



## Summer Learning & Enrichment Programs Update

**Senate Committee on Education**

May 19, 2021

# Today's Presentation

## **Part One: Oregon Invests & Envisions Equity in Education**

- Framework
- Supporting Implementation

## **Part Two: Resources**

- Federal resources
- State resources

## **Part Three: Summer Learning Program Account Programs**

- Background
- Engagement Recap
- Application Update & Support for Implementation

## **Part Four: Oregon Community Foundation**

- Highlights and progress update

**PART ONE**  
**Oregon Invests &**  
**Envisions Equity**  
**in Education**

# Oregon Invests & Envisions Equity in Education

## Prioritize Health & Safety For All Communities

During the pandemic, health and safety protocols were instituted that must remain a top priority to prevent and respond to any further public health crises.

**Facility and public health protocols as well as targeted professional learning** must continue in a purposeful way.

We must recommit to creating schools that are welcoming to each and every student we serve. Vigilance against hate and violence keeps our schools safe.

Help students prepare for next steps after high school by ensuring they are completing **financial aid** forms, have access to higher education **application and enrollment processes**, and **workforce preparation**.

Learn from Comprehensive Distance Learning in 2020-21. **Improve upon and apply best practices to online programs** offered in 2021-22 and beyond.

Extend the learning day and year. Provide before and after school enrichment and learning activities. **Collaborate with tribes and community based organizations** (especially culturally specific organizations).

Students who are transitioning from one community to another or to a new school (kindergarten, 6th, & 9th grades) need to **feel support and belonging to overcome fear and isolation**.

## Centering Equity

Every student benefits when we center equity for students of color, experiencing disability, tribal members, emerging multilingual, navigating poverty, houselessness, foster care, and non-dominant gender identity and sexual orientation.

### Prepare for Next Steps After High School

### Create Equitable Access to Education

Implement programs to **enroll all students and regularly engage families**, especially those who have not had access or have not been attending.

### Provide Mental, & Social, Emotional Health

Support students and staff with culturally responsive **trauma-informed care**, social emotional learning (SEL), racial equity and anti-racist approaches, and a **strengths-focused multi-tiered system of support**.

### Create Access To Well-Rounded Education

**Center student learning that builds on strengths**, addresses needs, provides active engagement, and is culturally responsive and developmentally appropriate.

### Safeguard Student Opportunity

The disproportionate and severe impact of the pandemic and our response on students and families must be recognized, we must **afford every student a full academic learning experience without restriction** as they regain their learning stride.

### Serve Students in Transition

### Refine Digital Learning

### Make Unfinished Learning a Priority

# CENTERING EQUITY

Every student benefits when we center equity for students of color, experiencing disability, tribal members, emerging multilingual, navigating poverty, houselessness, foster care, and non-dominant gender identity and sexual orientation.

- Understand COVID-19, as well as our response efforts have had a disproportionate impact on people of color and tribal members.
- Reexamine deeply rooted deficit-based thinking.
- Recognize and build on student, family, and community strengths and assets.
- Ensure equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized students and families.
- Redesign teaching to support every student.



# Prioritize Health & Safety For All Communities

During the pandemic, health and safety protocols were instituted that must remain a top priority to prevent and respond to any further public health crises. Facility and public health protocols as well as targeted professional learning must continue in a purposeful way.

We must recommit to creating schools that are welcoming to each and every student we serve. Vigilance against hate and violence keeps our schools safe.

- **Protective wear, cleaning, airflow, physical space, technology, and other public health protocols must be in place to provide a stable and safe educational environment.**
- **Provide professional learning to ensure all staff understand, adhere to, and reinforce safety protocols.**
- **Review policies and practices to ensure public schools are safe and welcoming for every student and family, staff, and community member.**
- **Employ an equity stance and normalize the use of an equity decision tool that centers assets.**

# Create Equitable Access to Education

Implement programs to **enroll all students and regularly engage families**, especially those who have not had access or have not been attending.

- **After a year away, consider new ways to deeply and consistently engage your students, families, and communities in school decisions.**
- **Reconnect and re-enroll students who were not able to fully access education during the pandemic.**
- **Consider bridge programs for students entering new school buildings for the first time.**
- **Safeguard student opportunity, to mitigate any negative impact to students' learning pathways or access to a high school diploma.**
- **Institute equitable grading practices and credit options to ensure students have a viable path forward.**

# Provide Mental, & Social, Emotional Health

Support students and staff with culturally responsive **trauma-informed care**, social emotional learning (SEL), racial equity and anti-racist approaches, and a **strengths- focused multi-tiered system of support**.

- Know that some students have experienced trauma over the last year. This could include loss due to COVID-19, racist harassment and assault, abuse, neglect, economic stress, and more.
- Focus on culturally responsive asset and strengths based efforts to support resiliency.
- Take steps to support the mental health of students and staff through **school-based mental health supports**, partnerships with mental health providers, tribes, and community based organizations.



# Create Access to a Well-Rounded Education

Center student learning that builds on strengths, addresses needs, provides active engagement, and is culturally responsive and developmentally appropriate.

- Learning should recognize the strengths of students and communities, be culturally responsive and inclusive of Oregon's Ethnic Studies Standards, Tribal History/Shared History Curriculum, and Inclusive Education Materials.
- Focus on the whole student and make learning engaging, accessible, personal, relevant, rigorous, and connected to career and future learning.
- Inclusive of the arts, STEM, movement, world languages, and more.

# Safeguard Student Opportunity

The disproportionate and severe impact of the pandemic and our response on students and families must be recognized, we must **afford every student a full academic learning experience without restriction** as they regain their learning stride.

- **Guarantee a full academic learning experience through Comprehensive Distance Learning for any student who may not be accessing On-Site instruction due to health-related issues.**
- **Don't limit a student's opportunity to progress within a course sequence, or determine grade promotion or retention, placement in an advanced course, access to sports/clubs/Career and Technical Student Organizations, forecasting opportunities, or diploma options solely based on education access and performance during the pandemic.**

# Serve Students in Transition

Students who are transitioning from one community to another or to a new school (kindergarten, 6th, & 9th grades) need to **feel support and belonging to overcome fear and isolation.**

- **Starting at a new school always brings nervous energy. Develop transition and bridge programs for new students and students transitioning to new buildings for the first time.**
- **Develop new outreach programs to introduce new families to your school and its systems and protocols.**
- **Review policies and practices to ensure all public schools are safe and welcoming for every student and family, staff, and community member.**

# Make Unfinished Learning a Priority

Extend the learning day and year. Provide before and after school enrichment and learning activities. Collaborate with tribes and community based organizations (especially culturally specific organizations).

- Academic learning may be unfinished, but it is not lost. It's possible continue to provide students with opportunities to accelerate their learning.
- Use resources and partnerships to create culturally sustaining before and afterschool and summer programs that focus on learning, enrichment, and mental health & well-being.
- Focus on acceleration over remediation and on renewal over recovery.
- Retention is Not A Solution. A decision to retain a child is a potentially life-changing event and must be carefully considered. Comprehensive literature reviews regarding retention practices show that retention does not benefit students' long term academic trajectory.

# Refine Digital Learning

Learn from Comprehensive Distance Learning in 2020-21. **Improve upon and apply best practices to online programs** offered in 2021-22 and beyond.

- **Online learning may be a preference for some families in 2021-22.**
- **Any online learning offerings should, at a minimum, meet the requirements of 2020-21 Comprehensive Distance Learning (CDL).**
- **Include at a minimum: Daily synchronous instruction, peer interaction, state instructional time requirements, access to quality instructional materials aligned to state standards, adequate technology and technical support, and access to nutrition, mental health supports, personal safety checks, and extracurricular activities.**

# Prepare for Next Steps After High School

Help students prepare for next steps after high school by ensuring they are completing **financial aid** forms, have access to higher education **application and enrollment processes**, and **workforce preparation**.

- **Review and support a comprehensive school counseling program that supports **Mindsets and Behaviors for Student Success: K-12 Career and College Readiness Standards for Every Student**.**
- **Focus on ensuring every student earns an Oregon Diploma or GED and applies for continuing education and financial support.**
- **Consider the strengths and needs of specific communities of students by partnering with tribes, supporting undocumented and DACAmented students, and students who experience disability.**



# Oregon Invests & Envisions Equity in Education

## Prioritize Health & Safety For All Communities

During the pandemic, health and safety protocols were instituted that must remain a top priority to prevent and respond to any further public health crises.

**Facility and public health protocols as well as targeted professional learning** must continue in a purposeful way.

We must recommit to creating schools that are welcoming to each and every student we serve. Vigilance against hate and violence keeps our schools safe.

Help students prepare for next steps after high school by ensuring they are completing **financial aid** forms, have access to higher education **application and enrollment processes**, and **workforce preparation**.

Learn from Comprehensive Distance Learning in 2020-21. **Improve upon and apply best practices to online programs** offered in 2021-22 and beyond.

Extend the learning day and year. Provide before and after school enrichment and learning activities. **Collaborate with tribes and community based organizations** (especially culturally specific organizations).

Students who are transitioning from one community to another or to a new school (kindergarten, 6th, & 9th grades) need to **feel support and belonging to overcome fear and isolation**.

Implement programs to **enroll all students and regularly engage families**, especially those who have not had access or have not been attending.

Support students and staff with culturally responsive **trauma-informed care**, social emotional learning (SEL), racial equity and anti-racist approaches, and a **strengths-focused multi-tiered system of support**.

**Center student learning that builds on strengths**, addresses needs, provides active engagement, and is culturally responsive and developmentally appropriate.

The disproportionate and severe impact of the pandemic and our response on students and families must be recognized, we must **afford every student a full academic learning experience without restriction** as they regain their learning stride.



# Supporting Implementation

## SHIFTING THE NARRATIVE

"Learning Loss"

Unfinished  
Learning

"Remediation"

Acceleration

"Recovery"

Renewal

- ODE released a [Summer Learning Best Practice Guide](#) 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.
- ODE released an [Unfinished Learning Framework](#) reframing much the deficit-centered language in the field on Learning Loss, Recovery, and Remediation.

# **PART TWO**

## **Resources**

# State and Federal Investments

In the last year, nearly \$2.1 billion of state and federal resources have been allocated to Oregon schools to helping in addressing the impacts of COVID-19

**May 2020** - The CARES Act resulted in ODE receiving \$121.1 million from the Elementary and Secondary School Emergency Relief (ESSER) Fund, and \$20 million from the Governor's Emergency Education Relief (GEER) Fund that was allocated by Governor to K-12 for comprehensive distance learning. Funding must be spent by September 30, 2023.

**December 2020** - The Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) was approved in law on December 27, 2020 and will provide an additional \$499.2 million for ESSER; \$27.5 million of Education Assistance to Non-Public Schools; and \$10.1 million from GEER allocated by Governor to K-12 for supporting broadband initiatives for schools. Funding must be spent by September 30, 2024.

**March 2021** - The American Rescue Plan will approved on March 11, 2021 and allocated \$1.121 billion of ESSER Funds along with an additional \$28.4 million for EANS. Under ARP, the regulations for ESSER were modified to provide for more specific targeting of use for a percentage of the funds. Funding must be spent by September 30, 2024.

**April 2021** - Oregon Legislature approved HB 5042A to provide \$250 million and \$21.2 million in Federal Funds (Child Care and Development Block Grant) on one-time initiatives to provide academic learning and enrichment for school-aged students and preschoolers during the summer of 2021. Funding must be spent by September 30, 2021.

# ESSER (CARES and CRRSA) – Public School Investment

ESSER - CARES and CRRSA Act (Public School Investment)					
Purpose	ESSER (CARES)	ESSER (CRRSA)	GEER (CARES)	GEER (CRRSA)	Total Budget
District Formula Grant	\$ 109,199,117	\$ -	\$ 449,958,502		\$ 559,157,619
District Comprehensive Distance Learning Grants	\$ 6,459,567	\$ 20,000,000	\$ -		\$ 26,459,567
ESD Support Grants	\$ 2,500,000	\$ -	\$ 10,407,812		\$ 12,907,812
State Sponsored Schools and Oregon School for the Deaf	\$ 274,840	\$ -	\$ 1,369,102		\$ 1,643,942
State Specialized Service Program Grants (District/ESDs)	\$ 2,060,000	\$ -	\$ 11,201,718		\$ 13,261,718
School Broadband Initiatives	\$ -	\$ -	\$ -	\$ 10,102,115	\$ 10,102,115
Statewide Public Awareness	\$ -	\$ -	\$ 7,000,000		\$ 7,000,000
State Administration	\$ 605,495	\$ -	\$ 2,495,769		\$ 3,101,264
Unallocated			\$ 16,720,988		\$ 16,720,988
<b>Total</b>	<b>\$ 121,099,019</b>	<b>\$ 20,000,000</b>	<b>\$ 499,153,891</b>	<b>\$ 10,102,115</b>	<b>\$ 650,355,025</b>



# ESSER – ARP Funding Allocations

USDOE awarded two thirds of \$1.1 billion of ESSER (ARP) on March 24<sup>th</sup>. Requirements include:

- ✓ At least 90% must go to school districts, with 20% spent on addressing unfinished learning.
- ✓ At least 7% of funding is targeted for specific set-aside purposes
- ✓ Funding dedicated to school districts must be allocated no later than May 24<sup>th</sup>
- ✓ To receive remaining funding, state must submit an application that requires state and school districts plans for both use of funds and school reopening/continuity of operations.

## ESSER (ARP) Funding

School District Allocations (at least 90%)	* \$1,008,926,000
Addressing Learning Loss (at least 5%)	\$56,051,000
Summer Enrichment (at least 1%)	\$11,210,000
Afterschool Programs (at least 1%)	\$11,210,000
Other State Activities (no more than 2.5%)	\$28,026,000
Administration (no more than 0.5%)	\$5,605,000
<b>Total Funding</b>	<b>\$1,121,028,000</b>



## State Plan to Address

- States Needs and Status (priorities and promising practices)
- Safely Reopening Schools
- Consultation and Coordination on the Use of Funds
- Evidence-based Strategies and Approaches to Support Students
- Supporting LEAs in Meeting Student Needs (planning and progress monitoring)
- Supporting the Educator Workforce

Equity, partnership and community engagements, and data requirements integrated across all aspects of the plan

# HB 5042 - Extended State Resources

## House Bill 5042 provides:

- \$205.6 million of General Fund and Federal Funds for school district grants for high school credit recovery, K-8 enrichment and K-5 child care grants.
- \$41.2 million in General Fund for a one-time grant for the Oregon Community Foundation (OCF) award summer enrichment grants for K-12 and Parent-Child support program grants for the summer.

# **PART THREE**

## **Summer Learning Program Account**

# The Vision

- The COVID-19 pandemic has had a significant impact on Oregon's children, youth and families, **disproportionately impacting communities of color, members of tribes, low-income families, and rural communities.**
- As a state, **we have a collective responsibility to address mental health, well being, and unfinished learning** as we mitigate impacts of the COVID-19 pandemic for Oregon's children and families.
- **This summer our priority for students is promoting and supporting their mental health and well-being and providing learning and enrichment opportunities** grounded in student interests that can re-spark engagement, foster learning, and nourish in-person connections.

# High School Credit Recovery

- Funding to support summer programs for high school students to earn credits to stay on-track for graduation.
- Eligible recipients must agree to cover 25% of their total program costs with other resources.
- Grant allocation levels based on districts and charter schools providing services to 50% of their high schools students.
- No minimum or maximum of students required to participate.
- Grant recipients will receive 25% of funding upfront and the remainder by reimbursement after reporting on program outcomes.
- Grant program voluntary for districts and charter schools.



# Summer K-8 Enrichment

- Funding provides opportunities for in-person enrichment activities for **K-8 students** for:
  - Enrichment activities (STEM, physical education, arts, etc.)
  - Academic learning and readiness supports (summer school, bridge programs, transition programs, etc.)
  - Social-emotional and mental health services.
- Eligible recipients must agree to cover 25% of their total program costs with other recipient resources.
- Grant recipients will receive 25% of funding upfront and the remainder by reimbursement after reporting on program outcomes.
- Grant program voluntary for districts and charter schools



# Wrap Around Child Care

- Funding provides supplemental funds for wrap around child care services **for K-5 students who participate in Grant #2 - Summer Enrichment and are eligible for free or reduced priced meals.**
- Can be provided with other childcare services.
- Paid on a per child rate.

# Eligible Uses

- Personnel costs
- Curriculum, Supplies, and Technology
- COVID-19 related Expenses
- Third-Party Contracts
- Student Expenses
- Facility related Expenses
- Transportation Expenses
- Snacks and Meals

# Who We Engaged Partners

Date	Type of Engagement	Approx. Number
4/7 & 4/16	Business Managers Meeting	130
4/8 & 4/14	Rules Advisory combined with African American Black Student Success Plan; AI/AN Advisory	95
4/12	Office Hours (public schools, public charter schools, ESDs, private schools and other partners)	180
4/12	STEM Hub Directors	13
4/13	COSA All Superintendents Meeting	205
4/14	OSAA Secondary Leaders	30
4/15	ESD School Improvement Leaders	20

 **(APPROXIMATE) NUMBER OF TOTAL PARTICIPANTS - 672**

# Key Takeaways

## 1. Flexibility in program eligibility.

- Participants shared requests for enrichment to extend to pre-K and outgoing 8th graders and a desire for enrichment for grades 9-12.

## 2. Expand funding timeline and provide clarity around sources for match requirement.

- Participants wanted to use the funds for an extended school year school days in 2021-22 for before and after school programs, weekend programs, and summer programs in 2022
- Participants wanted to better understand the type of funds (Federal Funds, State Funds like SIA and HSS, donations, etc).

## 3. Prioritize equitable distribution and access for students and communities most impacted by COVID-19 pandemic.

- Participants wanted to know how districts would meaningfully partner with community-based organizations to provide coverage for all students.



# Implementation Update

**TOTAL NUMBER OF APPLICATIONS RECEIVED: 195**

- 160 Districts applied
- 35 Charter schools applied separately
- 81% of districts have applied
- 91% of Oregon's students live in districts that have applied
- Districts estimate they will serve over 49,000 high school students and over 190,000 K-8 students

**PART FOUR**  
**Oregon**  
**Community**  
**Foundation**



# Oregon Community Foundation

- Received \$41.2 million General Fund
- \$39.5 million for grants to Community-Based organizations and other non-profits for K-12 enrichment activities this summer
- \$1.2 million for birth to 5 Parent Child interactive programming
- \$500,000 for administrative costs

# OCF (Continued)

- K-12 enrichment grants on a rolling competitive basis
- Grants awarded based on:
  - Geographic diversity
  - Provision of additional family resources to remove barriers to participation
  - Prioritizing communities disproportionately impacted by the pandemic
  - Ability to meet all insurance and safety requirements

# OCF (Continued)

As of May 10, 2021:

- OCF has reviewed almost \$1 million in grant recommendations for the K-12 program.
- An additional 100 proposals that have been received for review.
- 25 applications to date for birth to 5 programs.

# Questions?

Contact Us. Our Team is Here to Help.

[ODE.SummerLearning@ode.state.or.us](mailto:ODE.SummerLearning@ode.state.or.us)

