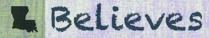Believes

Summer Learning Program Overview Webinar

January 20, 2022

Overview

SLP Overview

Summer learning programs (SLPs) are designed to provide students with additional opportunities for learning and growing during the summer months. Each school system should determine the needs of students in their schools and design a summer learning program that eliminates barriers for students to access summer learning and engage in enrichment supports.

Benefits

There are several benefits of summer learning programs, especially for children in low-income families.

- Acceleration, maintenance, or extension of academic skills
- Allows students to explore activities and interests that develop the whole child
- Helps prevent summer learning loss
- Provides a safe, positive environment
- Enhances overall student well-being
- Builds student-teacher relationships
- Decreases discipline referrals
- Decreases likelihood of students repeating a grade
- Increases attendance
- Stronger academic performance (standardized test scores and GPA)
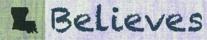
Believes

Program Structure

Program Structure

Systems should prioritize access to summer learning programs using data from the 2020-2021 school year or based on new student data from the 2021-2022 school year. Systems may also consider students that have been most impacted by the pandemic, economically disadvantaged, English language learners, students with disabilities, in foster care, experiencing homelessness, and migrant.

Beginning summer 2022, all CIR and UIR-A schools must provide summer learning programs to all students. The summer learning program must provide high-dosage tutoring using high-quality instructional materials and commit to collecting essential data to measure program effectiveness.
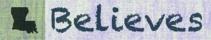
School systems that received Achieve! funding to implement summer learning programs must follow the same guidelines as CIR and UIR-A schools.

Believes

Program Structure

Systems should structure summer learning programs to include a focus on academics.

- Academics
    - 3 hours of academics per day,
    - ELA and math tutoring, and
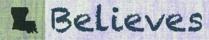   - Engagement with all core content areas.

Teachers should utilize Louisiana's tutoring strategy, Accelerate, to address and prevent unfinished learning. Students should be provided with other resources and services, as needed and appropriate for various student populations.

Program Structure

For summer **ELA tutoring**, schools should select an ELA Guidebook unit that was not taught during the school year (e.g., an incoming 2nd grader learns an extra 1st grade unit). This extra unit provides an additional opportunity to prepare students for the next grade level by building context knowledge and reinforcing skills.

For summer **math tutoring,** schools should implement **Zearn Summer Intensive Series.** As part of a well-rounded academic summer program, **STEM learning** focused on meaningful, real-world application of science and math knowledge and skills should also be included.

ELA and math tutors should be content-strong and rated Highly Effective or Effective: Proficient Effective in the grade and content area they are tutoring.

Math Summer Learning Partnership with Zearn

Systems implementing [summer learning programs for math](#) should make use of [Zearn Math's Summer Intensive Series](#) for rising kindergarten through grade 8 students, or comparable high-quality instructional materials designed to accelerate math summer learning.
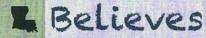
To prepare math instructional leaders and teachers for effective implementation of high-dosage tutoring as part of a summer program, Zearn is hosting special virtual professional learning sessions for Louisiana this spring. **Systems providing summer learning at CIR/UIR-Academics schools should plan to implement Zearn Math Summer Intensive Series and designate at least 2 staff per site to attend this training**

Please contact STEM@la.gov with questions.
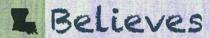
Program Structure

School systems may provide virtual or in person academic tutoring during the day to students enrolled in summer learning programs. Tutoring may be delivered one-on-one or in small groups not larger than five for elementary students and not larger than fifteen for secondary students with common needs.

Program Structure

Systems should structure summer learning programs to include opportunities for students to engage and experience enrichment activities. Enrichment activities could include:

- Arts
- Creative Writing
- Literacy
- Learning Stations
- Well-being
- Teambuilding
- Field Trips/Guest Speakers
- Career and College Exploration
- Physical Education and Health
- Outside activities

Program Structure

Schools should engage their summer learning program coordinators, teacher leaders, mentor teachers, and content leaders to plan and implement their Summer Learning Program.

Staff for summer learning programs could include:
- Current school staff,
- paraprofessionals,
- high school students on the pre-educator pathway,
- students in teacher preparation programs,
- college students,
- and members of community organizations as deemed safe and proper for working with children may be utilized to staff summer learning programs.

School systems are encouraged to have full day programs as a way to provide quality care for students and include as many supports and experiences for students as possible.
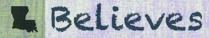
Summer ELA and Math Instruction Guidance

The Department has updated resources in the Summer Learning Program Guide to support ELA and math instruction during summer learning programs.

Updated resources for academics, linked within the SLP Guidance include:

- math and ELA materials and teacher supports for rising first through eighth grade students; and

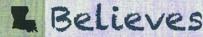- guidance and exemplar resources for engaging students in meaningful science and STEM investigations.

Join the Academic Summer Learning Guidance Webinar on February 2 at 1 p.m. for an in-depth exploration of the resources and associated guidance.

Believes

Planning Checklist

Planning

Summer learning programs require year-round planning. Summer Learning Program Coordinators can utilize the checklist located in the [Summer Learning Program (SLP) Guidance](#) to plan their summer learning program.

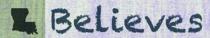# Planning Checklist

August - October
Hosted a debriefing session to review and analyze program data collected from students, teachers, parents, and school leaders
Established core planning team for next year
Determined Summer Learning Program Goals
Created a SLP meeting schedule for the year
SLP planning began

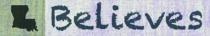# Planning Checklist

November - December
Released SLP dates to educators and families
Reached out to partners for preliminary community support
Developed and distributed an interest survey for students
Developed and distributed an interest survey for staff
Developed a needs assessment with stakeholder input

Believes

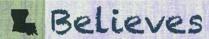# Planning Checklist

January - April
Develop a projected budget
Create schedules for grade levels/grade bands
Determine staffing needs including site leaders, nurses, faculty for proposed schedules, and all support staff
Create applications for staff hiring
Create a registration process and timeline for students including the collection of accommodations and medical plans

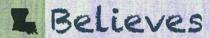# Planning Checklist

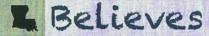| January - April |
| --- |
| Develop a communication plan for parents and families |
| Engage with partners for support (local government, organizations, public library, universities, etc.) |
| Determine school site locations |
| Prepare for transportation needs |
| Prepare for food and nutrition needs for meals |

Planning Checklist
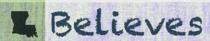
January - April
Set dates for professional development for staff
Begin a resources and materials needed list
Take stock of available enrichment opportunities in staff to determine which enrichment activities can be made available in schedules

Planning Checklist

April - May	
Plan professional development content	Plan enrichment activities
Hire staff	Provide training and professional development for staff
Set parameters and guidelines for how time is utilized	Create student rosters and bus routes based on registered students
Purchase supplies	Communicate SLP details to families
Preview summer tutoring sessions with teachers for planning purposes	Confirm community involvement

Measuring Effectiveness
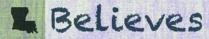
Measuring Effectiveness

Systems should measure the effectiveness of Summer Learning Programs through the completion of a single survey following the conclusion of the Summer Learning Program. The survey will gather data on the following required topics:

- Program information
- Student attendance
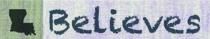- Indicators of student outcomes in ELA & Math

The survey will be released to school systems in early fall 2022.

More specific details about the data collection can be found in the updated Summer Learning Program Guidance document located in the School System Support Library.
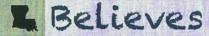
Believes

Measuring Effectiveness

Systems should expect to share information about student outcomes. These indicators may include:

Category	Examples
Curriculum-Embedded Assessments for Math*	Academic performance data from Zearn
Curriculum-Embedded Assessments for ELA*	Academic performance data from ELA Guidebooks
Literacy Screeners	Screeners approved by the Department (Acadience Reading, DIBELS 8th, STEEP, STEP).
Early Childhood Assessments	TS Gold®
Other Indicators	- Writing samples - Social-Emotional Program Data

Believes

Measuring Effectiveness

All CIR and UIR-A schools must provide summer learning programs to all students. The summer learning program must provide high-dosage tutoring using high-quality instructional materials.

All school systems that received ESSER III funding to implement summer learning programs must commit to collecting essential data to measure program effectiveness.

Next Steps

Next Steps

Please contact Markecia.Barthelemy@la.gov with any questions.