



# A Turning Point for Summer Learning and a Framework for the Future

February 2025



**National  
Summer Learning  
& Enrichment Study**

MANAGED BY WESTAT AND FUNDED BY THE WALLACE FOUNDATION



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# I. Context

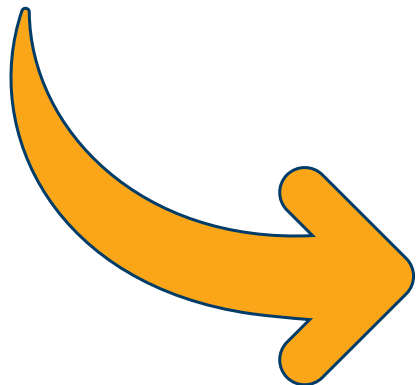


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# Summer learning and enrichment programming is an evidence-based approach to advancing student learning

Moving the needle on student learning is challenging.



Summer learning and enrichment programming is a promising approach, particularly when programs are well-designed, well-attended, and supported by high-quality instruction (Augustine et al., 2016).

Augustine, C.H., McCombs, J.S., Pane, J.F., Schwartz, H.L., Schweig, J., McEachin, A., & Siler-Evans, K. (2016). Learning from summer: Effects of voluntary summer learning programs on low-income urban youth. RAND.



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# In 2021, a combination of a call to action and financial resources created a turning point for summer learning

## Before 2021:

- › Summer programming was generally led by local education agencies (LEAs) and their partners with minimal federal support (e.g., federal support, such as the 21st Century Community Learning Center [21st CCLC] grants).

## In Spring 2021:

- › There was a federal call to action through the American Rescue Plan (ARP) to address pandemic-related learning loss with high-quality summer programming.
- › ARP came with significant financial resources for implementing summer programming, to be administered by state of education agencies (SEAs). ARP provided these opportunities:
  - For SEAs to be major players in guiding summer learning programming
  - For researchers and policymakers to observe the rapid roll-out of summer learning in 2021 at scale, in a variety of different contexts, and in geographies across the U.S.



# This is the third and final report in a three-part National Summer Learning and Enrichment Study (NSLES) series

**This series examines 2021 summer learning programming from the perspectives of state education agencies (SEAs) and local education agencies (LEAs).\***

- › This report, *A Turning Point for Summer Learning and a Framework for the Future*, synthesizes prior findings, provides illustrative examples, and elevates forward-looking lessons for planning and implementing summer learning in the future.
- › Previous reports, which can be referenced for additional details on findings, include the following:

*National Call to Action for Summer Learning:  
How Did School Districts Respond? (2022)*



*National Call to Action for Summer Learning:  
How Did States Respond? (2023)*



\*In this current report and in the two prior reports, SEAs are sometimes referred to as “states.” LEAs are sometimes referred to as “districts.”



# This study drew on ecological systems theory\* to shape the design and make meaning of the findings

› Summer learning programming happens within a multi-layered and nested education system that functions under changing circumstances over time.

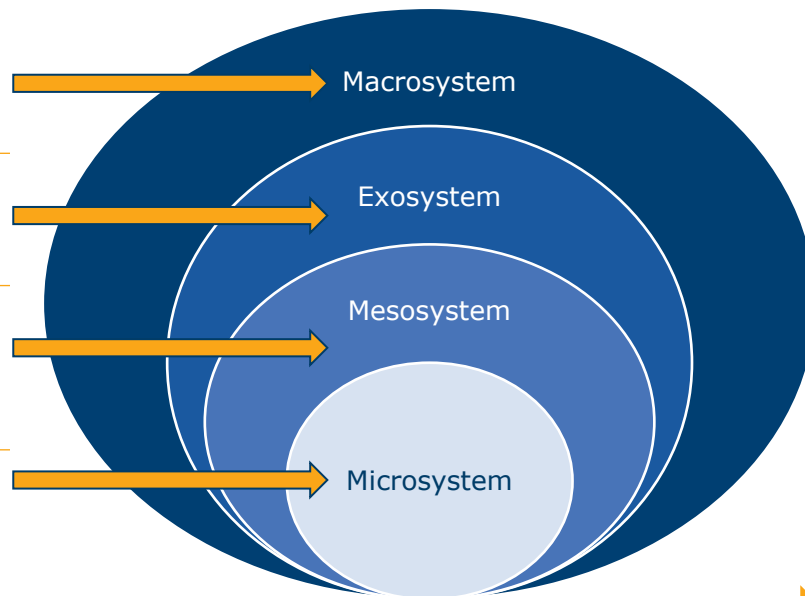
› The NSLES focused on the efforts of SEAs and LEAs.\*\*

U.S. culture and how summer is viewed, economics, the pandemic, federal policy, U.S. Department of Education

State education agencies and the constituents they serve, state legislation and policies, state supports

Local school districts and how summer programming interacts with other school and community partners, student and family needs and priorities

Local school and summer learning program sites and how programming is designed and delivered, family and student engagement



Pre-pandemic  
K-12 instruction

Pandemic, learning  
disruption, call to action  
and subsequent  
stimulus funding





Summer 2021  
programming  
and future plans

\* More on [ecological systems theory](#) can be found [here](#). Or see: Bronfenbrenner, U. (1979). The ecology of human development: Experiments by nature and design. Harvard University Press.

\*\* There are actors outside the education system (intermediaries, community-based organizations [CBOs], etc.) that contribute significantly to summer programming. Although they are not the focus of this study, the presentation describes some information about whether and how partners have been engaged by SEAs and LEAs.

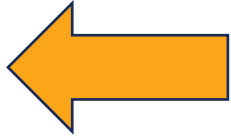
# The NSLES used multiple data collection methods to understand how SEAs and LEAs planned for and enacted summer programming in 2021

- Westat conducted a nationally representative survey of school districts across the country, an analysis of all SEA plans for using ARP funds, and interviews with state and district officials to understand how summer learning unfolded across the country.\* (More on the NSLES methodology appears in Section V, Methodological Appendix.)

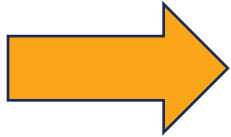
<b>This final report leverages data across all informants, methods, and time periods.</b>	Data leveraged for each report				
	Informants →	LEAs		SEAs	
	Methods →	Nationally Representative Survey 	Interviews 	ARP Plan Reviews 	Interviews 
Timing →	FALL '21- SPRING '22	SUMMER '22	FALL '22	SPRING '22	
National Call to Action for Summer Learning: <a href="#">How Did School Districts Respond? (2022)</a>	X				
National Call to Action for Summer Learning: <a href="#">How Did States Respond? (2023)</a>			X	X	
A Turning Point for Summer Learning and a Framework for the Future (2024)	X	X	X	X	

\*An analysis of LEA ARP plans was also considered; LEA plans were too variable in detail and format, both within and across states, to conduct an analysis that would have meaningfully informed this study.

## What the NSLES findings provide



An important retrospective of Summer 2021 that describes not only ***what*** happened with respect to summer programming but ***how*** it happened



Forward-facing lessons for ***improving the effectiveness*** of summer learning programming and ***enhancing its impact***



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## II. Executive Summary



**National Summer  
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# 2021 was a turning point\* for summer learning in the United States



\* **turning point** (*noun*) the time when a situation starts to change in an important, especially positive, way

- › Prior to 2021, SEAs had not, generally, played a significant role in summer learning planning, design, or service provision.
  - For the most part, these tasks were left to LEAs, intermediaries, and local partners.
- › The COVID-19 pandemic, a national call to action, and ARP funding catalyzed SEAs into establishing a new and important role related to summer learning.



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# In 2021, the COVID-19 pandemic presented challenges and opportunities for SEAs

- › **Challenge:** An urgency to address lost student learning opportunities due to pandemic-related school closures.
- › **Opportunity:** \$1.2B in federal ARP funding to keep schools safely open, address learning loss, and support student mental health to recover from the pandemic.

## With ARP funding, SEAs were required to:

- Allocate no less than 90% of the funds to their districts.
- Reserve 1% for summer programming.
- Submit a plan to the U.S. Department of Education to publicly share how the SEA would use these funds, including for summer learning.



# Findings from the NSLES describe how states and districts responded to the 2021 call to action for summer learning

## Summary of SEA findings

- › Most SEAs, 80% (41 of 51), made summer programming a clear priority for 2021.
- › 81% (30 of 37 states\*) developed a summer learning and enrichment vision, which consistently related to expanding quality programming access to more students, particularly those with the greatest needs and, traditionally, fewer opportunities.
- › SEAs described four key levers they used to shape summer programming at the LEA level: 1) funding, 2) partnering, 3) implementation, and 4) evaluation.

## Summary of LEA findings\*\*

- › Throughout the nation, 94% of districts provided some kind of summer programming in 2021:
  - 77% of LEAs implemented more than one type of academic summer programming. Most offered learning and credit recovery programs.
  - 57% of LEAs supplemented academic programming with Social-Emotional Learning (SEL) opportunities.
  - On average, 18% of students (n=502 students) were served by their LEA's summer programming.
- › 16% of responding LEAs did not implement summer programming **or** did not implement it to the extent that they intended. These LEAs largely cited challenges such as staffing (62%), not enough time to prepare (35%), lack of student and family interest (35%), and [lack of] transportation (26%).

\* Based on 37 interviews with SEA summer learning leads.

\*\* Based on nationally representative survey of LEAs, n=309. Survey analyses were weighted to account for sampling strata; please see Methodological Appendix for details.

# ARP funds and associated requirements positioned SEAs to operate as important players in summer learning

SEA actions largely influenced *how* summer programming was enacted by LEAs (rather than *if*).



Even though there were barriers that could have prevented summer programming in 2021, virtually all districts reported offering it in some manner.

- › For example, only seven SEAs allocated ARP funds to their districts in time to fund summer programming that year, but this did not preclude districts from offering summer programming to students.
- › However, in many cases, districts accessed other funds instead, such as the pandemic-related Coronavirus Aid, Relief, and Economic Security Act (CARES Act) or 21st CCLC grants to help fund summer learning programs.

SEA ARP plans and the actions that SEAs took were influential in shaping *how* summer programming rolled out in districts.

- › Districts' summer programs (e.g., who was served and how they were served) were generally aligned to their SEA's plans and actions.





# Westat identified a series of decision points SEAs made during Summer 2021 and developed a framework to understand them

- › The **Summer Learning Implementation Framework**, derived from this study's findings, accounts for whether SEAs prioritized summer, articulated a vision, and how they translated this vision across a series of policy and action levers.
- › This framework can help readers understand the following:
  - What happened in Summer 2021 as ARP funding began to be released
  - How SEA actions had implications at the district level of summer programming
  - How to refine the role of SEAs in the future as they support high-quality summer programming



# A federal call to action to launch summer learning in 2021 spurred states to play key roles



**States were required to devote 1% of ARP funds for summer learning and describe their approach to summer learning in their ARP plans.**

---

## **SEAs generally responded by doing the following:**

- › Making summer learning a priority, articulated (at a minimum) in their public-facing ARP plan.
- › Crafting a vision for summer, informed by an array of sources, including student needs, parent and community feedback, partner input, and evidence about quality summer learning programming.
- › Translating the SEA vision for LEAs across four levers:
  1. Allocating resources to LEAs, CBOs, or both, using different funding mechanisms (e.g., competitive grants and formula-driven funding).
  2. Leveraging partnerships and local assets to promote robust programming.
  3. Requiring LEAs to meet SEA expectations around how to implement programs (including who may implement programs).
  4. Establishing requirements around program evaluation and monitoring.

# The Summer Learning Implementation Framework helps states understand the choices they have in playing an active role in the summer learning ecosystem\*

## Make summer learning a priority

- › Communicate the value proposition
- › Represent in public-facing plans

## Define a vision for summer learning. Visions should be:

- › Informed from (1) assessments of student and family needs and (2) input from LEAs and community partners
- › Built off existing assets, including ongoing programming
- › Aligned to SEA priorities for student learning and well-being
- › Enhanced by the evidence base for what works in summer learning and enrichment programming

**Translate  
the vision for  
LEAs through  
actions across  
four levers**

1. Funding		2. Use of partners	3. Requirements for implementation	4. Requirements for evaluation
Through	For	Encourage collaboration with	Require (through policy, legislation, mandates, or non-binding guidance)	
State-managed grant programs	Districts CBOs	Existing partners	Program-specific: – Priorities – Structures – Approaches – Duration	SEA- or external organization-led evaluation of student enrollment, attendance, and/or outcomes
Pass-through dollars (SEA direct to LEA)**	Both Districts and CBOs	New partners		
Vendor-managed grant programs		Both existing and new partners		Monitor use of funds

\* A version of this framework has been used to build the capacity of SEA leaders in the [National Center Strategic Use of Summer and Afterschool Set Asides Community of Practice](#) facilitated by the [National Comprehensive Center](#).

\*\*Pass-through dollars might entail use of formula-driven funding (defined on Slide 37).



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# As states continue to strategize and sustain their approach to summer learning, they should consider *how* it will translate at the local level

## The Summer Learning Implementation Framework suggests that states focus on the following components and guiding questions:

- › **SEA priorities:** *Have we communicated the **importance** of summer programming in our state?*
- › **SEA vision:** *What do we want summer learning opportunities to accomplish for our students? Do our LEAs, families, and students **understand the opportunities** summer learning and enrichment programming will provide in our state?*
- › **Translate** the vision for LEAs through actions across four levers:
  1. **Resource allocation:** *Will our LEAs **have the resources they need** to provide quality summer programming to all students who can benefit?*
  2. **Partnerships:** *Will LEAs in our cities, towns, and rural settings have the **right support and infrastructure** to provide high-quality summer learning opportunities to all the students and families that can benefit?*
  3. **Guidance for implementation:** *Have we provided sufficient guidance to our LEAs that will enable them to **design and implement** high-quality programs in ways that align with our vision?*
  4. **Guidance for evaluation:** *Have we provided sufficient guidance to our LEAs that will enable them to **evaluate** whether programs are contributing to positive outcomes?*



# Snapshot: What was learned—and what’s needed in the future

## 1 This Context

Due to the pandemic, students lost opportunities to learn, causing concern about immediate and longer-term learning loss.

## 2 Led to this catalyst

In early 2021, states received a portion of 1.2 billion in ARP funds and were required to distribute 90% of it to districts, reserving 1% for summer learning and enrichment programming.

## 3 How did states respond?

This put states in a new role for summer learning, which they generally approached by making it a priority, setting a vision, and deploying four policy levers.

## 4 How did districts respond?

Nationwide, nearly all districts launched some form of summer programming. Some variation in district offerings seemed to be informed by whether states prioritized summer, set visions, and how SEAs deployed their levers.

## 5 What did we learn?

States made a difference in their new role and influenced how summer learning rolled out in 2021 at local levels. This shows how summer can be scaled and sustained in the future, but it will require collaboration and collective action.

## 6 Implications

Summer 2021 was characterized by a strong need for learning and enrichment programming. Ample funding for this was provided through ARP but there was little time to plan.

Students continue to have massive needs. The evidence suggests that these needs can be helped with quality summer programming. Yet ARP funds have sunset. Fortunately, there are other ways to fund summer programming that can be accessed and deployed.

Partners working within this shifting ecosystem now have the information and time needed to be more strategic about enhancing the reach and quality of summer learning programming at the SEA and LEA levels.

Collaborative strategic planning by major partners can promote a more robust ecosystem that supports scaling and sustaining summer programming for the long run.

### III. Synthesis of Findings



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# This report synthesizes findings across NSLES data sources to present a holistic picture of how summer learning unfolded in 2021

- › Prior NSLES reports\* have focused on findings from LEAs and SEAs in 2021.
- › Synthesized findings:
  - Are presented in alignment with the Summer Learning Implementation Framework
  - Are illustrated through stories that include information shared in interviews with 35 District leaders of summer learning programming
  - Elevate forward-looking ideas and recommendations for planning and implementing summer learning in the future

*\*National Call to Action for Summer Learning:  
[How Did School Districts Respond? \(2022\)](#)*

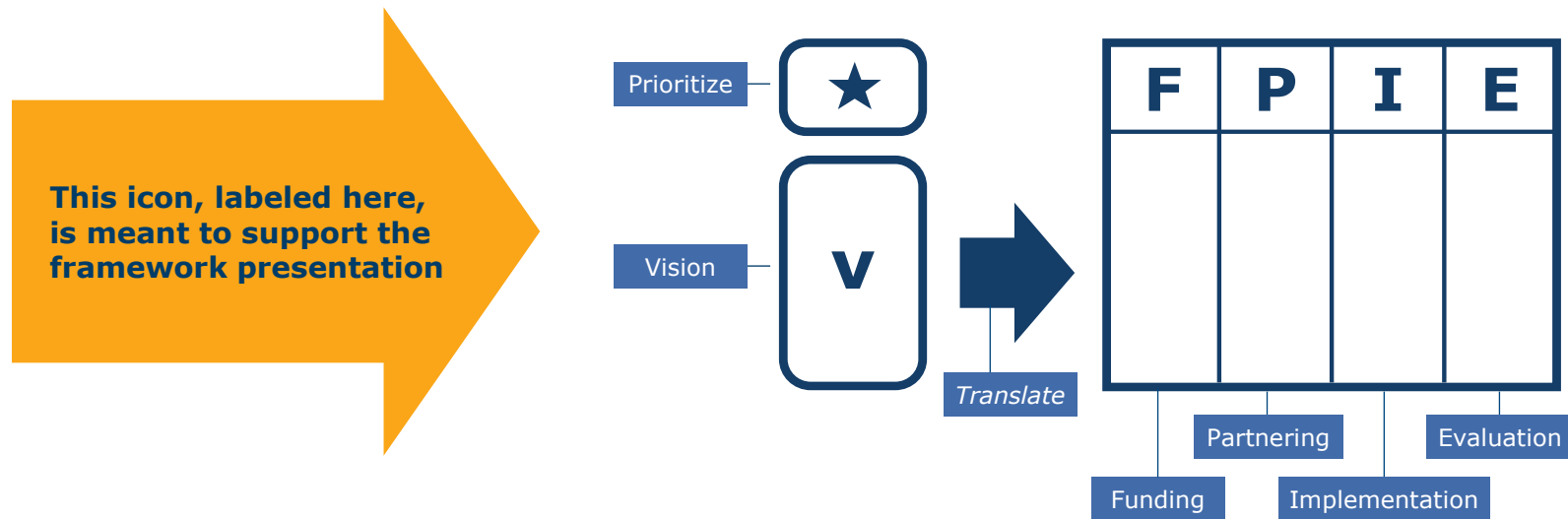
*\*National Call to Action for Summer Learning:  
[How Did States Respond? \(2023\)](#)*



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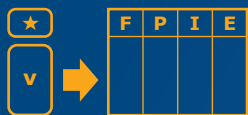
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# The Summer Learning Implementation Framework guides the next section of this report





## Within this synthesis

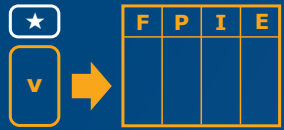


Findings are presented in alignment with the Summer Learning Implementation Framework, drawing upon information within the first two reports.

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Related lessons, which incorporate findings from LEA interviews, are presented in brief stories. The stories are meant to illustrate components of the Framework that may help guide future planning for summer programming.



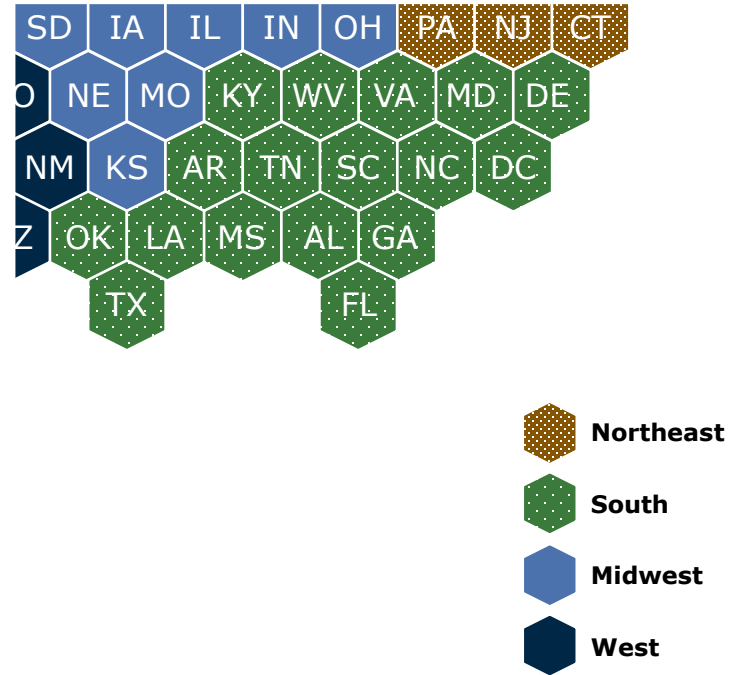
## First things first:

*Making summer learning a priority*

# Forty-one of 51 SEAs (80%) prioritized summer learning in their ARP plan in 2021

› Prioritization varied across census regions:

- 94% of SEAs in the South (16 out of 17) made summer 2021 a priority in their ARP plans
- This dropped to 74% of the other SEAs (25 out of 34) across the other three U.S. Census Regions



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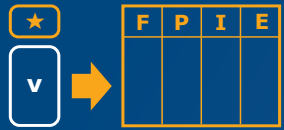
# SEA prioritization appears to be related to LEA programming

› LEAs in the South, where summer learning was more clearly prioritized in ARP plans, were more likely than LEAs in other regions to do the following:

- Offer summer programming
- Collect related evaluation data
- Use stimulus funds for the summer in 2021

LEA summer programming decisions in relation to SEA prioritization by census regions				
Census region	% SEAs that prioritized summer programming	% LEAs that offered summer programming	% LEAs that collected evaluation data on summer programming	% LEAs that used stimulus funds for summer programming
<b>South</b>	<b>94%</b>	<b>99%</b>	<b>94%</b>	<b>97%</b>
Midwest	75%	93%	80%	71%
Northeast	89%	89%	89%	71%
West	54%	92%	65%	63%





**Next:**

*Setting a state vision for summer learning*

# Thirty of 37 states interviewed\* stated that they developed a summer learning and enrichment vision

- › Vision statements consistently related to expanding access to quality programming to more students, particularly those with the greatest needs and fewer opportunities:
  - **38% (14 of 37) of SEAs** borrowed from existing out-of-school policies and support to inform their vision for summer learning.
  - **43% (16 of 37) of SEAs** created entirely new policies, support structures, or both to enact a vision for summer learning.
- › As summer leaders described their visions, they included objectives like these:



Combine  
Academics  
with SEL



Provide  
a camp  
experience



Require statewide  
summer learning  
and provide  
related support



Reconnect  
socially &  
academically



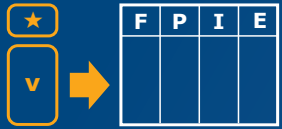
Ensure speedy  
impact through  
partnerships

\* Despite repeated outreach, 14 SEAs did not respond in time to be interviewed. Some SEAs might not have had staff who could comment on summer learning.

# SEAs cited several inputs that helped them shape their vision for summer

- Assessments of student and family needs
- Input from LEAs and community partners
- Existing assets, including ongoing programming
- SEA priorities for student learning and well-being
- The evidence base for what works in summer learning and enrichment programming





**Then:**

*Translating visions for LEAs*



# SEA visions can shape and support LEA activities

- › **One SEA developed a vision for summer learning in 2021 that aligned closely to the evidence base for quality summer learning and enrichment programming.**

Specifically, this SEA required districts to provide six weeks of programming, focus on enrichment, and evaluate programs according to specific guidelines.



- 
- › **Four LEAs** interviewed within that state reported modifying their summer programs accordingly, including expanding the scope (i.e., providing more programming options), expanding the size (i.e., serving more students), and evaluating their own programs.
  - › Across a broader set of interviews, **LEAs reported the benefits of having a statewide vision for summer learning**, including the following:
    - Considering broader possibilities for summer learning at the local level.
    - Informing goals for LEAs that had little experience conducting summer programming.
    - Providing a clear value proposition and evidence base for summer learning programming. This value proposition helped LEAs advocate for local programming and communicate with families and students, especially in the face of competing demands.

# SEAs described four key levers they used in 2021 to *translate* their visions to LEAs

Deploying these levers set the frame for LEA planning and execution of summer learning programs

Level 1



**Funding\***

*How were funds allocated to LEAs?*

Level 2



**Partnering**

*Were LEAs encouraged to work with partners?*

Level 3



**Implementation**

*Were there programmatic requirements for LEAs?*

Level 4



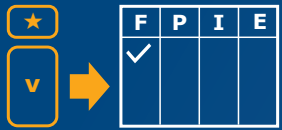
**Evaluation**

*Were there evaluation requirements for LEAs?*

## Examples of how SEAs used levers

- |  |  |   |   |
|--|--|---|---|
| <ul style="list-style-type: none"><li>› Running an LEA grant competition (requiring LEA plans for the funding)</li><li>› Using existing pass-through funding mechanisms (like formula-driven funding) with LEAs</li><li>› Allocating or sharing funding with a vendor (e.g., CBOs)</li></ul> | <ul style="list-style-type: none"><li>› Encourage or require LEAs to work with local partners, like CBOs or institutes of higher education</li></ul> | <ul style="list-style-type: none"><li>› Require certain priorities in LEA programs, require LEAs to prioritize serving certain kinds of students, or both, e.g.:<ul style="list-style-type: none"><li>• Focus on social-emotional well-being</li><li>• Focus on English Language Arts (ELA) and math</li><li>• Deliver programming to elementary students</li></ul></li></ul> | <ul style="list-style-type: none"><li>› Require LEAs to share data with its SEA, e.g.:<ul style="list-style-type: none"><li>• The number of students served</li><li>• The kinds of students served</li><li>• Evidence that students benefited from programs</li></ul></li></ul> |
|--|--|---|---|

\* In 2021, funding related largely to ARP/ESSER III dollars, 1% of which was set aside to fund summer learning opportunities.



## Lever 1: Funding

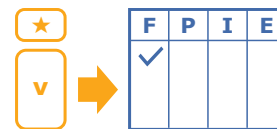
*How were funds allocated to LEAs?*

An icon representing the Summer Learning Implementation Framework, with the segment for funding highlighted.

# ARP funding, a portion of which SEAs were required to earmark for summer learning, was a driving force for greater SEA engagement

## SEAs

› The U.S. Department of Education allocated two-thirds of ARP funds to **SEAs** in Spring 2021. To receive the final third, SEAs were required to submit ARP plans to the Department, which described their summer programming intentions and needed to be approved:



- Most state plans were not approved until after the end of summer 2021.
- Therefore, only seven SEAs distributed the full amount of ARP funding to their LEAs in time for summer 2021 implementation.

## LEAs

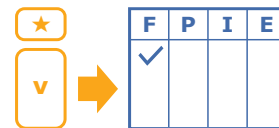
› **LEAs** in states without approved ARP plans for summer 2021 still benefitted from the two-thirds of distributed funding and other pandemic funding to support summer programming:

- 76% of LEAs that implemented summer programming in 2021 tapped stimulus funding for learning recovery (i.e., CARES, Coronavirus Response and Relief Supplemental Appropriation [CRRSA], Governor's Emergency Education Relief [GEER], or ARP).
  - Almost all LEAs in the South used stimulus funding (97%).
  - LEAs in the West were the least likely to indicate that they used stimulus funding (63%).
- › With 94% of LEAs launching some kind of summer programming in 2021, the lag in timing for full ARP funding did not appear to be an insurmountable barrier to making summer programming available.

# SEAs took several approaches to *how\** they allocated ARP funding to LEAs and CBOs for summer learning and *to whom\*\**

› 71% (36 of 51) of SEAs planned to distribute ARP funds through a grant program and used the following **strategies**:

- **Competitive** (n=16 of 51, 31%): Funding based on the merit of district applications (e.g., requiring districts to include a memorandum of understanding between themselves, a behavioral health provider, and a CBO)
- **Formula-driven** (n=8 of 51, 16%): Funding based on a universal formula for LEAs (e.g., funding divided among counties based on the previous year's student enrollment)
- **Matching** (n=4 of 51; 8%): Funding based on matching district ARP funds
- Remaining SEAs either had unclear processes (n=8 of 51, 16%) in their ARP plans or no grant process referenced (n=15 of 51, 16%)



› Seven states planned to use vendors, such as the following, to develop, administer, and monitor grant programs:

- Statewide Afterschool or Out-of-School Network
  - Accelerating Literacy and Learning Corps
- 

› Funding recipients were often, but not always, LEAs (districts):

- **Nearly half** of states interviewed awarded funds to districts only (46%, 17 of 37)
- **Over half** of the states interviewed awarded or directed some or all funds to CBOs (54%, 20 of 37)

\*Derived from review of SEA ARP Plans

\*\*Derived from SEA Interviews

# Different funding approaches have different implications:

## Competitive Grant Funding (1 of 2)

› **Competitive state grant funding** (i.e., an LEA must compete for a grant under the assumption that competition drives innovation and quality):



- **Incentivized local programming decisions to align with SEA priorities**

- In one state, program innovation or expansion, evidence-based design, and partnering were all grant requirements. For example, for two LEAs (urban and suburban), a grant competition reportedly drove them to do the following:

- Offer new summer learning experiences (e.g., launching a program focusing on acclimating preschoolers to kindergarten and expanding programming to address a myriad of needs among vulnerable students, such as English Learners [ELs])
- Use research to inform their ideas and leverage existing partners to support implementation

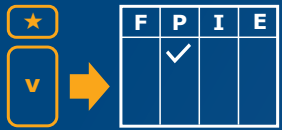
- **Proved to be a barrier to some LEAs**

- In the same state, a rural LEA did not apply for the competitive ARP funds. It offered its typical summer credit recovery program and did not innovate or expand upon that design. The LEA stated that its rural location made partnering (a grant requirement) difficult and, moreover, it perceived that competitive state funds were typically awarded to LEAs in the state's urban and suburban areas. It did not believe the effort to apply for the grant would be a smart investment of its limited time and resources.

# Different funding approaches have different implications: Formula-based Funding (2 of 2)

- › **Formula-based funding** allocates resources to LEAs based on need (i.e., districts do not need to compete with each other).
  - Quality can be encouraged through technical assistance.
    - With formula-based funding, **districts with limited resources do not need to expend effort on a grant competition:**
      - For example, in one state, a rural LEA used formula-based ARP dollars to support comprehensive programming, including STEM activities, field trips (e.g., to a zoo), robotics and forensic science classes, and SEL. This LEA leveraged ARP funding to mitigate common financial barriers, such as compensation for staff, transportation, and meals. It also reported benefiting from its SEA's technical support related to planning, use of evidence-based practices, and partnership formation.





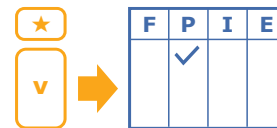
## Lever 2: Partnering

*Were LEAs encouraged to work with partners?*



# LEAs were most likely to leverage partnerships that were already in existence prior to 2021\*

- › **41% of LEAs** engaged with external partners:
  - 59% of these LEAs engaged with between two and five partners
  - 35% of these engaged with only one partner
  - The remaining 6% engaged with more than five partners
- › **Like SEAs**, LEAs that worked with partners largely relied on prior relationships. Only 6% of LEAs that engaged with external partners indicated they engaged with new partners
- › **Partners supported LEAs by doing the following:**
  - Helping with both planning and implementing programs (59%)
  - Solely helping to implement summer programming (33%)
  - Solely supported planning (8%)



\* These findings are not nationally representative and are based on a subset of survey responses (n=108). These analyses are weighted to account for sampling strata; please see the Methodological appendix for details.

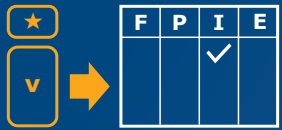
# SEAs can signal the importance of partnerships and can foster conditions that encourage them to be formed, flourish, or both at the local level

- › **Two SEAs prioritized local partnerships in their ARP plans** and made this a feature of their competitive grants.

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- › Two small, yet contextually **distinct LEAs** (one high-poverty community, the other with a median household income of ~\$100k/year) **benefitted from similar partners**, including area colleges, community centers, community-based organizations like the Boys and Girls Clubs of America, public libraries, and Parks and Recreation camps.
- › Because of these partnerships, **students in both communities had opportunities** that extended well beyond what neither the LEA nor a partnering organization could have provided on their own, including the following:
  - **Academic:** Training college students to deliver literacy supports to struggling elementary readers and a community scavenger hunt to reinforce academic concepts
  - **Enrichment:** A Lego build-off and a three-week technology exploration with options for a Microsoft Office certification
  - **Career Readiness:** One-on-ones with high school guidance counselors to plan trajectories (e.g., dual credit vs. industry credentials); and agricultural, healthcare, and customer service internships



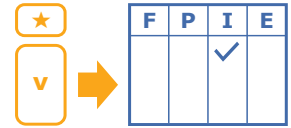


### **Lever 3:** Implementation

*Were there programmatic requirements for LEAs?*

# Many SEAs requested that LEAs focus summer programming on certain learning elements

- › **Forty SEAs** (78%, 40 of 51) requested that LEAs include social-emotional elements guidance from the U.S. Department of Education.
- › **Twenty-one SEAs** (41%, 21 of 51) specified a focus on academics:
  - ELA and math (n=14)
  - ELA only (n=7)
- › **Seven SEAs** (14%, 7 of 51) requested that LEAs focus on providing summer programming for certain grade levels (e.g., elementary).
- › **States had different ways** of providing guidance to LEAs. Some guidance was tied to legislation, essentially making the guidance a requirement. In other cases, guidance was tied to grant funding. Other states made guidance more of a suggestion to LEAs.
- › **Of note**, many SEAs indicated that local control\* limited what they could ask of their LEAs. But even in local-control states, some SEAs offered prescriptive guidance to their LEAs.

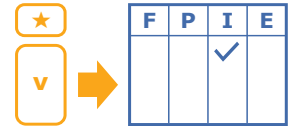


\* "Local control" is shorthand for the idea that schools and districts in these states are governed and managed by elected or appointed bodies within the communities, and SEAs are not in control in terms of programmatic decision-making.



# LEAs often provided more academic opportunities than SEAs required; many combined these opportunities with social emotional learning programming

- › **77% of LEAs** implemented a “portfolio” of summer programming\* (i.e., more than one type of programming). Learning and credit recovery were most often implemented together. Often, a special interest learning opportunity, such as hands-on STEM activities, was also offered.
  - 75% of LEAs implemented learning recovery.
  - 59% of LEAs implemented credit recovery.
- › **57% of LEAs** supplemented academic offerings with SEL opportunities.



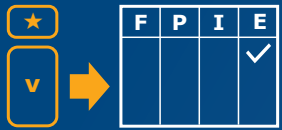
\* Definitions, as defined in NSLES National Survey: 1) Academic Learning Recovery: Supported students in pursuing learning disrupted by the pandemic. This type of programming provides students with curricula and instruction that were difficult to access during the 2020–21 academic year. 2) Credit Recovery: Helped students master skills or pass classes that were required for grade promotion or needed credits. Often referred to as, required “Summer School.” 3) Special Interest Learning Opportunities: Provided students with opportunities to learn specific topics (e.g., STEM, robotics, coding, and music) to promote curiosity and a passion for learning. 4) Social-Emotional Learning (SEL): SEL was not defined in the survey. Interpretation of this term was left to responding LEAs.

# States can influence the design of summer learning programming at the local level

- › **One state encouraged its district grantees to develop culturally-relevant summer programming for underserved students** (i.e., programming designed to account for students' characteristics, customs, and perspectives) and provided accompanying supports (e.g., webinars, guidance documents, and links to evidence and resources) to aid LEAs as they planned and implemented programming.



- 
- › **An LEA in this state**, serving just under 360 students in a location over 300 miles from the nearest city, **demonstrated how this state objective translated to the local level.** The LEA worked with local tribal partners to deliver a new “culture camp” in 2021. The program was designed to focus on social studies, STEM, and learning about local tribal culture. Sixty students (representing more than 15% of students in the district) spanning grades 4–12 were served in the inaugural summer program that had them canoeing out to an island for daily summer learning and enrichment opportunities. The district planned to continue summer programming after ARP funding ends by pursuing other resources and has already obtained a 21st CCLC grant.



## **Lever 4:** Evaluation

*Were there evaluation requirements for LEAs?*

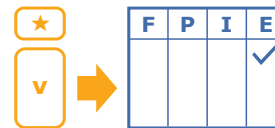
# ARP required SEAs to track how resources were targeted, what outcomes were achieved, and to ensure appropriate fiscal monitoring and controls

## › Interviewees from SEAs reported

- **Over half** (21 of 37, 57%) collected data on student enrollment and attendance
- **Fewer than half**
  - Had the data required to determine whether students with the greatest needs were served in the summer of 2021 (17 of 37, 46%)
  - Collected data to determine whether students benefited (academically, socially, or emotionally) (15 of 37, 41%)

## › **Some** SEAs (6 of 37, 16%) confirmed they did not collect data or monitor summer programming at the LEA level beyond the required fiscal compliance

## › **Most LEAs** (85%) collected data during summer programming.\*



\* By region: 94% of LEAs in the South collected data, followed by the Midwest (90%), the Northeast (89%), and then the West (65%). By locale: 98% of LEAs in the suburbs collected data, followed by towns (90%), rural LEAs (83%), and then city LEAs (78%). By type: Traditional LEAs were more likely than charters to collect data (88% vs. 78%). These findings are from the national LEA survey. Survey analyses were weighted to account for sampling strata; please see Methodological Appendix for details.



## Both large and small districts can evaluate summer programming; SEAs can provide guidance that may particularly help districts with less capacity for evaluation

- › Two very different districts from two states both relied on evaluation methods to inform planning and reflection for continuous improvement. In both states, ARP plans cited the **importance of evaluating** summer learning programs, with one collaborating with its Regional Educational Laboratory (REL) to provide guidance to LEAs. Both districts used existing data sources to support summer learning program evaluation.
- › One district includes more than 140 schools, and it hired two summer coordinators. These coordinators consulted summer programming research, led planning across the district, and engaged in evaluation efforts.
  - **The coordinators in the large district** compared the fall 2021 Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP)\* scores between students who attended at least 70% of the available days of summer programming against target students who did not attend. Overall, students in the district who did not attend programming showed a large drop in scores, whereas students who attended did not.
- › The other district serves only about 1,000 students in a remote town. **The small district** compared pre-post achievement scores of high-risk students who attended the program against similar students who did not (staff found that achievement among students who attended the program either improved after summer or remained stable). The district also used parent surveys, data on credits completed, attendance data, and observations to inform summer 2022 programming. Observation feedback described program implementation.



\* MAP is a dynamic adaptive assessment that measures student achievement and growth in K–12 math, reading, language usage, and science.

## IV. Takeaways and Implications



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# Takeaways

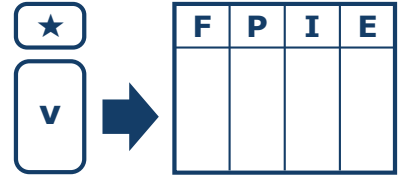
# Summer 2021 was a turning point for summer learning because, for the first time, states emerged as central players and their actions mattered

- › **States were given a new role in 2021** in relation to summer learning. In the past, states have not, generally, played a significant role in summer learning program design or provision. This role was largely left to LEAs, intermediaries, and local partners.
- › 2021 was a unique moment in time, **a turning point**, that catalyzed states into action.
- › **SEA decisions shaped** the design, implementation, and evaluation of summer learning programming at the local level.
- › This range of decisions is described through the **Summer Learning Implementation Framework**.



# The first two NSLES reports shared foundational information about how LEAs and SEAs responded to a call to action for summer learning in 2021

## These findings informed the Summer Learning Implementation Framework:



› In 2021, many **SEAs** prioritized summer learning and developed a vision for it in their state. They then made choices to translate the vision across four levers that shaped the work of LEAs. These levers related to how they

- Passed funding to LEAs, CBOs, or both
- Partnered or encouraged partnering
- Provided guidance to LEAs related to implementation
- Provided guidance to LEAs related to the evaluation of summer programming

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› The majority of **LEAs**, 94%, responded by launching summer learning programs.

- About two-thirds tapped stimulus funding to support their programs.
  - 41% worked with (mostly pre-existing) partners to plan and implement their programs.
  - LEAs always included academic programming in 2021 (mostly learning or credit recovery); well over half integrated SEL opportunities.
  - 85% collected some kind of data about their program (typically enrollment or attendance data).

# Stories illustrate the link between SEA choices and how LEAs carried out local programming, and suggest lessons for the future

## For example:

- › **LEAs that emphasized programming characteristics** like local partnerships, accounting for local customs, high levels of community engagement, innovative delivery, and use of evidence-based programming **were in states with underlying SEA requirements** (or at least guidance) that shaped these approaches. These SEA actions relate back to levers within the Summer Learning Implementation Framework, such as partnering and guidance on implementation.
- › **SEAs also influenced LEAs through their approach to funding.** Choices about competitive vs. formula funding and funding CBOs as well as LEAs, were reflected in stories. LEAs reported how and why they designed and implemented local efforts in particular ways. This again relates back to the Summer Learning Implementation Framework.



# The Summer Learning Implementation Framework can help SEA leaders navigate their new role in the summer learning ecosystem

## Make summer learning a priority

- › Communicate the value proposition
- › Represent in public-facing plans

## Define a vision for summer learning. Visions should be:

- › Informed from (1) assessments of student and family needs and (2) input from LEAs and community partners
- › Built off existing assets, including ongoing programming
- › Aligned to SEA priorities for student learning and well-being
- › Enhanced by the evidence base for what works in summer learning and enrichment programming

**Translate  
the vision for  
LEAs through  
actions across  
four levers**

1. Funding		2. Use of partners	3. Requirements for implementation	4. Requirements for evaluation
Through	For	Encourage collaboration with	Require (through policy, legislation, mandates, or non-binding guidance)	
State-managed grant programs	Districts	Existing partners	Program-specific: – Priorities – Structures – Approaches – Duration	SEA- or external organization-led evaluation of student enrollment, attendance, and/or outcomes
Pass-through dollars (SEA direct to LEA)*	CBOs	New partners		
Vendor-managed grant programs	Both Districts and CBOs	Both existing and new partners		
				Monitor use of funds

With more information and through changing conditions over time, this framework may be enhanced and modified to ensure it remains current, relevant, and helpful in guiding strategic decisions, plans, and additional studies.

\*Pass-through dollars might entail use of formula-driven funding (defined on Slide 37).



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# SEAs and LEAs can consider the framework as they plan for summer programming

## At a minimum:

- › SEAs should communicate their priorities to LEAs by describing their vision for summer learning and enrichment and the choices they intend to make across the four levers.
- › SEAs should provide guidance and supports as LEAs translate this vision to their local contexts.

**Better yet:** SEAs can seek input and guidance from LEAs as they develop their own plans to ensure their vision is relevant and their choices across levers can be translated to LEAs without encountering unintended consequences.

**Even better:** SEAs (and LEAs) can include additional partners (e.g., CBOs and intermediaries that contribute significantly to summer programming) when developing a vision and summer learning plans.



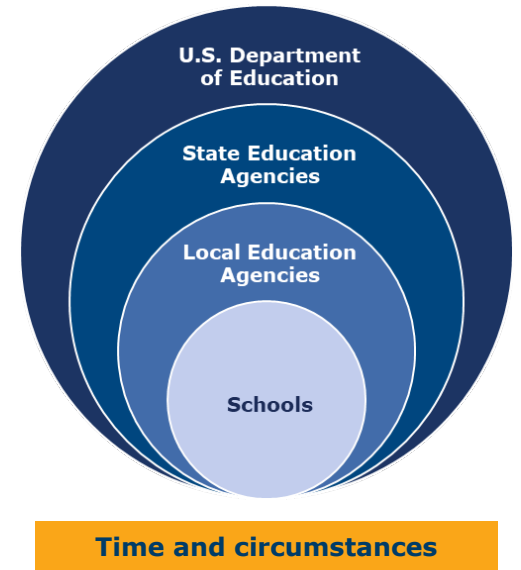


# Implications

# There is an emerging SEA-LEA ecosystem around summer learning

## This ecosystem is evolving to include other partners:

- › National, state, and local partners, nonprofits, community-based organizations, local governmental entities, for-profit businesses, advocacy groups, camps, etc., have **deep roots in supporting summer programming.**
- › Given that states entered 2021 with a new role related to summer learning, **the ecosystem is shifting and, ideally, will integrate** new actors with seasoned partners. The NSLES elevated evidence of the value of working with partners, particularly at the LEA level, but less-so with SEAs. Therefore, there is progress to be made.
- › With the advantage of time, which was not an option in 2021, **there should be deliberate, strategic efforts to identify how states, districts, and partners can optimally work together** to deliver better, broader, and more impactful summer learning options to students who are most in need of these services.



**With states now playing a larger role in summer learning, along with districts, communities, partners, intermediaries, etc., the field is collectively positioned to plan, implement, and evaluate more effectively and efficiently.**

- › This is particularly important to consider as ARP funds sunset and state and local leaders consider their strategic priorities, **even as the need for learning recovery continues.**
- › If states, districts, and existing partners and intermediaries can work collectively and collaboratively toward a common “north star” for summer, **there is a real opportunity to continue supporting, strengthening, expanding, and sustaining summer learning opportunities** in new and important ways for all students.



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# This study addressed some key questions; however, new forward-looking questions about policy and practice should be pursued

## Future studies and policy work might address the following:

### Sustainable funding

#### **Sustaining summer learning beyond pandemic-related funding streams.**

There are additional ways to fund summer learning; SEAs and LEAs need support to identify feasible funding mechanisms and strategies to provide a pathway for the future.

### Ecosystem

**Leveraging the summer learning ecosystem** in a manner that supports highly effective, collaborative summer programs that maximize resources and local assets and benefit students at scale.

### Capacity-building

**Building awareness of existing resources and services** to support summer planning and effective implementation while expanding resources to include frameworks for evaluating summer programs.

### Quality

**Better understanding** of links between the design and implementation of programs **and the range of benefits** to students and the broader community.



# This Snapshot is worth revisiting: What was learned about summer learning in 2021 and what's needed in the future

## 1 This Context

Due to the pandemic, students lost opportunities to learn, causing concern about immediate and longer-term learning loss.

## 2 Led to this catalyst

In early 2021, states received a portion of 1.2 billion in ARP funds and were required to distribute 90% of it to districts, reserving 1% for their new role in summer learning and enrichment programming.

## 3 How did states respond?

This put states in a new role for summer learning, which they generally approached by making it a priority, setting a vision, and deploying four policy levers.

## 4 How did districts respond?

Nationwide, nearly all districts launched some form of summer programming. Some variation in district offerings seemed to be informed by whether states prioritized summer, set visions, and how SEAs deployed their levers.

## 5 What did we learn?

States made a difference in their new role and influenced how summer learning rolled out in 2021 at local levels. This shows how summer can be scaled and sustained in the future, but it will require collaboration and collective action.

## 6 Implications

Summer 2021 was characterized by a strong need for learning and enrichment programming. Ample funding for this was provided through ARP but there was little time to plan.

Students continue to have massive needs. The evidence suggests that these needs can be helped with quality summer programming. Yet ARP funds have sunset. Fortunately, there are other ways to fund summer programming that can be accessed and deployed.

Partners working within this shifting ecosystem now have the information and time needed to be more strategic about enhancing the reach and quality of summer learning programming at the SEA and LEA levels.

Collaborative strategic planning by major partners can promote a more robust ecosystem that supports scaling and sustaining summer programming for the long run.

# Methodological Appendix

- › This Methodological Appendix provides an overview of the NSLES methodology
  - › Additional details about NSLES methods and findings can be found in Report 1 (focused on LEAs) and Report 2 (focused on SEAs)
- 

- › A detailed NSLES Technical Appendix can be found at Open Science Framework (OSF)\*.

The OSF Technical Appendix includes the following:

- A public-use data file with raw sample sizes and survey weights
- A variable dictionary (including a description of survey items)
- Analytic guidance focusing on how to replicate primary NSLES findings using survey weights
- Interview protocols
- State ARP Analysis Plan Details

## NSLES Methodological Overview

- › NSLES used a mixed methods approach (i.e., both quantitative and qualitative findings inform this report).
- › The NSLES approach to analysis and reporting is consistent with Convergent Parallel Design, a type of mixed methods design.
- › The Interpretive Framework for NSLES is influenced by Ecological Systems Theory.
- › The LEA survey was lengthy, and response rates varied across items.
- › Different techniques were used to obtain nationally representative findings for the LEA survey (e.g., web scraping to improve survey response rates and survey weighting).
- › Qualitative analyses distilled findings from SEA ARP Plan document reviews and interviews with SEA and LEA leaders.



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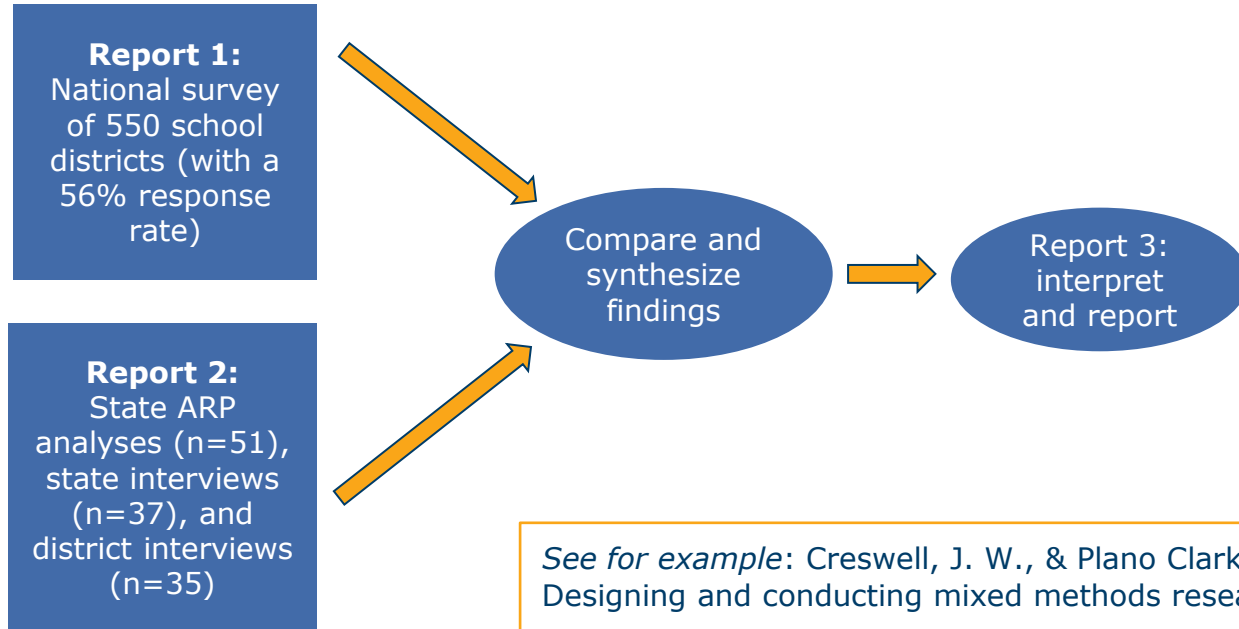


## NSLES used a mixed methods approach

- › The NSLES included several data sources:
  - A nationally-representative survey of school districts
  - Analysis of 51 SEA American Rescue Plan plans
  - Interviews with 37 SEA leaders of summer learning initiatives
  - Interviews with 35 LEA leaders of summer learning initiatives
- › Ecological Systems Theory informed the interpretation and synthesis of findings.
  - An “ecosystemic lens” was referenced to conceptualize the nested nature of education agencies in the U.S. (i.e., LEAs embedded in SEAs) and how their relationships might change over time.



# The NSLES approach to analysis and reporting is consistent with Convergent Parallel Design



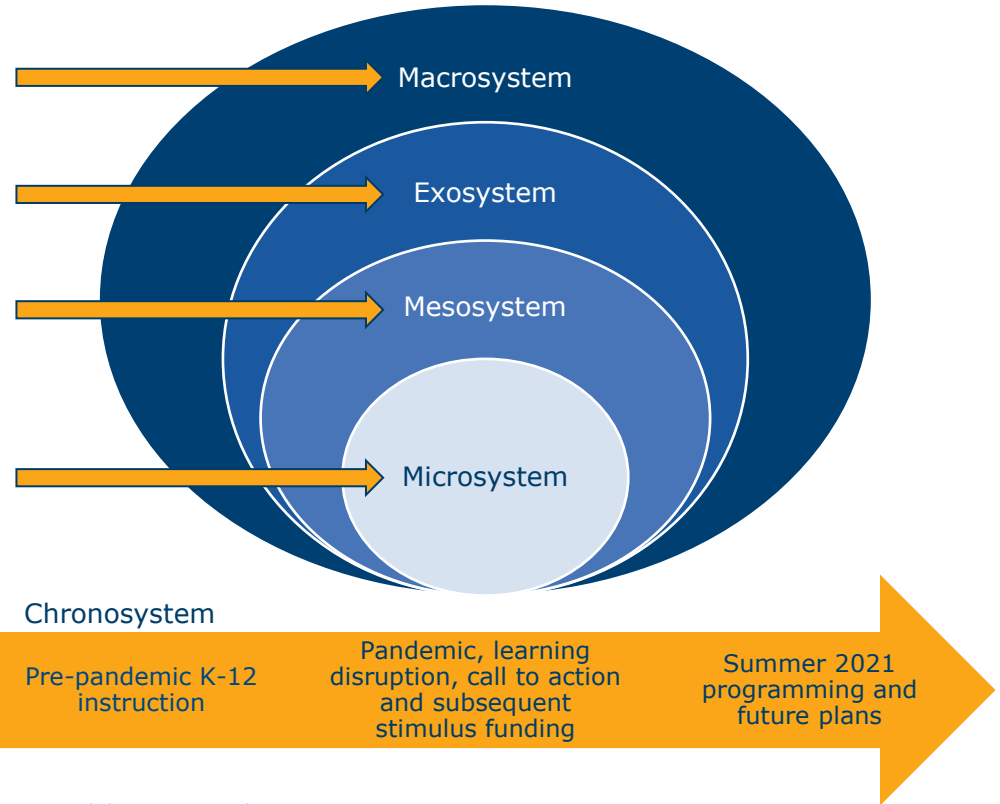
# The Interpretive Framework for NSLES is influenced by Ecological Systems Theory \*

U.S. culture and how summer is viewed, economics, the pandemic, federal policy, U.S. Department of Education

State education agencies and the constituents they serve, state legislation and policies, state supports

Local school districts and how summer programming interacts with other school and community partners, student and family needs and priorities

Local school and summer learning program sites and how programming is designed and delivered, family and student engagement



\* Bronfenbrenner, U. (1979). The ecology of human development: Experiments by nature and design. Harvard University Press.

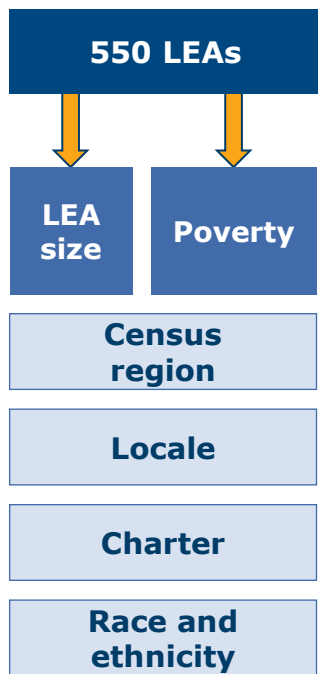
# The goal of the national survey was to generate findings that reflect the 13,000 traditional public and charter LEAs in the United States



- › The sample was drawn from the National Assessment of Educational Progress (NAEP) district list, managed by the U.S. Department of Education.
- › The LEA level size was downloaded from the National Center for Education Statistics (NCES) Common Core of Data (CCD).
- › The census region came from the U.S. Census Bureau. The NCES provided the Leas' locale, traditional, or charter status, and the students' race and ethnicity.
- › Stratification of the sample required a statistical procedure called "weighted analysis." Refer to Slide 74 for more details.



# The survey sample was stratified to enable national representation and disaggregation of results



- › **550 LEAs** were randomly sampled within subgroups based on **LEA size** and **poverty**. These subgroups were used to ensure representation along these characteristics.
- › LEAs were further sorted by census region, locale, charter vs. traditional LEA, and the racial and ethnic backgrounds of enrolled students.



**Westat launched the initial survey in Fall 2021, a shorter survey in January 2022, and conducted web scraping in March 2022 to arrive at a nationally-representative sample of 309 LEAs in the study.\***

\* Response capture was difficult with only 128 out of 550 LEAs responding to the initial survey over an initial 90-day period. Westat responded by launching a shorter survey and then supplementing with web scraping.

October 2021



January 2022



March 2022

The initial survey included  
5 sections and 58 items\*

- 1. General information:**  
17 items
- 2. Partners and planning:**  
12 items
- 3. Summer program serving  
the greatest number of  
students:** 20 items
- 4. Outcomes:** 3 items
- 5. Lessons learned and future  
programming:** 6 items

128 LEAs responded

Survey shortened  
to 11 items

- › Identified **11 items** from across sections as the absolute **MUST-KNOW** information.
- › **Reduced response burden** from 20 to 7 minutes.

86 LEAs responded

Scraped LEA websites to  
gather more responses\*\*

- › Gathered responses to 11 **MUST-KNOW** items from information posted on LEA websites.
- › **Eliminated the response burden** (i.e., publicly available information was collected rather than requesting a LEA representative to provide it).

95 LEAs responded

**TOTAL = 309 LEAs REPRESENTED**

\* No single LEA completed all 58 possible items. We used skip logic to present relevant items (e.g., several items would not have been presented if an LEA reported it did not offer summer programming).

\*\* See slide 75 for more information on web scraping methods and validation for this study.

## Patterns



Directional signals of LEA activities

**Generalizing these findings to the nation's LEAs is limited because**

1. Northeastern and Western LEAs are underrepresented, and Southern LEAs are overrepresented in responses
2. Suburban LEAs are underrepresented in responses
3. High-poverty LEAs are overrepresented in responses

	All possible items (n=58)		MUST KNOW items (n=11)	
	Max number of responses to all 58 items=128		Max possible response=309	
	Weighted proportion	Unweighted n	Weighted proportion	Unweighted n
<b>Region</b>				
Northeast	10% <sup>1</sup>	13	20%	54
Midwest	37%	39	33%	84
South	33% <sup>1</sup>	51	22%	98
West	19% <sup>1</sup>	25	25%	73
<b>Locale</b>				
City	22%	36	19%	71
Suburb	17% <sup>2</sup>	27	24%	88
Town	16%	20	15%	51
Rural	45%	44	42%	96
<b>District Type</b>				
Traditional	78%	112	77%	268
Charter	22%	16	23%	41
<b>Poverty Status</b>				
Not high	64%	62	75%	189
High	36% <sup>3</sup>	66	25%	120

## Nationally Representative Findings



Based on sample size and statistical weighting of responses





**The LEA survey was lengthy, and response rates varied across the items.** Nationally representative results were based on a shorter list of “must-know” items:

<b>Q2.4</b>	Did LEA/Charter provide summer programming for any students during 2021? Response Options: Yes; Yes, but not to the extent it would have liked; No.
<b>Q2.11</b>	Did LEA/Charter use any pandemic-related stimulus funds to deliver Summer 2021 programming (e.g., ESSER, CARES, ARP, GEER)? Response Options: Yes; No; I don't know.
<b>Q2.14</b>	Did LEA/Charter consult sources of information and/or resources while planning for Summer 2021? For example, stakeholder feedback, research, toolkits, or planning guides. Response Options: Yes; No; I don't know.
<b>Q2.6</b>	Overall, how many students did LEA/Charter serve in Summer 2021? Open-ended response
<b>Q2.8</b>	Please select which types of programming were delivered in Summer 2021. Select all that apply. Response Options: Learning Recovery; Credit Recovery; Special Interest Learning Opportunities; Other:_____.
<b>Q2.9</b>	Please indicate whether programming included a non-academic enrichment or social-emotional component. Select all that apply. Response Options: Non-academic enrichment; social-emotional component.
<b>Q2.10</b>	Please indicate the rising grade levels served by Summer 2021 programming. Select all that apply. Response Options: Pre-K; K; 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12.
<b>Q2.15</b>	Did LEA/Charter collect any outcome data from Summer 2021 programming? For example, participation, coursework, or grades. Response Options: Yes; No; I don't know.
<b>Q2.3</b>	Were American Rescue Plan (ARP) Act Elementary and Secondary School Emergency Relief (ESSER III) stimulus funds available and accessible for Summer 2021? Response Options: Yes; No; I don't know.
<b>Q2.12</b>	Please select the reasons why LEA/Charter was not able to offer summer programming in 2021, or was not able to offer to the extent it would have liked. Select all that apply. Response Options: Insufficient time to prepare; Unable to hire appropriate staff (quality and/or quantity); Lack of facilities; Lack of transportation; Lack of financial resources; The district was addressing other priorities; Insufficient interest from students and families; Other.
<b>Q6.2</b>	Does LEA/Charter plan to deliver programming in Summer 2022? Response Options: Yes; No; I don't know.

# Statistical techniques were deployed to obtain nationally representative findings through the NSLES LEA Survey

**Sampling within LEA subgroups (sample stratification) required the use of a statistical correction called “weighting.”**

- › NSLES sampled within LEA subgroups, which accounted for the following:
  - Different proportions of LEA types compared to the nation’s 13,000+ school districts
    - E.g., to ensure sufficient representation of LEAs that serve high-poverty communities, NSLES oversampled on this characteristic
    - E.g., differential response rates across LEAs with different demographic characteristics
- › Hence, standard statistics (like a simple average or percentages) could not be used
- › NSLES statistically corrected for this by giving more emphasis (weight) to some types of districts and less weight to other districts when conducting analyses
- › Weighting is common in survey work designed to yield nationally representative findings\*

\* Osborne, J. (2011). Best practices in using large, complex samples: The Importance of using appropriate weights and design effect compensation. *Practical Assessment, Research & Evaluation*, 16(12).



# Web scraping was used to improve survey data

- › Web scraping entails extracting content and data from a website.
- › Web scraping was completed with 95 LEAs that were randomly drawn from the non-responding LEAs.
- › LEA websites were searched for information on summer 2021 programming to answer the “must-know” items we presented in a short version of the survey.
- › Data were collected in two rounds to account for website updates; both rounds occurred in spring 2022.
- › The process was validated by comparing web-scraped answers against 10 randomly drawn LEAs’ short-form responses; both approaches yielded similar information across the 11 items.
- › Web scraping did not routinely capture information for all 11 items; however, it did provide enough information across all 95 LEAs to warrant inclusion in the nationally representative sample.



# Qualitative analyses distilled findings from SEA ARP plan document reviews and interviews with SEA and LEA leaders

## Qualitative analyses included the following procedures:\*

- › Data were coded using a combination of structural or holistic, magnitude, and evaluation coding. As needed, quotes were extracted, and statements were created to represent a key theme.

Sample analysis terms	Descriptions
Structural or holistic coding	Conducting an overall read of data to obtain a sense of general meaning and gaining familiarity with the dataset.
Magnitude coding	Numerically coding data to obtain a sense of values and relative importance of concepts within a transcript (e.g., SEA influence on LEA decisions).
Evaluation coding	Coding focusing on group comparisons (e.g., comparing what different LEA interviewees said within a state).
Quotes	Using direct quotes to extract meaning and preset findings.

- › Interview findings were combined with what could be learned about the district from public information (e.g., NCES statistics, LEA website, maps), marrying themes of success and challenge to local contexts.
- › **Story development** was informed by findings from district interviews; some stories represent composite findings from more than one LEA interview that raised the same themes.
- › All the stories demonstrate more than one policy lever; however, stories have been organized to represent one specific lever, demonstrating how it influenced LEA programming.

\* See for example: Saldaña, J. (2016). The coding manual for qualitative researchers (3rd ed.). Sage.

# The NSLES team analyzed ARP Plans to identify whether SEAs prioritized summer programming in 2021

- › Each state ARP Plan was coded to indicate whether it clearly prioritized getting summer programming in place by 2021.
  - States that were coded “yes” described an intent to prioritize summer learning in 2021.
  - States that were coded “no” either did not specify when the summer program should happen (i.e., missing the year 2021) or indicated that they did not intend to invest in summer 2021 programming.
    - A “no” code does not definitively establish that summer programming was not important to an SEA. ARP plans were lengthy, complex, and developed within short timeframes and may not have fully captured SEA intent.
- › A spot check of plan findings against our 37 SEA interviews demonstrated reliability across these sources (i.e., states that did not express a clear intent to prioritize summer 2021 learning in their plans later confirmed that this prioritization did not happen in their interview).

