

Evaluation Report

2022 Summer Learning Programs

Prepared by:

CAROLE PORTAS KEANE, PH.D.

JUDITH KOM NGUIFFO, M.SC.

KEVIN M. KENDRICK, ED.D, NBCT

Division of Accountability

DEPARTMENT OF TESTING, RESEARCH and EVALUATION

Monica E. Goldson, Ed.D., *Chief Executive Officer*

Douglas Strader, Ed.D., *Chief Accountability Officer*

Jaime Bowers, *Director, Testing, Research and Evaluation*

Carole Portas Keane, Ph.D., *Supervisor, Research and Evaluation*

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Executive Summary

Ever since the topic of summer learning loss emerged, particularly when discussed as a contributing factor to achievement gaps between groups of students (Alexander, 2007; Heyns, 1978), school districts have strived to eliminate the losses that occur over the summer months through the implementation of summer learning programs (Von Hippel, 2019). These programs differ in how they achieve this goal. Some programs are designed to help students develop the skills needed in anticipation for the demands of an upcoming grade (Gettinger & Stoiber, 2018; Hart et al., 2016; Morton, Byrd, Allison, & Green, 2021). Others are designed to provide supplementary learning opportunities that help students gain proficiency in skills that they have yet to master (Beach et al., 2018; Christodoulou et al., 2017). Though diverse in their content and implementation, summer school programs represent a primary way that school districts seek to reduce learning loss and (by extension) close the achievement gap.

During the 2022 school year (SY22), Prince George’s County Public Schools (PGCPS) offered its own set of summer learning programs to its more than 130,000 elementary, middle, and high school students. Similar to what was described in the literature, PGCPS utilized summer learning programs in a variety of ways to address learning outcomes for its students. This report presents information about these programs, including the types of programs implemented, their targeted student populations, and the outcomes of student participation in these programs.

Description of the Summer School Programs

Each PGCPS summer learning program that was offered falls under one of five categories: 1) early childhood and elementary school programs; 2) middle school programs; 3) high school programs; 4) cross-level programs; 5) school-based programs. The first three types, as their names imply, target students in grades K-5, 6-8, and 9-12, respectively. In contrast, cross-level programs target students between these three grade level categories. Lastly, school-based programs are summer learning programs unique to individual schools.

Each program generally served one or more purpose, such as:

- To remediate gaps in students’ knowledge and/or skills
- To offer extended learning experiences to students
- To provide opportunities for students to earn credits towards graduation for courses not previously taken (i.e., original credit)
- To provide additional opportunities for students to earn credits towards graduation for courses previously taken and failed (i.e., credit recovery).

The summer learning programs were delivered in three primary ways. Most of them occurred in person and required students to report to a PGCPs site or an external partner's site (e.g., Bowie State University, Prince George's Community College, etc.). Other programs were delivered virtually, and a small number were delivered through a hybrid model.

While the programs took place during the summer, the start, duration, and end of them varied. Some of the programs occurred during the district's typical summer school schedule, from early to late July. Other programs, however, started as early as June and ended as late as mid-August. Some programs lasted close to a month, while others lasted only a week. In sum, the content of the programs determined when the programs started and ended and how long the programs lasted.

Implications for Reporting

Due to the variation in individual programs, each one has its own page that provides information on the programs' goals, participants and outcomes. These reports include, specifically, descriptions of the programs, demographic information on student participants, and changes in the outcomes of interest. Most programs used a pre- and post-test design to measure results; results are reported as percentage changes in scores. The attendance rate, where reported represents the average attendance rate of program participants. Data from summer 2022 will be used as a baseline measure for future offerings where appropriate.

Demographic information, such as gender and race or ethnicity, may not have been reported for all students. The Office of Research and Evaluation attempted to cross-reference those with missing data with the PGCPs enrollment files, but could not find the missing data in all cases. It is for this reason that the numbers of students in the demographic tables may not total to the number of students served by the program.

Contact Information

OFFICE OF RESEARCH AND EVALUATION, 301-780-6807, RESEARCH@PGCPS.ORG

INSTRUCTIONAL SUPPORT (SUMMER PROGRAMS OFFICE), 301-808-1124, SUMMERSCHOOL@PGCPS.ORG

I. EARLY CHILDHOOD AND ELEMENTARY SCHOOL PROGRAMS



Content Area(s)

Mathematics

Reading/English Language Arts

Student Identification

Process

Principals nominated students who were not successful in Reading and Mathematics after second quarter.

Format

In-person at 22 elementary schools across the district

Social-Emotional Learning

Activities

Counselors push into classes daily for 15 minutes to provide SEL lessons. In addition, Student Services provided mental health clinicians to support students who need additional support.

External Partnerships

Tutoring services were provided by the Education Equity Initiative, Inc. Volunteers to support families with wrap around services provided by the Prince George's County Department of Social Services

Results

Reading/ELA growth – 39.0%

Math Growth rate – 56.7%

Attendance rate – 73.9%

Acceleration Academy

Description

This program provided support for K-5 students in reading and mathematics in a face-to-face environment to build their academic skills. In addition, students participated in Physical Education, STEM activities and Art, and engaged in learning to provide strategies for social and emotional growth.

Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content in Mathematics or Reading/English Language Arts.

Goals

- 20% increase in achievement from pretest to post test
- 80% attendance rate

Details

- Number of sessions – 19
- Hours per session – 5.5
- Grades served – K through 5
- Number of students served – 1,466

Student characteristics

	# of Students	Percent of Total
Male	773	55.7%
Female	615	44.3%
American Indian or Native Alaskan	7	.5%
Asian	29	2.1%
Black or African American	689	49.6%
Hispanic	601	43.3%
Native Hawaiian or OPI	1	.1%
White	45	3.2%
More than one race	16	1.2%
Special Education Students	140	9.8%
English Learners	500	35.0%
Free or Reduced-Price Meals	1,009	70.6%

Chesapeake Champions @ Camp Schmidt



Content Area(s)

Science/Environmental Literacy

Student Identification

Process

Open to all students rising to fourth through sixth grade in SY2023

Format

In-person at the William S. Schmidt Outdoor Education Center

Social-Emotional Learning

Activities

Team building on the low and high ropes courses. This occurred at least twice during the week.

External Partnerships

N/A

Results

Environmental Literacy growth – 65.9%

Attendance rate – 97.5%

Description

The William S. Schmidt Outdoor Education Center (a.k.a. Camp Schmidt) is set on 450 acres in Brandywine, MD. The Center offered a day program for students interested in spending time outdoors and engaging with nature. The camp included team building activities on the low and high ropes courses, environmental stewardship, eco-games, and arts & crafts. Most of the time was spent outdoors.

Purpose

Enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student's grade level, or elective.

Goals

For students to develop a deeper appreciation and understanding of their environment and local ecosystems through a variety of hands-on activities that include habitat restoration, stream ecology, and woodland ecology.

Details

- Number of sessions – 5
- Hours per session – 5.5
- Grades served – rising 4th – 6th
- Number of students served – 25

Student characteristics

	# of Students	Percent of Total
Male	12	48.0%
Female	13	52.0%
American Indian or Native Alaskan	0	0.0%
Asian	1	4.0%
Black or African American	22	88.0%
Hispanic	1	4.0%
Native Hawaiian or OPI	0	0.0%
White	1	4.0%
More than one race	0	0.0%
Special Education Students	2	5.7%
English Learners	1	2.9%
Free or Reduced-Price Meals	13	52.0%



Rising Pre-K Stars

Content Area(s)

Mathematics
Reading/English Language Arts
Social Foundations

Student Identification

Process

Any student entering prekindergarten in SY2023.

Format

In-person at three sites across the district

Social-Emotional Learning Activities

40 minutes daily brain breaks, transition activities and social stories.

External Partnerships

University of Maryland Read for Health, Brain Power and Wellness, Science Guy, and Prince George's Memorial Library

Results

Attendance rate – 77.5%
R/ELA growth rate – 17.3%
Math growth rate – 6.9%

Description

Rising Prekindergarten Stars is a grant-funded prekindergarten readiness program to support skill development of students preparing to enroll in prekindergarten for the 2022-2023 school year through targeted instructional strategies, resources, and support in the domains of language and literacy, mathematics, and social foundations. Family engagement strategies were also emphasized in this program to enhance children's learning at home during the summer months.

Purpose

Summer bridge or transition programs, for students who are transitioning between school levels, such as pre-school, daycare or home care to prekindergarten, to familiarize them with school environments, focus on academic and behavioral skills, etc.

Goals

To provide School Readiness programs at Judy Center sites for prekindergarten and kindergarten students

Details

- Number of sessions – 19
- Hours per session – 5
- Grades served – Pre-K and Kindergarten
- Number of students served – 94

Student characteristics

	# of Students	Percent of Total
Male	29	48.3%
Female	31	51.7%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	24	40.0%
Hispanic	33	55.0%
Native Hawaiian or OPI	0	0.0%
White	3	5.0%
More than one race	0	0.0%
Special Education Students	4	3.9%
English Learners	33	32.0%
Free or Reduced-Price Meals	52	50.5%



Rising Stars

Content Area(s)

Mathematics
Reading/English Language Arts
Social Foundations

Student Identification

Process

Participation was open to all SY2022 enrolled prekindergarten students on a first-come, first-served basis.

Format

In-person at 22 elementary schools across the district

Social-Emotional Learning Activities

Counselors pushed into classes for 15 minutes per day for SEL lessons. SEL support was also provided by mental health clinicians.

External Partnerships

Department of Social Services
Summer Support

Results

Attendance rate = 73.9%
R/ELA growth rate = 39.0%
Math growth rate = 56.7%

Description

Rising Stars is a grant-funded kindergarten readiness program to support learning recovery for children who were enrolled in prekindergarten during the 2021-2022 school year through targeted instructional strategies, resources, and support. The Rising Stars program provided in-person instruction in language and literacy, mathematics, and social foundations. Family engagement strategies were also emphasized in this program to enhance children's learning at home during the summer months

Purpose

Support for student mental health and well-being, Summer Bridge or transition programs, for students who are transitioning between school level, such as prekindergarten to kindergarten, to familiarize them with school environments, focus on academic and behavioral skills, etc.

Goals

Provide instruction in language and literacy, mathematics, and social foundations to support kindergarten readiness.

Details

- Number of sessions – 19
- Hours per session – 5.5
- Grades served – Rising Kindergarten
- Number of students served – 372

Student characteristics

	# of Students	Percent of Total
Male	181	52.5%
Female	164	47.5%
American Indian or Native Alaskan	3	0.9%
Asian	11	3.2%
Black or African American	223	64.6%
Hispanic	84	24.3%
Native Hawaiian or OPI	1	0.3%
White	18	5.2%
More than one race	5	1.4%
Special Education Students	59	15.9%
English Learners	27	7.3%
Free or Reduced-price Meals	198	53.2%

II. MIDDLE SCHOOL PROGRAMS



Content Area(s)

Mathematics
Reading/English Language Arts
ESOL

Student Identification Process

Middle school students with an 'E' average through the first three quarters of SY2022 in English and Math

Format

Virtual

Social-Emotional Learning Activities

- 45 minutes per day for each grade level
- Daily Lessons focused on functioning skills, reflection, goal setting
- 8th Grade - transition to high school
- Fridays - Small groups and virtual college tours.

External Partnerships

Shephard Pratt - Mental Health Therapist, Thurgood Marshall Fellows

Results

Attendance rate = 55.5%
R/ELA growth rate = 28.3%
Math growth rate = 35.8%
ESOL growth rate = 60.0%

Middle School Intervention & Enrichment

Description

The Middle School Intervention and Enrichment (MSIE) Summer Virtual Learning Program offered students the opportunity to participate in a virtual experience designed to provide programming for 6th, 7th and 8th grade students focused on Reading/English Language Arts (R/ELA) and mathematics. Additionally, a social-emotional learning component supported the wellness of students participating in the program.

Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content; support for student mental health and well-being; English language instruction and/or language skills for students who are English learners.

Goals

Provide Math and Reading acceleration for students who failed two or more of the content areas.

Details

- Number of sessions – 19
- Hours per session – 4.5
- Grades served – 6th through 8th
- Number of students served – 1,867

Student characteristics

	# of Students	Percent of Total
Male	1,109	58.8%
Female	758	40.2%
American Indian or Native Alaskan	3	0.2%
Asian	11	0.6%
Black or African American	1,005	53.8%
Hispanic	794	42.5%
Native Hawaiian or OPI	1	0.1%
White	53	2.8%
Special Education Students	232	12.4%
English Learners	477	25.6%
Free or Reduced-Price Meals	1,377	73.8%

III. HIGH SCHOOL PROGRAMS



Content Area(s)

High School Courses

Student Identification Process

All students enrolled in grades 9 through 12 were eligible to participate.

Format

Virtual or in-person at five sites throughout the county

Social-Emotional Learning Activities

N/A

External Partnerships

N/A

Results

Attendance rate = 77.6%

enrolled and Percent earning credit by subject area:

	# enrolled	%earning credit
ART	202	85.2%
ELA	4,470	80.2%
ESOL	598	78.9%
MATH	3,115	83.2%
PE-Health	450	92.4%
SCIENCE	1,937	84.5%
Social Studies	2,093	82.0%
World Languages	596	91.8%

High School Summer Learning Program

Description

The PGCPs High School Summer Learning Program offered students opportunities to earn original credits and/or recover failed credits towards fulfilling graduation requirements. Students completed courses in-person and/or online with daily instructional support provided by a PGCPs certified content teacher.

Purpose

Credit recovery for students who did not pass courses; Acceleration and scaffolding of upcoming content and prerequisite skills; Opportunities for advanced coursework.

Goals

Provide opportunities for high school students to earn course credits required for graduation.

Details

- Number of sessions – 2
 - Session 1 – 8 days
 - Session 2 – 19 days
- Hours per session – 3 hours, day; 4 hours, evening
- Grades served – 9th through 12th
- Number of students served – 8,757 enrolled in at least one course including 4,823 enrolled in two or more.

Student characteristics

	# of Students	Percent of Total
Male	4,727	54.0%
Female	4,030	46.0%
American Indian or Native Alaskan	30	0.3%
Asian	171	2.0%
Black or African American	4,624	52.8%
Hispanic	3,652	41.7%
Native Hawaiian or OPI	9	0.1%
White	204	2.3%
More than one race	67	0.8%
Special Education Students	755	8.6%
English Learners	1,714	19.6%
Free or Reduced-Price Meals	6,342	72.4%



3D Scholars Bridge

Content Area(s)

Mathematics
Reading/English Language Arts
ESOL

Student Identification Process

Rising 9th grade students who have been accepted into the 3D Scholars program

Format

In-person @ C. H. Flowers HS

Social-Emotional Learning Activities

N/A

External Partnerships

University of Maryland Global Campus and Prince George's Community College

Results

Attendance rate = 99.2%
Knowledge growth rate = 182.8%

Description

The 3D Scholars Bridge was a virtual program designed to acclimate our rising 9th-grade scholars with their new school community at Charles H. Flowers High School. The goal of the summer bridge program was to expose students to the three programs of study, which are Business Administration, Criminal Justice, and Cybersecurity. Students engaged in meaningful workshops that involved Prince George's Community College and the University of Maryland Global Campus professors and advisors related to the programs of study.

Purpose

Summer bridge or transition programs, for students who are transitioning between middle to high school to familiarize them with school environments, focus on academic and behavioral skills, etc.

Goals

Establish team-building activities to bring about collaborative grouping in 3D Scholars cohort. Specialized programming prepares students for Dual Enrollment course work and helps them acclimate to the school community.

Details

- Number of sessions – 5
- Hours per session – 3
- Grades served – Rising 9th
- Number of students served – 52

Student characteristics

	# of Students	Percent of Total
Male	19	39.6%
Female	29	60.4%
American Indian or Native Alaskan	1	2.1%
Asian	0	0.0%
Black or African American	30	62.5%
Hispanic	11	22.9%
Native Hawaiian or OPI	0	0.0%
White	3	6.3%
More than one race	3	6.3%
Special Education Students	1	1.9%
English Learners	1	1.9%
Free or Reduced-Price Meals	23	44.2%



Aerospace Engineering & Aviation Technology

Content Area(s)

Science, Mathematics,
Technology

Student Identification Process

Rising 9th and 10th grade students who have been accepted into the AEAT program

Format

In-person @ DuVal HS

Social-Emotional Learning Activities

The Professional School Counselor and assigned coach from student services rotated throughout the classes to provide students with no less than 30 minutes a week of SEL interaction.

External Partnerships

The University of Maryland School of Engineering and Women in Engineering from UMD; Smart Learning Solutions; NASA and Howard B. Owens Science Center.

Results

Attendance rate = 61.7%

Description

The First Steps to Success Summer Bridge was for new students entering into the Aerospace Engineering and Aviation Technology (AEAT) Program in SY2023. Students participated in science, mathematics, technology, and study skills sessions. The program included hands-on activities and labs. Students worked together to complete a group project and made real-world science and engineering connections by attending a research institution.

Purpose

Summer bridge or transition programs, for students who are transitioning between middle to high school to familiarize them with school environments, focus on academic and behavioral skills, etc.

Goals

Based upon the premise that students are coming into the program with different skill sets and knowledge, the summer bridge schedules students in English, Mathematics, Science and Engineering courses.

Details

- Number of sessions – 10
- Hours per session – 3
- Grades served – Rising 9th
- Number of students served – 87

Student characteristics

	# of Students	Percent of Total
Male	43	49.4%
Female	44	50.6%
American Indian or Native Alaskan	1	1.2%
Asian	5	6.0%
Black or African American	53	63.1%
Hispanic	19	22.6%
Native Hawaiian or OPI	0	0.0%
White	5	6.0%
More than one race	1	1.2%
Special Education Students	2	2.3%
English Learners	5	5.7%
Free or Reduced-Price Meals	43	49.4%



Content Area(s)

College Prep

Student Identification Process

Rising 11th and 12th grade students

Format

Virtual

Social-Emotional Learning Activities

Self-Advocacy Skills (Utilizing Emotional Intelligence).

External Partnerships

University of Maryland Undergraduate Admissions Office and Peer Forward.

Results

Attendance rate = 60.7%
Pre/Post-Test growth rate = 40.4%

College Readiness Summer Bootcamp

Description

The College Readiness Bootcamp was designed to provide rising 11th and 12th graders with the opportunity to gain exposure to essential college readiness tools. The program consisted of college exploratory activities where students learned critical steps to completing a college application, writing a personal statement, preparing for SAT and ACT testing, and financing college. Lastly, the College Readiness Bootcamp included virtual college tours.

Purpose

To support students interested in becoming deeply entrenched in the college search and preparation experience, and to assist with shaping and cultivating student career pathways and college programs of study.

Goals

Familiarize students with the College Application and Admissions Process, along with FAFSA/MSFAA guidance from the Maryland Higher Education Commission.

Details

- Number of sessions – 10
- Hours per session – 2
- Grades served – Rising 11th and 12th
- Number of students served – 82

Student characteristics

	# of Students	Percent of Total
Male	40	48.8%
Female	42	51.2%
American Indian or Native Alaskan	0	0.0%
Asian	2	2.4%
Black or African American	73	89.0%
Hispanic	6	7.3%
Native Hawaiian or OPI	0	0.0%
White	1	1.2%
More than one race	0	0.0%
Special Education Students	3	3.5%
English Learners	1	1.2%
Free or Reduced-Price Meals	28	32.9%



CTE Career Explorers Camp

Content Area(s)

Career Exploration

Student Identification Process

Rising 9th and 10th grade students

Format

In-person @ Crossland HS

Social-Emotional Learning

Activities

In collaboration with SpEd office reviewed all IEP/504s to ensure accommodations were met. All sections were co-taught w/SpEd teacher to support student needs.

External Partnerships

None.

Results

Attendance rate = 82.4%

Industry Explored	# of Students
Business & Finance	26
Culinary	24
Early Childhood Education	14
Engineering	25
Environmental Studies	27
Health & Bio	25
Information Technology	29

Description

The CTE Explorers Camp provided rising 9th and 10th grade students with enrichment opportunities to explore and discover their passion in up to two industry concentrations of their choice.

Purpose

Opportunities for career and technical education students such as work-based learning experiences, preparation for credentialing exams, earning required hours for industry credentials, technical skills development, and/or career exploration.

Goals

Provide rising 9th and 10th grade students an opportunity to explore CTE pathways through hands-on experiences and increase awareness of CTE options at Crossland HS.

Details

- Number of sessions – 4
- Hours per session – 4
- Grades served – Rising 9th and 10th
- Number of students served – 87

Student characteristics

	# of Students	Percent of Total
Male	50	62.5%
Female	30	37.5%
American Indian or Native Alaskan	0	0.0%
Asian	1	1.3%
Black or African American	68	85.0%
Hispanic	10	12.5%
Native Hawaiian or OPI	0	0.0%
White	1	1.3%
More than one race	0	0.0%
Special Education Students	18	20.7%
English Learners	3	3.4%
Free or Reduced-Price Meals	42	48.3%



International Baccalaureate Bridge

Content Area(s)

IB program orientation

Student Identification Process

Students in Grades 9-12 entering the IB Diploma Programme or entering the IB Middle Years Programme at Frederick Douglass HS.

Format

In-person @ Frederick Douglass HS

Social-Emotional Learning Activities

Mindfulness Practice for focus and concentration; strategies to develop mental quiet and to overcome distractions.
Perseverance Resilience Practice 'bouncing back' after adversity, mistakes and failures; dealing with disappointment and unmet expectations

External Partnerships

N/A

Results

Attendance rate = 93.9%

Description

The International Baccalaureate (IB) Bridge Program was an in-person learning experience for students in Grades 9-12 accepted into an IB program at Central, Frederick Douglass, Laurel, Parkdale and Suitland High Schools. Students were introduced to the mission of the IB Program, and discovered what is expected of IB students.

Purpose

Summer bridge or transition programs, for students who are transitioning from middle to high school to familiarize them with school environments, focus on academic and behavioral skills, etc.

Goals

Develop an understanding of the IB Diploma Programme Assessment Tools and expectations for teaching and learning.

Details

- Number of sessions – 4
- Hours per session – 4
- Grades served – Rising 9th through 12th
- Number of students served – 52

Student characteristics

	# of Students	Percent of Total
Male	10	24.4%
Female	31	75.6%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	38	92.7%
Hispanic	1	2.4%
Native Hawaiian or OPI	1	2.4%
White	0	0.0%
More than one race	1	2.4%
Special Education Students	1	2.2%
English Learners	0	0.0%
Free or Reduced-Price Meals	8	17.8%



Cadet Officer's Leadership Program (JROTC)

Content Area(s)

Leadership skills
Personal health and wellness
Physical training

Student Identification Process

JROTC Instructor identified/
approved participation.

Format

Hybrid virtual and in-person @
C.H. Flowers HS

Social-Emotional Learning Activities

Daily - Healthy life-styles,
Nutritional strategies and
Physical Fitness tips

External Partnerships

N/A

Results

Attendance rate = 96.1%
COLP workbook quiz = 72.3%
Writing Effectively = 48.6%

Description

Prince George's County Schools' JROTC staff and cadre conducted a hybrid 6-day summer leadership program for cadets pursuing positions of higher responsibility and/or assuming positions of greater responsibility within their units.

Purpose

To provide first and second year JROTC cadets the opportunity to enhance their leadership skills through rigorous team building exercises, peer-to-peer instruction, verbal and written communication assessments, and increase personal health and wellness during physical training.

Goals

JROTC cadet leadership enhancement.

Details

- Number of sessions – 6
- Hours per session – 8 - 12
- Grades served – 9 through 12
- Number of students served – 163

Student characteristics

	# of Students	Percent of Total
Male	59	45.7%
Female	70	54.3%
American Indian or Native Alaskan	1	.8%
Asian	5	3.9%
Black or African American	72	55.8%
Hispanic	39	30.2%
Native Hawaiian or OPI	2	1.6%
White	9	7.0%
More than one race	1	.8%
Special Education Students	5	3.1%
English Learners	19	11.7%
Free or Reduced-Price Meals	75	46.0%



Network for Teaching Entrepreneurship (NFTE) BizCamp

Content Area(s)

Entrepreneurship

Student Identification Process

Current PGCPs students rising to grades 11 through 12.

Format

In-person @ Bowie State University

Social-Emotional Learning

Activities

The five SEL competencies (self-awareness, self-management, responsible decision making, social awareness, and relationship skills) are embedded daily into the NFTE curriculum and project-based learning format.

External Partnerships

NFTE

Results

Attendance rate = 85.7%

Average Entrepreneurship score = 72.7%

Description

This program delivered NFTE’s award-winning curriculum, activating students’ entrepreneurial mindset while they learned the fundamentals of entrepreneurship and created and pitched original business opportunities. Students had opportunities to win monetary prizes.

Purpose

Enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student’s grade level, or elective.

Goals

High school students explained entrepreneurial mindset and the fundamentals of entrepreneurship to create and pitch original business opportunities.

Details

- Number of sessions – 7
- Hours per session – 3.5
- Grades served – Rising 11th and 12th
- Number of students served – 22

Student characteristics

	# of Students	Percent of Total
Male	10	47.6%
Female	11	52.4%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	19	90.5%
Hispanic	2	9.5%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	2	9.1%
English Learners	1	4.5%
Free or Reduced-Price Meals	7	31.8%



Science & Technology Summer Bridge

Content Area(s)

Science, Math and Technology

Student Identification Process

Rising 9th and 10th grade students newly registered in the Science and Technology Program.

Format

In-person @ Flowers, Roosevelt, and Oxon Hill High Schools

Social-Emotional Learning Activities

The Professional School Counselor and assigned coach from student services rotated throughout the classes to provide student with no less than 30 minutes a week of SEL interaction.

External Partnerships

The University of Maryland School of Engineering, Women in Engineering from UMD, Smart Learning Solutions

Results

Attendance rate = 83.1%

Description

The First Steps to Success Summer Bridge - Science and Technology (S&T) was designed to assist incoming S&T students with the transition from middle school to high school. Students participated in science, mathematics, technology, and study skills sessions. The program included hands-on activities and labs. Students worked together to complete a group project. They were able to make real-world science and engineering connections by attending a research institution.

Purpose

For students transitioning from middle to high school to familiarize them with school environments, focus on academic and behavioral skills, etc.

Goals

Based upon the premise that students are coming into the program with different skill sets and knowledge, the summer bridge scheduled students in English, Mathematics, Science and Engineering courses. Students also developed and exercised 21st Century skills through competitions, teamwork and presentations that were curated using digital technologies.

Details

- Number of sessions – 12
- Hours per session – 4.5
- Grades served – rising 9th and 10th
- Number of students served – 443

Student characteristics

	# of Students	Percent of Total
Male	192	43.3%
Female	251	56.7%
American Indian or Native Alaskan	0	0.0%
Asian	41	9.3%
Black or African American	264	59.6%
Hispanic	59	13.3%
Native Hawaiian or OPI	1	0.2%
White	28	6.3%
More than one race	8	1.8%
Special Education Students	5	1.1%
English Learners	9	2.0%
Free or Reduced-Price Meals	159	35.9%



TalentReady Summer Bridge

Content Area(s)

IT Awareness

Student Identification Process

Rising 9th grade students who have been accepted into the Talent Ready program @ Largo High School.

Format

Virtual

Social-Emotional Learning

Activities

Daily 10-minute lessons.

External Partnerships

PGCC, Bowie State, Capital Technology, and EMPLOY Prince George's (EPG)

Results

Attendance rate = 97.6%
IT Awareness growth rate = 52.4%

Description

TalentReady Summer Bridge program was specific to the 20-student cohort selected through the application process. Students gained basic knowledge of the four pathways in the program, took their first introductory Prince George's Community College (PGCC) course, and interacted with our program partners.

Purpose

For students transitioning from middle to high school to familiarize them with school environments, focus on academic and behavioral skills, etc.

Goals

TalentReady Summer Bridge was used as an early entry point prior to the student's beginning ninth grade. The goal was to introduce students to the four pathways of the program: Cybersecurity, Networking, Programming, and Database Management. They were taken through the registration process, navigation, and introduction to their PGCC credentials and course. The students were expected to have a wide knowledge of the four pathways and familiarity of their PGCC course by the end of the 4-day program.

Details

- Number of sessions – 4
- Hours per session – 4
- Grades served – rising 9th and 10th
- Number of students served – 21

Student characteristics

	# of Students	Percent of Total
Male	12	57.1%
Female	9	42.9%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	19	90.5%
Hispanic	1	4.8%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	1	4.8%
Special Education Students	0	0.0%
English Learners	0	0.0%
Free or Reduced-Price Meals	7	33.3%



Teen Kickback Camp

Content Area(s)

Environmental Literacy

Student Identification Process

High School students with special needs aged 13 to 21.

Format

In-person @ Camp Schmidt

Social-Emotional Learning Activities

Mindfulness, Watershed Movement, Team building activities; Creative Movement

External Partnerships

Dance Exchange, M-NCPPC, and Prince George's County Department of Environment

Results

Attendance rate = 90.7%

Environmental Literacy growth rate = 21.0%

Description

This program, in partnership with Maryland-National Capital Park and Planning Commission (M-NCPPC), provided activities including games, challenge courses, outdoor environmental education, arts, and crafts. The staff to participant ratio was 1:4 to allow campers independence for developing social skills and building confidence. They also explored climate change and each person's ecological footprint.

Purpose

To provide enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student's grade level, or elective.

Goals

To provide an experiential environmental literacy program to special needs students ages 13-21 to increase their awareness of environmental issues, their personal impact on the Earth and to improve their relationship with the outdoors.

Details

- Number of sessions – 5
- Hours per session – 4.5
- Grades served – special needs students aged 13 to 21
- Number of students served – 15

Student characteristics

	# of Students	Percent of Total
Male	11	73.3%
Female	4	26.7%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	13	86.7%
Hispanic	1	6.7%
Native Hawaiian or OPI	0	0.0%
White	1	6.7%
More than one race	0	0.0%
Special Education Students	15	100.0%
English Learners	0	0.0%
Free or Reduced-Price Meals	7	46.7%

IV. CROSS-LEVEL PROGRAMS



Content Area(s)

Science, Technology, Engineering, Arts, and Mathematics (STEAM)

Student Identification Process

School-identified rising seventh graders.

Format

In-person @ Bladensburg HS

Social-Emotional Learning Activities

Students rotated through our School Counselor 6 times for 45 min sessions. The focus was Goal Setting, Stress Management, Naviance: Career Finder, and High School Specialty Programs. The School Counselor also addressed students' personal SEL needs as they arose.

External Partnerships

National Security Agency (NSA)

Results

Attendance rate = 71.8%
STEAM growth rate = 28.7%

ArchiTech STEAM Camp

Description

ArchiTech game design program connected rising 7th graders' prior experiences with gaming to a variety of disciplines through concepts such as programming, design, arts, marketing, and entrepreneurship. Through hands-on, project-based learning, students (ArchiTechies) developed portfolios and skills needed to be successful in today's global workforce. Students prepared to pursue careers in not only the game industry, but also a wide variety of fields that combine creativity and Science, Technology, Engineering, Arts, and Mathematics (STEAM).

Purpose

To provide acceleration and scaffolding of upcoming content and prerequisite skills, enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student's grade level, or elective.

Goals

To increase students' understanding of game design and careers related to STEAM.

Details

- Number of sessions – 20
- Hours per session – 5.5
- Grades served – Rising 7th graders
- Number of students served – 141

Student characteristics

	# of Students	Percent of Total
Male	69	49.3%
Female	71	50.7%
American Indian or Native Alaskan	1	.7%
Asian	2	1.4%
Black or African American	79	56.4%
Hispanic	51	36.4%
Native Hawaiian or OPI	0	0.0%
White	6	4.3%
More than one race	1	.7%
Special Education Students	9	6.4%
English Learners	20	14.2%
Free or Reduced-Price Meals	105	74.5%



Positive D.A.Y. Summer Youth Academy

Content Area(s)

Citizenship, Business and STEM

Student Identification Process

Any PGPCS student aged 11 - 14.

Format

In-person@ Benjamin Stoddert Middle School

Social-Emotional Learning

Activities

60 minutes of SEL daily

External Partnerships

Prince George's County Office of the Sheriff

Results

Attendance rate =66%

STEM growth rate = 36%

Description

The Positive D.A.Y. Summer Youth Academy was designed to enhance the lives of youth with a summer camp session that included life enrichment skills, constructive behavior strategies, and motivational development techniques. The Academy was conducted by the Sheriff's Community Partnership Section Positive Deputies Assisting Youth (D.A.Y.) Corps along with Sheriff Explorers.

Purpose

To provide acceleration and scaffolding of upcoming content and prerequisite skills, enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student's grade level, or elective.

Goals

To increase students' understanding of Law Enforcement and citizenship and enhance their knowledge of STEM, the arts and business.

Details

- Number of sessions – 20
- Hours per session – 6
- Grades served – students aged 11 to 14
- Number of students served – 31

Student characteristics

	# of Students	Percent of Total
Male	12	46.2%
Female	14	53.8%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	21	80.8%
Hispanic	1	3.8%
Native Hawaiian or OPI	0	0.0%
White	3	11.5%
More than one race	1	3.8%
Special Education Students	4	12.9%
English Learners	1	3.2%
Free or Reduced-Price Meals	11	35.5%



Special Education Extended School Year

Content Area(s)

Custom course of study

Student Identification Process

Students with current IEPs who were determined eligible by IEP Teams during the Annual Review process. This determination is made by the team and includes parent(s)/guardian(s)

Format

Virtual and in-person@ various sites throughout the county

Social-Emotional Learning Activities

Instruction was based on IEP goals. Those students with social/behavioral IEP goals will get targeted instruction in social/emotional learning. The program used is Re-think, as well as SuperFlex for our students with autism.

External Partnerships

Maryland-National Capital Park and Planning Commission (Camp Sunshine ESY), SPIRIT Club - fitness and group exercise for all abilities; WolfTrap Foundation for the Performing Arts

Results

Attendance rate = 67.1%

Description

This program was an individualized extension of specific services beyond the regular school year. It was customized for each student to meet specific goals included in the student's Individualized Education Program (IEP).

Purpose

To provide compensatory or other Free Appropriate Public Education (FAPE)-related services for students with disabilities.

Goals

Provide individualized extension of specific special education goals and related services beyond the regular school year. It was designed to meet specific goals and objectives as identified in the student's Individualized Education Program (IEP).

Details

- Number of sessions – 15
- Hours per session –1 to 7, IEP determined
- Grades served – Pre-K through 12
- Number of students served – 2,193

Student characteristics

	# of Students	Percent of Total
Male	1,503	69.1%
Female	673	30.9%
American Indian or Native Alaskan	10	0.5%
Asian	46	2.1%
Black or African American	1,428	65.6%
Hispanic	565	26.0%
Native Hawaiian or OPI	4	0.2%
White	74	3.4%
More than one race	24	1.1%
Special Education Students	2,176	100.0%
English Learners	316	14.5%
Free or Reduced-Price Meals	1,301	59.8%



S.T.A.M.P. Camp

Content Area(s)

STEM

Student Identification Process

Schools were given the opportunity to choose 15 rising fifth graders with good attendance, good grades and overall good citizenship for the 2022 school year.

Format

In-person@ four sites throughout the county

Social-Emotional Learning Activities

Counselors provided daily activities called "mind space" where students had the chance to express their thoughts and mood through art and discussion. Family/parent resources were shared at Parent and Family Game Night!

External Partnerships

NASA Educational resource department, Parent Engagement coding with Exploring Robotics

Results

Attendance rate =78.8 %
STAMP growth rate = 21.5%

Description

Summer S.T.A.M.P. Camp (Science Technology Aerospace and Math Program) was designed for selected rising fifth graders. Using the Engineering and Design Process through science, technology, aerospace, and mathematics evidence-based activities and experiences, the program was designed to build interest, knowledge, and STEM skills using NASA's BEST Curriculum, coding, and creative arts. Learning was enhanced through field trips, guest speakers, movement and fitness, and fun Space "learning" Stations.

Purpose

To provide enrichment or teaching of skills or content that were not part of the required content, advanced beyond a student's grade level, or elective.

Goals

Connect students to unfamiliar career fields by hearing from professionals who are relatable, increase exposure to STEM and Aerospace Partnership and ongoing communication with NASA's Educational Resource Department. Engagement in logical reasoning and inquiry. Interpret and communicate information through journaling methods and STEM sources and apply technology strategically.

Details

- Number of sessions – 18
- Hours per session – 6
- Grades served – rising 5th
- Number of students served – 336

Student characteristics

	# of Students	Percent of Total
Male	166	49.4%
Female	170	50.6%
American Indian or Native Alaskan	1	0.3%
Asian	13	3.9%
Black or African American	184	54.8%
Hispanic	127	37.8%
Native Hawaiian or OPI	0	0.0%
White	8	2.4%
More than one race	3	0.9%
Special Education Students	12	3.4%
English Learners	95	27.2%
Free or Reduced-Price Meals	230	65.9%

V. SCHOOL-BASED PROGRAMS



Content Area(s)

Middle School to High School transition

Student Identification Process

Rising 9th graders who have been accepted into AHS

Format

In-person at Academy of Health Sciences @ PGCC

Social-Emotional Learning

Activities

AHS was assigned a Youth Care Counselor. The counselor introduced herself and described the services available. Each teacher provided the SE support to assist students with their transition from middle school to high school. Students engaged in team-building activities.

External Partnerships

Youth Care Counselor (Interdynamics); the Great Game Company.

Results

Attendance rate = 61.7%

Transition skills growth = 42.1%

Academy of Health Sciences Summer Bridge

Description

The Summer Bridge program at the Academy of Health Sciences (AHS) @ Prince George's Community College was for incoming Year 1 students who had been accepted and registered at AHS in either the Health Sciences or Teacher Preparation Pathways. Our program was not open to the public. The Academy of Health Sciences' Summer Bridge program prepared students for the transition from middle school to college.

Purpose

Summer bridge or transition programs, for students who are transitioning between middle to high school to familiarize them with school environments, focus on academic and behavioral skills, etc.

Goals

Based upon the premise that students are coming into the program with different skill sets and knowledge, the summer bridge scheduled students in English, Mathematics, Science and Engineering courses.

Details

- Number of sessions – 12
- Hours per session – 4.75
- Grades served – Rising 9th
- Number of students served – 137

Student characteristics

	# of Students	Percent of Total
Male	32	25.6%
Female	93	74.4%
American Indian or Native Alaskan	1	0.8%
Asian	13	10.4%
Black or African American	97	77.6%
Hispanic	7	5.6%
Native Hawaiian or OPI	1	0.8%
White	4	3.2%
More than one race	2	1.6%
Special Education Students	2	1.5%
English Learners	0	0.0%
Free or Reduced-Price Meals	45	32.8%



Buck Lodge Middle School

Content Area(s)

STEM

Student Identification Process

Students were invited based on Reading Inventory and Benchmark data.

Format

In-person@ Cesar Chavez Elementary School

Social-Emotional Learning

Activities

Team-building, digital puzzle, Kahoot, UNO, etc. for 10 minutes a day.

External Partnerships

AmeriCorps provided enrichment activities such as sports, art, dance, creative writing, bookmaker, etc.

Results

Attendance rate = 63.5%

Rockets growth rate = 73.2%

Robotics growth rate = 34.9%

Description

Students engaged in various reading, math, writing activities with rockets, robotics and Legos. The program was for rising, 6th, 7th and 8th grade Buck Lodge students. Students were selected based on their Reading Inventory and Benchmarks data. All students who applied to the program were accepted. Students were identified and grouped according to their data.

Purpose

Enrichment or teaching of skills or content that was not part of the required content, advanced beyond a student's grade level, or elective.

Goals

The program provided the opportunity to engage in physics by doing, building, asking questions, forming hypotheses, making models, and forming conclusions that transfer to real world applications and variety of skills set that can be apply to other content areas.

Details

- Number of sessions – 14
- Hours per session – 3.5
- Grades served – rising 6th – 8th
- Number of students served – 46

Student characteristics

	# of Students	Percent of Total
Male	23	50.0%
Female	23	50.0%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	4	8.7%
Hispanic	42	91.3%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	3	6.5%
English Learners	19	41.3%
Free or Reduced-Price Meals	42	91.3%



Carmody Hills Elementary School

Content Area(s)

Reading and Math

Student Identification Process

"At Risk" list from the Testing Office, iReady and Benchmark Scores.

Format

Virtual

Social-Emotional Learning Activities

Students engaged in SEL at the beginning of the school day for 15 minutes. It was a story with short discussion activity.

External Partnerships

Title 1.

Results

Attendance rate = 61.1%

R/ELA growth rate = 37.8%

Math growth rate = 16.2%

Description

Carmody Hills Rising Stars program provided support for current K-5 students who engaged in interventions for reading and mathematics in a face-to-face environment to build their academic skills. In addition, students participated in Physical Education, Art and engaged in learning to provide strategies for social and emotional growth.

Purpose

For remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content, English language instruction and/or language skills for students who are English learners.

Goals

The goal of the program was to provide our "At Risk" students and English language Learners with vocabulary development and problem solving skills in an effort to prepare for the next grade level.

Details

- Number of sessions – 15
- Hours per session – 4.5
- Grades served – rising 1st through 5th
- Number of students served – 32

Student characteristics

	# of Students	Percent of Total
Male	14	43.8%
Female	18	56.3%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	12	37.4%
Hispanic	16	50.0%
Native Hawaiian or OPI	0	0.0%
White	2	6.3%
More than one race	2	6.3%
Special Education Students	4	12.5%
English Learners	17	53.1%
Free or Reduced-Price Meals	28	87.5%



Carrollton Elementary School

Content Area(s)

Reading and Math

Student Identification Process

Students who were identified as performing below grade level using assessment data from sources such as iReady, MAP, Easy CBM diagnostics.

Format

Virtual

Social-Emotional Learning

Activities

N/A

External Partnerships

N/A

Results

R/ELA growth rate = 28.9%

Math growth rate =17.6%

Description

Carrollton’s Summer ELO program provided support for rising first through fifth grade students. They engaged in interventions for reading and mathematics in a virtual learning platform to build their academic skills.

Purpose

For remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content, English language instruction and/or language skills for students who are English learners.

Goals

To provide a Reading and Math extended learning opportunity for rising first through fifth grade students, who were identified as performing below grade level.

Details

- Number of sessions – 15
- Hours per session – 3
- Grades served – rising first through fifth
- Number of students served – 34

Student characteristics

	# of Students	Percent of Total
Male	15	44.1%
Female	19	55.9%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	14	41.2%
Hispanic	20	58.8%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	6	17.6%
English Learners	19	55.9%
Free or Reduced-Price Meals	31	91.2%



Catherine T. Reed Elementary School

Content Area(s)

Reading and Math

Student Identification Process

Students were selected based on their assessment scores, academic performance, and teacher recommendations.

Format

In-person @ Catherine T. Reed Elementary School

Social-Emotional Learning

Activities

N/A

External Partnerships

N/A

Results

Attendance rate = 56%
 R/ELA growth rate = 25.5%
 Math growth rate = 51.3%

Description

Catherine T. Reed Rising Roadrunners Summer Program was a school-funded summer school program for rising second and third graders. This program was intended to offer low teacher-to-child ratios for high-quality instruction. The program's focus was on Multicultural Reading and Math Integration and Leadership Skills.

Purpose

For remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content, English language instruction and/or language skills for students who are English learners.

Goals

To provide a Reading and Math extended learning opportunity for rising second and third grade students, who were identified as performing below grade level.

Details

- Number of sessions – 12
- Hours per session – 3.5
- Grades served – rising 2nd and 3rd
- Number of students served – 60

Student characteristics

	# of Students	Percent of Total
Male	32	54.2%
Female	27	45.8%
American Indian or Native Alaskan	0	0.0%
Asian	2	3.3%
Black or African American	42	71.2%
Hispanic	11	18.6%
Native Hawaiian or OPI	0	0.0%
White	4	6.8%
More than one race	0	0.0%
Special Education Students	1	1.7%
English Learners	20	33.3%
Free or Reduced-Price Meals	47	78.3%



Charles Carroll Middle School

Content Area(s)

R/ELA, Transition SEL, Math

Student Identification Process

Self-selected new and incoming sixth and seventh graders of Charles Carroll Middle School for SY22-23. For the Enrichment Program- Current Charles Carroll Middle School rising seventh and eighth graders who will attend for SY22-23. Selection was first-come, first-served.

Format

In-person @ Charles Carroll Middle School

Social-Emotional Learning Activities

Students received one hour of transition that included character education, development and learning the expectations of Cougar P.R.I.D.E, which are the school's core values. We will also had activities that eased the anxieties/ stressors of transitioning to middle school.

External Partnerships

N/A

Results

Attendance rate = 70.4%

R/ELA growth rate = 312.7%

Transition SEL growth rate = 33.0%

Math growth rate = 231.7%

Description

Charles Carroll Middle School's Transition and Enrichment Program was designed to be a transition program for incoming sixth and seventh graders transitioning to Charles Carroll in the fall of 2022 and an enrichment program for our current rising 7th and 8th graders. All students benefited from learning opportunities in Reading and Math.

Purpose

Enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student's grade level, or elective. Summer bridge or transition programs, for students who are transitioning from elementary to middle school, focus on academic and behavioral skills, etc.

Goals

Provide math and reading enrichment to help bridge the gap in learning between grade levels. The program will also focus on transitioning from elementary to middle school.

Details

- Number of sessions – 11
- Hours per session – 3.5
- Grades served – rising 6th through 8th
- Number of students served – 17

Student characteristics

	# of Students	Percent of Total
Male	11	64.7%
Female	6	35.3%
American Indian or Native Alaskan	0	0.0%
Asian	1	5.9%
Black or African American	7	41.2%
Hispanic	9	52.9%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	7	41.2%
English Learners	8	47.1%
Free or Reduced-Price Meals	14	82.4%



Cora L. Rice Elementary School

Content Area(s)

Reading and Math

Student Identification Process

Students were selected based on their EOY reading and math data. The students that were selected were performing on or below grade level in reading and math. We also used teacher recommendations.

Format

In-person @ Cora L. Rice Elementary School

Social-Emotional Learning

Activities

N/A

External Partnerships

N/A

Results

Attendance rate = 69.3%

R/ELA growth rate = 68.9%

Math growth rate = 156.0%

Description

The Cora L. Rice Summer Learning Program was designed to help students rising to grades first to fifth to improve their academic foundations in both Reading and Math, using research-based interventions.

Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

Goals

Provide research-based reading and math intervention to students in rising to grades first to fifth who performed below grade level during SY2022

Details

- Number of sessions – 15
- Hours per session – 3.5
- Grades served – rising 1st through 5th
- Number of students served – 59

Student characteristics

	# of Students	Percent of Total
Male	27	45.8%
Female	32	54.2%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	53	89.8%
Hispanic	6	10.2%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	6	7.0%
English Learners	5	5.8%
Free or Reduced-Price Meals	37	43.0%



Dora Kennedy French Immersion Academy

Content Area(s)

R/ELA

Math

French Language Arts

Student Identification Process

The program was open to all DKFI students who wished to attend.

Format

In-person @ Dora Kennedy French Immersion

Social-Emotional Learning Activities

Fifteen minutes daily.

External Partnerships

Port Discovery.

Results

Attendance rate = 76.1%%

R/ELA growth rate = 89.8%

Math growth rate = 64.4%

Description

The Dora Kennedy French Immersion Summer Camp was designed to help students in grades kindergarten to six improve their academic foundations in Reading/English language arts, Math, and French language arts.

Purpose

Enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student's grade level, or elective. Support for student mental health and well-being.

Goals

Math, ELA and FLA enrichment

Details

- Number of sessions – 11
- Hours per session – 4
- Grades served – K through 6
- Number of students served – 168

Student characteristics

	# of Students	Percent of Total
Male	78	56.9%
Female	59	43.1%
American Indian or Native Alaskan	1	.7%
Asian	3	2.2%
Black or African American	101	73.7%
Hispanic	7	5.1%
Native Hawaiian or OPI	0	0.0%
White	20	14.6%
More than one race	5	3.6%
Special Education Students	10	6.0%
English Learners	5	3.0%
Free or Reduced-Price Meals	31	18.5%



EXCEL Academy Public Charter School

Content Area(s)

Mathematics

Student Identification Process

Students were selected based on their IReady math scores and teacher recommendations.

Format

In-person @ Lake Arbor Elementary School

Social-Emotional Learning

Activities

Push in services with mental health clinician once each week as per parent request.

External Partnerships

N/A

Results

Attendance rate = 77.8%

Math growth rate =65.7%

Description

The EXCEL “Level Up” Math Camp was for EXCEL Academy scholars rising to grades three to eight in SY2023 who would benefit from additional support with mathematics fluency and proficiency.

Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

Goals

Provide remediation for rising third through eighth grade students who are at least one grade level behind in math.

Details

- Number of sessions – 19
- Hours per session – 3.5
- Grades served – rising 3rd through 8th
- Number of students served – 32

Student characteristics

	# of Students	Percent of Total
Male	18	56.3%
Female	14	43.8%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	29	90.6%
Hispanic	3	9.4%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	6	18.8%
English Learners	3	9.4%
Free or Reduced-Price Meals	20	62.5%



Francis Scott Key Elementary School

Content Area(s)

Reading and Mathematics

Student Identification Process

Students were selected based on their iReady, MAP Fluency, and Reading and Math Benchmark scores.

Format

In-person @ Francis Scott Key Elementary School

Social-Emotional Learning Activities

Partner from Children's Guild provides SEL activities.

External Partnerships

Children's Guild.

Results

Attendance rate = 72.2%
 R/ELA growth rate = 85.9%
 Math growth rate = 22.6%

Description

Students rising to grades two to five in SY2023 identified as in need of additional support in core academics were invited to participate in a summer school program. To support progress in Reading/English Language Arts (RELA) the focus was on phonemic awareness, phonics, fluency, and comprehension. In Mathematics, the focus was on operations and algebraic thinking, number and operations, measurement and data, and geometry.

Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

Goals

To provide additional support in core academics to students identified as being behind based on test scores.

Details

- Number of sessions – 15
- Hours per session – 4
- Grades served – rising 2nd through 5th
- Number of students served – 58

Student characteristics

	# of Students	Percent of Total
Male	31	53.4%
Female	27	46.6%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	13	22.4%
Hispanic	36	62.1%
Native Hawaiian or OPI	0	0.0%
White	3	5.2%
More than one race	6	10.3%
Special Education Students	0	0.0%
English Learners	33	56.9%
Free or Reduced-Price Meals	40	69.0%



G. James Gholson Middle School

Content Area(s)

Mathematics
PSAT Prep
SEL

Student Identification Process

Benchmark 2 or 3 scores and students who had a long-term substitute for math in SY2022.

Format

Virtual

Social-Emotional Learning Activities

SEL Lessons were 30 minutes in length. The lessons' topics included self-esteem, self-worth, empathy, decision-making, etc.

External Partnerships

N/A

Results

Attendance rate = 67.8%
Math growth rate = 44.2%
PSAT Prep = 10.0%
SEL = 5.0%

Description

The G. James Gholson's virtual mathematics summer program offered rising seventh and eighth grade students the opportunity to engage in challenging academic work virtually with their peers who shared their exceptional abilities and love of learning. While the focus was on rigorous academics and learning (PSAT Prep), the virtual experience that resulted from bringing these students together was an integral part of the program.

Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

Goals

The goal of the program was to give participants the opportunity to engage in challenging academic work in the company of peers who share their abilities and love of learning. These students were expected to be ready to be successful upon entrance into their next Math course.

Details

- Number of sessions – 5
- Hours per session – 7.5
- Grades served – rising 7th and 8th
- Number of students served – 27

Student characteristics

	# of Students	Percent of Total
Male	12	44.4%
Female	15	55.6%
American Indian or Native Alaskan	1	4.2%
Asian	0	0.0%
Black or African American	20	83.3%
Hispanic	3	12.5%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	0	0.0%
English Learners	3	11.1%
Free or Reduced-Price Meals	8	29.6%



Imagine Andrews Public Charter School

Content Area(s)

Reading and Math

Student Identification Process

Students enrolled in Imagine Andrews PCS.

Format

Virtual via Zoom and Google classroom

Social-Emotional Learning

Activities

N/A

External Partnerships

N/A

Results

Attendance rate = 79.2%

R/ELA growth rate = 9.2%

Math growth rate = 8.5%

Description

The Summer's Edge Program used an online self-paced program aimed to help students catch up, keep up, and get ahead in mathematics and reading. Students were required to complete one hour of math and one hour of Reading/English Language Arts daily.

Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

Goals

To provide reading and math remediation for scholars identified as not meeting grade-level expectations.

Details

- Number of sessions – 15
- Hours per session – 2
- Grades served – rising 1st through 8th
- Number of students served – 95

Student characteristics

	# of Students	Percent of Total
Male	48	50.5%
Female	47	49.5%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	85	89.5%
Hispanic	4	4.2%
Native Hawaiian or OPI	0	0.0%
White	2	2.1%
More than one race	4	4.2%
Special Education Students	12	12.6%
English Learners	0	0.0%
Free or Reduced-Price Meals	18	18.9%



International HS @ Langley Park

Content Area(s)

High School Courses

SEL Self-Efficacy

Student Identification Process

Students enrolled in IHS @ Langley Park struggling to master core content

Format

In-person @ IHS @ Langley Park

Social-Emotional Learning Activities

Built-in break, mental health services onsite.

External Partnerships

N/A

Results

Attendance rate = 95.5%

SEL Self-efficacy = 30.2%

Description

Students who attended an International High School and who earned grades of 1.5-1.9 in a core content course had the opportunity to continue to work towards standards mastery in core content areas, which included Reading/English Language Arts 9, 10, 11, 12, science, social studies, mathematics, physical education/health, and selected electives.

Purpose

Credit recovery for students who did not pass courses, English language instruction and/or language skills for students who are English learners.

Goals

To provide opportunities for IHSLP students to stay on track to graduate with their cohort.

Details

- Number of sessions – 18
- Hours per session – 3
- Grades served – 9th through 12th
- Number of students served – 82

Student characteristics

	# of Students	Percent of Total
Male	39	47.6%
Female	43	52.4%
American Indian or Native Alaskan	0	0.0%
Asian	3	3.7%
Black or African American	2	2.4%
Hispanic	77	93.9%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	2	2.4%
English Learners	74	90.2%
Free or Reduced-Price Meals	67	81.7%



John H. Bayne Elementary School

Content Area(s)

Reading and Mathematics

Student Identification Process

Students enrolled in John H. Bayne Elementary school rising to second through sixth grades

Format

In-person @ John H. Bayne Elementary School

Social-Emotional Learning Activities

Self-esteem, motivational & citizenship activities for half an hour per day.

External Partnerships

N/A

Results

Attendance rate = 61.1%
R/ELA growth rate = 3.5%

Description

John H. Bayne Elementary School provided a summer program that helped bridge the reading and math gaps using the Freedom School approach to learning.

Purpose

Acceleration and scaffolding of upcoming content and prerequisite skills, enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student's grade level, or elective.

Goals

The goal of the program is to provide reading and math remediation for scholars identified as not meeting grade-level expectations.

Details

- Number of sessions – 29
- Hours per session – 2.5
- Grades served – rising 2nd through 6th
- Number of students served – 6

Student characteristics

	# of Students	Percent of Total
Male	4	66.7%
Female	2	33.3%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	6	100.0%
Hispanic	0	0.0%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	0	0.0%
English Learners	0	0.0%
Free or Reduced-Price Meals	4	66.7%



Judge Sylvania Woods Elementary School

Content Area(s)

Reading and Mathematics

Student Identification Process

Student's iReady and Math benchmark scores was used to identify students for the program.

Format

In-person @ Judge Sylvania Woods Elementary School

Social-Emotional Learning

Activities

Ten minutes daily.

External Partnerships

N/A

Results

Attendance rate = 79.1%

R/ELA growth rate = 60.6%

Math growth rate = 155.7%

Description

Judge Sylvania Woods Elementary School provided a summer bridge program for selected students entering first through third grade.

Purpose

Acceleration and scaffolding of upcoming content and prerequisite skills, enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student's grade level, or elective.

Goals

Provide remediation for elementary school students in English Language Arts and Math who were identified as at least one grade level behind.

Details

- Number of sessions – 12
- Hours per session – 3.5
- Grades served – rising 1st through 3rd
- Number of students served – 41

Student characteristics

	# of Students	Percent of Total
Male	22	53.7%
Female	19	46.3%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	12	29.3%
Hispanic	28	68.3%
Native Hawaiian or OPI	0	0.0%
White	1	2.4%
More than one race	0	0.0%
Special Education Students	0	0.0%
English Learners	27	65.9%
Free or Reduced-Price Meals	33	80.5%



Nicholas Orem MS Summer Bridge

Content Area(s)

Reading and Mathematics

Student Identification Process

Rising sixth and seventh grade students enrolled in Nicholas Orem MS for SY2023.

Format

In-person @ Nicholas Orem Middle School

Social-Emotional Learning Activities

During the morning meeting and in the middle school skills class daily.

External Partnerships

N/A

Results

Attendance rate = 80.2%

Description

Nicholas Orem Middle School's Bridging Transition Program was designed to be a transition program for incoming sixth and seventh graders transitioning to Nicholas Orem Middle School in the 2022-2023 school year. Students benefited from learning opportunities in Reading and Math along with supporting Organizational Skills that oriented them to the middle school learning environment.

Purpose

Provide acceleration and scaffolding of upcoming content and prerequisite skills, support for student mental health and well-being, summer bridge or transition programs, for students who are transitioning between school levels to familiarize them with school environments, focus on academic and behavioral skills, etc.

Goals

Students received instruction in both math and reading to prevent summer learning loss as well as to address gaps in learning due to the COVID-19 pandemic. The program also addressed students' socio-emotional needs through arts integration. Finally, there was an emphasis on organizational and study skills to ensure students were prepared for success in middle school.

Details

- Number of sessions – 8
- Hours per session – 3
- Grades served – rising 6th and 7th
- Number of students served – 82

Student characteristics

	# of Students	Percent of Total
Male	35	42.7%
Female	47	57.3%
American Indian or Native Alaskan	0	0.0%
Asian	1	1.2%
Black or African American	14	17.1%
Hispanic	67	81.7%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	10	12.0%
English Learners	42	50.6%
Free or Reduced-Price Meals	67	80.7%



Panorama Elementary School

Content Area(s)

Reading and Mathematics

Student Identification Process

Reading Benchmark 2 and 3 and iReady Diagnostic Assessment, Math Benchmark and Teacher Recommendations.

Format

In-person @ Panorama Elementary School

Social-Emotional Learning

Activities

Student check-ins, Reading books, Icebreaker activities, Goal setting activities.

External Partnerships

N/A

Results

Attendance rate = 79.6%

R/ELA growth rate =2.6%

Math growth rate =62.2%

Description

Students enrolled in Panorama ES in grades first through fourth in SY2022, who have been identified as in need of additional support in core academics, were invited to participate in a summer school program. In Reading, the focus was on phonemic awareness, phonics, fluency, and comprehension. In Mathematics, the focus was on operations and algebraic thinking, number and operations, measurement and data, and geometry

Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

Goals

Improvement in reading accuracy and comprehension leading to an approach toward more complex reading tasks, improvement in math fluency and the ability to identify the information needed, the correct operation, setting up problems and solving two-step math word problems.

Details

- Number of sessions – 14
- Hours per session – 4
- Grades served – 1st through 4th
- Number of students served – 47

Student characteristics

	# of Students	Percent of Total
Male	28	59.6%
Female	19	40.4%
American Indian or Native Alaskan	0	0.0%
Asian	2	4.3%
Black or African American	36	76.6%
Hispanic	6	12.8%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	3	6.4%
Special Education Students	3	6.4%
English Learners	8	17.0%
Free or Reduced-Price Meals	35	74.5%



Ridgecrest Rocket Academy

Content Area(s)

Reading

Student Identification Process

iReady scores and teacher recommendations.

Format

Virtual

Social-Emotional Learning Activities

For the first 20 minutes of class, teachers did a check-in with students as well as provided questions/prompts/activities that encouraged self-monitoring, self-awareness, relationship skills, and decision-making.

External Partnerships

N/A

Results

Attendance rate = 68.7%

R/ELA growth rate = 25.2%

Description

Ridgecrest Rocket Academy was a summer program for rising Kindergarten to fourth graders. The program focused on foundational skills in reading, such as phonics, phonemic awareness, and reading comprehension.

Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

Goals

To increase phonemic awareness and phonics skills to improve decoding and fluency skills for students who were identified as at least one grade level behind.

Details

- Number of sessions – 23
- Hours per session – 3
- Grades served – Rising K through 4th
- Number of students served – 42

Student characteristics

	# of Students	Percent of Total
Male	24	57.1%
Female	18	42.9%
American Indian or Native Alaskan	0	0.0%
Asian	1	2.4%
Black or African American	1	2.4%
Hispanic	40	95.2%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	1	2.4%
English Learners	40	95.2%
Free or Reduced-Price Meals	34	81.0%



Seat Pleasant ES Summer Literacy Camp

Content Area(s)

Reading and Mathematics

Student Identification Process

Students Winter iReady scores to identify students at the approaching level and Benchmark#2 Math scores to identify students approaching and 10 points away from approaching.

Format

Virtual

Social-Emotional Learning Activities

SEL activities included using Quavered.com, activities that cover identifying emotions, respect for others, teamwork, relationship building, and other lessons to help with mental and emotional needs.

External Partnerships

N/A

Results

Attendance rate = 56.3%

R/ELA growth rate = 0.1%

Math growth rate =23.4%

Description

Rising first to fourth grade students received interventions in Math and Reading to support learning recovery for children currently enrolled at Seat Pleasant ES. This was done through an individualized, targeted digital experience with the following programs: DreamBox, iRead, iReady, and Literacy Pro platforms. Students also received face to face small group instruction in areas of need.

Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

Goals

To improve reading and math performance among students rising to first through fourth grades at Seat Pleasant ES.

Details

- Number of sessions – 16
- Hours per session – 4
- Grades served – Rising 1st through 4th
- Number of students served – 32

Student characteristics

	# of Students	Percent of Total
Male	9	28.1%
Female	23	71.9%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	18	56.3%
Hispanic	12	37.5%
Native Hawaiian or OPI	0	0.0%
White	1	3.1%
More than one race	1	3.1%
Special Education Students	4	12.5%
English Learners	12	37.5%
Free or Reduced-Price Meals	18	56.3%



Springhill Lake Elementary School

Content Area(s)

Reading and Mathematics

Student Identification Process

NWEA reading scores for students in grades K-2; iReady scores for students in grade 3 and 4. Math Benchmark II

Format

In-person @ Springhill Lake ES

Social-Emotional Learning

Activities

Ten minutes daily.

External Partnerships

N/A

Results

Attendance rate = 79.5 %

R/ELA growth rate = 34.8%

Math growth rate = 48.1%

Description

Springhill Lake Elementary Soaring Eagles Summer Scholars offered a program to support educational opportunities to enrolled kindergarten through fourth grade students in reading and mathematics. The program supported many of our students' academic needs as well as provided enrichment opportunities.

Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

Goals

To provide remediation for elementary school students in Reading English Language Arts and Mathematics who were identified as at least one grade level behind.

Details

- Number of sessions – 16
- Hours per session – 4
- Grades served – K through 4th
- Number of students served – 77

Student characteristics

	# of Students	Percent of Total
Male	49	63.6%
Female	28	36.4%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	36	46.8%
Hispanic	39	50.6%
Native Hawaiian or OPI	0	0.0%
White	2	2.6%
More than one race	0	0.0%
Special Education Students	4	5.2%
English Learners	37	48.1%
Free or Reduced-Price Meals	51	66.2%



Suitland ES Promising Panthers

Content Area(s)

Reading and Mathematics

Student Identification Process

Students were selected for the program based on iReady, Maryland Comprehensive Assessment Program scores below grade level.

Format

In-person @ Springhill Lake ES

Social-Emotional Learning

Activities

Ten minutes daily using Connection Cards from Sandford Harmony

External Partnerships

N/A

Results

Attendance rate = 84.4%

R/ELA growth rate = 27.5%

Math growth rate = 48.3%

Description

Promising Panthers summer program was for rising first through sixth grade students at Suitland ES. The program focused on small group instruction in Reading and Math.

Purpose

Remediation or reteaching of missed or missing grade-level content for students identified as behind on grade-level content.

Goals

To provide remediation for students in English Language Arts and Math who were identified as approaching expectations on benchmark assessments.

Details

- Number of sessions – 16
- Hours per session – 3.5
- Grades served – Rising 1st through 6th
- Number of students served – 15

Student characteristics

	# of Students	Percent of Total
Male	8	53.3%
Female	7	46.7%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	13	86.7%
Hispanic	2	13.3%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	1	6.7%
English Learners	1	6.7%
Free or Reduced-Price Meals	8	53.3%

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