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A Look at Summer Reading Programs Across Iowa

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A Look at Summer Reading Programs Across Iowa

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Executive Summary

Background

Iowa Code 2013, Section 279.68, requires that Iowa school districts must provide an intensive summer reading program for students assessed as exhibiting a substantial deficiency in reading. The intensive summer reading program must meet the criteria and follow the guidelines established by the Director of the Iowa Reading Research Center (in accordance with Iowa Code, Section 256.9, subsection 53, paragraph “c”). These guidelines have not yet been developed because there is a need to first understand current practices across the state related to intensive summer reading programs. Specifically, to establish these guidelines, information is needed about existing initiatives, funding sources, policies, and partnerships related to summer programming in Iowa. Thus, the purpose of this report is to provide information about current summer reading programs in Iowa schools.

Purpose

The purpose of this document is to report on the state of summer reading programs in Iowa. This report was commissioned by the Iowa Reading Research Center to better understand the types of current summer reading programming and how summer programs are conducted and supported.

Design

An online survey was conducted to collect information about summer reading programs across Iowa from appropriate district and school personnel (e.g., administrators, teachers) and from personnel for community programs that conduct or support summer programs. The following topics were examined: (1) purpose and recipients of summer programming; (2) duration, scheduling, and management of programming; (3) teacher qualifications and selection; (4) instructional content; (5) student assessment and program evaluation; (6) funding and community partnerships; and (7) policies related to programming.

Surveys were distributed to the following groups: (1) Public school personnel that had been pre-identified by district superintendents as being involved in, and having knowledge of, summer programs in the district, (2) all principals of non-public schools, (3) recipients identified as “community partners” who conduct or support summer reading programs (e.g. public libraries, United Way, etc.), and (4) those identified by survey respondents as being involved with a summer reading program.

After participants responded to the online survey, each program was examined to identify programs that currently include components that have been shown to improve the effectiveness of summer programs. Case studies were conducted with a sampling of these programs in order to provide an example of how these programs function and how other schools might design programs to include similar components.

Summary of Survey Results

(1) Availability of Summer Programs. Results indicate that:

- a. There is wide variety in the availability of summer reading programming offered by school districts throughout the state;
- b. The majority of districts not offering summer programs indicate that the primary barrier is funding, followed by transportation and a lack of available teachers;
- c. There are many community groups or organizations that offer summer reading programs, some of these are in addition to district-offered programs.

(2) Student Participation. Results indicate that:

- a. School and community programs are primarily aimed at students who are not reading at grade level and students who are at risk for summer learning loss;
- b. A majority of school-based programs are offered to students in K-5, whereas many community programs are offered to students K-12;
- c. Community programs typically involve many more students than school-based programs;
- d. Selection for school-based programs is primarily based on assessment data and teacher recommendations, while community programs accept students as long as there is available space;
- e. For most of the programs, there are no attendance requirements or policies.

(3) Program Structure. Results indicate that:

- a. Community-based programs have a long history in Iowa, with nearly 70% being established more than 15 years ago, whereas most school-based programs have been offered for less than one year;
- b. The duration of community-based programs is usually longer (typically 6 or 8 weeks) than school-based programs (typically 4 weeks or less). However, most community-based programs have less contact time with students each week than school-based programs;
- c. School-based programs have a lower staff-to-student ratio than community-based programs;
- d. Both community and school-based programs offer activities other than reading instruction. These activities make up about 50% of the overall program for both types of programs;
- e. Community-based programs begin planning before school-based programs. Most community-based program planning begins more than 30 weeks before the program, compared to twelve weeks for school-based programs;
- f. Management for school-based summer programs is mostly provided by school-level

administrators or someone at the district level, whereas community-based programs are managed by the sponsoring agency or organization.

(4) Transportation and Meals. Results indicate that:

- a. Approximately half of school-based programs provide transportation to the program site, whereas few community-based programs offer transportation;
- b. Food is provided to students in approximately half of all summer reading programs. Of these programs, snacks are mostly provided, but many are able to also provide lunch and/or breakfast;
- c. Providing food as part of the summer programs is mostly funded by the same funds used for the summer program as a whole; however, some programs receive additional funds from outside organizations.

(5) Dates of Summer Programs. Results indicate that:

- a. Most school-based programs begin in the first half of June, while community programs begin in the last week of May;
- b. All programs typically end two to three weeks before the beginning of the school year, but program administrators indicate a willingness to offer a program at the end of the summer instead;

(6) Reading Instruction and Materials. Results indicate that:

- a. Most school-based programs offer between 60-90 minutes of reading instruction each day of the program, while most community programs offer 30 minutes or less;
- b. Instructional programs and materials vary widely across all of the programs; however, instructional materials are typically selected by staff or a teacher-leader;
- c. Reading instruction is provided predominantly in small groups in school-based programs, while most instruction in community-based programs is either whole group or small group.

(7) Program Funding. Results indicate that:

- a. School-based programs are primarily funded by At Risk funds and Iowa Early Literacy funds, and community-based programs are mostly funded by the organization's general funds and community donations;
- b. Approximately half of the community-based programs and 40% of school-based programs reported that they feel they have sufficient funding;
- c. Funding allocation differs among program type, with school-based programs spending the most on teacher compensation and community-based programs spending the most on enrichment activities.

(8) Community Partner Support. Results indicate that:

- a. Half of community-based programs partner with other organizations, while only 13.5% of school-based programs partner with other groups, primarily public libraries and local non-profits;

(9) Effectiveness of Program. Results indicate that:

- a. About two thirds of school-based and 12.5% of community-based programs conduct

reading assessments during the summer program. School programs typically use the same assessments used during the regular school year;

- b. Most programs assess students at the beginning and the end of the program, while some school-based programs indicate they assess weekly;
- c. Many programs report they have evidence to demonstrate their program's effectiveness. School-based programs rely on pre and post assessment data, while community programs mostly use anecdotal evidence from staff;
- d. Access to assessment data by the teaching staff differs between the types of programs, with most school programs providing student assessment data from the previous year and less than 10% of community programs providing assessment data.

(10) Goals and Progress during the Program. Results indicate that:

- a. The majority of summer programs do not involve setting specific goals or benchmarks for students;
- b. Of those programs reporting that goals are established, school-based programs reported goals which focused on maintaining students' skill and helping students meet benchmarks or standards, and community programs' goals were primarily reading for a set number of minutes each day and reading a set number of books;
- c. Most school-based programs discuss students' needs with their teachers from the previous year and many report the progress to next year's teacher, while the majority of community-based programs do not communicate with students' teachers;
- d. Only a small percentage of school and community programs involve meeting with parents before, during, or after the program. However, most programs encourage parental involvement at home.

(11) Teacher Qualifications. Results indicate that:

- a. A majority of school-based programs are entirely staffed with licensed teachers, while a majority of community programs are not;
- b. Teaching staff in school-based programs mostly volunteer to teach in the program;
- c. Most staff in summer programs are not required to have a reading endorsement, nor are any other specific qualifications required;
- d. Some programs do provide training on reading instructional strategies, with 42% of school-based programs and 24% of community-based programs providing training prior to teaching in the summer program;
- e. Predominantly, teachers are not evaluated on students' performance during summer reading programs.

(12) Administrator Comments. Results indicate that:

- a. School-based leaders are concerned about funding and beginning a summer reading program or improving an existing summer program;
- b. Community-based leaders are interested in motivating and providing students with opportunities to read and hope to collaborate with local schools and higher education institutions.

Overview: Landscape Assessment of Intensive Summer Reading Programs across Iowa

Significance and Rationale

Iowa Code 2013, Section 279.68, requires that Iowa school districts must provide an intensive summer reading program for students assessed as exhibiting a substantial deficiency in reading. The intensive summer reading program must meet the criteria and follow the guidelines established by the Director of the Iowa Reading Research Center (in accordance with Iowa Code, Section 256.9, subsection 53, paragraph “c”). These guidelines have not yet been developed because there is a need to first understand current practices across the state related to intensive summer reading programs. Specifically, to establish these guidelines, information is needed about existing initiatives, funding sources, policies, and partnerships related to summer programming in Iowa. Thus, the purpose of this report is to provide information about current summer reading programs in Iowa schools.

Design

The design of the project was developed by the researchers in collaboration with the Intensive Summer Reading Program Small Task Team appointed by the Director of the Iowa Reading Research Center. The contents of this report were collected through multiple approaches.

First, we conducted an online survey to collect information about summer reading programs across Iowa from appropriate district and school personnel (e.g., administrators, teachers) and from personnel for community programs that conduct or support summer programs. The following topics were examined: (1) purpose and recipients of summer programming; (2) duration, scheduling, and management of programming; (3) teacher qualifications and selection; (4) instructional content; (5) student assessment and program evaluation; (6) funding and community partnerships; and (7) policies related to programming.

Surveys were distributed to the following groups: (1) Public school personnel that had been pre-identified by district superintendents as being involved in, and having knowledge of, summer programs in the district, (2) all principals of non-public schools, (3) recipients identified as “community partners” who conduct or support summer reading programs (e.g. public libraries, United Way, etc.), and (4) those identified by survey respondents as being involved with a summer reading program. Potential respondents received an email letter from the Director of the Iowa Reading Research Center and the researchers explaining the purpose of the survey and requesting their participation. Each survey was available for three weeks, and potential respondents received three reminder emails requesting that they complete the survey.

After participants responded to the online survey, each program was examined to identify programs that currently include components that have been shown to improve the effectiveness of summer programs. The goal in identifying specific programs was to conduct case studies with a sampling of these programs in order to provide an example of how these programs function and how other schools might design programs to include similar components. To identify potential case study sites, we followed these procedures:

- 1) Identified all programs that reported that they evaluated the effectiveness of their summer programs.
- 2) Of the programs that stated that they had an evaluation component, we reviewed their survey responses to determine the following:
 - a. How frequently students are assessed during the program and the quality of the assessments;
 - b. The target population for the summer reading program;
 - c. How students are identified for the summer reading program;
 - d. The duration of the program;
 - e. The duration of reading instruction each day of the program;
 - f. Whether there is an attendance policy and attendance data is collected.
- 3) Point values were assigned for each component listed in item two in order to identify the sites that maximally included those components. Based on that review, six sites were identified as potential case study sites and were invited to participate in follow-up interviews. Thorough descriptions of these programs are detailed below in the “case study” section.

Case Study Process

Prior to all interviews, school and community sites were identified via rubric evaluation. Sites scoring high across categories were selected to be contacted for interviews. Prior to interviews, a standardized process was established to insure consistency across interviews. Information was collected in each of the following categories for all of the sites. Interviews were conducted via video conferencing.

Reporting Categories for Case Studies

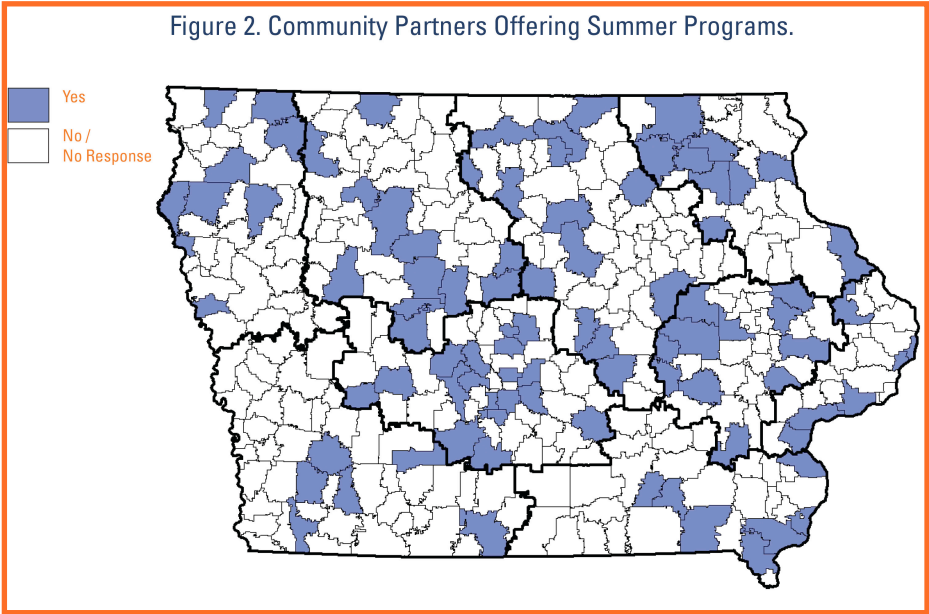
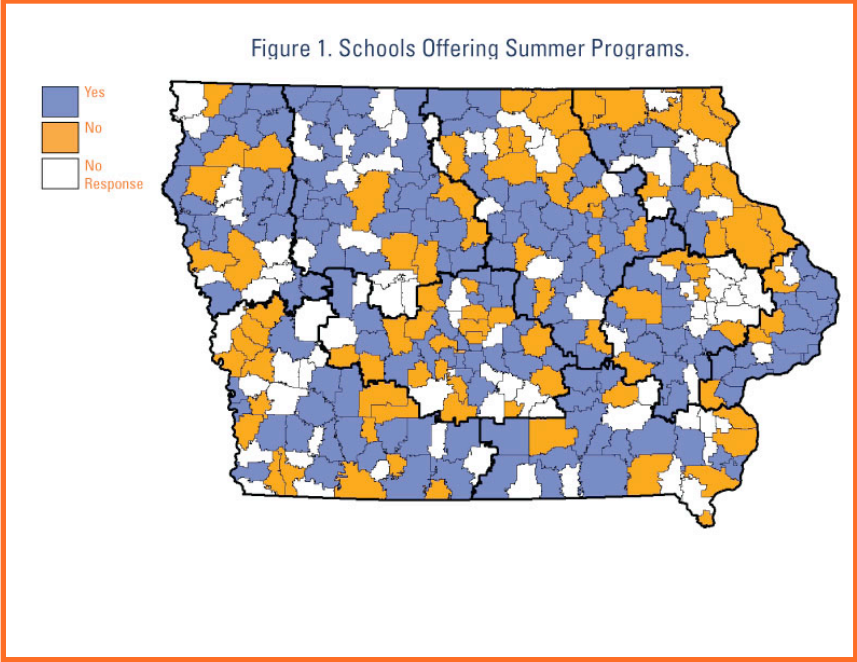
Information	Source
School name and AEA	survey data
Overall purpose of the program	interview data

Target population of summer program	survey data
Actual program participants	interview data
Grade levels at which the program is offered	survey data
Length program has been offered	survey data
Number of students in program	survey data
Staff to Student ratio: survey data	survey data
Summer reading program teachers	survey data
Duration of the program (number of weeks & days per week)	survey data
Time spent on reading instruction each day	survey data
Transportation provision and to whom	survey data
Successful aspects of scheduling and management of the summer reading program	interview data
Challenging aspects of scheduling and management of the summer reading program	interview data
Establishment of partnership with community group	interview data
Benefits from partnering with a community group	interview data
Reading curriculum used during summer program	survey data
Process of adopting and implementing reading curriculum	interview data
Positive aspects of reading curriculum content and delivery	interview data
Challenging aspects of reading curriculum content and delivery	interview data
Funding of summer reading program	survey data
Groups involved in delivery of summer program (i.e., school, parents, community groups)	survey data
Student outcomes associated with summer reading program	survey data
Assessment of student reading progress	survey data
Reported program outcomes (and to whom)	survey data and interview data
Effectiveness of summer reading program for participating children	interview data
Staff training for delivery of summer reading program	interview data

Section I: Survey Results

I. Who Offers Summer Programs?

A total of 382 individuals from schools or districts responded to the survey. Of those responding, 230 individuals (60%) reported that they currently offer a summer reading program, with the other 40% reporting that they do not offer a summer program. Districts reporting that they offer a summer program are shown in purple in the map presented in Figure 1. District that report that they do not offer a summer program are shown in orange. Districts shown in white did not respond to the survey.



Similarly to schools, individuals from organizations that were potentially involved in offering a summer program were asked to respond to the survey. Individuals from 107 community groups or organizations indicated that they are involved in offering summer programming through their business, group, or organization. Figure 2 shows geographical areas in which summer programs were identified. Areas highlighted in purple had a respondent who indicated that they are part of a community-based summer reading program.

Districts Not Offering Summer Reading Programs

There were 150 school employees identified as leaders in their district who responded to the survey and indicated that they do not currently offer a summer reading program. These respondents were asked why they do not currently offer summer programming. The primary response was lack of funding (73.3%), followed by lack of transportation (36.0%) and lack of teachers to instruct in the summer (26.0%). See Table 1 for a complete listing of responses.

Table 1. What is the primary reason(s) that your school or district does not offer summer programming? (Select all that apply)

Choices	School Personnel (n = 150)	Community Partners (n = 5)
Lack of funding	73.3%	40.0%
Lack of transportation for students	36.0%	40.0%
Lack of teachers to instruct in the summer	26.0%	40.0%
Lack of need (i.e., do not have students who are in need of remediation)	7.3%	0.0%
Lack of knowledge about how to start a summer reading program	16.7%	0.0%
Low student attendance	8.0%	40.0%
Parents do not want students to participate in summer programming	4.7%	20.0%
Students receive services through other programs or agencies	9.3%	0.0%
Other	17.3%	40.0%

II. Who Participates in Summer Reading Programs?

Target Participants

Schools and community partners were asked to indicate the target population for their summer program, how many students participate in their program, and at what grade levels. As Table 2 indicates, school and community programs are primarily aimed at students who are not reading at grade level and students who are at risk for summer learning loss.

Table 2. Who is the target population for the summer reading program? (Select all that apply)

Choices	School Personnel (n = 214)	Community Partners (n = 79)
Students who need remediation because they are not reading at grade level	91.6%	46.8%
Students who are at-risk for summer learning loss	73.4%	55.7%
Students for whom English is not a first language	26.6%	20.3%
Students who receive Tier 2 (targeted) literacy instruction	61.7%	24.1%
Students who qualify for special education services	54.7%	21.5%
Students who would benefit from a program aimed at accelerating learning	17.8%	36.7%
Students from low-income families	N/A	48.1%
Other	12.1%	45.6%

Note: The percentages do not add up to 100%.

Grade Levels Included

A majority of school-based programs are offered to students in Kindergarten through fifth grade. However, many community programs are aimed at students all the way through twelfth grade (see Table 3.)

Table 3. At what grade levels is the summer reading program offered? (Select all that apply)

Choices	School Personnel (n = 214)	Community Partners (n = 79)
PK	7.5%	75.9%
K	77.1%	92.4%
1	94.9%	97.5%
2	92.5%	98.7%
3	86.9%	98.7%
4	71.0%	93.7%
5	50.5%	88.6%
6	21.0%	68.4%
7	7.5%	55.7%
8	5.6%	54.4%
9	1.4%	44.3%
10	0.9%	43.0%
11	0.9%	43.0%
12	0.9%	43.0%

Note: The percentages do not add up to 100%

Number of Students Enrolled

Table 4. Approximately, how many students participate in the summer reading program?

Choices	School Personnel (n = 214)	Community Partners (n = 79)
1-10	4.7%	5.1%
11-20	11.2%	7.6%
21-30	21.5%	6.3%
31-40	15.4%	6.3%
41-50	14.5%	6.3%
51-60	7.9%	6.3%
61-70	5.1%	2.5%
71-80	4.7%	6.3%
81-90	2.3%	2.5%
91-100	2.3%	1.3%
101-110	1.9%	5.1%
111-120	1.9%	3.8%
121-130	1.9%	3.8%
More than 130	4.7%	36.7%

Overall, school-based summer reading programs are relatively small, with a majority of school-based programs (21.5%) indicating that the program enrolls 21-30 students. Of school programs, 15.4% indicated that they enroll 31-40 students, and 14.5% of school programs enroll 41-50 students. By contrast, a majority of community-based programs (36.7%) enroll more than 130 students (see Table 4).

Student Selection Process

Students are primarily selected for school-based summer reading programs based on results from school-level assessments and teacher recommendations. However, community-based programs primarily accept all students into their programs as long as there is space (see Table 5).

Table 5. How are students selected for the summer reading program? (Select all that apply)

Choices	School Personnel (n = 214)	Community Partners (n = 79)
Students are recommended [by schools] based on state standardized test scores	58.9%	6.3%
Students are recommended [by schools] based on their scores on a school level assessment such as FAST or DIBELS	73.8%	7.6%
Staff/Teachers recommended students based on something other than state or school-level assessments (such as grades, knowledge of students, other types of classroom performance)	72.0%	6.3%
Students are recommended if they are not proficient English speakers/ The program is offered to students who are not proficient English speakers	15.9%	5.1%
Students are recommended if they receive Tier 2 (targeted) instruction [at school]	50.9%	2.5%
Students are recommended if they have an IEP [at school] with goals in the area of reading	42.1%	2.5%
Students are recommended if they have an IEP [at school] with goals in any area	11.2%	2.5%
All students are accepted as long as there is space (ex. The first 60 students who sign up are accepted)	27.1%	60.8%
Students are recommended based on socio-economic status	6.5%	N/A
The program is offered to students from low-income families	N/A	8.9%
Other	12.1%	39.2%

Note: The percentages do not add up to 100%.

Student Attendance

A majority of school-based and community-based summer reading programs indicated that they do collect attendance data during their summer program (see Table 6). However, a majority of both school and community programs indicated that they do not have attendance rules (see Table 7).

Table 6. Is attendance data collected during the summer reading program?

Choices	School Personnel (n = 206)	Community Partners (n = 70)
Yes	82.0%	88.6%
No	10.2%	10.0%
I don't know	7.8%	1.4%

Table 7. What are the attendance rules for the summer reading program?

Choices	School Personnel (n = 206)	Community Partners (n = 70)
There are no attendance rules	70.4%	91.4%
Students are allowed to miss up to 1 day	3.4%	1.4%
Students are allowed to miss up to 2 days	4.9%	1.4%
Students are allowed to miss up to 3 days	5.3%	0.0%
Students are allowed to miss up to 4 days	2.4%	0.0%
Students are allowed to miss up to 5 days	2.9%	1.4%
Students are allowed to miss up to 6 days	0.5%	0.0%
Students are allowed to miss up to 7 days	0.0%	0.0%
Students are allowed to miss up to 8 days	0.5%	0.0%
Students are allowed to miss up to 9 days	0.0%	0.0%
Students are allowed to miss up to 10 days	0.5%	0.0%
I don't know	9.2%	4.3%

III. General Information About Summer Reading Programs in Iowa

How Long Have Summer Reading Programs Been Offered?

Community-based summer reading programs have a long history in Iowa, with nearly 70% of community-based programs indicating that their program has been offered for more than 15 years. By contrast, a majority of school-based programs have been offered for only one year (see Table 8).

Table 8. For how many years has the summer programming been offered?

Choices	School Personnel (n = 214)	Community Partners (n = 79)
1 year	15.9%	3.8%
2 years	8.4%	3.8%
3 years	7.9%	0.0%
4 years	6.1%	0.0%
5 years	7.5%	1.3%
6 years	4.7%	1.3%
7 years	2.8%	0.0%
8 years	1.9%	1.3%
9 years	0.9%	0.0%
10 years	7.5%	2.5%
11 years	0.5%	0.0%
12 years	1.9%	0.0%
13 years	0.5%	0.0%
14 years	0.5%	0.0%
15 years	1.4%	2.5%
More than 15 years	14.5%	68.4%
I don't know	17.3%	15.2%

Total Duration of Summer Reading Programs

A majority of school-based summer reading programs are offered for four weeks or less. Community-based programs are typically offered for much longer, with a majority of programs offered for eight weeks or six weeks (see Table 9). Figures 3 and 4 geographically illustrate how long each district and community partner offers their summer programs.

Table 9. What is the total duration of the summer reading program?

Choices	School Personnel (n = 210)	Community Partners (n = 73)
1 week	0.5%	2.7%
2 weeks	10.0%	1.4%
3 weeks	20.0%	1.4%
4 weeks	34.3%	11.0%
5 weeks	6.7%	9.6%
6 weeks	14.3%	30.1%
7 weeks	1.9%	4.1%
8 weeks	6.2%	32.9%
Other	6.2%	6.8%

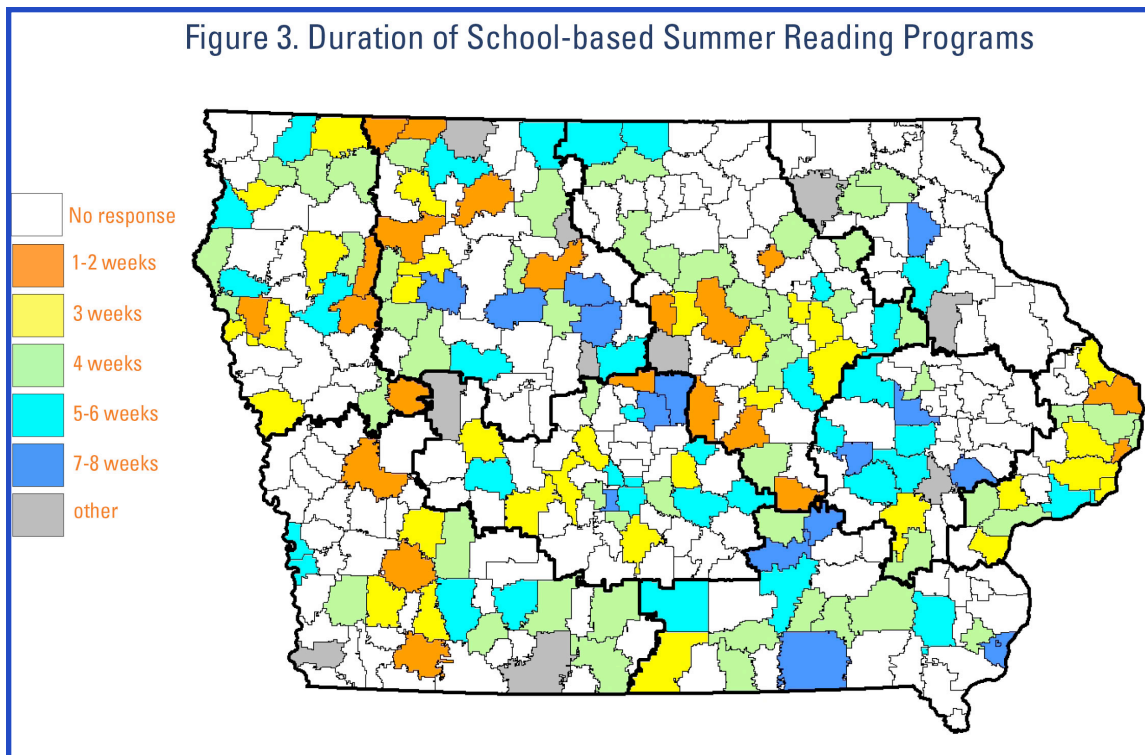
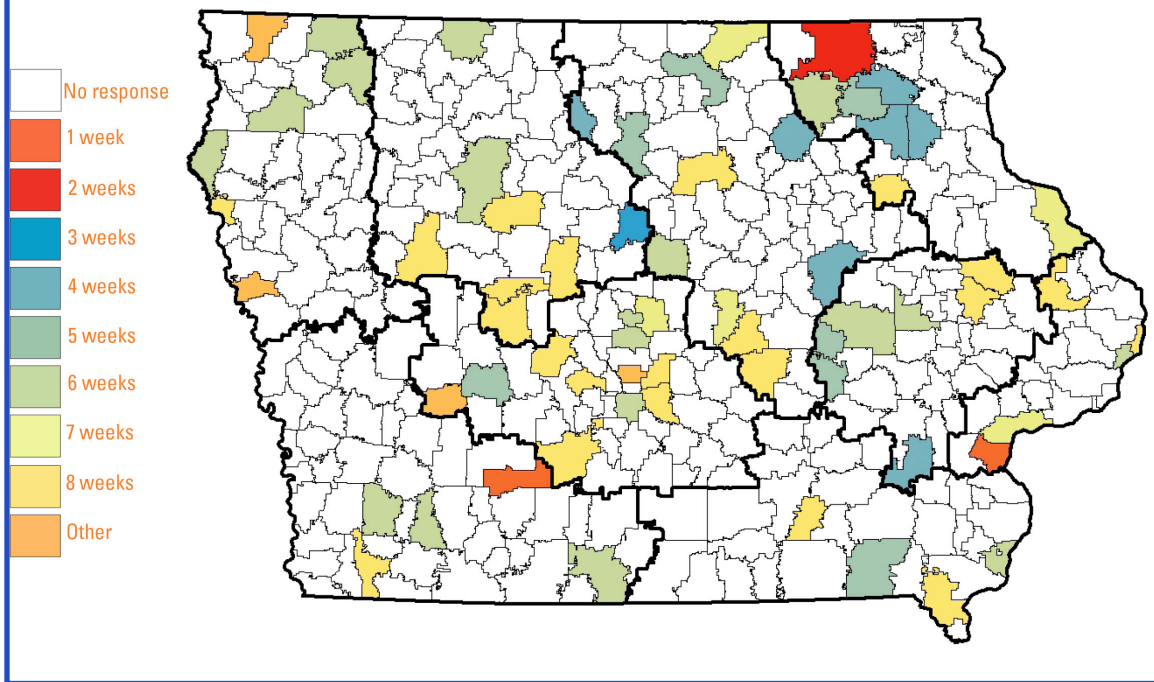


Figure 4. Duration of Community-based Summer Reading Programs



In addition to varying in the number of weeks they are offered, both school-based and community-based programs varied in the number of days the program is offered during the week. Most community partners offer their programs one day each week or 5 days per week. Most school-based programs are offered either four or five days per week (see Table 10).

Table 10. How many days per week do students participate in the summer reading program?

Choices	School Personnel (n = 210)	Community Partners (n = 73)
1 day	3.8%	37.0%
2 days	9.0%	19.2%
3 days	16.7%	5.5%
4 days	36.2%	11.0%
5 days	34.3%	27.4%

Daily Duration of Summer Reading Programs

Schools and community partners also varied in the daily duration of programs. Most school-based programs are offered for three hours each day, whereas most community programs are offered for only one hour. However, it should be noted that more community-based (4.1%) than school-based programs (1.4%) are offered as all-day programs. See table 11 for a complete listing of daily duration.

Table 11. What is the total duration of the summer programming each day, inclusive of all activities such as reading, math, music, art, or other enrichment activities?

Choices	School Personnel (n = 210)	Community Partners (n = 73)
30 minutes	3.3%	2.7%
1 hour	7.1%	30.1%
1.5 hours	8.6%	12.3%
2 hours	12.9%	19.2%
2.5 hours	7.6%	0.0%
3 hours	27.6%	2.7%
3.5 hours	6.7%	0.0%
4 hours	17.6%	6.8%
4.5 hours	1.0%	0.0%
5 hours	1.0%	0.0%
5.5 hours	0.0%	0.0%
6 hours	1.0%	0.0%
6.5 hours	0.0%	2.7%
7 hours	0.5%	0.0%
7.5 hours	0.5%	0.0%
8 hours	1.4%	4.1%
Other	1.4%	8.2%
I don't know	1.9%	11.0%

Staff to Student Ratios

Most school programs report relatively low staff-to-student ratios of one staff member for every 10 students. Community-based programs report larger ratios, with a majority of programs reporting staff-to-student ratios of more than 1 staff person for every 15 students. See table 12 for a completing listing of staff to student ratios.

Table 12. What is the approximate staff to student ratio during the summer reading program?

Choices	School Personnel (n = 214)	Community Partners (n = 79)
1:1	2.8%	0.0%
1:2	1.4%	0.0%
1:3	4.2%	1.3%
1:4	7.9%	0.0%
1:5	12.6%	3.8%
1:6	14.0%	3.8%
1:7	5.6%	1.3%
1:8	12.6%	7.6%
1:9	1.9%	1.3%
1:10	19.6%	16.5%
1:11	1.4%	2.5%
1:12	3.7%	0.0%
1:13	0.9%	1.3%
1:14	0.0%	1.3%
1:15	5.6%	8.9%
More than 1:15	5.6%	50.7%

Extracurricular Activities In Summer Programs

Respondents were asked to indicate whether they offer other academic and extracurricular activities beyond reading instruction during their summer programs, and what percentage of the daily program time is dedicated to those activities. About two-thirds of all school and community programs indicated that they do offer additional academic and extracurricular activities. However, one-third of all school and community programs are dedicated only to reading activities (see Figure 5). Figures 6 and 7 provide a geographical representation of schools and community programs that offer additional academic and extracurricular activities.

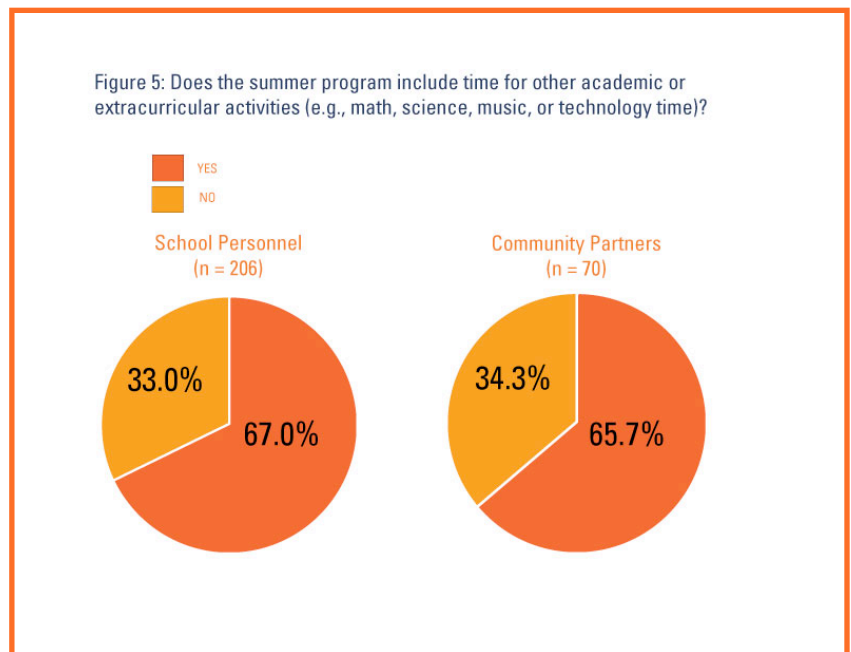


Figure 6. Schools Offering Academic and Extracurricular Activities Other Than Reading Instruction.

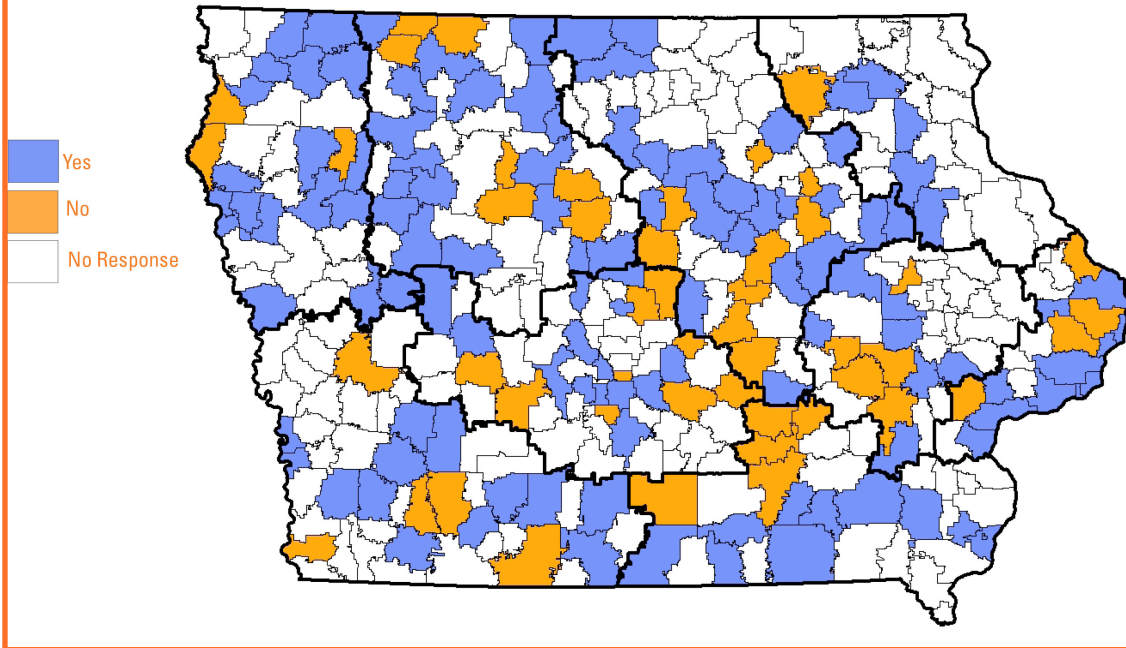
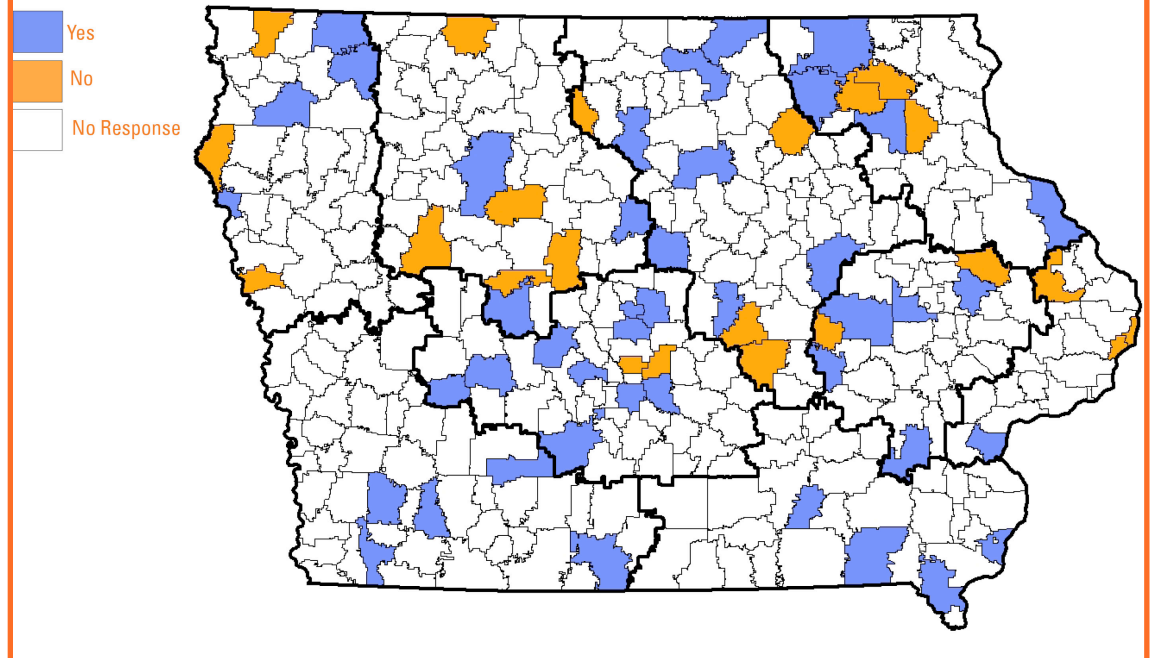


Figure 7. Community Partners Offering Academic and Extracurricular Activities Beyond Reading.



Extracurricular Activities In Summer Programs

Regarding the percentage of time given to activities other than reading instruction, a majority of schools and community partners indicate that about 50% of the daily programming is dedicated to activities other than reading instruction (see Table 13).

Table 13. About what percentage of the summer program is dedicated to activities other than reading instruction?

Choices	School Personnel (n = 138)	Community Partners (n = 45)
1-10%	8.0%	2.2%
11-20%	12.3%	4.4%
21-30%	15.2%	4.4%
31-40%	10.1%	2.2%
41-50%	37.7%	28.9%
51-60%	8.7%	15.6%
61-70%	4.3%	22.2%
71-80%	3.6%	6.7%
81-90%	0.0%	4.4%
91-100%	0.0%	8.9%

Planning for Summer Programs

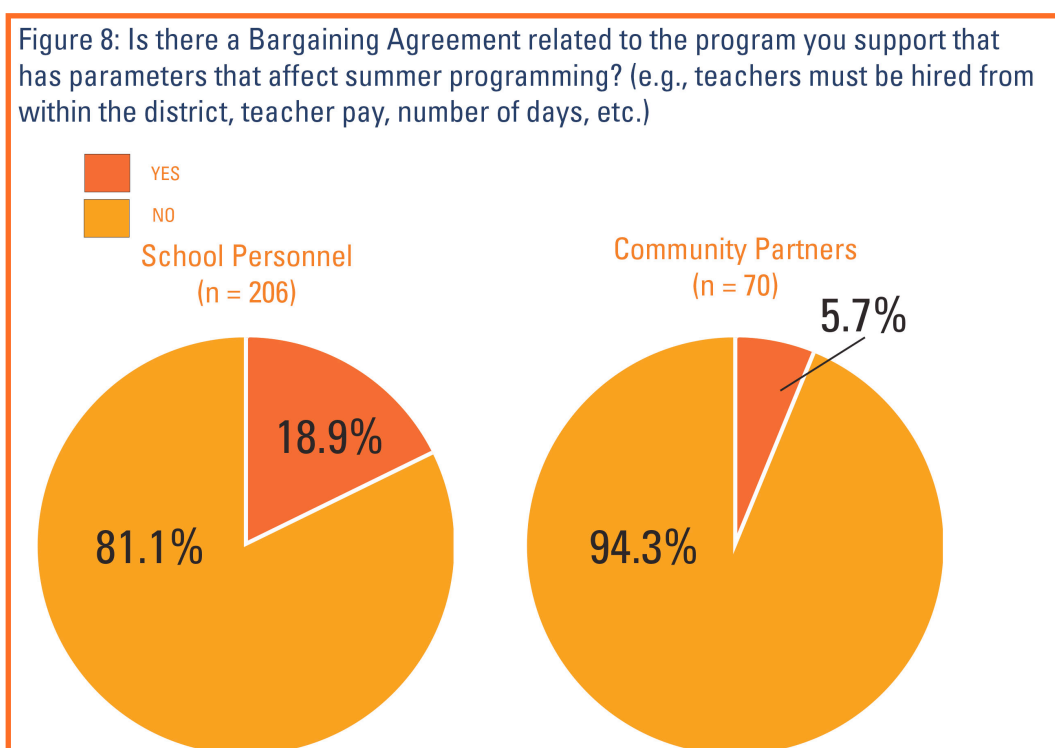
To understand how long it takes schools and community organizations to develop their summer programs, respondents were asked to indicate how long before the start of the program they begin making plans for the program. A majority of schools indicated that they begin planning twelve weeks before the program begins. By contrast, a majority of community partners indicated that they begin planning more than 30 weeks in advance of the program (see Table 14).

Table 14. Approximately how long before the start of the summer program do you begin making plans for the summer reading program?

Choices	School Personnel (n = 210)	Community Partners (n = 73)
1 week	0.5%	0.0%
2 weeks	1.4%	0.0%
3 weeks	2.4%	0.0%
4 weeks	10.5%	2.7%
5 weeks	2.9%	0.0%
6 weeks	6.2%	0.0%
7 weeks	0.0%	0.0%
8 weeks	17.1%	4.1%
9 weeks	7.1%	0.0%
10 weeks	7.1%	0.0%
11 weeks	0.0%	0.0%
12 weeks	18.6%	8.2%
13 weeks	0.5%	0.0%
14 weeks	0.5%	0.0%
15 weeks	2.9%	1.4%
16 weeks	6.2%	6.8%
17 weeks	0.0%	0.0%
18 weeks	2.9%	0.0%
19 weeks	1.0%	1.4%
20 weeks	5.7%	11.0%
21 weeks	0.5%	2.7%
22 weeks	0.0%	1.4%
23 weeks	0.0%	0.0%
24 weeks	2.4%	11.0%
25 weeks	0.0%	5.5%
26 weeks	0.0%	2.7%
27 weeks	0.0%	0.0%
28 weeks	0.5%	1.4%
29 weeks	0.0%	2.7%
30 weeks	0.0%	9.6%
More than 30 weeks	3.3%	27.4%

Bargaining Agreements and Summer Programs

Respondents were asked to indicate whether there are bargaining agreements supported by the district or organization that affected summer programming. Most schools and community programs reported that no such agreements are in place (see Figure 8). Of those indicating yes to this item, the bargaining agreements that were reported include: (1) rate of pay (70.0%); (2) teachers must be hired from within the district (20.0%); (3) hiring procedures (2.5%); (4) parents must be billed for summer tutoring (2.5%); (5) teachers are hired based on seniority and whether they have a reading endorsement (2.5%); and (6) time must be given for planning lessons (2.5%).



Management of Summer Programs

Respondents indicate that school programs are mostly managed by school-level administrators or someone at the district level. About a third of all school programs have a designated teacher-leader who oversees the program. Community-based programs are primarily managed by someone from the primary agency or organization (see Table 15).

Table 15. Who manages the summer reading program? (Select all that apply)

Choices	School Personnel (n = 208)	Community Partners (n = 71)
A school-level administrator oversees the program	62.5%	5.6%
A designated teacher-leader oversees the program	32.2%	1.4%
A school staff person oversees the program	11.1%	2.8%
I don't know who manages the program	1.0%	0.0%
Other	3.8%	15.5%
Someone at the district level oversees all aspects of the program	35.1%	N/A
Someone at the district level oversees some aspects of the program	16.8%	N/A
Someone at the local AEA oversees all aspects of the program	N/A	0.0%
Someone at the local AEA oversees some aspects of the program	N/A	0.0%
Someone at the school district office oversees all aspects of the program	N/A	0.0%
Someone at the school district office oversees some aspects of the program	N/A	2.8%
Someone from my organization/agency oversees the program	N/A	83.1%

Note: The percentages do not add up to 100%.

IV. Transportation and Meals for Summer Programs

Transportation for Summer Programs

A little over half of school-based programs offer transportation to the program site, whereas few community programs offer transportation (see Figure 9). A majority of programs report that when transportation is offered, it is free for all students participating in the summer program (see Table 16). Figures 10 and 11 show which schools and community programs offer transportation.

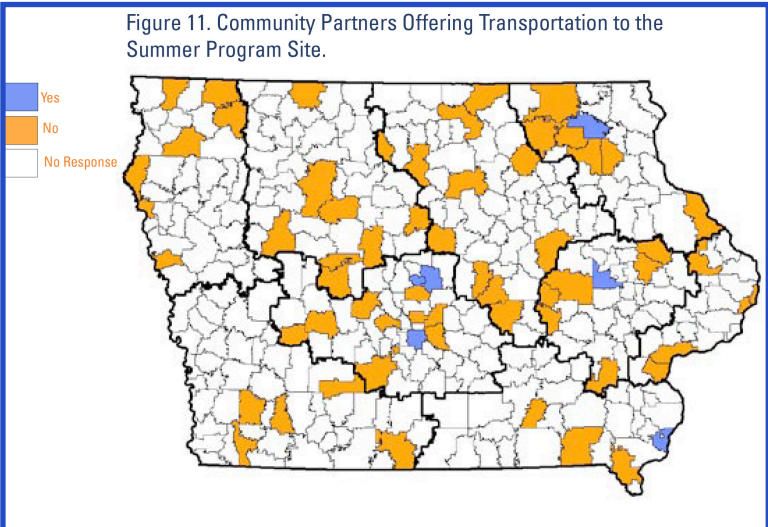
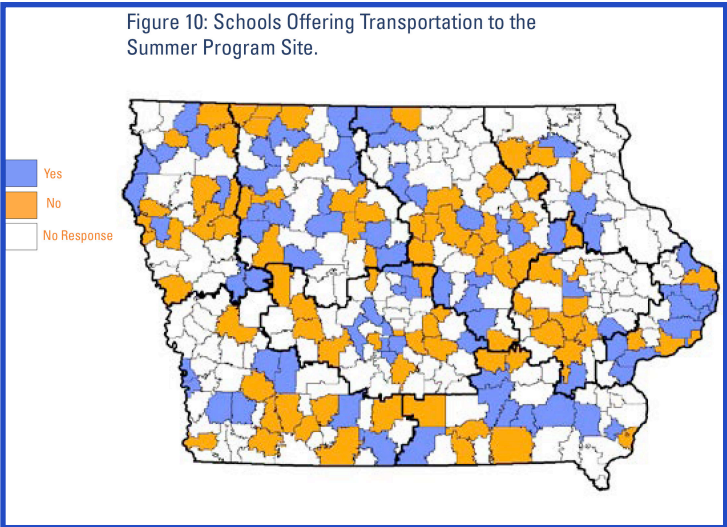
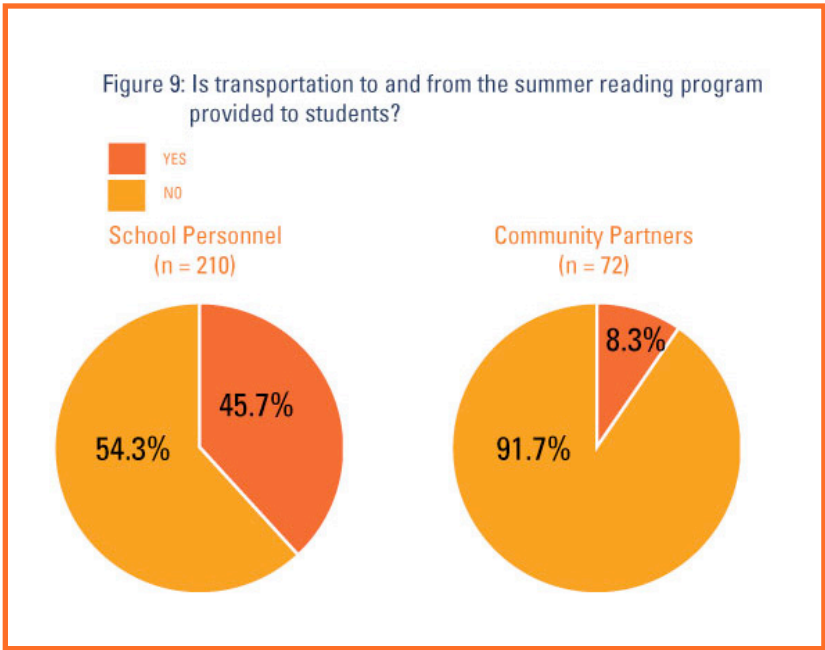


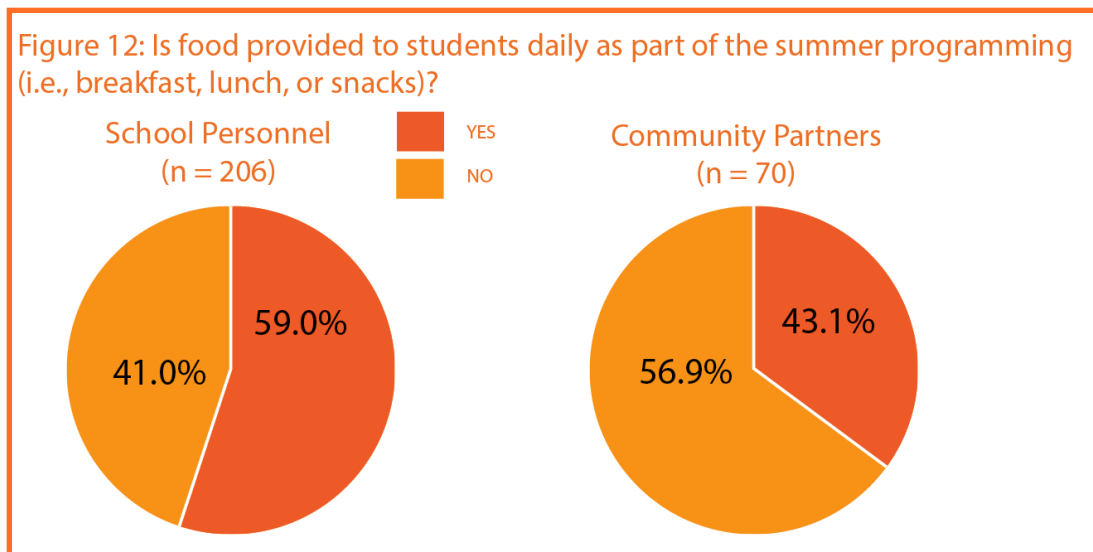
Table 16. How do students qualify for transportation to the site where summer programming is offered? (Select all that apply)

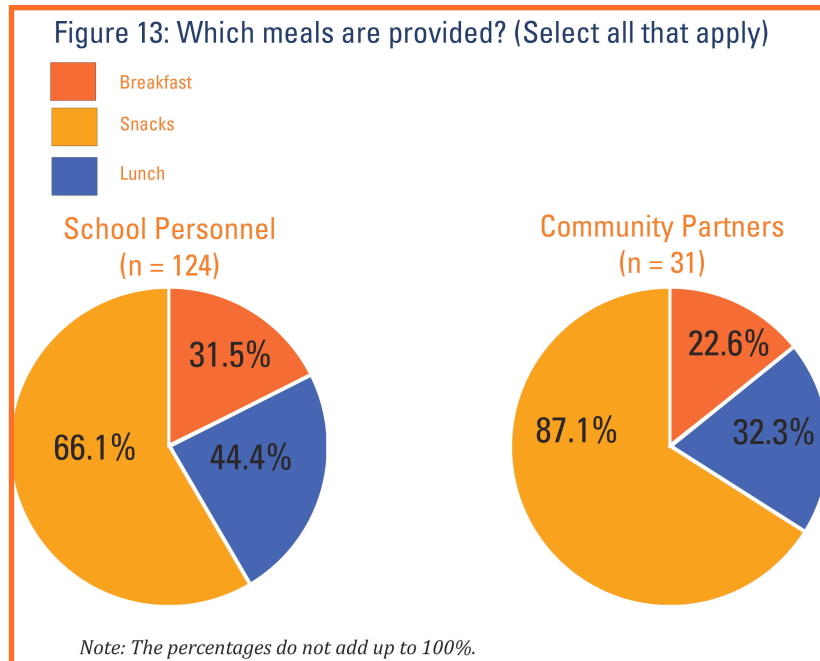
Choices	School Personnel (n = 96)	Community Partners (n = 6)
Transportation is free for all students who participate in the summer program	86.5%	100.0%
Transportation is free for students who receive free or reduced lunch/ Transportation is free for students from qualified low-income families	2.1%	0.0%
Transportation is free for all students who qualify for special education services	6.3%	0.0%
All students can use school-provided transportation, but all students have to pay a fee	0.0%	0.0%
All students can use school-provided transportation, but students who do not qualify for free or reduced lunch have to pay a fee	0.0%	0.0%
Transportation is provided for those students who qualify for transportation during the school year	12.5%	0.0%
Other	8.3%	0.0%

Note: The percentages do not add up to 100%.

Food Assistance During Summer Programs

A little more than half of all summer programs report that they are able to provide food for students each day (see Figure 12). Most programs offer only snacks, but many are also able to offer lunch and/or breakfast (see Figure 13).





Most of the food for summer programs is provided through the same general funds for the rest of the program. (see Table 17). However, many programs also get community donations or access other resources.

Table 17. How are the meals funded/provided? (Select all that apply)

Choices	School Personnel (n = 124)	Community Partners (n = 31)
Through the same funds used for the rest of the summer programming	49.2%	64.5%
Through parent donations	4.0%	3.2%
Through community donations	12.1%	32.3%
I don't know	12.9%	3.2%
Other	37.1%	29.0%

Note: The percentages do not add up to 100%.

Other responses that were provided as open-ended replies regarding how meals are funded included: the Summer Food Program , federal funding, staff donations, USDA summer food service program, grants, 21st Century Community Learning Center grant, AEA summer school grant, community resource center, leftover from school functions, local education foundation grant, parent payment, raised funds, special state/federal incentive program, United Way, other school district partners, the YMCA, Youth and Shelter Services Summer Food Service program.

V. When Are Summer Programs Offered?

Dates of Summer Programs

A majority of school-based respondents indicate that their summer program begins in the first half of June. Most community programs begin their programs in the last week of May. A small percentage of programs begin in the last half of the summer or just before the regular school year begins (See Table 18). A majority of school-based programs end 2-3 weeks before the regular school year begins (see Table 19).

Table 18. Approximately, when did the summer reading program begin?

Choices	School Personnel (n = 208)	Community Partners (n = 71)
May 19 th – May 25 th	2.4%	1.4%
May 26 th – June 1 st	13.0%	39.4%
June 2 nd – June 8 th	24.5%	21.1%
June 9 th – June 15 th	22.6%	15.5%
June 16 th – June 22 nd	7.2%	4.2%
June 23 rd – June 29 th	1.4%	2.8%
June 30 th – July 6 th	7.2%	8.5%
July 7 th – July 13 th	4.8%	4.2%
July 14 th – July 20 th	6.7%	0.0%
July 21 st – July 27 th	2.9%	0.0%
July 28 th – August 3 rd	2.4%	0.0%
August 4 th – August 10 th	1.4%	0.0%
August 11 th – August 17 th	0.0%	0.0%
August 18 th – August 24 th	0.0%	0.0%
August 25 th – August 30 th	0.0%	0.0%
Unspecified	3.4%	2.8%

Table 19. Approximately, when did the summer reading program end?

Choices	School Personnel (n = 208)	Community Partners (n = 71)
May 19 th – May 25 th	0.0%	0.0%
May 26 th – June 1 st	0.0%	0.0%
June 2 nd – June 8 th	0.5%	0.0%
June 9 th – June 15 th	0.0%	0.0%
June 16 th – June 22 nd	3.4%	1.4%
June 23 rd – June 29 th	12.0%	0.0%
June 30 th – July 6 th	14.9%	5.6%
July 7 th – July 13 th	1.0%	7.0%
July 14 th – July 20 th	10.1%	14.1%
July 21 st – July 27 th	9.1%	12.7%
July 28 th – August 3 rd	20.7%	42.3%
August 4 th – August 10 th	13.9%	1.4%
August 11 th – August 17 th	8.7%	4.2%
August 18 th – August 24 th	2.4%	7.0%
August 25 th – August 30 th	0.0%	1.4%
Unspecified	3.4%	2.8%

How Dates are Selected for Summer Programs

Most schools and community partners report that their programs are offered based on the way they have been previously scheduled (see Table 20). However, a large majority of these programs indicate that they would be willing to consider offering their program at a different time, specifically at the end of summer just before the school year begins (See Figure 14).

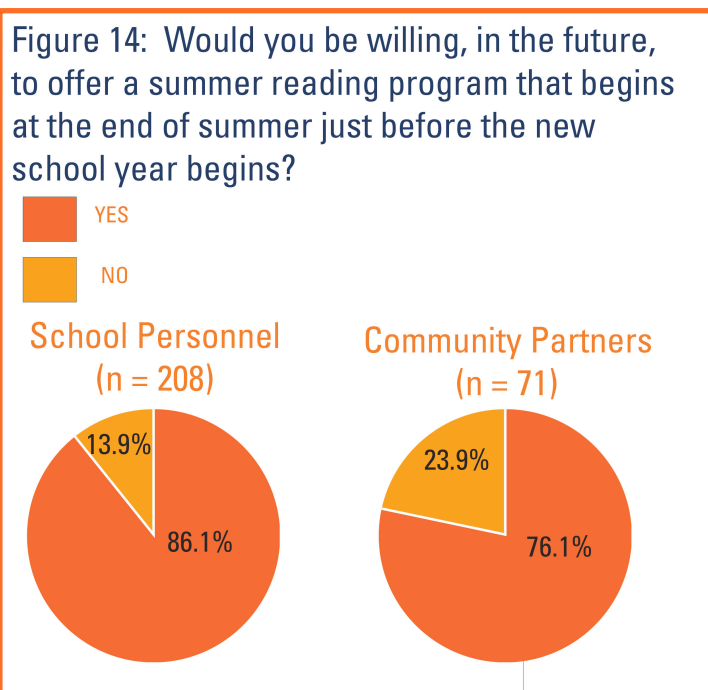


Table 20. How are the dates for your summer program chosen? (Select all that apply)

Choices	School Personnel (n = 208)	Community Partners (n = 71)
Based on the way it has previously been scheduled	48.6%	53.5%
Based on what other schools or districts do	1.0%	11.3%
Based on input from staff	40.9%	18.3%
Based on input from parents	23.6%	15.5%
Based on when we are able to find staff to teach in the program	37.5%	8.5%
Other	22.6%	35.2%

Note: The percentages do not add up to 100%.

Respondents who replied that they would not be willing to offer their summer reading program at the end of summer just before the school year begins were asked to indicate why not. Those reasons varied, but the primary reasons that schools provided were that staff and students would be unavailable during that time and that the time was need to make preparations for the upcoming school year (see Table 21). Community partners primarily reported that they believed there would be low attendance since that is a busy time for families and coincides with the dates of the state fair (see Table 22).

Table 21. Reasons School Personnel Provide For Not Offering Their Program at the End of Summer.

School Personnel	Count
Staff members would not support/difficult to find staff members during this time	11
Preparations for the school year during that time	4
Students unavailable during that time	4
Did not feel that that time was effective	1
Issue of retaining reading level from previous year	1
No chance to clean summer school sites	1
Program already as close as possible to next academic year while allowing for professional development	1
Rather provide opportunities throughout the summer	1
We like the timing of our current program	1

Table 22. Reasons Community Partners Provide For Not Offering Their Program at the End of Summer.

Community Partners	Count
Busy time for families (low attendance)	12
State Fair time	4
Not enough staff/money	3
Do not have any more time to devote to programs	1
Once school starts, we are lucky to get students into the library	1
Use August to plan for regular school year	1

VI. Reading Instruction and Materials During Summer Programs

Time Spent on Reading Instruction

Respondents were asked to report how much time is dedicated to reading instruction each day during the summer program. Responses varied among school-based programs, but the highest percentage of respondents (24.8%) indicated that 90 minutes are dedicated to reading instruction each day. Responses varied less among community partners, with over two-thirds of programs reporting that 30 minutes are dedicated to reading instruction (see Table 23).

Table 23. How much time is spent on reading instruction each day of the summer program?

Choices	School Personnel (n = 210)	Community Partners (n = 73)
30 minutes or less	9.0%	79.5%
40 minutes	4.3%	0.0%
50 minutes	4.8%	2.7%
60 minutes	22.9%	9.6%
70 minutes	1.4%	0.0%
80 minutes	3.3%	0.0%
90 minutes	24.8%	5.5%
100 minutes	2.4%	1.4%
110 minutes	0.5%	0.0%
120 minutes	14.8%	1.4%
More than 120 minutes	12.0%	0.0%

Instructional Materials

Respondents were asked whether a specific literacy program or curriculum is used during the summer program, what program or curriculum is used, and how the program or curriculum is selected. Most school and community programs indicated that they do not use a specific program or curriculum (see Figure 15). Schools and community programs that do use a specific program or curriculum were asked to report which program or curriculum they use. As shown in Table 24, a wide variety of literacy programs, curricula, and approaches are used in summer programs.

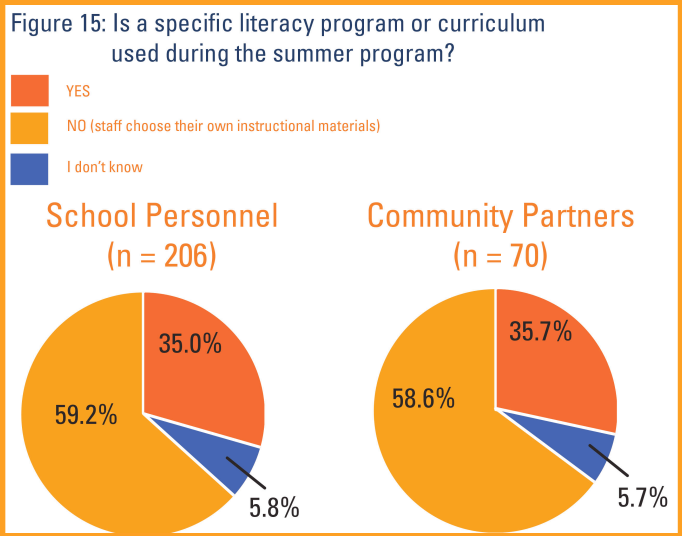


Table 24. What literacy program or curriculum is used in the summer reading program? (Select all that apply)

Choices	School Personnel (n = 72)	Community Partners (n = 25)	Choices	School Personnel (n = 72)	Community Partners (n = 25)
Access Code	0.0%	0.0%	Read 180 Next Generation	0.0%	0.0%
Accelerated Reader	5.6%	0.0%	Reading Horizons Discovery	0.0%	0.0%
Achieve Intervention	0.0%	0.0%	Reading Horizons Elevate	0.0%	0.0%
Basal Reading Series (name unknown)	6.9%	0.0%	Reading Mastery	1.4%	0.0%
Comprehensive Intervention Model (Dorn)	5.6%	0.0%	Reading Naturally	19.4%	4.0%
Daily 5/CAFE strategies	23.6%	4.0%	Reading Recovery	9.7%	0.0%
Earobics	0.0%	0.0%	Read Well	1.4%	0.0%
Fast ForWord	1.4%	0.0%	REWARDS	6.9%	4.0%
Guided reading	37.5%	12.0%	Rigby Reading Series	0.0%	0.0%
Harcourt Reading Series	1.4%	0.0%	Scholastic program	8.3%	4.0%
Houghton-Mifflin Reading Series	5.6%	0.0%	SPELL-Links to Reading and Writing Word Study Curriculum	0.0%	0.0%
Imagine Learning	1.4%	0.0%	SRA-McGraw Hill	2.8%	0.0%
Jolly Phonics	8.3%	4.0%	Step Up to Writing	0.0%	0.0%
LANGUAGE! Live	0.0%	0.0%	Story Friends	0.0%	0.0%
Leveled Literacy Intervention (Fountas & Pinnell)	11.1%	0.0%	Summer Success by Write Source/Houghton Mifflin Harcourt	4.2%	0.0%
Lexia Reading Core5	5.6%	0.0%	System 44 Next Generation	0.0%	0.0%
My Sidewalks Reading Series	4.2%	0.0%	Decided by Staff	19.4%	12.0%
PATh to Literacy	0.0%	0.0%	I don't know	2.8%	4.0%
PWIM	9.7%	0.0%	Other	37.5%	76.0%
Quick Reads	8.3%	0.0%			

Note: The percentages do not add up to 100%.

Selection of Instructional Materials

Though a variety of approaches are used to select instructional materials, a majority of programs report that instructional materials are selected by staff in the summer program. About a third of schools (35.4%) also report that a teacher leader in the summer program selects the materials (see Table 25).

Table 25. How is the curriculum or instructional materials that are used in the summer reading program selected? (Select all that apply)

Choices	School Personnel (n = 206)	Community Partners (n = 70)
By an administrator or curriculum leader at the district level	17.5%	4.3%
By an administrator or curriculum leader at the school level	23.8%	1.4%
By a teacher leader who leads the summer program selects them	35.4%	7.1%
By staff in the summer program	53.9%	50.0%
By a designated team	12.6%	10.0%
By selecting from a list of interventions that have demonstrated effectiveness in improving achievement	23.3%	1.4%
Based on what is available	12.1%	17.1%
I don't know	0.5%	5.7%
Other	5.3%	18.6%
By someone from my organization or agency	N/A	42.9%
By community volunteers	N/A	2.9%

Note: The percentages do not add up to 100%.

Delivery of Reading Instruction

School-based and community-based programs differed in their approaches to delivering reading instruction. About two-thirds (65.3%) of school programs reported that reading instruction is delivered primarily through small group instruction, whereas only about a third (32.0%) of community programs reported delivering instruction in this way. There were no school-based programs that reported primarily delivering instruction in whole groups, whereas about a third (36.0%) of community partners reported delivering instruction in this way (see Table 26).

Table 26. How is reading instruction primarily delivered during the summer program?

Choices	School Personnel (n = 72)	Community Partners (n = 25)
Primarily small group	65.3%	32.0%
Individually	8.3%	8.0%
Primarily whole group	0.0%	36.0%
Primarily small group with some whole group	23.6%	12.0%
Primarily whole group with some small group	2.8%	0.0%
I don't know	0.0%	12.0%

VII. How Are Summer Programs Funded?

Funds Used to Support Summer Programs

Summer programs are funded through a variety of sources. School-based programs are primarily funded by At Risk Funds and Iowa Early Literacy funds. Community based programs are mostly funded by the organization’s general funds and community donations (see Table 27).

Table 27. What funds are used to support the summer reading program? (Select all that apply)

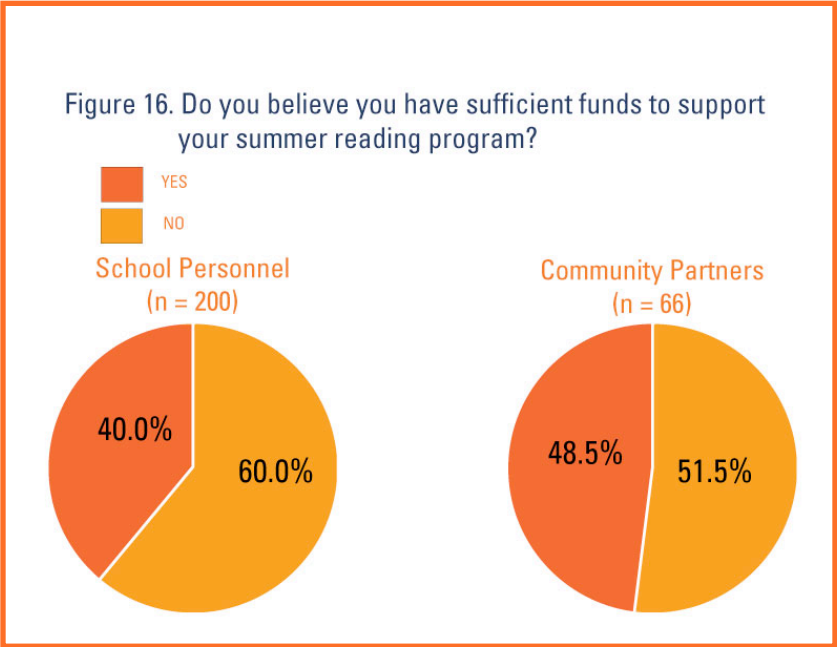
Choices	School Personnel (n = 200)	Community Partners (n = 66)
21 st Century Learning Center funds	5.0%	4.5%
At Risk funds	43.0%	1.5%
Community donations	9.0%	50.0%
Drop-out Prevention funds	12.0%	0.0%
Fees charged for participation	4.0%	1.5%
General funds	28.5%	57.6%
Iowa Early Literacy funds	34.5%	0.0%
Local grants	7.0%	24.2%
Migrant Title I funds	2.0%	1.5%
Parent funded	3.5%	6.1%
Special Education funds	8.0%	0.0%
SWVPS funds	0.5%	0.0%
Title I/Title Reading funds	16.5%	3.0%
Title III funds	3.5%	0.0%
I don’t know	12.0%	3.0%
Other	8.5%	34.8%

Note: The percentages do not add up to 100%.

Both school and community programs were asked to report if any of their funds come from community partners. Only 18% of school programs reported that they receive funds from external sources, whereas 70% of community programs reported that they receive external funds (see Table 28). 40% of schools reported that they believe they have sufficient funds to support their summer program, and nearly half of community programs reported having sufficient funds (see Figure 16).

Table 28. What percentage of the total funding for the summer reading program comes from community partners?

Choices	School Personnel (n = 200)	Community Partners (n = 66)
0%	82.0%	30.3%
1-10%	10.5%	10.6%
11-20%	1.0%	9.1%
21-30%	1.0%	9.1%
31-40%	0.0%	4.5%
41-50%	0.5%	6.1%
51-60%	1.0%	3.0%
61-70%	0.0%	1.5%
71-80%	1.0%	4.5%
81-90%	0.5%	1.5%
91-100%	2.5%	19.7%



How Funds for Summer Programs Are Spent

A majority of funds for school-based summer programs are spent on teacher compensation. By contrast, a majority of funds for community programs are spent on enrichment activities (see Table 29).

Table 29. Please indicate what proportions of your funds are used for each component of the summer program (percentages).

Choices	School Personnel (<i>n</i> = 200)			Community Partners (<i>n</i> = 66)		
	Min. (%)	Max. (%)	Mean (%)	Min. (%)	Max (%)	Mean (%)
Teacher compensation	0.0	100.0	65.5	0.0	79.0	8.6
Instructional materials	0.0	100.0	5.9	0.0	100.0	12.5
Enrichment activities	0.0	15.0	0.6	0.0	80.0	27.0
Transportation	0.0	40.0	5.3	0.0	25.0	1.3
Meals or snacks	0.0	15.0	1.6	0.0	50.0	5.9
Facility fees	0.0	15.0	0.3	0.0	5.0	0.2
Support staff compensation	0.0	90.0	4.1	0.0	100.0	6.5
Office supplies	0.0	15.0	0.6	0.0	50.0	6.3
I don't know	0.0	100.0	14.0	0.0	100.0	15.3
Other	0.0	100.0	2.1	0.0	100.0	16.4

VIII. How Do Community Partners Support Summer Programs?

Community Partnerships

School and Community-based personnel were asked to report whether their summer reading program is offered in partnership with other organizations. Half of all community programs are offered through partnerships, but only 13.5% of school programs are (see Figure 17). Groups that primarily partner with schools are public libraries and local non-profit groups (see Table 30).

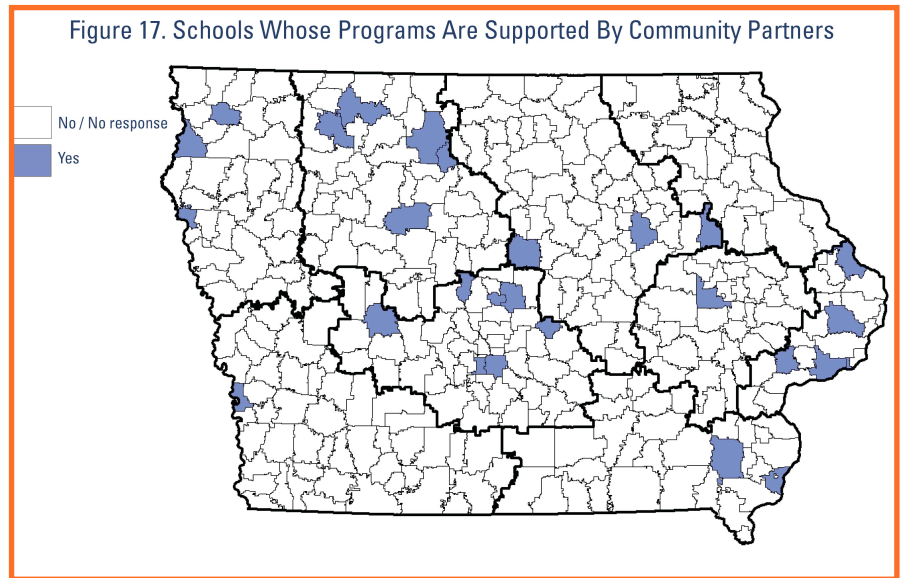
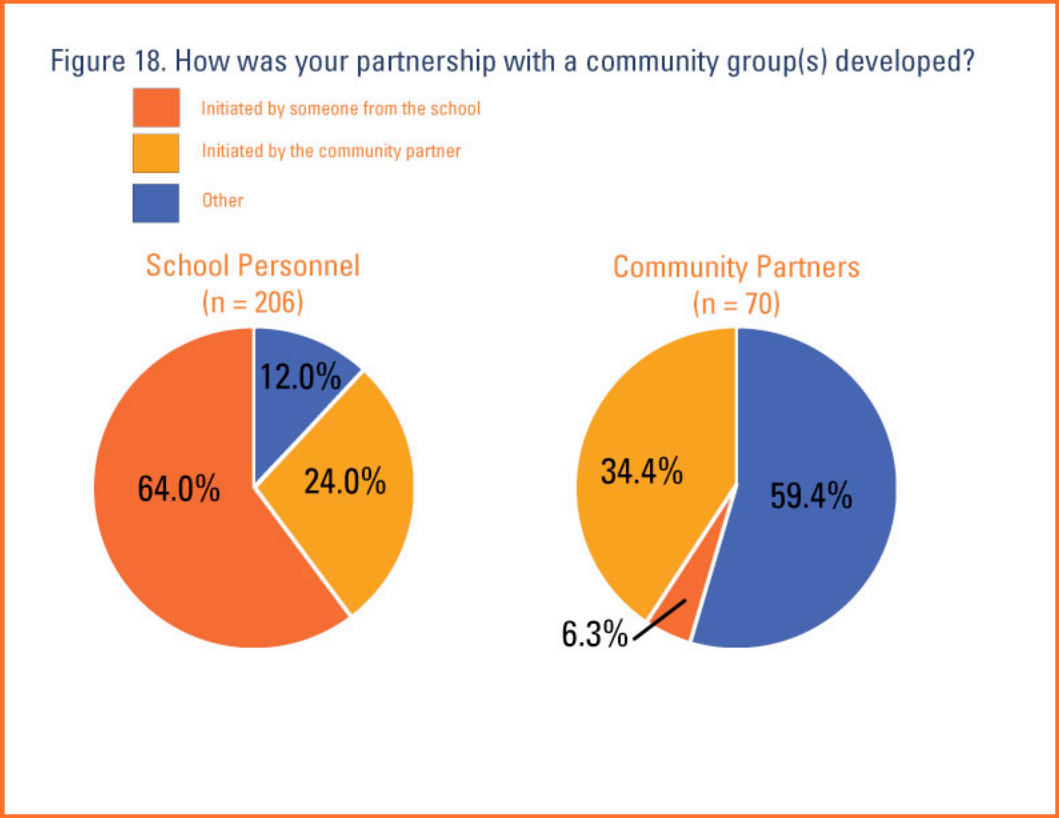


Table 30. Which community partners support the summer reading program? (Select all that apply)

Choices	School Personnel (n = 25)	Community Partners (n = 32)
Church group	0.0%	9.4%
Local business	4.0%	25.0%
Local non-profit group	36.0%	31.3%
A private foundation	4.0%	9.4%
A professional organization	8.0%	3.1%
A college or university	12.0%	6.3%
A civic organization	4.0%	12.5%
Public library	52.0%	56.3%
A local school district	N/A	31.3%
Other	12.0%	18.8%

Note: The percentages do not add up to 100%.

Respondents indicate that their partnerships with community groups or schools were formed in a variety of ways. School personnel primarily indicated that their partnership was initiated by someone from the school. However, only 6.3% of community partners indicated that their partnership with a school was initiated by someone from the school (see Figure 18).



IX. How is the Effectiveness of Summer Programming Determined?

Measuring Reading Progress

Respondents were asked to report whether they measure students' reading progress in the summer program, and, if so, how. About two-thirds of school-based programs (67.2%) conduct assessments and 12.5% of community programs conduct assessments (See Figure 19). Schools primarily use the same assessments used during the regular school year, running records, and DIBELS (see Table 31).

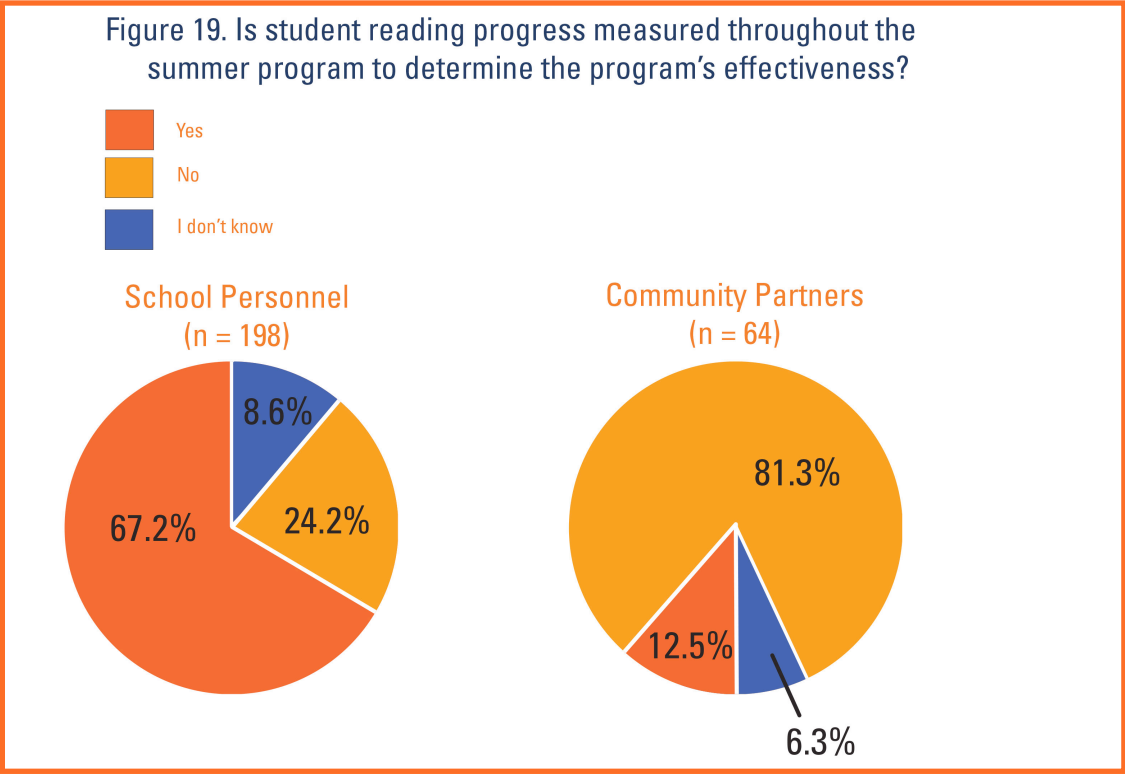


Table 31. Which of the following assessments are used to monitor students' reading progress during the summer program? (Select all that apply)

Choices	School Personnel (n = 132)	Community Partners (n = 8)
FAST	26.5%	0.0%
DIBELS	31.1%	12.5%
IGDIs	1.5%	0.0%
AIMSweb	6.1%	0.0%
easyCBM	5.3%	0.0%
Edcheckup	0.0%	0.0%
Gates MacGinite Reading Tests	3.0%	0.0%
mClass	0.0%	0.0%
PALS	2.3%	0.0%
STAR Reading	9.8%	0.0%
TPRI	0.0%	0.0%
Materials supplied with the commercial reading program used	16.7%	25.0%
The same assessments used during the regular school year	32.6%	25.0%
Teacher-created materials	13.6%	25.0%
Running records	49.2%	37.5%
Other	12.1%	25.0%

Note: The percentages do not add up to 100%.

Frequency of Assessment

Most schools report that they assess students at the beginning and end of the program or weekly during the program.

Table 32. How frequently are students assessed during the summer program? (Select all that apply)

Choices	School Personnel (n = 132)	Community Partners (n = 8)
Daily	8.3%	12.5%
Weekly	45.5%	12.5%
Bi-weekly	6.8%	0.0%
Beginning and end of program	53.8%	50.0%
Other	6.8%	25.0%

Note: The percentages do not add up to 100%.

Evidence of Program Effectiveness

Many schools (43.7%) and community partners (31.3%) report that they have evidence to show that their program has been effective at improving student achievement in reading (see Figure 20). The type of evidence these programs have is presented in Table 33. A majority of schools (80.2%) report that they have results from pre- and post-assessments that demonstrate effectiveness.

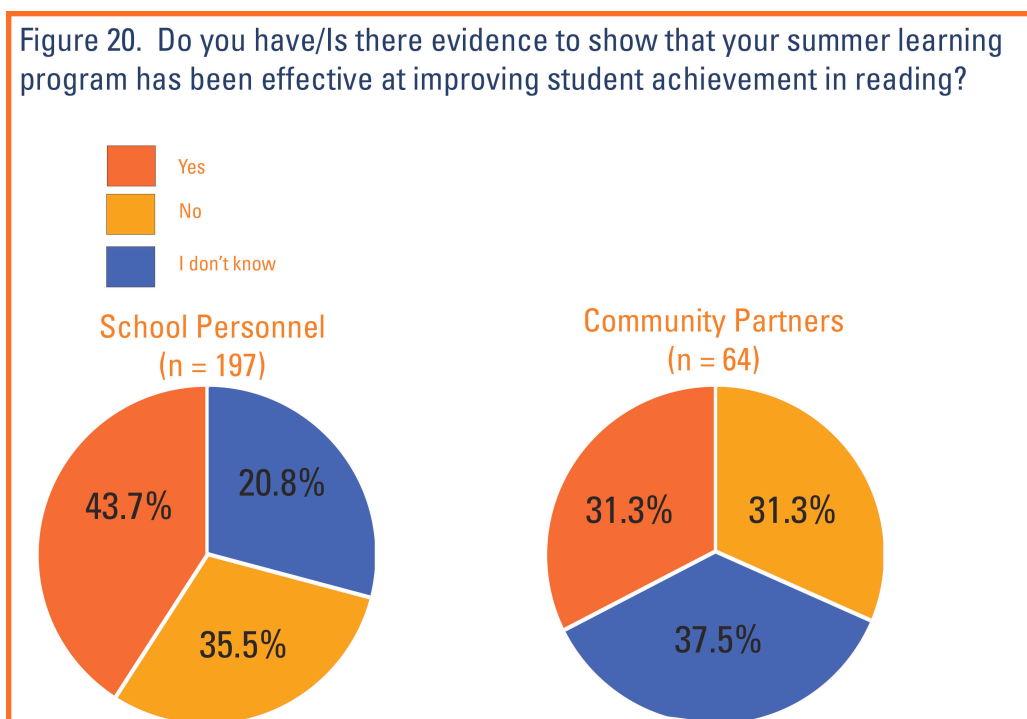


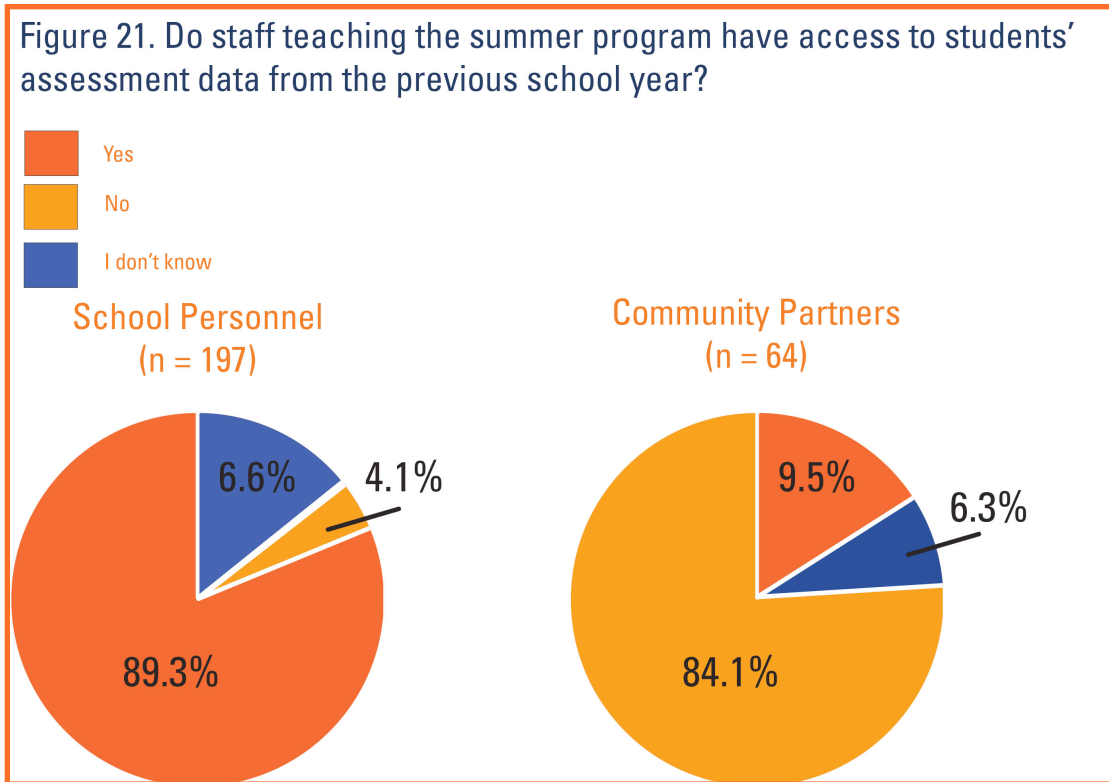
Table 33. What evidence do you have to demonstrate effectiveness of your summer reading program? (Select all that apply)

Choices	School Personnel (n = 86)	Community Partners (n = 20)
Scores from pre- and post-assessments	80.2%	25.0%
Student work samples	23.3%	10.0%
Anecdotal evidence from staff	38.4%	50.0%
Attendance reports	34.9%	20.0%
Results from ongoing assessments during the program	20.9%	0.0%
Other	16.3%	35.0%

Note: The percentages do not add up to 100%.

Access to Assessment Data

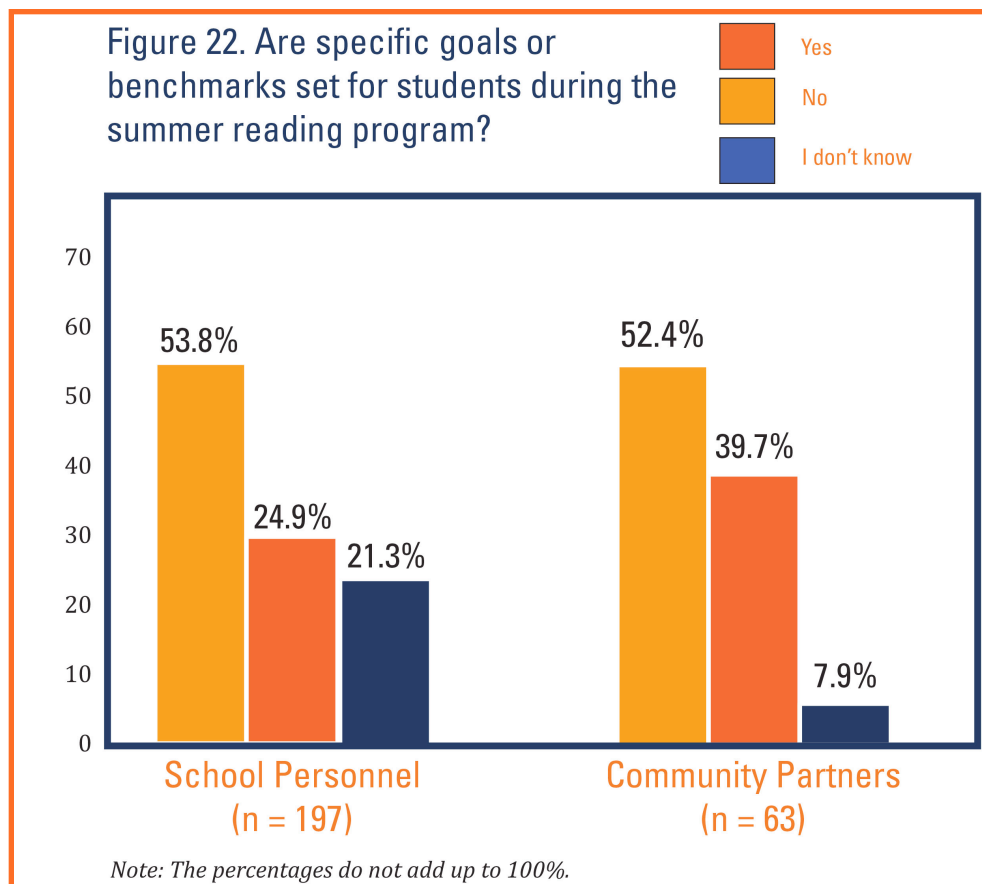
Respondents were also asked to report whether staff teaching in the summer program have access to students' assessment data from the previous year. About 90% of school reported that staff have access to assessment data and about 10% of community partners report access (see Figure 21).



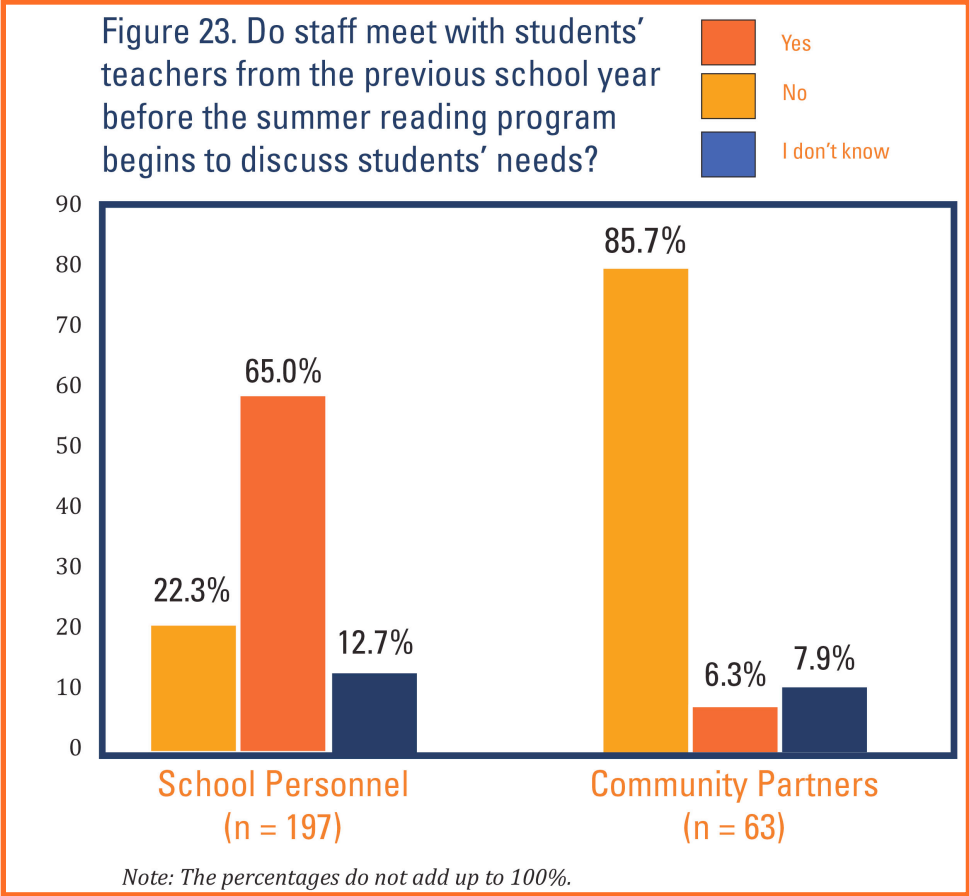
X. How Are Goals and Progress Determined and Communicated During the Summer Programs?

Goal-Setting

Respondents were asked to whether specific goals or benchmarks are set for students during their summer reading program, and if so, to describe what those are. As indicated in Figure 22, a majority of school personnel and community partners reported that they do not set specific goals for students during the program. School personnel reported that their goals primarily involve maintaining students' skill and helping students meet benchmarks or standards. The specific benchmarks and standards were not specified. Community partners report that the primary goals they set are reading for a set number of minutes each day and reading a set number of books.



Related to goal-setting for students, respondents were asked if staff teaching in the summer reading program meet with students' teachers from the previous school year before summer school starts to discuss students' needs. A majority of school personnel (65.0%) indicated that they do meet with previous teachers, and a majority of community partners (85.7%) indicate that they do not (see Figure 23).



Parental Involvement

Respondents were also asked about the extent to which parents are involved in setting goals for students and in supporting students' progress toward those goals. Only a small percentage of school personnel (16.8%) and community partners (11.1%) indicated that summer program staff meet with parents before the summer program begins to discuss goals for students (see Figure 24). Similarly, respondents indicated whether staff in the summer reading program meet with parents during and after the program to communicate progress. Again, only a small percentage of school personnel and community partners indicated that they meet with parents during and after the program (see Figures 25 and 26).

Figure 24. Do staff meet with parents or guardians before the summer reading program begins to discuss goals for students?

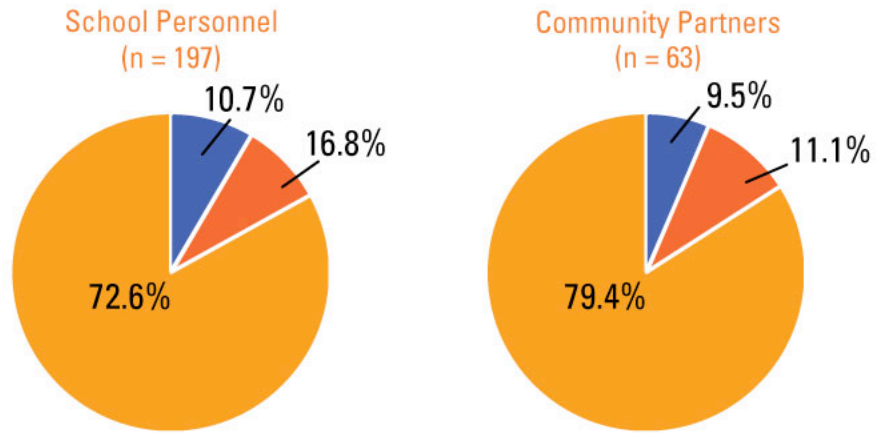
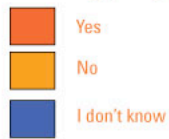
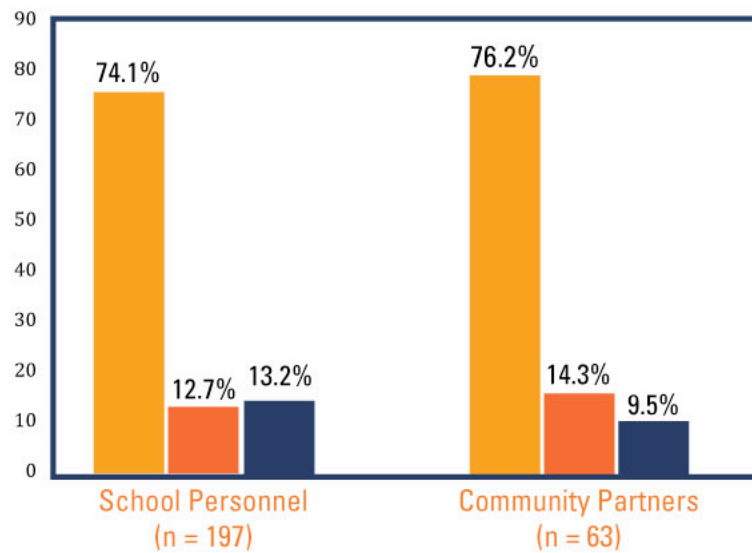
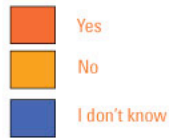
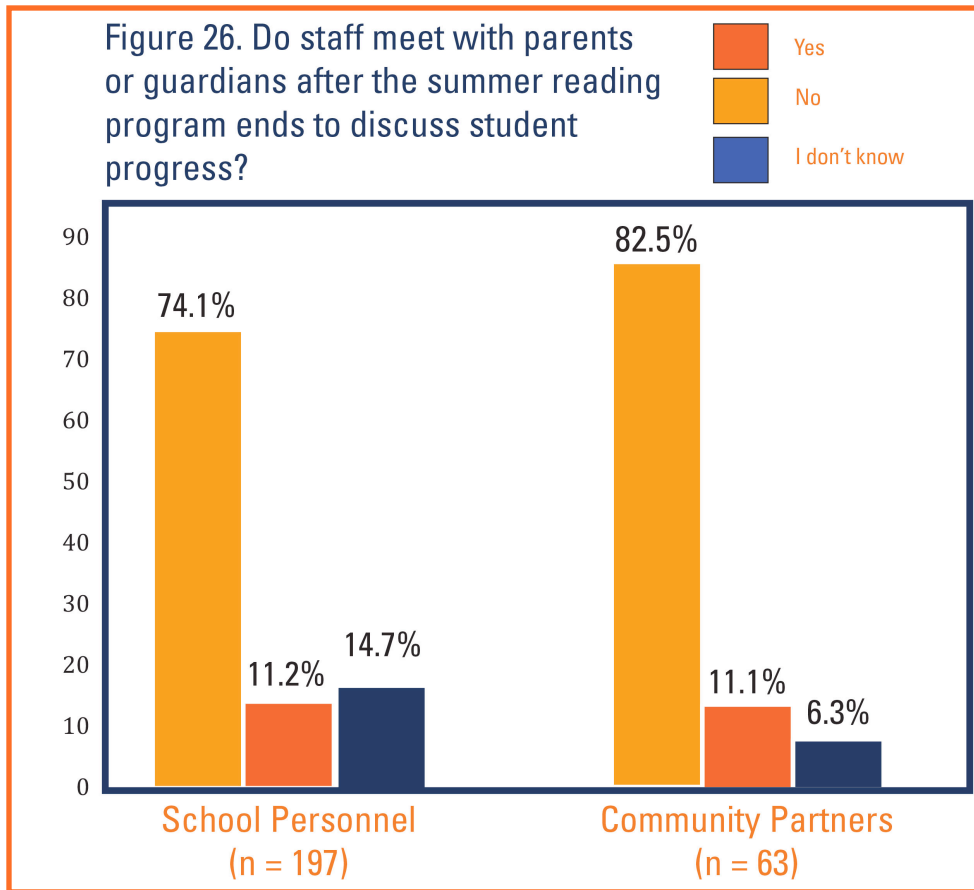
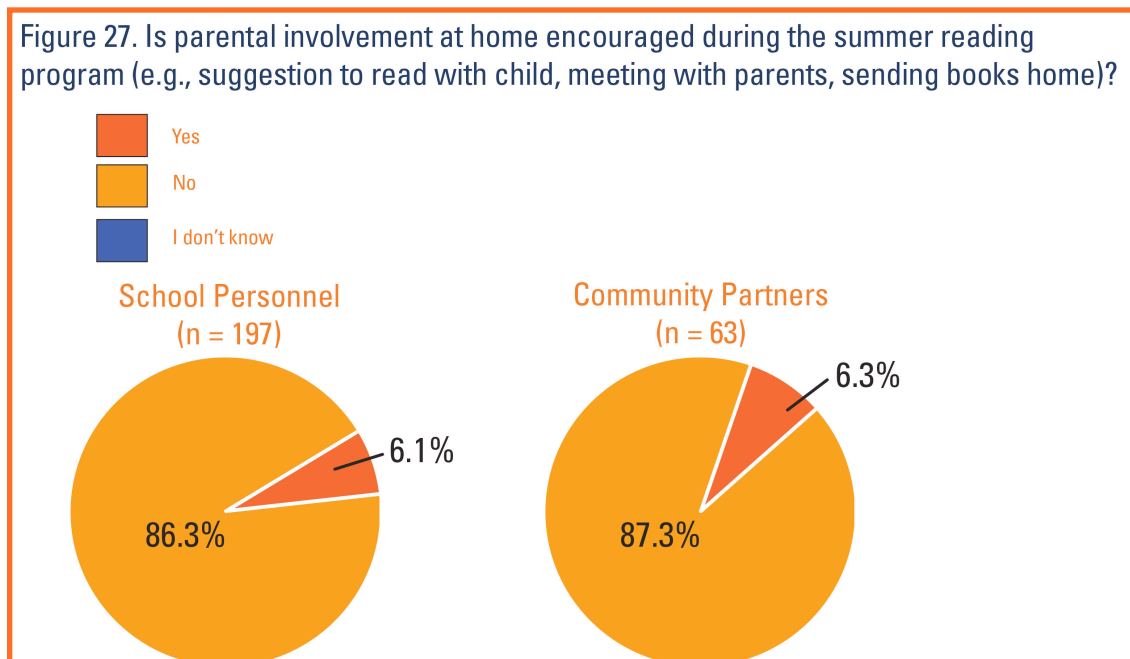


Figure 25. Do staff meet with parents or guardians during the summer reading program to discuss student progress?





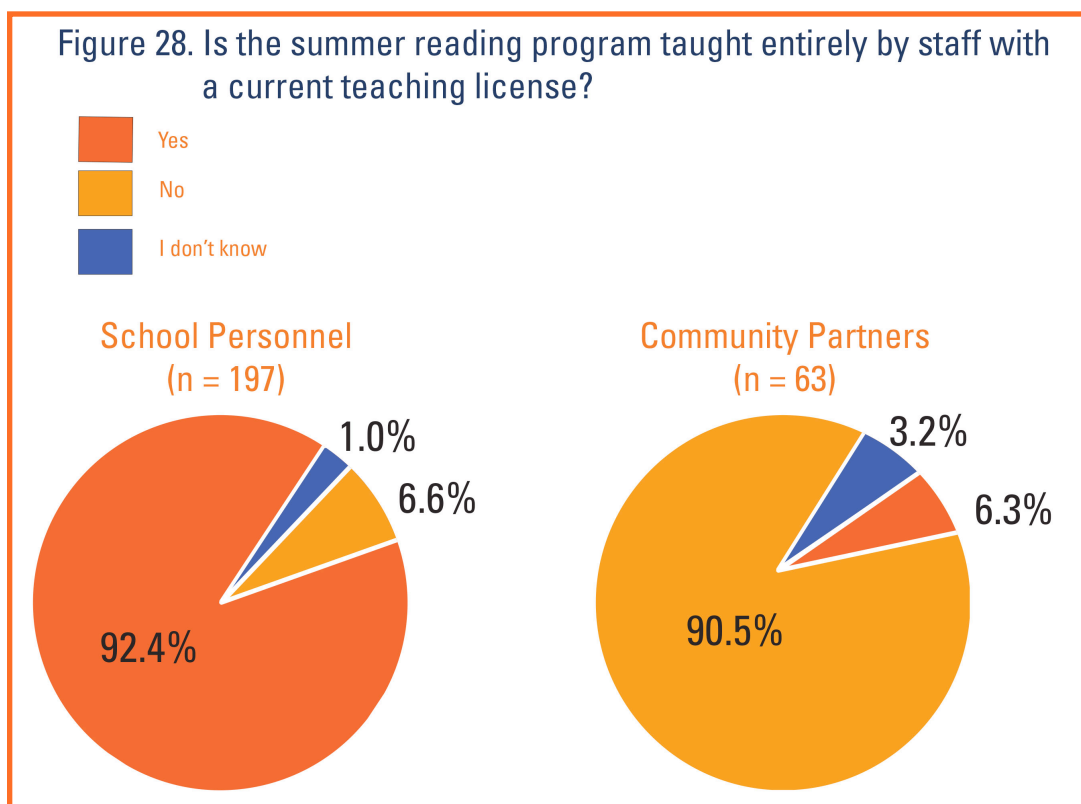
Also in regards to parent involvement, respondents were asked if parental involvement is encouraged at home during the summer reading program. For this item, a majority of school personnel (86.3%) and community partners (87.3%) indicated that they do encourage parental involvement in some form (see Figure 27).



XI. Who Teaches in the Summer Program and What Are Their Qualifications?

Staffing of The Summer Reading Program

Results indicate that, a majority of school-based programs (92.4%) are entirely staffed with licensed teachers and a majority (90.5%) of community based programs are not (see Figure 28).



Community partners were asked to indicate who, in addition to licensed teachers, teaches in their summer reading programs. A small percentage of respondents indicated that licensed teachers, paraprofessionals, and various types of volunteers are part of the summer program staff. However, 81.4% of community partners indicated that someone other than these groups teaches in the summer program (see Table 34).

Table 34. Who teaches in the summer reading program? (Select all that apply)

Choices	Community Partners (n = 59)
Licensed teachers	11.9%
Paraprofessionals	10.2%
Volunteers – high school students	13.6%
Volunteers – pre-service teachers from a local college or university	3.4%
Volunteers – from community organizations	11.9%
Volunteers – parents	13.6%
Other	81.4%

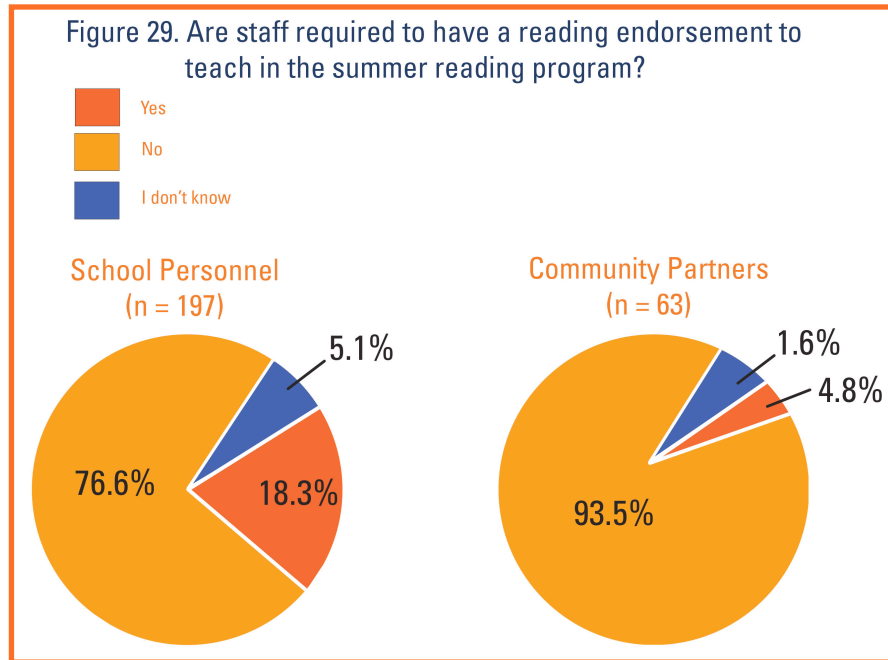
Staff Member Selection

Staff members for summer reading programs are selected in a variety of ways. The most common approach for school-based programs (38.6%) is for certified teachers to volunteer and the first teachers to volunteer are selected (see Table 35). That approach is closely followed by a process in which certified teachers volunteer, but then there is a selection process for determining which of those teachers will teach in the program. Community-based programs primarily reported a selection process that differs from any of the selections provided (see Table 35).

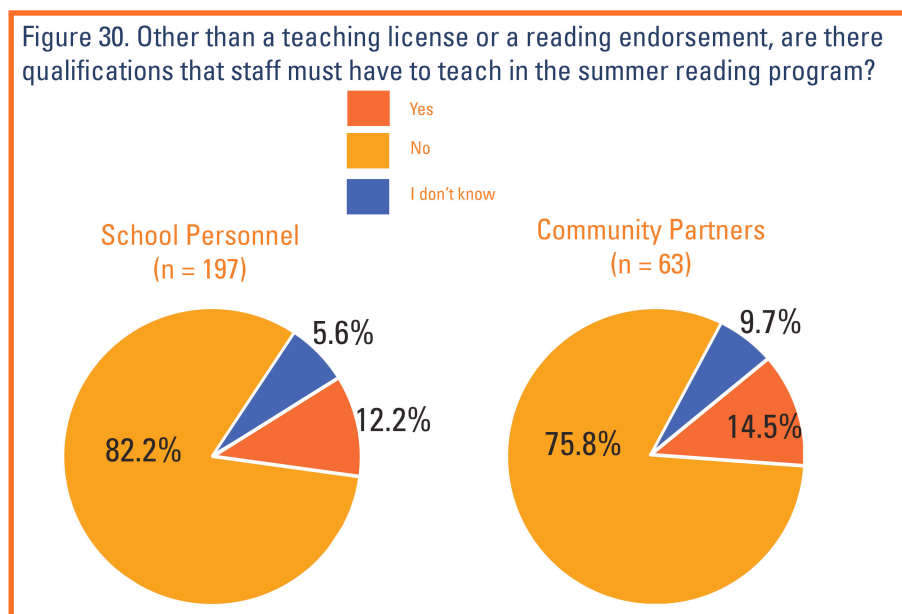
Table 35. How are staff selected to teach in the summer reading program?

Choices	School Personnel (n = 197)	Community Partners (n = 62)
Certified staff volunteer, and the first staff to volunteer are selected	38.6%	6.5%
Certified staff volunteer, but there is a selection process	33.5%	3.2%
Community members volunteer, and the first ones to volunteer are selected	0.0%	12.9%
Community members volunteer, but there is a selection process	1.0%	3.2%
Someone on the school leadership team [from a partnering school] (i.e., principal, literacy coach) identifies qualified teachers and then asks the teachers if they are willing to teach in the program	17.8%	1.6%
Someone at the district level [from a partnering school] (i.e., superintendent, curriculum director) identifies qualified teachers and then asks the teachers if they are willing to teach in the program	4.1%	0.0%
Other	5.1%	72.6%

To understand another possible selection criterion for teaching in summer reading programs, respondents were asked to report whether teachers are required to have a reading endorsement to teach in the program. Of schools, 76.6% reported that staff members are not required to have a reading endorsement (see Figure 29). Similarly, 93.5% of community partners reported that a reading endorsement is not required.

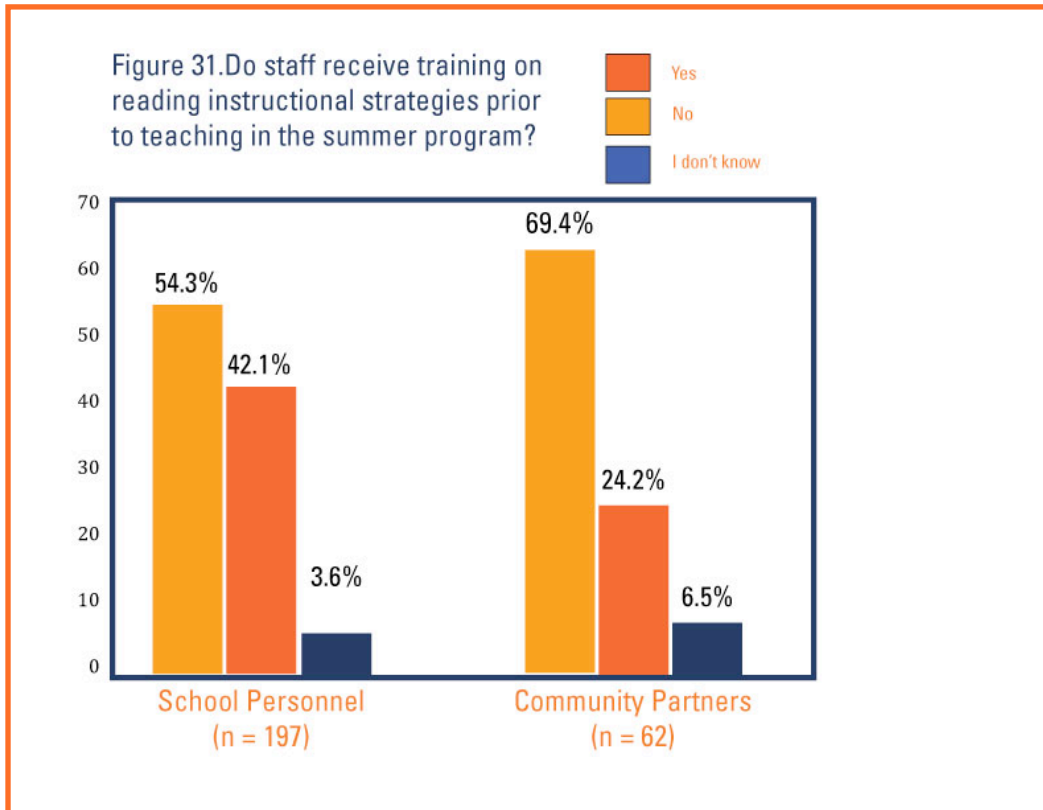


Respondents were also asked to report if there are additional qualifications, other than a reading endorsement or teaching license, required for teaching in the summer reading program. A large majority of school personnel and community partners reported that no further qualifications are needed (see Figure 30).



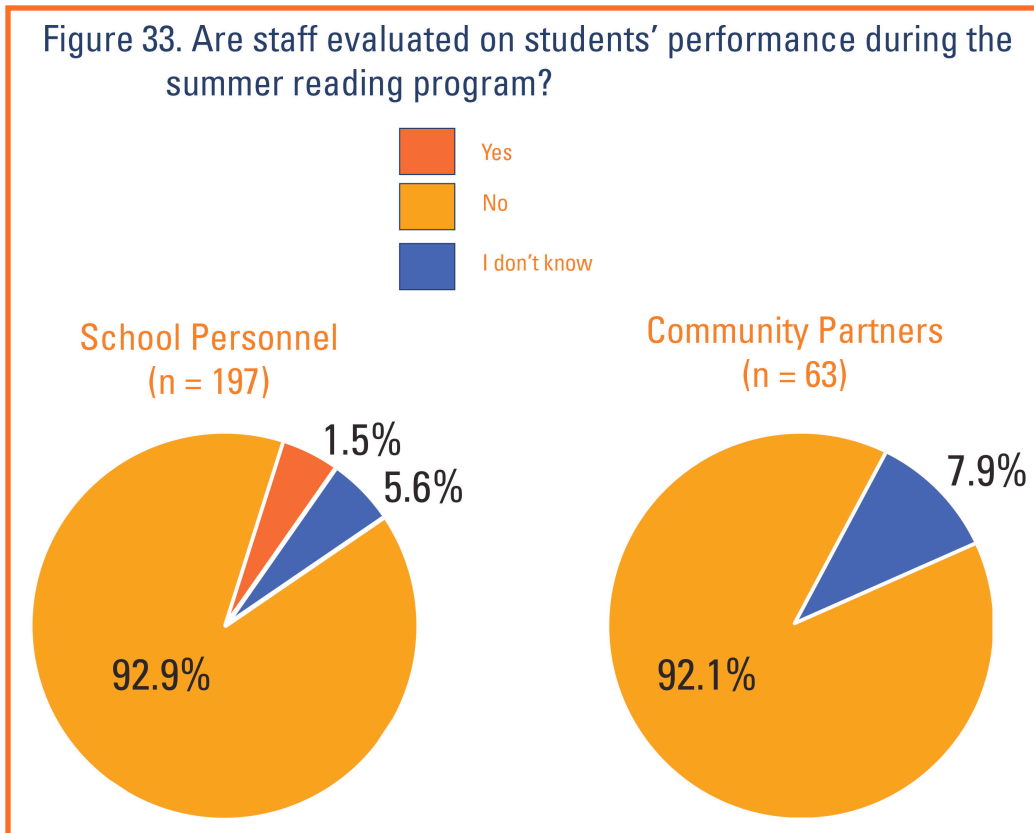
Staff Member Training

Respondents were asked to report whether they receive training on reading instructional strategies before teaching in the summer reading program or while teaching in the program. A majority of school personnel and community partners report that staff do not receive training either before or during the summer program. However, more school personnel (42.1%) and community partners (24.4%) reported that staff receive training before the program than during the program (see Figures 31 & 32).



Staff Evaluation

Finally, respondents were asked if staff are evaluated on students' performance during the summer reading program. There were no community partners who reported that staff are evaluated on student performance, and only 1.5% of school personnel reported that staff are evaluated in this way (see Figure 33).



XII. What Do Administrators Want Us to Know About Their Summer Programs?

Finally, school personnel and community partners were provided with an open-ended opportunity on the survey to provide any additional information about their summer reading program that they wanted to convey. Those responses are summarized in Tables 36 and 37.

Table 36. Is there anything else you would like to tell us about your summer reading program? (School Personnel)

School Personnel	Count
Funding is a key issue in the summer program	15
Do not have a summer program now, but will offer one soon	12
Changes will be made to improve the program	10
Guidance from state, district, or AEA is needed for offering a successful summer program	8
Lacking highly qualified summer program teachers	6
Activities in the summer program are based on students' needs	5
School does not offer summer program, but the library is open once a week in summer	5
Summer program benefits students	5
Summer program teachers communicate with parents about their child's progress	5
The school offers take home reading for the summer program	5
Parents are not committed to the summer program (students stopped coming)	4
Parents should get involved	4
The goal of the summer program is to accelerate the growth of at-risk students, as well as prevent summer loss	4
Early literacy funds and/or SINA funds were used in the summer program	3
Collaborate with university students who are working toward a reading endorsement	2
FAST data was used to select students	2
Schools do not offer a summer program, but teachers tutor privately	2
Schools do not offer a summer program, but encourage students to participate in summer programs offered by the public library	2
Working with AEA to start a summer program this year	2
District administrators do not know interventions or how to support at-risk students	1
Program is integrated with technology to support learning	1
Program is not just for struggling students, all students can participate	1
Running records, benchmarks, and books were used to inform instruction	1
Transportation is offered to increase attendance rate	1
Used research to plan summer reading program	1
We would be interested in dyslexia and ELL reading resources, training for teachers, and material and technology supports	1

Table 37. Is there anything else you would like to tell us about your summer reading program?
(Community Partners)

Community Partners	Count
Do not teach reading, but encourage children’s interest in reading	8
Hope to collaborate with local school districts or colleges	6
Offer fun activities to motivate children to read	6
Theme-based reading activities	5
Partner with daycare, preschools, or school districts	3
Program is supported by volunteers	3
Lack funding	2
A summer program is needed	2
Wide range of participants	2
Children practice reading skills they learned during the school year	1
Hope to know students’ reading level when they participate in the program	1
Parents do not participate/encourage children	1
Need monitoring systems	1
Supported by extra funds	1

Section II: Case Studies of Existing Summer Reading Programs
