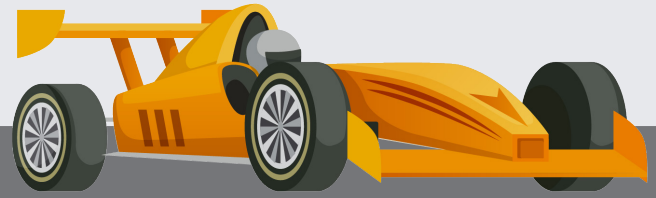


Accelerate Learning

in your Community



The opportunity to *accelerate* learning to make up for lost instructional time due to COVID-19 is a top priority for families, schools, and community organizations across Indiana. Many schools are beginning to develop accelerated learning plans to ensure students receive the building blocks necessary for success as they cross the finish line of one grade level and transition to the next.

The Indiana Department of Education (IDOE) is committed to providing community organizations with the guidance they need to develop collaborative partnerships with families and educators and construct comprehensive accelerated learning plans for Hoosier students. To support the planning process, IDOE encourages community organizations to consider the following accelerated learning models and identify ways to adapt them to fit your community's specific needs. While the models outlined are not inclusive of all research in this area, they serve as a springboard for schools to consider as we all accelerate learning for our students this spring and summer, leading into the 2021-2022 school year.

Model 1: Marion County Initiative, a Community Organization-Based Model

The Mind Trust (TMT) and United Way of Central Indiana (UWCI) announced a partnership to launch a community-based initiative to accelerate learning for Marion County students this summer. Read more about the initiative in this [Program Overview](#). The initiative focuses on Indianapolis' highest need neighborhoods and will build on existing efforts, such as The Mind Trust's [Community Learning Sites](#) and United Way's long-standing partnerships with youth-serving community organizations. Key aspects of the model include:



Employing a Summer Learning Initiative Director completely dedicated to designing and overseeing the implementation of the initiative.



Leveraging existing infrastructure to bring partners to the table, including schools, districts, nonprofit organizations, and other community partners. These partnerships will help offset resource limitations within the traditional school system.



Developing data-share agreements to facilitate the sharing of student achievement data (with the parent/guardian's consent) from this past school year. This data will help inform and target instruction in the program. Programs will identify struggling students, and go even further by focusing on specific content areas and standards.



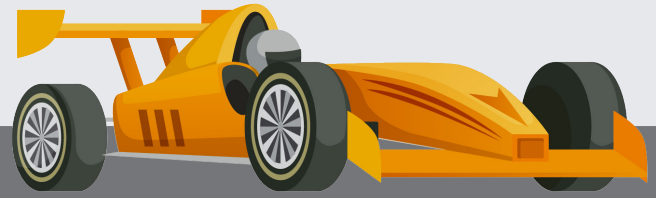
Offering a five-week student experience, with an additional week of staff training prior to implementation. The program consists of a full-day schedule, five days a week during which students split their time between rigorous academic experiences and supplemental activities, similar to summer camp.



Setting goals and measuring achievement with pre- and post-assessments to ensure meaningful insights can be drawn at the individual student level and at the overall program level.

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Model 2: Community Schools, a School-Based Model

“Community schools” are hubs within a school, engaging a range of partners to best serve the area’s students and families. With a variety of resources available, students are able to plug into and coordinate with organizations that meet their unique needs. Community schools supplement and extend classroom learning after school, over weekends, and during the summer. Essential elements of the model include:



A school-site leadership team;



A dedicated community school coordinator;



A sustainable system that expands grade levels, buildings and school districts; and



Diverse opportunities, including early childhood support, family engagement, health and social supports, youth development, college and career assistance, and community engagement.

Community schools have been successful in both urban and rural settings, including: [Tulsa, OK](#), [Portland, OR](#), as well as [Bangor Area School District](#) in Pennsylvania.

Model 3: Tutoring and Assistance

After-school youth service programs may engage high school or college students to tutor and mentor academically at-risk middle school students.



Schools assist students in identifying needed areas of support based on student learning. Students may request one-on-one or small group attention.



Meetings are divided in half, with the first half dedicated to academics, and the second half dedicated to mentorship or community service.

In a featured narrative from North Carolina 87 percent of at-risk students improved in at least one academic area on end-of-grade tests.