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Autore	Barnes Carolyn <1987->
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Sommario/riassunto	On weekday afternoons, dismissal bells signal not just the end of the school day but also the beginning of another important activity: the federally funded after-school programs that offer tutoring, homework help, and basic supervision to millions of American children. Nearly one in four low-income families enroll a child in an after-school program. Beyond sharpening students' math and reading skills, these programs also have a profound impact on parents. In a surprising turn—especially given the long history of social policies that leave recipients feeling policed, distrusted, and alienated—government-funded after-school programs have quietly become powerful forces for political and civic engagement by shifting power away from bureaucrats and putting it back into the hands of parents. In <i>State of Empowerment</i> Carolyn Barnes uses ethnographic accounts of three organizations to reveal how interacting with government-funded after-school programs can enhance the civic and political lives of low-income citizens.

