



Special Edition: National Summer Learning Day

Celebrate National Summer Learning Day today, July 12, 2007!

In recognition of Summer Learning Day, this past special edition of ELON, August 2005, devoted to the topic of Summer Learning has been updated. Research continues to demonstrate that summer learning and enrichment opportunities play an important role in the lives of students and their families. It is also a key component within the broader category of extended learning opportunities. We hope you will find these resources helpful in reflecting on summer learning opportunities in your state and in planning for next years' summer learning opportunities.

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New Publications/Reports...

The Brookings Institute. ***Summer Opportunity Scholarships (SOS): A Proposal to Narrow the Skills Gap*** – As part of The Hamilton Project, this paper proposes Summer Opportunity Scholarships (SOS) designed for children of families that are economically disadvantaged. SOS would enable children to attend six week summer programs or camps. The paper outlines scholarship components, outlines student and provider eligibility requirements, and estimates participation rates. It also describes procedures for evaluation, regulation, and budgets.

This paper is available at:

http://www.brookings.edu/views/papers/200604hamilton_3.pdf

Educational Evaluation and Policy Analysis. ***Longitudinal Achievement Effects of the Multiyear Summer School: Evidence From the Teach Baltimore Randomized Field Trial*** – This report presents the findings of the three year longitudinal study on the Teach Baltimore Summer Academy Program. The Teach Baltimore Summer Academy Program operates around three goals:

- preventing summer learning loss, thereby promoting the academic achievement of children from high poverty communities, with an emphasis on reading
- transforming collegiate volunteerism into a focused and effective commitment
- creating a successful prototype that can be replicated easily and cost effectively

Findings suggest after at least two summers of regular attendance participating students returned to school having achieved the following:

- fifty percent of one grade level in vocabulary
- forty percent of one grade level in comprehension
- forty-one percent of one grade level in total reading

This report is available at:

<http://epa.sagepub.com/cgi/reprint/28/1/25>

The Robert Bowne Foundation. ***Afterschool Matters. How Did You Spend Your Summer Vacation? What Public Policies Do (and Don't Do) to Support Summer Learning Opportunities for All Youth*** – This issue of *Afterschool Matters* analyzes the strengths and weaknesses of six policy areas related to summer learning opportunities for students in grades kindergarten through twelfth. It suggests support for summer learning opportunities need

- better policy coordination through strong intermediary organizations
- comprehensive programming that meets the diverse needs of youth and families
- greater emphasis on enrichment programming for disadvantaged children that mirrors the types of experiences available to middle- and upper-class youth

The six policy areas examined include these categories:

- education
- childcare and development
- health and nutrition
- employment development and service learning
- delinquency prevention
- informal and cultural learning

Policy recommendations that would result in facilitating sustainable and equitable expansion of summer learning opportunities include:

- develop a more proactive and collaborative approach to summer school policies that focuses on both enrichment and remediation
- fully fund 21st Century Community Learning Centers
- allow year-round service delivery to Supplemental Educational Services
- integrate childcare and pre-kindergarten programs
- generate greater awareness among summer program providers about the uses of Temporary Assistance to Needy Families (TANF) and Child Care and Development Fund (CCDF)
- expand the federal summer nutrition programs, Simplified Summer Food Program and Lugar Pilot to include providers currently enrolled in other summer nutrition programs
- coordinate NCLB, the Workforce Investment Act, and the Corporation for National and Community Service resources to better connect education and workforce efforts
- use summer programs as part of a delinquency prevention strategy
- provide incentives for greater collaboration among public schools and libraries

This report is available at:

<http://www.summerlearning.org/resourcesresearch/docs/HowDidYouSpendYourSummerVacation.pdf>

Urban Institute. ***Impacts of a Summer Learning Program: A Random Assignment Study of Building Educated Leaders for Life (BELL)*** – This study evaluates the effectiveness of the community-based Building Educated Leaders for Life (BELL) program. BELL is a summer program focused on improving academic skills, self-perceptions, social behavior, and parental involvement among low-income children and families. The findings suggest positive outcomes for students including increases in reading test scores, hours spent on academic activities, and summer reading. Indicators for improved academic self-perceptions and social behaviors were not found in this study.

The report is available at:

http://www.urban.org/UploadedPDF/411350_bell_impacts.pdf

Urban Institute. ***Ingredients of a Successful Summer Learning Program: A Case Study of the Building Educated Leaders for Life (BELL) Accelerated Learning Summer Program*** – This process study uses data collected from site observations and interviews to document activities in the Building Educated Leaders for Life (BELL) Accelerated Learning Summer Program during the summers of 2004 and 2005. It examines the fidelity of BELL's program implementation and describes the intervention in practice to interpret outcome study results. Factors affecting program implementation include difficulty in obtaining sustainable funding, high-quality program staff, and physical space. Program replicability of existing BELL sites may be difficult to achieve depending on various factors that may include an abundance of partners in the community from which to draw resources, a lack of competing programs, or other environmental characteristics that help to support the program.

This report is available at:

<http://www.urban.org/publications/411493.html>

Publications/Reports...

Afterschool Alliance. **Issue Brief #12. Summer Programs** - This brief identifies successes of 21st Century Community Learning Center grants in providing important summer learning opportunities for children and youth and advocates for the continued funding and expansion of these important programs.

This brief is available at: http://www.afterschoolalliance.org/issue_summer.cfm

CCSSO. **Summer Learning Opportunities in High-Poverty Schools** - This publication describes five summer learning programs, based in high-poverty schools that have contributed to improved student achievement. The schools profiled include Charles R. Drew Elementary School, Gary Community School Corporation; East Silver Spring Elementary, Montgomery County Public Schools; John B. McFerran Preparatory Academy; Jefferson County Public Schools; Tarrallton Elementary School, Norfolk Public Schools; and Weil Technology Institute, Pittsburgh Public Schools. The profiles examine program goals, structure and content, professional development, funding and sustainability, student outcomes, challenges to implementation, and successes. The report also synthesizes best practices in implementing summer learning opportunities.

The report is available at: http://www.ccsso.org/content/PDFs/Summer_Learning.pdf

Cooper, Harris. **Summer Learning Loss: The Problem and Some Solutions** - This Digest examines the research on summer learning loss and offers suggestions for addressing the problem. The meta-analyses cited found that summer learning loss equaled at least one month of instruction as measured by grade level equivalents on standardized test scores, that summer loss was more pronounced for math facts and spelling--both factual/procedural rather than conceptual learning; and that individual differences among students may also play a role. The Digest details three approaches to preventing summer learning loss: extended school year, summer school, and a modified calendar that replaces the long summer break with shorter cycles of attendance and breaks.

This report is available at: <http://www.ericdigests.org/2003-5/summer.htm>

Education Commission of the States. **Summer Remediation Policies** - In order to meet the demands of adequate yearly progress (AYP) set forth in the No Child Left Behind Act, many states are now implementing new remediation policies for students who are not proficient in one or more subject areas, and for entire schools and districts that are failing to make AYP. This policy report analyzes how states are taking advantage of the summer break as a logical and convenient time to offer students remediation between grades, in addition to programs that are offered during the traditional school year.

This report is available at: <http://www.ecs.org/clearinghouse/63/01/6301.htm>

Forum for Youth Investment. **Out-of-School Time Policy Commentary #7. "School's Out: A Look at Summer Learning and Engagement."** - This brief looks at how children and youth spend their summer time, what they should or could be learning over the summer, the tension between academic and enrichment

activities, gaps in available programming and how programs can be better structured to meet the needs of children, youth and families.

This brief is available at: <http://www.forumfyi.org/Files/OSTPC7-LO.pdf>

Johns Hopkins University. ***Families, Schools, and Summer Learning*** - This study uses spring-to-fall reading achievement data to measure summer gains and losses for a sample of over 300 early elementary school students from high-poverty schools. The combined evidence from a randomized experiment of an academically intensive community-based summer school program with parent survey data regarding the characteristics of the family and the nature of the children's summer activities suggests that parental effort to promote regular attendance in summer school helped to avert summer learning losses.

This report is available at:

<http://www.summerlearning.org/resources/docs/Families,%20Schools,%20and%20Summer%20Learning.doc>

Massachusetts 2020. ***Schools Alone are not enough: How After-School and Summer Programs Help Raise Student Achievement*** - This report looks at increases in student test scores in Massachusetts and how out-of-school time programming has helped some of their most at risk students achieve these higher test scores.

This report is available at: <http://www.mass2020.org/FinalMCASPaper.pdf>

National Middle School Association. ***Instructional Innovation in Summer School: Outcomes for Urban Students***. RMLE Online. Vol. 25 No. 2 - This article reviews the evaluation findings from a high stakes summer school program intended to help students failing Grade 8. The study found that both students and educators deemed the program valuable and said they would recommend it to others. Further the educators said they would use the program again—for eight graders and students in other grade levels. Implications for a larger scale implementation are discussed.

This article is available at:

http://www.nmsa.org/portals/0/pdf/publications/RMLE/rmle_vol25_no2_article3.pdf

Northwest Regional Education Laboratory. ***Summer School Programs: A Look at the Research, Implications for Practice, and Program Samples*** - This report examines research on summer learning programs, implications for promising practices and describes several effective programs.

This report is available at:

<http://www.nwrel.org/request/2002sept/summerschool.pdf>

SERVE Policy Brief Series. ***Summer School: Research-Based Recommendations for Policymakers*** - This policy brief reviews rigorous summer school research and makes recommendations for policy makers and best practices for program improvement.

This brief is available at: <http://www.serve.org/downloads/publications/pbss.pdf>

Southern Regional Education Board (SREB). ***Summer School: Unfulfilled Promise*** - This report reviews research on effective summer school programs describes the inadequacies of many summer school programs and recommends effective summer school practices that can increase student achievement.

This report is available at:

http://www.sreb.org/programs/srr/pubs/Summer_School.pdf

Southern Regional Education Board (SREB). ***Summer School and Summer Learning 2002: Progress and Challenges*** - SREB educational goals emphasize the importance of eliminating performance gaps among groups of students, and summer school is a vital part of closing the gap between high-achieving and low-achieving students. This report looks at how SREB states dealt with summer school in 2002, amid economic difficulty and uncertain funding. It also addresses the emerging online opportunities for summer school and examines how this new alternative can increase students' access to courses and can reduce the cost of providing summer programs

This report is available at:

http://www.sreb.org/programs/srr/pubs/Summer_School-Nov_2002.pdf

Teachers College Record. ***Getting It the Second Time Around: Student Classroom Experience in Chicago's Summer Bridge Program*** - This study focuses on the student experience in a summer program setting. Using multiple methods, the researchers examined how low-performing students attending the Chicago Public Schools' Summer Bridge program perceived their summer learning environments. Qualitative analysis revealed that over half of the students characterized their experience as substantively better in the summer than in the school year. They particularly focused on exposure to new content, increased attention from teachers, and an improved classroom climate that helped in the mastery of material.

This publication may be ordered from <http://www.blackwell-synergy.com/>

WestEd. ***Improving Student Achievement by Extending School: Is it just a matter of time?*** - This research brief discusses the relationship between time spent in school and achievement. Students only spend a fraction of their day engaged in academic learning and this research demonstrated that is the quality of and appropriateness of the curriculum that determines academic learning time. The implications for summer learning programs are clear: it is the content and curriculum that matter.

This brief is available at:

http://www.wested.org/online_pubs/timeandlearning/3_research.html

Tools You Can Use...

Education Commission of the States. ***Policy Issue Site: Summer School***. This web site is a valuable tool for understanding issues and policies on summer school from the state perspective. This Issue Site looks at the scope and magnitude of the summer school boom; the financial and logistical problems that extending the school year poses for districts, particularly large urban districts; and the latest research

findings on the design, use and potential benefits of summer learning programs. It also includes a roundup of recent state-level summer school initiatives.

<http://www.ecs.org/html/issue.asp?issueid=121>

The ***School Improvement in Maryland*** website offers an online course entitled, "Using data to improve student performance." As part of this course, Linda Eberhardt, Maryland state teacher of the year 2002, answers the question, "What interventions have you found successful during the summer?" She combats summer learning loss by assigning "pen pal" homework assignments. Listen to her story here: <http://www.mdk12.org/data/course/m4w9/testimonial.html>

Connect for Kids. ***Summer Toolkit***. This online resource kit is a collection of programs and curricula for kids of all ages. Activities, reading lists, camps, safety tips, summer jobs and other resources are presented here.

http://www.connectforkids.org/summer_resource

Johns Hopkins ***Center for Summer Learning*** website offers information and resources focused to create high-quality summer learning opportunities for all young people. The Center works to

- Improve program availability and quality through training and management assistance
- Build public support through outreach and communications
- Influence public policy and funding through informing policymakers and engaging stakeholders

<http://www.jhu.edu/teachbaltimore/about/index.html>

Summer Learning Day Activities...

As part of the National Summer Learning Day celebration, the Center for Summer Learning at Johns Hopkins University will be hosting a policy forum on summer learning in Baltimore, MD on July 12, 2007 from 11:30-1:30 p.m. The forum will feature the latest research on the impact of summer learning and its implications for public policy; and highlight exemplary summer programs and pending federal legislation introduced by Senator Obama and Senator Mikulski that would create new grants for high-quality summer learning programs.

*For more information, please visit:

<http://www.jhu.edu/teachbaltimore/summerlearningday/2007PolicyForumSaveDate.html>

This website from the Center for Summer Learning at Johns Hopkins University provides examples of past events of organizations celebrating Summer Learning Day.

*For more information, please visit:

<http://www.jhu.edu/teachbaltimore/summerlearningday/sldexamples.html>

In the News...

**Summer learning loss challenges school-year accomplishments
Summer school, library programs, vacations can help students retain knowledge**

http://www.kccommunitynews.com/articles/2007/05/31/kearney_courier/schools/b.kc.edu.learning.loss.txt

Secrets from the Classroom: Avoiding summer learning loss

<http://www.buzzle.com/editorials/7-14-2005-73161.asp>

English skills easy to lose in summertime

<http://www.vaildaily.com/article/20070528/NEWS/105280055>

Why teens have a tough time finding summer work

<http://www.csmonitor.com/2007/0612/p01s03-usec.html>

About the Extended Learning and Development Opportunities Project

The Extended Learning and Development Opportunities Project is housed at CCSSO and is supported through funding from the [Charles Stewart Mott Foundation](#). The project is designed to assist states in developing their capacity to effectively implement the 21st Century Community Learning Centers (21st CCLC), and Supplemental Educational Services programs, as well as other state-based extended learning initiatives.

To submit a news item relevant to extended learning efforts at the state or district level, provide feedback, or to subscribe/unsubscribe, send an e-mail to Morakot Masokas at morakotm@ccsso.org. The PDF version of this newsletter is available at the following URL:

http://www.ccsso.org/whats_new/newsletters/elon_news/index.cfm

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

Our mission statement: The Council of Chief State School Officers, through Leadership, Advocacy, and Service, assists chief state school officers and their organizations in achieving the vision of an American education system that enables all children to succeed in school, work, and life.

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