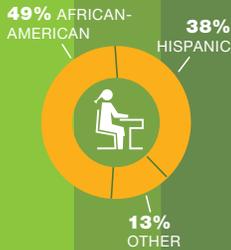


Effects of Voluntary Summer Learning Programs on Low-Income Urban Youth



3,192

rising 4th graders were given the opportunity to attend two summers of programming



This first-ever assessment of the effectiveness of large-scale, voluntary, district-run, summer learning programs serving low-income elementary students began with 5,637 children.

With a limited number of slots, 3,192 were invited to participate in consecutive summer learning programs—one before 4th grade (2013) and one before 5th grade.

The remaining 2,445 children served as a control group.

The study was conducted in five school districts



The study focused on **low-income students:**

86% qualified for free or reduced price lunch

47% had scored at the lowest level on math or reading tests

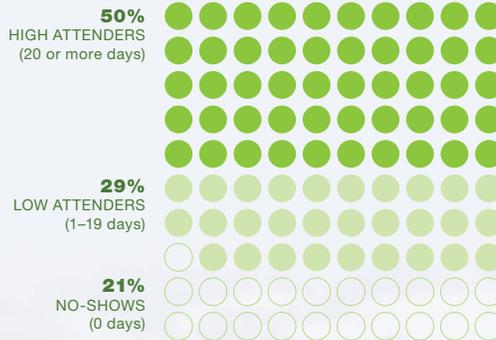
29% were English-language learners

Kids with high attendance performed better in math and reading after two summers compared with students in the control group, who were not invited to participate in the programs.



These findings are correlational but very likely due to the summer learning programs. The differences in the performance between the “high attenders” and the control group are the equivalent of about 20%–25% of a year’s learning in language arts and math at this age. These benefits persisted throughout the 5th-grade school year.

ATTENDANCE, BY THE NUMBERS



63% of all kids who attended in 2013 for at least one day were **high attenders**

Attendance data from summer 2013

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This work was commissioned by The Wallace Foundation.

Excerpted from *Learning from Summer: Effects of Two Years of Voluntary Summer Learning Programs on Low-Income Urban Youth*, Catherine H. Augustine et al., RAND Corporation, RR-1557, 2016. The RAND Corporation is a research organization that develops solutions to public policy challenges to help make communities throughout the world safer and more secure, healthier and more prosperous. RAND is nonprofit, nonpartisan, and committed to the public interest.

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