Resolution: Learning Loss

Rationale: All students experience "absence of learning loss" which is defined as the devastating result of an absence of learning and enrichment. Low-income students lose about 2.6 months of math computation skills and two months of reading skills while middle- and upper-income students may actually gain in reading comprehension. Because this loss is cumulative, the achievement gap widens for minority and vulnerable students over the years.

Low-income parents often lack the resources to provide children with supplemental enrichment activities or sufficient reading materials needed to reinforce important literacy skills. Further, children who are English Language Learners need additional exposure to printed material, which may be difficult for children in homes where English is not their first language.

Research shows that students who participate in high quality learning and enrichment programs that include the arts, physical education, science, community service and more, do as well as their more affluent counterparts.

WHEREAS, Learning loss is of greater magnitude for the most vulnerable learners including children from lower socio-economic households, ethnic minorities and English Language Learners; and

WHEREAS, Most students lose approximately two months of math-computation skills during extended time away from instruction during extended time away from instruction and the learning loss in reading varies across socioeconomic status with low-income students losing about two months of reading achievement; and

WHEREAS, Learning loss experienced due to extended time away from instruction is cumulative and it accounts for more than one-half of the achievement gap between lower and higher income students, and by the end of fifth grade, disadvantaged youth are nearly three grade equivalents behind their more affluent peers in reading; and

WHEREAS, Children who participate in five to six weeks of additional quality -learning opportunities which include a wide range of activities including the arts, physical education, science, math, and community service make significant gains in reading and math; now therefore be it

RESOLVED, Florida PTA and its constituent associations educate parents, administrators, school board members, teachers and communities about the impact of learning loss due to extend time away from instruction (i.e. pandemic, natural disaster, etc.) due to extend time away from

instruction (i.e., pandemic, natural disaster, etc.) and the advantages of summer learning and enrichment programs; and be it further

RESOLVED, Florida PTA and its constituent associations urge policy makers at federal, state and local levels to create policies and legislation that support and fund learning programs to supplement time lost from inability to be in the classroom to supplement time lost from inability to be in the classroom with emphasis on reading and math for disadvantaged youth; and be it further

RESOLVED, Florida PTA and its constituent associations encourage collaboration and partnerships between school districts, park and recreation departments, libraries, youth-serving organizations, community and faith-based organizations, businesses, and nonprofits to provide children and youth with supplemental learning activities and enrichment programs.

Sources:

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