

Draft 2021 Summer Learning & Enrichment:

Guidance for
Maine's District
and School
Leaders





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Introduction



School systems across the country have faced extraordinary challenges over the past year, educating students at a distance and in classrooms through the many disruptions of the COVID-19 pandemic.

In Maine, nearly every school has been open for some in-person instruction since Fall 2020. In most schools across the country, particularly in high-poverty and underserved communities, partially or fully remote instruction has lasted for the majority of the 2020-2021 school year.¹

Summer 2021 provides an immediate opportunity to address inequities. A whole student approach that is based in the science of learning and development can help schools in addressing the conditions and needs for student growth².

A Whole Student Approach to Summer Learning

Research has repeatedly demonstrated the benefits of robust summer programming for building academic and social-emotional skills.³ A whole student approach optimizes the learning environment and instructional strategies for equitable and individualized growth and development for students. Following the passage of the American Rescue Plan Act of 2021 and the nearly \$412 million in new Elementary and Secondary School Emergency Relief (ESSER) funding for Maine schools, coupled with previous relief funding from the federal government, our state and local education agencies now have access to much-needed fiscal support.

While we cannot expect to fully accelerate learning and close the equity gaps by fall, **thoughtfully planned summer learning and enrichment can serve as a foundation for building long-lasting, strategic systems of support.** It also can serve as a testing ground to monitor,

¹ Diliberti, M.K., & Kaufman, J.H. (2020). *Will this school year be another casualty of the pandemic? Key findings from the American Educator Panels fall 2020 COVID-19 surveys.* RAND Corporation. [Link](#).

² *Educating the Whole Child: Improving School Climate to Support Student Success.* [Link](#)

³ McCombs, J.S., Augustine, C.H., Pane, J.F., & Schweig, J. (2020). *Every summer counts: A longitudinal analysis of outcomes from the National Summer Learning Project.* RAND Corporation. [Link](#).

evaluate, document and potentially scale-up whole student education strategies that could continue into the next school year and beyond.

The *2021 Summer Learning & Enrichment: State Guidance for District and School Leaders* offers practical suggestions and ideas to consider by Maine school and district leaders, which they can adapt and share with their local school communities as they plan for summer 2021 learning opportunities to meet the most pressing needs of students and teachers in this uniquely challenging school year. **The resources and considerations in this document are based on leading research and evidence-based, best practices for summer learning and closing learning gaps, and are designed to prompt creative and inclusive program design.** It also includes suggestions on how to use ESSER funding to integrate school and community resources to create innovative summer learning programs.

The road to recovery over the next several months and years may be difficult, but it is also full of possibility. This guidance, while specific to summer 2021, contains ideas, suggestions, and resources that are based on best practices and can guide schools to ongoing development and refinement of innovative summer programming. As the new U.S. Secretary of Education Miguel Cardona told *The Washington Post* in March 2021:

“There may be an opportunity to reimagine what schools will look like. It’s always important we continue to think about how to evolve schooling, so the kids get the most out of it.”¹

It is helpful to consider the shifts from traditional summer learning programs to programs that address the current needs of millions of American children, as depicted in Table 1, on the following page.

TABLE 1: Shifting to Whole Student Approach in Summer 2021

	From... Traditional Summer Learning	To... Whole Student Summer Learning 2021
Goals of Summer Learning	<ul style="list-style-type: none"> • Intervention and remediation • Credit recovery 	<ul style="list-style-type: none"> • Prioritizing social and emotional connections and academic opportunities for students • Frontloading the next school year's learning to give students a jumpstart to the 2021-22 school year • Implementing high-dosage tutoring, in tandem with the core curriculum, to close learning gaps • Piloting robust, well-resourced school-based Multi-Tiered System of Supports (MTSS) teams that focus on the most vulnerable students • Credit recovery
Target Students	<ul style="list-style-type: none"> • Students identified by MTSS as needing additional support (academic, social/emotional) • Secondary students who need to meet promotion requirements or complete graduation credit(s) 	<ul style="list-style-type: none"> • Students who are English learners • Students experiencing homelessness or housing instability • Students identified for special education or 504 accommodations • Students who were not able to meaningfully access remote and/or hybrid learning opportunities • Early learners who have not yet mastered foundational reading skills • Students who have had poor attendance since spring 2020 • Students who would benefit socially or

		<p>emotionally most from connections with peers and adults</p> <ul style="list-style-type: none"> • Students who are furthest behind • Secondary students who need to meet promotion requirements or complete graduation credit(s)
<p>Family Engagement</p>	<ul style="list-style-type: none"> • Written communication to keep family members informed of student progress 	<ul style="list-style-type: none"> • Regular meetings about student progress throughout summer learning • Regular family education sessions to ensure students receive targeted academic support at home • IEP team input
<p>Assessment</p>	<ul style="list-style-type: none"> • Assessment for evaluation or summative purposes • Frequent assessment to inform grading 	<ul style="list-style-type: none"> • Low-stakes formative assessment of mathematics and ELA competencies aligned to focused work of prior and upcoming grades • Capturing qualitative information about a student's progress on particular competencies rather than using a traditional grading measure • Using summative assessment data to inform who needs a full diagnostic assessment • Using school's MTSS systems and assessments

<p>Professional Learning and Collaboration for Teachers</p>	<ul style="list-style-type: none"> • One day in advance of summer learning opening for classroom setup 	<ul style="list-style-type: none"> • Grade-and curriculum-specific training in core and small-group instruction • Regular meetings between teachers and academic tutors • Regular common time for grade-alike teachers to plan virtual and in-person lessons and connect with social-emotional learning (SEL) staff and intervention teachers • Regular faculty meetings to ensure staff wellness and opportunities for problem-solving • Include specialists such as special education and ESOL teachers in planning and development • Professional Learning opportunities for all staff to understand the McKinney-Vento Homeless Education Act, signs of homelessness, and how to refer to their local liaison
<p>High-Dosage Tutoring</p>	<ul style="list-style-type: none"> • Traditionally not included 	<ul style="list-style-type: none"> • Highly recommended in tandem with core curriculum for the most vulnerable students

Considerations



1. Lead with empathy — and without assumption. Students, families and educators are coping with myriad social, emotional, and physical challenges that the pandemic has caused and exacerbated. Identifying and acknowledging these burdens can help all members of the school community to thrive. For this reason, aligning summer programming with evidence-based brain science is critical. This includes providing adults with tools for development of their own emotional intelligence skills.

- 2. Ensure that all students have equitable access to rigorous learning opportunities and high-quality resources.** It is important for school leaders to regularly evaluate their progress toward closing educational access and opportunity gaps for students of color, students living with poverty, students with disabilities, students experiencing homelessness or housing instability, and English learners. Offer transportation to summer programming for students as needed. The goal of recovery this summer (and in upcoming years) is not to return to the status quo but to create more equitable learning conditions for all students everywhere.
- 3. Prioritize vulnerable students and those who need to gain high school credit.** Offer additional support for specific students, especially English learners, students with disabilities and students experiencing homelessness or housing instability. Consider how districts can be flexible in awarding full and partial credits for work completed over the past year.
- 4. Focus on student success in the coming school year.** Provide foundational experiences to pre-k and kindergarten learners who may not have had access to high quality programming. Use summer 2021 to innovate and try out new strategies and structures to meet students' needs in the fall. The goal is to set students up for success in the 2021-2022 school year. There are [additional considerations and resources](#) for early learners.
- 5. Focus summer learning on a few critical areas.** Determine what are the most essential standards, and what knowledge and skills students need to start fall 2021 successfully.

6. **Prioritize regular communication with families and students.** Consider how and when the students best engage in learning, and what support they or their families may need for successful engagement. Ensure that communication is meaningful through interpreters, translators, and cultural brokers. Consider alternative ways to contact families, such as the use of texting, WhatsApp messaging, or providing highly mobile students with ways to ensure communication with schools.
7. **Engage a cross-functional team in front-end planning.** Teachers, administrators, counselors and specialists will be the front-line providers and supporters of students, to ensure that their voices and needs are built into the plan. Include community-based partners who can provide support either virtually or in person, and include parents and guardians—who may be the closest overseers of their children's work. Include students' voices in the planning process when feasible.
8. **Coordinate efforts with local community groups to provide in-person SEL supports and high-interest learning options, in addition to academic summer learning.** Consider partnering with local recreation departments, summer camps, [21st Century Learning Programs](#) and other community organizations to complement and support enrichment programming, SEL, and high interest learning experiences. This is an exciting opportunity for Maine schools to engage the whole community in learning.
9. **Coordinate efforts for referrals for families to address basic needs.** Recognize many students may not be prepared for learning as they have other needs that must be met first. Coordinate with social workers, school counselors, McKinney-Vento liaisons, and other staff to support students and families in accessing resources to address food insecurity, housing instability, and other needs.



Organizing for Success



Aligning adequate staff, schedules, safety protocols, funding and other essential resources for what is likely to be more students than in a typical summer term—and doing so in an environment that is atypical— will require creativity and shared leadership to ensure that all learners and their families feel safe, engaged and prepared to participate.

The infusion of resources from the three COVID relief bills (the Coronavirus Aid, Relief, and Economic Security/CARES Act; the Coronavirus Response and Relief Act/CRRSA; and the American Rescue Plan/ARP), in addition to existing federal, state and local funds, provides an incredible opportunity for districts and schools to be bold. **Note:** A detailed overview of the

three COVID relief bills may be found in [Appendix A](#).

Summer 2021 programming provides an opportunity for educators to test long-term structures and strategies to mitigate education inequities. For example, schools should consider robust and well resourced, school-based [Multi-Tiered Systems of Support \(MTSS\)](#) that focus on the needs of their most vulnerable students. Moreover, MTSS teams will need the training (and time) to rapidly identify, analyze and respond to students' progress through universal screening and ongoing monitoring.

As schools develop their summer 2021 learning plans, it may be helpful to consider the following questions.

Note: Maine and national resources and tools to support decision-making follow this section. These resources are provided to assist schools and are not endorsements of any product or program. Questions and considerations in this document are intended to serve as a supportive guide.

Planning and Communication



- Who might be a resource for planning the summer learning strategy? Consider teachers, specialists, IEP teams, administrators, partner organizations, IT staff, student support services, food services, transportation, custodial staff, parents/guardians, community advocates, community-based partners, students, McKinney-Vento liaisons, etc.
 - How will your district monitor and evaluate summer learning? What will you evaluate, how will you measure success, and how will the findings be used?
 - How can your district resource its time and talent to designate enough staff members with the necessary skills to design and coordinate all academic and social and emotional supports for students?
 - How might your district enhance its support for and expectations of the MTSS to ensure it is appropriately resourced to provide rapid response and support to all educators and students?
- How are students' and families' perspectives and experiences reflected in summer programming communication plans? How, and at what points in the planning process, will your district communicate decisions to families and other key stakeholder groups?
 - What information will your district collect to assess the implementation and impact of its summer learning plan? With whom and how will your district share this data to ensure coherence into the fall 2021 semester?
 - Summer Learning opportunities should be considered in addition to compensatory services and/or extended school year services for students with disabilities. [Special Education Compensatory Services Guidance](#)
 - How can summer programming for early learners (preK, K) create or reinforce skills and readiness for classroom learning in fall 2021? [Early Learning Summer Guidance 2021.](#)
 - How will schools provide for meals and take advantage of the USDA waivers that are available to ensure the nutritional needs of students are met?

Delivery Models

- What strategies will your district implement to connect with students who enrolled in but do not attend summer learning or engage with instructional materials?
- How will teachers meet with the students who attend summer learning programs remotely and provide feedback on their work?
- How will information on IEPs be communicated in advance to prepare teachers?

Staffing

- How will your district provide supports for students' physical and mental health? Will these services be available to summer learning students only, or to all students? How will staff know where to refer students for wraparound services (e.g., medical services, food resources)?
- If your district is enrolling a larger number of students in summer learning than in previous years, how will you select and fund additional staff, both teaching and non-teaching, to support those additional students?
- How will the mental health community be included in support services for children? And how will educators be trained to know when to recommend mental health support for students?
- How will your district define the role of principals and other administrators during summer learning? How will principals support the social and emotional needs of its faculty members during the summer?
- If your district works with community partners, how will it communicate and align whole child supports (e.g., use the same technology platforms, share data, communicate jointly and consistently with teachers and families)?
- If your district engages outside partners to support students' academic and/or social and emotional needs, what mechanisms will be established for collaborative planning and data analysis with classroom teachers? Will your district engage these partners beyond the summer learning session?
- Are there specific specialists that need to be included in staffing, such as special education or English learner educators, nurses or homeless liaisons?
- Who will be responsible for contact tracing and symptom screening?

Scheduling

- If summer is used as an opportunity to pilot a robust, rapid-response MTSS process, how will your district allow time for the team to test out new and intensive systems? Will there be time for schools to share information about effective MTSS practices?
- How will the student summer programming experience be structured? Will extended learning time for students be embedded in the schedule? Will the summer learning session be extended? How will your district build in time for small-group instruction or 1:1 tutoring support?
- If the school is implementing a shorter workday than during the regular school year for instructional staff, how will your district give summer learning instructors time for collaborative planning?
- Consider scheduling for extended year services (ESY) and compensatory education opportunities, making sure students have access to general education summer programming in addition to ESY.

Curriculum Priorities

- Which content priorities or learning outcomes will your district focus on for each grade?
- If your district has an adopted set of instructional materials, what are the most essential content and aligned instructional activities in which students should engage?
- From what high-quality, standards-aligned curriculum resource(s) will instructional activities be selected? (See suggested resources below.)
- How will your district choose the content for high-dosage tutoring support for students?

Equity and Access

- How will your district ensure that teachers are prepared to build strong relationships with students; that they are able to express care, challenge growth, provide support and share power; and that these relationship-building actions are done with an equity lens—meaning that they support positive racial, cultural and ethnic identity development?

- How will your district train staff to recognize and validate the learning that occurred outside of the (virtual) classroom over the past year?
- For students who have not attended school regularly in the 2020-2021 school year, or who are experiencing housing instability, how will they be prioritized for instruction during summer learning?
- How will accommodations and supports be delivered for students with 504 plans or IEPs? How will teachers and support staff ensure that instruction is inclusive of, and accessible to, students with disabilities? Will an amendment of the child's IEP be required to provide additional services? General education is not described in the IEP beyond supplementary aids and accommodations.
- How will your district maintain communication with students who are experiencing homelessness or home instability? How will those students be supported in accessing instructional materials, meal options and other essential needs for summer learning?
- How will your district maintain communication with English learners, their families, and their communities? How will teachers and support staff provide linguistically and culturally appropriate supports for summer learning activities?
- How will your district consider disciplinary practices, with the consideration that many children have faced significant trauma this past year? How can your district work with restorative justice practices and partners?
- How will your district ensure that there is transportation for any/all students that need it?
- How will your district ensure all students have access to healthy meals?

Funding

- How will your district pay for summer learning (e.g., ESSER and GEER; Title I, II and IV funding streams; IDEA; Perkins; state and local funds; private and public grants; etc.)?
- Will summer learning planning efforts build in time and funding to innovate and try out programming that could become the "new normal" in fall 2021?
- Are there private organizations or foundations in the community that could help provide support wraparound services?
- The Coronavirus Aid, Relief, and Economic Security (CARES) Act; the Coronavirus Response and Relief Supplemental Appropriation (CRRSA) Act; and the American Rescue Plan (ARP) Act ([See Appendix A](#))

Privacy and Security

- How will your district ensure that summer 2021 programs align with FERPA, COPPA and other relevant regulations?

TABLE 2: Organizing for Success in Summer 2021: Helpful Resources

Dimension	Resources
Planning & Communication	<ul style="list-style-type: none"> • US Department of Education COVID 19 Handbook Volume 2 • CCSO: Restart and Recovery Considerations for Teaching and Learning TNTP: Planning for Summer School 2021 • Maine DOE MTSS Resources • Maine DOE Early Childhood Guidance • Colorado DOE: MTSS Guidance • Chalkbeat: 6 Tips for Making Summer School Successful
Delivery Model & Staffing	<ul style="list-style-type: none"> • Texas Education Agency: Four Staffing Models • Teaching Innovation: New School Staffing Strategies Inspired by the Pandemic
Scheduling	<ul style="list-style-type: none"> • Education Week: Districts Eye Summer and Beyond to Recoup Learning Losses. Here's What 3 Have on Tap. • The Education Trust: Expanded Learning Time
Curriculum Priorities	<ul style="list-style-type: none"> • Maine Online Opportunities for Sustained Education (MOOSE) • Maine DOE Summer Engagement Opportunities • Wilderness Adventures and Virtual Engagement for Students (WAVES)- Virtual Communities • TNTP: Learning Acceleration Guide • Maine DOE Early Childhood Guidance
Equity & Access	<ul style="list-style-type: none"> • Maine DOE Covid-19 Special Education Resources • Family Engagement Toolkit • Opportunity Culture: Quick Guide to Free & Cheap Technology to Engage with Students Online • WIDA ELD Standards Framework • Diverse Learners Cooperative: Conducting Virtual IEP Meetings • Educating All Learners Resource Library • Maine DOE Summer Food Service Program

<p>Funding</p>	<ul style="list-style-type: none"> • CCSSO COVID-19 Relief Fact Sheet • CCSSO Commonly Asked Questions about Allowable ESSER and GEER Activities • U.S. Department of Education ARP ESSER Fact Sheet (ESSER III) • U.S. Department of Education ESSER II Fact Sheet • U.S. Department of Education ESSER I FAQs • The American Rescue Plan Fund Uses <p>U.S. Department of Education ESSER website</p> <ul style="list-style-type: none"> • Education Counsel's Summary of the American Rescue Plan Act of 2021 • CCSSO Restart & Recovery: ESEA & COVID-19 State Strategies for Supporting Local Educational Agencies in Confronting the Effects of the Pandemic • CCSSO Restart & Recovery: Federal Funds & COVID-19 A System Workbook for States
<p>Privacy & Security</p>	<ul style="list-style-type: none"> • U.S. Department of Education: FERPA & COVID-19 Frequently Asked Questions • Education Week: How to Keep Students and Staff Safe on Videoconferencing

Mental Health and Social-Emotional Learning (SEL)



Mental Health and SEL for Students

Many students have been exposed to trauma, disruptions in learning, physical isolation, and disengagement from school and peers, which negatively affects their mental health. Underserved students have experienced a disproportionate burden of the pandemic⁴. As a result, many students will require additional supports and interventions to take risks in their learning so they can achieve at higher levels.

Research on the science of learning⁵ has established that while adverse experiences can have profound effects on students, learning environments and conditions can be designed in ways that can help students overcome these effects and thrive. This research also shows that social, emotional, cognitive, and academic development are all interconnected. Improving academic outcomes for students requires nurturing each of these areas of development in ways that are asset-oriented⁶ and personalized to meet students where they are as they return to school.⁷

Given the unsettled nature of schooling for students and staff over such an extended period, there is a critical need for schools to engage in purposeful training and instruction in current social emotional learning practices. Schools which place intentional emphasis on training staff in the key elements of emotional intelligence and provide ongoing social, emotional, and physical health support during summer learning will ensure that students and staff are better prepared for school re-entry.

School-Based Social Emotional Learning:

It is important for schools to provide wraparound services that assess and support both staff and students' mental, emotional and physical health needs regularly. Targeted support will be especially important for students transitioning between schools. When developing relationships with and among students and determining necessary wraparound services, districts should consider:

⁴ U.S. CDC COVID-19 Racial and Ethnic Health Disparities [Link](#)

⁵ Science of Learning & Development Alliance [Link](#)

⁶ Edutopia: 3 Steps to Developing an Asset-Based Approach to Teaching [Link](#)

⁷ U.S. Department of Education, Office of Planning, Evaluation and Policy Development, ED COVID-19 Handbook, Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs Washington, DC, 2021. [Link](#).

- Assessing students' social, emotional and mental health needs through the use of universal health screenings, surveys, one-on-one wellness check-ins, and/or parent and teacher interviews;
- Prioritizing and dedicating time to re-socialization and the development of social-emotional skills and growth mindsets; making sure they are reinforced and practiced across instruction;
- Identifying students who have had traumatic experiences or who may be suffering from anxiety and depression, and helping them access local and culturally relevant support; and
- Building a culture in which relationships are prioritized and all students and adults feel safe and supported and experience a sense of belonging and agency. (See "Building Developmental Relationships" chart on the following page.)

TABLE 3: Mental Health and SEL for Students: Building Developmental Relationships

BUILDING DEVELOPMENTAL RELATIONSHIPS ⁹	
Elements	Sample Actions (and Explanations)
Express Care	<ul style="list-style-type: none"> • Be dependable (Be someone I can trust) • Listen (Really pay attention) • Encourage (Praise my efforts and achievements) • Believe in me (Make me feel known and valued)
Challenge Growth	<ul style="list-style-type: none"> • Expect my best (Expect me to live up to my potential) • Hold me accountable (Insist I take responsibility for my actions) • Help me reflect on failures (Help me learn from my mistakes) • Stretch me (Push me to go further)
Provide Support	<ul style="list-style-type: none"> • Navigate (Guide me through hard situations) • Empower me (Build my confidence to take charge of my life) • Advocate (Defend me when I need it) • Set boundaries (Establish limits to keep me on track)
Share Power	<ul style="list-style-type: none"> • Respect me (Take me seriously and treat me fairly) • Include me (Involve me in decisions that affect me) • Collaborate (Work with me to solve problems and reach goals) • Let me lead (Create opportunities for me to take action)
Expand Possibilities	<ul style="list-style-type: none"> • Inspire (Inspire me to see possibilities for my future) • Broaden horizons (Expose me to new experiences, ideas, and places) • Connect (Introduce me to more people who can help me)
Additional Resources	<ul style="list-style-type: none"> • Search Institute • ASCD Whole Student Network

⁹ Adapted from page 4 of Roehlkepartain, E.C., Pekel, K., Syvertsen, A.K., Sethi, J., Sullivan, T.K., & Scales, P.C. (2017). *Relationships first: Creating connections that help young people thrive*. Search Institute. [Link](#).

As provisions for SEL supports become a part of summer learning plans, consider the following guiding questions as suggestions for your summer planning.

Guiding Questions

- How much time during the summer learning schedule will be devoted to student SEL? (See sample summer learning schedules in the "[Organizing for Success](#)" section.) How much of this time will be in-person experiences?
- How will students be supported in transitioning to in-person learning and to new school buildings?
- How will districts place emphasis on SEL and mental health needs of staff and students while maintaining attention to grade level educational outcomes?
- What materials/programs will be used? How will your district ensure that materials/programs are organized around a high-quality SEL curriculum?
- How will your district identify staff and students who have had traumatic experiences over the past year and who may require mental health supports? How will your district help them access appropriate and culturally relevant supports in person and/or remotely?
- What face-to-face and virtual support systems will be available for students who are feeling anxious and depressed?
- What opportunities will teachers have for 1:1 check-ins with students?
- What additional personnel (e.g., therapists, nurses, counselors) may be needed to support the mental and emotional health needs of students and staff? How could community mental health providers help?
- How will students participate in reflective and expressive activities, such as mindfulness, yoga, art, music and other physical and emotional health practices?
- What resources will schools utilize to support a sensory motor, brain-based approach to optimal student learning?
- What interest-based activities will be available to students to keep them motivated to participate in summer learning?

- What opportunities/platforms will be available for students to interact with their peers and teachers, one-on-one and in groups, to build and maintain collaboration and connections?
- How can high-dosage tutoring serve as SEL, and academic, support?
- What safety protocols will be maintained for in-person instruction? What adjustments or improvements will be necessary?

TABLE 4: Mental Health and SEL Resources for Students

SEL and Mental Health Resources for Students
SEL4ME : Maine's PreK-12 Social Emotional Learning program
Whole Student Education : Research and actionable steps for supporting student well-being and success.
CASEL Reunite, Renew, and Thrive: Social and Emotional Roadmap for Reopening School
BrainPOP : SEL lessons, activities, and resources for all students (ESOL resources included)
Edutopia: Keeping Students with Learning Disabilities Motivated at Home
EdSurge: 10 Ways Parents Can Bring Social-Emotional Learning Home
BellXcel Summer Program : includes support for program planning, whole student curriculum, professional development, family engagement, and strategies for measuring effectiveness
Learning for Justice (formerly Teaching Tolerance) : resources for supporting educators, including "do something" adaptable projects
Frog Street (PreK-3)
HighScope (Pre-K-3)
WorldWHYs (Pre-K-3)
Calm Classroom (PreK-3)
Emotional ABCs (PreK-3)
PATHS Program (K-5)
Second Step: COVID-19 Support (K-5)
Harmony SEL (K-5)
Facing History and Ourselves (6-12)
Commonsense.org SEL Toolkit

Mental Health and SEL Supports for Educators

States and school districts have learned over this past year that, just like their students, the adult members of the school community need social and emotional support to work effectively. As districts build staff supports into their summer 2021 learning plans, it will be helpful to consider the following questions.

Guiding Questions

- What opportunities can your district provide educators to reflect on the successes and challenges they faced in their teaching experiences this past school year? How will that information shape the social and emotional supports schools will provide for teachers and staff during the summer session and beyond?
- How will educators and support staff be trained prior to the start of summer in how to identify students' SEL and mental health needs?
- What specific processes and activities are in place to build a community of support and reduce students' stress levels and help them reconnect with their peers and adults in the school?
- What supports will educators have to engage with students in a way that supports positive racial, cultural and ethnic identity development?
- What types of flexibility will staff have? For example:
 - Time for planning, collaboration, and rest during the workday
 - Opportunities to express and reflect on their experiences and feelings
 - Freedom to choose whether to work in-person or remotely
- How might teachers and other staff participate in activities such as mindfulness, yoga or other physical and emotional health practices to reduce their stress and anxiety?
- What online platforms and in-person opportunities will be available to enable educators to regularly interact with their peers and/or supervisors, in order to build and maintain collaboration and connections?

TABLE 5: Mental Health and SEL Resources for Educators

Resources
Maine DOE SEL4ME Website
Maine DOE Mental Health Trainings and Support: Practical mental health applications
Maine DOE SEL Training and Support: SEL trainings and technical support
Maine DOE Trauma Informed SEL Toolkit
Aperture Education: educator reflection and social-emotional training guide
CCSSO Restart & Recovery: Considerations for Teaching and Learning - Wellbeing and Connection
Learning Sciences International: SEL learning supports for virtual and on-site educators
The Washington Post: How The Pandemic Is Reshaping Education - When Students Struggle
Educational Leadership: Why SEL Alone Isn't Enough
Illuminate Education: Social-Emotional Learning vs. Mental Health - What's the Difference?
The University of British Columbia: The Connection Between SEL and Mental Health

Curriculum and Assessment



It is critical for districts to spend time and attention on instruction—and specifically on prioritized, grade-level instructional content. Educators can use information from formative assessments as primary data sources with regard to what students know and can do. Formative assessment practices can be used throughout the summer to help educators identify specific competencies. Recommendations for these practices can come from high-quality instructional materials.

Schools may want to consider several intervention and support strategies for this summer, such as offering extended summer learning time for as many students as possible—making sure that the programming includes direct instruction in core curricular areas and provides opportunities for daily practice that is personalized for each student. (Note that some technology-based programs are listed below.) In addition, schools may want to offer free, high-dosage tutoring and acceleration academies to as many students as possible, particularly among student populations most

at risk for unfinished learning over the past year. (See section below: *Acceleration Supports: High-Dosage Tutoring and Acceleration Academies.*)

Guiding Questions

- Which students will be prioritized for summer programming? For example:
 - High school students at risk of non-completion
 - Students with achievement scores in the lowest 25%
 - Students with the lowest attendance rates in the last year
 - Specific grade levels

- How will students in grades K-2 who have not mastered foundational skills be assessed and taught missing skills to close knowledge gaps prior to fall 2021?

- Which curricular materials and resources will be used? (See vetted resources below.) Are they aligned to state content standards?
- How will summer learning curriculum choices jump-start student learning for fall 2021 through a focus on prioritized standards?
- How will your district help educators to plan and use effective formative assessment practices as a primary means of data collection to inform instructional decisions?
- What additional supports will be employed for students who need additional help, such as high-dosage tutoring or technology-based programs, personalized for each student?

TABLE 6: Curriculum and Assessment: Helpful Resources

Area	Resources
High-Quality Curricula	<ul style="list-style-type: none"> • MOOSE (interdisciplinary PK-12 learning modules) • CCSSO: High-Quality OER Curriculum & Resources • Instructional Materials Alignment Tool • Student Achievement Partners Achieve the Core: ELA/Literacy Foundational Skills • Amplify: core, supplemental, and assessment programs • READS for Summer Learning: at-home reading program • OverDrive: free ebooks and audiobooks
Assessing Student Progress	<ul style="list-style-type: none"> • Student Achievement Partners Achieve the Core: ELA/Literacy Foundational Skills Assessment Protocol • U.S. Department of Education: Competency-Based Learning or Personalized Learning • Dylan Wiliam Center: Practical Ideas for Classroom Formative Assessment
Supplemental Technology-Based Programs to Provide Daily Math Practice Personalized for Each Student	<ul style="list-style-type: none"> • DreamBox Learning: online, assessment-driven, tailored mathematics learning for K-8 students • IXL Math and IXL ELA (K-12) • Imagine Math • MobyMax (K-8) • The Dana Center at UT Austin
College Preparation	<ul style="list-style-type: none"> • Yleana Leadership Foundation: The College Experience
Additional Resources	<ul style="list-style-type: none"> • The Washington Post: What 'Learning Loss' Really Means • D.C. Summer "Earn and Learn" Program

Acceleration Supports: High-Dosage Tutoring and Acceleration Academies

Districts should respond with new tools and approaches to make sure the most high-need students are not left behind.¹⁰ High-dosage tutoring is emerging as a powerful, research-based approach to reducing individualized learning gaps for a wide range of students.¹¹ Studies show that, when well designed and aligned to the core curriculum, either three to four tutoring sessions per week can be effective. Trained tutors working one-on-one or with very small groups of two to three students can dramatically improve student performance.¹²

Intensive “vacation academy” programs, where small groups of struggling students focus on a single subject over week-long vacation breaks also have proven to be successful¹³ under the right conditions, including having highly effective teachers leading instruction.

For older students, summer learning can include extended learning opportunities like work-based learning or community service. Districts can look for opportunities to partner with high-quality mentorship or workforce training programs to re-engage disconnected students. Tutoring and acceleration academies alone are not a panacea for the education inequities exposed and exacerbated by the pandemic. However, if done well, they can help your school start addressing learning gaps this summer. In developing such interventions, educators should take into account the following questions.

Guiding Questions

- How many students will require high-dosage tutoring?
- How will your district make sure your programs for high-dosage tutoring and acceleration academies are inclusive and provide equitable access to all students?
- How will your district recruit and train tutors and/or teachers? Consider how to seek out tutors who share identities with the students they will be working with – race, gender,

¹⁰ Patrick, K., Socol, A., Grossman, J.B., & Shih, M.B. (2021). *Strategies to solve unfinished learning: Targeted intensive tutoring*. The Education Trust and MDRC. [Link](#).

¹¹ Ritter, G.W., Barnett, J.H., Denny, G.S., & Albin, G.R. (2009). *The effectiveness of volunteer tutoring programs for elementary and middle school students: A meta-analysis*. *Review of Educational Research*, 79(1), 3-38. [Link](#).

¹² Robinson, C.D., Kraft, M.A., & Loeb, S. (2021). *Accelerating student learning with high-dosage tutoring* (EdResearch for Recovery Design Principles Series). Annenberg Institute for School Reform at Brown University. [Link](#).

¹³ Robinson, C.D., Kraft, M.A., & Loeb, S. (2021). *Accelerating student learning with high-dosage tutoring* (EdResearch for Recovery Design Principles Series). Annenberg Institute for School Reform at Brown University. [Link](#).

ethnicity, language, lived experience, etc.

- Are there existing summer programs, such as camps, that could partner with your school to add time for tutoring or instruction to their planned activities?
- What will be the focus of the tutoring? Will it be a follow-up to daily instruction of the core curriculum? Will tutoring support include independent learning materials or programs? Will it include SEL?
- How will tutors interact with teachers and other support staff?
- How will acceleration academy staff be selected and communicate with their students' school teachers?
- How will your district evaluate the effectiveness of all acceleration supports?

TABLE 7: Acceleration Supports: Helpful Resources

Resources
Annenberg Institute for School Reform at Brown University: Accelerating Student Learning with High-Dosage Tutoring
Saga Education ¹⁴
AmeriCorps Tutoring Resources
Match Education
Tutoring: Ensuring Equity and Inclusion for ALL Students
The Golden Ticket: Lawrence (MA) Acceleration Academies A description of the model of one district's Acceleration Academies
Robert Slavin: Proven Tutoring Programs
The 74: 6 Principles for Tutoring
The 74: Now Recruiting - Online Army of Volunteer Tutors to Fight 'COVID Slide'

¹⁴ Ander, R., Guryan, J., & Ludwig, J. (2016). *Improving academic outcomes for disadvantaged students: Scaling up individualized tutorials*. The Hamilton Project. [Link](#).

Professional Learning

Professional learning is an essential ingredient of any school's improvement path. Educators¹⁵ As districts plan to provide educator professional learning in a virtual environment, consider the following guiding questions.

Guiding Questions

- Given the typical time and capacity constraints for summer educators, how will your district/school prioritize professional learning to focus on the most essential skills or strategies teachers will need in the fall?
- How will your district/school train teachers how to identify students needing SEL or mental health support and how to connect them to appropriate support resources?
- How will the summer teachers' workday reflect your district's/school's commitment to collaborative learning and coaching?
- How will the needs of students who are experiencing homelessness or housing instability be addressed collaboratively by school staff? How will staff be trained on identification of students who may be experiencing homelessness or housing instability?
- How will the needs of students who are English learners or who need special education services be addressed collaboratively by all educators?
- How will summer teachers and other educators be compensated for time spent working beyond the regular school day?
- How will your district/school train educators in best practices for elevating student interest and engagement in instructional tasks without compromising the rigor of essential learning outcomes?

¹⁵ Darling-Hammond, L., Hyler, M.E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. [Link](#).

TABLE 8: Professional Learning: Helpful Resources

Resources
<u>Learning Policy Institute: Effective Teacher Professional Development</u>
<u>Novak Education: The Ultimate Guide to Universal Design for Learning (UDL)</u>
<u>Linda Darling-Hammond in Edutopia: Teacher Learning That Supports Student Learning</u>
<u>Understood: Best Practices for Online Assessments</u>
<u>Instruction Partners: Rethinking Intervention</u> (video series)
<u>Maine DOE Professional Development Calendar</u>
<u>Maine DOE McKinney-Vento Training Materials</u>
<u>Maine DOE MTSS Professional Learning Resources</u>

Family and Community Engagement

Collaborating with families, community organizations such as the community recreation departments or local summer camps may be an effective partnership strategy and necessary to ensure strong, balanced summer programs.

Guiding Questions

- What forms of communication, proven to be successful with families, will districts/schools employ to inform and guide parents before, during and after summer learning? What might need to be added/modified? What key district and school staff will be charged with managing communications?
- How frequently will teachers be expected to connect with every child's family during summer learning?
- How will your district engage families and community organizations in the planning process for summer learning to address concerns around safety and support?
- What plan or framework will your district/schools use to engage families in supporting their children's progress in summer learning?
- How will in-district parent organizations mobilize to support families with communication, problem solving, and access to district and community services during summer learning?
- How will your district communicate to families about their child's progress on specific knowledge areas or skills, as opposed to a traditional grade report
- How can districts ensure parents and families feel a sense of inclusion and belonging in the school community?

TABLE 9: Family and Community Engagement: Helpful Resources

Resources
Maine DOE Family \Engagement Resources
The Dual Capacity-Building Framework for Family-School Partnerships (Karen Mapp)
Barbara Bush Foundation for Family Literacy: Reading Mentoring Programs
National Center for Learning Disabilities: A Family's Guide to Equity and Excellence for Your Child During COVID-19
¡Colorín Colorado! Communicating with ELL Families During COVID-19 - 10 Strategies for Schools
+OST=Perfect Together: A Conference Report

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APPENDIX A: FUNDING SOURCES

Overview of CARES, CRRSA and ARP Relief Programs

<p>CARES Programs¹⁶</p> <p><i>Available for obligation until September 30, 2022</i></p>	<p>Elementary and Secondary School Emergency Relief Fund (ESSER1)</p> <ul style="list-style-type: none"> State educational agencies (SEAs) may reserve and spend up to 10 percent to address emergency needs to respond to COVID,¹⁷ which could include summer programs. SEAs must award these funds within one year of receiving them.¹⁸ Local educational agencies (LEAs) receive the remaining 90 percent to carry out a variety of activities to prevent, prepare for, and respond to COVID, including summer learning.¹⁹ <p>Governor's Emergency Relief Fund (GEER)</p> <ul style="list-style-type: none"> Governors may award funds to LEAs that have been most significantly impacted by COVID to continue to provide educational services to students and to support the LEA's ongoing functionality.²⁰ If permitted by the Governor, this could include summer programs. Governors may also award funds to other LEAs or education related entities essential for carrying out emergency educational services.²¹ If permitted by the Governor, this could include summer programs.
<p>CRRSA Programs²²</p> <p><i>Available for obligation until September 30, 2023</i></p>	<p>ESSER2</p> <ul style="list-style-type: none"> Same as ESSER1 above. SEAs may reserve and spend up to 10 percent to address emergency needs to respond to COVID,²³ which could include summer programs. States must award these funds within one year of receiving them.²⁴

¹⁶ Please note the law itself says funds are available through September 30, 2021, but education programs, including ESSER and GEER, are subject to another rule called the Tydings Amendment in the General Education Provisions Act (GEPA) that extends the period of availability by one additional year.

¹⁷ CARES, Sec. 18003(e).

¹⁸ For the 90% of funds that must go to LEAs, funds are "awarded" when the SEA subgrants the fund to an LEA. For the 10% of state reserve funds, funds are "awarded" when the SEA awards a contract or subgrant or retains the funds to spend directly. See U.S. Department of Education. (2021). *American Rescue Plan Act of 2021, Elementary and Secondary School Emergency Relief Fund (ARP ESSER)*, pp. 4-5. [Link](#).

¹⁹ CARES, Sec. 18003(d)(11).

²⁰ CARES, Sec. 18002(c)(1).

²¹ CARES, Sec. 18002(c)(3).

²² Please note the law itself says funds are available through September 30, 2022, but education programs, including ESSER and GEER, are subject to another rule called the Tydings Amendment in the General Education Provisions Act (GEPA) that extends the period of availability by one additional year.

²³ CRRSA, Sec. 313(e).

²⁴ For the 90% of funds that must go to LEAs, funds are "awarded" when the SEA subgrants the fund to an LEA. For the 10% of state reserve funds, funds are "awarded" when the SEA awards a contract or subgrant or retains the funds to spend directly. See U.S. Department of Education. (2021). *American Rescue Plan Act of 2021, Elementary and Secondary School Emergency Relief Fund (ARP ESSER)*, pp. 4-5. [Link](#).

	<ul style="list-style-type: none"> • Same as ESSER1 (previous page). LEAs receive the remaining 90 percent to carry out a variety of activities to prevent, prepare for, and respond to COVID, including summer learning.²⁵
	<p>GEER2</p> <ul style="list-style-type: none"> • Same as GEER1 (previous page). Governors may award funds to LEAs that have been most significantly impacted by COVID to continue to provide educational services to students and to support the LEA's ongoing functionality.²⁶ If permitted by the Governor, this could include summer programs. • Governors may also award funds to other LEAs or education related entities essential for carrying out emergency educational services.²⁷ If permitted by the Governor, this could include summer programs.
<p>ARP Programs²⁸</p> <p><i>Available for obligation until September 30, 2024</i></p>	<p>ESSER3</p> <ul style="list-style-type: none"> • As listed below, SEAs must reserve and spend at least 7 percent for certain mandatory activities, and may reserve and spend another 3 percent for additional optional activities (total of 10 percent). SEAs must award these funds within one year of receiving them.²⁹ <ul style="list-style-type: none"> ○ SEAs must reserve and spend at least 5 percent to address learning loss through evidence-based interventions which can include summer learning or summer enrichment.³⁰ ○ SEAs must reserve and spend at least 1 percent to implement evidence-based summer enrichment programs.³¹ ○ SEAs must reserve and spend at least 1 percent to implement evidence-based comprehensive afterschool programs.³² ○ SEAs may reserve an additional 0.5 percent for administration and 2.5 percent for emergency needs (total of 3 percent).³³ • LEAs receive the remaining 90 percent from which: <ul style="list-style-type: none"> ○ LEAs must reserve and spend at least 20 percent to address learning loss through evidence-based interventions which can include summer learning or summer enrichment.³⁴

²⁵ CRRSA, Sec. 313(d)(11).

²⁶ CRRSA, Sec. 312(c)(1).

²⁷ CRRSA, Sec. 312(c)(3).

²⁸ Please note the law itself says funds are available through September 30, 2023, but education programs, including ESSER and GEER, are subject to another rule called the Tydings Amendment in the General Education Provisions Act (GEPA) that extends the period of availability by one additional year.

²⁹ For the 90% of funds that must go to LEAs, funds are "awarded" when the SEA subgrants the fund to an LEA. For the 10% of state reserve funds, funds are "awarded" when the SEA awards a contract or subgrant or retains the funds to spend directly. See U.S. Department of Education. (2021). *American Rescue Plan Act of 2021, Elementary and Secondary School Emergency Relief Fund (ARP ESSER)*, pp. 4-5. [Link](#).

³⁰ APR, Sec. 2001(f)(1).

³¹ APR, Sec. 2001(f)(2).

³² APR, Sec. 2001(f)(3).

³³ APR, Sec. 2001(f)(4).

³⁴ APR, Sec. 2001(e)(1).

- LEAs may spend the rest to carry out a variety of activities to prevent, prepare for, and respond to COVID, including summer learning and summer enrichment.³⁵

³⁵ ARP, Sec. 2001(e)(2)(M).