

Date: November 1, 2021

Source of Report: [PL 2021, Chapter 32](#), (LD 44) An Act to Require the Department of Education to Report Annually on Summer Educational Programs

Topic: Summer Educational Programs

Definitions

The definitions listed below were used in the survey provided to the survey respondents.

Unfinished learning/impact of loss of instructional time

Educational programming provided during the summer to support students who were unable to complete necessary learning as instructional time was disrupted as a direct result of COVID-19. School year instructional models and time varied across the state, within districts and schools.

[Extended school year](#) (IDEA)

Extended school year services are provided if a child's IEP team determines, on an individual basis, in accordance with §300.320 through §300.324, that the services are necessary for the provision of FAPE for the child.

Summer school & Credit recovery

Educational programming provided during the summer to support students during school summer vacation. Credit recovery provides an opportunity for high school students to complete necessary high school course credit. This may include "make-up" courses or courses to support accelerated learning.

Social and emotional learning

Educational programs or activities taking place over the summer that teach students critical cognitive, social, and emotional skills. Programs and activities focus on physical and mental health, teaching students about self-awareness, self-regulation, persistence, empathy, and mindfulness.

Educational Enrichment

Educational enrichment programs or activities provide opportunities to expand and enhance learning during the summer through multiple academic content areas. Programs and activities are usually interactive, project-based, and allow students to apply knowledge and skills taught in school to real-life experiences.

CTE Programs

Career and Technical Education programs provided to students during the summer that allowed students career exploration opportunities while also participating in hands-on activities in various CTE programs such as culinary arts, media technology, automotive, engineering, welding, and carpentry.

Unique students

The number of students overall. Each student is only counted once even if participating in multiple types of programming.

Context

During the first legislative session, the Legislature directed the Maine DOE to report on school administrative units' (SAU) summer educational programs, including but not limited to summer school and extended school year programs by November 15, 2021, and annually thereafter.

The COVID-19 pandemic remains a constant some twenty (20) months after the statewide emergency transition to virtual instruction in March of 2020. COVID-19 continues to impact all aspects of school functioning, including daily actions, as well as long-term planning. To support pandemic response and recovery efforts, Maine received additional federal relief funds to support educational programming and needs identified statewide and locally.

Actions

A Qualtrics survey was developed and provided to all Maine SAUs and known entities, including special purpose private schools and community partners, providing summer educational programming statewide. Out of the 365 eligible entities, 192 responded. The survey was sent to eligible the first week of August and respondents were asked to complete it in four weeks. Entities reported on summer 2021 educational programming.

Findings

Of the 192 programs that responded, 91.7% (176) of the entities/programs reported offering summer education and 8.3% (16) of the entities/programs reported that they were not offering summer education. Of the 176 entities reporting summer education programming, 146 completed the survey in its entirety.

Educational Programming Offered

Entities that completed this portion of the survey, reported on the 431 educational programs offered.

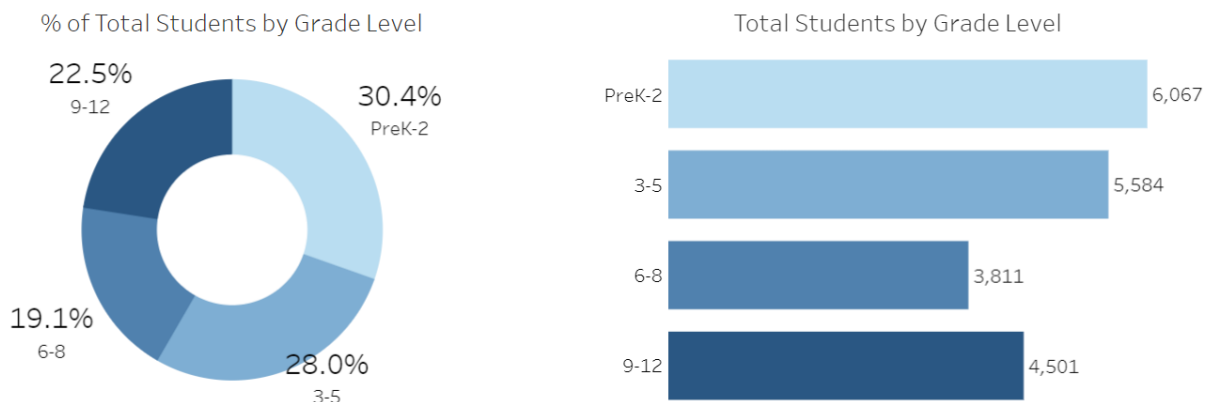
Of the responding entities:

- 30.6% (132) reported providing opportunities for extended school year programming;
- 22.3% (96) reported providing summer school/credit recovery programming;
- 18.3% (79) reported providing programming to address unfinished learning/impact of learning loss of instructional time;
- 13.9% (60) reported providing educational enrichment programming;
- 10.2% (44) reported providing social and emotional learning programming.

Participation

75.5% (145) of respondents completed the portion of the survey related to the grades and demographic data of participants in summer programming. A total of 15,358 students (unique student count) participated in summer educational programming.

Table 1: Student Participation by Grade



Participation by grade span and program is outlined in Table 2 below. Participation in programming by PreK-5 grade students focused on unfinished learning, educational enrichment, and extended school year. Students in the middle school grade span participated primarily in extended school year, unfinished learning/impact of loss of instructional time, and educational enrichment programming. Students in the high school grade span participated overwhelmingly in summer school and credit recovery programming. Some SAUs who provided in-person instruction consistently throughout the 2020-21 school year elected to not participate in summer programming, citing the “fatigue factor” among students, families, and teachers.

Table 2: Participation in Summer Programming by Grade Span

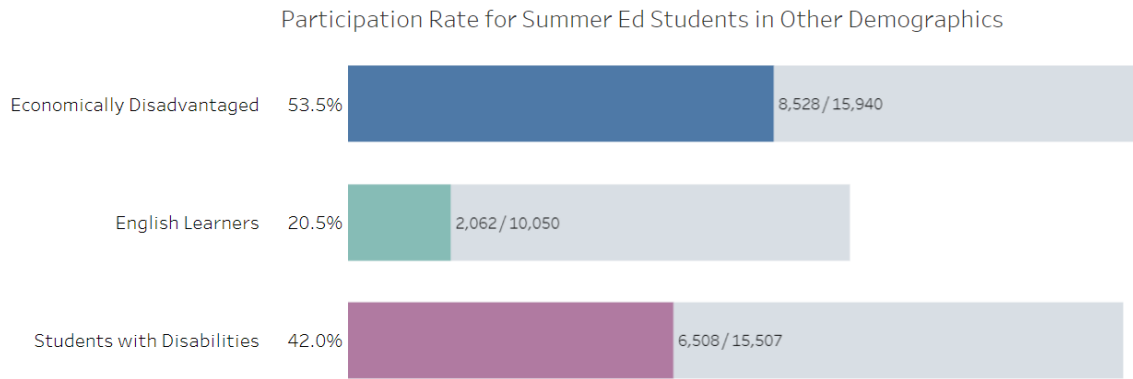
Grade Span	Total Participants	Percent	Percentage of students participating				
			Unfinished Learning/ Impact of Loss of Instructional Time	Educational Enrichment	Extended School Year	Social and Emotional Learning	Summer School and Credit Recovery
PreK-2	6,067	30.4%	10.67%	5.79%	5.73%	4.07%	2.98%
3-5	5,584	28.0%	7.84%	7.09%	6.64%	3.37%	2.68%
6-8	3,811	19.1%	4.21%	3.99%	4.59%	3.15%	2.30%
9-12	4,501	22.5%	1.43%	1.7%	3.28%	1.5%	13.36%

Student Group Participation

Respondents shared data related to student population participation. Of the 15,358 unique students who participated in summer 2021 educational programming:

- 53.5% are identified as economically disadvantaged,
- 20.5% are students who are English learners, and
- 42% are students with disabilities.

Table 3: Participation in Summer Programming by Student Groups



In some cases, a single student may have participated in several available summer programs.

Participating students who were identified as economically disadvantaged predominantly participated in unfinished learning/impact of loss of instructional time, educational enrichment, and summer school and credit recovery programs. English learners participated at higher rates in programs addressing unfinished learning/impact of loss instructional time and educational enrichment relative to other programs. Students with disabilities participated in extended school year programming at significantly higher rates relative to other programming.

Examining ESEA Federal Program applications, summer programming expenses may be embedded within a larger project due to the construction of projects within the grant management system. Therefore, it is challenging to identify the cost associated specifically with summer educational programming as it is included as part of a larger project focusing on comprehensive and wrap-around student supports. Summer 2020 was impacted by the initial wave of COVID-19, which caused inconsistency with summer program implementation. Some SAUs were able to implement planned programming, others, however, due to social distancing and transportation requirements were unable to implement planned programming. This discrepancy of funding across fiscal years can be viewed in Table 4.

Table 4: ESEA Funds Allocated to Support Summer Programming

Funding Year	Amount
FY19	\$982,701.27
FY20	\$632,934.48
FY21	\$962,575.99

Funding Source & Amount

Approximately \$16,119,690 in funding was allocated to the provision of summer programming.

- 163 entities completed the funding source section of the survey.
- 150 entities completed the funding amount survey section.
- Federal Emergency Relief funds (ESSER I, II, III, CRF, EANS) accounted for 53.1% of funding to support summer educational programming.
- Individuals with Disabilities Education Act (IDEA), Elementary & Secondary Education Act (ESEA), local and state funding combined accounted for 46.9% of funding.

Table 5: Total Funding Amount by Source

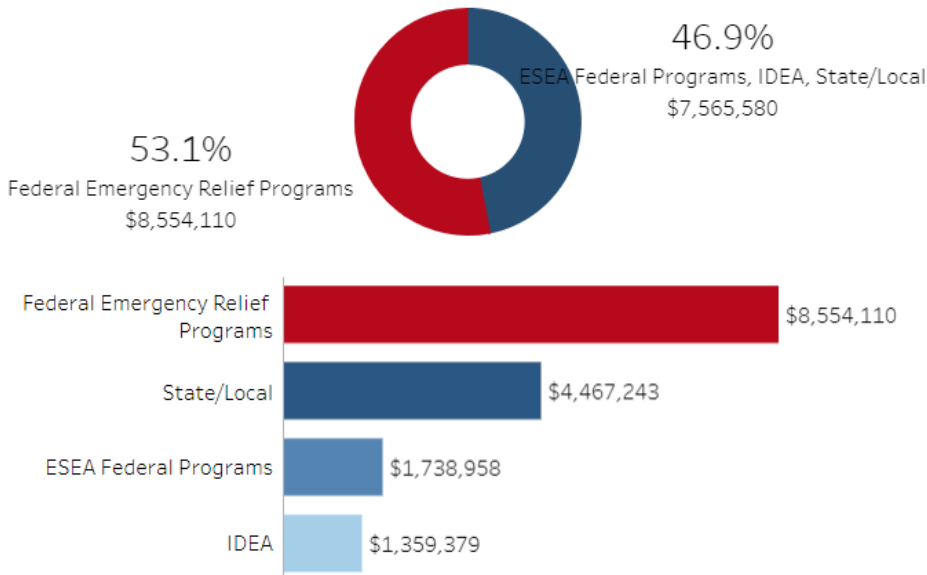
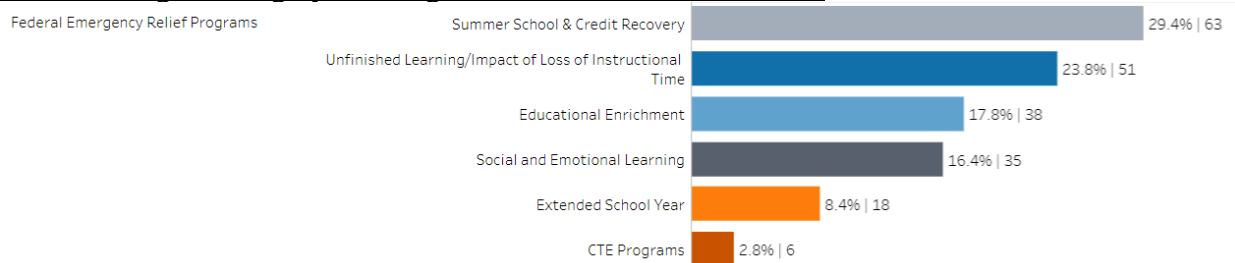
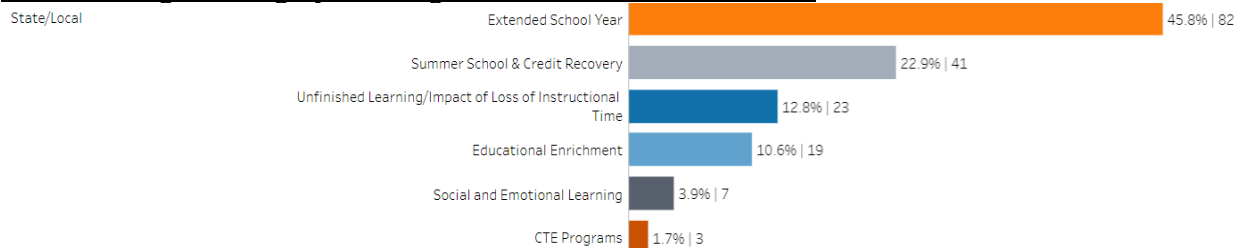


Table 6: Programming by Funding Source: Federal Relief Funds



More than 87% of the federal relief funds supported summer school and credit recovery, unfinished learning/impact of loss of instructional time, educational enrichment, and social and emotional learning (Table 6).

Table 7: Programming by Funding Source: State & Local funds



The primary use of state and local funds was for the provision of extended school year. Summer school and credit recovery, unfinished learning/impact of loss of instructional time, educational enrichment, and social and emotional learning continue to be funded using state and local funding.

Partnerships

Although the survey asked entities to include the total number of community partners for each category of summer educational programming provided within the SAU or organization, the information provided and the mechanism for reporting was inconsistent. Reporting of the

information, disaggregated to include the number of partners providing in-kind or fiscal support, was interpreted in a variety of ways by entities, resulting in data which may be inaccurate. This element of reporting can be further refined for subsequent surveys to ensure an accurate and consistent data set.

Recommendations

Survey timeframe

In order to get the information outlined in LD44, the survey was complex, asking respondents to report on the programs, instructional hours, funding source and amount, and the demographics of the participants. The breadth of the data required in the survey required significant time and resources to complete the survey in its entirety. Many summer educational programs operate through the month of August. The reporting of accurate expenditures and attendance prior to the start of the school year is challenging at the local level because this information must be finalized once programming has concluded. Additionally, due to the varying timelines of summer programming implementation and availability of administrative staff over the summer months, local data reporting in late summer is challenging. The Department recommends that the data required for this report should be collected at the beginning of the first session of every legislative term.

References

US Department of Education. *Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students*. Retrieved October 18, 2021 from <https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>

Resources

The complete survey results can be found here, [LD44 Summer Educational Programming | Tableau Public](#)

Contact: [Janette Kirk](#), Director of Office of Learning Systems