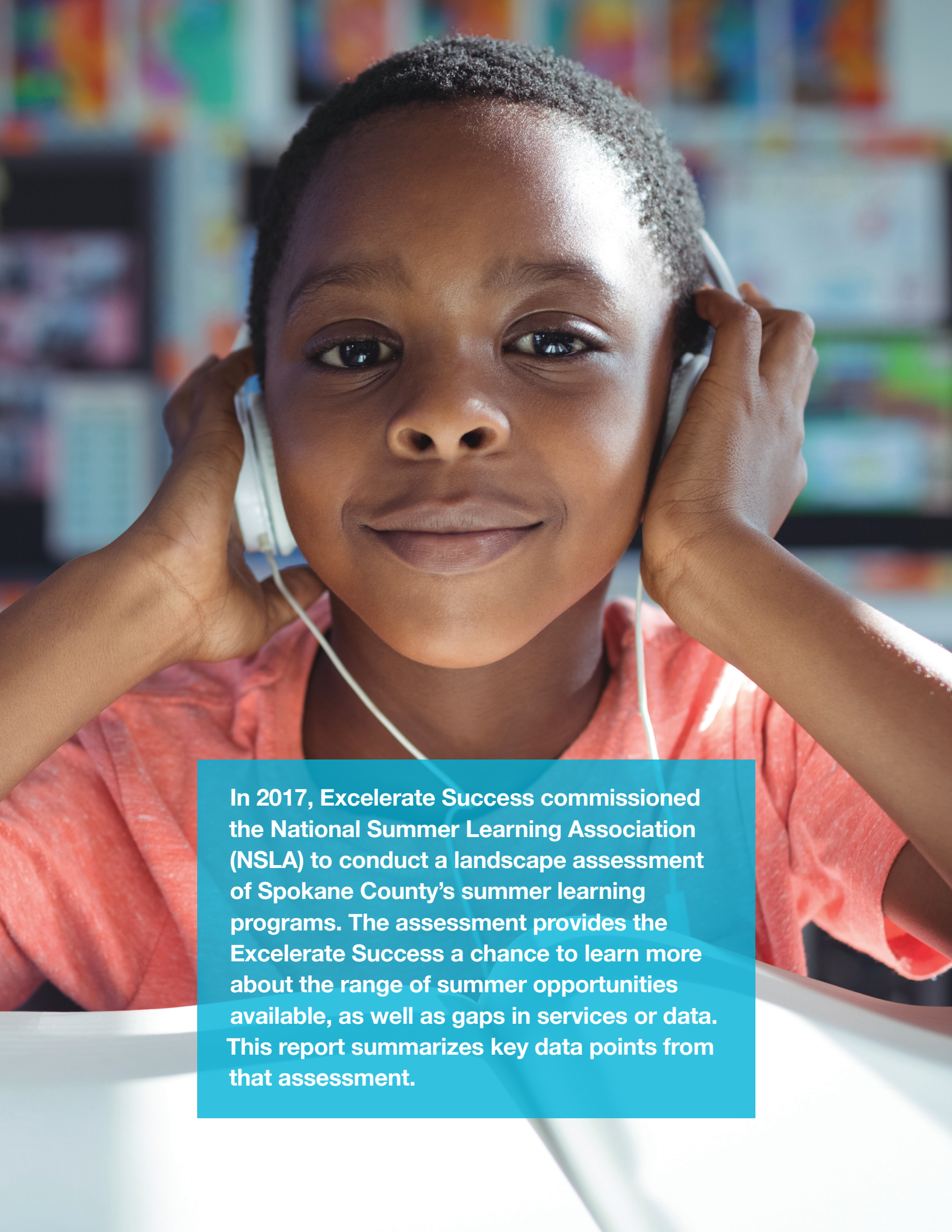


summer matters: a community landscape report



spokane

Working together, the investments of Spokane's school districts, cities, and private philanthropy provide summer learning opportunities to more than 14,000 young people.



In 2017, Excelerate Success commissioned the National Summer Learning Association (NSLA) to conduct a landscape assessment of Spokane County's summer learning programs. The assessment provides the Excelerate Success a chance to learn more about the range of summer opportunities available, as well as gaps in services or data. This report summarizes key data points from that assessment.

intro

SUMMER LEARNING IN SPOKANE

Spokane County is home to over 45,000 school-aged children and youth spread across rural, suburban, and urban communities. The investments of Spokane's school districts, cities, and private philanthropy provide summer learning opportunities to more than 14,000 young people. Excelerate Success, an education-focused collective impact partnership housed in the Spokane County United Way, is working to ensure that all children and youth in the county have the opportunity to succeed from cradle to career.

Recognizing summer learning as one of the keys to narrow the opportunity gap, Excelerate Success is striving to build a learning system in support of the work of summer and afterschool program providers, schools, and community centers.

The assessment offers a snapshot of existing summer programs. Data were collected on who was being served and the types of programming offered.

SUMMARY OF FINDINGS

Forty-one percent of programs served lunch.

Just over half of programs offered 60 or more minutes of academic instruction each day (52%).

Nine-six percent of programs had paid staff. Over half worked with or had a certified teacher on staff (54%) and almost two-thirds had volunteer staff (72%).



discover

19

PARTICIPATING
ORGANIZATIONS

41

PROGRAMS

14,438

YOUTH SERVED

COMMUNITY DEMOGRAPHICS OF SPOKANE

Total 2016 City Population ¹	205,611
Percent of Persons Living Below Poverty Level ¹	19.7%
Total 2016 City Population under 18 in households	45,555
Percent of Adults with at least a High School Diploma ¹	62.4%
Percent of Adults with a Bachelor's degree or higher ¹	19.7%
Number of Students in Spokane School District-run Schools ²	30,832
Percent of Spokane School District Students who are Transitional Bilingual (English Language Learners) ²	6.1%
Percent of Spokane School District Students Eligible for Free & Reduced Price Lunch ²	56.7%

¹ U.S. Census Bureau, 2016 American Community Survey, Community Facts for Spokane city, Washington.

² Office of Superintendent of Public Instruction, Washington State Report Card - Spokane School District.

[NSLA received data from 19 organizations offering 41 summer programs throughout Spokane. You can find a full list of participating organizations on the back cover.]

PROGRAM CONTENT AREAS

PERCENT

Social-emotional Learning	43%
Sports/Recreation	41%
Crafts	41%
Other	30%
Literacy or Reading Skills	24%
STEM	24%
Academic Enrichment	19%
Math	16%
Health and Nutrition	14%
Summer Jobs/Career Prep	14%
Fine Arts (visual, performance, etc.)	11%
Academic Remediation/Credit Recovery	3%
College Access	3%

program calendar



ELIGIBILITY FOR PROGRAMS BY GRADE

PRESCHOOL, K	12
GRADES 1-2	25
GRADES 3-4	33
GRADES 5-6	33
GRADES 7-8	28
GRADES 9-10	19
GRADES 11-12	12
TRANSITION TO COLLEGE	2

>Third through sixth graders were eligible for the most programs



AMOUNT OF ACADEMIC INSTRUCTION | PERCENT OF PROGRAMS

Less than 30 minutes	8%
30 minutes	4%
30-60 minutes	16%
60-90 minutes	8%
More than 90 minutes	28%
No academic instruction and/or literacy enrichment included	36%

96%
HAD PAID STAFF

72%
USED VOLUNTEERS

PROGRAM STAFF

54%
WORKED WITH OR HAD A CERTIFIED TEACHER ON STAFF

12%
USED AMERICORPS VOLUNTEERS



MEALS SERVED

NO. OF PROGRAMS

BREAKFAST

8

LUNCH

11

SUPPER/DINNER

3

DON'T PROVIDE MEALS

16

59% OF PROGRAMS DID NOT SERVE A MEAL
41% SERVED LUNCH
30% SERVED BREAKFAST AND LUNCH

OUTREACH METHODS USED TO RECRUIT YOUTH

THROUGH SCHOOL DISTRICT, TEACHERS, OR SCHOOL COUNSELOR

57%

PROGRAM ORIENTATION OR OPEN HOUSE INVITATION

17%

PHONE CALLS

13%

MAILERS

30%

PROGRAM ANNOUNCEMENT POSTED IN LIBRARIES, NEWSPAPERS

67%

ONLINE SUMMER PROGRAM DATABASE

20%

WORD OF MOUTH

20%



THE COMMUNITY INDICATORS OF EFFECTIVE SUMMER LEARNING SYSTEMS

Developed in 2013, NSLA's Community Indicators of Effective Summer Learning Systems (CIESLS) rating scale is based on the theory that effective summer learning systems can provide more summer learning opportunities for youth, improve program quality, and improve outcomes for youth through coordinated and collaborative action at the community level.

Based on research on system-building, best practices in existing afterschool and summer systems, and a survey of community intermediaries and program providers, NSLA developed a set of 39 indicators that define the size, scope, and features of summer learning systems. These indicators are used to measure community progress in achieving system-building milestones in each of the rating scale's six domains:

- 1) Shared Vision and City-wide Coordination
- 2) Engaged Leadership
- 3) Data Management System
- 4) Continuous Quality Improvement
- 5) Sustainable Resources
- 6) Marketing and Communications

Key stakeholders in Spokane were asked to self-assess the current state of the region's summer learning system based on the CIESLS. Their assessment is discussed below.

1) SHARED VISION AND CITY-WIDE COORDINATION

A shared vision for summer learning, which informs a community-wide summer learning action plan, can coordinate the efforts of a diverse group of stakeholders and support community-wide collaboration.

During the strategic planning meeting, participants noted the need for a coordinating structure of summer programs and partners in the county. Excelerate Success was identified as an organization that could take the lead on developing guidelines, facilitating, and managing the coordination of a comprehensive summer plan. They also want to bring together community stakeholders to help identify gaps and needs to guide the summer plan.

Recommendation: NSLA recommends creating a Community Action Network, headed by Excelerate Success, to develop a 3-year comprehensive summer plan for the county with specific targets and goals.

2) ENGAGED LEADERSHIP

Successful summer learning system-building requires community stakeholders and champions to advocate for summer programming, coordinate progress towards summer priorities, and share accountability for the development and implementation of the summer learning action plan.

Developing key summer champions in the community was named as an action step in this area. Participants wanted to tap into some of the usual sources (e.g. School Boards, Parks, Libraries), but also wanted to identify unlikely partners as summer advocates. These champions would be asked to contribute to community building, as well helping to access resources.

Recommendation: Champions should be able to influence supportive policies and practices across the community. NSLA recommends a wide range of stakeholder groups while identifying champions for the work, including city or county agencies, program providers, schools, funders, and community members. These groups should also be included in the development of the summer learning action plan.

3) DATA MANAGEMENT SYSTEM

Model summer learning systems implement processes for data collection, sharing, and analysis across stakeholders.

Participants wanted to know what data were currently being collected, how they are collected, and the quality of the data. The goal is to create consensus around the definition of indicators that can be used across programs in the city.

Recommendation: As a first step toward having a standardized data collection and evaluation process, NSLA recommends completing an assessment of the current data collection and methods to identify areas of alignment that can be used across programs.

4) CONTINUOUS QUALITY IMPROVEMENT

Exemplary summer learning systems adopt a process for quality improvement at both the systemic and programmatic levels.

During the strategic planning process, participants said they wanted to engage more programs in using an existing quality improvement system, School's Out Washington's (SOWA) *Washington State Quality Standards for Afterschool & Youth Development Programs*, with an eye towards the development of local, Spokane-specific standards.

Recommendation: NSLA recommends introducing common standards and tools to assess the quality of summer programs in the region. The group will need to be prepared to make the case for common quality standards across the city and to offer training to equip programs to implement SOWA's standards.

5) SUSTAINABLE RESOURCES

Community system-building around summer learning should consider the funding targets and strategies for both program development and growth, and system capacity-building.

As a result of the strategic planning process, participants recognized the importance of identifying their core values as youth-serving programs and professionals. They would like to assess the gaps in current programming and funding with a goal of creating a shared resource development plan for summer 2019.

Recommendation: As a first step, NSLA recommends conducting a deeper assessment of current summer funding resources that are being utilized in the region. As part of that assessment, attention should be given to the mix of funding sources. Additionally, the assessment should include how resources are used to support: program grants; program capacity building; community-wide marketing and communications; and program evaluation.

6) MARKETING AND COMMUNICATIONS

Exemplary summer learning systems identify community-wide strategies to understand the demand for summer programs, build awareness of need and available resources, and support student recruitment and enrollment.

During strategic planning, creating a common vision and message for summer—what it looks like, who to include, who will use it, etc.—was identified as an immediate need. The group wants to create a coalition that can create this messaging and set a strategy for raising awareness of the importance and need around summer opportunities.

Recommendation: NSLA recommends developing a common vision and message for summer in the region. This message should include input from a variety of stakeholder groups including county agencies, program providers, schools, funders, coordinating body, and community members (including parents and youth).



participating organizations

Beats and Rhythms
Boys & Girls Clubs of Spokane County
Camp Fire Inland Northwest
Discovery Group Robots
Girl Scouts of Eastern Washington and Northern Idaho
Gonzaga University Startalk Chinese Program
Hospice of Spokane
River City Youth Ops
Second Harvest Inland Northwest

Spark Central
Spokane County Library District
Spokane Eastside Reunion Association (SERA)
Spokane Gymnastics
Spokane Police
Spokane Public Library
Spokane Public Schools
Twin Eagles Wilderness School
Whitworth University
YMCA of the Inland Northwest

Limitation of the Data

Incomplete and Estimated Data

Complete data may not have been received from all targeted organizations and agencies for varying reasons. When considered as a whole, it is likely that incomplete and estimated data may have led to an underestimate of the total summer learning program landscape.

Double Counting

Because youth can participate in more than one program during the summer, they may be counted multiple times in the data used for this report. Where possible, we attempted to remove duplicate counts of children and youth.

Snapshot in Time

Data collection for this resource scan focused on summer 2017 and represents a snapshot in time. The extent to which providers are able to offer programs and the size of those programs may vary from year to year, sometimes substantially, based on available funding.

About Excelerate Success

Housed within the Spokane County United Way, Excelerate Success is the county's Cradle to Career Education Partnership.

About Spokane County United Way

Spokane County United Way fights to support healthy family relationships, increase high school graduation rates, and improve the financial stability of families. We aim to improve the lives and futures of all people in the community. We bring together expertise, funding and volunteer support to positively impact health, education and financial stability. In partnership with others, we work to eliminate inequities experienced by low-income and diverse populations so that all people have a safe, healthy home environment, achieve their educational potential, and increase their financial stability.



Spokane County United Way

About the National Summer Learning Association

The National Summer Learning Association (NSLA) is the only national nonprofit exclusively focused on closing the achievement gap by increasing access to high-quality summer learning opportunities. NSLA recognizes and disseminates what works, offers expertise and support for programs and communities, and advocates for summer learning as a solution for equity and excellence in education. NSLA's work is driven by the belief that all children and youth deserve high-quality summer learning experiences that will help them succeed in college, career, and life.



**national summer
learning association**

www.summerlearning.org