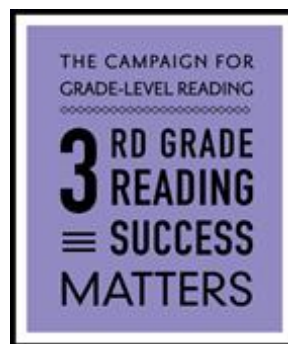


Campaign for Grade Level Reading: The Funder Action Webinar Series

Part 3: Summer Learning

March 16, 2016 11:00 AM ET





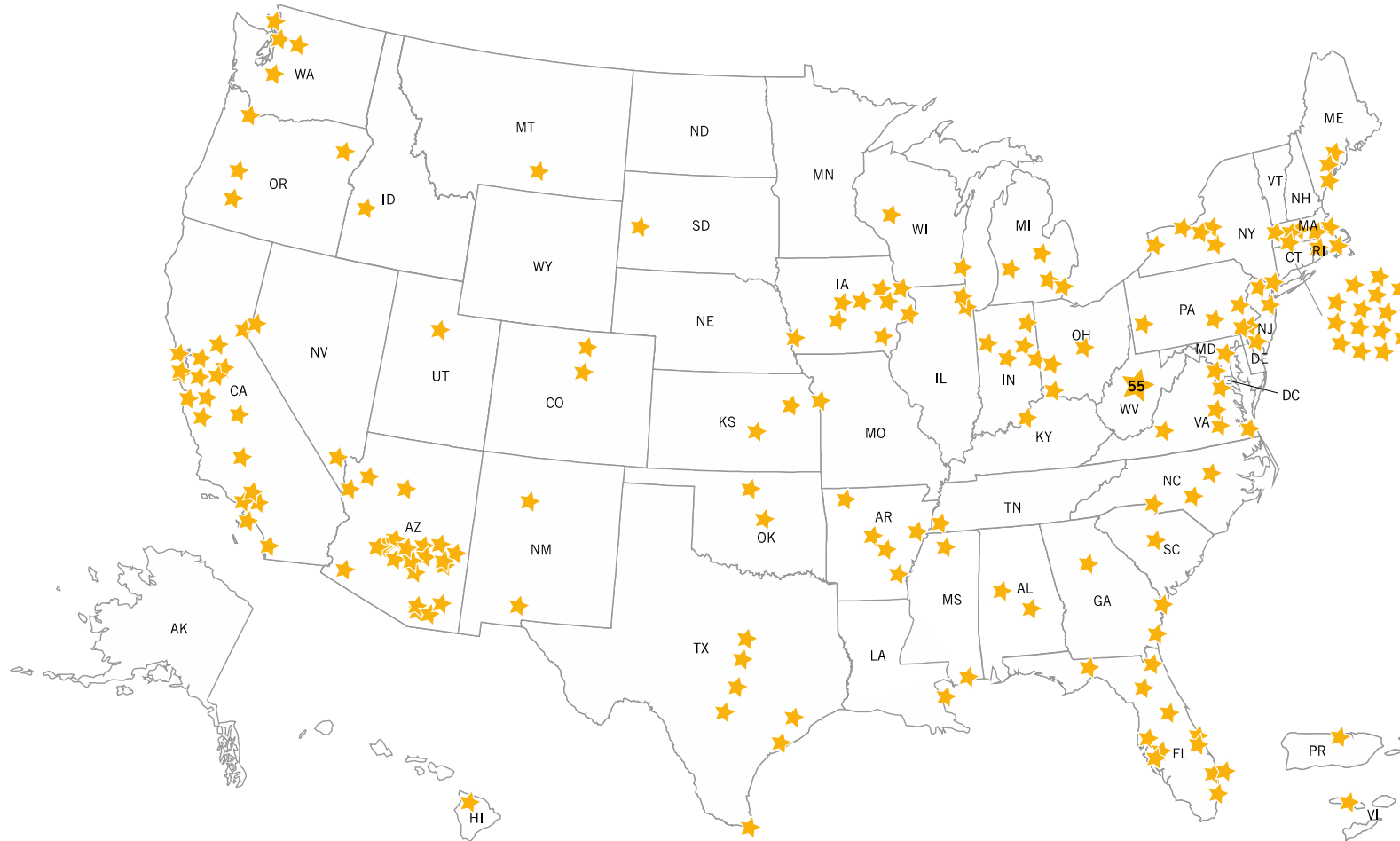
Making Measurable Progress on Grade-Level Reading: Campaign Overview & Summer Learning

Lisa Kane, Senior Consultant
Campaign for Grade Level Reading

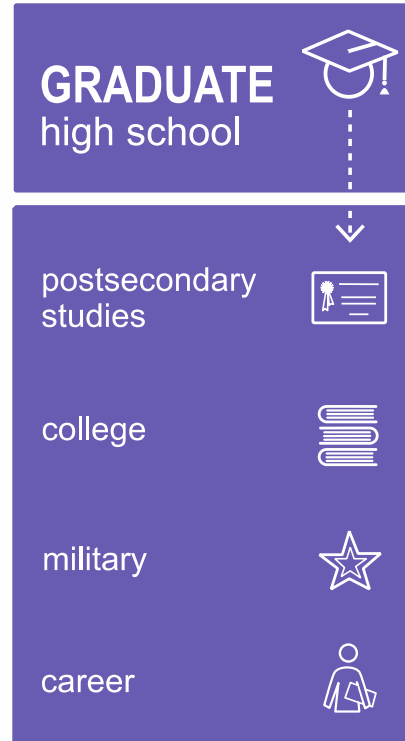


Momentum Is Building!

More than 200 communities in 42 states across the nation, as well as the District of Columbia, Puerto Rico and the U.S. Virgin Islands with 2,100 local organizations and 250+ state and local funders, including 130 United Ways.



how to
DISRUPT
intergenerational
poverty?



The Campaign for Grade-Level Reading

essential assurances

QUALITY TEACHING
in every setting

SEAMLESS SYSTEMS
of care, services and
family supports, 0-8

COMMUNITY SOLUTIONS
to barriers faced by
the children least likely
to succeed

investment strategies (Time, Talent, Dollars)

**ENCOURAGE
PROOF POINTS** 
of success and scale

BUILD THE BIG TENT
of stakeholders
and champions 

 **ENGAGE
PHILANTHROPY**
to invest more in
what works

milestones



by 2015/2016

- Progress on the strategies
- Progress on the messaging
- Progress on leading indicators

by 2020

- A promising trend line and sustainable momentum toward closing the early achievement gap
- A dozen states or more have increased by at least 100% the number of low-income children reading proficiently by the end of third grade

NY Campaign Communities

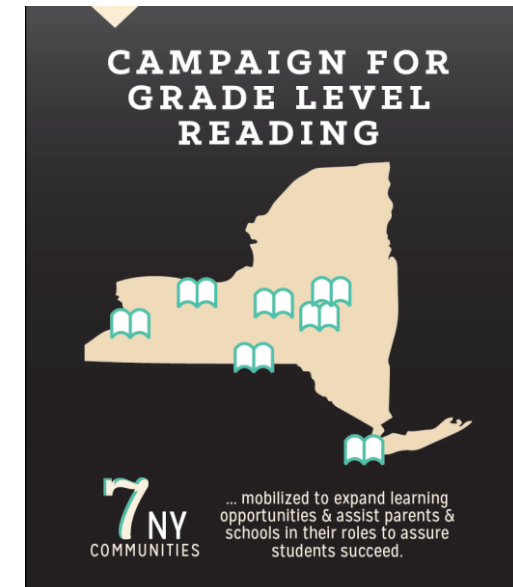
- **Buffalo** – Read to Succeed Buffalo
- **Rochester** – Rochester City School District / Office of the Mayor
- **Syracuse** – Literacy Coalition of Onondaga County
- **Chemung County** – United Way of the Southern Tier
- **Herkimer & Oneida Counties** – Literacy Coalition of H&O
- **Madison County** – Literacy Coalition of Madison County
- **New York City** – United Way of NYC – *Read NYC*

CSAP In Progress:

- **Cortland County** – Cortland Area Communities that Care

Organizing:

Dutchess-Orange Counties | Ithaca | Norwich (DCMO BOCES)





GLR Technical Assistance Team

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Presenters



Sarah Pitcock

CEO

**National Summer
Learning Association**



Patricia Leo

Director of
Community Investment

United Way of Greater Rochester



Stephanie Fitzgerald

Program Officer
School Aged Youth



Nicole Gallant

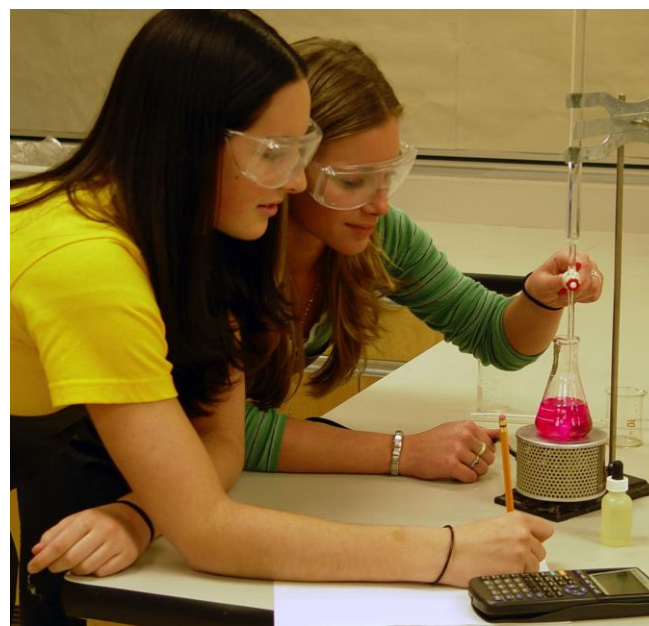
Senior VP &
Chief Impact Officer
Community Impact

**United Way of
New York City**



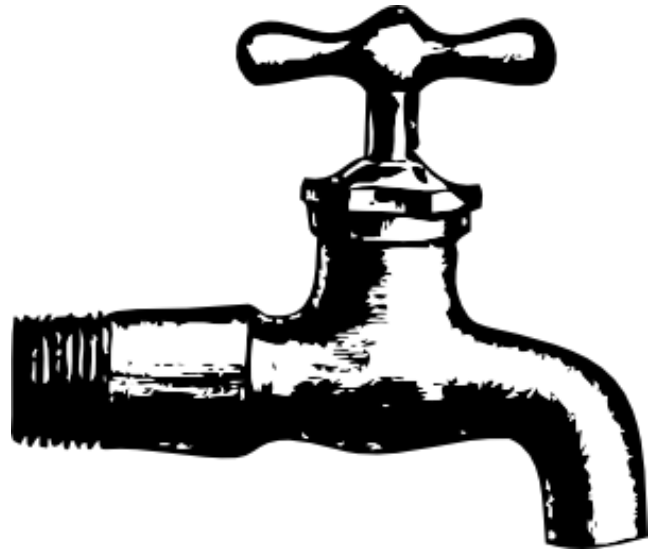
Why Summer Matters

 @SummerLearning



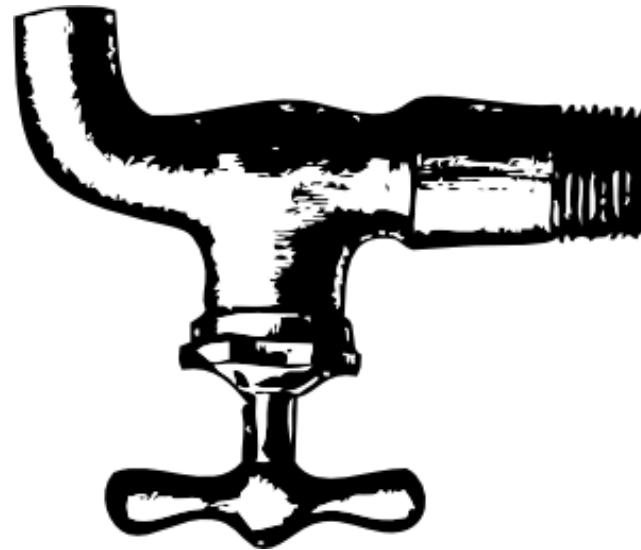
What happens to a child when they are not engaged in positive, supportive activities in the summer?





Faucet Theory: learning resources are turned *on* for all youth during the school year because of equal access to public education.

- During the summer, the faucet is turned *OFF* for low-income youth.
- A limited flow of resources in the summer has major implications for summer program quality.



THE EFFECTS OF SUMMER LEARNING LOSS

- Numerous studies have confirmed that children experience learning losses in math and reading without continued opportunities for skill building over the summer (White, Heyns, Cooper, Downey, Alexander)
- More than half of the ninth grade achievement gap in reading can be explained by unequal access to summer learning opportunities during the elementary school years (Alexander, Entwisle, & Olson, 2007)
- Summer learning losses have later life consequences, including high school curriculum placement, high school dropout, and college attendance (ibid.)

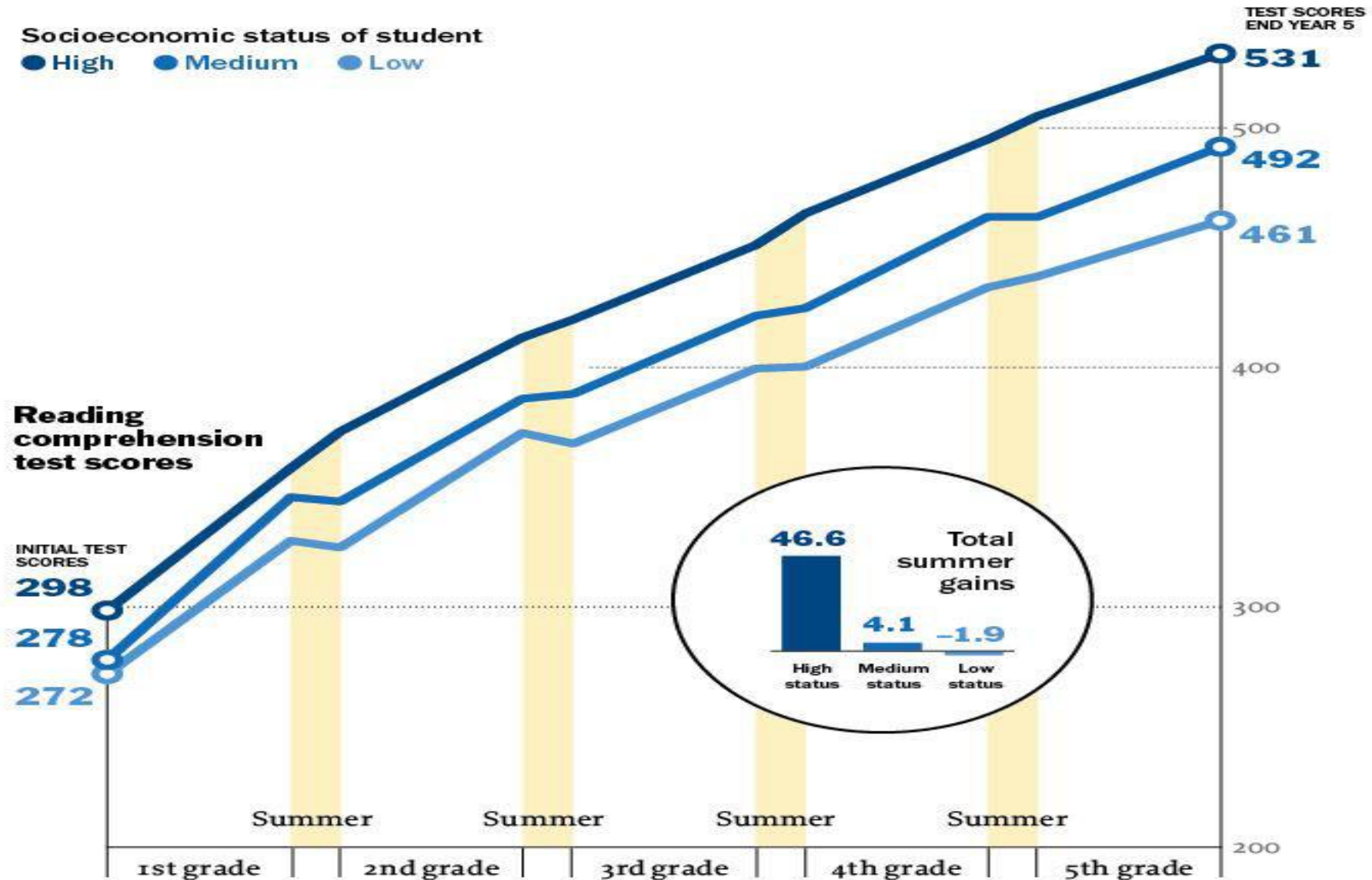


“Virtually all of the advantage that wealthy students have over poor students is the result of differences in the way privileged kids learn when they are *not* in school....America doesn't have a school problem. It has a summer vacation problem ...”

Malcolm Gladwell, *Outliers*, pp. 258 - 260

The Summer Slide

Reading Comprehension Gains, School Year and Summer, Over the Five Years of Elementary School:
Lower-Income Children in Baltimore Fall Behind



- High-quality programs can reduce summer learning loss and lead to achievement gains (McCombs, 2011)
 - ✓ Gains can endure for two years after participation
- Summer learning programs can contribute significantly to young people's health as well as learning
- Formal and informal reading programs, when coupled with supports, can also reduce learning loss and lead to gains. (Kim, 2004, 2006, 2008; READS Program)



SUMMER BY THE NUMBERS

In 2014, only **ONE IN SIX** youth eligible for the federal Summer Food Service Program received these subsidized meals during the summer, leaving millions of dollars in federal funding on the table and many young people to needlessly go hungry when school is not in session.

#investinsummer





SUMMER
BY THE NUMBERS

1/3 OF HOUSEHOLDS

nationwide report that at least one child
participates in a summer program.

#investinsummer





SUMMER BY THE NUMBERS

51% OF FAMILIES

not participating in a summer
program say they would if
one was available to them.

#investinsummer





SUMMER BY THE NUMBERS

Of families who pay for summer programs, the
average weekly reported cost is

\$288 PER CHILD per week.

#investinsummer



WHAT CAN FUNDERS DO?

In addition to supporting programs on its own, private funding can seed or extend use of public funding streams by providing:

- Leverage for public investment in the form of a match or seed investment.
- Funding for aspects of a program not allowable under a public funding stream.
- Support for the planning and resource development phase of a new program or initiative.
- A critical bridge to cover gaps in timing between a program's ramp-up phase and school board approvals or public grant cycles.

State Level

- **California Summer Matters Campaign:** *David and Lucile Packard Foundation, 7-year commitment*
 - Builds on a state funding stream, providing supplemental grants for expansion
 - Invests in quality through technical assistance and training
 - Sets common quality measures
 - Brokers statewide partnership with libraries and parks
 - Funds communications and policy efforts through an intermediary

Local Summer funding collaboratives often include:

- Common funding application, reporting requirements and outcomes measures
- Centralized professional development and evaluation services
- Leveraged communications budgets

Examples:

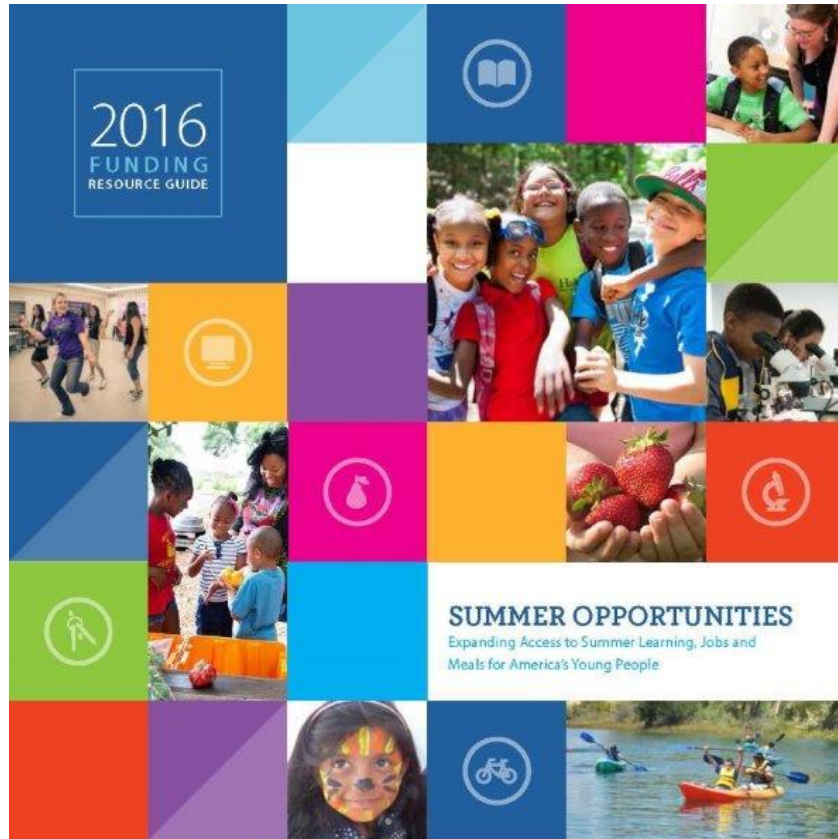
- Birmingham SAIL
- Baltimore Summer Working Group
- Oakland Summer Learning Network



Look for and support quality in summer programs:

- ❑ Use of data to plan program
- ❑ Reading based on interest and ability level
- ❑ Credentialed teachers or coaches
- ❑ Low ratios
- ❑ Family engagement
- ❑ Focus on continuous quality improvement
- ❑ Paid training and planning time

Learn more about the Summer Learning Program Quality Intervention at www.summerlearning.org/slpqi



Visit SummerLearning.org/WhiteHouse for:

- Descriptions of and links to applicable federal, state, and local funding streams
- Examples of how to use local partnerships and private funding to leverage public resources
- Case studies of high-quality district and community - based summer learning programs





United Way of Greater Rochester
Preparing Kids for Success: Summer Learning
March 2016

The challenge



50% of Children live in poverty

85% of RCSD children are eligible for FRPL

7% RCSD 3rd graders reading proficiently

51% of RCSD students graduate in 4 years

Our response

The Community Fund Blueprint for Change

Evidence-Based Home Visitation

Research-Informed After-School Learning & Enrichment

Research-Informed Summer Learning & Enrichment

Evidence-Based Mentoring

The goals

Every young person is ready by 21 for college, work, and life



Regular program attendance
Increased school attendance
Improved academic performance
Increased high school graduation
Increased social-emotional & physical wellness

Changing expectations

Drop-in recreation → Structured Enrichment
Grant-Maker → Partner, trainer, evaluator



2008 Community Task Force

2010 Blueprint for Change

Community Partnerships:
RCSD Summer Scholars
Roc the Future
GRASA

Program requirements

- Minimum of 150 program hours offered
- Daily reading and literacy activities
- 30 minutes physical activity per 3 program hours
- Healthy meals and snacks
- Experiential activities: arts & culture, STEM, wellness, leadership and service learning, field trips
- 1:10 staff to youth ratio
- Program coordinator - written lesson plans
- Planning, training and supervision time scheduled
- Standard per program seat funding

The results

Regular program attendance	92%
Increased school attendance	7/11 more days
Improved academic performance	no summer slide
Increased social-emotional & physical wellness	DESSA pilot
Increased high school graduation	



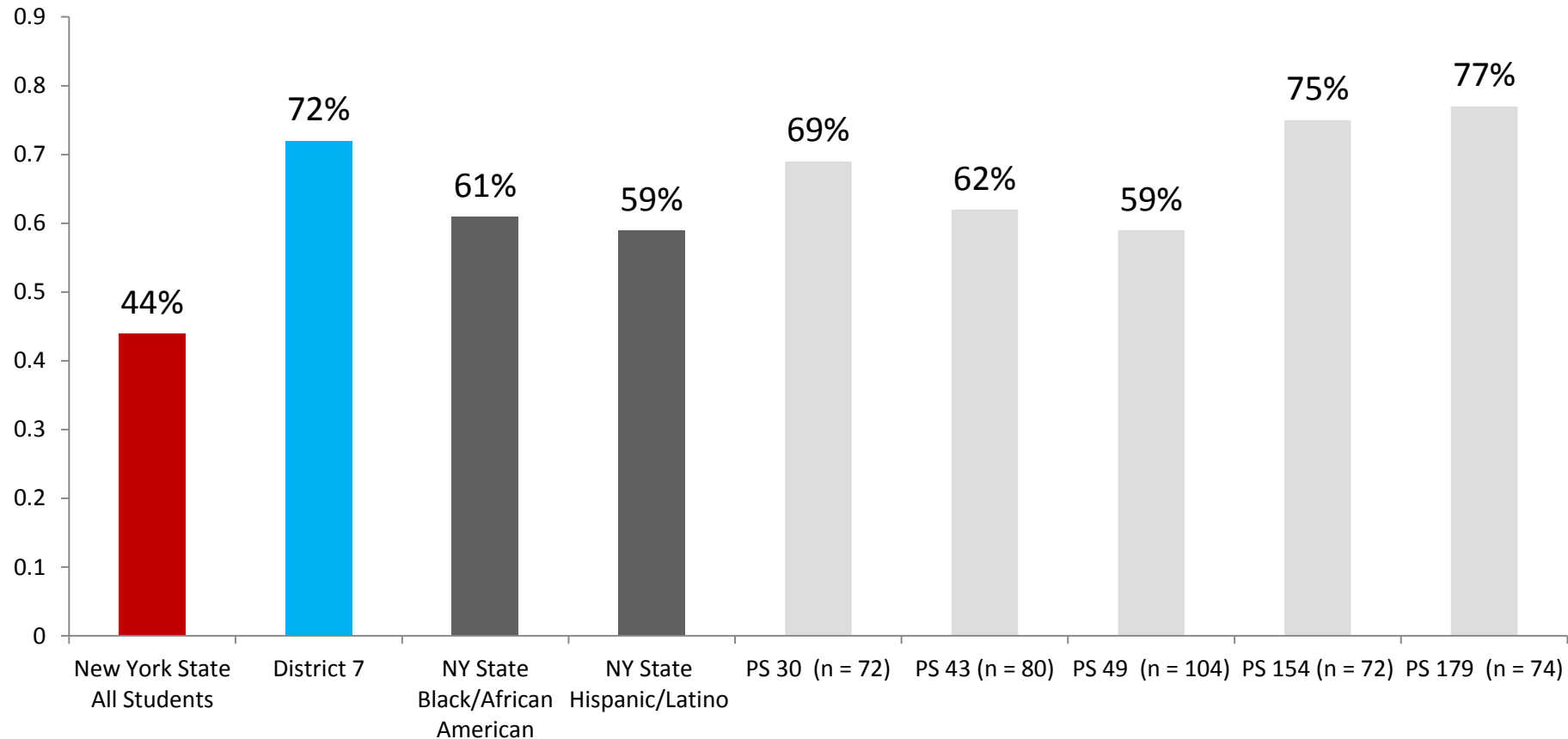
United Way
of New York City

ReadNYC: **UWNYC'S Campaign for Grade-Level Reading**

March 2016

3rd Grade ELA Scores Below Proficient (Level 1 and 2)

READNYC Partner Schools and Elementary Charter Schools in Target Zip Codes

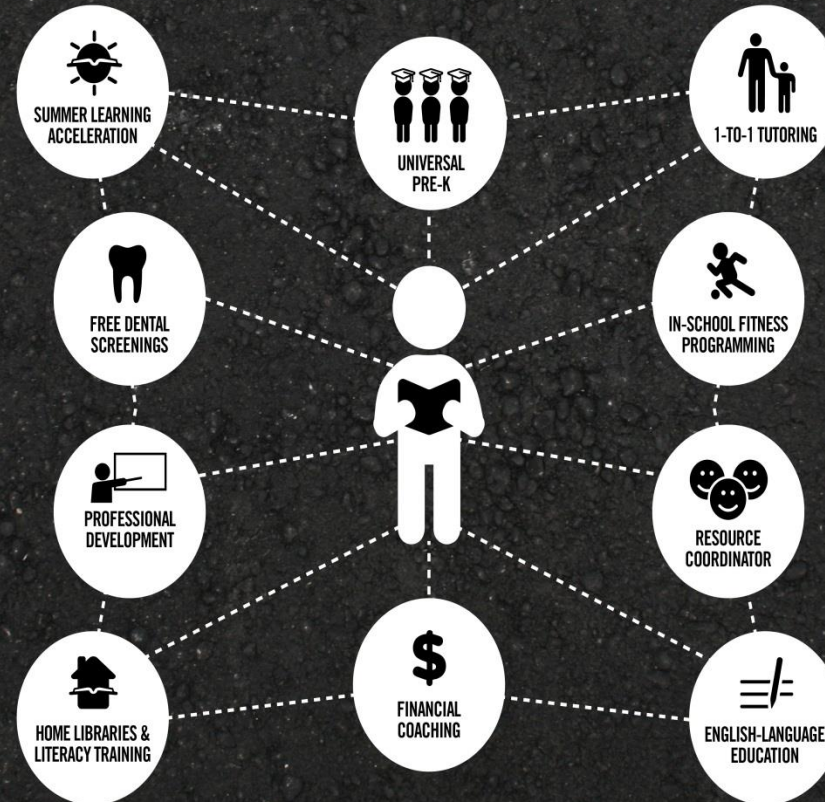


ReadNYC Strategies

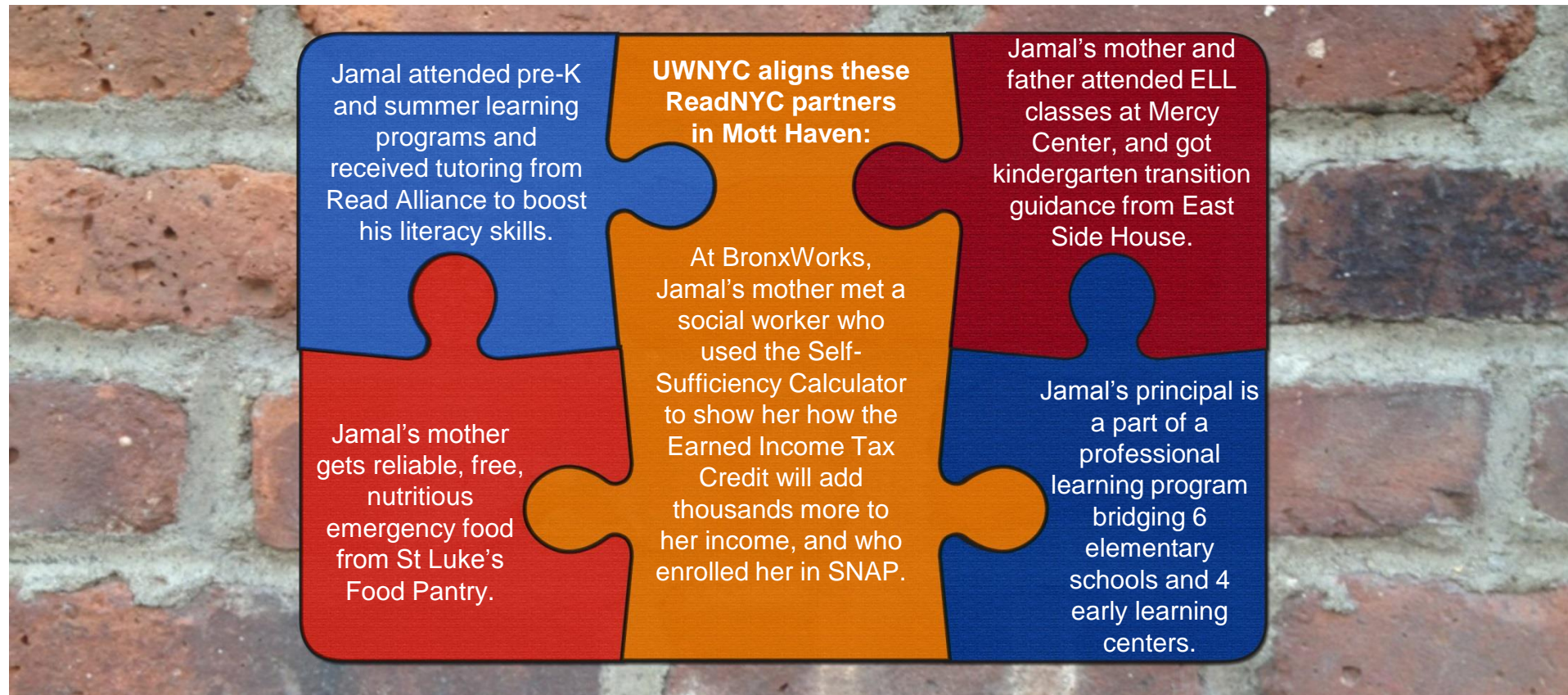
- 1) **School Readiness**
- 2) **Regular Attendance**
- 3) **Quality Instructional Leadership**
- 4) **Expanded and Summer Learning Opportunities**
- 5) **Parent and Community Engagement**
- 6) **Health and Wellness**

ReadNYC

Building a Successful Young Reader



How **UWNYC** Helps Jamal Learn to **Read**





Once Upon a Summer



Let's Make it a **ReadNYC** Summer!



United Way
of New York City



East Side House
SETTLEMENT

917-580-1348

Once Upon a Summer 2015

- One-to-one tutoring
- Quality enrichment activities
- A guided reading room
- English as a Second Language classes for parents
- Language immersion classes and live music-based instruction

COLLECTIVE IMPACT SUMMER LEARNING

July 17, 2015

Week 2: Our ReadNYC Once Upon a Summer participants read Jack and the Beanstalk. With magical beans on the brain, they made guacamole and black bean tacos, learning new words like “sauté,” and they explored a local community garden to talk about seeds and planting.

Meanwhile, their little siblings performed songs with Bilingual Birdies, and parents attended English Language Learning classes at Mercy Center, a ReadNYC partner.



2014-2015 Reading Outcomes

	Once Upon a Summer 2014	School Year 2014-2015	Once Upon a Summer 2015
How many students were served?	94	316	190
Of the students who were served, how many...			
... read below grade level at the beginning of the program?	97% (91)	99% (313)	88% (168)
... advanced their reading level from start to end?	95% (89)	97% (307)	89% (170)
... advanced their reading level by at least one academic year from start to end?	43% (40)	55% (175)	25% (48)
... read at or above grade level by the end of the program?	35% (33)	25% (80)	45% (86)

Successes of Once Upon a Summer 2015

English as a
Second
Language
Classes:

93% of ReadNYC
parents made
language gains
overall





Discussion



Sarah Pitcock

**National Summer
Learning Association**



Lisa Kane

**Campaign for Grade
Level Reading**



Patricia Leo

**United Way of
Greater Rochester**



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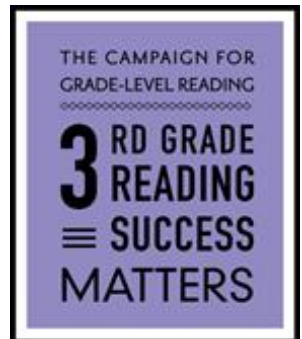
**United Way of
Greater Rochester**

CGLR Upcoming Events:

2016 Funder Huddle

Washington, DC | April 7-8
Mayflower Hotel

For more information and registration details
contact: Lacy McAllister @ mcalister@aecf.org

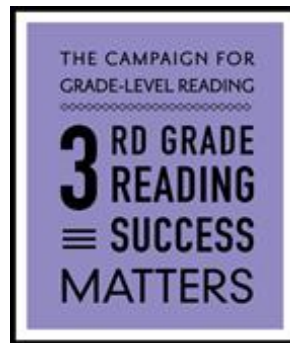


Campaign for Grade Level Reading: The Funder Action Webinar Series

Thank you!

Please join us

May 2016 for Part 4 of the Webinar Series





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