### Madison Out-of-School Time (MOST) Vision

The Madison Out-of-School Time (MOST) initiative will ensure that all of Madison's children and youth have access to comprehensive, high-quality, out-of-school time programs that support positive youth development, educational achievement, and/or career and community readiness.

#### A collective vision...

To:

- Facilitate coordination and collaboration across out-ofschool (OST) program providers
- Support diverse, high-quality child and youth out-of-school programming

#### Information sharing...

To:

- Give youth and families greater access to existing programs and resources for families, youth and communities
- Identify where children and youth lack access to programs
- Provide real-time data for better decision making

#### Quality improvement...

To:

- Collectively identify OST program quality
- Enhance the capacity of OST programs to improve outcomes for youth
- Provide coaching/mentoring to OST program providers
- Create positive outcomes for youth, families and communities

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#### Sources:

1.2.3.4.5 Hofferth and Sandberg (2000)/ Bureadu of Labor Statistics (2012) / Barnett and Nores (2012) / Barnett, et al. (2012) / Wimer, et al. (2002); Afterschool Alliance (2013) / Gutierrez, K.D., et al. (2010) / Wimer, et al. (2008) / McLaughlin & Pitcock (2009) / Meyet, D. et. Al (2004) / Institute of Museum and Library Services (2008) / Balfanz, R. (2009) / PBS Frontline, (2012)

<sup>6</sup> Pierce, K.M., Auger and Vandell, D.L., (April 2013) Narrowing the Achievement Gap: Consistency and Intensity of Structured Activities During Elementary School. Unpublished paper presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA

Auger, A., Pierce, K.M. and Vandell, D. L. (April, 2013). Participation in Out-of-School Settings and Student Academic Behavioral Outcomes; Unpublished paper at the annual meeting of the American Educational Research Association, San Francisco, CA.
Policy Studies Associates Inc., 2007

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More than 40 local organizations are joining together to ensure all Madison's children and youth have access to comprehensive, high-quality, out-of-school programs.

## Why create a citywide out-of-school time system?

To address the opportunity gap.

A middle-income child...

**3,060 Hours** 

will spend 3,060 more hours by 6<sup>th</sup> grade in after-school and extra curricular programs than a child in poverty<sup>1</sup>

**1,080 Hours** 

will spend 1,080 more hours by 6<sup>th</sup> grade in a summer program than a child in poverty<sup>2</sup>

245 Hours has likely spent 245 more hours by 6<sup>th</sup> grade visiting zoos, museums or other enriching activities during the summer than a child in poverty<sup>3</sup>

8x

is eight times more likely to attend camp or another summer out-of-school time opportunity than a child in poverty<sup>4</sup>

# A Difference of 6,000 Hours by 6th GRADE

While middle-income children read, create, persist and problem-solve at home and through after-school and summer experiences, families stressed by poverty are less likely to be able to ensure those opportunities for their children.<sup>5</sup>

## What are the benefits of an out-of-school time system?

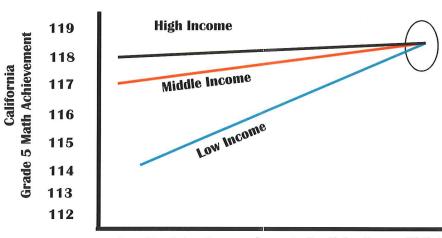
When youth enjoy their after-school programs, they show improvement in the classroom.

- Better work habits
- Stronger task persistence
- Pro-social behavior with peers<sup>7</sup>

## More time spent in after-school is associated with:

- + Gains in self-efficacy<sup>6</sup>
- + Improved academic performance<sup>6</sup>
- + Increased attendance<sup>6,8</sup>
- + Reductions in aggressive<sup>8</sup> behavior towards peers
- + Reduced use of drugs and alcohol<sup>8</sup>

New research demonstrates that more consistent time spent in afterschool activities during the elementary school years is linked to narrowing the gap in math achievement at grade  $5.6\,$ 



Low Participation

Average Participation

**High Participation**