

ORGANIZATION / HDUQLQJ DQG (

Toolkit
for Local Education Agencies
2022

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

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

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 W R R O N L W 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 fu8 (ue)2. ugrawhe0r18pg(w)5 (he)mu12.91.97 3 Td [(l)-4.004 (t)6.0

success. Schools should conduct a needs assessment to identify not only the participating students, but to

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

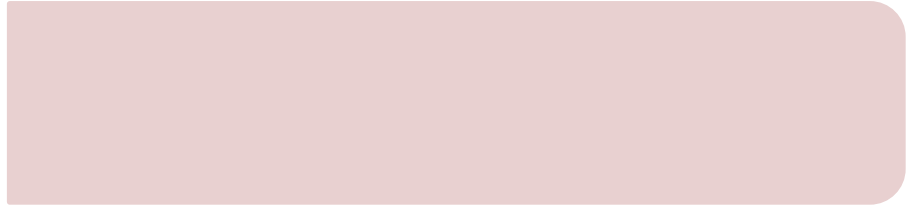
Family,
Students, and
Community
Voice

‡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 U H F U X L W o r k i n g a n d effective certified teachers and community members to

Best Practices



Summer Learning & Enrichment Additional Learning

Tools

Resources

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<https://www.wallacefoundation.org/knowledge-center/documents/effective-and-promising-summer-learning-programs.pdf>

Appendix Form s

- x *Summer Learning and Enrichment Self-Assessment Tool*
- x *Implementation Criteria Progress Monitoring*
- x *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

Summer Learning and Enrichment Self -Assessment Tool

Implementation Criteria	Evidence of Best Practice Status	Reflection	Consideration for Next Summer
<p><u>Early Planning:</u></p> <p>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</p>	<p>Yes No In Progress</p>	<p>What went well?</p>	
		<p>What can be improved?</p>	
<p><u>Needs Assessment:</u></p> <p>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.</p>	<p>Yes No In Progress</p>	<p>What went well?</p>	
		<p>What can be improved?</p>	

Access to Programming:
Zero Cost

Equitable access to programming for students and families is provided through the zero cost of the summer learning and enrichment programs.

What went well?

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

<p><u>Access to Programming: Transportation</u></p> <p>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</p>	<p>Yes No In Progress</p>	<p>What went well?</p>	
		<p>What can be improved?</p>	

Access to Programming:
Free Meals

Equitable access to
r1481 Free

<p><u>Targeted Programming:</u></p> <p>Student data is collected prior to summer learning and enrichment programming so that the programming offered is highly focused and based on /(\$↑V LGHQWLILHG</p>	<p>Yes No In Progress</p>	<p>What went well?</p>	
<p>What can be improved?</p>			
<p><u>Hire Highly Effective and Caring Staff:</u></p> <p>There is a focus on hiring highly effective and caring staff to create a safe and supportive learning environment.</p>	<p>Yes No In Progress</p>	<p>What went well?</p>	
<p>What can be improved?</p>			

What went well?

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

Attendance and
Engagement:
Communication

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<p><u>Social Emotional Learning:</u></p> <p>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.</p>	<p>Yes No In Progress</p>	<p>What went well?</p>	
		<p>What can be improved?</p>	

Academics: Alignment to Standards

Academic content that is aligned with New York State Learning Standards and with content provided to students during the school year is

<p><u>Academics: Hands on Activities</u></p> <p>Opportunities for students to engage in hands-on activities and project based learning will encourage engagement.</p>	<p>Yes No In Progress</p>	<p>What went well?</p>	
		<p>What can be improved?</p>	

Enrichment: Community Partnerships

There are opportunities to encourage community partnerships

What went well?

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

Ongoing Program
Assessment:

Chart #2

Implementation Criteria Progress Monitoring

& ULWHULD ZLWK 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
<p>Leadership begins the planning process for Summer Learning 8-12 months before summer session; engaging in stakeholders throughout this process.</p>	<p>Yes No In Progress</p>	

Leadership conducts a needs assessment to determine the social, emotional, and academic needs of students; asn B

