Assessing the Power of Summer Enrichment

An evaluation of Let’s Invest in Neighborhood Kids (LINK) Summer and LINK Leaders Summer 2021

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Submitted by
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Once you ask questions you cannot avoid the answers.

-- proverb from Cameroon

If you don’t ask the right question, you don’t get the right answers. A question asked in the right way often points to its own answer.

-- Edward Hodnett

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Table 7. Summary of Capacity and initiative

Objective 3: Parental involvement and family literacy

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Table 8. Summary of Parental engagement

Indicator 3.2: Adult participants will have opportunities to improve their skills to be more effective in their role as their children’s first teacher.

Table 9. Summary of Parenting skills

Indicator 3.3: Adult participants whose first language is not English will have opportunities to acquire communication skills to support their relationships with their children, school staff, and the community at large.

Table 10. Summary of Parental engagement for whom English is not a first language

Program Quality: Site Observation
Facility
Activities
Classroom Management
Safety and Security
Student Engagement
Teacher-Student Interaction
Utilization of Resources

Insights
Opportunities
Challenges

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

Acronyms
VLP - Village Learning Place
LINK - Let’s Invest in Neighborhood Kids
21st CCLC - 21st Century Community Learning Center(s)

Executive Summary
Village Learning Place engaged Dr. Amy Desai Graham to conduct an assessment of the Let’s Invest in Neighborhood Kids (LINK) Summer program, which received its first 21st Century Community Learning Center (21st CCLC) grant in 2009. This report summarizes results from the summer of the thirteenth year of program operation, summer 2021.

The LINK Summer program has expanded its program to include LINK Leaders Summer, which serves 7th to 12th grade students. Based on findings from past evaluations and needs assessments, the program established five objectives relevant to the needs of the community focusing on prevention of summer learning loss, character education and family support.

The evaluator was provided self-report data from the program as well as access to a variety of data on LINK Summer and LINK Leaders Summer students. The evaluation consisted findings obtained from self-report data, in line with two of the program’s five objectives, which in summary state:

Objective 1: Participants in the 21st Century Community Learning Centers programs will demonstrate educational and social benefits and exhibit positive behavioral changes. (4 indicators)

Objective 3: 21st Century Community Learning Centers will offer services to support parental involvement and family literacy. (3 indicators)

Table 1. summarizes the program indicators, milestones and results from the third year of observation towards these objectives.
<table>
<thead>
<tr>
<th>Indicators</th>
<th>Summer 3 Milestones</th>
<th>Summer 3 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Participants in the program will show continuous improvement in academic achievement as measured by improvement in work and study habits, grades, and test scores.</td>
<td>1.1.1 PreK-6th: 80% of regularly attending students (RAS)* who are below grade level will grow or maintain math skills, preventing summer learning loss.</td>
<td>Progress towards the milestone could not be determined--data regarding this measure was not provided</td>
</tr>
<tr>
<td></td>
<td>1.1.2 PreK-6th: 80% of RAS who are below grade level will grow or maintain reading skills, preventing summer learning loss.</td>
<td>Progress towards the milestone could not be determined--data regarding this measure was not provided</td>
</tr>
<tr>
<td></td>
<td>1.1.3 7th-12th: 80% of students will complete a collaborative learning project incorporating peer and instructor feedback over the course of the program.</td>
<td>Progress towards the milestone could not be determined--data regarding this measure was not provided</td>
</tr>
<tr>
<td></td>
<td>1.1.4 7th-12th: 80% of students will present their collaborative learning project to an audience of peers, family, and community members.</td>
<td>Progress towards the milestone could not be determined--data regarding this measure was not provided</td>
</tr>
<tr>
<td>1.2 Participants in the program will show improvements on measures such as school attendance, Classroom performance, contribution in school classes, and decreased disciplinary actions or other adverse behaviors.</td>
<td>1.2.1 PreK-12th: 80% of RAS will report that they feel ready for the coming school year.</td>
<td>✓ 95% of LINK Summer participants reported they could learn and succeed in school</td>
</tr>
<tr>
<td></td>
<td>1.2.2 PreK-12th: 80% of RAS will show increased summer program classroom participation.</td>
<td>X 35% of LINK Leaders reported they gained skills/knowledge and have an increased awareness of career/college opportunities</td>
</tr>
<tr>
<td>1.3 Participants in the program will show positive increases in social skills, positive relationships and interactions, and fewer isolating behaviors.</td>
<td>1.3.1 PreK-12th: 80% of students will participate in 12 hours of direct instruction in character education.</td>
<td>Progress towards the milestone could not be determined--data regarding this measure was not provided</td>
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<td>1.3.2 PreK-12th: 80% of RAS will report that they made friends.</td>
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<td>1.3.3 PreK-12th: 80% of RAS will demonstrate that they have learned at least one conflict resolution strategy.</td>
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<td></td>
</tr>
<tr>
<td>1.4 Participants in the program will show improved capacity to take initiative, plan projects and complete assignments in school and out.</td>
<td>1.4.1. PreK-12th: 80% of RAS will demonstrate improved classroom leadership skills.</td>
<td>Progress towards the milestone could not be determined--data regarding this measure was not provided</td>
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<td>1.4.2 PreK-12th: 80% of students will design and execute a service learning project that meets an identified community need.</td>
<td>Progress towards the milestone could not be determined--data regarding this measure was not provided</td>
</tr>
<tr>
<td>3.1 Adult participants will have opportunities to learn about child development, good health, and proper nutrition.</td>
<td>3.1.1 PreK-12th: 80% of families will be represented at an educational session that provides education and resources on child development, health, and/or nutrition.</td>
<td>Progress towards the milestone could not be determined--data regarding this measure was not provided</td>
</tr>
<tr>
<td></td>
<td>3.1.2 PreK-12th: 70% of families will attend an event, class, or VLP event intended to build adult literacy and/or skills.</td>
<td>Progress towards the milestone could not be determined--data regarding this measure was not provided</td>
</tr>
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<td>3.2 Adult participants will have opportunities to improve their skills to be more effective in their role as their children’s first teacher.</td>
<td>3.2.1 PreK-12th: 70% of families will attend an event intended to build parenting skills, and their relationships with their children.</td>
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<td>3.3 Adult participants whose first language is not English will have opportunities to acquire communication skills to support their relationships with their children, school staff, and the community at large.</td>
<td>3.3.1 PreK-12th: 60% of families for whom English is not a first language will attend a Family Fun Night, class, or VLP event intended to build adult literacy and/or skills. Materials will be available in their native language.</td>
<td>Progress towards the milestone could not be determined--data regarding this measure was not provided</td>
</tr>
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<td></td>
<td>3.3.2 PreK-12th: 60% of families for whom English is not a first language will participate in program with their children in an activity aimed at building skills or relationships.</td>
<td>Progress towards the milestone could not be determined--data regarding this measure was not provided</td>
</tr>
</tbody>
</table>
Opportunities

- The LINK Summer and LINK Leaders Summer programs have a well-established record of success in preventing summer learning loss in an in-person instruction setting. Programming is likely to return to in-person instruction in the following year and their traditional program design should allow these programs to demonstrate student academic achievement.

Challenges

- The LINK Summer and LINK Leaders Summer programs were competing with summer school programs offered by the schools the students they serve attend, which significantly impacted participation and attendance in VLP programs.
- The program expanded their evaluation milestones from 3 (in the previous cycle) to 16 in the current cycle. Monitoring progress on this many measures during a 6-week program is impractical.

Recommendations

Consider reducing the number of milestones

Currently, the programs have 7 outlined indicators with 16 associated milestones for the two evaluative objectives. Committing the programs to collecting and tracking data for this many measures may be too ambitious and could serve to dilute the true achievements made. Given that the programs run for 6 weeks during the summer, VLP may want to consider reducing the number of indicators for each objective and to correspondingly reduce the number of milestones. As mentioned in the previous year, our suggestion is to focus on no more than two indicators for each objective and to have no more than 1 or 2 milestones for each indicator.
LINK Summer and LINK Leaders Summer Evaluation

Overview

Village Learning Place (VLP) is an independent non-profit library that houses educational programs, enrichment opportunities, and informational resources located in Charles Village. Since 2007, they have worked with young people from pre-K to 8th grade and expanded to serve students in pre-K to 12th grade. They were selected into the 2019-2021 summer cohort of 21st Century Community Learning Center (21st CCLC) program, a federally funded initiative managed at the state level through the Maryland State Department of Education. The funding supports VLP’s ongoing summer enrichment program, Let’s Invest in Neighborhood Kids (LINK) Summer and LINK Leaders Summer.

Program Description

Overview of LINK Summer and LINK Leaders Summer

LINK Summer completed its thirteenth year of 21st CCLC programming as a small community-based summer academic enrichment program serving pre-K to 6th grade students from the Charles Village neighborhood of Baltimore, Maryland. The overall program is designed to prevent summer learning loss and to inspire creativity.

For summer 2021, VLP transitioned to a hybrid of in-person and virtual learning for both LINK Summer and LINK Leaders Summer. To ensure equitable access to programming, they created a schedule to invite grade band cohorts onsite in small learning pods for 2-week sprints. For the other four weeks of summer programming, students were invited to join their teachers and classmates online in a virtual classroom. In addition to onsite and online learning, they created at-home supply kits (with arts and crafts supplies, science projects, and games) to send home to interested families. Students who joined the program onsite received breakfast and lunch through Baltimore Housing Authority’s Summer Meals Service. The programs offered 6 weeks of summer learning from June 28 to August 6, 2021. The schedule for hybrid programming was Monday-Thursday from 10am to 3pm; Fridays were reserved for field trips. In Summer 2021, Friday field trips included the National Aquarium, Maryland Science Center, Fort McHenry, the Baltimore Zoo, the obstacles at Outward Bound, and sailing the Inner Harbor with Living Classrooms. The program also offered families the opportunity to pick up family tickets to the Zoo and Science Center to use during the weekends.

Components covered during hybrid learning included: arts (performing arts, visual arts, fine arts), STEM (Science, Technology, Engineering, and Mathematics), literacy (direct literacy instruction, read alouds, Drop Everything and Read, journaling, writing activities), social studies/civic participation (community-based projects, community service, exploration of social issues, history, and cultural education), physical education and recreation (exercise, athletic training, sports, fitness education, movement games), and life skills (decision-making goal setting,
problem-solving, executive functioning). In addition, the LINK Leaders Summer program provided college readiness (college tours, SAT prep, application preparation, college fair attendance) twice a week to program participants. LINK Summer collaborated on interdisciplinary, project-based learning in their in-person partnership with InDiGO. The LINK Summer classrooms hosted the following partners: JHU Cooking & Nutrition Club, Dance & B’more, FutureMakers, Clayworks, Art with a Heart, Blakwater Music Productions, and DiscoverME/RecoverME. The LINK Leaders Summer classrooms hosted the following partners: Clayworks, Wide Angle Youth Media, JHU Cooking & Nutrition Club, and YouthWorks.

Indicators
In accordance with the 21st CCLC requirements, LINK Summer and LINK Leaders Summer has articulated specific indicators consistent with the objectives of the funding initiative and with the programs’ overarching intentions:

- 1.1 Participants in the program will show continuous improvement in academic achievement as measured by improvement in work and study habits, grades, and test scores.

- 1.2 Participants in the program will show improvements on measures such as school attendance, Classroom performance, contribution in school classes, and decreased disciplinary actions or other adverse behaviors.

- 1.3 Participants in the program will show positive increases in social skills, positive relationships and interactions, and fewer isolating behaviors.

- 1.4 Participants in the program will show improved capacity to take initiative, plan projects and complete assignments in school and out.

- 3.1 Adult participants will have opportunities to learn about child development, good health, and proper nutrition.

- 3.2 Adult participants will have opportunities to improve their skills to be more effective in their role as their children’s first teacher.

- 3.3 Adult participants whose first language is not English will have opportunities to acquire communication skills to support their relationships with their children, school staff, and the community at large.
Evaluation Plan

Identified Milestones

Objective 1:

Indicator 1:

1.1.1 PreK-6th: 80% of regularly attending students (RAS)* who are below grade level will grow or maintain math skills, preventing summer learning loss.

1.1.2 PreK-6th: 80% of RAS who are below grade level will grow or maintain reading skills, preventing summer learning loss.

1.1.3 7th-12th: 80% of students will complete a collaborative learning project incorporating peer and instructor feedback over the course of the program.

1.1.4 7th-12th: 80% of students will present their collaborative learning project to an audience of peers, family, and community members.

Indicator 2:

1.2.1 PreK-12th: 80% of RAS will report that they feel ready for the coming school year.

1.2.2 PreK-12th: 80% of RAS will show increased summer program classroom participation.

Indicator 3:

1.3.1 PreK-12th: 80% of students will participate in 12 of direct instruction in character education.

1.3.2 PreK-12th: 80% of RAS will report that they made friends.

1.3.3 PreK-12th: 80% of RAS will demonstrate that they have learned at least one conflict resolution strategy.

Indicator 4:

1.4.1. PreK-12th: 80% of RAS will demonstrate improved classroom leadership skills.

1.4.2 PreK-12th: 80% of students will design and execute a service learning project that meets an identified community need.

Objective 3:

Indicator 1:

3.1.1 PreK-12th: 80% of families will be represented at an educational session that provides education and resources on child development, health, and/or nutrition.

3.1.2 PreK-12th: 70% of families will attend an event, class, or VLP event intended to build adult literacy and/or skills.

Indicator 2:

3.2.1 PreK-12th: 70% of families will attend an event intended to build parenting skills, and their relationships with their children.

Indicator 3:

3.3.1 PreK-12th: 60% of families for whom English is not a first language will attend a Family Fun Night, class, or VLP event intended to build adult literacy and/or skills. Materials will be available in their native language.

3.3.2 PreK-12th: 60% of families for whom English is not a first language will participate in
program with their children in an activity aimed at building skills or relationships.

**Methods**

Dr. Amy Desai Graham was selected as the external evaluator for LINK Summer and LINK Leaders Summer in May 2019 for the three-year funding cycle (2019-2021). The evaluation plan was designed to help VLP report program progress accurately to fulfill the 21st CCLC funding requirements.

Dr. Graham was not able to conduct a secondary data analysis to determine the progress made toward meeting identified milestones as insufficient data was provided. All findings are based on self-report data provided by the program. Student academic outcomes were not assessed this year. The students’ perceptions of school readiness was assessed using end-of-program surveys. Program class participation was not assessed this summer. Character education hours were calculated using records tracking on-line attendance. The Program Quality Assessment (PQA) could not be administered this summer. Family engagement measures were determined based on logs of all attendance and engagement at VLP events.

**Evaluation Results**

**Description of the Participants**

The following tables describe the participants in both programs. Limited data regarding participation and student demographics were provided. According to attendance logs, 59 students participated in either the LINK Summer program or LINK Leaders Summer program (Table 2). Out of these students, 18 (31%) attended for 20 days or more. The participation data does not match the total participants provided with the demographic data (n=77). The only demographic data provided was for grade level and race/ethnicity. The majority of the students are identified as African-American/Black (Table 3).

<table>
<thead>
<tr>
<th>Table 2. Program Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Participation</strong></td>
</tr>
<tr>
<td>Days in Program</td>
</tr>
<tr>
<td>Less than 20 days</td>
</tr>
<tr>
<td>20 or more days</td>
</tr>
</tbody>
</table>

| Program Attrition Rate         |            |            |
| Withdrawals                   | 17         | 29%        |
### Table 3. Participant Demographics

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Ever enrolled N= 77 (%)</th>
<th>Attended 20 days or more N= Not provided (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Male</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Grade</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pre-K - 6th grade</td>
<td>74%</td>
<td>n/a</td>
</tr>
<tr>
<td>7th - 12th grade</td>
<td>26%</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>LEP</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Yes</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Special Needs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Yes</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Race/Ethnicity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>3%</td>
<td>n/a</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>3%</td>
<td>n/a</td>
</tr>
<tr>
<td>Black/African American</td>
<td>61%</td>
<td>n/a</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1%</td>
<td>n/a</td>
</tr>
<tr>
<td>White</td>
<td>19%</td>
<td>n/a</td>
</tr>
<tr>
<td>Two or more Races</td>
<td>13%</td>
<td>n/a</td>
</tr>
</tbody>
</table>
## Results by Objective

**Objective 1: Educational and social benefits and positive behavioral changes**

**Indicator 1.1:** Participants in the program will show continuous improvement in academic achievement as measured by improvement in work and study habits, grades, and test scores.

The academic achievement goals of LINK Summer focus on preventing summer learning loss for both reading and maths skills. Progress towards academic milestones is determined using pre- and post-assessments for each subject matter. Without these assessments, progress towards the math or reading milestones (1.1.1 and 1.1.2) cannot be determined. Progress towards milestones regarding the collaborative learning project (1.1.3 and 1.1.4) could not be determined as this information was not provided to the evaluation team. Table 4 provides the milestone and year 3 results.

### Table 4. Summary of Summer Learning Loss and Collaborative Learning Projects for 2021

<table>
<thead>
<tr>
<th>Year 3 Milestones</th>
<th>Year 3 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1 PreK-6th: 80% of regularly attending students (RAS)* who are below grade level will grow or maintain math skills, preventing summer learning loss.</td>
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<td>1.1.2 PreK-6th: 80% of RAS who are below grade level will grow or maintain reading skills, preventing summer learning loss.</td>
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<td>1.1.3 7th-12th: 80% of students will complete a collaborative learning project incorporating peer and instructor feedback over the course of the program.</td>
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<td>1.1.4 7th-12th: 80% of students will present their collaborative learning project to an audience of peers, family, and community members.</td>
<td>Progress towards the milestone could not be determined—data regarding this measure was not provided</td>
</tr>
</tbody>
</table>

✓ milestone met  X milestone not met  N/A cannot determine if milestone was met
Indicator 1.2: Participants in the program will show improvements on measures such as school attendance, Classroom performance, contribution in school classes, and decreased disciplinary actions or other adverse behaviors.

To assess school readiness, LINK Summer program teachers planned to administer informal assessments to in-person students at the close of their 2-week on-site sprint. Due to low attendance and intermittent attendance, these informal assessments were rendered useless. Instead, after programming ended, they used a survey to determine if students who participated in LINK Summer felt that they could learn and succeed in school. They had 21 responses from students, and 95% reported feeling like they could learn and succeed in school. Out of 20 LINK Leaders, nine completed a survey assessing student-reported knowledge acquired awareness. Seven (35%) students reported feeling that they gained skills or knowledge. Additionally, seven (35%) students reported an increased awareness of career and college opportunities.

The assessment of classroom participation did not take place. Table 5 provides the milestone and year 3 results.

<table>
<thead>
<tr>
<th>Year 3 Milestones</th>
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</tr>
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</table>
| **1.2.1 PreK-12th: 80% of RAS will report that they feel ready for the coming school year.** | ✓ 95% of LINK Summer participants reported they could learn and succeed in school  
✗ 35% of LINK Leaders reported they gained skills/knowledge and have an increased awareness of career/college opportunities |
| **1.2.2 PreK-12th: 80% of RAS will show increased summer program classroom participation.** | Progress towards the milestone could not be determined--data regarding this measure was not provided |

✓ milestone met  ✗ milestone not met  N/A cannot determine if milestone was met
Indicator 1.3: Participants in the program will show positive increases in social skills, positive relationships and interactions, and fewer isolating behaviors.

The program did not provide data regarding the hours of character education received by each student (1.3.1), the percentage of students reporting that they made friends (1.3.2), and the percentage of students that demonstrated that they learned one conflict resolution strategy (1.3.3). To meet the objective of promoting positive social development, the program administered a post-program survey that asked students whether or not they felt a sense of belonging while at LINK Summer programming. There were 21 responses from students, and 95% reported feeling like they belonged while in the program. In addition, 70% of LINK Leaders participated in at least 15 hours of character education and/or service learning during Summer 2021. Given that the LINK Leaders data was given based on 15 hours rather than 12 hours, it is unclear as to whether this milestone was met by LINK Leaders. Table 6 provides the milestone and year 3 results.
### Table 6. Summary of Social skills

<table>
<thead>
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<tr>
<td>1.3.1 PreK-12th: 80% of students will participate in 12 hours of direct instruction in character education.</td>
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</tr>
</tbody>
</table>

**Legend:**
- ✓ milestone met
- ✗ milestone not met
- N/A cannot determine if milestone was met

### Indicator 1.4: Participants in the program will show improved capacity to take initiative, plan projects and complete assignments in school and out.

Data regarding classroom leadership skills (1.4.1) and the percentage of students that designed and executed a service learning project (1.4.2) was not provided; therefore, progress towards the associated milestones could not be determined. Table 7 provides the milestone and year 3 results.

### Table 7. Summary of Capacity and initiative

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<thead>
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<td>1.4.1. PreK-12th: 80% of RAS will demonstrate improved classroom leadership skills.</td>
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</tr>
</tbody>
</table>

**Legend:**
- ✓ milestone met
- ✗ milestone not met
- N/A cannot determine if milestone was met
**Objective 3: Parental involvement and family literacy**

**Indicator 3.1: Adult participants will have opportunities to learn about child development, good health, and proper nutrition.**

Data regarding the specific milestones for 3.1.1 and 3.1.2 were not provided; therefore, progress towards these milestones could not be determined. Table 7 provides the milestone and year 3 results.

Nevertheless, the program reported other family engagement information of interest. In the third year of the cycle, 76% of families engaged in program offerings this summer. The program counted family engagement as attending their End of Summer Carnival, picking up supplies, and/or opting into a family field trip opportunity. This summer, 50% of LINK Leaders Summer families engaged with VLP including attending their LINK End of Summer Carnival, picking up student supplies from the library, or holding a volunteer position at VLP.

The End-of-Summer Celebration was a carnival that VLP held with socially distant activity stations on the city block. Students, families, and LINK staff enjoyed STEM activities, painting, henna, beat making, carnival games, and an inflatable obstacle course.

Table 8 provides the milestone and year 3 results.

<table>
<thead>
<tr>
<th>Year 3 Milestones</th>
<th>Year 3 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.1 PreK-12th: 80% of families will be represented at an educational session that provides education and resources on child development, health, and/or nutrition.</td>
<td>Progress towards the milestone could not be determined--data regarding this measure was not provided</td>
</tr>
<tr>
<td>3.1.2 PreK-12th: 70% of families will attend an event, class, or VLP event intended to build adult literacy and/or skills.</td>
<td>Progress towards the milestone could not be determined--data regarding this measure was not provided</td>
</tr>
</tbody>
</table>

✓ milestone met  X milestone not met  N/A cannot determine if milestone was met
Indicator 3.2: Adult participants will have opportunities to improve their skills to be more effective in their role as their children’s first teacher.

Progress towards Milestone 3.2.1 could not be determined given that the program did not provide data regarding parenting skills. Table 9 provides the milestone and year 3 results.

Table 9. Summary of Parenting skills

<table>
<thead>
<tr>
<th>Year 3 Milestones</th>
<th>Year 3 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.1 PreK-12th: 70% of families will attend an event intended to build parenting skills, and their relationships with their children.</td>
<td>Progress towards the milestone could not be determined--data regarding this measure was not provided</td>
</tr>
</tbody>
</table>

✓ milestone met  X milestone not met  N/A cannot determine if milestone was met
Indicator 3.3: Adult participants whose first language is not English will have opportunities to acquire communication skills to support their relationships with their children, school staff, and the community at large.

The final two milestones (3.3.1 and 3.3.2) target families for whom English is not a first language. This summer, data regarding these milestones were not provided. Table 10 provides the milestone and year 3 results.

Table 10. Summary of Parental engagement for whom English is not a first language

<table>
<thead>
<tr>
<th>Year 3 Milestones</th>
<th>Year 3 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.1 PreK-12th: 60% of families for whom English is not a first language will</td>
<td>Progress towards the milestone could not be determined--data regarding this</td>
</tr>
<tr>
<td>attend a Family Fun Night, class, or VLP event intended to build adult literacy</td>
<td>measure was not provided</td>
</tr>
<tr>
<td>and/or skills. Materials will be available in their native language.</td>
<td></td>
</tr>
<tr>
<td>3.3.2 PreK-12th: 60% of families for whom English is not a first language will</td>
<td>Progress towards the milestone could not be determined--data regarding this</td>
</tr>
<tr>
<td>participate in program with their children in an activity aimed at building</td>
<td>measure was not provided</td>
</tr>
<tr>
<td>skills or relationships.</td>
<td></td>
</tr>
</tbody>
</table>

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

Program Quality: Site Observation

Program quality was assessed using a virtual site observation conducted on August 3, 2021 from 1-3pm by the evaluation team of virtual programming. Data was collected regarding the following indicators: facility, types of activities, classroom management, safety and security, student engagement with activities, teacher-student interaction, and utilization of resources.

Facility

In-person programming was held in the Village Learning Place (VLP), an independent non-profit library that houses educational programs, enrichment opportunities, and informational resources located in the Charles Village neighborhood. Virtual programming was observed on Zoom.

Activities

The elementary school aged classes were engaged in academic programs: world explorations and a science demo during the observation. For world explorations, the 1st-2nd grade class learned about breads from all over the world and the 5th-6th grade class learned about how olive oil was made. For the science demo class, the students learned about space and the solar system. The LINK Leaders Summer class was in a session called "Secure the Bag Financial Education" in which the Branch Manager from the M&T Bank in Patterson Park served as a guest speaker. She discussed different kinds of bank accounts and the responsibilities involved in having a bank account.
Classroom Management
Students broadly seemed on target and interested in their activities. No significant behavior issues were witnessed during the observation. Given that classroom sizes were very small (ranging from 1 to 6 students), teachers had control over the management of their classes.

Safety and Security
Given that the site observation and programming was conducted virtually, the evaluation team did not get to observe the physical security of the building and students. Nevertheless, the evaluation team knows from past in-person visits that the front door to school is locked during program time. Further, parents/guardians and visitors have to buzz the door to request entry. The virtual classroom on Zoom was protected with passwords required to gain access, and teachers had to allow participants entry into the virtual classroom.

Student Engagement
Students were witnessed in various degrees of engagement with the academic portions of the coursework. In the 1st-2nd grade class, students watched a video about bread from all over the world and then watched a 20-minute video about space. During the space video, students seemed to lose interest. There were yes/no questions asked, but there was not much time for students to respond or engage in the course content. In the 5th-6th grade class, there was only one student and she spoke Arabic. There was a teacher and translator in this class, so the student was heavily engaged in the material and the teacher related the course material to the student’s life and experiences. The student would type her responses to the teacher’s questions in the chat in Arabic, and the translator would say her answers aloud in English. In the LINK Leaders Summer class, the guest speaker related the material to students’ experiences by asking questions and curtailing her lecture to their responses. There was also an interactive question and answer period at the end of the presentation.

Teacher-Student Interaction
Students and staff all appeared to know each other’s names and personalities. Throughout the classes, teachers were positive, encouraging and friendly with students. There were no negative interactions observed.

Utilization of Resources
The observation took place during virtual academic learning and students accessed the classrooms via Zoom. Using this platform, students could see teachers and other students, and interact using audio or chat. Course material was shared either using videos or slide presentations. It is assumed that students had access to all the material resources in the physical classroom when they had in-person learning.
Insights

The LINK Summer and LINK Leaders Summer programs were not able to collect data regarding 15 out of 16 (94%) of their performance measures. While the program provided data related to some of the milestone measures, it is challenging to draw any conclusion about this summer’s activities.

Opportunities

- The LINK Summer and LINK Leaders Summer programs have a well-established record of success in preventing summer learning loss in an in-person instruction setting. Programming is likely to return to in-person instruction in the following year and their traditional program design should allow these programs to demonstrate student academic achievement.

Challenges

- The LINK Summer and LINK Leaders Summer programs were competing with summer school programs offered by the schools the students they serve attend, which significantly impacted participation and attendance in VLP programs.
- The program expanded their evaluation milestones from 3 (in the previous cycle) to 16 in the current cycle. Monitoring progress on this many measures during a 6-week program is impractical.

Recommendations

Consider reducing the number of milestones

Currently, the programs have 7 outlined indicators with 16 associated milestones for the two evaluative objectives. Committing the programs to collecting and tracking data for this many measures may be too ambitious and could serve to dilute the true achievements made. Given that the programs run for 6 weeks during the summer, VLP may want to consider reducing the number of indicators for each objective and to correspondingly reduce the number of milestones. As mentioned in the previous year, our suggestion is to focus on no more than two indicators for each objective and to have no more than 1 or 2 milestones for each indicator.