

Education Leaders Call



April 14, 2021

Kathy Hoffman
Superintendent of Public Instruction

Welcome



Agenda for Today

Peer to Peer Educator Support:

- ✓ Jean Ajamie, ADE

State Summer Learning Network:

- ✓ Melissa Castillo, ADE

Educator Peer Support Program

[About](#)[Resources](#)[Contact a Peer Now](#)

Educators Helping Educators

Are you having a
tough day?

Talk it over with
someone who gets
it: **an educator like
you.**



Free | Confidential | Peer Support



Educator Peer Support Program

[About](#)[Resources](#)[Contact a Peer Now](#)

Enjoy Being an Educator Again

You listen to others all day long. Who listens to you?
Educators are often focused on others' needs, but not always their own. It's OK to ask for help.
Taking care of yourself is another way to take care of your students.

This is NOT counseling. It's a peer-to-peer conversation. No notes are taken. No records or reporting.

Having a virtual "coffee" with a peer can be helpful.



Educator Peer Support Program

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Here Is How It Works. Peer to Peer.

Step 1 You Let Us Know The Basics

When completing the form, let us know your preferences: male vs. female, elementary vs. secondary ed, instructional services/special ed vs. general ed, or content specialty. You will receive an email in a couple of business days about scheduling a phone call or virtual meeting.

Step 2 We Find Your Peer Match

Your work setting *

☐ Elementary ed☐ High School☐ Special Ed



NSLA'S MISSION AND VISION

Ensure every child, regardless of background and zip code, learns and thrives every summer.

OUR WORK AIMS TO:

- Improve the lives of America's most vulnerable students
- Combat summer learning loss
- Close the achievement and opportunity gaps which grow over the summer months

SUMMER: A UNIQUE AND UNDERLEVERAGED TIME

Time for Improvement: Provide students and staff opportunity to catch up, keep up and develop new skills.

Time for Innovation: Empower staff/schools to test and try out and measure new ideas, solutions, strategies before scaling.

Time for Integration: Break down silos in education and partner with leaders and organizations in rare, new ways.

Time for Impact: Learning from hands-on summer programs is immediate, measurable and lasting



THE *new* VISION FOR SUMMER SCHOOL

Five Guiding Principles

- Rebrand and enhance the scope of traditional summer school.
- Target students who would benefit the most.
- Strengthen systems-level supports through community-wide partnerships.
- Provide innovative professional development for staff.
- Embed summer learning into the district's school-year operations.

“Summer learning...is not summer school. The most successful summer experiences often feel as different from formal schooling as possible. They provide the freedom for students to explore new ideas, new interests, and new activities in ways that can be difficult to do during the constraints of regular schooling.”

Matthew Boulay, PhD
Founder, National Summer Learning Association

State Summer Learning Network Objectives

- Have SEA's and their partners use strong data to develop **community system-based strategies** for equity in summer learning.
- Elevate exemplars of teaching practices in summer and leverage summer for positive, **effective teacher education and induction experiences**
- Identify and **disseminate model policies** that provide states with key policy and regulatory conditions that support successful summer ecosystems
- Advance **summer quality program standards and positive youth development practices** that can be applied across districts and integrated into the school year
- Elevate **best practices in summer learning** and ensure a focus on equity and excellence.



State Summer Learning Network Commitment

- **Learner-Centric:** *Focus on students' need in the summer and why every summer counts.*
- **Leader-Fortified:** *Build capacity of your state and local teams to deliver by participating in professional development and peer learning opportunities offered by NSLA and CCSSO over the next two years*
- **Knowledge-Based:** *Leverage and share lessons from summer practices to serve more students and reimagine teaching and learning.*
- **Transformed Summer Systems:** *Assess your summer landscape; commit to a shared vision and holistic approach to shaping a summer learning ecosystem to better serve all students year-round.*

*****The Network will meet monthly and focus discussions based on your feedback from survey results.*



Summer is a time of opportunity

National Academy of Sciences report on summer highlights the opportunity and inequity of summer

- Opportunity to promote student achievement, provide enrichment opportunities, and target resources to those most in need
- Without intentional efforts, summer leads to greater inequity

Summer seen as a key strategy for addressing COVID losses

Mitigating the losses students have faced due to COVID will require leveraging in-school and out of school time

- Less content covered
- Lower engagement and performance
- Lost social and out-of-school opportunities
- Increasing mental health issues

Requires efforts across multiple years

Research base points to effective programs and practices

- Systematic evidence review on summer programming
- National Summer Learning Project (NSLP)



Key findings from the research base

- Different types of programs can be effective – academic, social/emotional, physical and mental health, employment—but are not guaranteed to be
 - Systematic evidence review found 43 programs met ESSA evidence standards
- Key factors influence effectiveness
 - Intentional design to meet participant needs
 - Direct link between program content/activity and desired outcomes
 - Duration
 - Attendance
 - Quality instruction

Voluntary, academic summer programs can create lasting benefits for students but are not guaranteed to do so



Sufficient duration
& regular
attendance



Quality instruction
(both academics
and enrichment)



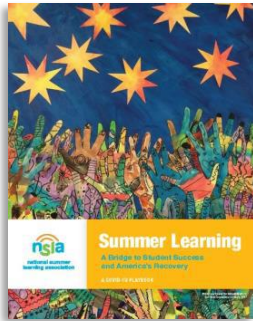
Targeted to
student needs



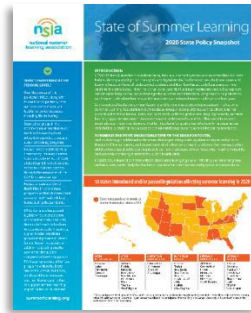
Positive site climate

Implementation is difficult and requires advanced planning!

Summer Learning Resources



[Summer Learning COVID-19 Playbook](#)



[State of Summer Learning: 2020 State Policy Snapshot](#)



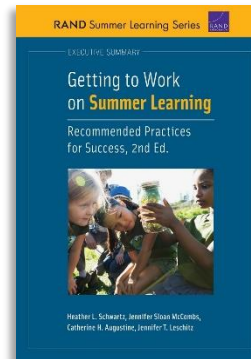
[Summer Starts in September Planning Guide](#)



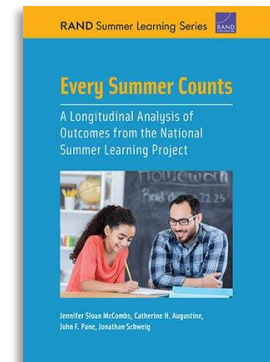
[Wallace Foundation Summer Learning Toolkit](#)



[Shaping Summer Experiences](#)



[Getting to Work on Summer Learning: Recommended Practices for Success](#)



[Every Summer Counts: A Longitudinal Analysis of Outcomes from the National Summer Learning Project](#)

Summer Learning: Local ESSER1, 2, and 3

- **Permissible uses of local ESSER funds that relate to summer learning**
 - Any activity authorized by the major K-12 education federal laws ESEA, IDEA, AEFLA, Perkins, and McKinney-Vento
 - Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population
 - Providing mental health services and supports



Summer Learning: Local ESSER1, 2, and 3

- **Permissible uses of local ESSER funds that relate to summer learning (continued)**
 - Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care
 - Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency



Plans for Summer Learning

