

America After 3PM for Latinx Families and Communities



Introduction

The Afterschool Alliance's fourth edition of America After 3PM—which provides a detailed accounting of the circumstances and conditions of U.S. children during the hours of 3 to 6 p.m. and compares afterschool program participation and unmet demand statistics for 2020 with results from 2004, 2009, and 2014—finds that the need for afterschool programs is especially high in the Hispanic community. For every Latinx child in an afterschool program, 3 are waiting to get in, as more than 9 in 10 Latinx parents (94 percent) report satisfaction with their child's afterschool program, the highest reported satisfaction across the editions of the survey.*

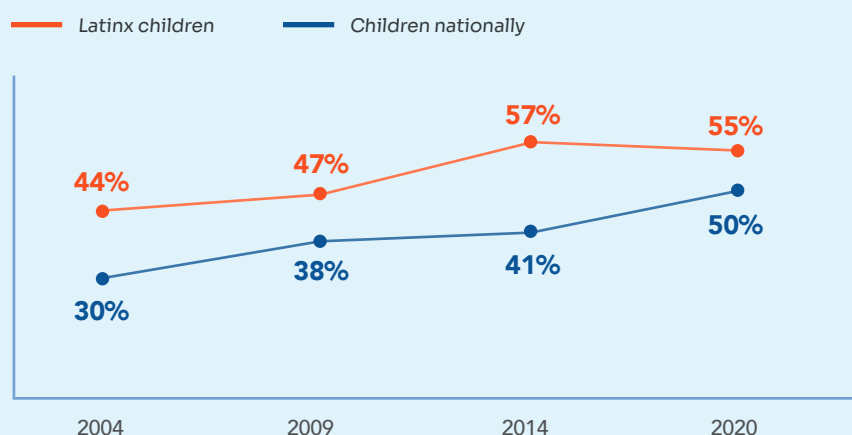
While data for the 2020 edition of America After 3PM were collected pre-pandemic, to accompany the data and determine how the pandemic has affected families' needs during the hours after school, the Afterschool Alliance commissioned a nationally representative follow-up survey of parents in October 2020. The follow-up survey found that afterschool programs remain a critical component of the infrastructure needed to support families through the pandemic. Latinx parents were more likely than parents overall to report stress about providing learning support while their child's school is operating virtually (61 percent vs. 54 percent), and 3 in 4 Latinx parents say that the experience of coronavirus has made them appreciate teachers and afterschool program providers more than ever.

Unmet demand remains high in the Hispanic community

The unmet demand for afterschool programs among Latinx children remains high. For every Latinx child in an afterschool program, 3 more are waiting to get in. Once again, America After 3PM finds that there are a significant number of Latinx children who are not enrolled in an afterschool program, but would be in a program if one were available: There are now more than 6.5 million Latinx children who would likely participate in a program (55 percent). The unmet demand for afterschool programs among Hispanic children is higher than the national average (55 percent vs. 50 percent), as well as higher than unmet demand among White children (46 percent). Although the percentage of Latinx children who would participate in an afterschool program if one were available to them in 2020 is lower than it was in 2014, there are 1 million more Latinx children who would likely participate than in 2014 due to the increase in Latinx children in the United States (Figure 1).†

Figure 1: The percentage of Latinx children left without afterschool remains high

Percent of children who are not in an afterschool program, but would be enrolled if a program were available to them



* "Hispanic" and "Latinx" and "Black" and "African American" are used interchangeably throughout this document. Both "Black" and "White" are capitalized for the purposes of this report as referring to a racial and ethnic group of people.

† The 2020 projection is based on data from the 2018 U.S. Census Bureau Current Population Survey, representing 14.26 million Hispanic youth ages 5 to 19 in the U.S. The 2014 projection was based on the 2012 Census Bureau Current Population Survey, representing 13.3 million Hispanic youth.

Figure 2: Latinx parents agree that afterschool programs complement school day learning

Percentage of parents who agree that afterschool programs provide the following benefits:

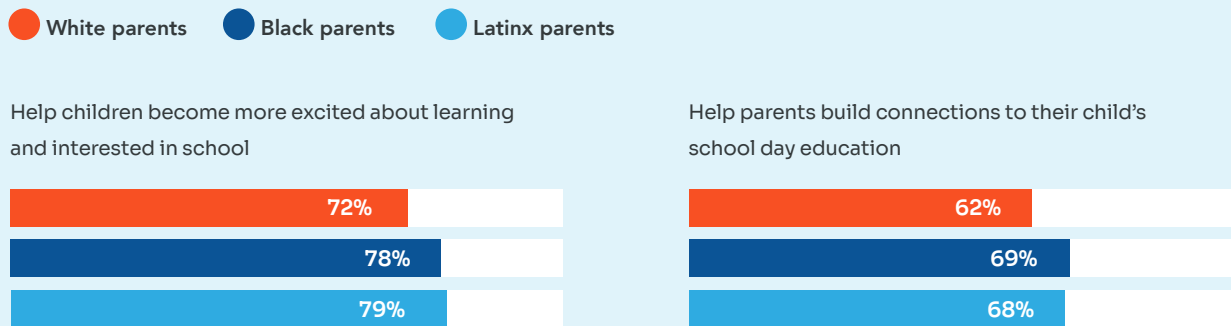
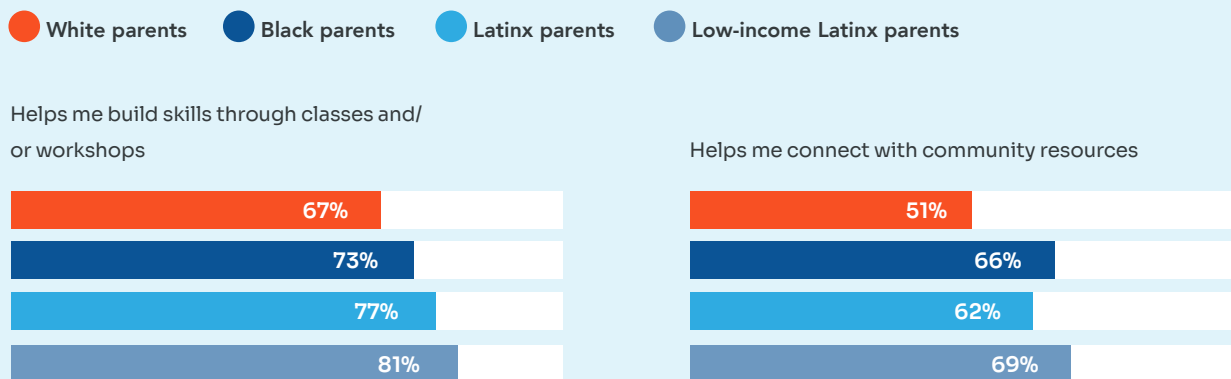


Figure 3: Afterschool programs are serving as a resource to parents, in particular parents of color

Percentage of parents who agree that their child's afterschool program provides the following supports:



Hispanic families recognize the positive role of afterschool programs, both for young people and parents

Based on responses in America After 3PM, Latinx parents largely have a positive view of afterschool programs' social and emotional and academic benefits that mirror parents' responses overall, agreeing that programs keep kids safe (74 percent); provide opportunities to engage with peers and reduce unproductive screen time (85 percent); and help children gain interest and skills related to science, technology, engineering, and math (STEM)[†] (80 percent). Latinx parents also view afterschool programs as a positive influence

on children, agreeing that programs help young people build life skills (83 percent), allow children to build positive relationships with caring adults and mentors (78 percent), and reduce the likelihood that young people will engage in risky behaviors, such as drug use (76 percent).

Latinx and Black parents are more likely than White parents to draw a connection between afterschool programs and children's school-day learning, including agreeing that programs help children become more excited about learning and interested in school, and help parents build connections to their child's school-day education (Figure 2).

Hispanic parents also overwhelmingly agreed that afterschool programs support families, with more than 4 in 5 Hispanic parents agreeing that afterschool programs provide working parents peace of mind knowing that their child is safe and supervised (84 percent) and that afterschool programs help working parents keep their jobs (82 percent). Additionally, Hispanic families with a child in an afterschool program are more likely than White families to report that their afterschool program helped them to build skills through classes and/or workshops and connected them with community resources, such as dental clinics or financial planning services. Among Hispanic families with low income, these numbers are even higher (Figure 3).

[†] In the 2020 America After 3PM survey, respondents were asked about "science, technology, engineering, math, and computer science learning opportunities."



Access is a greater barrier to afterschool participation in the Hispanic community

While affordability and accessibility are the primary challenges to enrolling their child in an afterschool program reported by parents overall, access to programs appears to be a greater barrier to participation among communities of color, in particular, communities of color with low income. Similar to parents overall and White parents, cost of afterschool programs was a reason a majority of Hispanic parents (57 percent) did not enroll their child in a program; however, Hispanic parents are more likely than White

parents to report that lack of a safe way for their child to get to and come home from an afterschool program, program locations and hours of operation were not convenient, and that there were no spaces available in the afterschool program they preferred (Figure 4). For example, there is a 10-percentage-point difference between Hispanic parents and White parents reporting that the lack of a safe way for their child to get to and come home from programs was an important factor in the decision not to enroll their child in an afterschool program (60 percent vs. 50 percent). Hispanic parents with low income are slightly more likely to report issues of access than Hispanic parents overall.

Similar to parents overall, barriers to participation reported by Hispanic parents have grown since 2014 (Figure 5). For instance, the percentage of Hispanic parents reporting that programs are too expensive increased 11 percentage points from 2014 (46 percent vs. 57 percent) and Hispanic parents reporting that their child does not have a safe way to and from programs increased 14 percentage points (46 percent vs. 60 percent).

While not among the top-tier reasons for not enrolling their child in an afterschool program, it is worth noting that concerns that afterschool programs would expose their child to negative influences are higher among communities of

Figure 4: Families of color face greater challenges accessing afterschool programs

Percentage of parents reporting that the following were an important reason for their decision not to enroll their child in an afterschool program

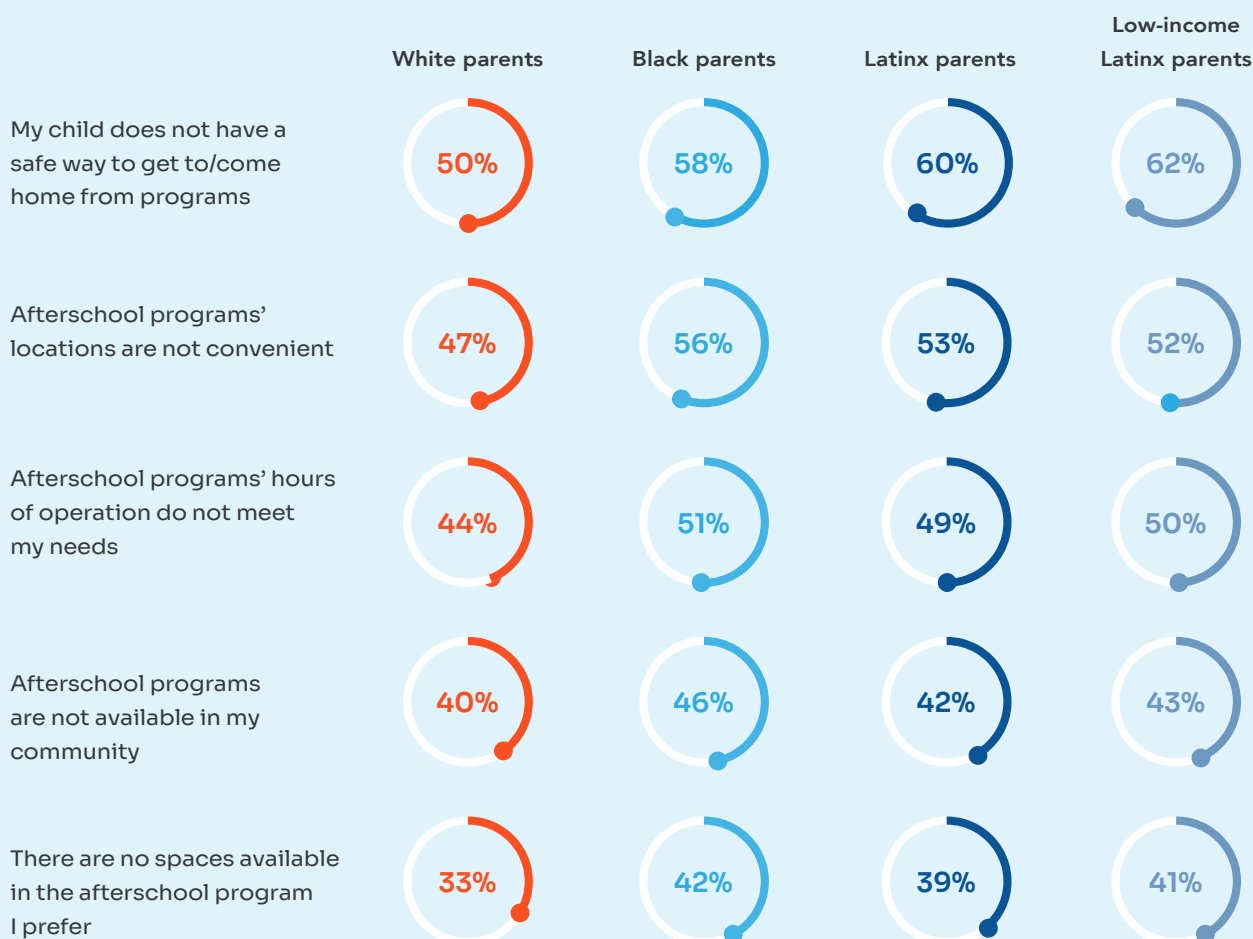
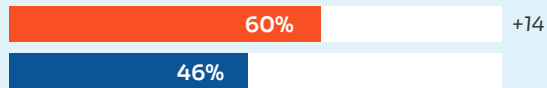


Figure 5: Barriers to afterschool program participation are increasing in the Hispanic community

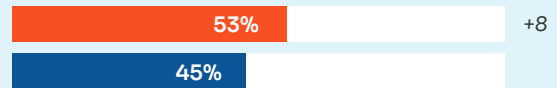
Percentage of Hispanic parents reporting that:

● 2020 ● 2014

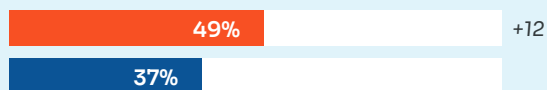
My child does not have a safe way to get to and come home from programs



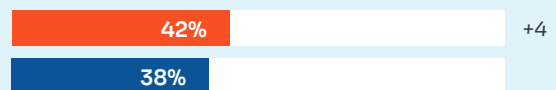
Afterschool programs' locations are not convenient



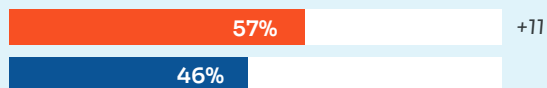
Afterschool programs' hours of operation do not meet my needs



Afterschool programs are not available in my community



Afterschool programs are too expensive



color, with a majority of Latinx (56 percent) and Black parents (54 percent) reporting that this concern factored into their decision-making process, compared to 47 percent of White parents. This concern is higher among Latinx families with low income (59 percent).

As more Latinx parents report that cost and availability of programs are barriers to enrolling their child in an afterschool program, America After 3PM finds that the number of Latinx children in afterschool programs has declined since 2014 (Figure 6). The number of Latinx children in afterschool programs decreased from 3.8 million (29 percent) in 2014 to less than 2.3 million in 2020 (16 percent). However, although afterschool program participation in the Hispanic community has declined, Latinx children continue to represent a larger share of children in afterschool programs, growing from 11 percent in 2014 to 21 percent in 2020 (Figure 7).

Figure 6: Afterschool participation has declined for the first time

Percentage of Latinx children participating in an afterschool program

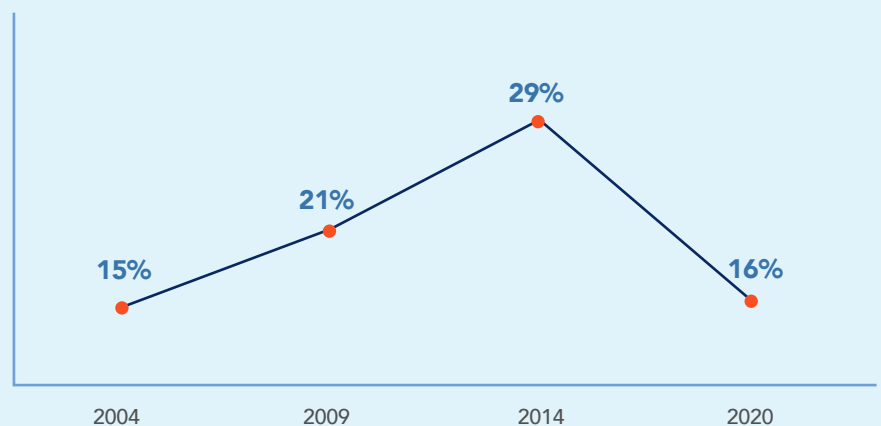
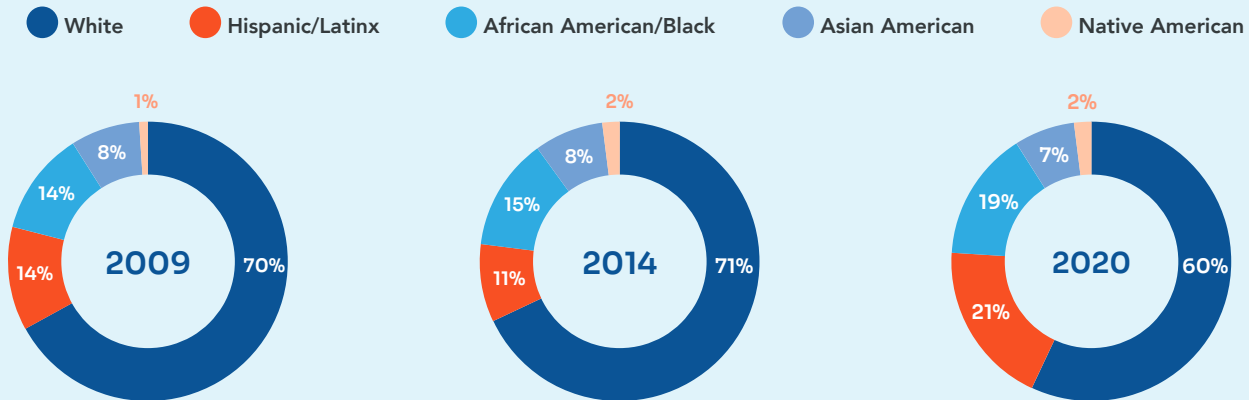


Figure 7: Composition of afterschool program participants by race/ethnicity through the editions of America After 3PM:



**Totals may not add up to 100 percent as respondents were able to select all answers that apply*



PHOTO CREDIT: Courtesy of Allison Shelley/The Verbatim Agency for American Education: Images of Teachers and Students in Action

When examining the differences in the level of participation in out-of-school activities by income, more than 9 in 10 Latinx families (**94 percent**) in the highest income bracket report that their child participated in either an afterschool program, a summer program, or an activity after school, compared to 3 in 5 Latinx families in the lowest income bracket (**63 percent**). Latinx families in the highest income bracket also report spending 7.5 times more on out-of-school time activities than families in the lowest income bracket (\$3,534 vs. \$470). This difference is greater than families in the lowest income bracket overall compared to families in the highest income bracket overall; families in the highest income bracket spend roughly \$3,600 compared to \$700.



Benefits are significant for Latinx children and parents fortunate enough to participate

The 2020 America After 3PM survey finds that more than 9 in 10 Hispanic parents are satisfied with their child’s afterschool program, the highest percentage of Hispanic parents reporting satisfaction across the 2004, 2009, 2014, and 2020 editions of the survey (88 percent, 93 percent, 89 percent, and 94 percent, respectively). In afterschool programs, Hispanic parents report that their child is receiving help

with homework (77 percent), taking part in STEM learning activities (77 percent), and building life skills (69 percent), as well as getting physical activity (86 percent) and receiving healthy meals or snacks (72 percent). An overwhelming majority of Latinx parents also report that their child is building social skills (90 percent) and confidence (84 percent), and learning responsible decision-making (76 percent) in their afterschool program. A safe environment (95 percent) and knowledgeable and caring staff (94 percent) top the list of reasons Latinx parents selected their

child’s afterschool program, similar to parents overall; however, parents of color are much more likely than White parents to say that exciting their child about learning, providing academic enrichment, and offering learning activities not provided during the school day was important in their choice of an afterschool program. Latinx parents are also more likely than White and Black parents to report that factors including opportunities for their child to build life skills and STEM learning opportunities were important to them (Figure 8).



Figure 8: Parents are looking for afterschool programs to provide a range of supports

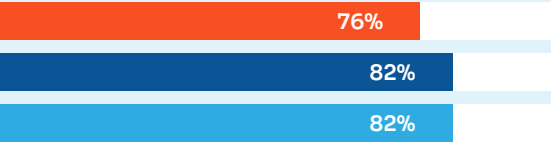
Percentage of parents reporting the following items were important in choosing their child’s afterschool program

● White parents ● Black parents ● Latinx parents

Opportunities to build life skills



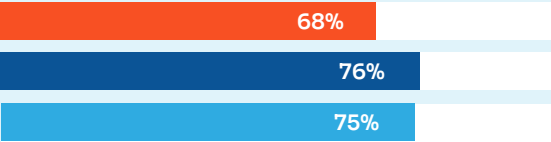
Opportunities for reading or writing



Exciting my child about learning



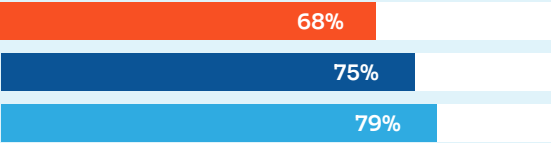
Learning activities not provided during the school day



Variety of activities



STEM learning opportunities



Homework or academic help



College or career exploration

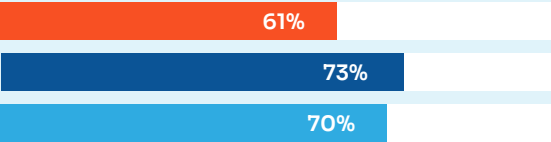


Figure 9: Latinx parents are satisfied with aspects of programming that are important to them

Percentage of parents reporting importance of and satisfaction with aspects of programming

● % Important

● % Satisfied

Safety of environment



Homework or academic help



Knowledgeable and caring staff



Physical activity opportunities



Opportunities to build life skills



Opportunities for reading or writing



Convenient hours



STEM learning opportunities



Convenient location



Snacks/meals including healthy options



When looking at the intensity of answers, even more notable differences arise between White parents and Black and Latinx parents. For example, roughly half of Latinx parents (47 percent) and Black parents (50 percent) report that college or career exploration was extremely important in their selection of their

child's afterschool program, compared to 31 percent of White parents. Similarly, majorities of Latinx (56 percent) and Black parents (54 percent) say that programs offering a variety of activities was extremely important when selecting their child's afterschool program, compared to 46 percent of White parents.

Hispanic parents report high levels of satisfaction with individual aspects of their child's program that were important factors in their selection of a program, including the program's safe environment, staff, opportunities to build life skills, and hours of operation and location (Figure 9).



Latinx parents support public investment in afterschool

Nationally, support for investment in afterschool programs is high, with support equally strong in the Hispanic community. Overall, 85 percent of Latinx parents agree that all young people deserve access to quality afterschool and summer programs, compared to 84 percent nationally. Eighty-eight percent of Latinx parents report that they are in favor of public funding for afterschool opportunities, slightly higher than the national average (87 percent) and up slightly from the percentage of Latinx parents in favor in 2014 (87 percent).



PHOTO CREDIT: Courtesy of Allison Shelley/The Verbatim Agency for American Education: Images of Teachers and Students in Action

Methodology

America After 3PM is a nationally representative survey of randomly selected adults who live in the United States and are the parent or guardian of a school-aged child who lives in their household. The survey was conducted using a blend of national consumer panels, with the goal of completing at least 200 interviews in every state and Washington, D.C. In states where this goal could not be reached using online panels, supplementary telephone interviews were conducted. For the 2020 wave of America After 3PM, interviews were conducted in both English and Spanish.

America After 3PM data included in this report were collected between January 27 and March 17, 2020. A total of 31,055 households, including 4,393 Hispanic respondents, were surveyed and answered questions regarding ways in which their child or children are cared for in the hours after school. A subset of households, 14,391 respondents, including 2,361 Hispanic respondents, answered a series of follow up questions regarding afterschool experiences or barriers to participation in afterschool, and perceptions of afterschool programs. The overall margin of error for child-level and household-level data is +/- < 1 percent.

Projections for Hispanic child-level data represent the 14.26 million Hispanic youth ages 5 to 19 in the United States, based on numbers from the 2018 U.S. Census Bureau Current Population Survey.

The October 2020 survey of parents was conducted by Edge Research and is a nationally representative online survey fielded October 12-29, 2020, of 1,202 parents of school-aged children.

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For more information about the national and state-specific America After 3PM survey findings, visit:

www.aa3pm.co/

The Afterschool Alliance is a nonprofit public awareness and advocacy organization working to ensure that all children and youth have access to quality afterschool programs. More information is available at www.afterschoolalliance.org/.