2021 Summer Learning & Enrichment: State Guidance for District and School Leaders

2021 SUMMER LEARNING & ENRICHMENT:

STATE GUIDANCE FOR DISTRICT AND SCHOOL LEADERS

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, Bureau of Indian Education, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

Matthew Blomstedt (Nebraska), President
Carissa Moffat Miller, Chief Executive Officer

Authors:
Kathleen Airhart (CCSSO) Sheila Brown (Strategic Leadership Partners in Education),
Amalia Cudeiro and Jeff Nelsen (Targeted Leadership Consulting), and Sidrah Baloch (Insight Education Group).

2021 Summer Learning & Enrichment:
State Guidance for District and School Leaders

CONTENTS

Introduction

The 2021 Summer Learning & Enrichment: State Guidance for District and School Leaders draws on a resource created by the [Council of Chief State School Officers (CCSSO, 2021)](#) and customized by the Office of Public Instruction (OPI) to fit the needs of Montana local education agencies (LEA) as they plan for summer 2021 learning opportunities. We hope this guidance will provide schools with the information needed to meet the most pressing needs of students, teachers, parents, and communities in this uniquely challenging school year and beyond.

For questions about this document contact: OPICSI@mt.gov

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. Interim assessment scores from fall 2020 reveal that students began the school year about three months behind in mathematics and over one month behind in reading on average, with students of color starting further behind than their white peers.[1] Winter 2021 assessment results confirm that this unfinished learning inequity has persisted several months into the school year, leaving students of color disproportionately unprepared for grade-level work.[2] In addition the number of all students with failing grades in mathematics and reading has doubled and tripled in some areas.[3]

Most schools, particularly high-poverty and high-minority schools, have provided partially or fully remote instruction for the majority of the 2020-2021 school year.[4] However, as many as 16.9 million children lacked home internet access prior to the pandemic, and 7.3 million children did not have a computer at home—and these students disproportionately lived in low-income households and were more likely to be Black, Latinx, or Native American.[5] According to a report released in mid-October 2020, "For approximately 3 million of the most educationally marginalized students in the country, March [2020] might have been the last time they experienced any formal education — virtual or in-person."[6]

---

[1] Dorn, E., Hancock, B., Sarakatsannis, J., & Viruleg, E. (2020). *COVID-19 and learning loss—disparities grow and students need help*. McKinsey & Company. [Link](#).

[2] Curriculum Associates. (2021). *What we've learned about unfinished learning: Insights from midyear diagnostic assessments*. Curriculum Associates. [Link](#).

[3] Thompson, C. (2020, December 6). *Schools confront 'off the rails' numbers of failing grades*. AP News. [Link](#).

[4] 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](#).

[5] Korman, H.T.N., O'Keefe, B., & Repka, M. (2020). *Missing in the margins: Estimating the scale of the COVID-19 attendance crisis*. Bellwether Education Partners.
[Link](#): https://bellwethereducation.org/publication/missing-margins-estimating-scale-covid-19-attendance-crisis#Why%20aren't%20students%20attending%20school?

[6] Korman, H.T.N., O'Keefe, B., & Repka, M. (2020). *Missing in the margins: Estimating the scale of the COVID-19 attendance crisis*. Bellwether Education Partners. [Link](#).

Summer 2021 provides an immediate opportunity to address these inequities. State education leaders have worked throughout the pandemic, alongside educators and health experts, to safely educate all students, reopen school buildings, continue providing access to school meals, meet students' well-being needs and address learning gaps, including now through summer learning.

In order to provide districts and school leaders with support and guidance for summer learning, the OPI is continually updating our curated resources on the [Summer Learning Opportunities Webpage](). Research has repeatedly demonstrated the benefits of robust summer programming for building academic and social-emotional skills.[7] Following the passage of the American Rescue Plan Act of 2021 and the nearly $122.3 billion in new Elementary and Secondary School Emergency Relief (ESSER) funding, coupled with previous relief funding from the federal government, states and local education agencies now have access to much-needed fiscal support.

Summer programming is by no means a silver bullet; we cannot expect to fully accelerate learning and close the equity gaps by the fall. Nonetheless, 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, evaluate, document and potentially scale-up improvement strategies that could continue into the next school year and beyond.

The resources and considerations in this document are based on leading research and evidence-based, best practices for summer learning and closing learning gaps. It also includes guidance on how to use ESSER funding to integrate school and community resources to create innovative summer learning programs.

Although academic learning is a key component of this guidance, it is not the sole priority. Summer 2021 programming also must address students' social, emotional and physical well-being—all of which have been negatively affected by the pandemic itself, as well as the resulting school shutdowns.[8] Furthermore, districts and schools must carefully consider how to engage and support their teachers, many of whom have experienced stress, dissatisfaction and burnout due to the pressures and uncertainties of the past year.[9]

---

[7] 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]().

[8] Dorn, E. (2021). *COVID-19 and student learning: The disparities are real, and students need help* [PowerPoint presentation]. National Summer Learning Association Summer Bootcamp: Get Ready for Summer Series. [Link]().

[9] Diliberti, M.K., Schwartz, H.L., & Grant, D. (2021). *Stress topped the reasons why public school teachers quit, even before COVID-19*. RAND Corporation. [Link]().

Parents, too, often facing untenable work-life balance challenges, have experienced high levels of stress, anxiety and depression during the pandemic, which has directly impacted their ability to educate their children at home. All these challenges raise a call to action for school system leaders to make sure their state's summer learning opportunities serve as a bridge between the 2020-2021 and 2021-2022 school years. Especially for the most vulnerable students, it will not be sufficient to merely repeat pre-COVID style summer learning experiences. Evidence-based innovation is key, and serving students with the greatest needs will ultimately improve outcomes for all.[10]

The road to recovery over the next several months and years may be difficult, but it is also full of possibility. 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."[11]

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.

---

[10] Marchitello, M., & Korman, H.T.N. (2020). *Serving those with the greatest needs will benefit all students: Results from a COVID-19 education survey*. Bellwether Education Partners. Link.

[11] St. George, D., Strauss, V., Meckler, L., Heim, J., & Natanson, H. (2021, March 15). *How the pandemic is reshaping education*. The Washington Post. Link.

TABLE 1: Shifting from Traditional to Need-Based Priorities in Summer 2021

	From… **Traditional Summer Learning**	To… **Summer Learning 2021**
Goals of Summer Learning	-Intervention and remediation -Credit recovery	-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	-Students who are furthest behind -Secondary students who need to meet promotion requirements or complete graduation credit(s)	-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 emotionally most from connections with peers and adults -Students who are furthest behind -Secondary students who need to meet promotion requirements or complete graduation credit(s)
Family Engagement	-Written communication to keep family members informed of student progress	-Regular meetings about student progress throughout summer learning -Regular family education sessions to ensure students receive targeted academic support at home

	From… Traditional Summer Learning	To… Summer Learning 2021
Assessment	-Assessment for evaluation or summative purposes -Frequent assessment to inform grading	-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
Professional Learning and Collaboration for Teachers	-One day in advance of summer learning opening for classroom setup	-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
High-Dosage Tutoring	-Traditionally not included	-Highly recommended in tandem with core curriculum for the most vulnerable students

Guiding Principles[12]

1. **Lead with empathy — and without assumption.** Students, families and educators are coping with the myriad social, emotional and physical challenges the pandemic has created and exacerbated, some of which may be more apparent than others. Identifying and acknowledging these burdens is the first step to helping all members of the school community not just to survive but to thrive, moving forward.

2. **Ensure that all students have equitable access to rigorous learning opportunities and high-quality resources.** It is key for school leaders to regularly evaluate their state's 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. 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 meet promotion benchmarks and gain high school credit.** Provide regular, additional support for specific students, especially English learners, students with disabilities and students experiencing homelessness or housing instability.

4. **Focus on student success in the coming school year.** Rather than focusing solely on remediating learning gaps from the prior year, provide summer learning activities which are aligned to upcoming, grade-level standards. 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.

5. **Focus summer learning on a few critical areas.** What are the most essential standards? What kind of knowledge and skills do students need in order to start fall 2021 successfully? For a shortened summer schedule, schools may need to prioritize daily instruction in ELA, mathematics, physical education and social and emotional wellness.

6. **Hire effective teachers to support students.** Prioritize those teachers with content and pedagogical knowledge and a track record of success teaching the targeted grade levels, and supplement with specialized instructional support personnel as needed.

---

[12] Adapted in part from the Instruction Partners COVID-19 School Resource Hub.

7. **Prioritize regular communication with families and students.** Consider how and when the students best engage in learning: What content can they work on independently? What type of guidance and support do they need? Do families have what they need to support their children?

8. **Engage a cross-functional team in front-end planning.** Teachers, principals, counselors and principal supervisors will be the front-line providers and supporters of students, so 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— who may be the closest overseers of their children's work.

9. **Leverage current remote-learning best practices.** Keeping the above guidelines in mind, use materials and formats that work best for remote learning, and supplement where needed.

10. **Coordinate efforts with local community groups to provide in-person SEL supports and high-interest learning options, in addition to academic summer learning.** City recreation departments, Scouts, Boys and Girls Clubs, robotics, coding camps and the YMCA/YWCA are examples of organizations and activities that can provide in-person SEL supports and high-interest learning experiences. This is a time for schools to engage the whole community.

Organizing for Success

Recent data indicates that students could have experienced five to nine months of unfinished learning by the end of the 2020-2021 school year.[13] While we wait to assess the long-term effects of COVID-19, there is an immediate need to help students, especially the nation's most vulnerable students, complete their unfinished learning. District and school leaders now are planning to safely reopen school buildings which have been shuttered until now— so planning for summer 2021 brings unique logistical and practical challenges.[14]

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. Schools and districts need to use data and research to determine the highest priorities for summer learning. They will need to engage multiple stakeholders to ensure a strategic, coherent alignment of goals and to implement plans that are aligned to the district's theory of action on how schools will meet students' needs in the weeks and months ahead.

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 a once-in-a-lifetime opportunity for districts and schools to be bold. For instance, districts could extend the workday to give teachers time to engage in collaborative coaching and learning, while students could use the extended time to pursue expressive arts or high-dosage tutoring— with particular focus on the needs of students living with poverty, students of color, students with disabilities, English learners, students experiencing homelessness or housing insecurity and students with inadequate access to technology. *Note:* A detailed overview of the three COVID relief bills may be found in *Appendix A.*

Districts should start investing now in services to begin reopening school buildings when it is deemed safe to do so, in preparation for in-person learning and related services for students, staff and families. Educators will also need to take a comprehensive and long-term view on ways to close learning gaps and advance student learning via summer programming; that is, summer 2021 programming can provide a good opportunity to test out long-term structures and strategies to mitigate education inequities. For example, schools will need 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

---

[13] Dorn, E., Hancock, B., Sarakatsannis, J., & Viruleg, E. (2020) as cited in 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.

[14] Reich, J., Buttimer, C.J., Fang, A., Hillaire, G., Hirsch, K., Larke, L., Littenberg-Tobias, J., Moussapour, R., Napier, A., Thompson, M., & Slama, R. (2020). *Remote learning guidance from state education agencies during the COVID-19 pandemic: A first look.* MIT Teaching Systems Lab. Link.

rapidly identify, analyze and respond to students' progress through universal screening and ongoing monitoring.

As states develop their summer 2021 learning plans, it will be helpful to consider the following questions. *Note*: Vetted resources and tools to support decision-making follow this section.

Planning and Communication

- Who needs to be included in planning the summer learning strategy? Consider teachers, specialists, IEP teams, teachers' union representatives, principals, principal supervisors, partner organizations, IT staff, student support services, the chief academic officer, food services, parents/guardians, community advocates, community-based partners, etc.

- How will the monitoring and evaluation component of summer learning be designed? What will it evaluate, how will it measure success, and how will the findings be used?

- How can the district significantly 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 the 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 the district communicate decisions to families and other key stakeholder groups?

- What information will the district collect to assess the implementation and impact of its summer learning plan? With whom and how will the district share this data to ensure coherence into the fall 2021 semester?

Delivery Model

- Based on whether students are currently attending school in-person, remotely or in a hybrid model, will the district pursue a completely in-person, remote, or hybrid model for summer learning? If remote or hybrid, what balance will exist between synchronous and asynchronous learning?

- What strategies will the 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?

Staffing

- Will the district provide counseling and supports for students' physical and mental health throughout the summer? 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 the district is enrolling a larger number of students in summer learning than in previous years, how will it 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 the district define the role of principals and other administrators during summer learning? With what frequency will principals be expected to connect with students and their families? How will principals support the social and emotional needs of its faculty members during the summer?

- If the 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 the 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 the district engage these partners beyond the summer learning session?

Scheduling

- If summer is used as an opportunity to pilot a robust, rapid-response MTSS process, how will the district allow time for the team to test out new and intensive systems? Will staff be compensated for time worked outside of existing workday agreements? 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 to give students a jump-start on the fall 2021 term? How will the district build in time for small-group instruction or 1:1 tutoring support?

- If the school is implementing a shorter work day than during the regular school year for instructional staff, how will the district give summer learning instructors time for collaborative planning?

- How can teachers' time be structured to allow for both individual student check-ins and opportunities to assess student work and provide high-quality feedback? At the elementary level, how often will teachers work synchronously with a group of remote students while leading instruction with in-person students?

Curriculum Priorities

- Which content priorities or learning outcomes will the district focus on for each grade?

- If the district has an adopted set of instructional materials, what are the most essential content and aligned instructional activities in which students should engage?

- If there is not an adopted set of instructional materials, from what high-quality, standards-aligned curriculum resource(s) will instructional activities be selected? (See suggested resources below.)

- How will the district choose the content for high-dosage tutoring support for students?

Equity and Access

- How will the 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 the district ensure that teachers will have the time necessary to understand what students learned while attending school remotely?

- 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 lessons 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 addendum be required to provide additional services?

- How will the 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 the district maintain communication with English learners, their families and their communities? How will teachers and support staff provide linguistically appropriate supports for summer learning activities?

Funding
- How will the 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?

- What additional funding sources are available from local, state and federal sources to help schools manage their anticipated higher enrollment and/or expanded programming this summer?

- Are there private organizations or foundations in the community that could help fill funding gaps and/or provide support wraparound services?

Privacy and Security

- How will the 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	U.S. Department of Education COVID-19 Handbook, Volume 2: Roadmap to Opening Safely and Meeting All Students' Needs CCSSO: Restart and Recovery Considerations for Teaching and Learning

Dimension	Resources
	CCSSO Restart and Recovery Considerations for Teaching and Learning PK-3rd Grade Recovery in SY2020-2021 TNTP: Planning for Summer School 2021 OPI Multi-Tier Systems of Support (MTSS) Webpage American Institutes for Research: Selecting an MTSS Data System The New Vision for Summer School Network-National Summer Learning Network Chalkbeat: 6 Tips for Making Summer School Successful
Delivery Model & Staffing	Texas Education Agency: Four Staffing Models Teaching Innovation: New School Staffing Strategies Inspired by the Pandemic Instruction Partners: Instructional Management, Structures, and Routines
Scheduling	Louisiana DOE: Summer Learning Program Guidance 2021 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	TNTP: Learning Acceleration Guide National Standards for Quality Online Courses, Online Teaching, and Online Programs

Dimension	Resources
	Student Achievement Partners Achieve the Core: Priority Instructional Content in ELA/Literacy and Mathematics (OPI Recommendation for Priority Standard Guidance) OPI K-12 Content Standards and Resources
Equity & Access	Opportunity Culture: Quick Guide to Free & Cheap Technology to Engage with Students Online WIDA ELD Standards Framework OPI English Learners Resources IEFA Classroom Resources American Indian Student Achievement Resources Diverse Learners Cooperative: Conducting Virtual IEP Meetings National Center for Learning Disabilities: Promising Practices to Accelerate Learning for Students with Disabilities During COVID-19 and Beyond Educating All Learners Resource Library
Funding	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 U.S. Department of Education ESSER website Education Counsel's Summary of the American Rescue Plan Act of 2021 CCSSO COVID-19 Relief Fact Sheet

Dimension	Resources
	[CCSSO Commonly Asked Questions about Allowable ESSER and GEER Activities](#) [CCSSO Restart & Recovery: ESEA & COVID-19 State Strategies for Supporting Local Educational Agencies in Confronting the Effects of the Pandemic](#) [CCSSO Restart & Recovery: IDEA & 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](#)
Privacy & Security	[U.S. Department of Education: FERPA & COVID-19 Frequently Asked Questions](#) [Education Week: How to Keep Students and Staff Safe on Videoconferencing](#)

Social-Emotional Learning (SEL) and Mental Health

SEL and Mental Health for Students

For the past year, schools across the country have struggled to determine how to safely ensure continuity of learning for all students. Some schools have transitioned to fully remote learning; others have opted for in-person schooling; and still others have implemented a hybrid version blending in-person and remote learning.

Given the unsettled nature of schooling for students and staff over such an extended period, there is a critical need for schools to provide ongoing social, emotional and physical health support during summer learning. According to the Centers for Disease Control and Prevention, between March and October 2020, mental health-related hospital emergency department visits rose 24% for children 5 to 11 years old, and 31% among adolescents ages 12 to 17, as compared to the same period in 2019.[15] While many districts continue to report approximately 90% attendance,[16] the definition of "attendance" has changed over the past year, and many students have been engaging in learning for only a small portion of most school days.[17]

District- and school-level educators will clearly need to pay even more attention to students' social and emotional needs in relation to learning in the 2021-2022 school year, as many students may be physically in classes for the first time with teachers and peers they do not know or have met only via computer. Many adults and students in the school community may have lost loved ones or have family members who have lost jobs or are sick. Numerous students may have spent much of the past year confined— some in difficult or unsafe home situations.

School counselors and mental health practitioners are reporting an increasing number of students who are depressed and anxious.[18] It will therefore be critical for schools to provide wraparound services that assess and support both staff and students' mental, emotional and physical health needs on a daily basis. Some students may never have attended in-person school since school buildings were closed in March 2020, and many students will need support transitioning to a new campus. Targeted support will be especially important for kindergarteners moving into first grade, students moving into the first year of middle school, and students moving into the first year of high school. When developing relationships with and among students and determining necessary wraparound services, it is key to consider:

- Assessing students' social, emotional and mental health needs through the use of surveys, one-on-one wellness check-ins, and/or parent and teacher interviews;

---

[15] Leeb, R.T., Bitsko, R.H., Radhakrishnan, L., Martinez, P., Njai, R., & Holland, K.M. (2020). *Mental health-related emergency department visits among children aged <18 years during the COVID-19 pandemic—United States, January 1-October 17, 2020.* Morbidity and Mortality Weekly Report (MMWR), 69(45), 1675-1680. Centers for Disease Control and Prevention. Link.

[16] Maryland State Department of Education

[17] Gerber, C. (2020, July 7). *DESE changes attendance standards due to COVID-19.* The Missouri Times. Link.

[18] Jones, C. (2020, May 13). *Student anxiety, depression increasing during school closures, survey finds.* EdSource. Link.

- 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.)*

For question contact Holly Mook, [Coordinated School Health Unit Director](): [hmook2@mt.gov]()| 406-444-0773

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

BUILDING DEVELOPMENTAL RELATIONSHIPS[19]	
Elements	**Sample Actions (and Explanations)**
Express Care	- 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	- 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	- 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	- 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)

---

[19] 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]().

BUILDING DEVELOPMENTAL RELATIONSHIPS[19]	
Expand Possibilities	• 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)

As provisions for these supports become a part of summer learning plans, consider the following guiding questions.

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 back to in-person learning and to new school buildings (e.g., kindergarten and the first years of middle and high school)?
- What materials/programs will be used? How will the district ensure that materials/programs are organized around a high-quality SEL curriculum?
- How will the district identify staff and students who have had traumatic experiences over the past year and who may require mental health supports? How will the district help them access appropriate and culturally relevant supports in person and/or remotely?
- Will teachers have regular training and support to ensure they have deep understanding and skills in addressing SEL?
- 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 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 an SE,L as well as academic, support?
- What safety protocols will be maintained for in-person instruction? What adjustments or improvements will be necessary?

TABLE 4: SEL and Mental Health Resources for Students

SEL and Mental Health Resources for Students
OPI Social Emotional Learning Resources
CASEL Reunite, Renew, and Thrive: Social and Emotional Roadmap for Reopening School
CASEL Cares Initiative
Panorama Education: SEL and Self-Care Resources for Educators, Schools, and Parents Related to Distance Learning and COVID-19
BrainPOP: SEL lessons, activities, and resources for all students (ELL resources included)
Edutopia: Keeping Students with Learning Disabilities Motivated at Home
EdSurge: 10 Ways Parents Can Bring Social-Emotional Learning Home
BASE Education SEL Modules: in-person or remote, with a Spanish version
BellXcel Summer Program: includes support for program planning, whole-child curriculum, professional development, family engagement, and strategies for measuring effectiveness
Hispanic Heritage Foundation: Code as a Second Language
The National Summer Learning Project
Learning for Justice (formerly Teaching Tolerance): resources for supporting educators, including "do something" adaptable projects
The Rhithm App: SEL and school-based mental health app
GoGuardian: monitors students' online activity to send alerts for keywords like suicide
Frog Street (PreK-3)
HighScope (Pre-K-3)
WorldWHYs (Pre-K-3)
Calm Classroom (PreK-3)
Emotional ABCs (PreK-3)

SEL and Mental Health Resources for Students
[Research-informed policy guidance for implementation of the Summer Literacy Components of HB4048 for grades K-3](#)
[PATHS Program](#) (K-5)
[Second Step: COVID-19 Support](#) (K-5)
[Harmony SEL](#) (K-5)
[Facing History and Ourselves](#) (6-12)

SEL and Mental Health for Educators

While many districts will resume in-person learning in the summer and fall of 2021, nationally most are planning to give parents the option of continued remote learning. This dynamic will impact teachers and service providers, who are already depleted by the challenges of 2020-2021, and may lead to further emotional and physical drain among faculty and staff. Educators may have limited financial resources and will face the same stressors and isolation they experienced in the 2020-2021 school year.

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 in this new reality. As districts build staff supports into their summer 2021 learning plans, it will be helpful to consider the following questions.

Guiding Questions

- What opportunities will the district provide teachers and staff 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 teachers, tutors and support staff be trained prior to the start of summer in how to identify students' SEL and mental health needs?

- Are specific processes/activities 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 teachers 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 work day
  - Opportunities to express and reflect on their experiences and feelings
  - Freedom to choose whether to work in person or remotely

- How will the district ensure a safe work environment through surface cleaning, hand washing, wearing mask and/or social distancing? Will the district provide robust and consistent infection detection protocols, such as rapid COVID-19 testing, contact tracing, and communication systems?

- What development and support will be offered to staff in expanding their knowledge of SEL and related strategies with students in order to help them reconnect with peers and adults?

- Given the time and capacity constraints for summer educators, how will the district provide time for professional learning around these additional strategies?

- 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: SEL and Mental Health Resources for Educators

Resources
[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]()
[SmartBrief: Driving Equity Through Holistic Student Support]()
[Educational Leadership: Why SEL Alone Isn't Enough]()
[Education Week: Remote Learning Erodes Students' Well-Being, CDC Parent Survey Suggests]()
[RAND: Stress Topped the Reasons Why Public School Teachers Quit, Even Before COVID-19]()
[Illuminate Education: Social-Emotional Learning vs. Mental Health - What's the Difference?]()
[The University of British Columbia: The Connection Between SEL and Mental Health]()
[The Education Trust: The Importance of Strong Relationships]()
[Educational Leadership: The Resilient Educator / The Healing We Need To Stay]() (why teachers of color leave the profession)

Curriculum and Assessment

Curriculum plays an important role in determining what and how students are taught, and research shows that putting a high-quality, standards-aligned curriculum in the hands of teachers can have a significant, positive impact on student achievement.[20] Districts can choose from a plethora of high-quality, standards-aligned curricula as they plan for students' summer learning in 2021. (See below for vetted options, many of which are free.)

Whether or not they have access to high-quality, standards-aligned curricula, teachers will need to determine their evidence-based content priorities in mathematics and ELA/literacy for summer 2021. It will be key for states and districts to spend time and attention on instruction—and specifically on prioritized, grade-level instructional content for ELA/literacy and mathematics.

Educators can use information gained from formative assessments as primary data sources with regard to what students know and can do. Formative assessment practices during summer 2021 learning can be maintained via exit tickets, student work and student discussions; they also can take place through clear demonstration of specific competencies. In many cases, recommendations for these practices can come from high-quality instructional materials.

In order to address pandemic-related learning gaps, 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*.)

As states and LEAs provide guidance to schools on summer curricula and assessments, it will be useful to pose the following questions.

---

[20] Boser, U., Chingos, M., & Straus, C. (2015). *The hidden value of curriculum reform: Do states and districts receive the most bang for their curriculum buck?* Center for American Progress. Link.

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 2021 instruction target specific standards/skills in mathematics and ELA?

- How will summer learning curriculum choices jump-start student learning for fall 2021 through a focus on prioritized standards?

- Which publishers have high-quality, customized learning materials specifically designed for summer sessions?

- How will the district help teachers 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, to promote daily reading and mathematics practice that is personalized for each student?

TABLE 6: Curriculum and Assessment: Helpful Resources

Area	Resources
High-Quality Curricula for ELA & Math	OPI Guide for Selecting High-Quality Materials Aligned to the Montana Content Standards
	CCSSO: High-Quality OER Curriculum & Resources
	CCSSO Restart and Recovery : Considerations for Teaching and Learning
	TNTP: Learning Acceleration Guide
	Instructional Materials Alignment Tool
	EdReports Materials Review Resources
	Student Achievement Partners Achieve the Core: ELA/Literacy Foundational Skills
	Amplify: core, supplemental, and assessment programs
	Zearn Summer Intensive Series for K-5
	READS for Summer Learning: at-home reading program
	OverDrive: free ebooks and audiobooks
Assessing Student Progress	Student Achievement Partners Achieve the Core: ELA/Literacy Foundational Skills Assessment Protocol
	Curriculum Associates: i-Ready Assessment
	U.S. Department of Education: Competency-Based Learning or Personalized Learning
	Dylan Wiliam Center: Practical Ideas for Classroom Formative Assessment

Area	Resources
Supplemental Technology-Based Programs to Provide Daily Math Practice Personalized for Each Student	EdReady Montana DreamBox Learning: online, assessment-driven, tailored mathematics learning for K-8 students Freckle Math (K-9) Nearpod (K-12) IXL Math and IXL ELA (K-12) Imagine Math MobyMax (K-8) The Dana Center at UT Austin
College Preparation	Yleana Leadership Foundation: The College Experience
Additional Resources	Evidence Based Practices Teacher Learning Hub Course NWEA: 3 Recommendations to Address Unfinished Math Learning The Washington Post: What 'Learning Loss' Really Means D.C. Summer "Earn and Learn" Program

Acceleration Supports: High-Dosage Tutoring and Acceleration Academies

Once a student leaves school, it can be difficult to re-enter. One study of a large, urban district found that two-thirds of high school dropouts never re-enrolled, and among those who did, approximately half dropped out again.[21] Furthermore, teachers have given far more failing grades this past year than usual, and interim assessments indicate that students have wide and varying learning gaps. All these factors require interventions that are highly differentiated from student to student.

Districts should consider responding with new tools and approaches to combat lost days of instruction and unfinished learning, making sure the most high-need students are not left behind.[22] High-dosage tutoring is emerging as a powerful, research-based approach to reducing individualized learning gaps for a wide range of students.[23] 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.[24]

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 successful[25] under the right conditions, including having highly effective teachers leading instruction. In a study of the Lawrence Public Schools academy, researchers found that in the turnaround intervention's first two years, students produced modest gains in reading and sizable achievement gains in mathematics.[26]

For older students, summer learning can include work-based learning or a community service component. Districts can look for opportunities to partner with high-quality mentorship or workforce training programs to re-engage disconnected students. In **Washington, DC**, the school system is partnering with local employers to entice students back to school in their "Earn and Learn" program. High school students will participate in a blended day: half spent in academics and half acquiring job experience. The "earn and learn" program expects to serve 2,000 to 3,000

---

[21] Berliner, B., Barrat, V.X., Fong, A.B., & Shirk, P.B. (2008). *Reenrollment of high school dropouts in a large, urban school district* (Issues & Answers Report, REL 2008 - No. 056). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. Link.

[22] 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.

[23] 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.

[24] 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.

[25] 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.

[26] Schueler BE, Goodman JS, Deming DJ. Can States Take Over and Turn Around School Districts? Evidence From Lawrence, Massachusetts. Educational Evaluation and Policy Analysis. 2017;39(2):311-332. doi:10.3102/0162373716685824 https://scholar.harvard.edu/files/schueler/files/schuelergoodmandeming_lps_eepa_2017.pdf

students. In **Chicago**, the "Becoming a Man" mentorship program, supported by the My Brother's Keeper Alliance, provides small-group counseling support and teaches students how to de-escalate and manage challenging situations. The program decreased violent-crime arrests by 45% to 50% and increased high school graduation rates by 12% to 19%.[27]

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 states and districts 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 states/districts make sure their programs for high-dosage tutoring and acceleration academies are inclusive and provide equitable access to all students?
- How will the districts recruit and train tutors and/or teachers?
- How many students will each tutor work with at one time?
- 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 the school schedule allow time for tutoring sessions? during the regular school day?
- 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 the districts evaluate the effectiveness of all acceleration supports?

---

[27] "New Results for Chicago-based Youth Violence Reduction Program." (June 27, 2016). Crime Lab, University of Chicago Urban Labs. Link

TABLE 7: Acceleration Supports: Helpful Resources

Resources
Annenberg Institute for School Reform at Brown University: Accelerating Student Learning with High-Dosage Tutoring
Louisiana's Pre-K-High School Tutoring Strategy
Saga Education[28]
AmeriCorps Tutoring Resources
Minnesota Reading and Math Corps
Reading Partners
Match Education
Cignition Online Math Tutoring
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
School and District Turnaround in Lawrence, MA A study of the impact of Acceleration Academies through a focus on single subject learning during school vacation
Robert Slavin: Proven Tutoring Programs
The 74: 6 Principles for Tutoring
The 74: Now Recruiting - Online Army of Volunteer Tutors to Fight 'COVID Slide'
Tennessee Tutoring Corps
Schoolhouse free online tutoring sessions

---

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

Professional Learning

Now more than ever, as children have faced disruption and unfinished learning, they need teachers who have the knowledge, skills, dispositions and experience to help them surmount these challenges. The students most affected by the pandemic already faced the greatest opportunity gaps— including the likelihood of being assigned to a novice teacher, not just once, but many times over the course of their education.[29] Highly effective teachers are the most critical in-school variable that leads to increased student achievement.

Teacher professional learning is an essential ingredient of any school's improvement path, and summer learning is no exception; however, summer programming for teachers is minimally explored as a context for professional learning. All teachers need time for learning, whether teaching remotely, in-person, or a hybrid of both delivery models. Regardless of the delivery model, the principles of adult learning remain constant and should be content focused, incorporate collaborative, active learning, provide coaching and expert support, include feedback and reflection and be of sustained duration.[30] Even in a virtual environment, the principles of effective adult learning remain constant.[31] As districts plan to provide educator professional learning, consider the following guiding questions.

Guiding Questions

- How will the district/school ensure that teachers are trained in the delivery of the summer learning curriculum and teaching expectations (either remote, hybrid or in person)?

- Given the typical time and capacity constraints for summer educators, how will the district/school prioritize professional learning to focus on the most essential skills or strategies teachers will need in the fall?

- How will the district ensure that principals are trained in supervision and support of the summer learning curriculum?

- How will the district/school train teachers how to identify students needing SEL or mental health support and how to connect them to appropriate support resources?

---

[29] Goldhaber, D., Lavery, L., & Theobald, R. (2015). *Uneven playing field? Assessing the teacher quality gap between advantaged and disadvantaged students*. Educational Researcher, 44(5), 293-307. Link.

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

[31] Ibid.

- How will the summer teachers' work day reflect the district's/school's commitment to collaborative learning and coaching?

- How will summer teachers and other educators be compensated for time spent working beyond the regular school day?

- How will the district/school train educators in best practices for elevating student interest and engagement in instructional tasks without compromising the rigor of essential learning outcomes?

TABLE 8: Professional Learning: Helpful Resources

Resources
OPI Professional Opportunities Portal
OPI Teacher Learning Hub
OPI Professional Learning Website (includes links to other OPI websites)
OPI Teacher Learning Hub - Supporting Essential Support Staff in Overcoming COVID-19 and Meeting Students Where They Are
Learning Policy Institute: Effective Teacher Professional Development
Novak Education: The Ultimate Guide to Universal Design for Learning (UDL)
National Staff Development Council: Professional Learning in the Learning Profession
Understood: Best Practices for Online Assessments
Instruction Partners: Rethinking Intervention (video series)

Family and Community Engagement

This past year, online and hybrid learning placed a new burden of stress and responsibility on many families. Many parents and caregivers lost jobs due to the pandemic or had to adapt to working from home, while also supporting their children's daily learning. As this pandemic evolves, and if families must continue to support their children's learning at home, districts and schools will need to strengthen their communications and support, in order to engage parents and caregivers.

In addition to collaborating with families, partnering with community organizations such as the YMCA/YWCA, Boys and Girls Clubs, and city recreation departments may also 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 the district engage families and community organizations in the planning process for summer learning to address concerns around safety and support?

- How will the district assess and address students' technology needs (i.e., access to Web services and devices) for online summer learning?

- What plan or framework will the district/schools use to engage families in supporting their children's progress in summer learning?

- What resources/services will the district provide to support families with at-home summer learning? (e.g., will the district work with community partners and organizations to secure resources/services for families?)

- What data or information-sharing structures will need to be implemented? How will families know how to access these services?

- 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 the district communicate to families about their child's progress on specific knowledge areas or skills, as opposed to a traditional grade report

- In what ways might the district/schools acknowledge and show appreciation to parents and caregivers for their work supporting at-home learning?

TABLE 9: Family and Community Engagement: Helpful Resources

Resources
OPI 21st Century Learning Centers
Just for Families OPI Webpage
PTA: COVID-19 Resources
The Dual Capacity-Building Framework for Family-School Partnerships (Karen Mapp)
Barbara Bush Foundation for Family Literacy: Reading Mentoring Programs
National Summer Learning Association: 2021 California Summer Learning Guide - Investing in Resilience and Relationships
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

BIBLIOGRAPHY

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

Berliner, B., Barrat, V.X., Fong, A.B., & Shirk, P.B. (2008). *Reenrollment of high school dropouts in a large, urban school district* (Issues & Answers Report, REL 2008 - No. 056). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. Link.

Boser, U., Chingos, M., & Straus, C. (2015). *The hidden value of curriculum reform: Do states and districts receive the most bang for their curriculum buck?* Center for American Progress. Link.

Curriculum Associates. (2021). *What we've learned about unfinished learning: Insights from midyear diagnostic assessments*. Curriculum Associates. Link.

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

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.

Diliberti, M.K., Schwartz, H.L., & Grant, D. (2021). *Stress topped the reasons why public school teachers quit, even before COVID-19*. RAND Corporation. Link.

Dorn, E. (2021). *COVID-19 and student learning: The disparities are real, and students need help* [PowerPoint presentation]. National Summer Learning Association Summer Bootcamp: Get Ready for Summer Series. Link.

Dorn, E., Hancock, B., Sarakatsannis, J., & Viruleg, E. (2020). *COVID-19 and learning loss—disparities grow and students need help*. McKinsey & Company. Link.

Dorn, E., Hancock, B., Sarakatsannis, J., & Viruleg, E. (2020). *COVID-19 and student learning in the United States: The hurt could last a lifetime*. McKinsey & Company. Link.

Gerber, C. (2020, July 7). *DESE changes attendance standards due to COVID-19*. The Missouri Times. Link.

Goldhaber, D., Lavery, L., & Theobald, R. (2015). *Uneven playing field? Assessing the teacher quality gap between advantaged and disadvantaged students*. Educational Researcher, 44(5), 293-307. Link.

Jones, C. (2020, May 13). *Student anxiety, depression increasing during school closures, survey finds*. EdSource. Link.

Korman, H.T.N., O'Keefe, B., & Repka, M. (2020). *Missing in the margins: Estimating the scale of the COVID-19 attendance crisis*. Bellwether Education Partners. Link.

Leeb, R.T., Bitsko, R.H., Radhakrishnan, L., Martinez, P., Njai, R., & Holland, K.M. (2020). *Mental health-related emergency department visits among children aged <18 years during the COVID-19 pandemic—United States, January 1-October 17, 2020*. Morbidity and Mortality Weekly Report (MMWR), 69(45), 1675-1680. Centers for Disease Control and Prevention. Link.

Marchitello, M., & Korman, H.T.N. (2020). *Serving those with the greatest needs will benefit all students: Results from a COVID-19 education survey*. Bellwether Education Partners. [Link](#).

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](#).

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](#).

Reich, J., Buttimer, C.J., Fang, A., Hillaire, G., Hirsch, K., Larke, L., Littenberg-Tobias, J., Moussapour, R., Napier, A., Thompson, M., & Slama, R. (2020). *Remote learning guidance from state education agencies during the COVID-19 pandemic: A first look*. MIT Teaching Systems Lab. [Link](#).

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](#).

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](#).

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](#).

St. George, D., Strauss, V., Meckler, L., Heim, J., & Natanson, H. (2021, March 15). *How the pandemic is reshaping education*. The Washington Post. [Link](#).

Thompson, C. (2020, December 6). *Schools confront 'off the rails' numbers of failing grades*. AP News. [Link](#).

APPENDIX A: FUNDING SOURCES

[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](#)
[U.S. Department of Education ESSER website](#)

Overview of CARES, CRRSA and ARP Relief Programs	
CARES Programs[32] *Available for obligation until September 30, 2022*	**Elementary and Secondary School Emergency Relief Fund (ESSER1)** ● State educational agencies (SEAs) may reserve and spend up to 10 percent to address emergency needs to respond to COVID,[33] which could include summer programs. SEAs must award these funds within one year of receiving them.[34] ● 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.[35]
	Governor's Emergency Relief Fund (GEER) ● 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.[36] 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.[37] If permitted by the Governor, this could include summer programs.

---

[32] 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.

[33] CARES, Sec. 18003(e).

[34] 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.](#)

[35] CARES, Sec. 18003(d)(11).

[36] CARES, Sec. 18002(c)(1).

[37] CARES, Sec. 18002(c)(3).

Overview of CARES, CRRSA and ARP Relief Programs	
CRRSA Programs[38] *Available for obligation until September 30, 2023*	**ESSER2** ● Same as ESSER1 above. SEAs may reserve and spend up to 10 percent to address emergency needs to respond to COVID,[39] which could include summer programs. States must award these funds within one year of receiving them.[40] ● Same as ESSER1 above. LEAs receive the remaining 90 percent to carry out a variety of activities to prevent, prepare for, and respond to COVID, including summer learning.[41]
	GEER2 ● Same as GEER1 above. 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.[42] 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.[43] If permitted by the Governor, this could include summer programs.

---

[38] 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.

[39] CRRSA, Sec. 313(e).

[40] 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.

[41] CRRSA, Sec. 313(d)(11).

[42] CRRSA, Sec. 312(c)(1).

[43] CRRSA, Sec. 312(c)(3).

Overview of CARES, CRRSA and ARP Relief Programs	

ARP Programs[44]
 	
Available for obligation until September 30, 2024
	ESSER3
	● 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.[45]
	    ○ 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.[46]
	    ○ SEAs must reserve and spend at least 1 percent to implement evidence-based summer enrichment programs.[47]
	    ○ SEAs must reserve and spend at least 1 percent to implement evidence-based comprehensive afterschool programs.[48]
	    ○ SEAs may reserve an additional 0.5 percent for administration and 2.5 percent for emergency needs (total of 3 percent).[49]
	● LEAs receive the remaining 90 percent from which:
	    ○ 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.[50]
	    ○ 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.[51]

[44]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.

[45] 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.

[46] APR, Sec. 2001(f)(1).

[47] ARP, Sec. 2001(f)(2).

[48] APR, Sec. 2001(f)(3).

[49] ARP, Sec. 2001(f)(4).

[50] ARP, Sec. 2001(e)(1).

[51] ARP, Sec. 2001(e)(2)(M).