



Hear Us YELL: A New Beginning! McClymonds High School, West Oakland June 2002

Research conducted by The West Oakland YELL Project
(Youth Engaged in Learning and Leadership),
sponsored by the John W. Gardner Center for Youth and Their
Communities at the School of Education of Stanford University.

Report Team: Tashika Boston, Cindy Garcia, Sopheak Sam,
Clarence Thomas and Jenny Sokly.

Report edited by: Yolanda Anyon, Ben Kirshner and Anthony Mickens.

For a full copy of survey results or other information,
please contact the YELL Project at:
McClymonds High School, Room 211
2607 Myrtle Street
Oakland, CA 94608
(510) 206-6081
yanyon@stanford.edu



Table of Contents

Shout Outs!.....	1
About the John Gardner Center for Youth and Their Communities.....	1
About the West Oakland YELL Project	2
Background of Survey Respondents.....	3
Student Behavior and Attitudes	4-6
Attendance	7-8
Teaching and Learning	9-12
School Safety	13-15
YELL Profiles	16-19

A note about reading this report:

Each chapter about our research results is divided into three sections.
First, we summarize the important findings in each topic area.
Then we give our personal analysis of how we understand the information.
Finally, we offer recommendations about how to improve the situation.

All quotes are from students at McClymonds High School who participated in two focus groups/radio shows YELL students produced in collaboration with Youth Sounds (www.youthsounds.org)

Shout outs!

We would like to thank the following organizations and individuals for supporting the YELL project. Without their help, none of our work would have been possible:

- The staff of the John W. Gardner Center for Youth and their Communities.
- The students and staff of McClymonds High School, especially those who took our survey, participated in our focus groups or allowed us to interview them.
- Ms. Lynn Haines Dodd and other members of the Leadership Team who gave us feedback.
- Alex Briscoe, Outreach Specialist
- Haneefa Olufemi, After-School Program Coordinator
- ACCORD for Youth Americorps
- The 7th Street McClymonds Neighborhood Improvement Initiative.
- The School of Unity and Liberation
- The West Oakland Environmental Indicators Project
- The Surdna foundation.
- Evelyn and Walter Haas, Jr. Fund
- The William and Flora Hewlett Foundation

The John Gardner Center for Youth and their Communities

Founded in the Fall of 2000, The John Gardner Center for Youth and Their Communities serves as convener and advisor for youth development in communities. In partnership with local communities, it is generating the knowledge and experience necessary for effective community action—starting with two in the Bay Area, Redwood City and West Oakland. The Center has the expertise to bring together the multiple interests needed to develop systemic approaches to youth development and to facilitate solutions designed by the communities themselves. Central to the Center’s philosophy is the belief that when whole communities join together, their varied institutions can better support youth and community development. Together, Stanford and partner communities aim to “grow” the field of youth development.

“Informed Americans have finally awakened to the importance of youth development broadly conceived. If you want to train leaders you have to start early. If you want to keep kids out of prison you have to start early. But it isn’t easily done. We have to conduct research, educate a wider public, and mobilize citizen allies. We have to persuade diverse groups to work together—schools, social agencies, the faith community, law enforcement, all levels of government and so on. As the movement proceeds nationally, the Gardner Center is prepared to work with other universities and youth development centers across the nation to ensure broad participation.”

—John W. Gardner

West Oakland YELL Project (Youth Engaged In Leadership and Learning)

The West Oakland Youth Engaged in Leadership and Learning (Y.E.L.L.) Project, sponsored by the John Gardner Center and is based at McClymonds High School. Young people were recruited from the school and neighborhood to participate in the program. The project met with youth after school, for an hour and a half, twice a week. Students received a stipend for their participation.

The project aimed to generate information from a youths' perspective that can inform other youth development efforts and locally policy decisions that impact young people. At the same time, students are engaged in critical thinking about their school and neighborhood environments and their role in related community development processes. To meet our goals, these sessions are youth-led as much as possible, with a high degree of youth "voice" in determining the direction of the project. Initially, the youth explored their personal experiences and concerns as community members in order to identify potential research topics or questions that address issues important to young people in West Oakland. The students decided to address school funding, teaching and learning as their focus throughout the year. Working with Stanford University's School of Education staff and students, youth in the project learned a variety of research methods and then assessed their own schools' strengths and needs through interviews, observations, and surveys and focus groups. In collaboration with other youth empowerment and community-based organizations, like SOUL and the West Oakland Environmental Indicators Project, the youth participated in trainings that prepared them to share their findings with adults in power. They learned how to be part of the decision-making processes when youth policy is developed through leadership development and introductions to models of advocacy and community organizing. They analyzed and shared their findings and partner with adults at the policy table, including the leadership team of the school and the 7th Street McClymonds Neighborhood Improvement Initiative. YELL students are now youth representatives for both entities.

We hope the YELL project has produced important information about community resources from youth's perspective. Just as important, we believe that the project has provided participating youth with valuable research, leadership, teamwork, interpersonal and communication skills. We have generated a curriculum that will be made available for use by existing courses and programs offered by schools or community based organizations through the Gardner Center's website:
<http://gardnercenter.stanford.edu/>

If you would like to get involved with the YELL project, either as a youth participant or adult facilitator, please call us at (510) 206-6081, email at yanyon@stanford.edu or stop by our office at McClymonds High School in Rm. 211.

Backgrounds of Survey Respondents

Students:

Grade	Percent
9	40%
10	24%
11	24%
12	11%

Gender	Percent
Female	57%
Male	43%

Ethnicity (Respondents could pick more than one)	Percent
American Indian	2.5 %
Asian	9%
African-American	70%
Latino	13%
Pacific Islander	5%
White	1%
Mixed	1%
Other	4%

Staff:

Classification	Percent
Teacher	70%
Administrator	4%
School Representative	2%
Other School Staff	24%

Gender	Percent
Female	56%
Male	44%

Ethnicity (Respondents could pick more than one)	Percent
American Indian	4%
Asian	12%
African-American	60%
Latino	0%
Pacific Islander	2%
White	16%
Mixed	6%
Other	2%

Community Members:

Most Common Zip Codes	Percent
94607	37%
94608	34%
94612	13%
94608	6%

Gender	Percent
Female	61%
Male	40%

Ethnicity (Respondents could pick more than one)	Percent
American Indian	2.5 %
Asian	13%
African-American	62%
Latino	8%
Pacific Islander	5%
White	10%
Mixed	8%
Other	1%

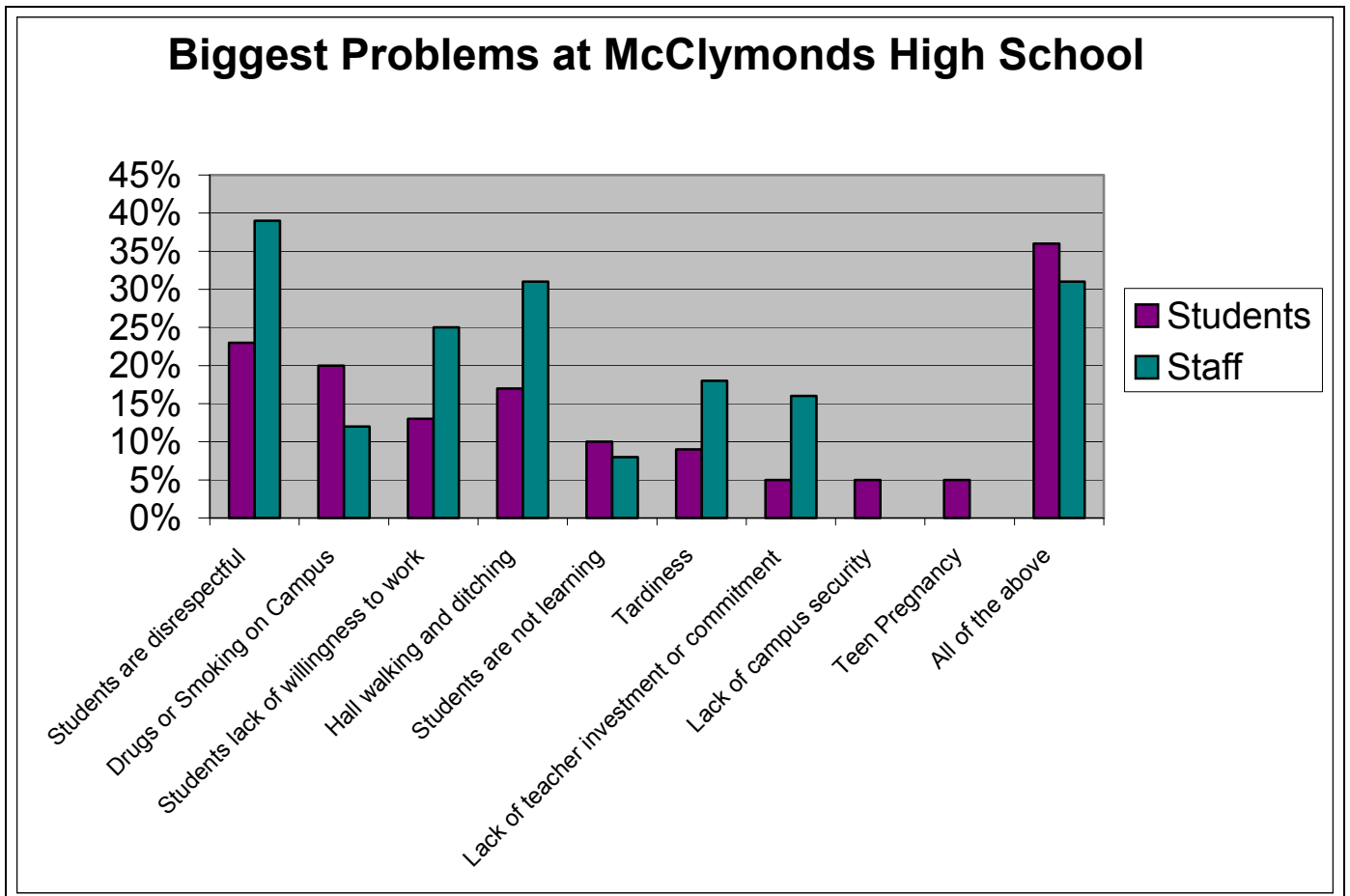
Category	Percent
Student	21%
Former Oakland Student	17%
Family Member of a Student	38%
Other Community Member	25%

Student Behavior and Attitudes

“No, I don’t get treated with respect because there’s a lot of jealousy around this school. And, first of all, you know, some students here, they have absolutely no vocabulary, and they’re just idiots, pretty much, I think, and they get on my nerves and I’m sick of going here.”

Data: Both staff and students identify students’ disrespect, bad attitude and behavior as the biggest problem at McClymonds High School.

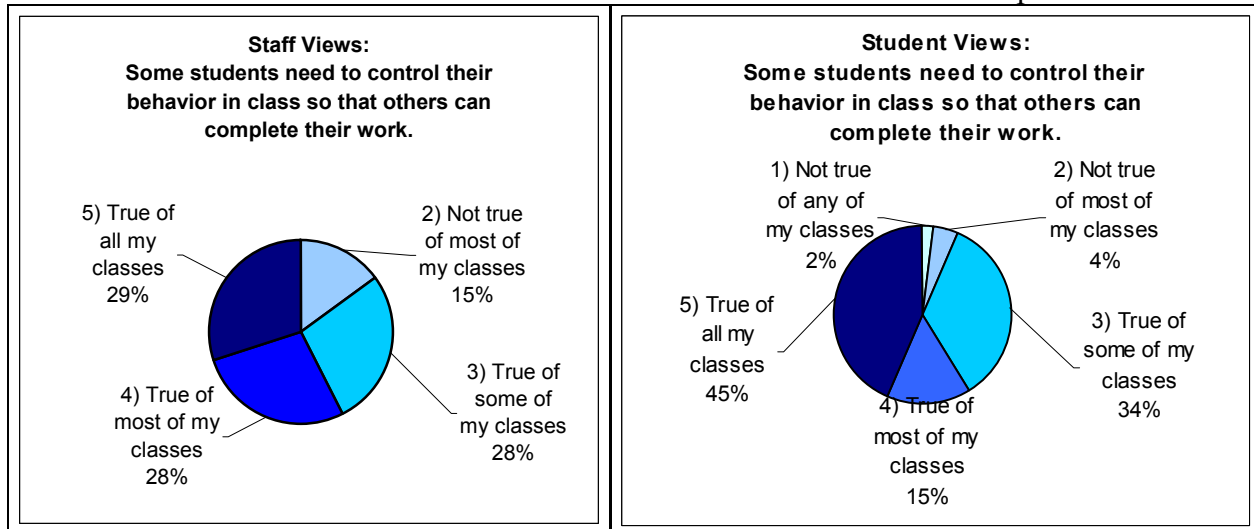
- 38.8% of staff members thought that the student’s attitudes were the biggest problems at the school, which made this their most common choice.
- This was true for students as well. Students’ most popular response to the question about the problems at McClymonds was students’ attitude (23%).



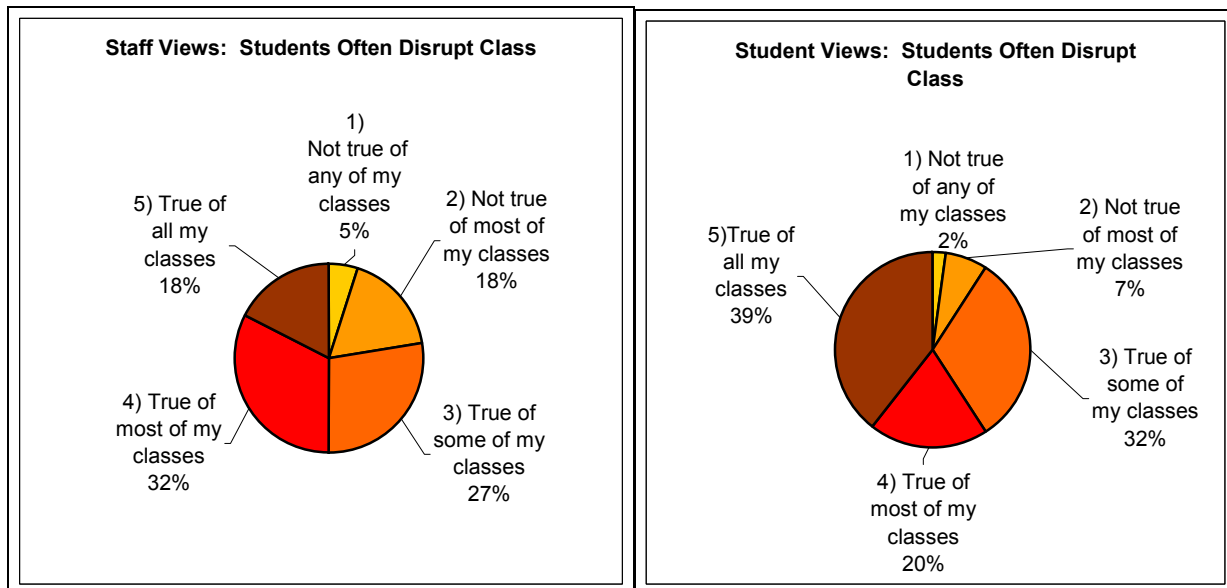
“Some of these students...are jealous, and they don’t have anything better to do with their time than to mess with people that may not exactly have what they have...they’re just mad with the world...[but] they don’t have to take it out on everybody else. If students, for once, just stopped acting so ignorant and learned to grow up, then we won’t have so many problems... then all the students that go here will be treated fairly.”

Although a majority of students feel that their education is important and report paying attention in class, they say that other students' behavior is affecting their ability to learn.

- 68% of students say it is true or very true that they pay attention in class.
- 91% say it is true or very true that their education is important to them.
- 58% of staff members and 59% of students say that it is true of most or all their classes that some students need to control their behavior so that other students can complete their work.



- 50% of staff members and 59% of students say it is true of most or all their classes that some of their students disrupt class.



Analysis: Many students do not have relationships with a caring adult who they can talk to when they have a problem, or need to get out their anger, which may be related to disrespectful behavior disruption of class learning.

- 52% of students said that it is very true or true that there is someone at the school that they feel comfortable talking to when they have a problem.
- Students who feel they have someone to talk to when they have a problem are more likely to report that they go to class on a regular basis, and pay attention while they are there.
- Students who are in an after school program or in 9th grade are more likely than others to report having someone to talk to when they have a problem at school.

To support the work of the security officers and teachers, it appears that more counselors and former McClymonds students are needed to deal with behavior problems of students who security officers find not going to class or who disrupt teacher's efforts to create a positive learning environment.

- An overwhelming majority of staff members (92%) feel that the behavior of students that constantly disrupt class can be improved through intervention plans, which would require additional staff to implement.
- An overwhelming majority of staff members (91%) would agree to allow student mentors (former students of McClymonds) to help improve student behavior by working along side of a teacher that teaches in the are the mentor is most familiar with.

“In order for...the school to be better... we have to take care of ourselves mentally and physically. And we need to treat others a little more kindly... stop cussing people out... I mean, I'm not saying there's [anything] wrong with profanity, I cuss all the time... but people...students in particular, should treat others with respect.”

Recommendations: Students, you need to have a more positive attitude more and not let the little things get to you, it will only bring you down. If you do have major problems that are holding you back from focusing at school, tell your teachers or other school staff so they can help you. Teachers should be able to send students who are misbehaving to speak with a counselor, advisor or another youth worker without just letting them roam the halls. We need a truancy or detention room where students can go when they are caught ditching or misbehaving in class. A conflict resolution expert could run the room and train the students on how to express themselves in peaceful ways, or refer them to other needed services.

When students are sent to this room, the student, teacher, parent and counselor should have a conference afterwards to develop an intervention plan and see how and when the student can come back in the class. This will allow the teacher to get on with their lessons for the other students who are ready to learn. To do this, we need more counselors, teaching assistants, mentors and other adults who would be available during class time to meet with students while the teacher is running his or her class.

“For me, school is great. It just depends on what you do, 'cause, you know, people not just going to walk up to you and bother you, you have to be involved in something and they bother you. But if you just be to yourself, hang around people that's positive, that do something in life.”

Attendance

“I kind of feel that... a person can't really figure out how other people feel. I think we should ask the students that ditch school why do they ditch school.”

Data: Students report that they go to class on a regular basis, but also claim that many other students don't. This may be because we gave out the surveys through classes, so our respondents were limited to those who were in class.

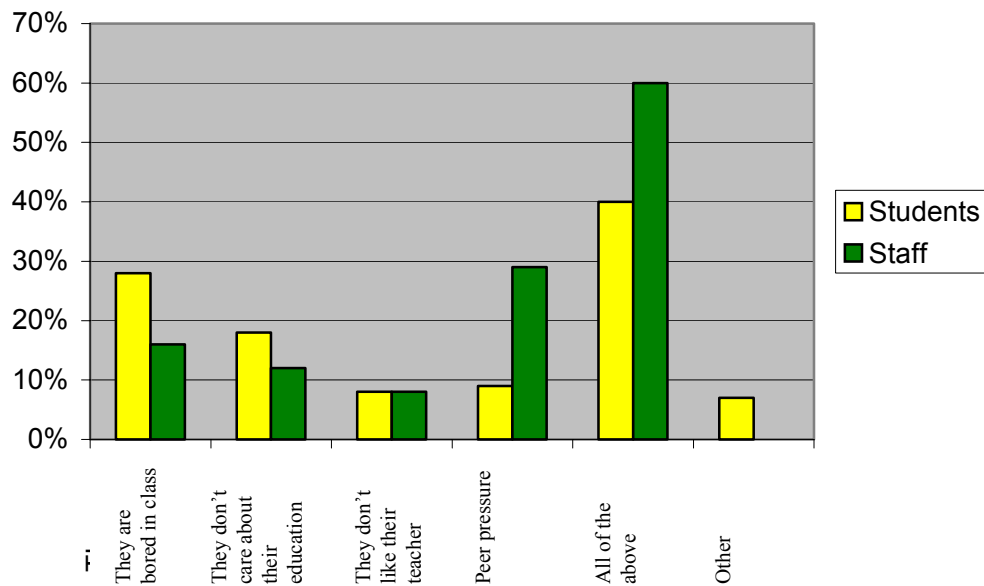
- Majority of students say they go to class regularly (72%).
- But 54% of students say that many other students don't go to class and 55% of staff say that it is true or very true that many students that appear on their class attendance rosters don't actually come to class.
- Most staff members believe that students ditch because they are influenced by their friends, but most students believe it is because they are bored in class.

“ [Students ditch because] they want to get high.”

“I think they just probably don't like the teacher or are just bored of class.”

“[Students ditch and stay on campus] 'cause they ain't got nowhere to go.”

Reasons why students ditch.



“I think students ditch because...they feel like nothing here is interesting enough or...they just don't want to go into their own teacher's classroom because they know they're going to get hassled about not doing their homework.”

“I think students ditch because, basically, they think school is not benefiting them so they don’t feel that they are obligated to go to class.”

Analysis: We think teachers say that students ditch because of peer pressure because they are confident that the subject they are teaching is interesting. Also, because teachers are older, they see peer pressure where students don’t. Still, students do get bored from lecturing, no matter how interesting the subject. Also, it would be better if teachers pulled aside students who don’t understand instead of taking up the whole class’s time.

“I think one way we could prevent students from ditching school is, you know, try to make school, you know, fundamental, like everyone says. Make it part of a life, because nowadays, when students go to school, teachers do more talking than they do teaching; they discipline students instead of teaching. If you want to prevent people from cutting, you’ve got to relate to them, become them, and you’ve got to just think about it – what if I was in their shoes, what would I do? Kind of like Martin, you know how he gets to people, he gets the kids to laugh, or Bill Cosby, you know, be somebody like them, get to the children, let them know that you care, ‘cause most people just feel like, okay, you don’t care, I don’t care.”

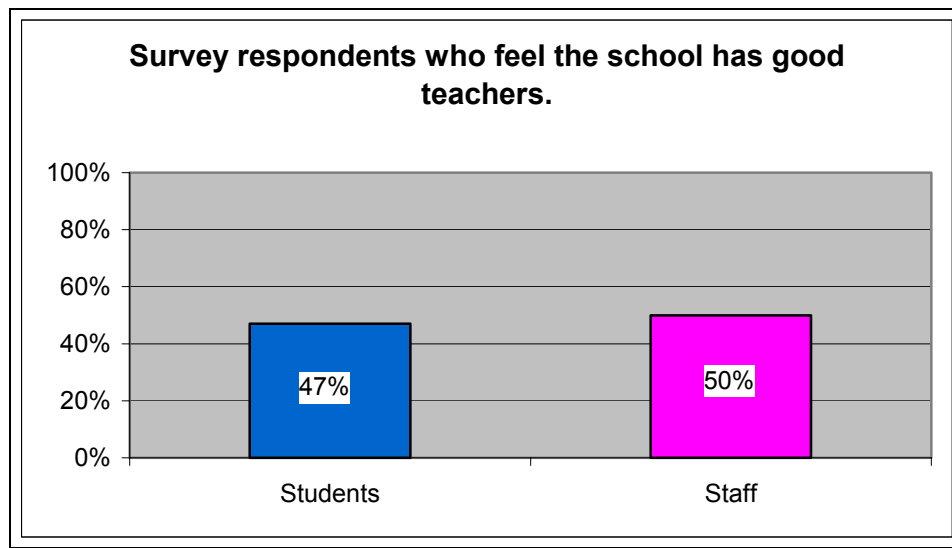
Recommendation: We recognize that teachers often don’t have the time to prepare or teach lesson plans that don’t rely mostly on lectures, allow them to explain things in a way that the students can relate to and will keep them interested. Students ditch because they are bored, don’t have the motivation to apply themselves and don’t have a lot of physical or emotional support outside of school. We think that McClymonds should move to have longer periods, which would allow teachers to have more preparation time each day and make their classes more interactive. This would also give teachers more time to communicate with their students and develop relationships with them.

“I think that the teacher’s job is to put the information out there for the students to grasp it in a way they’ll get ... it’s up to the student to grasp the information that the teacher provides.”

Teaching and Learning

“Mack is not a bad school. And education is great because you’ve got dedicated teachers; they here on Saturday, they here after school, and they stay; and if you need any help, they will help you... These teachers, they willing to help you if you willing to help yourself. “

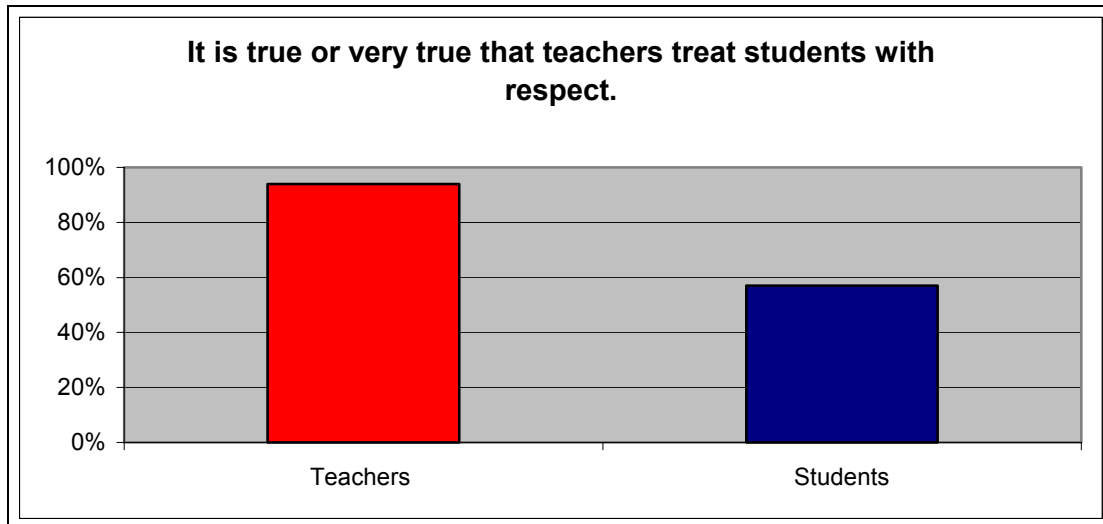
Data: 55% of students think that teachers try their best to teach, and help them learn what they need to succeed in life. 47% believe that the school has good teachers and 50% of teachers agree. Vast majorities of staff believe that they try to make a difference in the lives of students ((92%) and feel that the knowledge they provide will help their students advance to the next grade level (89%).



“I think that it’s the students’ and teachers’ responsibility for learning education. First of all, it’s the students’ job to teach and it’s the students’ part to learn and actually use what they learn in the real world because what a teacher teaching you actually does benefit you, benefit you later, they just don’t realize it yet. “

There is a mismatch in how students and teachers view their treatment of each other. This may lead to poor communication between staff and students, which in turn lead to students' ditching and continued behavior problems. When students don't feel respected, the ability of teachers to teach their students is limited.

- 57% of students say that their teachers treat them with respect.
- 94% of teachers say they have treated every student with most respect possible

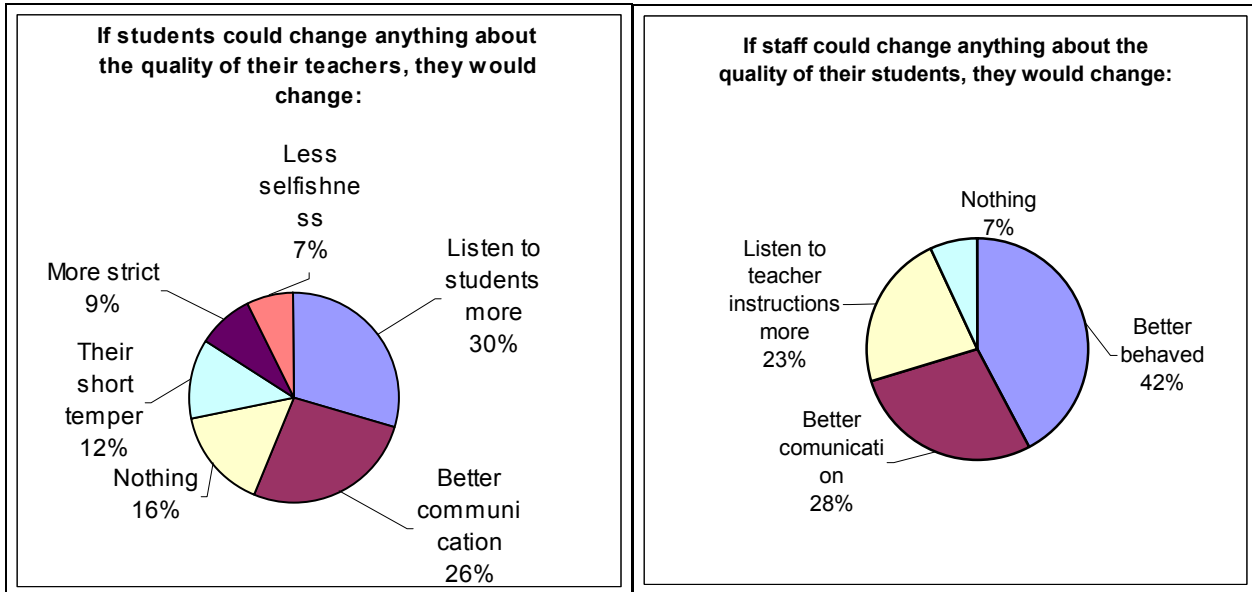


“Teachers do treat me with respect. Teachers do treat me with respect because I do all the work and I do give them their respect, too. But...I think that some students that they're not getting respect from teachers that's because they're disrespecting teachers, for no apparent reason, and then they want to get mad when a teacher smashes on them.
That's kind of stupid.”

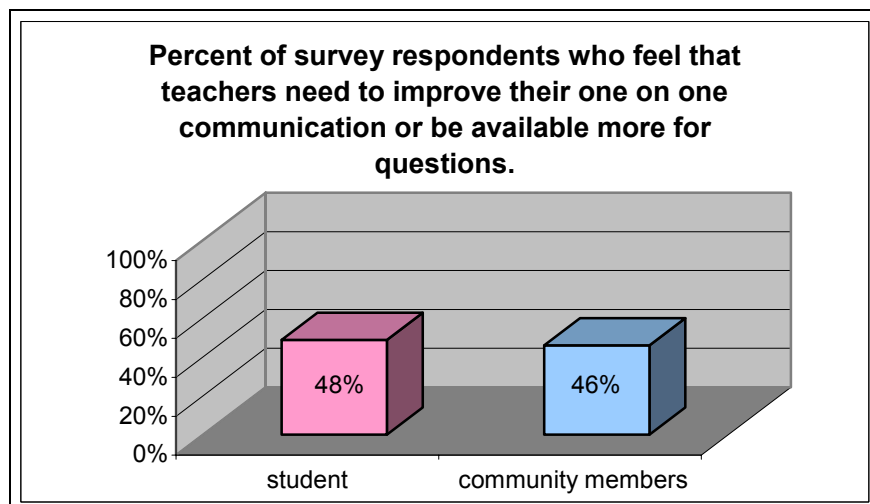
“Most of my teachers treat me with respect, but some of my teachers don’t listen to what I’ve got to say and that’s disrespectful.”

However, many students and teachers have similar desires about improving relationships between each other to improve the learning environment.

- 49% of teachers said that if they could change anything about the quality of their students, they would be better behaved. 33% would like to have better communication.
- 36% of students said that if they could change anything about the quality of their teachers they would want them to listen more. 32% said that they would want better communication.



We found out that 46% of student felt that it was true or very true teachers need to be available more for questions. Only 24% of students said that it was not true at all or mostly not true that teachers need to take more time out to help them, leaving a majority who are hoping for more time with their teachers. Finally, we found out that 46% of the community had the same feeling about the teachers as the students.



“The teachers that help these students, they’re, like, the 9th graders...The whole 9th grade has the whole Learning Community.,,The 10th, 11th and 12th graders, we don’t have that. [I] know why they’re doing that, I’m just saying I don’t think it’s fair that they should only have the 9th grade Learning Community. Every other grade level has problems, too.”

Analysis: It appears that many students feel their teachers do their best to teach and teach things that they need to know to succeed in life. However, many students don’t think teachers are trying hard enough to develop positive relationships with their students, and in our questions about attendance students suggested that classes aren’t often interesting, even if they know they are important skills to learn. Staff have a similarly harsh view of their coworkers.

We think that students’ attitude and motivational problems, which is the biggest overall problem mentioned by staff and students, can be related to communication and relationships between staff and students. Sometimes students get an attitude because they feel that they are not being heard or feel that school staff doesn’t have time for them. For example, the two most popular responses about what students wanted to change about their teachers is for them to listen to them more and to have better communication. Students who said that their peers’ attitudes were a big problem were more likely to say that better communication was what they wanted their teachers to improve on. Communication between staff and students is so important because it may make a significant difference in student behavior and academic performance if students have someone they can trust and depend on at school. Students who report that they have someone at the school that they can talk to when they have a problem are more likely to say that their education is important to them and that they try to help others do well at McClymonds. They are much more likely to say that they try to make a difference at the school.

We think that if a student wants to speak or be heard by the teacher, that the teacher should be available. If the student or teacher has a problem they should take the time to talk about what’s going on outside of class instead of arguing during class time. Student might be facing other personal problems students outside of school or they could be frustrated with their own ability to perform in certain subjects. These are issues that need to be addressed carefully, with the help of a neutral facilitator or counselor. Again, this would require hiring more adults to be on campus to support the work of teachers.

“I don’t think teachers are responsible for improving the students’ education, but I do think they should talk to the students to see if the students want help improving their education. If so, help them; if not, just let them be. Let them cut every day and get high, like me.”

Recommendation: We recommend that teachers create the rules of behavior with their students so that the students understand their role in creating a good class. This will make it easier to help students be respectful to each other.

We also think that teachers should be required to hold office hours when students can meet with them outside of class to talk and get extra help with their homework. Students could sign up for times to meet with their teacher, just like you would in college. It would be better if these office hours were held during lunch or after school and a conflict resolution facilitator or counselor was on call and available for support. This would require hiring more counselors for the school and extra commitments from school staff.

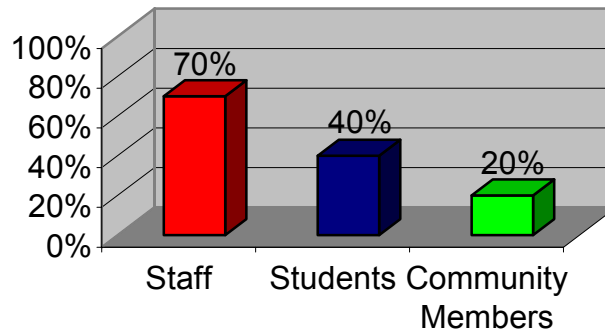
School Safety

“What’s it like being a student at McClymonds High School? Dangerous. Every day, I seen just dysfunctional families unleashed upon the halls. It’s like, people don’t care anymore. They don’t care about other people. It’s like it used to be that...everybody could get along...there might be some fights – I’m not saying it was like a Candy land world – but I’m saying ...Now, like, it’s more violent than it used to be. It’s like people don’t care about other people...no more. And they’ll just say anything, do anything they want, and nobody stops them...I got problems myself. But I don’t go around picking out on everybody that I walk up to...Some kids, if you were talking to them, you’d understand that they don’t care to talk. When you say one word, they want to fight.

Data: A significant number of students and community members do not feel the school is safe, but staff do. The community seems to have a much different perspective on the safety of students who attend the school than those who are on campus everyday.

- 70% of the staff thinks it is true or very true that McClymonds is safe.
- Only 40% of the students think it is true or very true that McClymonds is safe to attend, leaving 3 out of 5 students reporting that they do not, or only somewhat, find the school to be safe.
- Only 20% of community members think it is true or very true that McClymonds is safe. 51% do not think it would be safe for their child to go to school here.

Percentage of survey respondents who said it was "true" or "very true" that McClymonds is safe.



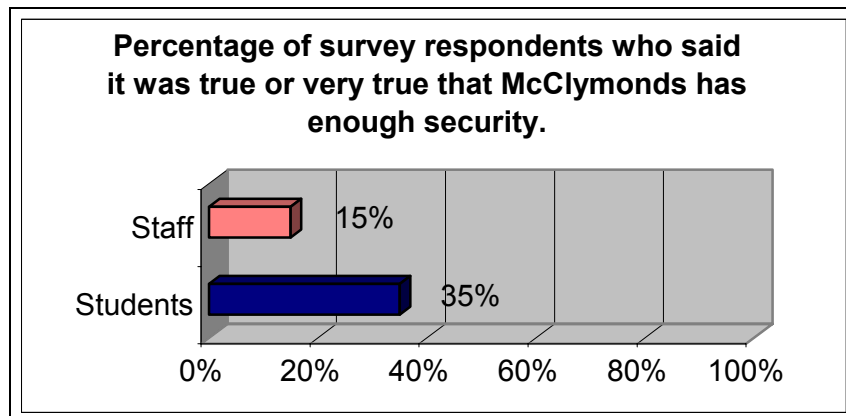
“So if the community members that said students give the school a bad reputation, that’s all they see...They’re not really involved with the school, necessarily. So, I think, you know, if the community members would get a little more involved in the school, then Mack would have a great reputation, as it once did before.”

“Some of the security guards actually watch the fight before it’s over... It’s like, when there’s a fight on the 3rd floor, they don’t get up there ‘til the fight is over.”

“The school board...sometimes may not know all the problems that’s going on with security because nobody...necessarily reports all of that.”

Most staff and some students believe that the school does not have enough security.

- Only 15% of school staff believes it is “true” or “very true” that we have enough security on campus.
- Only 35% of students do believe it is “true” or “very true” that we have enough security on campus.



“Students should have manners. We can’t blame it all on security, you know. It’s the background where people come from. You know, some people come from a background where they went to war all the time. It’s really the student; it’s not the teachers... [Students] have to figure out what do they want to do.

“We should have [security] at every entrance or the students should have their student ID; ain’t that what it’s for?”

Recommendation: Hire more security to patrol each floor of the building, including the parking lot entrances to make it less likely for intruders (outside youth, non-Mack students) to cause a threat to the safety of people that work here and the students that attend McClymonds. These officers should create and train a volunteer community patrol guard that supports these efforts and allows community members to have a first hand look and the changing environment at McClymonds.

- 70% of the community members surveyed do not feel that the community is supporting McClymonds right now.
- However, 80% would like to help the school in times of need.
- More than 40% of staff believe the best way to improve school safety would be to hire more security, with the second most popular response being to stop intruders, which could be done by the patrol guard.
- The second and third most popular solutions to improving school safety by students are to hire more security (25%) and keep outsiders from coming on campus (24%).

“I think Mack is a safe school if you know what you doing and you know how to not talk stupid stuff, and, you know, be...respectful instead of always disrespectful. I ain’t saying...like if somebody say shut up, you shut up, I’ll just say, yeah, stand up for yourself but don’t be disrespectful for no reason. Then you won’t get shot or nothing like that. “

Students who feel they have someone to talk to when they have a problem are more likely to report that they feel safe at school.

- The most popular solution according to students for improving school safety is to ask students what the problems are at the school (32%), which may relate to having a caring adult to talk. Thus, our earlier recommendation to have a truancy room, hire more counselors and give teachers the opportunity to improve their communication with students will also support efforts to create a safer school environment.

Profiles of Y.E.L.L. Participants:

Maurice Dewayne Collins



Age: 16 Gender: Male Grade: 11th Ethnicity: African-American
Favorite Hobbies: Drawing, listening to music, and singing
Role in the project: Survey and Outreach
Favorite Color(s): Red
Religion: None
Language you speak: English
Favorite song or type of music: Alternative rock
Person you admire: Bill Clinton
Three words that describe you: Intelligent, talented, and kind
Goal(s) for the Y.E.L.L. Project: "To make the community a better place for you and for me."
Achievements through the program: "We got community feedbacks about how they feel."
Personal future goals for the program: "Hopefully, I will complete my assignments and do the best I can to make the community a better place."

Monica Foster



Age: 14 Gender: Female Grade: 9th Ethnicity: African-American
Favorite Hobbies: Writing, swimming, and talking
Role in the project: Survey and Video team
Favorite Color(s): Black and Brown
Religion: Christian
Language you speak: English
Favorite song or type of music: R&B and Gospel
Person you admire: My mom.
Three words that describe you: Pretty, nice, and sensitive
Goal(s) for the Y.E.L.L. Project: "To get all the information we collected and distribute it out to everyone."
Achievements through the program: "The opportunity to be on the leadership team, and I got the chance to express myself better than before."
Personal future goals for the program: "To give what I learned to the students that will come in Y.E.L.L. next year to do a good job like we did this year."

Jenny Sokly



Age: 14 Gender: Female Grade: 9th Ethnicity: Cambodian
Favorite Hobbies: Playing basketball
Role in the project: Survey and Outreach
Favorite Color(s): Red
Religion: Buddhism
Language you speak: English and Cambodian
Favorite song or type of music: R&B and a lot of songs
Person you admire: My mom, friends and good people
Three words that describe you: Intelligent, funny, and good to talk to
Goal(s) for the Y.E.L.L. project: "I want to make the community and school a better place."
Achievements through the program: "The community survey that I had worked on with Sopheak."
Personal future goals for the program: "My future goal is to make the community a better place."

Clarence Ray Thomas III



Age: 19 Gender: Male Grade: 12th Ethnicity: Creole and Blackfoot Favorite Hobbies: Memorizing music instrumentals.
Role in the project: A youth researcher/ report team.
Favorite Color(s): Blue
Religion: Catholic
Language you speak: English
Favorite song or type of music: Classic, Jazz and James Brown
Person you admire: Teachers and my grandmother
Three words that describe you: Different, profound, and philosophical
Goal(s) for the Y.E.L.L. project: "To complete all the program assignments and hopefully see good changes for McClymonds as a result of our efforts in the Y.E.L.L. program."
Achievements through the program: "Getting to know everybody in the program."
Personal goals for the program: "Hopefully, work in the program next year to help change McClymonds for the best."

Jamaal Germaine



Age: 16 Gender: Male Grade: 10th Ethnicity: African-French American
Favorite Hobbies: Play chess(#1), watch movies, baseball, sleep, eat, hang out with my cousins,
and listen to music
Role in the project: Editor/ film maker of “Chess's Knowledge”
Favorite Color(s): Blue
Religion: Catholic
Language you speak: English
Favorite song or type of music: R&B
Person you admire: Reggie Jackson and Ricky Henderson
Three words that describe you: Unpredictable, joyful, and questionable
Goal(s) for the Y.E.L.L. project: “To be a role model and an advocate.”
Achievements through the program: “To accomplish everything when the movie is over.”
Personal future goals for the program: “My personal goal is to be a peer counselor and role model.”

Bianca De La Torre



Age: 15 Gender: Female Grade: 9th Ethnicity: Mexican
Favorite Hobbies: Sleeping and listening to music.
Role in the project: Focus groups and video team.
Favorite Color(s): Red and silver.
Religion: None
Language you speak: English and Spanish
Favorite song or type of music: Rock
Person you admire: Myself
Three words that describe you: Eccentric, talkative and outgoing.
Goal(s) for the Y.E.L.L. project: “To make new friends.”
Achievements through the program: “I became more interactive with the community.”
Personal future goals for the program: “To help make change at the school.”

Sopheak Sam



Age: 15 Gender: Female Grade: 9th Ethnicity: Cambodian
Favorite Hobbies: Eating, sleeping, reading and watching anime.
Role in the project: Survey and report team.
Favorite Color(s): Purple.
Religion: Buddhist
Language you speak: English and Cambodian
Favorite song or type of music: All kinds
Person you admire: My sister
Three words that describe you: Shy, weird and short.
Goal(s) for the Y.E.L.L. project: "To see things happen and to see things change."
Achievements through the program: "I learned how to interview people."
Personal future goals for the program: "To have the information be useful to the people that can help with our problems at Mack and make YELL better."

Tashika Boston

Age: 15 Gender: Female Grade: 9th Ethnicity: African-American
Favorite Hobbies: Writing poetry, hanging out with my friends
Role in the project: Focus groups and Report team.
Favorite Color(s): Red and orange
Religion:
Language you speak:
Favorite song or type of music:
Person you admire:
Three words that describe you: Loud, weird, and shy
Goal(s) for the Y.E.L.L. project: "To finish out the YELL project."
Achievements through the program: "I learned how to edit movies and run focus groups."
Personal future goals for the program: "That the community forum goes well."