



EASTON ROTARY SERVICE FOUNDATION

Rotary Club of Easton
Easton, Pennsylvania

2886 Hope Ridge Drive, Easton, PA 18045-8144

GRANT APPLICATION

Organization Name ProJeCt of Easton, Inc.

Address 320 Ferry Street

City Easton State PA Zip 18042

Phone 610-258-4361 Fax 610-258-7502

Email aackerman@projecteaston.org

Contact Person Angel Ackerman Title Development Manager

Project Director Antoinette Cavaliere Title Director of Programs

Project Title SIZZLE! 2020 Summer Literacy Camp

Grant Period Summer 2020

Total Cost of Project \$152,208 Amount Requested \$5,000

Signature of Approving

Agency Personnel  Date 3/31/2020

Name of Approving
Agency Personnel Janice D. Komisor Title Chief Executive Officer

For use by Easton Rotary Service Foundation

Date Received _____

Action Taken _____ Date _____



proposal for
Easton Rotary Service Foundation
to support
SIZZLE!® 2020
Summer Literacy Camp

Name of Organization: ProJeCt of Easton (EIN: 23-1699851)

Address: 320 Ferry St., Easton, PA 18042

Website: www.projecteaston.org

Contact: **Janice Komisor**, Chief Executive Officer

jkomisor@projecteaston.org

610-258-4361 ext. 22

Angel Ackerman, Development Manager

aackerman@projecteaston.org

610-258-4361 ext. 25

ABOUT PROJECT OF EASTON

ProJeCt of Easton, Inc.'s mission is to "build a better community by helping people to help themselves" and education is key. We prepare people to succeed in work, school, and life by providing them with the skills, knowledge, and support needed to break the cycle of poverty and achieve their goals. ProJeCt works with the local workforce development system, community colleges, the Easton Area School District, the United Way of the Greater Lehigh Valley, and others to provide systems of support and measurable benefits to the people we serve and the Lehigh Valley.

ProJeCt was founded in 1968 by Protestant, Jewish, and Catholic community leaders (ProJeCt) to provide coordinated services to an underserved poor population in Easton, Pennsylvania. Today, our education, workforce preparation and safety net programs address the alarming poverty and low-literacy rates in the region by teaching adults and children the skills needed to succeed. ProJeCt helps more than 5,000 people every year receive the personal, educational and economic support they need to rise out of poverty. Our clients go on to college, jobs, and self-sufficiency, ready to participate in and improve our community.

GRANT REQUEST: ProJeCt of Easton requests \$5,000 in support of SIZZLE!

Description of Services Provided

SIZZLE!® is a summer reading skills program for low-income, at-risk children in grades K-5 in the Easton Area School District. This summer, in what we hope will be the aftermath from the Coronavirus and school closures during the academic year, the summer break more than ever before will represent a time of learning loss for all elementary school children. For disadvantaged children who are already performing below grade level in reading, the “summer slide” of learning loss can be devastating and can significantly undermine future success in school. SIZZLE!®, a trademarked program of ProJeCt, was created to address this learning loss by providing a high-quality, developmentally-appropriate summer academic intervention. We had anticipated serving 150-175 students in summer 2020, though need may increase due to COVID-19.

The goal of the six-week program is to increase or maintain reading scores. To meet this goal, SIZZLE!® provides children with evidence-based reading instruction taught by certified teachers. This instruction also provides a fun, developmentally-appropriate opportunity for summer activity in order to combat the summer slide. The program provides an invaluable opportunity for at-risk children to improve their literacy skills and enter the next school year confidently reading at or above grade level.

SIZZLE!® offers a strong academic program, enrichment activities such as recreation, field trips to dramatic productions, art projects, hands-on STEM activities, visits from local authors and other “celebrities,” and educational assemblies. Last year, these activities included MeLVin from the Lehigh Valley Phantoms Hockey in an anti-bullying presentation, a hovercraft from Lafayette College, a performance of Macbeth at the Pennsylvania Shakespeare Festival, and live animals from Lehigh Valley Zoo. The enrichment activities reinforce children’s reading skills while working parents have the assurance that their children are not only in a safe, empowering environment but that they are also having fun while learning.

SIZZLE!® helps us build a better community by giving children the literacy skills they need to succeed in school and ultimately to graduate.

Program Design:

In the midst of the Coronavirus crisis, ProJeCt knows that schedules and priorities will need to be flexible, but we also know that the need for summer academic support will be greater than ever for all children and especially low income children. We met with the EASD superintendent, Mr. David Piperato, before the crisis ramped up and remain in contact. We expect to adjust our program design as needed in collaboration with the needs of the EASD, however, the approved program design for now is as follows:

SIZZLE!® will run from June 22-July 30, 2020, Monday-Thursday. The program will be run out of Paxinosa Elementary School, and the Easton Area School District (EASD) will assist with transportation, as well as free breakfast and lunch for the children. Students will be placed into classes by grade, and will be taught by certified teachers hired and compensated by ProJeCt. SIZZLE!® uses the Scott Foresman “Reading Street” curriculum, which has been endorsed by

the EASD. Instruction is comprehensively cross-walked with school-year curriculum, Pennsylvania Core Standards, and summer learning models provided by the Rand Corporation: Making Summer Count and the National Summer Learning Association. Our evidence-based curriculum supports progress toward mandated standards, which allows for a smooth transition from SIZZLE!® instruction to school-year instruction.

In addition, with the objective of increasing the all-important process of parental engagement with their children's schooling, students and their families are invited to attend two Family Fun Nights. These are evening events that offer fun activities to help the entire family participate in strengthening children's literacy skills and empowering parents in understanding their role as the first and most important teacher. Parents are encouraged to read with their children nightly and log reading times and books read. ProJeCt also invites community leaders, our funders, public servants such as police officers, the Mayor of Easton, and more, to visit the program and read books to the children. These activities are meant to reinforce both the literacy and life skills the children are learning in the classroom every day.

Assessment Methods and Goals:

The goal of SIZZLE!® is to maintain or increase reading scores. To measure this goal, SIZZLE!® will use the same tests as the school district – Dynamic Indicator of Basic Early Literacy Skills (DIBELS) and the STAR 360 – to assess students' progress in the skills associated with reading success: phonological awareness; the alphabetic principle; and, fluency in reading connected text. The EASD administers a baseline DIBELS and/or STAR 360 pre-test in the spring, and ProJeCt's teachers use the results of these assessments to develop lessons using materials aligned with EASD curriculum in order to support instruction at the skill level most appropriate for each child and each class.

Objectives for SIZZLE!® 2020 include:

- 50% of enrolled children (defined as those who attend at least five days) will attend at least 20 days (85% attendance)
- 75% of children who complete a pre- and post-test will maintain or improve their reading scores as demonstrated by the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) and/or the STAR 360 test.
- 30% of parents will participate in at least one scheduled family event or complete an at-home reading assignment with their child.

For more than 25 years, the program has been an example of a successful public-private partnership that supports school success for vulnerable low-income children in our community.

Service Need and Impact

SIZZLE!®'s program design is based on nationally recognized research that shows the need for and benefit of high quality summer learning opportunities for low-income children in the Northampton County area. Without high quality interventions like SIZZLE!®, summer learning losses accumulate over students' school careers and result in an achievement gap between high and low income students, leading to school disengagement, failure and often failure to graduate. SIZZLE!® positively impacts the community by providing a supportive and creative summer opportunity that sets children up to succeed in school.

The following statistics demonstrate the need for our program.

In the Easton Area School District:

- 47.7 % of students receive free or reduced lunch.
- Three EASD elementary schools (Cheston, March and Paxinosa) and the middle school meet the 40-percent poverty threshold.
- 30% of children come from a single parent household
- 8.4% of parents do not have a high school diploma

In Easton:

- The poverty rate is 16.7% vs. official national 2018 rate of 11.8%, *US Census Bureau QuickFacts*.
- 20% of people ages 5+ speak a language other than English at home.
- 18.6% of adults older than 25 do not have a high school diploma

SIZZLE!® impacts this need by changing the trajectory of children living in poverty and/or households with low literacy skills who would otherwise begin the next school year reading under grade level and behind their peers. Without a high quality academic intervention, these students continually struggle year after year, and many eventually drop out of school. ProJeCt also impacts the service need by providing assistance to the whole family through an integrated system of personal, educational and economic support services. This includes safety net services such as food access and rental and utilities assistance, as well as educational programs for adults and families. ProJeCt is committed to preparing families for success in work, school and life.

In past years, the program used two criteria to determine student eligibility: those who qualify for free/reduced lunch and those who have scored below expected benchmarks on the DIBELS literacy assessment. In 2018, the program developed a more specific rubric that guided identification of eligible students, and the rubric was used again in 2019.

Table 1: SIZZLE!®2019 Priority Enrollment Rubric

1 st	Economically Disadvantaged FLC - 235% FPIG (Federal Poverty Income Guideline) Children of ProJeCt literacy clients
2 nd	Economically Disadvantaged Free & Reduced Lunch (130%-185% FPIG) STARS 360 Reading (Grades 3-5) On Watch Level STAR Early Literacy (Grades K-2) 25 th – 39 th Percentile Ranking
3 rd	Economically Disadvantaged Free & Reduced Lunch (130%-185% FPIG) Siblings of On Watch Level Students No scores needed
4 th	Economically Disadvantaged Free & Reduced Lunch (130%-185% FPIG) Returning Students No scores needed
5 th	Economically Disadvantaged Free & Reduced Lunch (130%-185% FPIG) Siblings of Returning Students No scores needed

6 th	Economically Disadvantaged Free & Reduced Lunch (130%-185% FPIG) <i>STARS 360 Reading (Grades 3-5) Intervention Level</i> STAR Early Literacy (Grades K-2) 18 th – 25 th Percentile Ranking (in descending order of scores based on space in individual grades)
7 th	Economically Disadvantaged Free & Reduced Lunch (130%-185% FPIG) Siblings of Intervention Level Students No scores needed

Publicity

ProJeCt of Easton highlights all of its programs on social media and on ProJeCtEaston.org. ProJeCt has an active presence on Facebook, Instagram, Twitter and YouTube. We would gladly share postings and web links with the Foundation and encourage cross-posting among various community agencies and social media pages like Easton PA Post and web sites like Lehigh Valley Ledger in addition to periodic press releases to the local traditional media. We acknowledge all of our supporters in an annual report.

Grant Request and Budget

ProJeCt of Easton requests \$5,000 in support of SIZZLE!

The following is a list of current and pending support for the SIZZLE!® program for 2020:

Crayola	\$10,000	Approved
Just Born	\$3,000	Approved
Will Beitel Children's Foundation	\$10,000	Pending
Anonymous Foundation	\$5,000	Pending
Wells Fargo	\$4,500	Pending
American Bank	\$2,000	Approved
Embassy Bank	\$30,000	Approved
Merchants Bank of Bangor	\$3,500	Approved
UGI Utilities	\$5,000	Approved

The Easton Area School District contributes significantly to reducing the costs of the program with in-kind support for bus transportation for all students, school facility space, lunchroom personnel, custodians, security and collaborative strategic planning time of administrative personnel. Product and in-kind donations to support a culture of creatively vibrant children include Crayola, DeSales University Performing Arts and PA Shakespeare Festival.

In addition, The Board of Directors of ProJeCt of Easton is fully committed to SIZZLE!® and will continue to seek funding from other sources as necessary. ProJeCt addresses any budget shortfalls with an aggressive general fundraising program that includes “add-back” releases from agency reserve and endowment.

Please see full SIZZLE!® budget on the next page.

ProJeCt of Easton, Inc.
 Budget Comparison Report
 Budget Period: 7/1/2019 - 6/30/2020
Sizzle!

	Current Period Budget
Revenue	
Contributions - Corporations / Business	4,500
Contributions - EITC	46,500
Contributions - Foundations	24,500
Contributions - Other	0
Indir Cont - UWGLV	10,000
In Kind - Goods and Services (Non-Fund Raising)	25,432
Revenue	110,932
Expenses	
CEO	13,712
Directors	14,271
Coordinators	13,578
Teachers	25,760
Case Managers	4,739
Aides	5,670
Assistants	1,358
Health Insurance	4,966
403 b	1,331
FICA	6,050
PA - SUI	2,114
Workmens Comp	505
Employee Background Check	354
Employee Physicals/Immun/Medic	450
INDIRECT Personnel Related Exp	18,063
Program Evaluation	5,250
INDIRECT Professional Fees/Srv	3,076
Advertising	600
Accident Insurance	550
Media Costs	100
Promotional	100
Printing & Engraving	250
Postage	50
Travel	150
Training	70
INDIRECT Operating Expenses	460
In Kind - Transportation	25,432
Client Food Related Costs	200
Program Supplies	3,000
Field Trips	0
Expenses	152,208
Excess or (Deficiency) of Revenue Over Expenses	(41,276)

Board of Directors

Officers

JoAnn Bergeron Nenow, *President*

Retired, Meals on Wheels
Northampton County
Concannon, Miller & Co., P.C.
St. John's Lutheran Church

Cary Giacalone II, *Vice President & Treasurer*
Rev. Susan Ruggles, *Secretary*

Members

Alan Abraham

Abraham, Borda, Corvino, Butz, LaValva & Co., P.C.

Patrice Amin

Northwood Hand Center

William Bryson

Attala Steel Industries

Debra Ashton-Chase

Ashton Funeral Home

Daniel Cohen

Hof & Reid, LLC

Rabbi Melody Davis

Temple Covenant of Peace

Sharon DiFelice

Crayola LLC

Isaac Hof

Hof & Reid, LLC

David T. Lyon, MD, MPH

Retired, Easton Hospital

Pete Reinke

ALTRealty LLC

Thomas Schlegel

Fitzpatrick, Lentz & Bubba, P.C.

Linda Tretiak

Retired, Sodexo Inc.

Mary Wilford-Hunt

Lafayette College

Conclusion

We invite the Easton Rotary Service Foundation to visit SIZZLE!® as observers or as active participants in our "Mystery Reader" activity. We would also welcome your interest in the full range of our service and hope you might consider a visit.

We thank you for your ongoing support.

Respectfully submitted,



Janice D. Komisor

Chief Executive Officer

ATTACHMENTS:

- A. 501 (c) 3 determination
- B. 2019 SIZZLE!® Report with Photos
- C. (Separate Attachment) Independent Evaluators Report
- D. (Separate Attachment) 2018-2019 Financial Audit

ATTACHMENT A:
IRS Determination Letter



Department of the Treasury
Internal Revenue Service

P.O. Box 2508
Cincinnati OH 45201

In reply refer to: 0752851399
June 30, 2016 LTR 4168C 0
23-1699851 000000 00
Input Op: 0752251399 00023202
BODC: TE

PROJECT OF EASTON INC
320 FERRY ST
EASTON PA 18042-4539



014142

Employer ID Number: 23-1699851
Form 990 required: Yes

Dear PROJECT OF EASTON INC:

We issued you a determination letter in April 1969, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(03).

Our records also indicate you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections 509(a)(1) and 170(b)(1)(A)(vi).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If a return is required, you must file Form 990, 990-EZ, 990-N, or 990-PF by the 15th day of the fifth month after the end of your annual accounting period. IRC Section 6033(j) provides that, if you don't file a required annual information return or notice for three consecutive years, your exempt status will be automatically revoked on the filing due date of the third required return or notice.

For tax forms, instructions, and publications, visit www.irs.gov or call 1-800-TAX-FORM (1-800-829-3676).

If you have questions, call 1-877-829-5500 between 8 a.m. and 5 p.m., local time, Monday through Friday (Alaska and Hawaii follow Pacific Time).



Attachment B: 2019 SIZZLE!® Program Report with Photos



SIZZLE!® is a six-week summer reading program for low-income, at-risk Easton Area School District children in grades kindergarten through five. The program addresses the reading achievement gap and “summer slide” learning loss in at-risk children by providing them with high-quality, developmentally-appropriate instruction. Instruction is provided by certified teachers using a District-approved curriculum. By engaging children in an enriched summer learning experience, the program’s objective is to advance or maintain reading scores. Knowing that families advance and prosper together, ProJeCt

arranges priority enrollment for children of adults enrolled in our Success Academy adult literacy and workforce preparation program, ensuring an intergenerational focus on education.

2019 Program Performance Outcomes

- 176 low-income children were invited.
- 159 (90%) of the invited children were fully enrolled (attended more than 4 days).
- **Objective:** 50% of enrolled children will attend at least 20 days (85% attendance)
 - **Result:** 50% of enrolled children met the attendance benchmark of 85% attendance
- **Objective:** 70% of enrolled students who met the attendance benchmark and had matched pre/post standard assessment (Star 360 or DIBELS) will maintain or improve literacy skills.
 - **Result:** 139 (87%) of the 159 enrolled students had a matched pre/post Star 360 or DIBELS assessment and 75 (54%) gained or maintained their reading skills
 - **Result:** 125 (79%) of the 159 enrolled students had a matched pre/post CBA and 91 (73%) gained or maintained their reading skills
- **Objective:** 30% of enrolled children will have parent participation in at least one scheduled family event or an at-home reading assignment with their child



- **Result:** 45 (28%) of the enrolled children and their families participated in one of two Family Fun Nights (at-home reading activities were not tracked this year)



In summary, 159 children participated in a high quality, safe and enriched academic summer intervention. In addition, these children received two meals a day and a variety of enrichment activities that enhanced learning. Enrichment activities included recreation, dramatic presentations, artistic creations, as well as hands-on STEM focused projects. One project included collaboration with the Lafayette College Engineering Department that focused on hovercrafts. Other partnerships enabled us to bring children to the PA Shakespeare Festival, provide an all expense paid dinner from Colonial Pizza, and

visits from Clifford the Big Red Dog, Paddington Bear and other literacy characters sponsored by downtown Easton bookstore Book and Puppet Company.

Finally, a year after year high point was watching older students helping younger students as “Reading Buddies.” The older students gain empowerment by demonstrating their reading skills, while the younger children fully engage in reading activities as they look up to an older peer. Last, but not least, we believe the program is a rich example of a thriving public/private partnership.

ProJeCt has invested in the SIZZLE!® program for more than 25 years. It has evolved over time and our commitment today is to provide an exemplary model of a public/private partnership that closes the achievement gap for at-risk children. Our agency is committed to evidence-based programming, monitoring our results, and engaging in a rigorous framework for continuous improvement.



SIZZLE!® 2019

Independent Evaluation Report

Robert J. Popp, Ph.D.

October 18, 2019 (rev. 2/9/2020)

SIZZLE!® is a summer learning program that currently serves children in the elementary grades. ProJeCt of Easton developed the program and has implemented it annually in an elementary school building in the Easton Area School District. The program's purpose is to provide reading instruction that allows students to maintain or grow literacy skills during the summer. In 2019, the program operated four days a week for six weeks and served 159 students.

Program Model

SIZZLE!® has successfully implemented its summer literacy program for over fifteen years. In 2010, ProJeCt's Chief Executive Officer took two steps to increase the program's effectiveness:

1. Instituted a research based model for the program with measurable literacy outcomes.
2. Implemented a continuous improvement process that included an annual independent evaluation of the program.

SIZZLE!®'s research-based model included a more specifically defined outcome, a research based curriculum, the hiring of teachers with the experience in delivering the curriculum, and pre/post assessment of student literacy skills. As part of the continuous improvement process, the program administrator and coordinator received recommendations for program improvement from an annual independent evaluation report.

In addition to the development of a research based model for SIZZLE!®, ProJeCt has maintained a collaborative relationship with Easton Area School District (EASD). As a result of this relationship, EASD provided:

- A secure school building to house the summer program. EASD front office staff control access to the building through a locked front door.
- A school building that is air conditioned and has age appropriate classrooms, furniture, bathrooms, and equipment.
- Custodial staff who clean and maintain the building during the summer program.
- Federally funded meals (breakfast and lunch) for SIZZLE!® students in the school cafeteria.
- EASD has also provided administrative support for solving problems that arise during the SIZZLE!® program, which have been mostly related to bus schedules and stops.

Student Eligibility and Invitation to Participate

In past years, the program used two criteria to determine student eligibility: those who qualify for free/reduced lunch, and those who have scored below expected benchmarks on the DIBELS literacy assessment. In 2018, the program developed a more specific rubric that guided identification of eligible students, and the rubric was used again in 2019.

Table 1: SIZZLE!®2019 Priority Enrollment Rubric

1st	Economically Disadvantaged FLC - 235% FPIG (Federal Poverty Income Guideline) Children of FLC Students
2nd	Economically Disadvantaged Free & Reduced Lunch (130%-185% FPIG) STARS 360 Reading (Grades 3-5) On Watch Level STAR Early Literacy (Grades K-2) 25 th – 39 th Percentile Ranking
3rd	Economically Disadvantaged Free & Reduced Lunch (130%-185% FPIG) Siblings of On Watch Level Students No scores needed
4th	Economically Disadvantaged Free & Reduced Lunch (130%-185% FPIG) Returning Students No scores needed
5th	Economically Disadvantaged Free & Reduced Lunch (130%-185% FPIG) Siblings of Returning Students No scores needed
6th	Economically Disadvantaged Free & Reduced Lunch (130%-185% FPIG) <i>STARS 360 Reading (Grades 3-5) Intervention Level</i> STAR Early Literacy (Grades K-2) 18 th – 25 th Percentile Ranking (in descending order of scores based on space in individual grades)
7th	Economically Disadvantaged Free & Reduced Lunch (130%-185% FPIG) Siblings of Intervention Level Students No scores needed

The rubric's steps outline the process for enrolling students:

- Step 1's priority is to enroll the children of parents who are currently enrolled in literacy programs at ProJeCt's Fowler Literacy Center (FLC).
- Steps 2 and 3 address enrollment of students who are reading at Watch Level, and their siblings.
- Steps 4 and 5 address enrollment of former SIZZLE!® students, and their siblings.
- Steps 6 and 7 address enrollment of students who are reading at the Intervention Level, and their siblings.

Based on the summer program's recruitment/enrollment procedure used in past years, the evaluation created a web-based spreadsheet to document the:

1. Identification of EASD students eligible to attend the summer program, based on the Priority Eligibility Rubric shown in Table 1,
2. Distribution of invitations to parents of eligible children, and
3. Enrollment of children with completed registration forms.

For Step 1, we documented that ProJeCt provided the school district with a list of 476 students with their rating on the Priority Eligibility Rubric.

For Step 2, we were not able to document which students received invitations to attend the summer program. The school district did not follow the procedure from previous years and did not provide identifying information for those students who were invited.

For Step 3, we were able to document the 176 students who had completed registration forms for the summer program and had been entered into the online classroom rolls by SIZZLE! staff.

We cross-referenced the 176 confirmed students with ProJeCt's invitation list and found that 69 (39%) students were on that list and 107 (61%) of the students were not. We do not know how many of the students on ProJeCt's invitation list did not receive an invitation by the school district.

When a confirmed student qualified at more than one step in the rubric, we defined the primary qualification step as the lowest step in the rubric in which the student qualified for the summer program. Table 2 shows the number of students with primary qualification at each step of the rubric.

Table 2: Number of Students with Primary Qualification at the Seven Rubric Steps

Step	Number of Students
1	18
2	23
3	0
4	23
5	0
6	5
7	0
Missing Data	107
Total	176

For the 107 students who were not in ProJeCt's vetted invitation list, we reviewed their standardized test scores for May, 2019 to determine how many met the priority for the summer program. Appendix A shows that only 22% were high priority for the summer program, in terms of their test scores.

Attendance

A total of 176 students had completed registration forms and were invited to attend the 2019 SIZZLE!® program:

- 9 of the invited students did not attend the program at all.
- 8 students attended from one to four days and were not considered fully enrolled.
- 159 attended five or more days and were considered fully enrolled.

In 2019, 90% of the invited students met the five-day benchmark for enrollment. Table 3 shows the number of students invited and the number fully enrolled (attended five days or more) over a nine year period. The program enrollment rate (number of fully enrolled / number invited to enroll) ranged from 69% to 90%.

Table 3: SIZZLE!® Enrollment Rate (2011-2019)

Year	Invited (N)	Enrolled (N)	Enrollment Rate (N)
2011	222	154	69%
2012	222	168	75%
2013	213	157	74%
2014	176	140	80%
2015	164	122	74%
2016	169	132	78%
2017	156	127	81%
2018	175	152	87%
2019	176	159	90%

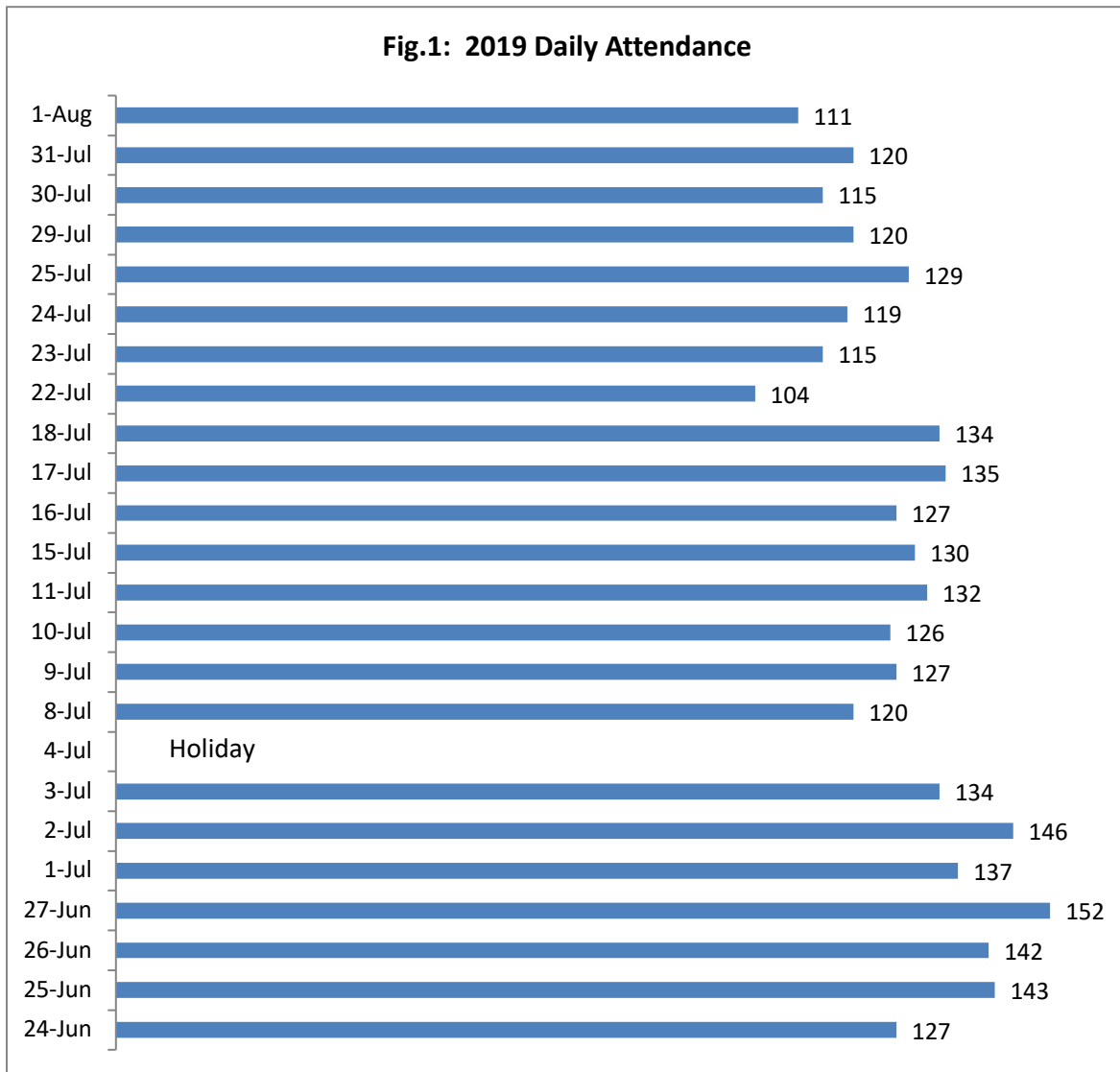
Table 4 shows the number of enrolled students by grade level for 2011-2019.

Table 4: Number of Students Who Attended 5 or More Days

Grade	2011 (N)	2012 (N)	2013 (N)	2014 (N)	2015 (N)	2016 (N)	2017 (N)	2018 (N)	2019 (N)
K	27	38	35	40	23	39	25	22	27
1	45	53	34	38	39	35	38	29	20
2	40	25	28	20	29	20	20	30	29
3	25	29	38	23	20	24	22	25	36
4	17	23	22	19	11	14	22	21	26
5	--	--	--	--	--	--	--	25	21
Total	154	168	157	140	122	132	127	152	159

During 2019, SIZZLE!® offered 23 days of classes, beginning on June 24 and ending on August 1, with a holiday on July 4th.

Daily attendance in 2019 ranged from 104 to 152 students. Figure 1 shows how many of the 159 enrolled students attended on each day of the program.



The average attendance rate in 2019 was 80%. Over the past nine years, the average rate ranged from 75% to 83%.

Table 5: SIZZLE!® Attendance 2011-2018

Program Year	Average Attendance Rate of Enrolled Students
2011	78%
2012	83%
2013	76%
2014	77%
2015	75%
2016	81%
2017	77%
2018	82%
2019	80%

Table 6 shows a breakdown of average attendance rates by grade level from 2011-2019.

Table 6: Avg Attendance of Students Who Attended 5 or More Days

Grade	Avg Attend 2011	Avg Attend 2012	Avg Attend 2013	Avg Attend 2014	Avg Attend 2015	Avg Attend 2016	Avg Attend 2017	Avg Attend 2018	Avg Attend 2019
K	80%	82%	65%	80%	73%	82%	74%	85%	80%
1	78%	83%	83%	81%	78%	81%	76%	74%	78%
2	76%	84%	78%	68%	67%	74%	74%	88%	76%
3	76%	81%	76%	78%	80%	82%	79%	82%	82%
4	84%	83%	77%	71%	79%	85%	86%	85%	79%
5	--	--	--	--	--	--	--	78%	85%
Total	78%	83%	76%	77%	75%	81%	77%	82%	80%

Program-level and classroom-level attendance averages are important, but programs should also monitor individual student attendance and strive for consistent attendance with every student. The National Summer Learning Association recommends a benchmark of 85% for attendance. For the students in the 2019 program, this would mean attending at least 20 days of the program. In 2019, 79 of the 159 enrolled students (50%) met that attendance benchmark. Table 7 shows the percentage of enrolled students who met this benchmark over a six year period.

Table 7: Students Who Met the 85% Attendance Benchmark

Program Year	% of Students with Summer Attendance rate of 85% +
2014	52%
2015	49%
2016	52%
2017	46%
2018	61%
2019	50%

Quality of Program Implementation

Program staff developed an observational instrument to assess the quality of program implementation in 2018. The instrument contained items related to quality of instruction and to teacher compliance with SIZZLE!® policies and procedures, and was used again in 2019.

The first section of the observation instrument, Teacher Observation, contained eight general items that are shown in Table 8. These are anchoring items, showing what the teacher was doing at the time of the observation. The supervisor could use this information to determine if teacher behavior matched lesson plans. The data are time dependent, so are not aggregated for this report.

Table 8: Teacher Observation

Item #	Observed behavior
1	In front of class/teaching
2	Working with group
3	Working with one student
4	Seated at desk
5	Moving among students
6	Collaborating with colleague
7	Seated while teaching
8	Other

The second section of the observation instrument, Classroom Indicators, contained 20 items. Each item was rated on a four point scale: 1=no evidence, 2=emerging evidence, 3=strong evidence, 4=excellent evidence. Items that were not observed were rated as Not Applicable (NA). Table 9 shows the average ratings for the eight lead teachers. Time 1 observations were done early in the program and Time 2 observations were done at the end of the program.

Table 9: Classroom Indicators

Item #	Observed behavior	Avg Rating #1	Avg Rating #2
9	Appropriate student praise	3.0	3.5
10	High expectations for all	3.3	3.6
11	Instruction appropriate to students	3.4	3.8
12	Reading to or with students	3.4	3.5
13	Specific constructive feedback	2.9	3.1
14	Student work displayed	3.0	3.4
15	Equitable, consistent application of rules	3.0	3.3
16	Respectful behavior/positive regard	3.1	3.8
17	Re-learning or re-evaluation of material	3.0	3.6
18	Clutter-free room	2.9	3.1
19	Effective time-management	3.3	3.3
20	Use of rubrics	3.0	3.5
21	Cooperative/collaborative classroom	3.5	4.0
22	Positive personal interactions with students	3.6	3.4
23	Procedures in place and being used	3.4	3.5
24	Reading comprehension strategies being used	3.3	3.3
25	Differentiation of instruction	2.5	2.8
26	Classroom organized for learning	3.0	3.3
27	Celebrates student success	3.5	4.0
28	Promotes SIZZLE!® theme	3.5	4.0

The third section of the observation instrument, Other Indicators, contained 9 items. Each item was rated on a four point scale: 1=no evidence, 2=emerging evidence, 3=strong evidence, 4=excellent evidence. Items that were not observed were rated as Not Applicable (NA). The following table shows the average item ratings among the 8 lead teachers.

Table 10: Other Indicators

Item #	Observed behavior	Avg Rating #1	Avg Rating #2
29	Arrives on time, signs in at the SIZZLE!® Office by 8:15 and collects mail daily	3.9	4.0
30	Arrives at bus platform by 8:30 to greet students	3.8	4.0
31	Brings students to bus platform for 12:55 dismissal	3.8	4.0
32	Follows attendance procedure	3.9	4.0
33	Monitors student behavior outside of classroom	3.6	4.0
34	Assists students during meals	3.8	4.0
35	Designated lunchroom area is left clean after each meal	3.9	4.0
36	Displays a positive attitude toward the SIZZLE!® theme	3.9	4.0
37	Adheres to ProJeCt dress code	3.9	4.0

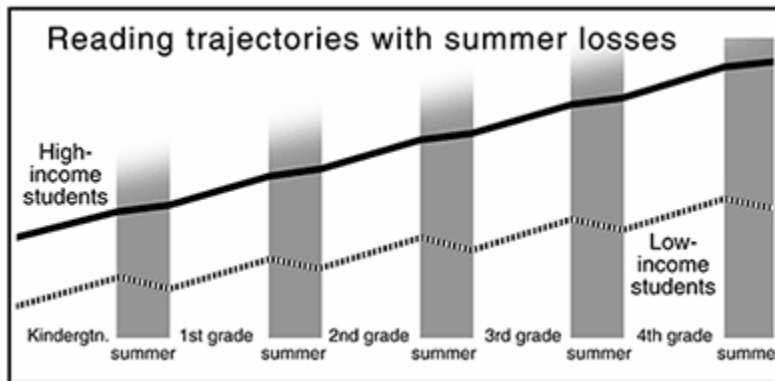
The development and use of this observation tool was a strong step forward in the development of the program model. Collecting consistent observations across classes will give the program a way to assess implementation of the program model and make improvements going forward. We recommend review of this internal observation during the program's continuous improvement process and address any areas for improvements.

We also recommend that the program consider a more formal instrument to assess program implementation. The Summer Program Quality Assessment (SPQA) is now in use by summer programs across the country and would be an instrument to consider for this purpose. There is professional training available for implementation of the instrument.

Student Achievement

The SIZZLE!® program's purpose is to help students maintain or improve their literacy skills over the summer. Figure 2 shows why that is important. Low income students tend to lose ground academically during the summer, then return to a positive learning trajectory during the school year. The result is that they are starting each school year from a lower point than they were at the end of the previous school year.

Fig. 2: Reading Trajectories and Summer Loss



This annual loss accumulates over students' school careers and results in a significant achievement gap between high and low income students. The SIZZLE!® program's goal is to prevent the "summer slide" and, in addition, engage students in the type of research-based instruction that can result in academic gains during the summer.

The strongest measure of this goal was the STARS standardized assessment administered by the school district. Students take the STARS tests three times during the school year: September, January, and May.

We compared SIZZLE!® students' scores on the May 2019 assessment with their scores on the September 2019 assessment and identified which students gained, maintained, or lost skills over the summer.

For the purposes of this report, the term, maintained skills, was defined as having a September score that was within 5% (plus or minus) of the May score. The reason for having the 5% range (plus or minus) was to account for normal error variance in repeated administration of assessments. A gain in skills occurred when the September score was more than 5% greater than the May Score. A loss in skills occurred when the September score was more than 5% lower than the May score.

There were 139 students (87%) of the 159 enrolled students who had matched pre/post scores. Table 11 shows the number and percentage of those 139 students who gained, maintained, or lost skills over the course of the summer.

Table 11: Number and Percent of Students Who Gained, Maintained, or Lost Skills

Change Score Category	Number of Students	Percent of Students
Gain	55	40%
Maintain	20	14%
Loss	64	46%
Total	139	100%

Table 12 disaggregates the Table 11 data to show results by grade level. Table 13 shows the percentage of students who either maintained or gained literacy skills during the summer.

Table 12: Change Scores by Grade Level

Grade	Assess	#PrePost	#Gain	#Maintain	#Loss
K	DIBELS	23	2	3	18
1	DIBELS	17	7	5	5
2	STAR Read	24	10	2	12
3	STAR Read	32	15	5	12
4	STAR Read	24	14	2	8
5	STAR Read	19	7	3	9
Total		139	55	20	64

Table 13: Percent of Students Who Gained or Maintained Skills

Grade	Assess	% Gain or Maintain
K	DIBELS	22%
1	DIBELS	71%
2	STAR Read	50%
3	STAR Read	63%
4	STAR Read	67%
5	STAR Read	53%
Total		54%

In addition to standardized measures, the program had Curriculum Based Assessments (CBA's) that provided evidence of students' reading skills in Week 1 of SIZZLE!® and again at Week 5. Comparing reading scores from Weeks 1 and 5 showed whether individual students gained skills, maintained skills, or lost skills over the course of the summer program.

Each CBA included assessment of a variety of skills related to reading: Phonemic Awareness/Phonics, Vocabulary, Reading Comprehension, Listening Comprehension, and Writing. A total reading raw score was computed by totaling sub-scores in each assessed area. A total reading percentage score was computed by dividing the total reading raw score by the maximum possible score for all reading subtests.

There were 125 students who had both Week 1 and Week 5 CBA reading scores. Results for this group showed that 91 students (73%) gained or maintained reading skills over the course of the summer program. Thirty-four students (27%) showed a loss of skills during the summer program on the CBA measures.

Table 14: SIZZLE!® Impact on Summer Reading Skills

Grade	Gained Skills (N)	Maintained Skills (N)	Lost Skills (N)	Total (N)
K	12	5	3	20
1	14	0	3	17
2	14	0	7	21
3	20	0	11	31
4	14	0	8	22
5	10	2	2	14
Total	84	7	34	125

In addition to using the CBA's as pre/post measures, SIZZLE!® administered CBA's weekly throughout the summer program. Results of these formative assessments were recorded in a web-based spreadsheet and were available for the staff to use in guiding instruction over the course of the summer.

Teacher Ratings of Student Engagement and Literacy Gains

At the end of the summer program, teachers rated their students in two areas: engagement in classroom activities and progress in literacy skills. Ratings were completed on the three point scale:

1 = Below Expectations; 2 = Meets Expectations; 3 = Exceeds Expectations

The average ratings for engagement and progress are shown in Tables 15 and 16.

Engagement

Student engagement refers to the degree of interest and attention that students showed when they were in instructional and learning situations.

Table 15: Teachers' Ratings of Student Engagement

Grade	Number of Students Rated	Average Rating
K	25	2.0
1	19	1.6
2.1	15	2.0
2.2	9	2.0
3.1	18	2.4
3.2	17	1.9
4	24	2.1
5	21	2.0
Total	148	2.0

Progress in Literacy Skills

Progress in literacy skills referred to the amount of student learning that occurred during instruction based on the literacy curriculum used in SIZZLE!®.

Table 16: Teachers' Ratings of Student Literacy Gains

Grade	Number of Students Rated	Average Rating
K	24	2.0
1	17	1.9
2.1	15	1.6
2.2	9	1.8
3.1	18	2.3
3.2	17	2.0
4	24	2.2
5	21	1.8
Total	145	2.0

Family Involvement

SIZZLE!® 2018 offered two Family Fun Nights during the summer program.

Table 17: # Students Attending Family Fun Night With Their Families

Grade	Number of Students Attending Family Night#1	Number of Students Attending Family Night#2
K	5	4
1.1	5	2
2.1	4	2
2.2	3	2
3.1	4	4
3.2	3	5
4	6	9
5	3	3
Total	33	31

Overall, 45 students and their families attended at least one of the Family Fun Nights.

Table 18: # Students Attending Family Fun Night With Their Families

Number of Family Fun Nights (FFNs) Attended	Number of Students
Attended FFN#1 Only	14
Attended FFN#2 Only	12
Attended Both FFNs	19
Total	45

These 45 students represented 28% of the 159 students enrolled in SIZZLE!® 2019, which was a significant decrease over the 45% participation rate at Family Fun Nights the previous year.

Parents and siblings also attended Family Fun Nights:.

- For Family Fun Night #1, 93 family members (parents, siblings, and others) attended with the enrolled students. An average of 2.8 family members per student attended.
- For Family Fun Night #2, 88 family members (parents, siblings, and others) attended with the enrolled students. An average of 2.8 family members per student attended.

Student risk factors were cross-referenced with the students who did, and did not, attend Family Fun Nights.

Table 19: Number of Enrolled Students Who Attended a Family Fun Night (FFN)
By Primary Eligibility Status

Step	Eligibility Criteria	Number of Enrolled Students	Number Who Attended a FFN
1	Economically Disadvantaged FLC - 235% FPIG (Federal Poverty Income Guideline) Children of FLC Students	18	11
2	Economically Disadvantaged Free & Reduced Lunch (130%-185% FPIG) STARS 360 Reading (Grades 3-5) On Watch Level STAR Early Literacy (Grades K-2) 25 th – 39 th Pcntile Ranking	23	5
3	Economically Disadvantaged Free & Reduced Lunch (130%-185% FPIG) Siblings of On Watch Level Students; No scores needed	0	0
4	Economically Disadvantaged Free & Reduced Lunch (130%-185% FPIG) Returning Students; No scores needed	23	8
5	Economically Disadvantaged Free & Reduced Lunch (130%-185% FPIG) Siblings of Returning Students; No scores needed	0	0
6	Economically Disadvantaged Free & Reduced Lunch (130%-185% FPIG) STARS 360 Reading (Grades 3-5) Intervention Level STAR Early Literacy (Grades K-2) 18 th – 25 th Percentile Ranking (in descending order of scores based on space in indiv grades)	5	1
7	Economically Disadvantaged Free & Reduced Lunch (130%-185% FPIG) Siblings of Intervention Level Students; No scores needed	0	0
Other	Missing Data	90	?
Total	All enrolled students/students	159	?

The feedback from last year's evaluation report is even more applicable this year, as there was a year over year decrease of parent involvement:

This table points to areas where family involvement can be improved. For example, students eligible for SIZZLE!® 2018 at Step 1 had parents who were already enrolled in adult and parenting literacy classes at the Fowler Literacy Center. This group of parents already understood the important of their own literacy improvement. How could the teachers at the Fowler Center and at the SIZZLE!® 2018 program build on this motivation and show parents that involvement in their children's school activities could improve children's literacy progress?

Students at Step 2 were eligible for the summer program because their standardized reading scores were below average (25th to 39th percentile). For this group to accelerate their literacy progress and get back on grade level, parent involvement is an essential

component...Next summer, how can the program increase the number of Step 2 families who attend Family Fun Nights?

SIZZLE!® staff can follow this type of inquiry with the remaining steps in the table and plan for improved parental involvement in 2020.

Satisfaction Surveys

SIZZLE!® requested student and parent feedback on the summer program through satisfaction surveys.

- 101 students completed the student surveys. This represents 64% of the 159 enrolled students.
- 37 parents completed the parent surveys. Parents did not sign the surveys or indicate the classroom their student attended. If we assume that one parent per family completed a survey, this represents 23% of the enrolled students' families.

Student Surveys

The student survey contained eight questions. Results are shown in the following tables.

Table 20
Question 1: What was your favorite classroom activity?

Activity	Classroom							Total
	A	B	C	D	E	F	G	
Reading	1				3	4	1	9
Book Club	6	2					1	9
Reading Buddies	5	5	7	2	5	5	4	33
Journal Writing			1	1	1	3	1	7
Poetry								0
Reading Logs					1	2	1	4
No Favorite	7	4		13	5	3	7	39
Total	19	11	8	16	15	17	15	101

Table 21
Question 2: What was your favorite extra activity?

Activity	Classroom							Total
	A	B	C	D	E	F	G	
Tie Dye	2	1				1	1	5
Hovercrafts		1			1	3		5
Family Fun Nights			1		4	1		6
Lehigh Valley Zoo				1				1
Letters to Troops								
Author Visit								
ProJeCt Rocks								
K-9 Officer			1			3		4
Bully Busters			2			2	1	5
Weekly Themes								
Field Trips	2		4	1	1	7	1	16
No Favorite	15	9		14	9		12	59
Total	19	11	8	16	15	17	15	101

In Tables 22-27, responses were coded as NR when there was no response for an item, or when more than one response was given for an item.

Table 22
Question 3: Did SIZZLE!® help with your Reading?

Classroom	Rating				Total
	Yes	Somewhat	No	NR	
A	13	4	2		19
B	10		1		11
C	3	3	2		8
D	11	5			16
E	14	1			15
F	11	2		4	17
G	11	2	1	1	15
Total	73	17	6	5	101

Table 23
Question 4: Was your teacher helpful?

Classroom	Rating				Total
	Yes	Somewhat	No	NR	
A	15	4			19
B	11				11
C	7	1			8
D	15	1			16
E	12	2		1	15
F	13		1	3	17
G	11	2		2	15
Total	84	10	1	6	101

Table 24
Question 5: Did you have enough books and materials?

Classroom	Rating				Total
	Yes	Somewhat	No	NR	
A	12	6	1		19
B	9		2		11
C		1	7		8
D	13	3			16
E	8	2	4	1	15
F	10	3	1	3	17
G	9	3	1	2	15
Total	61	18	16	6	101

Table 25

Question 6: Would you like to come back to SIZZLE!®?

Classroom	Rating				Total
	Yes	Somewhat	No	NR	
A	15	2	2		19
B	7	3	1		11
C	3	2	3		8
D	11	4	1		16
E	10	3	1	1	15
F	10	2	2	3	17
G	7	3	5		15
Total	63	19	15	4	101

Table 26

Question 7: Did you get along with your classmates?

Classroom	Rating				Total
	Yes	Somewhat	No	NR	
A	12	6		1	19
B	9	2			11
C	5	3			8
D	10	6			16
E	11	3		1	15
F	11	2		4	17
G	7	7	1		15
Total	65	29	1	6	101

Table 27
Question 8: Did you have fun?

Classroom	Rating				Total
	Yes	Somewhat	No	NR	
A	15	2		2	19
B	7	2		2	11
C	5	2		1	8
D	15			1	16
E	13		1	1	15
F	8	2		7	17
G	9	2	2	2	15
Total	72	10	3	16	101

Parent Surveys

Parent Satisfaction Surveys were administered during the summer program. Forty-six parents completed the surveys. This represented 29% of the enrolled students and provided useful anecdotal information about the program. A higher response rate would be needed before these surveys could be considered representative of parents' opinions about the summer program.

Table 28
Parent Survey Questions 1-8

Questions	Rating		
	Strongly Disagree/ Disagree	Do Not Know	Strongly Agree/ Agree
1. Length of SIZZLE! day is appropriate	2		35
2. Instruction has benefitted my child(ren)			37
3. Enrollment process was easy			37
4. Family Fun Nights were engaging		10	27
5. Value was seen in Extra Activities		1	36
6. Child(ren)'s reading abilities improved		3	34
7. Staff were well trained, knowledgeable, and had open communication		2	35
8. I am satisfied with the SIZZLE! program			37

Table 29
Parent Survey Questions 9-16

Questions: My Child.....	Rating		
	Strongly Disagree/ Disagree	Do Not Know	Strongly Agree/ Agree
9. Enjoyed attending SIZZLE! daily	1		36
10. Felt comfortable with teaching staff	1		36
11. Has a more positive attitude reading	2	1	34
12. Enjoyed program activities *		3	33
13. Improved reading skills	2	2	35
14. Enjoyed the Reading Log	4	1	32
15. Benefitted from SIZZLE!	1		36
16. Curriculum was appropriate for my child	1	1	35

* One survey did not have a response for this question

Recommendations for Program Improvement

SIZZLE!®'s administrative staff were invited to review this report and participate in a conference call with the independent evaluator to discuss the evaluation results and to identify steps for program improvement in 2020. The call addressed:

- The program logic model and definition of the target population.
- The policies and procedures for identification of eligible students.
- The process for inviting identified students to participate in SIZZLE!®
- Strategies for using formative assessment results to inform ongoing instruction during the summer.
- Policies and procedures for parent engagement in the SIZZLE!® .

Results from the conference call resulted in two action items for program improvement:

- ProJeCt staff will meet with the school district staff in early 2020 to discuss ways to improve the transparency and legitimacy of the invitation procedure for the summer program.
- ProJeCt will begin an informal use of the Summer Program Quality Assessment (SPQA) during SIZZLE! 2020. Appendix B shows a checklist for the initial step in planning for informal use of the SPQA in 2020.

Appendix A

Notes on Recruitment/Enrollment of Students

Notes on Eligibility Ratings

SIZZLE! 2019

A total of 176 students had completed registration forms and were invited to attend the 2019 SIZZLE!® program. Sixty-nine students had an eligibility rubric rating.

Table A.1
Rubric Ratings for SIZZLE! Students

Grade	# Invited	#With Eligibility Rubric Rating
K	30	0
1	23	6
2	33	14
3	37	25
4	29	13
5	24	11
Total	176	69

For the 107 students without an eligibility rubric rating, we reviewed their May, 2019 standardized test scores to determine if they fell within the target range for SIZZLE! students. Students in Grades K and 1 were assessed with the DIBELS, a non-standardized instrument, so were not included.

Students in Grades 2-5 has been assessed with the STAR 360 Reading test in May, 2019. Their standardized scores were converted to percentiles and compared to the target percentile ranges in the SIZZLE! rubric:

- The Level 2 range was from the 25th to the 39th percentile.
- The Level 6 range was from the 18th to the 25th percentile.

The target range for enrolling SIZZLE! students was from the 18th to the 39th percentile. Table 2 shows the number of students who lacked an eligibility rating in each grade and the number who fell in the expected range for SIZZLE! students.

Table A.2
Rubric Ratings for SIZZLE! Students

Grade	# Without Eligibility Rubric Rating	#Within SIZZLE! Percentile Range	# Above SIZZLE! Percentile Range	# Below SIZZLE! Percentile Range	Missing Data
2	19	2	12	1	4
3	12	3	4	2	3
4	16	5	6	4	1
5	13	3	5	3	2
Total	60	13	27	10	10

Appendix B

Summer Program Quality Assessment (SPQA)

Informal Use of the Summer PQA

Use this checklist to identify areas of the Summer PQA that: your summer program is already assessing, you want to assess in the coming summer, and that you don't consider as a current priority for assessment.

	Already Measuring This (x)	Use these items in 2020 (x)	Consider these items later (x)
I. Safe Environment			
Emotional Safety			
Healthy Environment			
Emergency Preparedness			
Health and Nutrition			
II. Supportive Environment			
Warm Welcome			
Program Flow			
Active Learning			
Skill-Building and Encouragement			
Reframing Conflict			
Managing Feelings			
III. Interaction			
Belonging			
Collaboration and Leadership			
Adult Partners			
IV. Engagement			
Planning, Choice, Reflection			
Learning Strategies			
Higher Order Thinking			
Supplemental Scales			
Math			
Literacy			
Site Manager Interview			
Greeting Checklist			
Transition Checklist (AM)			
Transition Checklist (PM)			
Departure Checklist			