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# Summer Learning Best Practice Guide

Supporting Mental Health, Addressing  
Unfinished Learning and Providing  
Enrichment Opportunities



OREGON  
DEPARTMENT OF  
EDUCATION

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## A Vision for Summer Learning 2021

This summer our schools’ highest priority for students must be promoting and supporting their mental health and well-being and providing learning opportunities grounded in student interests that can ignite and renew engagement, foster learning, and nourish in-person connections. Summer programs provide a unique opportunity to deepen learning and restore social connections that promote growth, resiliency and success for every student. This approach marks a significantly different mindset from a paradigm where “summer school” is seen as remedial and punitive. The *Summer Learning Best Practice Guide* is designed to help districts as they develop a variety of summer programming; its aim is to offer ideas and resources to help meet the urgency of this moment.

### Prioritize In Person Programming

All planning discussions should begin with prioritizing in person programming. Though this requires the most heavy lifting to prepare for and operationalize up front, in person programs are strongly encouraged and more impactful for student learning and development. Fundamental to any level of in person programming will be prioritizing safety guidelines and building deep trust among families, staff, and students.

This guide draws upon research and best practices for how to design and implement summer learning programs. Summer learning programming envisions a range of offerings including tutoring programs, peer-to-peer support, learning and enrichment camps, bridge and transition programs, college courses, community service and apprenticeships, credit recovery opportunities, work-based learning, and more traditional summer school. In addition, this guide recognizes the heightened need for summer learning programs to provide a strong foundation of care, connection, and healing for students and their families as our communities continue to grapple with the ongoing impacts of the COVID-19 pandemic and racial injustice. With resources and creativity, we can support Oregon’s students in the summer months with a focus on fostering health and wellness, cultivating relationships, enhancing resilience, acceleration, and renewal.

### Commitment to Equity

There is broad consensus and evidence that the COVID-19 crisis and school closures have illuminated and exacerbated the structural economic and racial inequities in the education system. **Summer planning and implementation should prioritize in-person programming, focus on the students most underserved by the system, and proactively seek input from families and students in their language of choice about their wants and needs.** Summer learning experiences have the potential to respond to the disproportionate impact of COVID-19 and COVID-19 response efforts on historically underserved communities and those for whom existing systems most marginalize.

## Guiding Principles

ODE remains committed to the guiding principles introduced in spring 2020 to generate collective action and leadership for continued efforts in response to COVID-19 across Oregon. These guiding principles are updated to reflect summer learning 2021:

- **Ensure safety and wellness.** Providing students and families with access to critical services, such as nutrition, healthcare, including preventative health screenings, and mental health support, is essential during the summer of 2021. Fundamental to any level of in-person programming will be prioritizing Ready Schools, Safe Learners (RSSL) safety guidelines and building deep trust among families, staff, and students.
- **Center health and well-being.** Intentionally acknowledge the health and mental health impacts of this past year. Commit to creating a breadth of summer learning opportunities that foster creative expression, make space for reflection and connection, and center on the needs of the whole child rather than solely emphasizing academic achievement.
- **Cultivate connection and relationship.** Summer learning programs are key opportunities for students, families and educators to reconnect with one another after a year of separation. Quality summer learning experiences require deep interpersonal relationships and an identity-affirming learning environment where students feel seen and valued.
- **Prioritize equity.** Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, Latino/a/x, and Pacific Islander communities; students experiencing disabilities; students identifying as LGBTQ2SIA+ and students and families navigating poverty. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing summer learning experiences that are identity-affirming and support every child.
- **Innovate.** Summer is an opportunity to think outside the box to improve teaching and learning year-round by iterating on recent instructional innovations from the past year, testing new instructional strategies, rethinking learning environments, and investing in creative approaches to address [unfinished learning](#).

*Summer learning is not summer school. In fact, the most successful summer experiences often feel as different from formal schooling as possible. They provide the freedom for students to explore new ideas, new interests and new activities in ways that can be difficult to do during the constraints of regular schooling.*

Matthew Boulay, PhD  
NSLA Founder

ODE recognizes that student learning may be unfinished due to the disrupted school year, and as such, schools should frame summer learning programs as significant opportunities to foster health and well-being, and accelerate learning. Summer learning can provide an opportunity to shift from [recovery to renewal](#) for every student.

Quality summer programming requires advanced planning that typically starts the prior school year in September. This year has been a continued marathon, and it is likely that energy reserves are low and the opportunity to plan for summer learning is affected by other

competing priorities as students return to in-person learning. For some districts, it may be best to start small – number of kids, days, sites – and increase over time. The strategies and possibilities in this best practice guide are intended to pollinate what is possible and to help districts build toward a comprehensive summer programming model that extends beyond summer 2021.

## Maintaining RSSL Requirements for Summer Programming

All in-person summer learning programming sponsored by a school district must adhere to the requirements of [Ready Schools, Safe Learners](#), Section 1. Public Health Protocols, Section 2. Facilities and School Operations, and Section 3. Response to Outbreak.









**\*Note:** Specific state grants and funding sources may have additional health and safety requirements. Some aspects of RSSL Section 0 are likely to be included in some ODE summer grant agreements. Districts and schools should carefully review specific funding requirements when planning for summer programs to ensure compliance.

## Strategies for Summer Learning

Similar to high-quality after-school programs, summer programs can increase learning, provide opportunities for enrichment, creativity, social connection, and support mental health and wellness. Attendance at a summer program alone, however, doesn't guarantee these benefits for youth: quality matters. Below are six key strategies from research on designing and implementing high-quality summer programs that can serve as a north star for summer programming in 2021 and beyond.

The design and implementation challenges inherent in the current pandemic context are unlike any typical year. Each of these key strategies, therefore, is intended to reflect aspirational elements. These strategies apply for all summer programming and are also intended to mitigate real barriers and constraints (such as hiring staff and recruiting students) that are realities for summer 2021.

## Six Key Strategies for Summer Learning

 <p>Elevate Relationships and Enrichment</p>	 <p>Deepen Community Partnerships</p>
 <p>Integrate Well Rounded Learning and Work That Matters</p>	 <p>Ensure Mental Health and Well being</p>
 <p>Engage Students and Families</p>	 <p>Hire Effective Educators and Invest in Professional Learning</p>



### *Elevate Relationships and Enrichment*

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

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



### *Deepen Community Partnerships*

Creating a community system for summer learning and growth opens the door to collaboration, reduces duplication of efforts, and results in stronger shared investment and support for

student learning and well-being. Collaboration within a system of care that includes tribal governments, community-based organizations, libraries, parks and recreation centers, culturally-specific organizations, early learning hubs, STEM hubs, housing agencies, area chambers of commerce, business and industry, public agencies that provide summer activities, and higher education serves to broaden student participation, deepen culturally responsive learning experiences, and achieve stronger learning outcomes. [A community approach](#) starts with:

- ✓ Thinking broadly about building a system of care that includes community partners is important. Connect with previous partnerships as well as build new partnerships to reach all families. Community partners may already have relationships with families, a history of working across initiatives, or have culturally specific strategies to encourage authentic engagement within the community.
- ✓ Building relationships and coordinating resource investments across organizations, agencies, and initiatives that already have relationships with children beyond the school day and year (e.g., libraries, community based organizations, etc.).
- ✓ Involve families from the outset. System coordination of family engagement will result in better strategies for marketing, enrollment, retention and will reduce overall barriers to participation. Due to the isolating nature of the pandemic, creative and flexible outreach strategies should be explored.



### *Integrate Well-Rounded Learning & Work That Matters*

Deepen learning by integrating cross-curricular learning activities or projects in the following areas: the Arts, Career Technical Education (CTE); Science, Technology, Engineering, and Mathematics (STEM); Physical Activity; and Enrichment. Well-rounded summer learning shifts the focus from narrow remediation and test preparation to an integrated project-based approach to deepen learning, reflection, and spark joy. Equally important is to ground learning in students' identity to deepen engagement and make meaning from their experience (see example from [Salem Keizer Indian Education](#)).

Well-Rounded summer learning is:

- ✓ **Individualized:** Assesses children's assets and needs early in the program and develops personalized strategies for meeting individual and program goals and building student agency.
- ✓ **Intentional:** Activity planning and execution reflects intentional focus on meeting learning goals and use of research-based instructional methods. Providing hands-on, experiential, project-based, social justice-themed, and culturally relevant curriculum that will foster student growth is critical.
- ✓ **Integrated:** Programming builds skills, knowledge, and behaviors that promote academic success and healthy development. Learning targets are integrated into thematic, meaningful units of study and weave across content.





## *Ensure Mental Health and Well-being*

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

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

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



## *Engage Students and Families*

Attending school on-site is no longer a familiar routine, so engaging students and families throughout the summer will be key to maintaining attendance. Districts, schools, and their community partners need to proactively engage both families and students, in their language of choice, about what they need and want their summer programs to look like. As schools and districts strive to find creative and effective ways to involve students over the summer, collaboration between schools, students, and families should be a fundamental focus. Engagement strategies include:

- ✓ Where appropriate, partnering with the local system of care, tribal governments and community organizations that already have strong relationships with the students and families in the community.
- ✓ Providing virtual family orientations at multiple times to meet needs of working families; use this time to co-create expectations for summer programming and to build relationships.
- ✓ Surveying students and families after week two of programming to understand the student and family experience; analyzing results; and sharing results and future action plans.
- ✓ Personalizing recruitment of students and their families. This includes providing surveys/interviews, information, events and outreach in the student’s home language.
- ✓ Communicating with parents about health and safety in multiple languages; pictures and videos are particularly useful.
- ✓ Creating inclusive community space in the school for families and students to access technology, laundry facilities, library services, parent education, and childcare.



### *Hire Effective Educators and Invest in Professional Learning*

It has been an exhausting year for educators; staffing plans will likely need to look beyond school personnel to think creatively about partners to bring to the table: paraprofessionals, high school students on the pre-educator pathway, students in teacher preparation programs, community-based organizations, tribal education programs, mental health professionals, college faculty, and members of business, industry and trades unions. These individuals can teach enrichment activities, provide career-connected learning, explore content from a different perspective, or supervise child play. Licensed teachers can be leveraged to align programs, implement formative assessment practices, and ensure inclusive instruction that honors student identity and agency.

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

When hiring and planning for summer programs:

- ✓ Intentionally recruit teachers who are [culturally competent](#) and mirror the identities of students in their care.
- ✓ Engage teacher leaders, mentor teachers, staff, related service providers, nurses, counselors, content leaders, pre-service teachers, paraprofessionals, high school students (especially those in education CTE programs and CTE student leadership organizations (CTSO) engagement/activities), and community partners in the planning and implementation of summer learning and needed professional learning [see [Getting to Work on Summer Learning](#) (RAND, 2021), for specific strategies].

- ✓ Provide opportunities for staff planning and professional learning. Ensure educators and grade-level teams have time to learn [new instructional strategies for acceleration](#) and to coordinate to ensure that students learn without relying on remediation or pull-out instructional practices. [A High-Impact Training Ground for Teachers](#) by the Summer Matters Campaign looks at how education leaders in pilot communities in California used summer programs to provide powerful professional learning opportunities to support Common Core implementation and social-emotional learning goals.

## Essential Summer Programming

The most important priority for summer programming is to include opportunities for all students to participate, with a guaranteed focus on students who have had the least access to learning services and in-person teaching. Prioritizing students who qualify as emergent bilingual, migrant, experiencing disability, students experiencing houselessness, students experiencing poverty and/or students who need to earn high school credit ensures maximum access for students, addresses their strengths and needs, and builds toward a strong start to the coming year.

### Programming for Students Supported by Migrant Education

Successful summer programming for students who are multilingual assumes an asset-based approach and honors their primary languages, background knowledge, culture and lived experiences. For multilingual students, especially those who are beginning to learn English, it is crucial that they have continued access to materials in their home language(s) to continue their literacy and language development over the summer.

Migrant Education is designed to support high-quality and comprehensive educational programs for migrant children in order to reduce the educational disruption that may result from repeated moves. Migrant children ages 3-21 (or until graduation, whichever comes first) are supported through the federal Title I, Part C Migrant Education Program (MEP) in Oregon (see [Funding Sources from the Every Student Succeeds Act \(ESSA\)](#)). Many of the strategies outlined in this document have proven to be successful in providing appropriate support for students and families who are mobile, including making sure that all students feel a sense of belonging and value, as full members of the school community. Equally important is for students to have access to equitable and high-quality, meaningful instruction that is culturally responsive, and student- and family-centered.

Academic and supplemental services may include:

- Supporting graduation through career/technical education, work-based learning, CTE student leadership organizations (CTSO) engagement/activities and postsecondary preparation.
- Providing counseling and other strengths-based, trauma-informed, equity-centered mental health services and supports.

- Providing transportation to and from summer program sites and community-based organizational programs.
- Providing educational supplies such as technology devices or investing in WiFi and broadband.
- Helping to ensure access to community-based health, mental health and social services.
- Providing access to music, art, writing, nature, and other physical and creative programs.
- Providing supplemental nutritional support beyond state/federal food programs.
- Integrating opportunities for parent education and early childhood supports.

### **Programming for Students Who are Emergent Bilinguals**

Schools must ensure that students who are emergent bilinguals have equitable access to summer learning as part of the school’s educational program. To support students who are emergent bilinguals, districts and schools should provide multilingual support and ensure that rich curricular content is available in multiple languages (in-person or through devices). Additionally, hiring language specialists to provide co-teaching and push-in language supports increases access for emergent bilinguals and strengthens the instructional experience for all students.

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

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

### **Programming for Students Experiencing Disability**

To honor unique circumstances of each student experiencing disability, districts must provide access to all resources and programs available to support all students—including summer learning programs. Educational settings must use student performance and teacher-generated data (e.g., observations, present level descriptions) to identify additional academic, emotional, and/or social support that students may need within these programs.

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

When the IEP team suspects that an individual student’s recovery cannot be supported

through general education supports alone, or when the student is not making expected progress, the IEP team should: (a) review data about the student's progress; (b) make appropriate decisions about the services and supports the child needs to restore their educational pathway and enable the provision of FAPE; and, (c) update the IEP if necessary.

## Programming for Students Earning High School Credit

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

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

## Summer Programming Possibilities

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

### High-Dosage Tutoring Programs

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

dosage tutoring persist over time and increases achievement in other courses.

Characteristics of high-dosage tutoring programs currently include: substantial time each week of required tutoring, sustained and strong relationships between students and their tutors, close monitoring of student knowledge and skills, alignment with school curriculum, and oversight of tutors to assure quality interactions.

When [scheduling tutoring](#) within summer programming, schools should do so in a balanced way that ensures that students still receive access to other opportunities for enrichment. Key resources for planning are listed below:

- [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.

## Academic K-8 Programming

Academic K-8 summer school can vary greatly in design and scope; there is not a one-size-fits-all approach. Academic K-8 summer school models consider the strengths and needs of students, eliminate barriers for students to access summer learning, and address social and emotional well-being. When available, and to the extent possible, academic K-8 summer programs incorporate transportation, child nutrition services, medical services through school-based health clinics, and, where required, direct student services.

Many of the design principles of providing a well-rounded, nurturing, and instructionally meaningful school experience also apply to summer programs. [Research](#) from the Wallace Foundation supports K-8 summer programming to include at least five weeks of inclusive academics, career awareness and exploration opportunities, enrichment activities, physical education, healthy meals, and other opportunities to foster joy and engagement. Programs can have a summer or weekly theme to encourage creativity in activities and foster a camp-like environment. Ensuring strong student attendance and productive use of instructional time and high-quality materials is also critical.

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

- Offer voluntary, no-cost summer programs over multiple summers with free transportation and meals.

- Design a multi-year approach to summer programming that extends over multiple summers and is intentionally aligned and embedded in school year planning. Families and students contribute to future year planning ideas and look forward to a valuable summer experience that becomes a cherished community tradition.
- Provide at least five to six weeks of academic and enrichment programming with a minimum of three hours of daily high-quality academic instruction ([sample K-8 schedules](#)).
- Embed [high-dosage tutoring](#) and small group instruction in reading and mathematics.
- Design for inclusion, co-teaching and push-in programming with embedded supports for students experiencing disabilities, emergent bilingual students, and any other students as needed.
- Design relational and collaborative attendance systems to ensure strong attendance, small class sizes, and curricula aligned with the school year.
- Encourage peer interaction (building community, cooperative learning, homework help).
- Design supportive and engaging learning environments (culturally responsive practice, active learning, worthwhile tasks, embedded social-emotional supports).

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

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

- [Creative opportunities](#) for self-expression and connection such as music, visual arts, movement/dance, writing/journaling, mindfulness practices, nature programs, and project-based learning.
- Peer-to-peer support groups and/or mentoring, service-based learning, youth leadership positions and other [peer-led linguistically and culturally responsive programming](#).
- [Resources](#) to support student and family mental health and well-being.
- A focus on providing a trauma-informed, social-emotional, culturally responsive, and [strengths-based teaching and learning](#) approach.
- Creating a clear plan and protocol for [recognizing and responding to the signs and symptoms of traumatic stress](#); utilizing a [tiered approach](#) for addressing student mental health and well-being, while providing increasing levels of support and services to students expressing behavioral and emotional difficulties.
- Utilizing a multidisciplinary team, internal and external of the district, to provide wraparound support, culturally responsive services, community connections and agency referrals for students and their families.

## Summer Bridge Programs

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

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

These programs may focus on skill development as well as study habits and career exploration; however, in the current context, they are primarily targeted to students who need additional academic or career and college readiness support to be prepared for the following school year due to [unfinished learning](#) or limited activities that may have occurred during educational disruptions due to COVID-19. Use of summer bridge programs should be considered broadly given extended school closures, regardless of grade level. Three key resources for planning:

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



## Summer Youth Employment Programs

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

## College-based Programs

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

## Outdoor Learning

An integral part of all summer programs is increased time, activities, and field trips in outdoor spaces. Due to physical distancing, outdoor learning will help support safety and reduce burdens of indoor space and capacity. Apply learning in natural environments that allows for place-based learning, STEM exploration, and outdoor play (e.g. [Learning In Places](#)). To support districts in incorporating outdoor learning as part of their summer learning programs, ODE has developed two supplemental documents: [Supplemental Guidance for Learning Outside](#) provides ideas on how to use outside spaces as a strategic, equitable, and innovative approach to ensuring more children have access to high-quality in-person instruction; and [Supplemental Guidance for Outdoor School Programs](#) outlines the key elements and considerations for Outdoor School providers and participating schools and districts.

## Student Leadership and Mentorship

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

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

## State and Federal Funding Streams

With access to additional funding targeted at summer programming, districts have new and flexible funding solutions to respond to [unfinished learning](#) and social-emotional impacts of the pandemic by providing summer and expanded learning programs, in 2021 and beyond. This section outlines the sources of state and federal funding and how to creatively maximize opportunities for students over the summer.

### State and Federal Funding Streams

- **State**
  - SSA Summer Program Grants
  - Summer Learning Program Account Funds for Summer Learning Activities
- **Federal**
  - Supplement Not Supplant (SNS) Considerations
  - Elementary and Secondary School Emergency Relief Funds (ESSER) Program for Summer Learning Activities
  - IDEA Funds for Summer Learning Activities
  - Perkins V Funds

## State Funding Streams for Summer Learning Activities

### *SSA Summer Program Grants*

The Student Success Act established [Summer Program grant funding](#) for schools that are considered high poverty under Title I-A of the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act; have significant achievement gaps; and have been determined by ODE to require additional supports and interventions based on school performance. Schools [identified](#) by ODE as part of the current cohort of SSA Summer Program grant recipients must meet the requirements detailed in their grant agreements.

For information about the SSA Summer programs contact [Raquel Gwynn](#), Education Specialist.

### *Summer Learning Program Account Funds for Summer Learning Activities*

[House Bill 5042 Enrolled](#), enacted during Oregon's 2021 Legislative Session and anticipated to be signed into law by the Governor, appropriated \$195.6 million for the Summer Learning Program Account to fund the following grant programs:

- [Summer Academic Support Grants \(High School\)](#) provide funding to support summer programs for high school students to acquire academic credits needed to stay on track for graduation.
- [Student Enrichment and Academic Support Grants \(K-8\)](#) provide funding to offer services for K-8 students for enrichment activities, academic learning and readiness supports, and/or social emotional and mental health services.
- [School Child Care Grants \(K-5\)](#) provide a supplemental grant opportunity to recipients that wish to provide wraparound child care services for K-5 students that participate in summer academic and enrichment programs supported through the Summer Enrichment/Academic Program Grants.

In addition to funding provided through the Summer Learning Program Account, House Bill 5042 directly appropriated an additional \$53.2 million of resources for early learning and enrichment programs. [Early Learning Programs](#) includes \$12.0 million of summer program investments for the following:

- Expansion of the Preschool Promise program, Oregon Prekindergarten program, and the Early Childhood Equity Fund.
- Expansion of the Kindergarten Readiness Partnership and Innovation Program allowing Early Learning Hubs to expand kindergarten transition programming during the summer.

The balance of resources, \$41.2 million, provides for a grant directly to the Oregon Community Foundation to make Summer Activity Grants to public and non-profit community organizations and Tribes to support summer enrichment programs for students in kindergarten to grade 12 and to provide parent-child summer programming for children up to age five.

## Federal Funding Streams for Summer Learning Activities

Districts can use federal Title funds from the Every Student Succeeds Act (ESSA), the Individuals with Disabilities Education Act (IDEA), and the Carl D. Perkins Career and Technical Education Act (Perkins) to support summer programming. Additionally, the United States Department of Education granted Oregon a Tydings waiver, which waives the 15 percent carryover limit for Title I-A funds and extends to spend FY2018 funds to September 30, 2021. Oregon also received a waiver from the Title IV-A spending caps which allows districts to purchase technology or use their funds for enrichment and mental health activities. As a result, districts have an unprecedented opportunity to leverage funding from multiple federal sources to support summer learning activities for students.

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

### Guiding Questions for Strategic Use of Federal Program Funds

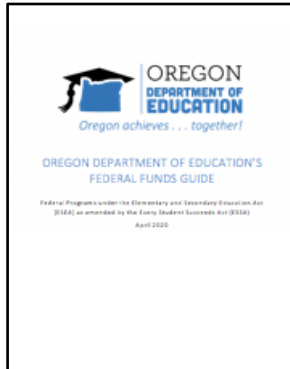
1. How are federal funds invested to support the strengths and needs of students who are historically underserved by the system?
2. Are the use of funds in alignment with district goals and activities to enhance student learning and well being?
3. In what creative ways are federal funds allowing for additional access and opportunity for students? Federal funds can be used to pay for transportation to and from learning centers including schools, CBO sites, and others.
4. How are new flexibilities (i.e., the Tydings waiver) maximizing new opportunities to provide services that previously may not have been available to students?
5. How can federal funds be braided with both other federal and state funding to bolster summer learning opportunities, targeting students who may benefit most from additional learning and social connection?

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

1. A full description of each ESSA federal program and the allowable uses of funds can be found in the [Oregon Federal Funds Guide](#).
2. [Federal Funding Crosswalk](#) as a resource to help districts identify available sources of federal funding and how they can be braided and blended to support various recommended strategies for summer programming.

- ODE's [Funding Sources from the Every Students Succeeds Act \(ESSA\)](#) is a resource to support districts in planning processes, to the extent that districts choose to redirect current title investments.

1: Oregon Federal Funds Guide



2: Federal Funding Crosswalk

Recommended Strategy for Summer Programming	ESSA	ESSER I	ESSER II	ESSER III	ESSY	ESSY	ESSY	ESSY	ESSY	ESSY	ESSY
Lead or co-lead activities across sites with existing and emerging students, and additional learning and enrichment.	X	X	X	X	X	X	X	X	X	X	X
Design programming to address needs, opportunities, and capacities including social learning, professional development, and enrichment of students and parents/guardians of all students in Oregon.	X	X	X	X	X	X	X	X	X	X	X
Focus on student health and wellness by offering school meal services, dental services, school psychologists, professional in-home care services, mental health care services, and/or community services interventions.	X	X	X	X	X	X	X	X	X	X	X
Design summer activities and activities to engage students physically and/or intellectually.	X	X	X	X	X	X	X	X	X	X	X
Provide high-dose learning for individual students and small groups of students who would receive the most benefit from learning and enrichment.	X	X	X	X	X	X	X	X	X	X	X
Support student readiness between school grades K-12, K-16 by designing bridge or boot programs around reading, math, science, computer science and/or students' interests.	X	X	X	X	X	X	X	X	X	X	X
Develop and implement a plan for summer learning and enrichment.	X	X	X	X	X	X	X	X	X	X	X
Provide additional opportunities for students to explore hands-on learning and real-world problem solving through CTE and other.	X	X	X	X	X	X	X	X	X	X	X
Develop and implement individual and small professional learning opportunities for teachers.	X	X	X	X	X	X	X	X	X	X	X
Reduce barriers and increase community by providing transportation, including on-site childcare and career information, providing breakfast and lunch, and offering community partnership options that offer resources to support students and families, including but not limited to technology, mental health and other services.	X	X	X	X	X	X	X	X	X	X	X

3: Funding Sources from ESSA

ESSA Title	Program	ESSA Title	Program
ESSA 107	Prevention and Early Intervention Programs	ESSA 107	Prevention and Early Intervention Programs
ESSA 108	Targeted Support and Improvement (TSI) Under ESSA, which identifies Targeted Support and Improvement (TSI) schools and programs and requires TSI schools to develop and implement a plan to improve student achievement.	ESSA 108	Targeted Support and Improvement (TSI) Under ESSA, which identifies Targeted Support and Improvement (TSI) schools and programs and requires TSI schools to develop and implement a plan to improve student achievement.
ESSA 109	Prevention and Early Intervention Programs	ESSA 109	Prevention and Early Intervention Programs
ESSA 110	Prevention and Early Intervention Programs	ESSA 110	Prevention and Early Intervention Programs
ESSA 111	Prevention and Early Intervention Programs	ESSA 111	Prevention and Early Intervention Programs
ESSA 112	Prevention and Early Intervention Programs	ESSA 112	Prevention and Early Intervention Programs
ESSA 113	Prevention and Early Intervention Programs	ESSA 113	Prevention and Early Intervention Programs
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ESSA 200	Prevention and Early Intervention Programs	ESSA 200	Prevention and Early Intervention Programs

**Supplement Not Supplant (SNS) Considerations**

While funds allocated through the ESSA Title Programs are governed by a supplement not supplant provision, it should not prohibit districts from administering the activities that enhance student learning and are aligned to district goals. Districts must show that federal funds did not replace state and local funding when administering a summer program. It is also important to note that ESSER I, II, and III funds are not subjected to the SNS rules and considerations, as a result, districts have flexibility to allocate those funds in a manner consistent with district priorities and students academic and social strengths and needs. District will want to note and care for SNS provisions that still apply to state or other federal funds.

**Elementary and Secondary School Emergency Relief Funds (ESSER) Program for Summer Learning Activities**

Districts will receive funding through the [ESSER program](#) which was authorized in the CARES Act (ESSER I), and supplemented through the CRRSA Act (ESSER II) and the ARP Act (ESSER III). All three allocations of ESSER require that at least 90% of the total funding awarded to the state be allocated and distributed to school districts in the same manner as Title IA Funds. ESSER eligible uses enable school districts to use these allocations to address summer learning, with ESSER III requiring at least 20% of funds be spent on unfinished learning activities. Districts have until September 2024 to obligate ARP Act funds, which means that districts may plan to use these funds to support summer programming in the 2020-21, 2021-22, 2022-23, and 2023-24 school years. In addition, ESSER III requires an additional 5% of the total resources be distributed by the Oregon Department of Education through either contracts or grants to support unfinished learning activities. The allocation of these resources will be determined in the next few months upon submission of applications to the U.S. Department of Education.

### ***IDEA Funds for Summer Learning Activities***

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

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

To support districts in making local programming decisions that are consistent with spending requirements for allowable costs, districts should consider the following questions:

#### **Guiding Questions for the use of IDEA Funds**

- 1. Is the cost reasonable and necessary for the program?**
- 2. Do sound business practices support the expenditure?**
- 3. Does the expense support the purpose of the grant?**
- 4. Is the expense in compliance with laws, regulations and grant terms?**
- 5. Is the price comparable to that of similar goods or services in the geographic area?**
- 6. Is the purchase for the excess cost of educating students with disabilities?**

For a particular cost to be allowed, it must be an excess cost of providing special education and related services for IDEA Part B or Preschool federal funds.

### ***Perkins V Funds***

Perkins federal grants provide specific support for state approved secondary and post-secondary CTE Programs of Study. The Perkins V (Perkins) law and the Oregon CTE State Plan provides parameters and guidance for the CTE Regional Coordinators / Perkins Grant Managers to follow. Elements of supplanting are adhered to in spite of other flexibilities associated with COVID waiver provisions. Investments need to be tied to the Local Needs Assessment and strategic goals of the grant. It is likely that districts have already budgeted Perkins funding; however, if districts are interested in exploring how to apply Perkins to summer programming, please reach out to the CTE Regional Coordinator /Perkins Grant Managers. Some potential allowable expenses could be: teacher supervision of student work-based learning experiences; open lab, maker space, CTE student leadership organizations (CTSO) engagement/activities or

student enrichment; development of programming to ensure CTE programs are more inclusive, culturally sustaining, and accessible to emerging bilingual students, students experiencing disabilities, migrant students, Indigenous youth, and students of color.

### Guiding Questions for the use of Perkins Funds

1. Did you consult with the CTE Regional Coordinator?
2. Does the use of funds align with the needs identified through the needs assessment process and the strategic goals of the grant?
3. How are federal funds invested to support accessibility and inclusion of Perkins special populations?
4. Is the cost reasonable and necessary for the program?
5. Do sound business practices support the expenditure?

For questions regarding federal Title funds, contact [Liz Ross](#), Director of Federal Systems. For questions related to IDEA funding, please email [ODE.IDEAFinance@ode.state.or.us](mailto:ODE.IDEAFinance@ode.state.or.us). For questions related to Perkins funding, please email [Reynold Gardner](#).

## Beyond Summer Learning: What's Next?

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

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

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

## Resources

### [Full Resources 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, 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](#).
- [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.
- [\*\*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, 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 key 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.
- [Educating English Learners During the COVID-19 Pandemic: Policy Ideas for States and](#)

**School Districts by Migration Policy Institute:** This article provides key recommendations for states, districts, and schools to support EL and immigrant students during this period of intense uncertainty.

### Resources to Support Students Experiencing Disability

- **Making Determinations Related to Extended School Year (ESY) Services by the Oregon Department of Education.** This resource is designed to provide support for IEP teams as they make required determinations related to ESY for students experiencing disability.
- **10 Resolutions for Special Education in 2021 by Getting Smart.** This article highlights 10 resolutions to rethink and reimagine teaching and learning for all students, especially those who experience disabilities.
- **Getting to Work on Summer Learning by The Wallace Foundation:** Topics are broad and include a highlight on supporting students who experience disability (p. 21).
- **5 Best Practices for Connecting STEAM with Special Ed by The Institute for Arts Integration and STEAM.** This resource outlines creative and effective ways to infuse opportunities for STEAM for students who experience disability.
- **Exploring Equity: Dis/ability. Designing Schools and Classrooms to Benefit All Learners by Harvard GSE.** This article explores the importance of equitable and inclusive learning environments that are intentionally designed.
- **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](#)).

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