



Our mission is to ensure that all children, regardless of their background, graduate from high school prepared for, and with access to, a college education.

Date: February 1, 2016

To: Chair Doherty and Members of the House Education Committee

From: Parasa Chanramy, Policy & Advocacy Manager, Stand for Children Oregon

Re: Testimony in support of HB 4050 with one recommendation

On behalf of Stand for Children, we support House Bill 4050 because it will help Oregon:

- 1) Address summer learning loss on a statewide level; and
- 2) Lay important groundwork to ensure that that all children from prekindergarten through grade 12 have access to valuable summer learning programs.

Increasing access to high-quality summer learning programs will be critical in closing the achievement and opportunity gap in Oregon.

High-quality summer learning programs can:

- Help students maintain—and catch up—on essential academic skills;
- Support students with critical transitions like the summer before and after middle school; and
- Keep students on track toward high school graduation, and college and career readiness.

There’s decades of research that explores how summer learning loss has lasting consequences:

- “Most students lose about two months of grade level equivalency in mathematical computation skills over the summer months. Low-income students also lose more than two months in reading achievement, despite the fact that their middle-class peers make slight gains” (Cooper, University of Missouri, 1996).
- “More than half of the achievement gap between lower- and higher-income youth can be explained by unequal access to summer learning opportunities. As a result, low-income youth are less likely to graduate from high school or enter college” (Alexander et al, Johns Hopkins University, 2007).

Summer learning loss compounds over time. By the end of elementary school, low-income students may be as many as three grade levels behind their higher-income peers—and this gradually gets worse going up through high school.

2014-15 Four Year Cohort Graduation Rates (Oregon Department of Education):

<ul style="list-style-type: none">• Economically Disadvantaged—66.4%• Not Economically Disadvantaged—83.3%	There’s a 17-point percentage gap.
<ul style="list-style-type: none">• English Learners—51.2%• Not English Learners—75%	There’s a 24-point percentage gap.



Our mission is to ensure that all children, regardless of their background, graduate from high school prepared for, and with access to, a college education.

We must do more to end summer learning loss so that students graduate on time prepared for college, work and life—and we believe that HB 4050 is an important step in getting there.

One key recommendation we have for the bill—please be sure to include parents and students from historically underrepresented and underserved communities as members of the Summer Learning Policy Advisory Council. It is imperative that families who will be most affected by the work of this Council have a seat at the table.

Thank you for your time.