



A unified effort supported by
the Forum for Youth Investment,
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Equity, Quality & Partnership

Paving the Way for Children to Find Passion, Purpose & Voice

Lynn Olson, Learning Heroes

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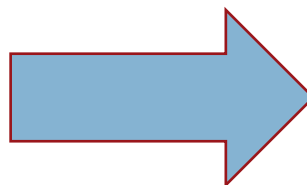
Wendy Castillo, National Urban League

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



Research | Purpose

Understand how Parents, Teachers, and OST Providers perceive the value of OST in social, emotional, and academic development, to help inform communications, programs, and policy

Understanding Expectations

What role do Parents, Teachers, and OST Providers see OST programs playing in social, emotional, and academic development compared with school and home? What are the connections across settings? What should they be?

Defining Success

How do Parents say they choose an OST program? How do they define or assess quality? What does a successful program look like?



Unpacking COVID-19 Impact

How do Parents, Teachers, and OST Providers feel COVID-19 has impacted the role of OST now and going forward, specifically for summer 2021?

Research | Approach

Phase One: Partner Immersion & Landscape Analysis

Interviews with field leaders to reveal information gaps, needs, and issues related to parent, OST provider and educator perceptions, expectations and communications. Identify contributing and distribution partners to inform and guide the research.

Phase Two: Qualitative Listening

Focus groups with K-8 parents, K-8 teachers, interviews with OST providers and parent-child dyads – mix of income, education level, race and other key demographics, with focus on low-income families.

Phase Three: National Surveys

National surveys among K-8 parents, K-8 teachers and OST providers.

Phase Four: Final Check

Follow up focus groups among K-8 parents, K-8 teachers, and interviews with district leaders to refine messaging, probe deeply on priorities and key concepts.

Acknowledgements

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Advisors | Dale Blyth, University of Minnesota; Jennifer McCombs, RAND Corporation; Tricia Maas, Committee for Children; Deborah Moroney, AIR; Karen Pittman, Forum for Youth Investment; Kim Robinson, David P. Weikart Center for Youth Program Quality

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Research Partner | Edge Research

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Methodology

Conducted November-December 2020

Qualitative

- ☆ **3 K-8 Parent Focus Groups** – mixed race, Black parents, Hispanic parents in Spanish
- ☆ **3 Parent-Child Dyads** – children in grades 4-6
- ☆ **2 K-8 Teacher Focus Groups** – teachers with and without OST program experience
- ☆ **6 OST Provider in-depth interviews** – representing public schools, youth development organizations, and opportunity-centered providers
- ☆ **Virtual sessions** via a screen-sharing platform

Conducted February 9th-March 9th, 2021

Quantitative

- ☆ **Large scale national survey** (n=3,031) recruited through an online non-probability sample with quotas set to ensure demographically representative audiences, followed AAPOR best practices
- ☆ **Parents and guardians** of K-8 children in public/public charter schools, with oversamples of Black and Hispanic families (survey offered in English and Spanish), n=2,020
- ☆ **Professionals** working with K-8 children as teachers in public/public charter schools (n=631) and OST providers (n=380)

Key=

Parents

Teachers

OST Providers

Significant subgroup differences are noted throughout

Blue/red numbers = statistically higher/lower

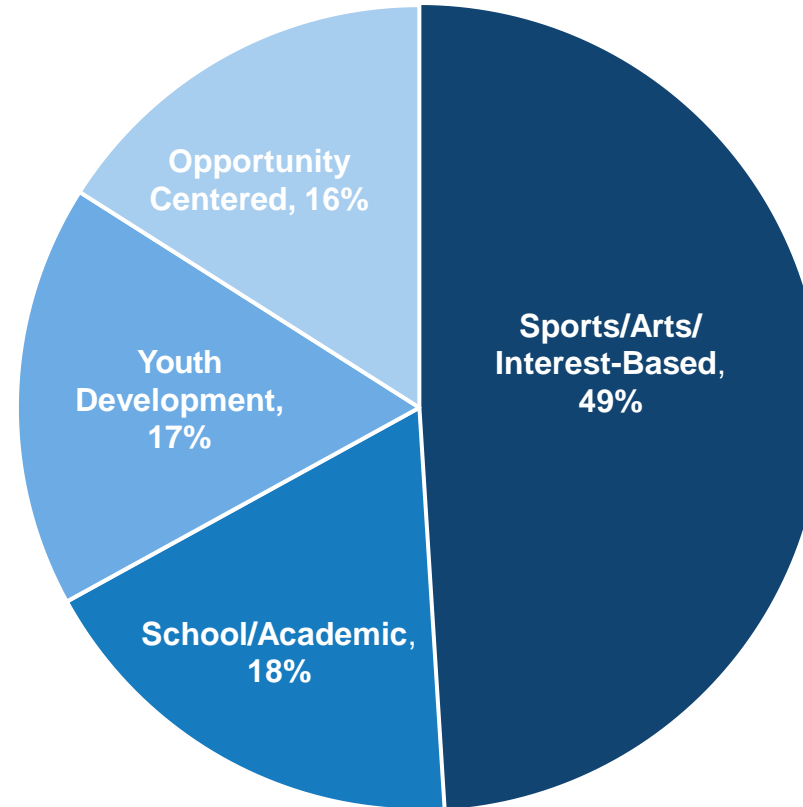
OST Plays a Role for Two-thirds of Families Surveyed

65%

of Parents have children in an OST program
Average 2 programs each

OST Definition: Programs that your child/children might participate in outside of school hours and/or the regular classroom schedule. These are programs that have a learning or skills component, with organized activities and/or learning opportunities, in addition to providing childcare, and may be offered before or after school or on weekends, online, or in person.

Primary or only program



Most popular within each category

59% Religious

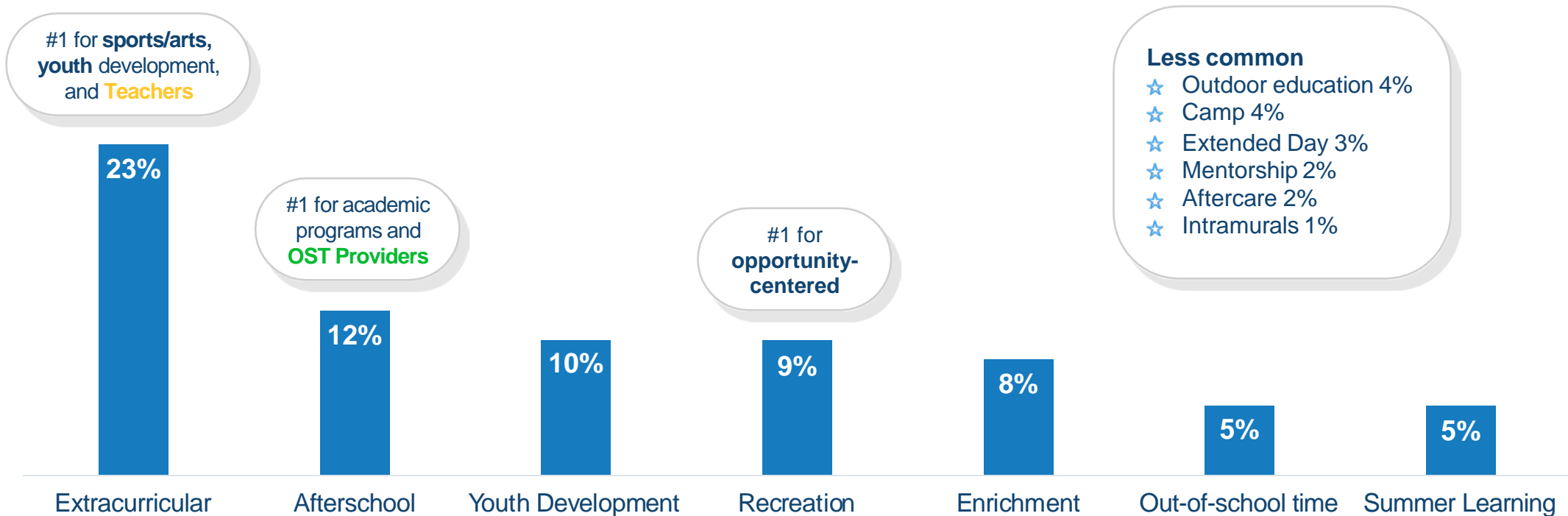
43% Scouting

37% At school

59% Sports

“Extracurricular” Most Commonly Used Name

QUESTION: Regardless of whether your child participates/your experience, how do you refer to these types of programs? Please select the descriptor that you think BEST describes these programs.



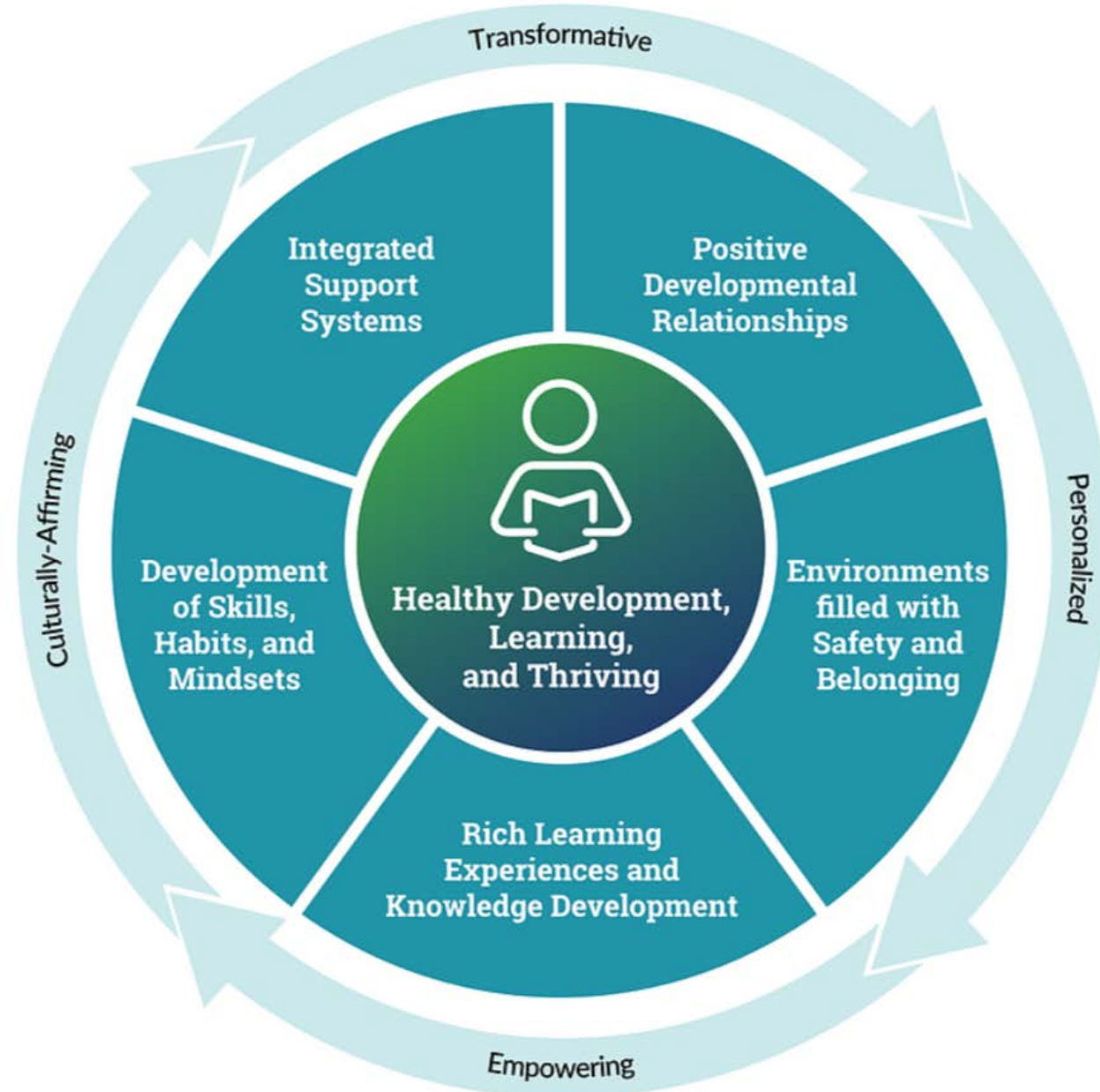
22% of non-OST parents are not sure compared to 4% OST

How do we leverage
this opportunity...

With a focus
on quality?



Essential Guiding Principles for Whole Child Design



OST's Unique Offering | A Child-Centered Experience

Quality Drivers for Parents

Child-centric Interests/Skills: most important

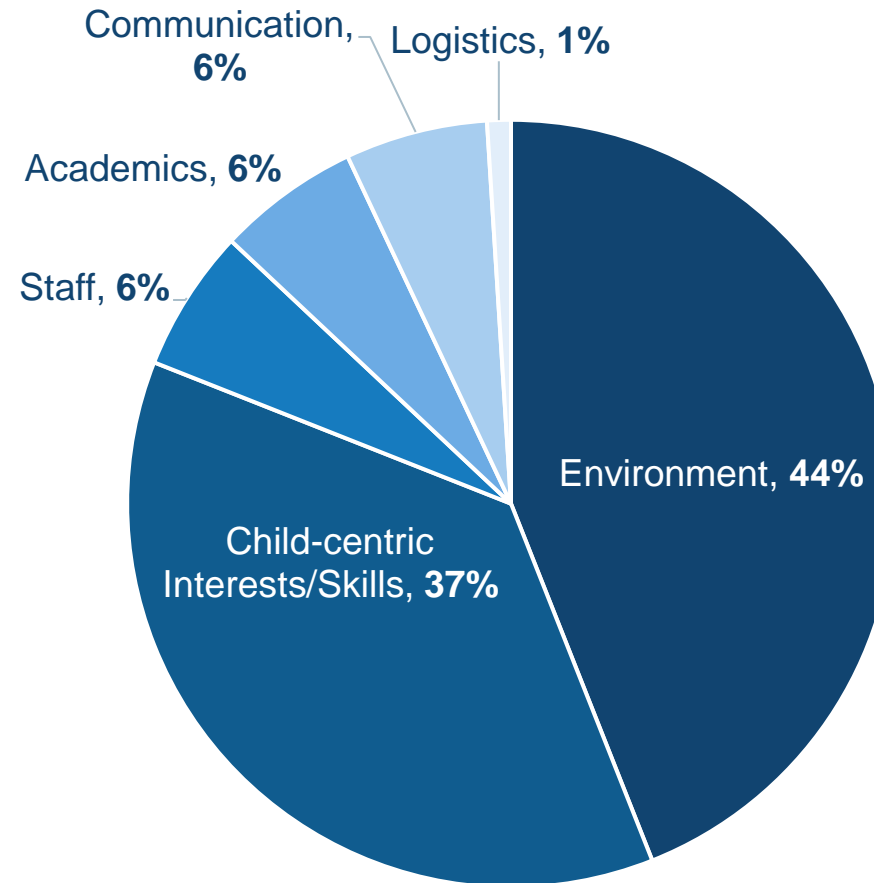
#1: Your child seems happy **83%**

Your child is gaining confidence **79%**

Your child is
developing SEL skills **77%**

Your child is exposed to
new experiences **75%**

Your child is pursuing
interests/passions **73%**



Environment: most important

Program is fun **76%**

Physical safety of
environment **73%**

Nurturing/welcoming
environment **72%**

Parents rated **35 items** in **6 categories** on how important each was in determining the quality of their child's primary afterschool program. As a follow-up, Edge conducted a **regression analysis**, to determine **how much each category impacts perceptions of quality**.

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...

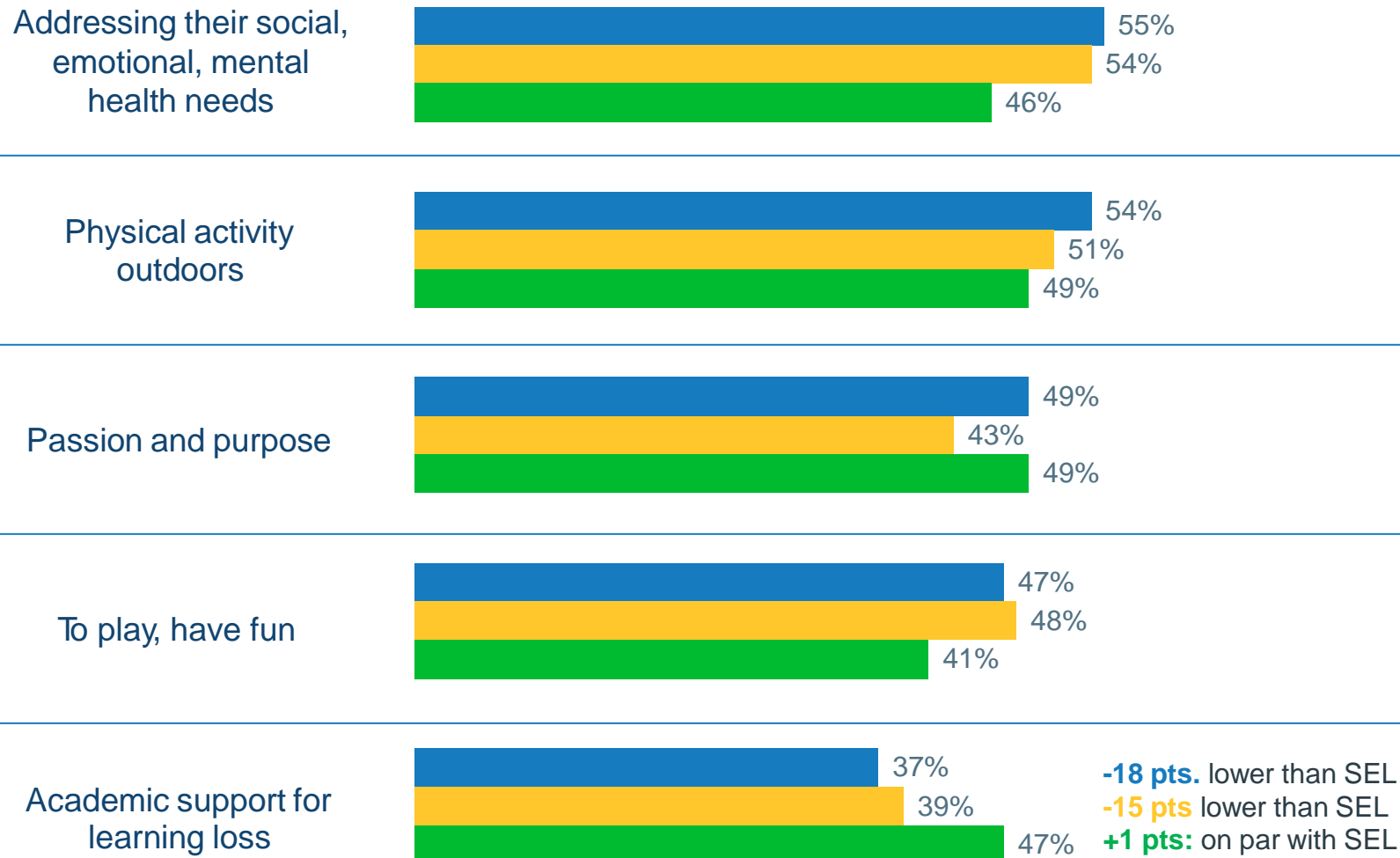
Learn | Catch up | Develop

Programs...

Provide | Equip | Help

Consensus | Social & Emotional Health Is a Priority

Top Priorities for Students this Summer



Subgroup Distinctions

- ★ Addressing social & emotional health is #1 priority for Parents this summer – even more so for non-OST families (**61%**), virtual learners (**58%**), Black (**61%**), and Hispanic (**59%**) Parents.
- ★ Academic support/catch-up is lower on the list overall for Parents but is a higher priority for Black (**53%**) and lower income (**43%**) Families.

Parents Teachers OST Providers

Insights & Implications – Small Group Discussion

Communications

How does this value proposition differ from how you currently communicate the value of out-of-school time programs?



Policy

With differences across stakeholders in the learning and development ecosystem, how can we reconcile the needed focus of summer and school year programs?

Programmatic

What practices support achieving these child centered experiences and meeting these summer priorities? How can we leverage funding opportunities to focus more on development of these practices this summer in particular?

How do we leverage
this opportunity...

With a focus
on partnership?

THE POWER EACH & EVERY ADULT CARRIES



In Every
Setting



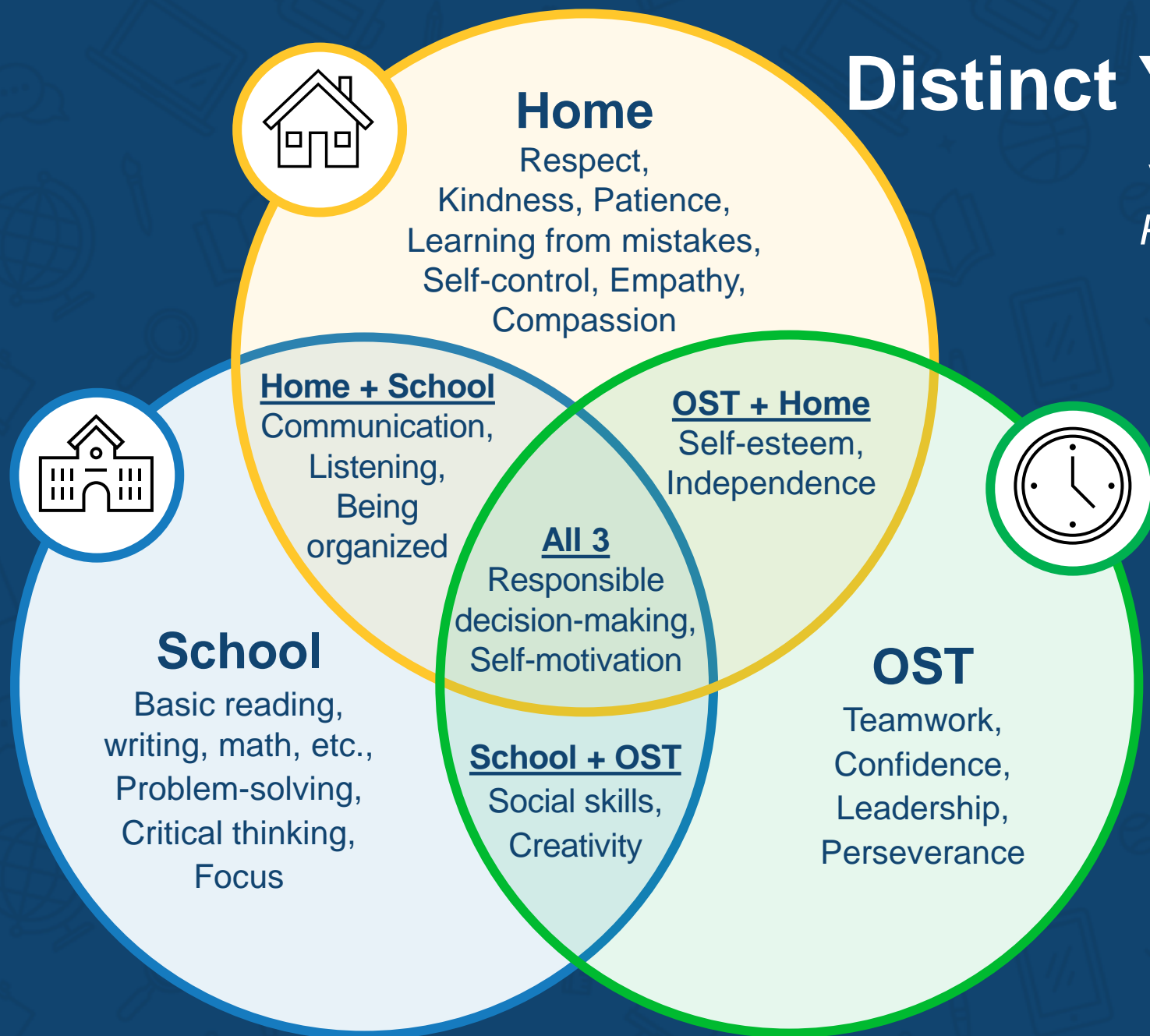
In Every School,
Family & Community
Organization



For Every
Learner

Distinct Yet Reinforcing Roles

Venn diagram based on
Parent survey responses



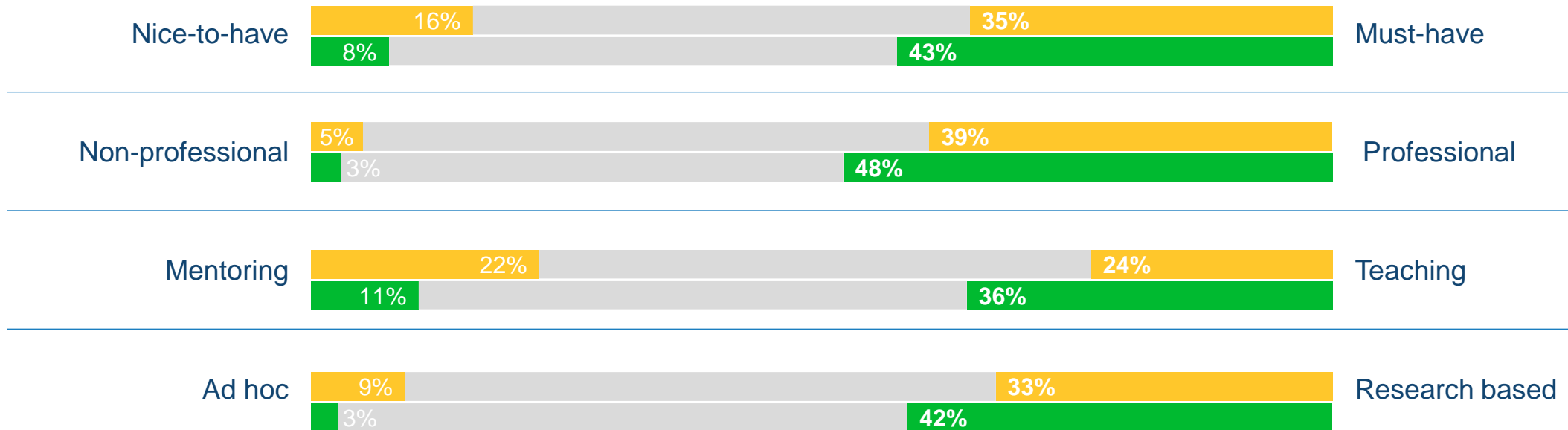
Subgroup Distinctions

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

Professionals' OST Perceptions Lean Positive

Slider: Which better describes OST Programs? (Teachers & OST Providers only)



Key= Teachers OST Providers

% 3 closest pts on a 11-point scale

OST Parents Report Their Children Doing Better Academically

OST Parents Report Higher Grades

25% all A's

(non-OST **16%**)

OST Parents More Likely to Say Above Grade Level

Above grade level:

Math **42%** (vs. **33%**)

Reading **47%** (vs. **39%**)



OST Parents More Confident about Student Performance

Extremely confident...

Child is prepared for next year



Child is prepared for college



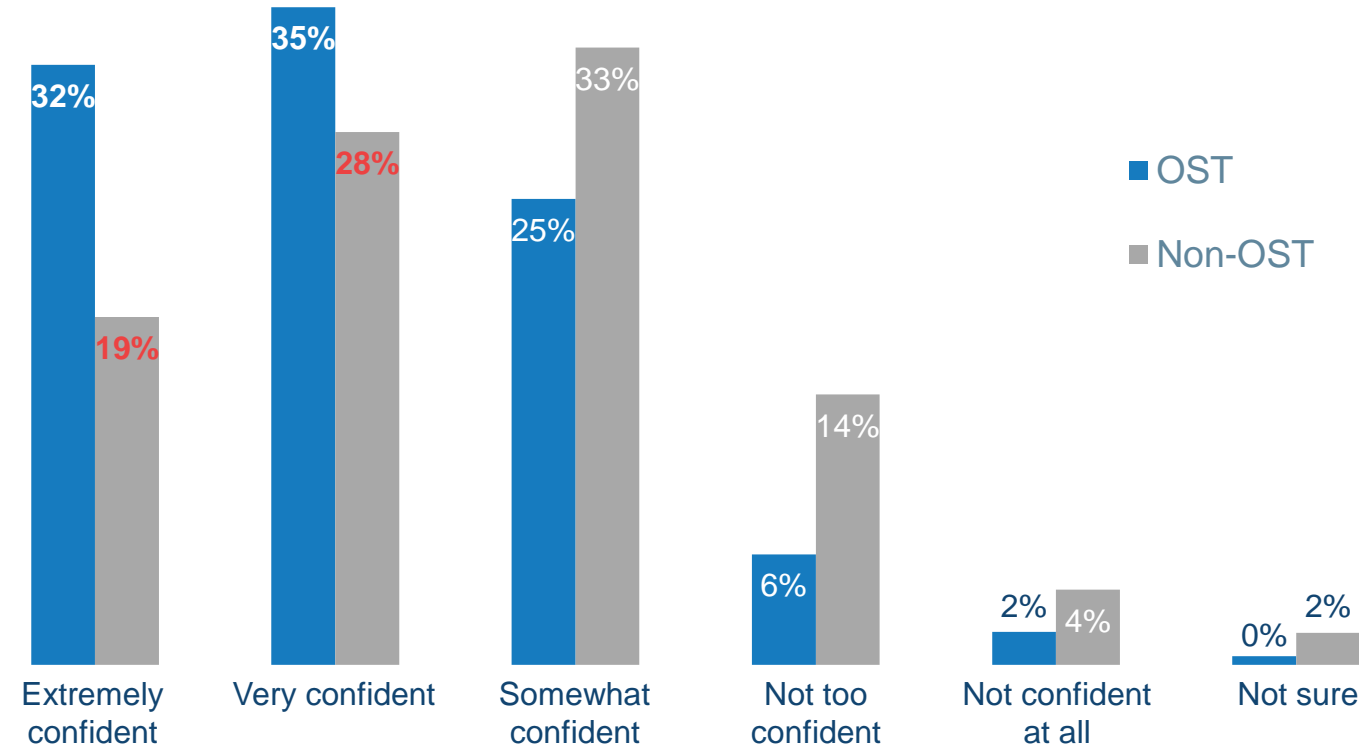
They understand their child's academic performance



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



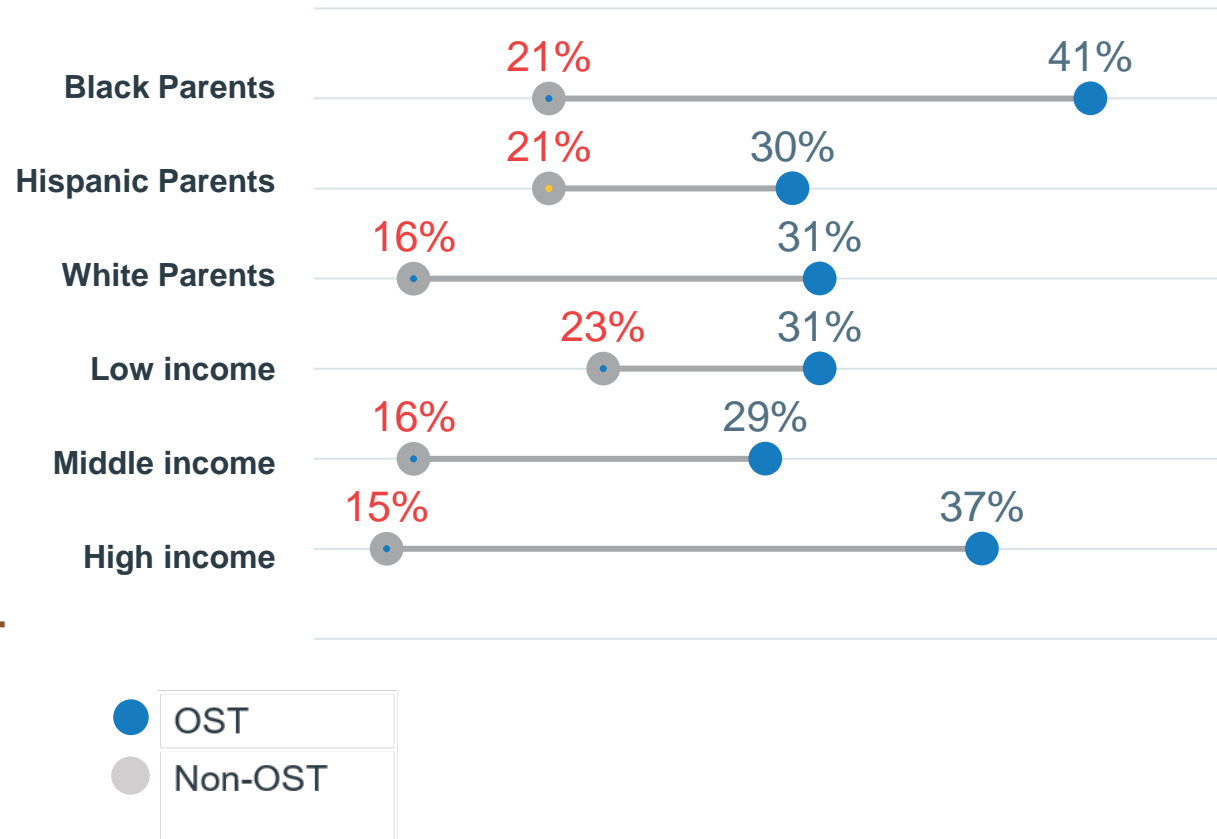
Subgroup Distinctions

- ★ **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)

OST Parents Report Higher Confidence Across Race, Ethnicity, and Income

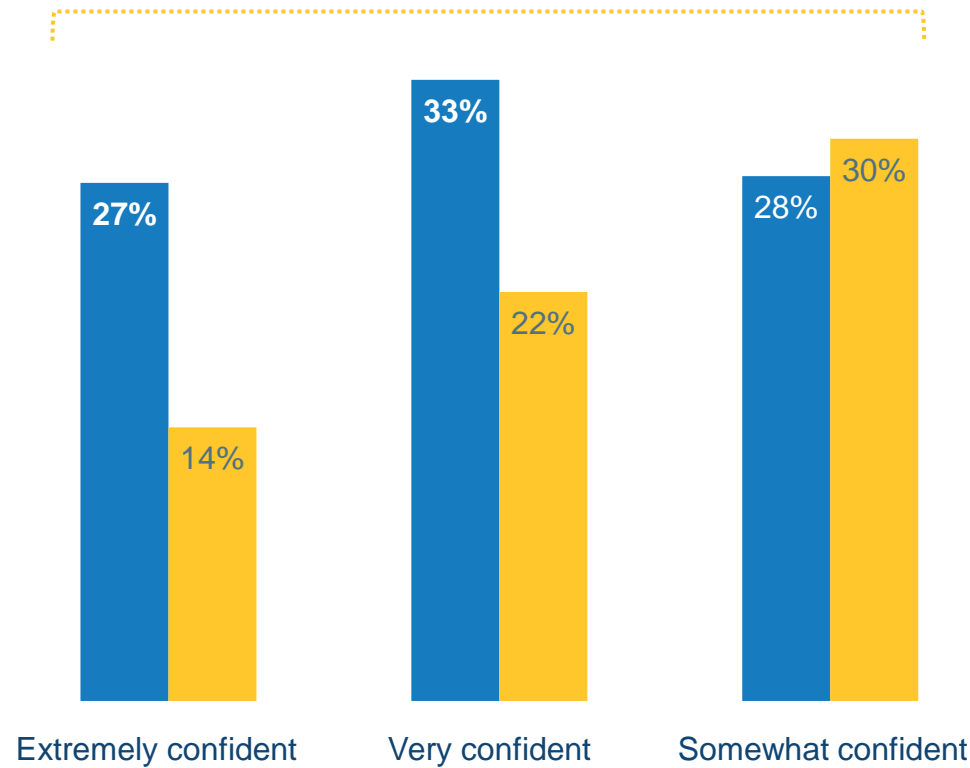
Extremely Confident that Child is Prepared for Next Year



Parents & Teachers Differ in Readiness Perceptions

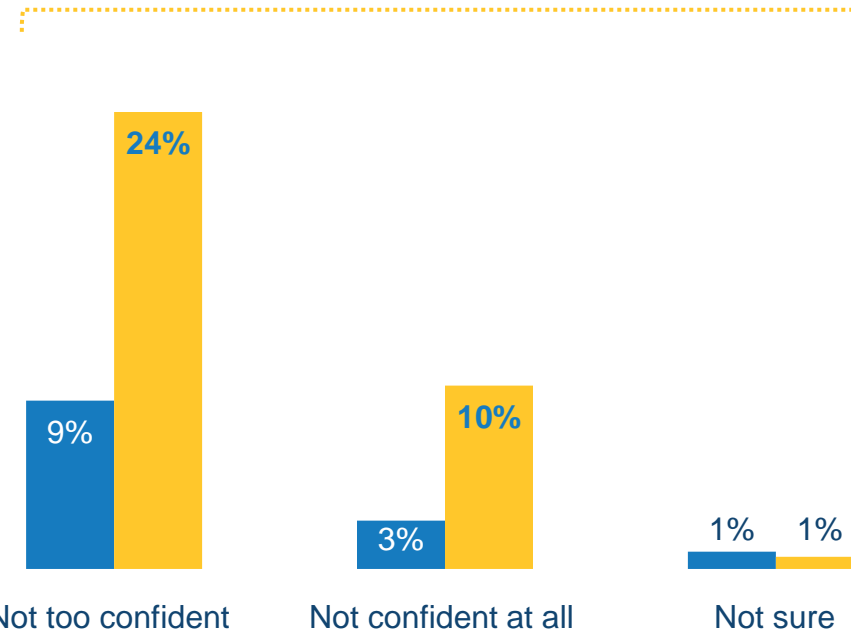
Confident about children being prepared for Fall 2021:

60% Parents | 36% Teachers



Not confident about children being prepared for Fall 2021:

12% Parents | 34% Teachers



Key=

Parents

Teachers

Insights & Implications – Small Group Discussion

Communications

How do we account for the differences in perception between school and program staff? School staff and parents?



Policy

How can we leverage the unique, but overlapping roles as we rethink learning and development moving forward?

Programmatic

What practices will continue to foster life skills for young people and how do we continue to share our successes in a way that keeps this confidence consistent for families?

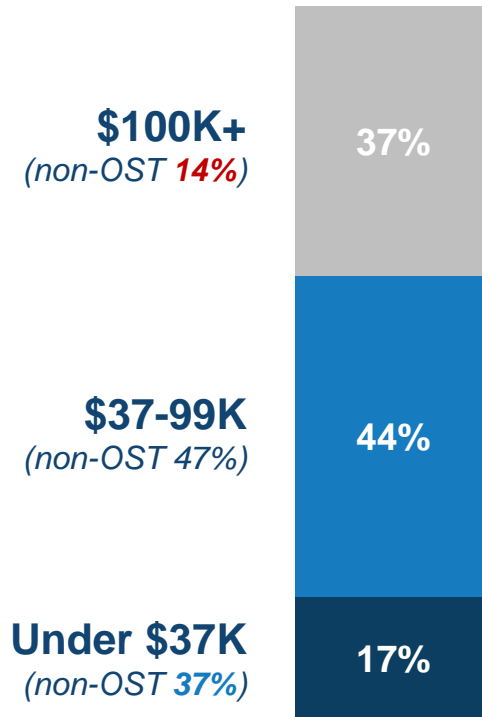
How do we leverage
this opportunity...

With a focus
on equity?



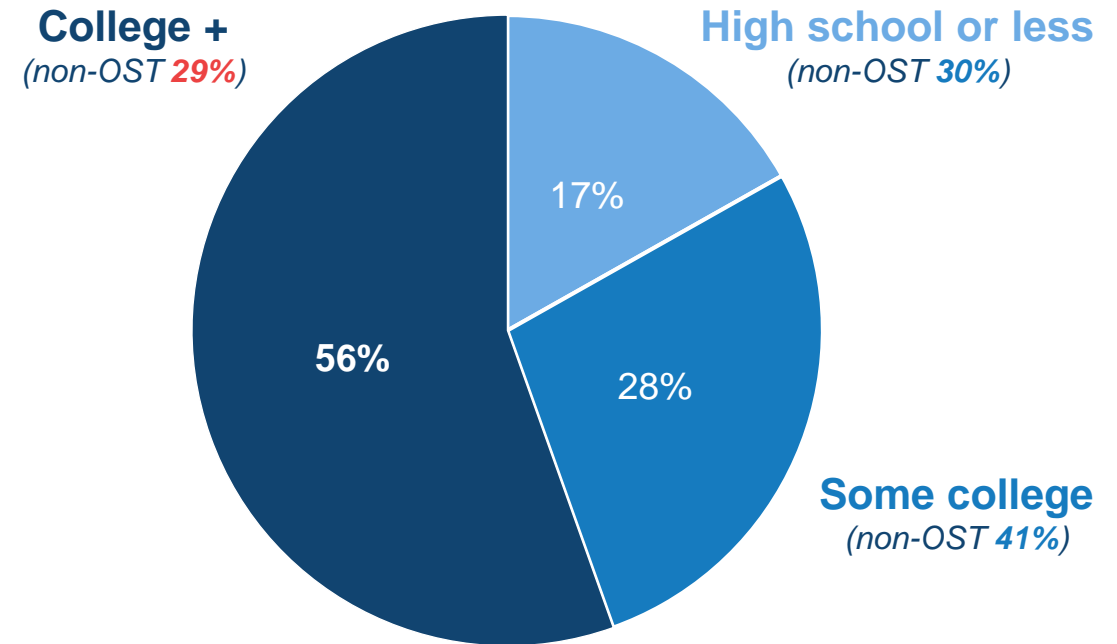
OST Parents Report a Higher Socioeconomic Status Regardless of Race or Ethnicity

OST Families Have Higher Incomes



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

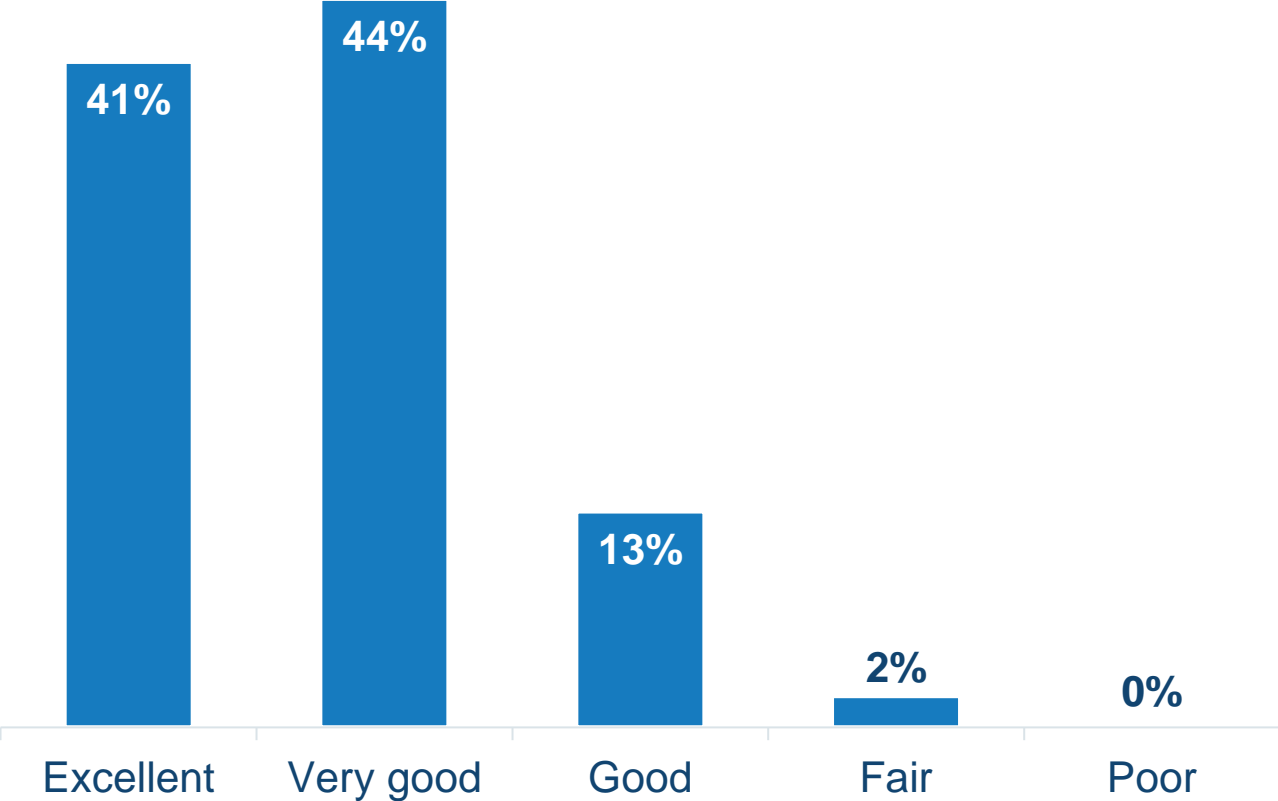
OST Parents Are More Educated



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



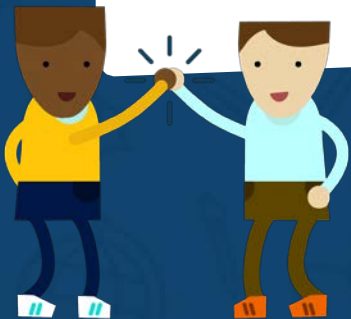
Subgroup Distinctions: Quality Ratings Go Up with Cost, Income, Parent Education Level, and Dosage

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%

Insights & Implications – Small Group Discussion

Communications

How might we communicate the equity imperative demonstrated in this data?



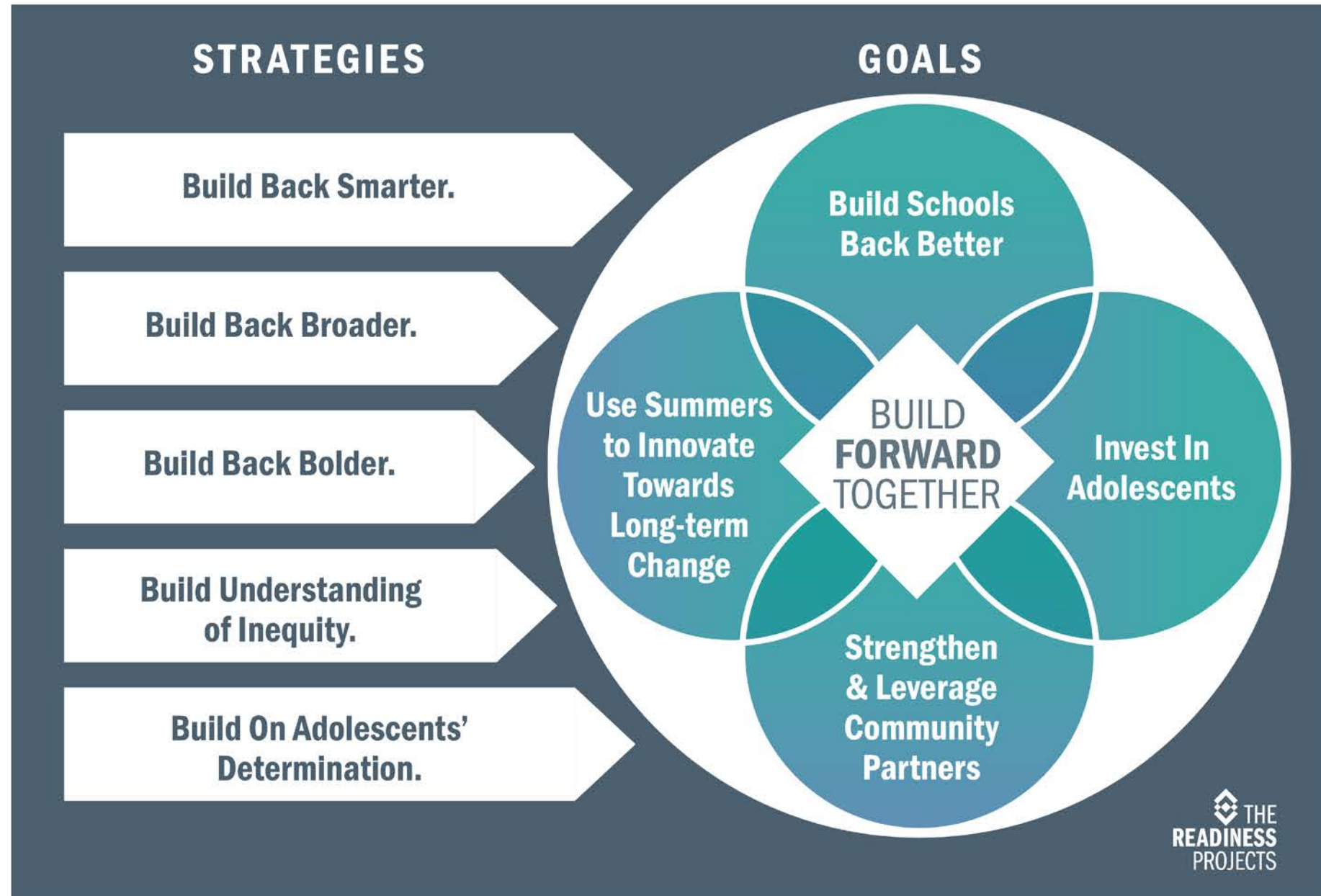
Policy

What do you think accounts for this disparity?
How can we boost access to OST for all young people given the value we've seen in the last two sections?

Programmatic

What supports will be needed to continue to improve quality in programs serving lower-income families?

Build Forward Together – Toward Equitable Learning and Development Ecosystems



Insights & Implications

Communications

Parents, Teachers & OST Providers see OST programs as providing a child-centered experience with a differentiated and highly valuable offering.

Policy

Yet, Parent responses suggest that participation in high-quality OST opportunities is not equitably distributed.

Programmatic

Summer 2021 offers a unique opportunity for Parents, Teachers & OST Providers to partner in supporting Parents' top priority for their child: their social and emotional health.

Takeaway: Districts are critical players in ensuring equitable access to high-quality OST programs. This is more important than ever, as they budget for new stimulus dollars and plan for this summer and the next school year.

