

**CalGRIP 2009/10
NARRATIVE FORM
CATEGORY 2**

STATE USE ONLY	Exhibit A
Subgrant Number	R970565 / K074169
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Organization Name: San Diego Workforce Partnership

**Workforce Investment Act Funds
Governor's CalGRIP PY 2009/10
Category 2 - Career Pathway Partnerships
Project Narrative Form**

Section I - Statement of Need and High Intensity Gang Activity Areas (HIGAA's)

1. Describe the geographical region the project will target and include the county/counties where services will be provided. Up to five bonus points will be awarded to projects serving one or more of the HIGAA's.

The San Diego Urban Teacher Fellowship (SDUTF) program will target the City of San Diego, but in particular, the communities in the "South of Interstate 8" area including City Heights and Southeast San Diego. All targeted areas are located within the City of San Diego, which is designated by the Employment Development Department as a High Intensity Gang Activity Area (HIGAA).

The City of San Diego has a population of over 1.2 million people, and is home to a large population of gangs and gang members. The distribution and sale of illegal drugs across the nearby United States-Mexico border plays a major factor in their growth and spread throughout the region. The particular communities targeted by SDUTF have high levels of gang activity and several co-present risk factors for youth involvement. Focused on youth ages 17-24 that are at-risk of gang involvement, SDUTF will target communities surrounding high schools within our service area, and will recruit and enroll in-school youth from the high schools themselves, as well as out-of-school youth from the surrounding communities. From among these communities, we will approach selected ones as priority recruitment targets due to the high levels of gang activity and/or elevated levels of risk factors for gang involvement in these schools and their surrounding areas. A second group of communities, selected based on established recruitment relationships with administrators and staff at their high schools, as well as public agencies and CBOs serving their surrounding communities, will form a secondary recruitment target. While enrollment in the project will be open to students from all communities in the City of San Diego, we will intensify outreach and recruitment activities and allocation of resources to the primary and secondary target neighborhoods. These neighborhoods, which are targeted because of the rate of violent crimes (over 8% for Primary Target and over 6% for Secondary Target, as documented by the City Gang Commission), are listed in the table below.

<i>Primary Target Neighborhoods</i>	<i>Secondary Target Neighborhoods</i>
Mountain View	Valencia park
Southcrest	Lincoln Park
Emerald Hills	Broadway Heights
Mt. Hope	Shelltown
Chollas View	Skyline
	Encanto

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2. Describe the unmet need of the youth in the region that the project will target. Include an explanation of how the unmet need was determined and what factors have contributed to the unmet need. Provide the following statistical information that supports the need for this project and include data sources: gang-related homicides, number of youth on probation or parole, high school dropout rates, high school academic performance index scores, poverty levels, and total number of youth in the targeted region.

Demographic data: Overall, 23% of total population in the project's targeted communities consists of children and youth ages 0-17. Of this under-18 population, 17% live in households with incomes at or below federal poverty guidelines (Source: American Community Survey, 2006-08). Of the under-18 children in these target areas, 29% percent live in single-parent family homes, and the poverty rate among this subgroup is 35% (ACS). The overall adult unemployment rate for these combined neighborhoods is 10.4% (Source: U.S Bureau of Labor Statistics, data for April 2010).

School performance and school climate: The academic performance index scores for high schools located in the primary target neighborhoods ranges from a low of 438 to a high of 817. The adjusted 4-year derived dropout rates for these schools ranges from 1% to 54%, with a mean dropout rate of 2.5% when weighted for school enrollment sizes. Finally, the suspension and expulsion rates of these schools range from 1% to 65%, with a mean rate of 9.5%. Approximately 56% of these suspensions and expulsions are due to drug offenses or violence, which is a gang risk indicator.

Data on youth victims of violent crime, gang-related violent crime, and youth probation/parole: In the complete data year, there were 369 incidents of gang-related violent crime. In the same period, 483 children under the age of 18 were victims of violent crime, and according to the Department of Probation, 4,444 youth 18 and under are presently on probation.

Unmet needs in the context of SDUTF: In moving at-risk youth from the targeted communities and high schools into education and career pathways, the central challenge for the SDUTF is the mismatch between the skills and education required for the region's growing cluster of high-wage job opportunities in comparison to the current status and skill levels of the youth in the targeted communities. The economy in San Diego County is expected to grow at a rate of 1.3% annually until 2016, with EDD projecting a gain of 189,000 jobs over that period. While many of these jobs are lower skilled, such as server, cashier, and retail clerk, there are also a number of high-growth, high-wage jobs in sectors requiring post-secondary education and training. These jobs notably include K-12 classroom teaching, which is projected to add 643 new jobs, as well as requires 790 vacancies filled each year until 2016, for an annual total of 1,433 job openings (Source: EDD Occupational Projections). Meeting this level of employer need, while addressing the skills, work readiness, educational, and social support needs of at-risk youth, is a central task for the region's overall economic development, as well as a way to mitigate risks of gang involvement for youth and young adults.

In this overall context of growth, an emerging urgent need is the securing of adequate numbers of qualified, well-trained workers for the regions after-school programs, as well as the establishment of a local pipeline of new K-12 teachers. Jobs in after-school programs, in the San Diego County area, represent a major source of part-time employment, which can serve as a low-barrier entry point to careers in education. Many programs accept candidates who have a high school diploma and who are enrolled in a community college. Following the 2007 implementation of California's Proposition 49, these programs have expanded, creating a need for approximately 3,000 positions in order to staff San Diego County's publicly funded after-school programs. With turnover rates in these jobs at 30% or more each year, we anticipate 900 or more job openings annually.

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Growth projections also establish that San Diego County will face a significant shortage of new qualified teachers for over the next five years. In primary and secondary classroom teaching, the need to fill 3,200 new teaching jobs will exist in our metropolitan area alone during this period.¹ Furthermore, factors including an aging teaching workforce² and insufficient numbers of newly credentialed teachers exiting institutions of higher education, will lead to 3,950 vacated teaching positions during this same period.³ Median annual teacher salary in this area is \$65,928 per year. This level of employer need, coupled with living-wage jobs, makes a strategy targeting careers in teaching a particularly valuable approach to opening economic and educational opportunities for at-risk youth and young adults.

Especially in California's urban centers, there is a pronounced need for new teachers who are more closely representative of the public school populations in which they will teach. Statewide, 48.7% of K-12 public school students are Hispanic, yet just 16.1% of teachers are Hispanic, while white students make up just 28.5% of the student population, but 70.7% of the state's K-12 public school teaching workforce is white.⁴ Data on socioeconomic backgrounds, when available, has demonstrated a similar pattern of disparity. One critical means to address this disparity is to develop a "home-grown" teaching workforce in high-need school districts.⁵ However, we know that jobseekers and students coming from such high-need backgrounds face challenges in negotiating the educational requirements of careers in teaching. According to the Pell Institute for the Study of Higher Education, only 6% of low-income students can expect to earn a Bachelor's Degree by age 24. This same research indicates that the root of the low rates of degree attainment among these students lies in the financial and social barriers associated with poverty. An innovative workforce strategy to bring low-income workers into teaching is critical to addressing these barriers.

3. Explain why the need cannot be met with existing resources through the local or regional educational, employment, and training service delivery infrastructures.

The chief challenge facing SDUTF is preparing youth at-risk of gang involvement residing in our service area to succeed in post-secondary education and training. There is a significant unmet need for a career pathway model that targets gang-involved/at-risk youth and places them into real jobs. The integration of these services and strategies is outside the scope of work of any one institution of higher education, CBO service provider, or LWIB. SDUTF integrates these elements into an articulated career pathway. The local and regional service delivery infrastructure is making substantial contributions to the overall cost of training and instruction on this project. The San Diego Workforce Partnership (Workforce Partnership), as lead applicant, is leveraging \$265,000 in WIA Title I Youth grant funding to support this project. In addition, this project will benefit from the extensive prior commitments of all project partners to a yearlong planning process funded by a grant from the David & Lucile Packard Foundation, which supported the development of the SDUTF Collaborative.

1 *California Occupational Projections*, California Employment Development Department, [http://www.calmis.ca.gov/file/occproj/cal\\$occproj.xls](http://www.calmis.ca.gov/file/occproj/cal$occproj.xls), and "San Diego-Carlsbad-San Marcos Occupation Projections," CA EDD, [http://www.calmis.ca.gov/file/occproj/la\\$occproj.xls](http://www.calmis.ca.gov/file/occproj/la$occproj.xls).

2 National Commission on Teaching and America's Future, "Learning Teams: Creating What's Next." April 2008. Appendix C.

3 "California Occupational Projections and San Diego-Carlsbad-San Marcos Metropolitan District Occupational Projections."

4 California Department of Education, Education Demographics Office data for 2007-08. <http://dq.cde.ca.gov>

5 Boyd, Donald, et al. "The Draw of Home: How Teacher's Preferences for Proximity Disadvantage Urban Schools," *Journal of Policy Analysis and Management* 24, No. 1 (2005): 113-152.

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Presently, the local system supports components of career pathway programs, such as the Career Pathways for After-School Staff (CPASS), which provides opportunities for youth to attend community college and to be placed in after-school employment. However, the program lacks the connection to a four-year university, as well as to longer career paths leading to high-paying employment opportunities. The current budgetary conditions in the community college system present challenges to funding a closed-enrollment, cohort-structured program like SDUTF. With state funding on the decline, Mesa College is anticipating increased financial strain on programs like SDUTF. Support through CalGRIP funds would supply a crucial 24-month period in order to continue building on the momentum of the SDUTF project while we explore additional sources of support for program sustainability.

Section II - Target Group

1. *Describe the characteristics of the youth that will be served by this project including barriers and supportive service needs such as housing, drug and alcohol treatment, counseling, etc. Describe how you will determine whether a youth is at-risk of gang involvement, gang-involved, or a current gang member. Complete and attach the Target Group Planning Chart (Exhibit H).*

The WIA funded Youth Service Provider will be responsible for all outreach and recruitment. This provider will have experience recruiting and serving youth with the barriers listed below and will have assessment processes in place in order to determine all barriers faced by each young person. Youth recruited based on these risk factors will have many barriers in common, which include, but are not limited to, the following:

- *Lack of knowledge of post-secondary training opportunities and the regional labor market:* Many gang-involved/at-risk youth, living in isolated or disconnected families or communities, lack knowledge of available high-wage career opportunities in San Diego, and/or the training and educational pathways required for economic success. Gang-involved/at-risk youth may be unaware of post-secondary education and training opportunities at Mesa College or the larger community college system, or may perceive these opportunities as closed to them.
- *Lack of literacy and basic skills:* Success in post-secondary career pathways requires literacy and math skills at the tenth grade level, as well as advanced communication and writing skills. Many students in the targeted high schools, as well as the out-of-school youth in the surrounding targeted communities, lack the needed English, math, communication, and literacy skills to succeed in the post-secondary training and high-wage career opportunities
- *Lack of social and family support:* Success in post-secondary training and education is greatly enhanced by role models, adult and peer support, and the availability of counseling and mentoring. In addition, students need to have basic underlying supports including housing, health care, childcare, transportation, and sufficient income to provide for basic living costs. This is a challenge for low-income youth in general, and a particular challenge for youth at-risk of gang involvement, among which there is a higher prevalence of family dysfunction, negative role models, and social isolation outside the context of gang-related activities.
- *Lack of customized skill training:* High-wage jobs teaching in grades K-12 require industry driven advanced training and certification. Gang-involved/at-risk youth seeking career success will need to pursue courses or programs offered at a community college or four-year institution.

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- Learning disabilities: Gang-involved/at-risk youth may learn in different ways, which requires programs to develop a variety of means for effective assessment, teaching, and counseling
- Lack of workplace readiness skills: Paid work experience opportunities are an integral part of career pathways, and require strong work readiness skills, including understanding of the need for regular attendance, punctuality, as well as the ability to follow instructions, work in teams, and understand and follow regulations. This is particularly true for the demanding schedule that is required to coordinate academic and on-the-job practicum and internship prerequisites for teaching credentials.
- Physical and mental health issues: Gang-involved/at-risk youth have high incidences of PTSD, depression, anxiety, learning disabilities, and other mental health issues. These issues require intensive counseling and social support. If unaddressed, these items are significant barriers to employment.

2. *Identify the outreach and recruitment methods that will be used to contact and recruit youth at-risk of gang involvement, gang-involved, or current gang members. Demonstrate how these methods will enable you to reach the targeted youth population.*

The San Diego Workforce Partnership's partner organizations and institutions have a long history of working with gang-involved/at-risk youth. Our project recruitment and service plan is based in our large network of social service organizations, educational institutions, and government agencies. To identify and recruit gang-involved or at-risk youth, SDUTF will coordinate outreach with allied CBOs, the Department of Probation, Mesa College, law enforcement, and educational institutions in high-intensity gang neighborhoods, most notably the high schools listed in section I.1 above. These partners will recruit and refer youth 17-24 years of age, who are at-risk for gang involvement.

The procured Youth Service Provider will be the key organization that conducts outreach and recruitment, and the primary staff will be the Student Success Coach and Program Manager, which will lead the effort in youth outreach, recruitment, and assessment. However, the Project Manager at the Workforce Partnership will help coordinate with outside agencies, as well as will be involved in marketing and outreach to the organizations listed above. The shared profile for gang involvement risk will be based on several key risk factors, which include the following:

1) Targeted recruitment in high gang intensity and low-income neighborhoods: Research shows that youth living in high gang intensity neighborhoods are at a greater risk of gang involvement than youth with similar socio-economic status living elsewhere. The majority of SDUTF cohort members will come from the high gang activity areas of San Diego.

2) Probation or Parole: Research indicates that juveniles on probation or parole are more likely to be involved in gang activity or be at-risk for gang involvement than control populations. Our CBO partners work extensively with probation and law enforcement, and have direct knowledge of which youth are involved in pre-trial diversion and other intervention programs related to gang activity. While our project will not directly target gang-involved youth, because of the barrier that arrest records can present to employment at a school site, youth in non-adjudicated diversion programs and similar prevention programs will represent an important population for the project.

3) Higher youth unemployment: Research has specifically identified youth unemployment as a significant risk factor in gang involvement.

4) Academic failure: Research indicates that youth experiencing academic failure or placement in special education programs are at a greater risk for gang involvement. SDUTF will work with our high school partners to identify this population.

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5) Domestic violence: Research shows that youth who experience domestic violence are at greater risk of gang involvement. SDUTF will work with San Diego's public agencies, including Child Protective Services, to target areas with a high number of domestic violence reports.

6) Self identification: Lastly, research indicates that youth at-risk for gang involvement will disclose the feelings of peer pressure and thoughts of joining a gang to a counselor. SDUTF will utilize the project's network of Case Managers, as well as Guidance Counselors and Social Workers from the targeted high schools, to identify youth who have vocalized a fear of becoming gang-involved.

Section III - Planned Approach

1. *Describe the model that will be used to provide youth with a career pathway from high school or bridge programs leading to employment in teaching or social service occupations. Demonstrate how the model will include participation in the after-school workforce while incorporating post secondary education or training, and lead to continuing education at a community college and a CSU.*

The project design of SDUTF is intended to address the three interlocking areas of need outlined in Section I.2 above, which include the following: 1) The short and long-term growth in employment for credentialed teachers in San Diego County coupled with large numbers of available part-time jobs in after-school programs; 2) The barriers to entry for the candidates with the most need for new teaching positions; and 3) High levels of need for social, academic, and peer support among at-risk youth and young adults moving toward employment in these positions. This project will address the growth in the demand for teachers by developing a new, local talent pool of educators. It will also address barriers to entry by leveraging after-school program jobs as a more accessible entry point to careers in education, will provide participants with wrap around support services, contextualized education and training, and will mobilize peer cohorts structured as learning communities as the center of its strategy.

The partnership's career pathway into credentialed teaching is sector-driven by high levels of employer need in San Diego County and Statewide. It will make use of a well-developed array of educational and professional training already in place at Mesa College and San Diego State University, as well as will provide closer coordination and articulation between the phases of career preparation through the close collaboration of the partner institutions. All training provided to project participants has been designed in collaboration with industry partners and it has modeled its program design on job training best practices identified by the National Center for Post-Secondary Research. Core components offered to all project participants include case management, contextualized academic training, cohort-based learning communities, and training resulting in industry recognized certificates and direct job placements. The training and service plan is designed to address the full range of needs and barriers anticipated among our target population of low-income youth and young adults at-risk of gang involvement.

2. *Describe the specific types of services, training, and bridge programs that will engage youth in the community, increase their vocational and job readiness skills, and link them to the after-school workforce to reduce their risk of gang involvement. Identify who will provide the services, training, and/or bridge programs.*

Outreach and Recruitment: Working with our network of partners that serve youth, schools, county agencies, and CBOs, according to the recruitment profile outlined above, the WIA funded

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Youth Service Provider, which will be selected through the RFP process outlined on page 15, will recruit youth 17-24 years old that meet the recruitment qualifications for the Fall Semester of the 2010-11 Academic Year. We have worked successfully to support related recruitment efforts in existing career pathway initiatives.

Enrollment: All of the youth entering the program, at least 40, will be matched with a Student Support Coach trained and supervised by the Youth Service Provider, which will be procured in July 2010. All of these youth will begin receiving academic coaching, counseling, and service referrals at this stage of the process. The Support Coach will serve as an individual Case Manager while the participant finishes high school, or will work to engage out-of-school youth into educational and youth development activities until the Bridge program begins. All clients will be assessed by the Support Coach for literacy, math, and communication skills, as well as work readiness and potential personal and family barriers. All participants will receive individualized assistance including career and personal counseling, life skills counseling, and tutoring and other supports as needed.

Youth Development and Leadership Activities: The Youth Service Provider will also deliver and provide leadership and team building opportunities for the cohort of participants. This will begin in the spring of 2011 and will serve to help bond the group as a team and cohort. It will also be used to ensure youth are engaged in the SDUTF program from the very beginning. Services will include team building activities, field trips, career guidance and exploration, and group projects and volunteer activities. These services will be designed to provide the opportunity for the youth to bond prior to and during their community college experience. There will be a youth development approach to all aspects of the program to ensure participants stay fully engaged in the educational and employment opportunities.

Bridge to Employment: Mesa College, in collaboration with UROK Learning Institute (UROK), will deliver the Bridge program with approximate three months duration, enrolling 40 participants in the first cohort served through this grant. Depending on the number of in-school youth and the feasibility of concurrent enrollment options for our enrolled population, these programs may begin during the spring academic semester. However, it is more likely that participants will enroll for a single introductory course in the spring, and will complete the bulk of coursework during the summer of 2011. These programs will include an introduction to regional career opportunities, intensive English and communication skills, and math instruction. The Bridge will be delivered as a learning community. The goal of this component will be to bring participants to a 10th grade level of English and reading skills, create a learning community, and provide an introduction and connection to after-school and teaching topics, skills, and career pathways. SDUTF's Student Support Coach will attend all classes with Bridge Program participants, facilitate tutoring and group learning sessions, hold one-on-one monthly client status meetings, communicate directly with college and UROK faculty, support students in accessing financial aid and applying for scholarships, and link students to social support services. One Support Coach will be assigned to each cohort. The Bridge will also support individuals without high school diplomas in preparing and taking the GED.

After-School Youth Worker Certificate: All Bridge program graduates will receive 60 hours of training resulting in an After-School/Youth Worker Certificate recognized by after-school employers. Certificate holders are given preferred hiring status. In addition, participants will be placed in up to 60 hours of on-the-job training with after-school employers that have committed to hiring qualified graduates of the Pathway. Individuals will receive direct instruction in youth work best practices and direct experience in classroom management and education.

Part-time after-school job placements: Upon receipt of the Certificate, participants will be hired in part-time jobs as After-School Workers in programs operated by participating employers and located in our targeted communities. The after-school employers that are participating in the project

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will be the primary source of placement. Jobs as instructional, recreational, and counseling aides will pay \$10-\$12/hour for 20 hours per week. The afternoon and early evening schedule of these jobs will align with continued full-time community college or CSU enrollment. Combined with financial aid, these jobs will represent a support package of \$15,000-\$20,000 per year to support college enrollment. Participants will be encouraged and supported to retain the after-school jobs throughout the subsequent degree and credential process, representing an ongoing source of income support, as well as career-relevant experience. The learning communities formed during the Training/Bridge Program phases will also begin to function at this stage as communities of practice for after-school youth workers. It is believed that that the direct involvement of project participants in positive youth development experiences will also have a corollary gang-prevention effect on the younger cohort of students in these programs.

The final outcomes/activities listed below exceed the scope of the 24-month performance period, but are included here to indicate the long-term intent of the SDUTF project:

Completion of the Associate's Degree: Participants will continue to work in learning communities and to receive supportive services from the Student Support Coach as they complete an Associate's Degree at Mesa College. The degree program will be aligned through close collaboration between Mesa and SDSU in order to lead to a seamless transition with maximal credit transfer into a BA or BS Degree program aligned, in turn, with the entrance requirements for teacher certification programs.

Transfer to CSU institution for BA/BS Degree work and credential: Participants will move on to SDSU or another participating CSU institution, on a degree track leading toward the BA in Liberal Studies or the BS in Science or Mathematics. These degree programs will be designed to meet all entrance requirements of teacher certification programs for either the multiple-subject or the single-subject credential. Work in learning communities/communities of practice and supportive services will continue through this step, as will employment in after-school programs. The workgroup is working with SDSU to finalize an MOU, which would prioritize admission for SDUTF participants that successfully complete and meet requirements.

3. *Describe how your service plan will address the barriers of the targeted youth and connect them to employment in the after-school workforce. Describe the type of jobs youth will be engaged in and provide a list of potential after-school employers.*

The SDUTF core service model is to recruit, support, prepare, and place an initial cohort of 40 youth at-risk for gang involvement in high-wage, high-growth teaching career pathways. To achieve this goal, SDUTF will engage youth in the following trainings and services:

1) Recruitment, assessment, and counseling: The WIA funded Youth Service Provider, drawing on a network of community and social service agencies, our participating high schools, the Workforce Partnership network of youth providers, and public agencies will conduct community outreach and recruitment. All interested candidates will be assessed for gang-involvement risk, will be tested for literacy and math skills, and interviewed by the Student Support Coach for the Project. Screening and assessment will seek motivated candidates with 7th-8th grade reading and math skills that are capable of succeeding in an intensive educational program. We will also assign each class member to the Student Support Coach in order to support his or her personal and academic development. Each candidate will be screened for undiagnosed learning disabilities and given an individualized report on their personal strengths and weaknesses.

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- 2) Bridge Program: Building on the successful model employed in pilot iterations of the UTF model, the Workforce Partnership will contract with UROK, to work in collaboration with Mesa College, in order to deliver a three-month Bridge Program. This program will be designed to raise student math and English levels, and provide broad-based career orientation and preparation. UROK has been providing high quality, one-on-one, small group, and whole class instruction in San Diego, and around the nation, since 2001. The Bridge will feature: intensive English, reading, and writing instruction; intensive math instruction; introduction to teaching, individual tutoring, and counseling; computer skills; introduction to the workplace; and experiential learning opportunities. Bridge classes will be conducted as a cohort-based learning community with a Student Support Coach assigned to each class.
- 3) After-school workforce training and placement: The after-school employers participating in this program will conduct 60 hours of focused training for after-school workers designed to ready all Bridge graduates for after-school placements. Participants will receive a certificate as after-school worker, which is recognized within the industry. Students will be placed with partner employers. Students will work in the community as after-school aides while enrolled in community college and pursuing a longer-term AA/AS degree-to-teaching-credential pathway.

4. *Describe how your career pathway model has begun implementation or how substantial planning has already occurred. Demonstrate how this will assist the project in achieving the planned goals and objectives. Complete and attach the Project Work Plan (Exhibit I) that includes objectives/activities and timelines.*

The San Diego Workforce Partnership, in collaboration with Mesa College, San Diego State University, and the South Bay Center for Counseling (SBCC), in a technical assistance role, has already started a yearlong planning process, led by The Children's Initiative, which includes curriculum design, support service program design and hiring, and outreach and recruitment strategy for the SDUTF project, which aligns with the goals of the 2010 CalGRIP Category 2 Strategy.

The SDUTF workgroup will continue to meet on a monthly basis for the duration of the grant. The group will be involved in the development of the Request for Proposals that will be released in July 2010 to procure the Youth Service Provider. The Workforce Partnership will leverage \$265,000 WIA formula dollars. Once the Youth Service Provider is procured, the Program Manager at that organization will join the committee in October 2010. This Workgroup will act as an intermediary, staffed by a Program Manager from the Workforce Partnership, to ensure the success of the program and to build a plan for sustainability. The San Diego Workforce Partnership will act as staffing, coordination, and oversight for the committee.

Section IV – Performance Goals

1. *Performance Goals Matrix—Complete the Performance Goals Matrix (Exhibit K) for the targeted youth population that the project will serve. If the planned project goals are different from the State goals, provide an explanation below.*

The SDUTF program goals and outcomes fulfill or exceed State outcomes.

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2. Provide a description of how the goals will be measured and provide further clarification to demonstrate their effectiveness.

SDUTF will assess achievement of goals by four key milestones: 1) Completion of Bridge Programs and awarding of college credit; 2) Completion of the after-school, industry-lead training; 3) Placement in the after-school workforce; and 4) Continuing college enrollment and satisfactory progress toward the AA/AS Degree. Goal achievement will be measured through reporting by program partners. Mesa College will report on participation and completion rates for Bridge and for students enrolled in teacher-preparation career pathways. After-school employer partners will report on the completion rates for the after-school workforce training. The Workforce Partnership and after-school employer partners will report on hiring of program graduates in after-school programs and retention.

Early outcome standards will include college attendance, retention, certification, and transfer rates, as well as employment outcomes including after-school placement, retention, and employer satisfaction. We believe these are the most effective program measurements, as they point directly to achievement of industry skill standards and employment. The Youth Service Provider's Student Support Coach will be responsible for collecting information from program partners, as well as producing and entering overall data into the Workforce Partnerships Database System.

Section V - Local Collaboration and Leveraged Resources

Part A –Local Partnerships

1. Describe how the lead applicant has successfully formed effective partnerships with the following required partners: an after-school employer, a community college, a California State University, and a community based organization. Provide descriptions of any formal or informal agreements that exist with the partners. Complete and attach the Partner Roles, Responsibilities, and Resources Chart (Exhibit J). In Section 1, Required Partners, list the required name of the partner in Column B and describe their role and responsibilities in conjunction with this project in Column C. Roles and responsibilities should be clearly defined in terms of specific tasks, services, or support that they will provide.

Local Workforce Investment Board: The San Diego Workforce Partnership, Inc. will act as the lead applicant. The Workforce Partnership has been in operation since 1974, when a joint powers agreement between the City and the County of San Diego created what is now a non-profit public benefit corporation The Workforce Partnership will staff and lead the workgroup intermediary for the SDUTF to support the partners in planning implementation, and beyond. Presently, the Workforce Partnership has a contract with the Children's Initiative to provide staffing for the planning process of SDUTF Workgroup.

After-school employers: SDUTF, as a regional collaborative, has developed partnerships with after-school program operators in our service area that have led to commitments to support training and hire qualified graduates of the project's Bridge and after-school training program components (see below). While SDUTF will outreach and work with many employer partners, Harmonium Children's Programs is our main partner who has committed to hiring students.

Community college: Mesa College will serve as the primary location for Bridge Programs, AA/AS curriculum, and degree program alignment with the teacher preparation program at SDSU. The SDUTF Workgroup is in the process of formalizing an MOU with Mesa College.

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California State University: San Diego State University has been a project partner since the beginning of the Packard-funded planning period, and has worked to align curricula and develop with Mesa College a streamlined and accelerated associates-to-credential education and training sequence for new teachers. The Workgroup is in the process of formalizing a MOU with SDSU.

Community Based Organization: The Youth Service Provider, who will be the agency to deliver the wraparound, youth development, and supportive services, will be procured by the Workforce Partnership in July 2010, using \$235,000 of leveraged WIA Youth formula funding for this specific program component. (Total Workforce Partnership leveraged funding is \$265,000, with \$235,000 to support the COB partner, and \$30,000 for UROK). The Student Support Coach, and all other direct service delivery staffing, will be employed by this agency. The Workforce Partnership will negotiate a formal contract with this organization.

Community Based Organization: The Children's Initiative (The Initiative) was awarded the initial planning grant by the David & Lucile Packard Foundation and it has been the catalyst in forming this collaborative and in bringing partners together. The Initiative will continue to bring partners together, and in particular, will act as the liaison to after-school employers. In 1998, The Children's Initiative developed and facilitated an unparalleled strategic alliance building the San Diego After-school Regional Consortium. The Consortium is a unique collaboration of educational, governmental, and community agencies that joined to provide San Diego's children with safe and enriching learning environments before and after-school. The Initiative will play an essential role in bringing leaders of all the partner organizations to the table.

2. *Describe how the lead applicant has successfully formed effective partnerships with other partners. It is strongly recommended that a Local Workforce Investment Board be a key partner. Provide descriptions of any formal or informal agreements that exist with the partners. Complete and attach the Partner Roles, Responsibilities, and Resources Chart (Exhibit J). In Section 2, Other Partners, list the name of the partner in Column B and describe their role and responsibilities in conjunction with this project in Column C. Roles and responsibilities should be clearly defined in terms of specific tasks, services, or support that they will provide.*

Local Workforce Investment Board: The San Diego Workforce Partnership, Inc. is the administrative entity for the local WIB. Please see A-1 above for description.

UROK Learning Institute will provide the Bridge Program in collaboration with Mesa College. Workforce Partnership will leverage \$30,000 to support this cost (Total Workforce Partnership leveraged funding is \$265,000, with \$235,000 to support the COB partner, and \$30,000 for UROK). UROK is a State Board approved supplemental service provider and has done extensive evidence-based work with at-risk youth, including foster youth in San Diego. UROK is uniquely qualified to oversee and implement literacy and math skills programs that also build self-esteem and confidence in the student's educational experience. A formal contract between the San Diego Workforce partnership and UROK will be put in place.

3. *Describe how the partnerships have been engaged in the development of this career pathway model and how they will continue to provide support and sustainability to this project.*

During the planning time funded by the David & Lucile Packard Foundation, the SDUTF Project Collaborative has and will continue to conduct a comprehensive partnership development and project planning process divided into five main strategic areas. These strategies, and the role of participating partner organizations in each, are detailed below:

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Strategy 1: Formation of the local work group — Our collaborative has convened a workgroup including all project partners, and focused on developing the following:

1. A mapping of partners' current teacher education initiatives and resources
2. Identification of internal resources to support at-risk youth including mentoring programs, supportive services, and designed programs
3. The creation of partner roles and responsibilities
4. Designation of key leaders for the regional work group

Strategy 2: Employer Development—The Children's Initiative and the San Diego Workforce Partnership has taken a leadership role in engaging after-school employers:

1. Identify employers clustered around partner universities and colleges
2. Create a regional after-school employer collaborative
3. Target after-school employers with well-developed in-house training and professional development programs
4. Wherever possible, target employers directly linked to school districts in order to maximize the opportunities to interface the after-school job experience with program participants' subsequent preparation and entry into teaching careers
5. Secure letters of commitment from relevant employers (Harmonium Children's Programs) to train and hire qualified Bridge Program graduates.

Strategy 3: Curriculum and Program Development—Collaborative partners (led by SDSU and Mesa College, with input on sector-specific training needs from participating after-school employers, and on support-service program design from the Workforce Partnership) have collaborated to produce the following:

1. The development of a three-month Bridge to college
2. Co-enrollment for out-of-school high school age youth
3. GED support for students without high school diplomas
4. CSU and community college articulation
5. Co-teaching agreements between CSU and community college faculty
6. Group coursework timed to support employment in the after-school jobs
7. Closed registration to support cohort-based learning
8. Course work contextualized for after-school jobs and the teaching profession
9. "Off schedule" course offerings including winter and summer terms
10. Expanded school week including weekend classes
11. Research based cohort selection process
12. Defining partner roles and responsibilities in program planning, implementation, and continuing support
13. Developing program plan and curriculum for recruitment and outreach, screening, Bridge program, and learning community
14. Developing a community support and case management strategy
15. Developing a financial aid strategy

Strategy 4: Engaging Catalytic Funding—The SDUTF Collaborative, led by the Workforce Partnership with technical assistance from SBCC in Los Angeles, has worked to identify funding sources to support the implementation of the program model arising from its planning period.

Sources of funding in development or scheduled for project submission include:

1. Community College Chancellor's office including career advancement and Career Technical Education RFP's
2. Employment Development Department including CalGRIP and grants
3. Per capita student support and discretionary funding

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4. Career advancement funding
5. Foundations that support teacher training, community building, workforce, and economic development
6. Engage the Department of Probation and County Child Welfare to support foster care youth and youth transitioning from probation in accessing career pathways

Strategy 5: Development of a Sustainability Plan—The Workforce Partnership will work with other project partners and SBCC to identify and integrate longer-term funding and resource opportunities including WIA, EDD, and foundation support. Steps in this strategy, to be pursued over the course of the 24-month CalGRIP performance period, include:

1. Federal grants and Earmarks, incentive grants, innovation fund, transitions to teaching, and Title II teacher preparation grants
2. Career Advancement Academy dollars and CTE funding
3. City and County Community Reinvestment and Community Block grant dollars
4. Foundations that support teacher training, community building, workforce, and economic development
5. Engage the County of San Diego Health and Human Services Agency, Department of Probation, and other relevant agencies that support youthful offenders, foster youth, and youth transition from dependency and delinquency

Part C – Leveraged Resources:

1. *A dollar-for-dollar match is required. Complete columns D-F in the Partner Roles, Responsibilities and Resources Chart (Exhibit J) identifying the cash/in kind match that will be used to support activities and/or expand or sustain the project. Attach a letter of commitment from the partner describing the match, specifying the dollar amount, and identifying a contact person and phone number.*

No Narrative Required

2. *Bonus Points – Two bonus points will be awarded to applicants that demonstrate a match greater than dollar-for-dollar of the amount requested. Complete columns D-F in the Partner Roles, Responsibilities and Resources Chart (Exhibit J) identifying the cash/in kind match that will be used to support activities and/or expand or sustain the project. Attach a letter of commitment from the partner describing the match, specifying the dollar amount, and identifying a contact person and phone number.*

No Narrative Required

Section VI - Statement of Capabilities

6. *Describe the organization's capability to conduct and administer a federally funded project including your ability to collect and report financial and participant performance data as required.*

As fiscal agent for this grant, the Workforce Partnership has extensive experience in administering federal and State funds, and it will serve as the fiscal and administrative entity responsible for managing and overseeing project funds and activities. The Workforce Partnership has more than 35 years experience designing and implementing innovative workforce development projects within San Diego County. For the program year 09-10, the organization managed an annual budget of \$52 million in federal and State job-training funds and initiates subcontracts with qualified

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organizations throughout the County to deliver services to customers. The Workforce Partnership oversees all of the WIA formula-funded employment and training programs and One-Stop Centers for the City and County of San Diego, as well as many additional grant-funded employment and training programs, some examples include:

- **The Recently Separated Veterans' Pilot Project** - conducted with the Veterans Village of San Diego and Interfaith Community Services, which served 168 recently-separated veterans, with 70% participating in training for employment.
- **Clean Energy Workforce Training Program (Green Building Partnership) - \$700,000** ARRA, WIA 15%, and State Energy Program (SEP) funds. This program brings together the worlds of Workforce Development and Higher Education. It provides pre-apprenticeship education and hands-on training in the fields of green construction and clean energy technology. This 120-hour course will take place over a five-week span at four community college sites.
- **Hire-A-Youth Program** - \$7.7 million ARRA funding that served over 3,200 youth in the summer of 09-10.
- **The Life Sciences Summer Institute** - a partnership with BIOCUM, Biogen Idec, Southern California Biotechnology Center at Miramar College, and the Amgen Foundation, which has placed 218 students into hands-on employer-paid internships and trained over 92 teachers through the Biotechnology Externship Program since its inception in 2005.
- **National Emergency Career Advancement Center** - a two-year, \$28 million grant awarded by DOL in 2001, which served 2,655 eligible military personnel, laid-off civilian personnel, and military spouses, helping them transition or enter into the civilian workforce.

The Workforce Partnership will assume primary responsibility for the program oversight, fiscal administration, contract management, and performance tracking and reporting. Performance outcomes will be measured using the Workforce Partnership's Customer Services Information Reporting System (CISRS). The Workforce Partnership developed this Comprehensive Case Management System not only to allow case managers to automate individual case notes and document customer services, but also to capture mandated WIA data elements and any additional locally-defined data elements. Workforce Partnership's CISRS will collect and track all of the data elements mandated by the CalGRIP SFP for the SDUTF program.

Academic outcomes will be reported by Mesa College. As a public agency, Mesa College employs sophisticated administrative management, fiscal, and participant tracking systems led by a senior management team. These include a comprehensive system to track, monitor, and analyze student success within every program offered with data including attendance, persistence, success, and program outcomes. The college regularly reports student data through multiple government tracking systems, including, but not limited to, the Management Information Systems for California Community Colleges annually. The State and federal systems are mandated and they comply with the Family Education Rights & Privacy Act (FERPA) requirements with respect to protection of student information. In addition, electronic submission procedures utilize state-of-the-art secure protocols and systems. Personal information and student information are tracked using Student Identification numbers assigned at the time of admission. During the admissions process all personal information is stored in a secure database, which is accessed for federally allowed reporting purposes only. Business conducted by the student is done using the Student ID number, which limits access to unnecessary personal identity information by college personnel.

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