



Springfield Afterschool Survey

May 2010

Final Report

In Cooperation with:



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Executive Summary

The Afterschool Survey conducted in May 2010 surveyed 1,995 students at every school in the Springfield City School District. Students in grades 4 through 12 were surveyed; 1223 elementary (mean age = 10.81 years), 458 middle (mean age = 13.30 years), and 228 high school students (mean age = 15.59 years) as well as 86 students at Keifer Academy (mean age = 15.20 years). The survey collected information on the students' participation in afterschool programs, how they got to those programs, reasons for not participating in afterschool activities, and household members' history of incarceration.

Of note, students' participation in afterschool programs varied significantly by grade level. Elementary students reported the highest levels of participation at 43.6%, followed by middle school (32.6%), and high school students (28.1%). Across all grade levels, the most common afterschool activity reported by the students was sports. At the elementary level, the second most commonly listed afterschool activity was tutoring, but at the middle and high school levels it was school clubs. The third most common activity for elementary and high school students was the arts (e.g., choir, music lessons, dance, etc.) whereas for middle school students it was tutoring.

Across all of the grade levels, the most common way students got to their after school activities was by their parents, guardians, or some other relative driving them (~60%). Second most common at all grade levels was simply attending a program at one's school, i.e., no transportation was generally necessary, at least to get there. In elementary school, 77% of the children listed only one manner of getting to afterschool activities, but this percentage dropped at the higher grade levels: middle school = 68.8% using only one manner of transportation and high school = 60.7%.

The most common reason for not participating in afterschool activities was lack of interest; 42% of elementary, 54.3% of middle, and 48.3% of high school students chose "I'm not really interested" as the primary reason they did not do afterschool activities. The next most common reason for not participating at all grade levels was "I have other responsibilities." Not having a ride was listed by less than 7% of elementary and middle school students and only 11.3% of high school students as the main reason they did not participate in afterschool activities.

Of the 1995 students that completed the survey, 1836 (92%) provided some information on who lives with them and 1802 (90.3%) responded to at least one question regarding household members having been incarcerated. The average household size of those that responded was approximately 6 people and the average number of household members that had been in jail was 1.30. Of those students that listed a father living in the home and answered the question about whether or not their father had been to jail, 46.2% reported that their father had been in jail. Of the students that listed a mother living in the home and answered the question about whether or not their mother had been to jail, 19.8% indicated their mother had been in jail. Children were significantly less likely to participate in afterschool activities if their mother or father had been in jail. On average, elementary and middle school students knew 4 people that had been in jail and high school students knew 7. Less than 70% (67.6%) of the children listed living with both parents. Fewer than 30% (27.8%) reported living in traditional families (i.e., listed both parents and no other household members other than siblings).

Background Information

In the fall of 2009, Springfield Christian Youth Ministries decided to utilize their Vista volunteer, Tim Voltz, to conduct a survey of Springfield youth regarding their participation in afterschool programs and their experience with household members being incarcerated. Tim then met with a number of area afterschool programs to get input on the survey. He also approached Wittenberg University's Center for Civic and Urban Engagement for input regarding survey design since they had a grant from the United States Office of Juvenile Justice and Delinquency Prevention to assist with strengthening area afterschool programs. Once the survey was designed the Springfield City School District agreed to help collect the survey to increase the amount of students participating. Surveys were completed by the students during May 2010. A copy of the survey appears in the Appendix. Once the data was collected, Wittenberg University students and Tim Voltz entered all surveys two times, into two different data sets. Those data sets were combined and compared by Dr. Stephanie Little, who then fixed any data entry discrepancies between the two. Last, statistical analyses were conducted on the data by Dr. Little to summarize the findings which are detailed in this report. The statistical analyses utilized included *t*-tests, logistic regressions (the chi-squares resulting from these regressions are reported), and ANOVAs (*F* tests reported); which tests were utilized depended on the nature of the data (continuous or categorical) as well as in the case of categorical data, how many categories were present (two versus more than two).

Of note, participation in afterschool activities varied significantly by school level [chi-square (2) = 42.81, $p < .001$]. Therefore, the information regarding involvement in afterschool activities is reported separately for the elementary, middle school, and high school age students. In addition, information was reported separately for Keifer Academy since it is an alternative school that has students from the elementary through high school grades. The information on how many members in the household had ever been in jail, or if either parent had been in jail did NOT vary by school level and, thus, this information is reported for all school levels combined. However, the final two items did vary by school level; these items were whether or not the students knew someone in jail currently [chi-square (2) = 16.18, $p < .001$] and the number of people they knew that had EVER been in jail [$F(2,1302) = 19.57$, $p < .001$]. The information regarding knowing someone in jail currently was reported separately for each school level. In contrast, the information regarding the number of people in jail currently was reported separately for the high school versus all other grade levels combined as only the high school data differed significantly from the other grade levels (i.e., there was no significant difference between the elementary and middle schools). It is important to note that the current report is simply descriptive, that is, it in no way is able to explain WHY the data are this way. For example, the data shows that students with a mother or father in jail now or in the past are significantly less likely to participate in afterschool programs, BUT it is NOT possible from these data to conclude that having a mother or father that's been in jail CAUSES students to participate less in afterschool. It is quite possible that other variables that are associated with having a parent in jail (e.g., poverty) are the reason why students that have mother or father that's been in jail are less likely to participate in afterschool activities.

Afterschool Participation

Elementary Schools

Survey data was collected from 1,223 elementary school students (mean age = 10.81 years; $SD = .98$). Below appears the information regarding survey participation by students' grade and gender for each of the 10 Springfield City School District's elementary schools. Only students in 4th grade and above were asked to complete the survey. Survey participation by grade did vary significantly between the schools [chi-square (18) = 122.45, $p < .001$]. Of note, this variation by grade was still significant [chi-square (16) = 118.70, $p < .001$] even when Kenwood was not included in the analyses since no 6th graders there completed the survey. The gender composition of survey participants was similar at each elementary school. Unfortunately, a number of students did not report gender, likely because this item appeared on the far right of the first line of the survey and students failed to see it as a separate item. In addition, 9 students in grades 4-6 at Keifer Academy participated in the survey (see page 18 for Keifer Academy information).

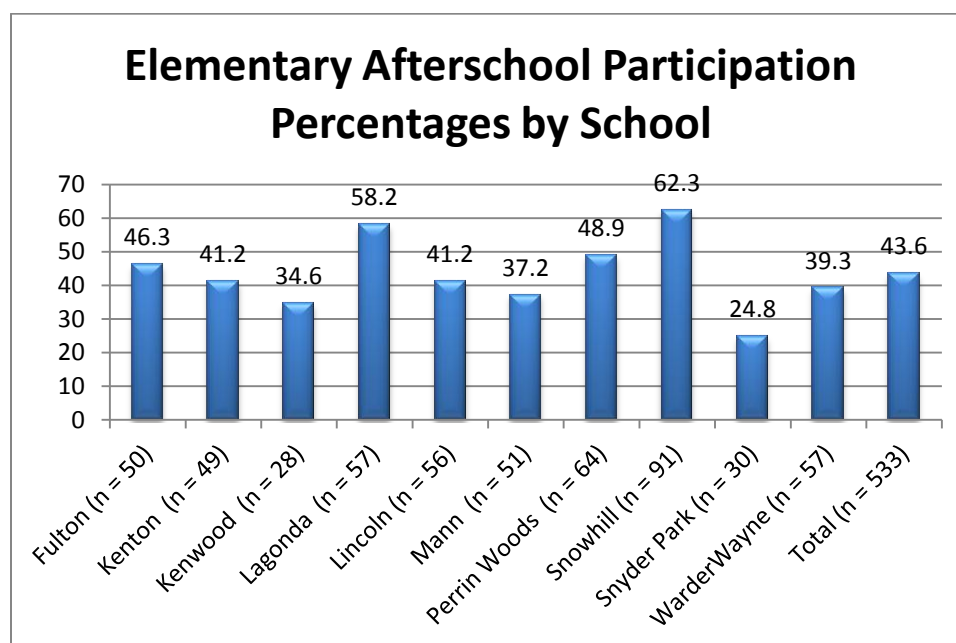
Survey Participation by Grade

School	4 th	5 th	6 th	Missing Grade	Total
Fulton	30	46	32	0	108
Kenton	35	57	26	1	119
Kenwood	37	43	0	2	82
Lagonda	36	41	21	0	98
Lincoln	50	51	33	2	136
Mann	39	54	42	2	137
Perrin Woods	21	40	64	6	131
Snowhill	28	72	46	0	146
Snyder Park	57	37	27	0	121
Warder Wayne	54	47	43	1	145
Totals	387	488	334	14	1223

Survey Participation by Gender

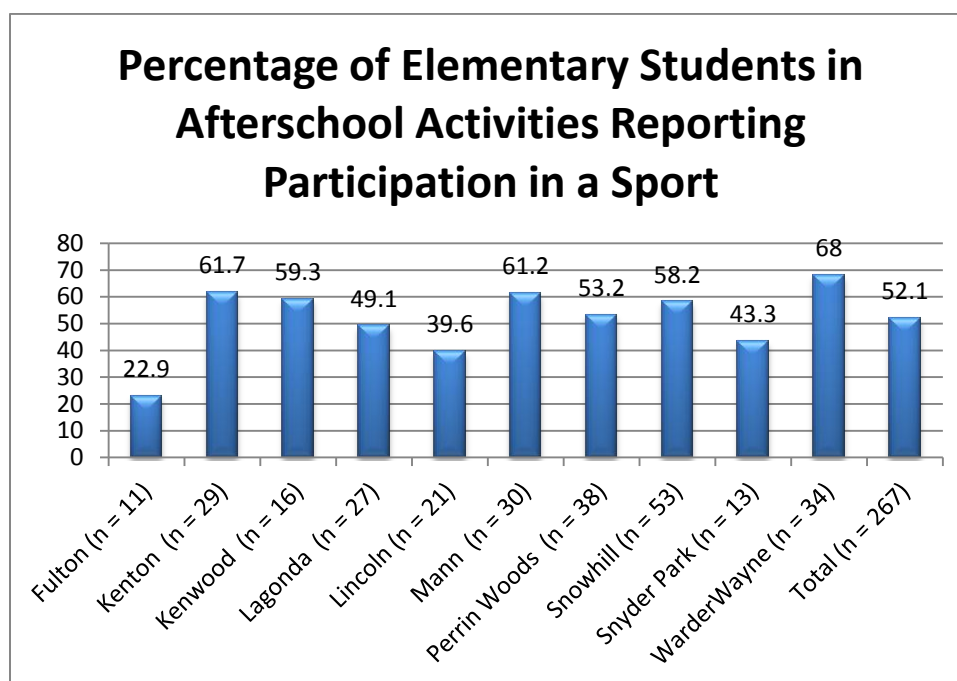
School	Males	Females	Missing Gender	Total
Fulton	50	47	11	108
Kenton	56	60	3	119
Kenwood	35	40	7	82
Lagonda	54	44	0	98
Lincoln	56	59	21	136
Mann	63	70	4	137
Perrin Woods	53	66	12	131
Snowhill	71	68	7	146
Snyder Park	58	51	12	121
Warder Wayne	72	65	8	145
Totals	568	570	85	1223

Overall Participation in Afterschool Of the 1223 elementary students that responded to the survey, 533 (43.6%) indicated they participated in at least one afterschool activity. Only 1 elementary school student out of the 1223 did NOT answer the *yes/no* question about afterschool participation. Below appears a graph depicting the percentage of students at each elementary school that reported participating in at least one afterschool program during the 2009-2010 academic year. Participation in afterschool programs varied from a low of 24.8% at Snyder Park to a high of 62.3% at Snowhill; this range of variability was statistically significant [chi-square (9) = 56.04, $p < .001$], indicating that these differences most likely did not occur by chance alone. That is, there likely are systematic reasons for why the participation varies by school, such as lack of access to such programs, differences in the school or neighborhood culture in promoting afterschool activities, higher percentage of students with two working parents, etc.; however, the current data does not provide any information as to WHY this variability occurs. Across all 10 elementary schools, participation in afterschool activities did not vary significantly by grade or gender. No significant gender differences in participation rates were noted at any individual elementary school either. The only significant difference in participation by grade at an individual school occurred at Warder Elementary [chi-square (1) = 4.09, $p < .05$]; 6th grade students at Warder reported lower levels of participation in afterschool activities (27.9%) than both 4th (48.4%) and 5th (40.4%) grade students.

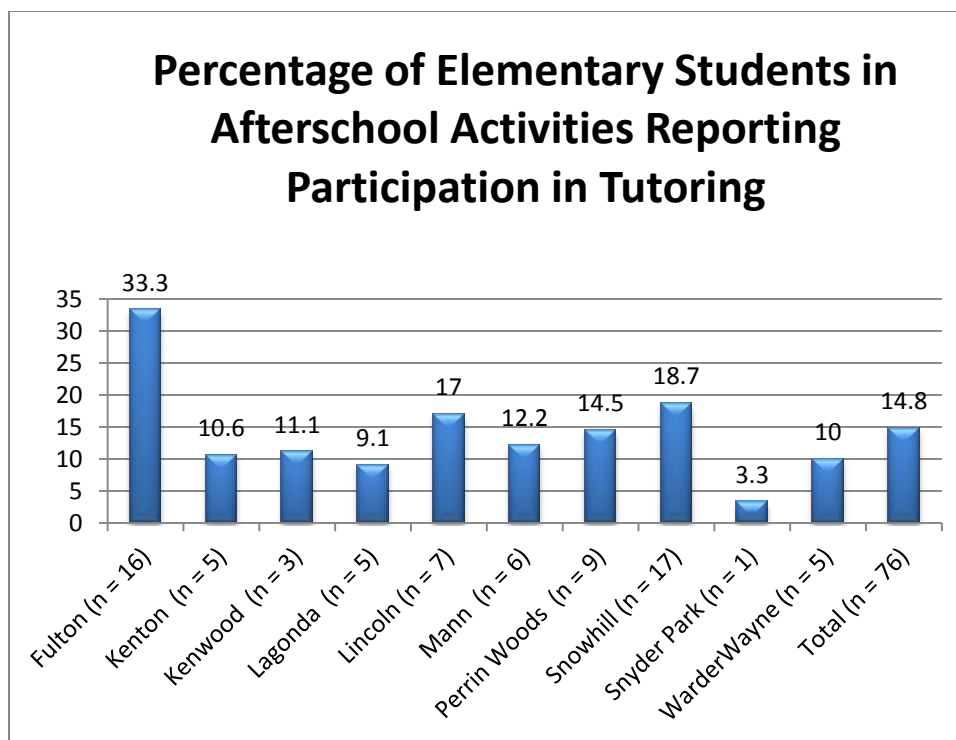


Afterschool Program Participation by Type The 533 elementary students that answered *yes* to participating in afterschool activities were then asked to list all activities in which they were involved; 512 listed at least one activity (i.e., 21, or 3.9%, did not list any activities despite having indicated they participated in them). Of the 512 students listing afterschool activities, by far the most common type listed was sports; 267 (52.1%) listed at least one sport that they had participated in during the 2009-10 school year. Participation in sports varied from a low of 22.9% at Fulton to a high of 68.0% at Warder Wayne; this range of variability was statistically significant [chi-square (9) = 32.17, $p < .001$], indicating that these differences most likely did not occur by chance alone. Sport participation did not vary

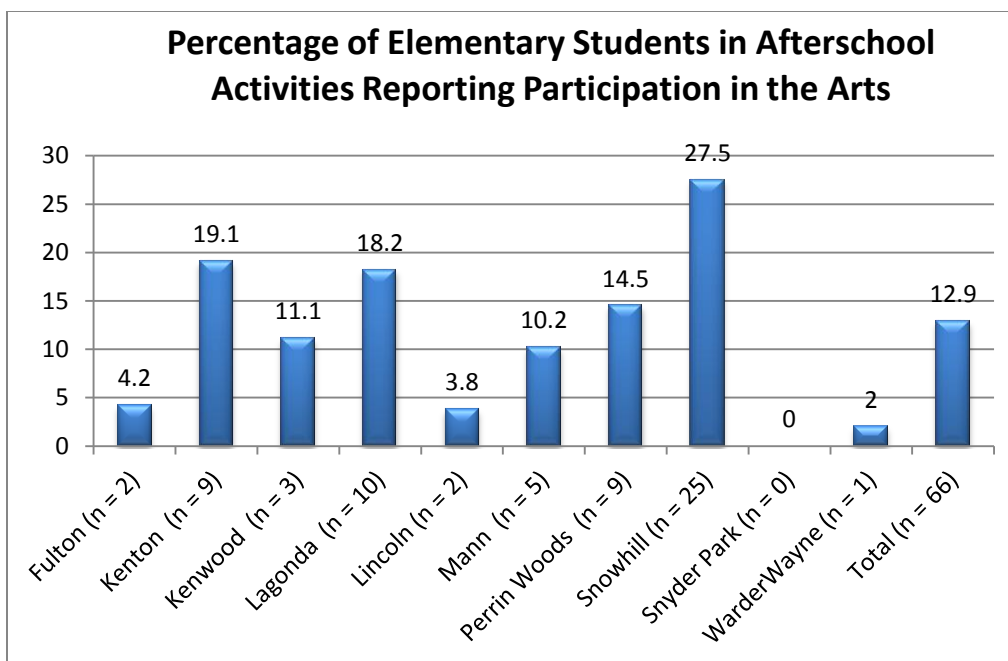
significantly by grade across all the elementary schools, or at any individual school. However, across all the schools, males were significantly more likely to report participating in sports than were females: 62.8% versus 43.6% [chi-square (1) = 17.84, $p < .001$]. Similar significant gender differences occurred at Perrin Woods [chi-square (1) = 6.76, $p < .01$; 72% of males versus 38.2% of females participated in sports] along with trends in that direction at many of the elementary schools. The percentage of students reporting participation in sports at each elementary school (out of the 512 students listing at least 1 afterschool activity) are reported in the below graph.



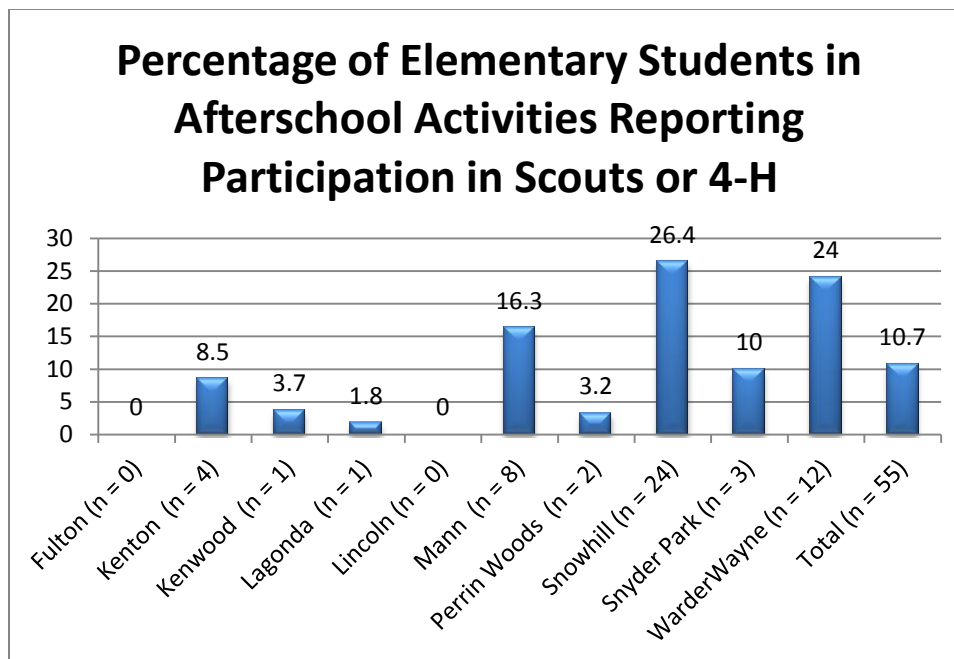
After sports, the next most common afterschool activity was tutoring; 76 (14.8%) of the 512 students listing activities noted involvement in tutoring, or a specific tutoring program, such as Eagle and Dove ($n = 10$). Overall, significantly more females (19.8%) than males (9.6%) listed tutoring as one of their afterschool activities [chi-square (1) = 10.04, $p < .01$], although there was no significant gender difference in tutoring involvement at any particular school. Involvement in tutoring did not vary significantly by grade across all the elementary schools, but it did at 2 individual schools: Mann [chi-square (2) = 11.32, $p < .01$; 4th grade = 41.7%, 5th grade = 3.7%, 6th grade = 0%] and Snowhill [chi-square (2) = 8.39, $p < .05$; 4th = 5.0%, 5th = 14.9%, 6th = 37.5%]. Participation in tutoring also varied significantly by school [chi-square (9) = 19.75, $p < .05$]. Below is a graph depicting the percentage of students at each elementary school reporting tutoring as an afterschool activity; these numbers vary from a low of 3.3% at Snyder Park to a high of 33.3% at Fulton.



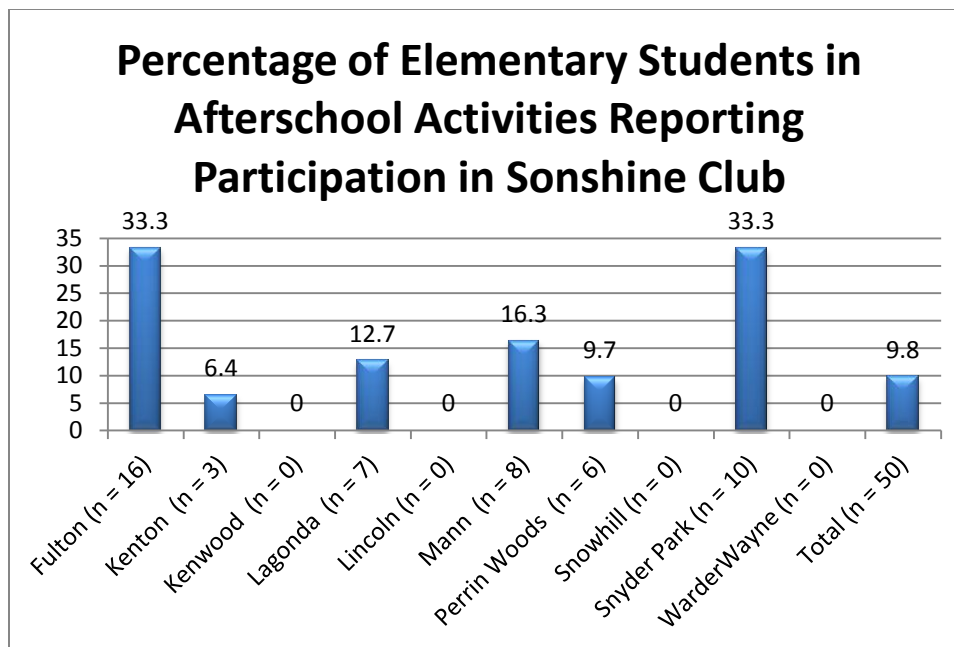
The type of afterschool activity with the third highest level of participation was the arts with 66 (12.9%) of the students listing some form of arts activity, such as music lessons, dance, choir, band, theater, and Project Jericho. Significantly more females (18.9%) than males (8.4%) listed artistic endeavors as one of their afterschool activities [chi-square (1) = 11.66, $p < .01$]. There also was a significant gender difference in participation rates at Lagonda [chi-square (1) = 10.72, $p < .01$; males = 3.3% versus females = 36.0%]. Involvement in the arts did not vary significantly by grade across all the schools, but it did at one school: Lagonda [chi-square (2) = 8.37, $p < .01$; 4th = 5.3%, 5th = 13.0%, 6th = 46.2%]. Participation in the arts also varied significantly by school [chi-square (9) = 42.50, $p < .001$]. Below is a graph depicting the percentage of students at each elementary school reporting an arts-based afterschool activity; these numbers vary from a low of 0% at Snyder Park to a high of 27.5% at Snowhill.



The fourth most common type of afterschool activity listed was involvement in either scouts (Boy Scouts or Girl Scouts) or 4-H; 55 (10.7%) students listed one of these activities. These two types of afterschool programs were combined because they are both nationally-based programs. Scouts was more common ($n = 46$) than was 4-H ($n = 10$) with only 1 student reporting participating in both. Participation in these programs did not vary significantly by students' gender or grade across schools or at any individual school, but it did vary significantly by school [chi-square (9) = 62.47, $p < .001$] from a low of 0 students involved at Fulton and Lincoln to a high of 26.4% participating in one of these programs at Snowhill. Below is a graph depicting the percentage of afterschool-involved students at each elementary school who listed Scouts or 4-H as one of their afterschool activities.



The fifth most common afterschool activity listed by the elementary school children was Sunshine Club; 50 students (9.8%) of the 512 that listed at least one afterschool activity noted participating in Sunshine Club. Participation in Sunshine Club did not vary significantly by gender, but there was a trend for more females to participate than males (12.3% versus 7.1%) and at Perrin Woods, all of the participants were female. Participation also varied significantly by grade across all the schools [chi-square (2) = 6.87, $p < .05$]; fourth graders participated at the highest rate (14.4%), followed by fifth (9.4%) and then sixth graders (5.3%). Similarly, at Mann, 4th graders participated at the highest rates [58.3% versus 3.7% for 5th and 0% for 6th; chi-square (2) = 18.38, $p < .001$]. Participation also varied significantly by school [chi-square (9) = 81.00, $p < .001$]. Four schools did not have any students involved, likely because this program is not offered there (Kenwood, Lincoln, Snowhill, and Warder Wayne). At the schools where students did list participating in Sunshine Club, participation rates varied from 6.4% at Kenton to 33.3% at Snyder Park and Fulton. Below is a graph depicting the percentage of afterschool-involved students at each elementary school listing Sunshine Club as one of their afterschool activities.



Forty elementary school children listed attending The Ark's afterschool program; this is 7.8% of the 512 that listed at least one afterschool activity. Those participating did not vary significantly by grade or gender, but did by school [chi-square (9) = 87.74, $p < .001$]. This was not surprising since The Ark is located only in certain neighborhoods and most participants walk to get there. In fact, 21 of the 40 students that noted attending The Ark were from Lincoln and 9 were from Lagonda; no other school had more than 4 students list attending The Ark. Of note, male students from Lagonda (26.7%) were more likely than female ones (4.0%) to report attending The Ark [chi-square (1) = 5.83, $p < .05$]

Altogether 36 students noted attending School Age Child Care (SACC), daycare, or going to a babysitter's house after school. Participation did not vary significantly by gender, grade, or school, but schools having in-school SACC programs had the most students report attending (9 at Perrin Woods, 7 at Snowhill). No school had more than 9 students report attending SACC, daycare, or going to a babysitter's house.

Only 23 students (4.5%) listed participating in a school-based afterschool activity such as student council, safety patrol, or history club. The majority of these students attended Snowhill ($n = 14$), with a handful at Snyder Park ($n = 3$), Warder Wayne ($n = 5$) and 1 at Fulton. None of the other schools had students listing such activities as one of their afterschool endeavors.

Despite trying to combine categories of afterschool programs as much as possible, there were still many students whose activities fell into the *Other* category. The largest group was about 20 students that listed participating in STARS or STARZ. These are actually two different programs, but because in general the students' spelling was quite poor and because both of these programs operate at one or more schools, it was impossible to differentiate in which program students were actually participating. Also, some students' responses were impossible to decipher due to poor spelling or

handwriting, and others truly did list programs with limited participation (e.g., Upward, On-the-Rise, Girls Club). Twelve children listed attending church activities.

How Elementary Students Get to Afterschool Activities. Students that participated in afterschool programs were asked to indicate how they got to those programs. Options listed included: 1. *I walk*, 2. *My parent/guardian drives me*, 3. *I ride the bus/program vehicle*, 4. *I ride with a friend*, 5. *They are at my school*, and 6. *Other*. Students that chose *Other* were asked to add an explanation. When possible, these *Other* answers were re-coded into the more specific categories; for example, students that wrote that they rode their bike were added into the *I walk* category, and students that indicated that some relative other than their parent/guardian drove them to the program were added into the second category. Students were asked to mark as many categories as applied. Of the 533 students that said they participated in an afterschool program, 501 (94%) answered this item. Of those, 387 (77.2%) indicated only 1 manner of getting to an afterschool program, 93 (18.6%) noted 2 ways of getting to their afterschool activities, 20 (4.0%) listed 3 ways, and 1 (.2%) listed 4 different modes of transportation to attend afterschool activities. The numbers of students listing the various modes of transportation are noted in the below chart. Clearly, well over half of the students rely on parents, guardians, or other relatives as at least one form of transportation to afterschool activities.

Elementary Students Manner of Transportation	# of Students Using It	% of Students Using It (n=501)
I walk/ride my bike	92	18.4%
Parent/guardian/relative drives	300	59.9%
I ride the bus/program vehicle	66	13.2%
I ride with a friend	60	12.0%
Program is at the school	103	20.6%
Other	16	3.2%

Reasons Why Elementary Students Don't Participate in Afterschool Activities. Of the 689 elementary school students that marked *no* they did not participate in afterschool activities, 646 (93.8%) responded to the item regarding why they did not participate (43 of the 689, or 6.2%, left this item missing). Students were requested to indicate the biggest reason for not participating; thus, only one answer was recorded for each participant. If the student chose *Other* s/he was asked to add an explanation. When possible, these *Other* answers were re-coded into the more specific categories; for example, students that said they thought afterschool programs were boring were included in the *I'm not really interested* category. Of note, a number of students indicated that their afterschool activities had ended for the year or that they were involved in sports (apparently some did not consider sports an afterschool activity); these students' answers to the question regarding their participation in afterschool activities were then changed to indicate that they did indeed participate in afterschool activities and they were no longer included in the *Other* category for this item. The number and percentage of students responding to each of the possible answers is listed in the below table. By far the most common reason students indicated for not participating was lack of interest. Although some of the

students that chose the *Other* option did not go on to list the reason, some reasons written in included not needing to go, being new or moving, not having enough money or time, not knowing how or forgetting to sign up, riding the bus, parents at work or school, and needing to do homework.

Elementary Students Biggest Reason for NOT participating in Afterschool Activities	# of Students Reporting this Reason	% of Students Reporting this Reason (n=646)
I don't know about any	81	12.5%
I don't have a ride	41	6.3%
I'm not really interested	271	42.0%
My family doesn't want me to go	77	11.9%
I have other responsibilities	111	17.2%
Other	65	10.1%

Middle Schools

Surveys were completed by 458 middle school students (mean age = 13.30 years; $SD = .78$). Below appears the information regarding survey participation by students' grade and gender for each of the 3 Springfield City middle schools. Of note, participation by grade did vary significantly between the schools [chi-square (2) = 75.75, $p < .001$] and, this variation by grade was still significant [chi-square (1) = 6.78, $p < .01$] even when Roosevelt was not included in the analyses since no 8th graders there completed the survey. Participation by gender also varied significantly among the middle schools [chi-square (2) = 9.91, $p < .01$]. Of note, the small number of participants at Roosevelt means that the data for that school may not be a very accurate depiction of participation in afterschool activities by the students there, especially 8th graders at that school since none of them participated. In addition, 12 students in the 7th and 8th grades at Keifer Academy participated in the survey (see page 18 for information regarding Keifer students' afterschool participation).

Survey Participation by Grade

School	7 th	8 th	Missing Grade	Total
Hayward	155	121	5	281
Roosevelt	57	0	0	57
Schaefer	48	67	5	120
Totals	260	188	10	458

Survey Participation by Gender

School	Males	Female s	Missing Gender	Total
Hayward	136	132	13	281
Roosevelt	12	32	13	57
Schaefer	45	64	11	120
Totals	193	228	37	458

Overall Participation in Afterschool. Of the 458 middle school students that responded to the survey, 149 (32.6%) indicated they participated in at least one afterschool activity. Only 1 middle school student out of the 458 did NOT answer the *yes/no* question about afterschool participation. Participation in afterschool activities varied from a low of 21.0% ($n = 25$) at Schaefer to a high of 38.1% ($n = 107$) at Hayward, with Roosevelt in the middle at 29.8% ($n = 17$). This range of variability in afterschool participation at the 3 middle schools was statistically significant [chi-square (2) = 11.81, $p < .01$], indicating that these differences most likely did not occur by chance alone. That is, there likely are systematic reasons for why the participation varies by school, such as lack of access to such programs, differences in the school or neighborhood culture in promoting afterschool activities, higher percentage of students with two working parents, etc. Across all 3 middle schools, participation in afterschool activities did not vary significantly by grade or gender. No significant grade or grade differences in participation rates were noted at any individual middle school either, although there was a trend for more males (58.3%) than females (41.7%) to participate in afterschool activities at Hayward [chi-square (1) = 3.78, $p < .06$].

Afterschool Participation by Program Type. The 149 middle school students that answered *yes* to participating in afterschool activities were then asked to list all activities in which they were involved; 147 listed at least one activity (i.e., 2, or 1.3%, did not list any activities despite having indicated they participated in them). Of the 147 students listing afterschool activities, by far the most common type listed was sports; 90 (61.2%) listed at least one sport that they had participated in during the 2009-2010 school year. Participation in sports at each school was 56.6% ($n = 60$) at Hayward, 64.7% ($n = 11$) at Roosevelt, and 79.2% ($n = 19$) at Schaefer; this variability between the schools was not statistically significant. Participation in sports also did not vary significantly by grade across the middle schools or at any one school. However, across all the middle schools, males were significantly more likely to report participating in sports than were females: 69.4% versus 52.9% [chi-square (1) = 4.04, $p < .05$]. Gender differences in sports participation were not significant at any of the individual schools.

After sports, the next most common afterschool activity for middle school students was school clubs; 21 (14.3%) of the 147 students listing activities noted involvement in some type of school-based activity other than sports or music such as student council. Significantly more 8th grade students (23.7%) than 7th grade ones (8.3%) listed school clubs as one of their afterschool activities [chi-square (1) = 6.48, $p < .05$]. Involvement in school clubs did not vary significantly by gender, but it did vary significantly by school [chi-square (2) = 15.05, $p < .01$]; 100% of the students listing a school club as an afterschool activity were from Hayward.

The type of afterschool activity with the third highest level of participation among middle school students was tutoring with 19 (12.9%) of the students listing this out of the 147 students listing at least one afterschool activity. Involvement in tutoring did not vary significantly by gender, grade or school, but did tend to be more common at Hayward (17.0%) than either Schaefer (4.2%) or Roosevelt (0%).

No other specific afterschool activities had more than 10% of the afterschool-involved students noting participation in them. Thirteen students (8.8%) listed involvement in arts activities (e.g., music lessons, choir, band, Project Jericho), and 12 students (8.2%) listed church activities or Young Life. Only 3

students (2%) listed Scouts or 4H, while 2 each listed attending The Rock and Inside Out. In addition, there remained 18 students listing 'Other' activities with very limited involvement, including Girls Assembly, On-the-Rise, Gear Up, Civil Air Patrol, Girl Power and other things that were illegible or unknown acronyms.

How Middle School Students Get to Afterschool Activities. Students that participated in afterschool programs were asked to indicate how they got to those programs. Options listed included: 1. *I walk*, 2. *My parent/guardian drives me*, 3. *I ride the bus/program vehicle*, 4. *I ride with a friend*, 5. *They are at my school*, and 6. *Other*. Students choosing *Other* were asked to add an explanation. When possible, these *Other* answers were re-coded into the more specific categories; for example, students that wrote that they rode their bike were added into the *I walk* category, and students that indicated that some relative other than their parent/guardian drove them to the program were added into the second category. Students were asked to mark as many categories as applied. Of the 149 students that said they participated in an afterschool program, 141 (94.6%) answered this item. Of those, 97 (68.8%) indicated only 1 manner of getting to an afterschool program, 28 (19.9%) noted 2 ways of getting to their afterschool activities, 14 (9.9%) listed 3 ways, and 2 (1.4%) listed 4 or 5 different modes of transportation to attend afterschool activities. The number of students listing the various modes of transportation are noted in the below chart. Clearly, well over half of the students rely on parents, guardians, or other relatives as at least one manner of transportation to afterschool activities.

Middle School Students Manner of Transportation	# of Students Using It	% of Students Using It (n=141)
I walk/ride my bike	25	17.7%
Parent/guardian/relative drives	89	63.1%
I ride the bus/program vehicle	21	14.9%
I ride with a friend	25	17.7%
Program is at the school	39	27.6%
Other	4	2.8%

Reasons Why Middle School Students Don't Participate in Afterschool Activities. Of the 308 middle school students that marked *no* they did not participate in afterschool activities, 282 (91.6%) responded to the item regarding why they did not participate (26 of the 308, or 8.4%, left this item missing). Students were requested to indicate the biggest reason for not participating; thus, only one answer was recorded for each participant. Students that chose *Other* were asked to add an explanation. When possible, these *Other* answers were re-coded into the more specific categories; for example, students that said they thought afterschool programs were boring were included in the *I'm not really interested* category. Of note, a number of students indicated that their afterschool activities had ended for the year or that they were involved in sports (apparently some did not consider sports an afterschool activity); these students' answers to the question regarding participation in afterschool activities were then changed to indicate that they did indeed participate in afterschool activities and they were no longer included in the *Other* category for this item. The number and percentage of students responding

to each of the possible answers is listed in the below table. By far the most common reason students indicated for not participating was lack of interest (54.3%). Although some of the students that chose the *Other* option did not go on to list the reason, some reasons written in included not having enough money or time, and needing to do homework.

Middle School Students Biggest Reason for NOT participating in Afterschool Activities	# of Students Reporting this Reason	% of Students Reporting this Reason ($n=282$)
I don't know about any	36	12.8%
I don't have a ride	16	5.7%
I'm not really interested	153	54.3%
My family doesn't want me to go	4	1.4%
I have other responsibilities	56	19.9%
Other	17	6%

Springfield High School

A total of 228 students from Springfield High School completed the survey (mean age = 15.59 years; $SD = .89$). Of these 228, 104 (46.8%) were 9th grade students, 74 (33.3%) were 10th grade students, 43 (19.4%) were 11th grade students and only 1 was a 12th grader; in addition, 6 students did not report their grade. The sample was fairly evenly split between males (52.4%; $n = 111$) and females (47.6%; $n = 101$) with 16 students not reporting their gender. Of note, 62 high school age students at Keifer also completed the survey; please see page 18 for information about afterschool participation at Keifer.

Overall Participation in Afterschool. Of the 228 high school students that completed the survey, 64 (28.1%) indicated they participated in at least one afterschool activity. Participation in afterschool activities did not vary significantly by gender or grade. Of note, all 228 students answered this item.

Afterschool Participation by Program Type. The 64 high students that answered *yes* to participating in afterschool activities were then asked to list all activities in which they were involved; 62 listed at least one activity (i.e., 2, or 3.1%, did not list any activities despite having indicated they participated in them). Of the 62 students listing afterschool activities, by far the most common type listed was sports; 43 (69.4%) listed at least one sport that they had participated in during the 2009-10 school year. Participation in sports did not vary significantly by grade or gender.

After sports, the next most commonly listed afterschool activity was school clubs (e.g., student council, German Club, Key Club) with 12 students (19.4%) of the 60 that listed afterschool activities listing at least one of these types of activities. Involvement in school clubs did not vary significantly by grade or gender.

The third most commonly listed afterschool activity was the arts (e.g., band, Project Jericho, choir); 8 students (12.9%) of the 62 listing afterschool activities noted involvement in at least one arts-

based activity. Of the 8 students listing involvement in the arts, 7 were female; this gender difference was statistically significant [chi-square (1) = 8.03, $p < .01$].

No other type of afterschool activity was listed by more than 5 students; these activities included: Junior ROTC ($n = 4$), tutoring ($n = 3$), The Rock ($n = 3$), church programs ($n = 2$), and Scouts ($n = 2$).

How High School Students Get to Afterschool Activities. Students that participated in afterschool programs were asked to indicate how they got to those programs. Options listed included: 1. *I walk*, 2. *My parent/guardian drives me*, 3. *I ride the bus/program vehicle*, 4. *I ride with a friend*, 5. *They are at my school*, and 6. *Other*. Students choosing *Other* were asked to add an explanation. When possible, these *Other* answers were re-coded into the more specific categories; for example, students that wrote that they rode their bike were added into the *I walk* category, and students that indicated that some relative other than their parent/guardian drove them to the program were added into the second category. Students were asked to mark as many categories as applied. Of the 64 students that said they participated in an afterschool program, 61 (95.3%) answered this item. Of those, 37 (60.7%) indicated only 1 manner of getting to an afterschool program, 14 (23.0%) noted 2 ways of getting to their afterschool activities, 7 (11.5%) listed 3 ways, and 3 (4.9%) listed 4 or 5 different modes of transportation to attend afterschool activities. The numbers of students listing the various modes of transportation are noted in the below chart. Clearly, well over half of the students rely on parents, guardians, or other relatives as at least one manner of transportation to and from afterschool activities. Of note, of the 8 students listing *Other* as a mode of transportation, 7 noted that they drive themselves to their afterschool activities.

High School Students Manner of Transportation	# of Students Using It	% of Students Using It ($n=61$)
I walk/ride my bike	14	22.9%
Parent/guardian/relative drives	36	59.0%
I ride the bus/program vehicle	6	9.8%
I ride with a friend	14	23.0%
Program is at the school	25	41.0%
Other	8	13.1%

Reasons Why High School Students Don't Participate in Afterschool Activities. Of the 164 high school students that marked *no* they did not participate in afterschool activities, 151 responded to the item regarding why they did not participate (13 of the 164, or 7.9%, left this item missing). Students were requested to indicate the biggest reason for not participating; thus, only one answer was recorded for each participant. Students that chose *Other* were asked to add an explanation. When possible, these *Other* answers were re-coded into the more specific categories; for example, students that said they thought afterschool programs were boring were included in the *I'm not really interested* category. Of note, some students indicated that their afterschool activities had ended for the year or that they were involved in sports (apparently some did not consider sports an afterschool activity); these students'

answers to the question about participating in afterschool activities were then changed to indicate that they did indeed participate in afterschool activities and they were no longer included in the *Other* category for this item. The number and percentage of students responding to each of the possible answers is listed in the below table. By far the most common reason students indicated for not participating was lack of interest (48.3%). Although some of the students that chose the *Other* option did not go on to list the reason, some reasons written in included being new or moving, and needing to do homework.

High School Students Biggest Reason for NOT participating in Afterschool Activities	# of Students Reporting this Reason	% of Students Reporting this Reason ($n=151$)
I don't know about any	9	6.0%
I don't have a ride	17	11.3%
I'm not really interested	73	48.3%
My family doesn't want me to go	1	.7%
I have other responsibilities	39	25.8%
Other	12	7.9%

Keifer Academy

A total of 86 students in grades 4th through 12th at Keifer Academy completed the survey (mean age = 15.20 years; $SD = 2.15$). Of these 86 students, 9 (10.5%) were in grades 4th-6th (elementary), 12 (14%) were in 7th or 8th grade (middle school), and 62 (72.1%) were of high school age (3, or 3.5%, did not report their grade). There were more males ($n = 56$, 65.1%) than females ($n = 26$; 30.2%), with 4 students (4.7%) not reporting their gender.

Overall Participation in Afterschool. Of the 86 Keifer students that completed the survey, 17 (19.8%) indicated they participated in at least one afterschool activity. Participation in afterschool activities did not vary significantly by gender or school level (elementary, middle school, or high school). Of note, all 86 students answered this item.

Afterschool Participation by Program Type. The 17 Keifer students that answered yes to participating in afterschool activities were then asked to list all activities in which they were involved; all 17 listed at least one activity. Of the 17 students listing afterschool activities, by far the most common type listed was sports; 7 (43.8%) listed at least one sport that they had participated in during the 2009-10 school year.

Fewer than 5 students listed participating in any activity other than sports. Some of these activities included: tutoring ($n = 3$), church programs ($n = 3$), arts activities ($n = 2$), The Rock ($n = 1$), and Jr. ROTC ($n = 1$).

How Keifer Students Get to Afterschool Activities. Students that participated in afterschool programs were asked to indicate how they got to those programs. Options listed included: 1. *I walk*, 2.

My parent/guardian drives me, 3. I ride the bus/program vehicle, 4. I ride with a friend, 5. They are at my school, and 6. Other. Students that chose *Other* were asked to add an explanation. When possible, these *Other* answers were re-coded into the more specific categories; for example, students that wrote that they rode their bike were added into the *I walk* category. Students were asked to mark as many categories as applied. Of the 17 students that said they participated in an afterschool program, 17 (100%) answered this item. Of those, 15 (88.2%) indicated only 1 manner of getting to an afterschool program, 1 (5.9%) noted 2 ways of getting to afterschool activities, and 1 other (5.9%) listed 3 different modes of transportation to attend afterschool activities. The numbers of students listing the various modes of transportation are noted in the below chart. Over half of the students rely on parents, guardians, or other relatives as at least one manner of transportation to and from afterschool activities.

Kiefer Students Manner of Transportation	# of Students Using It	% of Students Using It (n=17)
I walk/ride my bike	5	29.4%
Parent/guardian/relative drives	9	52.9%
I ride the bus/program vehicle	3	17.6%
I ride with a friend	2	11.8%
Program is at the school	1	5.9%
Other	0	0%

Reasons Why Keifer Students Don't Participate in Afterschool Activities. Of the 69 Keifer students that marked *no* they did not participate in afterschool activities, 58 responded to the item regarding why they did not participate (11 of the 69, or 15.9%, left this item missing). Students were requested to indicate the biggest reason for not participating; thus, only one answer was recorded for each participant. Student choosing *Other* were asked to add an explanation. When possible, these *Other* answers were re-coded into the more specific categories; for example, students that said they thought afterschool programs were boring were included in the *I'm not really interested* category. The number and percentage of students responding to each of the possible answers is listed in the below table. By far the most common reason students indicated for not participating was lack of interest (46.6%).

Kiefer Students Biggest Reason for NOT participating in Afterschool Activities	# of Students Reporting this Reason	% of Students Reporting this Reason (n=58)
I don't know about any	13	22.4%
I don't have a ride	1	1.7%
I'm not really interested	27	46.6%
My family doesn't want me to go	1	1.7%
I have other responsibilities	14	24.1%
Other	2	3.4%

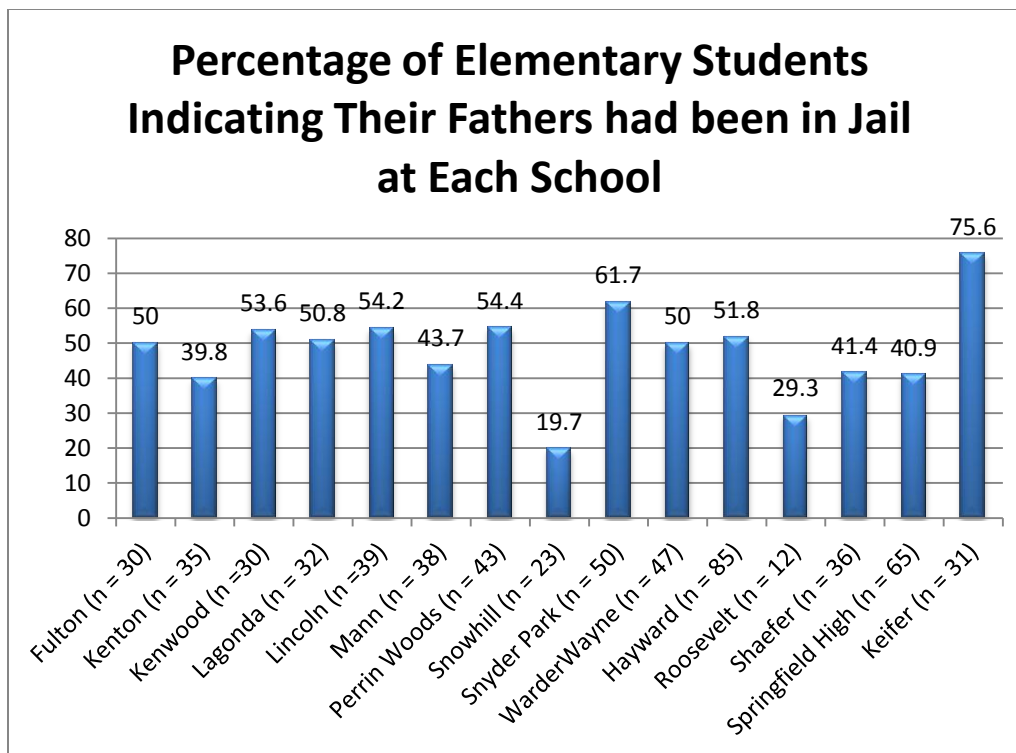
Incarceration Information

It should be noted that the below data regarding incarceration has a higher proportion of missing data than does the data above about afterschool participation. A number of students did write on the survey that answering such questions made them uncomfortable or that the information was not anyone else's business.

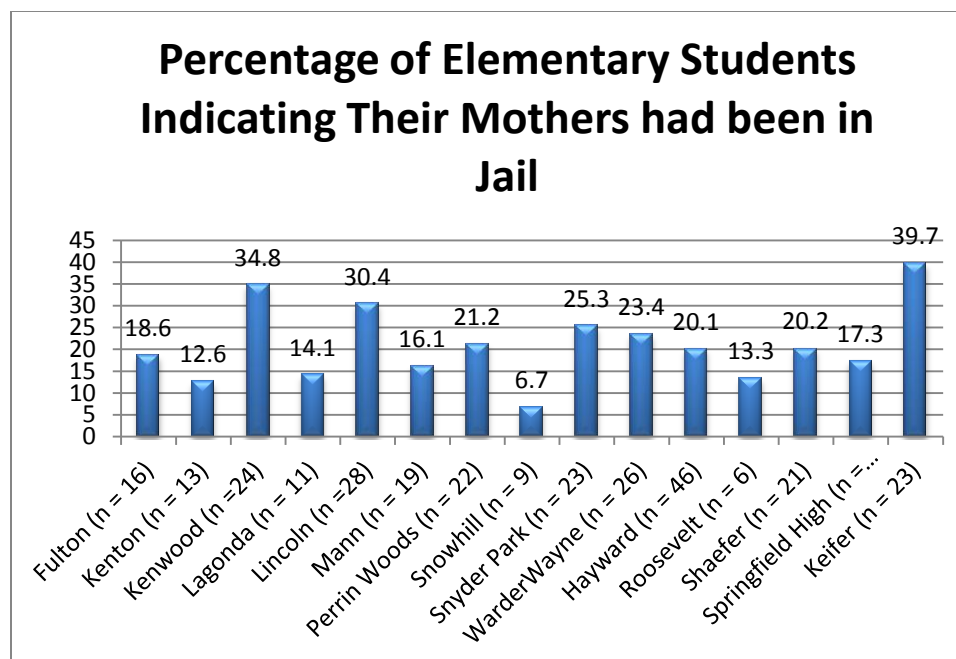
Household Members with a History of being in Jail—All School Levels Combined

Of the 1995 students that participated in the survey, 1836 (92.0%) gave sufficient information to determine household size and the average number of people listed per household was 5.30 ($SD = 2.72$; range = 1-14). Of note, the students were not asked to list themselves; thus, the average household size was approximately 6 individuals. Altogether, 1802 students (90.3% of the 1995 surveys returned) responded to at least one of the items regarding whether or not a particular household member had ever been in jail (173 did not answer any of these items). Of those that responded to these items, the average number of household members that had been in jail was 1.30 ($SD = 1.69$, range = 0-12). That is, *on average*, the students that responded to these items lived with at least one household member that had been in jail. This statistic did not differ significantly between male and female students. There was a trend [$t(1798) = 1.91$, $p = .06$] for those who did not participate in afterschool activities to have more household members that had been in jail (mean = 1.37, $SD = 1.69$) compared to youth who did participate in afterschool (mean = 1.21, $SD = 1.69$).

Fathers. Of the 1995 students surveyed, 1822 (91.3%) listed information regarding WHO they lived with (e.g., mother, father etc.) for at least one household member. Of those 1822, 72.9 percent ($n = 1328$) noted living with their father (this was assumed to be a biological or adoptive father unless the child wrote *step-dad*). Of the 1328 that listed a father (if they ONLY listed a step-father, they were not included in this number), 1289 noted whether or not that father had ever been in jail (39 did not answer the jail question about their father), and of those, 46.2% ($n = 596$) indicated their father had been in jail. Children with dads that had been in jail were significantly less likely to participate in afterschool activities (34.2%) compared to children whose dads had not been in jail (42.6%); chi-square (1) = 9.42, $p < .01$. However, whether or not a student's dad had been in jail was not significantly related to WHY that student did not participate in afterschool activities. Whether or not children had a dad that had been in jail varied significantly among the schools [chi-square (14) = 76.63, $p < .001$; valid $n = 1289$]. The table below depicts the percentage of children listing a father that had been in jail at each school.



Mothers. Of the 1995 students surveyed, 1822 listed information regarding WHO they lived with (e.g., mother, father etc.) for at least one household member. Of those 1822, 91.5 percent ($n = 1668$) noted living with their mother (this was assumed to be a biological or adoptive mother unless the child wrote *step-mom*). Of the 1668 that listed living with their mother, 1613 noted whether or not that mother had ever been in jail (55 did not answer the item regarding whether or not their mom had been in jail), and of those 19.8% ($n = 320$) indicated their mother had been in jail. Children with moms that had been in jail were significantly less likely to participate in afterschool activities (32.8%) compared to children whose moms had not been in jail (41.2%); chi-square (1) = 7.70, $p < .01$. However, whether or not a student's mom had been in jail was not significantly related to WHY that student did not participate in afterschool activities. Whether or not children had a mom that had been in jail varied significantly among the schools [chi-square (14) = 55.98, $p < .001$; valid $n = 1613$]. The table below depicts the percentage of children listing a mother that had been in jail at each school.

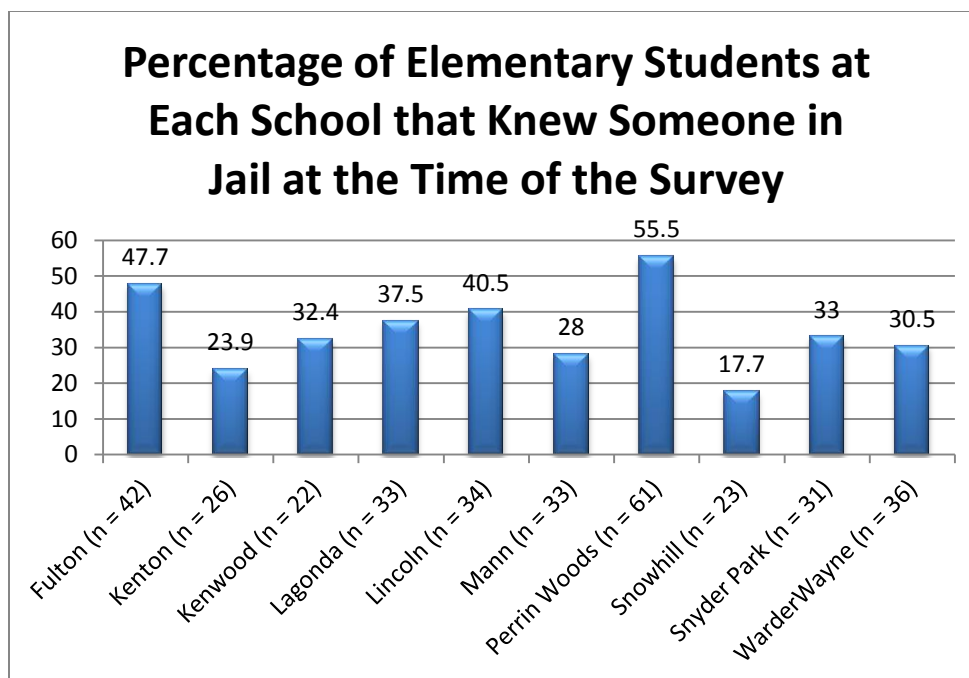


Mothers & Fathers. Of the 1822 students that listed at least some information regarding WHO they lived with, 67.6% ($n = 1234$) lived regularly with BOTH parents (although it was clear in cases of divorce some students listed living in both their mother's and father's homes), and 528 lived with either their mother or father; thus, altogether, 96.7% ($n = 1762$) appeared to live with at least one biological or adoptive parent. Children that noted living with both parents regularly did not differ significantly in their participation in afterschool activities from those that did not list both parents (39.8% vs. 36.5%).

Traditional Families. Of the 1822 students that listed at least some information regarding WHO they lived with, 27.8% ($n = 507$) reported living in traditional families. Traditional families were defined as having both a mother and a father listed (NOT step-parents) AND no other household members other than siblings. Children in traditional families were more likely to report involvement in afterschool activities (42.4%) than children in non-traditional families (37.3%); chi-square (1) = 3.96, $p = .05$. Reasons for NOT participating in afterschool activities did not vary significantly between traditional and non-traditional families.

Participants that Knew Someone in Jail at the Time of the Survey

Elementary Students. Of the 1223 elementary students that completed the survey, 1007 answered the question regarding whether or not they currently know someone in jail. Of those students, 33.9% ($n = 341$) knew someone in jail at the time of the survey. Whether or not the children knew someone in jail currently did vary significantly by school [chi-square (9) = 55.45, $p < .001$]. The chart below displays the percentage of children at each elementary school that knew someone currently in jail. Students' grade level was significantly and positively associated with knowing people in jail currently (chi-square (1) = 5.22, $p < .05$); that is, students in the higher grades knew more people in jail: 4th grade = 28.5%, 5th grade = 35.4%, 6th grade = 37.2%. There was no significant difference between males and females with regards to knowing someone in jail at the time of the survey.



Middle School Students. Of the 458 middle school students that completed the survey, 327 (71.4%) answered the question regarding whether or not they currently knew someone in jail (131, 28.6%, left the item missing). Of those students, 39.8% ($n = 130$) knew someone in jail at the time of the survey. Whether or not the students knew someone in jail currently did not vary significantly by school, gender, or grade level. The numbers and percentages for each middle school are: 43.3% ($n = 78$) at Hayward, 31.4% ($n = 16$) at Roosevelt, and 37.5% ($n = 36$) at Schaefer.

High School Students. Of the 228 Springfield High students that completed the survey, 201 answered the item regarding knowing someone in jail at that time (88.2%); 27 (11.8% did NOT answer the question). Of those 201 students, 41.3% ($n = 83$) knew someone in jail at the time of the survey. Whether or not the students knew someone in jail at that time did not vary significantly by gender or grade.

Keifer Students. Of the 86 Keifer students that completed the survey, 73 (84.9%) answered the question regarding knowing someone in jail at that time; 13 (15.1% chose NOT to answer this item). Of the 73 students that answered this question, 44 (60.3%) indicated they currently knew someone in jail. Whether or not the students currently knew someone in jail did not vary significantly by gender, but did by school level [chi-square (2) = 8.80, $p < .05$]. High school students had the highest percentage of students report knowing people currently in jail (72.0%; $n = 36$), followed by elementary students (44.4%; $n = 4$), and then middle school students (27.3%; $n = 3$).

Number of People Students Know that Have Been in Jail

The last item on the survey asked students to note the number of people they know altogether that have ever been in jail. Of note, at every level of schooling (elementary, middle school, and high school) some students indicated knowing large numbers of people that had been in jail (e.g., 50-100).

It's not clear how many of these were accurate, but these large numbers are why the standard deviations reported below are so large and may be inflating to some degree the average number of people the children really did know that had been in jail. Of note, although the number of people students knew in jail varied significantly by grade level (see Background Information), within each grade level this number did not vary significantly by grade or gender.

Elementary and Middle Students. The average number of people elementary and middle school students knew in jail across all the schools was 4.23 ($SD = 8.67$; $n = 1083$); that is, on average, students knew 4 people that had been in jail. This number ranged from a low of 1.43 ($SD = 2.03$) at Snowhill to a high of 7.20 ($SD = 14.09$) at Lagonda. An additional 5 students answered this item by writing in 'a lot' or something similar rather than give an actual number. Of note, none of the students at Hayward answered this item as it got cut off from the bottom of the survey distributed there.

High School Students. The average number of people the Springfield High School students knew that had ever been in jail was 6.78 ($SD = 10.95$; $n = 167$). An additional 22 students answered this item by writing in 'a lot' or something similar rather than give an actual number.

Keifer Academy. The average number of people the students at Keifer Academy knew that had ever been in jail was 14.77 ($SD = 20.40$; $n = 57$). An additional 7 students at Keifer answered this question by writing in 'a lot' or something similar rather than give an actual number.

Appendix:**Survey**

Age: _____ Grade: _____ School: _____ Circle: Male Female

1. Are you currently going to any after-school programs or activities?

 yes no

2. List the names of the programs or activities you do outside of school (e.g., soccer, scouts, tutoring):

3. How do you get to the programs and activities you listed above? (Please check all that apply)

 I walk My parent/guardian drives me I ride the bus/program vehicle I ride with a friend They are at my school Other _____

Please skip to question 5.

4. What is the biggest reason you don't go to an after-school program or activity?

 I don't know about any I don't have a ride I'm not really interested My family doesn't want me to go I have other responsibilities Other _____

5. Please list all of your immediate family (mom, dad, sisters, brothers, etc.) as well as anyone else who *usually* lives with you. **Don't put their names but how they are related to you** (e.g., mom, stepdad). Then, for the people listed, please circle whether or not they've ever been in jail.

Relation (e.g., mom, dad, sister, cousin, uncle, aunt, friend)	Has this person ever been in jail?	Relation (e.g., mom, dad, sister, cousin, uncle, aunt, friend.)	Has this person ever been in jail?
	No Yes		No Yes
	No Yes		No Yes
	No Yes		No Yes

6. Is anyone you know, such as family members, friends or neighbors, in jail NOW?

7. How many **total** people do you know (family, friends, neighbors) that have EVER been in jail? _____