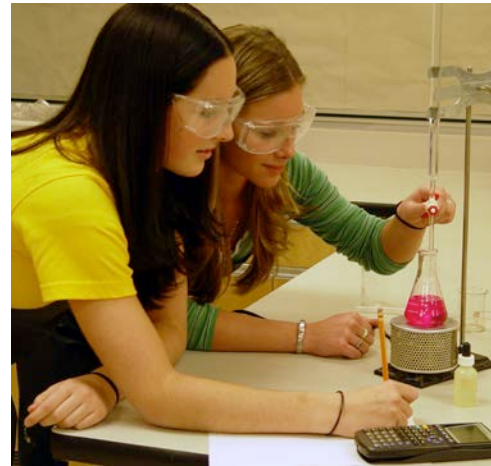# Summer Program Planning Tools

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

Leslie Gabay-Swanston
Director of Program and Systems Quality
National Summer Learning Association

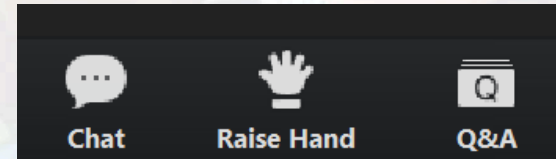**Part I – Getting to Work on Summer Learning & Summer Learning Toolkit**

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

- To check your audio, click Audio Settings in the lower left side of your screen

- For all questions: use the **Chat box**.

- Your phone line is muted.

- This webinar is being recorded.
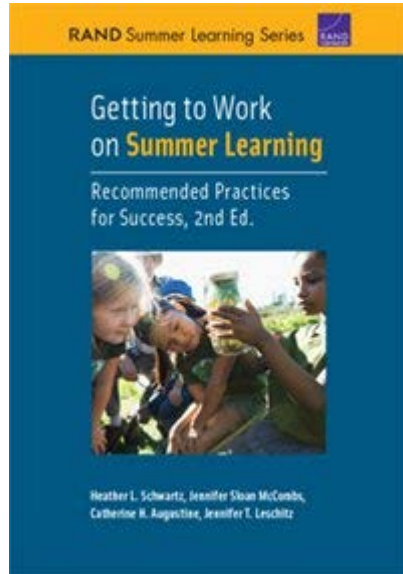
Jennifer McCombs
Director, Behavioral and Policy Science Department
RAND Corporation

GETTING TO WORK ON SUMMER LEARNING

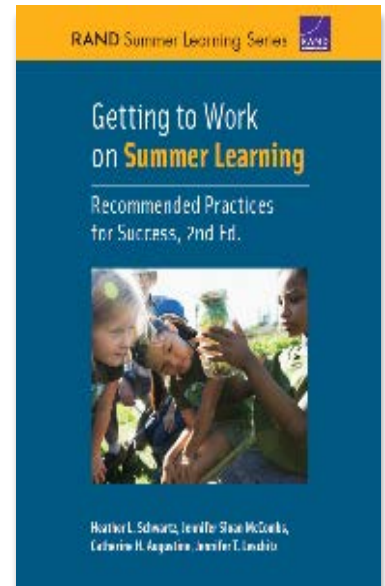## GUIDANCE FOR CREATING HIGH-QUALITY, EFFECTIVE SUMMER PROGRAMS

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

RAND Summer Learning Series

Getting to Work on **Summer Learning**

Recommended Practices for Success, 2nd Ed.

Heather L. Schwartz, Jennifer Sloan McCombs,
Catherine H. Augustine, Jennifer T. Leschitz

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
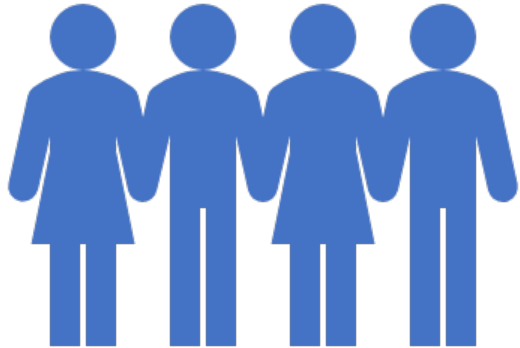
- 10-30% of students who signed up never showed up for one day of the program

- 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

Develop	Develop compelling and accurate recruitment and enrollment information for parents
Establish	Establish a firm enrollment deadline and a clear attendance policy
Plan	Acknowledge the potential no-show rate and plan for it in recruiting and budgeting.
Provide	Provide small incentives for students who attend
Foster	Foster a positive site climate

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

| Recruit early	Advertise benefits for teachers	Emphasize importance of program
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
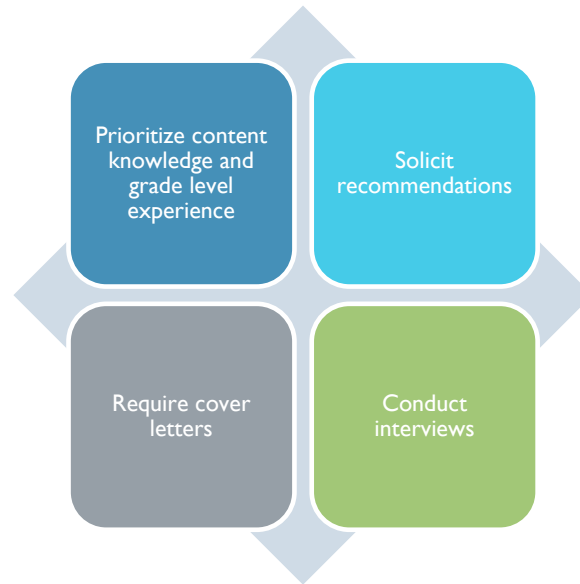
PROMISING PRACTICES TO RETAIN MOTIVATED AND EFFECTIVE TEACHERS THE FOLLOWING SUMMER

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

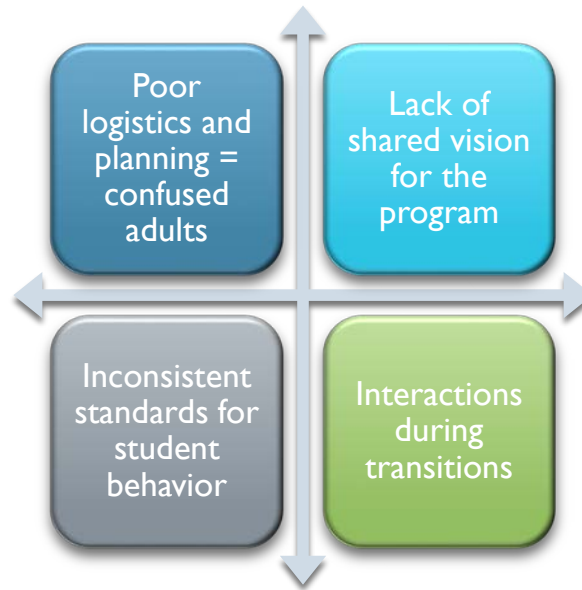Common language about the goals and culture of the program **+** Quality staff-to-student interactions **=** Higher student attendance

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
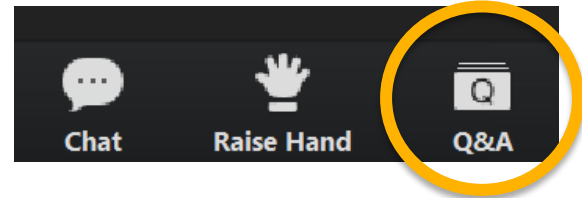
THE LEARNING AGENDA

BUILD EXPERTISE · STRENGTHEN NETWORKS · AMPLIFY IMPACT

Katie Willse
Engagement Manager,
The Learning Agenda

Hillary Oravec
Managing Partner,
The Learning Agenda

Summer Learning Toolkit

Evidence-based tools and guidance for delivering effective programs

**Toolkit Home** Planning Academics & Enrichment Staffing Site Climate Student Recruitment About the Toolkit

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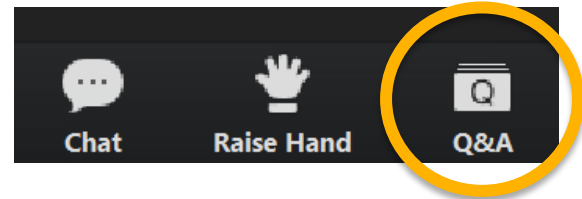
The toolkit can be found in the Wallace Foundation Knowledge Center: https://www.wallacefoundation.org

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Thank you!