Summer Counts:
How Programs Can Boost Children’s Learning

August 2, 2011
10-11:15 AM Pacific/1-2:15 PM Eastern

Web seminar presented by
Grantmakers for Education’s Out-of-School Time Funder Network
John Branam
Director of Programs

Grantmakers for Education
Strengthen philanthropy's capacity to improve education outcomes for all students
### Figure 10: Current and anticipated grantmaking priorities

<table>
<thead>
<tr>
<th>DO YOU FUND THIS?</th>
<th>WHAT CHANGES DO YOU ANTICIPATE TO CURRENT FUNDING LEVELS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement gaps for low-income or minority students</td>
<td>87% → 31% = 58% → 3%</td>
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<tr>
<td>Teacher professional development</td>
<td>72% → 27% = 51% → 6%</td>
</tr>
<tr>
<td>High school reform, including college- and career-readiness</td>
<td>68% → 28% = 52% → 4%</td>
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<tr>
<td>Reading/literacy skills</td>
<td>67% → 22% = 61% → 4%</td>
</tr>
<tr>
<td>Out-of-school/after-school programs</td>
<td>67% → 15% = 62% → 9%</td>
</tr>
<tr>
<td>Innovation/new models of learning</td>
<td>67% → 29% = 53% → 2%</td>
</tr>
</tbody>
</table>

![Figure 7: Education grantmaking content areas](image)

![Figure 1: Type of grantmaking organization](image)
The GFE Out-of-School Time Funder Network

builds knowledge, shares effective practices, and forges collaborations among grantmakers in order to increase access to high-quality OST experiences for young people and create systemic supports to sustain the field.
Kathleen Traphagen
OST Coordinator
Grantmakers for Education

ostnetwork@edfunders.org
A Game-Changer for our Youngest Learners: How Grantmakers can be a Player in the Early Learning Challenge Fund Proposals

Wednesday, August 17,
10:00-11:15AM PT/1:00-2:15PM ET
Web seminar

GFE Annual Conference
Los Angeles, CA
October 3-5 (preconference activities on Oct. 2)
• Press *6 to mute/unmute your phone

• Lower the volume on your computer speakers
Send a chat to DeL’Aurore Kyly at GFE.
Type your question here and press enter.
Download documents
Matthew Boulay
National Summer Learning Association

Elizabeth Pauley
The Boston Foundation

Dara Rose
The Wallace Foundation

Jennifer Sloan McCombs
RAND Education
Mounting Interest in Summer Learning from Foundations
MORE TIME FOR LEARNING

Improve education in low-performing urban public schools by adding time during the school year and summer for learning and enrichment that boosts student achievement.

Also, where possible, promote better use of all hours devoted to academics and enrichment.
# Wallace's More Time for Learning Strategy Chart

## Common Strategies: Summer Learning and Expanded Learning Time

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Summer Learning</th>
<th>Expanded Learning Time</th>
</tr>
</thead>
</table>
| **Strategy 1**  
Raising awareness | - Inform districts, parents, et al. how more learning time could aid students  
- National Summer Learning Assn.  
- Public service announcements/parent guides (Crosby consulting for planning) | - National Center for Time & Learning  
- Survey of city leaders and educators (AED) |
| **Strategy 2**  
Supporting premier providers | - Strengthen the few multiple-city/district organizations that use extra learning time effectively  
- BELL, Building Educated Leaders for Life  
- Higher Achievement  
- Horizons National | - Research on ELT providers and evidence of their effectiveness (Child Trends) |
| **Strategy 3**  
Testing solutions on a large scale in districts | - Help selected urban school districts test programs on a large scale  
- RAND study  
- MDRC research  
- Boston, Cincinnati, Dallas, Duval County, Pittsburgh, Rochester | - District projects (to be determined) |
Summer and Extended Learning Time

The conventional six-hour, 180-day school year may not be enough for students in many urban public schools. Wallace is seeking to address that through supporting nonprofits and school districts that are trying out ways to expand learning time during the summer and regular school day or year.
Making Summer Count
How Summer Programs Can Boost Children's Learning

Jennifer Sloan Mccombs • Catherine H. Augustine
Heather L. Schwartz • Susan J. Bodilly • Brian McNinnis
Dahlia S. Lichter • Amanda Brown Cross

www.rand.org
www.wallacefoundation.org
Jennifer Sloan McCombs
Senior Policy Researcher

RAND Education
Making Summer Count: How Summer Programs Can Boost Children’s Learning
Purpose and Outline

• Nature of summer learning loss
• Potential of summer programs to produce achievement gains
• Cost
• Factors influencing investment in summer programming
• Recommendations for funders
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

- Voluntary, mandatory, and home-based summer programs all found to have positive effects
- Positive effects can persist for 2 years after the student has engaged in a summer program
- Not all summer learning programs studied produced achievement gains
Program Quality, Enrollment, and Attendance Are Critical to Achieving Benefits

• Students must attend to reap benefits

• Certain program characteristics are linked to student achievement gains
  – Smaller class sizes & individualized attention
  – Involving parents

• Expert opinion points to best program practice
  – Aligning the school year and summer curricula
  – Including content beyond remediation
  – High-quality instructors
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

• Daily cost is less than what districts spend on academic programming during the year (can be less than 2/3)

• Greatest driver of cost is student to instructor ratio
Some Superintendents Question the Value of Summer Programming

• Superintendents focus on state test scores

• Race to the Top has focused states and districts on other mechanisms for raising test scores

• Even with summer gains, students still might not achieve proficiency on state tests

• Question effectiveness of their district’s summer program
Some Districts Are Committed to Providing Summer Learning Programs

- Programs typically require creative funding
- 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 for Funders

• Support quality enhancements for existing programs

• Ensure grantee programs align with best practice

• Help communities form partnerships for summer learning programs

• Advocate for consistent funding sources for summer programs

• Extend the research base, including effectiveness studies of funded programs to support continuous improvement
Elizabeth Pauley
Senior Program Officer

The Boston Foundation
Summer Learning Project 2011

Grantmakers for Education Webinar
August 2, 2011
A Vision for Summer Learning in Boston

**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
Review of the 2010 Summer Learning Project

The 2010 Summer System Design

**Student Profile**
- 232 students
- 49% African-American, 40% Latino
- Even gender split
- 72% below proficiency in ELA
- 81% below proficiency in math

**Key Results**
- 67% of students included in analysis showed improvement in reading
- 62% of students included in analysis showed improvement in math
- Students achieved growth in engagement, communications and relations with adults, as measured by the SAYO-S
- Emergence of a year-round partnership model for schools and community partners
Overview of the 2011 Summer Learning Project

Student-Centered, School-Aligned, Results-Focused

• New partners enhancing the summer system
  • Infrastructure – The Wallace Foundation and Walmart Foundation
  • Connection – Achievement Network

• 1,550 student participants, 34 schools, and 15 community partners

• 60% of target schools are in neediest neighborhoods and/or are Turnaround Schools

• 85% students eligible for free/reduced meals

• Significantly higher rates of warning/failing levels on state tests than city/state average

• Per pupil expenditure of $1,500
## Overview of the 2011 Summer Learning Project

### Improvements to the 2011 Evaluation

<table>
<thead>
<tr>
<th>Area of Measurement</th>
<th>What</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academics</strong></td>
<td>• ELA and Math</td>
<td>ANet assessment (ELA &amp; Math)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- June and September (entire grade levels)</td>
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<tr>
<td><strong>Skills</strong></td>
<td>• Initiative</td>
<td>2 SAYO observations (NIOST)</td>
</tr>
<tr>
<td></td>
<td>• Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Relations w/Adults</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Engagement in Learning</td>
<td></td>
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<tr>
<td></td>
<td>• Academic Performance</td>
<td></td>
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<tr>
<td><strong>Social-Emotional Development</strong></td>
<td>• Resiliencies</td>
<td>PEAR Holistic Student Assessment</td>
</tr>
<tr>
<td></td>
<td>• Relationships</td>
<td>- June or 1st week of programming &amp; last week of programming</td>
</tr>
<tr>
<td></td>
<td>• Learning and School Engagement</td>
<td></td>
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<tr>
<td><strong>Process</strong></td>
<td>• Organizational partnerships</td>
<td>Interviews, survey (NIOST &amp; RAND)</td>
</tr>
<tr>
<td></td>
<td>• Integration of academics-enrichment-skill development</td>
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</table>
Overview of the 2011 Summer Learning Project

Anticipated Fall 2011 Analyses

• 2011 Summer data will allow us to analyze:
  • ELA and Math gains/losses (pre-/post) by pilot participant v. non-participant, pilot participant v. traditional summer school participant, specific demographics, school & grade-level, funding stream, and program characteristics
  • Gains/losses (pre-/post-) on tested SAYO skills and student resiliency measures for pilot participants by specific demographics, school & grade-level, funding stream, and program characteristics
  • Correlations between academic and developmental variables
  • Themes/trends in partnership formation and management as well as overall summer system coordination and support
Lessons Learned

• **Integrating academics with enrichment and skill development works.** Students, teachers, and community educators become more engaged in the learning process. Teachers bring knowledge of the standards and effective pedagogy. Community partners bring the necessary skills for creating learning environments that enable students to understand the academic content in context.

• **School-specific partnerships helps reach the students who could benefit most.** Nonprofit partners enroll students recommended by the principal and teachers, resulting in a wide range of academic need.

**A comprehensive approach requires several measurement strategies.** We measure academic progress using one assessment (*Achievement Network*, customize designed on “power standards”), social-emotional growth using another assessment (*PEAR’s holistic student assessment*), and skill gain using an observational tool (*SAYO from NIOST*).
Challenges

• **Districts do not assess summer learning specifically.** In Boston, we commission the development of a summer assessment that covers a few “power standards” in ELA and math and administered it to the participants and their classmates (i.e., we have 5000 student assessments for 1500 participants). This data is essential for aligning the staff training, program design and for isolating the impact of the project.

• **Collaboration is complicated work.** In Boston, the schools, funders, and program providers are coming together around the issue of summer learning. This is requiring all of us to subordinate some of our organizational practices in order to meet the greater need and build a system that works for a range of students—remediation to enrichment.
Summer Learning Project: Emerging policy implications

Evaluation
• Lack of assessment to measure summer learning gains and losses for Boston’s students
• Need to develop and expand outcome evaluations that are based on traditional measures of academic achievement, and 21st century skills, including social/emotional development outcomes

Summer school
• Severe shortfall in number of slots available to students who could benefit from summer academic support and enrichment

School-community Partnerships
• Need to better leverage Boston’s resources to enable access for high need students
• Need for better systems to align schools and partners around common goals
• Need a common vision and infrastructure that provides high quality programming for students across the remediation and enrichment continuum.
Matthew Boulay
*Interim CEO*

National Summer Learning Association
The Association works to:

Increase the number of providers offering high-quality summer learning programs to young people living in poverty;

Increase the number of organizations and policymakers that identify summer learning as a public policy priority; and

Increase funding for high-quality summer learning programs for young people who currently lack choices and opportunities.
The New Vision for Summer School

- Transcend the remedial model of the past
- Make summer learning an essential component of education reform
- 9 principles, including:
  - Increase duration, intensity, scope
  - Robust community partnerships
  - Integrated academics and enrichment
  - Expanded participation
NVSS Network

- Chicago Public Schools
- School District of Philadelphia
- District of Columbia Public Schools
- Boston Public Schools
- Fairfax County (VA) Public Schools
- Minneapolis Public Schools
- Pittsburgh Public Schools
- Oakland Unified School District
- Cincinnati Public Schools
- Baltimore City Public Schools
- Springfield (MA) Public Schools
- Providence Public Schools
- Wausau (WI) Public Schools
- Rochester City School District
Features of High Quality Programs

From the Association’s Comprehensive Assessment of Summer Programs (CASP):

• Broad array of enrichment opportunities;
• Opportunities for skill-building and mastery;
• Intentional relationship building;
• Experienced and trained management and staff;
• Focus on and support for sustainability;

• Low staff to youth ratio (1:8);
• High rates of participation;
• High youth and parent engagement (concentration, interest and enjoyment);
• At least 3 years of operation;
• Available over multiple summers/years.
• Press *6 to mute/unmute your phone

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Discussion
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Upcoming GFE Events

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GFE OST Funder Network Pre-Conference Convening
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Los Angeles, CA
Download documents
Your thoughts improve our programs!
Thank you for participating!