STATE SUMMER LEARNING GRANT 2024 IMPLEMENTATION ANALYSIS REPORT

January 2025

TABLE OF CONTENTS

Cover photo: Phoenix-Talent SD summer kindergarten program students and staff celebrate winning the "Cheese Touch" game after reading sections of **The Diary of a Wimpy Kid**

ABOUT THIS REPORT

House Bill (HB) 4082 (2024) authorized $30 million in State Summer Learning Grants for the summer of 2024. To learn more about the specific program requirements, eligible entities, and other programmatic details, please see the 2024 State Summer Learning Grant Program Parameters.

This report provides an analysis of the 2024 State Summer Learning Grants implemented by the Oregon Department of Education (ODE). It summarizes how grantees across the state implemented their programs and highlights progress toward realizing the grant program's goals of accelerating learning, enhancing academic growth, and addressing systemic inequities. Based on data submitted by 63 out of 64 grantees, this report offers a baseline year analysis while identifying opportunities for future refinement. Due to the condensed timeline between program execution and reporting, a comprehensive evaluation plan was not feasible; however, this analysis addresses key questions tied to the grant program's goals.

Recommendations from the HB 4082 Final Study, *Building Oregon's Educational Ecosystem: Summer and Afterschool Programs for Student Success*, emphasize the importance of implementing a more rigorous evaluation framework and the establishment of a long-term data infrastructure in future funding cycles. If additional funding is secured, ODE will collaborate with grantees and partners to establish common outcome measures as outlined in the Study, ensuring alignment with program goals, and fostering continuous improvement. The findings presented in this report are based on the analysis of multiple data sources.

Table 1. State Summer Learning Grant 2024 Implementation Analysis Report Data Sources

Data Source	Description
State Summer Learning Grantee Program Reports	By November 2024, grantees were required to submit a Final Report detailing program implementation and student characteristics. Data included enrollment, attendance, credit attainment, and the extent to which programs met academic goals. Reports highlighted diverse activities, including project-based learning, culturally responsive programming and supporting students experiencing disabilities.
	The detailed Final Report data submitted by grantees can be found in the State Summer Learning Grant 2024 Grantee Data Report.
Summer SEED Student Perception Survey	From July to October 2024, **8,291** students entering grades 3 through 12 provided feedback on the summer programs they attended. Data from the **Summer** Student Educational Equity Development (**Summer SEED**) Survey reflects student experiences across all 2024 summer programs, including those funded by the State Summer Learning Grants, Student Success Act Summer (SSA Summer) Program Grants, and 21st Century Community Learning Centers (21st CCLC) Grants.
	Analysis of the Summer SEED Survey response data can be found in the *2024 Summer SEED Survey Report*.
Summer Learning Program Site Visits	During July and August 2024, ODE staff visited 13 summer learning programs across Oregon to learn about promising practices, assess barriers, gain a deeper understanding of grantee operations, and provide technical assistance and support as needed.

EXECUTIVE SUMMARY

Summer Learning is an evidence-based strategy for providing students with vital educational opportunities which help to accelerate learning rates and content retention. This Implementation Analysis Report on the 2024 State Summer Learning Grants authorized by House Bill 4082 (2024) explores how grantees and their partners worked to provide equitable access to high-quality programming through evidence-based practices focused on academic enrichment, well-rounded learning, and youth development.

Key Findings

Key Findings: Program Insights

➜ The 2024 State Summer Learning Grants provided students with equitable access to enriching learning opportunities.

➜ State Summer Learning Grant programs served a higher percentage of underserved student groups than their representation statewide, demonstrating a strong focus on equitable access.

➜ All grantees met operational requirements for program hours offered.

➜ All grantees provided required additional services and accommodations for students experiencing disabilities.

➜ Programs secured staff across essential roles, including administrators, teachers, partner staff, and volunteers, ensuring successful implementation.

➜ Community partnerships enriched programming, enhancing student experiences.

Key Findings: Academic Improvement

➜ Over 79% of academic goals in English Language Arts, Mathematics, and Science were met, with 60% of credit recovery goals achieved. Of the 263 academic goals set by grantees, the following outcomes were achieved:

  o English Language Arts: 79% of goals met

  o Mathematics: 79% of goals met

  o Science: 81% of goals met

  o Credit Recovery: 60% of goals met

Key Findings: Academic Enrichment

➜ State Summer Learning Grants offered hands-on, diverse, and effective academic enrichment opportunities.

Program Insights

64 grantees across 15 Education Service Districts (ESDs) in Oregon

197 programs offering academic, hands-on, and well-rounded summer learning activities

28,187 students served directly by State Summer Learning Grant funds

377 partnerships between grantees and community-based organizations (CBOs), ESDs, Tribal Nations, nonprofits, and local businesses

- ➜ Project-based learning, literacy, math support, and social science activities were core enrichment strategies.
- ➜ Transition activities for Middle and High School students were prevalent in half of the programs.
- ➜ Over half of the grantees provided credit recovery programs, primarily in English Language Arts and Science, Technology, Engineering, and Mathematics (STEM).
- ➜ Most high school programs provided Career Connected Learning and readiness activities.

Key Findings: Youth Development

- ➜ Programs delivered well-rounded activities supporting students' mental, emotional, and social well-being.
- ➜ Social-emotional learning, art, and general youth development activities were the top provided well-rounded educational activities.
- ➜ Mental health support, physical fitness, and recreational/social were top healthy lifestyle activities.

Lessons Learned

Equity and Access

- ☐ Addressing barriers such as transportation and flexible scheduling improved participation among underserved student groups.
- ☐ Providing accommodations for students experiencing disabilities and culturally responsive family outreach reinforced equity and accessibility as core program values.

Funding and Planning

- ☐ Late funding confirmations hindered preparations; early planning and leveraging existing summer plans helped meet timelines.
- ☐ Braiding funds expanded services but created reporting challenges.

Staffing and Partnerships

- ☐ Grantees collaborated with 377 partners, enriching program offerings and providing valuable resources and expertise that enhanced student experiences.
- ☐ Grow Your Own efforts and High School student recruitment enhanced program delivery and diversity.

Program Quality

- ☐ Professional development for staff focused on culturally responsive teaching, STEM, and early literacy strengthened program quality.
- ☐ On-going funding would enhance staff expertise, retention, partnerships, and outreach.

Data and Evaluation

- ☐ Need for clearer, more timely reporting guidance and improved data infrastructure.
- ☐ Support for goal setting, data collection, and staff training would strengthen evaluation and continuous improvement.

INTRODUCTION

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

In response to the educational disruptions caused by the pandemic, the Oregon Legislature authorized funding for summer learning in 2021 and 2022 through budget bills. These funds aimed to support students' return to in-person instruction, foster connection-building, provide resources for immediate student needs, and address unfinished learning. Recognizing the funding gap in 2023 as unfinished work, the Legislature passed House Bill (HB) 4082 in 2024, adding clear goals, guidelines, and program requirements to ensure high-quality, impactful programming for Oregon students.

House Bill 4082 Purpose and Goals

The HB 4082 (2024) State Summer Learning Grants aim to **accelerate learning, enhance academic growth,** and **address systemic inequities** within summer programs. These grants are built on a foundation of high-quality, evidence-based practices and are guided by three core goals:

1. **Equitable Access, Outreach, and Engagement**
   - Use culturally and linguistically responsive approaches to student success and well-being
   - Engage families as partners in students' academic success
2. **Academic Enrichment**
   - Must align to state academic content standards (ORS 329.045) in math, science, language arts, and personal financial education and assist with credit recovery
   - Assist with school transitions (incoming kindergarten, students transitioning into 9th grade and out of high school)
3. **Youth Development**
   - Provide hands-on, inquiry-based, and project-based learning which may include access to the arts
   - Support students' mental, emotional, and social well-being

Why Summer Learning Matters:
Summer learning accelerates academic growth, supports social-emotional well-being, and fosters connections with peers and caring adults. HB 4082 prioritizes equitable access and evidence-based practices for impactful programs that address systemic inequities.

"High-quality summer programs do more than fill gaps, they inspire learning, foster connections, and build a foundation for long-term success. It's about building an ecosystem that nurtures the whole child."
-HB 4082 Workgroup Member

Program Requirements

School districts, charter schools, and ESDs participating in the State Summer Learning Grants were required to adhere to the following criteria:

- Build on an existing plan for summer programming;
- Align programming with the three core goals outlined in HB 4082;
- Prioritize services for underserved student groups;
- Establish partnerships with at least one external organization;
- Deliver a minimum of 80 hours of programming to participating students;
- Prioritize and encourage regular student attendance; and
- Provide in-person services as the primary mode of program delivery.

Details on the application and allocation process for the 2024 State Summer Learning Grants are available in the grant's Program Parameters.

2024 State Summer Learning Grantees

A total of 64 grantees, including 2 consortia, representing 66 school districts, charter schools, and ESDs across Oregon were awarded 2024 State Summer Learning Grants. For a complete list of participating entities and their distribution by ESD, see Appendix A of this report.

The 2024 State Summer Learning Grantees consisted of 43 school districts, 10 charter schools, 13 ESDs, spanning 15 out of 19 ESDs in Oregon.

Figure 1. Map of 2024 State Summer Learning Grantees by ESD
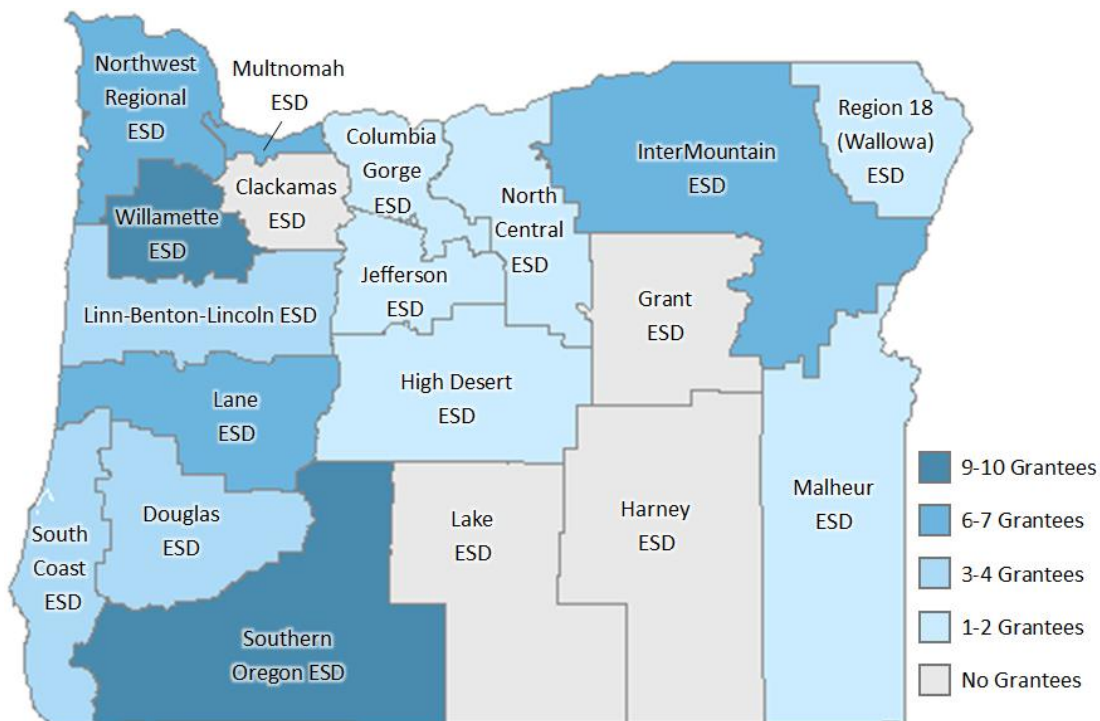
KEY FINDINGS: PROGRAM INSIGHTS

Key Finding 1: The 2024 State Summer Learning Grants provided students with equitable access to enriching learning opportunities.

Research highlights the vital role of summer learning programs in addressing educational disparities by providing underserved students with equitable access to enriching opportunities. By removing barriers and emphasizing culturally responsive, hands-on learning, these programs close achievement and opportunity gaps.

Summer learning also provides unique opportunities to support students at key transitions, from Jump Start Kindergarten to post-secondary and career-connected learning pathways.

In 2024, these programs **directly funded programming for a total of 28,187 students**, with individual programs serving between 4 and 5,353 participants (Figure 2). Most participants were Elementary[1] School students (52%), followed by High School (30%) and Middle School (17%).

This data reflects only additional students served through enhanced or expanded programming funded by State Summer Learning Grant funds, excluding students already supported by existing programs such as 21st Century Community Learning Centers grants, SSA Summer Programs, STEM initiatives, early literacy, etc. While programs often braided other funding sources to provide holistic services, the goal was to count each student only once per funding source. Given this is a novel data set, there is some uncertainty, and refining data infrastructure will be essential for more accurate reporting in the future.

Access to high-quality afterschool programs is particularly beneficial for students from low-income families, as they offer resources and opportunities that otherwise might not be available (National Institute of Out of School Time, 2018).

State Summer Learning Grant programs provided direct funding for a total of 28,187 students in 2024.

Figure 2. 2024 State Summer Learning Grant Total Students Served by Grade Level
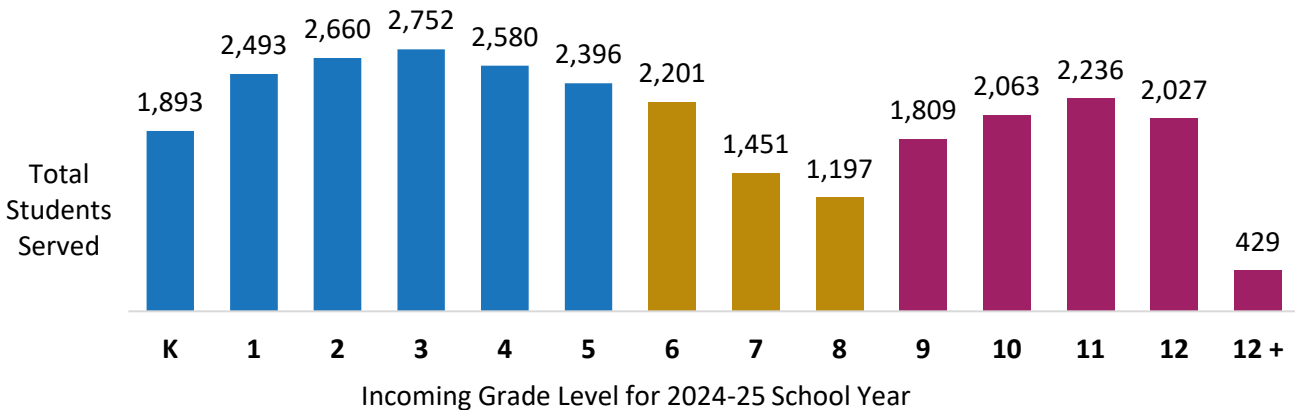
[1] *For reporting purposes, grade bands are defined as follows: Elementary School includes Kindergarten through 5th grade, Middle School includes 6th through 8th grade, and High School includes 9th through exiting 12th grade.*

Key Finding 2: State Summer Learning Grant programs served a higher percentage of underserved student groups than their representation statewide, demonstrating a strong focus on equitable access.

State Summer Learning Grant programs were required to prioritize serving students from one or more of the focal student groups, as defined in OAR 581-014-0001. In 2024, all student participants met or exceeded statewide averages for representation within these groups (Figure 3).

Notably, participation rates[2] for focal groups in summer programs significantly surpassed statewide averages, including Hispanic/Latino students (48% served vs. 26% statewide), Multilingual Learners (31% vs. 12%), students experiencing disabilities (19% vs. 16%), students in Migrant Education programs (8% vs. 2%), students recently arrived (4% vs. 1%), students experiencing poverty (48% vs. 33%), and students experiencing houselessness (7% vs. 4%). For a detailed comparison of focal group participation and statewide averages, refer to Appendix B.

"This grant gave us the ability to reach out to many students that otherwise do not have the opportunity but have the academic need to attend and further their learning."
-Woodburn SD Final Report

Spotlight: Outreach and Recruitment

Grantees took steps to ensure their programs were accessible and successful, such as having translators at registration events, as well as sending out digital communications and offering curricular materials in various languages. In **Klamath Falls City Schools**, the Graphic Design course offered during the school year course gave students the opportunity to create outreach posters for the upcoming summer programs being offered.

Figure 3. Comparison of Percentage of Students Served in 2024 Summer Programs to Percentage of Total Students Statewide by Race/Ethnicity

■ % Summer Learning Students Served (N = 25,142)   ■ % Total Students Statewide (N = 542,271)
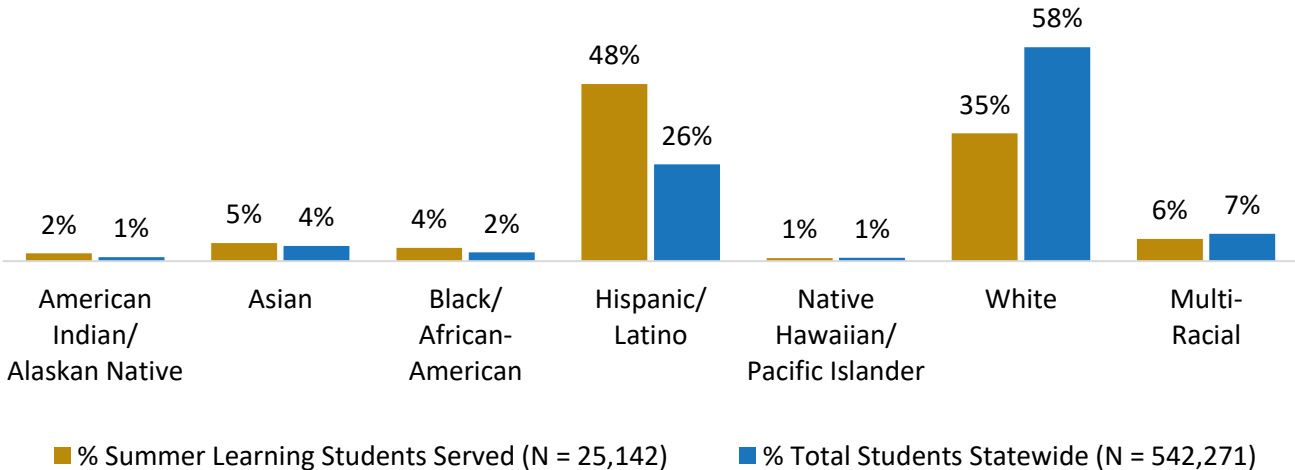
[2] *Student counts and percentages only include data from the 2023-24 school year and do not include students who were not enrolled during that year.*

Key Finding 3: All grantees met operational requirements for program hours offered.

In 2024, grantees delivered a total of 197 summer learning programs, operating from as early as June 3 through as late as August 29. All grantees met the minimum required hours, with programs running for an average of four weeks, ranging from one to 12 weeks.

The State Summer Learning Grants ensure continuity in educational enrichment by supporting **in-person services during the summer break**. Programs funded under these grants were required to operate for at least **80 continuous hours with a consistent group of students**, though this requirement could be met through either half-day or full-day programming. Hours provided by partner entities were also included in meeting the 80-hour minimum. Transition programs for incoming kindergarten students were held to a 30-hour minimum requirement.

State Summer Learning Grant programs are designed to provide continuous, structured educational enrichment, rather than drop-in services. To encourage regular attendance, grantees implemented various strategies. Among the 17,763 students in grades 1-8 who participated, **42% attended 80 or more hours, 29% attended 60–79 hours**, and 29% attended fewer than 60 hours. For the 1,536 incoming kindergarten participants, 71% met or exceeded the 30-hour attendance guideline.

"Según lo que me comentó mi hija, fue una experiencia muy bonita. Ella quería que fuera más tiempo de lo establecido."
"[According to what my daughter told me, it was a very nice experience. She wanted it to be longer.]"
-Beaverton SD Parent

71 percent of K-8 students attended 60 or more hours

Spotlights: Removing Barriers to Attendance

Columbia Gorge ESD significantly increased attendance by partnering with The Next Door to tackle the historical barrier of transportation for Native American students by providing door-to-door service.

Powers and Pinehurst SDs reimbursed parents for the costs of commuting the long distances to reach them.

South Umpqua SD provided transportation and kept the same schedule as their school schedule to help alleviate barriers related to childcare.

Network Charter School texted each participating student every day to remind them they had class and ask if they had transportation. Many other grantees utilized digital apps to frequently communicate with families.

Key Finding 4: All grantees provided required additional services and accommodations for students experiencing disabilities.

All grantees met the requirement to provide accommodations for **students experiencing disabilities**, ensuring equitable access to summer learning opportunities. Programs were required to offer additional services such as meals and snacks through **USDA Child Nutrition Programs** and address **transportation** needs to reduce participation barriers.

Among the 197 Summer Learning programs:

- ✓ 91% provided meals and snacks.
- ✓ 75% provided transportation to and from program sites.
- ✓ 70% provided transportation for field trips.

By addressing nutritional and transportation needs, grantees reduced barriers and enhanced equitable access, allowing more students to fully participate in and benefit from the programs.

Students experiencing disabilities received an array of supports.

Programs were also required to **intentionally and explicitly focus on the needs of students experiencing disabilities** by removing barriers, fostering collaboration, and providing targeted resources and supports. Key services delivered included:

- ✓ **2,177** modified activities to ensure equitable experiences.
- ✓ **457** instructional assistants and **99** nurses supported students experiencing disabilities.
- ✓ **1,130** students transported between home and program sites.
- ✓ **342** on-site transportation and mobility services provided.
- ✓ **208** assistive devices or specialized computer programs provided.

State Summer Learning Grant programs play a critical role in supporting students experiencing disabilities by fostering inclusive environments that prioritize accessibility and individual needs. By removing barriers and providing tailored accommodations, programs help ensure every student can fully engage and benefit from high-quality summer learning.

Key Finding 5: Programs secured staff across essential roles, including administrators, teachers, partner staff, and volunteers, ensuring successful implementation.

Programs were staffed by a total of **5,660 full-time equivalent (FTE) personnel** (Figure 4). Grantees collaborated with licensed educators, classified instructional assistants, classified staff and district administrators, partner organization staff, and volunteers to deliver programming.

Total Staff (FTE)

Classification	Total Staff (FTE)
Licensed Staff	2,234
Classified IAs	1,752
Partner Entity Staff	822
Other	295
Volunteers	235
District Admin	166
Classified Admin	157
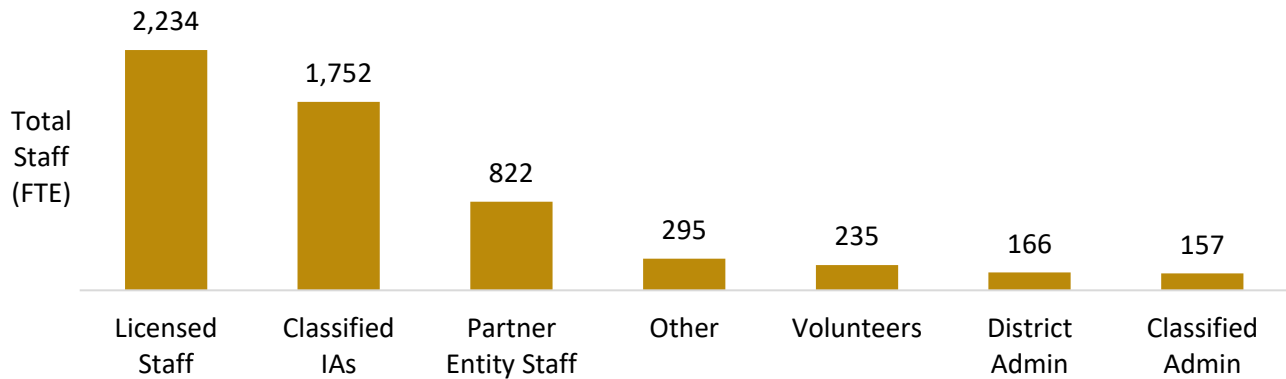
Professional Learning and Training

A total of **44 grantees** provided professional learning opportunities and training to **3,078 summer learning staff**. Trainings for classified staff covered operational topics such as CPR/First Aid, medication delivery, food service, transportation, and Crisis Prevention & Positive Behavior Interventions and Supports (PBIS).

Professional development efforts focused primarily on curriculum areas, including STEM, mathematics, social-emotional learning (SEL), English language arts (ELA), and early literacy. Additionally, culturally relevant and inclusive teaching practices were key areas of emphasis, equipping staff to better meet the diverse needs of students.
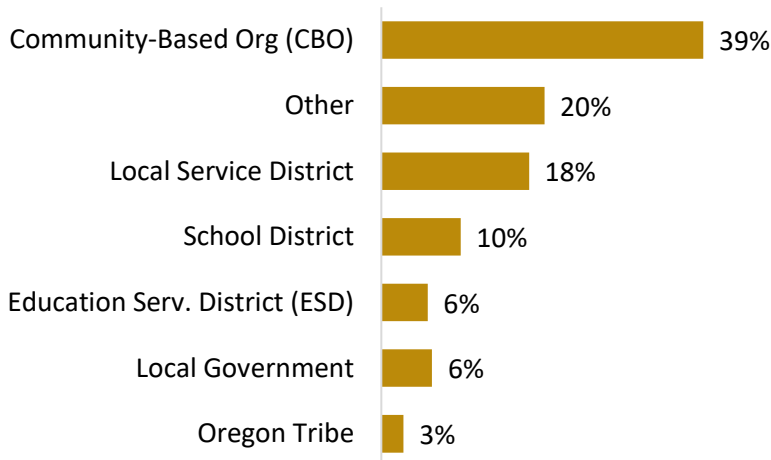
Key Finding 6: State Summer Learning programs benefitted from an array of community partnerships to enrich programming.

Grantees were required to partner with at least one entity to provide summer learning programming. Overall, **377 partnerships** were reported with an **average of 6 partners per grantee**. **Community-based organizations (CBOs)** and **local service districts (libraries, parks & recreation, etc.)** made up most program partnerships (Figure 5). Other partnerships (20 percent) included a variety of small and local businesses or nonprofit organizations, and notable institutions such as OMSI, the Oregon Ballet Theatre, and the Oregon Zoo, further enriching the learning experiences provided to students.

"College students and recent college graduates play a key role in the Children's Defense Fund Freedom Schools Program as Servant Leader Interns (SLI) serving as "teachers" in the classroom, and as leaders of parent workshops and community outreach activities. More than 75% of our SLIs this past summer were Reynold SD graduates that are BIPOC and linguistically diverse."
-Reynolds SD Final Report

Partners included school districts, Education Service Districts, federally recognized Tribes in Oregon, community-based organizations, local governments, and local service districts.

Figure 5. Partner Types Supporting Grantee Activities (N = 377)

Partner Type	Percentage
Community-Based Org (CBO)	39%
Other	20%
Local Service District	18%
School District	10%
Education Serv. District (ESD)	6%
Local Government	6%
Oregon Tribe	3%

"[The external partner provision] allowed us to leverage state funds to support local businesses, such as our partnership with the local maker space and farm. State funds spent on local business benefits our whole community. The opportunity to contract with outside organizations was a valuable aspect of the grant."
-Eagle Point SD Final Report

Table 2. Descriptions of a Selection of 2024 State Summer Learning Grantee Partners

Partner Type	Bright Spot Examples
Culturally Specific/ Responsive	**Hillsboro SD** in partnership with Latino Network ROSA offered a Corazón utilitary handcraft workshop, where students created their own Alebrijes, Mexican sculptures of mythical creatures inspired by pre-Hispanic cultures.
Tribal Nations	**Nixyaawii Community School** in partnership with The Confederated Tribes of the Umatilla Indian Reservation trained their students to earn Food Handlers Cards and operate the reservation's first-ever food truck, serving only Native First Foods.
Higher Education Institutions	Drawing upon their Grow Your Own program intended to diversify their teacher workforce, **Reynolds SD** staffed their Summer Learning programs with Western Oregon University students, one of whom began teaching this Fall, becoming the first graduate to be hired as a certified teacher with the district.

KEY FINDINGS: ACADEMIC IMPROVEMENT

Key Finding 7: Over 79% of academic goals in English Language Arts, Mathematics, and Science were met, with 60% of credit recovery goals achieved.

Research consistently demonstrates that high-quality summer learning programs positively impact **academic achievement**, student engagement, and overall well-being, significantly contributing to academic success. As part of the 2024 Summer Learning Grant requirements, grantees were tasked with setting specific goals in academic content areas such as English Language Arts, Mathematics, Credit Recovery, Science, and Personal Finance, tailored to targeted grade levels including Elementary, Middle, and High School.

Grantees were required to outline their academic goals, including performance measures aligned with state standards to assess growth, and provide evidence supporting their reported outcomes. Collectively, grantees established **263 goals** across their summer programs, including **105 for Elementary, 103 for Middle School, and 63 for High School**.

Grantees set a total of 263 goals across all programs and grade bands.

Of these 263 academic goals set by grantees, most goals were set within Language Arts (44 percent) and Mathematics (29 percent) (Figure 7)**.**

Figure 7. Percentage of 2024 State Summer Learning Grantee Goals by Academic Focus Area (N = 263)

Language Arts 44% | Mathematics 29% | Credit Recovery 16% | Science 10% | Personal Finance 1%
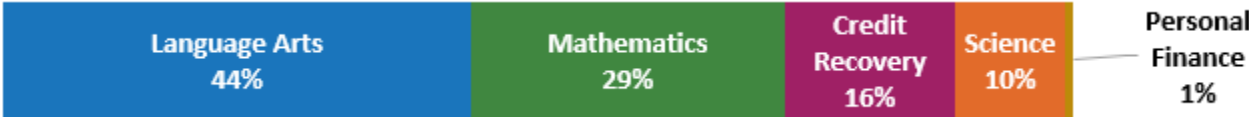
79 percent of English Language Arts goals were met

Of the 115 goals set for English Language Arts (ELA) across grantees, **88 percent of academic goals were reported to be either met (79 percent) or partially met (9 percent).**

ELA goals primarily targeted proficiency improvements across essential literacy components, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. These domains were often assessed by comparing spring and fall data for regularly attending students using formative or interim tools such as Measures of Academic Progress (MAP), iReady Diagnostic, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and STAR Reading.

79 percent of Mathematics goals were met

Of the 77 Mathematics goals set by grantees, 91 percent were reported as either fully met (77 percent) or partially met (12 percent). These goals emphasized improving proficiency and performance across grade-specific skill areas, from foundational counting concepts to solving linear equations.

To measure progress, a subset of grantees utilized formative and interim assessments, including iReady Diagnostic, Measures of Academic Progress (MAP), STAR Math, and Acadience Math, to monitor student growth and inform instruction. These tools provided actionable data to support targeted interventions and track progress toward goals.

81 percent of Science goals were met

Of the 27 Science goals set by grantees, 85 percent (22 out of 27) were reported as met, while data for the remaining goals were unclear or unavailable. Science goals focused on general increases in scientific knowledge and skills or were tied to performance tasks aligned with the activities provided to students.

60 percent of Credit Recovery goals were met

All grantees with credit recovery goals focused on supporting students to be on-track for graduation either generally or within specific content areas. Several grantees set specific goals based on overall enrolled students (52 percent) or regular student attendance students (21 percent). Several grantees also named minimum credit attainment goals for all participating students (62 percent).

Across all grantees, 42 academic goals measured the number of credits earned by 9-12 students per content area over the summer to assess program impact. **25 out of 42 credit recovery goals were met across grantees, with 13 partially met goals** (i.e., some improvements to credit attainment but not meeting their goals as defined).

Curriculum-based pre- and post-testing and skill-specific assessments were the most utilized performance measures for academic growth

To provide evidence supporting their reported outcomes, grantees identified a range of curriculum-based performance measures tied to state standards used to measure their growth targets (Figure 6). Of the 263 academic performance goals, grantees primarily used curriculum-based performance measures and skill-specific assessments, followed by performance tasks, computer-based assessment systems and adaptive learning platforms. Only a few grantees used scoring rubrics to measure academic growth. Finally, all credit recovery goals were measured by credits earned.

"The end-of-program data showed that those students who attended our summer program experienced, on average, much less of a "summer slide," and in some cases a "summer gain" as compared to their peers who did not attend…this grant provided us with incredible opportunities to serve our students in ways that truly made a difference in their formative academic journeys." -Gervais SD Final Report

90 percent of credit recovery goals were either met or demonstrated at least moderate improvements in credit attainment.

Grantees reported primarily utilizing curriculum-based pre- and post-tests and skill specific assessments to measure academic growth.

Assessment	Count
Curriculum-based Pre and Post Testing	84
Skill-Specific Assessment	61
Performance Tasks	37
Computer-Based Assessment System	21
Adaptive Learning Platform	20
Scoring Rubric	7
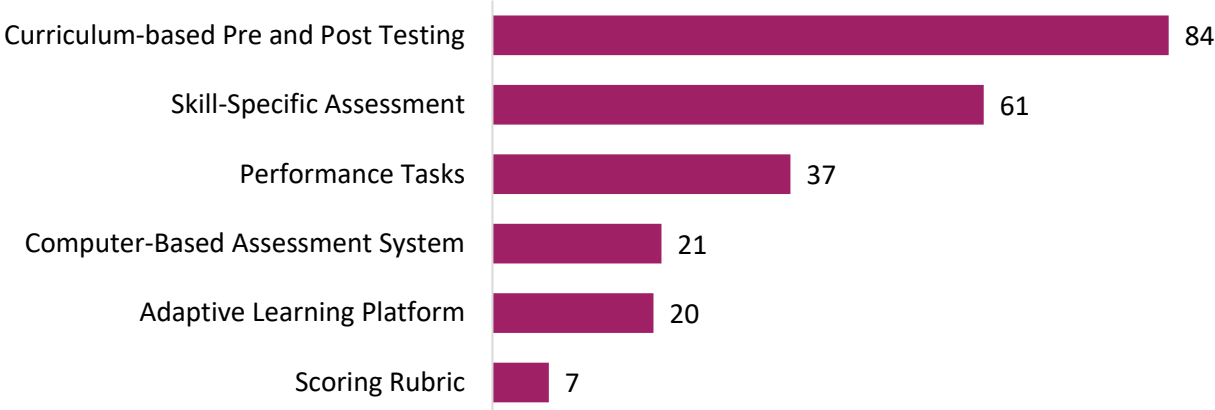
Academic goals and measured outcomes varied widely

Content analysis of grantees' academic goals revealed significant variability in their specificity and alignment with program instruction. Some goals were highly detailed (e.g., a specific percentage of regularly attending students achieving a defined increase on a math assessment), while others were broad (e.g., students will improve proficiency in phonics). Grantees also differed in defining their target student groups, with some focusing on regularly attending students, others on enrolled students, all students in need of credit, or not specifying target groups at all.

Measured outcomes similarly varied in clarity and alignment with the goals. In some cases, grantees used additional evidence to demonstrate academic improvement, such as shifting focus from overall growth to reducing summer learning loss or redefining the target group to reflect regular attendance versus total enrollment.

These findings underscore the need for adequate planning time and support in creating consistent, appropriately scaled goals aligned with instruction and strategies taught. Grantees also require enhanced data collection systems and coordination to effectively track progress and align measurable outcomes with their goals.

KEY FINDINGS: ACADEMIC ENRICHMENT

Key Finding 8: State Summer Learning Grants offered hands-on, diverse, and effective academic enrichment opportunities.

Grantees were required to deliver academically **enriching programming aligned with Oregon's academic content standards** (ORS 329.045) in at least one subject area, such as mathematics, science, language arts, or personal financial education. Programs also included credit recovery or transition support, where applicable.

The **majority of grantees prioritized literacy education (98 percent)** and STEM (Science, Technology, Engineering, and Math) (92 percent) across various grade levels. Nearly all grantees offered literacy-focused programming for incoming Kindergarten students (97 percent) and for Elementary and Middle School students. **STEM programming was a primary focus for grantees serving middle and high school students (91 percent).**

The majority of grantees prioritized literacy education (98%) and STEM (91%).

Key Finding 9: Most summer learning programs offered project-based, math support, and social science academic enrichment activities.

In addition to providing these content focused activities, grantees also provided a variety of academic enrichment opportunities to accelerate learning (Table 3).

"This grant has allowed us to do so many hands-on projects. The kids are coming to school and getting to see real life applications that we've never been able to do in a regular classroom."
-Three Rivers SD Principal

Table 3. Percentage of 2024 State Summer Learning Programs Offering Academic Enrichment Activities by Grade Level Served

Activity Category	% of Kindergarten Programs (N = 34)	% of Elementary School (1-5) Programs (N = 55)	% of Middle School (6-8) Programs (N = 54)	% of High School (9-12+) Programs (N = 54)
Math Support	50%	71 %	78%	74%
Multilingual Learning	53%	45 %	37%	43%
Place-based Learning	44%	56 %	61%	65%
Project/Inquiry-based Activities	74%	89 %	89%	81%
Social Sciences	26%	51 %	52%	65%
Study Skills	18%	25 %	44%	52%
Tutoring	32%	25 %	50%	50%

Spotlight: Early Literacy

Bethel SD implemented a comprehensive Summer Learning Early Literacy program, emphasizing evidence-based instructional strategies in phonics and language comprehension. Professional development sessions enhanced educators' expertise, while ongoing coaching and training ensured the delivery of high-quality instruction, maximizing student engagement and learning outcomes.

Bethel SD Summer Reading Program Video

Key Finding 10: Middle School and High School transition activities were prevalent in half of all summer programs.

Grade level transitions are pivotal moments in a student's academic journey, marking significant changes in their educational landscape. State Summer Learning Grantees had the opportunity to provide targeted support for students who are entering Kindergarten, entering 6th grade, entering 12th grade, and transitioning beyond the 12th grade.

Of the 197 State Summer Learning Grant programs offered:

➔ 15% included Kindergarten Transition activities.

➔ 20% included Middle School Transition activities.

➔ 20% included High School Transition activities.

Spotlight: Jump Start Kindergarten Transition Program

Phoenix-Talent SD braided funds from Summer Learning and Jump Start Kindergarten to expand their Kindergarten Transition Program. After providing training to certified and classified staff in the science of reading and curricular materials, the district used this opportunity as a "learning lab" to pilot five different Early Literacy Intervention Curriculums to determine which had the greatest impact on "summer slide" by comparing Spring and Fall DIBELS assessments. The curricular materials used were from: The University of Florida Literacy Institute, The Institute of Multi-Sensory Education, Heggerty Bridge to Reading, Heggerty Bridge the Gap, Phonics for Reading, and the Barton Reading Program. This data, coupled with student, parent, and teacher feedback from Plan-Do-Study-Act (PDSA) cycles, was used to adopt a new reading intervention curriculum for the district in Fall 2024.

Phoenix-Talent SD Summer Learning Video Compilation

Phoenix-Talent SD Jump Start Kindergarten students

"I used to like it when books were read to me, but now I can read them myself!"
-Phoenix-Talent SD Jump Start Kindergarten student

Key Finding 11: Over half of grantees offered credit recovery programs, primarily in English Language Arts and STEM.

State Summer Learning Grantees were able to prioritize students who are not yet on track to meet graduation requirements by providing students opportunities for credit recovery to ensure they are well prepared for their next step in their educational journey.
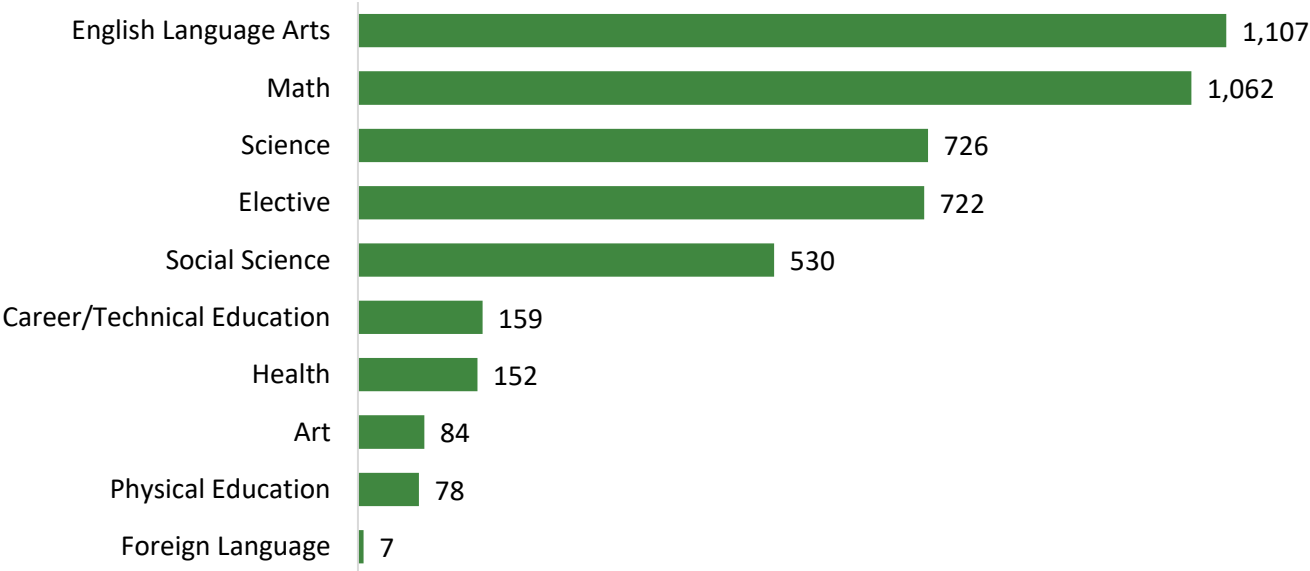
Across all grantees, **65 percent offered credit recovery programs** across a range of subjects. Of the 41 grantees offering credit recovery opportunities, English Language Arts (62 percent), Math (54 percent), Science (52 percent), and Social Science (52 percent) were the top subject areas for credit recovery. **A total of 4,627 credits were earned by students participating in 2024 Summer Learning programs.**

Credits were predominately earned within English Language Arts, Mathematics, Science, and Electives (Figure 7).

Oregon's credit options provide [multiple pathways](#) to earn credits with the flexibility to utilize innovative approaches.

"It's vital. These kids can't graduate without things like this."
-Klamath Falls City Schools English Teacher on Credit Recovery

Figure 7. Total Number of Credits Earned in 2024 State Summer Learning Programs by Subject Area

Subject Area	Credits
English Language Arts	1,107
Math	1,062
Science	726
Elective	722
Social Science	530
Career/Technical Education	159
Health	152
Art	84
Physical Education	78
Foreign Language	7

Spotlight: Credit Recovery

After adopting the new math curriculum enVision, from Saavas, in the Spring, **Forest Grove SD** utilized Summer Learning as an opportunity to pilot the implementation of the new curriculum and train their staff to utilize the accompanying hands-on learning tools. The outcome exceeded their goal, with over 98% of their High School students recovering at least one credit.

"This was a "win-win" proposition as we were able to take a different approach with Summer Learning, while also training staff to pilot our new evidence-based curriculum."
-Forest Grove SD Final Report

Key Finding 12: Most high school summer programs provided career competencies and readiness activities.

Oregon's Career Connected Learning framework outlines key career readiness and development experiences (i.e., career awareness, exploration, preparation, and training) that are both learner-relevant and directly linked to professional and industry-based expectations. State Summer Learning Grantees were able to utilize funding to provide learning and training opportunities to allow students to explore, access, and develop their academic and workplace skills.

Overall, high school programs provided more career competencies and readiness activities compared middle school programs. With high school programs providing more CTE, Career and Connecting Learning (67 vs. 44 percent), internships and apprenticeships (46 vs. 2 percent), and entrepreneurship (30 vs 20 percent) opportunities (Table 4).

"If you're not teaching kids the things that they need to know for me to hire them, then we need to relook at this..."
-Ross Ragland Theater Staff, CBO Partner of Klamath Falls City Schools

Table 4. Percentage of 2024 State Summer Learning Programs Offering Career Readiness Program Activities by Grade Level

Activity Category	% Middle School (6-8) Programs (N = 54)	% of High School (9-12+) Programs (N = 54)
CTE, Career & Connected Learning	44%	67%
Internships and Apprenticeships	2%	46%
Entrepreneurship	20%	30%

Spotlight: Career Readiness

Klamath Falls City Schools offered a robust Summer Learning program by partnering with multiple local businesses and professionals to bring their students opportunities to learn about Graphic Design, Sports Broadcasting, Photography, Stage Production, Film Studies, Electrician Pre-Apprenticeships, and DJing.

Summer Learning Compilation Video made by students in the Digital Media summer program

"I always knew I wanted to be an electrician."
-Klamath Falls City Schools 12th grade student

KEY FINDINGS: YOUTH DEVELOPMENT

Key Finding 13: Programs delivered well-rounded activities supporting students' mental, emotional, and social well-being.

Grantees were required to integrate youth development opportunities alongside academic enrichment as a core component of summer programming. This approach reflects a shift from traditional remediation and test preparation to a well-rounded, project-based model that fosters hands-on, collaborative learning experiences. Programs emphasized inquiry and discovery, creating integrated educational environments that support not only academic growth but also social-emotional development, leadership skills, and holistic youth engagement, aligning with the goals of the 2024 State Summer Learning Grants.

85 percent of students agreed or strongly agreed that the summer program helped them try new things (Summer SEED Survey Report, 2024).

Key Finding 14: Social-emotional learning, art, and general youth development activities were the top provided Well-Rounded Educational activities.

Across all grade levels, most students' programming involved **creative arts activities** (e.g., arts and crafts, painting, drawing), **social emotional learning** activities (e.g., character education), and **youth development activities with multiple goals** (e.g., activities that build character, leadership skills, community services) (Table 5).

"We have also seen social and emotional learning in our students. We [saw] new friendships form and we also helped the students navigate misunderstandings and hurt feelings. This past summer, I saw students, who at first were not getting along, grow in their understanding of one another and become friends."
-Klamath County SD Final Report

Table 5. Percentage of 2024 State Summer Learning Programs Providing Well-Rounded Educational Activities by Grade Level Served

Activity Category	% of Kindergarten Programs (N = 34)	% of Elementary School (1-5) Programs (N = 55)	% of Middle School (6-8) Programs (N = 54)	% of High School (9-12+) Programs (N = 54)
Art	91%	96%	96%	76%
Community Services	24%	33%	46%	43%
Cultural Programs	65%	69%	74%	63%
Leadership/ Mentoring	29%	31%	48%	59%
Music/ Dance/ Theater	68%	73%	67%	50%
Social Emotional Learning	91%	93%	93%	81%
General Youth Development (multiple focuses)	82%	78%	85%	80%

Key Finding 15: Mental health supports, physical fitness and unstructured play were the top Healthy & Active Lifestyle activities.

Summer programs provided healthy meals, physical fitness opportunities, and activities to develop functional skills such as personal hygiene and self-care. They also offered time for unstructured play, including recess, outdoor activities, and games. Additionally, programs prioritized students' mental health and well-being through activities designed to provide mental health and psychosocial support. Across all grade levels, unstructured play, physical fitness, and mental health supports were among the most utilized activities (Table 6).

71 percent of students agreed or strongly agreed that students talked about the importance of understanding their own feelings and feelings of others in their summer program (Summer SEED Survey Report, 2024)

Table 6. Percentage of 2024 State Summer Learning Programs Providing Healthy and Active Lifestyle Activities by Grade Level Served

Activity Category	% of Kindergarten Programs (N = 34)	% of Elementary School (1-5) Programs (N = 55)	% of Middle School (6-8) Programs (N = 54)	% of High School (9-12+) Programs (N = 54)
Mental Health Support	50%	62%	59%	65%
Functional Skill Development	50%	47%	46%	44%
Physical Fitness	74%	85%	85%	76%
Food/ Nutrition	62%	58%	59%	56%
Recreation/ Social (Unstructured Play)	97%	95%	96%	80%

Spotlight: Mental Health Support

Powers SD launched both a school-based garden and a therapy garden in their Summer Learning program. This provided students with hands-on opportunities to connect with nature while fostering important life skills. Students worked together to plant vegetables, herbs, and flowers, learning about sustainable gardening practices, healthy eating, and the importance of environmental stewardship. The therapy garden was designed to provide a calming and restorative space for students to relax, reflect, and engage in mindfulness activities. The therapeutic benefits of gardening, combined with the tranquil setting, helped students reduce stress and improve their emotional well-being.

Beaming students from Powers SD in their recently planted garden created as part of their summer learning program

LESSONS LEARNED

State Summer Learning programs significantly increase access to learning opportunities, but their success depends on timely and consistent funding to enable effective planning, partnerships, and program delivery.

In their Final Reports, grantees were asked to provide feedback on the grant process, structure, and any recommendations.

Grantees noted within their Final Report open-ended responses that they widely appreciated the funding, commenting that without it, many would have been unable to provide summer learning opportunities for their students. Several also highlighted the value of the external partnership requirement, which enabled students to "connect with organizations they may not have otherwise had access to" and facilitated collaboration as grantees and partners "worked together toward the same goal."

However, grantees also identified challenges associated with the short planning timeline after grant notification. Similar to the findings identified in the HB 4082 Final Study, *Building Oregon's Educational Ecosystem: Summer and Afterschool Programs for Student Success*, many grantees indicated that more time would have allowed them to:

> *"Knowing earlier whether we will receive funding is critical, as planning summer programs requires many hours of detailed preparation, organization, communication, and hiring."*
> *-State Summer Learning Grantee*

- ➔ Co-create programming and incorporate feedback from students, staff, and families.
- ➔ Align programs more effectively with grant requirements.
- ➔ Recruit staff and students more efficiently.
- ➔ Identify and collaborate with external partners more effectively.

Grantees recommended earlier notification of summer learning funding and communication about reporting.

Most grantees requested that the **grant notification and application process occur earlier in the year** to address challenges with planning and recruitment, as well as **stable funding for summer learning** year-to-year.

Several grantees appreciated ODE's supports for the grant application and implementation, such as webinars and on-going office hours. Some grantees also recommended providing the reporting template sooner to help track individual student participation and report on goal progress.

> *"We are hoping the legislative session will provide stable summer learning funds, so we are able to create a culture of extended year opportunities for staff and students with the hope to increase participation."*
> *-State Summer Learning Grantee*

Grantees addressed barriers to equitable access with effective transportation and program scheduling strategies.

Most grantees highlighting successful strategies for implementation discussed how **addressing transportation challenges** was key in overcoming barriers to participation. Grantees discussed being able to expand transportation to and from programs and field trips for students, which in turn helped with recruitment and attendance to programs. A few grantees also coordinated partnerships with local transit services and district school buses to reduce barriers.

Some grantees also provided **flexible programming schedules and enrollment** (e.g., offering morning and evening hours) to reduce barriers to participation. For example, grantees tailored their programming based on family feedback or kept open enrollment throughout the program to accommodate all students who wanted to enroll.

We used every "best practice" strategy available to us to make this concept a reality for staff and students, which included partnering with our transportation, food services, technology, maintenance/ custodial, and other departments to make sure that our program overcame or significantly mitigated any known barriers that would have otherwise prevented targeted students from participating and learning during the program.
-Gervais SD Final Report

Effective family outreach strategies were central to recruitment, attendance, and program implementation.

Several grantees mentioned how using **multiple recruitment strategies**, **personal outreach** with families that focused on identifying family needs and barriers to participation, and providing **opportunities to attend open houses** were key in successful recruitment.

Dayton SD highlighted their strategy of using their family liaison to connect with families to increase their students' involvement in summer programming.

Woodburn SD hosted two parent nights to orient parents to the upcoming program and ask questions from program staff. At the end of the program, they hosted a showcase night where students were able to read and play math games with parents and engage in art, cooking, STEM, and PE classes.

Grantees reported that early planning and innovative programming strategies helped to reduce known issues with implementation and engagement.

Within open-ended responses, grantees mentioned how planning early, braiding and blending funds, and utilizing students and community members as instructional aids helped them address implementation barriers. One grantee mentioned they were able to **start the planning process prior to grant notification** and were able to involve staff and partners early in the planning process, while another grantee's early planning efforts allowed them to work closely with their schools to identify and enroll students. A few grantees mentioned how **braiding and blending additional grant funding** (such as with the Jump Start Kindergarten Grant or 21st Century Community Learning Centers Grant) allowed them to expand access for students and increase the quality and diversity of their programming activities to enhance student engagement.

Additionally, some grantees mentioned how recruiting and utilizing **high school students as instructional or program assistants** provided lead teachers in classrooms additional staff to work with smaller groups, provide support for students experiencing disabilities or students that needed bilingual services. For example, **David Douglas SD** ran a Grow Your Own program to recruit and retain BIPOC and multilingual educators by collaborating with the high schools' robust Career and Technical department to provide a dual credit K-12 education course and internships to seniors, and paid summer internships as instructional assistants. Finally, grantees mentioned how the **hands-on, project-based learning experiences inside and outside the classroom** were instrumental in keeping students engaged throughout the summer, which were particularly enhanced by diverse and robust external partnerships.

Since launching the GYO summer internship in 2023, David Douglas SD has employed 26 summer interns (18 in summer of 2024), eight of whom were hired as permanent classified employees upon graduation. All Grow Your Own summer interns identified as BIPOC and more than half are multilingual.

Summary of Lessons Learned

Equity and Access

- ☐ Addressing barriers to equitable access, such as transportation and flexible scheduling, improved program participation among underserved groups.
- ☐ The inclusion of accommodations for students with disabilities, such as modified activities and specialized staff support, reinforced equity and accessibility as core program values.

Funding and Planning

- ☐ Timely and consistent funding is essential for effective planning, partnerships, and program delivery. However, the late spring confirmation of funding due to legislative timelines made it challenging for grantees to recruit staff, enroll students, and solidify partnerships, limiting their ability to fully prepare for program implementation.
- ☐ Early planning by leveraging existing plans required under HB 4082, such as ongoing summer learning programs or prior initiatives funded by the Elementary and Secondary School Emergency Relief (ESSER) Fund, enabled grantees to meet tight implementation timelines effectively.
- ☐ Programs benefited from braiding funding sources to expand services and deliver comprehensive, high-quality offerings aligned with the diverse needs of students. However, this approach sometimes resulted in multiple disconnected reporting requirements, creating administrative challenges for grantees.

Staffing and Partnerships

- ☐ Partnerships with 377 community-based organizations, Tribal Nations, local businesses, and other entities enriched program offerings, providing valuable resources and expertise that enhanced student experiences.
- ☐ Grow Your Own efforts, professional learning, recruiting high school students as instructional aides, and leveraging community partnerships enhanced program delivery and diversity.

Program Quality

☐ Professional learning opportunities for staff, especially in culturally responsive teaching, STEM, and early literacy, strengthened program quality.

☐ Partnerships and collaboration supported innovative and high-impact programming.

☐ Ongoing funding would deepen program quality by building on staff expertise, strengthening partnerships, and enhancing outreach and recruitment efforts.

☐ Further exploration is needed to understand how programs are providing culturally and linguistically responsive outreach and co-creating with partners to meet the diverse needs of communities effectively.

Data and Evaluation

☐ Grantees highlighted the need for more training and earlier communication regarding reporting requirements.

☐ Continuous quality improvement requires refining data collection processes to ensure accurate and unduplicated counts of students served, enabling better evaluation and decision-making.

☐ Future programs would benefit from support in goal development, data collection, and staff training for effective goal setting and reporting.

Closing and Alignment of Findings

This report along with the HB 4082 Final Study, *Building Oregon's Educational Ecosystem: Summer and Afterschool Programs for Student Success*, reveal the essential role of summer and afterschool programs in advancing equity, academic growth, and holistic student development. While this report highlights the immediate successes and challenges of the 2024 State Summer Learning Grants, the HB 4082 Final Study broadens the perspective by bringing in the voice of state partners and outlining a long-term vision for creating a coordinated educational ecosystem.

Key shared findings underscore the importance of sustainable, multi-year funding, streamlined grantmaking, on-going professional learning, targeted technical assistance, and robust evaluation systems rooted in continuous quality improvement. Both reports emphasize the power of partnerships, aligning resources and expertise across schools, community-based organizations, and other partners to amplify program impact. The HB 4082 Final Study builds on these insights with a **bold vision: an initial investment of $100 million for the 2025-2027 biennium, at $50 million per year, and a strategic plan to reach a $100 million annual investment by 2030**, ensuring equitable access to high-quality afterschool and summer learning opportunities for all youth.

Together, these reports present a compelling case for immediate and sustained action. By embracing this shared vision, Oregon can create transformative, equitable learning experiences that empower every child to thrive academically, socially, and emotionally, paving the way for a stronger and brighter future.

Appendices

Appendix A: 2024 State Summer Learning Grantees

Table A1. Number of 2024 State Summer Learning Grantees by ESD

Clackamas ESD	0
Columbia Gorge ESD	2
Douglas ESD	2
Grant ESD	0
Harney ESD	0
High Desert ESD	1
InterMountain ESD	6
Jefferson ESD	2
Lake ESD	0
Lane ESD	5
Linn Benton Lincoln ESD	2
Malheur ESD	1
Multnomah ESD	6
North Central ESD	2
Northwest Regional ESD	5
Region 18 ESD	1
South Coast ESD	4
Southern Oregon ESD	7
Willamette ESD	10

Table A2. List of All 2024 State Summer Learning Grantees

Grantee Name	ESD Name
Armadillo Technical Institute	Southern Oregon ESD
Beaverton SD 48J	Northwest Regional ESD
Bethel SD 52	Lane ESD
Centennial SD 28J	Multnomah ESD
Central SD 13J	Willamette ESD
Columbia Gorge ESD	Columbia Gorge ESD
Coos Bay SD 9	South Coast ESD
David Douglas SD 40	Multnomah ESD
Dayton SD 8	Willamette ESD
Douglas ESD	Douglas ESD
Eagle Point SD 9	Southern Oregon ESD
Falls City SD 57	Willamette ESD
Forest Grove SD 15	Northwest Regional ESD

Grantee Name	ESD Name
Four Rivers Community School	Malheur ESD
Gervais SD 1	Willamette ESD
Gresham-Barlow SD 10J	Multnomah ESD
Hermiston SD 8	InterMountain ESD
High Desert ESD Consortium (High Desert ESD, Jefferson ESD)	High Desert ESD, Jefferson ESD
Hillsboro SD 1J	Northwest Regional ESD
Hope Chinese Charter School	Northwest Regional ESD
InterMountain ESD	InterMountain ESD
Jefferson County SD 509J	Jefferson ESD
Jefferson ESD	Jefferson ESD
Jefferson SD 14J	Willamette ESD
Kids Unlimited Charter School	Southern Oregon ESD
Klamath County SD	Southern Oregon ESD
Klamath Falls City Schools	Southern Oregon ESD
Lane ESD	Lane ESD
Lincoln County SD	Linn Benton Lincoln ESD
Linn Benton Lincoln ESD	Linn Benton Lincoln ESD
Mapleton SD 32	Lane ESD
Milton-Freewater Unified SD 7	InterMountain ESD
Morrow SD 1	InterMountain ESD
Mt Angel SD 91	Willamette ESD
Multnomah ESD	Multnomah ESD
Multnomah Learning Academy	Multnomah ESD
Nestucca Valley SD 101	Northwest Regional ESD
Network Charter School	Lane ESD
Nixyaawii Community School	InterMountain ESD
North Central ESD Consortium (North Central ESD, Mitchell SD)	North Central ESD
North Marion SD 15	Willamette ESD
North Wasco County SD 21	Columbia Gorge ESD
Northwest Regional ESD	Northwest Regional ESD
Oakridge SD 76	Lane ESD
Ontario SD 8C	Malheur ESD
Parkrose SD 3	Multnomah ESD
Phoenix School	Douglas ESD
Phoenix-Talent SD 4	Southern Oregon ESD
Pinehurst SD 94	Southern Oregon ESD
Powers SD 31	South Coast ESD
Reedsport SD 105	South Coast ESD
Region 18 ESD	Region 18 ESD

Grantee Name	ESD Name
Reynolds SD 7	Multnomah ESD
Salem-Keizer SD 24J	Willamette ESD
Siletz Valley School	Linn Benton Lincoln ESD
South Coast ESD	South Coast ESD
South Umpqua SD 19	Douglas ESD
Southern Oregon ESD	Southern Oregon ESD
Springfield SD 19	Lane ESD
Three Rivers/Josephine County SD	Southern Oregon ESD
Ukiah SD 80R	InterMountain ESD
Umatilla SD 6R	InterMountain ESD
Willamette Leadership Academy	Lane ESD
Willamina SD 30J	Willamette ESD
Woodburn SD 103	Willamette ESD

Appendix B: 2024 Summer Learning Grant Supplemental Data

Table B1. Comparison of Percentage of Students Served in 2024 Summer Programs to Percentage of Total Students Statewide by Demographic

Demographic	Total Students Served	Total Students Statewide
American Indian/Alaskan Native	2 %	1 %
Asian	5 %	4 %
Black/ African American	4 %	2 %
Hispanic/Latino	48 %	26 %
Native Hawaiian/Pacific Islander	1 %	1 %
White	35 %	58 %
Multi-Racial	6 %	7 %
Students Experiencing Poverty	48.2 %	33.1 %
Students in Foster Care	1.0 %	0.6 %
Students Experiencing Houselessness	6.8 %	3.6 %
Students Experiencing Disabilities	19.1 %	16.0 %
Students in Migrant Education Program	8.2 %	1.9 %
English Language Learners	30.5 %	12.2 %
Students Recently Arrived	4.4 %	1.5 %
Students Currently/Formerly Incarcerated	0.3 %	0.3 %

Table B2. Comparison of Percentage of Students Served in 2024 Summer Programs to Percentage of Total Students Statewide by Demographic and Grade Band

Demographic	Total K-8 Students Served	Total K-8 Students Statewide	Total 9-12 Students Served	Total 9-12 Students Statewide
American Indian/Alaskan Native	1.9 %	1.2 %	2.4 %	1.1 %
Asian	5.6 %	4.3 %	3.4 %	4.1 %
Black/African American	3.6 %	2.4 %	3.7 %	2.4 %
Hispanic/Latino	48.9 %	26.3 %	46.1 %	26.1 %
Native Hawaiian/Pacific Islander	0.6 %	0.8 %	1.3 %	0.9 %
White	33.2 %	58.1 %	37.5 %	57.9 %
Multi-Racial	6.2 %	6.9 %	5.6 %	7.6 %
Students Experiencing Poverty	49.6 %	28.3 %	45.2 %	35.4 %
Students in Foster Care	1.1 %	0.5 %	0.7 %	0.6 %
Students Experiencing Houselessness	7.3 %	3.4 %	5.7 %	3.6 %
Students Experiencing Disabilities	20.5 %	14.5 %	16.1 %	16.7 %
Students in Migrant Education Program	9.1 %	2.0 %	6.3 %	1.9 %
English Language Learners	35.2 %	8.7 %	20.3 %	13.8 %
Students Recently Arrived	5.3 %	1.1 %	2.3 %	1.8 %
Students Currently/Formerly Incarcerated	0.0 %	0.9 %	0.8 %	0.1 %

Table B3. Percentage of Staff FTE for 2024 Summer Learning Programs by Classification

Classification	Percentage of Staff (N = 5,660)
Licensed Staff	39%
Classified IAs	31%
Partner Entity Staff	15%
Other	5%
Volunteers	4%
District Admin	3%
Classified Admin	3%

Table B4. Percentage of Community Partners Supporting 2024 Summer Learning by Type

Partner Type	Percentage of Grantee Partners (N = 377)
Community-Based Org (CBO)	39%
Other	20%
Local Service District	18%
School District	10%
Education Service District (ESD)	6%
Local Government	6%
Oregon Tribe	3%

Table B5. Percentage of Assessment Performance Measures Used for 2024 Summer Learning Grantee Goals by Type

Performance Measure	Percentage of Performance Measure (N = 263)
Curriculum-based Pre and Post Testing	32%
Skill-Specific Assessment	23%
Performance Tasks	14%
Computer-Based Assessment System	8%
Adaptive Learning Platform	8%
Scoring Rubric	3%

Table B6. Total Number of Credits Earned in 2024 State Summer Learning Programs by Subject Area

Academic Subject	# of Credits Earned
English Language Arts	1,107
Math	1,062
Science	726
Elective	722
Social Science	530
Career and Technical Education (CTE)	159
Health	152
Art	84
Physical Education	78
Foreign Language	7
Total	4,628

Appendix C: Program Activity Descriptions

Category	Activity Type	Description
Literacy Education	**Literacy**	Activities for students in Pre-K through 12th grade that expand one's ability to identify, understand, interpret, create, communicate, and compute, using printed and written materials associated with varying contexts.
Science, Tech, Engineering, & Math (STEM)	**Engineering/ Robotics**	Activities focused on engineering concepts or specifically, robotics (computer science that involves the conception, design, manufacture, and operation of robots).
Science, Tech, Engineering, & Math (STEM)	**Math (STEM Focus)**	Math lesson/activity that contributes to the development of science, technology, engineering, and mathematics skills. As a STEM focus, it should offer instruction in real-world applications of these areas and include integration with another STEM area.
Science, Tech, Engineering, & Math (STEM)	**Science (STEM Focus)**	Science lesson/activity that contributes to the development of science, technology, engineering, and mathematics skills. As a STEM focus, it should offer instruction in real-world applications of these areas and include integration with another STEM area.
Academic Enrichment & Support	**Credit Recovery/ Attainment**	Academic classes that are for high school students to regain academic credit for classes.
Academic Enrichment & Support	**Math Support**	Small group assistance focused on improving academic competency in math. These activities promote meaningful connections with school year instruction.
Academic Enrichment & Support	**Social Sciences**	Activities connected to Oregon social science standards for civics, geography, economics, history, historical thinking, and social science analysis.
Academic Enrichment & Support	**Personal Finance Education**	Activities designed to enhance students' understanding and management of personal finances, including budgeting, saving, investing, and understanding credit. The focus should be on practical, real-life applications of financial concepts to equip students with the skills needed for financial independence and decision-making. Activities may include simulations, interactive budgeting exercises, and discussions on financial responsibility, aiming to foster financial literacy across all age groups.
Academic Enrichment & Support	**Multilingual Learning**	Activities focused on students actively learning a language.
Academic Enrichment & Support	**Place-based Learning**	Place-based learning engages students in their community, including their physical environment, local culture, history, and/or people and uses this engagement as a foundation for the study of language arts, mathematics, social studies, science, and/or other subjects across the curriculum. With place-based learning, students get to see the results of their work in their community.

Category	Activity Type	Description
Academic Enrichment & Support	**Project-based/ Inquiry-based Activities**	Activities that enrich the students' lives by introducing them to topics and concepts that require them to use their critical thinking skills, imagination, and creativity. Activities are project-based, investigative, or inquiry-based and support students to become active, independent, and confident learners. Typically, these activities engage students to gain advanced knowledge in a particular area and allows learners who need an extra challenge in the class to remain engaged and interested in learning.
Academic Enrichment & Support	**Kindergarten Transition**	Activities that are tailored to build the skills and confidence needed for students to successfully navigate the transition into kindergarten. This may include orientation sessions, peer mentoring, academic workshops, and social-emotional learning activities focused on adjustment strategies, organizational skills, and fostering a sense of belonging and resilience in their new educational environment.
Academic Enrichment & Support	**Middle School Transition**	Activities that are tailored to build the skills and confidence needed for students to successfully navigate the transition from elementary to middle school. This may include orientation sessions, peer mentoring, academic workshops, and social-emotional learning activities focused on adjustment strategies, organizational skills, and fostering a sense of belonging and resilience in their new educational environment.
Academic Enrichment & Support	**High School Transition**	Activities that are tailored to build the skills and confidence needed for students to successfully navigate the transition from middle to high school. This may include orientation sessions, peer mentoring, academic workshops, and social-emotional learning activities focused on adjustment strategies, organizational skills, and fostering a sense of belonging and resilience in their new educational environment.
Academic Enrich & Support	**Extended Library**	Providing additional library hours for student learning and families to access resources and technology.
Academic Enrich & Support	**Study Skills**	Activities designed to assist students with test preparation and/or study skills.
Academic Enrichment & Support	**Tutoring**	Individual or small group tutoring, including high-dosage tutoring, designed to help students accelerate their learning progress, catch up with their peers, meet learning standards, or generally succeed in school. These activities typically promote meaningful connections with school day instruction.
Telecoms & Technology Education	**Computer Science**	Activities whose primary focus is increasing skills in using computers or computer programs (e.g., coding, computational thinking, information technology, digital literacy, programming).
Telecoms & Tech Education	**Media/ Video**	Activities whose primary focus is to teach youth to use video, sound, TV, and other media technology.
Career Readiness	**CTE, Career, & Connected Learning**	Activities that increase the knowledge, skills, and dispositions needed to be successful in post-secondary education and/or training that lead to gainful employment.
Career Readiness	**Internships/ Apprenticeship**	Professional learning experiences that offer meaningful, practical work related to a student's field of study or career interest.

Category	Activity Type	Description
Career Readiness	**Entrepreneurship**	Activities designed to inform, train, and educate students interested in participating in socioeconomic development through a project to promote entrepreneurship awareness, business creation, or small business development.
Well-Rounded Education Activities	**Art**	Activities teaching skills in and fostering self-expression through multiple types of creative arts including arts and crafts, painting, drawing, and more.
Well-Rounded Education Activities	**Community Services**	Activities whose primary purpose is to have youth learn about making a contribution to their community (e.g., service learning, planting a garden, etc.).
Well-Rounded Education Activities	**Cultural Programs**	Activities that create identity affirming learning environments that support and sustain cultural knowledge. This includes recognition and appreciation of diverse and multi-faceted identities focused on categories, such as race, ethnicity, culture, gender, sex, sexual orientation, social/economic status, age, disability, and religion.
Well-Rounded Education Activities	**Leadership/ Mentoring**	Activities to build youth's competencies in leadership. This includes sessions that engage youth in program governance or training youth to be leaders in a program activity or event. This also includes adult mentoring (teaching youth by example or through experience).
Well-Rounded Ed Activities	**Music/ Dance/ Theater**	Activities teaching skills in and fostering self-expression through performing arts (music, dance, acting, improv, playwriting, etc.).
Well-Rounded Education Activities	**Social and Emotional Learning**	Social-emotional learning can include character education and psycho-social skills. This involves teaching children about basic human values including honesty, kindness, generosity, courage, freedom, equality, and respect to become morally responsible, self-disciplined citizens.
Well-Rounded Education Activities	**General Youth Development**	Well-rounded activities that have multiple youth development goals (e.g., help students build character, leadership skills, communication skills, coping and self-management skills, community services etc.) to help students lead a healthy productive life.
Healthy, Active Lifestyle	**Mental Health Support**	Activities designed to protect or promote students through mental health and psychosocial supports.
Healthy, Active Lifestyle	**Functional Skill Development**	Activities centered on enhancing the functional skills necessary for students. This includes a focus on essential life skills such as personal hygiene, self-care, and daily living activities. Through tailored, practical learning experiences, students are equipped with the knowledge and abilities to navigate everyday challenges confidently.
Healthy, Active Lifestyle	**Physical Fitness**	Physical movements focused on teaching athletic skills/practice or providing physical activity in team sports, instruction, or practices.
Healthy, Active Lifestyle	**Food/ Nutrition**	Activities intended to increase youth knowledge of nutrition, how to eat well and to promote healthy eating habits.
Healthy, Active Lifestyle	**Recreational & Social**	Activities that are unstructured or provide NO instruction (e.g., recess, games). Includes sessions that offer youth opportunities to build peer relationships through recreation or other social events.