

Oregon Summer Learning Partnership - SL3

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HB 2650**

This bill focuses on quality expanded learning opportunities during summer months, when summer learning loss occurs.

Thank you so much for the opportunity to speak today. I am Beth Unverzagt, Director of OregonASK, the statewide afterschool network. Matt Boulay has given you the national research and I am here to talk about the opportunity that is before you today.

First a brief history: With a small grant from NSLA - The concept of SL3 was developed three summers ago in 2012 – in four Oregon schools. 378 children participated 1,766 books were distributed.

In 2013 - 14 school and 1,048 children participated and 7,829 Books were distributed.

In 2014 - This was the first year that we co- branded the SL3 materials with the summer library reading program. We projected 22 schools would participate – Some of these did not meet our criteria of low income, some did not serve lunch and some were in middle schools. The recorded data from 15 sites was split this into schools that served lunch and those that did not.

In the schools that participated that served lunch we had average participation of 89 students and average 461 books* were distributed. Versus 39 students in schools with no lunch being served. Clearly serving lunch made a difference.

Schools that served lunch distributed an average of 461 books, verses 206 books.

All schools that participated multiple years had higher book distribution.

61% of all students that came to the library had eaten summer lunch.

In 2014 we looked at the data and wondered what would expansion look like? What schools might need strategic additional supports? We looked schools with 50% or more free and reduced lunch and ones that 60% of the children are not meeting 3rd grade reading benchmark. This is our #141.

We were then very fortunate to receive a data grant from the National Conference of State Legislatures. This provided us funding for data collection, surveying the identified 141 schools.

Power point slides

69 schools responded – 65.22% offer food 34.78% do not – 4 days – 33% - 5days 56%

Only 25% keep their libraries open. 73% only 1 day per week, 18% 2 days.

69 sites – 86.8% responded lack of funding – 84% lack of staffing 28% lack of transportation.

93% interested in SL3

The intent of the proposed bill HB 2650 is to expand the SL3 underlying concepts creating strategic investments through a state level Summer Learning Partnership.

The Summer Learning Partnership – SL3 has the following participating organizations: Oregon State Library, Oregon Department of Education – Migrant Education, Child Nutrition, English Language Arts, Oregon Volunteers (Americorp), Oregon College Savings Plan, Oregon Library Association, Oregon School Librarian Association, and Salem-Keizer Education Foundation – Bazillion books. In addition, local schools and CBO's and most importantly – Oregon's highest need families and children.

We would like to expand the partnership – to include housing and early learning.

Through a three-tiered Summer Expanded Learning Opportunities grant program, economically underserved children and youth have access to a school library, with connections to the state summer reading program, a nutritious lunch, and literacy activities and/or expanded learning opportunities during the summer months.

This partnership between schools, libraries, the free summer lunch program, and afterschool/community-based organizations will provide targeted interventions designed to have impact on curbing summer learning loss, decreasing the achievement gap in early grades, improving early reading proficiencies among low-income children and youth that are underserved

We believe that low-income children need access to both summer meals and summer learning. We can not wait for them to come to us – we must go to them.

I. DEFINITIONS

A. Afterschool / Community-based organizations:

Community based organizations are comprised of a field of professionals and volunteers who provide before school, afterschool, summer and other types of learning and development programs for children and youth ages 5-21 years. Community based organizations use the principals of positive youth development and are both for and not-for-profit entities, and can be community-and faith-based organizations. Community based organizations are transformational for many youth who have not been served in traditional settings, placing priorities on both high quality programs and racial equity.

B. Culturally responsive learning:

Quality expanded learning opportunities engage students by relating learning to the cultural backgrounds of their students, and accommodate for the dynamic mix of race, ethnicity, nationality, class, gender, region, religion, disabilities and family that contributes to every student's identity. Culturally responsive learning actively reflects each student's culture, while providing a common culture that all students accept and hold.

C. Expanded learning opportunities:

Expanded learning opportunities are evidence-based learning opportunities that complement and build linkages between in-school and out-of school learning by employing hands-on, experiential activities which are culturally relevant and responsive to students' needs and communities served.

Five key components that define expanded learning opportunities:

- Expanded learning opportunities are offered through strong intentional partnerships between schools and afterschool/community-based organizations during before and after school hours, summer, and intersession-learning programs. They focus on developing the academic, social, emotional and physical needs and interests of students through hands-on, engaging learning experiences in afterschool programs, and over school vacations and summer breaks.
- Expanded learning opportunities should be student centered, results driven, include community partners, and complement but not replicate learning activities in the regular school day / year. An expanded learning opportunity is designed to improve student outcomes around academic performance, grades, attendance, and student behaviors (task persistence, work habits, pro-social behaviors).
- Expanded learning opportunities include the use of Oregon Afterschool and Summer Program Quality Standards, which build capacity among partners to improve student outcomes.
- Expanded learning opportunities actively engage the families of the student population in the learning of their child; using a shared responsibility model. Expanded learning opportunities are committed to creating meaningful ways in which families are committed to actively supporting their children's learning and development.
- Expanded learning opportunities are targeted, cost effective, affordable and scalable strategies across diverse geographical settings.

D. Hands-on, experiential learning activities:

Experiential learning approach is learning through reflection on doing, which is often contrasted with rote or didactic learning. Experiential learning activities are among the most powerful teaching and learning tools available, requiring self-initiative, as ‘intention to learn” and an “active phase of learning”. They are structured, intentional and creative learning activities that build linkages with schools to align in and out of school learning. Activities are coordinated between schools and afterschool/community-based organizations to create enriching experiences for students that complement classroom-based instruction. They provide a range of activities in various subjects including STEM (science, technology, engineering and math), the arts (visual, drama, music, literature), service learning, civic engagement, leadership, citizenship and 21st century skills.

E. Oregon summer reading program:

The Oregon State Library and Oregon Library Association partner to provide summer reading resources to public libraries and to implement the Oregon summer reading program. Summer expanded learning opportunity sites will partner with their local public library or the State Library to provide the Oregon summer reading program to improve literacy outcomes for target students.

F. Strong partnerships:

Are the intentional relationships between schools and after-school/ community-based organizations to offer expanded learning opportunities and model clear memorandum of understanding, equitable resources sharing, data-sharing agreements, shared professional development, and strong communications channels between partners.

G. Summer learning loss:

Summer learning loss is the loss of critical school skills in reading, writing and math that occur during the summer months in target student populations across the state. The cumulative impact of summer learning loss is a predictor for future drop-out.

H. Summer meal program:

The Summer Food Service Program is a federal program administered by Oregon Department of Education to ensure that low-income children continue to receive nutritious meals when school is not in session. Free meals, that meet federal nutrition guidelines, are provided to all children at approved Summer Food Service Program sites in areas with significant concentrations of low-income children.

Locally, afterschool/community-based organizations “sponsor” the summer meals program through application and approval by Oregon Department of Education. These sponsoring organizations sign agreements with Oregon Department of Education, are responsible for overseeing program operations, and receive federal reimbursement from Oregon Department of Education to cover the administrative and operating costs of preparing and serving meals to eligible children at Summer Expanded Learning Opportunities grant program sites.

I. Target student populations:

For the purpose of the proposed legislation, the state’s target student populations are identified as low-income students, students of color, English language learners, and students with disabilities from high poverty communities across the state, including rural regions, in elementary schools with 50% free and reduced meals student enrollment.

The proposed bill makes an additional strategic investment in reducing the opportunity gap through the collective impact of public and private partnerships coming together at the state and local level to provide economically underserved children and youth nutritious meals to fuel learning, access to books to maintain their reading skills and reduce summer learning loss, and expanded learning opportunities to improve their reading skills and close the achievement gap.

2. The IDEA

III. Summer Expanded Learning Opportunities Grant Program

Elementary schools and public libraries and afterschool/community-based organizations in school catchment areas that meet the free and reduced lunch criteria, and are willing to participate in the USDA summer food program, and 60% of students are not achieving 3rd grade benchmark. These locations are eligible to apply for a Summer Expanded Learning Opportunities (SELO) grant. A competitive grant application process will take place every year through the State Library. Grants will be awarded annually based on the need of local children and youth and the applying site's ability to implement the required activities. Grants recipients will not be automatically renewed annually.

If funds are provided in biennium budget 2015-2016, SELO grant program development begins July 1, 2015 with 50 SELO sites starting operations in June 2016 (funded in FY 2015 budget) and 80 SELO sites starting in June 2017 (funded FY 2016 budget). Annual reports to the legislature about the outcomes of the 2016 and 2017 SELO sites are provided on January 16, 2017 and January 15, 2018 respectively.

A. Tiered SELO Grants

All successful applicants are required to serve a minimum of 40 elementary students or 25% of the elementary student populations (whichever is smaller) from high poverty communities for 6-8 weeks during the summer, partner with an afterschool/community-based organization, collect student data, participate in evaluation, implement a summer lunch program, open school libraries, implement the Oregon Summer Reading program, and provide free books.

Required activities offered, hours of operation, and qualified staff will vary among grant recipients base on their level of participation or tier.

- ❖ Tier 1 SELO sites keep the school library open at least once a week for two hours in conjunction with lunch and provide free summer lunch at least four days a week. School library access includes free books, the Oregon summer reading program, and literacy activities.
- ❖ Tier 2 SELO sites keep the school library open at least three times a week for three hours in conjunction with lunch and provide free summer lunch five days a week. School library access includes free books, the Oregon summer reading program, and expanded learning opportunities. The administrator or designated certified teacher coordinating the program must attend two trainings on quality standards and include in their grant application their proposed hands-on, experiential literacy curriculum that supports improving student outcomes at their site.
- ❖ Tier 3 SELO sites keep the school library open at least four times a week for four hours in conjunction with lunch and provide free summer lunch five days a week. School library access includes free books, the Oregon summer reading program, and expanded learning opportunities. The administrator or designated certified teacher coordinating the program must attend two trainings on quality standards and include in their grant application their proposed hands-on, experiential literacy curriculum that supports improving student outcomes at their site.

- ❖ Summer ELO Replication Tool Kit: Resources will be created and made accessible for free to all communities wishing to replicate this program with local funds.

B. Annual Grant Awards

Annual grant awards range in amounts based on the level of participation each successful applicant commits to providing.

- ❖ Tier 1 SELO sites: \$1,500 (2 hrs/week for 6 weeks)
- ❖ Tier 2 SELO sites: \$3,500 (9 hrs/week for 6 weeks)
- ❖ Tier 3 SELO sites: \$6,500 (16 hrs/week for 6 weeks)

C. Priorities for Grant Proposals

Competitive grant awards will be given to program proposals based on the following priorities:

- ❖ School catchment areas that meet the free and reduced lunch criteria, and are willing to participate in the USDA summer food program, and 50% of students are not achieving the 3rd grade benchmark.
- ❖ Equitable geographic opportunities must be created.
- ❖ Exemplify characteristics of strong partnerships.
- ❖ Have culturally responsive family engagement opportunities.
- ❖ Have proposed hands-on, experiential literacy curriculum to improve literacy in target student populations.
- ❖ Integrate art activities into their hands-on, experiential literacy curriculum.
- ❖ Integrate STEM activities into hands-on, experiential literacy curriculum.
- ❖ Plan for individualizing hands-on, experiential literacy curriculum to improve each target student's literacy.
- ❖ Include a transportation plan for students and their families.

D. Summer Expanded Learning Opportunities Grant Program Implementation: Roles and responsibilities

- ❖ Afterschool/community-based organizations provide coordination of activities, family engagement opportunities, and implement expanded learning opportunities activities, summer meals and summer reading programs with the support of Americorp staff.
- ❖ Department of Education supports the literacy and summer meal with coordination, program awareness and outreach to program sites.
- ❖ Oregon Association of School Libraries, a division of the Oregon Library Association, supports keeping site libraries operating and providing basic services such as readers' advisory and reference.
- ❖ Oregon State Library serves as lead for rulemaking and fiscal agent for distribution of funding.
- ❖ OregonASK, state intermediary for expanded learning opportunities programs, and Salem Keizer Education Foundation are the lead organizations providing staffing, Americorps, program technical assistance, evaluation and convening for program development, quality standards, data collection trainings and access to books.
- ❖ Public libraries and/or the State Library provide Oregon summer reading program materials to sites.
- ❖ School Districts will provide site for program, library access and appropriate school library staff.
- ❖ Transportation will be provided by school district for S-2 and S-3 programs through additional funding allocated for summer transportation through the department of education reimbursement system.