

The Team Read Summer Program began in 2012. Program leaders initiated the summer program after determining there was a need for summer programming within the Seattle area. Program leaders identified the goals of program:

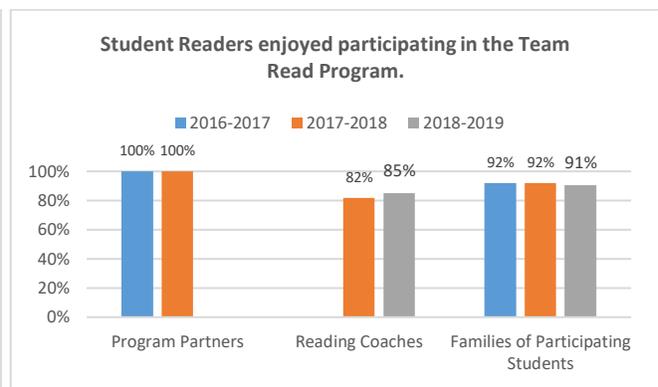
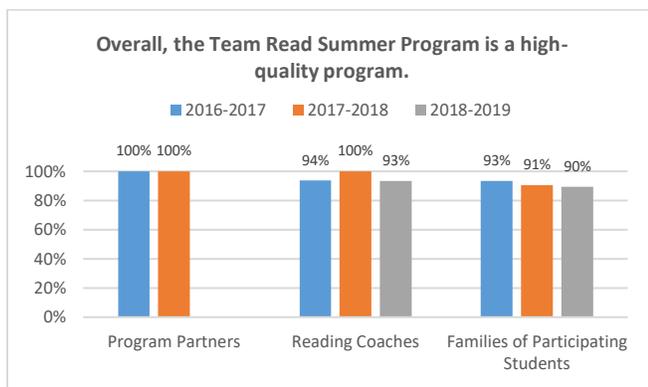
- Prevent summer reading loss,
- Provide year-round programming for Team Read Student Readers, and
- Engage in partnerships with the community and parents.

In Summer 2019, Team Read was offered in seven sites with 2 programs in Seattle Public Schools (SPS), 2 programs in Highline Public Schools (HPS), and 3 neighborhood programs in Seattle. Team Read’s Student Readers were 51% female and 97% students of color/non-white.

### Program Implementation

The summer program was offered across seven sites with 359 Student Readers and 139 Reading Coaches participating. The program model, across sites is consistent with team building activities; one-on-one reading; and comprehension, fluency, and vocabulary activities. However, the structure and focus of the programs vary. Highline Public Schools offered two programs for four days a week, with a focus on 2<sup>nd</sup> grade students. Seattle Public Schools offered two programs five days a week, after the morning Summer Staircase Program. Through grant funds, SPS and Team Read developed a partnership between the two programs, where the same classroom assistants from the morning program also worked with Team Read, collaboratively focusing on common learning objectives. The Seattle Public Library system offered three programs, four days a week, and students attended either the Monday/Wednesday or Tuesday/Thursday program.

Survey results from 2016-17 to 2018-19 show stakeholders agree Team Read is a high-quality program and that Student Readers enjoyed participating in Team Read.



### Program Impact

#### Student Readers

All stakeholders reported that Team Read positively impacts Student Readers’ reading skills, as well as their confidence and socialization.

*“I have learned more, and the more we do, the more we learn. I am getting to higher reading levels.”*

*~Student Reader*

*“Student Readers build relationships through the day and problem solve in a social emotional setting with adults, teens, and peers.”*

*~Site Coordinator*

Throughout July, Student Readers read an average of 23 books to their Reading Coaches. Team Read had a higher percentage of summer participants at or above grade level in Fall 2018 and Spring 2019 compared to Fall 2019. However, it is important to note that even if students were not at grade level that they often still improved on their score from the previous year, often it was just not enough to be on grade level for their current grade as expectations increase.

The results showed a similar pattern with students in a comparison group; however, they were more favorable for Team Read students, which provides support that Team Read helps address summer slide. For example, in Fall 2018, about 11% of summer participants were at or above grade level, which increased to about 14% in Fall 2019. The comparison group stayed at the same percentage at or above grade level for both time periods. Both groups went down in the percentage of students at or above grade level from Spring 2019 to Fall 2019.

A comparison of school-year versus summer school programs was more favorable for school-year programs, with fewer students demonstrating Fall to Fall and Spring to Fall decreases. This finding is not surprising, as the school-year program is more frequent, with a focus on reading improvement, while the summer program is intended to reduce summer slide.

### *Teen Reading Coaches*

The Team Read Program is predicated on the philosophy that the Program not only benefits Student Readers, but also Reading Coaches. Similar to the schoolyear program, participants highlighted the following benefits: gaining job experience; developing the five social emotional learning competencies; and helping them decide on future endeavors, such as giving back to the community and thinking about future careers.

*“This gives you experience with a job, and it is like how a job works. There are meetings, getting here on time, and overtime. You have to plan and get stuff ready.”*

*~Reading Coach*

*“This has helped me gain leadership and get work skills experience. I am becoming more confident.”*

*~Reading Coach*

*“I take away that I could have an impact on some kids’ lives. I might not even know it. Teachers have impacted my life, and now I can do that.”*

*~Reading Coach*

### Opportunities for Improvement

To maximize impact, Team Read should adhere to participant criteria, maximize contact hours through attendance, and use Reading Coach input for program improvement. Developing relationships early with summer program sites may also help with participation.