

# State Summer Learning Grant 2025

## Frequently Asked Questions (FAQs) - Eligible Entities & Allocations

**April 2025**



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This document provides answers to common questions about the 2025 State Summer Learning Grant allocations, implemented under HB 2007. It explains how eligibility and funding amounts were determined, and outlines definitions used in the formula.

### **Q: What entities are eligible to receive a 2025 State Summer Learning Grant?**

**A:** As defined in HB 2007, eligible entities include school districts, education service districts (ESDs), public charter schools (including virtual charter schools), and federally recognized Tribes in Oregon.

### **Q: How much funding is available for summer 2025?**

**A:** The Oregon Legislature allocated \$35 million for summer 2025. While this is a significant investment, it is not enough to fund all eligible entities. To ensure the funding reaches those with the greatest need, House Bill 2007 directs the Oregon Department of Education to prioritize applicants with the lowest reading proficiency rates in the state.

### **Q: How were school districts and charter schools chosen as eligible for funding?**

**A:** Eligibility for school districts and charter schools is based on a priority ranking system using the following indicators of literacy proficiency as required by Section 1(5)(a)(B) of HB 2007:

- The percentage of their entire student population proficient in literacy
- The percentage of their focal student group students proficient in literacy

School districts and charter schools with the lowest overall proficiency rates are prioritized at the top of the list. This approach is designed to help address persistent achievement gaps in literacy, while also acknowledging the underlying opportunity gaps that contribute to those outcomes.

### **Q: What does “proficient in literacy” mean for this funding formula?**

**A:** Students are considered proficient if they score a 3 or 4 on the statewide English Language Arts (ELA) assessment in grades 3–8 and 11. The proficiency rate is calculated as:

$$\text{Number of students scoring 3 or 4} \div \text{Total number of ELA assessments taken}$$

### **Q: Who qualifies as focal student group students?**

**A:** Focal students include those in one or more of the groups listed in [OAR 581-014-0001](#):

- Students participating in SNAP or TANF
- Students experiencing houselessness
- Students in foster care
- Migratory students
- Students experiencing a disability
- Students Recently Arrived
- English Language Learners
- Justice Involved Youth

- American Indian or Alaska Native
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- Asian
- Multiracial

### **Q: How does the priority list and funding formula support equity and impact?**

**A:** The formula was designed to:

- Support the largest number of grantees
- Provide broad geographic reach across the state
- Serve the highest estimated number of students
- Offer continuity for 2024 grantees that invested time and resources into launching summer programs

This model helps address persistent achievement gaps, while also acknowledging the opportunity gaps contributing to those disparities.

### **Q: Why was continuity with 2024 summer grantees an important factor for 2025 funding?**

**A:** Continuity with 2024 grantees was prioritized in 2025 to build on existing momentum and provide greater program stability. HB 2007, which builds upon HB 4082, emphasizes sustained impact and many grantees had already invested in staff, partnerships, and infrastructure laying the groundwork for continued success. The strategy shifts from broad distribution to deepening quality in high-need areas identified in the bill. In the HB 4082 study conducted last summer, more than 150 education partners emphasized that strong summer programs develop over time and require consistent funding. This intent was reinforced during the 2025 legislative session and reflected in this year's grant design.

### **Q: How many districts are being funded in 2025 compared to 2024?**

**A:** In 2025, 183 entities are eligible to receive funding, which is more than double the 72 entities identified as eligible in 2024. While 72 entities were eligible in 2024, only 66 ultimately became grantees, as some declined funds due to the short planning timeline. This projected expansion reflects both increased investment and refinements to the funding formula. The total appropriation rose from \$30 million in 2024 to \$35 million in 2025. Additionally, based on spending patterns from last summer, the per-entity funding cap was reduced from \$1.5 million to \$1 million, allowing funds to reach more communities. The projected participation rate was also adjusted from 23% to 15% to reflect actual 2024 enrollment data. Together, these adjustments helped broaden access while aligning resources with demonstrated need and capacity.

### **Q: How were school district and charter school grant amounts determined?**

**A:** Funding is calculated using the following method:

1. The total student population of each district or charter school is multiplied by 15%. This is based on 2024 data showing that grantees served an average of 15% of their student population.

2. The estimated number of students to be served is then multiplied by \$1,000 per student.
3. A minimum grant amount of \$20,000 and maximum of \$1,000,000 is applied to ensure feasibility and proportionality.

The minimum grant amount of \$20,000 is based on estimated costs to run an effective summer learning program for one classroom that includes education staff, administrative support, facilities, transportation, and other program support. The maximum grant amount of \$1,000,000 is based on the expenditure data from the 2024 State Summer Learning Grant.

### **Q: Why was \$1,000 per student amount chosen in the funding formula?**

**A:** The \$1,000 per student amount provides a consistent, research-backed baseline grounded in Oregon program data and national studies, including those from The Wallace Foundation, which estimate costs between \$1,000 and \$1,340 per student. Actual costs vary based on factors such as use of licensed teachers, in-kind support, transportation, and local infrastructure. Rural programs often face higher operational costs, while others may leverage existing resources. This funding level offers a balanced, flexible approach to support high-quality, locally tailored summer learning experiences.

### **Q: How were education service districts (ESDs) grant amounts determined?**

**A:** Grant amounts for ESDs were determined based on the total student population of all their component school districts. The formula applies a tiered approach, with funding increasing in proportion to the size of the student population served.

Total Students	Grant Amount
≤ 5,000	\$20,000 (1x min grant amount)
5,001 to 10,000	\$40,000 (2x min grant amount)
10,001 to 70,000	\$60,000 (3x min grant amount)
≥ 70,001	\$80,000 (4x min grant amount)

This scaled approach ensures funding reflects both the capacity and regional reach of each ESD. ESDs will be required to prioritize supporting districts within their boundaries who were not eligible for this grant.

### **Q: How do ESDs support summer programming in their regions?**

**A:** Each ESD will receive a summer learning allocation to provide services in partnership with school districts across its region. ESDs are expected to focus their support on districts that were not individually eligible for direct funding but still demonstrate significant literacy-related needs. Working collaboratively with these districts, ESDs must identify areas with low reading proficiency and prioritize services accordingly. All ESDs are required to provide direct summer learning services to students in collaboration with at least one school district.

### **Q: How were Oregon Tribe grant amounts determined?**

**A:** Each of Oregon's nine federally recognized Tribes is allocated \$80,000, equivalent to four times the minimum grant amount and the maximum ESD allocation.

**Q: What happens to the funding if some eligible entities decline or do not accept their allocation?**

**A:** If an eligible school district, charter school, ESD, or Tribe declines their allocation, those funds will be reallocated to the first unfunded entity on the priority list. Priority will continue to be given to high-need communities.

**Q: Can multiple districts or ESDs partner to deliver programming?**

**A:** Yes. Partnerships are encouraged, especially to increase access, reduce duplication, and extend programming to under-resourced or rural areas. Collaborations can include shared staffing, transportation, enrichment activities, and administrative support.

**Q: Is there any guidance for districts that aren't eligible for this grant but want to provide opportunities for their students?**

**A:** For districts not receiving direct state funding for summer 2025, there are still viable strategies to offer meaningful student opportunities. One key approach is to braid multiple funding sources such as Early Literacy Grants, Student Investment Account, Student Success Act Summer Programs Grants, Title I-A, Title IV-A, IDEA, Title I-C, Title IV-B, and others to support program costs. The Wallace Foundation's guide, [Building, Sustaining, and Improving: Using Federal Funds for Summer Learning and Afterschool](#), outlines practical ways to combine federal resources strategically and legally to sustain high-quality programs.

Districts can also collaborate with their ESDs, many of which are coordinating regional efforts and supporting districts not eligible for direct state funding. In addition, the Oregon [Summer Learning Best Practices Guide](#) and [Toolkit](#) offers evidence-based planning tools that help maximize impact, even with limited funds. Leveraging partnerships with community organizations, nonprofits, philanthropy, and local businesses can also expand capacity and access. Together, these strategies help ensure students continue to benefit from enriching summer learning experiences.