

Access & Equity Research Project

Preliminary Report

OregonASK Expanded Learning Partnership envisions an Oregon where all children, youth, and families have access to quality out-of-school time options within their community. Yet currently, there are 221,000 children statewide who are not participating in an out-of-school time program, but would participate if one were available to them ([Afterschool Alliance, 2014](#)). Such a statistic necessitates action and begs the question: **How can we, as a state, work towards ensuring that there are high-quality afterschool and summer programs available and accessible to all 221,000 of those children?**



To help answer that question, OregonASK launched our **Access and Equity Research Project**. The project concept initially began in 2017, when OregonASK's My Brother's Keeper VISTA collected detailed data on afterschool opportunities in the Portland metro area. The initial project gathered survey responses from afterschool programs across the metro area, and revealed interesting findings. But by far the most notable finding was the need for more data. This was the first research of its kind in Oregon, and there was interest and demand from our partners, stakeholders, and government agencies for more in-depth and comprehensive data.



With funding support from the Mott Foundation, OregonASK transformed the Portland-centric survey into a two-year statewide large-scale research project, guided by a Data Design Advisory Group comprised of researchers, program providers, stakeholders, and government agencies.

The overall goals of the project are multifaceted, and aim to determine: **where out-of-school time programs are and aren't located; who does and doesn't have access to them; the biggest barriers to accessing programs; and what practices programs are engaging in to ensure equitable and accessible services for their students.**

Special Thanks: This research is possible thanks to the support of the Mott Foundation, our Data Design Team, and the afterschool programs, students, and families who participated in our surveys and focus groups. Thank you!

Project Objectives

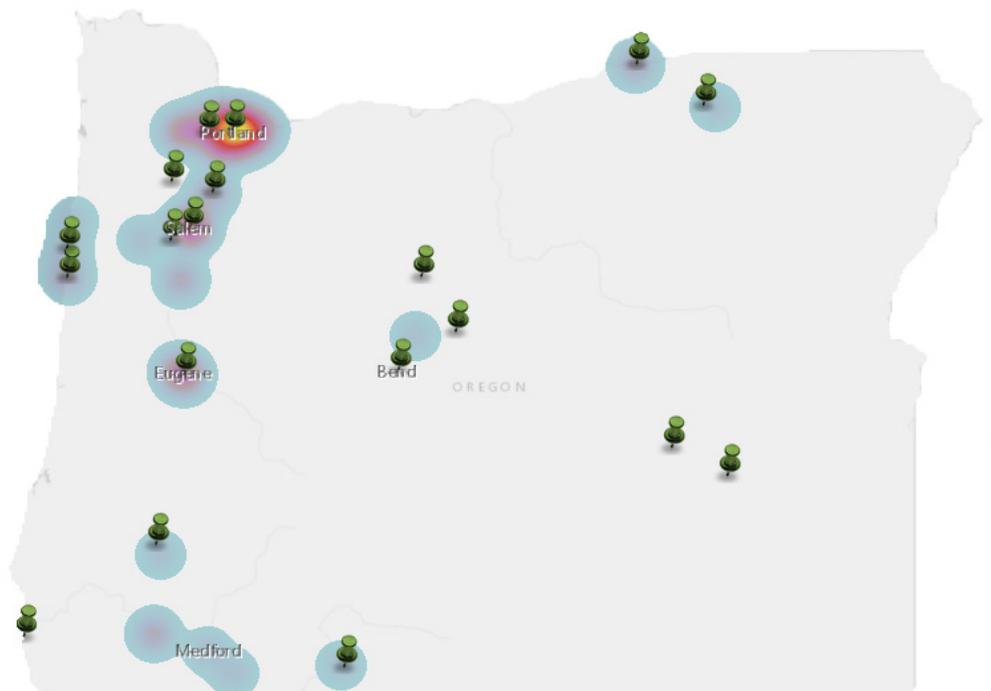
- Collect comprehensive data on issues of access & equity related to out of school programs in Oregon, examining barriers to access and issues of equity; and
- Raise awareness of issues of access and equity in afterschool (with the public, legislature, etc.)

Research Tools

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 and parents & families (both those participating in programs and those who don't participate)	Barriers to participation, experiences and perceptions, program impact

Responses So Far

Data collection began in earnest in spring 2018, and will continue through summer 2019. As of March 2019, we have collected 91 Management Survey responses (representing about 200 sites), 62 Facilitator Survey responses, and 308 Student Survey responses. We have also hosted 28 focus groups in 19 locations. The map to the right shows survey responses (blue areas indicate responses, red and yellow areas indicate higher rates of response) and focus group locations (green pin points).



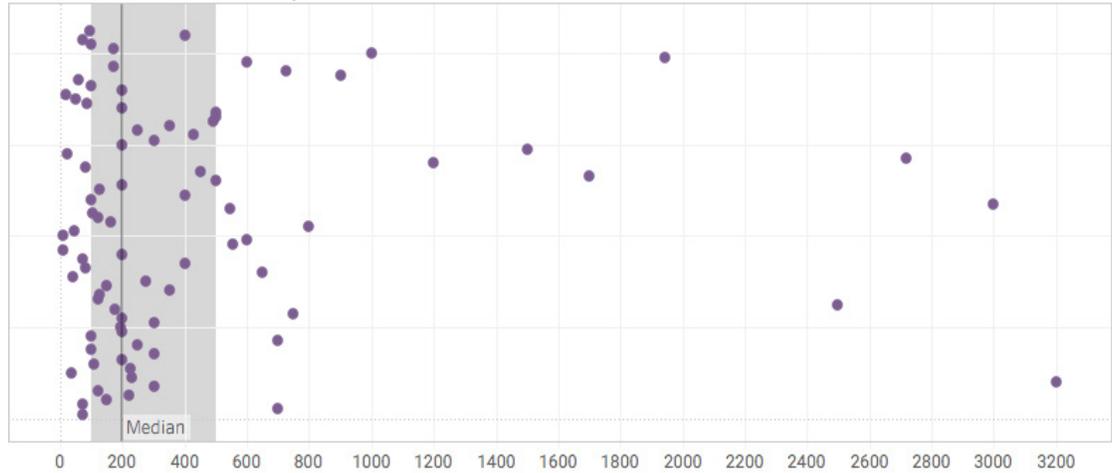
Preliminary Results

On the following pages are some preliminary results from the data collection so far, which represent only a tiny fraction of what will be available in our final report. Final results will also include data on student outcomes, staff abilities and training, family interactions, and program operations (including hours of operation, staffing, fees and scholarships, outreach and waitlists, funding sources, evaluation, staff and student demographics, and more).

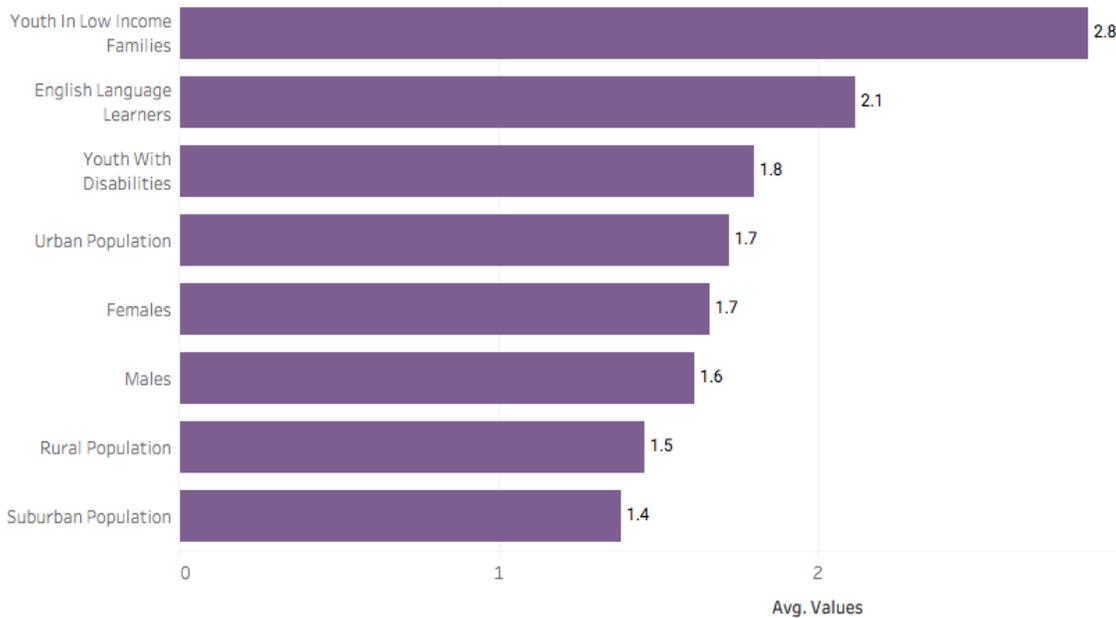
Who

The median average daily attendance at afterschool programs is 40 students per day, while the median number of students served annually is 200.

Students Served Annually



Targeted Populations (Average Score)

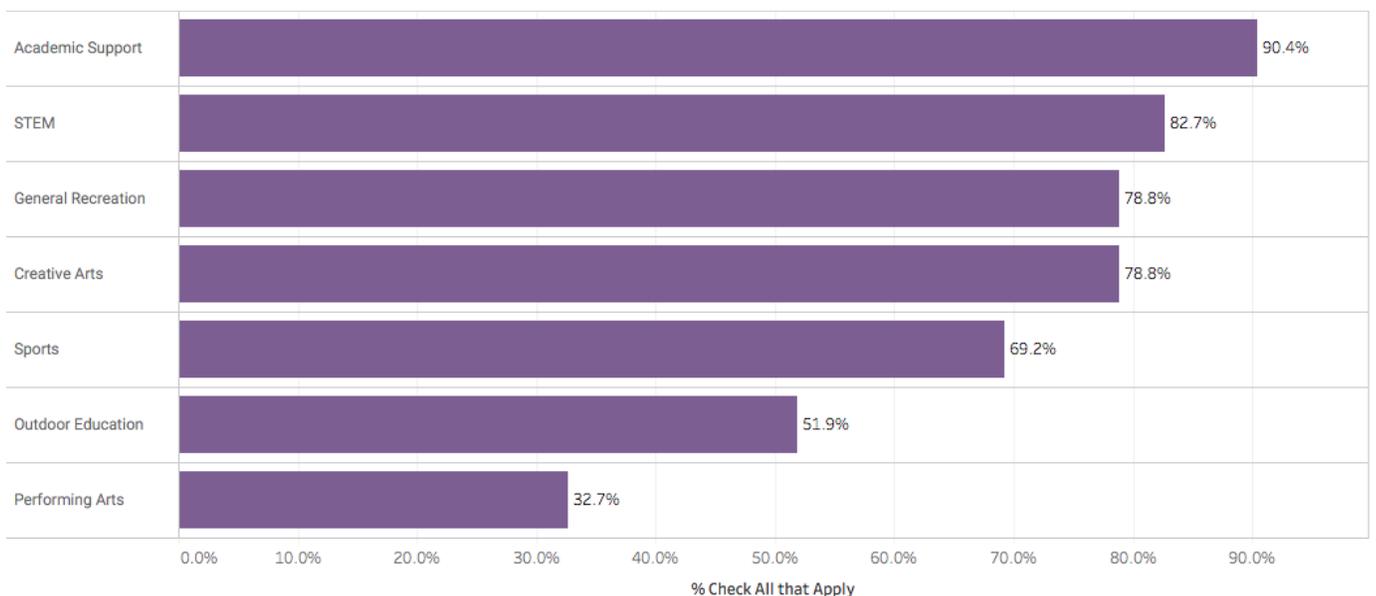


In a ranking of target populations (where 1 = not a target population and 4 = very much a deliberate target population), youth in low-income families received the highest ranking.

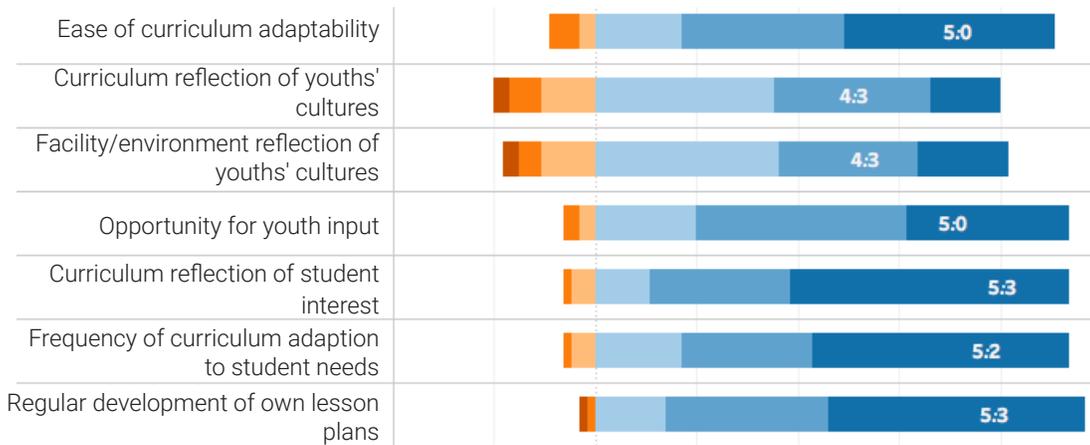
The final report will include additional demographic data on staff and students in afterschool programs, including ethnicity, gender, grade, etc., as well as comparisons of staff and student representation.

What

Afterschool programs offer a variety of activities, though academic support and STEM topics are offered most frequently.



Culture and Curriculum (Facilitator Agreement)



Overall, afterschool facilitators agree that their curriculum is adaptable and responsive to student interests. They agree less strongly, however, that the culture of youth is reflected in their program space and curriculum.

■ = Strongly Disagree (1) ■ = Somewhat Disagree (2) ■ = Slightly Disagree (3) ■ = Slightly Agree (4) ■ = Somewhat Agree (5) ■ = Strongly Agree (6)

The final report will offer much more detailed information on what afterschool programs in Oregon look like, including hours of operation, funding sources, staffing levels, evaluation, transportation, etc.

Why

Students report a range of benefits from participating in afterschool programs, including improvements in twenty-first century skills like leadership and teamwork, with just a few shown below.

Student Reported Impacts (Participating in this afterschool program has helped)



■ = Didn't help at all (1) ■ = Didn't help much (2) ■ = Helped a little (3) ■ = Helped a lot (4)

Focus Group Highlights

We have conducted 28 focus groups with students and families around Oregon, both those participating in programs and those who don't participate. Below are quotes that highlight common themes we've heard so far.

"Yes, language is a barrier, but more of a barrier when you are trying to find out information, rather than at the time of enrollment. For example, I'll call when I have a question and they tell me they don't understand me, and so I don't even bother calling back." -- Oregon parent (translated from Spanish)

"[One thing] would be the cultural barrier ... for example I speak English, but I feel uncomfortable that there is no one else that speaks my language in that group of parents ... All the other parents there are white Americans and they don't live my reality. You understand? They go to Disney and they go drink a coffee at Starbucks, and I have to take my lunchbox with my salad because I don't have enough money to go to Starbucks ... It's not my reality." -- Oregon parent (translated from Spanish)

"When I first started coming here, I was a mess. I was really rude, I always yelled at people, I was very defensive, I didn't want anyone in my bubble, in my personal space, and trying to figure me out. Now I'm just like an open person, and I'm a lot calmer.... They saw that I was struggling, and, like, they helped me get on the right path. They all helped me." -- Oregon middle schooler on her afterschool program