

## About Idaho's Kids

- Approximately 431,000 children under the age of 18 reside in Idaho. (Idaho Kids Count, 2014)
- 19% are living in poverty (Idaho Kids Count, 2014)
- For Hispanic children the rate is 32% (Idaho Kids Count, 2014)
- There are almost 296,500 school children ages 5-17. (National Center for Education Statistics, 2014)
- 17% of children enrolled in public school are Hispanic (National Center for Education Statistics, 2014)
- Over 49% of children in public school qualify for free or reduced lunch (Idaho State Dept. of Education, March 2016)
- Over 13,000 children enrolled in public school are Limited English Proficient (National Center for Education Statistics, 2014)
- Over 100 languages are spoken by children in Idaho public schools (Limited English Proficiency Report, 2009)
- Only 36% of Idaho fourth graders scored at or above proficient in reading on the National Assessment of Educational Progress test in 2014 (National KIDS COUNT Program)

### Idaho Reading Indicator:

- 77% of low-income kindergartners were reading at grade level in the spring of 2015. When they returned as first graders in the fall, only 57.5% were reading at grade level. (Idaho State Dept. of Education)
- 63.5% of low-income first graders were reading at grade level in the spring of 2015. When they returned as second graders in the fall, only 48.25% were reading at grade level. (Idaho State Dept. of Education)

**We must keep all our children reading over the summer!**

# Summer Learning Loss and Library Summer Reading Programs

In 2015 almost 53,000 Idaho children and teens participated in a summer reading program through their local library. Additionally, another 31,500 children and teens participated in library summer outreach programs.

## What the research says...

**Over 30 years of studies consistently show that students who do not continue reading over the summer lose as much as three to four months of academic progress. This is especially true for low-income children. While children in higher-income families have access to books and participate in activities that support continued learning, children in low-income families have few books in the home and have restricted access to them.**

**By the end of the sixth grade much of the achievement gap between high-income and low-income children can be attributed to loss of learning over the summer months. Some studies estimate that this gap can be as wide as three years.**

From *"Summer Reading: Closing the Rich/Poor Achievement Gap,"* by Richard L. Allington and Anne McGill-Franzen. Teachers College Press, Columbia University, NY, and the International Reading Association. 2013.

**"Public libraries are helping to close the 'book gap' by providing children of all backgrounds access to high-quality reading materials and rich language experiences... The public library is important to the reading achievement of many children, particularly those children who lack other reading resources."**



From *"The Role of Public Libraries in Children's Literacy Development: An Evaluation Report,"* by Dr. Donna Celano and Dr. Susan B. Neuman. Pennsylvania Department of Education Office of Commonwealth Libraries, February, 2001.



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**Bright Futures begin with Summer Reading!**

*ICfL Outreach Programs:*

Parent Engagement

Reaching Underserved Children

School Partnerships

Visit us on the web:

<http://libraries.idaho.gov>

Who are the children in your community who are most in need of summer reading?  
How can you reach them?

## Summer Reading Research

- **Summer setback is the main source of the reading achievement gap between high- and low-income students; this setback is due to lack of summer reading activity. Low-income students have less access to reading material at home than advantaged peers. Providing low-income students with easy access to appropriate books, allowing them to select their own books to read, and encouraging them to read increases the amount of summer reading, resulting in lessening summer setback.** [Allington, R.L. & McGill-Franzen, A. (2008). Got books? *Educational Leadership*, 65 (7), 20-23. ]
- **Differences in a child's summer learning experiences during his or her elementary school years can impact whether that child ultimately earns a high school diploma and continues on to college.** [McLaughlin, B., & Smink, J. (2009, June). Summer learning: moving from the periphery to the core. *The Progress of Education Reform*, 10 (3).]
- **A large study of elementary students from varying backgrounds revealed that reading 4 to 5 books over the summer has the potential to prevent a decline in reading achievement scores from the spring to the fall.** [Kim, J. (2004, April). Summer reading and the ethnic achievement gap. *Journal of Education for Students Placed at Risk*, 9 (2), 169-189. ]
- **When children read what they choose themselves and read for enjoyment, they receive the most gains in reading achievement. Libraries can lessen some of the literacy challenges that children in low-income families face.** [Krashen, S. (2004) *The Power of Reading: Insights from the Research (2nd ed.)*. Portsmouth, NH: Heinemann.]



## Suggestions for effective ways to reach the neediest youth:

- Form partnerships with the schools
- Form partnerships with community groups and services that reach the disadvantaged
- Work with summer meal programs to “feed the body, feed the mind.”
- Make programs accessible and convenient for parents
- Involve the parents
- Involve volunteers
- Increase access to print materials with book giving or no-risk or low-risk book lending programs
- Make learning fun and child-driven