Collaborative Summer Library Program Symposium
December 2, 2021

Summer Matters: The “Fierce Urgency of Now”
INDIGENOUS LAND ACKNOWLEDGMENT
Here’s how we will “SEA”ze the Moment today:

• Look at learning loss in summer and how inequities widened during the past 20 months for children who have been historically excluded
• Make recommendations for summer library programs in 2022 and beyond
• Align research proven ways to library programs to drive deep, lasting and meaningful change for children
• Discuss the national trend to move to summer learning and discuss the ALSC Summer Learning/OST Toolkit, Learning Beyond
• Understand the role Outcomes Based Evaluation can play in advocating for your programs and your community
• Have some fun with an literature based engineering design challenge
"Take chances, make mistakes, get messy!"

- Ms. Frizzle
What I’m reading...how about you?
“Summer is a time of great opportunity AND great risk for our kids”

- Children can lose up to three months of reading skills
- All kids lose math skills
- Increase in childhood obesity
- Food instability increases
- Physical exercise decreases
- Social Isolation increases
- Lack of opportunity for children in poverty, children in BIPOC communities
Bring on The Learning Revolution

“Current systems of education are based on the manufacturing principles of linearity, conformity and standardization. The evidence is everywhere that they are failing too many students and teachers alike. A primary reason is that human development is not linear and standardized, it is organic and diverse. People, as opposed to products, have hopes and aspirations, feelings and purposes. Education is a personal process. What and how young people are taught have to engage their energies, imaginations and their different ways of learning.”

—Sir Kenneth Robinson
Summer Learning Challenge

- Focus groups around the city
- Lift up parent voice, center programming on youth
- Align to evidence-based approaches
- Increase STEM/STEAM and Art
- Museum partnerships to build capacity and maximize reach
- Outreach into historically excluded communities
- Three tracks of learning: READ, DISCOVER, CREATE
- Rigorous evaluation to hold ourselves accountable
nsla smarter summers. brighter futures.
Faucet Theory of Learning
What Happens to Children DURING THE SUMMER?

During the summer months, disadvantaged children tread water at best or even fall behind. It’s what we call **“SUMMER SLIDE”** while better off children build their skills steadily over the summer months.

**SUMMER LEARNING LOSS** accounts for about two-thirds of the ninth grade achievement gap in reading.⁷
CPL Success

• Academic gains of up to 3 months in reading AND math
• Increased community engagement
• Sustained increases in funding and partnership opportunities
• A seat the Mayor’s table
• Credible results bring other opportunities
“EVERYBODY HAS A PLAN UNTIL THEY GET PUNCHED IN THE MOUTH”
-MIKE TYSON
THE FIERCE URGENCY OF NOW
Figure 1. Mathematics forecast
Learning loss will probably be greater for low-income, black, and Hispanic students.

<table>
<thead>
<tr>
<th>Quality level of remote instruction, % of K–12 students</th>
<th>Average and above-average remote instruction</th>
<th>Low-quality remote instruction</th>
<th>No instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>32</td>
<td>48</td>
<td>20</td>
</tr>
<tr>
<td>White</td>
<td>38</td>
<td>52</td>
<td>10</td>
</tr>
<tr>
<td>Black</td>
<td>14</td>
<td>46</td>
<td>40</td>
</tr>
<tr>
<td>Hispanic</td>
<td>21</td>
<td>49</td>
<td>30</td>
</tr>
<tr>
<td>Low income</td>
<td>60</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

Black, Hispanic, and low-income students are at higher risk of not receiving remote instruction of average or above-average quality.
Three million children who were in school at the beginning of March, 2020 have gone missing.

-Bellweather Education
140,000 children to date have lost a parent.

67% of all children lost a caregiver, teacher or other trusted adult in their life.

National Summer Learning Association
Social-emotional deficits stemming from COVID

- Post-traumatic stress disorder
- Grief and active grieving
- Increased depression
- Amplified anxiety
- Confusion
- Anger
- Decreased social interaction
- Separation anxiety
- Fear
- Developmental regression
- Increased stress
It’s a time for renewal and rebirth.
Recommendations for Public Libraries

• First, staff must focus on personal recovery & community healing
• Develop trusting relationships (time and intention)
• Create a plan with well articulated goals
• Intentional focus on Kindergarten-3rd grade
• Be culturally-affirming in books, programs, music, environment, staff, art, collection development...
• Understand ACES and become Trauma-informed; plan and lead with empathy
• Center programs on historically excluded communities where losses have been the greatest
• Lift up parent voices: ask parents what their concerns are, what they need
• Co-design with parents, teachers, social workers AND youth: what do kinds want and what would make them want to participate?
• Outreach is essential: Work to be bigger than your buildings
Recommendations for Public Libraries, continued

- Re-enforce reading and math fundamentals and talk from the ‘value add’ of the library
- Use STEM/STEAM as an entry point for diverse learners
- Integrate arts for self-expression and joy
- Target social-emotional learning
- Reduce barriers to learning by providing summer meals, snacks and access to cold water
- Have fun! Games, play and making create real-life connections between school subjects and larger learning concepts
- Use data to drive results
- Partner with schools (more about this later)
Research proven ways libraries can help

• Positive youth development: 5 C’s of of youth development (Weikert Center)
• Caring adult/Trusted Messengers and the Power of Relationships
• Co-design and community collaboration – Harvard Parents’ Survey
• Maximize partnerships
• IMLS 21st Century Learning
• Increase book ownership to children who lack access
• Evaluate for excellence, not maximized attendance
IMLS: 21st Century Learning in Libraries

**What are 21st Century skills? These 4 C's:**

- **C**ommunication: Sharing thoughts, questions, ideas & solutions
- **C**ollaboration: Working together to reach a goal. Putting talent, expertise, and smarts to work
- **C**ritical Thinking: Looking at problems in a new way and linking learning across subjects & disciplines
- **C**reativity: Trying new approaches to get things done equals innovation & invention
Theory of Multiple Intelligences
STEM/STEAM Learning

STEAM Skills and Habits of Mind

- Investigating
- Making connections
- Experimenting
- Communicating
- Collaboration
- Developing craft
- Envisioning
- Perspective taking
- Analytical reasoning

Habits of Mind:
- Curiosity
- Critical thinking
- Creativity
- Persistence
- Problem solving
Growth Mindset

**FIXED MINDSET**
- “I give up easily”
- “My potential is predetermined”
- “Failure is the limit of my abilities”
- “My intelligence if static”
- “I avoid challenges”
- “I stick to what I know”
- “Feedback and Criticism is personal”
- “I will never improve”
- “I am either good at it or I am not”
- “There is no point in trying it”

**GROWTH MINDSET**
- “I like to try new things”
- “I can learn to do what I want”
- “Failures offer opportunity & growth”
- “My intelligence can be developed”
- “I embrace challenges”
- “I learn from feedback”
- “I keep trying and never give up”
- “I am inspired by others people’s success”
- “My mistakes help me grow”
- “I know this will help me even though it is difficult”
Engineering Design Process

- ASK
- IMAGINE
- CREATE
- IMPROVE
- PLAN
So he huffed, and he puffed, and he huffed and he puffed, and at last he blew the house in. And he ate up the second little pig.
What can you design to keep the wolf from blowing the pigs houses down?
Positive Youth Development
Weikert Center

YOUTH ENGAGEMENT
- Plan
- Make choices
- Reflect

PEER INTERACTION
- Lead and mentor
- Be in small groups
- Partner with adults
- Experience belonging

SUPPORTIVE ENVIRONMENT
- Encouragement
- Skill building
- Active engagement
- Reframing conflict
- Session flow
- Welcoming atmosphere

SAFE ENVIRONMENT
- Psychological and emotional safety
- Program space and furniture
- Healthy food and drinks
- Emergency procedures
- Physically safe environment
Trusted and Caring Adult Relationships

Aspects of Caring Adult Relationships:

• Adults who show they care
• Challenging child to be best self while providing ongoing support
• Sharing power and showing respect
• Expanding sense of possibility

“Nothing has more impact in the life of a child than positive relationships.”
Moving from summer reading to summer learning

• Reading **AND 21st Century learning**
• Center program on youth voice and parents/caregivers
• Lift up multiple learning styles & historically excluded communities and bring them together
• Develop models that emphasize Growth Mindset and ‘fail forward approaches’
• Evaluate for impact
From summer reading to learning – equity, access, quality, joy

• Includes a variety of voices and recognizes experiences of different types of learners
• Moves library staff from facilitator to co-learner
• Promotes the idea that everyone’s ideas, talents and skills count
• Broadens access to critical 21st Century skills and develops a Growth Mindset
• Joy promotes positive brain growth
So...How about that Wolf, or
The Role of Reflection in Learning

The Reflective Cycle (Gibbs, 1988)
Learning Beyond

21st Century SUMMER and OUT OF SCHOOL TIME PROGRAMS for youth

- 21st Century learning
- Equity building in summer and OST programs
- Co-Creation and co-design
- Partnerships
- Reflection and iteration
- Outcomes-Based Evaluation
- Digital programming
- Positive Youth Development
Outcomes Based Evaluation

- Articulates program goals
- Effective planning tool
- Advocacy for your programs
- Allows you to hear from program constituents
- Better understand impact
- Creates a roadmap for strategic planning
- Gives you data for making informed decisions
- Allows you to TELL YOUR STORY
Create an Evaluation Plan or how do we assess progress?

• Increased access?
• Deepen service to historically excluded communities?
• Improve participant social skills?
• Increased quality?
• Increase data fluency of staff?
• Expand program?
• Develop a coordinated network or sustainable partnerships?
Logic models

- Communicates the goals and complexity of program
- Gives staff a way to understand their role
- Provides a credible way to measure outcomes and align with goals
- Outlines the framework for surveying key stakeholders (parents, teachers, summer participants themselves)
- Allows you a way to tell your story that moves beyond outputs and cute stories
Join the growing community - Add your voice & ideas!
National Summer Learning Association Professional Learning Community
A World of Wishes Campaign, Summer 2022

A World of Wishes Campaign

Inspired by I Wish Wish Wish for you by Sandra Magsamen

Directions:
On an 8.5 x 11 sheet of unlined white paper (horizontal), finish the sentence “I wish...” and draw that wish.
On the back side of your sheet of paper, include your age (must be between 0 & 18), your name and where you live.