



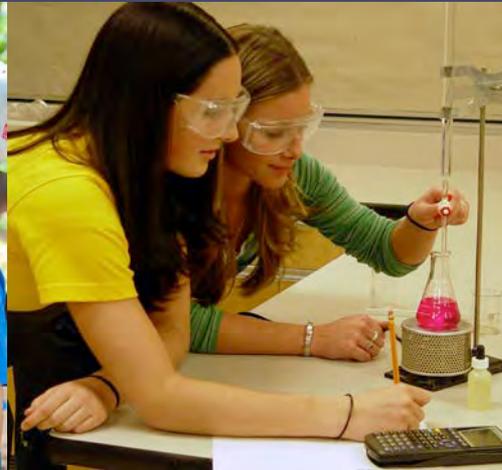
national summer
learning association

25 years of
making
summers
matter

Summer and Afterschool in the 2020 Presidential Race

January 29, 2020

 @SummerLearning



Welcome to the Webinar!

Please use the Q&A box
to submit questions for
discussion later in the
webinar





Our Vision

Every child grows
during the summer

Summers Matter

Decades of research clearly demonstrate that summer is the most unequal time in America and that summer learning loss constitutes a significant, if largely unrecognized, threat to academic achievement.



#SummerChangesEverything

TODAY'S SPEAKERS



Emily Richmond
Public Editor
Education Writers
Association



Crystal Brown
National Vice President, Youth
Development Programs
Boys & Girls Clubs of America



Jennifer McCombs
Senior Policy Researcher
RAND Corporation



Rachel Gwaltney
Vice President, Policy &
Research
National Summer Learning
Association

Education Themes on the Campaign Trail

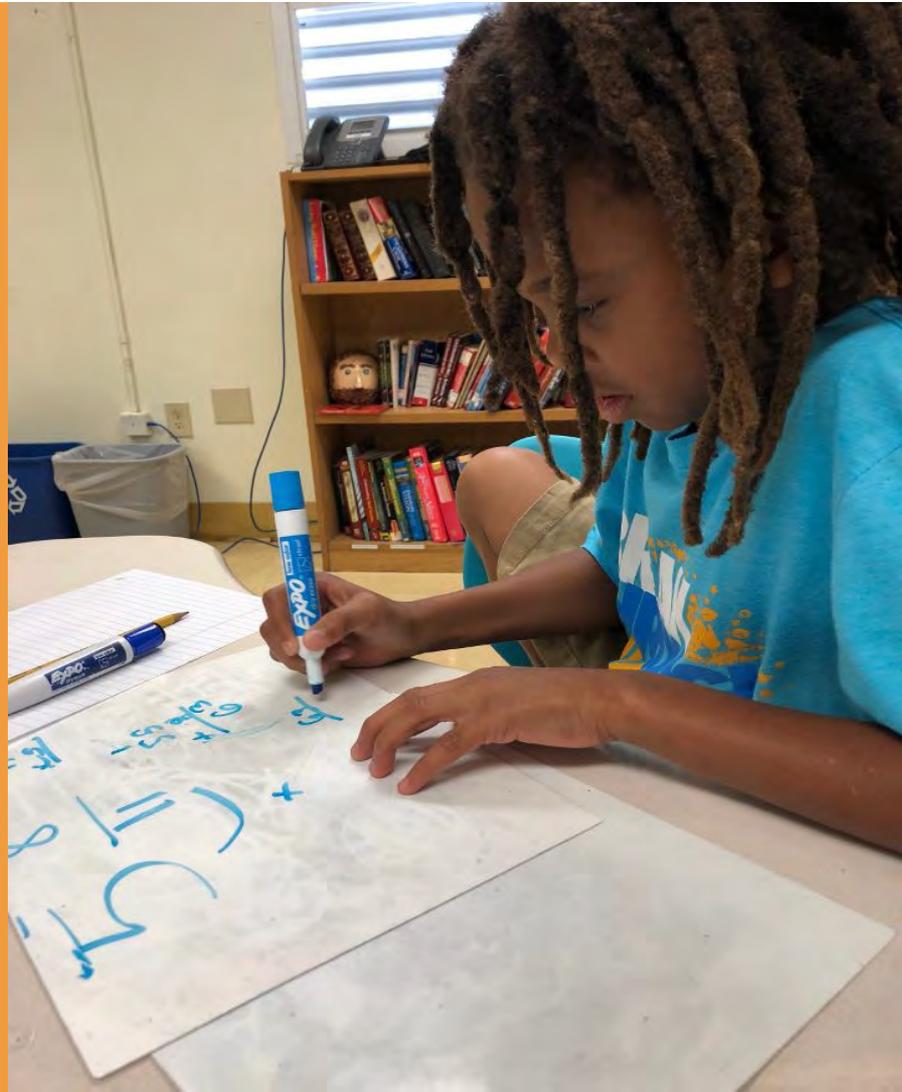
Emily Richmond

*Education Writers
Association*



Guidance for Presidential Campaigns: Why Summer Matters

Rachel Gwaltney
*National Summer Learning
Association*



WHY SUMMER MATTERS

- Summer is the time of greatest inequity
- Lack of summer programs affects academic achievement
- Summer child care is difficult for working families
- Summer has a high return on investment
- States are investing in summer



Every Child. Every Summer.
Compassion For All Children
Translating the Importance of
Summer Programs for Children and
Working Families

Researcher's Impact: Summer learning programs can help address the achievement gap, improve academic achievement, and improve social and emotional skills. Summer learning programs can also help address the summer slide, the loss of academic skills during the summer months. Summer learning programs can also help address the summer care gap, the lack of affordable and accessible summer care for working families. Summer learning programs can also help address the summer learning loss, the loss of academic skills during the summer months. Summer learning programs can also help address the summer learning gap, the difference in academic achievement between students who participate in summer learning programs and those who do not.

Key Findings:

- 77% of low-income students (compared to 67% of high-income students) do not attend summer learning programs.
- 74% of low-income students (compared to 54% of high-income students) do not attend summer learning programs.
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Key Findings:

- More than 75 percent of families agree that summer learning programs are important, but only 40 percent of families are currently participating in summer learning programs.
- Parents reported facing barriers to finding affordable and accessible summer care for their children, including limited availability of programs, high costs, and limited hours of operation.
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<https://www.summerlearning.org/knowledge-center/>

SUMMER BY THE NUMBERS



33% of families
report having a child
in a summer
program



The average cost of
a summer program is
\$288 per child
per week



1 in 7 children
who are eligible access
subsidized summer
meals



85% of families
support public
investment in
summer learning
programs

*The National
Academies of*

SCIENCES
ENGINEERING
MEDICINE

SHAPING SUMMERTIME EXPERIENCES

Opportunities to Promote Healthy Development and Well-Being
for Children and Youth

NSLA Webinar
January 29, 2020

Jennifer McCombs, RAND Corporation

Statement of Task

SPONSORS: ROBERT WOOD JOHNSON FOUNDATION & WALLACE FOUNDATION

Examine summertime experiences affecting school-age children (rising K-12) across four areas of well-being:

- 1) **academic learning and opportunities for enrichment;**
- 2) **social and emotional development;**
- 3) **physical and mental health and health-promoting behaviors;**
- 4) **safety, risk-taking, and anti-and pro-social behavior.**

Committee Members

MARTÍN-JOSÉ SEPÚLVEDA

(Chair)

IBM Corporation

KARL ALEXANDER

Thurgood Marshall Alliance

NISHA BOTCHWEY

School of City and Regional
Planning

Georgia Institute of Technology

NANCY L. DEUTSCH

Youth-Nex, Curry School of
Education & Human Development
University of Virginia

JOSHUA DOHAN

Youth Advocacy Department
State of Massachusetts

BARRY GARST

Department of Parks,
Recreation &
Tourism Management
Clemson University

SANDRA HASSINK

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Pediatrics Institute
for Health Childhood Weight

PAMELA HYMEL

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Center for Urban Education
University of Northern Colorado

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American Institutes for Research

CHRIS SMITH

Boston After School & Beyond

RACHEL THORNTON

Department of Pediatrics
Johns Hopkins School of Medicine

Study Methodology

- in-person closed session meetings (n=5)
- public information-gathering session (n=1)
- extensive review of the literature
- memos received from knowledgeable stakeholder organizations (n=13)
- information obtained from federal, state, and municipal entities
- papers commissioned (n=5) on summertime and— international programs and policies; juvenile justice and child welfare; policing; geography and the built environment

Approach: Systems Perspective



Spring

SUMMER

Fall

Summertime: Risks and Opportunities

- Risks:

- changes in food security, medical services, structured activities, direct supervision, risk behaviors, sedentary time, weight, and unintentional injuries, particularly for disadvantaged children/youth

- Opportunity:

- to engage and leverage the strengths and resources of youth, families, communities, and other stakeholders to improve the education, health, safety, and well-being

Opportunities and risks are unequally distributed between subgroups creating disparities in outcomes.

Overarching Conclusions

1. Basic developmental needs must be met as a critical precondition for summer programs and services.
2. Those in less advantageous circumstances are at risk for worse outcomes.
3. The assets and priorities of families and communities are key.
4. Existing data sources and literature are insufficient to capture the effect of summer and summer programs on the outcomes of children and youth

RECOMMENDATION:

Enable Funding and Resources

- Enable the continuation during the summer months of school-year funding and resources for effective programs
- Example:
In 2014, 84 percent of students who received free and reduced-price meals during the school year did not receive meals from the Summer Food Service Program or other summer nutrition programs run by the USDA.



RECOMMENDATION:

Support Best Practices

Target summer programs that

- Focus on underserved children and youth
- Target specific needs of participants
- Meet needs in developmentally and culturally appropriate ways
- Identify specific outcomes and measurements
- Plan to promote strong attendance
- Are accessible
- Are of sufficient duration to meet desired outcomes

RECOMMENDATION:

Improve Coordination of Summer Experience

- Local government identify and fill gaps between needed and current programs and services
- Augment funding, technology, and in-kind supports to intermediaries working in summertime space

RECOMMENDATION:

Build Summertime Evidence

- Establish and maintain databases that allow for disaggregation of data by month
 - Extend academic-year data collection to include the summer months when appropriate to the subject of the data collection
 - Share data across systems when possible.
- Example:

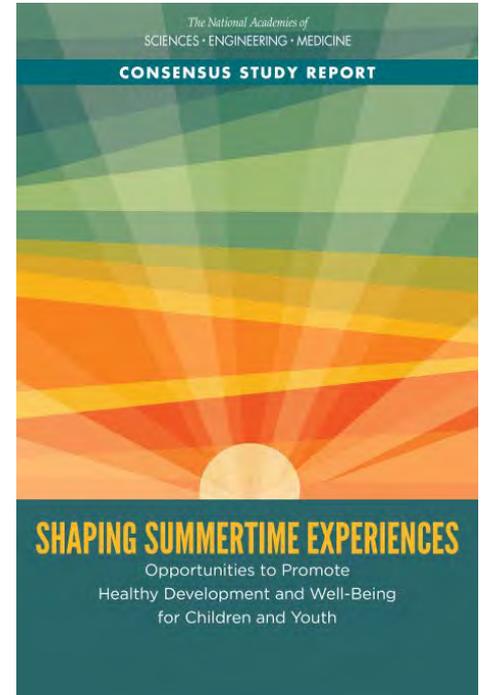
Department of Education's 21st Century Community Learning Center program should update the 21 APR System to build on existing data and reporting on summer, including data on participants by type of program, geography, and demographics.

Thank you

To read or download a copy of the report, please visit: www.nas.edu/SummerOpportunities
Follow us on  #SummerOpportunities

For more information about the study or dissemination activities, please contact:

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At Boys & Girls Clubs of America,

We're Closing the Opportunity Gap

for the kids & teens who need us the most—
preparing them to be the

Leaders, Innovators & Problem-Solvers Who Shape Our World.

OUR VISION IS FOR EVERY YOUNG
PERSON WE SERVE TO

GRADUATE FROM

HIGH SCHOOL ON TIME

WITH A PLAN FOR THE FUTURE,

DEMONSTRATING **GOOD**

CHARACTER &

CITIZENSHIP & LIVING A

HEALTHY LIFESTYLE

Unmatched Scale.

Unparalleled Reach.

155+ Years of Experience.



1858

in urban
neighborhoods

510

on U.S. military
installations

1858

in public schools

1114

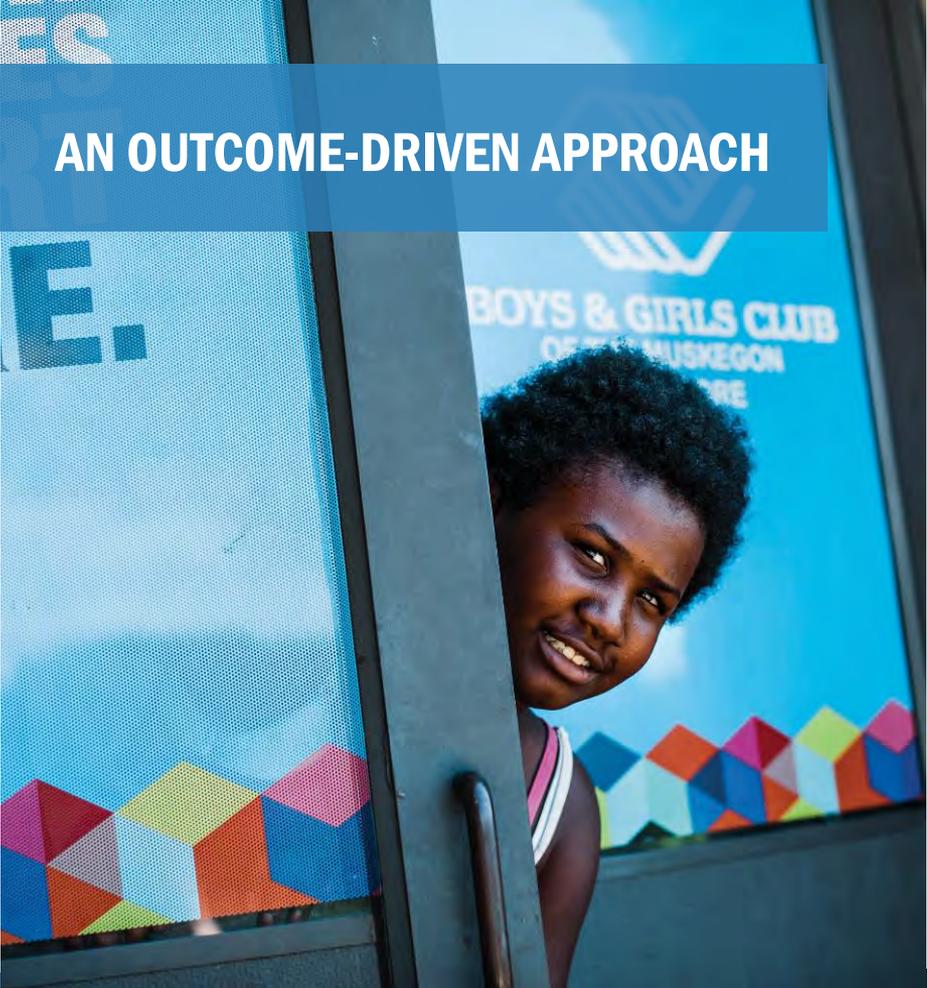
in rural
communities

185

on Native lands

278

in public housing



AN OUTCOME-DRIVEN APPROACH

Older teens (16+)
having a high-quality
Club Experience are

40%

**MORE LIKELY TO GRADUATE
FROM HIGH SCHOOL ON TIME.**

Club 12th
graders are

26%

MORE LIKELY TO ABSTAIN

from alcohol use than 12th graders
nationally.

83% of Club members
believe they can

**MAKE A DIFFERENCE IN
THE COMMUNITY.**

A \$1 investment in Boys & Girls
Clubs returns

\$9.60 TO THE
COMMUNITY.



BOYS & GIRLS CLUBS
OF AMERICA

GREAT FUTURES START HERE.





We'll champion America's youth, ensuring they have opportunities based on their potential, not where they come from.

1 We aspire to double the number of youth we serve annually from 4.3 million in 2017 to **8 million** in 2025.

2 We will deliver **high-quality** experiences in life readiness and workforce readiness in 100% of our Clubs.



BOYS & GIRLS CLUBS
OF AMERICA

GREAT FUTURES START HERE.



Agenda for America's Youth

OUT-OF-SCHOOL TIME OPPORTUNITIES

SAFER
CHILDHOOD
S

HEALTH &
WELLNESS

EDUCATION,
CAREER &
LEADERSHIP

EQUITY & INCLUSION



Our Approach



Short-Term Outcome

Intermediate & Long Term Outcomes

Impact

**Life &
Work
READY**

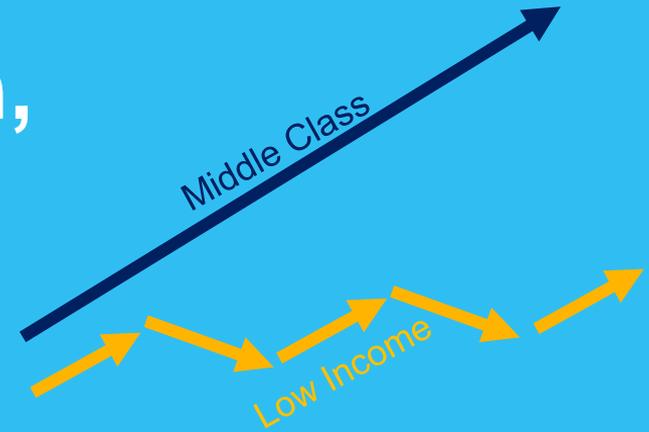


Summer Brain Gain:

**Preventing Summer Learning Loss
with Project Based Enrichment**

The achievement gap has nothing to do with young people's

- ✗ intrinsic ability to learn,
- ✗ motivation to learn,
- ✗ or interest in learning.

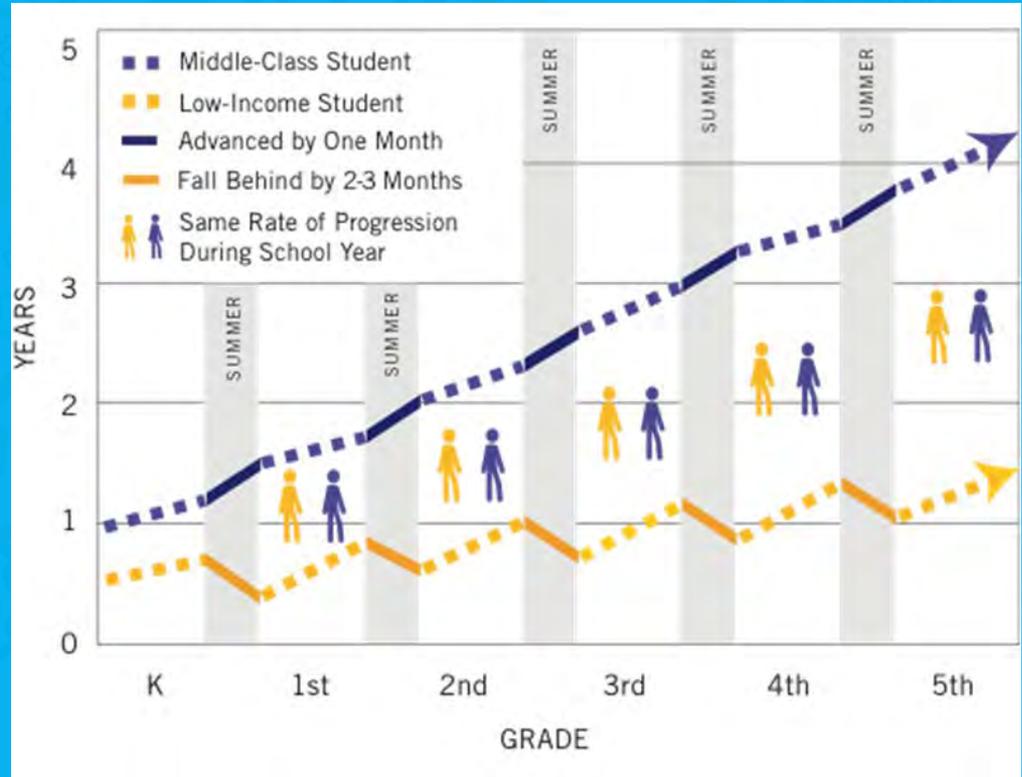


It has everything to do with
access to enrichment

Summer learning loss is an equity issue.

Summer Learning Loss

causes youth from low income families to fall behind their wealthier peers academically.





Programs Matter...

- Studies show that **six week** summer learning programs can produce statistically significant gains in reading performance.
- Summer Brain Gain has been shown to prevent summer learning loss!



Summer Brain Gain Logic Model

Short-Term Outcomes

Youth participate in fun, educational programming during the Summer.

Youth collaboratively engage in project-based learning with an added emphasis on literacy and STEM.

Youth explore a variety of careers related to the experiential activities in Summer Brain Gain.



Intermediate Outcomes

Youth return to school with no evidence of summer learning loss.

Youth build academic and social-emotional skills, including:

- Communicating
- Collaborating
- Identifying and Solving Problems
- Planning and Carrying Out Investigations
- Evaluating
- Persevering

Youth demonstrate post-secondary awareness and enjoyment of learning.

Long-Term Outcomes

Youth are effective learners, who know how to use the learning strategies that work for them.

Youth are engaged learners, who love learning and pursue their passions.

Youth are adaptive learners, who can apply skills to new situations.

Youth attendance, behavior, and coursework demonstrate that they are on track to graduate.

Youth are post-secondary ready and have a plan for the

Federal Supports for Summer OST Programs

Summer Food Service Program

The USDA SFSP helps provide meals snacks and meals at no cost to low income youth.

Ask: Support Summer Meals and the Summer Meals Act to improve programs by:

- Streamlining the after school and summer application process.
- Improve the area eligibility to 40%
- Provide option of serving three meals
- Provide Transportation grants

Outcome: USDA Meal and snack programs are easier to implement

Youth Mentoring

Department of Justice program that strengths and enhances mentoring services for at risk youth.

Ask: Support \$120M for the Youth Mentoring Program

Outcome: More programs can utilize or expand the mentoring program and serve at-risk youth.

21st Century Community Learning Centers (21st CCLC)

Department of Education program for out-of-school time educational enrichment.

Ask: Support \$1.35B for the 21st CCLC programs

Outcome: More OST programs can utilize 21st CCLC for summer programing like academic enrichment, tutoring and STEM activities.

Recommendations and Story Ideas



RECOMMENDATIONS FOR CAMPAIGNS

- Remove barriers for programs and families
- Expand the scope of services and target youth most in need
- Focus on quality
- Foster partnerships



STORY STARTERS

- **Summer Meals:** Hunger takes no summer vacation; How does your community measure up on summer nutrition?
- **Quality in Summer Programs:** What parents need to know
- **Who and Where are Opportunity Youth During the Summer:** Summer offers flexible learning time for disconnected youth
- **Follow the Money:** Implications of the President's budget on summer



Q&A

Please use the Q&A box
to submit questions



Knowledge Center

SEARCH RESOURCES BY KEYWORD FILTER RESOURCES [clear all](#)

Policy and Advocacy Type from mm/dd/y to mm/dd/y Filter

- Topic
- Best Practices
- College Preparation
- Community Assessment Reports
- Community Resources
- Family Resources
- Fundraising
- Literacy
- New Vision for Summer School
- Policy and Advocacy**
- Program Quality

1-10 of 14 results



Feed Hungry Minds and Learning and Summer M
Investing in partnership creates greater returns
FLYER / HANDOUT • POLICY



Summer by the Numbers Infographic
INFOGRAPHIC • COMMUNITY RESOURCES, POLICY AND ADVOCACY, SUMMER LEARNING WEEK

Thank You!

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<https://www.summerlearning.org/press/>



**national summer
learning association**

