STATE SUMMER LEARNING GRANT 2025 IMPLEMENTATION ANALYSIS REPORT

February 2026

OREGON DEPARTMENT OF EDUCATION

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Cover photo: Students in South Umpqua SD searching for roly poly bugs as part of the project-based STEM activities in their 2025 summer learning program.

EXECUTIVE SUMMARY

The 2025 State Summer Learning Grant represents the first full summer of implementation under HB 2007 (2025). Administered by the Oregon Department of Education (ODE), the grant provided **$35 million for summer 2025** to support in-person, evidence-based summer programming, with a primary focus on literacy acceleration for students reading below grade level.

Despite a compressed implementation timeline, summer learning expanded substantially in 2025. **The number of funded grantees more than doubled from the prior year (from 64 to 133), and the number of programs offered increased from 197 to 356**. Programs **served a total of 29,739 students statewide**, with participation intentionally expanded for Tribes, rural communities and smaller districts to ensure equitable representation across Oregon communities.

Key Findings

To what extent did participating students achieve program academic goals?

- → Literacy was the primary academic focus, consistent with HB 2007. **All grantees had at least one academic goal that was literacy related**.
- → Based on grantee-reported goal attainment, **98% of the 326 English Language Arts (ELA) goals were reported as met or partially met**, reflecting improvement over the prior year.
- → **Goals were developmentally aligned**. Elementary programs prioritized foundational reading skills grounded in Science of Reading principles and ODE's Early Literacy Framework. Middle and high school programs built on this foundation by strengthening reading comprehension, complex text analysis, and writing, showing continuity of literacy development across the K-12 continuum.
- → **Programs used evidence-based instructional practices**, including standards-aligned curriculum, small-group instruction, formative assessment, explicit skill instruction, and project-based learning.
- → **Summer programs supported on-time graduation**. Nearly **80% of grantees serving high school students offered credit recovery**, up from the prior year.
- → Credit recovery supported students' path to graduation: **Nearly 80% of students attempting credit recovery earned credit. Overall, students earned more than 6,100 credits**, primarily in core academic content areas.

What mix of academic instruction, enrichment, and youth development activities did programs provide?

- → **Programs offered a balanced mix of academics, enrichment, and youth development**, with nearly all providing literacy and academic enrichment alongside well-rounded activities such as arts, physical activity, and social-emotional learning.
- → **Program schedules intentionally balanced instruction and enrichment**, with just over half of total hours devoted to academics (including nearly one-third to literacy) and the remainder supporting enrichment, youth development, and integrated learning experiences.
- → **Enrichment activities were used to reinforce academic goals**, most often through project-based, hands-on learning that embedded literacy and academic skills within real-world contexts.

- → **Career-connected learning was offered in about 30% of secondary programs**, with these opportunities concentrated more heavily in high school than in middle school programs.
- → **Roughly one in three summer programs supported key grade-level transitions**, including kindergarten, middle school, and high school entry.

To what extent did summer learning programs reach diverse student populations and reduce opportunity gaps?

- → Summer learning **programs successfully prioritized enrollment of students below grade-level in ELA proficiency** and achieved higher-than-average participation among key focal student groups[1] statewide.
- → **Programs reduced key barriers to participation**, with **90% providing meals or snacks, 74% offering transportation**, and **66% providing accommodations and supports for students experiencing disabilities**.
- → **HB 2007 funding expanded equitable access statewide**, with programs operating in 30 of Oregon's 36 counties, concentrated in rural and town communities, and awards to school districts closely mirroring the statewide distribution of districts by size.

To what extent did students perceive that their summer programs supported belonging, safety, and well-being?

- → **Students reported highly positive learning environments**, with **more than 90%** describing programs as welcoming, safe, and respectful, and **over 80% expressing overall satisfaction**.
- → **Strong relationships, hands-on learning, and opportunities for student voice and choice** were commonly cited as supporting engagement, belonging, and sustained participation.

How well did summer learning programs leverage partnerships, staffing, and professional development to support students and meet dosage requirements?

- → **Community partnerships acted as a force multiplier**, expanding learning time and settings, bringing in complementary skills and experiences, and enabling programs to deliver academic and enrichment opportunities that go beyond what any one system could provide alone.
- → **Grantees partnered with 551 youth serving entities**, including community-based organizations, libraries, parks and recreation departments, higher education, and cultural institutions, creating a statewide network that broadened access and localizing programming to reflect community strengths.
- → Programs were staffed to support small-group instruction, averaging **approximately one instructional staff member for every five to six students**.
- → Most grantees (72%) provided **professional development aligned with instructional quality, student needs, and culturally responsive practices**.
- → State Summer Learning Grant programs largely met legislative expectations for structured, continuous programming, with **most programs (98.6%) achieving the required instructional dosage (80+ hours) and nearly two-thirds of students attending at least 60 hours of programming**.

[1] Focal student groups include the following student groups: American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, Multi-racial in addition to students not proficient in ELA, experiencing poverty, experiencing houselessness, experiencing disabilities, in Migrant Education Programs, and students who are English Language Learners.

Lessons Learned

- **State Summer Learning Grant programs are delivering measurable academic returns for students with the greatest need**.

  The 2025 State Summer Learning Grant reached 29,739 students statewide. Among participating programs:

  - → 98% of literacy goals were met or partially met;
  - → 77% of students maintained or improved literacy skills; and
  - → 6,120 academic credits were earned through credit recovery.

  Importantly, programs successfully targeted students who needed support most: **76.5% of participants were not proficient in ELA compared to 57% statewide**. This confirms that summer learning is functioning as an academic acceleration strategy, not a general enrichment program.

- **Strong outcomes are driven by evidence-based instructional practices and sufficient learning time.**

  Across the state, programs implemented a shared instructional approach grounded in research including:

  - → Standards-aligned materials;
  - → Small-group and explicit instruction;
  - → On-going formative assessment; and
  - → Project-based, hands-on learning.

  These practices were paired with meaningful dosage: **students averaged 71 hours of participation**.

- **Engagement, belonging, and enrichment strengthen, not replace, academic learning.**

  Programs balanced literacy and core academics with enrichment and youth development. Roughly:

  - → **52%** of total program hours were focused on **academic instruction**;
  - → **18%** of total program hours were **academics integrated** with **enrichment**;
  - → **17%** of total program hours were focused on **enrichment/youth development**; and
  - → **13%** of total program hours supported **meals, physical activity, and social needs**.

  This model aligns with national research showing that student engagement and belonging are prerequisites for learning. **Over 90% of students reported feeling safe, respected, and supported, and 82% said the program improved their confidence**.

- **Summer learning is strengthening Oregon's educational ecosystem.**

  Grantees averaged four community partners, expanding local capacity and enriching instruction. Programs operated in 30 of 36 counties, with the majority in rural and town communities. **This demonstrates that the grant is not only improving outcomes; it is also building a strong statewide learning ecosystem that connects schools, families, and communities year round**.

Next Steps

Apply lessons learned from Summer 2025 to launch a strong 2026-2028 cohort.

Insights from Summer 2025, including implementation data, grantee feedback, and statewide engagement sessions, and early, collaborative, partnerships with Tribes, are directly informing the design of the 2026-2028 State Summer Learning Grant cohort. This next phase reflects what communities consistently shared they need most: stable, multi-year funding and the time to plan, strengthen, and continuously deepen their programming.

Beginning in 2026, ODE will transition to multi-year awards with earlier notification and a longer planning ramp-up, allowing programs to move beyond short-term cycles and into sustained, high-quality implementation. Funding will be right-sized based on local context, ensuring awards are aligned to program scope, staffing capacity, and evidence-based practices.

Together, these shifts will strengthen program quality, support workforce stability, deepen school and community partnerships, and expand authentic partnerships with Tribes, creating space to learn from Tribal communities and honor culturally sustaining approaches while aligning summer learning more intentionally with school-year goals.

Deepen alignment with statewide priorities.

Summer learning will continue to be intentionally aligned with Oregon's broader education priorities, including early literacy, student engagement and belonging, and accountability efforts. This alignment will strengthen connections between summer programs and early literacy initiatives such as the use of high-quality instructional materials, tutoring and research-aligned practices. Partnerships with Tribes will further strengthen this work by honoring culturally sustaining approaches and expanding learning opportunities in Tribal communities.

Establish an Expanded Learning Advisory Committee.

ODE will launch an Expanded Learning Advisory Committee to support the next phase of policy and system development. This group will include representation from school districts, community-based organizations, Tribes, and other partners, and will provide guidance on program quality, evaluation, partnerships, and long-term sustainability ensuring that policy decisions remain grounded in practice, research, and the lived experiences of students, families, and communities across Oregon.

Closing

The 2025 State Summer Learning Grant demonstrates that strategic, evidence-based summer learning is a powerful driver of student success by accelerating literacy, supporting on-time graduation, and closing opportunity gaps for students who have historically been furthest from opportunity. Building on the foundation established through HB 4082 (2024), Oregon has turned this investment into a statewide, accountable system that is already producing measurable results while also expanding access to and partnership with Tribal communities across the state.

In just one summer under HB 2007, Oregon served nearly 30,000 students, strengthened literacy for students reading below grade level, helped learners earn more than 6,100 credits toward graduation, and intentionally reached youth who are facing academic, economic, and systemic barriers. These outcomes show that summer learning is not an add-on to the school year, but an essential part of Oregon's educational ecosystem. With stable funding and aligned measurement systems, the state is now positioned to move from promising evidence to sustained, long-term impact. **Continued investment in summer learning is not only justified; it is a proven, accountable strategy that delivers measurable returns for students, communities, and the state**.

INTRODUCTION

Summer learning is a well-established, evidence-based approach for supporting student academic progress and overall development. Research shows that high-quality summer programs not only improve academic outcomes but also strengthen students' social and emotional well-being. Effective programs emphasize strong relationships between students and adults, provide engaging, hands-on learning experiences, and help students maintain a meaningful connection to learning outside the traditional school year.

Recognizing these benefits, Oregon has made strategic investments in summer learning as part of its broader expanded learning ecosystem, including through House Bill (HB) 4082 (2024). Building on this foundation, HB 2007 (2025) stabilized and expanded the state's commitment to summer learning by providing predictable funding, supporting earlier program planning, and encouraging partnerships that increase local capacity to deliver high-quality summer programming.

The 2025 State Summer Learning Grant cycle was implemented on an unusually accelerated timeline. HB 2007 was signed into law on April 23, 2025, and the Oregon Department of Education (ODE) released the grant application just six days later on April 29. Applications were due by May 12, leaving less than three weeks for planning, hiring staff, developing partnerships, and designing programs with new requirements that differed significantly from the prior year under HB 4082 (2024). Despite these constraints, participation expanded substantially: the number of grantees more than doubled from 64 to 133, and the number of programs increased from 197 to 356. While overall student participation remained similar to 2024, this reflects the intentional expansion of funding to Tribes, rural communities, and smaller districts, where program enrollment is smaller by design and responsive to local context. Taken together, these investments demonstrate Oregon's continued commitment to equitable, statewide access to high-quality summer learning.

This report examines the implementation of the 2025 State Summer Learning Grant authorized under HB 2007 and administered by ODE. It describes how grantees across the state designed and delivered summer learning programs and assesses progress toward the legislation's core objectives: accelerating academic growth, fostering positive youth development and engagement, and ensuring equitable access to high-quality programming. Findings are based on data submitted by 132[2] of 133 grantees and address key questions tied to the grant goals and requirements.

House Bill 2007 Purpose and Goals

HB 2007 (2025) established summer learning as a core component of Oregon's educational ecosystem. It is designed to accelerate student learning, strengthen engagement, and reduce persistent opportunity gaps through a coordinated, evidence-based statewide approach. The legislation moves summer learning beyond isolated local programs toward a shared framework for quality, accountability, and continuous improvement.

To achieve this vision, HB 2007 is anchored in **three integrated goals** that define high-quality summer learning across Oregon:

1) **Advance academic learning** by providing high-quality, evidence-based instruction that improves literacy proficiency and supports broader academic growth.

[2] One grantee had not submitted data at the time of reporting.

2) **Support positive youth development and engagement** by pairing enrichment with infused literacy supports to accelerate learning while fostering curiosity, belonging, and well-being.
3) **Ensure equitable access and outreach** by removing barriers to participation and engaging families as partners in student success.

HB 2007 provides **$35 million annually** to school districts, education service districts (ESDs), charter schools, and federally recognized Tribes to deliver evidence-based instruction and enrichment, with a primary focus on improving literacy outcomes. Grantees are expected to prioritize standards-aligned literacy instruction for students reading below grade level and can integrate enrichment activities that reinforce academic learning. Programs are also expected to use culturally and linguistically responsive practices that support student engagement and strengthen school-family connections.

Program Requirements

School districts, charter schools, ESDs, and Tribal Nations participating in the 2025 State Summer Learning Grant were required to adhere to the following criteria:

- ✓ Align programming to the three goals of the grant, with a primary focus on accelerating academic growth in literacy and supporting other identified academic needs (e.g., math, science, credit recovery);
- ✓ Prioritize students not yet reading at grade level, based on local data and Oregon's English Language Arts (ELA) standards;
- ✓ Deliver at least 80 continuous hours of in-person summer programming for each cohort of students served;
- ✓ Encourage regular and sustained student attendance;
- ✓ Establish partnerships with at least one external youth-serving entity; and
- ✓ Provide in-person services as the primary mode of program delivery.

To learn more about the specific program requirements, eligible entities, and other programmatic details, please see the 2025 State Summer Learning Grant Program Parameters.

Data Sources

To meet the reporting requirements of HB 2007, the Oregon Department of Education (ODE) identified a set of key data elements aligned to the legislation's goals and continuous improvement priorities. Findings in this report are drawn on two primary data sources:

- ▢ **Grantee implementation data** comes from required 2025 State Summer Learning Grant Final Reports, submitted mid-November 2025. These reports document program design and delivery, student characteristics, enrollment and attendance, credit attainment, and progress toward academic goals. Grantees also described instructional approaches, including project-based learning, culturally responsive practices, and supports for students experiencing disabilities.
- ▢ **Student experience data** comes from the 2025 Student Voice Summer Survey, administered between June and September 2025. A total of **8,234 Oregon students** entering grades 3-12 provided feedback on their summer learning experiences across all 2025 programs, including those funded by the State Summer

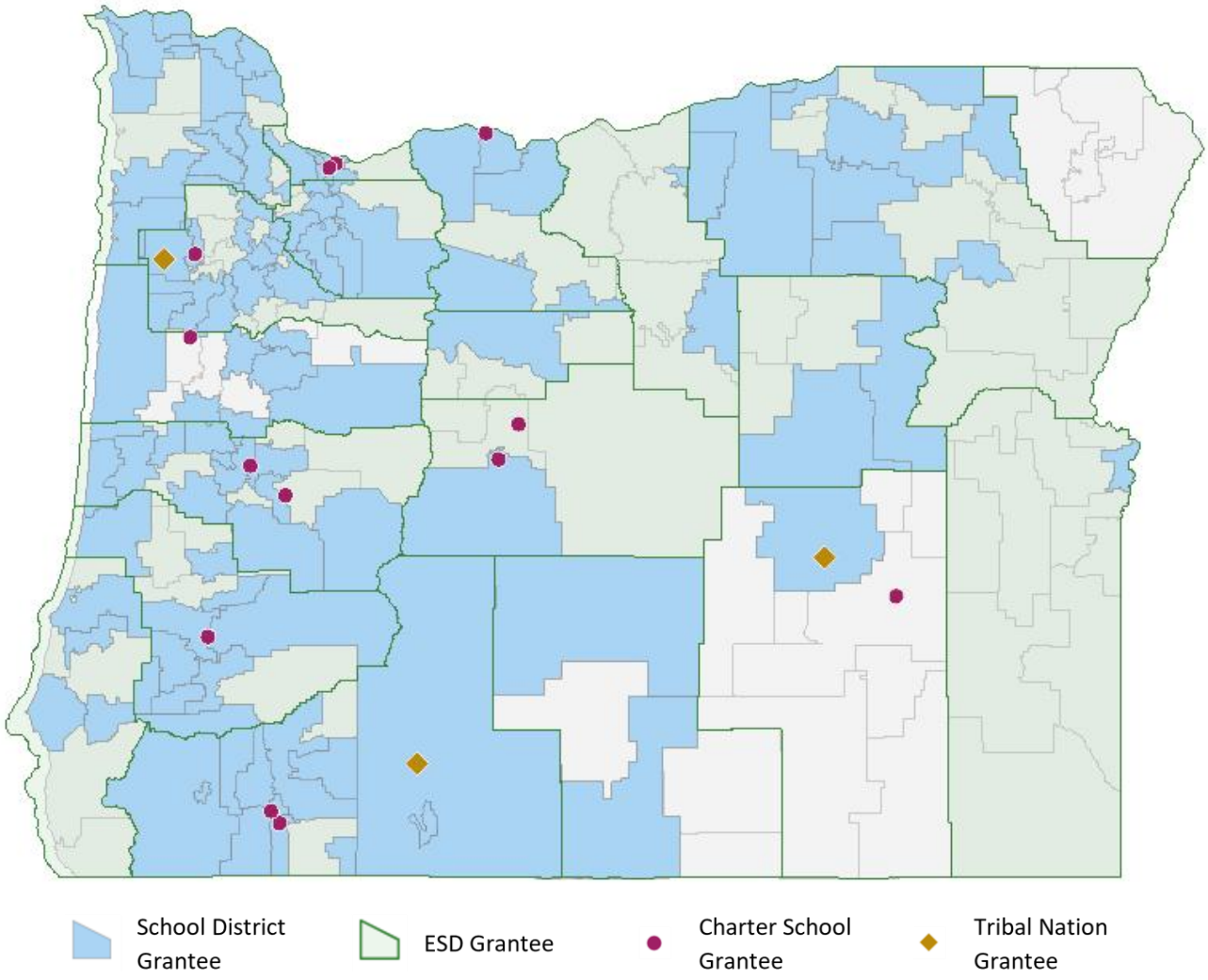
Learning Grant and federal 21st Century Community Learning Centers (Title IV-B) funds. Summary findings from the student survey are included in this report, with additional details available in a supplemental 2025 Student Voice Summer Survey Report.

2025 Grantees and Students Served

The 2025 State Summer Learning Grantees consisted of 105 school districts, 13 charter schools, 15 ESDs, and 3 Tribal Nations across Oregon. Together, grantees implemented 356 summer programs that served a total of 29,739 students.

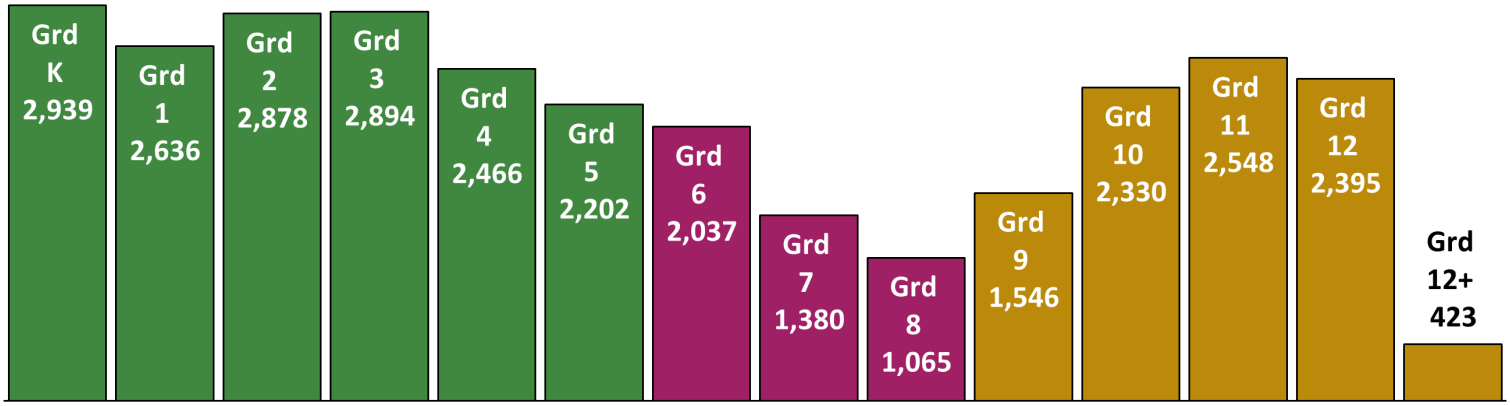
In 2025, the State Summer Learning Grant was awarded to **133 grantees** (including three consortia), representing **136 implementing school districts, ESDs, charter schools, and federally recognized Tribes** across Oregon. Together, these entities implemented **356 summer programs statewide**. A complete list of participating entities and their distribution by ESD can be found in Appendix B of this report.

Figure 1. Map of 2025 State Summer Learning Grantees



Programs served a total of 29,739 students, with individual grantees serving between 7 and 1,544 participants. Most participants were elementary school[3] students (54%), followed by high school (31%) and middle school (15%) students. The distribution of programs and participants reflects a mix of program sizes and geographic contexts across Oregon.

Figure 2. Total Students Served by Grade Level in 2025-26 School Year



[3] For the purpose of this report, grade bands are defined as follows: elementary school (ES) includes incoming Kindergarten through 5th grade students, middle school (MS) includes 6th through 8th grade students, and high school (HS) includes 9th through exiting 12th grade students. Secondary refers to 6th through exiting 12th grade students.

KEY FINDINGS: ACADEMIC OUTCOMES

To what extent did participating students meet or exceed program academic goals?

Academic Outcome Data Collection and Reporting

Academic goals and outcomes reporting reflected the diverse program models, timelines, and student populations served by grantees. Some programs articulated specific, measurable goals tied to identified assessments, while others emphasized broader instructional priorities and described progress in more general terms. Grantees also noted that implementation conditions, such as attendance variability, staffing availability, and program length, shaped both program delivery and the outcomes that could be documented. These factors are common in short-term, high-intensity summer programs.

For additional details on how academic goals, targets, and outcome measures were defined, collected, and analyzed, see Appendix A: Outcome Data Collection and Reporting.

Consistent with HB 2007, the State Summer Learning Grant prioritizes evidence-based literacy instruction, particularly for students reading below grade level. Accordingly, 2025 State Summer Learning grantees were required to establish clear, measurable academic goals aligned to state academic standards, with a primary emphasis on literacy outcomes within the grade levels served (elementary, middle, and high school). Grantees collectively set a total of **444 academic goals**.

All grantees established at least one literacy/English Language Arts (ELA) goal in alignment with grant requirements. Grantees also had the option to identify additional academic goals for their summer programs. More than one-quarter (28%) of grantees selected credit recovery as an additional goal, followed by mathematics (20.5%) and science goals (8.3%).

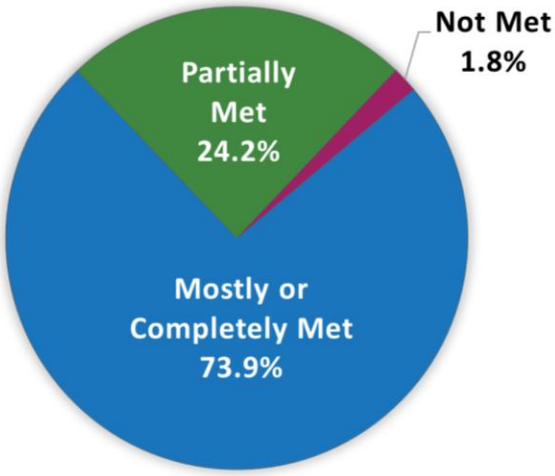
Figure 3. Percentage of Grantee Goals by Academic Content Area

Literacy Goal Attainment

Key Finding: Of the 326 goals set for literacy/ELA across grantees, 98% of academic goals were reported to be either met (74%) or partially met (24%), representing an improvement from 2024, when 88% of ELA goals were reported as met or partially met.

In addition to reporting the extent to which they met their academic goals[4], grantees were required to report specific student outcomes aligned to their academic goals. The most common measure (used to measure 256 performance outcomes) was the percentage of students who maintained their performance level, demonstrated growth, or met established targets. Analysis of reported outcomes indicates that an average of **77%[5] of students maintained or grew their level of performance**. These results indicate meaningful progress in ELA outcomes, with high levels of goal attainment and most students demonstrating maintenance or growth aligned to program goals.

Figure 4. Extent to Which Grantees Met Literacy/English Language Arts (ELA) Goals



98% of literacy/ELA goals were reported to be either met (74%) or partially met (24%).

Outcomes measured a range of core literacy components aligned to ODE's Early Literacy Framework, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. At the **elementary level (PreK-5), grantees primarily targeted Reading Foundational Skills**, which accounted for nearly **79%** of elementary ELA goals. This emphasis reflects HB 2007's focus on early literacy and students reading below grade level and demonstrates developmentally appropriate goal setting aligned with Science of Reading principles, which identify phonological awareness, phonics, and decoding as essential for building fluent readers.

At the **secondary level, ELA goals shifted toward Reading Literature and Reading Informational Text**, emphasizing comprehension, analysis, and engagement with increasingly complex texts. **Writing-related goals were also more prevalent in middle and high school programs**. Overall, the progression reflects developmentally appropriate expectations, with a focus on foundational reading in elementary grades and increasing emphasis on comprehension, analysis, and writing as students advance.

[4] The extent to which academic goals were met (categorized as completely, mostly, partially, or not at all), reflects grantee-reported goal attainment determinations informed by available program data. Grantees were asked to review their available data and assess the degree to which each academic goal was achieved.

[5] Because this figure is based on program-reported outcome percentages rather than student level data, the remaining percentage should not be interpreted as students experiencing academic decline; instead, it reflects variation in local measurement approaches as well as students without measurable change or incomplete outcome data.

Approximately three-quarters of students reported on the Student Voice Summer Survey that their summer program helped them better understand what they read and improved their reading and writing skills.

Incoming Kindergarten students at Seaside SD practicing their reading and writing skills in the 2025 summer learning program.

Grantees were asked to describe how they used evidence-based curriculum, instructional strategies, and research-aligned practices to support student growth. A review of narrative responses identified a consistent set of commonly used strategies across programs, including:

- ✓ Standards-aligned curriculum and instructional materials;
- ✓ Formative assessment and ongoing progress monitoring;
- ✓ Small group instruction;
- ✓ Explicit instruction of academic skills;
- ✓ Hands-on project-based learning; and
- ✓ Structured opportunities for collaborative learning and academic discussion.

Overall, these strategies reflect research-aligned conditions for learning acceleration. In addition, they reflect instructional approaches designed to focus on essential skills, respond to student needs, and reinforce learning through application.

Math and Science Goal Attainment

Key Finding: Grantees who included mathematics and science goals also reported notable improvements.

Although mathematics and science goals were optional under the grant, grantees that elected to include them generally reported strong levels of goal attainment. Of the 43 mathematics goals set, 79% were reported as mostly or completely met, 19% were partially met, and fewer than 3% were not met. Similarly, among the 17 science goals, 88% were reported as mostly or completely met, 12% partially met, with no goals reported as not met.

Credit Recovery Outcomes

Key Finding: Summer programs provided meaningful academic support for students needing additional opportunities to remain on track for graduation.

A David Douglas SD graduate, supported by summer credit recovery, proudly shows off their diploma.

Many high school programs incorporated credit recovery opportunities to support students who were behind in earning credits toward graduation. Among grantees serving high school students, **78% offered credit recovery, up from 65% in the prior year**. This growth suggests expanded uptake of credit recovery strategies aligned with legislative intent.

Across programs, **students earned 6,120.8 credits**, primarily in core academic areas required for graduation. Credits earned were concentrated in **English Language Arts and math**, with additional gains in **science and social science**, underscoring a strong focus on coursework directly tied to graduation requirements.

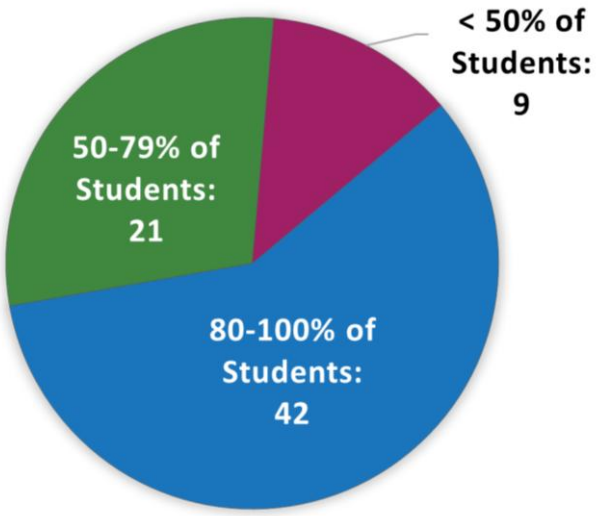
Table 1. Total Credits Earned by Academic Content Area

Academic Content Area	Credits Earned
English Lang. Arts	1,631.1
Math	1,520.7
Science	987.2
Social Science	745.1
Elective	568.9
Health	354.2
Art	108.8
CTE	103.8
Physical Education	87.5
Foreign Language	13.5
Total Credits	**6,120.8**

Program outcomes further suggest strong implementation. **All grantees offering credit recovery reported that students earned credits over the summer**[6]. On average, **78.5% of students who attempted to earn credit were successful, earning at least 0.125 credits**.

Nearly **nine in ten grantees (87.5%)** reported that **most (50%+) participating students earned credit**, including 58% of grantees with credit-earning rates of 80% or higher.

Figure 5. Total Grantees by Percent of Students who Earned Credits



Taken together, these findings indicate that HB 2007 investments in credit recovery are producing meaningful, measurable academic outcomes.

[6] 72 grantees provided credit data at the student level.

KEY FINDINGS: ACADEMIC AND ENRICHMENT ACTIVITIES

What mix of academic instruction, enrichment, and youth development activities did programs provide?

Key Finding: Overall, programs demonstrated strong alignment with high-quality summer learning practices and grant requirements by focusing on literacy, and pairing academics with well-rounded, healthy lifestyle, and developmentally appropriate enrichment activities across grade levels.

Across grade levels, most programs offered activities aligned with high-quality summer learning. **Nearly all programs provided academic enrichment or support (95%) and literacy activities (93.8%)**, reflecting the grant's emphasis on standards-aligned instruction and literacy improvement. Literacy activities were most common in elementary and middle school programs and remained prevalent at the high school level, where literacy instruction was often embedded within credit recovery coursework[7].

Well-rounded education activities[8], including arts, STEM (Science, Technology, Engineering, Math), physical activity, and social-emotional learning **were widely offered (84%) and 80% of programs incorporated healthy and active lifestyle activities**, particularly at the elementary and middle school levels. **STEM activities were offered by 63% of programs** and were most common in middle school, while career readiness and technology education increased at higher grade levels, with nearly **40% of high school programs offering career readiness activities**.

These results indicate that generally, grantees implemented programming consistent with State Summer Learning Grant requirements by focusing on literacy and pairing academic support with enrichment and engagement opportunities tailored to student age and need.

Table 2. Total Programs that Offered Activity Categories by Grade Level

Activity Category	% of K-5 Programs	% of 6-8 Programs	% of 9-12+ Programs	% of All Programs
Literacy Education	97.1%	96.0%	84.9%	**93.8%**
Science, Tech, Engineering, Math (STEM)	67.8%	76.7%	54.8%	**62.6%**
Academic Enrichment & Support	93.8%	95.3%	96.6%	**95.2%**
Telecoms & Technology Education	11.5%	20.7%	19.2%	**15.6%**
Career Readiness	9.6%	24.7%	39.7%	**22.1%**
Well-Rounded Education Activities	90.4%	90.7%	76.0%	**83.6%**
Healthy, Active Lifestyle	89.9%	89.3%	67.8%	**79.6%**

[7] Since many high school programs focused on credit recovery, where literacy instruction is often embedded within coursework, they may not have reported these activities separately as a distinct literacy activity.

[8] Program Activity Category and Type descriptions can be found in Appendix D: Program Activity Descriptions.

Grantees were asked how enrichment activities were used to support literacy goals in order to better understand instructional design and implementation. Review of narrative responses indicates that enrichment activities were most often used as vehicles for academic learning rather than as stand-alone experiences. Grantees frequently described literacy-embedded enrichment, authentic use of academic language, project- and inquiry-based learning, structured opportunities for academic discussion, and intentional development of background knowledge across content areas. These findings indicate that **programs leveraged enrichment domains such as STEM, arts, and career exploration to support academic goals through integrated, evidence-based instructional practices**.

Grantee Spotlight: Confederated Tribes of the Grand Ronde

Students participating in Confederated Tribes of the Grand Ronde programming engaged in a variety of activities grounded in cultural teachings and ways of knowing and being, while also supporting academic growth across multiple subject areas, including literacy. The Tribe's literacy specialist collaborated with the youth enrichment team to provide targeted interventions such as a book club, semi-structured reading time, and library- and classroom-based activities. These efforts not only supported literacy development but also strengthened students' connections to community and cultural identity.

The community's commitment to literacy has led to the creation of several books developed by Tribal members and illustrated with community artwork. These books are written in Chinuk Wawa (also known as Chinook Jargon) - the official language of the Confederated Tribes of Grand Ronde - and translated into English, making them accessible to all community members through the education program, which also operates the community library. Additionally, these books have been shared beyond the community through the Tribe's membership in the Chemeketa Cooperative Regional Library Service, extending the reach of Grand Ronde literacy efforts beyond the reservation.

Balance of Academic Instruction and Enrichment Activities

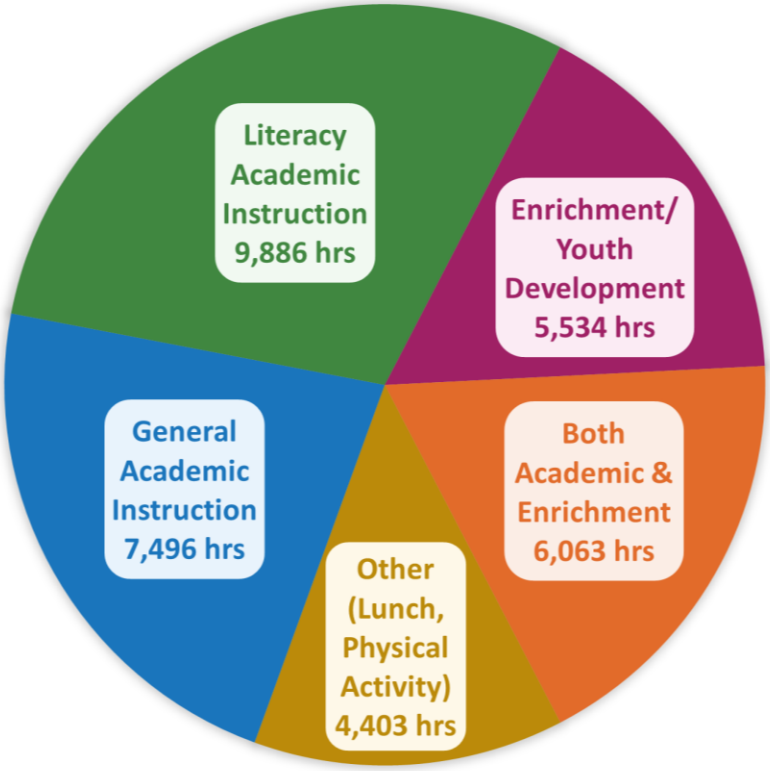
The number of activity areas offered by each program was examined to assess program breadth. Results indicate that **82% of programs offered activities across four or more of the seven activity categories** (see *Table 2. Total Programs that Offered Activity Categories by Grade Level* above). Approximately 11% of programs offered activities in only one or two areas. When academic-related activities were grouped into a single category and all other activities (such as social-emotional learning, career readiness, and recreational activities) were grouped into a second category, **89% (313) of programs were found to offer a blend of both types**. These patterns further support the finding that most programs delivered a broad mix of academic and enrichment activities, consistent with engaging, high-quality summer learning experiences.

Table 3. Total Programs that Offered Multiple Categories of Activities

Categories Offered	# of Programs	% of Programs
One	8	2.2%
Two	31	8.7%
Three	27	7.6%
Four	81	22.8%
Five	142	39.9%
Six	39	11.0%
All Categories	28	7.9%

In addition to activity types, program balance was assessed by examining the distribution of program hours. **Across all programs, 33,382 hours of programming were reported. Academic instruction accounted for just over half of the total hours, including 29.6% devoted to literacy and 22.5% to general academic instruction**. This means that in a typical summer program day consisting of approximately 5 total hours, 1.5 hours were devoted to literacy and just over 1 hour to other academics. Integrated academic enrichment activities, such as project-based learning, comprised of about 50 minutes, and enrichment/youth development activities made up approximately 55 minutes. The remaining 40 minutes were allocated to non-instructional activities, including lunch and physical activity, which support students' physical needs and provide breaks within the program day. Overall, the distribution of hours reflects a balance between academic instruction and enrichment, which is consistent with HB 2007's goals of supporting academic growth while allowing enrichment activities to improve student academic outcomes.

Figure 6. Total Hours of Programming Offered by Focus Area



Key Finding: Summer learning programs most commonly provided project- and inquiry-based learning, math support, and tutoring as part of their academic enrichment and support offerings, with secondary programs more likely to include social science content and study skills.

Knappa SD students share the project-based learning products made during their 2025 summer program with their class.

Beyond literacy and STEM-related activities, programs offered a variety of additional academic and enrichment supports. **Project- or inquiry-based activities were offered by 56% of programs, while math support was provided by 53%**. Tutoring (41%) and place-based learning (37%) were more common in elementary and middle school programs than in high school programs, reflecting a focus on individualized and contextualized learning in earlier grades. Social science enrichment was offered by 27% of programs, and study skills by 23%. These activities were more frequently reported in secondary programs, indicating a developmentally appropriate emphasis on content-specific learning and skill-building as students advance through grade levels.

Table 4. Total Programs that Offered Academic Support Activities by Grade Level

Academic Support Activity Type	% of K Programs	% of 1-5 Programs	% of 6-8 Programs	% of 9-12+ Programs
Project/Inquiry-based Learning	50.0%	60.5%	77.6%	57.9%
Place-based Learning	29.8%	41.0%	53.1%	34.3%
Multilingual Learning	25.5%	26.7%	30.8%	23.6%
Math Support	48.9%	54.9%	64.3%	56.4%
Social Sciences	14.9%	22.1%	34.3%	38.6%
Tutoring	40.4%	47.2%	53.1%	42.9%
Study Skills	7.4%	14.9%	28.7%	35.7%

Key Finding: Social-emotional learning and youth development were common across all grades, with expanded offerings in mental health, leadership, cultural programming, and community engagement at the secondary level.

Within the Well-Rounded Education Activity area, social-emotional learning was one of the most common activity types across grade spans. **Overall, 70% of programs offered social-emotional learning**, with offerings declining as grade spans increased. Youth development and well-being supports were common across programs, with general youth development activities reported by 58% of programs and mental health and well-being supports reported by 41% of programs.

Arts-based activities were also widely offered, with 64% of programs reporting art programming. Participation exceeded 75% in elementary and middle school programs and declined to 46% at the high school level. Cultural programs and music, dance, and theater activities were reported by one third and one quarter of programs, respectively. Leadership or mentoring and community service activities were less common overall (about 20%), with opportunities increasing in secondary programs.

Table 5. Total Programs that Offered Well-Rounded Education Activities by Grade Level

Well-Rounded Education Activity Type	% of K Programs	% of 1-5 Programs	% of 6-8 Programs	% of 9-12+ Programs
Art	71.2%	76.4%	77.3%	46.2%
Community Service	3.8%	19.2%	29.3%	22.1%
Cultural Programs	11.5%	35.1%	48.7%	34.5%
Leadership/ Mentoring	1.9%	14.4%	28.7%	28.5%
Music/ Dance/ Theater	25.0%	29.3%	33.3%	23.4%
Social Emotional Learning	82.7%	78.8%	77.3%	60.7%
Mental Health & Well-Being Support	32.7%	43.8%	48.0%	39.3%
General Youth Development	38.5%	58.7%	68.0%	62.1%

Over 82% of students reported that participation in their summer program positively supported their sense of self.

"I just want to say thank you so much for helping me, it makes me feel so good about myself and I feel like I have done a lot to stay focused." *- Response from the Student Voice Summer Survey*

Scio SD students building connection and confidence as they rehearse for the fairytale-themed original musical performed for their families at the end-of-summer program 2025 showcase.

Key Finding: About 30% of secondary programs offered career connected learning, with these opportunities concentrated more heavily in high school than in middle school programs.

Oregon's Career Connected Learning framework outlines key career readiness and development experiences (i.e., career awareness, exploration, preparation, and training) that connect learning to real-world academic and workforce expectations. Through the State Summer Learning Grant, grantees leveraged funding to embed these college and career readiness experiences into summer programming, supporting students in developing both academic and workplace skills.

Across secondary programs, career and technical education (CTE) or career connected learning opportunities were offered by about 3 in 10 programs. Internships and apprenticeships were less common overall but were more prevalent in high school programs (17%) than in middle school programs (6%). Similarly, entrepreneurship activities were more likely to be offered in high school programs (8%) compared to middle school programs (3%). These results show greater emphasis on applied and work-based learning opportunities as students advance toward graduation.

Table 6. Total Programs that Offered Career Readiness Activities by Grade Level

Career Readiness Activity Type	% of 6-8 Programs	% of 9-12+ Programs
CTE & Career Connected Learning	23.3%	37.9%
Internships/ Apprenticeship	6.0%	17.2%
Entrepreneurship	3.3%	8.3%

Key Finding: About one-third of State Summer Learning Grant programs supported key grade-level transitions, including entry into kindergarten, middle school, and high school.

Grade-level transitions represent key points in students' educational pathways. State Summer Learning Grant programs were able to offer targeted supports for students entering kindergarten, middle school, high school, and postsecondary settings.

Among the 356 State Summer Learning Grant programs:

- ✓ **39% of elementary serving programs** (209) included kindergarten transition activities;
- ✓ **34% of middle school serving programs** (151) included middle school transition activities; and
- ✓ **34% of high school serving programs** (146) included high school transition activities.

These findings indicate that a substantial share of programs intentionally supported students during critical transition periods.

Grantee Spotlights: Snapshots of Literacy and Academic Skill Development Embedded into Enrichment Experiences

Astoria SD's middle school program embedded literacy instruction within a science enrichment unit by anchoring learning around a shared nonfiction text focused on marine life and ecosystems. Students built background knowledge and domain-specific vocabulary through guided reading, discussion, and explicit vocabulary instruction, complemented by hands-on enrichment activities such as fish printing, sand dollar art, and shark dissection. These content-rich experiences reinforced background knowledge, strengthened comprehension, and supported College and Career Readiness Anchor Standards for Reading (Integration of Knowledge and Ideas) and Language (Vocabulary Acquisition and Use).

Astoria SD student shows off the fish print they made during the 2025 middle school summer learning program.

Canby SD intentionally designed enrichment activities at both the elementary and middle school levels to support informational reading and expository writing aligned with state ELA standards and program literacy goals. The Early Literacy Program worked in partnership with a culturally responsive community-based organization to offer STEAM (Science, Technology, Engineering, Art, Math) enrichment activities to support grade-level literacy themes. Students engaged in research-based projects and authored informational texts, including student-created books that were published and distributed to families. The Adelante Academy middle school program focused on cultural enrichment, with students reading informational texts and conducting investigations connected to the arts, geography, and history, which culminated in expository writing tasks. Together, these programs embedded reading, writing, listening, and speaking within authentic enrichment contexts, demonstrating how different enrichment domains can serve as vehicles for developing informational literacy skills aligned with academic goals.

KEY FINDINGS: EQUITABLE ACCESS AND OUTREACH

To what extent did summer learning programs reach diverse student populations and reduce opportunity gaps across program types and contexts?

A core goal of HB 2007 is to ensure that summer learning opportunities reach students with the greatest academic need. Without intentional targeting and support, students facing academic, economic, disability-related, or other barriers are less likely to participate in summer programs. For this reason, it is important to examine which students are being served, how well programs reduce common barriers such as transportation and access to services, and whether programs are reaching communities equitably across the state, particularly in Oregon's many rural counties.

Targeting Students with Academic Need and Participation of Focal Student Groups

Key Finding: Summer learning programs successfully targeted and enrolled students with demonstrated academic need.

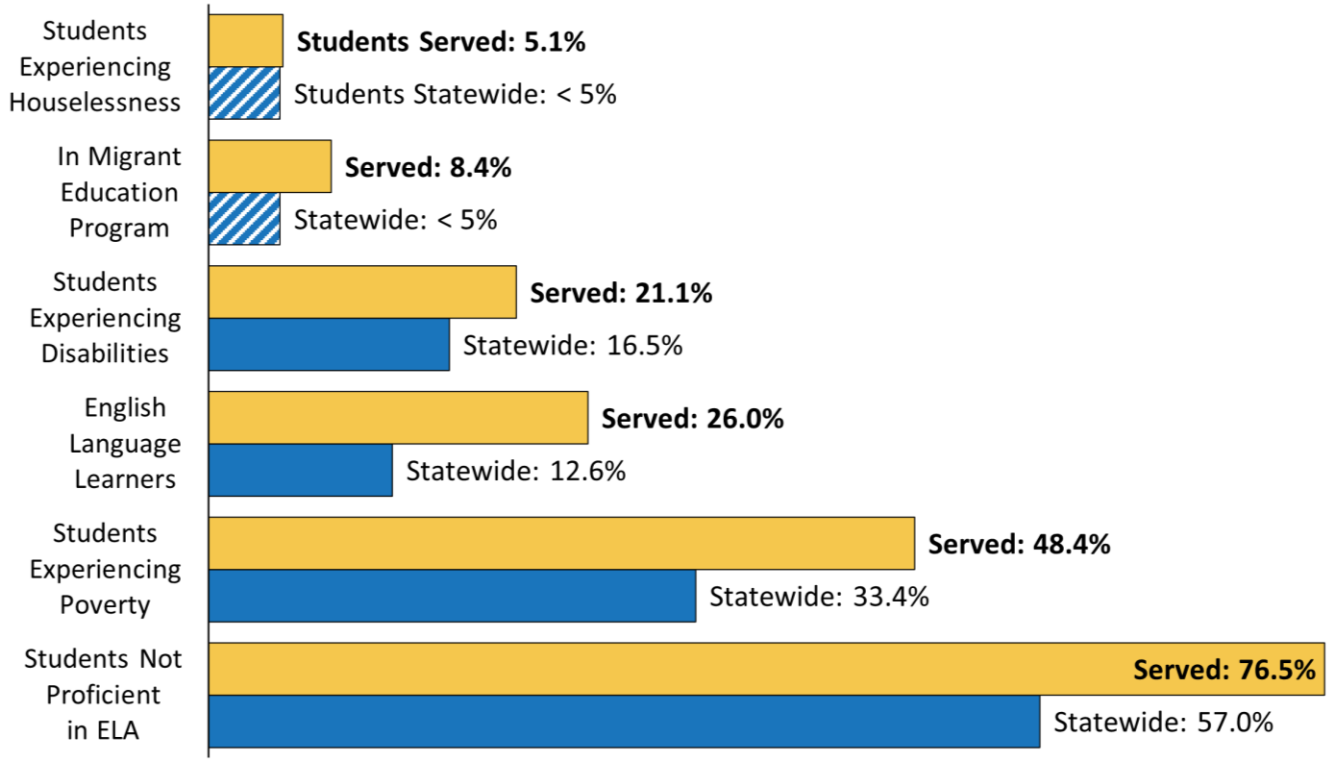
Participation rates for focal student groups in summer 2025 programs exceeded statewide averages, indicating that programs broadened access to summer learning opportunities for students across a range of backgrounds and experiences.

Compared to their representation in the overall statewide K-12 population, participation rates in 2025 summer programs were:

- → 4.6% greater for students experiencing disability;
- → 13.4% greater for English Language Learners;
- → 15% greater for students experiencing poverty;
- → 17.9% greater for Hispanic/Latino students; and
- → **19.5% greater for students not yet proficient in ELA**, indicating successful targeting of students with academic need.

A detailed comparison of focal student group participation and statewide averages by grade band can be found in Appendix C: Supplemental Data.

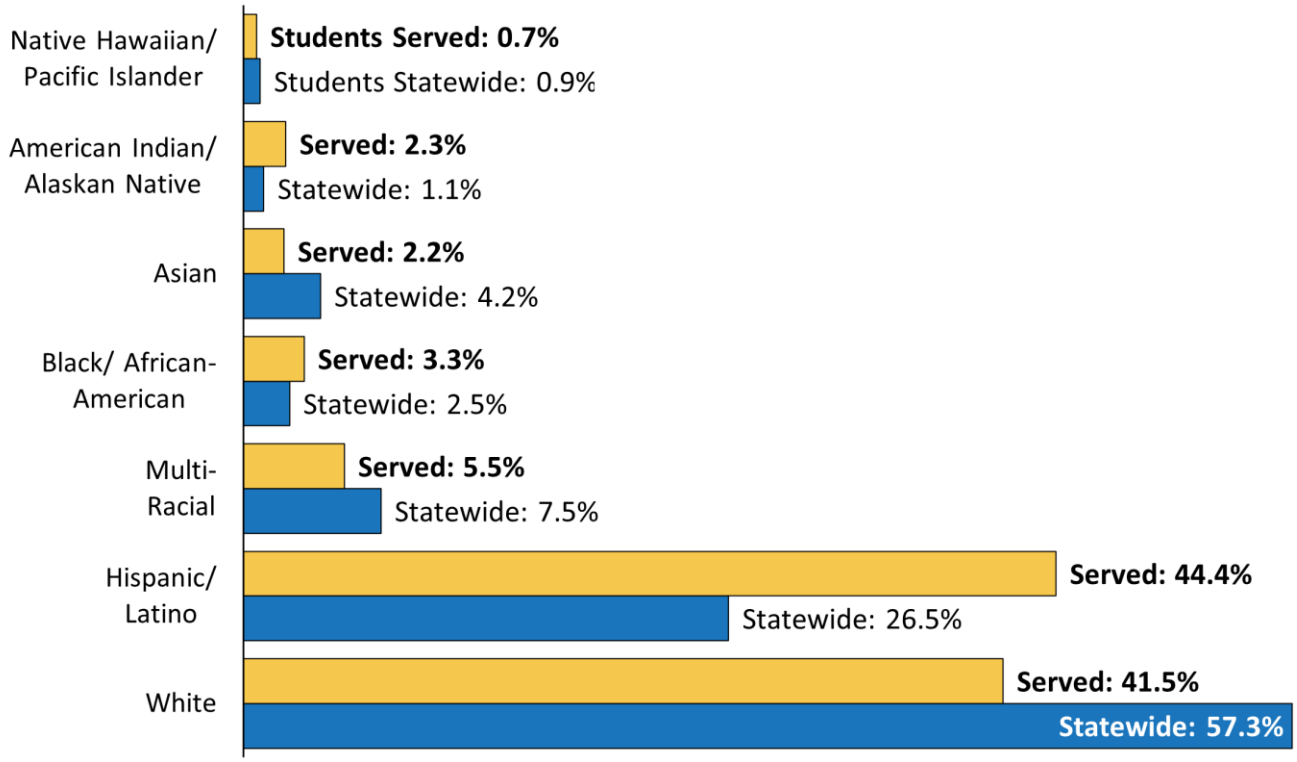
Figure 7. Demographics of Students Served Compared to All Students Statewide by Student Group



**Student group data is based on the total students who attended and had matching data in the 2024-25 school year.*

**Students are considered proficient in ELA if they score a 3 or 4 on the state ELA assessment taken in grades 3-8 and 11. Student ELA proficiency data is based on the total students with reportable ELA assessment data in the 2024-25 school year.*

Figure 8. Demographics of Students Served Compared to All Students Statewide by Race/Ethnicity



**Race/ethnicity data is based on the total students who attended and had matching data in the 2024-25 or 25-26 school year.*

Reducing Barriers and Promising Equity Practices

Key Finding: By addressing nutrition, transportation, and individualized accommodations, grantees reduced participation barriers and promoted equitable access.

Programs were expected to reduce barriers by offering basic access supports such as meals, snacks, and transportation, alongside targeted accommodations and services tailored to student needs.

Additional Services Offered

Among the 354 programs reporting:

- ✓ 90% provided meals and snacks; and
- ✓ 73% offered transportation to and from program sites.

Table 7. Total Programs that Offered Additional Services by Grade Level

Additional Service Offered	% of K-5 Programs	% of 6-8 and 9-12+ Programs	% of All Programs
Meals/ Snacks	93.8%	88.2%	**89.8%**
Transportation To/ From Program Site	77.4%	70.2%	**73.1%**

These supports helped address common logistical barriers that can limit participation.

Accommodations Provided for Students Experiencing Disabilities

Programs provided targeted accommodations and supports for students experiencing disabilities. Grantees reported a range of staffing, instructional, and assistive supports to meet diverse student needs, including:

- → **1,878 students** experiencing disabilities were offered modified activities to support equitable participation;
- → **600 instructional assistants** and **109 nurses** provided support for student learning, health, and supervision needs;
- → **1,804 students** experiencing disabilities were **provided with transportation** to and from program sites;
- → **560 transportation and/or mobility services** were provided to support on-site access; and
- → **1,103 students** were provided with **assistive devices and/or technology**.

Beyond universal access supports, grantee responses highlight promising practices in culturally responsive programming and individualized supports that reduced participation barriers for students experiencing disabilities and other priority populations. Programs emphasized proactive communication with families, flexible participation structures, and intentional staffing models that reflected student cultural and linguistic backgrounds. Many grantees adapted activities to ensure full participation, incorporated sensory-friendly environments, and leveraged instructional assistants, nurses, and assistive technologies to meet diverse learning and health needs.

Program Reach and Geographic Equity

Key Finding: The State Summer Learning Grant supported equitable access to summer learning by reaching communities statewide.

State Summer Learning Grant programs varied in size, governance, and geographic reach, and served communities across the state. School districts were the most common grantee type, accounting for just over three-quarters of programs (78%), followed by ESDs (11%), charter schools (9%), and Tribal entities (2%). **School district grantees closely mirrored the statewide distribution of districts by size**, as shown in the table below.

Table 8. Distribution of School District Grantees by Size Compared to All Districts Statewide

District Size	Total Students	# District Grantees	# Districts Statewide	% District Grantees	% Districts Statewide
Small	≤ 2,500	66	148	62.9%	75.1%
Medium	2,501-9,999	31	40	29.5%	20.3%
Large	≥ 10,000	8	9	7.6%	4.6%
Total		**105**	**197**	**100%**	**100%**

Programs operated in 30 out of 36 counties statewide and were implemented across a range of community contexts. Most programs were located in rural[9] (38%) and town (34%) settings, followed by city (16%) and suburban (12%) areas. Overall, these findings indicate that the grant supported equitable access to summer learning opportunities across diverse Oregon communities.

Table 9. Distribution of Grantees by Locale Compared to All Eligible Entities Statewide

Geographic Locale	# of Grantees	# of Eligible Entities	% of Grantees	% of Eligible Entities
Rural	52	158	39.1%	49.1%
Town	45	76	33.8%	23.6%
Suburban	16	44	12.0%	13.7%
City	20	44	15.0%	13.7%
Total	**133***	**322**	**100%**	**100%**

**Tribes are excluded from this data as geographic locale data is not available.*

[9] See Appendix E for geographic locale definitions and additional information.

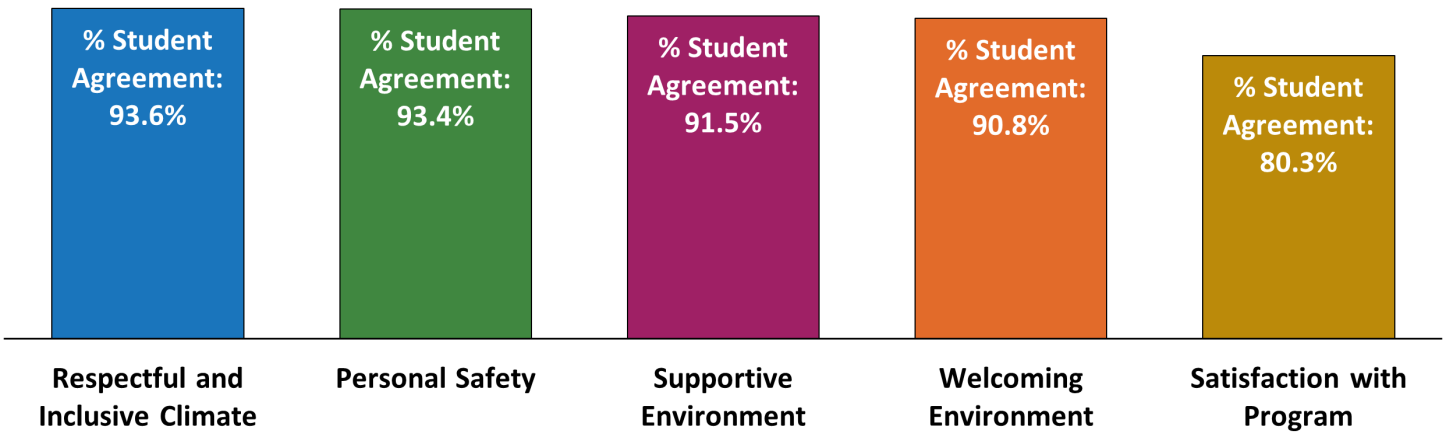
KEY FINDINGS: STUDENT PERCEPTIONS AND ENGAGEMENT

To what extent did students perceive that their summer programs supported belonging, safety, and well-being?

Key Finding: Student feedback indicates that summer learning programs were strongest in fostering respectful, safe, and supportive environments, with high overall satisfaction among participants.

As part of the State Summer Learning Grant, grantees administered the Student Voice Summer Survey to gather feedback on students' summer learning experiences. Between June and September 2025, **8,234 Oregon students entering grades 3-12 shared perspectives on the programs they attended**. Results indicate high levels of agreement across key dimensions of student experience, particularly those related to climate, safety, and support. Students reported the strongest perceptions of their summer programs in relation to a respectful and inclusive climate (93.6%), personal safety (93.4%), and the extent to which programs were supportive (91.5%) and welcoming (90.8%). Overall satisfaction with the program was also strong, with **80.3% of students reporting positive perceptions**. Additional details on the findings from the student survey are available from the 2025 Student Voice Summer Survey Report.

Figure 9. Student Agreement with Top Five Survey Dimensions



"This has been a very wonderful experience. I have never been to summer school before this, so I am so grateful to the teachers for organizing summer school the way that they did this year and I am also really thankful they put in the effort that they did to make us feel safe and have real conversations with us, and for being so kind to us." *- Response from the Student Voice Summer Survey*

KEY FINDINGS: PROGRAM QUALITY AND IMPLEMENTATION

How well did summer learning programs leverage partnerships, staffing, and professional development to support students and meet dosage requirements?

Dosage and Attendance Requirements

Key Finding: Most summer programs (98.6%) met the 80-hour requirement, and nearly two-thirds of participating students attended at least 60 hours of programming.

The State Summer Learning Grant is intended to ensure continuity in learning and access to structured educational enrichment during the summer through in-person programming. Funded programs were required to operate for a minimum of 80 hours with a consistent group of students, with flexibility to meet this requirement through either half-day or full-day schedules.

In Summer 2025, 356 summer learning programs operated statewide, with program start dates ranging from May 27 to August 18. **On average, programs offered 94 hours of programming and operated for approximately four weeks**, with program duration ranging from one to eleven weeks. Among the 286 core programs[10], 98.6% met or exceeded the 80-hour minimum requirement, demonstrating strong alignment with legislative expectations for program dosage and continuity.

Consistent with the grant's emphasis on structured, continuous programming rather than drop-in services, student participation reflected sustained engagement across the summer. Of the approximately 24,800 participating students for which attendance data was provided[11], 43% attended 80 or more hours, 21% attended 60-79 hours, and 36% attended fewer than 60 hours. **On average, students participated in 71 hours of summer learning, which indicates meaningful exposure to instructional and enrichment activities**.

To better understand how these outcomes along with the student engagement outcomes described in the previous section were achieved, qualitative data were reviewed to identify common program features associated with student engagement. **Grantees described relationship-centered programming, hands-on and experiential learning, and opportunities for student choice and voice as central to program design.** Program administrators frequently cited **high levels of engagement when activities were interactive, project-based, or connected to real-world contexts**, including enrichment experiences such as STEM challenges, arts integration, outdoor learning, and culturally relevant activities. Smaller group settings, supported by relatively **low student-to staff ratios and consistent staffing, and intentional relationship-building between staff and students were also reported as critical to fostering a sense of belonging and sustained participation**.

[10] Kindergarten Transition programs that were implemented as supplemental components to core K-12 summer learning programs that met all legislative requirements (including the 80-hour minimum) were excluded from this analysis. Four core high school credit recovery programs operated under scheduling constraints and were unable to meet the 80-hour minimum.

[11] Grantees were not required to report total hours of participation for students in high school credit recovery programs. Instead, they were required to report the number of credits earned.



Seaside SD students explore marine life, circle around a jellyfish, and conduct an experiment during outdoor inquiry-based and project-based lessons during their 2025 summer program.

North Clackamas SD students exploring STEM through a robotics lesson during their 2025 summer program.

Staffing and Staff-to-Student Ratios

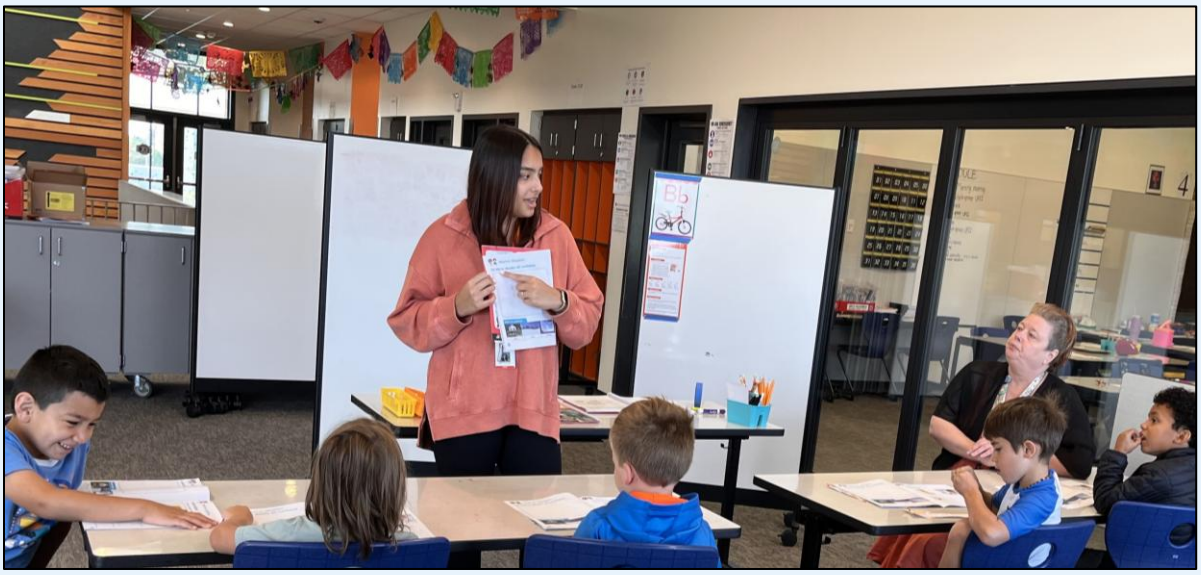
Key Finding: Summer learning programs combined licensed educators with instructional supports, partner staff, and volunteers to meet program needs.

Programs were staffed by a total of **6,627 full-time equivalent (FTE) personnel**. Grantees collaborated with licensed educators, classified instructional assistants (IAs), classified staff, district administrators, partner entity staff, and volunteers to deliver programming.

Table 10. Total Program Staff FTE by Staff Type

Staff Type	Total FTE for All Programs	Average % FTE Per Program
Licensed Educators	2,439.7	40.3%
Classified IAs	1,686.5	22.9%
Classified Staff	571.1	9.3%
District Administrators	345.1	8.8%
Partner Entity Staff	853.4	12.5%
Volunteers	288.5	3.1%
Other	442.2	3.1%
Total Staff	**6,626.6**	**100%**

On average, **programs averaged one instructional staff member (including only licensed educators and instructional assistants) for every 5-6 students**. This ratio indicates that summer programs generally operated with relatively small student-to-staff groupings, allowing for close supervision, individualized support, and more consistent student engagement. These conditions are particularly important for academic support and social-emotional learning.



Oregon City SD program staff providing small group literacy instruction during their 2025 summer program.

Professional Development and Training

Key Finding: Nearly three-quarters of grantees provided professional learning for summer staff, using the summer program as a strategic opportunity to strengthen literacy instruction, build instructional coherence, and develop educator leadership across the system.

A total of **95 of the 133 grantees (72%)** provided professional learning opportunities and training to **3,867 summer learning staff (approximately 58% of total staff)**. These efforts extended beyond the basic program orientation and focused on strengthening instructional practice, collaboration, and alignment across grade levels.

Professional learning commonly included:

- ✓ **Literacy focused training aligned to the Science of Reading**, including foundational skills, comprehension strategies, and use of standards-aligned instructional materials.
- ✓ **Educator collaboration and co-planning**, allowing educators to analyze student needs, align instruction, and share effective practices across sites and grade levels.
- ✓ **Cross-grade articulation** between elementary, middle, and high school programs, to support continuity in literacy development and academic expectations.
- ✓ **Data-informed instructional planning**, including the use of formative assessments and progress monitoring to adjust instruction.
- ✓ **Leadership development**, with several programs led or co-lead by aspiring principals, instructional coaches, and educator leaders, demonstrating summer learning as a pipeline for future school leaders.

Table 11. Total Program Staff Trained by Staff Type

Staff Type	Total # Trained	% Trained	Average # Trained per Grantee
Licensed Staff	1,689	43.7%	18
Classified IAs	1,259	32.5%	13
Partner Entity Staff	353	9.1%	4
District Admin	135	3.5%	1
Volunteers	158	4.1%	2
Other	274	7.1%	3
Total	**3,868**	**100%**	**41**

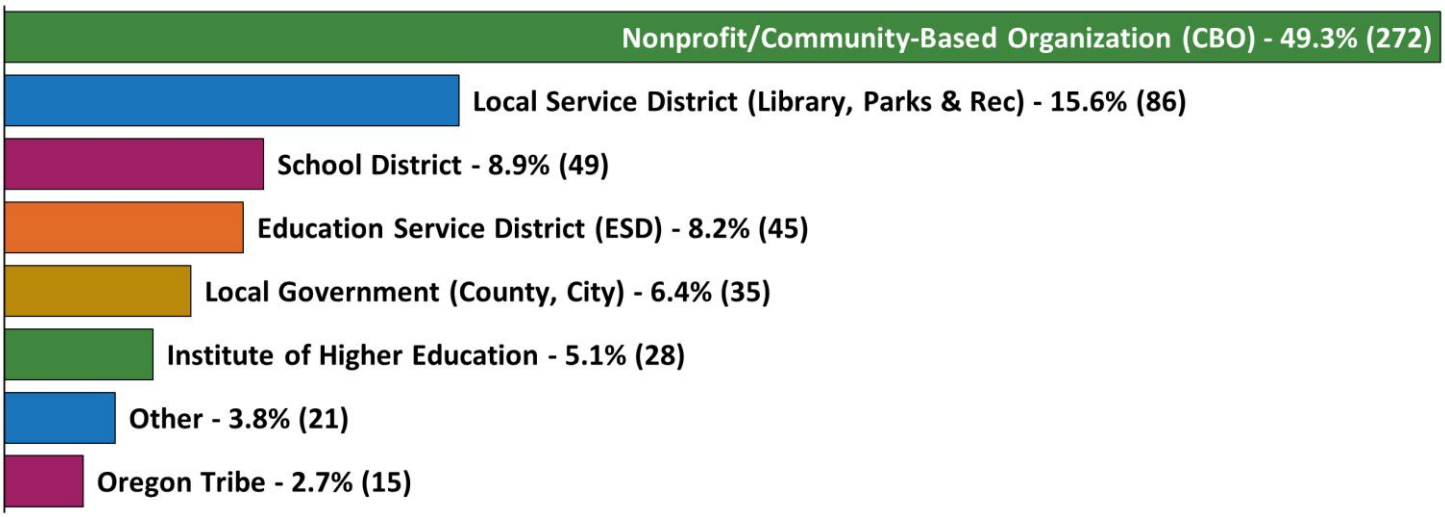
Partnerships and Collaborative Practices

Key Finding: State Summer Learning programs leveraged a range of community partnerships that functioned as a force multiplier. They expanded program capacity, deepened content relevance, and increased access to quality learning experiences.

Partnerships are a core design feature of high-quality summer learning because they connect students to real-world learning environments, trusted community institutions, and culturally responsive supports that schools cannot provide alone. Through partnerships with organizations such as **libraries, museums, parks and recreation programs, cultural centers, higher education institutions, Tribes, and community-based organizations (CBOs)**, programs are able to extend learning beyond the classroom, strengthen student engagement, and build bridges between schools, families, and communities.

Grantees were required to partner with at least one entity to provide summer learning programming**. By far, most partnerships were with nonprofits and CBOs (49%)**. Programs also partnered with **local service districts, such as libraries and parks and recreation programs (16%), school systems including districts and ESDs (17%), local government (6%), and higher education (5%)**, further enriching the learning experiences provided to students.

Figure 10. Total Partnerships by Entity Type



Across grantee narratives, partner collaborations were described as **locally grounded and implementation-focused, expanding access to enrichment experiences, culturally responsive programming, and place-based learning**. Altogether, these findings reflect how grantees leveraged local assets to support high-quality summer learning aligned with HB 2007 goals.

Grantee Spotlight: David Douglas SD

David Douglas School District leveraged State Summer Learning Grant funding to deliver robust, student-centered high school programming that supported successful transitions into high school and strengthened academic confidence for 438 students. Designed with both academic readiness and social-emotional development in mind, the program emphasized early connection, integrated learning, and meaningful partnerships.

The district collaborated with **eight community and education partners**, including Immigrant and Refugee Community Organization (IRCO), Schools Uniting Neighborhoods (SUN), College Bound, and the Oregon Museum of Science and Industry (OMSI). These partnerships expanded learning beyond the classroom, providing students with culturally responsive supports, enrichment experiences, and exposure to postsecondary pathways. **Community-based learning opportunities, such as field experiences and project-based activities, reinforced real-world relevance and student engagement**.

"One of the best parts of Summer Bridge was getting to meet my teachers and new classmates before school started. It made me feel way more comfortable walking into high school on the first day. I liked how we did projects that mixed reading, writing, and science - it wasn't just worksheets, it actually helped me see how everything connects. We did a field trip to the community center and practiced interviewing people, which helped my confidence with speaking and writing. The teachers were really supportive and gave good feedback on how to organize my writing and understand harder readings. I also liked that we had time to set goals for the year and talk about what it means to be on track. Overall, it made me feel prepared, like I already belong here." *- Incoming Ninth Grade Student in David Douglas SD*

LESSONS LEARNED AND NEXT STEPS

Lessons Learned

- ☐ **State Summer Learning Grant programs are delivering measurable academic returns for students with the greatest need.**

  The 2025 State Summer Learning Grant reached **29,739 students** statewide. Among participating programs:

  - → 98% of literacy goals were met or partially met;
  - → 77% of students maintained or improved literacy skills;
  - → 6,120 academic credits were earned through credit recovery; and
  - → Nearly 80% of students attempting credit recovery earned credit.

  Importantly, programs successfully targeted students who needed support most: **76.5% of participants were not proficient in ELA compared to 57% statewide**. This confirms that summer learning is functioning as an academic acceleration strategy, not a general enrichment program.

- ☐ **Strong outcomes are driven by evidence-based instructional practices and sufficient learning time.**

  Across the state, programs implemented a shared instructional approach grounded in research including:

  - → Standards-aligned materials;
  - → Small-group and explicit instruction;
  - → On-going formative assessment; and
  - → Project-based, hands-on learning.

  These practices were paired with meaningful dosage: **students averaged 71 hours of participation**. Analyses show that literacy goal attainment is associated with instructional time and participation, reinforcing that both quality and dosage matter.

- ☐ **Engagement, belonging, and enrichment strengthen, not replace, academic learning.**

  Programs balanced literacy and core academics with enrichment and youth development. Roughly:

  - → **52%** of total program hours were focused on **academic instruction**;
  - → **18%** of total program hours were **academics integrated** with **enrichment**;
  - → **17%** of total program hours were focused on **enrichment/youth development**; and
  - → **13%** of total program hours supported **meals, physical activity, and social needs**.

  This model aligns with national research showing that student engagement and belonging are prerequisites for learning. **Over 90% of students reported feeling safe, respected, and supported, and 82% said the program improved their confidence**.

- ☐ **Summer learning is strengthening Oregon's educational ecosystem.**

  Grantees averaged four community partners, expanding local capacity and enriching instruction. Programs operated in 30 of 36 counties, with the majority in rural and town communities. **This demonstrates that the grant is not only improving outcomes; it is also building a strong statewide learning ecosystem that connects schools, families, and communities year round**.

Next Steps

Apply lessons learned from Summer 2025 to launch a strong 2026-2028 cohort.

Insights from Summer 2025, including implementation data, grantee feedback, and statewide engagement sessions, and early, collaborative, partnerships with Tribes, are directly informing the design of the 2026-2028 State Summer Learning Grant cohort. This next phase reflects what communities consistently shared they need most: stable, multi-year funding and the time to plan, strengthen, and continuously deepen their programming.

Beginning in 2026, ODE will transition to multi-year awards with earlier notification and a longer planning ramp-up, allowing programs to move beyond short-term cycles and into sustained, high-quality implementation. Funding will be right-sized based on local context, ensuring awards are aligned to program scope, staffing capacity, and evidence-based practices.

Together, these shifts will strengthen program quality, support workforce stability, deepen school and community partnerships, and expand authentic partnerships with Tribes, creating space to learn from Tribal communities and honor culturally sustaining approaches while aligning summer learning more intentionally with school-year goals.

Deepen alignment with statewide priorities.

Summer learning will continue to be intentionally aligned with Oregon's broader education priorities, including early literacy, student engagement and belonging, and accountability efforts. This alignment will strengthen connections between summer programs and early literacy initiatives such as the use of high-quality instructional materials, tutoring and research-aligned practices. Partnerships with Tribes will further strengthen this work by honoring culturally sustaining approaches and expanding learning opportunities in Tribal communities.

Establish an Expanded Learning Advisory Committee.

ODE will launch an Expanded Learning Advisory Committee to support the next phase of policy and system development. This group will include representation from Tribes, school districts, community-based organizations, and other partners, and will provide guidance on program quality, evaluation, partnerships, and long-term sustainability ensuring that policy decisions remain grounded in practice, research, and the lived experiences of students, families, and communities across Oregon.

Closing

The 2025 State Summer Learning Grant demonstrates that strategic, evidence-based summer learning is a powerful driver of student success by accelerating literacy, supporting on-time graduation, and closing opportunity gaps for students who have historically been furthest from opportunity. Building on the foundation established through HB 4082 (2024), Oregon has turned this investment into a statewide, accountable system that is already producing measurable results while also expanding access to and partnership with Tribal communities across the state.

In just one summer under HB 2007, Oregon served nearly 30,000 students, helped learners earn more than 6,100 credits toward graduation, strengthened literacy for students reading below grade level, and intentionally reached youth facing academic, economic, and systemic barriers. Just as importantly, the state has built a delivery model that connects schools, community partners, families, and local leaders into a unified ecosystem of support, recognizing no single system can meet the full range of students' needs on its own.

These outcomes show that summer learning is not an add-on to the school year, but an essential part of Oregon's educational ecosystem. With stable funding and aligned measurement systems, the state is now positioned to move from promising evidence to sustained, long-term impact. **Continued investment in summer learning is not only justified; it is a proven, accountable strategy that delivers measurable returns for students, communities, and the state.**

APPENDICES

Appendix A: Outcome Data Collection and Reporting

Academic goals and reported outcomes reflected the diverse contexts, program models, and student populations served by Summer Learning grantees. Grantees demonstrated a range of approaches to academic goal setting and outcome measurement which highlights both flexibility in local implementation and opportunities to strengthen consistency and comparability across the statewide system.

Academic Goals and Targets

A content review of grantees' academic goals showed variation in how goals were described and connected to program instruction. In many cases, goals were clearly specified and tied to measurable benchmarks (for example, a defined proportion of regularly attending students expected to meet a particular assessment threshold). Other goals focused on broader instructional priorities, such as foundational literacy development, rather than a single specific measure.

Grantees used different methods to define which students were included in their goals and reported outcomes, such as focusing on regularly attending students, all enrolled students, or students participating in credit recovery. In some cases, grantees adjusted their goals during implementation to better match program conditions and emerging needs; for example, shifting from broad academic growth goals to preventing summer learning loss, or narrowing the focus to students with consistent attendance. These adjustments reflect programs responding to changing needs.

Measured Outcomes and Data Use

Reported academic outcomes similarly reflected a range of measurement strategies aligned with local program design. Some grantees emphasized narrative descriptions of student progress, while others reported multiple quantitative indicators, including assessment scores, rubric-based ratings, and performance measures such as words correct per minute or letter-naming fluency for early learners.

Grantees also differed in how data were collected and used over the grant period. Some programs were able to implement pre- and post-assessments to examine growth over time, while others used the Summer Learning Grant as an opportunity to establish baseline data to inform future programming. When implementation conditions changed, such as difficulty administering a planned assessment, grantees sometimes substituted alternative measures (for example, switching from one literacy assessment to another) and adjusted reported outcomes accordingly.

Grantees also reported using a wide range of assessment and instructional tools, with a strong concentration in literacy screening and progress monitoring measures. The most frequently used assessments were DIBELS (23 grantees), STAR Assessments (15), and i-Ready (14) which are well-established, standardized tools to measure reading and early literacy skills. Several additional literacy-focused screeners and curricula, such as Acadience, FastBridge, Lexia, and REWARDS, were used by smaller numbers of programs. A more limited number of grantees reported using math or multi-subject assessment tools (e.g., MAP Growth, ALEKS, IXL), while only a handful used college- and career-related assessments or certifications, such as the ACT. Overall, the distribution is consistent with academic goals set as they were heavily weighted toward literacy.

Table 12. Frequency of Assessment and Instructional Tools Used by Grantees

Assessment Name	# of Grantees
DIBELS (Dynamic Indicators of Basic Early Literacy Skills)	23
Star Assessments	15
i-Ready Learning	14
MAP (Measures of Academic Progress) Growth	5
Acadience Learning	4
Fastbridge Literacy Screener	4
REWARDS (Explicit, Short-Term Reading Intervention)	4
EasyCBM (Curriculum Based Measurement)	3
IXL Learning	3
Accelerate Education	2
ACT (American College Testing) Assessment	2
ALEKS (Assessment and Learning in Knowledge Spaces)	2
Lexia Learning	2
RACE (Restate, Answer, Cite, Explain) Strategy Rubric	2
Achieve3000 Literacy	1
APEX (Advanced Placement Experience) Learning	1
BPST (Basic Phonics Skills Test) Phonics	1
CORE (Consortium on Reading Excellence) Phonics Survey	1
Fundations Curriculum	1
Invention Project STEM (Science, Technology, Engineering, Math) Curriculum	1
Kindergarten Readiness Assessment (KRA)	1
Quick Phonics Screener (QPS)	1
Read 180 Intervention Curriculum	1
Read Naturally	1
Savvas Learning Company	1
UFLI (University of Florida Literacy Initiative) Foundations Toolbox	1

Implementation Factors Affecting Results

Approximately 40 percent of reported outcomes were described by grantees in relation to implementation conditions that may have influenced results, including:

- ✓ Student attendance variability;
- ✓ Staffing availability; and
- ✓ Program dosage (total hours or weeks).

Grantees noted that these factors influenced the extent to which planned targets could be realized, even when instructional strategies were well aligned with program goals. These observations highlight the importance of aligning academic goals with program scope, intensity, and operational conditions, as well as the value of data systems that allow programs to monitor participation and outcomes together.

Alignment with State Board-Approved Interim Assessments

Some of the most frequently used academic outcome measures reported by grantees, **Star Assessments, i-Ready, and MAP Growth**, are also **State Board of Education approved interim assessments** for statewide use. This alignment strengthens the comparability and future scalability of summer learning data, as these same measures will be used by districts during the coming school years, enabling Oregon to more directly connect summer participation with school-year growth and achievement.

Opportunities for Improvement

To strengthen the validity, comparability, and long-term utility of outcome data, the following next steps are recommended:

Encourage clear, measurable program-level goals aligned with program model.

Program-specific goals allow for meaningful comparisons across different models (e.g., half day vs. full day programs, etc.) and help identify which approaches are most effective.

Support the use of shared outcome measures statewide.

As state interim assessments become available, they can serve as a useful statewide indicator for tracking student academic outcomes (e.g., fall-to-spring performance). This will improve comparability and reduce ambiguity in interpreting results.

Examine outcomes by level of participation.

Disaggregating outcomes by attendance or hours will allow programs to better understand how dosage relates to effectiveness.

Strengthen technical assistance and data systems.

Ongoing professional learning and streamlined data systems that integrate participation and outcome data will support more consistent reporting and statewide learning.

Appendix B: 2025 State Summer Learning Grantees

Table 13. 2025 State Summer Learning Grantee Distribution by ESD

ESD ID	ESD Name	School District Grantees	Charter School Grantees	ESD Grantees	Total Grantees
1902	Clackamas ESD	7	-	1	**8**
2223	Columbia Gorge ESD	3	1	1	**5**
1980	Douglas ESD	9	1	1	**11**
2007	Grant ESD	2	-	1	**3**
2013	Harney ESD Region XVII	1	1	-	**2**
1975	High Desert ESD	1	2	1	**4**
2200	InterMountain ESD	10	-	1	**11**
2049	Jefferson ESD	1	-	1	**2**
2058	Lake ESD	2	-	-	**2**
2064	Lane ESD	11	2	1	**14**
2098	Linn Benton Lincoln ESD	7	1	-	**8**
2106	Malheur ESD Region 14	1	-	1	**2**
2148	Multnomah ESD	6	2	1	**9**
2004	North Central ESD	1	-	1	**2**
2230	Northwest Regional ESD	15	-	1	**16**
1949	South Coast ESD	5	-	1	**6**
2025	Southern Oregon ESD	11	2	1	**14**
2117	Willamette ESD	12	1	1	**14**
-	Tribal Nations	-	-	-	**3**
Total Grantees		**105**	**13**	**15**	**136**

Table 14. 2025 State Summer Learning Grantees by Entity Type

Entity Name	Entity Type	Final Grant Award
North Wasco County SD Consortium	Consortium	$445,000
North Wasco County SD 21	*School District*	*$415,000*
Mosier Community School	*Charter School*	*$30,000*
High Desert ESD Consortium	Consortium	$80,000
High Desert ESD	*ESD*	*$60,000*
Jefferson ESD	*ESD*	*$20,000*
North Central ESD Consortium	Consortium	$44,318
North Central ESD	*ESD*	*$14,318*
Spray SD 1	*School District*	*$30,000*
Burns Paiute Tribe	Tribe	$80,000
Confederated Tribes of Grand Ronde	Tribe	$80,000
The Klamath Tribes	Tribe	$80,000
Clackamas ESD	ESD	$60,000
Columbia Gorge ESD	ESD	$40,000
Douglas ESD	ESD	$59,204

Entity Name	Entity Type	Final Grant Award
Grant ESD	ESD	$20,000
InterMountain ESD	ESD	$58,396
Lane ESD	ESD	$60,000
Malheur ESD	ESD	$35,262
Multnomah ESD	ESD	$78,406
Northwest Regional ESD	ESD	$63,638
South Coast ESD	ESD	$40,505
Southern Oregon ESD	ESD	$60,000
Willamette ESD	ESD	$80,000
Astoria SD 1	School District	$262,000
Banks SD 13	School District	$163,000
Bend-LaPine Administrative SD 1	School District	$101,115
Bethel SD 52	School District	$739,000
Blachly SD 90	School District	$60,000
Butte Falls SD 91	School District	$14,725
Camas Valley SD 21J	School District	$32,000
Canby SD 86	School District	$250,000
Centennial SD 28J	School District	$557,039
Central Point SD 6	School District	$705,000
Central SD 13J	School District	$455,000
Clatskanie SD 6J	School District	$73,327
Colton SD 53	School District	$93,000
Coos Bay SD 9	School District	$442,000
Coquille SD 8	School District	$190,000
Crow-Applegate-Lorane SD 66	School District	$44,000
Dallas SD 2	School District	$447,000
David Douglas SD 40	School District	$807,882
Dayton SD 8	School District	$127,000
Douglas County SD 4	School District	$826,000
Dufur SD 29	School District	$52,000
Eagle Point SD 9	School District	$484,159
Elgin SD 23	School District	$42,661
Estacada SD 108	School District	$466,100
Eugene SD 4J	School District	$85,684
Falls City SD 57	School District	$30,000
Forest Grove SD 15	School District	$788,339
Gaston SD 511J	School District	$71,000
Gervais SD 1	School District	$177,734
Gladstone SD 115	School District	$232,000
Glendale SD 77	School District	$35,504
Glide SD 12	School District	$44,590
Grants Pass SD 7	School District	$200,208

Entity Name	Entity Type	Final Grant Award
Greater Albany Public SD 8J	School District	$268,246
Gresham-Barlow SD 10J	School District	$707,857
Harney County SD 3	School District	$65,924
Harrisburg SD 7J	School District	$124,000
Hermiston SD 8	School District	$800,000
Hillsboro SD 1J	School District	$1,000,000
Hood River County SD	School District	$564,000
Ione SD R2	School District	$12,057
Jefferson County SD 509J	School District	$399,000
John Day SD 3	School District	$69,000
Junction City SD 69	School District	$238,000
Klamath County SD	School District	$1,000,000
Klamath Falls City Schools	School District	$409,000
Knappa SD 4	School District	$65,000
Lake County SD 7	School District	$104,000
Lebanon Community SD 9	School District	$307,109
Lincoln County SD	School District	$628,649
Mapleton SD 32	School District	$30,000
Medford SD 549C	School District	$611,560
Milton-Freewater Unified SD 7	School District	$227,000
Molalla River SD 35	School District	$337,769
Monroe SD 1J	School District	$42,879
Morrow SD 1	School District	$333,000
Nestucca Valley SD 101J	School District	$76,000
Newberg SD 29J	School District	$604,000
North Clackamas SD 12	School District	$1,000,000
North Lake SD 14	School District	$56,580
North Marion SD 15	School District	$219,478
North Powder SD 8J	School District	$35,689
Oakridge SD 76	School District	$64,585
Ontario SD 8C	School District	$324,000
Oregon City SD 62	School District	$857,077
Parkrose SD 3	School District	$415,000
Pendleton SD 16	School District	$80,822
Phoenix-Talent SD 4	School District	$335,000
Pilot Rock SD 2	School District	$43,000
Pinehurst SD 94	School District	$20,000
Pleasant Hill SD 1	School District	$126,660
Port Orford-Langlois SD 2CJ	School District	$51,371
Portland SD 1J	School District	$786,941
Powers SD 31	School District	$27,321
Prairie City SD 4	School District	$33,000

Entity Name	Entity Type	Final Grant Award
Rainier SD 13	School District	$120,000
Reedsport SD 105	School District	$86,000
Reynolds SD 7	School District	$1,000,000
Riddle SD 70	School District	$54,000
Rogue River SD 35	School District	$162,000
Salem-Keizer SD 24J	School District	$576,505
Scio SD 95	School District	$115,500
Seaside SD 10	School District	$93,928
Sheridan SD 48J	School District	$118,669
Silver Falls SD 4J	School District	$559,000
Siuslaw SD 97J	School District	$169,117
South Lane SD 45J3	School District	$395,000
South Umpqua SD 19	School District	$209,980
Springfield SD 19	School District	$1,000,000
St Helens SD 502	School District	$254,511
Sutherlin SD 130	School District	$144,386
Sweet Home SD 55	School District	$297,543
Three Rivers/Josephine County SD	School District	$55,276
Tigard-Tualatin SD 23J	School District	$124,257
Tillamook SD 9	School District	$146,879
Ukiah SD 80R	School District	$20,000
Umatilla SD 6R	School District	$210,000
Vernonia SD 47J	School District	$82,000
Warrenton-Hammond SD 30	School District	$145,000
Willamina SD 30J	School District	$127,000
Winston-Dillard SD 116	School District	$140,492
Woodburn SD 103	School District	$749,736
Yoncalla SD 32	School District	$40,992
Armadillo Community Charter School	Charter School	$30,000
Bridge Charter Academy	Charter School	$51,733
Desert Sky Montessori	Charter School	$30,000
Kids Unlimited Academy	Charter School	$69,000
Kings Valley Charter School	Charter School	$30,000
Multnomah Learning Academy	Charter School	$83,544
Oregon Family School	Charter School	$132,000
Phoenix School	Charter School	$15,000
Redmond Proficiency Academy	Charter School	$131,000
Rockwood Preparatory Academy	Charter School	$40,386
Sheridan AllPrep Academy	Charter School	$48,000
Willamette Leadership Academy	Charter School	$33,860
Total Grantees and Grant Award	**133**	**$31,956,664**

Appendix C: Supplemental Data

Table 15. Total Students Served by Grade Level in 2025-26 School Year

Grade Level	Students Served
Kindergarten	2,939
1st Grade	2,636
2nd Grade	2,878
3rd Grade	2,894
4th Grade	2,466
5th Grade	2,202
6th Grade	2,037
7th Grade	1,380
8th Grade	1,065
9th Grade	1,546
10th Grade	2,330
11th Grade	2,548
12th Grade	2,395
12th+ Grade	423
Total	**29,739**

Table 16. Percentage of Grantee Goals by Academic Content Area

Content Area	# of Goals	% of Goals
Literacy/English Language Arts (ELA)	326	73.4%
Credit Recovery	58	13.1%
Math	43	9.7%
Science	17	3.8%
Total	**444**	**100%**

Table 17. Extent to Which Grantees Met Literacy/English Language Arts (ELA) Goals

Met Status	# of Goals	% of Goals
Mostly or Completely Met	241	73.9%
Partially Met	79	24.2%
Not Met	6	1.8%
Total	**326**	**100%**

Table 18. Total Grantees by Percent of Students who Earned Credits

% of Students who Earned Credits	# of Grantees	% of Grantees
80-100% of Students	42	58.3%
50-79% of Students	21	29.2%
< 50% of Students	9	12.5%
Total	**72**	**100%**

Table 19. Total Hours of Programming Offered by Focus Area

Program Focus Area	# of Hours	% of Total Hours
General Academic Instruction	7,496	22.5%
Literacy Academic Instruction	9,886	29.6%
Enrichment/ Youth Development	5,534	16.6%
Both Academic & Enrichment	6,063	18.2%
Other (Lunch, Physical Activity)	4,403	13.2%
Total Hours	**33,382**	**100%**

Table 20. Demographics of Students Served Compared to All Students Statewide by Student Group and Grade Level

Student Group	Students Served Grades K-8	Total Students Statewide Grades K-8	Students Served Grades 9-12	Total Students Statewide Grades 9-12	Students Served Grades K-12	Total Students Statewide Grades K-12
Not Proficient in English Language Arts (ELA)	76.7 %	57.2 %	75.4 %	55.6 %	76.5 %	57.0 %
Experiencing Poverty	49.7 %	35.7 %	45.3 %	28.6 %	48.4 %	33.4 %
Experiencing Houselessness	5.5 %	< 5 %	< 5 %	< 5 %	5.1 %	< 5 %
Experiencing Disabilities	22.7 %	17.3 %	17.4 %	14.6 %	21.1 %	16.5 %
In Migrant Education Program	9.3 %	< 5 %	6.2 %	< 5 %	8.4 %	< 5 %
English Language Learners	28.9 %	14.1 %	19.2 %	9.6 %	26.0 %	12.6 %

**Student group data is based on the total students who attended and had matching data in the 2024-25 school year.*

**Students are considered proficient in ELA if they score a 3 or 4 on the state ELA assessment taken in grades 3-8 and 11. Student ELA proficiency data is based on the total students with reportable ELA assessment data in the 2024-25 school year.*

Table 21. Demographics of Students Served Compared to All Students Statewide by Race/Ethnicity and Grade Level

Race/Ethnicity	Students Served Grades K-8	Total Students Statewide Grades K-8	Students Served Grades 9-12	Total Students Statewide Grades 9-12	Students Served Grades K-12	Total Students Statewide Grades K-12
American Indian/ Alaskan Native	2.4 %	1.0 %	1.9 %	1.1 %	2.3 %	1.1 %
Asian	2.2 %	4.1 %	2.2 %	4.3 %	2.2 %	4.2 %
Black/African-American	3.4 %	2.5 %	3.1 %	2.6 %	3.3 %	2.5 %
Hispanic/Latino	44.2 %	26.5 %	45.0 %	26.6 %	44.4 %	26.5 %
Native Hawaiian/ Pacific Islander	0.5 %	0.9 %	1.2 %	0.8 %	0.7 %	0.9 %
White	41.7 %	57.1 %	41.2 %	57.6 %	41.5 %	57.3 %
Multi-Racial	5.6 %	7.7 %	5.3 %	7.0 %	5.5 %	7.5 %

**Race/ethnicity data is based on the total students who attended and had matching data in the 2024-25 or 25-26 school year.*

Table 22. Student Agreement with Top Five Survey Dimensions

Top Five Student Survey Dimensions	% Student Agreement
Respectful and Inclusive Climate	93.6%
Personal Safety	93.4%
Supportive Environment	91.5%
Welcoming Environment	90.8%
Satisfaction with Program	80.3%

Table 23. Total Partnerships by Entity Type

Partner Entity Type	Total # of Partnerships	% of Total Partnerships
Nonprofit/ Community-Based Organization (CBO)	272	49.3%
Local Service District (Library, Parks & Rec)	86	15.6%
School District	49	8.9%
Education Service District (ESD)	45	8.2%
Local Government (County, City)	35	6.4%
Institute of Higher Education	28	5.1%
Other	21	3.8%
Oregon Tribe	15	2.7%
Total	**551**	**100%**

Appendix D: Program Activity Descriptions

Table 24. Program Activity Category and Type Descriptions

Category	Activity Type	Activity Description
Literacy Education	Literacy	Activities for students in Pre-K through 12th grade that expand one's ability to identify, understand, interpret, create, communicate, and compute, using printed and written materials associated with varying contexts.
Academic Enrichment & Support	Math Support	Small group assistance focused on improving academic competency in math. These activities promote meaningful connections with school year instruction.
Academic Enrichment & Support	Social Sciences	Activities connected to Oregon social science standards for civics, geography, economics, history, historical thinking, and social science analysis.
Academic Enrichment & Support	Personal Finance Education	Activities designed to enhance students' understanding and management of personal finances, including budgeting, saving, investing, and understanding credit. The focus should be on practical, post-school applications of financial concepts to equip students with the skills needed for financial independence and decision-making. Activities may include simulations, interactive budgeting exercises, and discussions on financial responsibility, aiming to foster financial literacy across all age groups.
Academic Enrichment & Support	Credit Recovery/ Attainment	Academic classes that are for high school students to regain academic credit for classes.
Academic Enrichment & Support	Tutoring	Individual or small group tutoring, including high-dosage tutoring, designed to help students accelerate their learning progress, catch up with their peers, meet learning standards, or generally succeed in school. These activities typically promote meaningful connections with school day instruction.
Academic Enrichment & Support	Kindergarten Transition	Activities that are tailored to build the skills and confidence needed for students to successfully navigate the transition into kindergarten. This may include orientation sessions, peer mentoring, academic workshops, and social-emotional learning activities focused on adjustment strategies, organizational skills, and fostering a sense of belonging and resilience in their new educational environment.
Academic Enrichment & Support	Middle School Transition	Activities that are tailored to build the skills and confidence needed for students to successfully navigate the transition from elementary to middle school. This may include orientation sessions, peer mentoring, academic workshops, and social-emotional learning activities focused on adjustment strategies, organizational skills, and fostering a sense of belonging and resilience in their new educational environment.

Category	Activity Type	Activity Description
Academic Enrichment & Support	High School Transition	Activities that are tailored to build the skills and confidence needed for students to successfully navigate the transition from middle to high school. This may include orientation sessions, peer mentoring, academic workshops, and social-emotional learning activities focused on adjustment strategies, organizational skills, and fostering a sense of belonging and resilience in their new educational environment.
Academic Enrichment & Support	Place-based Learning	Place-based learning engages students in their community, including their physical environment, local culture, history, and/or people and uses this engagement as a foundation for the study of language arts, mathematics, social studies, science, and/or other subjects across the curriculum. With place-based learning, students get to see the results of their work in their community.
Academic Enrichment & Support	Project-based/ Inquiry-based Activities	Activities that enrich the students' lives by introducing them to topics and concepts that require them to use their critical thinking skills, imagination, and creativity. Activities are project-based, investigative, or inquiry-based and support students to become active, independent, and confident learners. Typically these activities engage students to gain advanced knowledge in a particular area and allows learners who need an extra challenge in the class to remain engaged and interested in learning.
Academic Enrichment & Support	Multilingual Learning	Activities focused on students actively learning a language.
Academic Enrichment & Support	Extended Library	Providing additional library hours for student learning and families to access resources and technology.
Academic Enrichment & Support	Study Skills	Activities designed to assist students with test preparation and/or study skills.
Science, Technology, Engineering, Math (STEM)	Math (STEM Focus)	Math lesson/activity that contributes to the development of science, technology, engineering, and mathematics skills. As a STEM focus, it should offer instruction in real-world applications of these areas and include integration with another STEM area.
Science, Technology, Engineering, Math (STEM)	Science (STEM Focus)	Science lesson/activity that contributes to the development of science, technology, engineering, and mathematics skills. As a STEM focus, it should offer instruction in real-world applications of these areas and include integration with another STEM area.
Science, Technology, Engineering, Math (STEM)	Engineering/ Robotics	Activities focused on engineering concepts or specifically, robotics (computer science that involves the conception, design, manufacture and operation of robots).

Category	Activity Type	Activity Description
Telecoms & Technology Education	Computer Science	Activities whose primary focus is increasing skills in using computers or computer programs (e.g., coding, computational thinking, information technology, digital literacy, programming).
Telecoms & Technology Education	Media/ Video	Activities whose primary focus is to teach youth to use video, sound, TV, and other media technology.
Career Readiness	CTE & Career Connected Learning	Activities that increase the knowledge, skills, and dispositions needed to be successful in post-secondary education and/or training that lead to gainful employment.
Career Readiness	Internships/ Apprenticeship	Professional learning experiences that offer meaningful, practical work related to a student's field of study or career interest.
Career Readiness	Entrepreneurship	Activities designed to inform, train, and educate students interested in participating in socioeconomic development through a project to promote entrepreneurship awareness, business creation, or small business development.
Healthy, Active Lifestyle	Mental Health & Well-Being Support	Activities designed to protect or promote students through mental health and psychosocial supports.
Healthy, Active Lifestyle	Functional Skill Development	Activities centered on enhancing the functional skills necessary for students. This includes a focus on essential life skills such as personal hygiene, self-care, and daily living activities. Through tailored, practical learning experiences, students are equipped with the knowledge and abilities to navigate everyday challenges confidently.
Healthy, Active Lifestyle	Physical Fitness	Physical movements focused on teaching athletic skills/practice (non-team) or providing physical activity in team sports, instruction, or practices.
Healthy, Active Lifestyle	Food/ Nutrition	Activities intended to increase youth knowledge of nutrition and to promote healthy eating habits.
Healthy, Active Lifestyle	Recreation & Social	Activities that are unstructured or provide no instruction (e.g., open gym, recess, general outdoor time, games, etc.). This includes sessions that offer youth the opportunity to build peer relationships through recreation or other social events.
Well-Rounded Education Activities	Cultural Programs	Activities that create identity affirming learning environments that support and sustain cultural knowledge. This includes recognition and appreciation of diverse and multi-faceted identities focused on categories such as race, ethnicity, culture, gender, sex, sexual orientation, social/economic status, age, disability, and religion.
Well-Rounded Education Activities	Social & Emotional Learning	Social-emotional learning can include character education and psycho-social skills. This involves teaching children about basic human values including honesty, kindness, generosity, courage, freedom, equality, and respect to become morally responsible, self-disciplined citizens.

Category	Activity Type	Activity Description
Well-Rounded Education Activities	Leadership/ Mentoring	Activities to build youth's competencies in leadership. This includes sessions that engage youth in program governance or training youth to be leaders in a program activity or event. This also includes adult mentoring (teaching youth by example or through experience).
Well-Rounded Education Activities	Community Services	Activities whose primary purpose is to have youth learn about making a contribution to their community (e.g., service learning, planting a garden, etc.).
Well-Rounded Education Activities	Art	Activities teaching skills in and fostering self-expression through multiple types of creative arts including arts and crafts, painting, drawing, and more.
Well-Rounded Education Activities	Music/ Dance/ Theater	Activities teaching skills in and fostering self-expression through performing arts (music, dance/movement, acting, improv, playwriting, etc.)
Well-Rounded Education Activities	General Youth Development	Well-rounded activities that have multiple youth development goals (e.g., help students build character, leadership skills, communication skills, coping and self-management skills, etc.) to help students lead a healthy productive life.

Appendix E: Geographic Locale Definitions

Geographic locale data is based on the U.S. Department of Education National Center for Education Statistics (NCES) Education Demographic and Geographic Estimates (EDGE) Program's Public School and Local Education Agency Geocodes data. Geographic locale codes are based on a twelve-category framework that includes four primary classifications (City, Suburban, Town, and Rural) that each have three sub-types, defined as follows:

- City - Large: Territory inside an urban area with population of 50,000 or more and inside a principal city with population of 250,000 or more.
- City - Midsize: Territory inside an urban area with population of 50,000 or more and inside a principal city with population less than 250,000 and greater than or equal to 100,000.
- City - Small: Territory inside an urban area with population of 50,000 or more and inside a principal city with population less than 100,000.
- Suburban - Large: Territory outside a principal city and inside an urban area with population of 250,000 or more.
- Suburban - Midsize: Territory outside a principal city and inside an urban area with population less than 250,000 and greater than or equal to 100,000.
- Suburban - Small: Territory outside a principal city and inside an urban area with population less than 100,000 and greater than or equal to 50,000.
- Town - Fringe: Territory inside an urban area with population less than 50,000 that is less than or equal to 10 miles from an urban area with population of 50,000 or more.
- Town - Distant: Territory inside an urban area with population less than 50,000 that is more than 10 miles and less than or equal to 35 miles from an urban area with population of 50,000 or more.
- Town - Remote: Territory inside an urban area with population less than 50,000 that is more than 35 miles from an urban area with population of 50,000 or more.
- Rural - Fringe: Territory outside an urban area that is less than or equal to 5 miles from an urban area with population of 50,000 or more, as well as territory outside an urban area that is less than or equal to 2.5 miles from an urban area with population less than 50,000.
- Rural - Distant: Territory outside an urban area that is more than 5 miles but less than or equal to 25 miles from an urban area with population of 50,000 or more, as well as territory outside an urban area that is more than 2.5 miles but less than or equal to 10 miles from an urban area with population less than 50,000.
- Rural - Remote: Territory outside an urban area that is more than 25 miles from an urban area with population of 50,000 or more and is also more than 10 miles from an urban area with population less than 50,000.