Why Summer?

Evidence and Insights to Help you Make the Case for Summer Learning

Sarah Pitcock, NSLA

Baltimore, MD

NATIONAL SUMMER LEARNING ASSOCIATION

National Summer Learning Association
Vision & Mission

Our vision is to ensure that every child is safe, healthy and engaged in learning during the summer months.

Our mission is to connect and equip schools and community organizations to deliver quality summer learning programs to our nation's youth to help close the achievement gap.

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Why Summer Learning?

- Compelling research base
- Laboratory for innovation in teaching & learning
- Support for working families
- Spans transition periods
- Growing importance in the education reform / time and learning debate
- Significant opportunity for partnerships

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Hot Topics for Discussion

1. Summer learning loss and the achievement gap
2. Summer reading
3. Health and nutrition
4. Early warning indicators and summer's connection to high school graduation
5. Extended learning
6. Demand for summer programming

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Summer Learning & the Achievement Gap

- Since 1906, numerous studies have confirmed that children experience learning losses in math and reading without continued opportunities for skill building over the summer (White, Heyns, Cooper, Downey, Alexander)

- 2/3 of the ninth grade achievement gap in reading can be explained by unequal access to summer learning opportunities during the elementary school years (Alexander, Entwisle & Olson, 2007)

- Summer learning losses have later life consequences, including high school curriculum placement, high school dropout, and college attendance (ibid.)

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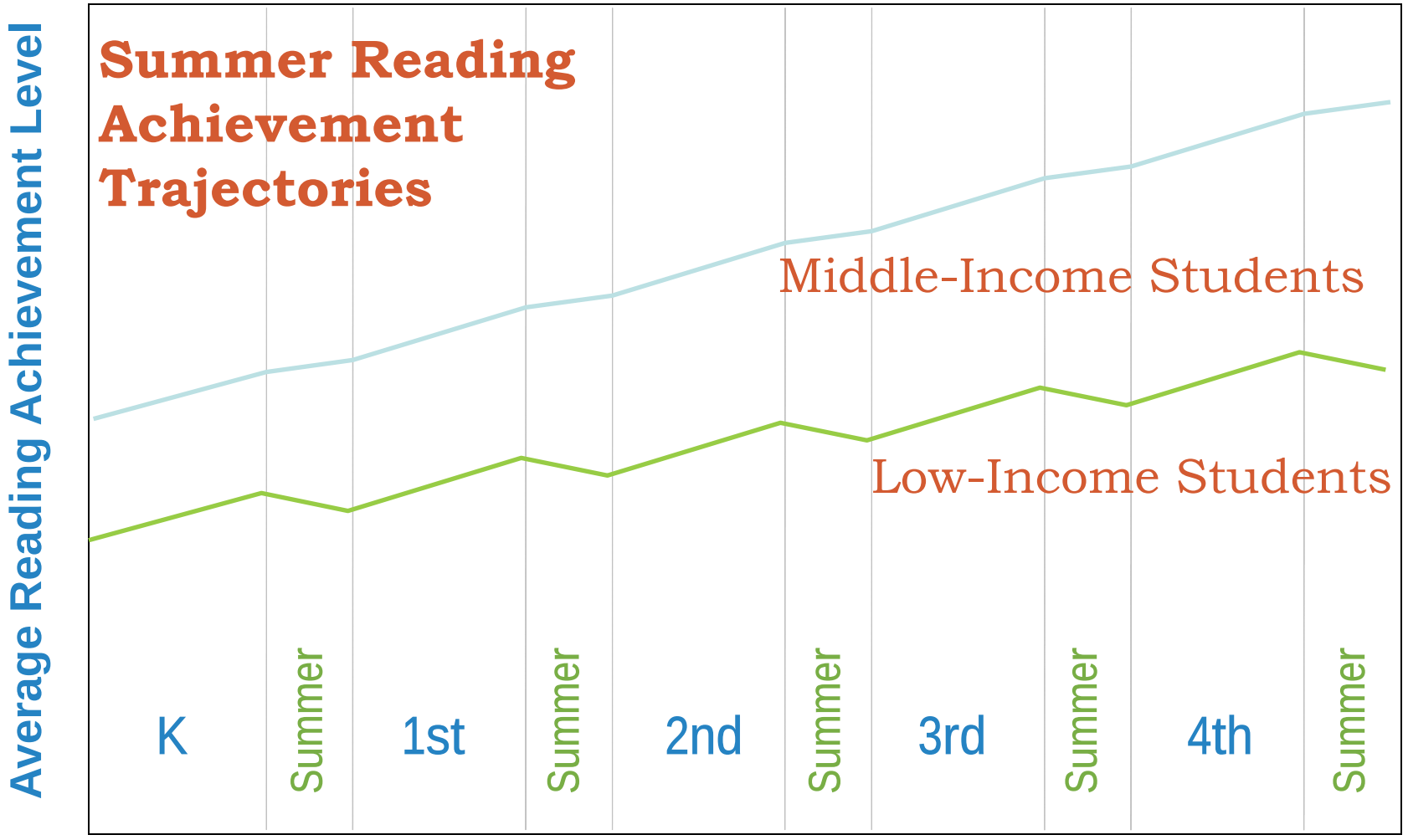
Summer Learning & the Achievement Gap



What's New with the Achievement Gap?

Additional analyses from Alexander :

- **What's the reading gap look like in grade 9?**
  - 3.4 grade equivalents difference on average
  - 6.6 grade equivalents difference between low-income youth who eventually drop out vs. higher-income who eventually enter college

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What's New with the Achievement Gap?

- **Do some low-SES children defy the odds by registering summer gains? If so, why?**
  - Family Social Capital
    - ✓ Take children to the library and check out books while they are there
    - ✓ Parents read to children for longer periods of time
    - ✓ Parents check child's homework
    - ✓ Parents have higher expectations for child's school conduct
    - ✓ Children attended more kindergarten
    - ✓ Parents report they are most responsible for how their child does in school

- **Programs should consider**
  - ✓ Increasing parent outreach, engagement, and support strategies
  - ✓ Increasing access to reading materials

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Summer Reading

Kim – 2004, 2006, 2008

- 3rd, 4th & 5th grade students
- Scaffolded voluntary summer reading program
- Kids who read more over the summer do better in reading in the Fall

- <u>Three factors must be present in order to improve reading:</u>
  1. Access to books
  2. Books that match readers' ability levels and interests
  3. Comprehension, as monitored and guided by an adult, teacher or parent

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Summer Reading

Neuman & Celano – 2008

- Observed children and libraries, both book and technology use
- Children in lower-income areas
  - chose easier books (1069 vs. 618 total words per visit);
  - spent less time with each material (12 minutes vs. 6.6);
  - used computers for entertainment rather than educational activities;
  - spent much less time with an adult mentor
  - Adult mentors expressed being uncomfortable with technology

- For every 1 line of print read by low-income children, middle-income children read 3

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What's New in Summer Reading?

- **Allington and McGill-Franzen (forthcoming)**
  - 3-year study (2001 – 2004)
  - Students chose books
  - 1st and 2nd graders
  - Finding: summer reading produces gains in reading achievement equivalent to summer school; costs are much smaller

- **Kim and Guryan (2010)**
  - 4th grade Latino youth whose families speak Spanish at home
  - 3 conditions: books only, books + family literacy, control
  - Very low participation in family literacy events (books only was nearly equal to books + family literacy
  - Finding: Treatment groups read more books, but there was no significant effect on reading achievement
    - Pre-test vocabulary scores and English Language Proficiency at the end of 4th grade explained over 50% of the variability in post-test scores

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Summer Health & Nutrition

von Hippel, Powell, Downey & Rowland – 2007

- K and 1st graders gained BMI nearly twice as fast during the summer as during the school year
- Children who were already overweight or minority were most at risk for unhealthy weight gain

FRAC, Hunger Doesn't Take a Vacation

- In July 2009, 16.1 children received Summer Nutrition for every 100 low-income students who received free and reduced lunch in the 2008-2009 school year

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What's New in Summer Health & Nutrition?

Mahoney (in press)

- Panel Study of Income Dynamics, Child Development Supplement
- Adolescents age 10 – 18
- 32.6% of adolescents participated in organized activities as a part of regular summer care arrangements (Sports 30.3%; Extracurricular activities 3%; Summer programs 1.3%)
- Regular participation in organized activities (sports) showed significantly lower risk for obesity than other youth, particularly in early adolescence
- Parent care = greatest risk for obesity (44% vs. 19% for org. act.)

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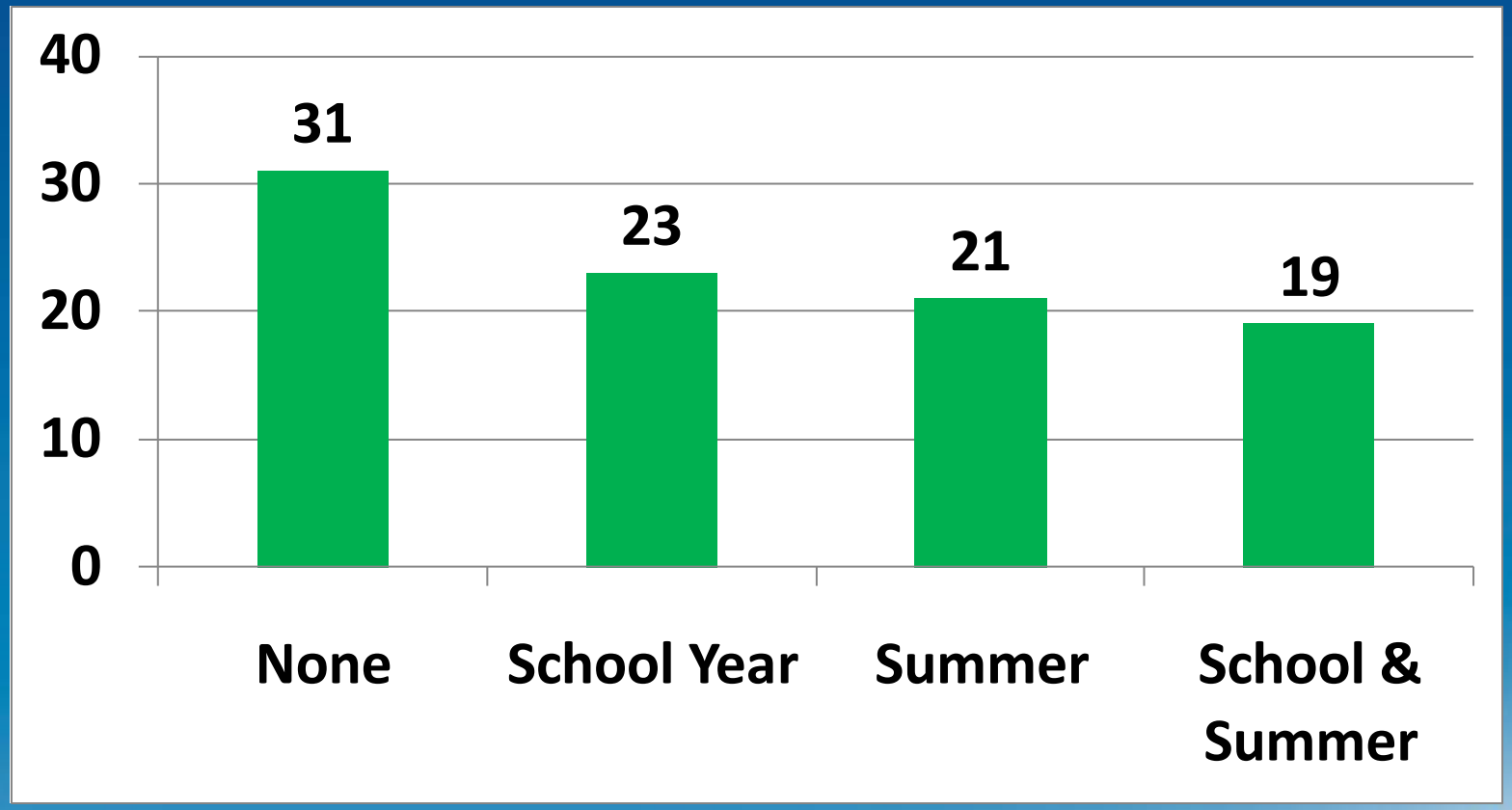
Organized Activity Participation and Obesity



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What's New in Summer Health & Nutrition?

Rosewater (2009)

- Youth who participate in organized sports are higher achievers (grades, dropout rates, homework completion, educational aspirations)
- Sports help youth feel more connected to school, attend school regularly, and connect with a positive peer network
- The effects on academics are more pronounced for low-income youth
- More affluent youth are more likely to participate
- Opportunities dwindle as kids move from elem to middle, then middle to high, with boys having more opportunities than girls

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Engagement & Motivation

Shernoff (2010)

- 196 middle school youth, Experience Sampling Method
- Perceptions of engagement, challenge and importance when in after-school programs compared to elsewhere after school predicted higher English and math grades
- Quality of experience may be more important than quantity (dosage) in predicting positive academic outcomes

Engagement = concentration + interest + enjoyment

"Flow"

1. High level of challenge
2. High skills to meet that challenge
3. Activity is regarded as relevant or important

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Summer & College Enrollment

Arnold, Fleming, DeAnda, Castleman, and Wartman (2009)

- Big Picture Longitudinal Study (BPLS)
  - Significant support during high school for college application, financial aid, admissions and selection process (95-100% college acceptance rate)

- Education pipeline breaks down the summer between HS graduation and college entrance for low-income youth (70% actually enroll in any college)
  - Relationships (parental ambivalence or hostility, peer pressure, thin college social networks)
  - Resources (financial to supplement the aid package)
  - Lack of knowledge (how to follow up with college, having the correct information about the college)

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Summer & College Enrollment

During the summer before college, low-income youth need:

- ✓ Continuing availability of expert guidance and support re: college admissions from both the HS and the college
- ✓ Continuing assistance for students in finding the best possible pathway for their skills, interests, and postsecondary goals
- ✓ Ongoing social and emotional supports for students and their families
- ✓ Intensive and consistent financial guidance to interpret documents and make decisions among alternatives

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Extended Learning

Patall, Cooper and Allen (2010)

- Review of research on Extended School Day and Extended School Year
  - Relationship between ESD and ESY and academic achievement
  - Role of length of school day and year on non-achievement outcomes
  - Attitudes of students, parents and educators toward extending the school day or year

<u>Definition of key terms:</u>

- Allocated school time
- Allocated class time
- Instructional time / non-instructional time
- Engaged time (time on task)
- Academic learning time

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Extended Learning

Patall, Cooper and Allen (2010)

Evidence is mixed

- Neutral to small positive effect of extending school time on achievement
- Extended school time may be more beneficial for low-SES and low-achieving students

Research literature is weak

- Better designed studies produced more consistent and positive results
- Few studies examined the effect on non-achievement measures
- Studies do not address whether and how school time may affect student outcomes in the long term

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Demand for Summer Programming

Afterschool Alliance – America After 3 PM

1. What % of America's children participate in summer learning programs?
2. What % would likely participate based on parental interest?
3. What % of parents support public funding for summer learning programs?

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Demand for Summer Programming

Afterschool Alliance – America After 3 PM

- 25% of school-age children participate
  - 43% of participants quality for FaRMs
  - Children who participate in afterschool programs participate in summer programs at much higher levels (55%)
- 56% of all non-participating children would likely enroll, based on parent interest
- Ethnic minority and low-income children are more likely than others to participate in summer programs
  - 35% African American
  - 29% Hispanic
  - 27% Low-Income
- 8 in 10 parents (83%) support public funding for summer learning programs

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ACTIVITY!

Incorporate the research and develop a **ONE minute message** for a stakeholder group that communicates:

- the need for your summer program
- the opportunities your program provides
- how the partnership could strengthen your program and their interests
- the desired actions you want them to take to support your summer program

YOU PICK THE AUDIENCE

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What do kids stand to gain?

Increased / Improved:

1. Academic achievement
2. Engagement in learning
3. Attitude about learning
4. Social skills, such as leadership and communication
5. Youth development skills, such as self-respect, responsibility, resourcefulness
6. Competitive high school enrollment
7. Participation in college-bound courses
8. High school and college graduation
9. College acceptance and entrance

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Results from Excellence Award Winners

- ***Ninety-two percent of Sadie Nash students feel more excited about or interested in going to college, and 100 percent feel more confident.***

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Results from Excellence Award Winners

- *Horizons National students gained an average of four months of reading skills during the six-week summer program in 2010*
- *100 percent of Horizons National students learn to swim*
- *Students at Horizons at Colorado Academy showed an improvement of three months using a pre- and post measure of reading skill through a standardized test over the summer. Those below grade level in reading, about 90 percent of students, demonstrated even greater improvement in reading skills*

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Higher Achievement's mentoring program is designed to improve academic achievement and attachment to school, and decrease truancy

- Report Cards
  - 77% of scholars improved or maintained As and Bs in reading (65% in math)
- Standardized Tests
  - 61% of scholars improved their standardized reading score by 3% or higher
- Truancy: Attendance / Tardiness
  - 56% of scholars improved attendance by an average of 7 days

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Aim High's goal is to improve academic performance, preparedness for school, engagement in learning, appreciation, and awareness of issues that affect their lives.

- 99% graduate from high school on time
- 90% matriculated to a 2- or 4-year college
- 85% are more excited to learn new things, better prepared to learn at school, and have improved classroom behavior
- 84% report that Aim High helped them improve math and science skills
- 89% of parents report that students' grades have gone up or remained the same

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How Do They Do It?

- Visit www.summerlearning.org/excellenceaward
- Join us for a Best Practices Panel at the *Summer Changes Everything™* National Conference in San Francisco, November 14-16
- Comprehensive Assessment of Summer Programs- tomorrow at 1:15pm

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Comprehensive Assessment of Summer Programs

Set of quality indicators that forms the foundation for the content of quality assessment, program improvement and technical assistance

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Comprehensive Assessment of Summer Programs

Program Infrastructure

PURPOSE

FINANCE and SUSTAINABILITY

PLANNING

STAFF

PARTNERSHIPS

Point-of-Service

INDIVIDUALIZED

INTENTIONAL

INTEGRATED

UNIQUE PROGRAM CULTURE

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Core Quality Indicators

- Staff to Youth Ratio: At least 1:12, 1:8 sets the standard
- Total Hours of Programming: At least 120, but 150 is more likely to produced sustained, multi-year impacts
- Average Daily Attendance: 85% sets the standard
- Staffing: At least one certified teacher on staff for collaborative planning
- Staff Training and Development: Based on identified staff competencies and assessment of staff needs. Additional support for staff without instructional experience.

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Core Quality Indicators

- Focus on project-based and experiential learning
- Relevance to youth interest and academic and developmental needs: Youth choice and voice in planning.
- Commitment to family engagement and application of stakeholder feedback
- Strong summer culture: traditions, unifying themes and program principals

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Core Quality Indicators

- Continuous focus on outcomes, evaluation and quality improvement: Program is based on a theory of change connecting conditions and assumptions about the community served to program resources, strategies and short and long-term outcomes. Projected outcomes are used to develop annual goals for youth, which are connected to data indicators and collection strategies. All staff are involved in data collection, analysis and application.
- Diverse funding sources and dedicated fiscal managers, fiscal management systems
- Partners with shared mission, joint funding and cross-trained staff

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New Vision for Summer School

- Reform-minded urban districts signing onto national network
  - Increased duration, intensity and scope
  - All students in Title I schools
  - 21st Century skill building
  - Community partnerships
  - Strategies to promote attendance and retention
  - Innovative Professional Development
  - Focus on transition years

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Contact Me:

Sarah@summerlearning.org

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