Summer Learning

***Y4Y: Your Partner in Learning* | May 9, 2019**

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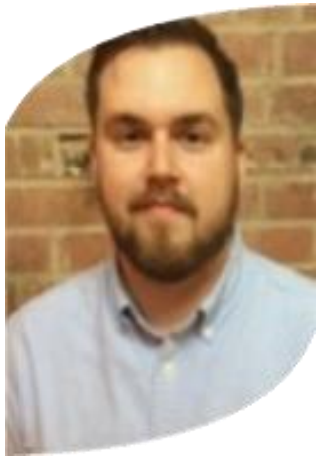


David McConnell

Training Specialist

dmcconnell@foundationsinc.org

Objectives

- Explore and engage in the steps for planning, designing, implementing and assessing a summer learning program

- Develop strategies using planning and design tools and resources from Y4Y

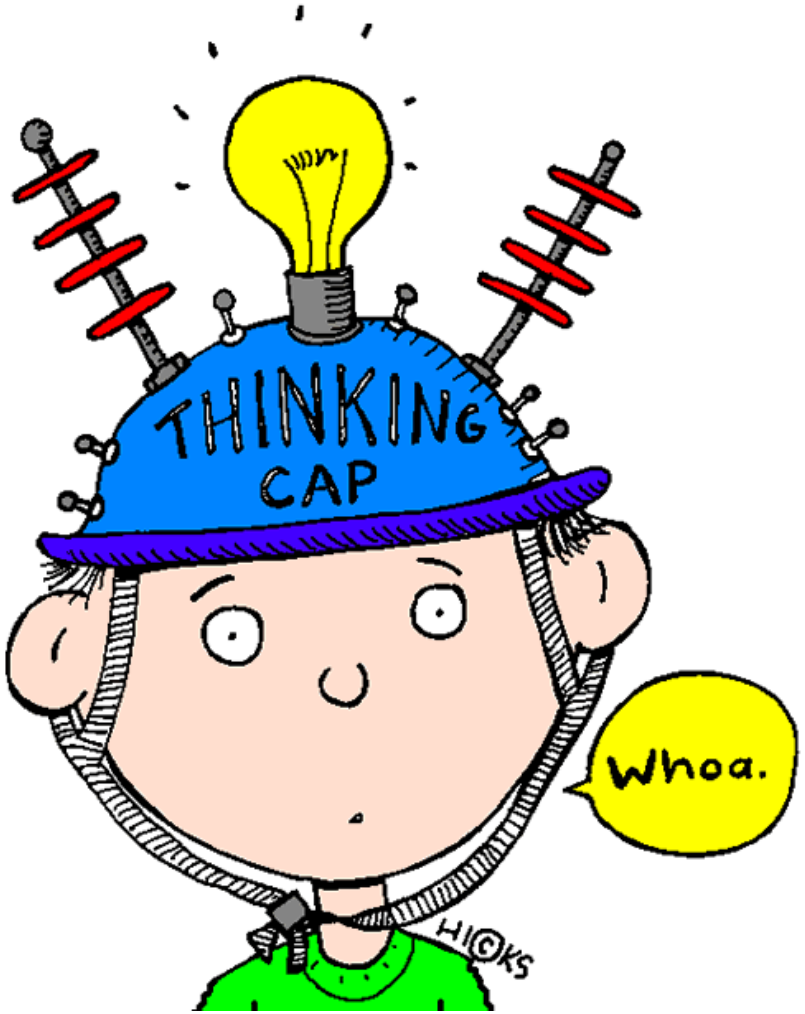
What Is Summer Learning?

Promote Academic Achievement

Healthy Development

What is Summer Learning Loss?

What is Summer Learning Loss?

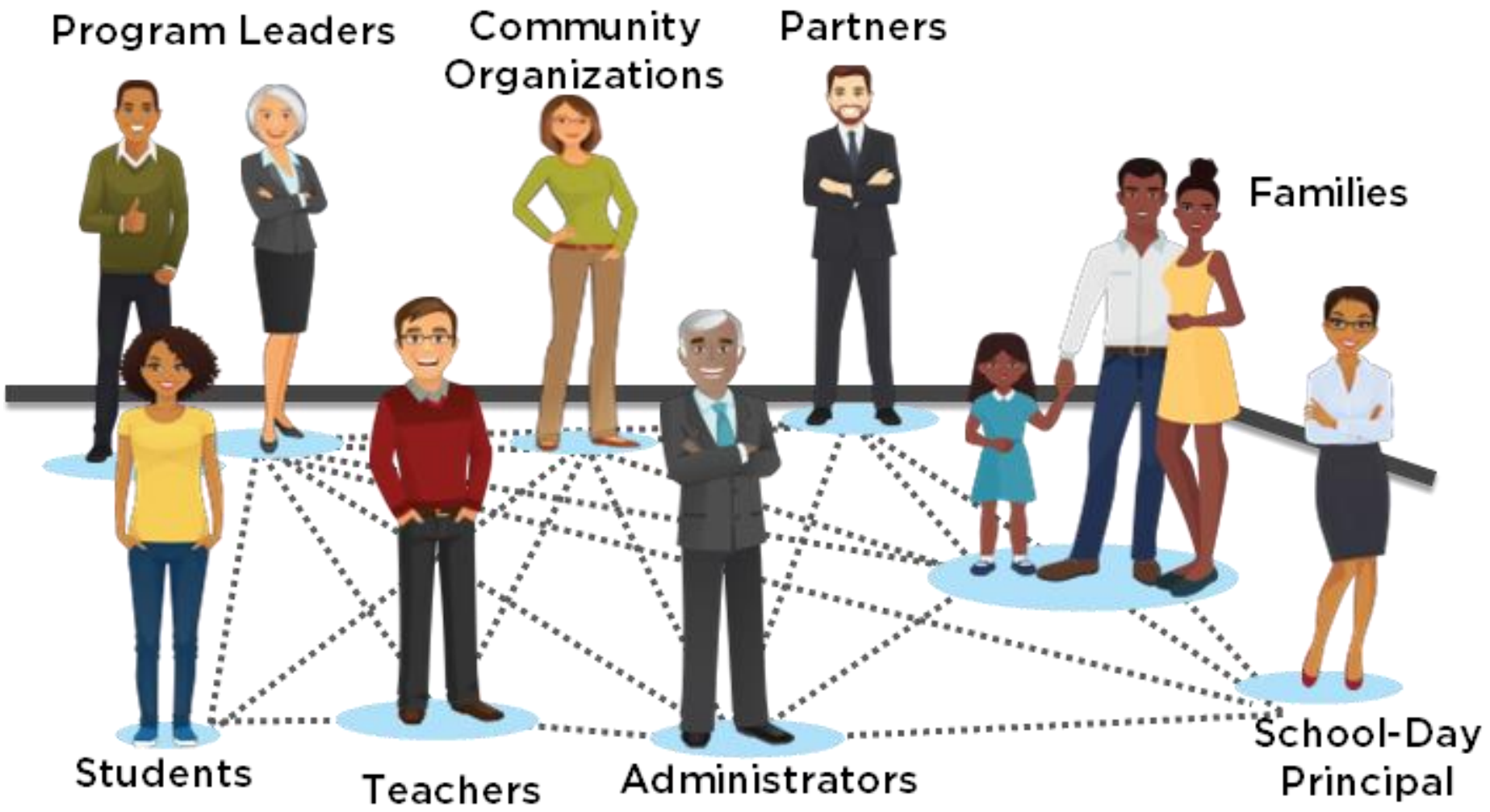


Nine Steps to a Summer Learning Program

1. Building a Program Team
2. Assess Need and Map Assets
3. Setting SMART Goals
4. Logistics: Map Your Resources
5. Intentionally Designing Activities
6. Motivate, Engage and Retain Students
7. Engaging Families
8. Celebrate and Reflect
9. Assess and Continuously Improve

Step 1: Building a Program Team

When building your summer learning program team, include...



Step 1: Building a Program Team

As leaders in your program, you must...

Step 2: Needs Assessment

School-Level Data

State assessment scores
School attendance percentages

Student-Level Data

Student report card
Teacher-reported student deficiencies
Counselor reports large scale bullying

Student Voice

Students want art and music

State assessment scores
Student report card
Students want art and music
Teacher-reported student deficiencies
School attendance percentages
Counselor reports large scale bullying

Needs Assessment Statements

School-Level:

- Only 70% of our 8th grade students met standard on the state science assessment

Student-Level:

- 8th grade students failed to meet standard on their state science assessment because they did not master the ability to apply the skills of comparison and prediction.

Student Voice:

- Students are interested in weather, robots and engineering

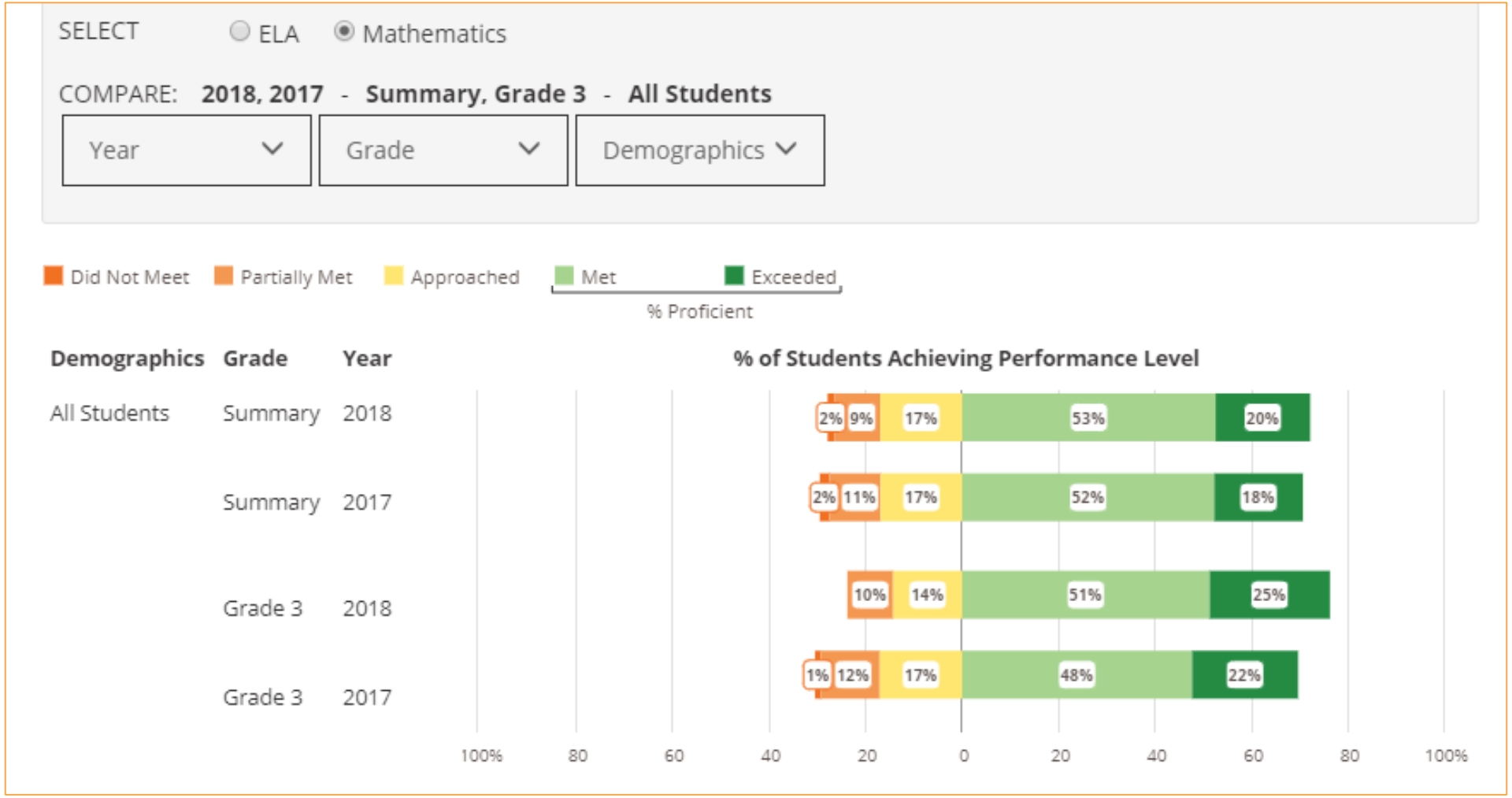
Use the Data

1. Choose a scribe and reporter
2. Review the data reports on the next screens
3. Analyze the data as a team
4. Write 3 Needs Statements: School, Student, Voice
5. Write your statements on worksheets

Be sure the statements relate to one another.

10 minutes

School Level Data



MATHEMATICS

Student Level Data

YOU FOR YOUTH

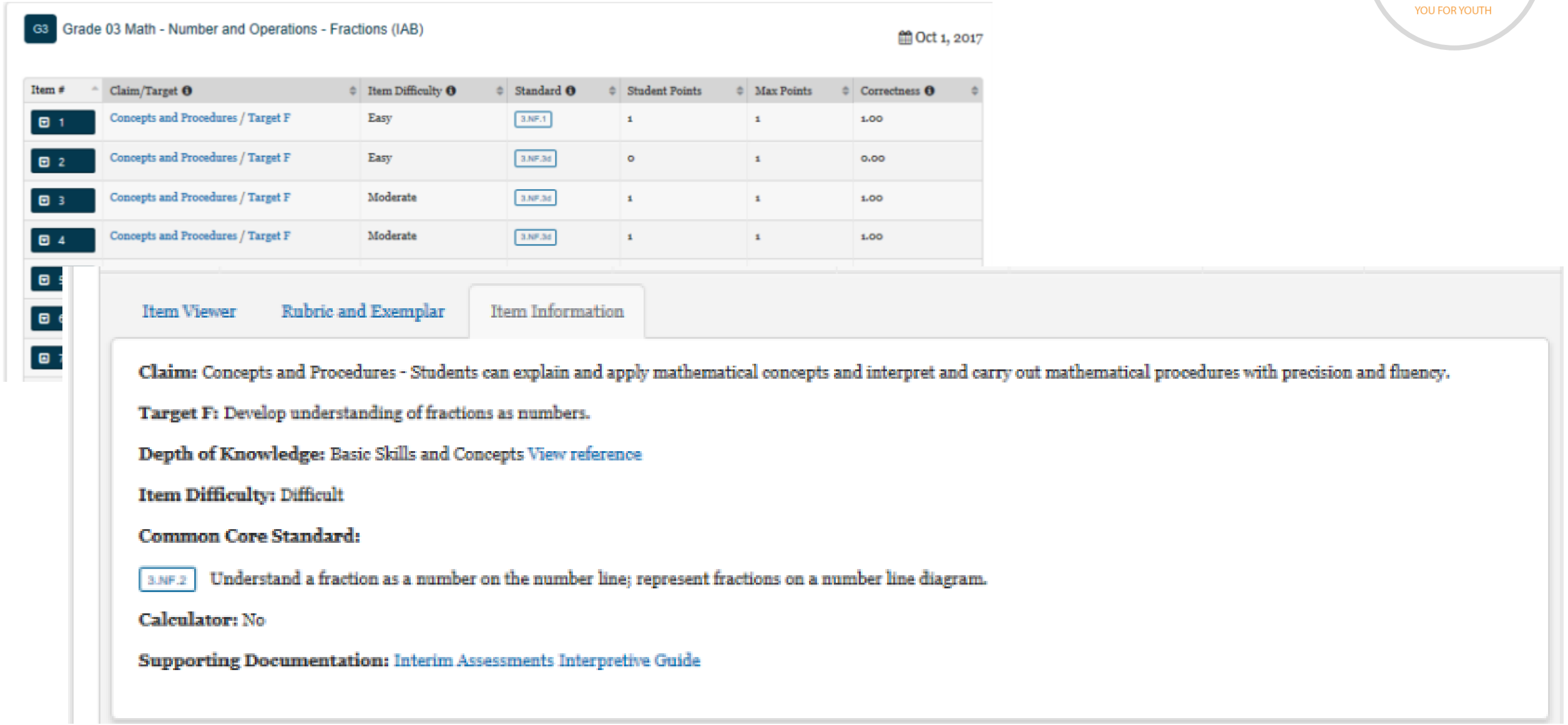
Select a results view

Results By Item

Instructional Resources | Export

Item #	Claim/Target	Item Difficulty	Standard	Full Credit	0	1
1	Concepts and Procedures / Target F	Easy	3.NF.1	93%	7%	93%
2	Concepts and Procedures / Target F	Easy	3.NF.3d	80%	20%	80%
3	Concepts and Procedures / Target F	Moderate	3.NF.3d	100%	0%	100%
4	Concepts and Procedures / Target F	Moderate	3.NF.3d	80%	20%	80%
5	Concepts and Procedures / Target F	Difficult	3.NF.3c	67%	33%	67%
6	Concepts and Procedures / Target F	Difficult	3.NF.3c	87%	13%	87%
7	Concepts and Procedures / Target F	Difficult	3.NF.2	67%	33%	67%
8	Concepts and Procedures / Target F	Moderate	3.NF.3c	87%	13%	87%
9	Concepts and Procedures / Target F	Moderate	3.NF.3d	93%	7%	93%
10	Concepts and Procedures / Target F	Moderate	3.NF.3c	80%	20%	80%
11	Communicating Reasoning / Target C	Difficult	3.NF.3d	80%	20%	80%
12	Concepts and Procedures / Target F	Difficult	3.NF.2	87%	13%	87%
13	Concepts and Procedures / Target F	Moderate	3.NF.3d	53%	47%	53%
14	Concepts and Procedures / Target F	Easy	3.NF.1	73%	27%	73%

Student Level Data

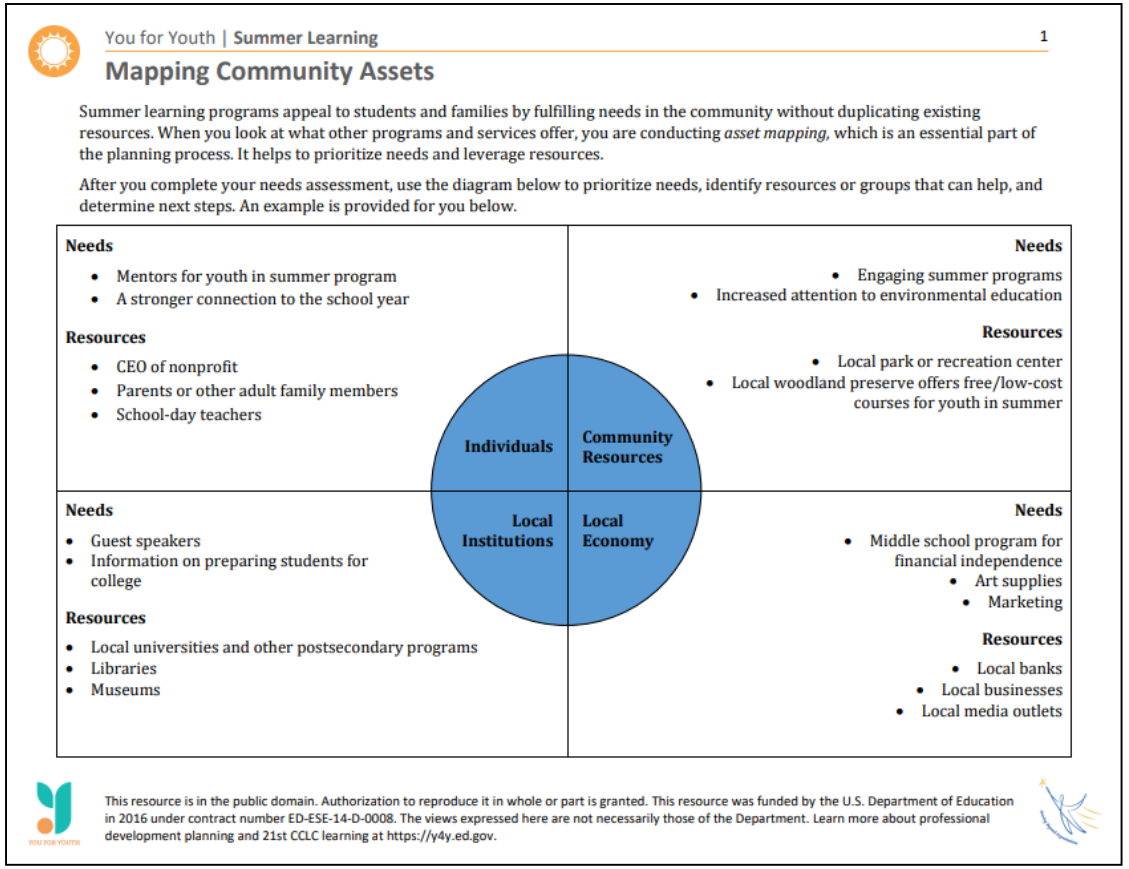


Student Voice Data

Interest	Votes
Cooking	46
Gardening	33
Party Planning	46
Babysitting	44
Friendship Bracelets	24
Motors	46

Tools for Collecting Data

- Conducting a Summer Learning Program Needs Assessment
- Family Survey
- Student Survey
- Asset Mapping



You for Youth | **Summer Learning** 1

Mapping Community Assets

Summer learning programs appeal to students and families by fulfilling needs in the community without duplicating existing resources. When you look at what other programs and services offer, you are conducting *asset mapping*, which is an essential part of the planning process. It helps to prioritize needs and leverage resources.

After you complete your needs assessment, use the diagram below to prioritize needs, identify resources or groups that can help, and determine next steps. An example is provided for you below.

Individuals

Needs
- Mentors for youth in summer program
- A stronger connection to the school year

Resources
- CEO of nonprofit
- Parents or other adult family members
- School-day teachers

Community Resources

Needs
- Engaging summer programs
- Increased attention to environmental education

Resources
- Local park or recreation center
- Local woodland preserve offers free/low-cost courses for youth in summer

Local Institutions

Needs
- Guest speakers
- Information on preparing students for college

Resources
- Local universities and other postsecondary programs
- Libraries
- Museums

Local Economy

Needs
- Middle school program for financial independence
- Art supplies
- Marketing

Resources
- Local banks
- Local businesses
- Local media outlets

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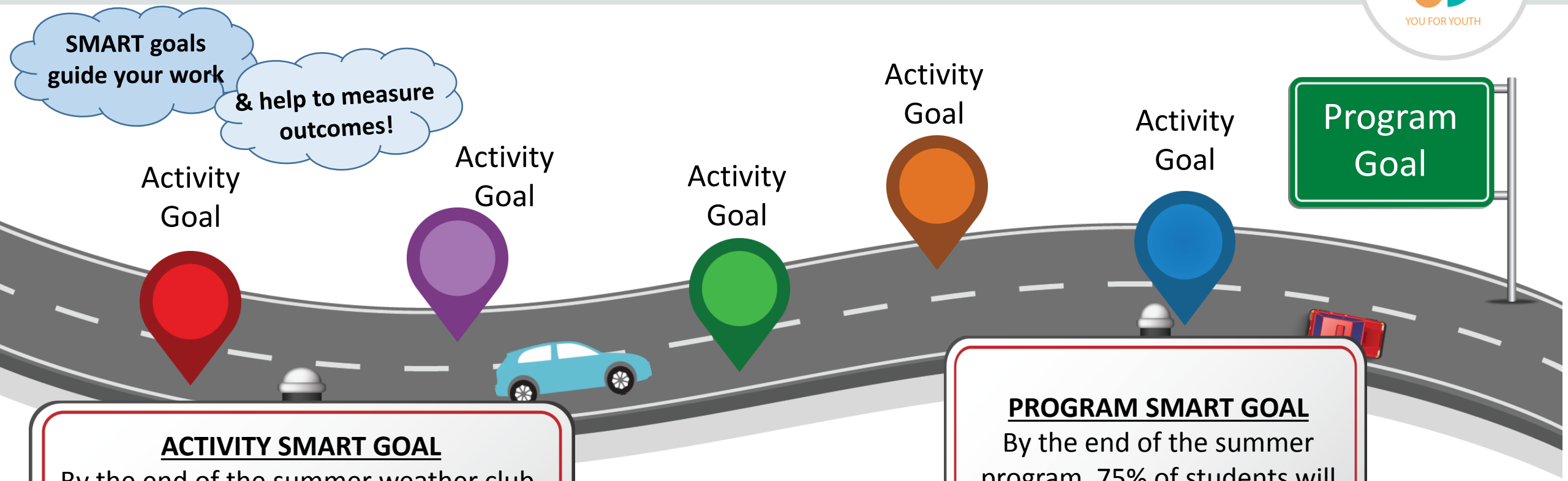
Step 3: Set SMART Goals

Specific	Measurable	Attainable	Relevant	Time bound
Each goal should state exactly what you want to accomplish, giving specifics about the who, what, why and how.	Each goal should state exactly how you will measure how well you've met your goal.	Goals should be within reasonable reach, but not too easy or too difficult to attain. They should be challenging, yet possible.	Be sure the goal relates and connects to your overall program.	Set timelines for your goals so you work toward defined targets.

Program vs Activity SMART Goals

https://y4y.ed.gov/y4yclickandgo/implementing-your-program-with-fidelity/1571



ACTIVITY SMART GOAL

By the end of the summer weather club, 90% of students who attend the entire program will demonstrate improved ability to apply comparison and prediction as measured by measured by a project rubric and weekly students writing samples.

PROGRAM SMART GOAL

By the end of the summer program, 75% of students will meet standard on their science state assessment.

Step 4: Logistics

Time: Determine what your program timeline and schedule will be.

Space: Make sure you have the types of space you need to carry out the program.

Materials: Make sure you have the supplies and resources you need.

Creating a Budget: Plan the financial aspects of your program.

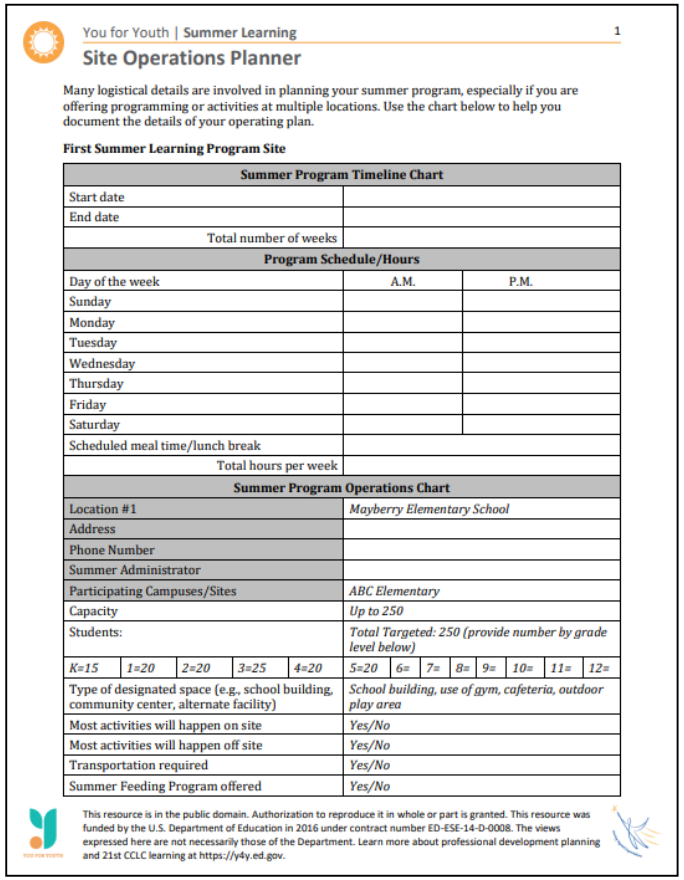
Staffing: Have a plan to recruit high-quality staff.

Activity!

What Would You Do?

Y4Y Tools

- Creating a Summer Learning Program Schedule
- Identifying and Recruiting High-Quality Staff
- Budget Template
- Site Operations Planner



You for Youth | **Summer Learning** 1

Site Operations Planner

Many logistical details are involved in planning your summer program, especially if you are offering programming or activities at multiple locations. Use the chart below to help you document the details of your operating plan.

First Summer Learning Program Site

Summer Program Timeline Chart		
Start date		
End date		
Total number of weeks		
Program Schedule/Hours		
Day of the week	A.M.	P.M.
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Scheduled meal time/lunch break		
Total hours per week		

Summer Program Operations Chart												
Location #1	*Mayberry Elementary School*											
Address												
Phone Number												
Summer Administrator												
Participating Campuses/Sites	*ABC Elementary*											
Capacity	*Up to 250*											
Students:	*Total Targeted: 250 (provide number by grade level below)*											
K=15	*1=20*	*2=20*	*3=25*	*4=20*	*5=20*	*6=*	*7=*	*8=*	*9=*	*10=*	*11=*	*12=*
Type of designated space (e.g., school building, community center, alternate facility)	*School building, use of gym, cafeteria, outdoor play area*											
Most activities will happen on site	*Yes/No*											
Most activities will happen off site	*Yes/No*											
Transportation required	*Yes/No*											
Summer Feeding Program offered	*Yes/No*											

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Step 5: Intentional Design

Needs of our Students

Program Logistics

Resources

Design and implement a program

Be explicit and follow grant guidelines

Mapping Needs to Activities Tool

School-Level Needs

- **Example:** Only 70 percent of third-grade students met standards on the state math assessment.

Student-Level Needs

- **Example:** These students failed to meet standards because they did not master the use of fractions and measurement.

Student Voice

- **Examples:**
  - Gardening
  - Guitar

Embedding Skills

- Gardening: Students use fractions and measuring by charting garden space and plant growth.
- Guitar: Students link musical notes to fractions and write their own compositions.

Intentional Design: Delivery Strategies

Blended Learning

This is a teaching and learning approach that can take many forms as it blends Internet and digital media with in-person teacher facilitation; most variations give students some control of learning pace, time and path.

Project-Based Learning

A way for students to collaborate and engage in open-ended projects around areas of interest or need.

Service Learning

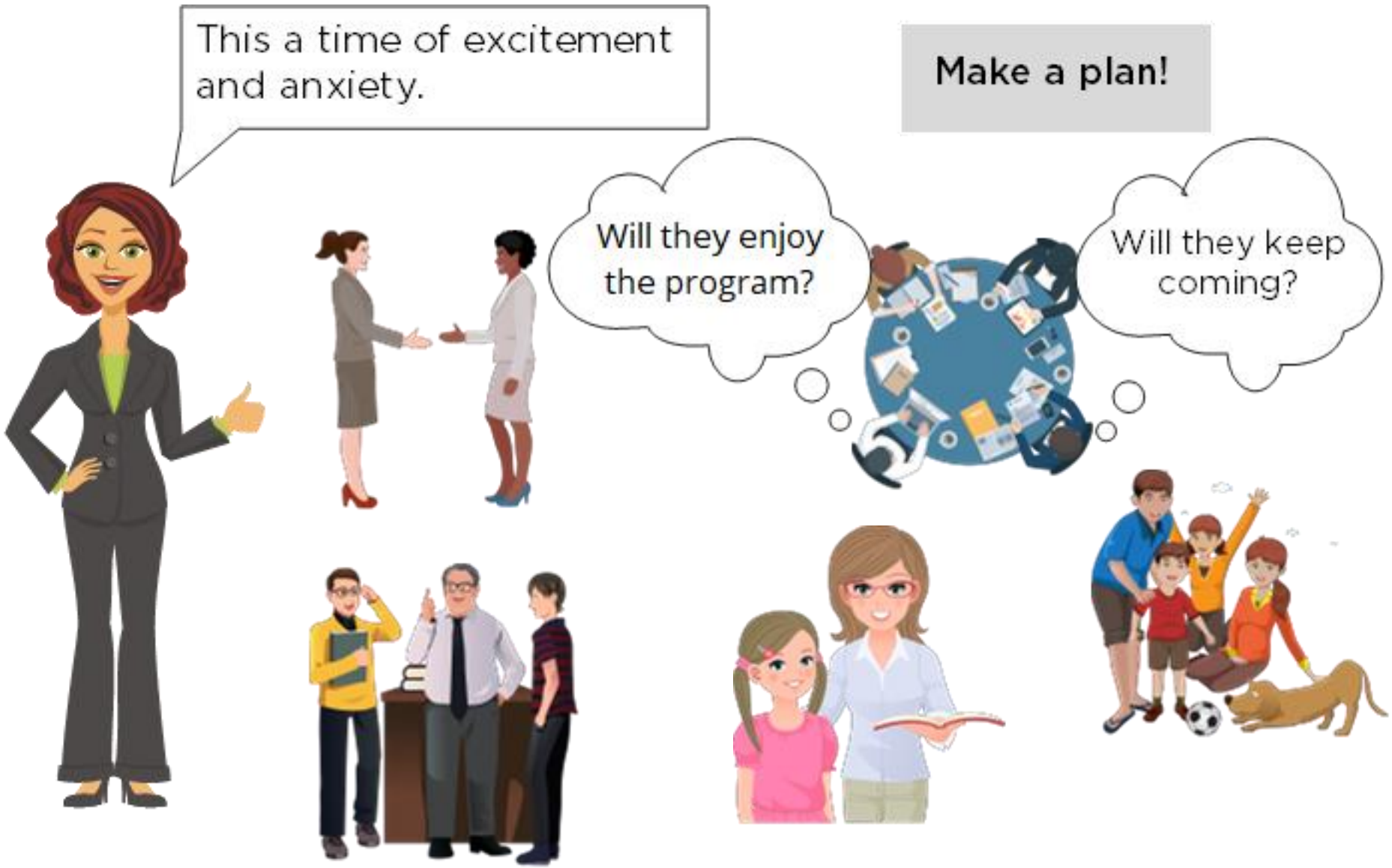
This focuses on experiential opportunities that link learning to service, volunteering, or work.

Themed

Summer provides a unique opportunity to design your whole program around a theme based on students' interest, and passions, as well as input from your program team.

Student Need Statement & Student Voice	Program SMART Goal	Activity Name	Activity SMART Goal	Activity Description	Delivery Strategies	How will students practice skills?	How will you measure activity/ student success?
Need: 8th grade science students failing to master and apply skills of comparison and prediction. Voice: Students are interested in weather, robots and engineering	By the end of the summer program, 75% of students will meet standard on their science state assessment.	Weather Club	By the end of the summer Weather Club, 90% of students who attend the entire program will demonstrate improved ability to apply comparison and prediction as measured by a project rubric and weekly students writing samples.	In Weather Club students will learn about weather patterns in different regions of the world throughout a span of time using different technologies.	Theme-based learning and blended learning	By writing a "History of Weather" report and presenting as a weather person, students will compare patterns and predict future patterns.	Rubrics Portfolios Observations

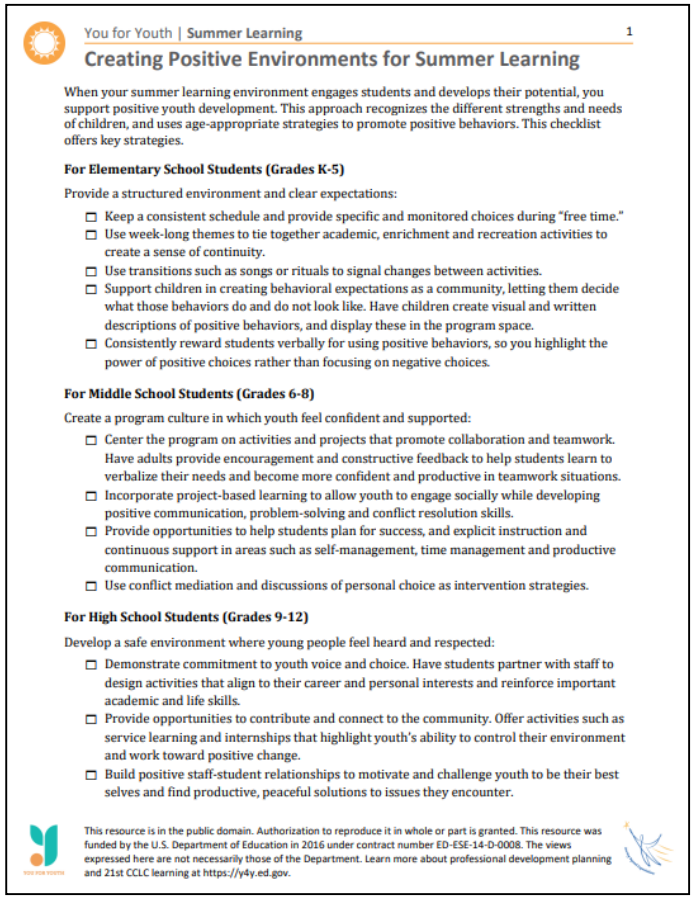
Step 6: Motivate, Engage and Retain Students



Create a Positive Environment

Y4Y Tools

- Creating Positive Environments for Summer Learning
- The 5 C's of Positive Youth Development
- The 4 C's to 21st Century Skills
- Youth Recruitment Planner



You for Youth | **Summer Learning** 1

Creating Positive Environments for Summer Learning

When your summer learning environment engages students and develops their potential, you support positive youth development. This approach recognizes the different strengths and needs of children, and uses age-appropriate strategies to promote positive behaviors. This checklist offers key strategies.

For Elementary School Students (Grades K-5)

Provide a structured environment and clear expectations:

- ☐ Keep a consistent schedule and provide specific and monitored choices during "free time."
- ☐ Use week-long themes to tie together academic, enrichment and recreation activities to create a sense of continuity.
- ☐ Use transitions such as songs or rituals to signal changes between activities.
- ☐ Support children in creating behavioral expectations as a community, letting them decide what those behaviors do and do not look like. Have children create visual and written descriptions of positive behaviors, and display these in the program space.
- ☐ Consistently reward students verbally for using positive behaviors, so you highlight the power of positive choices rather than focusing on negative choices.

For Middle School Students (Grades 6-8)

Create a program culture in which youth feel confident and supported:

- ☐ Center the program on activities and projects that promote collaboration and teamwork. Have adults provide encouragement and constructive feedback to help students learn to verbalize their needs and become more confident and productive in teamwork situations.
- ☐ Incorporate project-based learning to allow youth to engage socially while developing positive communication, problem-solving and conflict resolution skills.
- ☐ Provide opportunities to help students plan for success, and explicit instruction and continuous support in areas such as self-management, time management and productive communication.
- ☐ Use conflict mediation and discussions of personal choice as intervention strategies.

For High School Students (Grades 9-12)

Develop a safe environment where young people feel heard and respected:

- ☐ Demonstrate commitment to youth voice and choice. Have students partner with staff to design activities that align to their career and personal interests and reinforce important academic and life skills.
- ☐ Provide opportunities to contribute and connect to the community. Offer activities such as service learning and internships that highlight youth's ability to control their environment and work toward positive change.
- ☐ Build positive staff-student relationships to motivate and challenge youth to be their best selves and find productive, peaceful solutions to issues they encounter.

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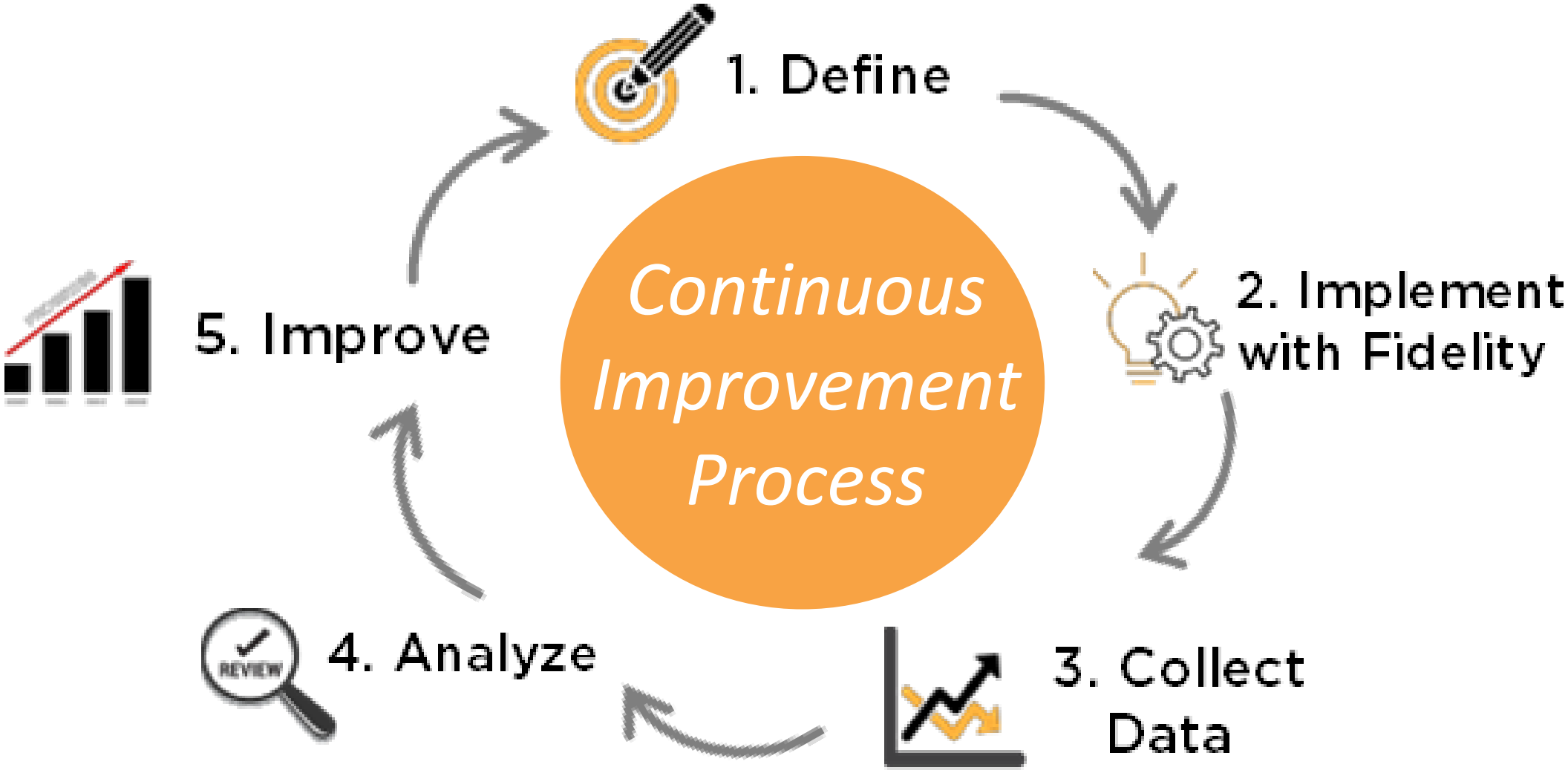
Step 7: Engaging Families

The Y4Y Summer Learning course offers strategies on getting families involved in your summer learning programs. Y4Y also has a separate complete course on the topic of Family Engagement! Make sure to log in and check out what Y4Y has to offer!

Step 8: Celebrate and Reflect

Step 9: Continuous Improvement

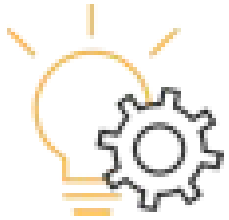


1. Define: Logic Model

Inputs: Resources	Outputs: Activities	Intermediate Outcomes	Long-term Goal
Materials: * Measuring tools * Online interactive tool for finding Pythagorean Theorem	Academic intervention: Blended learning math intervention, three hours per day, for six weeks for 20 students with a teacher-student ratio of 1:10	80% of 8th graders who attend the summer learning program will show increased proficiency in applying the Pythagorean Theorem in real-life situations as measured by pre- and post-assessments.	**All students will:** Improve their performance on the state math assessment.

Nice work!

2. Implement with Fidelity

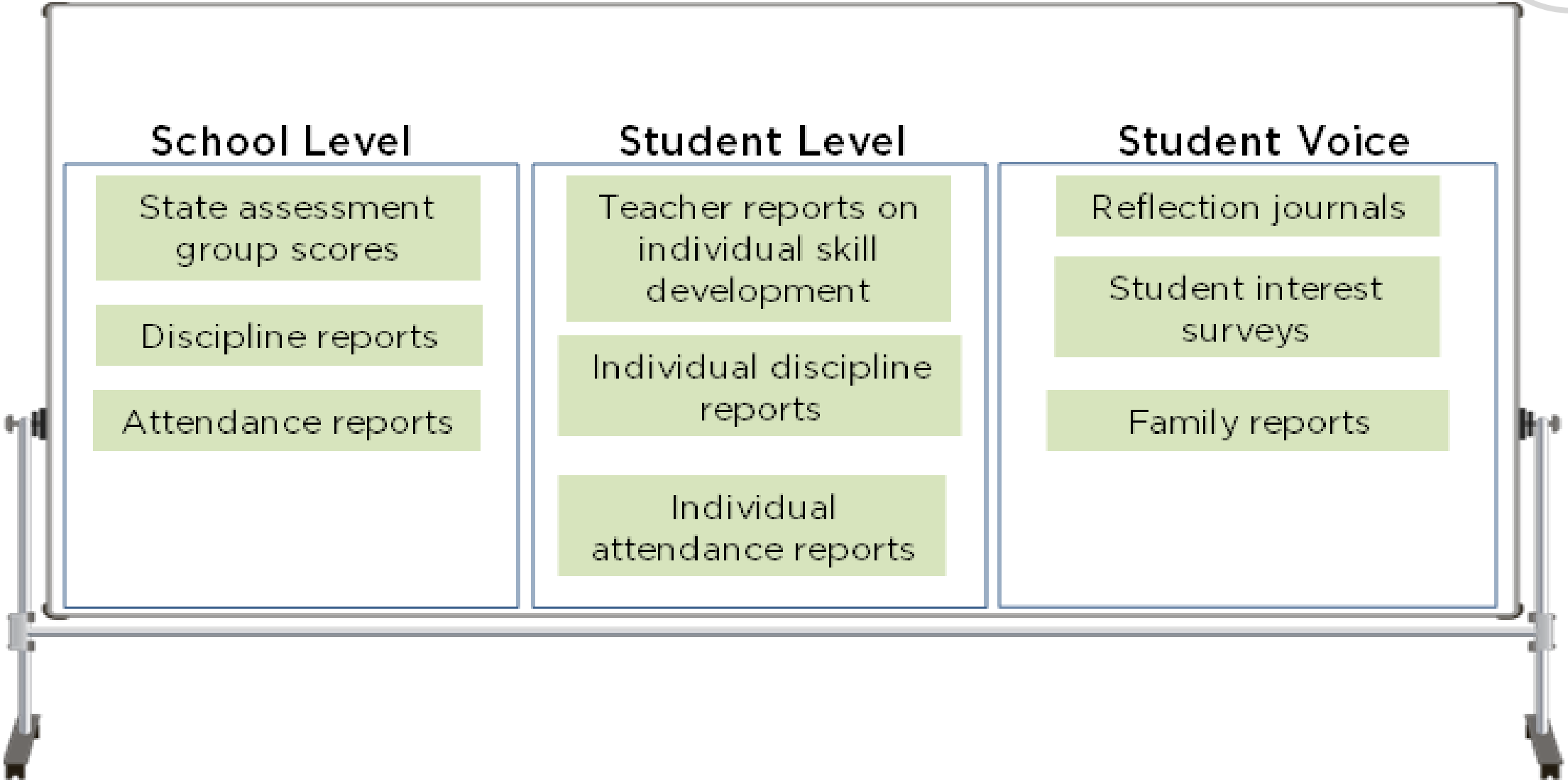


Implement With Fidelity

Are you doing what you said you would do?

Program Design	→	Implementing the Program

3. Collect Data



4. Analyze

Once you've collected your data and examined the results, ask some key questions:

What did we find out?
How can we make adjustments or improvements for the next day, next week, next month, or next year?

Next Day → Next Week → Next Month → Next Year

Did we meet the specific goal we set out to achieve?

What strategies helped us meet the goal?

What kept us from reaching the goal?

How can we use these data to make timely adjustments or change long-term practices?

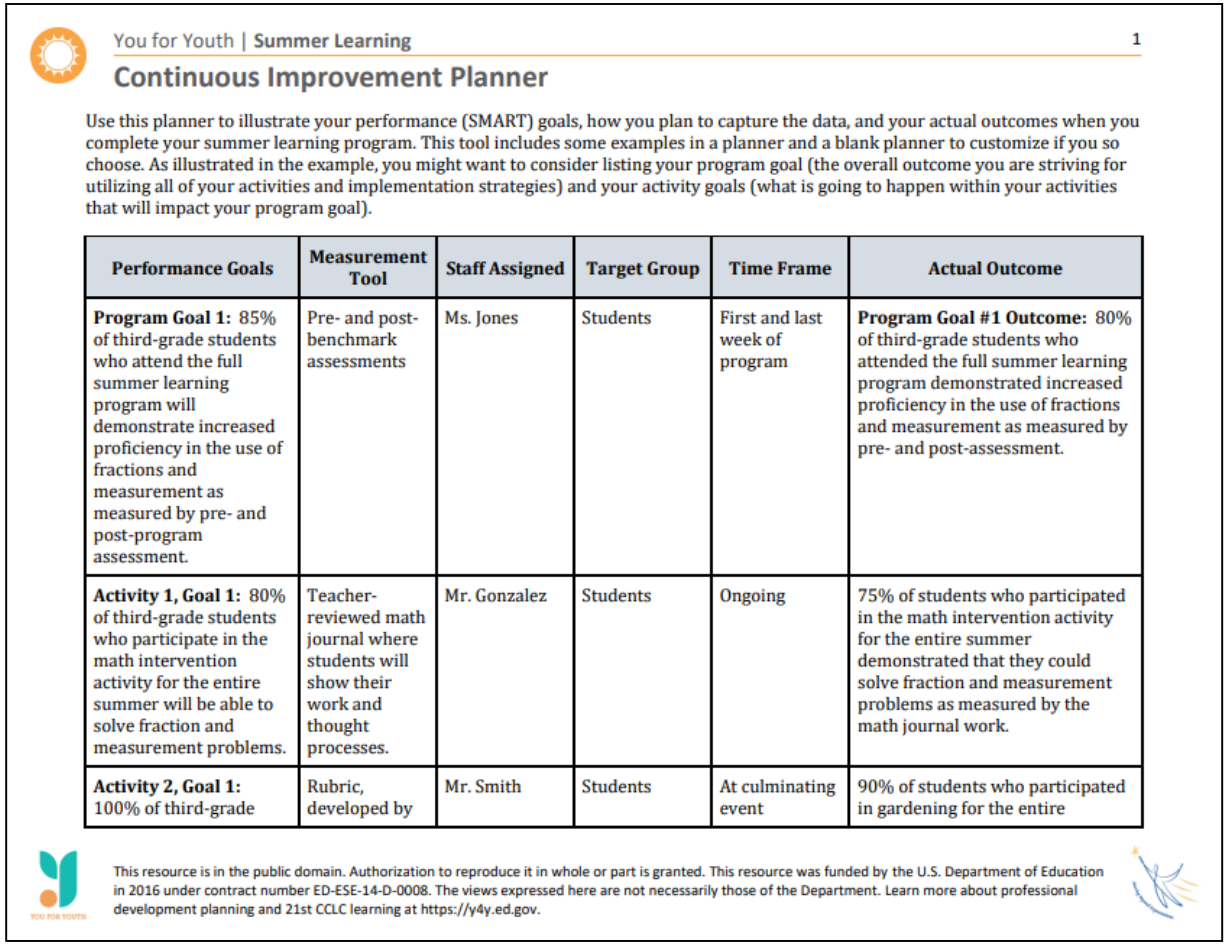
5. Improve

What did we do well?

What do we need
to improve?

Y4Y Tools

- Logic Model
- Observation Checklist
- Continuous Improvement Planner



You for Youth | **Summer Learning** 1

Continuous Improvement Planner

Use this planner to illustrate your performance (SMART) goals, how you plan to capture the data, and your actual outcomes when you complete your summer learning program. This tool includes some examples in a planner and a blank planner to customize if you so choose. As illustrated in the example, you might want to consider listing your program goal (the overall outcome you are striving for utilizing all of your activities and implementation strategies) and your activity goals (what is going to happen within your activities that will impact your program goal).

Performance Goals	Measurement Tool	Staff Assigned	Target Group	Time Frame	Actual Outcome
Program Goal 1: 85% of third-grade students who attend the full summer learning program will demonstrate increased proficiency in the use of fractions and measurement as measured by pre- and post-program assessment.	Pre- and post-benchmark assessments	Ms. Jones	Students	First and last week of program	**Program Goal #1 Outcome:** 80% of third-grade students who attended the full summer learning program demonstrated increased proficiency in the use of fractions and measurement as measured by pre- and post-assessment.
Activity 1, Goal 1: 80% of third-grade students who participate in the math intervention activity for the entire summer will be able to solve fraction and measurement problems.	Teacher-reviewed math journal where students will show their work and thought processes.	Mr. Gonzalez	Students	Ongoing	75% of students who participated in the math intervention activity for the entire summer demonstrated that they could solve fraction and measurement problems as measured by the math journal work.
Activity 2, Goal 1: 100% of third-grade	Rubric, developed by	Mr. Smith	Students	At culminating event	90% of students who participated in gardening for the entire

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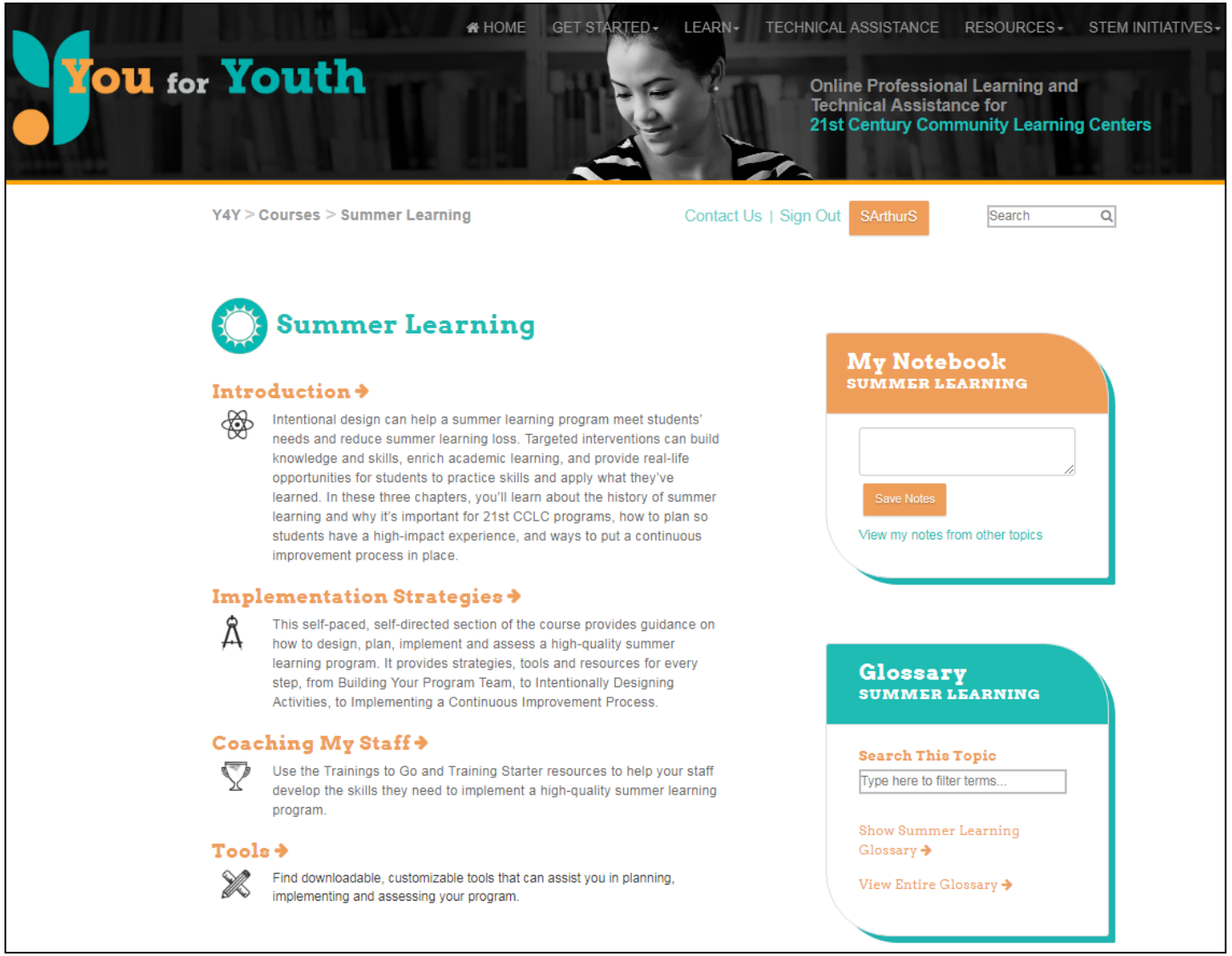
HOME
GET STARTED
LEARN
TECHNICAL ASSISTANCE
RESOURCES
STEM INITIATIVES
You for Youth
Online Professional Learning and
Technical Assistance for
21st Century Community Learning Centers
Y4Y > Courses > Summer Learning
Contact Us | Sign Out
SArthurS
Search
Summer Learning
Introduction
Intentional design can help a summer learning program meet students' needs and reduce summer learning loss. Targeted interventions can build knowledge and skills, enrich academic learning, and provide real-life opportunities for students to practice skills and apply what they've learned. In these three chapters, you'll learn about the history of summer learning and why it's important for 21st CCLC programs, how to plan so students have a high-impact experience, and ways to put a continuous improvement process in place.
Implementation Strategies
This self-paced, self-directed section of the course provides guidance on how to design, plan, implement and assess a high-quality summer learning program. It provides strategies, tools and resources for every step, from Building Your Program Team, to Intentionally Designing Activities, to Implementing a Continuous Improvement Process.
Coaching My Staff
Use the Trainings to Go and Training Starter resources to help your staff develop the skills they need to implement a high-quality summer learning program.
Tools
Find downloadable, customizable tools that can assist you in planning, implementing and assessing your program.
My Notebook
SUMMER LEARNING
Save Notes
View my notes from other topics
Glossary
SUMMER LEARNING
Search This Topic
Type here to filter terms...
Show Summer Learning Glossary
View Entire Glossary

Objectives

- Explore and engage in the steps for planning, designing, implementing and assessing a summer learning program

- Develop strategies using planning and design tools and resources from Y4Y

Contact Information

THANK YOU!

For Questions: y4yTA@seiservices.com

- David McConnell

  dmcconnell@foundationsinc.org