



Report on Piloting the
Afterschool KidzLit™ Curriculum
in Mercy Housing's
Resident Services Program

January 2015

Background

Mercy Housing Overview

A leading national, affordable housing organization, Mercy Housing has developed, preserved, or financed nearly 48,500 homes since 1980. As of fall 2014, Mercy Housing is financially active in 41 states and operates over 270 housing properties in 19 states, serving more than 35,000 low-income families and individuals.



Mercy Housing's mission embodies the philosophy that stable, vibrant, and healthy affordable housing does more than alleviate homelessness and enrich communities: it is a foundation for residents to improve their lives.

Recognizing that affordable housing alone cannot adequately address the complex problems created by poverty, Mercy Housing provides a Resident Services program with an emphasis on five key areas of support: housing stability, financial stability, health and wellness, Out of School Time, and community engagement. These services are designed to help families and individuals achieve stability and make positive changes in their lives and their neighborhoods.

To exert a long-term impact on the individuals and families, Mercy Housing has developed program models that provide a cohesive framework for service delivery. The framework shows the linear relationship between services that are delivered and the impacts of those services. The program models include short and intermediate impacts that have been identified as indicators of progress towards long-term success; these program models, therefore, structure the delivery and the evaluation of services. Evidence-based best practices are also incorporated into program development, service delivery, and program evaluation.

The Out of School Time program provides educational support to children and youth living in Mercy Housing properties. To understand the strengths and implementation challenges of evidence-based Out of School Time curricula at individual property levels, Mercy Housing selected an evidence-based literacy enrichment program titled AfterSchool KidzLit™ to pilot and evaluate in selected family properties in California.

This report highlights the impact of providing this curriculum to residents participating in Out of School Time programs. The impact was analyzed by examining the change measured in residents who participated in the program with a comparison group of residents who received the usual Out of School Time services. This analysis is intended to identify the impact of AfterSchool KidzLit™ and to make recommendations for further scaling of the curriculum to additional Mercy Housing properties offering Out of School Time programs.

Program Implementation

Mercy Housing California Overview

California is the largest regional division of Mercy Housing. With offices in Los Angeles, San Francisco, and West Sacramento, Mercy Housing California offers affordable low-income housing programs and a Resident Services program. Mercy Housing California has developed 10,942 affordable homes, including 7,940 in rental and 3,002 in home ownership. Across 36 California counties, 128 rental properties serve low- and very-low-income families, seniors, and individuals. Thirty percent of these residents are children. With an annual median income of \$14,400, many residents struggle daily with the high cost of living in many parts of the state.

Afterschool KidzLit™ was piloted in Mercy Housing California for two reasons. First, the regional leadership there selected youth development programs as an area of strategic focus in 2013 and 2014 and began researching options. In addition, piloting in one region, rather than across regions, ensured that the pilot and comparison groups of properties operated within a common supervision and oversight structure.

Out of School Time Program

Mercy Housing Resident Services has a particularly strong youth focus to address the needs of young people living in poverty. Resident Services staff facilitates Out of School Time programs that typically include educational support, recreational opportunities, nutritious snacks, and community engagement. Activities usually involve the following:

- homework support and tutoring
- community service
- field trips to museums, community pools, or community events
- games
- learning about topics such as health, nutrition, or environmental stewardship

Educational support is provided in a structured environment that sustains and bolsters effective study skills. The aims of educational support activities are to provide necessary structure and assistance to staff for enabling youth to enhance their current school performance.

Literacy programming was selected for the first evidence-based pilot because strong reading skills are essential for youth to succeed in school and in society.¹ In addition, most Out of School Time programs already incorporate a literacy element through silent reading time or reading books aloud. Piloting an evidence-based literacy program is a step towards strengthening this element of Out of School Time programming.

The AfterSchool KidzLit™ Curriculum and Adaptations Implemented

Research regarding teaching literacy in an afterschool setting shows that implementing a well-defined reading curriculum implemented by well-trained staff is a highly effective strategy.ⁱⁱ In addition, effective programs include a range of approaches that combine silent reading, oral reading, and comprehension.ⁱⁱⁱ The largest reading gains are made by children who read books independently in conjunction with reading out loud and participating in adult-guided discussions about comprehension.^{iv} In addition, integrating hands-on activities is important to help keep youth interested in the material.^v Based on this research, as one component of its efforts to understand and deepen the impact of its Out of School Time program services, Mercy Housing focused on testing a curriculum which combined a range of approaches, included guided discussions that had been evaluated with similar populations and found to be effective: the AfterSchool KidzLit™ curriculum.



Materials included in the AfterSchool KidzLit™ curriculum

The AfterSchool KidzLit™ curriculum, published by Developmental Studies Center in 2008, is an evidence-based academic curriculum that incorporates both social and emotional learning into the lessons.^{vi} Several independent evaluations of the AfterSchool KidzLit™ program have demonstrated its effectiveness in increasing comprehension, vocabulary, enjoyment, and engagement with reading.^{vii}

Selected for piloting at Mercy Housing for many reasons, including the following, the curriculum

- incorporates a range of approaches
- is relatively inexpensive
- includes lesson packages for grades K-8
- is designed for use in community settings
- has been designed to be delivered by afterschool staff who are not certified educators

The curriculum is structured into lessons which include five elements:

- introducing the story
- reading the story
- talking about the story
- connecting the story to personal experiences
- wrapping up the story

“Wrapping up the story” consists of an activity or discussion that is meant to pull together and extend the students’ thinking and learning about the story and its themes.

The curriculum provides a range of activities and approaches for each of the five elements. The wide variety of activities requires the facilitator to choose how the lesson will be delivered and to plan accordingly. This allows for tailoring the curriculum to the needs and interests of residents at each site. For example, lessons may be delivered using different methods to engage the participants, such as writing in journals, writing poetry in response to the book, vocabulary activities, games, or activities incorporating art, music, or drama. The facilitator’s decisions about how to connect youth to the story may result in a need to gather additional materials, so the methods must be considered when planning how to deliver the lesson.

The Afterschool KidzLit™ curricula serve grades K-8, with a distinct curriculum targeting 3 grade sets: K-3, 3-5, and 6-8. However, because of the relatively small number of youth in grades 6-8 in the intervention and comparison sites, Mercy Housing elected not to include the 6-8 grade curriculum in the pilot. Instead, the pilot KidzLit™ curricula and the fidelity scale labels are based on the most common ages of the youth in the property, with the pilot K-3 curriculum corresponding to the standard KidzLit™ K-3 curriculum and the pilot 4-6 curriculum corresponding to the standard KidzLit™ 3-5 curriculum. The youth in grades 6-8 could elect to participate in the 3-5 grade curriculum. Also, if the site included many youth who were struggling in reading, the site staff were free to select books at a lower grade level to engage the participants. For these reasons, the fidelity scale that Mercy Housing developed for the KidzLit™ curriculum delivered in this pilot (Attachment A) only includes grade options for K-3 and 4-6.

Timeline and Pilot Design

The AfterSchool KidzLit™ pilot began in September 2013 and concluded in May 2014. The pilot included 11 KidzLit™ sites and 11 comparison sites with a total of approximately 250 youth ages 5-16 participating in Out of School Time programming. The intervention sites implemented AfterSchool KidzLit™ within the existing afterschool program, and the comparison sites implemented the usual Out of School Time programming offered at that property. Both groups were given the AfterSchool KidzLit™ Assessment for Children in Grades K-8.^{viii} Pretests were administered in September 2013 and posttests were administered in May 2014.

Properties Participating in KidzLit™ and Comparison Groups

The 11 KidzLit™ sites were chosen to represent properties with afterschool programs that ranged in size and staffing characteristics. KidzLit™ sites included some properties that were staffed by paid tutors and others staffed with volunteers. Sites were further selected based on a range of staff and management’s experience with structured afterschool curricula.

All of the comparison and KidzLit™ properties were family properties located in California and had one Resident Services coordinator working at the site. As seen in the tables below, the KidzLit™ properties ranged in size from 50 to 168 units. The comparison properties ranged in size from 72 to 148 units.

KidzLit™ Properties	City	Number of Units	Youth Participating
Bermuda Gardens	San Leandro	80	12
Crossroad Gardens	Sacramento	70	10
East Leland Court Family Apartments	Pittsburg	63	15
Eden House	San Leandro	116	15
Grizzly Hollow	Galt	54	15
Kennedy Estates	Sacramento	100	25
Madison Place	Bakersfield	56	30
Pinewood Court	Williams	72	15
Villa Amador Apartments	Brentwood	96	15
Village Park Apartments	Sacramento	50	20
Whiterock Village	El Dorado	168	25
		AVG 84	TOTAL 197

Comparison Properties	City	Number of Units	Youth Participating
Carter Terrace	San Francisco	101	18
Gleason Park	Stockton	93	20
Heritage Homes	San Francisco	148	15
Mercy Village Folsom Gardens	Folsom	81	15
Park Terrace	Yuba City	80	29
Sunset Valley	Wheatland	89	20
Villa Madera	Oxnard	72	25
		AVG 95	TOTAL 142

Training and Supervision Provided

Staff at the KidzLit™ sites received regular implementation support in the form of regular meetings with peers and supervisors: training, help with preparing and delivering lessons plans, individual and team meeting support, and fidelity reviews. Staff also had access to training videos on the Developmental Studies website. Comparison sites received usual support for their ongoing afterschool program interventions. Supervisory support was provided through individual and staff meetings, but staff on comparison sites did not receive additional training, guidance for delivering lessons plans, or fidelity reviews.

Staff at the KidzLit™ pilot sites received training on positive youth development principles in September 2013 in preparation for implementing AfterSchool KidzLit™. Training also included techniques and strategies for classroom management. For curriculum training, Mercy Housing provided about 10 hours of training: two 4-hour sessions in person and additional telephone training of about 2 more hours.

To ensure that materials were available and that staff would properly plan activities and thoughtfully implement the curriculum, KidzLit™ pilot site staff developed and submitted lesson plans weekly to immediate supervisors and to the Resident Services program coordinator and director. The staff also participated in regular in-person meetings and conference calls with fellow resident service coordinators participating in the pilot and with their immediate supervisors, the Resident Services program coordinator, and the director. The meetings and calls—vital for staff spread out geographically—were more frequent at the beginning of the pilot, allowing for staff to share challenges, successes, and, ultimately, their best practices for implementation.

Fidelity Monitoring Process

To ensure that the curriculum was delivered as designed across sites, Mercy Housing program management and evaluation staff jointly developed a fidelity scale checklist (Attachment A) for AfterSchool KidzLit™. The fidelity scale checklist was designed to ensure that sites were executing the five main elements of the AfterSchool KidzLit™. It also measured the appropriateness of the program space, lesson planning, and classroom management. All of the elements of the fidelity checklist were clearly presented during training prior to the implementation and reinforced during regular check-ins. In addition, each KidzLit™ site had an unscheduled fidelity site visit from the Resident Services program coordinator during the pilot period.¹

¹ One site did not receive the fidelity site visit because of staff turnover.

Program Evaluation

Evaluation Design

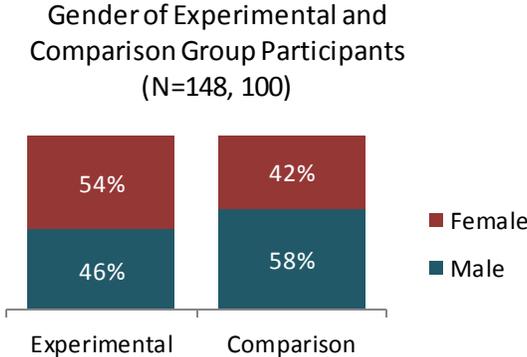
Using a pretest-posttest nonequivalent group design, staff collected pre- and posttest assessments for KidzLit™ participants and the comparison group, a non-equivalent group of similarly aged children living on other affordable housing sites within the Mercy Housing system. Children in the KidzLit™ sites participated in the evidence-based curriculum described above. Children in the comparison group participated in the usual Out of School Time programming available on the property.

The AfterSchool KidzLit™ Assessment questionnaire comprised the pre- and posttest measure. This assessment included 13 items asking children to rate the extent to which they enjoy reading and writing, are good at various reading and writing skills, and are skilled at and comfortable with working with others. Children responded on a three-point scale from “very little enjoyment or skill” to “high levels of enjoyment or skill.” The responses to the 13 items were analyzed individually and summed to create a composite score. Reliability testing of the scale revealed internal consistency scores of $r=.787$ during the pretest administration and $r=.791$ during the posttest administration.

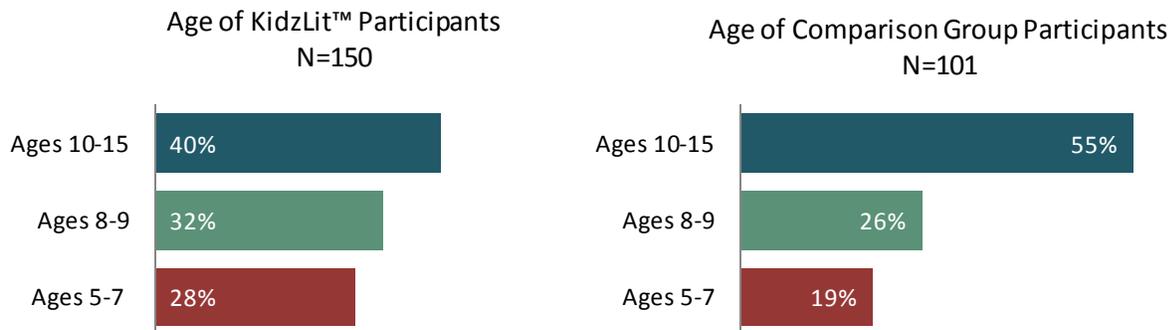
Statistical tests were conducted examining the change in KidzLit™ participants’ perceptions of their literacy skills and reading enjoyment from the beginning of the school year to the end of the school year. Additionally, changes in assessment scores for KidzLit™ participants were compared to changes in scores for the comparison group.

Demographic Characteristics of KidzLit™ and Comparison Groups

There were 156 children enrolled in the KidzLit™ (experimental) group and 104 children enrolled in the comparison group. The experimental and comparison groups differed in terms of the participants’ gender, with 54% of the experimental group being female and 42% of the comparison group being female, as seen in the chart “Gender of Experimental and Comparison Group Participants.”



The groups also differed in the participants' ages, as seen in the charts "Age of KidzLit™ Participants" and "Age of Comparison Group Participants." The KidzLit™ participants ranged in age from 5 to 15 years and had a mean age of 9 years, while the comparison group ranged from the age of 6 to 15, with an average age of 10 years.



Statistical Analysis

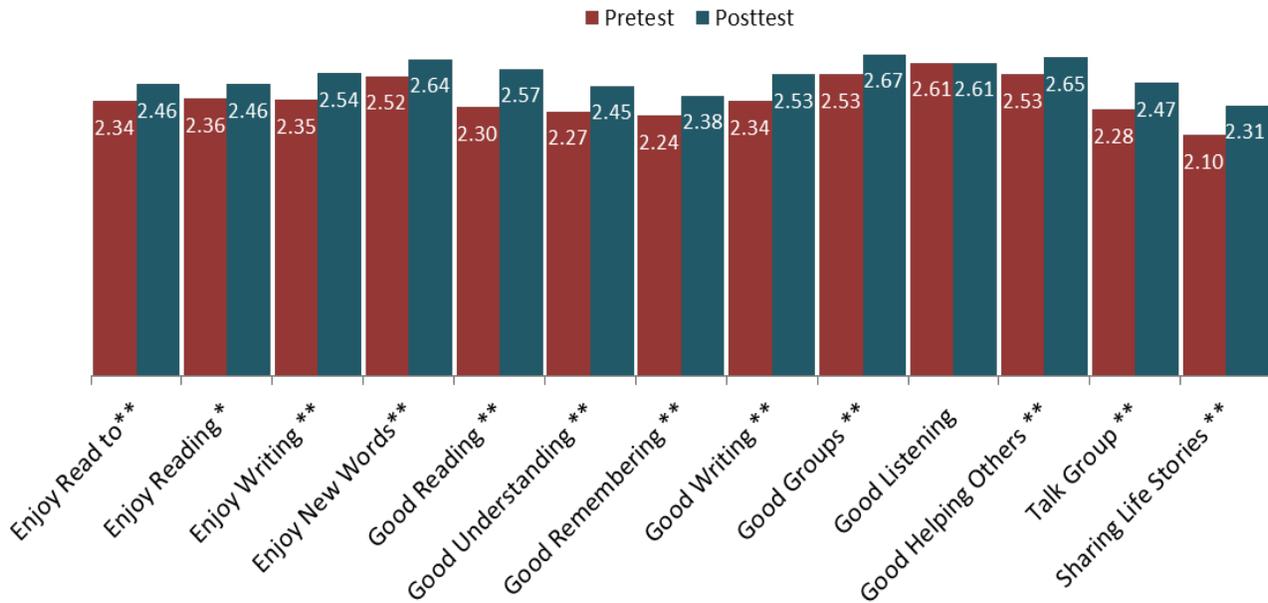
Wilcoxon paired tests were performed to examine the change in the KidzLit™ participants from pretest to posttest. McNemar chi-square tests were performed to examine the improvement for the experimental group and the improvement for the comparison group. Paired t-tests were used to examine the change in the composite scores. Pierson chi square tests were also performed to compare the improvement for males and females in the KidzLit™ group. Analysis of variance was completed to examine the change in mean scores by age.

Results

Pre- to posttest change for KidzLit™ and comparison groups

Of the 156 children participating in the KidzLit™ experimental group, 109 completed both a pretest and posttest assessment. The group of children participating in KidzLit™ experienced statistically significant positive change from pretest to posttest on 12 of the 13 questions on the KidzLit™ Assessment, as the chart "Average Change from Pretest to Posttest on Individual Questions—Participants in KidzLit™" illustrates on the next page.

Average Change from Pretest to Post Test on Individual Questions—
Participants in KidzLit™ (N=109)



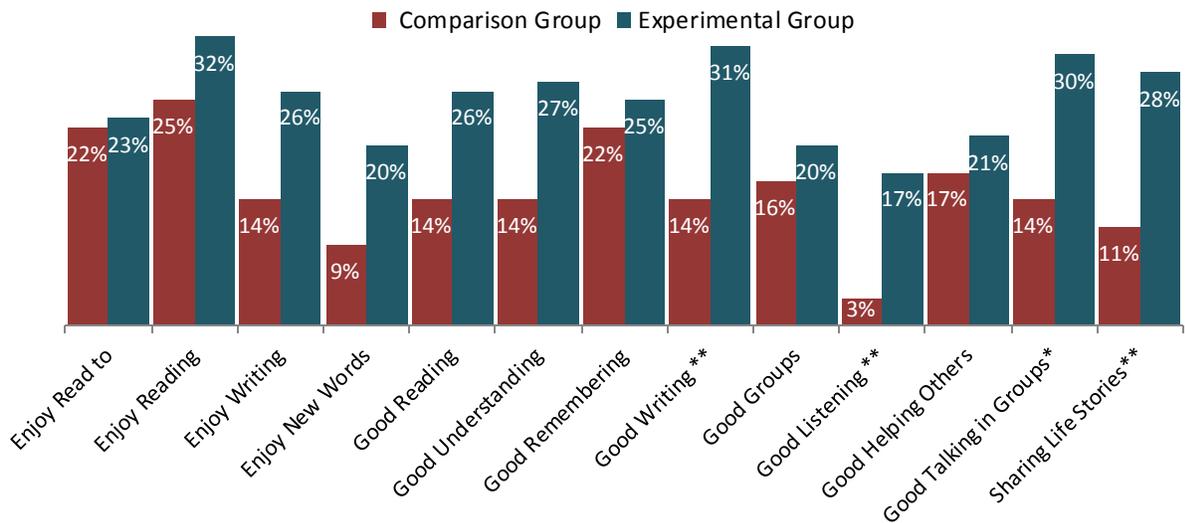
* Statistically significant at .10 level ** Statistically significant at .05 level

In the comparison group, only 29 of the 104 children participated in both the pretest and posttest. Overall, this group improved in 5 of 13 questions, and none of the differences between mean scores on the pre- and posttests was statistically significant. As might be expected, when examining the mean composite scores at pretest with the mean composite scores at posttest, the KidzLit™ group experienced statistically significant positive change ($t=11.97, df=108, P<.007$).

KidzLit™ versus comparison group

When comparing the proportion of children who improved from pretest to posttest in the KidzLit™ group with the comparison group, KidzLit™ participants more often experienced positive change. On the next page, the chart “Percentage of Residents with Improved Academic Skills—Comparison versus Experimental Groups” shows that statistically significant differences in the number of participants reporting improvement was noted in writing and listening skills, comfort talking in groups, and sharing life stories. When summing the responses to all 13 questions and comparing the mean change in the KidzLit™ group to the mean change in the comparison group, the KidzLit™ group experienced more positive changes ($t=2.65, df=136, P<.009$).

Percentage of Residents with Improved Academic Skills—
Comparison (N=29) versus Experimental (N=109) Groups

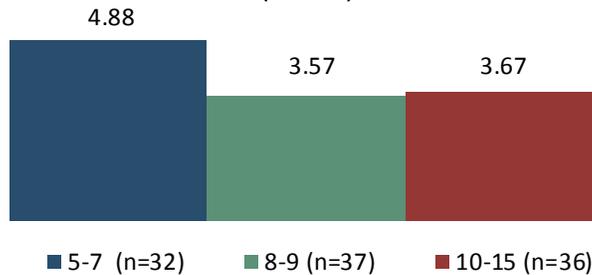


* Statistically significant at .10 level ** Statistically significant at .05 level

Results by gender and age

When comparing improvement from pretest to posttest for children participating in KidzLit™, evaluators found no statistically significant differences for males versus females. Similarly, analysis by age group of the children participating, as depicted in the chart “Average Overall Change from Pretest to Posttest—KidzLit™ Participants by Age Group,” also showed no statistically significant differences. Although not statistically significant, younger children showed higher levels of change than older children.

Average Overall Change from Pretest to Posttest—
KidzLit™ Participants by Age Group
(N=105)



Study limitations

The findings from this pilot study should be interpreted with caution for a number of reasons. To begin with, attrition from the comparison group was very large: only 28% of the children in the comparison group with pretests completed posttests. Program staff attributes the low follow-up rates to a variety of implementation challenges. In some cases, the children participating in the pilot were missed for

posttests because families moved or children were no longer participating in the program. Additionally, posttest completion was hampered by staff turnover and resultant training issues. These turnover and training issues were complicated by management changes that resulted in uneven oversight of posttest administration procedures.

In addition to the factor of low follow-up rates in the comparison group, another study limitation is that data are not available to analyze how the students completing the posttests may have differed from those who did not complete. Further, the comparison group was not matched, and although property characteristics were considered when selecting comparison properties, factors such as community, property, and resident level (e.g., children's characteristics across properties or across comparison and experimental groups) were certain to have differed across properties.

In examining changes from pretest to posttest in the KidzLit™ group, evaluators acknowledge a number of potential limitations. First, factors other than the KidzLit™ program may have influenced assessment scores, including maturation of the children, other programs in place at the properties or communities, and specific characteristics of the children and families who volunteered to participate in the program. Nonetheless, the strong, positive progress of the KidzLit™ participants over time as contrasted with the progress of the small and potentially biased comparison group suggest that the KidzLit™ curriculum may have been effective in influencing positive change in reading skills and enjoyment.

Conclusions and Implications

What Do the Results Mean for Practice?

The results of this pilot test of the AfterSchool KidzLit™ curriculum support continued implementation and evaluation of evidence-based reading curricula on affordable housing sites. The findings suggest that implementation of effective afterschool interventions with staff and volunteers who are not educators but are trained and supervised in a structured intervention model is feasible.

Despite the limitations in pilot study implementation, the findings further suggest that the evidence-based curriculum AfterSchool KidzLit™ is effective in influencing gains in reading enjoyment and reading skills as compared with the less structured, usual services. Thus, the use of a structured curriculum paired with staff training and support has particular promise in increasing positive outcomes in housing-based afterschool programming.

Lessons Learned and Next Steps

Despite the promise of implementation of structured afterschool curricula, **affordable housing organizations such as Mercy Housing face numerous challenges in sustaining these interventions.** Implementing and sustaining these interventions require commitment of resources in the form of management and supervisory support, training, and fidelity and outcome monitoring. To maximize the investment in a quality curriculum and intensify the impact on participating youth, staff believes it is important to implement the curriculum as designed, which requires organizational allocation of resources for supervisory time, training, program evaluation, and materials. In addition, prioritizing

attention to program implementation over the full course of the program is essential to full implementation.

Overall, Mercy Housing was confronted with **the importance of staff and program development**. Deliberately creating opportunities for peer support enhanced the staff development. Through check-in meetings, staff was encouraged to share challenges, engage in discussion, and overcome barriers to engagement and implementation. These meetings allowed staff to openly share struggles and provided a vehicle for dissemination of best practices. These exchanges resulted in adapting lesson plans, activities, and scheduling to continually engage the students with the stories. Given the diversity of staff and volunteers delivering afterschool programming, the use of a structured curriculum with regular check-in sessions gave newer staff and volunteers support. Staff was able to share challenges behavior management, barriers to engagement of participants in the material, and strategies to overcome these challenges. Without consistent supervisory oversight, the fidelity of the intervention implementation often wanes. Through the AfterSchool KidzLit™ pilot, staff found that supervisory support elements were critical in areas such as scheduling sessions, training staff, and designing lesson plans.

Through the AfterSchool KidzLit™ implementation, Mercy Housing staff found that **selecting a curriculum that was adequately structured to provide a framework for training and supervision of staff, yet flexible enough to respond to the changing needs of children of varied age groups and social situations was critical**. Further, monitoring fidelity and conducting outcome assessment were useful, focusing line and supervisory staff on key elements of the intervention. The fidelity checklist was helpful in providing the supervisor with tools needed to reinforce staff in areas that were on track and to coach staff on the areas needing improvement. In addition, the fidelity checklist allowed supervisors a regular forum for discussing strategies to engage students in the curriculum.

Finally, the **AfterSchool KidzLit™ pilot has established a platform for implementation of other evidence-based curricula**. Staff members now have an understanding of how to use and supervise others to use a structured curriculum. They are able to better integrate this type of curriculum into their larger programming. This experience provides the Mercy Housing Out of School Time programs with a foundation for a potential “next step” implementation of other curricula, such as the Developmental Studies Center’s AfterSchool KidzMath^{ix} and KidzScience^x, and the tools to monitor the fidelity and outcomes of these interventions.

In summary, the AfterSchool KidzLit™ pilot has demonstrated the potential for integration of evidence-based curricula in affordable housing. When the intervention is well matched to the staff qualifications, participant characteristics, and the implementation setting, the curriculum has the potential to positively impact participants and staff. As a result of the AfterSchool KidzLit™ pilot, Mercy Housing will be expanding the curriculum to communities in California, Colorado, Washington, and Georgia and is exploring the feasibility of implementing other afterschool curricula focused on math and science skills.

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ATTACHMENT A

KidzLit Fidelity Scale

Date	
Rater	
Property	
Total Score	
Grade	<input type="checkbox"/> K-3 <input type="checkbox"/> 4-6

Rater Instructions: Circle the anchor rating that best fits each criterion. If there is no evidence that the program either meets or does not meet a particular rating level, rate according to the available information (if no evidence, assume that it doesn't exist), and make a note indicating that you were unable to confirm due to lack of information.

There are two scores in the fidelity checklist. The primary score contains elements common to implementation at all sites. The secondary checklist score addresses two elements of the curriculum (reading and discussion) that can be implemented using different components of the curriculum. One site may implement facilitator-led reading and discussion, while another site may implement youth reading and discussion in small groups. The total score is the sum of the primary and secondary score.

Primary Scale:

<i>Criterion</i>	<i>Anchor</i>	<i>Score</i>
Planning	1 – No lesson plans developed or no calendar developed. 2 – Most lesson plans are missing or most lesson plans do not include the five elements. 3 – A few lesson plans are missing or a few lesson plans are missing some of the five elements. 4 – Lesson plans developed for all sessions and all five elements are present.	
	----- Comments:	

<i>Criterion</i>	<i>Anchor</i>	<i>Score</i>
Preparation – Program Space	<p>1 – Reading friendly area is not prepared or vocabulary “cool words” are not on the wall.</p> <p>2 – Reading friendly area prepared but not used or vocabulary “cool words” are on the wall but not used.</p> <p>3 – Reading friendly area is prepared and vocabulary “cool words” on the wall and “cool words” referred to during the lesson.</p> <p>-----</p> <p>Comments:</p>	
Implementation: Materials	<p>1 – Materials not available.</p> <p>2 – Materials available but not used.</p> <p>3 – Materials available and used.</p> <p>-----</p> <p>Comments:</p>	
Implementation: Introduce	<p>1 – No introduction given, or the activity or discussion is not related to the story read.</p> <p>2 – An activity or discussion is done to introduce the story but does not engage what kids already know or does not match the lesson plan.</p> <p>3 –An activity or discussion is done to introduce the story that taps into what the youth already know and the introduction activity matches the lesson plan.</p> <p>-----</p> <p>Comments:</p>	

<i>Criterion</i>	<i>Anchor</i>	<i>Score</i>
Implementation: Connect	<p>1 – Youth do not explore their connection to the story or to the “big idea.”</p> <p>2 – Youth explore the story through games, drama, music, writing or other activities but the activity cannot be completed in the time available or is disorganized.</p> <p>3 – Youth explore the story through games, drama, music, writing or other activities and the connection activities are manageable for the youth or can be done in the time allowed.</p> <p>-----</p> <p>Comments:</p>	
Implementation: Wrap Up	<p>1 – No wrap up activity or “cool words” not emphasized.</p> <p>2 – Brief activity wraps up the story or “cool words” emphasized minimally.</p> <p>3 – Brief activity wraps up the story and “cool words” are emphasized consistently.</p> <p>-----</p> <p>Comments:</p>	
Implementation: English Language Learners	<p>1 – English language learners are not engaged.</p> <p>2 – English language learners are engaged in the book or in the activities but not both elements.</p> <p>3 – English language learners are engaged in both the book and the activities.</p> <p>-----</p> <p>Comments:</p>	

<i>Criterion</i>	<i>Anchor</i>	<i>Score</i>
Program Management	1 – Youth not encouraged for positive behavior or problem behavior not addressed.	
	2 – Problem behavior is sometimes addressed or positive behavior is sometimes encouraged.	
	3 – Facilitator identifies problem behavior and follows up with consequences and positive behavior is encouraged throughout the lesson.	
	Comments:	
		<i>Primary Score</i>

Secondary Scale:

<i>Criterion</i>	<i>Anchor</i>	<i>Score</i>
Implementation: Read (Use this scale if the <u>facilitator reads the story</u>)	1 – The facilitator does not read the book or organize youth to read to each other. 2 – The facilitator reads the book and does not pause to ask questions or connect the story to what the youth already know or the facilitator does not read clearly. 3 – The facilitator reads clearly and pauses periodically to ask youth a question about the story or to connect the story to what they already know.	
	Comments:	
Implementation: Discuss (Use this scale if the <u>facilitator leads the discussion</u>)	1 – Skills to lead a discussion (p. 21) are seldom used. 2 – Facilitator leads a discussion relevant to the story and the youth or asks follow up questions using some skills to lead a good discussion (p21). 3 – Facilitator asks discussion questions relevant to the story and the youth, and asks follow up questions, using most or all of the skills to lead a good discussion (p 21). Comments:	

<i>Criterion</i>	<i>Anchor</i>	<i>Score</i>
Implementation: Read (Use this scale if <u>youth read to each other</u>)	1 – Youth do not read to each other. 2 – Youth read to each other but are not given instructions for what is expected as they read to each other. 3 – Youth read to each other and are given instructions for what is expected as they read to each other. ----- Comments:	
Implementation: Discuss (Use this scale if <u>youth discuss independently</u>)	1 – Youth do not discuss the story. 2 – Youth do not discuss the story or are not provided “kids talk” discussion guide or are not given instructions on how to use the discussion guide. 3 – Youth discuss the story and are provided “kids talk” discussion guide and are given instructions on how to use the discussion guide. ----- Comments:	
<i>Secondary Score</i>		

<i>Primary Score</i>	
<i>Secondary Score</i>	
<i>Total Score across all Criteria</i>	

KidzLit Program Descriptors

Location: Urban Rural Suburban

OST Program: Program offered for past 1 year Program offered for past 2 years
 Program offered for past 3+ years

Number of participants in KidzLit: _____

Number of new participants in OST programming this year who did not participate in prior years (if known): _____

Resident Population: English is first language of most participants
 English language learners make up a portion of participants
 English language learners make up most of the participants

References

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- ^v Trzian, M., & Moore, K. A. (2009). *What Works for Summer Learning Programs for Low-Income Children and Youth*. *Child Trends Fact Sheet*. Washington, DC: Child Trends.
- ^{vi} www.devstu.org/AfterSchool-kidzlit
- ^{vii} www.devstu.org/research-overview
- ^{viii} AfterSchool KidzLit Assessment for Children in Grades 1-8. <http://www.devstu.org/afterschool-kidzlit-assessment-tools>
- ^{ix} <http://www.devstu.org/afterschool-kidzmath>
- ^x <http://www.devstu.org/afterschool-kidzscience>