



Questions and Answers about AFTERSCHOOL CARE: A Sloan Work and Family Research Network Fact Sheet

Introduction

The Sloan Work and Family Research Network has prepared Fact Sheets that provide statistical answers to some important questions about work–family and work–life issues. This Fact Sheet includes statistics about Afterschool Care. (Last updated: June 2008)



How does afterschool care help children?

✔ **Fact 1** “There is significant research which shows that participation in after–school programs is positively associated with better school attendance, more positive attitude towards school work, higher aspirations for college, finer work habits, better interpersonal skills, reduced drop out rates, higher quality homework completion, less time spent in unhealthy behaviors, and improved grades” (National Institute on Out-of-School Time, 2003, p. 3).

✔ **Fact 2** “Even when statistical methods are used to control for differences in family income and in parental education, marital status, and total hours worked, the more hours parents are away from home after school and in the evening, the more likely their children are to test in the bottom quartile on achievement tests” (Heymann, 2000, p. 56–57).



How important is afterschool care to parents?

✔ **Fact 1** “When told that kids in afterschool programs are less likely to get involved in criminal activity, use drugs or alcohol, become teen parents and drop out of school, 89 percent of voters – including 85 percent of Republicans, 86 percent of men, 88 percent of people who attend a religious service every week, and 85 percent of Bush voters – say afterschool programs are very (66 percent) or somewhat (23 percent) important” (Afterschool Alliance, 2006).

✔ **Fact 2** “Two in three voters (65 percent) say that afterschool programs ‘are an absolute necessity’ for their community. Seventy–eight percent of Democratic women, 60 percent of Republican women and 96 percent of African American voters agree with that statement” (Afterschool Alliance, 2006).

✔ **Fact 3** “Eighty–two percent of voters agree that there should be some type of organized activity or safe place for children and teens to go after school every day that provides opportunities for them to learn (66 percent strongly agree)” (Afterschool Alliance, 2006).



- ✔ **Fact 4** “90 percent [of parents surveyed] said having a safe, positive place for their child to hang out after school will keep their child safe and away from criminal activity” (Afterschool Alliance, 2007).
- ✔ **Fact 5** “89 percent [of parents surveyed] said having a safe, positive place for their child to hang out after school will improve their child’s well-being” (Afterschool Alliance, 2007).
- ✔ **Fact 6** “African American voters are also more likely than other voters polled to consider a candidate’s commitment to afterschool when voting. Twenty-eight percent agree that ‘officials who want to cut funding for afterschool don’t deserve my vote.’ Overall, only 16 percent of voters agree with that statement.” (Afterschool Alliance, 2003, p. 3).
- ✔ **Fact 7** “Ninety-four percent of African American voters support a comprehensive afterschool program that operates five days a week, extends beyond the traditional academic style and gives children more individual attention” (Afterschool Alliance, 2003, p. 3).



Is afterschool care needed?

- ✔ **Fact 1** “Some 14.3 million kindergarten through 12th graders in this country take care of themselves after the school day ends, including almost four million middle school students in grades six to eight. The parents of 15.3 million children say their children would participate if an afterschool program were available” (Afterschool Alliance, 2006).
- ✔ **Fact 2** “(A)pproximately 3.3 million school-age children (15 percent of 6- to 12-year-olds) regularly spend time in self-care” (Vandivere, Tout, Zaslowe, Calkins, & Cappizano, 2003, p. 4).
- ✔ **Fact 3** “39 percent [of parents surveyed] believe that there are not enough safe, positive places for their kids to hang out afterschool in their local communities” (Afterschool Alliance, 2007).
- ✔ **Fact 4** “The most frequently mentioned enrichment activity for grade-school-age children was sports (10 percent). Similar proportions of grade-school-age children participated in lessons and clubs (6 percent), and a smaller proportion participated in before- or after-school programs (4 percent)” (Smith, 2002, p. 11).
- ✔ **Fact 5** “Child’s time spent unsupervised averaged between 0 and 30 hours per week, but the majority of the target children (78.5%) spent no time unsupervised after school” (Barnett & Gareis, 2006, p. 1390).



Which families have access to and utilize afterschool care?

- ✔ **Fact 1** “Among younger school-age children, black children are more likely to use before and after-school programs while the mother is working than Hispanic children (27 percent, compared with 16 percent)” (Cappizano, Tout, & Adams, 2000, p. ix).



- ✔ **Fact 2** "Among 10- to 12-year-olds, white children are twice as likely as Hispanic children, and almost three times as likely as black children, to use self-care as the primary form of care (30 percent for whites, compared with 15 percent for Hispanics and 11 percent for blacks)" (Cappizano, Tout, & Adams, 2000, p. ix).
- ✔ **Fact 3** "Six- to nine-year-old children from lower-income families spend more time in their supervised primary child care arrangements than higher-income children (14.5 hours per week, as opposed to 12.3 hours per week)" (Cappizano, Tout, & Adams, 2000, p. viii).
- ✔ **Fact 4** "Among 10- to 12-year-olds, low-income children are less likely to be in before and after-school programs than children from higher-income families (7 percent, compared with 11 percent)" (Cappizano, Tout, & Adams, 2000, p. viii).
- ✔ **Fact 5** "Partner availability may be linked to the employed parent's gender: 47.4% of the 38 men in the sample have partners who are available during the afterschool hours as compared to only 30.9% of the 141 women in the sample" (Barnett & Gareis, 2006, p. 1390).



How can employers help with afterschool care?

- ✔ **Fact 1** "Five percent of companies offer child care for school-age children on vacation" (Galinsky, Bond, & Sakai, 2008, p. 21).
- ✔ **Fact 2** "The risk of having high Parental After School Stress (PASS) is cut by about half when parents report...that they have workplace access to information about or referrals to local after-school programs" (Barnett & Gareis, 2004, p. 3).
- ✔ **Fact 3** Of the 6% of companies that provide programs for parents of teenagers, 13% offered after school programs for teens. (Galinsky, Bond, & Sakai, 2008, p. 22)



Who should fund afterschool care?

- ✔ **Fact 1** "This year, when respondents heard a description of a comprehensive afterschool program and were told that the program may cost \$1,500 per student annually, 62 percent voiced support for using federal and state funds to put these programs in their community. In addition, voters said they were willing to increase their own state taxes by \$100 annually to pay for every child to attend an afterschool program (52 percent favor). This support grew to 60 percent of respondents when they were told the funds would be protected so that they could only be used for afterschool programs" (Afterschool Alliance, 2003, p. 2).
- ✔ **Fact 2** "When asked if they'd support 'increase[d] funding for afterschool programs even if it leads to a tax increase,' 69 percent of voters said they want funding to increase" (Afterschool Alliance, 2006).



The Network has additional resources related to this topic.

1. Visit a topic page on Afterschool Care at: <http://wfnetwork.bc.edu/topic.php?id=3>
Topic pages provide resources/information including statistics, definitions, overviews & briefs, bills & statutes, interviews, teaching resources, audio/video, suggested readings and links.
2. Visit our database of academic literature with citations and annotations of literature related to the issue of Afterschool Care. You can connect to this database at: http://library.bc.edu/F?func=find-b-0&local_base=BCL_WF



References

Afterschool Alliance (2003). *Afterschool alliance alert: Poll report No.6*. Washington, DC. Retrieved on September 16, 2004 at http://www.afterschoolalliance.org/poll_jan_2004.pdf

These findings are based on a nationwide representative sample of 800 Registered Voters. The poll was conducted in September, 2003 by the polling firms of Lake Snell Perry and Associates and the Terrance Groups. There were also 4 focus groups in July and August, 2003.

Afterschool Alliance (2007). Fast facts. T-Mobile huddle up afterschool survey. Retrieved May 29, 2008, from http://www.afterschoolalliance.org/documents/Fast_Facts_T-Mobile.pdf

This national study of 603 parents was conducted online in 2007 by T-Mobile in conjunction with their nonprofit partner, Afterschool Alliance.

Afterschool Alliance (2006). Election eve poll on voters' attitudes on afterschool. Retrieved May 29, 2008, from http://www.afterschoolalliance.org/press_archives/06_Poll_NR_FINAL.pdf

"Survey conducted by Lake Research Partners. The survey reached 1000 definite voters and was conducted between November 6th and November 7th, 2007. The margin of error for the survey is +/- 3.1%."

Barnett, R., & Gareis, K. (2004). *Parental after school stress project*. A Report by the Community, Families and Work Program at Brandeis University. Waltham, MA.

"Respondents were recruited through an employer-sponsored parenting group at JP Morgan Chase. (The) sample consisted of 243 employed parents (84.3% mothers; 15.7% fathers) who have at least one school-age (K-12) child. Parents work in six different states (Arizona, Delaware, Florida, New Jersey, New York, Texas) and at a wide range of jobs at all occupational levels from administrative assistants and clerks to systems analysts and client service officers to product and project managers and senior vice presidents" (p. 4).

To view the full report, go to: <http://www.nsba.org/site/docs/34200/34110.pdf>



Barnett, R., & Gareis, K. (2006). Antecedents and correlates of parental after-school concern: Exploring a newly identified work-family stressor. *American Behavioral Scientist*, 49(10), 1382–1399.

"In this analysis, we estimate these direct and indirect relationships in a series of regression analyses with a sample of 243 employed parents who have at least one school-age child and who work at a Fortune 500 financial services institution" (p. 1383).

Cappizano, J., Tout, K., & Adams, G. (2000). *Child care patterns of school-age children with employed mothers*. Washington, DC: The Urban Institute: Occasional paper number 41.

"This report uses data from the 1997 National Survey of America's Families (NSAF) to investigate the out-of-school child care patterns of children between the ages of 6 and 12 with employed mothers. For each demographic group, the report examines the primary child care arrangement, which is defined as the type of child care—either supervised or self-care—used for the most number of hours while the mother is working. The types of supervised care include before- and after-school programs, family child care (care by a nonrelative in the provider's home), baby-sitter or nanny care (care by a nonrelative in the child's home), and relative care (care by a relative either in the child's or the provider's home). Self-care is defined as regular amounts of time each week in which the child is left alone or left with a sibling younger than age 13. In addition to examining the primary child care arrangement, the report also focuses on the use of any self-care—the extent to which children regularly spend any hours alone or with a sibling younger than age 13 each week (regardless of whether it is used as the primary arrangement)" (p. vii).

Galinsky, E., Bond, J.T., & Sakai, K. (2008). 2008 National study of employers. Families and Work Institute.

2008 NSE sample includes 1,100 employers with 50 or more employees—77 percent are for profit employers and 23 percent are nonprofit organizations; 40 percent operate at only one location, while 60 percent have operations at more than one location. Interviews were conducted on behalf of Families and Work Institute by Harris Interactive, Inc.

Heymann, J. (2000). *The widening gap: Why America's working families are in jeopardy and what can be done about it*. New York, NY: Basic Books.

Primary and secondary sample data for this study were obtained from: the Department of Labor's National Longitudinal Survey of Youth (NLSY), the Survey of Midlife in the United States, the Urban Working Families Study, and the National Daily Diaries Study.

For an overview of The Widening Gap please visit: <http://www.iwpr.org/pdf/heyman.pdf>

For excerpts from The Widening Gap please visit: <http://www.globalworkingfamilies.org/>

As cited in National Institute on Out-of-School Time (NIOST) (2003, January). *Making the Case: A fact sheet on children and youth in out-of-school time*. Wellesley, MA: Center for Research on Women, Wellesley College.

This fact sheet cites the following sources as support for this statement: Clark, 1988; Hamilton & Klein, 1998; Huang, Gribbons, Kim, Lee, & Baker, 2000; McLaughlin, 2000; Posner & Vandell, 1994, 1999; Schinke, 1999; U.S. Dept. of Education, 1998. See [Report](#) for full citations of these sources.

To view fact sheet go to: http://www.niost.org/publications/Factsheet_2003.PDF

Smith, K. (2002). Who's minding the kids? Child-care arrangements: Spring 1997, Current Population Reports, P70–86. Washington, D.C.: U.S. Census Bureau.

"The estimates in this report come from the Survey of Income and Program Participation (SIPP), collected in Spring 1997 by the U.S. Census Bureau. The data highlighted in this report come primarily from the child care topical module in the fourth interview (wave) of the 1996 SIPP panel. The SIPP is a nationally representative longitudinal survey conducted at 4-month intervals by the Census Bureau" (p. 19).



Vandivere, S., Tout, K., Zaslowe, M., Calkins, J., & Cappizano, J. (2003). *Unsupervised time: Family and child factors associated with self-care, occasional paper* No. 71. Washington, D.C.: The Urban Institute.

"Data for the analyses in this paper are from the 1999 National Survey of America's Families (NSAF). In households with children under 18, up to two focal children, one under age 6 and one between the ages of 6 and 17, were randomly selected to be the focus of questions about a range of topics including children's health, behavior, and child care arrangements. Our sample consists of all focal children between the ages of 6 and 12 whose parents were interviewed during non-summer months (since child care patterns are likely to differ during the summer). The NSAF respondent was the adult most knowledgeable about the child. Since this adult was the child's mother in more than three-quarters of the interviews and the father in almost one-fifth of the interviews, we refer to this adult as the child's parent" (p. 2).

"Self-care is defined as a child regularly spending time alone or with a sibling younger than 13" (p. 3).
