UNITED WAY OF UTAH COUNTY
SUMMER LEARNING REPORT

2026

AMERICAN FORK

UNITED WAY
Utah County









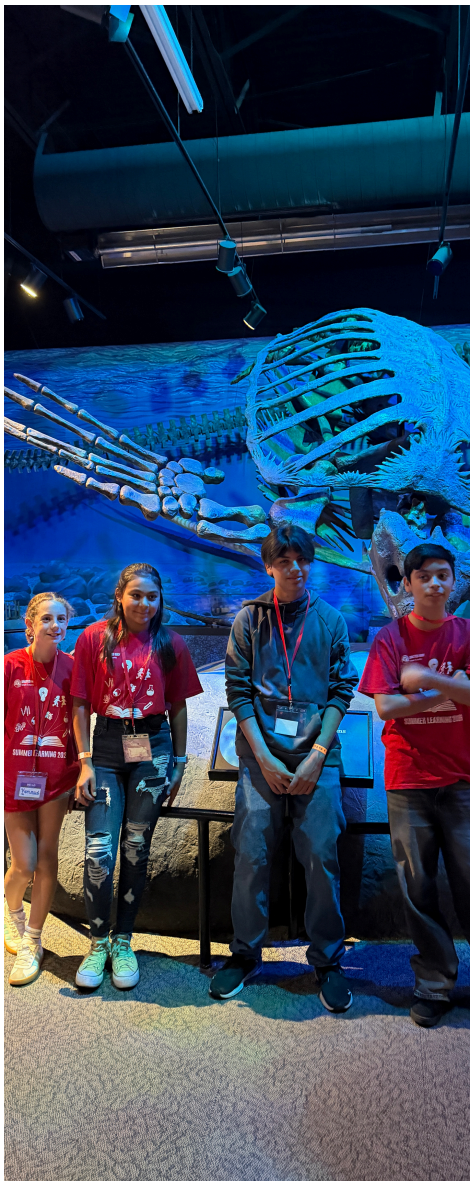






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PROGRAM OVERVIEW

The Summer Learning Program at American Fork gave students a fun and supportive environment to continue learning during the summer, helping prevent learning loss and preparing them for the upcoming school year. Through engaging activities, reading, and teamwork, children strengthened both their academic and social skills.

The program also provided meaningful support for families by offering a safe, structured place where children could learn, make friends, and build confidence. Parents had peace of mind knowing their children were in a positive and enriching environment.

For students learning English, the program created daily opportunities to practice speaking, reading, writing, and listening in a natural setting. This consistent exposure helped improve their language skills and confidence, making them better prepared for success in school.

Throughout the program, students also developed confidence, curiosity, and a love for learning. By participating in engaging activities each day, they gained valuable skills that will continue to benefit them both inside and outside the classroom.



American Fork summer learning students on a field trip.



Upper grade students in math class

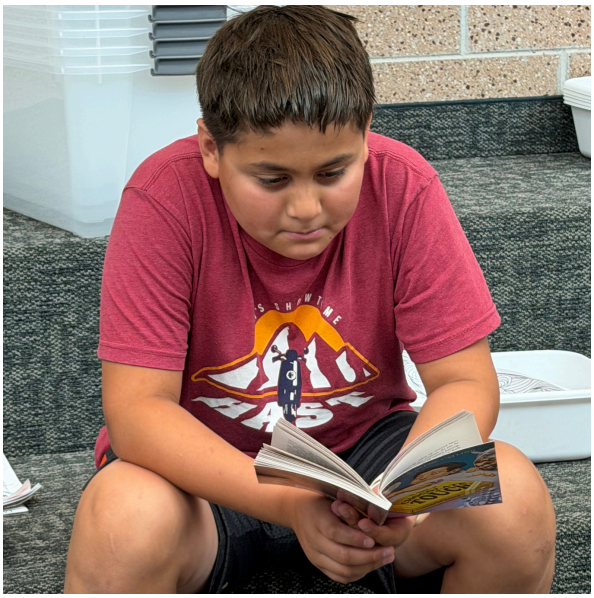


Lower grade students in math class

ACADEMIC CLASSES & RESULTS

We were fortunate to have a highly qualified instructional team that included two certified mathematics teachers–one serving grades 1–3 and the other serving grades 4–6–along with two experienced reading instructors and a teacher specializing in social-emotional development. To maximize student learning, we implemented a strategic grouping model that enabled smaller instructional groups and more individualized, targeted support tailored to students' academic and developmental needs.

Based on feedback from last year's parent survey, we implemented a new support model in which instructional aides rotated among classrooms. This approach improved student support, streamlined field trip coordination, and strengthened relationships between aides and students. Working across multiple classrooms gave aides a broader understanding of student needs and enhanced collaboration with teachers, resulting in more consistent and effective support.



Student reading chapter books.



American Fork Students, teachers, and aides at the Carnival

ACADEMIC CLASSES & RESULTS - YOUNGER READING

K-3RD GRADE READING PRE/POST TEST SCORE OUTCOMES (42 STUDENTS)	
IMPROVED	**97.6%**
MAINTAINED	**2.4%**
DECREASED	**0%**

K-3RD GRADE READING RESULTS

Overall, we saw an improvement of accuracy, fluency, and comprehension in reading from our 1st-3rd graders.

The 1st graders were also measured on other basic reading skills such as letter recognition and sightwords.



American Fork Younger Reading Students

ACADEMIC CLASSES & RESULTS - YOUNGER READING

RESULTS BY GRADE

We saw an improvement of accuracy, fluency, and comprehension in reading from our 4th-7th graders.

KINDERGARTEN, 1ST GRADE (16 STUDENTS)

POST-TEST GROWTH
29

2ND & 3RD GRADE (26 STUDENTS)

POST-TEST GROWTH
21.5



American Fork students with aides.



STEM Activity's



Students group photo

ACADEMIC CLASSES & RESULTS - OLDER READING

4TH-7TH GRADE READING RESULTS

It is common that over the summer, children's reading ability decreases. In only four weeks, our older students showed significant growth in their reading. On average between all 4th-7th graders, the reading level increased by almost a whole grade level.

Burns/Roe IRI Pre-test				
Actual Grade Level (completed last yr)	Asessment	Avg. Grade Reading Level	Accuracy	Comp
4th	Pre-Test	3.7	98.9%	62.1%
	Post-Test	4.7	98.8%	80.2%
5th	Pre-Test	4.9	97.8%	68.1%
	Post-Test	6.0	99.4%	81%
6th-7th	Pre-Test	4.8	85.2%	50.0%
	Post-Test	5.75	98.3%	74.2%

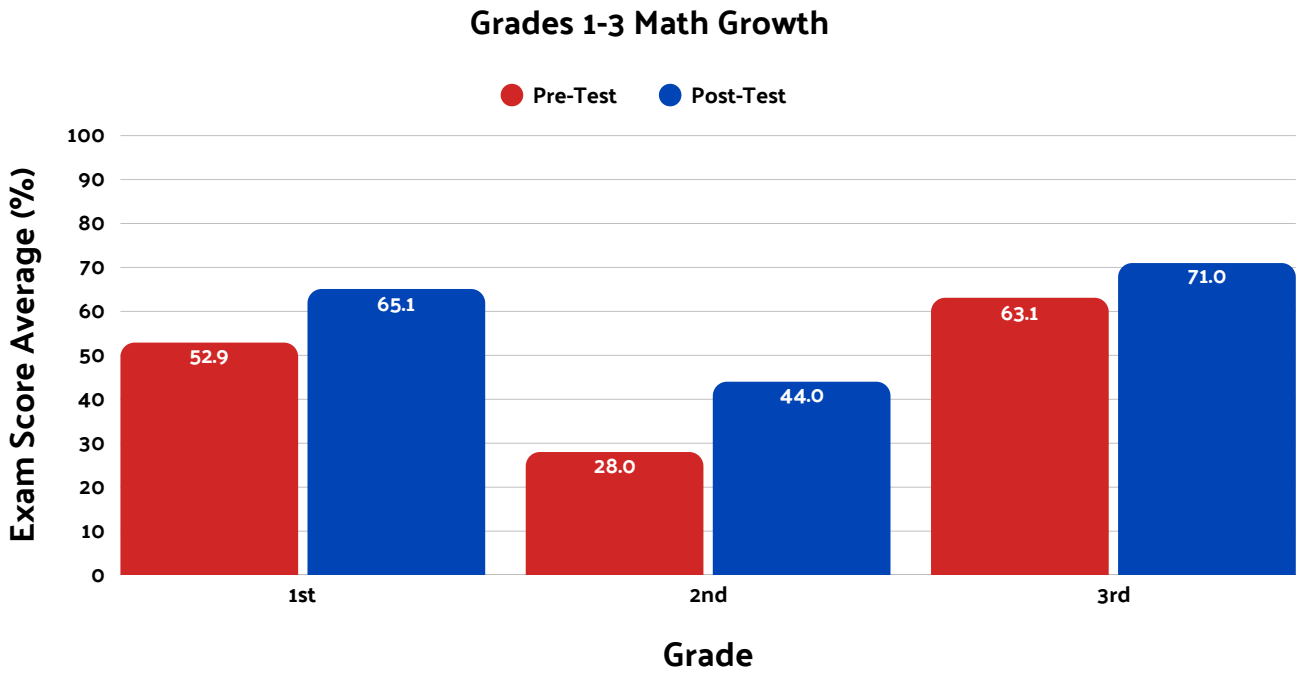
ACADEMIC CLASSES & RESULTS - YOUNGER MATH

1ST-3RD GRADE MATH RESULTS

Though less dramatic of an increase compared to the older group, the younger grades still showed positive growth. The curriculum was focused on reviewing past material so students are prepared for the school year to come. The decreased scores were from students who scored highly to begin with and made marginal mistakes during the final exam.

OVERALL, SCORES IMPROVED BY AN AVERAGE OF 12.02%

1-3RD GRADE MATH PRE/POST TEST SCORE OUTCOMES (42 STUDENTS)	
IMPROVED	95.2%
MAINTAINED	2.4%
DECREASED	2.4%



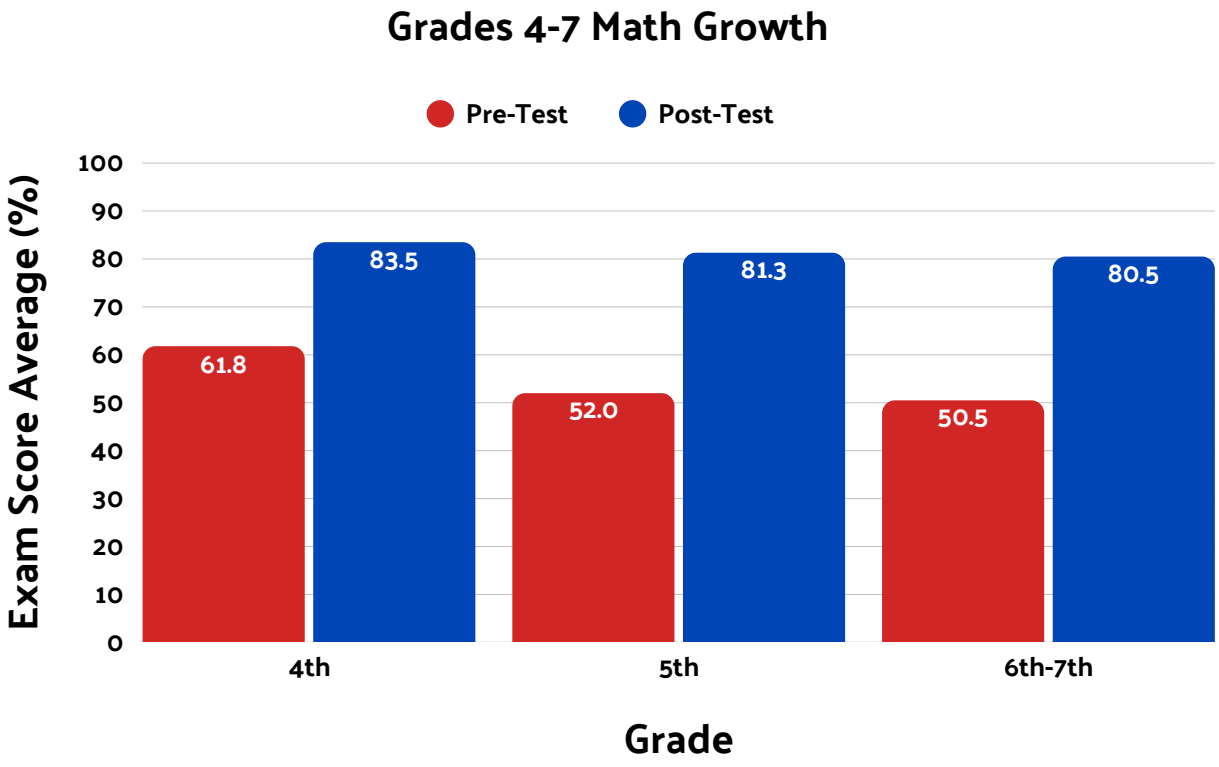
ACADEMIC CLASSES & RESULTS - OLDER MATH

4TH-7TH GRADE MATH RESULTS

Our older students saw significant growth in math over a 4 week period, with 94% of students improving their scores. Under the tutelage of Charlie Fine, who has been with Summer Learning for two years.

OVERALL, SCORES IMPROVED BY AN AVERAGE OF 27%

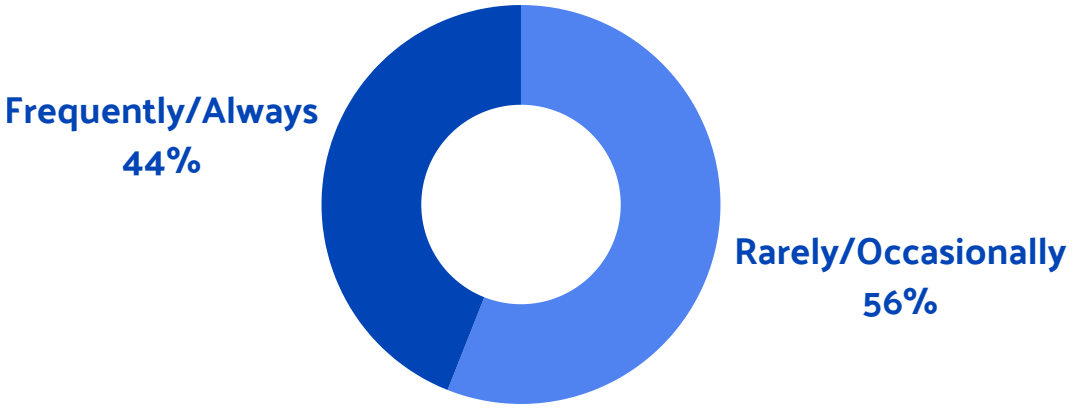
4-7TH GRADE MATH PRE/POST TEST SCORE OUTCOMES (40 STUDENTS)	
IMPROVED	94%
MAINTAINED	0%
DECREASED	6%



PARENT/GUARDIAN COMMENTS

The parents were encouraged to complete a Summer Learning Program survey and responded with the following results:

BEFORE SUMMER LEARNING



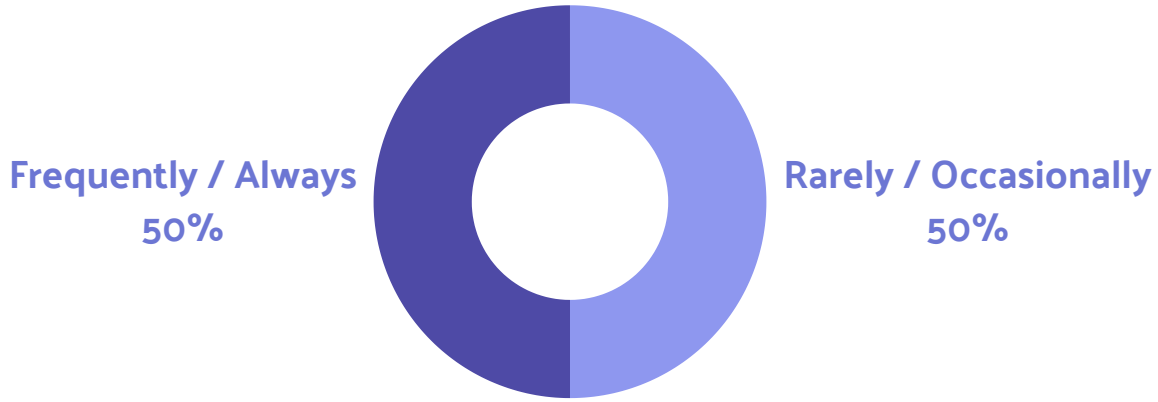
How often did your child eagerly engage in reading activities before participating in the Summer Learning Program?	
Never	**0%**
Rarely/ Occasionally	**56%**
Frequently/ Always	**44%**



American Fork summer learning students with upper reading teacher..

PARENT/GUARDIAN COMMENTS

AFTER SUMMER LEARNING



HOW OFTEN DID YOUR CHILD EAGERLY ENGAGE IN READING ACTIVITIES AFTER PARTICIPATING IN THE SUMMER LEARNING PROGRAM?	
Never	**0%**
Rarely/Occasionally	**50%**
Frequently/Always	**50%**



American Fork summer learning students on a field trip.

PARENT/GUARDIAN COMMENTS

"Staff was great with kids. They made learning fun. The Friday activities were fun."

"My son has found a true mentor in Luka. He has helped his self confidence improve SO much. I appreciate all the hard work from the entire staff."

"Gives my kids time away from screens. They've made new friends. They love the snacks. They love they can learn in smaller classrooms. They LOVE their teachers."

"Being able to have my child learn and grow during the summer. Work on emotional skills. Have the time to be with friends. Build friendships."

"My daughter has grown so much in reading and even improved her math scores."

SOCIAL EMOTIONAL CLASS

Alongside the Protective Factors training provided to parents, students participated in a social-emotional learning program designed to help them manage emotions, resolve conflicts, communicate effectively, and work through challenging situations. Through engaging lessons and activities, students had the opportunity to practice these skills in a supportive environment.

To help measure student growth, pre- and post-assessments were administered. Below are some of the key topics and skills covered throughout the program.

THE CLASS COVERED THE FOLLOWING TOPICS:

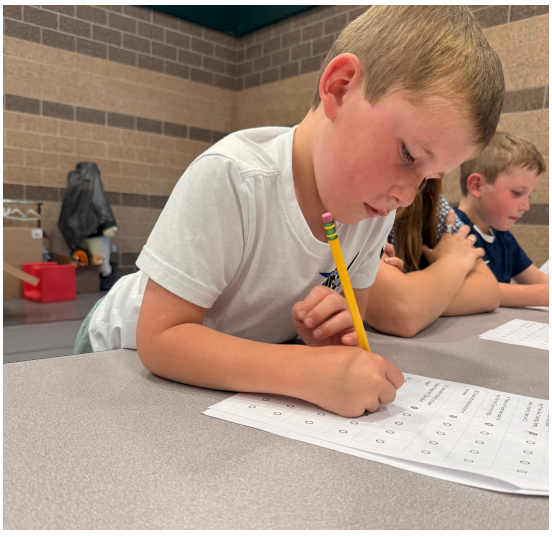
- Sharing feelings
- Listening versus hearing
- Caring for ourselves
- Focusing of what we can control instead of what we cannot
- Conflict resolution
- Being a builder, not a breaker
- Expressing ourselves when something bothers us
- How to resist peer pressure



Students Playing games in Social/Emotional



Students in classroom activities.



Student in Social/Emotional class

STEM CLASS

SCIENCE TECHNOLOGY AND ENGINEERING LEARNING:

Students engaged in STEM lessons throughout the week, participating in 25-minute sessions from Monday through Thursday and a 50-minute lesson on Fridays. They were involved in various hands-on projects that encouraged creative thinking and critical problem-solving skills. Below are the topics covered during the STEM program:

- Natural Science (Planted Plants)
- Lift & Flight (Hot Air Balloons)
- Coding (Robots)
- Phiysics(Bottle Rockets)



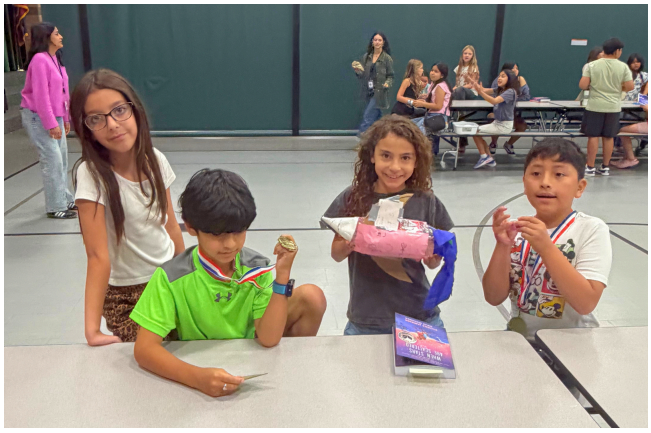
STEM in action–students discovering new ideas and problem solving.



Students with there handmade Hot Air Balloon inventions



Curiosity, concentration, and collaboration–STEM at its best



Curiosity, concentration, and collaboration–STEM at its best

FIELD TRIPS

Students participated in weekly Friday field trips, which provided opportunities for hands-on learning and forged a strong sense of community Connection.



Children at a Field trip

Week 1: Dinosuar Museum at Thanksgiving Point

We wrapped the first week of our Summer Learning Program with an exciting field trip to the Museum of Ancient Life at Thanksgiving Point. The museum brought our classroom lessons to life as students learned how these prehistoric creatures adapted to their environments. Our students thoroughly enjoyed exploring the exhibits, reading about dinosaur history, and stepping into the shoes of real paleontologists at the fossil dig site.



Hands-on learning brought the kids to play with dinosaur figures at the Ancient Life Museum.

Week 2: Carnival at South Franklin

We celebrated the 2nd week of our Summer Learning Program with a carnival at the South Franklin Community Center. The event provided a wonderful opportunity for students to socialize with friends while enjoying festive treats, drinks, and snacks. Highlights of the day included high-energy carnival games, an inflatable bounce house, and an interactive petting zoo. It was an incredible afternoon of community building, laughter, and well-earned fun for all of our students.



Students enjoying the carnival!

FIELD TRIPS

Week 3: No Field Trip - Pioneer Day

We had one less fieldtrip than normal this year because the state holiday Pioneer Day (July 24th) fell on a Friday.



Week 4: Kids Play Olympic Day

Kids Play International (KPI) is a Utah-based nonprofit founded by three-time Olympian Tracy Evans Land. KPI uses sports and Olympic values such as Excellence, Friendship, and Respect to help young people build teamwork, confidence, and problem-solving skills.



Students from Greenwood Elementary participated in a Field Trip hosted by Kids Play International. The students rotated through a variety of interactive games and activities designed to teach teamwork, communication, problem-solving, and perseverance. Each rotation encouraged students to work through challenges, try new things, and support one another.

After completing the rotations, the students participated in a soccer activity on the field. The Field Day provided an engaging and active learning experience that connected physical activity with important life skills. Overall, the event helped students develop teamwork, problem-solving, confidence, and other skills while learning about Olympic values.



TEEN MENTORS LEADERSHIP

Under the guidance of our Social and Emotional Learning Instructor, Luka Romney, the Teen Mentor Program grew significantly this year. Rather than serving only as classroom assistants, mentors took on meaningful leadership roles and completed capstone projects focused on supporting long-term educational success.

Through these experiences, mentors built confidence, developed leadership skills, and began to see themselves as future leaders in their communities. The program also grew from one mentor last year to five this year. This growth was largely driven by returning students and mentors who shared their positive experiences and encouraged friends and family to participate.



Teen Mentors team building at Costa Vida



Training for Teen Mentors

2026 SUCCESS STORIES

In its second year, the program was full of growth, joy, and transformation for students and families. The highlights below reflect the powerful impact we witnessed:

GROWTH SEEN WITHIN THE CENTER

Our learning program was proud to serve 30 incredible kids last year. This year we tripled our enrollment and welcomed 100 students into our Summer Learning Program. We achieved this milestone because the generous team at Greenwood Elementary School opened their doors to us. We are deeply grateful for this collaboration, which allowed us to foster a love for learning in more neighborhood children than ever before.

SIBLINGS BLOSSOMING WITH CONFIDENCE

One of our most inspiring success stories involves three siblings: Cristian, Gael, and Flor. Starting the summer shy, quiet, and with the oldest brother nonverbal, they steadily built confidence, spoke more English, and joined in class activities. As the summer progressed, they became much more expressive across all their classes, opening up significantly during Social-Emotional Learning. By the end of the program, their mother was overjoyed by how much their communication and self-expression had blossomed.



Siblings smiling.



Students at Thanksgving point



Students with there Handmade Rocket

2026 SUCCESS STORIES

BELONGING AND JOY IN LEARNING

One of the greatest successes of the Summer Learning Program was watching our older students grow socially. Many began the program shy or faced language barriers, making it difficult to connect with others. By the end, they were confidently participating in class, making new friends, and feeling comfortable in a supportive learning environment.

EMOTIONAL GROWTH AND SUPPORT

A standout story of emotional growth involved a group of second-grade girls who had fallen into a disagreement. The ongoing conflict made it difficult for them to feel comfortable and fully engaged during the summer program. Fortunately, using the core concepts taught in their social-emotional class, the girls were able to talk through their argument, apologize, and become supportive classmates once again.

These stories capture the broader impact of our first year: students thrived academically, socially, and emotionally, and families celebrated their growth. Together, we strengthened belonging, fostered learning, and positively shaped the lives of students and their families.



Second grade, having fun in class.



Food that was donated by Les Schwab

2026 SUCCESS SUMMARY

The second year of the Summer Learning Program in American Fork achieved exceptional results. Pre- and Post-assessment data confirmed measurable academic advancement across grade levels. Students demonstrated notable intellectual and personal development, marked by particularly high engagement in interactive STEM coursework.


Students with their certificates.

This success was made possible by a collaborative network of educators, classroom aides, teen mentors, and parents, who actively assisted with field trips and reinforced student accountability for daily home assignments. The program also expanded its capacity this year with the addition of two AmeriCorps VISTAs, along with valuable community support from Texas Instruments, who conducted an interactive robot demonstration to enhance the STEM curriculum and donated backpacks filled with school supplies to ensure students are prepared for the upcoming school year.

Beyond academic metrics, the program strengthened parent-student partnerships, promoted positive social-emotional development, and provided families with sustainable educational resources. This second year established a solid foundation for long-term student achievement and community engagement, positioning the program for continued success in future iterations.


Students during STEM class..


Students at Thanksgiving Point

2026 SUCCESS PROGRAM HIGHLIGHTS

- **At-Home Learning Activities:** To keep the momentum going outside the classroom, our students were provided with weekly take-home learning kits. These activities were designed to give parents a clear look at what their children are mastering each week in our program. By focusing on fun, interactive educational games, we were able to extend the learning experience into the home, allowing families to celebrate and support their child's academic growth together.



STEM Lessons

- **Student Behavior:** The students exhibited wonderful behavior and a positive attitude all summer long. It was a joy to welcome back so many returning faces, whose familiarity helped create a welcoming environment for everyone. One of the most rewarding aspects of the program was watching new friendships bloom. Children who came from different schools and had never met quickly connected, building close bonds and a supportive community of peers.



Students having fun playing games

RECOMMENDATIONS FOR SUMMER LEARNING 2027

- **Classroom location and transitions:** When possible, consider locating classrooms closer together to make transitions between activities and classrooms more efficient and easier for both students and staff.
- **Friday Field Trip Opportunities:** Consider identifying additional Friday field trip opportunities in American Fork, such as visits to the local fire department or police department. These could provide engaging, educational experiences while reducing travel time.
- **Parent Volunteer Support:** Increasing the number of parent volunteers available during the program could provide additional support with keeping classrooms clean, organized, and ready for the next activity. This would allow teachers and staff to remain more focused on instruction and student engagement.
- **STEM Differentiation:** Continue to strengthen differentiation within STEM lessons by providing activities and instruction that are appropriately aligned with students' varying ages, developmental levels, and learning needs. Offering different levels of challenge or adapting activities by age group could help ensure that all students are appropriately engaged and able to participate successfully.



SUMMER LEARNING PROGRAM 2026 CONTRIBUTORS

Thanks to our funders and partners for this year's summer learning program!

Texas Instruments

The Church of Jesus Christ of Latter-day Saints

Sorenson Legacy Foundation

Larry H. & Gail Miller Family Foundation

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