Summer Learning Research 101
Get the Facts!
What's the problem we're trying to solve?
During the summer months, young people living in poverty often don’t have access to essential resources that support their academic and developmental progress. As a result, they experience well-documented setbacks.

Our mission
The mission of the National Center for Summer Learning is to ensure that children and youth in high-poverty communities have access to quality summer learning programs.

What we do
- Improve program quality
- Support the development of effective summer learning policies
- Increase program access for disadvantaged youth
- Interpret and conduct research
Today’s Objectives

- Become familiar with research findings and trends related to summer learning
- Develop a strategy for using the research to make the case for your program
Who Cares?

• **Introduce yourself** to your colleagues around the table

• **Who do you most need to influence** about the importance of summer programming? Why? What information do you think would move them to take action?

• What are you **hoping to learn** at this session?
"Who Cares?"

"What I worry about a lot is summer reading loss," said the former Chicago School District CEO. "You have kids who don't have a lot of books at home and aren't read to. People around the country have experienced this--it's nothing unique to Chicago -- but you get kids to a certain point in June, and when they come back in September, they're further behind than when they left you three months ago. It's heartbreaking. I'm not saying we need to do more of the school day in the summer, but it's all the opportunities that middle class kids have, to develop a skill or interest, to get drama or athletics, to get tutoring or be read to."

Arne Duncan, Secretary of Education

March 25, 2009 Interview in Education Daily
What do we know about summer learning?

- What do kids stand to lose?
- What do kids stand to gain?
- Who’s taking advantage of what?
- What do kids and parents want?
- How much do programs cost?
What do kids stand to lose?

1. Academic knowledge
2. Healthy habits
3. Access to meals
4. Technology know-how
What do kids stand to lose?

Academic Knowledge

- Since 1906, numerous studies have confirmed that children experience learning losses in math and reading without continued opportunities for regular practice.
  
  *(White, Heyns, Cooper, Alexander)*

- Disadvantaged youth are disproportionately affected by losses in reading.
What do kids stand to lose?

**Academic Knowledge**

Two-thirds of the ninth grade reading achievement gap can be explained by unequal access to summer learning opportunities, contributing to fewer disadvantaged youth graduating from high school or entering college.

*Alexander, Entwisle & Olson, 2007*
Summer Learning & the Achievement Gap

Summer of Reading Achievement Trajectories

Middle-Income Students:
no summer school

Low-Income Students:
no summer school

www.summerlearning.org
Sources: Doris Entwisle, Karl Alexander, and Linda Olson, *Children, Schools, and Inequality*, 1997, Table 3.1
What do kids stand to lose?

**Healthy Habits**

- Children gain BMI nearly twice as fast during the summer as during the school year (von Hippel, Powell, Downey & Rowland, 2007)
- Black and Hispanic children, and children who are already overweight, experience healthier BMI gain during the school year
- School-based fitness interventions can promote better health, but without sustained intervention these benefits are lost over the summer break (Carrel et al., 2007)
What do kids stand to lose?

**Access to Meals**

- In July 2007, 17.5 children received Summer Nutrition for every 100 low-income students who received lunch in the 2006-2007 school year (Food Research and Action Council, *Hunger Doesn’t Take a Vacation*)

- Where you live makes a difference!
  - Low of 4.9/100 in Oklahoma to a High of 95.9/100 in Washington DC
  - Only 11 states manage to serve 25% of their kids
  - 13 states serve less than 10%
What do kids stand to lose?

**Technology Know-How**

- Library and technology usage differs by income (Neumann & Celano 2008)
- Print materials in the library:
  - Lower-income children choose less challenging material, with less print and lower reading levels
  - Read 1 line of print for every 3 read by middle income children
  - Spent less time with each book – 6.6 versus 12 minutes
What do kids stand to lose?

**Technology Know-How**

- Computer usage also differs:
  - Lower-income kids used the computer for entertainment rather than educational activities
  - Educational activities MI = 27 minutes, LI =11 minutes
  - Entertainment MI = 1 minute, LI =13 minutes

- **Amount of time spent with adult mentor matters!**
  - At middle-income libraries, preschool children averaged nearly 15 minutes each visit with adults who assisted them at the computers. In low-income areas, preschoolers received less than a minute (.6) of adult time
So what does this mean for me?

Did anything surprise you? Which of the facts resonate with your experience? Is there anything your program needs to do or do more of to respond to this information?
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
What do kids stand to gain?
Summer School Outcomes (Cooper, Charlton, Valentine and Muhlenbruck, 1996)

1. Overall, remedial summer school programs AND acceleration summer school programs do have a positive impact on the knowledge and skills of participants – math more than reading
2. Middle-class students benefitted more than disadvantaged students
3. Smaller programs tended to yield better results (smaller number of schools or classes in smaller community)
4. Programs with small group or individualized instruction and high parent involvement produced the greatest impact on student outcomes
What do kids stand to gain?

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

- **Report Cards**
  - 77% of mentees improved or maintained As and Bs in reading (65% in math)

- **Standardized Tests**
  - 61% of mentees improved their standardized reading score by 3% or higher

- **Truancy: Attendance / Tardiness**
  - 56% of mentees improved attendance by an average of 7 days
What do kids stand to gain?

**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

[www.summerlearning.org](http://www.summerlearning.org)
What do kids stand to gain?

Furman University’s Bridges to a Brighter Future has the following mission: to equip low-income students with the tools and support needed to overcome barriers, graduate from high school and enroll in post-secondary education

- 100% high school graduation or diploma equivalency
- 93% college enrollment (over 11 years)

www.summerlearning.org
How do you measure the success of your summer program?

What do you wish you knew?
Who’s taking advantage of what?

Summer School

- About 10% or 6 million youth attend public schools during the summer.
- The number of public schools offering summer programs has doubled over the past 25 years.
- Black and Hispanic youth are over-represented in summer school.
Who’s taking advantage of what?

Camp and Other Summer Programs

- Over 11 million youth participate in some type of summer camp experience
- At least 1/3 in some type of organized activity
Who’s taking advantage of what?

- 58% of parents cite summer as the most difficult time to make sure their children have things to do, following by 14% for afterschool and 13% for the weekend.

_Students from higher income families are more likely to participate in community service, organized summer activities and to work for pay than their peers from lower income families._
# What do kids and parents want?

<table>
<thead>
<tr>
<th>Parents</th>
<th>Kids</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>Fun</td>
</tr>
<tr>
<td>Structured activities</td>
<td>Sports/Athletics</td>
</tr>
<tr>
<td>Exercise and sports</td>
<td>Career Preparation</td>
</tr>
<tr>
<td>Character and citizenship building</td>
<td>Hands-on Activities</td>
</tr>
<tr>
<td>Skill Building / Learning</td>
<td>Field Trips/Travel</td>
</tr>
<tr>
<td>Enrichment</td>
<td>A place for kids to just “hang out”</td>
</tr>
<tr>
<td>Exposure to new places and ideas</td>
<td></td>
</tr>
</tbody>
</table>
What do kids and parents want?

Location, perceived safety and cost are primary drivers for decision-making.
How much do programs cost?

New area of study in the field

1. **Resource Scans**
   *Series, Maryland Resource Scan in 2008*

2. **The Cost of Quality OST Programs**
   *Grossman et al. 2009*

3. **What Does It Take to Invest in Summer?**
   *Forthcoming*

4. **Roadmap to Afterschool for All**
   *Forthcoming*
**Funding Summer Learning Programs: A Scan of Public Investments in Maryland**

**Table 3: Students and Spending Data for Summer 2007 by Funding Agency**

<table>
<thead>
<tr>
<th>Funding Agency</th>
<th>(1) Number of Students Served</th>
<th>(2) Program Enrollment as a Percentage of Total District Enrollment</th>
<th>(3) Program Enrollment as a Percentage of District Low-Income Enrollment</th>
<th>(4) Public Dollars per Program Enrollee (excluding fees and other funding)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Schools</td>
<td>1,100</td>
<td>6%</td>
<td>28%</td>
<td>29%</td>
</tr>
<tr>
<td>Parks and Recreation Departments</td>
<td>110</td>
<td>1%</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>Workforce Investment Boards</td>
<td>200</td>
<td>.2%</td>
<td>6%</td>
<td>.4%</td>
</tr>
<tr>
<td>Local Management Boards</td>
<td>0</td>
<td>--$</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Child Care Agency</td>
<td>40</td>
<td>.2%</td>
<td>1.3%</td>
<td>1.9%</td>
</tr>
</tbody>
</table>
## How much do programs cost?

### Average cost of summer programs per student per hour

*(National Center for Summer Learning, *What Does It Take to Invest in Summer?*)

<table>
<thead>
<tr>
<th>Student count</th>
<th>Avg. No. students</th>
<th>Avg. cost per student per hour</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full cost</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full cost, Enrollment</td>
<td>151</td>
<td>$8.52</td>
</tr>
<tr>
<td>Full cost, Attendance</td>
<td>109</td>
<td>$11.66</td>
</tr>
<tr>
<td><strong>Out-of-Pocket cost</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out-of-Pocket cost, Enrollment</td>
<td>151</td>
<td>$5.33</td>
</tr>
<tr>
<td>Out-of-Pocket cost, Attendance</td>
<td>109</td>
<td>$7.30</td>
</tr>
</tbody>
</table>

Note: N=22
How much do programs cost?
(Grossman et al., “The Cost of Quality OST Programs” 2009)

Executive Summary Figure 1
Summary of Cost Per Slot Ranges for Programs Serving Elementary and Middle School Students

<table>
<thead>
<tr>
<th>Type</th>
<th>Cost Range</th>
<th>$0</th>
<th>$5</th>
<th>$10</th>
<th>$15</th>
<th>$20</th>
<th>$25</th>
<th>$30</th>
<th>$35</th>
<th>$40</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Summer Costs</td>
<td>($21-$36)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily School-Year Costs</td>
<td>($14-$31)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hourly Summer Costs</td>
<td>($2-$5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hourly School-Year Costs</td>
<td>($3-$9)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

The boxes visually represent the cost ranges from the 25th percentile of program cost to the 75th percentile.

($X-$Y) The 25th and the 75th percentile costs are indicated in parentheses.

Indicates the mean cost.

Half the programs’ costs fall below level (represents the median cost, or 50th percentile of program costs).

How much do programs cost?

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Percentage of programs accessing funding source</th>
<th>Percentage of total budget from each source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>83%</td>
<td>76.3%</td>
</tr>
<tr>
<td>Federal</td>
<td>28%</td>
<td>11%</td>
</tr>
<tr>
<td>State</td>
<td>11%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Local</td>
<td>13%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Business</td>
<td>12%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Foundation</td>
<td>12%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Religious</td>
<td>5%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Individuals</td>
<td>23%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Other</td>
<td>9%</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

Preliminary findings from the Roadmap to Afterschool for All study- Afterschool Alliance
Influencing Your Key Stakeholder

- How can you take this information and use it to influence your key stakeholder?
- Talk to your neighbor about the 2 or 3 facts that you think will resonate most with your audience.
What did you learn?

- What questions remain unanswered?
- Advise the researchers:
  - What study do you recommend?
2009 Summer Changes Everything

National Conference
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April 15-17, 2009

National Center for Summer Learning
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