State Summer Learning Grant 2024

Program Parameters

April 2024

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Background

In response to the educational disruptions caused by the pandemic, the Oregon Legislature authorized funding for summer learning in 2021 and 2022 in the form of budget bills. These funds were aimed to support students' return to in-person instruction, facilitate connection building, provide resources to address the immediate needs of students, and address unfinished learning. Despite efforts, there was a gap in funding for 2023, which Governor Kotek highlighted as critical unfinished work. Addressing this, the Legislature passed HB 4082 in the 2024 session, marking a pivotal moment for summer learning in Oregon.

It's widely recognized that summer learning is an evidence-based strategy for providing students with vital educational opportunities which help to accelerate learning rates and content retention. In addition, summer programs provide opportunities for students to connect with their peers and caring adults and sustain enthusiasm for learning. Research on summer learning consistently demonstrates the positive impact of high-quality programs on academic achievement, student engagement, and overall well-being, which has a profound influence on academic success.

HB 4082 serves two pivotal functions in enhancing Oregon's educational landscape. First, with an eye on immediate needs, HB 4082 allocates $30 million for summer learning in 2024. Second, the bill initiates the creation of a work group tasked with exploring strategies for funding summer learning in a permanent and sustainable manner. This initiative underscores the state's commitment to integrating summer learning as a continuous element of student education in Oregon.

Understanding that the 2024 State Summer Learning Grants mark a significant shift from the initiatives of 2021 and 2022 is key. This change is guided by legislative mandates aimed at **using these funds to secure measurable academic improvements** among students. **HB 4082 sets forth stricter borders for implementation than the programs of 2021-22, drawing on evidence-based research and practices that have demonstrated success.** This guidance document is designed to detail the parameters of the new State Summer Learning Grant program under HB 4082.

Purpose

This grant is designed to **accelerate learning** and **enhance academic growth**. Striving to do more than merely fill learning gaps, these programs seek to transform summer into a time of deep learning through enriching educational experiences that transcend the limitations of a traditional summer school model. **The 2024 State Summer Learning Grants are centered on three fundamental goals for summer programs**:

1. **Provide academic enrichment** (aligned with academic content standards adopted under ORS 329.045 and focused on mathematics, science, language arts, or personal financial education and provide credit recovery or transition programming if applicable);

2. **Provide youth development** (using broad array of well-rounded enrichment opportunities that include hands-on, inquiry-based, and project-based learning and support students' mental, emotional, and social well-being); and

3. **Provide equitable access, outreach, and family engagement** (using culturally and linguistically responsive approaches to student academic success and well-being; and engaging families as partners in students' academic success).

All aspects of these grants are centered around meeting these three key requirements. Applicants must outline their strategies for fulfilling these criteria and subsequently report on their success in achieving them at the program's conclusion. Additionally, partners of grantees are expected to demonstrate their role in supporting the grantees to meet these essential requirements.

Focused Services

Focal Student Groups

Summer Learning programs work to bridge gaps across many interwoven and systemic inequities that exist in our society, especially impacting students at the margins. In alignment with ODE's Equity Strategic Plan and the implementation of the Student Success Act (SSA) of 2019 which aims at improving education opportunities for Oregon students, applicants are highly encouraged to connect and cross-reference key SSA grants for improving access and opportunities for focal student groups who have been historically underserved by the education system.

State Summer Learning Grant funds must prioritize serving students in one or more of the focal student groups (**Combined Focal Student Groups**) defined in OAR 581-014-0001:

- American Indian/Alaska Native students
- Black/African American students
- Hispanic/Latino students
- Asian students
- Native Hawaiian/Pacific Islander students
- Multiracial students
- Students experiencing a disability

- Students participating in SNAP/TANF
- Students in foster care
- Students experiencing houselessness
- Migrant students
- Students recently arrived
- English learners
- Students experienced incarceration/detention

The composition of the summer program should mirror the demographics of the school or feeder school population, ensuring representation is aligned with the community served. However, **it's expected that focal student groups will comprise a larger proportion of the participants**, underscoring the program's commitment to addressing their specific needs and promoting equitable educational opportunities.

Students Experiencing Disabilities

All State Summer Learning programs must meet the requirements of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Act of 2004. Much like all focal student groups, students experiencing disabilities have historically been underserved by our education system and often services are not widely available for summer programming. Applicants must consider an intentional and explicit focus on identifying and addressing the needs of students experiencing disabilities, removing barriers to accessing summer programs, improving collaboration, and providing targeted resources and support in summer learning programs.

Honoring Sovereignty, Tribal Partnership, and Communication

Partnerships with Native American Tribes are essential in developing State Summer Learning programs, highlighting the importance of ongoing communication to honor the sovereignty of Native American and tribal students, families, communities, and Nations in Oregon. Applicants are encouraged to seek and

establish connections with Tribes in their service areas. Establishing respectful and collaborative partnerships with Tribes, particularly those whose children are served by the program, is key to providing culturally responsive practices in summer learning programs.

For information on Tribes, including contact details, visit the ODE's American Indian/Alaskan Native Education Oregon Tribal webpage.

Grant Timeline

The Oregon Department of Education's (ODE's) planned timeline is as follows:

- **March 18:** ODE released list of eligible entities and allocations
- **March 21:** ODE provided an informational webinar about the State Summer Learning Grant
- **April 1:** First day incurred expenses will be eligible for reimbursement
- **April 2: ODE will initiate Round 1 of the application process for eligible entities**
- **April 2:** ODE will provide an application webinar for eligible entities
- **April 15: Round 1 Applications Due**
- **April 16-19:** ODE will update allocations based on Round 1 of applications
- **April 22: ODE will initiate Round 2 of the application process for newly eligible entities**
- **April 22 - May 10:** ODE will send application approvals
- **May 3: Round 2 Applications Due**
- **May 13:** ODE will release final allocations based on the applications submitted
- **June 3:** ODE will begin executing Grant Agreements with grant recipients
- **October 15: Last day incurred expenses will be eligible for reimbursement**
- **November 15: Last day to submit reimbursement claims to ODE**
- **November 15: Final reports due to ODE**

Funding Availability

The Legislature provided $30 million to fund the 2024 Summer Learning Grants.

Eligible Applicants

School districts, charter schools, and education service districts (ESDs) that have received an allocation as indicated in the Summer Learning Grant Allocations are eligible to apply for the 2024 Summer Learning Grants.

Allocations

Detailed allocations can be found on the State Summer Learning Grant webpage.

The Summer Learning Grant funds were allocated through a **three step process**:

1. **Prioritization** of all school districts and charter schools
2. **Calculating a grant amount** for each district, charter school, and ESD
3. **Allocating funding** to highest priority entities until exhausted

Step 1: Prioritization

The first step was to assign a priority ranking to all districts and charter schools based on the percentage of **Combined Focal Student Group (CFSG)** students in each entity. The percentage of CFSG students was calculated for each school district and charter school by dividing their total number of CFSG students by their total student population.

$$\frac{\text{Total \# of Students in One or More Focal Student Groups}}{\text{Total Student Population}} = \textbf{Combined \% of Focal Student Group Students}$$

All districts and charter schools were then sorted by their percentage of CFSG students from highest to lowest to determine the priority ranking.

Step 2: Calculating Grant Amounts

Once the priority rankings were determined, grant amounts were calculated for each school district, charter school, and ESD.

School District and Charter School Formula

The number of students estimated to be served by each district and charter school was calculated by multiplying their total student population by 23%[1].

$$\text{Total Student Population} \times 23\% = \textbf{Estimated Students Served}$$

Each district and charter school's estimated number of students served was then multiplied by $1,000 to calculate their grant amount.

$$\textbf{Estimated Students Served} \times \$1,000 = \textbf{Total Grant Amount}$$

Minimum Grant Amount: **$20,000**

Maximum Grant Amount: **$1.5 mil**

Minimum and maximum grant amounts were then applied. The minimum grant amount of $20,000 was based on estimated costs to run an effective summer learning program for one classroom that included education staff, administrative support, facilities, transportation, and other supports to the program. The maximum grant amount of $1,500,000 was based on feedback received during engagement sessions with partners including representatives of school districts, charter schools, ESDs, education organizations, and community-based organizations.

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[1] 23% was based on Student Success Act (SSA) Summer Program data showing that on average, summer programs serve 23% of the entity's total population.

ESD Formula

Grant amounts for ESDs were calculated based on the total student population of their component school districts:

Total Student Population	Grant Amount
≤ 5,000	**$20,000** *(min grant amount)*
5,001 to 10,000	**$40,000** *(2x min grant amount)*
10,001 to 70,000	**$60,000** *(3x min grant amount)*
≥ 70,001	**$80,000** *(4x min grant amount)*

Step 3: Allocating Funds

The Summer Learning Grant funds were allocated to the school districts and charter schools with the highest priority ranking until the $30 million had been fully allocated. Combined Focal Student Group data does not exist at the ESD level, so all 19 ESDs were allocated funds.

Entities that received an allocation of grant funds are considered eligible to apply for a Summer Learning Grant. All other entities are considered as on the waiting list.

If an eligible entity chooses not to apply for their allocation or does not meet the program requirements, then their allocation will be provided to the next entity on the waitlist. Once the next waitlist entity has a full allocation, they will become eligible to apply.

Application Process

Eligible entities will have to submit an application based on the following timeline (or as modified by ODE):

Round 1

- **Tuesday, April 2:** ODE sends Notice of Eligibility and Application Form to eligible entities
- **Monday, April 15: Deadline to submit completed application or decline funds**

April 16-19: ODE reallocates funds based on Round 1 applications and posts updated allocations

Round 2

- **Monday, April 22:** ODE sends Notice of Eligibility and Application Form to **newly** eligible entities
- **Friday, May 3: Deadline to submit completed application or decline funds**

April 22 - May 10: ODE sends application approvals

May 13: ODE releases final awards and posts to webpage

Additional Rounds

Please note that should there be remaining funds after the second round of allocations, additional rounds may be considered as needed until all funds are fully expended. **Entities that become eligible in additional rounds will be notified directly.**

It is important to note that the **application periods are very short, so eligible entities need to ensure they are submitting their applications by the given deadlines. Late applications will not be accepted.** However, if

you encounter technical issues or need assistance with completing the application, please do not hesitate to reach out to ODE.SummerLearning@ode.oregon.gov for support.

The application will require eligible entities to outline how they will implement and run their 2024 Summer Learning programs. Eligible entities will be required to:

- Demonstrate how their summer program meets each of the three grant goals;

- Demonstrate how they will track academic growth among students attending the summer program;

- Identify activities planned to be provided during the program;

- Demonstrate how other funds will be braided with the grant funds to provide programming;

- Provide a draft outline of their program schedule to demonstrate the minimum 80 hours of programming will be provided;

- Submit a copy of an existing plan for summer programming;

- Submit a written letter of support from a partner entity that outlines the services to be provided by the entity and a high level budget for those services; and

- Certify they will comply with all program and reporting requirements.

The application form will be provided directly to eligible entities and posted on the State Summer Learning Grant webpage.

Consortium Formation

Any combination of eligible school districts, charter schools, and ESDs may opt to apply as a consortium. This collaborative approach not only allows for the pooling of funds, but also leverages the collective expertise and staffing resources. Through resource sharing, the consortium is equipped to tackle a broad spectrum of educational challenges and opportunities. Additionally, it facilitates the delivery of culturally responsive programming and a more varied array of summer learning activities, all designed to meet the specific needs of diverse focal student groups. Through this collaborative effort, consortia can enhance accessibility and inclusivity, ensuring all students, especially those from underserved communities, can engage in meaningful summer learning.

Consortium Requirements

- **Lead Applicant Designation:** A single entity within the consortium must be designated as the lead applicant. This can be an ESD, School District or Charter School. The entity will act as the official grantee and the designated fiscal agent, with the Summer Learning Grant awarded in its name.

- **Fiscal Oversight and Program Monitoring:** The lead applicant/fiscal agent is tasked with ongoing fiscal management and programmatic oversight to ensure that the consortium's activities align with the grant goals. Additionally, a Program Director should be designated to oversee communication and coordination across all participating sites within the consortium, ensuring cohesive and effective program implementation.

Program Requirements

Program Requirements at a Glance

School districts, charter schools, and ESDs participating in this grant program shall:

- Have an **existing plan** for summer programming;

- Meet the **three goals stated above** as required by HB 4082;

- Prioritize services to **Combined Focal Student Groups**;

- **Partner** with another organization;

- Provide **80 hours of programming** for students served by the program;

- Prioritize **student attendance**; and

- Provide **in-person services** to students.

Existing Plan for Summer

Under HB 4082, a key eligibility criterion for summer learning programs is the requirement for applicants to have a pre-existing plan for summer learning. Eligible entities must provide documentation of such a plan, which may be in one of the following forms:

- **Student Investment Account Plan:** Developed under ORS 327.185, this plan outlines strategies for using Student Investment Account grants to boost educational outcomes.

- **Early Literacy Success Plan:** Established under ORS 327.831, this plan targets foundational literacy skills to enhance early academic success through the Early Literacy Success School Grant program.

- **High School Graduation and College and Career Readiness Plan:** Formulated under ORS 327.883, this strategy supports the transition to post-secondary paths, aligning with the High School Graduation and College and Career Readiness Act.

- **Federally Funded Program Plan:** Required for receiving federal funds, including ESSER and Titles I-A, I-C, IV-A, IV-B, detailing the use of federal resources to meet educational goals.

This ensures that entities applying for funding are prepared to implement a summer learning program in a short timeframe by previously engaging in planning. **A plan does not have to be funded to qualify as having a plan for summer learning.** However, **an eligible entity must have a plan that demonstrates the entity is ready and able to run a successful summer learning program in 2024 that meets all the requirements under HB 4082**.

Reflective Questions for Summer Plan Alignment:

- How can our existing plans serve as a foundation for launching a successful summer program within the upcoming summer period?

- In what ways can we adapt our current strategies to enhance the summer learning experience?

- What elements of our plans are most aligned with the goals of the State Summer Learning Grant, and how can we build upon them?

Partnership Requirements

Partnerships in summer learning programs are fundamentally about more than just collaboration; they're about weaving together a network of diverse entities to create an educational experience that transcends what any single organization can offer. This collaborative effort is essential for broadening educational outreach, enhancing program accessibility, and introducing an array of services that might otherwise be unavailable. By uniting different partners, we not only expand the support available to students and families but also deepen their sense of connection to the community.

An applicant must form a partnership with **at least one entity** to provide a summer learning program. **Possible entities for partnership include**:

- School Districts
- Education Service Districts (ESDs)
- Federally recognized Tribes in Oregon
- Community-Based Organizations (CBOs),
- Units of local government (e.g., county, city, etc.) as defined in ORS 190.003,
- Local service districts (e.g., local libraries, parks, etc.) as defined in ORS 174.116.

Partnership Agreements

Partnership agreements vary in structure, formality, and legal implications, and encompass several types including, but not limited to, Memorandums of Understanding (MOUs), Memorandums of Agreement (MOAs), and Contracts. The choice of agreement is determined at the local level.

ODE strongly encourages the creation of some type of partnership agreement even if no funds are exchanged to ensure clear, transparent communication and expectations of all parties. These agreements may include:

- An overview of partnership roles and responsibilities
- Description of services
- Budget details
- Communication and coordination mechanisms
- Conflict resolution strategies
- Data sharing and privacy compliance
- Insurance requirements
- Duration of partnership

Written Letter of Support

As part of the application process, **applicants must submit a written letter of support from at least one partnering organization**. This letter must clearly outline the following two components:

1. The **specific services to be provided** by the partner organization.

2. The **total budget designated for these services**, with an important stipulation that **contracted services must not exceed 90 percent of the total Summer Learning Grant award, excluding indirect rates**.

Additionally, the format of this written letter of support can align with the structure of a partnership agreement as previously described.

Partnering Entity Insurance

ODE strongly advises that discussions between partners include a thorough review of necessary insurance requirements, including Sexual Abuse and Molestation (SAM) insurance prior to any discussion of services or drafting of partner agreements, particularly for Community-Based Organizations (CBOs). Ensuring all insurance requirements are understood and met early on is essential to avoid any interruptions in service delivery. **Grantees should consult with PACE, their insurance broker, and/or their attorney as needed to determine their insurance obligations.**

Service Option Requirements

State Summer Learning Grants support in-person services throughout the summer break when school is not in session, ensuring continuity in educational enrichment. **Programs funded under these grants must operate for at least 80 continuous hours, to a consistent group of students throughout the duration**. Hours provided by partner entities as part of the program count towards the required 80 hours. The expectation is for each summer program to deliver a comprehensive program of activities that directly align with the purpose and goals of the State Summer Learning Grant and high-quality programming.

NOTE: The requirements listed above must be applied to **each** summer program for those operating at multiple sites.

To meet the State Summer Learning Grants' requirement of at least 80 continuous hours of operation, below are some example schedules for various program formats:

Half-Day Program (Morning or Afternoon Sessions)

Duration: 4 hours per day (include breakfast and/or lunch)

Frequency: 5 days per week (Monday to Friday)

Length: 4 weeks

Total Hours per Cohort Group: 80 hours

Example: A program could run from 8:00 AM to 12:00 PM for morning sessions or 1:00 PM to 5:00 PM for afternoon sessions, focusing on activities such as STEM workshops, literacy classes, arts classes and physical fitness that align with State Summer Learning Grant goals.

Staffing: Utilize ESD or school district staff for foundational academic instruction and a combination of community-based organization (CBO), and parks and recreation staff specializing in arts, community building, or culturally enriching activities to lead youth development components.

Full-Day Program

Duration: 6-8 hours per day (including breakfast, lunch, and snacks)

Frequency: 4 days per week (Monday to Thursday)

Length: 4 weeks

Total Hours: 96-128 hours

Example: This could include a mix of academic enrichment in the morning (e.g., math and reading sessions), followed by physical activities and electives (like music, art, dance, or coding) in the afternoon, all structured around the grant's goals and student interest.

Staffing: Morning academic sessions could be led by licensed teachers, focusing on core subjects like math and reading. Afternoon enrichment activities could be managed by CBO staff, offering a variety of options from sports, music lessons, STEM activities and coding.

Staggered Schedule for Different Age Groups

Morning Session: Younger students (e.g., grades K-2) for 4 hours, 5 days a week for 4 weeks. Younger students may benefit from playful, interactive learning methods brought by CBO staff, supported by ESD or school staff for early literacy and numeracy skills. Additional literacy activities could be included one or more days a week at the local library with age-appropriate books, storytelling techniques, and literacy games that engage both students and their families.

Afternoon Session: Older students (e.g., grades 3-6) for 4 hours, 5 days a week for 4 weeks. Academic sessions might be held by district or ESD staff for more advanced academic work, with CBOs offering specialized workshops (e.g., robotics, creative writing) that cater to students' evolving interests and passions.

Total Hours per Group: 80 hours

Example: Tailor academic and enrichment content to the developmental and instructional needs and interests of each age group.

Attendance

State Summer Learning programs are structured to provide continuous, comprehensive educational enrichment. **They are not intended to be drop-in programs.** To maximize the benefits of the program and ensure cohesive learning experiences, regular attendance throughout the program's duration should be highly prioritized.

When students attend consistently, they:

- Gain full access to the cumulative and scaffolded learning experiences designed to build on each day's activities.

- Develop a stronger sense of community and belonging with peers and program staff, enhancing their engagement and overall learning environment.

- Benefit from the full scope of educational and enrichment activities, including specialized workshops, literacy activities, and hands-on learning projects, which are integral to achieving the program's learning objectives and outcomes.

As part of the program requirements, it is essential for summer learning programs to implement strategies to encourage regular attendance. This may include engagement with families to communicate the importance of consistent participation and monitoring attendance patterns to identify and address any barriers to regular attendance.

Virtual Charter Schools

While virtual charter schools are ineligible for direct funding this year, it's important to note that students attending a virtual charter school within a district's boundaries may participate in that district's summer learning program. HB 4082 emphasizes the importance of "hands-on, inquiry-based, and project-based" learning, alongside supporting students' mental, emotional, and social well-being, which are interpreted to prioritize in-person learning opportunities. This approach ensures all students, including those from virtual settings, have access to enriching, face-to-face educational experiences during the summer.

Education Service Districts (ESDs)

ESDs must meet the same program requirements and complete the same applications as eligible school districts and charter schools. Delivery of programming by ESDs can occur in various ways:

- **Direct Programming with Partnership:** ESDs must use grant funds to offer direct programming to students. This encompasses students from incoming kindergarten to outgoing 12th grade, including those receiving specialized educational services through the ESD. The goal is to broaden or enrich students' educational experiences during the summer, in alignment with the objectives of the Summer Learning Grant program. Additionally, ESDs are required to form at least one partnership, as specified under HB 4082.

- **Partnership with School Districts and Charter Schools:** When collaborating with component school districts, ESDs must ensure that the allocated funds contribute directly to student services. These partnerships should aim to bolster district summer programs by offering specialized services and technical assistance. ESDs are encouraged to work closely with partner districts and charter schools to leverage their distinctive expertise and resources effectively, enhancing direct student support and delivering comprehensive summer learning opportunities. **It's important to acknowledge that these partnerships can involve both districts and schools eligible for funding and those that are not.**

Grade Level Transitions

Grade level transitions are pivotal moments in a student's academic journey, marking significant changes in their educational landscape. Recognizing the importance of these transitions, **State Summer Learning Grants may provide targeted support for students who are entering kindergarten, entering 6th grade, entering 12th grade, and/or transitioning beyond 12th grade**, ensuring a smooth progression to the next stage of their education.

Jump Start Kindergarten Programs

Jump Start Kindergarten is an evidence-based kindergarten transition program that occurs in the summer before kindergarten starts. Jump Start Kindergarten serves as an important bridge for young children and families, building on their strengths and lived experiences to secure belonging and promote early learning. By giving children and families a chance to ease into kindergarten routines, activities, and learning time with fewer children and more adult support, the conditions for belonging, success, and learning take root.

- **Comprehensive Support:** It is essential that the Jump Start Kindergarten program continues to provide comprehensive wraparound support if the hours for programming are less than the

required hours under HB 4082. The goal is for each child to have the **opportunity** to receive 80 hours of quality programming.

- **Flexibility in Programming:** Understanding the unique developmental needs of incoming kindergarten students, summer learning programs may adjust program hours, **subject to ODE approval.** This ensures that the activities and learning environment are optimally designed for young learners.

Please visit the [ODE Jump Start Kindergarten webpage](#) for more information.

Services for Students Post 12th Grade

For students who have just completed the 12th grade, summer learning programs are available during the summer months immediately following their final year of high school. This support is important for ensuring that students are prepared for the transition to post-secondary education, vocational training, or entry into the workforce. Programs might include career exploration workshops, internships, apprenticeships, financial literacy classes, mentorships programs linking students with professionals in their area, college application and financial aid assistance, and skills training for communication, problem-solving, adaptability, and life skills for adult independence.

Please visit the [ODE Career Connected Learning webpage](#) for more information.

Meals and Snacks

State Summer Learning programs are expected to provide meals and snacks during typical program operations through the US Department of Agriculture (USDA) Child Nutrition Programs for which they qualify.

USDA Child Nutrition Programs are managed by the ODE Child Nutrition Programs (CNP). Please contact ODE.CommunityNutrition@ode.oregon.gov or visit the [ODE Child Nutrition webpage](#) for more information.

Transportation

Recognizing the critical role transportation plays in accessing summer programs, grant funds may be allocated to support transportation expenses. Prioritizing transportation planning from the early stages of summer program development is essential. By making every feasible effort to provide these services, participation barriers can be lowered and better ensure equitable access for students to realize the benefits of summer learning programs.

Expenditure Period

Grant funding is available for any eligible use of funding incurred between **April 1, 2024** and **October 18, 2024**.

Eligible Uses of Funds

Recipients may use grant funds for expenses **related to summer programming that fall into one of the following categories**:

- **Personnel and Staffing:** Personnel and staffing for a summer learning program, including professional development.

- **Curriculum, Supplies, and Technology:** Curriculum, technology, and other supplies necessary for providing summer learning programs.

- **Partnerships and Contracts:** Contracting with partners and other third parties to provide summer learning programs. *Contracted services cannot make up more than 90 percent of the total Summer Learning Grant award. This does not include the indirect rate.*

- **Student Expenses:** Providing incentives and removing barriers to student participation in summer learning programs.

- **Facilities:** Providing facilities that will support and accommodate summer learning programs.

- **Transportation**: Providing student transportation to and from summer learning programs.

- **Snacks and Meals:** Providing nutritious snacks and meals to participants of summer learning programs.

- **Family Engagement:** Engaging family members in summer learning program activities.

- **Administrative Expenses:** Administrative expenses up to a maximum of 10% of the total Grant Funds.

Grant funds may **not** be used for capital expenditures (defined as a construction project or individual non-consumable item that has a useful life of more than one year and costs greater than $5,000).

Grade Level Funding Flexibility

Eligible entities possess the flexibility to allocate funds from the 2024 Summer Learning Grant across different educational levels, from pre-kindergarten through 12th grade, tailored to the distinct needs and opportunities within their communities. This strategic approach enables grantees to prioritize funding where it is most needed, whether that involves concentrating efforts on high school students, younger learners in the PK-8 range, or any specific grade level in between.

Pass-Through

The Summer Learning Grant funds are intended for direct service provision rather than acting as pass-through or resolution funds. Eligible entities must themselves provide some services, taking on the responsibility to meet program requirements and ensure reporting is completed accurately. While funds cannot be passed through to other entities for their independent use, eligible entities are expected to work in close partnership, aligning on a common vision for the summer learning program. This collaboration should focus on how each party can contribute to realizing the grant's objectives together, with a **requirement that eligible entities dedicate at least 10% of their grant funds, minus indirect costs, towards directly offering services** within a summer learning program framework. There are no strict requirements regarding the number of hours grantees must work with a partner entity, rather the collaboration should be meaningful and contribute significantly towards achieving the goals of the summer learning program.

Braiding of Funds

Eligible entities may braid Summer Learning Grant funds with any other applicable funding source as needed to provide a comprehensive summer learning program aligned to the goals of the grant. See ODE's Summer Learning Braiding Funds resources for more information. **However, it is important to remember that all**

program activities provided and students served using Summer Learning Grant funds must be reported on separately from any other funding sources used.

Reimbursement Requirements

Financial reporting will require districts to report per Appendix G of the [Program Budget and Accounting Manual (PBAM)](#) which will allow us to track new program expenses for reporting purposes. There is no required fund code for grantees to use, unlike other state grants. Grantees have the flexibility to use the fund code that works best for them. However, creating a new special revenue fund in the 200 series is recommended.

For each claim made in the Electronic Grants Management System (EGMS), recipients must submit a Reimbursement Request Form that details the expenses being reimbursed. A template of the Reimbursement Request Form will be available on the [State Summer Learning Grant webpage](#).

All Reimbursement Request Forms and corresponding EGMS claims must be submitted by **November 15, 2024**.

Reporting Requirements

No later than **November 15, 2024**, recipients will provide a Final Report, on a **template created by ODE** and available on the [State Summer Learning Grant webpage](#). The Final Report will include, but is not limited to, the following components:

- The number and demographics of students served by the summer learning program including;
    - Total number of students enrolled in program
    - SSIDs for all students served[2]
    - Grade level of each student served
    - Number of hours each student attended program
    - Number of credits earned, if applicable
- Activities of the summer learning program including;
    - Number of days program offered
    - Number of hours per day program offered
    - Types and number of activities offered (based on broad predetermined categories)
    - Types of additional services offered (e.g. meals, transportation, etc.)
    - Types and number of specific accommodations provided to serve students experiencing disabilities (based on broad predetermined categories)
    - A description of how activities supported the grant requirements
- Assessment of academic growth in each of the grant's academic content focus areas (math, science, language arts, personal financial education, and/or credit recovery) provided for each grade band (elementary, middle, high) served;

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[2] Grantees are expected to report all student SSIDs that are known to them. If a grantee served incoming kindergarten students or other students that do not have an SSID, they will be required to report the students' names and dates of birth.

- Information regarding staffing levels and training provided to staff of the summer learning program;

- Number and type of partnerships;

- Perception surveys of the summer learning program, as provided by students, staff, and families; and

- Qualitative data and stories of impact for the summer learning program.

NOTE: Grantees, to the greatest extent possible, **must link the number of students served directly to the State Summer Learning Grant funds expended. If, for example, the State Summer Learning Grant enhances a current program, then those students served by the enhancement are the only ones that should be reported.**

Perception Surveys Overview

Elevating Student Voice: Summer SEED Survey

All grantees participating in the State Summer Learning Grant are required to administer ODE's Elevating Student Voice Summer SEED Survey. This survey focuses on capturing students' perspectives across four dimensions of engagement: accessible and engaging opportunities, co-creation and student interest, a sense of belonging, and self-efficacy. These areas, emphasizing equity, are essential for the development of high-quality summer programs and are highlighted in the ODE Summer Learning Best Practice Guide and Companion Toolkit. **An instructional webinar on conducting this survey will be provided by ODE in May 2024.**

Caregiver and Family Survey

Grantees of the State Summer Learning Grant have the **option** of administering ODE's pilot survey targeted for caregivers and families. This initiative aims to understand the summer program's impact through the experiences and perceptions of students' families and caregivers, offering valuable insights into the program's reach and effectiveness.

Assurances

As part of the application process for the State Summer Learning Grant, the following assurances are required from applicants to ensure compliance with the objectives and regulations set forth by HB 4082 and the Oregon Department of Education:

- **Program Design and Goals:** The summer learning program will be designed explicitly to meet all stated grant goals, ensuring alignment with the educational objectives of HB 4082.

- **Existing Summer Programming Plan:** The applicant must have a pre-existing plan for summer programming, demonstrating readiness and a strategic approach to summer learning.

- **Focus on Combined Focal Student Groups:** Services will prioritize Combined Focal Student Groups, ensuring that the program addresses the needs of students who are most in need of support.

- **Partnership Requirement:** The applicant will establish a meaningful partnership with at least one other organization, enhancing the program's reach and impact through collaborative efforts.

- **Program Duration:** The program will provide a minimum of 80 continuous hours of programming, offering substantial engagement for the students served.

- **Facility Accessibility and Safety:** To the extent practicable, the program will be hosted in a facility that is safe, easily accessible, and compliant with ADA requirements, ensuring access to classrooms and learning environments is unimpeded for all students.
- **Adherence to Procurement Policies:** The program will strictly follow all relevant procurement policies and procedures, ensuring transparency and accountability in the use of funds.
- **Insurance Requirements Discussion:** Insurance requirements, including those for Sexual Abuse and Molestation (SAM) insurance, will be discussed and agreed upon in advance with all partners to avoid any delays in service delivery.
- **Information Dissemination:** The program will disseminate information about the State Summer Learning program to students and families in a manner that is understandable and accessible, ensuring all potential participants are well informed.

Additional Information

For additional information, please visit the State Summer Learning Grant webpage or contact the Summer Learning Team at ODE.SummerLearning@ode.oregon.gov.