Appraisal

Success was measured by strong team leaders that shaped the outcome of a great summer! Summer Youth Employment Program of 2018 was a great success and definitely a learning experience for many. BronxWorks, Inc. had a total of twelve activity specialists who led the service learning groups for the younger youth component of the employment program. The composition of all the activity specialist team included the following individuals: Anthony Horne, Melinda Garcia, Julio Peters, Melissa Moreira, Enmanuel Perez, Shannon O’Brien, Jennifer Trujillo-Armijo, Essence White, Ocali Catano, Tia Rowe, Shanese Rouse, and Brian Carela. All of the activity specialists contributed a great load and provided an excellent curriculum for all of the program participants who took part of the service learning projects. They were committed and devoted to accomplishing their weekly goals.

Overseeing the activity specialists, there were other contributors to the success of the Service Learning Sites. Danielle Martinez, Site Monitor, assisted with monitoring each service learning site and aided with weekly observations and support. Desiree Sim and Maria Reillo, Program Assistants, assisted with all administrative tasks and duties and active liaison to all sites and program participants. Natalie Villanueva and Jarrell Brandon, Program Coordinators, who oversaw the SYEP staff. Shalima McCants, Assistant Department Director, who oversaw the program coordinators and the entirety of the SYEP Program. A special shout out to all of the older youth front-line staff and program coordinators of the Department of Children and Youth who gave a helping hand throughout the process of the Summer Youth Employment Program. All played a major role to the contribution of the Summer Youth Employment Program and to its success!

“I think my SYEP experience was really good! It helped me to get a taste of what the future would be like when I work.” – Vinnay Pierce, 14 years old, Health & Wellness
Service Learning Groups of 2018

The service learning themes for the Summer Youth Employment Program 2018 was of the following: STEAM, Education/College Awareness & Exploration, Health & Well-Being, and Social Change and Civic Engagement. There were a total of six service learning groups led by two activity specialists for each group. Ultimately, there were 134 Bronx younger youth participants who were enrolled and active in the program. Each service learning site employed about 20 to 25 younger youth participants of the ages 14 to 15 years old. Each service learning group aimed for a successful turnout and made an impact in their local community. The participants took action in representing their theme within their individual projects.

The Summer Youth Employment Program is composed of six weeks and followed by a six-step process from the DYCD Teen Action Curriculum. This six-step process allows for teens to learn and explore the existing issues within their community. Their job is to learn, research, then take action on resolving an issue that exist within their community using their creativity and with the information they have gathered. Our goal is to teach our youth employees the value of civic responsibility and how to connect with their communities and strengthen communities. Each service learning group tap into the interests and needs of both the participants and the communities they serve. Key components found in each service learning groups include formal instruction, content-based learning activities, meaningful youth-designed and youth-led projects, reflection activities and opportunities for youth to serve their community in the best way possible.

“The SYEP experience was a good experience overall because it granted exposure towards what an actual job is like. Despite juggling life, work and its’ struggles, the experience overall was beneficial.”

– Faith Leotaud, 15 years old, Education/College Readiness and Exploration
For all service learning sites, each experienced their own challenges and successes. Truly there were more successes to acknowledge and celebrate. All activity specialists and program participants worked hard for their individual successful outcome. Here are a few mentioned younger youth success stories of the Summer Youth Employment Program of 2018...

“The 2018 edition of The Summer Youth Employment Program (SYEP) brought with it many bright moments, as well as challenges, as would be expected of an adolescent program, focusing on younger teenagers. The teens did excellent work on their Service Learning Projects. Our service learning site also had several visitors who served as guest speakers, on topics ranging from careers, gang violence and conflict resolution, and even dancing, The Latin Hustle. Following are some of the highlights of the 2018 SYEP Health and Wellness Program.”

- Anthony Horne, Melinda Garcia, Julio Peters, and Melissa Moreira, CAPP Program

Several visitors came to the Pyramid Center worksite to deliver presentations to the groups...

On July 17th, Mr. Willie Estrada, a consultant and actor from the hit Netflix Series “The Get Down” spoke to the group about his experiences as a street gang member during the 1970s and their role in the Hoe Avenue Peace Treaty Meeting of 1973. Mr. Marion “Tiny” Frampton, executive Director of “The Black Spades Security and Mentoring Program”, spoke about his organization’s work in the community, feeding the homeless, and participating “Stop The Violence” programs in New York City.

On July 24th, Save Our Streets-Bronx (S.O.S.) delivered a presentation on conflict resolution and discussed their organization and their function with the SYEP teens. They spoke about their role as “peace keepers” deescalating potentially violent situations between gangs as well as individuals not affiliated with organized gang activity, in the South Bronx. They also discussed strategies for avoiding violence and conflict, including the importance of “walking away” from potential conflict.

On July 25th, Mr. Lorence Riley Jr. Visited the program as part of “Job Readiness” ECC presentation. He discussed his 17-year career as a Fire Fighter for The Port Authority of New York/New Jersey, including his experiences, and the qualifications for the job.

“I’ve learned about time management and the importance of workplace etiquette.”

– Ayiana Shaw-Peters, 14 years old, Education/College Readiness and Exploration
“Coming into the summer program a majority of the participants knew very little about college. Through team building exercises and activities such as jeopardy and creating their vision boards, we were able to teach the participants terms such as... SUNY, CUNY, credits, Bachelor’s Degree, Associate’s Degree, lecture halls, FAFSA, syllabus, work study, dorms, campus, dining hall and much more. By the end of the summer, the participants were able to answer questions on, types of colleges, ways to pay for college, different types of majors and advance degrees. More importantly they were able to give back to the community!”

- Enmanuel Perez and Shannon O’Brien, Activity Specialists

On July 11th, Participants had a day of fun at Central Park participating in a college scavenger hunt and playing several other team building games based on the topic of college and careers.

On July 18th, Participants visited The Museum of Modern Art. MOMA exposed participants of modern and contemporary art they have never seen before. This field trip educated participants about art as a field of interest and career choice.

On July 31st, Participants were invited for a tour and explored the Rose Hill Campus of Fordham University. A tour guide gave a full scope of the campus and met several staff member of the university. Participants had the opportunity to ask questions and even to play basketball in the campus gymnasium. Throughout their tour, participants learned what it is like to live on campus, learned about the library system, college classrooms, room and board and the athlete’s lifestyle.

“My SYEP experience was very informative and very enjoyable. Not to mention, I got the concept of having a real job and the do’s and don’ts in a workplace environment.”

- Ryan Arizaga, 14 years old, STEAM
“When participants first started the program, they were unaware on how much preparation goes into the application process. Most of them only knew that if they wanted to be successful, they had to go to college. They were unaware of the different options colleges offer and just how much financial aid is available for those who applied. An important social issue that was brought up was resources for students who may be of first generation, or for those that English was not their first language. The question that participants had were, how can they be successful in college when they have so many barriers against them. Through different lesson plans and college tours (both virtual and in person), they were able to understand not only the college process but realize that there are also different programs that will help them throughout their college process. Participants also figured out how to turn their interests into a career. Since most of them were unsure of what they would major in, they learned through the six weeks that there are many doors within one specific field. Many of the participants were interested in the sports field and thought the only way they can make it, is by applying to be drafted into the big leagues. However, when they went on the Fordham University tour, they learned that there are many sides to the sports industry and if they don’t make it to become a professional player, they can still be in the field such as a manager of a team or handling the business side. Participants left the program with additional knowledge when it came to applications, financial aid and different alternatives to college if they are not ready to pursue higher education after high school such as trade schools.”

- Jennifer Trujillo-Armijo and Essence White, Activity Specialists

Participants attended field trips to expose them to different career fields and interests that they may not have thought of to consider…

On July 11th, The participants learned about music production at Castle Hill Library. The instructor took the time to talk to the group about the music industry and the participants had an opportunity to ask questions. Since the participants were already at the library, the participants were able to read some books about the different fields and read up on the SAT and ACT testing that is required for admission into college.

On July 18th, The participants visited the New York Botanical Garden. They were exposed to the agricultural field through a series of mini-activities that tested their team building skills. Participants worked in teams of five to explore the gardens. The participants were given a tour and introduced to the services offered at NYBG. Many brought up questions on how to get started with a job in this field or if you need to go to college in order to do so. They were able to ask the tour guide and gain more perspective in this field of work.

On July 31st, Participants were invited for a tour and explored the Rose Hill Campus of Fordham University. A tour guide gave a full scope of the campus and met several staff member of the university. Participants had the opportunity to ask questions and even to play basketball in the campus gymnasium. Throughout their tour, participants learned what it is like to live on campus, learned about the library system, college classrooms, room and board and the athlete’s lifestyle.
“The greatest highlight in the program came in the completion of the program, as participants took pride in the work they accomplished. Throughout the program students felt their artistic work did not meet their creative expectation of what qualified as acceptable art, so when they finally gave themselves permission to find the beauty in their own work it was a great moment for all.”

- Ocali Catano and Tia Rowe, Activity Specialists

On July 11th, The participants visited Little Italy in the Bronx, where they viewed major mural works in the Bronx and were given the opportunity to practice using aerosol paint at Tuff City. Graphic and graffiti artists from Tuff City spoke to students about this art form and participants were given a guided tour.

On July 18th, The participants traveled to Brooklyn where they visited the Bushwick Collective, the largest collection of public murals in NYC.

On July 25th, The participants explored the Metropolitan Museum of Art. The participants were exposed to different art styles and art history.

“My SYEP experience was great! I met new people and got along with my fellow peers. I also had fun while working here.”

- Perrion Mizell, 14 years old, Health and Wellness
"The main goal of the History Makers Program at Fordham University is to give the enrolled participants the opportunity to conduct research at the college level, explore the history that New York City has to offer and present service learning projects created to better serve their local communities. At Fordham University, participants were immediately engaged in team building activities, created community guidelines and were given a rundown of the program's curriculum. The participants were mentored by Fordham University students Samantha Hamilton, Nemesis Dipre, Kiera Finn and Hira Hassan. The program was coordinated by Fordham University students Vanessa Reyes and Magdelena Valenti directed by Scarly Rodriguez and BronxWorks CAFÉ Program team members. The participants, along with their mentors, took excursions that aided their lessons and taught them how to turn community resources into educational resources. They visited places such as Schomburg Library, the Metropolitan Museum of Art, Museum of the City of New York, American Museum of Natural History, and Whitney Museum. All the activities that were done gave the staff a chance to expose the participants to different resources for their service learning projects. The final week of the program was dedicated to education and self-awareness. We hosted workshops on emotional wellness, communication, financial literacy, and college and career readiness. The participants were given the opportunity to tour the Google campus in New York City. During the tour the History Makers learned about the different career paths Google offers, some history of Google and the significance of the data exhibited throughout the building. At the end of the tour the History Makers were given a workshop on coding and animations. The workshop gave them insight on how coding works to build the different things we see in animations, websites and commercials.

A major highlight for the history makers was participating in a social justice, “Our Lives Matter.” They did a silent sit in at Fordham Plaza and used signs and chalk drawings to make sure they got their point across. They received positive feedback from onlookers.

- Shanese Rouse, Program Coordinator
Celebration Week

Service Learning Presentations

Saving Our Community with Nutrition and Fitness

All service learning groups accomplished a well though-out presentation for their culminating service learning project. During week 6 of the Summer Youth Employment Program, participants were acknowledged and celebrated for their hard work and dedication. The service learning presentations were a great turn-out and was supported by Staff, BronxWorks Community, and the local South Bronx community.

Here are some highlights of Celebration Week…

The first service learning project was presented by Health and Wellness Group 2 on Monday, August 6th of 2018 at the Carolyn McLaughlin Community Center Gymnasium. The group completed their service learning project on “Nutrition and Fitness”. The participants wanted teach the community about how important exercise and nutrition is when it comes to living a long and healthy life. Here are some of the topics presented…

• The Course
Participants discussed the importance of making exercise fun. The participants created an obstacle course that allowed the audience to do different exercises while being timed. This allowed the audience to see the importance of exercise and how it can be beneficial in many ways.

• Nutrition/Fitness and Mental Health
This section focused on how exercise and nutrition can affect your mental health. The group focused on mental health issues such as anxiety and depression and how nutrition and exercise can help individuals cope with some of these symptoms.

• Reading Food Labels
This section focused on how to teach the community to read food labels. This allowed the audience to see the importance of reading food labels and how this can help when making healthy decisions when buying produce. The participants also allowed the audience to see healthy vs unhealthy foods.

• Sleep
This section focused on how sleep positively impacts overall physical fitness and wellbeing. These young people focused on identifying what sleep is, how is it important to maintaining adequate health, how much sleep is recommended nightly, and how is sleep related to muscle regeneration and rest. They engaged the audience by introducing this information to them, answering questions, and also created a survey that was administered to gauge what the audience knew about sleep as it pertains to health.
The second service learning project was presented by Education/College Readiness and Exploration service learning group on Tuesday, August 7th of 2018 at the Carolyn McLaughlin Community Center Gymnasium.

One of the major issues amongst teens in their community is the lack of knowledge in college awareness and career options. For instance, participants did not know what majors or minors were, participants did not know what kind of facilities and resources that exist in colleges and participants did not know much about the college application process. There were also many who were not interested in college and did not know of any alternatives to higher education. In order to confront this issue, the participants decided to build their own dream university as their service learning project, “Chase That Bag University.”

Throughout the six weeks, participants learned about what makes a university and outlined their own needs and what should be included to their dream university. Participants created their application for “Chase That Bag University;” participants reviewed applications from a few major schools in the city and realized that the applications were too long, and asked for too much. Participants condensed their own application to just two pages and made the application free for those who are interested in applying to their college. They also added more than one campus library because they believed that students need more spaces on campus to hold study sessions and to accomplish homework assignments. For those participants who were unsure if college was in their future, it was important to add different trade schools right on campus, where they can take hands-on classes in different fields and have the option to transfer into the university if they chose to after completing the trade school requirements.

Participants were able to come together to create one piece for presentation week. Some participants were able to take on leadership roles while others were able to show more of their creative side and take lead on painting and creating the college. There was a sense of accomplishment because participants created everything from scratch and they were able to apply what they have learned into practice. Participants ended their presentation with a home versus visitor basketball game. Their home team, “CTB Varsity Team” which included participants of the College Readiness service learning group versus the visitors of whom were participants from other service learning groups and youth from the local community. Participants even included their own ‘Chase That Bag University” mascot.

A special thanks to Justin Lavan, EXCEL Case Manager and Jermaine McKenzie, Youth Employment Coordinator who volunteered to referee the home versus visitors’ basketball game.
The third service learning project was presented by Health and Wellness Group one on Wednesday, August 8th of 2018 at the Carolyn McLaughlin Community Center Gymnasium.

The group did their service learning project on the theme of “Adolescent Reproductive and Sexual Health”. The group was divided into four sub-groups which presented on “Teenagers and Sex Trafficking” “Consequences of Teen Pregnancy”, “Teens and Drug Use”, and “Street Gangs.”

- **Teenagers and Sex Trafficking**
  This sub-group focused on the impact of human trafficking for sexual exploitation and abuse on the adolescent population. The group presented a pantomime focusing on a young girl who was lured to the city under the guise of a modeling job, then abducted and forced into sex work. The group followed with a presentation focusing on statistics of human trafficking and sexual exploitation among teenagers both domestic and globally.

- **Consequences of Teenage Pregnancy**
  This sub-group presented a skit focusing on two teenagers – one male, the other female – who had unprotected sex, resulting in pregnancy. The skit focused on the pregnancy from both the mother and father’s perspective. The group presented statistics on Teen pregnancy, as well as organizations that can assist teenagers who become pregnant.

- **Teens and Drug use**
  This sub-group focused on teenagers and substance use to include information on alcohol and tobacco, both of which are gateway drugs leading to other substance use including cocaine, heroin and marijuana. The group included statistics on prevalence of use by teenagers, and its social, physical and emotional consequences.

- **Street Gangs**
  This sub-group discussed the history of teenage street gangs beginning from the 1800s to the present day. The presentation included the correlation between sexual risk and gang activity and affiliation, including the prevalence of sexual abuse and sexual exploitation among female gang members.
The fourth service learning project was presented by STEAM service learning group on Wednesday, August 8th of 2018 at the street corner of 167 Deli Gourmet at 98 East 167th Street in the Bronx.

The goal of this year’s S.T.E.A.M. program was to incorporate the Arts in a powerful way which included the community BronxWorks serves. And so, the creation of a mural was selected.

The property owner of 167 Deli Gourmet, Mr. Ali, allowed for the STEAM participants to utilize his property for their service learning project. The participants worked hard to create an art design for a community mural. The service learning group’s goal is to add color and life to their community through art. Much of our city’s properties or private properties are vandalized with graffiti and/or not taken care of and is viewed as a consistent problem within our neighborhoods. The participants’ vision was to instead beautify their community with art that exemplify their neighborhood, borough, and city in the best way possible.

The outcome of the service learning project was a 6-foot by 12-foot mural with the description of “The Bronx” with New York City Subway references around the borders. The words resemble of the Bronx’s history with culturally diverse communities.

Here is a display which shows the process of creation of the community mural…
The fifth service learning project was presented by Education/College Awareness and Exploration service learning group on Thursday, August 9th of 2018 at the Carolyn McLaughlin Community Center gymnasium.

The participants decided they wanted to create care packages for incoming college freshmen going away to college, as their service learning project. These care packages were especially made for homeless college students or students in need of school supplies. The participants spent time creating the actual package using shoe boxes. The participants then decorated the boxes and filled them in with products they believed would be essential for an incoming freshman. Some of the products inside the boxes were of the following: journals, notebooks, air freshener, calendars, notepads, deodorant, food storage containers, writing utensils, highlighters, binders, and much more. The participants then donated these care packages to incoming college freshmen with the help of Kips Bay Boys and Girls Club and BronxWorks, Inc.

Alongside their care packages, the participants created a vision board of their dream college. The participants decorated their boards with everything they would want their dream college to include. Each individual participant presented their college vision board along with their college care package.

The presentation was ended with a step and stroll expo performed by the brothers of Lambda Sigma Upsilon Latino Fraternity Incorporated. The brothers of LSU displayed a glimpse of the college greek life culture. The four performers represented four different colleges: University at Albany, University at Buffalo, Utica College, and SUNY Oneonta. BronxWorks staff who were also greek members represented their greek organization and wore their individual paraphernalia. Their presentation served as a highlight because the participants finally displayed their work to the community.

The parents of Jocelynn Melecio came and supported the presentation
This Social Change and Civic Engagement service learning group consisted of weekly mini presentations that the participants would use as content to build an overall presentation at the end of the program. The participants attended field trips and utilized the Fordham University library to build the skill of combing their field information with their research to create a well-rounded presentation. The service learning presentation took place at the McGinley Ballroom, Fordham University on August 2nd of 2018. The final presentations were broken into four categories in which they addressed social justice: Self Care, the Bronx is Still Burning, Cultural Bias in the Classroom and the School to Prison Pipeline.

Self-Care: This presentation focused on self-care in the communities of color and the lack of mental health awareness in these communities. The lack of knowledge on mental health within these communities can leave open a space for this demographic to fall into bad situations.

Bronx is Still Burning: This topic was addressed by informing the audience on what the “Bronx is Burning” statement stemmed from and how the Bronx may still be burning because of its struggles today. Participants addressed gentrification and health issues in the Bronx and how there should be more social change in addressing those categories.

Cultural Bias in the Classroom: This presentation addressed how the classroom is often not built for immigrants to prosper. There are biases when it comes to the classroom resources and areas to succeed for students who are immigrants, students of color or immigrants. The participants focused on how students should be the ones to start the change.

School to Prison Pipeline: The participants focused on where the school to prison pipeline stemmed from and how it is still a huge problem. They presented solutions for the issues and displayed how each would improve relationships for the community and police officer relations.

During summer the participant’s biggest accomplishments were improving their speech and presentation skills. Taylor Thomas, CAFÉ Program Coordinator, the Fordham staff and Shanese Rouse, worked with the participants so that they would be able to give a college level presentation. There were four groups among the participants and they gave their presentation to family, friends, mentors, BronxWorks Staff and Fordham Staff. It was great to see how they all individually grew and gained confidence over the course of the summer.
This year, SYEP was partnered with the DOE and Career Clue. BronxWorks was one of many providers chosen to partake in this partnership. We were partnered with Bronx International High School and The Knowledge House which was our Career Clue CBO. The Knowledge House provided students a curriculum of Introductions to technology which covered the topics of Digital Literacy and Digital Fluency. The participants' end goal was to build their own websites along with fulfilling their websites with content and data from their service learning experience. Amongst a group of about 18 active participants, four small groups were able to present their own original website showcasing their group’s research on their product and service learning outcome.

Career Clue at Bronx International High School was led by three men – Kris Harris, Guidance Counselor at BXIHS; Elvis Garcia, Knowledge House Instructor; and Brian Carela, Activity Specialist.

The service learning project to this course is to take lack of digital literacy in the students’ local neighborhoods and use digital tools to solve such problems. Students have chosen topics on their own for their projects. For example, Unlock Your Face was about software to use facial recognition technology to unlock your phone as opposed to pin codes, simple swipes, etc. This was proposed as a security issue, because anyone can figure out your pin code or swipe pattern and have complete access to your personal device, but nobody has your face. This would solve that problem of lack of complete security on personal devices. The outcome are websites to advertise what their product/solution would be, filled with content such as a pitch deck (video) to pitch their idea, what their Milestones would look like, who their Key Partners would be, what their Success Indicators would be, and so on. There were four sub-groups in total which included Unlock Your Face, Immigrant Superhero, Smart Adapter, and Cover Tech.
Highlights

Overall Accomplishments:

- Students learned HTML, CSS, and JavaScript to build websites
- Students learned about various digital tools available to them in everyday life
- Students learned what common digital tools are uncommon in their own neighborhoods
- Students completed websites based on digital tools that can be used in their neighborhoods

Field Trips

Participants attended field trips to The Knowledge House, Google, Duro, Per Scholas, BronxWorks, Inc. and T-Mobile. All of the trips helped participants learn more information about the subject of digital literacy and digital tools. Participants conducted community assessments and surveys for the trips they assisted. This data collected aided with the content for their team’s websites and digital products. A highlight during the Duro trip, Mohamed Kuoadio had a good conversation with the guest speaker that day, and managed to get a business card out of it.

Career Clue participants from Bronx International High School
(Left to Right) Elvis Garcia, Nohely Perez, Brian Carela, and Kris Harris
CAREER CLUE

Iandra Diaz
Despite leaving a week early, she did an incredible job leading her group throughout all group activities. She was always open to communication, doing her best to keep her teammates on the same page on a daily basis, and she demonstrated the ability to be a strong leader.

Mohamed Kouadio
He does a great job at networking. He asks very smart questions during lectures and guest speaker presentations to help further inform the class.

Quazi Hedayet
He was very excited and engaged throughout the program. Even at the end, he was always making sure that the final project of his group was of great quality, and was the only student to ask for the pictures taken throughout the course out of personal interest.

EDUCATION/COLLEGE READINESS AND EXPLORATION

Tyler Madigan
Tyler was able to bring enthusiasm and life to their presentation by acting as a tour guide when it came to presentation day. He was more than happy to take on this role himself as his original assignment was to keep traffic moving from table to table. However, he was passionate about their college that he made sure that everyone who came to their presentation was taken care of and answered any questions they may have.

Norbert Santana
Norbert was active in participation as well as taking leadership roles when it came to field trips. He would often make sure no one was left behind when it came to transferring to a different train and he was always first to participate when a task needed to be done. He was always willing to lend a helping hand amongst his peers as well.

Ayiana Shaw-Peters
Ayiana was quiet at first and was not participating as much as her other peers. However, as the weeks went on, she grew more comfortable and was participating and getting all tasks done and asking if there was anything else that needed to be done. She was aware of time and deadlines which made her a great asset to the service learning project as she was a timekeeper and made sure everything was on track.

Nyequa Ndique
Nyequa loved to chat with her fellow peers and got along with everyone in the group. She is a star participant because she often times took on leadership roles such as leading a team building activity with the group.
HEALTH AND WELLNESS GROUP 1

Nadrata Abdul-Salam
This was Nadrata’s second summer with the program, and as in the previous year, she displayed a solid work ethic, maturity, preparedness, and pleasant disposition that was the major contributing factor to the success of her service learning project team.

Mercedes Jones
Mercedes was initially, extremely quiet, and isolated herself from the group. As the SYEP staff got to know her, she disclosed several issues and events in her life that accounted for her withdrawn demeanor. As the summer progressed, while she always remained a quiet person, Mercedes began to assert herself more. Mercedes was responsible for gathering the majority of the data for her service learning team. Their service learning project on “Teenage Sex Trafficking and Sexual Exploitation” was one of the most well received, and this was due to in no small measure, to Mercedes’ research.

SOCIAL CHANGE AND CIVIC ENGAGEMENT

Elisabet Guerrero
Elisabet is considered a star participant because she was one of the youngest participants to be in the program, but she was the most improved for the summer. She was quiet at the start but quickly became comfortable within the group. During educational activities, she always had a lot to write but never contributed to the conversation until she realized she would always receive positive feedback and criticism. From that point on she wanted to be more involved and improve. She took the initiative on her own to develop her speech and research skills. During her final presentation she dominated the group and exhibited so much confidence. We as a staff were very excited for her.

EDUCATION/COLLEGE AWARENESS AND EXPLORATION

Jaydan Mendez
Jaydan displayed the biggest improvement in the group from start to finish. One could see the difference in his actions, but more importantly in the effort he put in on all his projects. Jaydan grew as a person throughout the summer and one could see that in his service learning project presentation.

Jocelynn Melecio
Joceline was a participant who always gave 100% when it came to her work, no matter how small or large the task. She needed very little help when it came to her work and always offered her assistance to her co-workers. She was always on time and ready to work.

Chelsy Rodriguez
Chelsy was always quiet but her work always spoke volume. She was another participant who needed very little guidance or help when it came to her work. Chelsy always went above and beyond when it came to everything she did and it reflected in her projects all summer long.
HEALTH AND WELLNESS GROUP 2

Elijah Nunez
Elijah Nunez was one of the students that had returned to Health and Wellness SYEP at The Pyramid. Elijah was familiar with the content and also was comfortable with his surroundings. Although this was a good thing, he was a bit laid back when it came to doing his work. We explained to him because he was familiar with the content he would be able to help others. Elijah became group leader for his group, and they were able to create an amazing obstacle course that helped the audience understand that they can make exercise fun.

Samaiya Artis
At the beginning of SYEP, Samaiya was quiet but also did not see the importance of doing the Service Learning Project. As time went by, Samaiya became much more talkative and started to be more involved in the service learning project. She worked with her team well and we started to see that she enjoyed. We explained the importance of the service learning project and how they are giving back to the community and she understood. She became an active member in her group.

Gabriel Adorno-Cruz
At the beginning of the SYEP program, Gabriel was fairly quiet and to himself often, however, by week 2 Gabriel stood out amongst his peers. He actively participated, worked very well within the smaller and larger groups, and assisted us in any other task we asked of him. He is a proven leader, and alongside his service learning project team created an incredible obstacle course that truly impressed our SYEP group, as well as the others in attendance.

Tamba Jagana
Tamba came into this SYEP program with a mature demeanor that differed from that of his peers and this made it very easy to work with him this summer. He gelled well with others in the SYEP health and wellness group, however, when it was time to work he was attentive and gave little to no push back if asked a question or to do something. He was a standout leader in his service learning project group, and played an instrumental role with identifying the muscles to research, obtaining pictures, etc.

STEAM

Keishlyan Carrero Detres, Mohamadolamen Sillah, Danielle Lindsay, and Shanna Guzman
All four of these participants were super engaged and invested to the service learning project. They carried a mature demeanor and really contributed to the overall success of the community mural as their service learning project. These participants were consistent with attendance and always were actively participating in all group activities. They have proven to carry strong leadership values and played strong roles within their group.
Acknowledgement

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THANK YOU!

SUMMER YOUTH EMPLOYMENT PROGRAM 2018

- Natalie Villanueva, Program Coordinator for Younger Youth Component