

Washington State faces a widening Achievement Gap. Students of color and low-income students are less likely to meet grade level standards and **graduate at lower rates** than their white and middle to higher income peers. Expanded Learning Opportunities (ELOs) are **high-quality afterschool and youth development** programs that provide innovative, hands-on learning and strive to be a part of the **solution to the opportunity gap.**

Washington Parents Support Afterschool Programs¹



Why Afterschool?

No single learning setting will prepare students for success; rather, **an integrated approach to learning** across the day, across the year, and across a student's lifetime is required **for 21st century academic and career success.**

Decreases Juvenile Crime⁶



The hours between 3 p.m. and 6 p.m. represent peak hours in juvenile

crime and experimentation with drugs, alcohol, cigarettes, sex, and other risky behaviors.

Recommendations

- 1 Increase federal, state, and local support for expanded learning programs.
- 2 Utilize the Washington State Quality Standards for Afterschool & Youth Development Programs to provide guidelines for what quality should look like in a program setting.
- 3 Continue to build partnerships between districts, schools, and expanded learning programs both housed in schools and in community-based organizations.

For more information please contact David Beard at DB Beard@schoolsoutwashington.org

What's available at afterschool programs?¹

Opportunities for physical activity (85%)



Opportunities for reading or writing (70%)



Beverages, snacks and/or meals (67%)



Academic programs/clubs (64%)



STEM learning opportunities (62%)



Academic Impact

- Improved test scores²
- Improved school grades³
- Improved school attendance³
- Increased engagement in learning⁴
- Lower dropout rates⁵

1. Afterschool Alliance: Afterschool Programs in Demand (2014). America After 3pm.

2. Goldschmidt, Huang, & Chinen, 2007; Huang, Gribbons, Kim, Lee, & Baker, 2000; Huang, Leon, Harven, La Torre, & Mostafavi, 2009; Huang, Leon, & La Torre, 2011; Huang, Leon, La Torre, & Mostafavi, 2008.

3. Huang et al., 2011.

4. Huang et al., 2007a; Huang et al., 2000.

5. Huang, Kim, Marshall, & Perez, 2005.

6. Newman, S.A., et al. America's After-School Choice: The Prime Time for Juvenile Crime, or Youth Enrichment and Achievement. Fight Crime: Invest in Kids, Washington D.C., 2002.

Every Summer, Washington students lose critical academic skills. The body of research on summer learning loss reveals that young people are falling behind in school at different rates. This research attributes more than half of the achievement gap between lower- and higher-income youth to **unequal access to summer learning opportunities.** According to a report by the RAND Corporation, students who attend high-quality **summer learning programs have positive academic and behavioral outcomes.** Washington State must address summer learning loss to tackle the opportunity gap and **support all students in achieving school success.**^{1,2}



The summer slide

reverts school-year performance in a cumulative and disproportionate way that ultimately contributes to the **growing achievement gap** between low and middle to high income students.¹

Of Washington students who are eligible for free and reduced price lunch³

ONLY 23% are reading proficiently by the end of 4th grade.

ONLY 30% are meeting proficiency in mathematics by the end of 4th grade.

ONLY 25% are meeting proficiency in reading or in mathematics by the end of 8th grade.

The Growing Gap



1976
2001

The achievement gap between children from high- and low-income families is **30 TO 40 PERCENT LARGER** among children born in 2001 than among those born twenty-five years earlier.⁴

What makes a program high-quality?¹



5-6 consecutive weeks



3-4 hours of academic content each day.



Higher staff to student ratio



Hands-on experiential learning



Curriculum that is specific to summer



The effects of summer learning programs can endure for at least two years after the program.¹

Recommendations

- 1 Address issues of accessibility to high quality summer programs for low income youth.
- 2 Utilize high-quality summer learning programs as an essential component of school reform and improvement.
- 3 Improve partnerships and coordination between schools, community based organizations, businesses and other stakeholders to leverage resources at the local level to support summer programs.

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1. Sloan McCombs, J., Augustine, C., Schwartz, H., Bodilly, S., McInnis, B., Lichter, D., Cross, A.B. (2011). Making summer count how summer programs can boost children's learning. RAND Corporation.

2. Alexander, K., Entwisle, D., and Olson, L. (2007). Lasting consequences of the summer learning gap. American Sociological Review, 72, 167-180.

3. Lander, M., & Myslinski, D. J. (2014). Report card on American Education. 19th Edition. ALEC.

4. Reardon, S. F. (2011). "The widening academic achievement gap between the rich and the poor: New evidence and possible explanations." In G. J. Duncan & R. J. Murnane (Eds.), Whither opportunity? Rising Inequality, Schools, and Children's Life Chances. (pp. 91-116). New York: Russell Sage Foundation.