



The Social Context of After-School Programs in Michigan

Jean Kayitsinga, Francisco A. Villarruel

Latinos in Michigan LM-02

January 2008

ABSTRACT

This paper uses data from the State of State Survey (SOSS) conducted by the Institute for Public Policy and Social Research at Michigan State University. The study is based on 1,563 completed interviews and focuses on several important questions related to after-school programs; for example, how do Michigan parents of youth view after-school programs? Do they enroll their children in after-school programs? Who is more likely to participate in after-school programs? What types of after-school programs exist in Michigan? The authors analyzed the data in relation to these questions and examined the extent to which children's participation in after-school programs is unevenly accessed and depends on the social context, including race/ethnicity, gender, family structure, socio-economic status, and rural/urban residential location. Some of the findings show that female parents were less likely than male parents to involve their children in after-school programs. Latino non-English speaking children were less likely than White children to participate in after-school programs. Latino children's low participation in after-school programs may be due linguistic and cultural differences between families, children, and after-school program providers. The findings suggest a continuing need for after-school programs for disadvantaged parents, particularly those with lower levels of education and lower family incomes.