

Youth Enrichment Services

Summer Report
September 2017

leadership development



employability preparation



academic enrichment





OUR MISSION

To provide socially and economically at-risk teens with opportunities to achieve success through educational and enrichment programming.

CONTENTS

- 4 Donors
- 5 Executive Summary
- 6 Introduction
- 7 Why YES
- 9 Program Model
- 17 Program Design
- 28 Participant Demographics
- 33 Program Results
- 61 Discussion and Conclusion
- 65 References
- 66 Acknowledgements

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Executive Summary

Why we conducted this report

Every summer, Youth Enrichment Services, Inc. (YES), a local non-profit, connects young people across Pittsburgh to meaningful early work experiences—from vocational trades and research assistantships to summer camp counseling and customer service. These experiences help youth build skills and gain work experience linked to career paths, future employment opportunities, and post-secondary education.

YES organized this summer report to evaluate its efforts in preparing young people to thrive and achieve success in their schools, communities, and future careers. As such, the primary goals of this report include: 1) examining YES' summer program model, 2) highlighting students' summer progress, and 3) assessing YES' overall program growth within the last three years. A secondary report goal is to utilize student outcomes to improve and refine 2018 summer YES programming.

Key Findings

YES' summer program model is effective in providing leadership development, employability preparation, and academic enrichment. Combining these tenets—with peer mentorship— provides students with a multi-level approach to their enrichment and employment experiences. The data show that this comprehensive, student-driven model is key to YES' programmatic and participant successes. More specifically, data illustrate that nearly all students increased their mentorship knowledge and expanded their leadership capacity. YES students also excelled in their work placements and, on average, received positive supervisor ratings (80% and higher). Of students who participated in summer research, 90% completed projects and presented their findings at YES' annual symposium. Students also demonstrated growth in their enrichment courses. Lastly, program implementation data suggest YES has grown programmatically since 2015.

Recommendations

Based on this comprehensive analysis, several recommendations result for 2018 summer YES programming. YES must expand its high-skilled work opportunities for students to better navigate the competitive global economy in which they live. To do so, YES should diversify its worksites, maximize its private sector partnerships, and connect with more local organizations in the East Liberty business community. YES must also increase its work readiness opportunities for late entry and special population students. Furthermore, since returning participants represent 50% of YES' student population, YES should conduct a longitudinal evaluation to identify its long-term program impact and intentionally create infrastructure for these students to engender facilitation, support, and planning roles.

Looking Ahead

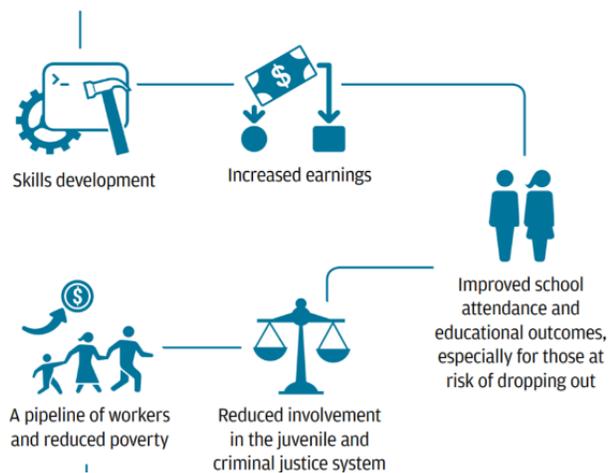
This report contains research about summer youth employment, student narratives, and descriptions of YES' program design, structure, and relevance. The remainder of this report includes summer program results, data analysis, and more detailed recommendations.

Introduction

What does the research say about summer youth employment?

Figure 1. Benefits of Youth Involvement in Summer Jobs According to scholars, early work experiences play a key role in healthy youth development (Sum, 2014). Through summer jobs, young people explore career options, discover personal interests and strengths, and learn about work culture and expectations. They also allow youth to create professional networks, develop a mix of skills, and ultimately, build their financial capacity (Expanding Economic Opportunity for Youth through Summer Jobs, 2016). Figure 1 further demonstrates the benefit cycle of summer youth employment, particularly for low-income youth whose early access to economic opportunity is critical. Well documented are the short- and long-term employment successes, increases in secondary graduation rates, and successful youth progression into adulthood (Sum et al., 2014).

Summer jobs contribute to...



Source. Expanding Economic Opportunity for Youth

Despite these advantages, demand for summer youth employment remains higher than the number of available job opportunities—resulting in youth joblessness. In fact, more than 38 percent of young people who want to work cannot get jobs (Expanding Economic Opportunity for Youth through Summer Jobs, 2016). Low-income youth represent a significant portion of those seeking employment, but unable to access it. Bird et al. 2014 suggest how detrimental this inaccessibility is for low-income youth as nearly 43 percent of Americans raised in the bottom of the income ladder remain stuck as adults. This immobility not only threatens young people’s current opportunities to gain skills and workforce development, but it also restricts their future employment. By 2025, scholars predict that 65 percent of United States jobs will require some professional education and training (Carnevale, Smith, & Strohl, 2010). These heightened expectations illustrate the importance of young people gaining work experience and developing skills today to compete in the global workforce in the future—and further accentuate the immediacy in identifying alternative youth employment opportunities.

Summer jobs programs assist in uniquely attenuating the youth unemployment crisis. These programs intervene by leveraging their expertise, partnerships, scale, and other resources to increase the number and quality of skills-based work opportunities (McClanahan, Sipe, & Smith, 2004). US cities, such as Pittsburgh, are aligning summer jobs programs with local workforce systems through new partnerships and organizational structures to create pathways to success for young adults. While each program structure is unique, common goals among them include: 1) targeting populations that continue to face significant systemic barriers to education and employment and 2) utilizing existing mechanisms to translate youth employment into economic development (Leos-Urbel & Schwartz, 2016). Developing pathways to employment and economic opportunity allow students to invest in their futures, families, and communities alike (Expanding Economic Opportunity for Youth through Summer Jobs, 2016).

Why YES?

With no table or wall space to spare, YES commenced its summer orientation amongst a sea of 80 students and their families. Filled with excitement, angst, curiosity, and enthusiasm, individuals from near and far gathered to hear about YES' program offerings.

Although YES traditionally serves 50-60 youth, YES staff felt that every student in attendance should participate. As such, YES enrolled 80 individuals in what staff deem one of the most dynamic and best summer programs yet.

YES' hope in retaining each student was to sustain the family-like and student-centered atmosphere fostered each summer. Irrespective of this tall order, YES staff built close student relationships. Through these conversations and authentic bonding experiences, YES staff contributed to and learned of the unique stories that frame this summer report. Among them are four poignant narratives that reflect YES' value and desire to meet the needs of students.

Keith, a senior from Pittsburgh Allderdice, made staff aware of his hesitation to engage as a new YES scholar. Collectively, staff heeded his concerns, generated a pros and cons list as evidence for why he should remain involved, and recounted narratives of successful YES participants. He listened intently, asked questions, and composed copious notes. Despite Keith's initial apprehension and lack of self-efficacy, he agreed to give YES a try! Keith worked with our Lead (Pb) Project, in which he investigated lead exposure in Lincoln-Lemington. This experience allowed him to travel to Flint, Michigan to contextualize the national impact of lead poisoning. He also worked alongside peers and stakeholders to develop and administer a survey examining Lincoln-Lemington residents' sanitary practices and overall lead awareness. These initiatives further informed his group's implementation of a culturally responsive health intervention to improve lead awareness. He supplemented his community efforts by investigating scholars' work on childhood lead levels and presenting his findings at YES' annual symposium. Upon leaving, Keith shared the following note with a staff member:



I just want to tell you again that I really appreciate YES for not only being a great organization, but for also being a team of great mentors. When I wanted to give up, [YES Staff] encouraged me to stay. I appreciate how everyone engaged with and genuinely cared about me this summer. I really do appreciate the entire YES organization. I would not have gotten this experience elsewhere. Thank you for everything. I hope I [can] continue to grow with you guys.

Such a message captures his gratitude and mindset shift and demonstrates the role YES staff play in fostering positive student experiences. Once reluctant and hesitant, Keith is now secure and confident in all he accomplished. Like Keith, many students begin the program unsure, but become more confident, invested, and successful as the summer progresses.

Janiya's story resembles Keith's in that she too experienced incredible growth. Prior to joining YES, Janiya sat at home idly, disengaged and frustrated by her familial and environmental circumstances. This began to change, however, when Janiya enrolled as a Small Seeds intern through YES. She instantly blossomed in her role of building capacity for Small Seeds youth programming—and stood out amongst her peers. In addition, Janiya—



and her co-researcher—developed a study examining how the lack of attention to the WNBA influences the future choices of female high school athletes. She did an amazing job translating her passion for basketball into actionable research—especially since she struggled with school! Janiya informed YES of her invaluable learning experiences and suggested that “[she] learned more at Small Seeds and YES than [she] did her entire first year of high school at Westinghouse.” Her account of her own summer growth, change in attitude, and boost of academic confidence is laudable—and illustrates the difference YES can make and affirms YES’ enrollment decision.

Unlike Janiya, Jeremiah was already highly engaged but felt the pressure of choosing between working and learning—and as such did not think he could participate in YES. As a stand out scholar, football player, and



financial provider, he was forced to decide between working at a local eatery or attending Carnegie Mellon University’s (CMU) pre-college program. As a rising senior and current valedictorian for Westinghouse, it was important to Jeremiah—and to YES staff— that he experience both the rigors of college and save money. As such, YES created the opportunity for him to combine his passion for learning while building his financial capacity. In doing so, Jeremiah—one of the only black males in his program—engaged with expert CMU faculty, challenged himself academically, meet diverse peers from over 10 countries, interviewed with admissions representatives, and started his college savings. When reflecting on his CMU

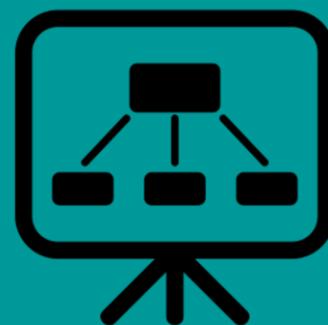
experience, Jeremiah expressed that “[he] experienced the best teaching in all his years of schooling” and that because of the discourse, “he was eager to learn every day.” He is now strongly considering CMU and feels more prepared to navigate college.

Jonell, a teenage single mother and Westinghouse student, expressed similar pressure about working and caring for her 5-month-old daughter full time. Fortunately, through her involvement in YES, Jonell could work part-time and care for her child physically and financially. Her work and commitment paid off, as she produced a research project on malnourishment among Homewood youth and received the female excellence award for her worksite. Jonell noted that her daughter was the impetus behind her desire to excel in YES. Jonell exhibited strength and tenacity as she fought through every challenge she endured—from homelessness to a lack of financial support, she prevailed.



These stories highlight the transformative nature of YES programming and the role it plays in creating meaningful youth opportunities. They also illustrate YES students’ strength in overcoming obstacles—and their immense academic, personal, and professional growth. These stories further evidence the breadth of YES’ impact and the need for YES. The subsequent sections continue to substantiate YES students’ summer successes and validate YES’ program model.

Program Model

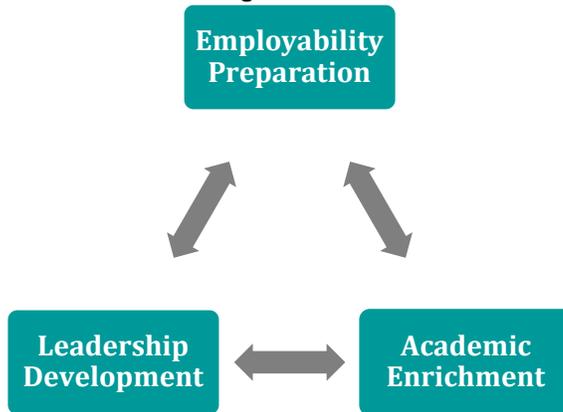


YES can be distinguished from other programs by the manner in which mentoring is the foundation for all its endeavors. YES' mentoring concept is central to the organization's philosophy and is used as a mechanism to convey, inspire, and uphold strong personal self-conduct. YES weaves mentorship into its summer program infrastructure, with foci on leadership development, employability preparation, and academic enrichment. These elements guide YES summer programming efforts and function interconnectedly to provide YES students with a holistic summer experience.

Program Model

As a Learn and Earn¹ service provider, Youth Enrichment Services (YES) has developed a comprehensive summer program model that offers youth more than an employment opportunity. YES' summer program model amalgamates leadership development, employability preparation, and academic enrichment to not only prepare youth for future employment, but to also stimulate their academic acumen, and to deepen their commitment to their peers and communities. YES integrates Learn and Earn's goals² into its model to further ensure youth develop skills that transcend their summer employment experiences. These program tenets function interconnectedly, are reinforced by relevant literature, and inform YES' program structures. Figure 2 visually depicts these elements.

Figure 2. YES Summer Program Tenets



YES intentionally and strategically positions students to engage in two program pathways: Summer Scholars and Advanced Summer Scholars. Leadership development, employability preparation, and academic enrichment are at the core of these program pathways. Figure 3 demonstrates how YES program pathways align with the program tenets, and how all students, irrespective of their program category, engage in refining their academic, leadership, and employability skills.

Figure 3. Program Pathways by Program Tenets

	Leadership Development	Employability Preparation	Academic Enrichment
Summer Scholars: ages 14-15	Faith Ranch	Summer Work for Success	Summer Magic
Advanced Summer Scholars: ages 14-21	Faith Ranch	Summer Work Placements	Summer Study for Success

¹ The Learn and Earn Summer Youth Employment Program is a summer opportunity that provides disadvantaged youth, ages 14-21, with employment around the city of Pittsburgh. Learn and Earn students work in diverse jobs and occupational areas to gain professional experience, technical skills, and knowledge of employer expectations, as well as exposure to possible career paths. In addition to developing valuable work experience, youth also earn wages and contribute to Pittsburgh's tax base and economic growth.

² The goals of Learn and Earn are to prepare youth to understand appropriate workplace behaviors, the rigors of the workplace, job survival skills, and to challenge youth to explore career interests and opportunities.

How are YES' program pathways constructed?

Using three years of summer data, YES has redesigned its programming pathways to better fit students' academic, employment, and personal needs. As such, YES' Summer Scholars program is designed for youth with minimal work experience and is structured to provide them with work etiquette skills, experiential learning opportunities, peer development, and career exposure. YES' Advanced Summer Scholars program builds on this foundation and is structured for upperclassmen with previous work experience. This program pathway is primarily centered around deepening and mastering students' technical skills, building their leadership capacity in external and corporate employment settings, and stimulating their intellectual curiosity through research.

Mentorship and Leadership Development



Mentorship and leadership development are perhaps the most essential elements of YES' summer program model. The mentoring concept is central to YES' philosophy of improved physical, emotional, and academic development as means to achieve cultural enrichment, career development, and life skills enhancement while abstaining from criminal activity. At every tier of YES programming, mentoring—particularly peer mentoring—is a mechanism to convey, inspire, and uphold strong personal self-conduct. Research on peer mentoring illustrates how influential youth are to each other's development (Kahlenberg, 2001). Austin (1996) corroborates this claim and depicts that “the strongest single source of influence on cognitive and affective development is a student's peer group... [which has] enormous potential for influencing virtually all aspects of [their] educational and personal development”. As such, etched in YES' model is the opportunity for positive peer development—between students from diverse Pittsburgh neighborhoods, turfs, and schools. Through such interaction, these young adults are groomed as mentors who provide support and guidance for their near-peer counterparts. These same individuals grow through YES and return as role models, leaders in programming, and potential employees.

YES hones students' mentorship and leadership capacity through its Teen Mentor Certification Training Program, also known as Faith Ranch. Figure 4 provides a brief overview of TMCT, with greater emphasis on its structure, goals, and outcomes in the following section.

Figure 4. Overview of Faith Ranch-TMCT Programming

Program Name	Program Overview	Program Goals	Program Length
Faith Ranch Teen Mentor Certification Training	Cultivates prospective mentors to develop effective mentoring relationships, mentorship and leadership knowledge, and competency in motivating others and positive peer interactions	Connect adolescents with resources to build their leadership and mentorship skills	4 days

Faith Ranch- Teen Mentor Certification Training (TMCT)

Faith Ranch- Teen Mentor Certification Training (TMCT) is a vital component of YES' summer program and is designed to connect Summer Scholars and Advanced Summer Scholars with resources to build their mentorship knowledge and leadership skills. TMCT cultivates prospective mentors to develop effective mentoring relationships, to understand the scope and limits of their roles as mentors (and mentees), to advance their capacity to motivate others, and to interact positively with their peers. TMCT's primary objectives are to: 1) strengthen



adolescents' teamwork skills, 2) develop their cultural awareness and critical consciousness, 3) equip individuals with the tools to navigate the worlds in which they live, 4) strengthen their sense of community, and 5) grow their confidence as they become certified teen mentor leaders.

Employability Preparation



YES embeds employment opportunities into its summer program infrastructure to provide students with career exposure and skill development. In a climate in which demand for youth employment is higher than supply, YES provides youth with critical early work experiences to master technical skills, to develop knowledge of employer expectations, and to solidify career interests (Expanding Youth Economic Opportunity Through Summer Jobs, 2016). Through such offerings, YES scholars learn acceptable workplace behaviors, the rigors of the work environment, and job survival skills. In addition to developing valuable work experience, youth earn wages in which they can contribute to Pittsburgh's tax base and economic growth and invest in their own futures, communities, and families. Research substantiates the value of such early work experiences, and as such, these opportunities remain integral to YES' summer program model.

Summer Scholars gain employability preparation through Summer Work for Success (SWFS)/ Summer Magic (SM). Advanced Summer Scholars gain such preparation through their individual Summer Work Placements (SWP). Figure 5 provides a brief description of these programs, while later sections expand on their program structures, goals, and desired outcomes.

Figure 5. Overview of Summer Work for Success/ Summer Magic and Summer Work Placements

Program Name	Program Overview	Core Goals	Program Length
Summer Work for Success	Teaches summer scholars employability and workability skills through a variety of workshops, activities, and simulations; provides students with apprenticeship opportunities facilitated by supervisors	Develop interpersonal skills, workplace etiquette, real-world application, and employee protocol	5 days
Summer Magic			7 weeks

Program Name	Program Overview	Core Goals	Program Length
Summer Work Placements	Encompasses seven external and corporate employment opportunities for advanced summer scholars	Understand workplace etiquette, rigors of the workplace, job survival skills, and to challenge youth to explore career interests and opportunities	6 weeks

Summer Work for Success

Summer Work for Success (SWFS) is constructed to enhance Summer Scholars' employability and workability skills through a variety of workshops and activities. Students engage in a series of sessions to explore careers, to develop interpersonal skills—responsibility, sociability, self-management—and to discuss ethics, decision-making, and workplace etiquette (technology, social media, interview, dining, and protocol). SWFS' auxiliary goal is to provide Summer Scholars with an understanding of work documentation, to synthesize their current experiences onto resumes and cover letters, and to navigate job application and interview processes. At the program's end, Summer Scholars participate in a stimulation experience, during which they interview for apprenticeships available in Summer Magic and engage in a formal dining experience to apply etiquette skills.



Summer Work Placements

Advanced summer scholars are placed at diverse worksites to augment their employability preparation. These sites are secured through existing, and newly established, YES partnerships. Advanced Summer scholars spend three-five days each week at their individual work sites, engaging in a myriad of job responsibilities. Students are monitored by adult supervisors and are expected to fulfill their contractual work obligations.



East End Cooperative Ministry: Advanced Summer Scholars serve as junior camp counselors, maintaining building upkeep, preparing and distributing meals, and facilitating group sessions with young campers. Students build relationships, develop leadership and management skills, work with other teens around the city, and gain exposure to various cultural and social activities through weekly field trips.



Small Seeds: Advanced Summer Scholars work with younger program participants in a camp setting, overseeing group activities such as recreation periods and academic work, assisting in office tasks, and developing independent research activities. Students work primarily in program development, voicing their opinions to guide programming, building camaraderie among peers, and engaging in community work.



Mount Ararat: Advanced Summer Scholars worked as assistant teachers and camp counselors, supervising children, developing activities and lesson plans, and monitoring meal preparation. Students gain classroom management skills and engage in hands-on and creative learning experiences to implement with young campers.



Frank & Johns Cleaners: Advanced Summer Scholars work as clothing assistants, learning the process of dry cleaning clothing, sorting materials, assembling clothing, preparing clothing for presentation, handling customer payments, and refining their customer service skills.



AONE Contracting & Supplies: Advanced Summer Scholars learned the trade of construction, including basic landscaping and construction practices in a safe and non-threatening environment. Students gain hands-on field experience, apprenticeship training, and mentorship while working in the community to prepare homes for residents to live in.



Leading the Discussion on Lead: Advanced Summer Scholars work with University of Pittsburgh and Allegheny County Health Department Health Professionals to study the historical and scientific implications of lead exposure's impact on minority and poor communities. Students conduct community-based research, gathering data, interviewing Lincoln-Lemington residents about lead exposure conversations between parents and children, structurally analyzing the community, developing and conducting a health education program for Lincoln-Lemington residents, organizing community forums to update residents on findings, and synthesizing report information as op-eds, social media posts, and formal research.



Special Assignments: Advanced Summer Scholars are placed in non-traditional work assignments at Westinghouse High School, Alcosan, and Carnegie Mellon University. Each youth complete job duties ranging from school support to research and academic enrichment.

Academic Enrichment



YES rounds out its summer program model by incorporating opportunities for academic enrichment. YES' incorporation of academic enrichment is fueled by the well-documented literature on summer learning loss (Gonzalez, 2016; Cooper, 2007; Alexander et al., 2007). Summer learning loss, the phenomenon where inactive young people lose academic skills over the summer, disproportionately affects low-income students (Afterschool Alliance, 2010; Von Drehle, 2010; The Wallace Foundation, 2010; Wongkee, 2010; National Summer Learning Association, 2009a; Miller, 2007). Several researchers conclude that this disproportionate impact stems from inequities in students' summer learning experiences—in which low-income students are often left isolated, inactive, unstimulated, and vulnerable during a critical time for learning (National Summer Learning Association, 2016; Blazer, 2011). YES recognizes the value of summer enrichment and the interconnectedness between education and employment, and as such, prioritizes opportunities to expand students' learning through hands-on activities, project-based curricula, technology engagement, and enrichment (McCombs, Augustine, Schwartz, Bodilly, Mcinnis, Lichter, & Cross, 2011). Such approaches not only counter the pedagogical deprivation unique to many schools serving low-income students, but they also help improve students' academic aptitude and connectedness to learning.

YES operates two programs that provide academic enrichment opportunities: Summer Magic and Summer Study for Success. These programs have changed overtime and have become less about remediation and more about ideation, exploration, and enrichment. Figure 6 briefly describes these programs and their core goals; however, an extensive review of these program structures and desired outcomes is found in the following section.

Figure 6. Overview of Summer Magic and Summer Study for Success

Program Name	Program Overview	Core Goals	Program Length
Summer Magic	Develops students' knowledge and skills in small classes where the emphasis is on exploring, thinking, risk taking, and academic enrichment	Improve students' academic aptitude, intellectual curiosity, and connected to learning	7 Weeks
Summer Study for Success	Exposes students to research and career exploration, alongside practitioners and experts in: 1) Sport Science and Health, 2) Social Change and the Law 3) Economic and Entrepreneurship Development, 4) African American Studies, and 5) Culinary Arts	Enhance youth's research, critical thinking, writing, and presentation skills	8 weeks

Summer Magic

Summer Magic is designed to provide summer scholars with an academically enriched environment to teach STEAM education during the summer months, to offset summer learning loss. Summer Magic extends youths' learning opportunities by specifically addressing students' academic development in communication arts, science, engineering, and technology. Summer Magic's goal is to develop students' knowledge and critical thinking skills in small classes during which the emphasis is on exploring, thinking, risk-taking, and enrichment. Summer Magic amalgamates both academic enrichment and work experience, in which students partially engage in classes and partially engage in hands-on work experience. Students end the program by engaging in a holistic learning and working experience, by completing content specific projects, and by conducting a culminating, student driven community-asset project addressing a community challenge.

Summer Study for Success

Summer Study for Success (SSFS) is the pinnacle of YES' summer programs and is the most comprehensive, competitive and intensive academic opportunity for youth. This program exposes students to research and career exploration, alongside practitioners and experts in the fields of: Sport Science and Health, Business and Entrepreneurship, African American Studies, and Culinary Arts and Nutrition. SSFS is designed to enhance youths' research, critical thinking, writing, and presentation skills. Students attend Friday research development workshops, during which they learn research methodology and develop their own research questions, hypotheses, data collection methods, and survey protocols. Students extrapolate their findings,



synthesize their results into poster presentations and present their work before distinguished panelists. Students' community-based research projects are supplemented by their weekly experiential learning classes, facilitated by their instructors.

As illustrated above, YES integrates leadership development, employability preparation, and academic enrichment opportunities into five unique summer programs. These program tenets maximize students' holistic summer experiences and allow students to drive their learning and engagement. While each program is briefly reviewed above, the following section explores each program in-depth, with specific emphasis on program design, structure, and curricula.

Program Design



YES' programs are unique in their design and use curricula that align with each program's goals and desired outcomes. Such curricula lend to high-quality learning experiences and expanded learning opportunities. Through such exposure, students gain transferable values and skills applicable in academic and professional settings. Program curricula naturally link to program tenets and offer authentic assessment strategies that extend beyond traditional measures of success.

Program Design

Faith Ranch- Teen Mentor Certification Training (TMCT)	
Mentorship and Leadership Development	
Curriculum	<p>Faith Ranch curricula incorporates two sources: Primary Source: 7 Habits of Highly Effective Teens (<i>Sean Covey</i>) Secondary Source: Minority Health Empowerment Program (<i>Collective Scholars</i>)</p> <p>7 Habits of Highly Effective Teens* <u>Habit 1:</u> Be Proactive (Choice making skills) <u>Habit 2:</u> Begin with the End in Mind (Effective planning) <u>Habit 3:</u> Put First Things First (Prioritizing values) <u>Habit 4:</u> Think Win-Win (Success strategies) <u>Habit 5:</u> Seek first to Be Understood, Then to Understand (Communication skills) <u>Habit 6:</u> Synergize (Creative cooperation and development) <u>Habit 7:</u> Sharpen the Saw (Refining leadership and personal skills)</p> <p>Minority Health Empowerment Program* <u>Lesson 1:</u> Peer Mentoring Components <u>Lesson 2:</u> Natural Helper Model <u>Lesson 3:</u> Rhodes and Jason’s Social Stress Model <u>Lesson 4:</u> Empowering Youth Through Mentoring Process</p> <p>*See appendix for detailed curricula with individual lessons and assessment protocols.</p>
Program Design	<p>Faith Ranch is designed as a four-day seminar with four program elements.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Section 1: Workshops</p> </div> <div style="text-align: center;">  <p>Section 2: Mentor-Training</p> </div> <div style="text-align: center;">  <p>Section 3: Team Building</p> </div> <div style="text-align: center;">  <p>Section 4: Exploration</p> </div> </div> <p><u>Section 1:</u> 50 min-workshops on each Habit in Sean Covey’s text (taught by facilitators) <u>Section 2:</u> 2-hour mentoring training (taught by Executive Director) <u>Section 3:</u> Team building and physical activities (obstacle course, daily run, horseback riding, ultimate frisbee, campfire, talent show, nature walk, swimming, and crafts) <u>Section 4:</u> Exploration activities: 1) Leadership, cultural, and social development sessions, and 2) Student Presentations</p>
Instructors	<p>Workshops are facilitated by Pittsburgh Public School Teachers, graduate students, YES Staff, and volunteers.</p>
Assessment	<p>Students are assessed qualitatively and quantitatively through various mediums.</p> <ol style="list-style-type: none"> 1) Pre- and post-assessments are administered to assess and measure content-based knowledge of the information, ideas, and concepts presented. 2) Exit tickets are administered to require students to synthesize daily content and to reflect on their learning. 3) Staff gather field notes to evaluate students’ growth and skills. 4) Student presentations are the final mechanism used to assess students’ skill development.

Summer Work for Success (SWFS)	
Employability Preparation	
Curriculum	<p>Summer Work for Success curricula incorporates two texts: Primary Source: Career Exploration for Middle School, Learning for Life Secondary Source: Job Savvy: How to be a Success at Work, LaVerne L. Ludden</p> <p>Unit 1: Exploration of Self Objectives: explore self-interests and values and identify strengths to examine YES employment opportunities that align with personal characteristics.</p> <p>Unit 2 Exploration of Workplace Etiquette Objectives: understand appropriate uses of social media in the work place, learn how to navigate employer/ employee relationships, and garner interview and dining etiquette to utilize during formal interview and dining simulation.</p> <p>Unit 3: Exploration of Application Materials Objectives: understand application materials and utilize this understanding to complete a job application, construct a resume and cover letter, and develop business cards; organize application materials into portfolios for formal interviews.</p> <p>Unit 4: Apprenticeship and Dining Simulation Objectives: engage in a formal apprenticeship interview and dining simulation and apply employability skills gained throughout the week.</p>
Program Design	<p>SWFS is designed as a week-long program with four program components.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Section 1: Workshops</p> </div> <div style="text-align: center;">  <p>Section 2: Fashion Show</p> </div> <div style="text-align: center;">  <p>Section 3: App. Development</p> </div> <div style="text-align: center;">  <p>Section 4: Simulation</p> </div> </div> <p>Section 1: 15 workshops (taught by facilitators), 1-hour lesson cycles Section 2: Dress for Success Fashion Show, modeled by YES Staff Section 3: Resume and cover letter writing; Job Application exploration and completion; Mock interviews Section 4: Formal interview for summer apprenticeship; Formal Dining Etiquette Application</p> <p>SWFS program takes place at Youth Enrichment Services daily from 9:00am-3:00pm—to model work day procedures and a work environment. SWFS ends with a formal interview and a dining etiquette simulation at Hotel Indigo.</p>
Instructors	<p>Workshops are led by Youth Enrichment Services Staff, local business employers, entrepreneurs, and volunteers.</p>
Assessment	<p>Students are assessed qualitatively and quantitatively through various mediums.</p> <ol style="list-style-type: none"> 1) Pre- and post-assessments are administered to assess and measure content-based knowledge of the information, ideas, and concepts presented. 2) Exit tickets are administered to require students to synthesize daily content and to reflect on their learning. 3) Students’ interviews and dining simulation are mechanisms used to assess students’ skill development and application.

Summer Work Placements

Employability Preparation

Curriculum	<p>YES offers 7 Student Work Placements, each with unique job responsibilities and training guidelines. Prior to students fulfilling their work duties, they must complete work-readiness training and adhere to their worksite’s individual training curricula.</p> <p>Students select from one of the following work placements:</p> <ul style="list-style-type: none"> ● <i>East End Cooperative Ministry</i> ● <i>Small Seeds</i> ● <i>Mount Ararat</i> ● <i>Frank & Johns</i> ● <i>AONE Contracting & Supplies</i> ● <i>Leading the Discussion on Lead</i> ● <i>Special Assignments</i> 														
Program Design	<p>SWP is designed as a six-week program through Learn and Earn with four program components.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Section 1: Interview Experience</p> </div> <div style="text-align: center;">  <p>Section 2: Job Placement</p> </div> <div style="text-align: center;">  <p>Section 3: Training</p> </div> <div style="text-align: center;">  <p>Section 4: Work</p> </div> </div> <p>Section 1: 30-minute student-staff interview held at YES</p> <p>Section 2: Students are placed in external and corporate work environments within a week of the interview; students’ placements are based on students’ preference, Faith Ranch performance, and staff considerations.</p> <p>Section 3: Individual worksites provide job training, however, YES supplements this training with mini-sessions throughout 6 weeks.</p> <p>Section 4: Students work at their sites for 3-5 days out of the week.</p>														
Supervisors	<p>Students report to supervisors at their respective worksites, from whom they receive feedback and instruction.</p>														
Assessment	<p>Learn and Earn evaluations are used to assess students job performance. These evaluations include 13 categories on which students are assessed. Supervisors provide feedback on job performance using the following criteria:</p> <table style="width: 100%; border: none;"> <tr> <td>Punctuality</td> <td>Etiquette</td> </tr> <tr> <td>Teamwork</td> <td>Ethical behavior</td> </tr> <tr> <td>Attendance</td> <td>Responsiveness</td> </tr> <tr> <td>Task Completion</td> <td>Communication Skills</td> </tr> <tr> <td>Work Quality</td> <td>Setting Priorities</td> </tr> <tr> <td>Direction Following</td> <td>Adaptability</td> </tr> <tr> <td>Business Dress</td> <td></td> </tr> </table> <p>YES Staff also conducts bi-weekly site visits and gathers field notes on each student. These notes are transcribed and utilized to assess students’ summer growth. Students evaluate their own performance and work experience via a google forms survey. This data is particularly useful for future programming and student reflection.</p>	Punctuality	Etiquette	Teamwork	Ethical behavior	Attendance	Responsiveness	Task Completion	Communication Skills	Work Quality	Setting Priorities	Direction Following	Adaptability	Business Dress	
Punctuality	Etiquette														
Teamwork	Ethical behavior														
Attendance	Responsiveness														
Task Completion	Communication Skills														
Work Quality	Setting Priorities														
Direction Following	Adaptability														
Business Dress															

Summer Magic	
Academic Enrichment	
Curriculum	<p>Summer Magic utilizes teacher-designed curricula for Communication Arts, Digital Media, Computer Science, and Community-Asset Project.</p> <p>Communication Arts: This course’s curriculum is supplemented with resources from Parkway School District. This course emphasizes print, oral, and media literacy and the use of the literacy processes—reading, writing, speaking, listening, and thinking. (http://www.pkwy.k12.mo.us/inside/curriculum/CA/secondary/file/CAframework.pdf)</p> <p>Digital Media: This course’s curriculum embeds resources from Middle Creek High School’s Digital Media 1 course, DMA’s digital framework, and Digital Media: New Learners of the 21st Century curriculum. This course accentuates graphic design, animation, audio and video production, and web design. (http://wpetty.weebly.com/course-information.html; http://dma.edc.org/; http://www.pbs.org/parents/digital-media/schoolsAndPrograms.html)</p> <p>Computer Science: This course’s curriculum introduces rudimentary computer science concepts and coding skills using Scratch Programming and Block Code. This course integrates both programming language mechanisms to assist students in developing games.</p> <p>Community-Asset Project: This course adopts its framework from American University’s Transforming Communities and Public Policy CA curriculum. This course challenges students to translate community issues into truncated, actionable research.</p>
Program Design	<p>Summer Magic is designed as a 7-week program with three program sections.</p> <div style="display: flex; justify-content: space-around; align-items: center; text-align: center;"> <div style="text-align: center;">  <p>Section 1: Enrichment Courses</p> </div> <div style="text-align: center;">  <p>Section 2: Apprenticeship</p> </div> <div style="text-align: center;">  <p>Section 3: Social and Cultural Outings</p> </div> </div> <p>Section 1: 1-hour sessions per enrichment course, Mondays-Wednesdays (Communication Arts, Digital Media, and Computer Science); 2-hour Community Asset sessions, along with Friday research development sessions</p> <p>Section 2: 2-hour apprenticeship sessions with supervisors; apprenticeships include specializations in: criminology, knowledge management, administration and marketing, event planning, and office support.</p> <p>Section 3: Various cultural and social outings on Thursdays</p>
Instructors	Yes Staff and Graduate/ Undergraduate students lead and facilitate class instruction.
Assessment	<p>Students are assessed qualitatively and quantitatively through various mediums.</p> <ol style="list-style-type: none"> 1) Diagnostic exams, along with pre- and post-assessments are administered to assess and measure content-based knowledge of the information, ideas, and concepts presented in each domain. 2) Exit tickets are administered to require students to synthesize daily content and to reflect on their learning. 3) Student presentations are another mechanism used to assess students’ skill development.

Summer Magic Course Objectives and Topics



Communication in the 21st Century: From the Heart of an African American Teen

Driving Question: How do communication mechanisms inform identity?

Course Objectives: to cultivate an understanding of communication in the 21st century; to examine the interconnectedness between forms of communication and the literary processes; to examine and explore self-identity, peer-identity, and community identity through communication mechanisms; to use real life experiences and situations in which YES students will think critically and collaborate with peers using communication strategies.

Program Week	Course Topics
Week 1	Exploring Communication in the 21 st Century
Week 2	Social Media and Communication
Week 3	Examining Self-Identity through oral, written, and media communication mediums
Week 4	Code Switching as a Communication Device in Conversation
Week 5	Oral Communication: Public Speaking—How-to, Informative, and Acceptance Speeches
Week 6	Personal Branding

Note. See Appendix for full Communication Arts Syllabus.

Digital Media

Driving Question: What is the purpose of digital media and what are the possible impacts it exhibits on our future?

Course Objectives: to understand the core concepts of digital media; to explore the relationship between digital media and society; to examine digital production methods, software, and hardware; to create digital graphics, animation, audio, video, and web production using Weebly, illustrator, Photoshop, and Premiere.

Program Week	Course Topics
Week 1	What is the purpose of digital media? Digital Media and Society
Week 2	Core Concepts of Digital Media; Build student portfolios using Weebly
Week 3	Graphic Designing: Adobe Illustrator
Week 4	Photo Editing: Adobe Photoshop
Week 5	Production Software and Video Editing: Adobe Premiere
Week 6	Digital Storytelling: Storyboard

Note. See Appendix for full Digital Media Syllabus.

Computer Science

Guiding Question: What is the societal impact of computer science?

Course Objectives: to engage with computer science as a medium for creativity, communication, problem solving, and fun; to build websites, apps, and games using Scratch and Block Code; and, to explore the foundational concepts of computer science and how computing and technology can impact the world.

Program Week	Course Topics
Week 1	What is computer science? How is it useful in today's climate?
Week 2	Introduction to foundational computer science concepts
Week 3	Coding 101
Week 4	Looping
Week 5	Conditionals; Functions and Debugging
Week 6	Game and App development utilizing various mediums

Note. See Appendix for full Computer Science Syllabus.

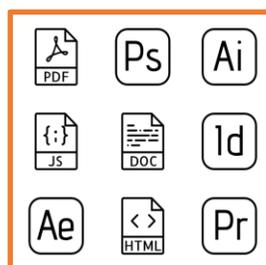
Community-Asset Mapping

Driving Question: How can student-driven research inform communities?

Project Objectives: to develop culturally responsive students who are committed to activism and advocacy in their local communities; to assess the historical and social significance of various communities; to foster relationships and partnerships with community members; and, to identify a community asset or challenge and translate it into actionable research.

Program Week	Course Topics
Week 1	Introduction to Community-Asset Mapping; Walking Survey; Select Community
Week 2	Historical, Social, and Pictorial Analysis of Communities
Week 3	Identify Topic, Research Question, Problem Statement, and Hypothesis
Week 4	Develop Methodology and Survey; Administer Survey
Week 5	Data Analysis and Synthesis
Week 6	Compose Poster; Present Findings

Note. See Appendix for full Community-Asset Project Details.



Summer Study for Success

Academic Enrichment

Curriculum

Summer Study for Success curricula is diverse in its design and is unique to each experiential learning course. Research Development curricula is adopted from University of Pittsburgh’s Community-Based Participatory Research framework.

Sport Science and Health- curricula is developed using University of Dayton’s and Indiana University of Pennsylvania’s Health and Sport Science Program; International Baccalaureate Pilot Program
(<http://www.ibo.org/programmes/diplomaprogramme/curriculum/sciences/sports-exercise-and-health-science/>)

Social Change and Law- curricula is developed using Harvard’s Law School’s Law and Social Change framework (<http://hls.harvard.edu/dept/academics/programs-of-study/law-and-social-change/>)

Economic and Entrepreneurial Development- curricula is framed using Chatman and CCAC’s business and entrepreneurship program curricula
(<https://www.chatham.edu/academics/programs/undergraduate/business>)

African American Studies- curricula is adopted from Indiana University of Pennsylvania’s, University of Pittsburgh’s, and Chatham University’s Africana Studies materials, supplemented with local Pittsburgh newspapers and online resources

Culinary Arts and Nutrition- curricula is developed using Bidwell Training Center’s Culinary Arts program framework (<http://www.bidwelltraining.edu/culinary-arts-2/>)

Youth Engaged Participatory Research- curricula is modeled from Community- Based Research approaches and protocols

Program Design

Summer Study for success is designed as a 8-week program with three program components.



Section 1: Experiential Learning Courses



Section 2: Research Sessions



Section 3: Symposium

Section 1: Two 1-hour enrichment sessions per week, Mondays-Thursdays

Section 2: 3-hour research development sessions exploring research design and methodology

Section 3: Research Symposium during which students present research findings

Instructors

Practitioners in the field facilitate class instruction.

Assessment

Students are assessed qualitatively and quantitatively through various mediums.

- 1) Pre-and post-assessments, ranging from 10-12 multiple choice questions, are administered to measure student growth and content-based knowledge of the information, ideas, and concepts presented in each domain.
- 2) Student presentations are another mechanism used to assess students’ skill development.

Summer Study for Success Course Objectives and Topics



Sport Science and Health

Course Objectives: to examine the landscape and breadth of sport science and health as academic discourses; and, to explore the intersectionality of sports, social class, health, and disability and determine where these concepts converge.

Program Week	Course Topics
Week 1	The Professionalism of Sport Coaching
Week 2	Drugs and Concussions in Sports
Week 3	Social Class and Physical Education
Week 4	Disabled People in Sports
Week 5	Sport Management; Sport Marketing
Week 6	Current Health Issues

Note. See Appendix for full Sport Science Syllabus.

Social Change and the Law

Course Objectives: to explore how legislation informs educational, sexual, racial, environmental, and social issues; to examine how law is deeply implicated in our economic, political, and social words; to understand that a pursuit of social change invariably involves engagement with law; and, to investigate how law can be harnessed for social change.

Program Week	Course Topics
Week 1	Defining Social Change & Law
Week 2	Legislation in Schools: <i>Suspending Suspensions w/ PPS & School-to-prison pipeline</i>
Week 3	Legislation on Sexuality: Trans bill & Equal Marriage
Week 4	Legislation on Race: <i>Racial bias in courts; Police</i>
Week 5	Legislation on Water: <i>Flint crisis & Woburn study</i>
Week 6	Legislation on Guns: <i>Gun control & lobbying; 2nd Amendment</i>

Note. See Appendix for full Social Change & Law Syllabus.

Economic and Entrepreneurial Development

Course Objectives: to examine wealth globally and locally; to investigate economic crises in black US communities; and, to explore how historical events shaped Homewood’s economic history and its potential development opportunities.

Program Week	Course Topics
Week 1	Knowledge of Self
Week 2	Pan Africanism, RBG concept, the Wealth of Africa and the Caribbean
Week 3	Economic Crisis in Black Communities
Week 4	Economic History of Homewood: Past, Present, Future
Week 5	Entrepreneurial Development
Week 6	Building Wealth

Note. See Appendix for full Economic and Entrepreneurial Development Syllabus.

Culinary Arts and Nutrition

Course Objectives: to gain insight into food service, sanitation, and cooking equipment; to learn cooking principles and develop culinary skills; and, to explore culinary and hospitality industries.

Program Week	Course Topics
Week 1	Introduction to Culinary Arts: Safety, Sanitation, and Equipment
Week 2	Meal Preparation: Sunday Brunch
Week 3	Restaurant Branding: Menus, Business Cards, Logos, and Flyers
Week 4	Tours of Professional Food Establishments in Pittsburgh: Indigo Hotel, Urban Tap, The Mansion on 5 th , Big Burrito Restaurants, Showcase BBQ, St. James Baptist Church
Week 5	Bidwell Training Center: Culinary Arts Program
Week 6	Exploring Pastry Arts: Alexander’s Italian Restaurant

Note. See Appendix for full Culinary Arts Syllabus.

African-American Studies

Course Objectives: to introduce students to the African-American experience in the city of Pittsburgh post-emancipation and pre-civil rights era; to investigate their families’ settling in Pittsburgh; and, to explore contributions and struggles of Pittsburgh Black communities.

Program Week	Course Topic
Week 1	Time Lecture
Week 2	Ancestry Exploration/ Martin Delaney’s Life
Week 3	Delaney vs. Douglas/ Great Migration
Week 4	Pittsburgh Housing: Residential Segregation
Week 5	Hill District Investigation
Week 6	Black Pittsburgh in 21 st Century

Note. See Appendix for full African American Studies Syllabus.

Youth Engaged Participatory-Research

Youth participate in an eight-week research project that investigates topics connected to their experiential learning courses. Youth Engaged Participatory-Research (YEP-R) is comprised of three stages. In stage 1, youth learn the Community-Based Participatory Research (CBPR) approach, its essential components, and research focus. In stage 2, youth develop a research project specific to their community and courses, and implement the learned components of CBPR. Finally, in stage 3, youth develop a poster and paper, and participate in a research symposium highlighting their individual and collective work.

Stage 1: Community-Based Research Approaches

Stage 2: Develop Research Project

Stage 3: Present Poster and Findings

Project objectives: to engage youth in research related activities; to expand their critical thinking, reading, writing, and arithmetic skills; and, to explore research methodology and data analysis.

Program Week	Course Topics
Week 1	Introduction to Community Based-Participatory Research
Week 2	Identifying Problem, Research Question, and Risk Factors
Week 3	Understanding Research Ethics, Methods, and Hypotheses
Week 4	Defining Research Topic/ Literature Review
Week 5	Survey Protocol/ Data Collection
Week 6	Data Interpretation and Analysis
Week 7	Poster Creation
Week 8	Present Findings

Socio-Cultural Activities

A major component of YES' model is the engagement of youth from diverse backgrounds in a myriad of activities that promote positive social interaction and cultural awareness. These activities focus on building group cohesion, expanding a sense of togetherness, and fostering mutual respect.

YES historically serves students who emerge from predominately homogenous economic and socially isolated backgrounds. YES students tend to lack exposure and often foster territorial alliances that do not cross geographical boundaries. Research, however, demonstrates how students benefit from engaging with diverse individuals.

As a result, it is YES' goal to infuse opportunities for students to obtain cultural experiences, to develop positive friendships that refine their self-concept and allow for mutual respect of cultures, races, and economic backgrounds. In doing so, this challenges students and forces them beyond their known, or defined, environments and communities.

YES intentionally plans weekly cultural trips to supplement its academic, career, and work-related programs. Weekly trips are implemented throughout summer programming. Social and cultural trips include: University of Pittsburgh's Nationality Rooms, Kayak Pittsburgh, Settlers Ridge Wave Pool, and various local historical sites. Through these opportunities students develop positive peer relationships.



Participant Demographics

YES' summer programs comprise unique participants. In the following section, participant demographics such as race, age, gender, and school type are explored. These data are grouped by program pathway: Summer Scholars and Advanced Summer Scholars and provide additional insight into students with whom YES engages. This section also details student worksite data.

Demographics

Table 1 represents student reported data on race, gender, age, school sector, housing status, and participation status. These data are organized by program pathway and presented in percentages. The second component of this demographic section details student work placement data.

Table 1. Student Demographics by Program Status		
<i>Student Characteristics</i>	Program Pathway	
	Summer Scholars (n=14)	Advanced Summer Schools (n=68)
Race (%)		
Black/ African-American	100.00	100.00
White/ Caucasian	0.00	0.00
Gender (%)		
Female	57.1	51.0
Male	42.9	49.0
Age (%)		
14-15	100.0	37.0
16-18	0.00	57.2
19-21	0.00	5.80
Entering Grade (%)		
9 th	100.0	5.8
10 th	0.00	45.6
11 th	0.00	20.6
12 th	0.00	14.8
College or Other	0.00	13.2
School Sector (%)		
Pittsburgh Public School	86.0	70.6
Suburban Public School	7.00	10.3
Private School	7.00	4.40
Charter School	0.00	1.50
College	0.00	7.40
Other	0.00	5.90
Housing Status (%)		
Public or Section 8 Housing	35.7	33.8
Rent	35.7	23.5
Own	14.3	16.2
Not Reported	14.3	26.5
Participation Status (%)		
Year 1	78.6	44.1
Year 2- Year 3	21.4	52.9
Year 4 or more	0.00	2.90

Note. All data were self-reported.

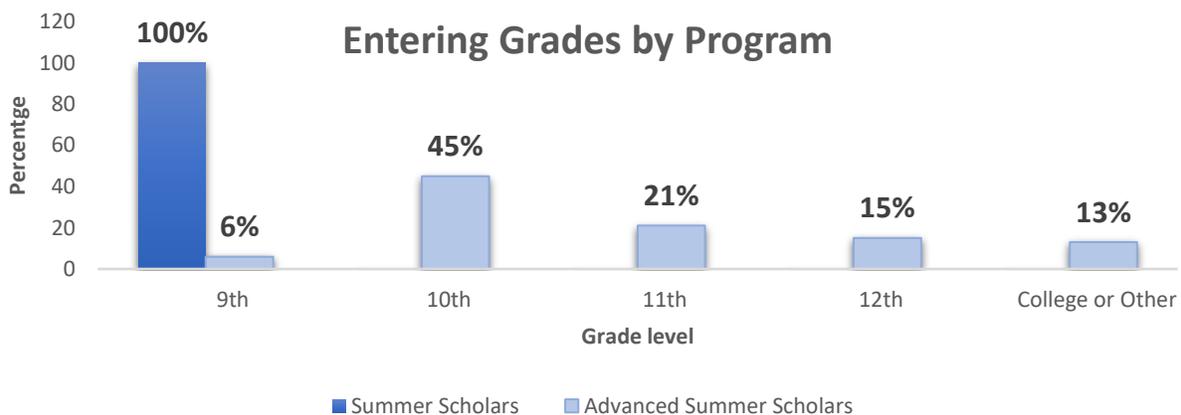
Race/ Ethnicity. YES traditionally serves students of color who come from diverse backgrounds and experiences. Table 1 reflects this claim as 100% of YES Summer and Advanced Summer Scholars identify as Black/ African-American.

Gender. YES comprises both male and female participants. Table 1 illustrates that female and male representation, in both program pathways, is similar. Among Summer Scholars, female participants are more represented than males. In fact, Female Summer Scholars over-represent their male counterparts by 14 percentage points. Table 1 demonstrates similar trends for Advanced Summer Scholars; however, female scholars only slightly over-represent their male Advanced Summer Scholar peers by 2 percentage points. Overall, females are more represented than males in both programs.



Age. Traditionally, YES participants range in age levels. However, this variation is highly dictated by students' program pathway. As depicted in Table 1, all Summer Scholars fall between the ages of 14 and 15. Conversely, most Advanced Summer Scholars represent the 16-18 age group, with less than 6% representation from the 19-21 age group. On average, Summer Scholar Students are younger than their Advanced Summer Scholar peers.

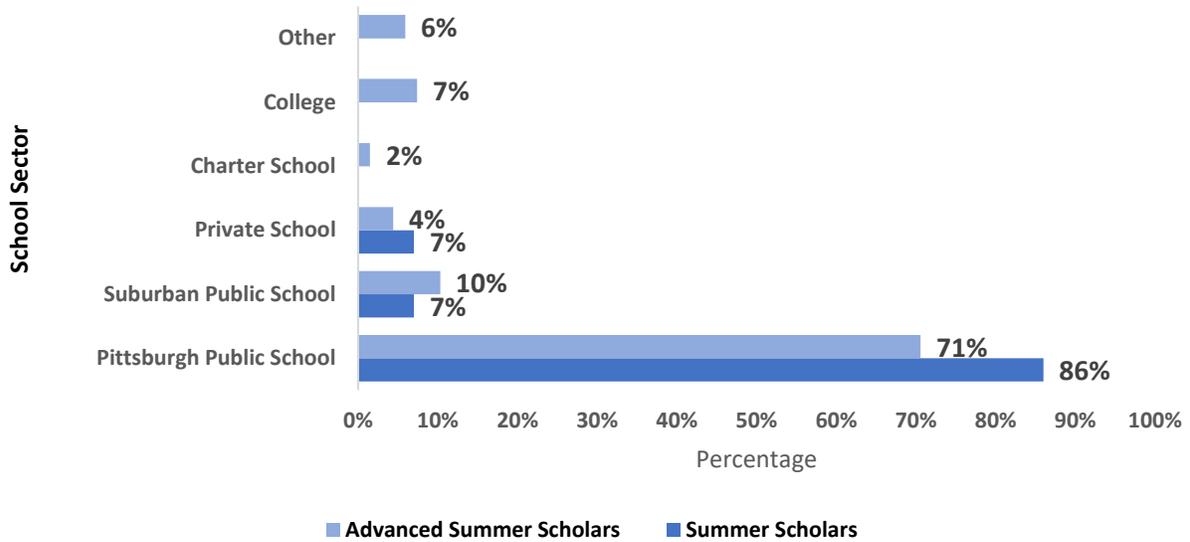
Entering Grade. Students' grade level demographics also vary by program pathway. Summer Scholars are all incoming freshmen, while data illustrate more variability in Advanced Summer Scholars' entering grades. Table 1 suggests that two-thirds of Advanced Summer Scholars are rising sophomores and juniors, while less than a quarter of Advanced Summer Scholars are rising seniors. Based on descriptive data, fewer freshmen are enrolled in the Advanced Summer Scholars program, which reflects the program's design.



School Sector. YES scholars attend schools in various sectors. Of YES Summer Scholars, 86% attend Pittsburgh Public Schools and are mostly upcoming high school freshmen. Interestingly, the remaining 14% attend private or suburban public schools. Similarly, of Advanced Summer Scholars, 71% attend Pittsburgh Public Schools and nearly half are entering 10th grade. Less than 25% of Advanced Scholars represent charter, private, and surrounding public school sectors, while 7% attend post-secondary institutions as college freshmen. Irrespective of students' program pathways, most

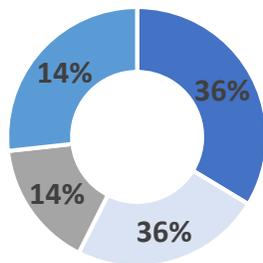
attend Pittsburgh Public Schools, with the highest student representation at Westinghouse, Taylor Alderdice, and Obama High Schools.

School Sector by Program Pathway



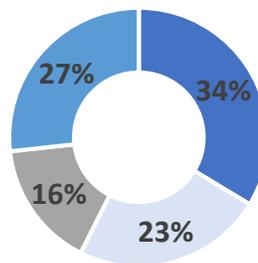
Housing Status. YES scholars' housing statuses vary within program groups, but remain consistent between programs. More than 1/3 of Summer Scholars and Advanced Summer Scholars live in Public or Section 8 Housing, respectively. Table 1 suggests that less than a quarter of both student populations own their homes. However, a sizeable percentage of students did not report their housing statuses. As such, it is unclear how these unreported living arrangements would affect the other housing categories.

Summer Scholars' Housing Status



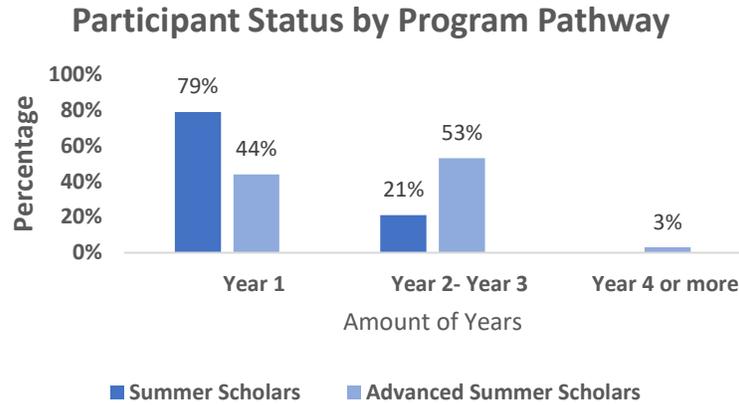
- Public or Section 8 Housing
- Rent
- Own
- Not Reported

Advanced Summer Scholars' Housing Status



- Public or Section 8 Housing
- Rent
- Own
- Not Reported

Participation Status. Table 1 illustrates trends in YES students' participation statuses. Students in the Summer Scholars program pathway tend to be new YES participants, with a small percentage engendering second year status. Advanced Summer Scholars, however, are mostly year 2 and 3 participants. These individuals have typically engaged in YES programming in multiple capacities and for several years.



Summer Work Placements

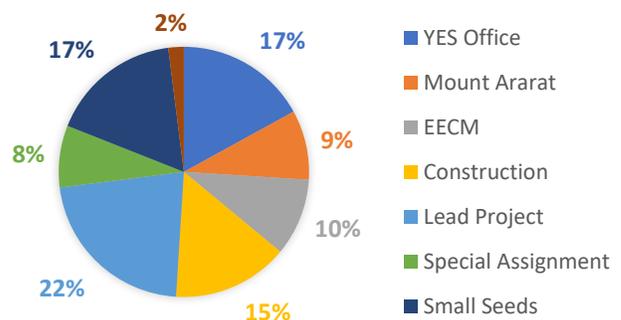
Summer work placement data is provided for students in both program tracks. Summer Scholars represent 17% of YES' total summer population and completed their work duties at Youth Enrichment Services' Office. Summer Scholars engaged in office apprenticeships for a component of their work experience. These apprenticeships included: 1) Criminology Program Specialist, 2) Knowledge Management Specialist, 3) Advertising and Marketing Specialist, 4) Event Planning Specialist, and 5) Office Support Specialist. Conversely, Advanced Summer Scholars represent 89% of YES' total summer population and held employment in 6 external work settings. Of all the summer employment sites, The Lead Project had the highest concentration of students (22%), while Frank and Johns Cleaners (2%) had the lowest. Data reveal sizeable student representation at both EECM and Mount Ararat as well. Students' representation at each worksite is mostly dictated by the nature of the work environment, available capacity, and job duties. On average, students worked 126 hours and earned 10 training hours. Overall, students worked 11,000 hours, and as such, YES spent \$74,000 in salaries and \$6000 in training stipends.



Table 2. Worksite Locations

Worksite Location	Number of Students
YES Office	14
Mount Ararat	7
EECM	8
Construction	12
Lead Project	18
Special Assignment	7
Small Seeds	14
Frank and Johns	2
Total	82

% OF STUDENTS PER EACH WORKSITE



Program Results



YES values the opportunity to review students' summer performance and growth. As such, formal and informal student assessments are embedded into the infrastructure of YES' summer program. These assessments measure students' performance outcomes and summer growth by program. The following section illustrates and evaluates student outcomes from: Faith Ranch, Summer Work for Success, Summer Magic, Summer Work Placement, and Summer Study for Success based on previously outlined measures, goals, and outcomes. It also details various programs' assessment tools. This section concludes with an analysis of program implementation data.

Program Results

Measures of Success and Achievement

YES aims to minimize the effects of socioeconomic hardships on students' personal, professional, and academic achievements by taking a holistic approach to youth engagement and support. The following are reports on YES' progress toward each program's goals and outcomes in: 1) mentorship and leadership development, 2) employability preparation, and 3) academic enrichment. The following section denotes the achievement of documented measures of success, measurement tools, and, when relevant, acknowledgement of circumstances that impeded goal achievement.

Goal 1	Mentorship and Leadership Development	85% of students illustrate growth in mentorship knowledge	Achieved
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YES views acquiring mentorship knowledge an integral part of expanding students' leadership capacity. As such, it is YES' goal that at least 85% of student participants increase their mentorship knowledge. To measure growth in mentorship knowledge, TMCT pre- and post-test data were administered and analyzed. TMCT's pre- and post- assessment comprises 34 questions, with 4 multiple choice answers per question. Students are given this assessment before TMCT and again after the program. Table 3 illustrates students' pre- and post-assessment ranges and assessment growth by individual student groups.

Table 3. TMCT Assessment Data by Student Groups

	Student Groups		
	Red (n=14)	Blue (n=14)	Green (n=15)
Pre-Assessment Range (%)			
0-39	7.10	7.10	6.70
40-60	78.6	35.7	26.6
61-80	14.3	57.2	60.0
81-100	0.00	0.00	6.70
Post-Assessment Range (%)			
0-39%	0.00	0.00	0.00
40-60%	42.9	35.7	20.0
61-80%	35.7	50.0	53.4
81-100%	21.4	14.3	26.6
Experienced Growth (%)			
Yes	92.9	78.6	86.7
No ¹	7.10	21.4	13.3
Growth Margins (%)			
1-10 percentage points	69.2	50.0	46.2
11-20 percentage points	15.4	33.3	30.1
21-30 percentage points	15.4	16.7	23.1
31-40 percentage points	0.00	0.00	0.00

Note. Student groups are dictated by age and grade. Yellow student group was omitted from analysis. Students who did not complete a pre- or a post-assessment were also omitted. ¹This category represents students who experienced loss or scored consistent with their post-assessment.

Table 3 illustrates pre- and post- assessment growth. Results suggest that more than 86% of students experienced growth in their mentorship knowledge, while less than 14% record scores lower than their pre-assessments—or scores consistent with their pre-assessment performance. The Red group demonstrated the highest number of students who experienced such growth. In fact, all but one increased their assessment scores. Such growth is likely due to this group’s first-time exposure to the content—in comparison to their Blue and Green group peers who may have had some previous exposure. Given this context, Red group students arguably had the most room—and opportunity—to grow.



Trends in students’ mentorship growth are also apparent in Table 3. Students in all groups transitioned out of the lowest post-assessment score range (0-39%) and into higher score levels. Red and Blue group students demonstrate this as more students populated the 61-80% and 81-100% assessment ranges. Such attention is warranted as no Red and Blue group student initially scored in the 81-100% range. Despite these increases, the Green group had the most students score within the 81-100% assessment range. In fact, Table 3 illustrates that more than one-fourth of all Green group students scored in the 81-100% range. Such data is laudable, but is limited to broad trends and does not capture the entire narrative regarding students’ mentorship knowledge growth. As such, it is imperative to examine growth margins to identify students’ specific percentage point gains.

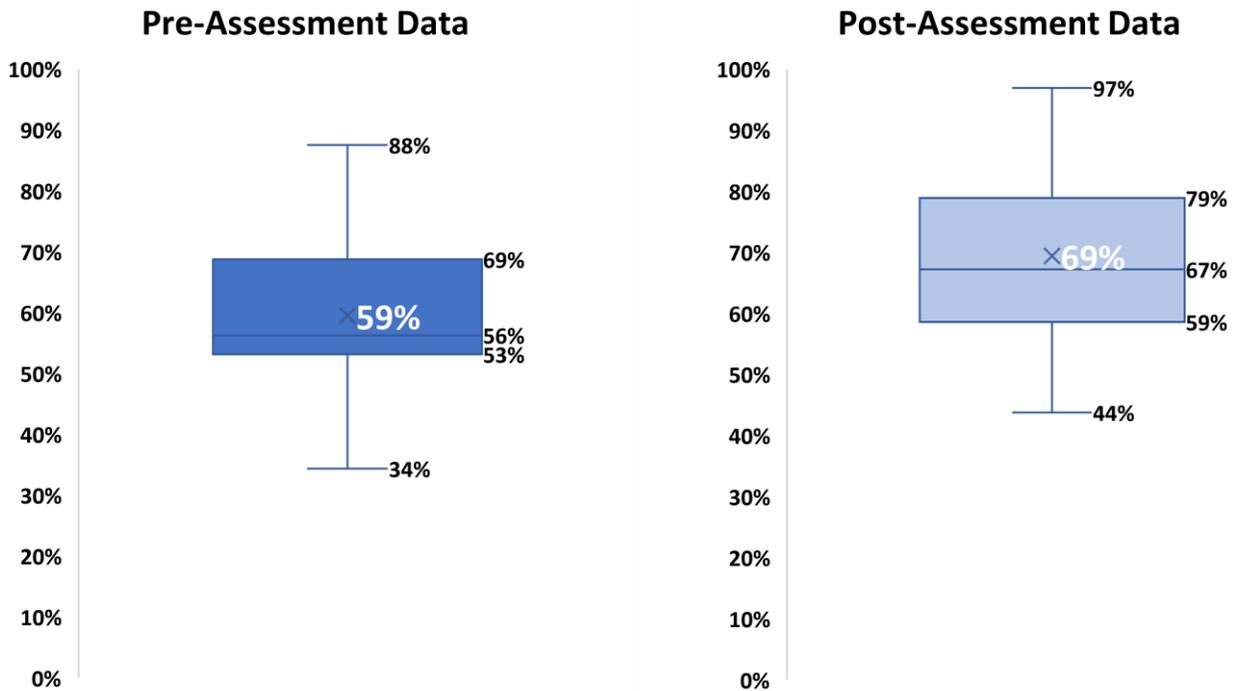
Student percentage point growth is more tangible when analyzing growth margins. Table 3 depicts students’ sizeable percentage point increases in their assessments. On average, most students across groups experienced 1-10 percentage point increases. In addition to this percentage point growth, numerous Blue and Green group students experience 11-30 percentage point gains. Specifically, one-third of Blue group growth students increased their scores by 11-20 percentage points. Likewise, nearly one-fourth of Green group growth students experience 21-30 percentage point gains. With such increases, students transitioned into new score categories, sometimes by two levels. Unfortunately, no students increased their scores by 31-40 percentage points. However, very few students scored low enough to actualize this growth. Overall, the positive gains accentuated in Table 3 suggest general increases in students’ mentorship content knowledge.



Pre- and Post-Assessment TMCT Data

Figure 7 illustrates pre- and post- assessment data combining all groups’ exam performances. Evidence from Figure 7 suggests growth in assessment ranges and averages. As depicted above, the lowest score among all groups was 34%. However, this low score figure grew by 10 percentage points on the post-assessment. Likewise, Figure 7 demonstrates growth in averages between pre- and post-assessments. While the average pre-assessment score was 59%, the average post-assessment score was 69%, a 10-percentage point improvement. The highest score figure also grew significantly. The highest pre-assessment score was 88%, while the highest post-assessment score was nearly perfect, 97%. This figure, too, demonstrates an almost 10-percentage point increase. The consistent 10 percentage point increases mere students’ average percentage point assessment gains illustrated in the previous section.

Figure 7. Pre-Post TMCT Assessment Data



Item-Analysis

An item-analysis is conducted to determine areas of strength for students from both the pre- and post-assessments. Each habit of highly effective teens is aligned with four questions on the content assessment, as shown in the table below. Based on the variances between students' pre- and post-assessments, most students exhibit strengths in the areas of Habit 4 (Think-Win, Win) and Habit 6 (Synergy). Growth in these areas imply improvements in students' knowledge of success strategies and creative cooperation and development.

		Questions
Habit	Habit 1	1-4
	Habit 2	5-8
	Habit 3	9-12
	Habit 4	13-16
	Habit 5	17-20
	Habit 6	21-24
	Habit 7	25-28



Goal 2	Employability Preparation	<ul style="list-style-type: none"> • 75% of students experience growth in employability content knowledge • Students collectively receive positive supervisor ratings of 80% or higher • More than half the students receive evaluation scores between 40-52. 	Achieved
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For at-risk youth, gainful employment is not just the next step toward adulthood, it is a way to foster self-worth through taking control of one’s future. As such, employability preparation is at the core of YES’ model. YES offers a variety of summer enrichment options that cultivate students’ mentorship and leadership training, employability preparation, and academic development. Through combining leadership, work, and academic experience, YES gives students more than a job—rather, YES provides opportunities for life skills enhancement. As such, it is YES’ goal that at least 75% of student participants increase their employability content knowledge and that students collectively receive positive supervisor ratings of 80% or higher. Finally, YES aims for more than half the students to receive evaluation scores between 40-52 (Very Good to Excellent).

Employability preparation is measured in several ways. Summer Scholars’ employability preparation is primarily measured through SWFS pre- and post- assessments and through their supervisor evaluations. The SWFS pre- and post-assessment is 21 questions, with 4 multiple choice answers per question, while the SWP supervisor evaluations include 13 Likert scale questions. Students are given their SWFS assessment before and after the program. Advanced Summer Scholars’ employability preparation is primarily measured through supervisor evaluations; however, student reflections are also considered. Student evaluations provide insight into students’ personal assessment of their employability development and opportunity. To refine YES’ employability opportunities, supervisor reflection data is also evaluated in this section. Table 4 illustrates data from the first measure, students’ SWFS pre- and post-assessment score ranges and growth margins.

Table 4. SWFS Assessment Data (n=14)

Pre-Assessment Range (%)	
0-39%	0.00
40-60%	71.4
61-80%	28.6
81-100%	0.00
Post-Assessment Range (%)	
0-39%	14.3
40-60%	21.4
61-80%	35.7
81-100%	28.6
Experienced Growth (%)	
Yes	78.6
No ¹	21.4
Growth Margins (%)	
1-10 percentage points	63.6
11-20 percentage points	18.2
21-30 percentage points	18.2
31-40 percentage points	0.00

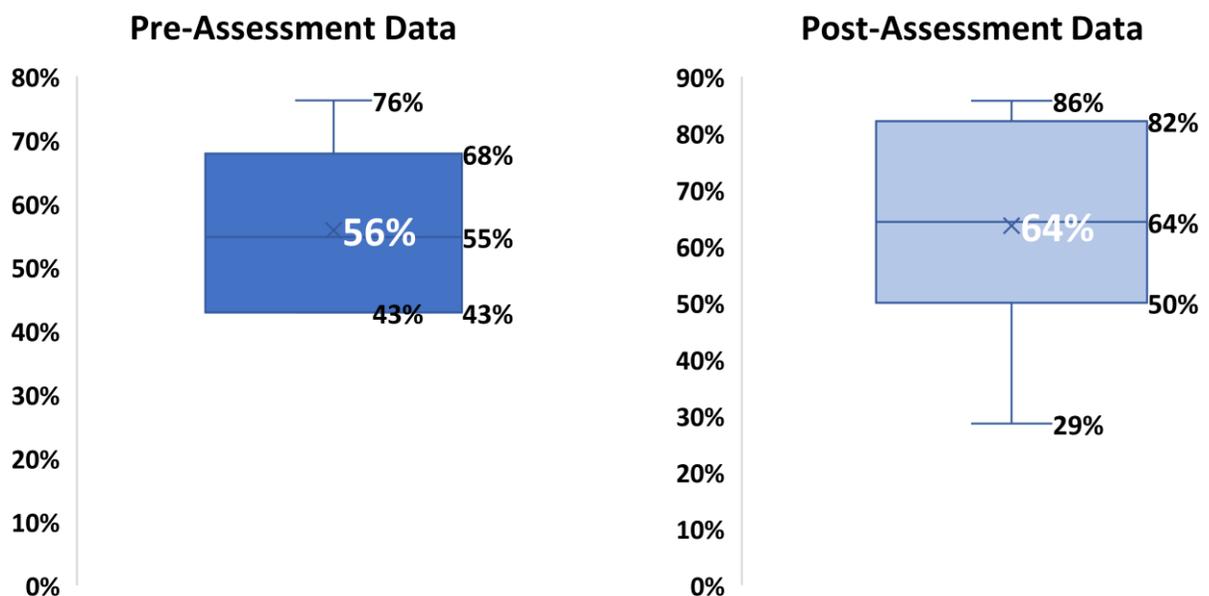
Note. ¹ This category represents students who experienced loss or scored consistent with their post-assessment.

Evidence from Table 4 suggest more than 78% of Summer Scholars experienced growth in their employability content knowledge. In fact, 11 students record higher post-assessment scores, while only three exhibited scores lower than their pre-assessments—or scores consistent with their pre-assessment performance. Results from Table 4 show that most students score between 40-80% on their pre-assessment. This is evident as no students score in the ranges of 0-39% or 81-100%, the lowest and highest score categories. Table 4 indicates that scoring categories become more populated, however, on the post-assessment, with nearly 40% scoring between 61-80% and 30% between 81-100%. Such category transition is also indicative of positive percentage point gains, which are explored below.

Sizeable growth gains are also illustrated in Table 4. Accordingly, student growth ranges from 1-30 percentage points. Data show that more than 60% of the students who experience growth improved their scores by 1-10 percentage points. Similarly, of students who experience growth, nearly 40% grew their scores by 11-30 percentage points. These findings imply that students made sizeable improvements in their employability content knowledge and learned skills to navigate future employment.

Figure 8 illustrates pre- and post- assessment data. Evidence from Figure 8 suggests a decline in the lowest figure by nearly 14 percentage points, 43% to 29%. Although this figure declined, both assessment averages and highest score figures increased. Figure 8 demonstrates growth in pre- and post-assessment averages by nearly 8 percentage points. More specifically, the pre-assessment average was 56%, while the post-assessment average was 64%. This assessment average increase is likely fueled by students' sizeable percentage point growth between assessments discussed in earlier sections. Similarly, the highest score figure also grew significantly. The highest pre-assessment score was 76%, while the highest post-assessment score was 86%. This post-assessment figure is 10-percentage points larger than the pre-assessment. Such results evidence improvement in students' employability content knowledge.

Figure 8. SWFS Pre- and Post- Assessment Data



SWP Evaluation

This summer, 96% of students completed their summer employment and enrichment experience, an over eight-week commitment. To assess how well students performed at their respective work sites, supervisors rated students according to 13 criteria. More specifically, supervisor evaluations provided job performance feedback on: attendance, punctuality, supervisor interactions, compliance, quality of work, task completion, accountability, communication skills, team work, flexibility, ethical behavior, and workplace etiquette.

Table 5 indicates that students scored the highest in attendance (86%), punctuality (83%), and positive response to supervision (82%). Evaluative criteria students tend to need to develop include: task completion (77%) and setting priorities (75%). Evaluations generally showed positive supervisor feedback for student work and demonstrate students' preparation for future employment, with student averages for every evaluative criterion scoring over 75%, and most over 80%, according to table 6. Overall, average supervisor evaluation percentages for student employment performance was 81%—a figure above the desired goal.

Table 5. Evaluation Percentages

Criterion	Percentages
Attendance	86%
Punctuality	83%
Supervisor Interactions	82%
Compliance	81%
Quality of work	78%
Task completion	76%
Accountability	78%
Communication skills	81%
Team work	79%
Flexibility	78%
Ethical Behavior	81%
Business Dress	86%
Workplace etiquette	81%



Note. Percentages represent student averages per each criteria.

Most students received positive supervisor evaluation scores. Table 6 demonstrates that more than 60% of students receive an evaluation score between 40-52. This score range implies very good or excellence job performance status. Although three students' evaluation scores fell between 14-26, Figure 9 illustrates mostly high student evaluation ratings and exemplary job performance.

Table 6. Evaluation Score Ranges

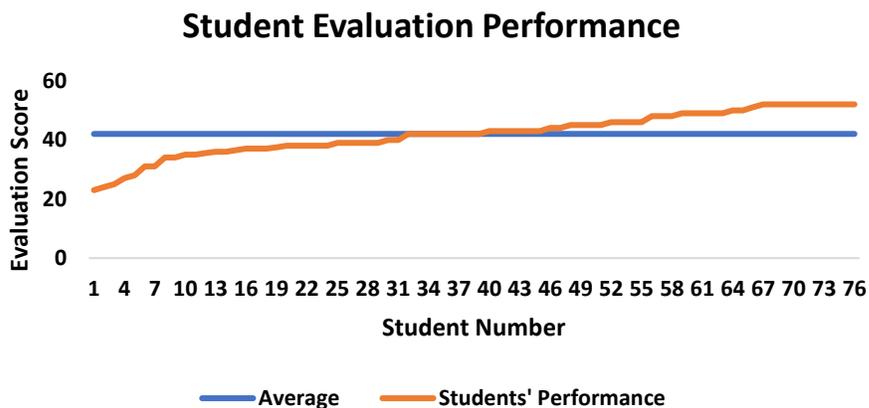
Score Range	Number of Students	Percentages
13	0	0.00
14-26	3	3.90
27-39	26	34.2
40-52	47	61.90

Note. 6 students were omitted. $n=76$.

Students' Employment Evaluation

Figure 9 further illustrates students' evaluation performance, with evaluation scores ranging from 23 to 52, the highest possible score. As indicated by the blue line, students' average evaluation score is 43. While several students score below the average, more than 50% score above it. As such, most students exceed YES' goal of receiving a very good or excellent work rating. Figure 9 also suggests that 10 students received perfect scores, while eight neared perfect scores (49-51). These favorable results suggest that YES students performed well in their work environments and developed quality employability skills for future work and educational opportunities.

Figure 9. Students' Evaluation Performance



Note. n=76. Lowest= 23; Highest= 52.

Students' Individual Employment Assessment

YES students evaluate their own experiences and share thoughts about lessons learned. Students report positive work experiences. On average, Summer and Advanced Summer scholars rate their worksite experience a 4 out of 5. This rating further evidences their favorable work experiences.

Students' open-responses were synthesized, categorized, and quantified. Figure 10 captures deeper insight into students' work lessons learned. Of these 10 categories, most students target working with others—both coworkers and peers—and time management as important, professional lessons learned. Many students also express that they have refined their communication skills and better understand workplace protocol and etiquette. Additionally, numerous students note gains in their confidence levels and self-control management.

Figure 10. Student Work Lessons



Note. Thematic categories are based on students' open-ended responses.

Overall, students learned valuable intra- and inter-personal skills.

Further qualitative data were collected regarding students' work experience. When asked for specific reflections about their summer employment and enrichment experiences, students noted the following:

<p>“You can learn from like small, minimum wage jobs, such as McDonalds, like flipping burgers, how long to put them on there for, dipping the fries in the grease. But you can’t learn about you know, housing discrimination, community health challenges, or about how neighborhood factors influence children’s education at those types of jobs.”</p>	<p>This comment came from a three-year YES male participant. His response demonstrates his understanding of work environments that lend to specific types of learning opportunities. He personally places value on academic knowledge gained in the work environment and notes that it is more laudable to learn about larger societal issues than it is to gain low work skills, particularly as it relates to overcoming his current economic conditions. Here, he recognizes that his work environment matters and that he will remain stagnant or immobile if he settles for jobs with low-technical skill training.</p>
<p>“I don’t want to just be working for the money. I want to work to learn something along the way. I was thinking to myself, I would rather learn and get paid for it and learn something through that work and educational experience than [to] just work and learn nothing at all.”</p>	<p>This comment came from a three-year YES male participant. His response alludes to students’ collective opportunity to gain work experience, earn money, and engage in academic enrichment that also challenges their critical thinking. His consciousness about earning money and gaining academic experience implies his understanding of the ingredients for improving his economic conditions and supports YES’ integrated academic and work experience model.</p>
<p>“...And I got to determine what I wanted to explore and focus on, choose a topic of interest, a class I wanted to take, and focus on and learn about that topic...and I think it’s really important that I get to adapt my own ideas, build my own knowledge, and shift my own opinions about the world...”</p>	<p>This comment came from a three-year YES female participant. Her response highlights the ideas of agency and of student driven autonomy YES affords through their model. Her response further alludes to value she sees in constructing her own learning and knowledge. She admits that she entered YES with preconceived notions and schemas, but challenged them through her own intellectual curiosity and academic exploration. As such, exposure is an essential part of YES.</p>
<p>“...it was good seeing, you know, me being a role model for most kids. Me being there, just being around for the kids. I showed a lot of kids that I was willing to work with them and to help them get where they need to be.”</p>	<p>This comment came from a three-year YES male participant. His reflection illustrates not only his passion for mentoring, but also his role as a mentor to younger program participants. His response further highlights his ownership and personal responsibility to his YES community members and aligns with YES’ mentoring concept, which is central to the organization’s philosophy.</p>
<p>“And I feel like not only did I make friends, but I made family. [YES] became a family thing, and I became comfortable, and I just feel like I’m prepared for whatever I have to do in life.”</p>	<p>This comment came from a three-year YES female participant. Her response suggests her friends became family and that YES’ family-like environment elicited a level of comfort and self-efficacy that sustains her investment in the program. She equates her personal family with her YES family and suggests that her value for family kept her invested, which reinforces the family atmosphere YES tries to foster, irrespective of the number of enrollees.</p>

Supervisor Reflection

YES provides supervisors the opportunity to evaluate their summer employer experience. Table 7 suggests results from supervisors are largely positive. In fact, of supervisors, 86% note that youth are productive and helpful in conducting daily workplace activities and are valuable assets to their organizations. Similarly, supervisors reflect positively on youth work quality and identify stellar student-employees. Supervisors overwhelmingly express that youth are driven and hard workers—and mostly acknowledge the benefits in employing YES students. According to Table 7, all but one employer indicated a desire to rehire youth from YES. As indicated in his open-response, Frank & John's supervisor suggests his work environment is un conducive to the preparatory and integrated nature of YES' program—in which students are limited to specific work site days and hours and have enrichment commitments—and as such will not request youth again. As a for-profit employer, his responses give important insight, especially as YES seeks to secure future for-profit partnerships.

Table 7. Supervisor Program Evaluation (n=7)

Youth Productivity (%)	
Yes	85.7
No	14.3
Youth Quality (%)	
Yes	85.7
No	14.3
Ease of Participation (%)	
Yes	71.4
No	28.6
Future Youth Participation (%)	
Yes	85.7
No	14.3

Note. See Appendix for extensive supervisor evaluation.

Summer Work Characteristics

Students' summer work experience is augmented by financial earnings. Table 8 demonstrates students' payment characteristics. On average, Summer Scholars worked more hours and earned a larger per student salary than their Advanced Summer Scholar peers. More specifically, Summer Scholars worked 131 hours, 5 more hours than their Advanced Summer Scholar peers. Summer Scholars also earned \$40 more dollars than their counterparts. It is unclear what fueled this pay difference since both program pathways give students the ability to earn 150 paid work hours. Despite this difference, both groups had several students earn their total hours. Table 5 illustrates that Advanced Summer Scholars' total earnings are nearly \$61,000. Although this figure is significantly higher than Summer Scholars' total earnings, there are 50 more Advanced Summer Scholars than Summer Scholars. On average, both Summer and Advanced Summer Scholars received 10 hours of work readiness training. Seeing how both groups nearly maximized their opportunity for work hours suggest that they had the chance to engage in employability preparation, adapt to their work environment, and seek mentorship from their supervisors.



Table 8. Payment Characteristics

	Average Hours	Average Earnings	Total Earnings	Average Training Hours
Summer Scholars	131 hours	\$947.00	13,320.00	10 hours
Advanced Summer Scholars	126 hours	\$906.00	\$60,681.00	10 hours

Goal 3	Academic Enrichment	<ul style="list-style-type: none"> • 80% of students experience content knowledge growth in all three SM courses • 80% of students score higher on SSFS post-assessments • 90% participation in research symposium 	Achieved
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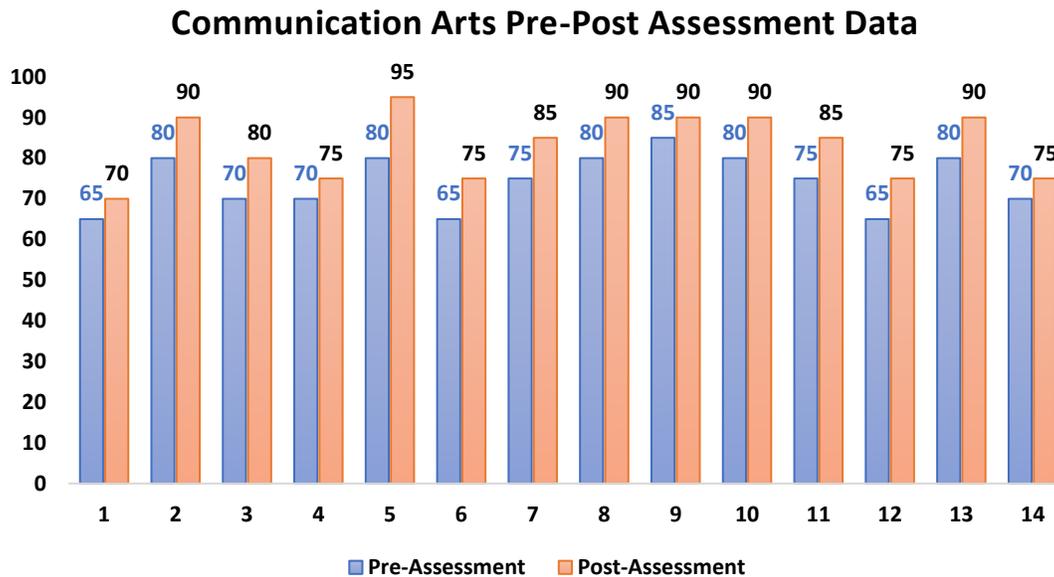
YES rounds out its summer program model by incorporating opportunities for academic enrichment. YES' incorporation of academic enrichment is fueled by the well-documented literature on summer learning loss. YES recognizes how critical learning is during the summer—and as such, integrates opportunities for academic enrichment into students' summer experience. As such, it is YES' goal that at least 80% of student participants increase their content knowledge and mastery in Communication Arts, Computer Science, and Digital Media. YES also seeks for 80% of SSFS students to increase their content knowledge in their respective course. Finally, YES aims for 90% of students engaging in research to participate in the summer research symposium.

Academic enrichment goals are measured in several ways. Summer Scholars' academic enrichment goals are primarily measured through SM pre- and post- subject assessments and through their community asset-mapping completion. Each SM pre-and post-assessment include 10-12 questions, with 4 multiple choice answers per question. Advanced Summer Scholars' academic enrichment goals are primarily measured through SSFS pre- and post- subject assessments and through their research presentation and program completion. The following chart illustrates data from the first measure, students' SM course pre- and post-assessments.

Communication Arts Performance

Figure 11 illustrates Summer Scholars' performance in Communication Arts. As indicated by the above outcomes, all students experienced growth in their post-assessments. Although students' pre-assessment scores varied, most students made 10 percentage point increases. Most notable is student 5 who received an 80% on their pre-assessment and experienced a 15-percentage point gain on their post-assessment. This student also neared a perfect post-assessment score—and stood out amongst their peers. Such positive results imply improvement in students' communication arts content knowledge and development.

Figure 11. Communication Arts Pre-Post Assessment Data



The Communication Arts instructor provided qualitative insight into students’ summer progress. Her reflection gives voice to students’ pre- and post-assessment scores and rounds out students’ performance narrative. When asked to recount students’ summer growth, she indicated the following:

“Taujay was a front-runner in this course. Her growth was visible in wanting to communicate effectively and speaking publicly. She was a leader of the class often times and always did her best. She understood that communication is about showing respect; which she feels like is one of the most important things she learned in this course.”

Taujay, a rising freshmen, is a first-time YES participant and shows great promise in her academic and professional pursuits. Such commentary is reflective of her leadership skills and desire to exceed course expectations.

“China was at the top of the class from the start. Her maturity and willingness to improve allowed her to understand communication on a deeper level. She is more confident when speaking in front of others. China knows the importance of communicating effectively with others.”

Chyna, a rising freshmen, is a first-time YES participant, who showed impeccable growth this summer. This reflection aligns with her assessment growth and academic development.

“Kristian had a wake-up call during this course. The knowledge he received and personal reflection he did allowed him to understand what it meant to communicate effectively. He learned the importance of communication, especially as a young black male, and that there is always room for improvement when communicating.”

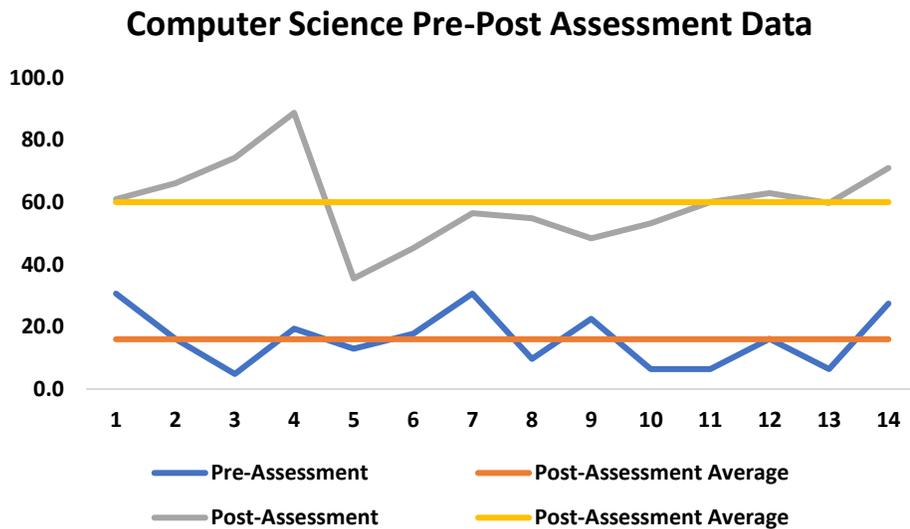
Kristian, a rising Freshmen, is a second-year YES participant. He confronted several experiences where he was forced to grow, mature, and accept leadership opportunities. He did so gracefully and humbly. As such, he experienced tremendous growth this summer.

<p>“Emonee grew tremendously over these last six weeks through reflection, practice and maturity. She is a great writer and hard worker. She understands the importance of communication. Her ability to explain the definition of communication has improved as well as her public speaking.”</p>	<p>Emonee, a rising Freshmen, is a first-year YES participant. She instantly exhibited a desire to learn and grow. She is naturally curious and exudes a level of confidence rare in peers her age.</p>
<p>“Ajanna was a front-runner in this class. She had a hard work ethic and enjoys the learning process. She believes that she can effectively communicate with other better because of this class. Her understanding of who she is, and what she is a part of allowed her to grow and acquire the communication skills to lead.”</p>	<p>Ajanna, a rising Freshmen, is a first-year YES participant. She demonstrated commitment and work ethic and approached every task with a spirit of excellence. She values the learning process and opportunities that challenge her.</p>

Computer Science Performance

Figure 12 illustrates students’ computer science pre-post assessment performances. Results from Figure 12 suggest students made impeccable growth between their pre- and post-assessments. This is evident in assessment averages and ranges—and in the fact that 100% of Summer Scholars experienced assessment growth. Some students initially scored between 6-40% on their pre-assessments, but improved such performance on their post-assessments. In fact, the lowest post-assessment score was nearly 40%, a 34-percentage point increase from the pre-assessment figure. Additionally, the pre-assessment average was under 20%, however, the post-assessment average improved to 60%, a 40-percentage point increase. Based on these results, students improved their computer science content knowledge and gained fundamental, rudimentary skills on which to build.

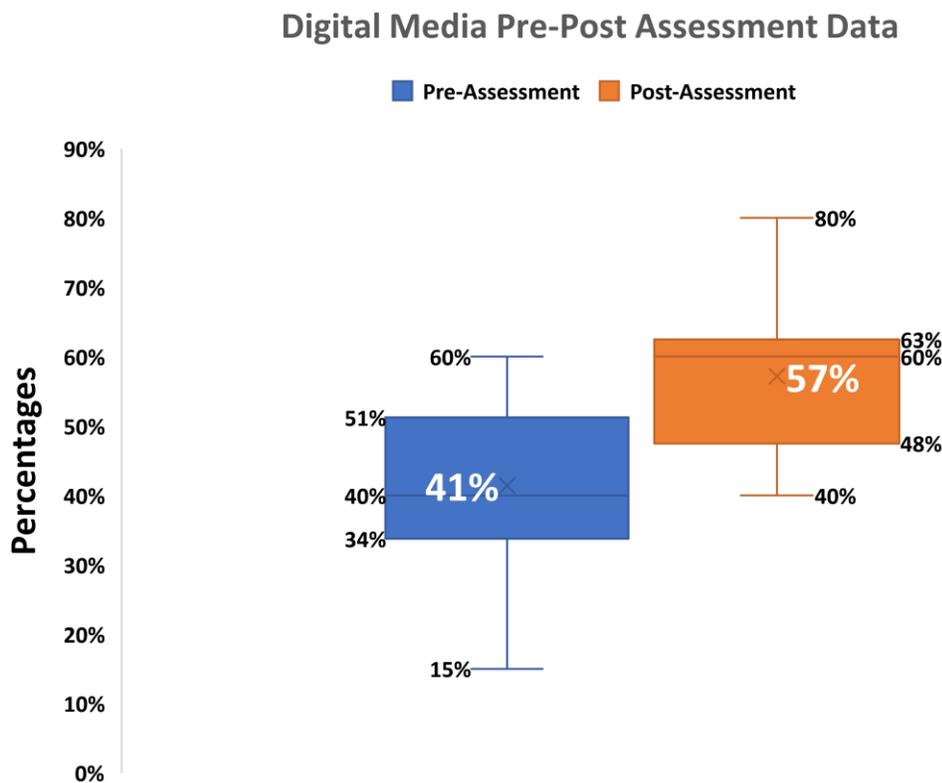
Figure 12. Computer Science Pre-Post Assessment Data



Digital Media Performance

Figure 13 illustrates student pre-post assessment performances. Results from Figure 13 show positive assessment growth. Although not explicitly documented in Figure 13, 12 out of 14 students experienced percentage point gains on their post-assessments. Due to such assessment increase, students' average assessment score increased by 13 percentage points. While the lowest pre-assessment score was 15, this post-assessment figure increased by 25 percentage points. Similar growth is evident in changes in the highest assessment scores. The highest pre-assessment score was 60%, however, this post-assessment average grew by 20 percentage points. As indicated by the growth in Figure 13, students improved their digital media expertise and gained skills necessary to transition into more sophisticated levels of digital media.

Figure 13. Digital Media Pre-Post Assessment Performance



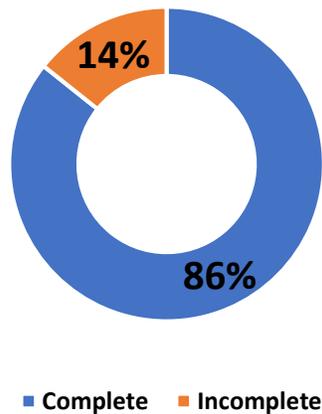
Assessment data reveal that more than 80% of students experienced growth in all three of their enrichment courses. In fact, all but two students experienced growth in all three courses. The two students who fell short of this goal, were short by less than 5 percentage points.

Community-Asset Mapping Performance

Community-asset mapping is an integral part of Summer Magic and students’ academic enrichment. Figure 14 illustrates students’ community-asset project completion. Results suggest most students completed— and presented—their projects. Students given incompletes had completed projects but did not present alongside their group members. As such, these individuals were given incomplete statuses.

Figure 14. Community-Asset Mapping Completion

Community-Asset Mapping Project



Students’ project topics are illustrated in Figure 15. Students developed topics after their extensive community walk-throughs. Upon completing walkthroughs, students identified pertinent problems or challenges in East Liberty, Homewood, and Garfield communities and then created research questions to investigate them. Student topics ranged from community development and safety to educational resources.



Figure 15. Student Projects

Project Title	Theme
<i>“It’s fun to stay at the YMCA...”</i> Examining the Impact of the YMCA on the Homewood Community	Community Resources
<i>“Standing on Memory Alone”</i> : Examining Residents’ Perceptions of Abandoned Houses in Garfield	Community Development
<i>Education is Key</i> : Examining Educational Opportunities in East Liberty	Education Opportunities
<i>Changes</i> : Perceptions of Safety in East Liberty	Community Safety

Sample Community-Based Research Projects

Education is Key: Examining Educational Opportunities in East Liberty

Ajanna J. Jackson, Chanell M. Glover, and Emonee M. Wells
Youth Enrichment Services

Background

East Liberty is an evolving community with recent shifts in population and opportunity. The community continues to grow and to expand. There are programs out there but they are not accustomed to the students likings.

Problem Statement

While there are numerous educational institutions and programs in the East Liberty area, some of these programs lack in participation, access, and quality for all residents.

Research Question

What are residents' perceptions of educational opportunities in the East Liberty community?

Hypothesis

Some students in the East Liberty community are suffering from the lack of educational opportunities.

Purpose

Our study's purpose is to bring awareness to the problem of insufficient educational programs in the East Liberty Community.

Target Population

We surveyed approximately 31 East Liberty residents ranging from 18-65 years old. Our participants represent diverse races, ages, and educational/ income statuses.

Race (African American)	54%
Gender (Female)	77%
Age (36-50)	35%
Education (Bachelor's Degree)	35%
Household status (Single-Parent Home)	29%
Household Income (\$1,000-72,000)	25%

Survey Questions	Respondents	Total Respondents	Percentages
Do you think schools have quality academic opportunities inside and outside of school?	21	31	67%
Do you think schools need more physical activity and electives?	30	31	96%
Do your child(ren) go to a school in this community?	15	31	48%
Do you think this community needs more programs for kids in the community?	30	31	96%

Results and Implications

Based on our survey responses, residents feel as though East Liberty is lacking in educational opportunities. Some community members think schools have good academic opportunities inside and outside of the community, but other send their kids to other schools. A majority of residents feel East Liberty schools need comprehensive programming. Although nearly everyone surveyed suggested the need for more educational programs, one person felt otherwise. This individual felt as though their were more than enough programs in the community, but that children are just not participating in them.

Call to Action

Since the East Liberty Community has trouble with educational opportunities, there is a need to organize a community meeting to engage students and parents to brainstorm new programs and find ways to increase participation. This can help the community to be more intentional about opportunities and scheduling. It is also important to improve the educational opportunities so more individuals can stay in the community for schooling, especially since numerous individuals leave the neighborhood to access better options.

"Standing on Memory Alone": Examining Residents' Perceptions of Abandoned Houses in Garfield

China D. Davenport, Cyncere A. Giles, and Anazia R. Boyd

Background

Garfield has the potential to be a better, safer, cleaner, and more pleasant community. The Garfield community has so many great things about it. There are churches, and learning facilities for children. However the abandoned houses make the Garfield community look unpleasant and likely make the residents in the community feel unsafe.

Problem Statement

Garfield is home to numerous abandoned houses. Abandoned homes create physical disorder in a community and often result in drug infestation, a lack of communal safety, and other harms.

Research Question

What are residents' perceptions of abandoned houses in the Garfield community?

Hypothesis

People in Garfield negatively perceive abandoned homes in their community.

Purpose

The purpose of our study was to analyze challenges in the Garfield community. Abandoned homes resulted as one of the issues. As a result, we sought to better understand the impact abandoned homes have on the community.

Race	93% (African American)
Gender	45% (Male)
Age	46% (36-50 years old)
Education	10% (Master's Degree)
Household status	16% (Single Family)
Household Income	9% (72,000 or less)

Survey Questions	Respondents	Total	Percentage
Are you satisfied with the way your community looks?	12	30	40%
Do you feel safe knowing there are abandoned houses in your community?	9	30	30%
Do you feel safe living by abandoned houses?	10	30	33%
Are you aware of efforts happening to address abandoned homes?	6	30	20%
Do you believe the abandoned houses in your community should be fixed?	30	30	100%

Target Population

Residents between the ages of 18-65 of the Garfield community.

Results and Implications

According to our survey data, 100% of our respondents agreed that abandoned houses should be fixed. They believe it is a problem in the neighborhood and that it contributes to challenges that arise in the neighborhood. Residents suggest that the presence of abandoned homes makes them feel unsafe and that their community is unwelcoming. Although survey respondents are unaware of initiatives to address this, they believe their community will not forward without fixing abandoned homes.

Call to Action

There are numerous abandoned houses in the community and the residents are unsatisfied. The abandoned houses should be removed, fixed, or replaced with community resources if funding allows. To complete this, we would need support from the City, Mayor, and the Housing Authority. A new Garfield would take several years, but if this change occurs, the community would potentially improve. For one, the neighborhood would be beautified which has positive effects and Garfield residents would find their community more safe and comfortable. They would feel their community is pleasant and has good scenery.

Changes: Perceptions of Safety in East Liberty

Victor G. Musgrove, Kristian D. Peppers, and Brandon Watson
Youth Enrichment Services

Background

The East Liberty community offers beautiful homes and many amenities to its residents. However, the criminal activity happening in and around the community has a negative impact on potential residents. In fact, the overall crime rate in East Liberty is 96% higher than the national average (areavibes). Additionally, statistics show that For every 100,000 people, there are 15.37 daily crimes that occur in East Liberty. More specifically, every 1 and 18 residents has a chance of becoming a victim to crime. Based on this evidence, the East Liberty community would greatly benefit from the SSIS patrolling services to ensure residential and community safety.

Problem Statement

There is a perception that East Liberty is a safer community due to recent changes in its infrastructure. Despite the recent gentrification, demographic shifts, and efforts to beautify the community, heightened criminal activity continues to pervade the East Liberty neighborhood.

Research Question

What is the perception of safety in the East Liberty community?

Hypothesis

Residents feel unsafe in their neighborhood due to heightened crime in the area.

Race - African American	40%
Gender - Female	50%
Education - Bachelor's Degree	22%
Household Income (\$31,000-\$51,000)	56%

Survey Questions	Respondents	Totals	Percentages
Does the East Liberty community need additional resources?	10	27	37%
Do you feel safe in your community?	11	27	40%
Do you feel safe with drugs and criminal activity happening in your community?	13	27	48%
Do you feel like you need to move?	8	27	8%

Purpose

The purpose of our study is to find out how safe residents perceive their East Liberty Neighborhood to be.

Target Population

Our targeted population includes residents in the East Liberty area.

Results and Implications

Although statistics show that criminal activity is heightened in East Liberty, several residents report feeling safe. Due to this feeling of safety, it appears that there is no need for patrolling. When asked whether residents believed they should move, only 8% said this was necessary. As a result, residents are secure in their neighborhoods.

Call to Action

The East Liberty community should come together and pledge to stop the violence. Community members are tired of violence that plagues the East Liberty streets. By coming together, they are showing unity. As a whole, the community residents can work together to help the violence decrease.

Advanced Summer Scholars engaged in experiential learning courses that supplemented their research efforts. Table 9 displays students' pre-post assessment performance per domain. These assessments provide insight into students' content knowledge development in: African American Studies, Sport Science and Health, Economic and Entrepreneurship Development, Culinary Arts and Nutrition, and Social Change.

Table 9. Summer Study for Success Assessment Results (n=33)		
	Assessment Levels	
	Pre-Assessment	Post-Assessment
Sport Science and Health % (n=9)		
0-39%	33.3	0.00
40-60%	44.4	22.3
61-80%	22.3	33.3
81-100%	0.00	44.4
Economic and Entrepreneurship Development % (n=5)		
0-39%	60.0	20.0
40-60%	20.0	20.0
61-80%	20.0	40.0
81-100%	0.00	20.0
African American Studies % (n=6)		
0-39%	50.0	16.7
40-60%	16.7	33.3
61-80%	33.3	50.0
81-100%	0.00	0.00
Culinary Arts and Nutrition % (n=7)		
0-39%	14.3	0.00
40-60%	42.8	0.00
61-80%	28.6	50.00
81-100%	14.3	50.00
Social Change % (n=6)		
0-39%	50.0	16.7
40-60%	50.0	16.7
61-80%	0.00	33.3
81-100%	0.00	16.7

Note. Lead Project students were omitted from this analysis, along with individuals with incomplete pre-post assessments.

Sport Science and Health. Table 9 displays pre- and post-assessment results for students in Sport Science and Health. Outcomes reveal that nearly three-fourths of students score between 0-60% on their pre-assessments. Less than a quarter of students score between 61-80%, with no students scoring between 81-100% on their pre-assessments. However, students make advances on their post-assessments, as a majority score between 61-100%. Such score changes indicate students' positive percentage point gains and content knowledge growth.



Economic and Entrepreneurship Development. Economic and Entrepreneurship development students experience assessment increases, according to Table 9. Although nearly 60% of students initially score between 0-39%, post-assessment results reveal score improvements. In fact, data in Table 9 suggest that most students score between 61-100% on their post-assessments. This not only illustrates sizeable percentage point growth, but it also implies improvements in students' content knowledge.



African American Studies. As Table 9 illustrates, students' pre-assessment scores reflect growth. While a half of the students initially score between 0-39%, students improve their post-assessment performance. In fact, more than 50% of students score between 61-80% on the post-assessment. Although no students score between 81-100%, they still make sizeable percentage point gains. Such growth is indicative of content knowledge improvements in this area.

Culinary Arts. Culinary Arts students' pre-assessment scores vary the most, in comparison to other courses, with students representing each assessment level. Unlike other groups, Culinary Arts also has nearly 43% of its students score between 40-60%—and is the only group who has a student represented in the 81-100% pre-test category. Post-assessment growth is also illustrated as 100% of students score between 61-100%. These percentage point gains demonstrate students' content knowledge growth.



Social Change. According to Table 9, Social Change students show considerable pre- and post-assessment growth. While 100% of student score between 0-60%, more than 50% score between 61-100% on their post-assessments. These percentage point increases suggest students made significant content knowledge improvements.

Youth Engaged Research

Students conducted community-based research as part of their SSFS involvement. Students' research projects align with their interests and experiential learning class content. Of students who engaged in this program component, 90% completed and presented their findings at YES' research symposium. Figure 16 illustrates the nature of students' projects, their titles, and their course alignment. Sport Science and Health students engaged topics involving gender equity and sport injuries, while Economic and Entrepreneurship students engaged topics including: job satisfaction among black nurses and lack of black owned businesses. Students in African American Studies examined women gun violence and current institutions of racism. Social Change students investigated transgender violence, while Culinary Arts students analyzed malnourishment and restaurant development.



Figure 16. SSFS Students' Project Titles and Themes



Project Title	Theme
Social Change	
Best Of Both Worlds?: Exploring The Effects of Violence Against Transgender Black Youth	Transgender Youth Violence
Hate Crimes Against Lgbtq Youth	Hate Crimes
Summer Heat: Summer Violence's Influence on Youth Program Involvement	Summer Violence
African American Studies	
Guns Down: Exploring the Effects Women Gun Violence Has on Families and Communities	Women Gun Violence
Old vs. New: Differences in the Perception of Racism Among Old and Young Individuals	Perceptions of Racism
Culinary Arts and Nutrition	
"Trick or Treat?": Examining the Influence of Malnourishment Among Homewood Youth	Malnourishment
Is Gentrification the New Colonialism?: Investigating the Effects of Shadyside Gentrification on Citizens' Daily Lives	Gentrification
"Bon Appetit": Examining the Effects of Expensive Restaurants on East Liberty Residents' Eating Habits	Eating Habits
Serving safety with a smile: Examining the Presence of Everyday Cafe in Homewood	Neighborhood Eatery
Sport Science and Health	
Examining the Impact of Sport-Related Injuries on Female Athletes' Sport Success	Sport Injury
Anything a Man Can Do a Women Can Do Better: WNBA and High School Athletes' Career Aspirations	WNBA Attention
Gender Inequity in the WNBA	Gender Inequity
Economic and Entrepreneurship Development	
"They may forget your name, but not how you made them feel": Exploring Job Satisfaction Among Black Nurses in Pittsburgh	Job Satisfaction Among Black Nurses
Who's pulling the strings?: Examining the Lack of Black Owned Businesses	Black Owned Businesses

Sample Community-Based Research Projects

"They may forget your name, but not how you made them feel":
Exploring Job Satisfaction Among Black Nurses in Pittsburgh
Amani N. Wesley

<p>Introduction</p> <p>Scholars have studied job satisfaction among employees in multiple professions. Results from the literature suggest that employee work conditions are an important factor in ensuring one's job satisfaction. According to several articles, black nurses are leaving the medical profession at alarming rates. This study seeks to better understand the relevancy of this issue in Pittsburgh and to gauge how satisfied nurses are in their workplaces--as figuring out how employees feel about their job can be used to help improve their environments.</p> <p>Research question</p> <p>How do employees work conditions influence black nurses' job satisfaction?</p> <p>Hypotheses</p> <p>Black nurses are not satisfied with their work conditions in hospitals in Pittsburgh.</p> <p>H₁: There is no relationship between the work conditions and the job satisfaction of black nurses in Pittsburgh.</p> <p>H₂: There is no relationship between the work conditions and the job satisfaction of black nurses in Pittsburgh.</p>	<p>Methods</p> <p>I surveyed 11 individuals to better understand black nurses' job satisfaction in Pittsburgh, in hospital settings. My targeted population includes black nurses in the city of Pittsburgh between the ages of 25 and 50.</p> <p>I've gathered this survey data by posting on Facebook and using in person contact and word of mouth. My survey consisted of 22 questions. These questions represent three different domains: 1) demographic, 2) community assessment, and 3) study specific questions. Questions from the demographic section focused on age, gender, household income, and household status, while study specific questions focused on work conditions, work tasks, racism, and supervisor relationships.</p> <div style="text-align: center;"> <pre> graph LR BR --> DS DS --> AS DA --> SD SD --> BR </pre> </div>	<p>Results</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Race</td><td>100% (Black)</td></tr> <tr><td>Gender</td><td>100% (Female)</td></tr> <tr><td>Age</td><td>46% (26-30)</td></tr> <tr><td>Household Inc.</td><td>82% (50,000 +)</td></tr> <tr><td>Education</td><td>55% (RN)</td></tr> <tr><td>Work experience</td><td>50% (hectic)</td></tr> <tr><td>Stress</td><td>67% (1-2 days a week)</td></tr> <tr><td>Targeted because of race</td><td>67% (yes)</td></tr> <tr><td>Do you have to prove yourself</td><td>84% (yes)</td></tr> <tr><td>Work conditions</td><td>75% (no)</td></tr> <tr><td>Racism</td><td>50% (yes)</td></tr> </table>	Race	100% (Black)	Gender	100% (Female)	Age	46% (26-30)	Household Inc.	82% (50,000 +)	Education	55% (RN)	Work experience	50% (hectic)	Stress	67% (1-2 days a week)	Targeted because of race	67% (yes)	Do you have to prove yourself	84% (yes)	Work conditions	75% (no)	Racism	50% (yes)	<p>Discussion</p> <p>My study yields interesting and important results. My results suggest that black nurses in Pittsburgh experience low levels of stress, even though they report being targeted because of their race. The medical profession has had a history of racism- it is likely that this same history remains in the fabric of the profession. Black nurses feel they have to prove and legitimize themselves in hospital settings- both to their coworkers and patients. This may also be a result of their work environment. Despite this, black nurses are overall satisfied.</p> <p>Conclusion</p> <p>Future research should consider expanding this study beyond Pittsburgh and in other medical settings outside of the hospital. Future research should also examine this issue within a specific age group to see whether remains an issue. It is hard to define satisfaction, so scholars should clarify how they define it. This research matters because it is important black nurses remain in the profession.</p>
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Best Of Both Worlds?: Exploring The Effects of Violence Against Transgender Black Youth
Alazha S. Green and Alaysia D. McDonald
Youth Enrichment Services

<p>Background Research:</p> <p>In the 2009 report on hate violence, 50 percent of people who died in violent hate crimes against lesbian, gay, bisexual, transgender, and queer (LGBTQ) people were transgender women. Violence against these populations have become normalized and is both a national and local issue. According to the NCAVP report, this is an issue in Pittsburgh where transgender youth are experiencing violence at alarming rates. Through this study, we seek to understand the violence that impacts transgender youth.</p> <p>Research Question:</p> <p>What is the effect of violence on all transgendered youth in Pittsburgh?</p> <p>Hypotheses:</p> <p>Null Hypothesis: Violence has no effect on Transgender youth.</p> <p>Alternative Hypothesis: Violence has an effect on Transgender youth.</p>	<p>Method:</p> <p>We surveyed 10 individuals on these questions to understand how violence was impacting these individuals. These individuals were identified through the transgender unit was collected with social media and personal contact such as a relative. Our targeted population included transgendered youth in Pittsburgh.</p> <p>Our survey consists of 23 questions. These questions were divided into 3 sections. These sections include: demographic data. We asked questions like "what is your race?," "what is your gender?," and "what is your educational status?"</p> <p>We also asked study specific questions about the effects of violence against this population of individuals</p> <ol style="list-style-type: none"> 1. Background Research 2. Developed Survey 3. Administered Survey 4. Analyze Data 5. Synthesize Data 6. Present Findings 	<p>Descriptive Statistics:</p> <p>60% of our survey respondents are female 50% of our survey identify as black 40% identify as 18+ 40% has a college degree 30% don't know their income 30% Don't know how much they family make year</p> <p>Inferential Statistics:</p> <p>25% said they experience violence due to their gender twice a month</p> <p>60% of all transgenders believed they are treated equally in their community and in their area</p> <p>80% of the people think that Transgenders are targeted intentionally so that mean they feel like that get treated different because of their choice</p> <p>50% of our population do not get disrespected by their choice that they make they get the respect they deserve.</p>	<p>Discussion:</p> <p>Our study revealed important and interesting findings. We found that more black transgender females than black male transgenders participated in our survey. More than half of our individuals were 18 and older, also 30% of the participants had a High school Diploma/GED. We found that violence against transgender individuals had numerous effects on their daily lives and health.</p> <p>Conclusion:</p> <p>Future research should consider doing this research on transgender violence in other locations. It is not only impacting the Pittsburgh community, but also the United States. This research is important because it is costing individuals their lives and it is important to understand how to help these people.</p>
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Guns Down: Exploring the Effects Women Gun Violence Has on Families and Communities
Ciera M. Yelverton-Sanford, Ashanti M. Richardson, and Chyna Simpson

<p>Introduction</p> <p>According to a 2015 Harvard Study, women in the US are 11 times more likely to be murdered with guns than women in other high-income countries. This statistic, along with others, illustrate the increasing potential of gun violence against women. While this was not recently a huge issue in Pittsburgh, in summer of 2017, more than 5 women have been shot and killed due to gun violence. Despite this growth in number, this issue has largely been ignored or not studied in the literature, as it relates to Pittsburgh. As a result, the purpose of this study is to understand the effects gun violence against women has on families and communities.</p> <p>Research Question</p> <p>What effect does gun violence against women have on families and communities?</p> <p>Hypothesis</p> <p>Gun violence against women has adverse effects on families and communities.</p> <p>H₁: Women gun violence has no effect on communities and families.</p> <p>H₂: Women gun violence has an effect on communities and families.</p>	<p>Methods</p> <p>We surveyed 10 individuals to better understand how gun violence against women was influencing children and families. Our targeted population included individuals between the ages 15-50 who have been exposed to women gun violence in the city of Pittsburgh.</p> <p>We collected data by distributing our survey in person and also by posting our survey via Facebook. We intentionally contacted individuals we personally knew were impacted by women gun violence.</p> <p>Our survey consisted of 22 questions. We asked three levels of questions including:</p> <ul style="list-style-type: none"> • Demographic <ul style="list-style-type: none"> ◦ Age, Gender, Race ◦ Education/ Income • Community Assessment <ul style="list-style-type: none"> ◦ Safety ◦ Community Perception • Study Specific Questions <ul style="list-style-type: none"> ◦ Frequency of GV ◦ Feelings about GV ◦ Reaction to GV 	<p>Results</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Race</td><td>92% (Black)</td></tr> <tr><td>Gender</td><td>83% (Female)</td></tr> <tr><td>Age</td><td>91.7% (15-20)</td></tr> <tr><td>Household Status</td><td>75% (SP)</td></tr> <tr><td>Household Income</td><td>50% (Unsure)</td></tr> </table> <p>83% think it's unsafe for women to walk around at night without being harmed</p> <p>70% witnessed gun violence 3-5 times per week</p> <p>6 out of the 12 people prefer moving to another neighborhood because of gun violence against women</p> <p>10 out of 12 individuals note that gun violence against women makes them feel upset and angry</p>	Race	92% (Black)	Gender	83% (Female)	Age	91.7% (15-20)	Household Status	75% (SP)	Household Income	50% (Unsure)	<p>Discussion</p> <p>Our study highlights important findings. Our results suggest that gun violence against women influences families and communities by altering their living patterns. This is illustrated in the finding that 83% believe women should not walk around the neighborhood at night to avoid victimhood. Additionally, residents mentioned moving locations to avoid women gun violence. Results also show that families have been more intentional about preparing children to respond to violence against women in the community, by creating curfews, encouraging carrying weapons/ protection materials, etc. Most people we surveyed said they do not feel safe in their communities, especially due to heightened violence.</p> <p>Conclusion</p> <p>In conclusion, local articles note that the rate of women being shot has increased in 2009 to 2016. It is likely that this has caused a burden for families and communities, however, from our analysis it is still unclear of the more specific effects women gun violence has on families involved. In the future, we hope to continue this investigation in other geographic areas and to use semi-structured interviews to collect more comprehensive data to support our analysis.</p>
Race	92% (Black)												
Gender	83% (Female)												
Age	91.7% (15-20)												
Household Status	75% (SP)												
Household Income	50% (Unsure)												

"Bon Appetit": Examining the Effects of Expensive Restaurants on East Liberty Residents' Eating Habits

Erin V. Bowens and Vanessa M. Ifill
Youth Enrichment Services

Introduction

With East Liberty's recent development, new restaurants have come into the neighborhood. Some of these places include Spoon, Twisted Frenchman, Paris 66, And Plum Pan Asian Kitchen. While the addition of new restaurants expands food choices, many restaurants are extremely expensive and inaccessible for a majority of East Liberty residents. We are interested in understanding how these restaurants influence residents' eating.

Spoon	\$\$\$
Plum Pan Asian Kitchen	\$\$\$
Paris 66	\$\$
Twisted Frenchman	\$\$\$\$

Research Question

How do inaccessible restaurants influence east liberty residents' eating habits/ patterns?

Hypotheses

East Liberty residents eating habits are influenced by influx of expensive restaurants.

Methods

We surveyed 20 People. Our targeted population was residents in East Liberty, 18 years of age or older, of any race.

To collect our data, we walked around East Liberty, asking residents to give their opinion on the effect of expensive restaurants on their eating habits in East Liberty.

Our survey consisted of 10 research based questions. First we asked demographic questions such as gender, age, Income, and Household Status. We followed up on our research questions with questions about residents' eating habits.

Research Steps

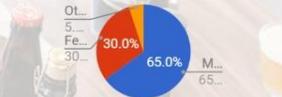
BR → PS → RQ → RS → E → P

Results

90.5% of people think there should be more affordable and healthy foods in East Liberty



65% of the people that took this survey were male.



65% of people that took this survey were Black



38.1% of people who took this survey were ages 35 and up



Discussion

We found out that many people are not affected financially by inaccessible restaurants, but that the community needs more healthy, affordable restaurants. Most residents mentioned that they did not eat out too often before changes in restaurants to experience an impact. Residents also noted that while their eating patterns are not influenced by the upscale restaurants, other factors contribute more to their eating habits such as time, work, etc.

Conclusion

Researchers should consider doing more research on the East Liberty community because their are many new aspects, and things to learn about the people and places there. Scholars should extend this work into other communities

Anything a Man Can Do a Women Can Do Better: WNBA and High School Athletes' Career Aspirations

Janiya A. Beasley and Robyn B. Arrington-Epperson

Background

According to scholars, after two decades, the WNBA continues to struggle for relevance. Several articles suggest that there are declines in fandom, limited salary, gender inequity between WNBA and NBA athletes, and issues with profitability.

Problem Statement

The WNBA do not get as equal attention as the NBA. As such, women basketball players' have limited opportunities to engage in professional basketball, due to the lack of funding and support. This creates a lack of respect for the WNBA and its players and likely influences high school athletes' future endeavours.

Research Question

How does the lack of wnba athletes' notoriety effect high school women's basketball players' future athletic aspirations?

Hypothesis

Null Hypothesis (H₀) - There is no relationship between the lack of wnba attention and high school women's basketball players' future athletic aspirations.
Alternative Hypothesis (H₁) - There is a relationship between the lack of wnba attention and high school women's basketball players' future aspirations.

Purpose

Understand how the WNBA's lack of attention influences high school girls' future careers.

Race	89% (Black)
Age	40% (15 years)
Gender	95% (Female)
Education	30% (9th) 30% (11th)
Household Status	58% (2-parent household)
Household Inc.	55% (Unsure)

Population

Our targeted population is high school female basketball athletes between ages 13-18. These individuals represent schools around the city of Pittsburgh.

Results

Our study reveals important findings. Our results suggest our respondents' future careers are slightly influenced by the WNBA's lack of attention. More than half of the individuals said this issue is relevant and is influencing their post-college aspirations. Additionally, our results illustrate that female athletes' confidence in their athletic abilities is not altered due to WNBA notoriety. Differences in salary influence female athletes, as our results suggest that 50% are influenced by salary inequity. Our results further suggest that high school athletes hear about the WNBA often, despite reports of low notoriety.

Discussion/ Conclusion

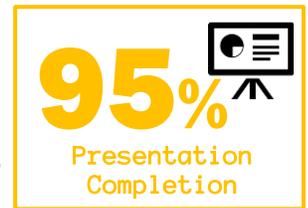
Our results are inconclusive and do not fully support our hypothesis. It is likely that high school is too early to notice influenced career aspirations. Future research should consider this relationship on a college level and further investigate this issue in different geographic areas as well. Future researchers should expand this by getting increasing number of surveyees and more diversity in the people taking the survey.

Survey Questions	Responses	Total	%
If you choose not to pursue the W.N.B.A, what other career options would you engage in?	Coaching, Playing Overseas, Sports Related Careers		
Does the limited attention the W.N.B.A receive influence your future basketball career ?	10	20	50
Does the limited W.N.B.A salary influence your decision to go to the W.N.B.A ?	10	20	50
Does the way the W.N.B.A treat women athletes lower your confidence in your athletic abilities?	8	20	40
Do you watch the WNBA?	18	20	90

Leading the Discussion on Lead

Students who partook in the Leading the Discussion on Lead³ also produced exploratory research projects as part of their work tasks. The main purpose of students' engagement with such research was to introduce students to quantitative and qualitative methods for conducting lead research in Lincoln-Lemington. Student-workers gained insight into research intent and design, methodology and technique, format and presentation, and data management and analysis informed by community used statistical methods. Through students' involvement, student-workers implemented several projects to lessen individual and families' exposure to lead in Lincoln-Lemington. These tasks include:

- Developing a hypothesis, a research problem and related questions
- Framing the problem with the correct research methodology
- Collecting data that accurately addresses the research problem
- Measuring the effectiveness of a health education program
- Using data to make decisions on how best to intervene
- Providing community partner support for inclusion in related projects
- Presenting data to community members and during a symposium



Of students who engaged in this research, 95% completed and presented their findings at YES' research symposium. Students developed research projects based on their lead data collection and group interests. Students' projects ranged from medical recommendations for children with elevated lead levels to understanding how built and social environments influence lead exposure. Students' project titles and themes are explored below.



Figure 17. Lead Students' Research Projects and Themes

Leading the Discussion on Lead	
Project Title	Theme
Built Environment Characteristics on Lead Exposure	Built Environment and Lead Exposure
Stress and Coping in Mothers Caring for Children that have been exposed to Lead	Lead Exposed Children
Preliminary Findings on Lead Awareness of Lincoln-Lemington Residents	Lead Awareness
Mapping the Social Environment of Lincoln-Lemington	Social Environment and Lead Exposure
Recommendations to Medical Personnel On Blood Levels and Childhood Health	Blood Levels and Medical Personnel Recommendations
Conditions of Neighborhood Parks/ Playgrounds on and Potential Exposure to Lead	Built Environment and Lead Exposure
Conversations Between Children and Parents on Sources of Lead Exposure in Lincoln-Lemington	Sources of Lead
Use of Social Media to Improve Lead Awareness in Lincoln-Lemington	Social Media and Lead Awareness

³ See Appendix for additional program curricula.

The Research coordinator provided qualitative insight into students' summer progress. His reflection gives voice to students' project performance and provides additional student context. When asked to recount students' summer growth, he indicated the following:

<p>“London and her peers rocked the stage and made individuals understand better the sources of lead exposure. I believe her performance during the health education intervention is a true testament of London’s greatness.”</p>	<p>London, a rising junior, is a third-time YES participant and exhibits great promise in her academic and professional pursuits. Such commentary is reflective of her keen academic and leadership skills.</p>
<p>“Kayla was a solidly-strong worker that exceeded my worksite expectation of her. She demonstrated leadership on the health education intervention, served as the data specialist for the group, and created a scientifically sound poster that highlighted the findings of her personal project.”</p>	<p>McKayla, a rising junior, is a second-time YES participant, who demonstrated leadership skills. She is multi-talented and capable of doing sophisticated work. This reflection highlights her growth and academic development.</p>
<p>“Diamond’s performance during the health education intervention and survey data collection process made her team soar to the top. She was an excellent and confident presenter and a risk-taker with asking complete strangers to participate in research.”</p>	<p>Diamond, a rising sophomore, is a first-year YES participant. She was an asset to her group this summer and made important contributions. She moved her group forward and confronted several experiences where she matured and accepted leadership opportunities. As such, she experienced tremendous growth this summer.</p>
<p>“Adeena is a solidly-strong worker and an advanced academic scholar. Her wit, intelligence, attention to detail, and unwavering support to her peers will surely take her far in life. Having said that, Adeena has a “spit-fire” “go-getter” mentality.”</p>	<p>Adeena, a rising senior, is a first-year YES participant. She instantly exhibited strong leadership skills. She is naturally curious and exudes a level of confidence rare in peers her age.</p>
<p>“Omari was able to take on an entire project of his own and produce results almost instantaneously. This demonstrates not only advanced leadership skills, but rigor beyond his instructor’s greatest imagination.”</p>	<p>Omari, a rising sophomore, is a first-year YES participant. He demonstrated stellar work ethic and approached every task with a spirit of excellence. He values the learning process and opportunities that challenge him.</p>
<p>“Kyarrah is a brilliant scholar, an independent thinker with a compassionate heart. On several occasions Kyarrah was observed demonstrating leadership.”</p>	<p>Kyarrah, a rising senior, is a four-time YES participant. She is a natural born leader with skills that transcend her employment experience. She has a natural curiosity and will go far extents to do well.</p>

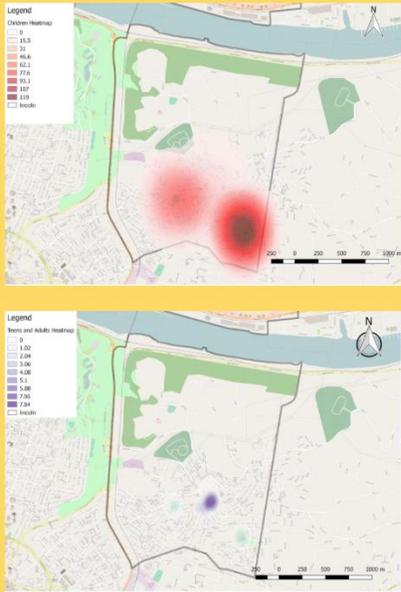
Sample Community-Based Research Projects



Mapping the Social Environment of Lincoln-Lemington to understand *how and where* Individuals and Families Live, Work, and Play

Adeena Bailey

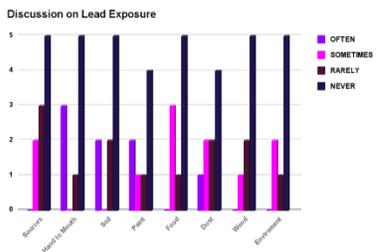


Background	Results	Methods
<ul style="list-style-type: none"> Lincoln-Lemington is residents are a vulnerable population Many abandoned/vacant lots, Wore down houses Unoccupied spaces were in the vicinity of Parks and Corner Stores Streets/Sidewalks wore down or unfinished No major convenience stores in a close proximity to residents, had to travel a distance to get to any 		<ol style="list-style-type: none"> Retrieved publicized parcel information on Lincoln-Lemington through the WPRDC Formatted and uploaded the data into the QGIS Identified frequently visited places in Lincoln-Lemington Digitized the frequented places in Lincoln-Lemington then attached the count data to those points. Input points into Heatmap Plugin Symbolized Heatmap Raster layer Symbolized each map to make them represent Heatmaps of Lincoln-Lemington
<p>Objectives</p> <ul style="list-style-type: none"> Literature Review to understand the Built Environment and to understand socialization on community health Mapping, using tally system to enumerate the number of individuals that frequent a space 		<p>Discussion/Findings</p> <ul style="list-style-type: none"> The areas that residents frequent the most are around other areas with high Lead Exposure Stores were where Teens/Adults frequent at the most Parks were where Children frequent at the most Mostly all of the homes in Lincoln-Lemington were built before 1978 - putting the residents and the people living in these homes at a risk of being exposed to lead and the effects of it
<p>Research Question</p> <p>How do people socialize in this neighborhood?</p>		

Capturing the Conversation between Parents & Children on Sources of Lead Exposure in Lincoln-Lemington

Anesa M. Reed
Youth Enrichment Services

Leading the Discussion on Lead One Individual and Family at a Time

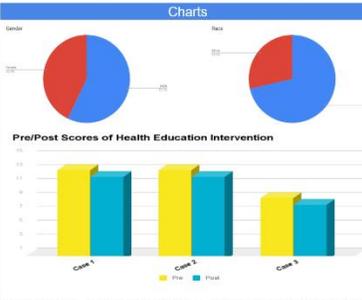
<p>Introduction: Researchers, although aware of the effects of lead poisoning on children, are unaware of the conversation had between parents and children. This research examines these conversations.</p>		<p>Findings: 9 out of 23 participants w/ children or 39.1%</p> <p>Parent Demographics: Female 8 (88.9%) Black 9 (100%) Income range <\$10,000 and \$30,000-\$59,000 Single 5 (55.6%) Employed 5 (55.6%) Some College 5 (55.6%)</p> <p>Children Demographics: Female 8 (61.5%) Black 12 (92.3%) Not applicable for education 6 (46.2%) Chronic Health: Asthma 2 (76.9%) Lead tested 7 (46.2%)</p>
<p>Objective:</p> <ol style="list-style-type: none"> Identify parents with small children in Lincoln-Lemington Complete survey interviews Record discussion 	<p>Protocol: We created a survey based on the communication, sanitary practices, and lead awareness in individuals and families in Lincoln Lemington.</p>	<p>Parent/Child Conversation Frequency Tables</p> <p>Dis. Source: Sometimes 2(22.2), Rarely 3(33.3) Never 5 (55.5)</p> <p>Dis. Mouth: Often 3(37.5), Rarely 1(11.1), Never 5(55.5)</p> <p>Dis. Soil: Often 2(22.2), Rarely 2(22.2), Never 5(55.5)</p> <p>Dis. Paint: Often 2(22.2), Sometimes/Rarely 2(22.2)</p> <p>Dis. Food: Sometimes 3(37.5), Rarely 1(11.1), Never 5(55.5)</p> <p>Dis. Dust: Often 1(11.1), Sometimes/Rarely 2(22.2)</p> <p>Dis. Wood: Sometimes 1(11.1), Rarely 2(22.2), Never 5(55.5)</p> <p>Dis. Environment: Sometimes 2(22.2), Rarely 1(11.1)</p>
<p>Methods: What, if any, conversations are parent having with children around sources of lead exposure?</p> <p>Cross Sectional Survey Research Design Actions:</p> <ol style="list-style-type: none"> Use survey data to inform response on the frequency of conversation between parent and children Construct a means and frequency table that enumerates the occurrence of these conversations Identify themes and/or sub themes Analyze data Narratively summarize the data <p>Benefits: Focus on studying and drawing inferences from existing differences between people, subjects, or phenomena.</p> <p>Challenges: Possibility that a study could have differing results if another time-frame had been chosen.</p>		<p>Discussion: Lincoln-Lemington residents were unaware of lead and were later aware after given surveys and the intervention. I was able to inform the community on lead to lessen their exposure. People didn't having time or refusing to take the survey and little people came to the health education intervention. Do research where the population needed is most located at.</p>

Anesa Reed, Pittsburgh Allderice, 11th Grade, 16, Research Assistant

Preliminary Findings on Lead Awareness of Lincoln-Lemington Residents: A Review of Pre/Post Results following a Health Education Intervention
 McKayla Dixon, Ki'Arra Johnson, & Diamond K. Turner
 Youth Enrichment Services

Introduction
 Pittsburgh has a lead crisis similar- or worse- to Flint. Whereas, individuals and families, especially low income poorly educated blacks are disproportionately affected by lead. Research shows lead poisoning is associated with physical, mental, and cognitive deficits in individuals contaminated by this metal. Therefore the need to increase the awareness of lead among the target population is increasingly critical. This research aims to examine a health education intervention poised to increase the awareness of lead among attendees.

Methods
 Research Question: What, if at all, is the overall awareness level of residents' knowledge about lead?
Research Design: Action Research Design
Benefits of Action Research Design
 1. Design focuses on a solution
 2. Has the potential to increase the amount that someone learns as a result of their experience with the action
 3. Direct and obvious relevance to improving practice
 4. No hidden controls
 5. Most useful in community settings/situations
Drawbacks of Action Research Design
 1. Buy-in from the community
 2. Personal involvement of researcher may bias the results
Action Steps:
 • We constructed a survey on google docs to find out if residents in LL are aware of lead in their community
 • Went out into the community and administered the survey to community members by doing home visits.
 • Coded data into a google sheet
 • Analyzed the data to see if community members are aware. The data showed they were not.
 • Informed community members with a health education intervention.



Objectives

- Increase lead awareness among LL residents
- Use these findings to inform later research in this area

Findings

Demographic Information

Gender
 Male: 4 (57.1%)
 Female: 3 (42.9%)

Race
 White: 2 (28.6%)
 Black: 5 (71.4%)

Age Range
 18-70

Results

Pre Test Scores

- 13/15 (86.7%)
- 13/15 (86.7%)
- 9/15 (60%)

Post Test Scores

- 12/15 (80%)
- 12/15 (80%)
- 8/15 (53.3%)

Discussion

- We found that post scores decreased after the health education intervention. We attribute this loss due to interruptions and other issues that impacted the learning process.
- We were able to inform the community on lead to lessen their exposure. Although overall scores were low, participants seemed to maintain the same awareness in lead exposure stress.
- A challenge we encountered was not having a lot of usable data from the pre/post tests due to lateness.
- I would advise other researchers to advertise on social media to increase participants' participation.

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Use of GIS to Analyze the Built Environment Characteristics on Sources of Lead Exposure in Lincoln-Lemington
 Willie Knight & Charles Powell
 Youth Enrichment Services

Mapping the Built Environment Influence on Lead Exposure in Lincoln-Lemington

Background
 My research stems from a trip to Flint, Michigan, where I discovered there may be a relationship between Flint and Pittsburgh age and conditions of home and lead contamination. Based on the age of the home, lead may be a problem in Lincoln-Lemington, similarly to Flint.. Therefore, I decided to create a map of Lincoln-Lemington to emphasize this possible lead problem.

Research Question
 How does the built environment, specifically the age and condition of homes effect lead exposure in Lincoln-Lemington?

Objectives

- (1) Examine the condition of homes by zone as measured by Allegheny County home conditions scale.
- (2) Use spatial analysis to map age of home by zone on a community map.
- (3) Determine zone saturation of homes built before 1978.

Home Age Indicated Map of Lincoln-Lemington

Age of Home by Zone in Lincoln-Lemington

	Purple	Light-Purple	Dark-Blue	Light-Blue	Green
Zone 1	13 (6.74)	162 (83.9)	0 (0)	0 (0)	18 (9.32)
Zone 2	40 (8.69)	325 (70.6)	0 (0)	0 (0)	95 (20.7)
Zone 3	59 (10.8)	477 (87.0)	0 (0)	0 (0)	12 (2.2)
Zone 4	21 (5.64)	226 (60.7)	1 (.268)	2 (.537)	122 (32.8)

Objectives

Research Design: Spatial Analysis
Benefits of Design:
 - Useful in displaying a (visual) picture of the problem.
Challenge of Design:
 - Time and labor intense.
 - Technology may impact the quality and precision of bounds.
Action steps:
 (1) Retrieved publicized parcel information on Lincoln Lemington through the WPRDC
 (2) Formatted and uploaded the data into QGIS
 (3) A map, specifically of Lincoln-Lemington, was shown.
 (4) We color coded the information and asked the computer to create a color ramp that reflects the year it was built.

Findings

Zone 4 has the highest percentage, roughly 38.2% of homes built after 1978
Zone 1 & 2 are at greatest risk of possible lead exposure given the age of homes in these areas
Zone 3 has the higher proportion of homes then all other zones.

Discussion
 Homes in Lincoln-Lemington may be contributing significantly to lead exposure given their condition and age.

Homes in Lincoln-Lemington are in dire need of repair.

Stress and Coping In Mothers Caring for Children Exposed to Lead: Recommendations for Medical Providers
 Kyarah B. Finch
 Youth Enrichment Services

Background
 Researchers are unaware of the stress mothers experience managing children with lead poisoning. Previous research that has attempted to examine this issue has reported that mothers experience similar symptoms of grief associated with loss. However, less information is known on what mothers can do to address this distinct distress. This research examines recommendations that medical providers can advise their patients on after diagnosing children with lead.

Significance
 By evaluating stress in mothers, medical providers can take preventive rather than reactive steps towards managing stress in mothers with recently diagnosed children with lead poisoning.

Research Question
 How, if at all, are mothers managing stress associated with a diagnosis of lead poisoning their children?

Methods
 Before expanding my research, I identified the research type that best fits the project I am completing. The research design that best fits this assignment is Descriptive design. This design answers questions on who what where why and how.

Parent Recommendations

- Get physically active and fit with your child
- Talk to someone or join a support group
- Take time for yourself
- Practice relaxation breathing methods
- Make sure you and your child have a sleeping regiment

A diagnosis is a stepping stone in learning what you can do to lessen exposure

Methods

Benefit of a Descriptive Design

- Design a focus on a solution
- The observations made in the natural environment
- Gathering the limitations from this study can lean towards a focused study on a specific observation
- Can help create data that can inform important recommendations

Drawbacks of a Descriptive Design

- The results of this analysis cannot be used to determine a definitive answer or disprove a hypothesis
- Results cannot be replicated given the design

Recommendations to Medical Providers

Medical Providers should do the following to assess stress in mothers with children diagnosed with lead poisoning:

- Doctors should evaluate stress/depression in patients using the PHQ 9 inventory

If score indicates that patient is depressed or anxious doctors should do one of the following

- Refer to social worker for further analysis and treatment
- Connect patient with behavioral support
- Assess patients' external/social support

If score indicates no need for further evaluation provide patient with the following

- Tools on awareness of depression and anxiety symptoms
- Pamphlets on coping skills

Steps to Improving Stress in Mothers

Program Data Analysis

From capacity building and data collection to increasing program offerings, YES has established and implemented a variety of initiatives to refine its approach to summer programming. Such investments have allowed YES to improve its program implementation, to create sustainable infrastructure, and to clearly identify and actualize program goals.



To improve its service delivery and program functioning, YES instituted a database to gather baseline program data in 2015. Since then, results were analyzed and compared against the literature. Scholars denote the following indicators of program quality: non-traditional approaches to learning, experienced instructors, small class sizes, student participation, multiple success measures, financial capacity, among others. As such, YES intervened by addressing these areas. Table 10 outlines YES' growth.

Table 10. Program Quality Indicator Data (2015-2017)			
	Program Years		
	2014-2015	2015-2016	2016-2017
Learn and Earn Staff (#)	2	2	4
SWFS Instructors (#)	3	4	8
SM Instructors (#)	3	3	3
SSFS Instructors (#)	4	4	5
Research Development Coordinator (Yes/No)	No	Yes	Yes
Student Enrollment (#)	60	44	82
Student Work Placement Locations (#)	2	4	8
Student Leadership Opportunities (#)	2	3	7
Program Completion (%)	87%	95%	96%
Research Project Completion (%)	75%	88%	90%
Faith Ranch Assessment Growth (%)	65%	70%	86%
Attendance Rate (%)	85%	88%	90%
SWFS Assessment Growth (%)	75%	83%	80%
Returning Participants	30%	40%	60%
Average SSFS Class Sizes (#)	5	4	6
Cultural and Social Outings (#)	7	6	9
Program Budget (\$)	\$125,000	\$100,000	\$276,000

Note. Data stems from previous reports, database, expense reports, etc. Some assessments have changed per year.

Since 2015, YES has refined its program model to capture three elements: mentorship/ leadership development, employment preparation, and academic enrichment. Through combining leadership, work, and academic experience, YES gives students more than a job—rather, YES provides opportunities for life skills enhancement. Prior to this integration, YES had isolated program offerings that were not intentionally couched under thematic components. However, YES now systematically houses each sub program under a respective program category. Such change has allowed for holistic programming, more efficient and effective program operation, branding, and better articulation of YES'

summer program package. This holistic program model has also helped facilitate the retention of YES participants, year to year.

For years, YES has provided students with research opportunities. However, this research experience was often passive and limited to secondary data analysis. Since 2016, YES hired a community-based research expert to revamp students' research experience. Students now conduct their own research, following the YEP-R best practices process, in which they develop a research question, generate data collection mechanisms, administer surveys, synthesize data, and report their findings in an academic poster format. This process allows students to engage in undergraduate-level research approaches, to expand their academic capacity, and to utilize their natural curiosity.

YES has also grown its summer work placement staff and the number and quality of facilitators. In both 2015 and 2016, YES only had two summer program supervisors. This hindered its service delivery, program quality, and aided in staff burn out. By hiring two additional staff members this year, YES has assigned and split tasks more intentionally, specialized its services, and prevented summer staff burn-out. Research on summer learning suggests high-quality summer learning programs provide opportunities for students to engage with highly-trained and knowledgeable teachers. As such, YES has recruited numerous instructors from Pittsburgh Public Schools and local universities, and has hired practitioners and graduate students who exhibit levels of expertise to facilitate quality academic programming.

YES values data collection and recognizes its importance in measuring its program success. As such, YES invested in standardizing its data collection methodology and program assessments. YES hired WVU researchers to create data collection infrastructure and develop reliable and valid program assessments. This helps authenticate YES evaluation protocols and results. In doing so, YES not only better understands its success measures and program goals, but it also has a storage mechanism.

Student enrollment and attendance are indicators of healthy, quality summer programs. As noted in Table 10, student enrollment has improved tremendously since 2015. While program enrollment declined in 2016, YES' student enrollment nearly doubled this summer. As such, YES supported 82 students, which was made possible via additional human and financial capacity. Student attendance was also heavily monitored since 2015. Rigorous studies of voluntary and mandatory summer programs illustrate the importance of student participation and attendance in materializing program benefits. As such, YES tracked attendance for the past three years. Table 10 indicates that YES' 2017 students had a 90% attendance rate, a few percentage points higher than in previous years.

YES redesigned its Faith Ranch and Summer Work for Success curricula. YES has conducted these sub programs for over 15 years, and has used similar content since their initiation. However, YES hired a curriculum specialist to redesign curricula for these programs. The pay-off was arguably impeccable, as students have demonstrated assessment growth on both their TMCT and SWFS assessments. With new curricula, YES has provided non-traditional approaches to learning that transcend the former remedial summer program model and embed enrichment and project based learning.

YES has added 4 new worksites this year, 8 in total. By increasing worksites, YES has expanded its program offerings and extended more youth out-of-the office employment opportunities. This has also allowed YES to build new partnerships and diversify its worksites—which it is set to continue.

Research indicates that high-quality summer learning programs provide an intimate learning environment. Low-income students often attend schools with larger class-sizes and thus are unable to receive individualized instruction aligned with their needs. Because of this, YES has consistently managed to keep class sizes small to maximize students' intimate learning experiences.

Exposure is an important organizational value. As such, YES has expanded students' exposure and leadership opportunities through session facilitation, speaking engagements, advising local policy, cultural trips to Flint, among others, this summer.

Table 10 indicate several areas of growth for YES since 2015. Such advances are evident in staff and instructor increases, curriculum development, enrollment increases, expanding program offerings, higher completion rates, and larger percentages of students experiencing assessment growth. YES continues to build on these areas each summer and to use this data to inform programming and future opportunities.

Discussion &

Conclusion



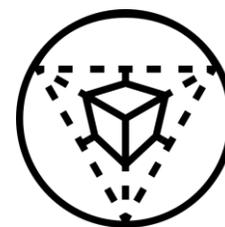
Report findings are examined holistically and lend themselves to important reflection and discussion. The following section synthesizes student outcomes and makes sense of program progress. In light of student outcomes, stakeholder feedback, and narrative data, several recommendations manifest to refine 2018 YES summer programming.

Discussion

YES summer outcomes paint a holistic, comprehensive view of students' summer performance. Results from evaluative tools suggest positive goal attainment, in which students meet and exceed performance expectations. Several conclusions can be made in analyzing student outcomes. First, mentorship and leadership development data suggest students have expanded their leadership capacity and are more knowledgeable about mentorship. They are in better positions to support their near-aged peers and engage in positive peer development. Positive supervisor ratings suggest students have also developed employability skills essential to professional work settings. More specifically, students have a better understanding of workplace etiquette, time management, employer/ employee relationships, and work expectations. As such, students are more prepared to engage in and navigate professional spaces and take on—and succeed in—entry level positions. In addition to employability development, students made sizeable growth in academic enrichment goals. Students have demonstrated content knowledge growth in all subject areas—and have refined their foundational math and literacy skills, which were the basis for their computer science, digital media, and communication arts courses. Qualitative data implies that students improved their critical thinking, writing, and reading skills. Such data also suggest that students strengthened their academic connectedness and aptitude—and in many cases, recognized their own self-efficacy. Students' academic success substantiates the value of engaging in academic enrichment over the summer. In response to these conclusions, several important ideas manifest and are explored below.



Shifts in students' perspectives. Evidence from student surveys, interviews, and assessment data suggest students' shift their perspectives as they engage in YES. Students come into YES unaware and unsure of their own efficacy. However, through their continued engagement and introspection, students see themselves successful as the summer progresses. They engender a desire to engage with their peers and feel personally responsible for their YES community members. As students shift their perspectives, they see their program roles shift, too—to ones involving leadership and responsibility, as demonstrated in Keith's story. Students' own growth and self-actualization help students remain connected and invested in YES.



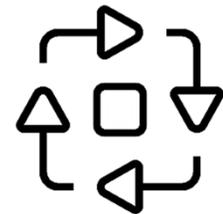
Peer Engagement and Development. Students overwhelmingly illustrate their appreciation for relationship building and social development. Although issues with neighborhood differences and territory often manifest when students mix spaces, YES students have shown how positive peer engagement can occur, even when engaging with individuals from different neighborhoods. Students often have limited opportunities to engage with peers outside of their immediate schools. However, YES students suggest the importance of meeting students from all around the city and being surrounded by individuals who share similar life goals, those from whom they can learn and emulate. They recognize the value of their peers' educational success as it relates to their own pursuits. Students also mention that they are not always provided with a space conducive for positive peer interaction, nor do they see frequent examples of youth striving toward positive life goals. Providing such peer opportunities were critical in maximizing students' positive outcomes.



Demystifying Westinghouse. Most of YES' highest achieving students hail from Westinghouse High School. Their achievement and success in YES counters and dispels the failing school and student narrative permeated through the minds of numerous individuals and news outlets. These students have adapted to YES' learning environment and excelled beyond YES' expectations. Westinghouse students show great promise and poise—their stellar performance further reinforces the value of summer time learning and enrichment opportunities and the idea that there are no throw-away students—and that environment matters.



Integrated Model. YES' integrated model allows for students to engage in a holistic experience. Combining mentorship/ leadership development, employability preparation, and academic enrichment provide students with a multi-level approach to their enrichment and employment experiences. Data illustrate that this comprehensive, student-driven model is key to YES' programmatic and participant successes.



Students exposure to new learning material, academic enrichment, and diverse worksites are central to students' YES experience. Students reference these exploratory experiences and suggest that gaining access “to new and unfamiliar things” not only attracts them, but keeps them invested. Students make meaning of their experiences by observing growth in their academics, socio-emotional wellness, and capacity to be peer leaders. Students' recognition of these areas keeps them invested—and growing.

Recommendations

YES is eager to build on the foundation it has built this summer. To refine and improve programming, YES plans to adjust programming considering lessons learned, instructor feedback, and student data. Below are a list of recommendations YES hopes to consider:

1. Embed college preparation into YES programming.

Since YES' junior and senior population is growing, it is critical for YES to institute a college preparation component into its programming efforts.

2. Expand student-led work and reflection opportunities.

Based on findings, it is essential for YES to expand opportunities for student exploration. Specifically, YES needs to improve opportunities for students to facilitate their own learning and to explore careers and issues important to them as young scholars. At the core of academic enrichment should be student exploration and creative thinking. YES should increase opportunities for students to discover diverse perspectives and world views and to engage in hands-on learning through targeted exploration. Students will continue to benefit from the opportunity to combine quality academic enrichment with exploration in constructing their own learning.

3. Expand program infrastructure to engage students productively in their communities.

After participating in consecutive program years, students engender a desire to give back to their mentees, to create better circumstances for their younger peers, and to serve in the program. Students'

will likely foster this commitment to their communities as they interact with their younger peers and as they engage in community-based research. Through this, students investigate challenges unique to their communities. They do so by learning research methodology, developing their own research questions, hypotheses, methods for data collection, and survey protocols. As students learn quality academic skills and grow connected to the community issue, they concurrently become community activists and community engagers and connected to solving the community issue. YES should expand infrastructure for students to give back to their communities. In doing so, students will learn that they are community stakeholders and knowledge bearers and have important currency. They will ultimately see themselves as impactful and valuable assets.

4. Increase and Diversify Worksites.

YES should increase high-skilled work opportunities for students. While YES has made significant improvement in student work opportunities, there is still a need to diversify these experiences and to prepare students with the skills to compete in the global economy. As such, YES should attain additional partnerships for students to engage in more high-skilled work.

5. Extend YES' summer program model into the school year.

Evidence from the summer suggest that many low-income families believe there is a need for their children to work even into the school year. As discovered, many students provide much needed income to maintain their family's quality of life. However, these school year employment opportunities are often counter to students' long-term interests and distract them from school work, valuable afterschool activities, and push them into adulthood much earlier than necessary. As such, YES is seeking to continue combining academic, work, and leadership opportunities to mitigate this issue. With this integrated opportunity, students would focus on developing positive social relationships with their schoolmates, laying academic tracks for post graduate education, and building their financial capacity by engaging in high skilled work and research.

Wrap-up

Students' efforts and commitment to learning and growing are extensively reflected in this report. From students' assessment growth gains to their exemplar community-based research projects, YES 2017 students have shown exceptional growth and promise—academically, professionally, and personally. They have met and exceeded every outlined goal and have had opportunities to increase their social and economic successes. Students' successes, stories, and evaluations inform the work YES has accomplished and has yet to fulfill.



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