This lesson plan serves as a guide to the presentation “Putting the Pieces Together” and associated materials. It is intended to assist board members seeking to conduct a board study session focused on summer learning.

The goals of this lesson are for the board to explore how summer programs will be implemented or expanded and to provide clear direction to district or county office of education officials. This lesson walks a board through ideas and questions related to funding, staffing, partnerships, and program evaluations.

SESSION MATERIALS

* PowerPoint Presentation: Learning in Summer Study Session #3: Putting the Pieces Together
* [Video: Summer Learning: Supporting Staff Capacity and Motivation](https://www.youtube.com/watch?v=yJEHml5oU7I&feature=youtu.be)
* [Video: Summer Learning: Putting the Pieces Together](https://www.youtube.com/watch?v=UASrF9eEiXg&feature=youtu.be)

ASSIGNED READING PRIOR TO SESSION

* Case Studies: Funding Summer Programs
* Case Studies: Partnerships to Support Summer Learning
* Resource Guide: Tools for Evaluating Summer Programs

BOARD PREPARATION PRIOR TO SESSION

* A presentation to the board on the results of the [District Needs Assessment for Summer Learning in Your District](https://www.csba.org/-/media/CSBA/Files/GovernanceResources/SummerLearning/201902-L2NeedsAssessment.ashx?la=en&rev=977bf7950eea48409bf50769a74a66a6).

OUTLINE AND SUGGESTED PACING (90 minutes total)

Introduction (5 minutes)

* **Slide 1:** Welcome and introductions. Summarize prior discussions and decisions regarding board support for summer learning programs.
* **Slide 2:** Review the focus and goals of this session. Past sessions covered WHY offering a summer learning program would benefit students and further learning goals, narrowed in on WHAT programs are currently available, and WHAT needs should be filled. This session will cover HOW, especially within the realities of funding and staff capacity.
* **Slide 3:** Read the quote or have a participant read. This quote is meant to express optimism about what is possible with thoughtful planning and will help set a positive tone for the session. The superintendent offering the quote captures the key to the HOW question: look beyond the obvious sources of funds and ways of thinking about delivering a program.

Affording Summer Learning: The Art of Possible (30 minutes)

* **Slide 4:** Affordability is always a function of what revenues you have and how much a program costs. Finding the funds to pay for the summer programs you want is definitely a challenge, but districts throughout California have found ways to make it possible. If completed, the [*District Needs Assessment for Summer Learning in Your District*](https://www.csba.org/-/media/CSBA/Files/GovernanceResources/SummerLearning/201902-L2NeedsAssessment.ashx?la=en&rev=977bf7950eea48409bf50769a74a66a6) can be used to compare costs of current programs.
* **Slide 5:** Discuss the question from the slide. Knowing that summer programs are considered integral to the district’s work—rather than being an add on that can be cut when times are tight—makes a big difference. With LCFF and local flexibility, deciding whether or not to provide summer programs, and what those programs look like, is a local decision that needs to be based on the needs of your students and the goals of your district.
* **Slide 6:** Emphasize the relationship between summer programs and district goals. District revenues from various sources can be used to support a summer program if that program furthers specific district goals, including:
  + Providing extra support for specific student groups, such as English learners;
  + Strengthening the school year program by providing professional development for teachers, opportunities for staff to develop and use STEM curriculum, and others; and
  + Developing new community partnerships that can support both the summer programs and other programs during the school year. These partnerships can bring outside resources and expertise to the district.
* **Slide 7:** Use the *Case Studies: Funding Summer Programs* document and the slide to discuss the district funding sources. The conversation could include the following questions:
  + Which of these are potential sources?
  + Why or why not?
  + Are there other district sources to consider?

The district sources and notes for each could be written down on chart paper for future reference.

* **Slide 8:** Funding from outside district sources is also possible. Based on the examples in the *Case Studies: Funding Summer Programs* document and what the board knows about the community, discuss the questions on the slide and capture reactions on chart paper.
* **Slide 9:** A discussion about acceptable trade-offs is also important when an initial program budget is not affordable. For each of the questions on the slide, elicit ideas and use chart paper to capture key points. The following additional prompts could be used for each question:
  + What changes in the program could be made? Considerations include reducing the number of students, sites, or days.
  + What economies of scale are possible that might help reduce costs? Options can include consolidating sites, sharing transportation costs, working with another district to provide professional development, and others.
  + What staffing options are available? This includes considering alternative staffing options that can reduce costs while still providing students with a quality educational program.

Staffing: The Largest Program Cost (20 minutes)

* **Slide 10:** The biggest cost of summer programs is the staff. Districts are finding a variety of strategies to staff programs that are cost effective and meet district professional learning goals.
* **Slide 11:** As this video highlights, supporting staff capacity in summer learning programs can make sense when considering the benefits that transfer over to the school year. Show video [*Summer Learning: Supporting Staff Capacity and Motivation*](https://www.youtube.com/watch?v=yJEHml5oU7I&feature=youtu.be)*.*
* **Slide 12:** Staffing decisions have a big impact on costs and student experiences. As highlighted in the video, summer is an opportunity to do things differently, think outside of normal staffing approaches, and create new kinds of learning experiences for students and adults. For example, some school districts employ the following options to staff summer schools:
  + After-school program staff;
  + Partner organization;
  + Credentialed teachers; or
  + Hybrid programs that employ different kinds of staff.

Discuss and chart answers to the questions on the slide.

* **Slide 13:** Considering and discussing these staffing options with employee groups and other labor partners is important to ensure that there are shared goals and buy-in. Discuss and chart answers to the questions on the slide.
* **Slide 14:** Staff that participate in summer programs can also use this time to learn new skills and prepare for the school year. As seen in the video, during summer school, staff can refine new lesson plans, activities, and skills that can be part of their broader professional development plan. Discuss the question on the slide.

Partnerships: Forging, Supporting, and Managing Them (20 minutes)

* **Slide 15:** This section focuses on partnerships to support summer learning programs and how districts can forge, support, and manage them.
* **Slide 16:** There are several elements that summer learning programs need to have in order to be successful. This slide includes several of those elements. Discuss the most critical elements to a successful summer learning program and how each of these can be provided. Which district departments do we need to partner with to provide these elements?
* **Slide 17:** Show video [*Summer Learning: Putting the Pieces Together*](https://www.youtube.com/watch?v=UASrF9eEiXg&feature=youtu.be).
* **Slide 18:** Use *Case Studies: Partnerships to Support Summer Learning* and the prompt on the slide to discuss partnerships in your district. When do they work and not work? Are there parameters around working with partners that need to be in place?
* **Slide 19:** Use the “Opportunities for Additional Resources and Partnerships” section from the *[District Needs Assessment for Summer Learning in Your District](https://www.csba.org/-/media/CSBA/Files/GovernanceResources/SummerLearning/201902-L2NeedsAssessment.ashx?la=en&rev=977bf7950eea48409bf50769a74a66a6)* and the following questions to discuss partnerships. Chart answers.
  + Does your district already have connections or partnerships to build on as it creates a summer program? For example, are there strong existing partnerships with your after-school providers, local businesses, local government agencies (such as library and parks departments), or nearby postsecondary institutions?
  + Are there other nearby districts, county offices of education, or community-based organizations that are managing partnerships to provide summer learning programs? What options exist for using curriculum and program activities from those partners?

Evaluating Success (15 minutes)

* **Slide 20:** As a board, you will also need to have information about the success of programs that are implemented. Summer programs should have an evaluation plan to measure success. The *Resource Guide: Tools for Evaluating Summer Programs* document provides resources that may be helpful for this discussion.
* **Slide 21:** Family and student demand for programs is an important barometer of success. In summer, families vote with their feet. Discuss the two questions on the slide and ideas for measurement:
  + Are these the programs families want and need? How do we know? Have we asked parents what they want in summer programs? What can they afford?
  + What systems are in place to track interest, enrollment, and attendance? How will the district keep count of those families who enroll their children and those that are turned away?
* **Slide 22:** When measuring the quality of summer programs, there are two aspects to consider: quality of implementation and quality of student outcomes. Discuss the difference between these two types of evaluations. Use the following discussion questions to explore evaluations further:
  + What plans have been put in place for evaluating quality of implementation?
  + What plans have been put in place for evaluating student outcomes?
  + Is your district assessing the quality as perceived by staff, students, and families?
  + How closely are indicators tied to the specific learning goals set out for the program? Are additional measures needed?
  + How will evaluation findings be used as part of planning for the next program year?
* **Slide 23:** Review resources for board members to learn more and explore the issue further. CSBA has published multiple resources related to the development of summer learning programs in California. You can visit the CSBA summer learning page to find lesson plans and materials for this study session and two other board study sessions related to summer learning. CSBA also has materials to help board members plan for and implement summer programs, including a [Planning Guide](https://www.csba.org/-/media/CSBA/Files/GovernanceResources/EducationIssues/StudentAchievement/201801_SummerLearningHowToGuide.ashx?la=en&rev=9e2165e0deac4567b1ca5ecede0ee65b) and a [Guide to Regional Partners and Resources](https://www.csba.org/-/media/CSBA/Files/GovernanceResources/EducationIssues/StudentAchievement/201802RegionalResourceGuide.ashx?la=en&rev=668657c4c25646b68c5aabba39ad81c1), all available at [www.csba.org/summerlearning](http://www.csba.org/summerlearning).