

The National Summer Learning Project (NSLP)

Ready by 21 National Meeting 2021

Catherine H. Augustine May 19, 2021

Summer offers unique opportunities for all students

- Summer is an opportunity to promote student achievement and provide enrichment opportunities
- Recent research confirms that students experiencing poverty have different summer experiences than higher income peers
 - $\circ~$ Slower rates of learning or greater rates of loss
 - Fewer enrichment opportunities
- Districts across the nation are looking to summer learning programs to help students recover from COVID-19 learning losses
 - New federal stimulus funds aim to provide additional funding for summer learning opportunities



RAND research affirms the value of different types of summer programs

- Although the pandemic increases the need for academic programming, other summer programs are also effective.
- We have identified programs with positive impacts on social and emotional well-being, as well as employment and career outcomes.
- Given the urgency of responding to COVID-19 related learning loss, we will focus here on academic
- programs.





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The National Summer Learning Project Study (2011-2017)



Augustine, Catherine H., Jennifer Sloan McCombs, John F. Pane, Heather L. Schwartz, Jonathan Schweig, Andrew McEachin, and Kyle Siler-Evans, *Learning from Summer: Effects of Voluntary Summer Learning Programs on Low-Income Urban Youth*, Santa Monica, Calif.: RAND Corporation, 2016.



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

RAND examined the effectiveness of a specific summer model...



...and conducted a randomized controlled study with supplemental correlational analyses...



...and collected and analyzed an extensive set of data...





...and found that frequent attenders benefitted in math and reading.

- •Short-term gains in math were equivalent to about 15% of what students learn in mathematics in a calendar year.
- After two consecutive summers, students with high attendance (20 or more days per summer) outperformed peers in academic and non-academic areas.
- •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 RAND's Summer Learning Series specifies recommendations for achieving these outcomes

Getting to Work on Summer Learning





Getting to Work on Summer Learning provides detailed recommendations on the following summer learning topics



Due to the time of year, we will focus on a subset of these topics





Getting to Work on Summer Learning: Student Recruitment





Promising practices: effective student recruitment and retention

- Develop compelling and accurate recruitment and enrollment information for parents
- Provide incentives for students who attend
- Foster a **positive site climate**
 - Sites with a *negative* site climate rating had 79% average daily attendance (ADA)
 - Sites with a *mixed* site climate rating had 82% ADA
 - Sites with a **positive** site climate rating had **86%** ADA



Raise Your Hand to Share Questions and Reflections

Messaging Strategy



What aspects of your program will be most exciting for families and students? Additional Considerations



What else do families and students need to know about the program?



Getting to Work on Summer Learning: Teacher Selection



Promising Practices: Teacher Selection

- 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



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Promising Practices: Teacher Selection

- Implement and advertise the reported **benefits of teaching** in summer:
 - 90% 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
- Districts should **emphasize these aspects to prospective teachers** as well as the importance of the program's goals and student benefits



Promising Practices: Professional Development Models

- Provide PD specific to the summer curriculum
 - Give the curriculum materials to teachers prior to or at the training
 - Model curriculum use
- Highlight the importance of **protecting instructional time**
- Remind teachers to effectively check for student understanding
- Engage **all instructional support staff** in academic training sessions



Raise Your Hand to Share Questions and Reflections

Selecting Teachers



How are you planning to recruit teachers to your program? Additional Considerations



How will you determine if your teachers will contribute to a positive climate?



Getting to Work on Summer Learning: Use of Time





Promising Practices: Maximizing Instructional Time

- Offer programs that are **at least 5 weeks long**
- Schedule 3-4 hours a day for academics, with each subject in one continuous block
- Acknowledge time for transitions (which might lengthen the day)
- Communicate to staff and students the importance of **maximizing on-task time**



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Raise Your Hand to Share Questions and Reflections

Use of Time



Will you be able to offer a 5week program? If not, what are the barriers to doing so? Additional Considerations



How many academic subjects do you plan to cover?



Getting to Work on Summer Learning: Academics





Promising Practices: Curriculum and Instruction

- Engage experts to anchor the program in written curricula that aligns to
 - school-year standards
 - \circ 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



Raise Your Hand to Share Questions and Reflections

Academic Curriculum and its Instruction



How have you engaged curriculum experts in designing your curriculum? Additional Considerations



How will know what the students' needs are and how to structure the curriculum so that it provides options for differentiation?



Getting to Work on Summer Learning: Enrichment Activities



Promising Practices: Engaging Enrichment Experiences

- The following models all worked well as long as students were taught by qualified staff:
 - Hire district teachers
 - Contract directly with enrichment providers
 - Establish partnerships with intermediaries
- Ensure that enrichment instructors have strong content knowledge
- Train enrichment instructors in behavior management strategies and monitor their implementation
- Keep class sizes small





Raise Your Hand to Share Questions and Reflections

Opportunities for Enrichment



Which enrichment opportunities and experiences would your families and students appreciate the most? Additional Considerations



What sources of evidence do you have about family and student wants and needs?



Getting to Work on Summer Learning: Positive Climate





Promising Practices: Positive Site Climate

- Driver of student enjoyment
- Highly correlated with **student attendance**
- Quality of staff-to-student interactions strongly and consistently related to whether students appeared to enjoy the day
- Clarity, consistency, warmth, and engagement were key





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Promising Practices: Positive Site Climate

- **Model** how staff will interact with students during transitions, arrival, departure, mealtimes
- Promote and provide training on a consistent application of behavior management techniques
- Routinely observe transitions and lunch periods to support staff and promote accountability
- Consider staff roles such as social workers or behavior management specialists to provide one-on-one support to students



Raise Your Hand to Share Questions and Reflections

Positive Climate



What are your ideas for creating a positive climate in your summer program? Additional Considerations



Will you provide any special SEL support?

