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.

**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.

**More information please contact David Beard at DBeard@schoolsoutwashington.org**
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.\(^1,2\)

**Of Washington students who are eligible for free and reduced price lunch**\(^3\)

- **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.

**What makes a program high-quality?**\(^1\)

- 5-6 consecutive weeks
- Hands-on experiential learning
- 3-4 hours of academic content each day
- Curriculum that is specific to summer
- 2001

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.\(^1\)

**The Growing Gap**

<table>
<thead>
<tr>
<th>1976</th>
<th>2001</th>
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<tbody>
<tr>
<td>Only 23%</td>
<td>ONLY 30%</td>
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<tr>
<td>Only 30%</td>
<td>ONLY 25%</td>
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</tbody>
</table>

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.\(^4\)

**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.**

Fore more information please contact David Beard at DBeard@schoolsoutwashington.org

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