STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

2022 Summer Learning Resource Guide

April 2022

This guidance draws on a resource created by the Council of Chief State School Officers (CCSSO) in April 2021 that is based on work done by state education agencies across the country, as well as national and local organizations. This document adapts and updates that resource to meet the needs of New Jersey Local Educational Agencies in developing and implementing their summer 2022 programs.

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Source: National Summer Learning Association (NSLA)

Foreword

By New Jersey Acting Commissioner, Dr. Angelica Allen-McMillian

Dear Educator,

We know that summer is a time for rest, relaxation, and visits to our beautiful New Jersey beaches and parks. We also know the impact limited summer learning opportunities have on student growth. Summer is a time when many New Jersey children miss out on opportunities for learning, daily structure, and adult connection.

As our country continues to move beyond the COVID-19 pandemic, we acknowledge that many students have academic, social, and emotional deficits that warrant acceleration. Summer presents opportunities to accelerate progress and has become more important now than ever.

It is my esteemed pleasure to reaffirm the New Jersey Department of Education's (NJDOE) commitment to increasing our capacity to identify and support high-quality summer programs. To that end, I am proud to share the NJDOE has created the Office of Learning, Intervention, and Support (OLIS). With targeted technical assistance and support from the NJDOE, we believe summer learning can provide the enriching experiences needed to address existing opportunity and learning gaps.

In August of 2021, the NJDOE administered a summer learning survey to Local Education Agencies (LEAs). In our comprehensive review of survey data, we were excited to see how many LEAs used various federal funds to plant and grow seeds of transformation in their summer learning programs. The NJDOE is extremely inspired by the efforts many of our schools and districts put forth last summer. We are eager to see how LEAs will continue to innovatively use their federal American Rescue Plan Funds to cultivate a new harvest of summer learning opportunities for students across the state of New Jersey.

LEAs should ensure summer learning opportunities target academic and social emotional gaps, while providing enrichment opportunities for all learners. The OLIS has designed three technical assistance workshops to commence in April. The topics are as follows:

- How to Accelerate Learning in the Summer

- Leveraging Partnerships with Community Based Organizations

- Innovative Use of Federal Funds

Thoughtfully planned, quality summer learning serves as a foundation for long-lasting, strategic systems of support. Summer learning, done right, can as act as a till in producing the fertile soil necessary to grow equitable outcomes for all New Jersey students.

I'd like to thank all our school communities for your unwavering commitment to meeting the needs of our students and families across the state of New Jersey.   Let's continue to be a model for the world to follow.

Sincerely,

Angelica Allen-McMillan
Acting Commissioner

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How to Use this Resource

The National Summer Learning Association (NSLA), a national non-profit organization dedicated to promoting high-quality summer learning opportunities that help close the achievement gap and support healthy development, has developed a four-part quality improvement cycle for summer planning. The four parts of planning are Reflect, Planning, Train, Assess. The following details the time of year for each phase:

- Reflect (August to October)
- Planning (September to May)
- Train (January to May)
- Assess (July to August)

Based on the above cycle, NSLA suggests that Local Educational Agencies (LEAs) should be close to concluding the planning stage and be in the middle of the training stage for Summer 2022. The New Jersey Department of Education (NJDOE) is aware of the challenges facing all LEAs and understands that each LEA may be in a different stage. NJDOE has updated key information from the 2021 Summer Learning Resource Guide and added new items to address each stage. This 2022 Summer Learning Resource Guide has reorganized and repurposed information from the previous guide and added new content based on where a particular topic is most prominently situated within the cycle. LEAs should keep in mind that there is an overlap of content between stages of the cycle. It is recommended that each LEA's summer learning team use this guide by beginning with the sections that match the LEA's needs.

Overview

It is well-documented that students often begin the academic year at achievement levels lower than when they left school the prior year, a gap known as the "summer slide." [1] As we know, the impact of COVID-19 exacerbated gaps in learning opportunities and student achievement. The pandemic caused much uncertainty and disruption to the continuity of learning. Current projections show there will be increased gaps in student achievement at the beginning of the 2022-2023 school year, due to intermittent closures and additional effects of the COVID-19 public health emergency. [2] As a result, LEAs are strongly encouraged to continue to expand planning for acceleration and enrichment summer learning opportunities using the tools, resources, and approaches available in each of the categories below.

Recent evidence suggests that expanding summer learning to provide students rigorous opportunities to preview and practice knowledge and skills aligned to upcoming grade-level standards, is effective in bolstering student achievement. [3] Likewise, providing social and emotional learning supports for students can remove barriers and yield benefits that correspond to successful academic outcomes. The NJDOE encourages LEAs to dedicate summer months to address disruptions in student learning and ensure students with the highest degree of need, receive the support needed to propel them into successful futures.

With respect to health and safety protocols, districts are encouraged to continue consulting with their local health departments to ensure that all summer programming conforms with the most recent New Jersey Department of Health COVID-19 Public Health Recommendations for Local Health Departments for K–12 Schools.

Office of Learning, Intervention, and Support

The NJDOE is committed to supporting LEAs with their learning acceleration efforts. While summer learning has always been important, COVID-19 has heightened the need for LEAs to create and maintain high quality summer programming. In September of 2021, the NJDOE created the Office of Learning, Intervention, and Support (OLIS). The focus of OLIS is to build the capacity of LEAs to implement innovative and sustainable summer and extended learning experiences as well as innovative daily interventions to address learning acceleration and promote equitable access to these opportunities for every student. OLIS will deliver three Technical Assistance (TA) workshops commencing in the Spring of 2022. Detailed descriptions of each TA are provided in the NJDOE Broadcast announcing the release of this guide. The TA workshops include:

- April 28, 2022: How to Accelerate Learning in the Summer

- May 12, 2022: Leveraging Partnerships with Community Based Organizations

- May 26, 2022: Innovative Uses of Federal Funds

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[1] Schwartz, et al. (2018). Getting to Work on Summer Learning: Recommended Practices for Success. Rand Corporation(2nd ed). https://www.rand.org/pubs/research_reports/RR366-1.html
[2] McCombs, J. et al. (2014) Ready for Fall? Near-Term Effects of Voluntary Summer Learning Programs on Low-Income Students' Learning Opportunities and Outcomes. Santa Monica, CA: RAND Corporation. rand.org/pubs/research_reports/RR815.html
[3] Ashley, M. et al. (2018) Building Better Bridges into STEM: A Synthesis of 25 Years of Literature on STEM Summer Bridge Programs. Life Sciences Education 16: 4

Guiding Principles for 2022 Summer Learning

The following principles should guide LEAs' approach to summer learning.

Lead with empathy and without assumption.

The impact of the COVID-19 pandemic has created and exacerbated a myriad of social, emotional, and physical challenges for New Jersey students, educators, and their respective families. Identifying, acknowledging, and affirming challenges is the first step toward helping all members of our school communities.

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 schools' progress toward closing educational access and opportunity gaps for students of color, students living in poverty, students with disabilities, students experiencing homelessness or housing instability, and English Language Learners. The goal of summer educational programming, both this year and in upcoming years, is not to return to the status quo, but to transform summer learning to create more equitable learning conditions for all students.

Consider the availability of explicit programming for vulnerable student populations and those students who need to meet promotion benchmarks and gain high school credit.

Provide, where necessary, additional consistent and sustained support for specific students, especially economically disadvantaged students, English language learners, students with disabilities, students who are migrants, and students experiencing homelessness or housing instability, and other potentially vulnerable student populations. An internal needs assessment will help to ensure that federal funds, including funding from the Individuals with Disabilities Education Act (IDEA), the Every Student Succeeds Act (ESSA), and the Elementary and Secondary School Emergency Relief (ESSER) Fund are being utilized most effectively to address the additional supports that are needed in conjunction with and apart from what is identified in a student's IEP.

Expand summer programming to all students.

While it is crucial to reach vulnerable student groups, most students in our school communities will have some degree of academic, social, and/or emotional need. Opening participation to all students will remove the stigma associated with summer learning and allow all students an opportunity to connect with caring school staff, as well as other students. Consider using federal funds, within the parameters of allowable activities, to expand summer programming. American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER)'s Evidence-Based Summer Learning and Enrichment Activities Grant, for example, may be used to support evidence-based academic summer activities such as learning academies and 1:1 tutoring, as well as other summer activities that support the broader learning ecosystem of students, staff, and families.

Prioritize student engagement.

Given the demands on students' and families' time, it is particularly important for summer programming to be highly engaging and accessible. Center programming around high-interest topics, real-world problem-solving, creativity, and collaboration. Work to embed essential academic content and skills into this high-engagement programming. Also, consider offering shorter summer sessions for learning acceleration in one, two, and/or three-week intervals.

Focus on student success for the coming school year.

Beyond remediating learning gaps from the school year, provide summer learning activities that are aligned to upcoming, grade-level standards. Use summer to innovate and pilot new learning acceleration strategies and structures to meet students' unique needs in advance of the coming school year. Utilizing a multi-tiered system of supports, such as New

Jersey Tiered System of Support (NJTSS), will allow school districts to target their resources most effectively. You can access the NJTSS' website here: NJTSS.

Focus summer learning on a few critical areas while recognizing instructional fatigue.

Identify the most essential standards or knowledge and skills that students need to gain to start the school year successfully. Prioritize daily instruction in areas of core curricular concepts and consider developing learning activities that weave these concepts into other content areas, like STEM education and Visual and Performing Arts. Given the academic fatigue experienced by some students during the summer months, LEAs are encouraged to use high-engagement and high-interest content and activities that emphasize experiential, multi-disciplinary learning in order to boost student participation in summer programs. Learning acceleration and enrichment do not have to be mutually exclusive. For example, consider integrating English Language Arts activities that incorporate global awareness and promote civic responsibility, integrate computer science coding experiences, as well as comprehensive health and physical education.

Train teachers to effectively support summer learning and hire additional staff as necessary.

Instructional staff should have relevant content and pedagogical knowledge, as well as track records of success in teaching the targeted grade levels. LEAs should supplement instructional staff with specialized support personnel as needed. Capitalize on summer school opportunities to onboard and train recently certified educators and provide ongoing professional development for new and existing staff. ARP ESSER funds may be used to provide professional development for educators through professional learning communities or to expand the supports provided such as hiring additional aides or teachers for the summer learning program. LEAs should explore ways to hire high school and college students, especially those seeking to enter the field of education.

Prioritize regular communication with families and students.

Consider how and when students best engage in learning and determine whether families are equipped to support their children's learning. LEAs may utilize ARP ESSER funding to develop educational and training programs for parents and caregivers in understanding grade level expectations and supporting student learning.

Engage a cross-functional team in front-end planning.

Teachers, principals, counselors, and supervisors are front-line educators and supporters of students. School leaders should ensure that their voices and needs, as well as those of other key stakeholders, are considered in the development of the plan for summer programming. Include community-based partners that can provide support either in-person or virtually and parents, who often monitor their children's work. Explore creating partnerships with community-based organizations that will continue throughout the school year.

Prepare current remote-learning best practices.

In the event of a temporary shift to remote instruction, be prepared to adjust to utilize the best practices discovered during the pandemic.

Coordinate efforts with local community groups to provide in-person social emotional learning supports and high-interest learning options, in addition to academic summer learning.

City recreation departments, Boys and Girls Clubs, robotics initiatives, coding camps, and the YMCA/YWCA are examples of organizations and activities that can provide in-person Social and Emotional Learning (SEL) supports and high-interest learning experiences. This is an opportune time for schools to engage the entire community. LEAs should explore partnerships that can be extended into the regular school year.

Continue to Utilize Extended School Year (ESY) Opportunities

ESY services are intended to support the maintenance of skills and prevent regression over the summer break. It is the role of the student's Individualized Education Program (IEP) team, which includes school district officials and the student's parent(s)/guardian(s), to determine the need for and the type of ESY services based on the needs of the individual student. IEP teams should consider the impact of quarantine periods or other instructional interruptions due to COVID-19 that may have impacted a student's progress toward the goals and objectives in their IEP when determining whether a student is eligible for an ESY program. In addition, the IEP team may determine that learning interruptions that occurred during the school year have resulted in the need for compensatory services. Those compensatory services may be provided during ESY or other programming provided to students during the summer. It is important to note that summer programming options offered to all students, such as enrichment programs to address learning loss during COVID-19, must be made available to students with disabilities. Questions about participation in a district's summer learning program should be addressed by the student's IEP team because depending on the nature and type of programming, participation in a summer program may need to be included in the student's IEP.

Traditional Summer School vs Enhanced Summer Learning

Consider how the focus for summer learning could shift beyond traditional goals. The tables below detail recommendations for enhanced summer learning opportunities.

Goals of Summer Learning

Traditional Summer Learning	Enhanced Summer Learning
- Intervention and remediation - Credit recovery - Prevention of regression - Provide ELLs with supports to address any English language development instruction - Provide ESY services in compliance with IEPs	- Focus on grade-level content and instructional rigor to maximize learning acceleration - Frontload the next school year's learning to give students a jumpstart to the 2022-2023 school year - Implement high-dosage tutoring aligned to the New Jersey Student Learning Standards (NJSLS) to accelerate learning - Focus on depth of instruction rather than the pace; prioritize the content and the learning - Ensure the inclusion of all learners, when and where possible - Identify and address specific gaps in learning through instruction, rather than grouping students with similar ability - Maintain social and emotional connections and academic opportunities for students, particularly at-risk students - Utilize funds from the Mental Health Services and Supports Grant and the NJTSS Mental Health Support Staffing Grant for additional counseling services during summer programs - Utilize ARP ESSER funds to develop the content of summer programs by hiring and training staff or providing transportation to students as needed - Provide English Language Learners (ELLs) with supports to address any English language development instruction - Provide dual enrollment, structured learning experiences, and/or advanced coursework opportunities for students to earn credit toward a college degree or industry-valued credential

Student Populations

Traditional Summer School	Enhanced Summer Learning
• Students who are furthest behind • Secondary students who need to meet promotion requirements or complete graduation credit(s) • Students with disabilities who experience significant regression • English Language Learners (ELLs) • Students experiencing homelessness, particularly those who have experienced moves or have been chronically absent	• Students who are at risk socially or emotionally and need connections with peers and adults • Students who are furthest behind academically in one or more subjects, based on internal assessment and state requirements, including secondary students who need to meet promotion requirements or complete graduation credit(s) • Students with disabilities who experience significant academic regression • Students experiencing homelessness, particularly those who have experienced moves or have previously been chronically absent who need ongoing academic enrichment • Students who need ongoing academic enrichment • Early learners who have not yet mastered foundational reading skills • Students who have had poor attendance since spring 2022

Family Engagement

Traditional Summer School	Enhanced Summer Learning
Written communication to keep family members informed of student progress	• Regularly communicate with families in ways that have proven successful (e.g., email, phone call, text, mail, social media, etc.). Be mindful of the needs of your school community and develop methods for communicating in all languages spoken throughout the school community with consideration of literacy levels • Assist families with supporting student use of online platforms and devices • Assist families with supporting student learning • Conduct regular check-ins to support students and online parent/family meetings • Utilize ARP ESSER funds to provide training programs for parents and care-givers regarding ways a student's family can help support the development of a growth mindset

Assessment

Traditional Summer School	Enhanced Summer Learning
• Assessment for evaluation or summative purposes • Frequent assessment to inform grading • Progress monitoring to measure response to interventions	• Establish competencies for English language arts (ELA) and mathematics, aligned to prerequisite concepts and skills for the upcoming grade • Capture and analyze qualitative information about a student's progress with particular skillsets rather than using traditional grade measures; provide professional development for staff on such uses of qualitative information • Emphasize low-stakes formative assessment of mathematics and ELA competencies aligned to focused work of prior and upcoming grades, while recognizing that summative assessments may be necessary in some cases for credit recovery • Monitor progress to measure response to intervention and share acquired data with teachers in the new school year. • Utilize funds from the Learning Acceleration Grant and the Accelerated Learning Coaching and Educator Support Grant to provide professional development to staff on how to design or enhance formative assessments to inform instruction

Professional Learning and Collaboration

Traditional Summer School	Enhanced Summer Learning
• One day in advance of summer school opening for classroom set up • Limited professional learning opportunities designed to enhance summer school programming	• Grade- and curriculum-specific training in instructional design in conjunction with formative assessment and accelerated learning strategies • Regular common planning time for grade-alike teachers. As applicable, include outside partners, ELL/bilingual, special education, and intervention teachers to plan differentiated lessons that address academics and social emotional learning • Regular faculty check-ins to ensure staff wellness and opportunities for problem-solving • Engagement of clinical interns (e.g., student teachers) whose clinical practice or experience was interrupted or novice teachers who are starting in the fall • Utilize ARP ESSER funds to provide professional development for educators focused on how to leverage extended learning time through summer programs to support student learning

Learning Acceleration Supports

Traditional Summer School	Enhanced Summer Learning
• One-on-one or small group instruction is traditionally not included • Students are grouped according to general academic ability and not specific to identified learning gaps • A strong focus on remediating gaps existing from the past years or previous grade-level's content • Academic enrichment is not prioritized as much as remediation; higher-performing students are often excluded from summer programming • Programs are not designed to align with associated school year activities or experiences for continuity of learning	• High-dosage tutoring is recommended in tandem with identification of learning gaps within NJSLS-aligned curriculum for the most vulnerable students • Students receive individual or small group supports to address gaps needed to attend to content of summer coursework • Summer Bridge/Summer Learning Acceleration Academies develop foundational content knowledge and skills to accelerate learning in advanced coursework in the next school year • Planning for additional extended day learning and/or afterschool during the school year is coordinated with the content of summer programs to ensure continuity of learning • ARP ESSER and Learning Acceleration funding can be used to leverage the planning and delivery of these components

Planning

Summer Planning Quality Improvement Cycle

The following portion of this resource is designed to assist LEAs in each stage of the Summer Learning Quality Improvement Cycle. This section provides a series of guiding questions designed to help LEAs assess their unique circumstances and drive their Summer Planning Quality Improvement Cycle accordingly. In addition, alongside the guiding questions you will find letters in parentheses. These letters correspond to the stage in the cycle these questions may prove most useful in the development of your summer programs.

- **R – Reflect**
- **P – Planning**
- **T – Training**
- **A – Assessing**

Guidelines for Successfully Planning Summer Learning

Imperative to the success of summer learning is the engagement of a variety of stakeholders. Additionally, a core component of specific federal funding including ESSA, and ARP ESSER funding requires meaningful engagement of diverse stakeholders. Consider incorporating the following individuals and/or entities invested in LEAs' summer learning strategies in various stages of planning:

- Parent / Guardians and Caregivers
- Teachers of multiple disciplines and grade-levels
- Specialists
- IEP teams
- School Counselors
- School Nurses
- Teacher's union representatives
- Principals and supervisors
- Community Based Partner organizations
- Information Technology Professionals
- Student Support Services
- Academic/Curriculum office representatives
- Food Service
- Family/Community advocates
- Social Services
- Students
- Other interested and impacted parties

Guiding Questions

- How and at what points in your planning process will you communicate decisions to families and other key stakeholder groups? (P,T)

- How will you provide strategies to strengthen the family's ability to support learning? (T)

- How will you ensure that all communications are translated into the languages spoken throughout the school community? (P)

- What data and information will you collect to assess the implementation and impact of summer learning plans? (P,T)

- With whom and how will data and information be shared to ensure continuity of learning? (A,R)

- How will you incorporate the unique needs of economically disadvantaged students, students with disabilities, ELLs, migrant children, and children experiencing homelessness when developing summer programs and communication strategies? (P,T)

- Has food, security, and maintenance of programming been established for children and their families for the summer? (P)

- How does your delivery model consider the unique needs of specific student groups? (P,T)

- Are accommodations and specialized technology available for students with disabilities? (P,T)

Planning and Communication Resources

- [Instruction Partners: Communication and planning templates](#)

- [N.J.A.C. 6A:32, School District Operations (SUBCHAPTER 10. Summer School Sessions)](#)

Mental Health Supports

Mental health and wellness are fundamental needs that transcend the boundaries of our school districts, townships, communities, schedules, and family structures. As we continue to move forward from the COVID-19 pandemic, it is vital to approach school mental health with a systemic set of evidence-based preventative practices, procedures, and interventions.

[The New Jersey Comprehensive School-Based Mental Health Resource Guide](#) advances this goal by outlining the application of the New Jersey Tiered System of Supports model to address the social-emotional, behavioral, and mental health needs of all students. By using a three-tiered approach, New Jersey educators can ensure equitable access to core prevention practices and appropriate interventions and supports. The Guide consists of 11 chapters starting with the basics of a multi-tiered system of support (MTSS) and ending with suggestions on how to fund this comprehensive model.

Guiding Questions

- What professional development can be provided to staff to assist them with the principles of mental health first aid? (T)

- What resources are available during summer learning if teachers determine that a student or family may need mental health support? (P,T)

- What mentoring or counseling services can be made available during summer learning? (P)

Mental Health Resources

- Mental Health & Wellness Resources for Young Adults

- NJDOE Mental Health Resources

- Center for Excellence for Infant & Early Childhood Mental Health Consultation

- National Center for School Mental Health

- School Health Assessment and Performance Evaluation System

- Children's Interagency Coordinating Councils

- New Jersey Positive Behavior Support in Schools

- Society for the Prevention of Teen Suicide

- Traumatic Loss Coalitions for Youth Program

Scheduling

Guiding Questions

- In what ways can you leverage community partnerships (including county or local parks and recreation staff, and arts and theater partners) to enhance academic and enrichment activities? (P)

- How can you leverage community resources to offer thematic, project-based learning that is aligned with the priority content you identified? (P,T)

- How will you structure teachers' time to allow for both individual student check-in time and the opportunity to assess student work and provide high-quality feedback? (P,T,A)

- If summer is used as an opportunity to pilot a robust, rapid-response NJTSS process, how will the LEA allow time for the team to test out new and intensive systems? (P,T,R)

- How will staff be compensated for time worked outside of existing workday agreements? (P)

- Are multiple schedules needed to meet the needs of students in specific programs, such as extended school year programs for students with disabilities, as compared to students present for summer credit recovery, per N.J.A.C. 6A:32-10.4(d)? (P)

Scheduling Resources

- Sample summer learning schedule (CCSSO)

- Suggested Daily Summer Learning Schedules

Curriculum Priorities

Curriculum plays an important role in how students are taught, and evidence shows that a high-quality, standards-aligned curriculum can have a significant positive impact on student achievement.[4] Teachers and curriculum supervisors will need to determine evidence-based content priorities in mathematics and literacy to focus on throughout summer programming. The NJDOE encourages educators to take advantage of the Instructional Units in ELA and Mathematics, jointly developed by the NJDOE and New Jersey educators. Instruction should be focused on prioritized grade-level instructional content for ELA/literacy and mathematics, and these units can help focus the discussions for educators at every grade level.

In addition to the above, NJDOE collaborated with New Jersey educators over the past school year to identify prerequisite concepts and skills associated with each of the Instructional Units in ELA and Mathematics. The purpose of the Prerequisite Concepts and Skills is to determine the type of individualized instruction and supports that might be needed at the start of a unit to meet students where they are. These documents reflect the order and arrangement of the instructional units, identify focus standards, and support educators in the identification of any conceptual or skill gaps that might exist in a student's understanding. These documents allow educators to identify opportunities for learning acceleration and can support the selection of priority content to address through a summer learning program. Please view the Summer Learning Curriculum Checklist to access a summer curriculum checklist to assist with the planning and assessment stages of the Summer Learning Quality Improvement Cycle.

Guiding Questions

- Which standards, skills, or competencies will be the foci for each grade level? In which ways will formative, interim/benchmark, and summative assessment results collected throughout the course of the 2021-2022 school year guide the content priorities selected for summer learning and the focus for learning acceleration? (P,R)

- How tightly aligned are your instructional materials to the NJSLS Prerequisite Concepts and Skills? How will less-aligned materials be modified or reconsidered to better support instruction? (P,T)

- Which NJSLS-aligned instructional activities will best engage students? (P,T)

- Can grade-level standards from other content areas be integrated to support meaningful interdisciplinary connections? (P,T)

- Are there opportunities for student choice or project-based learning experiences? (P,T)

- Will learning activities be active and meaningful, promote collaboration, expand student horizons, and build mastery? (P,T,A,R)

- In what ways were student voices elevated and community partnerships leveraged in the design of the summer program? (P,T)

- How will you anchor the program within the community, with tangible support from families and community-based organizations to maximize resources and provide the best overall experience for students? (P,T)

- What modifications will be needed to ensure access to the content for all student groups? (P,T)

- How will the content selected for summer learning program accelerate student learning in fall 2022 and/or prepare

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[4]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. cdn.americanprogress.org/wp-content/uploads/2015/10/06111518/CurriculumMatters-report.pdf

Pre-K and Kindergarten student for initial entry to school? (A,R)

- How will the curricular materials be adapted to support differentiated instruction and modified to implement students' IEPs (P,T)

- How will you support teachers to plan and use effective formative assessment practices as a primary means of data collection to inform instructional decisions? (P,T,A,R) How will you deepen their understanding and support their engagement in formative practices? (T)

- How will students in grades K–2 who have not mastered foundational skills be identified and supported in meeting grade-level content expectations prior to fall 2022? (A)

- How will summer 2022 instruction target specific standards/skills in mathematics and ELA? (P,T)

- How will summer learning curriculum choices jump-start student learning for fall 2022 through a focus on prerequisite concepts and skills? (P,T)

- 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? (P,T)

- What additional supports will be employed for students who experience unfinished learning within the context of the summer program(s)? (P,T)

Curriculum Resources

- Instructional Units in ELA and Mathematics

- Prerequisite Concepts and Skills in English Language Arts and Mathematics

- Achieve the Core: Successful Instruction in ELA

- Priority Instructional Content in English Language Arts/Literacy and Mathematics

- OpenSciEd: Phenomenon-based Instructional Units

- Literacy Leads-Comprehensive Center Network

- NJSACC-Summer Activity Guide – New

- NJDOE-Young Readers Preventing Summer Slide – New

- Wallace-Modifying Curricula to Meet Student Needs – New

High Quality Curricula for ELA & Mathematics Resources

- Instructional Units in ELA and Mathematics

- Achieve the Core

Assessing Student Progress Resources

- NJ Start Strong Learning Assessments

- Dylan Wiliam: Formative assessment guidance

Family Engagement

A diverse representation of stakeholder groups, including representatives from LEAs, the Statewide Parent Advocacy Network-NJ, parents, higher education, the New Jersey Parent Teacher Association, collaborated with NJDOE to develop the following guidance questions designed to assist districts in engaging families meaningfully for summer learning.

Guiding Questions

- How are a diverse group of caregivers actively and authentically engaged in ongoing preparation and implementation discussions throughout problem identification, solution design, testing of approaches, reflection and feedback to build trust and credibility for any plans that are implemented? (P,T)

- What forms of communication, proven to be successful with families, will continue to be used to inform and guide parents/guardians before, during, and after summer learning? (P,T,A,R)

- How will connections with families of ELLs (particularly newcomers), migrant children, and families experiencing homelessness be maximized? What might you need to add/modify? What key LEA and school staff will be charged with these tasks? (P,T)

- Will communication, information, and resources be provided in all languages spoken throughout the school community with consideration of literacy levels and less frequently spoken languages? (P)

- How will you communicate with families about their child(ren)'s progress on specific knowledge areas or skills, as opposed to a traditional grade report? (T,A)

- How will you address the   gap in technology access that may still exist for students and families and/or the families' capacity to provide support for their children based on the families' familiarity and/or understanding with technology in preparation for summer learning? (P)

- What district resources/services will you provide to support families with at-home summer learning, if necessary? (P)

- What frequency will teachers be expected to connect with every child's family during summer learning? (P,T)

- How will you work with the parent(s)/guardian(s) of students with disabilities to implement student IEPs? (P,T)

- What engagement and communication methods will you use to accommodate persons with hearing and/or visual impairments? (P,T)

- How will you work with community partners and organizations to secure resources/services for families during summer learning? What data or information-sharing structures will you need to implement? How will you communicate clearly to families about how to access these services? (P)

- How will in-district parent organizations mobilize to support families with communication, problem solving, and access to district and community services during summer learning? (P,T)

- In what ways might parents/guardians be acknowledged, thanked, and appreciated for their work and effort with at-home learning? (P,R)

- How will you continue to partner with families in their expanded role of learning facilitator outside of the classroom? (P)

- What continued support will be provided to engage parents in learning? (P,T,R)

- What new or revised policies or processes for family engagement, implemented during the summer, extend into the school year? (R)

Family Engagement Resources

- NJDOE Family Resources

- NJ PTA

- NJ State Parent Advocacy Network

- Oregon: Family engagement guidance

- National Summer Learning Associations Summer Learning Parent-Toolkit

- Supporting immigrant and refugee families during COVID-19 (Minnesota)

Funding

The NJDOE encourages LEAs to maximize the use of ARP ESSER funding as applicable for summer programming.

Guiding Questions

- Given local, state, and federal resources, how do you anticipate funding your summer learning plan (e.g., Title I, II, and IV funding streams, IDEA funds, ARP ESSER, private and public grants, etc.)? (P)

- How will districts consider utilizing ARP ESSER funds, including allocations from the State set-aside grants, to support summer programming and learning acceleration?

- Will summer learning planning efforts build in time and funding to implement innovative programming that could become the "new normal" in fall 2022?

- Are there state agencies, grant-funded providers, foundations, private and/or faith-based organizations in your community that you might be able to partner with to fill funding gaps and/or support wraparound services?

Training Stage

Equity and Access

Summer Learning is an excellent opportunity to provide access and opportunities to students especially the most marginalized. Summer learning can meet the needs of learning acceleration and at the same time provide enrichment opportunities to students. In addition, providing access and opportunities creates increased experiences that could serve students better in the fall.

Guiding Questions

- How will your programs provide unique access and opportunities for your students? (P,T)

- How will the LEA 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? (T)

- How will lessons be delivered in accordance with student 504 plans or IEPs? (P)

- How will teachers and support staff provide appropriate supports and services for these learners and their families?

- How will you maintain communication with students experiencing homelessness or home instability? (P)

- How will you support those students in accessing instructional materials, meal options, and other essential   needs for summer learning? (P)

- How will you maintain communication with multilingual learners, their families, and their communities, including outreach for participation? (P,T)

- How will teachers and support staff provide linguistically appropriate supports for summer learning? (T)

Equity and Access Resources

- [Educating All Learners Alliance: Resource library](#)

- [Specialized supports for students with diverse learning needs (TNTP)](#)

- [Strategies for teaching multilingual learners online (WIDA)](#)

Resources from NJDOE

- [English Language Learners](#)

- [Homeless Children and Youth](#)

- [Special Education](#)

- [New Jersey Tiered Systems of Support](#)

- [DOE Digest Podcast](#) – New

Social and Emotional Learning (SEL)

As students continue to experience the impact of COVID-19, different types of traumatic experiences and high levels of stress for many of our students, educators, and families continue to surface. As we work to support students, SEL and attending to student and educator well-being has become even more critical. Integrating SEL into summer programming is essential to re-engage students, support the building of relationships, and foster the development of skills needed for success in schools and communities.

Building Developmental Relationships Between Staff and Students[5]

Elements	Sample Actions (Explanations)
Express Care	- Be dependable (Be someone I can trust) - Listen (Really pay attention when we are together) - Believe in me (Make me feel known and valued) - Be warm (Show me you enjoy being with me) - Encourage (Praise me for my efforts and achievements)
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)
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)

Taking into consideration the range of experiences of the past two years, it is especially important to utilize summer programming as an opportunity to build strong relationships between students as well as relationships between students and adults. These connections help support students who may be feeling anxiety or stress about attending the summer program, and foster connectedness and student engagement. Schools may find it helpful to dedicate time at the beginning of the summer program to provide students and educators with increased opportunities for shared experiences to foster positive relationships. Research has demonstrated that supportive and sustained relationships with adults in schools support students' capacity for resiliency. As schools design summer programs, it will be critical to focus on:

- Dedicating time to re-socialization and to developing social emotional skills and growth mindsets that are

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[5]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

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 supports; 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 above).

While designing summer programming, it is important to provide summer staff with professional development to enhance their understanding of SEL. When adults have enhanced social-emotional skills, they are better equipped to support the social-emotional growth of students. The NJDOE's six SEL Modules for Educators are designed as turnkey toolkits that can be utilized in a group training session, within professional learning communities, or individually. Each module includes a PowerPoint slide deck, a facilitation guide, and corresponding hand-outs that encourage further exploration and self-reflection. Module one provides users with an introduction to SEL and general strategies to support student development. Modules two through six provide users with a more in-depth understanding of each of the SEL core competencies: self-awareness, self-management, social awareness, responsible decision-making, and relationship skills. As provision of these supports become a part of your summer learning program, consider the following guiding questions:

Guiding Questions

- How will you design the summer program to prioritize the building of relationships and connections? (P,T)

- How will students be supported in transitioning back to new school buildings? (P,T)

- How will you embed practices, activities, and instruction that consider the social and emotional needs of students? (P,T,A)

- How can you integrate the New Jersey Social and Emotional Learning Competencies and Sub-Competencies the standards-based lessons and activities? (P,T)

- What materials/programs/curriculum will you use? How will you ensure that they are organized around a high-quality SEL curriculum? (P,T)

- 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? (P,T)

- What professional development will you provide summer programming staff, so they are prepared to support the social-emotional needs of students? (P,T)

- How will you identify staff and students who may need to access additional social-emotional supports and services? (T)

- For preschool, how will active Preschool Intervention and Referral Team (PIRT) support plan information be communicated to summer staff to encourage continuity between the school year and summer learning? (P,T)

- How will students participate in wellness and social activities, or other physical and emotional health practices? (P,T)

Districts should consider how to leverage ARP ESSER funds to support the social-emotional needs of students. In addition to visiting the NJDOE's SEL Webpage consider exploring the following resources related to SEL

Grade Level	Resources
Preschool	• National Center for Pyramid Model Innovations: Pyramid Model Resources for Educators for SEL • Head Start: Early Childhood Learning & Knowledge Center
K–12	• Collaborative for Academic, Social, and Emotional Learning: CASEL Program Guide • Trauma-Sensitive Schools Training Package – New • Culturally Responsive Education Hub – New

Staffing

NJDOE recognizes the challenges facing so many LEAs in the area of staffing. The recruitment of appropriate and committed staff can determine the success of your summer learning program. For additional information, please view the National Afterschool Alliance Core Knowledge and Competencies.

The Youth Development Learning Network of the National Collaboration for Youth has specified 10 youth development worker competencies that also address practitioners' skills in connecting with youth.

The core competencies are based on the knowledge, skills, and personal attributes needed by youth development workers to serve as resources to youth, organizations, and communities. These core competencies include:

- Understanding and applying child and adolescent development principles;

- Communicating effectively and developing positive relationships with youth;

- Facilitating age-appropriate activities for program participants;

- Respecting and honoring cultural and human diversity;

- Involving families and communities;

- Working as a team and demonstrating professionalism;

- Empowering youth;

- Identifying potential risk and protective factors for youth;

- Demonstrating the qualities of a positive role model; and

- Interacting in a way that supports asset building

Guiding Questions

- How will you communicate to all staff about how and to whom referrals for wraparound services (e.g., counseling, medical services, food resources) should be directed? (T)

- If you are enrolling a larger student group than in previous years to account for greater need for summer learning and/or social-emotional connection, how will you select and fund additional staff, both   certificated and non-certificated, to support those additional students? (T)

- How might the district enhance its support for and expectations of the NJTSS to ensure it is appropriately resourced to provide rapid response and support to all educators and students? (P,T)

Administrator Roles

- How will you define the roles of principals and other administrators responsible for summer learning in a remote context? (P)

- Will you expect them to observe instruction and provide feedback to teachers? (P,T)

- Will principals be expected to connect regularly with students and families? (P)

- How will principals support the social and emotional needs of school personnel? (P,T)

Working with Partners

- If you work with community partners, how will you communicate and align your whole child support (e.g., usethe same tech platforms, share data, communicate jointly and consistently with teachers and families)? (P)

- How will you partner with local educator preparation programs to provide additional support for notice teachers? (P,T)

Professional Learning

Highly effective teachers are the most influential in-school variable contributing to increased student achievement. Teacher professional learning is an essential component of any school's improvement path, and summer learning is no exception. All educators need time to collaborate and adjust instructional plans as they learn to teach. As you plan to provide educator professional learning, consider the following guiding questions.

Guiding Questions

- Given the time and capacity constraints for summer educators, how will your district prioritize professional learning to focus on the most essential teacher skills or strategies? (P,T)

- How will the teacher workday reflect the district's commitment to collaborative learning and coaching? (P)

- How will you prepare educators to elevate student interest and engagement in instructional tasks (though not at the expense of essential learning outcomes)? (P,T)

- What funding sources will be utilized to provide teachers and school leaders with professional growth and development opportunities including, but not limited to ARP ESSER and other federal funds? (P)

- How will the educator professional learning for summer programming align with the strategic plan and vision for the district moving into the 2022-2023 school year? (P,T,R)

- How will you measure the efficacy of professional learning and growth opportunities? (A,R)

Professional Learning Resources

- The IRIS Center: Vanderbilt University

- Learning First: How curriculum focuses teacher learning on student learning

- Summer Learning and Enrichment Collaborative

- Understood.org: Best practices for online learning

Branding Your Summer Programming

Student Recruitment

One of the biggest challenges for implementing high-quality summer programming is getting students to sign up for voluntary summer learning programs. According to the Wallace Foundation's Summer Learning Recruitment Guide, several factors make an intentional recruitment effort necessary.

- Many parents and students are not accustomed to thinking of summer as a time of learning.

- Voluntary summer learning programs compete with many other programs and activities for the attention of parents

- Voluntary programs require that parents and students choose to attend

- School districts must overcome the negative perceptions of traditional summer school that many parents have.

Strategies to assist LEAs with recruitment efforts:

Host a Registration Event

Consider hosting a summer fair where students and their families can learn about your summer programs.

Confirmation Letters

Confirm with parents and caregivers that their child is enrolled.

Welcome Postcard to Students

Let students know that program staff is excited to see them in the summer.

Reminder Phone Calls

Give families personal or automated reminders leading up to the first day of the program.

Attendance

According to a Wallace Foundation report titled, *Getting to Work on Summer Learning*, the Wallace Foundation found strong evidence that voluntary summer learning programs can produce short-term gains in mathematics. In addition, the report identified promising evidence that, after two consecutive summers, students with high attendance (20 or more days per summer) outperformed their peers in mathematics and English language arts (ELA) and displayed stronger social-emotional competencies.

Guiding Questions

- How will you define attendance during summer learning, for in-person and remote programs? (T)

- How will you set expectations for minimum attendance? (T,A)

- How will you incorporate parents/guardians into the planning for summer learning? (P,T)

- How will you collect and collate attendance data? Who will oversee this process? (This will be important if you intend to use ARP-ESSER or ARP funds to support your summer learning program). (T,A)

- How will you follow up with students and their families when a student is absent, or a family is unresponsive? (T)

- How will the attendance policies attend to educational equity for all students in the district? (P,T)

Educator Well-Being

Like students, educators have faced a myriad of traumatic experiences and stressors over the past two years and may need social and emotional support to work effectively. It is important that schools thoughtfully plan for how to best support the well-being of educators who may provide staffing during your summer program.

As you build staff support in your summer learning plan, consider the following guiding questions:

Guiding Questions

- How will you engage summer teachers and support staff prior to the start of summer learning in order to build a community of support? (P,T)

- 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? (T,R)

- How will summer teachers and other staff participate in activities to support their social-emotional well-being? (T)

- What support will be available for teachers and other staff to interact with their peers and/or their supervisors to build and maintain collaboration and connections? (P,T)

- What processes will you put in place to ensure that educators are aware of the support and resources available to them? (P)

Educator Well-Being Resources

- 5 Strategies for Teacher Self-Care

- 9 Self Care Tips for Teachers – New

Assess Stage

Developing and Measuring Student Outcomes

According to the National Summer Learning Association summer learning can have a significant impact on students in both the short-term and the long-term. Short-term outcomes are intended to provide immediate results during the summer. Long-term outcomes for students who attend summer programming can persist for 1–5 years. Developing SMART Goals for both short-term and long-term outcomes can be done using a logic model. The Capacity Institute, an organization that assists non-profits with performance management, defines a logic model as:

A logic model is a one-page idea map showing how a program influences its participants to achieve outcomes, or sustainable life changes. A logic model includes a concise description of participants, inputs, activities, outputs, and outcomes. Below is an example of a logic model

Defining the Logic Model[6]

Logic models connect your work to your expected outcomes—often expressed in changes in student performance and achievement. Included in most logic models are four components: resources, activities, outputs, and outcomes.

Resources are the raw materials needed to create the program, implement its activities, and attain the desired outputs and outcomes. Sometimes called inputs, resources include both material items (such as curricula, instruction materials, facilities, and funding) and nonmaterial items (such as time, community support, and specialized knowledge and skills).

Activities are the processes, actions, and events through which the program resources achieve the intended outcomes; they are the steps in implementing a program. Examples include collaborating with partners, developing training or curriculum materials, conducting training sessions or workshops, and collecting and analyzing student performance data.

Outputs are tangible, often process-oriented results or products typically expressed in numbers, such as number of students tested, number of teachers trained, and number of books read. While outputs provide information derived from the completion of program activities, they cannot indicate whether a change has occurred. For example, an output can tell you how many teachers attended training but not whether the training increased the teachers' knowledge of the training topic.

Short- and mid-term outcomes are the changes in program participants' knowledge, beliefs, and behavior due to their involvement in the program. Outcomes can also be quick adjustments in organizational practices or system design. Short-term outcomes are observable almost immediately after participation; mid-term outcomes can take months or years to emerge and typically build toward long-term outcomes.

Long-term outcomes, sometimes called impacts, are a program's lasting influences. Like short- and mid-term outcomes, long-term outcomes can be changes in knowledge, beliefs, and behavior. Examples include higher student achievement scores, increased high school graduation rates, and greater college acceptance rates.

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[6] Kekahio, W., Cicchinelli, L., Lawton, B., & Brandon, P. R. (2014). Logic models: A tool for effective program planning, collaboration, and monitoring. (REL 2014–025). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. Retrieved from ies.ed.gov/ncee/edlabs

Here is an example of a simple logic model format template:

Resources	Activities	Outputs	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes

Here is an example of a summer learning logic model:

Resources	Activities	Outputs	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
• Research and examples of Thematic Units • Curriculum Supervisors • NJDOE Instructional Units • NJDOE Prerequisite Skills • Teachers	• Explore various themes for units • PD on Scaffolding • Unit Design • Assessment Design	• Developed thematic units • Incorporated learning acceleration strategies in units • Pre-established interventions for struggling student • Student survey on learning	• Increased Student Collaboration • Student/Teacher goal setting • Increased levels of student engagement	By the end of summer learning, 90% of participants will have an improved attitude toward learning	By Spring 2023 60% of students who attended Summer Learning who ended 2022 approaching expectations in ELA will meet expectations

Evaluating Your Summer Programming

In addition to measuring student outcomes, evaluating your summer programming is important, especially for programming supported by ARP ESSER. In 2016, The Statewide Network for New Jersey's Afterschool Communities (NJSACC), in collaboration with external partners, including the NJDOE, designed the *NJ Quality Standards for Afterschool Checklist.* In addition, the National Summer Learning Association created the *Comprehensive Assessment of Summer Programs (CASP).* Both of these tools can be accessed below in the resources section. Each resource can be utilized as is, or your summer learning team can use it to create your own version of the tool that meets your needs. The Office of Learning, Intervention, and Support is available to assist LEAs with creating their own evaluation tools.

Evaluating Your Summer Programming Resources

- [Comprehensive Assessment of Summer Programs (CASP)](#) – New
- [NJ Quality Standards for Afterschool (NJSACC)](#) – New

Reflection Stage

Reflection

During the planning stages of summer programming, work with stakeholders to identify the evidence needed to assess student and program outcomes as well as develop protocols (see Logic Model example above) for evidence collection. Upon the conclusion of summer programming develop a team of stakeholders to analyze the data collected.

Stakeholder Feedback

Collection of stakeholder feedback can happen before, during, and after summer programming. In order to create meaningful reflection, it is recommended that districts collect feedback from a variety of stakeholders including the students, parents, adult participants, and partner participants. The conclusions developed from the data and feedback provide a critical lens to identify any changes necessary for next summer's programming and begins the planning process for the next summer. The link under Stakeholder Feedback Resources is from the Northwest Regional Educational Laboratory and provides example surveys to use or as a template to tailor your own survey.

Stakeholder Feedback Resources

[Sample Stakeholder Feedback Surveys](#)