

RETHINK SUMMER

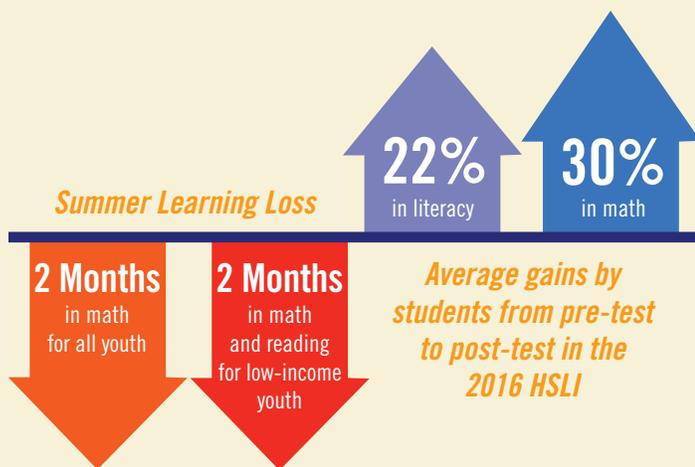
THE HASBRO SUMMER LEARNING INITIATIVE

An Innovative Solution to Summer Learning Loss

The Hasbro Summer Learning Initiative (HSLI) brings together community-based and school-day educators to create and provide a hands-on, enriching, and exciting summer learning curriculum—with an emphasis on service learning—for children and youth across Rhode Island with remarkable results.

- + Provides 210 hours of programming to offset learning loss during the critical summer months.
- + Generously supported by a collaborative effort between Hasbro, Inc. and United Way of Rhode Island.
- + A key focus on service learning promotes the essential skills of civic-mindedness and citizenship, and encourages youth to problem solve and advocate for a better world.

Impact of Summer Learning



Cooper, H., Nye, B., Charlton, K., Lindsay, J., & Greathouse, S. (1996). The effects of summer vacation on achievement test scores: A narrative and meta-analytic review. *Review of Educational Research*, 66, 227-268.

For more information, visit www.LIVEUNITEDri.org

Social-Emotional Benefits of Summer Learning

Youth in HSLI strongly noted that caring adults were present and that they felt engaged throughout the program.

Youth reported increases in opportunities to plan and lead as well as feeling supported by adults from their pre- to post-assessments.

86% of youth said they would come to the same summer learning program next year.

2016 data from SAYO-Y administration in eight HSLI sites.

More than **1,100** children and youth served in 14 programs in 10 communities across the state by HSLI.



STORIES FROM SITES

PROVIDENCE



Omar, a seventh grader, began his first summer with us nervous, quiet, and reserved, but he quickly developed into one of our **strongest leaders** both inside and outside the classroom. Before summer's end, Omar was even awarded the Spirit Stick, a distinction reserved for students who display the utmost **dedication to their growth, their peers, and our community**. This spirit was evident in both his passionate discussions around inequity and the school-to-prison pipeline, and through his empathic interactions with those around him. Omar's **energy and enthusiasm** left a lasting impression on adults and students alike, prompting his teachers to describe him as "a role model in every setting" with "an amazing love for learning and a great attitude." We are extraordinarily proud of Omar's growth, and cannot wait to see him **carry these skills into the school year and beyond**.

PAWTUCKET



Helena came to this country earlier this year. She possessed a great work ethic, but her skills needed work. Throughout our summer program, staff members were able to work on her

English-speaking skills as well as her reading and writing abilities. As a result, we saw **improvement in her pre- and post-assessments**. We also noticed a huge difference with Helena in her interactions with others.

During our dance classes, Helena gained a lot of attention, had many positive experiences, and **developed relationships with other students**. In doing so, she opened up and became proud of her ability. This also changed things for her in the classroom; where in week one she barely spoke, by week six she was comfortable engaging in class discussion and interacting with her peers.

WESTERLY



Thomas is an elementary school student who attends our afterschool program during the school year and keeps mostly to himself. This summer, he attended our program and completely came out of his shell. The staff always knew that he had the potential, and this summer was his time. He became a **natural leader** in his group, often helping to organize students when transitioning to other activities. Thomas would help to lead games or continue important team meetings if staff had to turn their attention to another matter. The amazing part is that **his peers would let him lead and respected him** to take some of the direction that he would give. Personally, I noticed a totally different Thomas when he interviewed to be a **student ambassador** for visitors to our program. Thomas had so many kind things to say, and he was so very **knowledgeable**; this was no surprise, but I was proud that he could so easily discuss the program and make eye contact with our visitors—something that I knew had been difficult for him in the past.

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