



Evaluation of Summer 2010 Out-of-School Time Literacy and Learning Promotion Grant

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To the United Way of Massachusetts Bay and
Merrimack Valley

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Summer Literacy & Learning Evaluation

Section 1 – Summary

There is a common notion that summer is a carefree time for children, filled with time to play outdoors, go to summer camp, and enjoy family trips. However, for many children summer is a time when they lack access to adult supervision, healthy meals, and great learning experiences. Parents consistently cite summer as the most difficult time to ensure that their children have productive things to do (Duffett et al, 2004). More than half of the achievement gap between lower- and higher-income youth can be explained by unequal access to summer learning opportunities (Alexander et al, 2007).

Research indicates that struggling learners score significantly higher on standardized tests taken at the beginning of summer vacation than they do on the same standardized tests taken at summer's end. This loss is particularly evident in reading, and it is most pronounced among students from low-socioeconomic families. These losses are cumulative, creating a wider gap each year between more proficient and less proficient students. By the time a struggling reader reaches middle school, summer reading loss has accumulated to a two-year lag in reading achievement. Studies suggest that students who read as few as six books over the summer maintain the level of reading skills they achieved during the preceding school year. Reading more books leads to even greater success (Gambrell, 2008). Early and sustained summer learning opportunities lead to improved outcomes for youth, such as increased academic achievement, self-esteem, confidence, motivation, and higher graduation rates (National Center for Summer Learning, 2007).

Summer effect on student achievement is not a new area of research. In fact, summer effect has been studied for nearly a century (Cooper et al, 1996). Over that period of time, the studies have yielded two important findings: (a) that student learning declines or remains stagnant during the summer months, and (b) that the magnitude of change differs by socioeconomic status (Malach and Rutter, 2003). Research psychologist Gerald Bracey reports that one study found that the “volume of summer reading was the best predictor of summer loss or gain.” Therefore, reading is a practice that must be engaged in by all students on a daily basis during the summer.

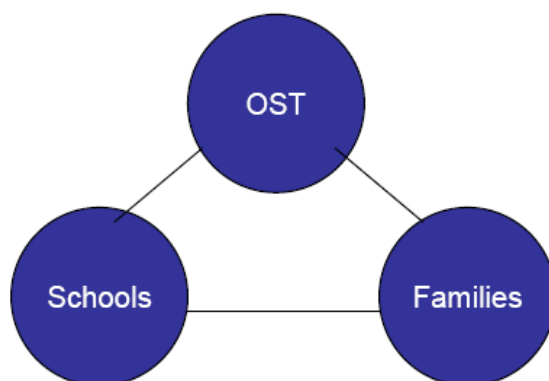
Analyses of recent studies refine what we know about summer effect. The 2010 summer issue of *Reading Today*, published by the International Reading Association, focuses on several areas of study that continue to augment what we know about stopping summer learning loss. In one article, Anne McGill Frazen of the University of Tennessee describes a meta-analysis of 39 studies of the effects of

summer periods on reading achievement. This analysis revealed that middle-class students gain several month's worth of achievement each summer, while low-SES students lose an average of three or more months. When schools are in session, these students gain at the same rate as middle-class students. According to McGill Frazen's colleague, Richard Allington, summer learning loss may account for more than two years' worth of achievement by the time these students reach middle school.

Allington states that the evidence is clear that middle-class students read during the summer while low-SES students do not. Access to books is one factor that impacts the amount of reading students do during the summer. Having opportunities to self-select books is another factor. Receiving guidance in selecting books at the appropriate level—not too difficult, especially for struggling readers—is a third factor that impacts the success of summer reading.

This report evaluates a project funded by the Massachusetts Department of Early Education and Care (EEC) to stem summer reading loss by funding literacy initiatives, through which urban youth participate in out-of-school-time programs. Summer is a time when youth participate in a variety of recreational and social activities. The partners in this grant—the regional United Way branches, DELTAS, WESTmost, and BOSTnet—recognize the opportunity to continue school-year learning during out-of-school-time programs. In order to achieve positive learning outcomes for our youth, programs need resources. The funds provided by EEC were used to support intentional literacy curricula in summer programs, build capacity of program staff, provide coaches for programs, and enhance partnership between out-of-school-time programs, schools, and families.

In one of the learning community meetings, the community hub leaders talked about the need to support literacy for low-income youth in urban communities by ensuring that all three essential elements work in collaboration: 1) out-of-school-time (OST) sites focusing on intentional literacy, 2) coordinating literacy efforts with the public schools in the community, and 3) supporting families to take an active role in literacy. The grant supported the efforts in all three areas.



Students who score in the top 10th percentile on standardized tests read more than 20 minutes per day after school. Over a school year, that translates to 1.8 million words read! Students who read only five minutes for pleasure score near the 50th percentile. Sadly, students who read a minute or less on a daily basis after school hours read a mere 8,000 words per year and score in the lowest 10 percent. It is easy to understand why engaging in some type of instruction, whether it be structured or unstructured, is an integral part of continued academic growth. (Shaywitz, 2003)

Through this project, the hub leaders have identified some key factors that contribute to the success of summer literacy initiatives. These are: 1) the program quality, 2) the commitment to program change by the program leadership, 3) staff preparation and adaptation, and 4) the implementation of intentional literacy activities.

Section 2 – Background

Governor Deval Patrick’s Readiness Cabinet endorsed a statewide action plan for youth entitled *Success for Life*, including the goal that all children and youth in OST programs in high-risk areas will successfully reach literacy benchmarks. In January 2010, the Massachusetts Department of Early Education and Care (EEC) made American Recovery and Reinvestment Act (ARRA) funding available through an open request for response (RFR). This RFR sought to fund a literacy initiative in the state’s turnaround school districts to improve the quality of out-of-school time (OST) by offering literacy activities, partnering with public schools, and engaging families in literacy supports.

Community	% of 3rd graders who scored below proficient on 2010 ELA - MCAS
Boston	63%
Holyoke	75%
Lawrence	60%
Lowell	60%
Lynn	56%
Springfield	61%
Worcester	56%

2010 MCAS data from http://profiles.doe.mass.edu/state_report/mcas.aspx

EEC awarded the funding to the United Way of Mass Bay and Merrimack Valley (UWMB), partnering with the United Way of Central Massachusetts in Worcester and the United Way of the Pioneer Valley in Springfield, and three hubs with OST sites in seven cities and 21 program sites (see Figure 1). Within the seven underperforming MA school districts (Boston, Lynn, Lawrence, Lowell, Worcester, Springfield and Holyoke) targeted by this grant, the number of 3rd graders not reading proficiently is particularly high (up to 75%).

Figure 1: Location of OST Literacy Projects

Hub	Communities Served	Number of Program Sites	Total Number of Children Impacted
BOSTnet	Lawrence	2	158
	Lowell	3	178
	Lynn	3	618
DELTAS	Boston	5	367
WestMOST	Worcester	4	345
	Holyoke	1	26
	Springfield	3	130
3 Hubs	7 Communities	21 OST Program Sites	1,822 Children

Each of the hubs worked to maintain communication between each of the local school districts and the participating programs, and facilitated working partnerships between the district and the programs. Hubs hired literacy coaches/specialists with school district experience. The hub staff communicated and coached regularly with program staff, created training calendars, and supported programs to track and evaluate staff and student progress. The hubs met monthly in a learning community with United Way staff and the evaluator to coordinate and share information, share successes and challenges, and support best practices.

The funding supported initiatives to achieve four major objectives: 1) Prevent summer learning loss: Maintain or increase students' reading skills. 2) Provide focused literacy activities: Provide learning experience and opportunities to engage in learning outside of the school day and year. 3) Build OST capacity: Increase program capacity to provide students with learning experience and opportunities to engage in learning. 4) Linkage with schools: Develop strong partnership between out-of-school-time programs and their sending school districts, and increase parent and family engagement.

Services provided with the funds included: literacy materials, specialized training, coaching, technical assistance, and support to the hubs from the United Way. The funds were also used for purchasing literacy materials for the programs, including Kidzlit®, additional paperback books, fieldtrips, etc.

Each hub designed and provided specialized training for OST staff. Coaches supported literacy within OST programs by: demonstrating instructional techniques; coordinating literacy activities and materials; conducting assessments (DIBELS); and providing the literacy training. Hubs hired coaches/literacy specialists and provided technical assistance with managing the project through the hub coordinators, who provided oversight to maintain a core vision, support problem-solving, and share

learning from individual sites. United Way supported hubs by: facilitating monthly learning-community meetings where hub leaders shared successes, challenges, and resources, and planned for sustainability; designing components of a website to share documents; and sharing deliverables from sub-contractors funded by the grant.

The hub coordinators are specialists in OST program quality, seeking to enhance informal learning during out-of-school time. The hubs made their impact in summer literacy by supporting the OST programs and staff, and providing coaches, best practices, materials, and training to these programs.

OST programs were all located in urban communities, and reflected the diversity of the communities where they provided services. Site directors managed the enrollment and supervision of group leaders who provided social, emotional, educational, and recreational activities directly to children ages 6 to 14. The coaches, who were hired by the hubs, were mostly public-school teachers, along with some graduate-level college students. Coaches interacted with the students, modeling literacy activities, and also mentored the group leaders in implementing the literacy activities. The OST group leaders provided the activities and supervised the students; their qualifications varied, and they included young adults as well as certified teachers.

Section 3 – Description of the Evaluation

Mary Lu Love and the data team at the Institute for Community Inclusion were hired to evaluate the effectiveness of the OST Literacy and Learning Promotion Grant. The evaluation focused on answering the following questions:

1. Do the students participating in this initiative retain or make progress in literacy skills?
2. What factors are linked to skill retention?
3. What is the impact for staff who participated?
4. Has the project supported the development of strong partnerships between out-of-school-time programs and their sending school district(s)?

The following tools were used to collect data on the effectiveness of the program:

Figure 2: Evaluation Collection Tools

Collection tools:	Students' literacy outcomes	Student participation data	Staff outcomes	Partnership with public schools
1. Child-Level Data (Excel Spread Sheet)	X	X		
2. Program-Level Data (Excel Spread Sheet)	X		X	
3. Group Leader Survey (Online)	X	X	X	X
4. Group Leader Phone Interviews	X	X	X	X
5. Coach Survey (Online)	X		X	X
6. Debriefing Sessions: Hub and Program Directors	X	X	X	X

Child-Level Data: Assessments were collected by coaches. Program directors shared the data with hub directors who submitted cleaned data, ready to process, and containing no missing parts to the evaluator. No identifiable information was shared regarding the identity of individual children. (See Attachment A: Child-Level Data.)

Program-Level Data: Program directors completed Excel spread sheets. The data collected is public information and is available to the public on websites and in parent handbooks. (See Attachment B: Program-Level Data)

Group Leader Survey was completed online anonymously, for the majority of sites; all DELTAS and some BOSTnet used the paper format. (See Attachment C: Group Leader Survey)

Coach Survey: Coaches also completed an anonymous online survey. One hub, DELTAS site, used a paper version. (See Attachment D: Coach Survey)

Debriefing Sessions: Debriefing sessions included hub and program directors. The evaluator attended two hub-level debriefing sessions, one each for WestMOST and BOSTnet, and received notes on the DELTAS debrief. The evaluator suggested questions for the hub leaders to ask the program directors and coaches, with additional questions used as a natural follow-up or to pursue a matter of particular interest to the hub leader. In addition to the final debriefing session, the evaluator attended the monthly learning-community meetings to follow the ongoing

developments. (See Attachment E: Program Director Debriefing and Attachment F: Hub Directors Debriefing.)

Section 4a – BOSTnet Evaluation

BOSTnet, founded in 1987, has a mission to expand access to quality, affordable out-of-school-time (OST) opportunities in Massachusetts that challenge and engage children and youth through innovative research, leadership, and program design. BOSTnet, as a hub in this grant, worked with two sites in Lawrence; three in Lowell; and three in Lynn. BOSTnet provided all of these OST program sites with materials, training, coaching, and support to implement the summer literacy initiative. Typically these programs focused on social-emotional skills, sports, and recreational activities. A total of 945 children received intentional literacy instruction through this grant: 158 in Lawrence, 178 in Lowell, and 618 in Lynn.

Building Staff Capacity

BOSTnet training consisted of three events conducted in each city (Lynn, Lawrence, and Lowell) during May, June, and July 2010. Trainings were two or three hours in length for a total of seven hours of training for coaches, group leaders, and site directors in each community. The focus of the trainings was on planning and curriculum choice aligned to the Massachusetts English Language Arts (ELA) Curriculum Frameworks. The three trainings were:

- Integrating Scientific Inquiry and Observation with Reading & Writing – presented by staff from New England Aquarium. This three-hour training was attended by 40 participants.
- Summer Program Preparation – Thematic curriculum, implementing KitzLit®. This two-hour training was attended by 43 participants: eight site directors, seven coaches, and 28 group leaders.
- Let's All Read! Maximizing Family Involvement in Literacy and Reading at Home – a two-hour training attended by 30 participants: five site directors, five coaches, and 20 group leaders.

The coaches had a range of two to more than fifteen years of teaching experience. The BOSTnet coaches received an additional orientation on-site with the site coordinator to establish relationships, build common goals, and ensure the implementation of the program. All programs received 10 hours of support to plan and develop a leveled library and a literacy-rich environment in each program. In the beginning of the summer, coaching initially focused on modeling for the OST group leaders. As the summer progressed, the coaches assumed a more facilitative role, supporting the OST group leaders to take greater responsibility for the literacy activities.

Implementing Intentional Literacy

The materials for project classrooms at each site included the KidzLit® curriculum. For most BOSTnet programs, this was the first formal literacy curriculum used. KidzLit® is a “reading enrichment program designed specifically for use in out-of-

school settings. It increases young people's motivation to read and builds their literacy skills. At the same time, it develops core values of helpfulness, fairness, personal responsibility, and respect for others. Leaders use a process in which children hear engaging books read aloud—or read them independently—and make connections to their own lives. They express their feelings and grapple with big ideas through discussion, drama, art, movement, and writing” (KidzLit® website: <http://www.devstu.org/afterschool-kidzlit>). In addition, approximately 900 books were purchased and distributed and multiple cases of free *Highlights for Children* magazine were provided to each BOSTnet site.

When asked what the children liked best in the literacy program, the literacy coaches cited the read-alouds and the connecting activities involving role-playing, songs, movement, and art. In addition, they mentioned doing “mad libs” with the *Cool Words*; being read to one-on-one and being encouraged to read; reading poems to the group (after practicing them privately); writing directions and ingredients; and having lively discussions about the books. One group even wrote and performed a play.

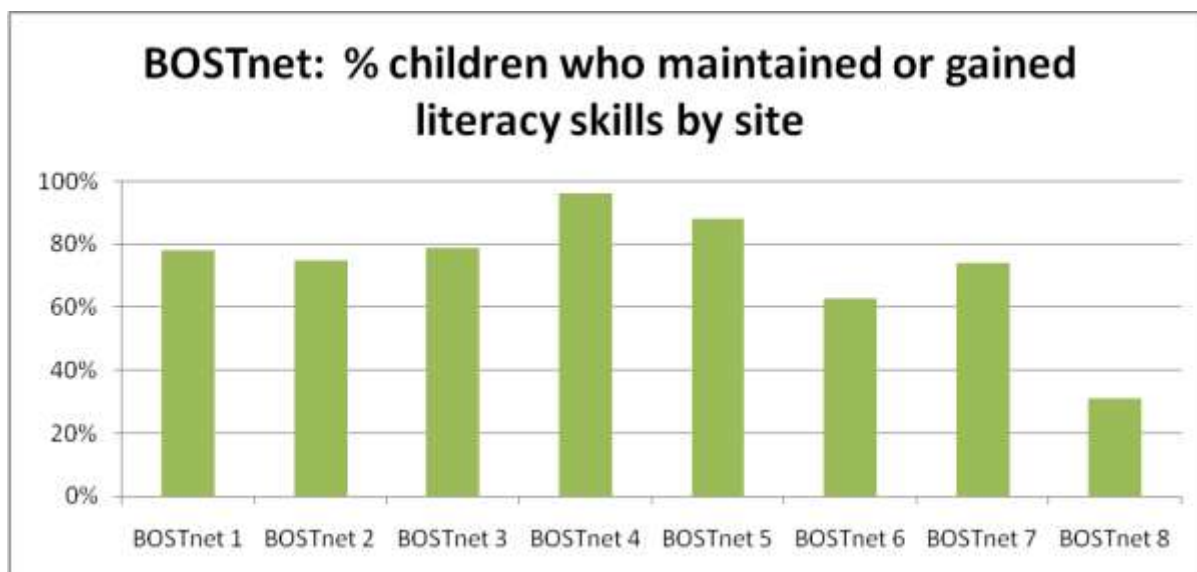
The majority of BOSTnet group leaders reported spending about two to six hours per week on literacy activities.

Impact on Students

While 954 children participated in the OST programs, 271 children in the eight OST programs in Lowell, Lawrence, and Lynn were assessed for pre-post literacy skills. The demographics of these children reflected the urban centers being served: 55% were Latino/a, 23% were African-American, 20% were white/Caucasian, and 7% were of various other backgrounds. The BOSTnet children's average grade placement in the fall will be 4.6.

BOSTnet assessed literacy skills using the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Oral Reading Fluency test. On this test, each child reads orally a passage at the targeted grade level. Omitted words, substitutions, or hesitations of longer than three seconds are scored as errors. The number of correct words per minute is the oral reading fluency rate. DIBELS identifies which students are on track to read successfully and which students are at risk of having reading difficulties.

Of the 271 children tested pre and post, literacy remained the same or increased for 196 children, or 72%, with the average change in DIBELS score being +3.3 points. Eight children began the summer as non-readers (a score of 0 on DIBELS), and only two of the 271 tested finished the summer as non-readers.



All BOSTnet sites showed increases in DIBELS scores, with Site #4 showing the greatest increase and only Site #8 showing the summer learning loss typical of an urban program. The hub director spoke about possible contributions to these results. She mentioned the intentional literacy activities supported by KidzLit® curriculum, and a strong effort by the hub literacy coordinator to communicate with the coaches through weekly coaching logs (see Attachment G: BOSTnet Coaching Sheet) and to provide ongoing focus and encouragement on the summer literacy activities. At Site #8, the site that showed few literacy improvements, the coach was unable to attend any of the trainings and administrative commitment to the project seemed mixed.

The data collected by the evaluator provided no correlation between literacy skill retention and any individual student factors such as age, gender, race/ethnicity, and program attendance rates. Establishing cause and effect in educational interventions is difficult, especially in eight uniquely situated programs, managed by various organizations, with varying levels of staff skills and experience. The full package of the literacy initiative (materials, training, coaching, and hub oversight), especially with the focus on the intentional literacy activities and the ability of the staff, clearly had the greatest impact on BOSTnet outcomes.

The DIBELS data verifies that 196 of 271 BOSTnet children retained or made progress in literacy skills, while national norms would predict a three-month loss of reading skills. Eight BOSTnet students started the summer as non-readers, testing 0 on the DIBELS, and only two of them ended the summer in this category.

Impact on Staff

Forty-three BOSTnet staff (eight site directors, seven coaches, 20 group leaders, and eight other staff) participated in professional development sessions. In addition, 100% of site directors, coaches, and group leaders reported that the project impacted them favorably. They reported improved staff capacity to implement

summer literacy activities, and plan to continue the literacy activities through the year. The hub director felt that “getting the group leaders comfortable in planning and delivering literacy activities was a major result; a number of the staff identified themselves as ‘reluctant readers,’ but had a growing confidence in working with coaches and literacy materials to make the activities fun for the children and themselves.” BOSTnet, as a hub, saw their key role as supporting program staff to focus on a core vision—intentional literacy activities; to facilitate problem-solving; and to gather and share learning among the sites.

BOSTnet OST Group Leaders

17 of the 20 BOSTnet group leaders responded to the anonymous survey either online or via paper survey. They reported that their ability to implement literacy activities improved in the following ways:

- “encouraging children to pick out one vocabulary word from the list, write a sentence about it, and draw a picture to describe it”
- “using more creative ways to have the children learn, such as role plays, group games, etc.”
- “the concept of *cool words*”
- “understanding better what types of activities to do with the kids”
- “training sessions helped with planning focused literacy activities”
- “having the children write suggestions, comments like career goals, favorite topics, and even a hypothesis which we tested”
- “writing conclusions and reactions from our science experiments”

One of the group leaders expressed confidence that she could “continue the activities during the year, and had a better understanding of incorporating literacy into the daily/weekly program routine.”

“I know what types of activities my kids like that involve literacy, and I can continue doing them year round. Now I'm more creative at doing activities for literacy.” BOSTnet group leader.

What made the project successful? One group leader felt that “the coach’s modeling worked better than the trainings,” while another felt that the “training surely helped.” Coaching was seen as the most effective element, “providing extra support,” “facilitating brainstorming,” and “helping teachers come up with ideas on how to squeeze in literacy.” Other comments:

- “The activities book, games, and resources were so effective that the children almost didn't realize we were even teaching them.”
- “Connecting with our public library to get essential resources that were lacking really helped.”

Group leaders rated using a scale of one (“to a very small extent”) to five (“to a very great extent”) the following:

Literacy activities	BOSTnet group leaders reporting
Enthusiasm working with coach to enhance summer literacy	4.7
Effectiveness of coaching model to implementation	4.6

The group leaders indicated that the coaching was highly effective, and were enthusiastic about working with the coaches.

Group leaders rated on a scale of one (“Literacy skills are NOT valued”) to five (“Literacy skills are a critical component of OST program and play a critical role in curriculum”):

Critical component as rated by group leaders	BOSTnet group leaders reporting
Programs’ value of literacy	4.39
Children’s value of literacy	3.33
Group leaders’ value of literacy	4.61

In addition to coaching, the group leaders felt that the elements of the program that made the greatest impact were the motivation and lead taken by the group leaders themselves, and the overall program-site philosophy. These were also confirmed by the hub staff as the key ingredients for a successful program. Group leaders felt their enthusiasm helped youth in the program be motivated.

Group leaders were also asked to rate the “importance of the following components in your ability to carry out the summer literacy program,” with one being “not important” and five being “very important”:

Critical literacy component as rated by group leaders	BOSTnet group leaders
Having literacy materials in the classroom	4.83
Regular field trips	3.94

Experience teaching literacy to children who know two languages	3.94
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Group leaders indicated that having the literacy materials in the classroom was most important, with somewhat lower value placed on regular field trips and the need to understand the literacy techniques of working with English Language Learners.

The implementation challenges reported by group leaders included reading aloud (for one new group leader); not receiving the materials until nearly the end of summer; wishing the coach was at site in the early stages when planning; lack of children's participation early in the project; lack of consistent student attendance; not enough time to plan; difficulties doing the book club; and engaging younger children who still hadn't learned the basics of reading.

BOSTnet Coaches

The BOSTnet provided 800 hours of coaching; these coaches averaged seven to fifteen years of teaching experience and one to two years of coaching experience. All eight of the BOSTnet coaches would be eager to participate in the project if it were to be offered again. As one stated, "I would welcome the opportunity with open arms! This is a population that needs to see how an outgrowth of reading can be enjoyment!"

As the coaches reflected on their learning, they mentioned that school-age programs can do a lot to support in-school learning. The staff improved dramatically throughout the summer, and this was clearly evident as the curriculum implementation became a seamless part of the program.

When asked how the experience changed the coach relationship with OST staff, all the coaches' comments followed these veins: "newfound respect," "a great pleasure working with OST personnel," "relationship with OST personnel has improved," "a greater appreciation for the amount of work and preparation needed," and "a wonderful learning experience for me."

The major challenges mentioned by the coaches were getting over the children's reluctance to engage in activities that felt like school during the summer, the late arrival of the KidzLit® materials, and the fact there was only one copy of each book for each group. Some programs purchased additional copies so children could read along, but some continued to do primarily read-alouds. Other challenges mentioned were turnover in staffing and children coming and going in the program.

In addition, one coach stated that the "schedule allowed only one hour per week to focus on literacy activities; staff lacked experience implementing a reading curriculum; and [there was a] high level of apathy shown by the students." She went

on to note that some of the apathy was alleviated by children's interest in the themes of the books and by the variety of activities.

Coaches reported interest in returning the following summer if funding is available. For future summer literacy programs, several coaches recommended the inclusion of additional books so every student can have a copy, chapter books for older students, and having the materials earlier in the planning phase. It was also noted that a minimum dosage of literacy and related activities should be one hour a day. Specific curriculum suggestions included:

- Showcasing materials students have created throughout the summer to show parents and funders what has been achieved through use of the materials
- Having the students write letters to the funders explaining what they have learned throughout the summer, or write letters to their teachers explaining what skills they would like to improve upon in the school year
- A portfolio of work created by each child to show what to work on in the upcoming year

Partnerships with Schools and Families

At the outset of the grant, the hub reached out to all three communities' school officials to get buy-in for the project in preparing the proposal; assistance in posting coaching positions in each district; and advice for project information-sharing and communications with district contacts. In addition, district superintendents participated in the showcase events in Lawrence and Lowell.

At the beginning of the grant, there was much discussion around the EEC targets regarding meetings with school staff. It was agreed that as a summer-only program with limited access to school personnel, it would be best to focus on initial awareness of the program, invitations to see the program, and sharing the results of the evaluation in the fall. Public relations events held in Lawrence and Lowell brought superintendents or representatives from their office out to see the summer literacy initiative in action. The third community, Lynn, was successful in creating positive coverage in the press (see Attachment H: BOSTnet Article in Lynn Item and Attachment I: BOSTnet Article from United Way Website).

Having coaches who are public-school teachers working with OST leaders created an opportunity for both worlds to learn from each other. The summer literacy coaches who are also public-school staff spoke of gaining respect for the OST leaders, their strong relationships with children, and their emphasis on fun, and expressed a desire to bring these qualities back to their teaching roles. OST leaders spoke of how the coaches made teaching literacy skills transparent to them, and of their intention to carry on literacy teaching during the school year.

Besides partnering with schools, the following family literacy activities were utilized over the summer, as reported by BOSTnet group leaders:

Literacy activities	BOSTnet group leaders of 17 responding
Distributed books linked with children’s cultural background	15
Distributed bilingual books	10
Provided workshops for families	6
Provided literacy activities for families	6

Additional family literacy activities included “summer reading books required for book reports,” and “reading time,” and one site director reported having ten volunteers in the program. The end-of-summer program celebrations shared the children’s literacy activities with their families.

Family literacy interactions were mostly at the end-of-summer program celebrating literacy activities with the children. Other activities included newsletter updates on the project and showcasing children’s work in classrooms. One site had monthly open-house events to bring parents into the site for an informal social gathering. Children’s artwork related to the project was posted at site and sent home. Free cases of *Highlights for Children* magazine, sent to all sites, were available for take-home.

Strengths of the BOSTnet Model

BOSTnet strengths included:

1. Data demonstrates the impact of the literacy intervention on children’s literacy skills.
2. Outreach to families with literacy materials and events was a strength.
3. Coaches and group leaders “owned” the effort and were proud of their successes, and plan to continue the literacy concepts during the school year. The enthusiasm of the children’s participation in the activities inspired the coaches and group leaders.
4. Coaches and group leaders felt that this was successful way to engage English Language Learners.
5. The coaches served as an additional bridge between the OST program sites and the public-schools.
6. The showcase activities raised community awareness of the educational potential in OST programs.

Considerations Moving Forward

1. BOSTnet should share the stories of its successes and challenges, encouraging programs to tell what they have learned from participating in the project.

2. Plan training earlier, and include coaches when planning summer activities.
3. Knowing that getting the money flowing was a challenge this summer, work to ensure that materials are available ahead of time.
4. Encourage parents to have their child attend regularly. While the goal of perfect attendance is challenging, as summer brings vacations and other impromptu happenings, setting this expectation might translate to better results.
5. Consider funding time for one specific person to help each agency coordinate with schools, clarify issues about confidentiality, and develop systems to share student data.
6. Offer training for coaches on using inclusive literature. One group leader reported that the “coaches seemed less comfortable using books dealing with cultural and ethnic diversity in KidzLit®.”

Section 4b – DELTAS Evaluation

Since 2000, the Boston Public Schools system (BPS) has dedicated full-time staff to providing students with productive, enriching out-of-school-time (OST) experiences. In 2006, these efforts led to the formation of a new BPS department: the Department of Extended Learning Time, Afterschool, and Services (DELTAS). The mission of DELTAS is to ensure that every student in the Boston Public Schools has access to quality out-of-school-time activities and extended services. The DELTAS team serves as a liaison to community agencies seeking to work with schools; supports the link between what happens in the classroom and what happens during OST; and manages BPS involvement in the OST sector. (DELTAS website: <http://www.bpsdeltas.org/about/index.htm>)

DELTAS established and supported the Triumph Collaborative, a network of schools and community centers that are individually and collectively trying to meet the needs of the whole child through family, school, and community partnerships. As a hub in the OST project, DELTAS modeled their initiative on the Triumph Collaborative programs: building sites' capacity to implement high-quality programming that is aligned to local learning standards and serving Boston Public Schools students. DELTAS sought to share curriculum resources piloted across other initiatives with the five Boston community based OST sites: 1) *Think! Fun*, a highly interactive curriculum designed for OST programs and aligned with curriculum standards, 2) *Quirkles*, a science-infused literacy curriculum, and 3) SmartTALK strategies employed in the Harvard Academic Support Initiative (HASI).

With the OST funding, DELTAS worked in Boston with five OST sites from a single nonprofit agency who had partnered with DELTAS on prior initiatives. These sites were committed to quality improvement but could not easily move forward without funding support or literacy expertise. DELTAS staff had prior experience with some of the sites, and “felt we could work together.” Two of the individual school-based programs were selected because they were at underperforming or turnaround schools. As it turned out, summer enrollment is very diverse, drawing from children

who attend many different schools across the city. The result was that many of the OST youth were not enrolled in the two underperforming schools.

Building Staff Capacity

Professional development was provided through a collaboration with ReadBoston (the city's literacy initiative), the hub, and the BPS director of English language arts. Created in 2000, ReadBoston's *After School Reading Initiative* has "worked with after school programs throughout the city of Boston promoting a love of reading, literature, and literacy" (ReadBoston website:

<http://www.bostonredevelopmentauthority.org/ReadBoston/JCSRBA.asp>).

ReadBoston presented six DELTAS trainings: 1) Reading Aloud, 2) Book Extensions, 3) Multiple Intelligences, 4) Enviro-Literacy, 5) Music and Movement, and 6) Strategies for Implementing Literacy and Learning Activities. Two additional trainings were presented by DELTAS staff and a coach hired by DELTAS: 1) Planning Literacy and Thematic Activities, and 2) Building Vocabulary. In addition, the BPS director of English language arts worked with the hub director to align the content of the core training with BPS objectives. Most of the group leaders attended all of the trainings. There were two sites where one group leader missed one of the trainings.

DELTAS developed and administered a staff pre-assessment to determine baseline knowledge (see Attachment J: DELTAS Literacy Self-Assessment for Group Leaders). This tool asked group leaders to self-assess how they "feel about your abilities as an activity leader" (10 = Very Uncomfortable; 100 = Very Comfortable). This is a potential tool to collect group-leader feedback in future OST projects.

Professional development of twenty hours over the eight sessions was made available to the site director and two group leaders from each site with the assumption that the group leaders would both be working with the target group.

DELTAS worked with a team of three coaches, two who had ReadBoston experience, each working in one site, and one hired directly by DELTAS to work in three sites. The first two each worked with two group leaders who had training and were assigned to two groups; the third coach juggled three locations, and supported five groups. The average amount of coaching support for each group was about two-and-a-half hours per week, as confirmed by group leaders who reported having an average of two to four hours of coaching per week.

The DELTAS coaches had a wealth of prior coaching and literacy experience and they received additional orientation to *Reading Street* (see below) and the OST grant goals. They developed relationships directly with site directors, and worked to keep them abreast of progress during the summer. The DELTAS hub supported the coaches by sharing coaching resources, reviewing their weekly coaching logs, phone conferencing (every week or two), and doing some direct observation.

Implementing Intentional Literacy

In September 2009, Boston Public Schools (BPS) adopted Scott Foresman's *Reading Street* for the systems' elementary literacy curriculum. *Reading Street* is designed to help teachers build readers through motivating and engaging literature, scientifically research-based instruction, and a wealth of reliable teaching tools (Scott Foresman *Reading Street* website:

<http://www.pearsonschool.com/index.cfm?locator=PSZ4Z4&PMDBSiteID=2781&PMDBSolutionID=6724&PMDBProgramId=30321&level=4&prognav=po>).

The DELTAS OST curriculum was conceptually linked to *Reading Street* goals of: reading comprehension, vocabulary, building background knowledge, and book extension activities. Thematic units were developed each week by the coaches with input from OST group leaders. These thematic units included lesson plans, books, field trips, and co-planning of extension activities (see Attachment K: DELTAS Field Trips). The goals were to develop literacy activities to deepen concepts, to connect with children's lives, and to document vocabulary learned along the way.

The materials for each site were purchased based on the themes and included: books, art materials for extension activities, and miscellaneous literacy supports, such as a storage cart for books. The education coordinator at the central office of the nonprofit agency supported the sites by coordinating and placing the orders.

This was an organic curriculum whose success depended on extremely talented and resource-rich coaches. Initially the group leaders had few ideas to contribute to the planning as it was unlike anything they had ever done before. As the summer progressed, they felt more comfortable with the literacy elements (see Attachment L: DELTAS Activity Planner).

The DELTAS group leaders reported at the completion of the project:

- "understand a little better how to implement the literacy activities"
- "made me more confident and in my the ability to teach others"
- "just being fearless and going all out"
- "allowed me to be able to implement literacy program much easier."

DELTAS group leaders reported spending two to four hours a week on literacy activities.

The challenges in the implementation for the group leaders included: "keeping the focus on the children," "the schedule, summer is busy and we have a lot planned," "reading levels of the children," and "some children understand, and some don't."

One coach reported that what the children like best "was different for every group. The bilingual students in East Boston enjoyed reading a book that described

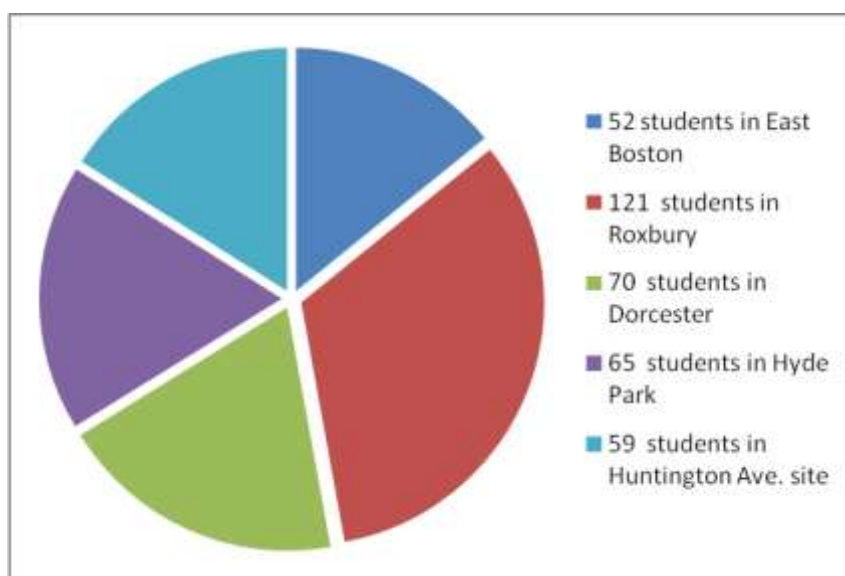
emotions by color and making masks that reflected the ‘emo-colors’. They also delighted in teaching me the Spanish words for each color. A middle school group of young men in Dorchester enjoyed the opportunity to debate the loyalty (or lack thereof) of a certain NBA player by using a list of new vocabulary.”

Another coach commented, “Children loved movement literacy games. They also loved engaging picture books, especially some nonfiction animal stories and stories that allowed for student participation. Students also enjoyed drawing activities connected to the read alouds.”

“The children really enjoyed the stories read aloud to them. I have returned to the site and many students will talk to me about their favorite books they heard during the summer time. They also truly enjoyed hands-on extension activities that took place outside.” DELTAS literacy coach

Impact on Students

367 children at five sites participated in the DELTAS programs; of those, 159 children were assessed for pre-post literacy skills. The enrollment by neighborhoods of Boston:



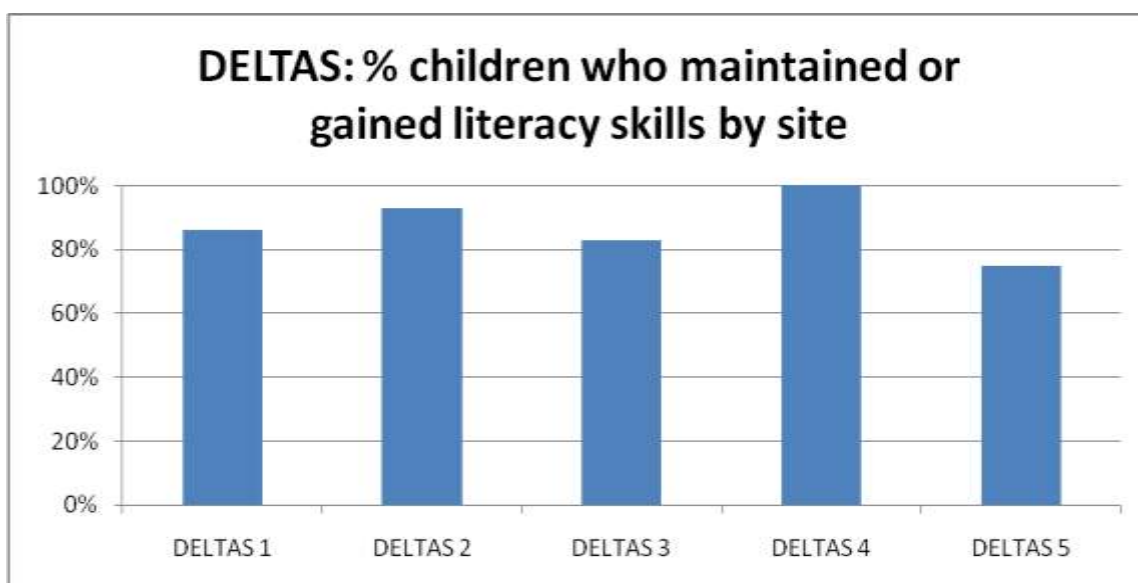
DELTAS planned to use the testing results collected by the Boston Public Schools in May and September. Since the BPS literacy initiative focused on comprehension, DELTAS planned to use the Developmental Reading Assessment (DRA) and Scholastic Reading Inventory (SRI) data for literacy outcomes; however, over the summer, the BPS English Language Arts Department decided to drop both the DRA and SRI data collection, so DELTAS used DIBELS and Terra Nova data to determine children’s literacy progress.

367 students participated in the DELTAS literacy initiative; pre-post literacy data are available for 159 students from the five sites. The demographics of these children

reflected the Boston urban school system: 38% Latino/a, 51% African-American, 7% white/Caucasian, 1% Asian, and 2% of various other backgrounds.

The plan to utilize existing BPS data created a unique data set. Data was collected by the public school teachers in March, and again the first week of October, whereas the other two hubs collected data in June and August. This additional time period includes 12 more weeks of public school instruction prior to the summer break and four weeks following the summer break, making it difficult to determine the unique effectiveness of the summer program. In addition, the primary focus of the summer program was reading comprehension, and the district modified their assessment strategy to use DIBELS, a reading fluency assessment, for the younger grades in the place of the proposed DRA. TerraNova, an assessment that measures reading comprehension, was substituted for the SRI.

For first and second graders, the data available included two subtests of the DIBELS, the Oral Reading Fluency (ORF), and the Nonsense Word Fluency (NWF). The TerraNova data was available for the fourth and fifth graders. No data was available for third graders, as the spring data was DIBELS and the fall data was TerraNova.



The implementation by site varied, from a small site with literacy data for 7 children showing 100% improvement to the largest site with data for 67 children showing 75% improvement.

For the purpose of this evaluation, the data used was the NWF for first graders, ORF for second graders, and the TerraNova data for fourth and fifth graders as that gave the most accurate picture of literacy progress across the time frame, given the available data.

1. NWF pre-post data was available for 49 first graders.
2. The ORF pre-post data was available for 48 second graders.

3. The Terra Nova pre-post data was available for 34 fourth graders and 28 fifth graders.
4. Of the 159 children with pre and post test data, literacy increased for 131 children, or 82%. No correlations were found between literacy success and other data collected (grades, attendance, etc.).

The DIBELS data verifies that 80 of 97 DELTAS first and second graders and 52 of 62 DELTAS fourth and fifth graders retained or made progress in literacy skills.

Impact on Staff

This project impacted five site leaders, ten group leaders, and three coaches.

DELTAS OST Group Leaders

Seven of the ten DELTAS group leaders responded to the anonymous paper survey. Group leaders in DELTAS programs reported to have about 5 years experience working in OST programs. Their educational level ranged from a high-school diploma to a bachelor's degree; most have some college-level courses. The majority of the respondents indicated that OST programming is their chosen career.

The two most important elements of the project as rated by the DELTAS group leaders were (1) the literacy materials, and (2) experience teaching literacy to children who know two languages. The DELTAS group leaders felt reading out loud, especially role-playing and creating fun reading activities, and all the literacy activities with the children were what made the project successful.

Group leaders using a scale of one ("to a very small extent") to five ("to a very great extent") rated the following:

Literacy activities	DELTAS group leaders
Enthusiasm working with coach to enhance summer literacy	4.1
Effectiveness of coaching model to implementation	4.3

The group leaders indicated that coaching was highly effective and that they were enthusiastic about working with the coaches.

Group leaders rated the following on a scale of one ("Literacy skills are NOT valued") to five ("Literacy skills are a critical component of OST program and play a critical role in curriculum"):

Critical component	As rated by DELTAS group leaders
Programs' value of literacy	4.3
Children's value of literacy	4.1
Group leaders' value of literacy	4.3

In addition to coaching, the group leaders felt that their commitment and that of the sites were critical to the success.

Group leaders were also asked to rate the “importance of the following components in your ability to carry out the summer literacy program,” with one being “not important” and five being “very important”:

Critical literacy components as rated by group leaders	DELTAS group leaders
Having literacy materials in the classroom	4.9
Regular field trips	4.1
Experience teaching literacy to children who know two languages	4.9

Literacy materials and knowledge in teaching children who know two languages were cited by group leaders as very important to implementing the literacy activities.

DELTAS Coaches' Summary

The three DELTAS coaches provided 320 hours of coaching. They were all experienced coaches, two having more than five years coaching experience and one with two to five years of coaching experience. All reported having one to five hours of training in coaching in the last year, plus an additional literacy training that averaged 30 hours per coach. All three coaches completed the paper survey forms.

Coaches described the most effective elements as:

- “Implementing the read aloud and activities with the students”
- “Ability to begin relationship development with staff through training time so that a level of trust was built before ‘true’ coaching began”
- “Providing literacy curriculum to students, who would not have gotten it otherwise over the summer.

Reflecting on what they learned from the projects, coaches stated:

- “Coaching with staff in summer programs can be challenging, given the lack of reflection time afforded by an already overfilled staff schedule, as well as the fact that both supervisors and staff are often working together for the first time -- some programs struggled to implement consistent literacy activity time while working on general supervisory relationships.”
- “I learned how to be more flexible and how to structure a read aloud for a group of 50 students.”
- “When a staff member's knowledge is being broadened with coaching, it is very important that they have the time and ability to separate completely from their responsibilities and be able to focus completely on coaching.”

“The project reinforced for me that the summer time is a great opportunity to extend and strengthen learning for students, but that it needs to occur in a very thoughtful and strategic manner.” DELTAS coach

When asked if they would do the summer literacy initiative again, two said yes, and a third coach qualified it with “only if the structure of summer camp can support the goals of the initiative including: having enough staff so children can be broken into small groups for reading times; space that is appropriate for read alouds; literacy books and supplies arriving at the start of camp as opposed to the end; having more time to coach staff so they can absorb and practice the new literacy skills and techniques being introduced.”

Partnerships with Schools and Families

Unlike the other two hubs which are nonprofit intermediaries, the hub in Boston is a department within the Boston Public Schools. In this capacity, the Boston hub project director met with the family literacy coordinator of the BPS Family and Student Engagement Office and the director of English arts to plan Boston’s summer training and activities. The Director of English language arts reviewed the new BPS English language arts curriculum, *Reading Street*, with the project director and helped determine that the most appropriate focus for the summer would be the reading comprehension component.

With this information in-hand, the hub project coordinator met with five principals of the targeted schools to review the goals of the initiative and seek their buy-in. All were extremely pleased that their site was selected and that the initiative’s focus would be aligned with the *Reading Street* curriculum. Each site director of a participating OST program had a prior relationship with both school leadership and classroom teachers and planned to share an overview of the summer curriculum and evaluation report upon returning to school in the fall.

The family literacy coordinator for BPS underscored the importance of making information about what children were learning available to families, and of providing families with material and ideas for how they could extend learning at home. Sites made families aware of the literacy focus for the summer; responses ranged from delight that this enrichment was available to concern about taking away from the time children might have for physical activity. This enabled staff to engage families in a conversation about the benefits of actively engaging children in literacy and learning activities. Program sites were given a handout to send home to families, called “Tips for Keeping the Summer Learning Faucet On,” which was available in both English and Spanish. These tips underscored ways families could support children’s learning through simple activities they could do together over the summer.

Several sites invited families to join in literacy activities when the ReadBoston StoryMobile was scheduled to make a visit nearby in the community. All sites had literacy-rich environments including word walls, schedules of the literacy activities for the week, posters, and charts created with and by children documenting their learning which families could view and enjoy when they came to pick up their children. Stories written by children were also shared with families.

In addition to the links with the public schools, the following family literacy activities were used over the summer, as reported by the DELTAS group leaders:

Literacy activities	Of 7 DELTAS group leaders reporting
Distributed books linked with children’s cultural background	3
Distributed bilingual books	2
Provided workshops for families	2
Provided literacy activities for families	5

At the conclusion of the summer program, the DELTAS project director was able to share information about the impact of the summer literacy program with the district’s chief academic officer and the learning supports team. As specific results become available, they will be shared with OST program staff, schools, and the district administrators in order to plan next steps.

Strengths of the DELTAS Model

1. Coaches were very strong in terms of prior coaching experience and literacy training.
2. Link with ReadBoston, the city of Boston's literacy initiative, for both training and a source of coaches.
3. Link with Boston Public Schools as DELTAS is a department within BPS.
4. Utilizing the BPS curriculum, *Reading Street*, as a foundation for intentional literacy activities/structure.
5. Utilizing existing data collection systems reduced duplicate testing of children.
6. Group leaders averaged five years' experience and reported being committed to staying in the field.
7. Development of staff assessment to determine baseline knowledge (see Attachment J: DELTAS Literacy Self-Assessment for Group Leaders).

Considerations Moving Forward

1. DELTAS hub director felt that the project should in the future select fewer sites and go deeper with all the groups. The impact would be greater and likely more sustainable.
2. While there were many advantages in collaborating closely with the district, the primary challenge was in relying on access to pre-post data that dependent on the school system's data collection and data entry and was therefore unavailable to meet the original timelines of the grant.
3. Linkage with turnaround schools by connecting with neighborhood OST programs was not as strong as had been thought, as OST enrollment was from a far wider geographic area.
4. Developing criteria for site selection is an important consideration for future projects.
5. Literacy self-assessment should be shared and used by other hubs, as an additional data tool to demonstrate impact of program on OST staff.

Section 4c – WestMOST Evaluation

The WestMOST Network worked with four OST sites in Worcester, three in Springfield, and one in Holyoke. WestMOST provided literacy instruction through thematic activities to 501 children: 26 in Holyoke, 130 in Springfield, and 345 in Worcester. As the hub, WestMOST provided OST programs at these sites with materials, training, coaching, and support to implement the summer literacy initiative in programs that typically otherwise might focus on social-emotional skills, sports, and recreational activities.

WestMOST had the most prior experience of the hubs in providing summer literacy support to OST programs, having been funded since 2006 through grants from the Hasbro Summer Literacy Initiative in Springfield. Six of the eight EEC-funded sites had not participated in prior WestMOST funding, with the two exceptions being Springfield YMCA and MLK Citizen School.

Building Staff Capacity

WestMOST, in collaboration with Springfield and Holyoke Public Schools, offered 27 hours of training on topics including 1) relationships, language, and learning (a 3-part series), 2) thematic curriculum, 3) literacy strategies, 4) quality improvement, 5) behavior management, and 6) trauma-informed practices. Training was attended primarily by the program directors and site coordinators of each OST site and the coaches (called “literacy specialists” by WestMOST).

In this train-the-trainer model, the directors and coaches in turn were to provide training for the group leaders who worked directly with the children on a full-time basis. However, only three of the eight programs found adequate time to implement this strategy. WestMOST supplied thematic curriculum materials to programs, and while the hub staff had prior experience with thematic curriculum in other locations, it was new to all the Worcester sites.

WestMOST provided a coach (literacy specialist) for fifteen hours of coaching in each program, regardless of the number of children served. The coaches had a minimum of three to five years of teaching experience. The coaches participated in five hours of training and two supervisory meetings. Coaching intentionally varied over the course of the summer, with the coaches initially doing a great deal of modeling for the OST group leaders, including read-alouds with the children. As the summer progressed, the coaches assumed a more facilitative role, supporting the OST group leaders to take responsibility for the literacy activities. The coaches were supported by two supervisory meetings, three or four site visits by the literacy coordinators, and five hours of training on DIBELS testing, universal strategies, and coaching techniques.

Implementing Intentional Literacy

WestMOST Literacy and Learning sites in Springfield and Holyoke used thematic curriculum entitled: 1) Design Squad, 2) Boston Children’s Museum, 3) watershed, 4) HEAT club (on fitness and nutrition), and 5) Life Mapping Literacy. Activities in the Holyoke and Springfield sites were linked to the theme the site was using. The four Worcester sites decided not to use HSLI thematic curriculum as their directors had mapped out other themes for their summer. However, the programs did receive the fitness curriculum and a fitness training. In addition, a coach at one site focused on an author study of Eric Carle; while the other coach linked reading materials to the weekly themes happening at the site.

All eight sites implemented “universal literacy strategies” for all program participants to spend time in literacy activities that included:

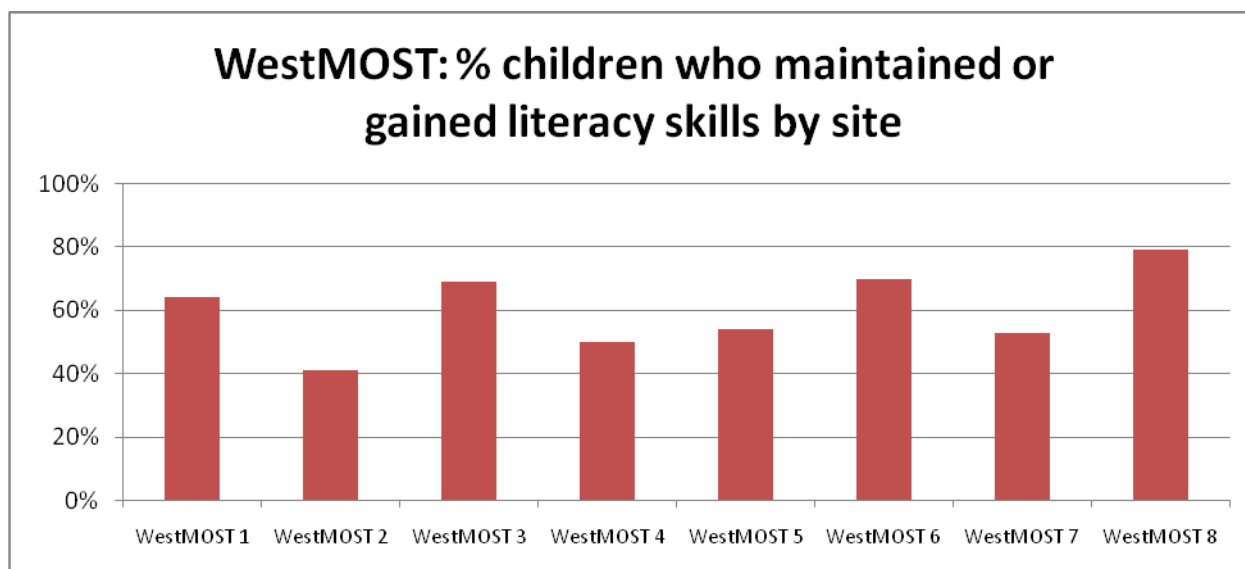
- Read-alouds
- Reader’s theater, shared and choral reading
- Independent reading, buddy reading, book clubs
- Journal writing
- Literacy centers that included books on tape, literacy board games, graffiti walls, “mad libs,” etc. (See Attachment M: WestMOST Universal Strategies and Thematic Curriculum.)

Group leaders documented the literacy strategies on the *Summer Planning Sheet* (see Attachment N: WestMOST Summer Planning Sheet): Thematic Curriculum, Read Alouds, Readers Theater, Shared and Choral Reading, Book Clubs, Buddy Reading, Independent Reading, and Literacy Stations. In addition, WestMOST provided books linked to the thematic curriculum and arranged for a license for all sites to access the Reading A to Z website (www.readinga-z.com), where group leaders could access printable books, Reader’s Theater scripts, poems, and other materials leveled for various reading abilities. (See Attachment O: WestMOST Ideas for Activity Centers.) The majority of WestMOST group leaders reported spending four to six hours per week on literacy activities.

Impact on Students

651 youth participated in thematic literacy activities sponsored through this project. WestMOST, along with another hub, BOSTnet, and second graders in DELTAS used the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Oral Reading Fluency test. 210 children were pre- and post-tested in the eight WestMOST sites. Of these, 133 children (63%) increased or maintained their literacy skills. Five children tested as non-readers at the start of summer, with only three testing as non-readers at the end of the summer.

The coaches agreed that what the children liked best were the read-alouds, the literacy stations, the games, and the spontaneity and creativity of the extension activities. The coaches felt that rituals for journal writing, connections among the adults around literacy activities, and the “opportunity to see students in a different light during the summer” were what made the project most effective.



The range of literacy success varied among the WestMOST sites; the greatest percentage of children who maintained or gained literacy skills at Site #8 with 79% and least at Site #2 with 41%. When the hub director was interviewed to explain some of the variation, she noted that the hub staff and coach believe that there are five factors that influence the effectiveness of implementing new programs in OST sites: 1) the overall program quality, 2) the commitment of leadership, 3) the number of group leaders with college degrees, 4) the number of English Language Learners, and 5) the number of at-risk readers. Providing training and coaching needs to be partnered with program leadership commitment and program quality to achieve the desired impact of maintaining or improving reading scores. In addition, WestMOST continues to explore strategies to strengthen ELL supports.

“Can I stay? I’m in the middle of a chapter!” WestMOST student to parent at pick-up time.

While the goal was to reduce summer reading loss for every child, given that low-income children typically lose 2-3 months of reading skills (the DIBELS score goes down by 15 points for a third grader), nearly all children tested better than would be expected. The DIBELS measures words read per minute and the benchmark scores jump rapidly in the early years: for an average first grader in the spring, the benchmark is 40; second grader is 90 and third grader is 110.

The data collected by the evaluator provides no correlation between literacy skill retention and any individual factors. Establishing cause and effect in educational intervention is difficult, yet the full package of intentional literacy activities—thematic curriculum, materials, training, coaching, and a focus on quality improvement—clearly had a significant impact on WestMOST literacy outcomes.

The DIBELS data verifies that 133 of 210 WestMOST children retained or made progress in literacy skills, while national norms would predict a three-month loss of reading skills.

Impact on Staff

The majority of hub site directors, coaches, and group leaders reported that the project impacted them favorably, and that they plan to continue the literacy activities, or to return as coaches the following summer if funding is available.

WestMOST OST Group Leaders

Thirty-five WestMOST group leaders completed the survey, reporting that:

- the project supported “a more intentional approach to implementing literacy”
- “the realization of the importance of staff training where they learned that literacy can happen out of the classroom”
- “I am better able to add literacy activities to the general curriculum”

- they had “learned different techniques to teach children how to read and sound out words”
- “new materials helped in planning a variety of new literacy activities” and “generated new ideas to incorporate literacy with a fun aspect to it”

Group leaders rated coaching using a scale of one, “to a very small extent,” to five, “to a very great extent.”

Literacy activities	WestMOST group leaders reporting
Enthusiasm working with coach to enhance summer literacy	3.6
Effectiveness of coaching model to implementation	3.4

Six of the eight participating programs had group leaders who were enthusiastic in implementation of all the supports available from this project. WestMOST hopes to increase future scores above by focusing more attention on supports with group leaders in the following ways:

- Require group leaders and site directors to attend curriculum and literacy training so they have more support from the beginning of the summer effort.
- Insure that coaches focus more on support and capacity-building of group leaders. Some coaches were excellent in this effort, while others focused more during this first year on their own implementation of the strategies.

For the WestMOST group leaders, the best parts of the project included:

- “having a person on staff to help set up literacy centers,”
- “putting on plays/skits, individualizing reading,
- “having the children read aloud to each other,”
- “playing literacy games like ‘apples to apples’ and ‘catch-phrase,
- “giving individual attention to children through ‘readers theater’ as well as promoting group work”

Group leaders rated the following on a scale of one (“Literacy skills are NOT valued”) to five (“Literacy skills are a critical component of OST program and play a critical role in curriculum”):

Critical component as reported by group leaders	WestMOST group leaders reporting
Programs' value of literacy	3.91
Children's value of literacy	3.12
Group leaders' value of literacy	3.94

Scores were higher in programs where the site coordinator worked in close connection with the coach, was effective in motivating staff to implement literacy strategies, and where the coach spent more time on building the capacity of staff than in her own implementation of the strategies. Conversely, the scores are lower at sites where site coordinators resisted the literacy activities, did not meet and work with the coach, or where the coach didn't build strong relationships with group leaders. In the future, the hub staff and supervisors would spend more time insuring that participating programs meet some "readiness" criteria and that coaches work in a deeper way to build relationships and skill for group leaders.

“Children learned about phonics, spelling, and writing skills through creative journal writing that they actively chose to do. It was authentic learning with a purpose they understood. It was wonderful!!” WestMOST group leader

Group leaders were also asked to rate the “importance of the following components in your ability to carry out the summer literacy program,” with one being not important and five being very important:

Critical literacy component as rated by group leaders	WestMOST group leaders
Having literacy materials in the classroom	4.63
Regular field trips	4.06
Experience teaching literacy to children who know two languages	4.03

WestMOST group leaders found that the financial support from this grant made it possible to purchase literacy materials, support English Language Learners, and provide field trips to museums, libraries, and events relevant to the site's thematic

curriculum. For many programs, the grant allowed them to work on building a meaningful library of books to replace a small collection of dusty and unattractive books. These direct program grants are an essential support to programs, especially in tight fiscal times.

“Campers could choose to practice writing, reading, or use alphabet cards to play word spelling games. Once the time was established it became a well oiled machine and the children really ran their own learning time.”

WestMOST group leader

The challenges for the WestMOST group leaders included:

- “difficult to implement at times”
- “coping with a wide range of ages in the group”
- “initially establishing the routine of literacy time”
- “having a variety of reading levels”
- “working with children who don’t read yet”

Another leader commented, “Older kids who are aware of ‘fun’ activities such as sports that were being swapped out every once in a while for reading activities [had some resistance], but once they got involved they had good attitudes.”

WestMOST Coaches

The six WestMOST coaches provided 960 hours of coaching. Five of the six coaches returned the survey indicating they had an average of seven years teaching experience, and ten hours of literacy training over the last five years. The WestMOST coaches were enthusiastic about the OST project; however, one expressed the desire to be at a different site to “do this project again.” Another coach said, “I can’t imagine a better gig!” The others reflected the sentiment that the project was “a great experience to bring literacy to summer programs that wouldn’t normally have included it.”

As the coaches reflected on their learning, they highlighted:

- “Small group activities with time limits eliminated many behavioral problems by allowing children to choose from several appropriate activities and to move when their interest lags.”
- “Preplanning is very important.”
- “To see programs that run with no awareness of literacy was eye opening, this experience made me see how children need to be exposed to literacy in a place where they otherwise would not have gotten it.”
- “The amount of support from the staff was overwhelmingly delightful.”

When asked how the experience changed the coach's relationship with OST staff, they mentioned that it was an "eye-opening" experience, and that they "gained confidence in the coaching role." Only one coach mentioned that "the staff were not very well organized or receptive to suggestions." Another coach described the OST staff as "intelligent and dedicated, with excellent leadership," commenting that it is "a very difficult job to entertain children during out-of-school hours while providing something educational."

The challenges the coaches mentioned were primarily based on the scheduling and time factors: "scheduling regarding to numbers of groups being supported, multiple locations, field trips, or not enough time to meet with staff to plan." Another coach mentioned "trying to figure out a curriculum in a program that did not have one for a group of older students."

Partnerships with Schools and Families

The hub leader and partners from United Way of Central Massachusetts and the Child Care Connection met with the Dr. Melinda Boone, Superintendent of Worcester Schools, and Jeffrey Mulqueen, Chief Academic Officer, to discuss the initiative. Originally, a school administrator suggested using strategies that are used by the public schools. However, Dr. Boone asked that the Worcester sites utilize the universal strategies, so that it would be appropriate for summer programming and not duplicate what was happening during the school year.

The hub leader and its educational consultant held meetings with literacy coordination staff of the Holyoke and Springfield Public School Departments, sharing DIBELS results from summer 2009. They also discussed focusing on universal literacy strategies. Other partnership efforts included:

- The Square One-DeBerry site was new and a special pilot site, partnering an elementary school with a community OST organization. The school principal identified her own specialist, participated in four planning meetings, worked with her staff to identify children most in need of summer support, and visited the program frequently during the summer. This partnership model is being utilized for the coming summer in Springfield through an NEA grant, and through *Talk, Read, Succeed* which is a Kellogg-funded project partnering two housing developments with two schools.
- The Springfield Public Schools health department identified two health educators as specialists with specific emphasis on the nutrition curriculum.
- DIBELS pre-post data was organized by schools that children were attending in fall 2010, and was sent to the superintendents, making it easier to forward the results onto the school principals.

The superintendents of both the Holyoke Public Schools and Worcester Public Schools participated in a site visit.

Besides partnering with schools, the following family literacy activities were utilized over the summer, as reported by WestMOST group leaders:

Literacy activities	WestMOST group leaders reporting
Distributed books linked with children's cultural background	13
Distributed bilingual books	1
Provided workshops for families	9
Provided literacy activities for families	12

Other family literacy activities during the summer included: “distributing books linked with special activities,” “talent show with a dinner,” and “in-cabin activities.” Program sites were given a handout to send home to families called “Tips for Keeping the Summer Learning Faucet On,” which was available in both English and Spanish. Sites like Worcester Comprehensive and Holyoke BGC-Toepfert invited families to participate in field trips. Some sites helped children and their families locate the nearest library and obtain library cards.

Strengths of the WestMOST Model

1. In the WestMOST sites, the children demonstrated that the intentional focus on literacy supported their maintenance or improvement of literacy skills over the summer.
2. WestMOST experience in implementing summer literacy initiatives supported the other two hubs to build on their prior experiences.
3. The focus on intentional literacy activities also provided a clear structure and reduced the youth displays of challenging behavior during the summer months.
4. The existing model was expanded to new sites; these new sites demonstrated growth in children’s literacy progress that was greater than prior expansions.
5. The coaches are hoping to return for another summer, and in the meantime, will take some of the informal literacy activities back to their public-school classrooms.
6. Interweaving thematic curriculum with universal literacy strategies seems to create the strongest model. Thematic curriculum is often the “hook” that motivates children and can lead to more engaged readers. For example, one specialist was having trouble engaging 9-to-12-year-olds in reading, which they complained was too school-like. When the specialist began using the Boston Children’s Museum curriculum to engage children in making butter or ice cream, or designing boats that can float, and connecting reading to those activities, the complaints stopped.
7. Family literacy activities authentically connected with the types of programming that were happening in the OST site (talent show with a dinner, and in-cabin activities).

8. Connection and partnership with the public schools, especially in Worcester, a new community for WestMOST, was intentional and well-thought-out.

Considerations Moving Forward

1. Additional planning time prior to the start of the program so the literacy specialist can be more involved with thematic planning, gathering appropriate literacy supplements, and preparing written supports.
2. Provide planning during each week with the coach.
3. More hours so the literacy specialist can be present to support staff in developing and implementing their own literacy activities.
4. Change the name of the position from “literacy specialist” to “coach” so that sites do not think that the “specialist” is there to teach and do everything (recommended by a “literacy specialist”).
5. Differentiate literacy training for age groups (six to nine years old and over nine years old), for English Language Learners, and to accommodate individual differences within these groups.
6. Programs that are unable to attend the initial meeting may be better served by waiting a year until they are ready to commit to moving forward. The program that didn’t attend was difficult to communicate with.
7. Coordinate field trips with thematic literacy activities.
8. Focus training to deepen conversations to encourage children’s thinking, and extend the activities.
9. Increase children’s time on text, as volume of reading should produce even better outcomes.

Section 5 – Learning Community

The United Way staff facilitated five three-hour learning communities attended by the three hub partners, the three supporting United Way programs, and the evaluator. These meetings were designed to showcase new and promising approaches; to share current approaches; to highlight success; and to serve as the primary vehicle for problem-solving and addressing issues of implementation.

Each hub used the learning community meetings to share information and feedback from their program sites. They reported on progress in executing proposed activities, and the successes, challenges, and modifications that resulted. One learning community was used to bring in experts on professional development, while others were used to address topics such as literacy and learning strategies for special populations, coaching for success, and visibility strategies for the literacy effort moving forward. Facilitation of the meetings was shared by hub directors, with the structure provided by the United Way programs.

Hub directors discussed their implementation plans for intentional literacy activities during the summer, and continued to note focused work on concept development, background knowledge, comprehension, and vocabulary improvement. Strategies shared included the use of thematic curricula, “time on text,” literacy stations, and journal writing. The elements of dosage and tracking remained priority topics. The

hubs, continuing to build on prior collaborative experiences with school districts and providers on literacy learning efforts, shared individual progress and suggestions about enhancing these linkages and their plans to assess literacy outcomes for participants.

The hubs' literacy and learning training schedules were continually updated and available to all members of the learning community. Discussions at the initial learning community meeting led to a desire for an effective communication tool and repository for all resources. To facilitate both of these efforts, United Way of Massachusetts Bay and Merrimack Valley created a special literacy and learning group page on its website that included a wiki, resource library, group calendar, and Q & A. This web page continues to serve as a real-time opportunity to exchange information.

The learning community was also used to frame the scope of work to be performed by the evaluator and the elements of data that the final evaluation would contain. In-depth discussion was used to reflect on EEC target data and to refine the draft evaluation process. The final meeting served as a debriefing session and focused on strengths and challenges in terms of youth, OST programs, and connecting with public schools. Each hub reflected on their experiences and provided suggestions for moving forward.

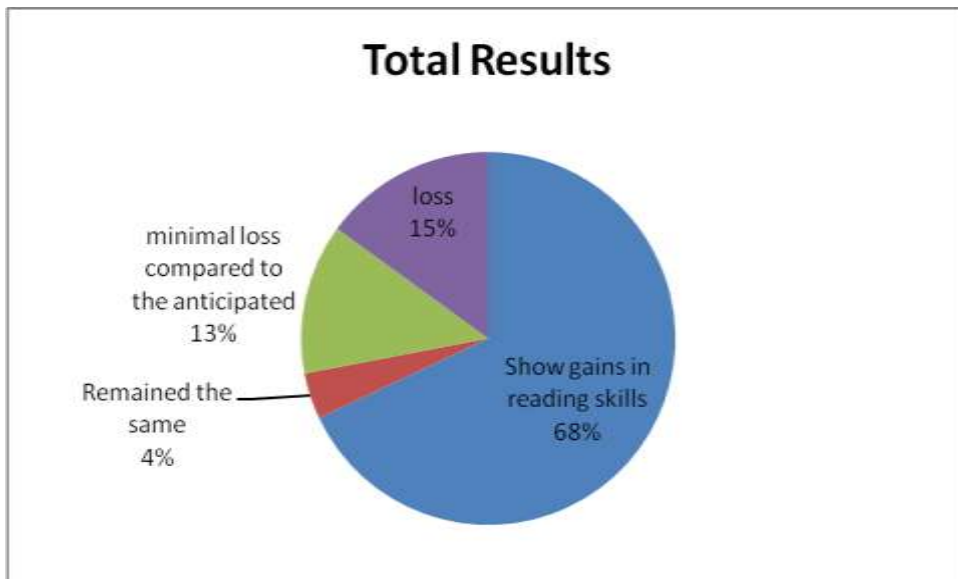
Section 6 – Cumulative Data for All Sites

The project funding sought to achieve four major objectives:

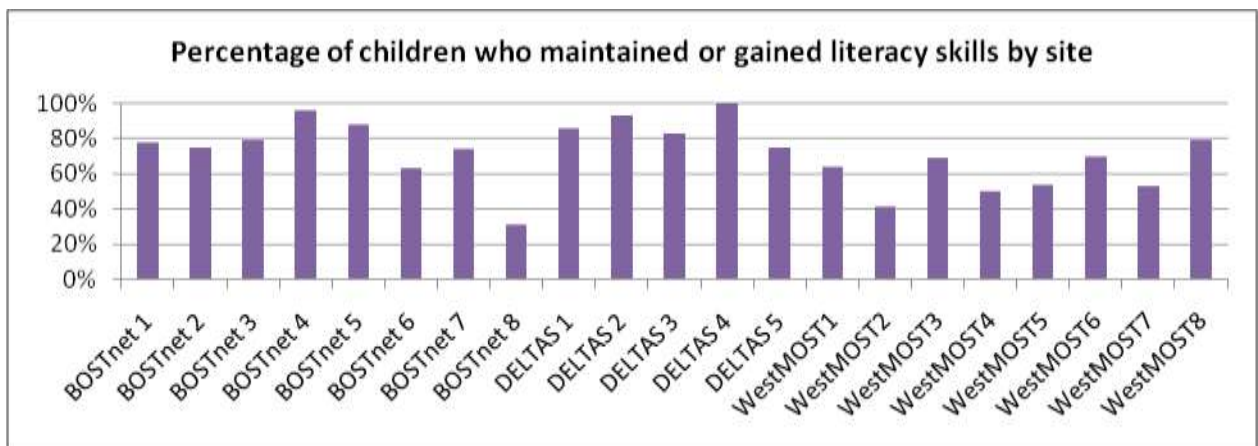
- 1) Prevent summer learning loss: Maintain or increase students' reading skills both across and throughout academic years.
- 2) Provide focused literacy activities: Provide learning experiences and opportunities to engage in learning outside of the school day and year.
- 3) Build OST capacity: Increase program capacity to provide students with opportunities to engage in learning.
- 4) Linkage with schools and families: Develop strong partnerships between out-of-school-time programs and their sending school districts and families.

Goal One: Reduce Summer Reading Loss

The DIBELS scores are sorted as “at risk,” “some risk,” and “low risk” for reading failure. The scores showed that 61% of the tested children at the beginning of the summer were either “at risk” or at “some risk” of reading failure; this was not a population that could afford a summer loss of literacy skills.



Given that low-income children typically lose two to three months of reading skills over the summer, 85% of all children tested better than would be expected, with 68% showing actual gains in reading skills, and 4% remaining level. In addition, 13% had minimal loss compared to the anticipated three-month loss.



The results varied across the hubs and individual sites due to variations in data collection, the models of implementation, populations of children served, and the success of the implementation within specific sites.

Goal Two: Provide Focused Literacy Activities

The summer literacy program provided literacy-intensive activities to 1,822 students in seven high-need communities in Massachusetts.

BOSTnet	DELTAS	WestMOST	Totals for Project
Lawrence – 2 sites Lowell – 3 sites Lynn – 3 sites	Boston – 5 sites	Holyoke – 1 site Springfield – 3 sites Worcester – 4 sites	Program sites = 21
954 participating children	367 participating children	501 participating children	Children = 1,822
13 hours of literacy activities per week for 10 weeks in 8 sites	6 hours of literacy activities per week for 10 weeks in 5 sites	8 hours of literacy activities per week for 10 weeks in 8 sites	An average of 9.4 hours of literacy activities for 10 weeks in 21 sites
1,000 hours of literacy activities	300 hours of literacy activities	640 hours of literacy activities	1,940 hours of literacy activities
800 hours of coaching	320 hours of coaching	960 hours of coaching	2,080 hours of coaching
86% of children avoided typical learning loss	82% of children avoided typical learning loss	75% of children avoided typical learning loss	85% of children avoided typical learning loss

The group leaders reported that over 1,940 hours of literacy activities were provided during the ten weeks of the summer program. These activities included read-alouds with children, independent reading, journal writing, use of literacy centers, putting on plays, learning “cool words,” and writing poems. These fun activities helped staff to understand that blending the focus of learning with fun is natural and of great benefit for the children they serve.

The children and youth who participated improved their oral language development and vocabulary, increased their amount of reading and fluency of reading, and developed improved attitudes about reading and literacy activities.

Goal Three: Build OST Capacity

100 staff were trained for 68 hours in the following topics: strategies for thematic curriculum, integrating scientific inquiry into literacy, maximizing family involvement, KidzLit®, Reading Street, design squad, watersheds, thinkFun, and more. The language and literacy activities integrated into the daily routines included read-alouds with children, Reader’s Theater, choral reading, independent reading, buddy reading, book clubs, and journal writing.

66 OST group leaders received 2,080 hours of coaching including support in planning and modeling of literacy activities. Using experienced public school teachers to mentor less formally education group leaders built on the training hours received.

The concept of “cool words” helped the staff challenge children to improve their vocabulary. The children were encouraged to write comments and suggestions, career goals, favorite topics, science hypotheses, and their reactions to experiments. This focus on bringing literacy and intentional curricula to out-of-school time programs will continue to have payoffs during the school year and subsequent summers.

A number of staff who had identified themselves as “reluctant readers” gained the confidence to create and participate in literacy activities with the children and youth. Coaches who focused on capacity building of existing staff rather than merely implementing the curriculum were able to maximize their impact.

Finally, the grant funds were used to purchase curriculum, supplemental books and field trips, which supported the intention literacy activities; most materials remain in the OST programs as literacy resources. In addition, the learning community of the hub directors supported leadership and skill sharing among the hubs, leading to project improvements as the hubs shared successes.

The grant directly impacted the following OST staff:

BOSTnet	DELTAS	WestMOST	Totals for Project
8 site directors	5 site directors	8 site directors	21 site directors
8 coaches	3 coaches	6 coaches	17 coaches
20 group leaders	10 group leaders	36 group leaders	66 group leaders

Goal Four: Linkage with Schools and Families

Literacy coordinators/ principals advised on curriculum and referred potential coaches. Hubs targeted OST sites in neighborhoods with at-risk schools. Coaching, especially by enthusiastic teachers from the public schools, supported OST staff members’ confidence in delivering activities. Coaches also reported seeing the educational value that out-of-school programs can contribute to children and youth at risk for failure.

In addition, the hubs outreached to public school administration, sharing program successes, and data. Communities are exploring additional ways to share information while respecting confidentiality, including joint trainings and other ways to build professional relationships between staff from public schools and OST programs.

Every program reported in narrative form about the strategies used to reach out to families to support the literacy initiatives: through newsletter articles, single-page handouts, displaying children’s art work and sending it home, linking with the Storymobile in the neighborhoods, sharing books and magazines for children to take

home, helping families get library cards, and running workshops and celebrations where children shared their literacy activities.

Section 7 – Conclusions and Recommendations

The data shows that it is possible to reverse summer learning loss by supporting out-of-school-time programs with rich materials, training on literacy, and support from experienced coaches. The results in each of the hubs show that the implementation mattered. The majority of students were able to make literacy gains during the initiative, with some sites demonstrating greater success than others.

Continue to refine this program by considering the following reflections:

1. Program readiness is clearly a factor in successful site implementation as defined by increased literacy scores of children and youth. Readiness is dependent on a number of factors. Many are measured by the quality rating improvement system (QRIS) . Others, such as commitment of program leadership, participation in other initiatives, and staff willingness to implement change, may need to be assessed in other ways.
2. Sufficient start-up time needs to be built into summer programs to ensure that all the elements are in place prior to the start of programs: materials purchased and delivered, all coaches in place, and group leaders trained.
3. Continue initiatives to build true partnerships between public schools and out-of-school programs; both educational systems have differing focuses and strengths, and have much to learn from each other.
4. Make an explicit goal to track the activities and successes of engaging families in their children’s literacy development.
5. Continue to focus professional development for out-of-school-time staff on:
 - a. the value of literacy and intentional curriculum
 - b. techniques to enhance literacy skills and higher-order thinking skills in connection with projects
 - c. informal ways to collect literacy data and plan specific activities to support children’s developing skills
6. Share literacy data with parents, with brief explanations of the data’s meaning and recommendations for supporting ongoing literacy development at home.
7. Share the results of the summer literacy evaluation with out-of-school time programs, public school staff and administration, and all community literacy initiatives, including readiness centers and potential funders.

While the long-term results of this project are difficult to quantify, they include building out-of-school-time staff’s desire and capacity to provide intentional literacy activities, enhancing partnerships with public school systems, development of family engagement to support literacy activities in the home, and continued desire of the hubs to collaborate, share best practices, and support

2010 Out-of-School-Time Literacy and Learning Promotion Grant, funded through the Massachusetts Department of Early Education and Care

OST programs to provide educational opportunities with a focus on enhancing academic success. The project result of primary importance is the over 1,000 children and youth who returned to school this fall with enhanced literacy skills!

Section 8 – Bibliography

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Attachment A

Child-Level Data

Child-Level Data: completed by group leaders and collected by program directors. Hub directors returned clean data, ready to process, and contain no missing parts submitted via an Excel Spread distributed to each of the 21 program sites.

Child- Level Data Collected	
Unique number assigned to each child at the program/agency level.	
Grade level child will enter in fall of 2010	
Race/Ethnicity:	<input type="checkbox"/> African American/Black <input type="checkbox"/> White/Caucasian <input type="checkbox"/> Asian/Pacific Island <input type="checkbox"/> Native American <input type="checkbox"/> Other
School attending in the Fall 2010	
Hub and City	
Pre- Literacy Score •Dynamic Indicators of Basic Literacy Skills (DIBELS)	
Date of Pre-test (08/20/10)	
Post Literacy Score	
Date of Post-test (08/20/10)	
Number of days of attendance	Drop-down menu to fill in the following: June ___ of 7 days July ___ of 21 days (assumed closed July 4 th) August ___ of 22 days (or to post-test) OR Total attendance ___ of 49 days.

Attachment B

Program-Level Data

Program-Level Data will be completed by the program director on an Excel spread sheet and return to ICI staff.

Hours of literacy training	<input type="checkbox"/> 2-4 hours <input type="checkbox"/> 4-8 hours <input type="checkbox"/> 8-10 hours <input type="checkbox"/> 10-20 hours <input type="checkbox"/> 20-30 hours <input type="checkbox"/> More than 30 hours
Check all the topics covered in your literacy training.	List of training topics will be supplied by the three hubs.
Who attended literacy trainings?	<input type="checkbox"/> coaches, <input type="checkbox"/> group leaders <input type="checkbox"/> directors <input type="checkbox"/> curriculum coordinators <input type="checkbox"/> Other - please list: _____
Number of staff in your program?	
Number of children served in your program?	
What is the average group size and ratio in your program?	
What percentage of children speak languages in addition to English?	
What percentage of children do you serve from the following Race/Ethnicity groups.	_____ % African American/Black _____ % White/Caucasian _____ % Asian/Pacific Island _____ % Native American _____ % Other
Hub and City	<input type="checkbox"/> BOSTnet: <ul style="list-style-type: none"> <input type="radio"/> Lawrence, <input type="radio"/> Lowell <input type="radio"/> Lynn <input type="checkbox"/> DELTAS: Boston <input type="checkbox"/> WestMOST: <ul style="list-style-type: none"> <input type="radio"/> Worcester <input type="radio"/> Holyoke <input type="radio"/> Springfield

Attachment C

Group Leader Survey (Online)

Email: You have been emailed the Group Leader Survey to assist in evaluating the impact and effectiveness of the Out-of-School Time Literacy and Learning initiative. The on-line survey is anonymous and will take about 10-15 minutes to complete. The Institute for Community Inclusion at the University of Massachusetts (ICI/UMB) is collecting the results of this survey and will share cumulative results with the funder and program leaders. Click on the link XXXXX to be directed to the survey. Thank you in advance for your willingness to participate.

1. Use the following scale to rate the value of the summer literacy program.

1	2	3	4	5
Literacy skills are not valued.	Literacy skills are somewhat valued.	Literacy skills are valued as one component of out-of-school program.	Literacy skills are very valued part of the program.	Literacy skills are a critical component of out-of-school programs and play a vital role in the curriculum.

1.a. Use the scale above to rate your program's value of the summer literacy program.

2.a. Use the scale above to rate children's value of the summer literacy program.

3.a. Use the scale above to rate your own value of the summer literacy program.

2. Use the following scale to rate the importance of the following components to your ability to carry out a summer literacy program.

1	2	3	4	5
Not important	Somewhat important	Neutral	Important	Very important

2.a. Having literacy materials in available in the classroom.

2.b. Regular field trips.

2.c. Experience teaching literacy to children who know two languages.

3. Use the scale below to rate the questions 3.a to 3.b.

1	2	3	4	5
To a Very Small Extent	To a Small Extent	Somewhat	To a Great Extent	To a Very Great Extent

3.a. Enthusiasm working with coach to enhance summer literacy.

3.b. Effectiveness of coaching model to implementation.

4. What is your experience working with school-age children?

Drop down menu: under a year, year, 1-5 years, 5-10 years, 10 or more years.

5. How did your ability to implement literacy activities improve as a result of this project?

6. Please check your highest level of education. high school or GED Some college Associates Degree Bachelors Degree Masters Degree

7. Please check the amount of time per week spent on literacy activities in your classroom.

1-2 hours 2-4 hours 4-6 hours 6-8 hours 8-10 hours

8. Please check the amount of time spent each week with literacy coach.

1-2 hours per week 2-4 hours per week More than 5 hours per week do not meet weekly

9. How long do you plan to continue working with school age children?

1-2 more years 2-5 more years It is my chosen career; in it for the long run not long

10. Please check all the family literacy activities your agency has done this summer:

10.a. Distributed books linked with children's cultural background

10.b. Distributed bi-lingual books

10.c. Provided workshops for families

10.d. Provide literacy activities for families

10.e. Other: (Please be specific and provide details).

11. Use three words to describe the literacy project:

12. What worked best about the project (literacy training, activities with children, and/or coaching)?

13. What was challenging?

Attachment D

Coach Survey

Email: You have been emailed the Coach Survey to assist in evaluating the impact and effectiveness of the Out-of-School Time Literacy and Learning initiative. The on-line survey is anonymous and will take about 10-15 minutes to complete. The Institute for Community Inclusion at the University of Massachusetts is collecting the results of the survey and will share cumulative results with the funder and program leaders. Click on the link XXXXX to be directed to the survey. Thank you in advance for your willingness to participate.

1. Years experience coaching.

under one year 1- 2 years 2-5 years more than 5 years

2. What grade level do you work with during the regular school year?

Pre-k Kindergarten grades 1-3 grades 4-6 Middle school high school other

(be specific)

3. What title best describes your position during the regular school year?

teacher special education teacher literacy coach reading specialist other (be specific)

4. Number of years of teaching experience.

1-3 years, 3-7 years, 7-15 years, 15 years+

5. Number of hours of literacy training in the last five years:

1-5 hours, 6-15 hours, 15-45 hours, 45+ hours

6. Number of hours of coaching training received this year:

1-5 hours, 6-15 hours, 15-45 hours, 45+ hours

7. Use the following scale to rate your skills and knowledge on question 7.a.-7.d.

1	2	3	4	5
Limited knowledge and skills	Some knowledge and skill	Appropriate amount of knowledge and skill.	A lot of knowledge and skill.	A wealth of knowledge and skill.

7.a. Coaching skills

7.b. Knowledge of literacy instruction

7.c. Knowledge of English Language Learners.

7.d. Prior experience working in out-of-school settings.

8. List three words to describe the role of coaching.

9. Would you do it again? Drop down YES or NO. Why or Why not?

10. What was most effective about the project?

11. What did children like best in the literacy activities?

12. What did you learn from the project?

13. How has this experience changed your relationship with out-of-school time personnel?

14. What challenges did you face?

15. What recommendation(s) would you make if the project was to be funded again?

Attachment E

Program Director Debriefing

During the debriefing, program directors will be asked to rank staff's capacity in the following language and literacy strategies: adult/child relationships; fostering positive behaviors; planning for transitions; maintaining a positive program environment; scheduling; overall agency support; family engagement; collaboration between and among community agencies; training, and coaching.

The group will then discuss spend 40 minutes (or 5-minutes/each) on the following questions:

1. What strategies were most effective to engage children in literacy activities?
2. What activities engaged the most families?
3. What strategies were group leaders most likely to implement?
4. Describe how you monitored implementation of literacy curriculum.
5. How has this experience changed your relationship with public schools?
6. What will carry on after the project?
7. In hindsight, describe additional supports that would have been helpful.
8. What recommendation(s) would you make if the project was to be funded again?

Attachment F

Hub Directors Debriefing

Hub directors debriefing: September's *Learning Community Meeting* will include a 40 minute discussion focused on the following questions, with a 10-minute summary and wrap-up.

- a. What resources did the grant bring to the various sites?
- b. What was the best outcome?
- c. What training was provided for coaches?
- d. What support was provided (supervision/meetings with coaches)?
- e. Describe monitoring of implementation of grant activities.
- f. How were the public schools engaged? Describe any common elements across districts/schools.
- g. How were families engaged in literacy activities?
- h. What is sustainable in the various sites?
- i. What recommendation would you make if the project was to be funded again?

Attachment G Literacy Activity Log

Program name _____ Group name _____

Date: _____

Number of children in your group this week _____

Circle the grades of children in your group
that participated in literacy activities: **K 1 2 3 4 5 6**

Please check all literacy activities that your group participated in this week:

Universal Literacy Activities	Mon	Tues	Wed	Thurs	Fri
Children read a book at their reading level to an adult.					
Children read a book at their reading level to another child.					
Children read a book at their reading level by themselves					
Comprehension Strategies were included in reading activity					
Readers' Theater					
Activity Centers with literacy activities					
A thematic curriculum literacy extension					
Targeted Strategies					
Number of children that did Guided Reading					
Other: Please describe					

Additional comments:

Attachment H

Last modified: Monday, August 16, 2010 11:39 PM EDT

Lynn schools, non-profits join forces to promote literacy

By David Liscio / The Daily Item

LYNN - The Lynn public schools and non-profit organizations across the city are joining forces to promote literacy.

Fueled by a \$250,000 grant from the Massachusetts Department of Early Education and Care (EEC), United Way of Massachusetts Bay & Merrimack Valley announced a groundbreaking collaboration Monday. The partnership includes the United Way, the Department of Early Education and Care, Lawrence Public Schools, BOSTnet and community-based organizations focused on increasing literacy among children and youth.

Through the collaboration, organizations like the Greater Lynn YMCA School's Out Program, the Gregg Neighborhood House Afterschool Program and Girls Incorporated of Greater Lynn are funded to work with the Lynn schools. The concept is to share curriculum and create enriching learning experiences for children through fun activities.

The effort has placed particular focus on reducing summer learning loss by integrating literacy curriculum and coaches into summer programs.

"For children to succeed, literacy programs must begin before kindergarten and extend beyond schools into early childhood centers, summer programs and other out-of-school-time programs," said Maryellen Coffey, executive director of BOSTnet.

Across academic research, third-grade reading levels are considered a direct indicator of whether children will succeed in school and graduate on time. Across Massachusetts, however, 43 percent of third-grade children are reading below grade-level, according to the United Way. In Lynn, that number has jumped to 63 percent.

"There's a clear role that out-of-school-time programs can play in helping children develop the skills they need to succeed in schools," said Michael K. Durkin, president of United Way of Massachusetts Bay & Merrimack Valley, which last year opened a community service office on Union Street.

"By better aligning these programs with schools and creating more opportunities for literacy education, we can help close the achievement gap across the state."

Attachment I

Collaboration Unites Lowell Schools and Nonprofits Around Early Childhood Literacy

Posted by United Way on Aug 11, 2010 |

LOWELL— Fueled by a \$250,000 grant from the Massachusetts Department of Early Education and Care (EEC), United Way of Massachusetts Bay & Merrimack Valley announces a ground-breaking collaboration between United Way, the Department of Early Education and Care, Lowell Public Schools, BOSTnet, and community based organizations like Girls Incorporated of Greater Lowell targeted at increasing literacy outcomes for children and youth

Across academic research, third-grade reading levels are considered a direct indicator of whether children will succeed in school and graduate on time. Across Massachusetts, however, 43% of third-grade children are reading below grade-level. In Lowell, that number jumps to 67%.

This year, the Anne E. Casey Foundation and Harvard University both released reports which stressed that to counter low-literacy levels, children need to have “high quality learning opportunities, beginning at birth and continuing in school and during out-of-school time, including summers, in order to sustain learning gains and not lose ground.”

“For children to succeed, literacy programs must begin before kindergarten and extend beyond schools into early childhood centers, summer programs and other out-of-school-time programs,” said Maryellen Coffey, executive director of BOSTnet.

Through the collaboration, organizations like Girls Inc. are funded to work in collaboration with Lowell schools, sharing curriculum and creating enriching learning experiences for children through fun activities. The effort has placed particular focus on reducing summer learning loss by integrating literacy activities and staff training into summer programs.

“There’s a clear role that out-of-school-time programs can play in helping children develop the skills they need to succeed in schools,” said Michael K. Durkin, president of United Way of Massachusetts Bay & Merrimack Valley. “By better aligning these programs with schools and creating more opportunities for literacy education, we can help close the achievement gap across the state.”

On Monday, August 9 at 2:30 p.m., Dr. Sherri Killins Commissioner of the Department of Early Education and Care, and Deputy Superintendent of Lowell Jean Franco toured Girls Incorporated of Greater Lowell, one of more than a dozen community-based literacy sites set up across the state to target low reading levels.

Attachment J

DELTAS Literacy Self-Assessment for Group Leaders

SELF ASSESSMENT

Summer Learning Rocks Training

Name: _____

Date: _____

Please circle the level that best reflects how you feel today about your abilities as an activity leader (10 = Very Uncomfortable; 100 = Very Comfortable)

Reading Aloud

Knowing why reading aloud with groups of children is important

Preparing to read a book to students to make sure it's age appropriate and to practice reading the book fluently.

Asking open-ended questions to help students think about what they're hearing, make connections to their lives and the world around them, increase their comprehension

Introducing key vocabulary words before or during the story

Book Extensions

Knowing what book extension activities are and why they are important.

Leading book extension activities that bring books to life, encourage creativity, and promote speaking, listening, reading, repeating language, pre-writing and pre-reading activities.

Leading a range of book extensions including: discussions, writing, art, music/songs, poetry, movement, drama, etc

Multiple Intelligences

Understanding what kind of learner you are and what activities you gravitate towards

Understanding that multiple intelligences include: Linguistic, Logical-Mathematical, Musical, Body-Kinesthetic, Spatial-Visual, Interpersonal, Intrapersonal, and Naturalist.

Knowing why is it important to learn about multiple intelligences.

Planning literacy activities that relate to the different ways children learn and their multiple intelligences.

Leading a range of literacy activities that appeal to different intelligences.

Environmental Literacy

Understanding what Environmental Literacy means and why it is important.

Knowing how to promote Enviro literacy in programs by:

- Reading aloud age appropriate books that promote these ideas.
- Reading non fiction and fiction titles
- Leading book extension activities that promote wonder and curiosity
- Leading activities that connect children with the outside

Music and Movement

Understanding how singing supports children's literacy development.

Knowing how to select and read aloud books with rhythm and rhyme to provide another way to promote literacy development.

Planning Literacy-enhanced Activities

Creating an activity plan that includes a lesson objective

Adding a literacy component to an existing lesson

Working with a team to design a series of lessons based on a theme

Attachment K

DELTAS Field Trips and Special Guests

Summer 2010 Programming

Field Trips

- *Boston By Foot – Captain Kidd’s Treasure Hunt*
- *Museum of Fine Arts – Artful Adventures*
- *Franklin Park Zoo*
- *Wolf Hollow*
- *Puppet Showplace*
- *Blue Hills Reservation*
- *Boston Public Gardens - Swan Boats*
- *Carson’s Beach and Park*
- *Boston Nature Center*
- *Museum of Science*
- *Children’s Museum*
- *Museum of Science – Omni Theatre*
- *Belkin Lookout Farm*
- *Cranes Beach and Cranes Estate Tour*
- *Cooking Up Culture – Boston University Culinary School*
- *No Tax on Tea!*
- *MIT Museum – Robotics Workshop*
- *‘e’ Learning Room*

Special Guests

- *Hip Hop Dance Performance/Lessons*
- *Ballroom Dance Performance*
- *Zoo New England*
- *Big Joe the Story Teller*
- *The Fred Woodard Quartet*
- *Pizzazz the Beantown Clown*
- *Jungle Jim*
- *Dennis the Magician*

Attachment L DELTAS - Summer Activity Planner

Staff name EW Group Lizards

Date (s) of lesson 7/12/10

Theme Creative Writing Lesson Storytelling – Team Word Challenge

What They'll Get (Skills)– *Objectives*

- Writing a story using a random sampling of words.
- Presenting their story to the group.

The Stuff I Need - *Materials*

In Other Words magnetic poetry set (synonyms) Dry erase boards Dry erase markers

Timer Drawing supplies and paper _____

Making a Connection – *The Intro*

(What could you say?) _____

Move On Through – *Procedure*

1. Separate group into teams of two or three
2. Explain that teams are being challenged to write a story in 10 minutes using *at least* 20 out of 25 words that will be provided.
3. Inform the teams that they will be asked to present their stories to the group (they should identify a presenter). If they finish early, they have the option to illustrate their stories to add to the presentation.
4. Hand out boards, markers, and 25 magnetic words per group. Have them place their words white side (basic) up.
5. Set the timer and begin.

Notes:

- Add a challenge: After 5 minutes, ask the teams to flip over 3 of their words and use the synonym in their story.

Alternate activity #1 Have students use same materials for poetry writing; present work in a mini “Slam Showcase”

Alternate activity #2 Instead of using magnetic words, have each group brainstorm a list of: Nouns (things), Verbs (action words), and Adjectives (descriptive words i.e. smooth) one word to a post-it note, trade words with another group, and proceed as above.

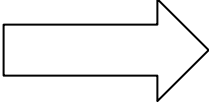
Attachment M



Building Staff Capacity through Universal Strategies and Thematic Curriculum

Universal Strategies	Skill	Application
Read Aloud	<ul style="list-style-type: none"> ▪ Fluency ▪ Comprehension ▪ Vocabulary 	<ul style="list-style-type: none"> ▪ Reading aloud-staff and specialist together ▪ ...conversation about reading ▪ Journaling
Reading with	Fluency	<ul style="list-style-type: none"> ▪ Shared ▪ Choral ▪ Readers' theater ▪ journaling
Independent reading (book series emphasized)	<ul style="list-style-type: none"> ▪ Stamina ▪ Fluency ▪ Vocabulary ▪ Idea of concept ▪ Building background knowledge 	<ul style="list-style-type: none"> ▪ Buddy reading ▪ Book clubs ▪ Independent reading with conversations about book ▪ journaling
Literacy stations (Relaxations stations)	word work: <ul style="list-style-type: none"> ▪ phonemic ▪ phonics ▪ vocabulary development ▪ grammar ▪ automaticity/"learning words in a snap" 	<ul style="list-style-type: none"> ▪ games and center based literacy/relaxation stations ▪ barrier games ▪ journaling
Thematic Curriculum (Note: this is not a separate category, it is embedded and in graphic representation, it should surround this chart)		<ul style="list-style-type: none"> ▪ relation stations ▪ journals ▪ read aloud ▪ reading with ▪ field trips

Clarifying HSLI vision on literacy and learning strategies

<p>School-like Teacher directed</p>		<p>Experiential, research-based strategies for good summer learning</p>
<p>Pulling children out of curriculum groups</p> <p>Guided reading</p> <p>Round-robin reading (not a research-based strategy. See Opitz: Goodbye Round Robin Reading)</p>		<p>ACTIVE</p> <p>Choices based on curricula and child's interests</p> <p>Activity stations that provide choice</p> <p>Lower group sizes</p>

Attachment N

WestMOST Summer 2010 Planning Sheet

Program Site _____

TASK	TEAM Details
Planning and preparation	
What curriculum will specialists be working with?	
What tasks do we need to work on?	
What training will program staff have?	
When will we meet?	
DIBELS	
What space will work for the testing?	
Date to compile participant list/grade level for HSLI office and specialist	
When will you complete the pre-test? (AFTER program is open 2-3 days)	
What program staff person is responsible for getting consent forms completed?	
When will you conduct the post-test?	
Will you need help with testing because your program is 50+ kids?	
Summer logistics	
When does summer program open and close?	
When will specialist start and stop?	
What is weekly schedule?	
What days/hours will specialist/s work?	
Where will specialist do their work?	
Are specialists or champions taking any vacation?	
Family engagement	
Family night on literacy	
Family night for culminating performances	
Other issues?	

Attachment O
WestMOST Ideas for Activity Centers

Ideas for HSLI Activity Centers

Tips:

- An activity station is an area within the room where children and youth work alone or with each other to explore and expand their literacy.
- Work to be sure that activities are engaging, makes learning relevant and personal, provides choices
- Have delineated space for the various centers
- Provide lots of choices
- Include choices for different ages and stages and needs (e.g. ELL, different learning styles)
- Rotate materials to keep the stations new and fresh
- Teach or model the activity before putting it into the activity station for independent use
- Stations are used daily and provide choice and differentiated instruction

	Ages 5-7	Ages 8-11	Ages 12-14
<p>Reading: space dividers, soft lamps, pillows, carpet squares, lawn shares for comfortable seating</p> <ul style="list-style-type: none"> • www.scholastic.com for low-level, high interest books • www.ala.com American Library Assn has books on tape and other lists of books 	<p>Books on tape, especially good for ELL if they also have the text.</p> <p>Chart simple camp songs/chants</p> <p>Word Wall.</p> <p>Big Books on easel to read with friends</p>	<p>Local newspapers (see if they will provide your program with a free subscription)</p> <p>Reader's Theater and comic books in baskets</p> <p>Reading buddies and near-peer reading buddies.</p>	<p>Magazines for all ages like Weekly Reader's Newsweek for kids, New Moon for girls), Sports Illustrated Junior, etc.</p>
<p>Writing: Round desks for writing and sharing, cubbies for those that need quiet space, dictionaries, pencils, pens, markers, paper, journals, computers, stencils, erasable slates/whiteboards</p>	<p>Cartoon with words erased to create your own cartoon to help with sequencing</p> <p>Suggestion box or message boxes for brief messages that provide a chance for social writing</p> <p>Have old greeting card fronts and have children write a card to family or friend</p> <p>Create a JOKE book for the group</p> <p>Use plastic letters at sand table</p>	<p>Journal: with daily writing prompts, connected to the curriculum.</p> <p>Newsletter or scrapbook by children about summer program and add photos!</p> <p>Autobiographical poems or poems about today's activity</p> <p>Mad Libs</p> <p>Describe and draw (great for ELL)</p> <p>Write out camp songs and chants</p>	<p>Zines and student magazines</p> <p>Poetry Slam</p> <p>Create your own survey (teens love to find out what people think. Have teens do analysis as well, to add math skills)</p> <p>Create an advertisement for something you'd like to sell</p> <p>Create song lyrics</p> <p>Graffiti Walls to collect ideas</p>

Attachment P – WestMOST Ideas for Activity Centers

<p>Listening/speaking</p>	<p>What is your favorite (book, movie, song and put on chart paper on wall)</p> <p>Getting to know you games</p> <p>Icebreakers and team building games</p>	<p>Create a quiz show</p> <p>Create a news station</p>	<p>Interview a friend, staff, a guest, then transcribe the interview</p> <p>Debate teams</p> <p>Have hot current event item from newspaper or magazine with guided discussion questions</p>
<p>Games</p>	<p>Charades</p> <p>Web sites for riddles</p> <p>A to Z</p> <p>Scrabble Jr.</p>	<p>Pictionary Junior</p> <p>Brain Quest comes in age levels</p> <p>Websites for Brain teasers and word problems</p> <p>Boggle</p> <p>Word Yahtzee</p> <p>Scattergories</p>	<p>Pictionary</p> <p>Dictionary: only need paper, pencil and a dictionary</p> <p>Bananagrams</p> <p>Upwords</p> <p>20 questions</p> <p>Quotes of the day. www.cyber-nation.com, www.coolquiz.com</p>
<p>Curriculum extensions</p>	<p>Example: Watershed</p> <p>Mural/map of field trips</p> <p>Create a big book on visit to Connecticut River</p> <p>Create an eco system and write a log to track what happens with the eco system</p>	<p>Do internet research about what brought settlers to the Connecticut River</p>	<p>Create a guide book for 20 ways you can be more GREEN at home, at school, at our program</p>