



# 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 St.

City \_\_\_\_\_ State PA Zip 18042

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

Email tharper@projecteaston.org

Contact Person Tom Harper Title Director of Development

Project Director Antoinette Cavaliere Title Director of Programs

Project Title SIZZLE!® Summer Literacy Program

Grant Period June – August 2019

Total Cost of Project \$152,005.69 Amount Requested \$5,000

Signature of Approving  
Agency Personnel  Date 3/25/19

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

*For use by Easton Rotary Service Foundation*

Date Received \_\_\_\_\_

Action Taken \_\_\_\_\_ Date \_\_\_\_\_

## **Easton Rotary Service Foundation Grant Request Application**

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

Address: 320 Ferry St., Easton, PA 18042

Website: [www.projecteaston.org](http://www.projecteaston.org)

Contact: Tom Harper, Director of Development

[tharper@projecteaston.org](mailto:tharper@projecteaston.org) and 610-258-4361 x. 21

### **ABOUT PROJECT OF EASTON**

ProJeCt of Easton, Inc.'s mission is to build a better community by helping people help themselves. We prepare people to succeed in work, school, and life by providing them with instruction and support in the skills needed to break the cycle of poverty and achieve their goals.

We offer all of our programs for free to low-income, at-risk Lehigh Valley residents. We believe that education is key to helping people help themselves, and we invest in research-based, rigorously-evaluated school and workforce preparation services that teach clients the skills they need to increase their upward economic mobility. These services include Adult Education, Family Literacy, school-based programming, and safety net support.

Though we are not a faith-based organization, ProJeCt was founded in 1968 by a unique interfaith coalition of Protestant, Jewish, and Catholic community leaders who believed that our community could be better and that each of us has a responsibility for taking action. They created a bold collective effort that made a measurable difference to those living in poverty. The organization answers this call to action today through a comprehensive system of services that impacts nearly 7,000 people every year.

### **ABOUT THE SIZZLE!® PROGRAM**

ProJeCt respectfully requests \$5,000 in funding for our SIZZLE!® Program. SIZZLE!® is a seven-week summer reading skills program based at Paxinosa Elementary School that is for low-income, at-risk children in grades K-5 in the Easton Area School District. SIZZLE!®, a trademarked program of ProJeCt, helps children learn to read so that they are empowered to "read to learn."

The program was created to address the "summer slide" of learning loss by providing a high-quality, developmentally-appropriate summer academic intervention. The goal is to increase or maintain reading scores so that at-risk children can enter the next school year confidently reading at or above grade level.

In 2018, 175 students were invited from the Easton Area School District to participate in SIZZLE!®, and 152 fully benefitted from enrolling in the program. Children are invited to attend SIZZLE!® based on their standardized test scores and risk factors, including family income. In addition, children of adults in our Adult Literacy Program both past and present

receive priority enrollment, so that we can provide these children with a continuous summer reading support program throughout their K-5 years.

In addition, students and their families are invited to attend two Family Fun Nights, which are evening events that offer fun activities to help the entire family participate in strengthening children's literacy skills. To reinforce these skills at home, parents are encouraged to read with their children nightly and log reading times and books read. To help these positive changes become sustainable for families, ProJeCt provides 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.

### **IMPACT OF THE SIZZLE!® PROGRAM**

The dropout rate for the Easton Area School District is 2.13%, as compared to the overall Pennsylvania rate of 1.67% (Pennsylvania Department of Education). According to the Easton Area School District, approximately 45% of all students in the district reside in the City of Easton, where the poverty rate for families with related children under 18 years of age is 24.3% percent, as compared to 11.3% in Northampton County and 15.6% statewide (2016 American Community Survey Five-Year Estimates). In addition, coming from a low-income household puts children at a 9.4% higher risk of drug abuse in Northampton County (Pennsylvania Department of Drug and Alcohol Programs).

SIZZLE!® provides an essential service to change these alarming statistics. The program improves literacy skills of children at a crucial age, setting them on a path to educational and occupational success. Through SIZZLE!®, ProJeCt strives to break the intergenerational cycle of low-literacy and economic disadvantage in at-risk families.

SIZZLE!® uses the Scott Foresman "Reading Street" curriculum, which the Easton Area School District has endorsed. 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.

The success of SIZZLE!® is measured based on students' scores on curriculum-based assessments as well as the two standardized tests used by the school district – STAR 360 and DIBELS. These tests assess students' progress in the skills associated with reading success: phonological awareness, the alphabetic principle, and fluency in reading connected text. ProJeCt administers a pre- and post-program test to measure improvement.

A key objective for the program in 2018 was that 75% of enrolled children will maintain or improve their reading scores as measured by pre- and post-test scores. We are proud to report that in 2018, 92% of enrolled students gained or maintained reading skills over the course of the summer program.

Program data is evaluated regularly by ProJeCt staff to inform program delivery and strategy. We also have a long-standing relationship with Dr. Robert J. Popp, PhD, an independent third-party evaluator who evaluates program data and issues evaluations and recommendations to build on the effectiveness of services. A copy of his evaluation from the 2018 SIZZLE!® program is included in this application.

### **FUNDING FOR THE SIZZLE!® PROGRAM**

The following is a list of current and pending support for the SIZZLE!® program for 2019:

Air Products and Chemicals, Inc. – \$3,500  
American Bank – \$2,000  
Anonymous – \$5,000  
Bank of America – \$937.50\*  
BB&T – \$7,500  
Capital Advantage Insurance Co. – \$2,500  
Easton Rotary Service Foundation – \$3,000  
Embassy Bank – \$30,000  
Just Born – \$3,000  
Merchants National Bank – \$2,000  
Provident Bank Foundation – \$2,500  
Stabler Foundation – \$1,000\*  
The Will R. Beitel Children's Community Foundation – \$8,000  
Wells Fargo Foundation – \$3,000  
\*Part of larger grant award; award is spread out across other programs

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 (classroom and lunchroom) 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 to all the aforementioned funding sources, The Board of Directors of ProJeCt of Easton is fully committed to SIZZLE!® and will continue to seek funding from other sources and if necessary, to self-fund the program.

Should we be fortunate to receive a grant from the Easton Rotary Service Foundation, we would - with your indulgence - create a photo opportunity involving the check presentation for the local media. We also would share news of this grant award on our Web site, all social media and in our Annual Report that is distributed to more than 3,300 people.



## 2018-2019 Board of Directors

### Officers

JoAnn Bergeron Nenow, <i>President (17-19)</i>	Retired, Executive Director, Meals on Wheels Northampton County
William Proehl, <i>Vice President (17-19)</i>	Market President, BB&T
Cary Giacalone II, <i>Treasurer (17-19)</i>	CPA, Concannon, Miller & Co., P.C.
Rev. Susan Ruggles, <i>Secretary (17-19)</i>	Pastor, St. John's Lutheran Church

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Alan Abraham	CPA, Abraham, Borda, Corvina, Butz, LaValva & Co., P.C.
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William Bryson	VP Sales & Marketing, Attala Steel Industries
Debra Ashton-Chase	Co-Owner/Funeral Director, Ashton Funeral Home
Daniel Cohen	Attorney, Hof & Reid, LLC
Rabbi Melody Davis	Rabbi, Temple Covenant of Peace
Sharon DiFelice	Director of Innovation & Consumer Insights, Crayola LLC
Alvin "Skip" Fairchild	Retired, Chief of Police, City of Easton Director of Public Safety
Isaac Hof	Attorney, Hof & Reid, LLC
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Pete Reinke	VP of Operations, ALTRealty LLC
Thomas Schlegel	Attorney, Fitzpatrick, Lentz & Bubba, P.C.
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Mary Wilford-Hunt	Sr. Assoc. Director of Corp./Found./Gov. Relations, Lafayette College

**PROJECT OF EASTON, INC.  
(A Not-for-Profit Corporation)**

**Financial Statements and  
Independent Auditor's Report**

**June 30, 2018**

**PROJECT OF EASTON, INC.**  
**(A Not-for-Profit Corporation)**  
**TABLE OF CONTENTS**

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	<b>Page(s)</b>
<b>Independent Auditor's Report</b>	1 - 2
<b><u>Financial Statements:</u></b>	
Statements of Financial Position	3
Statements of Activities	4
Statements of Functional Expenses	5
Statements of Cash Flows	6
Notes to Financial Statements	7 - 18

## INDEPENDENT AUDITOR'S REPORT

To the Board of Directors  
ProJeCt of Easton, Inc.  
Easton, PA

We have audited the accompanying financial statements of ProJeCt of Easton, Inc. (A Not-for-Profit Corporation), which comprise the statements of financial position as of June 30, 2018 and 2017, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



## Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of ProJeCt of Easton, Inc. as of June 30, 2018 and 2017, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

*Campbell, Rappold & Yasaita LLP*

December 17, 2018

**PROJECT OF EASTON, INC.**  
**(A Not-for-Profit Corporation)**  
**STATEMENTS OF FINANCIAL POSITION**  
**June 30, 2018 and 2017**

	June 30, 2018				June 30, 2017			
- ASSETS -	Unrestricted	Temporarily Restricted	Permanently Restricted	Total	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Current Assets:								
Cash and Cash Equivalents	\$ 668,455	\$ 93,791	\$ -	\$ 762,246	\$ 424,800	\$ 88,562	\$ -	\$ 513,362
Accounts Receivable	68,785	-	-	68,785	56,638	-	-	56,638
Contributions Receivable (Note 3)	4,602	32,500	-	37,102	5,524	38,000	-	43,524
Prepaid Expenses	13,607	-	-	13,607	14,900	-	-	14,900
Total Current Assets	755,449	126,291	-	881,740	501,862	126,562	-	628,424
Long-Term Investments (Note 2)	369,689	262,478	1,366,742	1,998,909	308,038	202,200	1,366,742	1,876,980
Property and Equipment, (Note 4)	18,280	1,056,972	-	1,075,252	29,925	1,086,015	-	1,115,940
<b>TOTAL ASSETS</b>	<b>\$ 1,143,418</b>	<b>\$ 1,445,741</b>	<b>\$ 1,366,742</b>	<b>\$ 3,955,901</b>	<b>\$ 839,825</b>	<b>\$ 1,414,777</b>	<b>\$ 1,366,742</b>	<b>\$ 3,621,344</b>
- LIABILITIES AND NET ASSETS -								
Current Liabilities:								
Line of Credit (Note 5)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Accounts Payable and Accrued Expenses	36,170	-	-	36,170	41,075	-	-	41,075
Payroll and Related Accruals	66,816	-	-	66,816	56,200	-	-	56,200
Total Current Liabilities	102,986	-	-	102,986	97,275	-	-	97,275
Total Liabilities	102,986	-	-	102,986	97,275	-	-	97,275
- NET ASSETS -								
Undesignated	683,274	-	-	683,274	404,587	-	-	404,587
Board Designated-Operating Reserve	338,878	-	-	338,878	308,038	-	-	308,038
Invested in Property and Equipment	18,280	1,056,972	-	1,075,252	29,925	1,086,015	-	1,115,940
Temporarily Restricted (Note 7)	-	388,769	-	388,769	-	328,762	-	328,762
Permanently Restricted (Note 7)	-	-	1,366,742	1,366,742	-	-	1,366,742	1,366,742
Total Net Assets	1,040,432	1,445,741	1,366,742	3,852,915	742,550	1,414,777	1,366,742	3,524,069
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$ 1,143,418</b>	<b>\$ 1,445,741</b>	<b>\$ 1,366,742</b>	<b>\$ 3,955,901</b>	<b>\$ 839,825</b>	<b>\$ 1,414,777</b>	<b>\$ 1,366,742</b>	<b>\$ 3,621,344</b>

See independent auditor's report and notes to financial statements.

**PROJECT OF EASTON, INC.**  
**(A Not-for-Profit Corporation)**  
**STATEMENTS OF ACTIVITIES**  
**Years Ended June 30, 2018 and 2017**

	Year Ended June 30, 2018				Year Ended June 30, 2017			
	Unrestricted	Temporarily Restricted	Permanently Restricted	Total	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
<i>Revenues, Gains and Support:</i>								
Contributions	\$ 685,858	\$ 244,664	\$ -	\$ 930,522	\$ 458,532	\$ 258,500	\$ -	\$ 717,032
Special Events (Net of direct costs totaling \$28,400 and \$25,854)	33,427	500	-	33,927	45,188	750	-	45,938
Contract Revenue	575,155	-	-	575,155	585,576	9,567	-	595,143
In-Kind Contributions	244,482	-	-	244,482	283,092	-	-	283,092
Investment Return	1,762	90,998	-	92,760	4,898	138,867	-	143,765
Other Income	2,756	-	-	2,756	2,728	-	-	2,728
	<u>1,543,440</u>	<u>336,162</u>	<u>-</u>	<u>1,879,602</u>	<u>1,380,014</u>	<u>407,684</u>	<u>-</u>	<u>1,787,698</u>
Net Assets Released from Restrictions	<u>305,198</u>	<u>(305,198)</u>	<u>-</u>	<u>-</u>	<u>304,076</u>	<u>(304,076)</u>	<u>-</u>	<u>-</u>
TOTAL REVENUES, GAINS AND OTHER SUPPORT	<u>1,848,638</u>	<u>30,964</u>	<u>-</u>	<u>1,879,602</u>	<u>1,684,090</u>	<u>103,608</u>	<u>-</u>	<u>1,787,698</u>
<i>Expenses:</i>								
Program Services	<u>1,340,051</u>	<u>-</u>	<u>-</u>	<u>1,340,051</u>	<u>1,370,250</u>	<u>-</u>	<u>-</u>	<u>1,370,250</u>
Supporting Services:								
Management and General	111,046	-	-	111,046	106,081	-	-	106,081
Fundraising	99,659	-	-	99,659	87,219	-	-	87,219
Total Supporting Services	<u>210,705</u>	<u>-</u>	<u>-</u>	<u>210,705</u>	<u>193,300</u>	<u>-</u>	<u>-</u>	<u>193,300</u>
TOTAL EXPENSES	<u>1,550,756</u>	<u>-</u>	<u>-</u>	<u>1,550,756</u>	<u>1,563,550</u>	<u>-</u>	<u>-</u>	<u>1,563,550</u>
Change in Net Assets	<u>297,882</u>	<u>30,964</u>	<u>-</u>	<u>328,846</u>	<u>120,540</u>	<u>103,608</u>	<u>-</u>	<u>224,148</u>
Net Assets, Beginning of Year	<u>742,550</u>	<u>1,414,777</u>	<u>1,366,742</u>	<u>3,524,069</u>	<u>622,010</u>	<u>1,311,169</u>	<u>1,366,742</u>	<u>3,299,921</u>
NET ASSETS, END OF YEAR	<u>\$ 1,040,432</u>	<u>\$ 1,445,741</u>	<u>\$ 1,366,742</u>	<u>\$ 3,852,915</u>	<u>\$ 742,550</u>	<u>\$ 1,414,777</u>	<u>\$ 1,366,742</u>	<u>\$ 3,524,069</u>

See independent auditor's report and notes to financial statements.

**PROJECT OF EASTON, INC.**  
**(A Not-for-Profit Corporation)**  
**STATEMENTS OF FUNCTIONAL EXPENSES**  
**Years Ended June 30, 2018 and 2017**

	<b>Year Ended June 30, 2018</b>				<b>Year Ended June 30, 2017</b>			
	Supporting Services				Supporting Services			
	Program Services	Management and General	Fundraising	Total	Program Services	Management and General	Fundraising	Total
Personnel Related Expenses	\$ 780,401	\$ 71,980	\$ 71,617	\$ 923,998	\$ 797,635	\$ 66,230	\$ 56,658	\$ 920,523
Professional Fee Related Expenses	70,827	17,920	13,246	101,993	63,394	18,928	18,038	100,360
Operating Expenses	51,778	13,531	14,475	79,784	53,458	14,411	12,447	80,316
Program Related Expenses	81,460	-	-	81,460	67,845	117	-	67,962
In-Kind Program Expenses	244,482	-	-	244,482	282,821	195	76	283,092
Volunteer and Donor Expenses	298	245	321	864	-	271	-	271
Facility Expenses	71,941	5,546	-	77,487	64,414	4,147	-	68,561
Total Before Depreciation	1,301,187	109,222	99,659	1,510,068	1,329,567	104,299	87,219	1,521,085
Depreciation	38,864	1,824	-	40,688	40,683	1,782	-	42,465
<b>TOTAL EXPENSES</b>	<b>\$ 1,340,051</b>	<b>\$ 111,046</b>	<b>\$ 99,659</b>	<b>\$ 1,550,756</b>	<b>\$ 1,370,250</b>	<b>\$ 106,081</b>	<b>\$ 87,219</b>	<b>\$ 1,563,550</b>

See independent auditor's report and notes to financial statements.

**PROJECT OF EASTON, INC.**  
**(A Not-for-Profit Corporation)**  
**STATEMENTS OF CASH FLOWS**  
**Years Ended June 30, 2018 and 2017**

	Year Ended June 30,	
	2018	2017
<u><i>Cash Flows from Operating Activities:</i></u>		
Change in Net Assets	\$ 328,846	\$ 224,148
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:		
Depreciation and Amortization	40,688	42,465
Unrealized Gain on Investments	(54,605)	(33,812)
Realized Gain on Sale of Investments	(1,716)	(81,735)
Decrease/(Increase) in Accounts Receivable	(12,147)	126,705
Decrease/(Increase) in Contributions Receivable for Operating Purposes	6,422	(5,284)
Decrease/(Increase) in Prepaid Expenses	1,293	(4,733)
Increase in Accounts Payable and Other Liabilities	5,711	30,694
Net Cash Provided by Operating Activities	314,492	298,448
<u><i>Cash Flows from Investing Activities:</i></u>		
Capital Purchases	-	(1,440)
Proceeds from Sale of Investments	234,320	832,466
Purchase of Investments	(299,928)	(904,885)
Net Cash Used by Investing Activities	(65,608)	(73,859)
<u><i>Cash Flows from Financing Activities:</i></u>		
Cash Received Restricted for Endowment	-	5,150
Net Cash Provided by Financing Activities	-	5,150
Net Increase in Cash and Cash Equivalents	248,884	229,739
Cash and Cash Equivalents, Beginning of Year	513,362	283,623
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 762,246</u>	<u>\$ 513,362</u>
<u><i>Supplemental Data:</i></u>		
Noncash Contributions	<u>\$ 267,254</u>	<u>\$ 300,969</u>
Stocks Contributed	<u>\$ 80,581</u>	<u>\$ 62,434</u>

See independent auditor's report and notes to financial statements.

**PROJECT OF EASTON, INC.**  
**(A Not-for-Profit Corporation)**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2018 and 2017**

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**1. Nature of Activities and Summary of Significant Accounting Policies**

*Nature of Activities*

ProJeCt of Easton, Inc. (ProJeCt) is a community benefit human service agency founded in 1968. The mission is to build a better community by helping people to help themselves. The agency improves the community and helps economically and educationally disadvantaged adults and children by assisting them with their emergency needs and developing their potential to achieve self sufficiency through an integrated system of evidence-based social support and education programs. ProJeCt provides assistance to more than 5,000 people a year, serving Easton and surrounding communities. The Organization is supported by donor contributions, government contracts, foundations and the United Way.

*Basis of Presentation*

The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America. Net assets and revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the Organization and changes therein are classified and reported as follows:

*Unrestricted Net Assets* - Net assets that are not subject to donor-imposed stipulations.

*Temporarily Restricted Net Assets* - Net assets subject to donor-imposed stipulations that may or will be met, either by actions of the Organization and/or the passage of time. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions.

*Permanently Restricted Net Assets* - Net assets subject to donor-imposed stipulations that they be maintained permanently by the Organization. Generally, the donors of these assets permit the Organization to use all or part of the income earned on any related investments for general or specific purposes.

*Revenues*

Revenues are reported as increases in unrestricted net assets unless use of the related assets is limited by donor-imposed restrictions. Expenses are reported as decreases in unrestricted net assets. Gains and losses on investments and other assets or liabilities are reported as increases or decreases in unrestricted net assets unless their use is restricted by explicit donor stipulation or by law. Expirations of temporary restrictions on net assets by fulfillment of the donor-stipulated purpose or by passage of the stipulated time period are reported as reclassifications between the applicable classes of net assets.

**PROJECT OF EASTON, INC.**  
**(A Not-for-Profit Corporation)**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2018 and 2017**

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**1. Nature of Activities and Summary of Significant Accounting Policies (Continued)**

*Contributions*

Contributions received and unconditional promises to give are measured at their fair values and are reported as an increase in net assets. The Organization reports gifts of cash and other assets as restricted support if they are received with donor stipulations that limit the use of the donated assets, or if they are designated as support for future periods. When a donor restriction expires, that is when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. Donor-restricted contributions whose restrictions are met in the same reporting period are reported as unrestricted support. Management reviews contribution receivable balances for collectability based on aging of the pledges. An allowance of \$4,000 was deemed adequate by management for 2018 and 2017.

The Organization reports gifts of goods and equipment as unrestricted support unless explicit donor stipulations specify how the donated assets must be used. Gifts of long-lived assets with explicit restrictions that specify how the assets are to be used and gifts of cash or other assets that must be used to acquire long-lived assets are reported as restricted support. Absent explicit donor stipulations about how long-lived assets must be maintained, the Organization reports expirations of donor restrictions when the donated or acquired long-lived assets are placed in service.

*Use of Estimates*

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Actual results could differ from those estimates.

*Cash and Cash Equivalents*

For purposes of the statements of cash flows, the Organization considers all highly liquid investments available for current use with an initial maturity of three months or less to be cash and cash equivalents. Money market funds held in investment accounts are excluded.

*Accounts Receivable*

Accounts receivable represents amounts due from various sources including government agencies. Management has determined that the receivables are fully collectible; therefore, no allowance for uncollectibles is considered necessary.

*Investments*

Investments in marketable securities with readily determinable fair values and all investments in debt securities are valued at their fair values in the statement of financial position. Unrealized gains and losses are included in the change in net assets.

**PROJECT OF EASTON, INC.**  
**(A Not-for-Profit Corporation)**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2018 and 2017**

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**1. Nature of Activities and Summary of Significant Accounting Policies (Continued)**

*Property and Equipment*

The Organization capitalizes property and equipment with an original cost over \$1,000. Property and equipment is stated at cost or at estimated fair value at the date of gift. Depreciation is computed using the straight-line method over the estimated lives of the assets, as follows:

Equipment	5-15 years
Furniture and Fixtures	5-10 years
Leasehold Improvements	5-15 years
Building Improvements	10-40 years
Building	40 years

Routine repairs and maintenance costs are expensed as incurred.

*Donated Materials and Services*

Donated materials and equipment are reflected as contributions in the accompanying statements at their estimated values at the date of receipt. Donated services of a specialized skill (i.e., legal) that would be purchased in the absence of this donation are recorded at estimated market rate for the corresponding hours spent. No amounts have been recognized in the accompanying statement of activities for donated services because the criteria for recognition of such volunteer efforts have not been satisfied. However, a substantial number of volunteers have donated significant amounts of their time in the Organization's program services and in its fund-raising campaigns.

*Income Taxes*

ProJeCt of Easton, Inc. is a not-for-profit organization that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code.

The accounting standard for uncertainty in income taxes addresses the determination of whether tax benefits claimed or expected to be claimed on a tax return should be recorded in the financial statements. Under that guidance, the Organization may recognize the tax benefits from an uncertain tax position only if it is more likely than not that the tax position will be sustained on examination by taxing authorities based on the technical merits of the position. Examples of tax positions include the tax-exempt status of the Organization and various positions related to the potential sources of unrelated business taxable income (UBIT). The tax benefits recognized in the financial statements from such a position are measured based on the largest benefit that has a greater than 50% likelihood of being realized upon ultimate settlement. There were no unrecognized tax benefits identified or liabilities recorded for fiscal year 2018 or 2017.

The Organization files its 990 with the United States Internal Revenue Service. The Organization is generally no longer subject to examination by the Internal Revenue Service for years before 2015.



**PROJECT OF EASTON, INC.**  
**(A Not-for-Profit Corporation)**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2018 and 2017**

---

**1. Nature of Activities and Summary of Significant Accounting Policies (Continued)**

*Functional Allocation of Expenses*

The costs of providing the various programs and other activities have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited. Expenses that can be identified with a specific program, fundraising, or support service are allocated directly according to their natural classification. Other expenses that are common to several functions are allocated based on estimates made for time spent by key personnel between functions, space occupied by function, and other objective bases.

*Concentration of Credit Risk*

The Organization maintains accounts at various banks. Accounts at each bank are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. At times, the Organization maintains cash balances which may exceed federally insured limits; it historically has not experienced any credit-related losses. Amounts in excess of FDIC limits at June 30, 2018 were \$465,209.

*Concentration of Grants*

Approximately 25% of the Organization's support for the year ended June 30, 2018 came from government grants. Approximately 27% of the support came from government grants in 2017.

*Advertising Costs*

Advertising costs are expensed as incurred and charged to programs and/or management and general based on the nature of the expense. Total advertising expense was \$2,217 and \$2,522 for the years ended June 30, 2018 and 2017, respectively.

**2. Investments**

Investments as of June 30, 2018 and 2017 are summarized as follows:

	June 30, 2018		June 30, 2017	
	Cost	Market	Cost	Market
Money Market Funds	\$ 54,263	\$ 54,263	\$ 229,732	\$ 229,732
Mutual Funds	1,848,013	1,944,646	1,504,230	1,647,248
	<u>\$ 1,902,276</u>	<u>\$ 1,998,909</u>	<u>\$ 1,733,962</u>	<u>\$ 1,876,980</u>

**PROJECT OF EASTON, INC.**  
**(A Not-for-Profit Corporation)**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2018 and 2017**

---

**2. Investments (Continued)**

The following schedule summarized the investment return and its classification in the statements of activities for the year ended June 30, 2018 and 2017.

	June 30,	
	2018	2017
Interest and Dividends	\$ 47,951	\$ 36,680
Realized Gains	1,716	80,910
Unrealized Gains	54,605	33,812
Fees	<u>(9,683)</u>	<u>(8,586)</u>
Investment Return - Long Term Investments	\$ 94,589	\$ 142,816
Interest/Dividend Income from Operations	195	124
Realized (Loss)/Gain on Donated Stocks Sold	<u>(2,024)</u>	<u>825</u>
Investment Return Reported on Statement of Activities	<u>\$ 92,760</u>	<u>\$ 143,765</u>

**3. Contributions Receivable**

Contributions receivable as of June 30, 2018 and 2017 are as follows:

	June 30,	
	2018	2017
Due in less than one year	\$ 41,102	\$ 47,524
Due in one to five years	<u>-</u>	<u>-</u>
Total Contributions Receivable	41,102	47,524
Less: Allowance for uncollectibles	<u>4,000</u>	<u>4,000</u>
Net Contributions Receivable	<u>\$ 37,102</u>	<u>\$ 43,524</u>

**PROJECT OF EASTON, INC.**  
**(A Not-for-Profit Corporation)**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2018 and 2017**

---

**4. Property and Equipment**

Property and equipment as of June 30, 2018 and 2017 consist of the following:

	June 30,			
	2018		2017	
	Unrestricted	Temporarily Restricted	Unrestricted	Temporarily Restricted
Land	\$ -	\$ 237,300	\$ -	\$ 237,300
Building	-	1,152,644	-	1,152,644
Leasehold Improvements	53,894	-	54,194	-
Furniture, Fixtures and Equipment	114,629	-	114,629	-
Equipment Deposit	-	-	-	-
	168,523	1,389,944	168,823	1,389,944
Less: Accumulated Depreciation	150,243	332,972	138,898	303,929
	<u>\$ 18,280</u>	<u>\$ 1,056,972</u>	<u>\$ 29,925</u>	<u>\$ 1,086,015</u>

Depreciation charged to expense was \$40,688 and \$42,465 for the years ended June 30, 2018 and 2017, respectively. See Note 10 regarding the temporarily restricted portion of Property and Equipment.

**5. Line of Credit**

The Organization has an unsecured bank line of credit available up to a maximum credit limit of \$150,000, due on demand, which expires December 31, 2018. As of June 30, 2018 and 2017 there was no outstanding balance.

**6. Leases**

The Organization leases property at 320 Ferry Street, Easton, PA from St. John's Lutheran church for general operating purposes. The lease term was renewed for 1 year and extends through June 30, 2018 and requires payments of \$965 per month. Rent expense for this lease was \$11,580 and \$11,580 for the years ended June 30, 2018 and 2017, respectively. The Organization also leases office equipment under long-term operating lease agreements. Operating lease expense was \$12,316 and \$11,379 for the years ended June 30, 2018 and 2017, respectively.

Minimum lease payments under these leases are as follows:

Year ending June 30,	
2019	\$ 21,624
2020	9,918
2021	9,540
2022	<u>2,385</u>
	<u>\$ 43,467</u>

**PROJECT OF EASTON, INC.**  
**(A Not-for-Profit Corporation)**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2018 and 2017**

---

**7. Restricted Net Assets**

For the years ended June 30, 2018 and 2017, temporarily restricted net asset activity consisted of the following:

	Balance July 1, 2017	Revenue	Released from Restrictions	Balance June 30, 2018
Easton Middle School Success Program	\$ 12,500	\$ 13,500	\$ (12,500)	\$ 13,500
Sizzle	22,421	70,000	(73,421)	19,000
Pre K Early Childhood Education	21,357	27,000	(45,430)	2,927
Literacy	17,500	16,000	(17,500)	16,000
Success Academy	50,000	100,000	(91,883)	58,117
Simply Savory	750	500	(750)	500
FEMA	2,034	-	(2,034)	-
Gift Cards-Food Pantry	-	14,164	(1,917)	12,247
Food Pantry	-	3,000	-	3,000
Assist	-	1,000	-	1,000
Ferry Street Building	1,086,015	-	(29,043)	1,056,972
Realized/Unrealized Gain and Unspent Income from Endowment	202,200	90,998	(30,720)	262,478
	<u>\$ 1,414,777</u>	<u>\$ 336,162</u>	<u>\$ (305,198)</u>	<u>\$ 1,445,741</u>

	Balance July 1, 2016	Revenue	Released from Restrictions	Balance June 30, 2017
Easton Middle School Success Program	\$ 27,500	\$ 25,000	\$ (40,000)	\$ 12,500
Sizzle	10,000	81,500	(69,079)	22,421
Pre K Early Childhood Education	19,278	34,500	(32,421)	21,357
Literacy	-	17,500	-	17,500
Success Academy	-	100,000	(50,000)	50,000
Simply Savory	-	750	-	750
FEMA	-	9,567	(7,533)	2,034
Ferry Street Building	1,115,058	-	(29,043)	1,086,015
Realized/Unrealized Gain and Unspent Income from Endowment	139,333	138,867	(76,000)	202,200
	<u>\$ 1,311,169</u>	<u>\$ 407,684</u>	<u>\$ (304,076)</u>	<u>\$ 1,414,777</u>

Permanently restricted net assets are restricted to investment in perpetuity, the income from which is expendable to support the programs of the Organization. Permanently restricted net assets totaled \$1,366,742 at June 30, 2018 and 2017.

**PROJECT OF EASTON, INC.**  
**(A Not-for-Profit Corporation)**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2018 and 2017**

---

**8. Endowment Fund**

The Organization's endowment consists of one fund established for the purpose of supporting programs, services, and building operations of the Organization. As required by accounting principles generally accepted in the United States of America, net assets associated with endowment funds are classified and reported based on the existence or absence of donor-imposed restrictions.

*Interpretation of Relevant Law*

The Organization follows Commonwealth of Pennsylvania law and its own governing documents with respect to the management of endowment funds. In the absence of donor restrictions, the net appreciation on a donor-restricted endowment fund is spendable. As a result of this interpretation, the Organization classifies as permanently restricted net assets (a) the original value of gifts donated to the permanent endowment; (b) the original value of subsequent gifts to the permanent endowment; and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of the donor-restricted endowment fund that is not classified in permanently restricted net assets is classified as temporarily restricted net assets until those amounts are appropriated for expenditure by the Organization.

*Endowment Return Objectives, Risk Parameters and Strategies*

The goal of the investment and spending policy is for the productivity of the endowment funds to strike a balance between preserving and growing principal on one hand, and supporting a spending policy that sustains the Organization's mission on the other hand. The fund is to be managed in a prudent manner. The investment objectives are to: (a) maximize contributions to the ProJeCt's operating and capital needs, (b) maintain the principal of endowment gifts and endeavor to protect the assets from erosion of purchasing power, and (c) maintain an asset allocation mix of 50-70% equities and 30-50% fixed income and cash and cash equivalents. Direct investment in securities of companies whose products or operating philosophies are contrary to the value of "service to humanity" is to be avoided.

*Spending Policy*

The Organization follows "Total Return Policy" guidelines as established under Pennsylvania Act 141 and as adopted by the Board of Directors. The Organization's policy will be to distribute annually between two and seven percent (allowable "Total Return Policy" range) of the trailing three fiscal year average of the endowment's total asset value. The Board of Directors, with input from management and the finance committee, will establish annually the percentage to be adopted for distribution.

**PROJECT OF EASTON, INC.**  
**(A Not-for-Profit Corporation)**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2018 and 2017**

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**8. Endowment Fund (Continued)**

The composition of net assets and the changes in endowment net assets as of June 30, 2018 and 2017 are as follows:

	Temporarily Restricted	Permanently Restricted	Total
Endowment Net Assets, July 1, 2017	\$ 202,200	\$ 1,366,742	\$ 1,568,942
Contributions	-	-	-
Investment Income	32,240	-	32,240
Net Appreciation	58,758	-	58,758
Amounts Released for Operations	(30,720)	-	(30,720)
Endowment Net Assets, June 30, 2018	<u>\$ 262,478</u>	<u>\$ 1,366,742</u>	<u>\$ 1,629,220</u>

	Temporarily Restricted	Permanently Restricted	Total
Endowment Net Assets, July 1, 2016	\$ 139,333	\$ 1,366,742	\$ 1,506,075
Contributions	-	-	-
Investment Income	24,815	-	24,815
Net Appreciation	114,052	-	114,052
Amounts Released for Operations	(76,000)	-	(76,000)
Endowment Net Assets, June 30, 2017	<u>\$ 202,200</u>	<u>\$ 1,366,742</u>	<u>\$ 1,568,942</u>

**9. Fair Value Measurements**

Financial Accounting Standards Board ASC 820-10, establishes a framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (level 1 measurements) and the lowest priority to unobservable inputs (level 3 measurements). The three levels of the fair value hierarchy under FASB ASC 820-10 are described below:

Level 1	Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that the Organization has the ability to access.
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**PROJECT OF EASTON, INC.**  
**(A Not-for-Profit Corporation)**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2018 and 2017**

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**9. Fair Value Measurements (Continued)**

Level 2	Inputs to the valuation methodology include: <ul style="list-style-type: none"><li>• Quoted prices for similar assets or liabilities in active markets;</li><li>• Quoted prices for identical or similar assets or liabilities in inactive markets;</li><li>• Inputs other than quoted prices that are observable for the asset or liability;</li><li>• Inputs that are derived principally from or corroborated by observable market data by correlation or other means.</li></ul> <p>If the asset or liability has a specified (contractual) term, the Level 2 input must be observable for substantially the full term of the asset or liability.</p>
Level 3	Inputs to the valuation methodology are unobservable, are significant to the fair value measurement and include management's judgments about the assumptions market participants would use in pricing the asset or liability.

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Investments classified within Level 3 whose fair value measurements consider several inputs may include Level 1 and/or Level 2 inputs as components of the overall fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

Following is a description of the valuation methodologies used for assets measured at fair value. There have been no changes in the methodologies used at June 30, 2018.

*Mutual funds – bond funds and equity funds:* Valued at the net asset value ("NAV") of shares held by the Organization at year end.

The methods described above may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, while the Organization believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

There were no transfers between Level 1, Level 2, and Level 3 investments in 2018 and 2017. Transfers are recognized at the end of the reporting period.

**PROJECT OF EASTON, INC.**  
**(A Not-for-Profit Corporation)**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2018 and 2017**

**9. Fair Value Measurements (Continued)**

The following table sets forth by level, within the fair value hierarchy, the Organization's assets at fair value as of June 30, 2018 and 2017:

Assets at Fair Value as of June 30, 2018				
	Level 1	Level 2	Level 3	Total
Money Market Funds	\$ 54,263	\$ -	\$ -	\$ 54,263
Investments - Mutual Funds				
Bond Funds:				
High Yield Bond	-	-	-	-
Intermediate-term Bond	646,403	-	-	646,403
Nontraditional Bond	63,687	-	-	63,687
Short-term Bond	19,653	-	-	19,653
Equity Funds:				
Foreign Large Blend	145,954	-	-	145,954
Foreign Large Growth	20,190	-	-	20,190
Foreign Large Value	142,862	-	-	142,862
Large Blend	530,466	-	-	530,466
Multialternative	68,126	-	-	68,126
Options-Based	70,536	-	-	70,536
Small Growth	63,298	-	-	63,298
Small Value	61,127	-	-	61,127
World Allocation	112,344	-	-	112,344
Total Assets at Fair Value	<u>\$ 1,998,909</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,998,909</u>
Assets at Fair Value as of June 30, 2017				
	Level 1	Level 2	Level 3	Total
Money Market Funds	\$ 229,732	\$ -	\$ -	\$ 229,732
Investments - Mutual Funds				
Bond Funds:				
High Yield Bond	61,772	-	-	61,772
Intermediate-term Bond	461,683	-	-	461,683
Nontraditional Bond	-	-	-	-
Short-term Bond	19,439	-	-	19,439
Equity Funds:				
Foreign Large Blend	133,764	-	-	133,764
Foreign Large Growth	63,689	-	-	63,689
Foreign Large Value	138,910	-	-	138,910
Large Blend	436,924	-	-	436,924
Multialternative	154,641	-	-	154,641
Options-Based	69,075	-	-	69,075
Small Growth	53,836	-	-	53,836
Small Value	53,515	-	-	53,515
World Allocation	-	-	-	-
Total Assets at Fair Value	<u>\$ 1,876,980</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,876,980</u>



**PROJECT OF EASTON, INC.**  
**(A Not-for-Profit Corporation)**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2018 and 2017**

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**10. Commitments and Contingencies**

In September, 2005, the Organization was granted a quitclaim deed from the United States of America, acting through the Secretary of Education, for a property located on Ferry Street in Easton, Pennsylvania. The agreement requires compliance with various conditions for a period of thirty years, ending August 24, 2035. If the Organization fails to adhere to the conditions, the title and interest in the property will revert back to the government of the United States of America. The conditions are as follows: (a) The Organization must use all of the property for the educational programs described in the Organization's program plan of use, unless written consent for program modifications is received, (b) the Organization cannot sell, lease, sublease, rent, mortgage, encumber or transfer or dispose of any interest in the property, (c) the Organization must file a report on its maintenance and use of the property on an annual basis, (d) the Organization must remain a non-profit organization, and (e) the Organization must comply with Title VI of the Civil Rights Act, Title IX of the Education Amendments of 1972 and code section 504 of the Rehabilitation Act of 1973.

**11. Retirement Plan**

Effective January 1, 2017 the Organization amended the 403(b) plan. Employees may contribute up to the IRS maximum dollar amount plus catch-up contributions for the 2018 calendar year as either a pre-tax or Roth contribution. The Organization will match 50% of the contribution if the employee contributes between 1% and 6% of their compensation. The matching contribution will be limited to 3% of compensation. The employer matching contributions under this plan for the years ended June 30, 2018 and 2017, amounted to \$8,326 and \$2,953, respectively and discretionary contributions amounted to \$15,000 for both years. Prior to the amendment, employees contributed 2% of their salary with a match by the Organization of 1% up to \$350 per calendar year. The employer contributions prior to January 1, 2017 amounted to \$710 for the year ended June 30, 2017.

**12. Subsequent Events**

Management has evaluated subsequent events through December 17, 2018, which is the date the financial statements were available to be issued. No subsequent events have occurred that require recognition or disclosure.

Investments are exposed to various risks, such as interest rate risk, market risk and credit risk. Due to the level of risk associated with certain investments, it is at least reasonably possible that changes in values of investment will occur in the near term. Users of these financial statements should be aware that the financial markets' volatility in 2018 may significantly impact the subsequent valuation of the Organization's investments. Accordingly, the valuation of the investments at June 30, 2018 may not necessarily be indicative of the amounts that could be realized in a current market exchange.

# SIZZLE!® 2018

## *Independent Evaluation Report*

*Robert J. Popp, Ph.D.*

*September 24, 2018*

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 2018, the program operated five days a week for seven weeks and served 152 children.

## **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 receive recommendations for program improvement from the 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 eligibility rubric that guided identification of eligible students:

Table 1: SIZZLE!®2018 Priority Enrollment Rubric

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

The development of the 2018 eligibility rubric reflects two changes in the program's intervention model.

- The rubric shows an understanding that the family unit is a primary influence on the literacy development of young children. By enrolling siblings of identified students (Steps 3, 5,7), the program is increasing its ability to impact families of at-risk students.
- The rubric also shows an understanding that while at-risk students can improve their literacy skills during a summer program, this does not mean that such students no longer need support in the future. Ongoing participation in the SIZZLE!® program, even after students' reading scores rise above risk categories (Step 4), will increase the probability of long term success of at-risk students.

The evaluation used a web-based spreadsheet to document the process of sending invitations to parents for children to participate in SIZZLE!® and to document those parents who have accepted the invitations.

- Staff did not record the data regarding which families were sent an invitation and which families were not.
- Staff did record the invitations that parents confirmed through completion of student registration forms. The program coordinator used this information to create class rosters for 175 invited students. According to the web-based tracking system:
  - 169 of the children had a completed and signed set of registration forms.
  - 3 of the children did not have a set of registration forms returned by the parent.
  - 3 of the children had forms returned, but the parent did not provide the required signatures.

We cross-referenced the 175 invited students with the eligibility rubric and found that 157 students qualified for the summer program at one or more of the rubric's steps and 18 of the students did not qualify at any of the rubric's steps.

When a 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	26
2	50
3	19
4	36
5	4
6	18
7	4
Other	18
Total	175

## Demographic Information for Invited Students

Table 3: Economic Disadvantage among Invited Students

Economically Disadvantaged	Number of Students
Yes	164
No	10
Missing Data	1
Total	175

Table 4: Race/Ethnicity of Invited Students

Race/Ethnicity	Number of Students
Asian	5
Black (Non-Hispanic)	31
Hispanic (any race)	79
Multi-Racial	13
White (Non-Hispanic)	42
Missing Data	5
Total	175

Table 5: Gender of Invited Students

Gender	Number of Students
Female	68
Male	106
Missing Data	1
Total	175

Table 6: ELL Status of Invited Students

ELL Status	Number of Students
Yes	44
No	130
Missing Data	1
Total	175

Table 7: IEP Status of Invited Students

IEP Status	Number of Students
Yes	48
No	126
Missing Data	1
Total	175

## Attendance

A total of 175 students were invited to attend the 2018 SIZZLE!® program:

- 11 of the invited students did not attend the program at all.
- 11 students attended from one to four days and were not considered fully enrolled.
- One student attended both a second grade class and a third grade class. We were not able to determine from program records how many hours of instruction the student received in each class and which assessments the student took, so the student was not included in the enrolled students tally and was not included in the reporting of outcomes.
- 152 were considered fully enrolled.

In 2018, 87% of the invited students met the benchmark to be considered enrolled. Table 8 shows the number of students invited and the number fully enrolled (attended five days or more) over the most recent eight year period. The enrollment rate (number of fully enrolled / number invited to enroll) ranged from 69% to 87%.

Table 8: SIZZLE!® Enrollment Rate (2011-2018)

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%

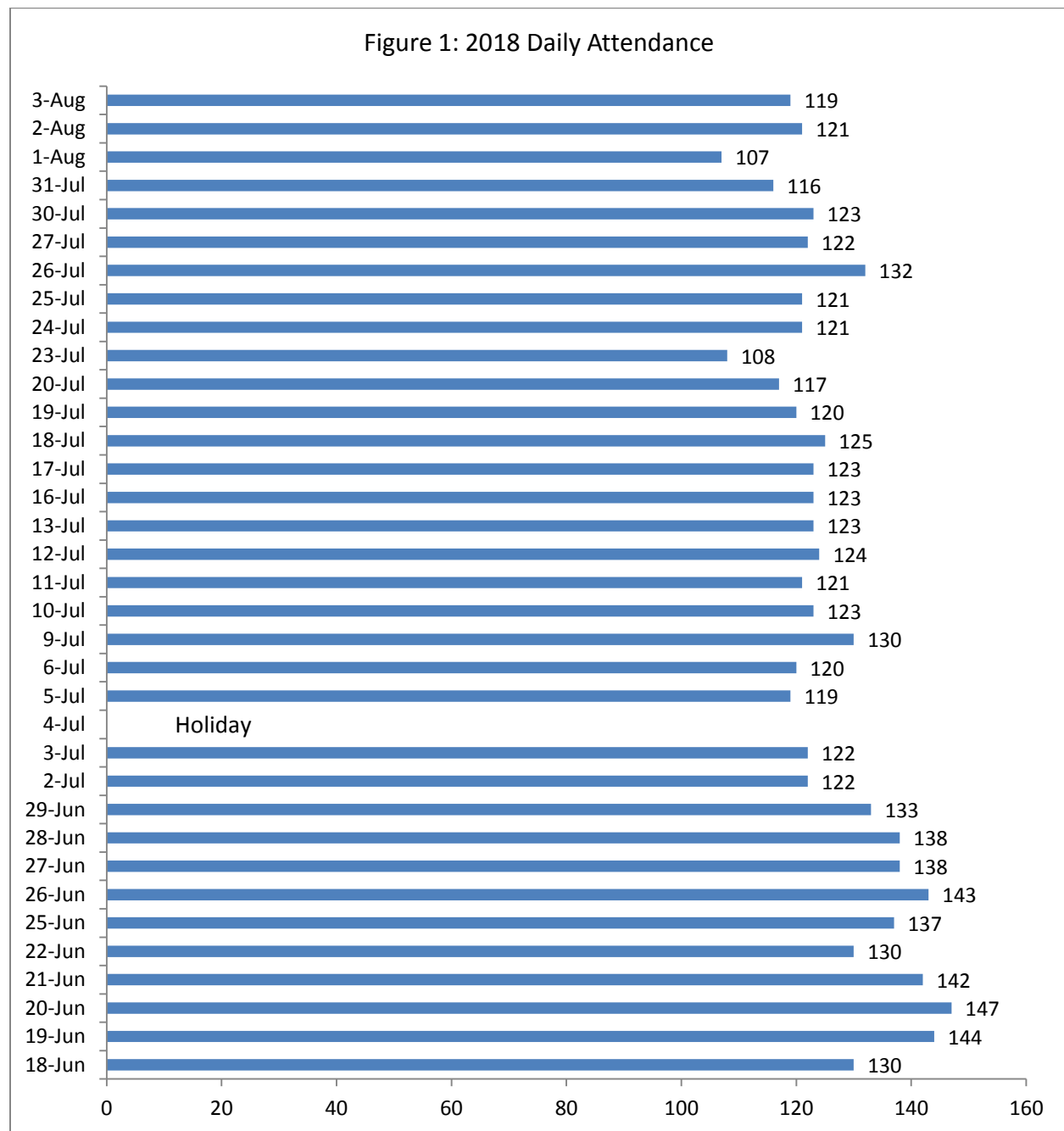
Table 9 shows the number of fully enrolled students by grade level for 2011-2018.

Table 9: 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)
K	27	38	35	40	23	39	25	22
1	45	53	34	38	39	35	38	29
2	40	25	28	20	29	20	20	30
3	25	29	38	23	20	24	22	25
4	17	23	22	19	11	14	22	21
5	--	--	--	--	--	--	--	25
Total	154	168	157	140	122	132	127	152

During 2018, SIZZLE!® offered 34 days of classes, beginning on June 18 and ending on August 13, with a holiday on July 4<sup>th</sup>. The program added a fifth grade class this summer, serving students K-5, and added an additional week of programming. In previous years, the program had focused on grades K-4. The number of enrolled students in 2018 increased 4% over the number enrolled the previous year.

Daily attendance in 2018 ranged from 107 to 147. Figure 1 shows how many of the 152 enrolled students attended on each day of the program.



The average attendance rate in 2018 was 82%. Over the past eight years, the average rate ranged from 75% to 83%.

Table 10: 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%

Table 11 shows a breakdown of average attendance rates by grade level from 2011-2018.

Table 11: 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
K	80%	82%	65%	80%	73%	82%	74%	85%
1	78%	83%	83%	81%	78%	81%	76%	74%
2	76%	84%	78%	68%	67%	74%	74%	88%
3	76%	81%	76%	78%	80%	82%	79%	82%
4	84%	83%	77%	71%	79%	85%	86%	85%
5	--	--	--	--	--	--	--	78%
Total	78%	83%	76%	77%	75%	81%	77%	82%

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. For example, if the benchmark for 2018 SIZZLE!® attendance was 85%, it would mean that a student would attend a minimum of 29 days. In the 2018 program, 93 of the 152 enrolled students (61%) attended for 29 or more days. This is the highest rate over the most recent five year period.

Table 12: Students Who Attended 85% of SIZZLE!® Program Classes

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



When students attend 85% or more of the summer program's days, they have a higher chance of maintaining or increasing literacy skills during the summer. Students with lower attendance rates will have a lower likelihood of skill maintenance or growth. There will always be students who cannot attend regularly during the summer, for a variety of reasons. The goal should be to maximize the number of students who do reach this attendance benchmark during the summer.

## **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.

The first section of the observation instrument, Teacher Observation, contained eight general items that were rated as Yes (the behavior was observed) or NA (behavior not observed). All but one of the 15 staff who were observed received a Yes rating on all eight items. One staff member received six Yes ratings and two NA ratings.

Table 13: 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). The following table shows the average item ratings among the 15 staff. The combined average score for this section of the instrument was 3.71 points. The maximum possible score was 4.0 points.

Table 14: Classroom Indicators

Item #	Observed behavior	Avg Rating Among Staff
9	Appropriate student praise	3.5
10	High expectations for all	3.7
11	Instruction appropriate to students	3.8
12	Reading to or with students	3.7
13	Specific constructive feedback	3.5
14	Student work displayed	3.7
15	Equitable, consistent application of rules	3.8
16	Respectful behavior/positive regard	3.7
17	Re-learning or re-evaluation of material	3.7
18	Clutter-free room	3.5
19	Effective time-management	3.7
20	Use of rubrics	3.5
21	Cooperative/collaborative classroom	3.7
22	Positive personal interactions with students	3.7
23	Procedures in place and being used	3.7
24	Reading comprehension strategies being used	3.8
25	Differentiation of instruction	3.8
26	Classroom organized for learning	3.7
27	Celebrates student success	3.7
28	Promotes SIZZLE!® theme	3.7

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 15 staff. The combined average score for this section of the instrument was 3.85 points. The maximum possible score was 4.0 points.

Table 15: Other Indicators

Item #	Observed behavior	Avg Rating Among Staff
29	Arrives on time, signs in at the SIZZLE!® Office by 8:15 and collects mail daily	3.9
30	Arrives at bus platform by 8:30 to greet students	3.9
31	Brings students to bus platform for 12:55 dismissal	3.9
32	Follows attendance procedure	3.9
33	Monitors student behavior outside of classroom	3.9
34	Assists students during meals	3.7
35	Designated lunchroom area is left clean after each meal	3.8
36	Displays a positive attitude toward the SIZZLE!® theme	3.9
37	Adheres to ProJeCt dress code	3.8

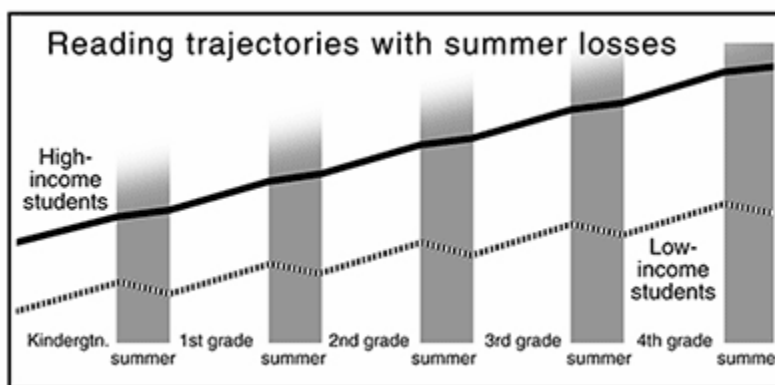
The development and use of this observation tool was a strong step forward in the development of the program model. Collecting consistent observations across classes will give the program a way to assess implementation of the program model and make improvements going forward. We recommend review of this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

We also recommend that the program consider an external review of program implementation. The Summer Program Quality Assessment (SPQA) is an instrument 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 use of the instrument. One example of how to implement this type of external review would be to recruit volunteers to do the assessments and to fund their training in the instrument of choice. This topic will be reviewed during the continuous improvement meetings in September.

## 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. This loss accumulates over students' school careers and results in an achievement gap.

Fig. 2: Reading Trajectories and Summer Loss



Over time, this “summer slide” accumulates, leading to 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. Students take the STARS tests three times during the school year: September, January, and May. We will use SIZZLE!® students' May 2018 and September 2018 scores to assess the impact of the summer program. A separate assessment report will be developed when the scores become available in the fall of 2018.

In the meantime, there were Curriculum Based Assessments (CBA's) available that provided evidence of students' reading skills in Week 1 of SIZZLE!® and again at Week 7, the final week of the program. Comparing reading scores from Week 1 and Week 7 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.

The main goal of the summer program was for students to maintain or gain reading skills during the summer. For the purposes of this report, the term, maintained skills, was defined as having a Week 7 total reading score that was within 5% of the Week 1 score. The reason for having the 5% range (plus or minus) was to account for normal error variance in assessments. The amount of the variance for the CBA's was estimated for this report.

There were 128 students who had both Week 1 and Week 7 CBA reading scores. Results for this group showed that 118 students (92%) gained or maintained reading skills over the course of the summer program. Only ten students (8%) showed a loss of skills during the summer program.

Table 16: SIZZLE!® Impact on Summer Reading Skills

Grade	Gained Skills (N)	Maintained Skills (N)	Lost Skills (N)	Total (N)
K	4	13	2	19
1	10	4	6	20
2	12	16	2	30
3	17	4	0	21
4	11	7	0	18
5	10	10	0	20
Total	64	54	10	128

In addition to using the CBA's as pre/post measures, SIZZLE!® administered CBA's weekly from the second to the sixth week of the 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.

The evaluator prepared an Assessment Profile for each student enrolled in the summer program. The profile showed the student's identifying information (student's name and school district ID, grade level in 2017-18, summer class teacher, and summer attendance rate). The profile also contains assessment information:

- January 2018 STARS Reading/Early Literacy standardized score
- Pre and Post CBA scores for the summer program
- SIZZLE!® teacher's ratings for the student's engagement in learning and progress in literacy during the summer program.
- SIZZLE!® teacher's comments that support their ratings of engagement and literacy progress.

The purpose of the Assessment Profile was to allow SIZZLE!® to share students' summer assessment information with their classroom teachers in the fall of 2018.

## 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

Teachers also wrote comments to support their ratings in both areas. The average ratings in both areas are shown in Tables 17 and 18.

### Engagement

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

Table 17: Teachers' Ratings of Student Engagement

Grade	Number of Students Rated	Average Rating
K	22	1.86
1a	12	2.25
1b	13	2.00
2a	15	2.07
2b	15	2.40
3a	12	1.83
3b	12	2.00
4	23	2.30
5	23	2.09
Total	148	2.10

### Progress in Literacy Skills

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

Table 18: Teachers' Ratings of Student Literacy Gains

Grade	Number of Students Rated	Average Rating
K	21	1.81
1a	12	1.83
1b	13	2.15
2a	15	2.00
2b	15	2.67
3a	12	1.67
3b	12	2.17
4	23	1.96
5	23	1.78
Total	147	1.99

SIZZLE!® teachers also completed comments to support their ratings of student engagement and literacy progress. The ratings and comments are included in the Student Assessment Profiles.

## Family Involvement

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

Table 19  
# Students Attending Family Fun Night With Their Families

Grade	Number of Students Attending Family Night#1	Number of Students Attending Family Night#2
K	7	8
1a	4	2
1b	6	3
2a	6	4
2b	5	5
3a	2	3
3b	5	4
4	5	6
5	7	8
Total	47	43

Overall, 69 students and their families attended at least one of the Family Fun Nights.

Table 20  
# Students Attending Family Fun Night With Their Families

Number of Family Fun Nights (FFNs) Attended	Number of Students
Attended FFN#1 Only	26
Attended FFN#2 Only	22
Attended Both FFNs	21
Total	69

These 69 students represent 45% of the 152 students enrolled in SIZZLE!® 2018, which was a significant increase over the 20% attendance rate at Family Fun Nights the previous year.

Parents and siblings also attended Family Fun Nights:.

- For Family Fun Night #1, 134 family members (parents and siblings) attended with the enrolled students. An average of 2.9 family members per student attended.
- For Family Fun Night #2, 118 family members (parents and siblings) attended with the enrolled students. An average of 2.7 family members per student attended.

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

Table 21: 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	24	13
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 <sup>th</sup> – 39 <sup>th</sup> Pcntile Ranking	42	16
3	Economically Disadvantaged Free & Reduced Lunch (130%-185% FPIG) Siblings of On Watch Level Students; No scores needed	17	6
4	Economically Disadvantaged Free & Reduced Lunch (130%-185% FPIG) Returning Students; No scores needed	32	14
5	Economically Disadvantaged Free & Reduced Lunch (130%-185% FPIG) Siblings of Returning Students; No scores needed	4	4
6	Economically Disadvantaged Free & Reduced Lunch (130%-185% FPIG) STARS 360 Reading (Grades 3-5) Intervention Level STAR Early Literacy (Grades K-2) 18 <sup>th</sup> – 25 <sup>th</sup> Percentile Ranking (in descending order of scores based on space in indiv grades)	16	8
7	Economically Disadvantaged Free & Reduced Lunch (130%-185% FPIG) Siblings of Intervention Level Students; No scores needed	3	3
Other	Did not qualify at Steps 1-7	14	5
Total	All enrolled students/students who attended an FFN	152	69

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 importance 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? In SIZZLE!® 2018, 54% of Step 1 students attended Family Fun Nights with their parents and siblings.

Students at Step 2 were eligible for the summer program because their standardized reading scores were below average (25<sup>th</sup> to 39<sup>th</sup> percentile). For this group to accelerate their literacy progress and get back on grade level, parent involvement is an essential component. Only sixteen of Step 2 students (38%) attended at least one Family Fun Night with their parents and siblings. Next summer, how can the program increase the number of Step 2 families who attend Family Fun Nights?



SIZZLE!® 2018 staff can follow this type of inquiry with the remaining steps in the table and plan for improved parental involvement in 2019.

## Satisfaction Surveys

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

- 114 students completed the student surveys. This represents 75% of the 152 enrolled students.
- 46 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 30% of the enrolled students' families.

### Student Surveys

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

Table 22  
Question 1: What was your favorite classroom activity?

Activity	Classroom								Total
	1.1	1.2	2.1	2.2	3.1	3.2	4	5	
Reading					1			4	5
Book Club	2	3	2	3		1	4		15
Reading Buddies		2	1	9	3	6	5	1	27
Journal Writing		2		1			2		5
Poetry						3	3	2	8
Reading Logs			2	1		1		12	16
NA	7	2	3		11	3	4	8	38
Total	9	9	8	14	15	14	18	27	114

The instructions for Question 1 asked students to rate their favorite classroom activity. Thirty-eight students (33%) circled multiple activities rather than choosing a favorite one. Those students are shown in the NA row of Table 1.

Table 23  
Question 2: What was your favorite extra activity?

Activity	Classroom								Total
	1.1	1.2	2.1	2.2	3.1	3.2	4	5	
Fun Fridays			1	6	3	4	7	1	22
SIZZLE! Stars		1	3			1	1		6
Family Fun Nights	1		1	2		1	2	4	11
Letters to the Troops		3							3
ProJeCt Rocks				1		1	2	9	13
Survival Kits for Police				3			1		4
Mystery Readers									0
Weekly Themes				2		1	1	4	8
NA	8	5	3		12	6	4	9	47
Total	9	9	8	14	15	14	18	27	114

In Tables 24-29, responses were coded as NA when there was no response for an item, or when more than one response was given for an item.

Table 24  
Question 3: Did SIZZLE!® help with your Reading?

Classroom	Rating				Total
	Yes	Somewhat	No	NA	
1a	9				9
1b	8		1		9
2a	8				8
2b	10	2	1	1	14
3a	10	3		2	15
3b	11	2	1		14
4	10	8			18
5	27				27
Total	93	15	3	3	114

Table 25  
Question 4: Was your teacher helpful?

Classroom	Rating				Total
	Yes	Somewhat	No	NA	
1a	7	1		1	9
1b	7	1	1		9
2a	8				8
2b	10	3	1		14
3a	13	1		1	15
3b	11	2	1		14
4	17			1	18
5	26		1		27
Total	99	8	4	3	114

Table 26  
Question 5: Did you have enough books and materials?

Classroom	Rating				Total
	Yes	Somewhat	No	NA	
1a	5		1	3	9
1b	5	2	2		9
2a	6	2			8
2b	9	3	2		14
3a	9	2	3	1	15
3b	7	5	2		14
4	11	7			18
5	23	2	1	1	27
Total	75	23	11	5	114

Table 27

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

Classroom	Rating				Total
	Yes	Somewhat	No	NA	
1a	6	1		2	9
1b	5	2	2		9
2a	6	1	1		8
2b	8	4	1	1	14
3a	12	1	1	1	15
3b	2	7	3	2	14
4	11	2	4	1	18
5	23	1	3		27
Total	73	19	15	7	114

Table 28

Question 7: Did you get along with your classmates?

Classroom	Rating				Total
	Yes	Somewhat	No	NA	
1a	5	2	1	1	9
1b	5	2	2		9
2a	6	2			8
2b	9	5			14
3a	12	2	1		15
3b	10	4			14
4	11	5		2	18
5	22	5			27
Total	80	27	4	3	114

Table 29  
Question 8: Did you have fun?

Classroom	Rating				Total
	Yes	Somewhat	No	NA	
1a	4		1	4	9
1b	6		3		9
2a	6			2	8
2b	11	3			14
3a	11	1	1	2	15
3b	11	3			14
4	15	2	1		18
5	23	2	2		27
Total	87	11	8	8	114

### Parent Surveys

Parent Satisfaction Surveys were administered during the summer program. Forty-six parents completed the surveys. This represents 30% of the enrolled students and provides useful anecdotal information about the program. A higher response rate will be needed in 2019 before these surveys can be used to inform program improvement decisions.

Table 30  
Parent Survey Questions 1-8

Questions	Rating		
	Strongly Disagree/ Disagree	Do Not Know	Strongly Agree/ Agree
1. Length of SIZZLE! day is appropriate	1		45
2. Instruction has benefitted my child(ren)	1	1	44
3. Enrollment process was easy	1		45
4. Family Fun Nights were engaging	3	10	33
5. Value was seen in Extra Activities	2	5	39
6. Child(ren)'s reading abilities improved	2		44
7. Staff were well trained, knowledgeable, and had open communication	3	4	39
8. I am satisfied with the SIZZLE! program	1		45

Table 31  
Parent Survey Questions 9-16

Questions: My Child.....	Rating		
	Strongly Disagree/ Disagree	Do Not Know	Strongly Agree/ Agree
9. Enjoyed attending SIZZLE! daily	1		45
10. Felt comfortable with teaching staff	1		45
11. Has a more positive attitude reading	2	1	43
12. Enjoyed program activities	1	2	43
13. Improved reading skills	1		45
14. Enjoyed the Reading Log	3	1	42
15. Benefitted from SIZZLE!	1		45
16. Curriculum was appropriate for my child	2	1	43

### Recommendations for Program Improvement

SIZZLE!®'s administrative staff will review this report and participate in online meetings with the independent evaluator to discuss the evaluation findings and to prioritize steps for program improvement in 2019. The meetings will be completed in September, 2018 and will address topics such as:

- 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 to increase student participation in the summer program.
- Strategies for using formative assessment results to inform ongoing instruction during the summer.
- Procedures for sharing individual student Assessment Plans with EASD teachers who will SIZZLE!® students enrolled in their fall classrooms.
- Policies and procedures for parent engagement in the SIZZLE!® .

The outcome of the meeting will be an Action Plan for Program Improvement. The plan will include:

- Actions that will be taken to improve SIZZLE!® implementation and outcomes in the summer of 2019.
- Staff responsible for each action step in the plan.
- Timelines for completion of the action steps in the plan.