The organizers of this program have, first and foremost, spent tremendous time and resources engaging students of all ages in mathematics, the majority of whom live in underserved communities, and attend schools that perform poorly, as a whole, on standardized mathematics’ assessments. YPP seeks to address the myriad of potential barriers to achievement that these young people face, manifesting themselves on an individual level in general mathematical anxiety and the avoidance of related coursework, through the lack of accessible mentors and role models, and the absence of a culture of community support for the study of mathematics, on a much broader scale.

This program has provided rich educational opportunities for young people to hone their mathematics skills while strengthening their bonds with their peers and other young leaders in their respective communities. To the former, YPP serves as a vital catalyst for developing both the interest and the requisite mathematical skills for students to be mathematically literate, while also helping the program to meet its goal of increasing the number of students from underserved communities that successfully complete advanced mathematics coursework in high school. Moreover, the bonds and lasting relationships that are created between college, high school, and elementary school students help to further strengthen the sense of community that is so vital in reversing the trends that so often dissuade students from studying mathematics, or more tragically, lead to them becoming disinterested in education in general.

The benefits of this type of program can be further evidenced in the matriculation of many of the young students to positions of leadership (i.e. MLW’s, CMLW’s), further strengthening the ties that YPP has in the communities that it serves, while providing a new generation of service-minded role-models for children in these at-risk communities. To the younger students, MLW’s represent a vision of hope, and provides tangible evidence that they too can be successful in school, and in mathematics, in specific. This connection, from the elementary school students, on through the CMLW’s and beyond, provide the essential architecture and support for ensuring that these communities’ most essential resource, their children, not only successfully complete their education but also becoming more math literate, responsible, and conscientious citizens.

Furthermore, the YPP has given college and high school students the opportunity to become teachers, and pass on their passion for mathematics to the younger students, while also serving as essential role-models in a field that so desperately calls for them. While not a focus of this evaluation, an analysis of the academic and professional trajectories of YPP participants may provide additional confirmation of the power of these specific types of outreach experiences. In part, the impact on student attendance, mathematics course selection and achievement, and college enrollment and plans-of-study would all lend further credence to the efforts of YPP community to empower those in their charge.

With focused effort on further developing the quality and quantity of the professional development opportunities offered to CMLW’s and MLW’s, a renewed effort at establishing connections to outreach sites, and the implementation of a rigorous performance and measurement system, YPP will see a marked improvement in the quantitative measures of its success, which will serve to strongly compliment the aforementioned benefits they provide to the communities they serve, thus fully reaching the goals to which they aspire.