



# From Downtime to Prime Time

## A Funder's Role in Enhancing Summer Learning

**Judith W. McBride and Anita M. Baker**

On a cold winter's day, staff who oversee summer program funding from the Hartford Foundation for Public Giving in Connecticut open a learning community session for the 42 nonprofits that operated summer programs with its support last summer. "It's a great time to think summer again and begin the early planning that gets us ready to respond to the needs and interests of children, youth, and their families this summer!" An early start is critical to effective summer planning (Schwartz et al., 2018).

In this first learning community session since last summer's programs, foundation staff invite providers to share their news. "What worked? What challenges did you see?" Seasoned providers highlight field trips taken, books introduced, newsletters crafted by youth

and shared with families, partnerships initiated, and other activities that worked. Some providers acknowledge challenges managing behavioral issues, working with youth who may have mental health challenges, and broaching conversations with parents about needed supports and local resources. Foundation staff and the evaluation partner add accomplishments and issues from providers' final reports for consideration: "Together, you engaged nearly 10,000 youth from across the Greater Hartford region, including 500 participants with developmental or physical challenges!"

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The session includes city and school district representatives, other funders, and speakers, including the evaluation partner, who come together to support quality summer programming for underserved youth. Agendas for sessions are drawn from program visits and from providers' ideas in reports and grant applications. For example, recent sessions included guest speakers discussing urban trauma and staff self-care; providers learned about youth mental health first aid and previewed school district summer plans. The goals are to expand the collective capacity of providers to integrate effective strategies for addressing challenges and to work as *thought partners* in delivering quality summer programs. Our experience suggests how funders can deepen their impact in low-income communities by tapping the experience of nonprofits and partnering with them and other local experts to improve program outcomes.

## Beyond Funding Support

Each summer across the country, community-based nonprofits of all sizes work with children and teens in summer programs, often on the heels of their afterschool programs. Providers often can be challenged to quickly design and staff programs to engage participants in meaningful summer learning. It's a high calling! But with early planning, modest funding, and technical assistance, providers can deliver. The Hartford Foundation has sought to provide that layered support to nonprofits since 2008. In doing so, we have enhanced the network's capacity to learn what works.

Like many funders, the Hartford Foundation began summer program support by providing grants. Our fundamental interest always has been to give young people from low-income families access to quality summer programs. We sought to address the well-documented "opportunity gap," in which lower-income youth have less access to quality summer experiences than higher-income children. Our focus has been to support providers in enhancing positive youth development: enabling kids to explore new experiences, build new skills, learn to be kind to and inclusive of others, develop new friendships to support social and emotional growth, and build their independence in safe settings with caring

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staff. Equally important has been building the evaluation capacity of providers to examine what worked and what didn't so they can make adjustments.

Of course funding is critical, but it's only one factor. Providers also need support in integrating practices that improve program quality. In response, the Hartford Foundation adopted a long-term strategy to enhance providers' collective learning. As a community foundation, we provide technical assistance that improves our network's collective capacity to provide quality summer learning experiences for underserved youth.

We also recognize a fundamental need to support providers in identifying program goals and targets and in implementing data collection and evaluation strategies. This support helps them more fully consider in their annual program reviews what worked and didn't work; it allows assessment of outcomes for staff and funders. We moved away from focusing solely on grants and toward convening providers and supporting them to address challenges in ways that are driven by data and are cost-effective. The approach fulfills our commitment to support nonprofits in engaging youth from challenged communities to reduce the disparity in access to summer programs that often occurs because of young people's race and ethnicity, where they live, or their family income. This work contributes to the foundation's social justice strategy.

## Summer Learning: An Evolution in Practice

Since the 1930s, the Hartford Foundation for Public Giving, a community foundation that serves the 29-town Greater Hartford region, has been working with local nonprofits to create diverse, quality summer programs. In 2008, the foundation began building the capacity of grantees to enhance and evaluate their summer programs.

This shift enabled the Hartford Foundation and its thought partners to address directly the challenges providers faced in serving youth of color from low-income families. We set out to address core questions:

- What is needed to implement effective short-term (one- to six-week) programs?
- What enrichment and other supports do young people need?

- How can programs engage parents and families?
- How can we support partnerships and staff training?
- What do providers need to enhance their ability to assess their own programs and report outcomes—with limited resources?

Summer programming, and specifically addressing learning loss, has been part of our work for some time. We have always been careful not to present summer learning solely as an academic exercise. Summer programs can be more than just an extension of school, more than just recreation. The Hartford Foundation approach encourages providers to infuse multiple learning modalities into their programs. Programs are structured to accommodate family schedules as much as possible and to integrate the developmental needs parents see in their children.

The approach evolved organically as we responded to youth and program needs that our nonprofit and other partners identified. For example, program staff have welcomed support in addressing considerations in working with youth of color, young people with special needs, and children who may be experiencing trauma in neighborhoods facing high unemployment and violence. Our learning community has discussed ways to tap and nurture the resilience young people can develop in response to the trauma they experience (Akbar, 2017).

The learning community regularly takes on issues that affect program quality and that funding alone cannot always address. A central strategy therefore has been to connect the learning community's ongoing work with others through presentations by community partners from the public schools, institutions of higher learning, the public library, and stakeholders providing mental health and other services.

### Summer Learning Matters

In the late 1990s and early 2000s, researchers were accruing evidence that summer learning contributed significantly to positive outcomes for youth. Some research (particularly Alexander et al., 2007) suggested that summer learning loss was a major contributor to differences in outcomes for youth from families with lower economic means. Continuing study of the “summer slide” (summarized in McCombs et al., 2011)

suggested that summer learning loss is one of the most significant causes of the academic opportunity gap between lower- and higher-income youth. More recent studies (von Hippel & Hamrock, 2019; von Hippel et al., 2018) suggest that the apparent “gap growth” was a limitation of standardized testing at the time. Rather—in a finding that will surprise no one who works with low-income children—the opportunity gap already is evident before children begin school. However, the new findings do show that learning slows during the summer, regardless of socioeconomic status. Therefore, summer can be a time for students who are behind for whatever reason to catch up (von Hippel & Hamrock, 2019). These findings are consistent with the experience of Greater Hartford area summer program providers who have been able to track educational and other developmental outcomes.

In addition to the academic opportunity gap, summer programs also address health disparities. Low-income youth tend to have less access to healthy meals over the summer than more affluent children. Six out of seven students who receive free or reduced-price lunches lose access to them when school lets out (Feeding America, 2016). They often also have fewer opportunities to engage in physical activity and to develop and maintain connections with other youth and adults.

Researchers examining summer learning have acknowledged that summer programs do not need to duplicate school-year academic programs; rather, they can complement school learning with enrichment activities (McLaughlin & Pitcock, 2009), such as library and museum visits. The Hartford Foundation helps providers offer engaging and memorable enrichment opportunities in varied settings at no or low cost.

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### Summer Learning Practice in Greater Hartford

Early on, the Hartford Foundation introduced summer program providers to the then-current research on learning loss, which aligned with practitioners' experience with the children they serve. Greater Hartford program staff have witnessed firsthand a skills gap among low-income inner-city youth. They have seen the need to improve vocabulary, reading,



and writing skills and to develop social and emotional competencies that promote well-being. We support providers in integrating academic learning strategies naturally—without forcing the fit or changing the character of their programs. For example, foundation funding supports program staff in identifying age-appropriate books that match program themes. A grant to the Hartford Public Library enabled the network to get assistance in identifying and accessing age- and theme-appropriate books and to track participants' summer reading.

Each nonprofit applies to the Hartford Foundation early in the year for summer funding. The application asks about priority needs, youth to be served, recruitment, program structure, family involvement, and expected participant outcomes. Applications present summer program themes and age-appropriate calendar-based plans, as well as skill development targets and strategies to document outcomes. Once programs receive their funding decisions, providers develop staffing and training plans, working to maintain low participant-staff ratios. Most providers have consistently met participant recruitment goals and have reported high attendance.

Several summer programs link to school-year afterschool programs, often serving many of the same youth. Over a dozen school-based summer programs complement the Hartford Public School District's Early Start morning summer school programming by providing afternoon programming. Providers have become masters at creating learning components that kids find interesting and fun and that align with program content. The foundation convenes providers so they can draw on each other's good ideas and keep their programming fresh.

### **Hartford Foundation Summer Investments**

The Hartford Foundation's grant-making strategy supports nonprofits in providing three kinds of programs that integrate academic and experiential learning activities with youth development:

- Campership programs providing free or reduced-price activities for youth in grades K–12

- Tutorial programs focused on academic or other enrichment for K–12 youth
- Counselor-in-training leadership development programs for young people ages 12–16

A fourth kind of programming is offered to all summer programs and participants: To expand enrichment options, the foundation funds visits to and partnerships with local institutions such as the science center, the public library, and a farm with an education center.

Our funding primarily targets Hartford and East Hartford youth; however, several programs also naturally reach students from across the region in ways that align with the foundation's work with school districts. Programs that serve people with intellectual or other challenges can include not only youth but also adults throughout Greater Hartford.

Our summer funding has been consistent for many years, with small increases for targeted program enhancements. Increases have supported access to books and other literacy supports, family engagement, and staff training; increases have also been awarded to sustain or increase access to camperships and to support other specific requests to enhance program quality. Providers project their total funding for the summer in their applications. Generally, the foundation limits

funding of campership and tutorial programs to 50 percent of program costs to encourage providers to seek support from other sources, thereby enhancing sustainability. The strategy builds in some flexibility for small organizations with limited fundraising capacity. Funded programs also are aided by program fees, private donors, and other local foundations or corporations; some access state or local resources. Hartford Foundation grants are adjusted for program size and for each provider's track record in working with the foundation and in demonstrating outcomes. Funding is also set aside for speakers and technical assistance on program evaluation.

As of 2018, 44 percent of all free and reduced-price camperships and counselor-in-training positions in the region were supported by Hartford Foundation funding.

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## Hartford Foundation Investments by the Numbers

### FUNDING

In February 2020, the Hartford Foundation approved \$819,250 to support 42 agencies delivering 57 programs in summer 2020. Of course, the COVID-19 pandemic made it difficult for some programs to operate. The foundation worked with providers to adapt their plans to the emerging restrictions.

### PARTICIPANTS

In 2019, campership, tutorial, and counselor-in-training programs served 9,923 participants across the region, including 509 youth and adults with disabilities and 3,758 people from Hartford and East Hartford. Enrichment opportunities, including science center and library visits, engaged 4,911 youth in foundation-supported summer programs.

The core costs of counselor-in-training leadership development programs consist of youth stipends and staff supervision. Recognizing that older youth have few opportunities to earn money, the foundation has covered the full cost of counselor-in-training positions. We also fully fund the enrichment opportunities offered to all summer programs, negotiating the fees to keep the programming cost-efficient.

### A Variety of Summer Options

Parents know their children look forward to the summer and want to do something interesting and fun. In response, Hartford Foundation summer investments intentionally have supported a wide range of programs. Here are just a few.

- Hartford's Camp Courant, one of the oldest and largest free summer day programs in the country, offers dozens of activity choices, from computer lab, photography, and mock trials to golf, fishing, and yoga.
- Ebony Horsewomen offers daily horseback riding, animal science classes, a gardening program, culinary classes, arts and crafts classes, and weekly field trips.
- MI CASA Summer Camp, a program by the Hispanic Health Council, emphasizes environmental science,

nutrition and health, cultural activities, sports, and technology, along with academic enrichment.

- Adventures in the City Freedom School, originally designed by Marian Wright Edelman of the Children's Defense Fund, combines an academic approach to literacy with a focus on civil rights, leadership development, and social action.
- American School for the Deaf offers summer programs for children and youth who are deaf or hard of hearing, including classroom-based activities for younger students and hands-on community activities for older teens. It also provides a separate residential program, Camp Isola Bella, focused on summer learning and positive youth development.
- Trinity College Dream Camp counselor-in-training program supports leadership development and college exploration while preparing teens to work with children.

To make sure families know their options, the foundation publishes a searchable online summer program directory in collaboration with the Connecticut After School Network and the Hartford Public Schools.

The foundation and program providers recognize the multiple roles summer programs can play. These programs not only support literacy and other academic learning but also, more fundamentally, provide safe, affordable options for working parents with children and for people with disabilities. In inner cities, summer can bring heightened youth violence if youth are not engaged. The foundation also is committed to supporting summer employment programs for Hartford students and young adults, including young people who are parents, who are not in school or working, who are involved in the juvenile justice system, or who are aging out of foster care.

In addition to school sites, programs use a variety of facilities, including college campuses, churches, traditional camp sites, and neighborhood parks. Many use local pools, museums, and heritage sites for off-site programming and community exploration. Most offerings are day programs, with a few residential program options.

To support staff, many programs involve adolescents as counselors-in-training, draw on alumni as counselors, or collaborate as summer youth employment placement sites. Older peers can engage youth in ways adults sometimes cannot.

Participants can attend programming throughout

the summer or for specific periods, and some attend more than one program over the summer. Nearly all programs have focused increasingly on engaging families and on providing opportunities for extended learning during and after summer participation.

## **Summer Programming Challenges and Solutions**

As part of our effort to promote quality, the Hartford Foundation has worked with providers, school district staff, and others to grapple with the fundamental challenges in implementing summer programs. The work requires regularly examining issues inherent in summer programming and diagnosing the capacity of the ecosystem of summer programs to address current and emerging needs.

### **Structuring Short-Term Programming**

Several funded programs are offered for four to eight weeks over the summer, with a requirement to participate for multiple weeks. Others are shorter, one- or two-week programs with consecutive enrollment options. The foundation has worked with providers to develop strategies for short-term programming that is intensive enough to have an impact. Providers must define outcomes that can be achieved in the available time and must identify vocabulary and books youth will use. All programs must build in meaningful discussions to reinforce learning before, during, and after field trips or other enrichment activities, a strategy that is useful for both shorter- and longer-term programs.

### **Reaching Summer School Students**

Many of the students who could benefit most from a full day of summer enrichment are required to attend half-day summer school sessions for four to five weeks. In response, a number of summer programs use foundation support to offer enrichment programming in the afternoon. They partner with school staff to ensure that school and program curricula reinforce each other.

### **Engaging Families**

Maximizing summer learning has required providers to integrate strategies that extend learning into the home. With guidance from the Hartford Foundation and the learning community, programs have helped parents and other caregivers engage with their children around what they are learning. Newsletters, some of which are developed by participants, keep families in the know

about program happenings. Providers invite families to share their expertise, visit the program to participate with their children, attend sessions designed to help them support their children's learning, and celebrate with children and staff in culminating events.

### **Supporting Staff Training**

Providers recognize the need to enhance staff training. The foundation's funding application asks about priority training needs, so that funding can target them. Learning community sessions also meet professional development needs. The foundation invites experts to address training needs identified in applications, such as how to teach close reading techniques, address participant mental health concerns, work with LGBTQ+ youth, and implement effective discipline strategies.

### **Engaging Partners**

To expand summer enrichment opportunities, many providers have developed partnerships with other local nonprofits to enhance activities, bringing in specialized expertise in such areas as dance or computer science. For example, a school-based program connects with a local college's internet café that helps participants develop computer skills. Many providers tap local professionals to read with children or to share their career paths.

The Hartford Foundation also helps grantees form partnerships with each other through the connections made in the learning community. For example, one nonprofit that supports academic and cultural dance skills for West Indian youth has connected with a program focused on computer science and robotics skills. These two providers bring participants to each other's sites so the children can share what they have learned and work with youth from other schools and neighborhoods.

### **Enhancing Capacity to Report Outcomes**

Providers need to assess outcomes not only so they can report to funders, but, first and foremost, to see what works and what they need to change. However, their resources are limited; few can afford, for example, to hire an outside evaluator or to devote substantial amounts of staff time to collecting and analyzing data. To address this challenge, the foundation provides individual technical assistance consultations with our evaluation expert to help providers design and conduct manageable evaluations. We also provide hands-on evaluation exercises at all learning community sessions.

Providers learn to plan efficient data collection and appropriate analyses, capture relevant data, use data to assess outcomes, and identify what else they need to know. They also have access to a summer programs evaluation toolkit with resources, including evaluation strategy briefs, surveys and other data collection instruments, and research links. Feedback after learning sessions and in final grant reports verify that providers use the training and toolkit to help them assess outcomes.

### Enrichment Partnerships

The Hartford Foundation offers free enrichment opportunities to grantees by funding partnerships with other local organizations. Here are examples from the past few summers.

- The public library received foundation funding to help program staff identify age-appropriate books that complement program themes. Local branches also offered literacy activities for youth and families throughout the summer.
- The science center welcomed program field trips and arranged for its mobile van to visit program sites to offer tailored lessons.
- A local farm's education center provided opportunities for kids to get outside and experience farm animals, gardening, and hayrides. Individual site visits and customized multisession science and agricultural learning focused on such topics as pollinators and food production.
- A local nonprofit specializing in African culture exposed participants from various programs to African dance, music, storytelling, and visual arts.
- A local college's manufacturing mobile training lab gave participants hands-on experience with real equipment to enhance the foundation's efforts to expose youth to careers early on.

These partners presented at learning community sessions to help providers build in experiential enrichment activities to add to the enrichment they already offer. As providers integrate these options, we encourage them to use their evaluation skills to determine how and to what extent the enrichment partners sup-

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port participant outcomes. Reviews of these assessments have shown that these enrichment options have been cost-effective and have expanded partner and programming diversity.

### Learning Community

The Hartford Foundation requires its summer program providers to attend two half-day learning community sessions. These sessions help providers apply for funding and then enable them to plan, carry out, and assess quality summer programming.

In addition to formal presentations, learning sessions always include interactive evaluation learning, and time is set aside for providers to work on developing clear goals.

Summer programs require early planning, so the first session is held in December or January, shortly after the foundation issues its request for proposals for summer funding. A second session in early May enables providers to firm up plans and share ideas. The content of sessions is driven by issues that bubble up from summer site visits and providers' final grant reports. The winter session, designed to spark conversations, focuses not only on funding priorities, but also on ways of addressing issues identified by providers, enrichment partners, the evaluation partner, and foundation staff. Discussions take up a range of issues to help providers finalize, build on, and redesign their programs as needed—from strategies for engaging family members to programming that targets teens or young children. In the January 2019 session, for example, the foundation tapped the expertise of a national mental health organization and a local child psychiatrist to build understanding of local data on the incidence of mental health conditions among children, the need for early intervention, and the roles families and providers can play.

### The Role of Evaluation

A cornerstone of the foundation's support for the summer program learning community is developing evaluation capacity. Recognizing that providers have different levels of comfort with program evaluation, we aim to build staff confidence. One strategy is that we routinely revisit concepts, such as target

setting and analysis planning, that can be difficult to operationalize. Besides coaching providers during learning community sessions, the evaluation partner is available for individualized consultations, either in conjunction with learning community meetings or on demand. Providers can identify their own evaluation support needs, or foundation staff and the evaluation partner may offer assistance after reviewing annual reports. Assistance is provided by appointment, either over the phone or through in-person meetings at the foundation or on-site.

Foundation staff and the evaluation partner also select about one-third of all funded programs for evaluative site visits each summer. In site visits, the evaluation partner documents program and evaluation strategies in use, checks in with providers on concerns, and follows up on changes. This strategy adds external review to providers’ annual program reports and promotes evaluation as a tool to help providers deliver productive services.

All providers complete structured final reports that detail program strategies and participant outcomes. This annual and longitudinal evidence is used to inform program development and decisions around funding and additional capacity building.

In learning community sessions, providers learn

not only to refine their programming to enhance participant learning and social development, but also to evaluate their progress on those components. Interactive evaluation workshops have addressed a wide range of topics, as outlined in Table 1.

We have seen providers’ capacity to conduct basic evaluation and to use the results to strengthen programs increase substantially. In 2008, many providers struggled to describe clear program and participant outcomes and to identify valid indicators of those outcomes. Since 2013, providers implementing all four types of summer programs have consistently been able to clarify what they have been working on and whether and how those efforts have benefitted participants’ academic and social development. With few exceptions, each year the summer providers have completed standardized reports that show participant outcomes and outline how the providers enhanced summer learning, engaged families, and modified programs that were not delivering desired results.

### Ongoing Summer Learning Support

The Hartford Foundation goes beyond providing grants to respond to needs providers identify in learning community sessions, site visits, and final reports. The idea of enrichment offerings, for example,

**Table 1. Evaluation Topics Covered in Recent Learning Community Sessions**

Using targets to help determine when programs are working	Assessing evidence-based programs
Developing and administering survey questionnaires and analyzing responses	Using data strategically
Using electronic data collection strategies	Developing and using rubrics
Developing and using observation summaries	Collecting data from family members
Developing and using logic models and pathway maps for program design and evaluation	Learning from and about youth counselors, teen participants, alumni and staff; engaging these groups in data collection
Structuring evaluation designs	Coding and analyzing open-ended data
Understanding summer learning research	Using pre- and post-participation assessments effectively



first emerged at an early learning community session when a provider asked whether funding could support visits to the science center.

Recognizing current state and local fiscal challenges, we see an ongoing need to support core program costs — that is, staffing and program content. Beyond foundation funding, our work to develop provider capacity to demonstrate outcomes can help them generate support from other funders.

As the foundation has continued to convene the learning community and to see growth in providers' ability to set goals and report outcomes, providers have improved their ability to meet young people's academic and developmental needs. Other funders can achieve similar results in other strategic areas if they take similar steps:

- Engage grantees and others in learning communities to expand their collective capacity to integrate effective strategies for addressing challenges and to work as thought partners.
- Convene thought partners regularly and select meeting content choices based on what providers and participants need, want, and do.
- Keep evaluation data collection, analysis, and reporting manageable and make sure that providers have the tools and supports to conduct meaningful evaluation. Remind providers that evaluation results are meant for program improvement as well as for reports to funders.
- Target funding increases to meet modest immediate needs, such as book purchases or staff training, that are identified in final reports.
- Promote partnerships among summer providers and between providers and other organizations.
- Explore enrichment opportunities that can be offered to all providers receiving grant support.

Going beyond funding to provide development and technical assistance on program improvement and evaluation has been an effective strategy for the Hartford Foundation. This approach has also been successful for other learning communities established by the foundation, including those that address workforce development and nonprofit capacity building, in

which participants receive technical assistance in achieving individual and foundation goals and learn through evaluation. Engaging grantees in this way will not cure the complex, often chronic issues inherent in summer programming for youth from low-income communities; however, this strategy does enable funders and providers to address challenges together with greater intentionality.

## Getting Ready for Summer in the COVID-19 Environment

In April 2020, the Hartford Foundation convened its second learning community session for the program year, this time facing the challenges of the COVID-19 pandemic. Schools had been closed since mid-March, and it was not yet clear whether state officials would allow summer programs to operate. A few residential camps and other programs already had decided not to open. Others were assessing whether they could offer remote learning or other socially distanced opportunities. With the early shelter-in-place restrictions, some providers were struggling to manage staffing and other operating expenses.

The foundation offered 2020 grantees the flexibility to redesign their programs, adjust participation goals, and use the funding to meet their changing program needs. Our thought partnership facilitated open conversation. The shared interest was to engage school-aged youth, as well as children and adults with disabilities, in fun summer learning activities that promote well-being. Early funding supported providers not only in modifying their programs for summer, but also in getting an early start in developing strategies that can be used in their afterschool programs in the fall. The foundation's Nonprofit Support Program also was building agencies' capacity and supporting them in exploring remote learning, technology, virtual fundraising, and financial assessments.

This learning community session needed to be different from previous years' sessions but also needed to continue to explore shared challenges and solutions. The foundation hosted a remote session with breakout groups to facilitate the exchange of questions and ideas. The session opened with key questions, some of whose

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answers were not yet known: What are school district plans for the summer? Will schools be accessible? Will the school year start early? What are effective online platforms and curricula? Providers talked about the additional essential needs for children and families—access to laptops, the internet, and other technology.

Speakers presented strategies for organizational problem solving and for addressing trauma—whether related to the pandemic or to other causes—among children, families, and staff. Providers exchanged virtual platform options, acknowledging the need for strategies to sustain quality staff–youth relationships, peer connections, and family engagement. They also talked about ways to incentivize participation and to implement virtual learning in creative ways to avoid burnout. They explored innovations, such as integrating virtual youth teams and calling on local restaurants to donate pizzas or other food as prizes delivered to participants' homes.

After the April session, the foundation continued to foster community learning by sponsoring trainings on the learning platform used by the school district and by hosting weekly chat sessions in which providers could share ideas.

Learning community discussions continue to elevate the developmental needs of staff and of the youth and families they serve, drawing on practical ideas from providers and on evaluation methods and data that can effectively inform practice. Future sessions will explore providers' ability to operate during the pandemic and after, to identify realistic outcomes, to determine what is needed to adapt programs, and to understand the effectiveness of the pivoting strategies they used. With this support, the youth-serving organizations can continue to provide afterschool and summer programs through these challenging times.

## Summer Time Is Prime Time

All people are the sum of their experiences. Providers who offer young people opportunities to develop new skills and relationships and to see new places and who naturally build in opportunities to read, write, and think critically can help realize summer's potential as a prime time for memorable life lessons. Funders can expand their perspectives by engaging providers and partners to inform grant-making strategies and support to realize the potential of summer learning.

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