



Summer Literacy Initiative

2026 Program Overview and Expectations



Summer Literacy
Congregations Empowering Young Readers

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Summer Literacy Initiative System Framework and Partners

The Summer Literacy Initiative consists of many partners collaboratively working together to support the development, implementation, and growth of this initiative. Each partner involved in this Initiative falls into the categories of delivering, supporting, and governing. Each category and initiative partners are described in more detail below.

Delivering

Participating congregations fall into the delivery category, along with community partners and the local public school unit. Delivery partners are responsible for program adoption and leadership, providing services, ensuring solid infrastructure and quality of programming, recruitment efforts, providing resources, managing action steps, providing leadership and design support, and working to develop and improve local relationships.

Partners

- **Rural Congregations:** faith communities are the heart of this Initiative and the operators of the Summer Literacy Program (SLP) at each site. Congregations are responsible for running the 4–6-week summer program, hiring experienced teachers, providing 80-90 total hours of reading instruction, providing daily enrichment activities, providing nutritious food, engaging families through weekly workshops and activities, coordinating volunteers, and contributing to the ongoing development of the program through data collection.
- **Community Partners:** Community partners work closely with the SLP to provide resources, volunteer time, and leadership and design support. Community partners may include local nonprofit organizations, local libraries, and environmental education centers.
- **Public Schools:** The public school system partners with the SLP to assist with identification and recruitment of students, identification of experienced teachers, and sharing resources used for literacy programming.

Supporting

Supporting partners support the Summer Literacy Initiative in designing, implementing, and sustaining this important program. Supporting partners are responsible for implementation support; workforce development; research, evaluation, and data linking; policy and finance support; and partnership engagement and communication.

Partners

- **The Impact Center at FPG:** The Impact Center at FPG provides supports and resources through the Summer Literacy Initiative to support Summer Literacy Program implementation, delivery, and scale-up. The Impact Center at FPG provides proactive and responsive implementation support helping to ensure multi-level system capacity and performance to scale SLP with success and sustainability. The Impact Center at FPG also provides workforce development support, helping to ensure that staff can deliver the programmatic elements of SLP as intended, with competence and confidence, and in ways that are responsive to student and family needs and cultural identities.
- **Consultant Support:** Consultant partners in this initiative are responsible for partnership engagement and communications helping to ensure widespread and consistent messaging about SLP and collaborative accomplishments. Consultant partners are also responsible for policy and finance support, helping to ensure hospitable policy and financial environments for SLP and supporting partners.
- **American Institutes for Research (AIR):** AIR helps to ensure the improvement of SLP efforts through data monitoring, benchmark evaluation, and connecting research to practice. Research, evaluation, and data linking often involve helping to ensure comprehensive evaluation design, systematic data collection, analysis, and reporting, and the use of research and data for continuous quality improvement. AIR provides sites with guidance around data collection and monitoring. AIR also conducts annual fidelity and progress monitoring, providing invaluable insight into student growth over the course of the summer program.

Governing

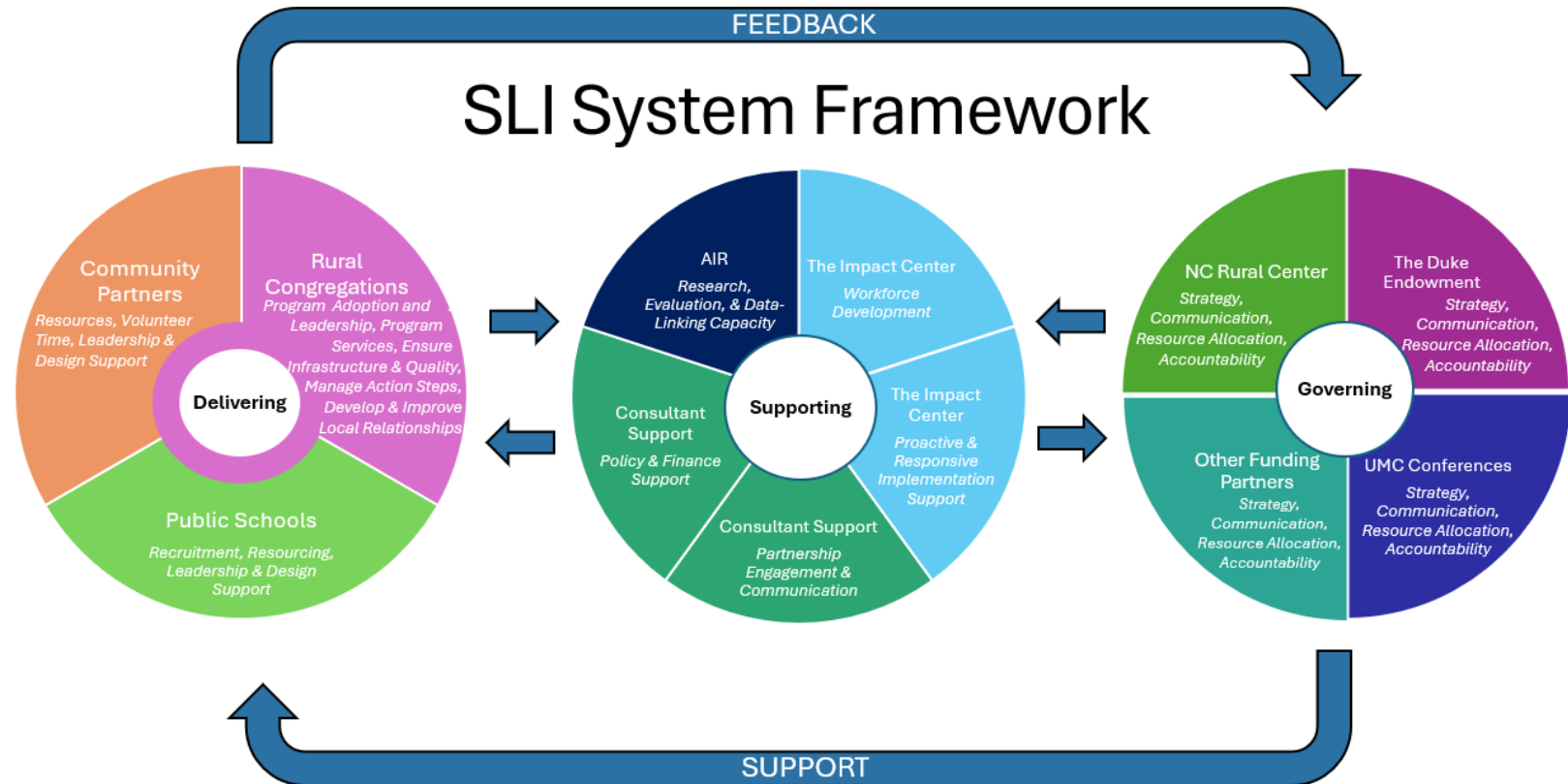
The Duke Endowment, the UMC Conferences, and the NC Rural Center make up the governing body of SLI. Governing partners oversee overall strategy, communication, resource allocation, and provide accountability throughout the initiative. Governance partners set directions and priorities, plan resources, communicate direction, set quality standards and evaluation metrics.

Partners

- **The Duke Endowment:** The Duke Endowment plays a unique role as both a funder and the original developer of the Summer Literacy Initiative. The Duke Endowment has two teams (Rural Church and Evaluation) that are committed to the success of SLI and take responsibility in funding decisions, coordinating learning networks, building relationships to further support, introducing SLI to statewide collaborators, supporting local congregation communication, providing fidelity resources, and communicating goals and plans.
- **UMC Conferences:** The North Carolina Conference and the Western North Carolina Conference serve as fiscal agents for UMC congregations participating in the SLI. The conferences also assist with overseeing overall strategy, communication, resource allocation, and help provide accountability throughout the initiative.
- **NC Rural Center:** The NC Rural Center serves as the fiscal agent for congregations participating in the SLI. The NC Rural Center also assists with overseeing overall strategy, communication, resource allocation, and help provide accountability throughout the Initiative.
- **Other Funding Partners:** Other funding partners will assist with overseeing overall strategy, communication, resource allocation, and help provide accountability throughout the initiative.

The following graphic outlines the three categories of the system as well as each partner and how we work together to collaboratively implement and grow the SLI.

Summer Literacy Initiative System Framework and Partners



Summer Literacy Initiative (SLP) Readiness Checklist

1. Willingness to Implement SLP

☐	Our congregation leadership and members are interested in offering a summer literacy program for students and families.
☐	There is motivation among our leaders and volunteers to learn and grow through participating in SLP.

2. Organizational Readiness

Leadership and Governance

☐	Our congregation has strong, consistent leadership (both clergy and lay).
☐	Leaders are open to new programs and change.
☐	Leaders are open to new ideas and partners.
☐	Our congregation communicates its mission clearly and connects program goals to that mission.

Financial Health

☐	We are financially stable (able to cover regular bills and operations).
☐	We have funds or resources to contribute to SLP (monetary or in-kind).
☐	We can access emergency funds if needed.

Community Partnerships

☐	We have strong, trust-based relationships with local public schools (principals and teachers).
☐	We have strong, trust-based relationships with community organizations (nonprofits, civic groups, other congregations).

3. Program-Specific Capacity for SLP

Leadership and Staff Commitment

☐	Pastoral leadership is stable and supportive of educational outreach.
☐	We have lay leaders who are passionate about serving children and families.
☐	A specific person of our congregation is committed to leading and monitoring SLP.

Staffing & Volunteer Team

☐	We can identify or recruit the following required roles: Pastor, Site Director, Lead Teacher, Enrichment Coordinator, Lead Volunteer.
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4. Community and Mission Alignment

☐	Local school and community leaders agree that SLP meets a need in our area.
☐	Congregational leaders agree that SLP aligns with our congregation's mission and ministry goals.

Readiness for Implementing the Summer Literacy Program

Readiness to implement the Summer Literacy Program (SLP) involves three factors. The members of the adopting congregation and its public school unit and community partners:

- are *willing* to implement SLP;
- have the *resources* and *abilities* to implement SLP; and
- have ensured that SLP *fits* with
 - community goals, needs, and preferences and
 - the adopting congregation's vision of ministry.

Readiness Criteria for Implementing SLP

Before adopting SLP, review the following readiness criteria. These criteria should be carefully considered across involved members of the adopting congregation and their key public school unit and community partners. The ongoing health and viability of SLP implementation among existing sites is also supported by a regular review of these criteria with key public school unit and community partners.

Readiness Criteria

Willingness to implement SLP

- There are members, staff, and partners who:
 - Want to deliver SLP programmatic activities to students and their families
 - Are motivated to learn through the implementation of SLP

Organizational resources and abilities to implement SLP¹

- Leadership & Governance
 - The congregation has effective leaders who demonstrate openness to change and new ideas

¹ Wandersman Center (2019). *Prevention Readiness Building Guide*. Columbia, SC: Wandersman Center

- The congregation communicates its mission clearly and connects the program's goals and objectives to that mission
- Financial Health
 - The congregation is financially solvent, including:
 - Able to pay bills
 - Funds ministries
 - Has emergency funds
 - Commitment to contribute in-kind and monetary donations to SLP implementation at their site
 - The congregation conducts and uses regular self-assessments (e.g., Thriving Church Assessment Tool) and visioning processes, using tools such as the Challenges and Gifts Inventory developed for the Thriving Rural Communities Initiative
 - The congregation demonstrates a stable or growing membership base and the ability to weather conflict
- Community Partnerships
 - The congregation has strong, active programmatic partnerships and/or trust-based relationships with local public school units (including both principals and teachers) and other organizations (nonprofits, other congregations, civic groups, etc.)

Program-Specific Capacity for SLP

- Leadership & Congregational Capacity
 - Congregation leadership has:
 - Stable pastoral leaders committed to educational outreach ministry to children
 - Pastors/staff with community relationships to leverage for the program
 - Strong, stable lay leaders committed to educational outreach to children
 - There is a well-connected SLP champion at the congregation who demonstrates continued enthusiasm for and involvement in SLP activities
 - Congregations can ensure essential supports to students/families, including required meals, transportation, and childcare during family engagement nights
 - There are adequate, well-maintained facilities in which to host a summer literacy program
 - SLP leaders and implementation teams at the site will participate in implementation support activities with members of the support system
 - The congregation and its partners for SLP agree to participate in and otherwise support evidence-building activities at the broader initiative level



- Congregations are prepared to deliver SLP the same summer of their engagement in winter retreat, workforce development, and implementation support activities
- Staffing & Volunteer Team
 - The congregation can ensure the minimum required staff to be trained to deliver SLP programmatic activities (i.e., a pastor, site director, lead teacher, enrichment coordinator, and lead volunteer)
 - Programmatically active pastors, site directors, teachers, enrichment staff, and volunteers will participate in workforce development activities
 - The lead teacher, enrichment coordinator, and lead volunteer have essential staff/volunteers to carry out broader program activities
 - The congregation can and will provide a corps of diverse congregational volunteers to support the wrap-around services, family engagement, and literacy instruction within the program

Fit of SLP with the adopting congregation and community

- Congregation members, public school unit leaders, and community leaders representative of families to be served have agreed that SLP is a good fit for their community
- Congregational leaders have agreed that SLP is a good fit with their vision of the congregation's ministry

Why is it Important to Consider Readiness?

Readiness is an important factor in the success of implementing any program. However, studies have shown that as few as 20% of individuals working in an organization are prepared to act on a collective initiative.

As many as 80% of individuals are either unaware of the inherent problem or may only be contemplating the necessary actions to address the problem.² Therefore, it is important for organizations to prepare their members and key partners for change. When initiatives involve multiple partners, such as the congregation, public school unit, and community

² Prochaska, J., Prochaska, J., & Levesque, D. (2001). A transtheoretical approach to changing organizations. *Administration and Policy in Mental Health and Mental Health Services Research*, 28(4), 247-261. doi: 10.1023/A:1011155212811

partners involved in SLP, organizations need to create *collective conditions* for change and improvement.

Finally, it is important to understand that readiness is not a static factor. The level of readiness for taking or continuing collective action may vary over time among organizations, partners, and their members. So, *ongoing readiness* is just as important to monitor and support as *initial readiness*.





Financial and Governance Process

Important Dates

Dec 18, 2025	What to Expect packet to be delivered via email
Dec 2025 – Jan 2026	<u>To Do Prior to SLI Retreat for Conference Grant Purposes:</u> ☐ Review application instructions and questions ☐ Prepare answers for the application ☐ Gather the required documents ☐ Review budget instructions & develop a draft of your 2026 SLI budget ☐ Save the Date for one of the SLI Retreats
Jan 30 – 31, 2026	SLI Retreat w/ budgeting & culture of philanthropy sessions: Western NC
Feb 6 – 7, 2026	SLI Retreat w/ budgeting & culture of philanthropy sessions: Eastern NC
Feb 9, 2026	Online application will open - link will be sent after SLI Retreat
Feb 20, 2026	Online application deadline
Feb 27, 2026	Grant notifications sent. Grant agreements generated and disbursed for signatures.
By Mar 27, 2026	First grant distribution of 60% <i>Requirement: full executive of grant agreement and receipt of all required documents</i>
June – Aug 2026	Summer Camp in Session
Upon fulfillment of requirements	Second grant distribution of 20% <i>Requirement: all required pre-program survey data and roster information submitted and received</i>
Upon fulfillment of requirements	Third grant distribution of 20% if needed to complete the program and support staff participation in fall 2026 - winter 2027 SLI network activities <i>Requirement: interim financial report submitted, using the PROGRESS tab of the same template used for the original budget, and site visit performed</i>
Sept 15, 2026	Final financial report deadline (<i>using the FINAL FINANCIAL and FINAL PROGRAM tabs of the same template used for the original budget</i>)

Programmatic Expectations for the Summer Literacy Initiative

Purpose and Goals

The Summer Literacy Initiative aims to improve early literacy outcomes for students in rural communities. By integrating high-quality literacy instruction, enrichment activities, and family engagement, the Initiative seeks to:

- Provide high-quality summer literacy interventions in rural areas.
- Narrow the achievement gap and decrease summer learning loss for students with limited resources.
- Empower congregations and communities to create lasting academic impacts.

Program Structure

The Initiative combines literacy instruction with holistic support to create a comprehensive summer program:

- **Duration:** 4-6 weeks (20-30 days).
- **Instruction:** 80-90 hours of morning literacy instruction.
- **Enrichment:** Afternoon activities, including STEM, arts, and community engagement.
- **Wraparound Services:** Meals, transportation, and childcare as needed.
- **Family Engagement:** Pre-camp orientation, weekly family meals, caregiver-teacher conferences, and an end-of-program celebration.

Participant Criteria

- **Students:** Rising 1st-3rd graders below grade-level proficiency in ELA.
- **Teachers:** State-certified educators trained in the Science of Reading.
- **Class Size:** 10-12 students per class, with a lead teacher and an assistant.

Core Program Principles

1. **Engaged Faith Communities:** Foster thriving congregational involvement.
2. **Community Investment:** Build partnerships with local schools and stakeholders.
3. **Effective Teachers:** Employ skilled educators for evidence-based instruction.
4. **Wraparound Services:** Address logistical barriers to participation.
5. **Data-Informed Instruction:** Use assessment-driven strategies for personalized learning.
6. **Family Engagement:** Actively involve caregivers in student progress.

Shared Values

- **Cultural Humility:** Foster equity and inclusivity.
- **Trauma-Informed Practices:** Ensure a safe and supportive learning environment.

Program Implementation Timeline

- **January-February:** Recruit staff and participate in planning retreats.
- **March-April:** Finalize curriculum, logistics, and student recruitment.
- **May:** Prepare physical spaces and materials.
- **June-August:** Deliver the program, collect data, and host family engagement events.
- **September-December:** Analyze outcomes, share data, and plan for the following year.

Accountability and Outcomes

Independent evaluations have shown students gain 2-3 months of literacy skills during the program, preventing the "summer slide" and fostering long-term academic growth. Sites must commit to pre- and post-assessment data collection to measure impact and guide improvement.

Key Roles and Responsibilities

- **Pastors:** Oversee program implementation and act as community liaison.
- **Site Directors:** Manage logistics, recruit students, and ensure program fidelity.
- **Teachers and Assistants:** Deliver personalized literacy instruction and collaborate with families.
- **Enrichment Coordinators:** Plan engaging activities linked to literacy goals.
- **Volunteers:** Support logistics, enrichment, and community engagement.



Implementation and Programmatic Support

The Impact Center at Frank Porter Graham Child Development Institute
University of North Carolina at Chapel Hill

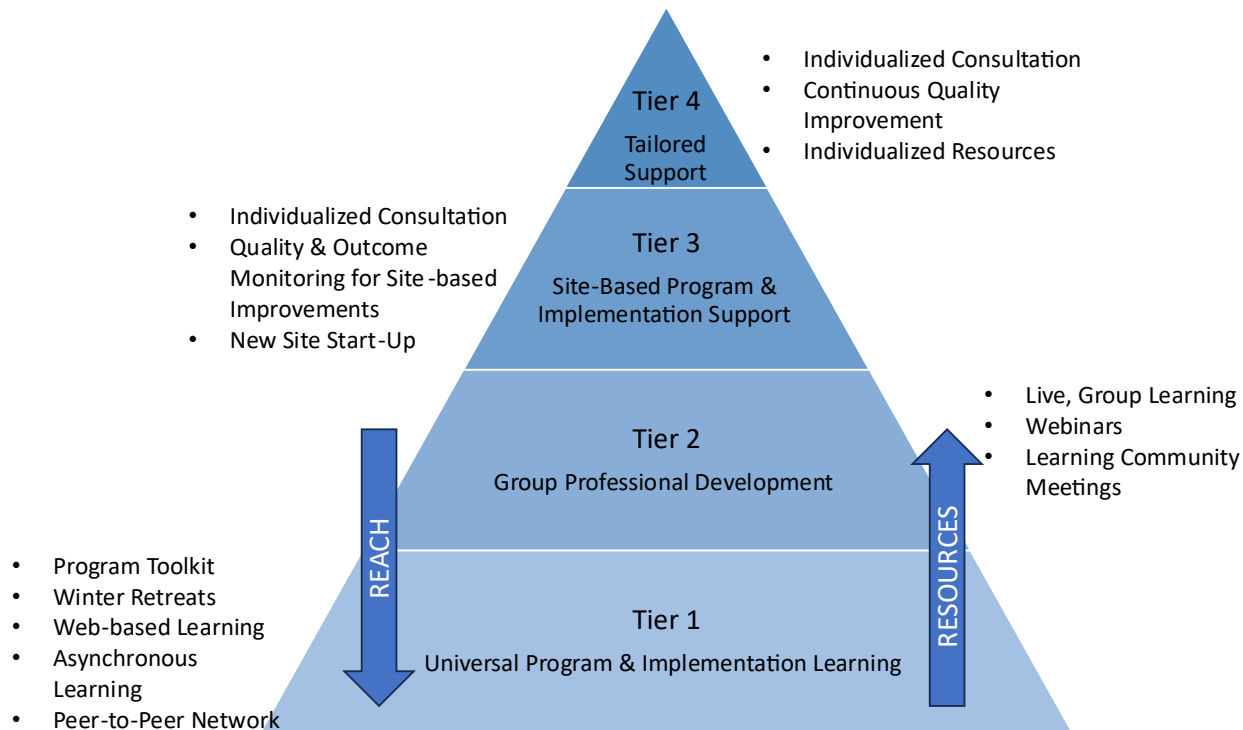
The Impact Center at UNC's Frank Porter Graham Child Development Institute (IC–FPG) provides implementation and programmatic support to Summer Literacy Initiative (SLI) sites as they implement and deliver the Summer Literacy Program. Our implementation support aims to equip site leaders and implementation teams with effective practices, enhance their ability to develop or secure the resources needed to support high-quality programming, and partner closely with them to achieve intended outcomes. Our programmatic support focuses on preparing program staff to deliver SLP's instructional and enrichment components with fidelity, skill, and confidence, in ways that are responsive to the cultural identities and needs of students and families.

All supports are multifaceted, occurring through a combination of universal learning, communications, and networking activities; group-based learning and application; and tailored skills training, facilitation, and coaching for individuals, teams, organizations, and system partners. Design thinking and consultation support are also provided to governance and other support partners to enhance system alignment, effectiveness, and sustainment.

The Impact Center at FPG's Tiered Model of Support for SLI

IC–FPG uses a tiered support model that varies in intensity and reach across SLI sites. Tier 1 provides universal learning, networking, and application resources available to all sites through online, virtual, or in-person formats. Tier 2 offers targeted support activities in small groups of similar learners, such as by staff role or region. Tier 3 consists of site-based support for foundational programmatic or implementation activities—an approach particularly beneficial for new sites beginning their SLI journey and existing sites taking on new strategies. Tier 4 provides site-based support tailored to identified implementation or programmatic improvement needs.

Throughout all support activities, the Impact Center at FPG prioritizes site partners' needs, preferences, and context while balancing the expectations of funders and governance



partners. Because the success of our support process depends on the quality of relationships between our team members and site partners, we aim to provide a collaborative space where partners can authentically share their hopes, concerns, and context factors.

Support processes are always co-designed with site partners. Although we do maintain communication with funders and governance partners about cross-site needs to support future strategy design and initiative-wide improvements, we do not act as a site-based compliance or accountability arm for SLI or as a site-specific communication channel between site partners and funders or governance partners.

Year-Round Schedule of Implementation & Programmatic Support

Using this tiered support model, the Impact Center at FPG engages SLI site partners with activities both for *implementation and program support*.

Programmatic support focus on strengthening delivery of the programmatic aspects of the Summer Literacy Program. Although programmatic responsibilities mostly land with teachers, enrichment coordinators, and volunteers, pastors and site directors are also responsible for some programmatic activities.

Implementation support focuses on strengthening how sites and their partners are *supporting the delivery* of the SLP. This is done by focusing on the structures, resources, policies, and practices at site, community, and initiative levels that may be facilitating or hindering successful program implementation.

For example, implementation benefits from effective leadership and teaming structures, management and improvement practices, community and governance partnerships, and methods of supporting teachers, enrichment coordinators, and volunteers to deliver their programmatic responsibilities as intended. At the site level, pastors, site directors, and other implementation team members typically ensure effective implementation processes and improvements.

The Impact Center at FPG offers implementation and programmatic support activities on a year-round basis. The schedule below displays when various supports may be available throughout the 2026 program year.

	Implementation & Programmatic Support
January-February	• New site readiness session at the retreats • New staff session at the retreats (existing sites) • Program guidance at Winter Retreats, including role-specific tracks • Implementation guidance at Winter Retreats • Networking opportunities at Winter Retreats
March-May	• Virtual Spring consultation calls for all sites • Spring Planning Workshops • Monthly Office Hours • Prerecorded Literacy Training sent to all sites • Tier 3 and 4 spring site visits or consultation calls for new and existing sites
June-July	• Summer virtual consultation call offered to all sites • Summer site visits or consultation calls for new and existing sites
August	• Post-camp virtual debrief/consultation call with all sites

September-December	• 2027 New site readiness workshops • Tier 4 post-summer site visits available for limited sites
Ongoing	• Online learning modules • Peer-to-peer networking • Programmatic toolkit • Quality and outcome monitoring for site-based improvements

Implementation and Programmatic Support Activities

Implementation and programmatic support activities offered throughout the year are described below.

- **New Site Readiness Session:** This in-person session celebrates the readiness-building work of new Summer Literacy Program (SLP) sites and orients leadership at new congregations to the Initiative-wide Winter Retreat. Held immediately prior to the Winter Retreat, the session provides resources focused on both implementation support and workforce development.
- **New Staff Session:** This in-person session is designed to orient new site directors and pastors to their roles within the Summer Literacy Program. Held immediately prior to the Initiative-wide Winter Retreat, the session offers resources to support effective implementation and workforce development.
- **Winter retreat:** Leaders, staff, and partners of all SLI sites gather at the Winter Retreats for program and implementation guidance, role-specific track out sessions, and networking opportunities. The retreats are held in person from Friday evening to late Saturday afternoon and are grouped geographically (West, East) by site location.
- **Planning Workshops:** Regional planning workshops are offered in the spring for new SLI sites and sites receiving Tier 4 supports to prepare for implementation of their 2026 Summer Literacy Program. All existing sites are welcome to attend.
- **Office Hours:** Monthly office hours are offered for all SLI sites and facilitated by The Impact Center at FPG staff. Each session will focus on a specific topic relevant to

program implementation or operations.

- Tier 3 and 4 site visits: The Impact Center at FPG conducts site visits for new sites and for existing SLP sites that may benefit from more individualized, site-based support. Visits may occur in the fall, spring, and summer and are co-designed with site partners to integrate both workforce development and implementation support, as appropriate.
- Virtual consultation calls: A series of consultation calls are offered throughout the year. An initial call is held in the spring for all sites, followed by a mid-summer call during program implementation. A final post-camp consultation serves as a debrief on the program year and an opportunity to identify action steps for the 2027 program year.
- Online learning modules: Online learning modules may be offered throughout the year on relevant programmatic or implementation topics.
- Programmatic toolkit: All site partners receive a comprehensive toolkit that outlines program expectations and role-specific responsibilities before, during, and after the summer camp.
- Quality and outcome monitoring for site-based improvements: Implementation and programmatic supports may draw on data and findings from AIR or The Duke Endowment's evidence-building and quality assurance efforts. These data are used to collaboratively identify opportunities for site-based improvement and to co-design responsive support strategies with site partners.



Summer Literacy Initiative Study Overview



Overview of Design and Goals

The American Institutes for Research (AIR) is studying the benefits of the Summer Literacy Initiative (SLI), funded by The Duke Endowment and its partners, which provides Summer Literacy Programs in houses of worship across rural North Carolina. These programs support students who need help with learning to read. The SLI study builds evidence about: (1) the program's benefits for students and families, (2) who participates, and (3) how congregations implement the program.

Sites' participation in study activities enables our team to document and describe changes in students' reading skills, attitudes, home literacy supports; the characteristics of students who participate in the program across sites; how programs implement program guidance; and areas where programs may need support. Each year, AIR reviews and revises each study activity in an effort to reduce burden on sites.

Student and family outcomes	Characteristics of participating students	Program implementation
• Student reading assessments • Student surveys • Parent surveys	• Consent status • Student information • Attendance	• Site Director interview • Pastor interview • Teacher surveys • Classroom observations

Site Director's Role in the Study

AIR works in collaboration with site directors to complete study activities throughout the summer. During the Spring data collection webinar, the study team outlines all the activities that will be involved in evidence building for the year and the role site directors have in completing each activity. Typically, site directors are asked to:

1. Give students reading assessments at the beginning and end of camp.
2. Give students and parents a short survey to complete at the beginning and end of camp.

3. Ask teaching staff to complete a brief survey at the end of camp.
4. Input information about applicants and participating students (including whether they consent to be a part of the study) and track their attendance on a roster.
5. Participate in a short interview with AIR staff about their program.

Study Activities Timeline and Materials

A timeline of typical data collection activities is shown below.

Spring	Data collection webinar Begin putting student information and consent status into rosters
1-2 weeks before camp	Start student reading assessments (pre-test) Starting student and parent pre-surveys Continue inputting student information and consent status into rosters
Start of camp	Begin tracking student attendance Finish student reading assessments (pre-test) Finish student and parent pre surveys Finish inputting student information and consent status into rosters
Middle of camp	Classroom observations Start site director interviews Start teacher surveys Continue tracking student attendance
End of camp	Complete student reading assessments (post-test) Complete student and parent post-surveys Finish teacher surveys Finish site director interviews Finish tracking student attendance
Fall	Results sharing celebration Pastor interviews

The AIR team provides site directors with the materials needed to complete each activity. Each site has a Microsoft Sharepoint page where the roster templates are stored. The rosters are Excel-based sheets that will be used to gather information on student characteristics such as age, grade, and gender and to track student attendance throughout the program. This roster information also enables the AIR team to create student profiles in the computer system for the student reading assessments that are given at the beginning and end of camp. AIR will mail all surveys to sites via USPS or FedEx and include a pre-paid return label so that site directors can mail completed surveys back to AIR. We strongly encourage you to ask students and parents to complete the surveys while they are on site instead of sending them home; this helps us get more responses, which helps us better understand how the program is helping families.

An AIR staff member may reach out directly to site directors to coordinate a day that works for the site for classroom observations. Observers will sit in on morning literacy instruction and a part of afternoon enrichment activities. If scheduling allows, AIR will also conduct an interview with the site director while we are visiting, to hear more about how the program is going. This interview can also take place later by Zoom if that is more convenient.

Communicating with Sites

To accommodate the growing number of sites joining the initiative, each site will be assigned an AIR point of contact. This point of contact will communicate with sites in throughout the year, supporting sites with evidence building activities as needed.

The list of site assignments can be found below. The point of contact will reach out to sites in early Spring.

AIR Point of Contact #1: Ashley Darang (adarang@air.org)

New Sites	Returning Sites
Calvary Episcopal	Central
Elizabeth UMC, Smithfield	Cullowhee
Hay Street UMC	Morning Star
Holland Chapel AME Zion	Moyock (Currituck Church Cooperative)
Peletah Ministries	Oxford

Pigeon River Cooperative	Pilmoor Memorial (Currituck Church Cooperative)
Sharon UMC (Currituck Church Cooperative)	Red Oak
Swansboro UMC	Seaside
	Sparta
	West Jefferson

AIR Point of Contact #2: Sarah Haynes (shaynes@air.org)

New Sites	Returning Sites
Calvary Presbyterian: Wilson Read and Grow	Boone
Christ UMC	Boonville
John Wesley UMC	Branch Street
New Brook (Long Memorial Expansion)	Brevard
New Salem	East Bend
	Elizabeth City
	Jonesboro (El Refugio)
	Liberty
	Long Memorial
	Northern Orange
	Pembroke
	Pleasant Grove
	West Nash
	Wilkesboro

Learn More/Contact Us

AIR (<https://www.air.org/>) is a not-for-profit organization engaged in independent research and analysis in education. Our project team has over 20 years of experience in early literacy research and has been involved with the initiative since 2020. Dr. Aleksandra Holod leads the project team along with Ms. Karen Manship, who are based in AIR's Chapel Hill office. For more information about the project or to reach the project study team, please email SummerLiteracy@air.org or aholod@air.org.



Statement of Commitment for the Summer Literacy Program

As you prepare to launch the Summer Literacy Program, an important step is to thoughtfully consider your commitment as a faith community and as a leader in this initiative within your community. A final step in the initial readiness work is to sign a Statement of Commitment for your community partnership and faith community that outlines your vision, purpose, principles, and implementation commitments.

Our Statement of Commitment

Our commitment to running the Summer Literacy Program at our site begins with following the guiding principles and intentionally embodying the shared values in all that we do.

Guiding Principles	Shared Values
Start with a thriving and engaged faith community	Trauma-informed approach
Enlist strong community investment	Cultural Humility
Hire empowered and effective teachers	
Provide wrap-around services	
Provide data-informed and student-focused instruction	
Engage and involve the students' families	

We understand that by adopting the Summer Literacy Program and choosing to participate in the Summer Literacy Initiative we will receive a set of supports and benefits and be required to make a set of concrete contributions in return.

In support of your efforts to implement the Summer Literacy Program as intended and in response to student and family needs, preferences, history, and cultural values, the Leadership and Implementation Team at your site will get:

- Assistance and support in the grant application and reporting processes to maximize the potential of continued funding for your site's summer literacy program.
- Timely payments for grants.

- Implementation support, evidence-building support, coaching on all principles and activities, peer learning, and community-building to support success.
- Advocacy with other funders, nonprofits and public officials at the state level who have the potential to provide additional support to individual programs and/or the initiative as a whole.
- As appropriate and when benefit is clear, introductions to the above-mentioned potential statewide collaborators for relationship and program-building/support purposes.
- Support for your congregation's communications to external audiences, as necessary and appropriate.
- Resources and materials necessary for your congregation to adhere to this commitment.
- Timely and clear guidance regarding the Initiative's goals and plans for evidence-building and growth of the initiative.

In support system wide efforts to ensure high quality Summer Literacy Program implementation and participation in the Summer Literacy Initiative your Leadership and Implementation team will give:

- Time, effort, and attention in following agreed-upon student recruitment procedures
- All students pre-post and formative assessments
- Participation in all webinars, retreats and events, which contribute to our learning and growth as a community
- Time, effort, and attention to collect and submit data in a timely fashion to the American Institutes for Research per project protocols and agreements
- Adherence to guidelines for literacy instruction, which include but are not limited to:
 - ratios [to achieve the ratio of 1 lead teacher + 1 assistant teacher – or equivalent - per 10-12 students]
 - hours [80-90]
 - data-driven, individual student-focused instruction based on the Science of Reading framework
- Afternoon enrichment and other wrap around services, overcoming any barriers to student/family participation by providing transportation and translation services
- Time, effort, and attention to family engagement activities including weekly check-ins with guardians/caregivers about student progress, weekly meals, weekly communications, and literacy-based materials to enhance home literacy environment
- Engaging congregation and community volunteers, with a focus on diversity and representation of student/family populations



- Documenting site leadership and a site-based implementation team to ensure the program has the required leadership and support from site partners
- Pursuing the development of a well-designed community design team
- Participation in the supports provided to your site by The Impact Center at FPG through:
 - Making your leaders, implementation team, and as relevant, broader staff available to participate in activities that involve site relevant assessment, action planning, training, and other tailored supports.
 - Provide feedback about the value and nature of our support activities to make ongoing improvements
 - As relevant and useful, putting into practice strategies and resources provided by The Impact Center at FPG team in your day-to-day work through the Summer Literacy Program.

Team Commitment

Use this space to describe your team's commitment to a shared vision for the Summer Literacy Program at your site. Consider the most important elements you want to prioritize to ensure that students and families leave feeling supported, valued, and empowered.



Signatures of Commitment

Site/Congregation Name:

By signing below, we affirm that this Statement of Commitment reflects our shared intent to faithfully and fully support the Summer Literacy Program in our community.

Name	Role	Signature	Date
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The Summer Literacy Initiative Team

By signing below, we affirm that this Statement of Commitment reflects our shared intent to faithfully and fully support the Summer Literacy Program in your community.

Name	Role	Signature	Date
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