

RETHINK SUMMER

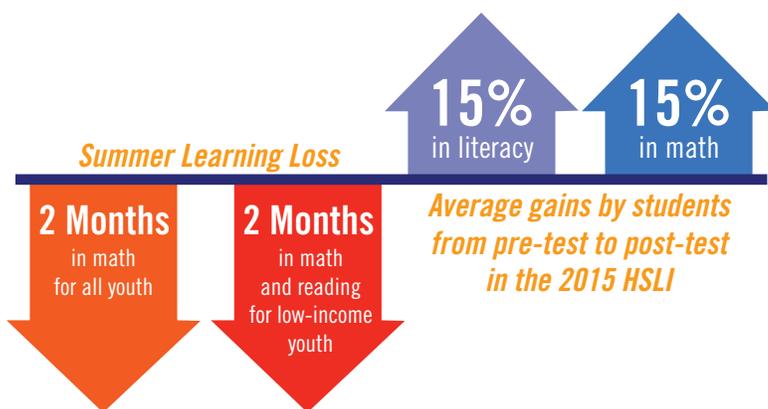
THE HASBRO SUMMER LEARNING INITIATIVE

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 youth during the critical summer months.
- + Supported by a public-private partnership among Hasbro, the Rhode Island General Assembly, and United Way of Rhode Island.
- + Service learning focus promotes the essential skills of civic-mindedness and citizenship.

Impact of Summer Learning



Summer Learning in Rhode Island

Increases in **opportunities to plan and lead** as well as **youth feeling competent as learners** were evident from pre- to post-assessment.

85% of youth said they would come to the same summer learning program next year.

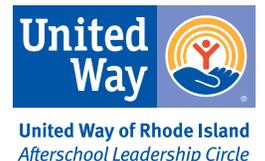
81% of youth said they would attend their school's or community's afterschool program in the fall.

2015 data from SAYO-Y administration in three HSLI sites.

OVER 1,600 CHILDREN AND YOUTH SERVED IN 18 PROGRAMS IN 13 COMMUNITIES ACROSS THE STATE BY HSLI.



For more information, visit www.LIVEUNITEDri.org



RETHINK SUMMER



NORTH PROVIDENCE

Ivan has been with our program for many years. Due to his autism, he has always struggled both academically and emotionally, and let his frustration get the best of him. Over the summer though, we saw him have huge success with his talent of drawing. When it came time to design invitations for our end-of-program extravaganza, his design was chosen by his peers, boosting his confidence. He then wanted to continue to volunteer to make educational posters and help any staff and teachers that he could. Socially, Ivan made a lot of new friends who wanted him to teach them his drawing techniques. This allowed him to share his passion, and come more out of his shell. Ivan was also very excited to have the opportunity to pick the books he wanted to read for summer reading, using his own library card, at our local library. Ivan really showed a new passion for learning.

PROVIDENCE

Mya was a student we met on the third day of our summer program. She initially was enrolled in another summer program, but when she heard about our construction and design program she immediately decided to join it. At first Mya was shy, hung back from the other youth, and was hesitant to answer questions. As an English language learner, she struggled with writing and speaking. Her comfort level with construction helped her to warm up in conversations with her teachers and peers. Soon, it became clear that Mya had emerged as a genuine leader. During presentations to clients in the community, she stood up and proudly presented her construction model, even as she struggled to find the right words in English. She was the first to volunteer to provide feedback on others' work as well, maintaining a clear sense

of the needs of the project as a whole. If the client needed a student representative for the project, Mya became the go-to. In the final celebration of the completion of the project, most of Mya's peers introduced their work with minimal words, but she spoke loudly and confidently, and held the audience's attention throughout, giving a thorough explanation of the project from beginning to end. Our program gave Mya the platform to demonstrate the informal knowledge she had as well as her capacity to be a leader. The door opened, and she ran through.

NORTH KINGSTOWN

Learning that you have a voice as a youth is a powerful motivator. The middle school students that attend our summer learning program are in that unusual space between being a child and being a teenager. Joe, one middle school-age attendee, started off the summer using the power he felt by being "older" as an excuse to bother younger attendees. One of our teachers recognized that Joe had many gifts he could offer, and decided to give him a job mentoring a small group of younger students. He was responsible for gathering the group, explaining directions of tasks, and was the first person the teacher would connect with when checking on the progress of the group. Joe began to slowly recognize the positive effect he had on his younger peers. He then began to seek out opportunities to lead—first in small ways such as starting a kickball game, and then in greater ways such as coordinating the service learning pizza party luncheon. Now that school has begun, Joe has sought out a staff member from the summer learning program to ask how he could be part of after school and share what he has learned about leading others.

For more information, visit www.LIVEUNITEDri.org

