

Chief's Summer Reading Challenge Implementation Strategies

I. Comprehensive State-Level Commitment and Coordination

1. Encourage statewide coordination led by top education leaders (preferably, in conjunction with the Governor's Office)

- a. *Example:* Colorado's "Find a Book, Colorado" initiative (<http://www.cde.state.co.us/communications/Releases/20120228summerreading.html>)
- b. *Example:* Florida's "Summer Reading Adventure" program (<http://www.lexile.com/m/uploads/case-studies/FindaBookFlorida.pdf>)
- c. *Example:* Illinois's "Find a Book, Illinois" campaign (<http://www.isbe.state.il.us/news/2012/may24.htm>)
- d. *Example:* Kansas's "READ KANSAS READ" program (<http://www.readkansasread.ks.gov/>)

Indicator(s): Education Department implemented a comprehensive, statewide effort (potentially, with the Governor's Office)

- a. *Example:* Letter of support by Education Chief and/or the Governor's Office ("We are all in this together!")

2. Foster a synergistic effort to add value to public and private programs, to include, the initiatives of other social and childcare services

- a. *Examples:* Education Chief works with:
 - i. Police Chief/Mayor to emphasize and incorporate summer reading into police-sponsored youth camps
 - ii. Public housing officers to ensure information about summer reading is posted and books are available to low-income students
 - iii. Social services to assure that families are aware of and are encouraged to participate in the program
 - iv. Parks Department to spread awareness of "summer slide" and to integrate the overall initiative into their events and programs
– *Example:* In Florida, the Parks Department worked with the Department of Education and the Governor's Office to promote summer reading, Lexile® measures and "Find a Book" (<http://www.fldoe.org>).

Indicator(s): Records of correspondence, collaboration or letters of support from at least one other government agency or nonprofit organization (e.g., Boys and Girls Club, Big Brothers Big Sisters)

3. Support partnership with school and public libraries either through professional associations or direct state contacts

- a. *Example:* Coordination between school and public librarians/media specialists to ensure books are in circulation during summer, with extended summer library hours. Promotional materials distributed to public librarians
 - i. *Example:* The Kentucky Department of Education made a concerted effort to reach all public librarians and provide them with information about its statewide summer reading program. The leadership team assured that supporting documents (general information, FAQs, etc.) were distributed. The Department's librarian liaison held statewide sessions to educate librarians on Lexile measures and "Find a Book." (<http://www.kentuckyteacher.org/features/2011/07/promoting-page-turning-2/>).
 - ii. *Example:* Kentucky used PBS to highlight research through interviews with State Librarian Wayne Onkst and MetaMetrics's President and Co-Founder, Malbert Smith (http://www.ket.org/cgi-bin/cheetah/watch_video.pl?nola=KONON+000717&altDir=&template=

Indicator(s): Records of correspondence, collaboration, promotion or letters of support from state librarian associations

II. More Personalized Reading Based on Ability Level and Interests

4. Promote the use of personalized reading lists based on student interests and reading skill level

- a. *Example:* Education Chief distributes mailers to parents, educators, administrators and librarians about free online resources, like "Find a Book," that help students select books that match their interests and reading level
 - i. *Example:* North Carolina customized messages to a variety of constituents (<http://www.ncpublicschools.org/accountability/lexiles>).

Indicator(s): Number/proportion of students who create high-interest booklists at their reading level

5. Assist in the development of strategies to reach all learners, including those 'at risk' and those who have limited computer access

- a. *Example:* Education Chief delivers message about summer reading and related research to existing forums and community groups that provide services to low-income or minority students. Students in schools that receive school improvement funds, leave for summer with a personalized reading list.

Indicator: Strategic plans are created that explicitly target high-need students



For more information on Lexile measures and The Challenge, visit www.Lexile.com/Chiefs-Challenge.



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III. Public Awareness of the Research Supporting the Importance of Summer Reading

6. Help educate the general public on the growing body of research that demonstrates the critical importance of summer reading as it relates to preparing students for their next school year(s) and postsecondary experiences, as well as to the country's economic viability

- a. *Example:* Education Department and/or Governor's Office issues PSA addressing the negative impact of reading-free summers and urging parents/children to participate in the program
 - i. *Example:* Alabama's Superintendent Tommy Bice's video and radio PSA (<http://www.alsde.edu/Home/Communications/SummerReadingChallenge.aspx>)
 - ii. *Example:* Kansas's Governor Sam Brownback's and local celebrities's PSAs (<http://www.readkansasread.ks.gov/video.htm>)
 - iii. *Example:* Kentucky's First Lady Jane Beshear's PSA (<http://www.youtube.com/user/KyFirstLady>)
- b. *Example:* Promote reading experts and researchers on local television shows
 - i. *Example:* Kentucky used PBS to highlight research through interviews with State Librarian Wayne Onkst and MetaMetrics's President and Co-Founder, Malbert Smith (http://www.ket.org/cgi-bin/cheetah/watch_video.pl?nola=KONON+000717&altdir=&template=)
 - ii. *Example:* North Carolina's "NC READS" campaign (<http://www.ncpublicschools.org/accountability/lexiles>)

Indicator: Explicit references to and dissemination of summer learning loss research in communications

Recommended Components

- 1) Provide incentives for student participation. For example, in Kansas, top readers were honored at a luncheon with top state leaders. In Florida, schools with the highest percentage of students that participated in their summer reading program were recognized by the First Lady. In North Carolina, the school that won the contest associated with "READ NC" was awarded a one year subscription to *Scholastic Reading Counts!*
- 2) Facilitate coordination between school lunch programs and public libraries, linking books to school lunch provision over the summer.

Reflection Questions

To what extent:

- Have we engaged new partners at the national, state and local levels?
- Has this effort encouraged more cost-effective approaches to summer reading?
- Has this effort added value to existing programs?
- Have we used multiple strategies to promote and sustain this effort?
- Have we raised public awareness about the importance of summer reading?
- Has the Chief's Summer Reading Challenge become a national priority?
- Can we extend this program to year-round reading improvement efforts?

Measures of Success

In year one, the success of this program will be measured by the number/proportion of participating readers and the number of books they pledge to read. In future years, success could be measured by assessing student growth as a result of personalized summer reading.

Summer Reading Survey

Share your thoughts on potential new tools and resources to support summer reading (<https://www.surveymonkey.com/s/BGYBYBP>).

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