

Summer Programs 2022

END OF PROGRAM REPORT

Centro SOL Youth Pipeline Programs

www.jhcentrosol.org/education



Summary of the Centro SOL Spring Youth Mentoring and Summer Program 2022

Background

Latinx youth in Baltimore are unaware of how to navigate high school and college access. This is particularly true regarding preparation for graduation, the pursuit of higher education, or other post-secondary opportunities. As a result, Latinx youths with promising futures miss opportunities to apply for scholarships, employment, and colleges simply because they do not know what is available to them, what they qualify for, or how they may access crucial resources. Centro SOL youth programming started with the summer scholars' program that aims to expose bilingual youth to STEM careers in healthcare and medicine. The program expanded in 2016 providing an opportunity for returning students to join the program and gain more experience in the research process. We talked with all of them and learned they need assistance with mentoring opportunities. In 2018, our education programming expanded to offer mentoring and tutoring opportunities.

Program Description

Centro SOL aims to provide a meaningful mentoring experience for Latinx high school students in need of guidance and support throughout high school. More specifically, we aim to enlighten students about the college application process, financial aid, course selection, homework help, employment opportunities, and other topics deemed necessary.

The mentoring component of the program works with volunteer mentors who are paired with youth participating in the program. Our youth programs coordinator matches one to two mentors with one mentee to ensure that each youth has ongoing support. Mentors will help make students aware of opportunities that otherwise would appear unimaginable to them. Having one-on-one mentoring relationships between high school students and mentors will help establish a greater sense of self-confidence, preparedness, and hope in seeking post-secondary educational opportunities such as applying to a two-year community college or four-year university.

Changes since the pandemic

Traditionally, the mentoring program hosts weekly in-person sessions, with the Patterson Park Library being the selected location for the year 2020. By March 2020, as the world was greatly impacted by the COVID-19 pandemic, the Mentoring Program was transitioned to a virtual session, restricting students without reliable internet access or a computer. To help with this, we were able to provide youth with hotspots and refurbished laptops from the community to those students in need.

Since 2020, the mentoring program was reformatted to offer a longer-term engagement for the youth. Youth in the mentoring program will participate in activities related to public health, career development, college readiness, life skills, and community engagement. The youth in the mentoring program will be prepared to participate in the summer program. After completing the mentoring program, youth with excellent performance and attendance could qualify for the Youth Summer Program 2022 if interested.

[What is mentoring?](#)

A mentor is defined as an “influential senior sponsor or supporter”. Mentors are good listeners, coaches, guides, motivators, advocates, or friends when needed. A mentor may also serve as a confidant and role model for a mentee.

[Spring 2022 Mentoring Program Format](#)

Weekly mentoring sessions took place virtually through Zoom and were staffed by the youth pipelines coordinator and volunteer mentors. Students who participated in previous years were invited to join, as a mentee or as a mentor. The mentoring program consisted of 2 youth groups: one group of youth who preferred to have the virtual sessions in English and a second group who preferred to have the virtual sessions in Spanish. Mentoring sessions were held on Wednesday and Thursday afternoons from 5:00 pm - 6:30 pm. In addition, there was available the opportunity for youth to meet their mentors on Saturdays. In total, there were 23 mentees and 35 volunteer mentors.

[Applicants and Participant Demographics](#)

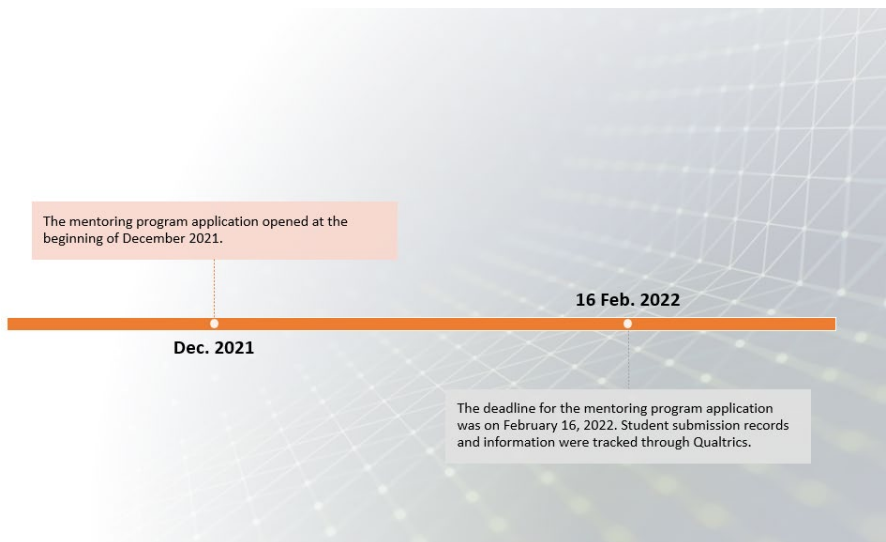
In total, 48 individuals applied to the mentoring program - 23 students chose to remain in the mentoring program. Out of these applicants, 12 transitioned over to the Summer Scholars Program 2022.

[A. Duration of the mentoring program](#)

16 weeks in total:

February 23, 2022 –
June 9, 2022

B. Applying for the Spring 2022 Mentoring Program

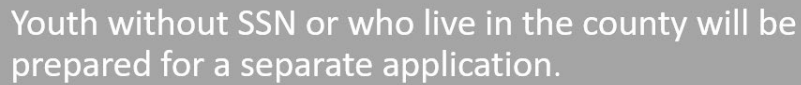


C. Summer Enrollment

Youth who participate and engage in the mentoring program (by attending weekly sessions and hands-on learning activities) will automatically enroll in the summer program.



Youth with social security number (SSN) and live in Baltimore City will be supported to apply for YouthWorks.



Youth without SSN or who live in the county will be prepared for a separate application.

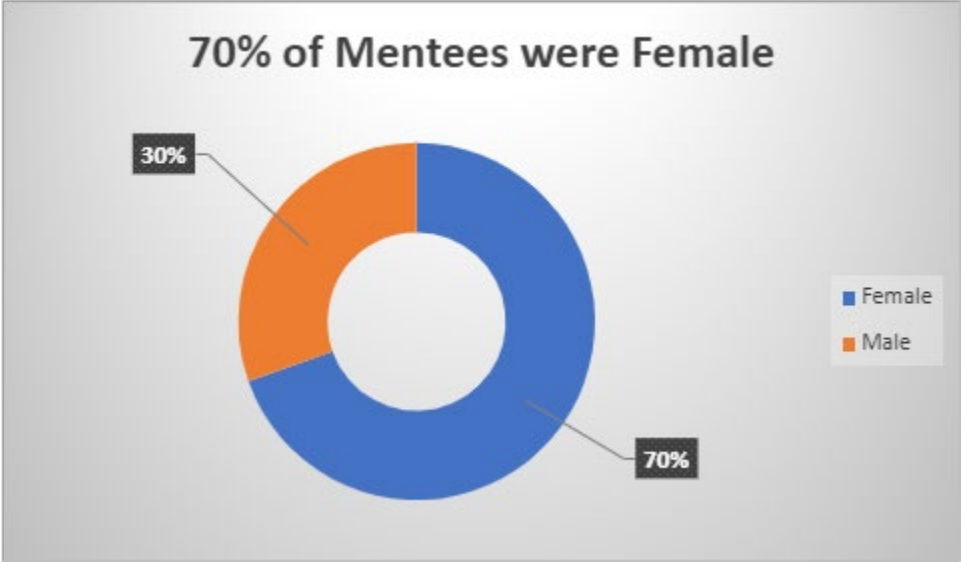
Applicants and Participant Demographics



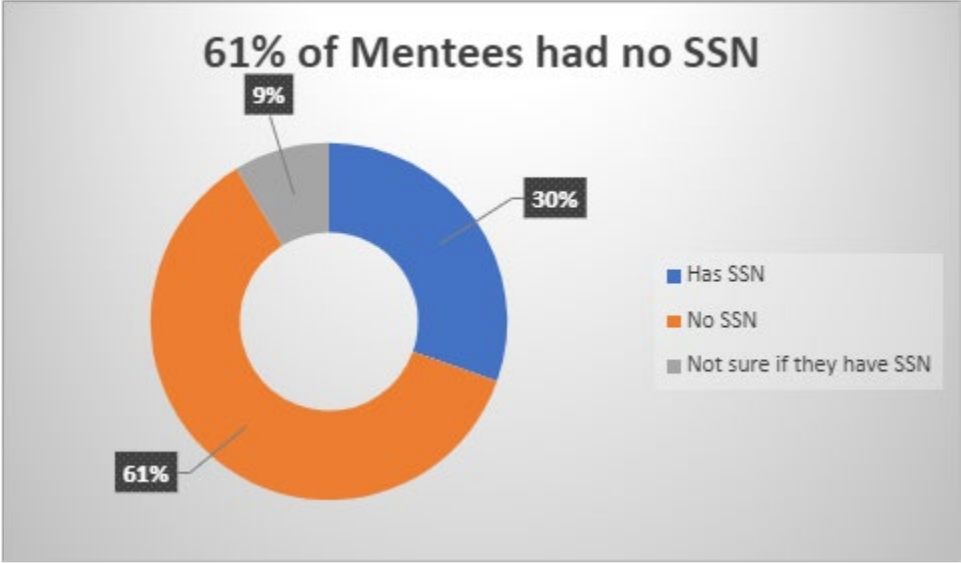
In total, 48 individuals applied to the mentoring program - 23 students chose to remain in the mentoring program. Out of these applicants, 11 transitioned over to the Summer Scholars Program 2022.

Youth in the mentoring program who did not decide to go to the summer program had other priorities including summer recovery classes, jobs, or planned to travel.

A. Mentees by Gender

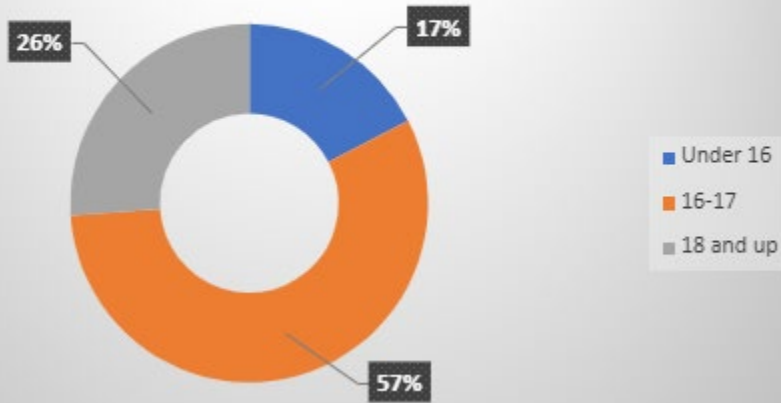


B. Mentees by Social Security (SSN) Status



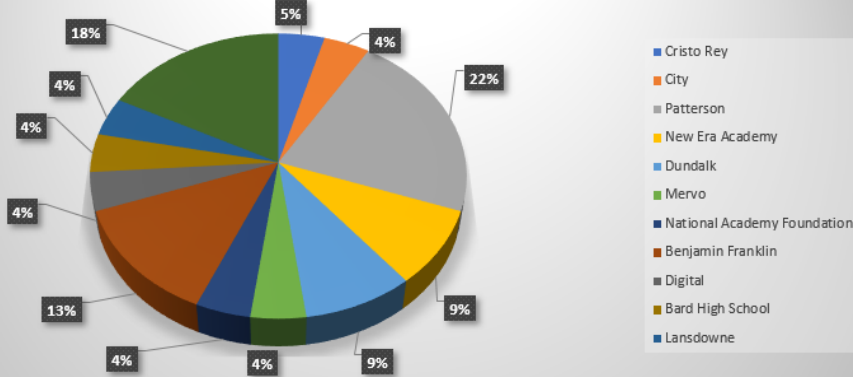
C. Mentees by Age Group

57% of Mentees were between 16-17

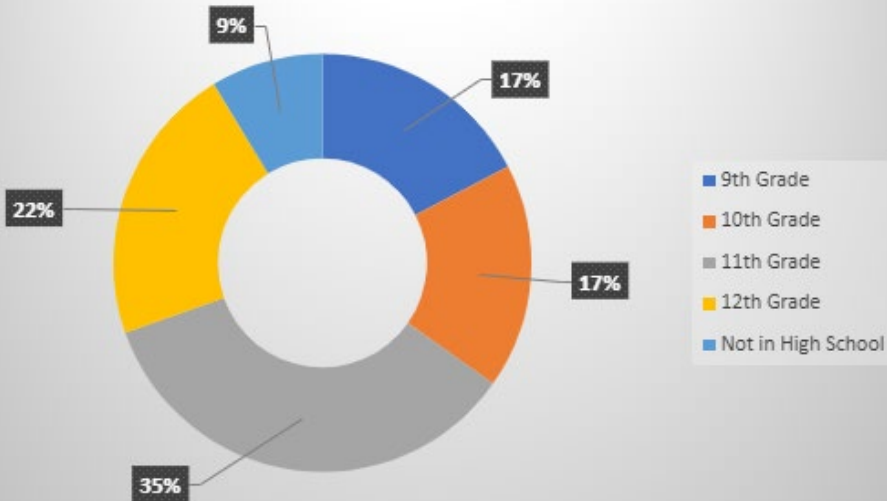


D. Mentees by High School and Grade Level

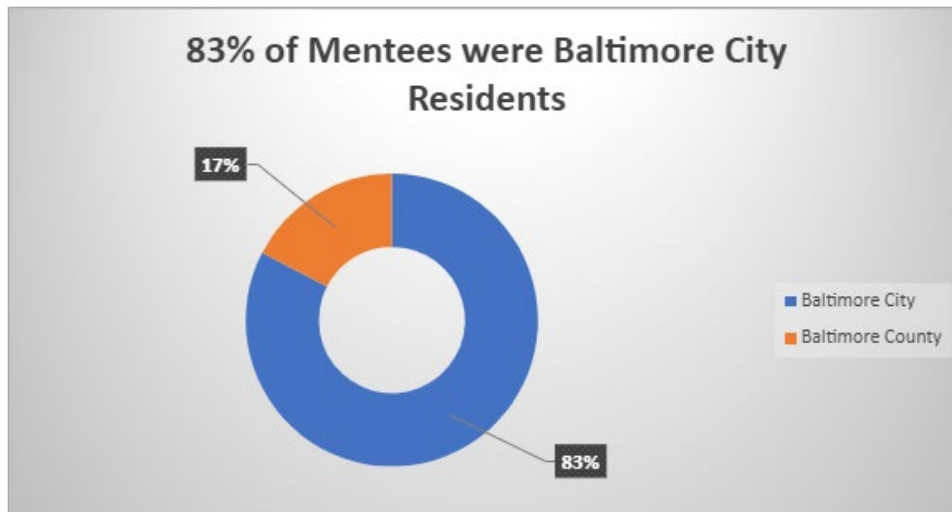
22% of Mentees attend Patterson High School



35% of Mentees were in 11th Grade



E. Mentees by Residency (Baltimore City and County)



Activities and Outcomes

During the 16 weeks, all mentoring sessions were held virtually through Zoom. Activities included:

- Summer Program Preparation/Goals and Summer Plans
- Career Fair Preparation/Event: Centro SOL partnered with the Johns Hopkins Familia Hispanic / Latinx Employee Resource Group to host a bilingual Virtual Career Fair for students and their volunteer mentors
- College Readiness: How to Prepare for College, Financial Aid:
- Life Skills: Budgeting
- Mental Health: Intro to Mental Health, Healthy Relationships, Suicide Prevention

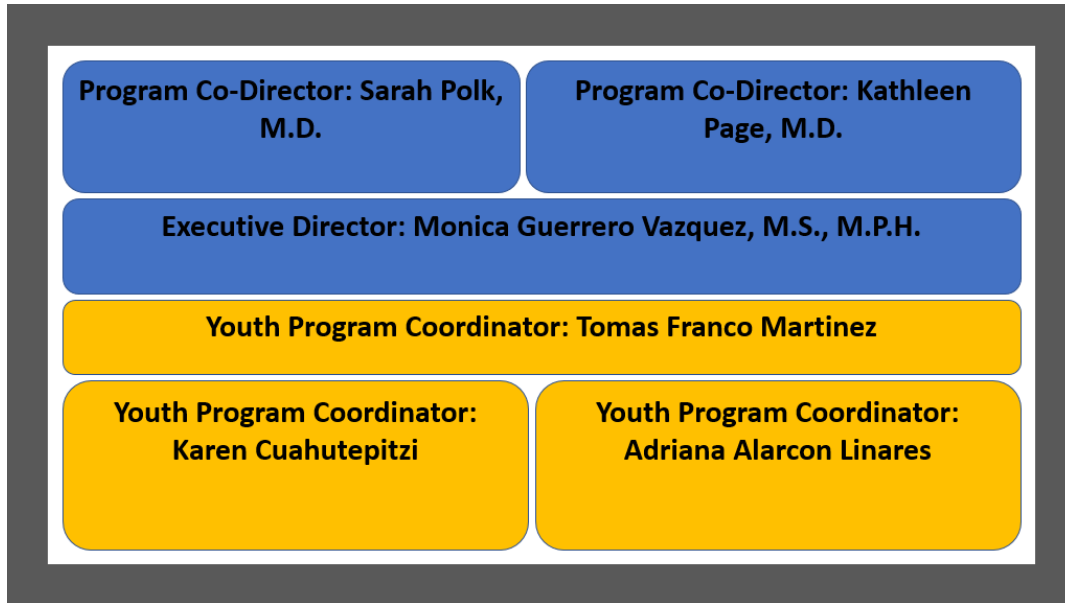
Youth Summer Program 2022

Background

The Centro SOL Summer Scholars Program is a 5-week program that was created in 2014 to expose bilingual students to careers in medicine, research, and healthcare while providing them with the necessary tools to make informed academic and professional decisions. For the summer of 2022, the mentoring program was integrated with the summer program. This year, we were able to have the sessions both in person and virtually through Zoom. In the year 2021, the Centro SOL Summer Scholars Program was held entirely online due to the COVID-19 epidemic. We encouraged all youth to wear masks during in-person sessions. The youth took COVID tests and

practiced physical distancing. The summer program operated for five weeks, Monday through Friday, from 9:00 AM to 2:00 PM. Like previous years, we held presentations and invited guests to discuss college readiness/soft skills, research, healthcare, and community engagement.

Team Structure



- Pipeline Yearlong Team Members
- Pipeline Summer Team

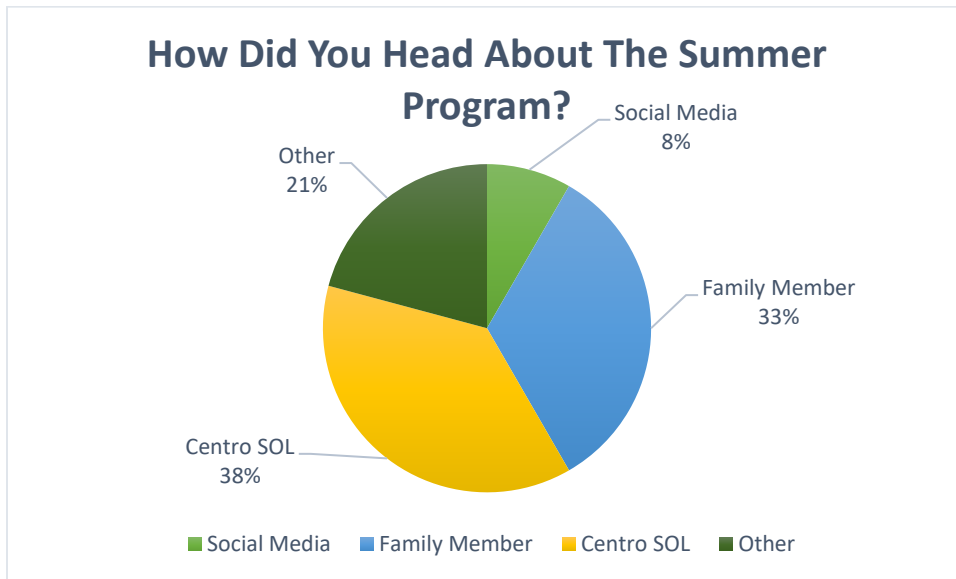
Timeline for Spring Mentoring & Summer Program 2022



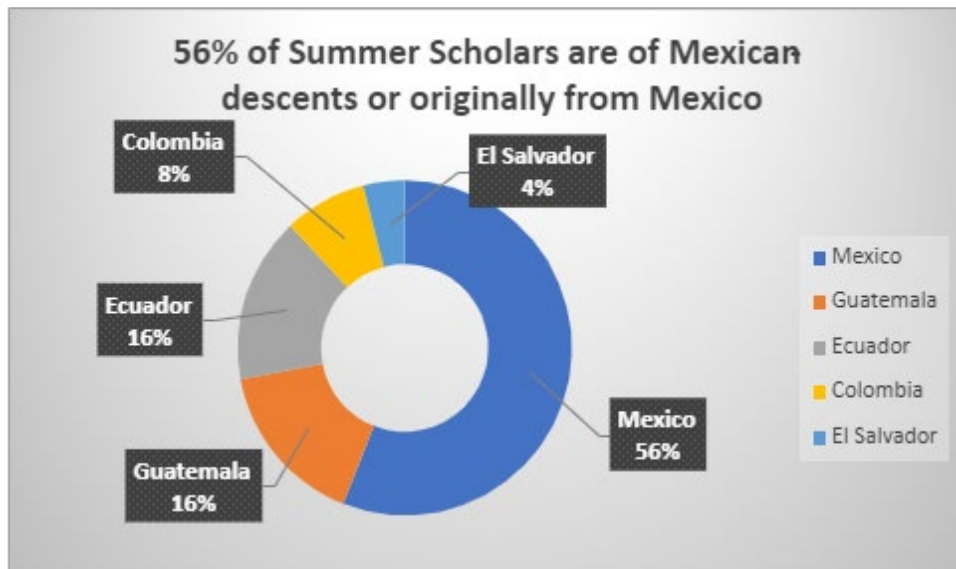
Applicants and Demographics

In total there were 28 total students. Out of these students, 12 students transitioned over from the mentoring program and 3 were youth program coordinators who are returning students. All the participants were of Hispanic or Latino descent.

Most participating youth heard about the program through team members from Centro SOL, as shown by the following chart in which 38% of participants heard about the summer program from Centro SOL.

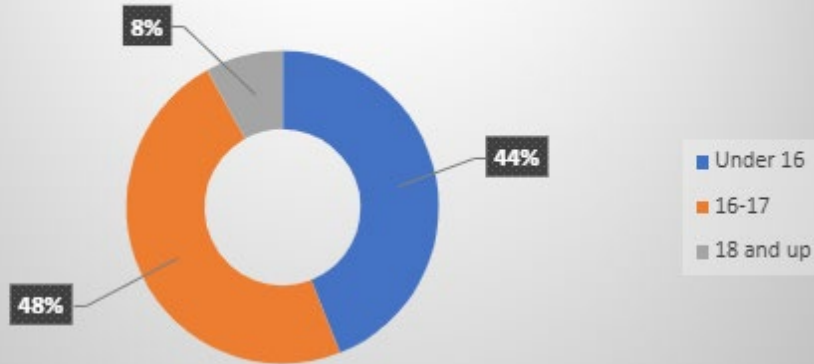


A. Country of Origin



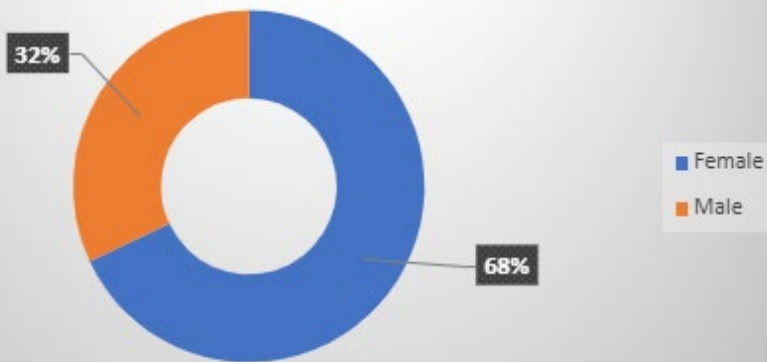
B. Age Group

48% of Summer Scholars were between the ages of 16-17



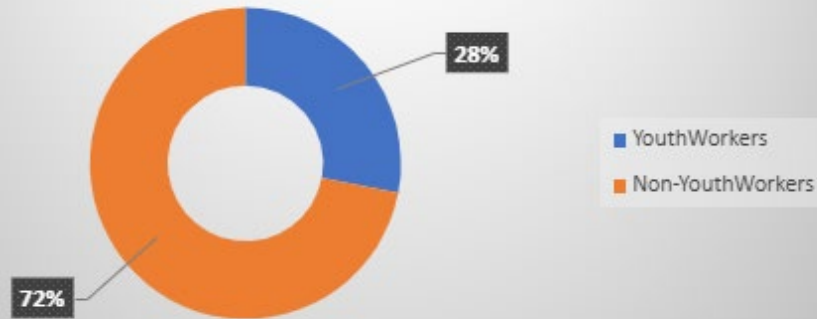
C. Summer Scholars by Gender

68% of Summer Scholars were Female

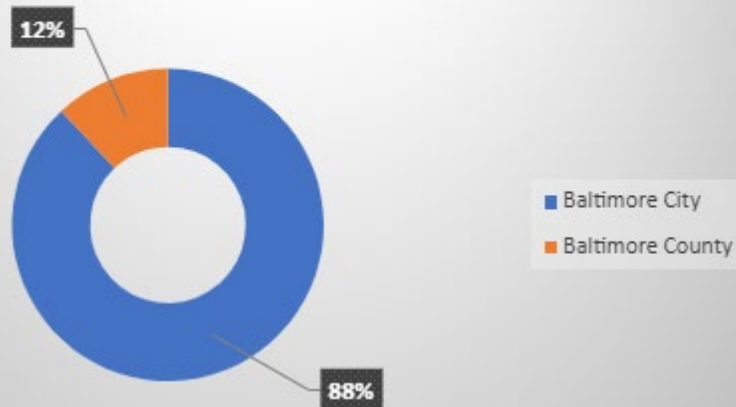


D. Summer Scholars by YouthWorkers/Non-Youth Workers & Residency

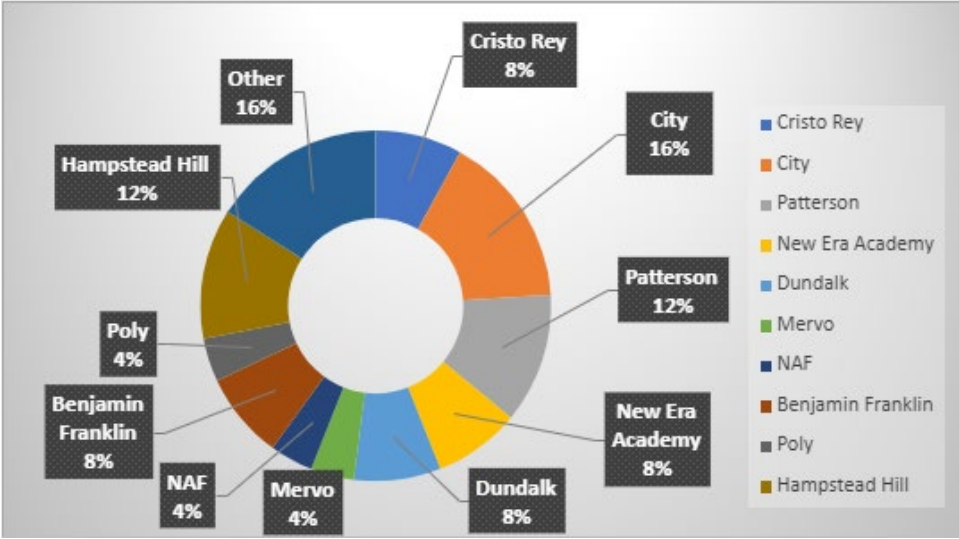
72% of Summer Scholars were Non-YouthWorkers



88% of Summer Scholars were City Residents



E. Summer Scholars by High School:

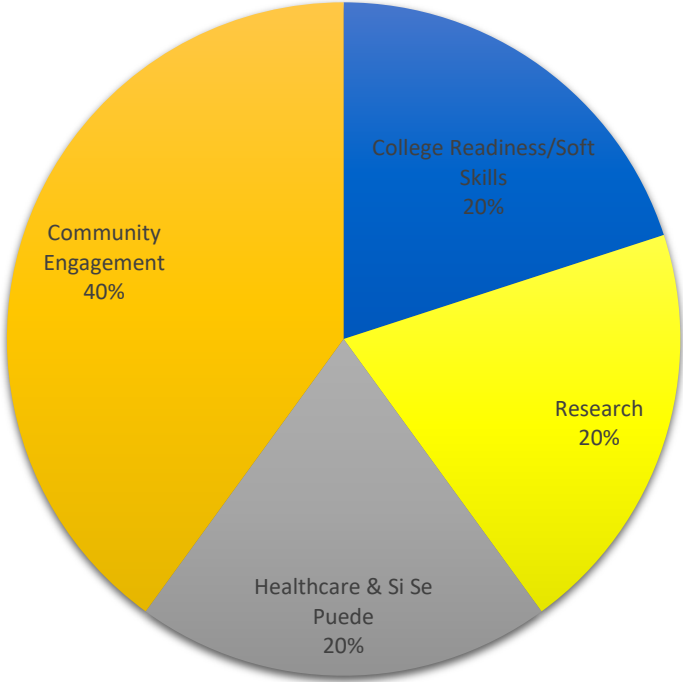


Activities & Outcomes

Activities were categorized into four main parts, which are: College Readiness/Soft Skills (20%), Research (20%), Healthcare (20%), and Community Engagement (40%). During the summer program, students spent 20 hours total in College Readiness/Soft Skills, 20 hours in Research, 20 hours in Healthcare, and 40 hours in Community Engagement, for a total of 100 hours for 5 weeks. Below is a chart and graph that breaks down the relative time spent by scholars out of their total 100 hours in the program:

Programming Area	Total Per Week	Total Per Program	Includes Research for Public Health Topics
College Readiness / Soft skills	4	20	
Research	4	20	
Healthcare	4	20	

Community Engagement			VIOLENCE AND SUBSTANCE USE PREVENTION Joven Noble (Debora)
	8	40	GRAPHIC PUBLIC HEALTH Youth Creators (Blazej)



■ College Readiness/Soft Skills ■ Research ■ Healthcare & Si Se Puede ■ Community Engagement

The 4 Programming Areas

- A. College Readiness/Soft Skills
 - a. Paying for College, Scholarships, and Financial Aid

We had a special guest from Mi Futuro Education to educate youth on college routes and financial aid options.

b. Soft Skills

Weekly sessions were held, and topics covered were Time Management, Professionalism, Choices, and Chances: STD/STI, Financial Literacy, and Public Speaking.

c. Support Group

During the summer program, the Summer Scholars met with clinical social worker Flor Giusti for mental health support sessions. These weekly support groups were held to help youth with expressing their emotions as well as teaching youth effective coping strategies.

B. Healthcare

Presenters were invited to share the stories of their path to their respective healthcare careers.

a. Healthcare Professional's Personal Stories

We had presenters from different areas of healthcare such as Social Workers (Clinical, Mental Health, Justice, and Corrections), Physicians/Pediatrics/General Medicine, Nurses (RN, NP, Mental Health Nurse), Community Health Workers, Mental Health Providers (Therapists, Psychiatrists, Psychologists).

C. Community Engagement

a. Joven Noble

The youth worked closely with Debora on topics of violence and drug prevention and touched on other related topics such as: emotion management tools, emotional self-care, dealing with negative people, substance abuse prevention, and emotional self-exploration. The workshops addressed the topics of violence prevention and substance abuse. In the six workshops, the following topics were developed: identification of alcohol abuse symptoms through the Jellinek alcohol abuse scale, prevention of violence through the recognition of emotions, emotional aikido to neutralize verbal attacks to avoid confrontation leading to violence, tolerance through courtesy and gentleness, recognition of defects and virtues in oneself to be more understanding and tolerant with others. There were also activities of group integration and mutual collaboration. In general, the group was very collaborative and above all very receptive to the topics addressed.



b. Youth Creators

The youth worked closely with Blazej during the 5 weeks to explore the imaginative and creative side of solving some aspects of public health issues. The youth learned storytelling – the oldest word-of-mouth information passing humankind knows. Through storytelling, they learned a descriptive way of talking about problems, sharing detailed and descriptive information, and building the narrative from beginning to conclusion. The youth progressed to the visual representation of how to describe problem-solving in the realm of aspects they were assigned to. Those aspects were teen pregnancy – high school dropouts, dirty Baltimore streets, and substance abuse. With these three topics, the youth had a task to create an artform that would convey the problem as well as a solution to it. The final point was to bring awareness in a visual way that can

be comprehended by their peers and other audiences. Throughout this 5-week project youth were partaking in, they showed that it is possible to join art with a scientific approach to public health work.



c. Spanish/English Club

We held these sessions at least once a week to allow youth to practice in English or Spanish. Youth were split into 2 groups and were given “Life Skills For Teens” a book that contains stories in English and Spanish. The youth then practiced reading in either English or Spanish for about 1 hour.

d. Healthy Relationships & Sexual Health

The youth had a discussion regarding what a safe relationship means to them, and youth were also educated on sexual health.

D. Research

a. Research Workshops

The youth participated in workshops where they were given guidelines on how to obtain research articles, how to write abstracts, how to properly cite their respective online sources, how to conduct a scientific literature review, and ultimately, develop an evidence-based proposal to address a public health concern.

b. Geriatrics Shadowing

We had 8 total students shadow healthcare professionals in Johns Hopkins Bayview Geriatrics. The youth were selected based on excellent attendance and participation. In addition, the youth were asked to write a paragraph talking about their experience and what they enjoyed most.

c. Student Field Trip

The youth in the summer program went on an educational trip to the Washington DC Smithsonian National Museum of Natural History.



d. CARES Symposium

We had 2 youth from the summer program participate in the CARES virtual event on July 28th. Both youths addressed the topic of “Substance Abuse in the Latino Community.”

The link to the PowerPoint Presentation can be found [here](#)

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

Presenters

During the youth sessions, we had several speakers talk with youth, either in-person or virtually through Zoom, and share their experience working in healthcare professions.

Below is a list of speakers and presenters:

<i>Name</i>	<i>Affiliation/Organization</i>
Flor Giusti	NA
Tania Caballero	Department of Pediatrics, JHU
Nick Cuneo	Department of Pediatrics, JHU
Jose Hernandez	Department of Mental Health, JHU
Yoreidy Tavarez	Department of Mental Health, JHU
Yenny Santamaria	Research
Gustavo Minaya	Mi Futuro Education
Debora Hidalgo	Violence Prevention
Isabella Perea Caicedo	Research Assistant, peds JHU, Centro SOL
Katie Fiallos	Department of Genetics, JHU
Cassie Lewis-Land	Research manager, ICTR
Jessica Contreras	Social Worker
Lindsay Cooper	SOM Pediatric Bayview Unit
Lisa Beauvois	Department of Mental Health
Elizabeth Matienzo	Priority Partners Newsletter
Vicki Kline	Social Worker
Stephanie Wells	Research program coordinator, peds JHU, Centro SOL
Samuel Sarmiento	Research program coordinator, peds JHU, Centro SOL
Yessica Marroquin	Community outreach specialist, peds JHU, Centro SOL
Juliana Andrea Rico	Department of Public Health
Dee. Herrera	Addiction Therapist, JH
Blazej	Photographer

Katherine Narvaez	
Keith Martin	Assistant Professor, Pediatrics
Alicia Arbaje	Associate Professor, Geriatrics
Elina Bravve	Office of Planning, Baltimore City

Schedule – Summer 2022 Calendar

During the summer program, for days we met in person, we either met at Our Lady of Pompei Church, Johns Hopkins Bloomberg School of Public Health, or at the Centro SOL Office located in the Mason F. Lord Building in Bayview. We utilized Zoom when meeting virtually every week.

Coordination

A. Initial Meeting

After the end of the mentoring program (mid-June) - Youth Program Coordinators met to discuss a plan for the summer and began the process of confirming with the youth and their respective parents. In addition, prior to the commencement of the summer program, we held a parent introduction session through Zoom where we covered important aspects of the program and answered any further questions parents had regarding the summer program.

Link to the Parent Intro Session can be found [here](#)

B. Pre-Program Planning/Instructions (Info Session and Data Collection)

Before the commencement of the summer youth program, we collected parent authorization forms from the parents of the youth. We utilized the application PandaDoc as it provided an easy alternative to collecting authorization forms from parents. Parents would be sent a link to the online authorization form directly from their phones. There were no issues with this method. In addition, we sent parents the Baltimore Summer Funding Collaborative online form.

Supplies

During the summer of 2022, 6 youth were provided with refurbished laptops. Youth in the summer program were also given notebooks, pens, and books listed below:

1. Life Skills For Teens
2. Voces Sin Fronteras (Our Stories Our Truth)
3. 10 Practice Tests for the SAT 2023

Transportation

We provided transportation for youth during days we met in person. We utilized the application Lyft which would send a driver to pick up youth at their respective address and drop them off at the site. In total, 16 students required transportation during the summer program.

Programs Outcomes and Feedback/Results

A. Research Project

The summer scholars all worked on a research project pertaining to public health. During the first week of the summer program, the summer scholars discussed research topics, which later became a research question to guide them throughout the research process. In the following weeks, the youth used research databases to find research articles that supported their public health topic. In addition, the summer scholars worked closely with Debora (Joven Noble) and Blazej (Youth Creators) and were able to format their findings into a PowerPoint Presentation, Art (both storytelling and visual), and an Abstract for the final presentation which was held virtually through Zoom and broadcasted on Facebook live for parents and other healthcare professionals to learn about the public health problems that affect youth in our community.



Link to the Facebook live video can be found here

Below is a table of the student's research projects with links to their PowerPoints, abstracts, and public health art poster.

<p>Addressing Substance Use Disorder</p> <p>(PowerPoint: Abstract: Public Health Art Poster)</p>
<p>Teen Pregnancy and High School Dropouts</p> <p>(PowerPoint: Abstract: Public Health Art Poster)</p>
<p>Trash and Mental Health</p> <p>(PowerPoint: Abstract: Public Health Art Poster)</p>

B. Attendance

Average attendance for the Centro SOL summer program was 91%. We had students who had other personal commitments and 2 YouthWorkers who missed one week.

C. Participation

Summer Scholars Exit Survey Responses

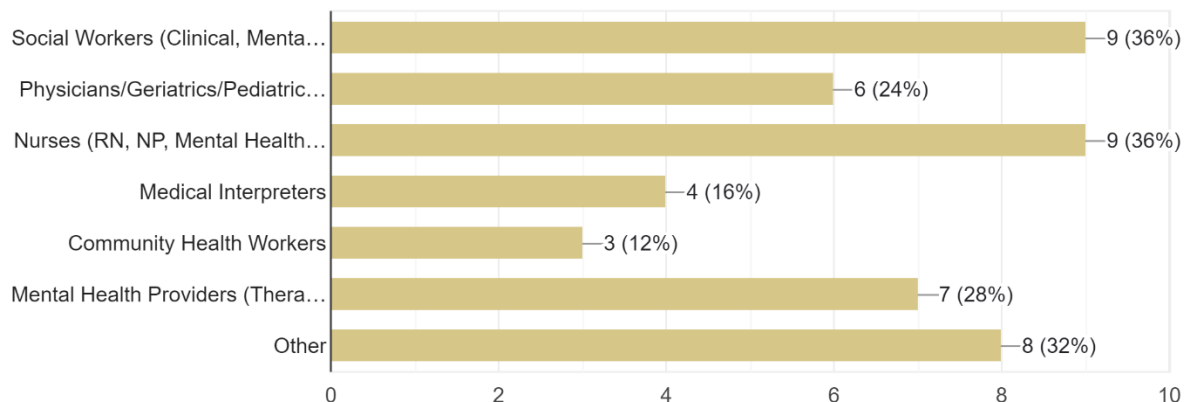
Summer Scholars completed a survey at the end of the program in which they answered a series of questions regarding their overall experience in the summer program. The following chart lists questions that were included in the evaluation form. Questions included in the survey were the following:

1. Which of the following professional healthcare careers are you most likely to follow?
2. What did you learn about violence prevention?
3. What did you learn about storytelling?
4. Overall, on a scale of 1-5, how would you rate your overall experience in the summer program?
5. In one paragraph, please share what your favorite experience/moment was during the summer program.
6. Did you find the coordinators helpful or accessible?
7. If given the opportunity to be a part of the summer youth program again the following year, would you be interested in joining? If yes, please explain why.
8. We will host a mentoring program to keep working together, would you be interested in joining the mentoring program that will meet once a week from October to May virtual/hybrid?

Summer Engagement Exit Survey Responses

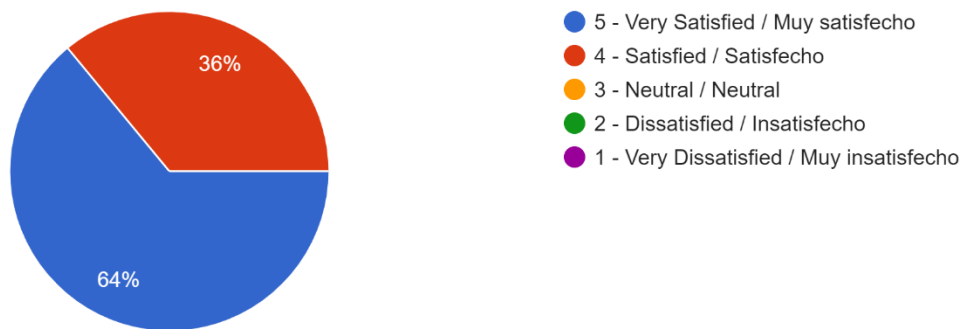
Which of the following professional healthcare careers are you most likely to follow? / ¿Cuál de las siguientes carreras de salud profesional es más probable que sigas?

25 responses



Overall, on a scale of 1-5, how would you rate your overall experience in the summer program? / En general, en una escala de 1 a 5, ¿cómo calificaría su experiencia general en el programa de verano?

25 responses



What did you learn about violence prevention?

“There are ways to leave an abusive relationship.”

“Violence is bound to happen, but we can and are able to minimize what happens with our words and actions.”

“I learned that I must be more open with my parents. I must build a connection with them and get them to understand my actions and decisions.”

“Aprendí sobre el alcoholismo, lo grave que es. Aprendí y me di cuenta de mis cualidades y lo que yo pido en las demás personas.”

“Algo que aprendí acerca de la prevención de violencia, es que antes de cometer alguna acción debemos pensar en los sentimientos de otros. Nadie merece ser agredido ni física ni mentalmente. A veces tenemos que aprender a saber cómo contrarrestar nuestras propias emociones y saber diferenciar los diferentes tipos de señales de cuando una persona no es buena para ti. Las relaciones ya sean, amistosas, familiares o románticas, se deben basar en respeto y deben priorizar la comunicación, para así evitar algún tipo de contacto físico problemático. Y lo más importante es siempre pensar en ti, y si alguien te hace más mal que bien, lo mejor será alejarse de esta persona o situación.”

What did you learn about storytelling?

“I learned the many ways to tell a story and how to express it.”

“Story telling is very powerful, but because of how differently our minds interpret things, we may all have different perspectives on things that are told to us.”

“I learned that you must have a certain tone when telling a story. You must be very engaged in order to tell a story, so that the audience can pay attention.”

“Para poder dar a conocer tus ideas, lo que piensas, para poder expresarte a ti mismo, para poder comunicarte, para poder conectar con otra persona, siempre necesitaremos de comunicación. Hay muchas maneras en como podemos comunicarnos y contar una historia, experiencia, anécdota, transmitir una idea, deseo, etc. Podemos comunicarnos a través de textos, videos, imágenes, fotografía, alzando nuestras voces. Hoy en día gracias a la tecnología y a nuestra propia creatividad, somos capaces de comunicarnos y expresar a través de cualquier medio. Una historia siempre le servirá como ejemplo a alguien, nunca sabes cuándo el mensaje que tú trabajas pueda dar podría cambiar la vida de algún individuo. Es por eso que debemos transmitir ideas buenas, que sean necesarias y sirvan para la comunidad. Algo que nos sirva para todos es mejor que dar una idea para ti solo. Para cambiar al mundo debes hablar y comunicarte, y gracias a Mr. Blazej aprendí que siempre

hay una manera para poder contar nuestras historias y lo que queremos. Todos desde imágenes hasta arte son buenos métodos para comunicar lo que queremos.”

In one paragraph, please share what your favorite experience/moment was during the summer program.

“My favorite moment in this program is getting to know a lot of new people this year and learning with them. I enjoyed the sessions with the many speakers we had.”

“My favorite moment during this program was when we did a tour on John Hopkins. It was fun to learn about the different things that went on in the building. I learned how the students in medical school get their practice, which was interesting. John Hopkins is a huge place, and it was truly a unique experience because I’ve never been inside the building. I also liked the tour because we got to see many important people.”

“I loved that we got to meet new people and get to learn different stories. I also learned that being judged shouldn’t take you down, it should motivate you to do better. I appreciate the different experiences we had overall. Thank you for allowing me to be part of their program. It really has opened my eyes and helped me to create a better path for myself. Also, it helps me to improve my public speaking and my ways to create a presentation.”

“Sería complicado escoger solo una memoria de las tanta que he tenido, ya que te go varias memorias favoritas. Este programa me ha enseñado e inspirado de varias maneras. No tan solo me han enseñado acerca de carreras, colleges, becas si no que también acerca de lo importante que es querernos y respetarnos a nosotros mismos. Creo que una de mis experiencias favoritas fue con la señorita encargada de enseñarnos acerca del alcohol y sustancias. Aprendí mucho acerca de eso y aparte hicimos actividades muy divertidas. Sin duda una de mis presentadoras preferidas. También aprendí de que no solo existe una carrera o que no solo una es la más importante. Todas importan y me gustó que me enseñaran acerca de los Practitioner nurse, ya que gracias a esa presentación ya se que esa es la carrera que quiero y espero seguir. También los pequeños recorridos que hicimos en la universidad de Johns Hopkins y el viaje a Washington DC.”

If given the opportunity to be a part of the summer youth program again the following year, would you be interested in joining? If yes, please explain why.

"Yes, I would join again next year. I enjoyed the program so much and met so many new friends this year. Not only that, but I also learned a lot from attending this program."

"Si estaría interesado en participar en el programa de Verano el siguiente año, porque me gusta lo que se aprende en este programa sobre la salud pública, los diferentes tipos de personas que llegan a darnos información, me súper encanto este programa."

"I would be interested in joining again because this was a fun experience where we learned many things and how we can successfully build projects for our future careers. The presenters shared information and took their personal time to share it and I think it would be useful to join again and learn even more."

"I would say yes because it gives us an opportunity to learn about different careers and to make new friends. When I was in the program, I learned a lot of things and even being able to be shy because I was always shy. I think the program brought me out of my Comfort zone. I would love to learn more if I come back to the program."

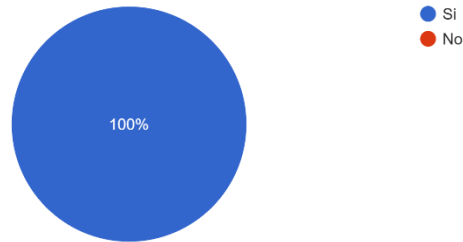
"Me encantaría poder participar el próximo año, este programa fue realmente de gran ayuda. Aprendí mucho y tuve la oportunidad de conocer a personas en diferentes carreras. Además, el haber tenido la oportunidad de realizar nuestros propios proyectos, fue un gran desafío que nos dio la oportunidad de poner en práctica nuestras habilidades. También aprendí a cómo trabajar en equipos, y a cómo organizar diferentes ideas. Sin duda todo fue una gran experiencia, agradezco haber tenido coordinadores responsables y amigables."

Parent Survey Responses

In addition to the youth completing an evaluation form, we also had parents of the youth fill out a form so we could obtain useful feedback.

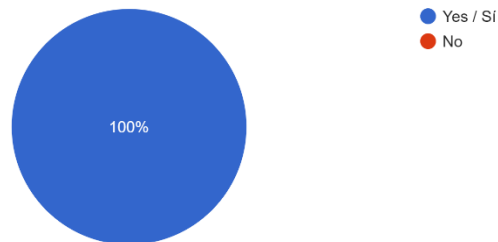
Would you recommend this program to other friends, families, etc...? / ¿Recomendarías este programa a otros amigos, familias, etc...?

17 responses



Did you find the Youth Program Coordinators helpful when you had questions? Did you feel that you were aware of what was happening during the sum...ría durante el programa de verano para jóvenes?

17 responses



Youth Geriatrics Experience

Youth Quotes on their Geriatrics Shadowing Experience

“Hace algunas semanas tuve la oportunidad de participar en el programa de Shadowing. Sin duda, fue una de las mejores experiencias que he vivido. No tan solo me ayudo a conocer y vivir la experiencia de que se siente trabajar dentro de un hospital, si no que también me hizo darme cuenta que dentro de un hospital cada persona sin importar su puesto de trabajo, es muy importante e indispensable... Mi guía me enseñó a qué siempre debemos ser respetuoso, amables y comprensivos con cada paciente. Está fue mi experiencia y lo que aprendí haciendo shadowing. También quisiera agradecer a Centro Sol por darme la oportunidad de ser un participante en ese bello programa.” – *Alisson, Summer Youth Scholar*

“The geriatrics shadowing experience was great because I got to learn about a new career. I really enjoyed having the opportunity to be hands-on with the patient. The doctor would analyze the patient, then she would make me move the patient's hand or leg so that I could

also analyze them. The doctor's patient had Parkinson and she showed me some of the symptoms that were the results of the disorder. A thing that I found interesting was the interaction between the doctor and the patient. The doctor was asking questions about the patient's personal life, which was very interesting. Overall, the experience was amazing.” – *Christopher, Summer Youth Scholar*

“Mi experiencia haciendo shadowing en Hopkins ElderPlus, PACE fue muy agradable y educativa. Me dieron un recorrido por las instalaciones y me llevaron a diferentes áreas del edificio. El área creativa fue mi favorita, porque tuve la oportunidad de compartir con los ancianos que estaban allí, lo cual fue una gran experiencia porque hicimos diferentes actividades como pintar y hacer manualidades. Además, todo el personal me trató con amabilidad y me hicieron sentir cómoda.” – *Shirley, Summer Youth Scholar*

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