



# The Role of Afterschool Programs in Low-Income Communities

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# Why-Question

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Why is government funding not prioritizing after-school programs more?  
What pressures are placed on the various groups impacted by after school programs in low-income communities due to limited funding?



# Inspiration

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One day at Ellis Memorial, the teachers gathered all the children together and announced that the Ellis program at the Dewitt center will be terminated at the end of summer due to new plans for the space. Upon this news, many of the children were upset having gotten so used to seeing everyone there everyday for years and having grown into a tight knit community. The children asked questions revolved around how they would all be able to stay together, and the teacher's response would be that they simply would not.



# Insider v.s. Outsider Chart

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The “inside group” is low-income families which rely on after-school programs and the adults that support their mission. The families that rely on this service are impacted the most when programs are forced to close.

	<b>Insider</b>	<b>Outside</b>
<b>Child/Young Person</b>	Children that attend a funded after-school program (Noah)	Children unable to attend a shutdown after school program (Ella)
<b>Adult</b>	Adults that run after-school program (Ella)	Adults that profit from running private programs (Anita)
<b>Adult who has Studied Question</b>	Adults who study impacts of afterschool programs working for organization in support of them (Anita)	Adults who study impacts of after school programs from a Social Science perspective (Noah)

## Insider: Children utilizing after school-programs

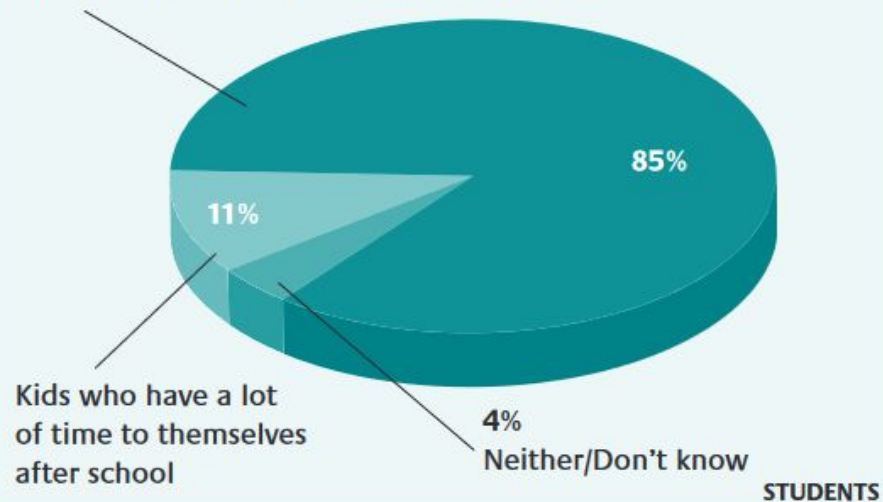
Wallace Foundation study on children's out of school time

- It is based on two separate national random sample surveys, one of 609 middle and high school students and another of 1,003 parents of school-age children, both conducted in June 2004. It also draws on the findings from 10 focus groups with students and parents conducted in communities across the country.
  - 7 in 10 children report they are ready to “come home, take it easy, do homework and spend time with friends” once the final bell rings
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## Students Who Participate Are Better Off

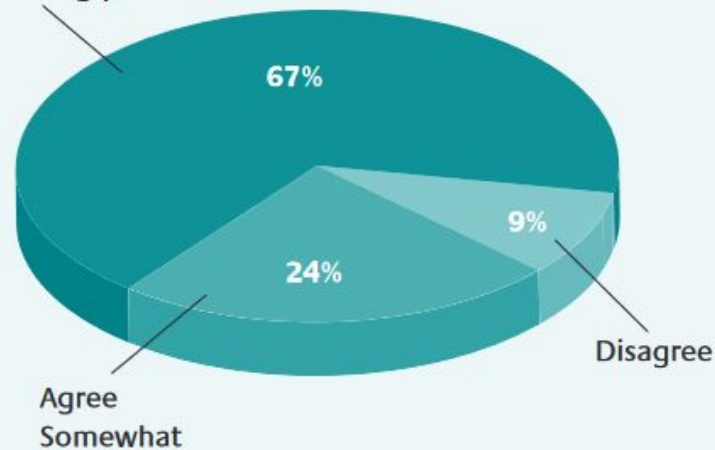
Which kids do you think are better off?

Kids who participate in organized activities such as a team or a club after school



Belonging to a club or team and doing things with other kids gives me a good feeling—do you agree or disagree?

Agree Strongly



# “The Haves and the Have-nots”

- Low-income and minority parents are far less satisfied with that status quo than other groups
- While 4 in 10 minority parents described a desire to place their child in an afterschool program, only half of them had the proper resources to do this

Gap Between Ideal and Reality % of parents who say their child's ideal/actual after-school routine is:	LOW-INCOME PARENTS		HIGHER-INCOME PARENTS		MINORITY PARENTS		WHITE PARENTS	
	IDEAL ROUTINE	ACTUAL ROUTINE	IDEAL ROUTINE	ACTUAL ROUTINE	IDEAL ROUTINE	ACTUAL ROUTINE	IDEAL ROUTINE	ACTUAL ROUTINE
A relaxed afternoon where child comes home, takes it easy, does homework and spends time with friends	57%	73%	49%	51%	42%	62%	54%	56%
A scheduled place to go and activities to do after school	41%	23%	45%	44%	56%	34%	40%	39%

PARENTS

# Outsider: Children unable to attend an afterschool program

Finding One: What do Kids do  
when They're not in School?

- Many programs are unable to take in every child in need
  - This becomes a huge challenge for challenge for working parents as well as the development of a child
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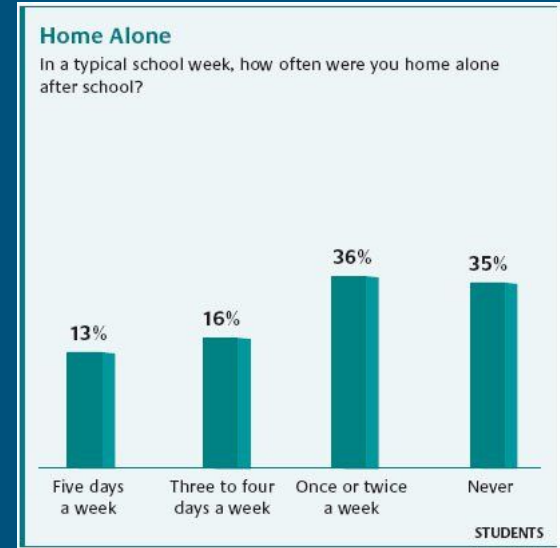
# What are the alternatives to an After School Program?

- **Staying Home Alone**

- A recent study of eighth graders from a range of economic and ethnic backgrounds showed that children who care for themselves for 11 or more hours per week were twice as likely to consume alcohol, smoke cigarettes and use marijuana as children who were supervised.

- **Having Parent Supervision**

- For low income families, this is often times the negative of lack of income outweighs the positive



# Insider: Adults running funded After-School Programs

Uncertain Times - After School  
Programs Struggling in Today's  
Economy

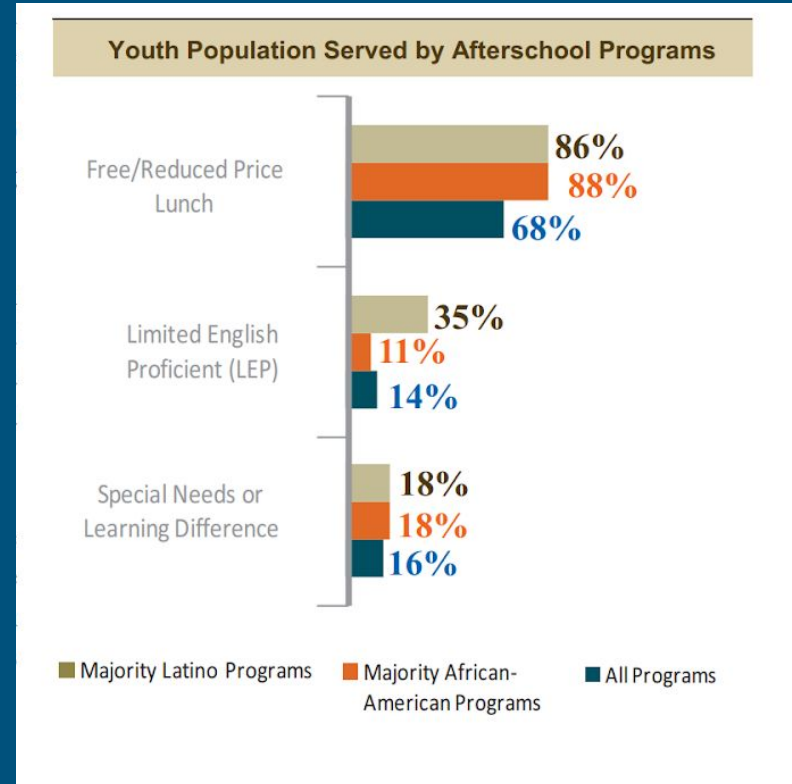
- Document was published in 2012, times have only gotten worse.
  - Example of program struggling with conditions are Ellis Memorial.
    - Their building itself is funded by a lot of private and corporate donors
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# Programs are not receiving enough funding

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- “Almost 9 in 10 programs (88 percent) say children in their community need after school care, but are unable to access it.”
- “More than half of programs (57 percent) report that their budget is inadequate to meet community needs, an increase of nearly 10 points since 2009.”
- “Nearly 1 in 4 programs (24 percent) say they would need to at least double their capacity to meet the demand for services.”
- “Close to 1 in 5 programs (16 percent) report that a loss of funding caused major cutbacks or shut down sites (up from 14 percent in 2009).”
- “Field trips, staff hours and the variety of activities are the top three services cut by programs reporting a loss of funding or budget stagnation.”

- These programs serve children “primarily from economically disadvantaged households and are a high needs population.”
  - Why not focus more money on trying to support these communities instead of trying to gentrify them?
- Adults run these programs with a passion for supporting these children, not profit



# Outsider: Adults providing private childcare services

The Heritage Foundation report  
by Lindsey Burke

**Enrollment in private programs:** Majority (80%) of four-year old children enrolled in preschool and daycare are provided by private sector.

**Issue:** Government-funded preschool programs will likely crowd out the existing private market

**How:** In two substantial ways,

- by creating a large "free" taxpayer-funded program with which private providers must compete.
  - by limiting private participation with numerous new rules and regulations.
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# Insider: Adult Researchers that studied the question

Afterschool Alliance Report:  
“What does the researcher say  
about after school?”

## Impacts on low-income students:

- Closing the achievement gap between them and high-income peers.
  - Parents, teachers, and principals agree
  - Improved school-day attendance
  - Decreased likelihood of dropping out
  - Improved classroom engagement
  - Improved academic performance
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# Insider: Adult Researchers that studied the question

Afterschool Alliance Report:  
“What does the researcher say  
about after school?”

## Quotes/Datas:

“A 2006 meta-analysis synthesizing 35 out-of school time (OST) after school program studies, conducted by Mid-continent Research for Education and Learning (McREL) with funding from the Department of Education, found that after school programs had positive and significant effects among students at risk of failure in reading or math.”

“An evaluation of North Dakota’s Community Learning Centers found that 3 in 4 parents agreed that their child’s attitude toward school improved as a result of participating in the program.”

“A meta-analysis of 68 studies of afterschool programs by the Collaborative for Academic, Social and Emotional Learning found that students participating in an afterschool program improved their school day attendance and saw reductions in drug use and problem behavior.

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# Outsider: Adult who studied the question

Atlantic piece criticizing Trump  
administration policy

Discussing GOP proposal to cut  
budget for 21st Century Learning  
Centers which provide 1.6 million  
kids across America with  
after-school enrichment

$\frac{3}{4}$  of program participants are  
low-income

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# Benefits of program

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- “It’s a place to have their kids while the parents are at work,” Muhlhausen said. “That’s the real key to these programs and why they’re popular—not that they provide any benefits to the students. It’s basically a babysitting program for parents who aren’t home.”
- Benefits of programs are hard to measure
- Reports supporting Mulvaney’s viewpoint are outdated

You just end up stuck because you have evidence that an old program was not effective,” Dynarski said in an interview. “You have no new evidence, so you don’t know what to say about the current [program]. So, you’re trying to build a view of what might have changed, and you’re trying to infer from these vague indicators what’s gotten better.”



# Further Questions (provoked by sources)

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- What challenge must these programs overcome in order to be there to support the young minds of a community? How does this differ for wealthier communities?
- How might the challenges for the programs be a stepping stone for researchers to further understand the struggles of low-income families? What will the outcomes of their understandings be of assist to the younger ones?
- To what extent will the challenges provoke the private providers to make a move for the low-income students? What will they do then?

# Ending Thoughts

What it means to be a  
“community teacher”

- With the government defunding after school programs, our job as volunteers has become increasingly important. For many programs, our help is the only way they could have enough teachers and capacity to help more students.
  - To be a successful community teacher, we need to put our emphasis on creating a bond with the community. It is essential for us to interact with our students, share our stories with them and learn from their culture so you can understand them better.
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# Concluding Questions

What can we do to encourage the creation of after school programs in communities? To be specific:

1. How do we advocate volunteering as community teachers in universities?
2. How can we convince the government so they will increase funding?
3. How can we persuade private investors so they are willing to donate for those community programs?

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