

Summer Programs 2021

END OF PROGRAM REPORT

Centro SOL Youth Pipeline Programs
www.jhcetrosol.org/education

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I. Executive Summary

The Centro SOL summer programs have two components, Summer Scholars that is centered in college access and Summer Engagement that is centered in resettlement and career readiness. Youth in the Summer Scholars program are eager to learn about college opportunities, first generation high school graduate and have a tremendous lack of mentorship.

The Summer Engagement program is a rich and diverse group of youth who are recently arrived, not all of them have a special interest in college access, and youth who are alumni from our program and become peer leaders. To support newer applicants, we welcome a few returning youth from the Summer Scholars program to be role models and take on a leadership role in the Summer Engagement program.

Almost all youth do not qualify for government funded youth programs, majority of them have applied for programs before, but are considered for a summer opportunity for the first time with Centro SOL. The lack of understanding about applications is palpable when both parents and youth struggle to provide a copy of an authorization form for example.

Our team navigates with the youth and parents the infrastructural barriers and the fear of being seen, since many do not have a social security number. We provide not only services in Spanish, but also compassion and understanding with equity lens. All youth have to apply to join the program, out of over one hundred applications, only thirty can be accepted. But applying is very difficult when they come with experience of never being included or considered for youth programs out of their school. During the summer program we are in charge of facilitating engaging activities, providing cultural and linguistically appropriate information, and building trust. Our program allows youth and their parents to dream for a better and prosperous future.

This report summarizes the work conducted during the summer 2021, when adaptations due to the COVID19 pandemic were still in place. We have been impressed by the strength and resilience of the participants who are navigating a complex education system, infrastructural barriers, and pre-existing mental health risks. This year we incorporated a stronger mental health component that we plan to continue during the mentoring program and for the upcoming summer. Mental health support is essential, primarily when youth may not qualify for healthcare insurance.

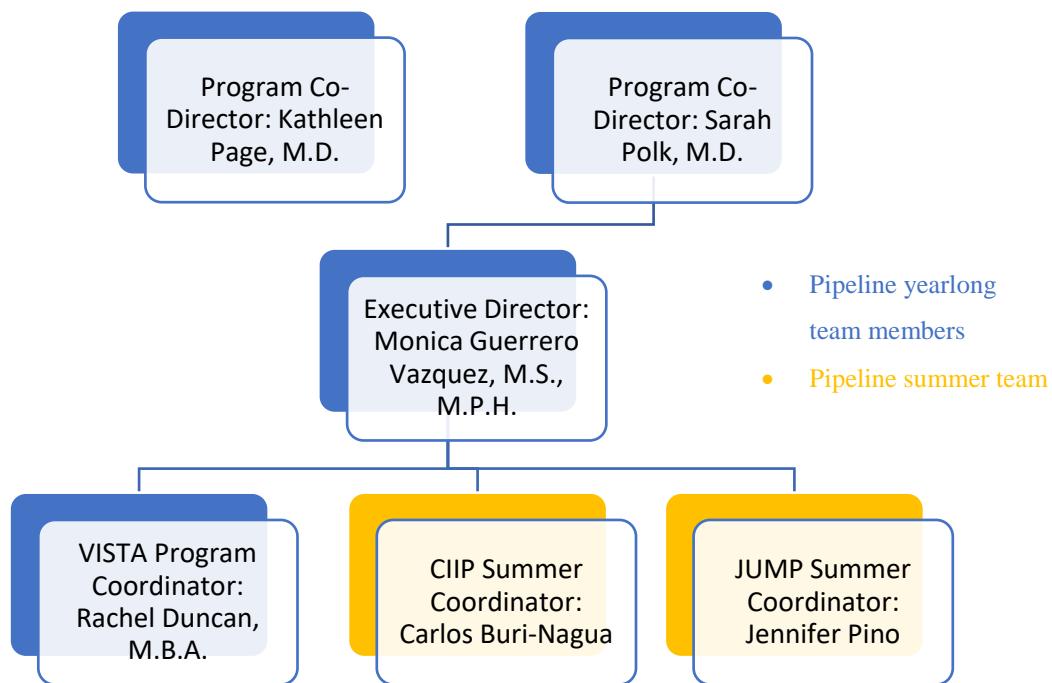
Our youth program would not be possible without the funding provided primarily by the Summer Funding Collaborative. In 2021, our program hosted 32 youth thanks to the support from The Bloomberg Philanthropies, France-Merrick Foundation, The Family League of Baltimore, and Joseph and Harvey Meyerhoff Family Charitable Funds.

II. Summer Programs Overview

Centro SOL offered two summer programs in 2021 – Summer Scholars and Summer Engagement. 30 bilingual, immigrant-origin Latinx youth in total participated over the course of six weeks, and all youth were either compensated for their time through Baltimore City's YouthWorks program or received a scholarship from Centro SOL after participating. The primary goals of the summer programs are:

1. Youth will gain professional experience.
2. Youth will build college and career readiness skills.
3. Youth will develop their ability to engage positively with members of their community.

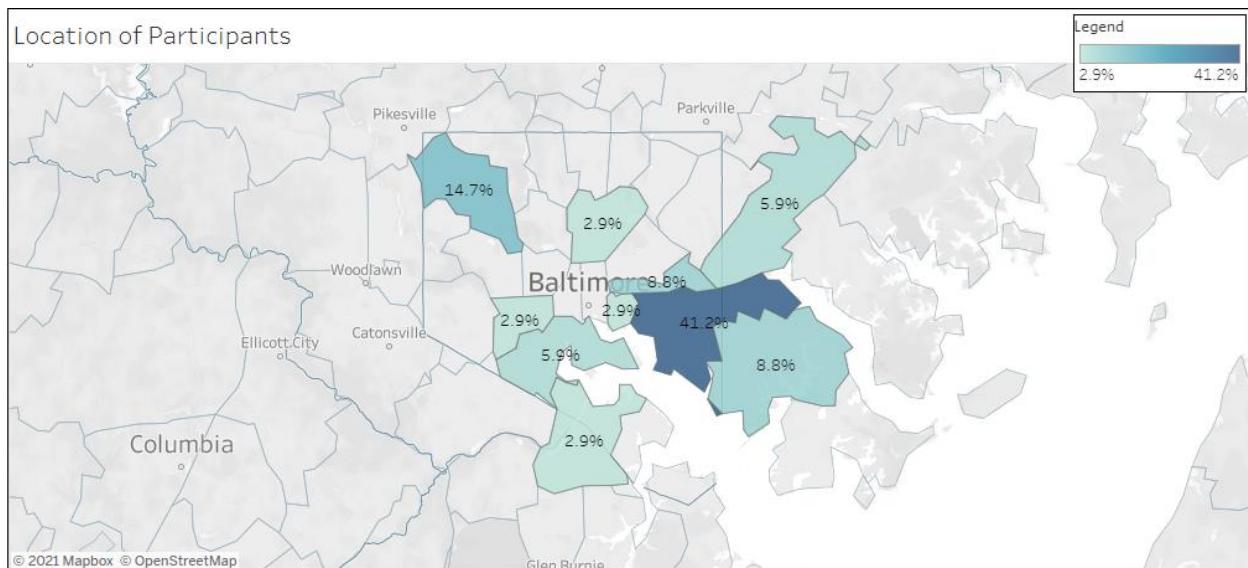
A. Team Structure



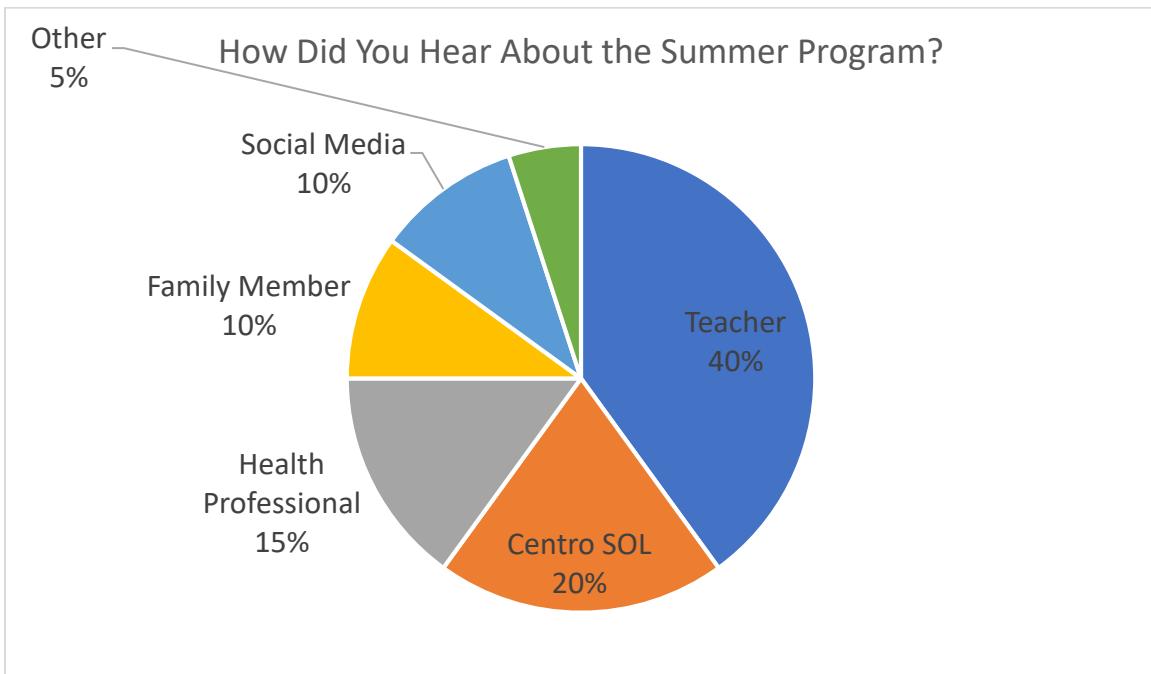
B. Applicant and Participant Demographics

In total, 102 individuals applied to Centro SOL's summer programs – 70 to the Summer Engagement program and 32 to Summer Scholars. Out of these applicants, 7 were chosen to enter the Summer Scholars program (including two returning from last summer's cohort), and 23 enrolled in Summer Engagement for a total of 30 participants.

Approximately half of participating youth come from Baltimore's southeast neighborhoods, as shown in the following map of participants by zip code.

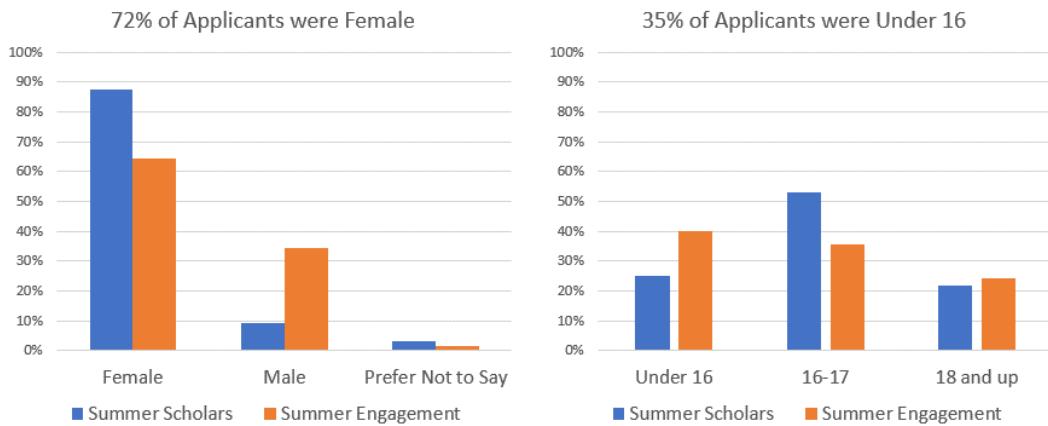


School-based partnerships were an important channel for recruiting participants, as shown by the following pie chart in which 40% of participants heard about the summer program from a teacher.

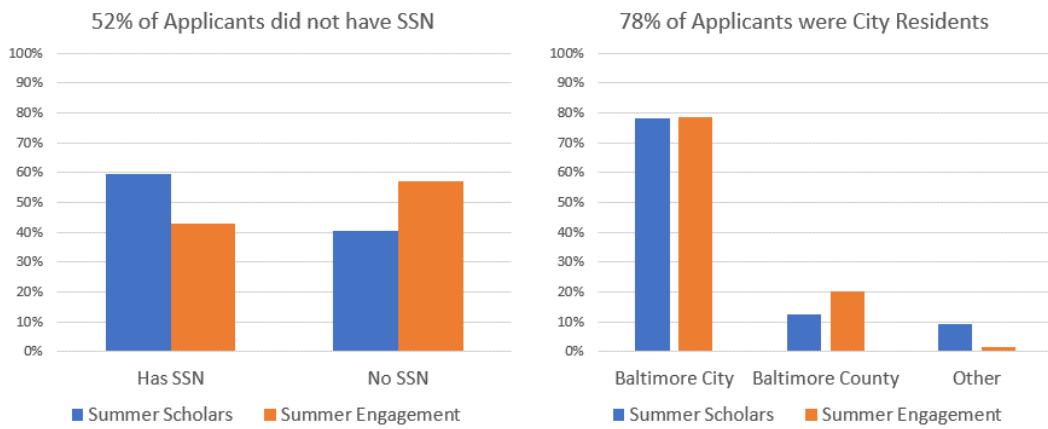


Applicant demographics were as follows:

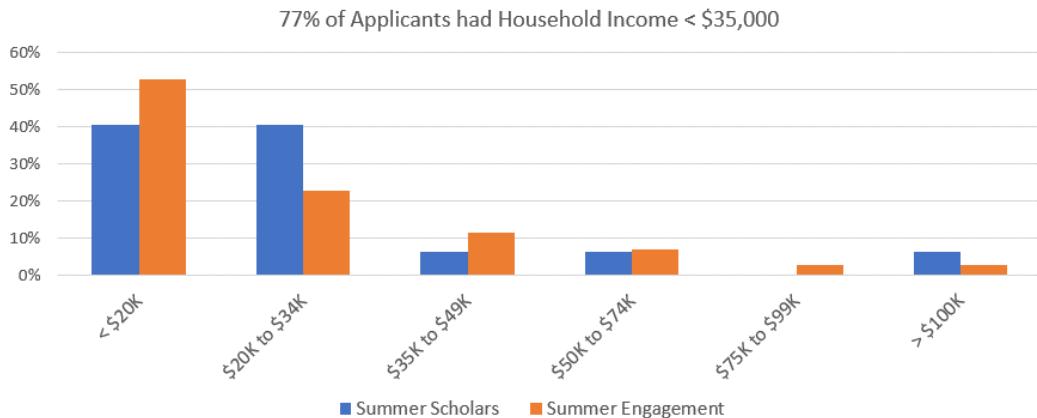
Applicants by Gender, Age Group



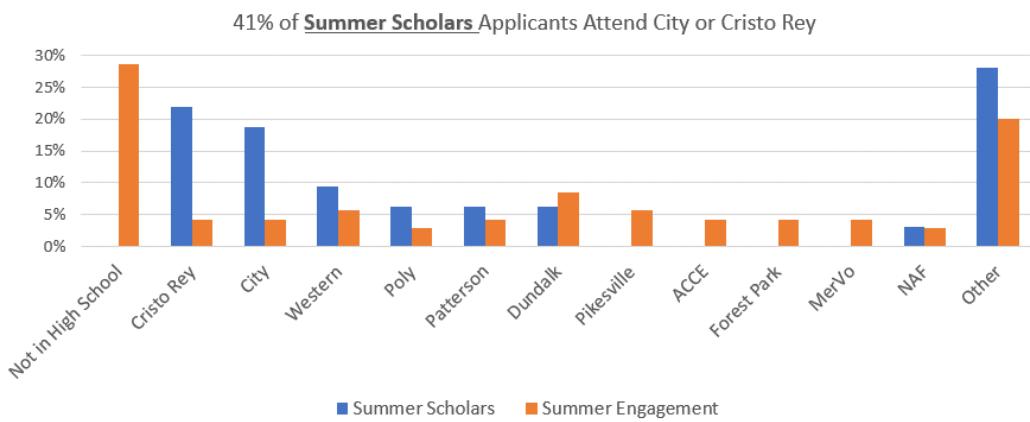
Applicants by SSN Status, Residency



Applicants by Household Income Band



Applicants by High School



C. Mentorship

All but six of the summer participants were paired with a volunteer mentor who supported their assigned youth throughout the summer. The mentoring component was added in 2020 as an additional support for the mental and emotional well-being of each student. Volunteer mentors participated in an orientation session immediately prior to the program start and were

connected to their assigned youth by email. Mentors and mentees were responsible for scheduling their own check-ins and expected to connect by phone, email, text, or videocall two to three times per week for the duration of the program.

D. Electronic Needs

After a year of COVID-related restrictions on in-person learning, most students already had a device and wi-fi to connect to on-line programming. Centro SOL issued Chromebooks to two Summer Engagement students, one of which was transferring from Baltimore City Schools to Baltimore County Public Schools and therefore had to turn in her school-issued device. The other student, while a City resident, attended a County school, and her school-issued device did not allow her to use a personal Zoom account, which was required to participate with her site. Centro SOL was also able to connect one Summer Scholars student and one Summer Engagement student with T-Mobile mobile hotspots on loan for free for three weeks through the Enoch Pratt Free Library.

E. Joint Sessions

There were two joint sessions that included both Summer Scholars and Summer Engagement youth.

1. Financial Literacy Workshop

Both Summer Scholars and Summer Engagement youth, along with their parents, were invited to participate in a Spanish-language financial literacy workshop presented by the Featherstone Foundation, in partnership with Bank of America. Participants learned strategies for paying down debt, the importance of budgeting and saving, features of different financial products like debit cards and credit cards, and how to avoid identity fraud. Click [HERE](#) to view the video recording.

The screenshot shows a video conference interface. At the top, it says "Recording..." and "You are viewing Niki Ellis; Bank ...'s screen". Below that is a toolbar with various icons. The main content area displays a presentation slide titled "Ahorros para emergencias" (Emergency Savings). The slide text states: "Un fondo de emergencia le ofrece una red de seguridad para ayudarle a cubrir gastos inesperados sin tener que endeudarse o comprometer su capacidad de comprar lo que necesita a diario." Below this, a section titled "Esto es lo que debe considerar cuando comience a crear un fondo de emergencia:" lists items such as "Gastos de vivienda", "Alimentos", "Seguro", "Pago de deudas", "Transporte", and "Gastos personales". At the bottom of the slide, there are two illustrations: one of a woman with a "3+ meses" sign and another of a family with a "6-9 meses" sign. The slide is branded with "Bank of America". The video conference interface at the bottom shows participant controls like Unmute, Stop Video, Security, Participants (26), Chat, Share Screen, Polling, Pause/Stop Recording, Closed Caption, Breakout Rooms, Reactions, More, and End.

2. Joint Program Reflection and Feedback Session

Summer Scholars and Summer Engagement youth joined together again the last week of the program for a reflection and feedback session. One youth from each partner site presented about their experience, and each of the Summer Scholars presented about one of the program areas of the Summer Scholars program so that all youth could hear from their peers about the different organizations and programs in case they might have an interest to participate again the following summer or know someone else who would. Youth also submitted their reflections about the summer and their hopes for the future through padlet –

<https://padlet.com/centrosolpipelines/verano>. Click [HERE](#) to view the video recording.

III. Summer Scholars

A. Program Overview

1. Program Mission

To expose bilingual students to careers in medicine, research, and healthcare while equipping them with the tools to make informed decisions about their education.

2. Background

The Centro SOL Summer Scholars Program was created in 2014 to expose bilingual high school students in the Baltimore area to the medical field. During the first two years of the program, there were only six students who were selected. Starting in 2016, the program expanded to accept up to six returning students in addition to the six new students. After the summer of 2018, the Pipeline Team developed a curriculum to standardize the Summer Scholars Program.

Like last summer, the Centro SOL Summer Scholars program was held entirely online this year due to the COVID-19 epidemic. The program ran for six weeks from 6/28/2021 to 8/6/2021, and sessions were held via Zoom from 10am to 3pm. Like previous years, we held presentations and invited guests to discuss college readiness, research, healthcare, and community involvement. Because of COVID19 and in-person meeting restrictions, we did not have the opportunity for the students to have on-site experiences via shadowing. To make up for this gap in our program, we emphasized community involvement through the “Sí, se puede” Speaker Series by bringing in Latinx guest speakers who can be role models for the youth, including doctors, college students and professionals of various documentation status. We also expanded on last year’s Spanish composition classes to run a complete Spanish-language curriculum, culminating in student presentations of a community engagement project in Spanish.

3. The Content

The content of the summer curriculum strengthens academic skills and develops professional skills that youth will use to make decisions for their future careers.

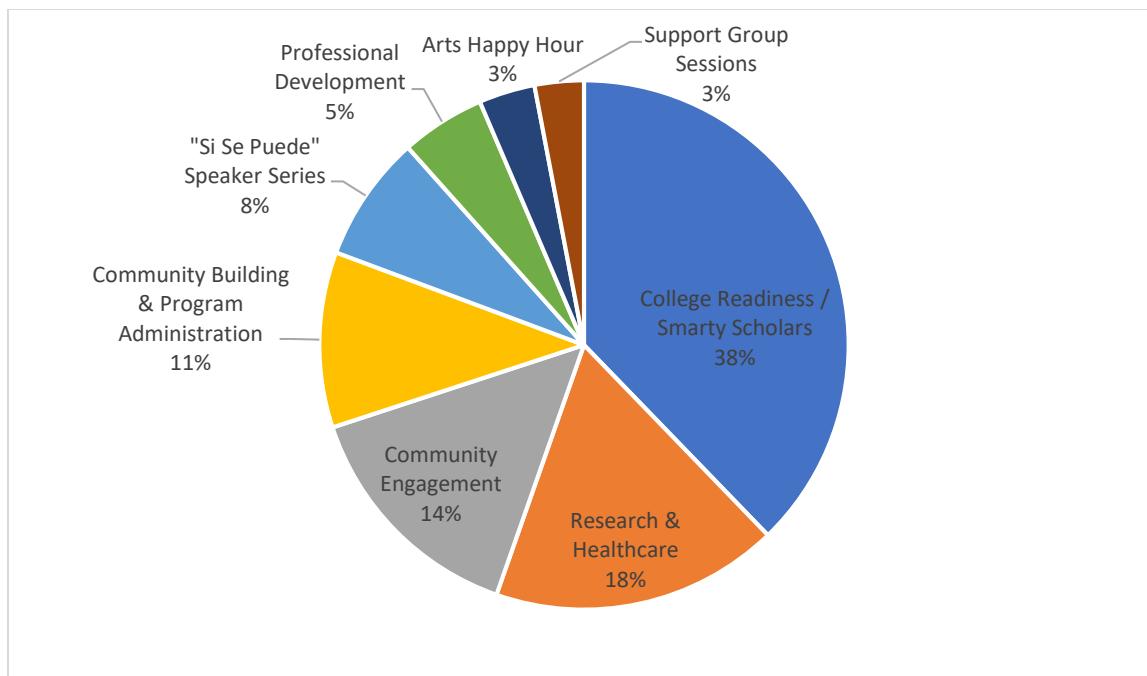
There are four core areas:



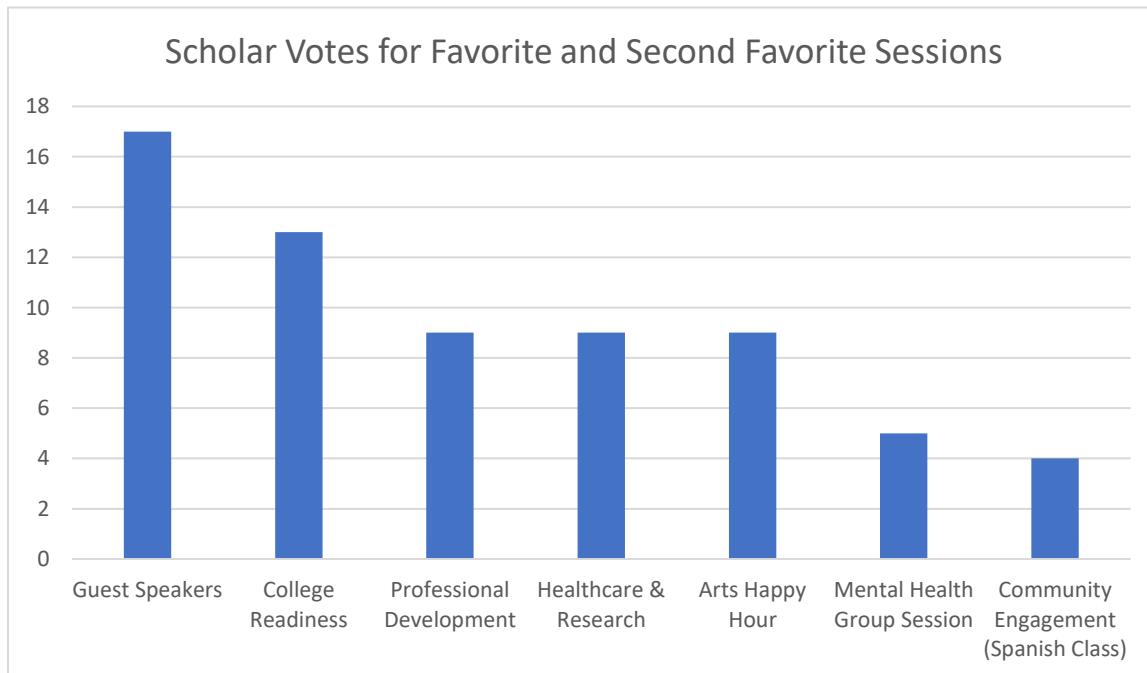
In addition to the four core curriculum content areas, Summer Scholars also engaged in three additional programming components:

1. “Sí, se puede” speaker series
2. Mental health support group sessions
3. Arts Happy Hour
4. Program Delivery

The four core curriculum content areas and three additional programming components were interconnected through the six-week program as indicated in the weekly calendar at the end of this section. The following chart shows the relative time spent by scholars out of their total 116.5 hours in the program.



Scholars were asked every Friday morning to vote on the top two favorite sessions from the prior week's programming, and the following chart shows the cumulative number of votes for either favorite or second favorite session that each program area received. Guest speakers consistently ranked in the top two for scholars each week.



	Monday	Tuesday	Wednesday	Thursday	Friday
WEEK 1	June 28	June 29	June 30	July 1	July 2
10:00AM	Welcome & Introductions	Spanish Language Skills & Community Engagement	Check-in & community building	Spanish Language Skills & Community Engagement	Check-in & community building
10:30AM	Smarty Scholars Live Instruction	Smarty Scholars 1x1 Tutoring	Smarty Scholars Live Instruction	Smarty Scholars 1x1 Tutoring	Smarty Scholars Practice Test - SAT 13 (Verbal Section)
11:00AM					
12:00PM	12:00-1:00PM Lunch Break				
1:00PM	Ice Breakers & Introductions; Dr. Sarah Polk (confirmed) 1:30-2:00	Research 101 Topic Selection; Why is My Topic Important?	Research 101 Finding Research Articles (Research Objectives)	Research 101 Reading Research Articles (Literature Review)	Project Office Hours - Research Volunteers & Spanish Teacher Pull-Outs
2:00PM	Summary of the Summer Collaboratively define team norms for safe space discussions	Soft Skills - Professional Communication Norms (including email, zoom)	Si Se Puede Series - Dr. Angela Orozco (confirmed)	Soft Skills / Life Skills - Time Management	Arts Happy Hour Sponsored by Constellation

WEEK 2	July 5	July 6	July 7	July 8	July 9
10:00AM	HOLIDAY	Spanish Language Skills & Community Engagement	Check-in & community building	Spanish Language Skills & Community Engagement	Check-in & community building
10:30AM			Smarty Scholars Live Instruction		Smarty Scholars Practice Test - SAT 13 (Math Section)
11:00AM		Smarty Scholars 1x1 Tutoring	Smarty Scholars 1x1 Tutoring		
12:00PM		12:00-1:00PM Lunch Break			
1:00PM		Research Project Methodology & Limitations	Research Project Making an Outline & Intro to PowerPoint	Research Project Presenting Research in PowerPoint	Project Office Hours - Research Volunteers & Spanish Teacher Pull-Outs
2:00PM		Si Se Puede Series - Flor Giusti (confirmed)	Soft Skills - Responding to Criticism & Giving Constructive Feedback	Si Se Puede Series - Karina Lopez Zamora (confirmed)	Arts Happy Hour Sponsored by Constellation

WEEK 3	July 12	July 13	July 14	July 15	July 16
10:00AM	Check-in & community building	Spanish Language Skills & Community Engagement	Check-in & community building	Spanish Language Skills & Community Engagement	Check-in & community building
10:30AM	Smarty Scholars Live Instruction		Smarty Scholars Live Instruction		Smarty Scholars Practice Test - SAT 14 (Verbal Section)
11:00AM	Smarty Scholars 1x1 Tutoring			Smarty Scholars 1x1 Tutoring	
12:00PM	12:00-1:00PM Lunch Break	12:00-1:30PM Lunch Break		12:00-1:00PM Lunch Break	
1:00PM	Research Project		Research Project	Research Project	Project Office Hours - Research Volunteers & Spanish Teacher Pull-Outs
1:30PM	Finalize PowerPoints & Poster Submissions	Support Group Session #1 with Mayra Sanchez Gonzalez (confirmed)	Writing an Abstract (Day 1)	Writing an Abstract (Day 2)	
2:00PM	Healthcare Pathways Pre-med, nursing, dental, midwife, etc		Professional Development - Understanding Your Strengths	Si Se Puede Series - Nick Lopez (confirmed)	Arts Happy Hour Sponsored by Constellation
3:00PM					
4:00PM		<u>Bayview Summer Scholars Levi Watkins Lectureship - registration required</u>			

WEEK 4	July 19	July 20	July 21	July 22	July 23
10:00AM	Check-in & community building	Spanish Language Skills & Community Engagement	Check-in & community building	Spanish Language Skills & Community Engagement	Check-in & community building
10:30AM					
11:00AM	Smarty Scholars Live Instruction	Smarty Scholars 1x1 Tutoring	Smarty Scholars Live Instruction	Smarty Scholars 1x1 Tutoring	Smarty Scholars Practice Test - SAT 14 (Math Section)
12:00PM	12:00-1:00PM Lunch Break				
1:00PM	Research Project / Background Story Work Session	Research Project / Background Story Work Session	Si Se Puede Series - Gloria Itzel Montiel (confirmed)	Research Project Public Speaking 101	Project Office Hours - Research Rehearsals & Spanish Teacher Pull-Outs
2:00PM	Mid-Summer Feedback Session & Program Updates	Support Group Session #2 with Mayra Sanchez Gonzalez (confirmed)	College Options State, public, private, and community	Financial Literacy Session, Featherstone Foundation (confirmed)	Arts Happy Hour Sponsored by Constellation

WEEK 5	July 26	July 27	July 28	July 29	July 30		
10:00AM	Check-in & community building	Spanish Language Skills & Community Engagement	Check-in & community building	Spanish Language Skills & Community Engagement	Check-in & community building		
10:30AM	Smarty Scholars Live Instruction	Smarty Scholars 1x1 Tutoring	Smarty Scholars Live Instruction	CARES Symposium 11:00-11:10 Welcome 11:10-11:40 Keynote	Smarty Scholars Practice Test - SAT 15 (Verbal Section)		
11:00AM				11:40-12:15 Background Stories 12:15-12:45 Lunch Break			
12:00PM	12:00-1:00PM Lunch Break				12:00-1:00PM Lunch Break		
12:15PM							
12:45PM							
1:00PM	Research Project / Background Story Work Session	BCCC & Mayor's Scholars Program - Presentation by Sheila Alvelo (confirmed)	Paying for College Scholarships and financial aid	12:45-2:05 Oral Presentations 2:05-2:20 Scholarship Ceremony	Community Project Office Hours		
2:00PM	Si Se Puede Series - Dr. Raquel Rodriguez (confirmed)	Support Group Session #3 with Mayra Sanchez Gonzalez (confirmed)	Si Se Puede Series - Andrés Cordoba Arroyo (confirmed)	2:20-2:25 Closing Remarks	Remaining Oral Research Presentations with Volunteers		
2:30PM							

WEEK 6	August 2	August 3	August 4	August 5	August 6
10:00AM	Check-in & community building	Spanish Language Skills & Community Engagement	Check-in & community building	Spanish Language Community Project Rehearsals	Check-in & community building
10:30AM	Smarty Scholars Live Instruction	Smarty Scholars 1x1 Tutoring	Smarty Scholars Live Instruction	Smarty Scholars 1x1 Tutoring	Smarty Scholars Practice Test - SAT 15 (Math Section)
11:00AM					
12:00PM	12:00-1:00PM Lunch Break				
1:00PM	Personal Statement Workshop #1	Personal Statement Workshop #2	College Resources	College Readiness Closeout; Resources for the Year Ahead	Closing Ceremony Community Engagement Presentations in Spanish Live on Social Media
1:30PM		Si Se Puede Series - Dr. Claudia Galindo (confirmed)	Joint Session with Engagement Youth; Reflection Session and Program Evaluation		
2:00PM	Special Guest - JC Faulk - Conversation about Racism		Resume Workshop		

5. Application & Recruitment Process

The application cycle for the summer of 2021 opened on December 18th, 2020 and closed officially on February 19th, 2021. There are two phases of selection that helped determine the 2021 cohort: the application phase and the interview phase. In order to be considered, applicants were required to submit the following during the application phase:

1. Application Form with their contact information, demographic information, and school information
 - Spanish Essay explaining how they learned to speak Spanish and how knowing the language has benefitted them or how they plan to utilize their knowledge of the language in the future
 - English Essay explaining why they are interested in the program and why they would like to work with the Latino Community
2. Academic Transcript or Report Card if the transcript was unavailable
3. Two teacher recommendation forms

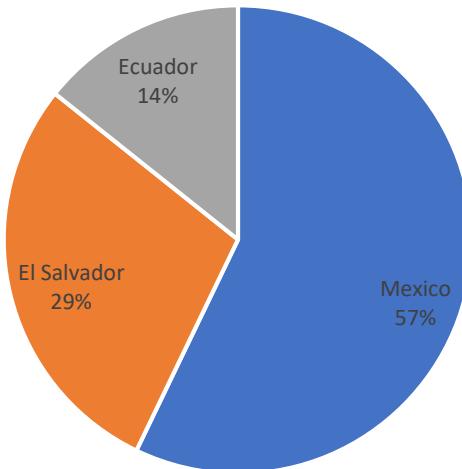
Centro SOL promoted the Summer Scholars Program through the following:

- Presentations at on-line events with Centro SOL's Parent Advisory Board and Pipeline Youth Advisory Board, and at a Facebook Live session of "Hora del Café"
- Centro SOL Social Media
- Centro SOL Newsletters
- ESOL teachers and Community Schools Coordinators in Baltimore City Public Schools
- Community partners, including Soccer Without Borders, CASA de Maryland, and The Baltimore City Schools Newcomer Team

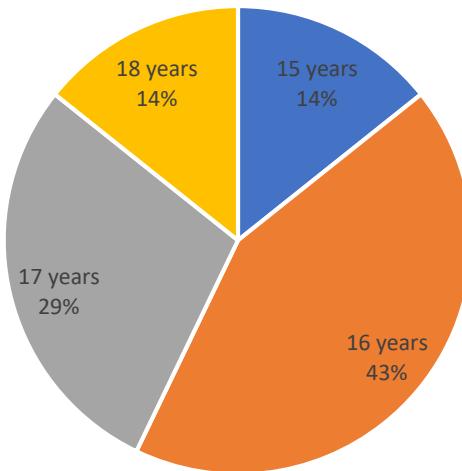
6. Participant Demographics

The demographics of the Summer Scholars cohort were as follows:

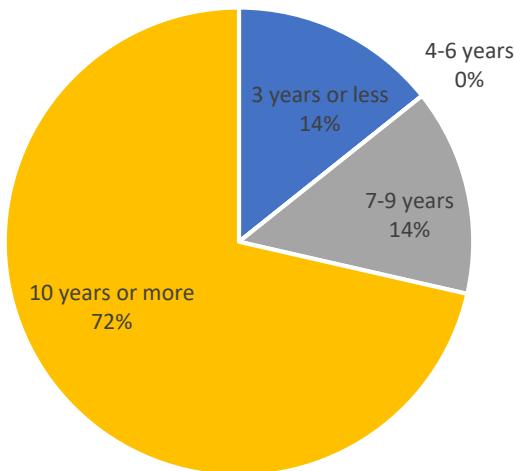
Summer Scholars - Family Country of Origin



Summer Scholars - Age as of 6/1/2021



Summer Scholars - # of Years Lived in the U.S.



Student	Age on 6/1	School
Kelly	18	Western High School
Lesly	17	Baltimore City College
Suzette	16	Baltimore Polytechnic Institute
Willian	16	Digital Harbor High School
Evelyn	15	Baltimore City College
Sharon	16	City Neighbors High School
Miriam	17	Baltimore City College

B. College Readiness

1. Objectives

To develop a better understanding of what college and healthcare career options are available to students.

To recognize the financial options available to students.

To initiate the process of both applying to college and completing/gathering required college documents.

2. Content & Outcomes

SAT Skills Development

This summer, Centro SOL partnered with Smarty Scholars to provide SAT test-prep services for the first time to the Summer Scholars. Smarty Scholars provides free test prep services to talented, low-income high school students in the Baltimore area. The goal of the Smarty Scholars Program is to aid students in gaining admission to selective schools by helping students achieve improved SAT/ACT scores. The Summer Scholars had a 1.5-hour class on Mondays and Wednesdays (2 separate classes), one-on-one 1-hour tutoring sessions on Tuesday and Thursdays, and then a 1.5-hour practice exam on Fridays.

Smarty Scholars also offered students a gift card incentive to continue the Monday / Wednesday class and to take one additional practice test during the two weeks immediately after the end of the Summer Scholars program so that they would continue to prepare up until the August 28th SAT exam date. All rising junior and senior students registered for the August 28th SAT, and Smarty Scholars provided scholarships for any students who had not been able to secure a fee waiver code from their guidance counselor before the school year ended.

Other College Readiness Programming

College Readiness Topic	Session Date and Time	Description
<u>HealthCare Pathways</u>	July 12 th @ 2PM	Scholars learned about the undergraduate requirements for medical/dental school applications. Other professions were discussed including Nursing (RN, NP, Nursing Midwife), Pharmacists, Physician Assistants, Occupational/Physical Therapists, and Healthcare Executives/Administrators.
<u>College Options</u>	July 21st @ 2PM	Scholars learned about the private, public, and community college options available to them. We discussed local colleges such as Towson, Loyola, BCCC, and more. Students completed a “Colleges of Interest” activity and initiated the college application process.

BCCC @ Mayor's Scholars Program	July 27 th @ 1PM	Scholars learned about Baltimore City Community College and the Mayor's Scholars Program. Scholars were incredibly engaged and asked a lot of questions. Highly recommend this session for next year.
<u>Paying for College</u>	July 28 th @ 1PM	Scholars watched a previous year's presentation from Gustavo Minaya that informed them about the Maryland Dream Act and the Maryland State Financial Aid Application (MSFAA). We also discussed what college documents are needed when applying for financial aid.
<u>Personal Statement Workshop</u>	August 2 nd -3 rd @ 1PM	Scholars learned what a personal statement is and observed two different example essays. Students completed a "Personal Profile" activity where they listed their values, skills, activities, job roles, etc. Students also completed a "Personal Statement Draft" activity which they submitted for feedback.
<u>College Readiness Closeout</u>	August 5 th @ 1PM	Scholars were provided with a junior year/senior year timeline for future reference. Students were provided with information on applying to college, applying for financial aid, applying for scholarships/grants/loans, and were provided with a list of important documents needed for these applications.

3. Recommendations

The presentation that had the most Scholar participation was the Healthcare Pathways presentation. Students were excited to learn about the different medical career options available to them. There was also a lot of participation with the College Options/Paying for College presentations. I encourage future coordinators to give students more worktime. While the students were able to initiate the process of researching colleges and understanding the college application timeline, there was not a lot of time to apply this knowledge. I also recommend

inviting guest speakers that are more educated on the topic of College Admissions and helping undocumented students get to college.

Regarding the Smarty Scholars offering, Smarty Scholars was an excellent first-time partner, whose staff genuinely cared about Centro SOL youth. Students were placed in the Monday / Wednesday classes with students from other YouthWorks sites at their same level, and all Centro SOL students were matched with a 1x1 tutor for the Tuesday / Thursday sessions. The only area of concern was the practice testing. The first week, not all students had been assigned the practice test by their teacher, and Centro SOL staff were not set up with permission at that time to make the assignment, so most scholars were not able to do the practice sections during the assigned time. The next week, there was a lot of confusion about how to find the pdf of the test for students to use, and time was lost from practice testing for that. After working out the technology and process kinks, we continued to lack data for many students from the practice testing due to the independent nature of this activity. While 1.5 hours was set aside every Friday to complete it, it was often not quite enough, and students would get pulled from the test for various responsibilities at home, leaving the program with an incomplete set of practice test data to monitor program performance. This issue would be easy to resolve in person with proctored practice test in a classroom setting. For the virtual environment, it might be better to have each student progress section by section in order at their own pace over the course of the six weeks rather than jumping from one test to the next, even if they hadn't completed the first one.

C. Healthcare and Research

Exposure to research and healthcare is important to cement our youth's passion for the field of study.

1. Objectives

To conduct a research project and effectively present it to others

To increase exposure to make the youth more comfortable with speaking with healthcare professionals.

2. Content & Outcomes

Research Project

Summer Scholars had the opportunity to work on a research project, which was a literature review of a topic they are passionate about. During the first week of the program, the summer scholars discussed research topics, which later became a research question to guide them throughout the research process. The following weeks, the youth used research databases to select research articles that supported their topic. The summer scholars formatted their findings into a PowerPoint and Abstract for a presentation at the Johns Hopkins C.A.R.E.S symposium or end-of-program event with Centro SOL volunteers and staff. With the guidance of lecture and practice, students were able to present clearly within time constraints to actively engage with the audience. Throughout the process, summer scholars used weekly graphic organizers to collect their work, which served as a centralized location for their progress. Below is a table of research project sessions with date, time, topic, and link to lesson plans.

Research Project Session	Session Date and Time	Description
Topic Selection - <u>Why is my topic important?</u>	June 29 th @ 1PM	Students are able to explain the purpose and components of a literature review. After an introduction to a literature review, they brainstorm research topics and explain why they are interesting to them.
<u>Finding and Selecting Research Articles</u>	June 30 th @ 1PM	Students learn how to search for research articles using the JHU libraries website and its databases, such as Google Scholar. They also brainstorm keywords that will assist in narrowing research articles to ultimately find facts and statistics to support their project.

<u>Reading Research Articles</u>	June 31 st @ 1PM	Students should be able to explain the purpose of a literature review and be able to read research articles. They are introduced to the overall anatomy and specific components of a research article.
<u>Research Objectives, Methodology, and Limitations</u>	July 6 th @ 1PM	Students learned about their methodologies used in their research projects. They are later taught the importance of research objectives and limitations and are given time to brainstorm their limitations.
<u>Creating a Research PowerPoint and Outline</u>	July 7 th @ 1PM	Students should be able to incorporate technical tips to improve the professionalism of their PowerPoints. With guidance, students produced a framework to structure their presentations fit for a research topic and how to include references and in-text citations.
Writing an Abstract <u>(Part 1; Part 2)</u>	July 14 th @ 1PM July 15 th @ 1PM	Students should be able to define an abstract and its purpose. They were introduced to videos that further explain the components of an abstract and were given a checklist to use while they write.
<u>Public Speaking in Research</u>	July 22 nd @ 1PM	Students shared their initial thoughts about public speaking. Then, they were later given the opportunity to share their tips to others and were provided with the instructor's tips.

Below is a table of the student's research projects with links to their PowerPoints and abstracts.

How did COVID-19 affect the Latino Community? A Disparity in the U.S. <u>(PowerPoint; Abstract)</u>	Are Adolescents and Children more easily exposed to getting Leukemia and what are the survival rates?
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Type 2 Diabetes: An Overview of Screening Tests and Effectiveness (PowerPoint; Abstract)	(PowerPoint ; Abstract) Machismo and Women's Mental Health: An Exploration of the Relationship (PowerPoint; Abstract)
The Effects from the Shortage of Interpreters in the Latinx Community (PowerPoint; Abstract)	Food We Love: A Connection with Cancer (PowerPoint) *

Student was not required to create an abstract as they were presenting a research project at CARES

Other Healthcare Programming

In addition to creating a research project, students had the opportunity to join other high school, college, and graduate students and Johns Hopkins faculty and staff for programming that showcased summer student research. As attendees to a lectureship, students were exposed to various fields of healthcare. Given the virtual platform of the summer program, students were further introduced to topics and initiatives aimed to increase diversity in the healthcare field, specifically those from the Latinx community. A list of healthcare programming with session date, time, and topic can be found below.

Healthcare Programming	Session Date and Time	Description
Bayview Levi Watkins Lectureship	July 13 th @ 4PM	Students are invited to attend a lectureship and reception to recognize students in a similar program – Bayview Summer Scholars Program. As an added incentive, two Apple iPads were raffled off to the students who registered and attended the lecture.
Latinx in Healthcare (Part 1)	July 19 th @ 1PM	Students are introduced to two videos with aims to inspire them into the STEM field. One video discussed the empowerment of Latina Women through STEM and Leadership while another video shared an inspiring doctor's journey as an immigrant to a neurosurgeon. Students were encouraged to share their thoughts with one another, with a parallel goal to focus on their public speaking skills.

Latinx in Healthcare (Part 2)	July 22 nd @ 1PM	In continuation to explore the other aspects of healthcare, students learned about medical school programs geared towards supporting Latinx students. As the students discussed, they were encouraged to think quick on their feet with their responses to help with their research presentations and Q&A.
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3. Recommendations

One of the challenges students faced throughout the summer was the pacing of the research project. Given that the students only had about four weeks to create and finalize both a PowerPoint and Abstract for their research project, many students wished for more time. Based on the recommendations from the previous year, we implemented deliverables for most sessions and provided a graphic organizer. The organizer allowed students to keep track of their work and serve as a centralized location to share with the research volunteers when they review their progress. The graphic organizers were for the week, separated by day, so scholars would build upon the lesson from the day before. To ensure scholars were on track for their presentations, sessions would occasionally have a “Where Should I Be” slide to remind scholars of their progress. For the future, I would recommend sending either a message via email or text reminding scholars of their current situation. At times, students may not remember the slide as the program is over for the day or week, so a message that serves as a friendly reminder would improve the pacing of the research project. Additionally, I recommend future facilitators to provide an example presentation for students to refer to. The students had slightly different formats because they weren’t sure where to place slides.

Furthermore, I recommend finding a balance between the research component and the healthcare component throughout the summer. Most of the focus for the first three weeks of the program was on providing lectures on content for the research project and the latter half was a combination of healthcare programming and work sessions. For next summer, I would recommend providing an agenda at the beginning of each session to the youth, so they understand how the session is planned. This recommendation will work in both virtual and in-person formats. If in-person programming is available, I recommend contacting workers in the

healthcare field in Baltimore to talk with the scholars, similar to the “Si, Se Puede” guest speaker series.

4. CARES Symposium

The virtual CARES Symposium showcased 18 Summer Programs and provided a platform for select students to deliver professional presentations to an audience of over 200 people, including Hopkins faculty and recruits from other colleges. This opportunity helps improve the confidence of students by giving them a platform to speak and share their experiences and research. The symposium has two main events that highlight student presentations, the student stories and oral presentations.

Student Stories: The student stories are personal accounts from students about struggles they encountered in their lives and how they overcame them. This opportunity encourages students to share the obstacles they faced, lessons learned, and how it had molded them into who they are today. Two of our students prepared a 5-minute story and had presentation training sessions to help improve their public speaking skills and confidence.

Oral Presentations: This section of the symposium had one of our scholars present their research in the form of a live presentation of their PowerPoint for the online viewers of the event.

Exhibit Hall: All scholars had their PowerPoint research presentations available to the public through the “Exhibit Hall” feature of the virtual CARES event.

Scholarships: The CARES symposium offered scholarships to three of our students to help them with college expenses as they enter their senior year of high school.

A link to the CARES Symposium booklet can be found [here](#).

D. Spanish Language Instruction & Community Engagement

1. Objectives

- 1. To identify a problem affecting their community and become involved with possible solutions generated by themselves.**
- 2. To write a project based on the situational assessment and present alternatives.**
- 3. To encourage Spanish language practice including: writing, reading, listening, speaking and comprehension.**

2. Content & Outcomes:

The course includes the following components: twelve (12) academic sessions; five (5) individual sessions to advise students on their projects; and a final presentation.

The academic sessions are divided in two parts:

- Part I. Knowledge: scholars learn how to analyze texts, summarizing techniques, search for information available, basic elements of written communication, problem solving techniques, practical exercises to apply the knowledge acquired, reading, writing, comprehension, vocabulary, integration activities and class participation.
- Part II. Writing: scholars are required to prepare an essay in which each student presented a problem identified in their community and provide solutions to the problem. The issues that the youth discussed were:

1. Challenges of Adolescents Working and Studying at the Same Time
2. The Lack of English Language Resources in the Latinx Community.
3. Mental Health among Latino Families.
4. Lack of Resources for Latinx with Alzheimer's Disease.
5. Drug Use in the Latino Community and its Implications on Their Lives.
6. Machismo and its Effect on the Hispanic Community.

The individual sessions: The sessions are designed to provide a 1-on-1 meeting with the instructor to guide and answer questions about the structure and writing of the project.

Final presentation: It gives an opportunity for each scholar to present her/his essay in a Facebook Live ceremony with the participation of family, friends and the community. Each session includes time for questions and answers.

Outcomes: The scholars acquired new knowledge for the comprehension and analysis of a text, while practicing Spanish language skills such as writing, reading, grammar, listening, speaking and vocabulary. The result is captured in an essay that each scholar presented at the closing ceremony.

3. Recommendations

It is recommended for the next Summer Scholars program to focus on reinforcing techniques and skills for composing an essay using elements of text analysis such as extraction of main and secondary ideas, identification of the topic and summary techniques.

E. Professional Development

This portion of the summer's curriculum was based on soft skills, resume development, and working in a professional environment.

1. Objectives

To gain the tools necessary for career success such as time management, professionalism, and communication.

To recognize areas of strength and learn how to accept constructive feedback for areas of weakness.

2. Content & Outcomes

Soft Skills Topic	Session Date and Time	Description
<u>Professionalism 101</u>	June 29 th @ 2PM	Scholars learned the basics of Professionalism. Professional behavior etiquette, dress codes, and communication were discussed. Scholars practiced writing professional emails to Dr. Rodriguez (guest speaker).
<u>Time Management</u>	July 1 st @ 2PM	Scholars learned the importance of developing time management skills for academic and personal success. Scholars completed a 24-hour timetable in which they reflected upon their current schedules. Students were then asked to begin creating a daily schedule for future reference.

<u>Criticism and Constructive Feedback</u>	July 7 th @ 2PM	Scholars learned both how to receive and give criticism and constructive feedback. The class completed three scenarios where students practiced recognizing areas of improvement and giving feedback.
<u>Finding Your Strengths</u>	July 14 th @ 2PM	Students learned both the importance of focusing on strengths and how to recognize these strengths. Scholars completed the “O-NET” Interest Profile where students received scores in the following categories: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. The connection between strengths and teamwork/leadership was also discussed.
Financial Literacy Session-Featherstone Foundation (Video Link)-anyone w/link	July 22 nd @ 2PM	Both Youthworks and Scholar Students learned the basics of budgeting and saving, the difference between banking products, the importance of a credit card, and how to avoid identity fraud.
<u>Resume Workshop</u>	August 5 th @ 2PM	Scholars learned what a resume was, what information is included in a resume, and saw examples of resumes. Additionally, Scholars worked on filling of Resume Templates with their contact information, objective, work experiences, education, and relevant skills.

3. Recommendations

Scholars could benefit from more work time in the Professional Development core. For instance, Scholars enjoyed working on the personal statement and resume workshops as they could receive feedback on their work. Additionally, I believe the Professionalism 101 presentation can be replaced with a more important session. This session had low engagement and I felt as if students knew a lot of the information already. Lastly, I enjoyed the Featherstone Foundation / Bank of America financial literacy presentation, but I also believe that students can

benefit from a presentation that is more focused on helping students and families who lack an SSN with specifics on how to open a bank account.

F. Additional Programming Components

1. “Sí, se puede” Speaker Series

Centro SOL affiliate and former Deputy Director of Pipeline Initiatives, Dr. Angela Orozco, originally crafted the “Sí, se puede” speaker series for the 2020 Summer Scholars, who found it to be one of the most impactful parts of their summer experience. Through the speaker series, scholars hear from Latinx professionals who have faced and overcome challenges, including gaining confidence in their ability to succeed and their struggle to find resources for college, especially when undocumented. The 2021 guest speakers were as follows.

Name	Organization	Email address
Angela Orozco, MD Assistant Professor of Medicine	Johns Hopkins University, School of Medicine	aorozco1@jhmi.edu
Flor Giusti Social Worker	Johns Hopkins Bayview Medical Center	fgiusti1@jhmi.edu
Karina Lopez Zamora Undergraduate Student	Johns Hopkins University	lopez.karina1957@gmail.com
Nick Lopez Director of Advancement	Petaluma Health Center	nlopez@phealthcenter.org
Gloria Itzel Montiel Research Scientist	AltaMed Institute for Health Equity	glomontiel2003@gmail.com
Raquel Rodriguez, MD Family Medicine	Kaiser Permanente	raquel.rodriguez@post.harvard.edu
Andrés Córdoba Arroyo Graduate Fellow & Teaching Assistant	Goucher College	ancor003@mail.goucher.edu
Claudia Galindo Associate Professor of Educational Policy	University of Maryland, College Park	galindo@umd.edu

About half of the students felt comfortable turning on cameras for the guest speakers. The speakers that had the most engagement included Dr. Orozco, Nick Lopez, Dr. Raquel Rodriguez,

Andrés Cordoba Arroyo, Flor Giusti, and Karina Lopez Zamora. I recommend continuing to send guest speaker emails with the “food for thought.” I found that these questions really helped guest speakers guide their presentations. Additionally, one of the guest speakers, Nick Lopez, showed the scholars pictures of his experiences during undergraduate school. Scholars found these pictures to be really engaging and asked more questions about these visuals. I believe this would help boost engagement with other guest speakers. I also recommend shortening the amount of “Si Se Puede” Speaker sessions there are. I found that the initial guest speakers had much more engagement than the guest speakers towards the end of the program. I recommend having 6-7 speakers instead of 8 and giving these extra sessions to Dr. Sanchez (if she has the time).

2. Mental Health Support Group Sessions

During the summer program, the Summer Scholars met with clinical psychologist Dr. Mayra Sanchez Gonzalez for mental health support sessions. These sessions emphasized both the importance of the scholar’s emotional well-being and the need for building trust and community with their fellow peers. Objectives were as follows.

To create an open conversation on mental health

To understand and recognize one’s emotions

To develop mindfulness techniques for processing one’s emotions

Scholars were incredibly engaged during the support group sessions with Dr. Sanchez. Students were most comfortable sending direct messages to Dr. Sanchez--some students were not ready to share their emotions with the entire class. I recommend that future facilitators encourage scholars to turn on cameras and share with the entire class. While sharing emotions can be vulnerable, I believe it is important for students to feel as if they are not alone in their emotions. Additionally, Dr. Sanchez highlighted that openly sharing with the class would allow us to build trust and a sense of community. I believe that scholars would benefit from having more support group sessions.

3. Arts Happy Hour

Funded by a \$500 [Constellation Community Champions](#) grant, Art with a Heart ran four one-hour "Arts Happy Hour" sessions for the Summer Scholars. Given the stress and pressure

on students in the virtual environment, we partnered with Art With a Heart to bring real, physical art materials to students' homes that they used during the last hour of each week's programming for an at-home activity led by two carefully vetted and consistent Art with a Heart teaching staff: a teacher and an assistant. Our objective was to provide a social-emotional support to students and opportunity for them to decompress from the week, to channel their creativity, and to express themselves through a hands-on activity.



G. Facilitator Feedback

Recommendations specific to the different program areas are included above. General program recommendations are included here.

1. Attendance

While the Scholars did a great job of attending all the sessions, there were times when scholars were late to sessions. Youth that were constantly late received a call that encouraged them to be on time. However, we recognized and understood that a lot of the youth had home responsibilities that caused them to be late. I recommend that future facilitators be patient and understanding with students that are late to sessions due to family responsibilities.

2. Engagement

The Scholars did an amazing job participating in all sessions. While most of the youth were too shy to turn on their cameras, they made sure to speak up when they had any questions or concerns. Youth felt the most comfortable turning on cameras with “Si Se Puede” Guest Speakers and with Dr. Sanchez during the Support Group Sessions. The Scholars also turned-on cameras when presenting their research projects. Additionally, these two sessions were also when scholars asked the most questions-either through unmuting or sending a question in the chat. I recommend that future facilitators be patient and understanding with scholars that are less active in their participation. Some Scholars may have very busy backgrounds of unstable internet connections that discourage them from participating. Additionally, I recommend “round-robin” style as a great way to get all students to participate.

IV. Summer Engagement

The Centro SOL – YouthWorks Summer Engagement program is a paid summer internship for immigrant Latinx youth who seek job opportunities during the summer. The Summer Engagement program specifically targets youth who face substantial administrative barriers and works to give those students the opportunities to gain soft skills while also helping them realize the importance of their bilingualism in a professional setting. During the extent of the program, the youth spend time at assigned YouthWorks’ partner sites serving alongside other Baltimore youth.

For the summer of 2021, the Summer Engagement Program ran from June 28 to August 6, following the established YouthWorks’s schedule. Due to the pandemic, most students worked virtually with their sites in order to ensure public health safety.

A. Recruitment and Pre-Program Organization

Centro SOL staff promoted the program through social media (Instagram, Facebook), word-of-mouth, community meetings, and pop-ups at local libraries and businesses. All communications were given in both Spanish and English to expand recruitment efforts to the communities Centro SOL was targeting.

The Youth Pipeline Coordinator held a Saturday morning orientation session for Summer Engagement youth and their families via Zoom two weeks prior to program start. During this

session, she explained the partnership between Centro SOL and YouthWorks and outlined program expectations, including the attendance policy and weekly reports. The two Intern Coordinators called any parents who did not attend to review the same information from the orientation session with them.

B. Application Process and Demographics

1. Application Process

In order to apply for the Summer Engagement program, the youth had to complete several steps. The recruitment and application timeline is outlined below:

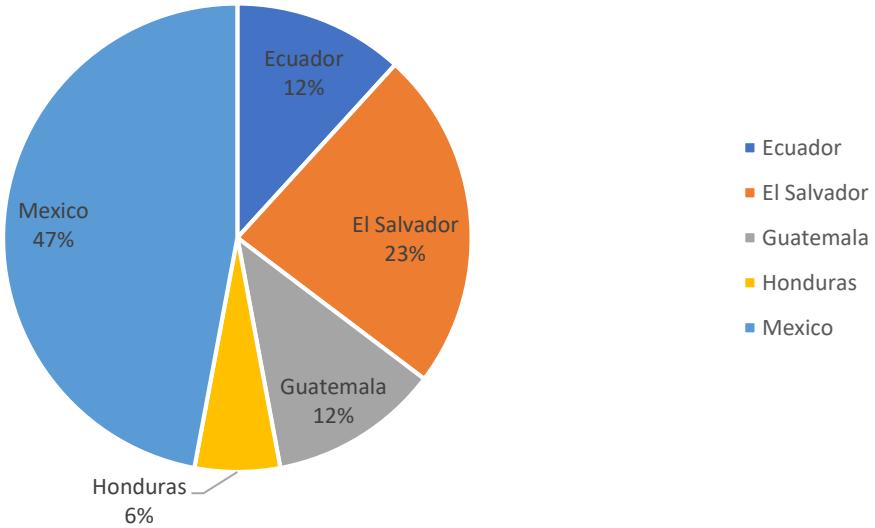


*These organizations are confirmed YouthWorks partner sites

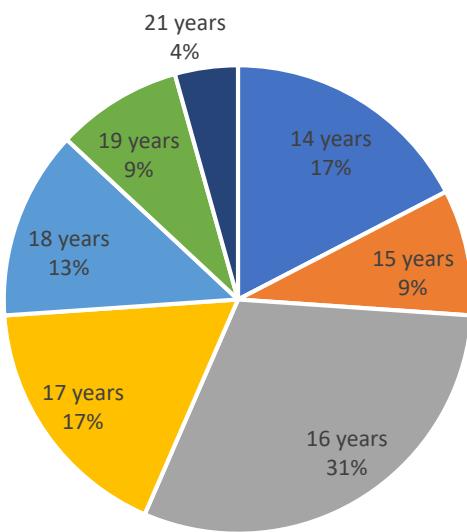
2. Participant Demographics

Approximate demographics, based on the youth exit survey, of the Summer Engagement cohort were as follows:

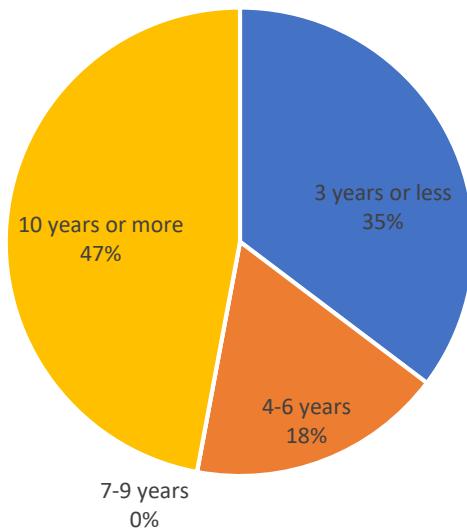
Summer Engagement - Family Country of Origin



Summer Engagement - Age as of 6/1/2021



Summer Engagement - # of Years Lived in the U.S.



C. Work Sites – Participation and Placements

23 youth were accepted into our 2021 Summer Engagement program and all but one completed the program. YouthWorks staff placed one youth, five youth participated in Baltimore City Schools summer school credit recovery as their placement, and Centro SOL's Youth Pipeline Coordinator arranged placement for the remaining 17 across eight partner sites, including Centro SOL's Testimonios summer camp for newcomer youth.

Worksite Name	# of Youth Assigned	Contact Name	Email Address	Phone Number
Creative Alliance	7	Kammeran		
		Tyree	kammeran@Creativealliance.org	
		Giggers		
Summer School Credit Recovery	5	Erwin Otero	erwin.otero.art@gmail.com	
		Emil Melia	ehmillrm@gmail.com	443 961 5871
		Ronda Welsh	RWelsh@bcps.k12.md.us	

Centro SOL - Testimonios Program	3	Monica Guerrero Vazquez	mguerre3@jhmi.edu	443-447-4404
MERIT Health Leadership Academy	2	Jake Weinfeld	jake.weinfeld@meritbaltimore.org	301.275.4166
		Alex Seo	alex.seo@meritbaltimore.org	
		Terry Yau		714-864-7593
Soccer Without Borders	1	Katherine Sipes	ksipes@soccerwithoutborders.org	443-629-4557
Calvin Rodwell Elementary / Middle School	1	Jordan Adams	jadams70@jhu.edu	337-707-4896
		Amanda Richardson	arichardson@childfirstauthority.org	443-204-4285
So What Else Baltimore	1	Christine Garrahan	swebaltimore@gmail.com	717-813-2178
Branches Program - Parks & People Foundation	1	David Coyle	david.coyle@parksandpeople.org	443-610-4134
Southeast CDC / Highlandtown	1	Andy Dahl	andy@southeastcdc.org	951-692-8642
		Jason Templet	jtemplet31@gmail.com JRTemplet@bcps.k12.md.us	
NAMI Metropolitan Baltimore	1	Nova Getz	ngetz@namibaltimore.org	

Partner feedback about the program was overwhelmingly positive. One partner site supervisor had this to say – “Our Centro SOL youth was (and is) amazing! ... She never hesitates to ask questions, jump in wherever needed, and support our program and the youth. Most importantly, she has so much fun doing so. This summer, she was an amazing teaching assistant in the classrooms, often teaching English to students with lower language levels. She was a key coach on the soccer field, bringing students together, teaching them some soccer, and again most importantly having fun and allowing the kids to have fun.”

D. Work Under the Sites

To ensure attendance as well as full participation, Centro SOL youth were expected to turn in weekly reports including the activities they had completed during the week, their best moment, and their worst moment. Taking those reports as well as the brief project descriptions provided from the sites, the following descriptions have been created for the work the students completed this summer.

1. Creative Alliance and Southeast CDC / Highlandtown (100% virtual)

Creative Alliance and Southeast Community Development Corporation (CDC) are both part of the Southeast Baltimore Youth Collaborative, which provided a college and career readiness curriculum for youth across all organizations during their morning sessions, five days a week. This curriculum included working on their 10-year plan, learning how to budget, and listening to guest speakers from Planned Parenthood. During the afternoon sessions on Mondays, Wednesdays, and Fridays, youth participated in virtual programming provided directly by YouthWorks on financial literacy, career paths, and other topics. Tuesdays and Thursday afternoons were reserved for site-specific programming.

Creative Alliance (100% virtual)

Youth assigned to Creative Alliance participated in Tuesday / Thursday site-specific programming focused on learning and practicing theater and improv skills. The two instructors were both bilingual and conducted the program in both Spanish and English. This was the only site with Spanish-language instruction and so youth who were not comfortable in English were placed here, even if not especially interested in the creative arts.

Southeast CDC / Highlandtown (100% virtual)

Southeast CDC assigned youth to different “sites” corresponding to each of the community schools they manage, including Highlandtown Elementary / Middle School #215, where a Centro SOL youth was placed. Tuesday / Thursday site-specific programming was focused on building community engagement and advocacy skills, including opportunities to meet City Council members.

2. Summer School Credit Recovery (100% in-person)

Because the previous year and a half of disrupted and virtual learning in Baltimore City Schools had resulted in significantly increased failure rates across the city, YouthWorks allowed verified youth workers to be compensated for summer school credit recovery as their work placement as long as they were enrolled in two classes. Five Centro SOL youth who had completed the procedures to enroll in the Summer Engagement program needed to take advantage of this opportunity to still receive a summer stipend while using their time in the program to recover credits critical for their progress towards an on-time graduation.

3. Centro SOL Testimonios Program (hybrid in-person & remote)

Three Centro SOL Summer Engagement youth served as interns for Centro SOL's Testimonios summer camp for newcomer youth. Interns planned and delivered in-person programming for campers and engaged with campers and their families to ensure that campers would be present and on-time for camp.

4. MERIT Health Leadership Academy (hybrid in-person & virtual)

Two Centro SOL Summer Engagement youth were accepted to MERIT Health Leadership Academy as their placement. MERIT is a multi-year commitment for students who are accepted into the program, and they participate during the summers through YouthWorks. Students were in person two days a week, learning clinical and laboratory skills, including animal dissection. The other three days, students participated virtually, including independent work and support from a MERIT-assigned mentor.

5. Soccer Without Borders (100% in-person)

The Centro SOL youth assigned to Soccer Without Borders had already been active with the organization during the school year and previous summer and served as a soccer coach and camp counselor to younger immigrant youth participating in summer camp.



6. Child First Authority / Calvin Rodwell School (100% in-person)

YouthWorks directly placed one of our returning Summer Engagement youth with Child First Authority at one of the community schools they manage – Calvin Rodwell Elementary / Middle School – based on her zip code and desire for an in-person placement. She served as a camp counselor for younger youth at the school.

7. So What Else? Baltimore (hybrid in-person & virtual)

Another returning Summer Engagement youth who requested in-person placement joined the team at So What Else? Baltimore, which operates a food access model that utilizes recovered food to offer at neighborhood pop-up pantries, emergency home deliveries, and bulk organizational pick-ups in order to combat the heightened food insecurity caused by COVID-19. On virtual days, youth published content to So What Else social media channels, such as recipes or fun facts about food ingredients offered in recent food distributions.



8. Branches Program – Parks & People Foundation (100% virtual)

The Branches program was 100% virtual this summer and focused on college and career readiness and community building in the cohort. Originally structured as an outdoor, environmentally-focused program, youth did learn in the virtual environment about sustainability and participate with guest speakers from different green careers.

9. NAMI Metropolitan Baltimore (100% virtual)

A first-time partner this summer, the National Alliance on Mental Illness (NAMI) Metropolitan Baltimore hosted a college intern through Centro SOL. The intern compiled mental health resources to make available in the Baltimore community, with a focus on young people, and also helped to staff NAMI's help line, amongst other duties.

E. Recommendations

Centro SOL staff do not interact on a day-to-day basis with Summer Engagement youth as they are working directly with their site supervisor. Below is a visual showing the different roles and responsibilities of Baltimore City YouthWorks, Centro SOL, and partner sites for the Summer Engagement program.

The Centro SOL Summer Engagement “Village”		
 YouthWorks SUMMER JOBS LAUNCH CAREERS	 CENTRO SOL JOHNSON'S OPORTUNIDADES	Partner Worksites <ul style="list-style-type: none">• Provides professional experiences, programming, and supervision to Centro SOL Summer Engagement youth alongside other YouthWorks workers• Reports timesheet information for youth to Centro SOL• Notifies Centro SOL of any concerns

Until youth without SSN are included on site rosters and in the timesheet system and stipended or receiving scholarships through YouthWorks like their citizen peers, Baltimore City’s summer youth employment program will not truly be inclusive of all youth, only of those who were born in the United States. After four years of piloting the Centro SOL – YouthWorks extension for undocumented youth, it is no longer sustainable for Centro SOL to fundraise and to administer payments and also to act as an ancillary YouthWorks platform, recruiting, enrolling, and placing undocumented youth in summer positions. The benefit to Baltimore’s summer youth employment program of including bilingual, immigrant youth is clear, but this benefit can only be institutionalized if it is incorporated fully into YouthWorks.

When asked about the role YouthWorks should play in including immigrant youth going forward, partners had this to say:

- “YouthWorks should get extra funding somehow to continue doing what Centro SOL is doing, even if that is finding another org to partner with to ensure this happens. I think this income for some youth and families over the summer is vital and important and these youth deserve to have equal opportunities regardless of their status.”
- “Create a separate youth fund to provide scholarships to undocumented youth in the absence of Centro SOL.”

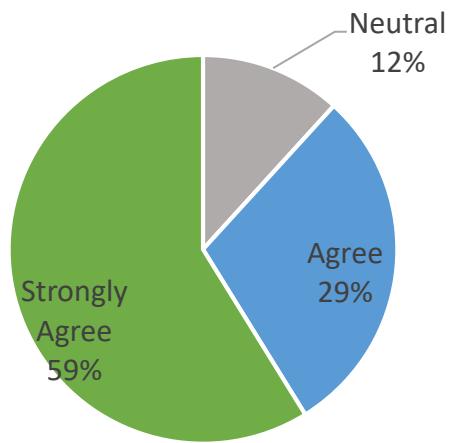
V. Program Outcomes and Feedback

Average attendance for the Centro SOL summer programs was 91%, and 83% of participating youth attended at least 80% of sessions. Complete youth exit survey results are included in the Appendix, but following are results identified specifically for measurement against our program goal for youth to build college and career readiness skills.

With respect to knowledge of college and career options,

- 88% of Summer Engagement youth reported an increased understanding of college and career options after participating in the program.
- The percentage of Summer Scholars who either agreed or strongly agreed with the statement “I understand the different college and career options available to me after I graduate from high school” increased from 67% to 71%.

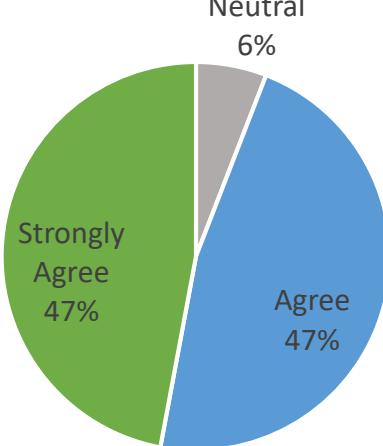
Summer Engagement - I have a better understanding of my college and career options after participating in the summer program



With respect to self-efficacy,

- 94% of Summer Engagement youth reported an increased ability to work effectively towards their college and career goals after participating in the program.
- The percentage of Summer Scholars who either agreed or strongly agreed with the statement “I am able to work effectively towards my college and career goals, based on my current knowledge” increased from 50% to 86%.

Summer Engagement - I am better able to work effectively towards my college and career goals after participating in the summer program



Parent feedback was overwhelmingly positive about the program, with the only area parents identified for improvement being a desire for in-person programming so that students could be more physically active and spend more time off their screens. One mother with two children in the program said, “The summer program was very valuable for my daughters, and they learned a lot. It is an excellent program, that focuses 100% on the well-being of participants.”

VI. Funders and partners

The Centro SOL Summer Programs have been funded by France-Merrick Foundation, Bloomberg Philanthropies, Leonard & Helen R. Stulman Charitable Foundation, the Family League of Baltimore, The Joseph and Harvey Meyerhoff Charitable Funds, and the Straus Foundation. The Programs were also supported by the Baltimore City YouthWorks, the Baltimore City Summer Funding Collaborative, Constellation Community Champions, and Johns Hopkins Medicine.

VII. Contact

For partnership and funding contact Centro SOL executive director at mguerre3@jhmi.edu for general inquiries about the youth program contact our Centro SOL Pipelines centrosolpipelines@jhmi.edu.

VIII. Appendix – Youth Exit Survey Responses

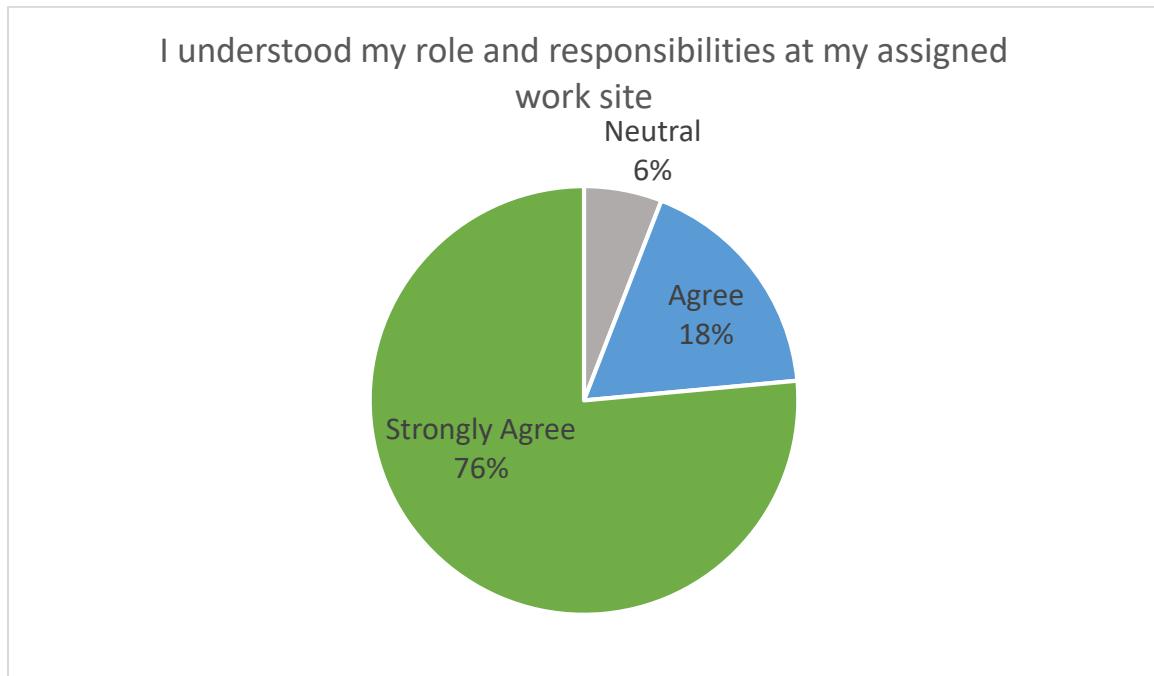
A. Summer Scholars Exit Survey Responses

Summer Scholars completed a pre- and post-survey in which they responded to a series of statements using a 5-point Likert scale from 1 – Strongly Disagree to 5 – Strongly Agree. The following table provides the percentage increase in the average score for each statement from the time of the pre-survey on 6/28/2021 to the post-survey on 8/4/2021.

Statement (5-point Likert scale)	Average score on 8/4/2021	% increase from average on 6/28/2021
I understand how hospitals and clinics run	3.3	31%
I understand the college application process	3.7	31%
I know about the different types of careers in healthcare	3.9	29%
I understand the process of conducting a research project	4.7	23%
I know about the financial resources available to me to help pay for college	4.4	21%
My bilingualism will be helpful in finding a job in healthcare	5.0	20%
I am able to work effectively towards my college and career goals, based on my current knowledge	4.1	13%
I know how to make a well organized and coherent resume	3.1	11%
I am confident in interviews for jobs or other programs	3.3	10%
I understand the role of local non-profit organizations as resources for the community	4.0	9%
I understand the different college and career options available to me after I graduate from high school	4.3	7%

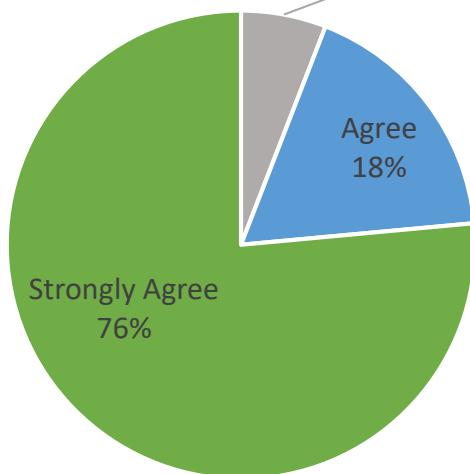
I know about resources and organizations that specifically aid Latinos in the community	4.1	4%
I know how to manage my finances	2.9	1%
I understand the concerns that Latinos face when applying to colleges and universities	4.9	0%
I understand the barriers that Latinos face in seeking or obtaining proper healthcare	5.0	0%

B. Summer Engagement Exit Survey Responses



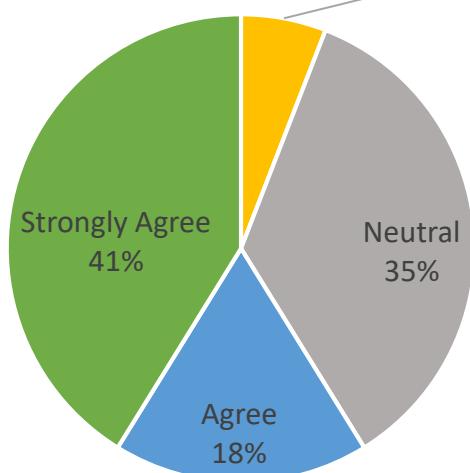
I felt safe at the program

Neutral
6%

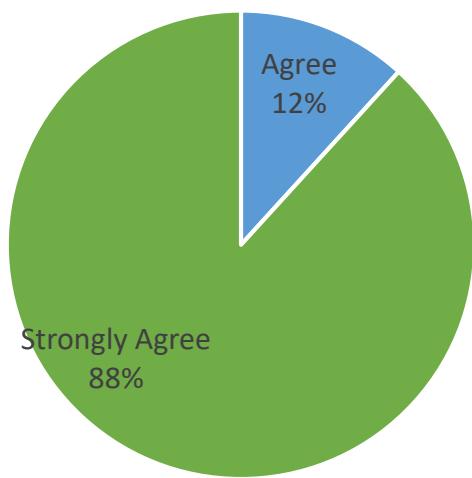


I was asked to lead groups or activities

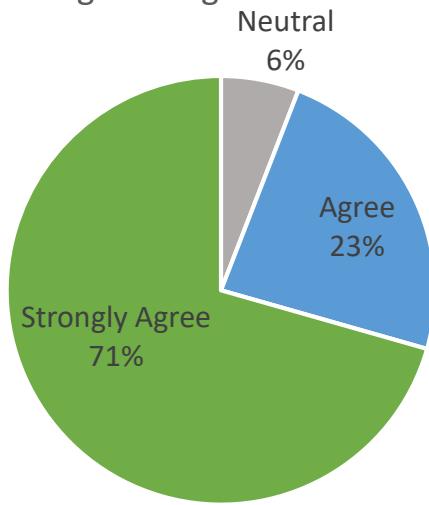
Strongly
Disagree
6%



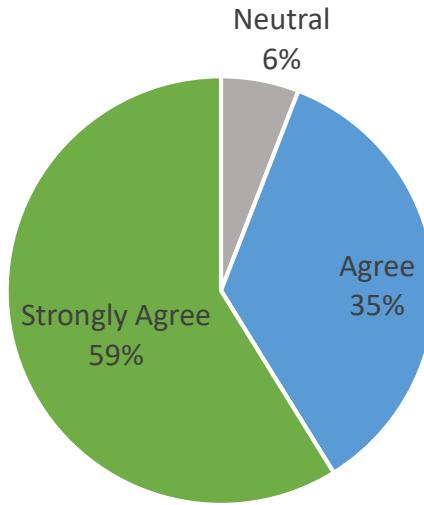
Other students treated me with respect



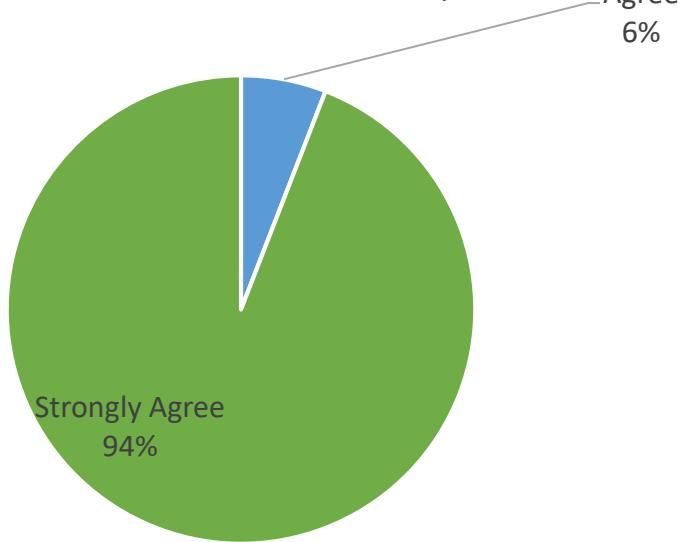
My work site supervisor communicated with me regarding challenges and gave me feedback



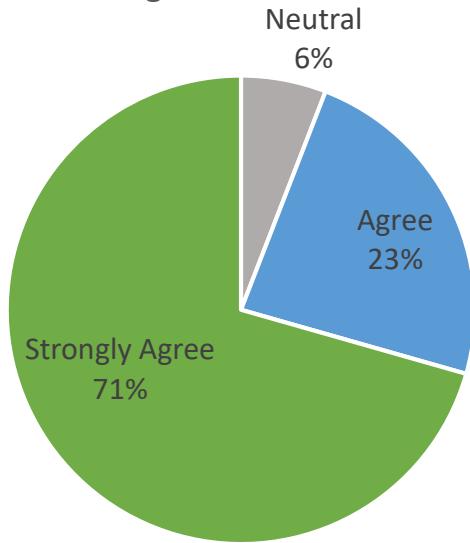
The adults told my parents or guardians important information



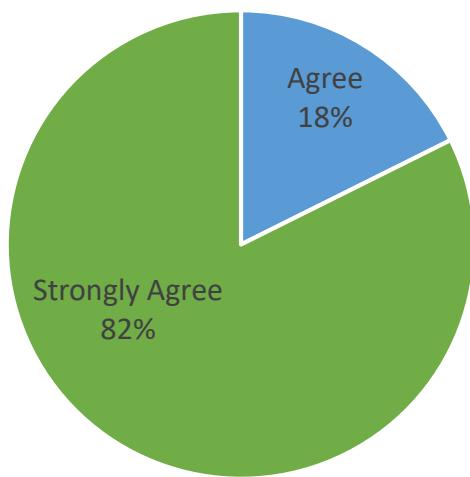
The adults treated me with respect

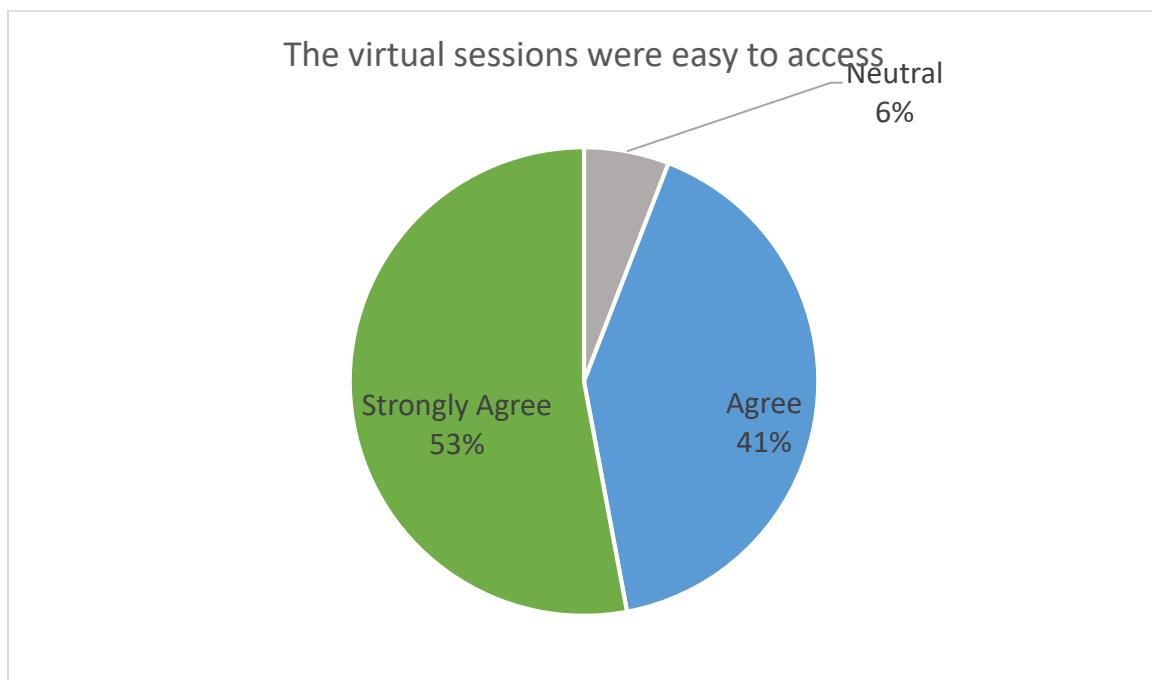
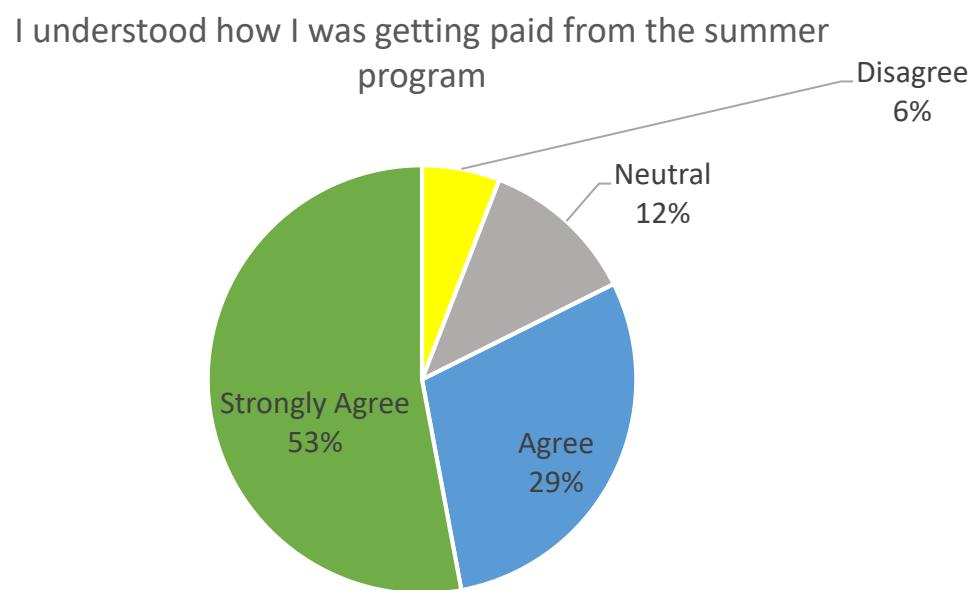


The adults encouraged me when I did well on work

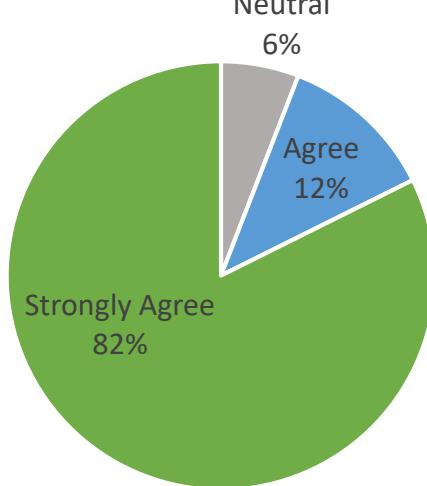


The adults treated every student the same

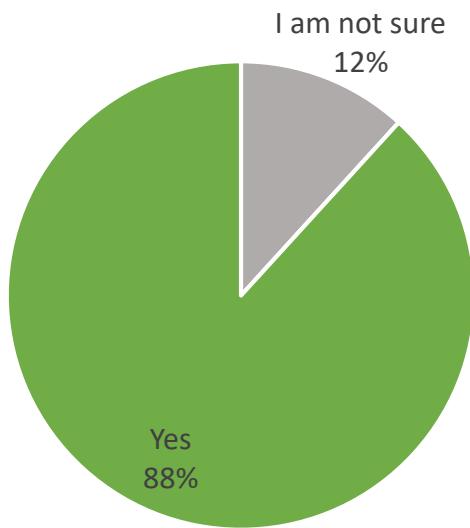




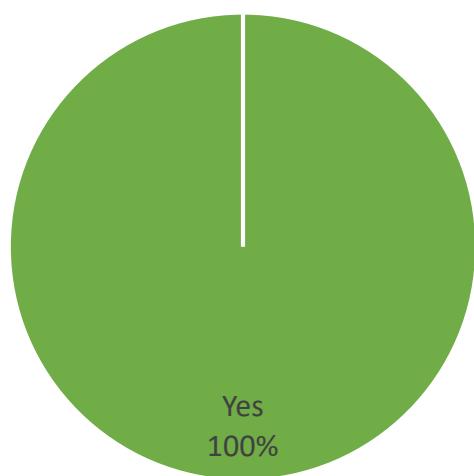
I easily received information and notifications about the program



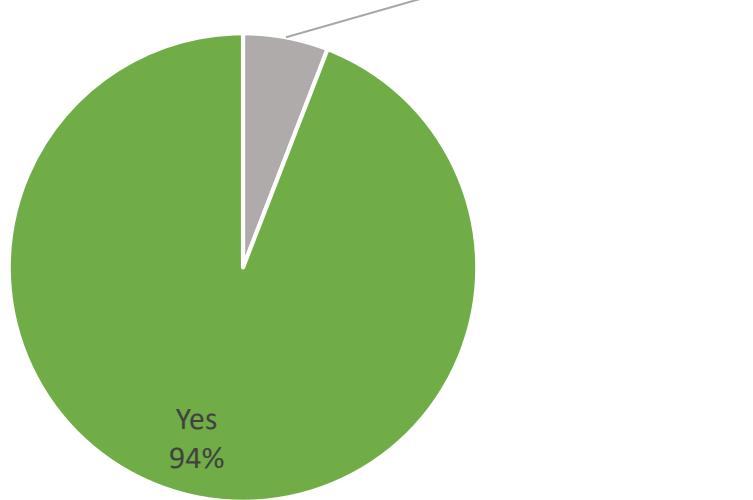
I want to keep in touch with the adults in the program

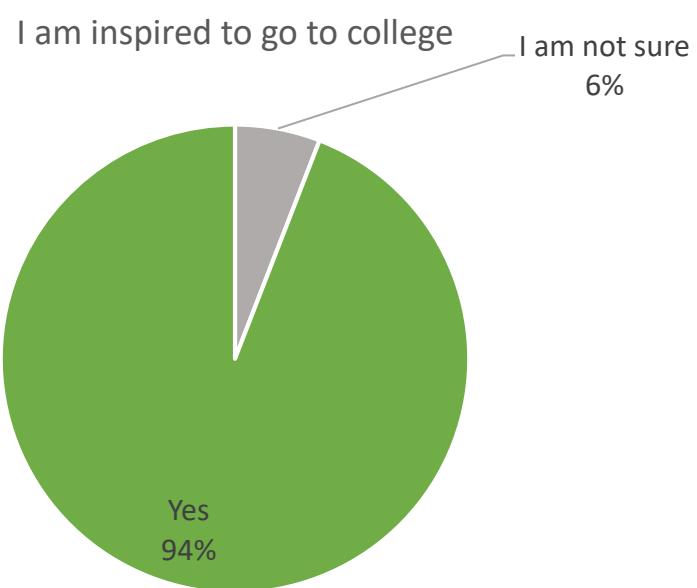


I am inspired to improve my grades

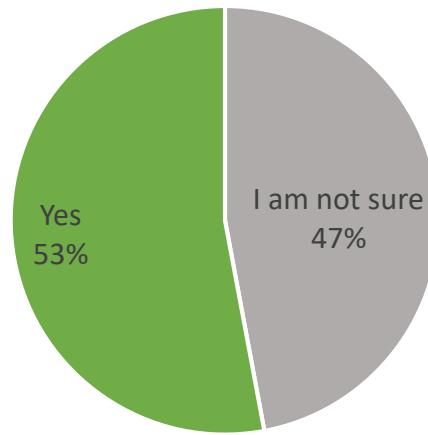


I am inspired to finish high school



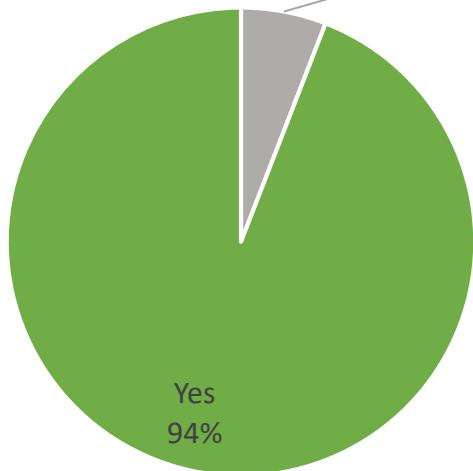


I am inspired to start my own business, company, or program



I want to return to this program

I am not sure
6%



I would recommend this program to my peers

