EAB

Who Should Read

Superintendent

Chief Academic Officer

Summer Learning
Coordinator

Design a Summer Reading Camp

Ideas and Tools for Improving the Recruitment and
Retention of Students for Summer Programming

3 Ways to Use This Toolkit

- Create an engaging summer learning experience to mitigate summer slide in reading
- Enhance student recruitment and enrollment for summer programming
- Increase summer programming attendance rates

District Leadership Forum

District Leadership Forum

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Executive Summary

Maximize the Impact of Summer Learning for Students

Strong summer programming can narrow the achievement gap in reading. To be effective, summer programs should be taught by teachers who are literacy experts and must include rigorous instruction that aligns to the science of reading as well as engaging activities that keep students interested each day. However, too often, even the best programs are unable to yield their intended results because of a lack of attendance throughout the program. Therefore, districts must bolster their enrollment and recruitment efforts to increase student attendance.

An ideal summer curriculum is well aligned to the school year curriculum, both of which promote literacy instruction grounded in the science of reading. Since every district makes their own curriculum choices, it is incumbent upon the district to ensure alignment between the school year and summer learning so that student instruction is consistent across the year. This toolkit does not address curriculum and is designed to be implemented regardless of curriculum.

Students cannot benefit from summer programming if they never enroll or attend. This toolkit is designed to help districts attract and enroll those students who are struggling to read in summer programming and maximize their attendance throughout the summer.

Guiding Framework for Improving the Impact of Summer Programming

❶ Design a Full Day Camp-Style Program

❷ Recruit Earlier and More Frequently

❸ Retain Students Through Incentives

How To Use This Toolkit

This resource provides data on the impact of summer learning loss to help make the case for investing resources in recruitment and retention efforts while also providing strategies for implementing more powerful approaches to student recruitment and retention.

Our goal with this toolkit is to offer a variety of ideas and tools to help districts increase enrollment and attendance rates in summer programming to help reduce the widening achievement gap and improve students' reading outcomes.

Summer Slide Is Common, But Preventable

Summer Break Leads to Learning Loss for Most Students

Summer slide is particularly troubling in the early years as students can forget knowledge of important foundational skills over the summer. On average, students lose one month of learning during the summer. While summer slide can impact all students, the average learning loss masks how students from different socioeconomic backgrounds fare.

Critical Foundational Skills Often Lost Over Summer Months

45% Decline in decoding skills

25% Decline in fluency skills

At-Risk Students Are Most Affected by Summer Slide

Lower income students often have less access to books and enrichment activities over the summer to support their developing literacy. As demonstrated in the below graph, **low income students can fall behind by 2-3 months every summer**, which compounds over the years. This loss, combined with the reality that many middle class students will make learning gains over the summer, contributes to a widening achievement gap. **Consequently, by 9th grade, summer learning loss accounts for 66% of the achievement gap in reading.**

Summer Slide Contributes to Growing Achievement Gap

Low-Income Students Fall 2.5 to 3 Years Behind Their Middle-Class Peers by Fifth Grade

After 6 years, disadvantaged students are behind their more affluent peers in reading by the equivalent of **nearly three grades**

Legend:
- - ◆ - - Middle-Class Student
- - ◆ - - Low-Income Student
——▲—— Advanced by One Month
——■—— Fall Behind by 2-3 Months

X-axis: K, 1st, 2nd, 3rd, 4th, 5th
Y-axis: Years (0 to 5)
summer (gray bars between each grade)
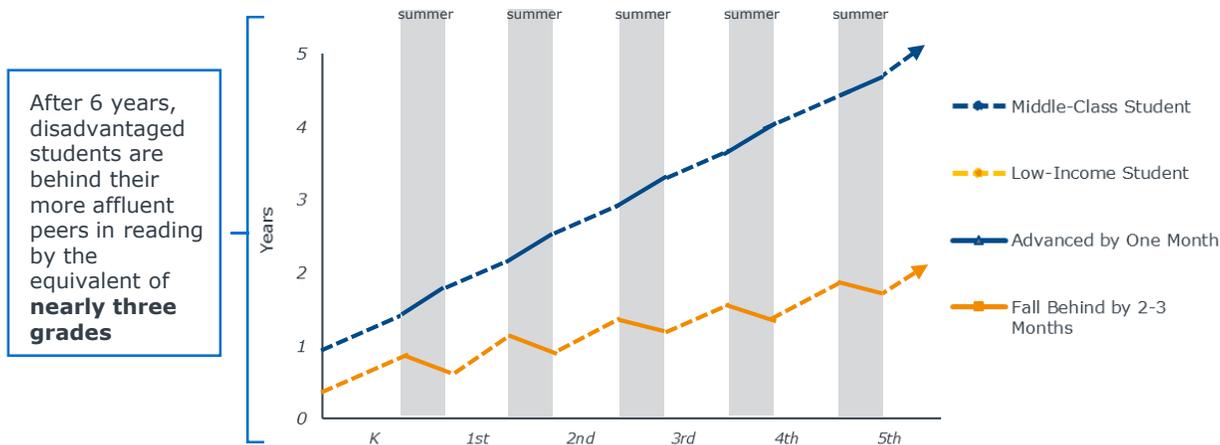
Source: Mraz, M. and Rasinski, T.V., 2007, Summer Reading Loss; RAND Education/Wallace Foundation, 2011, Making Summer Count: How Summer Programs Can Boost Children's Learning; The Campaign for Grade-Level Reading. 2011. Research: Early Literacy; The Annie E. Casey Foundation. 2010. Early Warning! Why Reading by the End of Third Grade Matters; EAB interviews and analysis.

eab.com

Current Summer Slide Mitigation Inadequate

Teachers Are Spending Too Much Time Covering Forgotten Skills and Content...

With too few students taking advantage of summer learning opportunities designed to mitigate summer slide, teachers are left with a difficult choice at the beginning of the school year. They must decide between devoting instructional time to cover previous material or beginning to teach the current year's content knowing that some students are already behind. **More than half of teachers spend significant time, up to 4 weeks, reteaching previous content.**

The Problem	The Consequences	The Losses
66%	**3-4 weeks**	**10%+**
Of teachers report spending time re-teaching previous skills	On average are spent reteaching old content at the beginning of the year	Of the school year lost to covering old material forgotten over the summer

Teachers already struggle to cover grade-level content in one year without additional time lost to review

Students who are still behind even after reteaching will likely continue to fall further behind throughout the year

...Because Too Few Students Enroll in Summer Learning Experiences

Despite districts' best efforts at targeting students for enrollment, **only 10% of identified students enroll in the district's summer programming.** Some of those students will never attend a single day of camp.

10%
Of students recommended for summer programming enroll on average[1]

30%
Of students who enroll never attend a day of summer programming on average

75%
Attendance rate for students who attend summer programming
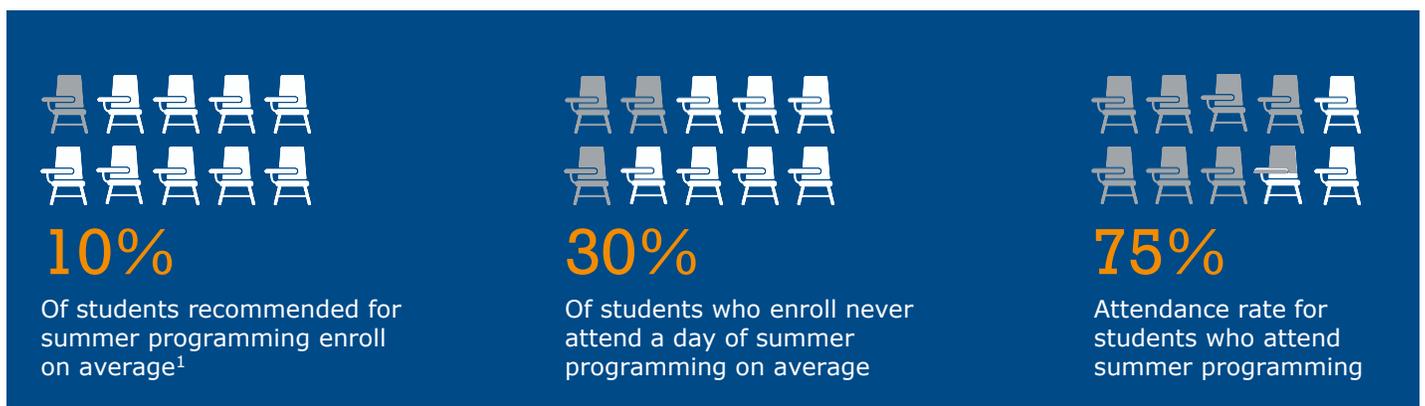
1) Based on 120+ EAB interviews.

Source: National Summer Learning Association, Summer's Influence on Teaching and Learning All Year; RAND Education/Wallace Foundation, 2018, Learning from Summer: Effects of Voluntary Summer Learning Programs on Low-Income Urban Youth; EAB interviews and analysis.

Structural Barriers Reduce Efficacy of Programming

Half Day Programming Presents Childcare Coverage Issues for Parents

While most districts offer some summer programming for students, **these programs often fall short of their intended goals because of student enrollment and retention problems.** Half day programs reduce attendance as parents need full day childcare coverage. Programs that run the same hours as the school year are easiest for parents' schedules, thus increasing the likelihood of enrollment.

Half day programs reduce attendance as parents struggle to find childcare coverage for the remainder of the day

Short Duration Programming Limits Student Learning Gains

Research shows that students must attend at least 20 days of summer programming to see an increase in student achievement. Too often summer programming runs for fewer than 20 days and students do not attend all days of programming. If students attend summer programming for at least 20 instructional days, research indicates that **students will show improvements between 14% and 23% of typical annual gains.**
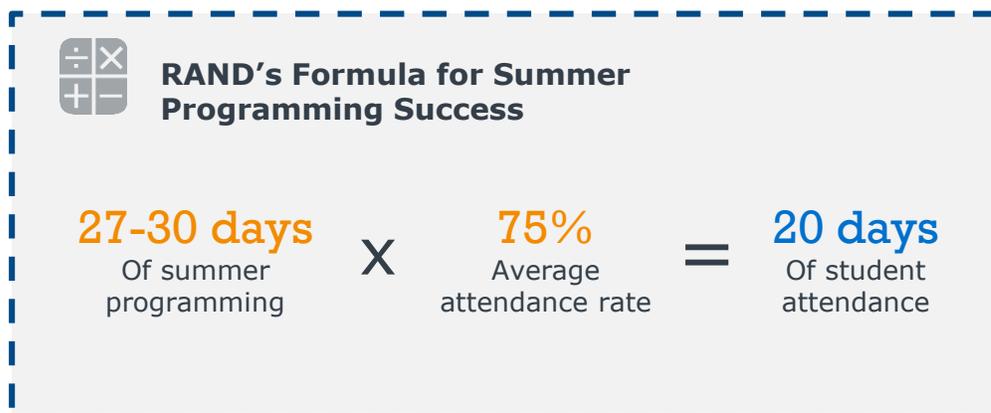
RAND's Formula for Summer Programming Success

27-30 days
Of summer programming

X

75%
Average attendance rate

=

20 days
Of student attendance

Design a Full Day Camp-Style Program

Section Description

A key component to a successful summer program is reducing the stigma of summer by redesigning the program to have the appeal of summer camp. This transformation ideally includes lengthening the daily schedule and the duration of the program to more closely mirror the structure of summer camps. Districts should also consider how they can transform the school building from its school year appearance into a more engaging and exciting learning environment for students through cost-effective strategies.

Resources

Time: 2 days to secure supplies and decorate school

Recommended Owner: Summer learning coordinator

Materials: Tents, props, and arts and craft supplies

Overview

This section is designed to help districts build engaging programming that lasts for a full day so students will be excited to attend and parents will be able to send them without concerns about afternoon childcare coverage.

1 **Establish a full day schedule and secure partnerships for afternoon enrichment activities.** These changes will increase the likelihood that parents can enroll their students as childcare needs will be met and that students will be excited to attend, especially to partake in the enrichment activities.

2 **Create a "camp language" to differentiate the summer learning experience from the school year**, including calling teachers "counselors", classrooms "cabins" and programming "camp" rather than summer school to make students excited to be part of a new experience that will sound and feel different from the school year.

3 **Decorate the school and classrooms to help the feel of camp come alive for students.** When students see tents, campfires, and other camp-themed props, they will see that they are no longer part of a regular school day, but rather, a more fun and engaging experience.

4 **Develop camp-themed activities for students to complete that are aligned to the science of reading and will promote literacy development.** Since students are in a school setting, districts should ensure that the types of activities students complete feel different. Theming the activities around camp will bring cohesion to the learning experience for students and be a deviation from regular school year instruction.

Source: EAB interviews and analysis.

eab.com

1 | Sample Daily Camp Schedule

Maximize Impact of Summer Programming

Summer Programming Daily Schedule

Half day programming often presents challenges for parents' schedules. **By extending the programming to the full day and using enrichment activities in the afternoon, parents are more likely to be able to enroll their student, and students are more likely to enjoy the experience.** Districts should develop partnerships with local organizations to support the development of full-day programming.

Daily Schedule
🏫   **8:00 a.m.** Students arrive
💬   **8:15 a.m.** Morning meeting
📖   **8:45 a.m.** Classroom work
🍎   **11:30 a.m.** Lunch
🏃   **12:30 p.m.** Enrichment activities
🚌   **3:00 p.m.** Dismissal

Develop Enrichment Partnerships

▸ Identify opportunities to partner with local YMCAs, United Way chapters, or Boys & Girls Clubs to offer afternoon activities

▸ Recruit local community leaders and professionals to come read to students in the afternoon and talk with them about the career paths they chose

▸ Recruit coaches, music, and art teachers in the district to run a fun activity or lesson in the afternoon

Tips for Maximizing Attendance

Attendance is lowest on Fridays and around the 4th of July. Do not plan critical content and instruction for these days. They may be better used for review time and enrichment activities.

Source: EAB interviews and analysis.

2 | Sample Outreach Letter to Community Leaders

[Insert institution logo here]

Dear [**Name of Local Community Leader/Professional**],

I hope this message finds you well. At [**School/District Name**], we are committed to ensuring that all students have the supports and resources they need to grow and be well prepared for their futures.

This year we are really excited about a new initiative we're starting as part of our summer programming for elementary school students who need more academic support over the summer months. We are eager to welcome local leaders like yourself to campus each afternoon to read to students and talk to them about your career and the importance of schooling in your success.

Would you be interested and available to come speak to our summer campers one afternoon? Camp runs Monday–Friday [**insert camp dates**] and we're hoping you would be available for 1–1.5 hours to read a book and talk with our campers.

We realize that you have a very busy schedule and greatly appreciate your consideration of this request. We're eager to broaden our students' knowledge of career opportunities and the importance of strong literacy skills for their futures.

Please do not hesitate to reach out to me if you have any questions about our summer learning initiatives. Thank you again for your consideration.

Sincerely,

[**Superintendent/Principal X or Summer Learning Coordinator**]

Follow Up Literacy Activity: Thank You Note Writing

Have students write a thank you note to the community leaders. This provides an opportunity to practice their literacy skills through **printing, sounding out words**, **expanding background knowledge,** and **recalling details** of either the story that was read or what the speaker shared about his or her career.

Source: EAB interviews and analysis.

3 | Guide to Turn Summer School Into Camp

Enhance the "Fun" Atmosphere to Improve Student Engagement

Develop a "Camp Language"

☐ Label summer programming as "**camp" rather than "summer school"**

☐ **Refer to students as "campers"** to make them feel like they are not at school

☐ **Refer to lessons as activities or games** to make the learning feel more fun and less like school

☐ **Host an "opening day" and a "closing day"** ceremony to celebrate the beginning and end of the program

☐ **Call the classrooms "cabins"** and give each one a different name

☐ **Refer to teachers and staff as "counselors"**

Create a Camp-Like Learning Environment

☐ **Make changes to the physical classroom** by adding tents and camping chairs for reading nooks

☐ **Host a morning meeting** to announce the day's fun activities

☐ **Host sing-alongs** by the camp fire

☐ **Have students write messages on postcards** for family and friends

☐ Disguise literacy learning **with themed games such as "s'more word scramble" and "readings around the fire"**

☐ Provide students the opportunity to **play a board game or make crafts with friends**

☐ **Create grade-level teams and embed contests and games,** such as obstacle courses, dodge ball, and quiz bowls, throughout the summer program to award points to teams; the team with the most points wins a prize or recognition during closing ceremonies

Source: KALB News. 2018. Reading by campfire: Rapides students keep skills sharp at literacy camp; EAB interviews and analysis.

3 | Guide to Turn Summer School Into Camp (cont.)

Enhance the "Fun" Atmosphere to Improve Student Engagement

Set Aside Time for Enrichment Activities

☐ **Focus on academics in the morning**, especially writing, reading, and vocabulary workshops (see p. 9 for sample daily schedule)

☐ **Reserve afternoons for fun activities**, including "camp spotlights" with local professionals who discuss careers and the value of reading

☐ **Enlist support of athletic coaches to sponsor sporting events** in the afternoon (e.g., the soccer coach can organize an afternoon soccer clinic or game)

☐ **Organize afternoon field trips** to the local library, zoo, aquarium, museum, arcade, swimming pool, etc.

☐ **Invite middle and high school teachers** as well as art and music teachers throughout the district to volunteer for an afternoon to engage students in a fun and enriching activity

Adapt Camp Theme to Meet Interests of Students

The camp theme is only one way to make summer programming more fun. Districts should align the theme of the program with students' interests. For example, one summer the theme could be space camp with all of the decorations and camp language reflecting space. **The goal should be to engage students through the theme of camp but diversify activities and books throughout the summer so that students build background knowledge in areas other than the camp theme.**

Source: EAB interviews and analysis.

eab.com

Recruit Earlier and More Frequently

Section Description

Recruiting for summer programming early is crucial for increasing enrollment. As parents' lives are busy, they often need reminders in multiple formats many times before they will consider enrolling their students. Additionally, if districts begin recruitment earlier, they increase the likelihood that parents will not have already made summer arrangements for their child. Enrollment should run concurrently to registration windows for local camps to maximize the chances that students will enroll in the district's program and not go elsewhere.

Resources

Time

- **Video development:** 1-2 weeks based on number of interviews needed and editing; 1-3 hours posting video to webpages and social media
- **Recruitment:** 5-7 hours to analyze assessment data to determine priority students for enrollment
- **Outreach**: 4-6 hours of outreach time per student throughout the recruitment period

Recommended Owner: Summer learning coordinator with assistance from assessment director and early literacy director

Materials: camera, cell phone or tablet to record interviews, video editing software, and assessment data

Overview

This section is designed to enhance your district's recruitment efforts to increase summer programming enrollment.

1 **Create a timeline that identifies key junctures in the recruitment process, including availability of assessment data, local camp registration dates, and video creation.** A timeline that starts early in the fall following summer camp will give districts the lead time necessary to thoughtfully develop recruitment materials and identify students who would benefit from summer programming, and allow ample time to engage in multiple outreach efforts to increase student enrollment.

2 **Develop a recruitment video that highlights the exciting atmosphere of the program as well as the positive experiences of former students and parents.** Videos are a powerful recruitment tool because they capture testimonials and showcase the fun parts of the summer learning experience.

3 **Plan your recruitment outreach strategy to include digital and non-digital sources to boost family awareness of the program and enthusiasm for enrollment.** Using multiple modes of outreach increases the chances that families will see the opportunity available and enroll their child.

Source: EAB interviews and analysis.

1 | Sample Student Recruitment Timeline

Fall

▶ Create recruitment video, including interviews as needed (see p. 15 for guidance on creating this video)

▶ Begin preliminary recruitment for next summer by completing the following steps:

- ❑ Identify students who are testing below grade level on fall assessments to get initial understanding of potential summer enrollment cohort size

- ❑ Decide on enrollment procedure, including any revisions from the previous year

- ❑ Develop or revise a timeline for outreach and recruitment activities

- ❑ Develop enrollment materials and translate them into multiple languages as needed

Winter

▶ Announce summer program dates and launch enrollment process *(and website, if applicable)*

▶ Set a registration deadline two months in advance of the beginning of the program

▶ Use winter assessment data to identify targeted student cohort for summer programming

▶ Begin active recruitment of targeted families and students for summer programming through:

- ❑ Discussion at parent–teacher conferences

- ❑ Personalized phone calls, emails, and flyers/letters

Spring

▶ Send final round of enrollment outreach and close registration

▶ Send confirmation notices to families of enrolled students, confirming their spot

Summer

▶ Call families in the days leading up to the start of the program to remind them of start date and time

For more summer planning tools, including and beyond recruitment, see the Summer Learning Toolkit from the Wallace Foundation.

2 | Recruitment Video Creation and Distribution Plan

Show Parents the Benefits of Students Attending Summer Programming

For too many districts, getting students to enroll in summer school is a huge hurdle with only an estimated 10% of eligible students enrolling[1]. This obstacle has little to do with students and more to do with their parents. Parents commonly do not want their children to have to go to "school" over the summer and would rather enroll them in more fun activities or send them to visit relatives. Therefore, **districts must show what the summer experience will look like for students**. The best way to show the full experience is to create a short video.

Guidelines for Making an Enrollment Promotional Video

Keep It Short	Show the Experience	Disseminate Early and Often
• Videos should be no more than **2–3 minutes** to maintain viewer interest • Interview clips should be no longer than **15–20 seconds** • End the video with information on **where people can go to learn more**	• If available, **use video footage of students** in the program • Keep the video **focused on fun**, less on the academics • **Interview teachers, parents, and students** about the summer experience (see p. 16 for sample interview questions)	• **Release the video in winter** so parents see it before making summer childcare decisions • **Share video across multiple platforms** including website, Facebook, Twitter, and Instagram • **Showcase video as part of parent–teacher conferences** so parents can ask questions while they are with a teacher

Sample Recruitment Videos

Cedar Rapids Community School District

[Kids on Course University](#)

Pittsburgh Public Schools

[Back to School Countdown: Summer Dreamers Academy](#)

1) Based on 120+ EAB interviews.

3 | Sample Interview Questions for Recruitment Video

First-Hand Experiences Illuminate the Experience for Parents

Parents are most likely to be convinced of the importance of summer programming for their child by learning more about the program from students who attended previously and their parents. **Hearing student and parent testimonials makes the program more relatable**. Videos also give parents the opportunity to hear from teachers who will be spending the summer with their child.

Teachers

Interview teachers who taught in the summer the prior year. Ask them questions such as:

- *How is summer programming different from the school year?*

- *What do students enjoy most?*

- *What will students learn over the summer and how will it help them in the next year?*

- *How do you see students grow and change over the summer?*

Students

Interview kids[1] who attended and ask them questions such as:

- *What was your favorite part of camp?*

- *What did you learn at camp?*

- *Do you want to go back to camp?*

- *Are you a better reader because of camp?*

Parents

Interview parents whose children attended the prior summer and ask questions such as:

- *What did your child come home excited about?*

- *What changes in your student did you see?*

- *What did you like about the program?*

- *What would you tell another parent who is debating whether or not to send their child to summer literacy camp?*

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1) Gain parental permission first.

Source: EAB interviews and analysis.

eab.com

4 | Guide to Rolling Out Your Recruitment Video

Once your recruitment video is complete, determining the means and frequency with which you share it is the next step. As people turn to different sources—both print and digital—for information, **districts should share the video through as many channels as possible and not miss an opportunity to share the link when promoting enrollment in summer learning programs.**
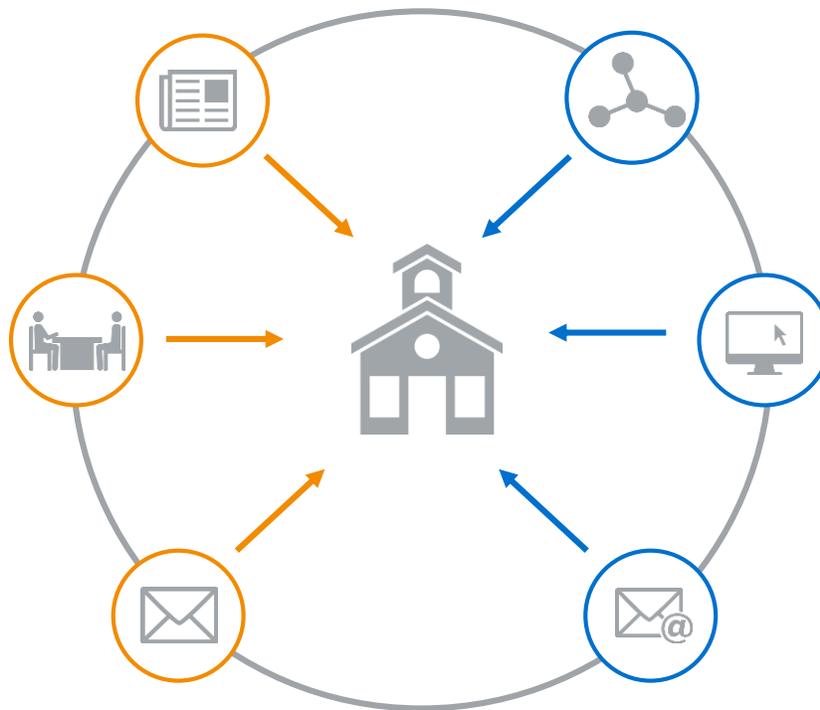
Non-Digital Promotion

Newsletters or bulletins
Share link in newsletters and alongside any registration deadline reminders on bulletin boards throughout district

In-person events
Parent/teacher conferences, PTA meetings, and open houses present opportunities for face-to-face promotion

Targeted outreach
Provide link to video in written communication to families of identified students

Digital Promotion

Social Media
Use social media platforms including Facebook, Instagram, and Twitter to reach more families

Website
Share video on the program registration page as well as highly visited pages, such as your district's homepage

Email
Embed video in email communication about enrollment and deadlines

Source: EAB interviews and analysis.

Retain Students Through Incentives

Section Description

Enrolling more students in summer programming is a significant accomplishment for districts, but the remaining hurdle is ensuring those students attend regularly and for the duration of the program. To build student enthusiasm for attendance and engagement, districts should create an incentive system for students that allows students to work toward an item(s) they want that reflects the effort they put into their summer learning.

Resources

Time: 2 hours to send out letters, 3 hours to order incentives, and 3 hours to set up and restock store

Recommended Owner: Summer learning coordinator

Materials: camp "bucks", signs for item value, craft supplies for making banks

Overview

This section is designed to help districts develop a robust incentive system for students to excite them about coming to summer programming each day and for trying their hardest while there.

1 **Set up your incentive store to ensure that students are excited to attend every day and are also incented to work hard during the programming**. When students see that they can earn prizes, they become more motivated to attend, even encouraging their parents to bring them to programming, and are more motivated to do their best to earn additional bucks.

2 **Connect with local businesses and community partners to provide donations and supplies for your incentive store**. Budgets are tight and community partners are often looking for opportunities to support local schools and students. Contributing to the incentive store reduces the cost burden on the district and gives the community the opportunity to support the district.

3 **Stock your district's store with items that are practical and exciting for kids so that what they earn is both useful to them and a fun acknowledgement of the effort they have put into their learning.** Districts know their students best—both what they need and what they want—so stock the store accordingly and price items so that students can actually earn them too.

Source: EAB interviews and analysis.

1 | Guide to Creating a Summer Incentive Store

Set Up a "Camp Store" to Incentivize Attendance and Participation

Even if you successfully enroll students, ensuring students arrive on day one and consistently attend throughout the summer often remains a challenge. A summer store incentivizes students to attend on a regular basis and provides students the opportunity to be recognized for attendance and their summer learning.

Determine Store Location

Set up in an unused classroom, or on a folding table that students pass by on a regular basis so that students have a visual reminder of why they are earning bucks

Schedule Routine Weekly Trips

Have students **visit the store on Fridays to reward weekly attendance** and increase the likelihood that students will attend on Fridays so they can go to the store. If attendance is too low on Fridays, choose Thursdays or the following Mondays

Distribute "Bucks" for Attendance and Other Priorities

Reward students with "bucks" for **attendance, positive attitude, hard work, books read**, etc. You can include any additional values, goals, or priorities that align with your district priorities and student needs

Stock Store with a Broad Range of Incentives

Stock the **store with small toys, school supplies, books**, tickets to sporting events, and gift cards that will be exciting for students and motivate them to want to earn bucks (see p. 21 for incentive store stock ideas)

Price Items to Incent and Reward Students

Price items in the store such that there **are items available to students with only a few bucks and items that would require consistent attendance** and hard work to earn

Recruit Volunteers to Run the Store

Ask parents or staff to volunteer to run the store once a week, supporting students as they make their selections and restocking the store at the end of the day. Older students can also assist in the store, giving them an opportunity to practice their math skills

Find Funding Sources for Store Stock

Allocate some funding in summer budget **or partner with community organizations** for donations to stock the store

Enter students with high attendance rates – 75% attendance or greater over the summer – into a raffle for a bigger prize

1) As measured by 125+ EAB interviews with practitioners and experts across country.

Source: EAB interviews and analysis.

2 | Sample Letter Requesting Store Donations

[Insert
institution
logo here]

Dear [**Sir or Madam/Name of Community Leader**],

I hope this message finds you well. At [**School/District Name**], we are committed to ensuring that all students have the supports and resources they need to grow and succeed.

To help encourage students to regularly attend our summer programming to improve their reading and math skills over the summer, we would like to be able to offer them incentives for strong attendance and academic progress.

We are hoping you may be able to help us achieve this goal for our students. Would you be willing to donate to our summer store? We would like to stock it with practical items – backpacks, school supplies – as well as some fun items – sidewalk chalk, scooters, basketballs, soccer balls, etc.

Students are excited to go to the summer store to pick out items they've earned through their attendance each day and we believe this initiative will help more students attend regularly.

We are deeply appreciative of any donation of goods or contribution of funds you are able to make to support students in their summer learning.

Please do not hesitate to reach out to me if you have any questions about our summer learning initiatives.

Sincerely,

[**Superintendent/Principal X or Summer Learning Coordinator**]

Source: EAB interviews and analysis.

eab.com

3 | Sample Stock for Incentive Store

Stock your camp store from a variety of sources. **Curate items that best align with student interests and ages that also have a practical use.** The categories below are designed to spark ideas about what items your district could stock.

1 School Supplies

- Pencils, pencil cases
- Crayons, markers, colored pencils
- Bookbags, lunch boxes, notebooks
- Books at different reading levels
- School- and district-branded merchandise

2 Arts and Crafts

- Coloring books
- Watercolors/paint sets
- Small craft kits
- Sidewalk chalk
- Stickers
- Stamps and ink pads

3 Sports Equipment

- Soccer balls
- Basketballs
- Jump ropes
- Hula hoops

4 Gift Cards

- Local stores
- Local restaurants
- Movie theater
- Roller skating rink
- Bowling alley

5 Free Rewards

- Announce students with perfect attendance each week over the speaker
- Create a banner recognizing students with strong attendance

6 Larger Prizes

- Tickets to local sporting events (major and minor league)
- Amusement park or water park tickets
- Admission to county or state fair
- Bicycles
- Keyboards

Setting Camp Store "Pricing"

For incentives in each category of items, make sure to set items at a variety of price points so that students can choose an incentive that is of interest to them. **The goal is for all students to have an item of interest to them that they can access with their current bucks as well as a target prize** that they can work toward.

Source: EAB interviews and analysis.

4 | Camp Bucks Template

The following "camp bucks" are designed to be printed and cut out for use. A spot is designated for the teacher to write the name of the student receiving the buck to eliminate any confusion about who earned the buck. Alternatively, students can work on their writing skills by writing their own name when awarded a buck.
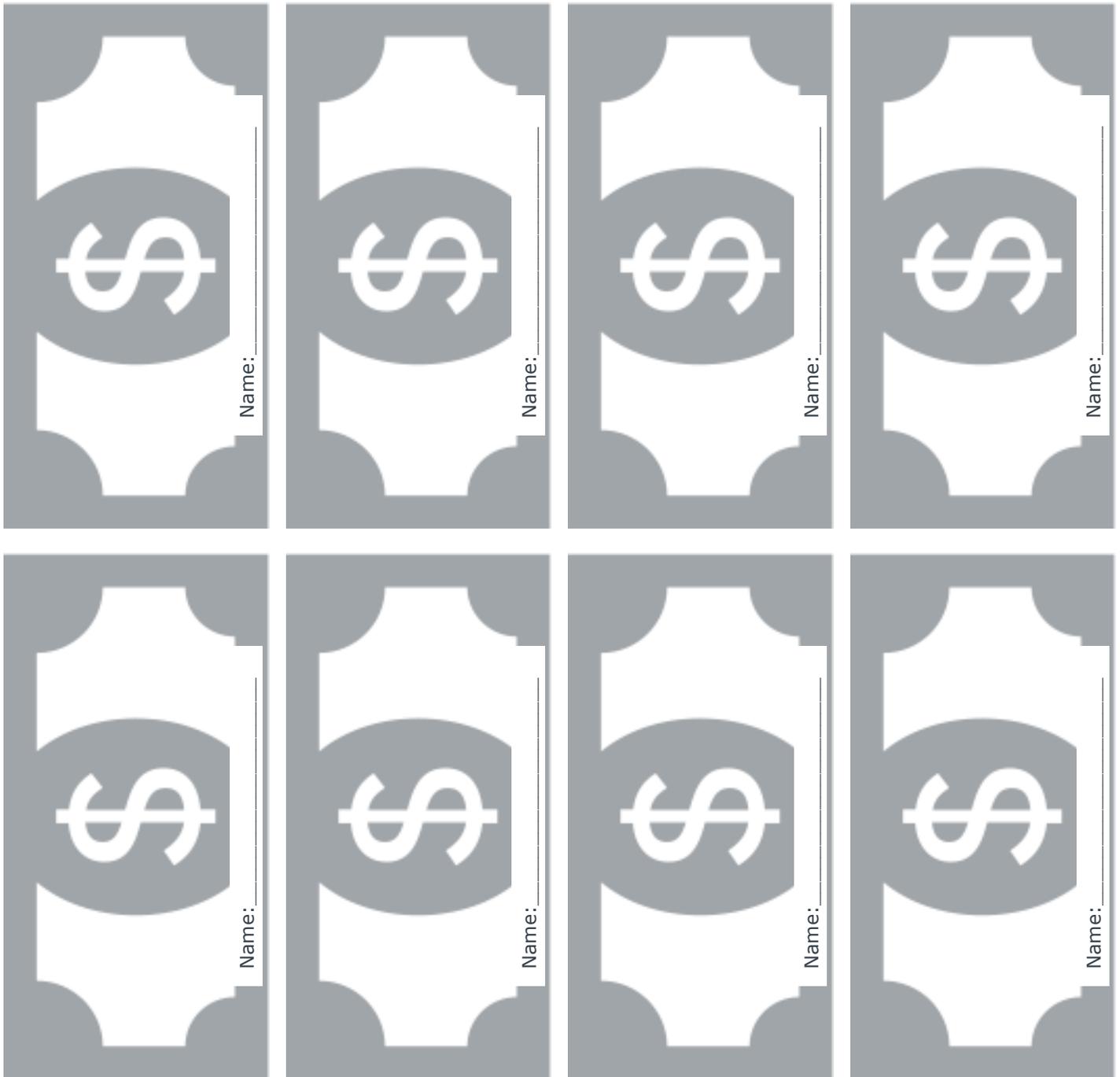
Afternoon Activity: Making a Camp Bucks Bank

Have students spend an afternoon making a "bank" to keep their bucks in using shoe boxes, construction paper, markers, and other craft supplies, to increase student excitement about earning camp bucks.

Source: EAB interviews and analysis.

eab.com