



The Social Context of After-School Programs in Michigan

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ABSTRACT

There is a growing evidence that after-school programs promote positive youth development. The authors of this paper analyze, using data from the State of State Survey (SOSS) based on 1,563 complete interviews. The Survey was conducted by the Institute for Public Policy and Social Research at Michigan State University and included several important questions related to after-school programs; 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 examined these questions and analyzed 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 any 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 income.