

# Access & Equity in Oregon's Afterschool Programs

Senate Committee on Education  
February 4, 2020





# Demand for Afterschool

For every student in afterschool, **2 more would participate** if a program were available.



**STUDENTS ENROLLED:**

**91,595 enrolled**  
**(15%)**



**STUDENTS WAITING:**

**221,708 waiting**  
**(41%)**



# Access & Equity in Afterschool Research

## Overall Objectives

- A. Collect comprehensive data on issues of access & equity related to out of school programs in Oregon, examining barriers to access and issues of equity; and
- B. Raise awareness around issues of access and equity in afterschool (with the public, legislature, etc.).

## Data Design Committee

- Researchers, program providers, stakeholders, and government agencies

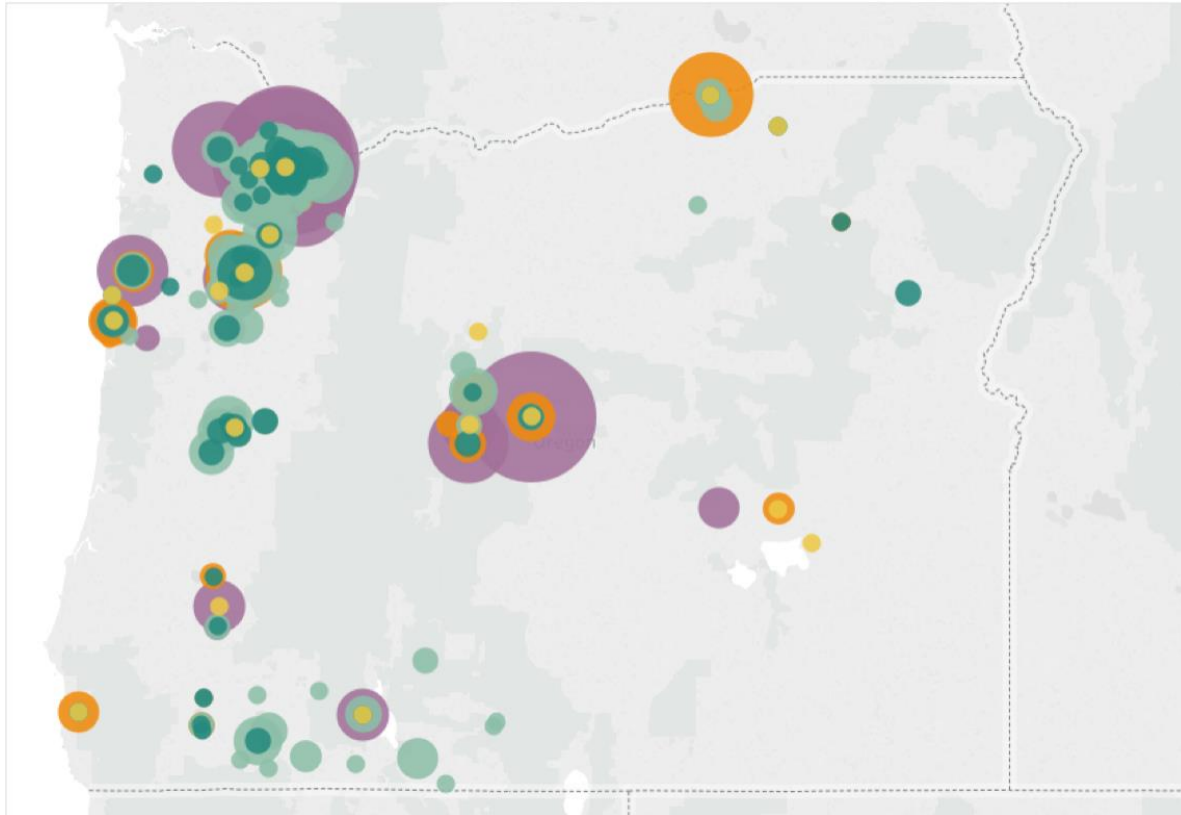


# Tools & Audiences

Tool	Audience	Focus
Programmatic Survey + Facilitator Survey	Afterschool program staff	Information on program practices, demographics, and structure (resources, staffing, professional development, curriculum, etc.)
Youth Survey	5th-9th graders participating in afterschool programs	Program practices, participant experiences and perceptions, program impact, barriers to participation
Focus Groups	5th-9th graders (participant and non- participant) Parents & families (participant and non- participant)	Barriers to participation, experiences and perceptions, program impact



# Survey and Focus Group Locations

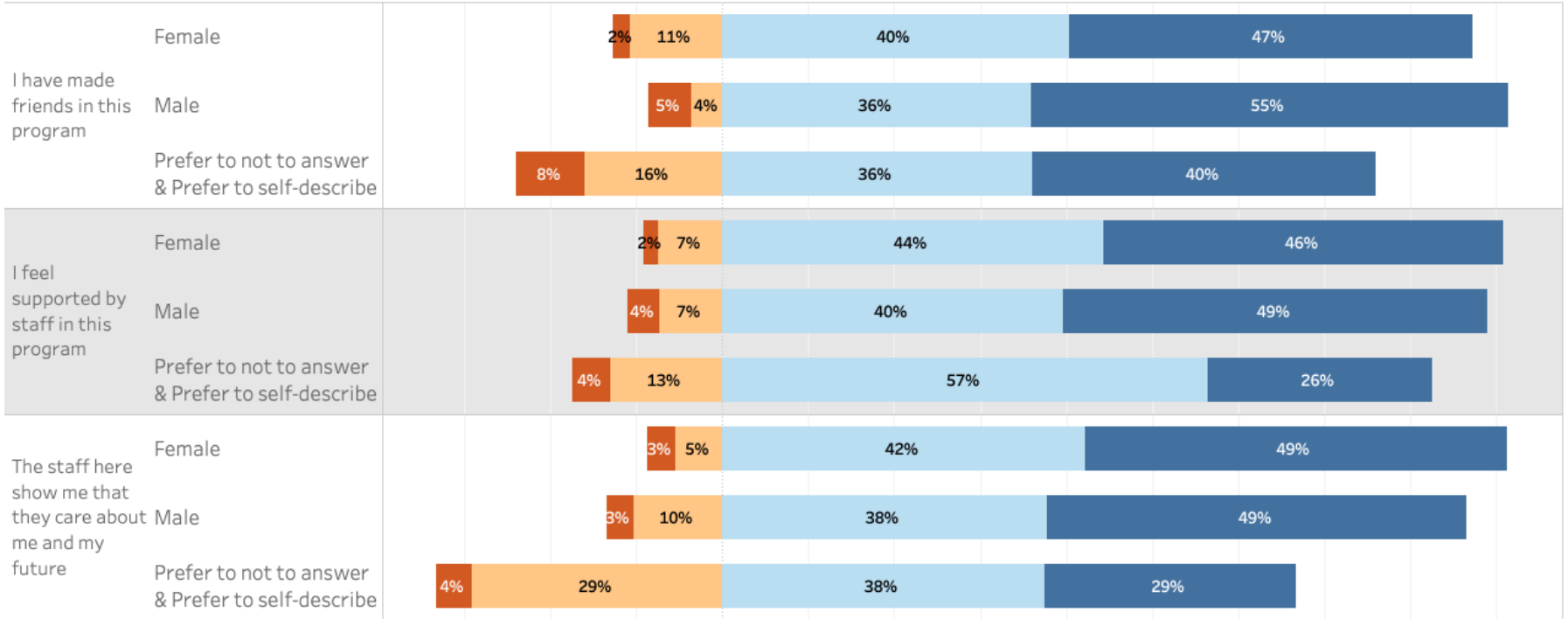


- Survey Type
- Focus Groups
  - Management
  - Management Site Level
  - Staff
  - Student

# Benefits of Participation in Afterschool

1. Opportunities to **develop social skills** and build **meaningful relationships**
2. **Academic support**, particularly in math and reading.
3. Exposure to **new experiences**, such as learning new skills and socializing with students of other cultures.

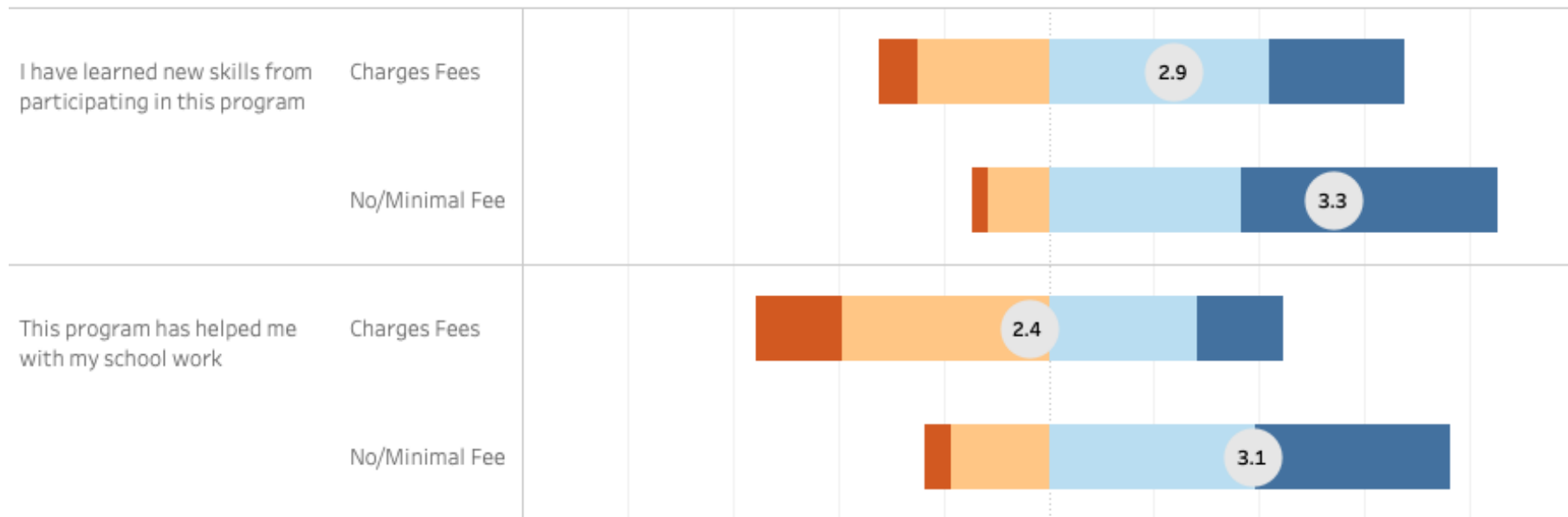
# Youth-Adult Relationships



## Labels

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

## Student Reported Skills and Academic Improvement



### Labels

Strongly Disagree

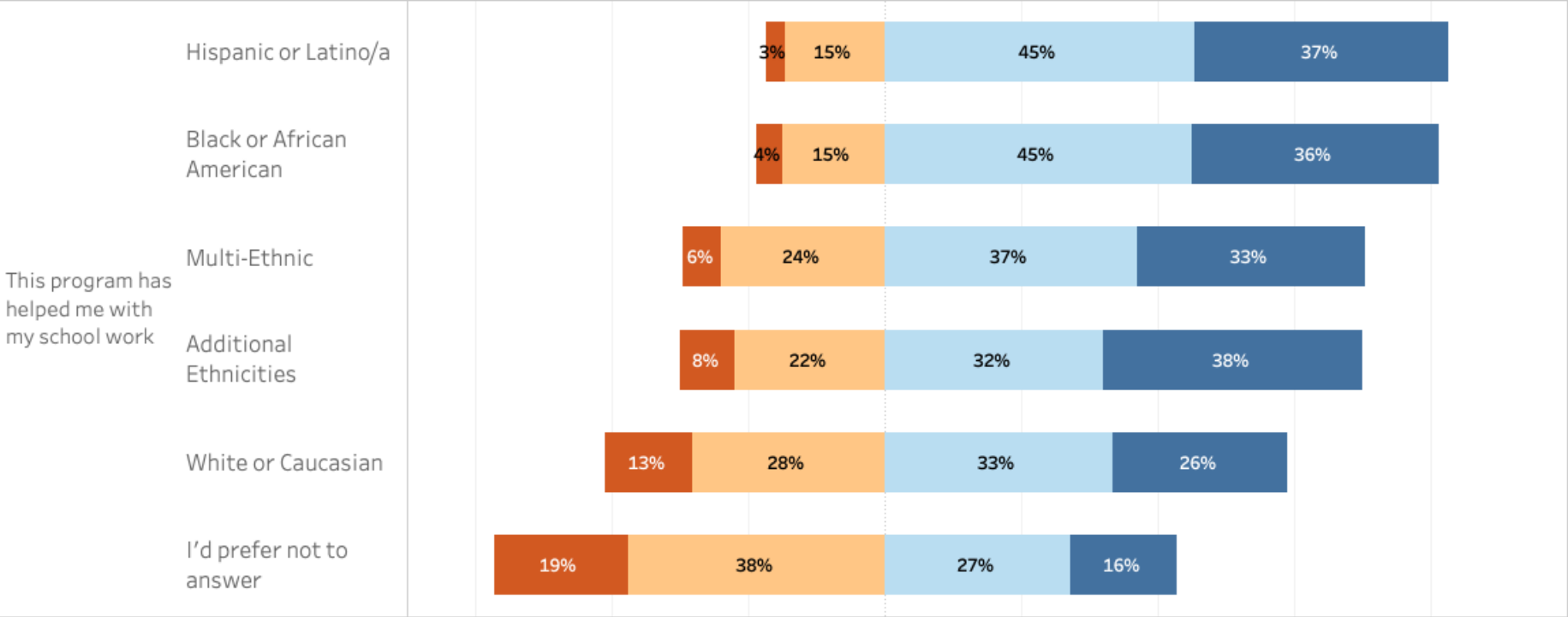
Disagree

Agree

Strongly Agree



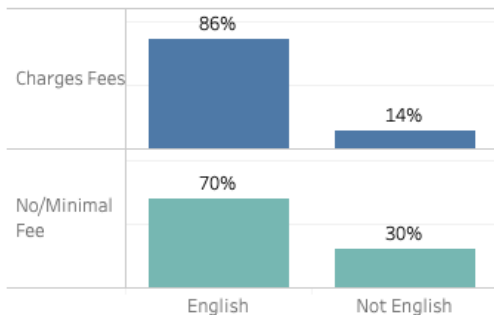
# Student Reported Academic Improvement



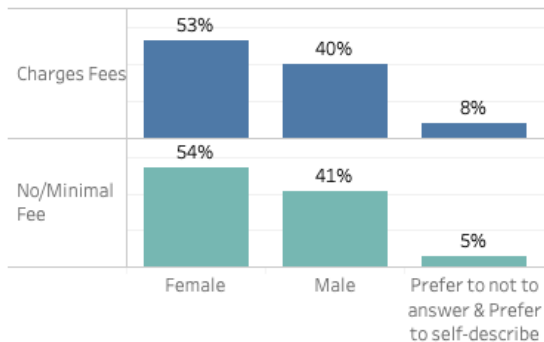
- Labels**
- Strongly Disagree
  - Disagree
  - Agree
  - Strongly Agree

# Student Demographics

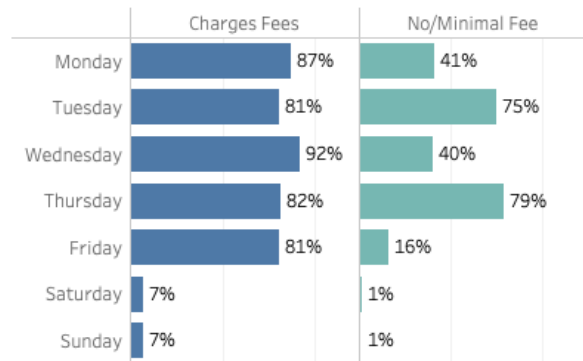
## Preferred Language



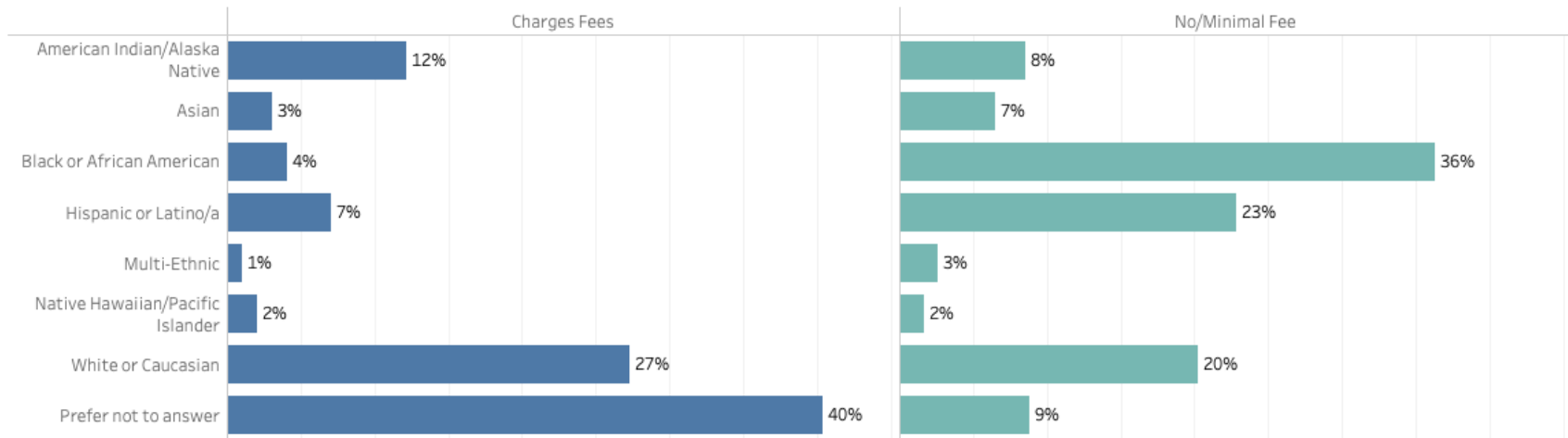
## Student Gender



## Days Attended



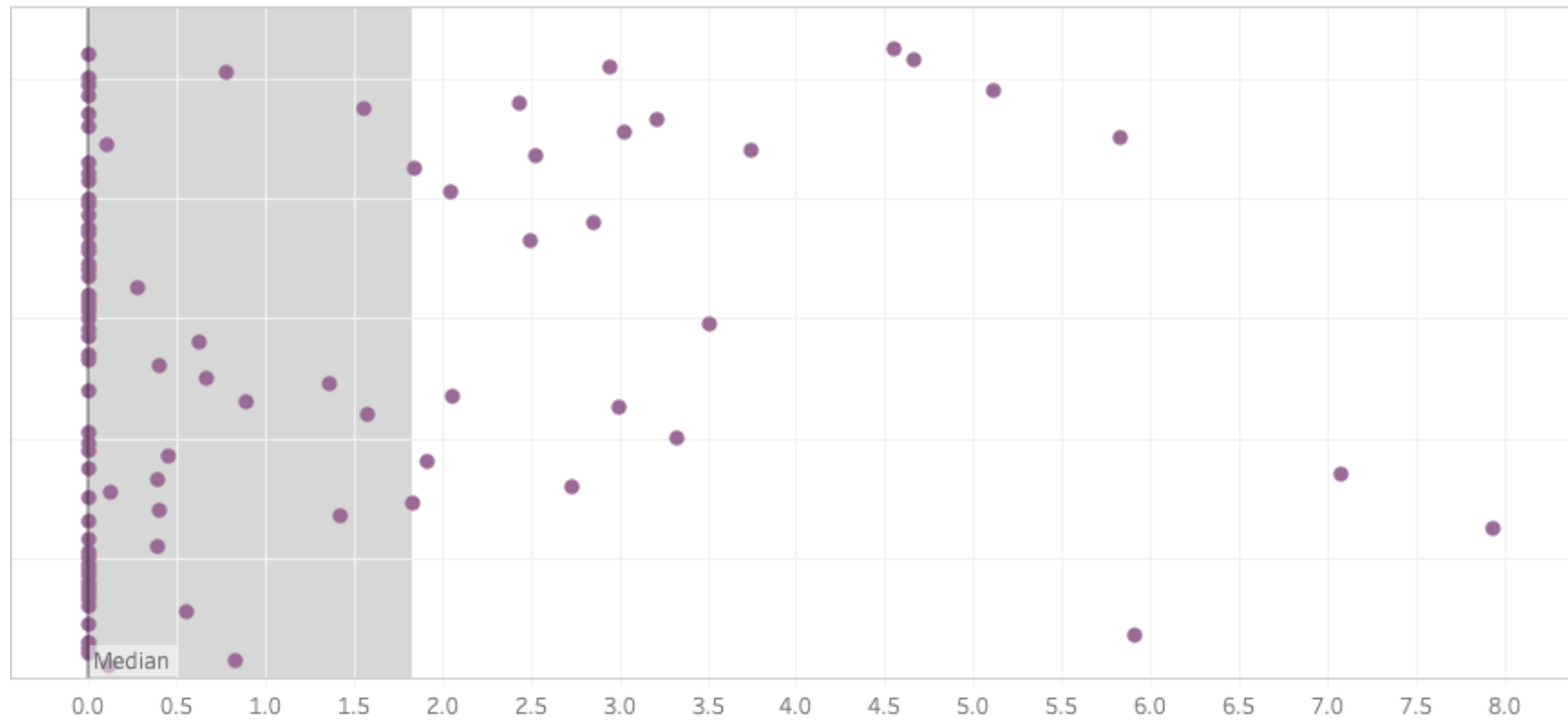
## Student Ethnicity



# Barriers to Participation in Afterschool

1. Afterschool programs are **prohibitively expensive** for many Oregon families.
2. Parents and families from underserved communities (particularly Spanish-speakers) encounter **cultural barriers**, including language and transportation
3. There are **not enough programs** to meet the demand among Oregon families.

# Cost per Hour



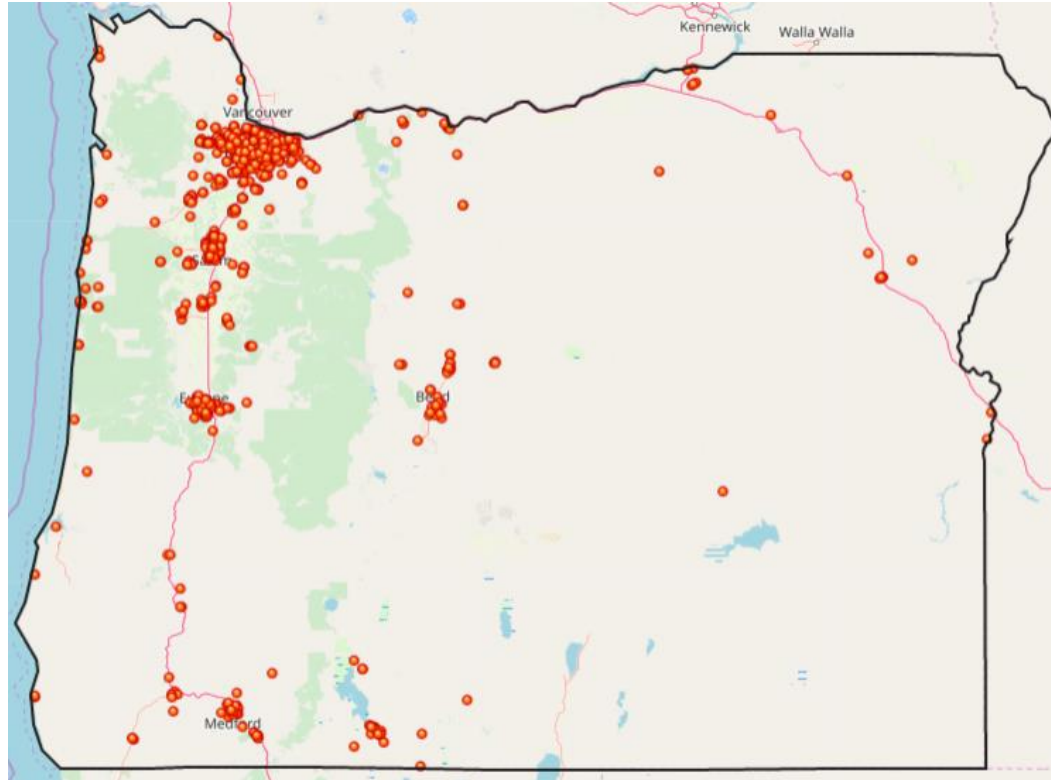


## Five distinct cultural barrier subcategories

1. Lack of awareness of programs (because of cultural distance from the program's community);
2. Feeling out of place or unwelcome;
3. Transportation issues (such as not possessing a valid driver's license);
4. Language barriers; and
5. Racism

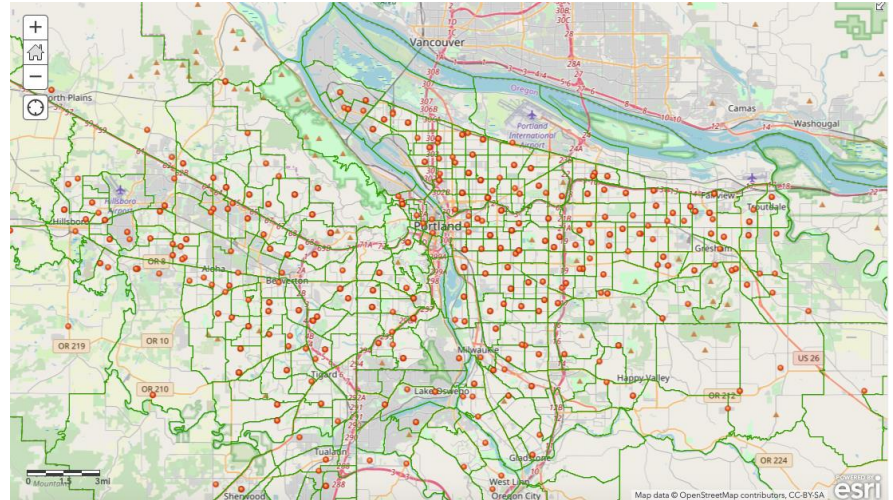
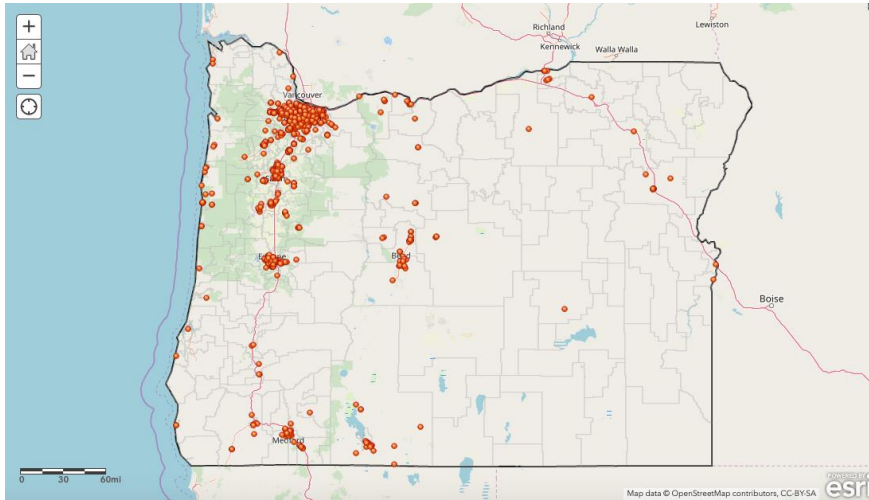


# All Afterschool Programs





# Interactive Maps



## Key Takeaway

In Oregon, afterschool opportunities are not equitable or fair: families and youth who live in underserved communities face significant barriers that prevent them from participating in afterschool programs, such as the lack of programs, cost of programs, and cultural barriers. And yet, youth from underserved communities also demonstrate the most benefits from afterschool programs. The very youth that face the biggest barriers to accessing afterschool programs stand to gain the most from them



# Recommendations

1. Create a legislative workgroup charged with investigating and developing creative, effective policy solutions to address the high cost and limited availability of afterschool programs
2. Address cultural barriers at both the individual program and state-wide levels, including:
  - a. Develop resources, tools, and professional development training to support afterschool and summer programs in effective inclusion practices for underserved populations
  - b. Incorporate afterschool and summer programs into the existing Supporting Student Success implementation plan