

Summer Learning Best Practice Guide

Resource List



Related Resources for Summer Programming: Oregon Department of Education

- [Ready Schools, Safe Learners: Guidance for School Year 2020-21 Version 6.4.2 \(April 2, 2021\)](#): The document is regularly updated and includes all relevant health and safety protocols, ODE's commitments, and information regarding instruction, family and community engagement, mental, social and emotional health, and staffing and personnel.
- [Student Learning: Unfinished, Not Lost](#): This resource is an asset based re-frame of the dominant narrative around "learning loss". A responsive system, grounded in equity, meets students where they are and accelerates their learning by building on strengths and needs.
- [Addressing Grading and Credit Options](#): This resource addresses strategies to make grading practices more equitable and outlines credit earning opportunities for high school students.
- [Mental Health Toolkit](#): The purpose of this toolkit is to assist school district leaders, administrators, staff, and school based mental health professionals (i.e., school psychologists, school social workers, school counselors, and school nurses) in promoting the mental health and well-being of school communities.
- [Supplemental Guidance for Learning Outside](#): Oregon has a substantial opportunity to use outside spaces as a strategic, equitable, and innovative approach to ensuring more children have access to high-quality in-person instruction.
- [Supplemental Guidance for Outdoor School Programs](#): This document aims to provide guidance on areas not addressed in Ready Schools, Safe Learners that are relevant to Outdoor School and to clarify Ready Schools, Safe Learners guidance as it pertains to them.
- [Designing Learning](#): This ODE webpage is to provide subject-specific instructional resources. Each subject-area (ELA, Math, Science, Social Science, Health/PE, and Arts) document includes essential learning standards, best practices for instruction and assessment, and instructional resources.

Summer Programs Best Practices

- [Every Summer Counts](#) *by The Wallace Foundation*: This NSLP study collected and analyzed academic outcome data from five school districts implementing voluntary summer programs. Key findings include the importance of attendance at summer programs and the amount and quality of instruction (five weeks of at least three hours per day).
- [Summer Learning Toolkit](#) *by The Wallace Foundation*: This web-based resource provides summer program leaders with over 50 evidence-based tools and resources, including customizable tools, sample documents from actual summer programs, and tip sheets, as well as guidance documents that provide the connection to research.
- [Getting to Work on Summer Learning](#) *by The Wallace Foundation*: Topics include: planning, teacher selection and professional development, sufficient time on task,

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student recruitment and attendance, academic curriculum and instruction, enrichment activities, positive summer climate, summer cost and funding.

- [Summer Learning Program Quality Intervention](#) *by the Weikart Center for Youth Program Quality*: This assessment tool was developed by the National Summer Learning Association and the Weikart Center to support summer programs in assessing their program quality based on research of youth development standards.
- [Summer Learning: A Bridge to Student Success and America's Recovery, a COVID-19 Playbook](#) *by the National Summer Learning Association*: This playbook provides a framework for school and community leaders to plan, collaborate, and execute evidence-based practices and partnerships to create high-quality summer programs.
- [Roadmap to Reopening Safely and Meeting All Students' Needs](#) *by the U.S. Department of Education*: This handbook provides guidance for districts to reopen. Topics include creating safe and healthy learning environments, addressing unfinished learning, addressing resource inequities, and supporting educator and staff well-being.

Tutoring

- [Accelerating Student Learning With High Dosage Tutoring](#) *by Ed Research for Recovery at Brown University*. This brief is one in a series aimed at providing K-12 education decision-makers and advocates with an evidence base to ground discussions about how to best serve students during and following the novel coronavirus pandemic.
- [High-Impact Tutoring: State of the Research and Priorities for Future Learning](#) *by the National Student Support Accelerator*. This report summarizes the key research on what drives successful tutoring programs.
- [Toolkit For Tutoring Programs](#) *by the National Student Support Accelerator*. This online resource offers multiple tools for designers of existing or new tutoring programs.
- [Best Practice for Tutoring: Briefing For Schools](#) *by the National Tutoring Programme, United Kingdom*. This resource from the U.K. answers six key questions when designing tutoring programs, grounded in the most recent research.

Teacher Professional Learning

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

Community Partnerships

- [Oregon TRIO Programs](#): The Oregon TRIO Association is a 501(c)3 organization that advocates on behalf of low income and first generation college students in the state of Oregon.
- [OregonASK](#): This public-private partnership supports, expands, and provides various resources for afterschool and summer programming in Oregon, including their [Summer Activity Guides](#).

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- [Self Enhancement, Inc \(SEI\)](#): SEI is one of Portland's largest multi-service organizations, offering a wide array of education, social service resources, and [summer programming](#) primarily focused on youth and families of the Black/African American community
- [Eugene Springfield NAACP](#): This branch of the national civil rights advocacy group collaborates with local partners to offer tutoring and educational support programs. There are also branches in [Corvallis](#), [Portland](#), and [Salem-Keizer](#).
- [Latino Network](#): A community organization supporting initiatives aimed at educating and empowering the Latino community, including early childhood, school-based programs, and educational access.
- [The Oregon Indian Education Association \(OIEA\)](#): OIEA represents American Indians, Alaska Natives, and collaborates with Native Hawaiians in schools, tribes, and communities to work with school districts, universities, and state officials to endorse an Indigenous knowledge base that enhances the higher learning of Native students.
- [Regional STEM Hubs in Oregon](#): Oregon's 13 STEM Hubs build connections and bring together K-12 educators and partners across the state to promote in-school and out-of-school STEM experiences.
- [SPARK! Building Community Systems for Summer Learning](#) *by the National Summer Learning Association*: This issue of SPARK! focuses on building community systems for summer learning through six key elements: a shared vision, engaged leadership, continuous quality improvement, data management, and marketing and communications.
- [Expanded Learning Partnerships: A Foundation for Rebuilding the Whole Child](#) *by Policy Analysis for California Education and American Institutes for Research*: This brief provides key principles for school and expanded learning partnerships that policymakers and practitioners should consider as they move from reopening to rebuilding.
- [A New Kind of Summer School](#) *by Oak Park Public Library*. This resource was highlighted in the US Department of Education as an example of leveraging community partnerships to reimagine what summer school can be.

Supporting Mental Health in Summer Programming

- [Back-to-School Resources for Families and Educators](#) *by Child Mind Institute*. Practical tools and advice to support families and school staff during educational transitions.
- [C-TLC Back to School After COVID-19: Supporting Student and Staff Mental Health Toolkit](#): Trauma-informed, equitable, compassionate resources to guide conversations that support the mental health of all members of the school community.
- [Community Roadmap to Bring Healing-Centered Schools to the Bronx](#) *by The Healing-Centered Schools Working Group*. Mental Health promotion and support resources created by a coalition of parents, students, advocates, educators, and mental health providers.
- [Trauma-Informed Approach to Teaching Through Coronavirus](#) *by Learning for Justice*. Recommendations from the National Child Traumatic Stress Network on supporting students and staff.

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- [Culturally Responsive Education, CRE HUB](#) Provides the history, tools, and resources to contextualize and build culturally responsive education.
- [UPLIFT by Youth Era](#). Five day virtual event for teens to explore their health and well-being and learn how to provide peer support. [Youthera.org](#) also provides virtual drop-in centers and support, crisis support services, peer support, training, and technical assistance.
- [National Hispanic/Latinx Mental Health Technology Transfer Center](#): Video resources in English and Spanish dealing with a wide range of mental health support topics including culturally responsive programming, crisis supports for Latinx youth, advancing the well-being of Latinx families, and addressing racism.
- [Teaching Kids How to Be Successful Learners by the Summer Matters Campaign](#): This report describes some of the ways these programs are intentionally structured to support students' social and emotional development.

Recruitment and Sustained Participation in Summer Programs

- [Summer Learning Recruitment Guide by The Wallace Foundation](#): This report reviews key lessons learned from recruitment and retention by summer programs included in the National Summer Learning Project.
- [What Keeps Kids Engaged in Summer Learning by the National Summer Learning Association](#): This research documents key program strategies that led to higher levels of youth engagement.

Academic K-8 Summer Programs

- [The Effects of Summer Reading on Low-Income Children's Literacy Achievement from Kindergarten to Grade 8: A Meta- Analysis of Classroom and Home Interventions by James Kim and David Quinn](#): This meta-analysis synthesizes 41 classroom- and home-based summer reading interventions and indicates that low-income children benefit significantly from summer reading interventions.
- [Engineering Strong Summer STEM by the Summer Matters Campaign](#): The Summer STEM brief collects the data from this groundbreaking three-year, multi-district pilot program and offers best practices, lessons learned, and resources to help districts implement STEM learning in their summer programs.
- [Summer Library Learning Program by Oregon State Library](#). Babies, children, and teens who participate in summer library programs [benefit from opportunities supporting literacy development](#). Every summer, Oregon libraries work to provide literacy support through the [Collaborative Summer Library Program](#) (CSLP), funded by federal funds through the Library Services and Technology Act.

Summer Bridge Programs

- [Supporting Successful High School Transitions by Hanover Research](#): This brief provides key strategies for supporting youth during critical transitions before,

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during, and after high school. Of interest to summer program leaders is a focus on key strategies for summer bridge programs.

- [**Ninth Grade Counts: Using Summer Bridge Programs to Strengthen the High School Transition**](#) *by Great Schools Partnership*: This is an extensive three-part guide directly tailored toward districts and schools interested in developing or implementing a bridge program for incoming ninth graders.
- [**Konaway Nika Tillcum**](#): Konaway Nika Tillcum which means "All My Relations" in Chinook Trade Jargon, is an eight-day academic program exploring a broad range of classes, lectures, cultural experiences, and recreational activities for Native American students.
- [**Connecting Older Youth to Success through Afterschool**](#) *by After School Matters*: This short article reviews keys strategies employed to engage older youth in programming, including active learning, community involvement, linking school day and use of school personnel, and youth input.

Resources to Support Emergent Bilinguals

- [**Educating English Learners During the COVID-19 Pandemic: Policy Ideas for States and School Districts**](#) *by Migration Policy Institute*: This article provides key recommendations for states, districts, and schools to support EL and immigrant students during this period of intense uncertainty.
- [**Eight Lessons About Language Learning**](#) *by Educational Leadership*. Asset-based tips and insights that are essential for supporting and honoring our brilliant emergent bilingual children.
- [**9 Ways to Support ELs in 2021: Privileging Teachers' Voices**](#) *by Marisa Ferraro*. This article shares the journey of how one of the U.S. Northeast's largest school districts implemented a comprehensive professional development initiative to support emerging bilingual learners.
- [**Resources for Supporting Newcomer Emergent Bilinguals**](#) *by CUNY-NYSIEB*. This website offers important resources, ideas, and best practices for supporting emergent bilinguals newly arriving in the United States.
- [**West Ed English Learners blog**](#) research and evaluation studies around supporting emergent bilingual students.

Resources to Support Migrant Students

- [**Education and Humanistic Issues Faced by Migrant Education Programs During Times of Pandemic and Natural Disasters**](#) *by IMEC*. This resource provides helpful information and resources to inform districts and educators supporting migrant students.
- [**Resources for Supporting Newcomer Emergent Bilinguals**](#) *by CUNY-NYSIEB*. This website offers important resources, ideas, and best practices for supporting emergent bilinguals newly arriving in the United States.
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Resources to Support Students Experiencing Disability

- [**Making Determinations Related to Extended School Year \(ESY\) Services**](#) *by the Oregon Department of Education*. This resource is designed to provide support for IEP teams as they make required determinations related to ESY for students experiencing disability.
- [**10 Resolutions for Special Education in 2021**](#) *by Getting Smart*. This article highlights 10 resolutions to rethink and reimagine teaching and learning for all students, especially those who experience disabilities.
- [**Getting to Work on Summer Learning**](#) *by The Wallace Foundation*: Topics are broad and include a highlight on supporting students who experience disability (p. 21).
- [**5 Best Practices for Connecting STEAM with Special Ed**](#) *by The Institute for Arts Integration and STEAM*. This resource outlines creative and effective ways to infuse opportunities for STEAM for students who experience disability.
- [**Exploring Equity: Dis/ability. Designing Schools and Classrooms to Benefit All Learners**](#) *by Harvard GSE*. This article explores the importance of equitable and inclusive learning environments that are intentionally designed.
- [**COVID-19 Guidance for IDEA Programs: A Self-Assessment Checklist for Local Education Agencies \(LEAs\)**](#) *by the National Center for Systemic Improvement*. This checklist is recommended for use by school districts to self-assess existing local policies and guidance provided to staff regarding federal requirements for special education programming during the COVID-19 pandemic.
- [**High Leverage Practices for Students with Disabilities Resource Library**](#) *by the Council for Exceptional Children (CEC) and the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR)*. This library contains resources to support implementation of the High Leverage Practices, which are intended to address the most critical practices that every K–12 special education teacher should master and be able to demonstrate (see [HLP #11: Goal Setting](#)).