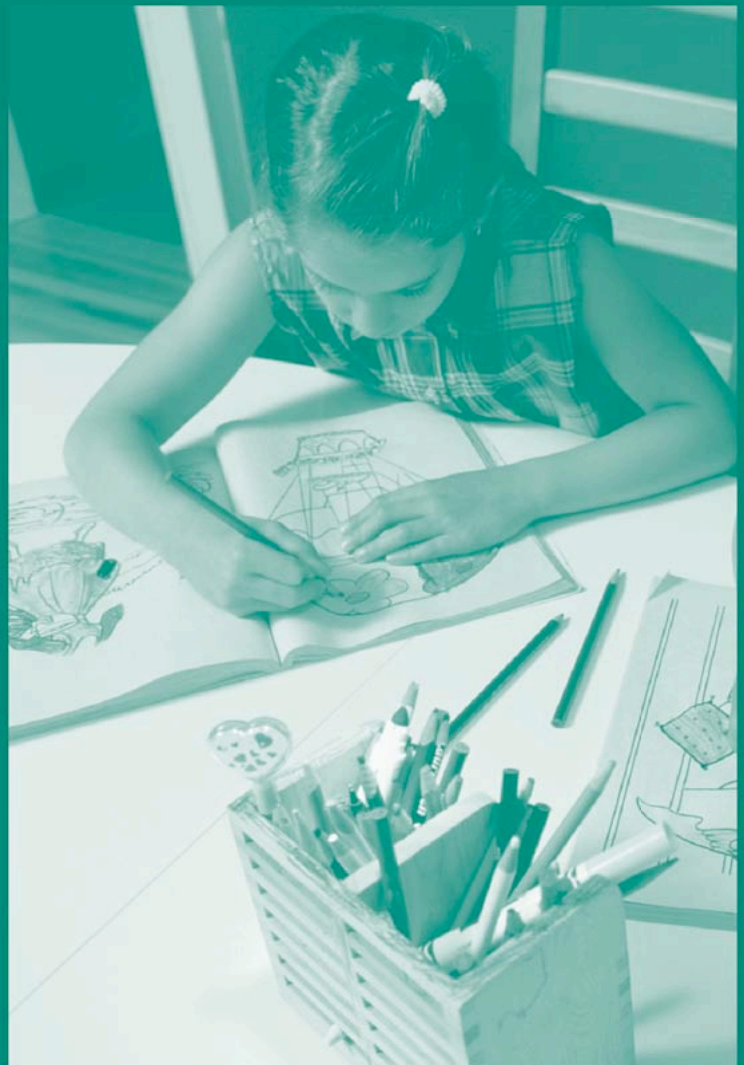


# National Household Education Surveys Program of 2005

## After-School Programs & Activities: 2005

E.D. TAB





U.S. Department of Education  
NCES 2006-076

# National Household Education Surveys Program of 2005

## After-School Programs and Activities: 2005

**E.D. TAB**

**May 2006**

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## Highlights

This report presents data on participation in after-school activities and programs in the United States. The data are from the After-School Programs and Activities Survey (ASPA), a nationally representative survey of the 2005 National Household Education Surveys Program (NHES:2005). The data presented in the report are based on a sample of 11,684 students in kindergarten through grade 8 representing a weighted total of 36,185,760 students. The weighted unit response rate for the ASPA survey was 84 percent; the overall unit response rate for the survey was 56 percent.<sup>1</sup> Additional details about the survey, response rates, and data reliability are provided in appendix A.

After-school programs and activities addressed in the survey include information about student participation in care arrangements in private homes with relatives and with care providers not related to them, participation in school-based or center-based after-school programs, participation in after-school activities that were not part of a school- or center-based program, and self-care (for a definition of self-care, please refer to the glossary in Appendix B of this document). The ASPA survey conducted in 2005 was the second time this topic was fielded as a separate NHES survey. The previous ASPA collection was conducted in NHES:2001. The data can be used to study after-school programs and activities in 2005 and to study changes from 2001 to 2005.

Results reported in the tables and bullets are weighted means and proportions generated by bivariate cross-tabulation procedures. All statements of comparison made in this report have been tested for statistical significance using two-tailed *t*-tests and are significant at the 95 percent confidence level or better. Additional details about statistical procedures used in this report are provided in the Statistical Tests section of appendix A.

The purpose of this E.D. TAB is to introduce new NCES survey data through the presentation of selected descriptive information. The E.D. TAB is purely descriptive in nature. Readers are cautioned not to draw causal inferences based solely on the results presented in this E.D. TAB. It is important to note that many of the variables examined in this report are related to one another, and complex interactions and relationships have not been explored here. The variables examined here are also just a few of the variables that can be examined in these data and were selected to demonstrate the range of information that helped shape the design and now is available from the study. The selected findings are examples of comparisons that can be made using the data and are not designed to emphasize any particular issue. Release of the E.D. TAB is intended to encourage more in-depth analysis of the data, using more sophisticated statistical methods.

The following are highlights of some of the significant differences observed in the ASPA survey. These highlights do not include all differences; rather, they have been selected to demonstrate the range of data available from the study.

### Participation in After-School Programs and Activities

Parents of sampled students in kindergarten through eighth grade<sup>2</sup> were asked about their children's participation in after-school care arrangements, programs, and activities. After-school arrangements included care received from a relative, care received from a nonrelative in either the student's home or

---

<sup>1</sup> The overall unit response rate is the product of the unit response rate at the household screening stage and the ASPA unit response rate.

<sup>2</sup> Students included in this report are those in kindergarten through eighth grade, not older than 15 years, and not homeschooled. The total ASPA sample also included 269 homeschooled children.

another home, school- or center-based programs, participation in after-school activities with adult supervision (other than those in a school- or center-based program), and self-care.

- In 2005, 40 percent of students in kindergarten through eighth grade were in at least one weekly nonparental after-school care arrangement (table 1).
- Students in kindergarten through eighth grade who were in at least one weekly nonparental after-school care arrangement were more likely to be in a school- or center-based program (20 percent) than any other type of arrangement (6–15 percent) (table 1).
- Students in kindergarten through eighth grade whose mothers worked 35 or more hours per week were more likely to have at least one weekly nonparental after-school care arrangement (57 percent) than their peers whose mothers worked less than 35 hours per week (32 percent), were looking for work (32 percent), or were not in the labor force (20 percent) (table 1).

### **Relative Care**

Parents of sampled students in kindergarten through eighth grade were asked a number of questions about relative care arrangements, including the relationship of the care provider to the student and the characteristics of the relative care provider.

- The percentage of students whose only after-school nonparental care arrangement was with a relative decreased as grade in school increased (table 2). Twenty-three percent of students in kindergarten through second grade were cared for only by a relative after school. This estimate decreased to 19 percent for students in third through fifth grade and 12 percent for students in sixth through eighth grade.
- Students in kindergarten through eighth grade were more likely to receive after-school care from a grandparent (58 percent) than from an aunt or uncle (18 percent), sibling (23 percent), or any other relative (7 percent) (table 3).

### **Child and Family Characteristics in Relation to Participation in After-School Activities and Care Arrangements**

Parents of sampled students in kindergarten through eighth grade were asked a number of questions regarding characteristics of their children and household.

- Black, non-Hispanic students in kindergarten through eighth grade spent more hours per week in after-school care on average (9.8 hours) than White, non-Hispanic students (6.3 hours), Hispanic students (8.0 hours), and students of Asian or Pacific Island (non-Hispanic) origin (7.6 hours) (table 4). Also, White non-Hispanic students spent less time in after-school care on average than Hispanic students (6.3 hours vs. 8.0 hours).
- Students in kindergarten through eighth grade whose families were below the poverty line<sup>3</sup> spent more hours per week in an after-school care arrangement on average (10.7 hours) than students of families at or above the poverty line (8.5 hours) (table 4).

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<sup>3</sup> For more information on the calculation of poverty, refer to the glossary.

## **Out-of-Pocket Expenses and Cost Assistance for Fees Associated With After-School Activities and Care Arrangements**

Parents of sampled students in kindergarten through eighth grade were asked to report any out-of-pocket expenses associated with after-school care or programs and whether any financial assistance was received to help with expenses for those arrangements.

- The mean hourly out-of-pocket expense for students at or above the poverty threshold was greater than the hourly out-of-pocket expense for those below the poverty threshold for after-school care with a nonrelative (\$10.15 vs. \$4.43) and after-school care at a school- or center-based program (\$7.57 vs. \$4.50) (table 5).
- For students in kindergarten through eighth grade for whom there was an out-of-pocket expense, the mean weekly out-of-pocket expense was greater for students in nonrelative care than for those in school- or center-based care. Specifically, the average weekly cost for nonrelative care was \$67.83, compared to \$40.12 for school- or center-based programs (table 6).
- Students living in two-parent families were less likely to receive assistance with expenses for after-school arrangements than were students who lived in one-parent families (11 percent vs. 35 percent) or those who lived with nonparent guardians (11 percent vs. 59 percent) (table 7).

## **Characteristics of After-School Programs or Care Arrangements**

Parents of sampled students in kindergarten through eighth grade were asked to report on characteristics of after-school programs or care arrangements. Those characteristics include, but are not limited to, the number of adults and the number of children in the room or group with the student, the types of activities the student participates in while at a care arrangement, and the location of the school- or center-based care arrangement.

- For students in kindergarten through eighth grade, the average ratio of the number of children to the number of care providers was lower in after-school care with a relative than in nonrelative care (1.8 vs. 2.9 children per care provider) or in school- or center-based after-school programs (1.8 vs. 8.6 children per care provider) (table 8). Likewise, the child-to-care provider ratio was lower in nonrelative after-school care arrangements than in school- or center-based programs (2.9 vs. 8.6 children per care providers).
- Students in kindergarten through eighth grade were more likely to engage in educational activities (including homework, reading, or writing) when receiving after-school care from a relative than when receiving after-school care from a nonrelative (81 vs. 71 percent) or in a school- or center-based after-school care program (81 vs. 70 percent) (table 9). Also, a greater percentage of students participated in educational activities while in self-care than at a school- or center-based after-school program (76 vs. 70 percent).
- Students in kindergarten through eighth grade were more likely to attend a school- or center-based after-school program at a public school (61 percent) than at a church or other place of worship (9 percent), private school (10 percent), community center (8 percent), a program in its own building (15 percent), or any other location (5 percent) (table 10).

## Factors Related to Arrangement Choice

Students are placed in various child care arrangements for a number of reasons. Parents of sampled students were asked to report how students were transported to their care arrangements, and to rate the importance of various care selection factors.

- Students in kindergarten through eighth grade who go to a school- or center-based arrangement in a location other than the place where they attended school were more likely to be transported to their school- or center-based arrangement by their parents or guardians (15 percent) than by the school district (6 percent), the school- or center-based program (9 percent), or any other transportation source (11 percent) (table 11).
- Parents of sampled students in kindergarten through eighth grade were more likely to report reliability<sup>4</sup> as "very important" in selecting an after-school care arrangement (90 percent) than to report that the location of the arrangement (78 percent), cost (44 percent), learning activities at the arrangement (61 percent), time spent with other students (55 percent), availability of the care provider (81 percent), or the number of children in the group (37 percent) were very important (table 12).

## After-School Activities That Are Not Part of an After-School Program and Sponsorship of those Activities

Parents of sampled students in kindergarten through eighth grade were asked to report the types of activities that students engaged in after school that were not part of an after-school program or other care arrangement. Parents were also asked to identify whether those activities were sponsored by the student's school.

- Students in kindergarten through eighth grade were more likely to participate in sports after school than in any other after-school activity (table 13). Specifically, 73 percent of students participated in sports, compared to 46 percent in religious activities, 42 percent in arts, 22 percent in scouts,<sup>5</sup> 19 percent in volunteering, 16 percent in academic activities, and 13 percent in clubs.<sup>6</sup>
- For students who were in kindergarten through eighth grade and participating in at least one weekly after-school activity, clubs were more likely to be sponsored by the school (87 percent) than any other after-school activity (table 14), including arts (27 percent), sports (32 percent), academic activities (68 percent), volunteering (33 percent), and religious activities (5 percent).

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<sup>4</sup> The meaning of "reliability" was not provided unless a respondent specifically asked for clarification. If a respondent asked for clarification, he or she was told that reliability might include timeliness of the caregiver, ability to care for the child on the agreed upon dates and times, and carrying out care taking duties while the child was in care.

<sup>5</sup> This estimate is based on responses to the following question, "Since the beginning of the school year, has (child) participated in any of the following kinds of after-school activities? How about scouts?"

<sup>6</sup> This estimate is based on responses to the following question, "Since the beginning of the school year, has (child) participated in any of the following kinds of after-school activities? How about Clubs, like yearbook, debate, or a book club?"

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**Table 1. Percentage distribution of the participation of students from kindergarten through eighth grade in various weekly after-school care arrangements, by type of arrangement and student and family characteristics: 2005**

Characteristic	Number of students (thousands)	No weekly nonparental after-school care arrangement	At least one weekly nonparental after-school care arrangement	Type of weekly nonparental after-school care arrangements <sup>1</sup>				Self-care
				At least one arrangement with relatives	At least one arrangement with nonrelatives	At least one school- or center-based arrangement	At least one after-school activity used for supervision	
<b>Total</b> .....	35,311	60	40	15	6	20	7	12
<b>Student's grade</b>								
K-2 .....	11,437	57	43	16	8	21	5	2
3-5 .....	11,690	55	45	17	6	25	8	7
6-8 .....	12,183	67	33	12	3	14	9	27
<b>Student's sex</b>								
Male .....	18,418	60	40	15	6	21	7	13
Female .....	16,894	60	40	15	5	19	8	11
<b>Student's race/ethnicity</b>								
White, non-Hispanic .....	20,229	65	35	13	6	15	7	11
Black, non-Hispanic .....	5,457	45	55	22	5	32	9	16
Hispanic .....	6,580	59	41	14	6	23	6	11
Asian or Pacific Islander, non-Hispanic .....	958	60	40	14	5	20	9	11
Other race, non-Hispanic <sup>2</sup> .....	2,087	54	46	17	6	23	11	14
<b>Family type</b>								
Two parents .....	25,229	65	35	11	5	18	7	11
One parent .....	8,854	47	53	24	8	26	8	15
Nonparent guardian(s) .....	1,228	51	49	25	3	26	8	15
<b>Parents' language spoken most at home<sup>3</sup></b>								
Both/only parent(s) speak(s) English .....	31,216	59	41	15	6	20	8	12
One of two parents speaks English .....	851	60	40	17	2	20	8	16
No parent speaks English .....	3,244	67	33	11	3	20	4	12
<b>Mother's level of education<sup>4</sup></b>								
Less than a high school diploma .....	3,482	68	32	11	3	19	3	14
High school/GED .....	10,062	60	40	17	4	19	6	13
Vocational/technical or some college .....	10,146	58	42	18	6	20	8	11
Bachelor's degree .....	6,459	63	37	10	6	19	9	10
Graduate or professional degree .....	3,740	55	45	12	8	24	11	12
<b>Mother's school enrollment status<sup>4</sup></b>								
Enrolled .....	3,918	50	50	20	7	24	9	13
Not enrolled .....	29,972	62	38	14	5	19	7	12

See notes at end of table.



**Table 1. Percentage distribution of the participation of students from kindergarten through eighth grade in various weekly after-school care arrangements, by type of arrangement and student and family characteristics: 2005—Continued**

Characteristic	Number of students (thousands)	No weekly nonparental after-school care arrangement	At least one weekly nonparental after-school care arrangement	Type of weekly nonparental after-school care arrangements <sup>1</sup>				Self-care
				At least one arrangement with relatives	At least one arrangement with nonrelatives	At least one school- or center-based arrangement	At least one after-school activity used for supervision	
<b>Mother's employment status<sup>4</sup></b>								
35 or more hours per week .....	14,744	43	57	24	9	27	10	16
Less than 35 hours per week .....	7,853	68	32	11	5	15	6	11
Looking for work .....	1,798	68	32	12	3	23	4	13
Not in the labor force .....	9,495	80	20	4	1	12	5	7
<b>Mother's work shift<sup>4,5</sup></b>								
Regular shift .....	20,251	51	49	20	8	23	9	14
Variable shift .....	2,346	59	41	18	6	19	8	12
<b>Neighborhood conditions<sup>6</sup></b>								
Concern regarding neighborhood health and safety conditions .....	5,421	54	46	18	6	25	8	12
No concern regarding neighborhood health and safety conditions .....	29,890	61	39	14	5	19	7	12
<b>Household income</b>								
\$25,000 or less .....	8,827	58	42	16	5	23	6	13
\$25,001 to \$50,000 .....	8,895	59	41	18	5	19	6	12
\$50,001 to \$75,000 .....	7,258	60	40	16	5	18	9	11
\$75,001 to \$100,000 .....	4,405	60	40	13	7	20	7	12
\$100,001 or more .....	5,928	64	36	8	6	19	9	11
<b>Poverty status<sup>7</sup></b>								
At or above poverty threshold .....	28,142	60	40	15	6	20	8	12
Below poverty threshold .....	7,169	60	40	15	5	22	6	13

<sup>1</sup>Students may have more than one after-school care arrangement of the same type or more than one after-school care arrangement of different types.

<sup>2</sup>“Other race, non-Hispanic” includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

<sup>3</sup>Complete descriptions of the categories for parents' language are as follows: (1) “Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home,” (2) “One of two parents learned English as a child or currently speaks English in the home,” and (3) “No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home.”

<sup>4</sup>Students without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

<sup>5</sup>Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee. The number of hours worked was not considered in the creation of this variable.

<sup>6</sup>Parents or guardians respond “yes” or “no” to the question: “Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?”

<sup>7</sup>Students are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include all students in kindergarten through eighth grade, not older than 15 years, and who are not homeschooled. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (ASPA-NHES: 2005).

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