



Pittsburgh  
Public Schools

# Summary Report

## 2019

SUMMER  
DREAMERS  
ACADEMY  
A PREMIER SUMMER CAMP FOR FREE!





**Expect  
great  
things.**

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Greetings Summer Dreamers Academy family,

2019 has been a transformational year for Summer Dreamers. We challenged ourselves to reengage our focus on equity, inclusion, and youth voice. Through youth participation in the enrichment provider selection process and staff interviews to a new partnership with our department for students with exceptionalities (PSE), we successfully created one of the most engaging, fun, and welcoming summers to date.

This year was also a year of milestones. Celebrating 10 years of innovation and creativity in the expanded learning field, Summer Dreamers marked a continued commitment by Pittsburgh Public Schools to engage in year-round, project-based and experiential learning opportunities for students.

We were also humbled and honored to be selected for the HundrED Spotlight on Pittsburgh! HundrED, a global nonprofit based in Finland, seeks and shares inspiring innovations in K-12 education from around the world. Their search to highlight innovations began in January of 2019 and ended with Summer Dreamers being selected as one of 12 innovations in the Pittsburgh region to be spotlighted at their annual summit in Helsinki, Finland. Taking our learnings abroad and into a place that is known for excellence in education. To learn more about HundrED and the other innovations that were submitted, please visit the link below.

<https://hundred.org/en/collections/hundred-2019>

Finally, the District is embarking on a new pathway to reimagine PPS and better prepare our students for the careers of the future. Our initiative, aptly named Imagine PPS, will engage community champions, who have a stake in the future of our city, to take ownership in the design of our learning systems and structures that support students. This is the same method that guides our work during the summer months. In that vein, we shall be an example for ways in which the District can continue to take an authentic and equitable approach to meeting the needs of our students and families. We hope that you all will take this next step in the process alongside us as we continue to be stewards for this work. Your support has been and will always be invaluable.

Know that we acknowledge and appreciate your commitment to our students and families!

Thank you,

*Melanie Claxton*

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The Pittsburgh Public Schools (PPS) does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. Inquiries may be directed to the Title IX Coordinator or the Section 504/ADA Title II Coordinator at 341 Bellfield Ave, Pittsburgh, PA 15213 or 412.529.HELP (4357)

# What is Summer Dreamers Academy?

## Overview

Summer Dreamers is a no-cost, premier summer learning camp providing the academic benefit of summer school along with the fun of summer camp. Campers have fun and exciting English-Language Arts and Mathematics classes in the morning and participate in up to two enrichment activities of their choice in the afternoon. Past offerings have included swimming, arts, science, video game design, martial arts, physical fitness, community service, cooking, and much more! This, combined with a wide-range of special events, external partnerships, and expert teachers builds into a unique summer experience that supports a 12-month learning progression and builds life-long learners.

Summer Dreamers is an intervention designed to reduce summer learning loss. In the largest research study of its kind, with the support of the Wallace Foundation, the RAND Corporation found that students who regularly attended the Summer Dreamers Academy experienced significant academic benefits in English-Language Arts and Mathematics in comparison to their non-attending peers. Students who attended the program for two years showed academic gains equivalent to between 20-25 percent of a year's learning in math and reading. To learn more about the RAND study, visit: [www.wallacefoundation.org/learningfromsummer](http://www.wallacefoundation.org/learningfromsummer)

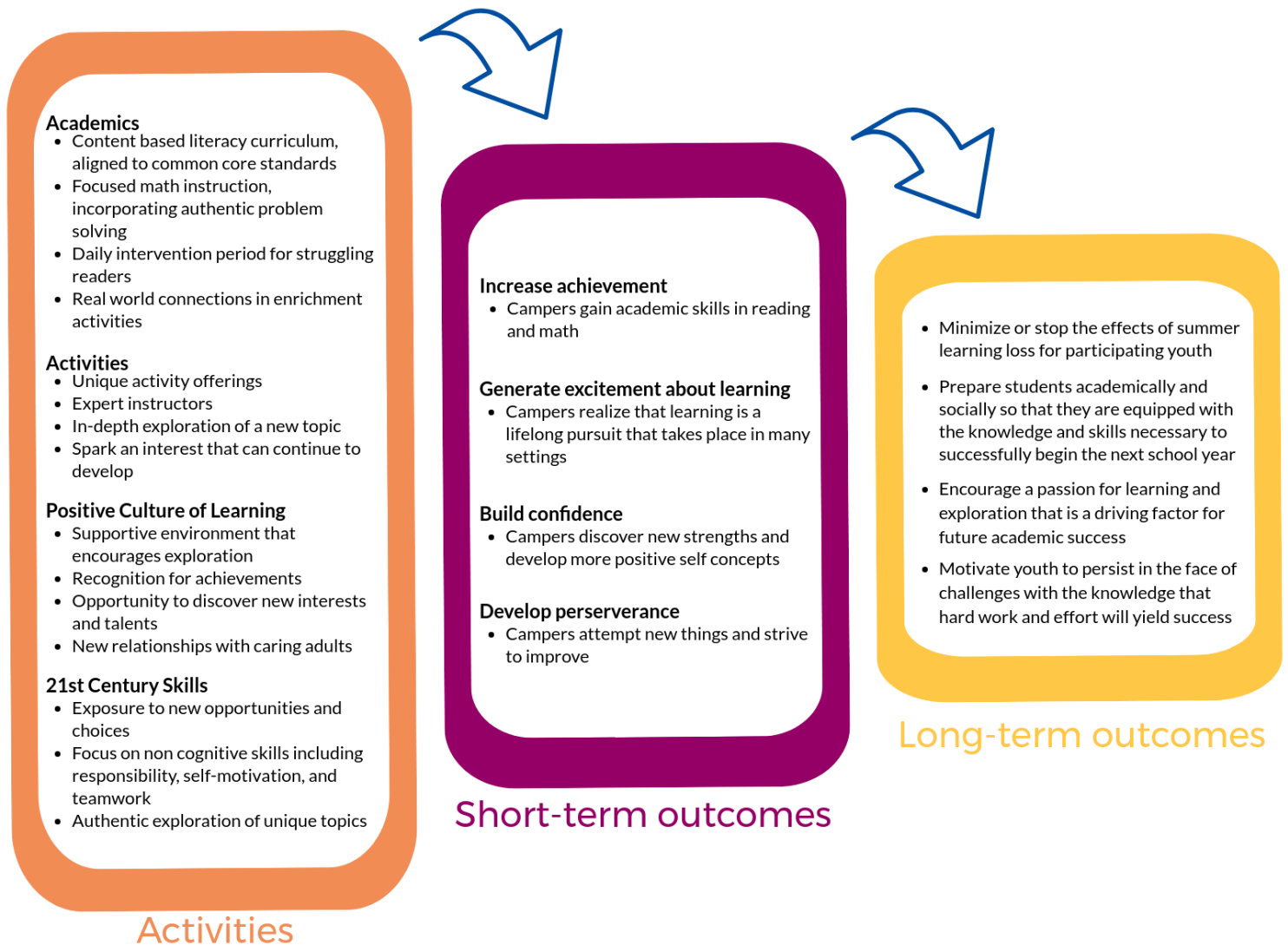
Figure 1: SDA Pillars of Success



## Award winning programming

- 2015 New York Life Excellence in Summer Learning Award
  - Featured presentations during the 2015, 2016, and 2017 National Summer Learning Association conferences
- Program Leader served as a Pennsylvania Statewide Afterschool Youth Development Network (PSAYDN) 2017 Ambassador
- Program Leader recognized in the Pittsburgh Courier's FAB40 Class of 2018 for her work in Out-of-School Time
- Program Leader recognized as a PSAYDN 2018 Afterschool Champion
- Selected Innovation, HundrED 2019 Pittsburgh Spotlight

## Program model



# Who is Summer Dreamers Academy Serving?

## Campers

### DEMOGRAPHICS

Compared to District-wide demographics, the Summer Dreamers Academy serves a higher proportion of students that are considered economically disadvantaged: an economic indicator used by the state of Pennsylvania to replace free/reduced price lunch status. This is important as lower-income students are more likely to experience summer learning loss, and thus, were the intended targeted populations for the program.

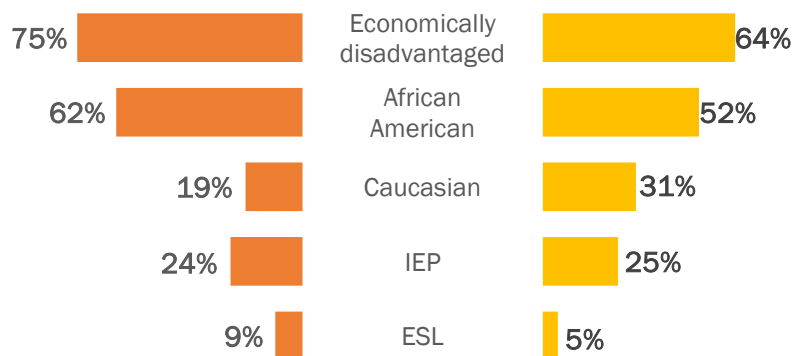
Additionally, Summer Dreamers serves a higher population of African American students as the program works to support the District's goal of eliminating racial disparities in achievement.

Summer Dreamers Academy serves a higher proportion of the target population than the overall District

Served students from

# 50

buildings within PPS  
that serve K-8



In coordination with the PPS Program for Students with Exceptionalities (PSE), Summer Dreamers Academy established six classrooms across three sites that provided individualized support to campers with exceptionalities. To support their learning differences, classroom ratios and curriculum were adjusted to meet the campers needs while maintaining the camper's schedules and providing equitable access to afternoon enrichment activities.

Summer Dreamers has been working closely with the English as a Second Language (ESL) Department to ensure clear communication with non-native English speaking families as 9% of program attendees (117) in 2019 were English learners. The need for English language support continues to be illustrated by enrollment numbers, as 15% of applicants spoke a language at home other than English.



## Who is Summer Dreamers Academy Serving?

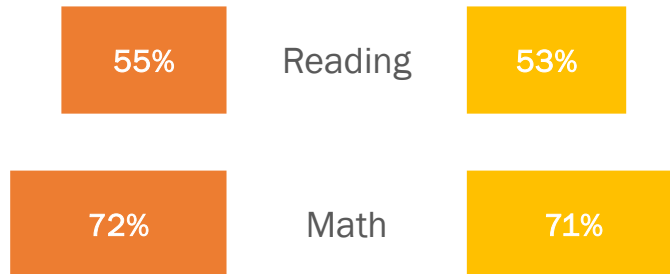
### ACADEMIC PERFORMANCE

The National Summer Learning Association (NSLA) reports that during the summer, lower income youth may lose up to two to three months' worth of math and reading skills that were gained during the school year. This is in comparison to their higher-income peers who experience slight gains over the summer months.

In order to mitigate this summer learning loss, support is targeted to the district's students that are performing at a Basic or Below Basic level on standardized assessments and/or who are from lower-income families.

Summer Dreamers Academy serves a slightly higher proportion of students scoring Below Basic/Basic on the PSSA than the District overall

**84%**  
of African American  
students at PPS  
scored at a **Basic** or  
**Below Basic** level on  
the 2018-2019 PSSA  
Math assessment



A stark racial achievement gap is evident at the District level when examining standardized assessments. About 1/3 of White students performed at a Basic or Below Basic level in the PSSA Reading assessment, compared to 2/3 of African American students.

Research has also shown that while learning gaps during the school year remain relatively constant, summer learning loss could leave students 2.5 -3 years behind by the time they reach the 5<sup>th</sup> grade. For more information on summer learning loss visit, [www.summerlearning.org](http://www.summerlearning.org)



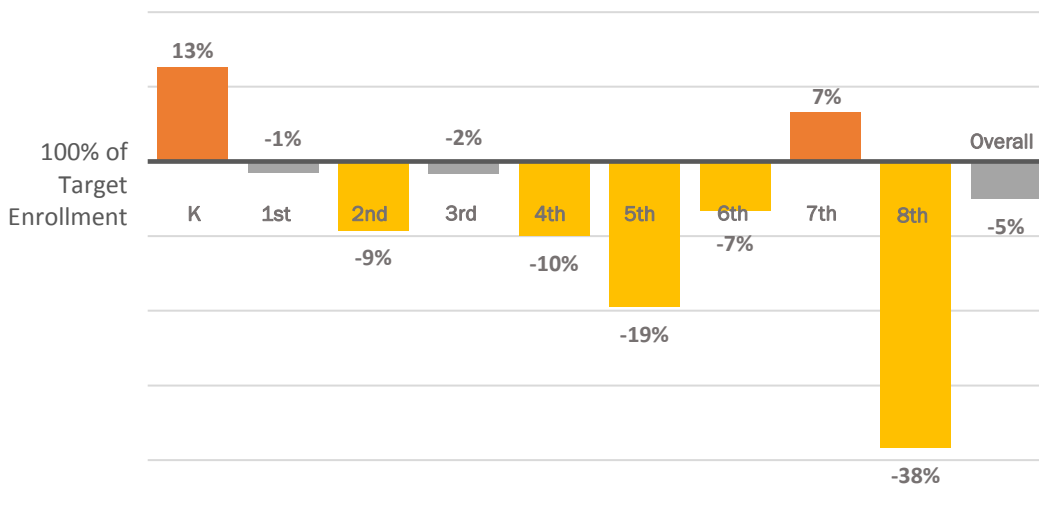
## Who is Summer Dreamers Academy Serving?

### ENROLLMENT TRENDS

In 2019, there were 16,141 eligible (K-8) students across PPS. Nearly 9% (1,512) of the eligible students applied to participate in Summer Dreamers for the 2019 program year. All 1,512 campers of the targeted 1,590 were accepted and 83% of accepted campers attended the program.

Enrollment figures shows enrollment for 6 out of 9 grade levels stayed within 10% of enrollment targets. While there was a 38% under enrollment in 8<sup>th</sup> grade, this was an improvement from the 73% in 2018. The under enrollment in 5<sup>th</sup> and 8<sup>th</sup> grade were made up for by the over enrollment in Kindergarten.

Enrollment of **K-4th grades** generally met or exceeded target, while enrollment of **5th-8th grades** fell below



**1,512**  
campers enrolled in  
2019

The enrollment target of 1,590 is 210 lesser than the 2018 target. While we did maintain an enrollment within 5% of the target, we will continue to look toward under enrolled grade levels when targeting recruitment in 2020.

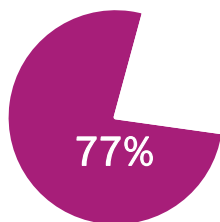
For the third year in a row, enrollment for Summer Dreamers took place entirely online through the Home Access Center. Through this process, families could confirm their child's camp site and preference afternoon activities before schedules were created. Families that were not able or who preferred not to apply online could call the SDA office for assistance by phone. While the enrollment window in 2019 was one month, we look to grow that back to two months in 2020 to better recruit students and meet or exceed our enrollment targets.

## Who is Summer Dreamers Academy Serving?

### Teachers

45

hours of professional development and teacher preparation time

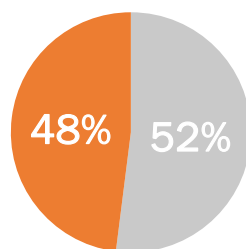


of campers felt that the teachers at SDA understand them

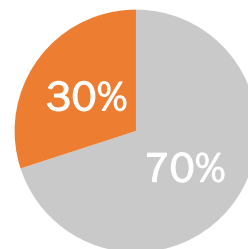
If the program aims to accelerate student achievement and eliminate summer learning loss, then it is critical that the program employs high-quality instructors. Teachers from across the District are able to come to Summer Dreamers and not only share best practices but work within a curricular framework to design academic time that is engaging and likely to meet the needs of the individual students in the classroom. In preparation for the summer program, teachers receive and lead professional development opportunities centered on equity and restorative practices, and are provided on-site support from a Curriculum Coach.

Summer Dreamers employed 50 academic teachers to provide high-quality Math and English and Language Arts (ELA) instruction. All of the Summer Dreamer teachers who were hired were rated as Proficient or Distinguished in their school year performance.

Nearly half of Summer Dreamers workforce identify as **non-white**, while the majority of the District workforce identify as **white**



Summer Dreamers Academy



Pittsburgh Public Schools

The difference between school year and summer staff racial demographics is important because it highlights a racial misalignment between the staff and PPS students during the school year. About 69% of students at Pittsburgh Public Schools identify as non-white while only 30% of District staff does. The Summer Dreamers staff is more racially representative of the students served and student attitudes reflect this, with greater than **3 out of 4** students feeling that their teachers understood them.

## How does the program operate and how satisfied are stakeholders?

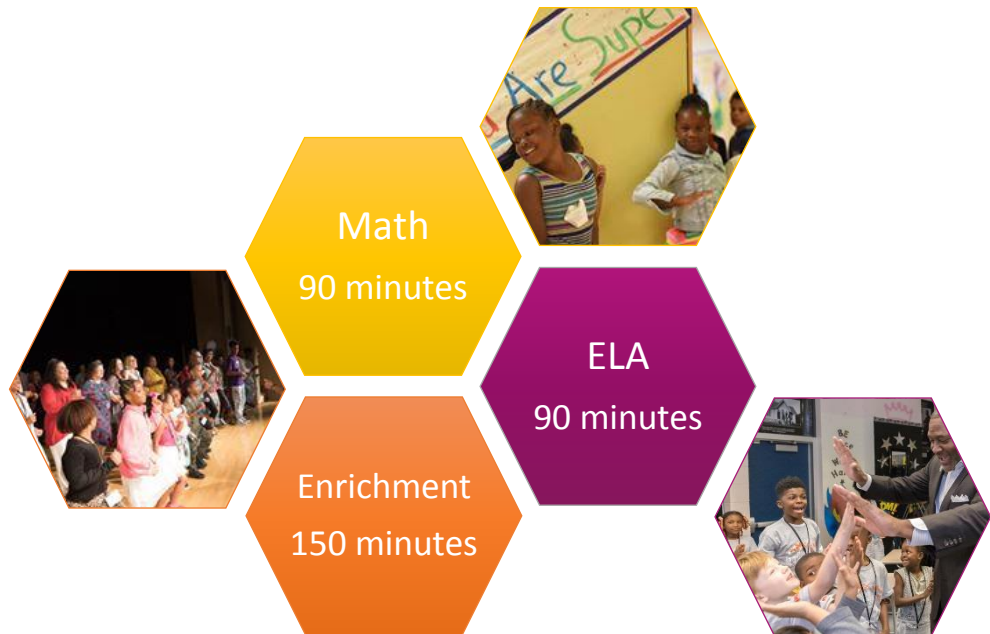
### General operations

The Summer Dreamers Academy is a summer learning camp that runs for 20 days and takes place every day, Monday through Friday, from 8:30am – 4:00pm. Each of the three regional K-5 sites serves approximately 400 campers who are supported in their academic classrooms by a certified PPS teacher and a Camp Coordinator. Classrooms maintain a maximum staff-to-camper ratio of 1:15. The 6-8 site is designed to serve 240 students in grades 6-8 from across the city.



of parents/guardians reported that SDA programming **met or exceeded** their expectations

*"[My son] came home cheerful and engaged. He would talk about planets, elevators, and other things that he had learned."  
~Parent*

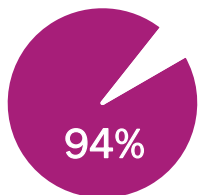


There are three rules at Summer Dreamers: Work Hard, Be Nice, and Have Fun! These rules apply to campers, staff, and leadership team members. It is important that everyone who is a part of Summer Dreamers sees this opportunity as a time to learn and try new things, meet new people, but most importantly, that it is CAMP, not SCHOOL!

Every morning, camp starts with an All Camp Meeting. This is a time for all staff and campers to get together, be energized and engaged with dances and games, and set expectations that help everyone prepare for all of the fun activities that take place each and every day. And don't forget that every day we ensure that every camper receives a healthy snack and lunch.

## How does the program operate and how satisfied are stakeholders?

### Academics



of teachers **agree** that faculty set high expectations for camper learning

All Summer Dreamers campers participate in a 90-minute literacy block and a 90-minute math block daily to support academic growth and combat summer learning loss in a fun and exciting atmosphere. The literacy block utilizes a National Geographic content-based literacy curriculum, while the mathematics block employs the McGraw Hill Number Worlds curriculum. Both programs are modified by PPS curriculum writers who develop Summer Dreamers unique curriculum. This ensures all lessons are aligned with District and PA core curriculum, address identified areas of need based on PPS assessment data, and are fun, engaging, and culturally relevant for campers!

Classroom libraries, educational games, an on-site book fair, and weekly visits from the Carnegie Library BLAST and Teen Read programs supplement the academic program for campers.

"I provided differentiated instructional grouping and the [campers] loved this. We provided many games to support sight words, letter sound identification, and word building" ~ Kindergarten Teacher

"Summer Dreamers keeps [campers] in a school mindset while also having fun." ~ PreK Teacher



of campers shared that **they like both** their ELA and math classes at SDA

Utilizing the expertise of school year teachers sets Summer Dreamers apart from other Summer opportunities. Not only are they the experts in the classroom, but the curriculum they use in the summer is directly aligned to the school year. This ensures that the summer academics build off of what campers already know and prepares them for what they will be learning in the Fall.

For a brief description of the curriculum by grade level, refer to Appendix A.

For a comprehensive curriculum road map, visit:

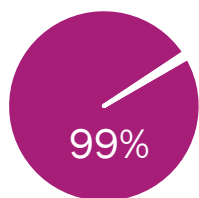
[http://pghschools.org/cms/lib/PA01000449/Centricity/Domain/1244/SDA\\_Comprehensive\\_Curriculum\\_Overview.pdf](http://pghschools.org/cms/lib/PA01000449/Centricity/Domain/1244/SDA_Comprehensive_Curriculum_Overview.pdf)

## How does the program operate and how satisfied are stakeholders?

### Socioemotional

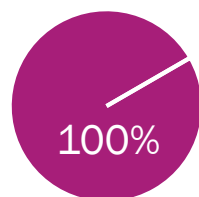
Supporting the development of strong relationships between campers, their peers, and teachers in a short amount of time is challenging, but imperative to ensuring that campers feel connected and cared for. Summer Dreamers and the District believe in focusing on whole child development. In addition to high-quality academic instruction, program elements to address campers' socioemotional needs and development have been included in programming.

Summer Dreamers develops consistent behavior plans and policies for all camp sites that incorporate elements of restorative practices and strategies that teachers have found effective from their own practice. The addition of a Behavior Coach at each site allows the team to provide directed and intentional support to both campers and staff, whereas the previous Dream Coach role was focused primarily on campers.

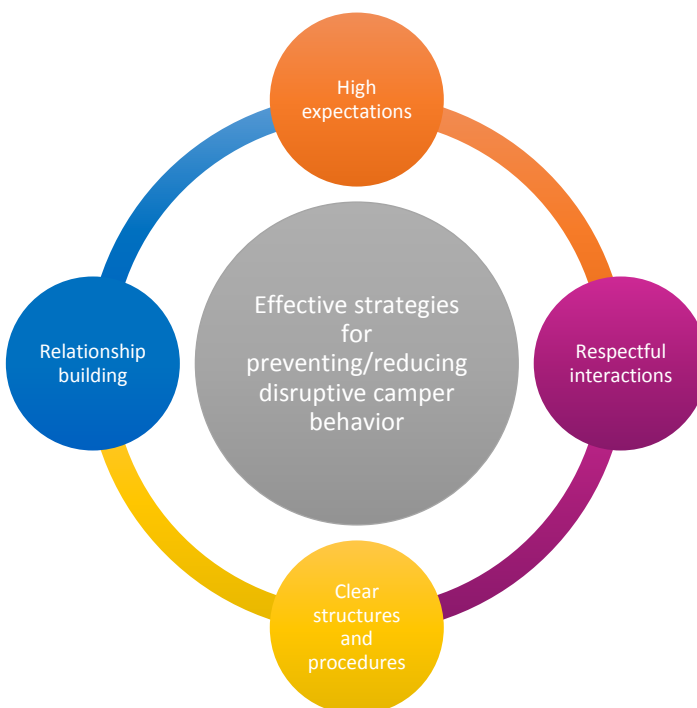


99%  
of teachers **report**  
that faculty and  
staff remind  
campers to be  
friendly and  
respectful to each  
other

*"Summer Dreamers  
helped me feel better  
about making friends."  
~5<sup>th</sup> Grade Students*



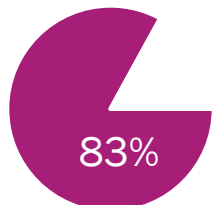
100%  
of teachers **agree**  
that faculty and  
staff treat campers  
with respect



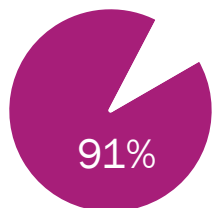
To prevent and/or reduce disruptive behaviors, one teacher described the approach as, "Treating campers with respect from day one, asking campers to explain feelings and what is wrong instead of calling them out and using consequences. Positive reinforcement with appropriate natural consequences."

## How does the program operate and how satisfied are stakeholders?

### Enrichment



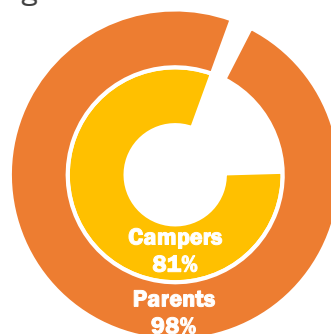
of campers did something new as a part of SDA



of campers enjoyed their afternoon activities

During the 2019 program, 20 community organizations facilitated 30 unique activity offerings for campers. With online registration, campers were able to rank their activity preferences when registering. The online application system allows campers schedules to be better aligned to their interests by utilizing an algorithm designed to match a campers to their highest ranked activity selections. Campers who are interested in athletics, for example, can choose to pursue that passion by participating in kayaking, flag-football, or biking. Campers who have interests in the arts, science, or technology can select other enrichment choices. If during the first week of camp, a camper decides that they would like to try a different activity, staff work with the camper to find an activity more suited to their interests.

The majority of **parents** and **campers** agree Summer Dreamers has a good balance of fun and learning



In addition to serving K-8 students through SDA's programming, the Out-of-School Time office teamed up with Partner4Work to place a total of **25** Pittsburgh students in grades 8-12 across each K-5 site this summer through the City of Pittsburgh Summer Youth Employment Program. During the application process, applicants select their career interests and are matched to a site that most closely fits these interests, letting them exhibit voice and choice in their summer. Each participant gained work experience by supporting camp site operations and the behavioral and academic growth of campers.

For a full listing of partners and activity offerings, refer to page 13 and Appendix B.

## How does the program operate and how satisfied are stakeholders?

### Community Involvement

*"My favorite part about Summer Dreamers was that I got to make friends and that the teachers are very nice here."  
~4<sup>th</sup> Grade Camper*

*"The most significant benefit for students is the opportunity to participate in unique enrichment activities that they may otherwise not have the opportunity to participate in."  
~Special Education Teacher*

*"I want to come back to Summer Dreamers next year!"  
~1<sup>st</sup> Grade Camper*

Many large community organizations have been involved with Summer Dreamers. Beyond the afternoon enrichment opportunities, campers had a variety of other opportunities to interact with their community and discover their passions through the involvement of some large community organizations.

- The **Carnegie Library of Pittsburgh** visited camp sites weekly to share books with campers through the elementary BLAST program and the middle grades Teen Read program.
- **Reading is FUNDamental** supported each K-5 site by bringing their Storymobile. When boarding this library on wheels, each camper got to leave with a new book.
- The **Pittsburgh Pirates** donated 900 tickets for campers, staff, and their families to attend one of three baseball games at PNC Park.
- Individual camp sites hosted special guests, including reading specialist interns from the **University of Pittsburgh** who worked on-site supporting 6<sup>th</sup> grade campers at University Prep.
- The **Children's Hospital of Pittsburgh** raffled off 12 bikes and donated helmets to each camper across all four camp sites to ensure the campers safety when riding their bikes this summer. The Children's Hospital also arranged for a BMX show at each site.
- Camp King served as a host site for the Summer Learning Tour in partnership with the City of Pittsburgh's **Summer 19** initiative. This allowed for community, non-profit, and government stakeholders to see and share in the SDA program.
- Through a partnership with the **University of Pittsburgh** and the **Heinz Fellows** program, new fellows had an opportunity to connect with students before their official school placements in the fall. These fellows provided small group classroom support to the more than 400 campers at our East End site and all campers at our middle grades site.
- SDA teamed up with **Partner4Work** to place a total of 25 Pittsburgh students in grades 8-12 across each K-5 site this summer through the City of Pittsburgh Summer Youth Employment Program.





## How does the program operate and how satisfied are stakeholders?

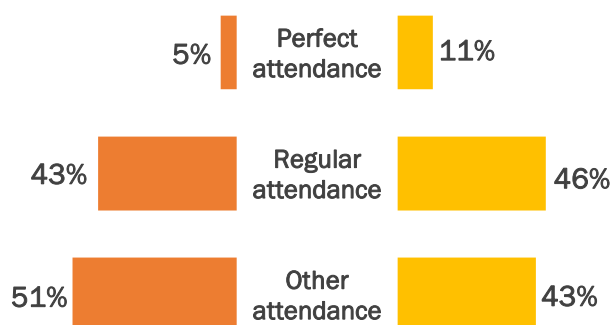
### Program Attendance

A camper's program attendance is important. Being in attendance regularly and consistently will ensure that the curricula has the desired effect on campers. Many of the positive program impacts that have been shown through the RAND study are linked to regular attendance over the course of the summer (single-year attendance rate) and returning for more than one summer (year-to-year repeaters). During the summer of 2011, Summer Dreamers began a series of increased efforts to encourage regular attendance (See Appendix C descriptions of attendance initiatives).

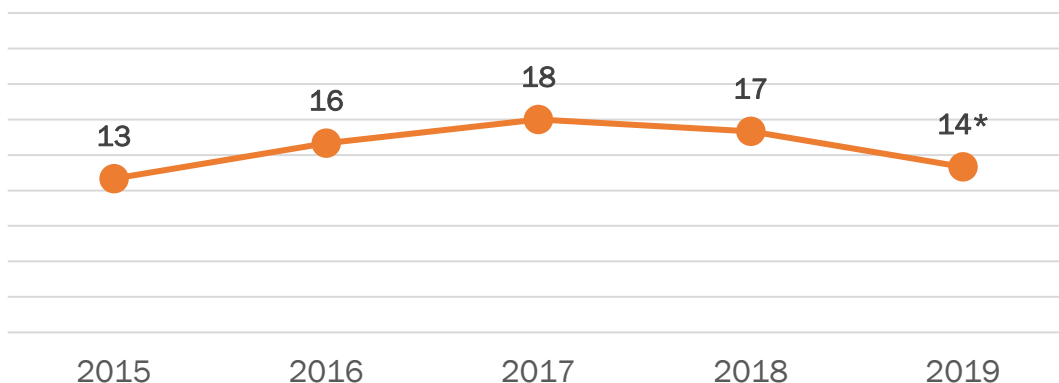


The majority of campers who initially enrolled in SDA **attended at least 1 day**

From 2018 to 2019 higher proportions of campers had perfect and regular attendance (equal to 71% or higher)



Average camp attendance has increased by **1 days** since 2015



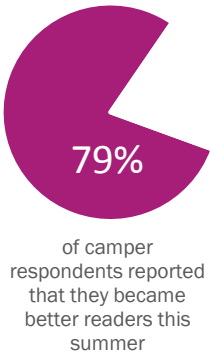
\*During the 2019 summer, the number of program days was reduced from 27 to 20. While there was a drop in the average number of attendance days, the average attendance rate of 70% was higher than any other program year. We look to grow the program back to 27 days in 2020.

**38%**

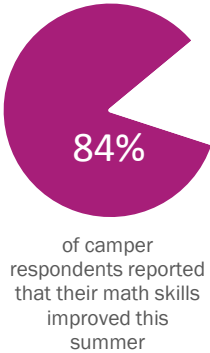
of 2019 campers also attended in 2018

# How is Summer Dreamers improving the lives of children who participate?

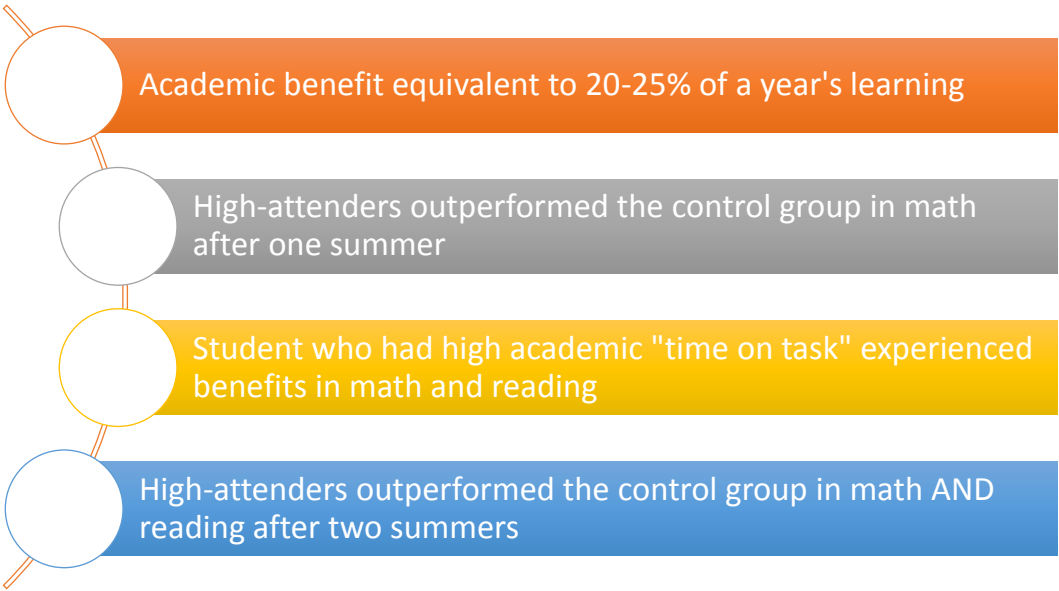
## Academic



*“My favorite part of Summer Dreamers is that my math skills improved this summer.”*  
~5<sup>th</sup> Grade Camper



Over the summer, compared to their higher-income peers, low-income students lose more of what they learned during the school year. Quality summer opportunities like Summer Dreamers Academy can help students make up or reduce these losses if they attend on a consistent basis each summer and especially if they repeat the program over successive years. Starting in 2011, Summer Dreamers Academy has worked with the RAND Corporation, the Wallace Foundation, and four other urban school districts across the country to look at how large-scale voluntary summer learning programs operated by public school districts can improve educational outcomes for low-income children in urban communities. The study employed methods that allow observed differences to be attributed to program involvement rather than underlying differences in populations or other spurious events. RAND looked at the differences between two populations of students: those that participated in programming at least one day (treatment group) and those that applied to the program but did not attend (control group).



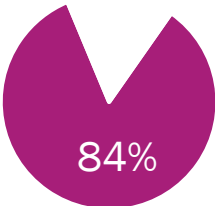
Based on what Summer Dreamers has learned about the importance of consistent attendance during the summer, program leadership will continue to reach out to previous campers to ensure and encourage their attendance throughout the summer and again in 2020. Refer to page 14 and Appendix C to learn more about Summer Dreamers attendance.

Learn more about this report at: [www.wallacefoundation.org/learningfromsummer](http://www.wallacefoundation.org/learningfromsummer)

# How is Summer Dreamers improving the lives of children who participate?

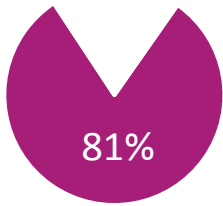
## Socioemotional

In 2013, Dr. Jennifer Iriti and Dr. William Bickel at the University of Pittsburgh evaluated the non-academic outcomes of Summer Dreamers participation. The evaluation utilized a variety of methods, including interviews, surveys, and teacher assessments on student growth, to investigate an array of socioemotional outcomes such as motivation and engagement, peer relationships and pro-social behavior, and openness to new experiences.



84% of teacher respondents report the program had significant impact on camper academic confidence for more than three-quarters of the participants.

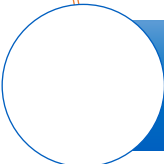
*"I love reaching struggling students and changing their perceptions of themselves as learners."*  
~ 4<sup>th</sup> Grade Teacher



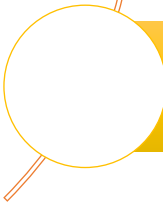
81% of teacher respondents reported that the program has significantly impacted the development of appropriate peer-to-peer social experiences for more than half of campers.



For about a 1/3 of campers, teachers reported improvements in specific classroom behaviors associated with attention, learning strategies, and pro-social behavior.



Teacher assessment data suggested that about 40% of campers showed improvements over the course of the camp in pro-social behaviors such as speaking politely to adults, working in productive ways with peers, and doing something nice for another child.



About 25% of a sample of parents who were interviewed reported positive social outcomes as the **MOST** important outcome of the camp. These social outcomes included being more confident in front of others, making new friends, and meeting people from different schools and neighborhoods.

The Summer Dreamers Academy is a unique space for campers because it allows campers to have a say in their summer. Through a collaboration with the PPS Student Advisory Council, it is ensured that students have voice in the review and selection of offered activities. During the application process, campers then have additional voice and choice in the selection of their afternoon enrichment activities. In allowing campers to try something new or different, a climate of self-determination is created, which helps campers to develop and follow their passions.

To further assist campers and their socioemotional needs Summer Dreamers implemented the use of a Calm Room at each site. The Calm Room offers campers a safe space to self-regulate while having support from camp site staff.

Together, the characteristics described in these findings form the primary building blocks for college, career, and life readiness.

# How is Summer Dreamers improving the lives of children who participate?

## Safe and enriching environment

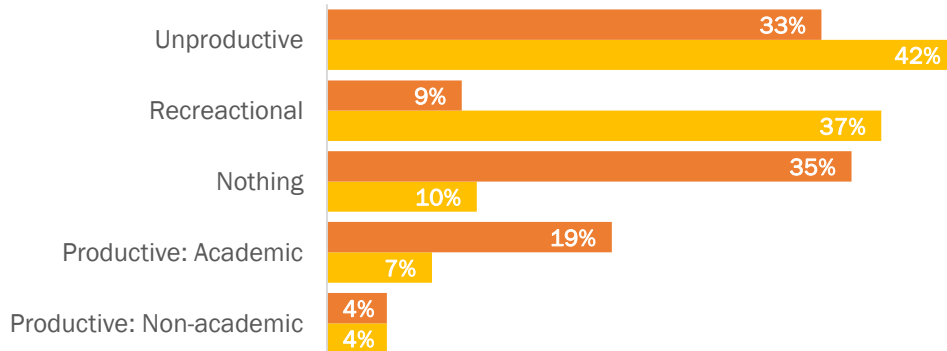
*"Students were engaged in academic activities in a safe environment. Students were able to interact and make new friends with a diverse population of students. Campers also enjoyed finding new interests through their afternoon activities."*  
~ Kindergarten Teacher

**34%**  
of responding parents reported that they sent their child to SDA because they needed academic support over the summer.

Summer is a time when many middle and higher income students have access to a diverse set of opportunities like sleepaway camp, vacations, trips to museums, etc. Because providing safe and enriching environments in the summer is so important for children and families, Summer Dreamers strives to make these opportunities available to students here at Pittsburgh Public Schools through the Summer Dreamers Academy.

For lower income families, summer is a time in which children may be unsupervised and/or lack structure and enrichment due to families' inability to access childcare and other activities. The National Summer Learning Association reports that six out of seven of these students lose access to healthy meals during the summer time and that is why SDA provides a healthy snack and lunch every day.

According to both **parents** and **campers**, if they were not at Summer Dreamers they would generally be doing non-academic activities



Based on survey data, both parents and campers agree that if they did not attend Summer Dreamers, campers would most likely be engaged in unproductive, non-academic activities, such as watching TV and playing video games.

While a nearly equal portion of campers reported that they would have engaged in recreational activities, such as sports leagues or swimming, it is important to note that only 9% of parents agreed. As the campers served are in grades K-8, it may be safe to assume that parents are the likely determinants in how they will spend their summer.

78%

of camper  
respondents would  
like to return to camp  
next summer

*"Summer Dreamers  
helped me get better  
at being able to open  
up to people."  
~5<sup>th</sup> Grade Camper*

97%

of parent  
respondents would  
like to enroll their  
child into camp next  
summer

Summer Dreamers Academy and the Out-of-School Time Office have an improvement mindset and are continually looking for ways to improve programming and outcomes for the students of Pittsburgh Public Schools.

Based on the findings from the Summer 2019 program evaluation, several areas have been identified as a focus for 2020 programming:

### Focus on camper recruitment and retention plans

As part of the roll out of new recruitment and retention plans, we will better integrate school year student data and support site staff in utilizing it for targeted retention. Focus will be placed on individuals with low school year attendance and academic need.

### Communication with schools, students, and families

While the addition of new contact fields in the application proved successful, we hope to take communication with school, students and families further this year. Along with program flyers, we hope to include FAQ's so that families are better aware of how the program operates.

We have also created a newsletter template that all sites can use during the summer. Consistent and streamlined communication efforts should allow sites to remain better connected with families.

### Promote available spots and pre-camp communication with schools

As our attendance tracking has improved, we are able to better identify which schools are under enrolling. By utilizing school year data, we will target enrollment from specific schools and communicate this with principals and assistant superintendents.

To better reach these schools we hope to expand our enrollment window back to two months and reincorporate our guaranteed admission process for students identified by the school. We will also plan on hosting tables during the morning and afternoons at targeted schools so that we can speak with students and families about the opportunity.

### Increase focus on promoting positive relationship building

We look forward to continuing the incorporation of Positive Behavior Interventions and Supports (PBIS) into the program in 2020. In addition to fostering positive relationships between staff and campers, we will also focus on ensuring positive adult relationships between our staff and families.

## Curriculum descriptions

Grade-level	Description
Kindergarten	<b>ELA:</b> Through exploration of the books <i>Corduroy</i> , <i>A Pocket for Corduroy</i> , <i>Corduroy Lost and Found</i> , and <i>Don't Feed the Bears</i> , students engaged in lessons and activities to build comprehension skills such as; story structure, summarizing, sequencing events, character analysis, and opinion writing. <b>Math:</b> Utilizing curriculum by Kathy Richardson, students explored math through concepts such as number talks, whole group problem solving, small group activities, and independent activities.
First Grade	<b>ELA:</b> Through exploration of the books <i>Where the Wild Things Are</i> , <i>Little Bear</i> , <i>Chicken Soup with Rice</i> , <i>Growl: All About Bears</i> , and <i>Now I Know Bears</i> , students engaged in lessons and activities to build comprehension skills such as; opinion writing, comparing/contrasting information, understanding the author's purpose, and constructing meaning using illustration.
Second Grade	<b>ELA:</b> Through the exploration of the novel <i>The Stories Julian Tells</i> by Ann Cameron, Students engaged in lessons and activities to build comprehension skills around summarizing, poetry, narrative elements, character analysis, synonyms and antonyms, sequence of events, and comparing and contrasting.
Third Grade	<b>ELA:</b> Through the exploration of the novel <i>Maniac Magee</i> by Jerri Spinelli, Students engaged in lessons and activities to build comprehension skills around character analysis, comparing and contrasting across texts, figurative language, poetry analysis, and sequence of events.
Fourth Grade	<b>ELA:</b> Through the exploration of the novel <i>Wonder</i> by R.J. Palacio, students engaged in lessons and activities to build comprehension skills around opinion writing, vocabulary, character analysis, partner/individual reading, and analysis writing.
Fifth Grade	<b>ELA:</b> Students had the opportunity to engage in the reading of <i>Can You Feel the Thunder</i> , <i>Frankenstein</i> , and <i>Pearl Harbor Is Burning</i> while developing skills of writing poetry, making inferences, prefixes and suffixes, idioms, and understanding similes, metaphors and personification.
Sixth Grade	<b>ELA:</b> Students had the opportunity to engage in the reading of <i>The Jacket</i> , <i>Sadako and the Thousand Paper Cranes</i> , and <i>Esperanza Rising</i> while developing skills of writing poetry, comparing and contrasting text, and determining importance.
Seventh Grade	<b>ELA:</b> Students had the opportunity to engage in the reading of Matthew Henson, <i>From First Crossing</i> , and <i>Letters from Rifka</i> while developing skills of writing poetry, forming generalizations, drawing conclusions, comparing and contrasting, and summarizing.
Eighth Grade	<b>ELA:</b> Students had the opportunity to engage in the reading of Michelle Green, <i>A Strong Right Arm</i> , and <i>The Man Who Went to the Far Side of the Moon</i> by Bea Uusma while developing skills of forming generalizations, drawing conclusions, comparing and contrasting, and summarizing.

Mathematics classes for Grades 1-8 utilized Number Worlds curriculum. This enabled campers to explore math through concepts such as number talks, whole group problem solving small group activities, and independent activities.

## Appendix B

### Summer 2019 activity providers

Organization	Activity
<b>Allegheny Land Trust</b>	Summer Science Safari
<b>Assemble</b>	YOUtopia: Making the Future
<b>Attack Theatre</b>	Adventures in Movement
<b>Bike Pittsburgh</b>	Positive Spin
<b>Common Threads</b>	Garden Bites
<b>Drafting Dreams</b>	Tiny House Design
<b>Familylinks, Inc.</b>	Camp Adventure
<b>Kolor-N-Kiln</b>	Discover Your Creative Side
<b>Legacy Arts Project</b>	Legacy Arts Project Dance Program
<b>Mad Science</b>	Mad About Science
<b>Mad Science</b>	Spies Against Robots
<b>Mad Science</b>	Think Fast and Build Faster
<b>PearlArts Studios</b>	Dance & Visual Experience
<b>Pittsburgh Center for Arts and Media</b>	Clay & Mosaic Extravaganza!
<b>Pittsburgh Center for Arts and Media</b>	Creature Camp!
<b>Pittsburgh Center for Arts and Media</b>	Imagination Exploration
<b>Pittsburgh Flag Football League</b>	NFL Flag Football
<b>SLB Radio</b>	Youth Express: You're on the Radio!
<b>Snapology</b>	Advanced STEAM Lab & Movie Makers
<b>Snapology</b>	Future Engineer's STEAM Lab
<b>Snapology</b>	Star Wars, Superheroes & Minecraft STEAM Lab
<b>STEM Coding Lab</b>	Design Your Own Website
<b>The Pittsburgh Cultural Trust</b>	My POV (Point of View)
<b>The Pittsburgh Cultural Trust</b>	Oh Sew Fabulous!
<b>The Pittsburgh Cultural Trust</b>	Snap a Pic & Shoot a Flick
<b>The Pittsburgh Cultural Trust</b>	Wonderful World of Fibers
<b>The Pittsburgh Cultural Trust</b>	Wongai to Africa!
<b>The Senator John Heinz History Center</b>	Pittsburgh Imagineers
<b>Union Project</b>	From Mud to Masterpiece
<b>Venture Outdoors</b>	Venture Outdoors



### Attendance initiatives

Year	Attendance Initiative
Summer 2011	<b>Parent &amp; Camper Incentives</b> – RAND piloted a study investigating the effectiveness of parent and/or camper incentives on program attendance. Selected parents could earn up to \$120 in Giant Eagle gift cards if their child attended regularly, and selected students received a goodie bag with toys and prizes.
Summer 2012	<b>Attendance Policy</b> – enrollment materials communicated expectation of regular program attendance, asking families not to register if they know they will miss more than 3 days of camp. Plan to remove campers from the program after 3 days of non-attendance was not followed through, as it would have led to even lower attendance rates.
Summer 2013	<p><b>Starting Camp Earlier</b> – Summer Dreamers started at the beginning of July, two weeks earlier than the traditional mid-July start date, in hopes of capturing more students before they began attending other summer programs.</p> <p><b>Sibling Enrollment Policy</b> – if one child in a family was accepted to Summer Dreamers based on the tiered enrollment preferences, his/her siblings in the same household were automatically accepted.</p> <p><b>Summer Dreamers Night Out</b> – a pre-camp family engagement event was held at all Summer Dreamers camp sites on June 6<sup>th</sup>, so that parents could tour the summer site, meet the staff, and learn more about what their child would be doing at camp.</p> <p><b>3<sup>rd</sup> Grade Mentors</b> (not currently implemented) – every 3<sup>rd</sup> grade student was assigned an adult mentor, ideally somebody who worked at the school that they attended during the school year, and who would be working at their summer camp site. Mentors called home prior to the start of camp, to build excitement and troubleshoot issues related to transportation, then connected with campers regularly at Summer Dreamers. Mentors also made weekly phone calls home to provide updates to parents, and called home after each absence.</p>
Summer 2014	<p><b>Starting Camp Earlier</b> – Summer Dreamers started during the last week of June to better meet the needs of campers and families and to make SDA a first-choice summer opportunity.</p> <p><b>Summer Dreamers Night Out</b> – In effort to reach more students, the Night-Out event was moved to May 21<sup>st</sup> so that more teachers and staff would be available for the event.</p>
Summer 2015	<p><b>Be There</b> – the United Way’s “Be There” campaign provided weekly attendance incentives to campers to reward them for their attendance and to encourage them to keep coming every day.</p> <p><b>Camp Site Incentives</b> – each camp site offered different attendance incentives to students who came every day, ranging from Pirates Baseball tickets to Kindle giveaways. Attendance information was shared with the student’s school year principal to create a bridge between the summer and school year learning.</p>
Summer 2016	<b>Summer Dreamers Night Out</b> – the date for this pre-camp family engagement event was moved to the Friday before camp at each of the camp sites so that when parents and students toured, they got to have the full camp experience, meet all staff and activity providers, and to get campers excited for the first day of camp.
Summer 2017	<p><b>Blackboard Connect Calls</b> – by utilizing this program sites were able to reach out to families, in mass, to share camp site updates and encourage families to send their camper to school every day. This was bolstered through the electronic application which provided accurate contact information.</p> <p><b>Camp Site Incentives</b> – each camp site offered different attendance incentives to students who came every day, ranging from participation in a summer time water battle, VIP lunches, and free Pirates tickets.</p>
Summer 2018	<b>Perfect Attendance Incentives</b> – With a focus on campers reaching the optimal 20-27 days of attendance, campers that attended camp each day were eligible for many incentives provided through our external partnerships, such as Pirates tickets or entry into a bike raffle.



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