Youth Enrichment Services
2018 Summer Report

LEADERSHIP

MENTORSHIP

EMPLOYMENT

ENRICHMENT

GROWTH

MISSION

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

VISION

YES seeks to empower communities to become their own best resource.

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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 examine 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) evaluating YES' summer program model, and 2) highlighting students' summer progress. A secondary report goal is to utilize student outcomes to inform 2019 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.

Recommendations

Based on this comprehensive analysis, several recommendations result for 2019 summer YES programming:
1) Refine Teen Mentor Training,
2) Create more opportunities for student driven career exploration and autonomy,
3) Expand opportunities for returning youth,
4) Increase and diversify worksites, and
5) Develop Year-long Employment Program.

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.

What does the research say about summer youth employment?

Figure 1. Benefits of Youth Involvement in Summer Jobs
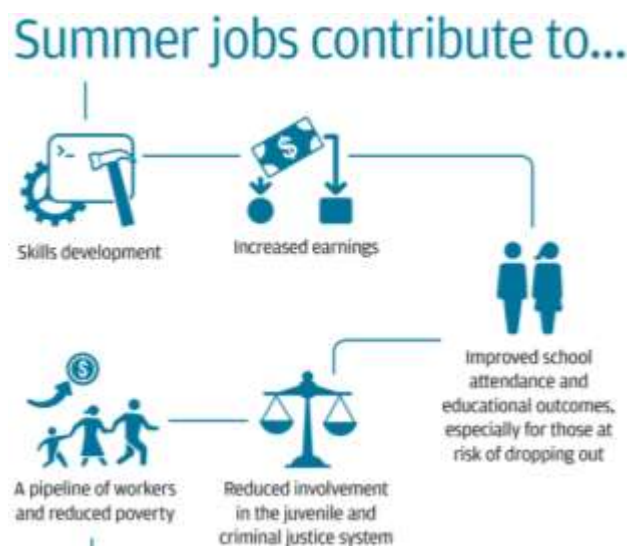
Source. Expanding Economic Opportunity for Youth

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).

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 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).

Moving beyond the Ranch: YES Summer 2018

If we were certain about anything in June, it was heading to Faith Ranch, the home of our Teen Peer Mentoring Training. This place was *escape* for us. This place was reconnection with nature. This place was *home*.

For more than 20 years, we have commenced our summer programming in Jewett, Ohio to train students as mentors and leaders for four days before they became gainfully employed around the city of Pittsburgh.

However, due to climate changes and unforeseen challenges, we were unable to visit as originally planned.

Processing this was hard for all of us, even for our returning students, who had greatly anticipated our time on the Ranch this year.

Confronting the uncertainty of where we would now hold our teen training left us scrambling and wondering.

But, to our dismay, this was not our only challenge. We were taking on over 100 students this summer, 20 to 30 more than we normally engage, and thoughts like:
How will we accommodate all the students we are welcoming this summer? Where will they be placed? How will they respond to their work environments? permeated our minds and guided our discussions.

Despite the many questions we cogitated, students were coming to us and we had better be ready.

And ready we were.

Just as we faced - and eventually overcame - challenges with the unknown, so did our students.

As such, we frame this report by sharing some of their narratives, which give insight into YES, summer of 2018 and demonstrate the importance of us moving forward without the clearest blueprint.

Shawnray, also known as old faithful, has been with YES for over six years - first as a Diversion 2000 client and now as a Mentoring Partnerships student and Learn and Earn participant. His growth is amazing, his story inspiring. Despite this, we never know how Shawnray's summer with us will go! Will he allow his peers to lead him down a path of destruction? Or will he dismiss the surrounding pressures and take on a leadership role and set an example for his peers? This summer, the latter was true. Shawnray was identified as a peer leader at East End Cooperative Ministry's summer camp, his worksite. He received high ratings from his supervisor and was praised for his commitment to the students. Irrespective of the structural and environmental challenges he confronted, he grew immensely and navigated them well. Even when some of his peers

did not make it, Shawnray remained persistent, professional, and respectful, and never allowed his circumstances to define his work ethic - he finished strong and on top. In addition to this, Shawnray showed commitment to our other enrichment programs as well. Although he was involved in football and other school related functions, he attended his research courses religiously and completed his community-based research project on residents' perceptions of black-on-black crime. He and his co-author worked extremely hard and wowed viewers the day of our symposium with their presentation. Some people were shocked by Shawnray's growth - but all of us were excited to have witnessed his continued journey toward success!

Diamond, a second year YES participant, left a similar impression on us. She commenced the summer with YES connected to another full-time job at McDonalds. We wondered how she would engage in YES and work full-time at McDonalds. This uncertainty left us with more questions than answers. However, unaware of her superpowers, Diamond did it all! She worked 25 hours a week with YES through Learn and Earn and fulfilled her role as a full-time McDonald's employee. Anyone balancing 65 hours a week of work deserves recognition, but especially Diamond, who is often responsible for her own financial capacity and needs. We celebrate Diamond, not because she finished, but because she exceeded our expectations. In conversation with Diamond, she mentioned that YES is extremely valuable and worth the sacrifice to her. Even when the work portion of Learn and Earn ended in early August, Diamond still made a commitment to complete her community-based research project with her co-author, China within two weeks. As Diamond and China explored why teens use Facebook as a platform for coping, they produced important findings that the University of Pittsburgh's Center for Research on Media Technology and Health took interest in to pursue further. She is truly a diamond in the rough who is crystalizing in the pressures of her environment. Her commitment is laudable, and we cannot be happier with her growth as an employee and scholar.

Anesa, a fourth year YES participant, was branching out this year. Instead of spending her summers with her YES crew, who are more like family than friends, Anesa was Allegheny Front's lone intern. There, she explored the toxicity of black hair care and provided literature for their environmental justice radio program. She led their awareness campaign on the harmful effects of hair products used by women of color. In her role at the Allegheny Front, Anesa looked deeper into her passion for hair, not only as an art form, but also as a science. With her research on the toxicity of black hair care and personal interviews, she developed a phenomenal essay, "Switching to Safer Hair Products Not So Easy," that illustrated the challenges in practicing safe hair care management for women of color. Her project culminated as a weekend feature on Allegheny Front's full-length broadcast and turned into her community based participatory research project for our research program. It was one of the best constructed and presented projects at the symposium - and it led to a future opportunity with Women for Health

Environments. Anesa served as a guest speaker for their International Beauty Event alongside Madame Chang, a renowned international beauty and health expert, and shared her reflections. Although her biggest fears included learning to travel across town to an unfamiliar part of the city and working without her closest buds, she overcame these fears and is now, more than ever, ready to lead her entrepreneurial hair business, Lavish Studio, without trepidation.

With a wide smile and a firm handshake, we welcomed Khalil as a first year YES participant into our summer program. He, like many of the students, was excited about making money and participating in something new. The newness of this experience kept him wondering and thinking. He was curious and excited - and we were, too. Khalil took part in investigating flash mob fights and teen violence in his community. He worked alongside Chatham Professor Marcus Poindexter and others who were interested in learning how and why these fights start. He specifically prepared a presentation on black male perspectives on the causes and preventive strategies of teen flash mob brawls in Pittsburgh. We were particularly impressed with his leadership at our Teen Violence Summit, during which he provided insight into the violence permeating the streets of Pittsburgh and, in some ways, foreshadowed his own death. Shaking his hand at the end of the summer and discussing all he learned was our last memory of Khalil, as his life was stolen violently and tragically shortly after our program ended. As shocking and as sad as it was for us to lose such a young talented and positive member of society, we do not want his death to be just another statistic about a black teen murdered on the mean streets of Pittsburgh. His life mattered. It is very hard to share how devastating it is to lose the genius among us without ever getting to enjoy his contribution to the community and our country. He was going to be someone special.

Perhaps this was the most unforeseen uncertainty. None of us could have prepared for a summer in which we would lose one of our very own. Our brother. Our friend. Our future.

Nonetheless, these stories remind us to cherish the youth with whom we work. They challenge us to keep persisting through challenges. They help us refocus and repurpose our work - and they teach us to create the way forward even when uncertainties seem to cloud our vision.

The remaining parts of this report provide hope. They demonstrate the beauty of YES and of our students. They illustrate YES students' strength in overcoming obstacles - the growth they have obtained and the experiences they have had. These stories substantiate the urgency for mentorship and the opportunities with which we hope to continue to provide for our students.

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 Earn[1] 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 not only to 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 goals[2] 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.
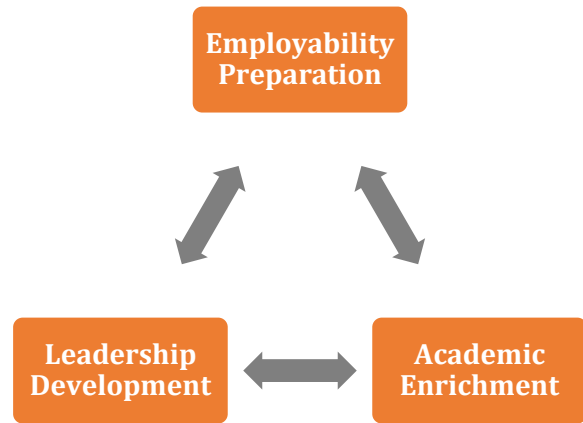

Figure 2. YES Summer Program Tenets

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
Advanced Summer Scholars: ages 17 - 21	Faith Ranch	Summer Work Placements	College Preparation

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[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 four years of summer data, YES has restructured its programming pathways to align with 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. In addition to their research projects, college going advanced scholars engage in college preparation coursework to prepare for the rigors of their university tenure.

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 adverse behavior. 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 as they navigate their work places and beyond. 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 Summer Magic	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	1 week 7 weeks

Program Name	Program Overview	Core Goals	Program Length
Summer Work Placements	Encompasses ten plus 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 served 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.

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

Camp FeWi: Advanced Summer Scholars worked as campers in Camp FeWi, a collaborative approach to ensuring female youth have access to high quality physical fitness, personal growth, and wholesome lifestyle programming currently offered primarily to male youth. Through Camp FeWi, students rotated through daily sport skills and athletic analysis, nutrition and health, and academic and leadership enrichment workshop sessions.

Motor Mouth Multimedia: Advanced Summer Scholars gained substantial background knowledge and hands-on experience in communications and marketing; they built relationships with consultants who can serve as advisors and mentors; and create a professional portfolio and completing other task by supervisors.

Carnegie Learning: Advanced Summer Scholars supported the Back to School efforts of Carnegie Learning for product lines in math and computer science education, including the following products: MATHia, Proto, MyCL, MyPL, Reports Suite, Teachers Toolkit, Resource Center, and other digital properties and products. These scholars provided feedback on new user interface, partnered with various departments, generated K-12 math resources, and managed product data using software.

ALCOSAN: Advanced Summer Scholars became familiar with the policies and practices of the Communications Department (part of the Allegheny County Sanitary Authority (ALCOSAN) Communications Division). They were responsible for communication to the public about ALCOSAN's services and programs, representing ALCOSAN at community events, and coordinating the messages from departments within ALCOSAN.

Investigating Opioids*:* The coverage around opioids has recently focused on the deaths of individuals who have overdosed using opioids. Very little information exists regarding the individuals who survive and recover from the use of opioids. Advanced Summer Scholars spent the summer investigating the stories of individuals opioid survivors and first responders. Students were documentarians and captured the narratives of several individuals who have been impacted some way by this crisis. Students used narratives and data to create policies and recommendations.

Tobacco Points of Sale Research: Advanced Summer Scholars engaged in tobacco points of sales research to determine how tobacco companies are marketing their products to teens and young adults. Students collected data, interviewed teen tobacco users and store owners, and utilized GIS Mapping tools to analyze the data collected. Students used research to make recommendations to elected officials to address youth tobacco product access.

MAP Diversity: Advanced Summer Scholars engendered the role of flash mob brawl investigators who engaged as ethnographic (phenomenological) researchers interested in understanding the facilitators/factors that lead to organized mob fights among teens in the greater Pittsburgh area. They used this research methodology to understand people's lived experiences. As investigative journalists, they discovered the rise in of mob fights across the city and helped local authorities understand how/why they occur.
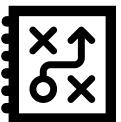
Special Assignments: Advanced Summer Scholars were also placed at non-traditional work sites such as Westinghouse High School, CEA, and JLC Daycare, internships at Allegheny Front or Paulson Avenue Recreation Center, served as fashion and art entrepreneurs managing their own craft, or completed other academic related endeavors. Each youth fulfilled the scope of work necessary for their respective worksite.

Academic Enrichment

YES rounds out its summer program model by incorporating opportunities for academic enrichment and college preparation. 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 also built into their program infrastructure a unique opportunity for students to prepare for their post-secondary trajectory – as many youth are first generation college students and expressed needing additional support and guidance to prepare to navigate their collegiate environments.

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 academic settings where the emphasis is on exploring, thinking, risk taking, investigating, and enriching	Improve students' academic aptitude, intellectual curiosity, and connectedness 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	7 weeks
College Preparation	Supports students in transitioning into their respective college environments by exploring: white spaces, time management, scholarships, campus involvement,	Demystifying the college experience and providing resources to successfully navigate the space	4 weeks

Summer Magic

Summer Magic is designed to provide summer scholars with an academically enriched environment to teach social justice through the sciences and humanities during the summer months, to offset summer learning loss. Summer Magic extends youths' learning opportunities by providing non-traditional exposure to relevant content and issues. 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.

College Preparation

Because of the deep impact a college degree has on the economic prospects of individuals and their families, promoting access to and preparation for college is a social-justice issue (Jones, Feigenbaum, & Jones 2018). Systemic factors, first and foremost the opportunity gap, contribute to a massive college degree divide, with low-income students and students of color attending and graduating from college at much lower rates than white students from middle- and upper-income backgrounds (Jones, Feigenbaum, & Jones, 2018). YES attempts to address this opportunity gap by designing programming to support students through the college application and transition processes. Both in local communities and nationwide, significant efforts have been made to increase the college attendance rates of low-income students of color. However, scholars suggest that efforts to increase college *access* must also be met with actively providing support for students to *persist* to graduation, because getting students enrolled is only part of the equation (Feigenbaum, 2018). As such, YES offers college going youth the opportunity to enroll in summer sessions that equip them with resources and skills to grapple with college scheduling, manage time effectively, navigate predominately white campuses as students of color, respond to challenges, and seek services and campus resources.

As illustrated above, YES integrates leadership development, employability preparation, and academic enrichment opportunities into six 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 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 student success.

Faith Ranch– Teen Mentor Certification Training (TMCT)
Mentorship and Leadership Development

Curriculum	Faith Ranch curricula is designed using two sources: **Primary Source:** 7 Habits of Highly Effective Teens (*Sean Covey*) **Secondary Source:** Minority Health Empowerment Program (*Collective Scholars*) **7 Habits of Highly Effective Teens*** **Habit 1:** Be Proactive (Decision-making skills) **Habit 2:** Begin with the End in Mind (Effective planning) **Habit 3:** Put First Things First (Prioritizing values) **Habit 4:** Think Win-Win (Success strategies) **Habit 5:** Seek first to Be Understood, Then to Understand (Communication skills) **Habit 6:** Synergize (Creative cooperation and development) **Habit 7:** Sharpen the Saw (Refining leadership and personal skills) **Minority Health Empowerment Program*** **Lesson 1:** Peer Mentoring Components **Lesson 2:** Natural Helper Model **Lesson 3:** Rhodes and Jason's Social Stress Model **Lesson 4:** Empowering Youth Through Mentoring Process *See appendix for detailed curricula with individual lessons and assessment protocols.
Program Design	Faith Ranch is designed as a four-day seminar with four program elements. **Section 1:** Workshops **Section 2:** Mentor-Training **Section 3:** Team Building **Section 4:** Exploration **Section 1**: 50 min-workshops on each Habit in Sean Covey's text (taught by facilitators) **Section 2:** 2-hour mentoring training (taught by Executive Director) **Section 3:** Team building and physical activities (obstacle course, daily run, horseback riding, ultimate frisbee, campfire, talent show, nature walk, swimming, and crafts) **Section 4:** Exploration activities: 1) Leadership, cultural, and social development sessions, and 2) Student Presentations
Instructors	Workshops are facilitated by Pittsburgh Public School Teachers, graduate students, YES Staff, and volunteers.
Assessment	Students are assessed qualitatively and quantitatively through various mediums. 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	Summer Work for Success curricula is designed using 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 **Unit 1: Exploration of Self** Objectives: explore self-interests and values and identify strengths to examine YES employment opportunities that align with personal characteristics. **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. **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. **Unit 4: Apprenticeship and Dinning Simulation** Objectives: engage in a formal apprenticeship interview and dining simulation and apply employability skills gained throughout the week.
Program Design	SWFS is designed as a week-long program with four program components. **Section 1:** Workshops **Section 2:** Fashion Show **Section 3:** App. Development **Section 4:** Simulation **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 SWFS is held daily at Youth Enrichment Services 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, which prepares students for forthcoming SM apprenticeship.
Instructors	Workshops are led by Youth Enrichment Services Staff, local business employers, entrepreneurs, and volunteers.
Assessment	Students are assessed qualitatively and quantitatively through various mediums. 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	YES offers 10+ 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. Students select from one of the following work placements: East End Cooperative Ministry　　MAP Diversity Mount Ararat　　Investigating Opioids ALCOSAN　　Tobacco Points of Sale Research Camp FeWi　　Carnegie Learning Motor Mouth Multimedia　　Special Assignments
Program Design	SWP is designed as a six-week program through Learn and Earn with four program components. **Section 1:** Interview　**Section 2:** Job Placement　**Section 3:** Training　**Section 4:** Work Experience **Section 1:** Students engaged in a 30-minute student-staff interview held at YES. **Section 2:** Students are placed in external and corporate work environments within a week of the interview; students' placements are based on preference, Faith Ranch performance, and staff considerations. **Section 3:** Individual worksites provide job training; however, YES supplements this training with mini-sessions throughout 6 weeks. **Section 4:** Students work at their sites for 3-5 days out of the week.
Supervisors	Students report to supervisors at their respective worksites, from whom they receive feedback and instruction.
Assessment	Learn and Earn evaluations are used to assess students job performance. These evaluations include 9 categories on which students are assessed. Supervisors provide feedback on job performance using the following criteria: **Communication** – express ideas thoughtfully, verbally, and in written form **Cooperation** – offer assistance, work interactively with group, display positive outlook **Dependability** – follow instructions, respond to management direction, take responsibility, and meet attendance and punctation guidelines **Job Knowledge** – exhibit ability to learn, apply new skills, requires minimal supervision **Planning and Organizing** – use time efficiently and work in an organized manner **Problem Solving** – gather and analyze information skillfully and develop alternatives **Quality** – look for ways to improve and promote quality and apply feedback **Use of Technology** – demonstrate required skills and adapt to new technologies **Initiative** – volunteers regularly and seeks increased responsibilities YES Staff also conduct bi-weekly site visits and gather field notes on each student participant. 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.

Summer Magic	
Academic Enrichment	
Curriculum	Summer Magic utilizes teacher-designed curricula to provide students with an enrichment experience. **Social Justice:** With a science and humanities focus, this course amalgamated various literatures, medias, narratives, genres, photographs, and additional resources to help students explore injustices and develop a critical consciousness about the world. **Apprenticeships:** Students apply for and obtain an apprenticeship through Summer Work for Success. In addition to their enrichment course work, students fulfill apprenticeship obligations once Summer Magic programming commences. Students applied for the following apprenticeship positions: • Criminology Program Specialist • Family Engagement Specialist • Administration and Marketing Specialist • Event Planning Specialist • Office Support Specialist **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.
Program Design	Summer Magic is designed as a 7-week program with three program sections. **Section 1:** Enrichment Courses **Section 2:** Apprenticeship **Section 3:** Social/Cultural Outings **Section 1**: 2-hour sessions daily, Mondays-Wednesdays; 2-hour Community Asset sessions, along with 3-hour Friday research development sessions **Section 2:** 2-hour apprenticeship sessions with supervisors; apprenticeships include specializations in: criminology, knowledge management, administration and marketing, event planning, and office support. **Section 3:** Various cultural and social outings on Thursdays
Instructors	YES Staff and Graduate/ Undergraduate students lead and facilitate class instruction.
Assessment	Students are assessed qualitatively and quantitatively through various mediums. 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

Social Injustice: Exploring the Identity Crisis of Black Youth

Driving Question: What role can youth play in creating a positive change in the black community?

Course Objectives: to cultivate an understanding of social issues affecting black youth in the 21st century; to examine the interconnectedness between social injustices; to examine and explore self-identity, peer-identity, and community identity through science and humanities' lenses; to use real life experiences and situations in which YES students think critically and collaborate with to create positive influences over outcomes of our changing society.

Program Week	Course Topics
Week 1	*Who are you?:* Identity Crisis Among Black Youth in 21st Century
Week 2	*What can you see?:* Identifying Injustices Impacting Black Youth
Week 3	*How does it affect you?:* Examining How Social Injustices Impact Black Youth
Week 4	*What can you do?:* Exploring Youth's Role in Addressing Social Injustices
Week 5	*How do you mobilize and leverage resources?:* Creating Change in the Black Community
Week 6	*Garden Keeper***:** Planting a Seed of Community, Self, and Family Responsibility

Note. See Appendix for full Social Injustice Syllabus.

Apprenticeships

Summer Scholars placed at the YES office complete a 36-hour apprenticeship project with weekly tasks paced throughout the summer session. Apprenticeships give youth an opportunity to complete professional quality deliverables and receive one-on-one mentoring.

Criminology Program Specialist

Criminology Program Specialists (CPSs) assisted YES staff with re-envisioning the documents used for advertising and bringing awareness to YES' crime prevention program, Diversion 2000. CPSs utilized their creativity and organization skills to develop visually appealing and informative flyers and pamphlets and planned community engagement activities and events.

Family Engagement Specialist

Family Engagement Specialists (KMSs) assisted YES staff with creating a method for better engaging families in YES programming. FESs connected with families once a week and provided support to families regarding their students' experience in the program. FESs created family resource packages and updates for all involved families.

Administration and Marketing Specialist

Administration and Marketing Specialists (AMSs) are responsible for assisting with a diverse set of weekly administrative tasks in the YES office. Students will also take part in a long-term marketing project to ensure the broader Pittsburgh community is aware of YES programming and service opportunities.

Event Planning Specialist

Event Planning Specialists (EPs) assisted YES staff with planning, organizing, and implementing YES' Summer Scholar Research Symposium. EPs created innovative event files including invitations, flyers, and signup sheets. EPs also led advertisement efforts to ensure youth, families, and community members were aware of and able to attend the symposium.

Office Support Specialist

Office Support Specialists (OSSs) assisted YES' administrative staff with their day to day office management needs. OSSs assisted with accounting, phone calls, and event implementation related tasks to support YES' programming and office management needs.

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.

Summary 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: *Suspending Suspensions w/ PPS and School-to-prison pipeline*
Week 3	Legislation on Sexuality: Trans bill and Equal Marriage
Week 4	Legislation on Race: *Racial bias in courts; Police*
Week 5	Legislation on Animals: *Animal Rights and Captivity; Blackfish*
Week 6	Legislation on Guns: *Gun control and lobbying; 2nd Amendment*

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	Vocational Programming: CCAC Culinary Arts Apprenticeship Tour
Week 3	Vocational Programming: Bidwell Training Center Culinary Tour
Week 4	Tours of Professional Food Establishments in Pittsburgh: Indigo Hotel, Urban Tap, The Mansion on 5th, Big Burrito Restaurants, Showcase BBQ, St. James Baptist Church
Week 5	Food Set Design: PCTV
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 21st Century

Note. See Appendix for full African American Studies Syllabus.

Youth Engaged Participatory-Research

Youth participate in an eight-week research project that connect 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, courses, and interests, and implement the learned CBPR components. Finally, in stage 3, youth develop posters and papers, 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 diverse youth engagement fostered through a myriad of YES' cultural and social activities. These activities promote opportunities for positive social interaction and cultural awareness, and focus on building group cohesion, expanding a sense of togetherness, and fostering mutual respect.

YES intentionally plans weekly socio-cultural activities to supplement its academic, career, and work-related programs. Such experiences are implemented throughout the summer and include: University of Pittsburgh's Nationality Rooms, Settlers Ridge Wave Pool, Main Event, Heniz History Museum, and various local historical sites. Through these opportunities, students develop positive peer relationships.

YES historically serves students who emerge from predominately homogenous economic and socially isolated backgrounds. YES students tend to lack exposure which often catalyzes territorial alliances that do not cross geographical boundaries. Research, however, demonstrates that 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 to 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.

	College Preparation
	Academic Enrichment

Curriculum	College Preparation is designed for students to openly and freely explore relevant topics unique to a college freshmen experience. The course facilitator adopted resources from various sources to expose students to a breadth of social and academic concepts prior to college entry. **Week 1** You have earned a seat at the table, make it count! *Objectives:* • Provide helpful tips on navigating predominately white spaces • Understand how to develop appropriate schedules • Assist students in thinking deeply about their academic tendencies Get your money's worth *Objectives:* • Learn how to identify and locate scholarships to sustain financial status • Develop knowledge on how to interact and engage with college professors • Determine how to get involved in organizations and to use campus services and resources **Week 2** The Hard Choices *Objectives:* • Learn the importance of time management skills • Outline various budgeting options to pursue in college • Develop choice making skills as it relates to extracurricular activities (study abroad, internships), social engagements, and academic commitments It's a Party *Objectives:* • Learn the do's and don'ts of college partying • Review important skills in college that make college partying safer **Week 3** Mind over Matter *Objectives:* • Learn about mental health services on campus • Explore personal mental health • Learn skills to overcome challenges with mental health, personal traumas, and more The Bounce Back/College Writing *Objectives:* • Learn the necessary skills to be a successful college-level writer • Learn how to learn persevere through mistakes and challenges **Week 4** Student Exploration **Objectives:** • Explore personal concerns and questions regarding students upcoming college experiences • Answer questions unique to each student's college setting
Program Design	College Preparation is designed as an 8-session experiential learning workshop over the course of 4 weeks through which students explore and question. College Preparation workshop is held at either the Youth Enrichment Services Office or EL Carnegie Library. **Section 1:** EL Courses **Section 2:** Independent Reflection **Section 3:** College Planning **Section 1:** Two 1-hour college sessions per week, Tuesdays & Thursdays **Section 2:** 1 hour of independent reflection each week **Section 3:** 1 hour of college planning application
Instructors	YES college intern facilitated the course.
Assessment	Students are assessed qualitatively and quantitatively through various mediums. 1) Pre-and post-assessments, ranging from 6-8 multiple choice questions, are administered to measure student growth. 2) Session evaluations are administered to provide instructor with feedback and to direct course content delivered.

Participant Demographics

YES' summer programs comprise unique participants. In the following section, participant demographics such as race, age, gender, and school sector are explored. These data are grouped by program pathway: Summer Scholars and Advanced Summer Scholars and provide additional insight into the 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.

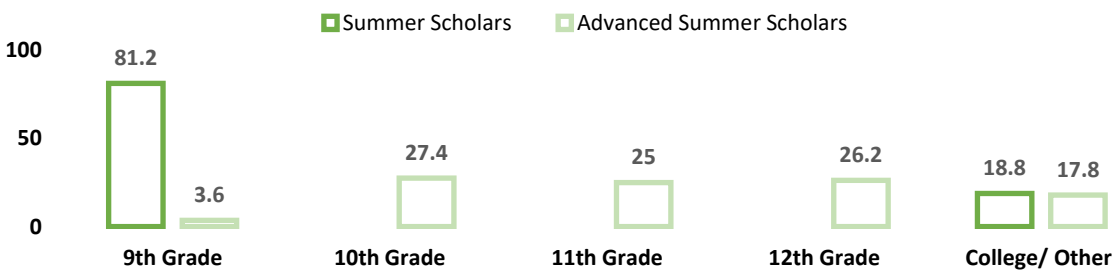| Table 1. Student Demographics by Program Status		
	Program Pathway	
	Summer Scholars (*n=16*)	Advanced Summer Schools (*n=84*)
Student Characteristics		
Race (%)		
Black/ African-American	100.00	97.6
White/ Caucasian	0.00	2.40
Gender (%)		
Female	56.2	48.8
Male	43.8	51.2
Age (%)		
14-15	100.0	23.8
16-18	0.00	73.8
19-21	0.00	2.40
Entering Grade (%)		
9th	81.2	3.60
10th	0.00	27.4
11th	0.00	25.0
12th	0.00	26.2
College or Other	18.8	17.8
School Sector (%)		
Pittsburgh Public School	56.2	66.7
Suburban Public School	25.0	6.00
Private School	0.00	2.40
Charter School	12.5	7.10
College	0.00	12.2
Other	6.30	5.60
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	100.0	35.7
Year 2- Year 3	00.0	58.3
Year 4 or more	0.00	6.00

Note. All data are self-reported.

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

Gender. YES comprises both male and female participants. Table 1 suggests that female and male representation, in both program pathways, differ. Among Summer Scholars, female participants are more represented than males. In fact, Female Summer Scholars over-represent their male counterparts by nearly 13 percentage points, while the adverse is true for Advanced Summer Scholars. Alternatively, male Advanced Summer Scholars slightly over-represent their female Advanced Summer Scholar peers by 3 percentage points.

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 3% representation from the 19-21 age group. On average, Summer Scholar Students are younger than their Advanced Summer Scholar peers.
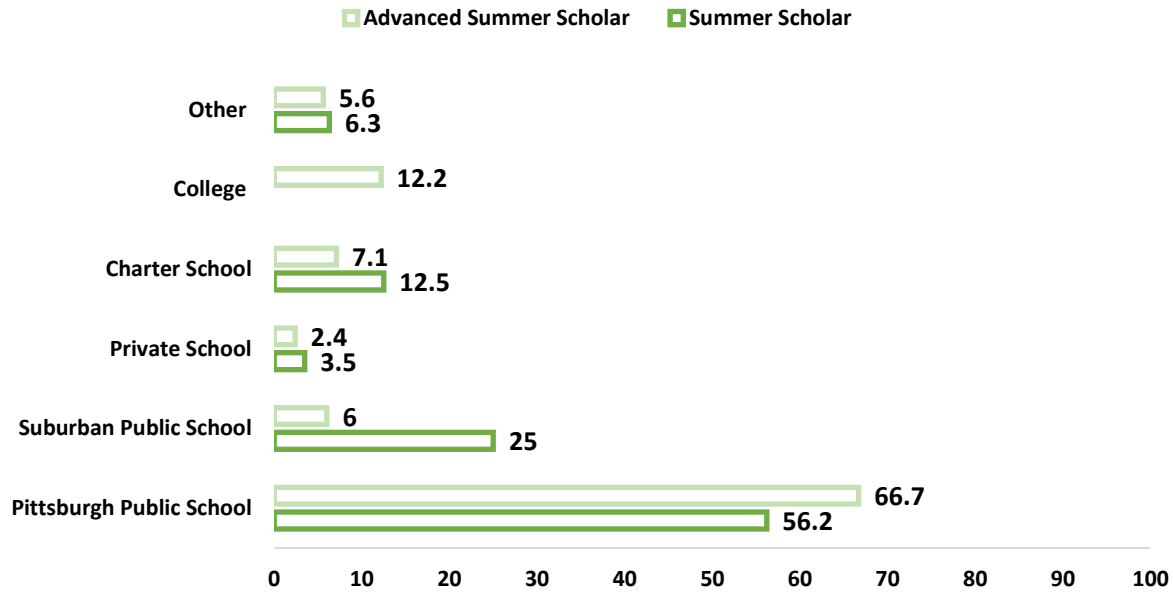
Entering Grade. Students' grade level demographics also vary by program pathway. Summer Scholars are mostly incoming eighth graders and freshmen, while more grade variability exists among Advanced Summer Scholars. Table 1 suggests that more than half of Advanced Summer Scholars are rising sophomores and juniors, while 26% of Advanced Summer Scholars are rising seniors. Based on descriptive data, fewer freshmen are enrolled in the Advanced Summer Scholars program, which is partially due to the program's design.

Entering Grade by Program Pathway

■ Summer Scholars   ■ Advanced Summer Scholars

	9th Grade	10th Grade	11th Grade	12th Grade	College/ Other
Summer Scholars	81.2				18.8
Advanced Summer Scholars	3.6	27.4	25	26.2	17.8

School Sector. YES scholars attend schools in various sectors. Of YES Summer Scholars, 56% attend Pittsburgh Public Schools and are mostly upcoming high school freshmen. Interestingly, a quarter of the students attend Suburban Public Schools, while the remaining 18% attend charter or alternative schools. Similarly, of Advanced Summer Scholars, two thirds attend Pittsburgh Public Schools and nearly half are entering 10th and 11th grades. Less than 25% of Advanced Scholars represent charter, private, and surrounding public school sectors, while 12% 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 Allderdice, and Obama High Schools.

School Sector by Program Pathway

☐ Advanced Summer Scholar   ☐ Summer Scholar

School Sector	Advanced Summer Scholar	Summer Scholar
Other	5.6	6.3
College	12.2	
Charter School	7.1	12.5
Private School	2.4	3.5
Suburban Public School	6	25
Pittsburgh Public School	66.7	56.2

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

- 14%
- 36%
- 14%
- 36%
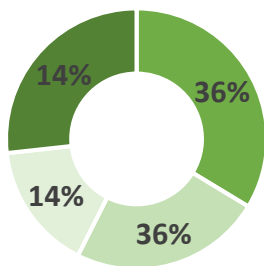
- ■ Public or Section 8 Housing
- ■ Rent
- ■ Own
- ■ Not Reported

Advanced Summer Scholars' Housing Status

- 27%
- 34%
- 16%
- 23%
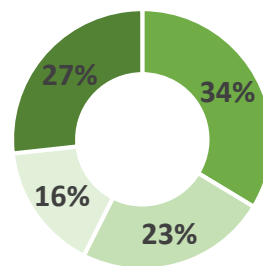
- ■ Public or Section 8 Housing
- ■ Rent
- ■ Own
- ■ Not Reported

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

Participation Status by Program Pathway

□ Summer Scholar □ Advanced Summer Scholar

Year 1: Summer Scholar 100, Advanced Summer Scholar 35.7
Year 2 - 3: Advanced Summer Scholar 58.3
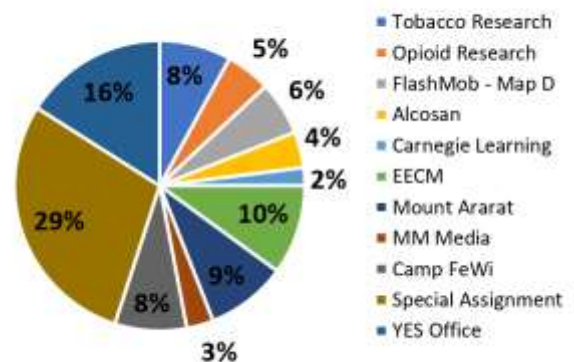Year 4+: Advanced Summer Scholar 6
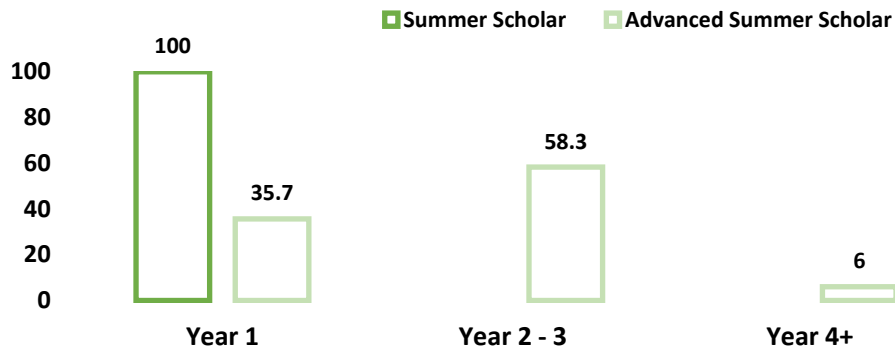
Summer Work Placements

Summer work placement data is provided for students in both program tracks. Summer Scholars represent 16% 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 84% of YES' total summer population and held employment in 10 plus external work settings. Of all the external summer employment sites, EECM had the highest concentration of students (10%), while Carnegie Learning (2%) had the lowest. Data reveal sizeable student representation at Mount Ararat and in the Tobacco Research Project. Students' representation at each worksite is mostly dictated by work scope, available capacity, and job duties. On average, students worked 120 hours and earned 10 training hours. Overall, students worked 11,500 hours, and as such, YES spent $82,800 in salaries and $7500 in training stipends.

11,500 hrs 🕐

$82,800 in salaries

Table 2. Worksite Locations

Worksite Location	Number of Students
Tobacco Research	8
Opioid Research	5
FlashMob – MAP D.	6
Alcosan	4
Carnegie Learning	2
EECM	10
Mount Ararat	9
MM Media	3
Camp FeWi	8
Special Assignment	29
YES Office	16
Total	**100**

% of Students per Worksite

- Tobacco Research
- Opioid Research
- FlashMob - Map D
- Alcosan
- Carnegie Learning
- EECM
- Mount Ararat
- MM Media
- Camp FeWi
- Special Assignment
- YES Office

Program Results

YES values the opportunity to review and evaluate students' summer performances. As such, YES intentionally embeds formal and informal student assessments into its infrastructure. These assessments measure students' performance outcomes and summer growth by program. The following section illustrates and examines 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 program 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

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.

	Student Groups		
Table 3. TMCT Assessment Data by Student Groups	Red (n=15)	Blue (n=16)	Green (n=14)
Pre-Assessment Range (%)			
0-39	20.0	6.3	0.00
40-60	66.7	31.3	28.6
61-80	13.3	56.3	50.0
81-00	0.00	6.10	21.4
Post-Assessment Range (%)			
0-39%	6.70	0.00	0.00
40-60%	33.30	13.3	7.10
61-80%	40.0	62.5	64.3
81-100%	20.0	24.2	28.6
Experienced Growth (%)			
Yes	86.7	81.3	92.9
No[1]	13.3	18.7	7.10
Growth Margins (%)			
1-10 percentage points	61.5	76.9	46.2
11-20 percentage points	23.1	15.4	38.5
21-30 percentage points	13.3	7.70	15.3
31-40 percentage points	2.10	0.00	0.00

Note. Student groups are dictated by age and grade. The yellow student group was omitted from the analysis. Students who did not complete a pre- or a post-assessment were also omitted. [1]This category represents students who experienced loss or scored consistent with their post-assessment.
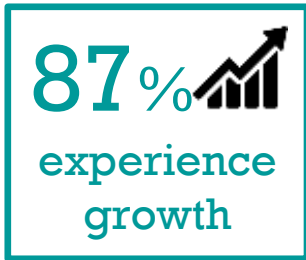
87% experience growth

Table 3 illustrates pre- and post- assessment growth. Results suggest that om average, 87% of students experienced growth in their mentorship knowledge, while less than 13% record scores lower than – or scores consistent with – their pre-assessments. The Green group demonstrated the highest number of students who experienced such growth. In fact, all but one increased their assessment score. The Red and Blue groups both had similar growth rates; only a few of their members scored below or consistent with their pre-assessment.

Trends in students' mentorship growth are also apparent in Table 3. Students in the Blue and Red groups transitioned out of the lowest post-assessment score range (0-39%) and into higher score levels. More students populated the 61-80% and 81-100% assessment ranges in all groups during the post-assessment. Such attention is warranted as fewer students initially scored in these ranges. Despite these increases, the Green group had the most students score within the 81-100% assessment range. In fact, Table 3 illustrates that nearly 30% of all Green group students scored in the 81-100% range. Such data is admirable but 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 11-20 percentage point gains. Specifically, nearly 40% of Green group growth students increased their scores by 11-20 percentage points. Likewise, 15% of Green group growth students experience 21-30 percentage point gains. With such increases, students transitioned into new score categories, sometimes by two levels. Interestingly, one student 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.

Item-Analysis

		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

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 1 (Be Proactive) and Habit 4 (Think-Win, Win). Growth in these areas imply improvements in students' knowledge of success strategies and decision-making skills.

Although Gold team members were omitted from the formal TMT assessment, they evaluated their Faith Ranch leadership experience and offered qualitative feedback and perspective below:

Teen Mentor Training Role Gold team members saw themselves as facilitators, kitchen support team members, counselors, peer leaders, and role models. More importantly, they deemed their roles integral to the overall program functioning and felt they contributed positively to students' experiences.	**Facilitator** "I contributed by facilitating classes based on a variety of topics throughout the week" **Food Support** "I provided support with meal prepping and serving food to my peers during various meals" **Leader** "My role was to be a leader for all younger students by facilitating classes…and setting an example" **Role Model** "I was a role model, above everything else, for my peers throughout the week" **Counselor** "I participated as a summer counselor, providing support to my peers, helping teaching courses, and serving food when necessary"
Role Fulfillment Gold team members generally felt capable of and confident about completing their teaching tasks and leadership roles assigned to them. While some students expressed feeling overwhelmed, most denoted that they fulfilled their roles with ease and without challenge.	"I did what I came here to do – and I did it well" "No, I did not feel burdened by the role – I felt very capable and able to complete everything asked of me" "No, I did not feel overwhelmed…Serving in this capacity made me feel good, especially knowing I could have an impact on the students. Sometimes, students benefit from other students teaching"
Program Strengths Most Gold team members felt the greatest strengths of the program were group and bonding activities. They felt it functioned smoothly and that classes were comprehensive and planned appropriately.	"The greatest strengths of TMT were the group activities, opportunities to meet new people, and teamwork activities" "[The greatest strengths of TMT is] the order in which it is run" "The classes are comprehensive and well planned" "The greatest TMT strengths are peer bonding opportunities" "Workshops are the greatest strengths of TMT"
Overall Thoughts Students shared overall thoughts from their week experience. Most students noted that they enjoyed working with the students in their groups and creating new relationships with students – they were extremely grateful for the opportunity to be part of TMT, as a leader and not a participant. They also particularly enjoyed the outdoor activities in which they typically do not engage – such as fishing, horseback riding, and ultimate frisbee. One student summed up the experience with this: "It was certainly worth it."	"I enjoyed working with the group I was selected to – thank you letting me have this great experience" "Thank you for the great experience and the food to eat. I appreciate the staff's efforts to make this a valuable experience that was certainly worth it" "I enjoyed fishing – it's not something I usually get to experience, so I am grateful" "Playing basketball and learning how to play ultimate frisbee were some of my favorite experiences at TMT" "I enjoyed the workshops because I gained a lot from each instructor and session"

Goal 2	Employability Preparation	• **75%** of students experience growth in employability content knowledge • On average, students receive supervisor ratings of **80%** or higher • More than half the students receive evaluation scores of **75 - 100.**	Achieved

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, employment, 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 8 categories. 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 preparation and opportunity. To refine YES' employment opportunities, supervisor reflection data is also presented 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=16)	
Pre-Assessment Range (%)	
0-39%	6.3
40-60%	62.5
61-80%	31.2
81-00%	0.00
Post-Assessment Range (%)	
0-39%	6.3
40-60%	25.0
61-80%	56.2
81-100%	12.5
Experienced Growth (%)	
Yes	81.3
No[1]	18.7
Growth Margins (%)	
1-10 percentage points	53.8
11-20 percentage points	23.1
21-30 percentage points	23.1
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 81% of Summer Scholars experienced growth in their employability content knowledge. In fact, 13 students record higher post-assessment scores, while only three exhibited scores lower than or consistent with their pre-assessments. Results from Table 4 show that most students score between 40-80% on their pre-assessment. This is evident as only one student scored in the range of 0-39% and none scored in the range of 81-100%, the lowest and highest score categories. Table 4 indicates that high scoring categories become more populated, however, on the post-assessment, with nearly 55% scoring between 61-80% and 13% 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 half of the students who experience growth improved their scores by 1-10 percentage points. Similarly, of students who experience growth, nearly 50% 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.

SWP Evaluation

This summer, more than 90% of enrolled 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 8 categories. More specifically, supervisor evaluations provided job performance feedback on students' communication skills, cooperative energy, dependability, knowledge of their job, and students' ability to plan and organize as necessary, problem solve, produce quality work, and use technology, when applicable.

Table 5 indicates that students scored the highest in cooperation (88%), communication (86%), and dependability (82%). Evaluative criteria students tend to need to develop include: problem solving skills (76%), taking initiative (74%), and surprisingly, use of technology (72%). Looking deeper into students' technology rating, we discovered that many youth utilize technology regularly, but lack the formal skills to navigate technological resources and the proficiency necessary for typing, managing Microsoft office software, etc. Despite these identified growth areas, student evaluations generally illustrate positive supervisor feedback and demonstrate students' preparation for future employment. Overall, average supervisor evaluation percentages for student employment performance was 80%.

Table 5. Evaluation Percentages

Criterion	Percentages
Communication	86%
Cooperation	88%
Dependability	84%
Job Knowledge	82%
Quality	80%
Planning and Organizing	78%
Problem Solving	76%
Use of Technology	72%
Initiative	74%

Most students received positive supervisor evaluation scores. Table 6 demonstrates that more than 60% of students received an evaluation score between 75 - 100. This score range implies good, very good, and excellence job performance statuses. Although five students' evaluation scores fell between 25 - 49, Table 6 illustrates mostly high student evaluation ratings and exemplary job performance.

Table 6. Evaluation Score Ranges

Score Range	Number of Students	Percentages
0 – 24	0	0.00
25 – 49	5	5.40
50 – 74	28	30.6
75 – 100	59	64.0

Note. 8 students were omitted. *n=92.*

Students' Employment Evaluation

Figure 9 further illustrates students' evaluation performance, with evaluation scores ranging from 28 to 100, the highest possible score. As indicated by the grey line, students' average evaluation score is 79. While several students scored below the average, more than 50% scored above it. As such, most students exceeded YES' goal of receiving a very good or excellent work rating. Figure 9 also suggests that 12 students received perfect scores, while 6 neared perfect scores (95 - 99). These favorable results suggest that YES students performed well in their work environments and developed quality employability skills for future work and educational opportunities.
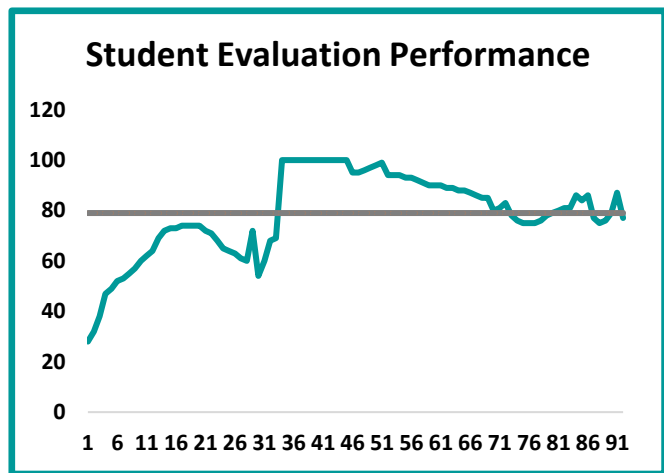

Figure 9. Students' Evaluation Performance
Note. n=92. Lowest= 28; Highest= 100.

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 an 8 out of 10. Over 60% felt prepared to handle their job responsibilities; students credit their previous work experiences, prior involvement with YES, and coworker support. These ratings further evidence their favorable work experiences. In addition to students' job responsibility

Figure 10. Student Work Lessons
Note. Thematic categories are based on students' open-ended responses.

reflections, students offered additional insight into their work experiences, work interactions and lessons learned. These open-responses were synthesized, categorized, and quantified. Of these 10 categories, most students targeted working with others—both employers and peers—and time management as important lessons learned. Many students also expressed that they have refined their communication skills and better understood workplace protocol and etiquette. Additionally, numerous students note gains in their confidence levels and self-control management. Overall, students learned valuable employment lessons.

Supervisor Reflection

YES provides external supervisors with the opportunity to evaluate their summer employer experience. Table 7 illustrates positive results from supervisors. In fact, of supervisors, 86% noted that youth are productive and helpful in conducting daily workplace activities and are valuable assets to their organizations. Similarly, supervisors reflected positively on youth work quality and identified stellar student-employees. Supervisors overwhelmingly expressed that youth are driven and hard workers—and mostly acknowledge the benefits in employing YES students. According to Table 7, all but two employers indicated a desire to rehire youth from YES. Those who denoted no YES rehires suggested that their work environments were unconducive to the preparatory and integrated nature of YES' program—in which students are limited to specific days and hours and have other commitments. Their responses give important insight, especially as YES seeks to secure future partnerships.

Table 7. Supervisor Program Evaluation (*n=14*)	
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 125 hours, 10 more hours than their Advanced Summer Scholar peers. Summer Scholars also earned $55 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 these differences, both groups

had several students earn their total hours. Table 8 illustrates that Advanced Summer Scholars' total earnings are nearly $70,000. Although this figure is significantly higher than Summer Scholars' total earnings, there are 68 more Advanced Summer Scholars than Summer Scholars. On average, both Summer and Advanced Summer Scholars received 10 hours of work readiness training. Given the amount of hours worked, both groups had tangible opportunities to engage in employability preparation, adapt to their work environment, and seek mentorship from their supervisors and peers.

Table 8. Payment Characteristics

	Average Hours	Average Earnings	Total Earnings	Average Training Hours
Summer Scholars	**125 hours**	**$950.00**	**14,500.00**	**10 hours**
Advanced Summer Scholars	**115 hours**	**$895.00**	**$68,300.00**	**10 hours**

Goal 3	**Academic Enrichment**	• **80%** of students experience content knowledge growth in SM course • **80%** of students score higher on SSFS post-assessments • **90%** participate in research symposium	**Achieved**

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 their SM course. 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.
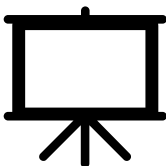
Academic enrichment goals are measured in several ways. Summer Scholars' academic enrichment goals are primarily measured through SM pre- and post-subject assessments and through their community asset-mapping completion. Students' SM pre-and post-assessment includes 10-12 questions, with 4 multiple choice 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.

Social Injustice Performance

Figure 11 illustrates Summer Scholars' performance in their Social Injustice Course. As indicated by the above outcomes, all students experienced growth in their post-assessments. Although students' pre-assessment scores varied, most students made percentage point increases. Most notable is student 1 who received an 38% on their pre-assessment and experienced a 23-percentage point gain on their post-assessment. While some students regressed, most students made gains and stood out amongst their peers. Such positive results imply improvement in students' consciousness of injustices.

Figure 11. Social Injustice Pre-Post Assessment Data

SS' Pre and Post Assessment Scores


Pre-Assessment Post-Assessment
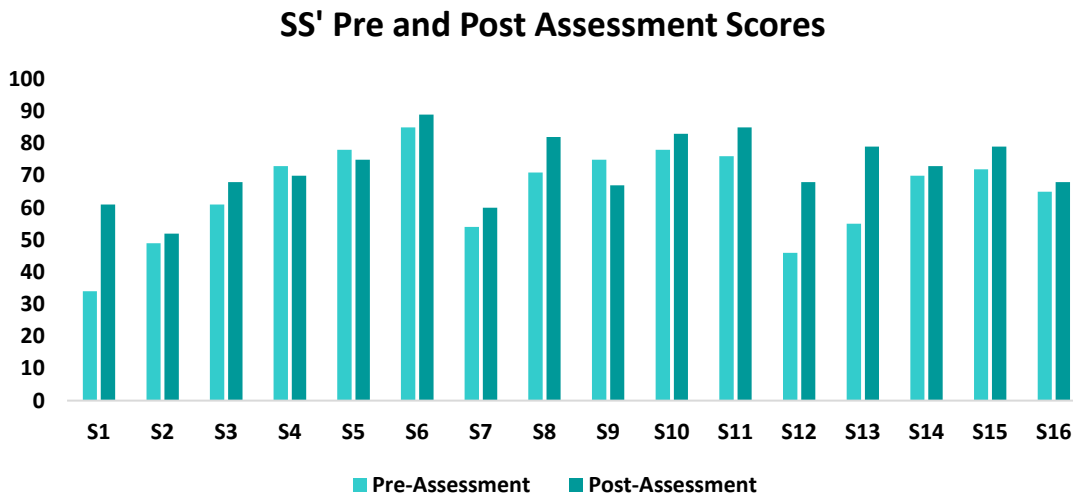
Community-Asset Mapping Performance

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 present alongside their group members. As such, these individuals were given incomplete statuses.

Figure 14. Community-Asset Mapping Completion

Community-Asset Mapping Project

14%

86%

Complete Incomplete
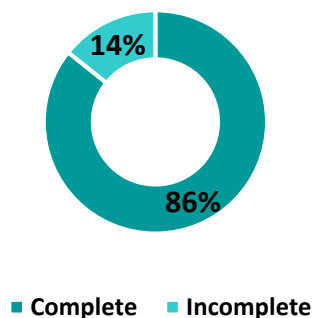
30+ hrs
in communities

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

Figure 15. Summer Scholar Student Projects

Project Title	Theme
Examining the Relationship Between Crime and Neighborhood Factors in Homewood	Social and Built Environment
"Out with old, in with the new": *Examining Variation in Customer Satisfaction Among Stores in East Liberty*	Customer Satisfaction
Factors Contributing to Student Dropout in Wilkinsburg	School Retention
Solution not Pollution: *Examining Residents' Perception of Littering in Garfield*	Community Pollution
Communication Among Residents in Lincoln Lemington	Community Development

Sample Community-Based Research Projects

Example 1

Solution not Pollution: Examining Residents' Perception of Littering in Garfield
Imani C. Love, Chania L.Glover, Kiajah R. Young, and Amonee J. Butler
Youth Enrichment Services

Introduction
During our assessment of Garfield, litter was extremely visible and prevalent throughout the community. Bodies of research demonstrate the impact litter has on local communities - and suggest its association with health implications, housing abandonment, price depreciation, violence, among others. Given these documented consequences and challenges in Garfield, it is pressing to explore how residents feel about litter to determine the extent to which action is required.

Research Question
How do Garfield residents' perceive littering in the community?

Hypothesis
The litter in Garfield contributes to residents' negative perception of the community. Littering occurs mostly during the afternoon and aids in the community's mixed reputation.

Methods
First, we walked through the community of Garfield to identify pressing challenges. Next, we analyzed data from our walking survey to determine which issue was most relevant to study. Then, we solidified our topic, developed a 15-question survey (demographic and study specific questions), and generated a hypothesis. In addition, we identified our variables and walked around the community to collect data. Over 40 Garfield residents completed our survey and reflected on their beliefs about littering in the community.

Step 1 Walking Survey → Step 2 Select Topic →
Step 3 Background Research → Step 4 Develop Survey →
Step 5 Collect Data → Step 6 Analyze Data

Results
Our typical survey respondent:

Race	Caucasian (70%)
Gender	Male (52%)
Age	31-40 (32%)
Household Status	Rent homes (40%)
Household Income	$25,000 - $50,000 (31%)

82% said Garfield has a littering problem

29% said they never clean up litter, while 7% said they always clean up

62% felt they personally can reduce the amount of litter in the Garfield

50% said littering occurs in the evening, while 40% suggest it occurs in the afternoon

54% suggest people litter out of carelessness

65% suggest cigarettes are the most littered item in Garfield

Discussion
Our typical survey respondent was a white male between 31-40, with a rented home, some college experience, and an income between $25,000 - $50,000.

Our community needs assessment reveals that most people feel safe in Garfield and believe in the community's potential, despite its flaws.

Our survey results suggest that littering is a pressing challenge in the community, but believe they can help reduce it. Residents suggest the root of littering is people's carelessness. Residents are frustrated by the littering, but do not allow this to negatively alter their perception.

Conclusion
Littering infiltrates Garfield, but does not negatively impact people's view of the community. People believe they can take action but do not commit to the small steps in order to see change. People must move from talk to action and commit to shifting their mindsets to one's that value health, cleanliness, and quality. Future researchers should investigate interventions necessary to reduce littering in the community.

Example 2

Factors Contributing to Student Dropout in Wilkinsburg
Diamond Williams and Tehilah Nesbeth
Youth Enrichment Services

Background

Research shows that approximately one-third of all high school students in the United States fail to graduate. Unfortunately for Black and Hispanic students, the rate rises to 50 percent. A recent study by Civic Enterprises for the Bill and Melinda Gates Foundation examined this issue more closely and found results that affirmed much of the literature on student dropouts.

Problem Statement

Children are dropping out at an alarming rate, particularly within the Wilkinsburg community. It is, however, unclear how this is impacting the community and residents.

Research Question

What are the factors that cause students to dropout of high school, particularly in the Wilkinsburg school district?

Purpose

The purpose of this study is to better understand factors contributing to student drop out.

Hypothesis

Large numbers of dropouts negatively impacts the community. Some dropout factors include: community violence, home challenges, and economic pressures.

Race	Black/African American (56%)
Age	31-40 (27%)
Gender	Female (70%)
Education	High School Diploma (37%)
Household status	Rent Home (70%)
Household Income	Refuse to answer (46%)

Survey Questions	Respondents	Total	Percentage
Do you have any student dropouts in your family?	11 (Yes)	19	45.5%
Is there a lot of violence in your child's school?	7 (Yes)	19	63.6%
Have you ever considered dropping out of school?	6 (No)	19	54.5%
Do you see the benefit of school?	11 (Yes)	19	90.9%
Factors contributing to student dropout	Violence, Community Environment, Bullying, Household Status, and Parents		

Targeted Population

This survey sought to engage Wilkinsburg community members who are 13 years of age and older.

Results

Demographics: My typical survey respondent was a black female between 31-40 with a college degree and a rented home. Most people failed to report their household income.

Community Needs Assessment: Based on my findings, the community feels safe in the day time but not at all at night. Also some people feel like the community police are not doing enough to keep them safe. Despite this, residents mentioned that there are positive and negative things about the community.

Survey Results: Most people were angry about students dropping out - they believe dropout is due to community violence, the environment, and bullying. Although people are angry about student dropouts, they are not bothered by the school system. People also believe that dropout contributes to more violence in the community.

Discussion

Wilkinsburg residents were not aware of the students dropping out every year. Violence appears to the primary contributor to student dropout. And unfortunately, violence is exacerbated by more dropouts. Researchers should explore how to reduce the amount of violence and get to its root causes.

Example 3

Examining the Relationship Between Crime and Neighborhood Factors in Homewood
Tearell D. Lowe, Jaemir S. Perkins, Aaron D. Tyler, and Martell M. Reese
Youth Enrichment Services

Introduction

Over the past ten years, crime in Homewood has increased, marking it one of Pittsburgh's most crime infested neighborhoods. In fact, from 2008 to 2018, the crime rate has risen by nearly 12 percentage points (73% to 85%). Research shows that crime influences people's well-being, living conditions, neighborhood resources, health, among other things. While this impact is well studied, it is unclear what specific neighborhood factors contribute to the habitual crime in Homewood. Many initiatives have been tried, but have fallen short of identifying the neighborhood factors that influence crime. This project explores this relationship.

Research Question

What factors influence crime in the Homewood neighborhood?

Hypothesis

Neighborhood factors in Homewood are associated with crime. Abandoned homes/stores, joblessness, substandard housing, and a lack of neighborhood resources influence crime.

Purpose

The purpose of this study is to investigate the extent to which Homewood's environment contributes to crime.

Race	Black/African American (70%)	Education Status	Bachelor's Degree (37%)
Age	31- 40 years old (28%)	Household Status	Rented home (28%)
Gender	Female (51%)	Household Income	Between 25,001 - 50,000 (50%)

Survey Question	Respondents	Total	Percentage
Do you think crime is an issue within the community?	36 (Yes)	41	87.8%
Is there a relationship between the environment and crime?	34 (Yes)	41	51.2%
Do you think there will be more or less crime in the future?	20 (Yes)	41	48.8%
How does crime influence children within Homewood community?	15 (Bad choices)	41	36.6%
How important is the Homewood environment to you?	33 (Important)	41	80.5%

Targeted Population

Residence of Homewood between the age of 15 - 65 years.

Results

Demographics results: Our most typical survey respondents were black females between the ages of 31-40, with Bachelor's Degrees, rented housing statuses, and incomes between 25,001 and 50,000.
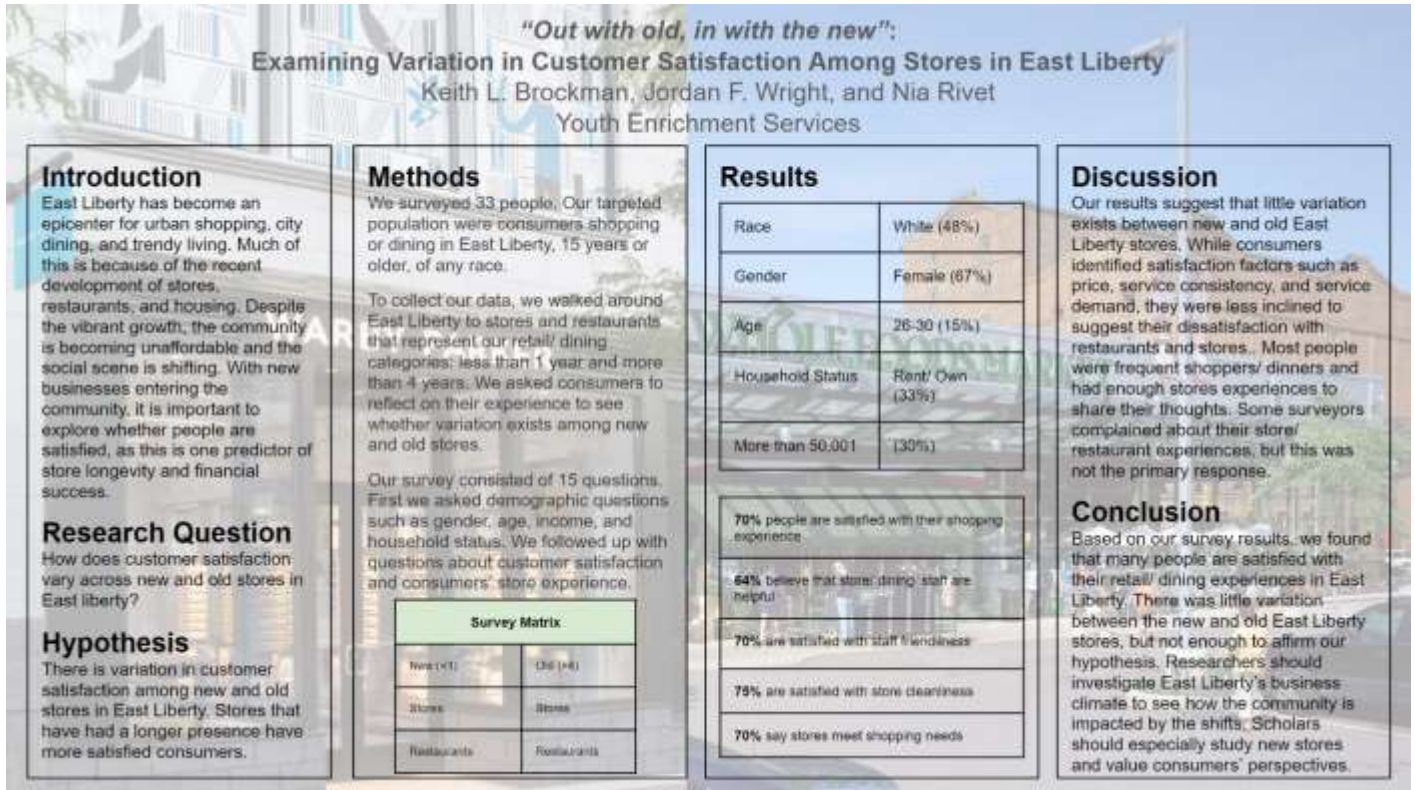
Community Needs: Most people do not feel safe during the daytime and believe the community could use more police protection. People denote they like the library, community programs, and the YMCA, but dislike the shootings, crime, and resources.

Study Specific: People acknowledge crime is a community issue that is connected to neighborhood structure. Surveyors foresee more crime in the future and suggest children are affected by it. Interestly nearly all surveyors care about Homewood.
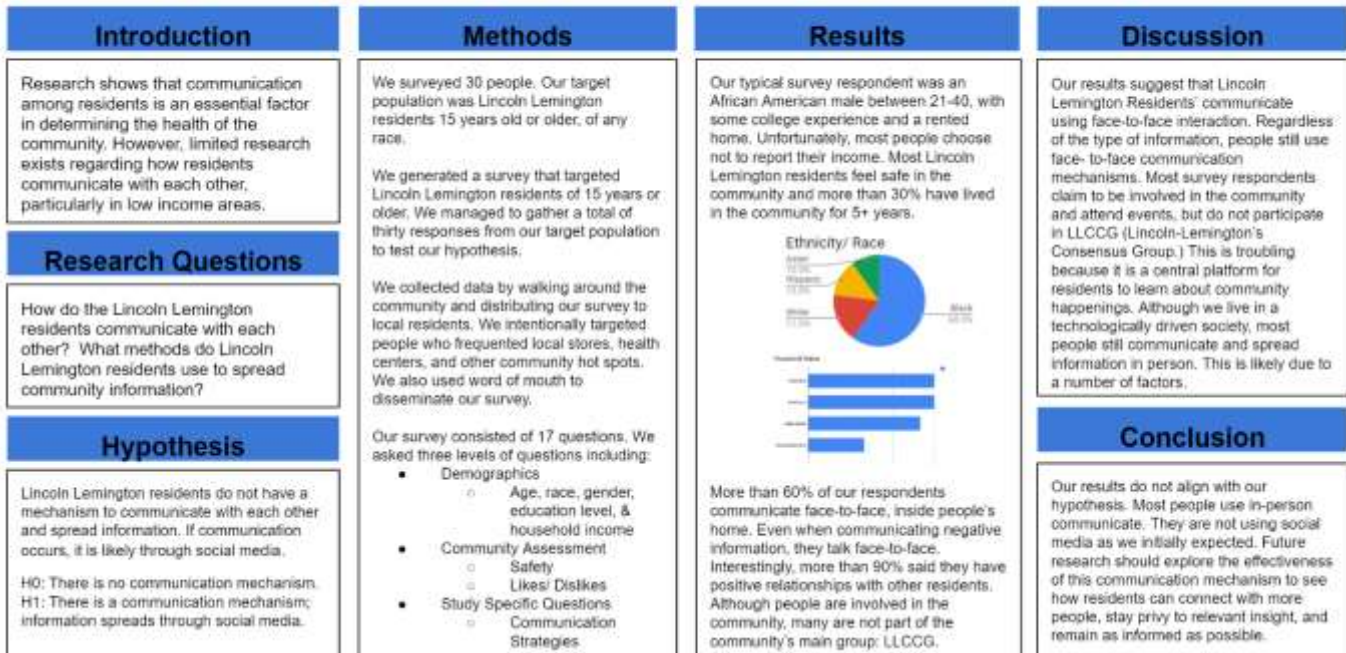
Discussion/ Conclusion

Homewood's infrastructure contributes to crime - substandard housing, closeness of housing, limited resources, neighborhood garbage, etc. According to residents, crime will increase. Future researcher should investigate why they believe this and the other crime factors.

Example 4

"Out with old, in with the new":
Examining Variation in Customer Satisfaction Among Stores in East Liberty
Keith L. Brockman, Jordan F. Wright, and Nia Rivet
Youth Enrichment Services

Introduction

East Liberty has become an epicenter for urban shopping, city dining, and trendy living. Much of this is because of the recent development of stores, restaurants, and housing. Despite the vibrant growth, the community is becoming unaffordable and the social scene is shifting. With new businesses entering the community, it is important to explore whether people are satisfied, as this is one predictor of store longevity and financial success.

Research Question

How does customer satisfaction vary across new and old stores in East liberty?

Hypothesis

There is variation in customer satisfaction among new and old stores in East Liberty. Stores that have had a longer presence have more satisfied consumers.

Methods

We surveyed 33 people. Our targeted population were consumers shopping or dining in East Liberty, 15 years or older, of any race.

To collect our data, we walked around East Liberty to stores and restaurants that represent our retail/ dining categories: less than 1 year and more than 4 years. We asked consumers to reflect on their experience to see whether variation exists among new and old stores.

Our survey consisted of 15 questions. First we asked demographic questions such as gender, age, income, and household status. We followed up with questions about customer satisfaction and consumers' store experience.

Survey Matrix

	New (<1)	Old (>4)
Stores	Stores	Stores
Restaurants	Restaurants	Restaurants

Results

Race	White (48%)
Gender	Female (67%)
Age	26-30 (15%)
Household Status	Rent/ Own (33%)
More than 50,001	(30%)

70% people are satisfied with their shopping experience

64% believe that store/ dining staff are helpful

70% are satisfied with staff friendliness

75% are satisfied with store cleanliness

70% say stores meet shopping needs

Discussion

Our results suggest that little variation exists between new and old East Liberty stores. While consumers identified satisfaction factors such as price, service consistency, and service demand, they were less inclined to suggest their dissatisfaction with restaurants and stores. Most people were frequent shoppers/ dinners and had enough stores experiences to share their thoughts. Some surveyors complained about their store/ restaurant experiences, but this was not the primary response.

Conclusion

Based on our survey results, we found that many people are satisfied with their retail/ dining experiences in East Liberty. There was little variation between the new and old East Liberty stores, but not enough to affirm our hypothesis. Researchers should investigate East Liberty's business climate to see how the community is impacted by the shifts. Scholars should especially study new stores and value consumers' perspectives.

Example 5

Communication Among Residents in Lincoln Lemington
Aurieya S. Henderson, Damon Agurs, and Kimyah Christian
Youth Enrichment Services

Introduction

Research shows that communication among residents is an essential factor in determining the health of the community. However, limited research exists regarding how residents communicate with each other, particularly in low income areas.

Research Questions

How do the Lincoln Lemington residents communicate with each other? What methods do Lincoln Lemington residents use to spread community information?

Hypothesis

Lincoln Lemington residents do not have a mechanism to communicate with each other and spread information. If communication occurs, it is likely through social media.

H0: There is no communication mechanism.
H1: There is a communication mechanism; information spreads through social media.

Methods

We surveyed 30 people. Our target population was Lincoln Lemington residents 15 years old or older, of any race.

We generated a survey that targeted Lincoln Lemington residents of 15 years or older. We managed to gather a total of thirty responses from our target population to test our hypothesis.

We collected data by walking around the community and distributing our survey to local residents. We intentionally targeted people who frequented local stores, health centers, and other community hot spots. We also used word of mouth to disseminate our survey.

Our survey consisted of 17 questions. We asked three levels of questions including:
- Demographics
  - Age, race, gender, education level, & household income
- Community Assessment
  - Safety
  - Likes/ Dislikes
- Study Specific Questions
  - Communication Strategies

Results

Our typical survey respondent was an African American male between 21-40, with some college experience and a rented home. Unfortunately, most people choose not to report their income. Most Lincoln Lemington residents feel safe in the community and more than 30% have lived in the community for 5+ years.

Ethnicity/ Race

More than 60% of our respondents communicate face-to-face, inside people's home. Even when communicating negative information, they talk face-to-face. Interestingly, more than 90% said they have positive relationships with other residents. Although people are involved in the community, many are not part of the community's main group: LLCCG.

Discussion

Our results suggest that Lincoln Lemington Residents' communicate using face-to-face interaction. Regardless of the type of information, people still use face- to-face communication mechanisms. Most survey respondents claim to be involved in the community and attend events, but do not participate in LLCCG (Lincoln-Lemington Consensus Group.) This is troubling because it is a central platform for residents to learn about community happenings. Although we live in a technologically driven society, most people still communicate and spread information in person. This is likely due to a number of factors.

Conclusion

Our results do not align with our hypothesis. Most people use in-person communicate. They are not using social media as we initially expected. Future research should explore the effectiveness of this communication mechanism to see how residents can connect with more people, stay privy to relevant insight, and remain as informed as possible.

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=45)*		
	Assessment Levels	
	Pre-Assessment	Post-Assessment
Sport Science and Health % (n=12)		
0-39%	16.7	0.00
40-60%	58.3	33.3
61-80%	25.0	41.7
81-100%	0.00	25.0
Economic and Entrepreneurship Development % (*n=7*)		
0-39%	42.8	14.3
40-60%	28.6	14.3
61-80%	28.6	57.1
81-100%	0.00	14.3
African American Studies % (*n=10*)		
0-39%	40.0	20.0
40-60%	40.0	20.0
61-80%	20.0	40.0
81-100%	0.00	20.0
Culinary Arts and Nutrition % (*n=8*)		
0-39%	12.5	0.00
40-60%	50.0	0.00
61-80%	25.0	50.00
81-100%	12.5	50.00
Social Change % (*n=8*)		
0-39%	25.0	12.5
40-60%	50.0	25.0
61-80%	25.0	50.0
81-100%	0.00	12.5

Note. Some students were omitted from this analysis due to the nature of their jobs, non-involvement in SSFS, or 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 three-fourths of students score between 0-60% on their pre-assessments. 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 43% 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 40% of the students initially score between 40-60%, students improve their post-assessment performance. In fact, more than 50% of students score between 61-80% on the post-assessment, with several students' scores between 81-100%. 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, half of the Culinary Arts students score between 40-60%—and is the only student group who has 50% representation in the 81-100% post-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 75% of studentd score between 0-60%, more than 60% score between 61-100% on their post-assessments. These percentage point increases suggest signficant content knowledge improvemnts among students.

Youth Engaged Research

Students conducted community-based research as part of their SSFS invovlement. 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 thematic alignment. Sport Science and Health students engaged topics involving player safety, while Economic and Entrepreneurship students engaged topics including: the impact of crime on business development. Students in African American Studies examined imposter sympodrome's influence on black achievement. Social Change students investigated ex-prisoners' employment experiences, while Culinary Arts students investigated food availability in low-income neighborhoods.

Figure 16. SSFS Students' Project Titles and Themes

Project Title	Theme
Sport Performance	
Perception of Player Safety	Player Equipment
Variation in Sport Professionals' Salaries	Professional Athlete Salaries
Race and ACL Injuries	Sport Injuries
Sport Drinks and Performance	Sport Enhancements
Evolution of Shoe Technology	Player Equipment
Dominance and Success Factors in NBA	Success Factors
Cultural Studies	
Ex-Prisoners and Employment	Employment Opportunities
Black Professionals in STEM Field	STEM
Imposter Syndrome and Black Achievement	Educatiional Attainment
Cultural Shift of Durag Wearing	Cultural Shifts
Rsidents' Perceptions of Black-on-Black Crime	Crime
Family Separation Practices	Immigration
Music, Tech, and Art	
The Role of Summer Music Programs in Shaping Artist Identity	Summer Art Programs
Discrimination Among Actors/ Actresses within the Theater Community	Theater Community
Music and Attention	Music
A Collection of Portraits	Paintings
Teen Facebook Use as a Coping Platform	Social Media
Health Awareness	
Robots and Medicine	Medicine
Gender Differences and Bipolar Diagnosis	Gender Differences
Awareness of the Toxicity of Black Hair Care	Hair Care
Handwashing Practices	Sanitation
Flash Mob Brawls	
Black Men's Perspectives on the Causes and Preventative Strategies to Teen Flash Mob Brawls in Pittsburgh	Violence Prevention Strategies
White and Hispanic Women and Men's Perspectives on the Causes and Preventative Strategies of Teen Flash Mob Brawls in Pittsburgh	Violence Prevention Strategies
Black Women's Perspectives on the Causes and Preventative Strategies to Teen Mob Brawls in Pittsburgh	Violence Prevention Strategies

Tobacco Marketing Research	
Menthol: *Exploring why menthol does not have as many restrictions as cigarettes even though it is just as deadly*	Public Health
School Focus: *Documenting the amount of tobacco exposure that happens on school grounds*	Public Health
Playgrounds: *Finding solutions to combat youth tobacco addiction*	Public Health
Suburbs: *Exploring convenient stores that are located near neighborhoods, and the effect tobacco advertising has on these communities*	Pubic Health

Sample Community-Based Research Projects

Example 1
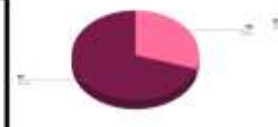
Hazard over Health : Exploring Toxicity in the Black Beauty Industry
Anesa M. Reed
Youth Enrichment Services

Example 2

Quench Your Thirst: Examining The Effects of Sport Drinks On Physical Activity
A'shanti M. Richardson
Youth Enrichment Services

Introduction
Studies shows that individuals use sport drinks to enhance their performance, gain energy, and quench their thirst during physical activity. Researchers show that different outcomes exists when athletes consume sport drinks. It is unclear, however, how this affects high school individuals. As such, this study seeks to explore this unaddressed concept.

Research Question
How do sport drinks affect people's physical performance?

Hypothesis
Individuals consume sport drink products such as gatorade, powerade etc because they fuel the body with energy when dehydrated and weak.

Null: Sport drinks do not affect people's physical performance.

Alternative: Sport drink do affect people's physical performance.

Methods
I surveyed 17 individuals to gather opinions on sports drinks and how they affect their physical performance. My targeted population included individuals between the ages 16-50 who normally drink sports drinks such as Gatorade, Powerade, Staminade, etc.

I collected data by distributing my survey through email, text messaging, and also by posting my survey on Facebook. I intentionally targeted people I knew who consume sport drinks and are familiar with various products. I also used word of mouth to disseminate my survey.

My survey consisted of 17 questions. I asked two levels of questions including:
- Demographic
  - Age, race, gender, education level, household income, etc.
- Study Specific Questions
  - Frequency of Consumption
  - Feelings about SDs
  - Reaction to SDs

Results

Race	50% (Black)
Gender	67% (Female)
Age	50% (16-20)
Household Status	41% (Single parented home)
Household Income	33% ($25,001-$50,000)

38% people answered no when asked if sport drinks are healthy for them

50% People said they do not see a change in energy when drinking sport drinks

41% of people drink sports drinks when they are playing sports

81.3% people who completed the survey prefers to drink Gatorade

Discussion
My survey highlight people who consume or consumed sport drinks often have an idea on how sport drinks impact or affect. These people are from different communities whether they enjoy the taste, color, smell, or bottle shape. Surveying active individuals gave me a better understanding of their opinions on sport drinks such as Gatorade, Powerade, Staminade, etc. As they answered survey questions, some answers pulled my attention such as when sport drinks are consumed and how they make one feel.

Conclusion
Sport drinks affect people in different ways whether it makes them feel fatigued, energetic, drowsy, refreshed, hydrated, and even if they don't feel a difference, it still has an affect on them. Their physical performance shows how sport drinks work on different people in numerous ways. In some cases people believe sport drinks do not have an affect on them while others believe it has an impact on them to continue drinking the sport drink product.

Example 3

Employment Experiences Among Ex-Prisoners
Robyn B. Arrington-Epperson

Background
Some researchers have investigated how formerly incarcerated individuals re-enter society and the challenges they confront in doing so. While many scholars have studied this content, the experiences of ex-prisoners in accessing employment remains unclear. This study seeks to gather ex-prisoners' reflections to better understand how they have navigated employment after their incarceration.

Problem Statement
Ex-prisoners are affected by limited employment opportunities due to their prison tenure. Ex-prisoners are also overlooked for job opportunities and often struggle to financially.

Research Question
What experiences do formerly incarcerated Individuals have while attempting to find employment?

Hypothesis
Formerly incarcerated individuals struggle to gain employment due to their prison status.

Null Hypothesis (H): There is no relationship between one's prison status and their employment opportunities.

Alternative Hypothesis (H) - There is a relationship between one's prison status and their employment opportunities.

Race	Black (100%)
Age	31-40 (50%)
Gender	Male (90%)
Education	High School Diploma (40%)
Household Status	Rent home (30%)
Household Income	Refuse to answer (30%)

"It's very difficult to obtain employment having a criminal record...people in power don't want to take a risk because they're "unsure" of what [someone] may do or if they'll be a detrimental asset. They should realize people change, especially if they have something worth changing for."

Survey Questions	Responses	Total	%
Do you feel society perceives you as a criminal?	6 (Yes)	10	60%
On a scale of 1-10, where did getting a job fall on your list of priorities once you were released?	9 (10-HP)	10	90%
Were you ever rejected from a job you qualified for because of your prison record?	5 (Yes)	10	50%
How long did it take you to obtain a job?	5(Months)	10	50%
Describe the experience of trying to get a job ?	Difficult, long and stressful		

Purpose
The purpose of this study is to investigate the employment experiences of formerly incarcerated individuals.

Results
My results suggest that many formerly incarcerated individuals feel society perceives them as criminals due to their past prison status. These individuals denoted that this categorization hinders their employment experiences. Despite positive changes many experienced,, society often overlooks them. Many respondents have had trade training during their incarceration, including carpentry, computer tech, etc to prepare them for job opportunities. Although many respondents were highly trained, they struggled to obtain employment and were often rejected when interviewed. Some make it to the interview but do not proceed.

Discussion/ Conclusion
There is a lack of awareness with ex-prisoners as it relates to accessing employment. Ex-prisoners are doomed, in many ways, by their former prison statue, making it nearly impossible for them to obtain job opportunities. Although ex-prisoners make it their priority to obtain job, their desire and motivation, and even previous training, are not enough to surpass the society's perception. Reform is necessary if prisoners are to successfully re-enter into society as a productive citizens.

Example 4

The Cultural Shift of Durag Wearing
Willie J. Knight
Youth Enrichment Services

Background
Historically durags have been worn by men of color to preserve their style of hair during sleep. More recently, this protective hair cloth has become politicized and, in some ways, misinterpreted. Research explores this concept but falls short.

Research Question
How and why has the culture of wearing durags shifted?

Hypothesis
The culture of wearing durags has shifted and have become more of a fashion item than a protective hair accessory because it has become part of popular trends in the music and sports industries.

Purpose
The purpose of this research is to understand how the culture of durags has shifted from hair maintenance into fashion accessory and embedded into black culture.

Target Population
This study's target population include males, females, ages 13 and older.

Research Design
Survey Design Study - I developed a survey of 18 demographic and study specific questions and disseminated it via text, in-person, and word of mouth to 20 individuals. After I collected the data, I analyzed it to find consistent themes and relevant results and then recorded responses.

Demographic Characteristics		Selected Topic	Background Research
Age	16-18 (44.4%)		
Race	African American/Black (83.3%)	Developed Question	Tested Hypothesis
Gender	Male (61.5%)		
Household Status	Two Parent Household (33.3%)	Collected Data	Analyzed Data
Household Income	$50,001 (44.4%)		

Survey Questions	Respondents	%
Do you feel durags should only be worn at home?	Yes: 6 No: 11	64.7%
Are there stereotypes connected to wearing durags?	Yes: 14 No: 3	82.4%
Is wearing durags apart of black culture?	Yes: 16 No: 1	94.1%
Has the culture of wearing durags shifted?	Yes: 14 No: 3	82.3%
Would you wear a durag to work?	Yes: 2 No: 16	94.4%

Results
Based on the research gathered, many respondents believe there is an evolution occuring in the ways in which durags are portrayed in popular culture and in society. The largest cultural changes stemmed from friends, social media influencers, and rappers.

An overwhelming number of respondents stated that durags were connected to stereotypes based on gang banging, thugs, and being black.

Most of the respondents did not wear durags themselves, but those that did felt they were perceived negatively by society overall. Yet, they did believe that durags should be considered a fashion accessory like headwraps for women are.

Discussion/ Conclusion
In conclusion, the culture of durags have changed for the better due to the fact that people are being more open and creative in wearing them, but a lot of people still believe that they should only be worn only in private settings due to the negative message it often conveys. Durag wearing remains a hotly debated topic, but may become seen as more conventional the more they are accepted as fashion accessories. Much of this shift is due to people making bold statements and depoliticizing the durag and accepting this as a non-counterculture item.

Example 5

Removing the Mask: Exploring Discrimination Within Theater Culture
Kamryn Jackson
Youth Enrichment Services

Introduction
Historically, there has been discrimination within the theater community. Research shows that actors and actresses are often assessed by their race and not their talent. Some initiatives have been implemented to address this bias, however, many qualified actors and actresses continue to be denied opportunities because of their racial status. Despite the advancements made in society, black actors and actresses remain a target of discrimination.

Research Question
To what extent do black actors / actresses experience discrimination within the theater community?

Hypothesis
Black people experience discrimination in the theater community because of the values and perceptions of the people who continue to consume theater.

Methods
I surveyed 11 individuals to gather opinions on discrimination within the theater community. My targeted population included individuals who engage in and consume theater.

I collected data by distributing my survey through email, text messaging, and also by posting my survey on Facebook. I intentionally targeted people I knew who consume theater. I also used word of mouth to disseminate my survey.

My survey consisted of 17 questions. I asked two levels of questions including:
- Demographic
  - Age, race, gender, education level, household income, etc.
- Study Specific Questions
  - Theater Performances
  - Discrimination in Theater
  - Theater culture

Results
My typical survey respondent was a black high school female between the ages of 16 - 20. Most respondents live in a two-parent household but failed to share their household income.

56% watch theater performances frequently and often.

Many people feel that their are intentional strategies employed to remove black actors/ actresses: "many "old" musicals ask for the stereotypical white, blond lead"

90% believe there is an unequal playing field within the theater culture and that race even transcends talent

100% mostly see white males in theater roles

Discussion
My results suggest that black actors/ actresses experience discrimination within theater culture. Most people who consume theater mostly see white males gaining access to opportunities, resources, and quality roles. My results further suggest that pay differences exist between white and black actors/ actresses. Research affirms this as white actors/ actresses are often paid more than their counterparts. Most people felt that black actors/ actresses are only visible in theater when they play violent or comedic roles, further reinforcing stereotypes and negative perceptions.

Conclusion
Black actors/ actresses, irrespective of talent, are often merely judged and omitted from theater opportunities simply based on the color of their skin. While some advancement has occurred, my results suggest that discrimination within the theater community is alive and active and more work is necessary to level the playing field for black actors and actresses.

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. Considering student outcomes, stakeholder feedback, and narrative data, several recommendations manifest to refine 2019 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 likely 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 their core SM course. 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 for the upcoming summer.

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. **Teen Mentor Training.**

Teen Mentor Training, also known as Faith Ranch, has been embedded in YES' program infrastructure for over 20 years. It is a YES staple - a foundational and critical program that many youth look forward to and enjoy. However, given the new employment context and climate, it is important that YES refine this program and its curricula to align more with students' desired career tracks and employment interests, ones that intentionally connect with their Learn and Earn experience.

2. **Career Pathway Exploration.**

Based on student feedback, it is essential for YES to expand opportunities for student exploration in specific career pathways. Specifically, YES needs to be more intentional about career exposure opportunities for youth, fueled with innovation and uniqueness.
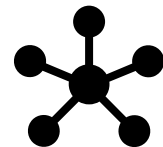
3. **Student autonomy**.

Students generally feel autonomous. However, YES can 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 by directing the material they investigate.

4. Expand program infrastructure to create new opportunities for returning students.

Student retention is important to YES and is evidenced by the student participation data. Participant data suggests that more than 60% of our students have engaged in YES' summer programs for more than 2 years. As such, YES must be intentional about creating summer experiences that vary each year, so that they continue to find value in the work in which they engage. YES also has a large number of returning college freshmen. YES must create a college internship pipeline that reinvests these students and creates opportunities that will extend their learnings beyond their college classes and experiences.

5. Increase and Diversify Worksites.

YES should continue to 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.

6. Extend YES' summer employment offerings into the school year.

Evidence from the summer suggest that many of our students' families require their students to work during 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 are taxing on their school work, involvement in 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 secondary education, and building their financial capacity by engaging in high skilled employment opportunities.
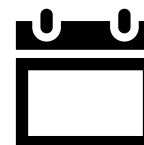
Wrap-up

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 2018 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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