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.
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

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.

SHAPING SUMMERTIME EXPERIENCES

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

NSLA Webinar
January 29, 2020

Jennifer McCombs, RAND Corporation
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.

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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
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.
AN OUTCOME-DRIVEN APPROACH

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.

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.

Older teens (16+) believe they can MAKE A DIFFERENCE IN THE COMMUNITY.
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.

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

OUT-OF-SCHOOL TIME OPPORTUNITIES

SAFER CHILDHOODS

HEALTH & WELLNESS

EDUCATION, CAREER & LEADERSHIP

EQUITY & INCLUSION
Our Approach

SAFETY
High Quality Club Experiences
Skills, Knowledge and Attitudes
Intermediate & Long Term Outcomes
Impact

Academic Success
Character & Leadership
Healthy Lifestyles

Short-Term Outcome

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.
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 future.
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 programming 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
• **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
Please use the Q&A box to submit questions
Thank You!

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