DOCUMENT RESUME

ED 300 470 UD 026 383

AUTHOR Carroll, Susan
TITLE Words + Numbers: The CT Summer Incentive Program: An Evaluation of Three Years--FY86, FY87, FY88.
INSTITUTION Words + Numbers, Torrington, CT.
SPONS AGENCY Connecticut State Dept. of Education, Hartford. Bureau of Research, Planning, and Evaluation.
PUB DATE 25 Nov 87
NOTE 68p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Achievement; Attendance; *Basic Skills; Class Size; *Compensatory Education; Educational Improvement; Elementary Secondary Education; Incentives; Language Arts; *Mathematics Instruction; Program Design; Program Effectiveness; *Reading Instruction; *Remedial Instruction; Student Characteristics; *Summer Programs; Teacher Effectiveness
IDENTIFIERS *Connecticut

ABSTRACT

The Act To Encourage the Expansion of Remedial Education Programs During Summer (P.A. 85-576), passed by the Connecticut General Assembly, provided local and regional boards of education with the opportunity to offer students in grades K through 8 remedial summer school services. Summer Incentive monies were granted to 25 programs from Fiscal Year (FY) 1986 to FY 1988. Among the findings of an evaluation of the Summer Incentive programs are the following: (1) academic instruction averaged 3 hours per day; (2) in FY 1986, 9 programs served 2,205 students, in FY 1987, 21 programs served 4,227 students, and in FY 1988, 18 programs served 3,925 students; (3) there was an almost equal proportion of white and non-white students; (4) although all grade levels were represented, the majority of students were in elementary school; (5) overall attendance rates were at least 82 percent; (6) students who participated in the programs made gains in the basic skill areas of reading, mathematics, and language arts; (7) 76 percent of all reading and math scores, and 71 percent of all language arts scores, increased; (8) teachers targeted specific objectives through defined curricula; (9) teachers of high quality were recruited; (10) the small class size provided for more individualized help for the students; (11) an upbeat climate permeated Summer School environments; (12) incentive/reward systems allowed youngsters to feel success; and (13) parental partnerships were attempted. Individual program highlights are discussed. Recommendations for improvement are offered. Data are presented on graphs and tables. A map, a calendar, student artwork, and several photographs accompany the text. (BJV)

8-23-89

Words+Numbers

ED300470

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Susan Carroll

Words & Numbers

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

UD026383

ERIC 189-5639 • 40 Main Street, Office #15 • P.O. Box 1373 • Torrington, Connecticut 06790-1373

THE CT SUMMER INCENTIVE PROGRAM:
An Evaluation of Three Years

FY86 FY87 FY88

PREPARED FOR:
Pat Forgione,
Bureau of Research and Evaluation
CT State Dept. of Education

PREPARED BY:
Susan Carroll,
Consultant
Words + Numbers

November 25, 1987

EXECUTIVE SUMMARY

Prior to 1986, summer school services in Connecticut were offered primarily to high school students. Kindergarten through eighth graders with academic needs did not have much opportunity to improve or maintain their skills in Reading, Mathematics and Language Arts over the summer.

The Act To Encourage the Expansion of Remedial Education Programs During Summer (P.A. 85-576) changed that. Passed by the CT General Assembly, the legislation provided local and regional boards of education with the opportunity to offer students in grades K-8 remedial summer school services. Grant acquisition during this three-year pilot program was competitive with criteria established by the State Department of Education.

A summative evaluation was conducted for the three-year pilot program and was designed to be qualitative and quantitative in nature. Program implementation aspects were described; and program outcomes were identified. The findings are summarized as follows.

***

Twenty-five separa programs successfully attained Summer Incentive monies from FY86 to FY88. Over sixty percent of the 25 programs received funding for more than one year. Many programs were cooperative ventures among neighboring towns and cities. This enabled youngsters from at least 85 of Connecticut's 169 towns and cities to participate at some point during the life of the program.

In order to participate in the Summer Incentive programs, there were local criteria for identification and recruitment of students. These were similar across the 25 programs since the thrust of the Summer Incentive program was "remediation". The prime candidates were students who:

* performed below mastery level on CT Mastery Tests;
* were below grade level on standardized exams;
* demonstrated poor academic performance in school; and/or,
* were retained in a grade level or often were absent from school.

Reportedly, demand exceeded supply; waiting lists existed at a few of the Summer Incentive sites.

Most Summer Incentive programs operated at one site and in the town or city where the proposal for funding originated. Exceptions were programs with a very large student body or those covering a large geographic portion of the state. Then, multiple sites/locations were necessary. Bus transportation was provided free of charge by many programs. It was acknowledged that student participation hinged on this provision.

Instructional services began about a week after public school closures, and extended into the beginning of August. Most programs operated for 20 days, Monday through Friday. Academic instruction on the average was three hours per day. Besides the Remedial programs in Reading, Math and Writing there were ESL/Bi-Lingual, Special Education and Enrichment components included in some program designs.

Staff composition usually consisted of a designated administrator, teachers, educational aides, and in some cases specialists in areas such as media, the arts, computer technology, and evaluation. There were nurses at a few sites.

Professional development activities frequently were offered as in-services prior to program start-up. Assessment and record keeping occurred after programs ended. Progress reports were forwarded from Summer Programs to receiving schools/teachers so that the diagnosis of needs in September could be quickly executed.

Summer Incentive programs served:

- 2205 students with 9 programs in FY86.
- 4227 students with 21 programs in FY87.
- 3925 students with 18 programs in FY88.

Slightly more boys (57%) than girls participated (43%) each year.

There was almost an equal proportion of white and non-white students. Of the non-white students, Blacks, Hispanics, Asians and American Indians were the major ethnic segments represented in Summer Incentive populations.

All grade levels were represented. The majority of students were in elementary school (K-5); there were proportionally fewer middle school students participating. Kindergarten and pre-school (PreK-K) was the greatest segment to grow in numbers over the term of the grant period.

Students attended school in the summer. Overall attendance rates were at least 82 percent. Some of the factors perceived to boost participation levels were:

- Enrichment components which offered non-academic course electives such as photography, drama, and the arts; field trips; in-house performance; and guest speakers.
- The opportunity to utilize computer technology as a learning tool.
- The written agreement between families and programs to adhere to good attendance practices.
- Follow-up phone calls to homes when absences occurred.
- Rewards for good attendance.

The methodology for aggregating student achievement data improved greatly over the life of the Summer Incentive Program. Data supplied by the programs during the final year were considered to be the most valid in assessing the Summer Incentive Program impact on achievement.

These results showed that students who participated in the Summer Incentive Programs made gains in the basic skill areas of Reading, Mathematics and Language Arts. The majority of youngsters demonstrated that they knew more in each of the three basic skill areas at the end of FY88 summer programs (post) than when they first began (pre).

- Seventy-six percent of all READING scores increased.
- Seventy-six percent of all MATH scores increased.
- Seventy-one percent of all LANGUAGE ARTS scores increased.

Although not implemented at every program, there were several strategies identified by programs as key in their ability to provide successful remedial programs during summer.

1. Teachers targeted specific objectives through defined curricula. There was pre-diagnosis of student skill levels; and then the creation of individualized education plans to guide instruction.

2. Teachers of high quality were recruited, some of whom were alumni from the previous Fiscal Year in the Summer Program.

3. On the average there were eleven students for each teacher. This small class size provided for more individualized help for students.

4. An upbeat climate permeated Summer School environments, and reportedly had a positive effect on students' attitude about being in school.

5. Incentive/reward systems allowed youngsters to feel success, possibly for the first time in his or her academic career. This strategy served as a catalyst for achieving the desired behavioral outcomes, too.

6. Parental partnerships were attempted at many sites so that reinforcement could be undertaken at the homesite.

TABLE OF CONTENTS

LIST OF GRAPHS

1.00 BACKGROUND

The purpose of this evaluation report is to provide the Connecticut State legislators and State Board of Education with a working document. Both qualitative and quantitative in nature, it provides program implementation and program outcome information. Although non-technical, the report contains valid information upon which informed decisions can be based regarding the continuation or dis-continuation of the Summer Incentive Program.

1.10 CONNECTICUT'S FUTURE

Connecticut is facing a crisis. By the year 1995 the number and nature of jobs in each sector of our economy will change dramatically. There will be a growing mismatch between jobs and the available labor supply. According to Jobs For Connecticut's Future, a privately financed study, the number of jobs will grow by 189,000 or 15 percent by 1995 while the labor force will grow by only ten percent.

At the same time, Connecticut is in an extraordinarily strong position to meet this challenge head on. It enjoys a healthy, diversified economy, high per capita income and educational levels, a productive work force, and low unemployment.

To keep Connecticut in the enviable position it currently enjoys, a competent work force is imperative, particularly because of the shrinking supply. Every individual citizen of Connecticut will become a significant player in the future of our state.

Ensuring a competent workforce is part of the role of the public schools. One important aspect of "competence" is acquisition of the basic skills - reading, writing and mathematics.

1.20 THE CONNECTICUT MASTERY TEST: An Integral Part of Connecticut's Future.

The State Department of Education has developed Mastery Tests which have been administered state-wide to fourth, sixth and eighth graders. The tests, considered to be some of the most difficult in the nation, are a means of assuring that youngsters will possess minimum competencies on basic skills such as reading, writing (or language arts), and mathematics. This tough initiative, on the part of the State Department of Education, provides a mechanism for quality assurance: the product of our educational systems state-wide will have basic skills as they become active participants in our state. This is the good news.

The reality is that not all children can be expected to pass a Mastery Test; a proportion will fail. This year, more than twenty-five percent of

the Connecticut eighth graders failed to pass the Reading section of the CT State Mastery Test. In the large cities of Hartford, New Haven and Bridgeport, over fifty percent of the eighth graders failed the Reading portion this year.

The percentages of CT students who failed sections of the Mastery Test in 1987 are reported below.

	PERCENTAGE OF STUDENTS FAILING		
GRADE LEVEL TESTED	READING	MATH	WRITING/LANGUAGE ARTS
4th Grade	28%	16%	23%
6th Grade	31%	19%	22%
8th Grade	27%	17%	17%

1.30 THE SUMMER INCENTIVE PROGRAMS

1.31 The Need for Remedial Services

The Chinese write the word "crisis" with two characters: one means danger and the other means opportunity. Connecticut is faced with the danger of a shrinking labor market, coupled with the fact that a percentage of the available workforce may lack basic skills.

Remediation is the opportunity. Defined as "the process of re-teaching skills and concepts", remediation gives students more time to master stated curricular objectives. Remediation offers youngsters the opportunity to "catch up on" or maintain the academic progress that they have worked so hard for.

As Jackie Haines of the Gesell Institute said of children in remedial programs:

> "There is nothing wrong with these children. Some flowers are tall, some are short. Some grow better the year after than the year before."

1.32 The Need for Expanded Remediation

Although remediation has been pursued during the regular school year, the State Department of Education believed that expanded remediation services were needed.

First, there were few CT towns offering summer school programs for needy children in grades K through 8, although it is universally accepted that early intervention strategies equal meaningful remediation. Secondly, empirical research has demonstrated that the maintenance of academic achievement (attained during the regular school year) may need reinforcement during the summer months. Summer school provides continuity of instruction from one school year to the next.

The Act To Encourage The Expansion of Remedial Education Programs During The Summer (Public Act 85-576) was the legislative response to the CT State Department of Education's concern for expanded remediation services. Passed by the General Assembly in 1986, the bill established a three-year, pilot grant program to begin in FY86 and to extend to FY88.

The intent of the law was clear. Funding would be provided on a competitive basis to local and regional school boards so that remedial services could be expanded during the summer. Pupils in grades K through 8 (inclusive) would receive remediation in the basis skills of reading, mathematics and writing (language arts).

Authorized by law, the State Department of Education established criteria for granting awards to local and regional boards. Allocated funds were to be used to expand existing remedial programs or to begin new ones. The programs were allowed to include ESL, Special Education and Enrichment (non-academic/cultural) components in addition to the core remedial thrust. The Enrichment portion, not to exceed twenty-five percent of an overall grant award, was a very important adjunct. As a Summer Incentive teacher said:

> ... they (the children) are making further progress and they are having a good time which is important because it's summer.

2.00 WHO RECEIVED SUMMER INCENTIVE FUNDING?

2.10 THE FUNDED PROGRAMS

Twenty-five programs successfully competed for Summer Incentive monies over the course of the granting period, FY86 through FY88.

* During FY86, nine programs received a total of $499,999 in state funds.

* During FY87, twenty-one programs received $970,000 in state monies.

* During FY88, eighteen programs were allocated $1,009,850 in Summer Incentive Monies.

Please refer to the chart below for a listing of all 25 programs and awards per year for each of the three fiscal years.

SUMMER INCENTIVE AWARDS BY FISCAL YEAR

PROGRAM	FY86 (N=9)	FY87 (N=21)	FY88 (N=18)
ANDOVER	---	---	14,340
BRIDGEPORT	93,885	100,480	86,935
CHESHIRE	---	13,676	15,796
CREC	93,618	98,457	86,935
EASTCONN	77,476	100,480	86,935
EAST HAVEN	16,078	---	---
HAMDEN	---	16,267	---
HARTFORD	66,228	84,376	86,935
LEARN	---	82,660	86,935
MIDDLETOWN	---	18,317	---
NAUGATUCK	---	15,072	26,080
NEW HAVEN	64,358	100,304	86,935
NEW LONDON	45,309	29,541	59,244
NORTH BRANFORD	---	31,601	---
PLYMOUTH	---	---	17,387
PORTLAND	---	8,440	---
PUTNAM	---	13,339	20,604
RESCUE	---	100,480	86,935
SIMSBURY	---	19,987	---
STAFFORD	---	---	25,216
STAMFORD	27,056	13,483	51,118
VERNON	---	41,598	62,661
WATERBURY	---	36,814	
WEST HAVEN	---	15,429	---
WINDHAM	19,998	30,099	52,683
TOTAL	$499,999	$970,900	$1,009,850

As the graph below reflects, some of the programs received multiple year funding. Others were funded for only one of the three program years.

[Insert Graph A here.]

Eight (32%) were funded for each of the three years that the pilot program existed. There programs were:

BRIDGEPORT
CREC
EASTCONN
HARTFORD
NEW HAVEN
NEW LONDON
STAMFORD
WINDHAM

Seven (28%) were funded for two of the three program years, FY87 and FY88. These were:

CHESHIRE
LEARN
NAUGATUCK
PUTNAM
RESCUE
VERNON
WATERBURY

Ten (40%) were funded once during the three years of the pilot program. Each is listed alphabetically with the respective Fiscal Year of funding.

PROGRAM	FISCAL YEAR OF FUNDING
Andover	FY88
East Haven	FY86
Hamden	FY87
Middletown	FY87
North Branford	FY87
Plymouth	FY88
Portland	FY87
Simsbury	FY87
Stafford	FY88
West Haven	FY87

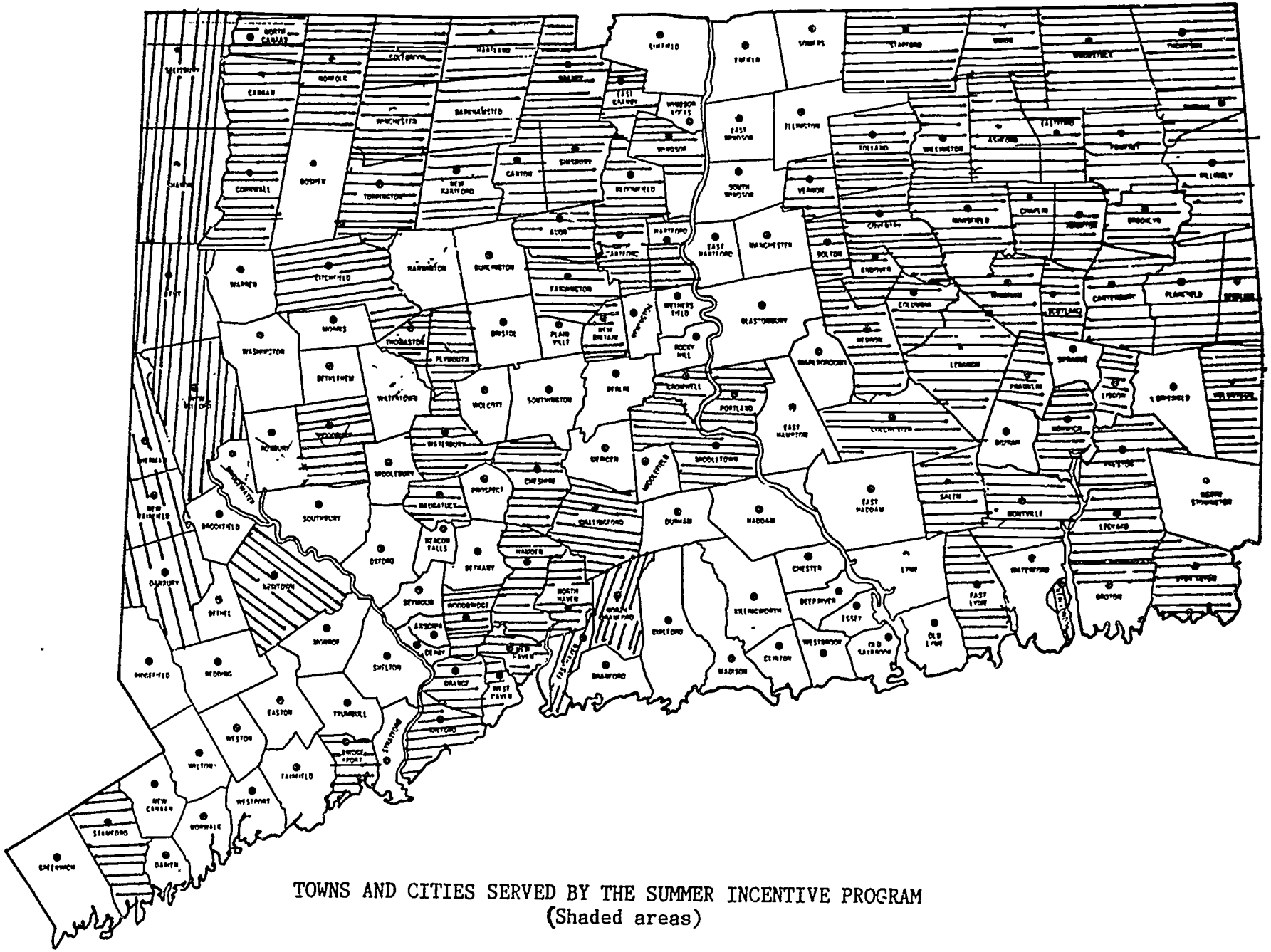
2.20 CT TOWNS AND CITIES RECEIVING SUMMER PROGRAM SERVICES.

During the three years of the Summer Incentive Program it is estimated that youngsters from 85 (50%) of Connecticut's 169 towns cities received summer school services. A listing of the 25 programs and the 85 towns and cities served can be found on the next page.

The map below illustrates the geographic territory covered by Summer Incentive programs from FY86 to FY88 (inclusive).

[Insert Map here.]

Many of the 85 towns and cities served by Summer Incentive Programs were highly populated areas, having over one-thousand (or more) residents per square mile. Programs that served students from densely-populated areas were those located in:



TOWNS AND CITIES SERVED BY THE SUMMER INCENTIVE PROGRAM
(Shaded areas)

BRIDGEPORT
NEW BRITAIN (CREC)
HARTFORD
NORWICH (LEARN)
NAUGATUCK
DANBURY (RESCUE)
STAMFORD
VERNON
EAST HAVEN
NORTH HAVEN (NORTH BRANFORD)
HAMDEN
WEST HAVEN
MILFORD

Also, there was a demonstrated economic need for many of the 85 towns and cities. The majority (68%) were below the per capita income (PCI) average set at $10,368 by the U.S. Dept of Commerce.

2.30 COLLABORATIVE/COOPERATIVE VENTURES

The legislation called for collaboration among school districts for cost effectiveness. Many of the programs thus reflected joint ventures. The Regional Education Service Centers (RESC) such as RESCUE, EASTCONN, LEARN, and CREC each displayed leadership in this effort, combining more than three towns and cities into joint efforts. Other collaborative efforts were smaller - between two or three towns/cities. Joint ventures were sometimes heterogeneous - combining urban/rural/suburban districts into one program.

3.00 WHAT WERE THE COMMON FEATURES OF THE SUMMER INCENTIVE PROGRAMS?

3.10 HOW WERE STUDENTS IDENTIFIED FOR PARTICIPATION?

"Success is rare for these students and for many of them, failure is routine."

- Summer Incentive Program Teacher

The identification process varied only slightly from school district to school district. The twenty-five programs used similar measures to identify students who needed remediation in Reading, Math and Language Arts. A combination of the following methods were used to tap students:

* Below standard performance on CT State Mastery Tests;
* Below grade level on standardized, norm reference tests;
* Poor academic performance in school;
* Involvement in Chapter One programs;

* Retention for at least one grade level;
* Poor school attendance patterns;
* Teacher recommendations;
* Parent referrals;
* ESL information; and,
* Screening tests (pre K-1).

Evidently, there were more children who wanted to attend summer school than the availability of places. In FY88, Hartford had 800 applicants for 200 places. Windham in the same year had 150 youngsters on a waiting list.

3.20 WHERE WERE PROGRAMS LOCATED?

The majority of the 25 Summer Incentive programs operated in the city or town where the program was administered. There was usually one location or site for the Summer Program.

Satellite locations were necessary when a program was geographically widespread. An example was the RESCUE program, where several locations were needed to bring services to the twenty-three participating towns and cities.

A program with an extraordinarily large student body also required multiple sites. New Haven with the largest student body of Summer Incentive youngsters utilized six New Haven schools for program implementation.

3.30 WHEN WERE PROGRAMS IMPLEMENTED?

Summer Incentive programs began in July and ended in early August, extending for about 4 weeks or 20 days altogether. Instructional services were delivered for three hours a day, five days a week - Monday through Friday. Special Educational and ESL/Bi-Lingual programs were offered concurrent to Remedial services. Enrichment components of Summer School were available at some sites in the morning or afternoon.

Prior to program start-up, there were days devoted to staff development/training. Post-program days were used for sending progress reports to students' schools and other evaluative activities.

3.40 WHO COMPOSED THE STAFF?

3.41 Administration

Many of the twenty-five programs had a designated administrator or Head teacher who provided leadership and management functions, including coordination, communication to parents and students, record keeping, monitoring and supervision.

3.42 Teachers and Other Instructional Staff

In most cases teaching staff were recruited and hired on the basis of quality versus seniority in the system.

Student to teacher ratios averaged around 11:1. During FY87 there were 410 teachers helping 4277 students during the summer as a result of the Summer Incentive Programs. There were 367 teachers working with the 3925 students during FY88.

Most of the teachers employed in Summer Incentive program had expertise in the targeted skill areas of:

READING
MATHEMATICS
LANGUAGE ARTS

Others had expertise in ESL/Bi-lingual education, special education and enrichment areas such as art, drama, music, photography, computer technology, and so forth.

Educational Aids were employed at many sites to assist in the process of individualizing instructional services. There was a close agreement between the number of teachers and the number of aides employed at many programs.

One aide at the Bridgeport program wrote:

> "The teacher and I began testing the first week of the program. We both corrected tests. I assisted in correcting paperwork and answering students' questions. We took attendance each day. Most of the time I would finish paperwork...It would have been very hard for the teacher if she hadn't had an aide."

Tutors, both peer and college students, were used in some classrooms.

Although one of the first items to be cut from budgets was in-service training, many programs offered Summer School instructional staff the opportunity to gain professional development. The belief was that in-service training could maximize effective teaching practices for the benefit of students needing remediation. Some of the in-service topics offered were:

Holistic Writing and Scoring
Teaching to Individual Learning Styles
Use of Math Manipulatives To Solve Problems
Parenting Skills
Computer Training

Storytelling for Reading Comprehension
Madeline Hunter Mastery Teaching
Effective Use of Tutors in Classroom

Other staff that rounded out the summer school profiles were:

* Clerical personnel
* Nurses
* Evaluators
* Media/computer specialists

4.00 WHO WERE THE STUDENTS?

"For some reason I liked school more in the summer and wanted to study more. I didn't think I was going to like it, but I did, and it was fun."

- 3rd Grade Student
Windham Program

4.10 NUMBER OF STUDENTS SERVED

4.11 Numbers of Students Served for Each Fiscal Year

In Connecticut public schools there were many students who were able to take advantage of summer school services because of the Summer Incentive program.

During FY86, 2205 students participated through the nine funded programs. The second fiscal year saw numbers of students double to 4227 with the funding of twenty-one programs. The last fiscal year, 3925 students were able to participate in summer school at eighteen programs throughout the state. The graph below shows numbers of students per year.

[Insert Graph B here.]

4.12 Number of Students Per Program

On the average 200 students were served per project during the three year period of the Summer Incentive Grant.

4.20 GENDER OF PARTICIPANTS

Over the course of the three years, the gender breakdown remained constant. Boys out numbered girls, but just slightly.

Gender Breakdown by FY

FY	BOYS (%)	GIRLS (%)
FY86	1235 (56)	970 (44)
FY87*	2264 (57)	1723 (43)
FY88	2226 (57)	1699 (43)

* Missing data on reporting forms account for varying totals.

The pie charts below demonstrate the similarity between the proportions of the males and females served during the course of the grant period.

[Insert Graphs C, D and E here.]

4.30 ETHNICITY OF PARTICIPANTS

In FY86 most students (70%) who attended the nine summer school programs were non-white. During FY87 and FY88, the number of programs doubled. Ethnicities reflected more white participants (55%).

Ethnic Breakdown by FY

FY	AMER. INDIAN	ASIAN	BLACK	WHITE	HISP.
FY86*	--	96	938	648	505
FY87*	8	127	1043	2195	601
FY88	4	114	1136	2105	566

*Missing data on reporting forms account for varying totals.

The charts below show ethnic representation in the Summer Incentive Programs for FY86 through FY88.

[Insert Graphs F, G, H]

4.40 GRADE LEVELS OF PARTICIPANTS

All grade levels from Kindergarten through Eighth were served by the Summer Incentive Programs. This was congruent with the specifications of the law. During FY88, Pre-K programs emerged to serve pre-schoolers at Stamford and Hartford.

The proportions of students from different grade segments remained fairly constant for the three years of the grant. There were proportionally more children participating in grades 1-5 than at the middle school levels (6-8) during each of the three fiscal years.

From FY86 to FY88 the proportion of children in grades 1 through 5 increased slightly each year. Middle school participation declined somewhat during this time. The Kindergarten population enjoyed the most growth in participation rates. At FY88 there were three times as many children in this grade segment than in FY86.

Grade Levels by FY

GRADE	FY86*	FY87*	FY88*
K	138 (6%)	154 (5%)	421 (11%)
1-5	1487 (67%)	1992 (66%)	2536 (70%)
6-8	581 (26%)	865 (29%)	727 (19%)

* Missing data on reporting forms account for varying totals.

The graphs below show the proportion of grade levels represented for each fiscal year.

[Insert Graphs I- L here.]

5.00 DID YOUNGSTERS COME TO SCHOOL IN THE SUMMER?

"Attendance is very important here and rewarded. You can't teach them if they are not here."
- Program Teacher

"I had the chance of going to camp or going to summer school. School is better."
- Program Student

"He wouldn't have missed a day even if I let him."
-Parent of Summer Incentive
Program Student

5.10 ATTENDANCE RATES

For the twenty-five Summer Incentive Programs funded over the three years of the grant period, attendance was critical. Since program length was short (twenty days), a child needed to be present in order to acquire the basic skills.

Attendance rates were very close for the three years. Most students were present over eighty percent of the time as the histogram below indicates:

[Insert Graph M here.]

There were some factors that programs perceived to be critical in boosting attendance during the summer. Several programs asked parents and students to sign a commitment agreement promising good attendance. Follow-up phone calls were used to monitor absences. An incentive/reward system was used to stimulate good attendance.

A major factor identified by several sites as an attendance catalyst was the Enrichment Component.

5.20 THE ENRICHMENT COMPONENT

The General Assembly authorized that twenty-five percent of allocated program monies could be used for enrichment components. This decision, according to Summer Incentive staff was key in:

1. stimulating attendance;
2. providing ESL children with mainstreaming opportunities;
3. exposing remedial youngsters to their peers who were good achievers;
4. and ultimately creating a non-traditional flavor to school in summertime.

Creative and innovative ideas were shaped into elective course offerings (photography, computer training, drama, art, puppetry, cooking, and others). There were cultural experiences such as Bridgeport's Young Audience Program. Many sites had field trips for children to look forward to. Some included the:

Worcester Science Museum
New Haven Register
Gillette Castle
West Hartford Children's Museum
Peabody Museum
Sturbridge Village
Oakdale Theater
Radio City Music Hall

The Enrichment Program exposed children to people and events they may not have had the opportunity to view before. More important it motivated them to attend school so that teachers could teach the skills and concepts students were there to acquire.

The qualitative input by staff during the Evaluation process provided the best documentation for Enrichment activities.

"The provision of the Enrichment program as an incentive to students cannot be underscored enough... Students who are having difficulties in school are not eager to come back so soon after the school year ends."

"Let's face it. These kids are in school while their friends are at camp. This is something for them to look forward to."

"The Enrichment aspect of summer school was vital to many children in developing their feelings that school was generally fun - a concept they had not previously experienced."

"The enrichment program was the ONLY thing that kept many of our students coming back. I believe that most students who might have dropped out, stayed in because of the enrichment program."

"A child selected for remediation often has self concept problems. The Enrichment program gives personal contact on a social level with the teacher and peers in a non-threatening environment."

One child summed up the Enrichment experience this way:

We learned about farm life.
We went on a boat ride.
We planted seeds.
We had art and drama.
Lunch was good.
I made new friends.
We had phys.ed.
We made flags.
We did some things in the city.
Visitors came to our school.
We made gwokamley [sic] dip.
We made peanut butter and jelly out of cooky cutters.
We spelled.

Writing sample from 3rd Grader
CREC Program/Fiesta

6.00 DID YOUNGSTERS MAKE PROGRESS?

6.10 THE STRATEGIES TO INCREASE ACHIEVEMENT

"The keys to good remedial assistance are effective techniques, a defined curricula and continuous taff development."

-BASIC SKILLS COMMITTEE
(Report to CSDE 11-14-84)

The attainment of instructional objectives through well-designed curricula made the summer school interventions apparently successful experiences. Cognitive growth was demonstrated; affective growth was reported by teachers and parents. There were several areas related to the instructional component that made summer school effective.

6.11 Targeting Basic Skills Acquisition in the Curriculum

We wanted children to enjoy reading on a recreational level...to write with a little more ease...to experience non-academic activities [enrichment] while learning occurs.

- Program Teacher

READING:

Deliberate attempts were made in the Summer Incentive program to increase reading skills. Students were encouraged, and in some cases rewarded, for reading books of their choice. High interest/low vocabulary books were provided by several programs. The Report on Becoming a Nation of Readers gave a thematic structure to others. Finally, the use/reliance on dittos was discouraged.

Many programs reported that youngsters were engaged in more recreational reading. Also, usage of library resources reportedly increased due to summer school exposure. One program even allocated fifteen minutes of each program day to the activity of reading.

Some specific skills addressed during the twenty days of READING instruction included:

* selecting main passages;
* recalling pertinent details;
* looking for context clues;
* developing word attack skills;
* applying decoding skills; and,
* comprehending both the literal and inferential.

One parent wrote in the Evaluation:

"I see my child reading more actively for his own pleasure."

Another stated:

"Summer school encouraged him to read rather than be read to."

MATHEMATICS:

Mathematics instruction during the twenty days of summer relied heavily on the use of math manipulatives to teach this basic skill. Such tools included:

* links;
* unifex cubes;
* tangrams;
* attribute blocks;
* people pieces; and,
* cuisenaire rods.

These math manipulatives enabled youngsters, particularly the younger students, to develop concepts - not just computational skills. The ability to solve higher level mathematics problems was a deficiency discovered of students tested on the CT Mastery Test. Thus, the methods utilized in Summer School were directed toward a remedy.

Chalkboards and workbooks were heavily used resources in summer school, again veering the instructional modality away from the use of dittos and toward more interactive teaching approaches.

Some of the math skills addressed in Summer School were:

* solving problems;
* computation skills;
* improved knowledge of math facts; and,
* use of computer programs.

At Project LEARN, the math curriculum was guided closely by CT Mastery test objectives.

WRITING/LANGUAGE ARTS:

"I feel that having students write each day proved to be the most beneficial aspect of summer school. This positive attitude will carry over to classrooms in the fall.

-Program Teacher

Most of the Summer Incentive sites placed a premium on the activity of writing. Pre and post writing samples were taken for holistic scoring. On the dimensions of:

* focus;
* organization;
* support;
* elaboration;
* mechanics; and,
* sentence formation.

One example of an eighth grader's post-writing sample is below:

I know it's summer by the feeling of heat and humidity putting pressure on you like a heavy blanket covering your whole body.

I know it's summer by the feeling of scorching heat cutting through the wind to burn my back like a rock going through a wall and knocking someone over.

I know it's summer when I wake up at 5:30 in the morning and it's 78 degrees when it was 52 the previous morning, when they start putting gravel on the street to cool the tar, and when my uncle has his usual cookout the first day of summer.

That's how I know summer is here.

Children were strongly encouraged to write in "bare books" and journals/logs. Newsletters, plays, poetry, and short stories were some of the products of children's efforts. As with Reading, some programs used "set-aside" time where students were allowed to write. Other programs integrated word processing into the writing components.

6.12 Creating Small Class Sizes.

"He was able to get more personal attention than during the school year."

-Parent

The student to teacher ratio (11:1 average) at most sites was a beneficial aspect of curricular implementation. It was possible for teachers to individualize much more so than during the school year. Also, Individual Education Plans (IEP's) were frequently found at most sites. These allowed teachers to identify skills and then use a diagnostic prescriptive plan. Thus, teachers knew what to focus on.

The high utilization of educational aides enhanced one-on-one efforts. At the same time, it was reported that the presence of educational aides mitigated behavioral problems. Tutors were used in some classrooms.

6.13 Recruiting a High Quality Teaching Staff.

"My son learned a great deal this summer not only in the school work which was excellent but...in self confidence. We thank her (the Summer Incentive Program teacher) greatly.

-Parent

"Our classes were never boring."

-Program Student

Most of the Summer Incentive programs were able to identify and recruit teachers rather than hire only on the basis of seniority. This reportedly allowed for the provision of enthusiastic, creative, and compassionate staff at many sites. Several teaching alumni from FY86 returned to teach in Summer Incentive Programs for FY87 and FY88.

In FY87 the calendar below was given to K-1 children, as they left the CREC program for a month interim before school started again. This piece of work is an example of the care that SummerIncentive teachers reportedly exhibited toward youngsters they taught.

[Insert calendar here.]

AUGUST

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Tell a story about swimming with a whale.	2 Write a letter.
3 Make paper airplanes.	4 Say/sing nursery rhymes.	5 Make a mud pie; divide it into five equal parts.	6 Guess; then count the slices in a loaf of bread.	7 Learn to wink.	8 Say the alphabet forward and backwards.	9 Have a water fight.
10 See how long you can hold your breath.	11 Name words that begin like "wink".	12 Imitate a cat just waking up.	13 Write the alphabet on the sidewalk with water.	14 Tell why wheels are used.	15 Circle and count all the letters/words you know on a page.	16 Count the times you can jump rope.
17 Look for a four leaf clover.	18 Go to the library. Read a book.	19 Name words that begin like "vase".	20 Read the numbers from a page of a phone book.	21 Name words that rhyme with "cat".	22 Write your full name, address, and telephone no.	23 Name farm animals
24/31 Do a kind deed.	25 Count your steps from the door to the street.	26 Estimate one minute.	27 Tell what you would see if you were a kite.	28 Count by threes to thirty	29 Find four pictures; make up a story about them.	30 Count the change in a pocket or a purse

6.14 Promoting a Positive Climate

"Motivation. I feel that this program made many of our students look forward to school both now and in September. This is how it should be."

Most sites of the Summer Incentive Programs were upbeat. There were prominent displays of students' work on bulletin boards. Classrooms were attractive, well-decorated, cheery and colorful. An obvious effort was made to create the aura that school was in session. Simultaneously, there was a distinctive feeling the something different was being tried with respect to remediation. Experimenting with more innovations appeared to characterize the Summer Incentive Programs.

The positive climate reportedly affected student attitudes about being in school in the summertime. From Evaluation Reports, these comments support this claim:

"Students were eager to attend school because of the relaxed fun approach to learning. The environment was more relaxed."

-Teacher

"My children looked forward to going (to school) every day.

-Parent

Project LEARN implemented a comprehensive evaluation system designed to retrieve qualitative feedback for program improvement from over 200 students and parents. The results from the LEARN data are similar to those reported from other programs and can be considered fairly representative.

STUDENTS:

Kindergarten, first and second graders were presented with questions that had the following responses to select from:

Students responded:

When I come to school I feel: (Happy face) 83%

When next year's teacher sees what I have learned, s/he will look: (Happy face) 92%

When I tell somebody about summer school, I feel: (Happy face) 90%

LEARN students in grades three through eight indicated that only 51 percent wanted to come to summer school; but,

* 84% felt that they learned math that would make it easier for them in September.

* 73% percent felt similarly about the reading skills they developed.

PARENTS:

Parents of Project LEARN students were also asked to provide qualitative feedback.

* 74% indicated that their child was interested in summer school when it began. This increased to 95% of the children being interested at the conclusion, according to parents.

* 81% of the parents felt that their child learned a great deal in summer school.

* 87% felt that summer school would help their child in September.

6.15 Implementing Incentive Systems

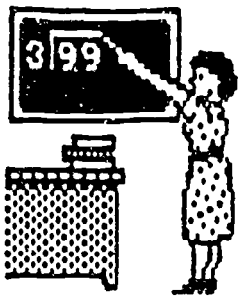
Many sites understood the competition that summer itself presented to youngsters, particularly when peers were free to vacation, attend camp and have fun. Built-in incentives to reward good academic performance, attendance and all around behavior were perceived as key to attaining desired growth by summer school students. As previously mentioned, the Enrichment Component served as a major "carrot" to many children.

A second enticement was the ability to use computers. Many sites integrated computer technology into academic instruction, as well as the Enrichment courses. This technological aide reinforced remedial efforts and promoted computer literacy at the same time. Testimonials from teachers support the value of computer usage in summer school:

"Many students could not wait to use the computers to write stories, newsletters, and letters to family and friends. They were excited about learning."

"The use of computers was considered to be a major motivational tool. They allowed students hands-on learning experiences while having fun."

Please turn to the next pages to view some of the computer-based work of Summer Incentive students.



Teachers...
understanding
teaching, knowing, reading
being kind, mean, loving, special
helpful

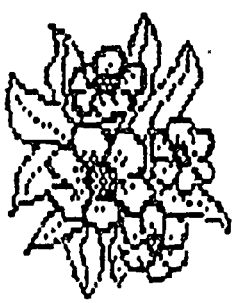
by Catherine Smith
Grade 5

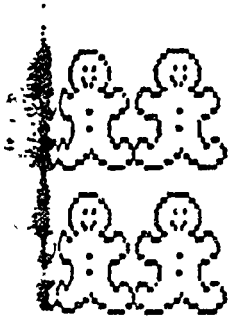
Music
melodius
harmonious, dulcet
scoting mind a swell as bodies
soft tunes

by Danielle Stephenson
Grade 6

Flowers
nice, sweet smelling
blooming in the clean air
prolonging fragile existence
pretty

by Zowie Rodriguez
Grade 6



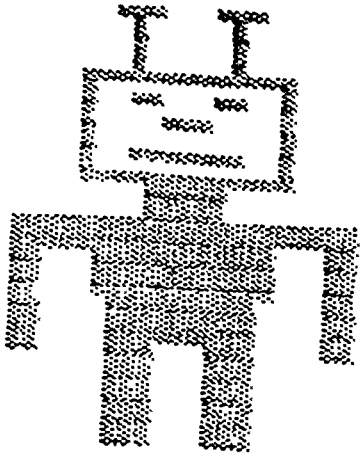


Candy
Sweet, Delicious
Slowly melts in your mouth
Hard or soft treat to chew or eat
Tasty

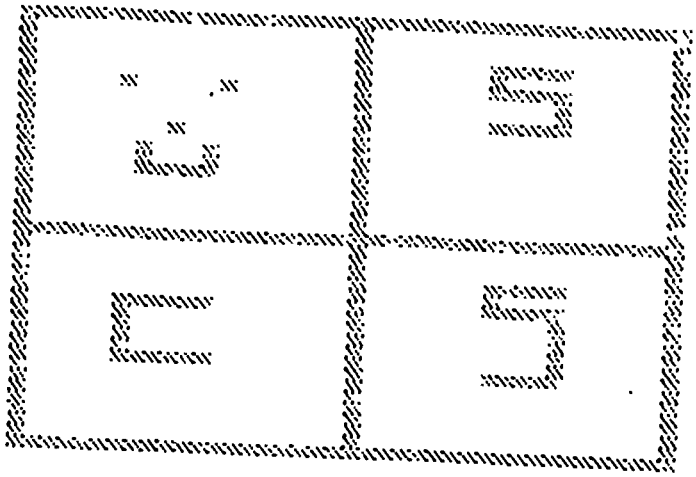
by Karen Swilling
Grade 6

Cities
Bustling, Busy
Birds flying in the sky
knowing many people brings joy
....loudness.....

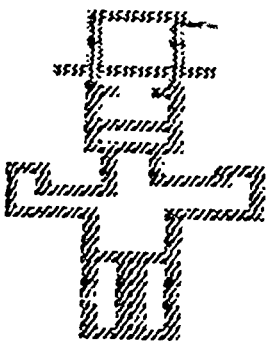
by Kenya Newton
Grade 6



By Andy Buchsbaum
Grade 5

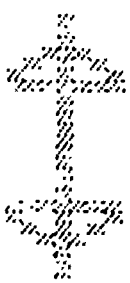


By Sherri Sorrentino
Grade 5



ammy Costen
e 6

By Ernesta Cicconi
Grade 6



6.16 Developing Parental Partnerships

Many programs recognized the importance of involving parents/guardians in the learning process from the home front. The parental role in reinforcing the teachers' efforts was an articulated goal of many programs.

Parents signed attendance contracts at some sites; there were visitation privileges at others. Some programs offered formal open-house events or parent orientation sessions. Newsletters and progress reports were sent home to parents.

At Stamford, Windham and East Haven there were program activities that actually trained parents in following-up with children at home.

6.20 ACADEMIC ACHIEVEMENT: DATA COLLECTION

6.21 Developing the Methodology

As a condition of the CT state award, all grantees were required to administer pre and post evaluations to measure student achievement in the targeted skill areas that instruction addressed:

READING
MATHEMATICS
LANGUAGE ARTS

The Evaluation Methodology used to aggregate data from the multiple program sites improved greatly over the life of the Summer Incentive Program.

In FY86, each of the nine sites supplied individual evaluations of program impact. Because of the diversity of methods, the data were inappropriate to aggregate across program. However, each of the nine sites provided evidence that there was a positive impact on student achievement in the basic skill areas.

During FY87 the State Department of Education piloted a system to retrieve more uniform achievement data from the 21 sites. Reporting forms were designed and disseminated. The results produced unanticipated methodological problems primarily due to incomplete data sets on each students, inappropriate instrumentation for measuring achievement and lack of expertise in evaluation by program personnel. Aggregated results were again positive, showing that 65 percent of all Summer Incentive students were making gains in READING, MATH and LANGUAGE ARTS. Yet, the results were considered with caution.

The Evaluation Methods used by the Connecticut State Department in FY88 were streamlined greatly. The reporting forms were simplified and clarified all data submission requirements. Individual site visits were conducted to review the Evaluation procedure with individuals responsible for submitting evaluation documents to the CSDE. Consultation was provided to all 18 program sites. Secondly, fifteen (15) of the eighteen programs had operated Summer Incentive programs the year before, and therefore, improved internal evaluation methodologies for the following year's testing.

The results proved worthwhile. The data retrieved from FY88 were very satisfactory in quality. These data are considered the most valid, reliable and representative. The data from FY88 appear to serve as a sound baseline upon which to judge the initial impact of the Summer Incentive Program.

6.22 Instrumentation

Most of the programs utilized locally-developed, criterion-reference tests (CRTs). Some adapted the CT Mastery Test to measure basic skills. Some sites used standardized, norm-reference tests such as the Metropolitan Achievement Test; the Iowa Test of Basic Skills; the Stanford Diagnostic Test or the California Achievement Test. Many utilized holistic scoring to measure gains in Language Arts.

Grantees that served pre-kindergarten and kindergarten populations found an assortment of methods useful in measuring growth. Some used observation checklists, CRTs, or tests such as the Brigance Screen, the Gates MacGinitie, and the Goodyear K Assessment.

6.23 Procedure for Data Collection

Data were collected at each program by administering achievement tests at the beginning (pre) and ending (post) of the summer school intervention. Then, scores were reported to the CT State Department of Education on pre-established reporting forms.

6.24 Data Analysis

Essentially, gains were presumed if a student's score increased from pre to post testing. This assessment of gains was acknowledged to be rudimentary. Yet, it was considered to be the most practical method due to: the variability in instrumentation among grantees; the wide range of pre-test abilities among students at different grantees; and the heterogeneity of summer school program implementation activities.

6.30 STUDENT GAINS IN ACADEMIC SKILLS

6.31 Results and Findings

Progress was attained by the majority of youngsters in the Summer Incentive Programs throughout Connecticut during FY88. Students who participated in the Summer Incentive Programs made gains in the basic skill areas of Reading, Mathematics and Language Arts. The majority of youngsters demonstrated that they knew more in each of the three basic skill areas at the end of the summer programs (post) than when they first began (pre).

Seventy-six percent of all READING scores increased.

Seventy-six percent of all MATH scores increased.

Seventy-one percent of all LANGUAGE ARTS scores increased.

The table below demonstrates the impressive achievement by each grade level.

	READING	MATH	LANGUAGE ARTS
GRADE	+ / N* (%)	+ / N (%)	+ / N (%)
Pre K	---		41/55 (75)
K	132/157 (84)	125/155 (81)	164/229 (72)
1	325/390 (83)	281/337 (83)	244/358 (68)
K - 1	457/547 (84)	406/492 (83)	408/587 (70)
2	237/317 (75)	193/249 (78)	193/261 (74)
3	287/411 (70)	273/389 (70)	287/398 (72)
4	255/346 (74)	249/341 (73)	241/351 (69)
5	203/293 (69)	214/280 (76)	203/277 (73)
2 - 5	982/1367 (72)	929/1259 (74)	924/1287 (72)
6	167/216 (77)	144/203 (71)	144/213 (68)
7	101/132 (77)	115/150 (77)	98/133 (74)
8	42/52 (81)	36/43 (84)	33/46 (72)
6 - 8	310/400 (78)	295/396 (74)	275/392 (70)
TOTAL	1749/2314 (76)	1630/2147 (76)	1607/2266 (71)

*
N = TOTAL number of complete (pre/post) test sets
+ = Number of post tests that increased

The above data indicate the following:

Kindergarten and first graders performed very well:

* 84 percent of Reading Scores increased.
* 83 percent of Math Scores increased.
* 70 percent of Language arts scores increased.

Second through fifth graders achieved impressive gains:

* 72 percent of Reading scores increased.
* 74 percent of Math scores increased.
* 72 percent of Language Arts scores increased.

Sixth through eighth grades similarly demonstrated strong gains:

* 78 percent of the Reading scores increased.
* 74 percent of the Math scores increased.
* 70 percent of the Language Arts scores increased.

Please refer to the graphs to view the proportions of students making gains in the targeted skill areas.

[Insert graphs N1 through P2 here.]

7.00 INDIVIDUAL PROGRAM HIGHLIGHTS

There were many features that made each of the 25 programs unique in their ability to remediate basic skill deficiencies in the youngsters who participated. Newspaper coverage of the individual programs was submitted as part of the Evaluation requirements in FY88.

The following highlights attempt to capture some of the special strengths of each:

ANDOVER/HEBRON:

The use of educational aides to reinforce the instruction in reading, math and language arts by the content teachers was key to success at Andover. The Hebron component used integrated themes each day to stimulate creative writing efforts.

BRIDGEPORT:

An important feature of the Bridgeport program was the focus on computer utilization in all three segments. The remedial students used CAI; the ESL were introduced to special software; and the enrichment students learned BASIC. Other areas of the Bridgeport program that were strong included: parental involvement; testing and evaluation; peer tutoring; and the enrichment design.

CHESHIRE:

Using the Slingerland Method, children in grades 1 through 3 made impressive gains in language arts development. Further, interdistrict collaboration and communication were very good.

CREC:

During FY86 and FY87 an extraordinary program called International Fiesta was offered by CREC to a multi-ethnic population of young children who need language arts development. Exposure to cultural events, fine arts and guest speakers allowed children to practice language arts skills while recognizing the beauty of different ethnicities. The program was not offered in FY88 due to the budgetary cuts.

EAST HAVEN:

During FY86, this program offered parents and students instruction in study skills. The idea was to get parents actively involved in their child's education so that reinforcement could occur at the home site.

EASTCONN:

Recognizing the fact that children desire recreation during the summer, EASTCONN cleverly included such a component in its Killingly program. Students were offered a morning of academic instruction; lunch; and then a recreation in the afternoon. Demand for this summer option was enthusiastic. Other strengths of EASTCONN were: mainstreaming of special education students; meaningful interdistrict collaboration; and a rotating library of high interest/low vocabulary paperbacks. EASTCONN was able to generate substantial local funds; this enabled twice as many students to receive academic services in summertime.

HAMDEN:

A parent component provided training activities on a weekly basis. Parents were taught to reinforce learning in the home environment. Hamden also made good use of educational aides. There was almost an equal number of teachers and aides.

HARTFORD:

A knowledgeable staff, well-selected supplies, a developmentally appropriate curriculum, and continuous contact with families were features of the Hartford PREK-2 program. The thematic integrated approach and manipulatives for instruction along with field trips provided numerous occasions for children to use language.

LEARN:

A three person team collaborated to produce a useful tool for the evaluation of math skills. Based upon CT Mastery Test objectives, the test objectives offered a sound basis for curriculum implementation and appropriate assessment of student gains. Other features of LEARN were: use of a high interest curriculum with course electives; stimulating enrichment programs; and a built-in incentive system.

MIDDLETOWN:

A deliberate effort was made to target needy students at the Middletown program. The identification and selection process was well-conceived. Students who needed remediation were the first to be recruited into this summer school program.

NAUGATUCK:

An interesting aspect of the more traditional based summer program at Naugatuck was attention to the critical transition of a target grade: 5. The ability to successfully pass from an elementary to a middle school career was addressed in the Naugatuck design. Fifth graders visited their new middle school environment, met key administrators and teachers, and were taught study skills to use as sixth graders.

NEW HAVEN:

The remedial and enrichment components of the New Haven program served an enormous segment of public school students (N=688). Identification, recruitment, service delivery, and thorough evaluation were major accomplishments of this very large program. Another feature was the special education component for 45 students. Through IEPs, almost all students (90%) were able to make great gains in the basic skills areas.

NEW LONDON:

Language arts skills were refined and developed though the use of "bare books" at the New London program. Also, much individual attention was directed toward the student population via IEPs, based on the diagnostic testing.

NORTH BRANFORD:

A tri-town initiative, the North Branford program focused on reading development. There was an extensive library of paperbacks. Instructional activities stimulated reading comprehension. Older students read aloud to younger students.

PLYMOUTH:

The inclusion of the enrichment components which involved computer technology, a science search and a gifted program were excellent enhancements to the traditional remedial program. Students reportedly were motivated to achieve in the basic skill areas because of the dual thrust of the summer school.

PORTLAND:

Through a collaborative effort the towns of Cromwell and Portland pooled their resources to tap the middle school populations. Reading and mathematics were taught to these students. This program was based on the premise that remediation was critical for the future, critical transition to high school.

PUTNAM:

An attendance rate of 90 percent was a great achievement for the Putnam program. The Enrichment Program was identified as the key incentive for student participation.

RESCUE:

An excellent pre-planning and overall management process characterized the RESCUE program. Collaborators from several towns served as an advisory board, providing leadership in student and teacher recruitment; testing procedures; program development; implementation; and funding. Also, RESCUE had an incentive system for students; a newsletter to parents; and locally developed assessment tools based upon CT Mastery test objectives.

SIMSBURY:

The program at Simsbury was divided into modules that addressed several academic and non-academic areas including: math, reading, study skills, research/writing, speech, computer literacy and motor coordination. Youngsters in grades K-8 were participants.

STAFFORD:

The formal process for communicating with the school that received children from Stafford was a strength of this program. Pre and post test scores in the basic skills areas were forwarded to teachers so that children would be able to get a "quick start" in September.

STAMFORD:

This program was based upon the belief that early intervention heads off academic problems. The Stamford PreK-1 program offered opportunities to develop communication and interaction skills. Comments from teachers that received these students in September supported the positive effect of the program: children entered school in September without the typical problems of students their age.

VERNON:

The small class size was the strength of the Vernon program. The ratio of student to teachers was 10:1. Individualized attention created opportunities for more learning, while decreasing behavioral problems.

WATERBURY:

A system for institutionalizing the evaluation feedback loop to schools was undertaken by Waterbury. A form was attached to student folders with grades, test scores and other pertinent information, and then forwarded to the regular year teacher. The form was also designed longitudinally to track students who returned to summer school the following year. Also, Waterbury employed a strong student selection process that was able to identify truly needy students.

WEST HAVEN:

Prior to the receipt of CT state funding, West Haven did not offer summer school services to youngsters below 9th grade. In addition to remedial services for middle school youngsters, there was a language arts program for children whose first language was not English.

WINDHAM:

An exemplary effort to involve parents in their children's education was exhibited at the Windham program. Workshops were held to help parents give support at home. The sessions stressed the importance of reading at home and reading aloud. It was reported that one summer school student reversed the advice and read aloud to his parents.

8.00 OTHER SPECIAL HIGHLIGHTS

8.10 BI-LINGUAL/ESL PROGRAMS

ESL programs served multi-ethnic student populations. Hispanic, Laotian, Vietnamese, Cambodian, Chinese, Japanese, Polish, Russian, and other ethnic groups were represented.

As part of the remedial programs, bi-ligual components offered some newcomers the opportunity to be introduced to school prior to September. Others had the chance to gain basic language and social skills in self-contained classrooms.

Many sites that implemented bi-lingual and ESL programs believed that quantitative analyses of achievement were inappropriate to these populations because there were many non-measurable, qualitative gains that teaching staff reportedly observed.

One teacher stated:

> The intensity of the bi-lingual program proved beneficial, and significantly improved pupil's language proficiency.

Another teacher at Bridgeport, where computers were used in the ESL programs, commented:

> The students I received seemed comfortable with their room because I was able to communicate in their primary language. The computer was a great experience for them. The first day they were afraid. At the end, they did not want to leave the room.

8.20 SPECIAL EDUCATION PROGRAMS

The legislation allowed for the provision of Special Education programs. Students were presented with "hands-on" experiences designed to master life skills and basic academics. New Haven's program utilized diagnostic/prescriptive remediation; instruction was tailored to meet individual objectives.

8.30 PRE K PROGRAMS

A few programs targeted children who had limited or no pre-school experience. Through screening these children appeared to be developmentally deficient in language arts. The premise of the Pre-K programs was this: early intervention would head off academic problems while students were young and not used to failing.

Through developmental activities, children practiced communication skills. Also, they interacted with other children to develop feelings of self-worth, self-esteem, and a feeling of success with what they were doing. Stamford and Hartford in FY88 implemented these early childhood programs.

8.40 LINKAGE WITH FEEDER AND RECEPTOR GRADES/TEACHERS

Over the three year period of the grant, there was an obvious sophistication of reporting mechanisms from the sending school/teacher and to the receiving school/teacher.

Upon referral of the student to the summer program, most sites asked sending teachers to fill out information regarding student achievement to help the summer school teachers diagnose needs quickly.

The summer school teacher prepared summative progress reports at the end of summer school. These would be forwarded to the the receptor grade/teacher so that intervention with the student in September would be expedited. As New Haven described:

> Data obtained on populations will provide a greater opportunity to effectively plan, coordinate, monitor and revise the regular school remedial program.

At LEARN some of the teachers went so far as to meet one-to-one with receptor teachers to bring them up-to-date on the student's summer school progress. At the PreK-1 program in Hartford information sent on to receptor teachers included: recommendations regarding grade and classroom placement; speech and language evaluations; and psychological testing results.

8.50 AUXILIARY SERVICES

Thoughtfully added to the array of program services were bus transportation and sometimes snacks/lunch. Bus transportation was a common feature of many programs which recognized that most student would not be able to come to school without this programatic provision. Snacks and lunch were not as common. Yet, some programs recognized the need to provide some nourishment, as the time between breakfast and lunch was quite extensive due to bus travelling. Also, program such as EASTCONN (Killingly), which had both morning and afternoon sessions, offered a lunch.

9.00 AREAS WHERE SUMMER INCENTIVE PROGRAM CAN BE IMPROVED

9.10 AT THE STATE DEPARTMENT LEVEL

Articulated by program staff was the over-riding concern: earlier notification of awards. As one respondent related:

> Late notification creates havoc at the local level... There are major problems involving appropriateness of student selection, staff selection, busing, school supplies, parent notification and acceptance, waiting lists and on and on.

Another said, " Notifying us late makes parents think we are insensitive. This is a prime time when families plan and take vacations."

The CSDE should provide more lead time to projects so that students and staff selection, and facility and materials acquisition can be performed optimally.

Other suggestions are as follows:

* Give feedback on quality of proposals;
* Consider awarding on a multi-year basis;
* Develop alternative testing procedures;
* Disseminate model program characteristics and approaches for summer school;
* Provide a CSDE consultant group that represents: Reading, Math, Language Arts, ESL, Testing, and Evaluation;
* Offer an annual Summer Incentive Symposium;
* Fund longitudinal evaluation studies;

9.20 AT THE LOCAL LEVEL

Not all of the programs were able to achieve every quality previously mention in program implementation. Following are a listing of goals that programs should consider in the design stage.

9.21 Programs should diversify teaching staff to reflect the gender and ethnic characteristics of students populations, but particularly to represent the towns from which students are drawn from. Some collaborative projects have staff from one town/city.

Continued emphasis should be place on staff development.

9.22 Programs should recruit students for remedial programs that have demonstrated skills deficiencies. Some students show mastery on

pre-testing and would probably benefit from a different form of summer experience. Projects should attempt to profile characteristics of target students and disseminate these early to referral networks within school.

Programs should continue sophisticating a formal communication mechanism on students from sending schools so that early diagnoses can be enhanced.

9.23 Interdistrict collaboration should continue after program start-up.

9.24 Programs should include transportation and snacks as integral parts of their program design. Bus transportation is critical to children of working parents and low-income households. It also makes collaborative ventures a possibility. Snacks, a commonality, expedite interpersonal exchange among children who may not know one another. Also the nutritional importance cannot be underestimated considering the length of the programs and added time that bus transportation necessitates.

9.25 Attendance and drop-out rates should be monitored closely. Pre program orientation with parents and students might provide an opportunity to market the value of good attendance from start to finish. Also, follow-up phone calls when absences occur may promote better daily attendance and deter dropping out.

Incentives such as Enrichment components or computer utilization should be included in program designs since each appears to stimulate good attendance.

9.26 The student achievement segment of evaluation needs refinement. Currently, measurement tools vary from site to site and within site. Comparability of achievement data is a risky business. Having more standardization in the instrumentation would provide better data upon which confident conclusions could be inferred.

10.00 CONCLUSION

In 1985 the Connecticut State Legislature authorized funding for the Summer Incentive Grant Program. The key purpose of this initiative was to provide expanded remedial services to youngsters in grades K-8. These students were identified as having a documented need for remedial services in the basic skills areas of Reading, Mathematics and Language Arts.

The Connecticut State Department of Education established the competitive grant procedure. Throughout the three years that the pilot program existed, approximately 25 Summer Incentive Programs successfully received monies; some received renewal funding. In turn, these programs served students from fifty percent of Connecticut's 169 towns and cites and up to 4000 students per year.

The summer programs were characterized as having:

* Well-conceived curricular objectives targeting the basic skills;

* Small class sizes for individualized attention;

* High quality teaching staff supported by educational aides, tutors and other professional staff;

* Good attendance rates, stimulated by reward systems, Enrichment Components, and provision of computer technology;

* An upbeat climate that positively affected attitudes of participating youngsters;

* Parental partnerships where reinforcement at home was a built-in programatic value; and,

* Documented increases in Reading, Mathematics and Writing scores over the course of the programs.

The merits of the Summer Incentive program have been praised by school administration, teachers, parents and the students themselves.

"They [the youngsters] struggle all year long and then they have two months off. This way we bridge the gap."

Reginald Mayo, Administrator
New Haven Program

"It [summer school] strengthens skills and reinforces what they learn during the school year. It reduces the amount of time a teacher must spend on review when school opens."

Bernice Wagge, Teacher
Waterbury Program

"My child lost a lot between 1st and 2nd grade. Last summer he attended summer school and this did not happen. More than progressing, the program kept him from re-gressing."

Parent
Project LEARN

"Our students have demonstrated improved Mastery Test scores since the implementation of summer school."

Terri Dworkin, Evaluator
Bridgeport Program

The final word on the benefits of the Summer Incentive Program is found on the next and last page. This testimonial was provided by a 6th Grade EASTCONN student.

Michael

Diane and Brian

Robin Bouthillier Grade 6

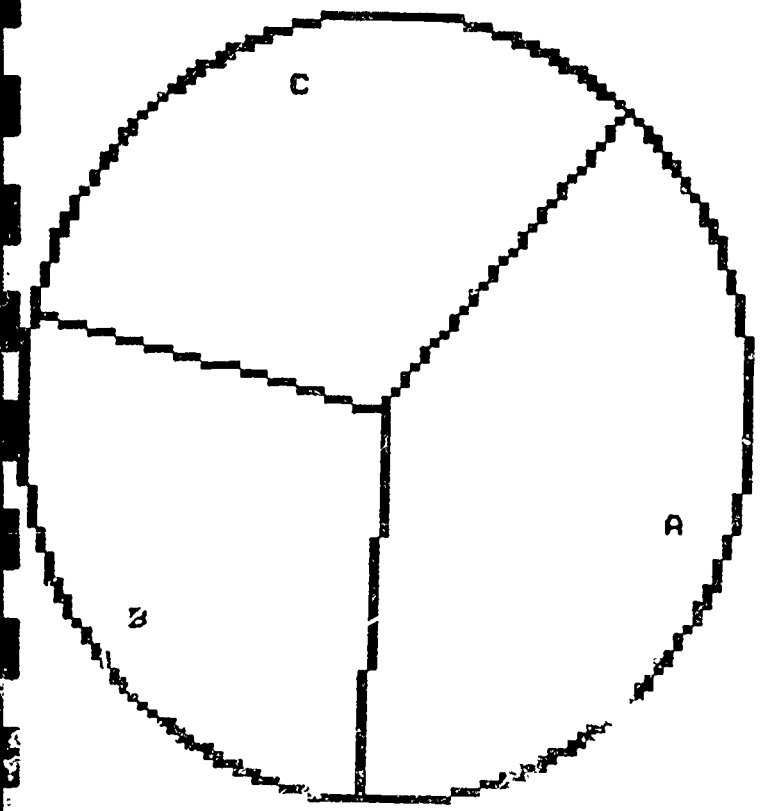
I came to summer school because I thought it would be fun and it is. I also thought it would help you more in the subjects you need help in. Which it is helping. It will help you for the next year also.

Krisy and Paul

Amphone

Kyle and Erick

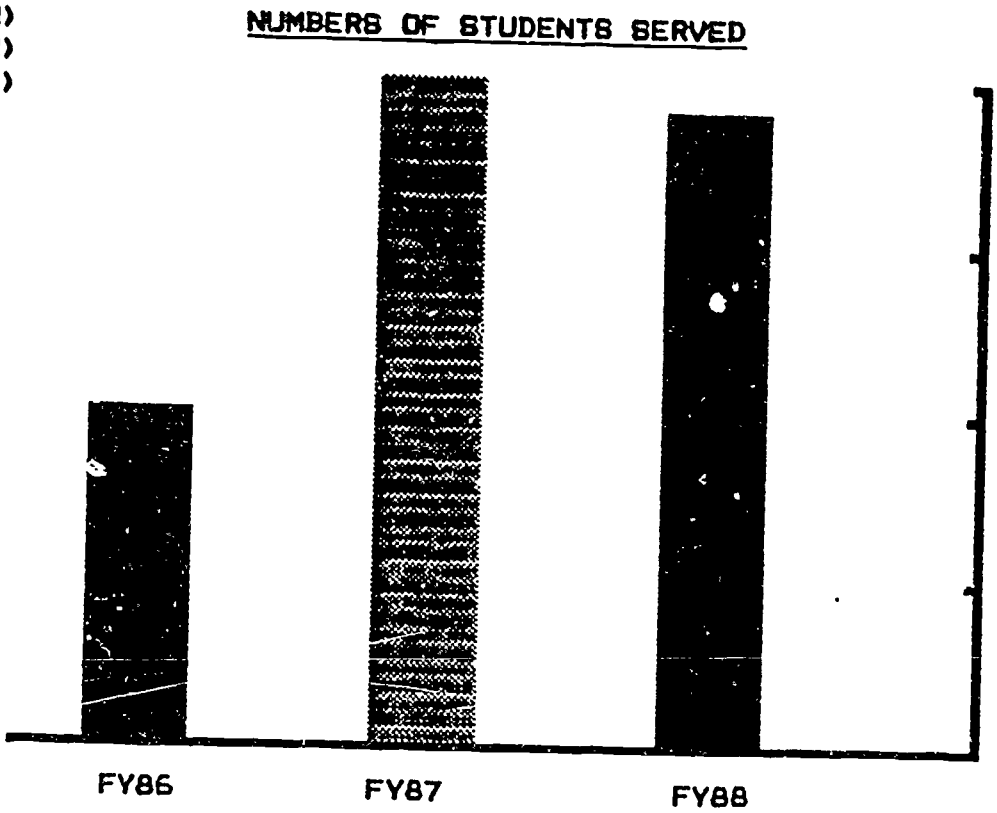
GRAPH A



SUMMER INCENTIVE PROGRAMS (N=25)
One-Time and Renewal Funding

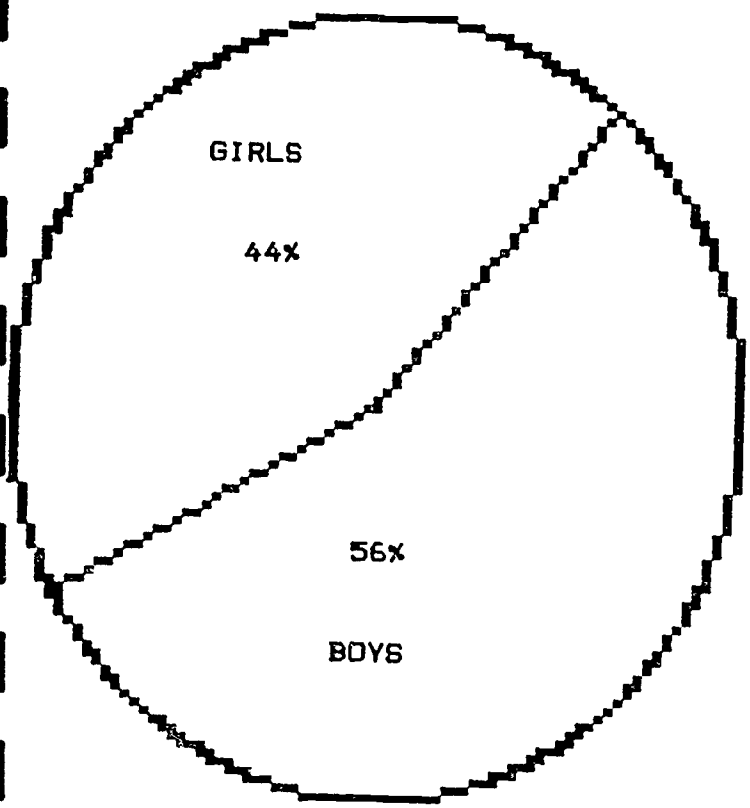
	LABEL	N	%
A	ONE-TIME FUNDING	10.00	40.00
B	TWO YEAR FUNDING	7.00	28.00
C	THREE YEAR FUNDING	8.00	32.00

FY86.....2205 (N)
FY87.....4227 (N)
FY88.....3925 (N)



GRAPH B

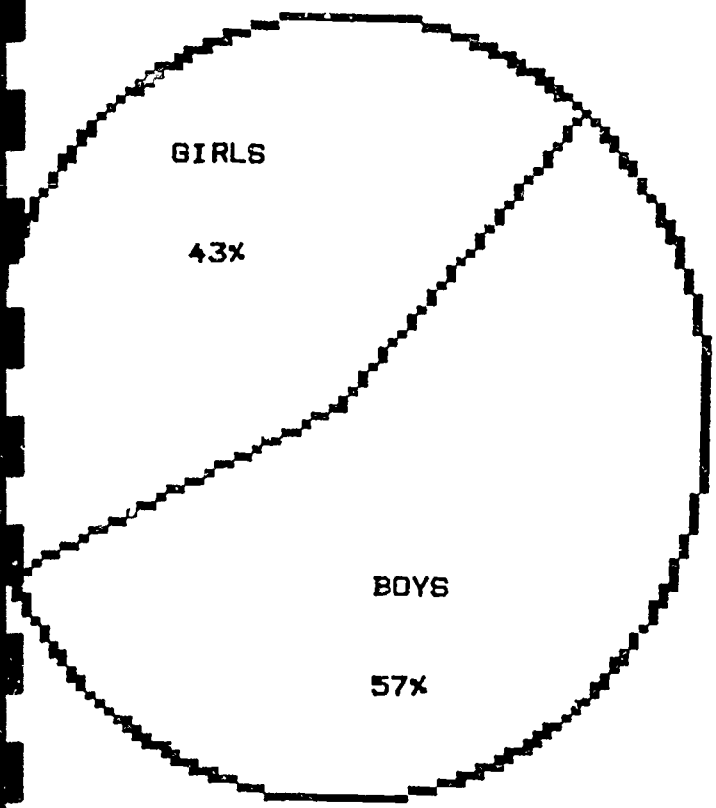
GRAPH C



GENDER
FY86

LABEL	N	%
BOYS.....	1235.00	56.01
GIRLS.....	970.00	43.99

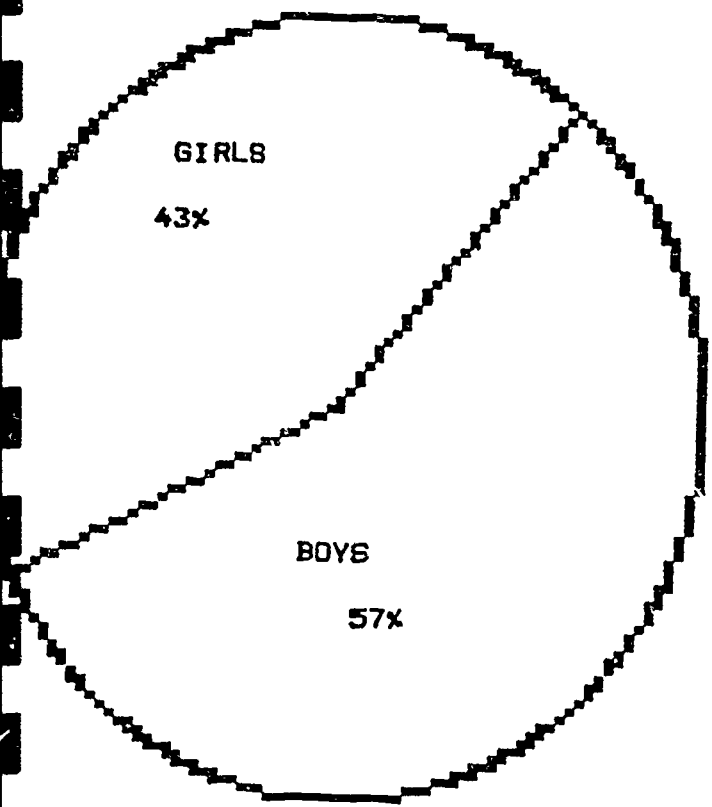
GRAPH D



GENDER
FY87

LABEL	N	%
BOYS.....	2264.00	56.78
GIRLS.....	1723.00	43.22

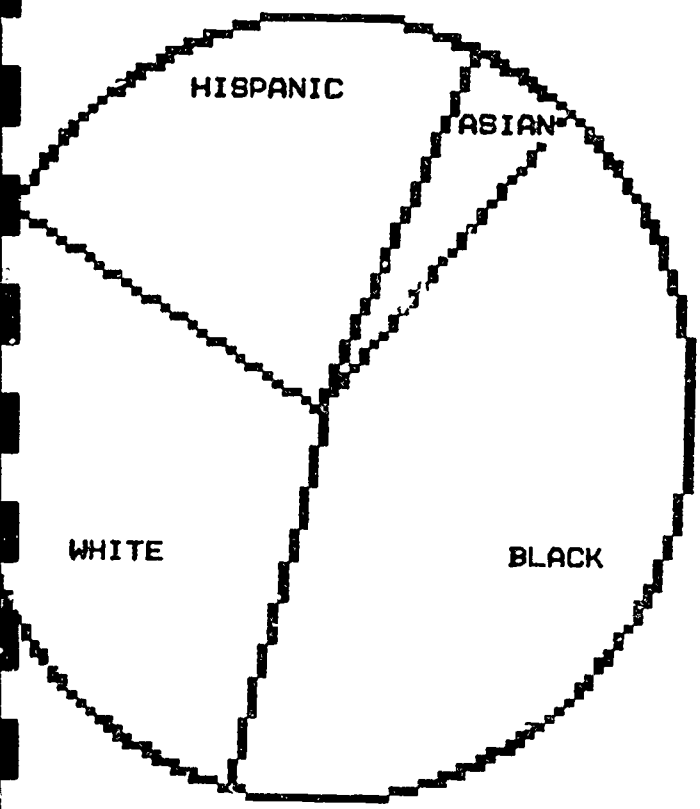
GRAPH E



GENDER
FY88

LABEL	N	%
BOYS	2226.00	56.71
GIRLS	1699.00	43.29

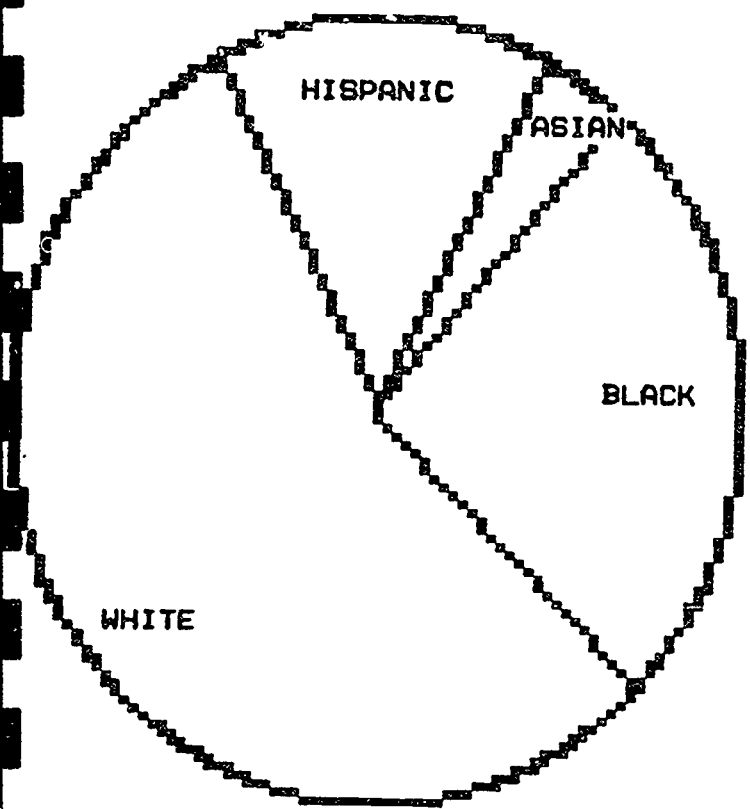
GRAPH F



ETHNIC BREAKDOWN
FY86

LABEL	N	%
Black	938.00	42.89
White	648.00	29.63
Hispanic	505.00	23.09
Asian	96.00	4.39

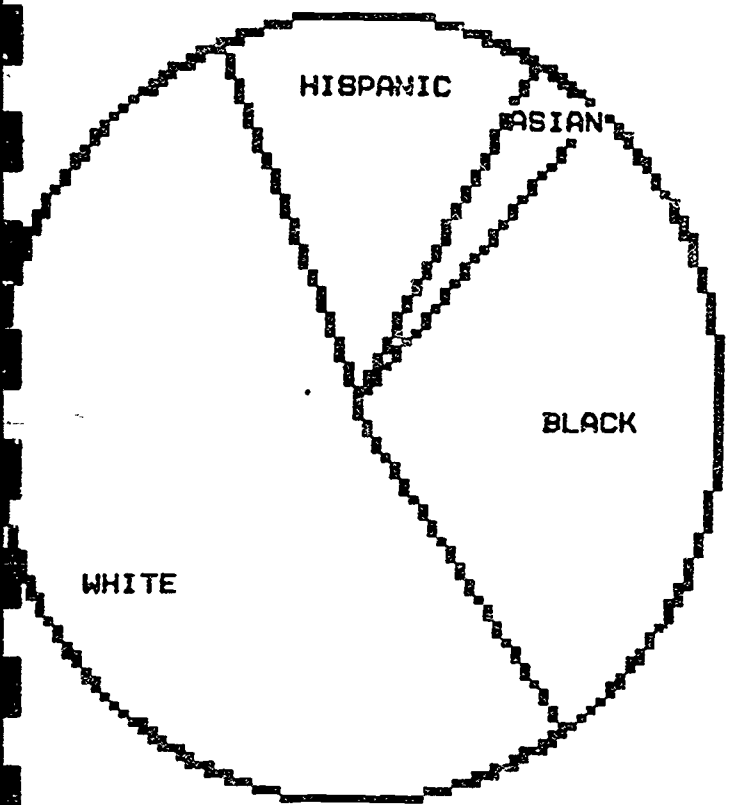
GRAPH G



ETHNIC BREAKDOWN
FY87

LABEL	N	%
Black	1043.00	26.25
White	2195.00	55.23
Hispanic	601.00	15.12
American Indian	8.00	0.20
Asian	127.00	3.20

GRAPH H



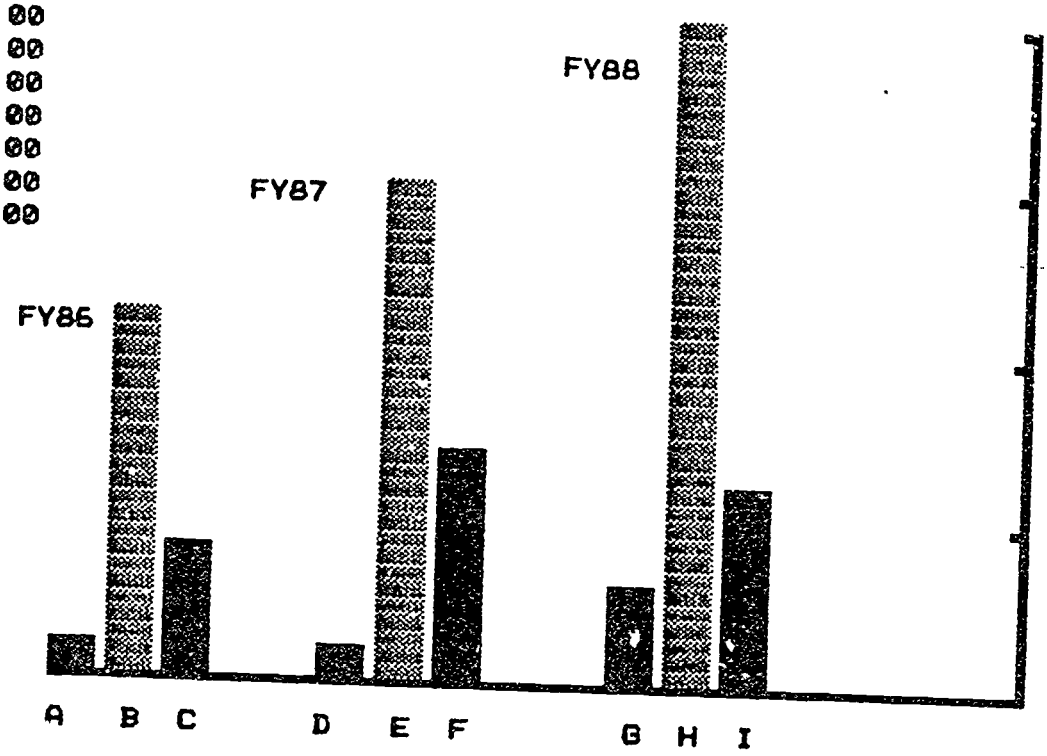
ETHNIC BREAKDOWN
FY88

LABEL	N	%
Black	1136.00	28.94
White	2105.00	53.63
Hispanic	566.00	14.42
American Indian	4.00	0.10
Asian	114.00	2.90

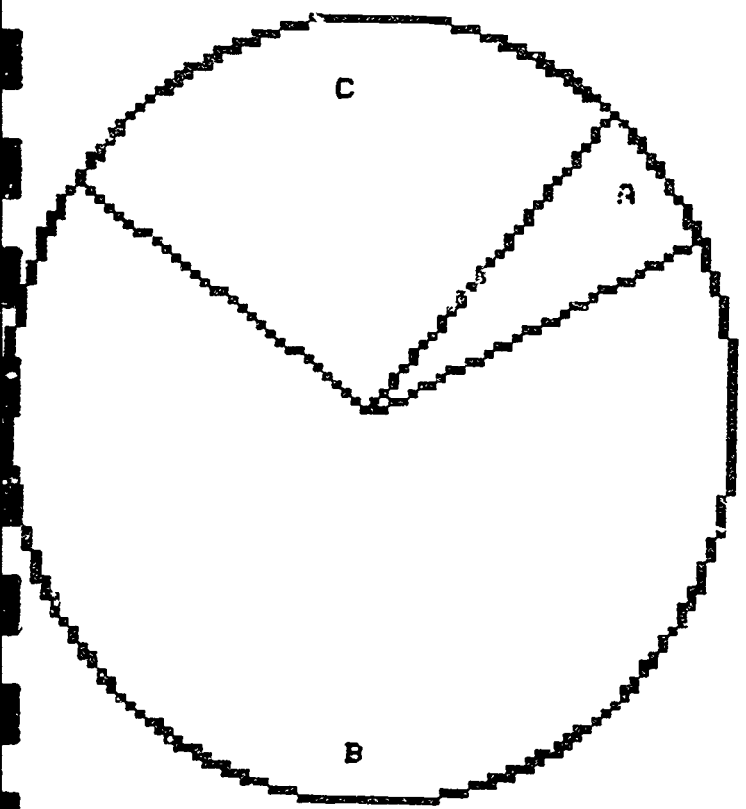
GRAPH I

FY86 K.....	138.00	(N)
FY86 1-5.....	1487.00	
FY86 6-8.....	581.00	
FY87 K.....	154.00	
FY87 1-5.....	1992.00	
FY87 6-8.....	865.00	
FY88 K.....	421.00	
FY88 1-5.....	2636.00	
FY88 6-8.....	727.00	

STUDENTS AND GRADE LEVELS



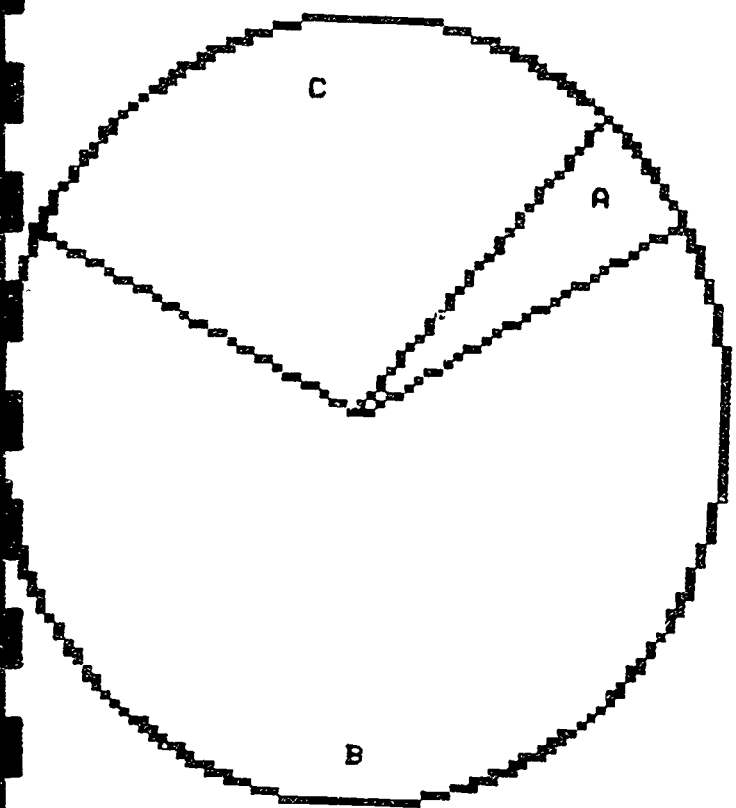
GRAPH J



STUDENTS AND GRADE LEVELS
FY86

	LABEL	N	%
A	KINDERGARTEN.....	138.00	6.26
B	GRADES 1-5.....	1487.00	67.41
C	GRADES 6-8.....	581.00	26.34

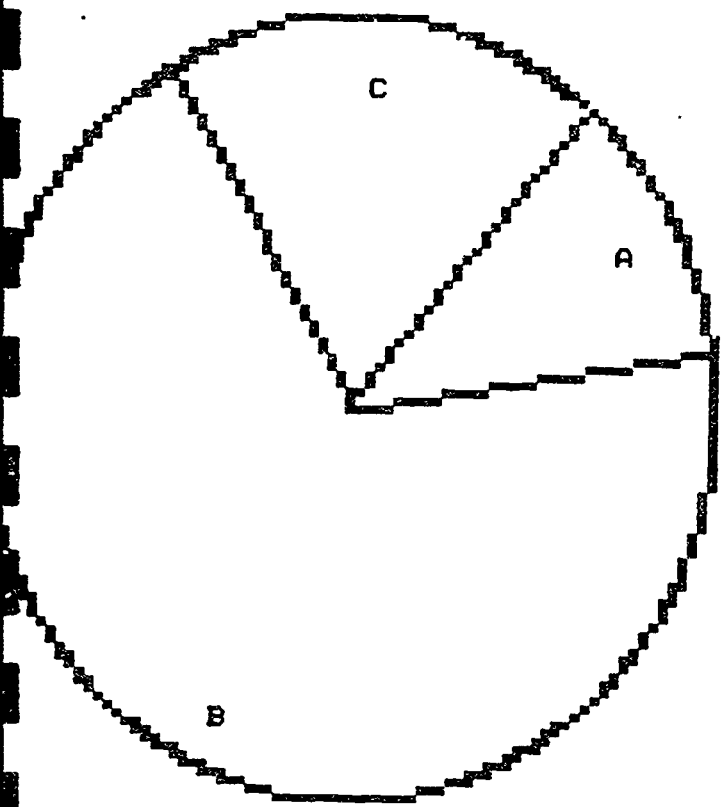
GRAPH K



STUDENTS AND GRADE LEVELS
FY87

	LABEL	N	%
A	KINDERGARTEN	154.00	5.11
B	GRADES 1-5	1992.00	66.16
C	GRADES 6-8	865.00	28.73

GRAPH L



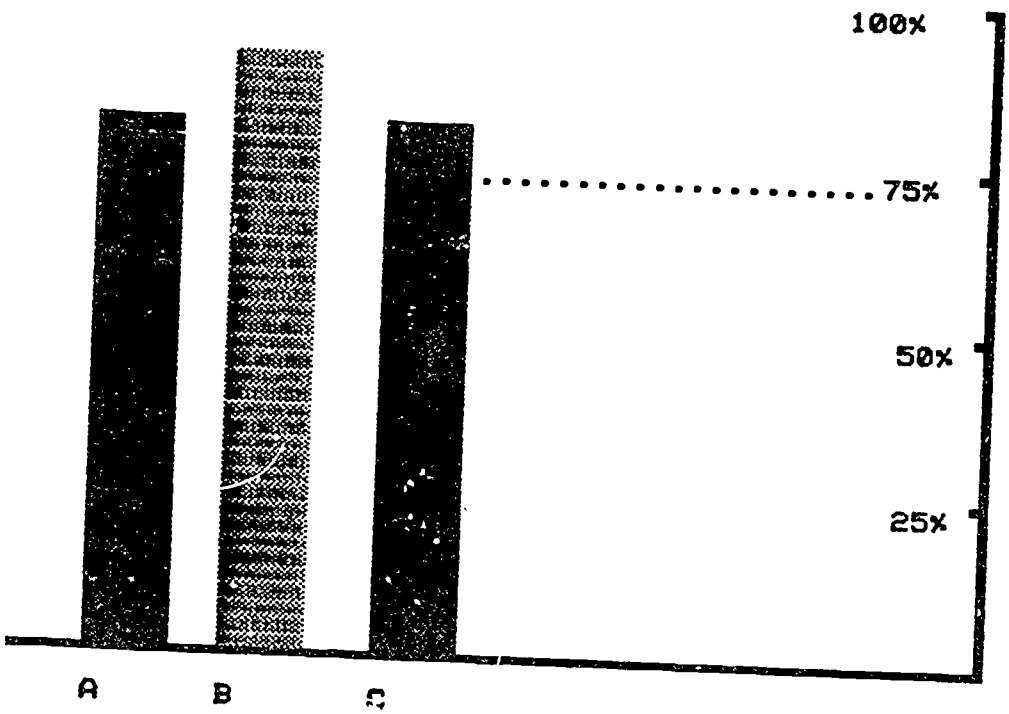
STUDENTS AND GRADE LEVELS
FY88

	LABEL	N	%
A	KINDERGARTEN.....	421.00	11.13
B	GRADES 1-5.....	2636.00	69.6
C	GRADES 6-8.....	727.00	19.2

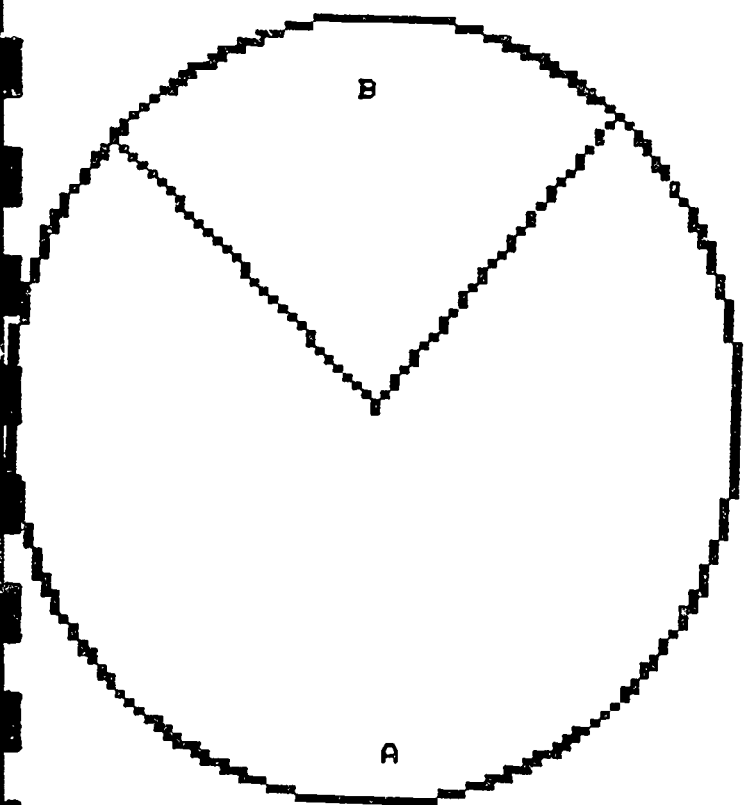
GRAPH M

FY86.....82.00
FY87..... 88.00
FY88.....82.00

OVERALL ATTENDANCE



GRAPH N1

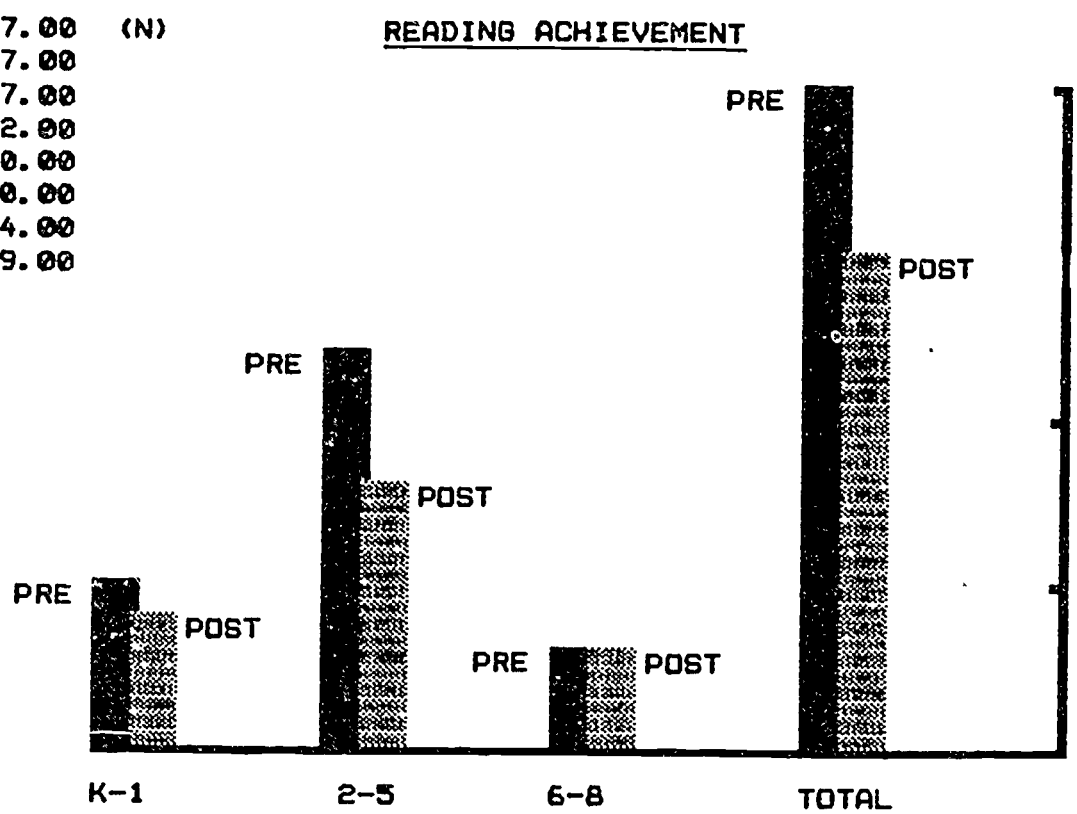


READING ACHIEVEMENT
ALL STUDENTS TESTED

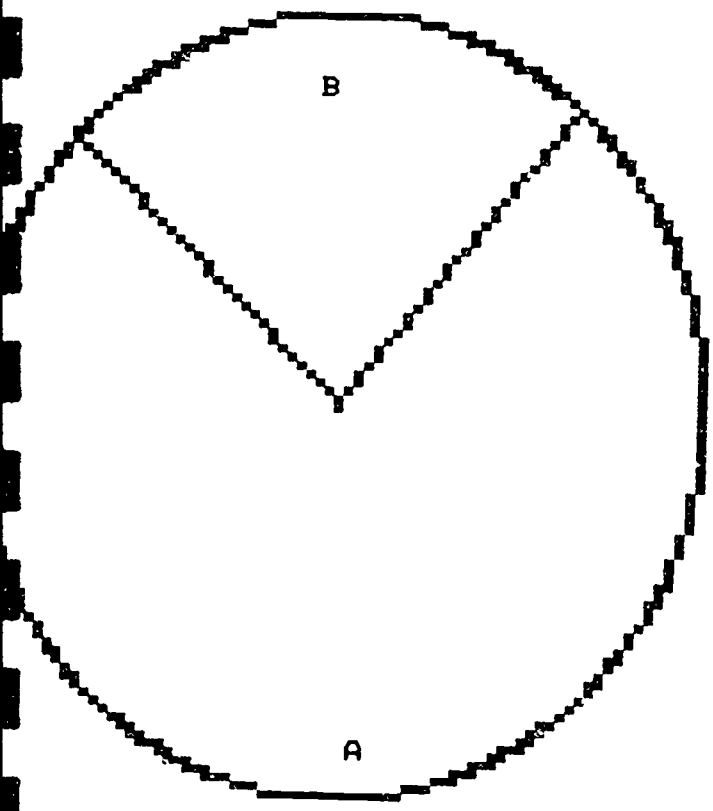
LABEL	N	%
A INCREASE	1749.00	75.58
B NO INCREASE	565.00	24.42

GRAPH N2

K - 1 PRE TEST	547.00	(N)
K - 1 POST TEST	457.00	
2 - 5 PRE TEST	1367.00	
2 - 5 POST TEST	982.00	
6-8 PRE TEST	400.00	
6-8 POST TEST	310.00	
TOTAL PRE TEST	2314.00	
TOTAL POST TEST	1749.00	



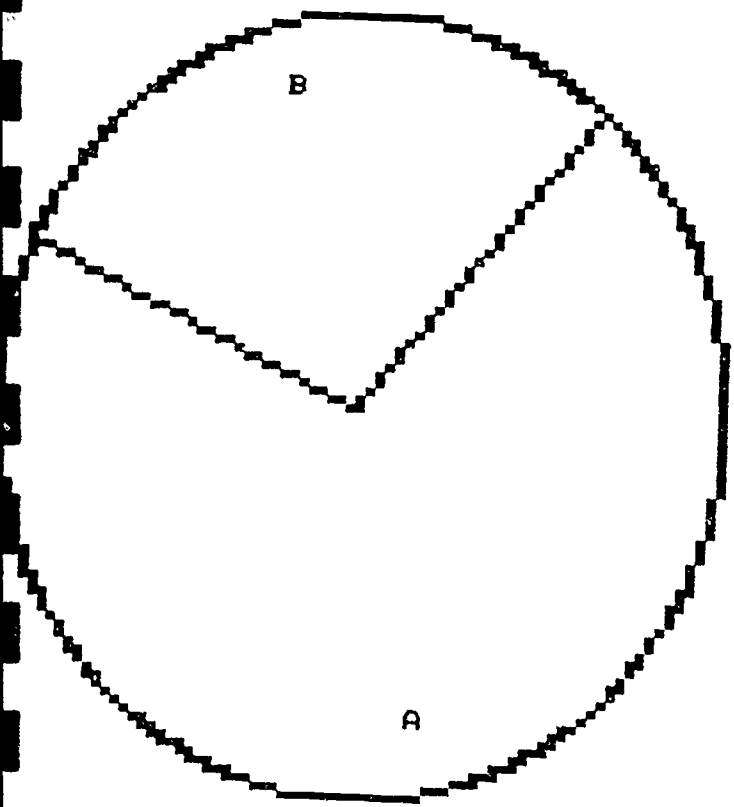
GRAPH 01



MATH ACHIEVEMENT
ALL STUDENTS TESTED

LABEL	N	%
A INCREASE	1630.00	75.92
B NO INCREASE	517.00	24.08

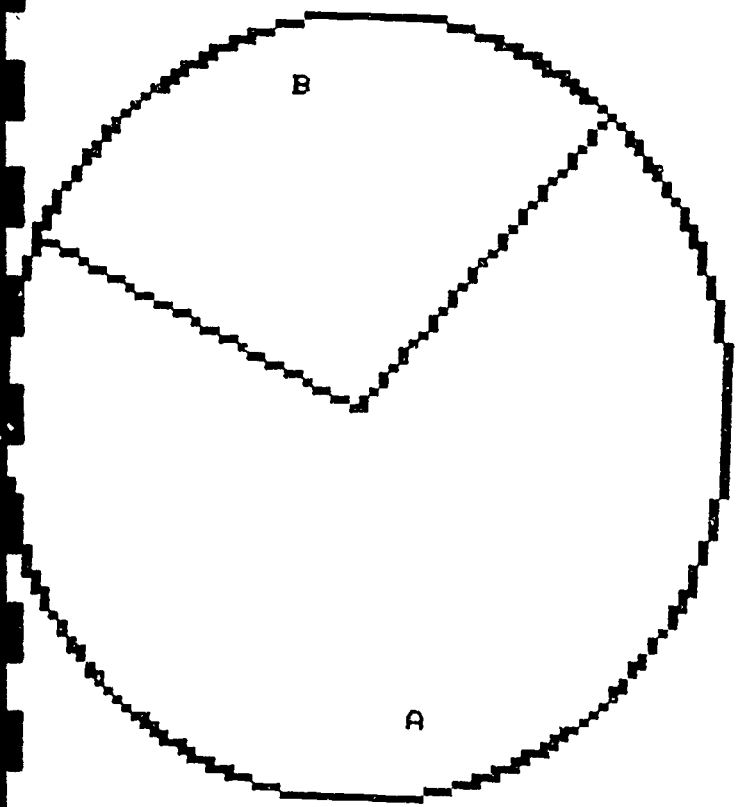
GRAPH P1



LANGUAGE ARTS ACHIEVEMENT
ALL STUDENTS TESTED

LABEL	N	%
A INCREASE	1607.00	70.92
B NO INCREASE	659.00	29.08

GRAPH P1



LANGUAGE ARTS ACHIEVEMENT
ALL STUDENTS TESTED

LABEL	N	%
A INCREASE	1607.00	70.92
B NO INCREASE	659.00	29.08

GRAPH P2

K - 1 PRE TEST	587.00	(N)
K - 1 POST TEST	408.00	
2 - 5 PRE TEST	1287.00	
2 - 5 POST TEST	924.00	
6 - 8 PRE TEST	392.00	
6 - 8 POST TEST	275.00	
TOTAL PRE TEST	2266.00	
TOTAL POST TEST	1607.00