



**Date: January 18, 2024**

**Source of Report: MRSA, Title 20-A, Section 8803, PL 2021, chapter 32, Regarding summer schools**

**Topic: Summer Educational Programs**

### **Context**

MRSA Title 20-A, Section 8803 directs the Department of Education (DOE) to prepare an annual report on school administrative unit (SAU) summer educational programs, including, but not limited to summer school and extended school year programs. This report must include the number of school administrative units administering such programs, the nature of the programs, the number of participants in the programs, any partnerships with community-based organizations to provide the programs, and the sources of funding for the programs. The report must also include recommendations on improving summer educational programs and identification of any additional funding needed to ensure the success of the summer educational programs.

As a result of the COVID-19 global pandemic, the State of Maine has received additional federal relief funds to support educational programming and needs identified by the State and Maine's SAUs. During the summer of 2023, the Maine Department of Education provided an opportunity for SAUs to access additional emergency federal relief funds to support the implementation of summer programming.

### **Actions**

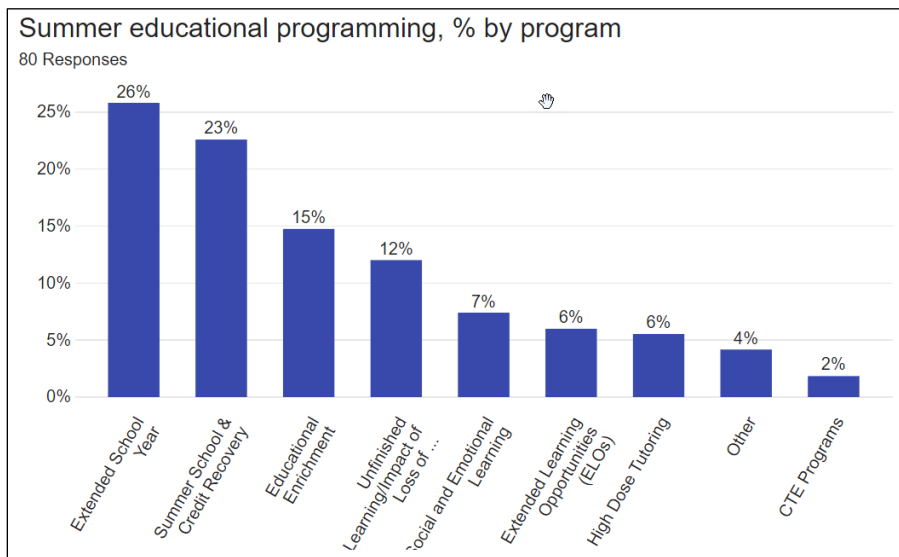
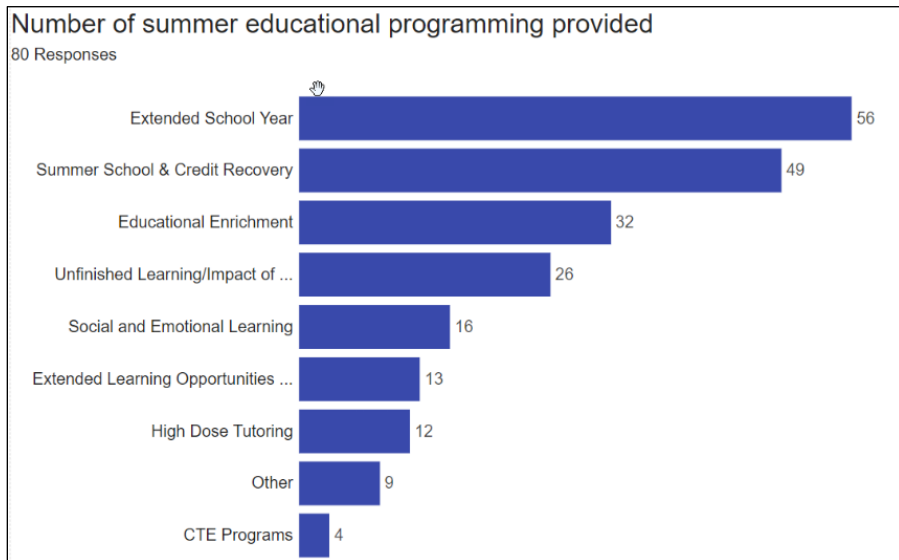
The Department solicited feedback from the SAUs using the same process as in prior years, via a Qualtrics survey. SAUs were provided with a step-by-step guide to support the completion of the survey in addition to a PDF version of the survey to ensure familiarity with the data points requested.

30% of all Maine's SAUs (87 of 286) have elements of the survey completed with 62 SAUs or 71% of submitters completing the survey in its entirety. All 87 SAUs, regardless of final

completion status, did provide summer educational programming to students. A total of 5,916 students participated in summer programming. Nationally, 80% of public school students participated in some form of summer programming. (Merod, 2023)

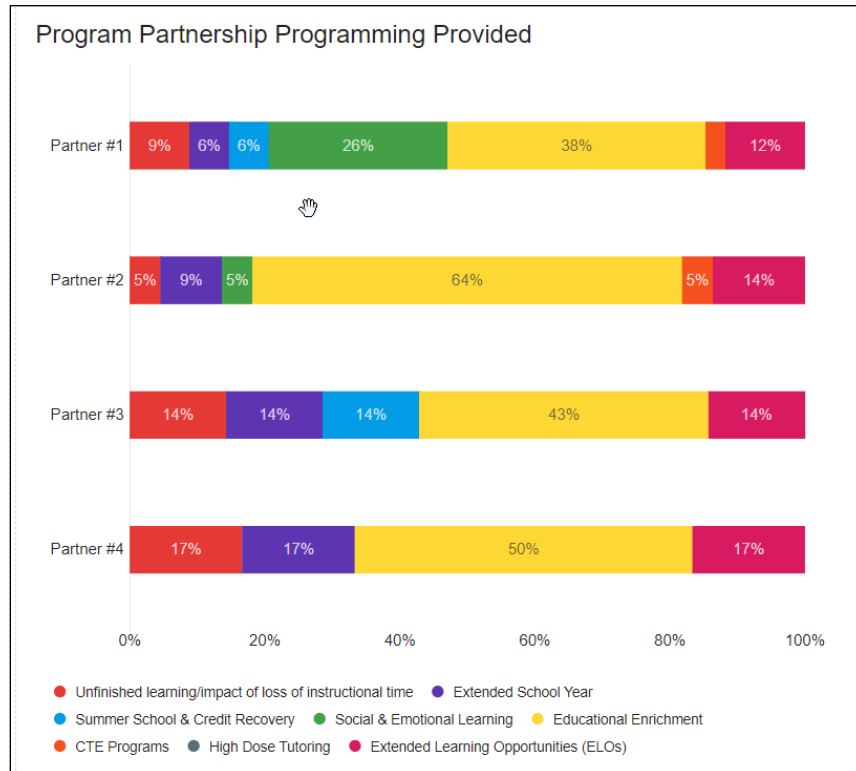
**Summer Programming:**

Summer educational programming opportunities were distributed in the following manner:

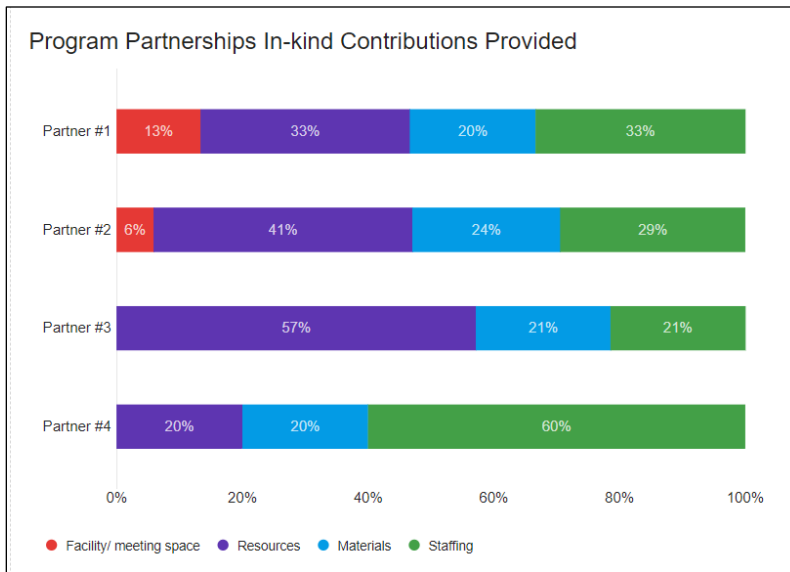


Other opportunities included 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC), ELL for Newcomers, Jumpstart (PreK prep), pre-and post-kindergarten targeted programming, and the Bossov Ballet Theatre Immersive program.

On average, 318 hours of programming were provided to address unfinished learning and increase targeted instructional time within responding SAUs. This was followed by on average, 200 hours of Extended School Year (ESY) and 163 hours of summer school and credit recovery programming within responding SAUs.



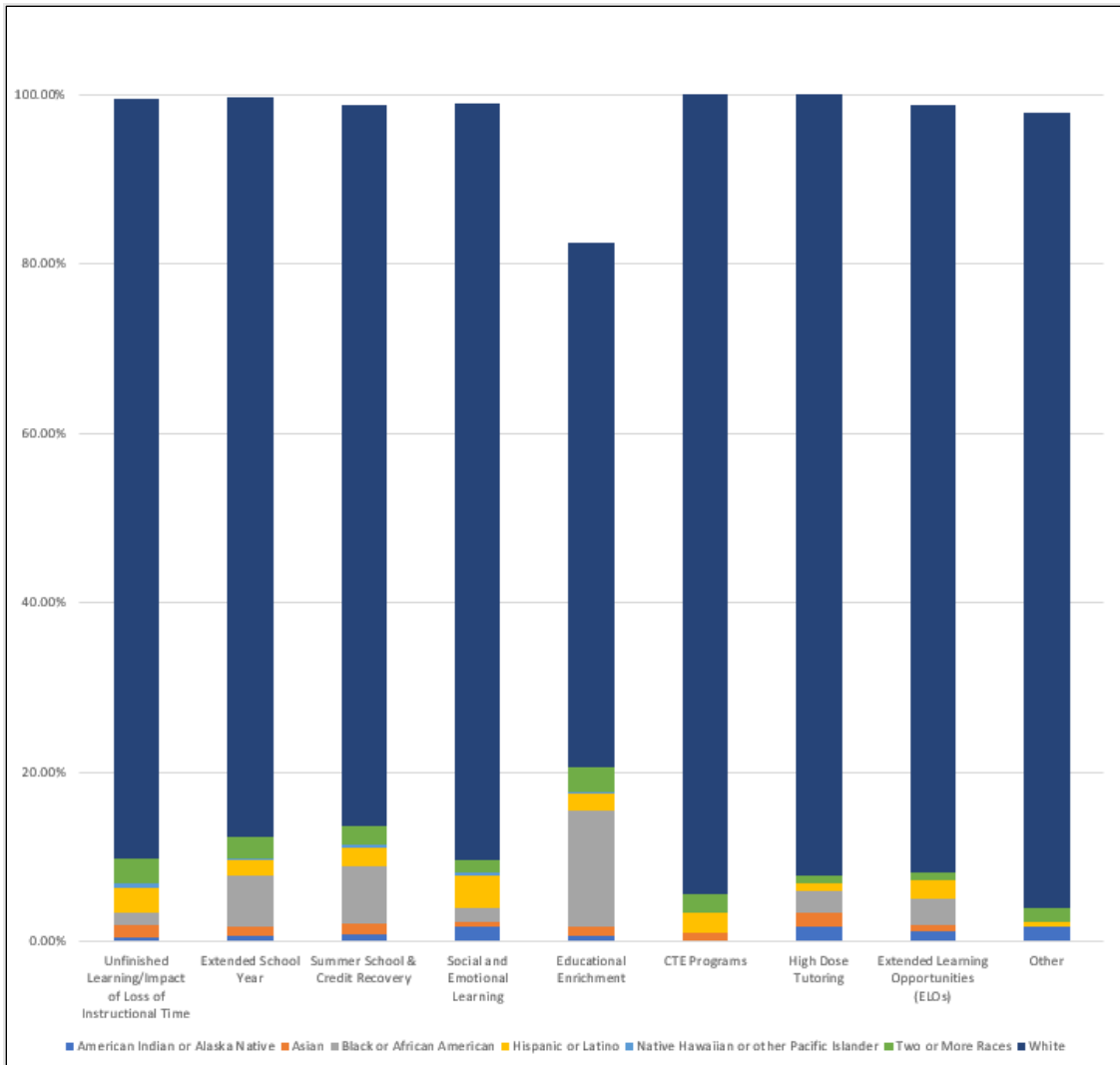
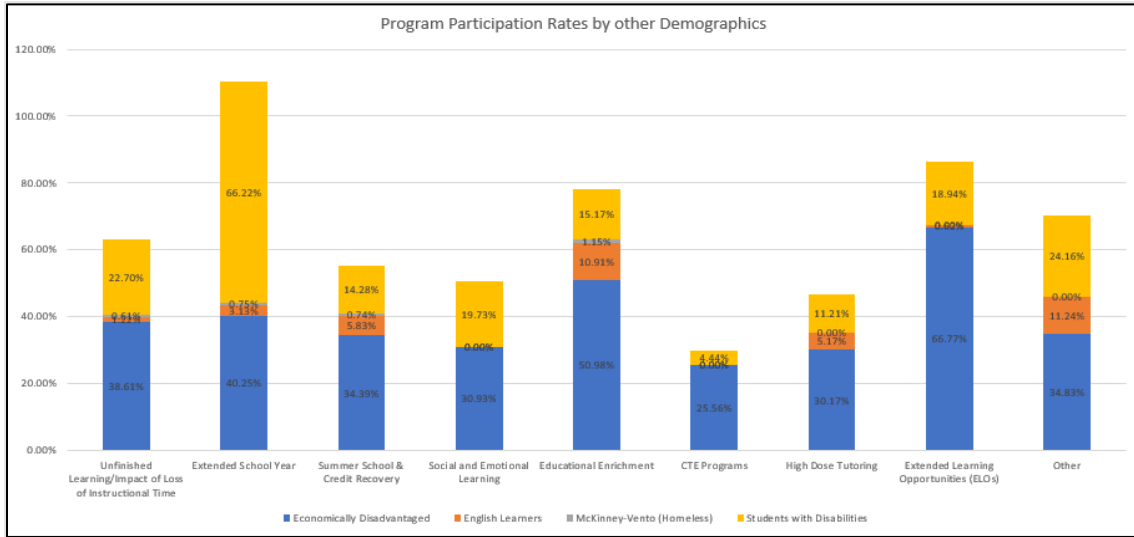
Twenty-eight percent of responding SAUs partnered with community agencies or entities to support summer programming, the majority of which are community-based organizations. Support from these community agencies primarily focused on educational enrichment programming followed by extended learning opportunities (ELOs). Additionally, in-kind contributions from said community agencies or entities consist of supporting resources closely followed by staffing.



Community partners include but are not limited to YMCAs, recreation departments, land trusts, local theaters, wildlife refuges, fire departments, and conservation trusts, The below table outlines the top two summer programming opportunities from each funding stream:

<b>Funding Support</b>	<b>Summer Programming Opportunities</b>
State and Local Funds	Extended School Year
	Summer School and Credit Recovery
IDEA	Extended School Year
	Summer School and Credit Recovery
ESEA	Educational Enrichment
	Unfinished Learning/Impact of Loss of Instructional time
Federal Emergency Relief	Summer School and Credit Recovery (ARP)
	Educational Enrichment (ARP)

# Program Participant Demographics:



## Feedback from SAUs Regarding Programming:

41% of respondents reported staffing as the primary barrier to program implementation with 23% of respondents indicating transportation as barrier. With challenges and barriers identified, positive impacts as a result of provided summer programming as shared by SAUs include but are not limited to the following.

*“At the beginning of summer school, Students set personalized growth goals and tracked their progress. This was intended to increase motivation and student engagement. Summer school was fun and encouraging, the purpose to close gaps as well as increase confidence. Students were motivated to come to summer school, resulting in a 94% attendance rate. Of the students who attended summer school, we saw 89% of students meeting growth goals as set in STAR. Overall, students seemed encouraged, motivated, and emotionally ready for school in the Fall.”*

*“We have seen a positive impact by reducing summer slide, allowing students to graduate on time, and students are able to provide themselves a study hall during the school year by completing classes in the summer.”*

*“Our summer programs have continuously proven to reduce summer academic set-backs in students. We have seen not only retention of academic skills but even some advancement over the summer. Students have a safe place to experience academic tutoring, enrichment activities at local summer camps and our summer meal program has allowed those students faced with food insecurity to have a healthy breakfast and lunch provided for them.”*

*“We were able to provide experiences for our ESOL students by staggering our enrichment partner programming and our Summer School Programming. There was an intentional focus on transitions to new schools (K, grade 3 and grade 6) and our students had a variety of hands-on academic experiences to minimize summer learning loss.”*

*“Students were able to close the gap on specific skills missed during the school year and increase their comprehension strategies. In addition, we were able to introduce writing topics through science exploration and reignite interest in school for some students. Students who struggle with summer disruption and unsafe living situations were able to have consistent programming.”*

## Recommendations

To continue supporting the effective education and growth of Maine's students, we recommend continued collaboration across Department teams to support the blending and braiding of financial supports including the Child Nutrition team and their support in summer meal provision. Furthermore, the continued use of funds to support the transportation of students to summer programming opportunities is of vital importance to meet the needs of the targeted student population.

In addition, SAUs and the DOE should continue and enhance outreach to families and students regarding the availability, opportunity, and benefits of summer programming.

Our final recommendation is for this report to be requested and submitted in the spring to allow for performance reports to be finalized and for the opportunity to review the data to populate the report.

## References

Augustine, Catherine H. and Schwartz, Heather L. March 30, 2022, *Summer Learning Is More Popular Than Ever. How to Make Sure Your District's Program Is Effective*. The Rand Corporation, <https://www.rand.org/pubs/commentary/2022/03/summer-learning-is-more-popular-than-ever-how-to-make.html>

Merod, Anna. November 14, 2023. *Over 80% of public schools offered summer programming in 2023*. K-12 Dive <https://www.k12dive.com/news/80-percent-public-schools-summer-programs-2023/699739/>

National Academies of Sciences, Engineering, and Medicine; Division of Behavioral and Social Sciences and Education; Board on Children, Youth, and Families; Committee on Summertime Experiences and Child and Adolescent Education, Health, and Safety; Hutton R, Sepúlveda MJ, editors. *Shaping Summertime Experiences: Opportunities to Promote Healthy Development and Well-Being for Children and Youth*. Washington (DC): National Academies Press (US); 2019

Sep 26. 4, *How Do Summer Programs Influence Outcomes for Children and Youth?* Available from: <https://www.ncbi.nlm.nih.gov/books/NBK552656/>

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- Legislative and Constituent Services Specialist, Policy and Government Affairs
- Director, Policy and Government Affairs

## Appendix

LD 44: [https://SAUSUA.maine.gov/bills/display\\_ps.asp?snum=130&paper=HP0010PID=1456](https://SAUSUA.maine.gov/bills/display_ps.asp?snum=130&paper=HP0010PID=1456)