

Summer 2022

# SUMMER LEARNING BEST PRACTICE GUIDE

Cultivating Joy, Connection  
and Curiosity through  
Well-Rounded Summer Learning

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OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*

## **ACKNOWLEDGMENT**

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We are indeed stronger together.

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# A VISION FOR SUMMER LEARNING



Summer programs provide a unique opportunity to build relationships, spark joy, and deepen natural curiosity that promotes learning, growth, and success for every student. This approach marks a significantly different mindset from a paradigm where “summer school” is seen as remedial and punitive. The *Summer Learning Best Practice Guide* is designed to help districts as they develop a variety of summer programming; its aim is to offer ideas and resources from research and practice to help shape learning experiences that matter to students.

## Moving to Equity-Driven Summer Learning Programs

TRADITIONAL SUMMER SCHOOL	EQUITY-DRIVEN SUMMER LEARNING PROGRAMS
Targeted only to those with academic need	Accessible, equitable, diverse, and inclusive
Deficit-based and remedial	Strength-based and enriching
Academic, drill, and skill	Well-rounded, integrated, project-based, and hands-on
Academic and teacher-centered	Relationship and student-centered
Disengaging and punitive	Exciting, fun, engaging, and attractive programs young people want to attend
Designed solely by a few district and school staff	Co-created with students, families, and community partners
School building and district-based	Can take place in a variety of settings and locations

## Equity-Driven Summer Programs

There is broad consensus and evidence that the COVID-19 pandemic and school closures have illuminated and exacerbated the structural economic and racial inequities in the education system. Summer planning and implementation should prioritize and focus on the students most underserved by the system. Creating joyful, engaging, and connection-centered summer learning programs based on the strengths and interests of young people including the active co-creation of programs with families and community partners is key to equity-driven summer programs.

### Connection as the Foundation for Learning

High-quality summer programs draw upon the science in brain research on how learning happens best. The learning and development of young people is multi-directional, connected, and takes place in a variety of settings. Learning happens everywhere, and context matters in order for students to thrive. Intentional and well-designed summer learning environments built on a foundation of connection and care set up the conditions for maximum learning, growth and development. Summer provides a unique opportunity to allow educators additional time and space to:

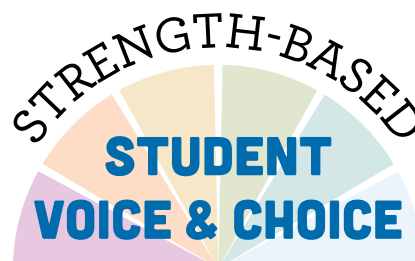
- focus on building deep **interpersonal relationships** where students are well-known, cared for, and connected,
- create **identity-affirming** learning environments that sustain cultural knowledge, and
- integrate relevant, **hands-on learning experiences** that foster joy, creativity, and curiosity.

**JOIN ODE'S SUMMER LEARNING LISTSERV FOR ANNOUNCEMENTS AND NEW RESOURCES!**

## Summer Planning Starts in the Fall!

An early and robust planning process is one of the most important characteristics of a strong program.

Relationships are the foundation of quality summer programs. Summer programs should not be solely based on the delivery of content, but rather driven by developing relationships, community, and a sense of belonging that youth can then use to explore and master content. Summer programs where youth are engaged in learning a skill or lesson that has deep personal implications for them and are challenged to explore something new with guided support and care are poised to thrive academically. Young people need time to name, practice, and build broader skills that are useful for the workforce, postsecondary education and a fulfilling life. Rich summer learning programs can provide these life-affirming and fulfilling opportunities.



**ACCESS AND OPPORTUNITY**

## Strength-Based Student Voice & Choice

Students come with a wide range of experiences, beliefs, skills, values, and interests. Learning is an integrated endeavor where students make sense of new experiences in relation to previous experiences and knowledge. Learning happens best when educators actively engage a student's prior knowledge and view it as an [asset for learning](#) rather than a problem to overcome. This has been referred to as engaging students' [funds of knowledge](#). Connecting a strengths-based approach to summer programming built on student voice, choice, and interests sets the stage for deep engagement in learning. When students are passionate about what they are doing, engaged with both head and heart, they are likely to become engrossed in learning that matters and is meaningful to them.

### GET OUTSIDE

Summer learning doesn't mean sitting behind a desk in a classroom. Learning can and should take place in a variety of community locations and settings. An integral part of all summer programs is increased time, activities, and field trips in outdoor spaces and parks. Using outdoor space in the summer not only supports physical distancing, but can translate into exploration and more fun for young people.

## SHARED INTERESTS!

One powerful aspect of summer learning comes from mixing groups of students based upon shared interests; this could include grouping students from different schools and different grades. Students frequently report that their "summer friends" are key to their enjoyment and learning.

## Co-Creation and Innovation

Equity-driven summer programs can and should reflect the collective assets of the students and community for which the program resides. Instead of relying solely on top-down summer program planning and leadership, summer is the perfect opportunity to tap into collective expertise, commitment, and passion that can transform experiences for students. [Co-creation and continued co-learning with students, families and partners](#) ensures the specific context of the community; its history and culture(s), assets and challenges, needs, and dreams are integrated within the program. The program offerings should be as diverse as the community itself and reflect the voice, choice, and interests of its students and families.

Summer is the perfect opportunity to [innovate](#) and think outside of the box to improve teaching and learning year-round by iterating on recent instructional innovations, testing new instructional strategies, rethinking learning environments, co-learning with community partners, promoting mental, social and emotional health, and investing in creative approaches to address [unfinished learning](#).



# COVID-19

Ready Schools, Safe Learners Resiliency Framework for the 2021-22 School Year: This [Resiliency Framework](#) was developed jointly by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA) and is informed by U.S. Department of Education and CDC guidance along with information from many other sources. **Except where compliance is mandated by existing state law, this Resiliency Framework is advisory.**

## Addressing Unfinished Learning

ODE recognizes the ongoing impacts of COVID-19 and student learning may be unfinished due to disruptions in schooling, and as such, schools should frame summer learning programs as significant opportunities to foster health and well-being, and accelerate learning. Summer learning can provide an opportunity to shift from [recovery to renewal](#) for every student.

### Prioritize equity

Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, Latino/a/x, and Pacific Islander communities; students experiencing disabilities; students identifying as LGBTQ2SIA+ and students and families navigating poverty. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing summer learning experiences that are identity-affirming and support every child.

## Health and Safety

Providing students and families with access to critical services, such as nutrition, healthcare, including preventative health screenings, and mental health support, is essential during the summer of 2022. Fundamental to any level of in-person programming will be prioritizing safety guidelines and building deep trust among families, staff, and students.

ODE's [Integrated Model of Mental Health](#), [Mental Health Toolkit](#) and [Mental Health website](#) were designed to assist districts, schools, and ESDs in promoting the mental health and well-being of their school communities.

As programs plan for in-person programming in the summer of 2022, it is important to remember:

- Our communities will be living with the virus until there is widespread immunity.
- COVID-19 continues to change with new variants, and our knowledge of mitigation efforts grows over time. For these reasons the guidance for responding to COVID-19 also changes.
- Right now, the best tools to protect individuals are vaccination for those eligible, physical distancing, face coverings, ventilation and airflow, hand hygiene, and staying home if ill or exposed to someone with COVID-19.
- Opportunity for transmission decreases with each mitigation effort that is implemented.

Prior to the COVID-19 pandemic, state law and rules included several components related to managing communicable disease in schools, including required isolation, quarantine, and school exclusion for certain diseases. These requirements continue to exist in state law and rule.

*\*Note: Specific state grants and funding sources may have additional health and safety requirements. Districts and schools should carefully review specific funding requirements when planning for summer programs to ensure compliance.*



# KEY ELEMENTS OF QUALITY SUMMER PROGRAMS

Similar to high-quality after-school programs, summer programs can increase learning, provide opportunities for enrichment, creativity, social connection, and promote mental health and wellness. Attendance at a summer program alone, however, doesn't guarantee these benefits for youth: **quality matters**. Below are key strategies from research on designing and implementing high-quality summer programs that can serve as a north star for summer programming in 2022 and beyond.







## Elevate Relationships and Enrichment

Positive, supportive relationships and rich, stimulating environments ignite the brain to form connections that promote learning. Developing the conditions for connection and development-- including opportunities to play, to explore new skills and experiences, and to connect with peers and caring adults-- can help cultivate relationships and learning. Effective programs go well beyond remediation, and invest in enriching experiences that can be life changing. Supportive learning environments are also key to helping young people shape their voices and their sense of purpose. In order to foster relationships and build enriching programs, consider the following:

- ❖ Build from student and family strengths, and ways of being and knowing to increase, extend, and enrich learning ([funds of knowledge](#)).
- ❖ Make meaningful connections to student interests across a variety of skills, attitudes, and areas of learning.
- ❖ Utilize [culturally responsive instructional practices](#) that honor and affirm students' identities.
- ❖ Create a student leadership team that actively co-creates the program.
- ❖ Bring student voice and choice into summer programming design.
- ❖ Design enrichment experiences that ignite student creativity, passion, and interest.
- ❖ Create a "summer culture" that is different from the school year and promotes a spirit of community and pride through traditions that bond staff and youth.

### Oregon Examples of Elevating Relationships and Enrichment

[Salem Keizer Indian Education](#) - Mr. Finch, a Cultural Resource facilitator in the Salem-Keizer School District, created a unit of study based on his own tribe, the Nez Perce, or Nimiipuu which means "The People." The focus of the Summer Program was People of the Columbia River. The Nez Perce have been influential in the region for tens of thousands of years. Students learned that the Nimiipuu had expansive territory that covered 4 different states, and how the people of the Nez Perce tribe lived and ate. They learned some of the customs and unique cultural differences as well as how they live today in our current influences of modern times.



**Dentalium Necklaces & Chokers** - Students share the final results of their Choker & Dentalium Necklaces made in Culture Class.

### National Example of Elevating Relationships

**Clearwater, FL** · [ANYTOWN](#)® provides a safe space where high school-aged students gain education and training on how to interrupt prejudice and move toward a community free from all forms of discrimination. By allowing youth to engage in safe cross-cultural interactions with shared power, ANYTOWN® promotes empathy that mitigates systemic prejudicial attitudes learned from individual and collective environments.



smarter summers.  
brighter futures.





## Deepen Community Partnerships




Creating a community system for summer learning and growth opens the door to collaboration, reduces duplication of efforts, and results in stronger shared investment and support for student learning and well-being. Collaboration within a system of care that includes tribal governments, community-based organizations, libraries, parks and recreation centers, culturally-specific organizations, early learning hubs, STEM/STEAM hubs, housing agencies, area chambers of commerce, business and industry, public agencies that provide summer activities, and higher education serves to broaden student participation, deepen culturally responsive learning experiences, and achieve stronger learning outcomes. [A community approach](#) starts with:

- ❖ Thinking of [families, Tribes and communities as co-designers](#) of summer programs. Family and community engagement and leadership is necessary to creating and sustaining culturally-relevant and rich learning experiences for young people.
- ❖ Thinking broadly about building a system of care that includes community partners. Connect with previous partnerships as well as build new partnerships to reach all families. Community partners may already have relationships with families, a history of working across initiatives, or have culturally specific strategies to encourage authentic engagement within the community.
- ❖ Designing systems to co-learn with the community by including community partners in school and district wide professional development. Celebrate that community based organizations may offer culturally sustaining and affirming opportunities from staff who mirror the identities of students.
- ❖ Building relationships and coordinating resource investments across organizations, agencies, and initiatives that already have relationships with children beyond the school day and year (e.g., libraries, community based organizations, etc.).
- ❖ Involving families from the outset. System coordination of family engagement will result in better strategies for marketing, enrollment, and retention and will reduce overall barriers to participation. Due to the isolating nature of the pandemic, creative and flexible outreach strategies should be explored.



The [Student Investment Account Community Engagement Toolkit](#) offers a framework to think about how to engage students, families, and communities along a continuum of depth, relationships-built, and involvement:

## LEVELS OF COMMUNITY ENGAGEMENT



0	1	2	3	4	5
<b>STANCE TOWARDS COMMUNITY</b>					
<b>IGNORE</b>	<b>INFORM</b>	<b>CONSULT</b>	<b>INVOLVE</b>	<b>COLLABORATE</b>	<b>DEFER</b>
<b>INTENTION</b>					
Protecting School/ District Interests <i>Unintended Impact to Consider: Marginalizing Communities</i>	Keeping Communities Updated <i>Unintended Impact to Consider: Placating &amp; Underestimating Community Wisdom</i>	Receiving Community Input <i>Unintended Impact to Consider: Tokenizing &amp; Gatekeeping Community Engagement</i>	Meaningfully Engaging Community Voice <i>Unintended Impact to Consider: Community Voice is Not Heard</i>	Collaborating and Sharing Power with Communities <i>Unintended Impact to Consider: Collaborative Process Derailed by Power Dynamics &amp; Lack of Relational Trust</i>	Communities Drive and Own the Work <i>Unintended Impact to Consider: Sovereignty and Core Agreements are Not Honored</i>
<b>COMMUNITY ENGAGEMENT GOALS</b>					
Deny access to decision-making processes	Provide students, families & community with relevant information for them to support district/school goals	Gather input from students, families & community without including them in decision-making	Ensure students, families & community needs and assets are integrated into district process & planning	Ensure student, family & community capacity play a leadership role in implementation of decisions	Foster lasting educational equity through community-driven schools that are culturally rooted and responsive to whole and sovereign people and communities

In this framework, level 0 denies families, and communities access to school/district planning and is never appropriate. At the higher end of the spectrum in level 5, co-creating summer programs with students, families, and community members is the best strategy for developing summer learning experiences relevant to the wants and needs of the community. At minimum, levels 1 and 2 should be engaged by proactively engaging both families and students, in their language of choice, through survey, meeting or some other means to be included as a part of program development and is a key driver in effective outreach. A communication plan that includes coordinated information about the summer program must be shared between schools, students, families, and community partners. In many cases, levels 3 (involving community) and 4 (collaborating with community) may be the most fruitful levels to ensure that effective outreach and partner collaboration is driving the success of summer programming.



# Integrate Well-Rounded Learning & Work That Matters



## Sharing Practice Across Oregon!

Highlight your summer learning program through this [form](#).

The summer learning team at Oregon Department of Education will continue to add and develop examples of summer programming through continued collaboration with partners, educators and leaders nationally and around the state. If community partners, schools or districts would like to share examples, highlights, or additional well-rounded programming ideas and structures to future additions of this resource, please fill out above form.

Oregon believes a well-rounded education moves beyond the courses students take, and into the essential knowledge and skills students are learning in those courses. We know a well-rounded education provides the knowledge and skills to live, learn, work, create, and contribute. It also ensures that each and every student is known, heard, and supported. The goal is to establish and actualize a definition of well-rounded education that focuses on the whole student and their community, the learning experiences they are given, the knowledge and skills they learn, and the beliefs and attributes they develop.

Well-rounded summer learning shifts the focus from narrow remediation and test preparation, to deepened learning by integrating cross-curricular learning activities or projects through project-based, problem-based, work-based, or inquiry-based learning opportunities. Equally important is to ground learning in students' identity to deepen engagement and make meaning from their experience.

Well-Rounded summer learning is:

- ❖ **Individualized:** Assesses children's assets and needs early in the program, using [formative assessment practices](#); develops personalized strategies for meeting individual and program goals and building student agency.
- ❖ **Intentional:** Activity planning and execution reflects intentional design aligned to meet learning goals and use of research-based instructional methods. Providing hands-on, experiential, project-based, social and culturally relevant curriculum that will foster student growth is critical. Summer programs should consider implementing a [Universal Design for Learning](#) framework to support well-rounded summer learning for all students.
- ❖ **Integrated:** Rigorous, high-quality course content provided through integrated programming builds skills, knowledge, and behaviors that promote academic success and healthy development. Cognitive processes such as problem solving, critical thinking, and making thinking visible are taught in conjunction with content. Learning targets are integrated into thematic, meaningful units of study based on student interest and curiosity, weaving across content areas.



## EXAMPLES OF WELL-ROUNDED PROGRAMS

### Oregon Example of Well-Rounded Summer Learning

#### [Hermiston School District's K-12 Summer Camp](#)

The Hermiston School District offered more hands-on and experiential learning from June 21- July 31, 2021 for about 600 hundred students. Along with free meals and childcare, students learned about physics by building roller coasters and solving a crime scene for a forensic science class. They built bridges and catapults for civil engineering and construction, and had the chance to try different sports or even take an Ethiopian culture and history class. Additionally, each elementary grade went on two field trips during the six weeks, from places such as Three Mile Canyon Farms in Boardman to Fort Walla Walla.



“It wasn’t just the Hermiston school teachers,” Kennedy said. “There was a mix of the teachers, our licensed subs, our classified staff, our classified subs, we had some EOU teachers involved and then we also had high school students. So it was a big collaboration of lots of different people from our community.”  
- Tricia Mooney  
Superintendent of  
Hermiston School  
District



### National Examples of Well-Rounded Summer Learning

#### Northern California, Sacramento Region & San Francisco Bay Area ·

[Camp EDMO's](#) organizational mission is to make equitable, high-quality STEAM & SEL programs accessible to all communities in order to

cultivate curious, courageous, and kind humans everywhere. This summer program believes the world needs more curious, courageous, and kind humans. Camp EDMO® takes a holistic view of the kids and communities it serves while fostering a spirit of fun, creativity, and individuality that allows all campers to actively engage in design thinking and hands-on learning opportunities.

**Baltimore, MD ·** [Young Audience's Summer Arts & Learning Academy](#) provides Baltimore City Public Schools (BCPSS) elementary students with a once-in-a-lifetime opportunity to spend a summer learning from the best teachers and teaching artists Maryland has to offer. In partnership with BCPSS, the Academy operates a free, full-day, five-week program that focuses on arts-integrated literacy and math instruction. Students are encouraged to collaborate and reflect by learning from and with each other at every step of the creative process.



# Ensure Mental Health and Well-being



Building relational trust, care and connection among families, staff, and students is fundamental to any summer programming. Summer programs must attend to students' physical, emotional, mental, behavioral, and relational health needs in order for individuals to reflect, connect, and learn. This includes creating conditions for racially, culturally, and linguistically affirming practices, and building safe, intentional, and inclusive spaces where students can reflect and make meaning of their experience. Students' mental health and well-being must be a primary driver in planning summer learning (see [ODE's Integrated Model of Mental Health](#)).

Summer programs can support mental health and well-being by:

- ❖ Intentional focus on [care and connection](#) the first weeks of programming to build community and relationships.
- ❖ Listening to families and students about their strengths and needs ([empathy interviews](#)), honoring their ways of being and knowing.
- ❖ Utilizing culturally responsive practices to ensure students feel seen and valued in the learning environment.
- ❖ Including curricula that address racial injustice and inequities that recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, Latino/a/x, and Pacific Islander communities; students experiencing disabilities; students identifying as LGBTQ2SIA+ and students and families navigating poverty.
- ❖ Providing space and creative activities where students can reflect, connect and make meaning of their experiences.
- ❖ Providing healthy food, field trips, recreation, and family partnership.
- ❖ Designing comprehensive services including mental health supports.
- ❖ Targeting transition years to ensure students are appropriately supported as they shift between pre-kindergarten/kindergarten-first, fifth/sixth, eighth/ninth, and twelfth/transition to career and college.
- ❖ Providing additional mental health screenings, [services](#) and supports to students who show signs or symptoms of psychological or [traumatic stress](#).
- ❖ Ensure that summer programs have suicide prevention and [intervention plans](#) in place and staff are trained in suicide assessment and referrals.



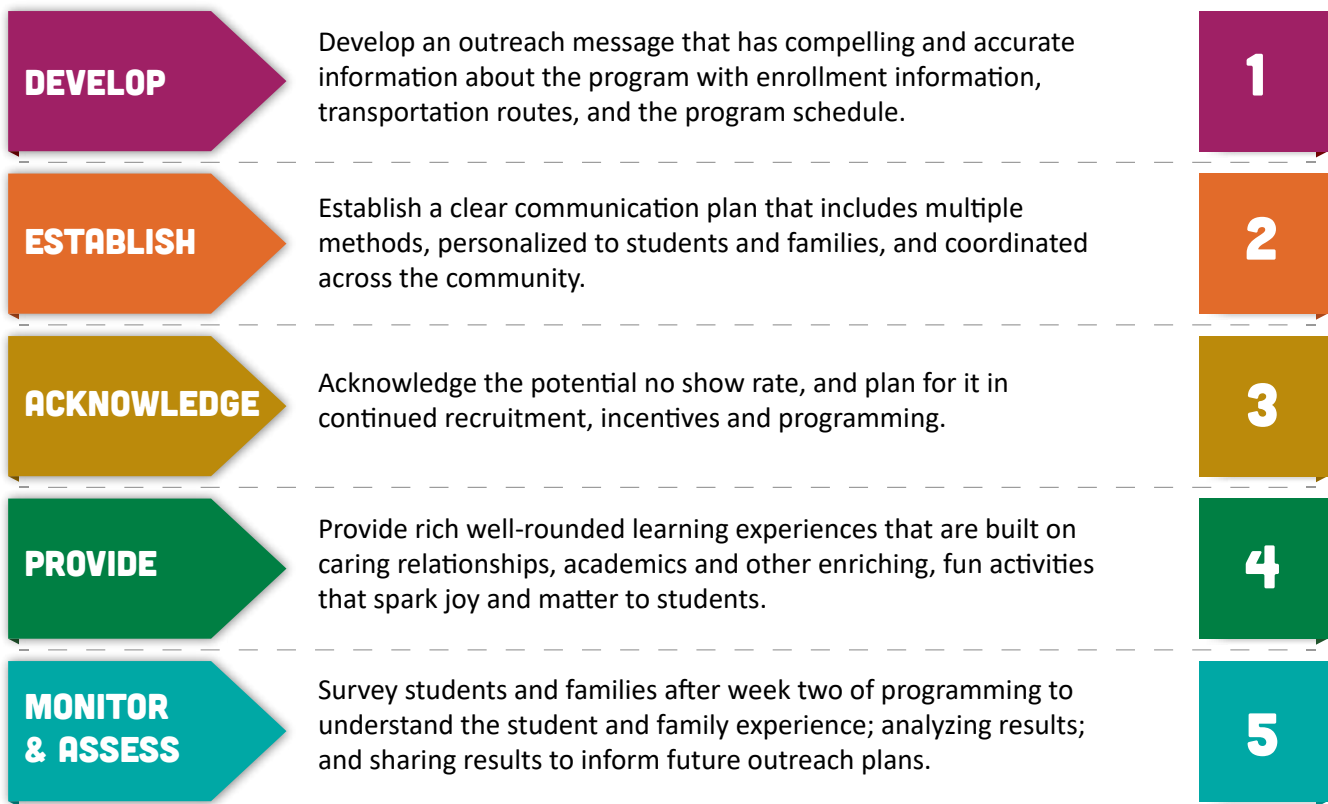


## Engage Students and Families

Providing effective outreach activities well before summer programming begins and throughout the summer is necessary to boost enrollment and maintain regular attendance. Summer programs are voluntary and without intentional effort, it can be difficult to interrupt old, out-dated images of summer school that may deter many students and families as well as staff.

The Wallace Foundation has a complete [recruitment guide](#) that has a number of resources to support intentional outreach methods.

### OUTREACH STRATEGIES FOR OBTAINING STRONG ATTENDANCE



Source: RAND Corporation/The Wallace Foundation: *Getting to Work on Summer Learning* (2019)

“Fue una gran oportunidad empezar a integrarlos a la escuela, ya que hay más facilidad de enseñarlos por que solo hay cantidad de alumnos limitada.”

**Familia de Oregon**





### Outreach and Engagement strategies include:

- ❖ Outreach materials and communication about key meetings, dates, registration and activities, which should be coordinated and shared amongst partners, schools, sites and classrooms.
- ❖ Planning to reach out to caregivers and families at least three times for enrollment using multiple communication methods, including but not limited to, phone calls, flyers, social media and email.
- ❖ Personalizing the recruitment of students and their families. This includes providing surveys/interviews, information, events and outreach in the student's home language.
- ❖ Incentivizing student attendance with field trips, college tours, STEM/STEAM content and other fun and engaging activities based on student interests.
- ❖ Where appropriate, partnering with the local systems of care, [tribal governments](#) and community organizations that already have strong relationships with the students and families in the community.
- ❖ Providing virtual family orientations at multiple times to meet needs of working families; use this time to co-create expectations for summer programming and to build relationships.
- ❖ Calling and/or texting families on the first day of the program who did not show up to encourage them to participate.
- ❖ Communicating with parents about health and safety in multiple languages; pictures and videos are particularly useful.
- ❖ Creating inclusive community space in the school for families and students to access technology, laundry facilities, library services, parent education, and childcare.







# Purposeful Planning and Quality Programs

In order to realize the best of what summer has to offer, it is important to start planning early. Launching a summer program is akin to starting a new school year and ending it within weeks. Quality summer programming requires advanced planning that typically starts the prior school year in September. An early and robust planning process might be one of the most important characteristics of a strong program. Families make plans for summer by mid April, meaning schools, districts and partners must move quickly to determine summer plans.

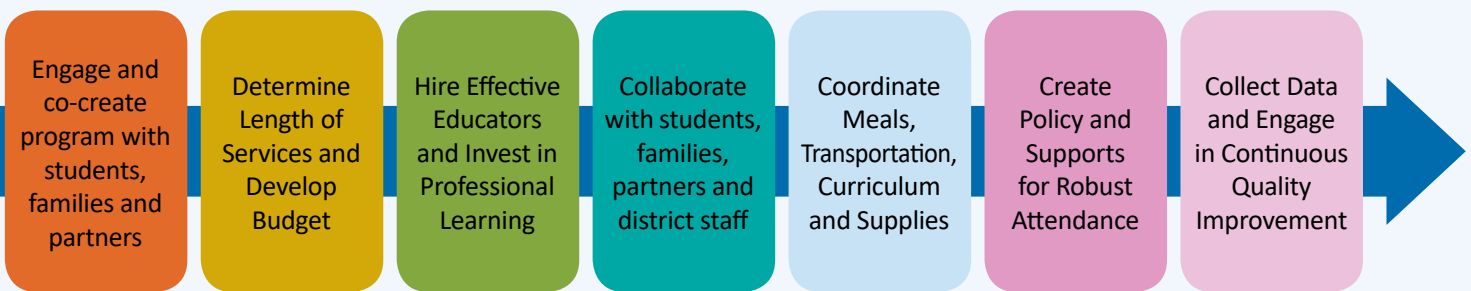
The [Wallace Foundation](#), in partnership with the [RAND Corporation](#) and others, has published a wealth of research, evaluations and tools that delve deeply into core elements of effective summer programming. Over the last decade, they have found the strongest results from the following practices:

- ❖ Offering voluntary, no-cost summer programs over multiple summers with free transportation and meals
- ❖ Providing at least five, preferably six, weeks of academic and enrichment programming with three hours of daily high-quality academic enrichment ([sample K-8 schedules](#))
- ❖ Ensuring strong attendance, small class sizes, and curricula aligned with the school year to impact the level and longevity of positive student outcomes
- ❖ Hire effective educators and invest in professional development
- ❖ Collect data and engage in a continuous quality improvement processes

The RAND Corporation’s report titled, [Getting to work on Summer Learning](#) includes the above and additional recommended practices for planning summer programs.



## COMPONENTS OF PLANNING EFFECTIVE PROGRAMS





## Attendance

Participation in programs is inextricably linked to program quality. Attendance in programs should be tracked and monitored. Any effort to improve access and participation must incorporate attention to supporting and improving quality. This includes the use of quality assessment tools and supporting an integrated professional development system.

## Transportation

Transportation is a key factor to students being able to access enriching summer learning experiences. This is especially true for students experiencing homelessness and students in Foster Care. Summer programs should make every effort to provide a means of transport if students are unable to walk to programs.

- ❖ Safe transportation for students can be a barrier for a number of reasons: costs, the availability of drivers, and the distance from home to summer programs particularly in rural areas.
- ❖ Some programs have overcome these barriers by sharing costs with partners, attaining transportation vouchers from local busing companies, developing a “buddy system” for older youth to escort younger children, and paying program staff to obtain the appropriate licensing requirements.



## Summer Meals

The federal summer meals programs have always been a lifeline for the families that rely on them. The Child Nutrition programs available to summer learning programs depend on the type of programming provided. Summer programs offering educational activities that are meant for credit recovery or credit advancement can provide meals through our School Nutrition Programs. Programs offering educational activities for growth and enrichment (no credit recovery/advancement) can provide meals through the Summer Food Service Program.

For information about how to apply for the Summer Food Service Program visit ODE Child Nutrition Programs [Becoming a Summer Food Service Sponsor webpage](#). Please contact [ode.communitynutrition@ode.state.or.us](mailto:ode.communitynutrition@ode.state.or.us) with any questions.

- ❖ To maximize participation, schools can extend the number of hours food pickup is available, allow family members to pick up the food (instead of requiring in-person pick-up by students), and provide breakfast and lunch in one pickup so families do not have to schedule multiple trips.



## Hiring Effective Educators and Professional Learning

According to research, teaching quality has the largest impact on student outcomes of any school-level factor. Hiring effective summer staff and giving them the support they need are critical steps to maximizing student success (RAND, 2021).

Recruiting and hiring effective staff can come in the form of various school roles, partners and volunteers: educational assistants, high school students on the pre-educator pathway, students in teacher preparation programs, community-based organizations, tribal education programs, mental health professionals, college faculty, and members of business, industry and trades unions. These individuals can teach enrichment activities, provide career-connected learning, explore content from a different perspective, or supervise enrichment activities. Licensed teachers can be leveraged to align programs, implement formative assessment practices, and ensure inclusive instruction that honors student identity and agency.

When hiring and planning for summer programs:

- ❖ Intentionally recruit teachers who are [culturally competent](#) and mirror the identities of students in their care.
- ❖ Engage teacher leaders, mentor teachers, staff, related service providers, nurses, counselors, content leaders, pre-service teachers, paraprofessionals, Regional STEM/STEAM hub coordinators, high school students - especially those in education Career Technical Education (CTE) Programs of Study and CTE student leadership organizations ([CTSO](#)) and community partners in the planning and implementation of summer learning and needed professional learning [see [Getting to Work on Summer Learning](#) (RAND, 2021), for specific strategies].
- ❖ Provide opportunities for staff planning and professional learning. Ensure educators and grade-level teams have time to learn [new instructional strategies for acceleration](#) and to coordinate to ensure that students learn without relying on remediation or pull-out instructional practices. [A High-Impact Training Ground for Teachers](#) by the Summer Matters Campaign looks at how education leaders in pilot communities in California used summer programs to provide powerful professional learning opportunities to support Common Core implementation and social-emotional learning goals.
- ❖ Consider training and hiring interested family members (parents, caregivers, elder siblings) as staff in summer programs to gain skills and professional development not only applied to summer positions but also for potential job opportunities during the school year.
- ❖ Cultivate career pathways for summer staff. Grow Your Own (GYO) teacher pathway programs, which are partnerships between school districts, institutions of higher education, and community-based organizations to recruit and prepare community members to become teachers in local schools, are becoming [increasingly popular](#) across the country as efforts to diversify and support the educator workforce gain attention and increased investment. Oregon’s Educator Advancement Council currently funds [27 GYO partnerships](#) across the state.

“Eight of our teachers started as students in the out-of-school time program, then became staff, and now are licensed teachers!”

**Stephanie Williams Umatilla School District**





## Collect Data and Engage in Continuous Quality Improvement Processes

Plan to collect student, caregiver perception surveys and [formative assessment practices](#), observe instructors, collect staff views about the summer program, and share evaluation data after the summer ends to improve the program over time and to reinforce community partner commitment in sustaining the summer program.

Formative assessment practices center students as the learner, honoring their identity and agency, leveraging their funds of knowledge to support learning and a sense of accomplishment. There are three questions at the heart of formative assessment:

1. Where am I going?
2. Where am I now?
3. Where to next?

Discussions about assessment and data collected should be humanizing and asset-based. The following table shows some examples of how our discussions about assessments must shift.

DEHUMANIZING ASSESSMENT PRACTICES	REHUMANIZING ASSESSMENT PRACTICES
Deficit-based	Strengths-based
Static	Growth-oriented
Promotes dominant cultural values	Supports student identity, agency, and is responsive to their ways of knowing/doing/being
Compares students to each other	Compares students to grade-level proficiency
Adult-centered	Student-centered
Closes doors, decreases student ownership of learning	Opens doors, increases student ownership of learning
Traditional grading practices	Equitable grading practices



# ACCESS AND INCLUSION— ESSENTIAL SUMMER PROGRAMMING

## Programming for Students Who are Currently and Historically Underserved

The most important priority for summer programming is to include opportunities for all students to participate, with a guaranteed focus on students who have been disproportionately impacted by the pandemic. Prioritizing students who are Black, American Indian/Alaska Native, Latino/a/x, and Pacific Islander; students experiencing disabilities; students identifying as LGBTQ-2SIA+ and students and families navigating poverty and homelessness. Also, with a focus on students who need to earn high school credit ensures maximum access for students, addresses their strengths and needs, and builds toward a strong start to the coming year.

## Programming for Students Who are Emergent Bilingual

Successful summer programming for students who are emerging bilingual, or multilingual, assumes an asset-based approach and honors their primary languages,

background knowledge, culture and lived experiences. For multilingual students, especially those who are beginning to learn English, districts and schools should provide [multilingual support](#) and ensure that rich curricular content is available in multiple languages (in-person or through devices). Additionally, hiring language specialists to provide co-teaching and push-in language support increases access for emergent bilinguals and strengthens the instructional experience for all students.

The following strategies can strengthen the summer learning experience for multilingual students:

- Leverage multilingualism and cultural identity as a resource.
- Provide access to materials in the home languages of students and families.
- Pair newcomer emergent bilinguals with a “buddy” language partner.
- Offer enrichment programs focused on strengthening students’ native language(s) and ensuring access to literacy, arts, STEM/STEAM activities, and career-technical experiences.
- Locate language resources within the school and community.



## Programming for Students Supported by Migrant Education

Many of the strategies outlined in this document have proven to be successful in providing appropriate support for students and families who are mobile, including making sure that all students feel a sense of belonging and value, as full members of the school community. Equally important is for students to have access to equitable and high-quality, meaningful instruction that is culturally responsive, and student- and family-centered. There is a federally funded program that is dedicated to serving children and families who are migrants. For more information, please see Migrant Education Program (MEP)- Title I-C in the Federal Funding Streams for Summer Learning section of this Guide.

Academic and supplemental services may include:

- Supporting graduation through Career Technical Education, work-based learning, CTE [student leadership organizations](#) (CTSO) engagement/activities and postsecondary preparation.
- Providing counseling and other strengths-based, [trauma-informed](#), equity-centered mental health services and supports.
- Providing transportation to and from summer program sites and community-based organizational programs.
- Providing educational supplies such as technology devices or investing in WiFi and broadband.
- Helping to ensure access to community-based health, mental health and social services.
- Providing access to music, art, dance, theater, writing, nature, and other physical and creative programs.
- Providing supplemental nutritional support beyond state/federal food programs.
- Integrating opportunities for parent education and early childhood supports.



## Programming for Students Experiencing Disability

Students experiencing disability should have equal access to summer learning programs, feel a deep sense of belonging, and experience the full range of opportunities high-quality summer programs can offer. To honor the unique circumstances of each student, programs must work collaboratively to remove barriers and ensure all students feel welcomed, seen, and supported.

Strategies for providing inclusive summer programming include:

- Plan summer programs using a framework like [Universal Design for Learning](#), which begins with the goal of ensuring accessibility to the greatest number of students possible.
- Improve access through removal of physical barriers and other obstacles that might keep students experiencing disabilities from attending the program and engaging in all the activities.
- Provide purposeful outreach and utilize marketing materials with inclusive and welcoming language that encourages students experiencing disabilities to attend.
- Ensure parents and students experiencing disabilities participate in the creation and development of the summer program.
- Hire staff with expertise in serving students experiencing disabilities to join summer teaching staff.
- Work with special education teachers on student IEPs, student accommodations, and supports for students experiencing disabilities.
- Use student performance and teacher-generated data (e.g., observations, present level descriptions) to identify additional academic, emotional, and/or social support that students may need in summer programming.
- Provide staff development and training to ensure summer teaching staff is prepared to best support students experiencing disabilities.
- Provide staff opportunities to meet regularly to discuss progress and the extent to which students experiencing disabilities are effectively participating in the program.
- Teach respect, understanding, and dignity for people of all abilities.

### EXTENDED SCHOOL YEAR (ESY) SERVICES

Under the Individuals with Disabilities Education Act (IDEA), the IEP team for every student experiencing disability must consider the need for Extended School Year (ESY) services at least annually based on the unique needs that arise from the student's disability. IEP teams must use the criteria that the student's school district has developed for determining the need for ESY services. Criteria for offering ESY must include longer than expected regression and recoupment time based on documented evidence. If there is no documented evidence, an ESY determination must be based on the professional judgment of the IEP team.

ESY services may be used to support a student's access to summer programming where a team determines it necessary to provide the student with FAPE. However, it is important to note that ESY services are not a replacement for summer programming, nor are they limited to summer. Students experiencing disability who require ESY services should also have appropriate access to summer programming.

## Programming for Students who are American Indian/ Alaska Native

Communication and engagement of Tribal members and families as partners in the education of students is crucial to inform summer learning partnerships and opportunities. Some districts have Native Education Programs which provide programs, services, and cultural enrichment opportunities for American Indian and Alaska Native students.

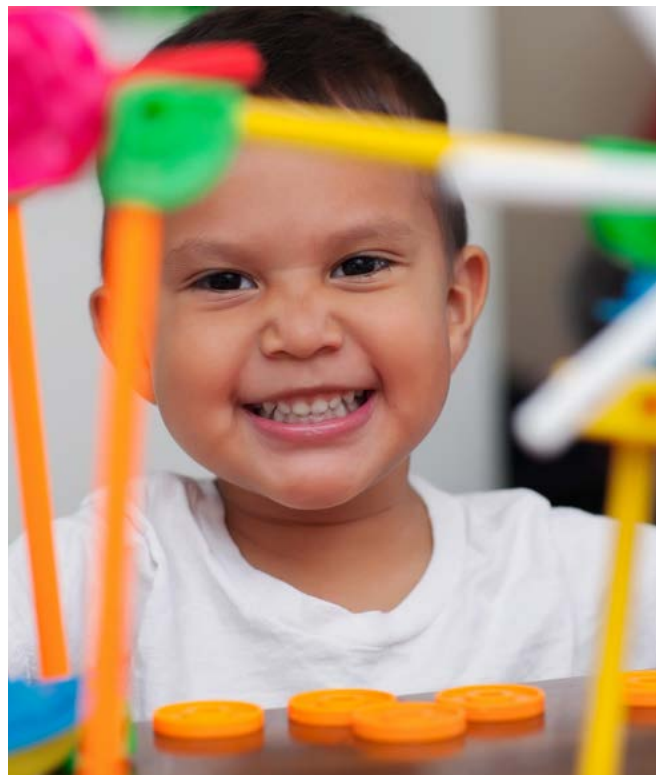
Districts receiving Title Grant Awards of more than \$40,000 for Title VI or have over 50 percent American Indian enrollment should have engaged in Tribal Consultation. If neither of the above criteria apply, schools and districts should engage in Tribal communication. The core values recommended by the Office of Indian Education rightly point to a continuum of engagement that uses the level of impact as a guide for the level of involvement that should be planned for the relevant communication with the Nine Federally recognized tribes in Oregon and tribal organizations.

The following strategies can strengthen the summer learning experience for students participating in summer learning programs:

- Connect with Title VI Coordinators and/or [Tribal Attendance Promising Practices \(TAPP\)](#). Advocates that have deep local connections to tribal communities.
- Utilize [Indian Education resources](#) in student learning.
- Build [inclusion for native youth](#) through culturally responsive practices.

## Programming for Students Experiencing Houselessness

Successful summer programming for students who are experiencing houselessness assumes an asset-based approach and honors students' background and lived experiences. Under the McKinney-Vento Act, students who qualify for services must be provided educational access and opportunities to meet the same academic challenges as their peers. Students experiencing houselessness and our unaccompanied youth should have access to summer learning opportunities where they currently reside, or at their district of regular year enrollment. Often, transportation is the greatest barrier to accessing summer school. Districts may use funds under Title I-A set-asides, McKinney-Vento subgrants, and the American Rescue Plan (ESSER and/or ARP-HCY) to support transportation and services for McKinney-Vento eligible students. When necessary, schools and districts seek reimbursements and may also provide reimbursement to parents and families for transporting their children to school.





# SUMMER PROGRAMMING POSSIBILITIES

Due to the flexible nature of summer programs, districts have the opportunity to innovate and explore a variety of programming models. Each approach, whether in the form of outdoor school, digital learning, high-dose tutoring programs, athletic camps, CTE & STEM/STEAM enhancement activities, work-based credit-recovery, or civic engagement, requires unique planning and consideration. Several approaches to and considerations for summer learning are listed below; these can be explored individually or in combination with one another.

## Outdoor Learning

An integral part of all summer programs is increased time, activities, and field trips in outdoor spaces. Oregon has a substantial opportunity to use outside spaces as a strategic, equitable, and innovative approach to apply learning in natural environments. This unique setting allows for place-based learning, [STEM/STEAM](#) exploration, and outdoor play (e.g. [Learning In Places](#)). For decades, [Outdoor School](#) and [Outdoor education programs](#) have recognized the importance of having youth connect to the natural beauty and deep connections to Oregon's natural resources as part of a well-rounded education.

Outdoor education programs and outdoor play support emotional, behavioral and intellectual development. Studies have shown that students who engage in outdoor learning settings can foster or develop:

- a sense of self, independence and confidence
- creativity and enthusiasm for learning
- critical thinking and problem-solving skills
- empathy towards others and deep connections to nature
- self-discipline and initiative

The proximity to green spaces, contact with nature, and being in open spaces has the potential to improve overall mental and physical health along with cognitive development by lowering levels of stress, improving concentration, and reducing behavioral challenges. Using outdoor learning spaces offer unique opportunities to inspire fresh perspectives and foster explorations.

## High-Dosage Tutoring

High-dosage tutoring is a form of teaching, one-on-one or in a small group, towards a specific goal by supplementing (but not replacing) students' core grade level classroom experiences. High-dosage tutoring programs place a heavy emphasis on student well-being, which is particularly important given the increased focus on social-emotional learning both in the context of the COVID-19 pandemic and the elevation of racial injustice. Tutors build strong mentor relationships with students and offer increased social support, both of which provide a stronger foundation for learning, help build students' confidence, and increase their ability to access and synthesize academic content. [Studies show](#) that student learning



gains from high-dosage tutoring persist over time and increases achievement in other courses.

Characteristics of high-dosage tutoring programs currently include: substantial time each week of required tutoring, sustained and strong relationships between students and their tutors, close monitoring of student knowledge and skills, alignment with school curriculum, and oversight of tutors to assure quality interactions. When [scheduling tutoring](#) within summer programming, schools should do so in a balanced way that ensures that students still receive access to other opportunities for enrichment.

## Digital Learning in Summer Programs

Education has experienced a historic disruption, inspiring new patterns of engagement and purposeful learning through technology. It has also forced deeper examination of what is most important in teaching and learning and has generated new questions, reflection, and innovation, including how digital learning can play a role in summer opportunities for students. Incorporating digital learning into student experiences and supporting students in being creators rather than only users of technology can provide important skills and opportunities for learning and enrichment. Digital learning has the potential to expand students' worlds and redefine what is typically possible within a school or summer program setting while providing students with opportunities to engage in advocacy and social justice work through communication and connection across cultures and geographies. By shifting the pedagogical approach and learning purpose from supporting students as users of technology to creating space for students to become creators of digital content and media, summer programs present important opportunities to engage students in the work of becoming innovative digital creators while providing them with foundational and transferable skills that will impact learning across content areas.

## Possible Approaches to Consider When Integrating Digital Learning Within Summer Programs

- Explore ways digital learning and resources can support accelerated learning and access to well-rounded summer learning opportunities.
- Consider the [Key Components of Digital Learning](#) when designing digital learning opportunities and ensuring access for students and families.
- Optimize teaching and learning for all students by building lessons with [universal design for learning](#).
- Use video conferencing to connect students with people connected to the area of study. Check out [Skype a Scientist](#) to learn how science teachers are engaging in digital learning with their students.
- Engage students with learning about the principles of [computer science through coding](#) using free programs like Scratch. Research has shown that coding can support students' creativity, persistence, and problem-solving skills.
- Support students in creating their own digital media through the development of podcasts. See how one teacher is using podcasts to [promote student voice](#) in her classroom.
- Consider how digital tools can enhance experiential learning. For example, as a companion to reading about the Selma to Montgomery historic trail, students go on an expedition using [Google Expeditions](#).
- Support students in learning about [Digital Citizenship](#) with an emphasis on mental health.

## Grade-Level Specific Programming

### Summer Bridge Programs (Grade Level Transitions)

Ideally, summer bridge programs should target the **key transition periods of pre-kindergarten/ kindergarten/first, fifth/sixth, eighth/ninth, and twelfth/transition to career and college** to ensure students are supported and ready for the upcoming year. Common characteristics of summer bridge programs include:

- A focus on bolstering both foundational skills in academics and behavioral skills like organization, study habits, goal setting, positive self-identity, self regulation, improved sense of belonging, college and career planning/preparation and the supports that can help ease transitions.
- Mental health promotion and supports that are embedded into the learning experience. This includes team-building and peer relationship development.
- Innovative approaches for older students, such as internships, college-bridge programs, college visits, CTE & STEM/STEAM based learning, work-based learning, and career-readiness opportunities.
- Multiple opportunities for family engagement, including orientations, intentional relationship building, communication, and ongoing support.
- Opportunities to familiarize students with new settings, routines, school culture as well as practice using lockers, locating school services (counseling, nurse, etc.), and learning the physical layout of the building.

These programs may focus on skill development as well as study habits and career exploration; however, in the current context, they are primarily targeted to students who need additional academic or career and college readiness support to be prepared for the following school year due to [unfinished learning](#) or limited activities that may have occurred during educational disruptions due to COVID-19. Use of

summer bridge programs should be considered broadly given extended school closures, regardless of grade level. Three key resources for planning:

- [Supporting Successful High School Transitions by Hanover Research](#): This brief provides key strategies for supporting youth during critical transitions before, during, and after high school. Of interest to summer program leaders is a focus on key strategies for summer bridge programs.
- [Ninth Grade Counts: Using Summer Bridge Programs to Strengthen the High School Transition by Great Schools Partnership](#): This is an extensive three-part guide directly tailored toward districts and schools interested in developing or implementing a bridge program for incoming ninth graders.
- [Connecting Older Youth to Success through Afterschool by After School Matters](#): This short article reviews keys strategies employed to engage older youth in programming, including active learning, community involvement, linking school day and use of school personnel, and youth input.

### Grades K-8 Programming

Summer Programs for K-8 students can vary greatly in design and scope; there is not a one-size-fits-all approach. High quality summer learning models consider the strengths and needs of students, eliminate barriers for students to access summer learning, and address mental health. Summer programs should incorporate transportation, child nutrition services, medical services through school-based health clinics, and, where required, direct student services.

Many of the design principles of providing a well-rounded, nurturing, and instructionally meaningful school experience also apply to summer programs. [Research](#) from the Wallace Foundation supports K-8 summer programming to include at least five weeks of inclusive academics, career awareness and exploration opportunities, enrichment activities, physical education, healthy meals, and other opportunities to foster joy and engagement. Programs can have a summer or weekly theme to encourage creativity

in activities and foster a camp-like environment. Ensuring strong student attendance and productive use of instructional time and high-quality materials is also critical.

The following are critical for effective Academic K-8 summer programming:

- Offer voluntary, no-cost summer programs over multiple summers with free transportation and meals.
- Provide both academic enrichment based on state standards and youth development opportunities like dance, [art](#), music and other activities based on student interest.
- Design a multi-year approach to summer programming that extends over multiple summers and is intentionally aligned and embedded in school year planning. Families and students contribute to future year planning ideas and look forward to a valuable summer experience that becomes a cherished community tradition.
- Provide at least five to six weeks of academic and enrichment programming with a minimum of three hours of daily high-quality academic instruction ([sample K-8 schedules](#)).
- Design for inclusion, co-teaching and push-in programming with embedded supports for students experiencing disabilities, emergent bilingual students, and any other students as needed.
- Design relational and collaborative attendance systems to ensure strong attendance, small class sizes, and curricula aligned with the school year.
- Encourage peer interaction (building community, cooperative learning, homework help).
- Design supportive and engaging learning environments (culturally responsive practice, active learning, worthwhile tasks, embedded social-emotional supports).
- Use an integrated content approach to deepen understanding of instructional concepts and provide for a creative learning experience.

## Student Leadership and Mentorship (Middle & High)

Summer programs present new opportunities for leadership for students; staff and adults are not the only experts available to lead summer learning. Consider the following strategies when planning for student leadership and mentorship opportunities:

- Utilizing CTE student leadership organizations (CTSOs) to lead younger students through learning about CTE programs.
- Creating opportunities for students in the district to share their passion, experience, and knowledge under the supervision of adult advisors.
- Using summer to engage students in self-directed learning. Consider offering students opportunities to participate in design challenges and/or service learning in cooperation with teachers and/or community mentors.
- Maximizing student energy and talent by utilizing students as leaders and mentors which can provide valuable enrichment to younger students, learning opportunities for older students, and strong community spirit. This provides an opportunity for valuable relationships and community building between younger and older students.
- Involving high school students in offering enrichment courses and experiences to middle and elementary schools (Students can be hired as summer staff).



## Career and Connected Learning (Middle & High)

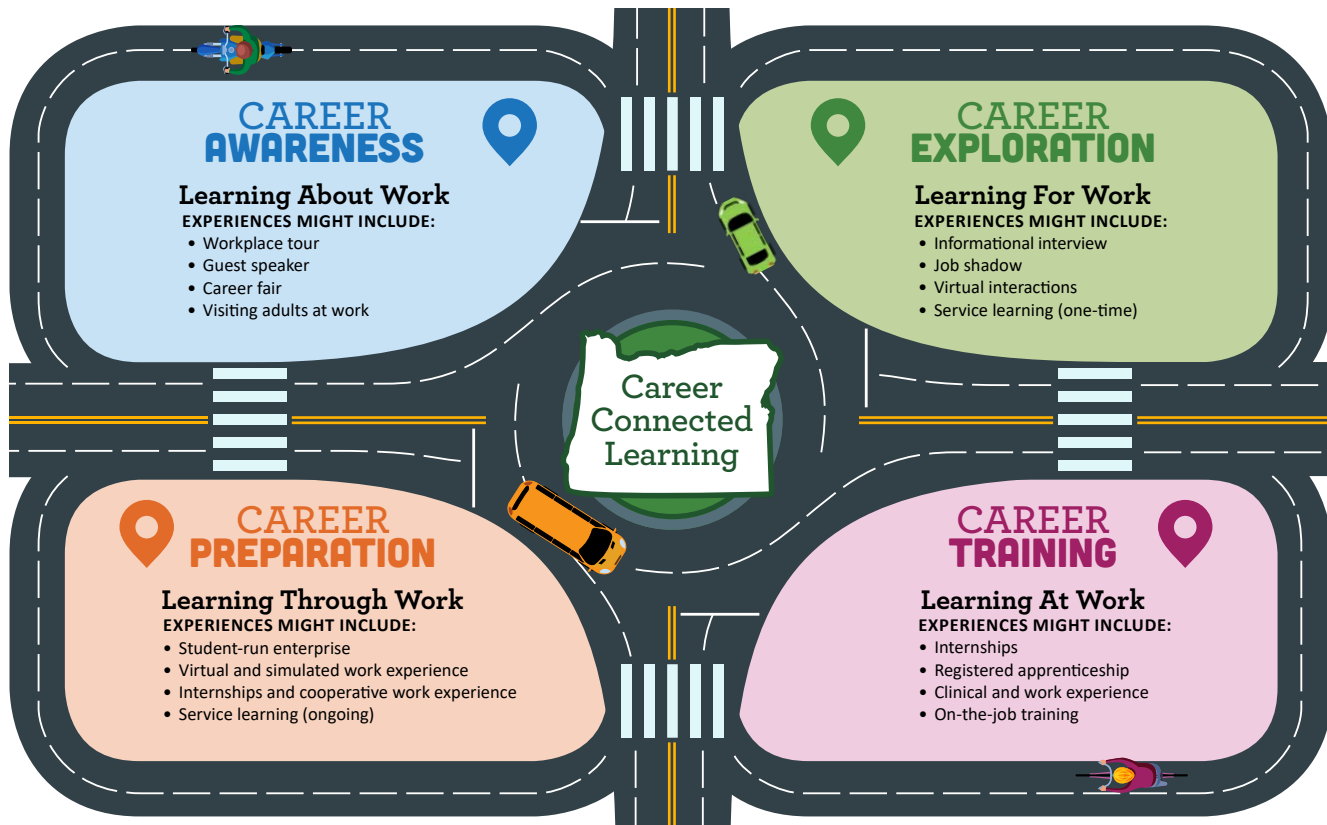
Youth employment programs provide invaluable opportunities for Oregon’s youth. Work-based learning and employment often provides youth with their [first career experiences](#) while also potentially supporting families in challenging economic situations. These programs focus on work-readiness instruction, connect youth to in-demand occupations, support growth of academic skills, and provide wage-earning opportunities. Additionally, these programs are supported by [state and federal funds](#) and offered through local workforce investment boards, city chambers, [pre-apprenticeship programs](#), colleges, and [local youth development and reengagement programs](#). Summer job programs provide opportunities to work on sophisticated projects, participate in planning and collaboration, learn content and skills, and engage in reflection and analysis. When planning, think creatively about partnering with youth employment programs to braid funding to expand opportunities to more youth. Many employers might be able to accept more youth employees in their program if a teacher was also involved to help supervise student workers. Schools can pay for staff time to align youth employment programs to [high school standards](#), simultaneously providing students the opportunity to earn credits. Staff at the Oregon Youth Corps are available to help make connections between schools and youth employment opportunities: [hecc.oyc@hecc.oregon.gov](mailto:hecc.oyc@hecc.oregon.gov).

For further details, please refer to the [Career Connected Learning Framework](#).

# OREGON CAREER CONNECTED LEARNING



Oregon defines the stages of career development through a system of Career Connected Learning, a framework of career awareness, exploration, preparation and training that is both learner-relevant and directly linked to professional and industry-based expectations.



## Students Earning Credit (High School)

Summer programming in high school can include both credit-recovery programs and opportunities for enrichment and acceleration. When planning for high school summer programs, districts should first prioritize students who are not yet on track to meet graduation requirements. Credit recovery is not only about earning credit; it is an opportunity to ensure that students are well prepared for their next step in their educational journey. Strong credit recovery programs incorporate [equitable grading practices](#) and prioritize content standards (see [Designing Learning](#)). Oregon's credit options provide [multiple pathways to earn credits](#), and these flexible options allow innovative approaches such as linking content-specific instructors with community partners or other staff to develop project-based approaches to earn credits (e.g., [WindandOar.org](#)).

The most effective credit recovery programs offer support, flexibility, and relevancy. To the extent possible, hiring should include subject-specific content experts, such as learning specialists, school social workers, counselors, bilingual staff, peer tutors, or instructional coaches to provide robust support for all students. Offer flexible scheduling and delivery models (in-person, hybrid, on-line) to accommodate student work schedules and other obligations.

## College-Based Programs (High School)

Exposing high school students to college courses and campuses provides an effective strategy for all students. [Research](#) from The National Alliance of Concurrent Enrollment Partnerships (NACEP) suggests these dual or concurrent enrollment experiences must be well-designed with scaffolded supports to ensure equitable experiences and outcomes for all students. Most community colleges in Oregon offer college courses to high school students, student enrichment programs, student success programs, and summer bridge programs to prepare students with the skills needed to successfully navigate college education. Funding to accelerate learning can be used as a strategic investment to strengthen the partnerships between colleges, universities, and K-12 to ensure that the learning enrichment opportunities that are provided by higher education can also earn students high school credit.



# STATE AND FEDERAL FUNDING STREAMS

This section outlines the sources of state and federal funding and how to creatively maximize opportunities for students over the summer. For grants that are specific to summer programming, please visit the [ODE Summer Learning Resources](#) page for contact information.

## State Funding Streams for Summer Learning Activities

### SSA Summer Program Grants

The Student Success Act established [Summer Program grant funding](#) for schools that are considered high poverty under Title I-A of the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act; have significant achievement gaps; and have been determined by ODE to require additional support and interventions based on school performance. SSA Summer Programs for Title I-A schools is the only state funded grant dedicated exclusively to the creation of summer learning programs. Schools identified by ODE as part of the current cohort of SSA Summer Program grant recipients must meet the requirements detailed in their grant agreements. The purpose of this grant program is to provide high-quality summer programming for students entering grades K-8, with a specific goal to meet the strengths and needs of students who are underserved and/or marginalized by the system.

### The Student Investment Account

[The Student Investment Account](#), with its focal areas on reducing academic disparities for target focal groups and supporting mental and behavioral health, is another key initiative whose funds could be applicable to summer programs. In addition, with its focus on community engagement and centering equity, many of its tools (such as the community engagement toolkit) are applicable across all district and school programs.

## Federal Funding Streams for Summer Learning Activities

Districts can use federal funds from the Every Student Succeeds Act (ESSA), Elementary and Secondary School Emergency Relief Funds (ESSER I, II & III), the Individuals with Disabilities Education Act (IDEA), and the Carl D. Perkins Career and Technical Education Act (Perkins) to support summer programming.

### Braiding Funds

Combining federal funds with other state and federal money is a strategy that ensures consistency, eliminates duplication of services and allows districts to strategically direct federal grants, especially those that may not have been expended during the school year because of impacts due to COVID-19. Commonly referenced as the “braiding of federal funds,” this approach helps to ensure maximum benefit to students and flexibility to districts.

ODE created three resources to support districts as they consider the possibilities of braiding funds for summer programming planning:

1. A full description of each ESSA federal program and the allowable uses of funds can be found in the [Oregon Federal Funds Guide](#).
2. [Federal Funding Crosswalk](#) as a resource to help districts identify available sources of federal funding and how they can be braided and blended to support various recommended strategies for summer programming.
3. ODE’s [Funding Sources from the Every Students Succeeds Act](#) (ESSA) is a resource to support districts in planning processes, to the extent that districts choose to redirect current title investments.

## BRAIDING AND BLENDING FUNDS

RECOMMENDED STRATEGIES FOR SUMMER PROGRAMMING	I A <sup>1</sup>	1003a <sup>2</sup>	I C	I D <sup>2</sup>	II A	III <sup>2</sup>	IV A <sup>2</sup>	21 st CCLC <sup>2</sup>	VI	McKinney Vento <sup>2</sup>	REAP/RLIS	ESSER I, II, III	Perkins	IDEA <sup>3</sup>
Fund reengagement specialists whose primary work is connecting with and engaging students; and cultivating belonging and relationship.	X	X	X	X			X	X		X	X	X		X <sup>3</sup>
Design programming to address racism, oppression, and injustice including racial healing practitioners, youth-led peace circles, and recruitment of authors and speakers representative of all students in Oregon.	X			X			X	X	X		X	X	X	X <sup>3</sup>
Focus on mental health and wellness by hiring school social workers, family liaisons, school psychologists, professional school counselors, licensed mental health counselors, and/or community outreach coordinators.	X			X			X	X	X	X	X	X		X <sup>3</sup>
Design summer activity and wellness camps to engage students physically around fun team/group activities.	X	X	X	X			X	X		X	X	X		X <sup>3</sup>
Provide high-dose tutoring for individual students and small groups of students who would receive the most benefit following an equity analysis.	X	X	X	X			X	X		X	X	X		X <sup>3</sup>
Support students transitioning between critical grades (K-1, 5-6, 8-9) by designing bridge or boost programs around student leadership, peer mentorship, community service and/or academic acceleration.	X		X	X			X	X		X	X	X		X <sup>3</sup>
Develop and implement project based learning aligned to student interests.	X			X			X	X		X	X	X	X	X <sup>3</sup>
Provide instruction to support students' biliteracy skills.						X		X	X	X	X	X		X <sup>3</sup>
Create additional opportunities for students to explore hands-on learning and real-world problem solving through CTE and STEM.	X		X	X		X	X	X		X	X	X	X	X <sup>3</sup>
Develop and implement intentional and creative professional learning opportunities for teachers.	X		X	X	X	X		X	X	X		X	X	X <sup>3</sup>
Reduce barriers and promote community by: Providing transportation; including on-site childcare and parent education; feeding families breakfast and lunch; and designing community gathering spaces that offer resources to support students and families, including but not limited to technology, laundry facilities and clothing closets.	X	X	X	X		X	X	X		X	X	X		X <sup>3</sup>

- 1 Where Title I-A funds are marked, the use of funds is only allowable in Title I-A schools operating schoolwide programs.
- 2 The specific program requirements must be met for eligible school, teacher and/or student activities.
- 3 IDEA funds can only be used on costs that are an excess cost of providing special education and related services for students eligible for support under the IDEA. If the program's primary purpose is the education of children experiencing disabilities, IDEA funds may be used even if the program benefits those children not experiencing disabilities.



## Supplement Not Supplant (SNS) Considerations

While funds allocated through the ESSA Title Programs, IDEA, and the Perkins Act are governed by a supplement not supplant provision, it should not prohibit districts from administering the activities that enhance student learning and are aligned to district goals. Districts must show that federal funds do not replace state and local funding when administering a summer program. However, in some circumstances a district, or region operating a migrant education program or a 21st CCLC program, may overcome supplanting if it can demonstrate they cannot continue to support an activity with state or local funds because of state or local funding reductions, or an elimination of a state funded program. Districts will want to note and care for SNS provisions that still apply to state or other federal funds. More detail on SNS provisions by program can be found in this [ESSA Quick Reference Brief](#).

**Exception:** *It is important to note that ESSER I, II, and III funds are not subjected to the supplement not supplant rules and considerations, as a result, districts have flexibility to allocate those funds in a manner consistent with their ESSER III District Plan, district priorities and students academic and social strengths and needs.*

## Elementary and Secondary School Emergency Relief Funds (ESSER) Programs for Summer Learning Activities

Districts have received funding through the [ESSER programs](#) which were authorized in three separate pieces of federal legislation; the Coronavirus Aid Relief, and Economic Security (CARES) Act (ESSER I), the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act (ESSER II) and the American Rescue Plan Act (ESSER III). All three allocations of ESSER require that at least 90% of the total funding awarded to the state be allocated and distributed to school districts in the same manner as Title I-A Funds. However, allowable costs under the ESSER Acts are not limited to those allowable only under Title I-A. ESSER eligible uses enable school districts to use these allocations to address summer learning, with ESSER III requiring at least 20% of funds be spent on unfinished learning activities. Districts have until September 2024 to obligate ESSER III funds, which means that districts may plan to use these funds to [support summer programming](#) in the 2020-21, 2021-22, 2022-23, and 2023-24 school years.



ESSER FUNDING STREAM	OBLIGATION DEADLINE
ESSER I (CARES Act)	September 30, 2022
ESSER II (CRRSA Act)	September 30, 2023
ESSER III/ARP ESSER (ARP Act)	September 30, 2024

## ESSA- 21st Century Community Learning Centers- Title IV-B

The Lowey 21st Century Community Learning Centers (21st CCLC) grant supports afterschool, before-school and summer learning programs. For more than two decades, Oregon 21st CCLC programs have been providing high quality out-of-school time programming focused on helping students in low-income schools succeed academically and in their development through the application of evidence-based practices in youth development, neuroscience and learning. 21st CCLC competitive grants require a significant partnership between school districts, community programs, and business. Each program is shaped by the local community and the students and families it serves. While each program is built upon the unique attributes and strengths of the community, 21st CCLC programs have common goals, structures aligned to the vision and offerings presented in the Summer Learning Best Practice Guide to ensure high-quality programming and the success of Oregon students.

### 21st CCLC Programs Goals:

1. Provide opportunities for additional, hands-on, academic enrichment in subjects such as reading, writing, and mathematics to meet challenging state standards;
2. Provide students a broad array of additional services and programs focusing on youth development, cultural programs, counseling, arts and music, physical fitness, nutrition, credit recovery, internships, CTE, STEM, and service learning to name a few;

3. Provide families of the students we serve opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.

These grants are competitive and provide high quality out-of-school time experiences that can be built upon and enhanced with other funding sources.

## ESSA- Support Student and Academic Enrichment -Title IV, Part A

The Title IV-A grant program supports a wide range of activities to promote well-rounded educational opportunities, safe and healthy students, and effective use of technology. This can include expanded learning opportunities that can occur before school, after school, during breaks, or over the summer. Activities aligned with a district’s comprehensive needs assessment that provide additional enrichment opportunities such as art, STEM, or world languages can contribute to a well-rounded education. Additionally, districts can use Title IV-A funds to provide counseling support and trauma informed care resources to students and educators through a summer program.

## ESSA- Improving Basic Programs - Title I-A

Title I, Part A provides financial assistance to districts and schools who serve a larger population of children from families experiencing poverty. The purpose of Title I-A is to provide all children a significant opportunity to receive a fair, equitable, and high-quality education and help ensure that all children meet challenging academic standards. Title I-A funds can be used to increase the amount and quality of learning time by providing an extended school year, before and after school opportunities, and summer school programs. Districts can consider using Title I-A set-aside funds to support summer programming for students who attend Title I-A schools.

## ESSA- Migrant Education Programs- Title I-C

Migrant Education is designed to support high-quality and comprehensive educational programs for migrant children in order to reduce the educational disruption that may result from repeated moves. Title I, Part C provides funding to migrant education programs for students who are identified as migratory of ages 3 to 21. Federal funding is allocated to districts and regions operating a migrant program in three allotments including the regular school year, summer school and for Pre-K students. Each migrant education program runs a summer school program that provides support and services for students who are enrolled in the migrant education program. These services and programs address the unique strengths and needs of students who are migratory. When planning a summer learning program, it is critical to coordinate services with the regions who operate summer programs.

## IDEA Funds for Summer Learning Activities

IDEA Funding can be used to support summer learning opportunities, including Extended School Year (ESY) services in line with federal regulations. Generally, local IDEA grant funds may be used for staffing, educational materials, equipment, and other costs to provide special education and related services, as well as supplementary aids and services, to children with disabilities.

Except as otherwise provided, amounts provided to a district under Part B of the Act may be used only to pay the excess costs of providing special education and related services to children with disabilities. Excess costs are those costs for the education of an elementary school or secondary school student with a disability that are in excess of the average annual per student expenditure in a district during the preceding school year, as may be appropriate. A district must spend at least the average annual per student expenditure on the education of an elementary school or secondary school child with a disability before funds under Part B of the Act are used to pay the excess costs of providing special education and related services.

## CTE Perkins V Funds

Perkins federal grants provide specific support for state approved secondary and post-secondary CTE Programs of Study. The Perkins V (Perkins) law and the Oregon CTE State Plan provides parameters and guidance for the CTE Regional Coordinators / Perkins Grant Managers to follow. Elements of supplanting are adhered to in spite of other flexibilities associated with COVID waiver provisions. Investments need to be tied to the CTE Local Needs Assessment, stakeholder engagement and strategic goals of the grant. Perkins investments are tied to approved high school programs and are intended for students grades 9 - 12. There may be instances that some exploratory middle school activities that are tied to a specific CTE Program of Study, yet work with the CTE Regional Coordinator /Perkins Grant Managers. It is likely that districts have already budgeted Perkins funding; however, if districts are interested in exploring how to apply Perkins to summer programming, please reach out to the CTE Regional Coordinator /Perkins Grant Managers.

Some potential allowable expenses could be:

- Teacher supplemental instruction supportive of the CTE program course work
- Teacher supervision of student work-based learning experiences
- Open lab/shop hours
- Maker space
- CTE student leadership organizations (CTSO) engagement/activities or student enrichment
- Development of programming to ensure CTE programs are more inclusive, culturally sustaining, and accessible to emerging bilingual students, students experiencing disabilities, migrant students, Indigenous youth, and students of color.

## QUESTIONS

- ESSA Title Funds, Liz Ross: [liz.ross@ode.state.or.us](mailto:liz.ross@ode.state.or.us)
- ESSER Funds, Cynthia Stinson: [cynthia.stinson@ode.state.or.us](mailto:cynthia.stinson@ode.state.or.us)
- IDEA finance inquiries: [ODE.IDEAFinance@ode.state.or.us](mailto:ODE.IDEAFinance@ode.state.or.us)
- CTE Perkins Funding, Jennell Ives: [jennell.ives@ode.state.or.us](mailto:jennell.ives@ode.state.or.us)

## BEYOND SUMMER LEARNING: WHAT'S NEXT?

As districts plan for summer learning and beyond, we have a unique opportunity to fundamentally redesign educational systems. As the Director of Equity and Impact for the Network for College Success at the University of Chicago asserts in [What's Next For Schools? Dismantling, Healing, and Refusing to Return to Normal](#):

*Finally, we need to ask ourselves a series of courageous questions about what it means to be an educator at this moment: How can we build relationships with students where they feel known, cared for, and respected? How are we — as educators and citizens — working to dismantle the structures of white supremacy that have oppressed our Black and Brown students for generations? How can we lift up the voices of our students and families as critical data to guide the work of our school communities? What is personally required to create partnerships with students across racial and cultural differences? As school leaders, how are we creating the conditions for ourselves and our educators to do this transformative work? (McLain, 2020)*

This opportunity must be met with strategies that concretely pair the best of what we know about teaching and learning with a commitment to healing and connection. And, perhaps more than any other time in our careers, we have the chance to bring families into the life of a school and ask them to co-construct new visions of what a powerful school community looks like. This summer can be harnessed as a moment to bridge toward a better future.



# RESOURCES

## Related Resources for Summer Programming: Oregon Department of Education

[Ready Schools, Safe Learners Resiliency Framework for the 2021-22 School Year](#): The document is regularly updated and includes all relevant health and safety protocols, ODE's commitments, and information regarding instruction, family and community engagement, mental, social and emotional health, and staffing and personnel.

[Student Learning: Unfinished, Not Lost](#): This resource is an asset based re-frame of the dominant narrative around "learning loss". A responsive system, grounded in equity, meets students where they are and accelerates their learning by building on strengths and needs.

[Addressing Grading and Credit Options](#): This resource addresses strategies to make grading practices more equitable and outlines credit earning opportunities for high school students.

[Mental Health Toolkit](#): The purpose of this toolkit is to assist school district leaders, administrators, staff, and school based mental health professionals (i.e., school psychologists, school social workers, school counselors, and school nurses) in promoting the mental health and well-being of school communities.

[Designing Learning](#): This ODE webpage is to provide subject-specific instructional resources. Each subject-area (ELA, Math, Science, Social Science, Health/PE, and Arts) document includes essential learning standards, best practices for instruction and assessment, and instructional resources.

## Summer Programs Best Practices

[Every Summer Counts](#) **by The Wallace Foundation**: This NSLP study collected and analyzed academic outcome data from five school districts implementing voluntary summer programs. Key findings include the importance of attendance at summer programs and the amount and quality of instruction (five weeks of at least three hours per day).

[Summer Learning Toolkit](#) **by The Wallace Foundation**: This web-based resource provides summer program leaders with over 50 evidence-based tools and resources, including customizable tools, sample documents from actual summer programs, and tip sheets, as well as guidance documents that provide the connection to research.

[Getting to Work on Summer Learning](#) **by The RAND Corporation**: Topics include: planning, teacher selection and professional development, sufficient time on task, student recruitment and attendance, academic curriculum and instruction, enrichment activities, positive summer climate, summer cost and funding.

[Summer Learning Program Quality Intervention](#) **by the Weikart Center for Youth Program Quality**: This assessment tool was developed by the National Summer Learning Association and the Weikart Center to support summer programs in assessing their program quality based on research of youth development standards.

[Summer Learning: A Bridge to Student Success and America's Recovery, a COVID-19 Playbook](#) **by the National Summer Learning Association**: This playbook provides a framework for school and community leaders to plan, collaborate, and execute evidence-based practices and partnerships to create high-quality summer programs.

## Tutoring

[Accelerating Student Learning With High Dosage Tutoring](#) *by Ed Research for Recovery at Brown University*. This brief is one in a series aimed at providing K-12 education decision-makers and advocates with an evidence base to ground discussions about how to best serve students during and following the novel coronavirus pandemic.

[High-Impact Tutoring: State of the Research and Priorities for Future Learning](#) *by the National Student Support Accelerator*. This report summarizes the key research on what drives successful tutoring programs.

[Toolkit For Tutoring Programs](#) *by the National Student Support Accelerator*. This online resource offers multiple tools for designers of existing or new tutoring programs.

[Best Practice for Tutoring: Briefing For Schools](#) *by the National Tutoring Programme, United Kingdom*. This resource from the U.K. answers six key questions when designing tutoring programs, grounded in the most recent research.

[Teacher Professional Learning](#)

[A High-Impact Training Ground for Teachers](#) *by the Summer Matters Campaign*: This report looks at how education leaders in pilot communities in California used summer programs to provide powerful professional learning opportunities to support Common Core implementation and social-emotional learning goals.

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## Community Partnerships

[Oregon TRIO Programs](#): The Oregon TRIO Association is a 501(c)3 organization that advocates on behalf of low income and first generation college students in the state of Oregon.

[OregonASK](#): This public-private partnership supports, expands, and provides various resources for afterschool and summer programming in Oregon, including their [Summer Activity Guides](#).

[Oregon Community Foundation](#): This philanthropic partnership supports access to high quality out-of-school time learning in the form of grants and technical assistance that supports students of color, students in under-resourced rural communities and students from low-income families.

[Self Enhancement, Inc \(SEI\)](#): SEI is one of Portland's largest multi-service organizations, offering a wide array of education, social service resources, and summer programming primarily focused on youth and families of the Black/African American community

[Eugene Springfield NAACP](#): This branch of the national civil rights advocacy group collaborates with local partners to offer tutoring and educational support programs. There are also branches in [Corvallis](#), [Portland](#), and Salem-Keizer.

[Latino Network](#): A community organization supporting initiatives aimed at educating and empowering the Latino community, including early childhood, school-based programs, and educational access.

[Regional STEM Hubs in Oregon](#): Oregon's 13 STEM Hubs build connections and bring together K-12 educators and partners across the state to promote in-school and out-of-school STEM experiences.

[SPARK! Building Community Systems for Summer Learning](#) *by the National Summer Learning Association*: This issue of SPARK! focuses on building community systems for summer learning through six key elements: a shared vision, engaged leadership, continuous quality improvement, data management, and marketing and communications.

[Expanded Learning Partnerships: A Foundation for Rebuilding the Whole Child](#) *by Policy Analysis for California Education and American Institutes for Research*: This brief provides key principles for school and expanded learning partnerships that policymakers and practitioners should consider as they move from reopening to rebuilding.

[Expanded Learning Partnerships: A Foundation for Rebuilding the Whole Child](#) *by Policy Analysis for California Education and American Institutes for Research*: This brief provides key principles for school and expanded learning partnerships that policymakers and practitioners should consider as they move from reopening to rebuilding.

[A New Kind of Summer School](#) *by Oak Park Public Library*. This resource was highlighted in the US Department of Education as an example of leveraging community partnerships to reimagine what summer school can be.

## Supporting Mental Health in Summer Programming

[Back-to-School Resources for Families and Educators](#) **by Child Mind Institute.** Practical tools and advice to support families and school staff during educational transitions.

[Community Roadmap to Bring Healing-Centered Schools to the Bronx](#) **by The Healing-Centered Schools Working Group.** Mental Health promotion and support resources created by a coalition of parents, students, advocates, educators, and mental health providers.

[Trauma-Informed Approach to Teaching Through Coronavirus](#) **by Learning for Justice.** Recommendations from the National Child Traumatic Stress Network on supporting students and staff.

[Culturally Responsive Education, CRE HUB](#) Provides the history, tools, and resources to contextualize and build culturally responsive education.

[UPLIFT by Youth Era.](#) Five day virtual event for teens to explore their health and well-being and learn how to provide peer support. [Youthera.org](#) also provides virtual drop-in centers and support, crisis support services, peer support, training, and technical assistance.

[National Hispanic/Latinx Mental Health Technology Transfer Center:](#) Video resources in English and Spanish dealing with a wide range of mental health support topics including culturally responsive programming, crisis supports for Latinx youth, advancing the well-being of Latinx families, and addressing racism.

[Teaching Kids How to Be Successful Learners](#) **by the Summer Matters Campaign:** This report describes some of the ways these programs are intentionally structured to support students' social and emotional development.

## Outreach and Sustained Participation in Summer Programs

[Summer Learning Recruitment Guide](#) **by The Wallace Foundation:** This report reviews key lessons learned from recruitment and retention by summer programs

included in the National Summer Learning Project.

[What Keeps Kids Engaged in Summer Learning](#) **by the National Summer Learning Association:** This research documents key program strategies that led to higher levels of youth engagement.

## Academic K-8 Summer Programs

[The Effects of Summer Reading on Low-Income Children's Literacy Achievement from Kindergarten to Grade 8: A Meta- Analysis of Classroom and Home Interventions](#) **by James Kim and David Quinn:** This meta-analysis synthesizes 41 classroom- and home-based summer reading interventions and indicates that low-income children benefit significantly from summer reading interventions.

[Engineering Strong Summer STEM](#) **by the Summer Matters Campaign:** The Summer STEM brief collects the data from this groundbreaking three-year, multi-district pilot program and offers best practices, lessons learned, and resources to help districts implement STEM learning in their summer programs.

[Summer Library Learning Program](#) **by Oregon State Library.** Babies, children, and teens who participate in summer library programs [benefit from opportunities supporting literacy development.](#) Every summer, Oregon libraries work to provide literacy support through the [Collaborative Summer Library Program](#) (CSLP), funded by federal funds through the Library Services and Technology Act.

## Summer Bridge Programs

[Supporting Successful High School Transitions](#) **by Hanover Research:** This brief provides key strategies for supporting youth during critical transitions before, during, and after high school. Of interest to summer program leaders is a focus on key strategies for summer bridge programs.

[Ninth Grade Counts: Using Summer Bridge Programs to Strengthen the High School Transition](#) **by Great Schools Partnership:** This is an extensive three-part guide directly tailored toward districts and schools interested in developing or implementing a bridge program for incoming ninth graders.

[Konaway Nika Tillcum](#): Konaway Nika Tillicum which means “All My Relations” in Chinook Trade Jargon, is an eight-day academic program exploring a broad range of classes, lectures, cultural experiences, and recreational activities for Native American students.

[Connecting Older Youth to Success through Afterschool](#) **by After School Matters**: This short article reviews keys strategies employed to engage older youth in programming, including active learning, community involvement, linking school day and use of school personnel, and youth input.

Resources to Support Emergent Bilinguals

[Eight Lessons About Language Learning](#) **by Educational Leadership**. Asset-based tips and insights that are essential for supporting and honoring our brilliant emergent bilingual children.

[9 Ways to Support ELs in 2021: Privileging Teachers’ Voices](#) **by Marisa Ferraro**. This article shares the journey of how one of the U.S. Northeast’s largest school districts implemented a comprehensive professional development initiative to support emerging bilingual learners.

[Resources for Supporting Newcomer Emergent Bilinguals](#) **by CUNY-NYSIEB**. This website offers important resources, ideas, and best practices for supporting emergent bilinguals newly arriving in the United States.

[West Ed English Learners blog](#) research and evaluation studies around supporting emergent bilingual students.

## Resources to Support Migrant Students

[Education and Humanistic Issues Faced by Migrant Education Programs During Times of Pandemic and Natural Disasters](#) **by IMEC**. This resource provides helpful information and resources to inform districts and educators supporting migrant students.

[Resources for Supporting Newcomer Emergent Bilinguals](#) **by CUNY-NYSIEB**. This website offers important resources, ideas, and best practices for supporting emergent bilinguals newly arriving in the United States.

[Educating English Learners During the COVID-19 Pandemic: Policy Ideas for States and School Districts](#) **by Migration Policy Institute**: This article provides key recommendations for states, districts, and schools to support EL and immigrant students during this period of intense uncertainty.

Resources to Support Students Experiencing Disability

[Making Determinations Related to Extended School Year \(ESY\) Services](#) **by the Oregon Department of Education**. This resource is designed to provide support for IEP teams as they make required determinations related to ESY for students experiencing disability.

[10 Resolutions for Special Education in 2021](#) **by Getting Smart**. This article highlights 10 resolutions to rethink and reimagine teaching and learning for all students, especially those who experience disabilities.

[Getting to Work on Summer Learning](#) **by The Wallace Foundation**: Topics are broad and include a highlight on supporting students who experience disability (p. 21).

[5 Best Practices for Connecting STEAM with Special Ed](#) **by The Institute for Arts Integration and STEAM**. This resource outlines creative and effective ways to infuse opportunities for STEAM for students who experience disability.

[Exploring Equity: Dis/ability. Designing Schools and Classrooms to Benefit All Learners](#) **by Harvard GSE**. This article explores the importance of equitable and inclusive learning environments that are intentionally designed.

[High Leverage Practices for Students with Disabilities Resource Library](#) **by the Council for Exceptional Children (CEC) and the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR)**. This library contains resources to support implementation of the High Leverage Practices, which are intended to address the most critical practices that every K–12 special education teacher should master and be able to demonstrate (see [HLP #11: Goal Setting](#)).



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