

TRINITY EDUCATION FOR EXCELLENCE PROGRAM (TEEP)



# The Social Emotional Learning Achieved by Middle School Students

**SUMMER CAMP 2022**

# WHAT WE DO

**2022  
MARKED  
TEEP'S 23RD  
ANNIVERSARY**

Trinity Education for Excellence Program (TEEP) is a tuition-free, out-of-school time pipeline program. It empowers middle and high school students to pursue excellence through academic enrichment and support, cultural and career exploration, and character and leadership development.

Beginning as rising 7th graders, young people of color engage in a five-week intensive program for three consecutive summers.

- Morning sessions focus on academic confidence through project-based curricula.
- Afternoon sessions offer experiential learning.
- Participants meet for several community-building events during the school year.

Graduates of the middle school program continue in TEEP's Leadership Development Program (LDP). LDP students serve as mentors and paid counselors to their younger peers. They also participate in year-round college and career mentoring.

This report focuses on the Social Emotional Learning (SEL) of six middle school students who participated in the in-person 2022 summer camp. A [companion report](#) presents the SEL development of high school leaders.







## 2022 SUMMER SPECS

- **WHO:** Six middle school students
- **WHEN:** Five-week intensive summer program, July 5 – August 5
- **WHAT:** Academic and cultural enrichment:
  - STEM classes
  - Skill-building and career workshops
  - Field trips
  - Community Service events



# WHAT A SUMMER!

STUDENTS  
RETURNED TO  
IN-PERSON  
PROGRAMMING FOR  
THE FIRST TIME IN  
TWO YEARS!

■ **Experiential learning opportunities** included a series of Career Day panels and Q&A sessions with the Augustus White Society of Harvard Medical School. The Career Day panels exposed students to the stories and experiences of:

- Physicians,
- Pharmacists,
- Chefs,
- Artists, and
- Medical students of color.

■ **Field trips:**

- Tested their zip lining skills at Boundless Adventures
- Made waves for the annual Family Day Celebration at Houghton's Pond, and
- Enjoyed an improvised theatre experience.

■ **Daily academic enrichments:**

- Math,
- Humanities, and
- English Language Arts (ELA)



# THE DIFFERENCE WE MAKE

## TEEP MIDDLE SCHOOL STUDENTS RESULTS, SUMMER 2022

- **GROWTH: SEL competencies increased 9 percent** as observed by staff
- **MEANING:** These assessments affirm that **students made strides in their being, doing, and relating** during the five-week summer intensive.
- **SO WHAT:** Youth with stronger SEL are more likely to gain academic and career success, foster positive relationships, and attain better physical and mental health, leading to more meaningful contributions to society.<sup>(1)</sup>

## How We Measure Social-Emotional Learning

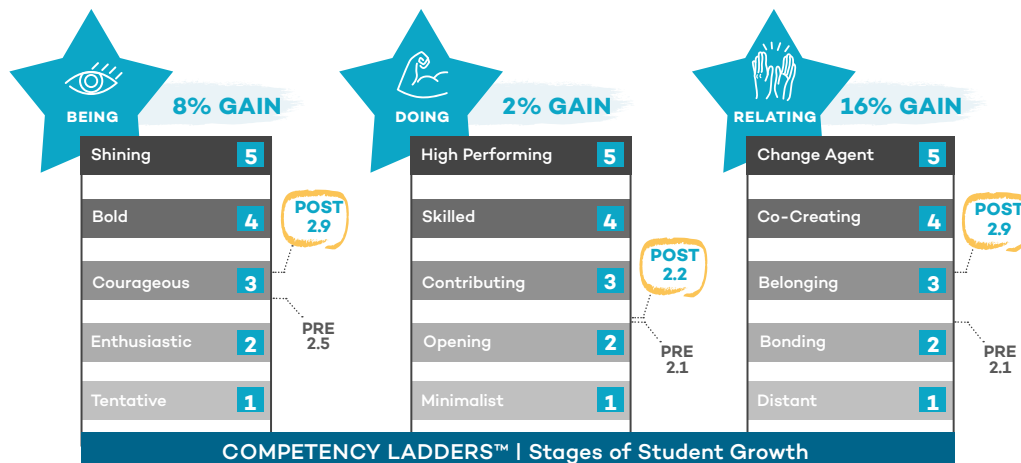
Working in partnership with [SEED Impact](#), three [SEED Competency Ladders™](#) were customized by TEEP faculty and integrated with our programming to measure, credibly report and accelerate major shifts in competency.

We measure and nudge growth across **three domains** to support whole-child development:

- 1) **Being** (comfort with self),
- 2) **Doing** (aptitude with new skills), and
- 3) **Relating** (interpersonal relationships).

## Growth In SEL Competencies

The staff and LDP students who worked closest with each middle school student observed their change in the three SEL domains. **The average total increase in SEL was nine percent.**



- SEL gains in **Relating averaged 16 percent**, which is nearly a full-stage advance (20%).
- Gains in Being and Doing were observed at 8 percent and 2 percent, respectively.
- Being was observed to be higher than the other two domains at the start of the summer and changed only modestly during the summer camp.

<sup>1</sup>Council of Distinguished Scientists National Commission on Social, Emotional and Academic Development. The Aspen Institute, September 2017.

# MIDDLE SCHOOL PARTICIPANT PROFILES\*



2%  
SEL Gains

36%  
SEL Gains

11%  
SEL Gains

0%  
SEL Gains

2%  
SEL Gains

0%  
SEL Gains

**Amber** is a very smart and caring young lady. As an emerging leader, she brings a lot to the table with her positivity and strong communication skills. From the first week forward, Amber made positive and joyful contributions. She consistently engaged with her peers and counselors to build bonds and connections.

**Caleb** was confident and freely expressed his feelings about TEEP program activities. He fully embraced his role in TEEP and continually built connections and bonds with his peers and counselors. He sometimes struggled with his math and English language classes; however, he excelled in all other components of the camp.

**Nicole** is a bright light and participates enthusiastically, no matter the activity. As an emerging leader, she has the optimism to lead others around her in the right direction. She is emotionally smart and often a step ahead of others in sensing opportunities, which can sometimes be frustrating for her.

**Walker** has great potential to be a leader but sometimes struggles when participating with others and with the choices he makes. Sometimes his communications could be negative and detrimental to himself and others without him doing it consciously. He chose some days to be distant but always related it to being tired. He did establish bonds with several peers.

**Evan** belongs in the TEEP space. He soon became a community member, even though it took a couple of nudges to make him comfortable. Evan could be distant but seldom refused to participate in activities or to engage with peers on assigned tasks. He tended to gravitate toward the people he already knew before camp.

**Simone** is a very smart and kind young lady. She established very good bonds within the camp with her peers and counselors. She tended to be passive at first. However, over the weeks, she became more willing to participate.

NOTE: The names for all quotes in this report are fictitious to protect student anonymity.