

Making Summer Count: Philanthropic Opportunities for Summer Learning Acceleration

March 21, 2023



Presenters



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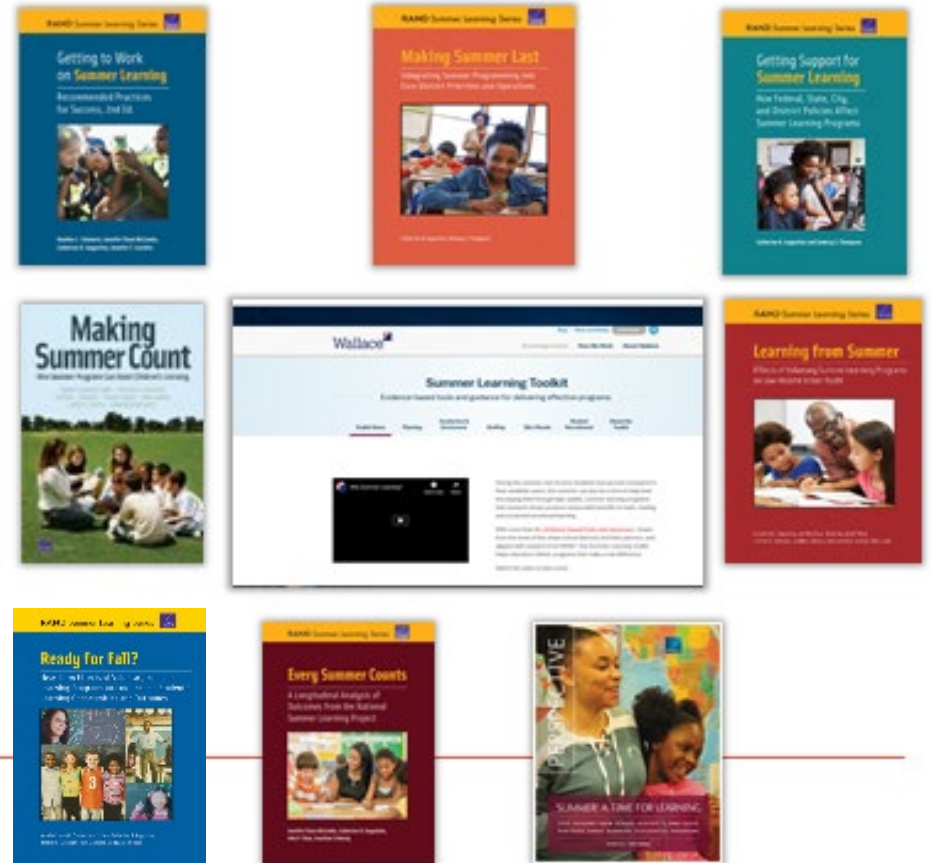
Senior Program Officer
Wallace Foundation

Summer Learning, lessons from the National Summer Learning Project

Campaign for Grade Level Reading
March 21, 2023

Knowledge drawn from the NSLP (to date)

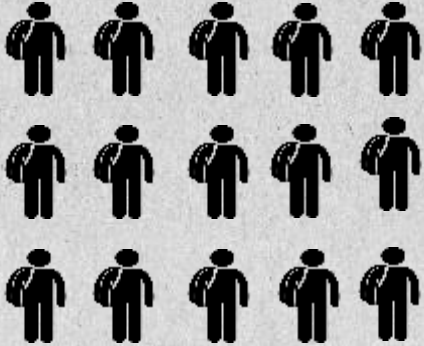
- *Making Summer Count*
- *Ready for Fall?*
- *Learning from Summer*
- *Getting to Work on Summer* (2nd Edition)
- *Making Summer Last*
- *Getting Support for Summer*
- *Every Summer Counts* (pending)
- Summer Learning Toolkit
- Wallace Perspective *Summer: A Time for Learning*



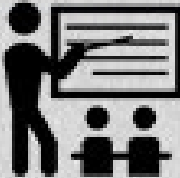
Key Summer Learning Elements



no-cost
full day
program
for 5 to 6
weeks



small classes of 15
or fewer students



certified teachers focused
on 3 hours of academics
per day



enrichment activities
daily



meals

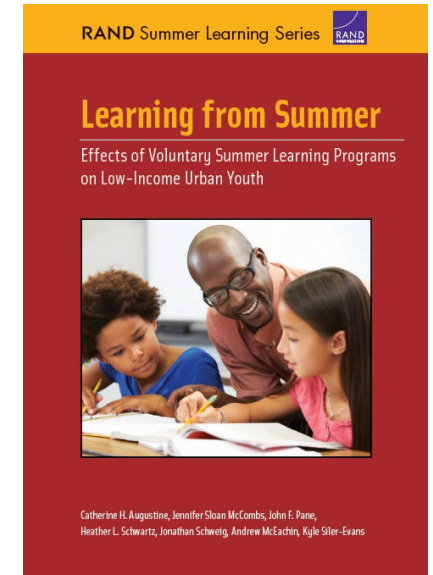


transport

Free

Student outcomes were educationally meaningful for high-attending students

- High-attenders (20+ days) in the first summer saw math benefits persisting through spring
- High attenders in the second summer had math and language arts benefits persisting through spring – as well as benefits in SEL
- Time on task and quality of instruction also linked to greater benefits
- Among students who attended at least one day, about 60% were high attenders



Summer is a time when inequities can increase across many areas

The National Academies of Science, Engineering and Medicine – the nation’s most prestigious scientific society – published a consensus study on summer

- “Summertime experiences can affect academic, health, social and emotional, and safety outcomes for children and youth, **with those in disadvantaged communities at risk for worse outcomes.**”
- “There are **opportunities** for systems and agents to implement innovative new programs and **extend effective practices that already exist during the school year into the summer period.**”





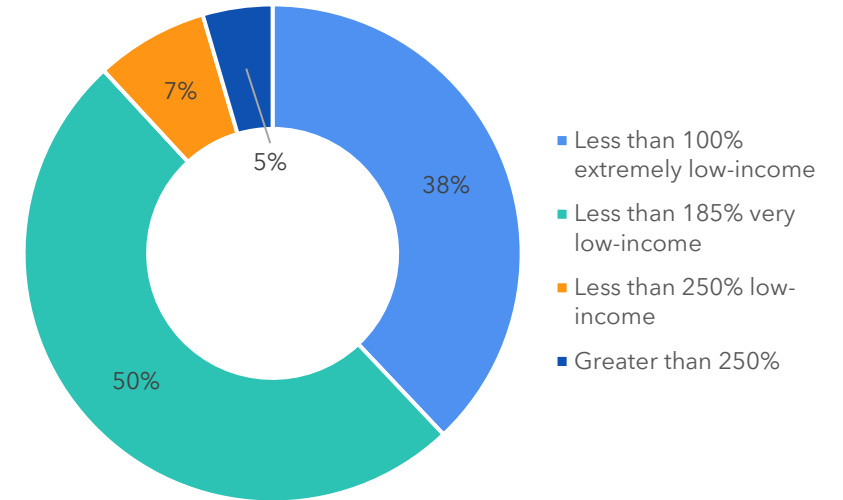
United Way of Central Iowa

Summer and Out of School Time Programming

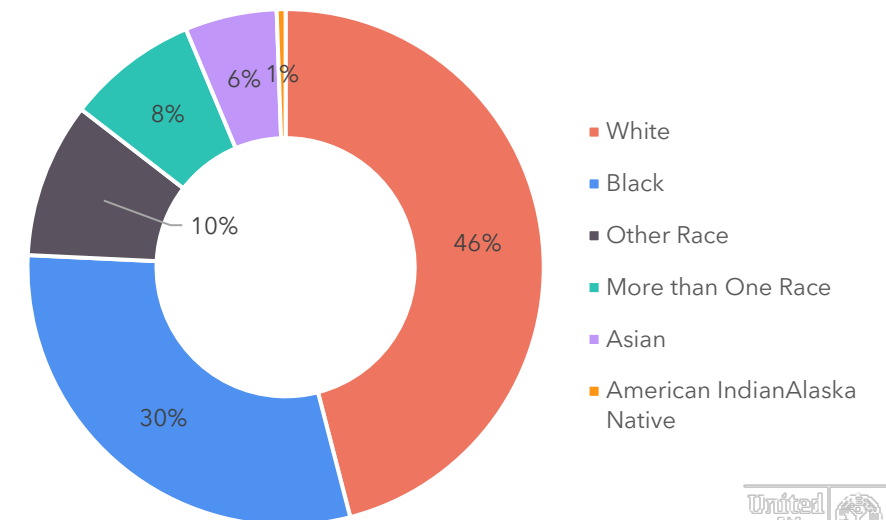
OST at a glance:

- Youth served - **15,775**
- Programs – **45**
- Percent of youth demonstrating academic or social emotional growth – **85%**
- Percent of youth not failing any academic course during the school year – **61%**
- Percent of youth who are not chronically absent – **61%**

Low Income



Race



Summer Specific

Crestview Scholars – program for culturally and linguistically diverse 3rd and 4th graders

Data

Total School Enrollment	591
F&R Enrollment	69%
Non-English Speakers at Home	65%
Enrolled in ESOL Program	44%

- Collaboration between West Des Moines Schools Community Education and the Title I Part A and Title III (ESOL) programs of WDMCS
- Programming includes a well-rounded schedule of academic instruction, recreation, and multi-generational family engagement opportunities.

Summer Youth Employment

Expand capacity of programming & remove employment barriers for youth

Evelyn K. Davis Center for Working Families

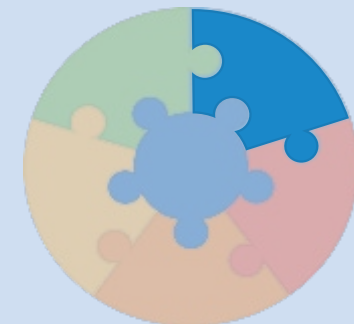
- 110/136 chose to disclose their race as non-white

Oakridge Neighborhood Services

- 61/62 African American
- 1/62 Latino

*"Increased our capacity to **provide supportive transportation services** for up to 70 students who shared that transportation was a barrier towards maintaining steady employment and program participation. This helped increase our program completion rate to 94% as some of our students would have dropped out without the transportation option."*

*"Increased our capacity to expand our program by **increasing the number of hours and hourly rate for youth** and extend opportunities for our youth into year-round employment. Our youth also received summer academic support and employment skill training for 10 weeks."*



Next Steps and Lessons Learned

- ✓ Summer Programs need to include **academic and enrichment components**
- ✓ **Career exposure** activities can start as early as 3rd grade
- ✓ Focus on college exposure and career exploration **in late elementary school** and throughout middle school
- ✓ **Hands-on career readiness activities** are appropriate for middle school students
- ✓ High school youth should be focused on **paid summer employment opportunities with support for soft skills**



Questions & Discussion

Upcoming GLR Learning Tuesdays Webinars:

LEARNING LOSS RECOVERY CHALLENGE

From Classroom to Community: Investing in Whole Child Support Systems from Cradle to Career

Tuesday, March 21, 3–4:30 p.m. ET/12–1:30 p.m. PT

Co-sponsored by Whiteboard Advisors

PARTNER WEBINAR

Access and Action: Why Diverse Books Matter

Tuesday, March 28, 3–4:30 p.m. ET/12–1:30 p.m. PT

Co-sponsored by First Book and Diverse Books for All Coalition

FUNDER-TO-FUNDER WORKSHOP

Digital Access & Data

Tuesday, April 4, 12:30–1:45 p.m. ET/9:30–10:45 a.m. PT

Co-sponsored by The Patterson Foundation

LEARNING LOSS RECOVERY CHALLENGE

The Role of States in Enabling High-Impact Tutoring to Scale

Tuesday, April 4, 3–4:30 p.m. ET/12–1:30 p.m. PT

Co-sponsored by Overdeck Family Foundation

Join us!

gradelevelreading.net [@readingby3rd](https://twitter.com/readingby3rd) [#GLReading](https://twitter.com/GLReading) [#LearningTuesdays](https://twitter.com/LearningTuesdays) [#GLRKeepers](https://twitter.com/GLRKeepers)





GLR 2023:
What's Working Xchange (WWX)

INVITATION

The Campaign for
**GRADE-LEVEL
READING**

This invitation to share is open to everyone!

We are gathering information about a few strategies related to **learning loss recovery**.

The form is quick and easy to complete. This information will help all of us understand what's happening in our communities and support engagement that will unfold later this year.

Here is the link to complete your responses: <https://forms.gle/4xqNE8rXrDKRzfh9>

