May 2022

SUMMER LEARNING TOOLKIT

Practical Tools and Resources for Planning Summer Learning Programs

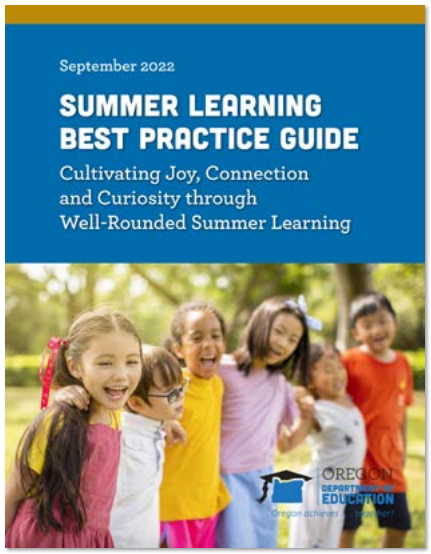
OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

HOW TO USE THIS GUIDE

PURPOSE

A high-quality summer program is shaped by the local community and the students and families it serves. There is not a singular pathway or simple formula to follow when creating a summer program; instead, there are many evidence-based elements that should be considered within a local context and infused into programming to ensure quality and student success.



The Summer Learning Toolkit is a companion document to the Summer Learning Best Practice Guide. The aim of this resource is to bring forward the Key Elements of Quality Summer Programming from the Best Practice Guide in the form of easy, accessible and practical tools to support the planning of robust summer programs.

- Summer Learning Best Practice Guide

AUDIENCE

This Toolkit was designed to support educators, administrators, summer learning program staff, out-of-school time leaders, and community partners.

RESOURCES

The Summer Learning Team at the Oregon Department of Education collaborated with teachers, summer program staff, school leaders, community partners, district administrators, and national groups to identify key tools needed to implement joyful, engaging, and connection-centered summer programs.

FORMAT

This digital Toolkit is an online interactive platform best used virtually. The Key Elements of Quality Summer Programs graphic on page three serves as an interactive Table of Contents where readers can quickly access tools related to each element. The sections are color coded according to each element and include the following:

- Visual images of tools for quick reference before you click
- Brief narrative with description of the tool
- Different formats (e.g., Word, Excel, Video, etc.) for use with multiple audiences
- Key planning questions

For technical assistance with this guide, contact the Summer Learning Team.

KEY TO ICONS FOR LINKS

Website | Video | Google Drive | Google Maps | PDF | Word | Excel | PowerPoint

CONTRIBUTE TO FUTURE ITERATIONS OF THIS TOOLKIT!

If readers of this toolkit have examples, elaborations, or would like to contribute ideas or stories to future additions of this resource, please connect with ODE through this form.

Important note: ODE does not control nor guarantee the accuracy or completeness of non-ODE information. The views represented in the links in this guide from outside the agency are not necessarily those of the Oregon Department of Education.

Click on the graphic below to skip to resources offered for each section.

A VISION FOR SUMMER LEARNING

- Cultivating Joy, Connection, & Curiosity in Well-Rounded Summer Learning ...4
- Access and Opportunity ... 8
- Student Voice and Choice ... 10
- Strength-Based ... 13
- Elevate Relationships and Enrichment ... 15
- Deepen Community Partnerships ... 18
- Integrate Well-Rounded Learning and Work That Matters ... 21
- Ensure Mental Health and Well-being ... 25
- Engage Students and Families ... 28
- Purposeful Planning for Quality Programs ... 31
- Resources ... 35
- Glossary of Key Terms ... 39

CULTIVATING JOY, CONNECTION, & CURIOSITY IN WELL-ROUNDED SUMMER LEARNING

Rich summer learning programs can provide life-giving enrichment opportunities that set students up to engage with the world as curious, critical thinkers. Equity-driven summer programs utilize practices that affirm students' multifaceted identities and sustain cultural knowledge. These practices show up at all levels of summer programming: from designing curriculum, to building staff expertise, and utilizing student voice and choice to foster joyful, connection filled experiences for students and staff.

Learning Happens Everywhere

This Edutopia video featuring Linda Darling-Hammond, president and CEO of the Learning Policy Institute and Stanford Professor, and other nationally renowned educators describes how creating optimal conditions for learning grounded in building positive relationships, belonging, and safety enable students to become empowered learners in out-of-school time.

This series is dedicated to helping educators and community youth providers align practices grounded in the science of human learning and development to advance equity and unleash the potential of every child. Consider this series when looking for staff professional development resources to share and discuss.

- Edutopia How Learning Happens Video Series

More Edutopia Videos

When afterschool program Ballet Folklorico teaches kids traditional Mexican dance, they build not only social and emotional skills, but also community.

- Celebrating Cultural Identity Through the Arts

High school seniors build confidence by documenting their growth and learning in a speech presented to their families and the school community.

- Elevating Student Voice Through Senior Talks

Vision for Summer Learning

Summer programs provide a unique opportunity to build relationships, spark joy, and deepen natural curiosity that promotes learning, growth, and success for every student.

Connection as the Foundation for Learning

Relationships are the foundation of learning. Summer programs should ensure students are able to access the content through centering relationships, communities, and a sense of belonging.

Strength-Based Student Voice & Choice

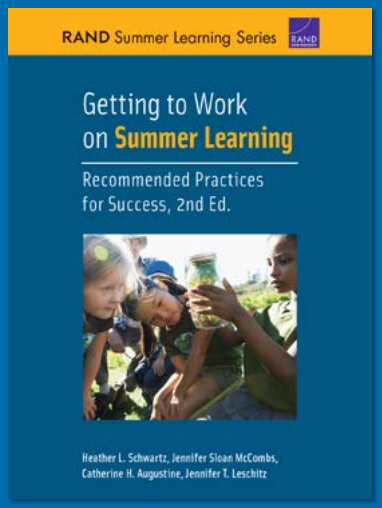
Learning happens best when educators actively uplift and center a student's prior knowledge and view it as an asset for learning rather than a problem to overcome.

Co-Creation and Innovation

Co-creation and continued co-learning with students, families, and partners ensures the specific context of the community; its history and culture(s), assets and challenges, needs, and dreams are integrated within the program.

Purposeful Outreach and Engagement

Summer programs are voluntary and require purposeful outreach. Prioritize students most underserved by the system and disproportionately impacted by the pandemic.



There has been a wealth of research, evaluations, and tools that delve deeply into the core elements of effective summer programming. The RAND Corporation's report titled, *Getting to Work on Summer Learning* includes the items in the Elements of Effective Summer Programs graphic and additional recommended practices for planning summer programs.

- ODE, Summer Learning Best Practice Guide
- RAND, Getting to Work on Summer Learning

Shifting the Focus

TRADITIONAL SUMMER SCHOOL	EQUITY–DRIVEN SUMMER LEARNING PROGRAMS
Targeted only to those with academic need	Accessible, equitable, diverse, and inclusive
Deficit-based (what gaps can I fill?)	Strength-based and enriching (what gifts do you bring?)
Academic, drill, and skill	Well-rounded, integrated, project-based, and hands-on
Quiet, task-oriented, and individualistic	Collaborative, interdependent, relational, and culturally grounded critical learners
Academic and teacher-centered	Relationship and student-centered
Disengaging and punitive	Exciting, fun, engaging, and attractive programs young people want to attend
Designed solely by a few district and school staff	Co-created with students, families, and community partners
School building and district-based	Can take place in a variety of settings and locations

What is an equity lens?

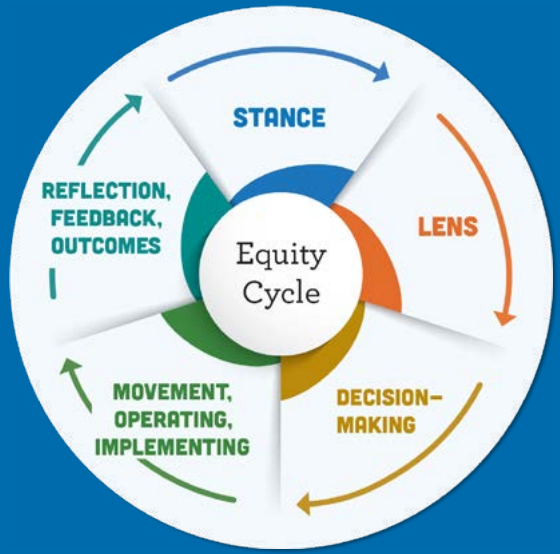
An equity lens is an active tool that supports core values, commitments, orientations, and questions to become operationalizable. An equity lens must support navigating choices in the here and now. It helps translate theory into practice, focuses on assets rather than deficits, and avoids making decisions that could marginalize or harm students, staff, families, and communities.

What is an equity stance?

An equity stance includes core values, commitments, orientations, principles, strategies, and frameworks that your district, organization, school, or team has decided are foundational in decision-making.

ODE's Integrated Guidance Appendix E lays out these processes of the equity cycle.

- Nonprofit Association of Oregon (NAO) Equity Lens Guide
- Lane County ESD Equity Lens Example
- ODE, Integrated Guidance: Equity Lens and Tools



Focal Student Groups for Summer Learning

Language and terminology are vital tools for understanding and addressing issues of inequity. The decision to use "focal student groups" was based on the historic decentering of underserved students and families.

Focal students include students experiencing poverty, students of color (including but not limited to American Indian and Alaskan Native students, Black and African American students, Hispanic, Latino/a/x/e and MesoAmerican Indigenous students, Asian students, Native Hawaiian and Pacific Islander, multiracial students), LGBTQ2SIA+ students, students with disabilities, students who are emerging bilinguals, students experiencing houselessness, students experiencing foster care, migrant students, and students with experience of incarceration or detention.

ODE highly encourages summer planning teams to connect and cross-reference key grants within the Student Success Act. The Student Success Act is a commitment to improving access and opportunities for students who have been historically underserved by the education system.

- Appendix F: ODE Integrated Guidance
- African American/ Black SSA Plan
- American Indian/ Alaska Native SSA Plan
- Oregon Equity Initiatives
- Latino/a/x & Indigenous SSA Plan
- LGBTQ2SIA+ SSA Plan
- EL Strategic Plan

Targeted Universalism provides an operational pathway to lead for educational change in a way that bridges relationships and perspectives while maintaining a dedicated and precise attention on focal students and their families.

- Targeted Universalism

KEY QUESTIONS TO CONSIDER:

- What are the current strengths and contributions of youth, families, staff, and community members that can support the co-creating of our summer program?
- What work is needed to establish representative groups from diverse and underserved communities with the power to influence the decision-making process?
- Do our outreach methods include the languages in which students and families are most comfortable? Do we have language and/or cultural interpreters available (i.e., spoken language, braille, sign language)?
- Are the people most impacted by summer programming included in discussions and in decision-making (e.g., students, families, community members)?

ACCESS AND OPPORTUNITY

Students experiencing disability should have equal access to summer learning programs, feel a deep sense of belonging, and experience the full range of opportunities high-quality summer programs can offer. To honor the unique circumstances of each student, programs must work collaboratively to remove barriers and ensure all students feel welcomed, seen, and supported.

Universal Design for Learning

Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

- Universal Design for Learning
- Exploring Equity: Dis/ability

The Iris Center has created high-quality modules for building staff knowledge and understanding of Universal Design for Learning (UDL). Consider building this module into summer staff hiring and training practices. The completion time for this module is 2.5 hours.

- IRIS Center - Universal Design for Learning Modules

Inclusive Physical Environments

The Americans with Disabilities Act (ADA) is a comprehensive federal civil rights law that protects individuals with mental and physical disabilities from discrimination. Summer Learning Programs must not only consider their school building's accessibility, but also ensure field trips, partner organizations, and outdoor spaces are ADA compliant.

The strength of summer programming lies in the ability to be innovative and take place in a variety of settings which all students must be able to access.

- OSU Outdoor School Achieving ADA Accessibility
- Summer Camp, The Americans with Disabilities Act and Your Child's Rights
- Inclusion Tool Kit for Out-of-School Programs

Moving Beyond Barriers

Students may lose access to healthy meals, daily supervision, and enrichment opportunities during the summer months. Students in higher-income families are almost 3 times more likely to participate in summer learning compared to their peers from lower-income families. Often barriers like transportation, knowledge of summer opportunities, program fees, and the need to work prevent students from participating.

- Study Finds Cost a Key Barrier to Summer Programs for Youth
- Shaping Summertime Experiences
- Resources to Support Students Experiencing Houselessness

Transportation

Ensuring smooth and efficient transportation for students to and from the program is critical to program success. Begin by determining all of your transportation needs, including feeder patterns, anticipated number of students per site, offsite program field trips, and accommodations for students with special needs.

- Transportation Planning Tips and Recommendations

Paid Opportunities for Students

Summer Programs may be a barrier for students that need to earn an income over the summer months to support themselves and/or their families. Consider how your program can provide stipends or paid internships for middle and high school students to attend.

- Work-Based Learning ODE

Summer Food Service

School districts are encouraged to reach out to their Nutrition Services department to discuss options for summer meal service. For information about how to apply for the Summer Food Service Program visit our webpage below. Please contact ode.communitynutrition@ode.oregon.gov with any questions.

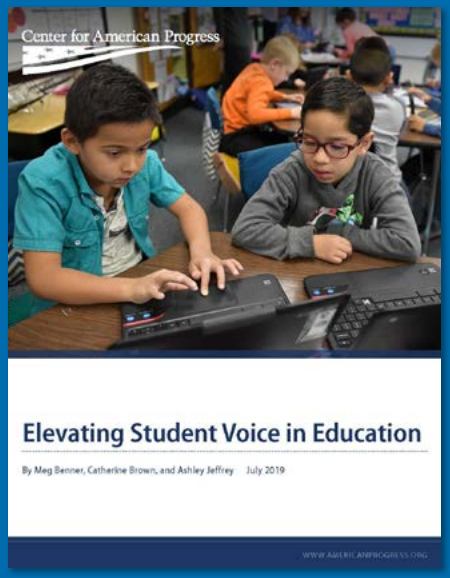
- Summer Food Service Program

KEY QUESTIONS TO CONSIDER:

- Have we connected with our special education teachers and leaders around supporting students experiencing disabilities attending summer program?
- How are staff trained to work with students experiencing disabilities and multilingual students?
- Is the location of the summer program along with field trips ADA approved?
- Which students have barriers to transportation and getting to school? What supports do we have to get students to summer programs?
- Are we providing breakfast, lunch, and meals to students attending our summer program?

STUDENT VOICE AND CHOICE

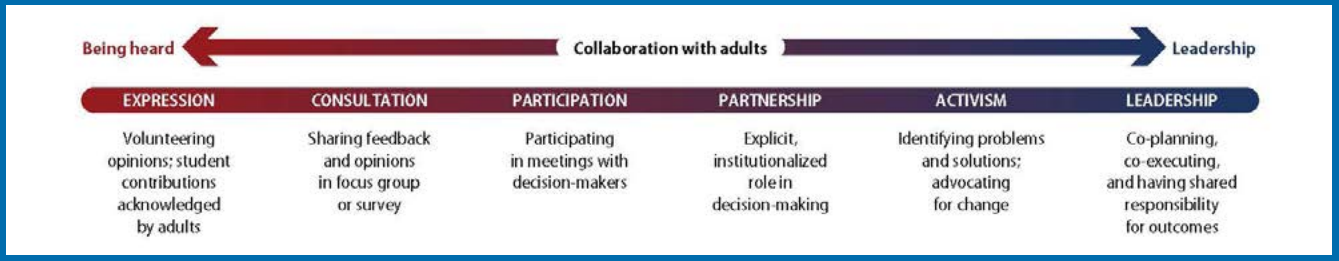
Elevating student voice in learning fosters environments for students to actively co-create their own education outcomes and future opportunities. Creating space for students to actively make decisions and voice their interest in learning sets the stage for deepened engagement and connection.



Elevating Student Voice in Education

This report outlines strategies to increase authentic student voice in education at the school, district, and state levels. The authors of this report define "student voice" as student input in their education ranging from input into the instructional topics, the way students learn, the way schools are designed, and more. Increasing student voice is particularly important for focal student groups.

- Overview resource on Student Voice
- IES/REL Resources on Uplifting Student Voices



Oregon Student Voice

Oregon Student Voice is a youth-led non-profit with a vision for empowering all students to be active agents in shaping their educational experience. The organization is run by students for students. The website includes how-to guides, youth trainings, and opportunities for active engagement to confront systemic K-12 educational concerns.

The how-to guides are designed to support students and adults in working together to address challenges using student voice. With titles such as:

- How to Lead a Focus Group
- How to Have Authentic Student Voice
- How to Be Inclusive of Diverse Voices

- Oregon Student Voice - How To Guides

- Eugene Springfield NAACP - Youth Council

ELEVATING STUDENT VOICE

Student Educational Equity Development (SEED) Survey

Oregon SEED Survey

The Student Educational Equity Development Survey (SEED) amplifies student voices. This survey is for students who participate in our general assessments in grades 3-11 and for students with significant cognitive disabilities who take our alternate assessments in grades 3-8 and 11, and provides an opportunity for districts to gather student voice in areas such as sense of belonging, opportunity to learn, access to resources, and self-efficacy beliefs.

- Oregon SEED Survey
- 3rd Grade Example Survey

Summer ODE SEED Survey

The Oregon Summer SEED Survey is being developed specifically for summer programs to help leaders better understand student perceptions, refine program implementation, and shape decision-making.

COMING SOON

Oregon Student Leadership in Action

Student leadership opportunities are an integral piece of the secondary component of Career Technical Education Programs of Study. A student leadership structure within a CTE Program of Study provides leadership development opportunities.

- CTSO - Student Leadership
- Criteria for Developing Student Leadership

Migrant Education Program: Honoring Student Voice

The Migrant Education Program in Lane County ensures there are multilingual staff in every summer classroom. Students are able to communicate in their chosen language, hear their name pronounced accurately, and know their families can communicate with teachers. Students have pride in speaking their chosen language and experience the acceptance and value of multilingualism.

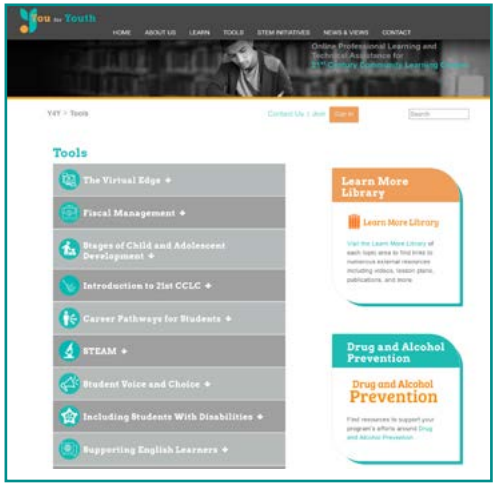
- Programa de Educación Migrante

"On the third day of school, my son, who had refused to speak Spanish for a while now, wanted me to teach him some words because his friends spoke both languages and he wanted to be like them."

- Parent of 3rd grade student

Amplifying Student Voice and Leadership Opportunities

You for Youth (Y4Y) is a contractor for the United States Department of Education to provide professional learning resources, technical assistance, and tools for 21st CCLC (Title IV-B) out-of-school time grant. All the resources on this site are in the public domain and authorized for reproduction in whole or in part. They come in Word, Excel, or PDF formats.

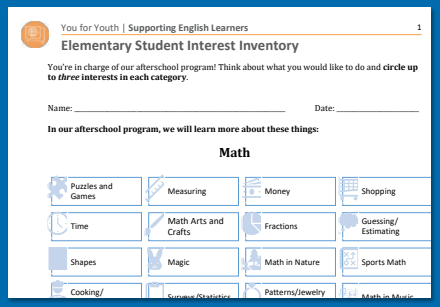


This is an online course with tools and resources for staff to learn how to incorporate student voice into every aspect of summer programming. This is a self-guided 5-7 hour professional learning where staff with be able to:

- Define student voice and choice.
- Describe how to create a program environment that honors student voice and choice.
- Develop a program schedule of activities that honor student voice and incorporate academic needs.
- Utilize strategies for honoring student choice.

▸ Y4Y Website

▸ Y4Y Course on Student Voice


You for Youth | Supporting English Learners

Elementary Student Interest Inventory

You're in charge of our afterschool program! Think about what you would like to do and **circle up to *three* interests in each category**.

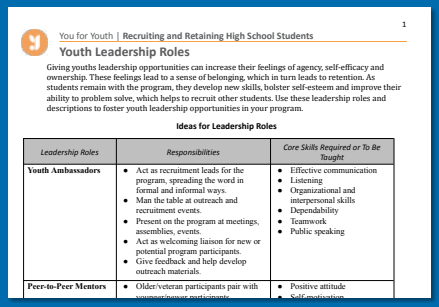
Name: _____ Date: _____

In our afterschool program, we will learn more about these things:

Math

Puzzles and Games | Measuring | Money | Shopping
Time | Math Arts and Crafts | Fractions | Guessing/ Estimating
Shapes | Magic | Math in Nature | Sports Math
Cooking/ | Patterns/Jewelry | Math in Music

▸ Student Interest Survey


You for Youth | Recruiting and Retaining High School Students

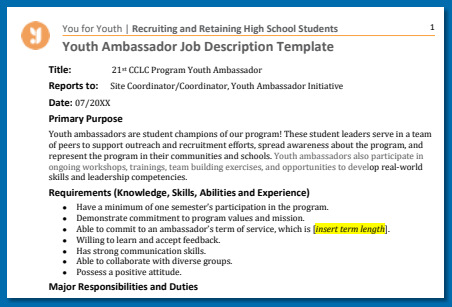
Youth Leadership Roles

Giving youths leadership opportunities can increase their feelings of agency, self-efficacy and ownership. These feelings lead to a sense of belonging, which in turn leads to retention. As students remain with the program, they develop new skills, bolster self-esteem and improve their ability to problem solve, which helps to recruit other students. Use these leadership roles and descriptions to foster youth leadership opportunities in your program.

Ideas for Leadership Roles

Leadership Roles	*Responsibilities*	*Core Skills Required or To Be Taught*
Youth Ambassadors	• Act as recruitment leads for the program, spreading the word in formal and informal ways. • Man the table at outreach and recruitment events. • Present on the program at meetings, assemblies, events. • Act as welcoming liaison for new or potential program participants. • Give feedback and help develop outreach materials.	• Effective communication • Listening • Organizational and interpersonal skills • Dependability • Teamwork • Public speaking
Peer-to-Peer Mentors	• Older/veteran participants pair with	• Positive attitude

▸ Creating Student Leadership Roles and Opportunities


You for Youth | Recruiting and Retaining High School Students

Youth Ambassador Job Description Template

Title: 21st CCLC Program Youth Ambassador

Reports to: Site Coordinator/Coordinator, Youth Ambassador Initiative

Date: 07/20XX

Primary Purpose

Youth ambassadors are student champions of our program! These student leaders serve in a team of peers to support outreach and recruitment efforts, spread awareness about the program, and represent the program in their communities and schools. Youth ambassadors also participate in ongoing workshops, trainings, team building exercises, and opportunities to develop real-world skills and leadership competencies.

Requirements (Knowledge, Skills, Abilities and Experience)

- Have a minimum of one semester's participation in the program.
- Demonstrate commitment to program values and mission.
- Able to commit to an ambassador's term of service, which is *[insert term length]*.
- Willing to learn and accept feedback.
- Has strong communication skills.
- Able to collaborate with diverse groups.
- Possess a positive attitude.

Major Responsibilities and Duties

▸ Youth Ambassador Job Description Template

KEY QUESTIONS TO CONSIDER:

- Have we held focus groups, listening sessions, empathy interviews, and/or surveyed students before the program begins to gain input on how to shape our summer learning program?
- Does our school have a student leadership body during the school year that provides input on summer programming?
- Do students have choices throughout the summer program of what activities and enrichment opportunities they participate in?
- Question for students, "If you were in charge, how would you help other students learn during school and summer program? What advice would you give your teachers to improve your experiences while in school and in the summer program?"

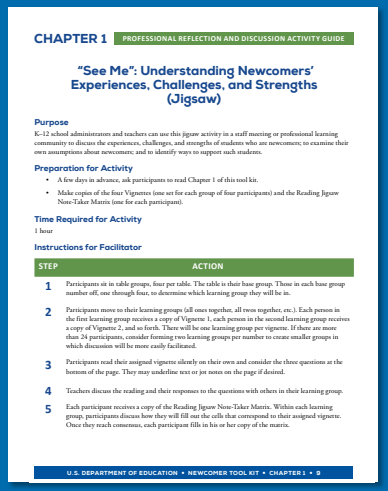
STRENGTH-BASED

A strength-based mindset builds on the skills, resources, lived experiences, and innate gifts that students possess. When students are seen as fully human and engaged, with both head and heart, they are likely to engage in learning that is meaningful to them.

- Newcomer Toolkit

Newcomer Toolkit

This toolkit can help summer program leaders and others who work directly with immigrant students and their families. It is designed to help elementary and secondary teachers, principals, and other school staff with professional development opportunities, classroom applications and lesson plans, and much more. While the focus is geared toward students recently arrived to the US, this resource is centered in strength-based approaches that apply to all students.


CHAPTER 1 PROFESSIONAL REFLECTION AND DISCUSSION ACTIVITY GUIDE

"See Me": Understanding Newcomers' Experiences, Challenges, and Strengths (Jigsaw)

Purpose

K-12 school administrators and teachers can use this jigsaw activity in a staff meeting or professional learning community to discuss the experiences, challenges, and strengths of students who are newcomers; to examine their own assumptions about newcomers; and to identify ways to support such students.

Preparation for Activity

- A few days in advance, ask participants to read Chapter 1 of this tool kit.
- Make copies of the four Vignettes (one set for each group of four participants) and the Reading Jigsaw Note-Taker Matrix (one for each participant).

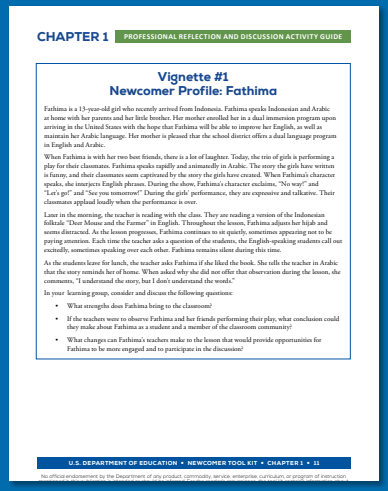
Time Required for Activity

1 hour

Instructions for Facilitator

STEP	ACTION
1	Participants sit in table groups, four per table. The table is their base group. Those in each base group number off, one through four, to determine which learning group they will be in.
2	Participants move to their learning groups (all ones together, all twos together, etc.). Each person in the first learning group receives a copy of Vignette 1, each person in the second learning group receives a copy of Vignette 2, and so forth. There will be one learning group per vignette. If there are more than 24 participants, consider forming two learning groups per number to create smaller groups in which discussion will be more easily facilitated.
3	Participants read their assigned vignette silently on their own and consider the three questions at the bottom of the page. They may underline text or jot notes on the page if desired.
4	Teachers discuss the reading and their responses to the questions with others in their learning group.
5	Each participant receives a copy of the Reading Jigsaw Note-Taker Matrix. Within each learning group, participants discuss how they will fill out the cells that correspond to their assigned vignette. Once they reach consensus, each participant fills in his or her copy of the matrix.

U.S. DEPARTMENT OF EDUCATION • NEWCOMER TOOL KIT • CHAPTER 1 • 9


CHAPTER 1 PROFESSIONAL REFLECTION AND DISCUSSION ACTIVITY GUIDE

Vignette #1
Newcomer Profile: Fathima

Fathima is a 13-year-old girl who recently arrived from Indonesia. Fathima speaks Indonesian and Arabic at home with her parents and her little brother. Her mother enrolled her in a dual immersion program upon arriving in the United States with the hope that Fathima will be able to improve her English, as well as maintain her Arabic language. Her mother is pleased that the school district offers a dual language program in English and Arabic.

When Fathima is with her two best friends, there is a lot of laughter. Today, the trio of girls is performing a play for their classmates. Fathima speaks rapidly and animatedly in Arabic. The story the girls have written is funny, and their classmates seem captivated by the story the girls have created. When Fathima's character speaks, she interjects English phrases. During the show, Fathima's character exclaims, "No way!" and "Let's go!" and "See you tomorrow!" During the girls' performance, they are expressive and talkative. Their classmates applaud loudly when the performance is over.

Later in the morning, the teacher is reading with the class. They are reading a version of the Indonesian folktale "Deer Mouse and the Farmer" in English. Throughout the lesson, Fathima adjusts her hijab and seems distracted. As the lesson progresses, Fathima continues to sit quietly, sometimes appearing not to be paying attention. Each time the teacher asks a question of the students, the English-speaking students call out excitedly, sometimes speaking over each other. Fathima remains silent during this time.

As the students leave for lunch, the teacher asks Fathima if she liked the book. She tells the teacher in Arabic that the story reminds her of home. When asked why she did not offer that observation during the lesson, she comments, "I understand the story, but I don't understand the words."

In your learning group, consider and discuss the following questions:

- What strengths does Fathima bring to the classroom?
- If the teachers were to observe Fathima and her friends performing their play, what conclusion could they make about Fathima as a student and a member of the classroom community?
- What changes can Fathima's teachers make to the lesson that would provide opportunities for Fathima to be more engaged and to participate in the discussion?

U.S. DEPARTMENT OF EDUCATION • NEWCOMER TOOL KIT • CHAPTER 1 • 11

No official endorsement by the Department of any product, commodity, service, enterprise, curriculum, or program of instruction.

Student Learning: Unfinished, Not Lost

This resource is an asset-based re-frame of the dominant narrative around "learning loss." An equity-driven summer program meets students where they are and creates rigorous learning environments built on student strengths and desired learning outcomes.

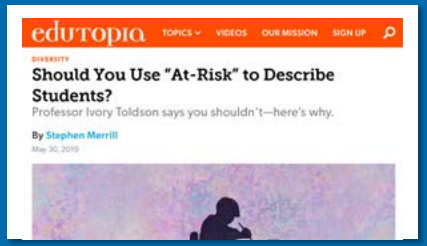
- Student Learning: Unfinished, Not Lost
- Unfinished Learning: Content-Specific Considerations

Strength-Based Approach

A strength-based approach transforms deficit-based thinking and language which can lead to a long list of things considered to be 'wrong' with a child's learning and development. This approach is about centering student strengths and re-humanizing learning.

> "I am willing to learn about you and to help you reach your life goals,"
> **- Andratesha Fritzgerald, Antiracism and Universal Design for Learning**

MOVE FROM DEHUMANIZING	TO REHUMANIZING
Deficit-based (What gaps can I fill?)	Asset-based (What gifts does this student bring?)
Compares students to each other (norm-referenced)	Compares students to a standard (criterion-referenced)
Adult-centered	Student-centered
Static (cognitive ability as pre-determined by genetics and unmovable)	Dynamic (cognitive performance as changing over time due to interactions with environment)
INSTEAD OF SAYING THIS...	**SAY THIS!**
Student strengths and weaknesses	Student strengths and learning progress
Proficient/Not Proficient	What has our student demonstrated they know and can do? (achievement descriptors)
Student failed the intervention	The intervention failed the student
At-risk student(s)	Student(s)



- Creating Strength-Based Classroom and Schools
- Strength-based approach
- Should You Use "At-Risk" to Describe Students?

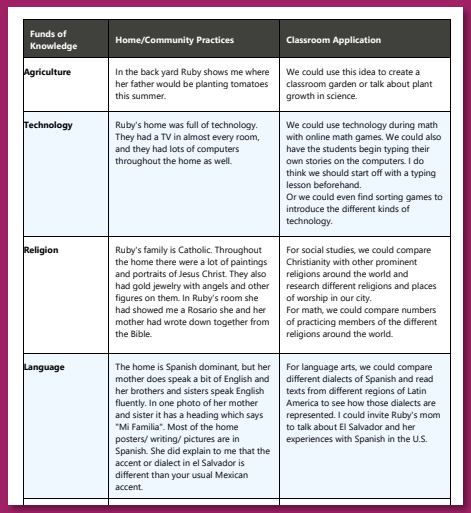
KEY QUESTIONS TO CONSIDER:

- How often do we communicate with families about the strengths their child brings to the learning environment?
- How can we deepen our understanding of the unique strengths and challenges of a given community?
- How do I get to know my students' interests, passions, and life goals?
- How does our school/district recognize multilingualism as an asset and support children to maintain their first language?
- How do we develop a staff culture that creates a safe place to interrupt deficit-based thinking and language?

ELEVATE RELATIONSHIPS AND ENRICHMENT

Relationships are the foundation of quality summer programs. Positive, supportive relationships and rich, stimulating environments ignite the brain to form connections that promote learning. Through honoring each student's unique gifts and talents, educators create the conditions for connection and development - including opportunities to play, to explore new skills and experiences, and to connect with peers and caring adults.

> "Honor says, 'I see you. I am learning from you. I acknowledge you. You are welcome here. You Belong. Your Success is my mission.'"
> **Andratesha Fritzgerald - Honor as Power: The Practical Keys to Antiracist Teaching**



Funds of Knowledge	Home/Community Practices	Classroom Application
Agriculture	In the back yard Ruby shows me where her father would be planting tomatoes this summer.	We could use this idea to create a classroom garden or talk about plant growth in science.
Technology	Ruby's home was full of technology. They had a TV in almost every room, and they had lots of computers throughout the home as well.	We could use technology during math with online math games. We could also have the students begin typing their own stories on the computers. I do think we should start off with a typing lesson beforehand. Or we could even find sorting games to introduce the different kinds of technology.
Religion	Ruby's family is Catholic. Throughout the home there were a lot of paintings and portraits of Jesus Christ. They also had gold jewelry with angels and other figures on them. In Ruby's room she had showed me a Rosario she and her mother had wrote down together from the Bible.	For social studies, we could compare Christianity with other prominent religions around the world and research different religions and places of worship in our city. For math, we could compare numbers of practicing members of the different religions around the world.
Language	The home is Spanish dominant, but her mother does speak a bit of English and her brothers and sisters speak English fluently. In one photo of her mother and sister it has a heading which says "Mi Familia". Most of the home posters/ writing/ pictures are in Spanish. She did explain to me that the accent or dialect in el Salvador is different than your usual Mexican accent.	For language arts, we could compare different dialects of Spanish and read texts from different regions of Latin America to see how those dialects are represented. I could invite Ruby's mom to talk about El Salvador and her experiences with Spanish in the U.S.

▸ Funds of Knowledge Toolkit

Funds of Knowledge Toolkit

Using *Funds of Knowledge* to better understand students' experiences and background can help teachers draw on students' strengths to enrich summer learning. By integrating patterns of learning, knowing, and doing that are familiar to culturally and economically diverse students, academic content becomes meaningful through connection to students' lives and is understood on a deeper level.

A student's funds of knowledge can be described as:

- academic and personal background knowledge,
- accumulated life experiences,
- skills and knowledge used to navigate everyday social contexts, and
- world views structured by broader historically and politically influenced social forces.

Connection as the Foundation for Learning

Key Considerations for Elevating Relationships and Enrichment

- Create a warm and welcoming environment through authentic power sharing
- Greet students each day in a way that feels affirming to students
- Support students to make connections to prior knowledge
- Acknowledge accomplishments of students with specific feedback
- Display student work in summer program space
- Integrate student choice throughout the day
- Structure time to build community
- Cultivate opportunities for students to lead

Adapted from - Weikart Center Forum for Youth Investment.

Culturally Responsive Practices

Culturally Responsive means the implicit recognition and incorporation of the cultural knowledge, experience, and ways of being and knowing of students in teaching, learning, and assessment. This includes identifying, valuing, and maintaining high commitment to: students' cultural assets in instruction and assessment; diverse frames of reference that correspond to multifaceted cultural perspectives/ experiences; and behaviors in the classroom that can differ from White-centered cultural views of what qualifies as achievement or success.

- Culturally Responsive Education, CRE HUB
- Tool to find Ethnic, Native, & LGBTQ2SIA+ Studies across the country

Wallace's **Considerations** series invites a variety of experts to share insights based on research and theory on issues important to the fields the Foundation supports.

Wallace
April 2022

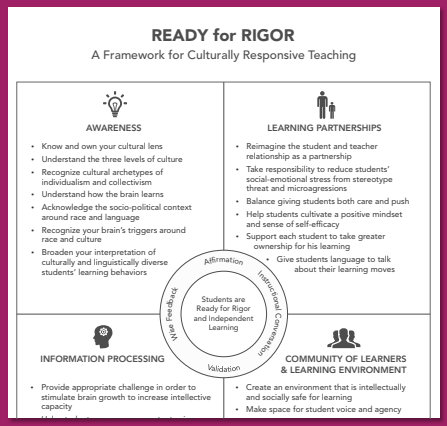
From Access to Equity: Making Out-of-School-Time Spaces Meaningful for Teens From Marginalized Communities

This brief summarizes findings from Wallace-commissioned research about key challenges and promising practices toward equity in out-of-school-time programs engaging historically marginalized youth populations. This report captures the ideas and recommendations gleaned from a literature review and interviews with OST policy influencers, program directors, youth workers, and scholars across the nation. The research was conducted by Bianca J. Baldridge of Harvard University, Daniela K. DiGiacomo of the University of Kentucky, Ben Kirshner of the University of Colorado Boulder, Sam Mejias of Parsons School of Design, and Deepa S. Vasudevan of Wellesley College. The brief was prepared by Daniel Browne.

Problems of Policy and Practice

To develop meaningful out-of-school-time programming for young people from marginalized communities, experts suggest that programs introduce practices that foster "a genuine sense of dignity and belonging for youth" and improve working conditions for program staffers. - Wallace Foundation

- From Access to Equity: Making Out-of-School-Time Spaces Meaningful for Teens From Marginalized Communities


READY for RIGOR

A Framework for Culturally Responsive Teaching

AWARENESS
- Know and own your cultural lens
- Understand the three levels of culture
- Recognize cultural archetypes of individualism and collectivism
- Understand how the brain learns
- Acknowledge the socio-political context around race and language
- Recognize your brain's triggers around race and culture
- Broaden your interpretation of culturally and linguistically diverse students' learning behaviors

LEARNING PARTNERSHIPS
- Reimagine the student and teacher relationship as a partnership
- Take responsibility to reduce students' social-emotional stress from stereotype threat and microaggressions
- Balance giving students both care and push
- Help students cultivate a positive mindset and sense of self-efficacy
- Support each student to take greater ownership for his learning
- Give students language to talk about their learning moves

Students are Ready for Rigor and Independent Learning
Affirmation
Instructional Conversation
Validation
Strategic Feedback

INFORMATION PROCESSING
- Provide appropriate challenge in order to stimulate brain growth to increase intellective capacity

COMMUNITY OF LEARNERS & LEARNING ENVIRONMENT
- Create an environment that is intellectually and socially safe for learning
- Make space for student voice and agency

This framework, from *Culturally Responsive Teaching & The Brain* promotes authentic engagement and rigor among culturally and linguistically diverse students.

- Ready for Rigor Framework - Zaretta Hammond

- Multicultural/Culturally-Responsive Books
- Culturally responsive and Sustaining Infographic

WHAT IS CULTURALLY RESPONSIVE-SUSTAINING EDUCATION

CULTURALLY RESPONSIVE-SUSTAINING EDUCATION (CRSE) advances educational justice by:

1. Centering and valuing students' cultures and identities
2. Using rigorous and relevant curriculum, and anti-oppressive teaching practices
3. Building strong, positive relationships between students, families, and school staff
4. Supporting students to develop the knowledge, skills, and vision to transform the world toward liberation

"I want all my students to feel seen in the classroom, to be seen in the curriculum. I want my daughter not to wonder if people that look like her made contributions to the world."
—AARON HARRIS, *NYC HIGH SCHOOL ENGLISH TEACHER*

CONNECT WITH US NYU Metro Center nyu-ejroc@nyu.edu

Indian Education in Oregon

Learning about tribal nations in Oregon is important for all students. Each nation has a distinct origin story, worldview, and timeline of their history and contemporary context. However, much of that information has been presented to the general American public from a non-Native American perspective, filled with clichés, misconceptions, and falsehoods. The path is clear, we need teachers who are culturally competent to work with American Indian/Alaska Native students and impart to non-natives respect for the deep cultural roots of the US.

- Implementation of Tribal History - Shared History

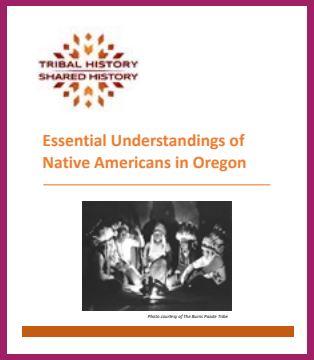
- 4th Grade Tribal History Lesson Plan Example
- 8th Grade Tribal History Lesson Plan Example

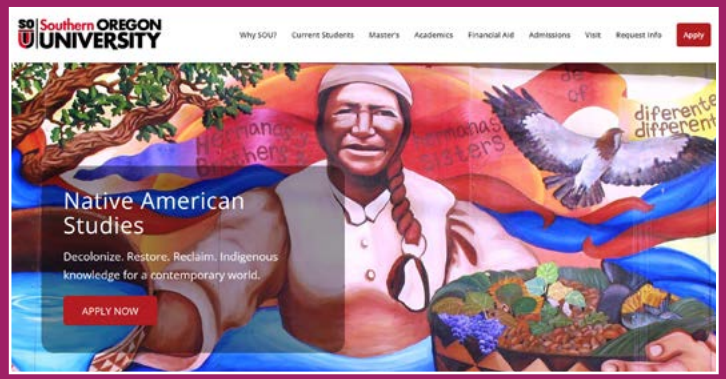
Essential Understandings of Native Americans in Oregon

ODE partnered with representatives of the nine federally recognized tribal governments in Oregon to create Essential Understandings of Native Americans in Oregon. These nine essential understandings have been created to serve as an introduction into the vast diversity of the Oregon Native American experience.

Konaway Nika Tillicum 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.

- Essential Understandings of Native Americans in Oregon
- Konaway Nika Tillcum





KEY QUESTIONS TO CONSIDER:

- Can I name the 9 federally recognized Tribes in Oregon? Which Tribe or Tribes are near our school district?
- How does our school district incorporate our students’ cultural knowledge, experience, ways of being and knowing into teaching, learning, and assessment?
- Does our staff and volunteers in our work area reflect the diversity of the community we serve?
- Do students and their families feel connected to our school community? Do teachers feel connected to our schools?
- How do families from various races, ethnicities, or cultures experience our school climate?

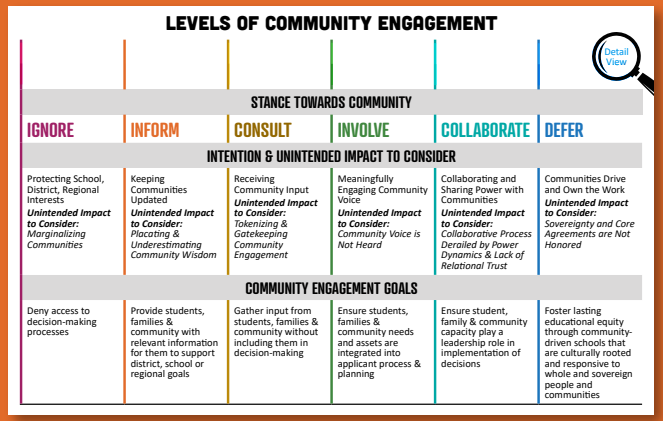
DEEPEN COMMUNITY PARTNERSHIPS

Creating a community system for summer learning and growth opens the door to collaboration, reduces duplication of efforts, and results in stronger shared investment for student learning and well-being. Community partners have a history of working across initiatives, often with culturally specific strategies, to encourage authentic engagement and established relationships with families.

ODE Community Engagement Toolkit

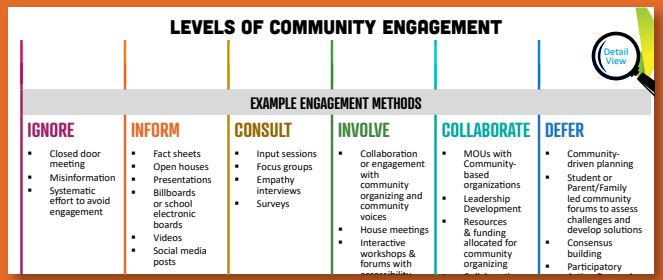
This toolkit shares a framework, example strategies, and helpful resources for expanding into more robust and rigorous community engagement. As your school/district chooses to approach community engagement in deeper ways, you are inviting change to happen: focal groups will feel less like an audience for your decisions and more involved as key partners; structures of accountability and feedback will bring a sense of transparency and authenticity to district planning.

This community engagement tool is organized on a spectrum of shallow to robust community engagement (Levels 1-5). District and school leaders are encouraged to use this framework to reflect on their stance and approach towards communities.



Example Engagement Methods: This row lists some common example engagement methods, tactics, and tools that districts can exemplify at each level. Schools and districts have the opportunity to innovate during summer programs engaging in the *collaborate* and *defer* methods of the spectrum.

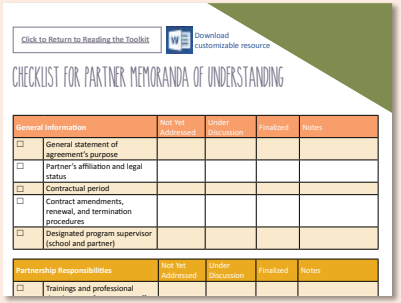
- ODE Community Engagement Toolkit



Building and Sustaining Community Partnerships Toolkit

This toolkit comes out of the Colorado Education Initiative and provides tools, resources, and processes for engaging critical relationships to build community partnerships and deepen connections.

- Designing Community Partnerships to Expand Student Learning: A Toolkit



Partners Contribute to Change

ODE understands the various people and roles that contribute to deepened student engagement and enriched summer learning environments. As summer leaders plan for equity-driven summer programs, we recommend seeing and imagining all the various people that will be involved in the effort. Below is a list that is not intended to be exhaustive, but showcases the diversity and roles successful implementation will take. Who will be essential to success in your summer learning efforts?

Attendance officers / coordinators

Bus drivers

Business and industry partners

Caregivers and families

Childcare providers

Community college partners

Community partnership coordinators

Community-based and culturally-specific organizations

Counselors and guidance counselors

CTE Regional Coordinators

CTE Student Leadership Organization Representatives and Student Officers

Curriculum and instruction (district level)

DHS/child welfare

Early Learning Division, Early Learning Hubs

Educator Advancement Council

Educators

ESD staff

Expanded learning administrators

Family resource liaisons

Graduation coaches

Higher Education Coordinating Commission

Instructional assistants/paraprofessionals

Instructional coaches

Legislators

Local chamber of commerce

Local workforce development boards

McKinney-Vento liaisons

Media

Mental health teams

Non-profit/volunteer reading programs (e.g. SMART Readers)

ODE staff

Oregon Housing and Community Services

Pre-K and Headstart programs

Primary care providers

Principals

Psychologists, social workers, traditional health workers, and community-based mental health professionals

Researchers

School board members

School personnel

School safety and prevention specialists

Special education teachers (K-12)

STEM Hubs

Students

Superintendents

Tribal/cultural/community leaders

University faculty (preservice program)

Vocational rehabilitation and transition specialists

9th grade on-track coaches

Oregon Spotlight - Morrow County School District (CARE Coordinators)

Morrow County CARE Coordinators are one arm of the multidisciplinary CARE program. CARE coordinators are bilingual staff that are dedicated to working with buildings and families to address any barriers that prevent students from attending school and learning. They build relationships with families and work in partnership with our wrap-around partners to get families the services they may need. On an average day, they will be supporting families that have attendance concerns; helping families through the Oregon Health Plan application process; assisting with scheduling medical/counseling appointments; helping with housing searches; and making connections with students at lunch and recesses.

Oregon Community Foundation supports programs that provide high-quality out-of-school time experiences for students of color, students in under-resourced rural communities, and students from low-income families. Their website includes a number of resources for supporting out-of-school time programs in Oregon.

- Oregon Community Foundation

OregonASK is a collaboration of public and private organizations and community members. Their mission is to support, expand, and educate on quality Afterschool and Summer Programs throughout Oregon. They provide resources and professional development opportunities to support summer programs.

- OregonASK

KEY QUESTIONS TO CONSIDER:

- Does our school or district have a dedicated position to build and maintain community partnerships?
- How are community partners viewed in our school and district? How are they seen for the strengths they bring to schools?
- Have we identified the assets and community organizations that support our students and families (e.g., community asset mapping, systems mapping, community outreach)?
- Are we sharing data, resources, and training with community partners, and engaging with them in the planning to support students and their families?
- Do new structures need to be created to collaborate with community partners?

INTEGRATE WELL-ROUNDED LEARNING AND WORK THAT MATTERS

Well-rounded learning focuses on developing a hands-on, collaborative, and integrated educational environment rooted in inquiry and discovery. Well-rounded summer learning shifts the narrative from narrow remediation and test preparation to an integrated project-based approach to deepen learning, reflection, and curiosity. Work that matters is individualized by the application of meaningful, cross-cutting skills where students are known, heard, and supported.

SparkLab

- SparkLab, Connected Lane County
- Invention Lab Summary

Where community, education, and industry come together to support Lane County youth in invention, education, and career-connected learning.

In July 2021, SparkLab opened with its first official program, Invention Lab: a five-week, paid experience for high school students to learn skills in the invention process, build technical skills, and gain experience in human-centered design. The goal of Invention Lab is to empower generations of creators, inventors, and leaders in addressing complex issues. For this summer program, students were tasked with creating devices to monitor air quality and CO2 levels in indoor space.

Lake County SD Summer Learning

Lake County School District designed a hands-on, project-based, and career focused summer program founded on student voice and leadership. They integrated well-rounded learning opportunities throughout the program while also providing job opportunities to high school students to support the elementary programs.

- Summer 2021 opportunities at Lake County SD

"I loved learning about all the different careers, some I have never even heard of before. As a junior, I'm still looking into different professions and this was a great opportunity for me to do that!"
- A.T, 11th Grade

Well-Rounded Instructional Approaches

Place-based

Place-based education and learning immerses students in local heritage, cultures, landscapes, opportunities, and experiences, using these as a foundation for the study of language arts, mathematics, social studies, science, and other subjects across the curriculum.

- Learning in Places
- Rural STEAM Leadership Network
- Place-Based Learning: A Multifaceted Approach

Project-based

Project-based, hands-on learning is a student-centered approach in which it is believed that students acquire a deeper knowledge through actively engaging in real-world and personally meaningful projects.

- Oregon Stem Hubs
- Project-based Learning For All
- Edutopia - Project-Based Learning

Inquiry-based

Inquiry-based learning is a learning process that engages students by making real-world connections through exploration and high-level questioning. This approach encourages students to engage in problem-solving and experiential learning.

- What is inquiry-based learning?
- STEAM Thinking: Umpqua Valley STEAM Hub
- Umatilla SD Summer STEAM 2021

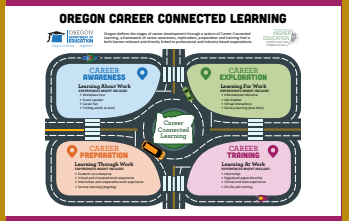
Applied Learning

Applied learning refers to an educational approach whereby students learn by engaging in direct application of skills, theories and models. Critical thinking and reflection are intertwined within every applied learning experience.

- 3 examples of applied learning
- Oregon Apprenticeship Program

Career Connected Learning

Career connected learning is a framework of career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations.



- Work-Based Learning Toolkit
- Oregon CTE Success Stories
- ODE Career Connected Learning

Well-Rounded Lesson Plan Resources

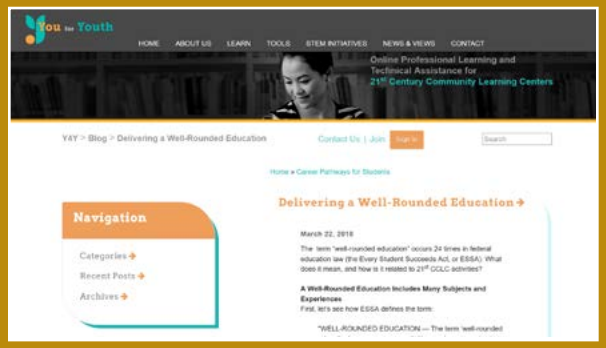
Connecting well-rounded learning opportunities to content standards is critical to addressing unfinished learning over the summer months and to build relevance for students across the school year. Based on research out of the RAND corporation, districts that align summer curriculum, either purchased, developed in-house, or extended from the school year, maximize benefits to students and minimize resources.

- Open Learning HUB

- Mizzen by Mott - Lesson Planning App

- Designing Learning

- STEM Teaching Tools



- You 4 Youth

- OregonASK Activity Guide

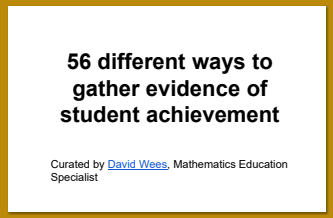
Assessments for Summer Learning

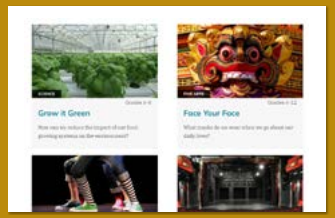
Formative assessment is a process - a set of practices integrated into the teaching and learning experience. Both educators and students share the responsibility of facilitating the formative assessment process.

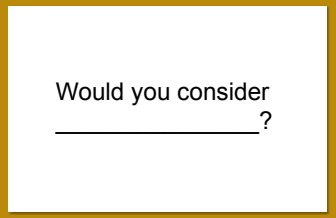
Formative assessment is:

- Intentional and requires purposeful planning by educators
- Built on clear learning goals and success criteria
- Uses tasks, dialog, and instructional routines to elicit evidence of students' thinking
- Driven by descriptive feedback to students
- Informative to adjustments in teaching and learning

- ODE Formative Assessment
- Formative Assessment at a Glance







- 56 Different Ways to Gather Evidence of Student Achievement
- 7 Smart, Fast Ways to Do Formative Assessment - Edutopia
- Peer Critique Protocol (Engage NY)
- Sample Sentence Stems for Critique Protocols

KEY QUESTIONS TO CONSIDER:

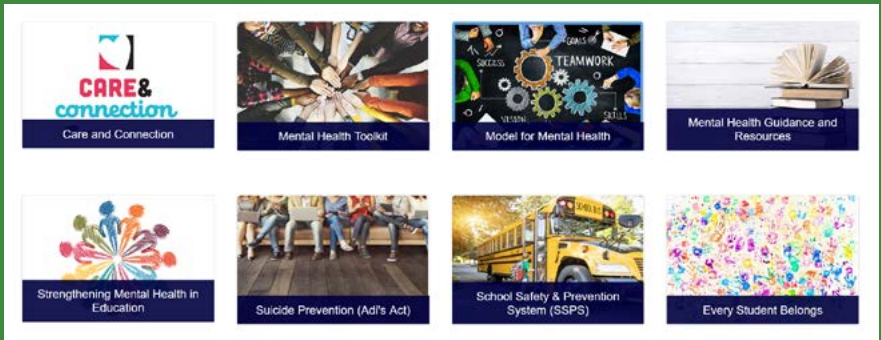
- What instructional resources do we have that align to Oregon standards and the school year curriculum?
- What do my students need to know, understand, and be able to do during and at the end of an instructional unit?
- How do you co-create with students the success criteria to demonstrate their learning?
- Is student learning connected to your community? Do students have the opportunity to share their achievements with your community?
- What are the interests and passions of my students and how do I connect that to intended learning goals?

ENSURE MENTAL HEALTH AND WELL-BEING

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.

ODE Mental Health Resources



Mental health refers to the emotional, social, cognitive, behavioral, physical, and relational thriving of individuals and systems.

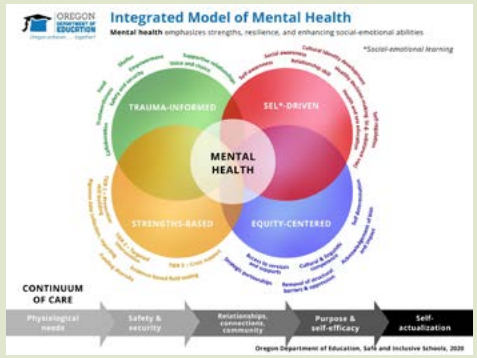
- ODE Mental Health Resources

- ODE Care and Connection Campaign

- The Strengthening Mental Health in Education Initiative 2.0

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.



- Mental Health Toolkit

CLASSROOM WISE MENTAL HEALTH LITERACY FOR OREGON

In early summer 2022, ODE will release the Oregon-specific Classroom WISE platform statewide as part of ODE's Care and Connection Campaign.

COMING SOON

Mental Health Resources and Applications

The Northwest MHTTC supports training and technical assistance on implementation of mental health services in schools and helps build infrastructure to create learning communities.

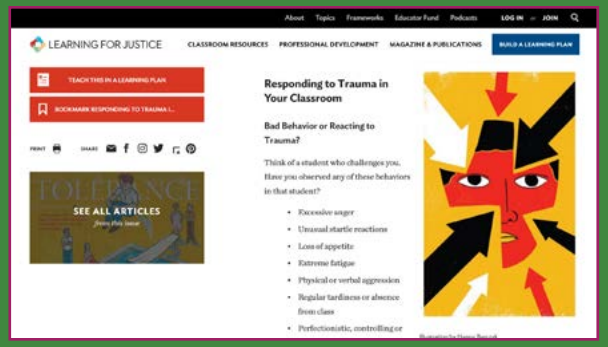
- Northwest Mental Health Technology Transfer Center

Reach Out Oregon provides resources to support student and family mental health and well-being and promotes mental health acceptance. They host weekly family-led discussions for care-givers on a variety of topics.

- Reach Out Oregon

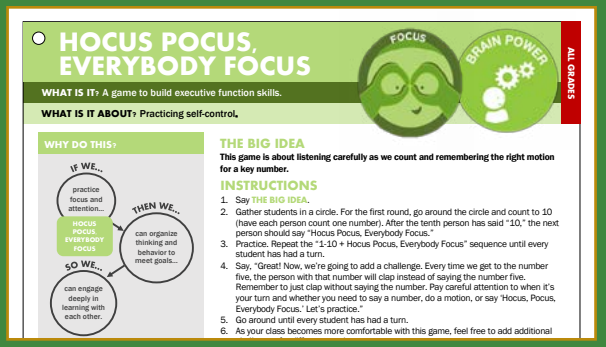
The Uplift program empowers students to utilize their strengths and clarify who they want to be in the world while gaining skills in empathy and managing emotions to support themselves and their peers along the way.

- UpLift by Youth Era



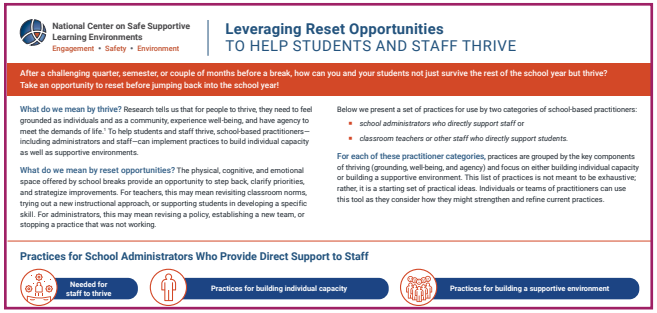
This tool demonstrates how to utilize trauma-informed practices to benefit all students. Students respond positively when educators get to know their life circumstances, affirm their identities, and cultivate empathy in the learning environment.

- Responding to Trauma in your Classroom



SEL kernels of practice represent a smaller scale, personalized approach to SEL, and aim to provide teachers with a menu of needs and preference based strategies that are quick, targeted, effective, and easy to integrate into classroom practice.

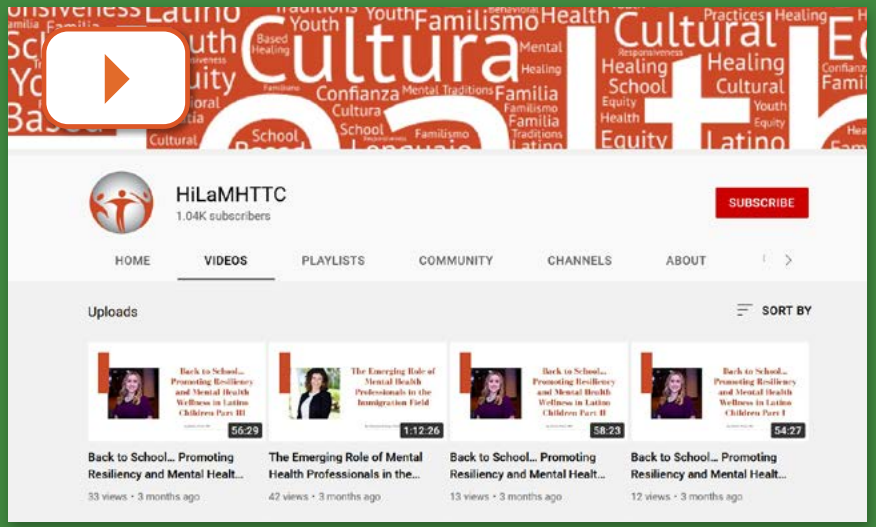
- SEL Kernals - EASEL Lab



- [Leveraging Reset Opportunities To Help Students and Staff Thrive]

- [Suicide Prevention, Intervention, Postvention (Adi's Act)]

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.

- [National Hispanic/Latinx Mental Health Technology Transfer Center]

KEY QUESTIONS TO CONSIDER:

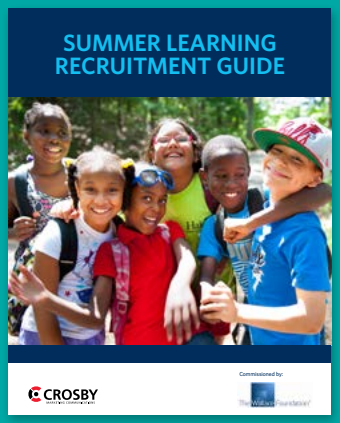
- How will our staff, students, and families know that we are prioritizing mental health and well-being in our summer program?
- As school leader, what conditions do I need to consider for connecting with staff and ensuring they feel supported?
- What strategies clearly demonstrate empathy and compassion in an inclusive environment to connect with students and their families so they all have a sense of belonging and feel included and welcomed?
- Are we connecting with resources, mental health professionals, and community organizations to support student and staff mental health?

ENGAGE STUDENTS AND FAMILIES

In order to implement equity-driven summer learning programs, students and families need to know about the summer learning opportunities available to them. Providing effective outreach well before summer programming begins and throughout the summer is necessary to boost enrollment and maintain regular attendance. Summer programs are voluntary and without intentional effort, it can be difficult to interrupt old, out-dated images of summer school that may deter many students and families as well as staff.

Wallace Foundation Recruitment Guide

This guide walks schools and districts through three steps of the recruitment process including; getting started through building your team, developing your strategy, and providing hands-on tools to create a game plan to ensure students that can benefit most from summer learning programs have the opportunity.



- Summer Learning Recruitment Guide
- Oregon Community Foundation Family Engagement Brief
- Learning for Justice - Culturally Sensitive Practices

A MENU OF PROVEN TACTICS

RECRUITMENT TACTICS FOR SCHOOL DISTRICTS*	
✓	Sending registration materials home (at least 2 times)
✓	Reminder phone calls (Robocalls)
✓	Confirmation letters or postcards
✓	Personalized outreach from school staff
✓	Recruitment events (at school or virtual)
✓	One-on-one teacher interactions with students
✓	Mailing information home (in students home language)
✓	Emailing families (in student home language)
✓	Texting families (in student home language)

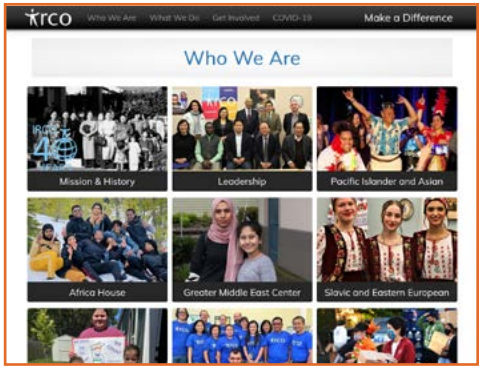
**Based on chapter 3 of the Wallace Foundation Summer Learning Recruitment Guide.*

- Summer Learning Recruitment Guide

Connecting with Families Through Culturally Specific Outreach

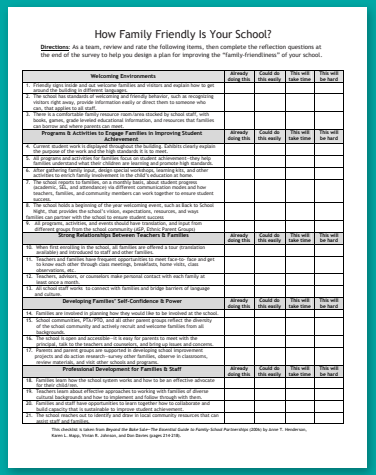
Immigrant and Refugee Community Organization (IRCO) hosted a Tongan language class which is most likely the only native language literacy class for Tongan in Oregon. This summer program engaged the whole family at the individual and community level with literacy, wellness, positive cultural identity, and family engagement.

- Volleyball practice turns North Portland park into community gathering space for Pacific Islander families
- Immigrant and Refugee Community Organization (IRCO)



Strengthening Family and Caregiver Relationships with School

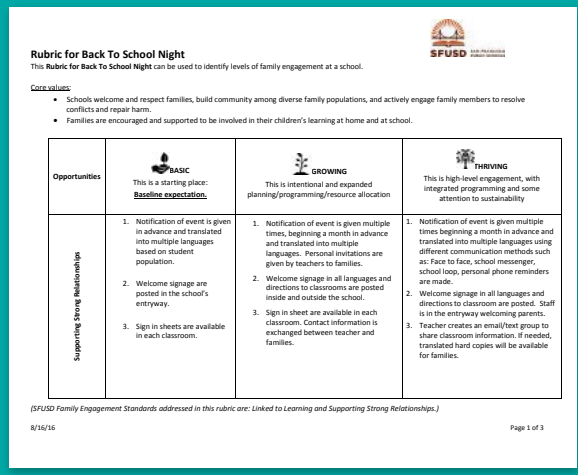
The San Francisco United School District's website includes multiple resources to support family engagement. There are checklists, rubrics, and other tools to serve as "flashlights that can help illuminate issues and opportunities for growth and development of a strong and supportive school culture and climate."


How Family Friendly Is Your School?

Directions: As a team, review and rate the following items, then complete the reflection questions at the end of the survey to help you design a plan for improving the "family-friendliness" of your school.

Welcoming Environments	Already doing this	Could do this easily	This will take time	This will be hard
1. Friendly signs inside and out welcome families and visitors and explain how to get around the building in different languages.				
2. The school has standards of welcoming and friendly behavior, such as recognizing visitors right away, provide information easily or direct them to someone who can help, and so forth.				
3. There is a comfortable family resource room/area stocked by school staff, with books, games, grade leveled educational information, and resources that families can borrow and where parents can meet.				
Programs & Activities to Engage Families in Improving Student Achievement	**Already doing this**	**Could do this easily**	**This will take time**	**This will be hard**
4. Current student work is displayed throughout the building. Exhibits clearly explain the purpose of the work and the high standards it is to meet.				
5. All programs and activities for families focus on student achievement—they help parents understand academic standards and how they can help their children.				
6. After gathering family input, design special workshops, learning kits, and other activities to enrich family involvement in the child's education at home.				
7. The school reports to families, on a monthly basis, about student progress (academic, SEL, and attendance) via different communication modes and how teachers, families, and community members can work together to ensure student success.				
8. The school holds a beginning of the year welcoming event, such as Back to School Night, that provides the school's vision, expectations, resources, and ways families can partner with the school to ensure student success				
9. All programs, activities, and events should have translation, and input from different groups from the school community (ASP, Ethnic Parent Groups)				
Strong Relationships Between Teachers & Families	**Already doing this**	**Could do this easily**	**This will take time**	**This will be hard**
10. When first enrolling in the school, all families are offered a tour (translation available) and introduced to staff and other families.				
11. Teachers and families have frequent opportunities to meet face-to- face and get to know each other through class meetings, breakfasts, home visits, class observations, etc.				
12. All teachers, advisors, or counselors make personal contact with each family at least once a month.				
13. All school staff works to connect with families and bridge barriers of language and culture.				
Developing Families' Self-Confidence & Power	**Already doing this**	**Could do this easily**	**This will take time**	**This will be hard**
14. Families are involved in planning how they would like to be involved at the school.				
15. school communities, PTA/PTO, and all other parent groups reflect the diversity of the school community and actively recruit and welcome families from all backgrounds.				
16. The school is open and accessible—it is easy for parents to meet with the principal, talk to the teachers and counselors, and bring up issues and concerns.				
17. Parents and parent groups are supported in developing school improvement projects and do action research—survey other families, observe in classrooms, review materials, and visit other schools and programs.				
Professional Development for Families & Staff	**Already doing this**	**Could do this easily**	**This will take time**	**This will be hard**
18. Families learn how the school system works and how to be an effective advocate for their child/ren.				
19. Teachers learn about effective approaches to working with families of diverse cultural backgrounds and how to implement and follow through with them.				
20. The school provides opportunities for staff to learn, practice, collaborate and build capacity that is sustainable to improve student achievement.				
21. The school reaches out to identify and draw in local community resources that can assist staff and families.				

This checklist is taken from *Beyond the Bake Sale—The Essential Guide to Family-School Partnerships* (2006) by Anne T. Henderson, Karen L. Mapp, Vivian R. Johnson, and Don Davies (pages 214-218).


Rubric for Back To School Night

This **Rubric for Back To School Night** can be used to identify levels of family engagement at a school.

Core values:

- Schools welcome and respect families, build community among diverse family populations, and actively engage family members to resolve conflicts and repair harm.
- Families are encouraged and supported to be involved in their children's learning at home and at school.

Opportunities	BASIC This is a starting place: Baseline expectation.	GROWING This is intentional and expanded planning/programming/resource allocation	THRIVING This is high-level engagement, with integrated programming and some attention to sustainability
Supporting Strong Relationships	1. Notification of event is given in advance and translated into multiple languages based on student population. 2. Welcome signage are posted in the school's entryway. 3. Sign in sheets are available in each classroom.	1. Notification of event is given multiple times, beginning a month in advance and translated into multiple languages. Personal invitations are given by teachers to families. 2. Welcome signage in all languages and directions to classrooms are posted inside and outside the school. 3. Sign in sheet are available in each classroom. Contact information is exchanged between teacher and families.	1. Notification of event is given multiple times beginning a month in advance and translated into multiple languages using different communication methods such as: Face to face, school messenger, school loop, personal phone reminders are made. 2. Welcome signage in all languages and directions to classroom are posted. Staff is in the entryway welcoming parents. 3. Teacher creates an email/text group to share classroom information. If needed, translated hard copies will be available for families.

(SFUSD Family Engagement Standards addressed in this rubric are: Linked to Learning and Supporting Strong Relationships.)

8/16/16 Page 1 of 3

Creating a welcoming school environment: Tools to assess your school climate and culture.

- How Family Friendly is Your School
- Rubric for Back to School Night
- Family Partnership Toolkit

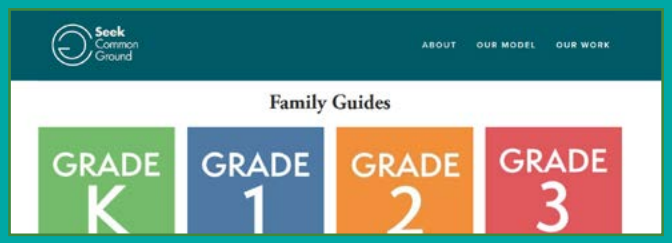
"Providing equitable access to an excellent education to each and every child is a moral imperative and, as educators, it is a responsibility we must own and embrace. It calls for professionals, leaders of all walks of life, families, and communities to find shared understanding, time, and the will to mobilize on a daily basis and surround young people with the love, care, nourishment, intellectual challenges, and connections they need to thrive."

- Colt Gill, Director of the Oregon Department of Education
February 8, 2022 Letter

Family & School Connection Resources

National Summer Learning Association (NSLA)

- Family Guide



Family Guides for Student Learning by Grade Level

- Family Guides - Seek Common Ground

National Standards for Family-School Partnerships

- Successful Family-School Partnerships

"Deeper Dives" for Schools

- Practical Strategies to Serve Young Children Experiencing Homelessness

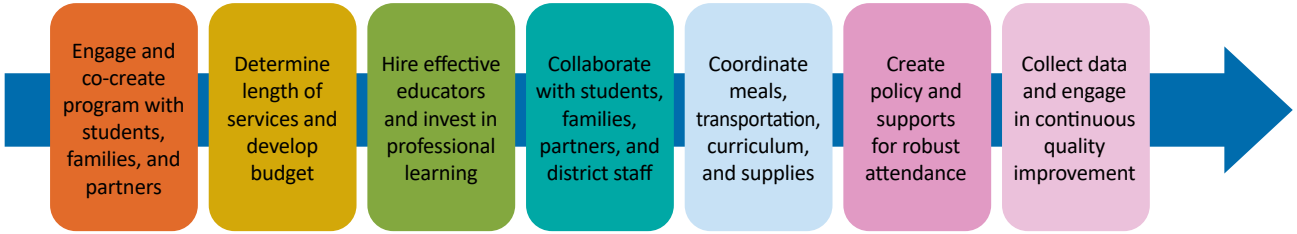
KEY QUESTIONS TO CONSIDER:

- Do our program staff know family members and caregivers by name? Does our team share positive feedback with family members either in person, via text, phone call, or written format?
- Do we hold interviews, focus groups, or events in a location where the program's community is most comfortable?
- What systems does our summer program have in place to communicate with families that have not been easy to reach (i.e., home visits, community partner outreach, wellness checks, absentee navigators)?
- Do we need to create new communication channels (e.g., parent liaisons, email, newsletters, robo-calls, text-messages, in-person events)?

PURPOSEFUL PLANNING FOR QUALITY PROGRAMS

In order to realize the best of what summer has to offer, it is important to start planning early. Launching an equity-driven summer program requires intentional planning to ensure the co-creation of program design, coordination across school and districts, and creating systems for students and teachers to thrive.

Below are components of planning effective summer programs:



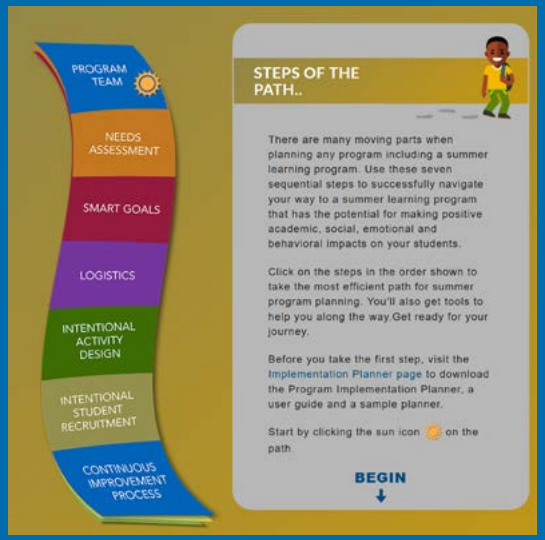
Get clear about where you're headed

Intentional program planning helps summer leaders use time and resources wisely along with supporting student success and intended outcomes. The Y4Y Summer Planning tool includes the following elements:

- Developing your program team
- Assessing needs of the school community
- Creating goals of program
- Intentional design and logistics
- Student recruitment and outreach
- Continuous quality improvement

You for Youth

▸ Plan-A-Program



Y4Y Comprehensive Program Planner

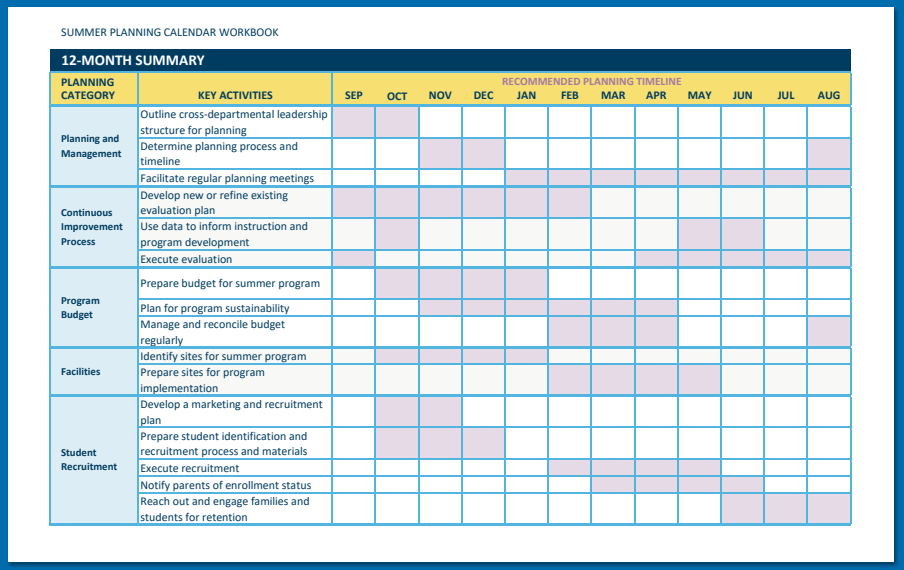
- Implementation Planner
- Blank Summer Planner
- Sample of Completed Planner
- User Guide for the Planner

Wallace Foundation Toolkit

The Wallace Foundation Summer Learning Toolkit includes evidence-based tools and guidance for delivering effective programs with hands-on, downloadable resources for schools, districts, and community organizations looking to start or enhance their summer learning programs.

Included in this Toolkit are companion and facilitation guides with tips to help summer programs in the planning process.

- Summer Learning Toolkit Home
- Toolkit Planning and Management



SUMMER PLANNING CALENDAR WORKBOOK

12-MONTH SUMMARY

PLANNING CATEGORY	KEY ACTIVITIES	RECOMMENDED PLANNING TIMELINE: SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Planning and Management	Outline cross-departmental leadership structure for planning												
	Determine planning process and timeline												
	Facilitate regular planning meetings												
Continuous Improvement Process	Develop new or refine existing evaluation plan												
	Use data to inform instruction and program development												
	Execute evaluation												
Program Budget	Prepare budget for summer program												
	Plan for program sustainability												
	Manage and reconcile budget regularly												
Facilities	Identify sites for summer program												
	Prepare sites for program implementation												
Student Recruitment	Develop a marketing and recruitment plan												
	Prepare student identification and recruitment process and materials												
	Execute recruitment												
	Notify parents of enrollment status												
	Reach out and engage families and students for retention												

- Summer Planning Guide
- Summer Planning Workbook
- Three Month Expedited Planning Tool- Texas Education Agency

Evidence-based tools and guidance for delivering effective programs

PLANNING & MANAGEMENT
SITE CLIMATE
ACADEMICS & ENRICHMENT
STAFFING & PROFESSIONAL DEVELOPMENT
STUDENT RECRUITMENT & ATTENDANCE

GUIDANCE FOR TOOL:

SUMMER BUDGET

This document provides guidance on how to use the Summer Budget tool available in the Summer Learning Toolkit. You can also access the tool in the Planning and Management section of the Toolkit.

What is the SUMMER BUDGET tool and how can you use it?

The Summer Budget Tool, developed by The Learning Agenda, is designed to provide a detailed look at the expenses and revenues involved in operating a summer program. It is intended to be used by district and nonprofit summer program operators to project all of the direct and indirect expenses of a summer program.

Why is detailed budgeting important?

Designating sufficient resources to implement your summer plan with high quality and fidelity to program design is critical to its success. Careful resource planning and allocation can also ensure that you are spending precious funds on the most important elements of your program.

- Wallace Foundation - Summer Budget Guidance
- Summer Budget Tool
- Summer Program Reflection Guide
- Summer Program Reflection Tool

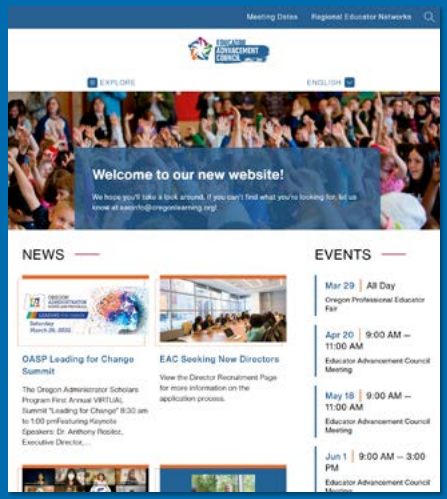
Hire Effective Educators and Professional Development for Summer Staff

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). Keep in mind, planning professional development for summer staff starts early in the process when programs are creating their budgets to ensure staff are paid for their time and training is reserved on the calendar.

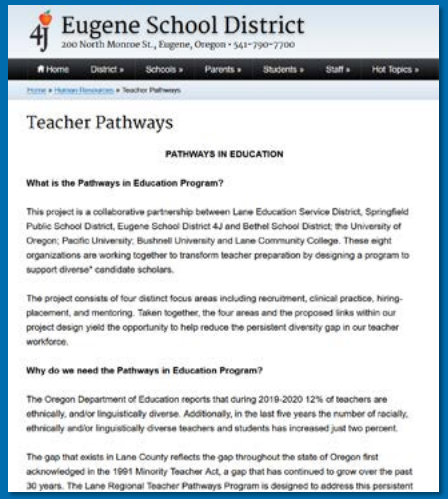
Build Pathway Opportunities:

- Provide aspiring administrators opportunities to administer summer programs
- Partner with local community colleges and universities to connect students with teaching opportunities
- Hire high schoolers as mentors, tutors, or staff for elementary and middle school programs
- Invest in robust professional learning opportunities for summer program staff
- Hire interested family and community members to gain experience in educational settings over the summer months

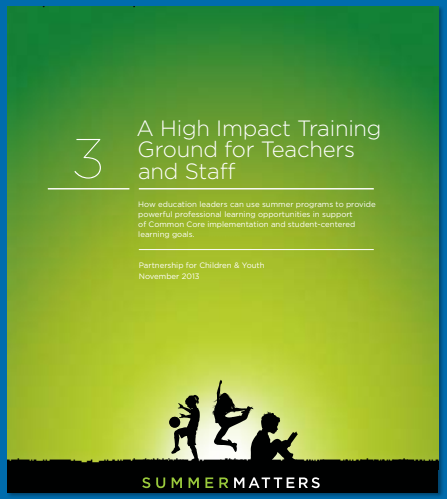
The most emphatic recommendation is to commit in the fall to a summer program, and start active planning by January with a program director who has at least half of their time devoted to the job. Rand Corporation, *Getting to Work on Summer Learning*



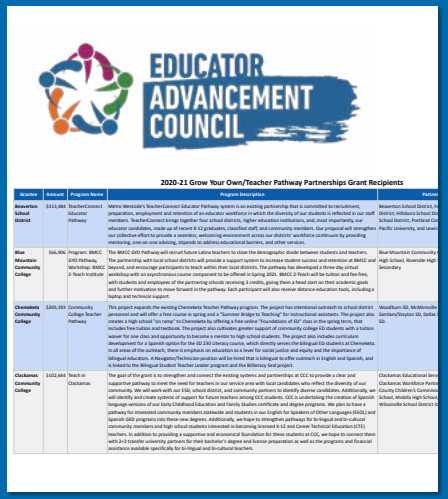
Educator Advancement Council



Teacher Pathways Program



A High-Impact Training Ground for Teachers



Grow Your Own Programs

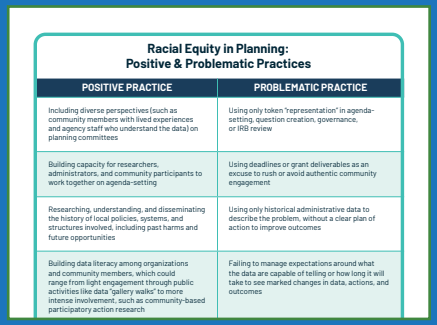
Continuous Quality Improvement

Improving our summer learning programs requires a commitment to continuous improvement of operations, curriculum, staff, and outreach. Collecting and reflecting on data is a critical component to the continuous quality improvement process.

- You for Youth - Intentional Activity Design

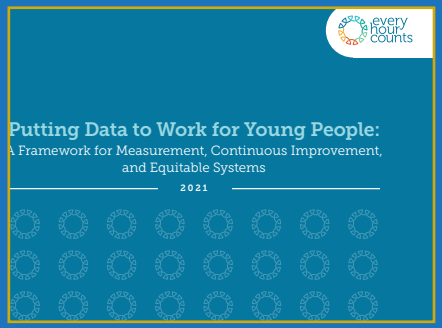
Putting Data to Work for Summer Learning

Every Hour Counts Framework is an at-a-glance reference designed to help afterschool system leaders think through their data needs, plan for data collection and use, and carry out those plans.



- A Toolkit for Centering Racial Equity Throughout Data Integration

- Data Equity Walk Toolkit



- Putting Data to Work for Young People

KEY QUESTIONS TO CONSIDER:

- What key point people and funding sources should be considered when planning a summer program (ESSER, State funds, Federal funds i.e., Migrant Education, 21st CCLC, Title programs, ESY, Foster care, McKinney Vento, IDEA)?
- How ready and equipped do teachers and staff feel to support all students, especially focal student groups? Has there been focused professional development on summer learning?
- Who makes decisions regarding curriculum, staff development, and quality assessment? What resources are needed to access quality supports across diverse programs?

RESOURCES

Important Note: ODE does not control or guarantee the accuracy, relevance, or completeness of non-ODE information. The inclusion of these links is not intended to endorse products or services offered on non-ODE sites.
Document References

- 3 examples of applied learning 22
- 3rd Grade Example Survey 11
- 4th Grade Tribal History Lesson Plan Example 17
- 7 Smart, Fast Ways to Do Formative Assessment - Edutopia 24
- 8th Grade Tribal History Lesson Plan Example 17
- 56 Different Ways to Gather Evidence of Student Achievement 24
- African American/Black SSA Plan 7
- A High-Impact Training Ground for Teachers 33
- American Indian/ Alaska Native SSA Plan 7
- Appendix F: ODE Integrated Guidance 7
- A Toolkit for Centering Racial Equity Throughout Data Integration 34
- Blank Summer Planner 31
- Celebrating Cultural Identity Through the Arts 4
- Creating Strength-Based Classroom and Schools 14
- Creating Student Leadership Roles and Opportunities 12
- Criteria for Developing Student Leadership 11
- CTSO - Student Leadership 11
- Culturally responsive and Sustaining Infographic 16
- Culturally Responsive Education, CRE HUB 16
- Data Equity Walk Toolkit 34
- Designing Community Partnerships to Expand Student Learning: A Toolkit 18
- Designing Learning 23
- Educator Advancement Council 33
- Edutopia How Learning Happens Video Series 4
- Edutopia - Project-Based Learning 22
- Elevating Student Voice Through Senior Talks 4
- EL Strategic Plan 7
- Essential Understandings of Native Americans in Oregon 17
- Eugene Springfield NAACP - Youth Council 10
- Exploring Equity: Dis/ability 8
- Family Guide 30
- Family Guides - Seek Common Ground 30
- Family Partnership Toolkit 29
- Formative Assessment at a Glance 24
- From Access to Equity: Making Out-of-School-Time Spaces Meaningful for Teens From Marginalized Communities 16
- Funds of Knowledge Toolkit 15

RESOURCES

- Grow Your Own Programs 33
- How Family Friendly is Your School 29
- IES/REL Resources on Uplifting Student Voices 10
- Immigrant and Refugee Community Organization (IRCO) 29
- Implementation of Tribal History - Shared History 17
- Implementation Planner 31
- Inclusion Tool Kit for Out-of-School Programs 8
- Invention Lab Summary 21
- IRIS Center - Universal Design for Learning Modules 8
- Konaway Nika Tillcum 17
- Lane County ESD Equity Lens Example 6
- Latino/a/x & Indigenous SSA Plan 7
- Learning for Justice - Culturally Sensitive Practices 28
- Learning in Places 22
- Leveraging Reset Opportunities To Help Students and Staff Thrive 27
- LGBTQ2SIA+ SSA Plan 7
- Mental Health Toolkit 25
- Mizzen by Mott - Lesson Planning App 23
- Multicultural/Culturally-Responsive Books 16
- National Hispanic/Latinx Mental Health Technology Transfer Center 27
- Newcomer Toolkit 13
- Nonprofit Association of Oregon (NAO) Equity Lens Guide 6
- Northwest Mental Health Technology Transfer Center 26
- ODE Care and Connection Campaign 25
- ODE Career Connected Learning 22
- ODE Community Engagement Toolkit 18
- ODE Formative Assessment 24
- ODE, Integrated Guidance: Equity Lens and Tools 6
- ODE Mental Health Resources 25
- ODE, Summer Learning Best Practice Guide 5
- Open Learning HUB 23
- Oregon Apprenticeship Program 22
- OregonASK 20
- OregonASK Activity Guide 23
- Oregon Community Foundation 20
- Oregon Community Foundation Family Engagement Brief 28
- Oregon CTE Success Stories 22
- Oregon Equity Initiatives 7
- Oregon SEED Survey 11
- Oregon Stem Hubs 22

RESOURCES

- Oregon Student Voice - How To Guides 10
- OSU Outdoor School Achieving ADA Accessibility 8
- Overview resource on Student Voice 10
- Peer Critique Protocol (Engage NY) 24
- Place-Based Learning: A Multifaceted Approach 22
- Plan-A-Program 31
- Practical Strategies to Serve Young Children Experiencing Homelessness 30
- Programa de Educación Migrante 11
- Project-based Learning For All 22
- Putting Data to Work for Young People 34
- RAND, Getting to Work on Summer Learning 5
- Reach Out Oregon 26
- Ready for Rigor Framework - Zaretta Hammond 16
- Resources to Support Students Experiencing Houselessness 9
- Responding to Trauma in your Classroom 26
- Rubric for Back to School Night 29
- Rural STEAM Leadership Network 22
- Sample of Completed Planner 31
- Sample Sentence Stems for Critique Protocols 24
- SEL Kernals - EASEL Lab 26
- Shaping Summertime Experiences 9
- Should You Use "At-Risk" to Describe Students? 14
- SparkLab, Connected Lane County 21
- STEAM Thinking: Umpqua Valley STEAM Hub 22
- STEM Teaching Tools 23
- Strength-based approach 14
- Student Interest Survey 12
- Student Learning: Unfinished, Not Lost 13
- Study Finds Cost a Key Barrier to Summer Programs for Youth 9
- Successful Family-School Partnerships 30
- Suicide Prevention, Intervention, Postvention (Adi's Act) 27
- Summer 2021 opportunities at Lake County SD 21
- Summer Budget Tool 32
- Summer Camp, The Americans with Disabilities Act and Your Child's Rights 8
- Summer Food Service Program 9
- Summer Learning Best Practice Guide 2
- Summer Learning Recruitment Guide 28
- Summer Learning Recruitment Guide 28
- Summer Learning Toolkit Home 32
- Summer Planning Guide 32

RESOURCES

- Summer Planning Workbook 32
- Summer Program Reflection Guide 32
- Summer Program Reflection Tool 32
- Targeted Universalism 7
- Teacher Pathways Program 33
- The Strengthening Mental Health in Education Initiative 2.0 25
- Three Month Expedited Planning Tool- Texas Education Agency 32
- Toolkit Planning and Management 32
- Tool to find Ethnic, Native, & LGBTQ2SIA+ Studies across the country 16
- Transportation Planning Tips and Recommendations 9
- Umatilla SD Summer STEAM 2021 22
- Unfinished Learning: Content-Specific Considerations 13
- Universal Design for Learning 8
- UpLift by Youth Era 26
- User Guide for the Planner 31
- Volleyball practice turns North Portland park into community gathering space for Pacific Islander families 29
- Wallace Foundation - Summer Budget Guidance 32
- What is inquiry-based learning? 22
- Work-Based Learning ODE 9
- Work-Based Learning Toolkit 22
- Y4Y Course on Student Voice 12
- Y4Y Website 12
- You 4 Youth 23
- You for Youth - Intentional Activity Design 34
- Youth Ambassador Job Description Template 12

JOIN ODE'S SUMMER LEARNING LISTSERV FOR ANNOUNCEMENTS AND NEW RESOURCES!

SIGN-UP

GLOSSARY OF KEY TERMS

CAREER CONNECTED LEARNING	Career Connected Learning is a continuum of awareness, exploration, preparation, and work experience developed through strong public and private partnerships. Participants develop, apply, and are assessed on academic, technical, trade, and entrepreneurial skills that support their future career success.
COMMUNITY-BASED ORGANIZATIONS (CBOS)	CBOs are driven by and representative of a community or a significant segment of a community and work to meet community needs and amplify strengths.
CULTURALLY RESPONSIVE	Means the implicit recognition and incorporation of the cultural knowledge, experience, and ways of being and knowing of students in teaching, learning and assessment. This includes identifying, valuing, and maintaining high commitment to: students' cultural assets in instruction and assessment; diverse frames of reference that correspond to multifaceted cultural perspectives/experiences; and behaviors in the classroom that can differ from White-centered cultural views of what qualifies as achievement or success.
CULTURALLY SPECIFIC ORGANIZATION	Means an organization that serves a particular cultural community and is primarily staffed and led by members of that community; these organizations demonstrate: intimate knowledge of lived experience of the community, including but not limited to the impact of structural and individual racism or discrimination on the community; knowledge of specific disparities, barriers or challenges documented in the community and how that influences the structure of their program or service; commitment to the community's strength-based and self-driven thriving and resilience; ability to describe and adapt their services to the community's cultural practices, health and safety beliefs/practices, positive cultural identity/ pride, religious beliefs, etc.
DISAGGREGATED DATA	Data that has been divided into detailed categories such as, but not limited to, geographic region, race, ethnicity, English fluency, disabilities, gender, socioeconomic status, etc. It can reveal inequalities and gaps between different categories that aggregated data cannot. The accuracy and quality of this data is also dependent on data collection, analysis and decision-making practices that may be biased towards the values of the dominant, White-centered education system, and therefore require critical reflection on whether focal group issues are truly emerging through the disaggregated data and how intersecting categories compound various issues and dynamics.

GLOSSARY OF KEY TERMS

DISPROPORTIONATE	Refers to unequal or inequitable differences in access and outcomes that historical and current-day White supremacy has created between certain families, children and students based on race, gender/gender identities, sexual orientation, and other discriminating factors. What is "proportionate" must also be critically analyzed and addressed in terms of its values, intent, and ideology.
EQUITY LENS	An active tool that supports core values, commitments, orientations, and questions to become operationalizable. An equity lens must support navigating choices in the here and now. It helps translate theory into practice, focuses on assets rather than deficits, and avoids making decisions that could marginalize or harm students, staff, families, and communities. An equity lens could also include: a) Facilitation Tools or Protocols: Possible protocols (such as a consultancy protocol) to use the equity lens in a facilitated space or discussion; and b) Decision-making Tools or Protocols: Possible tools (such as the ODE decision tools or consensus tools like Fingers to Five) that help guide decision-making based on the questions and framework in the equity lens.
EQUITY STANCE	Core values, commitments, orientations, principles, strategies, and frameworks that your district, organization, school, or team has decided are foundational to what you wish to prioritize in decision-making.
EVIDENCE-BASED	Refers to forms of validation that do not just stem from dominant educational research but include community-driven, indigenous, tribal, culturally-responsive/sustaining/specific, non-dominant and non-Western ways of knowing, being, and researching. Instructional practices, activities, strategies, or interventions that are "evidence-based" should not just privilege scientific evidence, but also be driven by evidence stemming from the perspectives of those affected by those practices, activities, strategies, or interventions.
OPPORTUNITY GAP	Refers to the effects, system biases, and disparities the dominant, White supremacist system and culture has historically, currently, and intentionally created for students. Factors such as race, ethnicity, socioeconomic status, English proficiency, geography, financial wealth, gender, sexuality, familial situations, and disabilities determine or constrain what opportunities the system offers and how these affect their educational aspiration, achievement, and attainment. These effects and disparities represent a system bias and an educational debt that the dominant educational system owes to marginalized students, which necessitate the need to address and shift the system itself.
OUTCOMES	The changes in health, behavior, actions, attitudes, or policies that impact students, educators, people, groups and organizations with whom your work is in relationship with.

GLOSSARY OF KEY TERMS

PARTNERSHIP	Means a group of organizations, tribes, districts or individuals who agree to work together with a common interest and shared vision. In a partnership, there is a high level of trust and two-way communication, and differences in power and privilege are addressed. Roles and responsibilities on all sides are well-defined and developed with shared authority in decision making. There might be shared space and staff, with expectations and agreements in writing.
PLAIN-LANGUAGE	Plain Language (also called plain writing or plain English) is communication your audience can understand the first time they read or hear it.
RESOURCES	Resources are defined as people, time, and money. State and federal funds are key resources. Diversity of funding and resources can be leveraged to animate and execute plans and strategies to meet outcomes.
SOCIAL EMOTIONAL LEARNING (SEL)	The process through which children and adults learn to pay attention to their thoughts and emotions, develop an awareness and understanding of the experience of others, cultivate compassion and kindness, learn to build and maintain healthy relationships, and make positive, prosocial decisions that allow them to set and achieve their positive goals.
SUPPLANT	Meaning replace a prior existing use of a different fund source.
SUPPLEMENT	Meaning it comes in addition to and is expected to be used in addition to existing resources.
TRAUMA-INFORMED	Trauma-informed principles and practices refer to a strength-based, person-centered framework that recognizes the physical, psychological and emotional impacts of trauma, and prioritizes creating safe spaces to promote healing. It recognizes and honors the inherent strengths, resilience and funds of knowledge within each person, and works to increase awareness of how these assets can be accessed, within the trusting spaces of human relationships, to promote healing and flourishing.
UNDERSERVED	Refers to communities, groups, families and students that the dominant or mainstream educational system has historically and currently excluded, impacted, marginalized, underserved and/or refused service due to institutionalized and intersectional racism and systemic oppression. This includes students of color, tribal students, English language learners, LGBTQ2SIA+ students, students experiencing and surviving poverty and homelessness, students with disabilities, women/girls, and students from rural communities.
UNDERREPRESENTED	Refers to communities, groups, families and students that due to systemic barriers and intersectional oppression have been excluded and limited proportionate access to the dominant or mainstream educational system despite efforts to participate. This includes students of color, tribal students, English language learners, LGBTQ2SIA+ students, students experiencing and surviving poverty and homelessness, students with disabilities, women/girls, and students from rural communities.

OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!