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

Think *and talk* Differently

See *and hear* Differently

Act *and react* Differently

...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
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

“Extracurricular” is the term parents prefer
Learning Heroes study

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

Home
- Respect, Kindness, Patience, Learning from mistakes, Self-control, Empathy, Compassion

School
- Basic reading, writing, math, etc., Problem-solving, Critical thinking, Focus

OST
- Teamwork, Confidence, Leadership, Perseverance

Home + School
- Communication, Listening, Being organized

School + OST
- Social skills, Creativity

OST + Home
- Self-esteem, Independence

All 3
- Responsible decision-making, Self-motivation

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 credentialled, 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

Interest-Driven Opportunities to Explore and Master Content

Relationship-Rich Opportunities to Build Resilience and Routines

Remediation on Foundational Skills

Recovery Supports to Address Trauma

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

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>% say “Very motivating to enroll in OST program”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expose children to <strong>new experiences, ideas, and perspectives</strong> beyond their everyday home and school lives</td>
<td>74%</td>
<td>#1 for low-income parents (77%)</td>
</tr>
<tr>
<td>Allow children to find their <strong>passion, purpose, and voice</strong></td>
<td>71%</td>
<td>#1 for Hispanic parents (78%)</td>
</tr>
<tr>
<td>Celebrate success in areas children love, so they gain the <strong>confidence</strong> they need to excel</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>Allow children to <strong>interact</strong> with other children of diverse races, ages, backgrounds, and cultures</td>
<td>70%</td>
<td>#1 for Black parents (78%)</td>
</tr>
<tr>
<td>Allow children to <strong>express and be themselves</strong>, not just fit in</td>
<td>70%</td>
<td></td>
</tr>
</tbody>
</table>

# 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
Adolescence is a time of remarkable opportunity. Adolescent brains are adapting to the developmental tasks of this stage of life. Adolescents are drawn to novel experiences.

Adolescents are highly sensitive to respect. Adolescence starts earlier than we think and lasts longer than it use used to. Adolescents are a force for good.

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

OST Families Have Higher Incomes

OST Parents Are More Educated

$100K+
(non-OST 14%)

37%

$37-99K
(non-OST 47%)

44%

Under $37K
(non-OST 37%)

17%

OST Parents

College +
(non-OST 29%)

56%

High school or less
(non-OST 30%)

28%

Some college
(non-OST 41%)

17%

OST Parents

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

OST Parents

College +
Black 17% (vs. 7%) | Hispanic 22% (vs. 9%) | White 46% (vs. 18%)

OST Families Have Higher Incomes

OST Parents Are More Educated

$100K+
(non-OST 14%)

37%

$37-99K
(non-OST 47%)

44%

Under $37K
(non-OST 37%)

17%

OST Parents

College +
(non-OST 29%)

56%

High school or less
(non-OST 30%)

28%

Some college
(non-OST 41%)

17%

OST Parents

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

OST Parents

College +
Black 17% (vs. 7%) | Hispanic 22% (vs. 9%) | White 46% (vs. 18%)
Ratings of Quality | Perceptions Lower Among Families In Low/No Cost Programs

OST Parents: Quality of Child’s Primary OST Program

<table>
<thead>
<tr>
<th>Quality Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>41%</td>
</tr>
<tr>
<td>Very good</td>
<td>44%</td>
</tr>
<tr>
<td>Good</td>
<td>13%</td>
</tr>
<tr>
<td>Fair</td>
<td>2%</td>
</tr>
<tr>
<td>Poor</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Payment Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free (pay nothing)</td>
<td>36%</td>
</tr>
<tr>
<td>Pay $1-25/week</td>
<td>38%</td>
</tr>
<tr>
<td>Pay $26-50/week</td>
<td>43%</td>
</tr>
<tr>
<td>Pay $51-100/week</td>
<td>48%</td>
</tr>
<tr>
<td>Pay $100+/week</td>
<td>47%</td>
</tr>
<tr>
<td>Family HHI $100K+</td>
<td>45%</td>
</tr>
<tr>
<td>Parents with Post-Grad</td>
<td>46%</td>
</tr>
<tr>
<td>5+ days/week</td>
<td>54%</td>
</tr>
</tbody>
</table>
Build Forward Together – Toward Equitable Learning and Development Ecosystems

**STRATEGIES**

- Use Summers to Innovate Towards Long-term Change
- Strengthen & Leverage Community Partners
- Invest In Adolescents
- Build Schools Back Better

**GOALS**

- Build Forward Together

https://forumfyi.org/the-readiness-projects/build-forward-together/
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