



# Summer Programs 2023

## REPORT

Centro SOL Youth Pipeline Programs

For more information [www.jhcentrosol.org/education](http://www.jhcentrosol.org/education) or contact [centrosolpipelines@jhmi.edu](mailto:centrosolpipelines@jhmi.edu)



# Youth Summer Program

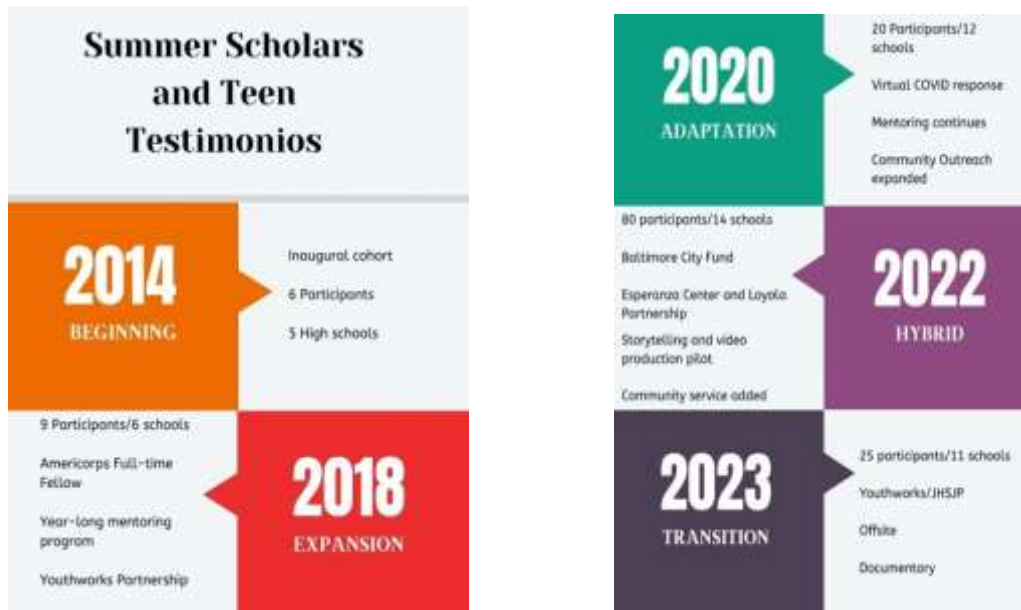
## Introduction

The Centro Sol Summer Scholars 2023 program, conducted from July 10th to August 11th, offered a five-week bilingual experience for students to explore the fields of medicine, research, and healthcare. Furthermore, as part of the summer program students engage in research projects focused on addressing public health issues within the community.

## Background

The Centro SOL Summer Scholars Program was launched in 2014 to provide bilingual students with insight into careers in medicine, research, and healthcare. The program aims to equip students with the information they need to make informed academic and career choices. The curriculum incorporates a student-centered approach and includes workshops to develop and reinforce professional development, college readiness, and community outreach. Over the years, the program has expanded, with more students participating in the summer sessions each year. Additionally, the program has extended its admissions to students residing in the surrounding counties outside of Baltimore City.

In 2020, the program was conducted both in-person and virtually through Zoom due to the Covid-19 pandemic. In person sessions required students to wear masks and undergo Covid testing every weekend to ensure their safety. However, with the World Health Organization declaring an end to the global public health emergency this year, the program was conducted entirely in person, and mask-wearing was not mandatory.





## Summer Scholars Application Process

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Applications for the Summer Scholars Programs were open from February to April. Students who participate are given a stipend, but those who are eligible for Youthworks must submit an application to receive their paycheck.

### Eligibility to participate

- Students need to be 14–17-year-old High School Student
- Latinx Heritage
- Bilingual in English and Spanish
- Availability for the program

### Centro SOL Application Process

In order to be accepted into the Summer Program, students need to meet the necessary requirements, which include the following key components:

- Unofficial Transcript, provided by school staff
- Essay prompt in English and Spanish: Students would need to elaborate a written response to the essay prompt by providing examples of personal experience or observable experiences.
- Parent consent form
- Teacher or school staff recommendation.

In addition to all of these requirements, students must also complete an interview where professionalism, Spanish proficiency, school involvement, level of interest in the Summer Scholars Program, and level of interest in the Latinx immigrant community are evaluated. The interview is an essential component in the acceptance of participants.

### Youthworks Application Process

Youthworks is a Baltimore City program that connects youth from ages 14 to 21 to a summer job. This is being done with partnerships like Centro SOL for summer participants to receive a salary. The YouthWorks application requires the following:

- Baltimore City youth ages 14 – 21
- Social security number
- Proof of Identity
- Proof of work authorization
- Work Permit
- Federal Form W-4
- Maryland Form MW-507
- Federal Form 1-9

## Johns Hopkins Occupational Health

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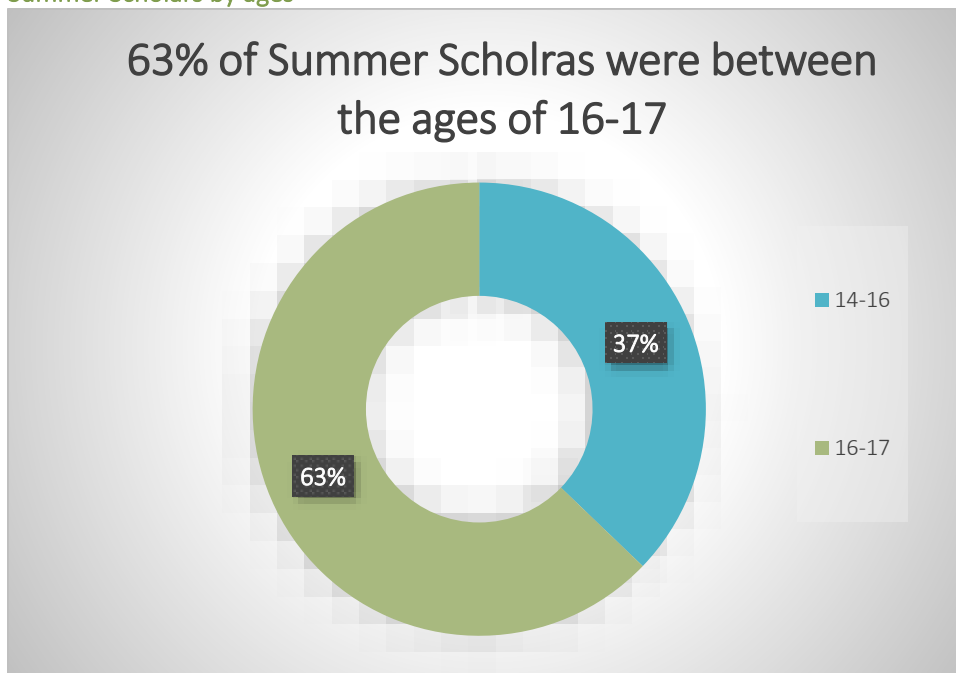
In addition, our program partnered with the Johns Hopkins Summer Jobs Program that sponsored some qualifying students. Students who met the criteria had to complete an additional onboarding step to receive clearance for clinical shadowing. This adds an extra layer of paperwork for our students who do not have all the documentation and come from households with limited English proficient parents. Our team had the same resources to respond to added barriers for our students. Our small bilingual team had to respond to all inquiries from each of the institutional requests, which sometimes were duplicative. Our recommendation for

upcoming sessions is to streamline the paperwork process to request only needed forms instead of duplicate information.

## Students Demographics

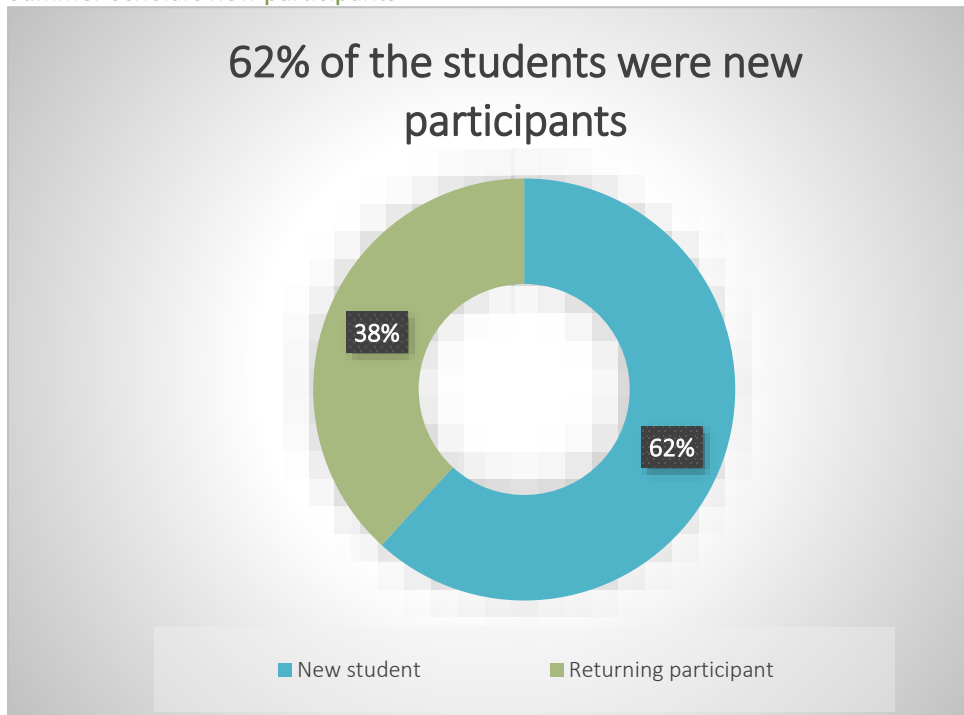
This year the program received 35 applications, 25 were accepted, including 7 returning students. Two interns who are Latinos and first-generation college students were counted as part of the entire cohort, and their role was to be instructors or assistant coordinators. The interns had a leadership role, assist with daily operations oversight and support participants engagement. Participants and interns were guided by a program manager who monitored and lead all program goals, activities, schedule, parent engagement, and administrative support.

### a) Summer Scholars by ages

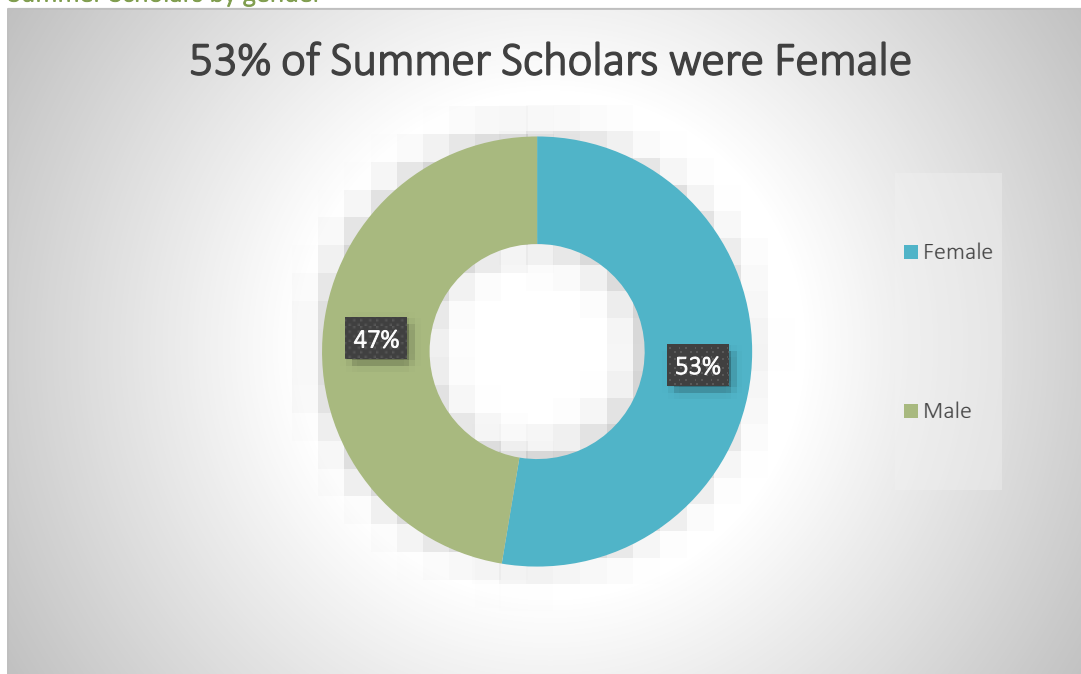




b) Summer Scholars new participants



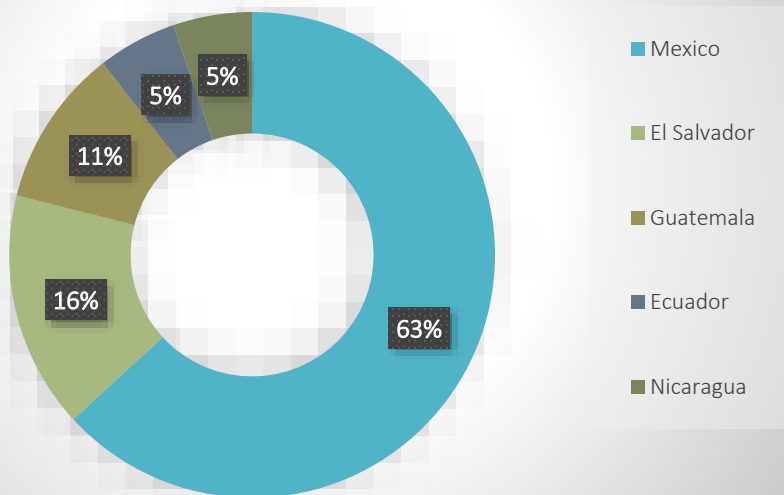
c) Summer Scholars by gender



d) Summer Scholars country of origin

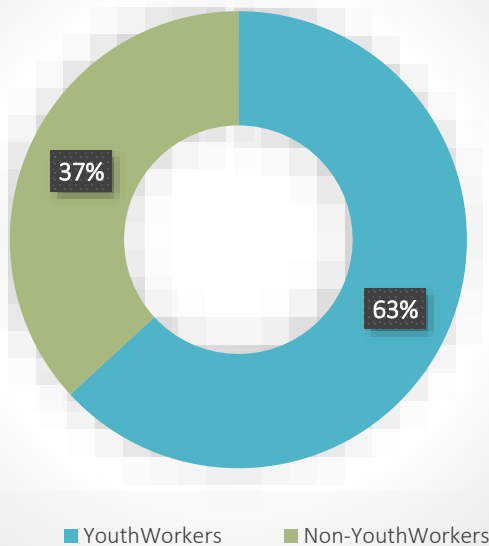


### 63% of Summer Scholars are Mexican descents or originally from Mexico

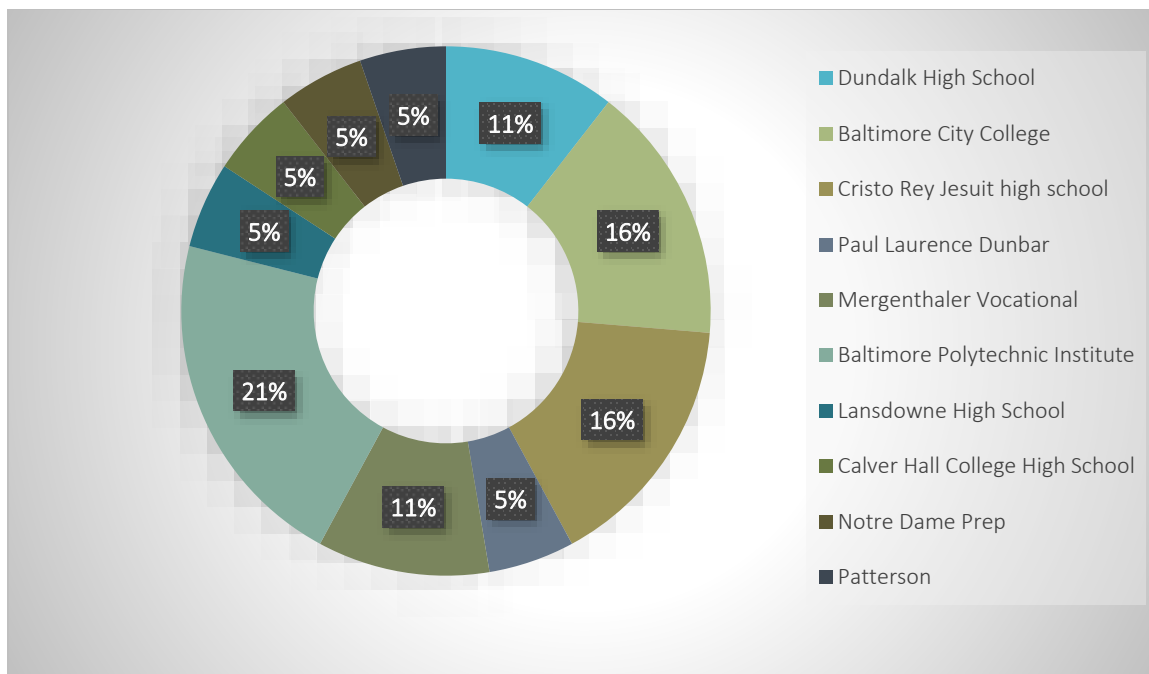


e) Summer Scholars by YouthWorkers/Non-Youth Workers

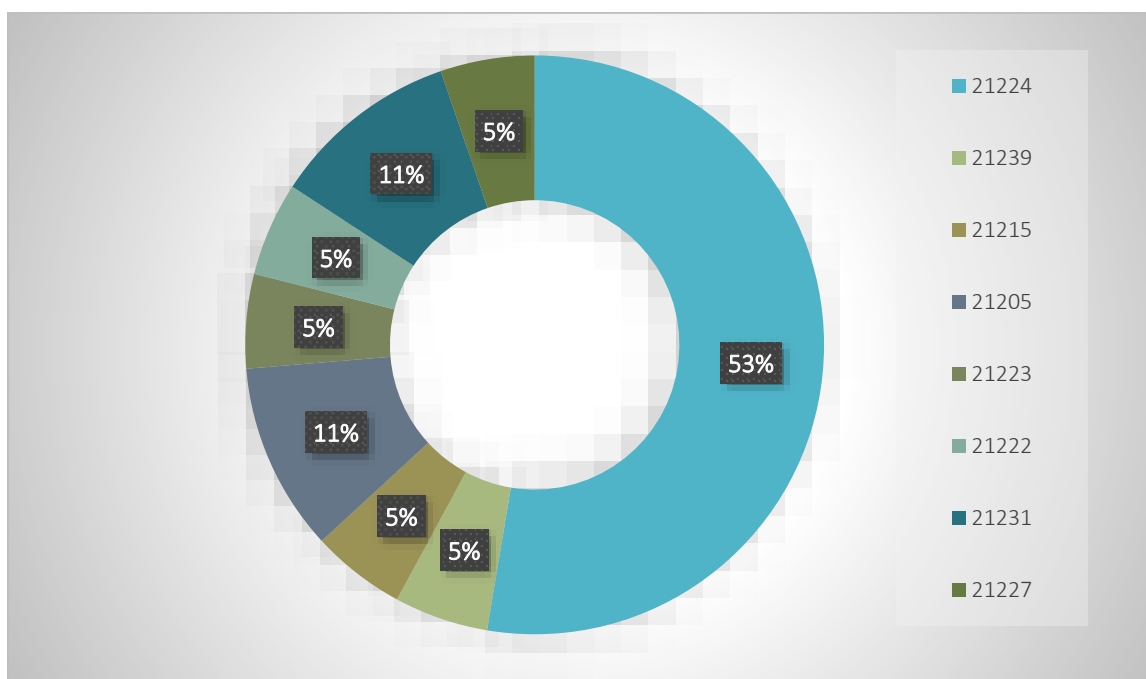
### 63% of Summer Scholars were YouthWorkers



f) Summer Scholars by High School



g) Summer Scholars by zip code



## Content

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Our summer curriculum is designed to enhance academic proficiency and provide youth with the knowledge and skills they need to make informed career decisions. The following six key areas were the focus of the program this year:

- College Readiness
- Healthcare
- Research
- Community Outreach

In addition, across all core areas, the program includes two key learning aspects for successful career development:

- Wellbeing and Soft skills
- Professionalism

As a result, these areas were successfully achieved thanks to all the presenters who spent their valuable time sharing their personal stories, how they achieved their career goals, and what they are doing currently, as well as advice for life and college with the students.

### College Readiness

For this section, we had a special guest from Mi Futuro, Gustavo Minya, to educate the students about the different college pathways and financial aid options to make college affordable for everyone. Gustavo Minya explained how to apply for scholarships and grants and how to budget for college expenses, focusing on the Maryland Dream Act and the Maryland State Financial Aid Application (MSFAA). He also explained the benefits of attending a four-year college versus a two-year college and the best way to apply. In addition, during his visit, students had the opportunity to begin drafting their personal statements, which they can later use in their college applications. Finally, he encouraged the students to discuss their college plans with their parents.







## Healthcare

Each week we had presentations from different professionals in the medical and healthcare field. The presenters were encouraged to share with the students their success stories and what they are currently doing in their field. We had presenters from different areas of healthcare such as doctors, pediatricians, general practitioners, nurses, psychiatrists, psychologists, social workers, etc. The purpose of the presentation was to expose students to the diverse career options in healthcare



## Geriatrics Shadowing

This year we had the opportunity to send 7 students to shadow healthcare professionals at Johns Hopkins Bayview Geriatrics. This year we prioritized returning students and students who stated interest in pursuing a career in the medical and healthcare field.

## Wellbeing

### a) Mental health support

Each Tuesday during four weeks of the program we had a one-hour session for mental health support facilitated by the social worker Flor Giusti. The youth learned how Cognitive Behavioral Therapy (CBT) works and some techniques that can be used in everyday life. This weekly support group was held to create a safe space for everyone and help the youth with expressing their emotions as well as teaching youth effective coping strategies.

### b) Bully prevention

We discussed this topic seriously with the youth. For us, it was important that the program was a safe place for everyone, and we made it clear that any bully behavior or disrespect towards other participants will not be tolerated and will result in expelling from the program. We discussed the effects of bullying and the importance of respect and kindness. We emphasized the importance of creating a safe and inclusive environment for everyone.

### c) Journaling

How students feel is critical, and as a group, we tried to create a safe place where students could express their feelings and thoughts. Journaling is a form of self-care that helps organize thoughts and understand oneself and life events, so each student was given a journal to help them do this. We encouraged the students to use their journals on a daily basis, and we also set aside time each Friday for the students to write about their feelings and thoughts

### d) Reflection and mindfulness



Reflective practices are a way to become aware of our state of being, and mindful reflection brings us back to ourselves, allowing us to get closer to our bodies, emotions, thoughts, and minds. We used these techniques every Friday, and in our free time, to help students develop new practices that can be used in times of stress and anxiousness.

## Soft skills

The program was designed to help students learn and improve important soft skills, such as time management, professionalism, critical thinking, public speaking, effective communication, teamwork, leadership, and problem-solving. In addition to these soft skills, students also acquired the following abilities:

- Email communication best practices: group emails, attachments, formal communication
- Reading and summarizing scientific articles
- Public speaking: tone, content, flow of the presentation
- Research: citations and summaries
- Confidentiality in applications
- Email communications best practices: attachments

All of these skills were successfully applied by students in their research projects, and final presentation.

## Summer Calendar

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### 1) Location

This year, the program was held entirely in person. Our meeting place for all sessions was at Our Lady of Pompei Church in Highlandtown. Participants who needed transportation support received a monthly bus pass.

### 2) Supplies

Thanks to the Enoch Pratt Free Library, we were able to obtain computers and hotspots for the students. A total of five students received computers, and all students received additional supplies such as:

- Journals
- Bus pass
- Notebooks
- Pens

At the end of the program, all students received school supplies they requested to start the school year.

### 3) Initial meeting

One week prior to the summer program, we held a meeting with students and parents to answer questions and explain the program's structure, expectations, and goals. The meeting also provided a chance for students to meet their peers and group members.

#### 4) Workgroups

As part of the program coordination, we divided the students into four groups with 4 to 5 members each. Returning students were chosen as group leaders and co-leaders due to their familiarity with the program content.

#### 5) Final meeting

We held a final Zoom meeting with parents to discuss the Summer Scholars program outcomes and recommendations for the students. We also invited them to take a final survey where they rate their experience with the program.

#### 6) Closing Ceremony event

As a final part of the Summer Scholars program, the students presented their research and documentaries to the public. The event was held at the Asthma and Allergy Auditorium on Bayview Circle. The event lasted approximately two and a half hours and was attended by approximately 50 guests, including health professionals and some of the Summer Scholars presenters. Furthermore, a certificate of completion was also awarded to all students at the end of the event.

#### 7) Surveys

Throughout the program, the students completed three surveys. The first survey was given at the start of the program to help us better understand their areas of interest. The second survey was given at the end of the program to gather feedback about their overall experience. In addition to these surveys, the students also completed a weekly check-in survey during the five weeks of the program. This survey provided us with valuable insights about how the students felt about the presentations, research papers, and new knowledge they gained each week. It also helped us understand how the information they acquired during the program could benefit them in the future.

#### 8) Coordination

In order to coordinate the summer program, the summer instructor was provided with a detailed work plan and an activity sheet detailing the weekly activities. The instructor was responsible for ensuring that the program ran smoothly and met all the required objectives.

##### a) Week one

		10	11	12	13	14
16						
17	Intro sessions	Research	Healthcare professions - no medical	Healthcare professions - no medical	Healthcare professions - no medical	Healthcare professions - no medical
18	9AM Team building	Research	Healthcare professions - no medical	Healthcare professions - no medical	Healthcare professions - no medical	Healthcare professions - no medical
19	10AM Team setup	Research	Healthcare professions - no medical	Healthcare professions - no medical	Healthcare professions - no medical	Healthcare professions - no medical
20	11AM Sarah Polk	Research	Healthcare professions - no medical	Healthcare professions - no medical	Healthcare professions - no medical	Healthcare professions - no medical
21	12PM Alicia Arbaje	Mental health - basics ( lunch)	Healthcare professions - no medical	Healthcare professions - no medical	Healthcare professions - no medical	Healthcare professions - no medical
22	1PM Scope of work presentation Scope of work - CARES <a href="https://jh.qualtrics.com/jfe/form/SV_4N6lajoTT7H2Ea">https://jh.qualtrics.com/jfe/form/SV_4N6lajoTT7H2Ea</a>	Public health session	Public health session	Public health session	Public health session	Public health session
23	2PM	Public health session	Public health session	Public health session	Public health session	Public health session
24	3PM					
25	4PM					



b) Week two

	17	18	19	20	21
	College readiness/soft skills	Healthcare professions - medical		College readiness/soft skills	Research
9AM	Spanish review - intro	Psychiatry/Psychologist - Mayra Sanchez Gonzalez (SOM)		Geriatrics (Crissy, Chris, Jesus, Keneth, Shirley)	Laboratory Sciences - Ruth Houston
10AM	Spanish review - social media	Researcher - Keith Martin (Profs)			Path to healthcare career - Zoja Hamilton-Houston
11AM	Team work	Surgeon - Arsen Elias (SOM)			Team work - Monica
12PM	Team work - health	Mental health - self identity (lunch)		Virtual session	Reflection - All
1PM	Public health session	Public health session		Virtual session	Public health session
2PM	Public health session	Public health session		Virtual session	Public health session

c) Week three

	24	25	26	27	28
	Healthcare professions - non medical	College readiness/soft skills			
9AM	Healthcare professions - non medical	Community college access - Gustavo Minaya	Public health - Video workshop	Geriatrics (Amy, Eduardo, Juan, Keneth)	Public health - Video workshop
10AM	Healthcare professions - non medical	University application and scholarships - Gustavo Minaya	Public health - Video workshop	CARES   attendee <a href="https://jh.qu">https://jh.qu</a>	Public health - Video workshop
11AM	Team work	Personal statement Gustavo Minaya	Public health - Video workshop	CARES	Public health - Video workshop
12PM	Team work	Mental health - ask for help (lunch)	Public health - Video workshop	CARES	Public health - Video workshop
1PM	Public health session	Public health session	Public health session	CARES	Public health session
2PM	Public health session	Public health session	Public health session	Public health - Video workshop	Public health session

d) Week four

	31	1	2	3	4
		Healthcare professions - medical			
9AM	Public health - Video workshop (reflection)	Geriatrics (Crissy, Chris, Shirley, Kenneth)	Food and BMM	Spanish review - Monica	Data organization
10AM	Public health - Video workshop	Psychiatry/Psychologist - Mayra Sanchez (SOM)	Food and BMM	Spanish review - Monica	Reflection
11AM	Public health - Video workshop	Researcher - Keith Martin (Profs)	Food and BMM	Team work	Team work
12PM	Public health - Video workshop	Mental health - talk about you	Food and BMM	Team work	Team work (lunch)
1PM	Public health session	Public health session	Food and BMM	Public health session	Public health session
2PM	Public health session	Public health session	Food and BMM	Public health session	Public health session



e) Week five

	7	8	9	10
9AM	Community health worker Yesica Marroquin	Team work (writing final health issues final presentations)	Team work (public speaking practice for the closing ceremony)	
10AM	ADMA Advocacy - Madeline Martinez			
11AM	(MD Latino Caucus)	Helping Mission Rainier Orosco	End of the program and weekly check in survey completion.	
12PM	(Lunch)	Mental health - ask for help	Summer Scholars Rehearsal	Reflection
1PM	Public health session	Public health session	Summer Scholars Rehearsal	Public health session
2PM	Public health session	Public health session	Reflection	Public health session
3PM				Closing ceremony prep
4PM				Closing ceremony
5PM				(presentations and video project)
6PM				
7PM				

## Research project

At the beginning of the program, students were asked to think about public health issues that were important to them and affect the community. In addition, they analyzed the impact of public policies on these matters and brainstormed solutions to improve the wellness of the community. Students selected the following topics:

- Barriers to healthcare access
- Financial instability and impact on health outcomes
- Domestic violence
- Marketing impact on alcohol consumption

## Process

Each group created a PowerPoint presentation divided into five sections: background, method, results, conclusion, and recommendations. In order to begin the research project, it was essential that the students learn what research is, how to conduct a research project, how to interpret data, how to understand and analyze scientific articles, and most importantly, how to organize all of this information in their own words.

In preparation for their presentation, each group read over ten scientific articles related to their topic, taking notes, summarizing the key points of the articles, and discussing what information from each article would be useful for their presentation. During all five weeks, the students received guidance from the Executive Director, Monica Guerrero Vasquez, and Keneth Martinez, on how to properly conduct their research projects. Furthermore, speakers provided students with guidance in obtaining research papers, writing abstracts, citing appropriate online resources, conducting a scientific literature review, and finally developing an evidence-based proposal for addressing a public health problem. They also provided feedback on the solutions proposed by students.

## Documentaries

Students filmed a short documentary related to the public health issues they selected. The purpose of this short documentary is to show through a visual way how these public health issues can affect the daily life of individuals, and bring awareness.

## Short documentary process

To achieve the execution of this short documentary, the students worked closely with a professional filmmaker who guide them in the process of their documentaries. This was a three-week process that compassed various activities:

- 1) Students worked in groups to identify a topic aligned with their areas of interest
- 2) Students drafted an outline of their story. Our team worked closely with each group to reflect on the public health impact of their issues, come up with stories, and how they could be actors of change.
- 3) Each group drafted a script for their story every day, students read articles and reports from trusted sources about their topic of interest.

The information and knowledge students gained in the process was incorporated into their video documentary scripts and research projects.

## Scriptwriting process

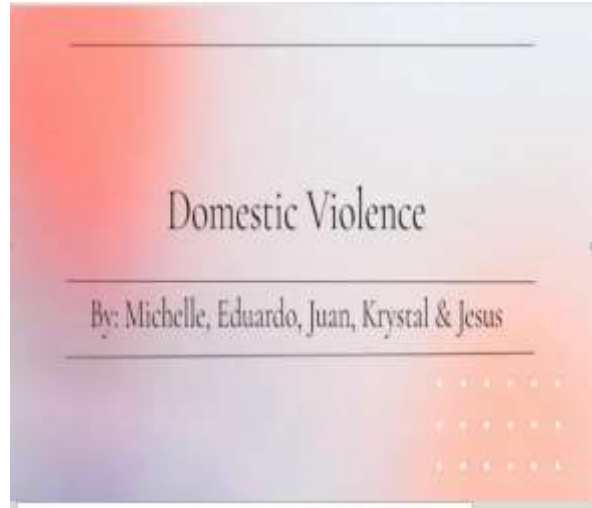
To begin writing their scripts, the filmmaker introduced the students to the three basic structures of a screenplay: setup, middle, and denouement, and why they are important when writing a screenplay. Next, the students learned how to portray characters' movements, actions, expressions, and dialogue to convey the main concept in their script. They then began to develop a narrative that effectively communicated the struggles of people affected by the public health issues they had identified.

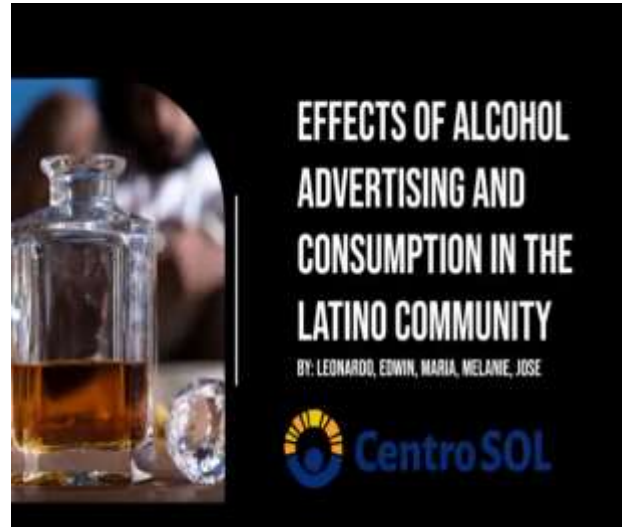
## Filming process

Under the guidance of the filmmaker, the students were instructed to accurately plan and execute the production of the documentary. This involved selecting actors and a director, finding different locations, and how to properly film a scene. All the scenes were filmed in some streets of Baltimore, Our Lady of Pompei church, Johns Hopkins Bayview Medical Center, and Johns Hopkins School of Medicine, School of Public Health. Finally, the students were asked to upload all of their scenes into their Google folder, and with that, the filmmaker was able to compile and edit all of the scenes creating a short 19-minute documentary that was presented during the closing ceremony.

(Below are some screenshots extracted from the short documentary)







## Conferences and Field Trips

The students had the opportunity to attend two conferences, Beyond a Dream and CARES Symposium, as well as participate in a field trip to the Baltimore Museum of Art and help to distribute food.

### Beyond a Dream Youth Conference

This year we attended the Beyond a Dream Youth Conference, a conference designed for students to explore different career paths with workshops about business, entrepreneurship, STEM, healthcare, arts, and communications.



### CARES SYMPOSIUM

Students attended the Johns Hopkins Career, Academic, and Research Experience for Students (CARES) Summer Symposium. Johns Hopkins Career, Academic, and Research Experience for Students (CARES) Summer Symposium. The event provided opportunities for students to explore new undergraduate research projects,



listen to keynote speakers, and hear inspiring stories of student triumph. Also, students gained valuable experience in public speaking and research paper writing.



### Community Service and Baltimore Museum of Art

Students helped with one of the Centro SOL distribution sites, and most of them said that it was a great experience. Also, students visited the Baltimore Museum of Art where they had fun learning about art while playing a scavenger hunt.



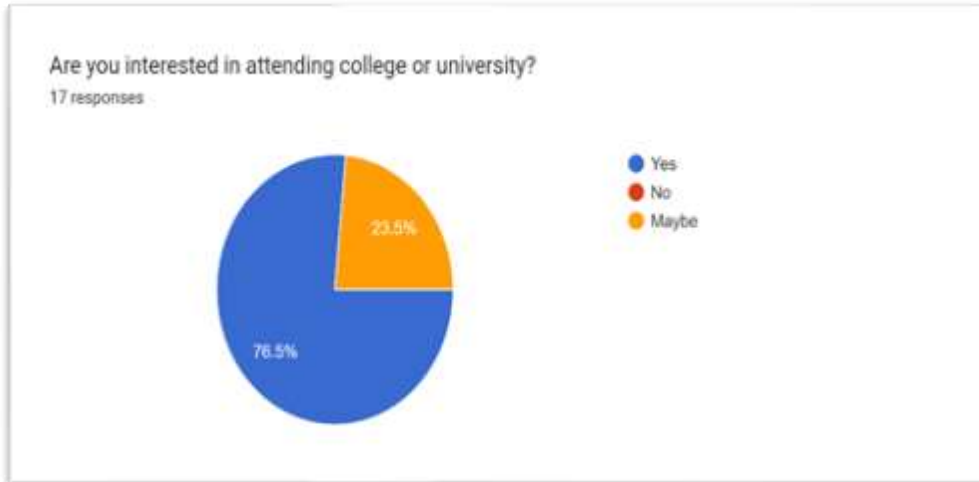


## Student experience and outcomes

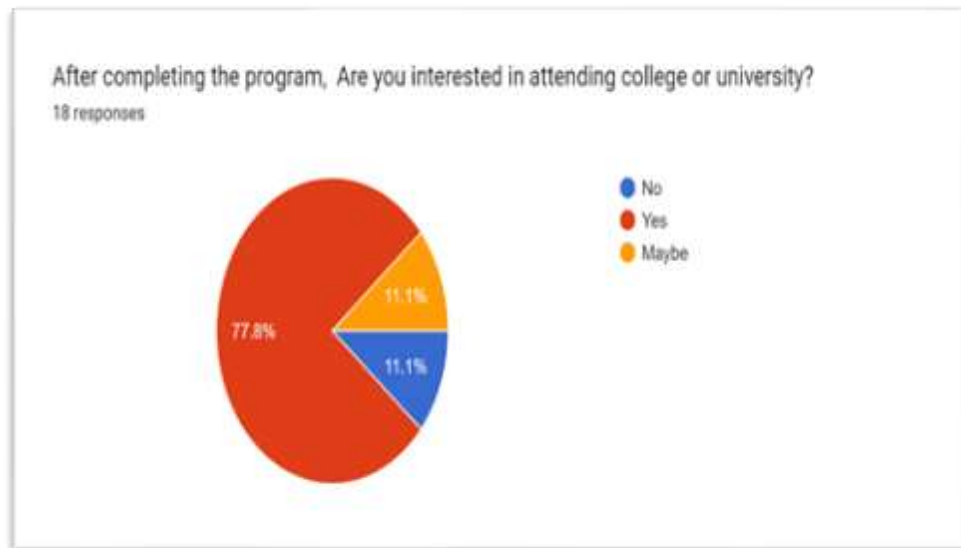
During our final session with the students, they were invited to anonymously complete a survey about their experience in the program.

- 1) After completing the program, the interest in attending college increased to 77.6%

Before

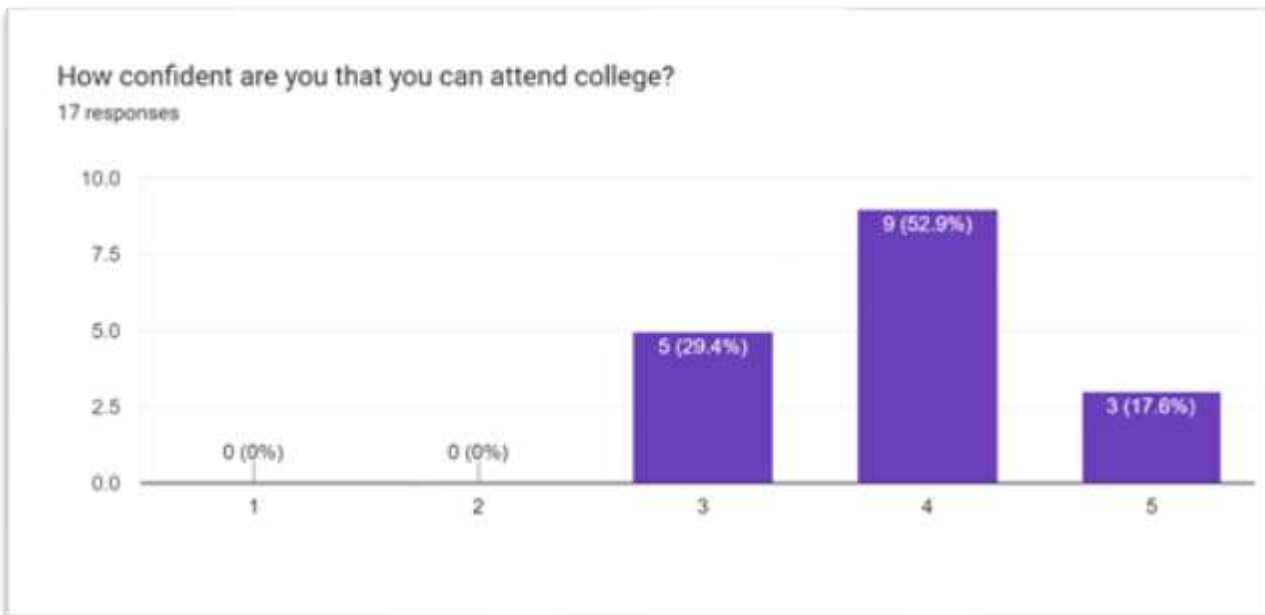


After

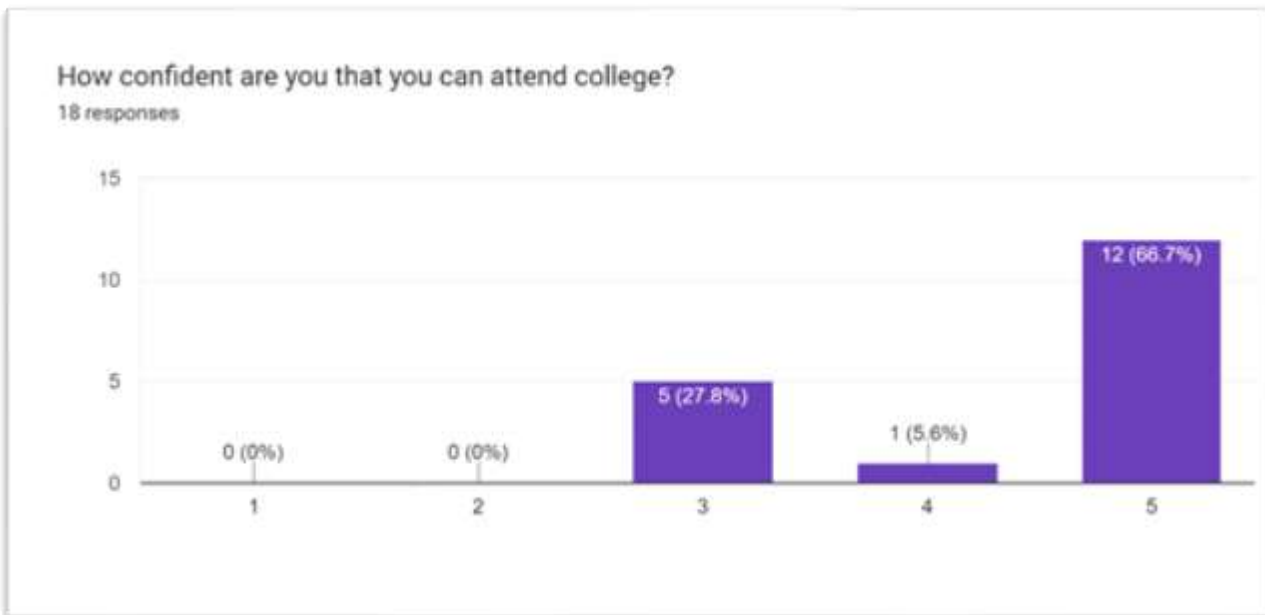


- 2) Upon completion of the program, students confidence in attending college increased to 66.7%.

Before

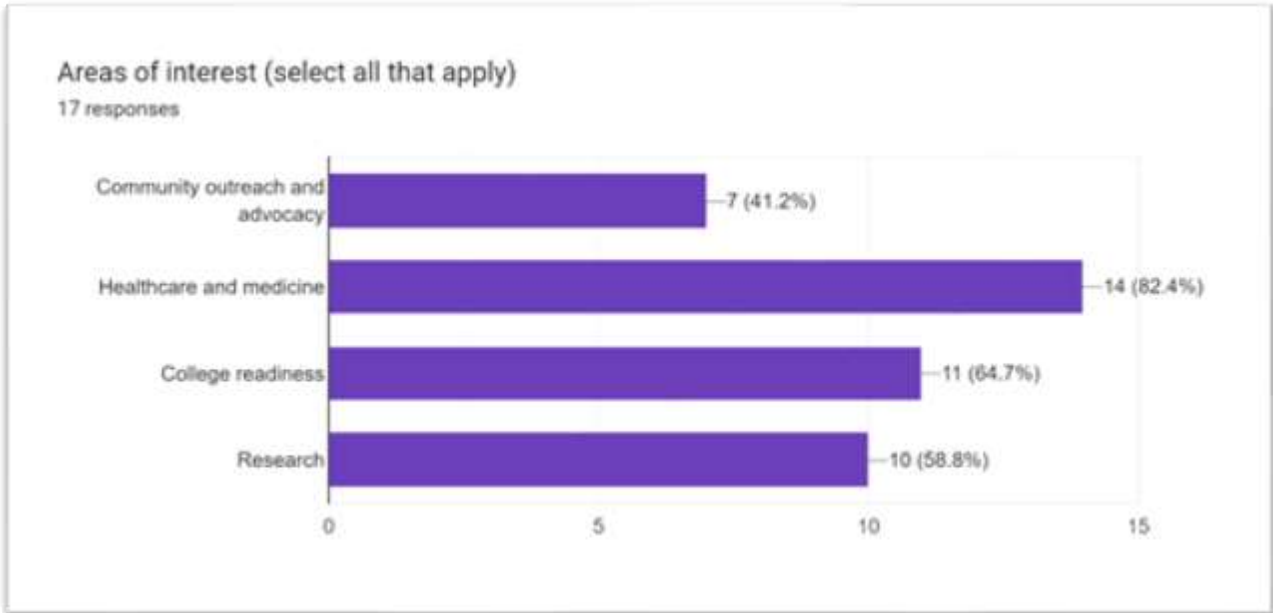


After

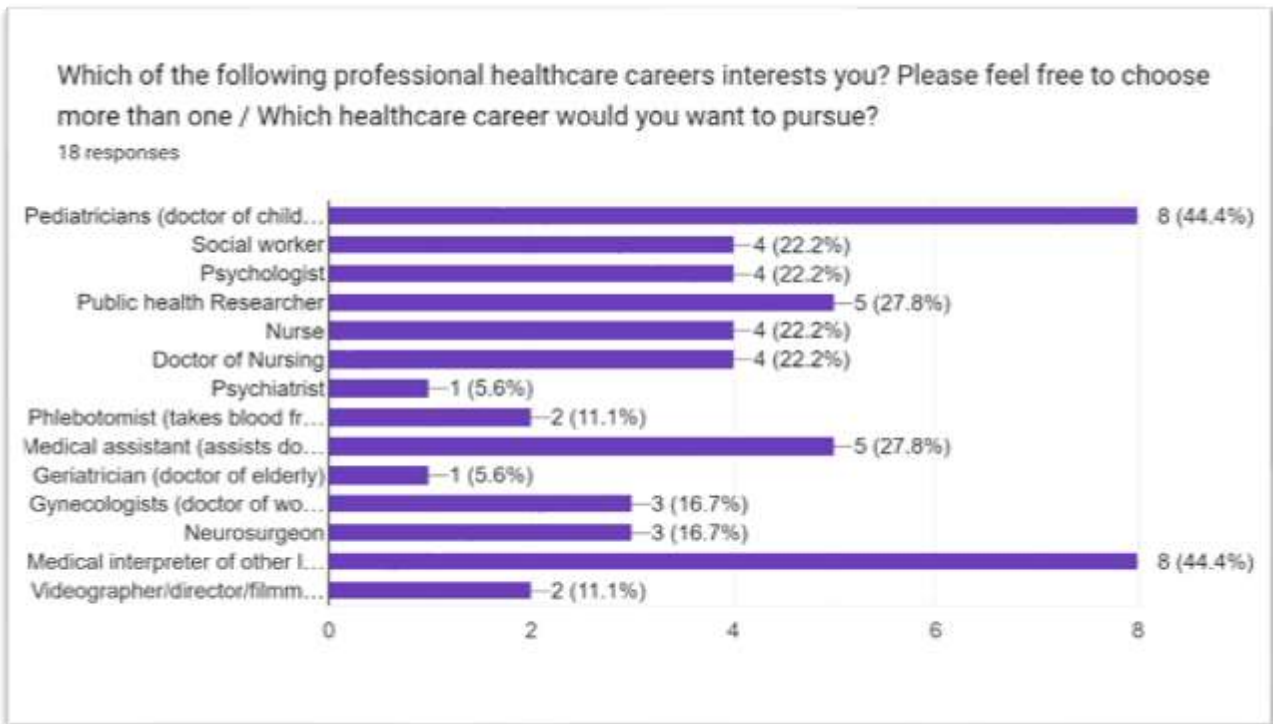


- 3) After completing the program, students showed more interest in pursuing a wider variety of healthcare careers.

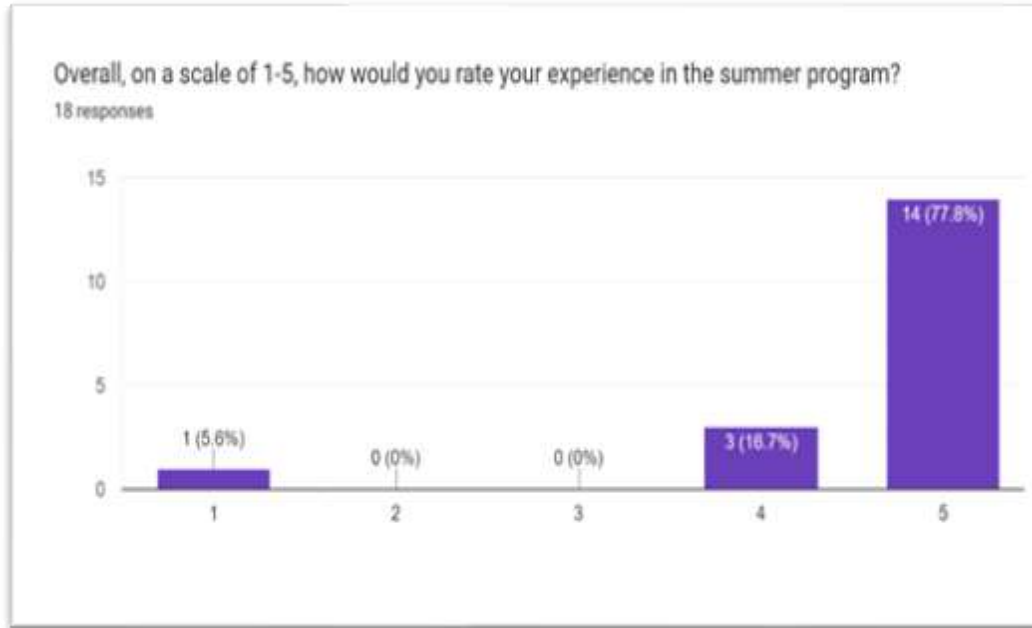
Before



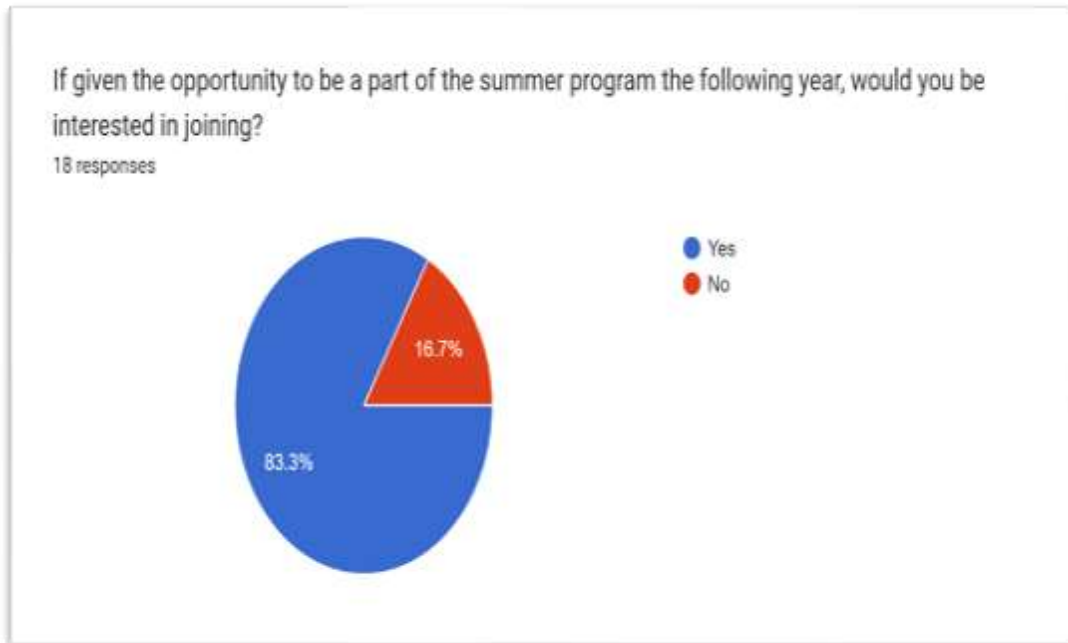
After



4) 17 out of 18 students rated their experience as “good” and “very good.”



- 5) Majority of students indicated that they would return to the program if given the opportunity.



Geriatrics, shadowing experience

[Share with us your shadowing experience](#)  
My favorite person was Malik from the hospital because he let me experience his job. He let me check-in patients and I got to help him check for patient's vitals.



I got to meet a lot of amazing people and people who participated in the field I want to do. I got to see how they did all the tests on older people and how they had to document every move they did "if something is not documented it wasn't done in our eyes" I also got to learn about their past and how they got up from hard obstacles I also got to talk about the patients and make connections with people.
I found it easy to go shadow the professionals in the hospital because I previously went and knew what to do. The people in the hospital were very nice and helpful, so it was easy to shadow them for the day.
It was a really educational experience which allowed me to confirm the fact that I want to pursue a career in the medical field. I really enjoyed getting to meet patients and seeing what a day as a nurse entails.
I Loved going shadowing in the clinic.

**Please explain why you would be part or not be part of the program next year**

"I would like to be part of the program next year because I learned so much and I want to do something in the medical field and I learned about professionalism"
"I would be part of the program because it exposes us to very helpful resources and teaches valuable information"
"I would be a part of this program again because I learned how to look for good and helpful articles and they showed me how to analyze them"
"I would love to work with people again and get to experience even more knowledge"
"Meeting new people from different backgrounds, learning and doing things that are new, emotionally and mental healing. The opportunities given, connections"
"I would be part program because it would great on my resume as I continuously come back to the program. As well as the information provided is very helpful"
"I really like the experience in the program and work with people of different backgrounds"
"I would not like to be part of the program next year because I am going to try and do a internship for a company next year"
"I Like being part of a loving community and very motivating. I also love learning new things"
"I would be apart because it is such a good opportunity for us and helps a lot" I enjoyed being part of it
"I love to help and reach out the community"
"I would love to work with people again and get to experience even more knowledge"
"I am entering college next year and I might me moving away from Maryland so it wouldn't work"
"Because I enjoyed sharing my knowledge with the students"
"I liked the program and it's a fun experience"

“To be completely honest people there are just ignorant not all but some and they aren't to focused and the group is called group work for a reason so everyone should be helping not just a few people telling someone what to do”

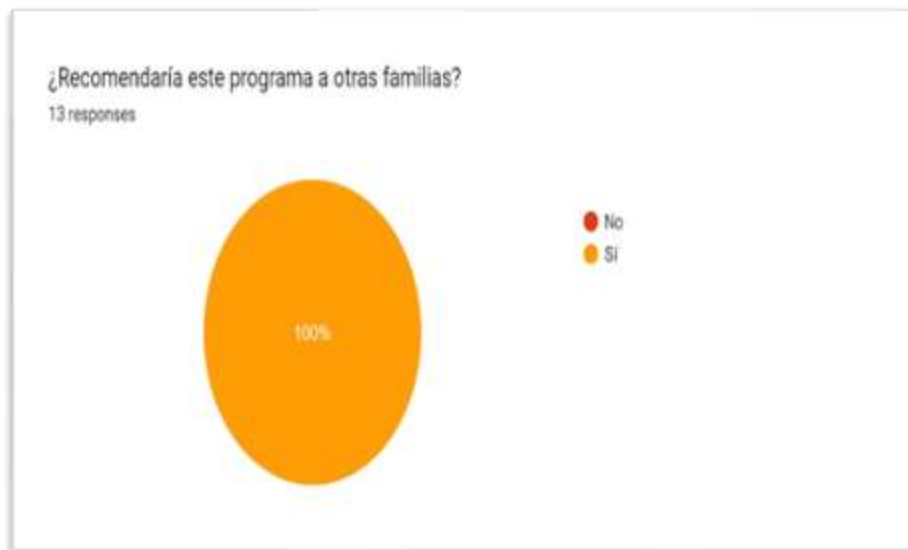
“To have a blast time with new people and see the new speakers there going to be”

## Parent feedback

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In addition to students, parents were also invited to take a survey to rate their experience with the youth summer program and provide feedback.

- 1.) 100% of the parents indicated that they would recommend the youth summer program to other families.





2.) 12 out of 13 parents rated their experience with the program team as “very good.”



3.) More than half of parents rated their experience as "very satisfied" with the youth summer program.





- 4.) 85.3% of parents rated their application experience as “easy” and “very easy” while the other 15.4% of parents rated their application experience as “difficult” and “not so difficult.”





### 5.) What recommendations would you give us to improve the program?

<p>“Por lo q yo he visto y hablado con mi hija tienen básicamente todo.”- Esperanza Moran “From what I have seen and from conversations with my daughter, the program has basically everything.”</p>
<p>“Ayuda con agarrar las tarjetas de débito.”-Mariana Caltempa “More help with getting the debit cards.”</p>
<p>“Es excelente.”-Claudia Galindo “Is excellent.”</p>
<p>“Creo que todo está bien.”-Maribel Gavilán “I think everything is okay.”</p>
<p>“Para mí en lo personal está muy bien cómo está porque los muchachos se informan de todo y a la vez investigan y consiguen mucha información y se dan cuenta de que No deben hacer y lo que si deben hacer.”-Cecilia Batres ““For me personally, it's very good the way it is because the youth are informed about everything and at the same time they do research and they get a lot of information and they are aware of what they shouldn't do and what they should do.”</p>
<p>“Lo están haciendo excelente. yo los felicito. y les agradezco mucho por la oportunidad para los jóvenes. Mi hija lo a disfrutado al máximo.”-Julia Barahona ““You are doing excellent... I congratulate you and thank you very much for the opportunity for the young people. My daughter has enjoyed it to the fullest.”</p>
<p>“Estoy muy agradecida con la oportunidad. Me parece todo muy bien. Muchas gracias”-Elsa Cordova ““I am very grateful for the opportunity. I think it's all very good. Thank you very much.</p>
<p>“Ninguno.”-Magdalena Gaspar “None.”</p>
<p>“We would like more moderators to help out.”-Anonymous</p>
<p>“Más oportunidades de ver cómo trabajan adentro de un hospital los doctores, enfermeras, técnicos, etc. Para que los motive más a tener una carrera eso vi un cambio en mi hijo le llamo más la atención y se interesó más en medicina llego muy entusiasmado en aprender y ayudar a las personas y más los que no hablan inglés como nosotros sus padres.”-María García “More opportunities to see how doctors, nurses, technicians, etc. work inside a hospital. To motivate them more to have a career I saw a change in my son, he was more interested in medicine and became very enthusiastic to learn and help people, especially those who do not speak English like us, his parents.”</p>
<p>“Que después de este programa hubieran más oportunidades de trabajo para los jóvenes.”-Agustina Vasquez “That after this program there would be more job opportunities for the youth.”</p>
<p>“Ampliar más el espacio de el programa para que más jóvenes hispanos puedan participar”-Ismael Plata “Expanding the program's space so that more Hispanic youth can participate.”</p>

## Sponsors and Partner Venues



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