



SUMMER Expanded Learning Opportunities

Every summer, Washington students lose critical academic and social emotional learning skills. The body of research on summer learning loss reveals that young people are falling behind in school at different rates. This research attributes more than half of the achievement gap between lower- and higher-income youth to unequal access to summer learning opportunities. According to a report by the RAND Corporation, students who attend high-quality summer learning programs have positive academic and behavioral outcomes.¹

THE SUMMER SLIDE

Reverts school-year performance in a cumulative and disproportionate way that ultimately contributes to the growing achievement gap between low and middle to high income students.²

THE GAP

The achievement gap between children from high- and low-income families is 30-40% larger among children born in 2001 than among those born in 1976.⁴

DID YOU KNOW?

OF WASHINGTON STUDENTS WHO ARE ELIGIBLE FOR FREE AND REDUCED PRICE LUNCH:³

ONLY 23% are reading proficiently by the end of 4th grade.

ONLY 30% are meeting proficiency in math by the end of 4th grade.

ONLY 25% are meeting proficiency in reading or in math by the end of 8th grade.

WHAT MAKES A PROGRAM HIGH-QUALITY?¹

- 5-6 consecutive weeks
- 3-4 hours of academic content each day
- High staff to student ratio
- Hands-on experimental learning
- Summer specific curriculum



1

Address issues of accessibility to high-quality summer programs for low-income youth.

2

Utilize high-quality summer learning programs as an essential component of school reform and improvement.

3

Improve partnerships and coordination between schools, community-based organizations, businesses and other stakeholders to leverage resources at the local level to support summer programs.

WASHINGTON STATE must address summer learning loss to tackle the opportunity gap and support all students in achieving school success.^{1,2}

1. Sloan McCombs, J., Augustine, C., Schwartz, H., Bodilly, S., McInnis, B., Lichter, D., Cross, A.B. (2011). Making summer count how summer programs can boost children's learning. RAND Corporation.
 2. Alexander, K., Entwisle, D., and Olson, L. (2007). Lasting consequences of the summer learning gap. American Sociological Review, 72, 167-180.
 3. Lander, M., & Myslinski, D. J. (2014). Report card on American Education. 19th Edition. ALEC.
 4. Reardon, S. F. (2011). "The widening academic achievement gap between the rich and the poor: New evidence and possible explanations." In G. J. Duncan & R. J. Murnane (Eds.), Whither opportunity? Rising Inequality, Schools, and Children's Life Chances. (pp. 91-116). New York: Russell Sage Foundation.



AFTERSCHOOL

Expanded Learning Opportunities

Expanded Learning Opportunities (ELOs) are high-quality afterschool and youth development programs that provide innovative, hands-on learning and can be a part of the solution to the opportunity gap. These programs are vital as Washington State faces a widening Achievement Gap. Low-income students and students of color are less likely to meet grade level standards and graduate at lower rates than their white and middle to higher income peers.

PARENTS SUPPORT AFTERSCHOOL PROGRAMS¹



Support public funding for afterschool programs.



Agree that afterschool programs help give working parents peace of mind about their children during work.



Agree that afterschool programs help parents keep their jobs.

IMPORTANCE OF AFTERSCHOOL

No single learning setting will prepare students for success. Rather, an integrated approach to learning across the day, the year, and over a student's lifetime is required for 21st century academic and career success.

WHAT DO AFTERSCHOOL PROGRAMS OFFER?¹



85% offer physical activity



70% offer reading or writing



67% offer drinks and snacks



64% offer academic clubs



62% offer STEM learning

ACADEMIC IMPACT

1. Improved test scores²
2. Improved school grades³
3. Improved school attendance³
4. Increased engagement in learning⁴
5. Lower dropout rates⁵

FACT

Research shows that kids in afterschool programs go to school more, see improvements in their behavior, and increase their likelihood of moving on to the next grade level and graduating.⁶

TAKE ACTION

1

Increase federal, state, and local support for expanded learning programs.

2

Utilize the *Washington State Quality Standards for Afterschool & Youth Development Programs* to provide guidelines for what quality should look like in a program setting.

3

Continue to build partnerships between districts, schools, and expanded learning programs housed both in schools, and in community-based organizations.

1. Afterschool Alliance: Afterschool Programs in Demand (2014). America After 3pm.
 2. Goldschmidt, Huang, & Chinen, 2007; Huang, Gribbons, Kim, Lee, & Baker, 2000; Huang, Leon, Harven, La Torre, & Mostafavi, 2009; Huang, Leon, & La Torre, 2011; Huang, Leon, La Torre, & Mostafavi, 2008.
 3. Huang et al., 2011.
 4. Huang et al., 2007a; Huang et al., 2000.
 5. Huang, Kim, Marshall, & Perez, 2005.
 6. <http://afterschoolalliance.org/documents/Afterschool-Supports-Students-Success-May2016.pdf>

For more information contact David Beard at DBear@schoolsoutwashington.org (206) 323-2396