STOPPING THE SUMMER SLIDE:

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

October 11, 2011
WEBINAR AGENDA:

OPENING REMARKS

MAKING SUMMER COUNT – RESEARCH OVERVIEW

FIELD PERSPECTIVES
- NEW YORK
- RHODE ISLAND
- MASSACHUSETTS

QUESTIONS & ANSWERS

AUDIENCE POLL

CLOSING
Making Summer Count

JENNIFER SLOAN MCCOMBS
Senior Policy Researcher
Lead Author - Making Summer Count
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 students 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 to 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:

[Logos of Community Foundation, Youth Services, Recreation on the Move, Young Audiences]
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
RIASPA
RHODE ISLAND AFTERSCHOOL PLUS ALLIANCE

PATRICK DUHON
Director of Expanded Learning
PASA
PROVIDENCE AFTER SCHOOL ALLIANCE
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

Setting the Stage for Summer

- 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

Joint Practice

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

AfterZone Summer Scholars

- 10 cohorts – with youth selecting their program
- Blended instruction by the team
- Combined field experience with aligned instruction
  - Videos at www.mypasa.org
Keys to summer learning in Providence: Leverage and joint practice

**Impacts**

- 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

**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

CONNECTING

ACHIEVING

CRITICAL THINKING
Solves problems, evaluates, reflects

ORGANIZATION
Manages time, prioritizes, arrives prepared

GOAL-FOCUS
Links learning & life goals, make & follows a plan

CREATIVITY
Thinks flexibly, innovates

LEADERSHIP
Communicates, Sets an example, gives direction & support

TEAMWORK
Collaborates, is dependable, shares responsibility

RELATIONSHIPS
Builds & maintains strong interpersonal relationships with peers & adults

RESPECT
Shows empathy & cultural awareness, respects differences

PHYSICAL & MENTAL HEALTH
Maintains wellbeing, establishes supports

ACADEMIC SUCCESS
PREPARED TO EXCEL IN COLLEGE, CAREER & LIFE

THRIVING

DRIVE
Desires success, identifies passions, displays motivation & commitment

EFFICACY
Advocates for self, perseveres despite setbacks

AWARENESS OF SELF AND OTHERS
Takes responsibility, acknowledges strengths & challenges

RESPECT
Builds & maintains strong interpersonal relationships with peers & adults

TEAMWORK
Collaborates, is dependable, shares responsibility

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Links learning & life goals, make & follows a plan

CRITICAL THINKING
Solves problems, evaluates, reflects
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

Build the skills correlated with success in school
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
Power Skills
Correlated with School Success

Academic Power Standards
Focused on the Next Grade Level

Social-Emotional Skills
Personalizing the Approach

Partnerships
Schools and Community Organizations

- 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

Holistic Student Assessment, PEAR
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:

- Student Selection
- Standards, Data & Assessments
- Partnership Management
- Public-Private Funding
## Audience Poll

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A. Nonprofit Provider</td>
<td>47%</td>
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<tr>
<td>B. Intermediary/Advocacy</td>
<td>21%</td>
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<tr>
<td>C. State Ed Dept/School District/Personnel</td>
<td>17%</td>
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<tr>
<td>D. Funder (i.e. state or city agency, foundation)</td>
<td>12%</td>
</tr>
<tr>
<td>E. Researcher</td>
<td>4%</td>
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How familiar are you with current summer learning initiatives that your city/state offers to help reduce the effects of summer learning loss?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A. Very familiar</td>
<td>51%</td>
</tr>
<tr>
<td>B. Not familiar</td>
<td>46%</td>
</tr>
<tr>
<td>C. Does not offer any initiatives</td>
<td>4%</td>
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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?

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>A. Evidence about what works</td>
<td>19%</td>
</tr>
<tr>
<td>B. More funding</td>
<td>46%</td>
</tr>
<tr>
<td>C. Awareness among educators of summer learning loss</td>
<td>6%</td>
</tr>
<tr>
<td>D. Awareness among parents of summer learning loss</td>
<td>8%</td>
</tr>
<tr>
<td>E. Supportive state policies</td>
<td>21%</td>
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