



**School Practitioner  
Listserv**



**A Weekly Community of Practice Network  
for Sharing and Interchange**

*May 23, 2016*

**Special Edition: *Summer Learning***

**Concerns from the Field:**  
**>Summer enrichment for all students**

**Invitation to Listserv Participants to Share Perspectives**

**Featured Set of Center Resources:**  
**>Related to school-community collaboration for summer learning**

**A Few Extras For Your Information**

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**Please forward this to a few colleagues you think might be interested.  
The more who join, the more we are likely to receive to share.**

**For those who have been forwarded this and want to be part of  
the weekly exchange, send an email to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**

**For previous recent postings of this community of practice, see  
<http://smhp.psych.ucla.edu/practitioner.htm>  
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*Note:* In keeping with the *National Initiative for Transforming Student & Learning Supports*,\* this community of practice network has expanded in number of participants and topics discussed. The thematic emphasis is on (1) daily concerns confronting those working in and with schools, (2) the transformation of student and learning supports, and (3) promoting whole child development and positive school climate.

**C**oncern from the Field: In response to last week's Community of Practice discussion, a colleague noted the following: "What I'm not sure I saw in the School-Community connections response was a focus on supporting needed resources for learning, youth development and social/emotional support during the non-school, weekend and summer hours, at community based organizations, rather than at school locations. If all the focus centers on what happens in the school building, youth living in high poverty areas, still have far to few supports available to them in the non-school hours than do youth in more affluent areas. Furthermore, to me, the school-centered approach puts too much of the responsibility on school staff, and too little responsibility on the community, including business, colleges, faith groups, etc., for helping raise the kids in a community. I hope this will be discussed in a future issue."

**C**enter Response: Over the years, the Center has focused not only on the necessity of school-community collaboration, but on the importance of doing so strategically and with an operational infrastructure that contributes to unifying and developing a comprehensive and equitable system of student and learning supports. See our Quick Find on *Collaboration - School, Community, Interagency; community schools* ([http://smhp.psych.ucla.edu/qf/p1201\\_01.htm](http://smhp.psych.ucla.edu/qf/p1201_01.htm)) for links to the work and other discussions of the matter.

Our colleague's reaction reminded us about focusing specifically at this time of the year on school-community collaboration for enhancing summer opportunities to enrich the lives of all youngsters and especially those living in high poverty areas. As the National Summer Learning Association reminds us:

"More than half of the achievement gap between lower- and higher-income youth can be explained by unequal access to summer learning opportunities. As a result, low-income youth are less likely to graduate from high school or enter college."

With respect to the question: *How should schools and communities connect to enhance summer learning opportunities?*, the National Summer Learning Association is a major resource. For example, see:

> *Meaningful Linkages Between Summer Programs, Schools, and Community Partners: Conditions and Strategies for Success*

<http://c.ymcdn.com/sites/www.summerlearning.org/resource/collection/CB94AEC5-9C97-496F-B230-1BECDFC2DF8B/MeaningfulLinkages.pdf>

In that resource, they stress: "What schools or community-based organizations can't do alone, they can often do together. When budgets are tight, successful partnerships allow organizations to leverage resources that expand and enrich young peoples' lives...."

In response to the question: *What are the data that show the value of summer learning programs?*, the Association provides a research brief entitled:

> *Calculating the Return on Investment in Summer Learning*

[http://c.ymcdn.com/sites/www.summerlearning.org/resource/collection/CB94AEC5-9C97-496F-B230-1BECDFC2DF8B/RIB\\_Goetze\\_2015.pdf](http://c.ymcdn.com/sites/www.summerlearning.org/resource/collection/CB94AEC5-9C97-496F-B230-1BECDFC2DF8B/RIB_Goetze_2015.pdf)

They stress: "Summer learning is proven to be a cost-effective strategy for boosting achievement of young students. We need to build a menu of summer learning that allows policymakers to select summer programs that are within their budget and that achieve targeted outcomes for specific students that they serve. This includes a menu for high risk and low risk, English-language learners, special education, and rural and urban students across various ages and grades. The menu should be specific and show the cost and outcomes or benefits achieved for specific students...."

About the question: *Is there funding for summer programs?*, the National Summer Learning Association, in collaboration with the White House, Civic Nation, and U.S. Department of Education developed:

>2016 Summer Opportunities Funding Resource Guide  
<http://www.summerlearning.org/page/2016FundingGuide>

This Guide is intended “to help state and local leaders identify the most promising funding streams to support summer learning and to show how innovative states, districts, and communities have creatively blended public and private funding to develop programs, services and opportunities to meet the needs of young people during the critical summer months. Includes descriptions of applicable federal, state, and local funding streams Examples of how to use local partnerships and private funding to leverage public resources. Spotlighted strategies and examples of funding in action. Case studies of how high quality district and community-based summer learning programs obtained funds.”

Summer provides an opportunity to pursue many ways to make both the content and the process of learning highly relevant to youngsters. The key is promoting active learning through special projects, problem-based and discovery learning, community service, action initiatives, and so forth. Older students may be involved in "internships" or service learning. Service learning, in particular, can involve youngsters in addressing a real community need, link community work with academic goals, and encourage youngsters to reflect on and evaluate their learning. Working together to enhance summer opportunities can significantly strengthen the relationship between community and school.

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**I**nvitation to listserv participants: We would like to share examples of what communities are doing to support summer learning. *What can you share from your community?* Send your responses to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

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## **F**eatured Set of Center Resources

### >Related to Schools and Communities Collaborating for Summer Learning

See the Center’s Quick Finds on:

- >Collaboration - School, Community, Interagency; community schools – [http://smhp.psych.ucla.edu/qf/p1201\\_01.htm](http://smhp.psych.ucla.edu/qf/p1201_01.htm)
- >Expanded Learning Opportunities -- After-School & Summer Programs – <http://smhp.psych.ucla.edu/qf/afterschool.htm>
- >Business support for schools – <http://smhp.psych.ucla.edu/qf/businesssupport.htm>
- >Community outreach for involvement and support – <http://smhp.psych.ucla.edu/qf/commoutreach.htm>
- >Engagement, re-engagement, motivation for learning – <http://smhp.psych.ucla.edu/qf/motiv.htm>

Note: **Summer learning is not just for students.** It is a time to focus on three overlapping concerns related to addressing barriers to learning and teaching. That is, it is a time for

- (1) helping students avoid falling behind
- (2) furthering development of a Unified, Comprehensive, and Equitable System of Learning Supports
- (3) incorporating learning supports into staff development.

See <http://smhp.psych.ucla.edu/pdfdocs/rhythms.pdf#page=52>

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## A Few Extras for Your Information:

>The Forum for Youth Investment's *Transforming Government, Transforming Communities* report highlights "place-based initiatives" introduced by the Obama Administration. These represent efforts to comprehensively empower communities to address their needs holistically. These initiatives concentrate funding, flexibility, technical assistance and other supports to help the selected sites approach community transformation in ways that cut across individual programs, departments and sectors. The executive summary and full report are available at:  
[http://forumfyi.org/TGTC?utm\\_source=Ready+News+May+19&utm\\_campaign=Ready+News&utm\\_medium=email](http://forumfyi.org/TGTC?utm_source=Ready+News+May+19&utm_campaign=Ready+News&utm_medium=email)

>*K-12 Education: Better Use of Information Could Help Agencies Identify Disparities and Address Racial Discrimination*. GAO-16-345  
Report: <http://www.gao.gov/products/GAO-16-345>  
Highlights: <http://www.gao.gov/assets/680/676744.pdf>

>*Preventing Teen Dating Violence* -- Video from Jennifer Ann's Group and the El Paso Independent School District – <https://vimeo.com/166555193>  
Also on this topic, see the Center's Info Resource –  
<http://smhp.psych.ucla.edu/pdfdocs/dating.pdf>

>*Delivering Justice* – report from the U.S. Department of Education's Office for Civil Rights --  
<http://www2.ed.gov/about/reports/annual/ocr/report-to-president-and-secretary-of-education-2015.pdf>

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\*For information about the

*National Initiative for Transforming Student and Learning Supports*, see  
<http://smhp.psych.ucla.edu/newinitiative.html>

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***THE MORE FOLKS SHARE, THE MORE USEFUL AND INTERESTING THIS COMMUNITY OF PRACTICE BECOMES!***  
Send resources ideas, requests, comments, and experiences to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)  
We post a broad range of issues and responses to the *Net Exchange*  
on our website at <http://smhp.psych.ucla.edu/newnetexchange.htm>  
and to *Facebook* (access from the Center's home page <http://smhp.psych.ucla.edu/>)