What Are Kids Getting Into These Days?
Demographic Differences in Youth Out-of School Time Participation

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Abstract: With support from the William T. Grant Foundation, Harvard Family Research Project (HFRP) is conducting a research study on the factors associated with whether children and youth participate in out-of-school time (OST) programs and activities. Building on our previous work, we are using national data to examine the many factors and contexts in children's lives that predict participation.

This research brief distills findings from the first phase of the study, which examines demographic differences in youth's OST participation rates. It first provides information on current demographic differences in OST participation rates and then looks at whether there is any evidence that such differences have changed in recent years. The brief concludes with implications for practitioners, policymakers, and researchers.

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Executive Summary

Out-of-school time (OST) programs and activities constitute a vital set of complementary learning supports—that is, nonschool supports for children and families that can enhance and promote learning and development by complementing school-day efforts.[1] Research demonstrates that participation in various structured OST contexts benefits youth socially, emotionally, and academically[2] and may have the most positive effects for youth who are most at risk.[3] As a result, attention to measuring and promoting participation in these OST contexts has grown among a broad range of stakeholders. However, little research has explored the questions of who participates and why. This research is crucial in order to address issues of access and equity, to document service gaps, and to target resources accordingly.

This research brief provides reliable estimates of the numbers and characteristics of youth across the country who participate in structured OST programs and activities. It uses two nationally representative data sets, the Panel Study of Income Dynamics—Child Development Supplement and the National Survey of American Families, to examine whether there are differences in participation in a variety of OST contexts among youth from varying family income levels and youth from varying racial and ethnic groups. It also examines whether any such differences have changed over recent years. It considers participation in *any* structured OST context, including before and after school programs, other structured OST programs (e.g., community programs and recreation programs), and other structured OST activities (e.g., school-based extracurricular activities and religious clubs and activities).

Key Findings

- **Across *virtually all OST contexts*, youth from higher income families were more likely to participate than youth from lower income families. This held for before and after school programs, other OST programs, and other OST activities.** This finding suggests a continuing need to target nonschool resources to the most disadvantaged youth. This is particularly important given that our results show that these youth are also far less likely to participate in other OST activities, such as lessons, clubs, and sports. Given evidence of unmet demand for OST programs among disadvantaged families,[4] there remains a clear need to target resources toward recruiting and retaining these youth in OST programs and activities.

- **For *tutoring programs*, however, youth from lower income families were more likely to participate than youth from higher income families.** This finding may indicate that the academic deficits of disadvantaged youth are limiting their ability to participate in other types of enrichment activities and programs. Youth with academic deficits should continue to be a focus for youth workers and other OST stakeholders.

- **Across most types of programs and activities, Latino youth are consistently underrepresented, and White youth are consistently overrepresented, with Black youth somewhere in between.** These differences may be generated by the same factors driving socioeconomic gaps, though some factors specific to different racial and ethnic groups may also be at work. For example, Latino youth's low participation levels may

also be partially driven by linguistic and cultural differences between families, youth, and activity providers. This evidence indicates a continuing need to focus resources on recruitment of minority youth in a variety of OST contexts, with a particular need to concentrate resources on serving underserved Latino youth.

- **Black youth, however, showed particularly high participation rates in some OST contexts, such as before and after school programs and summer camps.** Many after school and summer programs specifically target minority youth, which may help explain why Black youth participate at relatively high rates in these types of programs.

- **The historical analysis revealed a general pattern of stability in demographic differences in participation rates over the late 1990s.** This finding indicates a continuing challenge to practitioners and policymakers to assist in closing gaps in youth OST participation rates.

- **For before and after school programs, however, there have been increases over time in participation rates at every level of family income, but the increase was greatest among the lowest income youth, resulting in a narrowing of the gap between youth from low-income families and youth from higher income families.** The increasing policy emphasis on OST programs, especially for disadvantaged youth, is a likely contributor to the declining socioeconomic gap in before and after school program participation. A key component of this recent attention to disadvantaged youth has been the rapid increase in funding for the federal 21st Century Community Learning Centers program.

Out-of-school time (OST) programs and activities constitute a vital set of complementary learning supports—that is, the nonschool supports for children and families that can enhance and promote learning and development by complementing school-day efforts.[5] Among these opportunities, families report an interest in and unmet demand for after school programs.[6] Other structured nonschool activities, such as sports and arts lessons, also enroll a large number of youth.

Research demonstrates that OST programs, extracurricular activities, and other structured nonschool contexts benefit youth socially, emotionally, and academically[7] and may have the most positive effects for youth who are at risk for academic and social problems.[8] As a result, attention to measuring and promoting participation in these activities has grown among a broad range of stakeholders. However, little research has explored the questions of who participates in OST programs and activities and why. This research is crucial in order to address issues of access and equity, to document service gaps, and to target resources accordingly. Previous studies have examined reasons for participation in after school programs among ethnic minority youth[9] and have documented that at-risk urban youth are less likely to participate in some extracurricular activities.[10] However, in order to get a clearer picture of participation patterns and gaps, we need reliable descriptions of youth participants from national research.

This research brief provides reliable estimates of the numbers and characteristics of youth across the country who participate in structured OST programs and activities. It uses two nationally representative data sets to examine whether there are demographic differences in participation in a variety of OST contexts and whether any such differences have changed over recent years. Additionally, this research brief has several features that make it unique and valuable for the field.

First, this research brief looks at participation in a variety of OST contexts, including community-based and school-based after school programs, sports teams, arts lessons, extracurricular activities, and summer camps. Youth have a number of competing opportunities and responsibilities in the nonschool hours,[11] and many participate in several types of programs and activities.[12] For example, some youth may participate in a school-sponsored drama group two afternoons per week and attend the Boys & Girls Club program in their neighborhood on the other three afternoons. In order to understand the big picture of participation and the current needs of youth, it is important to look at participation across this constellation of contexts.[13] By examining all of these activities, we can discover broader patterns—for instance, whether disadvantaged youth participate less in all OST contexts or in fact participate more in some contexts (e.g., after school programs) and less in others (e.g., paid arts lessons) than their peers.

Second, this research brief examines whether participation patterns have changed over time. Of particular interest is the question of whether disadvantaged youth have become more likely to participate in structured OST contexts in the past decade. The OST field has grown

rapidly since the early 1990s[14] due to several factors. One important development was the establishment of the 21st Century Community Learning Centers initiative, which has increased financial and social investments in before and after school programs for low-income youth. Other major policy changes have also contributed to the growth of the field, including the welfare reform efforts of the 1990s. Welfare reform meant that more low-income parents entered the workforce and needed positive, supervised contexts for their children in the nonschool hours. Some welfare-to-work initiatives included funding for OST care.[15]

The participation trends described in this research brief have important implications for OST practitioners and policymakers. They document both progress and challenges. We report evidence of gaps in service for youth from certain backgrounds and point out the need to target programming, as well as recruitment and retention efforts, to disadvantaged youth, who are the least likely to participate in many activities, and who may be, paradoxically, most likely to benefit. However, our results also reveal some positive trends, particularly a narrowing of the income gap in before and after school program participation over the past half decade.

Research Methodology

This study uses two nationally representative data sets that provide rich information on OST participation and the family characteristics and contextual factors that may be associated with participation. It examines differences in participation according to family income[16] and race/ethnicity. Differences by child's gender were also examined, with results indicating little evidence of consistent gender inequality across OST programs and activities (although boys participated more in athletics and recreation programs and girls participated more in lessons and school-based extracurricular activities). For simplicity, the gender results are not presented in this research brief but are available from the authors on request.

The Panel Study of Income Dynamics (PSID)

The Panel Study of Income Dynamics (PSID) is a national survey study that collects data on individuals from over 7,000 families. This study began in 1968 and is still ongoing, continuously expanding to include families of children from earlier waves who have now become heads of households themselves. The PSID's Child Development Supplement (PSID/CDS) began in 1997, in order to gain detailed information about children's experiences, and is based on information from children, their caregivers, and other important figures in their lives. In its initial year, the PSID/CDS consisted of over 3,500 randomly selected 0–12-year-old children from the main PSID sample. A second wave of data was collected in 2002 for nearly 3,000 children whose families had remained active in the study. OST activity data for the current study are taken from the 2002 wave, when children were ages 5–19.

The National Survey of American Families (NSAF)

The National Survey of American Families (NSAF) collected data on the well-being of nationally representative samples of families in 1997, 1999, and 2002. While different families were included each year, sample sizes are similar across all 3 years with information

about 40,000 children in over 30,000 families. Information about children was obtained from the most knowledgeable adult in the household for each child, who, for convenience, we will call the child's caregiver throughout this research brief. In addition, demographic information was also collected at the household level. The current study presents data from all 3 years of the survey.

Research Measures

Demographic Variables

- *Income* – We created five family income categories, or quintiles, by dividing total family income by family size and dividing the sample into five groups, with the highest income families in the top quintile and the lowest income families in the bottom quintile. For the PSID, total family income was obtained by averaging each family's income from 1994–2000, while total income from the previous year was used for the NSAF.
- *Race/ethnicity* – Race/ethnicity categories were created for each child based on caregiver interviews. Because of sample sizes, and to ensure comparability between the two datasets, we examine participation rates for White, Black, and Latino youth only.

Participation in OST Programs and Activities

PSID

We used activity participation indicators from the 2002 child and caregiver interviews of the PSID. (Appendix Table 1 provides the exact wording of questions from the PSID). When questions were worded in terms of youth's intensity or frequency of participation, we created an indicator from these questions measuring *any* participation versus *no* participation. Youth ages 10–19 were asked about their participation in school-based extracurricular activities and organized sports or recreation programs occurring after school or during the summer, while caregivers were asked about youth's participation in before and after school programs, summer camp, and Scouting. More specifically:

- Caregivers of all children were asked if the child was a member of any *group or program in the community* in the last 12 months, where groups or programs in the community included Scouts, service, or hobby clubs.
- Caregivers of all children were asked how often the child had participated in any *tutoring programs, Scouting, church, or religious clubs* (excluding religious services) in the last 12 months.
- Caregivers of all children were also asked about OST arrangements that they used for child care purposes. One of these options was *summer camps*; caregivers were asked if their child participated in overnight or day camp regularly during the last summer.
- Children ages 10 or older were also asked about their membership or participation in *tutoring programs, organized summer or after school sports or recreation programs, and other school activities (such as clubs or student government)* in the last 12 months.

NSAF

In the NSAF, caregivers were asked about youth's participation in before school and after school programs, organized OST clubs or activities, lessons, and sports (Appendix Table 2 provides the exact wordings of all questions from the NSAF). More specifically:

- For children ages 6–11, caregivers were asked if the child participated in any *clubs or organizations* after school or on weekends, such as Scouts, religious groups, or Boys & Girls Clubs.
- For children ages 12–17, caregivers were asked about the child's participation in any *clubs or organizations*, such as youth group; student government; drama, band, or chorus; or a religious or community group after school or on weekends.
- Caregivers were also asked whether the child participated regularly (at least once a week during the previous month) in *before or after school programs*.
- All caregivers were asked whether the child had taken *lessons after school* or on weekends in subjects like music, dance, language, or computers, or if the child had participated in a *sports team* in the last year.

Research Findings

Below, we present two sets of findings. In the first section, we use the two data sets to describe demographic differences in OST participation in 2002,[17] in order to describe the current state of OST participation. In the next section, we use the NSAF to examine changes in participation patterns over time, in order to explore whether participation rates have changed along with changes in the OST field.

In each section, we organize our results by demographic characteristic—that is, whether participation varied according to family income, and whether participation varied according to race. Findings are presented separately for different types of activities. First, we describe participation using the broadest indicator available—that is, whether youth participated in any club, program, or structured activity in the nonschool hours (from NSAF). Next, we describe participation in programs—that is, before or after school programs, community programs, tutoring programs, and summer programs. Lastly we describe participation in extracurricular activities—for example, sports teams, arts lessons, and religious activities.

Although we attempt to avoid statistical jargon, it is worth noting that our discussion of these findings is based on empirical analyses with close attention paid to both statistically significant differences and the sizes of these differences.[18] Only statistically significant findings are reported below.

Demographic Differences in Participation in 2002

Family Income

Figures 1–5 show how participation in several contexts varied by family income quintiles in the 2002 waves of the NSAF and PSID. With the exception of participation in tutoring programs, virtually all types of OST participation reveal a general pattern of higher

participation among youth with higher family incomes. This finding was consistent across both data sets.

Figure 1 shows income differences in our broadest and most inclusive OST measure—participation in any organized OST club or activity. Large income differences were found for both younger and older youth. Among younger youth, only 31% of the lowest income youth participated in an OST club or activity, whereas fully 58% of the highest income youth participated. Among older youth, participation rose from 43% to 72%.

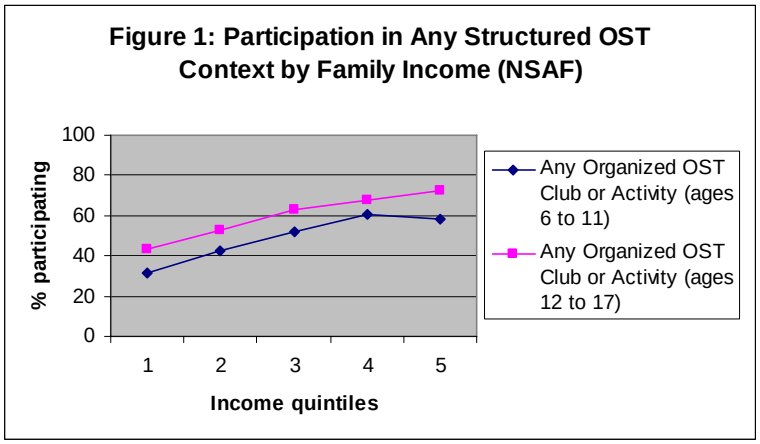


Figure 2 shows income differences in before and after school programs in the NSAF. These differences were moderate in size. Thirteen percent of the lowest income youth participated in a before or after school program in 2002, as compared to over 20% of the highest income youth.

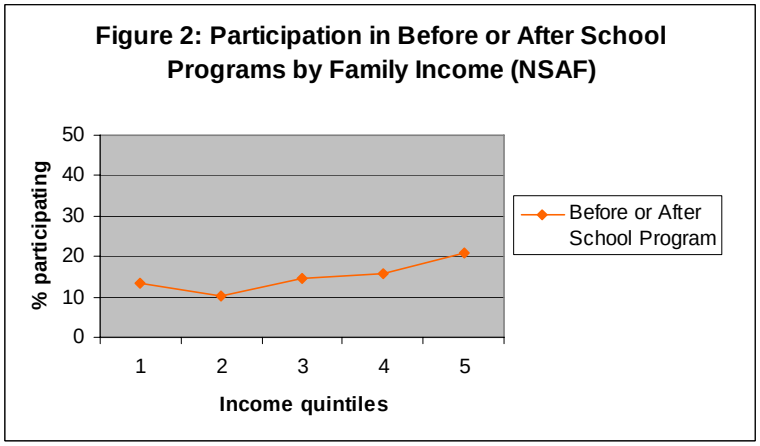


Figure 3 shows income differences in programs in the PSID. There were large income differences in organized recreation programs, where participation in such programs rose from 29% among the lowest income youth to 55% among the highest income youth. There were moderate income differences in community programs and summer camps. For community programs, 16% of the lowest income youth participated, as compared to 35% of the highest income youth. For summer camps, 4% of the lowest income youth participated, as compared to 18% of the highest income youth. Only in tutoring programs was a countertrend evident, with a moderate difference across income groups: 26% of the lowest income youth participated in tutoring programs, as compared to 17% of the highest income youth.

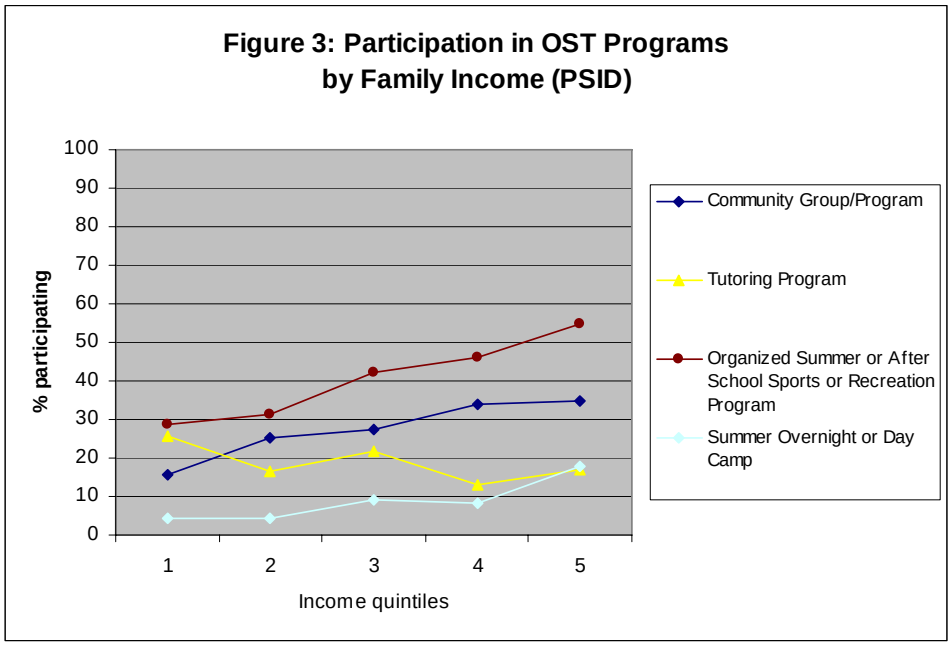


Figure 4 shows large income differences in OST activities in the NSAF. Participation in sports rose from 36% among the lowest income youth to 67% among the highest income youth. The corresponding figures for OST lessons were 23% and 48%.

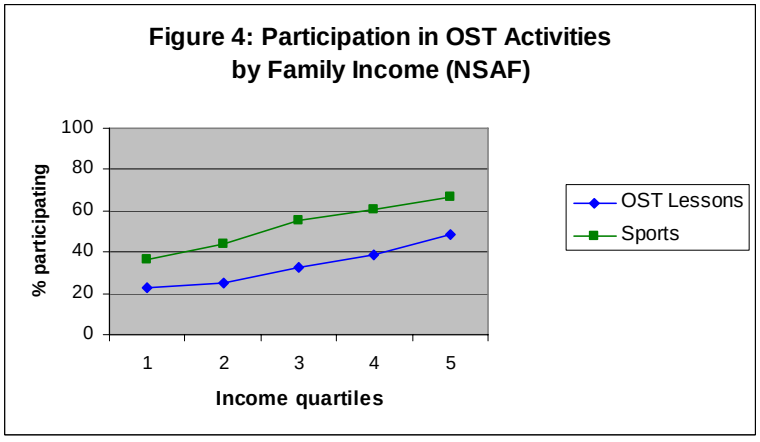
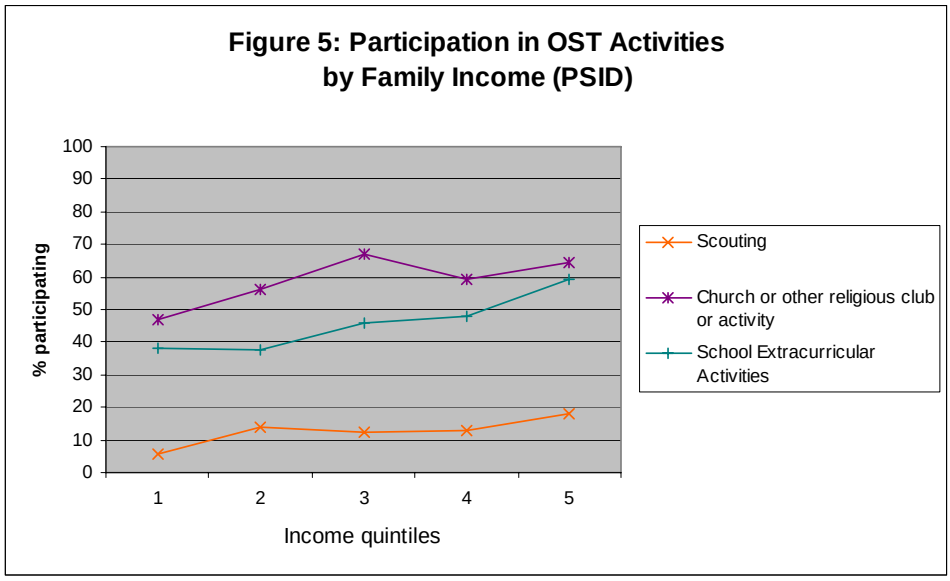


Figure 5 shows income differences in OST activities in the PSID. Moderate differences were found for each of the three activities examined, religious clubs/activities, Scouting, and school-based extracurricular activities. Religious club/activity participation rose from 47% to 64% across income groups, school-based extracurricular activities from 38% to 60%, and Scouting from 6% to 18%.



Race/Ethnicity

Figures 6–10 show how participation in several contexts varied by race/ethnicity in the 2002 waves of the NSAF and PSID. Across most types of programs and activities in both data sets, Latino youth are consistently underrepresented, and White youth are consistently overrepresented, with Black youth somewhere in between. Black youth, however, showed particularly high participation rates in some OST contexts, such as before and after school programs and summer camps.

Figure 6 shows that in the broadest indicator of participation in any structured OST context, Whites were more likely to participate than Blacks, who, in turn, were more likely to participate than Latinos. Differences between Whites and Blacks were moderate among younger youth and small among older youth. Differences between Whites and Latinos were large among younger youth and moderate among older youth. Differences between Blacks and Latinos were moderate for both age groups. Overall, 56% of young White youth participated in any OST club or activity, as compared to 42% of young Black youth and 30% of young Latino youth. Similarly, 65% of older White youth participated in any OST club or activity, as compared to 58% of older Black youth and 43% of older Latino youth.

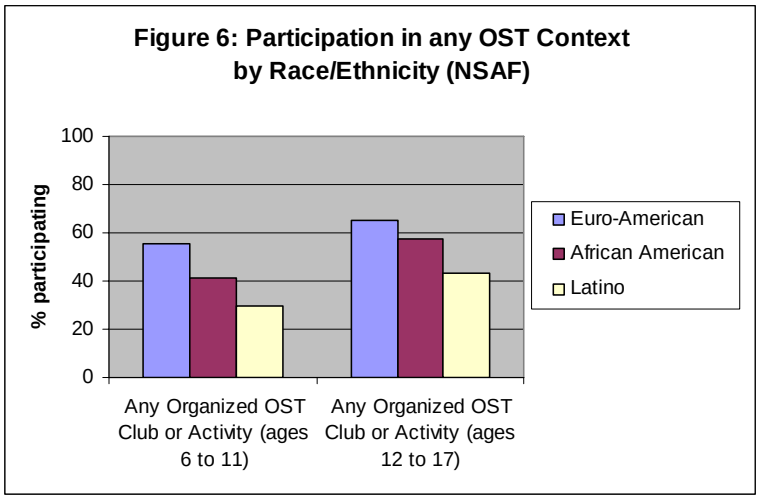


Figure 7 shows that in before and after school programs, Black youth were moderately more likely than Whites or Latinos to participate, while there were no significant differences between Whites and Latinos. Overall, 26% of Black youth in the NSAF participated in before or after school programs, while only 13% and 12% of Whites and Latinos participated, respectively.

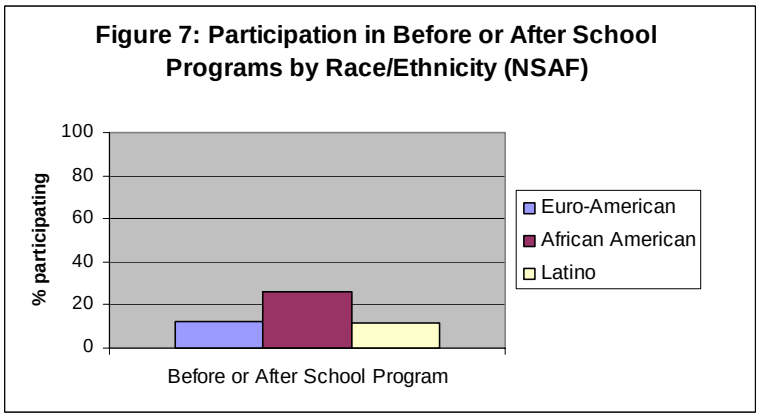


Figure 8 shows racial/ethnic differences in participation in OST programs in the PSID, where Latinos were least likely to participate in all programs except tutoring. For community programs, White youth (34%) demonstrated moderately higher participation rates than Black or Latino youth (15% for both). For organized recreation programs, White and Black youth both demonstrated moderately higher rates than Latino youth, with 45% of Whites, 39% of Blacks, and 28% of Latinos participating. For summer camps, Black youth showed a large advantage in participation rates over Latino youth and a small advantage over White youth, while Whites showed a moderate advantage over Latinos. Overall, 13% of Black youth, 9% of White youth, and only 2% of Latino youth participated in summer camps. Lastly, for tutoring programs, large differences were found between Black and White youth, and moderate differences were found between Black and Latino youth and between Latino and White youth. Black youth had the highest rates of participation in tutoring programs (33%), while Latinos had the second highest (21%) and White youth the lowest rates (14%).

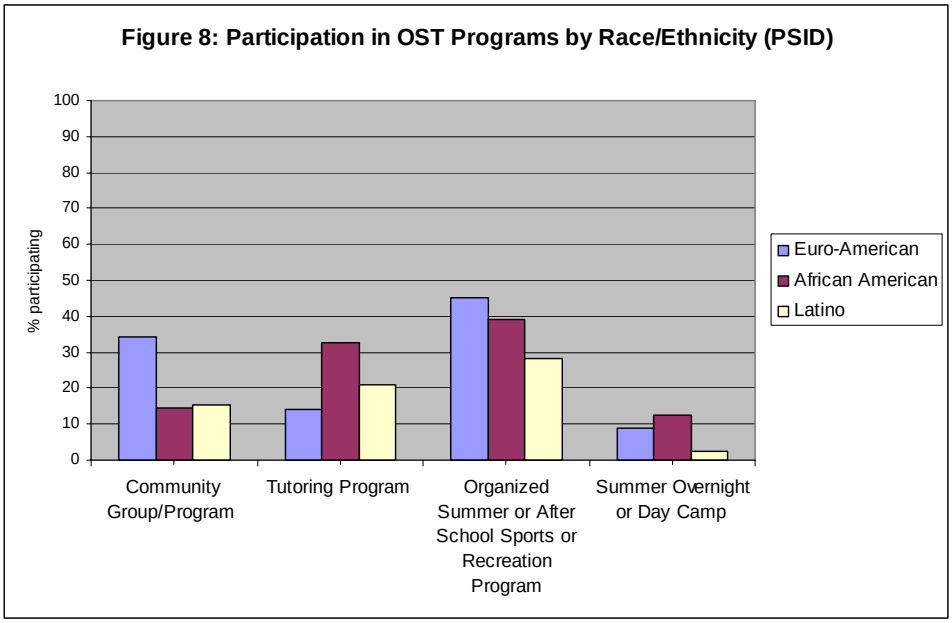
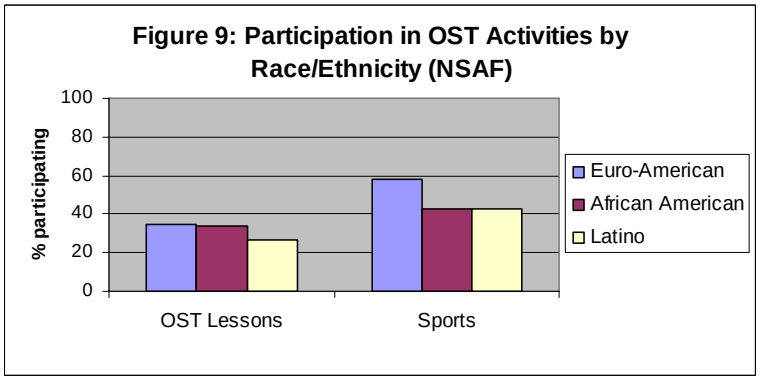
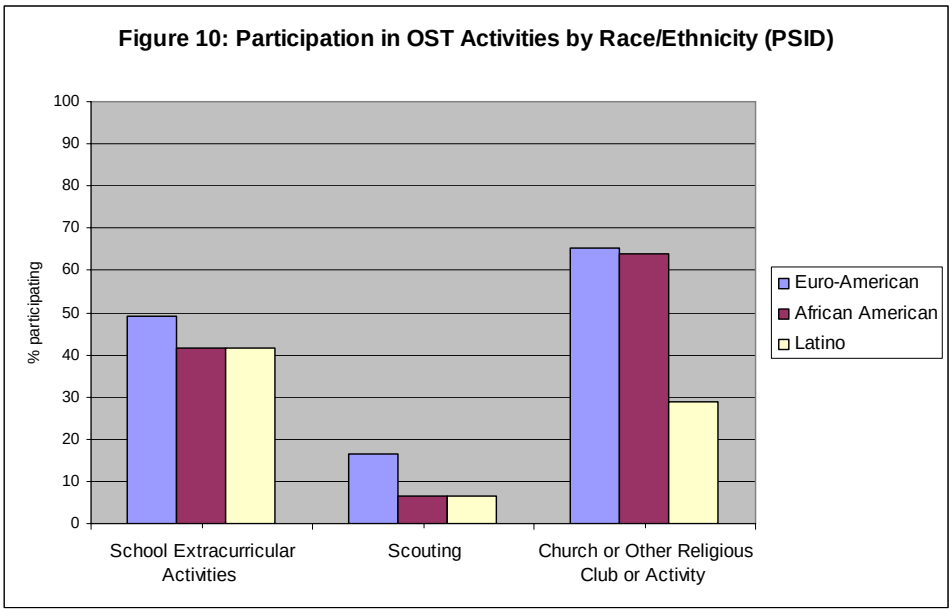


Figure 9 shows that in the NSAF, Whites were moderately more likely to be involved in sports than both Black and Latino youth, while there were no differences found between Blacks and Latinos. In total, 58% of Whites, 43% of Blacks, and 42% of Latinos participated in sports. In lessons, there was a small difference between the participation rates of Whites and Blacks on the one hand and Latinos on the other hand. White and Black youth's participation rate in OST lessons was 34%, while for Latinos the figure was 26%.



Similarly, Figure 10 shows that participation rates in extracurricular activity participation in the PSID were relatively equivalent, although White youth demonstrated slightly higher rates than Black or Latino youth (49% among Whites vs. 42% for Black and Latino youth).[19] In religious clubs and activities, there were large differences in the participation rates of Black and White youth compared to the participation rates of Latino youth. Overall, 64% of Black youth and 65% of White youth participated in religious clubs or activities, whereas only 29% of Latino youth did so. Lastly, White youth participated in Scouting at the highest rates (16%), which was moderately higher than the rates for Black and Latino youth (7% for each).



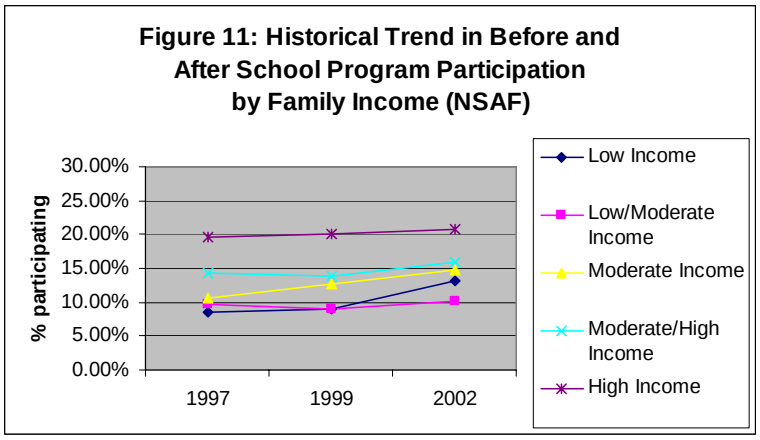
Demographic Differences in OST Participation: 1997–2002

While Figures 1–10 provide a snapshot of demographic differences in a variety of OST programs and activities in 2002, it is also important to see if demographic differences in OST participation have changed over time. Studying this change allows us to better understand whether gaps in OST participation have narrowed or widened over time, which can inform debates about where to target resources moving forward. To answer this question, we turn to data from the NSAF, which contains information on five types of OST participation across three points in time—1997, 1999, and 2002. Again, when we discuss widening or narrowing gaps, we only report statistically significant results.[20]

In general, across all the OST measures and demographic gaps examined in the historical analysis, only two significant changes were found over time, indicating a general pattern of stability in demographic differences in participation rates over the late 1990s. Figures 11 and 12 show the two changes that were found.

As Figure 11 demonstrates, for participation in before and after school programs, there have been increases over time in participation rates at every level of family income, but the increase was greatest among the lowest income youth, resulting in a narrowing of the gap between youth from low-income families and youth from higher income families.

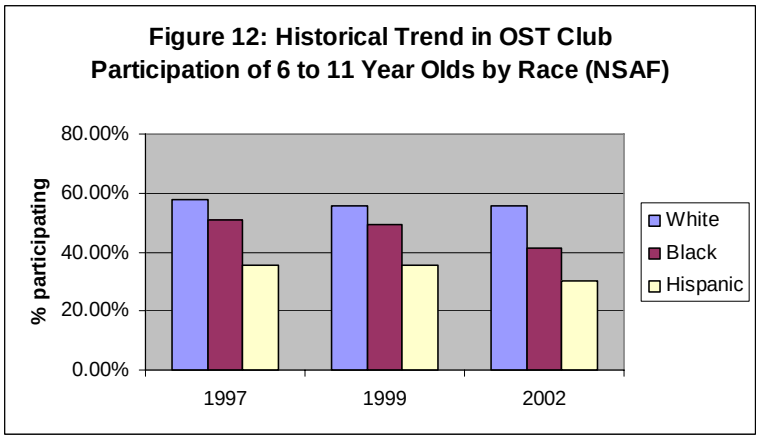
The income gap in before and after school program participation rates between the lowest and highest income youth fell from 11.2 % in 1997 to 7.6 % in 2002. Gaps remain fairly steady for other OST activities: OST club participation (both younger and older children), OST lessons, and sports.



As Figure 12 shows, between 1997 and 2002, young Blacks experienced a sharp drop in participation—nearly 10 %—in participation in any OST club, resulting in a widening gap between Black and White youth over the 1997–2002 period.

Young White youth's participation in OST clubs dropped only from 58% to 56% between 1997 and 2002, whereas for young Black youth, this drop was from 51% to 41%.

Gaps between Whites and Latinos and Blacks and Latinos held steady across all OST programs and activities, while gaps between Blacks and Whites also remained stable for the other four OST indicators.



Summarizing Trends and Gaps in Participation: Progress and Challenges

Our analysis of demographic differences in youth's OST program and activity participation reveals a detailed story of both progress and challenges.

We found substantial inequality in youth OST participation by demographic background, with low-income youth participating at markedly lower rates than their higher income peers across many types of OST programs and activities, including before and after school programs. This finding suggests a continuing need to target nonschool resources to the most

disadvantaged youth. This is particularly important given that our results show that these youth are also far less likely to participate in other OST activities, such as lessons, clubs, and sports. Given evidence of unmet demand for OST programs among disadvantaged families,[21] there remains a clear need to target resources toward recruiting and retaining these youth in OST programs and activities.

Our data also show that disadvantaged youth participate at higher rates than more advantaged youth in tutoring programs. This finding may indicate that the academic deficits of disadvantaged youth are limiting their ability to participate in other types of enrichment activities and programs. Youth with academic deficits should continue to be a focus for youth workers and other OST stakeholders.

These socioeconomic gaps may stem from differences in access to affordable, quality OST activities in the communities and schools of youth from different family backgrounds. Family- and child-level factors may also be important in explaining these gaps; disadvantaged families may have different family management routines or may have work situations that make OST participation challenging—for example, due to transportation barriers. Finally, children with fewer resources may have certain characteristics (e.g., lower self-efficacy, more problem behavior) that make them less likely to engage in OST activities and programs. Future publications from this research project will explore these possibilities.

We found less, though still substantial, inequality in OST participation by race/ethnicity, with White youth participating at the highest rates in many structured OST contexts, Latino youth participating at the lowest rates, and Black youth typically in the middle (though with the highest rates in certain activities, such as before and after school programs and summer camps). It should be noted that our study did not test the independent effects of race and socioeconomic status. Since Blacks and Latinos are overrepresented among the American poor,[22] the findings about race may in fact be related to income and education.

However, these findings may also be driven by other factors specific to families of different racial and ethnic backgrounds. For instance, many after school and summer programs specifically target minority youth, which may help explain why Black youth participate at relatively high rates in these types of programs. Latino youth's low participation levels may also be partially driven by linguistic and cultural differences between families, youth, and activity providers.

In examining demographic gaps over time, we found both positive and negative trends. One encouraging finding was that the gap in before and after school program participation between lower and higher income youth narrowed over time. On a more negative note, younger Blacks fell further behind White youth in their overall OST club participation rates.

While accounting for these over-time trends is beyond the scope of this research brief, a number of factors may be at work. The increasing policy emphasis on OST programs, especially for disadvantaged youth, likely contributed to the declining socioeconomic gap in before and after school program participation. A key component of this recent attention to disadvantaged youth has been the rapid increase in funding for the federal 21st Century Community Learning Centers program. Widening gaps between younger White and Black

youth in overall OST club participation seem to be more of a mystery, indicating that further research should be devoted to understanding the sources of these changes.

Implications for Youth Stakeholders

This study offers an important message for practitioners and policymakers about recruitment and retention. Our findings provide further evidence that OST activity leaders need to ramp up their efforts to attract and sustain disadvantaged youth and to pay particular attention to specific ethnic groups, most notably Latino youth. The good news is that participation in before and after school programs has increased among all youth, especially low-income youth, since 1997. However, there is much progress to be made. As described by Lauver and Little, traditional methods of recruitment do not work well for some youth and their families, and youth practitioners may need to conduct more tailored and targeted recruitment efforts to reach those who are least likely to participate.[23] Our results suggest that this recruitment and retention challenge exists across a wide range of programs and activities, including before and after school programs, recreation programs, school-based extracurricular activities, and sports. No single type of OST activity is "off the hook" from needing to address these challenges.

A second message for policymakers and funders is that there exists a continued need to target resources to activities and programming for underserved youth—that is, youth from families with lower incomes, with less education, and from some ethnic minority groups. Although this study does not allow us to directly tie increases in OST investments to decreasing service gaps, this is an encouraging trend, which suggests that progress can be made in order to support all youth in the nonschool hours.

The implications of this work for researchers and evaluators include the importance of incorporating demographic factors into data collection and analysis. By continuing to document the characteristics of youth participants, program evaluators and researchers can encourage continued attention to issues of access and equity and can document future progress in these areas. By collecting this information, researchers and evaluators can also begin to ask questions about whether outcomes of these activities vary according to youth characteristics.

Moving forward, it is imperative that all stakeholders take seriously the growing evidence base that some youth—particularly those from disadvantaged families—are less likely to participate in OST programs and activities than their peers. Incorporating this evidence into practice, policy, and research can help in the ongoing effort to provide access to quality OST programming for all youth.

Notes

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[16] We also tested demographic differences by parental education but for simplicity concentrate on family income as our measure of socioeconomic status. The findings for parental education were very similar to those for family income and are available on request.

[17] Since the surveys were administered in 2002, the participation rates largely reflect youth's activities in the previous 12 months—that is, 2001. The same holds true for the years encompassed in the NSAF.

[18] All analyses of demographic differences in OST participation were estimated in univariate χ^2 models, from which we computed effect sizes (i.e., Phi). Evaluations in the text of whether demographic differences were small, moderate, or large in size were based on comparisons of effect sizes within the empirical context of the present study (for a discussion of the value of this method, see McCartney and Rosenthal, 2000). For example, Phi values of .10 and smaller were described as small and those of .20 and larger were described as large. The exact effect size estimates are available from the authors on request. Only statistically significant differences are discussed in the text.

[19] The difference between Blacks and Whites was small and statistically significant. For Latinos and Whites, the effect size was virtually the same as between Blacks and Whites, but the difference was not quite statistically significant, likely because of the smaller sample size for Latino youth. Thus, the differences here between White and Latino youth should be viewed with caution.

[20] For the historical analysis, we ran a series of regression models predicting each type of OST activity by the demographic variable of interest, year, and an interaction between the demographic variable of interest and year. For instance, for income, we ran five regression equations, one for each OST activity. These equations included the income variable, the year variable, and an income/year interaction. For race, we omitted Whites as the reference group, and ran similar equations with dummy variables for Black and Latino, year, and interactions between Black and Latino with year. Only interactions that were statistically significant are discussed.

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Appendix A

Descriptions and Sources of Information for OST Activity Categories from the PSID

OST Program/Activity	Questionnaire	Item
Community group or program	Caregiver interview	Was (CHILD) a member of any groups or programs in the community in the last 12 months? Groups or programs in the community include Scouts and service or hobby clubs.
Tutoring program	Child interview	Were you in a tutoring program in the last 12 months?
	Caregiver interview	Was (CHILD) in a tutoring program in the last 12 months?
Organized summer or after school sports or recreation	Child interview	During the last summer, were you involved in any organized summer or after school sports or recreation programs?
Summer overnight or day camp	Caregiver interview	Now I'm going to ask you some questions about child care arrangements last summer. Please tell me which of these you used for (CHILD) on a regular basis during last summer: • Overnight camp • Day camp
Scouting	Caregiver interview	Please tell me how often (CHILD) has participated in the following activities within the past 12 months: • Scouting
Church or other religious club or activity	Caregiver interview	Please tell me how often (CHILD) has participated in the following activities within the past 12 months: • Church (or other religious) club or activity (not religious service or mass)
Other school activities	Child interview	Besides athletic teams, did you take part in any other school activities, such as clubs or student government, in the last 12 months?

Appendix B

Descriptions and Sources of Information for OST Activity Categories from the NSAF

OST Program/Activity	Item	Description
OST clubs (ages 6–11)	In the last year, has (CHILD) participated in any clubs or organizations after school, or on weekends, such as scouts, a religious group or Girls or Boys club?	Participation means regular or fairly regular attendance at the group's meetings or activities. This does not include sports clubs or teams that were already counted.
OST clubs (ages 12–17)	In the last year, has (CHILD) participated in any clubs or organizations after school, or on weekends, such as a youth group or student government, drama, band or chorus, or a religious or community group?	Participation means regular or fairly regular attendance at the group's meetings or activities. This does not include sports clubs or teams that were already counted.
Before and after school programs	We'd like to know how (CHILD) spent (his/her) time when (he/she) was not with you during the last month. I'm going to read a list of different kinds of programs children attend and of people who care for children. I'd like you to tell me which ones you used for (CHILD), at least once a week during the last month. Did (CHILD) attend before or after school programs?	This variable deals with special programs to care for children before school begins or after school is over. These programs are often located within schools, community centers, and youth development agencies. Interviewers were instructed not to include care from a neighbor or relative in the hours before or after school. This question was only asked about focal children 2 years of age or older.
Sports	In the last year, has (CHILD) been on a sports team either in or out of school?	If needed, interviewers were to define a sports team as any formally organized team that meets regularly for practices and games. Indoor and outdoor sports such as soccer, bowling, swimming, tennis, or softball were to be included. Interviewers were instructed not to include competitive games, such as a chess team, or informal, individual exercise, such as jogging. This question was asked of MKAs about children aged 6–17 years old).

OST lessons	In the last year, has (CHILD) taken lessons after school or on weekends in subjects like music, dance, language, or computers?	"Lessons after school or on weekends" include any lessons or classes that are not part of the regular school curriculum. Lessons can be offered by private or public organizations, and they can be individual or in a group. Music, dance, language, and computers are offered as examples, but lessons can include a wide variety of activities. Sports teams were not included, as they were already counted. This question was asked about focal children between the ages of 6 and 17.