INNOVATIONS IN SUMMER YOUTH EMPLOYMENT TO SUPPORT SCALE, EQUITY, AND QUALITY

By Jessica Bynoe & Keith A. Howey

MAY 2021

"Yesterday, I completed my Career Explorers Program with PENCIL, Inc. This was such a great experience, and I am now not only interested in Artificial Intelligence, but I have an interest in Software Engineering. I started to develop and application using Swift and I would like to thank Meshach for being such a great mentor! This is the start of an amazing computer science journey.

Evolone, Rising College Freshman, Howard University

"I can now go to my mentor if I ever need financial advice. And my mentor connected me with a woman in hospitality management at Hilton who said she would recommend me for an internship with them.

Ana, Rising College Freshman, St. Francis College

"This has influenced my career goals by expanding my knowledge on the jobs in the medical field such as research analyst and biomedical scientist.

Arielle, Rising High School Senior, Midwood High School

"The Career Explorers program allowed me to conduct meaningful research with a helpful mentor virtually. I learned how to create a website, how to gather and analyze data, and programming (python). Most importantly, I gained confidence in public speaking and my mentor was the absolute best.

Tin, Rising High School Senior, The High School for Math, Science & Engineering

"I now know people in an industry I am interested in through both the PENCIL networking event and the people my mentor individually introduced me to.

Khushi, Rising College Freshman, Cornell University

"The Career Explorers program has helped me tremendously by equipping me with the proper tools to market myself for future job opportunities.

Antony, Rising High School Senior, The Bronx High School of Science

"I gained more confidence in myself and improved my public speaking and overall communication skills.

Emily, Rising High School Senior, Eximius College Preparatory Academy

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For over 25 years PENCIL, a New York City non-profit organization, has been creating and managing programs that bring together students, business leaders and educators in innovative programs that connect students to success. PENCIL has worked with over 37,000 students increasing their access to mentors, skills, and opportunities. Since 2007, over 5,000 of those students have participated in PENCIL's summer internship and employment programs.

PENCIL's experience providing summer employment started with a small cohort of students working at a single company—Taconic Partners. Within a few years, PENCIL was engaging over 100 high school interns annually. Known as PENCIL Fellows, they received hours of training and preparation followed by high-quality summer internships at businesses across the city. Throughout the summers, PENCIL team members were available to students and employers to ensure a successful experience for all. By 2015, PENCIL became one of New York City's Department of Youth and Community Development's Ladders for Leaders providers, placing close to 500 high school and college students in summer internships. PENCIL's training and supports have been especially favored by students and employers because of the rich experience students get with corporate volunteers from many businesses during their training as well as the emphasis on creating an authentic sense of belonging for students as they enter new, often unfamiliar, and previously inaccessible places of business.

After placing 589 students in internships in 2019, the PENCIL team started 2020 preparing to once again place over 500 students in paid summer internships. With the advent of the pandemic, the economic downturn that followed, and overall uncertainty in the city, summer internships were on fragile ground by early spring. In April, the city announced the cancellation of the Summer Youth Employment Program.[i] Throughout the spring, major corporations were disbanding summer internship programs. By May, many workers and students were experiencing fatigue with remote work and learning, leading to questions about how students could thrive in summer programs after an exceptionally challenging school year.

Challenge Breeds Opportunity

While the challenges facing high quality summer employment programs were very real, PENCIL was determined to continue to serve New York City students – especially since the need was even more acute. PENCIL took the opportunity to critically reflect on and reevaluate its program models in the context of new and existing underlying challenges in the landscape of summer internships.

Internships at scale have always been a challenge in New York City. While city funding and public commitment have increased over the last 20 years, the available supports and resources still only serve a fraction of eligible New York City youths. The Summer Youth Employment Program (SYEP) serves young people between the ages of 14 and 24.[ii] Conservatively, there are 950,000 young people eligible for the program in the city. Even with SYEP engaging dozens of providers committed to 70,000-100,000 summer jobs for young New Yorkers, that effort leaves behind more than 90% of eligible youth. Most often, the youth being left behind by this system are young people of color from traditionally under-resourced communities.[iii]

The problem of scale is further compounded by the limited pool of job placements for young people. It is not enough to commit to summer employment through government- or grant-funded programming. Local businesses, non-profits and city agencies must have room, capacity, and interest in employing young people from New York City each summer. While many express either an altruistic interest in hosting students or, better yet, understand the strategic benefit to employing local students to support a diverse talent pipeline, there are simply not enough placements to go around. Most of the large firms have nationally or internationally competitive summer employment programs that favor college students while smaller businesses simply do not have the capacity to supervise and support interns at scale.

Further adding to the challenge, hundreds of non-profits and city programs reach out to the exact same employers over and over clamoring for a handful of positions for "their" students. Each provider has, as a result, built its own processes to source jobs as well as recruit, train, prepare, and place students rather than pool resources and infrastructure to reach economies of scale and impact. The competitive marketplace has led to confusion among companies, distrust in sharing relationships among organizations, and uncertainty among students who are unsure which program will be their best bet.

Even after students wade through the confusion of a decentralized summer employment process, they confront additional challenges of inequitable access to top-notch positions, bias in hiring processes, inflexible program requirements, and unfamiliar paperwork to document everything from family income to GPA.

For years, stakeholders in summer youth employment have said there needs to be a better way. There have been working groups and taskforces to try and solve these issues and breed more collaboration. Nevertheless, it was not until the necessity of the moment, in the face of a pandemic and the possibility of no summer employment at all, that groups truly found ways to innovate programming, relax requirements, and work together.

Throughout the spring and early summer, the PENCIL team worked tirelessly with new partners and new models to secure paid work experiences for students while also considering sustainable solutions to the challenges that have always plagued summer youth employment. Ultimately, PENCIL successfully placed 342 young people in paid summer work experiences through four programs - Remote Internships, Career Explorers, SYEP Summer Bridge, and a partnership program with New Visions for Public Schools. Additionally, PENCIL provided enrichment and training for an additional 700 students who were enrolled in SYEP Summer Bridge with other providers.[iv]

A Model for Consideration: Career Explorers

One of PENCIL's most successful innovations was the creation of the Career Explorers program. Through the Careers Explorers program, PENCIL served 46 high school students and engaged more than 99 volunteers from 16 companies. PENCIL created this model in response to the decreased availability of traditional internship placements by designing a paid simulated internship program with high-quality, high-touch, work-based learning that was decoupled from a business placement.

As Career Explorers, students engaged in work-based learning under the direct supervision of PENCIL staff. Students participated in industry-specific projects and were each paired with a professional mentor who provided regular guidance and feedback, as well as created networking and career exploration opportunities. Students worked on capstone projects in industries like real estate, law, community service, finance and others and received regular support on these projects from their mentors. Students also engaged in enrichment activities as part of an industry cohort to connect, share experiences, and support their peers' project development. Career Explorers worked approximately 100 hours over the five-week program and were paid a $1,500 stipend.

One the other hand, Remote Interns were employed at actual companies or nonprofits and received an hourly wage of $15 or more. As with traditional internships they had a supervisor whom they directly reported to and completed tasks and projects as assigned. The interns were individually accountable to the company or organization they worked for and had few touchpoints throughout the summer with PENCIL staff to troubleshoot any challenges and ensure their experience was fulfilling. Interns worked in a range of industries and positions and completed work that included tasks such as research, writing, analysis, data entry, communications, design, virtual meeting support, etc. Remote Interns were also invited to participate in PENCIL enrichment activities throughout the summer such as career panels.

While successfully implementing Remote Internships during a pandemic is itself notable, the ability to expand offerings through Career Explorers was a true accomplishment. Career Explorers offers a unique blueprint for PENCIL and other partners to examine as part of the solution to scaling high-quality summer youth employment in New York City. Decoupling the experience from a placement inside a business means many more positions can be created so long as there is a volunteer base and community partners available to facilitate. The virtual aspects of the program allow New York City to tap into a global volunteer pool, even further expanding the number of potential opportunities that can be created. The ability to hold the experience closer to organizations well versed in youth development and education leads to less variability in youth experience and stronger, more consistent outcomes. Finally, it is a scalable model that can be implemented by multiple organizations at once, especially if existing resources are leveraged for student stipends and centralized volunteer engagement functions are embraced.

Outcomes and Results

Not only does the Career Explorers model solve many of the marketplace challenges that have plagued internships, but it also creates strong, if not stronger, outcomes for students than Remote Internships. The program provides students with scaffolded peer and professional networks, so supervisors do not become the sole sources of mentorship. Well-defined work-based projects ensure students develop essential skills in a youth-focused and structured environment. Providing students with exposure to a wide variety of professions through cohort and networking sessions ensures students are not limited to learning about a single industry or company. PENCIL's outcome measurement is guided by our Theory of Change which asserts that if students are provided the "*Keys to Success*" - developmental relationships, essential skills, and access to opportunities - they are more likely to fulfill their aspirations and potentials.

Pre/Post Index Scores for Interns & Career Explorers Together
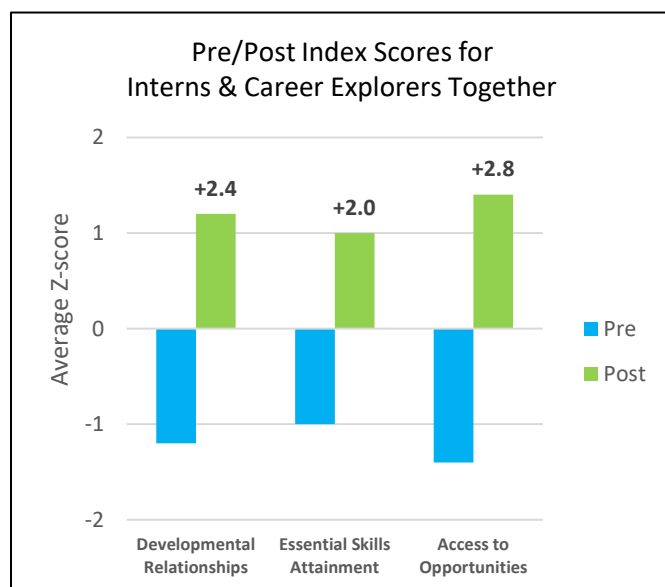
To measure student growth, PENCIL provided students with surveys before and after their involvement with the summer programs.[v] These surveys included three sets of research-based questions measuring PENCIL's *Keys to Success*. Index scores were separately standardized – negative scores indicate an asset deficiency compared to other measures whereas positive scores indicate asset strength. Overall, 81% of participants saw an increase in at least one of PENCIL's *Keys to Success*. When the programs were analyzed in aggregate, PENCIL saw significant increases between pre and post program measurements in all index scores. As indicated in the following data, when disaggregated, each program saw unique growth between pre and post measurements.

Developmental Relationships

Relationships have the power to create the opportunities young adults in New York City need to succeed. As defined by the Search Institute, developmental relationships are close connections that help young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them.[vi]

While PENCIL team members were available to all summer participants, they served as direct supervisors for Career Explorers participants – keenly focusing on the development and achievement of participants. The Career Explorers program also provided participants a peer cohort to brainstorm and support projects and individual mentors who facilitated weekly check-ins, responded to student outreach, and participated in weekly cohort activities. This is compared to internship programs where supervisors have varying amounts of time and youth development skills to focus on the mentorship of their interns.

Overall, the scaffolding of developmental relationships through the Career Explorers program elicited a higher impact. During the baseline measurement, participants in both programs began with a moderate deficit in the Developmental Relationship Index - Remote Interns scored slightly lower (-1.5) than Career Explorers (-1.1). Career Explorers almost doubling the impact versus the Remote Internship program (+4.5 versus +2.7). Furthermore, 64% of Career Explorers respondents *strongly agreed* they were able to connect with professionals from other teams and departments. Only 34% of Remote Internships respondents *strongly agreed* with the statement.
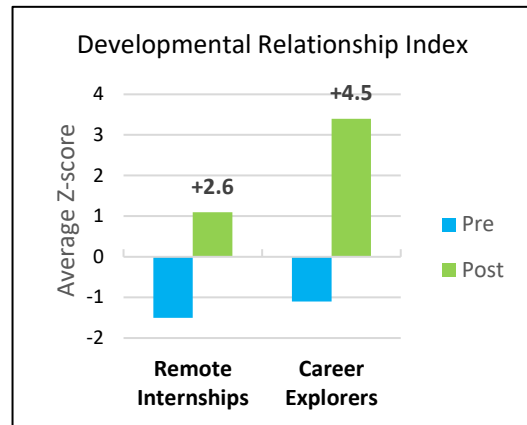
Essential Skills Attainment

PENCIL helps students attain skills business professionals find critical to succeed in today's workforce. To attain these essential skills, students must understand their ability to increase intelligence through effort. Carol Dweck coined the term "growth mindset" as this understanding of personal growth.[vii]

Internship programs support skill building through real world projects. However, essential skill attainment relies on well-defined projects and guidance, which internship programs cannot guarantee. Career Explorers gained work-based experience through the completion of capstone projects that included defined learning goals, research-based work, peer collaboration and weekly milestones resulting in a final deliverable that students presented to their cohorts.
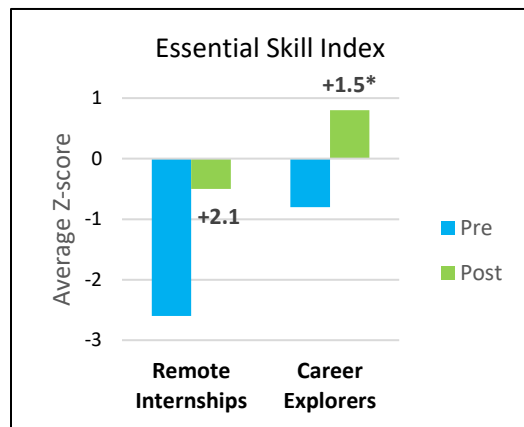

Though participants of the Remote Internship program came into the program with a severe deficient in the Essential Skills Index (-2.6), both programs saw a statistically similar impact in this area. Remote Interns still ended the program with a mild deficit in the asset (-0.5). On the other hand, while it appeared Career Explorers were able to develop this asset (+0.8), this growth was not proven statistically significant. When asked if they were able to learn how a business operates during the program, both programs had similar rates of agreement: 60% of Career Explorers responded *strongly agreed*, and 52% of Remote Internship respondents.

Access to Opportunities

Though opportunities exist for New York City's young adults, many students do not have sufficient access to them. With little access or knowledge of diverse professionals and career pathways, young adults' career aspirations are shaped by family, media, and stereotypes with little connection to additional workforce needs. Exposure to new industries have been shown to increase interest in industries and trades students would otherwise not consider.

Career Explorers had the opportunity to explore new careers by participating in a series of weekly career webinars spotlighting different career paths, industries, and businesses. Students also gained exposure to new opportunities through their mentors' networks. Exposure to these new opportunities have been shown to produce the cultural capital and sense of belonging that helps students succeed in the future. Most internship programs cannot provide a similar level of access to career paths, industries, and businesses – limiting the exposure young adults receive in the program.

Career Explorers came into the program with a lower baseline score in the Access to Opportunity Index than Remote Internship participants (-3.1 versus -2.0). However, this group saw a greater overall impact in this area—more than doubling the asset improvement over Remote Internship respondents (+4.9 versus +1.9). Remote Internship respondents' growth in this area was not statistically significant. Furthermore, 96% of Career Explorer respondents agreed that they were more interested in exploring a career in the industry that was their primary focus during the program compared to 73% of the Remote Internship respondents.
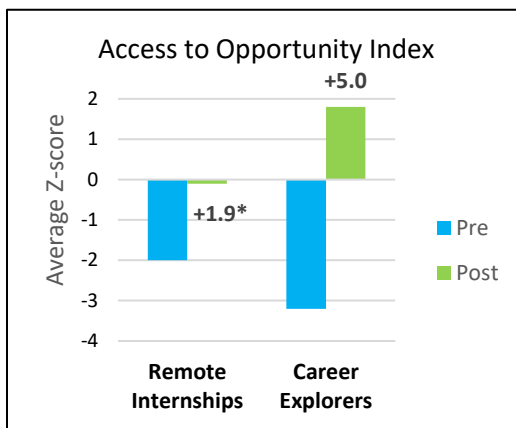
Demographic Considerations

Demographics shaped the baseline assets students came into the programs with as well as their growth throughout the program. Though there are limitations in our data, we captured a few important trends.

Gender

Female participants across all programs came into the program with lower developmental relationship and essential skill index scores than their male counterparts. Though female participants saw a greater improvement in these areas, they still lagged at the end of the programs.

Females were more likely to *disagree* with the statement "someone always stands up for me," while males were more likely to *strongly agree* that they "had the support needed to overcome tough situations." These two questions point towards research that suggests that females tend to have fewer mentors early in life and that this trend continues throughout a woman's life impacting leadership opportunities.[viii]

Male participants were also more likely to *strongly agree* with the statements "I have a clear vision of what I want to do when I grow up" and "I have everything I need to live up to my full potential." One possible cause of this is the persistence of a confidence gap between males and females.[ix] Research suggests this disparity in confidence begins early in young adults' lives and persists through their careers.

Race / Ethnicity

Coming into the program, Hispanic and Asian students also scored lower in the index measuring their access to opportunity. Though Asian students saw a significant increase in this index during the program, Hispanic participants continued to lag compared to other groups. Black students also did not experience significant growth in the access to opportunity index. Though not a statistically significant difference,

English Language Learners (ELL) did not fare as well as those students where English was spoken at home – particularly in the Developmental Relationships and Essential Skill Attainment indices.

Much of the disparity in baseline assets and growth stemmed from students' self-reported comfort speaking to corporate professionals. This data is consistent with other research that points to the underrepresentation of Black professionals in corporate America and the persistent barriers they encounter in this space.[x] This trend is further demonstrated by a lack of diverse representation in volunteer and mentoring cohorts.[xi]

Program Improvement

PENCIL is committed to continuously improving our programs. Though Career Explorers provided strong impact, we believe that there are opportunities for the program to improve. The following recommendations are based on preliminary research of the Career Explorers program.

Recommendation One: Diversify Mentor Base

Black and Hispanic students in both programs did not fare as well as their White and Asian counterparts. A possible reason for this trend is the limited diversity of our volunteer base. PENCIL should explore innovative methods of recruiting Black and Hispanic volunteers to better match the student population. PENCIL should also consider providing opportunities for underrepresented populations to discuss their unique experiences. Preliminary data from ELL students, also suggests creating opportunities for non-English participants to express themselves in the language they are more comfortable may improve outcomes.

Recommendation Two: Incorporate Confidence Building Activities

Confidence continues to be the number one skill students wanted to improve across all of PENCIL's programs. The disparity in baseline measures suggest females are coming into our programs with a considerable disadvantage. Though females improved in our programs, they remained behind their male counterparts. Incorporating activities that promote confidence and allow students to reflect on their positive attributes and growth throughout the program may improve program impact. Explicitly discussing confidence bias and imposter syndrome may further increase gains.

Recommendation Three: Provide College and Career Readiness Training

Our preliminary analysis suggests students benefit from structured college and career readiness training supported by various adult mentors. In other programs at the organization, PENCIL has successfully tested two models of college and career readiness training – intensive training held within a few days versus many shorter training sessions over several weeks. Exploring how best to incorporate these training methods into the Career Explorers framework may help students develop the essential skills that support success through the program.

Looking forward: Career Explorers as a Solution to Scale, Equity, and Quality

While Career Explorers may have been created as a solution to a challenge precipitated by a unique set of circumstances during the pandemic, as a model, it has the potential to do more than be a program to fill a temporary gap. Furthermore, the program improvements and enhancements that PENCIL has identified may improve the model's ability to achieve even stronger outcomes for young people than in the pilot year. Given the fact that Career Explorers greatly outperformed Remote Internships in two critical outcome areas, the model can be a permanent alternative model in the summer youth employment landscape that can start to solve the issues of scale, equity, and quality in a system as large and complex as New York City's.

Solving for Scale

Career Explorers has demonstrated that it is possible to decouple the internship experience from a "placement" at a company. Students can get the same or better experiences, skills, and social capital from this model as they can from a more traditional remote internship placement. In essence, this means job placements is no longer a finite resource that must be created and managed by employers. With this model, employers no longer need to limit the number of available positions because of constraints on their own capacity, space, liability, available managers, or number of projects. Companies interested in growing talent and building awareness of their industry with the next generation of talent need only make the volunteer opportunity known to their employees and PENCIL, or similarly equipped providers, will recruit, train, match, and support the volunteers. Additionally, based on the past year, we know this work can occur completely virtually so the pool of mentors available to young people in New York City now stretches far beyond the boundaries of the five boroughs. Volunteer mentors can be based in California, Singapore, Sydney, or Lagos which further expands the number of possible summer positions that can be made available to young people.

Increasing Equity of Access

By maintaining full control of the application and selection process for Career Explorers, PENCIL was able to prioritize students who have traditionally had less access to career-facing summer internships. This model allowed PENCIL to focus on engaging Black and Brown high school students from low-income communities. These students have faced barriers in more traditional internship programs due to lack of experience and social capital. As discussed above, when the selection of interns is at the discretion of employers, many of them opt for college students with several years of internship experiences. This presents a "Catch-22" situation for first year students. How can they ever hope to get selected for their first summer internship if, to be competitive, they need a prior one? PENCIL's Career Explorers model can not only provide students with an immediate opportunity during their first summer, but also increase a student's knowledge, skills, and experience to make them more competitive for future internship years and other early employment programs.

Enhancing Quality and Consistency

In a typical internship program, a student's experience and outcomes can vary widely depending on the company they are placed with, the projects they work on, and the manager to whom they are assigned. Additionally, students arrive at their internships with a different foundation of skills and experiences depending on the programs available to them at their school or provider organization. By controlling more elements of the program, PENCIL was able to enhance the experience and outcomes for students. It is not a surprise the students had particularly high outcomes in relationship development since all mentors were trained by PENCIL and PENCIL maintained small mentor to student ratios. These program elements are critically important to developing meaningful relationships that support career exploration and awareness, especially in virtual settings. Additionally, PENCIL ensured that all Career Explorers, while working on different industry projects based on their interest, followed the same process and program progression to meet their learning goals and personal objectives. This structure increases the opportunity for consistency and quality without suffering opportunities for flexibility and student agency. The structures and program design also create clear guidelines that make the program extremely replicable and scalable with more providers and employer volunteers.

Remaining Considerations

While this model can offer some tangible solutions to the challenges of the past year and beyond, given the outcomes, this model should be explicitly explored to scale career-facing summer employment for high school students, especially ages 16-19. It is, however, worth a few additional notes as we examine this option in the current climate. First, PENCIL does not purport this model should replace traditional or virtual internships entirely, but rather the landscape of summer youth employment and talent development is incomplete without this model. Analyzing Career Explorers as a staging ground for high school students in preparation for more competitive traditional internships that pipeline to employment will be an important next step. Second, PENCIL's data is still limited to comparing virtual internships with Career Explorers. Aside from the observations and conclusions we present in this paper, it is also possible that students in Remote Internships did not experience the same gains as Career Explorer because employers lacked capacity or priority to focus on students while managing crises in their own companies brought on by the pandemic. Evaluation of the models in 2021 will help discern if and how additional variables contributed to the student outcomes.

Even with continued research as outlined above, there also remains some core challenges that need solutions to achieve scale of supporting the 200,000 students who might benefit from a model like Career Explorers. First, to maintain high quality and meaningful mentorship, student cohort size in this program should stay between 10 and 15. Which means each cohort needs adequate support and supervision from a youth services provider. Even if a youth services staff member managed 3-4 cohorts each summer that would require over 3,000 program staff just to support the eligible high school students in New York City. Similarly, the cost of the student stipends at that scale would be another potential barrier to true universal adoption. Even if students received a $1,000 stipend (which is $500 less than PENCIL's suggested level and less than half of what interns making minimum wage for 150 hours would make) the cost to provide stipends to students would be ~$200 million a year. Assuming half the students would opt for part time jobs or other programs instead, the price tag is still over $100 million just for stipends, let alone staffing costs. While there are certainly some city and state funding sources that already exist to support this cost, this model would need to be embraced by the existing citywide structures that Lucy Friedman outlines in her recent paper to tap into the hundreds of millions of dollars aligned to the priorities of this model.[xii] Determining who manages, staffs, and secures additional resources for such an endeavor will remain a question in New York City and finding ways to create collective infrastructure to do so needs to be part of the solution. We remain encouraged and actively engaged in the variety of groups coming together to tackle these questions and create a set of standards for high quality work-based learning in New York City.

* * *

As we plan for the summer of 2021, we know many companies are still struggling with how they can effectively place and support interns. These companies are also looking for new ways to foster a diverse talent pipeline further upstream than they have previously to ensure future intern cohorts and entry-level employees have the skills they need to thrive. PENCIL believes scaling a model like Career Explorer can be part of a solution to streamline a system of inefficiencies and inconsistencies, make it easier for employers to prepare and inspire the next generation of workers, and ultimately create more opportunities and equitable access to success for the young people of New York City.

About PENCIL

In 1995, PENCIL was founded with the goal of raising awareness about public education by inviting civic and business leaders into New York City public schools. From those early days to our work today implementing hands-on, immersive programs that open eyes, open minds, and open doors, PENCIL realizes its mission "to connect students to success." PENCIL makes it easy for business professionals, educators, and students to work together—in schools and the workplace. Our programs, including school partnerships, mentoring, internships, and immersive experiences like Principal For A Day, create targeted opportunities to make a real difference in the classroom and beyond. As an organization, we strive to provide students with access to the relationships, skills, and opportunities that support their success.

About the Authors

Jessica Bynoe is PENCIL's Vice President & Chief Strategy Officer. In that capacity, she leads the strategic growth of the organization including PENCIL's program design, corporate and foundation partnerships, and communications priorities. Jessica has nearly 20 years of experience in the nonprofit sector with expertise in youth engagement, education, workforce development, and philanthropy. During her career, she has held leadership positions at Variety the Children's Charity of New York, Usher's New Look Foundation, and the Academy for Educational Development. Prior publications include *Confronting the Glass Ceiling of Youth Engagement* and *The Art of Adding Value: Variety New York's High Touch, High Impact Philanthropic Strategy*. Jessica is a proud alumna of New York City public schools and a first-generation college graduate with a B.A. in Psychology and Metropolitan Studies and a Master of Public Administration from New York University. She currently serves as the Vice President of the New York University Alumni Association.

Keith A. Howey is PENCIL's Associate Director of Evaluation and Organizational Learning. In that role Keith designs and implements all evaluative practice at PENCIL and conducts analysis to support program improvement, demonstrate impact against a Theory of Change, and uncover findings for broader field application. Prior to PENCIL, Keith worked with Breaking Ground and United Way of New York City to advance the organizations' data maturity and develop M&E frameworks. He also served in the US Army as a military police officer, which included a tour in Baghdad. Keith is a first-generation college graduate holding a B.A. in Political Science and Sociology from Rutgers University and an M.A. in Sociology from Fordham University.

Special Thanks

The Career Explorers program would not have been possible without the initial support of Bloomberg Philanthropies and Carnegie Corporation of New York, both of which stepped up for New York City youth and offered hope during a year of unprecedented uncertainty and trauma.

Learn More

If you are interested in learning more about Career Explorers or PENCIL, please visit www.pencil.org or contact Jessica Bynoe, PENCIL's Vice President & Chief Strategy Officer, at jbynoe@pencil.org.

Appendices

List of Indices Questions

<u>Developmental Relationship</u>
- I believe people really care about me.
- Someone always stands up for me when I need it.
- I have the support needed to overcome tough situations.
- I am involved in the decisions that affect me.
- I am given opportunities to take charge of important projects.
- I have at least one adult in my life I can confide in.

<u>Essential Skill Attainment</u>
- I have everything I need to live up to my full potential.
- No matter what kind of person you are, you can always change yourself.
- I have a clear vision of what I want to do when I grow up.
- I appreciate when people give me ideas about ways I can improve.
- An important reason why I do my schoolwork is that I like to learn new things.
- When a task is challenging, I do not give up.

<u>Access to Opportunities</u>
- Adults expose me to new ideas, experiences, and places.
- Those around me inspire me to see possibilities for my future.
- I am comfortable and at ease in a college setting.
- Those around me introduce me to people who can help me grow.
- I feel welcomed in a corporate environment.
- I see many successful people of different races, ethnicity, and cultures.

Average Index Increase by Program and Demographic

		Program	N	Developmental Relationships			Skill Attainment			Access to Opportunities		
				Pre	Post	Dif.	Pre	Post	Dif.	Pre	Post	Dif.
Gender	Male	CE	10	-2.2	3.2	5.3	-3.7	1.8	5.5	-2.4	1.8	4.2
		RI	8	3.4	0.6	-2.8	1.5	3.5	2.0	1.9	4.4	2.5
	Female	CE	26	-0.7	3.5	4.2	0.3	0.4	0.0	-3.5	1.7	5.2
		RI	29	-2.9	1.3	4.2	-3.7	-1.6	2.1	-3.1	-1.4	1.7
Race/Ethnicity	Asian	CE	10	-3.6	5.7	9.3	-1.7	4.1	5.8	-2.4	3.6	6.0
		RI	21	-2.1	0.7	2.8	-4.6	-2.1	2.5	-3.1	1.7	4.8
	Black	CE	8	6.6	4.9	-1.8	5.9	4.7	-1.2	2.7	3.8	1.1
		RI	7	0.0	1.6	1.6	-0.2	2.6	2.8	-0.6	-2.9	-2.3
	Hispanic/ Latino	CE	10	-3.6	2.0	5.6	-5.6	-5.0	0.7	-8.7	-3.6	5.1
		RI	4	-5.7	3.4	9.1	-0.1	3.1	3.2	-7.1	-13.0	-5.9
	White	CE	6	-3.1	0.7	3.8	2.0	3.1	1.0	-0.3	6.2	6.5
		RI	5	2.1	0.3	-1.7	0.5	-0.8	-1.3	4.4	6.2	1.8
English Language Learner (ELL)	Yes	CE	11	-1.5	3.8	5.3	1.6	3.4	1.7	1.9	3.5	1.6
		RI	23	-3.6	-1.6	2.0	-4.5	-2.7	1.8	-4.2	-1.6	2.6
	No	CE	24	-1.1	3.4	4.6	-2.2	-0.1	2.0	-5.5	1.3	6.7
		RI	12	3.0	7.0	4.0	2.5	4.7	2.2	4.5	3.4	-1.1
First Generation College Student (FGCS)	Yes	CE	16	-1.1	4.3	5.4	-0.9	1.3	2.2	-2.9	1.9	4.9
		RI	20	-0.9	0.6	1.5	-2.2	0.7	2.9	-2.8	-0.7	2.1
	No	CE	19	-1.7	2.6	4.3	-1.2	0.4	1.5	-4.0	1.7	5.7
		RI	13	2.5	4.6	2.2	-1.4	0.6	2.0	1.1	4.5	3.5

Percent Increase by Program and Demographic

	Developmental Relationships		Essential Skill Attainment		Access to Opportunity	
	Career Explorers	*Remote Internships*	*Career Explorers*	*Remote Internships*	*Career Explorers*	*Remote Internships*
Asian	70%	57%	90%	48%	**70%**	**57%**
Black	25%	43%	50%	57%	**38%**	**29%**
Hispanic/Latino	60%	75%	50%	75%	**60%**	**25%**
White	50%	40%	50%	20%	**83%**	**40%**
Female	**50%**	**62%**	**50%**	**52%**	65%	48%
Male	**70%**	**25%**	**80%**	**38%**	60%	38%
ELL	45%	57%	64%	48%	45%	52%
No	63%	50%	58%	50%	75%	25%
FGCS	56%	45%	63%	55%	63%	45%
No	58%	54%	58%	46%	68%	54%

Bold denotes statistically significant differences within group.

References & Notes

[i] SYEP would be reinstated in July following a successfully organizing campaign led by Teens Take Charge and the YES Coalition. PENCIL became a provider of the newly reinstated program as well as an intermediary offering programming for other SYEP providers in need of curriculum, corporate volunteers and facilitation capacity.

[ii] Estimates based on https://www.health.ny.gov/statistics/vital_statistics/2018/table01.htm

[iii] Gray, Kevin and Andrea Koncz, "Minority College Students Underrepresented in Paid Internships," NACE, September 2020. Retrieved from https://www.naceweb.org/about-us/press/minority-college-students-underrepresented-in-paid-internships/

[iv] For the purposes of examining models designed by PENCIL and the limitations on our ability to survey students in a DYCD program, the work done with SYEP students is not included in further evaluation and assessment in this paper.

[v] Survey data was analyzed using T-tests for each index. Z-scores were computed to standardize index scores. ANOVA analysis was used to compare data across programs and demographic variables including gender, race, ethnicity, age, English as second language and first-generation college student status. The statistically significant differences are discussed.

[vi] Search Institute (2018). Developmental Relationship Framework. Retrieved from https://www.search-institute.org/wp-content/uploads/2018/05/Developmental-Relationships-Framework_English.pdf

[vii] Dweck, Carol (2007). Mindset: the new psychology of success. New York: Ballentine Books.

[viii] Ibarra, Herminia, "A Lack of Sponsorship Is Keeping Women from Advancing into Leadership," Harvard Business Review, August 19, 2019. Retrieved from https://hbr.org/2019/08/a-lack-of-sponsorship-is-keeping-women-from-advancing-into-leadership.

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[xi] "Volunteering in the United States, 2015," U.S. Bureau of Labor Statistics, February 25, 2016. Retrieved from https://www.bls.gov/news.release/volun.nr0.htm.

[xii] "Bridging the Gap between School and Work," Friedman, 2021. Retrieved from https://www.thepinkertonfoundation.org/wp-content/uploads/2021/03/Pinkerton-Papers-7-FINALWEBREV1.pdf