SUMMER LEARNING | Program Quality Intervention

TAKE IT BACK AGENDA

Abstract:
Carefully planned summer learning programs provide youth with life-changing experiences, so it's important to begin with the end in mind, establishing definite goals and steps to achieve them. This agenda is designed to assist Program/Site Directors who have attended a Summer Learning Institute (SLI) live training and want to share the Summer Learning Program Quality Institute (SLPQI) with their staff and/or colleagues.   Participants will leave with a clearer understanding of the SLPQA and the SLPQI process. Participants will also leave prepared for the SLPQI site visits.

Objectives:
Participants will: • Gain a shared understanding of the WHY SUMMER MATTERS   • Have a working understanding of the SLPQA and what it measures   • Understand the differences between the YPQA and the SLPQA   • Have a general understanding of the SLPQI process

Materials (please check the items needed for this training)

☐ Web access ☐ LCD projector ☐ Laptop ☐ Speakers (depending on group size for video)	☐ Copies of the SLPQA ☐ Copies of the "Summer by the Numbers" handout ☐ Summer Learning PQA Item Summary handout ☐ _____

Preparation Tips:

- Post-its on tables
- Manipulatives on tables (optional)
- Flip chart markers on table (optional)
- Place index cards on table (optional)
- Prime videos before starting presentation (try to avoid depending on internet)
- Other _____

*Time	*Content	*Slide, Page, or Facilitator's Comments
5 min	***Greetings** *Greet participants as they come in. Music can play in the background. The idea is to immediately create a welcoming atmosphere. All prep should be completed prior to participant arrival.*	
5 min	***Welcome and Introduction** 1. Welcome group and other important staff in the room 2. Provide information about housekeeping 3. Review objectives 4. Review agenda 5. Introduce Weikart Center for Youth 6. Introduce the National Summer Learning Association ***Remind participants that the purpose of this process is to support their program's efforts in their quality improvement cycle to provide young people with meaningful experiences that will help them to be successful in life.**	Slides 2-5
10 min	***Opening – Genuinely Exciting Moments – Identifying High Quality Practices** 1. *Genuinely Exciting Moments (GEMs)* 　a. Hand three different colored Post-Its to each participant. 　b. *Provide an Example* of a GEM that is linked to quality standards 　　▪ Families: All staff learned the names of all parents and caregivers this year and greeted them personally at arrival and dismissal. 　　▪ Staff: We provided additional support for our non-certified teachers this year 　c. On one color have them write a positive or exciting moment from their summer program that involved youth. 　d. On the other color have them write a positive or exciting moment from their summer program that involved families. 　e. On the other color have them write a positive or exciting moment from their summer program that involved staff or partners.	Slide 6

*Time	*Content	*Slide, Page, or Facilitator's Comments
	f. Have participants stand up and mingle for about 5 minutes. For the time given, participants should walk up to another person, introduce themselves, share what they wrote and ask each other one follow-up question. *Debrief* by asking*:* What practices did you hear from your peers that sounded like high-quality program practices during summer? (Record answers on flip chart paper in front of room)	
10 min	***Why Summer Matters** 1. Say "Research shows that most children experience some form of learning loss during the summer months, especially in math. However, the severity is largely determined by a family's household income and the availability of summer enrichment programs. Children from low-income families frequently face barriers, such as lack of transportation and/or the cost of enrollment into summer enrichment programs, that leave them falling academically behind their higher-income peers. Studies show that lower-income children can sometimes lose 1-3 months of learning during the summer. The impact of summer learning loss is cumulative and can have negative life-long effects on the child, their family, and the community." **Option 1**: "Let's watch this brief video that further explains impact of summer learning loss." https://www.youtube.com/watch?v=rTelyIW1bOY 2. Show this brief video to emphasize the impact of summer learning loss on youth in under-resourced communities. 3. After participants view this video, give participants the "Summer by the Numbers" handout and ask them to turn to their partner for a think, pair, share reflecting on the statistics and the importance of quality summer programming.	Slide 7 or 8 Slide 7 Give participants the "Summer by the Numbers" handout.

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	Option 2: Say "This physical demonstration shows reading achievement of low-income and middle-income students who did not participate in a summer learning program."	Slide 8
		Give participants the "Achievement Gap Walk" handout.
	1. Choose two volunteers; assign one to represent a child form a middle-income home (MI) and a child from a low-income home (LI). Explain that the volunteers must walk "heel to toe" during the demonstration.	
	2. Ask Participants to view their Achievement Gap Walk Handout	
	Activity Description **Summer before Kindergarten** MI, LI stand side by side LI take one step back *(this shows that LI youth start school behind)* **Kindergarten Year** MI, LI take 8 steps forward Summer MI=1/2 step forward LI-2 steps back **First Grade** MI, LI take 8 steps forward Summer MI=1/2 step forward LI-2 steps back	
	Say *"What is happening during the school year?"* After group discussion	
	Explain *"Both MI and LI are learning at the same rate. It is in summer where the gap widens. For disadvantaged kids school is the main source for their academic learning."*	
	Have participants do it one more time for added emphasis.	
	Second Grade MI, LI take 8 steps forward Summer MI=1/2 step forward LI-2 steps back	
	Explain that without access to meaningful learning experiences in the summer, children lose ground on what	

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	they learned during the school year. Children from low-income families are disproportionately impacted by losses in reading and these losses are cumulative and contribute to an ever-widening achievement gap that has consequences later in life.	
10 min	***Intro into SLPQA** Say "Summer programs pose a unique challenge for quality assessment and improvement that needed to be factored into a Quality Improvement process that would be conducive to the differences in school year and summer program designs. The difference in program duration (roughly 37 weeks for afterschool and 4-8 or even 12 weeks during the summer) is different and creates a set of challenges for program planning, design and implementation when comparing summer to school-year programs. In an effort to find a balance between the need to stem summer learning loss and the desire to provide a fun, enriching environment of exploration, high quality summer learning programs blend youth development strategies into intentional learning activities. Because of the unique summer program structure we recommend a focus more on external than self-assessment. The role of the assessor as a coach can also be key to success." Say "The SLPQA is not meant to be any of the following: • An evaluation of youth outcomes. • A judgement on whether a program will receive funding in the future years. • A judgement on the capabilities of individual staff or program managers. The SLPQA is designed to be: • A standard method to objectively analyze the quality of the program from multiple perspectives. • To collect information that can be prepared year over year.	Slide 9 Slide 10 Slide 11

*Time	*Content	*Slide, Page, or Facilitator's Comments
	• To help programs prioritize areas for continuous improvement. • To improve capacity of a program's quality improvement efforts. • Low-stakes assessment to highlight program strengths and identify opportunities for improvement. And essentially assist programs in providing quality summer programming that will positively impact the youth and families they serve."	
	Say "The SLPQA consists of a FORM A and a FORM B. FORM A is the tool for observational assessment of summer learning program. It is used to assess the program quality at the point of service. FORM B consist of an interview and is used to gather firsthand data on broader aspects of quality such as planning, engagement with families, and staff training. The interview from FORM B is conducted with the program Site Lead or Director. We will discuss this in greater detail shortly."	Slide 12
	Say "The SLPQA draws on the Youth PQA and NSLA Comprehensive Assessment of Summer Programs (CASP) to measure the quality of adult-youth interactions in summer programs as well as key structural aspects of programs. The basic structure and standards of the research-validated YPQA are present in the Summer Learning PQA but it has been enhanced to measure broader programmatic elements that are unique to summer. In particular new scales reflecting positive youth development-based standards for academic instruction, particularly in the Engagement and Academic content areas. Let's take a closer look."	Slide 13
	Say "In the Engagement Domain - The Learning Strategies scale focuses on helping youth develop mindsets where they apply learning in new ways and in different contexts and the persistency to do so time after time and The Higher Order Thinking scale refers to youth having the opportunity to develop higher order skills like being critical, logical, reflective, metacognitive, and creative.	Slide 14

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	In the Interaction Domain – Program Culture which refers to the extent that the staff sets the program culture by communicating valued ideals and principles and integrating them into program activities and rituals is an item that has been added to the Belonging Scale. In the Supportive Environment Domain – The Program flow scale an item was added that emphasizes the consistency in routines and guidelines for daily tasks. In the Safe Environment Domain within The Health and Nutrition scale, and item has been added that emphasizes dedicated time for physical activity." Say "In addition there are supplemental scales for math, literacy, greeting times, transitions, and departures. Please look through your SLPQA tool and at the SLPQA Item Summary to view the additional scales and items included in the SLPQA. Aside from looking at quality at the Point-of-Service, the SLPQA also allows the programs to focus on elements of quality that impact how the program is planned and structured."	Slide 15
	Say "The FORM B interview with the Site Lead to assess management practices and program infrastructure. The Domains in FORM B are largely derived from NSLA's Comprehensive Assessment of Summer Programs and is a critical component of the SLPQA, as the assessor attempts to get the most complete understanding of a program's management and design through the viewpoint of the Site Lead."	Slide 16
	Say "Follow these Tips when preparing for the FORM B interview: • The Assessor will schedule 60 minutes for the interview based on an agreed upon time. • If possible, arrange to do the interview off-site. • Review the interview before hand. Some information may require staff input. • Remember it's alright to say "I do not know."	Slide 17 Only include this slide if you are speaking to Site Leads

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	• There is no right or wrong to any question. Remember the SLPQA involves both observational and interview items to promote a continuous improvement process."	
10 min	**<u>Introduce the SLPQI Process</u>** Say "The SLPQA goes through a planning, assessment, performance/feedback, and improvement cycle. First, we'll start with the familiar: Plan > Assess > Improve. This cycle is relatively the same as the YPQA cycle. Plan includes the summer learning institute and other trainings like quality coaching and the external assessor training (to prep for assess) and any content specific trainings like unique program culture or literacy Assess happens when the program is in session, an external assessor visits your program and completes Form A and Form B (one entire tool in the AM and PM, but the interview only once) Improve happens both during and after the summer, just like in the YPQI, supported by the coach, methods workshops or other professional development" Say "Here is something new to the cycle. Performance Feedback: The biggest change is the addition of the performance feedback phase. Within 48 hours of submitting scores, you will receive a feedback report that outlines course corrections or short-term "tweaks" rather than major overhauls that programs can implement during the summer session. Improve: This is why the improve phase includes both short- and long-term planning." Say "This revised sequence of plan, assess, performance feedback, improve helps summer programs to turn data into useful information for program improvement both very	Slide 18 Slide 19 Slide 20

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	short term goals during the session and medium and long term goals between summer sessions."	
	Ask participants:	
	• What do you anticipate will be some of the challenges with this new process? • What do you anticipate will be some benefits to this new process? • Leave ample time to allow participants to ask questions as a large group.	Slide 21
	Say "This revised sequence of plan, assess, performance feedback, improve helps summer programs to turn data into useful information for program improvement both very short term goals during the session and medium and long term goals between summer sessions."	
	Ask participants:	
	• What do you anticipate will be some of the challenges with this new process? • What do you anticipate will be some benefits to this new process?	
	Leave ample time to allow participants to ask questions as a large group.	Slide 22-24
	Say "Here is what a sample timeline of the PLAN, ASSESS, PERFORMANC/FEEDBACK, and IMPROVEMENT phases for your network."	
5 min	**What to Expect…**	
	Say "The external assessor will conduct an AM and PM observation. *The assessor will be at the program the entire day.	Slide 25
	The external assessor will do a walk-through observation. *In most cases the assessor will not see a full offering. They will review offerings in 20 minutes intervals and their	

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	scores will be culmination of what they observed for the entire AM or PM period. . The assessor will observe the beginning, middle, and end of several offerings to get a sense of the flow of and practices implemented during an entire day. This observation is only a SNAPSHOT of the program and should not be viewed as a comprehensive assessment of the program. The assessor will not be able to see all offerings being conducted for the day. The external assessor will conduct an interview with the Site Lead. This interview should be schedule before the assessor arrives for the site visit." - Say "The external assessor will provide Site Lead with a Feedback memo within 48 hours of the observation highlighting strengths and areas of improvement. *This memo will support the program in making small improvements during the summer session. The program will receive a Full Report that provides scores from the FORM A and FORM B of the SLPQA to be used in setting quality improvement goals for the upcoming summer. The external assessor/coach will explain how to interpret the SLPQA data and the Full Report." *This is the end of the Take it Back agenda.	Slide 26
5 min	**<u>*Questions and Closing</u>** – Say "Do you have any questions?" *Review p141 in your handbook for commonly asked questions. Say "Thank you and ask participants to contact you if they have questions at a later time."	Slide 27
	<u>*End</u>	