

Summer Camp Literacy Infusion Summer 2018

The Need

During the summer months, students often lose 2-3 months of reading skills they've gained during the school year. This learning loss – known as the summer slide – can be a major reason why children read below grade level as they get older. By ninth grade, at least half of the achievement gap can be attributed to summer learning loss in the elementary school years.

Background Information

In December 2016, Read Charlotte staff visited with their sister organization in Philadelphia, Read By 4 and learned about a program called the Philadelphia Out Of School Time Literacy Initiative (POSTLI). POSTLI developed a model to infuse literacy into after school and summer programs that has been operating for 18 years.

The YMCA of Greater Charlotte was identified as the agency that would lead the overall project administration for both YMCA and non-YMCA sites in summer 2017. Read Charlotte worked with the Y and POSTLI to ensure implementation fidelity and program effectiveness. In summer 2017, the infusion model operated at three sites for 4-9 weeks.

After reviewing outcomes that showed a positive impact on summer learning loss prevention, both Read Charlotte and the Y expressed interest in expanding the infusion model to additional sites in summer 2018. A plan to infuse literacy at camps across 4 agencies was developed at a cost of \$73,705. 2018 innovations and learnings were focused on dosage, staff development, individual agency capacity, and parent engagement. This document provides an overview of the infusion initiative in its second pilot year.

Participating Camps

YMCA:	Johnston, McCrorey, Steele Creek, Stratford Richardson
CMS ASEP:	David Cox, Elizabeth Traditional, Idlewild, Oakhurst
Discovery Place:	Kids, Nature, Science
Park & Rec:	Tuckaseegee

Infusion Model "Fidelity" Components [YMCA & ASEP]

YMCA and ASEP camps implemented the model to full fidelity. These 8 sites are included in the data analysis because they have a sufficient number of students with regular attendance at camp.

- 20 mins of read aloud
- 20 mins of independent/choice reading
- 20 mins of word games
- Active Reading family workshop facilitated by Charlotte Mecklenburg Library staff
- Promote reading at home (includes daily book check out and weekly reading logs)

Infusion Model "Light" Components [Discovery Place & Park and Rec]

The Discovery Place and Park & Rec camp integrated literacy into their camps, but they did not implement all elements of the model. These two agencies implemented 2 of the 3 activities, read aloud and independent reading. Discovery Place camps do not have consistent attendance, only a small fraction of campers attend more than one week. Safe Play Day at Tuckaseegee Recreation Center is a half-day camp serving K-5 students from the surrounding neighborhoods on a drop-in basis.

These attendance limitations prevented us from including the camps in the data analysis. However, we decided to support these camps and agencies to participate in the pilot in order to learn how to integrate literacy into different types of camps across the county.

Evaluation

The purpose of the summer infusion model is to mitigate summer learning loss in reading. It is not designed to be an intensive intervention or to close skills gaps.

Student Goals

- Staff will collect pre and post scores for $\geq 70\%$ of students
- $\geq 30\%$ of students will increase their DIBELS score
- $\geq 65\%$ of students will maintain their DIBELS score
- 75% of eligible students will demonstrate an increase in positive feelings about reading based on self-reported reading attitude surveys and parent surveys

Staff Goals

- Camp staff will achieve 80% or higher on fidelity checks by the end of summer program
- Camp directors will conduct 1 observation and feedback session per staff member

Family Engagement Goals

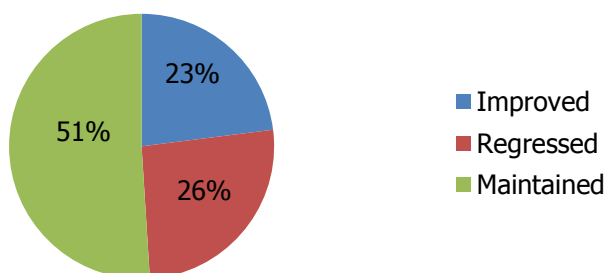
- 40% of K-3 families will attend an active reading workshop
- 30% of families will complete a nightly reading log indicating they read with students at least 4 nights/week

Two revisions were made to these goals during the first two weeks of camp operation. First, we decided not to conduct the reading attitude survey due to limited sample size since self-reported surveys are not valid for younger (K-2) students. We also spent most of the first 2 weeks administering DIBELS and wanted to prioritize the coaching aspect of the work in week 3, rather than spending additional time testing. The second revision we made to our goals was to eliminate the metric around fidelity checks as our rubric did not lend itself to measuring this outcome. We still conducted observations to ensure fidelity and quality, but we did not report out any related metrics.

Results

	Total K-3 Kids Enrolled in Camp	# of Kids With Pre and Post Test	# of Kids Who Attended 1-2 Weeks	# of Kids Who Attended 3-5 Weeks	# of Kids Who Attended 6-9 Weeks	# of Parents Who Attended AR Workshop	# of Kids Who Returned at Least One Reading Log
ASEP Collective	264	110	58	64	53		85
YMCA Collective	416	142	167	131	118		132
Totals	680	252	225	195	171	46	217
		37%	38%	33%	29%		32%

2018 Infusion DIBELS Scores



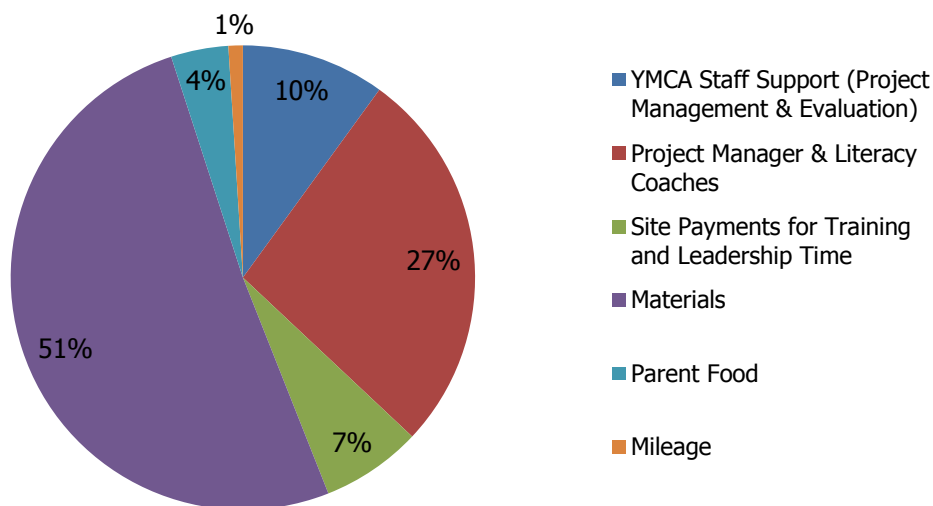
Reading growth was measured during weeks 1-3 (pre) and 6-9 (post) using DIBELS progress monitoring passages: Nonsense Word Fluency (K) and Oral Reading Fluency (1st-3rd grade). Students who stayed within their starting bands are considered to have maintained, and students who moved to higher or lower bands are considered to have improved or regressed.

It is important to note that the same DIBELS progress monitoring passages were used for both the pre and post tests in 2017, while different passages were used in 2018. This means that 2017 and 2018 outcomes are not an "apples to apples" comparison. 2017 results showed that 95% of kids improved or maintained, while 2018 results show that 74% of kids improved or maintained.

Expenses

Total Budget

\$73,705



Reflections

	Learnings	Recommendations
Data Collection	<ul style="list-style-type: none"> -need consistent method of getting attendance forms from camps -coaches need better understanding of data workbooks before camp -a plan of data collection should be in place with camps and coaches before beginning 	<ul style="list-style-type: none"> - include previous grade on camp intake form -designate a team or person to administer DIBELS assessments (not coaches) - streamline data workbook for more efficient data entry
Director Involvement	<ul style="list-style-type: none"> -camps where directors were involved daily worked best -at beginning of summer, we had to figure out who can produce action within an organization and who needs to be informed 	<ul style="list-style-type: none"> -directors need an initial meeting with infusion staff (separate from the counselor training) in order to clarify expectations, have a full understanding of the program
Training	<ul style="list-style-type: none"> -ASEP training was too large -not all frontline staff attended trainings, resulting in lack of understanding -coaching to support the training was not started until after DIBELS testing -more modeling was needed 	<ul style="list-style-type: none"> -ASEP needs site based training versus all staff training -schedule trainings at times when all staff can attend, including directors and frontline staff who work with kids -coaches should be in rooms observing and modeling during the first 2 weeks of camp
Read Aloud	<ul style="list-style-type: none"> -feasible for all types of camps to implement -books were enjoyed but being repeated too much -some read aloud books were too long/complex for youngest groups 	<ul style="list-style-type: none"> -order more books for ARA tubs -label higher level books
Choice Reading	<ul style="list-style-type: none"> -feasible for all types of camps to implement -not all staff or sites implemented in same manner (variations include whether activity was introduced, how kids picked books, whether adults read with kids) 	<ul style="list-style-type: none"> -clarify staff role more clearly to ensure adults are engaged in reading with kids -model and teach how to connect read aloud with choice reading in an intentional manner -mandatory that read aloud and choice reading be a 40 minute consecutive block
Word Games	<ul style="list-style-type: none"> -youngest groups were not able to understand most games -large groups at camps needed more games - required a lot of behavior management skills 	<ul style="list-style-type: none"> -deliver enough games at beginning of camp -model with counselors how to teach games to kids
Parent Workshops	<ul style="list-style-type: none"> -parents were interested but most were unable to attend due to work -some library presentations were overly long and technical 	<ul style="list-style-type: none"> -schedule workshops later in evening -schedule farther in advance to allow for school staff to get correct hours and to allow campus to be open later -hold workshops at the beginning of the camp so parents have awareness from the start
Reading at Home	<ul style="list-style-type: none"> -some camps used volunteers or interns to facilitate the nightly reading books and logs -kids enjoyed -the majority of books did not come back -a designated person to run this worked best 	<ul style="list-style-type: none"> -more give away books will be needed as program expands -more and better prizes will be needed if more kids participate -include student info on reading log if tracking the data -include information about home reading in parent orientation or open house

Agency Capacity

Per Read Charlotte's recommendation, the Y plans to develop a capacity assessment tool that agencies can use to determine their readiness to adopt literacy infusion practices. The projected timeline for development of this tool is fall 2018-spring 2019.

The following notes are designed to share common themes we observed across camps within the same organization. Site specific information is available in a separate document for agencies to review internally.

CMS ASEP

Strengths:

- Staff members have strong behavior management skills.
- Literacy activities are implemented well when included in the schedule, especially the read alouds.
- Many staff were receptive and eager to implement the activities.

Challenges:

- Better communication is needed between the morning and afternoon staff. Often the staff indicated that they did not know what was happening when they were not on site.
- The training was too large with all sites combined.
- There is some variation in the level of responsiveness based on site directors (not submitting requested information, for instance).

The project administration team believes ASEP could scale the model to all of their 8 camps in 2019 with adequate funding to purchase resources, continuation of the shared coach model, development of a communication plan between staff, and more detailed training and modeling at the site level.

Discovery Place

Strengths:

- Staff are experienced and have understanding of effective ways to work with youth.
- Group sizes are small.
- Read aloud implementation was consistently done well.

Challenges:

- Frontline staff and volunteers who work with kids did not attend the training offered so many of the staff were not familiar with expectations for the literacy activities at the beginning of camp (communication did not trickle down).
- There was some confusion about choice reading and whether science should be the only focus.
- Read alouds would benefit from the deeper dive into the "conversation" versus only the heavy science content focus.

The project administration team believes Discovery Place could implement the same two activities (read aloud and choice reading) next summer with a reduced level of external support. It will be critical to have in place a training plan that includes all staff levels and a process of internal accountability with observations and feedback loops.

Park & Rec

Strengths:

- Small size of camp made it easy to support (only one group to observe and coach).
- Read alouds were implemented consistently.
- Kids demonstrated familiarity with routines.

Challenges:

- Drop in nature of camp makes it difficult to anticipate attendance and needs of students.
- Only about a third of students actually read during choice reading because they were talking and playing.
- There was little staff engagement in choice reading beyond redirecting behaviors.

The project administration team recommends the county consider adding additional sites in 2019 to test the model at sites with more consistent attendance.

YMCA

Strengths:

- Staff benefited from and responded well to direct and specific modeling from the coaches.
- Kids enjoyed choice reading.
- Frontline staff attended site trainings so they were familiar with infusion from the beginning.

Challenges:

- Staff tend to be younger and less experienced with youth work, many lack behavior management skills.
- Staff needed more coaching than shared model allowed.
- Schedules did not set up staff for success, activities were implemented inconsistently if something else came up or another activity ran long.

The project administration team recommends the Y hire designated staff to lead the activities at each site, rather than continuing to use a shared coach model. This will bring more experienced staff into the camps who can model literacy activities and behavior management practices, ultimately building the capacity of younger counselors. The team also recommends building the schedules with infusion as a priority to ensure that activities are implemented consistently.

2019 and Beyond

The YMCA has received funding to scale literacy infusion to additional Y camps over a 5 year period. The Y will begin with K-3 traditional day camps in 2019 and then begin to expand to specialty and theme camps in subsequent years. This will reach an estimated 800 students in year 1 and between 2,000-3,000 students in year 5.

At this time all agencies that participated in the pilot are interested in continuing the model in 2019. However, there will likely be differences in how the agencies implement based on staff capacity, resources, and structure of the camps. The Y plans to develop and provide an "infusion toolkit" to support agencies that continue or adopt the model. However, the Y does not plan to provide on-site coaching support for frontline staff during camp operations. We will recommend that agencies develop their own process for this support using the rubrics and other resources provided.