad set of providers, parents have access to a wide array of offerings in terms of program focus and intensity, ranging from once-a-week Latin dance classes to sports programs held every weekday afternoon. Individual providers generally host multiple programs: separate classes for kids of different ages or ability, leagues for different sports, etc. The median number of programs hosted by surveyed providers is four, with a wide variance ranging from one to 11 (see Appendix E Table E.1).

Beyond program type offered, providers differ by organization type such as school-based contracted providers, "home-grown" school-based programs, city-funded community centers, community-based organizations, private companies, and private individuals. In this report, we group the above into three categories:

- School-based programs include both school-contracted programs and school-run programs. In either case, the district (or charter school) is ultimately responsible for the program offered and the programs are primarily available to students at the relevant school.

- Outside nonprofit/other public includes both community-based 501(c)(3)s that operate outside of school or district control and city-funded community centers.

- Private includes private businesses and individuals offering EL experiences.

Table 5.1 shows the distribution of provider focus areas available within a two-mile radius to Lynwood students as well as breaking them out by the category of provider. The counts in this table ignore logistical considerations that may limit actual access and the variety of organizations offering services.

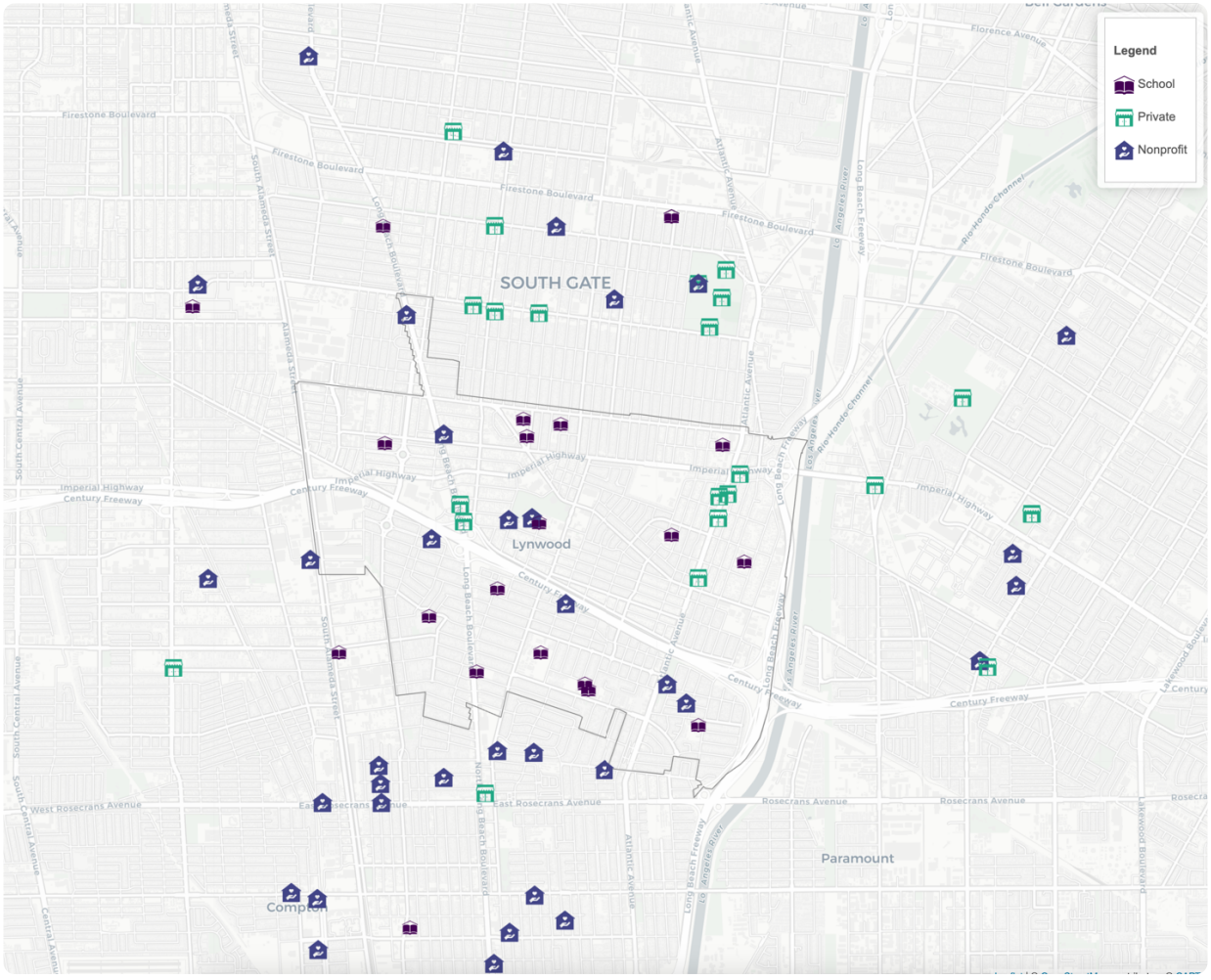
TABLE 5.1: PROVIDERS BY TYPE OF ORGANIZATION AND FOCUS AREAS.

PROVIDER	NUMBER
Total Identified	82
Focus Area	
General / Multiple Focus Areas	40
Sports	31
Fine Arts	6
STEM	5
Academic	1
Type of Organization	
School-based (including charters)	22
Outside nonprofit / other public (e.g., city)	37
Private	23

Other categories of variation include costs to parents and levels of convenience, both of which we describe in detail below, separately for school-based and then non-school-based providers.

Figure 5.1 maps the locations of providers by type. The map shows that school-based providers are distributed across the city, with clusters of private providers on some of Lynwood's main commercial streets. Most of the outside nonprofits identified are not located in Lynwood proper, implying the necessity of transporting children to their locations.

FIGURE 5.1: LOCATION OF PROVIDERS SERVING LYNWOOD AREA BY TYPE.



School vs. non-school based EL providers differ in their pros and cons for parents.

School-based providers remove many common challenges for parents and students, including those related to parent knowledge about programs, cost, and transportation. Most schools advertise their programs to parents and make it easy to sign up, meaning that parent knowledge is not a major barrier to finding a program; otherwise, parents may not know where to look for outside programs, or how to enroll their child(ren). At least in California, schools have access to state and federal monies that can make these programs no or low cost to parents, while external providers, even nonprofit organizations,

must cover expenses in other ways—either through fees, philanthropy, or both. Finally, school-based programs are logistically convenient for parents, as they do not need to pick up and transport their child(ren) to a new location in the middle of the day.

On the other hand, school-based programs can have downsides. The school system, not individual parents, determines which activities and content to offer, which provider to offer those activities and content, and the time duration of offerings. Offered programs may or may not meet a child(ren)'s interests or needs, and parents have limited avenues through which to shape programs their child(ren) can access. While walking from their classroom to the EL program location within their own school certainly is easy for students, required pick-up times also may not be convenient for parents or their child(ren).

In contrast, while non-school based providers can pose barriers of transportation and cost to parents, they offer a greater choice in program offerings—thus, greater ability to meet children's unique interests and needs—as well as greater timing flexibility.

Due to these major differences, particularly because the relationship between demand and supply can differ greatly when parents do and do not experience major barriers to access, we examine each provider type separately in terms of characteristics and offerings, enrollment capacity, and the ease with which parents can access their programs.

LUSD afterschool EL programming is largely delivered through Think Together.

LUSD schools contracts the provision of its primary school-based afterschool program to Think Together, a 501(c)(3) nonprofit organization. Originally founded in 1994, Think Together contracts with school districts to provide expanded learning opportunities and extend the school day. It currently provides expanded learning programs to more than 500 schools throughout California, with 976 staff serving districts and schools in LA County alone.

Think Together provides general afterschool programming across all 12 LUSD elementary and two middle schools. While exact times vary, these general programs

typically begin around 3 p.m. (depending on the school day) and run until around 6 p.m. While the LUSD school district administration centrally contracts and manages Think Together, each LUSD school offers its own onsite Think Together program. Site-based program managers oversee each school-based Think Together site, managing additional Think Together staff. Each Think Together site follows a similar format and approach, although some program's start and stop times differ, and specialized offerings (discussed below) may be scheduled on different days across schools. Typical activities programmed by Think Together include time for children to do homework with help from Think Together staff, physical activities and sports, and other enrichment activities such as visual and performing arts. Schools offer programming in various places, typically the cafeteria, library, and in classrooms.

LUSD also contracts with three additional external organizations to offer specialized programs that supplement and run concurrently with Think Together. These include the BAM! arts program; iAttend, with a focus on developing social-emotional learning skills; and the STEM program Code Campus. At the time of our surveys, the district also was contracted with Elevo, a provider of sports programs; however, that contract has since expired. Think Together staff help coordinate and promote these supplemental classes, which are also free of charge to parents. Outside of Code Campus's daily operation, the other programs are not offered every day at each school. Instead, program staff circulate among schools. On the days supplementary programs are offered, their duration is shorter than the full Think Together program. Children participating in these supplementary programs already are enrolled in Think Together, but take these classes instead of participating in the general program activities during that time.

LUSD offers these supplementary programs with the goal of increasing the reach of Lynwood's expanded learning offerings. If there is room, even students not participating in Think Together can sign up and participate for just that part of the afternoon. However, site program managers note that this does not happen regularly, suggesting there is room to improve outreach and understanding about Lynwood's supplementary offerings.

The introduction of these additional supplementary programs has caused some brand confusion amongst parents. As a result, LUSD is moving to describe all of their EL programming using the umbrella term "LevelUP Lynwood." If LUSD can overcome this parental confusion—through use of this umbrella term and/or other forms of improved communication with parents about supplementary offerings—it may lead to addressing, or at least attenuating, parents' wishes for more STEM, sports, and arts programming.

Finally, the Movement Enrichment Program (TMEP) offers LUSD schools social-emotional learning (SEL) programs, in-class support, mentorship and individual student support, and event and field-trip support. Many of TMEP's offerings take place during the school day. However, it also currently offers afterschool support in two elementary schools and both middle schools, providing students with tutoring and homework assistance designed to improve academic performance.

Charter schools surveyed primarily design and deliver their own programming.

Charter schools also offer general afterschool programming. Among the two charter schools surveyed, KIPP Corazon Academy provides students with afterschool academic assistance, literacy support, and various enrichment opportunities. Bridges Preparatory Academy provides an afterschool program offering activities and resources focused on academics, including homework help and STEM classes.

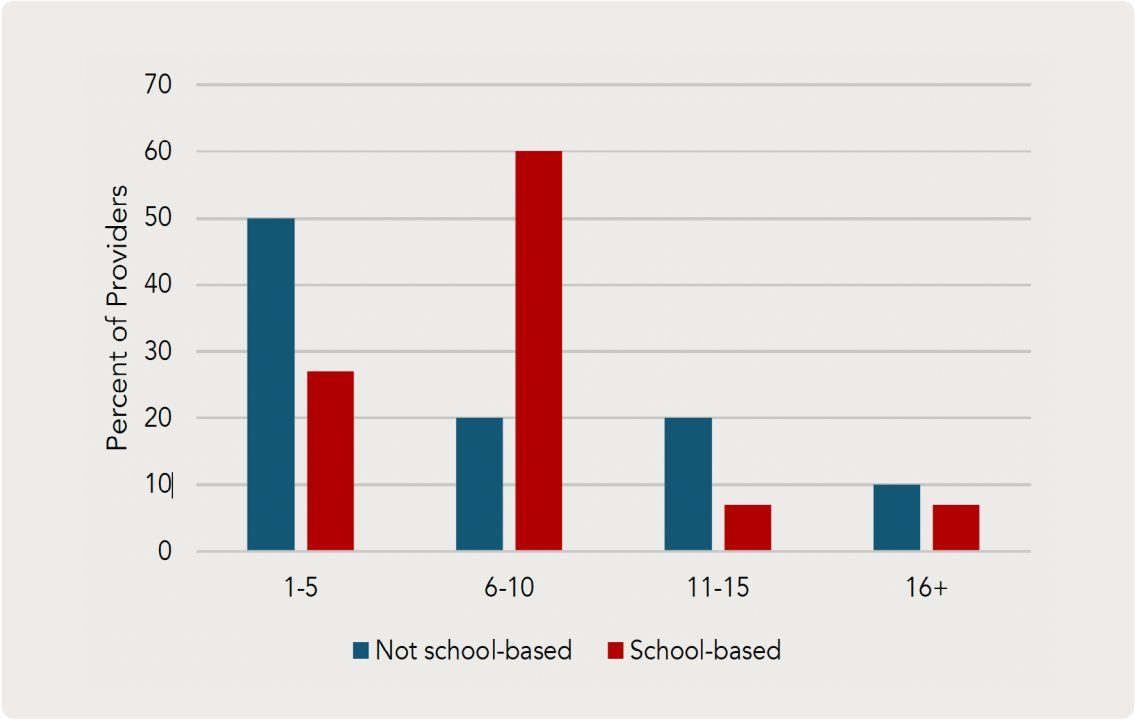
A notable difference with LUSD programming is that both charters primarily operate their own core programs. While operating in-house without external contractors allows for a tighter integration with schools' academic program and philosophy, it also increases demands on school leadership to staff, manage, and design programs.

Not all the programming is home grown, however. Bridges Preparatory Academy also offers the externally provided Arc Science Explorers program, which provides hands-on science experiments and activities for children. This program is free to participants.

Non-school based providers differ from school-based by organization type and staff size, athletic program focus, costs to parents, schedules, and children's home city.

Providers operating outside of schools are quite different from school-based providers. First, the out-of-school provider organizations themselves range from community centers offering general afterschool programs and community-based sports programs, to performing arts and dance academies, to private martial arts studios. Many of these community providers are small, with lower staff counts than school-based programs. However, others, particularly community sports programs, can be quite large and have (by far) the most adults involved relative to other providers, driven by the need for team coaches, referees, and so forth. Figure 5.2 shows the distribution of staff sizes relative to school-based programs.

FIGURE 5.2: STAFF SIZES BY WHETHER PROVIDERS ARE SCHOOL-BASED.



Second, because non-school-based providers do not need to serve all children who enroll five days per week, they can focus more on a single content area than schools. As such, 70% of identified non-school-based providers in the Lynwood area are focused on one area, with sports being particularly prominent.

TABLE 5.2: NON-SCHOOL PROVIDERS BY FOCUS AREA.

PROVIDER FOCUS AREA	NUMBER
Sports	31
General	17
Fine Arts	6
STEM	5
Academic	1
Total	**60**

Third, outside providers, including 90% of our survey subsample, commonly charge fees to parents, while school-based programs are typically free. The fees can be substantial, with the median fee for both sports and arts around $450 per semester (defined as 4 months or one sports season). However, fees range widely, from (typically larger) programs that do not charge to $1,000 per semester. On one side of the spectrum, team sports in leagues supported by the city of Lynwood charge parents substantially lower fees; for instance, the Dodgers Dream Team costs only $15. Similarly, core afterschool programs at the Lynwood Community Centers are free to parents (though some classes do have add-on costs). Meanwhile, small, highly specialized programs, such as advanced dance or martial arts, can be far more expensive. As discussed below, the level of fees to parents depends heavily on the availability of other sources of funding.

TABLE 5.3: NON-SCHOOL PROGRAM FEES BY FOCUS AREA

PROVIDER FOCUS AREA	FREE PROGRAMS	PROGRAMS WITH FEES	MINIMUM FEE PER SEMESTER	MEDIAN FEE PER SEMESTER	MAXIMUM FEE PER SEMESTER
General	3	0	NA	NA	NA
Sports	0	50	$15	$450	$700
Arts	3	29	$125	$460	$1,000
STEM	2	0	NA	NA	NA
Other	0	2	$480	$480	$480

Another difference is that most external programs do not meet five days a week, unlike school providers (excepting community center afterschool programs). Sports programs tend to meet 3 days per week, while arts programs (often classes) primarily meet once a week. On average, outside programs tend to start later in the afternoon than school-based programs (5:20 p.m. vs. 3:10 p.m.) and have a shorter duration (1.5 hours vs. 2.2 hours). This timing gives children the opportunity to participate in both school-based and outside programs.

TABLE 5.4: NUMBER OF DAYS NON-SCHOOL-BASED PROGRAMS MEET BY PROGRAM FOCUS.

# OF M-F DAYS	GENERAL	SPORTS	STEM	ARTS	OTHER
1	0	12	50	81	0
2	0	14	0	14	100
3	0	40	0	0	0
4	0	21	50	0	0
5	100	14	0	5	0
# of programs	3	43	2	21	1

A fifth dissimilarity between school-based and other providers is the populations served. Schoolbased programs serve children attending the relevant schools—most of whom live in Lynwood— while other providers draw from a wider population and are not focused on participants' home city. Staying within the two-mile radius used to define our provider population, most external providers (41 out of 60) are located outside of Lynwood. Non-school-based providers, whether located within or outside Lynwood's geographic boundaries, typically enroll children from several Southeast Los Angeles cities/neighborhoods. On the provider survey, we asked respondents to estimate the proportion of their enrolled children living in Lynwood. Though not all could even venture a guess (highlighting the lack of focus on city boundaries amongst many in this group), among the 13 providers who did approximate the composition of their enrolled children by their home city, proportions of Lynwood students ranged from 20-80%. Those whose enrollment includes more than 80% of Lynwood children are the Lynwood community centers and associated sports leagues along with two martial arts studios physically located within the city.

TABLE 5.5: PROVIDER ESTIMATES OF PERCENT OF THEIR STUDENTS FROM LYNWOOD (N=13).

% OF PARTICIPANTS FROM LYNWOOD	NUMBER OF PROVIDERS
0 - 19%	2
20 - 39%	4
40 - 59%	2
60 - 79%	0
80% - 100%	5

Attendance rates are the highest in schools and arts programs.

Thus far in the report, we have focused on children's enrollment in programs, without attention to the frequency of attendance. However, attendance warrants attention in this report for several reasons. First, high attendance serves as mechanism through which positive benefits accrue to children from EL programs (see, for example, work stemming from Augustine, et al, 2016). Benefits do not accrue when children do not attend. Second, attendance reflects satisfaction with, and the importance of, a program to enrolled families. Third, in enrolled programs at capacity, students who do not regularly attend effectively close out slots for other students who would like to participate. For this reason, several school-based programs in our provider survey sample (n=3) enrolled more students than their theoretical maximum capacity under the assumption that some children would be absent each day.

Finally, to understand how many children typically receive afterschool programming (the numerator in the service ratio described in the methodology section), as distinguished from how many enroll, we need to adjust enrollments down to actual attendance.

All school-based general programs expect enrollees to attend daily, as do most non-school programs (87% of those surveyed). For some of the specialized school-based subprograms (e.g., focused on social-emotional learning and art), students may attend on a drop-in basis at no cost to their parents. The highest attendance rates belong to school-based programs and arts programs among non-school-based programs (Table 5.6).

TABLE 5.6: ATTENDANCE RATES BY TYPE OF PROVIDER.

PROGRAM TYPE	NUMBER OF PROGRAMS W/ ENROLLMENT DATA	AVERAGE ATTENDANCE RATE
All	73	82%
School-based	19	82%
Outside, Arts,	14	85%
Outside, Other	2	86%
Outside, Sports	33	82%
Outside Provider	54	82%
Outside, STEM	2	76%
Outside, General Program	3	68%

A goal of this project is to understand how to streamline or simplify the collection of program participation data. Therefore, we asked respondents whether they collect attendance electronically. All school-based providers keep electronic attendance records, as do 53% of nonschool providers. Though we did not formally collect data describing attendance formatting, providers may welcome recommendations for common formatting conventions, if there were a benefit to them for following the guidance (e.g., state policy reporting requirements).

Existing capacity and challenges for growth

As noted in the methodology section, we define EL capacity as the number of "full-time" slots in EL programs available to students who live in a certain area (e.g., Lynwood) at a certain grade level (K-8), regardless of whether all slots are filled. Thus, capacity can be thought of as current Lynwood student enrollments plus unused spaces that could be available for Lynwood children. Capacity can change over time. Providers can open new programs, expand the space they are in, or, conversely, shutter programs or disappear entirely. For this project, we are testing how and the extent to which it is possible to measure EL capacity consistently within and across geographic areas–here for Lynwood, then, potentially, in other LA County communities.

In this section, we describe the characteristics of Lynwood EL capacity from the individual provider point of view: how many children they currently serve, how many they could serve, their potential ability to grow, and barriers to that growth. In the following section, we will bring together these measures of provider capacity with measures of parent demand to understand whether there is sufficient capacity in the Lynwood area to meet parents' wishes and where the gaps are.

Enrollment in school-based programs is nearing capacity.

Previewing the next section, school-based programs provide more than half of Lynwood's expanded learning afterschool capacity in our estimate; however, their ability to grow enrollment is currently limited.

Among school-based programs, 93% of our surveyed sample are fully staffed for their current enrollment. Overall, though, primary school-based programs (e.g., Think Together) are at almost 90% capacity, and several school programs have wait lists (including at least one program at four of 14 LUSD schools and one charter school's EL program).

Even without wait lists, however, some school-based providers voiced limitations to expanding their programs. In response to our provider survey question asking school respondents, "For any of your programs that are at capacity, what keeps you from expanding to serve more students?," three of the 12 LUSD-based respondents said they did not have any programs at capacity while six mentioned space limitations. Three LUSD schools (25%) said that they do not have the money to hire additional staff, and such funding challenges were confirmed by two participants in the focus group. One LUSD school pointed to the challenge of recruiting and training staff. The responding charter schools said challenges to expansion were funding as well as hiring and retaining staff.

Funding is critical to a school's ability to offer additional EL slots, including through hiring staff, should the demand exist. Local Education Agencies in California receive substantial governmental funding for expanded learning programs from three primary sources: the 21st Century Community Learning Centers program (CCLC), the After School Education and Safety Program (ASES), and the Expanded Learning

Opportunities Program (ELO-P). Supporting EL beyond just afterschool programs (e.g., including before-school programs, intersession programs, and summer school), LUSD's EL was slated to receive $17.8 million from across the three programs in 2023-24. The current budget for afterschool programs specifically in Lynwood, divided amongst the district's 14 elementary and middle schools, varying by size of school and supplemental program offerings, is about $7.1 million—representing almost $1000 annually for each student enrolled in LUSD's TK-8 schools. This amount is about 4% of the $22,902 LUSD spent per pupil in 2023-24 (CA School Fiscal Services Division, 2025). However, as the number of students participating in LUSD's afterschool program is substantially lower than the district's overall enrollment, this comes out to over $3,000 per student served.

Most non-school providers have capacity for additional enrollment, excepting some community sports programs.

Though a larger percentage of non-school providers (28%) reported having open staff positions than did schools (7%), most do not (72%). Elaborating upon this challenge the minority face, in our focus groups, one participant noted finding and training staff, particularly part-time staff, can be difficult: "You get hired, you get thrown into the fire, and, hopefully, you have a good supervisor that helps you figure things out. And so, that affects the quality of the program a lot. There's high turnover rate with part-time staff. Once you get into full-time levels, they're established, and it's easier to set them off to regular trainings."

Despite the staffing challenge for some, most non-school survey respondents shared they were not at enrollment capacity (14 out of 25). However, the two largest community sports programs, Dodgers Dream Team and Lynwood Youth Basketball, have capacity barriers (lack of space/playing fields), and both regularly fill their programs and keep waitlists. Limited capacity among non-school based sports providers perhaps explains in part the large number of parents looking for additional sports opportunities for their children in the parent survey.

Three non-school providers noted that funding limitations were preventing them from hiring additional staff to expand. Non-school-based providers face a very different funding environment than schools. Some (e.g., community centers) receive public funding from the cities they are contained within—allowing them to keep fees low—

while others must rely on philanthropy and parent fees to fund their offerings available. Private organizations typically rely on fees only. Even for those receiving city funds, funding can be volatile. As the executive director of an arts provider in a neighboring city explained, "We very quickly realized that this space cannot survive without funding as, I hate to say it, but as politics have gotten much more polarized, the arts have been siphoned into this more progressive thought to the point that we've been fully cut off of funding from the city as of 2024, and we are no longer funded."

School-based EL afterschool programs are considerably more convenient for parents compared to non-school-based.

Potential key barriers to parents' access to afterschool programs include knowledge of programs, enrollment policies (e.g., open or with priority limitations), fees, and transportation. School-based providers' access to school-based communication avenues, lack of fees for parents, and locations within schools—and the lack of these features for many non-school-based providers—may make the former considerably more accessible and convenient to parents.

Outreach to parents is easier for school-based providers compared to non-school-based.

Parents cannot enroll their child(ren) in a program if they do not know about it. To counter this potential challenge to enrollment, LUSD school-based providers noted in focus groups and surveys the variety of means of outreach they use to share with parents the availability of EL afterschool programs and opportunities within them, including online promotions through Parent Square (the district's parent messaging portal) and websites, flyers, and word of mouth.

Our charter respondents also used such methods to recruit, as well as additionally reaching out to teachers to see what students might specifically benefit, sending out enrollment forms to families, and reaching out to parents by phone to encourage enrollment.

Informing/connecting with parents may be more challenging for community-based providers. While many use the same types of online marketing that schools

do, community-based providers simply do not have the same kind of access to parents that schools do. For instance, they do not have access to the school district's Parent Square. As a result, they may have to rely more on offline recruiting outside of schools. An executive director noted, "We table at community events. We have all kinds of public events where people come in, they join our newsletter, and we do have a lot of families from (local cities)," while an associate director highlighted the importance of word-of-mouth: "We have a lot of families that are sharing amongst each other, parents are sharing with their friends. Or it'll be cousin inviting cousins. So, word of mouth initially."

Knowledge of a program is necessary, but not necessarily sufficient, to attract parents. During one of our focus groups of providers, several school-based site managers mentioned that enrollment was low in the early grades (e.g., TK, K) and speculated this might be the result of needing to build trust with families new to LUSD. One site manager noted the importance of a personal touch: "Even if it's during the morning time, or even during after school, during that time period, just to be outside and just be like, 'Hey, (these are) the things that we provide here.' I know I tried that, and I have seen results where students have come to program, or even for a one-day event, just so they could see how program works. But I would say, overall, it's still going to be that barrier of trust."

Both school and non-school-based programs generally are open to all students.

According to the school-based providers surveyed, all programs are open to all students. In response to survey questions, asking whether program enrollment policies prioritized students based on potential needs (e.g., whether the student has special needs, is an English learner, etc.), just two provider respondents stated a priority for special-needs students. Though we did not ask providers about prioritization not based on student-need categories, in our parent survey, one parent mentioned that her child's school for prioritized enrolling siblings of existing participants and younger students (TK-K) in the afterschool program.

As in schools, most respondent programs outside schools do not prioritize based on student need and are open to all comers—though we found eight surveyed programs (mainly for art) that did prioritize students with disabilities.

Fees for participation are a major difference between school and non-school based providers.

All the school-based providers responding to the survey offer their programs to parents free of charge. As noted in the capacity discussion, schools have access to relatively generous state funding that allows them to provide substantial afterschool programs without charge.

With external providers, as Table 5.3 above shows, the situation is different. Most programs have a charge, particularly sports and arts programs. Of programs charging fees, 89% charge a flat fee (i.e., no sliding scale based on parents' ability to pay).

The average fee across charging programs that responded is $402 per semester. Fees range widely for students, from $15 for baseball up to almost $1,000 per semester for an advanced dance program. Fees at the high end of the scale generally are for specialized classes and training (e.g., dance and martial arts), and are much smaller programs. Community-based sports leagues (e.g., Dodgers Dream Team Program, Lynwood Youth Basketball) charge relatively nominal fees as part of their mission to provide low-cost programs to the community.

Obviously, high costs can make a critical difference in who can and cannot participate in these programs. Among responding parents, 91% paid no fees for their selected child's afterschool programs, while 29% reported not having signed up their child for a program due to cost.

School-based providers solve logistical challenges for parents.

As school-based programs are held on the same campus as a child's schooling, nearly all students arrive at the programs at the end of classes. This eliminates the need for any midworkday transportation, removing one barrier national research suggests is significant for parents.

Students generally need transportation to programs located outside of school campuses. As reported by non-school providers, 86% of children enrolled arrive by car. Perhaps as a result, non-school programs (particularly for sports and arts) tend to begin and end later on average (5:20-6:50 p.m.) than school programs (3:10-5:20

p.m.). The later programming times may ease transportation challenges for parents, and/or allow for students to participate in both a general afterschool program and participate in an enrichment program afterward.

An exception to this general rule is the Henning Youth Center, which is across the street from Cesar Chavez Middle School. At this location, 90% of students arrive by foot or bike.

Supply Summary

Among the 40 EL afterschool providers surveyed, school-based programs are the most convenient options for parents, with the fewest barriers to access. Our results speaking to parent demand show logistical barriers to access were not a major driver in non-participation– suggesting that most who want to send their children to EL programs can do so. That said, if demand increased substantially for school-based EL programs, the need could not be met immediately because enrollment is approaching capacity and providers at school sites say expansion cannot happen until potential barriers are overcome.

Parents could enroll their children in a rich variety of non-school expanded learning programs, with more available enrollment slots–but only if they can find the programs, provide the necessary transportation, and pay required enrollment fees. We turn now to whether such availability is sufficient to meet parents' wishes, even if these challenges are overcome.

Comparing Supply of and Demand For EL Programs in Lynwood

Drawing from data collected through our two surveys, in this section we share the results of estimating the amount and availability of EL enrollment slots relative to demand.

Among parents whose child already participates in afterschool, there is a desire to increase their child's participation by an average of about two hours per week. Although most parents whose selected child did not participate indicated they did not want to enroll their child, among the minority who would, they would enroll their child(ren) for an average of five hours per week. If we assume that parent demand as expressed in our survey is representative of demand among all Lynwood parents, and we use the census to estimate the total number of children in kindergarten through eighth grade living in Lynwood (n=9,316), then our estimated additional demand across both groups is for an additional 997 FTE slots, representing a 28% increase over children's current afterschool program enrollment. Lynwood's total need is for 4,544 full-time equivalent slots, or 0.49 FTE per child. A number of assumptions must be true for these estimates to be valid, as we discussed in the Research Limitations section.

On the supply side, we estimate there are over 750 FTE spaces available, with most available spaces not located on school sites. Further, for some, their respective topical foci do not match parents' stated interests in STEM, arts, and academics. So, while capacity exists in the area, providers may not be providing the right program in the right place at the right time.

We begin with demand.

Surveyed parents express interest in 25-30% more EL than they currently receive.

As discussed in Section 2, we examined two measures of demand. Maximal demand assumes every child would participate in full-time afterschool programs for five days a week, three hours per day. With this metric, every K-8 child living in Lynwood equals one FTE of demand.

However, most families in Lynwood do not desire a full FTE of participation for their child(ren). In contrast to maximal demand, stated demand represents parents' expressed afterschool needs. Stated demand will almost always be lower than maximal demand because: 1) some parents do not want their children to attend afterschool at all; and 2) many parents may not want or need their children to participate full time.

To derive stated demand, we used results from parent survey questions asking, "Do you want your child to spend more time in an afterschool program than they currently do? If yes, how many more days per week? How many more hours per day?" We calculated the current number of hours per week of afterschool programming parents reported their randomly selected child was already enrolled in then added the additional number of hours per week parents would enroll their selected child if they could.

Table 6.1 describes current usage, stated demand, and maximal demand per child by group. Looking at current usage, we see that current participants' children spend about 10 hours per week (0.65 FTE) in afterschool programs. The highest usage of current afterschool programming is among households with an income of $50,000-$150,000. Survey data indicates fewer parents in this income bracket, relative to parents with less than $50,000 in annual income, believe programs are hard to find (34% versus 42%) and more have access to information (66% versus 58%) about afterschool programs. Greater proportions of parents in the $50,000-$150,000 income range (86%) see afterschool programs as benefiting students' learning life skills than lower-income parents (74%), which may explain increased participation. Notably, both income groups answer identically to questions asking about the affordability of programs, and few of either group responding to our survey currently pay fees to enroll their child in afterschool programs.

Turning to stated demand, or the increased amount of afterschool time that parents desire, we see parents of participating children want to increase their child's time spent in afterschool by about two hours per week. However, only 21% of survey respondents whose children are nonparticipants want their children to attend afterschool at all. We estimate that non-participants who would like their children to participate would use about 5.5 hours per week. The average stated demand across all non-participants (including the 79% who are not looking for afterschool programs) is for 0.08 FTE, or 72 minutes per week.

As expected, the overall stated FTE demand per child is lower than one (0.49). On average, parents want about 100 minutes (0.11 FTE) more time in expanded learning for their children each week than they currently receive.

TABLE 6.1: FULL TIME EQUIVALENT DEMAND FOR AFTERSCHOOL PROGRAMMING BY DEMOGRAPHIC GROUP AS REPORTED BY PARENT SURVEY RESPONDENTS.

	FTE DEMAND MEASURE			
SUBGROUP MEMBERSHIP	FTE: CURRENT USAGE	FTE: STATED DEMAND	FTE: MAXIMAL DEMAND	ADDITIONAL FTE DESIRED
All	0.38	0.49	1.00	0.11
Non-participant	0.00	0.08	1.00	0.08
Participant	0.65	0.78	1.00	0.13
Self-reported household income level				
Under $25k	0.38	0.48	1.00	0.10
$25k-50k	0.35	0.47	1.00	0.12
$50k-$75k	0.47	0.59	1.00	0.12
$75k-150k	0.48	0.56	1.00	0.08
$150k or more	0.31	0.33	1.00	0.02
Selected child grade span				
K-5	0.37	0.49	1.00	0.12
6-8	0.43	0.51	1.00	0.08

Using our calculated stated demand metrics derived from parent survey responses about unmet demand for their randomly selected child, we can estimate scaled-up total

demand across the Lynwood community.[2] We must assume that the preferences of subgroups in the larger community largely mirror those of our sample, and so impute answers for non-responders. (We share methodological details in Section 3 and Appendix I.) As noted in the Research Limitations discussion, these are strong assumptions, considering we relied exclusively on a convenience sample to estimate stated demand and, thus, members of the target population of parents of school-aged children in the Lynwood area did not have an equal probability of selection into the sample.

Table 6.2 below shows demand scaled to a community level. Across Lynwood, we see an estimated current usage of more than 3,500 FTE of afterschool programming. Parent responses on the survey indicate interest in up to an additional 1,000 FTE of afterschool services. Most of the additional program capacity parents desire is in the K-5 grades (730 FTE).

TABLE 6.2: TOTAL ESTIMATED EXPANDED LEARNING FULL-TIME EQUIVALENT NEED FOR LYNWOOD.

	TOTAL FTE FOR LYNWOOD			
	ESTIMATED CURRENT USAGE (FTE)	STATED DEMAND (FTE)	ADDITIONAL FTE DESIRED FROM CURRENT	MAXIMAL DEMAND (FTE)
Total	3,547	4,544	997	9,316
Non-participant	0	295	295	3,848
Participant	3,547	4,249	703	5,468
Selected child grade span (non-missing)	3,640	4647	1007	9316
K-5	2,346	3,099	753	6,272
6-8	1,294	1,548	254	3,044

[2] Though we know the average number of K-8 children in the households of our responding parent sample, we did not multiply our calculated stated demand metrics by the average number of children per household. The reason is that we seek to extrapolate from the sample of children their parents described (n=259) to the greater population of school-aged Lynwood children (n=9,316). Our target population is school-aged children, not households, and we assume that households and the selected children within them are representative of demand for programming at the individual child level.

We note these total estimates are likely to be overstated. In our survey, we captured parent EL usage and stated demand in time blocks (i.e., 1-2 hours per day, 2-3 hours per day, etc.). For our calculations, we coded this data at the maximum for each option (i.e., 1-2 hours per day was translated into a usage or demand of 2 hours). As a result, the Total FTE demand is likely to be inflated. To bound this overstatement, we calculated a separate estimate of demand assuming students attend the minimum of each option (with additional hours below 1 counted as 0.5 hours). Table 6.3 shows these ranges for our total demand calculations. As expected, using the lower duration numbers shrinks current usage and stated demand by about one-third and additional FTE desired by about 16%.

TABLE 6.3: LOWER BOUND ESTIMATE FOR LYNWOOD DEMAND.

	TOTAL FTE FOR LYNWOOD	
	PREFERRED ESTIMATE	LOWERBOUND ESTIMATE
Estimated Current Usage	3,547	2,324
Stated Demand	4,544	3,158
Additional FTE Desired	997	834
Maximal Demand	9,316	9,316

Finally, we note that the unmet demand metric does not in itself mean there is insufficient capacity among afterschool providers serving the Lynwood community. There could be opportunities that parents do not know about or have insurmountable barriers to accessing. To learn more about whether unmet demand is evidence of a simple lack of afterschool seats versus enrollment barriers, we now turn to supply.

Supply Estimates

We calculate supply by provider to account for overlapping enrollments within provider-offered programs. That is, some providers offer multiple programs potentially serving the same children (e.g., an art program that takes place during a community center's general afterschool program hours). We avoid double-counting the same child by only counting students once, prioritizing general program

enrollment if they are enrolled. For example, if a student is in a general program and a concurrent arts program, we only count that student's general time towards the provider's FTE contribution. For another student not enrolled in the general program but participating in the art program, they will make an additional contribution towards the provider's FTE contribution.

Within each provider for each program offered, we multiply the number of days per week the provider offers each program by the numbers of hours of service per day, resulting in total hours the provider offers each program per week. Dividing this total number of hours per week by 15 (i.e., three hours per day for five days per week) results in the calculated number of FTE per slot for that program. We then multiply the FTE per slot by the capacity, enrollment, and attendance of the program to learn the program's FTE contribution to each of those three metrics.

Summing these FTE counts across all programs within a provider gives us that provider's contribution to supply. Multiplying the provider's contribution to supply by the percentage of enrolled children living in Lynwood[3] gives us the provider's contribution to Lynwood supply.

For providers we were unable to interview or who could not provide enrollment numbers, we imputed capacity using information from similar relevant providers in our interviewed set. Appendix I shares details of our imputation strategy.

School-based programs provide the majority of EL spaces.

In Table 6.4, we present the estimated supply of FTE available to Lynwood and the contributions made to supply by different types of organizations. Following the procedures summarized above, we estimate providers located within a two-mile radius of Lynwood offer slightly more than 3,800 FTE spaces to Lynwood children, of which about 3,000 are taken (i.e., there are about 800 unused FTE across the area).

[3] This is a slight simplification, as we assume all free slots could be occupied by Lynwood students rather than a mix of students living within and external to Lynwood. We share further technical details in Appendix I.

TABLE 6.4: ESTIMATED FTE SUPPLY OVERALL, BY PROVIDER TYPE AND GRADE LEVEL.

	TYPE OF SLOT					
	SPACES		ENROLLMENT		SLACK	
	FTE	% OF TOTAL	FTE	% OF TOTAL	FTE	% OF TOTAL
Total	3,812	100%	3,051	100%	761	100%
Type of Provider						
Nonprofit or governmental	1,596	42%	1,122	37%	474	62%
Private	257	7%	130	4%	127	17%
School (LUSD and Charter)	1,959	51%	1799	59%	160	21%
Grade Level						
Elementary	3,021	79%	2,420	79%	601	79%
Middle	791	21%	631	21%	160	21%

As prior results described, schools-based programs provide the majority of total FTE. However, substantial contributors are community centers and nonprofits. Private entities provide only 7% of the available spaces—though they provide 17% of open or "slack" spaces. Slack spaces are the difference between total available slots—i.e., capacity—and enrollment.

As expected from the results presented in Section 5, with just a few exceptions school-based providers are close to enrolling their current estimated capacity. Thus, increasing school-based providers' capacity would require solving space issues and/or hiring more staff to overcome current growth constraints. Non-school-based nonprofits appear to have a substantial ability to absorb additional students.

Table 6.4 also illustrates there is substantially more available supply of FTE slots for elementary students than for those in middle schools. Some of this difference is mechanical—the K-5 grade range is twice as large as the 6-8 grade range— yet even after accounting for this, we see proportionally fewer slots are available for middle schoolers. This could be for many reasons: For example, middle school students may be less likely to be interested in aftercare and, with more discretion over how they spend their out-of-school time, may elect to not attend. They may also be more involved, compared to elementary-aged students, in student clubs or other activities that do not count as EL in our analysis.

Free and low-cost programs constitute more than 95% of surveyed supply.

To provide insight into program costs, we calculate FTEs by program, rather than provider, as individual programs offered by a single provider can have differing costs. Unlike the provider-level supply counts summed across individual programs after adjusting for incremental student enrollment, the enrollment counts in Table 6.5 are not adjusted for provider-reported incremental enrollments across programs— meaning students who attend both a general program and a specialized one contribute to each. In addition, spaces and enrollment only include interviewed providers from whom we received program-level data, so numbers will not tie to our overall provider-level estimates of supply.

While we classify 48 of the 111 total programs from which we collected cost data as "highcost"— charging per-semester fees exceeding $150—the high-cost programs tend to have few spaces available, low enrollment, and meet for fewer hours per week than general programs. As a result, they do not contribute much to overall FTE supply (Table 6.4): about 4% of available spaces and 3% of FTE enrollment. The minimal contribution of high-cost programs to the overall Lynwood afterschool supply complements our earlier findings that few parents found costs limiting their access to afterschool programs.

TABLE 6.5: ESTIMATED FTE CONTRIBUTIONS BY PROGRAM FEE LEVEL (RESPONDING PROVIDERS ONLY).

	TYPE OF SLOT					
	SPACES		ENROLLMENT		SLACK	
	FTE	% OF TOTAL	FTE	% OF TOTAL	FTE	% OF TOTAL
Total	3,797	100%	3,315	100%	482	100%
Free	3,293	87%	2,898	87%	395	82%
Low cost (<$150 per semester)	342	9%	315	10%	27	6%
Not free or low cost	162	4%	102	3%	60	12%

Schools and general program providers offer the bulk of STEM and arts programs.

Table 6.6 breaks down capacity and enrollment in different focus areas by program. That is, we look within providers at their capacity and enrollment across their various types of programs. Again, the enrollment counts are not adjusted for provider-reported incremental enrollments. This allows students to be counted in both a general afterschool program and a specialized program. When we look at FTE spaces and enrollment by individual program focus area, we find substantial offerings in both STEM (780 FTE) and sports (523 FTE), with fewer in arts (295 FTE). The large amount of FTE offered, particularly in STEM, is a result of the specialized classes offered within schools' and community centers' larger, general afterschool programs.

TABLE 6.6: PROGRAM-LEVEL SUPPLY ESTIMATE BY PROGRAM FOCUS AREA, NON-INCREMENTAL COUNTS.

	TYPE OF SLOT					
	SPACES		ENROLLMENT		SLACK	
	FTE	% OF TOTAL	FTE	% OF TOTAL	FTE	% OF TOTAL
Total	3,910	100%	3,382	100%	528	100%
Program Focus						
General	2,283	60%	2,075	68%	208	27%
Sports	523	14%	421	14%	102	13%
Arts	295	8%	181	6%	114	15%
STEM	780	20%	690	23%	90	12%
Other	29	1%	15	0%	14	2%

When we shift to examining afterschool focus at the provider level, the picture changes. Both school-based and non-school-based providers—particularly community centers—offer specialized program slots as supplemental programs within larger general offerings. Outside of these larger providers, smaller providers typically do not offer program opportunities across multiple focus areas.

Table 6.7 shows the FTE spaces and enrollment of providers by focus area. From the perspective of looking at specialized providers, there are still substantial independent sports opportunities available outside of school and other general providers. In the areas of arts and STEM, however, options from specialized providers (who operate outside of schools) appear much more limited outside of schools. While this result is partially a result of the way we calculated FTEs (it would take 15 enrollees to make up one FTE for a one-hour class that meets once per week), it highlights the importance of schools in providing these focused experiences—which most currently do. And, as we saw above, schools are nearing their current capacity.

TABLE 6.7: SUPPLY ESTIMATE BY PROVIDER FOCUS AREA.

	TYPE OF SLOT						
	SPACES		ENROLLMENT		SLACK		NUMBER OF PROVIDERS
	FTE	% OF TOTAL	FTE	% OF TOTAL	FTE	% OF TOTAL	
Total	3,910	100%	3,382	100%	528	100%	82
Provider Focus							
General	2,283	60%	2,075	68%	208	27%	39
Sports	523	14%	421	14%	102	13%	31
Arts	295	8%	181	6%	114	15%	6
STEM	780	20%	690	23%	90	12%	5
Other	29	1%	15	0%	14	2%	1

Opportunity density and service density

In our Methodology section, we presented two summary measures to use to describe the overall supply of EL programs: opportunity density and service density. Opportunity density is the overall number of EL slots available relative to the target population while service density represents the actual amount of services being delivered in the target population. We define service density as the sum of attending students (in FTE) across programs divided by the total number of students in the target population.

Given our estimate of 3,812 total available slots for the 9,316 estimated K-8 children living in Lynwood, the estimated opportunity density of Lynwood is 0.41 (3,812/9,316). In other words, for every Lynwood K-8 student, we estimate 0.4 FTE of full-time afterschool programming theoretically available.

Using the attendance numbers estimated by providers, we calculate the service density of Lynwood to be 0.26 (2,383 estimated FTE attendance divided by 9,316 children in grades K-8).

We cannot say whether these are high or low densities relative to other neighborhoods in Los Angeles County. Additional neighborhoods/cities need to be studied to conclude whether Lynwood is rich or poor in EL opportunities.

Total provider capacity and needed seats appear well-balanced in Lynwood; however, there is still a gap in access to or relevance of the seats available.

Our demand estimation suggests that Lynwood parents desire about 1,000 FTE worth of additional time and days in afterschool, about 28% more than current student usage. As this may be an overestimate of demand due to coding parent demand for hours at the top of the ranges given, we created a lower bound estimate suggesting a need for 834 more FTE slots. Parents of K-5 students express a higher level of unmet need (32% more than current usage) relative to parents of children in grade 6-8 (20% more). Providers, on the other hand, have about 750 FTE of available slack capacity–almost 80% of which is designed and available for K-5 students. Based on these estimations, admittedly rough, it seems providers' capacity is reasonably well balanced with parent demand.

However, for several reasons, parents are still looking for programs and programs are still looking for students. First, most open spaces are not at school sites, which are approaching capacity. As a result, parents may need to solve transportation issues and be willing to pay fees to take advantage of available capacity. Second, there may be a mismatch in what is available. STEM, sports, arts, and academics were the highest areas of new demand. However, outside of schoolbased programs, there are few available FTE in STEM, arts, and academics (sports is the exception). Third, the FTE approach in this report does not account for days or times programs are offered. Some desired programs may have schedules that conflict with other programs in which children are already enrolled. Others may be offered at inconvenient times or for only 1-2 hours per week. Finally, parents may not know about relevant outside programs. All of these may be preventing the "efficient" use of slack capacity.

Summary of Supply of and Demand for EL Programs in Lynwood

Unlike the "Los Angeles After 3" survey (Afterschool Alliance, 2020b), our analyses do not suggest that Lynwood suffers from a significant lack of afterschool programming. Providers are filling most of parents' stated demand, while some providers outside of schools are not at capacity. However, there remains unsatiated demand amongst parents. While some demand may be because programs offered are just not right for the children concerned, parents may not know of all opportunities available or face hurdles (e.g., transportation) in taking advantage of them. These could be fruitful areas in which to explore new solutions as we discuss in our concluding section.

Implications

Fundamental to fostering equitable opportunities is universal access to high-quality afterschool programming that is responsive to parent demand. Achieving high-quality universal access requires sufficient program capacity and available offerings that are relevant, accessible, and aligned with parent preferences.

Towards this end, the study had several goals. First, we sought to learn, specifically within Lynwood, about: local parent/caretaker and youth need for expanded learning (EL) afterschool opportunities; which opportunities are available; and barriers to, and enablers, of access. In addressing our first objective, we also sought to identify lessons applicable to the Broad Foundation's planned philanthropic investment in EL in Los Angeles County, and for EL afterschool policy. Finally, through piloting an initial methodological approach to estimating demand and supply—relying primarily on surveys and focus groups with parents and providers, supplemented with publicly available data (e.g., provider databases, Lynwood census, etc.)—we learned lessons applicable to future measurement of the same in other LA County communities.

This study highlights the need for EL programs to both provide sufficient capacity and align their offerings with the diverse needs and preferences of families. Addressing these challenges requires a multi-faceted integrated approach, which we call the Five Cs framework: Cohesion, Communication, Caliber, Choice, and Continuous Improvement. While necessarily adapted for local context, the Five Cs serve as a preliminary structure for understanding and addressing EL barriers and opportunities within local ecosystems (i.e., complex community systems), offering actionable strategies to ensure universal access.

The Five Cs Framework

The Five Cs framework can lead to achieving universal access by addressing key dimensions of an effective EL system:

1. ***Cohesion*** ensures collaboration among providers to create a unified network that maximizes resources and meets diverse family needs.

2. ***Communication*** bridges knowledge gaps, helping parents understand program availability and benefits.

3. ***Caliber*** focuses on maintaining high-quality programming that meets standards of safety, staffing, and enrichment.

4. ***Choice*** emphasizes offering diverse programs aligned with parent and student preferences while removing barriers such as cost or transportation.

5. ***Continuous Improvement*** uses data-driven insights to refine offerings over time, ensuring alignment with evolving community needs.

By applying these principles, the following conclusions and implications aim to provide a framework for creating a more inclusive, high-quality EL ecosystem in Lynwood while offering insights for broader application across the county.

Table 7.1 organizes the Five Cs framework and provides specific examples of each principle in action for key audiences identified in the report: Lynwood Region, Lynwood Unified School District (LUSD), Foundations, and Policymakers.

TABLE 7.1: MAPPING THE FIVE CS FRAMEWORK TO EXAMPLES OF PRINCIPLES IN ACTION FOR EACH STAKEHOLDER.

PRINCIPLE	LYNWOOD REGION	LYNWOOD UNIFIED SCHOOL DISTRICT (LUSD)	FOUNDATIONS	POLICYMAKERS
Cohesion	Strengthen partnerships between schoolbased and nonschool-based providers to address transportation gaps.	Collaborate with external organizations (e.g., Think Together, BAM! Arts, Code Campus) comprising LevelUP Lynwood.	Support initiatives like Expand LA to foster	Incentivize partnerships between schools and CBOs through grants or policy guidelines.
Communication	Improve outreach to ensure parents are aware of nonschool-based program options and benefits.	Clarify LevelUP Lynwood branding and use Parent Square for targeted communication.	Fund campaigns to raise awareness about EL programs and their value among parents and communities.	Mandate transparent reporting on program availability and enrollment processes at district levels.

PRINCIPLE	LYNWOOD REGION	LYNWOOD UNIFIED SCHOOL DISTRICT (LUSD)	FOUNDATIONS	POLICYMAKERS
Caliber	Invest in training for non-schoolbased staff to improve safety, supervision, and enrichment quality.	Address safety concerns by improving staff supervision ratios and offering training programs.	Fund professional development initiatives focused on quality improvement for EL providers.	Develop statewide standards for afterschool program quality, including safety protocols and metrics.
Choice	Ensure parents can access sports, arts, and STEM to meet parent demand effectively.	Use parent feedback to refine LevelUP Lynwood offerings and address gaps in programs.	Invest in centralized databases that track critical metrics over time.	Incentivize centralized data collection on enrollment, attendance, and unmet demand across all EL providers.
Continuous Improvement	Conduct localized assessments of supply/demand mismatches by grade level, program type, and relative to specific barriers.	Use parent feedback to refine LevelUP Lynwood offerings and address gaps in programs.	Invest in centralized databases that track critical metrics over time.	Incentivize centralized data collection on enrollment, attendance, and unmet demand across all EL providers

Specific Problems to Address: For the Lynwood Region

Mismatch Between Supply and Demand

Parent surveys indicate that demand for afterschool programming exceeds current participation by an estimated 28%—yet among all providers' enrollment capacity, approximately 20% goes unfilled. This is due to high demand for school-based programs, which have only 8% of their total enrollment slots available, while providers not located at schools are estimated to be 32% under capacity, perhaps because of parents being unaware of their availability, programmatic focus, logistical accessibility, and, potentially, cost.

Access Challenges at Non-School-Based Sites

Addressing this mismatch in accessibility would require solutions targeted toward better informing parents of these non-school opportunities and working with their schedules, meeting transportation needs, and removing potential costs as a barrier.

Participation Levels in Lynwood

Most parents in Lynwood participate in afterschool programs, with non-participation primarily due to preference rather than barriers like cost or transportation—contrasting broader trends seen in Los Angeles County and nationally. The unmet need appears less about "slots" and more about programmatic focus, making it a "nice" rather than "necessary" category for many families.

Specific Problems to Address: For Lynwood Unified School District (LUSD)

Capacity Challenges

Many schools are approaching their current limits to offering EL afterschool programs. Increasing capacity will require funding for additional staffing, and opening access to more spaces within schools.

Convincing Non-Attenders to Join

A large proportion (68%) of parents of non-enrolled children cite choice-based reasons for not enrolling their children in afterschool programs (e.g., preference for children staying at home). Parents of non-enrolled children are also more skeptical of the benefits of afterschool programs than those enrolled. LUSD, to change parents' preferences, needs to provide clear arguments about the academic and social benefits of EL programs.

Communication Gaps

Parents express confusion about the range of offerings under LevelUP Lynwood. Improving communication about program availability—especially supplementary options like Code Campus (STEM) or BAM! Arts—could increase participation rates and address perceived gaps in programming.

Safety Concerns

Some parents voiced concerns about safety issues related to supervision ratios or negative influences within programs. Addressing these concerns through improved staff training and security measures is essential.

Demonstrating Value Relative to Alternatives

To encourage greater participation among non-enrolled children, LUSD must demonstrate the value of EL offerings relative to alternatives such as simply going home after school.

In summary, Lynwood's EL ecosystem is well-balanced in terms of supply meeting stated demand; however, gaps remain. By addressing these challenges systematically—through funding advocacy, targeted outreach efforts, program expansion in high-demand areas like STEM/arts/sports, localized assessments of community needs, and improved communication strategies—Lynwood can better align its expanded learning opportunities with parent demand while ensuring equitable access for all families in the region.

Implications for State and Local Policymakers

This section outlines actionable policy recommendations for state and local policymakers (district and county levels) to address challenges and opportunities in EL programs.

Incentivizing Collaboration Between Schools and Community-Based Organizations (CBOs)

State policymakers should expand funding mechanisms, such as the Expanded Learning Opportunities Program (ELO-P), to explicitly incentivize partnerships between school districts and Lynwood-area CBOs. ELO-P permits districts to contract with CBOs. Intermediary organizations, such as Expand LA, could further incentivize collaboration between schools and CBOs. Stronger incentives at the state level might include financial incentives or grants for districts that collaborate with CBOs, and clearer guidance for forming partnerships. It also could include providing technical assistance for districts contracting with external providers. Local policymakers should

establish state-aligned guidelines for forming partnerships with CBOs, ensuring matches in program goals, accessibility, and quality. These actions would leverage CBOs' expertise in arts, sports, STEM, and enrichment programming while enhancing the diversity of offerings available to families.

Improving Data Collection on Local Afterschool Ecosystems

Programs such as ELO-P require districts to report participation rates. However, there are no requirements for the types of data our findings suggest are critical. State policymakers could play a leadership role in establishing centralized databases that track key metrics such as program availability by types and focus area, enrollment numbers, attendance rates, unmet demand, and barriers across all providers statewide, overall and within subgroups. In addition, the state could develop a unified set of statewide measures for its quality standards for expanded learning programs, with aligned data-collection strategies, addressing key standards such as safe and supportive environments, active and engaged learning, quality staff, and sustainability. The absence of this type of data repository makes it difficult for policymakers to assess programmatic gaps and track efficacy. State funding could be aligned with reporting requirements to further incentivize this, or the state could develop a certification system for those who meet certain standards. This kind of data could potentially lay groundwork for public-facing dashboards that help families assess program availability and quality.

Local policymakers could support better data-collection efforts though aligned policies and practices. This might include establishing systems to better integrate different types of data (e.g., school and afterschool data). It might also include policies that better connect district technical assistance for programs struggling with attendance and outcomes. Local policymakers could tie eligibility for district-level EL funding to meeting these standards while supporting professional development initiatives to help providers achieve them.

Expanding Programmatic Diversity

State policymakers should provide targeted grants for providers offering enrichment activities aligned with parent demand, such as STEM workshops, arts, and athletics. ELO-P funding does not include policy mechanisms to encourage programming

that is responsive to parent preferences and otherwise aligned with data on access gaps. In this context, decisions about programming are left to local or provider-level discretion. Both state and local policymakers could further prioritize funding for regions in which data indicates diverse enrichment opportunities are limited. Incentive grants for co-location of multiple providers at one central location, or "hubs," could make it easier for parents to access specialized programming. Local policymakers can further integrate specialized programming into general afterschool offerings through small-scale grant opportunities. These combined actions would help ensure families have access to diverse programs that align with their children's interests.

Implications for Foundations/Strategic Investments

The following section identifies key strategies that leverage Foundations' influence in addressing problems and influencing policy actions.

Supporting Localized Assessments of Expanded Learning Needs

Foundations should prioritize funding localized assessments of EL supply and demand to ensure investments are informed by community-specific needs. This study highlights the importance of understanding local variation, as parent preferences and provider capacity are likely to vary significantly across districts and even within districts, by neighborhoods. By supporting detailed, neighborhood-level assessments, funders can help identify gaps in programming, barriers to access, and opportunities for targeted interventions that align with community priorities.

Investing in Programmatic Diversity

Foundations should provide targeted funding to expand enrichment programming in highdemand areas such as STEM, arts, and athletics. Parents in Lynwood expressed strong interest in these areas, which are currently underserved outside of school-based programs. Funders can incentivize providers to develop innovative offerings that address these gaps while ensuring affordability and accessibility for families. Supporting pilot programs or collaborations between schools and CBOs could further enhance programmatic diversity.

Strengthening Provider Capacity

Investments in professional development for EL providers are critical to improving program quality. Foundations should fund training initiatives that focus on staff development in areas such as behavior management, academic support, and enrichment delivery. Funders can support mini-grants that incentivize districts to make professional development for school-based providers also available to providers not based at schools. Additionally, funders should support efforts to address staffing shortages by providing resources for recruitment and retention strategies, particularly for non-school-based providers that face unique challenges in maintaining a stable workforce.

Enhancing Parent Outreach and Communication

Limiting participation is parents lacking awareness of available programs and their benefits. Foundations should invest in outreach campaigns that use multiple communication channels– such as social media, community events, and partnerships with schools–to ensure parents are informed of their options. These campaigns should also better communicate the specific benefits of afterschool programming, particularly for families who may be skeptical about benefits for their own children. Parents also desire more specific information about daily/weekly scheduled activities taking place during the programs their children attend. In addition to general forms of communication, foundations can invest in supporting better forms of communication between school-based providers and their participating families.

Supporting Data Infrastructure for Decision-Making

The lack of centralized data describing EL supply and demand hampers efforts to improve programming and ensure equitable access. Foundations should invest in the development of data systems tracking key metrics such as enrollment, attendance, program focus, and student outcomes. These systems would enable providers and policymakers to make data-driven decisions about resource allocation and program design.

Foundations can play a pivotal role in transforming the EL landscape within a framework of equity-focused investments by focusing on localized assessments, programmatic diversity, provider capacity, parent outreach, transportation solutions, and data infrastructure. These strategic investments can align with the broader goal of ensuring universal access to high-quality afterschool programming that meets the diverse needs of families across Los Angeles County.

Implications for Next Steps in Research on Supply and Demand of EL Opportunities

This section highlights several orienting principles to guide the next phase of research. While our study provides critical insights into Lynwood's EL landscape, the results presented should be interpreted cautiously given the inherent limitations of the data. Small sample sizes and potential self-report biases may have impacted describing parent demand (Section 4) and provider supply (Section 5), while challenges in imputing large proportions of missing data, based on likely biased data, may have biased our supply/demand estimates. These limitations underscore the need for iterative refinement in future work.

Grounding Research in Stakeholder Conversations

Future research on expanded learning supply and demand should continue to be grounded in stakeholder conversations to ensure alignment with the findings and recommendations of this report, as well as the priorities of foundations and other key partners. Parents, providers, district leaders, and community organizations bring critical insights into the challenges and opportunities within their local EL ecosystems. These discussions will help us refine future research questions, improve data-collection strategies, and ensure findings remain actionable and responsive to community needs.

Leveraging Strengths and Addressing Limitations of Existing Work

This study provides a valuable foundation for understanding the relationship between EL supply and demand in Lynwood. However, findings should be interpreted with caution due to data limitations. Future research will build on the strengths of this study—such as its focus on local context and its dual emphasis on

parent demand and provider capacity—while addressing limitations. For example, future research will aim to improve supplier data representativeness by employing targeted recruitment strategies, such as outreach through trusted community networks or offering incentives for participation. Additionally, future research will explore methods to better capture the dynamic relationship over time between supply and demand, including how changes in program offerings and parent preferences influence participation.

Considering Comparative Case Studies Across Diverse Urban Contexts

Our focus on Lynwood was to present a single case study to understand EL supply and demand in a specific urban context. To provide broader insights, future research could potentially include comparative case studies across diverse urban settings within Los Angeles County, complemented with greater use of administrative data. For example, rather than administering local parent surveys as our sole measure of stated demand, a future study could use census data combined with data from a representative sample of parents countywide to approximate higher and lower demand levels, then use those approximations to bound estimates of additional parent demand. In addition, deeper connections with community networks, in conjunction with incentives (financial or otherwise), could improve collection of needed supply metrics (e.g., enrollment and attendance). These studies could examine how factors such as neighborhood density, funding structures, and transportation infrastructure influence EL ecosystems. Comparative analyses will help identify patterns in supply/demand alignment, reveal scalable strategies for addressing gaps in access and quality, and highlight how different urban communities may require tailored approaches to meet their unique needs.

Conclusion

The Five Cs framework—Cohesion, Communication, Caliber, Choice, and Continuous Improvement—offers a preliminary lens for understanding and addressing the challenges within Lynwood's expanded learning (EL) ecosystem and beyond. While the framework is not definitive, its principles provide a starting point for organizing strategies that align with the diverse needs of families and providers. For example,

fostering cohesion through partnerships between schools and community-based organizations can help bridge logistical gaps such as transportation barriers, while improved communication channels can ensure parents are aware of programmatic options tailored to their preferences. Similarly, emphasizing caliber and choice can guide investments in program quality and diversity, ensuring offerings meet safety standards while reflecting the interests of families. Continuous improvement is particularly critical, as it encourages stakeholders to use data-driven insights for refining programming over time. For instance, localized assessments of supply/demand mismatches can inform targeted interventions that address unmet needs while accounting for shifts in parent preferences and/or provider capacity. These principles are intended to spark iterative dialogue among key stakeholders to identify areas for systemic improvements in expanded learning across LA County.

Appendix A: Parent Survey Sample

For our parent sample, we reached out to all 14 LUSD elementary and middle schools and 3 local community centers to help recruit respondents. Additionally, we offered the survey to surrounding charter and private schools of which 2 charter schools elected to participate.

To recruit, we contacted each school and community center and provided them with flyers in English and Spanish, which were posted in the main office and distributed to students to take home. We also promoted the survey online on school social media sites and requested that schools text directly to parents via Parent Square, LUSD's online parent messaging platform. We connected with Lynwood district ELO-P coordinators who further supported our survey by posting on their social media sites and via Parent Square, as well as with a direct message from the superintendent encouraging parents to fill out the survey. Finally, we coordinated with each LUSD school to hand out flyers directly to parents at pickup and drop-off times.

Surveys were made available in both English and Spanish and could be completed online with a computer or mobile app. In the end, we received 259 responses the vast majority of which were from parents of LUSD students. Survey responses were completely anonymous.

Appendix Tables B.1 - B.6 show the demographic characteristics of our survey respondents.

To keep survey time to a minimum, we asked parents to focus their answers on one child in all questions that focused on student participation amount, needs and experiences. We asked parents to select the child whose name comes first in the alphabet. We did not ask for their name, only that they remember which one they were answering about. We asked them to answer all relevant questions about that one child - even if the child does not attend any afterschool programs. We asked that they not answer about a different child in their family or bounce back and forth between different children as they answered questions. 8 parents (out of 259) did not identify a selected child. In the survey results, "selected child" refers to the child selected in this manner.

Appendix Tables B.7 - B.12 contain the demographic characteristics of the selected children. Tables B.13 and B.14 compare the gender and grades of the selected children to those who were not selected. These tables show that the group of selected children is very similar to those who were not selected. We saw a fairly even split across grades (mainly elementary) and a high number of 4th graders. We also saw a slightly higher number of boys being responded about than girls but adding these totals to the totals for non-selected children (below) suggests this is by chance.

Appendix B: Parent Survey Results

TABLE B.1: HOW MANY CHILDREN LIVE IN YOUR HOUSEHOLD?

NUMBERS OF CHILDREN	% ALL RESPONDENTS	% RESPONDENTS WHO IDENTIFIED A SELECTED CHILD*
0	1	
1	64	67
2	26	25
3	7	7
4+	2	1
	n=259	n=251

TABLE B.2: HOW MANY ADULTS, INCLUDING YOURSELF, LIVE IN YOUR HOUSEHOLD?

NUMBERS OF ADULTS	% ADULTS IN HH (SELECT CHILD ID'D)
1	10
2	42
3	18
4	13
5+	16
	n=249

TABLE B.3: HOW MANY PEOPLE AGED 16 OR OLDER ARE HOME IN YOUR HOUSEHOLD BETWEEN THE HOURS OF 3:00 AND 6:00 PM?

16+ FROM 3-6	% SELECT CHILD ELEMENTARY	% SELECT CHILD MIDDLE
0	31	30
1+	69	70
	n=167	n=81

TABLE B.4 : WHAT IS YOUR RACE/ETHNICITY? (SELECT ALL THAT APPLY)

RACE/ETHNICITY	% RESPONDENTS WHO IDENTIFIED A SELECTED CHILD
Hispanic	90
NH Black	7
NH Other	2
NH White	1
	n=249
	n=249

TABLE B.5 : WHAT IS YOUR ANNUAL HOUSEHOLD INCOME - INCLUDING ALL INCOMES IN YOUR HOUSEHOLD?

HH INCOME	% RESPONDENTS WHO IDENTIFIED A SELECTED CHILD
$0k-$25k	25
$25k-$50k	33
$50k-$75k	22
$75k-150k	17
$150k+	3
	n=197

TABLE B.6 : WHAT IS YOUR GENDER?

GENDER	% RESPONDENTS WHO IDENTIFIED A SELECTED CHILD
Female	91
Male	9
	n=249

Selected Child Demographics

TABLE B.7: IN WHICH GRADE IS YOUR CHILD?

GRADE	% SELECTED CHILD	% NON-SELECTED CHILDREN
K	13	11
1	8	14
2	12	9
3	9	11
4	20	11
5	6	9
6	10	13
7	13	9
8	10	12
Elementary	67	66
Middle	33	34
	n=251	n=108

TABLE B.8 : WHAT IS THE GENDER OF THE SELECTED CHILD?

GENDER	% K-5	% 6-8	% SELECTED CHILD	% NON-SELECTED CHILD
Male	54	58	55	51
Female	46	42	45	49
	n=161	n=78	n=239	n=105

TABLE B.9: IS THIS CHILD IDENTIFIED AT SCHOOL AS HAVING SPECIAL NEEDS, RECEIVING SPECIAL EDUCATION SERVICES, AND/OR HAVING A SPECIFIC PHYSICAL, EMOTIONAL, OR LEARNING DISABILITY?

SPED STATUS	% K-5	% 6-8	% ALL RESPONDENTS
No	82	85	83
Yes	18	15	17
	n=165	n=81	n=246

TABLE B.10: ARE YOU THIS CHILD'S...?

RESPONDENT IS SELECT CHILD'S	% ALL RESPONDENTS
Parent/guardian	98
Grandparent	2
Sibling	0
	n=251

TABLE B.11: WHAT SCHOOL DOES THE SELECTED CHILD ATTEND?

SCHOOL	% ALL RESPONDENTS
Abbot	6
Hellen Keller	15
Lincoln	8
Lindbergh	5
Lugo	4
Mark Twain	5
Marshall	6
Roosevelt	5
Rosa Parks	5
Washington	10
Will Rogers	8
Wilson	3
Cesar Chavez Middle School	12
Hosler Middle School	5
Bridges Prep	0.5
KIPP Corazon	0.5
Soleil Academy	0.5
Westbook Academy	0.5
Saint Philip Neri	0.5
LUSD	98
Non	2
	n=209

TABLE B.12: DISTRICT REPRESENTATION OF SELECTED CHILD.

	% ALL RESPONDENTS
LUSD	98
Non-LUSD	2
	n=209

Selected Child Participation in Afterschool Programming

TABLE B.13: DURING A TYPICAL WEEK, ON HOW MANY DAYS DOES THIS CHILD ATTEND AN AFTERSCHOOL PROGRAM (EVEN IF THEY ATTEND DIFFERENT PROGRAMS ON DIFFERENT DAYS)?

DAYS	%
0	40
1	4
2	10
3	6
4	5
5	32
Don't know	3
	n=250

TABLE B.14: IF THE SELECTED CHILD ATTENDS AN AFTERSCHOOL PROGRAM ONE OR MORE DAYS PER WEEK, APPROXIMATELY HOW MANY HOURS PER DAY DOES YOUR CHILD SPEND IN AFTERSCHOOL PROGRAMS ON THE DAYS THEY ATTEND?

HOURS	%
0-1	9
1-2	36
2-3	48
3+	6
	n=149

TABLE B.15: IS YOUR CHILD CURRENTLY IN AN AFTERSCHOOL PROGRAM?

BY GRADE LEVEL	% NOT IN AFTERSCHOOL	% IN AFTERSCHOOL
K-5	70	66
6 -8	30	34
	n=101	n=142

TABLE B.16: WHETHER IN AFTERSCHOOL OR NOT

BY INCOME	% NOT IN AFTERSCHOOL	% IN AFTERSCHOOL
Under 50k	65	53
50 k+	35	47
	n=75	n=117

TABLE B.17: WHETHER IN AFTERSCHOOL OR NOT

BY SPECIAL EDUCATION SERVICES STATUS	% NOT IN AFTERSCHOOL	% IN AFTERSCHOOL
Sped	13	19
Not sped	87	81
	n=99	n=139

TABLE B.18: WHETHER IN AFTERSCHOOL OR NOT

BY SINGLE PARENT HOUSEHOLD	% NOT IN AFTERSCHOOL	% IN AFTERSCHOOL
SPHH	4	16
Not SPHH	96	84
	n=101	n=142

TABLE B.19: WHETHER IN AFTERSCHOOL OR NOT

BY WHETHER OR NOT THERE'S SOMEONE 16+ AT HOME TO WATCH CHILD	% NOT IN AFTERSCHOOL	% IN AFTERSCHOOL
Someone 16+ home	83	59
No one 16+ home	17	41
	n=101	n=140

Respondent interest in additional afterschool programming for their child

TABLE B.20: DO YOU WANT YOUR CHILD TO SPEND MORE TIME IN AN AFTERSCHOOL PROGRAM THAN THEY CURRENTLY DO?

WANTS...	% ALL RESPONDENTS	% ATTENDS	% DOESN'T ATTEND
More hours/day	10	11	9
More days/week	16	19	12
Both	1	1	0
Neither	73	69	79
	n=240	n=141	n=99

TABLE B.21: HOW MANY MORE DAYS PER WEEK?

WANTS...	% ALL RESPONDENTS	% ATTENDS	% DOESN'T ATTEND
1 more day	20	21	17
2 more days	22	28	8
3 more days	20	10	42
4 more days	32	38	17
5 more days	7	3	17
	n=41	n=29	n=12

TABLE B.22: HOW MANY MORE HOURS PER DAY?

WANTS...	% ALL RESPONDENTS	% ATTENDS	% DOESN'T ATTEND
0.5 more hours	19	18	22
1 more hours	50	47	56
2 more hours	19	24	11
>2 more hours	12	12	11
	n=26	n=17	n=9

TABLE B. 23: WHEN NOT IN AN AFTERSCHOOL PROGRAM, IN WHICH OF THE FOLLOWING WAYS DOES YOUR CHILD MOSTLY SPEND AFTERSCHOOL HOURS? (SELECT ALL THAT APPLY)

RESPONSE	% ALL RESPONDENTS
With parent	81
With other adult relative	19
With older sibling	11
N/A - in afterschool program full time	6
With adult non-relative	1
Looks after him/herself	2
In childcare facility	1
In sports*	1
Takes care of other children in household	0.5
	n=251

*Not part of response options; from "other" write-ins

TABLE B.24: [FOR SELECTED CHILDREN NOT IN AFTERSCHOOL PROGRAMS] WHICH OF THE FOLLOWING ARE REASONS FOR WHY YOUR CHILD IS NOT IN AFTERSCHOOL PROGRAMS (SELECT ALL THAT APPLY):

	% ALL	% K - 5	% 6 - 8
Prefer my child remains with me or other adult	43	42	43
Child doesn't want to attend	22	21	23
Program doesn't meet child's needs	17	20	10
Don't want child exposed to negative influences, such as bullying or peer pressure	16	10	30
Child participates in other afterschool activities instead	10	13	3
Hours of operation don't meet needs	10	13	3
Poor program quality	7	4	13
Transportation is a challenge	7	4	13
Programs in community lack available spaces	5	7	0
Programs are too expensive	4	6	0
Can't find programs in my community	4	6	0
Unsafe locations	1	0	3
Child can take care of him/herself	1	0	3
Food is bad*	1	1	0
Staff are rude*	1	1	0
Want program with different (specific) focus*	1	0	3
No reason*	1	1	0
Child needs to take care of other children	0	0	0
Inconvenient locations	0	0	0
	n=101	n=71	n=30

*Not part of response options; from "other" write-ins

TABLE B.25: WHICH OF THE FOLLOWING ARE REASONS FOR WHY YOUR CHILD DOES NOT SPEND MORE AFTERSCHOOL TIME IN AFTERSCHOOL PROGRAMS THAN THEY CURRENTLY DO? (SELECT ALL THAT APPLY):

MORE? [ATTENDEES]	% ALL	% K - 5	% 6 - 8
Prefer my child remains with me or other adult	3	4	0
Child doesn't want to attend	8	7	8
Program doesn't meet child's needs	6	6	6
Don't want child exposed to negative influences, such as bullying or peer pressure	0	0	0
Child participates in other afterschool activities instead	4	1	8
Hours of operation don't meet needs	4	4	2
Poor program quality	6	4	8
Transportation is a challenge	2	0	6
Programs in community lack available spaces	2	3	0
Programs are too expensive	2	1	4
Can't find programs in my community	3	3	2
Unsafe locations	0	0	0
Child can take care of him/herself	0	0	0
Food is bad*	0	0	0
Staff are rude*	0	0	0
Want program with different (specific) focus*	0	0	0
No reason*	1	1	0
Child needs to take care of other children	1	1	0
Inconvenient locations	0	0	0
	n=142	n=94	n=48

TABLE B.26: NUMBER OF REASONS GIVEN FOR SELECTED CHILD NOT PARTICIPATING IN AFTERSCHOOL PROGRAMMING:

	% ALL	% K-5	% 6-8
0*	4	3	7
1	62	65	57
2	24	23	27
3	5	6	3
4	3	3	3
5	1	0	3
6	0	0	0
7	1	1	0
	n=101	n=71	n=30

*Those with 0 reasons may have 0 reasons or may have skipped the question

TABLE B.27: NUMBER OF REASONS GIVEN FOR SELECTED CHILD NOT PARTICIPATING IN MORE AFTERSCHOOL PROGRAMMING:

	% ALL	% K-5	% 6-8
0*	77	78	77
1	11	13	8
2	7	6	8
3	3	2	4
4	1	1	2
5	0	0	0
6	0	0	0
7	0	0	0
	n=142	n=94	n=48

*Those with 0 reasons may have 0 reasons or may have skipped the question

Beliefs about afterschool

TABLE B.28: HOW MUCH DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS?

		PARTICIPATES		GRADE		HOUSEHOLD INCOME	
	ALL	ATTENDS	DOES NOT ATTEND	K-5	6-8	<$50K	>$50K
Information on available afterschool programs is readily available in my community	60%	68%	48%	62%	56%	58%	66%
Hard to find programs	40%	43%	33%	39%	43%	43%	36%
Keep kids safe and out of trouble	66%	74%	57%	70%	58%	67%	69%
Provide working parents peace of mind knowing their children are safe and supervised	75%	81%	69%	80%	66%	74%	80%
Help parents keep jobs	77%	81%	70%	79%	71%	77%	79%
Programs are difficult to afford	44%	49%	39%	48%	36%	45%	44%
All young people deserve access to quality afterschool programs	85%	91%	77%	85%	85%	80%	93%
Help parents build connections to child's school day education	63%	70%	52%	62%	65%	64%	66%
Allow kids to build positive relationships with caring adults and mentors	71%	80%	58%	75%	63%	70%	76%

Benefits of afterschool for students

TABLE B.29: TO WHAT DEGREE DO YOU AGREE OR DISAGREE THAT STUDENTS CAN BENEFIT FROM AFTERSCHOOL IN THE FOLLOWING WAYS?

		PARTICIPATES		GRADE		HOUSEHOLD INCOME	
	ALL	ATTENDS	DOES NOT ATTEND	K-5	6-8	<$50K	>$50K
Physical activity	82	86	77	83	81	80	89
Engage with peers	81	88	72	82	80	80	90
Build confidence	81	86	73	83	76	79	82
Learn life skills	80	86	72	83	74	74	87
Build character	79	85	71	81	75	79	83
Reduce risky behavior	78	83	71	80	74	75	84
Learn decision making	77	84	67	80	71	75	80
Interest in STEM	76	82	69	77	74	76	81
Excited about learning	72	81	59	74	69	74	73
Healthy snacks	68	74	57	70	64	70	65

Desired activities for afterschool that parents do not have access to now

TABLE B.30: WHAT AFTERSCHOOL ACTIVITIES DO YOU WISH YOU HAD ACCESS TO THAT YOU DON'T HAVE ACCESS TO, IF ANY?

		PARTICIPATES		GRADE		HOUSEHOLD INCOME	
	ALL	ATTENDS	DOES NOT ATTEND	K-5	6-8	<$50K	>$50K
STEM	41	43	41	46	32	43	46
Athletics	39	33	46	43	30	42	35
Fine arts	33	37	31	35	30	30	43
Academics	33	29	40	37	25	35	30
Mentoring	22	22	22	24	17	26	18
General	17	17	17	16	17	19	10
Social time	16	19	12	20	7	22	9
Life skills*	1	1	2	1	1	2	0
Language*	1	1	0	1	0	0	1
Swimming*	1	0	1	1	0	0	0

*Not asked about; from "other" responses

Description of Programs Selected Child Attends

TABLE B.31: NUMBER OF PROGRAMS ATTENDED

	%
0 programs listed	53
1 program listed	41
2 programs listed	4
3 programs listed	2
	n=251

TABLE B.32: FOCUS OF PROGRAMS ATTENDED

	%
General	31
Athletics	22
Academics	21
Social Time	8
STEM	7
Mentoring	4
Other	5
Arts	2
	n=136

TABLE B.33: WHEN LOOKING FOR AN AFTERSCHOOL PROGRAM, WHICH OF THE FOLLOWING ARE THE TOP 3 MOST IMPORTANT TO YOU?

	% ALL	% K-5	% 6-8	% <50K	% >50K	% ATTENDEE	% NON-ATTENDEE
Academics	37	39	32	38	45	54	13
Safety	22	20	24	18	28	32	6
Physical activities	17	18	13	18	19	27	4
Social time	15	15	15	11	20	23	3
Fine arts	14	14	13	12	18	17	8
Sports	12	11	15	13	12	18	4
Variety of activities	12	10	15	11	14	18	3

	% ALL	% K-5	% 6-8	% <50K	% >50K	% ATTENDEE	% NON-ATTENDEE
Character development	10	10	10	8	13	15	4
Learning hobbies	10	10	10	8	16	13	7
Providing food	7	7	9	9	7	12	0
Program cost	5	5	6	5	6	8	0
Risky behavior reduction	4	3	7	6	1	6	1
Access to computers	2	3	1	4	1	4	0
Cultural programming	2	3	0	2	4	4	0
Mental health services	2	0	6	2	2	4	0

TABLE B.34: HOW MANY OF THE 3 ELEMENTS SELECTED IN THE LAST QUESTION DOES YOUR SELECTED CHILD'S MAIN PROGRAM HAVE?

	% ALL	% K-5	% 6-8	% <50K	% >50K
At school	75	77	73	79	76
Not at school	16	15	19	13	22
Not sure	8	9	8	8	2
	n=142	n=94	n=48	n=62	n=55

TABLE B.35: IS YOUR SELECTED CHILD'S MAIN PROGRAM AT YOUR CHILD'S SCHOOL?

	% ALL	% K-5	% 6-8	% <50K	% >50K
At school	75	77	73	79	76
Not at school	16	15	19	13	22
Not sure	8	9	8	8	2
	n=142	n=94	n=48	n=62	n=55

TABLE B.36: HOW WOULD YOU RATE THIS PROGRAM'S QUALITY?

	% ALL	% K-5	% 6-8	% <50K	% >50K
	%	%	%	%	%
Poor	4	3	6	2	6
Fair	17	17	17	16	19
Good	36	32	44	33	37
Excellent	43	48	33	49	39
	n=140	n=92	n=48	n=61	n=54

TABLE B.37: HOW MUCH DOES YOUR CHILD LIKE THE PROGRAM?

	% ALL	% K-5	% 6-8	% <50K	% >50K
Dislikes	6	5	6	3	7
Neutral	17	16	19	19	17
Likes	77	78	75	77	76
	n=141	n=93	n=48	n=62	n=54

TABLE B.38: OVERALL, HOW SATISFIED ARE YOU WITH YOUR CHILD'S EXPERIENCE IN THEIR AFTERSCHOOL PROGRAM

	% ALL	% K-5	% 6-8	% <50K	% >50K
Dissatisfied	4	3	4	0	4
Neutral	19	15	25	16	20
Satisfied	78	82	71	84	76
	n=140	n=92	n=48	n=61	n=54

TABLE B.39: PROGRAM COST PER MONTH

	% ALL	% K-5	% 6-8	% <50K	% >50K
Free	91	91	90	93	87
$1-50	3	2	4	3	4
$51-150	3	3	2	0	6
$150+	4	3	4	3	4
	n=137	n=89	n=48	n=59	n=54

TABLE B.40: HAVE YOU EVER NOT SIGNED YOUR CHILD UP FOR A PROGRAM MOSTLY BECAUSE OF ITS COST? BY CHILD GRADE LEVEL AND BY INCOME

	% ALL	% K-5	% 6-8	% <50K	% >50K
No	62	63	60	63	57
At least once	17	15	21	13	25
All the time	13	13	12	15	11
Not sure	8	9	7	9	6
	n=170	n=113	n=57	n=57	n=63

Appendix C: Parent Survey Questionnaire

English

select a child

AFTERSCHOOL SURVEY FOR LYNWOOD FAMILIES

We are inviting you to answer a few questions about how your children spend their time after school. We are conducting a study to try to make afterschool programs in your area better. We need to hear from people who live in Lynwood and who have children in local schools to be able to make improvements.

Your responses are anonymous. They will be combined with other families' responses and we will report results across all people who respond.

If you have any questions about this project, contact Dr. Jon Fullerton at: jonfulle@usc.edu or 1 (617) 595-5170. If you have any questions about participating in research, contact the University of Southern California Institutional Review Board at (323) 442-0114 or email hrpp@usc.edu.

Thank you in advance for completing this survey, your responses will help to improve afterschool options in your neighborhood.

We want to learn about children in your household if they are in Kindergarten through 8th grade. We are interested in how they spend their time after school and what you think about afterschool program options in your area.

In the table below, for each child in your home, tell us what grade they are in, where they go to school, and their gender. Do not include children in preschool or in high school, only those in Kindergarten through 8th grade.

If you have more than 4 children in these grades, just enter any of the 4 that you choose. **If you only have one child in these grades, just use the first row of the table.**

	Grade	Child's gender	Name of school they attend Please type full school name
Child 1			
Child 2 (if applicable)			
Child 3 (if applicable)			
Child 4 (if applicable)			

For research purposes, it is important to focus on one child in all questions that instruct you to do so.

For the rest of the survey, please answer questions about the one whose name comes first in the alphabet. We are not asking for their name, just remember which one you are answering about.

Answer all of the following questions about **THIS** child - even if this child does not attend any afterschool programs. Do not answer about a different child in your family, or bounce back and forth between different children as you answer questions.

So that we can follow along, from the list you provided above, the child you will answer about is the child in which grade?

Is this child identified at school as having special needs, receiving special education services, and/or having a specific physical, emotional, or learning disability?

- ◯ Yes
- ◯ No
- ◯ I'm not sure

Are you this child's:

- ◯ Parent/guardian
- ◯ Grandparent
- ◯ Sibling (e.g., brother, sister, step-sibling)
- ◯ Aunt/Uncle/Other family member
- ◯ Other (please describe your relationship to this child)

AFTERSCHOOL HOURS

AFTERSCHOOL HOURS

An afterschool program is a place your child goes after school where they engage in enriching activities learning new skills, including academic (like tutoring, STEM, Robotics) or non-academic (like sports, art, theater). The program can be at their school or somewhere else. Afterschool programs refer only to programs that are in a group setting and that meet at regularly scheduled times and places.

The following are NOT considered afterschool programs:

- Individual activities like piano lessons or private one-on-one tutoring outside of a school or afterschool center
- Clubs run by students without an adult
- Programs that are only online
- Childcare programs that watch kids but do not include teaching new skills

During a typical week, on how many days does this child attend an afterschool program (even if they attend different programs on different days):

- ◯ Never
- ◯ 1 day
- ◯ 2 days
- ◯ 3 days
- ◯ 4 days
- ◯ 5 days
- ◯ I'm not sure

Approximately how many hours per day does your child spend in afterschool programs on the days they attend?

- ○ Less than 1 hour
- ○ More than 1 hour but less than 2 hours
- ○ 2 - 3 hours
- ○ More than 3 hours

Do you want your child to spend more time in an afterschool program than they currently do?

- ☐ Yes - more days per week
- ☐ Yes - more hours per day
- ☐ No

How many more days per week?

How many more hours per day?

When not in an afterschool program, in which of the following ways does your child mostly spend afterschool hours? (select all that apply)

- ☐ With a parent/guardian,
- ☐ With an older sibling (brother/sister),
- ☐ With another adult relative (such as a grandparent, aunt or uncle)
- ☐ Another adult (not a relative, such as a neighbor or paid sitter)
- ☐ Looks after him/herself (self-care)
- ☐ Childcare facility or family childcare center
- ☐ Child takes care of one or more other children in the household
- ☐ Not applicable - my child is in an afterschool program full-time
- ☐ Other (Please describe)

Which of the following are reasons for why your child is not in afterschool programs (select all that apply):

- ☐ The locations are not convenient
- ☐ I prefer that my child remain with me or another adult during the afterschool hours
- ☐ I need my child to take care of other children
- ☐ Available program quality is poor
- ☐ Transportation to or from is challenging
- ☐ Afterschool programs in my community do not have available spaces

- [ ] My child is old enough to care for him/herself
- [ ] The hours of operation do not meet my needs
- [ ] I don't want my child exposed to negative influences, experiences, and/or values such as bullying and peer pressure
- [ ] The programs do not meet my child's needs
- [ ] I could not find a program my child wanted to attend
- [ ] The programs are too expensive
- [ ] My child participates in other activities instead (like music lessons or 1:1 tutoring)
- [ ] The locations are not safe
- [ ] I can't find afterschool programs in my community
- [ ] Other (please describe)

Which of the following are reasons for why your child does not spend more time in afterschool programs than they currently do (select all that apply):

- [ ] The hours of operation do not meet my needs
- [ ] I don't want my child exposed to negative influences, experiences, and/or values such as bullying and peer pressure
- [ ] The programs are too expensive
- [ ] The programs do not meet my child's needs
- [ ] My child is old enough to care for him/herself
- [ ] My child participates in other activities instead (like music lessons or 1:1 tutoring)
- [ ] I could not find another program my child wanted to attend
- [ ] Available program quality is poor
- [ ] Transportation to or from is challenging
- [ ] I can't find afterschool programs in my community
- [ ] Afterschool programs in my community do not have available spaces
- [ ] I prefer that my child remain with me or another adult during the afterschool hours
- [ ] The locations are not safe
- [ ] The locations are not convenient
- [ ] I need my child to take care of other children
- [ ] Other (please describe)

Beliefs about afterschool

BELIEFS ABOUT AFTERSCHOOL

How much do you agree or disagree with the following statements:

	Completely disagree	Somewhat disagree	Neutral	Somewhat agree	Completely agree	Don't know
Afterschool programs help working parents keep their jobs	○	○	○	○	○	○
All young people deserve access to quality afterschool and summer programs	○	○	○	○	○	○
Afterschool programs in my area keep kids safe and out of trouble	○	○	○	○	○	○
Afterschool programs help parents build connections to their child's school day education	○	○	○	○	○	○
It is difficult to afford afterschool programs	○	○	○	○	○	○
	Completely disagree	Somewhat disagree	Neutral	Somewhat agree	Completely agree	Don't know
It is difficult to find appropriate afterschool programs for my child	○	○	○	○	○	○
Afterschool programs allow kids to build positive relationships with caring adults and mentors	○	○	○	○	○	○
Afterschool programs provide working parents peace of mind knowing their children are safe and supervised	○	○	○	○	○	○
Information on available afterschool programs is readily available in my community	○	○	○	○	○	○

In general, to what extent do you agree or disagree that children can benefit from afterschool programs in the following ways?

	Completely disagree	Somewhat disagree	Neutral	Somewhat agree	Completely agree	Don't know
Build character	○	○	○	○	○	○
Receive healthy beverages, snacks or meals	○	○	○	○	○	○
Provide opportunities to engage with their peers	○	○	○	○	○	○
Reduced likelihood that youth will use drugs or engage in other risky behaviors	○	○	○	○	○	○
Have opportunities to build confidence	○	○	○	○	○	○
	Completely disagree	Somewhat disagree	Neutral	Somewhat agree	Completely agree	Don't know
Become more excited about learning and interested in school	○	○	○	○	○	○
Have opportunities to be physically active	○	○	○	○	○	○
Have opportunities to learn responsible decision-making	○	○	○	○	○	○
Have opportunities to learn life skills	○	○	○	○	○	○
Gain interest and skills related to science, technology, engineering, math, or computer science	○	○	○	○	○	○

What afterschool activities do you wish you had access to that you don't have access to, if any

- ☐ STEM
- ☐ Fine arts

- [ ] Athletics/sports
- [ ] Academic support
- [ ] Social time/recreation
- [ ] Mentoring
- [ ] General
- [ ] None – I have all the afterschool activities I am interested in
- [ ] Other (please describe)

If you could wave a magic wand, what would be one thing you would change about the after school opportunities that are available to your children?

Background

FAMILY BACKGROUND

Answers to the following questions will help us better understand access to afterschool programs for different kinds of families. We are grateful to you for providing answers. Your responses are anonymous and will never be identified or shared in any identifiable way.

Are you Hispanic or Latino?

- ○ Yes
- ○ No

What is your race/ethnicity? (Select all that apply)

- [ ] White
- [ ] Black or African American
- [ ] Asian
- [ ] American Indian or Alaska Native
- [ ] Native Hawaiin or other Pacific Islander

What is your annual household income - including all incomes in your household?

- ○ Under $24,999
- ○ $25,000 - $49,000
- ○ $50,000 - $74,999

- ◯ $75,000 - $150,000
- ◯ More than $150,000
- ◯ Not sure
- ◯ Prefer not to answer

How many adults, including yourself, live in your household?

How many people aged 16 or older are home in your household between the hours of 3:00 and 6:00 pm?

What is your gender?

- ◯ Male
- ◯ Female
- ◯ Other

Would you like to participate in an hour-long group interview about this topic? We are looking for parents/guardians who would like to tell us more about their experiences. We will be giving a **$30 amazon.com gift card** to participants.

We'll be holding group interviews in person and a few on zoom. Group interviews will be in English and Spanish. If you are interested in participating, provide your email address and/or phone number below so that we may contact you to schedule. Your name and email will be separated from the survey responses you submitted here to maintain confidentiality.

If you do not wish to participate in an interview, just leave these fields blank and click on the next button to submit your responses.

Your Name	
Email address	
Phone number	

Afterschool Programs_Prepare to loop

AFTERSCHOOL PROGRAMS

Write in the names of the afterschool program (or programs) your child attends. For example, if your child goes to the YMCA on Monday, Wednesday and Friday, and goes to a soccer program on Tuesdays and a tutoring program on Thursdays, you would enter YMCA in Program 1, soccer in Program 2, and the tutoring program's name in the third row. If they only attend one program just write that one in the first row.

If your child attends more than 3 programs, just include the three where they spend the most time here.

Program 1

Program 2 (if applicable)

Program 3 (if applicable)

looping block

What is the main focus of ${lm://Field/1}

- ○ General (no specific focus)
- ○ Academic support
- ○ Athletics/sports
- ○ Social time/recreation
- ○ Fine arts
- ○ STEM
- ○ Mentoring
- ○ Other (please describe)

What time does the program start and end? (Round to the nearest time if necessary).

	Start Time	End Time
${lm://Field/1}		

Which days of the week does your child attend this program? (check all that apply)

- ☐ Mon.
- ☐ Tues.
- ☐ Wed.
- ☐ Thurs.
- ☐ Fri.

Afterschool Programs_2nd block

When looking for an afterschool program, which of the following are **the top 3 most important** to you?

Drag items from the list on the left to the box on the right. You can change your mind and drag any item out of the box to make room for a new one. Please select your top 3.

Items	3 most important
Access to computers/the internet	
Program cost/affordability	
Academics (examples include tutoring, homework help, extra time with subject area content like reading and writing)	

Social time with peers/building social skills.

Transportation is provided

Playing sports

Physical activity moving their body and getting exercise (not necessarily sports teams, just a physical outlet)

Safety of environment

Mental health services/supports

Activities for family members to participate

Programming to reduce risky behaviors, including substance use, teen pregnancy, violence

Cultural programming

Character development

Learning hobbies, like photography, computer coding)

Variety of activities offered

Fine arts, like theater, music, drawing

Providing food/afterschool snacks

Which of the programs your child attends would you consider to be their "primary" afterschool program (e.g., they spend the most time there or have been attending the longest). **Answer the questions that follow about the one you select here.**

- ○ ${q://QID21/ChoiceTextEntryValue/1}
- ○ ${q://QID21/ChoiceTextEntryValue/2}
- ○ ${q://QID21/ChoiceTextEntryValue/3}

Does your child's program have the three things you indicated above as being most important to you?

- ○ Yes, all of them
- ○ Some but not all of them
- ○ No, none

Is this program at your child's school?

- ○ Yes
- ○ No
- ○ I'm not sure

How would you rate this program's quality?

- ○ Poor
- ○ Fair

- ◯ Good
- ◯ Excellent

How much does your child like the program?

- ◯ Strongly dislikes
- ◯ Mostly dislikes
- ◯ Neutral
- ◯ Mostly likes
- ◯ Likes a lot

Overall, how satisfied are you with your child's experience in their afterschool program

- ◯ Extremely dissatisfied
- ◯ Dissatisfied
- ◯ Neutral
- ◯ Satisfied
- ◯ Extremely satisfied

PROGRAM COSTS

Do you pay for your child's afterschool program each:

- ◯ Week
- ◯ Month
- ◯ Semester
- ◯ Year
- ◯ Not at all - there are no payments for my child to attend

How much does your family spend per ${q://QID37/ChoiceGroup/SelectedChoices}? Your best estimate is fine. (Do not use a dollar sign - just enter a whole number. Rounding up or down is ok too).

How much of a burden is this expense to your family?

- ◯ Not a burden
- ◯ A small burden
- ◯ A moderate burden
- ◯ A large burden

Have you ever NOT signed your child up for a program mostly because of its cost?

- ◯ Yes - all the time!
- ◯ Yes - at least once
- ◯ No
- ◯ I'm not sure

Appendix D: Provider Survey Sample

EL provider population

As noted in the body of the report, there is no central database of EL programs. We therefore used multiple sources to attempt as complete a mapping of EL programs relevant to Lynwood as possible.

We began with a list of public and charter schools within our catchment area to capture school-based programs. To that we added Lynwood City sponsored community centers which offer afterschool programming. Finally, we constructed a list of external EL providers (nonprofits and private organizations). We used three primary sources to compile an exhaustive list of all EL providers serving children living within the Lynwood area: 1) Google Maps, 2) GuideStar, a database of all non-profit organizations that file a 990-tax return form, and 3) Stitch, a website designed to map expanded learning opportunities available throughout Los Angeles County.

After compiling our supplier list through Google, Guide Star, and Stitch, we cross referenced our list against the Expand LA's database of member organizations and a list of non-profits in Southeast LA compiled by the SELA Collaborative (Bowie et al., 2019) to ensure there were no missing providers.

Within each source we searched for organizations in Lynwood and the nearby neighborhoods and cities of Compton, Downey, Bell, Bell Gardens, South Gate, Huntington Park, Carson, Paramount, Lakewood, Watts, and South Los Angeles. Since Los Angeles traffic is notorious, within neighboring cities, we then limited our list of potential providers to those located within two miles driving distance of Lynwood.

To limit our list to within two miles, we calculated driving distance radiuses between selected points in Lynwood (using the centroid of each census tract, since we wanted to be able to calculate the alignment between demand based on ACS census-tract estimates and the supply of providers within a given driving distance) and the rest of Los Angeles County.

We used Google maps to search within those cities using the following search terms: swimming, kickball, running, field hockey, football, badminton, baseball, chess, tennis, basketball, golf, archery clubs, cycling, lacrosse, softball, volleyball, ice skating, roller skating, hip hop dance, cheer, karate, taekwondo, gymnastics, hiking, rock climbing, boxing, MMA fighting, jiu-jitsu, tumbling, jogging, running, apprenticeships, robotics, coding, digital literacy, engineering, game development, science explorers, arts, book clubs, poetry, drama, videography, film, arts and crafts, academic support, mentoring, positive youth development, college prep, dance, music, singing, crochet, sewing, expanded learning, afterschool, after school, afterschool opportunities, and after school opportunities

Using GuideStar, we selected California as the state. Then we selected Lynwood, Huntington Park, Compton, Paramount, Lakewood, Carson, Watts, South Gate, Bell, Bell Gardens, and Downey as the cities. We used the following search terms: youth, kids, teen or teens, art, sport, STEM, science, dance, music, afterschool, extracurricular.

In using Stitch, we first selected the "For Families" option in the home page. We then opened up to the maps section of the site and selected for each city: Lynwood, Compton, Carson, Lakewood, Watts, Downey, Paramount, South Gate, Bell, Bell Gardens, and Huntington Park, using the following search categories: Science, Art, Dance, Theatre, Swimming, Sports, Math, and Literacy.

We also collected data about school-based providers and programs offered through LUSD and charter schools located in Lynwood. Each school counts as one provider, even if they offer multiple programs. There are 14 LUSD schools and seven charters in the radius described above. The one exception to this is the Movement, which is a school-based program (i.e., contracted by LUSD to serve its schools) but was coded as a separate nonprofit, the National College Resource Foundation. We include the Movement in counts of school-based programs. However, we do not count the Movement as a separate school.

Our preliminary list of providers included 136 providers, 54 of which were determined to be ineligible either because they did not meet our criteria or were no longer in business. In the end, the result was a final list of 82 providers (Tabel D.1). Of the 82, 40 providers were interviewed who offered a total of 132 different programs.

TABLE D.1: SOURCE OF PROVIDERS

PROVIDER	PROVIDER FOCUS	GOOGLE	GUIDESTAR	STITCH
1 Shine Youth Center	General	x	x	
ACC Athletic Culture Corporation	Sports		x	
Agape Music Center	Arts	x		
Angel City Tech Ed	STEM		x	
Art Dance Academy	Arts	x		
Aspire Firestone Academy	General	-	-	-
Aspire Gateway Academy	General	-	-	-
AYSO 1288	Sports	x	x	
Azteca Taekwondo Foundation	Sports	x	x	
Black Girls Leadership Academy	General		x	
Boom Squad Academy	General		x	
Bridges Preparatory Academy	General	-	-	-
Casillas Boxing Gym	Sports	x		
Checkmat LA	Sports	x		

PROVIDER	PROVIDER FOCUS	GOOGLE	GUIDESTAR	STITCH
Chics Helping Inner City Adolescents	General		x	
Chosen Angels Inc	General		x	
Community Kids Are Our Future	General		x	
Compton Youth Soccer CYS	Sports		x	
Discover You Community Center Inc	General		x	
Downey Bombers Baseball	Sports		x	
Downey Junior Athletic Association	Sports	x		
Educated Baller Team Association	Sports		x	
Empowering Youth Achieving Succes	General		x	
Evolution Athletics Academy Basketball	Sports	x		
Fathers and Mothers Who Care	General		x	
Henning Community Center	General	x	-	-

PROVIDER	PROVIDER FOCUS	GOOGLE	GUIDESTAR	STITCH
Imani Speed City Compton Track Club	Sports		x	
INT' Taekwondo South Gate	Sports	x		
International Karate-Do Shito-Ryu Federation	Sports	x		
ISANA Achernar Academy	General	-	-	-
Jordan Downs Center Afterschool Program	General			x
KIPP Corazon Academy	General	-	-	-
KIPP Philosophers Academy	General	-	-	-
Knockouts Boxing	Sports	x		
Lapsl	Sports		x	
Latin Mirage Dance Studio	Arts	x		
Lily Lau Eagle Claw Kung Fu Academy	Sports	x		
Los Amigos Golf Course	Sports	x		

PROVIDER	PROVIDER FOCUS	GOOGLE	GUIDESTAR	STITCH
Lucy Avalos Community Center	General	x		
LUSD Abbott Elementary	General	-	-	-
LUSD Helen Keller Elementary	General	-	-	-
LUSD Cesar Chavez Middle School	General	-	-	-
LUSD Hosler Middle School	General	-	-	-
LUSD Lincoln Elementary	General	-	-	-
LUSD Lindbergh Elementary	General	-	-	-
LUSD Lugo Elementary	General	-	-	-
LUSD Mark Twain Elementary	General	-	-	-
LUSD Marshall Elementary	General	-	-	-
LUSD Roosevelt Elementary	General	-	-	-
LUSD Rosa Parks Elementary	General	-	-	-

PROVIDER	PROVIDER FOCUS	GOOGLE	GUIDESTAR	STITCH
LUSD Washington Elementary	General	-	-	-
LUSD Will Rogers Elementary	General	-	-	-
LUSD Wilson Elementary	General	-	-	-
Lynwood Community Center	General	x		
Lynwood Jr. Knights	Sports	x	x	
Lynwood Sports Association	Sports		x	
Lynwood Youth Soccer Academy	Sports		x	
Manchester City Youth Soccer Academy	Sports	x		
Morales Tae Kwon Do & Kick Boxing	Sports	x		
National College Resources Foundation	General	-	-	-
New Beginning Center	General		x	
NGBA Boxing	Sports	x		

PROVIDER	PROVIDER FOCUS	GOOGLE	GUIDESTAR	STITCH
Patricia G Mitchell Swim Stadium	Sports	x		
Princess Feet Dance Academy	Arts	x		
Project IMPACT	General	x	x	
Risk Fitness Center (previously Aguilar's Combat Concepts)	Sports	x		
Save Black-Boys California	Academic		x	
Shimada Bots	STEM		x	
Six Blades JiuJitsu/ Artemis Academy	Sports	x		
Soleil Academy	General	-	-	-
South Gate Junior Athletic Association	Sports		x	
South Gate Parks, Girls Club House	General	x		
Southgate Youth Football Inc	Sports		x	

PROVIDER	PROVIDER FOCUS	GOOGLE	GUIDESTAR	STITCH
Support Encourage and Develop	General	-	-	-
for Children Inc	STEM		x	
The Wolves Den Jiu Jitsu Carlson Gracie South Gate	Sports	x		
Tomlin Dance Academy	Arts	x		
Uncoded	STEM		x	
Unearth and Empower Communities	STEM		x	
Vi's Karate Do School	Sports	x		
Watts Dolphins Youth Football	Sports		x	
Youth Impact Project	General		x	
YouthScore Edutainment Group Inc	Arts		x	

Appendix E: Provider Survey Results

TABLE E.1 HOW MANY PROGRAMS DO YOU OFFER?

RESPONSE	% ALL RESPONDENTS
1	20
2	13
3	38
4	18
5	0
6	0
7	5
8	3
9	3
10	0
11*	3
	n=40

*Looping section only allowed for 10 programs per provider

Provider-level Questions

TABLE E.2: WHERE ARE YOUR AFTERSCHOOL PROGRAMS HELD? (SELECT ALL THAT APPLY)

LOCATION	%
LUSD building	35
Non-LUSD building	55
Outdoor space	8
Other	3
	n=40

TABLE E.3: WHETHER PROVIDER IS SCHOOL-BASED OR NOT:

	%
Not school-based	63
School-based	38
	n=40

Staffing

TABLE E.4: HOW MANY UNIQUE, INDIVIDUAL STAFF MEMBERS (INCLUDING VOLUNTEERS OVER 18, CERTIFIED AND NONCERTIFIED STAFF, PART-TIME EMPLOYEES, ETC.) WORK AT YOUR PROGRAM IN THE AFTERSCHOOL SETTING? ENTER A WHOLE NUMBER.

N STAFF	% ALL	% LUSD BUILDING	% NON-LUSD BUILDING	% OUTDOOR SPACE
1-5	40	21	59	0
6-10	37	71	18	0
11-15	14	7	24	0
16+	9	0	0	100
	n=35	n=14	n=17	n=3

TABLE E.5: HOW MANY UNIQUE, INDIVIDUAL STAFF MEMBERS (INCLUDING VOLUNTEERS OVER 18, CERTIFIED AND NONCERTIFIED STAFF, PART-TIME EMPLOYEES, ETC.) WORK AT YOUR PROGRAM IN THE AFTERSCHOOL SETTING? BY WHETHER PROVIDER IS SCHOOL-BASED OR NOT

N STAFF	% ALL	% NOT SCHOOL-BASED	% SCHOOL-BASED
1-5	40	50	27
6-10	37	20	60
11-15	14	20	7
16+	9	10	7
	n=35	n=20	n=15

Limitations to Expansion

TABLE E.6: FOR ANY OF YOUR PROGRAMS THAT ARE AT CAPACITY, WHAT KEEPS YOU FROM EXPANDING TO SERVE MORE STUDENTS: (SELECT ALL THAT APPLY)

LIMITATION	% (PROPORTION OF ALL PROVIDERS, N=40)	% (PROPORTION OF PROVIDERS WHO REPORT 1+ DIFFICULTY, N=11)
1+ difficulty, n=11)	4	16
Difficulty hiring/ retaining	8	20
Need money to pay staff	18	47
Need specialized staff	0	0
Space limitations	20	53
No desire to expand	3	.
N/A (Not at capacity)	43	.

TABLE E.7: FOR ANY OF YOUR PROGRAMS THAT ARE AT CAPACITY, WHAT KEEPS YOU FROM EXPANDING TO SERVE MORE STUDENTS (SELECT ALL THAT APPLY)

	ALL		NOT SCHOOL-BASED		SCHOOL-BASED	
Limitation	% ALL	% 1+ DIFFICULTY	% ALL	% 1+ DIFFICULTY	% ALL	% 1+ DIFFICULTY
Difficulty hiring/ retaining	8	20	4	25	13	18
Need money to pay staff	18	47	12	75	27	36
Need specialized staff	0	0	0	0	0	0
Space limitations	20	53	4	25	47	64
No desire to expand	3	.	0	.	7	.
N/A (Not at capacity)	43	.	56	.	20	.
	n=40	n=15	n=25	n=4	n=15	n=11

Students

TABLE E.8: APPROXIMATELY WHAT PERCENTAGE OF STUDENTS WHO ATTEND YOUR PROGRAM(S) LIVE IN THE CITY OF LYNWOOD?

% FROM LYNWOOD	% OVERALL	% NOT SCHOOL-BASED	% SCHOOL-BASED
0-19	11	15	7
20-39	15	31	0
40-59	7	15	0
60-79	0	0	0
80-100	67	38	93
	n=27	n=13	n=14

TABLE E.9: APPROXIMATELY WHAT PERCENTAGE OF STUDENTS ARRIVE TO YOUR PROGRAM(S) IN EACH OF THE FOLLOWING WAYS AND APPROXIMATELY WHAT PERCENTAGE OF STUDENTS LEAVE YOUR PROGRAM(S) IN EACH OF THE FOLLOWING WAYS:

LIMITATION	AVG % NOT SCHOOL-BASED	AVG % SCHOOL-BASED
Arrive by car	86	0
Arrive on foot/bike	12	2
Arrive on public transit	2	0
Arrival n/a (provider at students' school)	0	98
Arrive by shuttle / arranged transport	0	0
Arrive some other way	0	0

LIMITATION	AVG % NOT SCHOOL-BASED	AVG % SCHOOL-BASED
Leave by car	86	73
Leave on foot/bike	11	27
Leave on public transit	3	1
Leave by shuttle / arranged transport	0	0
Leave some other way	0	0
	n=19	n=15

Program-level Questions

TABLE E.10 : WHAT IS THE PROGRAM'S PRIMARY FOCUS? (SELECT ONE)

	% PROGRAMS
General	16
Sports	40
STEM	7
Arts	29
Other	8
	n=129

Program Cost

TABLE E.11: WHICH OF THE FOLLOWING STATEMENTS DESCRIBES THE PROGRAM'S COST FOR THE MAJORITY OF YOUR PARTICIPATING FAMILIES:

	% PROGRAMS ALL	% PROGRAMS NOT SCHOOL-BASED	% PROGRAMS SCHOOL-BASED
Not free	62	90	0
Free	38	10	100
	n=130	n=90	n=40

TABLE E.12: RELATIONSHIP BETWEEN PROGRAM FOCUS AND WHETHER SCHOOL-BASED

	NOT SCHOOL-BASED	SCHOOL-BASED
	Count	Count
General focus	3	17
Sports focus	50	2
STEM focus	2	7
Arts focus	32	6
Other focus	2	8

TABLE E.13: RELATIONSHIP BETWEEN PROGRAM FOCUS AND PROGRAM COST

	NON SCHOOL-BASED	SCHOOL-BASED	NON-LUSD BUILDING	OUTDOOR SPACE
	Not free (count)	Free (count)	Not free (count)	Free (count)
General focus	0	3	0	17
Sports focus	50	0	0	2
STEM focus	0	2	0	7
Arts focus	29	3	0	6
Other focus	2	0	0	8

More Detail on Program Cost

TABLE E.14: WHETHER/HOW FAMILIES PAY FOR THE PROGRAM

	% PROGRAMS
Free	38
Flat fee	55
Sliding scale	7
	n=130

TABLE E.15: PROGRAM COSTS BY FOCUS AREA (RESTRICTED TO THE 48 NON SCHOOL-BASED PROGRAMS THAT REPORTED ON COST - NEARLY ALL SCHOOL-BASED PROGRAMS ARE FREE)

	N PROGRAMS	MEAN FEE ($)	MEDIAN FEE ($)	MIN FEE ($)	MAX FEE ($)
General focus	0	.	.	.	.
Sports focus	40	414	450	15	700
STEM focus	0	.	.	.	.
Arts focus	14	365	460	125	1000
Other focus	1	480	480	480	480

More Detail on Program Enrollment

TABLE E.16: ARE ANY OF THE FOLLOWING USED TO PRIORITIZE CERTAIN STUDENTS FOR ENROLLMENT? (SELECT ALL THAT APPLY)

	% PROGRAMS
Low-income families	0
Ss behind academically	1
SWDs	10
ELs	1
Newcomers	0
None	85
Other	5
	n=102

TABLE E.17: ATTENDANCE EXPECTATIONS BY SCHOOL-BASED VS NOT SCHOOL-BASED

	% ALL	% NOT SCHOOL-BASED	% SCHOOL-BASED
Drop-in	17	13	25
Expected	83	87	75
	n=125	n=85	n=40

TABLE E.18: ATTENDANCE EXPECTATIONS BY COST

	% ALL	% NOT FREE	% FREE
Drop-in	17	8	31
Expected	83	92	69
	n=125	n=77	n=48

TABLE E.19: ATTENDANCE EXPECTATIONS BY PROGRAM FOCUS

	% ALL	% GENERAL	% SPORTS	% STEM	% ARTS	% OTHER
Drop-in	17	20	13	22	13	40
Expected	83	80	88	78	87	60
	n=125	n=20	n=48	n=9	n=38	n=10

TABLE E.20: DO YOU TAKE DAILY ATTENDANCE FORMALLY?

SCHOOL-BASED VS. NOT SCHOOL-BASED	% ALL	% NOT SCHOOL-BASED	% SCHOOL-BASED
No	8	13	0
Yes	92	88	100
	n=120	n=80	n=40

TABLE E.21: DO YOU TAKE DAILY ATTENDANCE FORMALLY?

FREE VS. NOT FREE	% ALL	% NOT FREE	% FREE
No	8	14	0
Yes	92	86	100
	n=120	n=72	n=48

TABLE E.22: DO YOU TAKE DAILY ATTENDANCE FORMALLY?

BY PROGRAM FOCUS	% ALL	% GENERAL	% SPORTS	% STEM	% ARTS	% OTHER
No	8	0	23	0	0	0
Yes	92	100	77	100	100	100
	n=120	n=20	n=43	n=9	n=38	n=10

TABLE E.23: DO YOU KEEP A WAITLIST IF/WHEN THIS PROGRAM BECOMES FULLY ENROLLED?

SCHOOL-BASED VS NOT SCHOOL-BASED	% ALL	% NOT SCHOOL-BASED	% SCHOOL-BASED
No	63	52	85
Yes	37	48	15
	n=117	n=77	n=40

TABLE E.24: DO YOU KEEP A WAITLIST IF/WHEN THIS PROGRAM BECOMES FULLY ENROLLED?

FREE VS. NOT FREE	% ALL	% NOT FREE	% FREE
No	63	51	81
Yes	37	49	19
	n=117	n=69	n=48

TABLE E.25: DO YOU KEEP A WAITLIST IF/WHEN THIS PROGRAM BECOMES FULLY ENROLLED?

PROGRAM FOCUS	% ALL	% GENERAL	% SPORTS	% STEM	% ARTS	% OTHER
No	63	75	65	67	50	80
Yes	37	25	35	33	50	20
	n=117	n=20	n=40	n=9	n=38	n=10

Program Operations

TABLE E.26: DAYS PROGRAM MEETS PER WEEK

# OF M-F DAYS PROGRAM MEETS PER WEEK	% ALL	% NOT SCHOOL-BASED	% SCHOOL-BASED
1	31	33	28
2	10	14	3
3	15	24	0
4	14	14	13
5	30	14	58
	n=110	n=70	n=40

TABLE E.27: HOURS PROGRAM MEETS PER DAY

HOURS PROGRAM MEETS PER DAY	% OVERALL	% NOT SCHOOL-BASED	% SCHOOL-BASED
0 to 1 hour	35	43	20
1 hour 1 minute to 2 hours	37	46	23
2 hours 1 minute to 3 hours	24	9	50
More than 3 hours	4	1	8
	n=107	n=67	n=40

Appendix F: Provider Survey Questionnaire

Organization Level

What is the name and address of your organization?

Organization Name

Organization Street Address

Location zip code

In a few words, what is the overall mission of your organization? Write as if you were listing your organization in a directory of afterschool programs - how would you describe it?

Where are your afterschool programs held? (select all that apply)

- [ ] At a Lynwood Unified School District building
- [ ] At another building, but not a school-district building (e.g., a rec center, a church)
- [ ] At an outdoor public space
- [ ] Other (please describe)

For any of your programs that are at capacity, what keeps you from expanding to serve more students: (select all that apply)

- [ ] We struggle to hire or retain core staff
- [ ] We don't have money to pay for more staff
- [ ] We need staff with specialized skills/training and they are hard to find or hire
- [ ] Space limitations
- [ ] We do not desire to add more students despite being at capacity
- [ ] N/A - We are not at capacity

Approximately what percentage of students who attend your program(s) live in the city of Lynwood?

	0	10	20	30	40	50	60	70	80	90	100	I don't know
Percent of students												☐

How many unique, individual staff members (including volunteers over 18, certified and non-certified staff, part time employees, etc.) work at your program in the afterschool setting? Enter a whole number.

Do you currently have open staff positions?

No	Yes	I'm not sure
○	○	○

Do your programs work formally with Lynwood USD in any way to exchange information about students? For example, a tutoring program may receive information about a child's assignments or areas of struggle, a school may work with an afterschool program to refer students, etc.

No	Yes	I'm not sure
○	○	○

Describe the way in which you exchange information with Lynwood schools.

Approximately what percentage of students arrive to your program(s) in each of the following ways:

Students attend school at the same site where we operate	0
They walk or ride a bike	0
They are driven by someone/carpool,	0
Via public transportation	0
Organized shuttle, van, or bus from another location (not city/public transportation),	0
Other (please explain)	0
Total	0

Approximately what percentage of students leave your program(s) in each of the following ways:

By car (family or carpool)	0
They walk or ride a bike	0
Via public transportation	0
Organized shuttle, van, or bus (not city/public transportation),	0
Other (please explain)	0
Total	0

For the next set of questions, we are asking about afterschool programs that run during the school year.

A center with **one enrollment list**, for which students can choose different activities to participate in on a given day (e.g., basketball, dance, homework help) would be operating **one program.**

A center with **separate enrollment lists** for its basketball program, its dance program, and its academic program would be **operating 3 programs** (regardless of whether some of those students overlap). These programs could operate simultaneously or on different days of the week.

The next set of questions will loop for each of the programs your organization offers. If you only have one program, you will only answer the questions one time. The questions are simple and straight-forward fact-gathering.

How many programs are offered at your organization? (Please enter a whole number).

Program level

Please answer the next set of questions separately for each of the distinct afterschool programs run by your organization. Name the program something unique - even if you do not have a formal name for it - so that we know which one you are answering about. For example, Basketball 1, Basketball 2, etc.

The first question in each loop will be: "What is the name of the program". When you see that question, begin answering about the next one.

What is the name of the program?

Provide a brief program description

Is this program: (select one)

- ◯ General (including non-specific content areas or activities)
- ◯ Specialized (e.g., a particular sport, art, STEM program, robotics, chess, etc.)

What is the program's primary focus? (select one)

- ◯ Academic support (e.g., tutoring, homework help, additional core instruction)
- ◯ STEM
- ◯ Athletics/Sports
- ◯ Mentoring
- ◯ Social time/recreation
- ◯ Other (please describe)

◯ Fine arts (including dance, theater, art, music)

Which of the following statements describes the program's cost for the majority of your participating families:

◯ Families do not pay/The program is free of charge to families

◯ Families pay a flat fee per child

◯ There is a sliding scale, depending on the family's ability to pay

What is the flat fee for this school year?

What are the least and most amounts a family might pay this school year (i.e., the lowest and highest ends of the sliding scale)? Enter numbers only - do not use the dollar sign. If you don't know, make your best guess, or leave the text box blank.

Lowest amount

Highest amount

Are any of the following used to prioritize certain students for enrollment? (select all that apply)

☐ Family income (e.g., lower income students are prioritized)

☐ Academic performance (e.g., students needing academic supports are prioritized

☐ Whether the student has special needs

☐ Whether the student is an English language learner

☐ Whether the student is a newcomer to the US

☐ None of these

☐ Other (please describe)

What time does the program start? (choose the closest start time)

What time does the program end? (choose the closest end time)

Which days of the week does this program operate? (select all)

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
☐	☐	☐	☐	☐	☐	☐

Are students expected to attend if they are signed up, or is it a drop-in program where students can come when they want to?

◯ Attendence is expected for enrolled students

○ Attendance is drop-in

In the following table, answer 3 questions about student enrollment/attendance at each grade range for the current year (as of today's date):

1. How many spaces are available on a typical day?
2. How many students are enrolled (if applicable)?
3. How many students attend on a typical day?

	Number of spaces	Number enrolled	Average daily attendance (number)
Elementary (k-5)			
Middle (6-8)			

How precise are the numbers above?

Not precise - I guessed	Pretty good - I have a handle on enrollment and attendance	Precise - I used enrollment and attendance records to answer
○	○	○

Do you keep a waitlist if/when this program becomes fully enrolled?

Yes	No
○	○

How many students are currently on the waitlist? (Enter 0 if you do not currently have a waistlist).

Do you take daily attendance formally?

○ Yes

○ No

Are these records kept electronically?

○ Yes

○ No

Please provide information on how families can sign up or learn about this programs if they are interested.

Appendix G: Qualitative Data Design and Sample

CATEGORY	TOTAL
Parent Focus Group Participants	
Total Participants	36
First Focus Group	5
Second Focus Group	15
Third Focus Group	11
Fourth Focus Group	5
Relationship to Child(ren)	
Parents	32
Grandparents	3
Other	1
Gender	
Female	32
Male	4
Participants with at least one child in K-5	27
Participants with at least one child in 6-8	13
Afterschool Enrollment	
Enrolled in Afterschool	15
Not Enrolled in Afterschool	21

CATEGORY	TOTAL
Provider Focus Group Participants	
Total Participants	15
- First Focus Group	10
- Second Focus Group	5
Organizations Represented	
In-school General Afterschool Provider	9
In-school Enrichment Provider	1
Neighborhood Youth Center	2
Charter School General Afterschool Provider	1
Arts Education & Gallery	2
Participant Roles	
Site Program Manager	7
Associate Director	2
Quality Assurance Coach	1
Lead Teacher	1
Instructional Aide/Program Manager	1
Recreation Coordinator	1
Programs Director	1
Executive Director	1
Program Offerings	
Fine Arts	2
Academic Support/Tutoring	1
Mentorship	1
Multiple	11

Pre-focus Group Questionnaire

English

Please provide your name and email address so that we can send the Amazon gift card for your participation.

How many children living in your household are in: (please include stepchildren, grandchildren, foster children, any child living in your home, even if only part time)

	Enter number
Grades K-5	
Grades 6-8	

What school does your child attend?

Are any of your children enrolled in an afterschool program?

- ○ Yes
- ○ No

Do you live with a spouse or partner?

- ○ Yes
- ○ No

Do you work outside of your home Monday through Friday between the hours of 3-6pm?

- ○ Yes, every day
- ○ Yes, on some days

- ○ No

If partnered, does your partner work outside of your home Monday through Friday between the hours of 3-6pm?

- ○ Yes, every day
- ○ Yes, on some days
- ○ No

Is there an adult (over 18) in your home, including yourself, during after school hours (approx. 3-6pm, Mon through Friday)?

- ○ Yes, always
- ○ Yes, sometimes
- ○ Never

Are you the child's?

- ○ Parent
- ○ Grandparent
- ○ Other family member
- ○ Other, please describe

What is your gender?

- ○ Male
- ○ Female
- ○ Other
- ○ Prefer not to say

Appendix H: Focus Group Findings

Overview of Findings - Parent Focus Groups

- Though the slight majority of focus group parents do not enroll their child in afterschool, those enrolled largely signed their child up in Lynwood-based programs focused on
    - sports (5)
    - art (2)
    - homework help (2).
- Parents cited socialization opportunities as the best feature of afterschool programming (9). Multiple parents also lauded features including
    - their child's enjoyment (5)
    - the variety of program options (5)
    - convenient scheduling (4)
    - homework time (4).
- Participants look for a wide variety of characteristics when selecting afterschool programs, most commonly
    - type of content (15)
    - child safety (5)
    - teacher to student ratio (3)
- Participants named an array of afterschool opportunities they wished were available, including
    - fine arts (7)
    - academic supports
    - more food (4)

    - better structured programs (4)

- Participants identified many challenges to having their child participate in afterschool programs, including
    - food availability (4)
    - staff training and quality (4)
    - program scheduling (4)
    - quality of facilities (3)

- Aligned with opportunities that participants wished were available (indicated two sections above), parents shared that, if they could wave a magic wand, they would change many different aspects of afterschool programming. The most popular responses included
    - better program communication (12)
    - increased program offerings, particularly
        - homework help and tutoring (10)
        - improved security and safety (6).

Findings

Though the slight majority of focus group parents do not enroll their child in afterschool, those enrolled largely signed their child up in Lynwood-based programs focused on sports, art, and homework help.

- 15 participants have their children enrolled in afterschool (questionnaire). Programs specified during focus groups included:
    - 6 parents specified being in Lynwood-based program
        - 6 parents in Think Together
        - 1 parent in Level Up Lynwood (same parent that does Think Together).
    - 2 in programs outside of Lynwood

        - 1 in Downey, 1 did not specify
        - Justification: One said that other towns have more "parks and more choices versus Lynwood". "If You want a variety, you kind of definitely have to step out of Lynwood for sure"
    - 2 parents enrolled in afterschool programs not held in school
        - Including YMCA, gymnastics

- Most common types of programs included sports (5), arts (2), homework help (2)

- 21 participants do not have their child enrolled in afterschool (questionnaire)
    - Primary reason was accommodating pick-up schedule (3)
    - 2 said they had had child enrolled in the past
        - Reasons for no longer enrolling unfortunate incident (1), and one did not specify

Parents cited socialization opportunities as the best feature of afterschool programming. Multiple parents also lauded features including their child's enjoyment, convenient scheduling, homework time, and the variety of program options.

- Socialization, such as playing with friends (9)
    - 1 likes socialization across grade levels: "I like the part that they get to socialize with a lot of different kids, not only kids in their grade level. So my daughter, she's a sixth grader and she sometimes get to help the little ones and she really likes that." (this contrasts the cross-grade bullying challenges brought up in focus group 4)
    - 1 appreciates the opportunity for her special needs child to be surrounded by energetic agemates

- That the child enjoys the program (5)
    - "He has had a ball, he loves it. I personally was even close with some of the staff at Roosevelt because that's his original since kindergarten he was there. So I was able to kind of see what was going on."

- Schedule (4)
    - 2 point to convenient drop off and pick up times
        - "I'm grateful that they open the gates up before 7:00." because "if I had to wait it would set me back in time"
        - "And then, [inaudible] getting off work at 4:30, being able to pick her up right after work."
- Time and help for student to complete homework (4)
- Content or activity quality, including variety of program options (5)
    - "Where do they go on the field trips, now that you mentioned it?" "I think to the beach one time. The beach, where else? Other activities.... yea It's good for them"
- Able to see how program operates (2), keeps child busy (1)

Participants look for a wide variety of characteristics when selecting afterschool programs from the type of content (15) to child safety (5) to the teacher to student ratio (3) and many more program priorities.

- Type of offering (15)
    - Educational content, including academic support and homework help (8)
        - One participant looks for this because their own language barrier prevents them from helping their child: "I really need my daughter to learn English, since we just got here from another country. I want her to really learn and advance in English and she's not going to do that on her phone and being with us... "there's no way I can help him. I don't know how. I don't English."
        - One participant points to the physical space as a facilitator for homework completion: "The reason why my kids have already stay after school is because they needed a space to do their homework, a proper space, a desk and a chair."

    - Sports and hands-on activities (3)
    - Music (2)
    - Something productive (2)

- Child safety (5)
- Teacher to student ratio (3)
    - "A reason that I would choose here over the after school program in the schools, is that it feels like here there's less kids and the ratio over there is a lot bigger. There's probably maybe sometimes 15 to 20 kids per instructor."
- Variety of offerings and activities (3)
- Staff quality (2)
    - 2 alluded to a staff role more enriching than "babysitting"
        - "I feel like the coordinators, supervisors, need to be definitely trained. I don't want to just [feel] like, "Oh, they're babysitting my kid for three hours." I mean, I can have somebody else do that. I want someone that's going to be trained and can help my kid in anything that they need help with from their school."
        - "Staff matters. Somebody that can connect with the children. A lot of times the students do connect with the coaches or the staff, but somebody that has some knowledge of health and education, because a lot of times they hire young college students that have no connection with students and they're just babysitting."
- Enjoyable for child (2)
- Program schedule, particularly flexible pick up and drop off times (1)
- Tailored supports for children with special needs (1)

- Financial cost (1)

Participants named an array of afterschool opportunities they wished were available, including fine arts (7), academic supports, more food (4), and better structured programs (4)

- More fine arts (7)
    - Music (4)
        - "I wish they could learn play instrument. Any kind of instrument"
    - Art (1)
    - Dance (2)
        - "Maybe like a folklore or dancing, something like that."
- Homework help, tutoring, academic support/enrichment (7)
    - STEM (3)
    - ELL (1)
        - "I want her to really learn and advance in English and she's not going to do that on her phone and being with us."
- More food (4)
- More structured programs (4)
    - One wants a better balance between fun and academic content (1)
- Longer program duration (2)
- More program options (1)
- Something to look forward to (1)
- Games (1)
    - "They can have homework time, but they're also looking forward to

something else. Yeah, Pokemon club, anime club. I don't know. Anything that the kids are interested in."

- Free programs (1)
- Enrichment outside of traditional learning (1)
- Counterpoint: 1 respondent wishes for no other opportunities.
  "I'm pretty happy. My granddaughter, she's happy. She enjoys it."

Participants identified many challenges to having their child participate in afterschool programs, from food availability (4) and the quality of facilities (3) to staff training and quality (4) and program scheduling (4)

- Food availability and quality (4)
- Lack of staff training or quality (4)
  - "I spy on him and the people that were supposed to be helping were on the phones. My son was off doing I don't know what with his little girlfriend, so it's like, sorry. So I'm like, I'm kind of scared are they really going to watch my kid? I'm kind of scared about it, but sometimes he's needed so I'm like maybe I should try it, but it's scary so."
- Schedule (4), particularly surrounding pick up time (3 of the 4)
  - Interesting contrast to the 2 respondents who pointed to convenient drop off and pick up times as their favorite features of the program
- Lack of desired program content or options (4)
- Quality of facilities (3)
  - Space (2): "in some schools, the [inaudible] classes need to share rooms with regular teachers and I think there's a little feud about who touches

what or who cleans after themselves. It's not a problem at our school, but I know I've gotten feedback from other parents that using the same classroom for regular day and afterschool can be challenging."

- Conditions (1): "Yes, the park quality. Park maintenance. Currently, the baseball fields don't have no baseball lights, so it's pitch black. So safety has to play a role. [inaudible] the best at least monitoring security guards around it versus Lynwood, like I mentioned, poor lighting, poor park conditions and I think that also makes us go to different cities."

- Poor program communications (3)
  - 1 parent cites lack of solicited community input: "They just fixed that, but they didn't consider the community input, which they say they did, but if they did, they probably would've had more inclusive for other students"
- Cost (2)
- Bullying (3)
  - One participant believes this challenge stems from age differences, though staff point to a shortage: "I understand they're hitting each other, they're getting very physical. I saw it and the young woman said, "Well, it's because we're short on help."" Well, I'm thinking no, because they're beating each other up. There's little kids, and they're fighting with the older ones and they don't have them separated, they're not secluded or whatever.
  - "Not personally, but just seeing kids, because one staff monitoring 20 students is kind of hard, especially when the students had already a long day. So you definitely come across a lot of students that don't know how to keep their hands to themselves. Like I said, I can't speak for that, but I know there's been bullying around even afterschool programs."
- Different children in different locations (1)

- Keeping child interested in program (1)
- Lack of time in program (1)
    - "With [my daughter], she doesn't finish homework at school, because they get such a limited time to do that and other activities. So, for us, it's a struggle to keep with the homework that doesn't get done in the program."
- Program information dissemination (1)
    - "Well, I had heard of something called Level Up, but for some strange reason, I'm unable to find anything when I brought it to the school's attention. No one knows what I'm talking about"
- Program shutting down (1)
- Counterpoint: Two respondents described facilitators to accessing afterschool programming when they were asked about challenges
    - 2 respondents described child motivation as a facilitator
        - "My grandson wants to come. Sometimes I tell him I can't come, because my feet are hurting me or my leg. Mia start to cry and he'll say, "I want to go."
    - 1 respondent described proximity as a facilitator.
        - "I live a block away. They're at Mark Twain. So for me this works, because I just have to walk one block and we're here."

Aligned with opportunities that participants wished were available (indicated two sections above), parents shared that, if they could wave a magic wand, they would change many different aspects of afterschool programming. The most popular responses included better program communication (12), increased program offerings–particularly homework help and tutoring (10)–, and improved security and safety (6).

- Increased program offerings
    - Increased academic supports (13)

        - Homework help and tutoring (10)
            - "Maybe focus a little longer in the academics, and if there's a struggle, maybe additional tutoring. Because the fun stuff is great. It's great, I love the fun stuff, but from the long day that she has, yeah, she does a lot of fun stuff then she still has homework left over and it feels like the day is longer for her."
    - ELL (3)
    - Increased arts programming, including dance (3)
    - Increased music programming (4)
    - Increased enrichment, including STEM (3)
    - Increased sports programming (3)

- Better program communication (12)
    - 4 parents want increased program transparency
        - 2 of these parents wanted more information on how money was distributed, while the other 2 parents wanted more information on how the program operated
    - 3 parents wished for improved communication between parents and staff
    - 2 parents wished for better communication between schools and programs
    - 1 parent wished for improved within-staff communication
    - 1 respondent argued for a stronger communication platform ("weekly parent log") to see what activities their kids are most interested in
        - "if I knew they were really good or they really wanted it, because we're having that communication back and forth versus just like I know they check in on the computer like, "Okay, thanks. Bye, see you tomorrow. Just on even weekly, a monthly or weekly, each of the activities we're going to be focusing on for this quarter or something. And then that opens up the space for parents to ask questions for them to share with you. Like oh, they did really well in this. Maybe you should have put them in the park program where you do pay."

- Improved security and safety (6)
    - "For one, it's the age. Right now, they said they have one for lower... I have a five-year-old, so for him. So some of them feel like it's a high risk. They put them all together and it's close to homeless people and more security. We need more security in those parks."
    - One respondent wants to achieve this through increasing the number of staff: "If you're asking me, I would say that that would be a big plus, to have an extra person just to keep them apart."
    - "We want zero toleration on the bullying"
- Increased staff training (4)
    - Training staff to accommodate students with special needs (2)
- Changing food availability or quality (3)
- Increased program schedule flexibility (1)
- Improved program structure (3)
    - For example, one participant mentions she wants a structure where Think Together programs in different schools operate the same way in terms of security and where children are separated by grade level.
    - More supplies (1)
- Tailored program offerings (3)
    - "I was going to say if it's tailored to the child's interests, because not every child is interested in the same. My child personally likes science, things that involve engineering, and the STEM and sports."
- Facility improvements (2)

- "They haven't taken opportunity or the chance to maybe upgrade their facilities that makes it more inviting. There's one new park, but they don't really offer a lot, as well. But just being from this city as a kid, I was born and raised in Lynwood, and then it's the same thing. So I would just want to see something different."

- Free programming (1)

- Transportation offerings for pick-up (2)
  - "Transportation, if they could pick up the kids, that would be great... Sometimes a big concern is that my daughter's going to get out and I'm still not free and I'm afraid they can't walk alone. They can't be by themselves."
  - "they only have the two pickup times and if I needed to bring my kids, it would be nice if there was transportation. If I'm still at work and I would want them here, because of the, I can pick them up at any time. Then it would be nice if there was transportation from the schools."

- Counterexample: One respondent would change nothing
  - "I have no issues"

Overview of Findings - Provider Focus Groups

- Related to provider offerings, participants said that parents play a key role in sustaining programs through their engagement (3 LUSD), which is why two (2) LUSD participants host events for parents that showcase afterschool activities.
  - One (1) participant (LUSD) said parents play a crucial role as donors who help with funding.
  - One participant (LUSD) cites this communication as the reason for student continuity year over year, with another participant also pointing to continuity.

- Outreach strategy to Lynwood parents consisted of
    - word of mouth (5 non-LUSD)
    - social media (3 non-LUSD)
    - offline promotion (2 non-LUSD)
    - Conversely, two (2) LUSD respondents cited challenges with communicating the totality of program offerings to parents.

- Amidst this outreach, five (5) LUSD participants noted a smaller enrollment of younger kids, which participants attributed to detachment challenges between kids and parents as well as trust.

- Participants cited numerous barriers to maximizing afterschool enrollment, including
    - securing program funding (3 non-LUSD, 2 LUSD)
    - families' financial status (2 non-LUSD)
    - staff to student ratio (2 LUSD)
    - physical space challenges (2 non-LUSD)
    - student to program leader ratio (1 LUSD)

- Barriers to quality programming included
    - staff availability and a lack of staff training (5 non-LUSD, 3 LUSD), particularly for younger staff
        - One participant (LUSD) countered that staffing was not a challenge.
    - physical space issues (2 non-LUSD, 2 LUSD)

- Solutions to barriers included
    - more funding (3 non-LUSD, 1 LUSD)

- provider communication strategies (3 LUSD)
- districts helping more with provider challenges (2 LUSD)
- collaboration with other organizations (2 non-LUSD)

- When asked what changes they would make to local afterschool programming, providers cited
  - student safety improvements (2 LUSD)
  - changes to funding structure (1 non-LUSD)
  - continued advocacy (1 non-LUSD)
  - more resources to schools (1 non-LUSD)

Findings

Related to provider offerings, participants said that parents play a key role in sustaining programs through engagement (3 LUSD), which is why two (2) LUSD participants host events for parents that showcase afterschool activities. One (1) participant (LUSD) said parents play a crucial role as donors who help with funding.

- Parents are key stakeholders whose participation sustains programing (3 LUSD)
  - Quality assurance coach (LUSD provider): "The role of the parent is they are a stakeholder... we make sure that we are checking in with parents daily, as they are the ones who are registering their students into our program."
  - In the organization with nine (9) participants (LUSD), a yearly parent survey goes out, said one participant.
  - Two (2) participants (LUSD) said they host specific events to engage parents and are exposed to the students' activities firsthand. Events include mindfulness days and coach for a day.

- Parents play the role of donors who help with fundraising (1 LUSD)

One participant (LUSD) cites this communication as the reason for student continuity year over year, with another parent also pointing to continuity.

- Site Manager (LUSD provider): "The majority of times, the seventh graders do come back to our program. I think it's just building that trust since it's only two years with us here in the school. We have to communicate with the parents and let them know that we're here to support them, and we're here to support their students as well. So for the most part, I do think we have a high turnout to join us again for eighth grade year."

- Site Manager (LUSD Provider): "We definitely have our loyal followers. I currently have a student who has been with me since kinder so there's a lot of repeated students."

Outreach strategy to Lynwood parents consisted of word of mouth (5 non-LUSD), social media (3 non-LUSD), and offline promotion (2 non-LUSD). Conversely, two (2) LUSD providers cited challenges with communicating the totality of program offerings to parents.

- Word of mouth (5 non-LUSD)
    - 5 respondents mentioned partnerships/relationships with schools and/or school districts, including referrals from local teachers and principals.
        - Associate Director (non-LUSD provider): "We have students that come from various schools, and, in communication with those teachers, they know that we're here and they'll refer their students. They'll communicate with the parents and refer them to come."
    - 3 of these 5 respondents mentioned word of mouth specifically among alumni, teachers, principals, and families from within local neighborhoods.
        - Associate Director (non-LUSD provider): "We have a lot of families that are sharing amongst each other, parents are sharing with their friends. Or it'll be cousin inviting cousins. So word of mouth initially."

- Social media (3 non-LUSD)

- 3 respondents mentioned social media as part of their outreach to Lynwood families.
  - Executive Director (non-LUSD provider): "We've refined advertising through Meta, Instagram and Facebook. And that has been a dramatic turnaround for our registration for families from all over the Southeast region"

- Offline promotion (2 non-LUSD)
  - 2 respondents mentioned offline promotion such as banners, flyers, and newsletters, in addition to citywide events.
    - Executive Director (non-LUSD provider): "we table at community events. We have all kinds of public events where people come in, they join our newsletter and we do have a lot of families from [local cities]"

- Challenge: Communicating the totality of program offerings to parents (2 LUSD)
  - Site Manager (LUSD provider): "A barrier that I have is more exposure of the program and what we overall provide. I think parents have this expectation of [our organization], and I wish it was communicated out more of everything that we have provided, especially now with us having people coming on campus and them having the ability to join different stuff"

Yet, amidst this outreach, five (5) LUSD providers noted a smaller enrollment of younger kids, which participants attributed to detachment challenges between kids and parents.

- Hard to reach all targeted kids because of lack of trust or familiarity related to detachment (5)
  - Site Manager (LUSD Provider): "I know on my side right now, we have very low T-K because parents are not as comfortable about leaving them."
  - Quality Assurance Coach (LUSD Provider): "I think its also because its [T-K students'] first year going to school of detaching from home. That change of environment...that a lot of the times, sometimes parents like to take it easy to kind of slowly adjust into the new routine before they commit

them."

Participants cited numerous barriers to maximizing afterschool enrollment, including securing program funding (3 non-LUSD, 2 LUSD), families' financial status (2 non-LUSD), staff to student ratio (2 LUSD), physical space challenges (2 non-LUSD), and student to program leader ratio (1 LUSD)

- Securing program funding (5)
    - One participant (Executive Director– non LUSD) tied this issue to political polarization: "we very quickly realized that this space cannot survive without funding as, I hate to say it, but as politics have gotten much more polarized, the arts have been siphoned into this more progressive thought to the point that we've been fully cut off of funding from the city as of 2024, and we are no longer funded."
- Families' financial status (2)
    - Programs Director (non-LUSD provider): "I think that's probably our number one challenge, is providing accessible programming that the cost is low enough for families to join in on, but still balancing that with high quality programming and providing a livable wage for the instructors is extremely important."
- Staff to student ratio (2)
- Physical space challenges (2)
- Student to program leader ratio (1)
    - Quality Assurance Coach (LUSD provider): "ratio is super important because it's student safety. We cannot see more than 20 students per program leader. And those are the people, our staff. So I think, also, that plays a big part into our students in schools. And not just physical, but emotional safety as well."

Barriers to quality programming included staff availability and a lack of staff training (5 nonLUSD, 3 LUSD), particularly for younger staff, as well as physical space issues (2

non-LUSD, 2 LUSD)

- Staff availability and lack of staff training (8)
    - Recreation Coordinator (non-LUSD provider): "You get hired, you get thrown into the fire, and hopefully you have a good supervisor that helps you figure things out. And so, that affects the quality of the program a lot. There's high turnover rate with part-time staff. Once you get into full-time levels, they're established and it's easier to set them off to regular trainings."
        - One participant countered that staffing was not a challenge.
- Physical space issues (4), including 3 who cited the lack of a designated space
    - Instructional Aide/Program Manager (non-LUSD provider): "we rent the building with the church, so we can't really use the space to our full capability just because the church has an agreement with our school that we could use certain space at certain times"

Solutions to barriers included more funding (3 non-LUSD, 1 LUSD), provider communication strategies (3 LUSD), districts helping more with provider challenges (2 LUSD), and collaboration with other organizations (2 non-LUSD)

- More funding (4), including one (1) participant suggesting improved grant navigation and two (2) participant citing policy advocacy.
    - Recreation Coordinator (non-LUSD provider): "Typically, at least before I started serving, what you would see is if a city needed to cut anywhere, it was going to cut first it's a recreation department and it was going to cut heavy. And there was a push to change that. And thankfully that's changed in most cities."
    - Executive Director (non-LUSD provider): "Prop 28, as some of you may already know, it's like 80% has to go towards staffing, which there are very little to no credentialed arts teachers available for hire. And then the 20% goes to programs and partnerships. We've positioned ourselves to really focus on that 20%, partnering with schools directly to offer them after-

school programs, in-school programs, mural projects, et cetera. We've had instances where school districts want to hire our staff from us, literally employ them and take them from us because they're trying to meet that 80% situation. And so, it's very fascinating bill."

- Improved communication strategies and channels (3)
    - Reaching out to teachers and parents for help with recruitment (2)
    - Communicating in-person about the program, particularly to lower grades (1)
        - Site Manager (LUSD provider): "Even if it's during the morning time or even during after school, during that time period, just to be outside and just be like, "Hey, this is the things that we provide here." I know I tried that and I have seen results where students have come to program or even for a one-day event just so they could see how program works. But I would say, overall, it's still going to be that barrier of trust."
- District helping more with promotion and space challenges (2)
- Partnering or collaborating with other organizations (2)

When asked what changes they would make to local afterschool programming, providers cited student safety improvements (2 LUSD), changes to funding structure (1 non-LUSD), continued advocacy (1 non-LUSD), and more resources to schools (1 non-LUSD)

- Improvements to student safety, particularly at middle school level (2)
    - Site Manager (LUSD Provider): "Having security. Especially at the middle school level where they want to get into fights, a lot of, through social media, conversations going on, or just friends egging on each other to get into a fight for no actual reason."
- Changes to funding structure, including Prop. 28 funding formula (1)

- Continued advocacy (1), including through research findings
    - Recreation Coordinator (non-LUSD provider): "it's always helpful to present real data when we're seeking funding. And I'll tell you, another challenge is at least on the city side, the recreation department world, data is collected but it's never really interpreted and presented well to folks that matter when it comes to funding. And so studies like this, I think, would be very, very helpful."

More resources to schools, especially around math and English proficiency (1)

Appendix I: Calculations to Estimate Supply and Demand Calculations

Calculating parent demand

We combined data from surveys of Lynwood parents with Lynwood population data from the most recent (2019-2023) American Community Survey five-year estimates to estimate demand for afterschool programming in Lynwood. We first computed "raw" stated demand in hours per week, then converted this raw demand to the number of "full time-equivalent" afterschool program slots for each child represented in our survey data. We then produced Lynwood-level demand estimates overall and within age-ranges available in the ACS population estimates by scaling group-mean FTE estimates by the fraction of children in that group in the Lynwood population, from the ACS data. We explain this method in more detail below.

Calculating demand for survey respondents

The Lynwood parent survey included five questions relevant to estimating parent demand for afterschool programming, reproduced below. Parents were asked to answer these questions about one randomly selected child per household.

Revealed or current demand

1. During a typical week, on how many days does this child attend an afterschool program (even if they attend different programs on different days) (Q1)[4]

[4] The response options provided parents with time ranges that were not amenable to calculating the total number of hours of programming their child attended during a typical week (e.g., "Less than one", "Between one and two", etc.). We converted these ranges mutually exclusive integers by using the upper level of the band: for instance, between one and two was rounded to two, less than one was rounded to one. A consequence of this choice is that the parent current and stated demand estimates are likely inflated.

2. Approximately how many hours per day does your child spend in afterschool programs on the days they attend?[5] (Q2)

Revealed, or current demand is calculated by taking the product of Q1 and Q2, with additional procedures to account for missing data in Q1 or Q2 if either Q1 or Q2 is non-missing (1). A small number of parents responded to one question but not the other. For instance, seven parents provided hours, but not expressed uncertainty about the number of days. For these parents, we replaced the missing number of days with the average number of days attended for participants. We applied the same procedure on one parent record that was missing the number of current hours attended, but not days.

$$RevealedDemand_i = Q1_i * Q2_i \ (1)$$

Stated or desired demand

1. Do you want your child to spend more time in an afterschool program than they currently do? (Q3)

2. How many more days per week? (Q4) [set to 0 if parent responds "no" to Q3]

3. How many more hours per day? (Q5) [set to 0 if parent responds "no" to Q3]

For each student *i* we calculated stated demand in hours per week using (2) below:

$$StatedDemand_i = (Q1_i + Q4_i) * (Q2_i + Q5_i) \ (2)$$

Each element of this equation was missing for some parents, but the reason for missing data varied either due to innocuous non-response—that is, parents who skipped one of the questions, but responded to the other(s)—or structural non-response—that is, parents whose child does not currently attend afterschool programming (thus, the result of equation 1 is 0), but desire additional afterschool

[5] The question structure did not allow a respondent to specify the precise number of hours per day of attendance, so we assume the number of hours per day is constant across each day of attendance.

attendance. Further, some parents of currently non-attending children responded to only one of the stated demand questions, thus revealing an interest in some afterschool programming for their child but did not provide sufficient information to calculate the total additional time they desire. For instance, they responded to the question about days– which asked how many additional days they would like their child to attend– but not hours– which asked how many additional hours–or vice versa.

However, to calculate stated demand using (2), we need both the additional number of days and the number of additional hours per day, and we also need a baseline estimate of latent demand for non-attending children that is equivalent to the revealed demand estimate obtained from equation (1) for attending children. This is because the questions pertaining to interest in additional attendance (Q4 and Q5) asked parents to provide the number of additional days relative to some baseline level of attendance, rather than the absolute number of days and hours a parent of a non-attending child desires. Our method for handling missing values differed depending on the missing element:

1. In cases where a respondent answered either half of "current participation" (either Q1 or Q2) or half of "additional desired participation" (either Q4 or Q5) but not the other half (i.e., if a respondent said their child currently attends 3 days/week but left current hours/day blank), we imputed the missing field as the mean of non-missing values for that item.

2. In cases where a respondent indicated they wanted their child to spend more time in afterschool programs (Q3), but their child was not currently participating in afterschool programs (Q1 and Q2) (22 parents), we imputed Q1 and Q2 as the mean of nonmissing values for those items which, by definition, includes children who are currently attending. This decision is motivated by an important assumption: that the reason they are not currently attending, but desire additional afterschool attendance, is due to some underlying structural or logistical barrier precluding them from enrolling their child in an afterschool program. This is likely to produce an over-estimate of stated demand, though the effect of this bias is limited due to the small number of parents to whom this procedure is applied.

Converting revealed and stated demand into full-time equivalent (FTE) slots

Based on extant literature and policy, we computed one full-time afterschool experience as equivalent to equation (3).

$$T = 5 \text{ days/week} * 3 \text{ hours/day} \quad (3)$$

Equation (3) yields an estimate of a single FTE as 15 hours, assuming that the maximum number of hours per day of afterschool programming is three, and the maximum number of days per week is 5. Furthermore, this assumes that a FTE slot availability is stable and consistent across the programming year, and it limits the out-of-school-time programming to include only afterschool offerings, excluding programs that may providing services before school.

We then computed and FTE measure for each student *i* using equation (4):

$$FTE_i = T_i/T \quad (4)$$

For example, if child A attends five days a week, for three hours a day, absorbs a single FTE slot (a value of "1"), while child B who attends 5 hours fills .3 FTE of a slot. If the parent does not desire any additional afterschool programming for this child, these FTE estimates reflect both their revealed or current demand and their stated or desired demand. Alternatively, if child B's parent indicates that they would like their child to attend an additional five hours per week, their stated demand will exceed revealed demand and be equal to .67 FTE slots.[6]

We computed mean demand as FTEs for all survey respondents and survey respondents across three grade bands: K-8, K-5, and 6-8.

[6] The stated demand ratio can exceed 1 if the number of hours desired exceeds 15.

Extrapolating individual student demand from the parent survey to estimate Lynwood-wide demand

We then computed a set of sampling weights equal to the fraction of Lynwood students in different categories derived from the parent survey data. These include:

1. The fraction of students in grades K-8 participating in afterschool programming ***($S_{overall}$): .59.***
2. The fraction of students in K-8 ***($S_{K\text{-}8}$): 1***
3. The fraction of students in K-5 ***($S_{K\text{-}5}$): .65***
4. The fraction of students in 6-8 ***($S_{6\text{-}8}$): .35***

We applied these sampling weights, and the subgroup FTEs multipliers to the ACS five-year population estimates to compute total demand for afterschool programming in Lynwood, in FTE units as shown below in equation (5):

$$Total\_Demand_g = ACS_{K\text{-}8} * S_g * FTE_g. \quad (5)$$

Where, *Total_Demand* for group g is equal to the population of children aged three or older enrolled in a K-8 school in the Lynwood census tract boundaries obtained from the 2019-2023 ACS estimates (9,316)[7], or $ACS_{K\text{-}8}$ multiplied by the sampling weight for group g (S_g), and the FTE demand for group g (FTE_g). Note that this approach assumes that our FTE estimates derived from survey measures are representative of Lynwood as a whole.

Calculating provider supply

We used data from a set of interviews with the leaders of 40 Lynwood afterschool providers to estimate the supply of afterschool programming in Lynwood.

[7] These estimates are slightly higher (626) than the five-year average number of students enrolled grades K-8 in the Lynwood school district reported in the Common Core of Data (CCD) between 2019 and 2023. This difference is expected, since the Lynwood ACS estimates include children who live in the Lynwood census-designated place, which may not match the LUSD attendance boundaries. An additional source of difference is LUSD attendance loss to private schools and charters.

|We computed the number of available FTE slots in Lynwood overall and separately for school-based and non-school-based afterschool options, accounting for differing proportions of Lynwood students attending different programs. Thus, our final demand estimates are interpretable as FTEs currently available to Lynwood students.

Calculating supply for individual providers who participated in the interviews

The Lynwood provider interviews included questions requesting provider representatives to fill data into each cell in the table reproduced below (Table A1) to estimate supply of afterschool programming in Lynwood. A single afterschool provider may run more than one afterschool program, and these data were collected separately for each of the provider's programs:

TABLE A1: ILLUSTRATION OF THE TABLE MATRIX USED TO RECORD PROGRAM SUPPLY DURING THE PROVIDER INTERVIEWS

LEVEL	NUMBER OF SPACES AVAILABLE ON A TYPICAL DAY	NUMBER OF ENROLLEES (IF APPLICABLE)	NUMBER OF INCREMENTAL ENROLLEES*	NUMBER OF ATTENDEES ON A TYPICAL DAY	NUMBER OF INCREMENTAL ATTENDEES*
Elementary (K-5)	[Q1a]	[Q2a]	[Q3a]	[Q4a]	[Q5a]
Middle (6-8)	[Q1b]	[Q2b]	[Q3b]	[Q4b]	[Q5b]

*These items were asked for any program beyond a provider's first and are designed to provide unduplicated student counts by provider. For example, if a music school has 15 students enrolled in guitar lessons and 10 students enrolled in piano lessons, but five students do both, that music school serves 20 students, not 25.

Additionally, for each of a provider's programs, we collected which days of the week (Q6) and hours of the day (Q7) the program operates. For weighting purposes, we also collected each provider's estimate of the percentage of students who attend their programs who live in Lynwood (Q8). We also collected each program's broad focus (e.g., arts, athletics, general, etc.).

Imputing supply where interview data are incomplete

Our supply calculation requires that capacity, enrollment, and attendance data are non-missing for all afterschool programs in the analysis. We handled missing data

1. In cases where an interviewed provider did not provide the number of spaces for a given program at a given grade band, we imputed that programs number of spaces, enrollment, and attendance to be 0 for that grade band, under the assumption that the program does not serve students of that age.

2. In cases where an interviewed provider gave the enrollment and attendance information in the above table for one or more of their programs but not all of them, we imputed any missing enrollment or attendance (Q2-Q5) cell as the maximum of non-missing instances of that cell for that provider. [8]

3. In cases where an interviewed provider still has missing data for one or more programs after (1) and (2), they are discarded from the supply calculation, and are instead included in the set of out-of-sample, non-respondent providers for whom we impute all measures of supply.

Calculating provider-level FTE-adjusted capacity, enrollment, and attendance

We then computed capacity, enrollment, and attendance estimates for programs with nonmissing data according to the following four steps:

[8] This will likely overstate supply for providers with programs with widely different levels of interest or popularity, particularly since the non-missing information collected from providers is typically from their primary program. For instance, an afterschool provider that provides music lessons may offer a program for children interested in string instruments, and another program providing instruction in woodwind instruments, with the former likely having a higher enrollment than the latter.

1. For each program *i* nested within provider *j*, we compute a program-level FTE (FTE_p) using the same FTE formula in equation (4) above.[9]

2. For each program *i* nested within provider *j*, we define FTE-adjusted capacity in terms of number of students, as $Capacity_{ij} = (Q1a_{ij} + Q1b_{ij}) FTE_p$

3. Similarly, we define enrollment for program *i* nested within provider *j* as $Enrollment_{ij} = (Q2a_{ij} + \Sigma_{i=2}^{n} Q3a_{ij} + Q2b_{ij} + \Sigma_{i=2}^{n} Q3b_{ij}) * FTE_p$

4. And we define attendance the same way: $Attendance_{ij} = (Q4a_{1j} + \Sigma_{i=2}^{n} Q5a_{ij} + Q4b_{ij} + \Sigma_{i=2}^{n} Q5b_{ij}) * FTE_p$

The provider-program level measures are then summed across all programs within a provider to create provider-level estimates of the quantities of interest.

Imputing supply for eligible providers that did not participate in the interviews

For programs with completely missing data due to non-response to the provider survey or interview, we imputed Capacity$_{ij}$, Enrollment$_{ij}$, and Attendance$_{ij}$ using single regression imputation and ordinary least squares (OLS), where the estimation sample included providers who participated in the interview and contributed complete or nearly complete data on capacity, enrollment, and attendance. The functional form of the imputation model included five covariates that were available to the research team and were correlated with provider size: an indicator variable for large city sports programs; indicator variables for each provider focus area; an indicator variable for charter status; an indicator variable for each provider type (private, nonprofit, school-based). We fit the imputation model separately by grade served, so the parameters of the regression equation for each covariate were estimated using only the subset of providers in the respective grade configuration. This means the imputed values for non-respondents with a similar grade configuration were derived from predictions based on these estimated coefficients from providers with the same grade configuration.

[9] A small number of providers (3% of programs included in analysis) reported that the program operated for more than 15 hours a week, which we truncated at 15, so the maximum FTEs for a given program is 1.

Adjusting enrollment and attendance to account for the share of students from Lynwood

We next adjusted the imputed and observed supply estimates to reflect the share of students served who reside in Lynwood, producing a Lynwood-specific supply metric. These adjustments were applied only to enrollment and attendance counts, not to total available program spaces. For each relevant outcome, provider-level values were multiplied by a provider-specific variable, the proportion of students served who reside in Lynwood.[10] This multiplier was applied to non-school-based providers and charter schools located outside of Lynwood. For school-based providers located in Lynwood, the multiplier was set to 1, under the assumption that these programs serve only Lynwood students. This, this procedure assumes that all enrolled students are Lynwood residents. While reasonable, this may overstate local access if even a small number of out-of-district students attend these programs.

Calculating the supply of slots for Lynwood-area students

Last, we compute a measure of supply for Lynwood-area students that captures the capacity of afterschool programs to serve Lynwood students by combining two key components using the following steps:

1. Subtract the number of enrollment FTEs from the total number of spaces at the provider. This provides a measure of capacity "slack", unadjusted to account for the density of students enrolled who reside in Lynwood.

2. Calculate the Lynwood-adjusted FTE by multiplying the FTE enrollment by the proportion of students served by the program who reside in Lynwood.

3. Compute the total Lynwood supply by summing (1) and (2).

[10] This information was missing for non-respondent providers. We imputed this information for this sample using two different procedures depending on the type and location of the provider: For non-school-based providers, missing values were replaced with the average from similar providers with complete data. For school-based providers, missing percentages were imputed based on location: schools outside of Lynwood received the mean value from non-Lynwood schools, whereas schools located in Lynwood were assigned 100%, assuming they serve only local students.

Appendix J: Project Team

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