

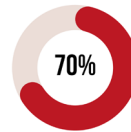


Step Up Summer Camp

FINAL REPORT

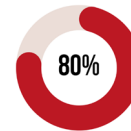
South Middle School, Brockton, MA

Summer 2021



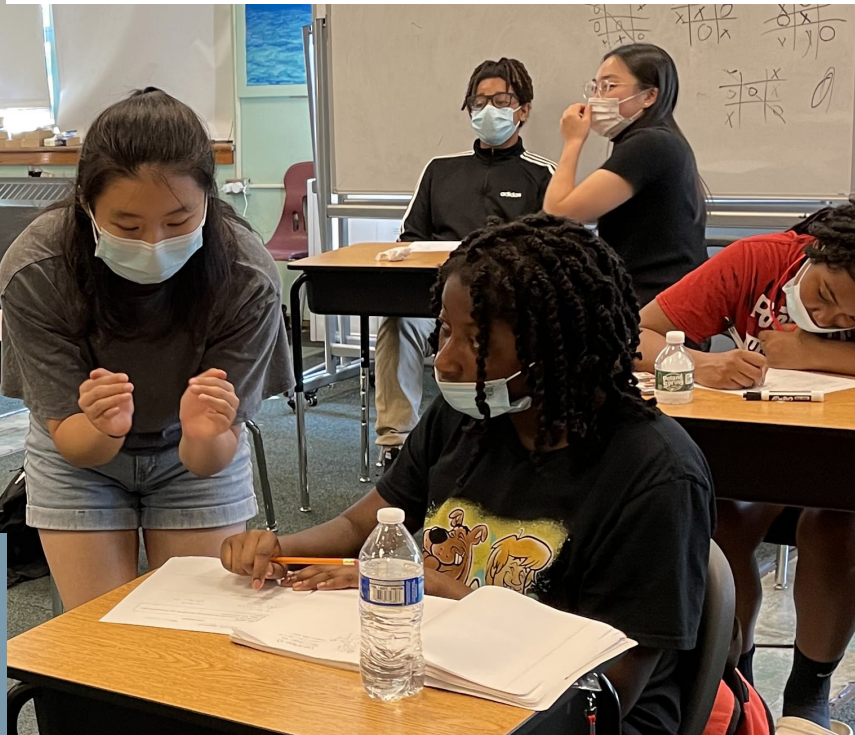
Page 17

More than 70% of the students improved in English and Math on MCAS practice tests.



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More than 80% of the students exceeded/met expectations on the Step Up report cards.



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100% of students believe their teachers and class coordinators in Step Up truly care about them and their learning.

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EDR

Educational Divide Reform

Background on EDR Step Up Summer Program

EDR (www.edrworld.org) is a nonprofit, 501(c)(3) organization aiming to contribute to human development and social harmony through youth education. EDR serves underserved populations that face educational inequality due to cultural/economic and English language barriers. EDR's Step Up program is designed specifically and carefully to improve educational opportunities for economically disadvantaged/immigrant students through academic tutoring and mentoring to address consistent large achievement gap for ELs and former ELs. EDR's Step Up Summer Program for Brockton taught a total of 90 English learner (EL) and Former EL students at South Middle School, Brockton, for the period of July 6 - August 6, 2021.



A Student in Grade 7/8

“

I learned a lot of Math, and when I go back to school, I will know more what the teacher is saying

”

Program Overview

2021 Step Up Summer Program aimed to mitigate the pandemic-driven educational loss and get students ready for the upcoming Fall semester.

Program Duration	5 weeks (July 6 - August 6, 2021), 156 hours for 24 days
Class Day/Time	Monday-Friday / 8am-2:30pm
Tuition	Free (Full scholarship by EDR)
Premise	South Middle School, Brockton, MA
Grades	Rising 4th- 8th Grade (Currently 3rd-7th Grade)
Enrollment	90 students in total
Class Size	20 students per class
Platform	In-person
Courses	<ul style="list-style-type: none"> • Academic Core Skills: English Reading/Writing, Math, Science, Introduction to Computer & Cybercrime Prevention • Activity-based Learning Courses (Elective) Taekwondo, Basketball, Battle History & Chess, Digital Storytelling & Graphic Design Scholastic Writing Contest

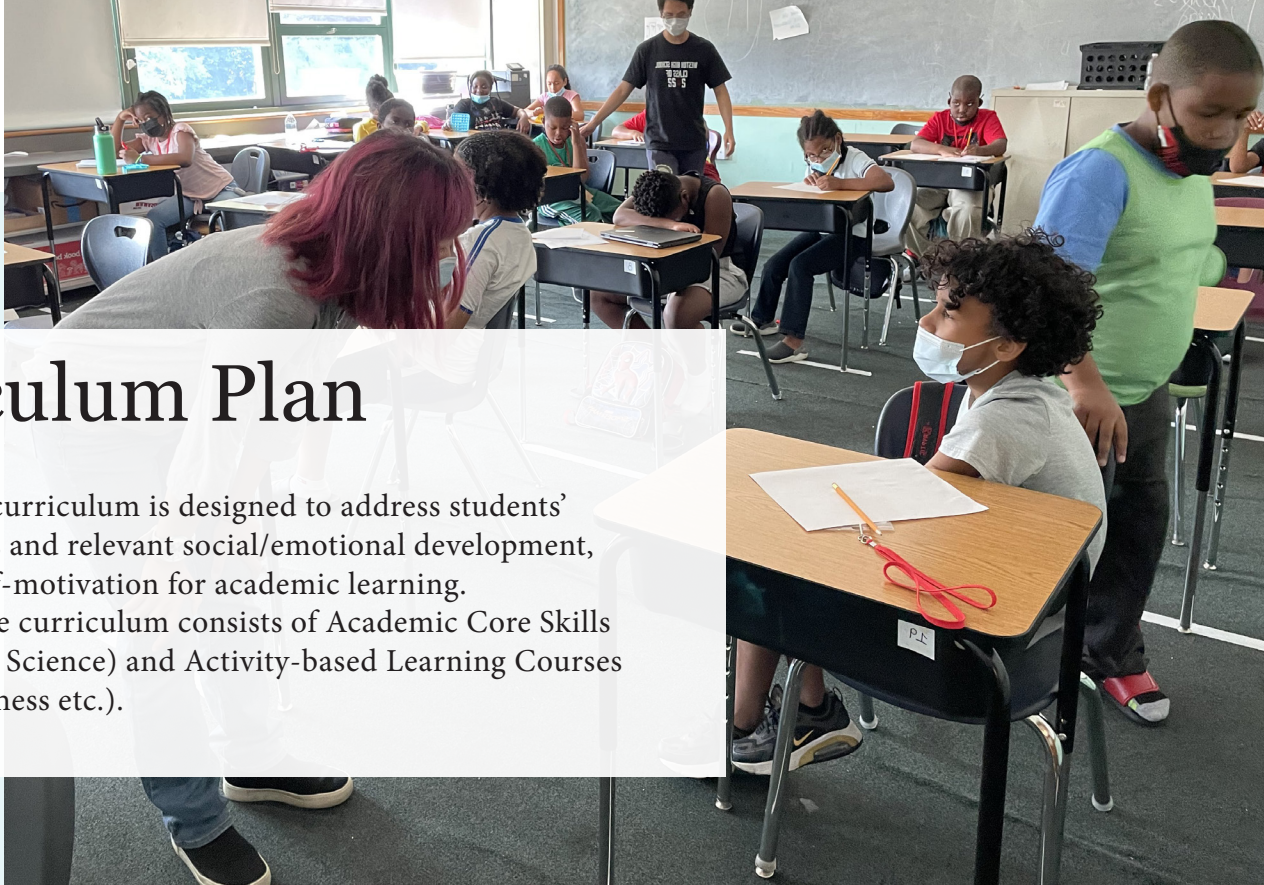
Weekly Schedule

	Mon	Tue	Wed	Thurs	Fri
8:00-9:00	Breakfast and Homework Support				
9:00-12:10	Academic Courses (English Reading, Writing, Math, and Science)				
12:10-1:00	Lunch				
1:00-2:30	Activity-based Learning Elective Courses: 2 courses chosen by the individual students				



Goals and Intended Outputs

This summer was the last chance to mitigate the pandemic-driven educational loss and boost underserved students to be academically prepared for the upcoming Fall semester. Step Up Summer Program Long Term Goals are to boost students' academic performance in the regular curriculum in Brockton Public Schools (particularly for the BPS curriculum in the Fall 2021) and to improve students' academic performance in the standardized tests such as WIDA ACCESS and MCAS.



Curriculum Plan

The program's curriculum is designed to address students' academic needs and relevant social/emotional development, particularly self-motivation for academic learning. Accordingly, the curriculum consists of Academic Core Skills (English, Math, Science) and Activity-based Learning Courses (Taekwondo, Chess etc.).

Culturally Responsive Environment for Learners Transitioning Back to School Post Covid



EDR's Step Up program aims to enhance social integration and cultural compatibility among diverse cultural/ethnic groups. EDR's website has long stated social harmony as one of our main pillars, defining as follows: ***“...social harmony as a social state where every human can live peacefully regardless of their linguistic, racial or ethnic background. In fact, diversity is recognized as a virtue rather than a vice to enhance the dignity and humanity of everyone. In doing so, underserved communities foster a sense of hope to imagine a life better than the one they are living.”*** The Step Up program is designed specifically and carefully to improve educational opportunities for economically disadvantaged/immigrant students through academic tutoring and mentoring.

Academic Courses

English Language Arts : Grade 4 - 8

The program prepares students for the upcoming grade level by delving into the past grade-level textbooks (Reach for Reading) to catch up with the learning loss due to the pandemic and virtual learning in 2020. From Monday until Thursdays, students completed two stories while mastering the key elements of each story through daily writing practices and discussions to identify the main idea, understand the plot, and analyze the character. **Writing Fridays** were implemented to nurture creative and critical thinking skills in a fun and engaging way. All grades were differentiated by different levels of reading materials, questions, and written assignments.

Math : Grade 4 - 8

Incorporating games to practice Math problems as well as grounding instructions on the past grade-level concepts, the program reviewed Math essential concepts of the past grade. Participants were provided daily personalized worksheets while receiving individual support according to individual learning stages. The reviewed Math concepts are

listed below:

Grade 4

Grounded understanding of multiplication/division for multiplication and division within 100.

Grade 5

(1) established fluency with multi-digit multiplication,
(2) grounded understanding of fraction equivalence, addition, and subtraction of fractions.

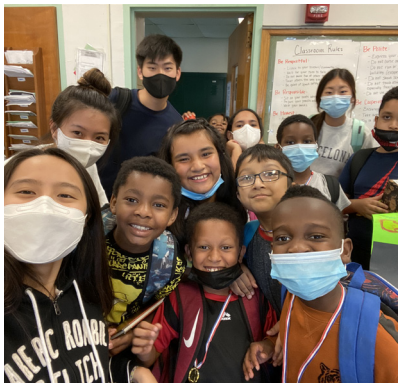
MATH FRAMEWORK	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8
Operation and Algebraic Thinking	Red	Blue	Red		
Number of Operations -Fractions	Red	Blue	Red		
Number of Operations in Base Ten		Blue	Red		
Geometry		Blue			
Number System				Blue	Red
Expression & Equations				Blue	Red

Grade 6

- (1) established fluency with addition and subtraction of fractions, and developed understanding of the multiplication of fractions and of the division of fractions,
- (2) extended fluency of division to 2-digit divisors, and developed fluency with whole number and decimal operations,
- (3) understood fundamentals on the coordinate plane.

Grade 7

- (1) established a greater understanding of ratio,
- (2) secured understanding of division of fractions and extended the notion of numbers to the system of rational numbers, including negative numbers.

**Grade 8**

- (1) developed understanding of and applying proportional relationships;
- (2) developed understanding of operations with rational numbers and working with expressions and linear equations.

Science: Grade 4 - 8

To encourage scientific curiosity and harbor basic scientific knowledge, the science curriculum focused on scientific projects in all grades. Exploring life science, biological evolution, earth and space science, and engineering, participants reviewed underlying scientific concepts for their respective grades science. From books, documentaries, hands-on experiments, and research projects, on a weekly basis, students investigated scientific themes and established scientific knowledge and creativity. The overall weekly topics were as listed:

Grade 4

Ecosystem, biological evolution, Earth & space science.

Grade 5 & 6

Human anatomy, life cycle, Earth & the solar system, and physical science.

Grade 7 & 8

Human organism & cells, human body systems, ecosystem & life cycles, and Earth & the solar system.

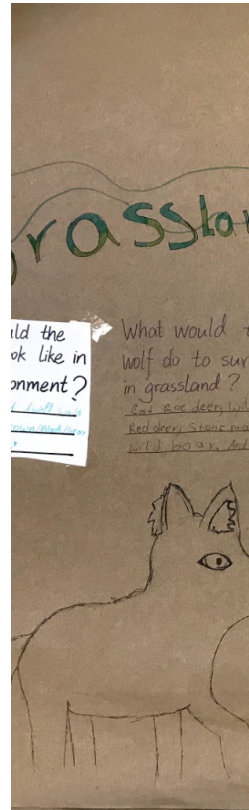
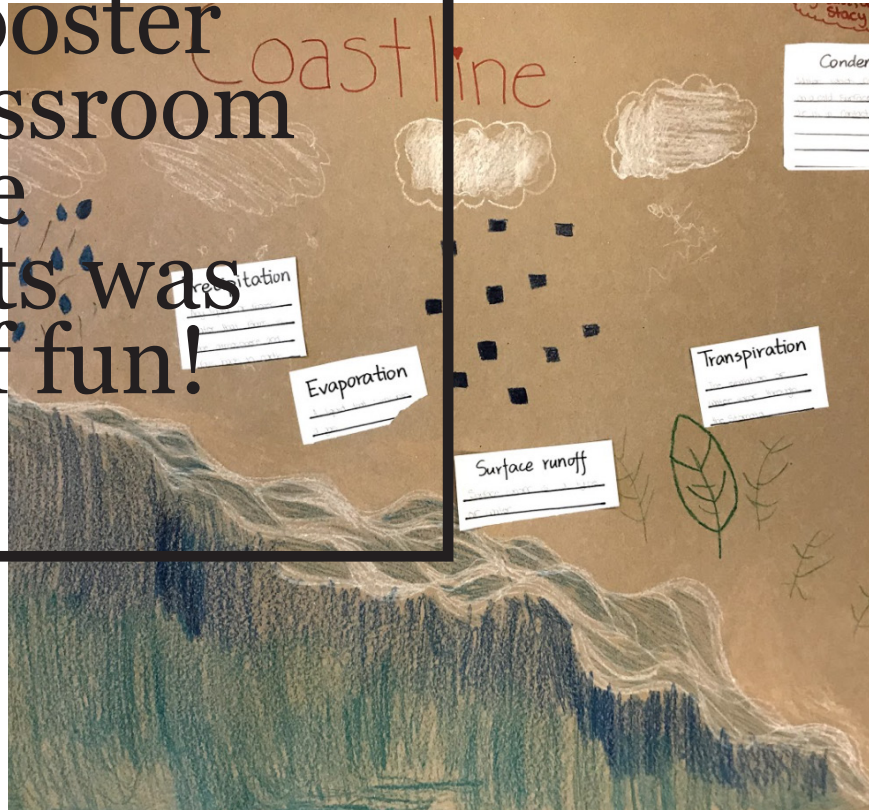
**A Student in Grade 7/8**

“

I liked it because my teachers made academic work fun!

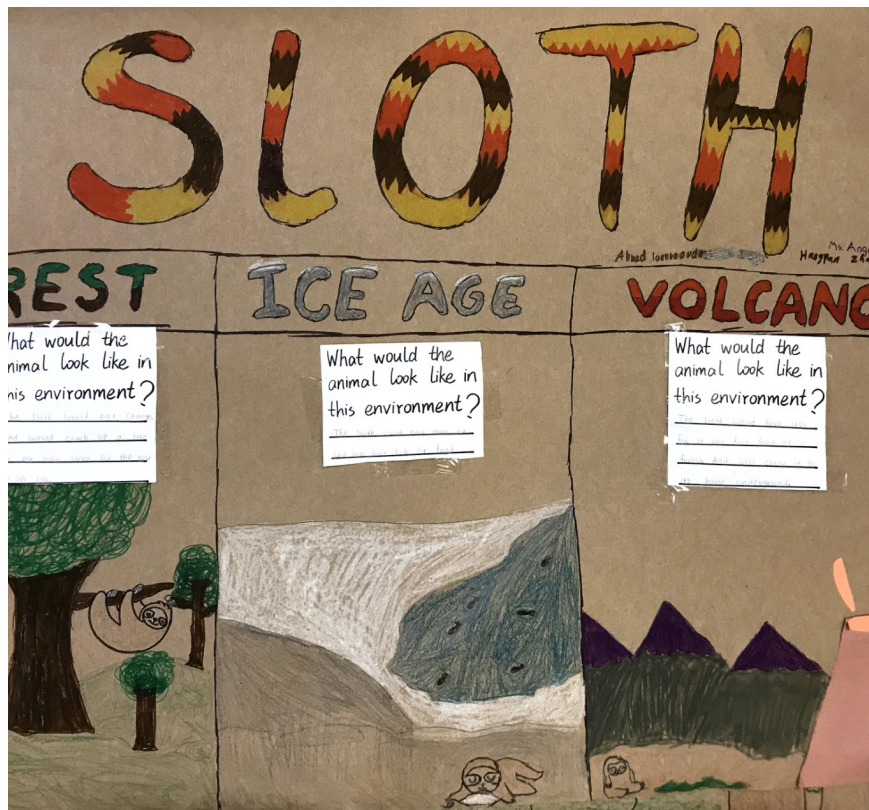
”

Making a large poster for classroom science projects was a lot of fun!



Science Projects

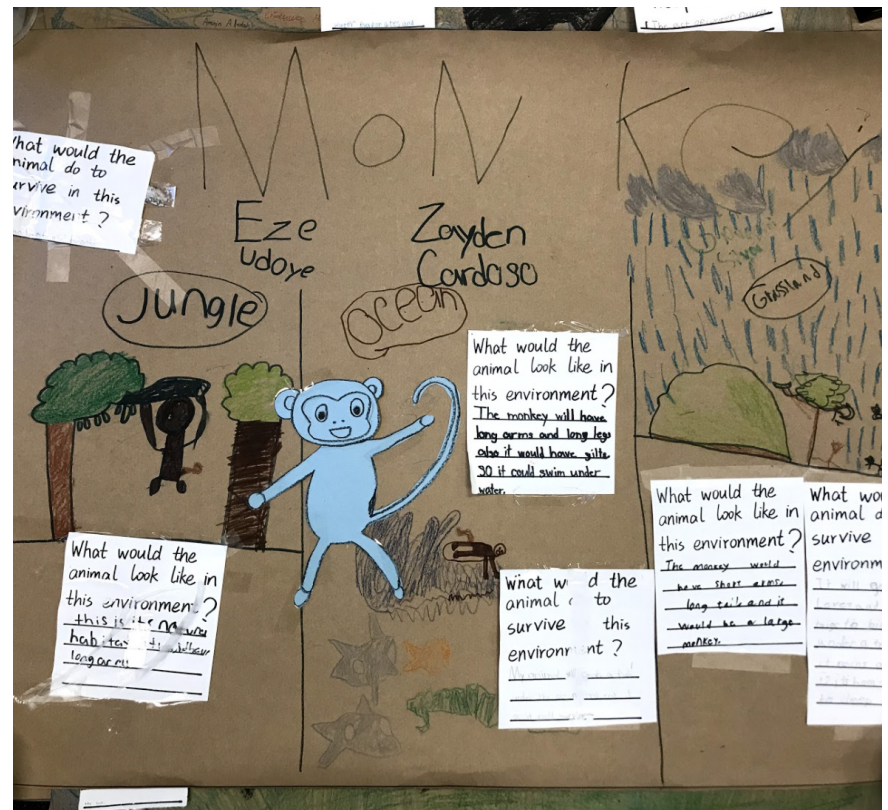
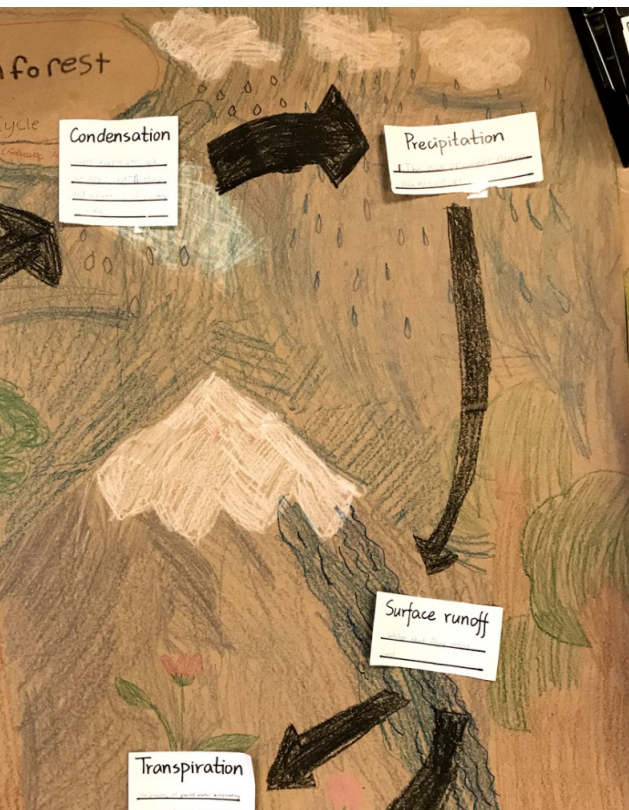
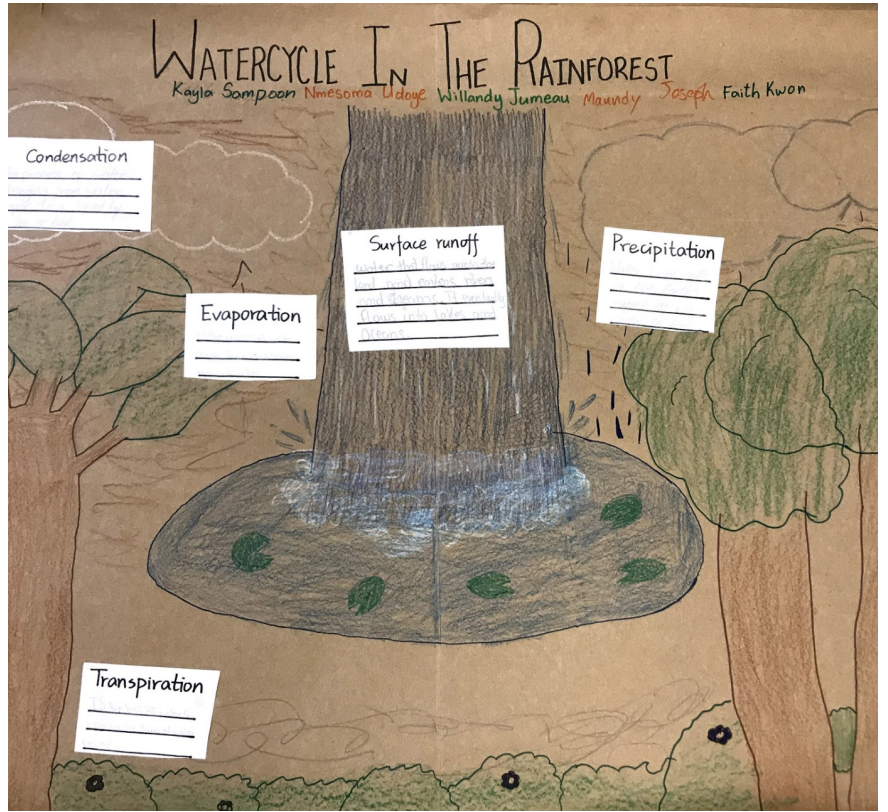
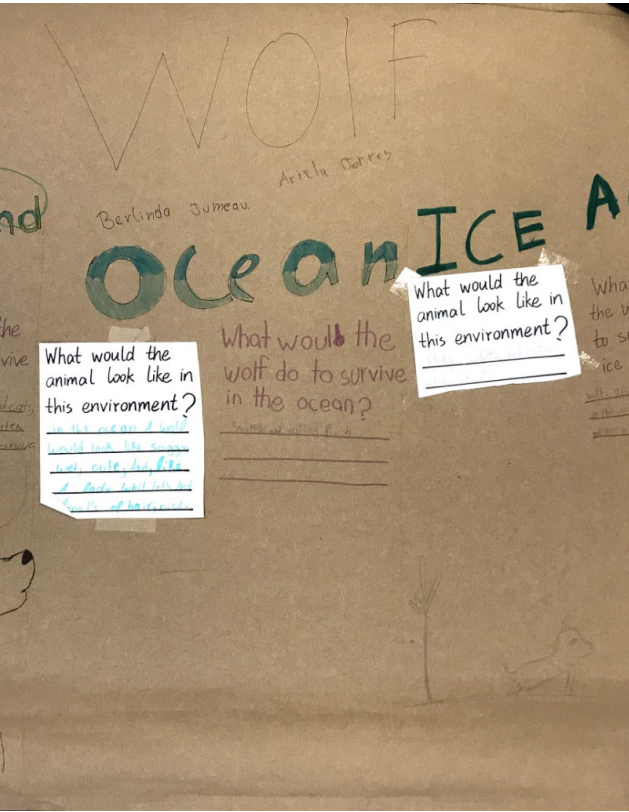
Organizing the information they learned and presenting it in an eye-catching way took a lot of time. But students could figure out what information was most important and easily customize the poster for their project.





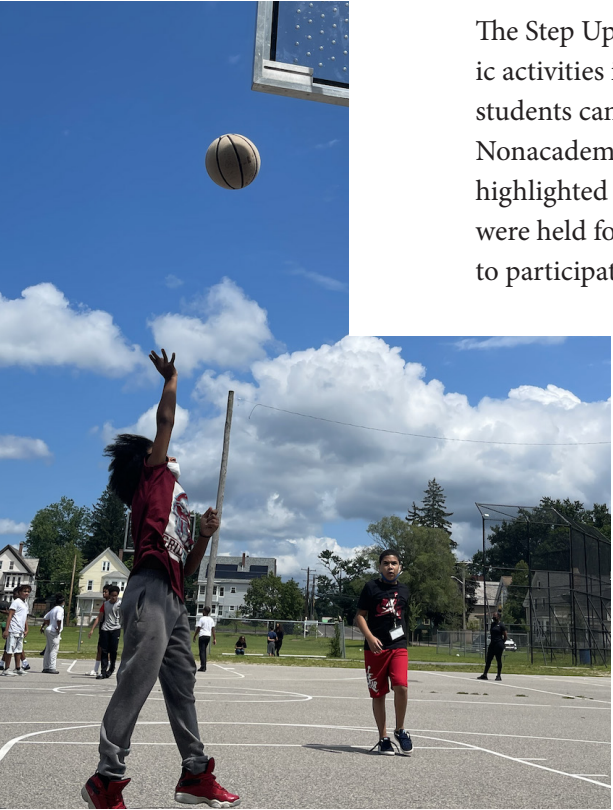
**A Student
in Grade 7/8**

“ I enjoyed learning things I didn't know before. ”



Elective Courses

The Step Up Summer Camp is composed of two elements: study and fun. Though academic activities incorporates fun elements, extracurricular activities provide a space where students can enjoy exploring nonacademic skills and the element of fun was emphasized. Nonacademic skills such as social-emotional skills, creative skills, and physical health were highlighted during these sessions. After lunch recess, two extracurricular activity sessions were held for 30 minutes. Students had a choice from six activities to choose two sessions to participate in:



A Student in Grade 7/8

“

I really enjoyed all the activities, and the teachers were so fun!

”

Taekwondo

Taekwondo was implemented to teach behavioral attributes such as emotional intelligence, respect, and teamwork. For five weeks, students learned techniques such as basic kicks and punches while learning discipline and confidence during the practice. For the final presentation, students successfully performed in front of the whole assembly as a team.

Basketball

The Basketball sessions were placed to promote physical health, self-confidence, and teamwork. The first session was designated for 4th/5th grade students, while the second session was designated for 6, 7, and 8th grade students. This was one of the most popular activities throughout the camp.



Design works by students

Graphic Design & Digital Story Telling



By learning the graphic design program, Canva, students learned how to make t-shirts and mugs with the digital images they had created. Students developed and displayed their creativity while learning a practical skill set. A few excellent digital artwork were selected by the Graphic Design teacher to print on t-shirts and mugs to exhibit and show the end product and were exhibited at the camp's final ceremony.

Chess and Battle History



For three weeks, students were able to learn chess with history. While learning chess skills have been proven to benefit learning skills, by introducing it with history, the students were able to expand in historic knowledge as well. Within three weeks, students were able to have competitive matches with peers in the classroom.

Arts & Craft

During the last two weeks of the camp, the arts and crafts session brought creativity and collaboration to the camp. In the first week, the students created their own comic strips with original characters and storylines. In the second week, the students focused on creating group work including group origami sessions and designing a flag for the summer camp.

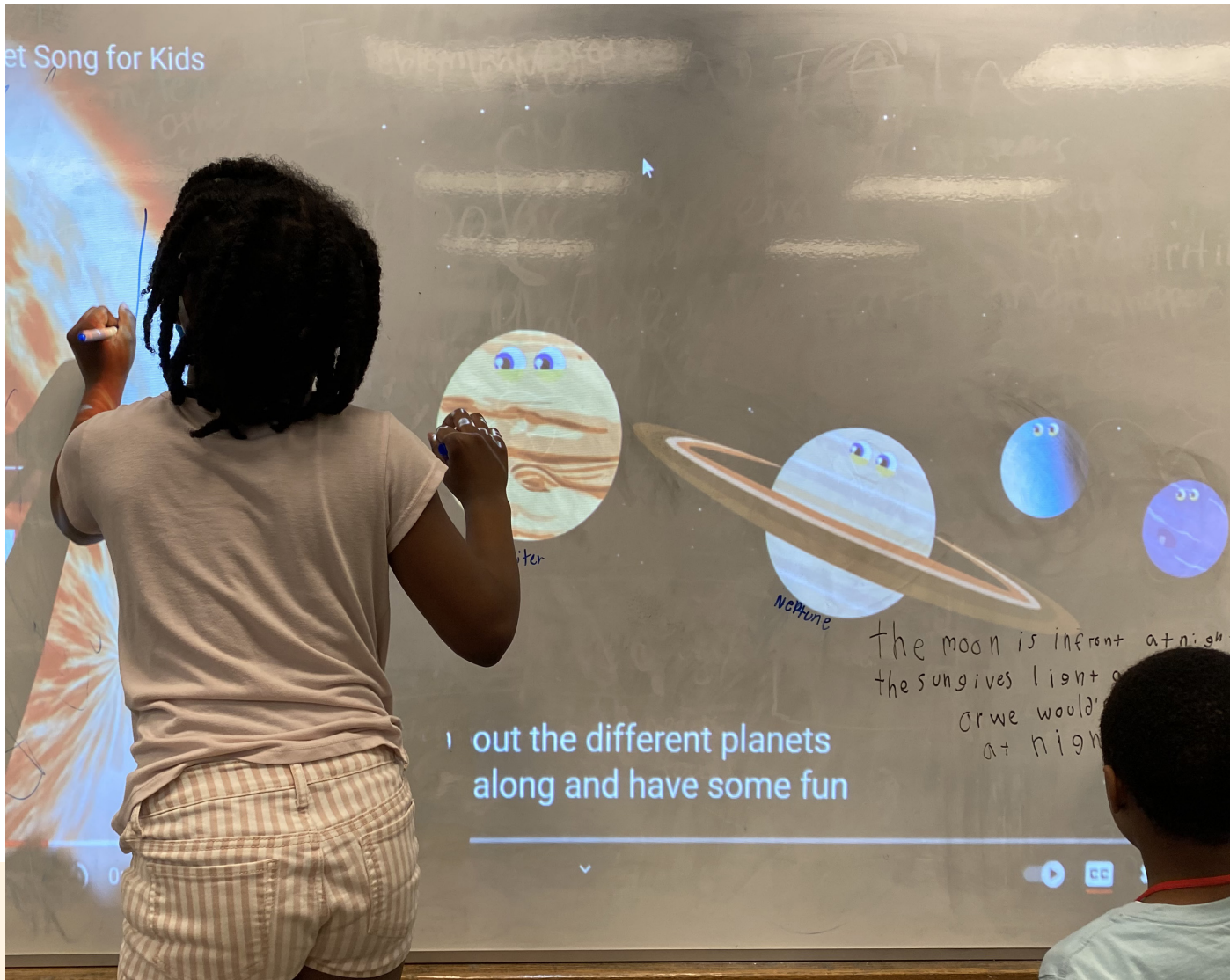
Writings by students

<p>Checkmate, We win Ariaa Akbar 8th Grade, South Florida Academy</p> <p>I am proud of being alone. I wish my heart was made out of stone. That way my feelings can't reach from all the damage. I know this may be too late, but you know I couldn't make it through. You probably think I'm narcissistic, I wish you were never disappointed. All I need this time I could've just asked I wanted to say "thank you!"</p>	<p>Why Dad? Mawanaa Clara Nwagwu 8th Grade, South Florida Academy</p> <p>My dad is a very kind and loving person. He always makes me feel like I am his favorite. He always makes me feel like I am his favorite. He always makes me feel like I am his favorite.</p>	<p>A Hunt for Missing Things Makinah Muhammad 8th Grade, South Florida Academy</p> <p>I have a very special friend. His name is... I have a very special friend. His name is... I have a very special friend. His name is...</p>
<p>Thank you, Chiaki Nanami Ariaa Akbar 8th Grade, South Florida Academy</p> <p>I am proud of being alone. I wish my heart was made out of stone. That way my feelings can't reach from all the damage. I know this may be too late, but you know I couldn't make it through. You probably think I'm narcissistic, I wish you were never disappointed. All I need this time I could've just asked I wanted to say "thank you!"</p>	<p>The Last Petal Mawanaa Clara Nwagwu 8th Grade, South Florida Academy</p> <p>Do you know what it's like to be the last petal? I know it's like being the last one to dance. I know it's like being the last one to dance. I know it's like being the last one to dance.</p>	<p>A New Girl Makinah Muhammad 8th Grade, South Florida Academy</p> <p>I have a very special friend. His name is... I have a very special friend. His name is... I have a very special friend. His name is...</p>

Writing Club

From the third week of the camp, students who demonstrated strong writing skills were invited to specialized sessions to work on their writing pieces. The goal of this session was to be able to create an original creative writing piece and submit it to the Scholastic Art & Writing Award contest. All participants were able to finish their first draft. To complete the written pieces, this elective will continue to work on their original writing piece during the fall Step Up After school Program.

Evaluation



This evaluation is excerpted from the full report prepared by

Mary Cazabón, Ed. D.

Dr. Cazabón is experienced in the evaluation of educational programs both locally and nationally and is certified by the National Institutes of Health (NIH) Office of Extramural Research having successfully completed the NIH Web-based training course "Protecting Human Research Participants."



A Step Up Parent

“ Just keep it going every summer. ”

Parent Survey



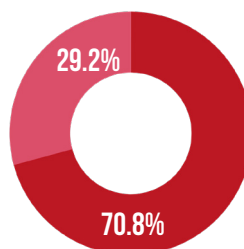
Parents were asked to fill out an online questionnaire consisting of questions regarding the Step Up Summer program. A total of 24 parents responded. A total of 35% of parents gave input in the online survey.

Note: The Likert range response choice is 1 (one) represents “strongly disagree” and 5 (five) represents “strongly agree”. Normally, for internal surveys, 30 to 40% of the intended population is targeted, so the number of parent participants are within the acceptable range.

Overall, parent responses on the survey indicated that they are very receptive and appreciative of the positive experience that their children had with Step Up. They understand the goals of the program and their role in helping their children; are satisfied with the professionalism and courtesy of the staff; and indicate that they are support their child in the program. Their reasons for choosing Step Up are clear attesting that they want their children to do better in school, stay engaged during the summer, and want their child to experience new and enriching learning. They would like the Step Up Summer program to continue in the future.



How do you rate your satisfaction with the quality of the program provided?



70.8% of parents rate their satisfaction scale

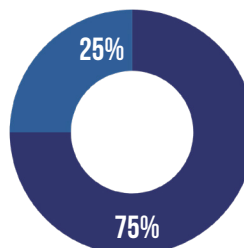
5/5

29.2% of parents rate their satisfaction scale

4/5



How do you rate your satisfaction with the professionalism and courtesy of staff?



75% of parents rate their satisfaction scale

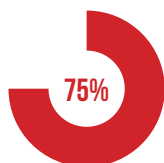
5/5

25% of parents rate their satisfaction scale

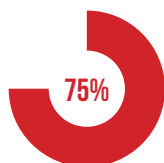
4/5



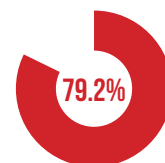
What were your reasons for choosing the Step Up Summer Program for your Child?
(Multiple choices allowed)



75% of parents say they want their child work on school subjects in summer to do better in the fall semester



75% of parents say they want to give their child something to do in summer



79.2% of parents say they want their child to experience new activities

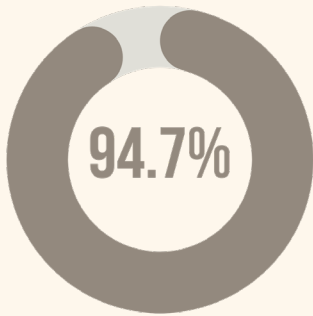
Grade 7 & 8 Student Survey



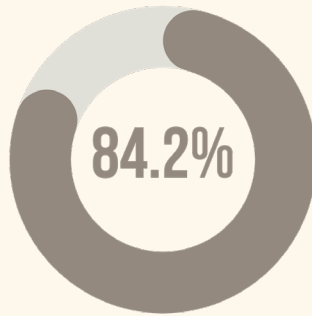
Grade 7 & 8 students were asked to fill out a 15-item survey regarding their perceptions of the Step Up Summer Program. They were also asked to give some open ended responses. Students were told that

the survey is anonymous meaning that they do not have to write their name on it. They were asked to answer to the best of their ability, and that there are no right or wrong answers. Nineteen (19) students participated in the survey.

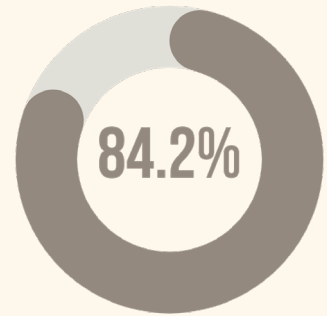
Almost all grade 7 & 8 students thought that the Step Up summer program had a positive impact on their academic learning. They also felt that the staff members (administrative managers, teachers, coordinators, and student volunteers) cared about them and their learning. They also appreciated the academic classes and enrichment electives in the afternoon. Students made new friends, and they would like to return to the Step Up Summer Program in the coming year.



94.7% of students believe they are learning a lot in Step Up Summer Program



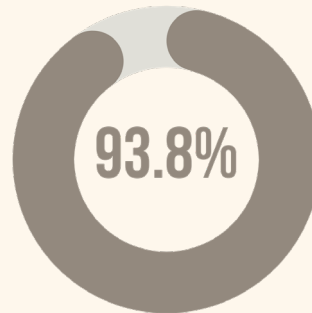
84.2% of students believe the classes are helping them to improve in Math.



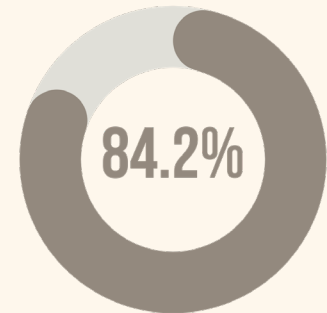
84.2% of students believe the classes are helping them to improve in English.



100% of students believe their teachers and class coordinators in Step Up truly care about them and their learning.



93.8% of students agree the enrichment activities after lunch are fun



84.2% of students would like to come back to Step Up Summer Program next summer.

Academic Progress

Comparison: Pre/Post Practice MCAS Scores

	ELA & Math
Pre-test	2019 MCAS Practice Tests*
Post-test	2018 MCAS Practice Tests*

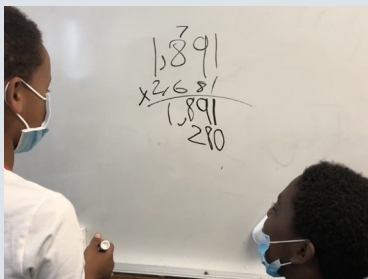
*Practice tests are provided online by the MA Department of Elementary and Secondary Education (DESE).

ELA & Math MCAS Practice Tests Result

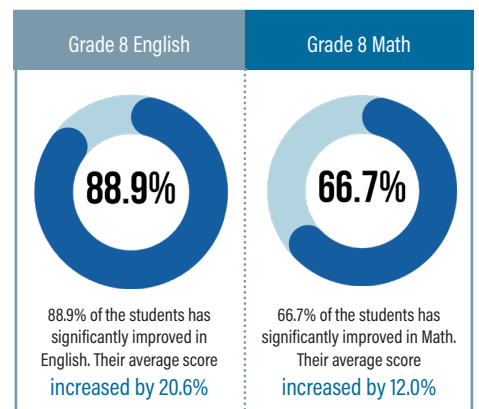
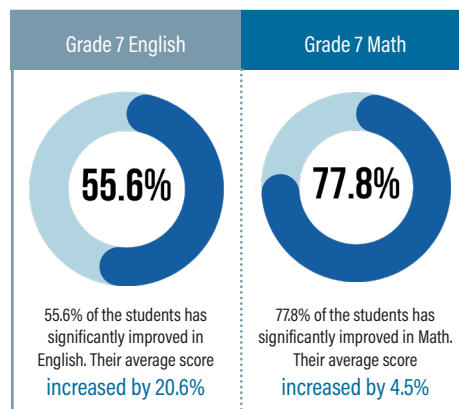
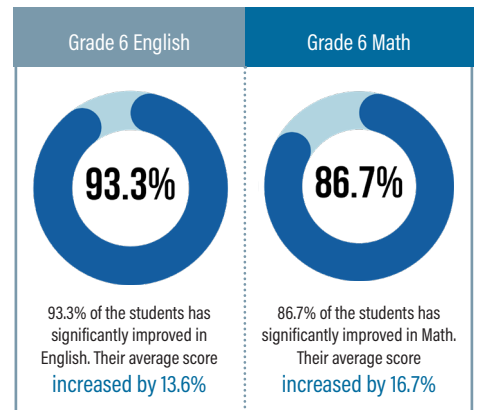
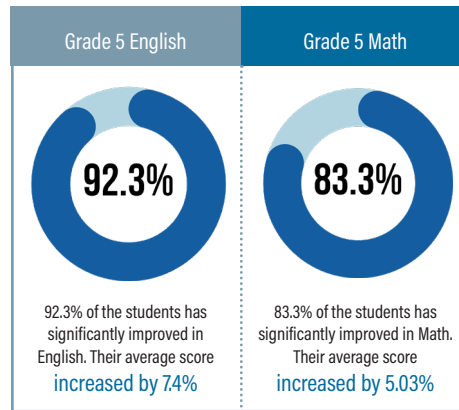
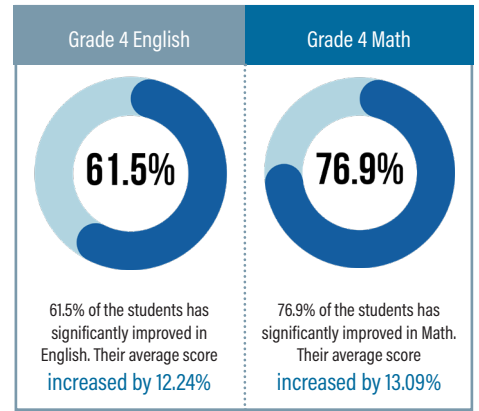
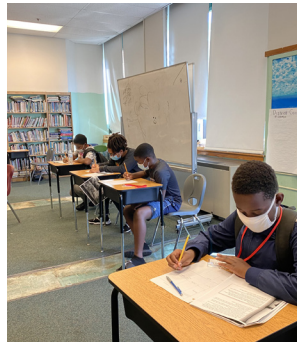
Participating students at all grade levels demonstrated growth in a comparison of their ELA/Math raw scores (number correct/total number of items) on pre/post-test.

Note:

- Number of students taking the pre/post-test vary due to attendance fluctuation.
- The practice test results are limited to a small number of tested items.
- Test scores represent correct raw scores but not standardized or scale scores. The official MCAS score reports use standardized score. Test scores are adjusted so that comparisons can be made.



Percentage of Students who shows progress in MCAS assessment

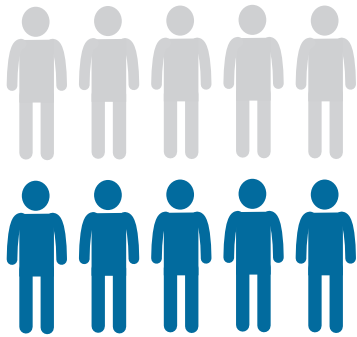




A Student in Grade 7/8

“ I enjoyed making new friends. I want to see my friends again. ”

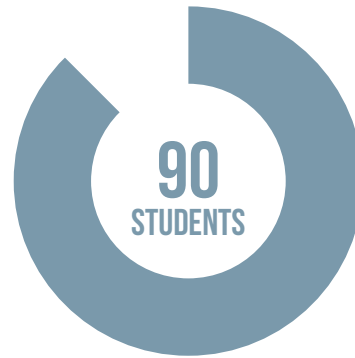
Attendance



50%

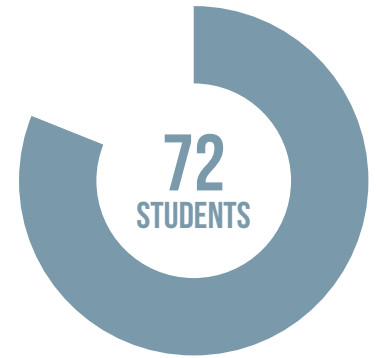
ACCEPTANCE RATE

210 Students Pre-registered
106 Students Accepted



84% of
All accepted students

ENROLLED



80% of
All enrolled students

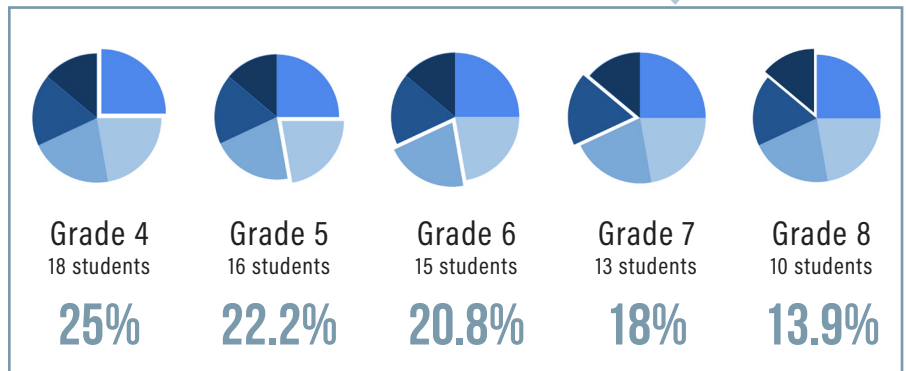
COMPLETED

Within 4 Weeks
May 17, 2021- June 17, 2021

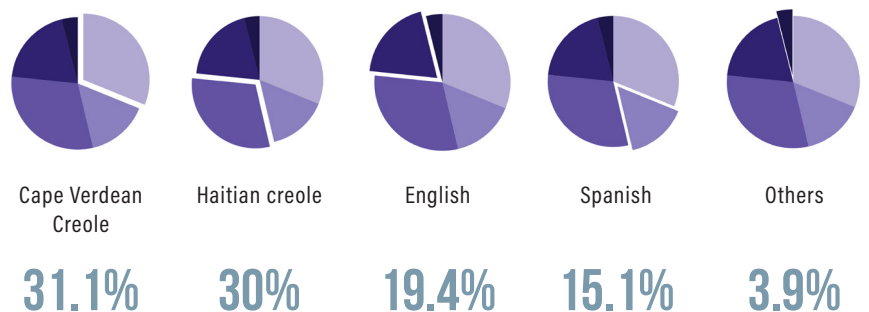
280%

RECRUITING RATE

The number of students in the Step Up program was limited to 75. But within 4 weeks, EDR had 210 students pre-registered and many inquiry calls. We responded the demands by raising the program capacity, and accepted 106 students.



PRIMARY LANGUAGE (210 Pre-registered Students)



Summary of the Result

Step Up Summer Program students demonstrated improved learning in academic subjects as well as improved Social Emotional Learning (SEL).

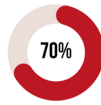
INPUTS

- Staff expertise in teaching ELs and former ELs contributed to a strong classroom academic and language-focused classroom environment.
- Collaboration with the school district enabled many positive actions and culminating event.
- Internal, external, and school community collaborating partners enhanced bilingual family engagement expertise.

OUTPUTS

- 90 students (EL and former EL students) participated in an academic and fun summer program.
- All staff received pre-service and in-service professional development in content-based ESL, Universal Design for Learning (UDL), and Social-Emotional learning (SEL).
- Bilingual Community Advocates served as vital partners and ensured that parents were kept informed of all program activities.
- Families received reports and updates on their children's development and progress in the program.

More than 70% of the students improved in English and Math on MCAS tests



More than 80% of the students exceeded/ met expectations.



REPORT CARDS

All parents and students received a detailed Step Up Summer Report Card at the close of the program. Each report card detailed specific grade level course contents in English reading and writing, Math, and science with the aligned goals and objectives for each subject. Rating of student performance specified

"Meet/Exceeds Expectations"
 "Approaching Expectations"
 "Not Meeting Expectations".

OUTCOMES

- Combined 70% or more of the students improved in ELA/Math on MCAS Pre/ Post practice Tests.
- The majority (80%+) of students exceeded/met expectations or were approaching expectations as documents on Step Up Summer Program Report Cards.

EGR
English Grade Report

STEP UP Summer Camp Report Card

STUDENT NAME	START/END DATE	%: 86
STUDENT GRADE	ATTENDANCE RATE	100%
ELA Pre-Test Results (%): 25	MATH Pre-Test Results (%): 28	
ELA Post-Test Results (%): 81	MATH Post-Test Results (%): 43	

SUBJECT	Standards/Contents	Exceeds	Meets	Approaching	Not Meeting
English, Reading & Writing	(4) Determining a theme or a story, drama, or poem from details in the text; summarizing a text. (5) Comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific details in the text. (5) Clarify state an opinion, and create an organizational structure in which ideas are grouped in paragraphs and...				
Math	Operations and Algebraic Thinking Learning Inex: Number & Operations in Base Ten Number & Operations in Base Ten - Fractions				
Science	Life Science Earth and Space Science Engineering				

Teachers' Comments

English [redacted] wonderful reader who has displayed excellent proficiency in English writing and reading. He actively participates in class discussions, has fabulous writing abilities and superb handwriting.

Math [redacted] you are a hard worker and the way you tackle challenging questions with patience have set a great example to other students!

Science [redacted] you are always curious and passionate about learning. Thank you for your thoughtful comments during class discussions! Stay curious!

(Sample Grade 6 Step Up Report Card)

- Staff worked together on professional development to improve their teaching of ELs and Former ELs.
- School District and Brockton community leaders participated in the collaborating student event.

2021 Fall Step Up

EDR Step Up is an after-school study program during academic school years, designed to boost the academic performance of grades 3-8 students, many of whom face English language, and cultural barriers to their academic success.

Program Duration	10 weeks (October 18 - December 22, 2021)
Participating Schools	6 Schools in Brockton Public Schools <ul style="list-style-type: none"> • Baker, Arnone, Angelo Elementary Schools • East, South, Ashfield Middle Schools
Class Day/Time	Monday-Thursday <ul style="list-style-type: none"> • 3:30 pm-5:30 pm (Grades 3-5) • 3:00 pm-5:00 pm (Grades 6-8)
Tuition	Free (Scholarship of BPS and EDR)
Grades	3rd- 8th Grade
Enrollment Size	<ul style="list-style-type: none"> • 60 students per school • 360 students in total
Class Size	20 students per class
Courses	<ul style="list-style-type: none"> • Academic Core Skills: English Reading/Writing, Math, and Cybercrime Prevention • Activity-based Learning Courses: Basketball, Digital Storytelling & Graphic Design, Arts & Craft, Music & Dance, and Public Speaking

Daily Schedule

Elementary School	Mon	Tue	Wed	Thurs
3:30-4:00	English	English	English	English
4:10-4:40	Math	Math	Math	Math
4:50-5:20	Activity	Activity	Activity	Activity

Middle School	Mon	Tue	Wed	Thurs
3:00-3:30	English	English	English	English
3:40-4:10	Math	Math	Math	Math
4:20-4:50	Activity	Activity	Activity	Activity

Project Committee Members

The committee members constitute a decision-making in the highest level to determine the strategic directions and to oversight the administrative members, often applying each member's expertise in various areas such as curriculum design, public relations, real estate management, music education, taekwondo education, and more. Each member's brief bio and his/her focused area for advice and contribution is as follows:

JAY JINSEOP JANG, PH.D.

Project Design and Coordination, Business/Financial Management

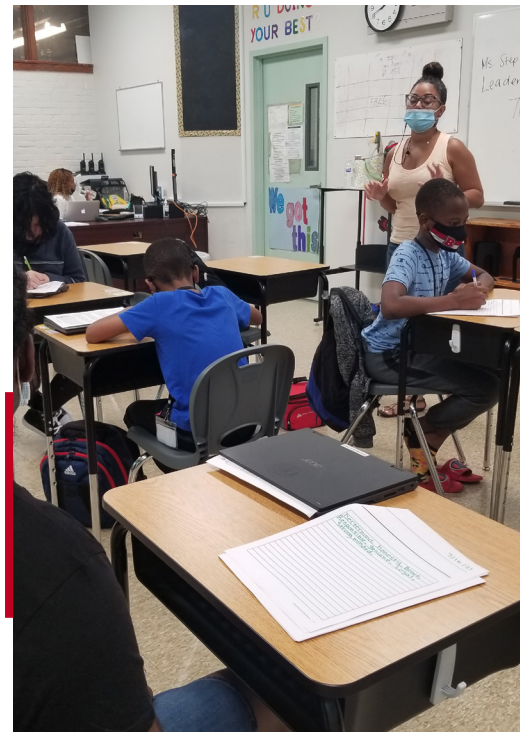
Dr. Jinseop Jang will be responsible for the overall planning and management of the project. Dr. Jang has held leadership positions in the non-profit sector, government and business sectors for the past 20 years. After graduating the Harvard Kennedy School and the NYU Stern School of Business in 2003, he founded an educational institution for global entrepreneurship and English learning. In 2013, he also founded the Educational Divide Reform (EDR), a non-profit, 501(c)(3) organization. He has developed

the projects of human security and global citizenship education. Since 2015, he has designed the Step Up Program to help at-risk immigrant students of public high schools in the Boston area for a solution to the social problem of educational inequality caused by English/cultural barrier. In addition, he has organized the public events called "Bridging Generations: With Heroes of the Forgotten War" to invite and connect Korean War veterans to both Korean and American children in order to teach the history of U.S.-Korea alliance. He also started the program of "Power of Hope: Global Entrepreneurship Education for North Korean Refugee Students" to produce role models of young entrepreneurs for the North Korean community inside South Korea since 2016.

MARY CAZABÓN, ED.D.

ESL Education, Parent/Community Engagement

Dr. Mary Cazabón will be responsible for the



2021
Step Up
Summer
Camp

design and evaluation of the curriculum, particularly in the area of American culture and English education. She is one of the founders of EDR, and she brings experience in design and inception of innovative research-based programs for the most at-risk vulnerable populations. Holding an advanced degree in Applied Linguistics and a doctorate in Urban School Leadership, she has extensive experience in conducting educational research and evaluation, in developing academic content and English as a Second Language curricula, and in delivering technical assistance to schools, districts, universities, and state departments of education. From 2002-2004, she designed the business English multimedia self-learning material drawing from “content-based English learning theory.” From 1994-2008, she served as Director of Bilingual/ESL Programs (Kindergarten through Grade 12) in Cambridge, MA. She renders technical services to language and instructional programs for ELLs. In 2001, she participated in an official educational delegation to Cuba headed by a US government official to distribute educational materials to schools and libraries throughout the country. She has also directed two Graduate Certificate Programs through the Applied Linguistics Department at University of Massachusetts Boston. She has received commendation for her service to the education of ELLs in Massachusetts from the MA Department of Elementary and Secondary Education. She is currently the Assistant Director of the Lesley University English Language Teacher/Parent Certificate Project that is partnering with the Brockton Public Schools Department of Bilingual/ESL Services and the Brockton-based community agency, SABURA .

LINDA CHAMPION, ESQ.

Government and Public Relations, Legal Compliance

Ms. Linda Champion graduated from Suffolk Law School in 2001 and has spent the past 15 years working in the area of labor, industrial accidents, consumer protection, real estate and business transactions practicing in both the state and



One student is holding the T-shirt designed by herself in the Graphic Design class.

federal systems. Linda was a Democratic primary candidate for Suffolk County District Attorney in 2018. Linda is a former Suffolk County Assistant District Attorney and currently represents the Commonwealth’s Workers’ Compensation Trust Fund as an Assistant General Counsel at the Department of Industrial Accidents. Linda serves as an Advisor to the President of Whittier Street Health Center, Member of the OKTA-Korean Trade Association, Vice Chair to the Board of Advisor of CUE Realty, LLC, a wholly owned subsidiary of Urban Edge, and is the Board Chair to Sira Naturals Board of Advisors.

KYUNG-SHICK CHOI, PH.D.

Computer Education, Crime Prevention Education & Research, Collaboration with Boston University

Dr. Kyung-Shick Choi is the Cybercrime Investigation & Cybersecurity (CIC) Program Director at Boston University. He designed and oversees the Master of Science in Criminal Justice concentration and certificate in Cybercrime Investigation & Cybersecurity(CIC), offered jointly by the Department of Applied Social Sciences and Department of Computer Science at Boston University. Dr. Choi established track record in designing and delivering law enforcement training programs in cybercrime investigations, including child exploitation investigations. He delivered invited lectures at the INTERPOL and the AMERIPOL Summit and also testified in support of a cybersecurity bill (No. H2814) for the Massachusetts Statehouse as a cybercrime expert. Dr. Choi currently facilitates the International Journal

of Cybercrime and Cybersecurity Intelligence as the Editor-in-Chief. He has been rigorously conducting federally-funded cybercrime projects and his own academic research, focusing on the intersection of human behavior and technology and how criminal justice can respond effectively to the challenges of cybercrime.

HANNARAE LEE, PH.D.

Data Analysis and Measurement, Research, Collaboration with Bridgewater State University


Dr. Hannarae Lee is an Assistant Professor and a Director of the Cybercriminology and Cybersecurity Graduate Certificate Program at Bridgewater State University in Massachusetts. Dr. Lee has co-authored journal articles and book chapters regarding cybercrime and cybersecurity. Additionally, she serves as an editor of the International Journal of Cybersecurity Intelligence and Cybercrime and a treasure of the Korean Society of Criminology in America.

JORGE ALLEN, PH.D.

Multi-cultural and Foreign Language Education

Dr. Jorge Allen is the PreK-12 Coordinator for English Learner Education & World Language Programs, District Global Pathways Senior Advisor, and the District Cultural Climate Committee Chair at Andover Public Schools in Massachusetts. He has taught Spanish classes and was the Advisor to Black and Latino students at Phillips Academy Andover. He was an Assistant Professor of Spanish at Southwest Minnesota State University, where he was a supervising professor for the university's high school-college concurrent enrollment program. Dr. Allen currently serves as the Presidential appointee for the Urban District Engagement and Advocacy Committee for the Massachusetts Foreign Language Association. He is also a member of the Task Force on Racial Justice for the Massachusetts Association of Teachers of Speakers of Other Languages, and a member of the Massachusetts Department of Elementary & Secondary Education Secondary Teacher & Principal Advisory Cabinet. He is the Past President of the Massachusetts Foreign Language Association and past chair of the Massachusetts Foreign Language Asso-

ciation 2017 Conference. Dr. Allen offers dynamic, engaging, and results-driven workshops for educators in his district, focusing on anti-racism, diversity, and inclusion initiatives.



A group of diverse students in a classroom, some wearing traditional clothing, posing for a photo during Culture Day. The students are smiling and making peace signs. One student in the background is wearing a black shirt with 'BOSTON' written on it. The classroom has a checkered floor and a window in the background.

America is a nation built by immigrants like you and me.

The U.S. history is filled with many success stories of immigrants. Google's founder is a Russian immigrant. President Obama is the son of an African. President Kennedy is a grandson of Irish immigrants. Almost everyone in American society is either immigrants or immigrant descents.

Why not you? EDR will stand by you to help your dream come true.

Excerpt from the speech of Dr. Jay Jang, EDR President during the closing ceremony

Exploring different cultures on the Culture Day

Highlights of the camp

In EDR's summer camp webpage, [EDRworld.org/2021summer](https://edrworld.org/2021summer), you can find the video clips of the camp and news from the local media.

- [Highlights](#)
- [Capstone Testimonials](#)
- [Graphic Arts Projects](#)
- [Student Poetry Reading](#)
- [The Enterprise News](#) Published on August 7

EDR

Educational Divide Reform

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