Summer and Afterschool Programs for Student Success
Joint Ways and Means Education Subcommittee

February 10, 2025

Tenneal Wetherell, Chief of Staff

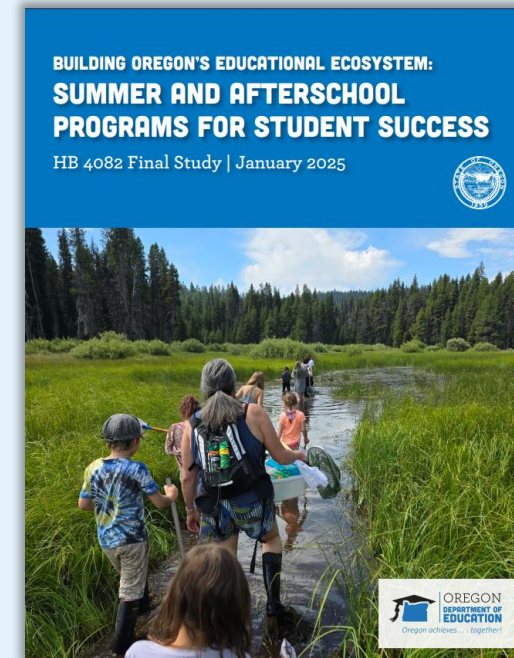Michael Elliott, Managing Director of School Finance & Facilities

Raquel Gwynn, Assistant Director of Expanded Learning

HB 4082: From Implementation to Vision

$30 Million for Summer 2024
Highlights from Implementation Analysis Report
of HB 4082 State Summer Learning Grants

A Plan for the Future
Oregon's Vision for Summer and Afterschool
and HB 4082 Workgroup Recommendations

Summer 2024 Grant Purpose and Goals

The overall purpose of this grant is to **accelerate learning** to **increase academic growth and achievement**.

1. **Academic Enrichment**
   - ✓ Must align to state content standards in math, science, language arts, personal financial education and assist with credit recovery
   - ✓ Assist with grade transitions (incoming kinder, to/from high school)

2. **Youth Development**
   - ✓ Hands-on, inquiry-based and project-based learning which may include access to the arts
   - ✓ Support students' mental, emotional, and social well-being

3. **Equitable Access and Family Partnership**
   - ✓ Culturally and linguistically responsive
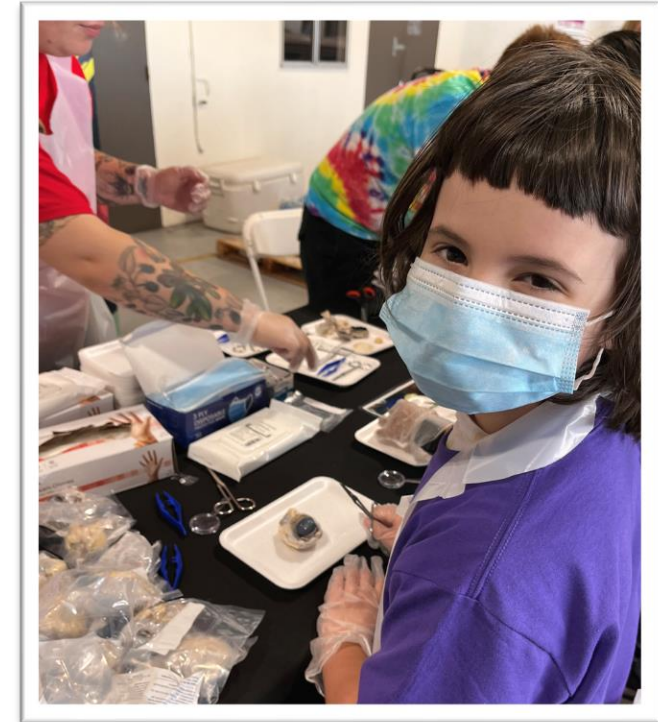
"We got to dissect a squid, a sheep brain, and a sheep heart!"

-6th Grader, Summer 2024

Grant Program Requirements

All grantees met program operational requirements

42% of K-8 students attended 80 or more hours

*91% of programs provided meals or snacks*

Requirements for Participation:

- ✓ Existing summer programming plan
- ✓ Meet the three key grant goals
- ✓ Prioritize services for Focal Student Groups *(as defined in OAR 581-014-0001)*
- ✓ Partner with another organization
- ✓ Provide 80+ hours of programming
- ✓ Prioritize student attendance
- ✓ Provide in-person services

Additional Information:

See the Program Parameters for details on the 2024 State Summer Learning Grant process and requirements.

$30 Million State Investment in 2024
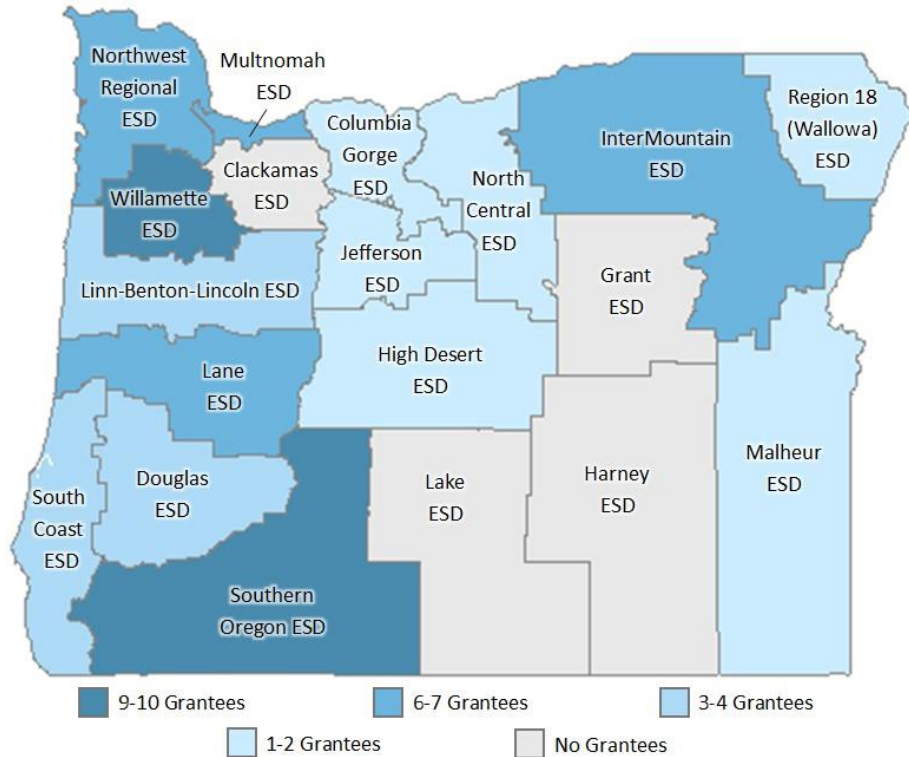
Programs reaching communities statewide, bridging access and opportunity.

66 Grantees - 43 school districts, 13 ESDs, 10 charter schools

197 Programs offering academic, hands-on, and well-rounded summer learning programs

377 Partnerships with community-based organizations, ESDs, Tribal Nations, and local businesses and non-profits

28,187 Students Served

This investment lays the groundwork for improved student outcomes, addressing inequities and fostering a brighter future for Oregon students.

Impact of Summer Learning 2024

STATE SUMMER LEARNING GRANT 2024 IMPLEMENTATION ANALYSIS REPORT

January 2025

OREGON DEPARTMENT OF EDUCATION
Oregon achieves... together!

Key Finding 1: Equitable Access

Summer programs prioritized services for focal student groups, met program hour requirements, and ensured consistent attendance.

Key Finding 2: Academic Growth

Programs boosted improvement in literacy, math, science, and credit recovery, with 79% of academic goals met.

Key Finding 3: Academic Enrichment

Diverse programming supported academic content standards, career readiness, and grade-level transitions, emphasizing hands-on and inquiry-based learning.

Key Finding 4: Youth Development

Activities promoted students' physical and mental well-being, combining learning with social-emotional support and healthy lifestyles.

Insights on Students Served

Students Served: 28,187

Focal Student Groups: Focal student groups exceeded state representation averages.

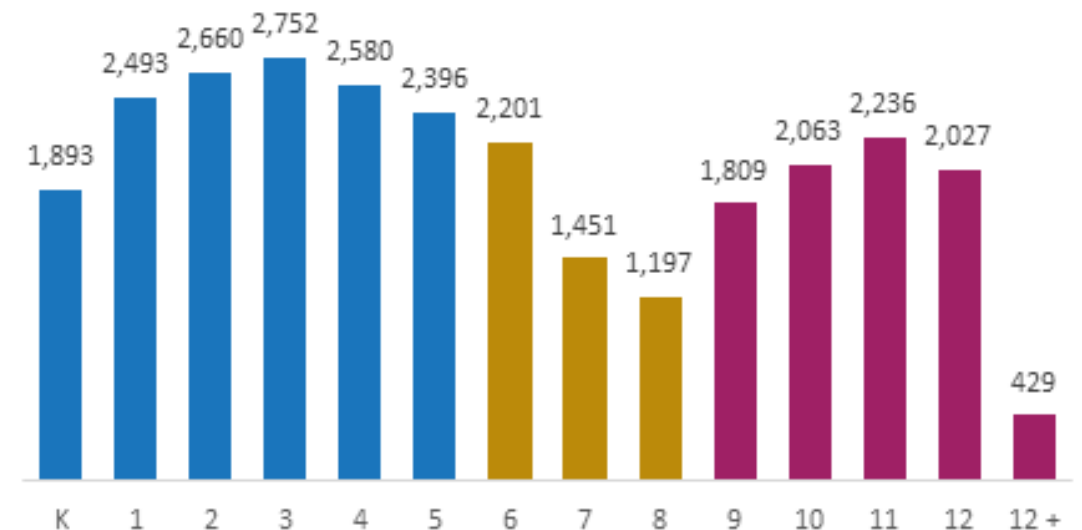(**% Students Served** vs. **% Total Students Statewide**)

- Hispanic/Latino (**48%** vs **26%**)
- Black/African American (**4%** vs **2%**)
- Multilingual Learners (**31%** vs. **12%**)
- Students Experiencing Disabilities (**19%** vs. **16%**)

Oregon Department of Education

Grade Levels Served:

Elementary Students: 52%

Middle School Students: 17%

High School Students: 30%

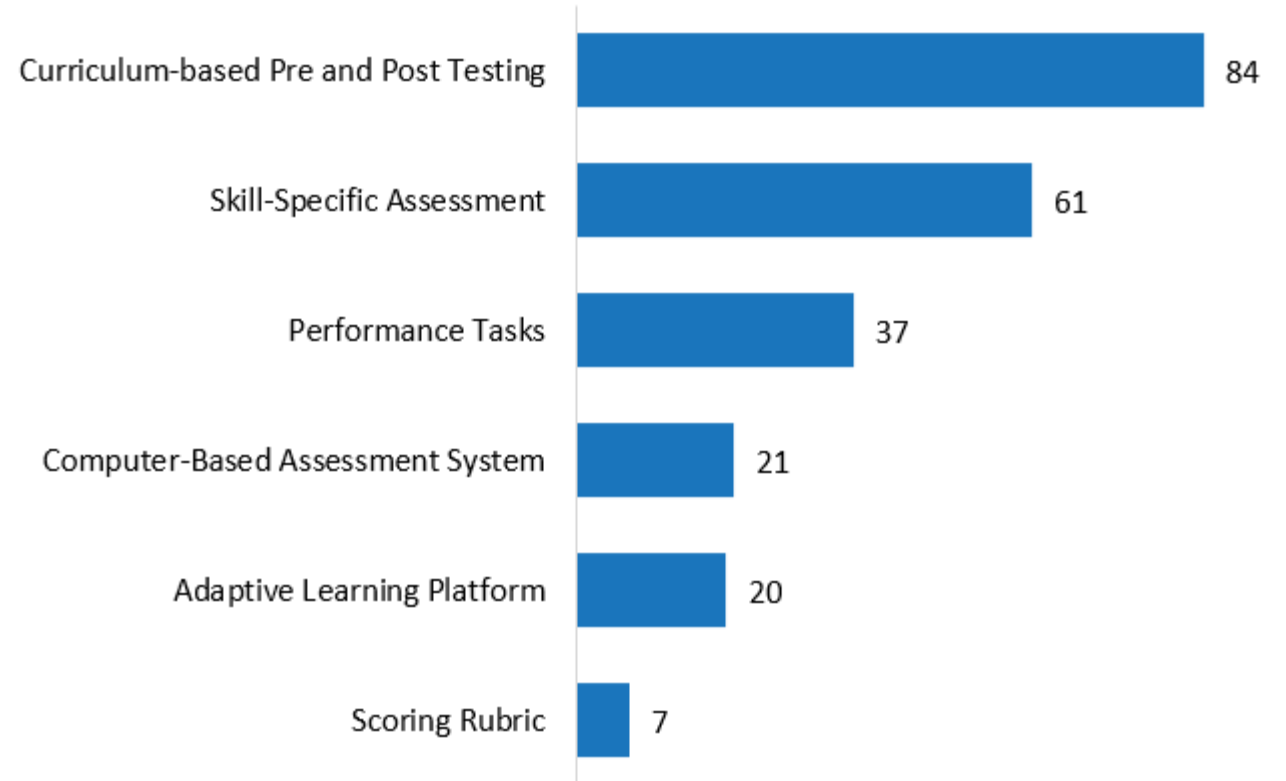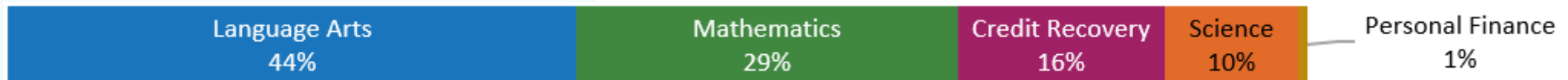| Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	12 +
Students	1,893	2,493	2,660	2,752	2,580	2,396	2,201	1,451	1,197	1,809	2,063	2,236	2,027	429

Impact on Student Learning

263 academic goals

- **79%** literacy goals met
- **79%** math goals met
- **81%** science goals met

Distribution of Performance Assessments to Measure Academic Growth

Assessment Type	Count
Curriculum-based Pre and Post Testing	84
Skill-Specific Assessment	61
Performance Tasks	37
Computer-Based Assessment System	21
Adaptive Learning Platform	20
Scoring Rubric	7

% of Grantee Goals by Focus Area

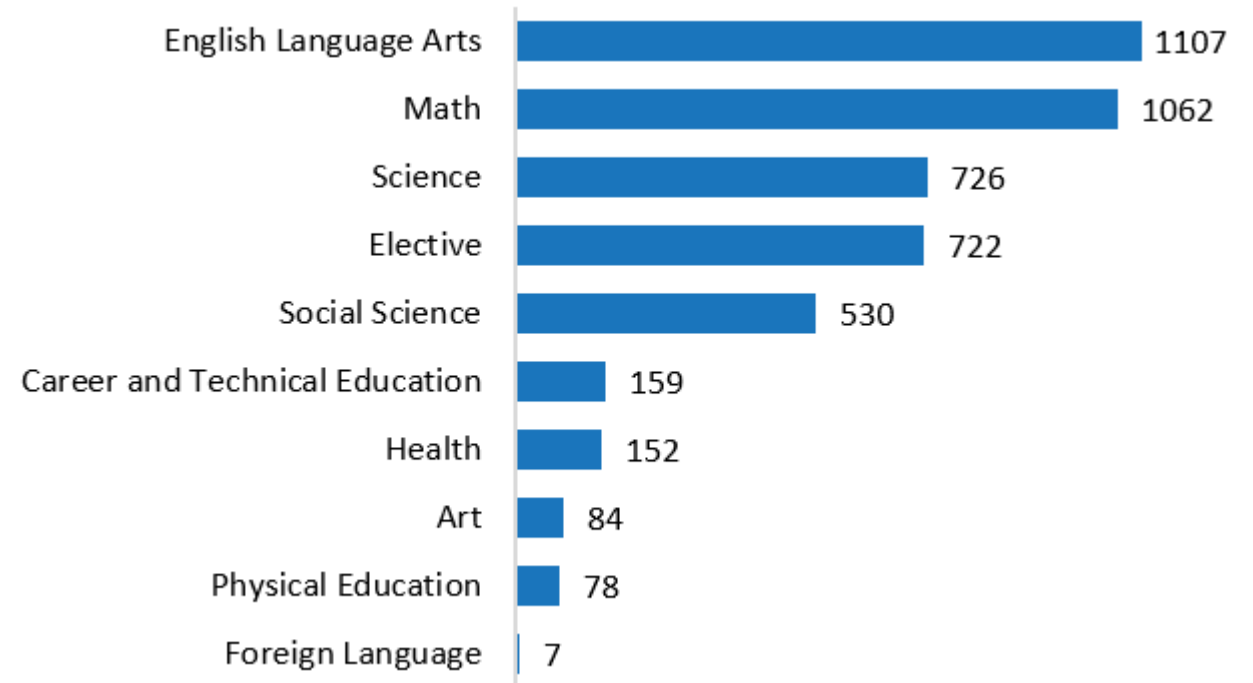| Language Arts	Mathematics	Credit Recovery	Science	Personal Finance
44%	29%	16%	10%	1%

Impact on Student Learning

4,627 credits earned

- **24%** English Language Arts
- **23%** Math
- **16%** Science
- **12%** Social Science

Total Credits Earned by Subject Area

Subject Area	Credits
English Language Arts	1107
Math	1062
Science	726
Elective	722
Social Science	530
Career and Technical Education	159
Health	152
Art	84
Physical Education	78
Foreign Language	7

Forest Grove SD used Summer Learning to pilot the new enVision math curriculum and train staff on hands-on tools.

**Result:** Over 98% of high school students recovered at least one credit, exceeding their goal.

Student Voices: Summer SEED Survey Results

Optional Survey: Grades 3-12

**Number of Responses: 8,921**

Five Areas of Student Perception

- ✓ Sense of Belonging
- ✓ Affirming Environments
- ✓ Voice and Choice
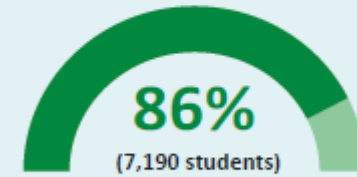- ✓ Mental Health and Safety
- ✓ Well-Rounded Learning

2024 SUMMER SEED SURVEY REPORT

OREGON DEPARTMENT OF EDUCATION
Oregon achieves ... together!
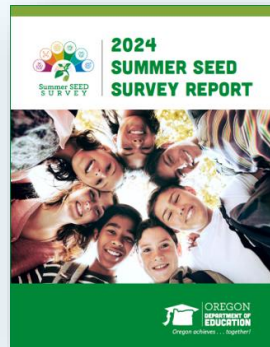
Oregon Department of Education

I feel welcome at my summer program.
91%
(7,177 students)
■ Agree/Strongly Agree
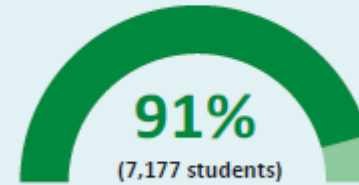
I feel like I belong in my summer program.
86%
(7,190 students)
■ Agree/Strongly Agree

There is at least one teacher or other adult in my summer program that really cares about me.
90%
(7,224 students)
■ Agree/Strongly Agree
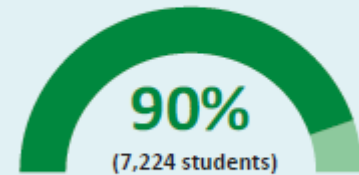
Adults give me the chance to share my ideas and opinions in the program.
84%
(7,041 students)
■ Agree/Strongly Agree
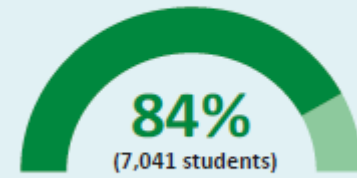
Continuous Improvement:
These insights will guide program improvements while protecting student identity. Survey results were shared with individual programs upon request.

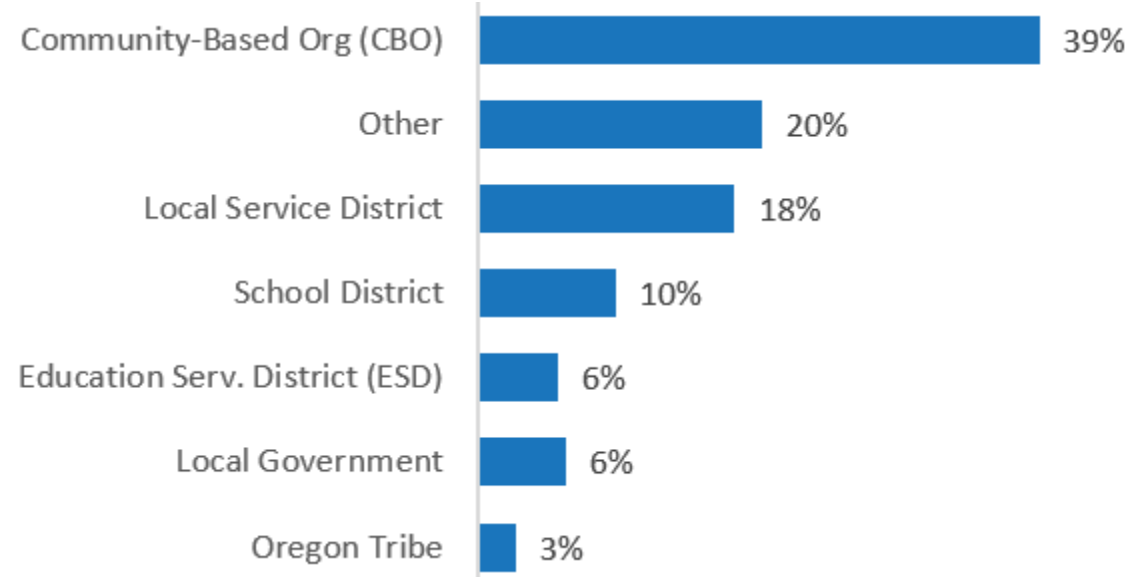# Well-Rounded Activities for Holistic Youth Development

Activity Category	% of Kindergarten Programs (N = 34)	% of Elementary School (1-5) Programs (N = 55)	% of Middle School (6-8) Programs (N = 54)	% of High School (9-12+) Programs (N = 54)
Math Support	50%	71 %	78%	74%
Multilingual Learning	53%	45 %	37%	43%
Place-based Learning	44%	56 %	61%	65%
Project/ Inquiry-based Activities	74%	89 %	89%	81%
Social Sciences	26%	51 %	52%	65%
Study Skills	18%	25 %	44%	52%
Tutoring	32%	25 %	50%	50%
Art	91%	96%	96%	76%
Community Services	24%	33%	46%	43%
Cultural Programs	65%	69%	74%	63%
Leadership/ Mentoring	29%	31%	48%	59%
Music/ Dance/ Theater	68%	73%	67%	50%
Social Emotional Learning	91%	93%	93%	81%
General Youth Development	82%	78%	85%	80%
Mental Health Support	50%	62%	59%	65%
Functional Skill Development	50%	47%	46%	44%
Physical Fitness	74%	85%	85%	76%
Food/ Nutrition	62%	58%	59%	56%
Recreation/ Social	97%	95%	96%	80%

N = number of programs

Partnerships for Student Success and Community Impact

- **377 partnerships**

- Average of 6 partners per grantee

- "Other" partners included local businesses and non-profits like OMSI and the Oregon Zoo

Community-Based Org (CBO) — 39%
Other — 20%
Local Service District — 18%
School District — 10%
Education Serv. District (ESD) — 6%
Local Government — 6%
Oregon Tribe — 3%

"[The external partner provision] allowed us to leverage state funds to support local businesses, such as our partnership with the local maker space and farm. State funds spent on local business benefits our whole community. The opportunity to contract with outside organizations was a valuable aspect of the grant." - Eagle Point SD

State Investment in Action: Funding Overview

Total Allocated: $30,000,000

Total Expended: $27,747,705 (92.5%)

Total Remaining: $2,252,295 (7.5%)

Total Unspent Funds by Allocation Amount

Total Allocation Amount	Unspent Funds	% of Total Unspent Funds
> $1,000,000	$1,661,138	73.8%
$500,000 - $999,999	$358,786	15.9%
< $500,000	$232,371	10.3%
Total	**$2,252,295**	**100%**

Expenditure Category	Total Expenditures	%
Direct Personnel	$17,550,426.61	63.3%
Supplies and Technology	$3,493,480.38	12.6%
Non-Direct Personnel	$1,944,146.16	7.0%
Transportation	$1,362,143.89	4.9%
Indirect	$997,566.83	3.6%
Curriculum	$866,326.42	3.1%
Student Expenses	$638,720.41	2.3%
Meals and Snacks	$508,014.51	1.8%
Travel	$139,468.58	0.5%
Facilities	$135,157.10	0.5%
Staff Development	$81,142.57	0.3%
Family Engagement	$22,150.17	0.1%
Recruitment/Outreach	$8,961.57	0.0%
Total	**$27,747,705.20**	**100%**

Summer 2024 Lessons Learned

Phoenix-Talent SD students explore innovative solutions that address our planet's water-related challenges

Funding and Planning:

- Timely, consistent funding is key to effective planning and program delivery.
- Earlier communication on funding and reporting is needed.

Equitable Access:

- Flexible schedules, transportation, and culturally responsive outreach reduce barriers.
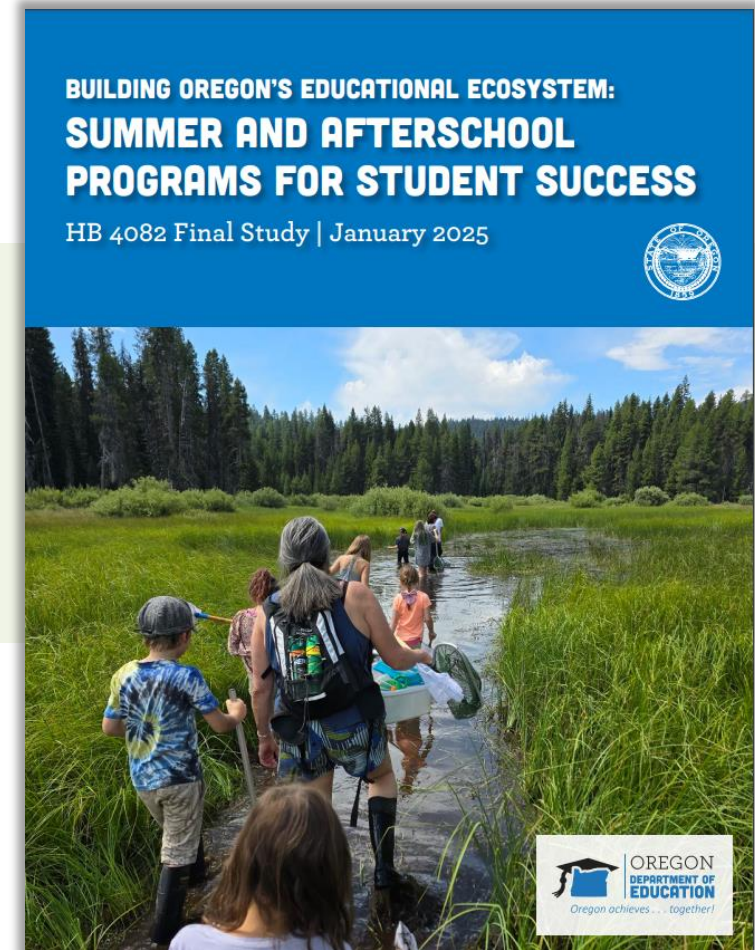
Program Implementation:

- Early planning, innovative strategies, and braiding funds improve quality.
- Support in goal setting, data collection, and staff training is needed.

Staffing and Partnerships:

- "Grow your own" efforts, professional learning, and partnerships enhance program delivery and diversity.

HB 4082 Workgroup

Schools and districts

Education service districts

Sovereign tribal nations

Community organizations

Philanthropic organizations

Educator workforce

Statewide associations

Higher education

State agencies

Local government

Statewide Summer Learning Summit August 15, 2024

Final Study Recommendations

A vision and plan for afterschool and summer learning in Oregon:

☑ Equitable Access to Programs

☑ Funding Mechanisms

☑ Grant Design and Administration

☑ Program Quality and Oversight Standards

☑ Outcomes and Metrics

☑ Incentivizing Partnerships

Realizing Our Bold Vision by 2030

Co-created by the HB 4082 Workgroup and partners, our vision is clear:

By 2030, all Oregon youth, especially those furthest from educational justice, will have access to a high-quality afterschool or summer program.

These programs will encourage regular participation and provide opportunities for every child to thrive academically, socially, and emotionally. Oregon will establish a coordinated educational ecosystem beyond the school day, committed to measurable outcomes and equity, ensuring every child can achieve their full potential, and contribute to a stronger future for themselves and their communities.

Harnessing Collective Strength:
Building a Collaborative Ecosystem for Student Success
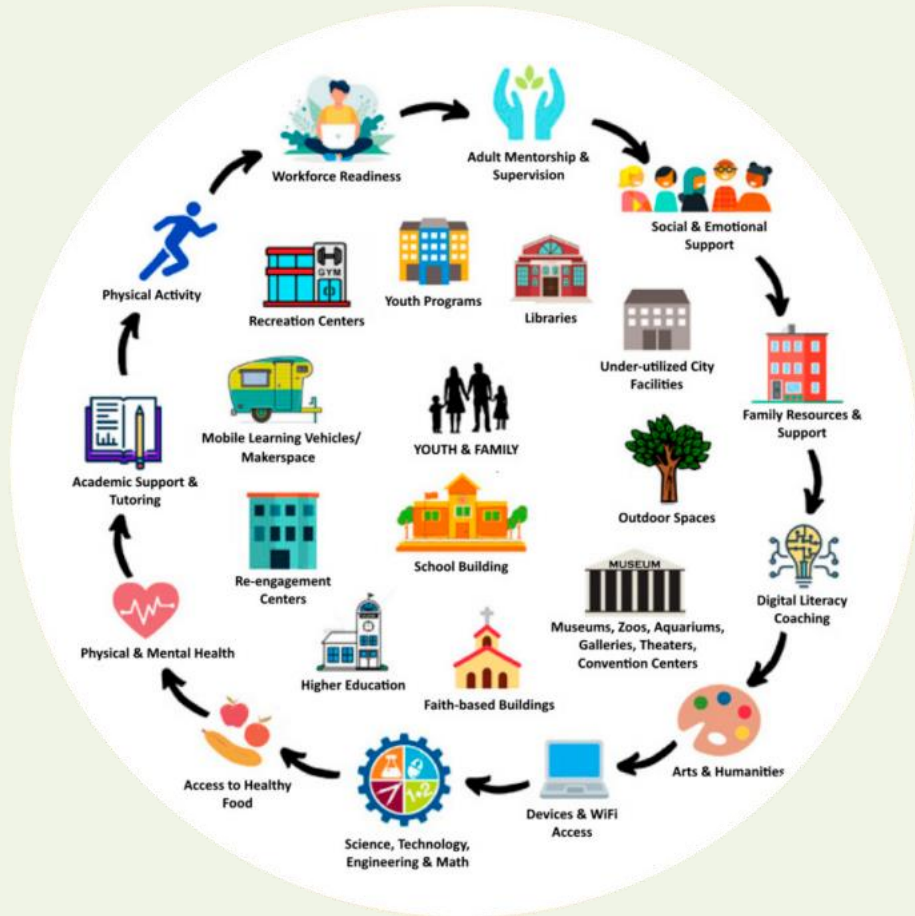
Source: National League of Cities, adapted to illustrate Oregon's cross-sector approach to expanded learning.

Expanded learning programs thrive in a collaborative ecosystem of support, uniting schools, communities, and local resources to create pathways for student success.

Collective Efforts Strengthen the Ecosystem by:

- ✓ **Expanding access** by building shared systems that reach more students and fill gaps in services.
- ✓ **Strengthening Social Support** by fostering interconnected networks of families, schools, and communities for deeper, holistic support.
- ✓ **Addressing Barriers** by understanding and addressing challenges faced by families and students across systems.
- ✓ **Maximizing Resources** by leveraging funding, partnerships, and services to deliver more with less duplication of effort.

Key Findings:
Four Pillars of Expanded Learning for Student Success

Coordinated Investments

- Transition to sustainable, long-term funding with four-year grant cycles.
- Align and consolidate funding within and across agencies to reduce barriers.
- Focus on equity, starting with underserved students and moving towards universal access.

Streamlined Grantmaking

- Provide upfront funding to eliminate reimbursement delays.
- Support planning, partnerships, and innovative programming.
- Fund transportation, workforce development, and flexible program needs.

Strengthened Partnerships

- Unite schools, Tribes, CBOs, ESDs, families, and state/private funders to co-create programs.
- Simplify processes for efficient service delivery.
- Establish dedicated statewide coordination and support.

High-Quality Programming

- Set statewide quality standards and metrics to ensure program effectiveness.
- Invest in professional development to grow a skilled and diverse workforce.
- Use date to drive continuous improvement and track equity-focused outcomes.

Five-Year Implementation Plan (2025-2030)

Year 1: Foundation Building (2025-2026)

- Secure initial $100 million biennium funding
- Formula-based Summer 2025 Grants
- Formulate Advisory Group
- Map service gaps and address barriers
- Expanded Learning for Student Success Planning Program

Year 2: Expansion and Alignment (2026-2027)

- Long runway for partner convening, planning, and technical assistance
- Launch four-year Expanded Learning Grants (afterschool or summer learning)
- Build infrastructure for continuous quality improvement
- Option for up-front funding

Year 3: Strengthening Quality (2027-2028)

- Strengthen partnerships and align and expand funding streams
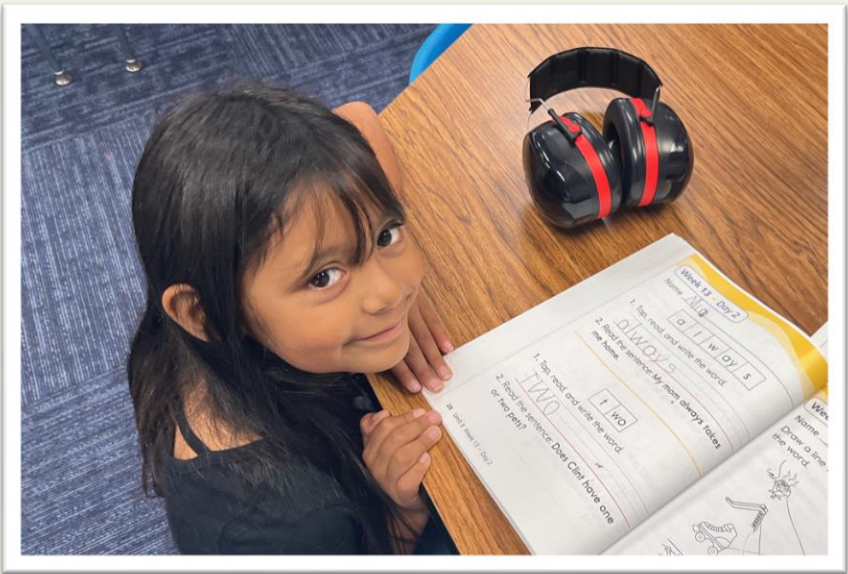- Professional Learning Framework

Year 4: Scaling and Sustaining (2028-2029)

- Scale effective practices
- Further align resources

Year 5: Evaluation and Transitions (2029-2030)

- Five-year evaluation and ROI
- Integrated framework with sustained funding and partnerships

Spotlight: Building Early Literacy Through Expanded Learning

"I'm reading now. I read a whole Dr. Seuss book to my mom last night!"
-1st Grader

Oregon Department of Education

Early Literacy Focus: Summer Learning programs acted as "learning labs," enabling districts to evaluate and implement evidence-based curricula.

Statewide Alignment: These efforts directly support Oregon's Early Literacy initiative and other statewide goals.

Empowering Educators: Summer programs provided training for teachers to master new curricula, strengthening instructional practices across the state.

Phoenix-Talent SD students in small group reading class

Spotlight: Career Technical Education & Workforce Readiness

Klamath Falls City Schools student in electrical engineering apprenticeship program

Oregon Department of Education

Expanded Opportunities: Summer programs prioritized CTE, forging new partnerships and expanded programs to prepare students for careers.

Hands-On Experiences: Students gained tangible skills in areas like construction, electrical work, graphic design, food handling, and sports broadcasting.

Workforce Readiness: Programs equipped students with practical knowledge and real-world experiences.

KHS COMMUNITY BUILDS

Bethel SD students building skills for the future

Growing the Investment

Bethel SD students learning about beekeeping

"Well, [summer learning] is an amazing program. It's really doing great things for our community. It's making our community a better place and any support that we could get for it would be greatly appreciated."

-Incoming 11th grader, Klamath Falls City Schools

Oregon Department of Education

Why it Matters:

- ✓ Research consistently shows that high-quality summer and afterschool programs **improve academic outcomes**, increase attendance, and support social emotional development.

- ✓ **Stable, multi-year funding is critical** to addressing systemic inequities and expanding access to underserved students, aligning with our collective vision for 2030.

- ✓ Sustained investment empowers programs to implement evidence-based practices, align and deepen initiatives, build capacity, and strengthen partnerships, ensuring **long-term impact statewide**.

Recommendations:

- → **Allocate $50 million annually ($100 million for biennium)** to support summer and afterschool programs statewide.

- → **Prioritize multi-year, sustainable funding** cycles that cross biennia to enable impactful planning, program evaluation, and sustained success.