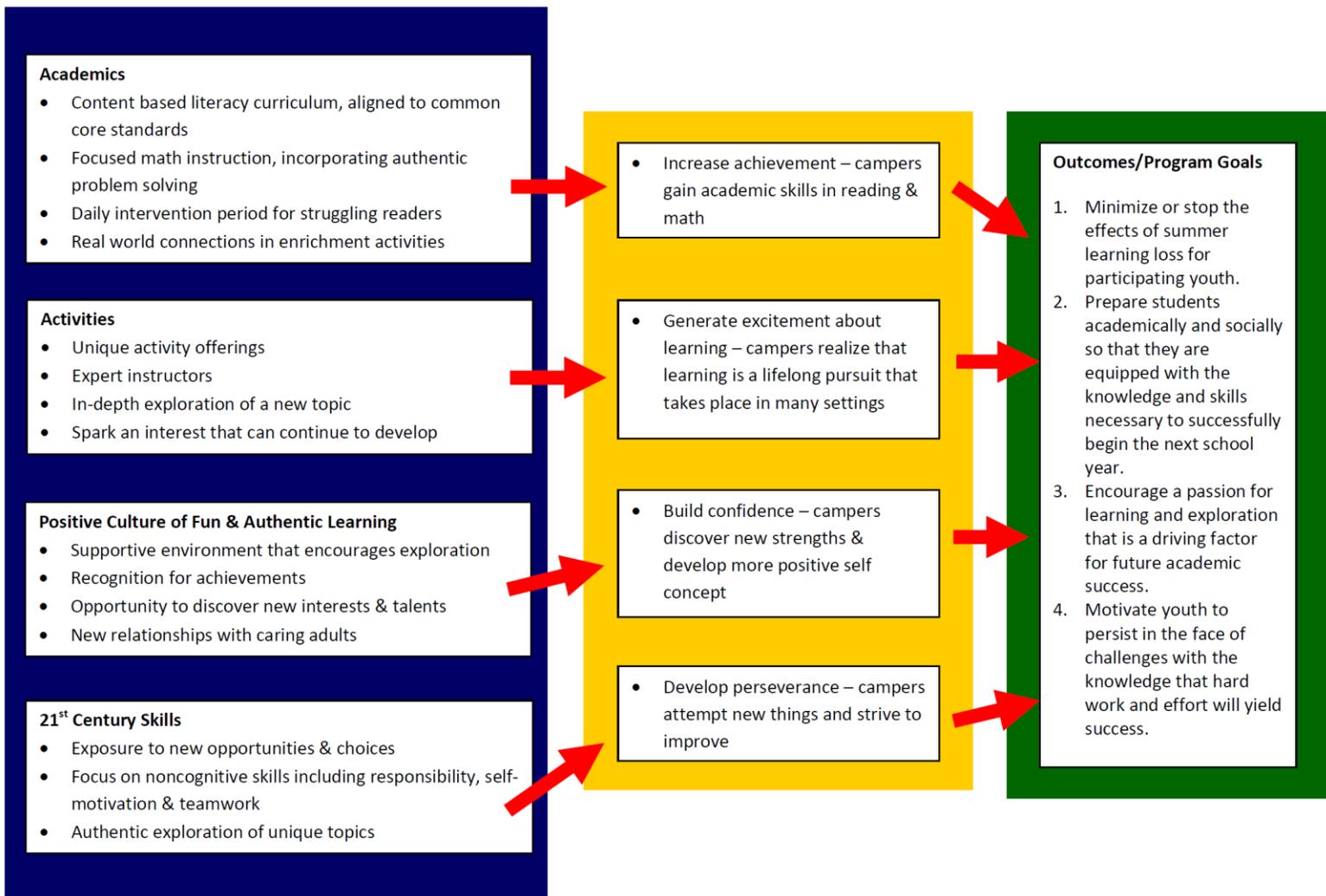




Summer Dreamers Academy 2016 Summary Report

Summer Dreamers Program Model



Summer 2016 Enrollment Figures

- Demand for the program is strong - nearly 15% (2,258) of the 15,588 eligible students applied to participate in Summer Dreamers for 2016, and all were accepted. Students came to Summer Dreamers from across 49 District schools.
- The chart below shows the breakdown of student enrollment by grade level and compares last year and the current year enrollment. Overall, enrollment increased in each grade level with 5th grade being the only exception.

Grade Level	Enrolled in 2015	Enrolled in 2016	% Enrollment Increase
K	315	425	34.9%
1	365	425	16.4%
2	314	419	33.4%
3	260	368	41.5%
4	212	227	7.1%
5	185	172	-7%
6	92	145	57.6%
7	65	77	18.5%
<i>Grand Total</i>	1808	2258	<u>24.9%</u>

*In order to be eligible to participate in SDA, a student must be enrolled in a PPS school and in a grade K-7 at the time of application.

- 67.6% (1526) of enrolled campers were African American, 17.7% (399) were white, and the remaining 14.7% (333) identified as another race. The district average for these groups is 53%, 33%, and 14%
- 63% (1,424) of enrolled campers were identified as economically disadvantaged, compared to 77% (1,392) in 2015
- 22.2% (501) of enrolled campers had an IEP compared to 25.6% (462) in 2015
- 7.7% (173) of enrolled campers were English Language Learners and 8.4% (151) in 2015.
- A sibling preference policy was implemented for Summer Dreamers admission and 1,865 households were served. If one child in a family was accepted to the program, his/her siblings in the same household were automatically accepted.

Summer 2016 Attendance Rates

- 97% (2,190) of enrolled campers attended SDA for at least one day, compared to 80.5% (1,455) in 2015. This percentage remained the same for students with exceptionalities, 97.4% (488) attended programming.
- 44.2% (968) of these campers were regular attendees (attended between 20-27 days) which is a 29.2% increase from 2015 where 749 campers were regular attendees
- 7.4 % of youth (167 campers) attended all 27 days of camp, up from 126 campers with perfect attendance in 2015
- While growth was noted in student enrollment and attendance, one of the most notable increases was in average daily attendance where campers attended 16 days of Summer Dreamers (out of 27 days), up from 13 days in 2015
- We have reached out to families of children who attended Summer Dreamers regularly and those who were absent frequently. There was no clear consensus about key factors that impact attendance. Families cited illness, planned vacations, family events, transportation problems, or their child not liking the program as reasons for absences.
- While we cannot directly influence school year attendance, we can look at the school year attendance rates of accepted Summer Dreamers campers to identify which children are most at risk for low summer attendance.
- The chart below shows various attendance initiatives piloted at Summer Dreamers in an effort to increase program attendance. These initiatives are in addition to regular attendance outreach efforts (e.g. phone calls home after an absence, parent open house, perfect attendance recognition, etc.)

Year	Attendance Initiative
Summer 2011	Parent & Camper Incentives – 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	Attendance Policy – 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>Starting Camp Earlier – Summer Dreamers started at the beginning of July, two weeks earlier than our traditional mid-July start date, in hopes of capturing more students before they began attending other summer programs.</p> <p>Sibling Enrollment Policy – 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>Summer Dreamers Night Out – a pre-camp family engagement event was held at all Summer Dreamers camp sites on June 6th, 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>3rd Grade Mentors – every 3rd 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>Starting Camp Earlier – Summer Dreamers started during the last week of June to better meet the needs of our campers and families and to make SDA a first-choice summer opportunity.</p> <p>Summer Dreamers Night Out – In effort to reach more students, the Night-Out event was moved to May 21st so that more teachers and staff would be available for the event.</p>
Summer 2015	<p>Be There – 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>Camp Site Incentives – 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	<p>Summer Dreamers Night Out –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.</p> <p>Camp Site Incentives – each camp site offered different attendance incentives to students who came every day, ranging from snow cones to book bags with school supplies. This also worked to get campers excited to return back to school.</p>

Learning from Summer: Effects of Two Years of Voluntary Summer Learning Programs on Low-Income Urban Youth

- The Rand Corporation and the Wallace Foundation have been working with the Pittsburgh Public Schools Summer Dreamers Academy and four other urban school districts as part of the largest and most comprehensive study to ever look at whether and 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 involved more than 5,600 students across five major school districts to understand the impact that high-quality summer learning programs can have in the real-world environment of urban communities

- The findings reveal that elementary school students with high attendance at voluntary summer learning programs—defined as at least 20 days of a 5-6 week program—experienced benefits in math and reading.
 - Among students who attended at least one day, 60 percent were high-attenders.
 - High-attenders outperformed the control group in math after one summer, and outperformed the control group in math and reading after the second summer. These findings are statistically significant.
- The benefits after the second summer were equivalent to between 20-25 percent of a year’s learning in math and reading.
 - The researchers will follow these students through the 7th grade and will learn if these benefits continue to persist.
- Students who had high academic “time on task” also experienced benefits in math and reading.
 - Students with high attendance and “time on task” outperformed the control group in social and emotional learning, as well.
- The positive outcomes after the second summer for high attenders likely reflected a combination of both participating in two summers and improved program quality after the second summer.
- All of this matters because over the summer, compared to their higher-income peers, low-income students lose more of what they learned during the school year and these summer opportunities can help to make up these losses.
- Based on what we have learned about the importance of consistent attendance during the summer, we will continue to reach out to previous campers to ensure that they return to the Summer Dreamers Academy throughout the summer and again in 2017.
- Learn more about this report at wallacefoundation.org/learningfromsummer

Summer 2016 Parent & Camper Feedback

- In survey responses, 97% of parents reported that Summer Dreamers programming met or exceeded their expectations and would recommend SDA to other parents
- 95% of parents felt that their child benefitted academically from attending SDA and that their child was prepared to return to school after participating in SDA
- Parent recommendations for program improvements included increasing the number of staff transportation, different food options for breakfast and lunch, and better addressing student behavior on the bus
- Parents overwhelmingly reported that their children enjoyed their time at camp
 - “She made some very good new friends and was exposed to new activities (Radio and African dance) that she really enjoyed.”
 - “Being that she is the only child, summer dreamers gives her the opportunity to be around other kids her age and doing activities that she wouldn’t normally get a chance to do.”
 - “I was so impressed by how well the entire program was run and how helpful everyone was.”
 - “[My daughter] became really motivated and excited each time her good behavior was rewarded. On several occasions she came home with great enthusiasm to share what she had learned that day.”
- Campers also had positive feedback about their experience at the Summer Dreamers Academy
 - 82% of campers did something new as a part of SDA
 - 80% of campers reported that they became better readers this summer.
 - 83% of campers said that their math skills improved this summer.
 - 82% of campers think that SDA has a good balance of fun and learning
 - “It is good that kids can review what they learned during the school year”
 - “I love Summer Dreamers! It is fun and hope it is open next year. I love coming here.”

- “I loved the teachers and I loved the camp.”

Summer 2016 Key Partners

- 24 community organizations facilitated 31 unique activity offerings for campers. All campers rank their activity preferences when registering for Summer Dreamers, ensuring that enrichment programming is closely aligned with their personal interests. Youth who are interested in athletics, for example, can choose to pursue that passion by participating in swim & water polo, judo, fencing, golf or biking; while campers who have interests in the arts, science, or technology can select other enrichment choices. If a camper decides that they would like to try a different activity during the first week of camp, they were able to switch activities.
- See Table 1, below, for a full listing of 2016 partners and activity offerings.

Table 1: Summer 2016 Activity Providers

Organization Name	Activity Name
Allegheny Youth Development	AYD Judo
Assemble	Make It!
Attack Theatre	Adventures in Movement
Balafon West African Dance Ensemble	Africa! Ceremony & Celebration
Bike Pittsburgh	Positive Spin
Bloomfield-Garfield Corporation	Swim & Water Polo
Bloomfield-Garfield Corporation	Mindful Gardening, Growing Mindful
Carnegie Science Center	Club Science!
Citiparks	Wild Urban Adventures
CMU: Architecture Explorations	Master Builder
Familylinks	Camp Adventure- Strong Communities
Gateway to the Arts	The Rhythms of Africa
Gateway to the Arts	Creative Critters
Gateway to the Arts	Fun with Fabulous Fibers
Gateway to the Arts	Sshhh!...Recording in Progress
Gateway to the Arts	All the World's a Stage
Legacy Arts Project	The Legacy Arts Project (LAP) Experience
Mad Science of Pittsburgh	Mad About Science
Pittsburgh Filmmakers/ Pittsburgh Center for the Arts	Creature Camp
Pittsburgh Filmmakers/ Pittsburgh Center for the Arts	Clay & Mosaic Extravaganza
Pittsburgh Filmmakers/ Pittsburgh Center for the Arts	Imagination Exploration
Pittsburgh Flag Football League	NFL Flag Football
Pittsburgh Three Rivers Marathon	Kids of STEEL
Roland Ford	Let's Turn It Up Part 2
Senator John Heinz History Center	Pittsburgh's History Detectives
SLB Radio Productions	Youth Express: You're On The Radio!
The First Tee	Hit it Big!

The Sprout Fund	National STEM Video Game Challenge
Three Rivers Fencing Center	Fencing!
Union Project	From Mud to Masterpiece
Venture Outdoors	Outdoor Exploration, Education, and Recreation



- 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.
- The Pittsburgh Pirates donated 800 tickets for campers, staff, and their families to attend one of three baseball games at PNC Park.
- Officers from the City of Pittsburgh Police Department and the PPS School Police volunteered at each of the SDA camp site this summer. The officers read books to our younger campers and engaged the older campers in Q&A sessions. One officer at King volunteered every day for the remainder of camp.
- Individual camp sites hosted special guests, including 12 reading specialist interns from the University of Pittsburgh who worked on-site with campers at University Prep.
- The Learn-to-Earn Program placed 50 8th-12th grade PPS students at each site to gain work experience and to support camp site operations and camper behavioral and academic growth through the City of Pittsburgh Summer Youth Employment Program.
- The United Way's "Be There" campaign provided support at all sites by promoting and incentivizing attendance.
- Fellowship of Orthodox Christians United to Serve (FOCUS) Pittsburgh, and organization that aims to provide action-oriented and sustainable solutions to poverty in communities across America, assisted campers at King by providing qualifying students with a free bag of food.
- Nutritional education was provided at Camp University Prep by Power Up, a program run by Adagio Health. Power Up staff visited the camp site and presented food demonstrations and hands-on activities aimed to empower students with nutritional knowledge.
- The Sprout Fund helped to establish a digital-badging system, rewarding campers for reaching academic and curricular milestones. Through their hard work in their academic blocks and by being a student leader at camp, campers could earn one of the three badges below:

Reading Rebel



Math Maniac



Summer Dreamers 2016



Strengths & Areas for Growth from 2016

- By addressing strengths and areas for growth from the Summer Dreamers Academy 2015, growth was noted in the following areas
 - Streamlined and strengthened communication in regards to transportation
 - Clearer lines of communication between camp sites and camper families through newsletter and social media pages
 - Established structures to better serve students with IEP's through coordination with the PPS Program for Students with Exceptionalities (PSE)

- Developed consistent behavioral plans and policies across all camp sites, including incorporating elements of restorative practices in to site-based behavior management plans
- Based on camper feedback, we were able to work with Food Services to create a more healthy and desirable menu
- Strengths
 - Through strong promotion of a positive camp culture during the hiring process and training we were able to show staff and campers that SDA is CAMP not SCHOOL
 - The addition of two Program Assistants enabled each site to have an on-site liaisons to provide more direct support to SDA staff during camp
 - The flexibility and capacity to serve more campers allowed us to serve all students that applied to be a part of camp in 2016
 - Our partnership with APOST enabled us to better coordinate high-quality enrichment opportunities for campers
 - Implementation of enrollment, scheduling, and attendance in the Student Information System allowed camper data to be stored in the student record and created summer to school year continuity for the student in efforts to create additional OST learning opportunities year round
 - Closely working with ESL Department ensured better communication with our non-native English speaking families
 - We continue to be committed to diversifying our staff with 53% of staff at Summer Dreamers identifying as non-white. Comparatively, 29% of the District workforce and 17% of school based professional staff is non-white.
- Areas for Growth
 - Focus on camper retention and retention plans
 - Now that camper enrollment and scheduling is housed in our Student Information System we have better access to camper data and a greater ability to reach out to campers and families through resources like Blackboard Connect. In 2017, we will look to better train staff in these tools to increase camper retention and the development of retention plans
 - Pre-camp planning to ensure preparedness for a large number of campers
 - With the higher volume of applicants and attendees that we received this year, we want to ensure that we are prepared for an even greater number of campers next year, which includes having more supplies and staff, and special schedules for the first few days of camp
 - Reconsider staffing for the Office Assistant roles
 - While these roles at the camp sites are extremely important, we are not currently able to include school-year office and secretarial staff in the applicant pool for these roles. As many of these individuals are highly-skilled in in the areas that the position requires, we plan on working with our Office of Talent Management to ensure that we are able to include these individuals in the future
 - Communication with schools, students, and families prior to camp
 - Communications with parents and students prior to camp can be difficult as a result of inaccuracies in address and phone number data. By moving to an online application and working closer with the Office of Information Technology and schools before, during, and after the process, we hope to establish better lines of communications with SDA and schools, students, and families
 - Increase focus on promoting positive relationship building at camp
 - Supporting the development of strong relationships in a short amount of time is challenging but imperative to ensuring that campers feel connected and cared for. We are looking to incorporate Sanford Harmony, a free a social-emotional program that promotes relationship building between children through structures that include developmentally appropriate lessons and daily classroom routines.