




Project Name: Project SCORE (Student-Centered Outcomes Research Experience)	
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Website: https://pharmacy.olemiss.edu/score/	If SEPA project, URL for project: https://nihsepa.org/project/project-score-student-centered-outcomes-research-experience/

Brief Program Description: Project SCORE an informal after-school program that seeks to increase awareness of and interest in public health, science engagement and STEM careers, as well as increase matriculation into higher education STEM programs to enhance and diversify the future biomedical workforce. SCORE develops a student-centered research agenda and uses near-peer mentors to guide students in conducting research projects.		
Program and Participant Characteristics	  	Program Activities
Program type: Curriculum Out-of-school program Research experiences for students or teachers		Project SCORE (Student Centered Outcomes Research Experience) – The Experience of the Near-Peer Mentor
Setting(s): Informal, community centers		One of the goals of Project SCORE includes professional development and mentoring for all involved. A mentoring model is used to provide support and guidance to the students at every level involved in the project.
Types of participants: Students		Project SCORE staff training incorporates a variety of activities to provide faculty, staff, and near peer mentors with the knowledge, skills, and abilities to be successful in their roles.
Grade level(s) of participants: High school students and college near peer mentors		The training goals for near peer mentors are to provide the training to support success in the role, as well as to provide mentorship to develop as a professional.
Characteristics of the populations you serve relative to DEIA: High school students are predominantly African American; Near Peer Mentors are racially/ethnically and gender diverse.		

Evaluation – Near Peer Mentors	Key Findings – Near Peer Mentors
<p>Constructs measured</p> <p>Skills</p> <p>Attitudes (e.g., interest, identity, belonging)</p> <p>Quality or fidelity of implementation</p>	<p>Themes from Near Peer Mentoring Interviews:</p> <p><i>Community, teaching the younger generation</i> In the Project SCORE setting, this is done through informal education and near-peer mentorship, and often within the context of cultural or societal norms. Mentors experience the satisfaction of being involved in their community, creating more engagement and expanding their as college students.</p> <p><i>Supportive, inclusive environment and guidance</i> Through training and ongoing education, the Project SCORE mentors have the opportunity to feel empowered, accepted, and valued, regardless of their background, or identity. This approach promotes collaboration, diversity, and equity, enhancing well-being, growth, and success for all mentors, which then impacts the students of Project SCORE.</p> <p><i>Connection and Support</i> Project SOCRE believes that to be effective mentors, you have to have good mentors as examples. The NPM is assigned to faculty to help mentor them throughout their time with the program. By providing this support, the NPM are then able to grow as students as well as mentors to the teens in the program. Connection and support refers to establishing meaningful bonds, rapport, and mutual understanding between individuals or groups. Together, connection and support create a supportive ecosystem where individuals feel valued, understood, and empowered to navigate life's challenges and pursue their aspirations.</p>
<p>Methods</p> <p>Interviews/focus groups</p>	
<p>Design characteristics</p> <p>Other: Post implementation interviews with Near Peer Mentors</p>	
Project Lessons Learned – Near Peer Mentors	
<p><i>Issues with scheduling</i></p> <p>The project has an elite set of professors who are all highly regarded in their fields, which means their schedules are busy and can lead to difficult scheduling. The issues with scheduling bring to light the need to structure the procedures more to make it more successful for all involved.</p> <p><i>The importance of people within the field coming in</i></p> <p>Bringing professionals into the Project SCORE setting has been incredibly valuable. Overall, bringing professionals into the program to speak with students can help bridge the gap between classroom learning and the real world, providing students with valuable insights, inspiration, and opportunities for personal and professional growth.</p>	

Questions, Advice Wanted, or Topics of Discussion for the SciEd Community (optional)