

**The Read to Achieve Summer Literacy Day Camp:
A 21st Century Community Learning Center Grant Proposal**

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Abstract

The partners of the Read to Achieve Summer Literacy Day Camp propose an eight-week summer camp as an extended learning experience to increase disadvantaged children's yearly reading achievement. Research has demonstrated that the summer reading losses of disadvantaged elementary students accompanied by the summer reading gains of middle-income students account for over a 50 percentile point differential on standardized reading achievement tests by the time children complete fifth grade (Alexander et al., 1997). Research has also shown that students from disadvantaged neighborhoods gain the same amount in reading achievement as students from middle-income neighborhoods when school is in session. These results point to the need for reading programs during the summer so that the lack of summer neighborhood resources and parent income do not perpetuate illiteracy.

With the 21st Century Community Learning Grant, the partners will provide summer camp scholarships to 360 exiting kindergarten and first-grade students (e.g. 80 children in the first year, 120 children the second year, and 160 children the third year) from three Title I schools to attend eight weeks of literacy day camp. The grant will also pay for credentialed reading teachers, performing arts specialist instructors, a summer camp/academic director, volunteer tutor training, computer reading software, reading materials, field trips, and for the evaluation of the project.

The community served is located in the Los Angeles Empowerment Zone. According to the most recently available census data, only 20 percent of persons 25 or older have an associate or bachelor's degree. Thirty-five percent of adults did not graduate from high school. The community is predominately black and Hispanic (e.g. 64 percent black, 20 percent Hispanic). Of the households with children under 18, single mothers or fathers represent 44 percent. The camp will serve students from three Title I schools with (a) reading scores well below the national average, (b) 100 percent of children on free or reduced price lunch, and (c) between 20 and 50 percent child transiency rates.

The partners of the Read to Achieve Summer Literacy Camp propose three goals to reduce the impact of social inequality on reading achievement. We intend to measure these goals through randomized trial research. The goals are as follows:

- Goal 1: Summer literacy camp will improve disadvantaged kindergarten and first-grade students' vocabulary, reading comprehension, phonics skills, and oral reading achievement.
- Goal 2: The Baldwin Hills Read to Achieve Summer Literacy Camp will foster disadvantaged kindergarten and first grade students' cognitive, social, and emotional development.
- Goal 3: The summer literacy camp will develop a love of reading in the children it serves.

These goals will be accomplished within the context of a summer day camp environment. Over the course of the eight-week day camp, children will participate in two hours of reading instruction each day. The remainder of the day will be dedicated to summer camp activities such as swimming, art, music, drama, sports, dance, arcade, and theme weeks. The camp will be enhanced by both talented individuals to teach the performing arts to children, and by a variety of field trips where campers will experience the arts firsthand. Further, beginning the first week of camp, each student will be assigned a volunteer reading tutor. The reading tutor will work with the student for at least one hour per week during the summer, and continue throughout the regular school year. Finally, every Wednesday night Crenshaw Library will host campfire story telling sessions lead by prominent black and Hispanic raconteurs.

Previous research has demonstrated that summer school has failed to produce significant reading gains for disadvantaged children (Heyns, 1987), new approaches that are not punitive and afford children with experiences different from school are needed.

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Project Purpose, Community Served, and Project Need

Purpose

The purpose of the Read to Achieve Summer Literacy Camp is to boost the reading achievement of disadvantaged children by addressing one of the fundamental problems contributing to their poor reading performance, summer reading losses (Alexander et al., 1997). Children from high poverty schools reading achievement declines substantially over the summer, while children from low poverty schools reading achievement improves. The cumulative summer losses of K-5 disadvantaged readers accompanied by the summer gains of K-5 middle-income students account for a 66 scale score reading differential--over 50 percentile points--on standardized reading tests (Alexander et al., 1997).

During the summer of 2000, the Milken Family Foundation sponsored the first Summer Literacy Camp. Research from that project demonstrated that disadvantaged children's summer reading losses can be turned into gains by establishing a summer day camp that integrated reading instruction with summer camp activities (Schacter, in press). Schacter (in press) showed that disadvantaged first-grade students who attended an eight-week summer literacy camp significantly outperformed students who did not attend the camp on a battery of reading assessments. Effect sizes for vocabulary ($d = 1.00$), comprehension ($d = 1.09$), phonics skills ($d = 1.20$), and oral reading ($d = 0.88$) revealed that the magnitude of these differences were substantial. Furthermore, as evidence in the reported means in Table 1, while the reading achievement of disadvantaged campers went up, the reading achievement of disadvantaged kids who did not attend the camp went down.

Table 1.
Adjusted Means of Literacy Campers and Control Students

Measures	Literacy Campers	Control
Vocabulary		
<i>Mean</i>	28.18*	19.14
<i>Standard Error</i>	1.18	.94
Comprehension		
<i>Mean</i>	24.43*	15.36
<i>Standard Error</i>	1.2	.96
Phonics		
<i>Mean</i>	76.67*	45.24
<i>Standard Error</i>	2.3	1.8
Oral Reading		
<i>Mean</i>	4.68*	2.59
<i>Standard Error</i>	.22	.18

* *Note.* Indicates significance at the $p = .0001$ level.

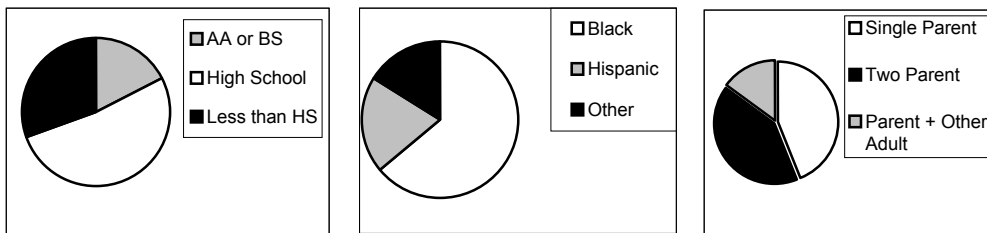
A summer literacy camp is an innovative alternative to foster learning year round because: (a) it is not viewed by children as punitive; (b) it is associated with freedom, fun, choices, and opportunities for social and emotional growth; and (c) it provides early and continued exposure to reading when school is out. Since, research has demonstrated that summer school has failed to produce significant reading gains in disadvantaged children (Heyns, 1987), new approaches must be implemented.

Description of Community and Need for Program

The community is located in the Los Angeles Empowerment Zone. According to the most recently available census data, only 20 percent of persons 25 or older have an associate or bachelor’s degree. Thirty-five percent of adults do not have a high school diploma. The community is predominately black and Hispanic (e.g. 64 percent black, 20 percent Hispanic). Of the households with children under 18, forty-four percent are headed by single mothers or fathers. The median household income of blacks falls between \$15,000 and \$24,000 with the median household income of Hispanics between \$10,000 and \$15,000.

Figure 1.

Community Demographics



The camp will serve students from three Title I schools with (a) reading scores well below the national average, (b) 100 percent of children on free or reduced price lunch, and (c) child transiency rates between 20 and 50 percent.

Table 2.

Student Achievement and School Characteristics

School Name	Percent Title 1	Grade 2 Reading Achievement	% Black or Hispanic Students	Student Transiency Rates	Credentialed / Non-credentialed Teachers
Virginia Elementary	100%	17 th percentile	97%	36%	19 / 12
Coliseum Elementary	100%	28 th percentile	99%	49%	14 / 8
Baldwin Hills Elementary	100%	43 rd percentile	99%	21%	19 / 7

The community would benefit greatly from a summer program focused on literacy. Early reading intervention has been shown to reduce retention and dropout rates (Campbell & Ramey, 1994; Currie & Thomas, 1995; Hanson & Farrell, 1995; Snow et al., 1998), produce a greater percentage of children graduating from high school and college (Hanson & Farrell, 1995), and lead to higher income levels later in life (Mayer & Knutson, 1999).

Community Risk Factors

Less than ten percent of children fail to learn to read because of a reading disability (Foorman, Fletcher & Francis, 1998; Torgeson, Wagner & Roshotte, 1997; Vellutino, Scanlon, Sipay & Denckla, 1996), yet seven out of ten disadvantaged children fail to read at the most basic level on the National Assessment of Education Progress (U.S., Department of Education, 1999). The impact of not learning over the summer is a major risk factor accounting for these differences (Alexander et al., 1997; Heyns, 1987). It is well known that middle and low-income children start school at different initial reading achievement levels, but when school is in session they make similar reading gains (Alexander et al., 1997). If disadvantaged students gain the same amount in reading achievement as advantaged students when school is in session, but differ when school is out, then reading programs are desperately needed during the summer because this is where the losses are occurring.

Children from disadvantaged families come to school being read to at home less than middle-income children (U.S. Department of Education, 1996). They come from households with a scarcity of books, magazines, newspapers, and other print materials (Needlman, Fried, Morley, Taylor, & Zuckerman, 1991; Dickinson, 1991); and they come from families that watch significantly more television than middle and high-income households (Hofferth, 1998). Parents of disadvantaged children visit their children's schools

less frequently, monitor their children's academic work less often, and check out fewer books from the school library compared to parents of middle income children (Alexander et al., 1997). A quality community resource that focuses on summer literacy intervention when school is out will involve parents early on and year round. As the child's academic performance improves, parents will improve some of their literacy behaviors and academic focus.

Conclusion

Disadvantaged children are losing ground in reading achievement over the summer. Yet, the summer is when kindergarten and first-grade students have the potential to make the greatest reading achievement gains (Alexander et al., 1997). Unfortunately, reading programs do not target kindergarteners and first graders in most disadvantaged communities. Summer programs that are available are in the form of summer school, and are traditionally offered at the end of third grade. This is too late in the child's reading development (Juel, 1988). Finally, a review of the research shows that summer schools are not effective in increasing disadvantaged children's reading achievement (Heyns, 1987).

We propose a summer day camp will be a more successful reading intervention. Initial research of summer literacy day camps has provided promising data that a camp environment where reading instruction is integrated can significantly increase disadvantaged youngsters reading achievement (Schacter, in press).

Project Design, Goals, and Action Plans

The 21st Century Community Learning Grant will provide summer literacy camp scholarships to exiting kindergarten and first-grade students (e.g. 80 children in the first year, 120 children the second year, and 160 children the third year) from three Title I schools in the Los Angeles Empowerment Zone to attend eight weeks of summer camp. The grant will pay for credentialed reading teachers, performing arts instructors, a summer camp/academic director, computer reading software, reading materials, volunteer tutor training, field trips, and for the evaluation of the project.

Goal 1: The Read to Achieve Summer Literacy Camp will improve disadvantaged kindergarten and first grade students' vocabulary, reading comprehension, phonics skills, and oral reading achievement.

Over the course of the eight-week camp, children will participate in two hours of reading instruction per day. The remainder of the day will be dedicated to summer camp activities (e.g., swimming, art, music, drama, sports, dance, arcade, theme week activities and field trips).

A credentialed teacher will teach reading to a maximum of 20 students. Two camp counselors will assist the reading teacher during the instructional block. Open Court Reading series for grades K-2 will serve as the curriculum. Research from three major reviews has shown that direct, systematic, and explicit instruction results in greater reading achievement than other methods (National Reading Panel, 2000; National Research Council, 1998; Adams & Engelmann, 1996). The Open Court curriculum will be supplemented by basal reading series for extended practice in oral reading and comprehension skills. Finally, students will be read to for 10 minutes every day before formal instruction begins, and engage in journal writing every day at the close of the lesson. All reading teachers will participate in a two-day training session in the Open Court curriculum and research-based reading approaches.

Goal 2: The summer literacy camp will foster disadvantaged kindergarten and first grade students' cognitive, social, and emotional development.

Along with providing opportunities for cognitive growth, a camp environment is a wonderful place for children to develop socially and emotionally. Through daily swimming, field activities, and theme weeks, campers will engage in a variety of sports, games and

relationships that differ substantially from school. Further, the performing arts will be a centerpiece of the camp curriculum.

A typical child's schedule will include: two hours of reading instruction, swimming, a field activity (basketball, field hockey, soccer, softball, etc.), arcade or a theme week event, and an hour of performing arts. The performing arts will be taught by talented drama, art, music, and dance instructors who reside in Los Angeles.

Performing Arts: Drama and Story Telling. David Prather will teach drama and story telling. For the past six summers, Mr. Prather has hosted the Hollywood Bowl's *Open House*, a program that entertains and teaches music and drama to children at the world-famous Hollywood Bowl.

Contemporary Art. *Art Pals* will teach contemporary art to children. Using the Los Angeles Museum of Contemporary Art's (MOCA) curriculum to introduce contemporary art and culture to children, *Art Pals* volunteers will teach children art appreciation and hands-on construction. For the past five years, *Art Pals* volunteers have taught art to thousands of disadvantaged elementary school students throughout Los Angeles.

Performing Arts: Music. Michael Kapler from Rhythm Rhyme Music Time will teach music. Mr. Kapler has taught music for the past 25 years to thousands of children of all ages in public and private camps and elementary schools throughout Los Angeles. He is a member of the Music Teachers Association, The Suzuki Music Teachers Association, and the Orff and Kodaly Associations.

Performing Arts: Dance. Children will be exposed to different cultures worldwide through the teaching of contemporary dance. African dance, Latin dance, and hip-hop will be taught. A variety of professionals with different dance expertise will teach.

Theme Week Activities. Every Wednesday and Thursday a block of time will be set aside for weekly themes (e.g. Pirate week, Olympics week, 60s week, Carnival week, Western week, International week, and Water week). Camp decorations, games, skits, songs, and activities will transform the camp into the theme environment. The Theme week activities will be modeled after the Camp Funtime curriculum, which has been developed over the past 35 years.

Field Trips. Finally, Los Angeles provides a treasure trove of institutions where children can experience the arts firsthand. Every Friday after reading instruction, campers

will go on a field trip. Destinations will range from the Hollywood Bowl to the Paige Museum to the Long Beach Aquarium.

Field Trip: LA Philharmonic Symphonies For Youth: Campers will visit the Dorothy Chandler Pavilion to experience world-class music.

Field Trip: Hollywood Bowl. Campers will take a field trip to participate in the Hollywood Bowl's summer arts festival for children ages 3-9. Campers will also observe a portion of the orchestra rehearsal and tour the Hollywood Bowl Museum.

Field Trip: Long Beach Aquarium. Children will explore the infinitely fascinating story of the largest ocean on earth at the Long Beach Aquarium. The aquarium has 17 major habitats, more than one million gallons of seawater, and 12,000 marine animals.

Field Trip: Museum of Science and Industry. The California Museum of Science and Industry features hands-on interactive exhibits designed to provide children with fun and educational science and technology experiences.

Field Trip: George Paige Museum. In the heart of Los Angeles lies one of the world's richest Ice Age fossil sites. During their visit to the Paige Museum campers will see fossils that range in size from giant mammoth skeletons to microscopic plant remains.

Field Trip: The Long Beach Harbor for Sailing and Kayaking. When the Read to Achieve Summer Literacy campers visit the harbor, children will first tour the Queen Mary, then take a boat tour of the harbor, and end the day kayaking through the harbor's canals.

Field Trip: Los Angeles Dodger Game. Campers, counselors, and their families will go to Dodger stadium, watch the game, and later meet with Dodger all-star outfielder Shawn Green.

Field Trip: Falcon Theatre Hansel and Gretel. The last week of camp after having read the fairy tale Hansel and Gretel campers will take a trip to the Falcon Theatre to see a new adaptation of the classic tale starring JoAnne Worley.

Goal 3: The Read to Achieve Summer Literacy Camp will develop a love of reading in the children it serves.

To accomplish this goal the camp will provide every student with a volunteer reading tutor year round, and establish Campfire Family Story Telling Nights.

Volunteer Tutors

Volunteer tutoring programs can have a positive impact on student achievement as well as students' attitudes about reading (NCREL, 2000). By exposing children to an array of different types of reading materials (e.g. newspapers, magazines, books, poetry, plays, etc.) volunteer tutors stimulate one-on-one discussions that illustrate how reading fits into the larger social fabric.

Successful volunteer tutoring programs employ: (a) a certified reading specialist that supervises the program; (b) ongoing tutor training and tutor evaluation; (c) quality reading materials; (d) ongoing student assessment; (e) tutoring that is coordinated with classroom instruction; and (f) parental involvement. When these conditions are in place, volunteer tutoring has been successful (So That Every Child Can Read, 1999). Koreh LA, the volunteer reading tutoring partner in the grant, in conjunction with the summer camp teachers and counselors will integrate these guidelines into the tutor training and management.

Beginning the first week of camp, each student will be assigned to a Koreh LA volunteer reading tutor. The reading tutor will work with the student for at least one hour per week during the summer, and continue with that student throughout the regular school year. Volunteer tutors will be trained in the Howard Street Tutoring program (1999), a curriculum and method where disadvantaged tutored students performed significantly better than the control students on word recognition, spelling, and measures of oral reading (Effect size = + 1.07). Volunteer tutors will be trained and supervised by Koreh LA professional staff.

Campfire Family Story Telling Nights

During the summer, every Wednesday night the Crenshaw Library will host campfire story telling sessions. To kick off the campfires, prominent black and Hispanic storytellers will lead the events. Roasted marshmallows, smores, and refreshments will be served from 7:00 to 9:00 p.m. Every camper will receive a library card so that they can check out books year round. Oral interpretation of literature through dramatic activity and storytelling is an effective method of promoting enjoyment of literature, developing oral expression and increasing reading comprehension.

Project Partners and Management Plan

The Read to Achieve Summer Literacy Camp is a partnership between three Title I schools, two Los Angeles Park and Recreation Centers, and two Los Angeles based non-profit organizations. Below is a description of each partner's organization, facilities, demography, and how the partner will contribute to the program.

Baldwin Hills Elementary. One hundred percent of children at Baldwin Hills are served by Title I. Of the 533 students, 91 percent are black, eight percent are Hispanic, and one percent is white. Second graders read on average at the 43rd percentile. The transiency rate last year was 21 percent. Baldwin Hills employs 19 credentialed and seven emergency credentialed teachers.

Contributions. The camp will be located jointly at Baldwin Hills Elementary school and the Westchester Recreation Center. The school will contribute 6 air-conditioned classrooms, the school's computer laboratory, the library, the auditorium, and an office for the literacy camp director. The school cafeteria will provide free breakfast and lunch for all campers. Finally, the school will select students who will be randomly assigned to participate in either the literacy camp or control group.

Westchester Recreation Center. Located on 10 acres in Westchester, this park will have one of the newest facilities in Los Angeles. The facility has an indoor gym, five indoor recreation rooms, a swimming pool, and a large park area with lighted basketball, softball, and new playground equipment.

Contributions. The Recreation Center will contribute all park facilities, along with materials, supplies, and equipment for all sporting and theme week activities. They will also provide two adult camp counselors for each group of 20 children. The park will provide before and after camp childcare and snacks to all children.

Koreh Los Angeles. Koreh LA is a coalition of Los Angeles Jewish organizations committed to mobilizing volunteers to help all of LA's children learn to read. Over 1,000 trained Koreh LA volunteers tutor first-, second-, and third-grade students in 40 elementary schools in the Los Angeles Unified School District. Koreh LA was established in 1999 and is supported by the Jewish Federation and the Winnick Family Foundation.

Contributions. Koreh LA will provide and assign one tutor for every child in the summer camp each year. Koreh LA will train each tutor and provide quarterly follow-

up training. Koreh LA will provide support and coordination for all tutors. Finally, all-star outfielder Shawn Green of the Los Angeles Dodgers is KOREH LA's official spokesperson. Literacy campers will be treated to a Dodger game and personally meet Shawn Green.

Milken Family Foundation. The Milken Family Foundation has a long history of research and funding educational initiatives that help people help themselves and those around them. In education, the Foundation has (a) strengthened the profession by recognizing and rewarding over 1,600 outstanding educators nationwide; (b) fostered the involvement of both the family and the community in schools; and (c) helped build vibrant communities--especially by involving young people who have special needs, or who live in neighborhoods considered disadvantaged. Last summer the Milken Family Foundation provided a grant to run and manage the first Summer Literacy Camp and conduct the research and evaluation of the project (see www.mff.org).

Contributions. The Foundation along with the Westchester Recreation Center camp director will manage the project and hire and train the literacy camp director, teachers, and counselors along with providing professional development and instructional supervision. The Foundation will provide the research and evaluation of the project. Finally, volunteer staff from the Foundation will serve as reading tutors along with Koreh LA volunteers.

Virginia Elementary. One hundred percent of the students at Virginia Elementary are on free and reduced lunch. Of the 591 students at Virginia Elementary, 56 percent are Hispanic, 43 percent are black. Second graders at Virginia Elementary read on average at the 17th percentile. The transiency rate last year was 36 percent. Virginia Elementary employs 19 credentialed and 12 emergency credentialed teachers.

Contributions. Virginia Elementary school will provide the Open Court curriculum and all teacher and student reading materials. The school will select students who will be randomly assigned to participate in either the camp or control group.

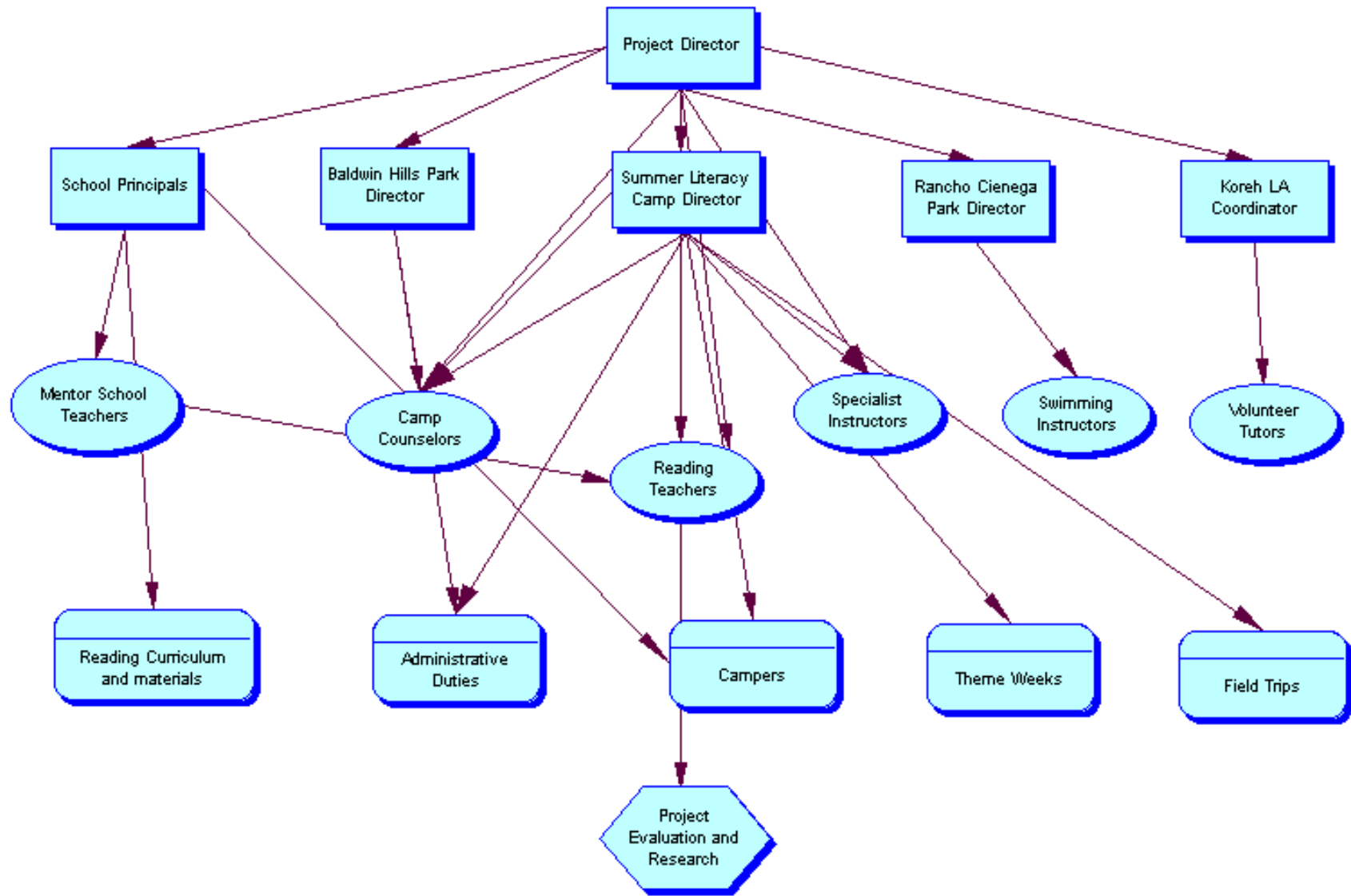
Coliseum Elementary. All students at Coliseum Elementary are on the free and reduced lunch program. Of the 401 students, 83 percent are black, 15 percent are Hispanic. Second graders read on average at the 28th percentile. The transiency rate last year was 49 percent. Coliseum Elementary employs 14 credentialed and 8 emergency credentialed teachers.

Contributions. Coliseum Elementary will contribute leveled books and basal readers along with mentor teachers to discuss and plan the Open Court curriculum. The school will select students who will be randomly assigned to participate in either the camp or control group.

Management Plan

The first step in achieving these goals was to select a variety of partners who could contribute expertise, personnel, and state-of-the-art facilities to the Read to Achieve Summer Literacy Camp. The second step is to develop a concise management plan with clear expectations outlining each partner's responsibilities and how those responsibilities will be fulfilled. The chart on the next page outlines the proposed organizational structure. Following the chart are the position descriptions for key staff. At the end of this section, we propose an implementation timeline detailing the targeted dates and objectives for successfully carrying out the first year of this project. The project will operate on similar, albeit earlier start date timelines for years 2 and 3 of the grant.

Organization Chart



Project Director. John Schacter, Ph.D., from the Milken Family Foundation will serve as the project director. Dr. Schacter received his Ph.D. from UCLA in Educational Psychology. Before joining the Foundation, Dr. Schacter taught first grade and was a summer camp director for four years. Last year, John directed the first Summer Literacy Camp and conducted the evaluation of the project. Dr. Schacter will be responsible for overseeing and implementing the program. He will hire and supervise the summer literacy camp director, reading teachers, and specialist instructors along with the Westchester Park director. He will design the evaluation study, supervise the research assistant's data collection, and work closely with a statistical consultant. Dr. Schacter will work with the school principals in (a) the selection of the intervention and control children, and (b) gaining access to the reading curriculum materials, mentor teacher trainers, and schools rooms. He will also work with park and recreation directors to ensure that the camp runs smoothly, and is integrated into their existing summer programs. Finally, Dr. Schacter will work with the Koreh LA executive director and program manager to assign all campers tutors, and coordinate volunteer schedules with the camp schedule and after school centers.

Summer Literacy Camp Director. The summer literacy camp director will be a full time 14-week position. He or she will participate in the hiring of all camp counselors. He or she will train and supervise counselors on a daily basis. His or her duties will include: (a) developing the weekly camp schedule, (b) coordinating all field trips, (c) leading opening and closing camp assemblies, (d) developing and implementing the theme week activities, (e) coordinating the reading volunteers, (f) working with the reading teachers and instructional specialists, (g) assisting counselors with any discipline problems, (h) regularly meeting and talking with parents, (i) working with the Baldwin and Rancho camp directors, and (j) taking care of office and camp administrative duties.

School Principals. Each school principal will participate in the selection of campers and control group participants each year. The principals will coordinate the pre- and post-testing schedules for camp and control students at their schools along with acquiring parental consent. Over the summer, principals will donate their facilities, reading curriculum, and leveled books from their libraries. They will develop a team of the best reading teachers from their schools to work with the summer camp reading instructors, and also to relate back each camper's learning to their next year first and second grade teachers.

Westchester Recreation Directors. The duties of the park directors will include the following: (a) enrolling campers, (b) providing sports, crafts, and game equipment, (c) providing first aid, (d) paying camp counselors, (e) participating in the training of camp counselors, (f) coordinating the busses for the field trips, (g) providing daily access to the pool and swimming instruction, (h) providing and coordinating administrative details with Baldwin Hills School for free reduced lunch, and (i) providing daily snacks and after camp extended day care.

Koreh LA Coordinator. The Koreh LA coordinator will work directly with the summer literacy camp director to coordinate the volunteers' schedules with the campers' daily schedules. She will also work with the school principals to coordinate the volunteers' schedules with the teachers' schedules. Finally, the Koreh LA coordinator will handle all communication and information regarding the training and tutoring volunteers will participate in.

Reading Teachers. The reading teachers will be trained in implementing direct, systematic, and explicit phonics instruction, specifically the Open Court curriculum. They will be credentialed and certified as reading specialists. Each teacher will teach at least two, two-hour reading classes per day to a group of no more than 20 students. They will be responsible for daily instruction and integrating the camp counselors as instructional aides.

Implementation Timeline Year One

Projected Dates	Activity	Action Items
April 15	Advertise and Interview	Advertise and begin conducting interviews to hire Summer Literacy Camp Director, Reading Teachers, and Camp Counselors.
May 14	Reserve Buses / Purchase Field Trip Tks.	Make reservations for busses for each of the eight camp field trips and the 40 days for pick and drop off of summer campers. Reserve and purchase admission tickets for 150 campers for each scheduled field trip.
May 15	Attain Consent for Student Testing	Kindergarten and first-grade teachers from each school will send out consent forms to parents or legal guardians of their students to attain consent to participate in the intervention or control group.
June 1 - 8	Hire Staff	Hire Camp Director, Reading Teachers, Counselors, Specialist Instructors, and Evaluation Consultant
June 1 - 8	Select Campers / Control Group Students	Each school will identify at-risk readers and then randomly select kindergarten / first-grade students who will be awarded full scholarships to the summer literacy camp.
June 9, 16	Director/Counselor Training	Camp Director and Counselors will participate in two Saturday training sessions sponsored by the American Camping Association
June 11 – 22	Camper and Control Group Testing	Each school will test kindergarten and first grade students on the reading battery. The principal investigator and research assistant will conduct all testing. Teachers will fill out and submit a TOCA survey for each student in the experiment.
June 15 - 30	Matching Student to Volunteer Tutors / Training Volunteers	Koreh LA will match reading volunteers to campers. Schedules between campers and volunteers will be coordinated. All volunteers will be trained in the Howard Street Tutoring Manual.
June 15 - 30	Equipment Purchases	Camp theme week equipment will be purchased and an inventory of the park recreation equipment will be conducted and materials and supplies will be purchased.
June 25, 26	Reading Teacher Training	Training will be provided to all reading teachers for two days in the Open Court curriculum and in other research-based effective reading instructional strategies. Training will be conducted by Open Court trainers the first day, and a Milken Educator Award recipient the next.

Activity	Projected Dates	Activity	Action Items
	June 28,29	Camp Staff Development	Two days of in house staff development will be lead by the project director along with Alan Levine, a successful Los Angeles day camp owner and director for 32 years. Topics will range from child development, engaging children in sports, drama, and the arts, discipline with dignity, designing activities that will sustain young children’s interest, song leading, and CPR and pool safety.
	July 2 –6	Camp Move In Week	Baldwin Hills Elementary school and Westchester Recreational Center will provide access to the sites. Reading teachers will arrange their rooms, the arcade will be moved in, the specialist teachers will arrange their rooms, office materials will be moved in, etc.
	July 9	Opening of Camp	First day of camp
	August 3	Staff Development	Midpoint staff development. Sharing activities, reading progress. Speaker on motivating children and encouraging and sustaining parental involvement.
	August 29	Last Day of Camp	Last day of camp.
	August 31 – Sep. 3	Camp Move Out	Moving all camp materials and supplies to storage and back to schools.
	September 10 – 14	Post-testing	Each school will posttest kindergarten and first-grade students on the reading battery. The principal investigator and research assistant will conduct all testing. Teachers will fill out and submit a TOCA survey for each student in their classroom.
	September 28	Conduct Data Analysis of Students Achievement and Social and Emotional Growth	Run data analyses of student achievement data and produce reports for each student outlining areas of strengths and weaknesses.
	October 1	Communicate Posttest Results	Communicate post-test results for each student to volunteers, parents, and teachers.
	October 8	Student Plan of Improvement	Teacher, volunteer and parent discuss student achievement results and formulate of plan of improvement for the areas of reading that each will address to continue to improve the students reading achievement.
	November 19	Year One Evaluation Report	Deliver Year One Evaluation Report to schools, parents, parks, and US Government.

Evaluation Design

Intervention Setting

The research design for the Read to Achieve Summer Literacy Camp will be a longitudinal randomized trial where disadvantaged kindergarten and first-grade students from three Title 1 elementary schools will be randomly selected and randomly assigned to either the summer literacy camp or control group. The guiding purpose of the project is to assess the affect that attending a summer literacy day camp has on disadvantaged students' reading achievement, social, and emotional development over time. Study participants will be followed up to sixth grade to evaluate the long-term effects of the intervention on academic achievement and the onset of risk behaviors such as absenteeism, school discipline records, tobacco, and drug use. The intervention will be eight weeks each summer with 40 days of reading instruction for two hours each day. Control group children will not attend the summer reading camp, however, their summer activities will be recorded through parent surveys.

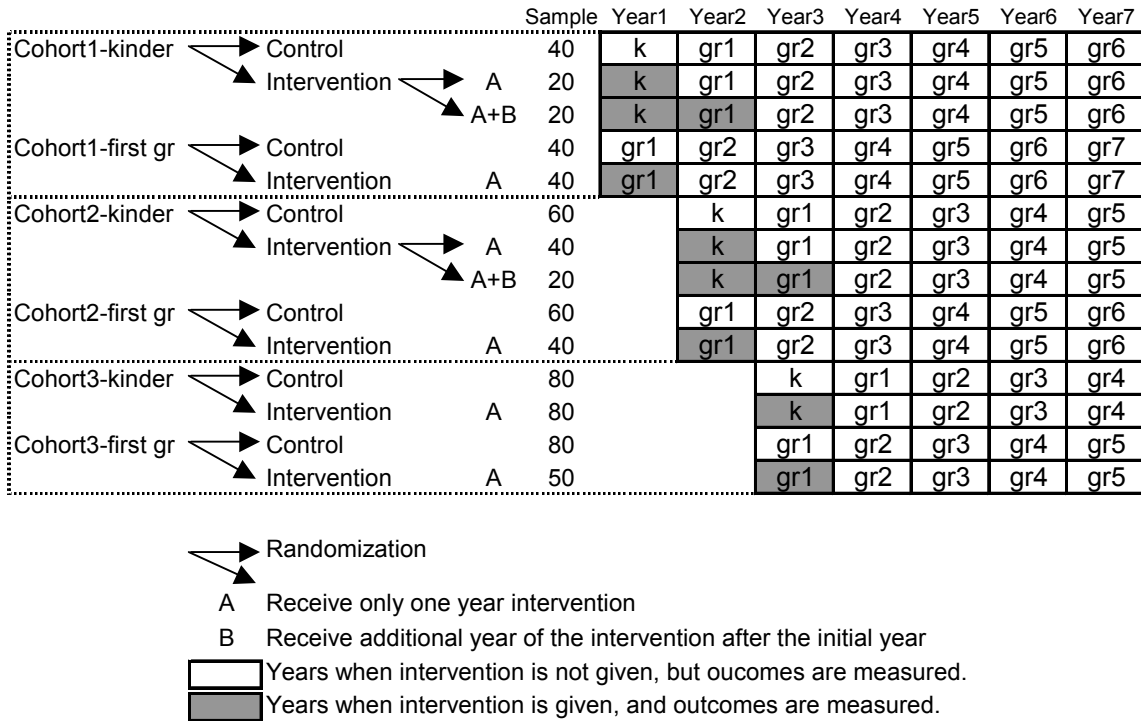
Sampling and Intervention Assignment in Year 1. A randomly selected pool of 160 students (80 first grade and 80 kindergarten) will be created from each of the three schools. For the first year, 80 children (40 first graders, 40 kindergarteners) will be randomly selected from the pool to participate in the camp, and 80 (40 first graders, 40 kindergarteners) will be selected to participate in the control group. Students who are assigned to the summer camp condition will be granted scholarships.

Sampling and Intervention Assignment in Year 2 and Year 3. For Year 2, a randomly selected pool of 240 (120 first graders and 120 kindergarteners) children will be established. Ninety students (60 kindergarten and 30 first graders) will be randomly selected to attend the intervention. Twenty students who received the intervention in Year 1 as kindergartners will be randomly selected and included in the Year 2 intervention as first graders. Therefore, the total of 60 first-grade students who will participate in Year 2 intervention includes 40 new students, and 20 students who attended last year. From the total of 240 students, 120 students will be randomly assigned to the intervention (i.e., kindergarten=60 new, first-grade=20 last year and 40 new), and 120 students will be randomly assigned to the control condition (i.e., kindergarten=60 new, first-grade=60 new).

For Year 3 of the intervention 160 students will be selected for the intervention. The same process in Year 2 sampling will apply to Year 3 of the intervention. Figure 2 illustrates the intervention design over the 3-year period and subsequent follow-up.

Figure 2.

Sampling Design



Dependent Measures

Participating students in the intervention and control groups will be pre-tested on a battery of measures the last week of school and post-tested on the same measures the first week of school the next academic year. Records of all students' standardized reading test scores will also be collected. Five dependent variables will measure individual student reading achievement, social, and emotional growth.

Gates-MacGinitie Vocabulary/Word Decoding Levels BR, 1, and 2 Fourth Edition.

The Gates-MacGinitie Vocabulary test assesses reading vocabulary and decoding skills.

Gates-MacGinitie Comprehension Level BR, 1, and 2 Fourth Edition. The Gates-MacGinitie Comprehension test assesses the ability to understand what one has read by drawing inferences and making conclusions.

CORE Phonics Survey. The CORE Phonics Survey assesses phonics and phonics-related skills that have a high rate of application in beginning reading.

Fry Oral Reading Survey. The Fry Oral Reading Survey assesses the rate and accuracy with which a student reads text aloud.

Teacher Observation of Classroom Adaptation-Revised (TOCA-R). The TOCA-R (Werthamer-Larsson, Kellam, & Wheeler, 1991) assesses a child's adequacy of performance on the core tasks in the classroom as rated by the teacher. It consists of 43 items that measure social contact, aggressive behavior, maturity, cognitive achievement, and attention deficit.

Stanford 9 Reading. The Stanford 9 assesses word reading, reading vocabulary, sentence reading, and reading comprehension.

Test Administration

The principal investigator and a research assistant will administer and score all individuals and class tests for the intervention and control groups except for the TOCA-R and Stanford 9 which will be administered by the classroom teacher. Test administration scripts for all measures will be strictly followed.

Evaluation Hypotheses

1. Disadvantaged kindergarten and first-grade students who attend an eight-week summer literacy camp will perform better on all assessments of reading than students who do not attend the camp at the end of the summer.
2. Disadvantaged kindergarten and first-grade students who attended the summer literacy camp will improve on all measures of reading from the beginning to the end of the summer.
3. Disadvantaged kindergarten and first-grade students who do not attend the summer literacy camp reading achievement will decrease.
4. Among disadvantaged students who participate in the literacy camp, the intervention effect will be larger for students who participated twice than for students who participated only once.

5. Among disadvantaged students who participate in the literacy camp only once, the intervention effect at the beginning of second grade will be larger for students who participated as kindergartners than for students who participated as first graders.
6. Attention, behavior, work ethic, and motivation to read will show healthier growth among disadvantaged students who attend the summer literacy camp than among students who did not attend the camp.
7. Disadvantaged students who participate in the literacy camp will show less frequent onset of risk behaviors such as absenteeism, school discipline, tobacco, and drug use at sixth and seventh grade than those who did not attend the camp.
8. At the end of sixth and seventh grade, students who attended the summer literacy camp will perform better on standardized reading tests than students who did not attend the camp.

Data Analyses

Data analyses will be both cross sectional and longitudinal. The effect of the intervention will be reported each year. The long-term effect on reading achievement and emotional development will be reported two and four years after the grant cycle is completed.

Cross-sectional analysis. Outcomes will be compared between the intervention and the control condition adjusting for pre-intervention co-variates. The difference in outcomes between the intervention and the control condition will be the intervention effect. The intervention effect will be estimated for multiple measures separately (i.e., univariate analysis of variance) and together (i.e., multivariate analysis of variance).

Longitudinal analysis. Longitudinal trajectories of reading achievement and emotional development will be estimated using growth modeling approaches for children in the control condition, children who received the intervention once, and children who received the intervention twice. Developmental trajectories of these three sub-groups will be compared to evaluate how the effect of the intervention changes over time. The design provides for multiple interventions given to multiple cohorts of children both to provide opportunities for more disadvantaged children to attend the literacy camp, and also to evaluate the validity of the proposed intervention study. The effect of the intervention will be cross-validated by comparing different cohorts of students with the same condition.

Budget Year One

Time Frame: May, 2001 - May 2002 ---- YEAR ONE

DESCRIPTION	UNIT COST	QUANTITY	SUBTOTAL	IN-KIND
TUITION				
Scholarships for 80 children (8 Weeks 5 days a week -- Camp will subsidize \$335 per camper)	\$800.00	80.00	\$37,200.00	\$26,800.00
SUBTOTAL TUITION COSTS			\$37,200.00	\$26,800.00
DESCRIPTION	UNIT COST	QUANTITY	SUBTOTAL	IN-KIND
STAFFING:				
Position:				
<u>Temporary Employees</u>				
2 Certified Reading Teachers (5 hours per day 5 days per week)	\$9,500.00	2.00	\$19,000.00	0
1 Camp Director @ 14 weeks	\$12,000.00	1.00	\$12,000.00	0
4 Specialist Instructors (2.5 hours per day @ 75 per hour 4 days per week)	\$187.50	32.00	\$6,000.00	0
Project Director from MFF (1.5 days per week @ \$320 per day for 20 weeks)	\$320.00	30.00	\$0.00	\$9,600.00
LAUSD Administrative Costs (Payroll, PO, Consultant Pay for 30 weeks, 1 day per week @ \$200 per day)	\$200.00	30.00	\$6,000.00	
SUBTOTAL COST STAFFING:			\$43,000.00	\$9,600.00
DESCRIPTION	UNIT COST	QUANTITY	SUBTOTAL	IN-KIND
TRAVEL/LODGING/FIELD TRIP COSTS				
Camp Field Trips				
8 field trips @ \$10 per camper for 80 campers	\$800.00	8.00	\$6,400.00	0
2 Buses per field trip Travel	\$275.00	16.00	\$0.00	\$4,400.00
Round trip travel to Baltimore from Los Angeles 3 people (\$475 per ticket no Sat. Stay over)	\$475.00	2.00	\$950.00	\$475.00
3 Rooms in Washington DC for 2 nights	\$350.00	2.00	\$700.00	\$350.00
2 Round trip travel to regional conference 3 people	\$600.00	2.00	\$1,200.00	\$600.00
3 Rooms @ Regional Conferences	\$500.00	2.00	\$1,000.00	\$500.00
Bus to and from camp for 32 days for 80 kids	\$275.00	32.00		\$8,800.00
SUBTOTAL: TRAVEL			\$10,250.00	\$15,125.00
DESCRIPTION	UNIT COST	QUANTITY	SUBTOTAL	IN-KIND
SUPPLIES				
Theme Week Supplies* (8 Theme weeks @ \$500 per materials)	\$500.00	8.00	\$4,000.00	0
Camp Fire Events (Wood, Marshmallows, hot dogs, and drinks for 8 events for 160 people per event)	\$320.00	8.00	\$2,560.00	0
Video Arcade Rental 8 games for 8 weeks @ 200 per week	\$1,600.00	1.00	\$1,600.00	0
Software** - Various Reading Software Lab Licenses			\$0.00	\$2,250.00
Classroom Rental 6 classrooms @ \$1,200 per week per room 8 wks	\$7,200.00	8.00	\$0.00	\$57,600.00
Leveled Books			\$0.00	\$5,000.00
Open Court Curriculum 3 classroom sets for K,1, and 2 @ \$2750 per set	\$2,750.00	2.00	\$0.00	\$5,500.00
SUBTOTAL: RESOURCES			\$8,160.00	\$70,350.00

Budget Year One (Continued)

DESCRIPTION	UNIT COST	QUANTITY	SUBTOTAL	IN-KIND
HARDWARE EQUIPMENT				
Computers 20 @ \$1500 each	\$1,500.00	20.00	\$0.00	\$30,000.00
Copier	\$2,800.00	1.00	\$0.00	\$2,800.00
SUBTOTAL: EQUIPMENT			\$0.00	\$32,800.00
DESCRIPTION	UNIT COST	QUANTITY	SUBTOTAL	IN-KIND
Volunteer Tutoring				
Training	\$6.00	200.00	\$600.00	\$600.00
Recruitment / Admin Costs: Time to recruit and manage vol. 1 day per week for 50 weeks	\$210.00	50.00	\$5,250.00	\$5,250.00
SUBTOTAL: VOLUNTEER TUTORING			\$5,850.00	\$5,850.00
DESCRIPTION	UNIT COST	QUANTITY	SUBTOTAL	IN-KIND
EVALUATION				
Instruments				
Gates-MacGinitie @ \$12 per student	\$12.00	80.00	\$0.00	\$960.00
Fry Oral Reading @ \$8 per student	\$8.00	80.00	\$0.00	\$640.00
CORE Phonics Survey	\$32.50	1.00	\$0.00	\$32.50
Data Collection, Administration and Scoring				
Research Assistant 4 weeks @ 575 per week	\$575.00	4.00	\$0.00	\$2,300.00
Statistical Analyses and Design				
Consultant			\$5,500.00	0
Evaluation Report				
Consultant			\$6,500.00	0
Web Services				
Milken Staff Web Publication, Hosting, and Design of Evaluation Report			\$0.00	\$500.00
SUBTOTAL: EVALUATION			\$12,000.00	\$4,432.50
DESCRIPTION	UNIT COST	QUANTITY	TOTAL	IN-KIND
TOTAL YEAR ONE			\$116,460.00	\$ 164,957.50

Budget Year Two

Time Frame: May, 2002 - May 2003 ---- YEAR TWO

DESCRIPTION	UNIT COST	QUANTITY	SUBTOTAL	IN-KIND
TUITION				
Scholarships for 120 children (8 Weeks 5 days a week -- Camp will subsidize \$335 per camper)	\$800.00	120.00	\$58,200.00	\$40,200.00
SUBTOTAL TUITION COSTS			\$58,200.00	\$40,200.00

DESCRIPTION	UNIT COST	QUANTITY	SUBTOTAL	IN-KIND
STAFFING:				
Position:				
<u>Temporary Employees</u>				
3 Certified Reading Teachers (5 hours per day 5 days per week)	\$9,500.00	3.00	\$28,500.00	\$0.00
1 Camp Director @ 14 weeks	\$12,800.00	1.00	\$12,800.00	\$0.00
4 Specialist Instructors (2.5 hours per day @ 80 per hour 4 days per week)	\$200.00	32.00	\$6,400.00	\$0.00
Project Director from MFF (1.5 days per week @ \$320 per day for 20 weeks)	\$320.00	30.00	\$0.00	\$9,600.00
LAUSD Administrative Costs (Payroll, PO, Consultant Pay for 40 weeks, 1 day per week @ \$200 per day)	\$220.00	40.00	\$8,800.00	
SUBTOTAL COST STAFFING:			\$56,500.00	\$9,600.00

DESCRIPTION	UNIT COST	QUANTITY	SUBTOTAL	IN-KIND
TRAVEL/LODGING/FIELD TRIP COSTS				
Camp Field Trips				
8 field trips @ \$10 per camper for 120 campers	\$1,200.00	8.00	\$9,600.00	
2 Buses per field trip	\$275.00	16.00	\$0.00	\$4,400.00
Travel				
Round trip travel to Baltimore from Los Angeles 3 people (\$475 per ticket no Sat. Stay over)	\$475.00	2.00	\$950.00	\$475.00
3 Rooms in Washington DC for 2 nights	\$350.00	2.00	\$700.00	\$350.00
2 Round trip travel to regional conference 3 people	\$600.00	2.00	\$1,200.00	\$600.00
3 Rooms @ Regional Conferences	\$500.00	2.00	\$1,000.00	\$500.00
Busses to and from camp for 32 days for 120 kids	\$275.00	64.00		\$17,600.00
SUBTOTAL: TRAVEL			\$13,450.00	\$23,925.00

DESCRIPTION	UNIT COST	QUANTITY	SUBTOTAL	IN-KIND
SUPPLIES				
Theme Week Supplies* (8 Theme weeks @ \$750 per materials)	\$750.00	8.00	\$6,000.00	\$0.00
Camp Fire Events (Wood, Marshmallows, hot dogs, and drinks for 8 events for 240 people per event)	\$500.00	8.00	\$4,000.00	\$0.00
Video Arcade Rental 8 games for 8 weeks @ 200 per week	\$1,800.00	1.00	\$1,800.00	\$0.00
Classroom Rental 6 classrooms @ \$1,200 per week per room 8 wks	\$7,200.00	8.00	\$0.00	\$57,600.00
Leveled Books			\$0.00	\$5,000.00
SUBTOTAL: RESOURCES			\$11,800.00	\$62,600.00

DESCRIPTION	UNIT COST	QUANTITY	SUBTOTAL	IN-KIND
Volunteer Tutoring				
Training	\$6.00	200.00	\$600.00	\$600.00
Recruitment / Admin Costs: Time to recruit and manage vol. 1 day per week for 50 weeks	\$210.00	50.00	\$5,250.00	\$5,250.00
SUBTOTAL: VOLUNTEER TUTORING			\$5,850.00	\$5,850.00

Budget Year Two (Continued)

DESCRIPTION	UNIT COST	QUANTITY	SUBTOTAL	IN-KIND
EVALUATION				
Instruments				
Gates-MacGinitie @ \$12 per student	\$12.00	120.00	\$0.00	\$1,440.00
Fry Oral Reading @ \$8 per student	\$8.00	120.00	\$0.00	\$960.00
CORE Phonics Survey	\$0.00	0.00	\$0.00	\$0.00
Data Collection, Administration and Scoring				
Research Assistant 4 weeks @ 575 per week	\$635.00	4.00	\$0.00	\$2,540.00
Statistical Analyses and Design				
Consultant			\$5,500.00	\$0.00
Evaluation Report				
Consultant			\$5,000.00	\$0.00
Web Services				
Milken Staff Web Publication, Hosting, and Design of Evaluation Report			\$0.00	\$500.00
SUBTOTAL: EVALUATION			\$10,500.00	\$5,440.00
DESCRIPTION	UNIT COST	QUANTITY	TOTAL	IN-KIND
TOTAL YEAR TWO			\$156,300.00	\$147,615.00

Budget Year Three

Time Frame: May, 2003 - May 2004 ---- YEAR THREE

DESCRIPTION	UNIT COST	QUANTITY	SUBTOTAL	IN-KIND
TUITION				
Scholarships for 160 children (8 Weeks 5 days a week -- Camp will subsidize \$335 per camper)	\$800.00	160.00	\$80,000.00	\$53,600.00
SUBTOTAL TUITION COSTS			\$80,000.00	\$53,600.00

DESCRIPTION	UNIT COST	QUANTITY	SUBTOTAL	IN-KIND
STAFFING:				
Position:				
<u>Temporary Employees</u>				
4 Certified Reading Teachers (5 hours per day 5 days per week)	\$9,500.00	4.00	\$38,000.00	\$0.00
1 Camp Director @ 14 weeks	\$13,500.00	1.00	\$13,500.00	\$0.00
6 Specialist Instructors (2.5 hours per day @ 80 per hour 4 days per week)	\$200.00	48.00	\$9,600.00	\$0.00
Project Director from MFF (1.5 days per week @ \$320 per day for 20 weeks)	\$320.00	30.00	\$0.00	\$9,600.00
LAUSD Administrative Costs (Payroll, PO, Consultant Pay for 40 weeks, 1 day per week @ \$200 per day)	\$230.00	40.00	\$9,200.00	
SUBTOTAL COST STAFFING:			\$70,300.00	\$9,600.00

DESCRIPTION	UNIT COST	QUANTITY	SUBTOTAL	IN-KIND
TRAVEL/LODGING/FIELD TRIP COSTS				
Camp Field Trips				
8 field trips @ \$10 per camper for 160 campers	\$1,600.00	8.00		\$12,800.00
3 Buses per field trip	\$275.00	24.00	\$0.00	\$6,600.00
Travel				
Round trip travel to Baltimore from Los Angeles 3 people (\$475 per ticket no Sat. Stay over)	\$475.00	2.00	\$950.00	\$475.00
3 Rooms in Washington DC for 2 nights	\$350.00	2.00	\$700.00	\$350.00
2 Round trip travel to regional conference 3 people	\$600.00	2.00	\$1,200.00	\$600.00
3 Rooms @ Regional Conferences	\$500.00	2.00	\$1,000.00	\$500.00
Busses to and from camp (transportation 32 days for 160 kids)	\$275.00	64.00		\$17,600.00
SUBTOTAL: TRAVEL			\$3,850.00	\$38,925.00

DESCRIPTION	UNIT COST	QUANTITY	SUBTOTAL	IN-KIND
SUPPLIES				
Theme Week Supplies* (8 Theme weeks @ \$950 per materials)	\$950.00	8.00	\$7,600.00	\$0.00
Camp Fire Events (Wood, Marshmallows, hot dogs, and drinks for 8 events for 350 people per event)	\$700.00	8.00	\$5,600.00	\$0.00
Video Arcade Rental 8 games for 8 weeks @ 200 per week	\$2,000.00	1.00	\$2,000.00	\$0.00
Classroom Rental 6 classrooms @ \$1,200 per week per room 8 wks	\$7,200.00	8.00	\$0.00	\$57,600.00
Leveled Books			\$0.00	\$5,000.00
SUBTOTAL: RESOURCES			\$15,200.00	\$62,600.00

Budget Year Three (Continued)

DESCRIPTION	UNIT COST	QUANTITY	SUBTOTAL	IN-KIND
Volunteer Tutoring				
Training	\$6.00	200.00	\$600.00	\$600.00
Recruitment / Admin Costs: Time to recruit and manage vol. 1 day per week for 50 weeks	\$210.00	50.00	\$5,250.00	\$5,250.00
SUBTOTAL: VOLUNTEER TUTORING			\$5,850.00	\$5,850.00
DESCRIPTION	UNIT COST	QUANTITY	SUBTOTAL	IN-KIND
EVALUATION				
Instruments				
Gates-MacGinitie @ \$12 per student	\$12.00	160.00	\$0.00	\$1,920.00
Fry Oral Reading @ \$8 per student	\$8.00	160.00	\$0.00	\$1,280.00
CORE Phonics Survey	\$0.00	0.00	\$0.00	\$0.00
Data Collection, Administration and Scoring				
Research Assistant 4 weeks @ 575 per week	\$655.00	4.00	\$0.00	\$2,620.00
Statistical Analyses and Design				
Consultant			\$7,500.00	\$0.00
Evaluation Report				
Consultant			\$8,500.00	\$0.00
Web Services				
Milken Staff Web Publication, Hosting, and Design of Evaluation Report			\$0.00	\$500.00
SUBTOTAL: EVALUATION			\$16,000.00	\$6,320.00
DESCRIPTION	UNIT COST	QUANTITY	TOTAL	IN-KIND
TOTAL YEAR THREE			\$191,200.00	\$176,895.00

Appendix

Consortium Partners

Los Angeles Unified School
District Area G
Renee Jackson, Superintendent
611 West 6th Street, Floor 34
Los Angeles, CA 90017
Tel: (213) 599-5700
Fax: (213) 627-4235

Milken Family Foundation
John Schacter, Senior Researcher
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Santa Monica, CA 90401
Tel: (310) 998-2872
Fax: (310) 998-2838

Koreh Los Angeles
Elaine Albert, Director
6505 Wilshire Blvd, Suite 900
Los Angeles, CA 90048
Tel: (323) 761-8145
Fax: (323) 761-8148

Baldwin Hill Elementary
JoAnne Polite, Principal
5421 Rodeo Rd.
Los Angeles, CA 90016
Tel: (323) 937-7223
Fax: (323) 937-6529

Coliseum Elementary
Zolietta Jefferson,
Principal 4400 Coliseum St.
Los Angeles, CA 90016
Tel: (323) 294-5244
Fax: (323) 292-9490

Virginia Elementary
Jacklyn Thompson, Principal
2925 Virginia Road
Los Angeles, CA 90016
Tel: (323) 735-0570
Fax: (323) 735-8224

Westchester Recreation Center
Charlott, Director
7000 W Manchester Ave
Los Angeles, CA 90045
Tel: (310) 670-7473

Evidence of Previous Success

During the summer of 2000, the Milken Family Foundation sponsored the first Summer Literacy Camp. Research from that project demonstrated that disadvantaged children's summer reading losses can be turned into gains by establishing a summer day camp that integrated reading instruction with summer camp activities (Schacter, in press). Schacter (in press) showed that disadvantaged first grade students who attended an eight-week summer literacy camp significantly outperformed students who did not attend the camp on a battery of reading assessments. Effect sizes for vocabulary ($d = 1.00$), comprehension ($d = 1.09$), phonics skills ($d = 1.20$), and oral reading ($d = 0.88$) revealed that the magnitude of these differences were substantial. Further, while the reading achievement of disadvantaged campers went up, the reading achievement of disadvantaged kids who did not attend the camp went down (see Table 1).

Table 1.
Adjusted Means of Literacy Campers and Control Students

Measures	Literacy Campers	Control
Vocabulary		
<i>Mean</i>	28.18*	19.14
<i>Standard Error</i>	1.18	.94
Comprehension		
<i>Mean</i>	24.43*	15.36
<i>Standard Error</i>	1.2	.96
Phonics		
<i>Mean</i>	76.67*	45.24
<i>Standard Error</i>	2.3	1.8
Oral Reading		
<i>Mean</i>	4.68*	2.59
<i>Standard Error</i>	.22	.18

* *Note.* Indicates significance at the $p = .0001$ level.

Equitable Access and Participation

The partners of the Summer Literacy Camp, a 21st Century Community Learning Centers grant proposal, will take all necessary steps to ensure equal access to the summer literacy camp to promote reading excellence in the community. The project director, Los Angeles Unified School District (LAUSD) Local Area G superintendent, participating principals, Los Angeles County Parks and Recreation, and park directors will ensure equal opportunities to participate for all eligible students, and equal employment opportunities for teachers, camp counselors, and other program staff.

The Los Angeles Unified School District Local Area G, the Los Angeles Parks and Recreation, the Milken Family Foundation, and the participating schools will ensure equitable access to, and equitable participation in, all activities to be conducted with federal 21st Century Community Learning Centers assistance. The partners will ensure equity by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age.

Description of Steps

First, LAUSD will ensure that each participating school will provide equal access to, and equitable participation in all activities to be conducted with federal 21st Century Community Learning Centers assistance. The assurance will state that partner schools and parks will address the

special needs of students, teachers and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age.

Next, LAUSD and the Milken Family Foundation will continue and extend efforts to provide technical assistance to help partner schools and parks address barriers to equitable participation and equitable employment opportunities. These efforts include, but are not limited to:

- Positive recruitment and hiring efforts that eliminate barriers that may impede traditionally underrepresented persons based on race, color, national origin, gender, age, or disability.
- Positive recruitment and hiring efforts that advance in the employment of qualified individuals with disabilities.
- Selection and participation of summer campers that eliminate barriers that may impede traditionally underrepresented children based on income, race, color, national origin, gender, age, or disability.
- Provision of culturally sensitive reading materials and curricula that do not present barriers to participation.
- Provision of professional development opportunities to help acquaint teachers with provisions of the Americans with Disabilities Act.
- Provision of professional development opportunities to assist teachers in helping learners with disabilities reach their full potential.
- Continue to work with participating schools and parks to ensure that children, hired teachers, hired counselors, and hired specialists reflect the community's profile in terms of gender, race, color, national origin, disability, and age.

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