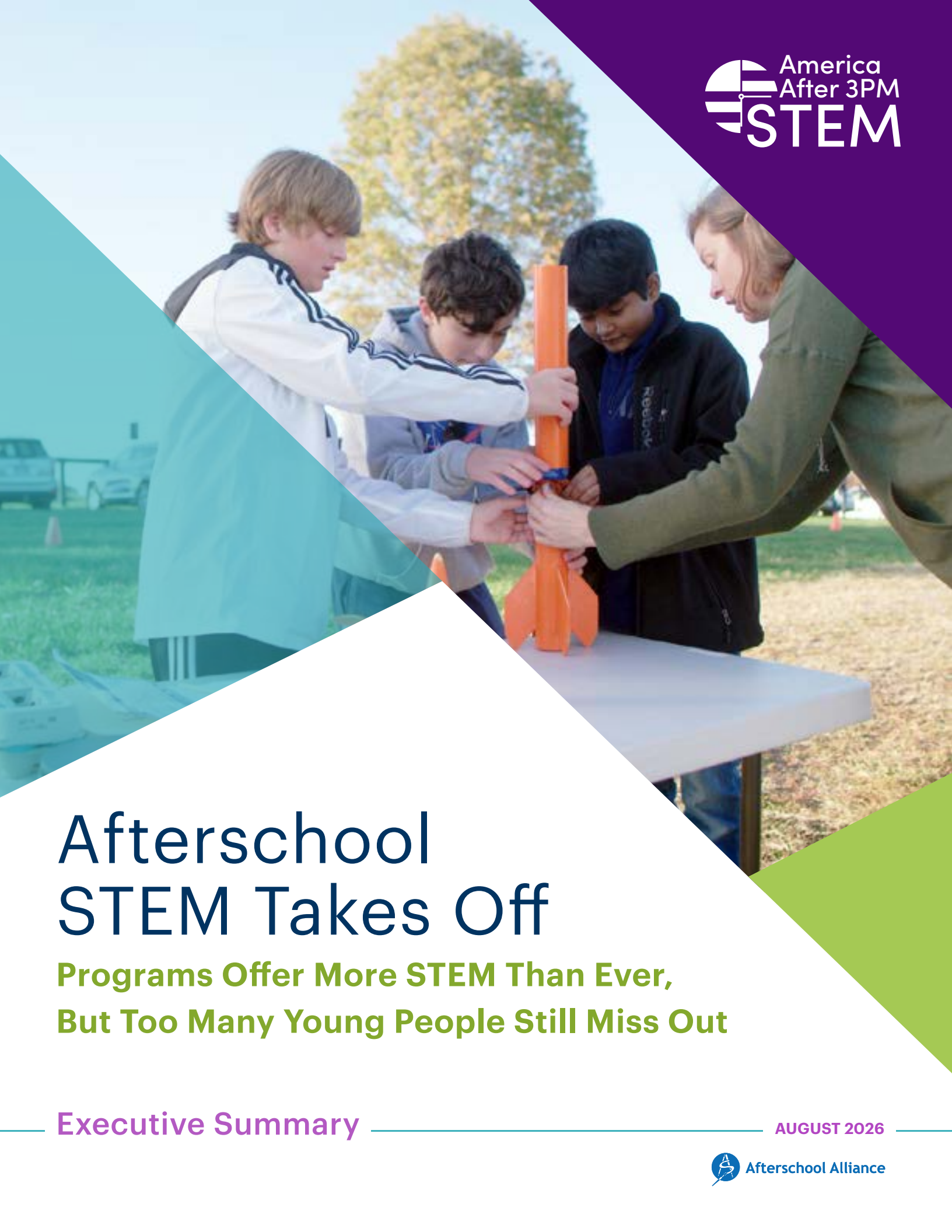


A photograph of four children and one adult working together on a large orange rocket model on a white table outdoors. The children are focused on the task, and the adult is assisting them. The background shows a grassy field and trees.

Afterschool STEM Takes Off

**Programs Offer More STEM Than Ever,
But Too Many Young People Still Miss Out**

Executive Summary

AUGUST 2026

Introduction

Knowledge and applications of science, technology, engineering, and math (STEM) underpin much of modern life. These fields form the basis of most of the global economy while also playing an integral role in people's daily lives. STEM is the foundation for myriad things that we rely on every day, from the weather apps we consult to decide what to wear to the advanced medical scan that catches a tumor early. As we confront the rapid spread of artificial intelligence (AI) in our daily lives and the workplace and enter a new era of space exploration that will create entirely new industries, a long-building question comes into even sharper focus: What does it take to shape, manage, and thrive in a world built on STEM?

AI does not replace STEM literacy; it raises the bar for how much of it we need. Knowing whether to trust what an AI tool produces, whether a number is plausible, a claim sound, or a method appropriate requires exactly the STEM content knowledge and reasoning these tools appear to make effortless. STEM literacy is now foundational to navigating work, citizenship, and daily life; and the question facing young people is no longer whether they will need it but how fluent they will need to be—to build responsibly and to judge wisely.

Afterschool programs are well suited to building that fluency. Freed from the constraints of the school day, they let young people engage with STEM in ways that are hands-on, collaborative, and driven by curiosity, sparking wonder

and joy about learning. These are the very conditions in which both content knowledge and increasingly essential durable skills like problem-solving and persistence take root.^{1,2} This *America After 3PM* STEM special report examines how far afterschool STEM has come, where it reaches young people, and where it still falls short.*

Our core finding is a remarkable one.

In just over a decade, STEM in afterschool has gone from a promising idea to a near-universal feature: 92% of parents now report that their child's program offers STEM learning opportunities, up from 69% in 2014, reaching an estimated 6.4 million children.^{3,4}

But the progress is not evenly shared—the children with the least access, especially those in rural and low-income communities, are at risk of being left furthest behind, especially in an AI-accelerated economy.

As STEM has become nearly universal *within* afterschool programs, it is unfortunate that these programs themselves remain out of reach for most children: The parents of 29.6 million children want afterschool access, but 22.6 million still don't have it.⁵ The question is no longer whether afterschool programs offer STEM but rather how to increase availability and access to these programs in the first place. This report tells the story of an achievement worth celebrating and an opportunity that must now be made universal.

* The *America After 3PM* survey defined an afterschool program as “a program that a child regularly attends that provides a supervised, enriching environment in the hours after the school day ends (typically around 3 p.m.). These programs are usually offered in schools or community centers and are different from individual activities like sports, special lessons, or hobby clubs and different from childcare facilities that provide supervision but not enrichment.”

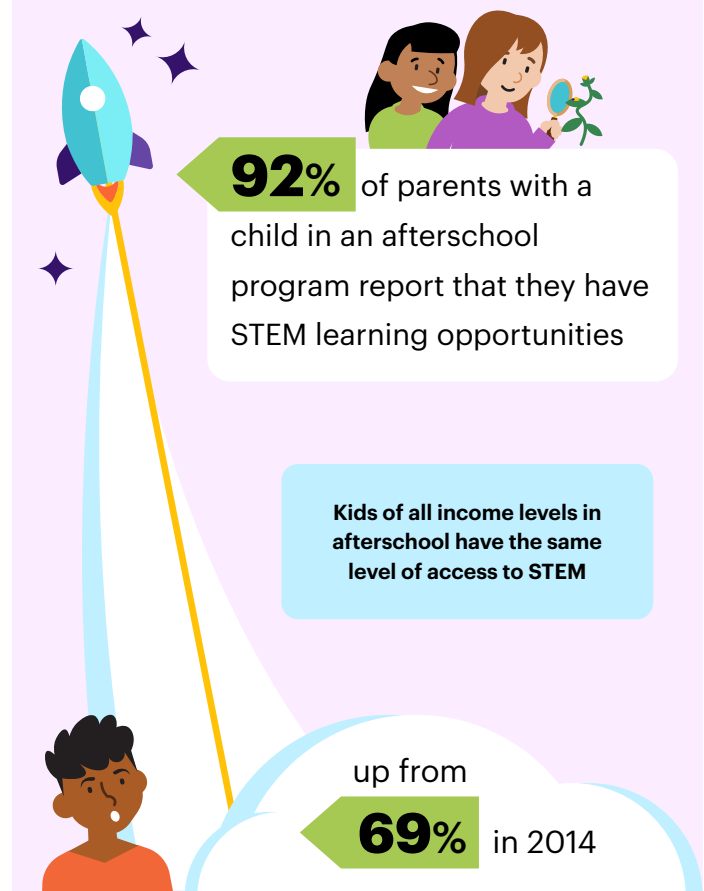
STEM in afterschool has become nearly universal and parents value STEM when choosing their child's afterschool program

A decade ago, STEM in afterschool was a promising idea. Today, it is a widely available feature, reaching the vast majority of children in afterschool programs and reflecting years of sustained effort by programs, practitioners, advocates, and funders. The growth is evidence of something truly noteworthy: When afterschool programs and practitioners are well supported to take on a new priority, they can adopt and scale it with remarkable speed, without losing the hands-on learning and the strong youth-adult relationships that make this setting distinct. The barrier to participation is not whether afterschool programs offer STEM learning but rather whether students can access these programs in the first place.

A record 92% of parents report that their child's afterschool program offers STEM learning opportunities, up from 69% in 2014 and 73% in 2020. This represents an estimated 6.4 million children engaging with STEM through afterschool, out of the nearly 7 million youth in afterschool programs today.[†]

- ▲ Nearly 2 in 3 parents (65%) say STEM is an important factor when choosing a program, up from 53% in 2014, and a majority (61%) report satisfaction with what their child's program delivers for STEM.
- ▲ Confidence in afterschool STEM has grown. More than 3 in 4 parents (77%) agree that these programs help children gain interest and skills in STEM, up from 65% in 2014. Of the parents with children in an afterschool program that offers STEM, this number rises to 82%.
- ▲ Access is now near-parity by gender, with boys and girls offered STEM opportunities at nearly identical rates in 2025 (93% and 91%)—an improvement from earlier years, when availability grew faster for boys.

ALMOST EVERY YOUNG PERSON IN AN AFTERSCHOOL PROGRAM TODAY IS ENGAGING WITH SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM)

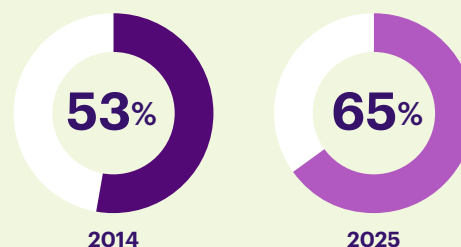


[†] To determine whether an afterschool program offered STEM learning opportunities, this report uses the 2025 *America After 3PM* survey question on parent satisfaction with STEM learning in their child's afterschool program. Parents rated their satisfaction on a five-point scale, with the additional options of selecting "My child's program does not offer this" or "Don't know/NA." A respondent was classified as their child having STEM learning opportunities available in their program if one of the top five boxes was selected. This method differs from previous surveys, which had one question on the availability of activities and offerings and one on satisfaction with them.



of all parents agree that afterschool programs help children gain interest and skills in STEM

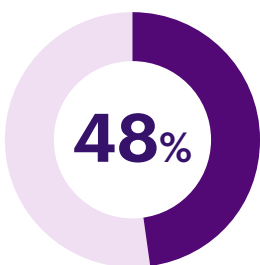
PARENTS PRIORITIZING STEM WHEN SELECTING AN AFTERSCHOOL PROGRAM HAS INCREASED



While access to STEM in afterschool programs is equitable across income levels, low-income children participate less frequently per week in STEM programming compared to their high-income peers. Low-income families also have higher unmet demand for afterschool programs compared to their higher income peers, with 4 in 5 children whose parents want a program unable to enroll in one. These children, who could most benefit from engaging with STEM in afterschool programs, are also less likely to have regular and frequent access.

One of the strengths of STEM programming in afterschool is the diversity of locations and contexts where young people can engage with these fields. Afterschool programs that include STEM are most commonly run by public schools and Boys & Girls Clubs but are also offered at parks and recreation facilities, libraries, private schools, YMCAs and childcare centers, community-based nonprofits, science centers and museums, and religious organizations. This highlights the potential for a rich and diverse set of STEM experiences that are community-centered and learner-driven.

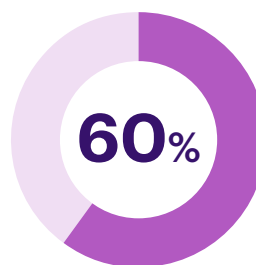
A smaller percent of low-income families report their child participates in STEM at least 2-3 days per week



Low-income families



Middle-income families



High-income families

STEM in afterschool is not a monolith: A deeper look at the subjects that make up “STEM”

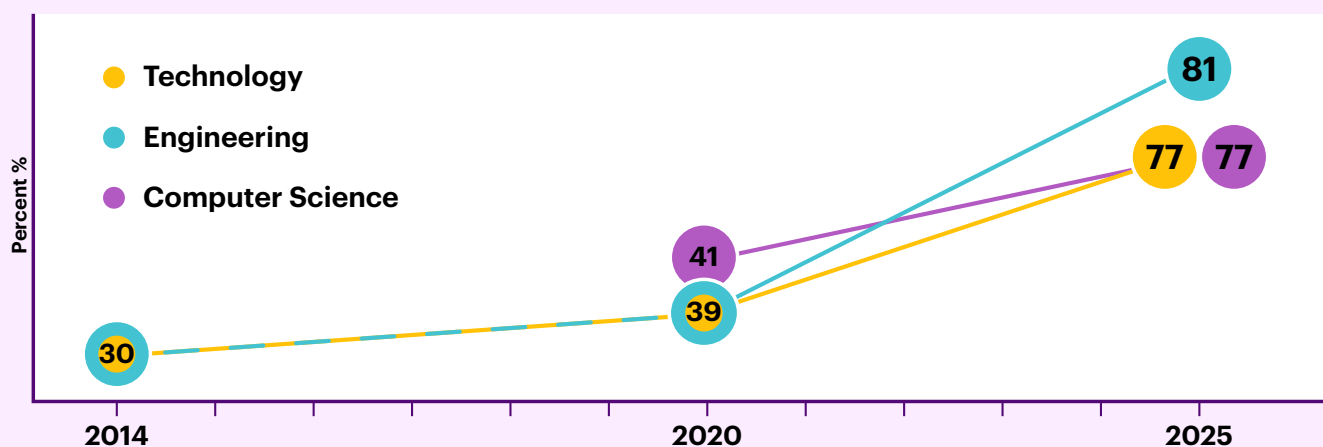
Treating STEM as a single category obscures real differences in what programs offer and what families value. The fields of science, technology, engineering, math (and computer science) are often grouped together as they are deeply intertwined, but treating the subjects as a single category can conflate very different activities and opportunities. A program where children work out optimal growing conditions in a community garden and one that offers coding and robotics are all “STEM programs,” yet they deliver very different experiences and reach families with very different expectations. Science and math are offered most commonly, but there has been a dramatic growth in availability of all the individual STEM subjects. This is especially true for computer science, technology, and

engineering programs, which have nearly doubled in the past five years.

- ▲ Science and math are the most widely available subjects growing from 49% to 85% and 62% to 87%, respectively, in five years. These are also the subjects parents rate most important (73% and 71%), and the ones parents are most satisfied with (66% and 69%).
- ▲ Availability of computer science, technology, and engineering has grown dramatically, nearly doubling in five years (77%, 77%, and 81%). But the importance parents place on these subjects is lower, and satisfaction lags behind science and math.

ACCESS TO COMPUTER SCIENCE, TECHNOLOGY, AND ENGINEERING OFFERINGS IN AFTERSCHOOL PROGRAMS HAS ALMOST DOUBLED

Percentage of parents that report their child's afterschool program offers the following activities*



*The 2014 and 2020 surveys asked about technology and engineering activities as a single combined answer option.

There are some noteworthy differences.

- Higher-income families place slightly more importance on computer science (61%), technology (62%), and engineering (64%) than lower-income families (56%, 57%, and 59% respectively), though the gap is modest.
- Parents of girls place lower importance on computer science, technology, and engineering (53%, 56%, 58%) than parents of boys (63% across all three), and these subjects are also slightly less available to girls. This combination points to where gender equity efforts are most needed.

During the summer, low-income parents place higher importance on all the STEM subjects than high-income families, as do Black, Hispanic, and Native American parents compared to White parents.

- Additionally, math drops most sharply as a priority, while science holds essentially steady, aligning with the hands-on, experiential learning parents likely want from the summer months.

Afterschool and summer programs are opportune spaces for young people to engage and experiment with a variety of STEM subjects and activities. This report shows that parents are aware of the differences between the various topics that comprise “STEM” and want their children to have a diverse array of opportunities to engage with these fields. Afterschool programs are stepping up to meet this need, but real gaps remain in computer science, technology, and engineering, where availability, parent priority, and satisfaction all lag.



Rural parents value STEM but face big gaps in afterschool STEM access

Rural communities bring real strengths to STEM learning, from familiarity with the natural world to hands-on experience with the land, tools, and industries that shape daily life. But rural families already face persistent barriers to afterschool access.⁶ For STEM specifically, those barriers are compounded by a supply gap that leaves rural children with fewer opportunities than their suburban and urban peers. Summer programs are also less accessible to rural parents—12% of rural families have a child in a summer STEM camp versus 19% of urban families. The shortfall reflects supply, not demand, which can be addressed through targeted investment.

- ▶ Rural parents value STEM. A majority (55%) say STEM is an important priority when choosing a program, and they rate science highest of any STEM subject (66%). Suburban and urban parents also rate science as their highest priority subject (68% and 82% respectively).
- ▶ Among rural children who are able to enroll in a program, 88% have access to STEM, compared with 96% of urban families. However, only 39% of parents in rural areas report their child participates in STEM activities at least two to three times per week, compared to 67% of parents in urban areas.
- ▶ Fewer rural parents report that their child's afterschool program offers computer science, technology, and engineering—availability lags behind urban areas by 15 points or more. Satisfaction tracks that gap: Among rural parents with children in programs, 50% are satisfied with STEM offerings, compared to 73% of urban parents with children in programs. The largest gaps are in technology (43% rural versus 70% urban) and computer science (46% versus 72%).
- ▶ Distance compounds disadvantage. For rural families living more than 30 miles from a metro area, overall STEM availability falls to 85%, and satisfaction also falls to 42%, the lowest of any group.

RURAL PARENTS REPORT FAR FEWER STEM OPPORTUNITIES

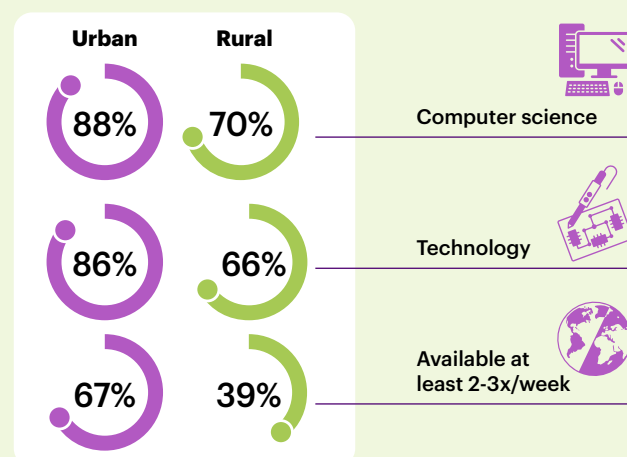


Photo credit: Children Learning through Outdoor Experiences (ChLOE) Media

Rural parents value and seek out experiences that prepare their children for what comes next.

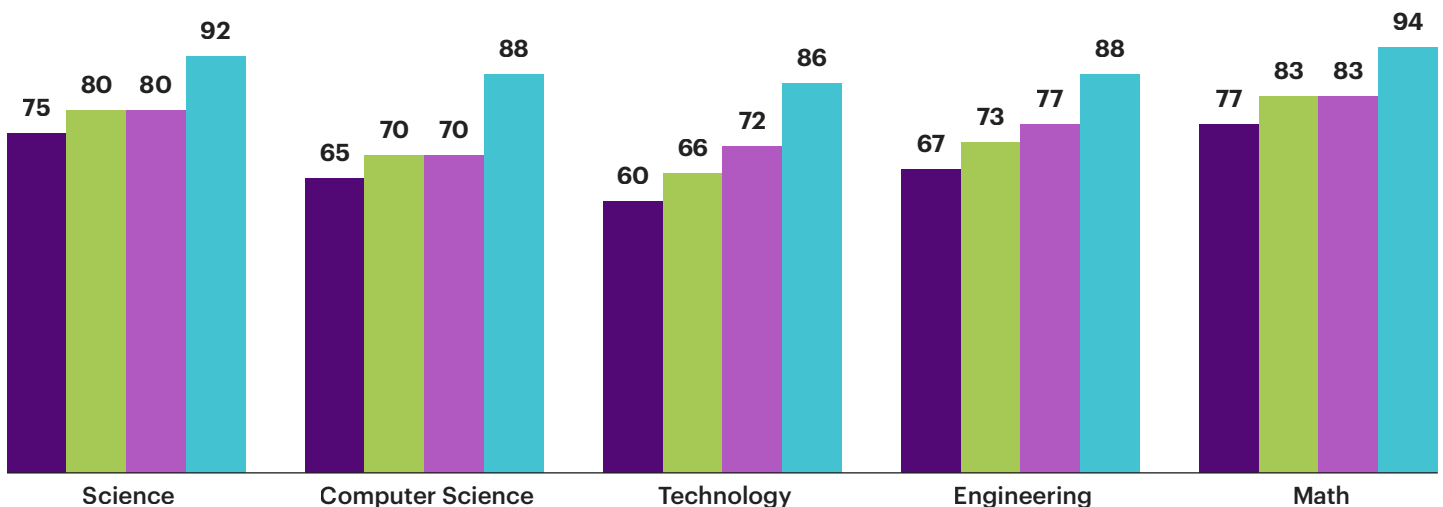
▲ Sixty-five percent of parents of middle schoolers and high schoolers consider college and career exploration important, and a majority (58%) view work-based learning experiences such as internships and apprenticeships as important. Such hands-on, career-connected experiences can draw young people into STEM fields and pathways.

▲ Eighty-five percent consider opportunities to develop communication, teamwork, critical thinking, leadership, and entrepreneurship skills important—these are durable skills that STEM learning cultivates and that STEM careers demand. Rural parents also report strong satisfaction (81%) with opportunities to build teamwork and social skills, and more moderate but still majority satisfaction with college and career exploration (58%) and work-based learning experiences (54%).

Rural parents clearly value these STEM-connected experiences, providing a strong foundation of demand that afterschool programs are well positioned to build on.

A larger percentage of families in urban areas have access to STEM in afterschool compared to rural and suburban areas

● Rural (30+ miles from metro area) ● Rural ● Suburban ● Urban



STEM and older youth: Future preparation top of mind for parents

Older youth participate in afterschool programs at lower rates than younger children,[‡] but the parents of teens who attend value STEM highly, especially the subjects and experiences they see as preparation for what comes next.

Parents of older youth value programs that prepare their children for the future. Sixty-nine percent of parents of high schoolers say STEM is an important factor when choosing a program, compared to 62% of elementary parents.

Computer science shows the sharpest shift, rising from 53% importance among elementary school parents to 68% among high school parents.

- ▲ Programs are responding to the demand. Computer science and technology, the two subjects parents of older youth prioritize most, are also where availability rises most with grade level, climbing from 75% to 82% and 74% to 81% respectively from elementary to high school.
- ▲ Parent satisfaction with their child's STEM programming in afterschool overall as well as with computer science and technology specifically also rises steadily from elementary school to high school.
- ▲ Parents report that afterschool programs for their middle and high schoolers offer STEM at least two to three times a week at higher rates (58% and 63%, respectively), than for their elementary schoolers (49%). Older youth may be a smaller share of participants, but they are not disengaged.

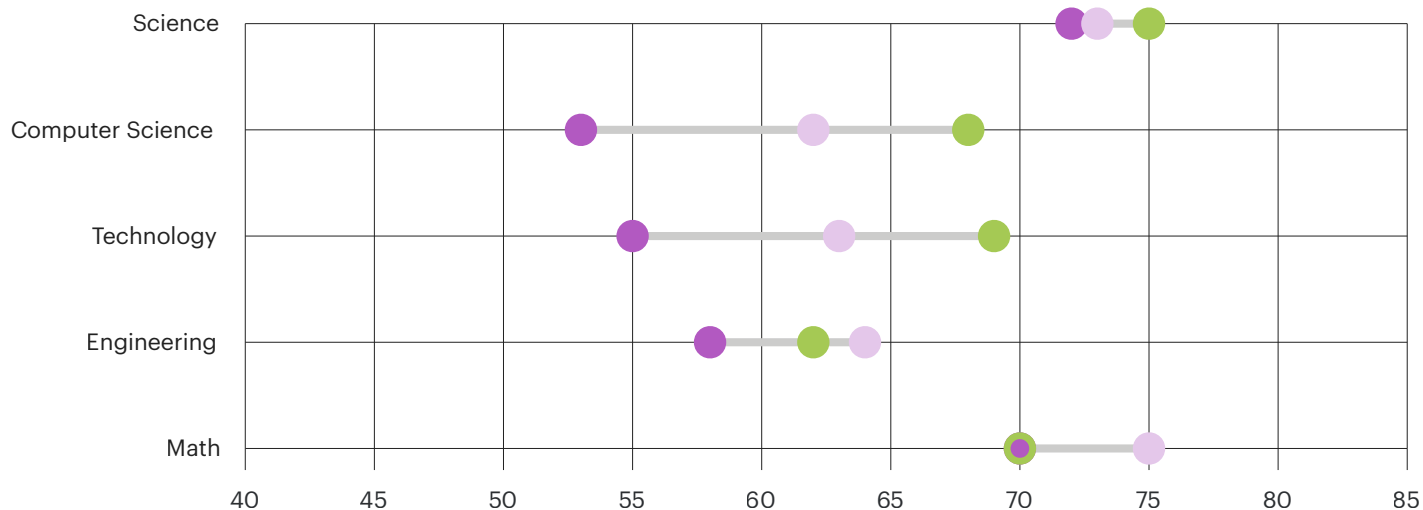
- ▲ Parents of older teens increasingly value experiences that prepare their children for both careers and engaged community life.
 - Eighty-one percent of high schooler parents consider college and career exploration important when selecting their teen's afterschool program, compared to 64% of middle school parents; and 75% of high school parents value work-based learning such as internships and apprenticeships, compared to 63% of middle school parents.
 - Interest in afterschool programs offering service learning follows the same upward pattern, reaching 77% among high school parents overall compared to 63% for parents of elementary school students. It rises to a high of 82% for parents of 11th graders and 83% among parents of 12th graders—likely reflecting the value parents place on older youth contributing as community members. For the service-learning expectations many high schoolers encounter, STEM in afterschool can offer options to meet those requirements, from community tech projects to monitoring environmental ecosystems.

[‡] Although older youth participate in afterschool programs at lower rates than younger children, almost half of afterschool program participants are middle and high schoolers: Among children who participate in afterschool programs, 55% are in elementary school, 21% in middle school, and 24% in high school. The unmet demand for afterschool programs is also high across grade levels: Among elementary school students not in an afterschool program, 58% would be enrolled by their parents if a program were available, as would 49% of middle school students and 38% of high school students not in an afterschool program.

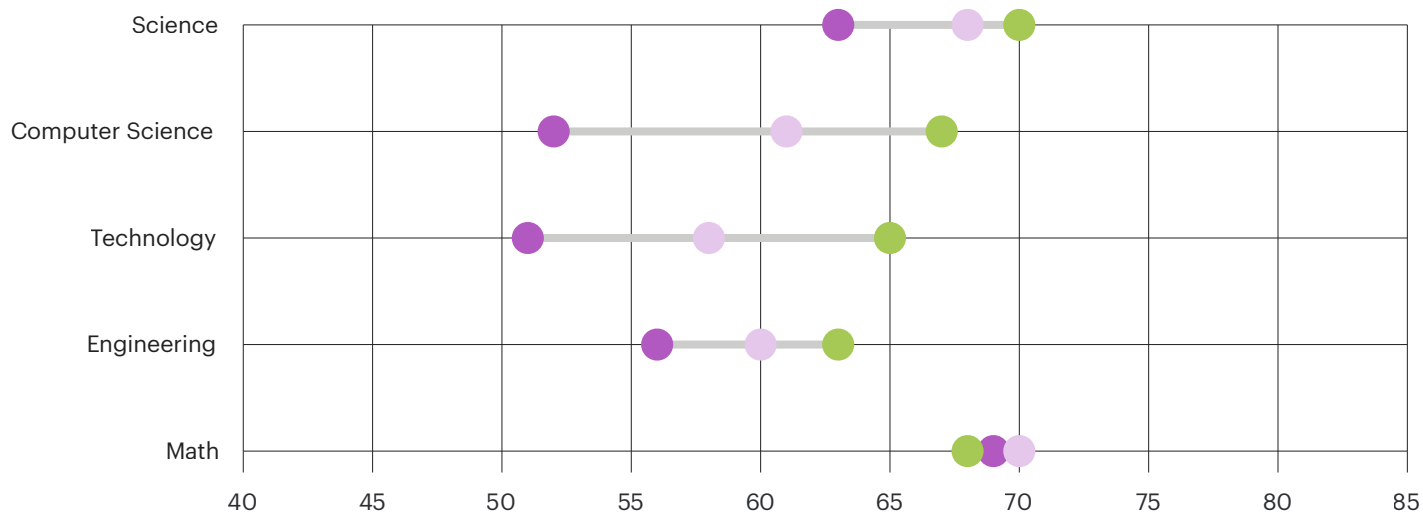
Parents of older youth want STEM and are more satisfied with STEM than parents of elementary-age children

GRADE OF CHILD IN AFTERSCHOOL ● K-5 ● 6-8 ● 9-12

Percentage of parents reporting STEM is extremely or somewhat important in their child's afterschool program selection



Percentage of parents reporting they are extremely or somewhat satisfied with STEM in their child's afterschool program



Parents prioritize social and durable skills development over specific content areas, offering an opportunity to contextualize and position STEM more expansively

When parents choose an afterschool program, they want their child to be safe, to belong, and to build the confidence and skills to navigate a complex world. Specific content areas, including STEM, rank below these priorities, but that is not a reason to set STEM aside. The durable skills parents most want are exactly the capabilities high-quality STEM engagement builds, and in an economy increasingly shaped by AI, they are exactly what the future demands.⁷

- ▲ Durable skills are a top priority, and programs are delivering. Eighty-seven percent of parents rate skills like communication, teamwork, and critical thinking as important, and 82% are satisfied that programs are building them.
- ▲ STEM provides a context in which those skills can develop. Durable skills do not form in the abstract; they emerge when young people debug a circuit, test a hypothesis, or design a solution to a real-world problem. A child learning to code is also learning to persist through failure; a team engineering a bridge is also learning to collaborate and communicate.
- ▲ Parental priorities and economic priorities are converging. The durable skills parents value most are the same capabilities employers increasingly cite as essential in an AI-enabled workplace, positioning afterschool, rooted in positive youth development, to deliver on both together.
- ▲ AI raises the premium on STEM literacy. Judging whether an AI's output is plausible requires the content knowledge and reasoning these tools appear to make effortless. This makes the access and supply gaps in this report more consequential: The children with the least access risk being left furthest behind in the world AI is building.



Photo credit: Christina Marie Hicks, for Sawhorse Revolution

Parents place a higher priority on and are more satisfied with opportunities to build durable skills than any specific content area in their child's afterschool program

Extremely/somewhat important Extremely/somewhat satisfied

DURABLE SKILLS

Opportunities to interact with peers and build social skills



Opportunities to build confidence



Opportunities to develop skills like communication, teamwork, critical thinking, leadership, and entrepreneurship



CONTENT-SPECIFIC SKILLS

College or career exploration



Music or arts



STEM





trubel&co

A national nonprofit



Photo credit: trubel&co

Tech and durable skills along with community service come together in trubel&co's Mapping Justice program. Through Mapping Justice, young people explore challenges in their own communities using Geographic Information System (GIS) mapping—from examining hurricane impacts on Florida's population to mapping correlation between food deserts and school performance in Philadelphia. The approach builds technical proficiency with STEM tools while developing the training and communication skills young people need to stay engaged in civic life long-term,

positioning them as active drivers of community solutions—all while earning college credit.

Building on Mapping Justice, trubel&co has also launched a tool for educators to extend the power of data civics and place-based inquiry to students nationwide, helping youth explore community challenges through vetted datasets. Built on an AI backbone called CivicScape, it helps educators design tailored lesson plans around young people's interests.

Recommendations

The findings point to a clear path forward. The afterschool field has proven it can deliver STEM at scale; the task now is to make that opportunity universal and to ensure every program is high quality. The recommendations that follow are directed to those best positioned to act: policymakers, funders, and the programs and partners who deliver STEM learning opportunities.

For Policymakers

- ▶ **Expand access to afterschool and summer programs, with targeted investments in underserved and rural communities.** Ensure funding is sufficient to meet the demand and enable afterschool and summer programs to address the most common barriers and provide high-quality programming, especially for the most geographically isolated and low-income families.
- ▶ **Fund both availability and frequency.** Getting children into programs is the first step; ensuring they can engage with STEM consistently is the next. Funding should support regular, sustained participation, particularly for children in low-income and rural families, who currently engage least often. Including afterschool programs in all relevant STEM legislation and funding streams as eligible partners will ensure more resources and allow more young people to benefit.
- ▶ **Direct summer funding to the communities where demand most outpaces access.** The parents who place the highest importance on summer STEM—low-income, Black, Hispanic, and Native American families—are among the least likely to have a child in a camp and the most concerned about summer learning loss. There is also great unmet demand for access to summer STEM camps in rural areas. Dedicated summer funding streams can help close a gap families have identified.⁸
- ▶ **Include afterschool STEM in state frameworks taking shape now.** A growing number of states are creating dedicated funding for afterschool and summer learning. Many are also adopting Portrait of a Graduate frameworks, which define the durable skills and competencies—like critical thinking, communication, and collaboration—students should have by graduation.^{9,10} Recognizing afterschool as an integral part of the STEM learning ecosystem, will provide more opportunities for young people to build the skills they need for the future.

For Funders

- ▶ **Increase targeted investment in the STEM subjects that lag.** Computer science, technology, and engineering trail science and math on afterschool availability, parent priority, and satisfaction. Because AI literacy builds on these fields alongside science and math, programs and practitioners need support to offer these activities. Maintain resources for science and math while directing additional resources toward the other STEM subjects, especially for programs serving or seeking to serve older youth. Ensure adequate funding is allocated for staff professional development and to establish partnerships with technical and industry experts.
- ▶ **Treat affordability as the central lever for summer.** High satisfaction among parents shows that afterschool and summer STEM models work once children get in the door. But with nearly half (45%) of families paying more than \$200 a week for summer STEM camps, and free programming shrinking, it is critical to invest in scholarships and to allow for sliding-scale fees and free community-based offerings.
- ▶ **Invest in staff capacity to deliver STEM as a vehicle for whole-child development.** Support professional development that helps staff link STEM intentionally to the durable skills parents prioritize and to community-connected learning, strengthening afterschool's position as an institution suited to an AI-enabled world.
- ▶ **Disaggregate STEM in grantmaking and reporting.** Treating STEM as a single category obscures real gaps by subject, gender, income, and geography. Request subject-level reporting to target investment where it can have the most impact.

For Programs and Their Partners

- ▲ **Build partnerships with STEM-rich institutions.** Science centers, museums, and universities have expertise most programs cannot replicate alone. The afterschool field offers a trusted, ready-made network through which to extend the reach of STEM-rich institutions, especially in communities where access to those organizations is limited.
- ▲ **Make the connection between STEM and durable skills explicit.** Parents prioritize safety, belonging, and durable skills over STEM content, but afterschool STEM delivers on all of these priorities. Communicate clearly with families about how STEM builds the confidence, teamwork, and critical thinking they are already seeking.
- ▲ **Root programming for teens in real-world contexts.** Older youth and their parents want applied, future-oriented learning. Design STEM experiences around community challenges and career-connected opportunities that show teens how these fields can address problems they care about.
- ▲ **Communicate clearly about STEM offerings.** Nearly a quarter of parents indicate neutrality or uncertainty about their satisfaction levels with the STEM programming in their child's afterschool program. Straightforward, accessible communication can increase awareness, engagement, and confidence in what programs are delivering.



Photo credit: Malu Tavares, for STEMarts Lab

Conclusion

Over the past decade, STEM in afterschool has gone from a promising idea to reaching nearly all the young people participating in a program because practitioners, advocates, and funders made a sustained commitment and the afterschool field has now proved it can deliver. That capacity, the ability to adopt and scale what young people need without losing what makes the afterschool field distinct, is among this report's most important findings.

But the progress is not yet evenly shared. The barrier for afterschool STEM has shifted from whether programs offer STEM to whether children can reach a program at all, and it falls hardest on the rural and low-income families who often stand to benefit most. The gaps that remain, by community, by subject, by gender, are not necessarily gaps in what families want. They reflect gaps in supply, something targeted investment can close.

Additionally, approximately half of the children whose parents want them to be in a structured summer experience cannot access it, leaving 12.6 million children without these opportunities. Families who find a summer STEM camp are overwhelmingly satisfied (97%), but cost is steep: More than 2 in 5 (45%) pay more than \$200 per week, and free programming has declined since 2019.

The stakes are rising for closing this gap. As AI reshapes work and daily life, STEM literacy is becoming more foundational, not less, and the children with the least

access risk being left furthest behind in the world they are already in and will need to further shape. At the same time, the moment holds real promise: States are creating new funding for afterschool and summer learning, and frameworks like Portrait of a Graduate are prioritizing exactly the durable, applied skills that high-quality STEM is built to develop.

Public support is also broad. Ninety-five percent of parents with a child in an afterschool program that offers STEM favor public funding for programs in communities with few opportunities for young people. This underscores a shared conviction that these opportunities should reach every child.

The task ahead is not to prove the model works. The families who are able to access these programs have already told us it does. The task is to ensure that every young person, in every community, can get through the door and that the opportunity waiting on the other side prepares them to thrive. That means turning today's momentum—federal funding opportunities, new state funding streams,¹¹ new competency frameworks—into durable investments, so every young person can build the STEM fluency an AI-driven world will demand, not just the ones lucky enough to find a program near them. The afterschool field has shown the will and the capacity to step up. The work now is to make sure the investment, the policy, and the societal will are in place to make it happen.

References

- 1 Xia, X., Bentley, L.R., Fan, X. et al. (2025). STEM outside of school: A meta-analysis of the effects of informal science education on students' interests and attitudes for STEM. *International Journal of Science and Mathematics Education*, 23, 1153–1181. <https://doi.org/10.1007/s10763-024-10504-z>
- 2 Allen, P. J., Noam, G. G., & Little, T. D. (2017). Multi-state evaluation finds evidence that investment in afterschool STEM works. STEM Ready America: Inspiring and Preparing Students for Success with Afterschool and Summer Learning. Retrieved from <http://stemreadyamerica.org/multi-state-evaluation-finds-evidence-that-investment-in-afterschool-stem-works/>
- 3 Afterschool Alliance. (2015). *America After 3PM — Full STEM Ahead: Afterschool Programs Step Up as Key Partners in STEM Education*. <https://afterschoolalliance.org/AA3PM/STEM.pdf>
- 4 Afterschool Alliance. (2021). *America After 3PM — STEM Learning in Afterschool on the Rise, but Barriers and Inequities Exist*. <https://afterschoolalliance.org/documents/AA3PM/AA3PM-STEM-Report-2021.pdf>
- 5 Afterschool Alliance. (2025). *America After 3PM - Lost Opportunity: Afterschool in Demand, But Out of Reach for Many*. <https://afterschoolalliance.org/documents/AA3PM-2025/AA3PM-Lost-Opportunity-Afterschool-in-Demand-But-Out-of-Reach-for-Many-Full-Report-2025.pdf>
- 6 Afterschool Alliance. (2021). Spiking demand, growing barriers: The trends shaping afterschool and summer learning in rural communities. <https://afterschoolalliance.org/documents/AA3PM/AA3PM-Rural-Report-2021.pdf>
- 7 Allen, P.J., & Noam, G. G. (2024). A systematic review of STEM and social emotional development in out-of-school time programs: Executive Summary. Institute for the Study of Resilience in Youth. https://www.isry.org/s/STEM_SED_systematic_review_exec_summary.pdf
- 8 Afterschool Alliance. (2026). *America After 3PM - The Summer Struggle for Everyday Families: Affording the Opportunities Parents Want for Youth*. <https://afterschoolalliance.org/documents/AA3PM-2025/AA3PM-The-Summer-Struggle-for-Everyday-Families-Report-2026.pdf>
- 9 CASEL. (2024). Portraits of a Graduate Strengthening Career and College Readiness Through Social and Emotional Skill Development. <https://casel.org/portraits-of-a-graduate-2024/?view=1>
- 10 Overdeck Family Foundation/Hanover Research. (2026). National Scan of Portrait of a Graduate Competencies & Metrics. <https://insights.hanoverresearch.com/hubfs/PoG-Ntl-Scan-Overdeck-2026.pdf>
- 11 Afterschool Alliance. (2026). State Investments in Afterschool and Summer: Growing Support for Youth, Families, and Communities. <https://afterschoolalliance.org/documents/State%20Investments%202026.pdf>

To access the full report and methodology, visit aa3pm.co

About the Survey

America After 3PM is a national online survey of parents or guardians of school-aged children, with supplemental interviews conducted by telephone. Data were collected by Edge Research on behalf of the Afterschool Alliance. The fifth edition of *America After 3PM* surveyed 30,515 U.S. parents or guardians with a school-age child living in their household, completing at least 200 interviews in all 50 states and Washington, D.C., between January 31 and April 21, 2025. The overall margin of error for the child- and household-level data is +/- < 1%. Projections for child-level data represent school-age children in the United States, based on the U.S. Census Bureau's October 2022 Current Population Survey.

The *America After 3PM* special report, "Afterschool STEM Takes Off: Programs Offer More STEM Than Ever, But Too Many Young People Still Miss Out," is based on research funded by Overdeck Family Foundation. Founded in 2011, Overdeck Family Foundation aims to provide all children the opportunity to unlock their potential. The Foundation partners with education organizations dedicated to helping more children enter school ready to thrive, succeed in literacy and math, and develop the skills and agency to shape their futures.

About the Afterschool Alliance

The Afterschool Alliance is working to ensure that all children have access to affordable, quality afterschool programs. Learn more at afterschoolalliance.org



[afterschoolalliancedc](https://www.facebook.com/afterschoolalliancedc)



[afterschool4all](https://twitter.com/afterschool4all)



[afterschool4all](https://www.instagram.com/afterschool4all)



[afterschool-alliance](https://www.linkedin.com/company/afterschool-alliance)

