

StreetCode HH Grant Report info October 1 - December 31, 2023

Description of Services Billed (by participant and activity using Appropriate Billable Rates in Exhibit B and following Contractor’s Budget under Exhibit B Attachment 1)

1. **Program Enrollees:** description and status of enrollees in each program (non-confidential data on enrollees to date (e.g., age, gender, racial composition, special needs, education and/or employment status)
 - a. Continuing enrollees reported in prior quarterly reports **13 continuing**
 - b. New enrollees for this quarterly report **0 new enrollees**
 - c. Enrollees who are no longer enrolled in program: **None**

WIP Report Data	#	%
# of Applicants	13	65%
Employment Status		
Employed	7	54%
Not Employed	6	46%
Retired	0	0%
Disabled	3	23%
Ethnicity		
Black or African American	4	31%
Hispanic or Latina/Latino/Latinx	4	31%
Pacific Islander or Native Hawaiian	2	15%
White	1	8%
Prefer Not to Answer	2	15%
Gender		
Male	6	46%
Female	6	46%
Prefer Not to Answer	1	8%

Age		
Youngest	19	
Oldest	66	
Median	36	
Highest Level of Education		
Some High School	1	8%
High School Graduate or Equivalent (e.g. GED)	2	15%
Some College	3	23%
Trade/Technical/Vocational Training	3	23%
Google Professional Certificate enrollment		
Cybersecurity	4	31%
IT Support	4	31%
UX Design	3	23%
Data Analytics	2	15%

2. Program Outreach: description of outreach activities and events (e.g., community groups targeted and number of attendees or participants).

Although StreetCode was on break during this quarter, 2 Exposureship opportunities were provided.

- **Nike: We partnered with Nike designers in the Bay Area to host a Design Thinking Workshop, where our students were able to give feedback on how Nike’s culture and legacy is influencing the Bay area residents and what can be done to bridge communities. This was a two-day workshop, the first a Prep Workshop on gifts to goals to prepare individuals network tips and tricks, public speaking and goal-setting. This was followed by the Nike Executives hosting a panel discussion and engage in design thinking workshop with our WIP students.**
- **23andme: This program objective was to expose StreetCode WIP and other community members to learn about 23andMe and its employees over the course of 2-days. They learned that the company’s focus is on applying genetics to health diagnosis and choice of treatments. They learned why the employees seem to bounce back to the company after leaving for another job. They also learned how the employees are allowed to explore different roles in the company.**

- **The feedback from the WIP students about their 23andMe Exposureship was very positive. Many talked about looking at employment with 23andMe.**
- **Each employee shared their journey. The attendees spoke about how they considered the information and shared its impact on their thinking about the quality of the companies they would like to consider and possibility of returning to a previous employer and working in a different role.**

Several Tech Pop Up events were held to increase the adaptation of technology into the community. WIP met on a weekly basis to interface with these new tech pieces (ie VR headsets, AI software, etc.) to understand the proper language and breakdown of these softwares.

Finally, students were engaged in a 10 hour/week certification through Google Coursera certification. They came with questions along the path, and are mostly through the 6 month timeline for completion.

3. Career Development: description of career development and job placement services provided to program enrollees.

During this quarter, participants were matched with Career Coaches. Coaches met with their mentee once a month outside of the WIP class.

Exposureship events provide them with opportunities to meet with a group of company representatives to learn about their companies and hear about their individual journeys.

Office hours with the Work Innovation Program Manager is used to assess their career readiness skills, gather employment information to improve their resume and LinkedIn documents, strategic use of online search engines to identify jobs they can consider as they transition to a new career pathway or jobs requiring reskilling or upskilling.

4. Support Services: description of supportive services requested or provided to program enrollees.

StreetCode is committed to ensuring the program is accessible for all participants over the year-long program. This cohort group has made use of the following services.

- **Monthly stipend (up to \$500) to assist with community needs**
- **Free hotspot rental**
- **Free laptop rental**
- **Free education classes and certifications in technology**
- **1:1 career coaches to support student's career journey**
- **Paid certification for pre-approved program along the four innovation pathways**

Note: Because the WIP program is ongoing, we will be updating the performance metrics as time goes on.

5. Performance Metrics

- a. **Program Completion Rate:** 100% of students are enrolled in a certification program, and plan to be concluded in Q2 2024.
- b. **Job Placement Rate:** No data on this yet.
- c. **Starting Wage:** No data on this yet.
- d. **Living Wage:** No data on this yet.
- e. **Other applicable performance metrics by Contractor**

7. Performance Assessment (as applicable)

a. Program successes and outcomes

- **StreetCode provided the mindset events and skills classes in the Summer 2023, which allowed a pathway for students to engage in WIP throughout the fall. These**
- **WIP co-hosted tech classes in the Spring and Summer Quarter that introduced participants to the variety of certificates they could enroll in, including: Digital Marketing, Intro to Code, Next Level Code, Intro to Product Management**
- **100% of students participated in at least one Exposureship opportunity during the Fall, which also attracted those outside of WIP who expressed interest in joining for following quarters.**
- **76% of all students were matched with Career Coaches, career professionals who wanted to aide in the weekly progress of the student's work. The rest are still working throught which career option they want to go down, and are waiting to be assigned a coach until chosen.**

B Program challenges

Initially designed for face-to-face interactions, the transition to Zoom for Fall quarter classes required swift adaptation. Ensuring equitable access to technology and internet connectivity emerged as a primary hurdle, necessitating collaborative efforts with our team to provide support like distributing laptops and arranging for internet subsidies. Additionally, maintaining participant engagement and motivation in a virtual environment posed another obstacle.

Despite these challenges, the program successfully navigated the transition, offering valuable lessons in adaptability and resilience. By addressing technology access barriers and implementing creative engagement strategies, WIP managed to deliver meaningful learning experiences and support professional development amidst unprecedented circumstances. The experience underscored the importance of flexibility and innovation in program design, highlighting the potential for virtual platforms to facilitate effective workforce development initiatives even in challenging times.

c. Areas for improvement or follow-up

One area for improvement within WIP is to enhance student engagement and maximize the benefits of available resources, particularly office hours. While office hours are an invaluable opportunity for students to receive personalized support and guidance, there's a need to proactively encourage students to take advantage of these sessions. Implementing a comprehensive communication strategy that emphasizes the importance of scheduling and attending office hours could significantly increase student participation.

Furthermore, a key strategy for optimizing office hours is to leverage them as a platform for developing individualized Learning & Development Plans tailored to each student's unique needs and goals. By utilizing these sessions to review students' past work experiences to identify the specific skills and training necessary to enhance students' employability and elevate their career prospects. This approach ensures that the program remains responsive to the evolving demands of the job market and equips students with the competencies needed to succeed in their chosen fields.

Regular check-ins with students to evaluate progress, address challenges, and refine goals can help ensure that the training and support provided remain aligned with students' evolving needs and aspirations. By fostering a culture of continuous improvement and adaptability, our program can better fulfill its mission of empowering students to achieve sustainable employment and career advancement. Through these targeted enhancements, the Workforce Development Program grant program can strengthen its impact and effectiveness in preparing students for success in the workforce.

d. Program refinements and modifications

Our program aims to leverage the expertise and experiences of program graduates to provide mentorship, networking opportunities, and real-world insights to current participants. We want students to gain guidance and advice to navigate their career paths more effectively, fostering a sense of community and continuity within the program.

To do that, one of the key refinement is for greater flexibility in timing and learning modalities to accommodate diverse student schedules and preferences. Recognizing the growing demand for asynchronous learning opportunities, the program aims to incorporate more flexible delivery methods such as hybrid learning options and self-paced assignments. This approach enables students to engage with course materials at their own pace, facilitating greater accessibility and inclusivity while accommodating competing commitments and responsibilities.

In light of the dynamic landscape of the tech industry and the impact of changing layoffs, there's a renewed emphasis on establishing a seamless transition from program workshops to entry-level job opportunities. To address this, the program is enhancing its career services and job placement initiatives, partnering with industry stakeholders to identify emerging job trends and skill requirements. By connecting to the career coaches to provide targeted mentorship aligned with current market demands, we hope to equip students with the skills and connections needed to secure meaningful employment in the tech sector.

Overall, these program refinements and modifications allow us to continually evolve and adapt in response to the needs and realities of its participants and the broader industry landscape.

8. Final Performance Report: N/A

- a. Summary and conclusions on program outcome and accomplishments
(include both qualitative and quantitative assessment)

In its first ten months, the WIP has made significant strides in advancing participants' professional growth and accessibility to tech careers. With a current cohort of 13 dedicated students committing around 10-15 hours per week to complete certifications, workshops, and career coaches, the program showcases a strong commitment to equipping individuals with essential skills demanded by the tech industry, enhancing their competitiveness in the job market.

The program's quantitative success is further underscored by the impressive 100% participation rate of students in Exposureship opportunities during the Fall term. This high engagement not only speaks to students' eagerness to explore diverse career paths but also highlights the program's ability to attract interest beyond its immediate cohort, effectively broadening its reach and impact within the community.

Qualitatively, participants' feedback underscores the program's profound impact. 76% percent of students have been paired with Career Coaches, reflecting a keen desire for personalized guidance and mentorship. Additionally, the provision of monthly stipends and resources like free hotspot and laptop rentals has been instrumental in mitigating financial barriers, ensuring that all students can fully engage in program activities and pursue their tech aspirations with confidence. The expressions of gratitude from participants affirm the program's unique role in not only facilitating their current employment but also instilling a newfound sense of

capability and belonging within the tech industry, positioning them for sustained success in their careers.

b. Observations and recommendations to improve Measure HH Workforce Development Program

Question: What are some observations and recommendations to improve Measure HH Workforce Development Program?

One crucial aspect is the need for tighter collaboration between organizations involved in the grant. While the program has made significant strides in supporting participants' professional growth, closer coordination among stakeholders could streamline efforts, reduce duplication of services, and maximize resources to better serve the community.

Another key observation is the recognition of the ever-changing landscape of the tech industry and the challenges individuals face in securing employment within this dynamic field. As such, it's important the program can provide comprehensive support that goes beyond traditional job placement services. This includes offering resources and training programs that address emerging skill requirements, industry trends, and alternative pathways to success, such as remote work opportunities and freelance gigs. We should expand the definition of workforce development to encompass a broader spectrum of employment options beyond traditional full-time roles. With the rise of entrepreneurship, gig economy work, side hustles, and contract opportunities, the program can better serve the diverse needs of its participants by providing guidance and resources to navigate these alternative career paths. By embracing a more inclusive approach to workforce development, the program can empower individuals to explore a variety of avenues for income generation and professional fulfillment, thereby fostering greater economic resilience and mobility within the community.