May 2022

SUMMER LEARNING TOOLKIT

Practical Tools and Resources for Planning Summer Learning Programs
HOW TO USE THIS GUIDE

PURPOSE
A high-quality summer program is shaped by the local community and the students and families it serves. There is not a singular pathway or simple formula to follow when creating a summer program; instead, there are many evidence-based elements that should be considered within a local context and infused into programming to ensure quality and student success.

The Summer Learning Toolkit is a companion document to the Summer Learning Best Practice Guide. The aim of this resource is to bring forward the Key Elements of Quality Summer Programming from the Best Practice Guide in the form of easy, accessible and practical tools to support the planning of robust summer programs.

AUDIENCE
This Toolkit was designed to support educators, administrators, summer learning program staff, out-of-school time leaders, and community partners.

RESOURCES
The Summer Learning Team at the Oregon Department of Education collaborated with teachers, summer program staff, school leaders, community partners, district administrators, and national groups to identify key tools needed to implement joyful, engaging, and connection-centered summer programs.

FORMAT
This digital Toolkit is an online interactive platform best used virtually. The Key Elements of Quality Summer Programs graphic on page three serves as an interactive Table of Contents where readers can quickly access tools related to each element. The sections are color coded according to each element and include the following:
- Visual images of tools for quick reference before you click
- Brief narrative with description of the tool
- Different formats (e.g., Word, Excel, Video, etc.) for use with multiple audiences
- Key planning questions

For technical assistance with this guide, contact the Summer Learning Team.

KEY TO ICONS FOR LINKS

CONTRIBUTE TO FUTURE ITERATIONS OF THIS TOOLKIT!
If readers of this toolkit have examples, elaborations, or would like to contribute ideas or stories to future additions of this resource, please connect with ODE through this form.

Important note: ODE does not control nor guarantee the accuracy or completeness of non-ODE information. The views represented in the links in this guide from outside the agency are not necessarily those of the Oregon Department of Education.
Cultivating Joy, Connection, & Curiosity in Well-Rounded Summer Learning

Rich summer learning programs can provide life-giving enrichment opportunities that set students up to engage with the world as curious, critical thinkers. Equity-driven summer programs utilize practices that affirm students’ multifaceted identities and sustain cultural knowledge. These practices show up at all levels of summer programming: from designing curriculum, to building staff expertise, and utilizing student voice and choice to foster joyful, connection filled experiences for students and staff.

Learning Happens Everywhere

This Edutopia video featuring Linda Darling-Hammond, president and CEO of the Learning Policy Institute and Stanford Professor, and other nationally renowned educators describes how creating optimal conditions for learning grounded in building positive relationships, belonging, and safety enable students to become empowered learners in out-of-school time.

This series is dedicated to helping educators and community youth providers align practices grounded in the science of human learning and development to advance equity and unleash the potential of every child. Consider this series when looking for staff professional development resources to share and discuss.

- Edutopia How Learning Happens Video Series
- Celebrating Cultural Identity Through the Arts
- Elevating Student Voice Through Senior Talks

When afterschool program Ballet Folklorico teaches kids traditional Mexican dance, they build not only social and emotional skills, but also community.

High school seniors build confidence by documenting their growth and learning in a speech presented to their families and the school community.

- Edutopia How Learning Happens Video Series
- Elevating Student Voice Through Senior Talks
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.

Connection as the Foundation for Learning

Relationships are the foundation of learning. Summer programs should ensure students are able to access the content through centering relationships, communities, and a sense of belonging.

Strength-Based Student Voice & Choice

Learning happens best when educators actively uplift and center a student’s prior knowledge and view it as an asset for learning rather than a problem to overcome.

Co-Creation and Innovation

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.

Purposeful Outreach and Engagement

Summer programs are voluntary and require purposeful outreach. Prioritize students most underserved by the system and disproportionately impacted by the pandemic.

There has been a wealth of research, evaluations, and tools that delve deeply into the core elements of effective summer programming. The RAND Corporation’s report titled, Getting to Work on Summer Learning includes the items in the Elements of Effective Summer Programs graphic and additional recommended practices for planning summer programs.

- ODE, Summer Learning Best Practice Guide
- RAND, Getting to Work on Summer Learning
### Shifting the Focus

<table>
<thead>
<tr>
<th><strong>TRADITIONAL SUMMER SCHOOL</strong></th>
<th><strong>EQUITY-DRIVEN SUMMER LEARNING PROGRAMS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted only to those with academic need</td>
<td>Accessible, equitable, diverse, and inclusive</td>
</tr>
<tr>
<td>Deficit-based (what gaps can I fill?)</td>
<td>Strength-based and enriching (what gifts do you bring?)</td>
</tr>
<tr>
<td>Academic, drill, and skill</td>
<td>Well-rounded, integrated, project-based, and hands-on</td>
</tr>
<tr>
<td>Quiet, task-oriented, and individualistic</td>
<td>Collaborative, interdependent, relational, and culturally grounded critical learners</td>
</tr>
<tr>
<td>Academic and teacher-centered</td>
<td>Relationship and student-centered</td>
</tr>
<tr>
<td>Disengaging and punitive</td>
<td>Exciting, fun, engaging, and attractive programs young people want to attend</td>
</tr>
<tr>
<td>Designed solely by a few district and school staff</td>
<td>Co-created with students, families, and community partners</td>
</tr>
<tr>
<td>School building and district-based</td>
<td>Can take place in a variety of settings and locations</td>
</tr>
</tbody>
</table>

### What is an equity lens?
An equity lens is an active tool that supports core values, commitments, orientations, and questions to become operationalizable. An equity lens must support navigating choices in the here and now. It helps translate theory into practice, focuses on assets rather than deficits, and avoids making decisions that could marginalize or harm students, staff, families, and communities.

### What is an equity stance?
An equity stance includes core values, commitments, orientations, principles, strategies, and frameworks that your district, organization, school, or team has decided are foundational in decision-making.

- **Nonprofit Association of Oregon (NAO) Equity Lens Guide**
- **Lane County ESD Equity Lens Example**
- **ODE, Integrated Guidance: Equity Lens and Tools**

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*Cultivating Joy, Connection, & Curiosity* in Well-Rounded Summer Learning | Summer Learning Toolkit

RETURN TO TOP
Focal Student Groups for Summer Learning

Language and terminology are vital tools for understanding and addressing issues of inequity. The decision to use “focal student groups” was based on the historic decentering of underserved students and families.

Focal students include students experiencing poverty, students of color (including but not limited to American Indian and Alaskan Native students, Black and African American students, Hispanic, Latino/a/x/e and MesoAmerican Indigenous students, Asian students, Native Hawaiian and Pacific Islander, multiracial students), LGBTQ2SIA+ students, students with disabilities, students who are emerging bilinguals, students experiencing houselessness, students experiencing foster care, migrant students, and students with experience of incarceration or detention.

ODE highly encourages summer planning teams to connect and cross-reference key grants within the Student Success Act. The Student Success Act is a commitment to improving access and opportunities for students who have been historically underserved by the education system.

- Appendix F: ODE Integrated Guidance
- Latino/a/x & Indigenous SSA Plan
- African American/Black SSA Plan
- LGBTQ2SIA+ SSA Plan
- American Indian/Alaska Native SSA Plan
- EL Strategic Plan
- Oregon Equity Initiatives

Targeted Universalism provides an operational pathway to lead for educational change in a way that bridges relationships and perspectives while maintaining a dedicated and precise attention on focal students and their families.

- Targeted Universalism

KEY QUESTIONS TO CONSIDER:

- What are the current strengths and contributions of youth, families, staff, and community members that can support the co-creating of our summer program?
- What work is needed to establish representative groups from diverse and underserved communities with the power to influence the decision-making process?
- Do our outreach methods include the languages in which students and families are most comfortable? Do we have language and/or cultural interpreters available (i.e., spoken language, braille, sign language)?
- Are the people most impacted by summer programming included in discussions and in decision-making (e.g., students, families, community members)?
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.

Universal Design for Learning

Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

- Universal Design for Learning
- Exploring Equity: Dis/ability

The Iris Center has created high-quality modules for building staff knowledge and understanding of Universal Design for Learning (UDL). Consider building this module into summer staff hiring and training practices. The completion time for this module is 2.5 hours.

- IRIS Center - Universal Design for Learning Modules

Inclusive Physical Environments

The Americans with Disabilities Act (ADA) is a comprehensive federal civil rights law that protects individuals with mental and physical disabilities from discrimination. Summer Learning Programs must not only consider their school building’s accessibility, but also ensure field trips, partner organizations, and outdoor spaces are ADA compliant.

The strength of summer programming lies in the ability to be innovative and take place in a variety of settings which all students must be able to access.

- OSU Outdoor School Achieving ADA Accessibility
- Summer Camp, The Americans with Disabilities Act and Your Child’s Rights
- Inclusion Tool Kit for Out-of-School Programs
Moving Beyond Barriers

Students may lose access to healthy meals, daily supervision, and enrichment opportunities during the summer months. Students in higher-income families are almost 3 times more likely to participate in summer learning compared to their peers from lower-income families. Often barriers like transportation, knowledge of summer opportunities, program fees, and the need to work prevent students from participating.

- Study Finds Cost a Key Barrier to Summer Programs for Youth
- Shaping Summertime Experiences
- Resources to Support Students Experiencing Houselessness

Transportation

Ensuring smooth and efficient transportation for students to and from the program is critical to program success. Begin by determining all of your transportation needs, including feeder patterns, anticipated number of students per site, offsite program field trips, and accommodations for students with special needs.

- Transportation Planning Tips and Recommendations

Paid Opportunities for Students

Summer Programs may be a barrier for students that need to earn an income over the summer months to support themselves and/or their families. Consider how your program can provide stipends or paid internships for middle and high school students to attend.

- Work-Based Learning ODE

Summer Food Service

School districts are encouraged to reach out to their Nutrition Services department to discuss options for summer meal service. For information about how to apply for the Summer Food Service Program visit our webpage below. Please contact ode.communitynutrition@ode.oregon.gov with any questions.

- Summer Food Service Program

KEY QUESTIONS TO CONSIDER:

- Have we connected with our special education teachers and leaders around supporting students experiencing disabilities attending summer program?
- How are staff trained to work with students experiencing disabilities and multilingual students?
- Is the location of the summer program along with field trips ADA approved?
- Which students have barriers to transportation and getting to school? What supports do we have to get students to summer programs?
- Are we providing breakfast, lunch, and meals to students attending our summer program?
Student Voice and Choice

Elevating student voice in learning fosters environments for students to actively co-create their own education outcomes and future opportunities. Creating space for students to actively make decisions and voice their interest in learning sets the stage for deepened engagement and connection.

Elevating Student Voice in Education

This report outlines strategies to increase authentic student voice in education at the school, district, and state levels. The authors of this report define “student voice” as student input in their education ranging from input into the instructional topics, the way students learn, the way schools are designed, and more. Increasing student voice is particularly important for focal student groups.

- Overview resource on Student Voice
- IES/REL Resources on Uplifting Student Voices
- Oregon Student Voice

Oregon Student Voice is a youth-led non-profit with a vision for empowering all students to be active agents in shaping their educational experience. The organization is run by students for students. The website includes how-to guides, youth trainings, and opportunities for active engagement to confront systemic K-12 educational concerns.

The how-to guides are designed to support students and adults in working together to address challenges using student voice. With titles such as:

- How to Lead a Focus Group
- How to Have Authentic Student Voice
- How to Be Inclusive of Diverse Voices

- Eugene Springfield NAACP - Youth Council
Oregon SEED Survey
The Student Educational Equity Development Survey (SEED) amplifies student voices. This survey is for students who participate in our general assessments in grades 3-11 and for students with significant cognitive disabilities who take our alternate assessments in grades 3-8 and 11, and provides an opportunity for districts to gather student voice in areas such as sense of belonging, opportunity to learn, access to resources, and self-efficacy beliefs.

- Oregon SEED Survey
- 3rd Grade Example Survey

Summer ODE SEED Survey
The Oregon Summer SEED Survey is being developed specifically for summer programs to help leaders better understand student perceptions, refine program implementation, and shape decision-making.

- CTSO - Student Leadership
- Criteria for Developing Student Leadership

Migrant Education Program: Honoring Student Voice
The Migrant Education Program in Lane County ensures there are multilingual staff in every summer classroom. Students are able to communicate in their chosen language, hear their name pronounced accurately, and know their families can communicate with teachers. Students have pride in speaking their chosen language and experience the acceptance and value of multilingualism.

- Programa de Educación Migrante

“On the third day of school, my son, who had refused to speak Spanish for a while now, wanted me to teach him some words because his friends spoke both languages and he wanted to be like them.”

- Parent of 3rd grade student
Amplifying Student Voice and Leadership Opportunities

You for Youth (Y4Y) is a contractor for the United States Department of Education to provide professional learning resources, technical assistance, and tools for 21st CCLC (Title IV-B) out-of-school time grant. All the resources on this site are in the public domain and authorized for reproduction in whole or in part. They come in Word, Excel, or PDF formats.

This is an online course with tools and resources for staff to learn how to incorporate student voice into every aspect of summer programming. This is a self-guided 5-7 hour professional learning where staff will have to:

- Define student voice and choice.
- Describe how to create a program environment that honors student voice and choice.
- Develop a program schedule of activities that honor student voice and incorporate academic needs.
- Utilize strategies for honoring student choice.

**Y4Y Website**

**Y4Y Course on Student Voice**

**Student Interest Survey**

**Creating Student Leadership Roles and Opportunities**

**Youth Ambassador Job Description Template**

**Key Questions to Consider:**

- Have we held focus groups, listening sessions, empathy interviews, and/or surveyed students before the program begins to gain input on how to shape our summer learning program?
- Does our school have a student leadership body during the school year that provides input on summer programming?
- Do students have choices throughout the summer program of what activities and enrichment opportunities they participate in?
- Question for students, “If you were in charge, how would you help other students learn during school and summer program? What advice would you give your teachers to improve your experiences while in school and in the summer program?”
STRENGTH-BASED

A strength-based mindset builds on the skills, resources, lived experiences, and innate gifts that students possess. When students are seen as fully human and engaged, with both head and heart, they are likely to engage in learning that is meaningful to them.

Newcomer Toolkit

This toolkit can help summer program leaders and others who work directly with immigrant students and their families. It is designed to help elementary and secondary teachers, principals, and other school staff with professional development opportunities, classroom applications and lesson plans, and much more. While the focus is geared toward students recently arrived to the US, this resource is centered in strength-based approaches that apply to all students.

Student Learning: Unfinished, Not Lost

This resource is an asset-based re-frame of the dominant narrative around “learning loss.” An equity-driven summer program meets students where they are and creates rigorous learning environments built on student strengths and desired learning outcomes.

CHAPTER 1

“See Me”: Understanding Newcomers’ Experiences, Challenges, and Strengths (Jigsaw)

Purpose

To help educators and teachers create learning environments built on student strengths. This activity allows educators to reflect on their own assumptions about newcomers and identify ways to support such students.

Preparation for Activity

- Make copies of the vignettes and the “See Me” Jigsaw Note-Taker Matrix.

Time Required for Activity

1 hour

Instructions for Facilitator

1. Each participant receives a copy of the “See Me” Jigsaw Note-Taker Matrix. Within each learning group, they will be assigned a number off, one through four, to determine which learning group they will be in.

2. Review the instructions and the note-taker matrix for the learning group.

3. Each group should discuss the question at the bottom of the page. They may underline text or write notes on the page if desired.

4. Fathom makes the reader understand the story, but I don’t understand the words.

5. Excitedly, sometimes speaking over each other. Fathima remains silent during this time.

Later in the morning, the teacher is reading with the class. They are reading a version of the Indonesian folktale “Deer Mouse and the Farmer” in English. Throughout the lesson, Fathima adjusts her hijab and appears to be paying attention. Each time the teacher asks a question, the English-speaking students call out “Yes!” and “Okay!” During the girls’ performance, they are expressive and talkative. Their teacher speaks, and they interject English phrases. During the show, Fathima’s character exclaims, “No way!” and “Let’s go!” and “See you tomorrow!”

In your learning group, consider and discuss the following questions:

• What does Fathima bring to the classroom?

• What can Fathima’s teachers do to the lesson that would provide opportunities for her to be more engaged and participate in the discussion?

• If the teachers observe Fathima and her friends performing their play, what conclusion could they make about Fathima as a student and a member of the classroom community?

• What strengths does Fathima bring to the classroom?

• What changes can Fathima’s teachers make to the lesson that would provide opportunities for her to be more engaged and to participate in the discussion?

• What can Fathima’s teachers do to ensure the lesson meets her needs and accelerates her learning by building on strengths and needs? Collectively, this means redesigning teaching and learning and reexamining deeply rooted deficit mindset and deficit-based thinking.

This resource invites pause, inquiry, and reflection around ways to shift the narrative from “learning loss” to “unfinished learning.” An equity-driven resource meets students where they are and creates rigorous learning environments built on student strengths and desired learning outcomes.
**Strength-Based Approach**

A strength-based approach transforms deficit-based thinking and language which can lead to a long list of things considered to be ‘wrong’ with a child’s learning and development. This approach is about centering student strengths and re-humanizing learning.

<table>
<thead>
<tr>
<th>Move from Dehumanizing</th>
<th>To Rehumanizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deficit-based (What gaps can I fill?)</td>
<td>Asset-based (What gifts does this student bring?)</td>
</tr>
<tr>
<td>Compares students to each other (norm-referenced)</td>
<td>Compares students to a standard (criterion-referenced)</td>
</tr>
<tr>
<td>Adult-centered</td>
<td>Student-centered</td>
</tr>
<tr>
<td>Static (cognitive ability as pre-determined by genetics and unmovable)</td>
<td>Dynamic (cognitive performance as changing over time due to interactions with environment)</td>
</tr>
</tbody>
</table>

**Instead of saying this...**

<table>
<thead>
<tr>
<th>Instead of saying this...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student strengths and weaknesses</td>
</tr>
<tr>
<td>Proficient/Not Proficient</td>
</tr>
<tr>
<td>Student failed the intervention</td>
</tr>
<tr>
<td>At-risk student(s)</td>
</tr>
</tbody>
</table>

**Say this!**

<table>
<thead>
<tr>
<th>Say this!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student strengths and learning progress</td>
</tr>
<tr>
<td>What has our student demonstrated they know and can do? (achievement descriptors)</td>
</tr>
<tr>
<td>The intervention failed the student</td>
</tr>
<tr>
<td>Student(s)</td>
</tr>
</tbody>
</table>

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**“I am willing to learn about you and to help you reach your life goals,”**

- Andratesha Fritzgerald, Antiracism and Universal Design for Learning

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**Key Questions to Consider:**

- How often do we communicate with families about the strengths their child brings to the learning environment?
- How can we deepen our understanding of the unique strengths and challenges of a given community?
- How do I get to know my students’ interests, passions, and life goals?
- How does our school/district recognize multilingualism as an asset and support children to maintain their first language?
- How do we develop a staff culture that creates a safe place to interrupt deficit-based thinking and language?

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- Creating Strength-Based Classroom and Schools
- Should You Use “At-Risk” to Describe Students?
- Strength-based approach
ELEVATE RELATIONSHIPS AND ENRICHMENT

Relationships are the foundation of quality summer programs. Positive, supportive relationships and rich, stimulating environments ignite the brain to form connections that promote learning. Through honoring each student’s unique gifts and talents, educators create the conditions for connection and development - including opportunities to play, to explore new skills and experiences, and to connect with peers and caring adults.

Funds of Knowledge Toolkit

Using Funds of Knowledge to better understand students’ experiences and background can help teachers draw on students’ strengths to enrich summer learning. By integrating patterns of learning, knowing, and doing that are familiar to culturally and economically diverse students, academic content becomes meaningful through connection to students’ lives and is understood on a deeper level.

A student’s funds of knowledge can be described as:

- academic and personal background knowledge,
- accumulated life experiences,
- skills and knowledge used to navigate everyday social contexts, and
- world views structured by broader historically and politically influenced social forces.

Funds of Knowledge Toolkit

<table>
<thead>
<tr>
<th>Type of Knowledge</th>
<th>Home/Community Practices</th>
<th>Classroom Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>Ruby shows me where her father would be planting tomatoes.</td>
<td>The students could use this idea to create a garden in the classroom</td>
</tr>
<tr>
<td>Technology</td>
<td>Ruby’s home was full of technology. They had a TV in almost every room, and they had lots of computers throughout the home as well.</td>
<td>The students could use computer programs during math with more tasks to complete. We could also use technology in the classroom to set up mini math centers.</td>
</tr>
<tr>
<td>Religion</td>
<td>Ruby’s family is Catholic. Throughout the home there were lots of posters and paintings.</td>
<td>The social studies could be completed Christianity with other prominent religions around the world and research different religions and places of worship in our city.</td>
</tr>
<tr>
<td>Language</td>
<td>The home is Spanish dominant, but her mother does speak a bit of English, and her siblings speak Spanish.</td>
<td>For language arts, we could compare different dialects of Spanish and read texts that are written in different regions of Latin America and research different regions of Latin America and discuss issues that occur in different regions of Latin America and discuss issues that occur in Latin America.</td>
</tr>
</tbody>
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Connection as the Foundation for Learning

Key Considerations for Elevating Relationships and Enrichment

- Create a warm and welcoming environment through authentic power sharing
- Greet students each day in a way that feels affirming to students
- Support students to make connections to prior knowledge
- Acknowledge accomplishments of students with specific feedback
- Display student work in summer program space
- Integrate student choice throughout the day
- Structure time to build community
- Cultivate opportunities for students to lead

Adapted from - Weikart Center Forum for Youth Investment.
Culturally Responsive Practices

Culturally Responsive means the implicit recognition and incorporation of the cultural knowledge, experience, and ways of being and knowing of students in teaching, learning, and assessment. This includes identifying, valuing, and maintaining high commitment to: students’ cultural assets in instruction and assessment; diverse frames of reference that correspond to multifaceted cultural perspectives/experiences; and behaviors in the classroom that can differ from White-centered cultural views of what qualifies as achievement or success.

To develop meaningful out-of-school-time programming for young people from marginalized communities, experts suggest that programs introduce practices that foster “a genuine sense of dignity and belonging for youth” and improve working conditions for program staffs. - Wallace Foundation

- From Access to Equity: Making Out-of-School-Time Spaces Meaningful for Teens From Marginalized Communities

This framework, from Culturally Responsive Teaching & The Brain promotes authentic engagement and rigor among culturally and linguistically diverse students.

- Ready for Rigor Framework - Zaretta Hammond

- Multicultural/Culturally-Responsive Books

- Culturally responsive and Sustaining Infographic

- Culturally Responsive Education, CRE HUB

- Tool to find Ethnic, Native, & LGBTQ2SIA+ Studies across the country
Indian Education in Oregon

Learning about tribal nations in Oregon is important for all students. Each nation has a distinct origin story, worldview, and timeline of their history and contemporary context. However, much of that information has been presented to the general American public from a non-Native American perspective, filled with clichés, misconceptions, and falsehoods. The path is clear, we need teachers who are culturally competent to work with American Indian/Alaska Native students and impart to non-natives respect for the deep cultural roots of the US.

- Implementation of Tribal History - Shared History

Essential Understandings of Native Americans in Oregon

ODE partnered with representatives of the nine federally recognized tribal governments in Oregon to create Essential Understandings of Native Americans in Oregon. These nine essential understandings have been created to serve as an introduction into the vast diversity of the Oregon Native American experience.

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.

- Essential Understandings of Native Americans in Oregon
- Konaway Nika Tillicum

KEY QUESTIONS TO CONSIDER:

- Can I name the 9 federally recognized Tribes in Oregon? Which Tribe or Tribes are near our school district?
- How does our school district incorporate our students’ cultural knowledge, experience, ways of being and knowing into teaching, learning, and assessment?
- Does our staff and volunteers in our work area reflect the diversity of the community we serve?
- Do students and their families feel connected to our school community? Do teachers feel connected to our schools?
- How do families from various races, ethnicities, or cultures experience our school climate?
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 for student learning and well-being. Community partners have a history of working across initiatives, often with culturally specific strategies, to encourage authentic engagement and established relationships with families.

ODE Community Engagement Toolkit

This toolkit shares a framework, example strategies, and helpful resources for expanding into more robust and rigorous community engagement. As your school/district chooses to approach community engagement in deeper ways, you are invited to change to happen: focal groups will feel less like an audience for your decisions and more involved as key partners; structures of accountability and feedback will bring a sense of transparency and authenticity to district planning.

This community engagement tool is organized on a spectrum of shallow to robust community engagement (Levels 1-5). District and school leaders are encouraged to use this framework to reflect on their stance and approach towards communities.

Example Engagement Methods: This row lists some common example engagement methods, tactics, and tools that districts can exemplify at each level. Schools and districts have the opportunity to innovate during summer programs engaging in the collaborate and defer methods of the spectrum.

ODE Community Engagement Toolkit

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Building and Sustaining Community Partnerships Toolkit

This toolkit comes out of the Colorado Education Initiative and provides tools, resources, and processes for engaging critical relationships to build community partnerships and deepen connections.

- Designing Community Partnerships to Expand Student Learning: A Toolkit

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ODE understands the various people and roles that contribute to deepened student engagement and enriched summer learning environments. As summer leaders plan for equity-driven summer programs, we recommend seeing and imagining all the various people that will be involved in the effort. Below is a list that is not intended to be exhaustive, but showcases the diversity and roles successful implementation will take. Who will be essential to success in your summer learning efforts?

Attendance officers / coordinators
Bus drivers
Business and industry partners
Caregivers and families
Childcare providers
Community college partners
Community partnership coordinators
Community-based and culturally-specific organizations
Counselors and guidance counselors
CTE Regional Coordinators
CTE Student Leadership Organization Representatives and Student Officers
Curriculum and instruction (district level)
DHS/child welfare
Early Learning Division, Early Learning Hubs
Educator Advancement Council
Educators
ESD staff
Expanded learning administrators
Family resource liaisons
Graduation coaches
Higher Education Coordinating Commission
Instructional assistants/paraprofessionals
Instructional coaches
Legislators
Local chamber of commerce
Local workforce development boards
McKinney-Vento liaisons
Media
Mental health teams
Non-profit/volunteer reading programs (e.g. SMART Readers)
ODE staff
Oregon Housing and Community Services
Pre-K and Headstart programs
Primary care providers
Principals
Psychologists, social workers, traditional health workers, and community-based mental health professionals
Researchers
School board members
School personnel
School safety and prevention specialists
Special education teachers (K-12)
STEM Hubs
Students
Superintendents
Tribal/cultural/community leaders
University faculty (preservice program)
Vocational rehabilitation and transition specialists
9th grade on-track coaches
Oregon Spotlight - Morrow County School District (CARE Coordinators)

Morrow County CARE Coordinators are one arm of the multidisciplinary CARE program. CARE coordinators are bilingual staff that are dedicated to working with buildings and families to address any barriers that prevent students from attending school and learning. They build relationships with families and work in partnership with our wrap-around partners to get families the services they may need. On an average day, they will be supporting families that have attendance concerns; helping families through the Oregon Health Plan application process; assisting with scheduling medical/counseling appointments; helping with housing searches; and making connections with students at lunch and recesses.

Oregon Community Foundation supports programs that provide high-quality out-of-school time experiences for students of color, students in under-resourced rural communities, and students from low-income families. Their website includes a number of resources for supporting out-of-school time programs in Oregon.

- Oregon Community Foundation

OregonASK is a collaboration of public and private organizations and community members. Their mission is to support, expand, and educate on quality Afterschool and Summer Programs throughout Oregon. They provide resources and professional development opportunities to support summer programs.

- OregonASK

**KEY QUESTIONS TO CONSIDER:**

- Does our school or district have a dedicated position to build and maintain community partnerships?
- How are community partners viewed in our school and district? How are they seen for the strengths they bring to schools?
- Have we identified the assets and community organizations that support our students and families (e.g., community asset mapping, systems mapping, community outreach)?
- Are we sharing data, resources, and training with community partners, and engaging with them in the planning to support students and their families?
- Do new structures need to be created to collaborate with community partners?
**INTEGRATE WELL-ROUNDED LEARNING AND WORK THAT MATTERS**

Well-rounded learning focuses on developing a hands-on, collaborative, and integrated educational environment rooted in inquiry and discovery. Well-rounded summer learning shifts the narrative from narrow remediation and test preparation to an integrated project-based approach to deepen learning, reflection, and curiosity. Work that matters is individualized by the application of meaningful, cross-cutting skills where students are known, heard, and supported.

**SparkLab**

Where community, education, and industry come together to support Lane County youth in invention, education, and career-connected learning.

In July 2021, SparkLab opened with its first official program, Invention Lab: a five-week, paid experience for high school students to learn skills in the invention process, build technical skills, and gain experience in human-centered design. The goal of Invention Lab is to empower generations of creators, inventors, and leaders in addressing complex issues. For this summer program, students were tasked with creating devices to monitor air quality and CO2 levels in indoor space.

- SparkLab, Connected Lane County
- Invention Lab Summary

“I loved learning about all the different careers, some I have never even heard of before. As a junior, I’m still looking into different professions and this was a great opportunity for me to do that!”

- A.T, 11th Grade

Lake County SD Summer Learning

Lake County School District designed a hands-on, project-based, and career focused summer program founded on student voice and leadership. They integrated well-rounded learning opportunities throughout the program while also providing job opportunities to high school students to support the elementary programs.

- Summer 2021 opportunities at Lake County SD

**RETURN TO TOP**
Well-Rounded Instructional Approaches

### Place-based

Place-based education and learning immerses students in local heritage, cultures, landscapes, opportunities, and experiences, using these as a foundation for the study of language arts, mathematics, social studies, science, and other subjects across the curriculum.

### Project-based

Project-based, hands-on learning is a student-centered approach in which it is believed that students acquire a deeper knowledge through actively engaging in real-world and personally meaningful projects.

### Inquiry-based

Inquiry-based learning is a learning process that engages students by making real-world connections through exploration and high-level questioning. This approach encourages students to engage in problem-solving and experiential learning.

### Applied Learning

Applied learning refers to an educational approach whereby students learn by engaging in direct application of skills, theories and models. Critical thinking and reflection are intertwined within every applied learning experience.

### Career Connected Learning

Career connected learning is a framework of career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations.

---

- [Learning in Places](#)
- [Rural STEAM Leadership Network](#)
- [Place-Based Learning: A Multifaceted Approach](#)
- [Oregon Stem Hubs](#)
- [Project-based Learning For All](#)
- [Edutopia - Project-Based Learning](#)
- [What is inquiry-based learning?](#)
- [STEAM Thinking: Umpqua Valley STEAM Hub](#)
- [Oregon Apprenticeship Program](#)
- [3 examples of applied learning](#)
- [Work-Based Learning Toolkit](#)
- [Oregon CTE Success Stories](#)
- [ODE Career Connected Learning](#)

---

Integrate Well-Rounded Learning and Work That Matters | Summer Learning Toolkit
Well-Rounded Lesson Plan Resources

Connecting well-rounded learning opportunities to content standards is critical to addressing unfinished learning over the summer months and to build relevance for students across the school year. Based on research out of the RAND corporation, districts that align summer curriculum, either purchased, developed in-house, or extended from the school year, maximize benefits to students and minimize resources.

- Open Learning HUB
- Mizzen by Mott - Lesson Planning App
- Designing Learning
- STEM Teaching Tools
- You 4 Youth
- OregonASK Activity Guide

Integrate Well-Rounded Learning and Work That Matters | Summer Learning Toolkit
Assessments for Summer Learning

Formative assessment is a process - a set of practices integrated into the teaching and learning experience. Both educators and students share the responsibility of facilitating the formative assessment process.

Formative assessment is:
- Intentional and requires purposeful planning by educators
- Built on clear learning goals and success criteria
- Uses tasks, dialog, and instructional routines to elicit evidence of students’ thinking
- Driven by descriptive feedback to students
- Informative to adjustments in teaching and learning

56 different ways to gather evidence of student achievement
Curated by David Wees, Mathematics Education Specialist

Formative Assessment at a Glance

Key Questions to consider:
- What instructional resources do we have that align to Oregon standards and the school year curriculum?
- What do my students need to know, understand, and be able to do during and at the end of an instructional unit?
- How do you co-create with students the success criteria to demonstrate their learning?
- Is student learning connected to your community? Do students have the opportunity to share their achievements with your community?
- What are the interests and passions of my students and how do I connect that to intended learning goals?
ENSURE MENTAL HEALTH AND WELL-BEING

Summer Programs for Promoting and Supporting Mental Health and Well-being

Mental health promotion emphasizes individual and collective strengths, resilience, values, self-determination and ways of knowing and being, and celebrates the unique qualities that each person, family, and community bring to the school community. Summer programs should offer students opportunities to reflect, connect with others, and make meaning of their experience with the support of peers and trusted adults.

ODE Mental Health Resources

Mental health refers to the emotional, social, cognitive, behavioral, physical, and relational thriving of individuals and systems.

- **ODE Mental Health Resources**
  - Mental Health Toolkit: An Integrated Model of Mental Health
    - These pillars are part of a continuum of care that includes addressing physiological needs like food and shelter, ensuring physical, emotional and relational safety and security, providing opportunities for social connection, and cultivating purpose, self-efficacy, and self-actualization.
    - The integrated model emphasizes the inherent strengths, agency, voice, courage and determination of each individual. It compels each member of the school environment to ask what makes people, families and communities thrive in the face of difficult challenges, and what we must do to recognize, honor and uplift that resilience.
    - Although it is important to recognize and acknowledge that most people will encounter significant challenges during their lifetimes, the model and its values discourage common practices such as labeling people based on their experience, categorizing them into groups, or adopting a mindset of “fixing what is broken.” Instead, it affirms that mental health is dynamic and fluid, and that individuals are capable of healing and transformation, sometimes with...
Mental Health Resources and Applications

The Northwest MHTTC supports training and technical assistance on implementation of mental health services in schools and helps build infrastructure to create learning communities.

Northwest Mental Health Technology Transfer Center

Reach Out Oregon provides resources to support student and family mental health and well-being and promotes mental health acceptance. They host weekly family-led discussions for caregivers on a variety of topics.

Reach Out Oregon

The Uplift program empowers students to utilize their strengths and clarify who they want to be in the world while gaining skills in empathy and managing emotions to support themselves and their peers along the way.

Uplift by Youth Era

This tool demonstrates how to utilize trauma-informed practices to benefit all students. Students respond positively when educators get to know their life circumstances, affirm their identities, and cultivate empathy in the learning environment.

Responding to Trauma in your Classroom

SEL kernels of practice represent a smaller scale, personalized approach to SEL and aim to provide teachers with a menu of needs and preference based strategies that are quick, targeted, effective, and easy to integrate into classroom practice.

SEL Kernels - EASEL Lab

Empower your mission and learn how to support your friends through a life-changing virtual experience.

Uplift by Youth Era

Ensure Mental Health and Well-being | Summer Learning Toolkit

Supporting Trauma in Your Classroom

Responding to Trauma in Your Classroom

WHAT IS IT ABOUT?
Practicing self-control.

WHAT IS IT?
A game to build executive function skills.

HOCUS POCUS, EVERYBODY FOCUS

INSTRUCTIONS
1. Say THE BIG IDEA.
2. Gather students in a circle. For the first round, go around the circle and count to 10 (have each person count one number). After the tenth person has said “10,” the next person should say “Hocus Pocus, Everybody Focus.”
3. Practice. Repeat the “1-10 + Hocus Pocus, Everybody Focus” sequence until every student has had a turn.
4. Say, “Great! Now, we’re going to add a challenge. Every time we get to the number five, the person with that number will clap instead of saying the number five. Remember to just clap without saying the number. Pay careful attention to when it’s your turn and whether you need to say a number, do a motion, or say ‘Hocus, Pocus, Everybody Focus.’ Let’s practice.”
5. Go around until every student has had a turn.
6. As your class becomes more comfortable with this game, feel free to add additional challenges for different numbers.

ALL GRADES
MATERIALS
None required.
Ensure Mental Health and Well-being | Summer Learning Toolkit

**Leveraging Reset Opportunities To Help Students and Staff Thrive**

- **Practices for School Administrators Who Provide Direct Support to Staff**
- **Practices for School Administrators Who Provide Direct Support to Students**

**Suicide Prevention, Intervention, Postvention (Adi’s Act)**

**FOREST GROVE SCHOOL DISTRICT**

Suicide Prevention Policy and Plan

Last Updated 9/9/2020

**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.

**National Hispanic/Latinx Mental Health Technology Transfer Center**

**KEY QUESTIONS TO CONSIDER:**

- How will our staff, students, and families know that we are prioritizing mental health and well-being in our summer program?
- As school leader, what conditions do I need to consider for connecting with staff and ensuring they feel supported?
- What strategies clearly demonstrate empathy and compassion in an inclusive environment to connect with students and their families so they all have a sense of belonging and feel included and welcomed?
- Are we connecting with resources, mental health professionals, and community organizations to support student and staff mental health?
Engage Students and Families

In order to implement equity-driven summer learning programs, students and families need to know about the summer learning opportunities available to them. Providing effective outreach 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.

Understand Your Audience
Learn what parents think about summer learning and your summer learning program. The more you know about what's important to them, the more successful you'll be getting them to register.

Create Engaging Messaging
Clearly and simply communicate the value of your summer learning program to parents and stakeholders. Parents will be more likely to register their children, stakeholders more likely to support your work.

Create a Written Plan
A written plan is a must-have guide for your team's recruitment work. It will define what steps you will take to implement your recruitment effort. It will also help you track progress.

Make Your Outreach Consistent and Assertive
Don't expect a single registration flyer to get enough parents to register their children for your summer learning program. Use more than one approach and try to reach parents at least three times.

Use Trusted Messengers
Principals, guidance counselors, and teachers are some of the most trusted messengers when it comes to engaging parents and students. Create an outreach program that helps them promote your program.

Engage Directly with Students
Students are your most important "customers." Parents are more likely to sign their child up, if he or she wants to go. And, of course, students are more likely to attend regularly if they enjoy the experience.

Make Registration as Easy as Possible
Give parents as many options as possible to register their child for your summer learning program. This can range from mailing in completed forms, to taking them to their child's school, to registering online.

Build a Relationship with Parents and Students
Help parents and students feel they are part of something special—your summer learning "family." Engage with them throughout the school year, not just when it's time to register.

Wallace Foundation Recruitment Guide
This guide walks schools and districts through three steps of the recruitment process including; getting started through building your team, developing your strategy, and providing hands-on tools to create a game plan to ensure students that can benefit most from summer learning programs have the opportunity.

SUMMER LEARNING RECRUITMENT GUIDE

Summer Learning Recruitment Guide
Oregon Community Foundation Family Engagement Brief
Learning for Justice - Culturally Sensitive Practices

A Menu of Proven Tactics

Recruitment Tactics for School Districts*

- Sending registration materials home (at least 2 times)
- Reminder phone calls (Robocalls)
- Confirmation letters or postcards
- Personalized outreach from school staff
- Recruitment events (at school or virtual)
- One-on-one teacher interactions with students
- Mailing information home (in students home language)
- Emailing families (in student home language)
- Texting families (in student home language)

*Based on chapter 3 of the Wallace Foundation Summer Learning Recruitment Guide.
Connecting with Families Through Culturally Specific Outreach

Immigrant and Refugee Community Organization (IRCO) hosted a Tongan language class which is most likely the only native language literacy class for Tongan in Oregon. This summer program engaged the whole family at the individual and community level with literacy, wellness, positive cultural identity, and family engagement.

- Volleyball practice turns North Portland park into community gathering space for Pacific Islander families
- Immigrant and Refugee Community Organization (IRCO)

Strengthening Family and Caregiver Relationships with School

The San Francisco United School District’s website includes multiple resources to support family engagement. There are checklists, rubrics, and other tools to serve as “flashlights that can help illuminate issues and opportunities for growth and development of a strong and supportive school culture and climate.”

Creating a welcoming school environment: Tools to assess your school climate and culture.

- How Family Friendly is Your School
- Rubric for Back to School Night
- Family Partnership Toolkit
“Providing equitable access to an excellent education to each and every child is a moral imperative and, as educators, it is a responsibility we must own and embrace. It calls for professionals, leaders of all walks of life, families, and communities to find shared understanding, time, and the will to mobilize on a daily basis and surround young people with the love, care, nourishment, intellectual challenges, and connections they need to thrive.”

- Colt Gill, Director of the Oregon Department of Education
February 8, 2022 Letter

Family & School Connection Resources

National Summer Learning Association (NSLA)
- Family Guide

National Standards for Family-School Partnerships
- Successful Family-School Partnerships

Family Guides for Student Learning by Grade Level
- Family Guides - Seek Common Ground

“Deeper Dives” for Schools
- Practical Strategies to Serve Young Children Experiencing Homelessness

KEY QUESTIONS TO CONSIDER:

- Do our program staff know family members and caregivers by name? Does our team share positive feedback with family members either in person, via text, phone call, or written format?

- Do we hold interviews, focus groups, or events in a location where the program’s community is most comfortable?

- What systems does our summer program have in place to communicate with families that have not been easy to reach (i.e., home visits, community partner outreach, wellness checks, absentee navigators)?

- Do we need to create new communication channels (e.g., parent liaisons, email, newsletters, robo-calls, text-messages, in-person events)?
Purposeful Planning for Quality Programs

In order to realize the best of what summer has to offer, it is important to start planning early. Launching an equity-driven summer program requires intentional planning to ensure the co-creation of program design, coordination across school and districts, and creating systems for students and teachers to thrive.

Below are components of planning effective summer programs:

- Engage and co-create program with students, families, and partners
- Determine length of services and develop budget
- Hire effective educators and invest in professional learning
- Collaborate with students, families, partners, and district staff
- Coordinate meals, transportation, curriculum, and supplies
- Create policy and supports for robust attendance
- Collect data and engage in continuous quality improvement

Get clear about where you’re headed

Intentional program planning helps summer leaders use time and resources wisely along with supporting student success and intended outcomes. The Y4Y Summer Planning tool includes the following elements:

- Developing your program team
- Assessing needs of the school community
- Creating goals of program
- Intentional design and logistics
- Student recruitment and outreach
- Continuous quality improvement

Y4Y Comprehensive Program Planner

Y4Y Program Implementation Planner Page: Project Planning Matters! The Path to Success Is Paved With Solid Planning

- Implementation Planner
- Blank Summer Planner
- Sample of Completed Planner
- User Guide for the Planner

Purposeful Planning for Quality Programs | Summer Learning Toolkit
Wallace Foundation Toolkit

The Wallace Foundation Summer Learning Toolkit includes evidence-based tools and guidance for delivering effective programs with hands-on, downloadable resources for schools, districts, and community organizations looking to start or enhance their summer learning programs.

Included in this Toolkit are companion and facilitation guides with tips to help summer programs in the planning process.

- Summer Learning Toolkit Home
- Toolkit Planning and Management
- Summer Planning Guide
- Summer Planning Workbook
- Three Month Expedited Planning Tool- Texas Education Agency
- Wallace Foundation - Summer Budget Guidance
- Summer Budget Tool
- Summer Program Reflection Guide
- Summer Program Reflection Tool

SUMMER PLANNING CALENDAR WORKBOOK

12-MONTH SUMMARY

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12-MONTH SUMMARY

SUMMER PLANNING CALENDAR WORKBOOK

GUIDANCE FOR TOOL:

SUMMER BUDGET

This document provides guidance on how to use the Summer Budget Tool available in the Summer Learning Toolkit. You can also access the tool in the Planning and Management section of the Toolkit.

What is the SUMMER BUDGET tool and how can you use it?

The Summer Budget Tool, developed by The Learning Agenda, is designed to provide a detailed look at the revenue and expenses involved in operating a summer program. It is intended to help summer program operators and stakeholders plan and budget for summer program operations that align with all the direct and indirect expenses of a summer program.

Why is detailed budgeting important?

Designing a budget is important to ensure that you are spending precious funds on the most important elements of your program. It helps you identify areas where you may need to cut costs or find additional resources. It also helps you prioritize your program’s goals and objectives.
Hire Effective Educators and Professional Development for Summer Staff

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). Keep in mind, planning professional development for summer staff starts early in the process when programs are creating their budgets to ensure staff are paid for their time and training is reserved on the calendar.

**Build Pathway Opportunities:**

- Provide aspiring administrators opportunities to administer summer programs
- Partner with local community colleges and universities to connect students with teaching opportunities
- Hire high schoolers as mentors, tutors, or staff for elementary and middle school programs
- Invest in robust professional learning opportunities for summer program staff
- Hire interested family and community members to gain experience in educational settings over the summer months

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**Educator Advancement Council**

**Teacher Pathways Program**

**A High-Impact Training Ground for Teachers and Staff**

**Grow Your Own Programs**

---

**Purposeful Planning for Quality Programs | Summer Learning Toolkit**

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The most emphatic recommendation is to commit in the fall to a summer program, and start active planning by January with a program director who has at least half of their time devoted to the job. Rand Corporation, Getting to Work on Summer Learning
Continuous Quality Improvement

Improving our summer learning programs requires a commitment to continuous improvement of operations, curriculum, staff, and outreach. Collecting and reflecting on data is a critical component to the continuous quality improvement process.

- You for Youth - Intentional Activity Design

Putting Data to Work for Summer Learning

Every Hour Counts Framework is an at-a-glance reference designed to help afterschool system leaders think through their data needs, plan for data collection and use, and carry out those plans.

- A Toolkit for Centering Racial Equity Throughout Data Integration
- Data Equity Walk Toolkit
- Putting Data to Work for Young People

Key Questions to Consider:

- What key point people and funding sources should be considered when planning a summer program (ESSER, State funds, Federal funds i.e., Migrant Education, 21st CCLC, Title programs, ESY, Foster care, McKinney Vento, IDEA)?
- How ready and equipped do teachers and staff feel to support all students, especially focal student groups? Has there been focused professional development on summer learning?
- Who makes decisions regarding curriculum, staff development, and quality assessment? What resources are needed to access quality supports across diverse programs?
Important Note: ODE does not control or guarantee the accuracy, relevance, or completeness of non-ODE information. The inclusion of these links is not intended to endorse products or services offered on non-ODE sites.

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**JOIN ODE’S SUMMER LEARNING LISTSERV FOR ANNOUNCEMENTS AND NEW RESOURCES!**
## Glossary of Key Terms

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<td><strong>Career Connected Learning</strong></td>
<td>Career Connected Learning is a continuum of awareness, exploration, preparation, and work experience developed through strong public and private partnerships. Participants develop, apply, and are assessed on academic, technical, trade, and entrepreneurial skills that support their future career success.</td>
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<td><strong>Community-Based Organizations (CBOs)</strong></td>
<td>CBOs are driven by and representative of a community or a significant segment of a community and work to meet community needs and amplify strengths.</td>
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<td><strong>Culturally Responsive</strong></td>
<td>Means the implicit recognition and incorporation of the cultural knowledge, experience, and ways of being and knowing of students in teaching, learning and assessment. This includes identifying, valuing, and maintaining high commitment to: students’ cultural assets in instruction and assessment; diverse frames of reference that correspond to multifaceted cultural perspectives/experiences; and behaviors in the classroom that can differ from White-centered cultural views of what qualifies as achievement or success.</td>
</tr>
<tr>
<td><strong>Culturally Specific Organization</strong></td>
<td>Means an organization that serves a particular cultural community and is primarily staffed and led by members of that community; these organizations demonstrate: intimate knowledge of lived experience of the community, including but not limited to the impact of structural and individual racism or discrimination on the community; knowledge of specific disparities, barriers or challenges documented in the community and how that influences the structure of their program or service; commitment to the community’s strength-based and self-driven thriving and resilience; ability to describe and adapt their services to the community’s cultural practices, health and safety beliefs/practices, positive cultural identity/pride, religious beliefs, etc.</td>
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<td><strong>Disaggregated Data</strong></td>
<td>Data that has been divided into detailed categories such as, but not limited to, geographic region, race, ethnicity, English fluency, disabilities, gender, socioeconomic status, etc. It can reveal inequalities and gaps between different categories that aggregated data cannot. The accuracy and quality of this data is also dependent on data collection, analysis and decision-making practices that may be biased towards the values of the dominant, White-centered education system, and therefore require critical reflection on whether focal group issues are truly emerging through the disaggregated data and how intersecting categories compound various issues and dynamics.</td>
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GLOSSARY OF KEY TERMS

- **DISPROPORTIONATE**: Refers to unequal or inequitable differences in access and outcomes that historical and current-day White supremacy has created between certain families, children, and students based on race, gender/gender identities, sexual orientation, and other discriminating factors. What is “proportionate” must also be critically analyzed and addressed in terms of its values, intent, and ideology.

- **EQUITY LENS**: An active tool that supports core values, commitments, orientations, and questions to become operationalizable. An equity lens must support navigating choices in the here and now. It helps translate theory into practice, focuses on assets rather than deficits, and avoids making decisions that could marginalize or harm students, staff, families, and communities. An equity lens could also include: a) Facilitation Tools or Protocols: Possible protocols (such as a consultancy protocol) to use the equity lens in a facilitated space or discussion; and b) Decision-making Tools or Protocols: Possible tools (such as the ODE decision tools or consensus tools like Fingers to Five) that help guide decision-making based on the questions and framework in the equity lens.

- **EQUITY STANCE**: Core values, commitments, orientations, principles, strategies, and frameworks that your district, organization, school, or team has decided are foundational to what you wish to prioritize in decision-making.

- **EVIDENCE-BASED**: Refers to forms of validation that do not just stem from dominant educational research but include community-driven, indigenous, tribal, culturally-responsive/sustaining/specific, non-dominant and non-Western ways of knowing, being, and researching. Instructional practices, activities, strategies, or interventions that are “evidence-based” should not just privilege scientific evidence, but also be driven by evidence stemming from the perspectives of those affected by those practices, activities, strategies, or interventions.

- **OPPORTUNITY GAP**: Refers to the effects, system biases, and disparities the dominant, White supremacist system and culture has historically, currently, and intentionally created for students. Factors such as race, ethnicity, socioeconomic status, English proficiency, geography, financial wealth, gender, sexuality, familial situations, and disabilities determine or constrain what opportunities the system offers and how these affect their educational aspiration, achievement, and attainment. These effects and disparities represent a system bias and an educational debt that the dominant educational system owes to marginalized students, which necessitate the need to address and shift the system itself.

- **OUTCOMES**: The changes in health, behavior, actions, attitudes, or policies that impact students, educators, people, groups and organizations with whom your work is in relationship with.
## Glossary of Key Terms

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<td><strong>PARTNERSHIP</strong></td>
<td>Means a group of organizations, tribes, districts or individuals who agree to work together with a common interest and shared vision. In a partnership, there is a high level of trust and two-way communication, and differences in power and privilege are addressed. Roles and responsibilities on all sides are well-defined and developed with shared authority in decision making. There might be shared space and staff, with expectations and agreements in writing.</td>
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<tr>
<td><strong>PLAIN-LANGUAGE</strong></td>
<td>Plain Language (also called plain writing or plain English) is communication your audience can understand the first time they read or hear it.</td>
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<td><strong>RESOURCES</strong></td>
<td>Resources are defined as people, time, and money. State and federal funds are key resources. Diversity of funding and resources can be leveraged to animate and execute plans and strategies to meet outcomes.</td>
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<td><strong>SOCIAL EMOTIONAL LEARNING (SEL)</strong></td>
<td>The process through which children and adults learn to pay attention to their thoughts and emotions, develop an awareness and understanding of the experience of others, cultivate compassion and kindness, learn to build and maintain healthy relationships, and make positive, prosocial decisions that allow them to set and achieve their positive goals.</td>
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<td><strong>SUPPLANT</strong></td>
<td>Meaning replace a prior existing use of a different fund source.</td>
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<td><strong>SUPPLEMENT</strong></td>
<td>Meaning it comes in addition to and is expected to be used in addition to existing resources.</td>
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<td><strong>TRAUMA-INFORMED</strong></td>
<td>Trauma-informed principles and practices refer to a strength-based, person-centered framework that recognizes the physical, psychological and emotional impacts of trauma, and prioritizes creating safe spaces to promote healing. It recognizes and honors the inherent strengths, resilience and funds of knowledge within each person, and works to increase awareness of how these assets can be accessed, within the trusting spaces of human relationships, to promote healing and flourishing.</td>
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<tr>
<td><strong>UNDERSERVED</strong></td>
<td>Refers to communities, groups, families and students that the dominant or mainstream educational system has historically and currently excluded, impacted, marginalized, underserved and/or refused service due to institutionalized and intersectional racism and systemic oppression. This includes students of color, tribal students, English language learners, LGBTQ2SIA+ students, students experiencing and surviving poverty and homelessness, students with disabilities, women/girls, and students from rural communities.</td>
</tr>
<tr>
<td><strong>UNDERREPRESENTED</strong></td>
<td>Refers to communities, groups, families and students that due to systemic barriers and intersectional oppression have been excluded and limited proportionate access to the dominant or mainstream educational system despite efforts to participate. This includes students of color, tribal students, English language learners, LGBTQ2SIA+ students, students experiencing and surviving poverty and homelessness, students with disabilities, women/girls, and students from rural communities.</td>
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