

Effects of family support and pride in underserved youth

Family support and pride are essential in the development of underserved youth. The article, “Exploring the role of family support and ethnic pride in cultivating the academic and career resourcefulness of underserved youth in an afterschool program,” goes on to explain the internal and external factors that support the academic and career resourcefulness of adolescents from underserved backgrounds. Individuals’ academic resourcefulness and career aspirations were positively associated with their perception of their external supportive networks, such as the joint contributions in afterschool programming and their family support (Lee et al., 2022). The Salvation Army takes part in this by providing high-quality afterschool programs that serve children and youth of all ages. The Salvation Army provides one-on-one assistance with homework and school assignments and the teaching and advancement of literacy and study skills. This simple engagement with underserved youth assigns healthy minds and bodies, which are crucial elements of youth development.

The influence of after-school programs on low-income children and adolescents

Interaction and participation are potent tools for stimulating growth in children and adolescents. It is essential for developing children, especially those growing up in poverty. The Salvation Army is a place that offers no-fee, low-cost after-school programs for children from low-income neighborhoods a chance to play sports, learn athletic skills, and encourage healthy, safe relationships with friends through better social skills. The article, “Afterschool programs, extracurricular activities, and unsupervised time: Are patterns of participation linked to children’s academic and social well-being,” explains that children who regularly attended a high-quality after school program alone or combined with extracurricular activities reported by teachers to have higher academic performance, work habits, and task persistence, with less aggression towards peers compared to those children whose after-school hours were unsupervised. Along with an increase in school performance, after-school programs alone show a decrease in child self-reports of minor misconduct than unsupervised time combined with extracurricular activities (Vandell et al., 2020). Implementing more supervised after-school programs in conjunction with extracurricular activities would substantially benefit the community, significantly lower income areas.

References:

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- Vandell, D. L., Simpkins, S. D., Pierce, K. M., Brown, B. B., Bolt, D., & Reisner, E. (2020). Afterschool programs, extracurricular activities, and unsupervised time: Are patterns of participation linked to children's academic and social well-being? *Applied Developmental Science*, 1–17. <https://doi.org/10.1080/10888691.2020.1843460>