

Leveraging Summer 2020 Learning Programs: Key Considerations in Planning for Continuity of Learning

Purpose

This communication highlights guiding considerations and allowable practical strategies for 2020 Summer Learning Programs in planning to support Continuity of Learning and the 2020-2021 school year.

Introduction

Supervisory Unions/Districts (SUs/SDs) that have afterschool and summer programs in place can consider how to leverage those existing investments to support planning for continuity of learning and a strong start to next school year. The Agency of Education offers the following guiding considerations and practical strategies when planning for summer programming.

Guiding Considerations

- High-quality summer programming, particularly for five weeks or more, is a research-based model to “prevent learning loss” while providing a rich variety of social-emotional and academic-based programming combined with meals and other engaging opportunities for youth. Programs are flexibly delivered using different models in partnership with school staff and community partners.
- Schools that currently have 21st Century Community Learning Centers (21st CCLC) funding (currently 100 Vermont schools) can be planning, in close coordination with district-level administrators, 21st CCLC project directors and other partners, to determine what adaptations might be necessary or prudent to successfully deliver programming in 2020, as allowable.
- Summer programs using funds other than 21st CCLC (e.g., Local, Title 1, Perkins V, etc.) should also be evaluated for their potential ability to run or expand with multiple contingencies addressed.
- Summer learning is a defined allowable use of CARES Act federal funding.

Practical Strategies for Summer Planning

- An assessment system for potential prioritization of summer services inclusive of social-emotional and academic needs designed with all students in mind and in coordination with districts’ Multi-tiered System of Supports.
- Revised summer schedules and approaches that account for increased social-emotional learning time and other changes or innovations needed as a result of COVID-19 and the remote learning context.

Contact Information:

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- New routines and protocols in compliance with future Department of Health guidance in the areas of personal hygiene and social norms, staff training and practices, and physical plant guidelines (e.g., physical distancing, handwashing and sanitation expectations).
- Developing jobs and contract structures, and identifying potentially available staff for work if a “green light” is given to proceed.
- Identifying additional personnel needed or time to be allocated to staff for programming, enhanced oversight/leadership, nurses, guidance counselors, food, custodial and/or transportation staff.
- Leveraging knowledge from districts that have *Essential Care* program experience can provide a baseline understanding of possible adaptations needing review such as reduced staff to student ratios, constraints on how rooms and hallways are used, changes in rotational class models, and pedagogical innovations for instruction and collaborative activity.
- Identifying effective communication strategies for families to assure and clarify how any program will be safe and appropriate, as well as programmatically engaging and effective, so that families have transparent information to make good decisions.

Resources

[National Summer Learning Association](#)

[2019 Sample Vermont Summer Schedules and Brochures from the 21st CCLC Program](#)