

Out-of-School Time Programs: Paving the Way for Children to Find Passion, Purpose, & Voice

National surveys of
K-8 parents, teachers, and
program providers

September 2021



Research Purpose

Understand how Parents, Teachers, and Program Providers perceive the role of out-of-school-time* programs in children's social, emotional, and academic development, to help inform communications, programs, and policy

Understanding Expectations

What role do Parents, Teachers, and Providers see out-of-school-time (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 a program? How do they define or assess quality? What does a successful program look like?



Unpacking COVID-19 Impact

How do Parents, Teachers, and Providers report COVID-19 has impacted the role of these programs now and going forward?

*We use 'out-of-school time' or OST to describe programs outside of school hours or the regular classroom schedule (see slide 10 for definition.)

Research Methodology

November-December 2020

Qualitative

- ☆ **3 K-8 Parent Focus Groups** – parents from a mix of races; 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

February-March 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)

May-June 2021

Qualitative Follow-Up

- ☆ **1 K-8 Teacher Focus Group** – teachers with diversity in OST experience, in schools serving more than 50% FRP families and BIPOC students
- ☆ **1 OST Parents Focus Group** – parents of children K-8, participating in OST, from a mix of races, with priority on low-income families
- ☆ **1 Non-OST Parents Focus Group** – parents of children K-8, not participating in OST, a mix of races, with priority on low-income families
- ☆ **6 In-Depth Interviews Among District Leaders** – including School Board members (2), Elementary school principals (3), and a Superintendent (1)

Research Advisors

We are grateful to these individuals and organizations for their time and expertise which shaped and informed this research project.

Experts

- ☆ **Dale Blyth**, University of Minnesota
- ☆ **Joseph A. Durlak**, Loyola University
- ☆ **Tricia Maas**, Committee for Children
- ☆ **Jennifer McCombs**, RAND Corporation
- Deborah Moroney**, American Institutes for Research
- ☆ **Karen Pittman**, Forum for Youth Investment
- ☆ **Kim Robinson**, David P. Weikart Center for Youth Program Quality

Partner Organizations



Key Insights & Implications

Communications

Parents, Teachers & Providers all see out of school time programs as providing a child-centered experience that is differentiated and highly valuable.

Policy

Parent responses suggest that there is greater demand for these programs than is currently available and participation in high-quality opportunities is not equitably distributed.

Programmatic

The research offers a unique opportunity to build and seek funding for ongoing partnerships between schools and OST providers in supporting Parents' top priority—their children's social and emotional health.

Takeaway

Districts are critical players in ensuring equitable access to high-quality OST programs. New stimulus dollars provide an opportunity to address unmet demand among low-income and rural parents.

COVID Context | What Keeps Parents Up at Night



COVID Backdrop: A Year Like No Other

Parent and Student Perspective

- ☆ “Hard,” “messy,” “challenging”
- ☆ Parents felt whiplash with instructional mode and seeing academic gaps firsthand
- ☆ **Many felt their children “regressed” academically, socially, and emotionally**

“My kid used to be a superstar. Now with this homeschooling ... he cannot catch up; he doesn’t want to do anything. He acts like he doesn’t know anything.” (Parent)

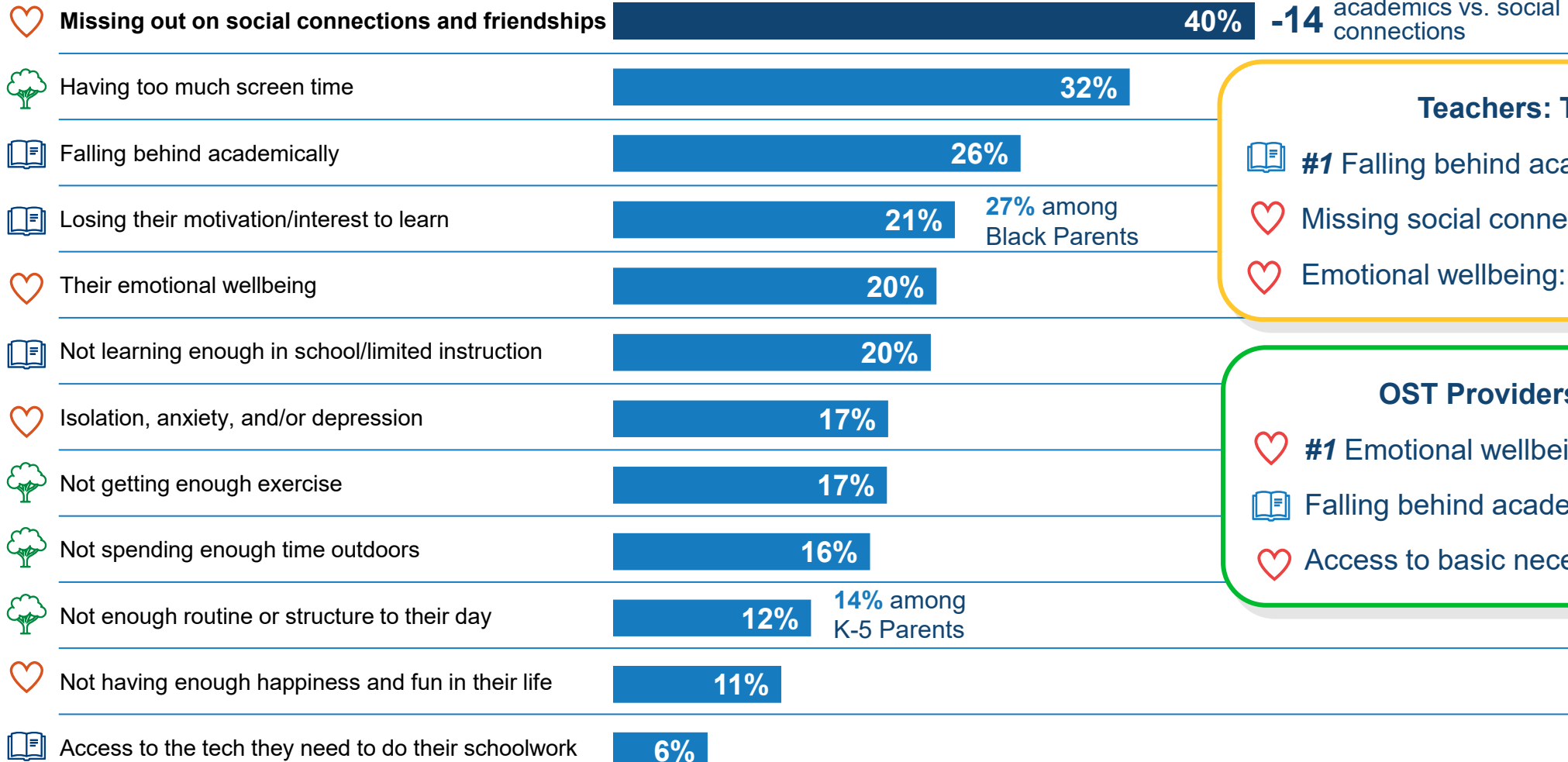
Teacher/Provider Perspective

- ☆ Exhaustion, frustration, resilience
- ☆ More than any other year, parent engagement was crucial to success, and schools/districts found new ways for more parents to engage, but need was great and constantly evolving
- ☆ **Worried about impact of chronic absenteeism, learning loss, and focused on supporting social-emotional and mental health**

“It’s hard. We are open during the school day, getting kids connected online, coordinating. We are trying to connect with teachers and maintain a sense of normalcy.” (OST Provider)

Parent Concerns for Children | Social Connections Top the List

What are you MOST worried about right now? (February-March 2021)



Teachers: Top 3

- #1 Falling behind academically: 39%
- Missing social connections: 30%
- Emotional wellbeing: 26%

OST Providers : Top 3

- #1 Emotional wellbeing: 26%
- Falling behind academically: 22%
- Access to basic necessities: 20%

Parent Concerns for Children | A Deeper Look

Across Race/Ethnicity and Household Income

Most worried about for child (pick 3)	Parents						
	Total	Black	Hispanic	White	<\$37k	\$37-99k	\$100k+
Missing out on social connections and friendships	40%	37%	37%	42%	35%	40%	45%
Having too much screen time	32%	30%	34%	32%	26%	34%	36%
Falling behind academically	26%	28%	28%	24%	27%	27%	23%
Losing their motivation/interest to learn	21%	27%	21%	21%	23%	21%	20%
Their emotional wellbeing	20%	20%	19%	20%	18%	20%	22%
Not learning enough in school because school instruction is limited/Learning less than in other years	20%	23%	19%	19%	20%	20%	20%
Isolation, anxiety, and/or depression	17%	14%	19%	17%	20%	17%	15%
Not getting enough exercise	17%	18%	19%	16%	16%	18%	17%
Not spending enough time outdoors	16%	18%	18%	14%	17%	16%	16%
Not enough routine or structure to their day	12%	14%	13%	12%	12%	13%	12%
Not having enough happiness and fun in their life	11%	9%	10%	11%	13%	10%	9%
Access to the technology they need to do their schoolwork	6%	8%	7%	5%	7%	5%	6%
None of the above/not worried	5%	5%	5%	6%	7%	4%	5%

blue/red=statistically significant higher/lower (within row)

Black parents are more concerned than other parents about their children losing interest in learning.

Majority of Parents Prioritize Out-of-School Time Programs That Provide Learning Beyond School

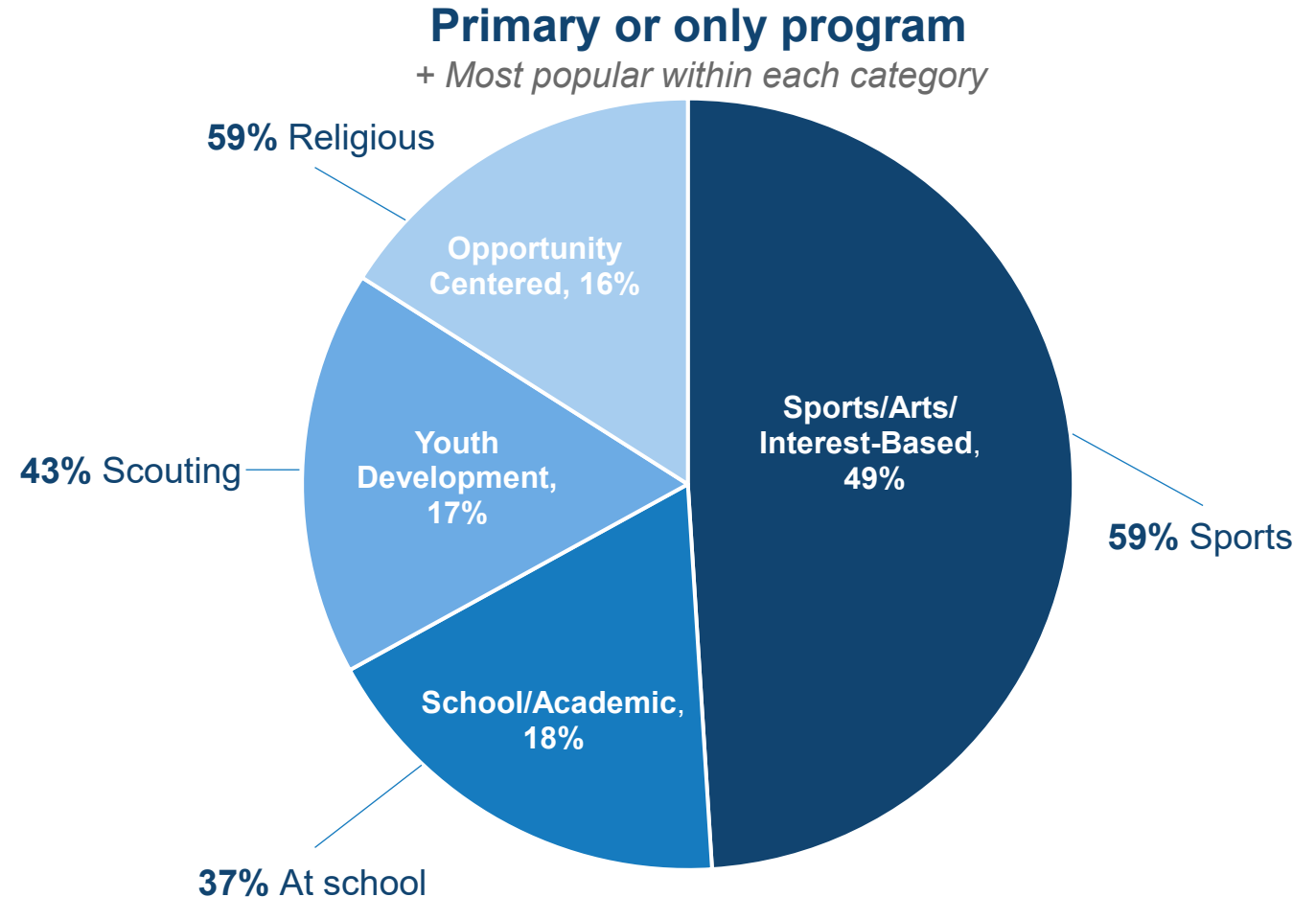


Majority of Families Surveyed Enroll Their Child in an OST Program

65%

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

Out of School Time (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 afterschool or on weekends, online, or in person.



Parents Choose Programs Through Multiple Pathways

Parents in qualitative research said there was no single road map for how they find and select OST programs



Most parents selected programs that matched their goals for their child's development, i.e., passion, real-world skills, diversity, social interaction



Some parents did a lot of research, including finding a safe setting with providers they can trust



Others relied on friends' advice or word of mouth

A few alumni enrolled kids in legacy programs



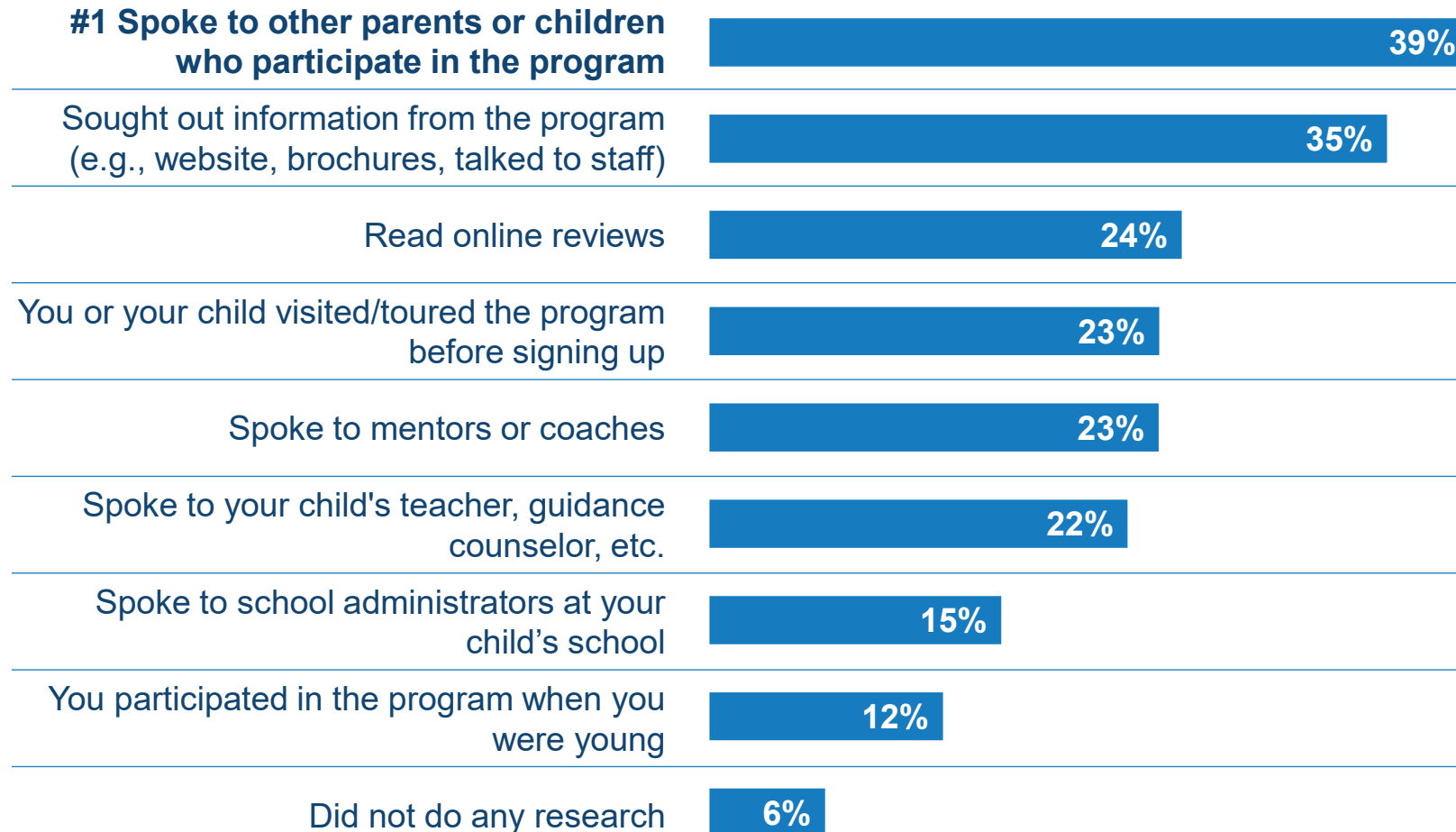
Still others chose the most cost-effective, free, or convenient option



Some were in academic programs recommended by educators to help kids catch up or get ahead

Word of Mouth | Most Common Way to Find a Program

Ways parents researched out-of-school time programs

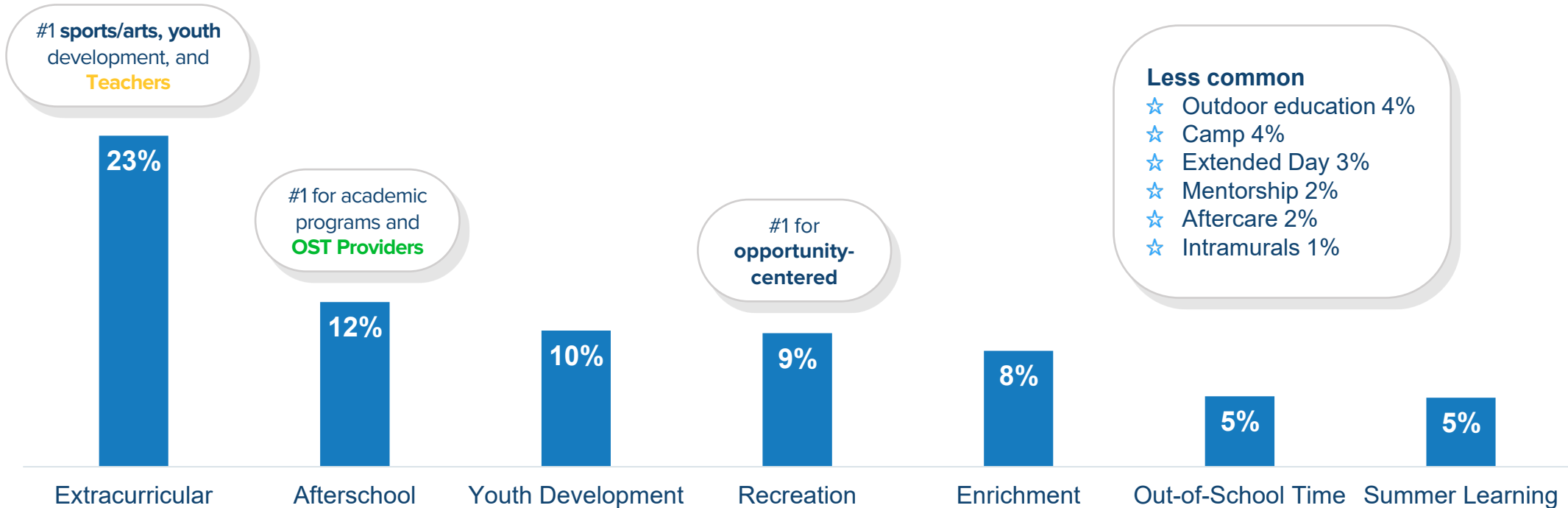


Delving Deeper into Distinctions

- ☆ The **more you pay**, the more likely you are to do **multiple forms** of research, including **online reviews, tours, and educator referrals**.
- ☆ There is also a **correlation between doing more research and higher perceptions of quality**.

“Extracurricular” Is the 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 what name they would use, compared to 4% of parents with a child participating in a program

Child Centered | Key Value Proposition for Out-of-School Time Programs



Value Proposition | Key Themes

Based on open-ended qualitative feedback, Learning Heroes created 18 messages based on five themes to test for motivation to enroll in OST programs

Freedom, Relief,
Comfort



Individual Passion
and Purpose



Relationships,
Belonging, Diversity



Preparation for Real
World, Academic
Engagement



Safety, Structure,
Routine



“It’s a chance to work as a team or in a group toward a goal that isn’t academic and to problem solve everyday life situations. It’s an opportunity to form friendships outside of school walls based on similar interests.” (Teacher)

“It’s imperative that my child is in a safe and multicultural space where she can feel like she belongs to a community of people; therefore, she can build lifelong relationships with people that don’t look like her.” (Parent)

Metaphor Elicitation:
focus group participants shared images (examples to the left) that represent their thoughts, feelings, and experiences with OST.

For Parents | Child Centered is a Consistent Theme

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 and language

Children will...

Find | Explore | Experience | Dream

Programs will...

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 will...

Learn | Catch up | Develop

Programs will...

Provide | Equip | Help

Child-Centered Themes Resonate Across Audiences

Very Motivated to Enroll	Parents		Teachers		OST Providers	
#1	Expose children to new experiences, ideas, and perspectives beyond their everyday home and school lives	74%	Expose children to new experiences, ideas, and perspectives beyond their everyday home and school lives	72%	Give children a sense of belonging by being with people who see them, look like them, and treat them with respect	67%
#2	Allow children to find their passion, purpose, and voice	71%	Motivate children to get excited about learning, even those who aren't doing well in school	69%	Celebrate success in areas children love, so they gain the confidence they need to excel	62%
#3	Celebrate success in areas children love, so they gain the confidence they need to excel	70%	Allow children to spend time learning things beyond core academics	68%	Allow children to find their passion, purpose, and voice	61%
#4	Allow children to interact with other children of diverse races, ages, backgrounds, and cultures	70%	Allow children to express and be themselves, not just fit in	67%	Encourage children to take on challenges and dream big without fear of making mistakes	61%
#5	Allow children to express and be themselves, not just fit in	70%	Celebrate success in areas children love, so they gain the confidence they need to excel	67%	Expose children to new experiences, ideas, and perspectives beyond their everyday home and school lives	60%
					Allow children to interact with other children of diverse races, ages, backgrounds, and cultures	60%

- Parents and Providers are also persuaded by messages about diversity and belonging
- Only Teachers rank “learning” statements in a top tier of reasons to enroll in OST

Audiences evaluated 18 messages on motivation to enroll in an OST program. The top 5 per audience are above.

Child-Centered Messages Resonate As The Aspiration

Parents prized “new experiences,” although they can be expensive and hard to come by

The statement is about different experiences children can have. Then they're able to decide for themselves what they like or don't like. If they don't have the opportunity, they don't know. (OST Parent)

I'd love for my child to experience new things. (Non-OST Parent)

Teachers valued new experiences and students finding passion

Where I am, a lot of the inner-city kids have the same routine going to school and going home. If they participate in something they enjoy, they can figure out what they do like. And having somewhere they can be exposed to things would be beneficial.... Some parents don't have \$200 a month to do dance. (Teacher)

District leaders agreed, but were cautious about overpromising

I think the statements are believable. It's what the programs aim for, but don't always get to. (District Leader)

Yes! New experiences. Now if only we could get to the kids who are not participating; we need to reach them. (District Leader)

Teachers & OST Providers See the Value of OST Programs

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



Key= Teachers OST Providers Neutral

% 3 closest points on an 11-point scale

Defining Value of OST Programs | A Deeper Look

Statistical testing of Teachers/Providers working in schools/programs where enrollment is 50%+ students of color, or 50%+ students receiving Free/Reduced-Price Lunch (FRPL).

	Teachers			OST Providers		
	Total	50%+ students of color	50%+ students get FRPL	Total	50%+ students of color	50%+ students get FRPL
Nice-to-have	16%	13%	15%	8%	7%	9%
Must-have	35%	43%	43%	43%	40%	42%
Non-professional	5%	5%	6%	3%	3%	3%
Professional	39%	49%	44%	48%	47%	45%
Mentoring	22%	24%	24%	11%	7%	8%
Teaching	24%	31%	28%	36%	33%	34%
Ad hoc	9%	11%	10%	3%	4%	4%
Research based	33%	43%	40%	42%	38%	41%
Expensive	6%	6%	5%	3%	3%	3%
Affordable	46%	53%	49%	46%	44%	44%
Competitive	3%	3%	3%	5%	4%	5%
Collaborative	51%	55%	53%	48%	46%	46%
Structure	18%	19%	19%	9%	9%	9%
Freedom	21%	31%	26%	38%	38%	37%
Adult-led	34%	31%	33%	11%	10%	9%
Child-led	15%	23%	19%	37%	40%	42%

☆ Among Teachers, positive impressions of OST are stronger in schools with more Free and Reduced-Price Lunch (FRPL) and/or students of color.

☆ Middle school Teachers are more likely to say “child-led” than elementary school teachers (22% vs 16%).

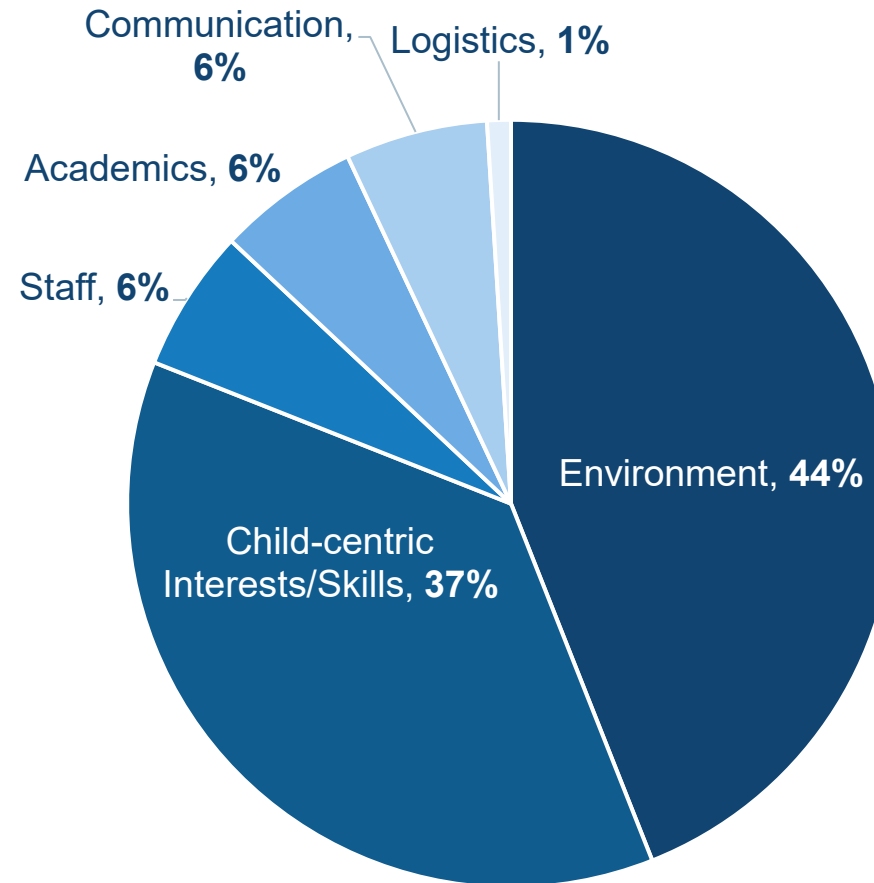
Child-Centered Indicators Drive Definition of Quality

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%

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

Quality Drivers for Parents



Environment: most important

Program is fun	76%
Physical safety of environment	73%
Nurturing/welcoming environment	72%

Staff is very important to Parents, but not a key driver in determining quality:

- Staff is trustworthy (82% very important)
- Staff respects you and your child (81%)
- Staff is caring (78%)

Indicators That Drive Parents' Definition of Quality

Across Race/Ethnicity and Household Income

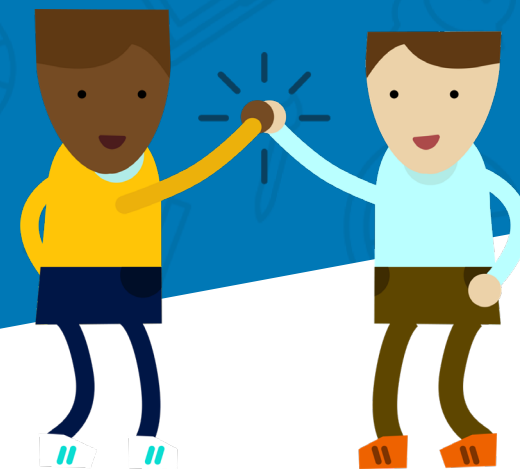
% very important in determining quality of program (top tier)	OST Parents						
	Total	Black	Hispanic	White	\$<37k	\$37-99k	\$100k+
Child seems happy/likes attending the program	83%	79%	86%	83%	77%	86%	82%
The staff is trustworthy	82%	84%	82%	82%	74%	84%	83%
The staff respects you and your child	81%	81%	82%	80%	75%	84%	80%
Your child is gaining confidence	79%	72%	80%	79%	75%	79%	81%
The staff is caring	78%	78%	79%	77%	74%	80%	76%
Your child is developing social and emotional skills	77%	83%	80%	76%	71%	79%	78%
Program is fun	76%	75%	76%	76%	70%	79%	75%
Your child is being exposed to new experiences that will open up new knowledge and areas of interest	75%	80%	77%	73%	74%	74%	75%
Your child is pursuing their interests/passion(s)	73%	76%	74%	72%	74%	73%	73%
Physical safety of the environment	73%	74%	80%	72%	63%	76%	75%
The staff is knowledgeable and experienced	73%	72%	78%	70%	65%	76%	73%
Your child is developing specific skills (like a language, craft, or sport)	72%	81%	70%	71%	63%	74%	74%
Nurturing and welcoming environment	72%	66%	76%	71%	68%	74%	71%
Your child is expressing their creativity	72%	76%	83%	68%	68%	73%	72%
Excites and motivates your child about learning	71%	70%	76%	68%	70%	71%	71%
Your child is willing to take on challenges without fear of making a mistake	70%	77%	73%	69%	70%	71%	70%

Top tier rank order – blue/red= statistically significant higher/lower (within row)

Parents Look to Their Child's Happiness First, Professionals Have Other Gauges of Quality

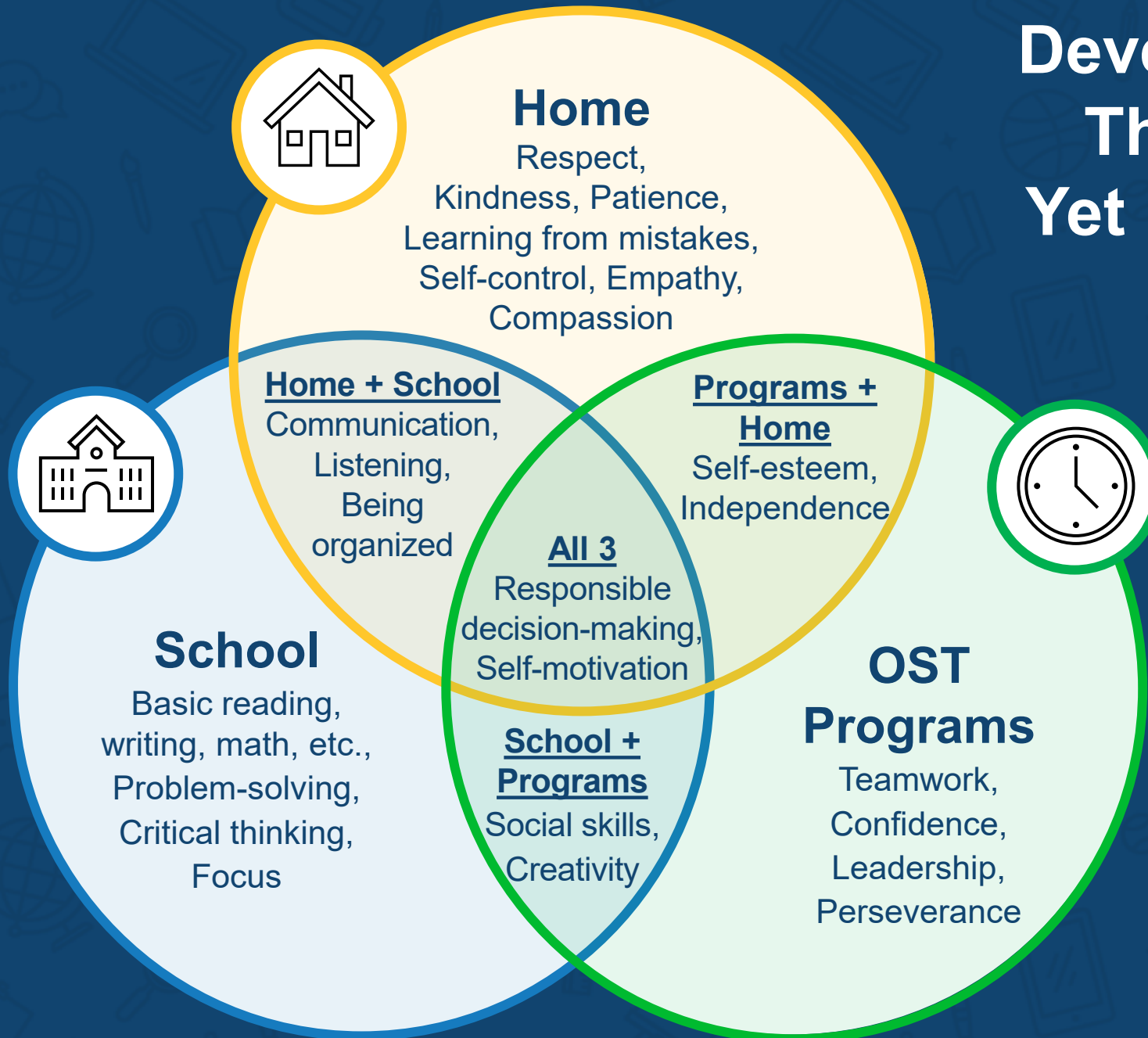
Very Important Quality	OST Parents		Teachers		OST Providers	
#1	Your child seems happy/likes attending the program	83%	The staff is trustworthy	84%	The staff is trustworthy	70%
#2	The staff is trustworthy	82%	Children are developing social and emotional skills	81%	The staff is caring	64%
#3	The staff respects you and your child	81%	Physical safety of the environment	80%	Children are meeting new people/making new friends of diverse backgrounds	63%
#4	Your child is gaining confidence	79%	Children are happy/like attending the program	80%	Children are expressing their creativity	63%
#5	The staff is caring	78%	The staff respects parents and children	80%	Children willing to take on challenges without fear of making a mistake	63%
#6	Your child is developing social and emotional skills	77%	The staff is caring	80%	Children are being exposed to new experiences	63%
#7	Program is fun	76%	Nurturing and welcoming environment	79%	Program is fun	62%
#8	Your child is being exposed to new experiences	75%	Children are gaining confidence	74%	Children are gaining confidence	62%
#9	Your child is pursuing their interests/passion(s)	73%	The staff is knowledgeable and experienced	73%	The staff respects parents and children	62%
#10	Physical safety of the environment	73%	Excites and motivates children about learning	72%	Excites and motivates children about learning	60%
					Children are forming meaningful connections with the program staff	60%

Parents Take a Holistic View of Where Children Develop Life Skills



Developing Life Skills | There Are Distinct Yet Reinforcing Roles

Venn Diagram based on
Parent survey responses



Parent Segment Distinctions

Important Skills for Programs to Develop:

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

Skills Children Develop at School | A Deeper Look

Skills Most Important to Develop at School (pick 5)	Parents			
	Total	Black	Hispanic	White
Basic reading, writing, math, science, etc.	43%	37%	43%	46%
Problem-solving	35%	28%	34%	38%
Social skills	33%	36%	27%	35%
Critical thinking	30%	28%	26%	33%
Communication	25%	24%	29%	24%
Teamwork	22%	18%	22%	23%
Confidence	21%	24%	21%	20%
Respect	21%	20%	19%	22%
Listening	19%	22%	15%	21%
Focus	18%	22%	18%	18%
Responsible decision-making	18%	22%	19%	17%
Creativity	18%	17%	19%	17%
Self-motivation	17%	19%	20%	16%
Learning from mistakes	15%	12%	19%	14%
Being organized	15%	18%	14%	14%
Independence	14%	17%	17%	12%
Self-control	14%	15%	12%	14%
Self-esteem	14%	19%	18%	11%
Kindness	13%	10%	9%	14%
Leadership	12%	15%	15%	9%
Patience	9%	10%	8%	9%
Empathy	7%	4%	6%	8%
Perseverance	6%	6%	6%	7%
Compassion	6%	10%	6%	6%

Shading=top 5 rank order; blue/red= statistically significant higher/lower (within row)

Skills Children Develop at *Home* | A Deeper Look

Skills Most Important to Develop at Home (pick 5)	Parents			
	Total	Black	Hispanic	White
Respect	43%	35%	42%	45%
Kindness	29%	21%	30%	31%
Self-esteem	27%	30%	26%	26%
Communication	25%	22%	26%	25%
Listening	23%	26%	26%	22%
Confidence	22%	22%	23%	22%
Patience	22%	20%	21%	22%
Learning from mistakes	21%	18%	21%	22%
Responsible decision-making	21%	22%	18%	22%
Independence	20%	20%	19%	22%
Self-control	20%	27%	17%	20%
Empathy	18%	15%	19%	19%
Self-motivation	16%	14%	17%	16%
Compassion	16%	12%	14%	17%
Problem-solving	15%	24%	15%	14%
Being organized	15%	16%	17%	14%
Creativity	15%	18%	13%	14%
Social skills	13%	15%	17%	11%
Critical thinking	13%	16%	12%	12%
Basic reading, writing, math, science, etc.	12%	13%	12%	13%
Focus	11%	16%	10%	10%
Leadership	9%	13%	11%	7%
Teamwork	9%	10%	11%	8%
Perseverance	6%	7%	7%	6%

Shading=top 5 rank order; blue/red=statistically significant higher/lower (within row)

Skills Children Develop in OST | A Deeper Look

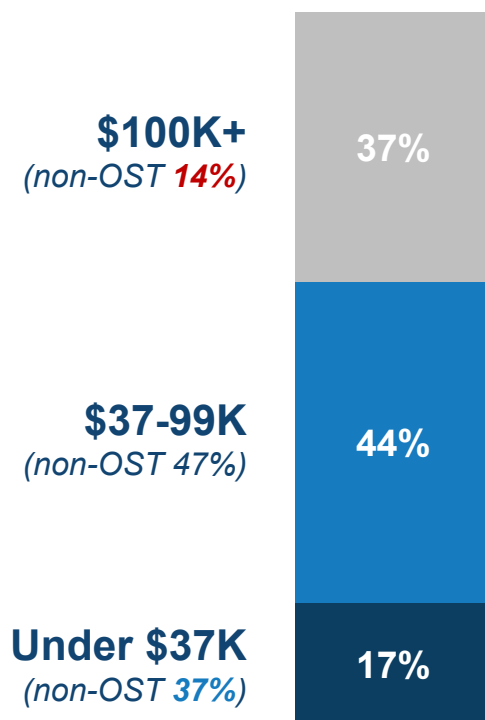
Skills Most Important to Develop at OST (pick 5)	Parents			
	Total	Black	Hispanic	White
Social skills	34%	28%	33%	37%
Teamwork	34%	28%	31%	37%
Confidence	31%	24%	28%	33%
Respect	25%	26%	27%	25%
Self-esteem	25%	22%	25%	25%
Creativity	22%	21%	23%	21%
Self-motivation	20%	16%	20%	22%
Problem-solving	20%	22%	21%	19%
Communication	20%	25%	23%	16%
Leadership	20%	22%	20%	19%
Independence	18%	22%	17%	18%
Kindness	16%	14%	15%	17%
Self-control	16%	20%	15%	16%
Responsible decision-making	16%	20%	17%	15%
Learning from mistakes	16%	16%	14%	16%
Critical thinking	15%	18%	15%	14%
Listening	14%	17%	14%	14%
Focus	13%	19%	14%	11%
Patience	12%	15%	14%	10%
Perseverance	11%	9%	12%	11%
Basic reading, writing, math, science, etc.	11%	16%	12%	9%
Compassion	10%	7%	11%	10%
Being organized	8%	10%	11%	7%
Empathy	8%	9%	7%	8%

Shading=top 5 rank order; blue/red=statistically significant higher/lower (within row)

An illustration of three children against a blue background with faint geometric patterns. On the left, a boy with dark skin, wearing a red baseball cap, a yellow t-shirt with a red star, and blue shorts, is jumping rope. On the right, two girls are walking. The girl in the middle has dark skin, brown hair, and is wearing a blue long-sleeved shirt and pink pants, carrying a red backpack. The girl on the far right has light skin, brown hair, and is wearing a pink dress and pink shoes, carrying a pink backpack.

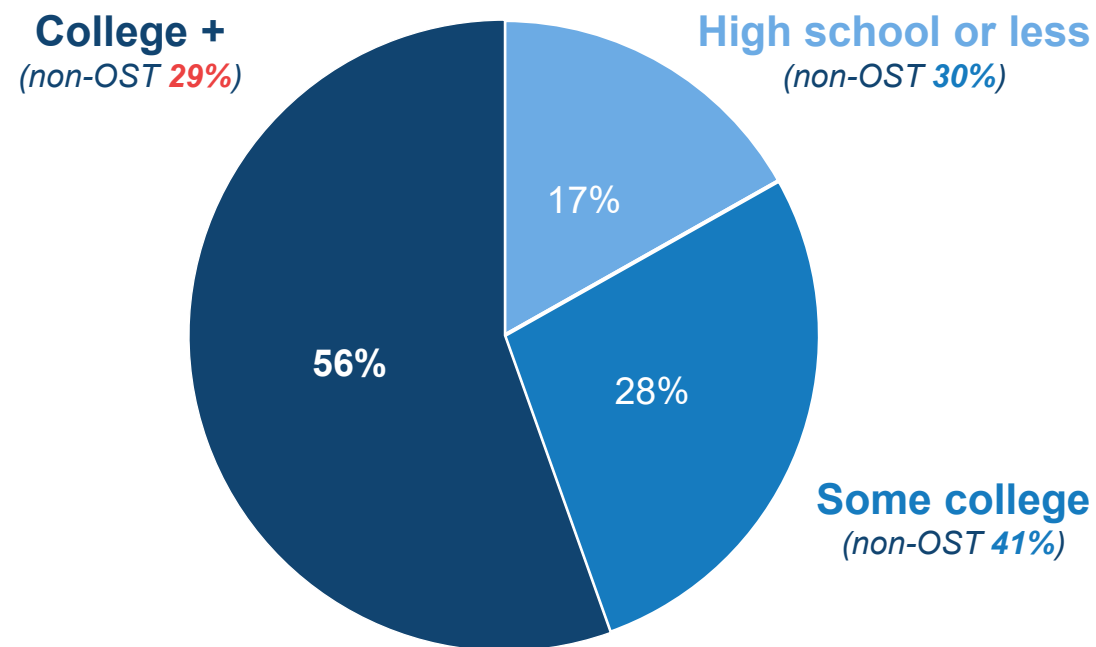
Regardless of Race or Ethnicity, OST Parents Report a Higher Socioeconomic Status

OST Families Report Higher Incomes



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

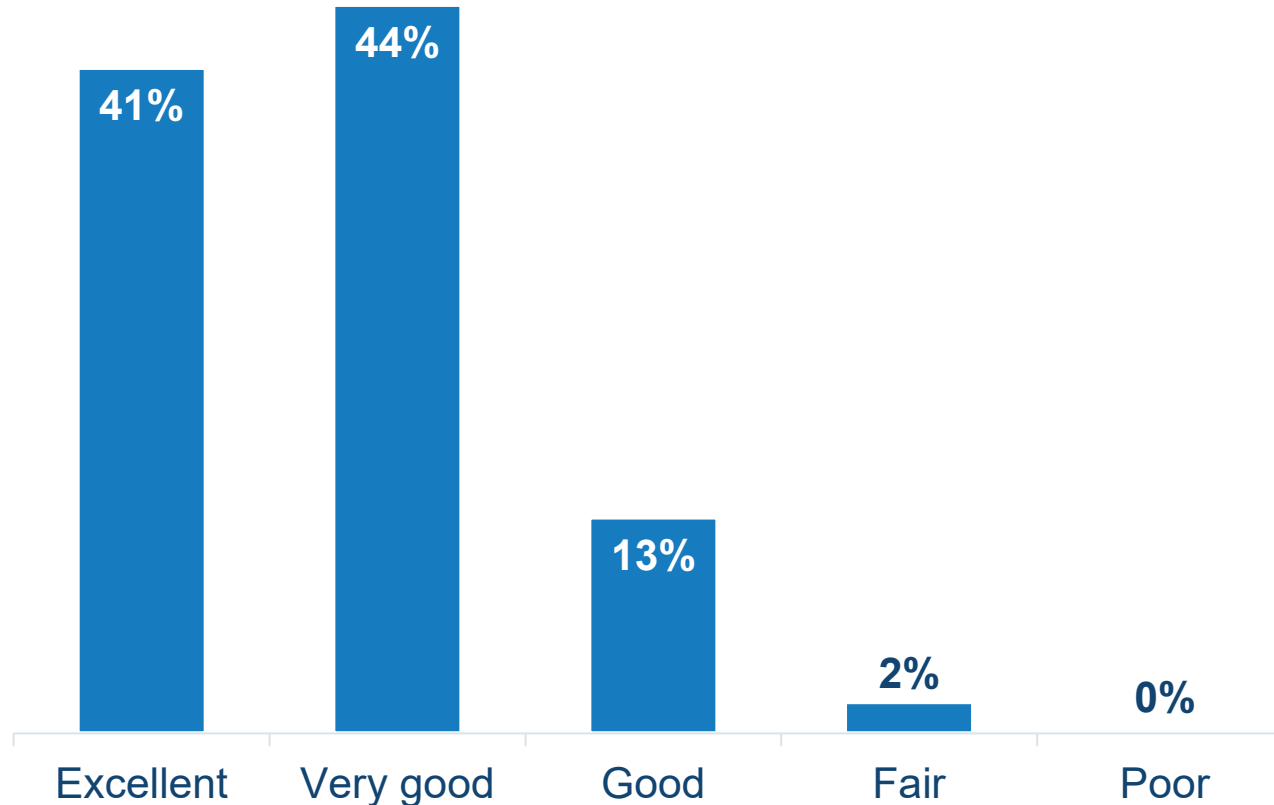
OST Parents Report More Education



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%**

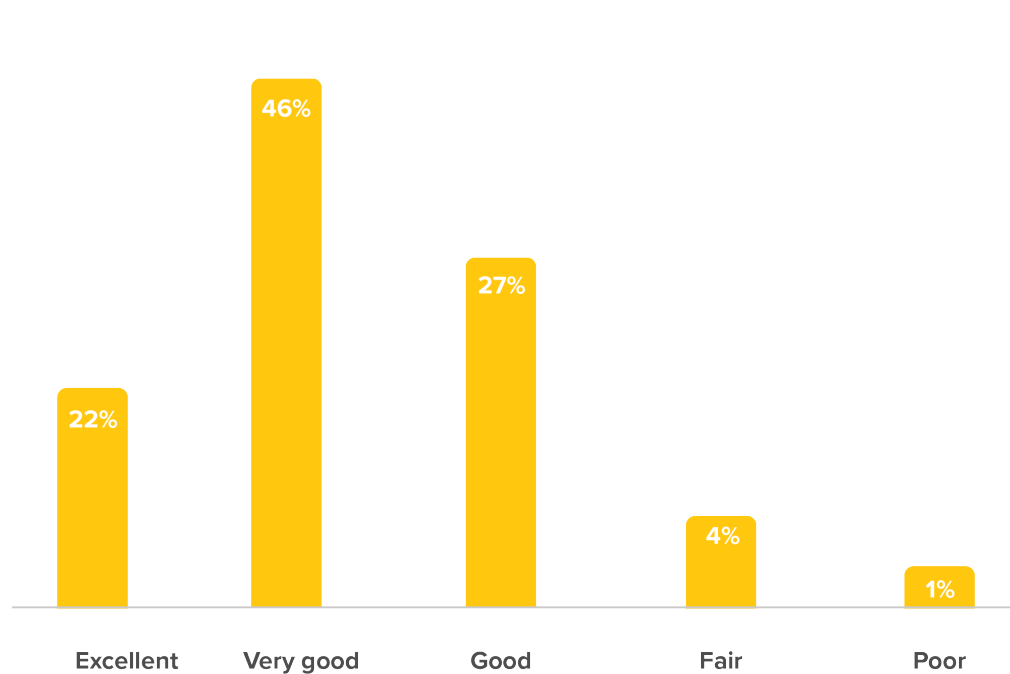
Family HHI \$100K+ **45%**

Parents with Post-Grad **46%**

5+ days/week **54%**

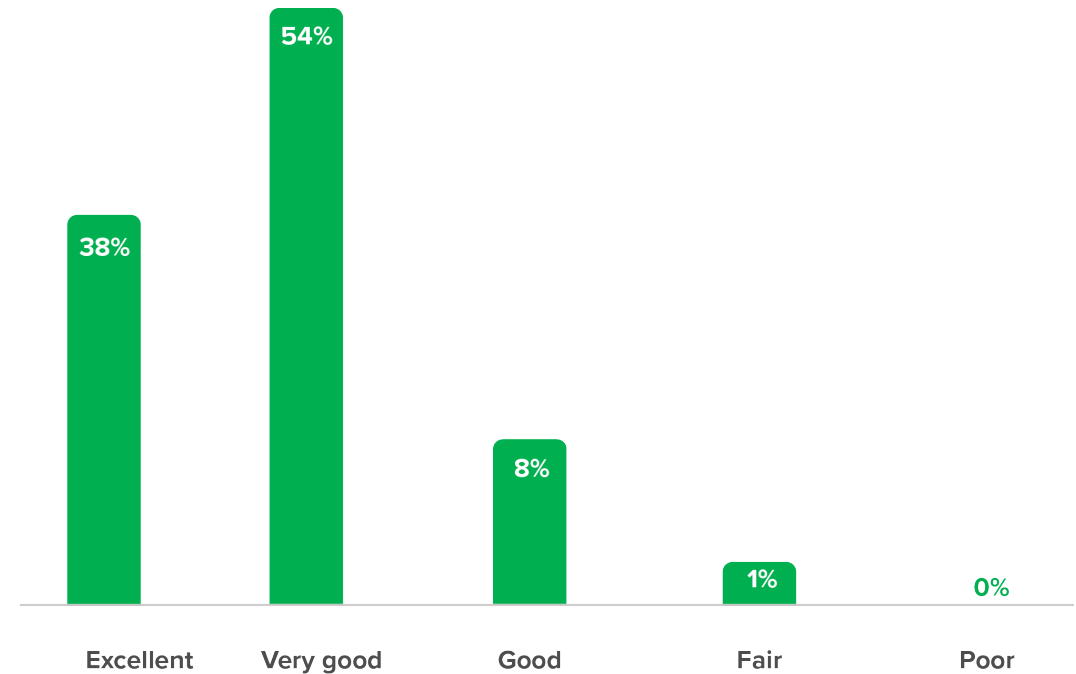
Professionals Give Lower Quality Ratings and See Differences by Setting

Teachers on Quality: Program They Know Best



Ratings significantly stronger in **non-Title 1** (36% excellent) vs. Title 1 schools (17%).

OST Providers on Quality: Program they Know Best



Those whose programs were being offered **in-person** (46% excellent) feel better about their programs than those in hybrid (33%) or virtual (25%) settings.

Qualitative Follow-up Documented Barriers

Parent Perspectives

- Parents identified cost, time, and transportation as barriers that keep them from participating
- Geography was a barrier in rural towns and less affluent districts
- Community outreach helps to communicate that OST programs are welcoming and accessible

"If programs are available, they are going to be very expensive, and that I cannot afford. One city over has programs for certain income levels, but you have to live there." (Non-OST Parent)

"[My program] went out into the community to events. They wore uniforms, it was all-inclusive, they talked about how everybody was motivated by something different." (OST Parent)

Educator Perspectives

- Feedback reinforced survey findings about disparities in access to high-quality OST
- High esteem for the concept of OST was coupled with mixed experiences in program quality
- Consensus that districts need to align more with OST, and some are using stimulus funds for it

"Quality really depends on where the school is located and where you live." (Teacher)

"I think part of it is advertising, and perceptions of being welcoming; not everything is in Spanish." (District Leader)

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%**)

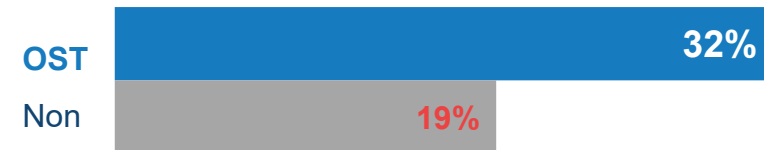
(Feb-March 2021 quantitative survey)



OST Parents More Confident about Student Performance

Extremely confident...

Child is prepared for next year



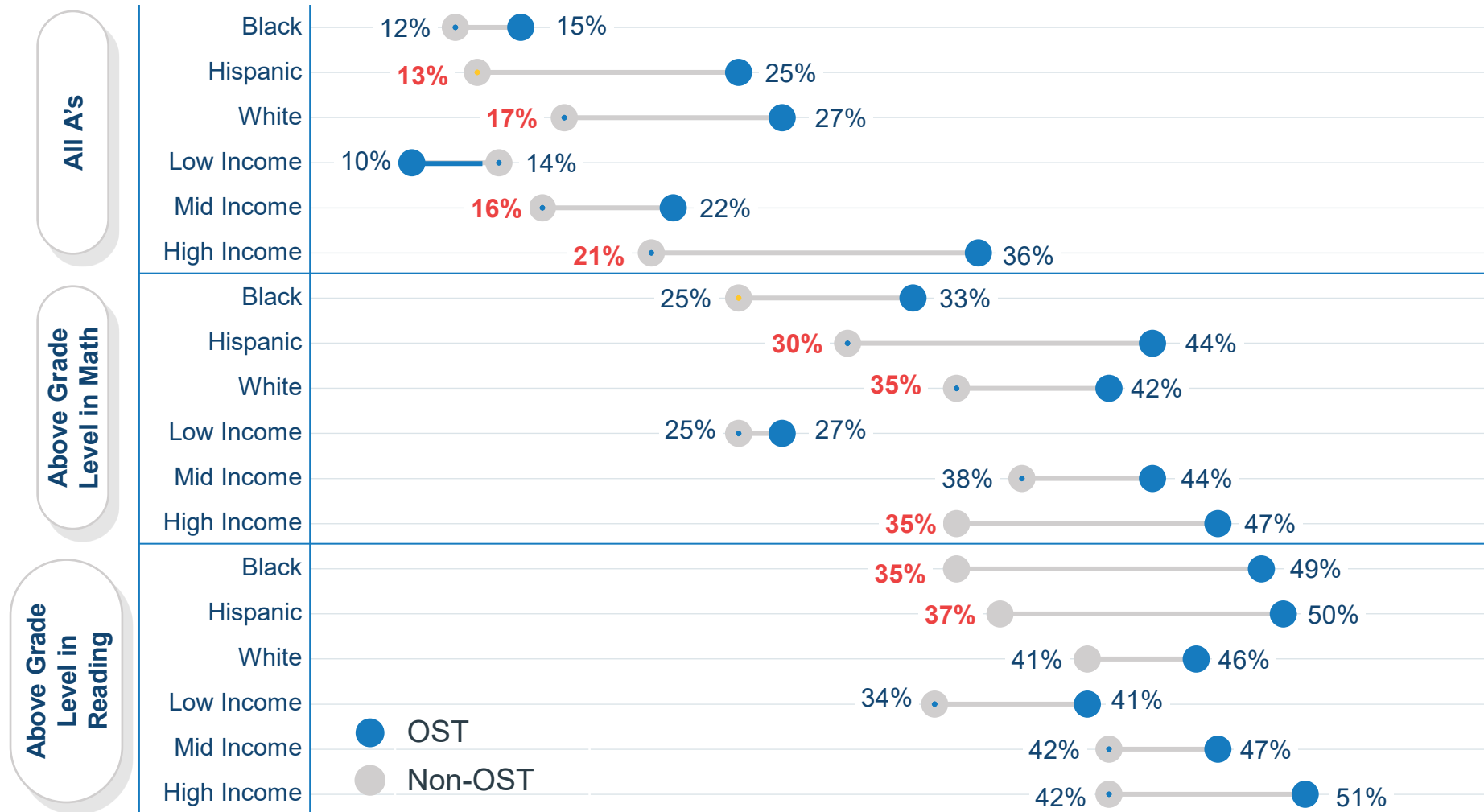
Child is prepared for college



They understand their child's academic performance



OST Parents Report Their Children Doing Better Academically Across Subgroups



Subgroup Distinctions

There are more pronounced differences between White, Hispanic, middle and high-income OST vs. Non-OST Parents on grades

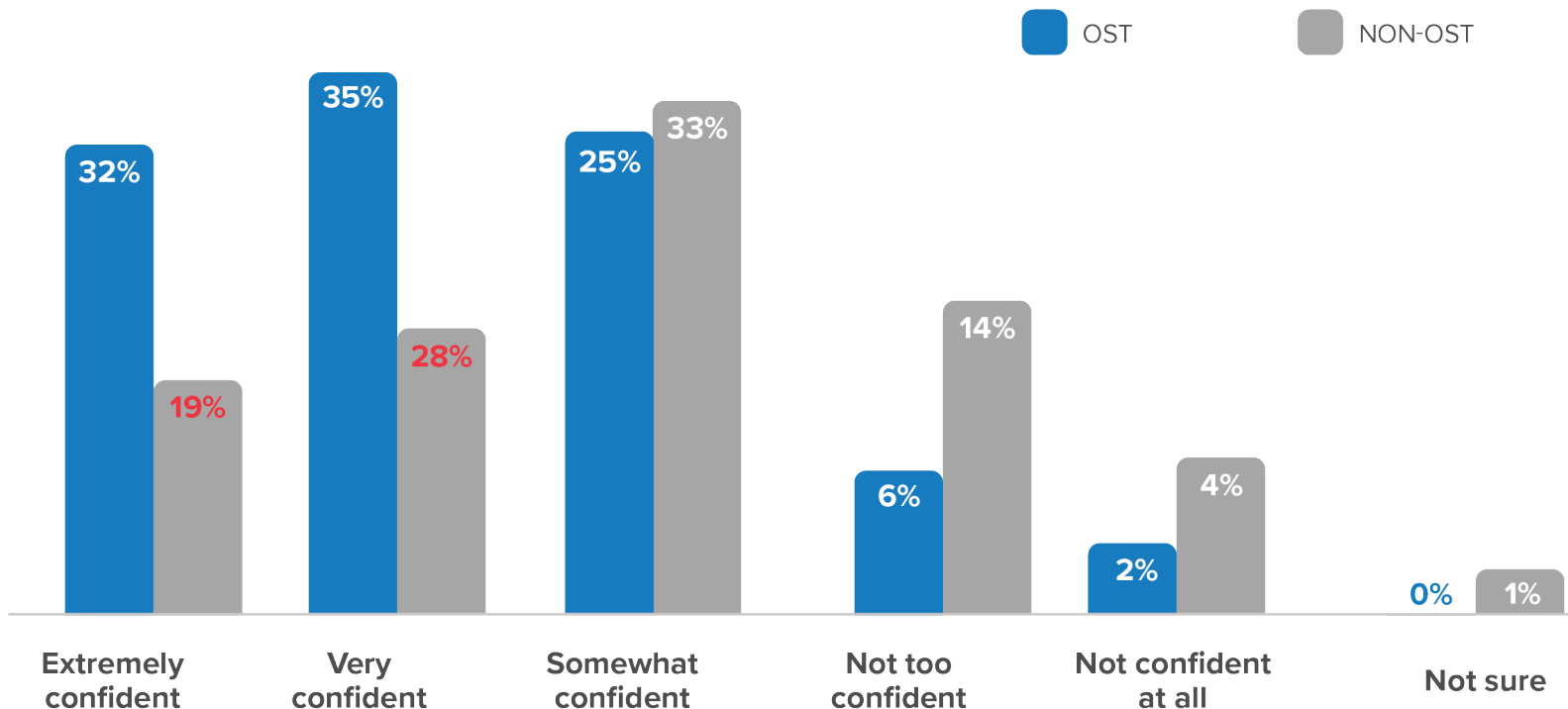
There are more pronounced differences between White, Hispanic, and high-income OST vs. Non-OST Parents on Math assessments

There are more pronounced differences between Black and Hispanic OST vs. Non-OST Parents on Reading assessments

OST Parents More Confident about Fall 2021 than Non-OST Parents

Confident about children being prepared for Fall 2021:

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



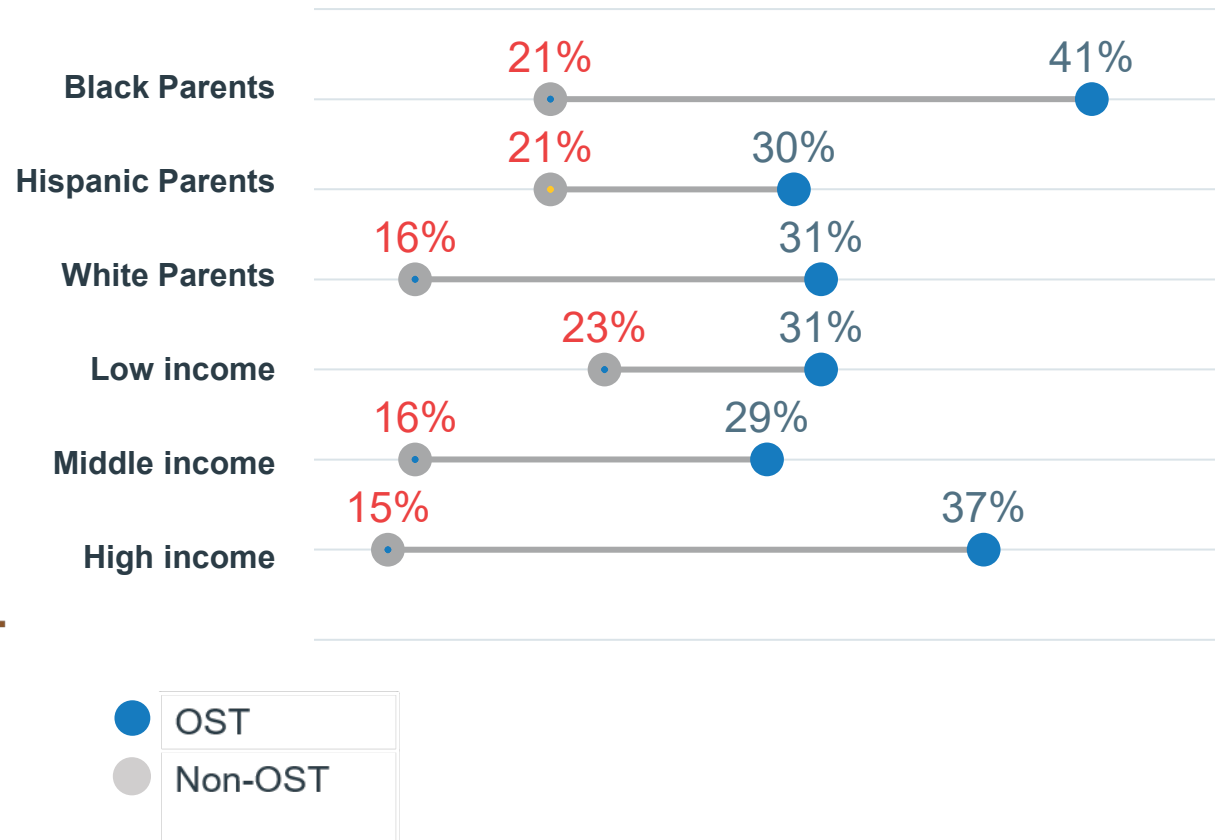
Subgroup Distinctions

- ☆ **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



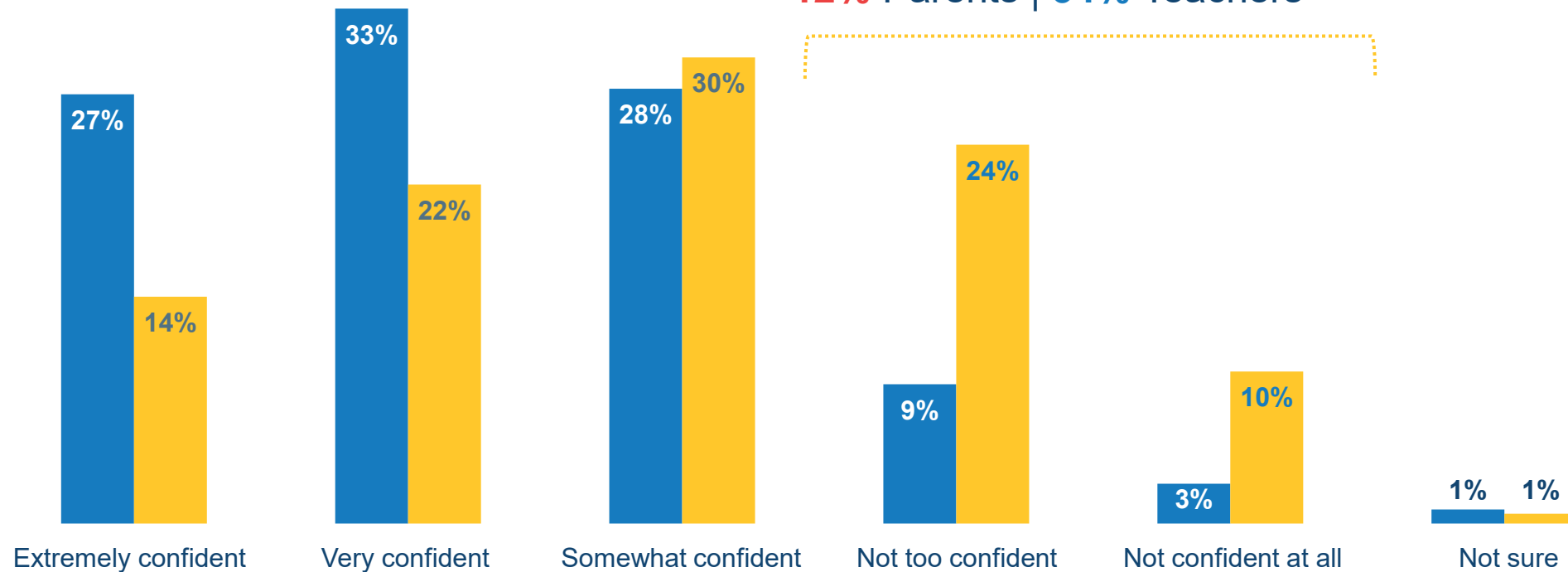
Parents & Teachers Differ in Readiness Perceptions

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

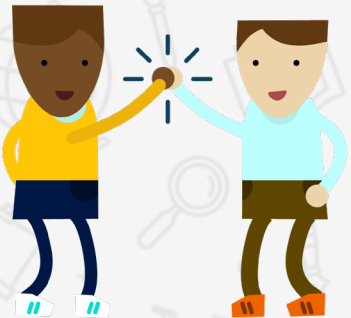
Teachers

Opportunities for Communication Between Parents, Schools & Out-of-School Time Programs



Communications Across Settings | Home+School+OST

Is there an opportunity to enhance communications across settings to support the development of children's academic, social, and emotional learning?



Communication Across Settings: Informal and Depends on the Individual

Parents don't connect the dots between OST and School settings

Teachers describe very informal or no communication with OST programs

OST Providers approach varied greatly across programs

"They have nothing to do with each other. A lot of programs don't focus on school, because kids are in school all day, so OST tries to be more entertaining and they're with different kids than they are in school." (Parent)

"In Open Door, there was not communication between the teachers there and the regular teachers. I don't think they considered the OD teachers, teachers. We were basically childcare to them." (Teacher w/ OST experience)

"When the parents come to pick up the kids, it's, 'hello goodbye.'" (OST)
"I get in front of folks early and often. I survey upfront to know how they like to be communicated with." (OST)

OST Communication with Families | A Deeper Look

Across Race/Ethnicity and Household Income

Parents were asked to think about communications from their child's out-of-school-time program.

	OST Parents						
	Total	Black	Hispanic	White	<\$37k	\$37-99k	\$100k+
Typically share learning goals about child with out-of-school-time program provider (Parents “Yes”; Teacher/Provider “Daily/Weekly”)	66%	78%	72%	62%	70%	66%	64%
Communication with parents (“The right amount”)	79%	84%	82%	77%	79%	83%	75%
Very interested in a way to share	48%	54%	53%	45%	47%	49%	48%
Very/somewhat interested in a way to share (Total)	81%	86%	82%	80%	80%	83%	80%
Not interested in a way to share	5%	2%	5%	5%	4%	4%	5%

blue/red=statistically significant higher/lower (within row)

Black and Hispanic parents are more likely to say that programs share learning goals and are more interested in new ways to share.

Teachers Perceive Less Information Sharing Across Settings

Statistical testing of Teachers/Providers working in schools/programs where enrollment is 50% or more students of color, or 50% or more students receive Free/Reduced-Price Lunch (FRPL).

	Teachers			OST Providers		
	Total	50%+ students of color	50%+ students get FRPL	Total	50%+ students of color	50%+ students get FRPL
Typically share learning goals with parents (Parents "Yes"; Teacher/Provider "Daily/Weekly")	61%	66%	63%	81%	85%	83%
Communication with parents (<i>"The right amount"</i>)	69%	59%	64%	58%	45%	45%
Communication with school / OST (<i>"Daily/Weekly"</i>)	40%	47%	44%	76%	83%	84%
Communication with school / OST (<i>"The right amount"</i>)	53%	41%	46%	58%	51%	52%
Communication with school / OST (<i>"Too much"</i>)	10%	21%	15%	32%	38%	38%
Very interested in a way to share	37%	40%	42%	42%	42%	44%
Total: very/somewhat interested in a way to share	76%	80%	80%	88%	88%	90%
Not interested in a way to share	6%	5%	4%	2%	2%	2%

blue/red=statistically significant higher/lower (within row)

Multiple Benefits to More Formal Sharing of Information

“Accurate” picture and supporting learning “across environments” make the strongest case to all audiences.

Parents also say that “teacher insights” to see the “whole child” are helpful, as well as connecting “passion/purpose” with the “skills” children are learning in school. That language speaks to Teachers more than OST Providers

	% Parents very helpful	Teachers	OST Providers
Getting an accurate picture of your child's growth and development so you can most effectively support learning across all environments (home, school, program, etc.)	59%	51%	52%
Giving teachers and program providers new insights on your child's strengths, weaknesses, needs, and interests, to see the whole child for who they are and what they can achieve	57%	55%	47%
Identifying the connection between your child's passions/purpose and the skills they are learning in school, to make learning motivating and meaningful	57%	49%	41%

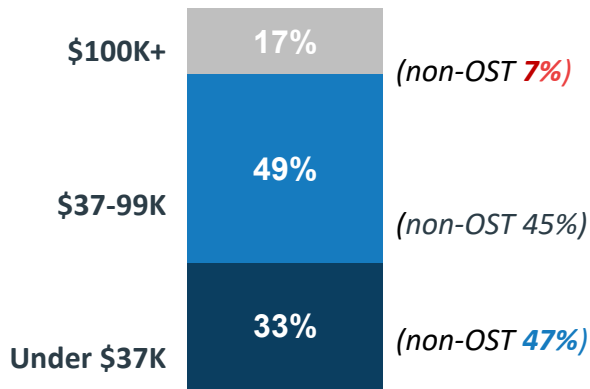
^Parents Split Sample A; slightly revised for Teachers/Providers

Audiences | Deep Dives



Black Families | A Deep Dive on OST and Non-OST Parents

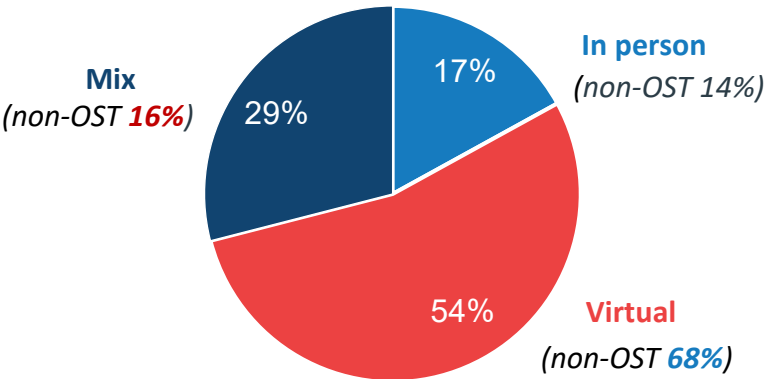
Income



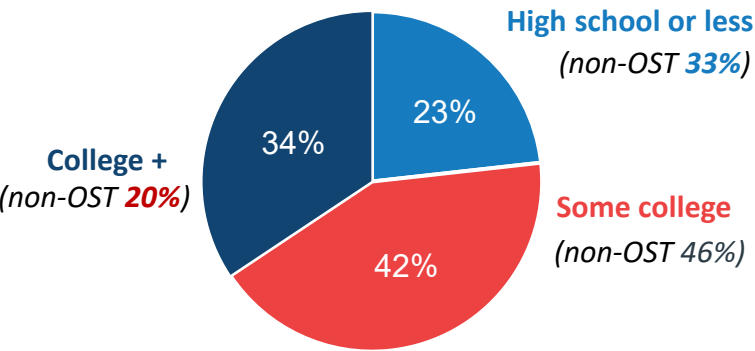
School Performance

15% all As
(non-OST 12%)

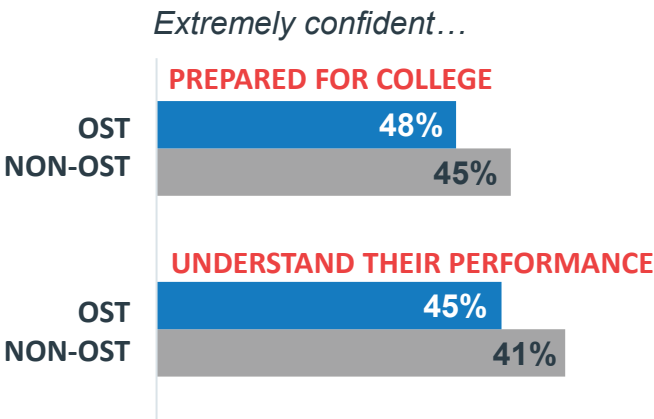
2020-2021 School Attendance



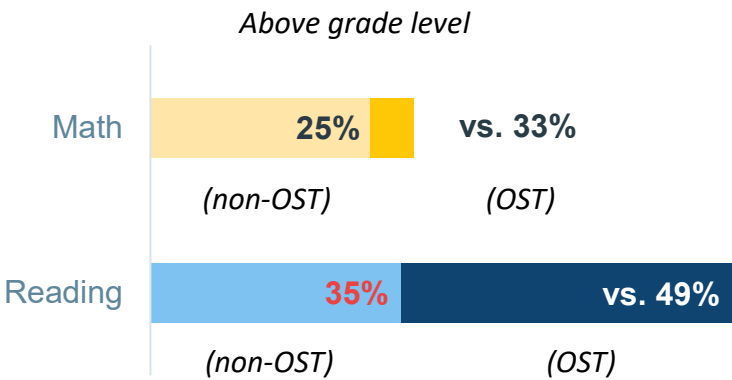
Parental Education



Confidence in School Performance



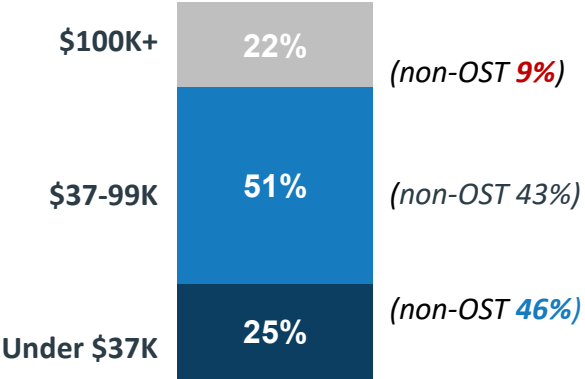
Performance in Math and Reading



blue/red=statistically significant higher/lower (within row)

Hispanic Families | A Deep Dive on OST and Non-OST Parents

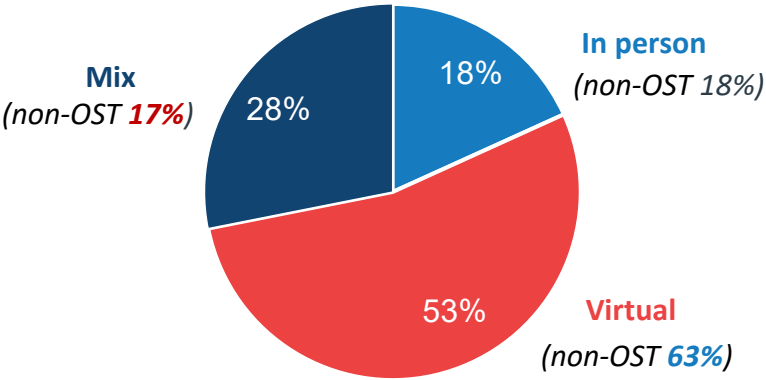
Income



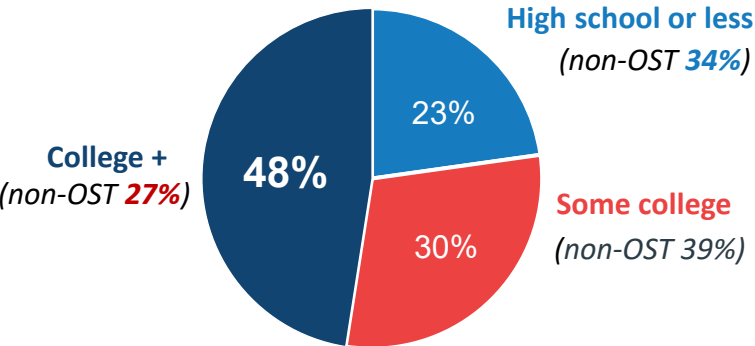
School Performance

25% all As
(non-OST **13%**)

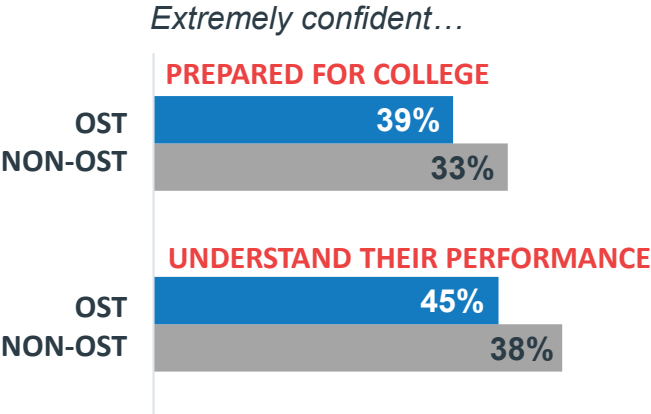
2020-2021 School Attendance



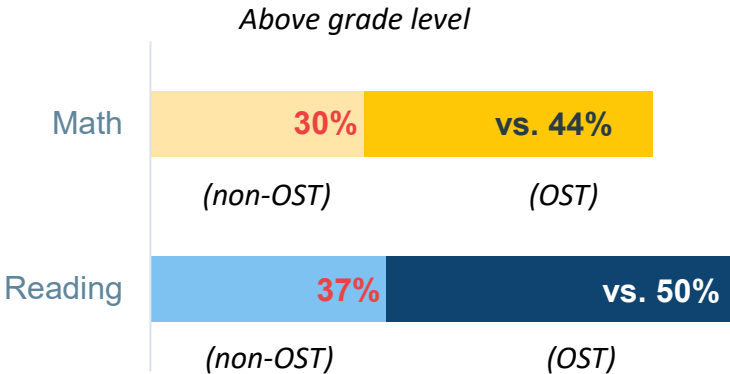
Parental Education



Confidence in School Performance



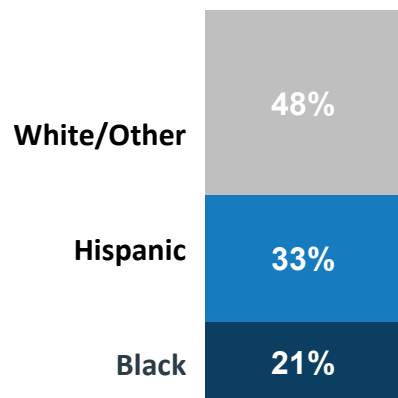
Performance in Math and Reading



blue/red=statistically significant higher/lower (within row)

Low-Income Families | A Deep Dive

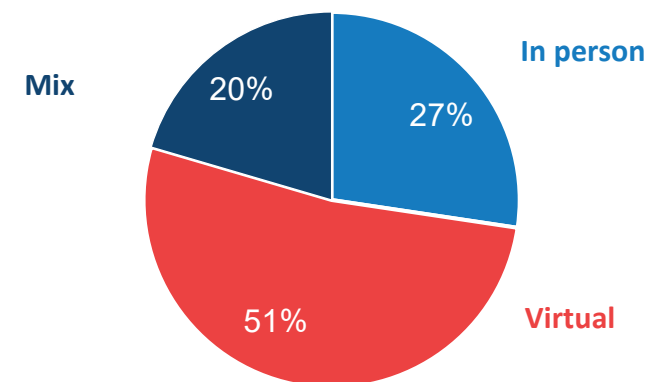
Race/Ethnicity



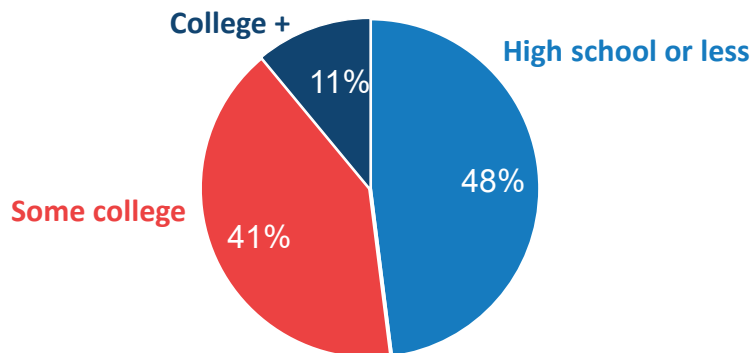
School Performance

12% all As

2020-2021 School Attendance



Parental Education



Confidence in School Performance

Extremely confident...

PREPARED FOR COLLEGE

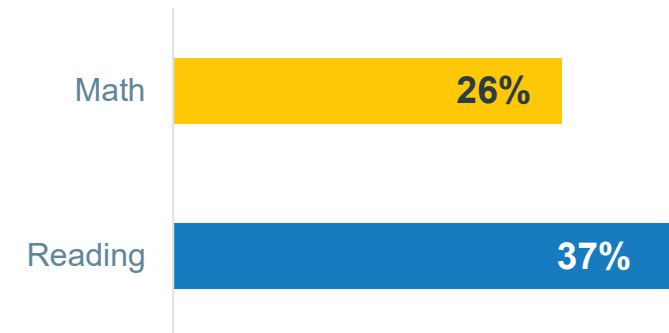


UNDERSTAND THEIR PERFORMANCE



Performance in Math and Reading

Above grade level





New resources to inform messaging that engages parents:

- ☆ Research Deck
- ☆ Promotional Video
- ☆ Messaging Guidance
- ☆ Social media Toolkit & Infographics
- ☆ Blogs

[Get the Playbook](#)



Contact

Bibb Hubbard
Founder & President
Learning Heroes

bhubbard@learningheroes.org

David Park
SVP Strategy & Communications
Learning Heroes

dpark@learningheroes.org



Like us on Facebook
[/Bealearninghero](https://www.facebook.com/Bealearninghero)



Follow us on Twitter
[@bealearninghero](https://twitter.com/bealearninghero)