

Achievement at the Village Learning Place

Public School Opportunities Enhancement Program (PSOEP) Summer Evaluation Report 2023: Let's Invest in Neighborhood Kids (LINK) Summer and LINK Leaders Summer



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Adaptability to change is itself a hallmark
of successful education."

--Peter Hilton

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Acknowledgements

Dr. Amy Desai Graham would like to thank the staff and funders of LINK Summer and LINK Leaders Summer at the Village Learning Place for the opportunity to serve and support your program and the young people and families you engage.

Acronyms

PSOEP: Public School Opportunities Enhancement Program

ELA: English Language Arts

LINK - Let's Invest in Neighborhood Kids

MSDE: Maryland State Department of Education

VLP - Village Learning Place

Executive Summary

Let's Invest in Neighborhood Kids (LINK) Summer and LINK Leaders Summer are supported by the Public School Opportunities Enhancement Program (PSOEP) grant and provide a summer enrichment program at the Village Learning Place (VLP). VLP established five objectives relevant to the needs of the community focusing on prevention of summer learning loss, character education and family support.

Village Learning Place engaged Dr. Amy Desai Graham to conduct an assessment of the LINK Summer and LINK Leaders Summer programs. This report summarizes results from the summer of the fifteenth year of program operation, summer 2023. The evaluator was provided self-report data from the program as well as access to a variety of data on LINK Summer and LINK Leaders Summer students.

During the three-year cycle, the program seeks to document academic achievement via demonstrated improvements in math and reading/ELA (English language arts), teacher-reported engagement in learning, demonstrated problem solving and conflict resolution skills, events for caregivers with educational components, and improved assessments of program teachers. Of 58 students who enrolled in the LINK Summer program, 48 were tracked for detailed outcomes who attended the program for more than 20 days during the school year. A total of 10 participants in the LINK Leaders Summer program were also tracked for progress towards milestones. In the second year of the three-year funding cycle, VLP was able to successfully meet three of its nine indicators for the year; three indicators were not applicable to summer programming.

Of the performance indicators outlined for the site, the evaluation team considered the following in Table 1:

Table 1. Program Indicators and Results Summer 2023

Performance Indicators	Year 2 Result
Indicator 1: By August 2023, 55% of students in grades 1–5 participating in PSOEP programming in the summer will demonstrate an improvement in teacher-reported engagement in learning.	Data not available
Indicator 2: By August 2023, 55% of students in grades 6-12 participating in PSOEP programming in the summer will demonstrate an improvement in teacher-reported engagement in learning.	Data not available
Indicator 3: By August 2023, 55% of youth in grades 1–12 participating in PSOEP during the summer who had a school-day attendance rate at or below 90% in the prior school year, will demonstrate an improved attendance rate in the current school year.	Not applicable
Indicator 4: By August 2023, (a) 55% of students in grades 4-8 participating in PSOEP programming during the summer will demonstrate growth in reading/language arts on state assessments. (b) 55% of students in grades 4-8 participating in PSOEP programming during the summer will demonstrate growth in math on state assessments.	Not applicable
Indicator 5: By August 2023, 55% of students in grades K-3rd and/or 9-12th participating in PSOEP programming during the summer will demonstrate growth in reading/language arts and math.	X not met for ELA ✓ met for math
Indicator 6: By August 2023, 95% of events offered to caregivers will have educational components incorporated into presentations and assessed by participants.	✓ milestone met
Indicator 7: By August 2023, 55% of students grades 1 through 12 attending PSOEP programming during the summer will experience a decrease in in-school suspensions compared to the previous school year.	Not applicable
Indicator 8: By August 2023, 55% of students grades K through 12th attending PSOEP programming during the summer will demonstrate conflict-resolution and problem-solving skills.	✓ milestone met
Indicator 9: By August 2023, 75% of program teachers during the summer will demonstrate an improvement in (or maintain a high score on) assessments based on observations.	Data not available

✓ milestone met X milestone not met N/A cannot determine if milestone was met

Opportunities

- The program has demonstrated a strong record for tracking and assessing students during the school year, and can leverage this practice to more closely track and assess students during LINK Summer programming.

Challenges

- The program struggled to collect all the data needed to determine progress towards performance indicators due to staff shortages: the Executive Director transitioned out of the position and the program director was on leave during the last week of summer programming. The program staff took on a great deal more administrative responsibilities due to the loss of the Executive Director, which limited the time available to collect data and administer assessments. Additionally, a number of students were absent due to illness throughout the program, which also made the collection of assessment data difficult.

Recommendations

- + Set a schedule for when the data for each performance indicator will be collected prior to summer programming to ensure progress towards annual milestones can be determined. This will allow a full narrative of summer achievements to be documented and more closely represent services provided to LINK Summer and LINK Leaders Summer students.
- + Consider providing students individualized academic support for reading and English Language Arts to ensure the achievement of summer learning loss prevention goals.



LINK Summer and LINK Leaders Summer Evaluation

Overview

Village Learning Place (VLP) is an independent non-profit library that houses educational programs, enrichment opportunities, and informational resources located in Charles Village. Since 2007, they have worked with young people from pre-K to 8th grade and expanded to serve students in pre-K to 12th grade. They were selected into the 2022-2025 summer cohort of the Public School Opportunities Enhancement Program (PSOEP) grant, a federally funded initiative managed at the state level through the Maryland State Department of Education. The funding supports VLP's ongoing summer enrichment program, Let's Invest in Neighborhood Kids (LINK) Summer and LINK Leaders Summer.

Program Description

LINK Summer completed its fifteenth year of programming as a small community-based summer academic enrichment program serving pre-K to 6th grade students from the Charles Village neighborhood of Baltimore, Maryland. The overall program is designed to prevent summer learning loss and to inspire creativity. In summer 2023, VLP continued in-person learning for both LINK Summer and LINK Leaders Summer.

LINK (Let's Invest in Neighborhood Kids) Summer was held for a little over 5 weeks from July 5th through August 11th from 9am to 4pm for grades pre-K to 6th. LINK Summer is a dynamic and educational program offering lessons in literacy, math, and science, and also includes important elements of character education such as circle time, identifying feelings, and friendship building. The program also provided enrichment workshops including clay sculpting, mindfulness, fun fitness, visual art, theater, poetry, gardening, technology, etc. Learning was extended outside of the classroom into their garden, on community walks, and during Friday field trips. Students and program staff attended field trips to various sites including state parks and museums. Students received breakfast and lunch through VLP's partnership with Baltimore Housing Authority's Summer Meals Program, and VLP provided a morning and afternoon snack for students. The program hosted a Family Breakfast mid-summer and an End of Summer Celebration.

LINK Leaders Summer was held for about 5 weeks from July 5th through August 11th on Mondays through Thursdays at Village Learning Place, where Leaders participated in the program's updated curriculum including a focus on career and college planning, financial education, entrepreneurship, service-learning, enrichments, and movement time outdoors. Enrichments include a variety of activities such as art, STEM activities, cooking, athletics/dance/yoga, graphic arts, photography, etc. Fridays were reserved for field trips including the beach, college visits, business tours (to learn about career options), and sites throughout Baltimore to learn about its history.

Evaluation Overview

Dr. Amy Desai Graham and her team were engaged to assess descriptive goals and outcomes to satisfy external evaluation requirements during the second year of the current four-year funding cycle. Program planners are interested in the required monitoring and evaluation measures, as well as ensuring that the goals of the project adhere to the core values of the program's framework.

Performance Indicators

The Maryland State Department of Education (MSDE) identified performance indicators to evaluate the effectiveness of the PSOEP grant programs. During the summer of 2023, the LINK Summer and LINK Leaders Summer programs aimed to measure success according to the following indicators:

Indicator 1: By August 2023, 55% of students in grades 1–5 participating in PSOEP programming in the summer will demonstrate an improvement in teacher-reported engagement in learning.

Indicator 2: By August 2023, 55% of students in grades 6-12 participating in PSOEP programming in the summer will demonstrate an improvement in teacher-reported engagement in learning.

Indicator 3: By August 2023, 55% of youth in grades 1–12 participating in PSOEP during the summer who had a school-day attendance rate at or below 90% in the prior school year, will demonstrate an improved attendance rate in the current school year.

Indicator 4: By August 2023,

- a. 55% of students in grades 4-8 participating in PSOEP programming during the summer will demonstrate growth in reading/language arts on state assessments.
- b. 55% of students in grades 4-8 participating in PSOEP programming during the summer will demonstrate growth in math on state assessments.



Indicator 5: By August 2023, 55% of students in grades K-3rd and/or 9-12th participating in PSOEP programming during the summer will demonstrate growth in reading/language arts and math.

Indicator 6: By August 2023, 95% of events offered to caregivers will have educational components incorporated into presentations and assessed by participants.

Indicator 7: By August 2023, 55% of students grades 1 through 12 attending PSOEP programming during the summer will experience a decrease in in-school suspensions compared to the previous school year.

Indicator 8: By August 2023, 55% of students grades K through 12th attending PSOEP programming during the summer will demonstrate conflict-resolution and problem-solving skills.

Indicator 9: By August 2023, 75% of program teachers during the summer will demonstrate an improvement in (or maintain a high score on) assessments based on observations.

Evaluation Questions

For the second year of the cycle, the evaluation team focused on documenting the evaluation questions, which align with the goals identified by MSDE to measure effectiveness of PSOEP grant programs.

- 1) To what extent was the program implemented as designed?
 - See results in the Program Quality section on pages 17-19, which summarizes the findings from the site visit conducted during Summer 2023.
- 2) What are students, their caregivers, program staff and partner perceptions of the program?
 - LINK Summer students completed the End of the Summer Survey in which they reported believing they could learn and succeed in school and feeling connected to LINK Summer programming. Students also provided feedback regarding field trips and enrichment activities. Data regarding the perceptions of LINK Leaders Summer students, caregivers, and staff were not provided.
- 3) To what extent did students demonstrate improvement in school engagement?
 - See the summary of results for Indicators 1 and 2 on page 12 and Table 4.
- 4) To what extent was academic success achieved for all students?
 - See the summary of results for Indicators 4 and 5 on page 14 and Table 6.
- 5) To what extent was the program able to engage and support caregivers in educational

development?

- See the summary of results for Indicator 6 on page 15 and Table 7.
- 6) To what extent do students demonstrate social-emotional benefits, as well as positive behavior change over the course of their participation in the program?
- See the summary of results for Indicators 7 and 8 on page 16 and Table 8.
- 7) To what extent did program staff improve (or maintain high levels) of effectiveness?
- See the summary of results for Indicator 9 on page 16 and Table 9.

Evaluation Design & Methods

Dr. Amy Desai Graham was selected as the external evaluator for LINK Summer and LINK Leaders Summer in May 2023 for the four-year funding cycle (2022-2025). The evaluation plan was designed to help VLP report program progress accurately to fulfill the PSOEP funding requirements.



This descriptive evaluation, designed to document both program implementation and participant outcome data, utilizes a mixed-method approach. Student outcomes and program implementation data were gathered through custom spreadsheets shared by program staff and assessed using comparative analysis of individual matched data. Quantitative analyses were conducted in Statistical Package for Social Scientists (SPSS) and some summary and visualization using Google Sheets or MS Excel. Data accuracy was ensured by a central program staff member responsible for data entry and review. After data transfers, the evaluation staff ran the appropriate cross-checks to ensure data quality and notified the program staff of any discrepancies/errors. Data security was ensured by removing participant indicators from the data as soon as possible and maintaining standard data protocols for data management by securing data in

password-protected files.

Site observation, the qualitative component, occurred on one occasion in the Summer of 2023. Observable factors for focus via in-classroom observations and a walkthrough of the grounds and facilities typically include the facility, types of activities, classroom management, safety and security, student engagement with activities, teacher-student interaction, and utilization of resources. These observations were conducted by the evaluation team virtually with the exception of observations regarding the facility.

Analyses and evaluations reflect a focus on program performance indicators.

Evaluation Results – Findings

Participants

Program Participation

Program participants are those who enroll in the program; however, the amount of program exposure should lead to better outcomes, thus participants include both enrollees (students who are enrolled in the program and attended at least one day) and regular attendees (those who were in the program for 20 days or more). Table 2 presents the data for LINK After School program participation based on a number of days in the program. During Summer 2023, 58 students enrolled in and attended at least one day of LINK After School programming. A total of 83% of program participants were regular attendees in Summer 2023. While 28 students enrolled in LINK Leaders Summer, there were 10 students that attended 20 or more days and qualified as a regularly attending participant.

Table 2. LINK Summer 2023 Program Participation

Program Participation			
Days in Program		# Students	% Students
	Less than 20 days	10	17%
	20 Days or more	48	83%
Program Attrition Rate			
	Withdrawals	6	10%

Table 3 presents detailed data concerning the LINK Summer participant demographics. Among tracked participants, 12% have special educational requirements. About 60% of program participants were female. The majority of participants identified as Black or African American.

Table 3. LINK Summer 2023 Demographic Information

Demographics	Tracked Program
	enrollees
	N=48
	(%)
Descriptive Information	
English Language Learners	3%
Special Educational Requirements	12%
Grade Level	
Pre-K	14%
K	16%
1st	16%
2nd	10%
3rd	10%
4th	14%
5th	12%
6th	9%
Gender	
Female	60%
Male	40%
Race/Ethnicity - Identify as:	
Black or African American	61%
Multiracial	3%
Hispanic, Latino, or Spanish origin	9%
White	27%

Results by Indicator

Table 4. Summary of Student Engagement for Summer 2023

Indicator	Indicator Description	Year 2 Result
1	By August 2023, 55% of students in grades 1–5 participating in PSOEP programming in the summer will demonstrate an improvement in teacher-reported engagement in learning.	Not available – data for engagement in learning was not collected.
2	By August 2023, 55% of students in grades 6-12 participating in PSOEP programming in the summer will demonstrate an improvement in teacher-reported engagement in learning.	Not available – data for engagement in learning was not collected.

✓ milestone met ✗ milestone not met N/A cannot determine if milestone was met

To determine progress towards student engagement in learning milestones, the program planned to have teachers assess each student at the end of summer programming. Progress towards the milestones could not be determined as the data was not collected. Table 4 provides the indicator and year 2 results. While teacher-reported engagement data was not available, the program tracked the number of service learning hours completed by each student in the Summer Leaders program. A total of 25 Leaders completed 12 or more service hours during the year with an average of 16 hours completed per student.



Table 5. Summary of School Attendance for Summer 2023

Indicator	Indicator Description	Year 2 Result
3	By August 2023, 55% of youth in grades 1–12 participating in PSOEP during the summer who had a school-day attendance rate at or below 90% in the prior school year, will demonstrate an improved attendance rate in the current school year.	Not applicable for summer programming.

✓ milestone met X milestone not met N/A cannot determine if milestone was met



The assessment of school-day attendance rate is not applicable for summer programming. Further, school-based data is not available for students in summer programming. Without this data progress towards school-day attendance milestones (Indicator 3) cannot be determined. Table 5 provides the indicator and year 2 results.

Table 6. Summary of Academic Achievements for Summer 2023

Indicator	Indicator Description	Year 2 Result
4	By August 2023, a. 55% of students in grades 4-8 participating in PSOEP programming during the summer will demonstrate growth in reading/language arts on state assessments. b. 55% of students in grades 4-8 participating in PSOEP programming during the summer will demonstrate growth in math on state assessments.	Not applicable for summer programming.
5	By August 2023, 55% of students in grades K-3rd and/or 9-12th participating in PSOEP programming during the summer will demonstrate growth in reading/language arts and math.	X 30% of grade K-3rd students demonstrated growth in reading/ELA. ✓ 57% of grade K-3rd students demonstrated growth in math. X 45% of grade K-3rd students demonstrated growth in reading/ELA or math.

✓ milestone met X milestone not met N/A cannot determine if milestone was met

Assessment of academic achievement in program students is determined by state assessments and program assessments. State assessments were not applicable to summer programming; therefore, they were not available. Pre- and post-program assessments were administered for reading/language arts (STAR Early Literacy) and math (STAR Math). A total of 31 LINK Summer students in grades K-3rd were assessed to determine ELA (20 students) and math (14 students) achievement. While the milestones for ELA were not achieved, summer programming students demonstrated academic growth in math and met this academic milestone (Table 6). Six (6) out of 20 students (30%) improved in ELA and 8 out of 14 students (57%) improved in math, while a total of 14 out of 31 students (45%) improved in ELA or math. Table 6 provides the indicators and year 2 results.

Table 7. Summary of Caregiver Engagement for Summer 2023

Indicator	Indicator Description	Year 2 Result
6	By August 2023, 95% of events offered to caregivers will have educational components incorporated into presentations and assessed by participants.	✓ 100% of events offered to caregivers had educational components and were assessed.

✓ milestone met X milestone not met N/A cannot determine if milestone was met

The program provided three different opportunities for family engagement: a family breakfast, serving as a chaperone, and the End of Summer event. The program's relationship with families they serve is warm and open, and parents and caregivers provide feedback at all events (Table 7). The family breakfast event invited families to eat breakfast with their students, mingle with other families, and spend time with summer staff. When caregivers chaperone, they join the class for the field trip. This typically involves riding on the bus, escorting a small group of students around at the site of the field trip, and keeping kids safe and on schedule. The End of Summer Family Fun Night was held at the end of the summer program. Students demonstrated what they learned during the summer through performances and displays. Families and staff share a meal, play games, and dance. The educational component of each event includes modeling and sharing ideas about

how to build relationships with family. This summer, parents enjoyed themselves so much at the family breakfast event that a few committed to chaperoning field trips. All three events had participation from caregivers: 22 caregivers attended the family breakfast, 13 caregivers volunteered as chaperones, and 32 caregivers attended the End of Summer event. As a result, the caregiver engagement milestone was met. Table 7 provides the indicator and year 2 results.



Table 8. Summary of Behavior and SEL Achievements for Summer 2023

Indicator	Indicator Description	Year 2 Result
7	By August 2023, 55% of students grades 1 through 12 attending PSOEP programming during the summer will experience a decrease in in-school suspensions compared to the previous school year.	Not applicable for summer programming.
8	By August 2023, 55% of students grades K through 12th attending PSOEP programming during the summer will demonstrate conflict-resolution and problem-solving skills.	✓ 89% of assessed students demonstrate conflict-resolution and problem solving skills.

✓ milestone met ✗ milestone not met N/A cannot determine if milestone was met

In-school suspensions were not applicable to summer programming; therefore, they were not available. Students in the LINK Summer program completed an End of Summer Survey in which they were asked to describe ways of solving a problem without fighting. Among the 35 students that were assessed, 11 students identified 1 problem-solving skill and 20 students shared 2 problem-solving skills. As a result, 89% (31 students) were able to provide a conflict resolution solution. Table 8 provides the indicator and year 2 results.

Table 9. Summary of Teacher Achievements for Summer 2023

Indicator	Indicator Description	Year 2 Result
9	By August 2023, 75% of program teachers during the summer will demonstrate an improvement in (or maintain a high score on) assessments based on observations.	Not available - data not provided for this milestone.

✓ milestone met ✗ milestone not met N/A cannot determine if milestone was met

The program planned assessments of program teacher performance. Unfortunately, this data was not provided; therefore, progress towards the teacher achievement milestone (Indicator 9) could not be determined. Historically, it is difficult for the program to plan meaningful observations of teachers in the summer because the program is so short that the feedback cycle becomes difficult to honor. Further, conducting at least two assessments to monitor improvement are impractical during summer programming. Table 9 provides the indicator and year 2 results.



Program Quality: Site Observations

Program quality was assessed using a virtual observation. The evaluation team was able to observe the LINK Summer and LINK Leaders Summer programs on one occasion on 8/7/2023. The classes observed were Grade Pre-K/K, Grade 1-2, Grade 3-4, Grade 5-6 and Leaders.

In lieu of the traditional in-person observations, program quality was assessed using a virtual observation conducted by the evaluation team. Data is traditionally collected regarding the following indicators: facility, types of activities, classroom management, safety and security, student engagement with activities, teacher-student interaction, and utilization of resources. However, due to the format of video conferencing, some of these indicators were not able to be fully assessed.

Facility

The programming was held virtually via Zoom, so traditional facility observations were not possible.



Activities

The preK-K class was observed in their art enrichment class with Art with a Heart and were coloring and decorating hearts. They were also observed during their snack time where they got to choose a fruit cup or applesauce, which was followed by their math class where they watched "Number Blocks", a program that teaches simple arithmetic. The Grade 1-2 class was observed in their art enrichment where they learned about painting techniques and painted rocks to look like eggs. This class was also observed during their literacy class where they read a story called "Alim and the Ox", which was about early written language and the use of symbols; this story complemented the lesson about phonics and reading. The Grade 3-4 class were watching 'Stuart Little' in their literacy class. The current lesson was about word problems, how to fix run on sentences, and other literacy support. This class was also observed during their art enrichment in which they learned about salt painting and practiced techniques to create a 3-dimensional effect

and methods for mixing colors. The Grade 5-6 class were observed during their literacy class where they applied research skills to learn about Egypt. This class was also observed during their STEM class where they used building kits to build an electric scooter with a manual brake. The Leaders (Grade 7-11) were observed during their entrepreneurship project where they were developing a pricing plan for their small business. They were also observed during their art enrichment where they were sculpting abstract figures and painting them.

Classroom Management

In the Grade preK-K class, the teachers and the student assistant rotated around the room so each table of students had an engaged adult during the entire activity that kept students focused and provided any assistance needed during the art project. In the Grade 1-2 class, students were divided into two groups and each group was assigned to a table. As instructions were provided before materials were distributed. Students followed the step by step instructions they were provided and remained on task during the entire observation. In the Grade 5-6 class, the teacher had students working as a team to follow the instruction guide for building the electric bike. They worked together to collect the needed parts (e.g., washers, spacers, screws, etc.) and build a specific section. The teacher provided assistance when the teams got stuck and did not know how to proceed.



Safety and Security

The ability to observe safety and security was limited given that the observation was virtual. Students appeared to be well-monitored and teachers kept all students in sight during transitions.

Student Engagement

In the preK-K class, students were excited to show their work to their peers and to their teachers. In the Grade 1-2 class, the teacher explained the assignment in pieces and then asked the students questions that tested their comprehension of the instructions before the activity started. Students were focused during instructions and actively responded to questions from the teacher. They were patiently waiting for all the instructions and materials before starting the art project, and were clearly excited and engaged in the activity. In the Grade 5-6 class, students were actively asking questions about Egypt and the research project. The students volunteered

to research different aspects about Egypt (e.g., geography, wildlife, government, famous people, weather, food, religion, etc.). As students began to learn about their topic, they shared interesting facts with one another and were very engaged and excited about the project.

Teacher-Student Interaction

Teachers in both the academic and enrichment programming have clearly developed a positive rapport with students: calling students by name, giving positive reinforcement, and engaging with students in an excited and motivated manner. Students demonstrated a desire to interact with their teachers and clearly felt supported by their teachers and other staff. For example, in the Grade preK-K class, teachers talked to students about their art and gave positive reinforcement. In the Grade 1-2 class, the teacher demonstrated art techniques before asking the students to perform these tasks. In addition, the teacher drew symbols from the book on the white board as she read the book and talked about the symbols to assist the students' comprehension and maintain their attention. In the Grade 3-4 class, the teacher provided encouragement and positive reinforcement to students. In the Grade 5-6 class, the teacher asked thought provoking questions to give students ideas of things to consider or include in their research of Egypt. For example, the teacher asked, "Should we travel to Egypt during Ramadan? Why or why not?" In the Leaders class, the students worked independently but interacted with one another and the teachers. There was a positive and joyful atmosphere during the observation. One of the students in the Leader class stated "they are great teachers—we love them and they love us!"



Utilization of Resources

The resources available to the program are well utilized. Classrooms served as meeting spaces for academics and enrichments and students also had access to the playground and garden. The program provided an array of resources for student use including worksheets, math manipulatives, clipboards, books, education tools, electric bike parts and tools, craft supplies, painting supplies, videos, individual desks, computers and internet.

Opportunities and Challenges

Opportunities

- The program has demonstrated a strong record for tracking and assessing students during the school year, and can leverage this practice to more closely track and assess students during LINK Summer programming.

Challenges

- The program struggled to collect all the data needed to determine progress towards performance indicators due to staff shortages: the Executive Director transitioned out of the position and the program director was on leave during the last week of summer programming. The program staff took on a great deal more administrative responsibilities due to the loss of the Executive Director, which limited the time available to collect data and administer assessments. Additionally, a number of students were absent due to illness throughout the program, which also made the collection of assessment data difficult.

Recommendations

- + Set a schedule for when the data for each performance indicator will be collected prior to summer programming to ensure progress towards annual milestones can be determined. This will allow a full narrative of summer achievements to be documented and more closely represent services provided to LINK Summer and LINK Leaders Summer students.
- + Consider providing students individualized academic support for reading and English Language Arts to ensure the achievement of summer learning loss prevention goals.