



The Relationship between Economic Status and Extracurricular Participation in Palo Alto



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INTRODUCTION

There is an inequity issue between students of various socioeconomic classes and their participation in extracurricular activities. The achievement gap seems to extend beyond academics and into extracurriculars as these activities become increasingly expensive, shutting out families of lower income (Hoffmann, 2006). This is important because participation in extracurricular activities has proven to lead to a successful life, in terms of one's future, personality, health, and their impact on the community (Wong, 2015).

METHODOLOGY

1 Background Research

Learning about the relationship between socioeconomic status and extracurricular participation to get a better understanding of the topic.

2 Survey

Surveying managers of a local soccer club in order to gather quantitative and qualitative data about the current scholarship program.

3 Synthesis and Analysis

Summarizing finding through correlational summaries and coding in order to identify the issue.

4 Implementation

Hopefully remedy the issue with newly developed scholarship program.

DATA AND FINDINGS

The following statistics are results taken from 21 managers of a local soccer club since they are the best representative for each team.

\$929

Average cost per player per season

\$400-\$600

Money given to team for scholarship player(s)

\$887

Average amount of money the rest of the team had to pay for scholarship player(s)

65%

Percentage of teams that have at least one player on a scholarship

25%

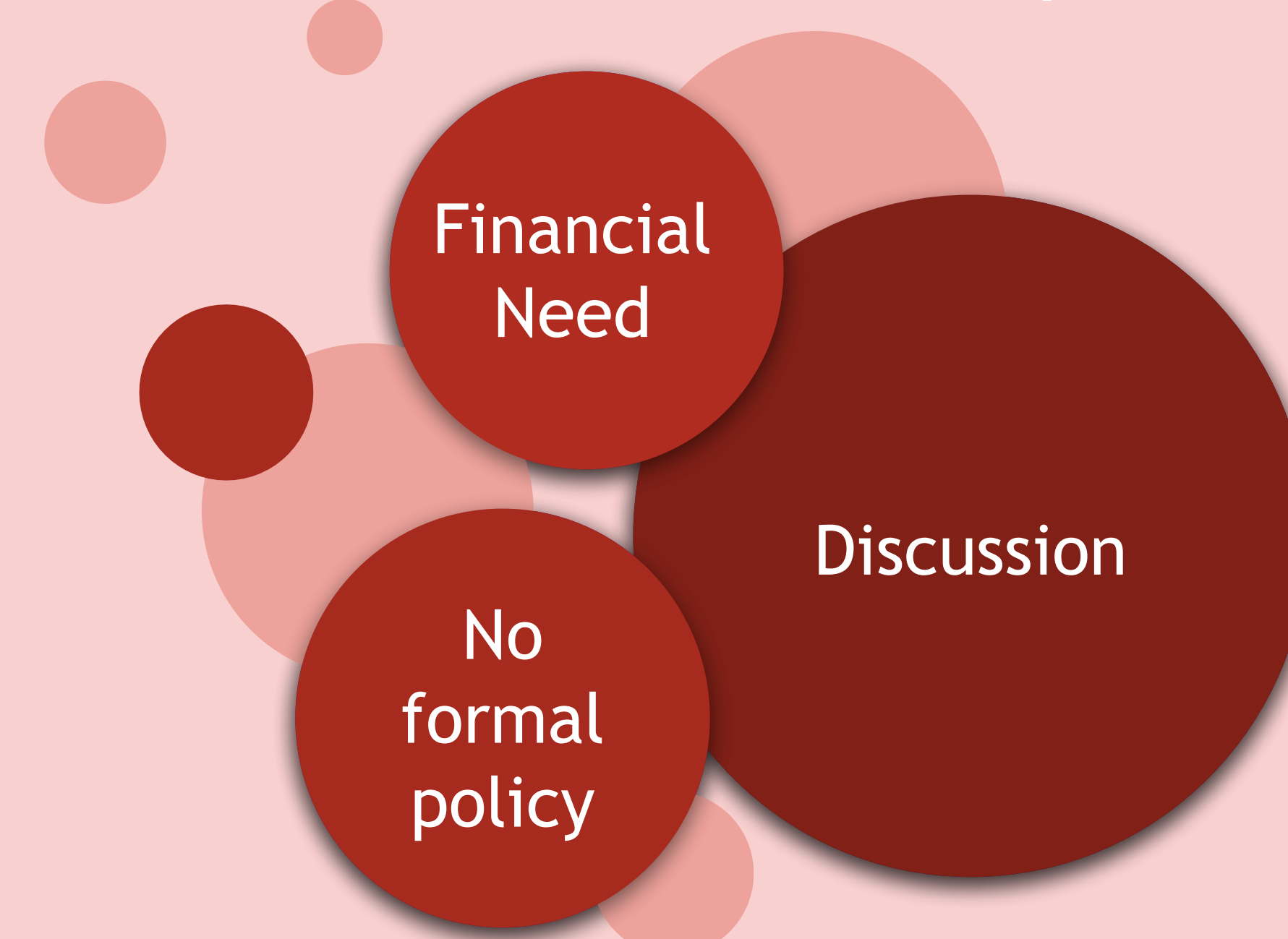
Percentage of teams have heard of someone leaving the club because they cannot afford it

DISCUSSION, ANALYSIS, AND EVALUATION

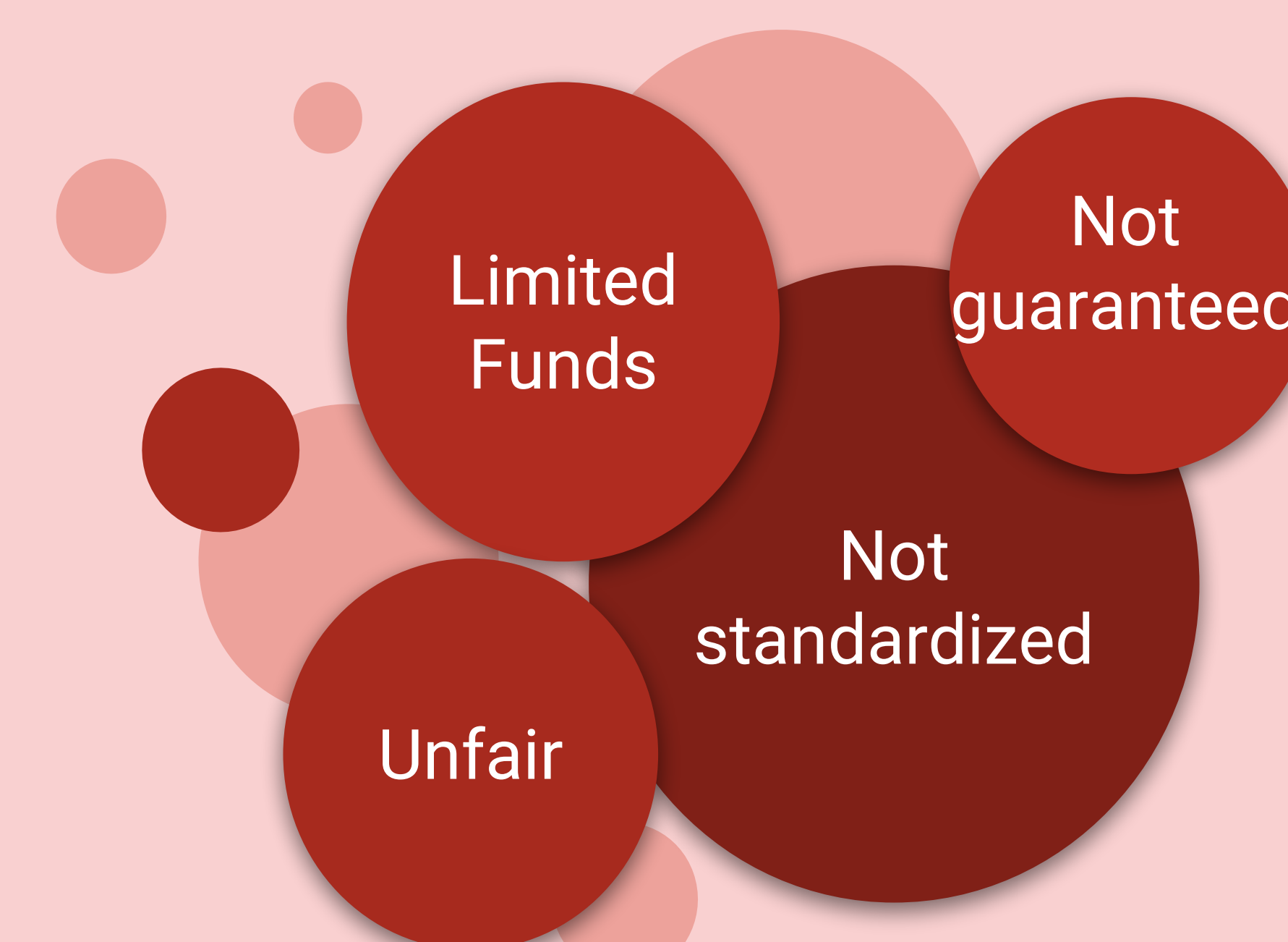
1. Coding

The diagrams below represent the most common themes from the answers to the following questions. Size corresponds with amount of times stated.

Q1: How do you determine if someone should receive a scholarship?



Q2: Benefits and drawbacks of the current scholarship program?



2. Correlational summary

Amount of scholarship money received vs. Number of scholarship players

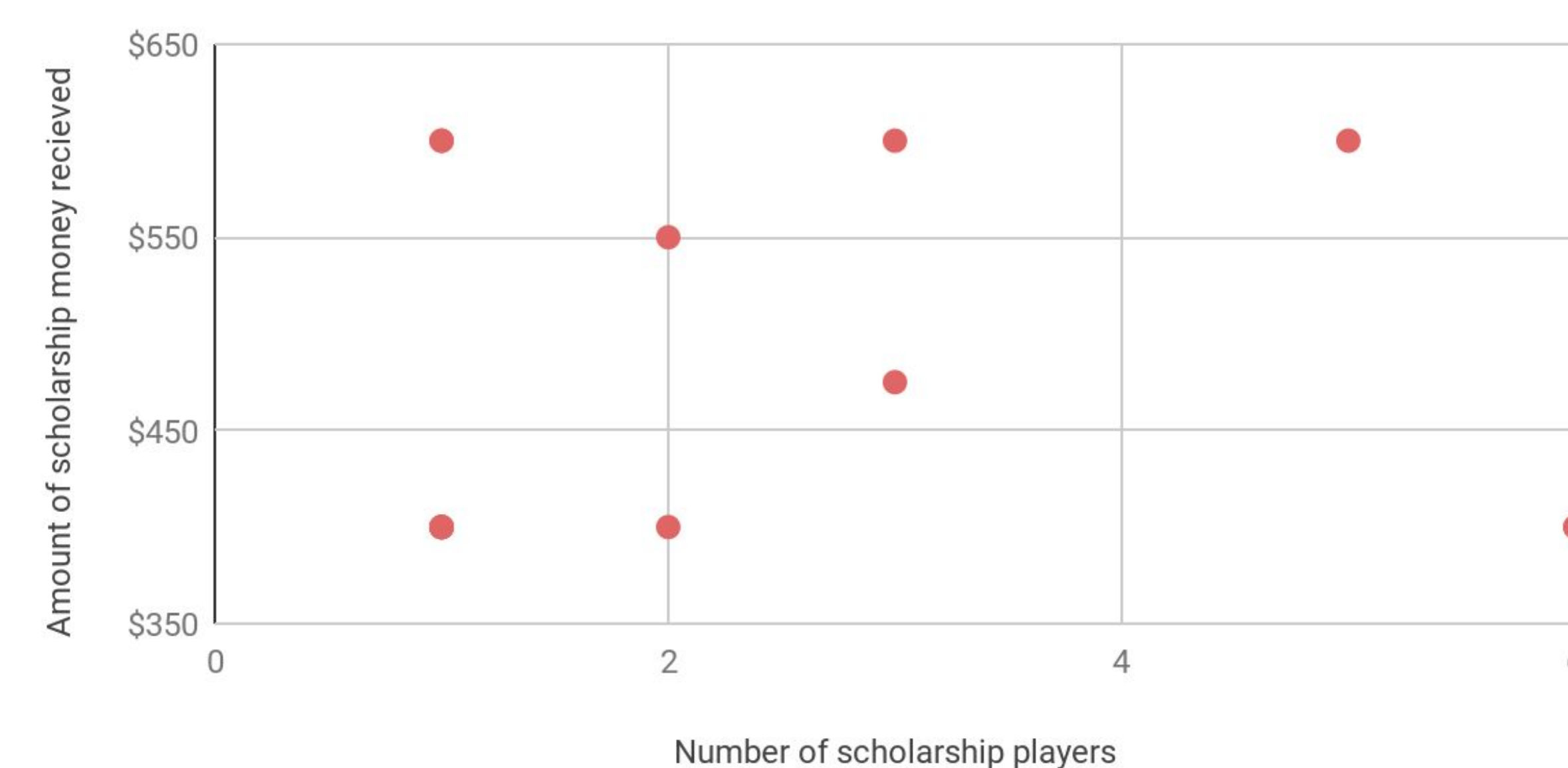


Figure 1: In this graph, the amount of scholarship players is compared with the amount of money the team received for scholarship players.

CONCLUSIONS AND IMPLICATIONS

My research has led me to believe that there is a need for a new scholarship program at this club. One of the most relevant themes presented in answers to both of the questions coded is the lack of structure of the current scholarship program. This is also supported by my qualitative data. As Figure 1 shows, the number of scholarship players has no correlation to the amount of funding given to the teams by the club, as is should be because more scholarship players would inevitably cost more money. This means the club has to limit individual benefits, deterring scholarship players. And while the funds given by the club help, the teams still have to make up an average of \$887 to support the scholarship player(s), which is unfair as some teams have more scholarship players than others. Another major issue brought forward by the data is the limited funds from the club itself. This combination of lack of structure and lack of funds is making it harder for children of lower socioeconomic classes to be supported, which can--in extreme cases--lead to them leaving the club.

NEXT STEPS



As part of my action research, a new scholarship program is being drafted and will hopefully be implemented. This new scholarship program addresses financial needs systematically and players are evaluated as an individual, no longer evaluated as a team. In addition, various fundraisers and donation opportunities will be available so there is more financial support for this scholarship program.

ACKNOWLEDGEMENTS / REFERENCES

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Works Cited:

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Wong, A. (2015, January 30). The activity gap. *The Atlantic*. Retrieved from <https://www.theatlantic.com/education/archive/2015/01/the-activity-gap/384961/>