



GROWTH THROUGH THE DECADE:

2010 - 2020

YES SNAPSHOT REPORT

| **Enriching.**
| **Empowering.**
| **Serving.**



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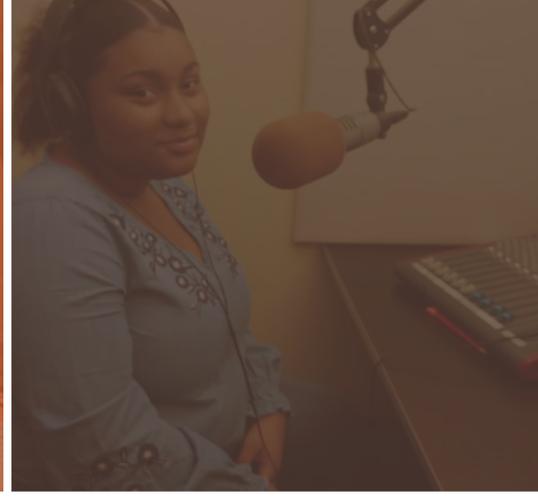
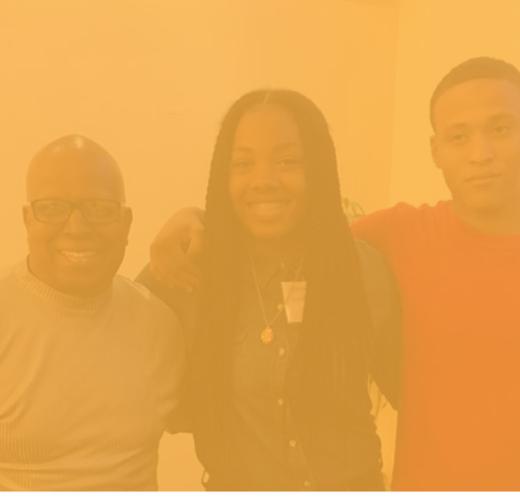
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INTRODUCTION

REPORT PURPOSE

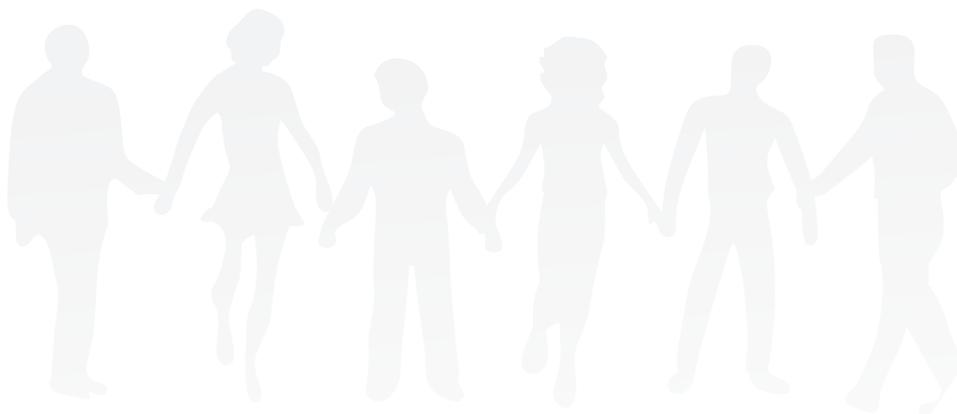
The purpose of this report is to honor the past, to acknowledge the present, and to prepare for the future of YES. Each year has presented new challenges but YES has overcome them with creativity, innovation, and relentless passion for serving young people. Journey with us as we reflect on where YES has been, where YES is presently, and where YES is going. Through the distribution of surveys to current and past participants as well as in-depth conversations with a number of YES alumni, this report, much like all of the work YES engages in, is driven by the voices of youth.

PROGRAM HISTORY

Youth Enrichment Services was originally created in 1990 as Project YES, a summer learning program for youth in West Virginia’s public housing communities. Project YES provided young people with opportunities in academic enrichment, mentorship, sports development, and agricultural training. Over the years, Project YES received national accolades for both its transformative nature in the lives of the youth it served and the positive research outcomes it consistently achieved.

In 1994, Project YES transitioned into Youth Enrichment Services, YES, and began serving youth primarily in the greater Pittsburgh area. The same spirit of multi-level support and development for youth that was alive in West Virginia continued in YES’s new location. Here, YES etched a place for itself as a primary intervention to address urban blight, academic underachievement, and high drop-out rates among disadvantaged youth in the Pittsburgh area.

Since this transition, and particularly over the last decade, YES has continued to elevate its status as a leader in youth empowerment within both the region and on a national scale through its strengths-based mentorship model, immersive development opportunities, and high-quality academic research. Programming may operate under new names or staff members but YES remains committed to its core mission of providing young people with lasting knowledge and skill-building opportunities to inform their paths toward success.



MISSION, VISION, AND ETHOS



★ MISSION:

Youth Enrichment Services provide socially and economically at-risk teens with opportunities to achieve success through mentorship, education, and enrichment programming.



★ VISION:

Youth Enrichment Services seeks to empower communities to become their own best resources.



★ ETHOS:

Youth Enrichment Services believes that everyone matters -- and that there are no throw away kids.



“YES helps young people believe in themselves as agents of change and empowerment, and provides them with tools, support, and experiences to do that, treating each young person who comes into contact with the organization as someone with beauty, grace, dignity, potential, and dreams.”

- Abby Wilson, Vice President, YES Board of Directors



LETTER TO THE COMMUNITY

In reflecting on the last decade of Youth Enrichment Services, the impressive strides we have made on the local, regional, and national levels as a recognized force in empowering young people to achieve their goals is highlighted in each milestone. Thinking back to 2010, YES realized that it had successfully made it through its first decade of service. It was a realization that the services we were providing were having sustained and evidenced long-term benefits for youth and their families.

As we entered a new decade, we continued to increase our scholarly footprint and build a database of evidence-based practices that documented YES's effectiveness, efficiency, and successful outcomes. These efforts were met with numerous opportunities to present our work outside of our local communities and receive awards and recognition beyond the scope of youth we were serving.

The 2010s represented an opportunity for YES to diversify its funding sources as it continued to increase its scope of impact in the community. Though this mission would not be fully undertaken for another three years, it was at this moment that YES began furiously looking for more local, regional, and state partnerships. In particular, YES was aggressively cultivating sustainable partnerships with area school systems, Three Rivers Workforce Investment Fund, the Allegheny County Juvenile Probation Office, and other local foundations.

These partnerships helped YES move beyond a concept of youth-driven practices and into a research-proven, evidence-based model that aided youth, often from under-served and marginalized communities, in achieving self-efficacy on their paths to success. We were seeing that youth had a drive, determination, and belief in their ability to achieve success, in spite of the challenges present

within their own life circumstances. Employing a research-driven model in our work was extremely impactful as the community of funders in our region during this decade were eager to support programs with evidence-based results.

Perhaps the most impactful push of the last decade at YES has been the cultivation and growth of our staff and volunteer Board of Directors. The skills and expertise these individuals brought to the organization were paramount to YES's continued success through its second decade of service and capacity-building. As more past participants graduated from college, many returned to YES to continue providing their expertise to the organization. This model has reinforced the family atmosphere of the organization that has always been present and created a base of creative knowledge and energy within the staff that propels YES into future decades.

Through the years, and as we move into this next decade, YES has utilized the talents, skills, and knowledge of the young people we serve to continually improve on and create a more technologically rigorous and professionalized approach to our work. We recognize that our world is changing quickly and want to use the creative minds of the young people we serve to move us forward in our efforts to be a leading force in our communities. Our YES "secret sauce" has seen proven success over the last decade and we hope to have strong, sustainable, continued growth using our cultivated methods as we enter our third decade of service.



Dennis Floyd Jones, PhD

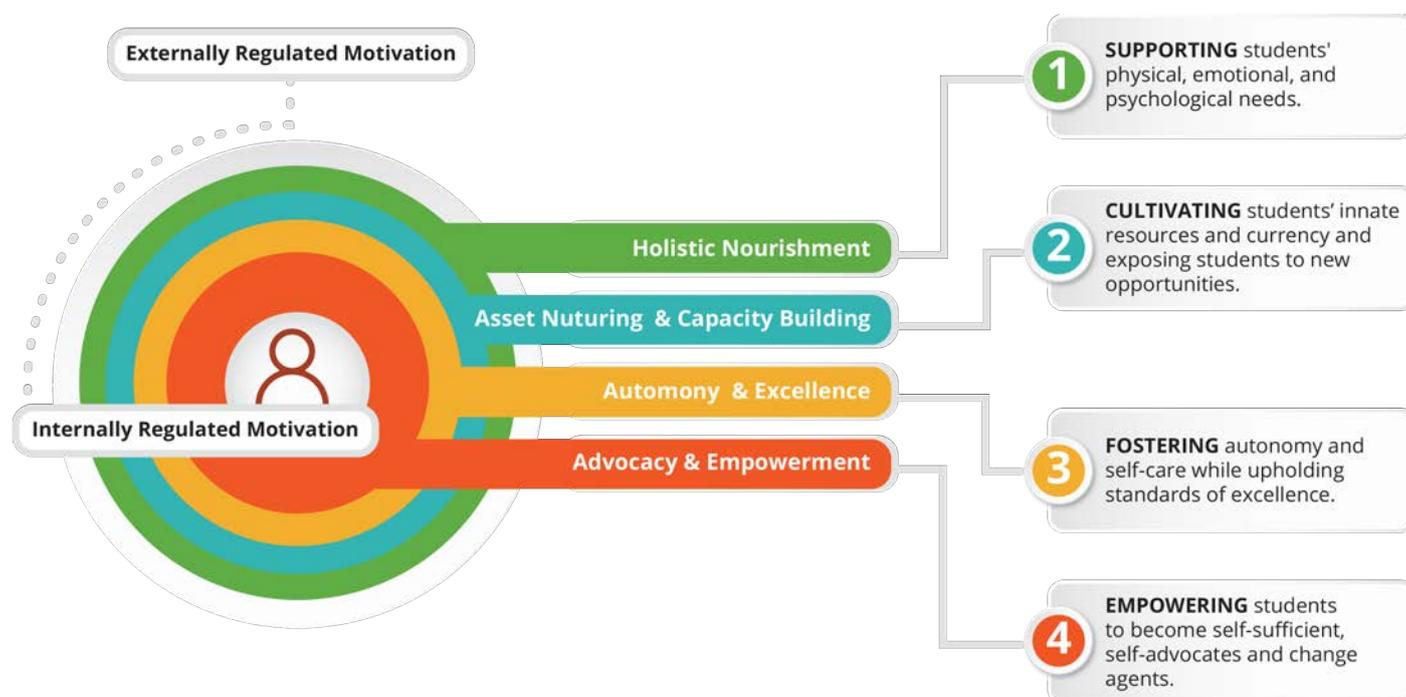
Executive Director, Youth Enrichment Services



MENTORSHIP MODEL

Mentoring is the foundation for all YES endeavors. At every tier of engagement mentoring is a catalyst to convey, inspire, empower, and uphold strong personal self-conduct. It is central to YES's philosophy of improved physical, emotional, and academic development as means to achieve cultural enrichment, career development, and life skills enhancement. With time, YES reconceptualized its theoretical mentorship model and, in 2018, worked alongside staff and a visiting scholar to capture the process of youths' internalization of motivational regulation and becoming empowered community advocates for social change.

Currently, YES employs this mentorship model with four concentric circles that, in accordance with the science of motivation, gradually lead inward. That is, each inner circle symbolizes the progressive internalization of motivational regulation. YES operationalizes this motivational model through a program of strengths-based mentorship that focuses on the use of students' strengths in their homes, schools, and communities. Strengths-based mentorship centralizes students' psychological needs, the very needs most overlooked by the education system. Through strengths-based mentoring, YES helps students extend their preexisting assets by exposing them to new opportunities related to employment, academics, leadership development, community engagement, and recreation. Students see their competence, especially their ability to face and overcome challenges, and grow through these experiences.



DECADE TIMELINE

Since its inception, YES has undergone several cycles of growth and preservation, each iteration yielding significant contributions to YES's current and ongoing growth cycle. From cultivating community trust at the close of the 20th century to enrolling the children of previous YES participants, YES's legacy is dynamic and ever-deepening. YES staff capacity and resources are now at a critical mass, thus enabling the fusion of the lessons learned during the first two decades of YES's service with its recent momentous growth. Key components of YES's synergistic approach to ongoing community engagement during the past decade include:

2010

National recognition for long-term commitment to and service within Pittsburgh communities.

2013

Recipient of national multi-year grant partnership to solidify the agency's evidenced-based practices and create an organization database that crystalized YES's thinking and funded capacity building, providing momentum for years of agency growth.

2016

Forged partnership with Pittsburgh Foundation to develop All About Me, a new program to address high truancy rates preventing many marginalized Pittsburgh youth from earning the Pittsburgh Promise Scholarship.

2012

Establishment of gender-specific programs in response to community and participant requests for additional pro-social peer mentorship programming.

2014

Selected to provide summer work experiences for young people in and around Pittsburgh.



2018

- ★ Received award recognitions for championing diverse learning opportunities and empowering students to act on issues relevant in their communities.
- ★ Became a network member of Remake Learning, leading to YES being selected as one of The Great Remake Awardees to facilitate community-based participatory research efforts.
- ★ Joined the taskforce to collaboratively develop a youth voice best practice manual for other youth-serving organizations in the region.

2020

- ★ Developed innovative programming and virtual work experiences in response to COVID-19 pandemic.
- ★ Partnered with schools to support students' transition to virtual learning.
- ★ Expanded post-secondary support model to embrace a workforce and career development friendly model.

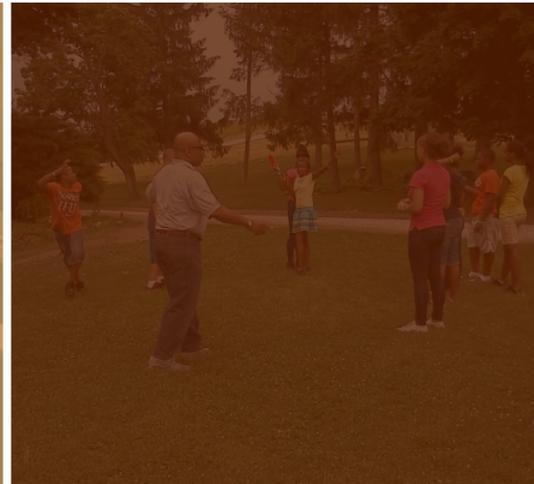
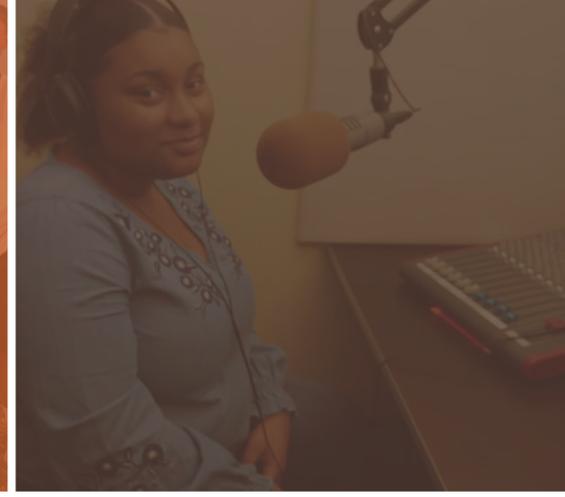
2017

- ★ Developed partnerships with Allegheny County Health Department to engage young people in investigating a variety of community health issues through community-based participatory approaches.
- ★ Conceptualized and implemented three new programs: Career Preparation (CCP), Female Empowerment and Wellness Initiative (FeWi), and Voices to Men (V2M).
- ★ Underwent expansive effort to diversify funding sources for further organizational growth.

2019

- ★ Solidified funding for newly designed Pathways to Access Program, which provides YES youth exposure to year-round work force development opportunities.
- ★ Increased the scholarly capacity of YES through the publication of multiple academic journal articles.

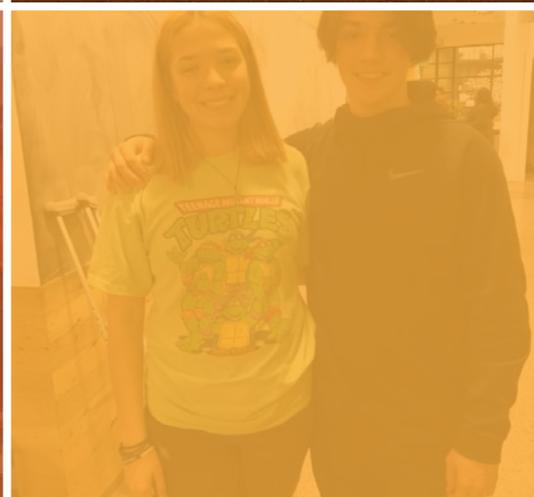




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“Whilst some people believe that you should never look back, others believe that our past experiences can be great fuel for our desired futures.”

- Anonymous



PAST

2010 – 2014: WHERE YES HAS BEEN

NARRATIVE

This period of the last decade is characterized by a focus on core business in order to prepare for destiny launching. YES remained true to its grassroots identity and was recognized by the National Association for the Advancement of Colored People (NAACP) for its commitment to and service within Pittsburgh communities. Additionally, winning the Homer S. Brown Service Award provided YES a platform to build long-lasting partnerships, disseminate information about its programs, and access new resources and experiences. During this time, YES focused primarily on supporting pre-adjudicated youth through its Diversion 2000 Program. As an alternative to detention, YES provided students with rehabilitative adult mentoring to sustain their in-school engagement, abstinence from criminal involvement, and development into responsible young citizens.

YES's Diversion Services were highly sought after as there was a concerted policy effort to reduce youth detainment and to provide them with viable alternatives. In response to the changing landscape and increased service provision requests, YES continued refining its program approach and strengthening its ability to meet clients' specific needs. In doing so, YES birthed two gender-specific programs: Y.E.S.M.M.E.N and Sister Circle to support male and female diversion clients, respectively. These programs provided safe spaces to discuss relevant life issues and challenges, to integrate targeted interventions, and to build youths' pro-social skills. YES also intentionally created a pipeline for Diversion youth to transition into Mentoring Partnerships programming to continue their growth and development after supervision. Developing local school district partnerships helped facilitate this transitional process and extend YES's organizational capacity.

Alongside its Diversion Program, YES operated a host of Mentoring Partnerships programs that ultimately functioned as the foundation and as the heart of the organization. YES's mentoring Partnerships sector attracted youths from middle and high school with passions for learning, for leadership, and for mentorship. Most Mentoring Partnerships programs were held in the summer and modeled after the academic needs of students and to reduce the impact of summer learning loss. These programs were available to youth beyond Diversion and largely focused on remediation, work force etiquette, career exploration, and academic research development.

As YES continued to grow and become more visible as a community intervention, YES garnered national, regional, and local opportunities to expand its efforts. The most laudable being a partnership with the Annie E. Casey Foundation, which aimed at solidifying the agency's evidence-based practices and creating an organization database to understand its impact. This experience crystalized YES's thinking and funded capacity building, providing momentum for years of agency growth. The latter part of this season opened new doors for youth to have funded workforce experiences. Investing in youths' financial capacities was made possible through YES's forged partnership with the City of Pittsburgh's Learn and Earn Program. YES began offering summer work to just 10 students and has since provided employment experiences for over 150 youth annually. This catalytic influence transcended the way YES approached workforce experiences for young people in and around Pittsburgh.



PROGRAMS

As mentioned previously, YES offered an array of year-round and summer specific programs to primarily support the growth and development of its pre-adjudicated youth during 2010 - 2014. Youth outside of the Diversion program mostly engaged in the summer research, career, and academic initiatives, but also participated in school year peer-mentoring opportunities through YES's Mentoring Partnerships service delivery. The programs below align with the priorities of the era and do not reflect the latest program iterations.

DIVERSION

Diversion 2000 (D2) was developed by the Allegheny County Court to address the issue of confinement of children ages 10-14 years of age, with an intensive focus on African American youth, who were often detained at higher rates than their peers. D2 worked closely with Shuman Center - and other referral organizations – to provide students with 24- hour mentoring and monitoring case management as an alternative to detention. The objective of this program was to support children until their court hearing, divert them from serving detention and to ultimately decrease recidivism. YES provided case management, in-home and inschool visitation, curfew calls, mental health screening and referrals. YES has directed the program as the sole provider of detention alternative and monitoring services for Allegheny County.

SCHOOL YEAR PROGRAMMING

SISTER CIRCLE

Sister Circle began as a unique space for female Diversion clients to receive group mentorship from YES staff and later morphed into an inclusive program environment that provided all interested female youth a welcoming space to address gender-specific concerns. The program focused on building young black females' positive self-images as well as understanding their strengths and areas of opportunities by recognizing and nurturing the inner champion in each adolescent girl.

Y.E.S.M.M.E.N.

Y.E.S.M.M.E.N. was conceptualized as a male-centric program specifically focused on the physical, emotional, and social development of male leaders through mentoring, physical activity and group-forum style discussions. The ultimate goal of this program was to develop young men who were informed and motivated leaders in their communities.



IMAGE

Investing, Motivating, and Assisting Girls through Exercise (IMAGE) was designed to match Pittsburgh Public School high school female students with middle and elementary school aged girls for a mutually beneficial mentoring relationship. IMAGE paired high schoolers with youth to facilitate weekly lessons on physical activity, leadership development, wellness awareness, and self-esteem and self-awareness in order to assist the youth in accomplishing their academic and personal goals.

SUMMER PROGRAMMING

SUMMER STUDY FOR SUCCESS

Summer Study for Success was designed as a six-week career immersion and research initiative through which students gained exposure to exploratory classes, cultural and social experiences, and research projects. Students identified relevant topics aligning with their exploratory classes and were expected to conduct 170 hours of secondary research, develop 5-7 page APA-style papers, log a daily journal documenting their summer experiences, and prepare a presentation to share with YES stakeholders.

SUMMER WORK FOR SUCCESS

Summer Work for Success was a week-long program exposing youth to workplace etiquette and practices through a series of workshops and simulations to develop youths' employability and job-readiness skills to become marketable and competitive in the local and global economies.

SUMMER MAGIC

Summer Magic was developed as a six-week initiative preparing academically remedial youth to overcome learning gaps in reading, writing, and math to become Pittsburgh Promise eligible by addressing academic hardships and learning difficulties.

LEARN AND EARN

Learn and Earn was a six-week employment experience where youth between the ages of 14-18 were placed at external worksites to learn unique employment skills and job-readiness competencies and to develop their economic capacities.

"The Image Program was my favorite YES memory. I remember learning about different standards of beauty. This program helped me understand that I am perfect the way I am, and that it does not matter what others say. I use this knowledge 'til this day to empower other young ladies with the same confidence and reassurance."

Toya Cooper, B.S. in Public Health, Former YES Participant



RESEARCH

YES implemented a more formal evidence-based structure and aggressively sought-after scholarly endeavors from 2010-2014. Below reflects YES's engagement in scientifically rigorous data collection and analytic practices that connected its programmatic efforts to research opportunities within the scholarship community.

PUBLICATIONS

"More than basketball: Determining the sport components that lead to long-term benefits for African American girls" (2012)

CONFERENCE PRESENTATIONS

- Future Sport Management Focus: Can We Save Our Communities and Make a Profit at the Same Time? (2012).
- Ballin': Examining the Components of Sport Based Intervention which leads to Holistic Benefits for African American Girls (2012).
- Gender Specific Programs to address Negative Influence of body Image (2010) .
- Sport Participation, Mentoring, & Life Skills: Examining long Term Effects on the Well-being of African American Women (2010).
- Why 'She Got Game': Examining the Components of Sport Programs that Create Long Term Benefits for African American Girls (2010).



ERA HIGHLIGHT

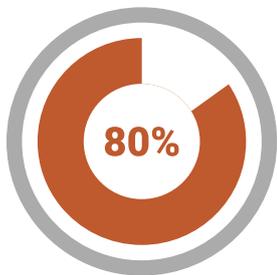
FAITH RANCH

Faith Ranch, both a place and a YES program, was identified consistently across interviews and surveys as a favorite memory and highlight of the 2010 – 2014 YES era. For more than 20 years, YES commenced its summer programming every third week in June in Jewett, Ohio, miles away from the city enclaves, to train students through a boot-camp like structure to build mentorship, leadership, teamwork, and survival skills. The ultimate goal of Faith Ranch was to certify youth as teen mentors. Using Sean Covey's *7 Habits of Highly Effective Teens* and *6 Most Important Decisions*, students developed important insights and strategies to become effective leaders. Students' workshop experiences were supplemented with a host of physical activities such as canoeing, lake swimming, horseback riding, and ultimate frisbee. This experience culminated in a youth-led talent show where young people expressed their unique gifts and talents. Whether seeing the multi-colored peacocks roam the land or hearing the goats express their excitement, this place was deemed sacred. This place was escape. This place was reconnection with nature. This place was home.

"[Faith Ranch] was by far my best [YES] memory. Learning all that stuff and everything we did there was the foundation to something we couldn't even imagine it would be, and that's the basic foundations to life."
Rob Dillard on his favorite YES memory.



ALUMNI STUDENT HIGHLIGHTS



Almost 80% say YES was very impactful on their lives



Over 90% say YES prepared them to make critical life decisions



Over 90% would likely recommend YES to others



100% say they enjoyed YES programs

Throughout the last decade YES has impacted thousands of young people. Reflecting on program participants throughout these years has illustrated just how lasting this impact can be. Through both a virtually distributed alumni survey and more in-depth conversations with a select group of past participants, YES reflected on the earlier years of this past decade and observed how the organization has had a hand in creating a new generation of leaders with their peers and in their schools and communities.

Sahara Duncan, Rob Dillard, and Lidia Pietrusza are three former YES participants who have continued their relationships with both the organization, and everyone involved, even as they have graduated from school and moved away from Pittsburgh. Their lasting connection to YES is a testament to the power and impact of the organization on those it serves.

The power of relationships is present from the start of nearly every young person's journey with YES. Heard time and again, many youth become connected to YES programs through their family's connection to the organization. Others may happen to stumble upon YES as they are searching for summer employment but are quickly embedded into the distinct familial atmosphere of the organization.

When speaking about the impact YES has had on them, each former participant had similar things to say. Each entered YES unsure of the path they wanted travel or how to go down any path at all. And, each left YES with knowledge of what they wanted to pursue, the skills and resources necessary for this path, and

YES showed me I am something and can be anything.

YES showed me how to love myself and to continue to move forward when I thought there wasn't a chance for me in the future.



the confidence in themselves that they could achieve these goals. YES provided chances for each former participant to develop professional and personal skills that have continued to play a large role in their success, even post-YES.

Echoed throughout the survey responses as well as the in-depth conversations was a desire to pay-it-forward to younger generations. A desire to provide the same resources, support, and grace our past participants were given by YES years ago to youth they are interacting with today.

“Being in the program as a student I learned the professional cues and skills you use in today’s workforce.”

(Rob Dillard)

The saliency of this theme in each conversation with past participants is a testament to the success of YES in communicating the ideal of “paying-it-forward” to everyone who comes in contact with the organization. As young people continue to move forward in their paths over the next decade, we can rest assured that they are carrying this value with them and impacting the world in ways we have yet to even imagine.

“I can see how I can pass the torch to people that come after me... I can see how I can help them along the way like YES helped me.”

(Sahara Duncan)

I was in need of direction and motivation, and members of YES were able to provide that for me. I was getting ready to graduate high school and felt very lost.

Why did you choose to participate in YES?

Top answers: To be embedded in the positive environment, to prepare for college, to gain summer employment, to build new relationships

How has YES shaped your life?

Top answers: Assisted with my college journey, exposed me to new skills and experiences, provided me with work experience, helped in my personal and professional development

What are the most valuable aspects of YES?

Top answers: YES staff, the welcoming environment, to build new relationships, to prepare for college and/or jobs

It was just a really pivotal thing in my life because I got so much guidance through the program that I might not have had otherwise.

”



FAMILY SPOTLIGHT

Over the last decades YES has become a multi-generational entity where entire families have become deeply embedded in the fabric of the organization. Parents and their children alike come to love and, in turn, strengthen the familial atmosphere that is so integral to YES. Whether it is through sibling participants or even current participants who are the children of YES alumni, it is truly a family affair. This speaks to the success of YES's approach of engaging the entire family in all areas of programming and further demonstrates the importance of family within each layer of the organization.

Many families have become members of the larger YES family over the years, but the Patterson family in particular exemplifies the familial spirit and impact of YES. Desirea Patterson-Watson and her brother first became involved in YES in 2000 after their family attended a church located across the street from YES's office at the time. Their mother, Deborah, signed them up for programming and Desirea quickly became involved in nearly every YES program. From mentoring programs to tutoring local youth to various leadership trainings Desirea felt the power of everything YES had to offer.

Yet, Desirea and her brother were not the only members of her family to become embedded in the YES community. Deborah Patterson, their mother, was an active volunteer for many years and helped with any task, project, or event with which Dr. Jones requested her assistance. Additionally, Deborah was an important volunteer at YES's infamous Faith Ranch, a faith-based summer retreat where young people

I would definitely say that [mentorship and leadership programs] gave me the fundamentals that I needed to go further with my education and just go further beyond what the YES program provided me at that time.



were transported from their lives in the city to a farm to engage in various workshops and activities. For the Patterson's, YES became an extension of their family because of every member's involvement and the welcoming atmosphere YES presented to them.

When asked how YES had impacted her life, Desirea did not hesitate, "I think that [it] definitely gave me the ground work to see what I wanted to do in the future and enabled me to become a successful business owner as well". The exposure to new experiences and representation of successful, educated black professionals that YES provided to Desirea had a huge impact on her future path. After YES, Desirea graduated from Morgan State University with a degree in psychology; she later obtained a Master's degree in mental health counseling. She now owns her own human services agency, which she has run for the last three and a half years.

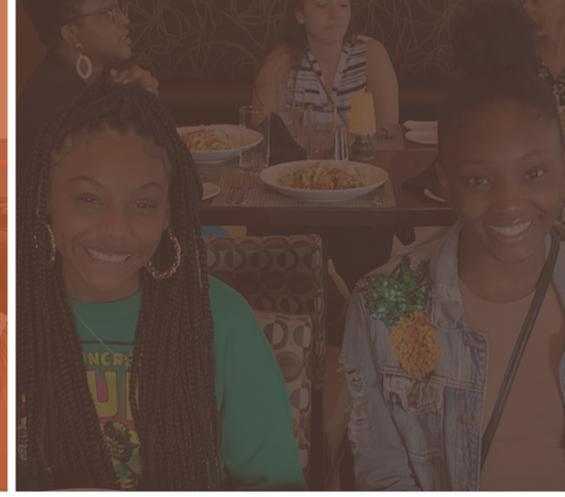
The Patterson family continues to stay connected to YES and highlights the strong familial nature of the organization through their desire to engage in lasting involvement through all channels at YES. YES was built on a strong foundation of family values and this foundation continues to attract and retain holistic family involvement for our participants and their family members.



I definitely attribute that [success in my career] to YES for giving me the work ethic and vision.

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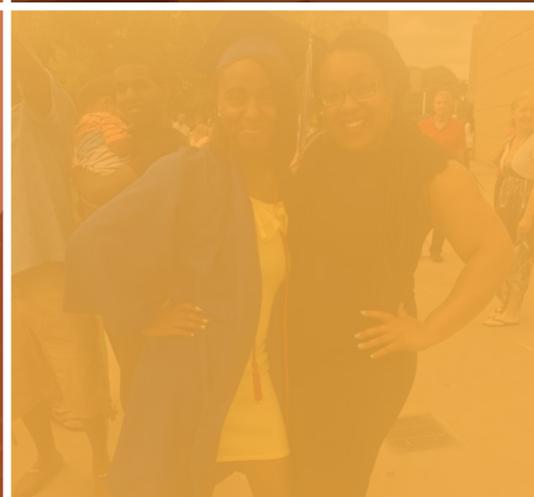




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“Always hold fast to the present. Every situation, indeed every moment, is of infinite value.”

- Johann Wolfgang von Goethe

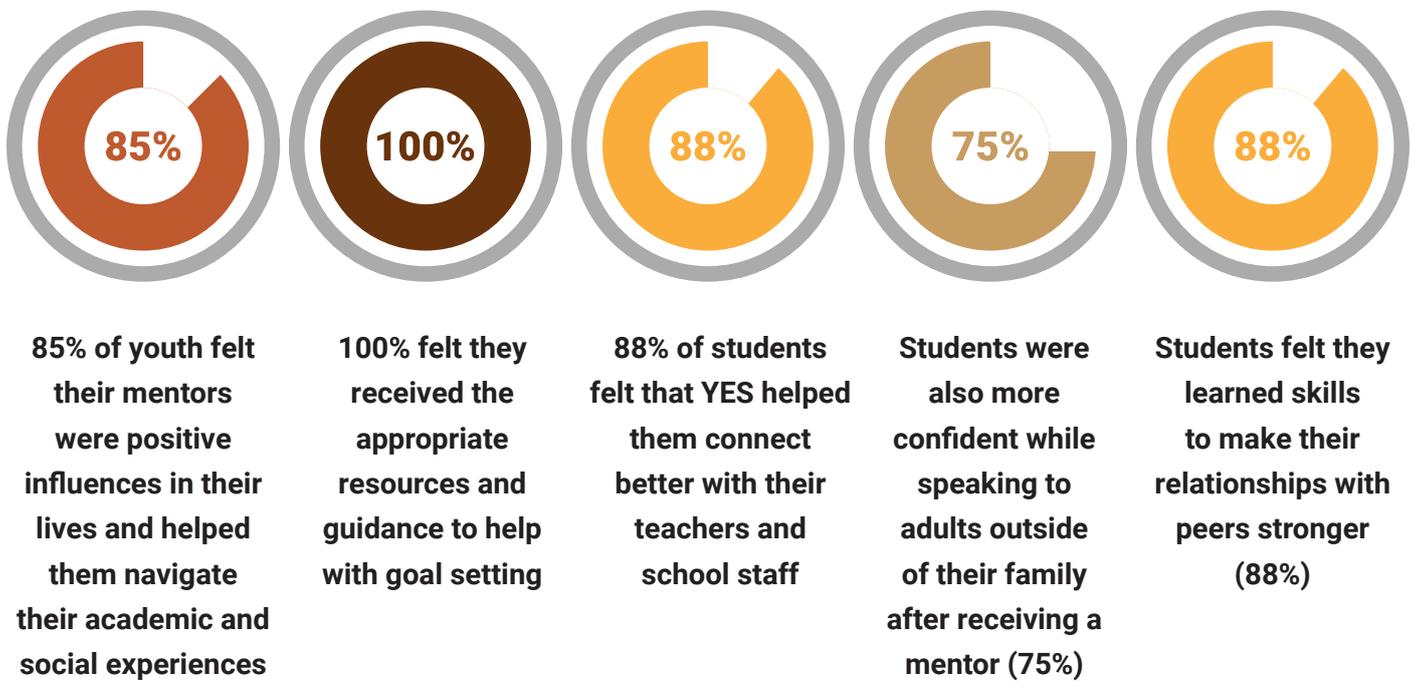


PRESENT

2015 – 2019: WHERE YES IS CURRENTLY

NARRATIVE

YES experienced its most catalytic growth during 2015 – 2019. From capacity building and data collection to increased program offerings, YES established and implemented a variety of initiatives to refine its approach to programming. Such investments have allowed YES to improve its program implementation, create sustainable infrastructure, and clearly identify and actualize its program goals. In 2015 YES created a database to gather program data and, through rigorous analysis, has since been able to create more holistic programming and efficient program operations, and provide a stronger articulation of YES’s programming package. This holistic program model has also helped facilitate participant retention and strengthens YES’s case for additional funding from the philanthropic and foundation communities. To date, YES has served over 4,000 youth.



The fruits of labor paid off as YES received funds from the Youth Service Investment Fund to develop its All About Me Program. This program incited the resurgence of YES’s year-round Mentoring Partnerships Programming and provided students with academic support to meet Promise Readiness standards. This cohort model program has experienced successes and sustained financial support over the last five years. Gender-specific programs, Female Empowerment and Wellness Initiative (FEWI), and Voices to Men (V2M), also resurfaced after a concerted effort to reconceptualize their former counterparts, Sister Circle and Y.E.S.M.M.E.N.



Present (2015 – 2019: Where YES is Currently)

During this time YES formed a partnership with the Allegheny County Health Department that allowed for youth to engage in community-based research. Young people were tasked with investigating lead exposure, among other community-health related issues. Their successes created opportunities for YES youths' continued engagement in youth-led community-based research.

Out of youths' expressed needs, College and Career Preparation (CCP) was developed. CCP catapulted young people into post-secondary educational institutions at overwhelming rates. Their successes created a network of graduates who paved the way for their younger peers and made college entrance and achievement more tangible for those who could not previously see paths to success. This work elicited a new urgency in building college-going infrastructure for more underserved students of color at YES.

Finally, YES received recognitions from Citizens Bank and the Consortium for Public Education for its efforts in creating diverse student learning opportunities and emboldening youth as champions of action. Beyond this, YES joined numerous networks to expand its stakeholder engagement, paving the way for more opportunities to diversify funding and participation in regional collaborative spaces. These collective learning opportunities were the springboard for YES to create its Pathways to Access Program, which provides YES youth exposure to year-round work force development opportunities.

ECONOMIC IMPACT

YES invests in building youths' economic capacity and believes strongly that young people should be paid for their contributions and engagements. Within the last decade, YES has poured over \$700,000 into youth wages and training stipends.

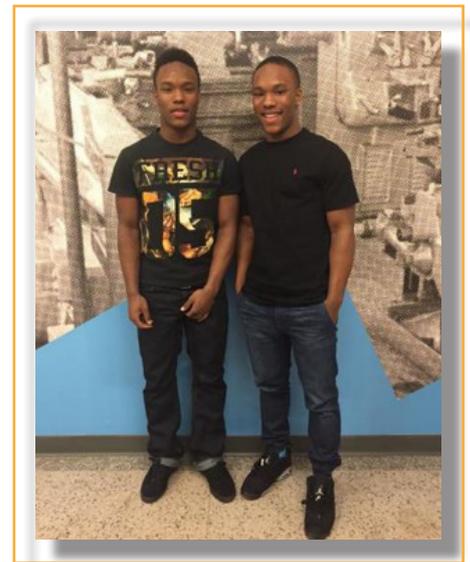


PROGRAMS

YES's programs vary from academic enrichment and employability preparation to college and career development. Robust program opportunities exist for a diverse range of students, based on their interests and passions, and throughout the school year and summer. YES's programs are expansive, niche, and meet the needs of both Diversion and Mentoring Partnership youths. Summer programs serve as a bridge, and connection, to school year program engagement.

DIVERSION

Developed in collaboration with the Allegheny County Juvenile Court, Diversion 2000 (D2000) is a recidivism prevention and detention alternative program. Youth who are deemed first-time low-level offenders by the Allegheny County Juvenile Probation Office (JPO) can be referred to YES as an alternative to their further detention at the Shuman Center. Although most referrals are made at the time of arrest, youth can be referred at any time while on probation. While youth are in the D2000 program, Intervention Specialists conduct school and home visits, monitor school attendance, and make daily curfew calls. The client action plans are designed to protect the child and the wellbeing of their community, decrease truancy, and reduce recidivism. Relationship building and goal setting are two of the key features which make D2000 a strengths-based and growth-based intervention service capable of tangible impact.



OUTCOME: YES's Diversion program has saved county tax payers over a million dollars as an alternative to secure youth confinement.

EXTENDED DIVERSION SERVICES

After completing their probation, some D2000 youth are enrolled in the Extended Diversion Services (EDS) program offered by YES if stakeholders determine a youth will benefit from enhanced services, such as home and school visits and curfew calls coupled with mentoring, pro-social behavioral supports, and academic/employability services. This enrollment can occur by court order, probation officer recommendation, or by family and/or student choice. Intervention Specialists select the service provision that align and address challenges the youth are facing to individualize services and share the work of providing EDS with other YES staff specialists. These efforts were recently supported by the Pittsburgh Foundation's New Philanthropic Leaders, a group of philanthropists whose vision was to identify programs that actively dismantle the school-to-prison pipeline.





SCHOOL YEAR PROGRAMMING

ALL ABOUT ME

All About Me (AAM) is primarily a mentoring, tutorial, and employability program, with specific academic and cultural activities tailored to address issues of truancy, social adaptation, and academic performance—in hopes of preparing students to be Pittsburgh Promise Eligible. To meet these goals, the AAM Program closely monitors students' grades and attendance and conducts home and school visits to holistically support students toward Promise readiness and post-secondary success.

OUTCOME: 90% of AAM seniors have obtained Pittsburgh Promise Eligibility from 2017 – 2019, higher than the average at many schools YES serves.

OUTCOME: More than half of YES's AAM students have increased their GPAs yearly and more than 60% have attendance rates aligning with the Pittsburgh Promise Eligibility Criteria.



PATHWAYS TO ACCESS PROGRAM (PAP)

PAP is YES's newest workforce development program. PAP builds youths' self-efficacy, cultivates a highly skilled professional identity, broadens youths' understanding of workforce dynamics and career opportunities in the region, and instills a strengths-based spirit of excellence, transporting youth through their current barriers and into a self-cultivated and meaningful legacy in their communities and beyond. Even in its infancy, YES's PAP has been successful in helping youth identify careers of interest, obtain job training opportunities, secure employment, increase their financial literacy skills, improve their self-efficacy, and meet their post-secondary related goals.

OUTCOME: Of youth employed as part of YES's Pathways to Access Program, more than 40% have employment opportunities offering more than \$8 an hour.

OUTCOME: 100% of YES's Pathways to Access youth engaged in career exploration experiences with industry professionals.



COLLEGE PREP

College Prep (CP) is designed for 11th and 12th grade students who are interested in receiving admission testing support, one-on-one mentorship and college guidance, exposure to collegiate contexts, and assistance in completing college and scholarship application materials. What sets YES's college prep apart from others is the level of staff commitment in providing students with individualized support and service tailoring. Whether it is past program hours or on the weekend, staff support students throughout their pre-college and college journeys.

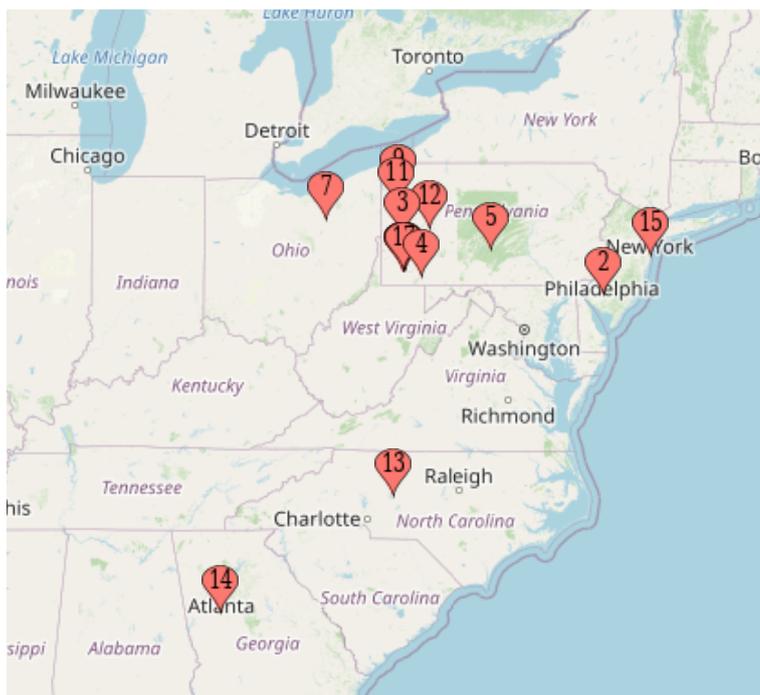
OUTCOME: Of the 90% of youth who matriculated to college or vocational schooling from 2017-2019, 80% continue to persist toward graduation, a rate much higher than the national persistence average.

OUTCOME: From 2017 – 2019, YES youth have received more than 3 million dollars in scholarships and grants and have leveraged resources and acceptances for larger and more competitive financial packages.

YES was the most influential part of my college journey. The aid I received was over the top and without the program I would have been extremely lost.



YES COLLEGE MAP



1. University of Pittsburgh
2. Temple University
3. Slippery Rock University
4. Seton Hill University
5. Penn State University
6. Point Park University
7. Baldwin-Wallace University
8. Chatham University
9. Edinboro University of Pennsylvania
10. Community College of Allegheny County
11. Allegheny College
12. Clarion University
13. Winston Salem State University
14. Morehouse College
15. New York University
16. Carlow University





FEMALE EMPOWERMENT AND WELLNESS INITIATIVES (FEWI)

Female Empowerment and Wellness Initiative (FeWi) is designed to provide and foster a positive and healthful space for sisterhood. In a series of sessions and outings, female students think broadly about their health as they explore wellness through lenses of selfcare, financial independence, physical fitness, and spirituality. In doing so, they counter the narrative they often confront around standards of beauty, health, and simply being. As students move through the program, and work through this deconstructive process, they develop improved self-confidence and self-awareness and are ready to challenge notions.

OUTCOME: In 2018 – 2019 program survey, students engaging in female mentoring program identified the space as a safe place for positive identity development, developing connections with adult mentors and female peers, and cultivating new health and wellness practices unique for girls of color.





VOICES TO MEN (V2M)

Voices to Men is designed to provide young men with the knowledge and skills to be socially and economically successful community leaders. Through a variety of targeted sessions, outings, and exercises with male mentors, participants demonstrate knowledge of and strategically use their social, educational, and real voices and challenge the often-restrictive story plaguing men of color. In doing so, participants speak to their rich stories, discuss relevant and pressing issues in a supportive environment, heal, and grow.

OUTCOME: In 2018 – 2019 program survey, students engaging in male mentoring program denoted feeling more efficacious and confident in their leadership abilities.



SUMMER PROGRAMMING

LEARN AND EARN

The Learn and Earn Summer Youth Employment Program is a summer opportunity that provides youth, ages 14 - 21, with employment around the city of Pittsburgh. Learn and Earn students work in diverse jobs to gain professional experience, technical skills, knowledge of employer expectations, and exposure to possible career paths. YES's 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 program goals into its model to further ensure youth develop skills that transcend their summer employment experiences.

OUTCOME: On average, 75% of youth engaged in YES's summer programs have demonstrated growth in their leadership and mentorship capacities.

SUMMER WORK FOR SUCCESS (SWFS)

Summer Work for Success (SWFS) is constructed to enhance students' employability skills through a variety of workshops and activities. Students engage in a series of sessions to explore careers, develop interpersonal skills—responsibility, sociability, self-management— and to discuss ethics, decision-making, and workplace etiquette. SWFS' auxiliary goal is to provide an understanding of work documentation, synthesize participants' current experiences onto resumes and cover letters, and navigate the job application and interview processes.



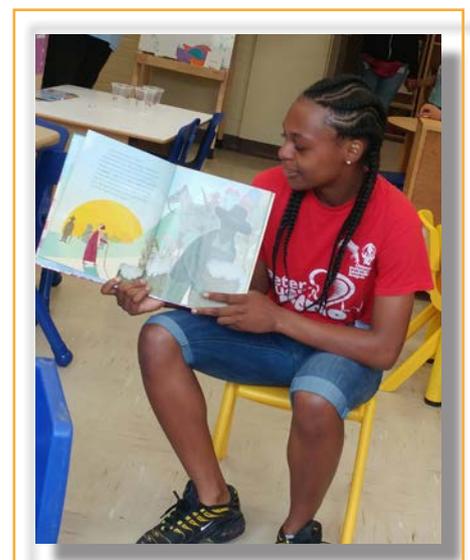
SUMMER MAGIC (SM)

Summer Magic is designed to provide summer scholars with an academically enriched environment to teach social justice through the sciences and humanities, specifically to offset summer learning loss. Summer Magic extends youths' learning opportunities by providing non-traditional exposure to relevant content and issues in order to develop students' knowledge and critical thinking skills through exploration, thinking, risk-taking, and enrichment. Summer Magic amalgamates both academic enrichment and work experience, in which students engage in classes, hands-on work experience, and community-based research.



SUMMER WORK PLACEMENT (SWP)

Advanced Summer Scholars are placed at diverse worksites to augment their employability preparation. Students are monitored by adult supervisors and are expected to fulfill their contractual work obligations. Advanced Summer Scholars spend three-five days each week at their individual work sites, engaging in a myriad of job responsibilities.



SUMMER STUDY FOR SUCCESS (SSFS)

Summer Study for Success (SSFS) is the pinnacle of YES’s summer programs as it 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 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.



SPECIALTY PROGRAMS

YES is extremely responsive to youth and stakeholder needs and co-develops programs in partnership with young people to ensure they incorporate their passions and interests guided by new, relevant opportunities.

CAMP FEWI

Camp FeWi, or Female Empowerment and Wellness Initiative, was a 6-week female-centered sport learning program. It was developed and sustained by both Youth Enrichment Services and Homewood Children's Village (HCV), to ensure that Pittsburgh's underserved female youth have access to high quality physical fitness, personal growth, and wholesome lifestyle programming currently offered primarily to male youth - and to address and challenge the chronic social disparities and health inequities affecting young females of color. After its creation in Summer 2018, YES and HCV saw the opportunity to shift the program, which came in the form of distinct mentor and mentee roles. The addition of this setup aimed to provide a low-pressure environment where younger girls could feel safe and look up to their older mentors who learned about new sports alongside of them.



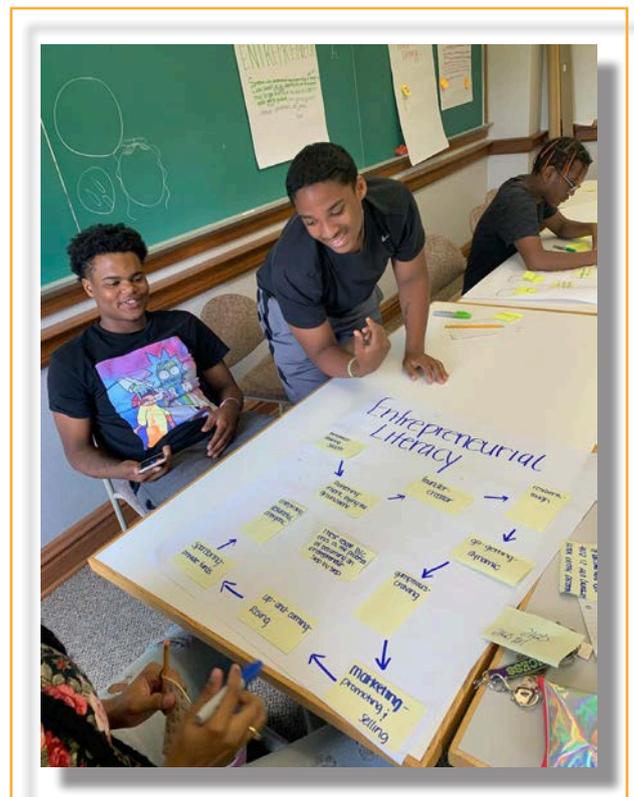
YES WRITERS

To reinvigorate story writing and telling among young people, YES piloted a six-week writing project to expose students to the power of story writing and the process of narrating their own stories. Students were provided opportunities to view the world beyond themselves by studying literature to find their voice. The purpose of this project was to develop different perspectives to build empathy and understanding, which in turn breeds compassion and kindness. At the program's end, students published their stories in a book and presented a pictorial presentation to supplement their written stories at YES's Symposium.



YES INCUBATOR

YES Incubator operates from the premise that YES students are already successful entrepreneurs in important respects, having also developed the resilience, hustle, and resourcefulness necessary to negotiate a system that is not designed to meet their needs. The Incubator seeks to help students translate their human capital into more explicitly entrepreneurial literacy practices, such as understanding business logistics; ideating, designing, and prototyping new ideas; developing viable business plans; communicating empowering self-narratives; and attracting investments.



YOUTH PARTICIPATORY RESEARCH

Student research has always been a critical part of YES students' summer experiences. YES fundamentally shifted how it engaged students in research in 2016 when connecting with scholar-practitioner, Marcus Poindexter, PhD. Dr. Poindexter, an Assistant Professor at Chatham University, helped YES think deeply about engaging students in youth participatory action research, a science-based research approach allowing students to drive their own inquiry, develop meaningful, testable questions, collect their own data, analyze findings using statistical methodology, and present results in a poster-like, conference structure to established stakeholders. With Marcus' support and expertise and YES's reliance on the latest science, YES reimagined the way young people participated in research.

Youth participatory action research invites students to consciously investigate the world around them and pursue solutions based on their discoveries and insights. Students take a critical look at the systems and structures that challenge their worlds and others and produce projects that give credence to new ways of thinking and being. Addressing inequalities and societal injustices from youth perspectives centers their expertise and wisdoms and emboldens them as valuable stakeholders. Young people have important knowledge and currencies to improve their environments, they just need a platform. Youth participatory action research affords this opportunity for young people. This research experience has manifested at YES in the form of independent and group projects through the summer employment context.

OUTCOME: Nearly 80% of youth enrolled in YES's summer employment program produced and presented student-led community-based research projects within the last three years.

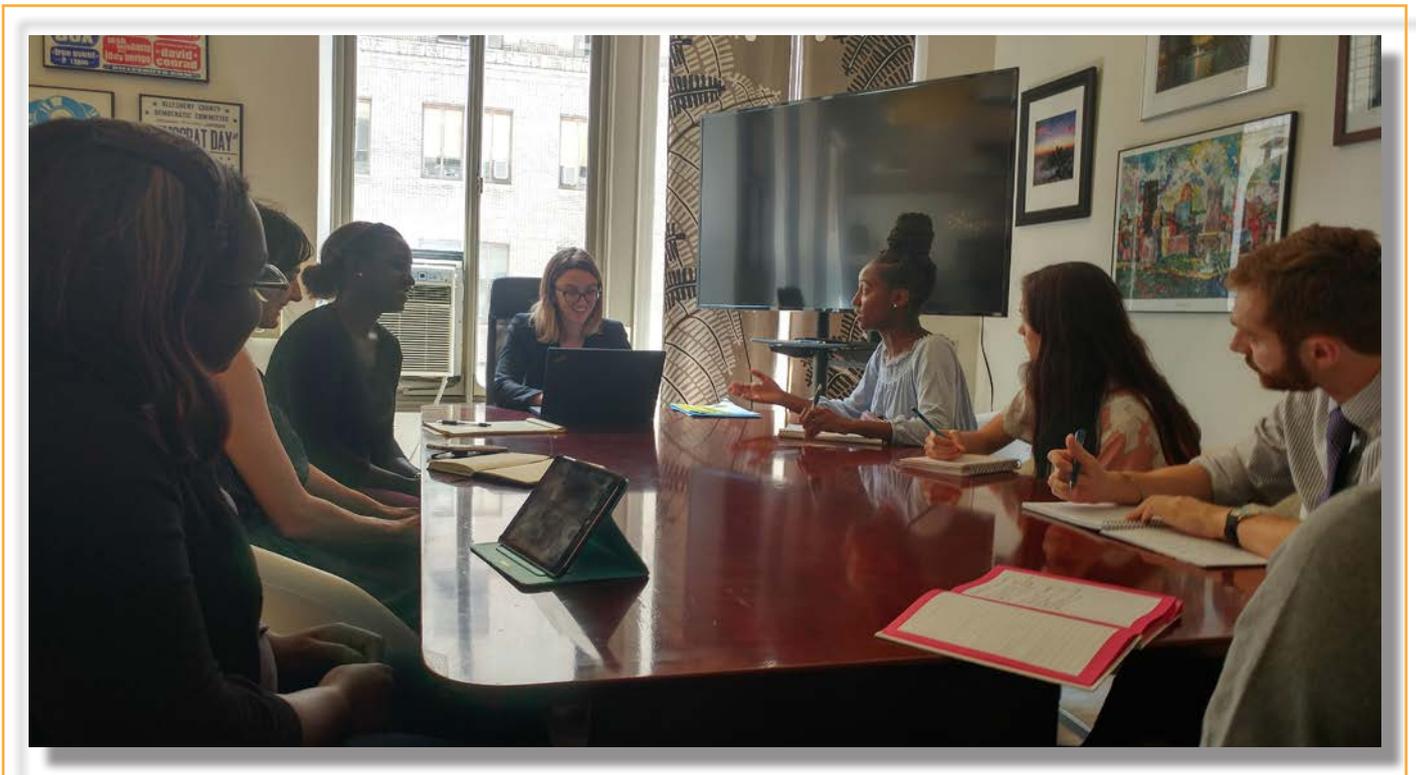


INDEPENDENT STUDENT PROJECTS

Students conduct independent, community-based research as part of the Study for Success and Summer Magic programs. Students' research projects align with their interests but also allow them to complete experimental learning of course content, resulting in high levels of engagement and high-quality products.

GROUP LED PROJECTS

The Health Department has been a valuable partner in providing YES youth with opportunities to investigate community health challenges in their communities. For the last four years, YES youth have explored lead toxicity, tobacco consumption and marketing, and opioid addiction. These projects have led to many students discovering their passion for solving these issues and many continue to be strong leaders in their communities as it relates to solving neighborhood challenges.



LEAD PROJECT

Leading the Discussion on Lead (Pb) was a youth participatory action research project for youth to explore lead exposure in their community alongside professionals from the County Health Department. This community-university-institution partnership allowed youth to transcend their traditional roles as research subjects and instead become data architects, gatherers, and analysts. Our young people's work demonstrated, quite powerfully, their capacity to bridge the gap between their community and the Health Department as they addressed issues in health equity. They proved themselves to be valuable community stakeholders and informed innovators, and, in doing so, further strengthened the core YES belief that they deserve seats at the table.

TOBACCO PROJECT

In low-income and racially minoritized communities in particular, tobacco companies strategically employ marketing strategies to attract teenagers to tobacco consumption. With this important context in mind, a group of YES youth served as important stakeholders for this issue in their communities through a 2018 participatory research project in which they investigated marketing mechanisms, discussed relevant issues with store owners and current teenage tobacco users, and made recommendations to alter the current policy landscape and to disrupt unhealthy marketing. Young people's work led to important conversations with store owners and decisionmakers who utilized youths' findings to advocate for change.

OPIOID PROJECT

So much of the coverage surrounding the opioid epidemic in the U.S. focuses on deaths of individuals who have abused opioids, with little attention or resources paid to those who survive and recover. Further, even less attention is paid to teenagers' perception and understanding of opioids. Given this information, students spent the summer of 2019 investigating the stories of individuals who abused opioids, but recovered, and the stories of individuals who worked tirelessly to reduce the amount of opioid overdoses and use in their communities. Students became documentarians and captured the narratives of several individuals who have been impacted by this crisis. They presented their work in a photo exhibit where they commemorated the lives of opioid abusers and first responders who were on the frontlines of this epidemic.



RESEARCH

Over the last four years especially, YES has increased its presence at local, national, and international conferences, published numerous articles on YES related discourse, and has contributed to the conversation on best-practices engaging youth in CBPR. In 2019 alone, and with the support of YES's scholar-in-residence, YES submitted papers for publication and presented eight presentations at six conferences spanning from the Greater Pittsburgh Non-Profit Partnership Summit and the American Public Association Conference to the National Summer Learning Association Conference.

PUBLICATIONS

- "Mentor Self-Efficacy and Mentorship Knowledge in Disadvantaged Youth: An Exploratory Study of a Teen Peer-Mentorship Training Program" (2017)
- "Tech and True: A Peer Mentor Initiative to End Cyberbullying" (2017)

CONFERENCES

- Fusing Geospatial (GIS) Education and Youth-Led Participatory Action Research: A Case Study of Urban Youth Engagement in CBPR Approaches to Address Lead Exposure and Tobacco use in Pittsburgh Communities. December (2019).
- "Don't forget about us": Examining Declines in Sport Participation Among Black and White Rural Female Athletes. November (2019).
- Measuring Up: An Analysis of Youth Enrichment Services' Efforts to Increase College Access and Persistence Among Low-income Students of Color. November (2019).
- Recovering Lost Narratives: Exploring a Community-Institution Partnership to Document Narratives of Opioid Survivors. November (2019).
- Justice Entrepreneurship: Incubating the Work of Community Literacy in Pittsburgh. October (2019).
- "Camp FeWi: A Response to Declining Female Sport Participation." May (2019).
- Performing Trust through Wise Mentorship. Conference on College Composition and Communication. March (2019).
- University, the Health Department, and the Community partnering to address Lead Exposure and Lead Awareness in Lincoln-Lemington. November (2018).



Present (2015 – 2019: Where YES is Currently)

- Harnessing Youth Power: A community-institution partnership to examine tobacco in the retail environment. November (2018).
- Fusing Geospatial (GIS) Education and Youth Led Participatory Action Research: A case study of urban youth engagement source mapping to address lead exposure in Lincoln-Lemington. November (2018).
- Closing the STEM Achievement Gap with Open Source Tools: A case study examining the use of technical education and peer teaching in a youth-led community-based participatory research project. November (2018).
- Moving Youth-Involved Partnerships Forward in Addressing Community Health: Lessons Learned in a Community Participatory Lead Research Project. November (2018).
- Exploring Gender-Specific Sport Programs' Role in Building Participants' Self-Concepts, Sport Attitudes, and Long-term Sport Engagement. September (2018).
- Utilizing a Youth Driven Employment and Self-Enrichment Model for Conscious Community Development. May (2018).
- Improving Academic Self-Efficacy, School Connectedness, and Identity in Truant Pittsburgh Students: A Preliminary Study of the All About Me Program. November (2017).
- Saying yes to Y.E.S.: A Qualitative Analysis of the Factors that Attract and Sustain Low-Income Students' Participation in Summer Learning Programs. May (2017).
- Voices from within: A Qualitative Analysis of YES's Juvenile Diversion Program. November (2016).
- Mentor Self-Efficacy and Mentorship Knowledge in Disadvantaged Youth: An Exploratory Study of a Teen Peer-Mentorship Training Program. September (2016).



ERA HIGHLIGHT

FLINT, MICHIGAN

Students who participated in the Leading the Discussion on Lead (Pb) Project, also known as the YES Crew, expressed emphatically that their favorite memory of the 2015 – 2019 YES era was their exploratory learning excursion to Flint, Michigan. During this trip, young people met with the Mayor, community advocates, and local families who were disproportionately impacted by the lead water crisis. Students volunteered at a residential co-op to glean fresh produce and distributed clean water to residents in need. This trip immersed students in the national conversation on the lead water crisis and cemented their roles as environmental justice youth leaders once returning to their home communities. This trip was not all business, though – students had time to play. They experienced the Michigan shopping landscape, visited the Detroit Lions stadium via a private tour, enjoyed food at local eateries and entertainment at a local lounge, and stayed in a five-star hotel with a beautiful city view. The bonding and memories from this experience are clearly long-lasting and special.



CURRENT STUDENT SPOTLIGHT

YES is currently impacting the lives of so many children across the Pittsburgh area through academic support, career exposure and preparation, leadership development, and more.

Over the last decade, YES has been a safe haven for children to learn the things that they are not always exposed to in their traditional learning environments, like computer coding or financial literacy skills. To witness current program participants also seeing the role YES has in their lives is extremely comforting and tells us that we are leading them down paths for success.

- Almost 60% say YES has been very impactful on their lives
- Over half say they feel extremely prepared to make critical life decisions because of YES
- Over 80% would be very likely to recommend YES to someone

In surveying current participants of various YES programs, it was quite clear that the mission of YES to create empowered leaders for our future is being fostered. Through fostering a welcoming environment and ensuring youth have strong relationships with staff, YES has prepared young people with the academic and employment skills necessary to take the steps on their paths to success.

Though many of YES's current participants have only had brief exposure to programming, many already see the impact their time at YES will have on their future lives. Obtaining real world exposure to careers has helped many see the importance of life lessons like working hard, never giving up, and building a large network of support. Additionally, our youth see the balance between work and play as they enjoy the opportunities provided to them to develop their personal and professional skills while also making new friends.

**They showed me
I have someone
other than my
mother.**

**I feel the way
they welcome
you is like
they knew you
forever.**

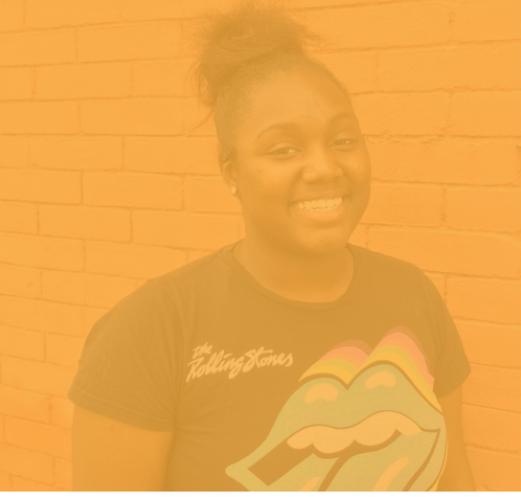
Why did you choose to participate in YES?

Top answers: To prepare me for life after school, to have fun, to be a part of a family atmosphere

How has YES impacted you?

Top answers: Job preparation, increased my general knowledge, provided academic support

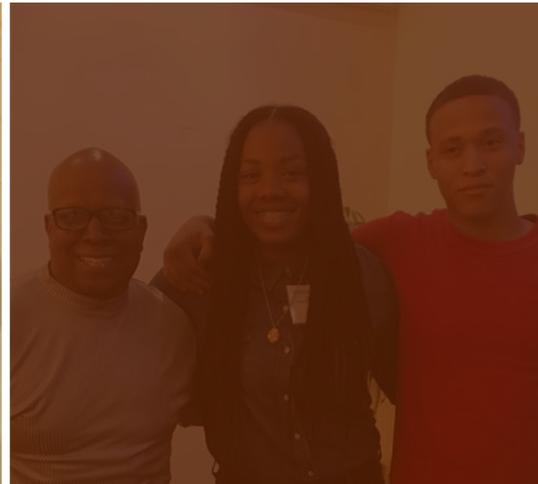




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The best way to predict
the future is to create it.

- Anonymous



FUTURE

2020 - ONWARD: WHERE YES IS GOING

NARRATIVE

2020 is characterized as YES's year of vision, focus, intentionality, strategy, and change. While the year started out with an emphasis on strategic planning and wholeheartedly serving youth through robust program offerings and direct service engagement, it quickly transitioned into a year of responsive outreach and improvisation to meet the needs of YES's most vulnerable students and families in light of the COVID-19 pandemic. YES stretched its organizational muscle with tenacity as it confronted unprecedented challenges with the global and racial health pandemics. YES met these challenges with creativity, resilience, and innovation as it reimagined its programming to utilize a completely virtual platform.

YES's Pathways to Access Program (PAP) set the tone as it was the first to redesign its programming when it tasked PAP students with developing public health interventions and business ideas critical to individuals' pandemic survival. Students in All About Me (AAM) followed the virtual trend and continued their Success Mapping Session engagement in small groups with staff to maximize their remote learning success. Youth in College and Career Preparation finalized their post-secondary journeys through virtual engagement with colleges and universities and leveraged current YES college students' experiences to make matriculation decisions. YES's gender-specific programming continued serving as self-care connection spaces for students in a world of isolation.

For the first time in the organization's history YES's comprehensive summer programming operated almost entirely virtually. YES worked diligently to ensure students remained connected to vital summer work and learning experiences through virtual career worksites and project-based learning opportunities. Although the program and platform "looked" different, YES remained committed to providing young people with transformational career development.

YES reflected on the lessons learned through virtual engagement and applied them to Fall program design to ensure it addressed issues of access and opportunity. YES continues to innovate and adapt its programming in response to these lessons and climate and context needs. With this, YES is actively engaging in developing stronger, more accessible programs related to technology and STEM in order to continue providing robust and relevant areas of knowledge for our youth.

For our youth who have matriculated to post-secondary institutions, YES has developed an Alumni Support program to ensure these students know that YES will continue to provide them with the support and positive atmosphere necessary to succeed in their future endeavors. This program has allowed YES to ensure its college-aged participants are remaining engaged to their academic pursuits, each other, and any additional challenges that arise in this new virtual learning environment.



YES's immediate future is guided by its strategic plan, which sees YES's strength in prevention work. One way YES will accomplish this is through providing youth with expanded workforce development and post-secondary support services. YES is entering into a new opportunity at the turn of the year with Partner4Work, local schools, and career and technical education programs. YES will help connect young people with skilled trades to their respective industries. This is one of many opportunities that will lay the foundation for YES's future and position the organization as a workforce and career development hub for young people in Pittsburgh.

Overall, YES is charting the course to be recognized as one of Pittsburgh's premiere service providers for marginalized youth and will continue to provide high quality programming while innovating and adapting its outfit to remain relevant and current in the non-profit landscape.



PROGRAMS

YES is currently operating the same profile of academic, employment, and enrichment programs, with iterative adjustments. YES's programs are designed to be broad and versatile enough that young people can find their footing in any program of their choice. While COVID-19 has forced YES to innovate the platform on which it delivers its programs, the objectives, goals, and anticipated outcomes do not change. YES's programs are responsive to the current needs of stakeholders and can be adapted, as necessary. YES birthed its newest program from a place of responsiveness.

VIRTUAL MENTORING LEADERSHIP INITIATIVE (VMI)

The Virtual Mentoring Initiative (VMI) was developed in 2020 to support schools in ensuring their most vulnerable learners remain connected to vital social interactions, resources, and further support in spite of the COVID-19 pandemic. With the goal of connecting stakeholders, identifying barriers to successful cognitive and social development in the virtual environment, and providing relief to families, VMI seeks to maximize students' engagement in the virtual learning environment. This initiative is supported by YES's college students who serve as mentors providing social-emotional and peer support to high schoolers in need. As one of YES's most recent initiatives, VMI has proven to be a useful response to the often-disproportionate impact the COVID-19 pandemic is having on low-income and predominately black communities.



RESEARCH

In 2020, YES continued its research efforts by publishing papers in high impact journals: Afterschool Matters Journal and the Journal of STEM Outreach. These publications examined YES's summer employment model and its organizational efforts to engage low-income youth in summertime learning opportunities and reflected on YES's youth participatory research project investigating lead exposure. YES's evolution and path forward are influenced, and largely defined, by its research findings and body of evidence.

PUBLICATIONS

- "Preliminary Testing of a Peer-Teaching Model Utilizing Geospatial Open Source Tools to Address Community Health Issues" (2020)
- "Transcend the Summer Slump: How to Attract and Retain Low-Income Students in Summer Learning Programs" (2020)

CONFERENCES

- Black Girl Magic: Black girls defining holistic health through community-based female empowerment and wellness initiative. October 2020.
- Whole food, new mind: Gauging youth perspectives on receiving food assistance within a summer program. October 2020.
- Black boys' health matters: Lessons learned from a community-based male mentoring program. October 2020.



ERA HIGHLIGHT

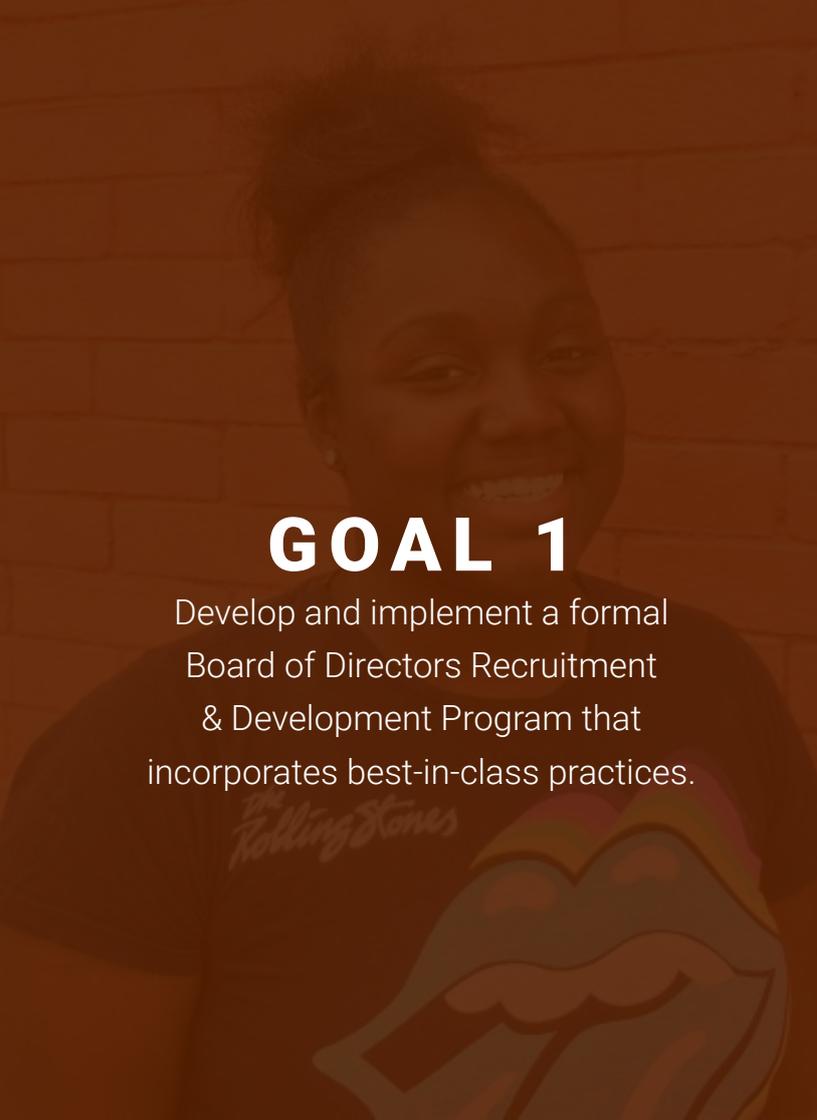
YES is entering its third decade with great expectations for celebrating broad success in supporting children and their families in multiple Western Pennsylvania communities. To ensure this momentum persists, YES engaged in a strategic planning process through the support of PACE which revealed a unique strategic opportunity for YES along with four goals to be implemented over the next two years. This upcoming decade not only comes with a robust plan for the future, but also a new Program Director who brings a wealth of knowledge and insight into the role and who will work alongside the Board, executive director, and staff to accomplish the focused objectives.

STRATEGIC PLAN

YES's considerable success and strength in providing mentoring and understanding criminogenic needs positions the organization to be a preferred and high-quality provider for preventative services. Over the years, YES has established a successful base for preventing youth from engaging in the criminal justice system through the Mentoring Partnerships Program. In addition, the organization has cultivated a defined body of peer-reviewed research that suggests diversion programs are not enough to prevent youth interfacing and encountering the juvenile justice system in Allegheny County. These factors, along with local research and feedback from school leaders who YES has relationships with, has illustrated that school communities are struggling to provide resources to address the particular environmental context in which local youth of color, particularly black girls, have disproportionate contact with police and the juvenile justice system. Because of this, YES has a strategic opportunity to build out a Restorative Practices program model that would allow connection with youth prior to an event that leads to engaging with the justice system.

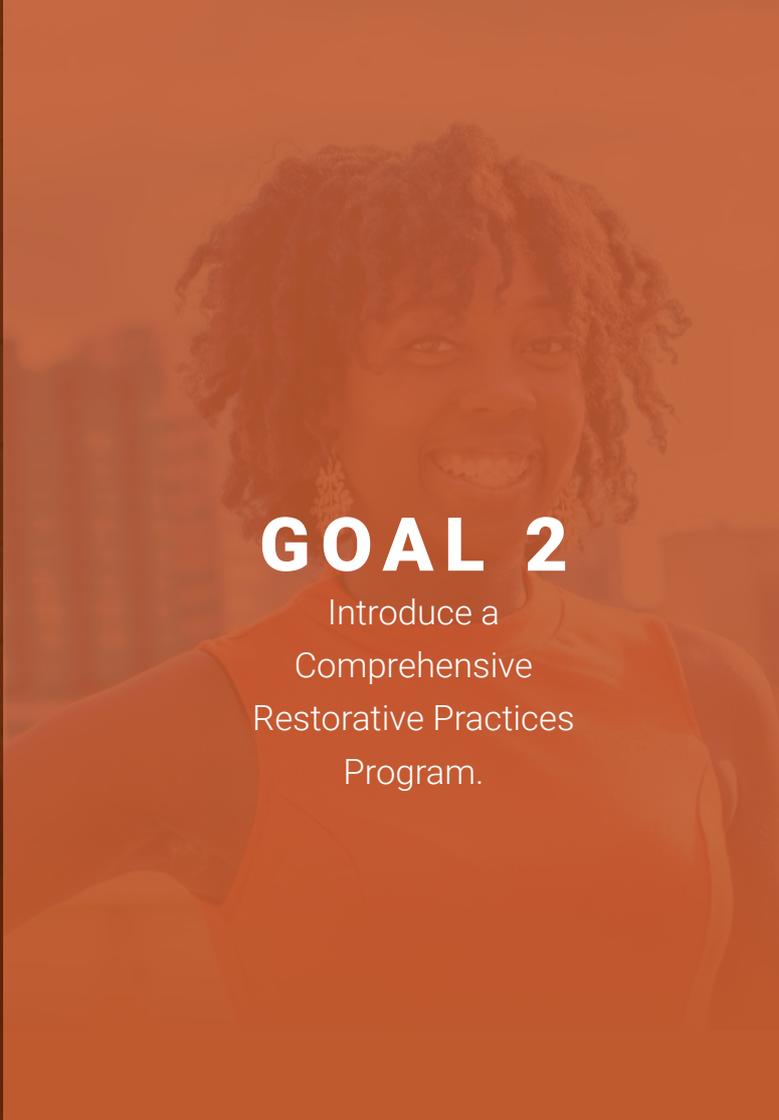
YES will pursue four strategic goals in an effort to position itself to take advantage of its strategic opportunity. The next page outlines the strategic goals, listed in priority order.





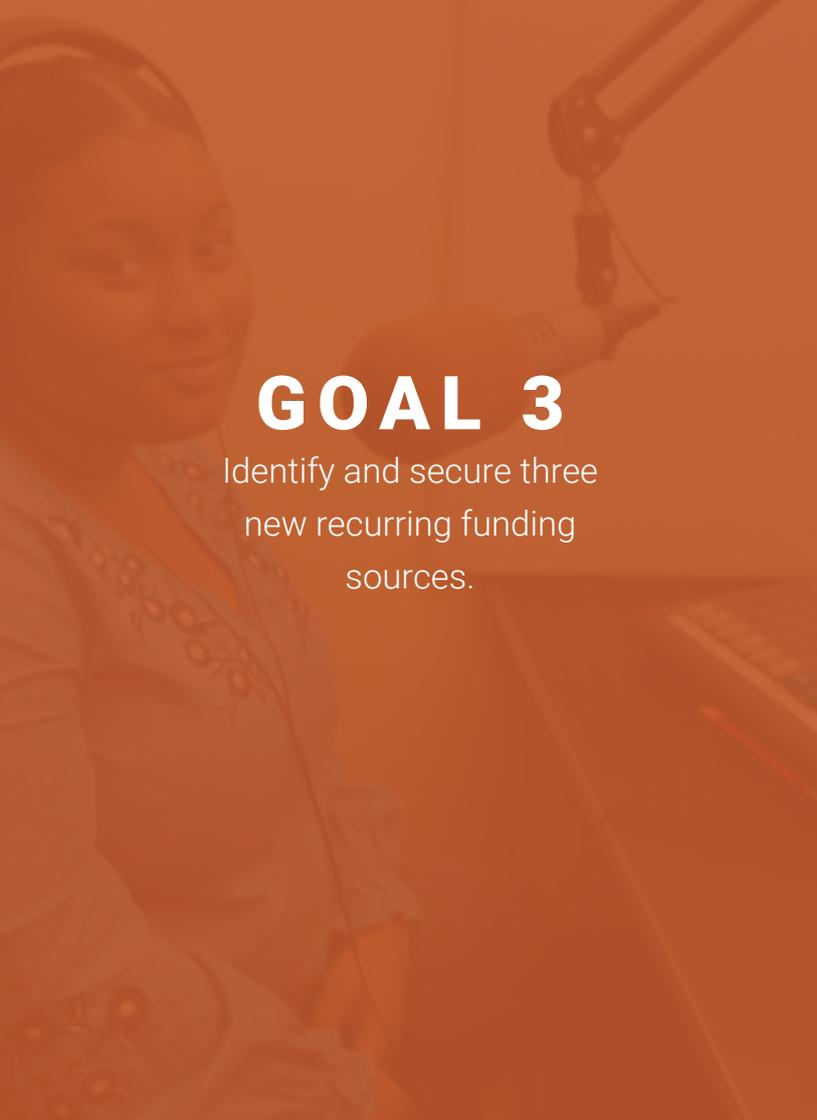
GOAL 1

Develop and implement a formal Board of Directors Recruitment & Development Program that incorporates best-in-class practices.



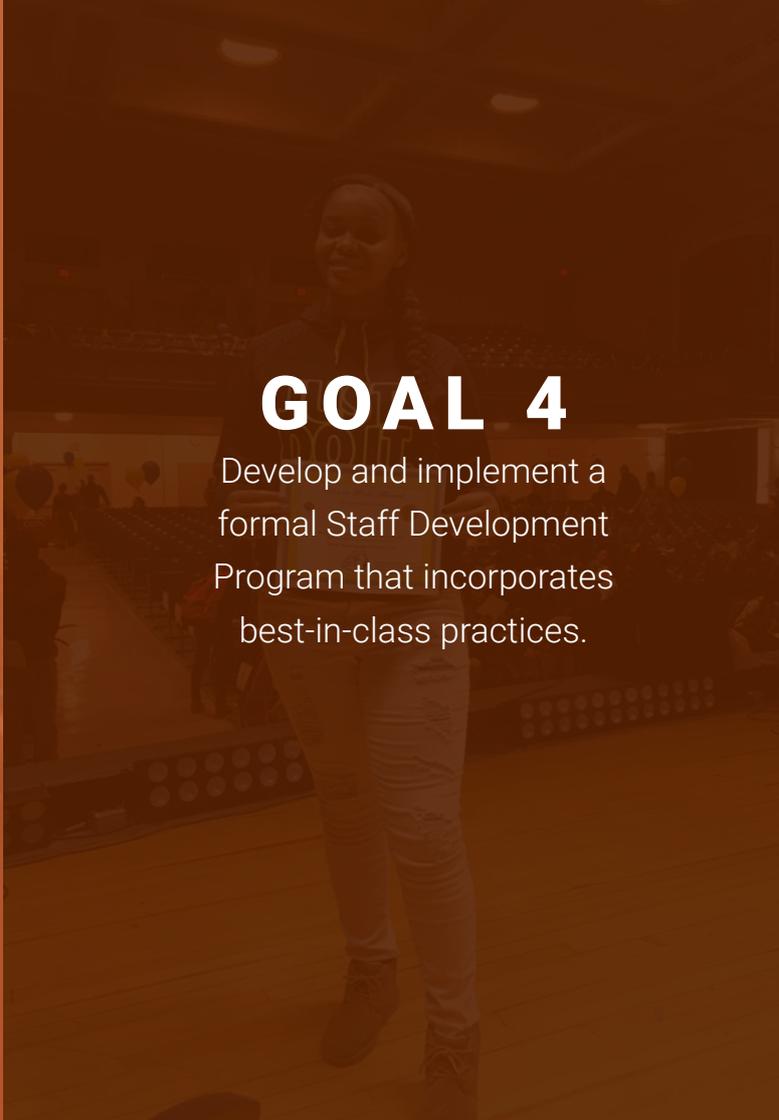
GOAL 2

Introduce a Comprehensive Restorative Practices Program.



GOAL 3

Identify and secure three new recurring funding sources.



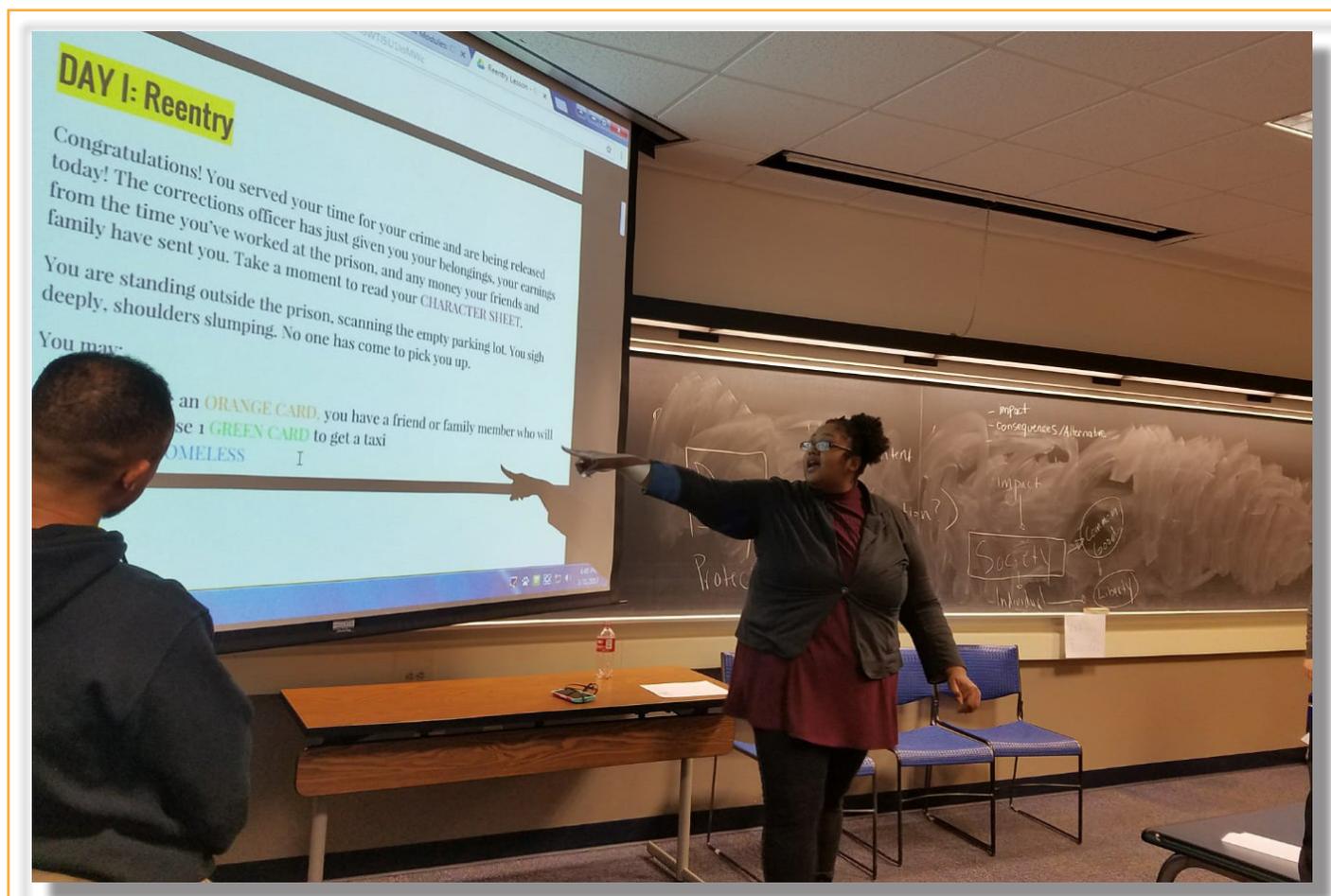
GOAL 4

Develop and implement a formal Staff Development Program that incorporates best-in-class practices.

STAFF SPOTLIGHT

NEW PROGRAM DIRECTOR - ANAY POPE

Anay joins YES with a wealth of experience, knowledge, and passion for serving youth and families. She is a creative thinker, an accomplished researcher, transformative professional, social justice advocate, continuous learner, community-engaged practitioner, and courageous leader. A Braddock native, Anay has an MS.Ed in Higher Education from Pennsylvania State University and a BS.Ed in Early Childhood Education, with an emphasis in Special Education, Urban Education, and Educational Psychology from Indiana University. As a former teacher, scholar, case director, and program and curriculum designer, she brings a unique set of skills and perspective that will advance YES's programs and help fulfill its mission. And beyond her accolades and expertise, Anay is just a really great person with an admirable smile, witty personality, a loving heart, and open arms. Anay will find her footing and take YES to greater heights and to bigger tables. She is adept at innovating programming and equipped for the challenges and opportunities that lie ahead! Ultimately, she is prepared for this moment and the right one to answer the call.



CLOSING

2020 has been a year of vision, purpose, focus, and growth, but also a year of difficulty and despair for our students, stakeholders, and community members alike. We would be remiss not to acknowledge our collective suffering due to racial injustices, global health pandemics, school closures, senseless killings, and political turmoil. Through these challenging times, we at YES have found hope in our youth who remind us of their bravery, resilience, boldness, passion, and commitment to making the world a better place.

As 2020 closes, we continue to bet on our youth and their futures – their liberating spirits will guide us forward and one day emancipate us from the deeply embedded societal woes that we are currently confronting. As we remain committed to our mission of helping young people build wealth through employment and career experiences, access scholarships and seats at prestigious post-secondary institutions, and enrich their lives through opportunity and exposure, we are preparing the way for our future leaders, decision makers, entrepreneurs, and creatives.

YES prides itself on showing up and delivering when it matters, this has been our ethos and story for the last year and decade. As we approach another season of serving passionately, we ask that you join us in continuing our most rewarding and fulfilling work: investing in our young people. They will help us carry the torch and continue our YES legacy of excellence and youth empowerment.

LESSONS LEARNED

Over the decade, YES has learned valuable lessons informed by students, stakeholders, and experiences. Below are just a few important lessons YES's Executive Director, Dr. Jones, has highlighted from the decade:

- 1** "Grassroots, community-based" means authentic and organic. It should come from the bottom up, not the top down.
- 2** Volunteers have value, as much as money, maybe more.
- 3** The best resource is your people; good staff are worth their weight in gold.
- 4** Long-term partnerships equal credibility, credibility equals long-term partnerships.
- 5** The community has a voice, listen, it always has the last word.



The background image shows a group of people in a meeting or workshop. In the foreground, a woman with glasses and a dark jacket is smiling and holding a microphone. To her right, another woman is looking towards the camera. In the background, other people are visible, some looking at a screen or document. The overall scene is a professional gathering.

THANK YOU

YES expresses its utmost gratitude for the love, support, and commitment it has received over the last decade – the invested belief in YES’s work and concerted financial and human capital have allowed YES to experience organizational growth, new program development, and high-quality service delivery. YES students are also especially thankful for the outpouring of resources and investment from generous funders and stakeholders.