



Summer Learning Program Guidance

2024

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Summer Learning Program Overview

Summer learning programs (SLPs) are designed to provide students with additional opportunities for learning and growing during the summer months. Systems should strive to create opportunities for all students to access a summer learning program.

There are various short- and long-term benefits of summer learning programs, especially for children in low-income families.

- Acceleration, maintenance, or extension of academic skills
- Allows students to explore activities and interests that develop the whole child
- Helps prevent summer learning loss
- Provides a safe, positive environment
- Enhances overall student well-being
- Builds student-teacher relationships
- Decreases discipline referrals
- Decreases likelihood of students repeating a grade
- Increases attendance
- Stronger academic performance (standardized test scores and GPA)

To support school systems in providing summer learning programs for incoming K-8 students, this guide includes:

- The structure and elements of a summer program
- Resources for implementing elements
- Staffing and scheduling considerations
- Sample schedules
- Checklists for action steps during the year
- Professional development to support summer learning programming
- Guidance on measuring program effectiveness
- Funding information

Summer Learning Program Structure

Systems should offer at least five weeks of programming inclusive of academics, enrichment activities, physical education, and other opportunities to foster joy and engagement. Programs can have summer or weekly themes to encourage creativity in activities and foster a camp-like environment.

Systems are encouraged to invite all incoming kindergarten through 8th grade students to participate in a summer learning program. If not possible, systems should prioritize access to summer learning programs for students that were most impacted by the pandemic and/or are economically disadvantaged, English language learners, students with disabilities, in foster care, experiencing homelessness, and migratory students. School systems may also prioritize student access using data from the previous school year or based on new student data from the current school year.

School systems should determine the needs of students in their schools and design an approach that eliminates barriers for students to access summer learning and also addresses student well-being. When available, and to the extent possible, systems should also incorporate transportation, child nutrition services, medical services through school-based health clinics, and direct student services.

To increase program effectiveness and maximize return on investment, systems should focus on ensuring strong student attendance and productive use of high quality instructional time.

LEAs who decide to offer SLPs to students within their jurisdictions must also offer the same SLP program access and opportunity to participate to students with disabilities. Participating LEAs, to comply with the IDEA, federal disability anti-discrimination laws, and related Department regulations, must provide any IEP related modifications or reasonable 504/ADA accommodations to its students with disabilities. IEP Teams and SBLCs, working collaboratively with parents, should make individualized, appropriate SLP related decisions.

Elements of a Summer Learning Program

Academics

SLPs should include at least three hours of academics per day. Academics should include [ELA](#) and [math tutoring](#) along with other opportunities for students to engage with all core content areas. During time allotted for academics, SLP teachers should utilize the research-based strategy of [Accelerate](#), Louisiana's tutoring strategy, while providing other resources and services for students, as needed and appropriate for various student populations. For summer [ELA tutoring](#), schools should select an ELA Guidebook unit that was not taught during the school year (e.g., an incoming 2nd grader learns an extra 1st grade unit). This extra unit provides an additional opportunity to prepare students for the next grade level by building context knowledge and reinforcing skills. For summer [math tutoring](#), schools should implement [Zearn Summer Intensive Series](#)¹. As part of a well-rounded academic summer program, [STEM learning](#) focused on meaningful, real-world application of science and math knowledge and skills should also be included.

¹ or similar [high-quality math instructional materials](#) designed to accelerate math learning

The academic tutoring provided can be delivered in person or virtually. Since tutoring should be done one-on-one or in small groups not larger than five at the elementary level and not larger than fifteen at the secondary level with students with common needs, tutoring during the SLP will need to be strategically scheduled. Two examples of how to schedule tutoring are below.

1. Students can receive tutoring virtually or in person **at the same time** during scheduled tutoring time (e.g., 12 students in 4 groups of 3 are tutored by 4 teachers).

Tutoring Block			
Tutor 1	Tutor 2	Tutor 3	Tutor 4
Jakairick	Brennan	James	Elsie
Macie	Jayden	Rayne	Lynn
Violet	Cheyenne	Collier	Jonrye

2. Students can receive tutoring virtually or in person **during rotations** (e.g., 12 students are in 4 groups of 3 and rotate to tutoring as a station).

Tutoring as a Rotation				
	Group 1	Group 2	Group 3	Group 4
Station 1	ELA Tutoring	Creative Writing/ Literacy Choice Board	Math Tutoring	STEM
Station 2	Creative Writing/ Literacy Choice Board	Math Tutoring	STEM	ELA Tutoring
Station 3	Math Tutoring	STEM	ELA Tutoring	Creative Writing/ Literacy Choice Board
Station 4	STEM	ELA Tutoring	Creative Writing/ Literacy Choice Board	Math Tutoring

Literacy Interventions

Summer learning can be used as an extension of a student’s literacy plan in providing targeted interventions.

Students who continue to struggle to meet [Louisiana Student Standards](#) after they have received all possible supports available during whole-class and small-group instruction need **intensive intervention** in addition to, not as a substitute for, whole-class and small-group instruction. The content of intensive intervention should target needs that are based on the program’s diagnostic tool. Intervention should support the approaches used during whole-class and small-group instruction, even when the curriculum used during intervention is different from that used during whole-class and small-group instruction.

The Louisiana Department of Education believes that intensive foundational reading skills intervention is data-driven, individualized by student, systematic, and explicit. In **systematic instruction**, the organization of material follows a logical order of language. The sequence of instruction begins with the student’s prescribed need and progresses methodically from basic concepts and elements to more difficult concepts and elements. In **explicit instruction**, the method of teaching emphasizes attention on small learning steps, consistently checking for student understanding, and ensuring student engagement and participation. The instruction requires deliberate (i.e., Say, Model, Practice, Apply) teaching of all concepts and does not assume that students will naturally deduce these concepts on their own.

Systems are encouraged to continue with systematic and explicit small group instruction and progress monitoring based on a student’s need according to the end of year benchmark from DIBELS in grades K-3 and beyond if students are being screened with DIBELS.

For more information on literacy interventions and extensions, please refer to the [Targeted Literacy Interventions and Extensions](#) document.

**Please note that according to Bulletin 1566, thirty hours of summer literacy learning is required for 3rd and 4th grade students who fall below proficiency on the Spring 2024 end-of-year literacy assessment. Please review the [Summer Literacy Support for Grades 3 and 4](#) for more information. Also, it is recommended to include any second graders below proficient on the end-of-year literacy screener to provide additional interventions in preparation for [Act 422](#).

Enrichment

Other components of the day should include opportunities for students to engage and experience enrichment activities. Systems are encouraged to build time into schedules for enrichment activities that are typically found in a school day, and they can also include offerings that could be unique to this summer experience.

Activities could include:

- [Arts](#)
- [Physical Education and Health](#)
- [Outside activities](#)
- Teambuilding
- Field Trips/Guest Speakers
- Creative Writing
- Literacy
- [Career and College Exploration](#)
- Well-being
- Learning Station

Scheduling and Staffing

Schools should engage their summer learning program coordinators, teacher leaders, mentor teachers, and content leaders in the planning and implementation of SLP. Full day programs are encouraged as a way to provide quality care for students and include as many supports and experiences for students as possible.

Staff for SLPs could include current school staff, paraprofessionals, high school students on the pre-educator pathway, students in teacher preparation programs, college students, and members of community organizations deemed safe and proper for working with children. To maximize resources, schools within the same system may partner to host summer learning programs.

ELA and math tutors should be content-strong and rated Highly Effective or Effective: Proficient Effective in the grade and content area they are tutoring. Tutors can be hired for in-person or virtual tutoring. Other staff members can teach enrichment activities or monitor child play. Schedules should be determined by what available staff exists in enrichment areas. Systems may also select high quality ELA and math tutors from the [Tutoring Service Providers](#) Vendor Guide.

Schedules for summer learning programs should be built in consideration of appropriate time allocations for the age of the child and include sessions for [English Language Arts](#) and [Math](#) tutoring. Schedules should include a preparation time for tutoring teachers to plan for upcoming tutoring sessions. This can be built into the daily schedule or be in the form of paid planning time before or after the student schedule.

A sample weekly plan and daily schedules are included in this guide.

Elementary Sample Weekly Plan					
Week 1: Wild for Learning! -- Kindergarten					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Arrival and Breakfast	Arrival and Breakfast	Arrival and Breakfast	Arrival and Breakfast	Arrival and Breakfast
8:30-10:00	ELA and Literacy Block	ELA and Literacy Block	Guest Speaker from Animal Hospital	ELA and Literacy Block	ELA and Literacy Block
10:00-10:30	Arts Block	Arts Block	Arts Block	Arts Block	Animal Puppet Show Production
10:30-11:30	Learning Stations	Learning Stations	Learning Stations	Safari Field Day Activities	Learning Stations
11:30-12:00	Lunch	Field Trip to the Zoo	Lunch	Lunch	Lunch
12:00-12:30	Outside Play		Outside Play	Outside Play	Outside Play
12:30-1:00	STEM Block + Math small group rotations		STEM Block + Math small group rotations	STEM Block + Math small group rotations	STEM Block + Math small group rotations
1:00-2:00			STEM Block + Math small group rotations	STEM Block + Math small group rotations	STEM Block + Math small group rotations
2:00-2:30					
2:30-3:30	PE	PE	PE	PE	PE
3:30-4:00	Daily Huddle	Daily Huddle	Daily Huddle	Daily Huddle	Daily Huddle
4:00-5:00	Free Play/Dismissal	Free Play/Dismissal	Free Play/Dismissal	Free Play/Dismissal	Free Play/Dismissal

Sample Grades K-5 Daily Schedule		
Time	Activity	Description
8:00-8:30	Arrival and Breakfast	Students transition into classrooms and/or breakfast. Classrooms include independent activities.
8:30-10:00	English language arts and Literacy Block	Students participate in whole-class knowledge-building, text-centered lessons from the class unit and rotate through small group time for literacy support.
10:00-12:00	Math Tutoring and STEM Block	Students rotate through 3 learning stations (e.g. Zearn Accelerated learning on the computer, small group time with teacher, and STEM challenge).
12:00-12:30	Lunch	Students eat lunch.
12:30-1:00	Outside Play	Students play on playground equipment or outdoor toys and participate in outside activities.
1:00-1:30	Well-being	Students participate in activities from the school's Social and Emotional Learning Program or other well-being activities.
1:30-2:30	Arts Block	Students participate in visual art, dance, theater, culinary, or music class. Students could participate in a different art each day or week.
2:30-3:15	PE	Students participate in physical education or health activities.
3:15-4:00	Daily Huddle	Students participate in a team building/closing activity for the day.
4:00-5:00	Free Play/Dismissal	Students pack belongings and dismissal transition occurs. Students participate in free play until families arrive to check students out.

Sample Grades 6-8 Daily Schedule		
Time	Activity	Description
8:00-8:30	Arrival and Breakfast	Students transition into classrooms and/or breakfast. Classrooms include independent activities.
8:30-10:00	English language arts and Literacy Block	Students participate in whole-class knowledge-building, text-centered lessons from the class unit and rotate through small group time for literacy support.
10:00-12:00	Math Tutoring and STEM Block	Students rotate through 3 learning stations: Zearn Accelerated learning on the computer, small-group time with teacher, and STEM challenge.
12:00-12:30	Lunch	Students eat lunch.
12:30-1:00	Outside Play	Students play organized sports and participate in outside activities.
1:00-1:30	Well-being	Students participate in activities from the school's Social and Emotional Learning Program or other well-being activities.
1:30-2:30	Arts Block	Students participate in visual art, dance, theater, culinary, band, choir, or music class. Students could participate in a different art each day or week.
2:30-3:15	PE	Students participate in physical education or health activities.
3:15-4:00	Daily Huddle	Students participate in a team building/closing activity for the day.
4:00-5:00	Choice Activities/ Dismissal	Students pack belongings and dismissal transition occurs. Students participate in independent or group activities until families arrive to check students out.

Checklists

The planning checklists below include tasks that the SLP Coordinator should consider when planning.

Planning Checklist: August - October	
	Host a debriefing session to review and analyze program data collected from students, teachers, parents, and school leaders
	Establish core planning team for next year
	Determine Summer Learning Program Goals
	Create a SLP meeting schedule for the year
	Begin planning your SLP

Planning Checklist: November - December	
	Release SLP dates to educators and families
	Outreach for preliminary community support
	Develop and distribute an interest survey for students
	Develop and distribute an interest survey for staff
	Develop a needs assessment with stakeholder input

Planning Checklist: January - April	
	Develop a projected budget
	Create schedules for grade levels/grade bands
	Determine staffing needs including site leaders, nurses, faculty for proposed schedules, and all support staff
	Create applications for staff hiring
	Create a registration process and timeline for students including the collection of accommodations and medical plans
	Develop a communication plan for parents and families
	Engage with partners for support (local government, organizations, public library, universities, etc.)
	Determine school site locations
	Prepare for transportation needs
	Prepare for food and nutrition needs for meals
	Plan to train staff for use of the selected high-quality summer learning materials.
	Plan for quality STEM Summer Learning as part of a well-rounded academic program, and make determinations about materials, training, and staff needed.
	Plan and set dates for additional professional development for staff
	Begin a resources and materials needed list
	Take stock of available enrichment opportunities and staff to determine which enrichment activities can be made available in schedules

Planning Checklist: April - May	
	Plan professional development content
	Hire staff
	Set parameters and guidelines for how time is utilized
	Purchase supplies
	Preview summer tutoring sessions with teachers for planning purposes
	Plan enrichment activities
	Provide training and professional development for staff
	Create student rosters based on registered students
	Develop bus routes based on registered students
	Communicate SLP details to families
	Confirm community involvement

Measuring Effectiveness

Systems offering Summer Learning Programs should measure the effectiveness of Summer Learning Programs through the completion of a survey following the conclusion of the Summer Learning Program. The survey covers four broad topics: program information, student attendance (required), measures of outcomes (required), and student/parent/staff surveys (strongly encouraged). More detail about each of these is below. The survey is due by August 15.

1. Program Information

Program Overview	<ul style="list-style-type: none"> ● Beginning and End Dates ● Hours Per Day and Hours Spent on Core Content ● Students to whom summer learning was offered ● Methods, if any, for selecting students for summer learning ● Website for summer learning program
Transportation	<ul style="list-style-type: none"> ● Availability of transportation for students ● Selection criteria, if any, for transportation options ● Percent of students using the provided transportation
Program Offerings	<ul style="list-style-type: none"> ● Offering of ELA, Math, Science, and Social Studies by grade level ● Enrichment activities by grade level ● Instructional curriculum and supports used for math academic instruction ● Instructional resources and supports used for ELA academic instruction ● Sample weekly schedule
Learning Formats	<ul style="list-style-type: none"> ● Availability of online & in-person instruction by grade level ● Access to devices & hotspots
Intervention Opportunities	<ul style="list-style-type: none"> ● Availability of intervention opportunities (Accelerate tutoring lessons, other tutoring, intervention or group well-being services, EL supports, IEP supports, etc.) ● Format of tutoring (virtual or in-person) ● Typical tutoring group size
Staffing	<ul style="list-style-type: none"> ● Estimate of the number of staffing by program area (ELA, Math, Enrichment/Other, General Operations). ● Estimates for the number of administrative employees, health services employees, counselors, food service team members, transportation team members, well-being employees ● Partnerships (academic, experiential learning, social-emotional, etc.) ● Vendors (experiential learning, instructional resource, etc.) ● Recruitment and selection process for staff

2. Attendance

Collecting daily attendance is an important way to monitor student engagement and respond in real-time as trends in participation emerge to ensure all students have the support they need to engage in summer learning opportunities. Systems should anticipate collecting daily attendance data for all students and establish a system to manage data collection. Data collection should allow for the following reporting, at a minimum:

- Mandatory attendance policies, if any, for students.
- Number of students, by grade level, who attended the program at least once
- Number of students, by grade level, who attended the program at least 50% of the time
- Number of students, by grade level, attending CIR/UIR-A schools (if applicable) who attended the program at least once
- Number of students, by grade level, attending CIR/UIR-A schools (if applicable) who attended the program at least 50% of the time
- Average daily attendance (as a percentage of all students who attended the program at least once)
- Attendance information broken by school and student subgroups (student with disabilities, low-income students, English learners, Students in Foster Care, Migrant Students, Homeless students, as well by race: American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black Non-Hispanic, White Non-Hispanic, Other).

3. Measures of Outcomes

Systems should expect to share information about student outcomes. These indicators may include:

Category	Examples
Curriculum-Embedded Assessments for Math*	<ul style="list-style-type: none"> ● Number of lessons completed
Curriculum-Embedded Assessments for ELA*	<ul style="list-style-type: none"> ● Unit Assessments in ELA Guidebooks or another Tier I Curriculum ● Number of lessons completed in ELA Guidebooks or another Tier I Curriculum
Literacy Screeners	<ul style="list-style-type: none"> ● DIBELS 8th
Early Childhood Assessments	<ul style="list-style-type: none"> ● TS GOLD®
Other Indicators	<ul style="list-style-type: none"> ● Writing samples ● Well-being Program Data

* Required

Systems should anticipate providing the Department an overview of results, as well as provide data for participating schools and student groups, at the conclusion of the Summer Learning Program.

4. Students, Parents, and Staff Surveys

The Department encourages systems to use surveys of stakeholders (students, parents, staff, and others) to collect feedback and identify impacts as well as prioritize pivots for future planning.

Funding

Multiple funding sources can support the implementation of summer learning programs. School systems can use funds from their General Fund, Title I, CARES, CAA, ESSER III, and Direct Student Services allocations.

For more details on funding sources, reference the [Federal Funding Guide](#) or contact LDOE.GrantsHelpDesk@la.gov.

Support

More information will be shared in the weekly and monthly newsletters, webinars, and the System Leader Planning calls. Questions can be emailed to louisianaleaders@la.gov.