

SUMMER BRIDGES

GUIDELINES FOR DESIGNING AND DELIVERING A SUMMER BRIDGES PROGRAM IN READING AND WRITING

**WORK IN PROGRESS
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(Summer Bridges): An Overview

Summer Bridges is an extended learning program designed to improve the reading, writing, and mathematical skills of students exiting from pre-kindergarten through grade 6 in districts where a significant number of students do not meet state learning standards. Extended learning most often occurs in the summer, after school, during intercessions, before school, and on weekends.

The Summer Bridges Program

- Offers extended learning opportunities (during the summer) for participating students to become strategic readers and skilled mathematical problem solvers who achieve the Illinois Learning Standards in English/Language Arts and Mathematics;
 - Provides curriculum and instruction that engage and motivate students to read for purpose and pleasure;
 - Promotes literacy-rich classrooms where words and print are displayed, collections of reading materials are extensive, and whole group, small group, and individual instruction are supported;
 - Increases the knowledge and use of best practices in reading and mathematics by all participating educators through intensive, job-embedded professional development;
 - Provides opportunities for children to expand and enhance their educational, emotional, physical, social, and cultural skills and status.
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Summer Bridges: Program Description

Summer Bridges provides students at risk of academic failure in prekindergarten through grade 6 with a concentrated curriculum on reading and writing during the summer. Features of the program include:

- Small class size;
- Extended learning for students who have not met state reading standards or who are recommended for retention;
- Curriculum focused on word knowledge, fluency, comprehension, and writing;
- 90 hours of concentrated instructional time;
- 30 hours of professional development for instructional staff;
- Use of research-based and best practices in reading and writing and reading in the content area of mathematics;
- Literacy-rich environment with developmentally appropriate and high interest reading and writing materials and supplies;
- Pre- and past-assessment in reading on all participating students and report 20% of the student scores to ISBE.

Funding is provided by the Illinois State Legislature, supported by the Governor, and administered through the Illinois State Board of Education. Districts provide a local contribution.

In most cases, this extended learning experience determines the students' promotion to a higher grade depending on the level of increased skills during the summer session. The individual district's promotion policy determines a student's assessment or progress and final grade.

Summer Bridges: Background and Annual Growth

In 1998, six districts in the metro-east area formed a consortium (the Metro-East Consortium for Child Advocacy — MECCA) for improving educational services to their communities. MECCA, which included Brooklyn District #188, Cahokia District #187, East St. Louis District #189, Madison District #12, and Venice District #3, established summer learning and professional development as major priorities using \$0.25 million in designated state funds. A summer learning camp was implemented to increase students' reading and writing skills for achieving the Illinois Learning Standards in English Language Arts. Their initial effort blossomed into a statewide initiative the following year when the governor established summer school as a priority for students at risk of academic failure.

The chart below describes the Summer Bridges annual growth. Levels of participation are determined by the annual legislative appropriation.

Summer Bridges Annual Growth

Districts Eligible/Participating (outside Chicago)	Teachers (outside Chicago)	Students (outside Chicago)	Appropriation (outside Chicago)	Chicago (block grant)	Total budget (including admin. \$\$)
1999	36/32	800	\$7 million	\$1 million	\$8 million
2000	98/94	1,700	\$12.9 million	\$10.1 million	\$23 million
2001	128/118	1,700	\$11.4 million	\$11.4 million	\$26 million
2002	128/115	2,500	\$14 million	\$12 million	\$26 million
2003	128/115	2,075	\$13.8 million	\$10.8 million	\$25 million
2004	98/77	1,428	\$13.8 million	\$10.8 million	\$24.8 million
2005	168/66	1,404	\$10.6 million	\$9.7 million	\$22.2 million
2006	130/101	1,399	\$12.5 million	\$9.7 million	\$22.2 million
2007	151/77	1,458	\$12.5 million	\$9.7 million	\$22.2 million

District Eligibility

Districts are eligible to apply for the Summer Bridges Program funds if one or more schools in the district have less than 50 percent or more students not meeting state reading standards. Districts need to be willing to integrate the Summer Bridges literacy framework during the school year.

Program Guidelines

Planning and Reporting

Districts may group by geographic location to plan collaboratively and share experiences. These arrangements are particularly useful between new and previously participating districts. Prior experience has shown that the benefits of districts planning together are joint problem solving, leveraging resources, sharing professional development, and networking.

Each district must complete the Summer Bridges Plan and Budget and submit to the ISBE by the designated timeline. Failure to submit the required information in the appropriate format or within the required timelines delays the release of funds until these requirements are satisfactorily met. These documents are included in this packet of information under "Exhibits".

Standards of Excellence for After School Programs

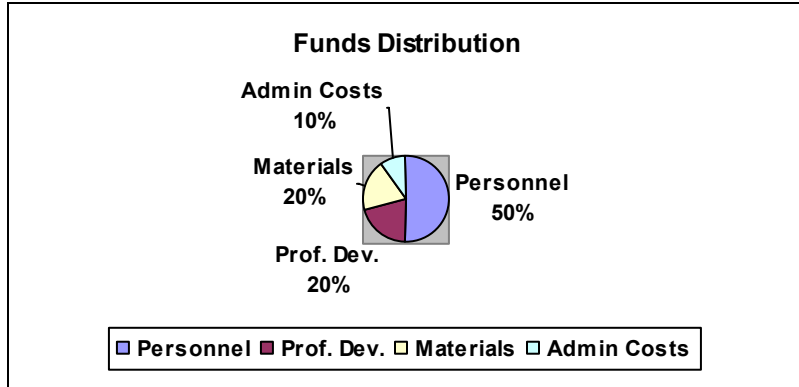
In its publication, *After-School Programs and the K-8 Principal*, the National Association of Elementary School Principals (NAESP) suggests “the role of the school should be that of a strong community ambassador and advocate of quality after-school programs.” In an effort to achieve that role, the NAESP has produced these Standards for Quality School-Age Child Care.

The after-school program reflects a commitment to promote knowledge, skills, and understandings through enriching learning opportunities that complement the school day.
The after-school program seeks and promotes the involvement and support of the entire community in program planning and implementation.
The School's policies and procedures support high-quality after-school programs for all children.
Procedures are in place to ensure the safety and security of children.
The program is supported with adequate financial and material resources.
The after-school program is supported by provision of professional development opportunities for staff.
The school supports safe transportation to and from after-school programs.
School and after-school staff demonstrates respect for the importance of both school and after-school experiences in children's development.
The school supports families' choice of after-school arrangements by communicating and cooperating with community-based programs.
The school accommodates families' choice of community-based after-school programs through a supportive transportation policy.

Source: *After-School Programs & the K-8 Principal: Standards for Quality School-Age Child Care*. Revised Edition. 1999. Alexandria, Virginia: National Association of Elementary School Principals.

Program Costs

Based on the prior year's operation of the program, the average cost per student for the summer is less than \$500. The pie chart below gives the general budget breakdown of the funds.



Summer Bridges funds **may** be used for

- instructional personnel,
- instructional materials/supplies for each classroom,
- professional development presenters
- and materials, and
- administrative costs.

Summer Bridges funds **may not** be used for

- current personnel services, e.g., administrators who are on eleven or twelve month contracts;
- resources or supplies readily available;
- purchase of equipment;
- purchase of software and site license;
- students who meet or exceed standards;
- student incentives;
- students in grades other than prekindergarten through grade 6;
- indirect costs.

Each participating district must provide matching funds for at least 20 percent of the total budget. This local contribution may come in the form of district transportation, janitorial services, utilities, administrator/coordinator salary and benefits, food and beverages, or other direct program resources. This local district contribution is requested to maximize the number of districts and schools that can participate in Summer Bridges. Possible funding sources include Title I, Reading Improvement Block Grant, School Breakfast and Lunch Program, local funds.

Student Selection for Summer Bridges Program

Any student who is not meeting reading standards may participate in the Summer Bridges program, and students in eligible schools receive priority enrollment. Secondary selection criteria are students recommended for retention. Other criteria may include poor grades, lack of motivation to learn, and low attendance. Summer Bridges is designed as an additional learning opportunity for those students who are not succeeding academically on the Illinois Learning Standards in reading. Legal opinions on enrolling nonpublic students and special education students attending Summer Bridges are included in the Resources document. (<http://www.isbe.net/sos/htmls/summerbridges.htm>)

Student Promotion to Next Grade as a Result of Summer Bridges

Any student who does not achieve the gain determined by the district should be individually reviewed in conference with the parent or guardian and in consideration of the local district promotion policy. Options may be retention, transition placement, trial placement in the next grade, additional extended learning opportunities during the regular school year or any other option agreed to by the school and parent/guardian. Attendance in a Summer Bridges program meets the 90-hour minimum required by law. Students who miss more than two days of the summer program should have a parent-teacher conference immediately. Any promotion procedures should be consistent with the individual district policy. Each district must define the student promotion procedures and policies. (Refer to the Resources publication for text of legislation for social promotion: <http://www.isbe.net/sos/htmls/summerbridges.htm>)

Student Progress Reports

Each parent/guardian must receive information regarding his/her child's progress towards Illinois English Language Arts Standards or other appropriate checkpoints for progress. This progress should be reported using a standards-based report card at the mid-point and end of the Summer Bridges program. (Refer to the Resources publication at <http://www.isbe.net/sos/htmls/summerbridges.htm> for sample progress reports. The student's receiving teacher for the next school year should also receive the progress report and results from the individual reading inventory.

Administrative Personnel Employment

Districts determine the need for administrative personnel, i.e., administrators at the building level and/or a person(s) who serves several buildings within the district depending on the number of students and teachers in the Summer Bridges program. Understandably, the presence of an individual at the site who can oversee the daily operation of the summer program is a necessary position; however, an appropriate ratio of administrators to teachers and students should be maintained. A district must have 1,000 or more students to qualify for a general coordinator. Generally administrative costs should not exceed 10 percent of the total requested budget.

An administrator is advised to have Administrative Certification because of the legality of an appropriately certified person in the building at all times. Site administrators are expected to have knowledge about program management and operation of Summer Bridges and demonstrate instructional leadership for reading improvement. Each district describes the duties and responsibilities of the site administrator. A list of competencies and responsibilities for site

coordinators/administrators is included in the Resources publication at <http://www.isbe.net/sos/htmls/summerbridges.htm>

Teacher Employment

Preference is given to teachers who have experience and credentials in teaching reading and writing for elementary grades. Teachers who are employed for the Summer Bridges program must

- demonstrate evidence of excellent teaching skills;
- be available for the entire summer learning experience (a minimum of 90 instructional hours);
- attend all professional development days (currently recommended at 30 hours) prior to, before and during the summer learning experience;
- use and apply the strategies learned during professional development opportunities;
- complete daily lesson plans; and
- maintain verification of their professional development for certificate renewal purposes.

Each district should describe the duties and responsibilities of teaching personnel (Refer to the Resources publication for sample application and job description at <http://www.isbe.net/sos/htmls/summerbridges.htm> and the consequences for teachers who miss one or more days of professional development or instructional time. Each district should have a procedure for dismissal of any teacher who does not follow the curriculum and instruction framework, has poor attendance or attitude, or fails to meet any other expectations required by the district. Districts should also plan for substitute teaching arrangements in case of teacher absences. A possible solution is to use the absent teacher's docked pay for the substitute expense.

Support Personnel Employment

Support personnel positions are typically filled by instructional aides and secretaries. Salaries and benefits for individuals providing support to teachers in the classroom and office/clerical support to administrators during the program are allowed at the rate of one support person for every four teaching staff members (i.e., a 1:4 ratio). Each district should describe the duties and responsibilities of the support personnel. Refer to the Resources publication for sample application and job description at <http://www.isbe.net/sos/htmls/summerbridges.htm>

Class Size

Class size is limited to a minimum of 12 students and a maximum of 15 students in grades 1 through 6. A seven-student minimum and ten-student maximum are required in pre-kindergarten and kindergarten. If a class has less than the minimum number of students, classes can be combined to achieve the maximum number. In extenuating cases, up to two additional students may be included. The administrator and classroom teacher must mutually agree to this class limit exception. Teachers must be dismissed if not enough students are enrolled as determined after a six-day enrollment count.

Materials Selection and Distribution

Purchased materials should be compatible with the Summer Bridges curriculum framework (refer to Exhibit.) A list of vendors is available on the ISBE website, <http://www.isbe.net/sos/htmls/summerbridges.htm>. The Illinois State Board of Education makes no evaluation or endorsement of any product or vendor. The individual district selects vendors/publishers. Each vendor/publisher should include books for independent reading, shared reading, guided reading, listening, drama, word study, writing, and the specific reading levels of

each. Purchases should be based on an average class size of 12-15 students to one teacher with the following being available per class:

- 40 read aloud books;
- 12 big books that include rhyme (for lower grades), fiction and informational text;
- 6 small books for each big book;
- take home books (including one set for instruction);
- 50 books with a wide range of reading levels;
- Tapes and tape player with books for listening centers;
- Mathematics manipulative and literature;
- Grades Pre-K-2 also require picture, letter and word cards, magnetic letters, nursery rhyme anthology and charts.

The intent is for materials to be owned by the district but follow the teacher who has used them during the summer, assuming the teacher remains in the district and is assigned to the appropriate grade level. The district may want to outline a written procedure for distribution of materials purchased with Summer Bridges funds.

Professional Development

Districts must provide teachers with professional development—basic content prior to the program, an orientation and classroom set-up at the start of the program. Teachers participate in a minimum of 30 hours of professional development prior to and/or during the summer. In scheduling time for professional development and classroom set-up prior to the start of the summer session, districts should allow at least five workdays between the end of the school year and the start of Summer Bridges.

Summer Bridges will fund a **maximum** of 130 hours per teacher for professional development (30 hrs.), planning (10 hrs.), and instruction (90 hrs.) Any time over the 130 hours will not be compensated by Summer Bridges grant funds.

Professional development presenters must be identified when the district decides to participate. Qualifications include knowledge, skills and experience in providing professional development and best practices in reading. Competencies and duties of the professional development presenters are included in the Resources publication at <http://www.isbe.net/sos/htmls/summerbridges.htm>.

All professional development presenters must be approved providers either individually or through the district. **The approved provider must maintain required records and documentation for certificate renewal.** Teachers evaluate the professional development presenters throughout the program on the effectiveness of the professional development content, process, and context.

This chart outlines the content and time frame for the professional development. Additional suggested content is included in the Resources publication at <http://www.isbe.net/sos/htmls/summerbridges.htm>.

Time Frame	Content
Late Spring through Early Summer 12 hours	<ul style="list-style-type: none"> ▪ Learning Environment ▪ Language Development and Word Knowledge ▪ Fluency ▪ Comprehension ▪ Writing ▪ Classroom-Based Assessment
Prior to the Start of Summer Bridges 3 hours	<ul style="list-style-type: none"> ▪ Setting Up Learning Environment ▪ Administering an individual reading inventory (IRI) ▪ Program Start-Up/Summer Bridges Orientation
During Summer Bridges 15 hours	<ul style="list-style-type: none"> ▪ Mathematics Concepts and Games ▪ Additional Literacy Strategies ▪ Problem Solving ▪ Sharing ▪ Analysis of individual reading inventory (IRI) results

Instructional Time for Students

A minimum of 90 hours of prime instructional time (excluding field experiences and other out-of-classroom experiences) is required by Illinois law for Summer Bridges. Therefore, each student is expected to attend a minimum of 90 hours of instruction during the summer. The curriculum is outlined on the next page.

If a district chooses to offer field experiences, this time must be in addition to the 90 hours and cannot be supported by Summer Bridges funds. Any student field experience should supplement the goals of the program, i.e., foster development of reading and writing. Family and student field experiences may be added to supplement the summer learning experience using other local resources or through state and federal programs such as adult literacy or the 21st Century Community Learning Center.

Curriculum and Instruction Frameworks

The Summer Bridges curriculum and instruction are based on a balanced literacy framework that includes the following components. Professional development must provide strategies to implement the framework.

Work Knowledge	<ul style="list-style-type: none"> ▪ Sight Vocabulary ▪ Phonemic Awareness ▪ Letter and Sound Recognition ▪ Phonics Analysis ▪ Spelling ▪ Structural Analysis ▪ Word Meaning
Fluency	<ul style="list-style-type: none"> ▪ Reading Speed ▪ Oral Reading ▪ Accuracy ▪ Phrasing ▪ Expression
Comprehension	<ul style="list-style-type: none"> ▪ Oral Language ▪ Understanding Text Structure ▪ Listening Comprehension ▪ Types of information to “Find” in text ▪ Organization of information ▪ Strategies including inquiry and study strategies
Writing	<ul style="list-style-type: none"> ▪ Purposes ▪ Products ▪ Processes ▪ Audiences
Literacy-rich Environment	<ul style="list-style-type: none"> ▪ Engaged reading and writing activities ▪ Celebration of reading and writing efforts ▪ Extensive classroom collection of reading materials with a wide range of high-interest fiction and non-fiction books that motivate and support reading and writing on a variety of levels. ▪ Room designed to support whole group, small group and individual instruction.
Assessment	<ul style="list-style-type: none"> ▪ Assessment to inform instruction ▪ Individual and/or group reading inventories ▪ Writing rubric ▪ Reading logs ▪ Analysis of student work

Teachers should also address the 14 best practices in reading in their curriculum and instruction. (Refer to the list in the Resource publication at <http://www.isbe.net/sos/htmls/summerbridges.htm>.)

Nutrition

School administrators and teachers view nutrition as a priority to the extent that it facilitates their primary mission – education. To contribute to the educational achievement of students, food service and nutrition programs must be provided to help students develop the behavioral and decision-making skills needed for choosing a healthful diet.

School breakfast, school lunch and/or snacks should be provided to every participating student each day. Any school that operates the National School Lunch or School Breakfast during the regular school year may extend their program for summer school. In addition, a Summer Food Service Program is offered which requires 50% free or reduced price eligibility and sites to be open to any child in the community. This program requires a separate application and has very different regulations than the National School Lunch Program. If people call and ask for the summer food service, then they may be told they are not eligible.

All questions regarding summer nutritional services may be directed to ISBE Nutrition Programs and Support Services Division at 217/782-2491.

Family Involvement

The learning from the Summer Bridges program should extend into a family literacy experience. The sample daily lesson plan in the Resources publication <http://www.isbe.net/sos/htmls/summerbridges.htm> prompts teachers to include a home-school connection activity. Several ideas for supporting reading at home are provided in the Resources publication.

Statewide Program Evaluation

The statewide evaluation of the Summer Bridges program includes information on student achievement, teacher surveys, parent surveys, and a district final report. Data collection on student achievement measures improved skills in reading. Each district is required to assess 20% of students enrolled in each grade, 2-6, using the Qualitative Reading Inventory II/III (QRI) and 20% of students enrolled in grades P-1 using the Illinois Snapshot of Early Literacy (ISEL) or any other assessment. Districts participating in Reading First may use the assessments from that program for students in grades K-3. These individual reading inventories were selected because 80% of the previous years participating districts used these inventories to measure student growth in reading. Reported students must have an 80% attendance rate for the program and at least 18 days must occur between pre and post assessment.

Teachers complete surveys at the end of the summer program to indicate their satisfaction with and usefulness of the professional development opportunities and with the structure of the summer program. Parents are surveyed about their satisfaction with the program and about student behavior change. The Teacher and Parent Surveys are included in Exhibits.

Each participating district must file a summary report giving information about Final Program Report giving general information, student data and results, survey analysis, preliminary budget information, and recommendations for continuous program involvement. A final expenditure report is also due to ISBE Funding and Disbursements Services Division within 30 days of completion of the grant period.

Districts must participate in a statewide program evaluation that includes:

- **assessment of 20% of students using ISEL, QRI or other reading assessment**
- **teacher surveys**
- **parent surveys**
- **program evaluation report.**

Summer Bridges Program Facts

Frequently Asked Questions

1. Each district contributes matching funds of at least 20%.
2. Only students who are not meeting state standards in reading may participate in Summer Bridges. This includes students taking the IMAGE Assessment.
3. Districts must determine a rate of growth during the Summer Bridges program for promotion to the next grade.
4. Student progress must be reported to parents.
5. Administrators must be responsible for program implementation and integrity.
6. A district must have 1,000 or more students to qualify for a general coordinator.
7. Summer Bridges teachers must be proficient in teaching reading and writing.
8. Teachers are hired on condition that they may be dismissed if too few students enroll or attend after a six-day enrollment count. Teachers agree to be absent only in unforeseen circumstances (for example, no absences shall be permitted for vacation, attendance at conferences, or participation in activities that are not of an emergency nature).
9. A ratio of one support staff to every four teachers (1:4) is an allowable personnel expense.
10. Minimum and maximum class sizes must be maintained.
 - Grades 1-6 minimum 12 students, maximum 15
 - PreK-K minimum 7 students, maximum 10
11. Districts select materials based on [vendors' information](#). ISBE does not endorse or recommend materials.
12. Materials must include mathematics manipulatives and literature.
13. The district should have a procedure to distribute materials and supplies at the end of the summer.
14. Professional development must meet the needs of teachers.
15. Professional development presenters must have designated competencies and maintain required records for certificate.
16. The content and hours of professional development must meet the needs of teachers based on their level of Summer Bridges experience. Teachers and other staff receive 30 hours of professional development.

17. Students must receive 90 hours of instruction. Breaks, meals, and field trips are not counted toward instructional time.
18. All classroom instruction must adhere to the balanced literacy framework and include mathematics-based literature.
19. Funds **will not** support staff who have 11 or 12 month contracts.
20. District must complete and submit the Summary Report at the end of Summer Bridges

SUMMER BRIDGES Teachers' Survey

District _____ Date of Survey _____

Summer Bridges Grade Level Taught _____ # of years teaching in the Summer Bridges program (SB)

A goal of (SB) is to increase teachers' use of best practices in reading and writing resulting in increased student achievement. Information from this survey helps to assess the degree to which professional development and the program design has facilitated the accomplishment of this goal as well as help in future planning. Your confidential responses and honest reflection are appreciated. Data are reported collectively for all participating schools. Thank you for your assistance.

A. As a result of participating in the Summer Bridges program

	Strongly Disagree	Disagree	Agree	Strongly Agree
I have increased my knowledge of reading best practices	1	2	3	4
I have increased my ability to help my students read.	1	2	3	4
My students' reading skills improved.	1	2	3	4
My students' attitude about reading improved.	1	2	3	4

B. For the following strategies/activities introduced during the workshops, please indicate the level of benefit for each in improving student achievement.

Strategy/Activity	Little or No Benefit	Somewhat Beneficial	Very Beneficial	Extremely Beneficial
Guided Reading	1	2	3	4
Making Words/Word Sorting	1	2	3	4
Repeated Reading	1	2	3	4
Graphic Organizers (KWL, story mapping, semantic webbing)	1	2	3	4
Word Wall Activities	1	2	3	4
Activities for Developing Phonemic Awareness	1	2	3	4
Comprehension Monitoring (making connections, questioning, inferring, summarizing, synthesizing, analyzing)	1	2	3	4
Shared Writing	1	2	3	4
Interactive Writing	1	2	3	4
Guided Writing	1	2	3	4
Independent Writing	1	2	3	4
Individual Reading Inventory (IRI)	1	2	3	4
Other	1	2	3	4

C. One thing I would change about the professional development of Summer Bridges is

D. One thing about the professional development I would definitely keep is

E. How will the new learning change what you will do in the classroom during the regular school year?

F. Please rate your overall satisfaction. Very Low Low Average High Very High

G. List suggestions for improvement in the Summer Bridges program.

SUMMER BRIDGES

Parent Survey

Please complete and return this survey to your child's Summer Bridges teacher by _____.

Circle your response for each item.

Overall, how effective do you feel the summer program has been in improving your child's reading skills?	Very Effective	Effective	Somewhat Effective	Not At All Effective
What impact, if any, do you feel the summer program has had on your child's attitude toward reading?	Much More Positive	Somewhat Positive	Not Changed	Negative
As a result of your child's participation in Summer Bridges please rate the following:				
<ul style="list-style-type: none"> • My child reads more books. • My child enjoys reading. • My child enjoys writing. • My child thinks reading is fun. • My child visits the library or book store more often. 	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree