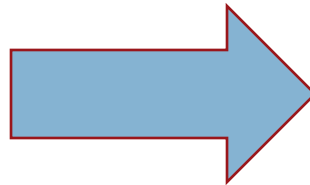


COVID-19 Disruption: Out of School Time Became All the Time

Families, Schools, Community Organizations, and leaders at all levels had to and still are making hard decisions and facing new constraints while simultaneously trying to meet COVID-related requirements, address egregious inequities, and acknowledge innovative responses.

Limited Resources

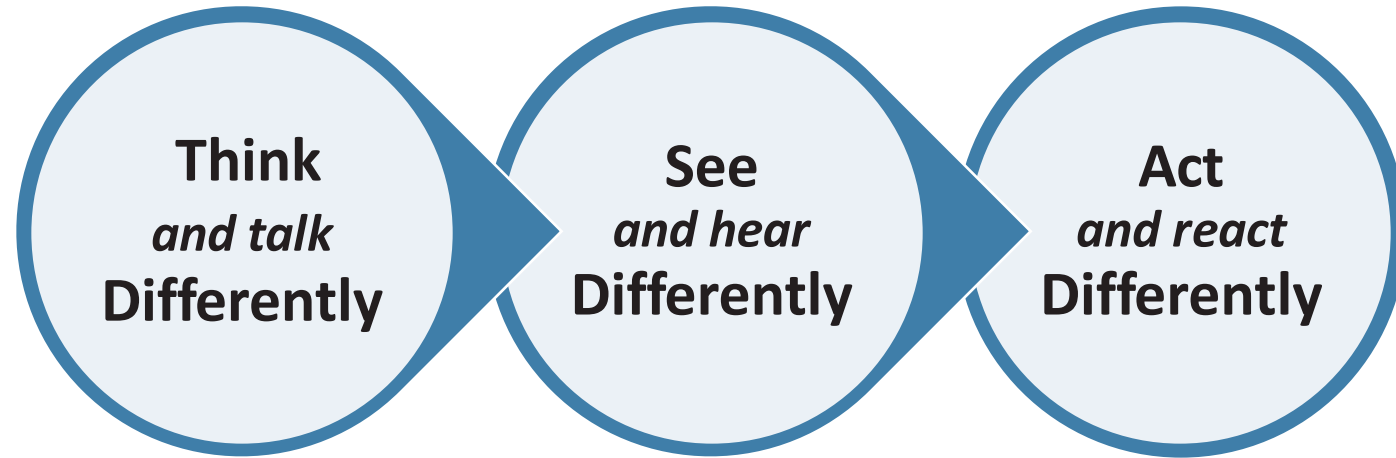
TIME
SPACE
PEOPLE
SKILLS
MONEY
RELATIONSHIPS
PARTNERS



Multiple Priorities

SAFETY
SUPPORTS
SERVICES
INSTRUCTION
CONNECTIONS

Disruption creates opportunity to



...and Coordinate Differently

Recognize and advocate for sustained coordinating capacity that makes it easier to expect that individuals within families, programs, organizations and systems can get access to and have the authority to use the information, people, resources, cover they need to make ecosystem-responsive decisions.

THE
POWER
EACH & EVERY
ADULT CARRIES



In Every
Setting

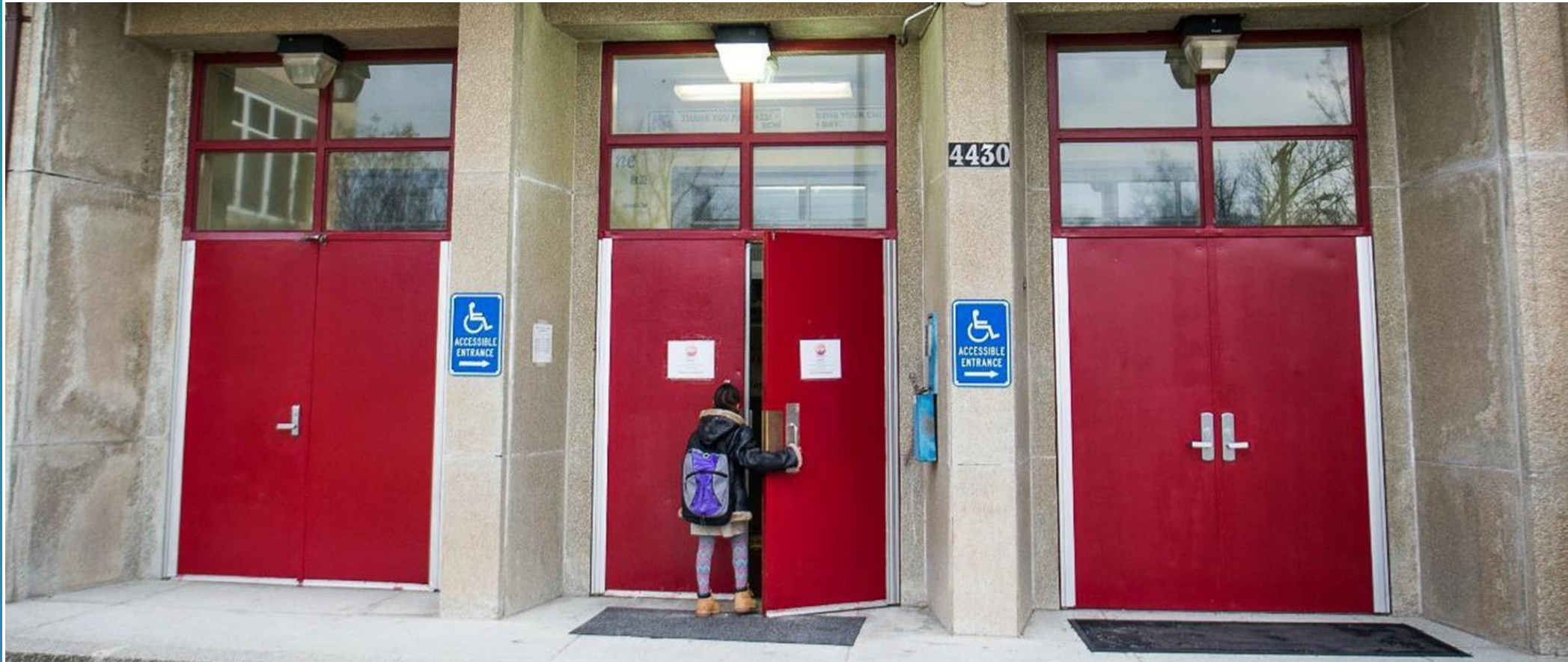


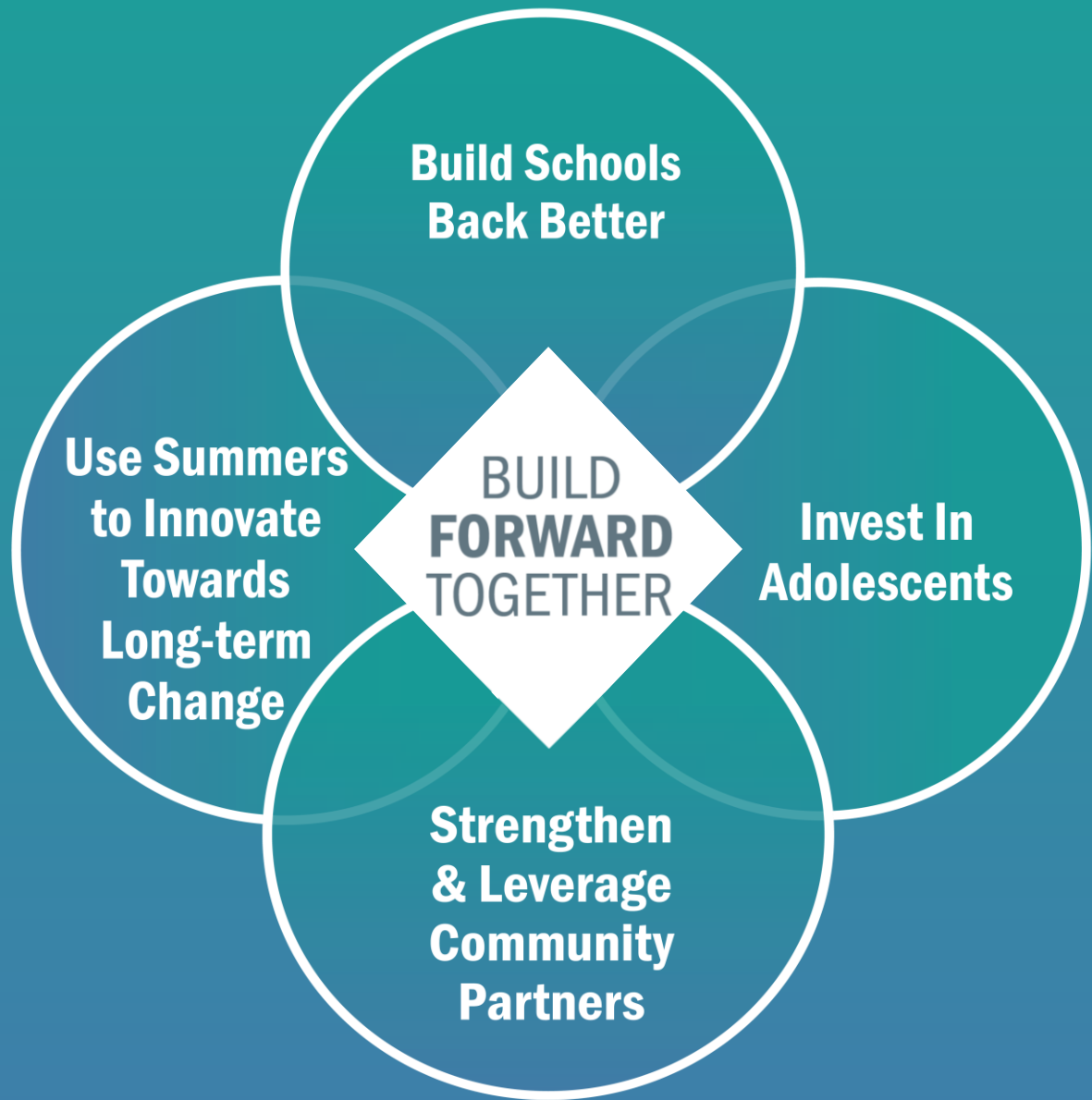
In Every School,
Family & Community
Organization



For Every
Learner

Think and Talk Differently About Learning, Settings and Adults





Consider Five Strategies

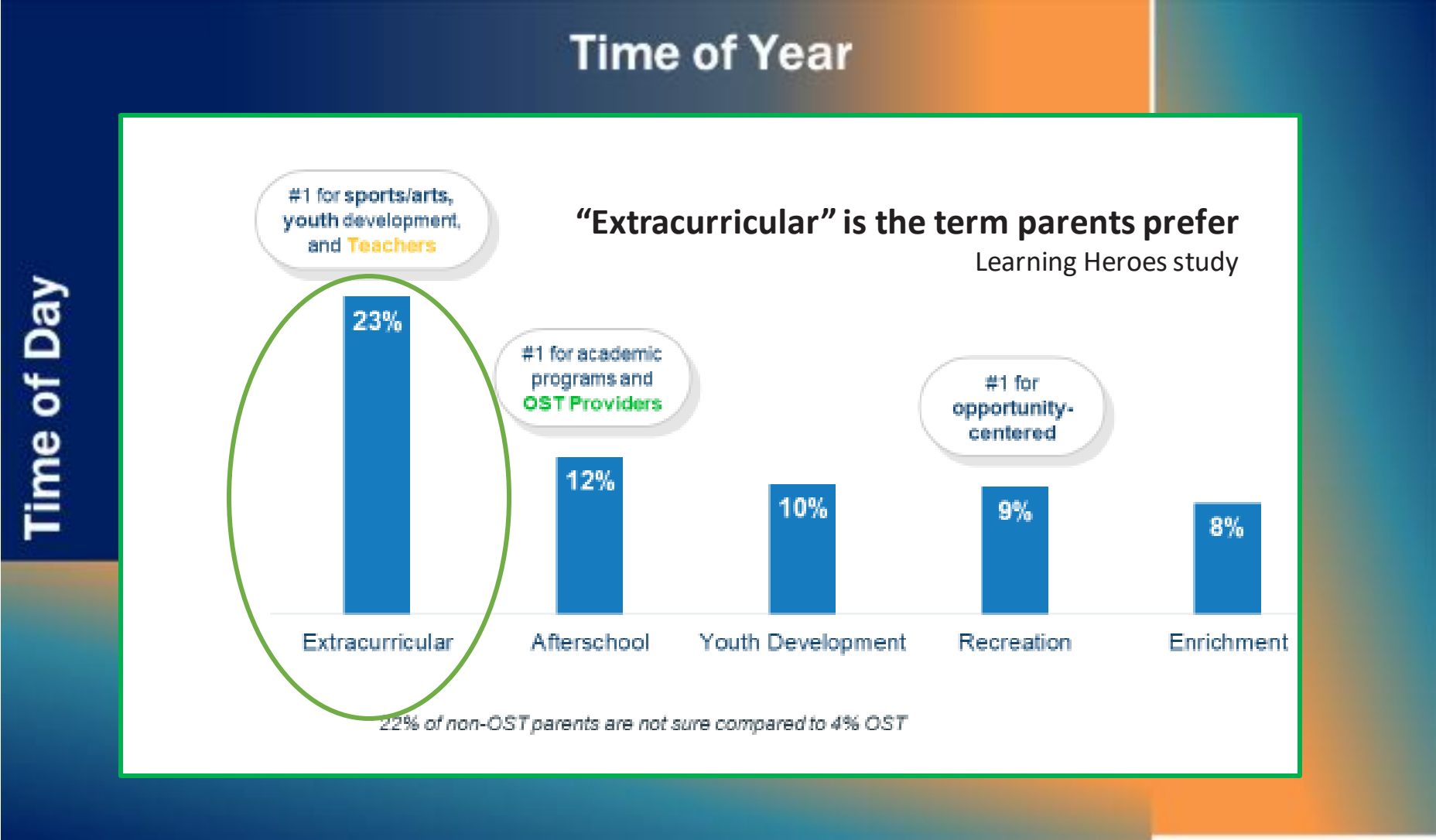


BUILD BACK BROADER

Blur the lines between learning delivery systems
and prioritize connections.



Complimentary Delivery Systems



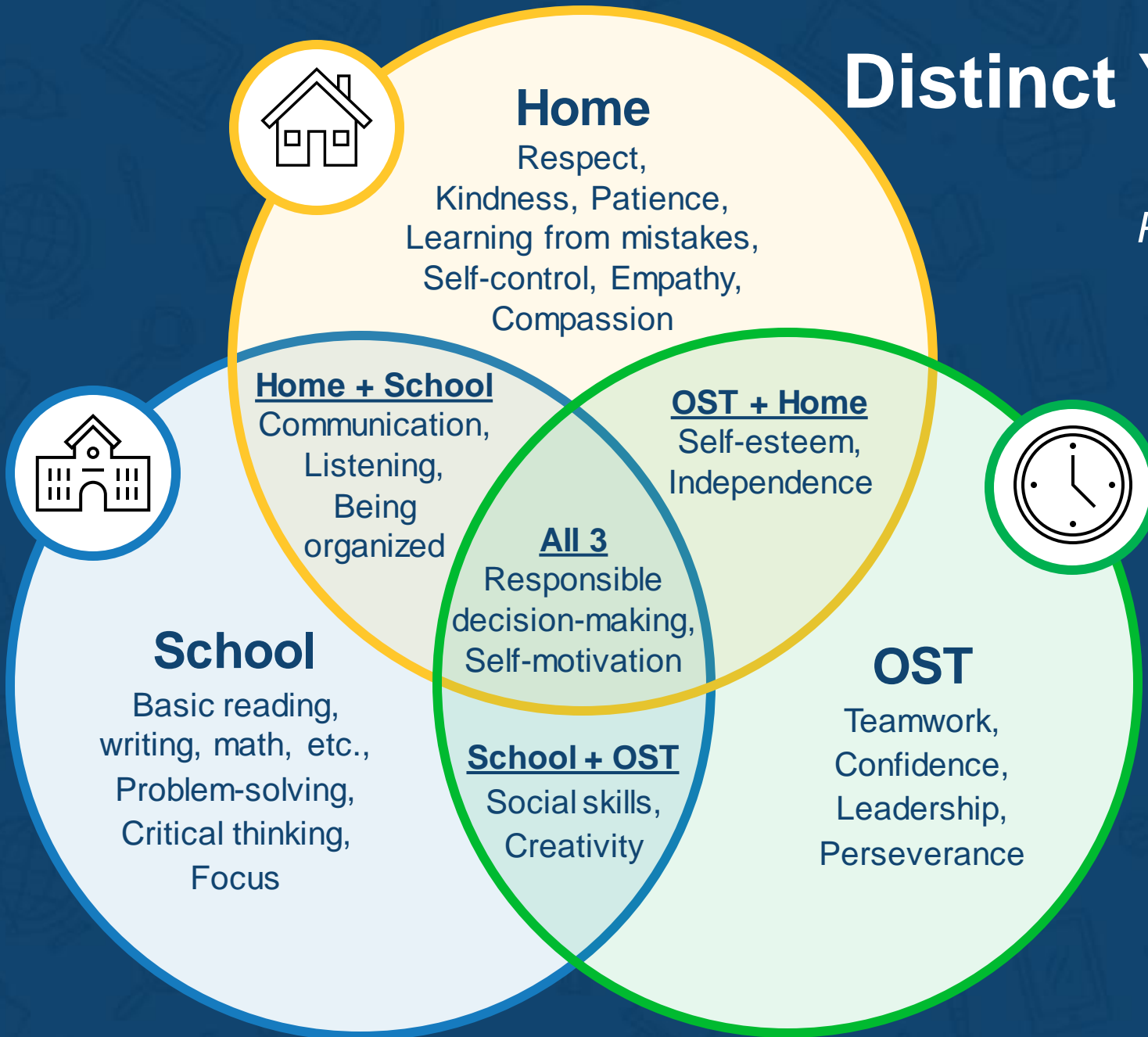
BUILD BACK BOLDER

Chart a course toward knitting learning settings together to create community-based, learner-centered ecosystems.



Distinct Yet Reinforcing Roles

Venn diagram based on
Parent survey responses

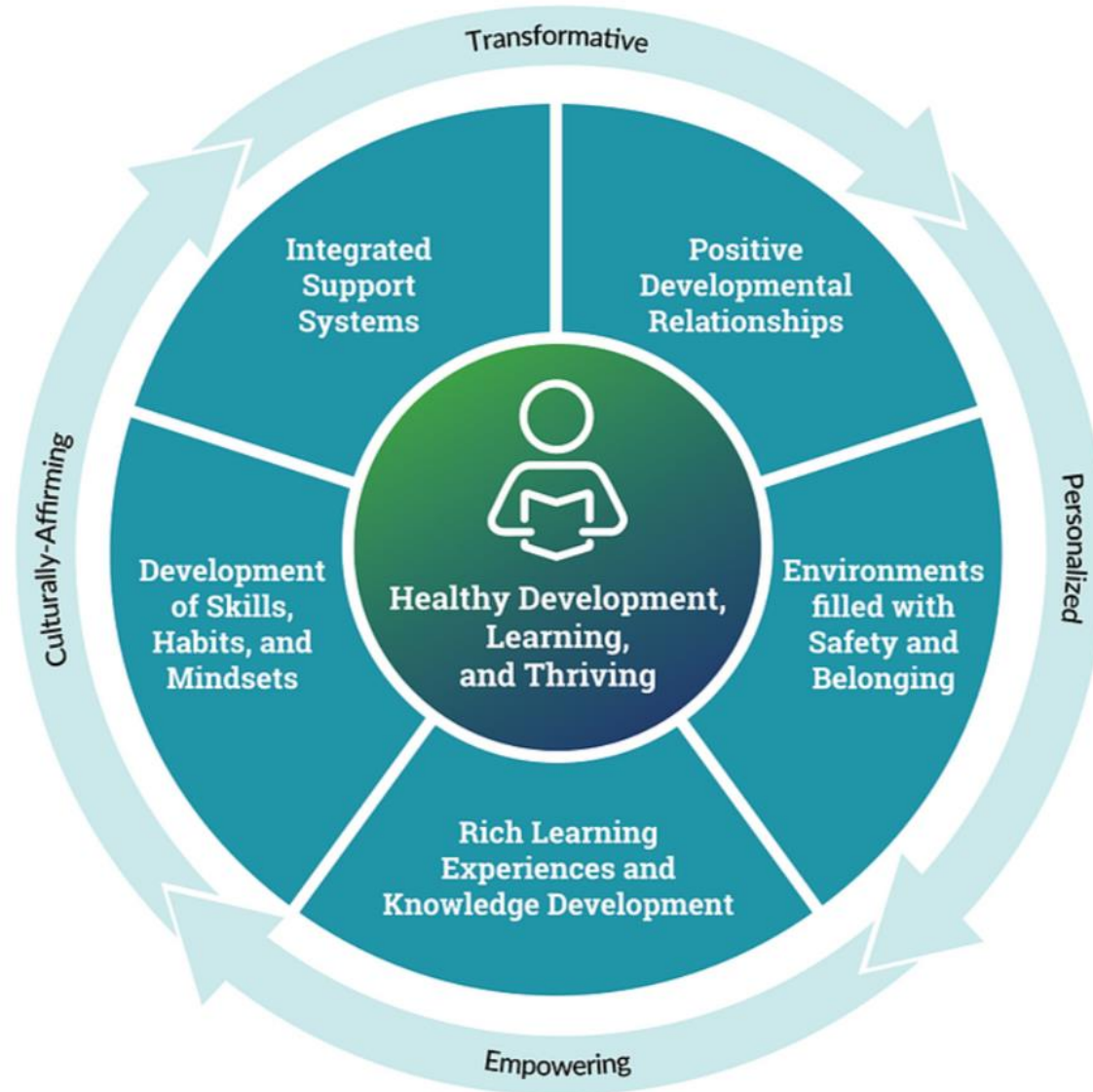


Subgroup Distinctions

Important for OST to Develop:

- ★ Leadership more important to 6-8 vs. K-5 Parents
- ★ Communication skills also in the top-tier for Black and Hispanic Parents

Optimal Learning Happens in Formal, Flexible *and* Free Choice Learning Settings in Schools *and* Communities



Formal – curriculum driven instruction, often graded or credentialed, sometimes required

Flexible – interest driven learning experiences, usually voluntary, with instructors, guides, coaches

Free-choice – independent, self-guided learning experiences in physical or virtual settings

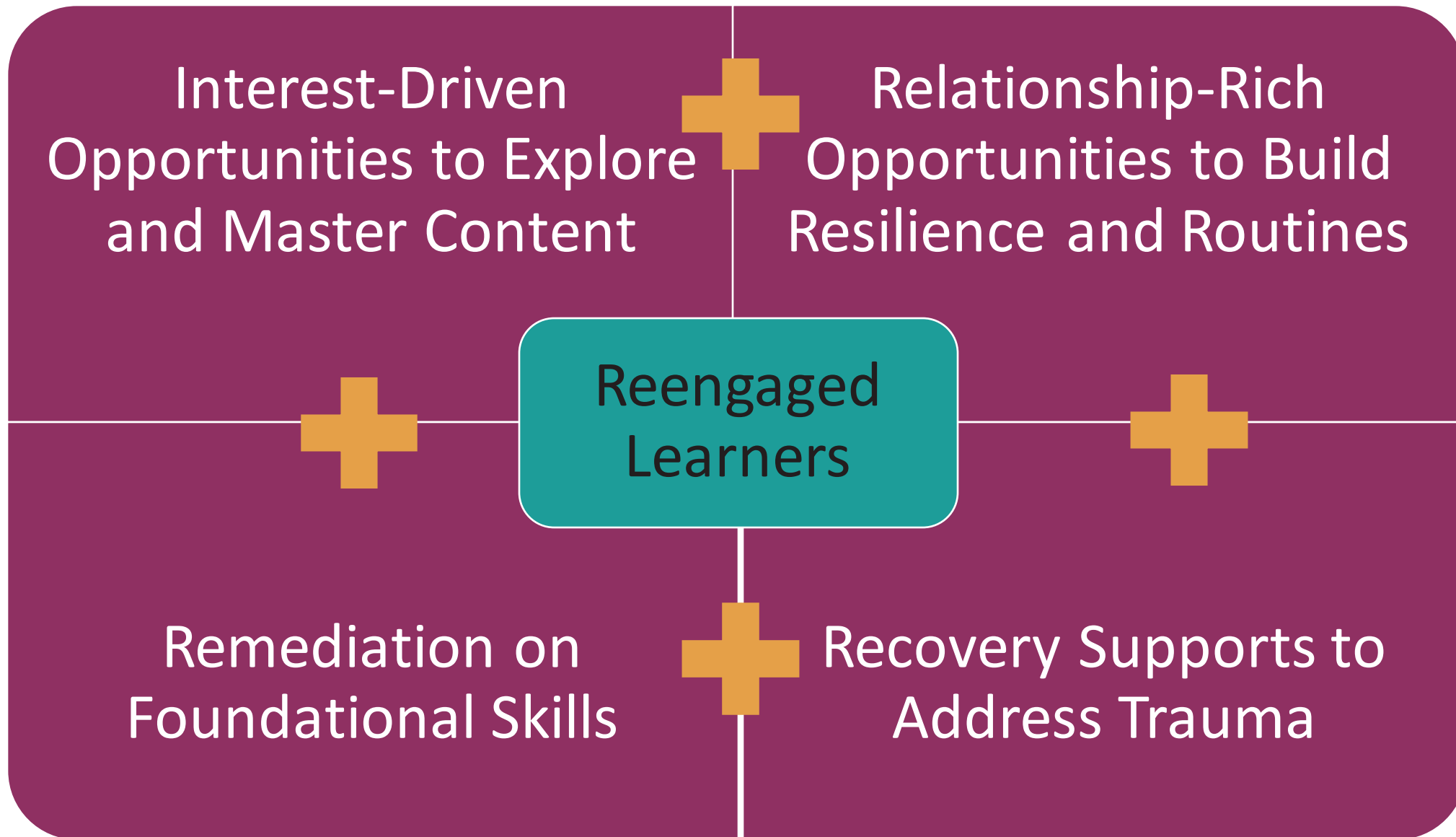


BUILD BACK SMARTER

Acknowledge learner's loss. But affirm learning ability. Take an assets-based approach to helping youth thrive



Optimize Learning Experiences



Value Proposition | Child-Centered Frames

Top tier messages/reasons for Parents to enroll their child in an OST program (out of 18)

% say “Very motivating to enroll in OST program”

74% Expose children to **new experiences, ideas, and perspectives** beyond their everyday home and school lives | #1 for *low-income parents (77%)*

71% Allow children to find their **passion, purpose, and voice** | #1 for *Hispanic parents (78%)*

70% Celebrate success in areas children love, so they gain the **confidence** they need to excel

70% Allow children to **interact** with other children of **diverse races, ages, backgrounds, and cultures** | #1 for *Black parents (78%)*

70% Allow children to **express and be themselves**, not just fit in

Most motivating messages: language

Children...

Find | Explore | Experience | Dream

Programs...

Expose | Encourage | Celebrate

Least motivating messages and language

☆ “Help children catch up academically” (except among Black Parents, 72%)

☆ “Help children develop relationships with caring adults and mentors outside their own family and their teachers”

Children...

Learn | Catch up | Develop

Programs...

Provide | Equip | Help

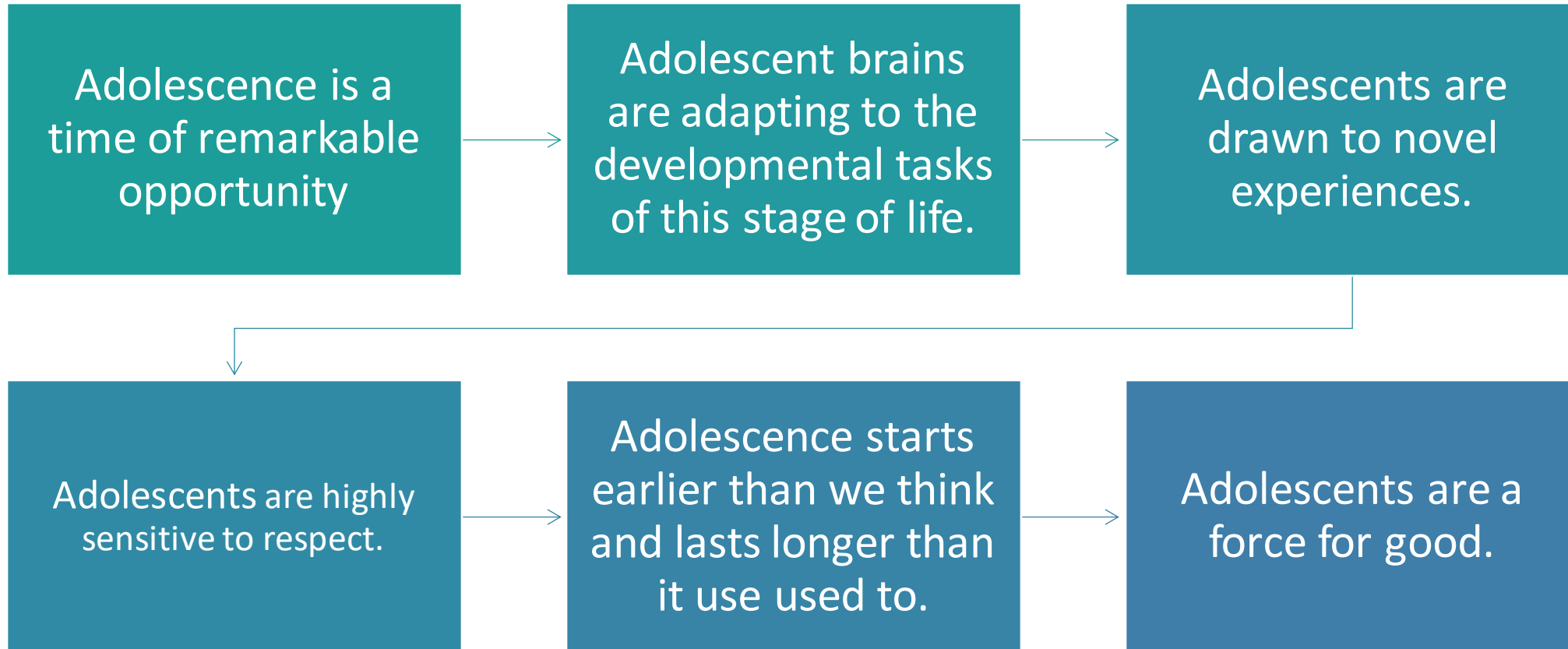
BUILD ON ADOLESCENTS' DETERMINATION
Build Identity. Agency. Competence. Connections.





Center for
the Developing
Adolescent

6 Fast Facts About Adolescent Development



<https://developingadolescent.org/topics/item/6-fast-facts-about-adolescent-development>

BUILD OUT INEQUITY DATA

Equity is a goal, but inequity is a reality.
And inequity *and* opportunities to
address it exist throughout the
ecosystem, not just in schools.



“Absenteeism is Both A Leading Indicator and A Cause of Educational Inequity”

Hedy Chang, Attendance Works

What might we learn from participation data when attendance isn't mandatory?

Absenteeism is a Sign that Positive Conditions for Learning are Missing in Any Mode of Instruction

Voluntary attendance is a sign that positive conditions are present...

Learner

Adult and Student Emotional Competence

Learning

Academic Challenge and Engagement

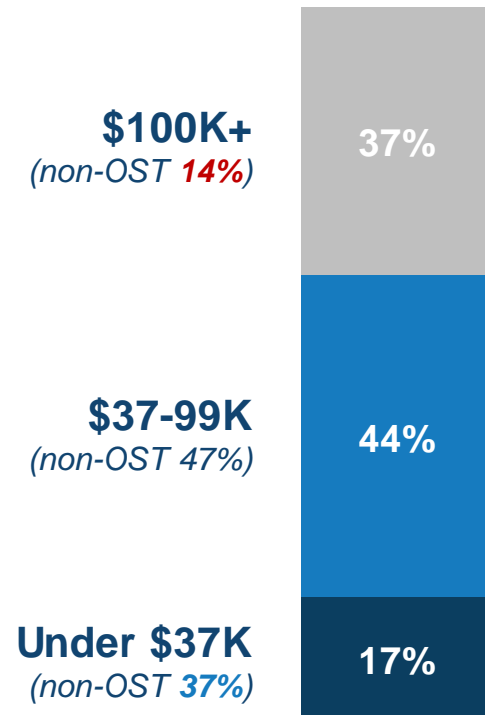
Belonging, Connection, and Support

Physical and Emotional Health and Safety

Relationships are Essential to Positive Conditions for Learning

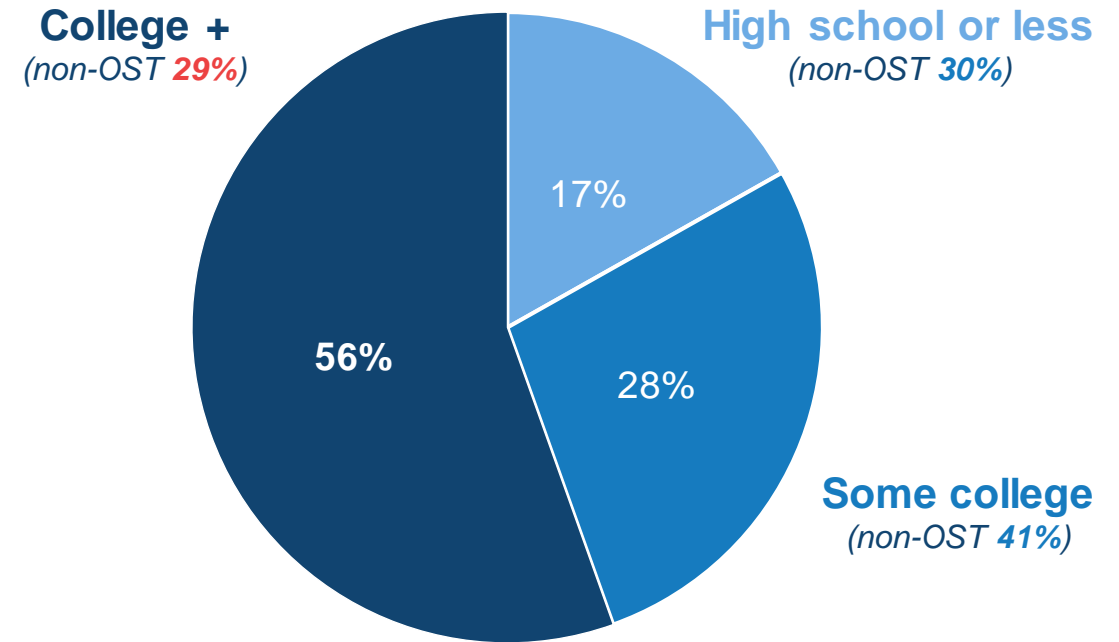
OST Parents Report a Higher Socioeconomic Status Regardless of Race or Ethnicity

OST Families Have Higher Incomes



\$100K +
Black 17% (vs. **7%**) | Hispanic 22% (vs. **9%**) |
White 46% (vs. **18%**)

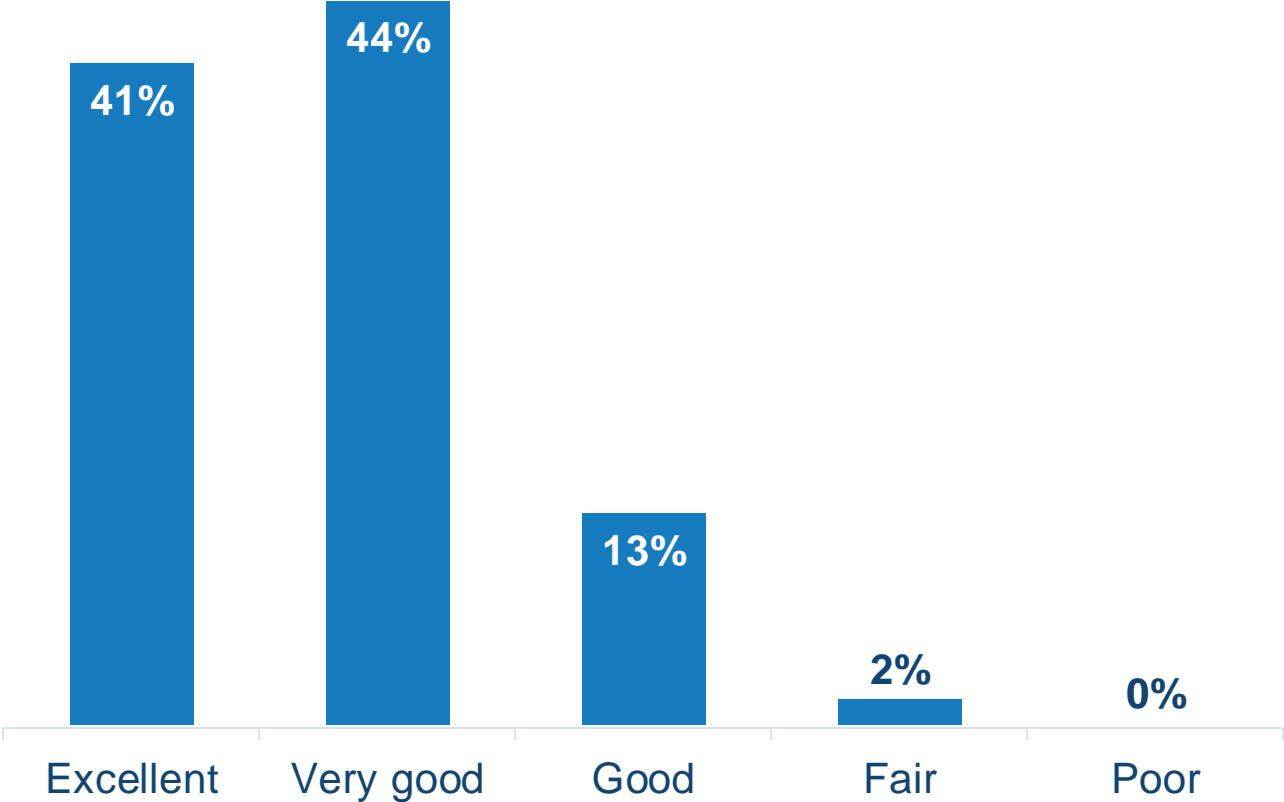
OST Parents Are More Educated



College +
Black 34% (vs. **20%**) | Hispanic 48% (vs. **27%**) |
White 62% (vs. **30%**)

Ratings of Quality | Perceptions Lower Among Families In Low/No Cost Programs

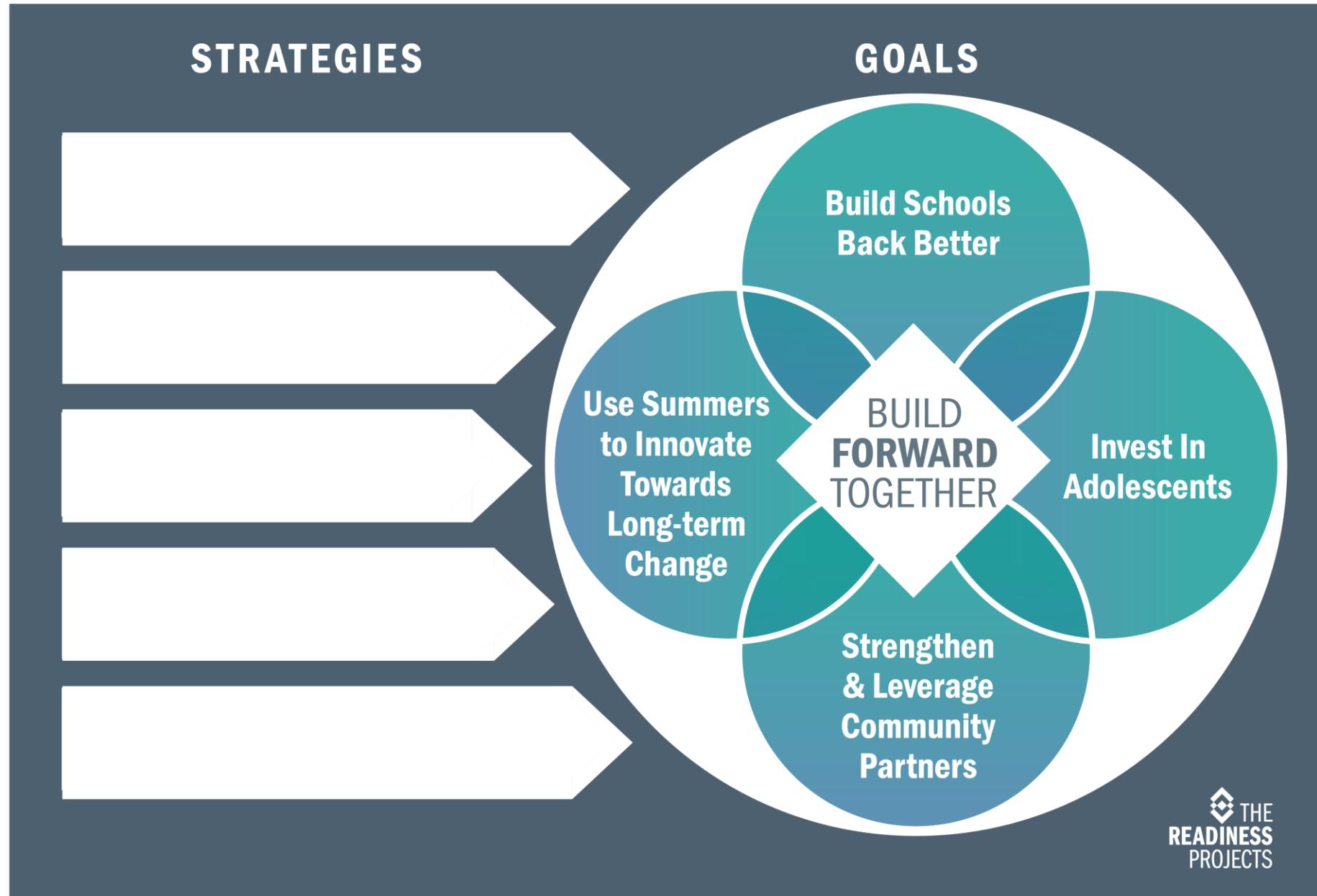
OST Parents: Quality of Child’s Primary OST Program



Subgroup Distinctions: Quality Ratings Go Up with Cost, Income, Parent Education Level, and Dosage

Rate Program “Excellent”	
Free (pay nothing)	36%
Pay \$1-25/week	38%
Pay \$26-50/week	43%
Pay \$51-100/week	48%
Pay \$100+/week	47%
Family HHI \$100K+	45%
Parents with Post-Grad	46%
5+ days/week	54%

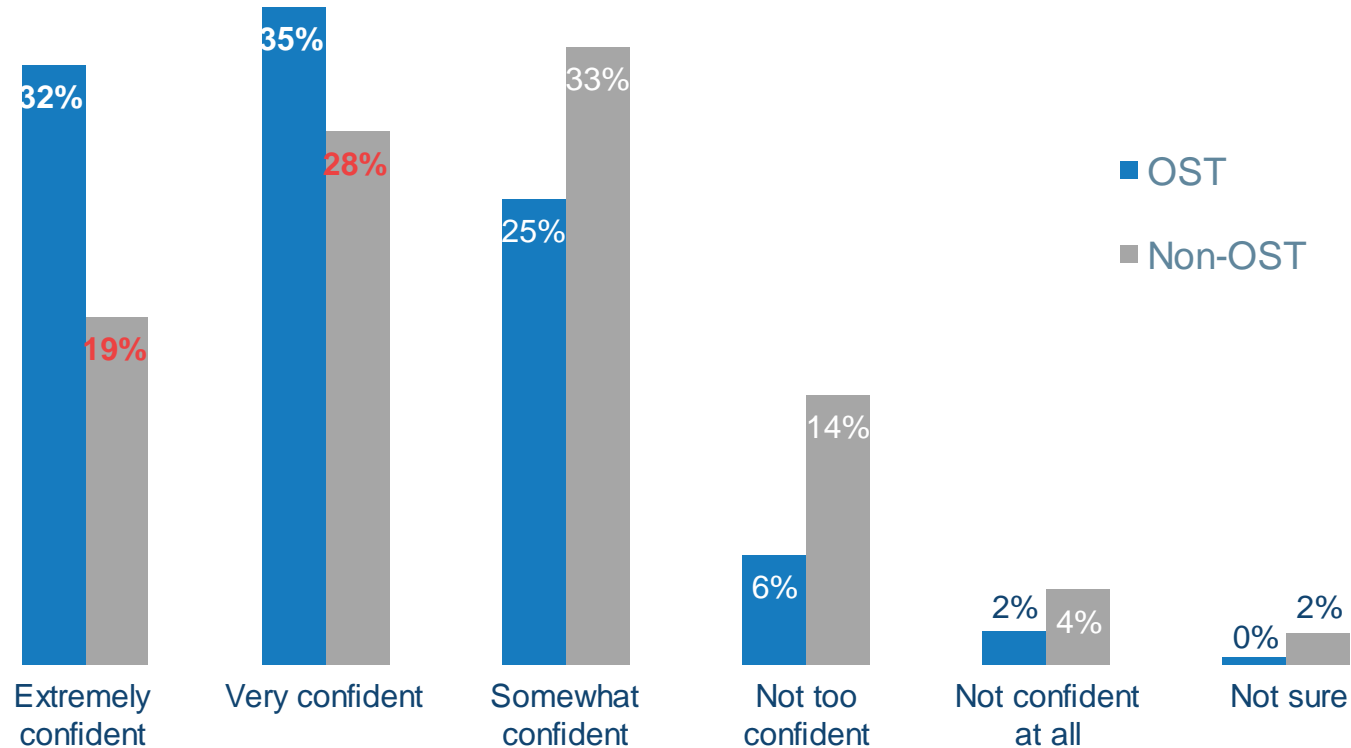
Build Forward Together – Toward Equitable Learning and Development Ecosystems



OST Parents More Confident about Fall than Non-OST Parents

Confident about children being prepared for Fall 2021:

67% Parents in OST, 47% Parents Not in OST



Subgroup Distinctions

- ★ **High-quality OST correlates with confidence** among Parents, Teachers & OST Providers alike. Those who rate their program as “excellent” are more likely to be extremely confident (Parents **52%**, Teachers **47%**, OST Providers **43%**)
- ★ **Dosage also impacts confidence** – those whose children attend programs 5 or more days a week are most confident (**46%**)

"I've noticed that kids with out-of-school activities are the ones who get their work done, because they've figured out a strategy to keep it in check. If they have something they are successful at, their level of confidence as a person impacts how they approach learning in a classroom." (Teacher)

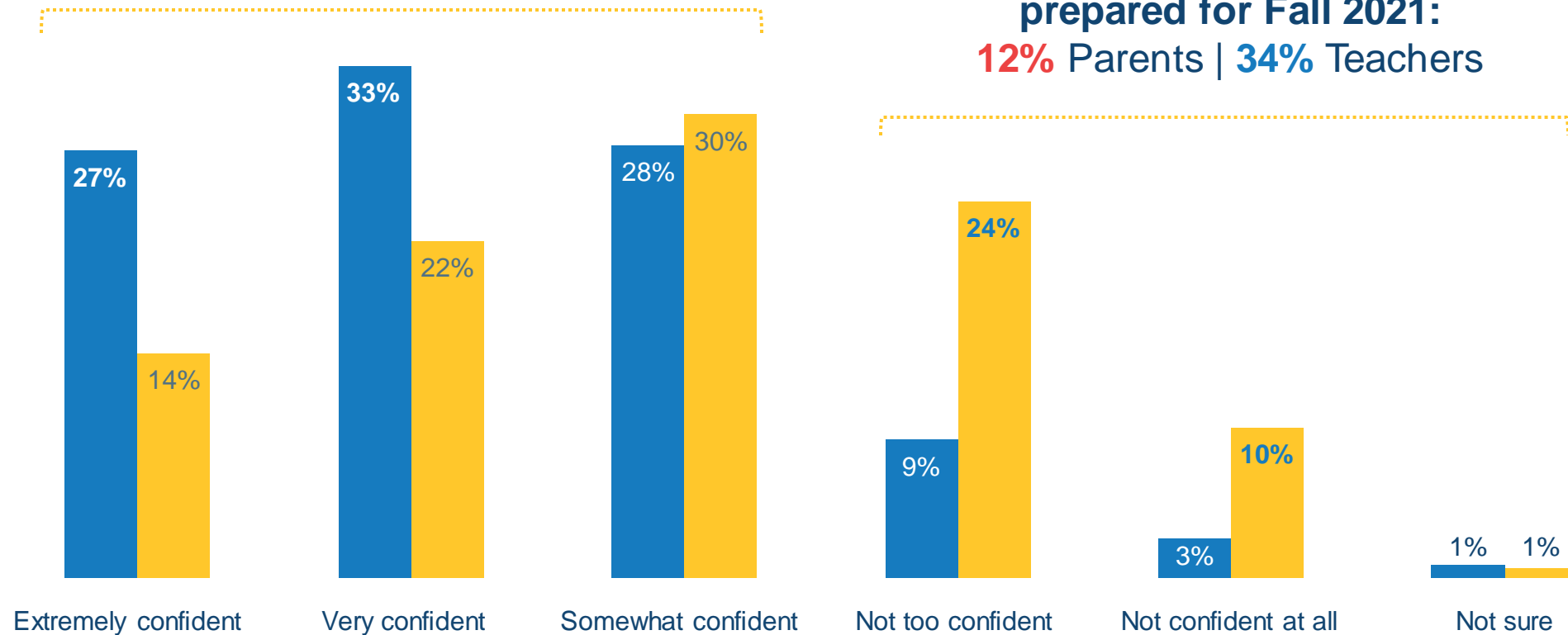
Parents & Teachers Differ in Readiness Perceptions

Confident about children being prepared for Fall 2021:

60% Parents | 36% Teachers

Not confident about children being prepared for Fall 2021:

12% Parents | 34% Teachers



Key=

Parents

Teachers