

Executive Director Report

small hands,
BIG RESULTS




KAREN E. SCOTT
EXECUTIVE DIRECTOR



A Message from the ED



 Happy Sizzling Summer to all! This time of rest, vacation and relaxation is enjoyed by so many for just a few short months. As we surely realize, it's just about the half way point before children will return to school and educators once again must address the phenomena of summer learning loss or "summer drain". This fall, despite any progress made during the school year, many students, especially poor students in our communities, will come back to school further behind than they were last spring, contributing to the all too well-known achievement gap.

Decades of research confirm that summer learning loss is real. According to one report of many, released by the RAND Corporation, the average summer learning loss in math and reading for American students amounts to one month per year. According to the international organization, Oxford Learning^[1] on average, students lose 2 months of reading skills over the summer! During that same "summer drain" period, children can lose as much as 2.6 months of math skills.

Oxford's statistics also report that the first 6 weeks of the new school year is spent relearning old material to make up for summer loss. Summers off are one of the most important, yet least acknowledged, causes of underachievement in our schools.

Other studies have slightly different views on summer learning such as concluding that the extent of loss is greater at higher grade levels than for primary, K - 1 grades.^[2] Deeper analysis also concluded that income-based reading gaps grew over the summer, given that middle class students tended to show improvement in reading skills while lower-income students tended to experience loss. However, they did not find differential summer learning in math, or by gender or race in either subject. However, an analysis of the nationally-representative Early Childhood Longitudinal Study, Kindergarten Class of 2010 - 11 (ECLS-K:2011) found little evidence of overall loss over the summers after grades K and 1, and the summer socioeconomic status gaps widened in some subjects and grades but not others.^[3]

Researchers David M. Quinn, Assistant Professor of Education - University of Southern California and



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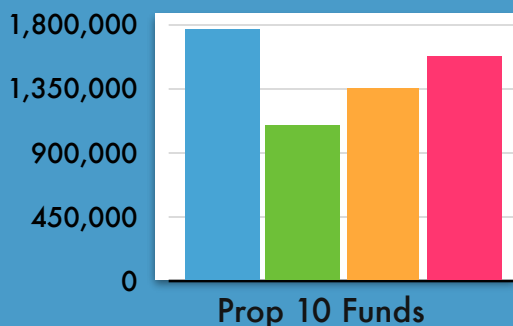
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Updates

Fiscal Update

F5SB received Prop 10 funds in the amount of \$1,576,754 in the month of April. This revenue funds First 5 San Bernardino programs and services.



- January - \$1,763,407
- February - \$1,100,503
- March - \$1,357,389
- April - \$1,576,754

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Now Accepting Applications for AmeriCorps Service



First 5 San Bernardino is now accepting applications for AmeriCorps School Readiness Coaches! Coaches receive a monthly living allowance and other benefits while helping children in preschool classrooms and assisting with other early childhood development and outreach opportunities with First 5 San Bernardino. Visit our website at www.first5sanbernardino.org or our First 5 AmeriCorps website at www.first5americorps.com. Applications are due Monday, July 16, 2018 by 4:00 p.m. For questions, contact Staci Scranton at (909) 386-7706.



Executive Director Karen E. Scott is featured in *Inland Empire Magazine's* "44 Women Who Lead", an advertorial section in the June 2018 issue (pictured left). The promotional feature highlights Karen amongst business owners and professionals who have made their mark in Riverside and San Bernardino Counties, sharing their personal journeys and successes.

Karen's feature gives background on the history of First 5 San Bernardino and milestones she has made during her administration as an Executive Director with First 5 San Bernardino. *Inland Empire Magazine* is available at local newsstands and by subscription.

James S. Kim, Professor of Education at Harvard University conducted a meta-analysis of 41 summer reading programs from 35 studies published after a review led by H. Cooper et al. [4] [5] Like Cooper and colleagues, Kim and Quinn found summer reading programs to be effective at raising test scores, on average. Unlike Cooper, however, Kim and Quinn found that it was low-income students who benefited most from summer reading programs (even when restricting the comparison to higher- and lower-income students exposed to the same program). Furthermore, they concluded that the reason lower-income students benefited more was that lower-income students in these studies were more likely than higher-income students to experience summer loss when not participating in the summer programs. The authors noted several differences between their review and Cooper et al.'s that could explain the contrasting results: 1) Kim and Quinn analyzed only reading programs, while Cooper and colleagues combined math and reading programs, 2) Kim and Quinn included only two-group experimental and quasi-experimental studies, while Cooper and colleagues included single-group pre/post-test designs, and 3) Kim and Quinn included home-based programs in their review.

Rounding out these conclusions is the Entwisle, Alexander, and Olson's "faucet theory" which offers an explanation as to why lower-income students might learn less over the summer compared to higher-income students. [6] According to the theory, the "resource faucet" is on for all students during the school year, enabling all students to make learning gains. Over the summer, however, the flow of resources slows for students from disadvantaged backgrounds but not for students from advantaged backgrounds. Higher-income students tend to continue to have access to financial and human capital resources (such as parental education) over the summer, thereby facilitating learning. [7]



The American pastime of lazy summers filled with fun has an unintended consequence: If students are not engaged in learning over the summer, they lose skills in math and reading. More troubling is that it disproportionately affects low-income students, who are losing reading skills, while their higher-income peers – whose parents can send them to enriching camps, take them on educational vacations and surround them with books during the summer – make slight gains.

Here is the "aha" moment! Studies show that reading four to five books over the summer has a positive impact on achievement retention and gains, comparable to summer school enrollment. This is the "silver lining" for San Bernardino County children where, under mostly the heightened awareness generated by the Countywide Vision2Read campaign, partners across the County recognize the importance of reading over the summer months, and have offered literacy support services to children and families.

The San Bernardino County Superintendent of Schools, County Preschool Services, Children's Fund and First 5 San Bernardino are partners in delivering Footsteps2Brilliance, an innovative early learning mobile technology platform that provides free access to early literacy activities to all families with children birth through pre-K who reside in San Bernardino County. The program provides a comprehensive curriculum of more than 1,000 English and Spanish books, songs and games that are fun for children and address the vocabulary gap.

The San Bernardino County Library, a system of 32 dynamic branches, offers "Set Sail For Adventure", a Summer Reading Program that runs between June 11th and August 4th at all library branches. The Summer Reading Program is another opportunity to celebrate and support the Countywide Vision's literacy campaign, Vision2Read.

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The Summer Reading Program is another opportunity to celebrate and support the Countywide Vision's literacy campaign, Vision2Read. All activities are free and open to all ages. The San Bernardino County Library invites residents to Set Sail for Adventure and enjoy an amazing ocean-themed experience; meet some favorite characters, performers, create fun-filled crafts, participate in informative activities and more, while earning some awesome prizes for meeting reading goals.

As part of its "Launch into Learning" campaign, the Community Action Partnership of San Bernardino County held a resource fair in June where they distributed 10,000 books which were given to them by the Molina Health Care Foundation. Hundreds of children were able to receive books, that in most disadvantaged communities, those children would not be able to purchase or acquire such a resource. The event was designed to fight the "summer slide" when children are out of school for summer break and are not as academically active.

On Tuesdays, during the months of June and July, the Child Care Resource Center (CCRC) for San Bernardino County offers free Summer Blast Activities including the distribution of books from their resource library. CCRC encourages learning through play, as a tool to expand children's way of thinking. Play is the primary means by which children grow and develop in all areas of their lives, regardless of their abilities. Through play, children develop their bodies, language and literacy, problem-solving and cognitive skills, understanding of emotions, and how to get along with others. Children are better prepared for success in school and later in life when provided with opportunities for developmentally appropriate, safe and enjoyable play.

The Inland Empire United Way (IEUW) organization offers "ieReads" which promotes early childhood literacy in the Inland Empire through volunteerism. Through story time events and other reading activities, volunteer readers help encourage a love of reading, as well as provide role modeling and mentorship. These activities not only help prevent summer brain drain, the IEUW's long-term goal is to improve academic success for children in the Inland Empire by ensuring literacy proficiency by 3rd grade.

The San Bernardino Public Library is hosting their annual summer reading program from June 2nd through July 28th. This year's summer reading theme is "Reading Takes You Everywhere". Children are able to earn prizes by keeping track of minutes read, activities completed, and library events that are

According to Southern California Field Trips, (<https://socialfieldtrips.com/free-summer-reading-programs-for-kids/>), community businesses and organizations such as Sylvan Learning, Barnes & Nobles, Pizza Hut, American Girl, Scholastic, Chuck E. Cheese and PBS all offer summer reading programs with incentives to encourage young children and their families to participate.

Although not an exhaustive list of summer reading and continued education resources, First 5 San Bernardino is appreciative of the passion and commitment of all involved partners; faith-based, community engagement, non-profit, hospitals, schools and universities, city and county government as well as family and other volunteer organizations that support the County's Vision2Read, that step up to reduce the achievement gap and to mitigate the effects of "summer drain." Enjoy the rest of the summer knowing that we have done our best to ensure that in the fall, our children will be ready to learn and succeed in school and in life!

[1] <https://www.oxfordlearning.com/wp-content/uploads/2015/04/ol-summerlearningloss-640w-final.jpg>

[2] Atteberry, A., & McEachin, A. (2016). School's out: Summer learning loss across grade levels and school contexts in the United States today. In Alexander, K., Pitcock, S., & Boulay, M. (Eds). Summer learning and summer learning loss, pp35-54. New York: Teachers College Press.

[3] Quinn, D.M., Cooc, N., McIntyre, J., & Gomez, C.J. (2016). Seasonal dynamics of academic achievement inequality by socioeconomic status and race/ethnicity: Updating and extending past research with new national data. *Educational Researcher*, 45(8), 443-453. <http://journals.sagepub.com/doi/abs/10.3102/0013189X16677965?journalCode=edra>

[4] Kim J. S., Quinn D. M. (2013). The effects of summer reading on low-income children's literacy achievement from kindergarten to grade 8 a meta-analysis of classroom and home interventions. *Review of Educational Research*, 83(3), 386-431. <http://journals.sagepub.com/doi/10.3102/0034654313483906>

[5] Cooper, H., Charlton, K., Valentine, J. C., & Muhlenbruck, L. (2000). Making the most of summer school: A meta-analytic and narrative review. *Monographs of the society for research in child development*, 65, i-127. <https://www.jstor.org/stable/3181549>

[6] Entwisle D. R., Alexander K. L., Olson L. S. (2000). Summer learning and home environment. In Kahlenberg R. D. (Ed.), *A notion at risk: Preserving public education as an engine for social mobility* (pp. 9-30). New York, NY: Century Foundation Press

[7] Borman G. D., Benson J., Overman L. T. (2005). Families, schools, and summer learning. *The Elementary School Journal*, 106(2), 131-150. <http://www.journals.uchicago.edu/doi/abs/10.1086/499195>