

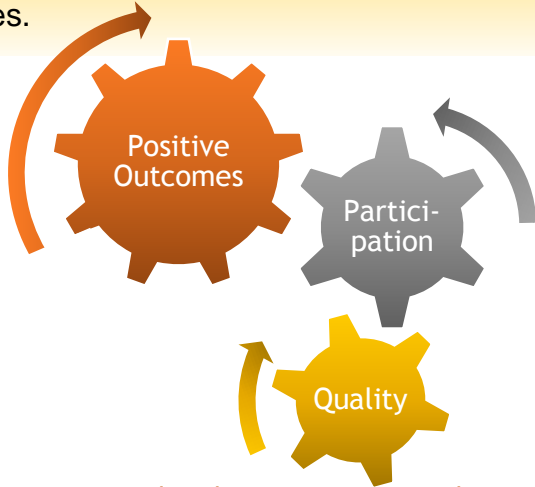
SUMMARY



OF IMPACT

The Summer Matters campaign aims to expand and improve summer learning programs for young people in California, with a focus on children who are most in-need. This data summary describes the impact of summer learning programs in the communities that have been flagship members of our campaign during our first five years. These communities include: Fresno County Office of Education (COE) at Central Unified School District (USD), Gilroy USD, Glenn COE, LA's BEST, East Bay Asian Youth Center in Oakland, Sacramento City USD, San Bernardino City USD, San Francisco Department of Children, Youth and their Families, Think Together, Whittier City School District, Mt. Diablo USD, Oakland USD, and Franklin McKinley USD.

QUALITY MATTERS: Summer learning programs follow a continuous quality improvement process, creating high quality learning opportunities which engage youth and result in proven, positive outcomes.

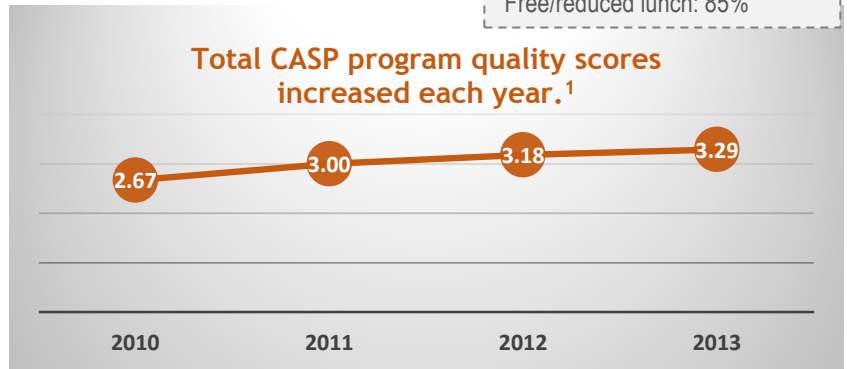


2013 Summer Learners⁶

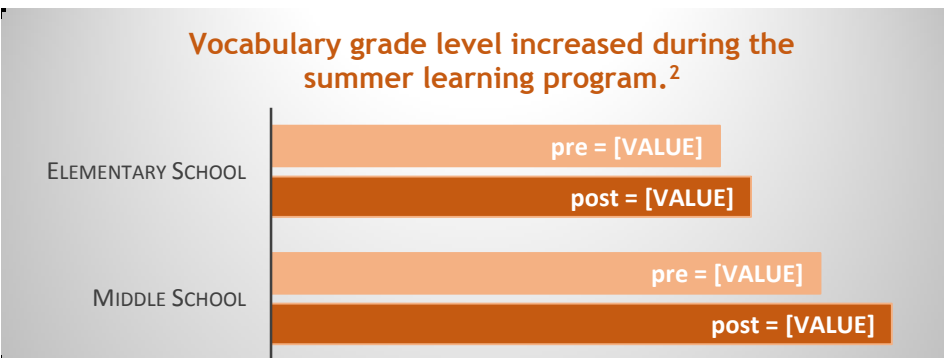
- Elementary School: 73%
- Middle School: 27%
- Girls: 48% Boys: 52%
- Latino/Hispanic: 67%
- African-American: 11%
- Asian/PI: 10%
- White: 5%
- Other: 6%
- Free/reduced lunch: 85%

Summer programs undertake extensive curriculum and program planning to create learning and enrichment activities that are engaging for students and linked to program goals.⁵

Program directors use the Comprehensive Assessment of Summer Programs (CASP) to continuously improve program implementation.⁵



STUDENT ACHIEVEMENT: Students are engaged in reading practice during summer programming, and not only do they avoid 'summer learning loss,' they actually make significant gains.



Participants increased their instructional grade level by over 1/3 of a grade on the San Diego Quick Assessment.

English Learners demonstrated statistically significant increases in their grade-level vocabulary skills.



STUDENT ENGAGEMENT: Reports from staff and parents alike indicate that, during quality summer programming, students are **more engaged in learning, gain confidence socially and academically** and afterwards are better able to make the **transition to middle school**.

84% STUDENTS FEEL THAT THEIR SUMMER PROGRAM HELPS THEM GET READY TO GO BACK TO SCHOOL.³

89% PARENTS AGREE THAT THIS PROGRAM HELPS THEIR CHILDREN GET ALONG BETTER WITH OTHER CHILDREN.²

86% PARENTS AGREE THAT THEIR CHILDREN HAVE OPPORTUNITIES TO DEVELOP LEADERSHIP SKILLS.²

77% PARENTS AGREE THAT THEIR CHILDREN'S ATTITUDE TOWARD SCHOOL HAS IMPROVED SINCE COMING TO THE SUMMER PROGRAM.²

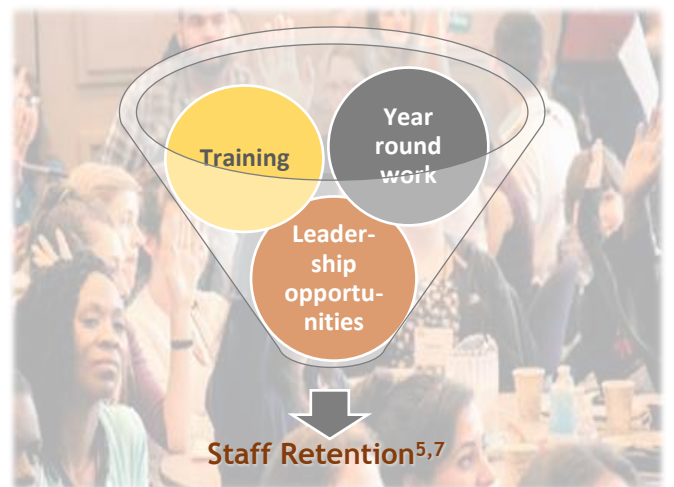
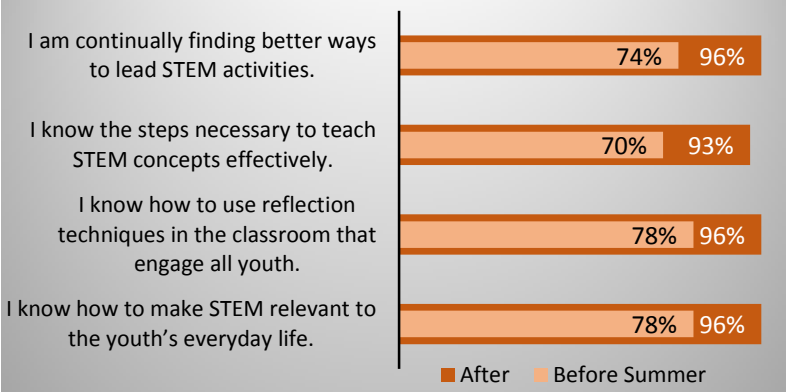
"[Summer staff] help youth spark an interest in leadership, expanding their learning by doing various activities. They are learning while having fun."

- Summer Matters Parent



COMMON CORE: Quality summer programming provides teachers and staff with **professional development and the flexibility to fine-tune** new instructional approaches consistent with **Common Core** strategies.

Summer staff confidence in teaching skills increased.⁴



DIFFUSION: Investing in a summer learning program pays dividends far beyond the program itself. Students and staff learn new skills and hone best practices that enrich their experiences in the school-day classroom and the broader community. The communities pioneering these programs are also sharing their knowledge with others, creating more learning opportunities for more students.^{5, 6}



COMMON CORE: Youth have the opportunity to adapt to changes and new expectations:^{5, 7}

- ✓ Tackle complex open-ended questions
- ✓ Engage in project-based learning
- ✓ Make active choices about what they are learning
- ✓ Work collaboratively in groups
- ✓ Connect themes and knowledge across subject matter areas
- ✓ Hone communications skills through the use of media and public speaking

Data Sources:

1. CASP data for Summer Matters communities 2010-2013 (compiled by PCY);
2. Summer Matters, 2012 Program Evaluation (prepared by Public Profit);
3. 2013 Summer Matters surveys of youth; n=1102;
4. Summer Science Pilot Project: Evaluation Findings 2013 (prepared by PCY);
5. Telephone interviews conducted with six Summer Matters communities, May 2014;
6. Summer Matters communities final narrative reports to the Packard Foundation, 2013;
7. Putting Summer to Work series, November 2013 (PCY)