

STOPPING THE SUMMER SLIDE:

The Role that Networks and Policymakers Can Play in Reducing Summer Learning Loss

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A webinar presented by



In cooperation with



WEBINAR AGENDA:



DARA ROSE
Senior Program Officer

OPENING REMARKS

MAKING SUMMER COUNT – RESEARCH OVERVIEW

FIELD PERSPECTIVES

- **NEW YORK**
- **RHODE ISLAND**
- **MASSACHUSETTS**

QUESTIONS & ANSWERS

AUDIENCE POLL

CLOSING

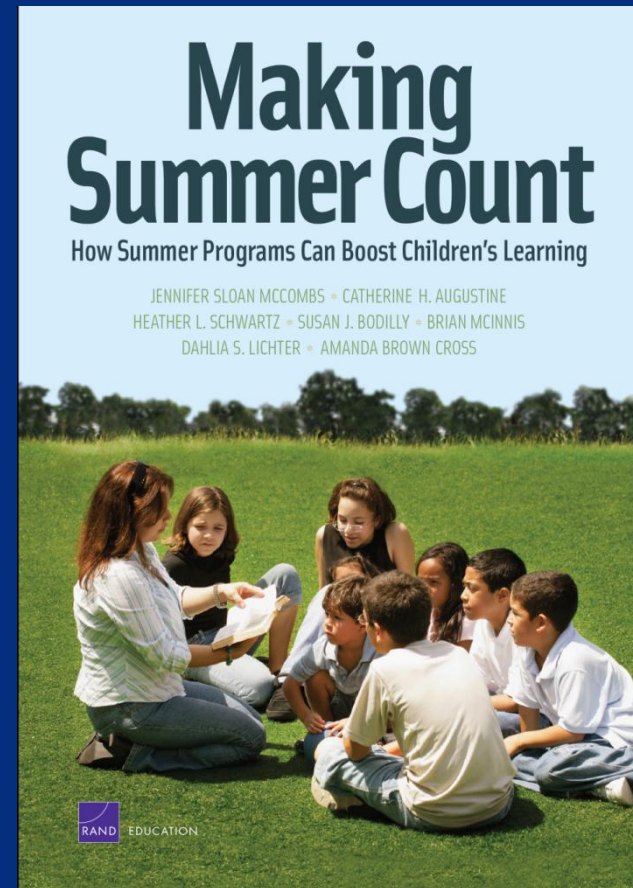
Making Summer Count



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Lead Author - *Making Summer Count*



EDUCATION



Summer learning loss is cumulative and contributes substantially to the achievement gap

- **Each fall, on average, students perform one month behind where they performed in the spring**
- **Low-income students particularly lose ground in reading**
 - **Higher income student maintain or gain**
- **Loss is cumulative over time, contributing substantially to achievement gap by 9th grade**

Summer program participation can improve student achievement

- **Programs can reduce summer learning losses and even lead to achievement gains**
 - **Voluntary, mandatory, and home-based summer program programs**
- **Studies have found effects of summer learning programs endure for 2 years after the student has engaged in a summer program**
 - **No studies estimate benefits beyond 2 years**
- **Not all summer learning programs studied produced achievement gains**

Program quality, enrollment, and attendance are critical to achieving benefits

- **Research indicates certain program characteristics are linked to student achievement gains**
 - **Smaller class sizes & individualized instruction**
 - **Involving parents**
- **Expert opinion points to best program practice**
 - **High-quality instructors**
 - **Aligning the school year and summer curricula**
 - **Including content beyond remediation**
 - **Tracking effectiveness**
- **Students must attend to reap benefits!**

Providers identified strategies for boosting enrollment and attendance

- **Remove structural barriers**
 - Provide transportation
 - Offer full-day programming
- **Involve and educate parents early**
- **Entice students**
 - Food (breakfast, lunch, snacks)
 - Engaging enrichment activities
 - Camp-like atmosphere
 - Experiential learning

Cost is the main barrier to implementing summer learning programs

- **High-quality summer learning programs can cost between \$1,109 and \$2,801 per child per summer**
 - **Figures for 6 week, 5 day per week, full day program, inclusive of meals and transportation**
 - **Greatest driver of cost is student to instructor ratio**
- **Daily cost is less than what districts spend on academic programming during the year (can be less than 2/3)**

Some districts are committed to providing summer learning programs

- Programs typically require creative funding
 - Resource braiding
 - Partnerships with CBO community
- Some districts employ unique hiring practices to improve quality of summer teaching staff
- Districts have seen benefits
 - Grade promotion and retention
 - Improvements from spring to fall
 - School improvement?

Recommendations

- **Consider partnerships when developing summer learning programs**
 - **Districts, external providers, community-based organizations, city agencies, foundations**
- **Invest in qualified, dedicated staff and early planning**
- **Embed promising practices into summer learning programs**
- **States can clarify how different funds can be used to support summer programs**

FIELD PERSPECTIVE: NEW YORK



SANJIV RAO
Executive Director



CATERINA LEONE-MANNINO
Director of Expanded Learning and
Intervention



Statewide summer learning strategy

- Emphasize high-quality summer learning as a pillar of a system of Expanded Learning Opportunities all young people deserve
- Include summer learning in policy, communications, and advocacy efforts
- Spotlight high-quality summer learning exemplars in NYS to inform policy and spread best practices
- Propose new vision for **summer school** with districts, state education agencies, and other stakeholders / partners
- Ensure that summer learning means remediation for **some**, but acceleration and enrichment for **all**

Rochester City Schools Summer Enrichment Program

- 600+ 3rd go 4th grade students
- Eligible for academic intervention services
- Certified teachers/ paraprofessionals
- Literacy, math remediation, science content
- Enrichment: music and arts integration, physical Education, health education, field experiences, science inquiry
- Exhibition of learning: a celebration of summer learning
- Community partnerships:



Rochester: Progress to date

Outcomes:

- Increased student motivation and engagement
- Higher levels of oral reading fluency
- Improved performance in math & science
- Improved health (from spring vs. fall BMI data)

Lessons:

- Clarify paraprofessionals role
- Build community partnerships
- Support special needs students
- Simplify student registration



FIELD PERSPECTIVE: RHODE ISLAND



ADAM GREENMAN
Executive Director



PATRICK DUHON
Director of Expanded Learning



Summer Learning in Rhode Island

- Policy focus on issue since 2008.
- Through private investment, developed innovative model connecting districts with community organizations.
- Academics embedded in hands-on, experiential learning.
- Now seeking state investment to replicate model.



Keys to summer learning in Providence:

Leverage and joint practice

- Build on the success of the AfterZones – citywide after-school “campuses”
- Seized opportunity to deepen work with teachers
- Tapped Providence’s high-quality STEM providers

Setting the Stage for Summer

Joint Practice

- Linked community educators, teachers, and after-school coordinators as a team
- Planning, planning, planning...
- All educators learned better practice

- 10 cohorts – with youth selecting their program
- Blended instruction by the team
- Combined field experience with aligned instruction
- *Videos at www.mypasa.org*

AfterZone Summer Scholars

Keys to summer learning in Providence:

Leverage and joint practice

- Looking at student outcomes
 - engagement and academic performance
 - attitudes toward STEM learning
- Improved instructional practice
 - STEM Youth Program Quality Assess.
- Shift in attitudes about teaching, learning, and youth development
- Increased school investment in expanded learning
 - time and money
 - Summer 2012
 - school-year AZ Scholars pilot

Impacts

Next Steps

- Summer 2012 planning
 - aligned instruction and support
- Expand school-year AfterZone Scholars program
- Connect AfterZone STEM alumni to high school expanded learning
- Deeper higher education partnerships
 - STEM learning, pre-service teachers, research

FIELD PERSPECTIVE: MASSACHUSETTS



KATIE MAGRANE

Executive Director



CHRIS SMITH

Executive Director



Massachusetts Afterschool Partnership (MAP):

- Support strategic public private partnerships in summer learning
- Engage schools, community based organizations, families and local networks
- Better align summer learning opportunities with in-school learning
- Share best practices of innovative summer learning models with policymakers
- Create more expanded learning opportunities that help close the achievement gap

Massachusetts' Statewide Initiatives

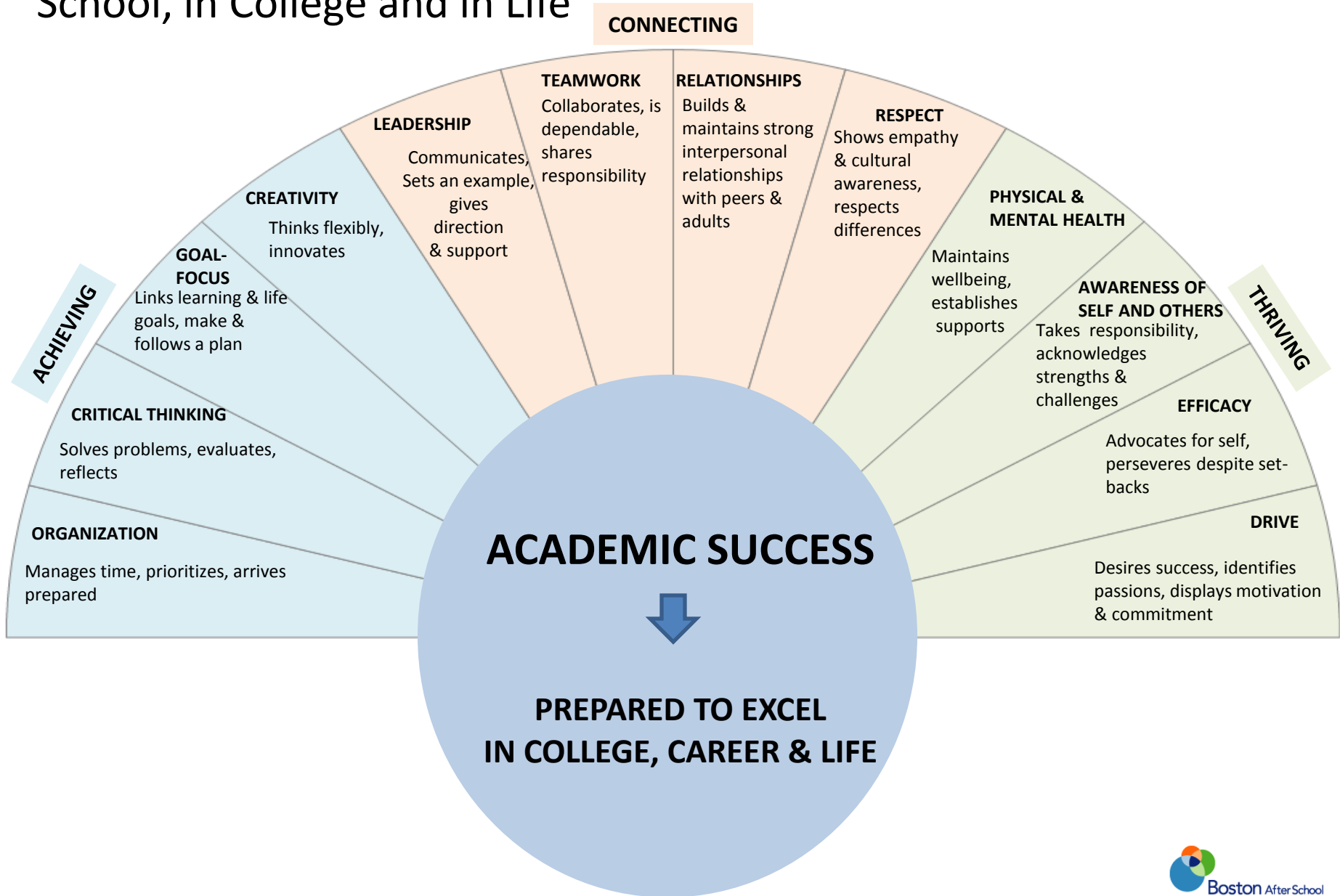
Department of Early Education and Care

- Summer Only Vouchers (\$2.5M – ARRA)
- Summer Literacy Project (\$250,000 – ARRA)

Department of Elementary and Secondary Education

- 21st Century Community Learning Center Summer Enhancement Pilot (\$495,600)
- After School and Out of School Time Quality Grant (\$1.5M)

Achieving, Connecting and Thriving Skills Prepare Students to Excel in School, in College and in Life



Each site aligned its work to Boston's common vision of summer learning

All students are connected to summer learning & developmental experiences that:

Address their specific academic & socio-emotional needs

Build the skills correlated with success in school

Meet and stimulate their interests

Through a variety of summer programs that:

Reinforce BPS academic standards & complement/activate classroom learning

Motivate and engage students through relevant, hands-on experiences outside of school

Seamlessly integrate academic instruction, skill building and enrichment experiences

Are co-developed, co-managed and co-delivered by BPS and community partners

In order that students return to school in the Fall:

Grade ready

Poised to achieve proficiency or better on year-end MCAS

Demonstrating strong ACT-aligned skills & behaviors

Our assessment strategy addressed both individual and program development – and contributes to robust evaluation

**Addressing academic
power standards and
countering summer
learning loss**

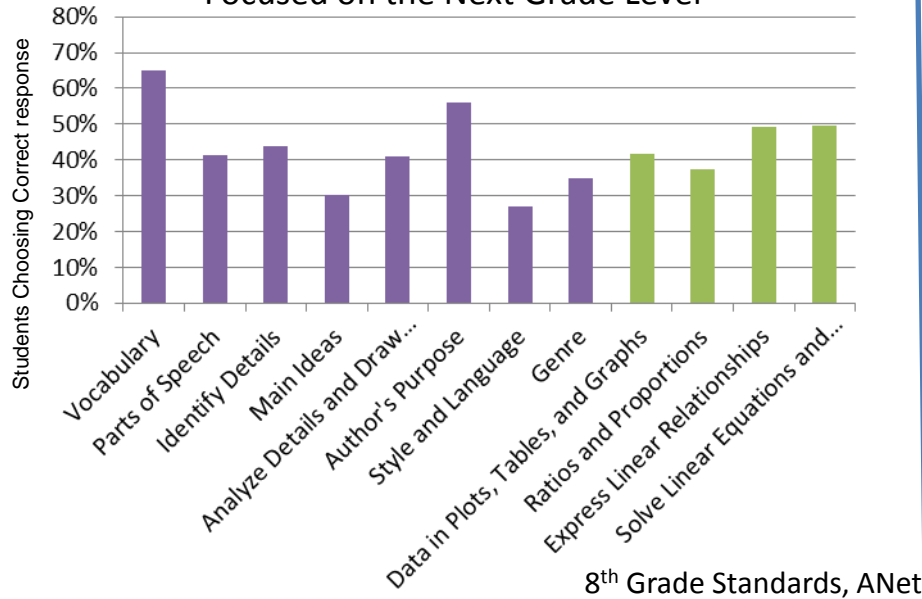
**Building power skills
consistent with success
in school, college and
work**

**Addressing social-
emotional needs**

**Improving partnership
development and
program practice**

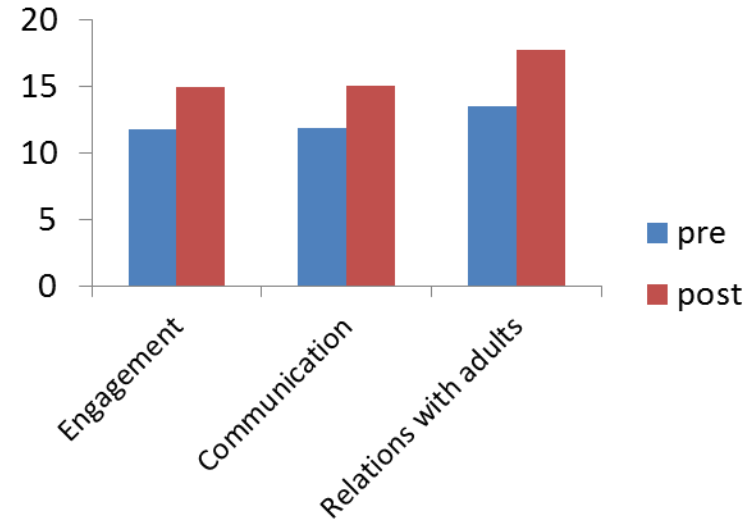
Common Measures for Schools & Partners

Academic Power Standards Focused on the Next Grade Level



8th Grade Standards, ANet

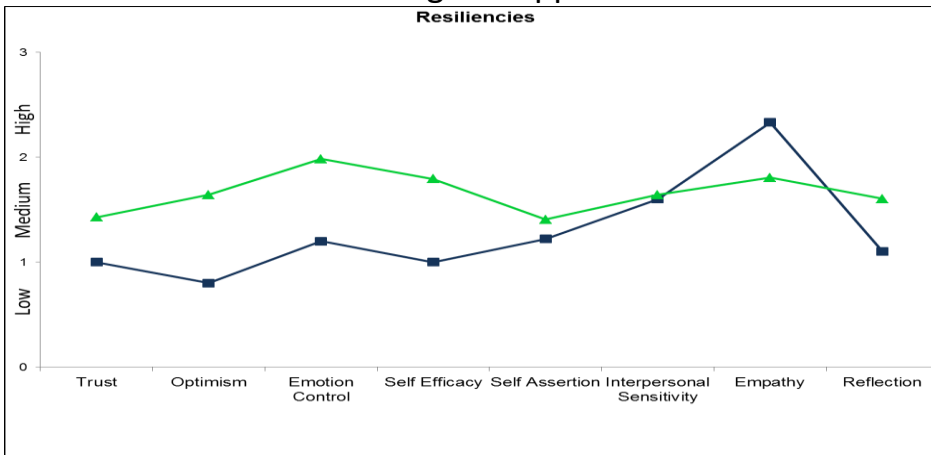
Power Skills Correlated with School Success



SAYO observation, NIOST

Social-Emotional Skills Personalizing the Approach

Resiliencies



Holistic Student Assessment, PEAR

Partnerships

Schools and Community Organizations

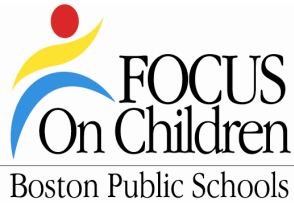
Approach

- Student-centered, results-focused, school-aligned
 - Integration of academics, skills, enrichment
- Activating academics through hands-on, project-based learning
- Co-delivery of content by teachers and nonprofit staff

Management

- Shared accountability, well defined roles
- Cost estimate: \$8-\$12 /student/ hour

2011 Boston Summer Learning Project



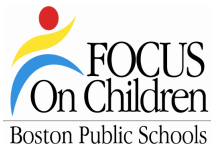
1,435 Students
Grades 3-12, 33 Schools



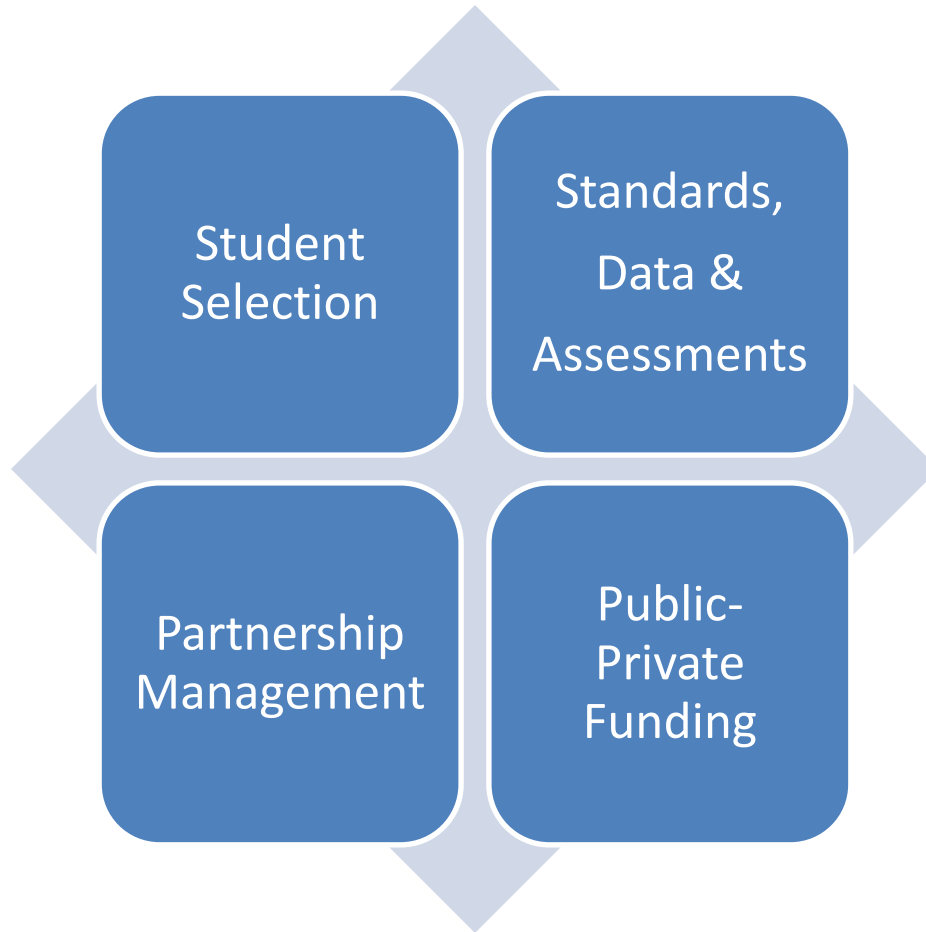
Funders & Partners

Assessment, Training & Coaching

Evaluation



A clear set of policy goals are emerging from the summer learning project



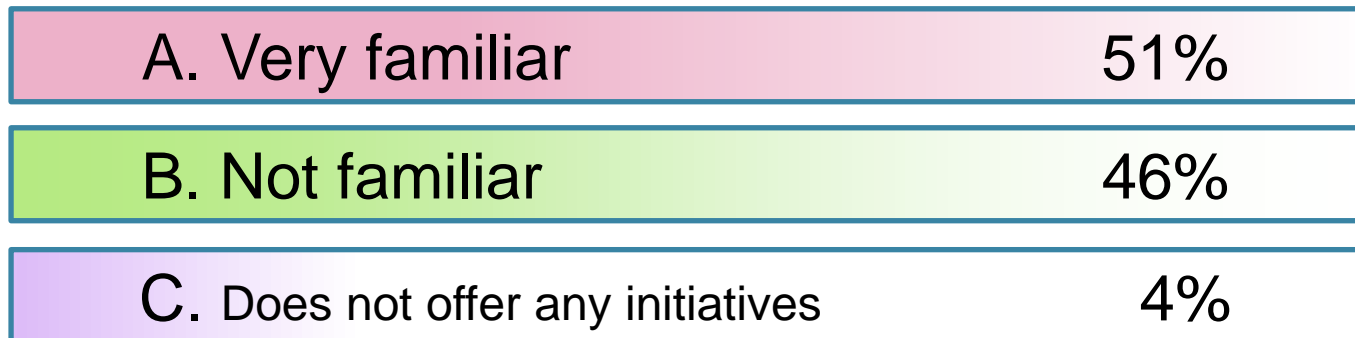
Audience Poll

What is your role in your state's summer learning landscape?

A. Nonprofit Provider	47%
B. Intermediary/Advocacy	21%
C. State Ed Dept/School District/Personnel	17%
D. Funder (i.e. state or city agency, foundation)	12%
E. Researcher	4%

Audience Poll

How familiar are you with current summer learning initiatives that your city/state offers to help reduce the effects of summer learning loss?



Audience Poll

How high a priority is summer learning in your community relative to other education efforts?

A. High priority	15%
B. Medium priority	48%
C. Low priority	32%
D. Not recognized as a priority	4%

Audience Poll

What is most needed for summer learning opportunities to grow?

A. Evidence about what works	19%
B. More funding	46%
C. Awareness among educators of summer learning loss	6%
D. Awareness among parents of summer learning loss	8%
E. Supportive state policies	21%

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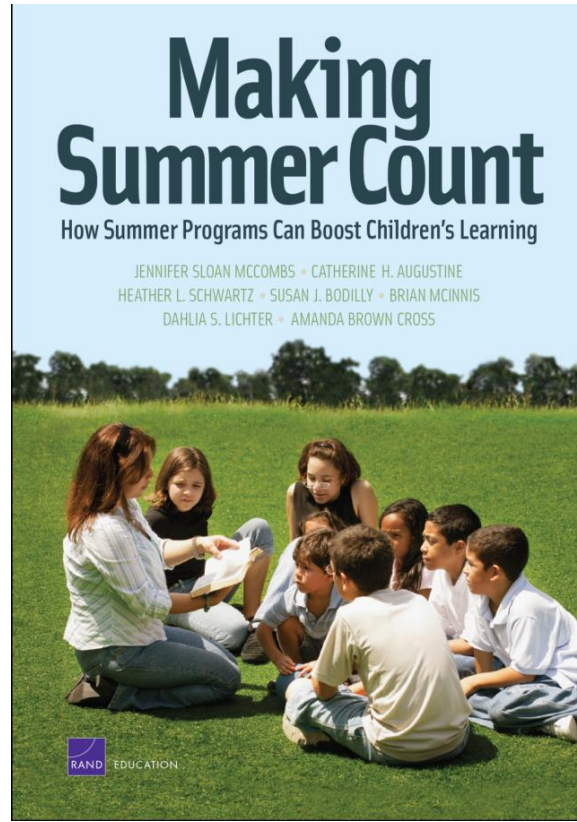
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Thank you for joining us.



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