

## **Continuation High School Afterschool: Survey Report**

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### **OVERVIEW**

In 2009, Temescal Associates initiated a project to raise the awareness of school-based, afterschool programs that operate within continuation high school settings. We sought to identify their unique contributions to continuation high school youth and the schools that serve them.

We worked to identify programs across California, learn about their program practices and their needs, and host events to build their knowledge and capacity. We will profile a small group of afterschool programs and document their innovative program components in a subsequent article.

Below is a summary of our learnings based on a brief survey we conducted. This is followed by a full summary of the survey responses from program leaders and contact list of the California programs we identified.

### **EXECUTIVE SUMMARY OF SURVEY RESULTS**

We sent surveys out to 23 continuation high school afterschool program leaders and asked them to pass the survey on to other afterschool programs in continuation school settings. We received 16 surveys back, representing programs across the state. (We did not get information in this first survey on the success of these programs meeting their attendance goals.)

Through this survey we learned that most programs have a diverse set of offerings, which are particularly weighted toward academic support. We think that this is appropriate given that the continuation school setting represents the last opportunity for these youth to earn their high school diploma. We also learned that many of the programs share common components. The most common included:

- Programs that offer credits toward graduation;
- Programs that offer tutoring;
- Programs that utilize credentialed teachers;
- Programs that offer youth leadership opportunities;
- Programs that offer instruction and/or remediation;
- Programs that feature partnerships with community colleges; and
- Programs that offer community service and volunteering.

Those program components that were cited least were:

- Programs that support recent graduates;
- Programs that refer recent graduates to outside programs;
- Programs that employ youth; and
- Programs for pregnant teens and new parents.

When program leaders were asked to list what program components they would like to learn more about, the most popular included:

- Programs that employ youth;
- Programs that support recent graduates;
- Programs that offer community service and volunteering;
- Programs that utilize multiple funding streams; and
- Programs based on partnerships with community colleges.

Efforts to build the knowledge and capacity of afterschool programs within continuation high school settings should take their cue from this list.

The program components that program leaders were least interested in learning more about included those which focused on academic supports. As noted above, these were program components that were already in place. They included:

- Programs that offer tutoring;
- Programs that offer credits toward graduation;
- Programs that offer instruction and/or remediation; and
- Programs that utilize credentialed teachers.

Programs were asked about the kind of follow-up support they'd like to receive from Temescal Associates. Programs expressed interest in the following areas:

- Participating in an upcoming conference call/WebEx gathering of program leaders from continuation high schools: 12 of 16
- Participating in a face-to-face gathering of program leaders at upcoming afterschool conferences: 13 of 16
- Receiving information from Temescal Associates regarding afterschool programs that successfully serve continuation high school youth: 14 of 16