



## **WITS 2015-2016 School Year Evaluation Report**

WITS is committed to a comprehensive program evaluation to ensure that we are making a positive impact in the lives of the students we serve. As WITS evolves to meet the needs of our students and teachers in Chicago Public Schools (CPS), we too, must look forward and broaden the way we evaluate our programs. Shifts in data collection and process measures (ie attendance and number of program sessions) have led us to a deeper understanding of what WITS is doing well, and where there is need for improvement. From capturing growth in literacy skills by gathering reading levels to synthesizing teacher feedback in an effort revise the structure of our programs, WITS lets data do the talking in all areas of program development.

During the Summer of 2015, WITS completed an evaluation audit with the help of consultant Jan DeCoursey, an external evaluator and former research specialist at Chapin Hall, the research center at the University of Chicago. The goal of this audit was to better understand how to study the effectiveness of both our volunteer programs and our teacher programs, with special emphasis on how to evaluate Combined Classrooms which bring together Rochelle Lee Teacher Awardees and trained WITS volunteers. Through our audit process we found that the outcomes and measurement tools that WITS already established could be used to evaluate the Rochelle Lee Teacher Award program as well as the emerging program, Combined Classrooms. The results of the evaluation audit further proved that WITS and the Rochelle Lee Teacher Award share the same goal and vision, to inspire a love reading in Chicago public school students.

Throughout all of WITS' programs, the two paramount goals remain developing foundational reading skills and improved attitude toward reading. WITS has established a well-rounded evaluation process that uses pre-test and post-test surveys to learn how students' literacy skills and attitudes develop over the course of the program year. Data for evaluation is collected throughout the year from teachers, volunteers, and directly from students. Students complete a short survey that assesses reading attitudes and behaviors. Students and volunteers also complete end-of-year surveys to provide insight on elements of overall program experience.

This was WITS second year of collecting reading levels and this has proven to be helpful in evaluating the impact of our programs. On the program delivery front, knowledge of student reading levels informs our program team to supply students with appropriate level books and has prompted more teacher involvement. Reading levels are able to tell us more than just a student's proficiency in oral reading fluency. The assessments used in classrooms measure growth in fluency, comprehension and vocabulary development – literacy skills that are reinforced in our programs. This method of data collection has paid off as teachers are showing more buy-in to the program and volunteers are able to contextualize the progress of their students from beginning of the year to end of the year. Year-over-year evaluation results show comparable results in reading level growth. This consistency in evaluation results validates WITS' program model and fidelity in program delivery.

With the first year of the Combined Classroom program complete, WITS is exploring the best way to capture the impact of the program and how to mark success. Initial data analysis shows steady improvement in student reading levels that is similar to other WITS programs, both volunteer only or Rochelle Lee Awardee only. However, growth in student attitude toward reading (measured using the Elementary Reading Attitude Survey) was substantial in classrooms that had both a Rochelle Lee Teacher Awardee and trained WITS volunteers. Based off of these results, we will continue to underscore the importance of teachers, students and volunteers engaging in positive reading experiences during class time and WITS programs.

## **WITS BY THE NUMBERS**

In the 2015-2016 school year WITS provided literacy mentorship, teacher professional development, and books in homes and classrooms to...

- 89 Chicago public schools
- 337 Chicago public school teachers
- 8,100 Chicago public school students

With the support of...

- 1,805 volunteers
- 39,710 hours of volunteer service
- 30,000 new books in classrooms and student homes throughout Chicago.

**WITS' volunteer powered service equals a dollar amount of \$935,568.**

**The cost to CPS schools, teachers and students: \$0**

## WITS KINDERGARTEN

The WITS Kindergarten (WITSK) program is a one-on-one reading program that takes place at CPS elementary schools. Kindergarten students spend fifteen to twenty minutes reading with the same volunteer each week, which allows volunteers and children to establish a consistent reading rapport and build book print awareness, as well as early literacy skills, over the course of the school year.

### Foundational Literacy Skills

- 95% of WITSK students improved their reading levels from beginning of program year to end of program year – up from 92% in 2014-2015.
- WITS students improved, on average by 4 reading levels from beginning of the program year to end of the program year. This outcome is measured using Fountas and Pinnell (F&P) reading levels. Non-WITS students demonstrated an improvement of 3.5 reading levels. The national average is a growth of 4 reading levels in kindergarten.
- According to teacher reported observations, 77% of WITSK students improved in book and print awareness from beginning of program year to end of program year – up from 64% in 2014-2015.
- According to teacher reported observations, 79% of WITSK students demonstrated improved vocabulary development from beginning of program year to end of program year – up from 74% in 2014-2015.

*What the teachers are saying: "It is so beneficial to have additional outside mentors for our students to model reading and talk about books." - WITSK teacher at Manierre Elementary.*

### Attitude Toward Reading

- According to teacher reported surveys, 51% of WITSK students improved their overall attitude toward reading from beginning of program year to end of program year.

*What volunteers are saying: "One student, Anastasia, really surprised me: she initially seemed resistant to reading. Toward the end of the year, I learned that English is her second language. In the final month or two, she began to insist on reading the words herself (I helped when she had difficulty) versus my reading to her, as we did most of the year. To my surprise, she was able to read the simpler words, and bragged to the other students that she was reading on her own. What a pleasant surprise for me. The change in her behavior was the most dramatic of the four students with whom I read this year, and I felt pretty good about it.*

## MID-DAY MENTORING

Launched in 2001, WITS Mid-Day Mentoring (MDM) program is a one-on-one reading and literacy mentoring program. In this program, corporate, government, university, or community groups travel to a school for weekly reading and mentoring. Volunteers are paired with the same second or third grade student for an entire school year. Volunteer/student pairs spend 45 minutes building comprehension, vocabulary and fluency skills through reading aloud and conversation.

### Foundational Literacy Skills

- 90% of WITS MDM students improved their Fountas and Pinnell reading levels from beginning of program year to end of program year – up from 87% in 2015-2016.
- WITS students improved, on average by 4 Fountas and Pinnell reading levels from beginning of program year to end of program year, whereas non-WITS students demonstrated an improvement of 3 reading levels. The national average is a growth of 3 reading levels.

*What teachers are saying: “My students absolutely loved the WITS program. They often counted down the days until it was time for the next session. They have become more confident and engaged in reading different texts. I even noticed that they were more willing to read aloud to the entire class.”- WITS MDM teacher at Mays Academy.*

### Attitude Toward Reading

- 70% of WITS students improved their overall attitude toward reading from beginning of program year to end of program year. (Elementary Reading Attitude Survey, McKenna and Kear, 1990)
- By end of program year, 89% of WITS students said they enjoy reading for fun at home – up from 82% in 2014-2015.
- By end of program year, 90% of WITS students said they enjoy finishing and starting a new book – up from 85% in 2014-2015.

*What volunteers are saying: “My favorite moment was when I was reading with Joseph and he got to a word that he could not pronounce. Instead of just asking me what it was, he told me, wait, I can do it. He sounded out the word as I had taught him and both of us were excited! I remember when we started the year, he would skip words he couldn't pronounce, guess at them, or ask me what they were. After teaching and encouraging him on how to approach unknown words, I saw success when I saw him do it.”*

## WORKPLACE MENTORING and WITS ON CAMPUS

Since 1999, the Workplace Mentoring (WPM) program has been a one-on-one reading and mentoring program that takes place in the late afternoon at local corporations. Once a week after school, WITS buses a group of elementary school students to a corporate office, where each student is paired with the same volunteer for an entire school year. Volunteer/student pairs spend one hour once a week completing activities, reading, and working on homework, exposing students to the career world. The WITS on Campus (WOC) program started in 2011 to give students a taste of campus life and is modeled after WPM.

### Foundational Literacy Skills

- 95% of WITS WPM/WOC students improved their Fountas and Pinnell reading level from beginning of program year to end of program year.
- WITS students improved, on average, by 5.5 Fountas and Pinnell reading levels from beginning of program year to end of program year. Non-WITS students improved by 4 reading levels. The national average is a growth of 3 reading levels for fourth, fifth and sixth grades.
- 39% of WPM/WOC students were reading at levels T through Z based on the Fountas and Pinnell Benchmark Assessment System. Students reading at these levels have reached their highest level of reading ability and can make the leap into lifelong reading enjoyment.

*What teachers are saying: "My students discuss WITS at school and are always ready to talk about it the next day. They get excited to go every week. I see WITS having an overall impact on their reading." - WPM teacher at Fairfield Academy.*

### Attitude Toward Reading

- 55% of WITS WPM/WOC students improved their overall attitude toward reading from beginning of program year to end of program year. (Elementary Reading Attitude Survey, McKenna and Kear, 1990)

*What volunteers are saying: "During a warm-up, the group played "Peel The Onion" with crumpled papers. When my student received the balls from a peer, he peeled one layer off and read the question aloud: 'Who do you most admire?' With big distraught eyes he looked up at me silently and whispered that he didn't understand the meaning of 'admire.' I shared a high-level definition and a few examples of how one might use the word in a sentence. The student again paused as if he were thinking, and he turned back to look at me with the entire room in an anticipatory silence. I encouraged him to share how he felt and offering examples such as, 'Mom?' 'Dad?' 'Teacher?' He spoke up loud and said my name. I have been working with him for the past two years and am very proud of the progress he has made and success experienced."*

## ROCHELLE LEE TEACHER AWARD

The Rochelle Lee Teacher Award (RLTA) is named in honor of the legacy of Rochelle Lee, Chicago Public Schools (CPS) educator and librarian who inspired generations of students to be impassioned readers. Rochelle Lee Teacher Awardees are CPS teachers that embody the same drive as Rochelle Lee to develop their students into life-long learners and readers. The competitive essay-based application process draws CPS teacher applicants across subject matters in grades pre-kindergarten through eighth. Teachers apply either as a potential individual awardee or as part of a study group. Teachers may be selected to participate in RLTA for a maximum of four years. The first two years can be as an individual participant; the last two must be as a member of a study group. Teachers attend self-selected literacy workshops during WITS' Summer Institute and receive accredited continuing professional development hours for each completed workshop. Once teachers complete the required number of workshop hours, they are awarded book grants to purchase new books for their classroom libraries.

RLTA teachers agree to:

- Read aloud to their class for 20 minutes each day
- Provide students access to culturally diverse books in their classroom library (provided by WITS)
- Allow students additional 20 minutes for independent reading
- Enable and encourage all students to take home books daily
- Engage in a meaningful discussion about what they are reading

### RLTA Participation

- 199 teachers awarded
- 4,100 students taught by Rochelle Lee Teacher Awardees
- 124 study group members awarded
- 3,500 hours of teacher literacy professional development

### Student Attitude Toward Reading

- In RLTA classrooms for kindergarten through second grade, 65% of students improved their attitude toward reading from beginning of the year to end of the year. (Gathered from teacher surveys and the Elementary Reading Attitude Survey, McKenna and Kear, 1990)
- In RLTA classrooms for third through fifth grades, 63% of students improved their attitude toward reading from beginning of the year to end of the year. (Elementary Reading Attitude Survey, McKenna and Kear, 1990).

*What teachers are saying: "I was able to implement a more effective guided reading program in my classroom throughout the year due to the summer workshops that I attended through RLTA." - Rochelle Lee Teacher Individual Awardee*

*"The study group experience has been very positive in building relationships among teachers at my school. It has opened dialogs with colleagues that would not have happened (about study group topics and beyond) without the Award." - Rochelle Lee Teacher Awardee Study Group Member.*

## CLASSROOM READING TUTOR and COMBINED CLASSROOMS

The Classroom Reading Tutor program (CRT) is the inaugural WITS program. Volunteers work with a teacher to support the classroom in literacy goals, with each volunteer's service tailored to the needs of the class. Classroom Reading Tutors (CRTs) often work with small groups or one-on-one with students to build literacy skills.

Combined Classrooms are programs that benefit students with both a Rochelle Lee Teacher Awardee and WITS volunteers. Most combined classrooms are awardees paired with a CRT, but combined classrooms may also include awardee classrooms that are served by groups of volunteers in programs such as WITS Kindergarten, Mid-Day Mentoring, Workplace Mentoring or WITS on Campus.

### CRT Participation

- 41 CRTs literacy mentors
- 41 teachers and classrooms
- 1,025 students impacted by CRT support

### Foundational Literacy Skills for Combined Classrooms

- In combined classrooms for grades kindergarten through second, students improved by an average of 5 Fountas and Pinnell reading levels. In combined classrooms for grades third through fifth, students improved an average of 3.5 reading levels. These are right around the national average in growth for these grades. 3.5 is slightly higher with 3 grade levels being the national average.

### Student Attitude Toward Reading for Combined Classrooms

- In combined classrooms for grades kindergarten through second grade, 84% of students improved their attitude toward reading from beginning of the year to end of the year. (Gathered from teacher surveys and the Elementary Reading Attitude Survey, McKenna and Kear, 1990). In combined classrooms for grades third through fifth, 70% of students improved their attitude toward reading from beginning of the year to end of the year. (Elementary Reading Attitude Survey, McKenna and Kear, 1990)

*What volunteers are saying: "I volunteer twice a week for two hours each day. Julie is a wonderful teacher and it is a pleasure to work with her. She usually has me working with a group of the more advanced readers for part of the time, then I can rotate among the other students when they have individual or partner reading time. I love the kids and totally enjoy my time with them." - CRT at Corkery Elementary*

*What teachers are saying: "Shannon has been amazing. She is now officially a part of the class and the students anticipate her arrival and presence in the class room. I am so grateful for this extra support! Thank you for letting me be a part of this!" - Kindergarten Rochelle Lee Teacher Awardee at Otis Elementary.*

## WITS ON THE WEEKEND

WITS on the Weekend (WOW) is a Saturday literacy mentoring program for volunteers located at a CPS school. Volunteers and students work together as a team to read and complete cooperative learning challenges based on STEAM (Science, Technology, Engineering, Art and Mathematics) principals. Volunteers engage student interests by encouraging children to explore learning and literacy beyond the classroom.

### WOW Participation

- 66 volunteers
- 4 school sites
- 92 students
- 16 Saturday sessions
- 32 hours of STEAM and literacy based activities
- 3 STEAM field trips: Lincoln Park Zoo, Museum of Science and Industry, and The Field Museum

What volunteers are saying: *“The greatest pleasure I derived from the experience was the ability to get to know the children and see their enthusiasm for reading grow throughout the year. Their self-consciousness seemed to dissipate with a partner's encouragement. They seemed to want to be there, and they were remarkably focused.”*

## **Early Childhood Summer Program Report – Summer 2015**

### **Background**

The WITS Early Childhood Summer Program (ECSP) was piloted during the summer of 2012. The program was initiated for the purpose of providing low-income students with literacy support during critical summer months, a time when students typically suffer from the “summer slide,” meaning they lose important academic ground that is gained during the preschool or kindergarten school year. Low-income students are at even higher risk than moderate-high income students for experiencing an academic decline, losing an average of two months’ worth of their reading achievement each summer. The ECSP serves students in schools where the student population is at least 80% low-income. This program aims to combat the summer slide by providing individualized support to the students who need it the most, giving children a leg up to begin the next school year. Because barriers to literacy achievement are more common among low-income students compared with their middle to higher income peers, the literacy and mentoring attention from trained WITS volunteers have great impact on student achievement. The ECSP aims to improve student emergent literacy skills, specifically student knowledge of book and print awareness, letter name and sound recognition, as well as phonological awareness or the sound structure of spoken words.

### **Program overview – Summer 2015**

The programmatic changes for the Early Childhood Summer Program for summer 2015 were fine-tuning of curriculum, leveraging our network of high quality teachers, and adding additional program days for students. WITS held program at three sites and each site held program Monday through Thursday, an addition of two more program days a week. This allowed for students to have a total of 48 hours of early reader instruction throughout the program. As with the previous year, the program ran six weeks covering the end of June through the end of July to align with the CPS summer school schedule.

With the help of 27 community volunteers, the WITS Early Childhood Summer Program (ECSP) provided 47 students with a head-start on the basics of literacy development as they prepared for Kindergarten in the fall. WITS returned for the program’s second year at McCutcheon Elementary in Uptown and the fourth year at Talcott Elementary in West Town, and had the opportunity to begin a brand new partnership with Corkery Elementary in Little Village. In order to provide expert instruction, each ECSP classroom was led by a Kindergarten teacher from its respective school, all of whom were recipients of the Rochelle Lee Teacher’s award – a modification made possible by WITS welcoming in the Rochelle Lee Teacher Award into the program portfolio. The program curriculum focused on exploring fairy tales through engaging activities intended to inspire curiosity and wonder while boosting critical language and emerging literacy skills.

Student teams were, again, grouped according to their baseline reading levels taken from pre-test data. We saw that students with similar skill levels worked well as a team throughout the duration of the program. As in previous years, each program day focused on a particular book with activities closely connected to the story. The program had great success with the fairy tales curriculum so to maintain curriculum stability we continued the theme for Summer 2015. Each week of programming featured a new fairy tale explored through read-alouds of different, culturally diverse versions of classic fairy tales such as “Goldilocks and Three Bears,” “Little Red Riding Hood,” and “Chicken Little.” Using fairy tales as part of the ECSP curriculum allowed students to be exposed to similar story structures, and because of the varying degree of pre-k experience, it put less emphasis on the need for prior knowledge.

To scaffold phonemic awareness and letter recognition, ECSP continued to use the Zoo Phonics curriculum, an engaging, kinesthetic-based method of teaching the alphabet and its sounds to children with an animal

and corresponding motion representing each letter. It was the third year of the Zoo Phonics curriculum and WITS facilitators observed that it was an accessible practice for our ELL students as it gave them repeated opportunity to interact with the same letter sound and name. Based on of success in 2014, WITS continued instruction of rhyming as it is a critical pre-reading skill. Students who have been exposed to rhyming early are better prepared to make connections to the sounds of new words based on prior knowledge of similar sounding words. Rhyming practice made up a sizeable portion of this year's student activity journal, as well as in the 'sound center' which had games and activities for students to play that focused on phonological and phonemic awareness. For 2015, WITS introduced a second phonemic awareness component with first sound fluency assessment and activities. This addition addressed sound isolation, which is a student's ability to recognize individual sounds within a word. First sound fluency is very important for early learners as it helps students understand that words are made up of distinct sounds.

After success in the previous years with guided learning centers, WITS ECSP continued with the four centers that students traveled between during the bulk of the program session. The four areas included Reading Center (students engaged in reading one-on-one with volunteers), Sound Center (students engaged in games and activities around letter sounds and word work), Play Center (students engaged in dramatic and imaginative play using props), and Art Center (students engaged in craft activities that focused on characters and settings from books). The Art Center was enhanced in 2015 to include new writing components for every session that prompted students to make connections to story and character comprehension using both words and pictures. A new prompt every day allowed for students to explore, in-depth, different elements of the story. The Sound Center was also updated with new activities for every session. Overall, the two extra days of programming gave WITS the opportunity to delve deeper into each learning center with new activities. Because we increased the number of activities at each center, we asked that all volunteers and WITS facilitators work in the same guided learning center throughout the course of the program. Our team (including volunteers), became experts at their center thus ensuring that activities were implemented consistently and successfully.

The intensive WITS evaluation process continued this year with the evaluator collecting comparison and treatment pre- and post-data in order to achieve a 1:1 comparison for each classroom. Acquiring baseline student data allowed program staff to appropriately group students based on their pre-reading levels which also allowed for differentiated instruction and exploration to occur within each group. In addition to measuring book and print awareness, students were also assessed on rhyming, first sound fluency, letter fluency, and letter sound recognition (using the DIBELS NEXT assessment – an assessment tool aligned with what is currently being use in our partner schools.

Students who were selected for the ECSP were at a lower baseline reading level than the comparison group selected. The results from the summer 2015 ECSP collectively illustrate the importance of summer intervention in preparing students for school in the fall. Students were able to engage in fun, hands-on experiences that activated them in various modes of learning. WITS is targeting the students who are poised for the most growth and in need of the most support – this intervention is of the utmost importance for the predominantly ELL population we are serving. The WITS ECSP is paving the way for pre-kindergarten students to have long-term success in literacy.

## **Summer 2015 Evaluation Results**

### **Book and Print Awareness**

Emergent readers gain awareness of book and print concepts, rhyming and first sound fluency by being exposed to these features repeatedly and in meaningful and engaging ways. During the ECSP, the WITS program facilitator and volunteers place particular focus on modeling these emergent reading skills each session through reading aloud and hands-on literacy centers. These three pre-reading dimensions, for both comparison and treatment students, were assessed twice, once in June, before the start of the ECSP, and then again in late September after the ECSP program had ended and school was back in session. Students' book and print knowledge was assessed through students' identification of the title of a book, the direction of reading, and the first and last word on a page.

Results from 24 comparison and 24 treatment students indicate that WITS began the program in June with only 13% of students proficient in book and print awareness. By June, results of WITS assessments showed that there was a considerable jump from 13% proficient to 42% of all WITS students proficient in book and print concepts.

### **Rhyme Recognition**

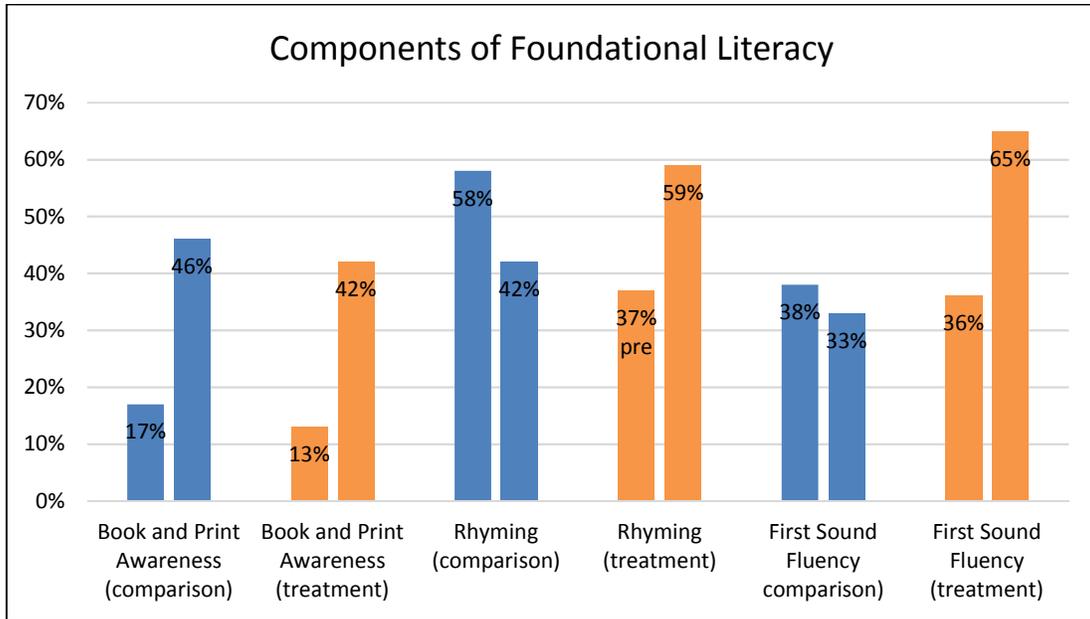
Rhyme recognition is an important phonemic awareness skill that allows students to decode new words using prior sound knowledge. It is a foundation skill that encourages students to experiment with oral fluency, and is an important building block to becoming proficient in all aspects of reading. Rhyming is also a key precursor to writing as students observe that words that sound the same often share the same letters. Students start to make connections in how words that sound the same are often spelled the same.

In June, only 37% of WITS students were proficient in rhyme recognition. Post testing indicated that by end of program, 59% of WITS students were proficient in rhyme recognition – a growth of 20%. In contrast, 58% of non-WITS students were proficient in rhyme recognition during pre-assessments, but those comparison students demonstrated a decline (which often happens during the “summer slide”) in rhyme recognition, falling to only 42% of students.

### **First Sound Fluency**

First sound fluency is the newest addition to the ECSP. Proficiency in this skill is a key indicator of early reading success. First sound fluency requires students to isolate the sound at the beginning of the word. Mastering this skill means that students understand that words are made up of different sounds and it also gives students a tool to begin to identify words (sounding out) by starting with what it is they're seeing and hearing first.

In June, only 36% of WITS students were proficient in rhyme recognition. Post testing indicated that by end of program, 65% of WITS students were proficient in rhyme recognition – a growth of 29%. In contrast, only 38% of non-WITS students were proficient in rhyme recognition during pre-assessments, but those comparison students demonstrated a decline (which often happens during the “summer slide”) in first sound fluency, falling to 33% of students.

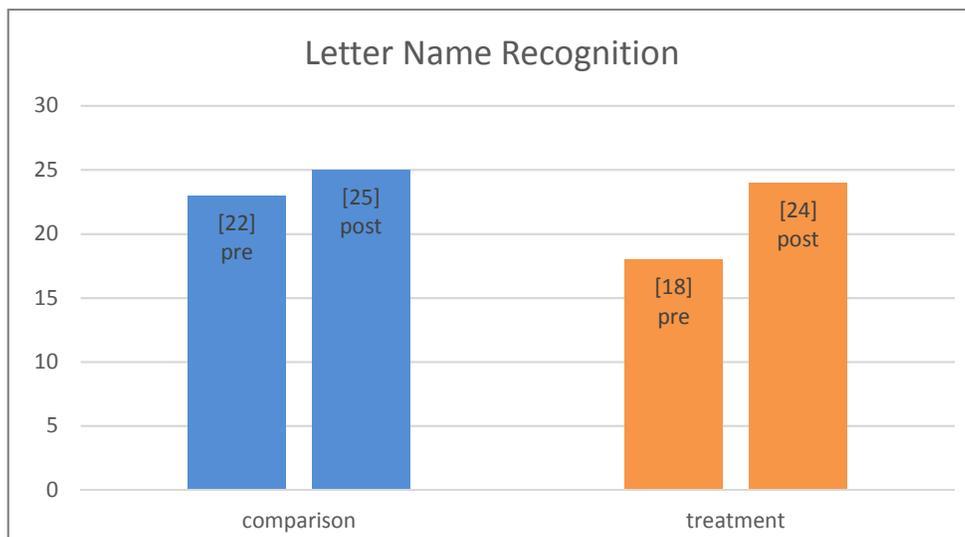


The results of our foundational literacy skills assessments, again, confirm that ECSP students are strategically chosen for program as they demonstrate such considerable growth over the summer with support of our program. The data consistently puts our WITS students on par, or surpassing, their peers at the conclusion of the ECSP program.

## DIBELS NEXT Letter Naming Assessment

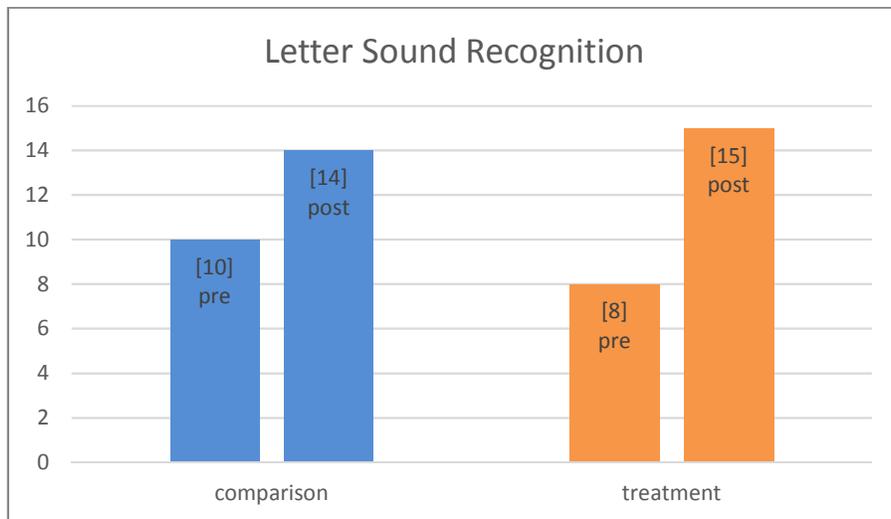
The DIBELS NEXT letter recognition assessment was presented to comparison and treatment students in June to collect baseline data and again in early October to determine whether any change occurred. The DIBELS NEXT assessment is a timed one-minute activity that consists of 110 upper and lower case letters. Students were asked to correctly identify as many letters as they could within the one-minute time period. Students were not told about the time limit and assessor told the student to go at his or her own pace.

Post testing results in September did show growth in letter recognition for WITS ECSP students. WITS students showed more growth in both letter naming fluency and letter sound knowledge than non-WITS students. On average, WITS students were able to correctly identify *6 more* letters per minute from pre-assessment to post. Comparison students only saw a growth of *3 more* letters per minute from pre-assessment to post.



## DIBELS NEXT Letter Sound Assessment

Letter sound knowledge saw similar growth. WITS ECSP students were able to correctly say the letter sound of *7 more* letters per minute from pre-assessment to post. Comparison students only saw a growth of identifying *4 more* letter sounds per minute. Akin to the letter recognition assessment, the letter sound test asked students to correctly identify as many letter sounds as they could within a one-minute time period. Students were not told about the time limit and assessor told the student to go at his or her own pace.



## Parent and community highlights

The WITS Early Childhood Summer Program also allowed WITS the exciting opportunity to partner with the Chicago Public Library and Mayor Rahm Emanuel's Summer Reading Challenge. "Rahm's Readers," encouraged students to keep reading all year long with a challenge to read 960 minutes from June 9 to August 2. Representatives from the Chicago Public Library attended the WITS Summer Early Childhood Program sessions discuss "Rahm's Readers" and the resources that Chicago Public Library has to offer students and families. All three of our programs succeeded in the challenge and met the 960-minute reading requirement.

WITS received an exuberant response from families in regards to the program. It is clear that WITS Early Childhood Summer Program is in high demand among parents and families.

- 80% of parents strongly agree their children are more excited about reading since participating in the WITS Early Childhood Summer Program.
- 82% of parents strongly agree their children are reading more frequently at home since participating in the WITS Early Childhood Summer Program.
- 90% of parents strongly agree their children are talking about the WITS Early Childhood Summer Program at home.
- 93% of parents strongly agree their children are excited about attending the WITS Early Childhood Summer Program.



**Students listen to Ms. Gomez, the lead teacher at Corkery Elementary, as she reads different versions of Goldilocks and the Three Bears.**

## Feedback from parents:

- *"My son is more independent and shares more with his peers. I am very thankful for this program. My child is very excited to go to kindergarten."*
- *"My child is very happy – he likes to read more and learned to distinguish his letters."*
- *"He recognizes words and can pronounce them. Great experience for children!"*
- *"My son knows how to say his ABCs and pays more attention. My daughter likes to read more. They both sound out their sounds."*