

THE ACHIEVEMENT GAP

The achievement gap between children from high- and low-income families is roughly **30 TO 40 PERCENT LARGER** among children born in 2001 than among those born twenty-five years earlier.¹



“...EDUCATION IS A WAY OUT OF POVERTY — BUT POVERTY IS ALSO A HINDRANCE TO EDUCATION.”²



Parents with the means invest more time and money than ever before in their children while lower-income families, which are now more likely to be headed by a single parent, are increasingly stretched for time and resources.³

LOW-INCOME YOUTH LACK OPTIONS IN THE SUMMER, and sometimes come to the library because it's air conditioned.⁴



FOR EVERY ONE LINE OF PRINT READ BY LOW-INCOME CHILDREN, MIDDLE-INCOME CHILDREN READ THREE.⁵

What Happens to Children DURING THE SUMMER?



During the summer months, disadvantaged children tread water at best or even fall behind. It's what we call

“SUMMER SLIDE”

while better off children build their skills steadily over the summer months.



SUMMER LEARNING LOSS

accounts for about two-thirds of the ninth grade achievement gap in reading.⁷

How Summer Learning Can Help CLOSE the Achievement Gap.

SUMMER LEARNING PROGRAMS TARGETED TO LOW-INCOME STUDENTS

can help close the achievement gap that has been attributed, at least in part, to cumulative learning loss during the summers and that has been shown to be steeper for low-income students than for others.



Longitudinal studies indicate that **the effects of summer learning programs endure for at least two years after participation.**⁶

^{1,3} New York Times, Feb 9, 2012, Education Gap Grows Between Rich and Poor, Studies Say. Sean F. Reardon, Stanford University, Whither Opportunity? Rising Inequality and the Uncertain Life Chances of Low-Income Children. ² Peter Edelman, Professor of Law, Georgetown Law Center, Huffington Post, *Reinvigorating the American Dream: A Broader Bold Approach to Tackling the Achievement Gap.* ^{4,5} Gains and Gaps: Changing Inequality in U.S. College Entry and Completion, Martha J. Bailey, Susan M. Dynarski. ⁶ *Making Summer Count: How Summer Programs Can Boost Children's Learning*, RAND Corporation 2011. ⁷ *Lasting Consequences of the Summer Learning Gap*, Karl L. Alexander, Doris R. Entwisle, and Linda Steffel Olson, American Sociological Review 2007. Additional Sources: The Achievement Gap, Education Week, Aug 3, 2004. Annie E. Casey Foundation 2011.



4.3.1a

Elements of High Quality Summer Programs

Six Signs of a Great Summer Learning Program

1

- **Broadens students' horizons** by exposing them to new adventures, skills and ideas such as a nature walk, new computer program, museum visit or live performance.

2

- **Includes a wide variety of activities** such as reading, writing, math, science, arts and public service projects – in ways that are fun and engaging.

3

- **Helps students build mastery** by helping them improve at doing something they enjoy and care about, such as creating a neighborhood garden, writing a healthy snacks cookbook or operating a robot.

4

- **Fosters cooperative learning** by working with their friends on team projects and group activities such as a neighborhood clean-up, group presentation or canned food drive.

5

- **Promotes healthy habits** by providing nutritious food, physical recreation and outdoor activities.

6

- **Lasts at least one month**, giving kids enough time to benefit from their summer learning experiences.

More information available at <http://summermatters2you.net/>

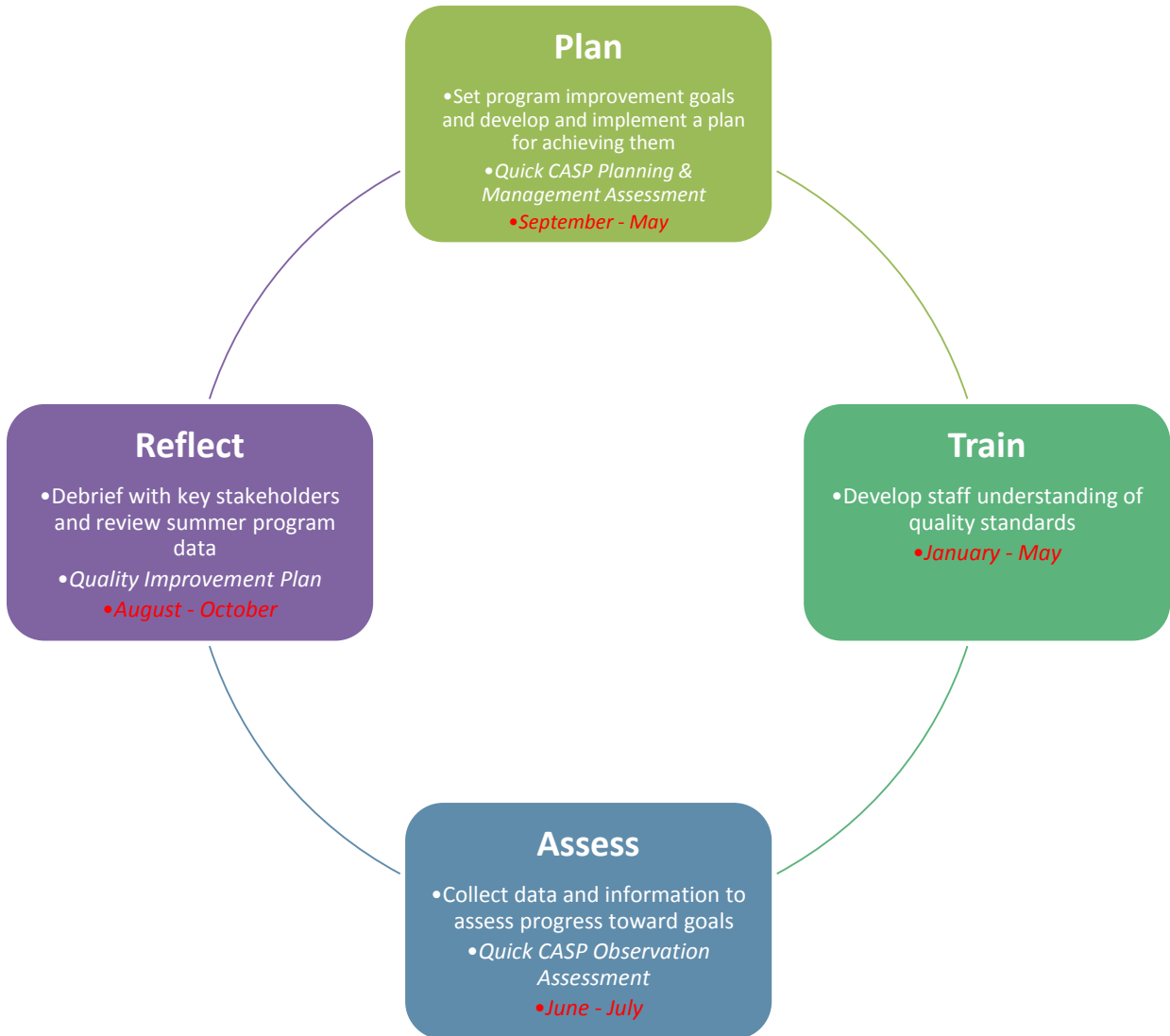
Adapted from the Summer Matters Technical Assistance Manual v.3 by the **California School-Age Consortium**
1440 Broadway, Suite 501 ~ Oakland, CA 94612 Ph: 510.444.4622 Fax: 510.444.4623 www.CaISAC.org

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(v12-Mar-15)



Quality Improvement Cycle Handout





4.3.1b Summer Learning Loss Walk (Trainer Handout)

Summer before Kindergarten

MI, LI stand side by side

LI take on step back

This shows that LI youth start school behind

Kindergarten year

MI, LI take 8 steps forward

Summer

MI take ½ step forward

LI take 2 steps back

First grade

MI, LI take 8 steps forward

Summer

MI take ½ step forward

LI take 2 steps back

What is happening during the school year?

Both MI and LI are learning at the same rate. It is summer where the gap widens. For disadvantaged kids, school is the main source for their academic learning.

Second grade

MI, LI take 8 steps forward

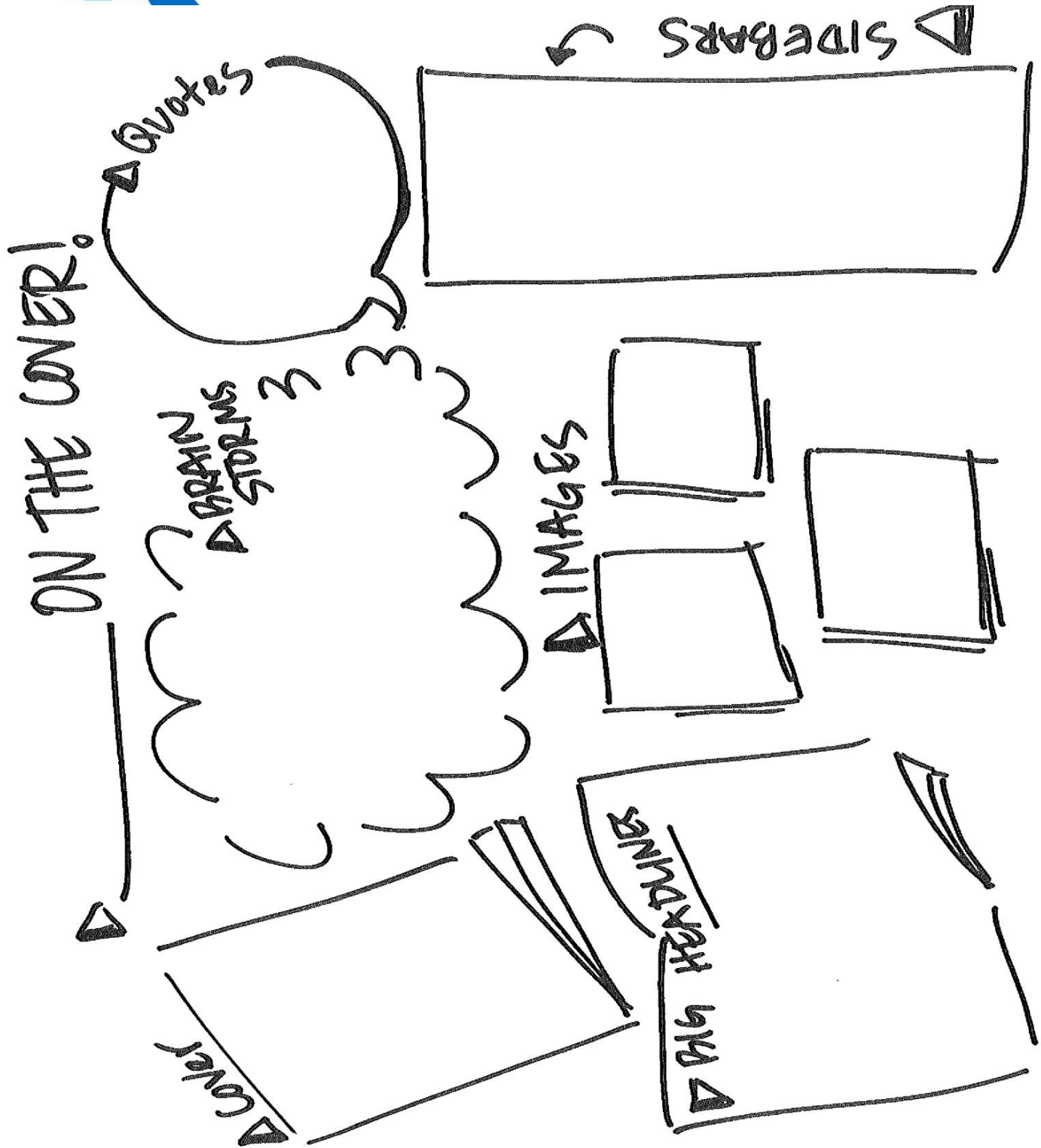
Summer

MI take ½ step forward

LI take 2 steps back



Cover Story: Program of the Year!





4.3.2c

Cover Story: Program of the Year! Guiding Questions

Brainstorm: What are some initial ideas for your cover story?

Quotes: What are people saying about your program? *(Tip: Quotes can be from anyone as long as they're related to the story.)*

Headlines: What is the substance or highlights of your cover story?

Sidebars: What are some interesting facets of your cover story?

Cover: What is your BIG story of success?

Images: What images, illustrations, visuals, etc help bring your story to life?

Advocacy Leadership

The Advocacy Institute has spent more than a decade searching out the secrets of effective advocacy campaigns. Essential to the success is a plurality of leaders filling distinct yet complementary leadership roles. Among those leadership roles are:

Visionaries lift the horizons of others, setting goals that have never before been imagined or seen as realistic. Visionaries challenge the conventional view of the possible, aim high, take risks, and rethink priorities.

Strategists sort out that part of the vision that is realistically attainable, and develop a road map to get there. Strategists anticipate obstacles and provide guidance to ensure that advocacy campaigns remain headed in the right direction.

Statespersons carry the flag. They are the "larger than life" public figures that embody authority, trust and credibility.

Experts ensure that all arguments and public policy positions are well reasoned and grounded in fact. They possess special skills and knowledge that lend credibility to and back up their positions.

Outside Sparkplugs are agitators, They operate outside of conventional political (or other) establishments, free of the ties that bind "inside" players, Sparkplugs are often irritating and difficult, but they churn up our collective conscience and annoy us into action.

Inside Advocates are wise in the ways of the political process and positioned to influence key policy makers. Inside Advocates occupy seats of power or open doors to them, intuit approaches and arguments that resonate with policymakers and press them in ways that are not easily dismissed

Strategic Communicators are public teachers and masters of the "sound bite." They translate complex scientific data or public policy and basic concepts of truth and justice in to powerful metaphorical messages, the significance of which can be instantly grasped by the broad public.

Movement Builders reach out to draw in new allies. They know that an advocacy campaign is weakest when it shuns diversity and seeks only a narrow, homogeneous base. Builders bridge generations. Link local with national, even international advocacy, create space for the knowledge gained through experience to be passed on, and initiate new approaches to participation so diverse voices are heard and their demands heeded.

Adapted from Advocacy Institute, Washington D.C.

www.advocacyinstitute.org




Mapping your Assets and Need

	Assets we Have	Gaps to Fill
Human Assets Relationships, Networks, Influence		
Intellectual Assets Knowledge, Skills, Expertise		
Physical Assets Facilities, Equipment, Materials		
Economic Assets Employment, Purchasing, Investment		
Other Assets		

Adapted from OpenSource Leadership Strategies, Inc.
www.opensourceleadership.com

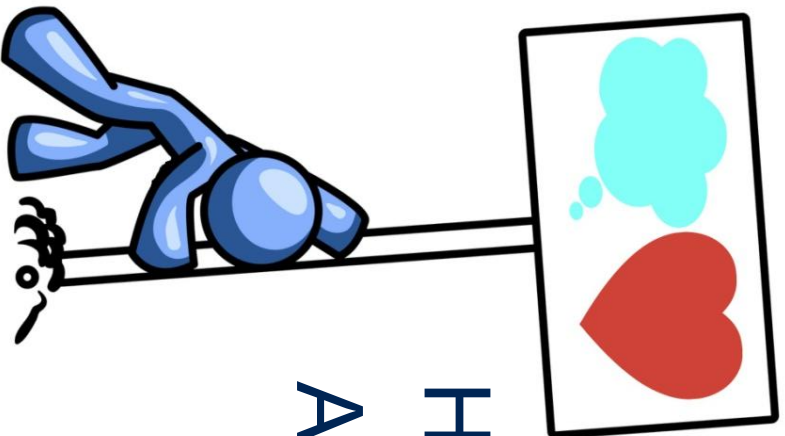


Head, Heart, Feet

 A pink brain with black outlines and several short black lines radiating from it, symbolizing thought or cognition.	<p>Something you're thinking about...</p>
 A heart shape composed of many small, overlapping triangles in shades of red, orange, and yellow, symbolizing emotion or feeling.	<p>Something you're feeling...</p>
 Two purple footprints, one slightly ahead of the other, symbolizing action or walking.	<p>Something you're walking away ready to do...</p>

The CalsAC Trainer Network

Deepening Skills, Growing Leaders



Hearts On, Minds On:
Activating a Movement



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7-Apr-16



Hearts On, Minds On: Activating a Movement

A CalsAC Module

Presented by:

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The California School-Age Consortium

Since 1982, CalsAC has worked to support and advance professionals and organizations in providing quality and affordable out-of-school time programs for all children and youth in California.

We accomplish our mission by connecting professionals, enhancing competency, and building community through training, leadership development and advocacy.

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Today's Objectives

By the end of this module, participants will:

- Understand the power of building a collective identity to influence social change
- Gain experience developing a shared vision through individual stories
- Gain tools and resources to engage young people and communities in building a movement

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Group Agreements

- Choose to be present and engaged in learning
- Phone off or on vibrate
- Avoid side bar conversations
- Agree to disagree
- Be aware of diversity in the group
(culture, age, sexual orientation, privileges, gender and experience)

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Defining a Movement

“A movement is not the same as a single-issue organizing or policy campaign. Seen through a movement lens, policy change is a means to a broader social-change goal; it is not the goal itself.”

Pastor, M., & Ortiz, R., 2009. *Making change: How social movements work and how to support them*. Los Angeles: University of Southern California

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www.CalsAC.org



Defining a Movement

“Any movement that seeks to sustain commitment over a period of time must make the construction of collective identity one of its most central tasks.”

Gamson, William, 1991. *Commitment and Agency in Social Movements*. Sociological Forum, 6, 27–50.

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Defining a Movement

“In movements, policy making is an intensely political, value-saturated, participatory process. This is a departure from past approaches where policy making is a rational, technical response to program identification by few.”

Adapted from *Tamarack: An Institute for Community Engagement*

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Small group discussion:

- What about that description most resonates with you?
- What challenges might emerge in movement building, based off of this description?
- What is the positive impact of a movement, based off of this description?




Building a Movement

- Identity
- Policy
- Voice matters, stories matter

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“At the heart of transformative social change is the intimate connection between the outer work of strategizing, organizing, and campaigning, and the inner work of who we are as human beings.”

Robert Gass, *What is transformation?*




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Finding Your Heart Force



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“When movements embody our deepest human values, they bring out the best in us, spark our imagination, inspire us, and embolden us to take big leaps forward together.”

Movement Strategy Center

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Advocacy Leadership

- Visionaries
- Statesperson
- Outside Sparkplugs
- Strategic Communicators
- Strategists
- Experts
- Inside Advocates
- Movement Builders

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Mapping Your Assets and Needs

Human Assets Relationships, Networks, Influence	
Intellectual Assets Knowledge, Skills, Expertise	
Physical Assets Facilities, Equipment, Materials	
Economic Assets Employment, Purchasing, Investment	
Other Assets	

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Resources

Tools and resources available to you:

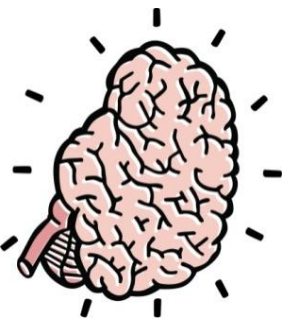
- Visit www.SaveAfterschool.com
 - Download a free Advocate Toolkit that includes how-to's, sample letters, etc
- OpenSource Leadership Strategies, Inc.
- Movement Strategy Center
- Advocacy Institute

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Head, Heart, Feet



- Something you are thinking about



- Something you are feeling



- Something you are walking away ready to do

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Get Involved with CalsAC:

- **Join a Chapter** in your area!
- **Attend CalsAC's Afterschool Challenge** on May 9-10, 2016 @ the State Capitol
- **Apply to be a CalsAC Trainer!**

- **Join us online:**



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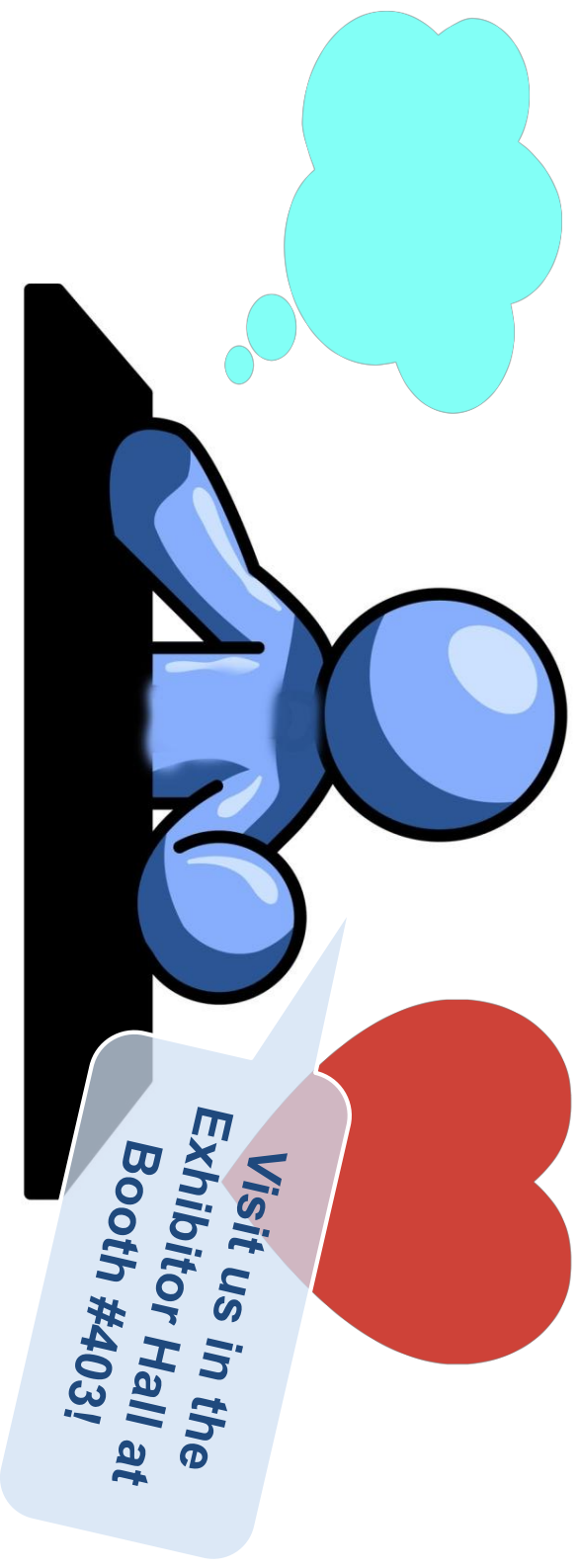
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Thank You and Evaluations

Please take a few minutes to complete the evaluation for this module. Your feedback is greatly appreciated.



**Thank you for your activating your head
and heart with us!**

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Summer Learning Loss Erases Gains from the School Year

Low-income children lose **2+ months** of reading achievement every summer ¹

Summer learning loss explains **Two Thirds** of the achievement gap between low and middle-income children. ³

By 5th grade, low-income children without summer learning opportunities are already **2 years** behind their peers ²

But Summer Learning Programs Keep Students Growing!

Common Core

Students and staff practice

4+

Common Core skills⁴, through:

- ✓ Open-ended questions
- ✓ Project-based learning
- ✓ Student facilitation
- ✓ Presentations

Student Achievement

Students increase their skills by

1/3

of a grade level in reading and vocabulary, including English language learners.⁵

Student Engagement

84%

of students report improved ability and motivation in school work.⁵

Students show strong school day attendance and are 1/3 less likely to be chronically absent.⁵

School Climate

94%

of students believe they can get better at something by trying hard.⁵

83% of students say the program helps them like school.⁵

93% of teachers report better relationships with students.⁷

Six Signs of a Great Summer Learning Program

Broadens youth horizons

Exposes them to new adventures, skills and ideas.

(ex. a nature walk, new computer program, museum visit or live performance).

Helps youth build mastery

Improves doing something they enjoy and care about.

(ex. creating a neighborhood garden, writing a healthy snacks cookbook or operating a robot).

Fosters cooperative learning

Work with their friends on team projects and group activities.

(ex. a neighborhood clean-up, group presentation or canned food drive).

Includes a wide variety of fun and engaging activities

(ex. reading, writing, math, science, arts and public service projects)

Promotes healthy habits

Provides nutritious food, physical recreation and outdoor activities.

Lasts at least one month

Gives youth enough time to benefit from their summer learning experiences.

¹ Cooper, 2006

² Alexander, Entwistle 1992 & 1994

³ Alexander, 1992

⁴ Perry, Getting a Head Start on the Common Core, Partnership for Children & Youth, 2013

⁵ Newhouse, Summer Matters: How Summer Learning Strengthens Students' Success, Public Profit, 2012

⁷ NSLA/Walmart Study, Summer's Influence On Teaching and Learning All Year, Annual Report, 2012



Go to www.summermatters2you.net for more information on summer learning.