Welcome!

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Part I – Getting to Work on Summer Learning & Summer Learning Toolkit

Part II – Summer Learning Toolkit, A Deeper Dive: Keys to Staffing & Professional Development – MARCH 28, 1pm ET

Part III – Summer Learning Toolkit, A Deeper Dive: TBD (We want to hear from you!) EARLY APRIL
• Webinar guidelines
• Jennifer McCombs, RAND Corporation
• Hillary Oravec & Katie Willse, The Learning Agenda
• Q & A
• Wrap up
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Jennifer McCombs
Director, Behavioral and Policy Science Department
RAND Corporation
GETTING TO WORK ON SUMMER LEARNING
GUIDANCE FOR CREATING HIGH-QUALITY, EFFECTIVE SUMMER PROGRAMS

Jennifer McCombs, PhD
Director, Behavioral and Policy Science Department
RAND Corporation
TODAY’S PRESENTATION IS BASED ON FINDINGS FROM THE NATIONAL SUMMER LEARNING PROJECT

- *Getting to Work on Summer Learning, 2nd Ed.*, forthcoming Fall 2018
- Draws on four years of evaluation data:
  - Classroom observations
  - Teacher surveys
  - Teacher and administrator interviews
  - Site observations
  - Outcome analyses
- The goal of the National Summer Learning Project study and publications is to help others create effective programs
THE NATIONAL SUMMER LEARNING PROJECT EXAMINES A SPECIFIC SUMMER PROGRAM MODEL

- no-cost full day program for 5 to 6 weeks
- small classes of 15 or fewer students
- Certified teachers focused on 3 hours of academics per day
- meals
- transport
FOUR FACTORS RELATED TO EFFECTIVE SUMMER LEARNING PROGRAMS

- Sufficient duration
- Regular attendance
- Quality instruction
- Positive climate
GETTING TO WORK ON SUMMER LEARNING PROVIDES RESEARCH-BASED GUIDANCE FOR DEVELOPING EFFECTIVE SUMMER PROGRAMS

- Planning and management
- Student recruitment and retention
- Teacher selection
- Positive site climate
- Teacher professional development
- Maximizing instructional time
- Academic curricula and its instruction
- Enrichment activities and their implementation
- Funding cost and revenues
PLANNING AFFECTS EVERY ASPECT OF A SUMMER PROGRAM

- Site management
- Site climate
- Instructional quality, for both academic and enrichment classes
- Use of time
- Student attendance
DISTRICTS AND PARTNERS FACE CHALLENGES WHEN PLANNING

01 Uncertain budgets
02 School-year demands
03 Lack of dedicated personnel
04 Competition for district expertise
05 Lack of time
PROMISING PRACTICES FOR PLANNING

- Start early and be inclusive
- Identify a dedicated lead to manage cross-functional planning who has influence/authority and time for summer
- Engage key departments, subject experts, and site leaders in planning
- Meet regularly and be comprehensive in scope
- Engage in a continuous improvement process
STUDENTS HAVE TO ATTEND PROGRAMS IN ORDER TO BENEFIT FROM THEM

01
High attenders after the second summer benefited in reading and mathematics (in fall and spring) and had higher social and emotional competency ratings.

02
School-year benefits were stronger when students attended two consecutive summers of programs.
RECRUITING STUDENTS AND OBTAINING STRONG ATTENDANCE TAKES EFFORT

- 10-30% of students who signed up never showed up for one day of the program
- Average daily attendance was 75% across the districts
- About half of the students recruited to the program in the first summer returned to the program in the second summer
### Promising Practice to Recruiting Students and Obtaining Strong Attendance

<table>
<thead>
<tr>
<th>Develop</th>
<th>Develop compelling and accurate recruitment and enrollment information for parents</th>
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<tbody>
<tr>
<td>Establish</td>
<td>Establish a firm enrollment deadline and a clear attendance policy</td>
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<tr>
<td>Plan</td>
<td>Acknowledge the potential no-show rate and plan for it in recruiting and budgeting.</td>
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<tr>
<td>Provide</td>
<td>Provide small incentives for students who attend</td>
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<tr>
<td>Foster</td>
<td>Foster a positive site climate</td>
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STAFF HIRING DETERMINES WHO IS IN FRONT OF STUDENTS AND HOW PREPARED THEY ARE

- Hire teachers with grade-level and subject-matter expertise and, if possible, familiarity with the students
- Teachers’ content knowledge influences the effectiveness of their instruction in academic and enrichment classes
KEY CHALLENGES FOR STAFF HIRING

01 Attracting qualified and motivated applicants

02 Many teachers need a break in the summer

03 Some staff “take it easy” during the summer

04 Overcoming union regulations for academic teachers
## Promising Practices to Recruit Motivated and Effective Teachers

<table>
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<tr>
<th>Recruit early</th>
<th>Advertise benefits for teachers</th>
<th>Emphasize importance of program</th>
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</table>
| Begin recruiting early in late winter/early spring | Advertise the reported benefits of teaching in summer:  
- 81-97% of surveyed teachers agreed that they enjoyed their summer experience due to small size, curricular materials, half-day schedules, departmentalization | Emphasize the importance of the program and student benefits of improved achievement and access to enrichment opportunities |
PROMISING PRACTICES TO SELECT MOTIVATED AND EFFECTIVE TEACHERS

- Prioritize content knowledge and grade level experience
- Solicit recommendations
- Require cover letters
- Conduct interviews
PROMISING PRACTICES TO RETAIN MOTIVATED AND EFFECTIVE TEACHERS THE FOLLOWING SUMMER

- Allow half-day schedules
- Employ sufficient adults in the program to address students’ needs and behavior
- Ensure that teachers have all the materials they need on time

The majority of teachers in our study did re-apply in the subsequent summer
POSITIVE SITE CLIMATE DRIVES STUDENT DAILY EXPERIENCES AND ENJOYMENT OF THE PROGRAM

Common language about the goals and culture of the program + Quality staff-to-student interactions = Higher student attendance
KEY CHALLENGES FOR ESTABLISHING POSITIVE SITE CLIMATE

- Poor logistics and planning = confused adults
- Lack of shared vision for the program
- Inconsistent standards for student behavior
- Interactions during transitions
PROMISING PRACTICES TO ESTABLISHING POSITIVE SITE CLIMATE AND POSITIVE STUDENT EXPERIENCE

- Develop a clear, positive message about the summer site culture
- Train staff
  - Culture of the site
  - Behavioral expectations
  - Importance of positive adult engagement throughout the day
- Ensure site leaders observe instructional and noninstructional periods
- Support positive student behavior
  - May require additional staff
A SUMMER PLANNING TOOLKIT ACCOMPANIES THE RELEASE OF GETTING TO WORK ON SUMMER LEARNING, VOL. 2

The toolkit includes:

- Summer Planning Calendar & Companion Guide
- Summer Learning Budget Tool
- Sustainability Planning & Group Reflection Tool
- Job Descriptions & Scopes
- Staff Handbooks
- Classroom & Enrichment Observation Tools

- Enrichment Contracting
- Partner MOUs
- Tip Sheets
  - Using Data to Group Students
  - Selecting and Modifying Curricula
  - Planning High-Quality Professional Development
  - Promoting Participation & Experience
During the summer, low-income students lose ground compared to their wealthier peers. But summer can also be a time to help level the playing field through high-quality, summer learning programs that research shows produce measurable benefits in math, reading and social and emotional learning.

The toolkit can be found in the Wallace Foundation Knowledge Center: https://www.wallacefoundation.org
SUMMER PLANNING WEBINAR SERIES

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NATIONAL SUMMER LEARNING WEEK

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Thank you!