Model Summer Learning and Enrichment
Toolkit
for Local Education Agencies
2022
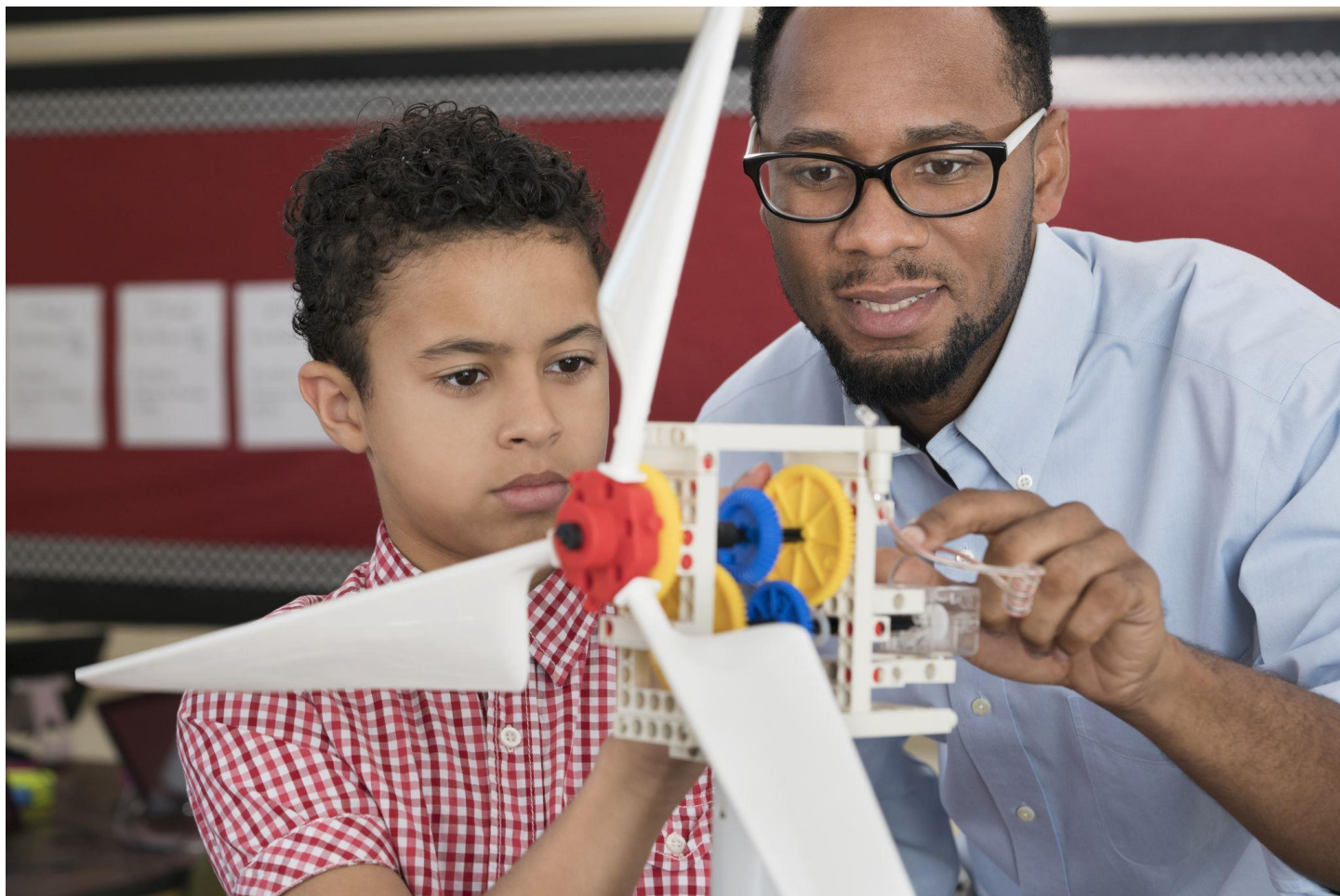
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Toolkit Overview

Summer learning and enrichment programs versus more traditional summer school programs offer opportunities to engage students and families in fun, creative, and educational programming that reinforces and enriches school year learning. As a result, participating students have a greater chance to sustain or improve well-being and academic learning, which can be especially impactful in minimizing inequities for students at risk of poor outcomes. This summer, following more than a year of interrupted and disrupted learning due to COVID-19, the benefits offered through summer learning opportunities are even more critical to student well-being and academic success. All our young people deserve the opportunity to thrive, and summer learning programs are a critical tool in making that possible.

The New York State Education Department Office of Student Support Services is pleased to announce that the Student-Centered Technical Assistance and Support (SCTAS) Team is available to offer technical assistance to public school districts with a focus on those districts receiving American Rescue Plan (ARP) State Reserve funds. With its robust array of educational experience, the SCTAS Team will highlight the use of best practices and evidence-based interventions while supplying technical assistance and support for:

- Summer Learning and Enrichment Programs
- Comprehensive Afterschool Programming
- Integrated Social Emotional Learning
- Community Model Schools

The SCTAS technical assistance is focused on helping school districts achieve their identified goals, address areas of need, and highlight areas of strength and best practices while leveraging the ARP State Reserve Funds to support all students academically and emotionally through the trauma of the COVID-19 pandemic. The SCTAS Team is available to provide support, as well as in-person or remote visits and consultations, on relevant implementation issues and challenges. SCTAS is available to collaborate on evidenced-based intervention approaches such as Trauma Responsive practices, Social Emotional Learning, Restorative Practices, and Diversity, Equity, and Inclusion work for culturally responsive school climates.

This Model Summer Learning and Enrichment Toolkit was developed by the SCTAS team to provide support for summer learning and enrichment programs through an initial overview, tools, flow charts, and resources. The purpose of this toolkit is to help establish a foundation of support that will facilitate effective communication between the SCTAS Team and schools during requested technical assistance and support. With the use of this toolkit and their expertise, the SCTAS team intentionally focuses on helping school districts distinguish between the qualities of effective summer learning and enrichment programs and traditional summer school programs.

As this toolkit is fluid, additional resources will be added from time to time to assist with the intentional planning of effective summer learning and enrichment programs in subsequent years.

Glossary of Terms

Enrichment	For learners who need to learn at a higher level than in a typical class.
Equitable	The state, quality, or ideal of being just, impartial, and fair in which resources are provided to areas of need, as opposed to ensuring that everyone receives the same thing. Equity is achieved through structural and systemic changes.
Expanded Learning Time	Refers to any educational program or strategy intended to increase the amount of time students are learning, especially for the purposes of improving academic achievement and test scores, or reducing learning loss, learning gaps, and achievement gaps.
Evidence-Based	Refers to any concept or strategy that is derived from or informed by objective evidence—most commonly, educational research or metrics of school, teacher, and student performance
Marginalized	To relegate to an unimportant or powerless position within a society or group
Needs Assessment	Helps you determine *what needs to be accomplished to reach your project goals*. A needs assessment also helps to identify the target population, grade level(s), and expected outcomes in program planning.
Program Evaluation Plan	An evaluation plan outlines the evaluation's goals and purpose, the research questions, and information to be gathered.
Safe and Supportive Learning Environment	A learning environment for all students that provides content focusing on mutually supportive relationships, inclusivity, character development, life skills, and engagement

Targeted Intensive Tutoring	Often referred to as high-dosage tutoring, which consists of having the same tutor to work over an extended period (e.g., all year, every school day) on academic skills, such as math or reading.

Summer Learning and Enrichment: Planning and Implementation

Develop Recruitment Materials

Needs Assessment

Targeted Programming

Hire and Retain Highly Effective, Diverse, and Caring Staff

Early Planning

Access to Programming

Family/Student Community Voice

Shift from a Deficit Based Perspective

Summer is a time for warm weather, sun, and community fun. It is also a time for students, school staff, and community members to engage in Summer Programming to offset learning-loss, recover credits, and engage in hands on stimulating activities. The purpose of this toolkit is to assist schools in the development and implementation of evidence-based summer learning programs while respecting the flexibility needed to create the most effective programs for their unique, local circumstances.

High quality summer programs provide a chance to help close opportunity gaps. Historically, the students who are hit the hardest by summer learning loss are students from marginalized communities and/or disadvantaged backgrounds (e.g., students of color, students from rural communities, English Language Learners, students with disabilities, families who live in impoverished communities).[1] It is highly recommended that students from marginalized communities and/or disadvantaged backgrounds are targeted and prioritized when recruiting students and families.

Summer Programs are considered an allowable use of funds under the American Rescue Plan (ARP), Elementary and Secondary School Emergency Relief (ESSER) State Plan, and schools are encouraged to use funds to best meet the individual, local needs of their schools.

These funds have injected a large amount of money into districts to alleviate COVID-19 related pressures. Many districts have used the ARP funds to implement and/or improve their Summer Programming and are encouraged to do so. The National Association of Secondary School Principals highlighted the impacts of COVID-19 on education and "the urgent need for our nation to leverage the proven benefits of summer learning and out-of-school time (OST) as an essential strategy in America's recovery and students' long-term

success." schools should conduct a needs assessment to identify not only the participating students, but to develop program goals that would be most successful for those involved. Dr. Terry Peterson, Ph.D., Executive Editor of *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summers for Student Success*, states that "well-designed and well-delivered" summer programs will "positively impact foundational skills that students need for success in school and life." Whether in-person, hybrid or virtual, schools should be intentional about designing curriculum and choosing instructional strategies that will meet the needs of the schools, communities, and students they serve.

For the Summer of 2022, the Department is encouraging districts and schools to think creatively about summer programming opportunities they may provide for students. Traditional summer school is considered a punitive measure rooted in academic recovery. However, post-COVID-19 Summer Programming can be much more.

The United States Education Department, in the You for Youth initiative, states, "Young people don't lose their curiosity and interest during the summer. When given opportunities to explore and engage in effective summer learning programs, they may improve their academic skills more rapidly than during the school year." Summer Programs can help students acquire skills through accelerated learning opportunities as well as enrichment opportunities that extend their learning and inquiry to real world experiences. The goal of these programs post-COVID-19 is to meet all students where they are and guide them in an authentic life-long learning process.

schools should create and implement Summer Programming to enrich students in not only academic endeavors, but their social, emotional, and mental health growth as well. Summer Programs can support social emotional well-being and create an opportunity for students to build resilience and maintain meaningful relationships with individuals from different social and cultural groups, and throughout the community recovery[2]. Both implementation criteria and success criteria need to be considered and considered when determining the success of a summer program in closing student opportunity gaps.

Below are best practices for planning and implementation that districts may use as a means to initiate or improve upon their Summer Programming. It is important to recognize, amid uncertainty and trauma related to the COVID-19 pandemic, that a resilient buffer can be formed by facilitating a fun, engaging, and laughter-filled program.

Best Practices: Planning

Develop Recruitment Materials
- The description of the model summer learning and enrichment program, the requirements, expectations for attending, and benefits of attending should be provided to students and families. In addition, there should be a protocol in place to ensure equitable recruitment of students into the program

Early Planning
- A model summer learning and enrichment program is planned on a 12 month cycle with representation from all stakeholder groups. A planning tool that can assist with organizing, monitoring, and assessing the program is best practice

Needs Assessment
- It is best practice to conduct a needs assessment in order to determine the social, emotional, and academic needs of students. The needs assessment will help identify the target student population, target grade level(s) and expected outcomes
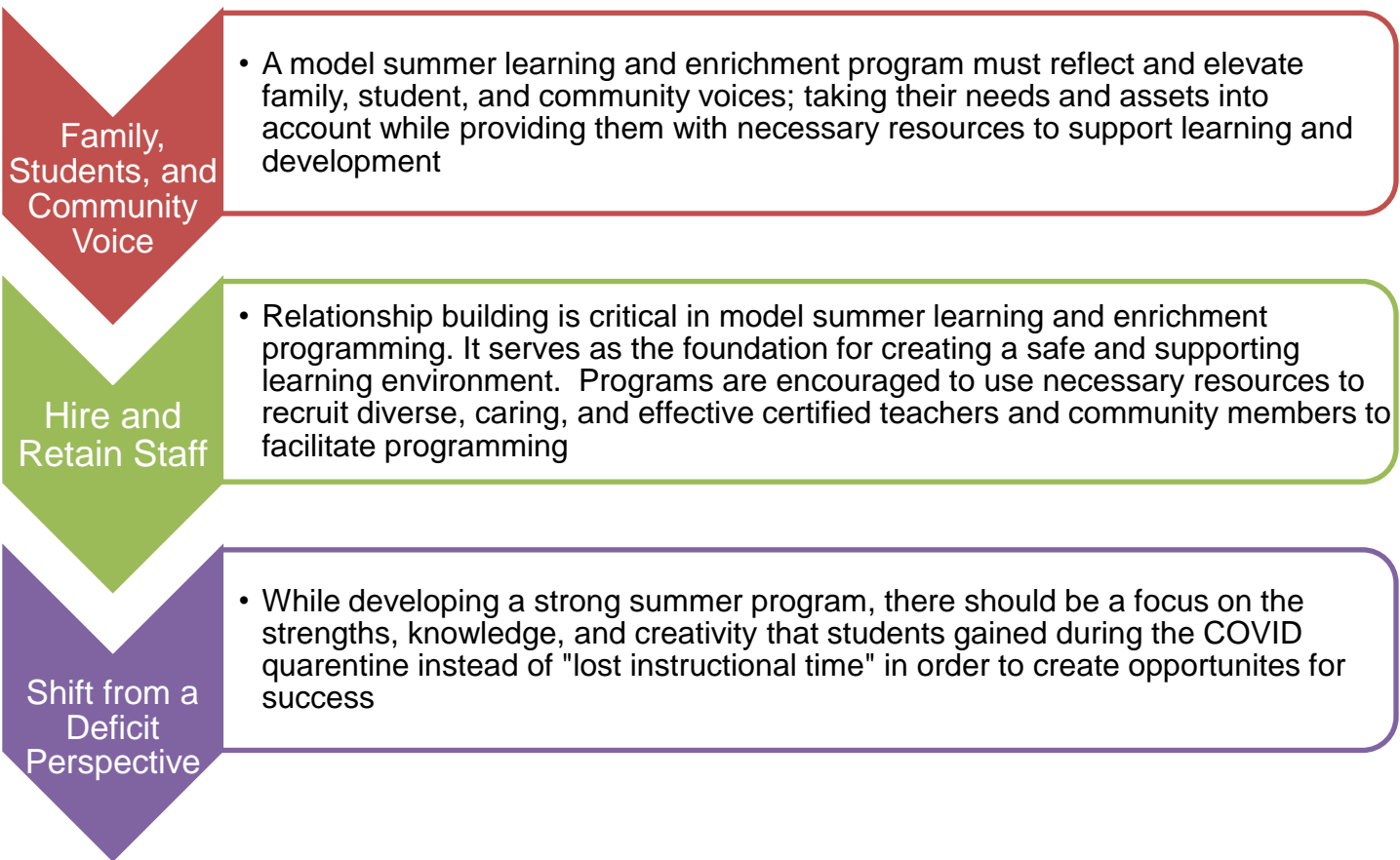
Access to Programming
- A model summer learning and enrichment program is free of cost, inclusive, full day, and incorporates programming that is supportive to all students and families. Free transportation and meals are also provided. Districts must create practices and procedures to accomodate all students, including students with special needs and those from marginalized communities

Targeted Programming
- A model summer learning and enrichment program creates targets and goals aligned with established academic and social emotional goals

Family, Students, and Community Voice

- A model summer learning and enrichment program must reflect and elevate family, student, and community voices; taking their needs and assets into account while providing them with necessary resources to support learning and development

Hire and Retain Staff

- Relationship building is critical in model summer learning and enrichment programming. It serves as the foundation for creating a safe and supporting learning environment. Programs are encouraged to use necessary resources to recruit diverse, caring, and effective certified teachers and community members to facilitate programming

Shift from a Deficit Perspective

- While developing a strong summer program, there should be a focus on the strengths, knowledge, and creativity that students gained during the COVID quarentine instead of "lost instructional time" in order to create opportunites for success

Best Practices: Implementation

Safe and Supportive Learning Environment
- Promotion of a safe and supportive learning environment for all students, faculty, and staff
- A learning environment that provides content focused on mutually supportive relationships, character development, life skills, and engagement

Attendance and Engagement
- Establishment of clear communication lines and protocols with families regarding attendance policies
- An effective method of tracking student attendance
- Incentives provided to students for meeting attendance goals

Social Emotional Learning (SEL)
- Proper SEL implementation provides an opportunity for students to foster positive relationships with caring adults, with their peers, and members of the community
- Summer learning and enrichment builds on existing SEL competencies to encourage further growth

Enrichment
- There are opportunities for students to engage in enrichment throughout the program
- There are community partners that can support and/or direct enrichment opportunities
- Enrichment includes (but is not limited to): STEM labs, Robotics, Field trips, Yoga, Sports camps

Rigorous Academics
- Academic content is provided and it aligns with New York State Learning Standards as well as content standards learned during the school year
- There are hands-on learning and/or project-based learning opportunities for students that foster student engagement

Groupings
- Students are strategically grouped in order to provide small group instruction when possible (10-15 students)

Professional Development for Staff

- There are ongoing opportunities for professional learning and development prior to the start and throughout the summer learning and enrichment program
- Professional development centers on academic intervention, social emotional learning, and cultural responsiveness and is available to all faculty and staff

Opportunities to Develop Parent Skills

- It is encouraged that there are multiple opportunities for parents to learn and develop skills that they identify as areas of growth
- Multi-element programs that include opportunities for parents to learn skills have shown positive outcomes for student achievement

Community Resources

- During the summer learning and enrichment program, it is encouraged that families have access to school support staff that can direct them to necessary community resources

Ongoing Program Assessment

- It is best practice to have an program evaluation plan that is used as a mechanism to monitor the implementation of curriculum and enrichment, as well as a mechanism to gather feedback from stakeholder groups
- For program sustainability, districts must utilize the acquired data to make adjustments in programming

Recruitment and Retention

- It is best practice to commit to recruiting and retaining caring and dedicated teachers, and staff
- Best practice is also to recruit and retain a diverse workforce

Expanded Learning Time

- Districts must develop programs, opportunities, and/or strategies to increase the amount of instructional time through the use of enrichment opportunities. The use of enrichment time as a strategy for incorporating additional instruction has shown a positive affect on student academic achievement and attendance

Summer Learning & Enrichment Additional Learning

Tools

New York State Education Department Summer Learning Information

- [NYSED Resources for Parents, Guardians, and Students](#)

Handbook for Summer School for Administrators and Principals (2022)

- [NYSED Handbook for Summer School [2022]](#)

Wallace Foundation Summer Learning Toolkit: Evidence-based tools and guidance for delivering effective programs

- [Summer Learning Toolkit: Wallace Foundation](#)

Wallace Foundation Summer Planning Calendar and Planning Tool (PDF and Excel)

- [Summer Planning Calendar and Planning Tool](#)

You for Youth: Conducting a Summer Learning Program Needs Assessment

- [Summer Learning Needs Assessment](#)

You for Youth: Summer Learning Implementation Planning Checklist

- [Summer Learning Implementation Planning Checklist](#)

Promising Practices: Smart State Strategies for Building Intensive Tutoring Systems (PDF)

- [Smart State Strategies for Building Intensive Tutoring Systems](#)

Strategies to Solve Unfinished Learning

- [Strategies to solve Unfinished Learning: Expanded Learning Time](#)

Summer Food Service Program

- [Hunger Solutions New York](#)

Resources

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Appendix Forms

- *Summer Learning and Enrichment Self-Assessment Tool*
- *Implementation Criteria Progress Monitoring*
- *Recommendations for District/School Leadership*

Summer Learning and Enrichment Self-Assessment Tool
2022

Name of Local Educational Agency or Equivalent: _____

District BEDS Code: _____

Number of schools: _____

Total Enrollment: _____

Superintendent (or equivalent) Name: _____

Phone Number: _____

Contact Email: _____

Document Purpose:

The Summer Learning and Enrichment Self-Assessment Tool provides an opportunity to assess and monitor the process of developing, implementing, and sustaining best practices related to summer learning and enrichment (SLE). Use the section below to fill in the status of each criterion as a self-assessment. This tool will then be to guide requested technical assistance from the Student-Centered Technical Assistance and Support (SCTAS) Team.

Overview:

For the Summer of 2022, the Department is encouraging districts and schools to think creatively about SLE opportunities they may provide for students. SLE Programs can help students acquire skills through accelerated learning opportunities as well as enrichment opportunities that extend their learning and inquiry to real world experiences. The goal of these programs post-COVID-19 is to meet all students where they are and guide them in an authentic life-long learning process.

School Districts will want to create and implement SLE opportunities to enrich students in not only academic endeavors, but their social, emotional, and mental health growth as well. SLE Programs can support social emotional well-being and create an opportunity for students to build resilience and maintain meaningful relationships with individuals from different social and cultural groups, and throughout the community recovery.

Directions:

In the first chart below, please identify:
- The **Evidence of Best Practice** for each implementation criteria by checking "yes," "no," or "in progress"
- **Descriptions of the Evidence of Best Practice** with specific descriptions of what has been implemented that has gone well and what may need improvement
- **Considerations for Next Summer** that can drive future planning and would address the implementation criteria

In the second chart, please identify:
- The **implementation criteria** that received a **"no" or "in progress"** as a status
- A **Tentative Timeline and Goals** to assist in self-monitoring

In the third chart, please identify:
- The **Evidence of Best Practice** for school leadership by checking **"yes," "no," or "in progress"**
- **Additional steps** needed to address the implementation criteria

For Support/Technical Assistance:

The SCTAS (Student Centered Technical Assistance Supports) team at the New York State Education Department Office of Student Support Services is here to provide you with support in these and other areas:

- School/Site Visits
- Progress Monitoring
- Feedback on Best Practices
- Technical/Programmatic Support

SCTAS Contact Information:
- Email: SCTAS@nysed.gov
- Phone: 518-486-6090

Chart #1

<u>Summer Learning and Enrichment Self-Assessment Tool</u>

Implementation Criteria	Evidence of Best Practice Status	Reflection	Consideration for Next Summer
<u>Early Planning:</u> Model summer learning and enrichment programs plan on a 12-month cycle; a planning tool is utilized to plan, monitor, and assess the program on a consistent basis	❑ Yes ❑ No ❑ In Progress	What went well? What can be improved?	
<u>Needs Assessment:</u> A needs assessment is conducted to determine the social, emotional, and academic needs of students; as well as identify the target population, targeted grade levels, and expected outcomes of the program.	❑ Yes ❑ No ❑ In Progress	What went well? What can be improved?	

Access to Programming: ***Zero Cost*** Equitable access to programming for students and families is provided through the <u>zero cost</u> of the summer learning and enrichment programs.	❑ Yes ❑ No ❑ In Progress	What went well? What can be improved?	
Access to Programming: ***Inclusivity*** Equitable access to programming for students and families is provided through <u>inclusive</u> summer learning and enrichment programs.	❑ Yes ❑ No ❑ In Progress	What went well? What can be improved?	

Access to Programming: **_Full Day Programming_** Equitable access to programming for students and families is provided through access to full day summer learning and enrichment programming.	❑ Yes ❑ No ❑ In Progress	What went well? What can be improved?	
Access to Programming: **_Supportive to Families_** Equitable access to programming for students and families is provided through summer learning and enrichment programs that are supportive to all families.	❑ Yes ❑ No ❑ In Progress	What went well? What can be improved?	

Access to Programming: *Transportation* Equitable access to programming for students and families is provided by access to <u>free transportation</u> to and from the summer learning and enrichment programs	❑ Yes ❑ No ❑ In Progress	What went well? What can be improved?	
Access to Programming: *Free Meals* Equitable access to programming for students and families is provided through the <u>provision of free meals</u> to students during summer learning and enrichment programming.	❑ Yes ❑ No ❑ In Progress	What went well? What can be improved?	

Targeted Programming: Student data is collected prior to summer learning and enrichment programming so that the programming offered is highly focused and based on LEA's identified goals.	❏ Yes ❏ No ❏ In Progress	What went well? What can be improved?	
Hire Highly Effective and Caring Staff: There is a focus on hiring highly effective and caring staff to create a safe and supportive learning environment.	❏ Yes ❏ No ❏ In Progress	What went well? What can be improved?	

Develop Recruitment Materials: Materials are created to recruit students and families to the summer learning and enrichment programs, including expectations and benefits of attendance. Recruitment materials are also available in the home languages of the students and families as part of an equitable protocol to recruit students and families.	❑ Yes ❑ No ❑ In Progress	What went well? What can be improved?	
Safe and Supportive Learning Environment: Promotion of a safe and supportive learning environment for all students, faculty, and staff is established. The learning environment provides content focusing on mutually supportive relationships, inclusivity, character development, life skills, and engagement.	❑ Yes ❑ No ❑ In Progress	What went well? What can be improved?	

<u>Attendance and Engagement:</u> *<u>Communication</u> There is an establishment of clear communication lines with families and attendance policies with an effective method tracking student attendance.	❑ Yes ❑ No ❑ In Progress	What went well? What can be improved?	
<u>Attendance and Engagement:</u> *Incentives* Incentives provided to students for meeting attendance goals and interventions for students who are struggling to attend programming.	❑ Yes ❑ No ❑ In Progress	What went well? What can be improved?	

Social Emotional Learning:		What went well?	
<u>Social Emotional Learning:</u> There is evidence of SEL implementation that provides an opportunity for students to foster positive relationships with caring adults, with their peers, and with community members.	❑ Yes ❑ No ❑ In Progress	What went well?	
		What can be improved?	
<u>Academics: *Alignment to Standards*</u> Academic content that is aligned with New York State Learning Standards and with content provided to students during the school year is provided during the summer learning and enrichment programs.	❑ Yes ❑ No ❑ In Progress	What went well?	
		What can be improved?	

Academics: *Hands on Activities* Opportunities for students to engage in hands-on activities and project–based learning will encourage engagement.	❑ Yes ❑ No ❑ In Progress	What went well? What can be improved?	
Enrichment: *Community Partnerships* There are opportunities to encourage community partnerships to help support and/or direct enrichment opportunities.	❑ Yes ❑ No ❑ In Progress	What went well? What can be improved?	

Enrichment: *Activities* There are opportunities for students to engage in enrichment activities (e.g., STEM labs, Robotics, athletics, workforce training programs, colleges, museums etc.) that reflect student voice and choice.	❑ Yes ❑ No ❑ In Progress	What went well? What can be improved?	
Professional Development for Staff: There are ongoing and innovative opportunities for professional learning and development prior to the start of the summer learning and enrichment programs that center on academic intervention, promoting positive behavior, social emotional learning, and cultural responsiveness.	❑ Yes ❑ No ❑ In Progress	What went well? What can be improved?	

Opportunities to Develop Parent Skills: There are learning opportunities for parents to gain skills they identify as growth areas during summer learning and enrichment programs including but not limited to: financial literacy, student mental health, and community engagement.	❑ Yes ❑ No ❑ In Progress	What went well? What can be improved?	
Community Resources: There are opportunities for families to have access to professional support staff that help direct them to community resources to meet their identified needs. Best practice is to have a directory of resources ready for families to access.	❑ Yes ❑ No ❑ In Progress	What went well? What can be improved?	

Ongoing Program Assessment:		What went well?	
There is a summer learning and enrichment program evaluation plan which will be used as a mechanism to monitor the implementation of curriculum and enrichment, including a mechanism to gather feedback from stakeholder groups.	❑ Yes ❑ No ❑ In Progress		
		What can be improved?	

Chart #2

Implementation Criteria Progress Monitoring

Criteria with "no" as Evidence of Practice	Goals for Improvement	Timeline for Progress Monitoring

Chart #3:

Recommendations for District/School Leadership

Best Practices	Evidence of Practice Status	Additional Steps
Leadership begins the planning process for Summer Learning 8-12 months before summer session; engaging in stakeholders throughout this process.	❑ Yes ❑ No ❑ In Progress	
Leadership conducts a needs assessment to determine the social, emotional, and academic needs of students; as well as identify the target population, targeted grade levels, and expected outcomes of the program	❑ Yes ❑ No ❑ In Progress	
Leadership develops multiple access points to programming for students and families including recruitment materials that are provided in the native language(s) of the students within the district.	❑ Yes ❑ No ❑ In Progress	
Leadership develops a variety of community partnerships and provides access to community resources that enrich summer experiences and broaden students' access to services and support.	❑ Yes ❑ No ❑ In Progress	
Leadership provides thoughtful and engaging professional development for their summer staff prior to the start of the program.	❑ Yes ❑ No ❑ In Progress	

Leadership carefully chooses caring summer staff based on their strong interest and motivation, relationship building capacity, and desire to provide a fun, engaging, and worthwhile experience for students.	❑ Yes ❑ No ❑ In Progress	
Leadership creates an intentional program evaluation plan to serve as a mechanism to monitor the implementation of the program and to gather feedback from stakeholder groups. Districts can utilize acquired data and evaluations with stakeholders and their communities to promote sustainability	❑ Yes ❑ No ❑ In Progress	