



# ALSDE Guidance for Summer Programs

2024

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## Purpose and Use of This Document

The purpose of this document is to assist Alabama public schools as they plan for summer programs that will be held in 2024. It serves as guidance to the portions of the [Alabama Literacy Act](#) (ALA) and the [Alabama Numeracy Act](#) (ANA) that impact summer learning. The [Summer Learning Camp Locations 2024](#) form should be completed by Spring Break 2024 to assist ALSDE regional staff in providing support during summer learning camps.

The guidance is offered in two parts:

1. [Alabama Laws and Requirements Regarding Summer Learning](#) – summarizes portions of the two acts and provides citations to the portions of the laws that apply to summer programming for reading and mathematics.
2. [Recommendations, Research-Based Suggestions, and Resources](#) – provides recommendations suggested, but not required, by the Alabama State Department of Education (ALSDE).

LEAs might find it helpful to use the questions provided in the [Summer Program Planning Questions](#) to plan the summer programs.

## Collaborators

This document represents a collaboration between the various sections of the ALSDE.

A special thank you to these representatives of the Alabama Reading Initiative, Career Technical Education, English Learners, Federal Programs, Instructional Services, Nursing, Office of Mathematics Improvement, Office of School Improvement, Special Education Services, and Transportation for collaborating to produce the revisions for this year.

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# Part 1

Alabama Laws and Requirements  
Regarding Summer Programming



## The Alabama Literacy Act

Each local education agency (LEA) shall provide summer reading camps to all K-3 students identified with a reading deficiency as described in subsection (b). (ALA, page 16, lines 20-22).

- All students with a reading deficiency should receive a Student Reading Improvement Plan (SRIP). All students with a SRIP should receive an invitation to summer reading camp. Additionally, any student not scoring above the cut score on the ACAP Summative Reading assessment should be invited to summer reading camp.

## The Alabama Numeracy Act

Each LEA shall provide a summer mathematics camp for students in Grades K-5 who are identified with a mathematics deficiency (ANA, page 36, lines 8-10).

- Mathematics deficiency is defined as students scoring below proficiency.

## Schools Designated as Full Support

### **“Alabama Summer Achievement Program” (with math embedded)**

Schools that are among the lowest performing 5% elementary schools for reading and mathematics must provide camps for all K-3 students, embedding mathematics instruction, based on student need. Summer reading camps, at a minimum, shall include at least 60 hours of time in scientifically based reading instruction and intervention (ALA).

### **“Alabama Mathematics Summer Achievement Program”**

Schools designated as full-support must provide a mathematics problem-solving camp for all students in grades 4 - 5 identified with a math deficiency. Summer math camps for students in grades 4 - 5 shall include not less than 40 hours, nor more than 70 hours of spent time in mathematics problem solving (ANA, page 35, lines 3-7; 16 - 18).

## All Public Schools

### **“Summer Reading Camp” (with math embedded)**

Each local education agency must provide a summer reading camp to all K-3 students identified with a consistent reading deficiency (ALA, page 16, line 20) with mathematics embedded. Summer reading camps, at a minimum, shall include at least 60 hours of time in scientifically based reading instruction and intervention (ALA, page 17, line 6, and, ANA, page 36, lines 10-12).

### **“Summer Math Camp”**

Each local education agency must provide summer math camps for students in grades 4 and 5 who are identified with a mathematics deficiency. Summer math camps for students in grades 4 and 5 shall include not less than 40 hours, nor more than 70 hours of time spent in mathematics problem solving (ANA, page 36, lines 16-18).

## Teacher Qualifications

Summer reading camps shall be staffed with highly effective teachers of reading as demonstrated by student reading performance data, completion of multisensory structured language education, and teacher performance evaluations (ALA, pages 16-17, lines 23-2).

Summer math camps shall be staffed with highly effective teachers of mathematics as demonstrated by student mathematics performance data, completion of professional learning as determined by Elementary Mathematics Task Force (EMTF), and teacher performance evaluations (ANA, page 35, lines 11-15).

## Summer Programs Curriculum

Curriculum should not contain any references to Common Core State Standards.

"...the State of Alabama hereby terminates all plans, programs, activities, efforts, and expenditures relative to the implementation of the educational initiative commonly referred to as the Common Core State Standards" (ANA, pages 57-58, lines 23-2).

### Reading

K-3 students shall be provided direct, explicit, and systematic reading intervention services and supports that improve any identified area of reading deficiency. These services will include evidence-based reading strategies or programs, or both, that have been vetted and approved by the Literacy Task Force, and that have demonstrated proven results in accelerating student reading achievement (ALA, page 17, Lines 1-17).

[High-Quality Instructional Materials](#)

### Mathematics

Teachers of mathematics in Full Support and Limited Support Schools shall use approved comprehensive mathematics curricula for core instruction as recommended by the Elementary Mathematics Task Force and use approved mathematics intervention programs or curricula or both for Tier 2 and Tier 3 interventions as recommended by the Elementary Mathematics Task Force (ANA, page 30, lines 11-16, and page 31, lines 16-21).

All teachers of mathematics should consistently implement evidence-based mathematics teaching practices as recommended by the Elementary Mathematics Task Force (ANA, page 15, lines 1-3).

All 4-5 math summer math camps shall focus on mathematics problem solving (ANA, page 36, lines 15-16).

[Problem-Solving Units](#), [Elementary Math Task Force Recommendations](#)

## Partnerships with Community Based Organizations

Summer programs (reading and math camps) may be held in conjunction with or coordinated with existing summer programs in the school district or in partnership with community-based summer programs for students similarly situated, designated as effective by the State Superintendent of Education. (ALA, page 17, and ANA, pages 35 – 36, lines 24-2)

Assessment

**Reading**

A state board of education-approved reading assessment system shall be administered at the beginning and end of summer reading camp to measure student progress. (ALA page 17, lines 10 - 12).

The 2023-2024 End-of-Year Early Years Assessment system data will be used as the pre-test. An assessment from the same assessment system used for the pre-test will be used as the post-test to measure student progress. The post-test should be administered **within the last five days of the summer program.**

Third-grade students scoring below proficient in Reading on the ACAP English Language Arts Assessment in spring 2023 will be provided one opportunity to take the ACAP Supplemental Reading Assessment during one of the two summer testing windows.

ACAP Supplemental Reading Test
<b>Window 1</b>
June 24 - 28, 2024

ACAP Supplemental Reading Test
<b>Window 2</b>
July 15 - 19, 2024

**Math**

Incorporate an Elementary Mathematics Task Force recommended mathematics assessment system, that shall be administered in grades K-5, at the beginning and end of each summer program, to measure student progress (ANA, page 35, lines 19-23).

The 2023-2024 End-of-Year Formative Benchmark Assessment data will be used as the pre-test. The post-test should be administered within the last five days of the summer program. The same assessment system should be used for the post-assessment, if possible.

The data from the End of Year Formative Benchmark Assessment will be used to plan instruction based on student needs (ANA, page 36, lines 3-16).





# Funding

## August 23, 2023, Math Camps Funding Memorandum

### Federal Funding Sources:

- Title I
- ESSER Funds—set aside for summer learning camp (\$18 million for three consecutive years allocated to districts in 21-22)
- Current 21st Century Community Learning Center (CCLC) Grant, as appropriate

### General Reminders for All Federal Funding Streams:

- Federal funds are used to supplement programs and not supplant. Federal funds cannot be used to pay for programs and services that have been funded by another source (does not apply to COVID Relief Funds).
- LEAs are encouraged to explore braiding funds. Braiding funding is when several sources are used to fund one project or initiative. If there are additional questions regarding funding streams and eligibility, please contact your LEA Federal Programs liaison.
- Funding sources can be tracked.

### Blending vs. Braiding of Funds (Source: The Wallace Foundation)

When braiding funds, financial assistance from several sources is coordinated to support a single initiative or strategy, while each individual award maintains its award-specific identity. It can result in lessening programmatic costs, but it also may require good project/program management to ensure proper coordination of funding.

#### Blending



- Funds are merged into one award to support programs/projects.
- Each individual award loses its identity just as the ingredients blended in a smoothie.
- Requires statutory authority.

#### Braiding



- Funds are from multiple sources used to fund common goals or programs.
- Different funding streams that maintain their identity just as each ingredient used to make a salad.
- Funding sources can be tracked
- Does not require statutory authority

### Braiding Scenario 1

#### Plan

To mitigate learning loss the LEA plans to offer summer programming with opportunities for intervention and enrichment.

#### Resources

ESSER, 21ST Century Grant, Federal Funds, Alabama Summer & Afterschool Grant (ASAP), Individual Donors, Community Based Organizations

#### Reporting/Documentation\*

Consolidated District Plan, eGAP, Expenditure Reports, Government Performance Results Acts (GPRS), EZReports





Funding Continued

Braiding Scenario 2

Plan	Resources	Reporting/Documentation*
The LEA plans to offer summer programming that encompasses teaching students to solve real-world, human service, and community impacting problems using computer technology.	ESSER, 21ST Century Grant, Federal Funds, Alabama Summer & Afterschool (ASAP) Grant, Individual Donors, Community Based Organizations	Consolidated District Plan, eGAP, Expenditure Reports, Government Performance Results Acts (GPRS), EZReports

\*This is not an exhaustive list of potentially required documentation or resources. Be sure to consult with your district’s auditor for other financial reporting requirements and consider your LEA’s existing funds and resources that can be braided to support the overall program.

**North Ripley Elementary School**  
Sample Braiding Schedule

Time	Group	Activities	Suggested Braiding Funding Resources
8:00	Reading Below Grade Level	Remedial Activities: Data Driven Engaging and Hands-On	ESSER & 21st CCLC Or Title I & 21st CCLC Or ESSER & Title I
	Reading At or Above Grade Level	Enrichment: Data Driven Engaging and Hands-on	
9:30	Math Not Proficient	Remedial Activities: Data Driven Engaging and Hands-On	
	Math Proficient	Enrichment: Data Driven Engaging and Hands-on	
11:30	Lunch		
12:15	ALL	STEM or STEAM (Related to the standards taught for reading and math)	ESSER & 21st CCLC Or Title I & 21st CCLC Or ESSER & Title I
1:45	ALL	Creative Arts	
2:45	ALL	Physical Movement	
3:45 - 5:00	ALL	Career Driven Clubs	
Other	ALL	Field Trips Aligned with Standards & Lesson Plans	

## Considerations for Special Populations

### **Alabama’s Vision for English Learner (EL) Success:**

Alabama ELs will have equitable access to high-quality, rigorous instruction designed within a systematic framework built on values and respect for students’ cultures and languages and a socially and emotionally supportive learning environment, empowering ELs to excel socially, academically, and linguistically and to lead productive lives.

In keeping with this vision, English Learners – identified with a consistent reading or mathematics deficiency or both – would benefit from attending summer reading camp and math camp.

During the summer of 2024, ALSDE Staff will provide guidance through communication and dissemination to all districts on how to use the *Guidance for High-Quality Instruction and Assessment* (HQIA). The HQIA guidance is designed to help educators feel comfortable attempting new teaching techniques. The ALSDE encourages the use of this guidance with the shared goal of positive outcomes for educators and students. These training dates will be announced through the RICs from ALSDE and the EL Quarterly Newsletter *Nuestras Voces*.

Please contact Maria Franco at [maria.franco@alsde.edu](mailto:maria.franco@alsde.edu) with questions or for further information regarding English Learners.

### **Special Education Services**

Federal legislation mandates that students with disabilities have the same access as other students to educational benefits (Section 504 of the Rehabilitation Act, 1973). Summer programs are an example of educational benefits for students and may also be effective interventions. To avoid discriminating against children with disabilities, enrollment decisions regarding a student with a disability in a summer school program must be based on the same criteria used for all students. A student’s participation in a summer program may require the student’s Individualized Education Program (IEP) Team to review and amend the student’s IEP. In particular, if the IEP Team feels the student needs the summer program to receive a free appropriate public education (FAPE) and/or if the student needs accommodations during the summer program, the IEP Team should ensure the IEP includes the necessary special education and related services and/or supplementary aids and services.

Students with disabilities may also receive Extended School Year (ESY) Services. ESY services are not the same thing as summer school. ESY services are special education and related services that are provided to a student with a disability beyond the regular school year in accordance with the student’s IEP at no cost to parents. The ESY services are individualized to help a child with a disability not lose the progress made toward critical skills. All decisions are made based on the needs of the individual student. A student with a disability may qualify for a summer school program(s), for ESY services, or both.

Please contact Special Education Services at 334-694-4782 or [speced@alsde.edu](mailto:speced@alsde.edu) for further information regarding special education services.

# Part 2

Recommendations, Evidence-Based Suggestions & Resources





Personnel	Description & Information
Certified Personnel	Provide the content instruction, including the approved program or portions of the lessons throughout the day. May serve as the site coordinator for summer programs. Recruit from school administrators, local reading specialists, in-service teachers, special education teachers, retired teachers, pre-service teachers, counselors, Teach for America teachers.
Nurses	Legally required to provide medical supervision when students are present. All nurses working in a school setting must be employed by or legally contracted by a local educational agency.
Custodians	Provide cleaning and maintenance of the summer program sites.
Child Nutrition Program Workers	Provide meals for students.
Front Office Staff	Provide administrative services such as answering phones, making copies, checking students in/out, etc. Utilize current office staff or hire personnel to work in the office during the summer camp.
Paraprofessionals	Serve as facilitators for enrichment activities or deliver instruction (for programming in which they are trained) in addition to what the certified personnel is teaching.
Volunteers	Serve as facilitators for enrichment activities, logistics (i.e., breakfast, lunch, arrival, dismissals), planning and implementing activities to encourage sustained student attendance. Deliver instruction (for programming in which they are trained) in addition to what the certified personnel is teaching.
High School Students	Students from applicable Career Technical Education (CTE) Programs can serve as volunteers. Contact your LEA's CTE Coordinator for more information. Other students or student groups may serve as facilitators for enrichment activities (i.e., cheerleading, basketball, band, etc.).
Pre-service Teachers	Serve as facilitators for enrichment activities or deliver instruction (for programming in which they are trained) in addition to what the certified personnel is teaching.
Bus Drivers	Drive to and from school and field trips; if certified educators, they may assist with instruction and intervention.
School Resource Officer	Districts contract with School Resource Officers (SRO).
Substitutes	Teachers or trained personnel who teach classes when classroom teachers or other personnel are unable to work.
Partnerships with Community-Based Organizations	Established organizations that offer services to students and families in the community. Examples: YMCA, Boys & Girls Club, Chambers of Commerce, County Commissions, County Extension Offices or afterschool care facilities. These organizations may be able to assist with funding, transportation, extended day care, provide volunteers, assist with enrichment activities, etc..
Virtual School Support	Virtual Schools will need teachers and many of the same personnel listed above (substitutes, volunteers, community partnerships), as well as a technology coordinator.



## Considerations for Personnel

**Consider offering professional learning courses prior to summer programs.** Topics may include:

- Utilizing approved core programs
- Utilizing approved intervention programs, i.e., Phonics First, Spire, etc.
- Training in engagement, planning, and management

**Utilize creative ways to engage ALL personnel in learning:**

Consider ways for ALL summer personnel to be involved in summer learning activities.

counting in line; greeting students, reading books to students, supporting learning stations while teachers are teaching small groups, etc.

**Maximize certified staff and community partnerships.**

- Create schedules where certified staff teach academic subjects while non-certified staff, or community partners, and/or volunteers cover enrichment subjects.
- Create schedules that allow staff to choose their work hours.
- Create schedules that allow staff to work part-time if desired.
- Engage community partners in brainstorming ways they can participate.



## Transportation

- The following FAQs and answers are recommendations and do not constitute legal advice.
  - Always check with the local school board attorney for new programs or policies.
  - Always check with the local transportation supervisor for immediate school bus transportation questions and guidance.
- **What should LEAs consider when planning summer programs regarding student transportation?** Consider including a budget for transportation costs, early recruiting of drivers and staff, early scheduling of drivers, the number of riders on a route, and whether bus stops or door-to-door transportation will be utilized.
  - **What do LEAs need to consider related to transportation when engaging in community partnerships?** LEAs will need to follow their individual board policies regarding hiring personnel or utilizing volunteers from outside the LEA regarding background checks or other matters.
  - **LEAs may send students to off-campus summer program locations. Some legislative laws state that the LEA must offer certain programs for students, but the location is flexible. What are the implications related to transportation?** The recommendation is for outside facilities/community partners to transport from the school to their facility rather than the LEA transporting to another privately-owned facility, such as a church, recreation center, or other community partner's property for events that are not school-sponsored. The recommendation is for the LEA attorney to review all transportation plans involving community partnerships and external programs.
  - **Is there anything else related to transportation for summer programs?** The LEA is responsible for the mileage rate of \$1.75.

Always check with the local school board attorney and transportation supervisor for the most current information and guidance.



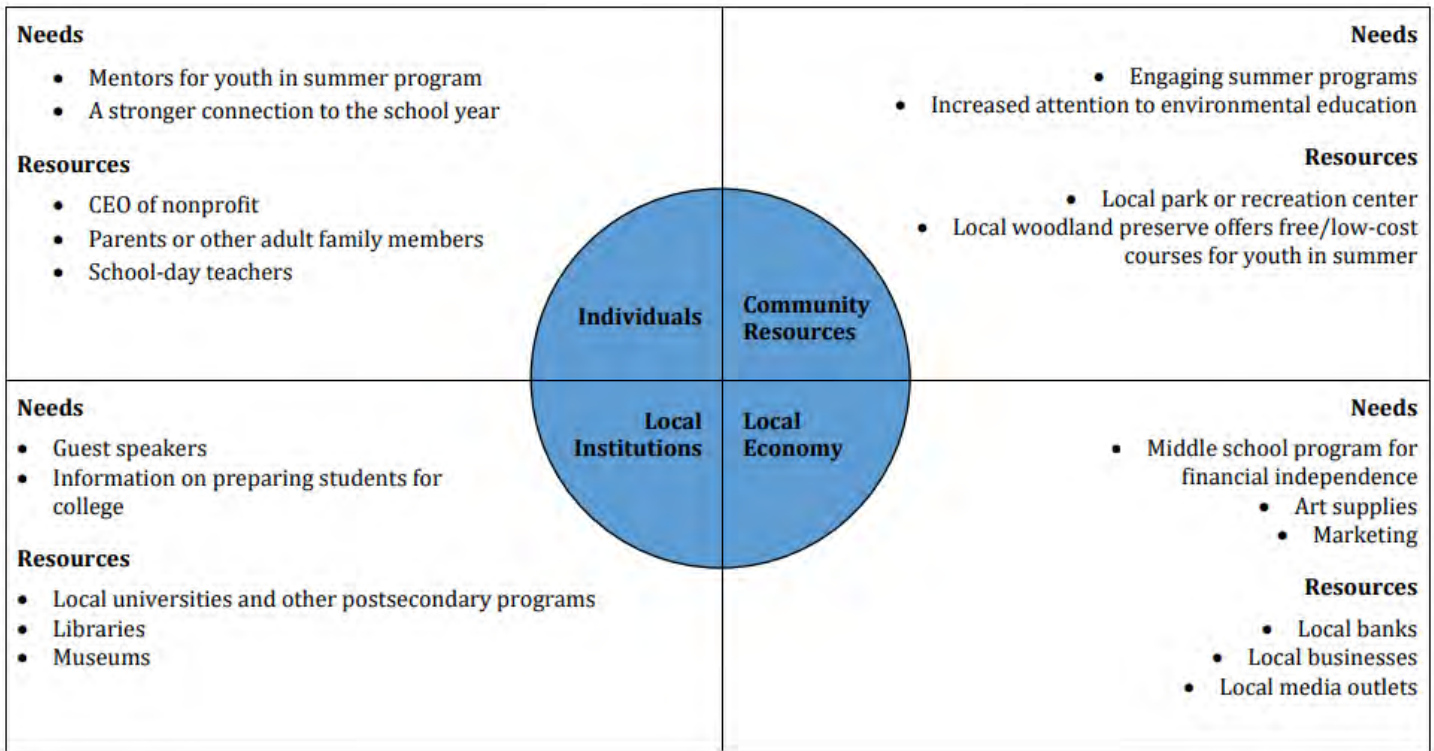
“Close to 1 in 4 parents with low incomes report that issues with transportation factored into their decision not to enroll their child in summer program, compared to 18 percent and 16 percent of families with higher incomes.

*Afterschool Alliance (2021)*”

# Community-Based Organizations

- [Alabama Expanded Learning Alliance](#) (AELA) - provides support by creating a sustainable structure of statewide, regional, and local partnerships, particularly school-community partnerships, focused on supporting policy development at all levels. AELA works to ensure Alabama youth, families and communities have access to high-quality programming. The [Exploring My World Guides](#) include activities and challenges organized by four different age groups (5-9), (10-12), (13-15), and (16-18). These resources are adaptable for in-person and virtual instruction, or a hybrid of both, as well as sent as take-home packets.
- [You for Youth](#) - is a resource for building a community of caring and competent professionals who nurture, motivate, and engage children and youth in 21st CCLC programs. However, any extended day learning program can utilize these resources and can adjust them accordingly. The [Mapping Community Assets](#) graphic organizer below can be utilized to prioritize needs and leverage resources.

## Mapping Community Assets



“Running a summer program involves coordination with numerous stakeholders.”  
 Education Development Center (2022)

How can your program begin building a database of local community partners?



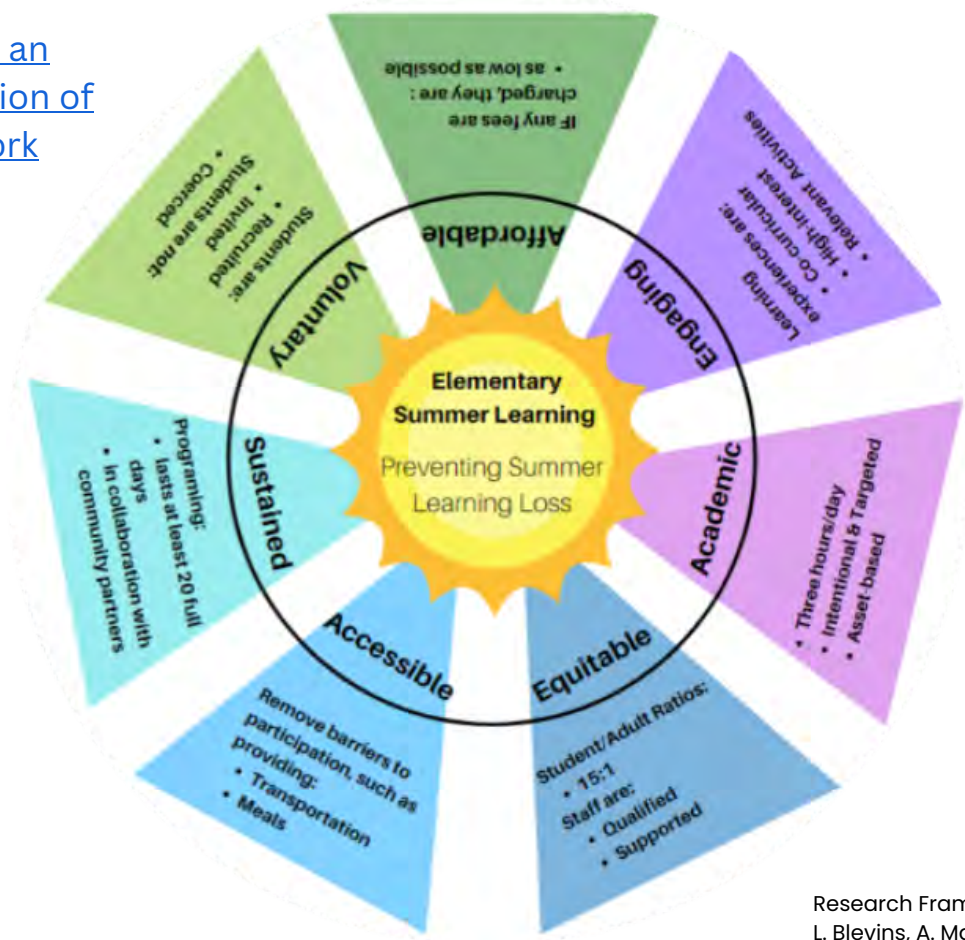


# Summer Learning Tool Kit

The [Summer Learning Tool Kit](#) by the [Wallace Foundation](#) provides resources for building a quality summer learning program.

# Summer Learning Tool Kit & Research Framework

[Click here for an Interactive Version of the Framework](#)



Research Framework graphic credit: L. Blevins, A. Maxey, and B. Sayers

“  
 \*Interviewees said that they increased or embedded fun or enriching activities within their summer programming, which they felt had a strong positive impact on students.  
 ”

“  
 \*District leaders believe summer programs should provide a safe space for students, not feel like school, and have a positive learning culture.  
 ”

Education Development Center (2022).





Research Framework Continued

Component	Research
<b>Affordable</b>	<p>“The word ‘free’ was not popular among parents. It seemed to suggest a lack of quality in the summer learning program. ‘No-cost’ seemed to be a better term. The term ‘apply’ was also unpopular. It seemed to suggest that somebody was judging them and their child. ‘Register’ or ‘sign-up’ were terms that parents found more emotionally neutral.” (Rosenberg, J., 2018)</p>
<b>Engaging</b>	<p>“...RAND observed that students appeared to have the best days when teachers used the time in the classroom for engaging academic work.” (Schwartz, H.L., McCombs, J.S., Augustine, C.H., &amp; Leschitz, J.T., 2018)</p>
<b>Academic</b>	<p>“...found that teachers with strong content knowledge led classes that were more effective and engaging. Those teachers were able to draw on their experience and extend lessons from the curricula guide and use instructional practices that increased student engagement, deepened critical thinking, and ensured students understood the material.” (Schwartz, H.L., McCombs, J.S., Augustine, C.H., &amp; Leschitz, J.T., 2018)</p>
<b>Equitable</b>	<p>“With a small class, a teacher can more quickly establish rapport with students, get to know their individual learning needs, and provide more individualized attention. In the classrooms we observed, there were no more than 15 students per instructor. Interviewed teachers appreciated these small class sizes, noting that summer was a time when they could reach students who could ‘hide’ during the school year.” (Schwartz, H.L., McCombs, J.S., Augustine, C.H., &amp; Leschitz, J.T., 2018)</p>
<b>Accessible</b>	<p>“For the experiment, the districts hosted free, full-day programs to address parents’ need for affordable childcare. To get students excited to come, districts actively marketed the programs as engaging camps rather than remedial academic work. Finally, districts offered free busing since transportation might otherwise have been a substantial barrier.” (Augustine, C.H., et. al., 2016)</p>
<b>Sustained</b>	<p>“...districts can leverage consistent sources of funding (e.g. Title I or general operating funds), creating a greater likelihood of sustainment. Partnerships between the districts and community-based organizations (CBOs) also provided increased benefits and lowered costs. CBOs offered opportunities for enrichment beyond those typically offered in schools, such as kayaking and fencing, that encouraged students to enroll and attend.” (McCombs, J.S., Augustine, C., Schwartz, H., Bodily, S., McInnis, B., Richter, D., Cross, A.B., 2012)</p> <p>“Given the finding that students who attended at least 20 days outperformed students who attended fewer days, and given the attendance rates we observed, programs with academic goals similar to the ones we studied should last at least five weeks- and ideally six or more weeks- with at least three hours of academics per day.” (Augustine, C.H., et. al., 2016)</p>
<b>Voluntary</b>	<p>“We find evidence that multi-subject voluntary programs can benefit children and youth. There is suggestive evidence that such programs yield benefits in reading and/or mathematics achievement.” (National Academies of Sciences, Engineering, and Medicine, 2019)</p>



## Opportunities for Integrated Learning

STEM	Literacy	The Arts	Physical Education	Social Studies
<ul style="list-style-type: none"> <li>• Math Games</li> <li>• Number Sense Routines</li> <li>• Learning Labs</li> <li>• Science Stations</li> <li>• Coding</li> <li>• Robotics</li> <li>• AMSTI Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Scavenger Hunts</li> <li>• Escape Rooms</li> <li>• Breakout Boxes</li> <li>• Themed Books</li> <li>• Book Clubs</li> <li>• VR Headsets</li> <li>• Vocabulary Instruction</li> <li>• Novel Read Aloud</li> <li>• Community Member Read Aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Art Shows</li> <li>• Abstract Painting</li> <li>• Local Artists</li> <li>• End of Camp Song and Dance</li> <li>• Camp Song</li> <li>• Poetry/Rhymes</li> <li>• Readers Theater</li> <li>• Plays</li> <li>• <a href="#">Alabama Artlook Map</a></li> </ul>	<ul style="list-style-type: none"> <li>• Decoding</li> <li>• Hopscotch</li> <li>• Fitness Fluency</li> <li>• Sight Word Games</li> <li>• Boot Camps</li> <li>• Basketball Hoops with Math and Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural Fairs</li> <li>• Tastes of the World</li> <li>• Cooking and Recipe Creating</li> <li>• Charts and Graphs</li> <li>• Wax Museum</li> <li>• Research</li> </ul>

## Instructional Resources for Reading

In accordance with the Alabama Literacy Act, use evidence-based reading strategies or programs, or both, that have been vetted and approved by the Literacy Task Force when planning for the use of instructional resources for K-3 students.

## Instructional Resources for Math

For students in grades K-3, embed math into the summer literacy camp. For students in grades 4-5, use resources that incorporate problem-solving. These include core curriculum and intervention resources that have been recommended by the Elementary Mathematics Task Force, high-quality print and online resources, and [Problem Solving Units created by the Office of Mathematics Improvement](#).

## Scheduling

Summer reading camps, at a minimum, shall include at least 60 hours of time in scientifically-based reading instruction and intervention. Math instruction must be embedded within reading camp for grades K-3.

Summer math camps for students in grades 4 - 5 shall include not less than 40 hours, nor more than 70 hours of spent time in mathematics problem solving.

Summer program schedules must reflect the time requirements listed in the Alabama Literacy Act and the Alabama Numeracy Act. Sample half-day and full-day schedules have been provided.



Sample Half-Day Schedule Grades K-3

Time	Activity
7:45 - 8:15	Breakfast
8:15 - 10:45	<b>Reading</b> Lesson from a vetted and approved intervention program
10:45 - 11:00	Movement Break
11:00 - 12:00	<b>Math</b> Mathematics Instruction utilizing EMTF-recommended evidence-based practices, curricula, intervention resources, print or online resources
12:00 - 12:15	<b>Dismissal</b>
<b>Instructional Hours</b>	
Reading	2.5 hours*
Math	1 hour
Duration of Camp	25 days*

\*Required to meet ALA.

Sample Half-Day Schedule Grades 4 - 5

Time	Activity
7:45 - 8:15	Breakfast
8:15 - 10:45	<b>Math</b> Mathematics Instruction utilizing EMTF-recommended evidence-based practices, curricula, intervention resources, print or online resources
10:45 - 11:00	Movement Break
11:00 - 12:00	<b>Reading</b> This is an opportunity to address the reading deficits of students in 4th or 5th grade.
12:00 - 12:15	<b>Dismissal</b>
<b>Instructional Hours</b>	
Reading	1 hour
Math	2.5 hours**
Duration of Camp	16 - 28 days**

\*\*Required to meet ANA.



Sample Full-Day Schedule Grades K-3



Time	Activity
7:45 - 8:15	Breakfast
8:15 - 11:15	<b>Reading</b> Lesson from a vetted and approved intervention program
11:15 - 11:45	Lunch
11:45 - 12:45	<b>Math</b> Mathematics Instruction utilizing EMTF-recommended evidence-based practices, curricula, intervention resources, print or online resources
12:45 - 1:15	Physical Education
1:15 - 2:15	<b>Reading</b> Lesson from a vetted and approved intervention program
2:15 - 3:00	<b>STREAM Activities</b> Science, Technology, Reading, Engineering, Arts, and Math
3:00	<b>Dismissal</b>
<b>Instructional Hours</b>	
Reading	4 hours*
Math	1 hour
Duration of Camp	15 days*

\*Required to meet ALA.

Studies suggested that consistent student attendance is critical for success. This aligned with established research that shows the positive effect attendance has on academic performance.

Education Development Center (2022).





Sample Full-Day Schedule Grades 4-5



Time	Activity
7:45 - 8:15	Breakfast
8:15 - 11:15	<b>Math</b> Mathematics problem-solving utilizing EMTF-recommended evidence-based practices, curricula, intervention resources, print or online resources
11:15 - 11:45	Lunch
11:45 - 12:45	<b>Reading</b> This is an opportunity to address reading deficits of students in 4th or 5th grade.
12:45 - 1:15	Physical Education
1:15 - 3:00	<b>STREAM Activities</b> Science, Technology, Reading, Engineering, Arts, and Math
3:00	<b>Dismissal</b>
<b>Instructional Hours</b>	
Reading	1 hour
Math	3 hours**
Duration of Camp	14 - 24 days**

\*\*Required to meet ANA .

Partner organizations were an essential part of districts' summer learning strategy.  
 Education Development Center (2022).

## References

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