

## OUTCOMES REPORT

# Summer Learning Programs, 2025

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## Executive Summary

Summer learning loss describes a process that occurs during summer vacation where students experience a loss of academic knowledge and skills ([Quinn & Polikoff, 2017](#)). The effects of such loss vary, but the outcome of this phenomenon is students “starting the academic year with achievement levels lower than where they were at the beginning of summer break” ([Quinn & Polikoff, 2017](#)). To address this problem, school districts implement summer learning opportunities for students. In addition to ameliorating summer learning loss, students and their families may choose a summer learning program to help accelerate learning, experience an enrichment program, address an area in which the student struggles, make-up for a previously failed course or take classes for credit that may not fit into the school year schedule.

In the summer of 2025, Prince George’s County Public Schools (PGCPS) offered these kinds of opportunities through various programs ([Prince George’s County Public Schools, 2024](#)). Many of these were open to the more than 130,000 students in PGCPS elementary, middle, and high schools, while others were available to students meeting certain criteria or attending certain schools. This report presents information about these programs, including their type, their targeted student populations, and their impact on student outcomes.

### *Description of the Summer School Programs*

Summer learning programs in PGCPS fall under one of five categories: 1) early childhood and elementary school programs; 2) middle school programs; 3) high school programs; 4) cross-level programs; and 5) school-based programs. The first three types target students in, respectively, grades PreK-5, 6-8, and 9-12, while cross-level programs include students in each of these grade level categories.

While the purposes varied, the SY2025 summer learning programs sought to achieve one or more of the following purposes with its student population:

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

Summer learning programs were delivered primarily in three ways. Most required students to report to a physical location, either a PGCPS site or an external partner’s site (e.g., Prince George’s Community College, etc.), while others were delivered virtually or through a hybrid model. In addition, program start, duration, and completion varied. Some programs, for example, ran for multiple weeks with various start dates beginning in early June, while others lasted only a week or just a few days.

### *Implications for Reporting*

It is important to note that the summer school programs included in this report differ from one another in a variety of ways. The outcome data are discussed independently and include descriptions of the programs, demographic information on student participants, and changes in outcomes of interest.

It is also important to note that demographic information, such as gender and race and/or ethnicity, may not have been reported for all students. The Office of Research and Evaluation attempted to cross-reference any missing data with PGCPS enrollment files; however, this approach did not always resolve the issue. 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*

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## I. EARLY CHILDHOOD AND ELEMENTARY SCHOOL PROGRAMS



### Content Area(s)

R/ELA and Math

### Student Identification Process

Students who score below grade level in DIBELS and iReady.

### Format

In person @ Edward Felegy ES

### Social-Emotional Learning

#### Activities

Students will have circle time to focus on Compliment Circle, My Feelings Journal, Listening Partner and Movement Breaks. Activities repeat each week for 25 minutes a day.

### External Partnerships

None

### Results

R/ELA growth rate – 67.4%  
Math growth rate – 207.6%  
Attendance rate – 81%

## *Carole Highlands Summer Academy*

### Description

The summer program is designed for rising 2nd and 3rd graders, offering daily instruction in RELEA and math, four days a week for four hours each day. RELEA instruction will use either Voyager Passport or Really Great Reading curriculum, focusing on foundational reading skills such as phonics, phonemic awareness, and fluency. The goal is to improve students' ability to read nonsense words and basic texts fluently. Math instruction will use Do the Math, emphasizing number sense and basic addition and subtraction to build fluency.

### Purpose

Acceleration and scaffolding of upcoming content and prerequisite skills, 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

Participants' performance in math will improve by 5% from the beginning to the end of the program. Participant's performance in nonsense words will improve by 5% from the beginning to the end of the program.

### Details

- Number of sessions – 16
- Hours per session – 2.5
- Grades served – rising 2<sup>nd</sup> and 3<sup>rd</sup>
- Number of students served – 26

### Student characteristics

	# of Students	Percent of Total
Male	10	38.5%
Female	16	61.5%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	1	3.8%
Hispanic	25	96.2%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	3	11.5%
English Learners	23	88.5%
Free or Reduced-Price Meals	24	92.3%



**Content Area(s)**

Reading, Math, and SEL skills

**Student Identification Process**

Parent registered through Community Builders application process

**Format**

In person @ Bladensburg ES

**Social-Emotional Learning Activities**

Morning Harambee Affirmations; Community Circles; Team-building Games; Mindfulness Moments

**External Partnerships**

Baby Scientist; Field trips

**Results**

R/ELA growth rate – Not Reported  
 Math growth rate – 38.1%  
 Attendance rate – Not Reported

**Description**

The Freedom School is a six-week long summer academic enrichment program focusing on improving reading, math, and social-emotional skills for elementary scholars. The program uses evidence-based or evidence-informed models to help students retain and gain knowledge & skills in these areas.

**Purpose**

Summer bridge or transition programs, for students who are transitioning between school levels (ex: prekindergarten to kindergarten, elementary to middle, middle to high school) to familiarize them with school environments, focus on academic and behavioral skills, etc.

**Goals**

Sixty percent of scholars improve reading/language arts & math knowledge/proficiency using Basic Reading Inventory (BRI) pre/post testing & Do the Math, I-Ready, or similar assessments. More than 70% of scholars maintain reading achievement throughout the summer.

**Details**

- Number of sessions – 29
- Hours per session – 6
- Grades served – Rising 2<sup>nd</sup> thru 5<sup>th</sup>
- Number of students served – 52

**Student characteristics**

	# of Students	Percent of Total
Male	23	44.2%
Female	29	55.8%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	28	53.8%
Hispanic	14	26.9%
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	14	26.9%
Free or Reduced-Price Meals	47	90.4%



## Cool Spring ES Summer Academy

### Content Area(s)

Reading, Writing, and Math

### Student Identification Process

Students who are 2 or more grade levels below grade level.

### Format

In-person @ Cool Spring ES

### Social-Emotional Learning Activities

15 min daily

### External Partnerships

None

### Results

R/ELA growth rate – 27pts (6.6%)

Math growth rate – 17pts (4.3%)

Attendance rate – 66.2%

### Description

The Program targeted rising 2<sup>nd</sup> through 4<sup>th</sup> grade students who are performing two or more grade levels below in reading and/or math, as identified through i-Ready diagnostic data. The goal of the program is to provide intensive intervention and instructional support to accelerate learning for these students. The program run Monday through Friday and is structured to include core content instruction in, as well as social-emotional learning (SEL). Students engage in small-group and individualized instruction utilizing adaptive technology platforms and intervention curricula.

### Purpose

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

### Goals

- Math: improve by at least 10 point from pre- to post-assessment on the Do-the-Math assessments.
- Reading: improve by at least 10 points i-Ready Growth Monitoring.
- Attendance: maintain an average daily attendance rate of 80% or higher.

### Details

- Number of sessions – 18
- Hours per session –
- Grades served – Rising 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>
- Number of students served – 45

### Student characteristics

	# of Students	Percent of Total
Male	23	51.1%
Female	22	48.9%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	0	0.0%
Hispanic	44	97.8%
Native Hawaiian or OPI	0	0.0%
White	1	2.2%
More than one race	0	0.0%
Special Education Students	1	2.2%
English Learners	43	95.6%
Free or Reduced-Price Meals	24	53.3%



## *Cora L. Rice Elementary School*

### Content Area(s)

Reading and Math

### Student Identification Process

Data from DreamBox, Benchmark, i-Ready, and Lexia identified students who were either close to or approximately one year below grade level.

### Format

In-person

### Social-Emotional Learning

#### Activities

Each day for 20 minutes, students will engage in activities designed to help them collaborate effectively, persevere through challenges, and develop strategies.

### External Partnerships

None

### Results

R/ELA growth rate – 108%

Math growth rate – 47%

Attendance rate – 75%

### Description

The Summer School Program was designed to support students in grades 1–4 at all levels of understanding in both reading and math. Through targeted interventions, students will receive instruction tailored to their specific needs—whether they require reinforcement of foundational skills or enrichment to extend their learning. The goal is to strengthen students' academic confidence and prepare them for success in the upcoming school year by focusing on essential reading comprehension, fluency, number sense, and problem-solving strategies—using the “Do the Math” and “Voyager” curriculums.

### Purpose

Acceleration and scaffolding of upcoming content and prerequisite skills, Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

### Goals

Participants' performance in math will increase by 15%.

### Details

- Number of sessions – 15
- Hours per session – 2.5
- Grades served – Rising 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>
- Number of students served – 29

### Student characteristics

	# of Students	Percent of Total
Male	15	51.7%
Female	14	48.3%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	19	65.5%
Hispanic	10	34.5%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	3	10.3%
English Learners	8	27.6%
Free or Reduced-Price Meals	23	79.3%



## EXCELlence Summer Academy

### Content Area(s)

Reading and Math

### Student Identification Process

Targeted students who were identified as performing one year below grade level based on spring i-Ready Diagnostic results and DIBELS K–3 data.

### Format

In-person

### Social-Emotional Learning Activities

A weekly discussion was led by the assigned EXCEL clinician

### External Partnerships

SEED Charter supported the program with Snacks

### Results

R/ELA growth rate – 358%  
Math growth rate – 25%  
Attendance rate – 74%

### Description

The EXCELlence Summer Academy Program focused on reinforcing Reading and Math skills taught during the current grade, while also introducing concepts from the upcoming grade level. Students utilized familiar school resources, including i-Ready and additional digital interventions from Lexia Core 5. The Program was designed to keep students engaged and learning throughout the summer months and emphasized the development of literacy and math skills in a fun, interactive, and supportive environment. Reading activities were structured to improve comprehension, vocabulary, and fluency through a variety of engaging methods, including group reading, independent reading, and storytelling exercises. Math sessions concentrated on foundational concepts such as addition, subtraction, multiplication, division, and problem-solving.

### Purpose

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

### Goals

Pre- and post-test data should reflect at least an 80% increase in student performance, demonstrating significant academic progress in order to prepare them for the rising grade.

### Details

- Number of sessions – 16
- Hours per session – 4
- Grades served – Rising 2<sup>nd</sup> thru 5<sup>th</sup>
- Number of students served – 24

### Student characteristics

	# of Students	Percent of Total
Male	7	29.2%
Female	17	70.8%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	22	91.7%
Hispanic	1	4.2%
Native Hawaiian or OPI	1	4.2%
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	13	54.2%

## Francis Scott Key @ Concord Summer Enrichment



### Content Area(s)

R/ELA and Math

### Student Identification Process

Students enrolled in Francis Scott Key ES and rising to grades two through five in SY2026.

### Format

In-person @ Concord ES

### Social-Emotional Learning Activities

N/A

### External Partnerships

N/A

### Results

R/ELA growth rate – 20.0%

Math growth rate – 54.5%

Attendance rate – 65.1%

### Description

The Francis Scott Key ES Summer Enrichment Program was designed to help students enrolled in Francis Scott Key ES rising to grades second through fifth to improve their academic foundations in both Reading/English language arts (R/ELA) and Math, using research-based interventions.

### 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

Math and R/ELA performance will improve by at least 20%; Attendance rate will be at least 80%

### Details

- Number of sessions – 19
- Hours per session – 4
- Grades served – Rising 2<sup>nd</sup> through 5<sup>th</sup>
- Number of students served – 44

### Student characteristics

	# of Students	Percent of Total
Male	26	60.5%
Female	17	39.5%
American Indian or Native Alaskan	1	2.4%
Asian	0	0.0%
Black or African American	27	64.3%
Hispanic	10	23.8%
Native Hawaiian or OPI	0	0.0%
White	2	4.8%
More than one race	2	4.8%
Special Education Students	10	23.3%
English Learners	16	37.2%
Free or Reduced-Price Meals	29	67.4%



## *Forest Heights ES Mighty Wise Owl Academy*

### Content Area(s)

R/ELA and Math

### Student Identification Process

Students with disabilities and economically disadvantaged students rising to second through sixth grade were targeted for participation.

### Format

In-person @ Glassmanor ES

### Social-Emotional Learning Activities

N/A

### External Partnerships

N/A

### Results

R/ELA growth rate – 37.4%

Math growth rate – -5.9%

Attendance rate – 60.3%

### Description

Forest Heights ES Mighty Wise Owl Academy provided rising second through sixth grade students with the opportunity to explore computer science basics and learn coding.

### 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

Students will improve their coding knowledge by 20% over the course of the program. The attendance rate will be at least 80%.

### Details

- Number of sessions – 14
- Hours per session – 4
- Grades served – Rising 2<sup>nd</sup> through 6<sup>th</sup>
- 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	0	0.0%
Black or African American	5	29.4%
Hispanic	11	64.7%
Native Hawaiian or OPI	0	0.0%
White	1	5.9%
More than one race	0	0.0%
Special Education Students	4	23.5%
English Learners	8	47.1%
Free or Reduced-Price Meals	12	70.6%

*Judy Center Early Learning Hub @ Bradbury Heights ES*



**Content Area(s)**

Literacy  
Mathematics

**Student Identification Process**

Enrolled in PreK for SY2026 @  
Bradbury Heights ES

**Format**

In-person @ Bradbury Heights ES

**Social-Emotional Learning**

**Activities**

15 minutes for social-emotional learning to include mindfulness, relaxation, meditation, and building positive relationships

**External Partnerships**

Blue Sky puppet for social emotional develop-ment, Science Guys-for science activities, Willy Woo Woo for physical development

**Results**

Literacy growth rate – 340.4%  
Math growth rate – 77.8%  
Attendance rate – 90.0%

**Description**

Rising prekindergarten students who will attend Bradbury Heights Elementary School in SY2026 are eligible to attend the Judy Hoyer Summer Program. Students must be registered for school in order to be eligible to attend this program. The program provides exposure to school and builds school-readiness skills. The program will focus on math, language and literacy as well as social emotional development.

**Purpose**

To expose rising prekindergarten students to the school environment. Enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student’s grade level.

**Goals**

Using a pre and post assessment on literacy and math, participants' performance in Math and Reading will increase by 70%.

**Details**

- Number of sessions – 16
- Hours per session – 6
- Grades served – rising Pre-K
- Number of students served – 14

**Student characteristics**

	# of Students	Percent of Total
Male	6	54.5%
Female	5	45.5%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	5	45.5%
Hispanic	6	54.5%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	3	27.3%
English Learners	0	0.0%
Free or Reduced-Price Meals	5	45.5%



**Content Area(s)**

Literacy  
Mathematics

**Student Identification Process**

Enrolled in PreK for SY2026 @ Carmody Hills ES

**Format**

In-person @ Carmody Hills ES

**Social-Emotional Learning Activities**

15 minutes for social-emotional learning to include mindfulness, relaxation, meditation, and building positive relationships

**External Partnerships**

Blue Sky puppet for social emotional develop-ment, Science Guys-for science activities, Willy Woo Woo for physical development

**Results**

Literacy growth rate – 43.3%  
Math growth rate – 25.1%  
Attendance rate – 75.4%

**Description**

Rising prekindergarten students who will attend Carmody Hills Elementary School in SY2026 are eligible to attend the Judy Hoyer Summer Program. Students must be registered for school in order to be eligible to attend this program. The program provides exposure to school and builds school-readiness skills. The program will focus on math, language and literacy as well as social emotional development.

**Purpose**

To expose rising prekindergarten students to the school environment. Enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student’s grade level.

**Goals**

Using a pre and post assessment on literacy and math. Students will show a 50% increase in literacy and math assessment. Attendance rate will be 75% or higher.

**Details**

- Number of sessions – 16
- Hours per session – 6
- Grades served – rising Pre-K
- Number of students served – 15

**Student characteristics**

	# of Students	Percent of Total
Male	7	46.7%
Female	8	53.3%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	8	53.3%
Hispanic	7	46.7%
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	3	20.0%

## Judy Center Early Learning Hub @ Cool Spring ES



### Content Area(s)

Literacy  
Mathematics

### Student Identification Process

Enrolled in PreK for SY2026 @  
Cool Spring ES

### Format

In-person @ Cool Spring ES

### Social-Emotional Learning Activities

15 minutes for social-emotional learning to include mindfulness, relaxation, meditation, and building positive relationships

### External Partnerships

Blue Sky puppet for social emotional develop-ment, Science Guys-for science activities, Willy Woo Woo for physical development

### Results

Literacy growth rate – 80.2%  
Math growth rate – 46.2%  
Attendance rate – 86.8%

### Description

Rising prekindergarten students who will attend Cool Spring Elementary School in SY2026 are eligible to attend the Judy Hoyer Summer Program. Students must be registered for school in order to be eligible to attend this program. The program provides exposure to school and builds school-readiness skills. The program will focus on math, language and literacy as well as social emotional development.

### Purpose

To expose rising prekindergarten students to the school environment. Enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student's grade level.

### Goals

Using a pre and post assessment on literacy and math. Students will show a 50% increase in literacy and math assessment. Attendance rate will be 75% or higher.

### Details

- Number of sessions – 16
- Hours per session – 6
- Grades served – rising Pre-K
- Number of students served – 35

### Student characteristics

	# of Students	Percent of Total
Male	11	31.4%
Female	23	65.7%
American Indian or Native Alaskan	1	2.9%
Asian	0	0.0%
Black or African American	1	2.9%
Hispanic	32	94.1%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	3	8.6%
English Learners	6	17.1%
Free or Reduced-Price Meals	7	20.0%



## Judy Center Early Learning Hub @ Hillcrest Heights ES

### Content Area(s)

Literacy  
Mathematics

### Student Identification Process

Enrolled in PreK for SY2026 @ Hillcrest Heights ES

### Format

In-person @ Hillcrest Heights ES

### Social-Emotional Learning

#### Activities

15 minutes for social-emotional learning to include mindfulness, relaxation, meditation, and building positive relationships

### External Partnerships

Blue Sky puppet for social emotional develop-ment, Science Guys-for science activities, Willy Woo Woo for physical development

### Results

Literacy growth rate – 16.7%  
Math growth rate – 40.0%  
Attendance rate – 93.8%

### Description

Rising prekindergarten students who will attend Hillcrest Heights Elementary School in SY2026 are eligible to attend the Judy Hoyer Summer Program. Students must be registered for school in order to be eligible to attend this program. The program provides exposure to school and builds school-readiness skills. The program will focus on math, language and literacy as well as social emotional development.

### Purpose

To expose rising prekindergarten students to the school environment. Enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student's grade level.

### Goals

Using a pre and post assessment on literacy and math. Students will show a 50% increase in literacy and math assessment. Attendance rate will be 75% or higher.

### Details

- Number of sessions – 16
- Hours per session – 6
- Grades served – rising Pre-K
- Number of students served – 13

### Student characteristics

	# of Students	Percent of Total
Male	5	38.5%
Female	8	61.5%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	11	84.6%
Hispanic	2	15.4%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	6	46.2%
English Learners	0	0.0%
Free or Reduced-Price Meals	6	46.2%



## Judy Center Early Learning Hub @ Oxon Hill ES

### Content Area(s)

Literacy  
Mathematics

### Student Identification Process

Enrolled in PreK for SY2026 @  
Oxon Hill ES

### Format

In-person @ Oxon Hill ES

### Social-Emotional Learning Activities

15 minutes for social-emotional learning to include mindfulness, relaxation, meditation, and building positive relationships

### External Partnerships

Blue Sky puppet for social emotional develop-ment, Science Guys-for science activities, Willy Woo Woo for physical development

### Results

Literacy growth rate – 88.8%  
Math growth rate – 0.0%  
Attendance rate – 89.6%

### Description

Rising prekindergarten students who will attend Oxon Hill Elementary School in SY2026 are eligible to attend the Judy Hoyer Summer Program. Students must be registered for school in order to be eligible to attend this program. The program provides exposure to school and builds school-readiness skills. The program will focus on math, language and literacy as well as social emotional development.

### Purpose

To expose rising prekindergarten students to the school environment. Enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student's grade level.

### Goals

Using a pre and post assessment on literacy and math. Students will show a 50% increase in literacy and math assessment. Attendance rate will be 75% or higher.

### Details

- Number of sessions – 16
- Hours per session – 6
- Grades served – rising Pre-K
- Number of students served – 9

### Student characteristics

	# of Students	Percent of Total
Male	4	44.4%
Female	5	55.6%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	1	11.1%
Hispanic	8	88.9%
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	1	11.1%
Free or Reduced-Price Meals	2	22.2%

## Judy Center Early Learning Hub @ Rosa Parks ES



### Content Area(s)

Literacy  
Mathematics

### Student Identification Process

Enrolled in PreK for SY2026 @  
Rosa Parks ES

### Format

In-person @ Rosa Parks ES

### Social-Emotional Learning

#### Activities

15 minutes for social-emotional learning to include mindfulness, relaxation, meditation, and building positive relationships

### External Partnerships

Blue Sky puppet for social emotional develop-ment, Science Guys-for science activities, Willy Woo Woo for physical development

### Results

Literacy growth rate – 22.9%  
Math growth rate – 100.0%  
Attendance rate – 83.0%

### Description

Rising prekindergarten students who will attend Rosa Parks Elementary School in SY2026 are eligible to attend the Judy Hoyer Summer Program. Students must be registered for school in order to be eligible to attend this program. The program provides exposure to school and builds school-readiness skills. The program will focus on math, language and literacy as well as social emotional development.

### Purpose

To expose rising prekindergarten students to the school environment. Enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student's grade level.

### Goals

Using a pre and post assessment on literacy and math. Students will show a 50% increase in literacy and math assessment. Attendance rate will be 75% or higher.

### Details

- Number of sessions – 16
- Hours per session – 6
- Grades served – rising Pre-K
- Number of students served – 18

### Student characteristics

	# of Students	Percent of Total
Male	13	72.2%
Female	5	27.8%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	0	0.0%
Hispanic	18	100.0%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	5	27.8%
English Learners	0	0.0%
Free or Reduced-Price Meals	3	16.7%

## Langley Park McCormick Summer Soar to Success



### Content Area(s)

R/ELA and Math

### Student Identification Process

BGL in RELA and MATH

### Format

In-person @ Langley Park-McCormick Elementary

### Social-Emotional Learning

#### Activities

Campfire: SEL Lessons built into the Scholastic LitCamp and MathCamp Programs

### External Partnerships

N/A

### Results

R/ELA growth rate – 51.8%

Math growth rate – 84.1%

Attendance rate – 86.8%

### Description

LPMES Summer Soar to Success Programs designed to help Kindergarten through 2<sup>nd</sup> grade students improve their literacy and numeracy skills.

### Purpose

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

### Goals

Performance will improve by 10% in both reading and math from the pre-test to the post-test.

### Details

- Number of sessions – 15
- Hours per session – 2.25
- Grades served – Rising K through 2
- Number of students served – 55

### Student characteristics

	# of Students	Percent of Total
Male	30	54.5%
Female	25	45.5%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	0	0.0%
Hispanic	54	98.2%
Native Hawaiian or OPI	0	0.0%
White	1	1.8%
More than one race	0	0.0%
Special Education Students	0	0.0%
English Learners	49	89.1%
Free or Reduced-Price Meals	46	83.6%



## Magnolia ES Summer School

### Content Area(s)

R/ELA and Math

### Student Identification Process

Benchmark 3 math data

### Format

In-person

### Social-Emotional Learning

#### Activities

Daily

### External Partnerships

N/A

### Results

R/ELA growth rate – 17.1%

Math growth rate – -8.1%

Attendance rate – 83.6%

### Description

The summer program is for current 1st and current 2nd students at the school who performed below Benchmark in reading and on the Math Benchmark. We would like to provide students with reteaching opportunities and small group instructions to bridge gaps in the grade level skills in order to prepare them for the next grade level. Teachers will create whole group lessons and then use Voyager for reading intervention program and DreamBox for an online math intervention program.

### Purpose

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

### Goals

Participants will improve by 10% from the beginning of the summer program to the end of the program in reading and math.

### Details

- Number of sessions – 12
- Hours per session – 3 hours
- Grades served – Rising 2<sup>nd</sup> through 3<sup>rd</sup>
- Number of students served – 18

### Student characteristics

	# of Students	Percent of Total
Male	9	50.0%
Female	9	50.0%
American Indian or Native Alaskan	1	5.6%
Asian	0	0.0%
Black or African American	14	77.8%
Hispanic	2	11.1%
Native Hawaiian or OPI	0	0.0%
White	1	5.6%
More than one race	0	0.0%
Special Education Students	2	11.1%
English Learners	3	16.7%
Free or Reduced-Price Meals		



## *Maya Angelou French Immersion Summer Academy*

### Content Area(s)

French

### Student Identification Process

No specific criteria. Parents enrolled students at will

### Format

In-person

### Social-Emotional Learning

#### Activities

Week 1: Building Community

### External Partnerships

N/A

### Results

French growth rate – 47.7%

### Description

Incoming Kindergarten students will participate in instruction and enrichment activities to introduce them to French, and the core of language instruction in order to facilitate their transition into the French Immersion environment. Rising 1st -5th grade instruction will focus on making language acquisition fun and exciting.

### Purpose

Acceleration and scaffolding of upcoming content and prerequisite skills

### Goals

The goal for rising K is to introduce students to French language immersion and classroom

### Details

- Number of sessions – 12
- Hours per session – 4.5
- Grades served – Rising K through 4th
- Number of students served – 43

### Student characteristics

	# of Students	Percent of Total
Male	17	39.5%
Female	26	60.5%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	40	93.0%
Hispanic	3	7.0%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	5	11.6%
English Learners	0	0.0%
Free or Reduced-Price Meals	12	27.9%

## Panorama ES Reading & Math Summer Enrichment



### Content Area(s)

R/ELA and Math

### Student Identification Process

Benchmark & iReady

### Format

In-person @ Panorama ES

### Social-Emotional Learning Activities

Daily growth mindset journals

### External Partnerships

N/A

### Results

R/ELA growth rate – 89.5%

Math growth rate – 52.9%

Attendance rate – 85.8%

### Description

Students in grades two through four in SY2025, who have been identified as in need of additional support in core academics, will be invited to participate in a summer enrichment reading and math program.

### Purpose

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

Students' average attendance rate will equal or exceed 80%.

### Details

- Number of sessions – 10
- Hours per session – 4
- Grades served – Rising 3<sup>rd</sup> through 5<sup>th</sup>
- Number of students served – 36

### Student characteristics

	# of Students	Percent of Total
Male	19	52.8%
Female	17	47.2%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	22	61.1%
Hispanic	14	38.9%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	3	8.3%
English Learners	11	30.6%
Free or Reduced-Price Meals	28	77.8%

## Robert R. Gray Elementary School Eagles CSI



### Content Area(s)

Mathematics  
Reading/English Language Arts

### Student Identification Process

Benchmark, Dibels, iReady, DreamBox data unit and thematic assessments were used to identify students for the program.

### Format

In-person @ Robert R. Gray Elementary

### Social-Emotional Learning Activities

Making Mindful Choices, Shake It Out, Grateful Light, Stop and Think, Buddy-Buddy Bingo. Lessons are 10 to 15 minutes long.

### External Partnerships

None

### Results

English/RELA growth – 67.6%  
Math Growth rate – 133.1%  
Attendance rate – 82.4%

### Description

The program focuses on reading and math for students needing support based on assessments like Benchmarks, DIBELS, i-Ready, and DreamBox. It uses Voyager Passport and Do the Math. Voyager Passport provides evidence-based reading support, while Do the Math offers scaffolded, concept-oriented math instruction through interactive activities.

### Purpose

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

### Goals

80% of students who attend the summer enrichment program with 100% attendance will increase both their reading and math assessment scores by 5 points from the pre-assessment to the post assessment.

### Details

- Number of sessions – 20 days
- Hours per session – 3 hours /day
- Grades served – Rising 2<sup>nd</sup> through rising 5<sup>th</sup> grade
- Number of students served – 34

### Student characteristics

	# of Students	Percent of Total
Male	20	58.8%
Female	14	41.2%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	13	38.2%
Hispanic	19	55.9%
Native Hawaiian or OPI	0	0.0%
White	2	5.9%
More than one race	0	0.0%
Special Education Students	8	23.5%
English Learners	19	55.9%
Free or Reduced-Price Meals	29	85.3%

## Samuel Chase Elementary School



### Content Area(s)

R/ELA and Math

### Student Identification Process

Students who performed 2 or more grade levels below on the iReady assessments and students who scored between 225 and 265 on the math benchmark.

### Format

In-person @ Samuel Chase ES

### Social-Emotional Learning

#### Activities

Daily for 15 minutes

### External Partnerships

None

### Results

Attendance rate = 68.8%

R/ELA growth rate = 34.6%

Math Growth Rate = 76.2%

### Description

The summer program is an extended learning opportunity for rising first through fifth graders. Students will work on math and reading skills during this program. The expected outcome is for students to increase their scores from pretest to posttest by 5 or more percentage points.

### Purpose

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

### Goals

Participants' performance in math and reading will increase by 5 or more percent from the beginning of the program to the end of the program.

### Details

- Number of sessions – 18 days
- Hours per session – 2 hours/day
- Grades served – Rising 1<sup>st</sup> thru 5<sup>th</sup>
- Number of students served – 30

### Student characteristics

	# of Students	Percent of Total
Male	16	53.3%
Female	14	46.7%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	11	36.7%
Hispanic	18	60.0%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	1	3.3%
Special Education Students	0	0.0%
English Learners	17	56.7%
Free or Reduced-Price Meals	14	46.7%



## Scotchtown Hills Summer Academy

### Content Area(s)

Mathematics  
Reading/English Language Arts

### Student Identification Process

Benchmark, iReady, and Dibels EOY data.

### Format

In-person @ Scotchtown Hills Elementary School

### Social-Emotional Learning Activities

Second Step (30 minutes twice a week). SEL lessons will focus on topics such as self-management, mindfulness, positive affirmations, kindness, gratitude, relationship skills and responsible decision-making.

### External Partnerships

None

### Results

English/RELA growth – 27.1%  
Math Growth rate – 38.2%  
Attendance rate – 80.5%

### Description

The program will target Rising Kindergarten through third graders. Targeted students fall in the Developing Learners Benchmark band. Students will engage in hands-on activities that support their growth in critical thinking while making connections to the real world and across all content.

### Purpose

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

### Goals

Students attending will demonstrate an increase of 10% on Reading and Math posttests.

### Details

- Number of sessions – 15 days
- Hours per session – 3.5 hours/day
- Grades served – Rising Kindergarten thru 3<sup>rd</sup>
- Number of students served – 36

### Student characteristics

	# of Students	Percent of Total
Male	16	44.4%
Female	20	55.6%
American Indian or Native Alaskan	1	2.8%
Asian	1	2.8%
Black or African American	13	36.1%
Hispanic	20	55.6%
Native Hawaiian or OPI	0	0.0%
White	1	2.8%
More than one race	0	0.0%
Special Education Students	3	8.3%
English Learners	12	33.3%
Free or Reduced-Price Meals	27	75.0%



## Seabrook ES Summer Enrichment Program

### Content Area(s)

Mathematics  
Reading/English Language Arts

### Student Identification Process

iReady Diagnostic scores (reading and mathematics); Benchmark scores; DIBELS scores; classroom observations

### Format

In-person @ Seabrook ES

### Social-Emotional Learning

#### Activities

Self-management; relationship skills; relationship skills; responsible decision making

### External Partnerships

None

### Results

English/RELA growth – 31.5%  
Math Growth rate – 154.1%  
Attendance rate – 82.7%

### Description

Program for students performing below grade level in reading and mathematics. Students were identified using multiple measures, including DIBELS, Benchmark Assessments, iReady diagnostics, and classroom observations. The program provides targeted instruction in small groups, using the Voyager Passport curriculum in ELA and “Do-the-Math” 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

### Goals

Improve by at least 10 points or 70% proficiency in reading and mathematics by the end of the program

### Details

- Number of sessions – 12 days
- Hours per session – 3 hours
- Grades served – Rising 1st through 5th grade
- Number of students served – 39

### Student characteristics

	# of Students	Percent of Total
Male	19	48.7%
Female	20	51.3%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	5	12.8%
Hispanic	30	76.9%
Native Hawaiian or OPI	0	0.0%
White	3	7.7%
More than one race	1	2.6%
Special Education Students	0	0.0%
English Learners	29	74.4%
Free or Reduced-Price Meals	27	69.2%



## *S.T.A.M.P. Camp*

### Content Area(s)

STEM

### Student Identification Process

Any rising Title I fifth-grader.

### Format

In-person@ five sites throughout the county: Andrew Jackson Academy, Glenridge ES, Kettering ES, Port Towns ES, Calverton ES

### Social-Emotional Learning

#### Activities

SEL will be provided by PSC for 30 minutes per day.

### External Partnerships

N/A

### Results

Attendance rate = 80.7%  
STAMP growth rate = 29.3%

### 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

Connect students to unfamiliar career fields in STEM. Enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student's grade level.

### Goals

Students' STEM-related skills and awareness will increase by 15% over the course of the program. The attendance rate will be 80% or higher.

### Details

- Number of sessions – 16
- Hours per session – 6
- Grades served – rising 5th
- Number of students served – 186

### Student characteristics

	# of Students	Percent of Total
Male	102	54.8%
Female	84	45.2%
American Indian or Native Alaskan	0	0.0%
Asian	7	3.8%
Black or African American	125	67.2%
Hispanic	45	24.2%
Native Hawaiian or OPI	0	0.0%
White	6	3.2%
More than one race	3	1.6%
Special Education Students	20	10.8%
English Learners	30	16.1%
Free or Reduced-Price Meals	130	69.9%



## *Suitland ES Promising Panthers*

### Content Area(s)

Mathematics  
Reading/English Language Arts

### Student Identification Process

Students were chosen based on their iReady and benchmark scores. Rising first through fifth graders who are close to reaching targets and achieving proficiency in Reading and Math were invited to participate.

### Format

In-person @ Suitland Elementary

### Social-Emotional Learning

#### Activities

5-10 min SEL activities during lunch once a week. Activities will include mindfulness, feelings, and collaborative conversations.

### External Partnerships

STEAM activities with The Game Room Club

### Results

English/RELA growth – 43.8%  
Math Growth rate – 41.7%  
Attendance rate – 50.0%

### Description

Students in grades 1 through 5 who are nearly proficient in Reading and Math were invited to participate. Teachers will utilize the Triumph Learning Performance Coach for RELA and Math instruction. Both subjects align with the standards assessed on MCAP and iReady. Students are expected to show improvement in RELA and Math skills.

### Purpose

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

By the end of the program, 50% of students will increase 5 points from the pre-assessment to the post-assessment.

### Details

- Number of sessions – 16 days
- Hours per session – 3.5 hours
- Grades served – Rising 1st through 5th
- 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	2	13.3%
Black or African American	11	73.3%
Hispanic	1	6.7%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	1	6.7%
Special Education Students	2	13.3%
English Learners	2	13.3%
Free or Reduced-Price Meals	10	66.7%



## Tayac ES Eagle Academy

### Content Area(s)

Mathematics  
Reading/English Language Arts

### Student Identification Process

Students who are performing just above or below a cutoff score on the iReady EOY assessment.

### Format

In-person @ Tayac Elementary

### Social-Emotional Learning Activities

A daily SEL activity could involve a combination of self-reflection and group interaction, focusing on building self-awareness, empathy, and communication skills with a built in brain/mind/focus break.

### External Partnerships

None

### Results

English/RELA growth – 77.1%  
Math Growth rate – 168.8%  
Attendance rate – 71.8%

### Description

In math, students will use the ‘Do-the-Math’ program to focus on strengthening prerequisite skills to build student confidence and prepare them for more complex tasks like multi-step word problems. In reading, students will use RGR and Voyager reinforce foundational reading skills and building background knowledge, using visual supports and evidence-based strategies tailored to diverse learning needs.

### Purpose

Acceleration and scaffolding of upcoming content and prerequisite skills

### Goals

Participants’ performance in math and reading will improve by 15% from the beginning to the end of the program.

### Details

- Number of sessions – 16 days
- Hours per session – 3 hours
- Grades served – Rising Kindergarten through 5th
- Number of students served – 25

### Student characteristics

	# of Students	Percent of Total
Male	9	36.0%
Female	16	64.0%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	8	32.0%
Hispanic	14	56.0%
Native Hawaiian or OPI	0	0.0%
White	2	8.0%
More than one race	1	4.0%
Special Education Students	1	4.0%
English Learners	10	40.0%
Free or Reduced-Price Meals	11	44.0%



## *Thomas Stone ES Summer School*

### Content Area(s)

Mathematics  
Reading/English Language Arts

### Student Identification Process

EOY iReady scores

### Format

In-person @ Thomas S. Stone ES

### Social-Emotional Learning Activities

15 minutes of SEL Activities per day. Empathy building activities, storytelling, role-playing, mindfulness activities, and conflict-resolution activities.

### External Partnerships

None

### Results

English/RELA growth – 98.7%  
Math Growth rate – 129.6%  
Attendance rate – 91.3%

### Description

Direct whole/small-group instruction in Math and Reading using Scholastic Literacy Pro, Voyager, DreamBox, and Do the Math. One-on-one support is provided based on individual performance and established standards. Daily enrichment activities through the Creative Arts program.

### Purpose

Remediation or reteaching of missed grade-level content for students behind; summer bridge programs for students transitioning between school levels to familiarize them with new environments and focus on academic and behavioral skills; and English language instruction for English learners.

### Goals

By the end of the program, 75% of students will have increased by 5 points from the pre- to post-assessment.

### Details

- Number of sessions – 12 days
- Hours per session – 3.5 hours
- Grades served – Rising Pre-K thru 4th
- Number of students served – 58

### Student characteristics

	# of Students	Percent of Total
Male	30	51.7%
Female	28	48.3%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	2	3.4%
Hispanic	55	94.8%
Native Hawaiian or OPI	0	0.0%
White	1	1.7%
More than one race	0	0.0%
Special Education Students	4	6.9%
English Learners	48	82.8%
Free or Reduced-Price Meals	36	62.1%



## Waldon Woods Elementary School

### Content Area(s)

R/ELA and Math

### Student Identification Process

Open to students with disabilities rising to second through fifth grade enrolled in Waldon Woods ES

### Format

In-person @ Accokeek Academy Lower Campus

### Social-Emotional Learning

#### Activities

N/A

### External Partnerships

N/A

### Results

Attendance rate = 79.4%

Math growth rate = 148.6%

R/ELA growth rate = 34.6%

### Description

The Waldon Woods Elementary School Summer Program was designed for students with disabilities rising to second through fifth grade. The program focused on foundational skills in Reading/English language arts and math.

### Purpose

Remediation or reteaching of missed or missing grade-level content based on each student's IEP.

### Goals

To improve R/ELA and Math skills by 20% over the course of the program. The attendance rate will be at least 80%.

### Details

- Number of sessions – 15
- Hours per session –
- Grades served – Rising 2<sup>nd</sup> thru 5<sup>th</sup>
- Number of students served – 12

### Student characteristics

	# of Students	Percent of Total
Male	7	58.3%
Female	5	41.7%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	8	66.7%
Hispanic	1	8.3%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	3	25.0%
Special Education Students	12	100.0%
English Learners	1	8.3%
Free or Reduced-Price Meals	6	50.0%

## II. MIDDLE SCHOOL PROGRAMS



### Content Area(s)

Creative and Performing Arts

### Student Identification Process

Artsploration was open to ALL rising PGPCS 6th - 8th graders who have a strong interest in the visual, media, and performing arts. Students were accepted on a first-come, first-serve basis.

### Format

In-person @ Thomas G. Pullen CPA Academy

### Social-Emotional Learning Activities

Students will engage in daily energizers for twenty minutes each morning to support social emotional learning. Some of the SEL activities planned for students include, but are not limited to: mindfulness exercises, community circles, journaling, team building activities, role-playing games, and goal-setting.

### External Partnerships

N/A

### Results

Attendance rate = 95.1%

## *Artsploration*

### Description

Artsploration is a free and exclusive summer arts-based learning experience designed to provide a full, immersive experience in Visual, Media, and the Performing Arts for rising 6th, 7th, and 8th grade students. The curriculum is designed to boost students' creativity, collaboration, and confidence. The curriculum supports artistic growth across eight arts disciplines - Band, Dance, Media Arts, Orchestra, Piano, Theatre, Visual Art, and Vocal Music.

### 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, Support for student mental health and well-being.

### Goals

Participants' average attendance will equal or exceed 80%.

### Details

- Number of sessions – 16
- Hours per session – 5.5
- Grades served – Rising 6<sup>th</sup> thru 8<sup>th</sup>
- Number of students served – 123

### Student characteristics

	# of Students	Percent of Total
Male	39	31.5%
Female	84	67.7%
American Indian or Native Alaskan	0	0.0%
Asian	5	4.1%
Black or African American	100	81.3%
Hispanic	14	11.4%
Native Hawaiian or OPI	0	0.0%
White	3	2.4%
More than one race	1	0.8%
Special Education Students	9	7.3%
English Learners	4	3.2%
Free or Reduced-Price Meals	45	36.3%



## *Benjamin D. Foulois CPA Summer Bridge*

### Content Area(s)

Creative and Performing arts;  
Math and English Language Arts

### Student Identification Process

Middle school students newly accepted to the CPA Programs via audition; Rising 6th Graders currently enrolled at Benjamin D. Foulois CPA Academy

### Format

In-person @ Benjamin D. Foulois CPA Academy

### Social-Emotional Learning Activities

15 minutes per day - Students effectively engaging in Arts Learning together in preparation for a collaborative performance with peers!

### External Partnerships

N/A

### Results

Math growth rate – 52.8%  
English growth rate – 26.2%  
Attendance rate – 70.6%

### Description

The Benjamin D. Foulois CPA Summer Bridge program serves rising/new-incoming sixth, seventh, and eighth grade students accepted to our program for the 2025-26 school year. Participants will be introduced to the CPA learning experience.

### Purpose

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

Participants will achieve a 20% increase in Math and English performance. Attendance rate will exceed 70%.

### Details

- Number of sessions – 16
- Hours per session – 3.5
- Grades served – Rising 6<sup>th</sup> thru 8<sup>th</sup>
- Number of students served – 72

### Student characteristics

	# of Students	Percent of Total
Male	21	29.2%
Female	50	69.4%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	61	85.9%
Hispanic	4	5.6%
Native Hawaiian or OPI	1	1.4%
White	0	0.0%
More than one race	5	7.0%
Special Education Students	1	1.4%
English Learners	1	1.4%
Free or Reduced-Price Meals	27	37.5%



## *Block BOT Academy*

### Content Area(s)

STEM

### Student Identification Process

Rising 6<sup>th</sup> grade students attending a Title I school

### Format

In Person@ Andrew Jackson, Glenridge, Kettering, Port Towns, Calverton

### Social-Emotional Learning

#### Activities

PSC provided 30 minutes of SEL instruction each day.

### External Partnerships

None

### Results

Lego growth rate – 46%

Bullet Journaling growth rate – 36%

Engineering by Design growth rate– 41%

Attendance rate – 98.8%

### Description

The Block BOT Academy Summer enrichment program provided a unique summer enrichment experience for incoming 6th-grade Title I students, emphasizing science, technology, aerospace, and engineering through NASA’s BEST curriculum. Designed to spark interest in STEM, the program combined hands-on activities with journaling, creative arts, SEL, and fitness, offering a well-rounded, engaging learning environment. Daily lessons connected abstract STEM concepts to real-world applications, helping students build knowledge, technical skills, and a deeper appreciation for science and technology.

### Purpose

Provided enrichment through instruction in advanced or elective skills and content that extended beyond required grade-level standards.

### Goals

80% of participants will demonstrate at least a 15% increase in STEAM concept knowledge, as measured by gains from pre- to post-assessment results and supported by analysis of survey data.

### Details

- Number of sessions – 16
- Hours per session – 6 hours
- Grades served – Rising 6<sup>th</sup>
- Number of students served – 162

### Student characteristics

	# of Students	Percent of Total
Male	90	55.6%
Female	72	44.4%
American Indian or Native Alaskan	0	0.0%
Asian	6	3.7%
Black or African American	113	69.8%
Hispanic	39	24.1%
Native Hawaiian or OPI	0	0.0%
White	3	1.9%
More than one race	1	0.6%
Special Education Students	17	10.5%
English Learners	17	10.5%
Free or Reduced-Price Meals	110	67.9%

## Buck Lodge Middle School Summer Adventures



### Content Area(s)

Reading and Math

### Student Identification Process

The program was open to all rising 6<sup>th</sup> (from pre-selected feeder schools), 7th and 8th grade students, with priority given to struggling students who were recommended by classroom teachers.

### Format

In person @ Buck Lodge MS

### Social-Emotional Learning Activities

Teachers used the Second Step Program via Clever to administer SEL activities.

### External Partnerships

None

### Results

R/ELA growth rate – 27%  
Math growth rate – 43%  
Attendance rate – 71%

### Description

The Buck Lodge Adventures Programs targeted rising sixth (from pre-selected feeder schools), seventh, and eighth grade students. The focus was on strengthening basic reading and math skills, as well as developing reasoning, modeling abilities, and character education. The goal of the program was to address academic deficits identified by current classroom teachers in order to improve student achievement.

### Purpose

The program provided acceleration and scaffolding of upcoming content and prerequisite skills, remediation of missed or incomplete grade-level material for students identified as performing below grade level, and support for student mental health and well-being.

### Goals

Eighty percent of all students will demonstrate at least a 10% improvement from pre-assessment to post-assessment in both Reading and Math.

### Details

- Number of sessions – 16
- Hours per session – 3
- Grades served – Rising 6<sup>th</sup> (from pre-selected feeder schools), 7th, & thru 8<sup>th</sup>
- Number of students served – 75

### Student characteristics

	# of Students	Percent of Total
Male	43	57.3%
Female	32	42.7%
American Indian or Native Alaskan	1	1.3%
Asian	3	4.0%
Black or African American	19	25.3%
Hispanic	52	69.3%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	9	12.0%
English Learners	31	41.3%
Free or Reduced-Price Meals	54	72.0%



## Charles Carroll Middle School

### Content Area(s)

Reading and Math

### Student Identification

#### Process

Retention Data, Grades

#### Format

In Person @ Charles Carroll MS

### Social-Emotional Learning

#### Activities

Mindfulness & Breathing Exercises, Emotion Check-Ins & Journaling & Goal Setting

### External Partnerships

Boys & Girls Club

### Results

R/ELA growth rate – 3.3%  
 Math growth rate – 39.4%  
 Attendance rate – 59.6%

### Description

The 2025 Summer Enrichment & Transition Program was a two-week initiative designed to support incoming 9th-grade students in preparing for the academic and social challenges of high school. Targeted at students needing extra support in Math, English, Organizational Skills, and Biology, the program focused on bridging learning gaps and building essential skills through intensive instruction, interactive workshops, and collaborative projects. Emphasis was placed on mastering core concepts, developing study habits, and enhancing time management and organizational skills.

### Purpose

The program provided remediation for students below grade level, as well as 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 to ease transitions between school levels by strengthening academic, behavioral, and social skills.

### Goals

By the end of the program, 70% of students were expected to show improvement in reading and math, 75% to demonstrate stronger organizational skills, 65% to report increased confidence and familiarity with their new school environment, and an average student attendance rate of at least 65%.

### Details

- Number of sessions – 14
- Hours per session – 4
- Grades served – rising 6<sup>th</sup> through 8<sup>th</sup>
- Number of students served –31

### Student characteristics

	# of Students	Percent of Total
Male	11	35.5%
Female	20	64.5%
American Indian or Native Alaskan	0	0.0%
Asian	2	6.5%
Black or African American	14	45.2%
Hispanic	15	48.4%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	3	9.7%
English Learners	9	29.0%
Free or Reduced-Price Meals	22	71.0%



## Dwight D. Eisenhower Middle School

### Content Area(s)

RELA and Math

### Student Identification Process

Based on SY24 MCAP Assessment, SY25 Benchmark Assessment and SY25 iReady Assessment data

### Format

In-person @ Dwight D. Eisenhower MS

### Social-Emotional Learning

#### Activities

Each day, the summer program included a 30-minute session during which students participated in structured Second Step activities—such as discussions, role-playing, and collaborative games.

### External Partnerships

None

### Results

R/ELA growth rate – 79%  
Math growth rate – 103%  
Attendance rate – 75%

### Description

The Summer Enrichment Program provides targeted instruction to students with disabilities (SWD) who required additional time and support to meet grade-level expectations. Students received 75 minutes of daily small-group math instruction focused on essential skills, problem-solving, and manipulatives, with lessons designed to include accommodations and strategies such as the 3-Read Protocol. To support English Language Development (ELD) goals, the program also offered 75 minutes of daily reading instruction using scaffolded vocabulary, visual aids, and structured routines. These strategies effectively supported both SWD and multilingual learners (MLs), helping to close language and comprehension gaps while reinforcing key literacy skills.

### Purpose

The program provided remediation and reteaching of missed grade-level content for students identified as performing below standard, along with support for student mental health and well-being. It also delivered compensatory and other FAPE-related services for students with disabilities and offered English language instruction and language development support for English learners.

### Goals

Selected special education students who attended at least 85% of the summer program sessions were expected to demonstrate an increase of at least 3 percentage points from the pre-assessment to the post-assessment.

### Details

- Number of sessions – 16
- Hours per session – 2.5
- Grades served – Rising 7<sup>th</sup> and 8<sup>th</sup>
- Number of students served – 23

### Student characteristics

	# of Students	Percent of Total
Male	19	82.6%
Female	4	17.4%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	13	56.5%
Hispanic	10	43.5%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	20	87.0%
English Learners	7	30.4%
Free or Reduced-Price Meals	19	82.6%



## Inspiring Young Minds Summer Youth Academy

### Content Area(s)

Technology

### Student Identification Process

Campers are accepted on a first-come, first-served basis, with most being returning participants.

### Format

In-person @ Andrew Jackson Academy

### Social-Emotional Learning

#### Activities

Conflict Resolution; Choices and Consequences; Cultural Sharing Circle; Goal-setting journals.

### External Partnerships

N/A

### Results

Tech. Growth rate – -21.3%  
Attendance rate – 36.8%

### Description

Inspiring Young Minds is a mentoring-based summer camp for middle school students. The program will foster a love for learning in STEM and art. Additionally, students will build meaningful mentoring relationships; enhance critical thinking and problem-solving skills; promote self-expression and creative confidence; cultivate social-emotional growth and leadership.

### 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

Improve technology understanding by at least 20%; attendance rate will exceed 75%.

### Details

- Number of sessions – 19
- Hours per session – 2 hours and 10 minutes
- Grades served – Rising 6<sup>th</sup> through 8<sup>th</sup>
- Number of students served – 39

### Student characteristics

	# of Students	Percent of Total
Male	15	38.5%
Female	24	61.5%
American Indian or Native Alaskan	1	2.6%
Asian	1	2.6%
Black or African American	34	87.2%
Hispanic	2	5.1%
Native Hawaiian or OPI	0	0.0%
White	1	2.6%
More than one race	0	0.0%
Special Education Students	7	17.9%
English Learners	3	7.7%
Free or Reduced-Price Meals	29	74.4%



## Middle School Intervention & Enrichment

### Content Area(s)

Mathematics and R/ELA  
ESOL

### Student Identification Process

Middle school students who are at risk of failure (failing grades for three or more quarters in Math or R/ELA).

### Format

Virtual

### Social-Emotional Learning Activities

SEL was provided on a consultation basis.

### External Partnerships

N/A

### Results

R/ELA growth rate = 74.7%  
Math growth rate = 71.3%

### 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

Students attending the MS Acceleration program will improve their scores by 20% as measured by the pre-test and post-test assessment.

### Details

- Number of sessions – 23
- Hours per session – 3 hours
- Grades served – Rising 6<sup>th</sup> thru 8<sup>th</sup>
- Number of students served – 381

### Student characteristics

	# of Students	Percent of Total
Male	251	65.9%
Female	130	34.1%
American Indian or Native Alaskan	0	0.0%
Asian	3	0.8%
Black or African American	222	58.3%
Hispanic	137	36.0%
Native Hawaiian or OPI	0	0.0%
White	10	2.6%
More than one race	9	2.4%
Special Education Students	50	13.1%
English Learners	83	21.8%
Free or Reduced-Price Meals	285	74.8%

## Ready for the Next Step Summer Academy at Thurgood Marshall MS



### Content Area(s)

Mathematics  
Reading/English Language Arts

### Student Identification Process

Students who scored three grade levels below grade level on the I-Ready reading diagnostic, or those who earned emerging or developing learner on their math benchmark.

### Format

In-person @ Thurgood Marshall Middle School

### Social-Emotional Learning Activities

Daily 15 minutes of dedicated SEL instruction supporting key areas of student well-being, including anxiety, social skills, anger management, depression, and grief and loss.

### External Partnerships

None

### Results

English/RELA growth – 22.8%  
Math Growth rate – 179.2%  
Attendance rate – 55.1%

### Description

Structured and supportive learning environment to strengthen skills in math and reading using platforms like IXL, Lexia, and SORA to personalize instruction and promote independent learning. Social-emotional learning to build resilience, self-regulation, and positive peer relationships in an enjoyable and encouraging summer atmosphere.

### Purpose

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

Student performance in math and reading will improve by 10% from beginning to the end of the program.

### Details

- Number of sessions – 16 days
- Hours per session – 5
- Grades served – Rising 7th thru 8th
- Number of students served – 35

### Student characteristics

	# of Students	Percent of Total
Male	19	54.3%
Female	16	45.7%
American Indian or Native Alaskan	0	0.0%
Asian	1	2.9%
Black or African American	27	77.1%
Hispanic	7	20.0%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	4	11.4%
English Learners	5	14.3%
Free or Reduced-Price Meals	24	68.6%

### III. HIGH SCHOOL PROGRAMS



#### *3D Scholars Summer Bridge Program*

##### Content Area(s)

Mathematics  
Reading/English Language Arts

##### Student Identification Process

All incoming 9<sup>th</sup> grade students accepted into the 3D Scholar Program are required to participate.

##### Format

In-person @ PGCC

##### Social-Emotional Learning

###### Activities

Welcome & Icebreaker Circle, Team-building; Cooperative problem-solving games; Mindfulness and Self-Reflection Breaks; Short guided breathing or journaling sessions; Closing Reflection Circle

##### External Partnerships

Prince George’s Community College (PGCC), University of Maryland Global Campus (UMGC)

##### Results

R/ELA growth – 35.1%  
Math Growth rate – 345.8%  
Attendance rate – 71.9%

##### Description

The 3D Scholars Program is a collaborative dual enrollment initiative designed to provide motivated high school students with a structured pathway to earn both an associate degree from PGCC and a bachelor’s degree from UMGC after completing their high school education. The program targets academically driven students, particularly those seeking early access to college coursework and those who may benefit from a cost-effective and supportive bridge to higher education.

##### Purpose

During the Summer Bridge Program, incoming 9th-grade students participate in a series of workshops and team-building activities to prepare them for the academic and social demands of the program. These sessions include Time management and organizational skills; Team-building exercises; College-readiness workshops; Career exploration sessions

##### Goals

Ultimately, the program’s goal is to expand equitable access to higher education, promote college persistence, and cultivate the next generation of career-ready, socially responsible scholars.

##### Details

- Number of sessions – 8
- Hours per session – 5
- Grades served – Rising 9th
- Number of students served – 23

##### Student characteristics

	# of Students	Percent of Total
Male	11	47.8%
Female	12	52.2%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	20	87.0%
Hispanic	3	13.0%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	3	13.0%
English Learners	2	8.7%
Free or Reduced-Price Meals	16	69.6%



## *Academy of Health Sciences Summer Bridge*

### Content Area(s)

Self-Efficacy

### Student Identification Process

Based on PSAT 8/9 scores, 7th-grade report card, 8th-grade first semester report card, first-generation college student status, and eligibility for Free and Reduced-Price Meals (FaRMs).

### Format

In-person @ AHS

### Social-Emotional Learning

#### Activities

For 30 minutes per week through classroom sessions and covered topics such as imposter syndrome, social and communication skills, adjusting to new environments, building healthy relationships, and appreciating diverse perspectives.

### External Partnerships

PGCC and Employ Prince George's

### Results

Self-Efficacy growth rate – 29%

Attendance rate – 98%

### 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. 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

Participants' knowledge of transition skills will improve by at least 50%. 75% of AHS @PGCC Summer Bridge participants will earn a college credit for their first required college class-- Planning for Academic Success (PAS 1000).

### Details

- Number of sessions – 12
- Hours per session – 6
- Grades served – Rising 9<sup>th</sup>
- Number of students served – 127

### Student characteristics

	# of Students	Percent of Total
Male	30	23.6%
Female	97	76.4%
American Indian or Native Alaskan	2	1.6%
Asian	12	9.4%
Black or African American	89	70.1%
Hispanic	19	15.0%
Native Hawaiian or OPI	0	0.0%
White	3	2.4%
More than one race	2	1.6%
Special Education Students	3	2.4%
English Learners	1	0.8%
Free or Reduced-Price Meals	51	40.2%

## *Aerospace Engineering & Aviation Technology*



### Content Area(s)

STEM

### Student Identification Process

Students who have registered for the Science and Technology or the Aerospace Engineering Programs

### Format

In-person @ DuVal HS

### Social-Emotional Learning

#### Activities

Book Creator

### External Partnerships

Competition/Challenge with the UMD School of Engineering; NASA

### Results

R/ELA growth rate – 21%  
 Math growth rate – 56%  
 Science growth rate – 100%  
 Engineering growth rate – 54%  
 Counselling growth rate – 4%  
 Attendance rate – 75%

### Description

The First Steps to Success Summer Bridge was for new students entering into the Aerospace Engineering and Aviation Technology (AEAT) Program in SY2025. 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

Participants' math performance was expected to improve by 20% from the beginning to the end of the program, with an average attendance rate of 90% or higher.

### Details

- Number of sessions – 12
- Hours per session – 5
- Grades served – First-time, incoming 9<sup>th</sup>
- Number of students served – 79

### Student characteristics

	# of Students	Percent of Total
Male	50	63.3%
Female	29	36.7%
American Indian or Native Alaskan	0	0.0%
Asian	10	12.7%
Black or African American	49	62.0%
Hispanic	15	19.0%
Native Hawaiian or OPI	0	0.0%
White	4	5.1%
More than one race	1	1.3%
Special Education Students	1	1.3%
English Learners	7	8.9%
Free or Reduced-Price Meals	39	49.4%



## *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

In-person, overnight @ Wise HS

### Social-Emotional Learning

#### Activities

Daily - Healthy lifestyles,  
Nutritional strategies and  
Physical Fitness tips

### External Partnerships

N/A

### Results

Leadership development growth  
= 16.5%  
Attendance = 100.0%

### Description

The JROTC cadre and staff conducted a 4-day summer leadership program for those cadets assuming positions of greater responsibility within their units. Cadets are required to participate in team building exercises, obstacle courses, and other fitness activities. In the future it is expected that Cadets will experience the pressure of a military training environment; therefore, they must be mentally and physically ready for these challenges.

### Purpose

Selected JROTC Cadets will complete the Cadet Officers Leadership Program (COLP) prepared to assume positions of higher responsibility within their JROTC units.

### Goals

Cadets must achieve an 80% or higher on all assignments and practical exercises to graduate from the leadership program.

### Details

- Number of sessions – 4
- Hours per session – Overnight
- Grades served – 9 through 12
- Number of students served – 151

### Student characteristics

	# of Students	Percent of Total
Male	70	46.4%
Female	81	53.6%
American Indian or Native Alaskan	2	1.3%
Asian	6	4.0%
Black or African American	74	49.0%
Hispanic	61	40.4%
Native Hawaiian or OPI	0	0.0%
White	4	2.6%
More than one race	4	2.6%
Special Education Students	7	4.6%
English Learners	23	15.2%
Free or Reduced-Price Meals	88	58.3%



## Crossland CTE Summer Bridge

### Content Area(s)

Math

### Student Identification Process

Previous academic performance

### Format

In-person @ Crossland HS

### Social-Emotional Learning Activities

The activity "What Zone Are You In?" aimed to encourage self-awareness of emotions by introducing students to the Zones of Regulation and their associated colors.

### External Partnerships

None

### Results

Math growth rate – 51.2%

Attendance rate – 93.6%

### Description

The camp aimed to bridge the gap between middle school and high school by offering hands-on learning experiences, industry-relevant projects, and mentorship opportunities aligned with students selected for CTE programs at Crossland High School. Through participation in this summer bridge, students developed critical thinking, problem-solving, and teamwork skills while gaining a deeper understanding of the real-world applications of their chosen CTE program 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

The purpose of the Crossland CTE Summer Bridge is to provide an engaging and supportive environment for incoming 9th grade Career and Technical Education (CTE) students that fosters early exposure to career pathways, equips students with foundational skills, and builds confidence as they transition into high school.

### Details

- Number of sessions – 1 five-day sessions; 1 three-day session
- Hours per session – 4.5
- Grades served – First-time, incoming 9<sup>th</sup>
- Number of students served – 184

### Student characteristics

	# of Students	Percent of Total
Male	99	53.8%
Female	85	46.2%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	153	84.5%
Hispanic	23	12.7%
Native Hawaiian or OPI	0	0.0%
White	1	0.6%
More than one race	4	2.2%
Special Education Students	19	10.3%
English Learners	6	3.3%
Free or Reduced-Price Meals	89	48.4%



## High School Summer Learning Program

### Content Area(s)

High School Courses

### Student Identification Process

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

### Format

In-person @ 8 sites throughout the county; Virtual, synchronous and asynchronous

### Social-Emotional Learning Activities

N/A

### External Partnerships

Imagine Learning Edgenuity

### Results

# enrolled and Percent earning credit by subject area:

	# enrolled	%earning credit
ART	278	80.9%
ELA	2,765	92.6%
ESOL	11	100.0%
Finance	420	92.6%
MATH	2,798	92.8%
PE-Health	965	92.6%
Science/Tech	1,555	91.3%
Social Studies	1,682	93.1%
Technology	455	88.6%
World Languages	923	85.8%
Coll., Career & WorkExp	109	78.0%

### 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 – 4
  - Session 1 – 8 days
  - Session 2 – 10 days,
  - Session 3 – 10 days
  - Session 4 – 16 days
- Hours per session – 4
- Grades served – 9<sup>th</sup> through 12<sup>th</sup>
- Number of students served – 7,617 enrolled in at least one course, including 4,344 enrolled in two or more

### Student characteristics

	# of Students	Percent of Total
Male	3,956	51.9%
Female	3,660	48.1%
American Indian or Native Alaskan	17	0.2%
Asian	164	2.2%
Black or African American	3,678	48.3%
Hispanic	3,521	46.2%
Native Hawaiian or OPI	12	0.2%
White	150	2.0%
More than one race	75	1.0%
Special Education Students	732	9.6%
English Learners	2,032	26.7%
Free or Reduced-Price Meals	5,011	65.8%



## ***IB Summer Bridge @ Frederick Douglass HS***

### **Content Area(s)**

IB program orientation

### **Student Identification Process**

The program is only open to students in the IB program.

### **Format**

In-person @ Frederick Douglass HS

### **Social-Emotional Learning**

#### **Activities**

N/A

### **External Partnerships**

N/A

### **Results**

Attendance rate = 78.8%

### **Description**

The IB Summer Bridge program is an in-person learning experience for students in Grades 9-12 who either have been accepted in the IB program or are currently matriculating through the IB program. Students will be introduced to the mission of the IB and what it means to be an IB student. The focus areas will be: the IB Learner Profile; IB Core Principles; College and Career Readiness; the IB Learner; and core requirements of the Diploma Program (grades 11 and 12 students).

### **Purpose**

Summer bridge or transition programs, for students who are transitioning between school levels (ex: prekindergarten to kindergarten, elementary to middle, middle to high school) to familiarize them with school environments, focus on academic and behavioral skills, etc.

### **Goals**

Participants' average attendance will meet or exceed 80%.

### **Details**

- Number of sessions – 8
- Hours per session – 4 hours
- Grades served – Rising 9<sup>th</sup> through 12<sup>th</sup>
- Number of students served – 111

### **Student characteristics**

	<b># of Students</b>	<b>Percent of Total</b>
Male	46	41.4%
Female	65	58.6%
American Indian or Native Alaskan	1	0.9%
Asian	2	1.8%
Black or African American	94	84.7%
Hispanic	6	5.4%
Native Hawaiian or OPI	0	0.0%
White	2	1.8%
More than one race	6	5.4%
Special Education Students	3	2.7%
English Learners	0	0.0%
Free or Reduced-Price Meals	21	18.9%



## *IB Summer Bridge @ Laurel HS*

### Content Area(s)

IB program orientation

### Student Identification Process

The program is only open to students in the IB program.

### Format

In-person @ Laurel HS

### Social-Emotional Learning

#### Activities

N/A

### External Partnerships

N/A

### Results

Attendance rate = 57.1%

### Description

The IB Summer Bridge program is an in-person learning experience for students in Grades 9-12 who either have been accepted in the IB program or are currently matriculating through the IB program. Students will be introduced to the mission of the IB and what it means to be an IB student. The focus areas will be: the IB Learner Profile; IB Core Principles; College and Career Readiness; the IB Learner; and core requirements of the Diploma Program (grades 11 and 12 students).

### Purpose

Summer bridge or transition programs, for students who are transitioning between school levels (ex: prekindergarten to kindergarten, elementary to middle, middle to high school) to familiarize them with school environments, focus on academic and behavioral skills, etc.

### Goals

Participants' average attendance will meet or exceed 80%.

### Details

- Number of sessions – 8
- Hours per session – 4 hours
- Grades served – Rising 9<sup>th</sup> through 12<sup>th</sup>
- Number of students served – 42

### Student characteristics

	# of Students	Percent of Total
Male	13	31.0%
Female	29	69.0%
American Indian or Native Alaskan	0	0.0%
Asian	5	11.9%
Black or African American	26	61.9%
Hispanic	11	26.2%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	3	7.1%
English Learners	0	0.0%
Free or Reduced-Price Meals	23	54.8%



## *IB Summer Bridge @ Parkdale HS*

### Content Area(s)

IB program orientation

### Student Identification Process

The program is only open to students in the IB program.

### Format

In-person @ Parkdale HS

### Social-Emotional Learning

#### Activities

N/A

### External Partnerships

N/A

### Results

Attendance rate = 86.1%

### Description

The IB Summer Bridge program is an in-person learning experience for students in Grades 9-12 who either have been accepted in the IB program or are currently matriculating through the IB program. Students will be introduced to the mission of the IB and what it means to be an IB student. The focus areas will be: the IB Learner Profile; IB Core Principles; College and Career Readiness; the IB Learner; and core requirements of the Diploma Program (grades 11 and 12 students).

### Purpose

Summer bridge or transition programs, for students who are transitioning between school levels (ex: prekindergarten to kindergarten, elementary to middle, middle to high school) to familiarize them with school environments, focus on academic and behavioral skills, etc.

### Goals

Participants' average attendance will meet or exceed 80%.

### Details

- Number of sessions – 8
- Hours per session – 4 hours
- Grades served – Rising 9<sup>th</sup> through 12<sup>th</sup>
- Number of students served – 27

### Student characteristics

	# of Students	Percent of Total
Male	10	37.0%
Female	17	63.0%
American Indian or Native Alaskan	0	0.0%
Asian	1	3.7%
Black or African American	18	66.7%
Hispanic	3	11.1%
Native Hawaiian or OPI	0	0.0%
White	4	14.8%
More than one race	1	3.7%
Special Education Students	2	7.4%
English Learners	0	0.0%
Free or Reduced-Price Meals	9	33.3%



## ***IHS @ Langley Park ME & CR Summer Program***

### **Content Area(s)**

Student Specific

### **Student Identification Process**

Students who did not pass a graduation required course during SY25

### **Format**

In-person @ Bladensburg ES

### **Social-Emotional Learning Activities**

Counselors and Social Workers are on site to work with students who they regularly work with during the school year. Students will have opportunities to have breaks and check in with mental health supports as needed.

### **External Partnerships**

N/A

### **Results**

Completion Rate = 100%

### **Description**

The IHS @ Langley Park Mastery Extension and Credit Recovery Summer Program provides one-on-one support for students who did not pass a course during SY2025. Students often need extra support due to their language levels

### **Purpose**

Credit recovery for students who did not pass courses, Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content

### **Goals**

One hundred percent of students participating will complete their required number of mastery projects to earn a passing grade in the course they did not pass during SY2025.

### **Details**

- Number of sessions – 12 or fewer depending on student progress
- Hours per session – 4 hours
- Grades served – Repeating 9<sup>th</sup> and Rising 10<sup>th</sup> thru 12<sup>th</sup>
- Number of students served – 30

### **Student characteristics**

	<b># of Students</b>	<b>Percent of Total</b>
Male	17	56.7%
Female	13	43.3%
American Indian or Native Alaskan	1	3.3%
Asian	3	10.0%
Black or African American	0	0.0%
Hispanic	26	86.7%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	3	10.0%
English Learners	30	100.0%
Free or Reduced-Price Meals	19	63.3%



## *JROTC Joint Leadership Academy Training*

### Content Area(s)

Academics  
 Citizenship Development  
 Leadership skills  
 Personal health and wellness  
 Physical training

### Student Identification Process

JROTC Instructor identified/  
 approved participation.

### Format

In-person @ Camp Schmidt

### Social-Emotional Learning

#### Activities

Daily - Healthy lifestyles,  
 Nutritional strategies and  
 Physical Fitness tips

### External Partnerships

N/A

### Results

Leadership Academy growth =  
 28.8%

Attendance rate = 99.1%

### Description

The JROTC Leadership Academy Training (JLAT) is an 8-day training evolution for rising 11<sup>th</sup> and 12<sup>th</sup> grade JROTC cadets who are seeking leadership positions. Cadets selected for the Academy engage in a 10 hours/ 20 lesson course of study with the principal goal of developing citizenship, leadership, teamwork, and high standards of personal appearance. Cadets assume various leadership positions and engage in military drill, physical fitness, team building exercises and training, orienteering, sanctioned drill meet & sanctioned athletic meet. Additionally, cadets visit the U.S. Naval Academy for STEM training and underway YP boat experience. The final day includes a customs and traditions ceremonial cadet led Pass-in-Review demonstrating uniformity, leadership military drill and ceremony.

### Purpose

The mission of JROTC Joint Leadership Academy Training is to prepare selected NJROTC cadets for leadership roles in their respective units by teaching certain leadership characteristics and performing practical application in command and staff training. The full practical leadership series include: 1) Leadership Characteristics for the Cadet Officer 2) Commanding Troops 3) Inspecting Troops 4) Sword Manual 5) Physical Fitness and the Leaders 6) Social Etiquette and Manners 7) Field Leadership (Orienteering)

### Goals

To be a leadership academy graduate and earn the coveted silver cord aiguillette, a cadet must pass the final academic exam, pass the physical readiness test (PRT), pass final Personnel Inspection and pass the final bunk and locker inspection.

### Details

- Number of sessions – 8
- Hours per session – Overnight
- Grades served – Rising 11<sup>th</sup> & 12<sup>th</sup>
- 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	2	6.3%
Black or African American	16	50.0%
Hispanic	10	31.3%
Native Hawaiian or OPI	0	0.0%
White	4	12.5%
More than one race	0	0.0%
Special Education Students	5	15.6%
English Learners	1	3.1%
Free or Reduced-Price Meals	21	65.6%



## ***P-TECH @ Frederick Douglass High School***

### Content Area(s)

R/ELA and Math

### Student Identification Process

Incoming 9th-grade P-TECH students and current P-TECH students are invited to participate.

### Format

In-person @ Frederick Douglass High School & Prince George's Community College

### Social-Emotional Learning

#### Activities

Character education

### External Partnerships

Prince George's Community College

### Results

R/ELA growth rate – 69.2%  
Math growth rate – 40.1%  
Attendance rate – 93.3%

### Description

The P-TECH Summer Bridge Program is designed to support incoming ninth-grade P-TECH scholars at Frederick Douglass High School as they transition from middle school to both high school and early college, while also providing targeted academic enrichment. For continuing P-TECH scholars, the program provides academic support, ACCUPLACER preparation, college admissions guidance, and opportunities to enhance workplace learning and employability skills, including communication, collaboration, and problem-solving. These experiences help ensure students are fully equipped for the demands of early college coursework and future career pathways.

### Purpose

Acceleration and scaffolding of upcoming content and prerequisite skills, Summer bridge or transition programs, for students who are transitioning between school levels (ex: prekindergarten to kindergarten, elementary to middle, middle to high school) to familiarize them with school environments, focus on academic and behavioral skills, etc., 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

By the end of the program, participants' performance in English and Math will increase by at least 20% compared to their baseline assessments.

### Details

- Number of sessions – 8
- Hours per session – 4.5 hours
- Grades served – Rising 9<sup>th</sup> grade P-TECH and current P-TECH students
- Number of students served – 102

### Student characteristics

	<b># of Students</b>	<b>Percent of Total</b>
Male	28	27.5%
Female	74	72.5%
American Indian or Native Alaskan	1	1.0%
Asian	2	2.0%
Black or African American	91	89.2%
Hispanic	5	4.9%
Native Hawaiian or OPI	0	0.0%
White	3	2.9%
More than one race	0	0.0%
Special Education Students	3	2.9%
English Learners	0	0.0%
Free or Reduced-Price Meals	38	37.3%



## Science & Technology Summer Bridge

### Content Area(s)

R/ELA, 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

Book Creator

### External Partnerships

Competition/Challenge with the UMD School of Engineering; NASA

### Results

Attendance rate = 81.3%  
 R/ELA growth rate = 8.8%  
 Math growth rate = 93.1%  
 Science growth rate = 75.7%  
 Engineering growth rate = 78.9%  
 Technology growth rate = 43.8%  
 Media growth rate = 6.6%  
 Counseling growth rate = 12.2%

### 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 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

Performance in math will improve by 20% from the beginning to the end of the program. Participants' average attendance rate will equal or exceed 90%.

### Details

- Number of sessions – 12 days
- Hours per session – 5
- Grades served – rising 9<sup>th</sup> and 10<sup>th</sup>
- Number of students served – 472

### Student characteristics

	# of Students	Percent of Total
Male	204	43.2%
Female	240	50.8%
American Indian or Native Alaskan	1	0.2%
Asian	33	7.0%
Black or African American	309	65.5%
Hispanic	53	11.2%
Native Hawaiian or OPI	2	0.4%
White	37	7.8%
More than one race	9	1.9%
Special Education Students	6	1.3%
English Learners	6	1.3%
Free or Reduced-Price Meals	202	42.8%



## TalentReady Summer Bridge

### Content Area(s)

IT Awareness

### Student Identification Process

Rising 9<sup>th</sup>-grade students who applied and have been accepted into the Talent Ready program @ Largo High School.

### Format

Virtual

### Social-Emotional Learning

#### Activities

Daily - Healthy lifestyles, Nutritional strategies and Physical Fitness tips

### External Partnerships

PGCC, Capitol Tech, BSU

### Results

Attendance rate = 98.7%

IT Awareness growth rate = 1.9%

### Description

TalentReady Summer Bridge program was specific to the 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

To introduce students to the four pathways of the program: Cybersecurity, Networking, Programming, and Database Management. 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. Students will have an increase of 10% from their competency in the Talent Ready Pathways.

### Details

- Number of sessions – 4
- Hours per session – 4
- Grades served – rising - 9<sup>th</sup>
- Number of students served – 25

### Student characteristics

	# of Students	Percent of Total
Male	10	66.7%
Female	5	33.3%
American Indian or Native Alaskan	0	0.0%
Asian	1	6.7%
Black or African American	12	80.0%
Hispanic	1	6.7%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	1	6.7%
Special Education Students	2	13.3%
English Learners	1	6.7%
Free or Reduced-Price Meals	7	46.7%

## IV. CROSS-LEVEL PROGRAMS

### *Career Adventure Summer Camp*



#### Content Area(s)

Career Awareness

#### Student Identification Process

Designed to meet students with IEPs and 504 plans

#### Format

In-person @ DuVal HS

#### Social-Emotional Learning

##### Activities

N/A

#### External Partnerships

Humanim

#### Results

Attendance rate – 75.0%

#### Description

The Camp aims to provide participating students with disabilities the opportunity to explore various career paths, raise awareness about different career options, and prepare for post-secondary education or training opportunities. Over a two-week period, campers will engage in a range of interactive activities designed to align with their skills, interests, preferences, and goals. Through these activities, they will gain valuable exposure to potential career paths, helping them to make informed decisions about their future endeavors.

#### Purpose

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

Participants will improve their knowledge on career exploration from the beginning to the end of the program.

#### Details

- Number of sessions – 8
- Hours per session – 3.5
- Grades served – Rising 7<sup>th</sup> thru 9<sup>th</sup>
- Number of students served – 17

#### Student characteristics

	# of Students	Percent of Total
Male	13	76.5%
Female	4	23.5%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	14	82.4%
Hispanic	1	5.9%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	2	11.8%
Special Education Students	15	88.2%
English Learners	0	0.0%
Free or Reduced-Price Meals	8	47.1%



## Chesapeake Champions @ Camp Schmidt

### Content Area(s)

Science/Environmental Literacy

### Student Identification Process

Students were selected by lottery

### Format

In-person at Schmidt Center, Bladensburg Waterfront Park, Patuxent River Park, Patuxent Wildlife Research Refuge and Visitor Center

### Social-Emotional Learning Activities

Team-building took place daily, with students completing activities from the team-building kit at the Schmidt Center, culminating in a confidence course on Friday.

### External Partnerships

MNCPPC, MD DNR

### Results

Content Knowledge Growth – 27%  
 Awareness Growth – 10%  
 Attendance rate –93%

### Description

The program was designed for incoming 4th, 5th, and 6th grade 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 projects, eco-games, and arts and crafts. It provided students with opportunities to explore the county's green spaces while learning how to protect the environment.

### 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
- Grades served – rising 4<sup>th</sup> – 6<sup>th</sup>
- Number of students served – 28

### Student characteristics

	# of Students	Percent of Total
Male	13	46.4%
Female	15	53.6%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	21	77.8%
Hispanic	0	0.0%
Native Hawaiian or OPI	0	0.0%
White	4	14.8%
More than one race	2	7.4%
Special Education Students	4	14.3%
English Learners	0	0.0%
Free or Reduced-Price Meals	9	32.1%



## College Park Academy Summer ELO

### Content Area(s)

Mathematics

### Student Identification Process

All middle school students are enrolled in ImagineLearning, with the option of in person meetings. Rising 9th -12th grade students wanting to improve their success and understanding of skills in mathematics, with an emphasis on their course material for the coming year.

### Format

Middle school students face to face four days a week, with exceptions with those needing an online/ hybrid format. High school students were online/hybrid.

### Social-Emotional Learning Activities

- Mindful Minute - focus on breathing and noticing sensations without judgement
- Positive Self-Talk Challenge - Write and share positive self-talk statements
- Goal setting
- Two Truths and a Lie
- Kindness Brainstorm

### External Partnerships

None

### Results

Math growth rate – 48%  
Attendance rate – 54%

### Description

Middle School students, grade 6-8, will have access to ImagineLearning platform in reading and math for remediation / enrichment. Select high school students will utilize the ALEKS program for remediation and growth.

### Purpose

Foster greater understanding of mathematics, while preparing students for mathematic concepts for the upcoming year. Students will review areas of need as well as explore topics for the coming year.

### Goals

Students will close the learning gap between grade level readiness and current level by mastering below grade level topics.

### Details

- Number of sessions – 5
- Hours per session – 3
- Grades served – rising 6<sup>th</sup> – 12<sup>th</sup>
- Number of students served – 28

### Student characteristics

	# of Students	Percent of Total
Male	50	56.8%
Female	38	43.2%
American Indian or Native Alaskan	0	0.0%
Asian	3	3.4%
Black or African American	47	54.0%
Hispanic	27	31.0%
Native Hawaiian or OPI	0	0.0%
White	6	6.9%
More than one race	4	4.6%
Special Education Students	7	8.0%
English Learners	7	8.0%
Free or Reduced-Price Meals	40	45.5%



## Healthcare Careers and College Summer Exploration Program

### Content Area(s)

Career awareness in the healthcare field

### Student Identification Process

Students must have at least a 2.5 GPA; 80-% attendance rate to be eligible to attend. This program is only open to PGCPs students.

### Format

In-person @ Crossland High School

### External Partnerships

Prince George's Community College

### Social-Emotional Learning

#### Activities

None

### Results

Healthcare growth rate – 3.0%  
Attendance rate – 96.9%

### Description

The Healthcare Careers and College Exploration Summer Program is a dynamic, hands-on experience designed for students interested in exploring the diverse opportunities within the healthcare field. Throughout the program, participants engage in interactive workshops, collaborative projects, and real-world problem-solving that introduce them to medical ethics, professional communication, and the daily realities of healthcare careers.

### Purpose

The purpose of the Healthcare Careers and College Exploration Summer Program is to immerse students in meaningful exploration of the healthcare field while supporting their personal, academic, and professional growth.

### Goals

**Develop Foundational Professional Skills:** Strengthen students' communication, teamwork, and ethical decision-making abilities through collaborative learning and real-world healthcare scenarios.

**Explore Career and Education Pathways:** Increase students' awareness of healthcare professions and the college or training routes needed to pursue them, helping each participant envision a clear pathway to future opportunities.

### Details

- Number of sessions – 5
- Hours per session – 5
- Grades served – Rising 9<sup>th</sup> thru 11<sup>th</sup>
- Number of students served – 16

### Student characteristics

	# of Students	Percent of Total
Male	5	31.3%
Female	11	68.8%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	13	81.3%
Hispanic	1	6.3%
Native Hawaiian or OPI	0	0.0%
White	2	12.5%
More than one race	0	0.0%
Special Education Students	1	6.3%
English Learners	0	0.0%
Free or Reduced-Price Meals	7	43.8%



## 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 received targeted instruction in social/emotional learning.

### Results

Average Weekly Attendance rate = 49.0%

### 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 individualized specially designed instruction that is an extension of specific special education goals and related services beyond the regular school year for those students determined eligible through the IEP process.

### 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 – Individual student determined
- Hours per session –1 to 7, IEP determined
- Grades served – Pre-K through 12
- Number of students served – 4,709

### Student characteristics

	# of Students	Percent of Total
Male	3,216	68.3%
Female	1,493	31.7%
American Indian or Native Alaskan	24	0.5%
Asian	94	2.0%
Black or African American	2,933	62.3%
Hispanic	1,453	30.9%
Native Hawaiian or OPI	2	0.0%
White	130	2.8%
More than one race	73	1.6%
Special Education Students	4,709	100.0%
English Learners	857	18.2%
Free or Reduced-Price Meals	3,278	69.6%

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