

# Getting ready for summer: Strategies to strengthen summer learning for all

Webinar  
March 10, 2022

If you can see the slide and hear the music, you are all set.



## Welcome! We will begin shortly.

All attendees are muted upon entry.  
Please use the chat feature for comments and questions during the webinar.

# Thank you for joining us

**The webinar will be recorded and available.**

All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.

Please introduce yourselves in the chat box

- Your name
- Your location
- Your role in the educational sector



[@learningforward](https://twitter.com/learningforward)



# Thank you for joining us



**Frederick Brown**  
Moderator

Chief Learning  
Officer/Deputy

Learning Forward



# About The Wallace Foundation

- The mission of The Wallace Foundation is to foster equity and improvements in learning and enrichment for young people, and in the arts for everyone.
- Wallace accomplishes this by working nationally to answer important questions that, if solved, could help strengthen practices and policies within these fields.
- Wallace grants have dual goals: locally, to directly benefit the communities in which grantee partners work, and nationally, to benefit the broader field through the development and dissemination of credible, useful knowledge.

# Participants will ...

- Understand key findings from the summer learning report and consider implications for the work in their districts; and
- Explore how communities have developed collaborative efforts to strengthen and promote summer opportunities.

**1. How far along is your district in planning for summer learning?**

- A. We are fully prepared and ready to go!
- B. Planning is underway and seems to be going well.
- C. OMG...summer is coming so fast! We're not ready!
- D. Other or not sure.

**2. To what degree is your district planning to collaborate and/or engage with your community this summer?**

- A. Our community partners are key stakeholders.
- B. We plan to include them but haven't yet.
- C. We haven't talked to anyone outside the district walls.
- D. Other or not sure.



# Panel discussion



**Catherine Augustine**

Senior Policy Researcher  
and Professor of Policy  
Analysis

Pardee RAND Graduate  
School

Pittsburgh, PA



**Greg MacPherson**

Chief Big Thought  
Institute Officer

Big Thought

Dallas, TX



**Christine Cray**

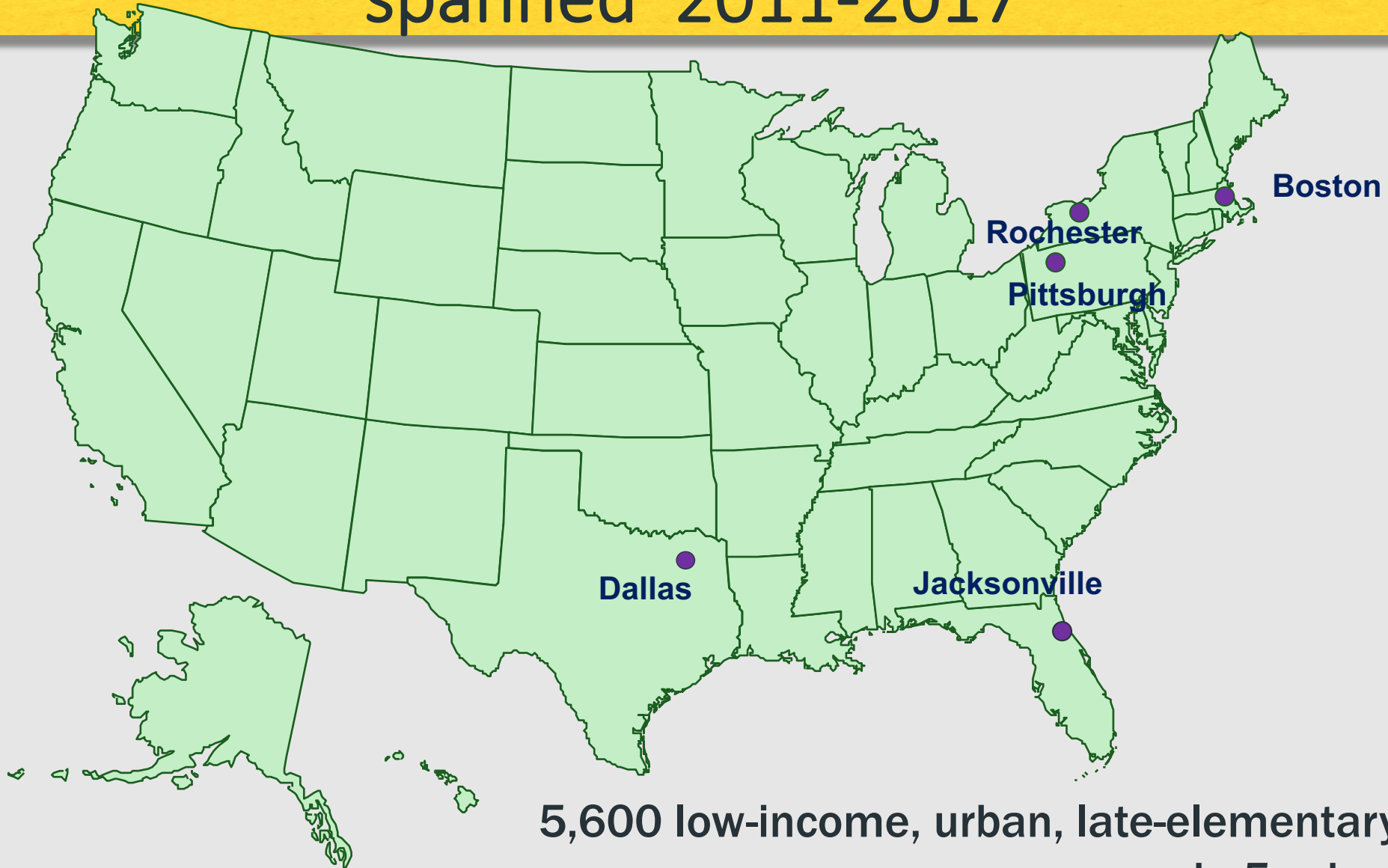
Director of Student  
Services Reforms

Pittsburgh Public  
Schools

Pittsburgh, PA

# The National Summer Learning Project and study spanned 2011-2017

Catherine  
Augustine



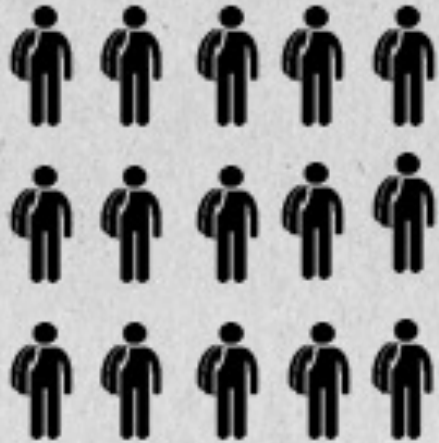
5,600 low-income, urban, late-elementary students  
in 5 school districts



# We examined the effectiveness of a specific program model in five districts



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



enrichment activities  
daily



meals



transport

We conducted a randomized controlled study, with supplemental correlational analyses

# We collected and analyzed an extensive set of data

- ✓ 900 interviews
- ✓ 2,000 observation hours of academics and enrichment
- ✓ 1,200 surveys of summer staff
- ✓ Attendance records for 5,600 students
- ✓ Math and English language arts (ELA) assessments for 5,600 students
- ✓ Other outcome measures

# We found that frequent attenders over two summers benefitted in mathematics and ELA

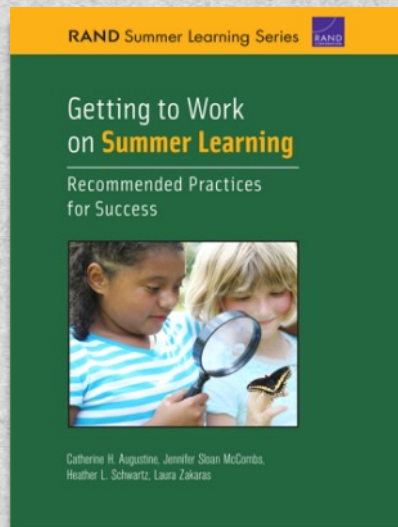
- ✓ **Finding:** Short-term gains in math were equivalent to about 15% of what students learn in mathematics in a calendar year.
- ✓ **Finding:** After two consecutive summers, students with high attendance (20 or more days per summer) outperformed peers in math, ELA, and social and emotional learning (SEL).
- ✓ **Finding:** Students who received a minimum of 25 hours of math, and 34 hours of ELA performed better on the subsequent state math and ELA tests.



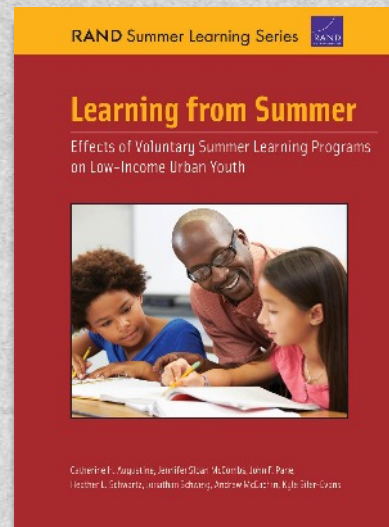
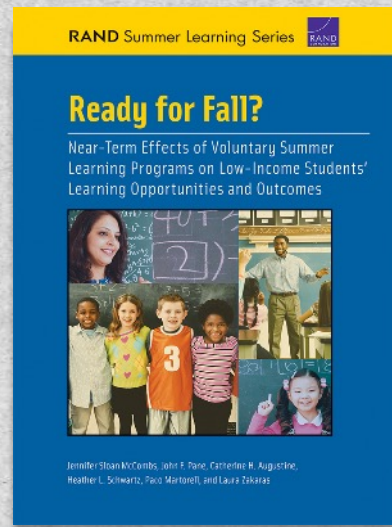
# The fifth publication in our Summer Learning Series specifies recommendations for achieving these outcomes

## *Getting to Work on Summer Learning*

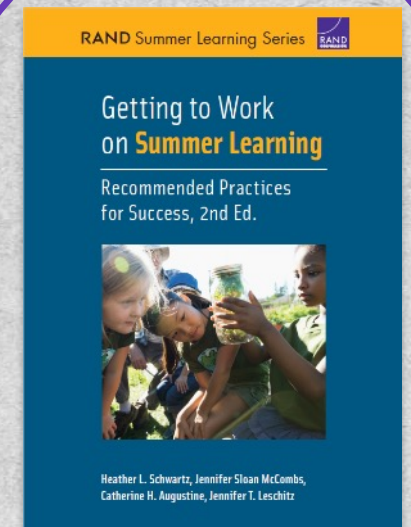
1st edition



2012



Updated, 2nd edition



2018

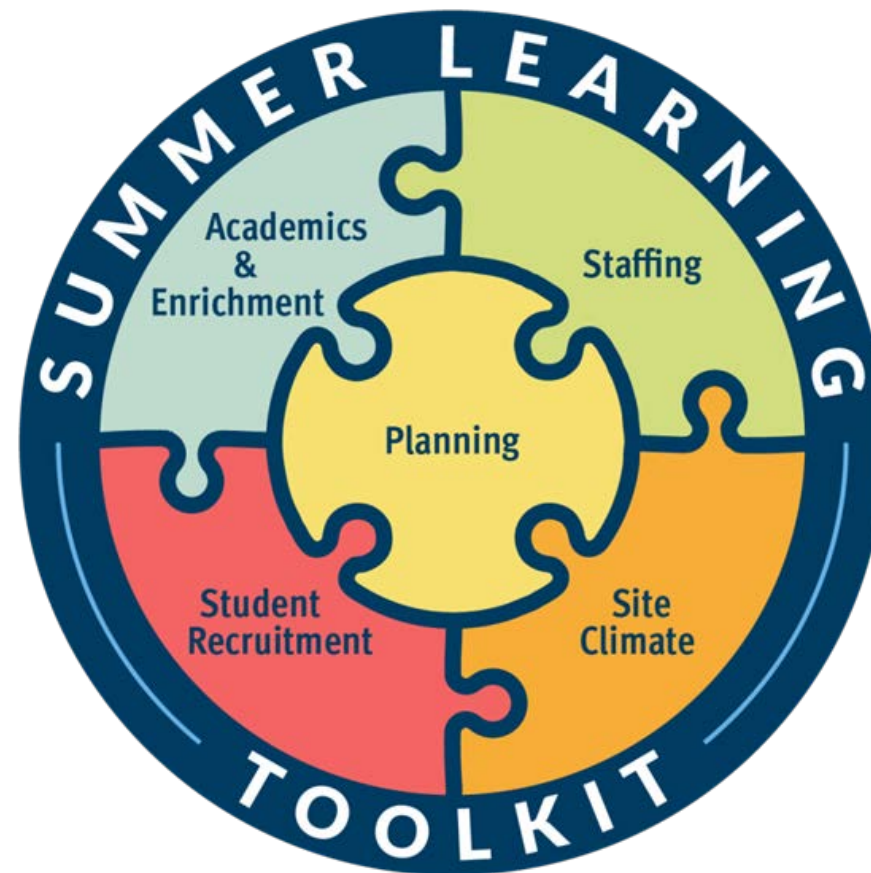
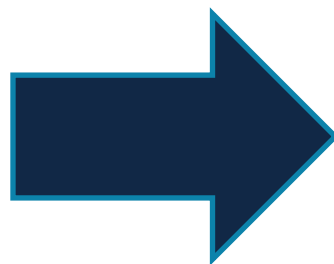


## Getting to Work on **Summer Learning**

Recommended Practices  
for Success, 2nd Ed.



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



[summerlearningtoolkit.org](https://summerlearningtoolkit.org)

# Getting to Work on Summer Learning provides detailed recommendations on ...



Early planning



Teacher selection



Use of time



Student recruitment



Academic curriculum and instruction



Enrichment activities



Positive climate



Program costs



# 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
- Consider staff and teachers' potential for positively impacting the program's culture

# Promising practices to recruit and retain motivated and effective teachers

- Implement and advertise the reported benefits of teaching in summer:
  - 81-97% of surveyed teachers agreed that they enjoyed their summer experience, mostly due to:
    - Access to new curricular materials
    - Timely, organized delivery of materials
    - Small class sizes
    - Departmentalization
    - Supportive adults
    - Half-day schedules
- Emphasize these aspects as well as the importance of the program's goals and student benefits
- Provide PD on the curriculum before the program starts
- Some districts provided bonuses last summer as well as child care



# *Getting to Work on Summer Learning* provides detailed recommendations on...



Early planning



Teacher selection



Use of time



Student  
recruitment



**Academic curriculum  
and instruction**



Enrichment  
activities



Positive climate



Program costs

# Promising practices for curriculum and its instruction

- Engage experts to anchor the program in written curricula that aligns to
  - school-year standards
  - student needs
- Provide strategies for differentiation in curriculum materials
- Encourage instructional leaders to observe instruction of the curriculum and provide feedback
- Serve students in small classes or groups (12 or fewer)



# *Getting to Work on Summer Learning* provides detailed recommendations on...



Early planning



Teacher selection



**Use of time**



Student  
recruitment



Academic curriculum  
and instruction



Enrichment  
activities



Positive climate



Program costs

# Promising practices to maximize instructional time

- Offer programs of at least 5 weeks' duration
- Schedule 1.5-2 hours each day for each academic subject
- Acknowledge time for transitions (which might lengthen the day)
- Foster a positive site climate
  - Sites with a *negative* site climate rating had 79% ADA
  - Sites with a *mixed* site climate rating had 82% ADA
  - Sites with a **positive** site climate rating had **86%** ADA
- Offer engaging and fun non-academic activities





History of Partnership

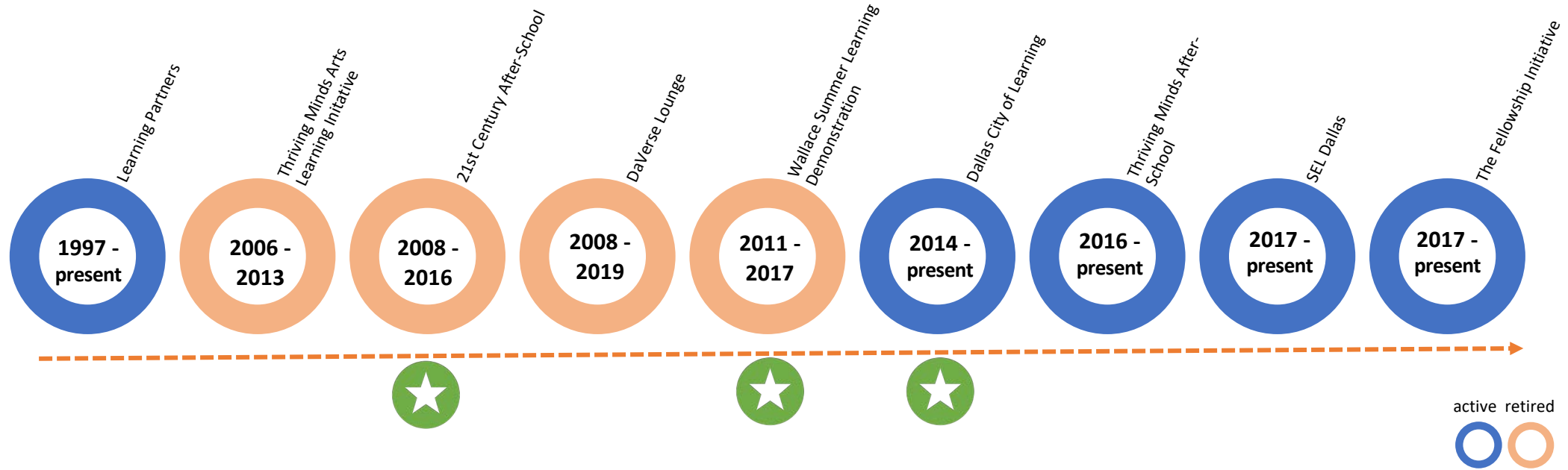
Areas of co-design and support

Sharing best practices

Dallas City of Learning and Community Summer Collaboration



&



*As an OST Intermediary, Big Thought co-designed and supported district with multiple components.*



**Early planning**



Teacher selection



**Use of time**



**Student  
recruitment**



Academic curriculum  
and instruction



**Enrichment  
activities**



**Positive climate**



**Program costs**





## Enrichment activities

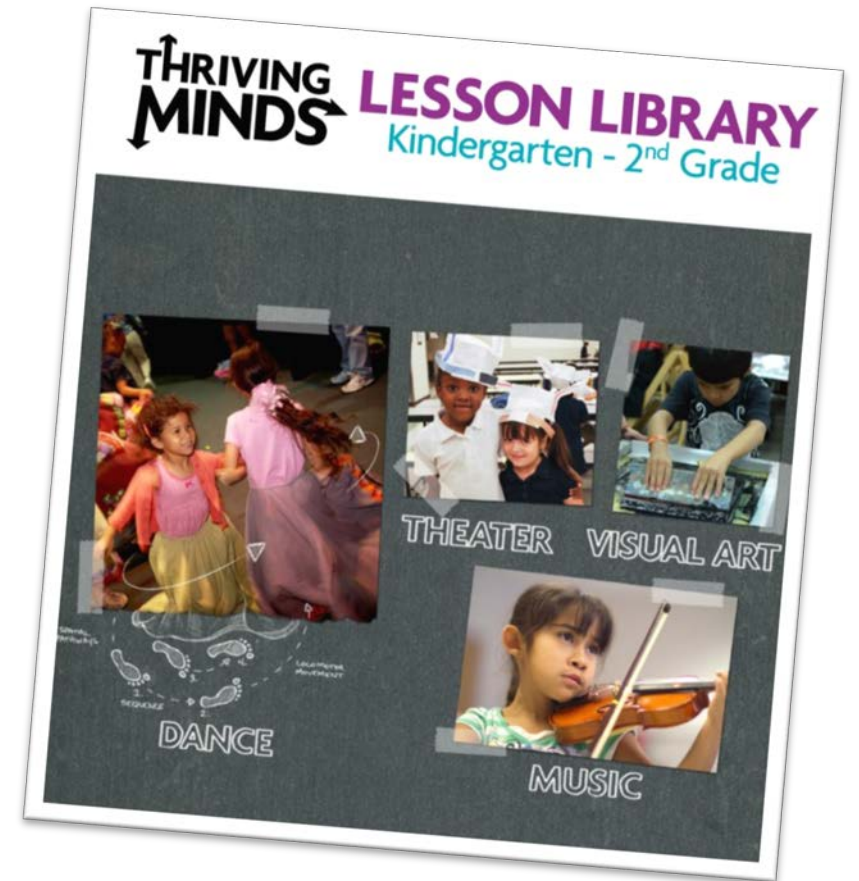
Managed RFP and procurement of enrichment services

Coordinated field trips and on-campus experiences

Developed enrichment curriculum aligned to academic themes and learning objectives

Professional development, observation, and coaching

Provided on-site Coordinator to support enrichment logistics



# Sharing Best Practices: Technical Assistance Provider for ADSY





# STATE OF SUMMER

**2014**

DCoL was Born  
Convened Community Leaders & Organizations

**2017**

Data baseline established  
Access, Dosage, Quality

**2020**

Innovation & Challenges  
Synchronous, Asynchronous, Hybrid  
Digital Divide  
Resources

**2015**

Public-Private partnership solidified  
City of Dallas, Dallas ISD, and DCoL Partners

**2019**

Positively impacts student attendance and academic achievement  
Youth & Partners Expansion  
30+ days begins to impact  
1 Summer Good – 2 Summers Better





# Leveraging Summer to Boost Student Learning

## *Pittsburgh Public Schools*



**B**uilding Positive Relationships • **O**pportunities for Exploration  
**O**n Track for Your Future • **S**upporting Academic Success  
**T**hriving in a Fun Environment

# Context: Strengths & Assets

- Office of Out-of-School Time with two full-time managers focusing on community partnerships & summer programming
- Formal agreements with **159** community organizations providing OST services to PPS in grades PreK-12; data sharing via MOU & CitySpan
- Longstanding District-run summer learning programming incorporating research-based best practices, with proven outcomes for students
- 50 community learning hubs operated during COVID school closure to serve students in person, with funding from Department of Human Services

# Adapting To Meet New Needs



**Building Positive Relationships • Opportunities for Exploration**  
**On Track for Your Future • Supporting Academic Success**  
**Thriving in a Fun Environment**

 Expect great things.



# Goals for Summer Programming

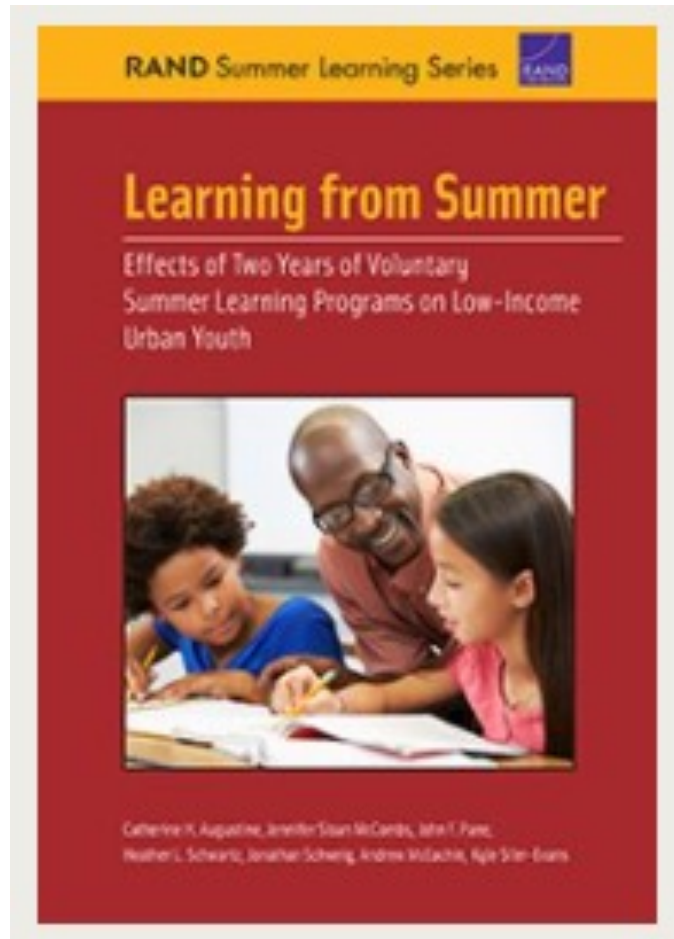
- Build upon what we know works locally and based on research
- Serve as many students as possible
- Prioritize engaging with our students with the greatest need
- Target critical academic skills while reengaging with student socially and emotionally
- Ensure that offerings are consistent and student needs are met equitably
- Safely come together in person

# Summer BOOST

- B — Building Positive Relationships
  - O — Opportunities for Exploration
  - O — On Track for Your Future
  - S — Supporting Academic Success
  - T — Thriving and Fun Environment
- 
- Grades K–7
  - ELA, Math, SEL & Enrichment + FUN!
  - Staffed by PPS teachers, in partnership with CBOs



# Designing for Impact



- 5-week program
- Focus on supporting attendance
- Ensuring sufficient academic time
- Recruiting district teachers and staff
- Thoughtfully designed curriculum
- Coordination and supports for a fully inclusive environment





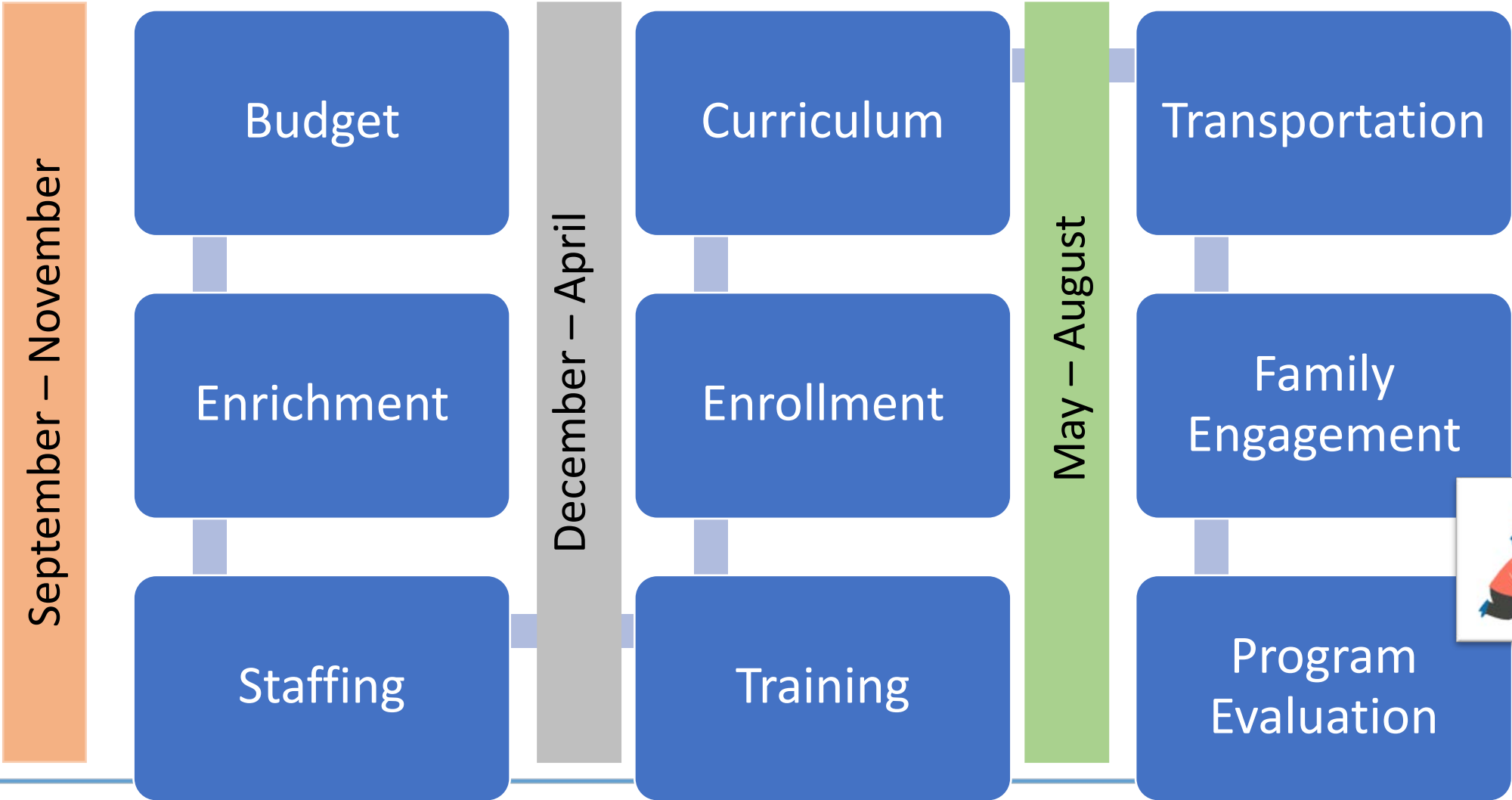
# Key Partnerships

- APOST — Contracting and invoicing with CBOs
- RIF — Book give-aways
- Children’s Hospital — Bike helmets
- Learn & Earn — Youth employment opportunities
- University of Pittsburgh — Reading Specialist interns
- Duquesne University — Tutors
- Pittsburgh Promise — Promise coaches

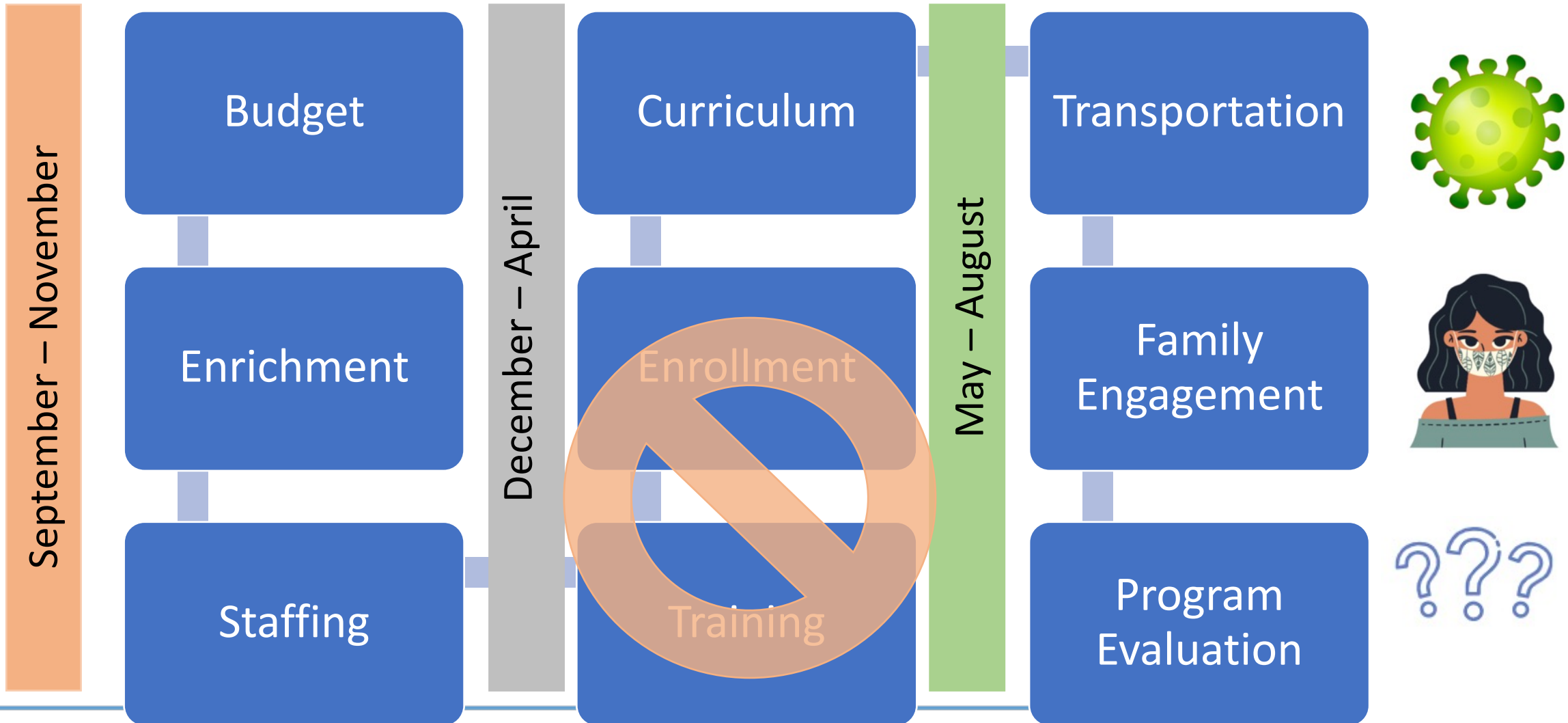


Expect great things.

# Summer Starts in September!

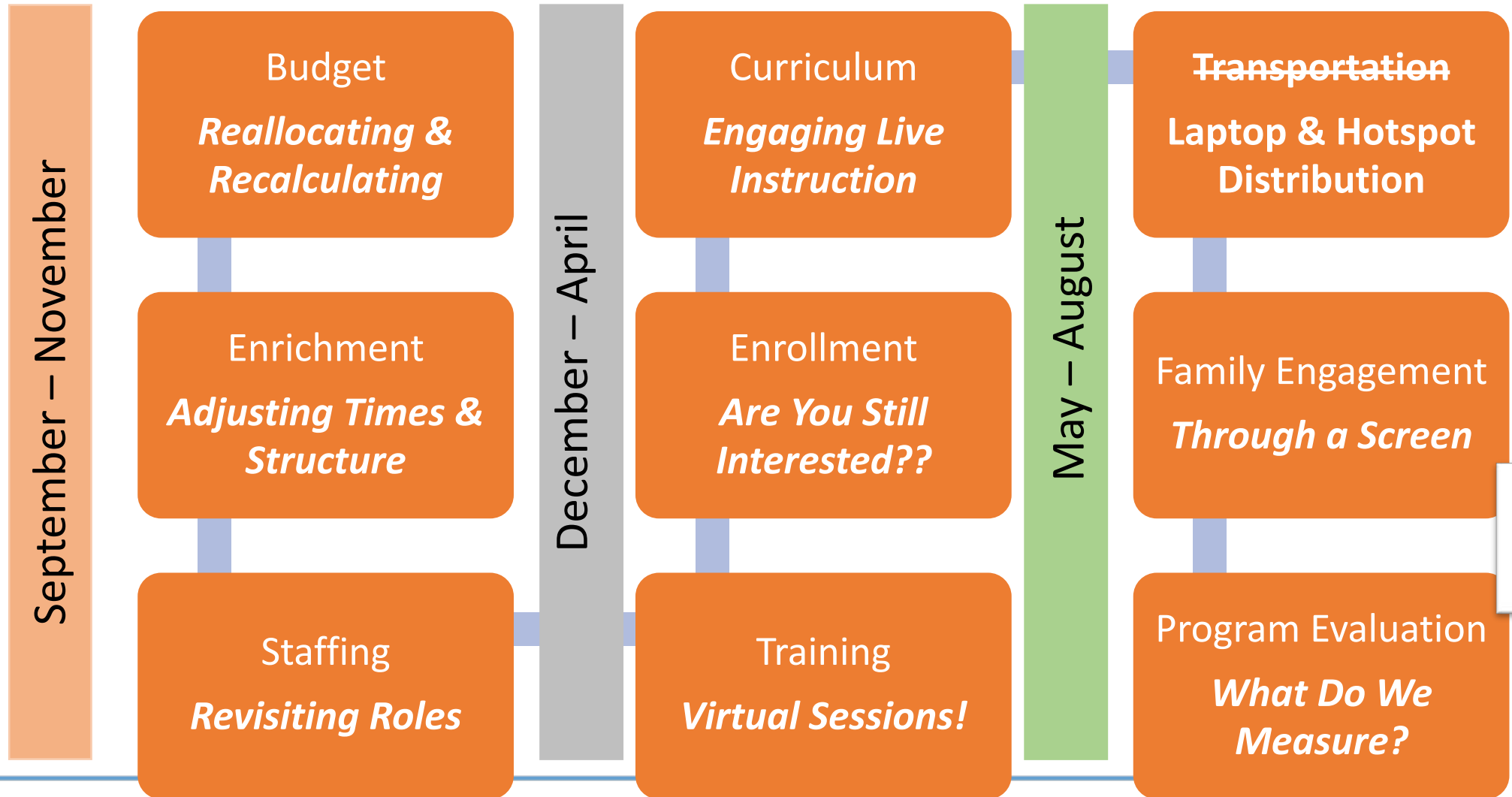


# Summer Starts in September .. then pauses ..

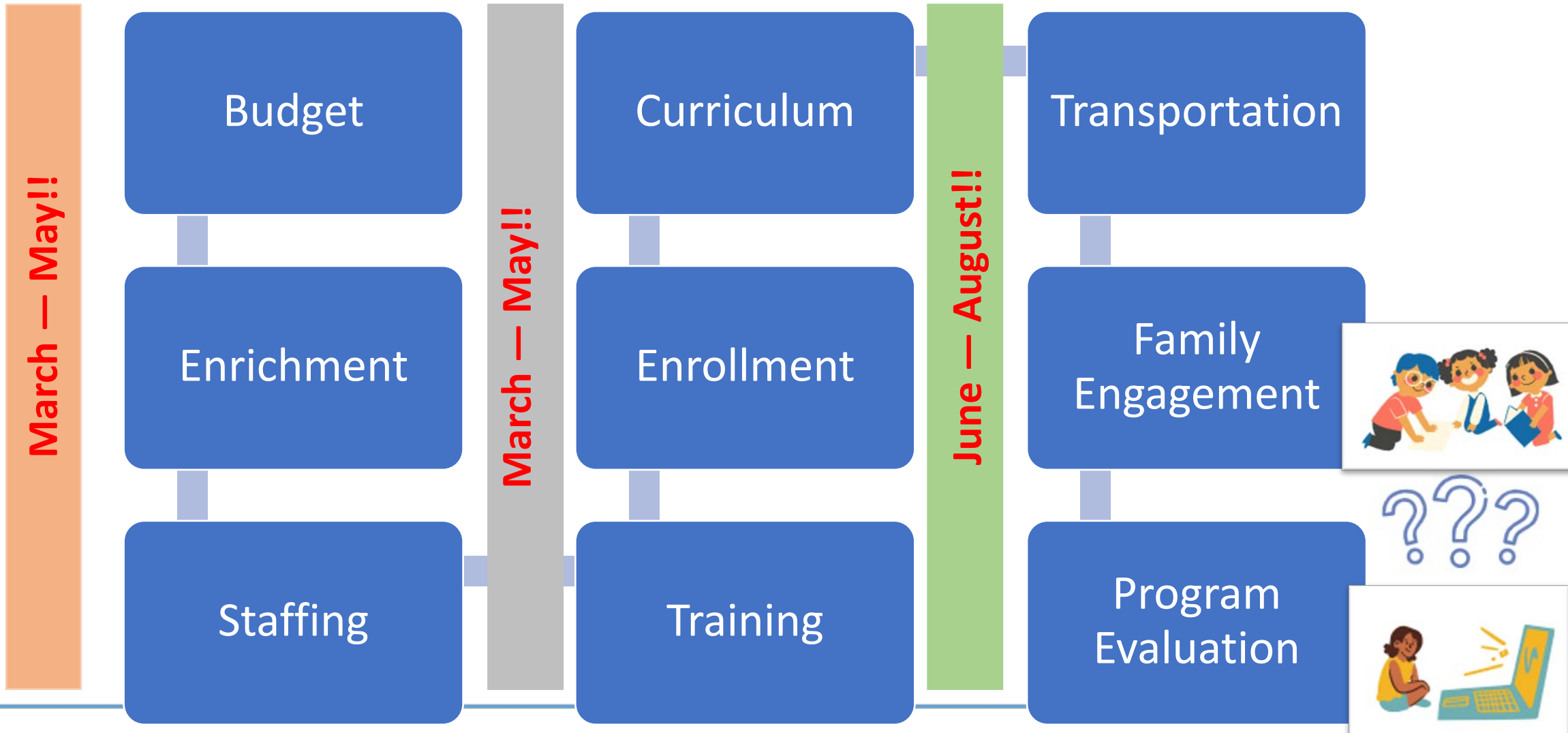




# And we pivot ...



# Planning Amid Uncertainty





<b>Overarching SEL themes &amp; goals:</b>	<b>Accomplished via:</b>
Building positive relationships	Daily check-in, get-to-know-you activities and structured discussions (think, pair, share; small group and circle conversations)
Support the ongoing development of a positive self-concept and self-efficacy, including positive racial identity development and growth mindset with respect to academic performance and social-emotional skills and habits	Focus on goal setting, growth mindset, resilience, self-knowledge, emotions, self-efficacy, and celebrating successes; incorporate conversations about race and integrate culturally responsive content and practices; firmly utilize asset-based practices
Re-engaging students with in-person instruction — ensuring positive experiences with peers, teachers, and in a school setting	Remaining positive and upbeat, genuinely listening to students, encouraging them to share and being responsive to their thoughts and needs
Equipping students with skills and strategies that they can use for their own emotion regulation	Mindfulness practices, deep breathing and other self-awareness and sensory experiences and exercises integrated daily





# SEL Block Overview

Timing	Activity
~2 minutes	Welcome & Greeting
~3 minutes	Check-In
~23 minutes	Activity, Lesson, or Discussion
~2 minutes	Closure

## SEL Focus By Week

- 1 – Welcome, Rituals & Routines, Getting to know one another
- 2 – Goal Setting
- 3 – Growth Mindset
- 4 - Resilience
- 5 – Self-knowledge & Emotions
- 6 – Self-efficacy
- 7 – Reflection & Celebration

**Expect great things.**

# Planning for Program



Summer Dreamers Academy  
Camp Site Planning Template

Name: \_\_\_\_\_

Camp Site: \_\_\_\_\_

The image shows a colorful graphic for 'SUMMER DREAMERS ACADEMY' with various icons like a lightbulb, a book, and a target. Below the graphic is a form with two lines for 'Name' and 'Camp Site'.

- Camp Culture, e.g., “Theme”
- Morning Meetings
- Incentives (camper & staff)
- Attendance & Retention
- Behavior Management
- Parent Engagement
- Daily Schedule
- First-day Plans
- Culminating Events

# Planning for Program



Summer Dreamers Academy  
Camp Site Planning Template

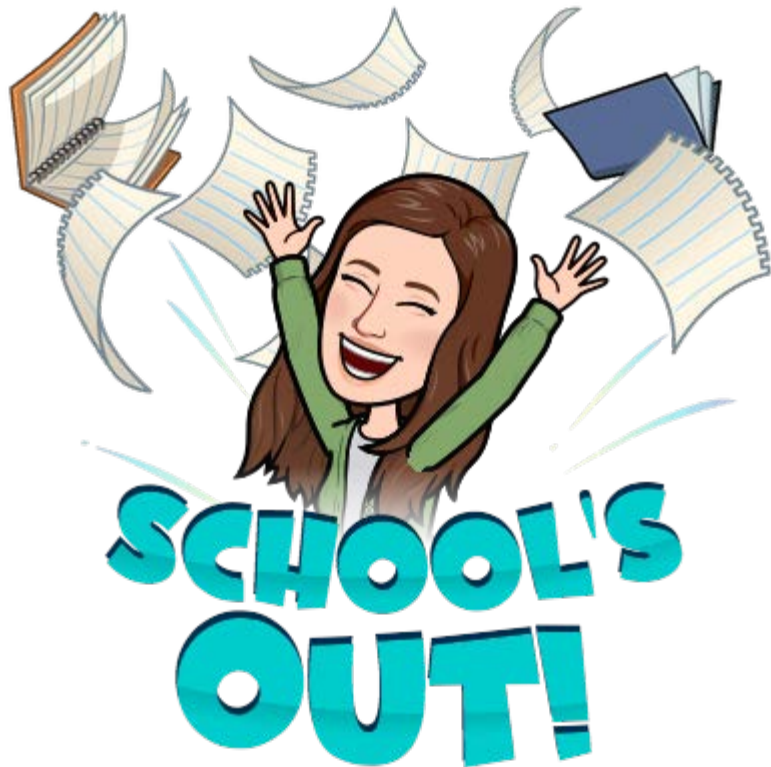
Name: \_\_\_\_\_

Camp Site: \_\_\_\_\_

The image shows a colorful graphic for 'SUMMER DREAMERS ACADEMY' with various icons like a camera, a book, a globe, and a target. Below the graphic is a form with two lines for 'Name' and 'Camp Site'.

- What incentives will exist for campers to attend camp daily?
- How will you monitor behavior to identify and address minor problems before they escalate to more severe issues?
- How will parents be able to ask questions or convey concerns about their child during camp?
- How will recess be structured?

# Thank You!



**Christine Cray**

Director, Student Services Reforms

Pittsburgh Public Schools

[ccray1@pghschools.org](mailto:ccray1@pghschools.org)

Expect great things. 



# Discussion and Questions



Let us hear from you

**Please fill out our  
post-webinar  
survey**

<https://www.surveymonkey.com/r/KMQFBZB>

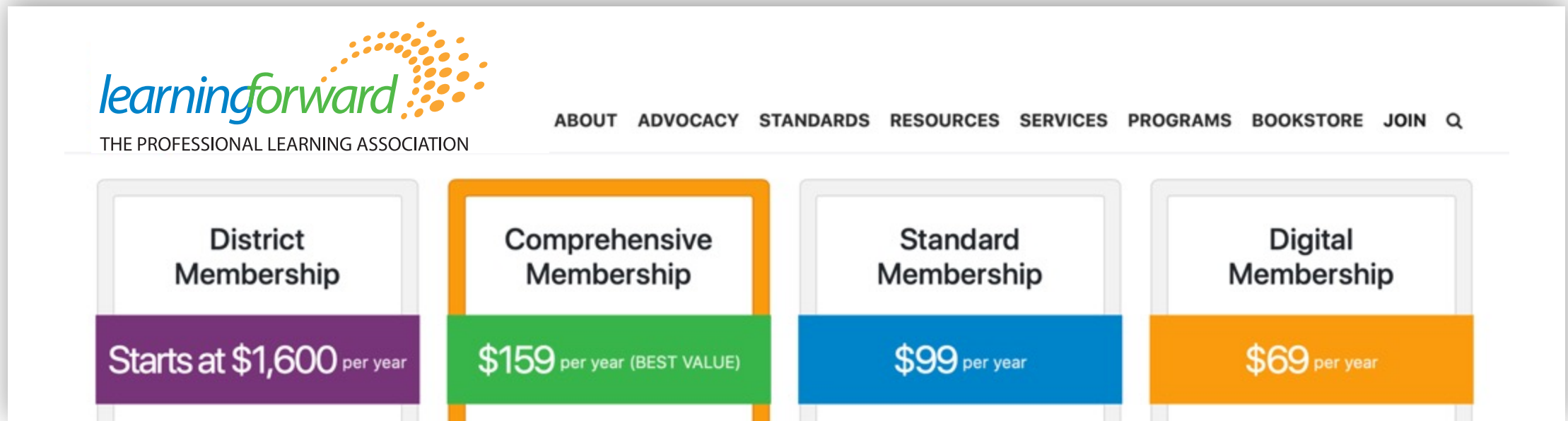
# Mark your calendars

**Thursday, March 24**  
**3 pm ET**

Creating inclusive and safe spaces for students and educators: The power of standing up

# Learning Forward memberships

- Get \$10 off any new Learning Forward membership
  - Use coupon code **LFWebinars**
  - **Visit** <http://learningforward.org/membership>
- \* Code valid for new members only



The screenshot shows the Learning Forward website's membership page. At the top left is the Learning Forward logo, which consists of the text "learningforward" in a blue and green font, followed by a graphic of orange dots forming a curved shape. Below the logo is the text "THE PROFESSIONAL LEARNING ASSOCIATION". To the right of the logo is a navigation menu with the following items: ABOUT, ADVOCACY, STANDARDS, RESOURCES, SERVICES, PROGRAMS, BOOKSTORE, JOIN, and a search icon (Q).

Below the navigation menu are four membership options, each in a separate box with a colored price tag at the bottom:

Membership Type	Price per year
District Membership	Starts at \$1,600 per year
Comprehensive Membership	\$159 per year (BEST VALUE)
Standard Membership	\$99 per year
Digital Membership	\$69 per year



Thank you!

