A Career Development Program for At-risk Youth Created for Writerz Blok

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WRITERZ BLOK

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The Blok by Blok Career Development Program for At-Risk Youth

An Evidence-Based Intervention

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Abstract

Research indicates at-risk youth (ages 15-24) in Southeast San Diego are likely to be unemployed or underemployed, and lack the knowledge and skills necessary to pursue meaningful living-wage (or better) employment. A review of the literature and primary data collection is presented and suggests an individualized career development program, supported by family members, community mentors and peers, would improve the opportunity for these youth to secure meaningful living-wage (or better) employment. The researchers propose the implementation of such a program, utilizing a quasi-experimental study design to determine program effectiveness. Program objectives, workplan, assessment, social marketing, program evaluation, and proposed budget and justification also are discussed.
Needs Assessment

Research indicates at-risk youth (ages 15-24) in Southeast San Diego are likely to be unemployed or underemployed, and lack the knowledge and skills necessary to pursue meaningful living-wage\(^1\) (or better) employment. Youth in this economically distressed community experience pressure to join gangs and pressure to contribute to family income, both of which may negatively influence their self-efficacy to pursue sustainable employment that meets their economic needs and is meaningful, that is, matches their personal aptitudes, interests and skills.

A dirt yard surrounded by plywood fences decorated with “urban aerosol art” (graffiti) may seem an unlikely place for at-risk youth in Southeast San Diego to launch a career action plan; however, for emerging aerosol artists (also known as “writers”) and others like them who are inspired by hip hop music, break dancing, dj’ing and emceeing, Writerz Blok is a place where they have experienced safety, encouragement, and success. Writerz Blok is a youth arts program, established by the Jacobs Center for Neighborhood Innovation (JCNI) to afford creative – and legal – opportunities for urban artists to express themselves (Writerz Blok, 2011).

Writerz Blok functions as a “third place” for its participants, a place Oldenburg has described that, in addition to home and school/work, has meaning to the participant (1989, 1991). Writerz Blok provides an alternative to delinquency and gang participation, especially for teens who are court-ordered to programs there for early intervention after a minor first offense. It offers young adults a chance to hone their artistic skills and learn life skills from program staff and mentors who have walked the same roads (S. Candler, personal communication, October 17, 2011; V. Ochoa, interview, October 31, 2011; Writerz Blok focus group, October 27, 2011).

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\(^1\)Year 2011 City of San Diego contractually negotiated living wage of $13.37 per hour (including $2.23 per hour in health benefits).
**Target Population**

The target population for this study is predominantly Hispanic/Latino youth (ages 15-24) in Southeast San Diego who participates in Writerz Blok programs. Writerz Blok does not collect participant demographic information, however staff indicated “participants are mostly male (>90%), and mostly Latino. A significantly smaller proportion are African American and Asian, reflecting the neighborhood population, and all are current or former residents of Southeast San Diego” (S. Gonzalez, personal communication, November 3, 2011). The organization provides a voluntary, drop-in program and puts great importance on being a neutral zone for its painters, many of whom do not want to be identified. This wish to remain anonymous is typical of graffiti, street art culture, as well as among youth at-risk for gang involvement.

Most of Writerz Blok participants attend, or graduated from, either Morse High School, or Lincoln High School (LHS) located within one mile of the facility. In 2007, the 50-year old failing LHS re-opened as a brand new, state of the art campus with the specific goal of producing “college ready” graduates. Hispanic students comprised nearly 58% of the LHS student body in school year 2009-2010. One hundred percent of the student body was classified as economically disadvantaged (San Diego Unified School District, 2011).

In 2010, LHS reported an 86.1% graduation rate, slightly lower than the San Diego Unified School District rate of 86.7%. In comparison, Westview High School, which is located 22 miles north in an affluent subdivision of San Diego, reported a 99.8% graduation rate, with a student body that was 8% Latino, 23% Asian, and 54% White (California Department of Education, 2011). In the same year, only 29.4% of LHS graduates had completed requirements for admission to the California State University or University of California, far below the
school’s stated goal of 85% of college ready students (San Diego Unified School District, 2011) and Westview’s 78.2% college readiness rate. Despite access to new educational facilities, low graduation and college-readiness rates of youth in Southeast San Diego persist. Unfortunately, low levels of education and a need to find work are a challenging combination for anyone, and especially so for Latino males.

For the third quarter of 2011, the national unemployment rate for Latino males was 36.6% for ages 16-19 and 9.2% for age 20 and above, while the rates for their White male counterparts in the same age categories was 24% and 7.2% respectively (U.S. Bureau of Labor Statistics, 2011a; 2011b). Males, ages 15-24, constitute nearly 15% of the Southeastern San Diego’s working age (ages 15-69) population, and the population of Southeast San Diego is 83% Hispanic (SANDAG, 2011). Thus, approximately 12.5% of working age residents in this neighborhood are young Latinos with similar low levels of education, competing for scarce, unskilled labor jobs.

**Target Community**

Southeast San Diego boasts the greatest ethnic and cultural diversity in the city (SANDAG, 2011; U.S. Census 2011; J. Robinson interview, October 28, 2011). Gang violence and a scarcity of meaningful, living-wage employment are as omnipresent in Southeast San Diego as its rich cultural diversity (Caldwell, 2004; U.S. Census, 2010; SDPD, 2011; Writerz Blok focus group, October 27, 2011). The area is economically distressed with unemployment rates near 20% (U.S. Environmental Protection Agency, 2011) and is inhabited by as many as a dozen gangs (SDPD, 2011; J. Venegas, interview, October 7, 2011). The median household size is 3.9, and annual income is $23,233 (SANDAG, 2011), which hovers close to the federal poverty level of $22,350 for a family of four (Center for Policy Initiatives, 2011).
The Diamond Business Improvement District (BID)\textsuperscript{2} has utilized arts and culture as a catalyst for economic growth and neighborhood revitalization in Southeast San Diego (San Diego Commission for Arts and Culture, 2010; Jacobs Center, 2011). The JCNI and Market Creek Plaza, a mixed-use retail complex at the heart of Diamond BID, were designed with community input, feature diverse community arts and designs, and serve as central hubs that unite the community and promote cultural awareness (S. Candler, personal communication, October 17, 2011; Bryan, 2010). In 2011, the JCNI formed a partnership with five museums in nearby Balboa Park, the cultural nexus of San Diego featuring 23 museums and hundreds of acres of parkland. This partnership is intended to “build a two-way bridge between Balboa Park and Southeast San Diego” (Jacobs Center, 2011), in support of current efforts to utilize arts and culture as an economic driver of community redevelopment. Further, the partnership brings artists and patrons to Southeast San Diego and expands the world of the neighborhood residents to include Balboa Park, which is only 7 miles to the west but not heavily frequented by Southeast San Diegans.

**Research Implications**

Research shows, in addition to higher earnings, people with higher levels of education are more likely to be employed full-time, and year-round (Julian & Kominski, 2011). Additionally, it is projected by 2018, only six of the 50 fastest growing occupations in the San Diego metro area will not require post-secondary education or training. The remaining 44 occupations require vocational training or higher, including professional degrees (California EDD, 2008)

U.S. Census data (2011b) indicate 19.3% of Hispanics/Latinos had an associate of arts

\textsuperscript{2} The Diamond BID is an area of Southeast San Diego designated by the city government for economic revitalization initiatives. The Diamond BID includes the communities of Chollas View, Emerald Hills, Lincoln Park, Mountain View, Mount Hope, North Encanto, Oak Park, South Encanto, Valencia Park, and Webster.
degree or above in 2009, compared to 40.4% of non-Hispanics. Latino/Hispanic males enroll in
and complete associate of arts degrees or better at a lower rate than Latinas and White males
likely than Caucasians to be employed in low-paying, low-skilled service occupations and as
laborers” (p. 129).

Meanwhile, the Hispanic population is the fastest growing group in America (U.S.
Census, 2011a), and account for 29% of the San Diego population. A lower rate of post-
secondary education and job training, and limited access to living-wage employment for Latinos
in Southeast San Diego will result in a continued persistence of the income, employment, and
education gaps of these Latinos, impacting the greater San Diego and California economies.

**Key Informant Findings**

Five key informant interviews were conducted for this needs assessment. Interview
questions focused on generating understanding for the researchers, none of whom are
neighborhood residents, about the community strengths, resident population, youth experience,
and potential perceived and expressed needs.

Interviewees included two staff members from Writerz Blok, a program administrator
from JCNI, a community expert from the California State University’s San Diego Consensus
Organizing Center, and a local muralist and co-founder of Writerz Blok (formerly Graff Creek).
Interviewees spanned three generations of Southeast San Diego community members and most
are considered community experts, having lived and worked in the area for much of their lives.

Interviewees reported the neighborhood enjoyed cultural diversity, and suffered from
socio-economic distress and a high crime rate. A common theme was a belief the arts provide a
universal language that unites disparate cultures within the neighborhood. Additional themes
emerged from the interviews, including self-pride (asking for help is highly unusual in many of
the cultures represented in the neighborhood, with a preference for figuring things out on one’s
own); an allure of hip hop cultural arts; the pervasive influence on youth to join a gang; the effect
of family expectations and needs; and the desire for career and educational options and support
for young adults.

Focus Group Findings

Ten individuals participated in a focus group conducted by the researchers and
coordinated by the JCNI and Writerz Blok. The focus group was designed as an opportunity for
the researchers to have direct contact with the target population. Questions focused on learning
more about their involvement with Writerz Blok and their other interests; their definitions of
success; perceived and expressed needs, and personal obstacles, if any; and, the neighborhood’s
strengths and challenges.

Focus group participants included one staff member, four community mentors and five
youth. In addition, a JCNI administrator observed the process. Five of the participants were
current or former students of the local high schools and two identified as current community
college students (focus group, October 27, 2011). Of the ten participants, one was female. All of
the youth participants were identified as Hispanic/Latino (S. Gonzalez, personal communication,
November 3, 2011). The one staff member and two mentors self-identified as Latino (Writerz
Blok focus group, October 27, 2011).

Two themes emerged from the focus group discussion: neighborhood violence and an
interest in parlaying artistic pursuits into a well-paying career. Focus group participants
described success as utilizing their creative talents in employment they deemed meaningful and
could provide a wage able to support them and their families. Their stated obstacles to success
were an immediate need to earn money; lack of training; no connections to people who hire artists; limited access to transportation; family expectations; and lack of knowledge regarding the “next steps” to take to be successful in their academic and career pursuits.

Limitations

The researchers conducted the focus group of Writerz Blok participants at the JCNI with an institutional representative present in recognition of the Institutional Review Board protocols that protect minors. Data from the focus group may have been skewed due to the presence of an institutional representative as an observer, and the abundance of program staff and community mentor participation. The staff and mentors dominated the focus group conversation, and the young adults participated less and generally added to, or agreed with, what mentors shared.

Conclusion

Research and primary data reveal several issues paramount in addressing the challenges Writerz Blok youth face when it comes to securing sustainable and meaningful employment. The threat of neighborhood violence and the draw of being in a gang, as well as barriers to post-secondary education and employment such as lack of money and family support, as well as lack of knowledge regarding what to do next, are realities that cannot be ignored. Additionally, family obligations to earn income immediately after high school may compete for time otherwise spent in school. Further still, many higher education institutions are culturally “White”, creating a socio-cultural barrier for Hispanics/Latinos from “low to low-middle income families where knowledge of how to survive and succeed in the college culture is vague or absent” (Laden, et al., 2008, p. 130). The findings indicate Writerz Blok youth would benefit from individualized, culturally appropriate guidance, support, and networking opportunities with employers seeking the artistic skills and interests Writerz Blok participants already possess.
Program Design and Methods

Literature Review

The research team conducted a review of literature on at-risk youth and employment related programs to identify which program elements might have the greatest impact on educational and career aspiration achievement for at-risk youth populations (please refer to Appendix A: Literature Review Matrix). In the literature reviewed, at-risk refers to individuals exposed to a wide variety of activities, situations or behaviors including poverty; unemployment or underemployment in the family; violence and other traumatic events; homelessness; low academic performance; mental illness; drug and alcohol use or abuse; delinquency, criminal behavior or gang activity (Gemeci & Rojewski, 2010; Giacomazzi, Mueller, Reisig, & Thurman, 1996; Huff, 1994; Keim, McDermott, & Gerard, 2010; Melde, Gavazzi, McGarrell, & Bynum, 2001; Rivera & Schaefer, 2009; Shea, Ma, Yeh, Lee, & Pituc, 2009; Spergel, 1989; Swahn, Bossarte, West, & Topalli, 2010). Gemeci and Rojewski (2010) define at-risk youth as “students who, as a result of social, economic, political, or cultural conditions” suffer from significantly limited access to education and job-related opportunities (p. 241).

Individualized Career Planning and Goal Setting

A review of the literature reveals at-risk youth are more resilient and less likely to participate in risky behaviors when they are actively engaged in career and education goal setting and planning. According to Gemeci and Rojewski (2009), plans designed to address the period after high school are a strong indicator of a student’s intentions, and the transition between school and work was found to be a much more positive experience. The development of a postsecondary education plan reduced the likelihood of a student dropping out of school (Gemeci & Rojewski, 2009). Youth who take an active role in planning also report a decrease in career
indecision, and an increase in the likelihood of seeking help (Keim, et al., 2010; Shea, et al., 2009). The literature points to an increase in reported self-efficacy, self-regard and/or self-knowledge when individualized career planning is supported (Bellotti, 2005; Gemeci & Rojewski, 2009; Jackson, et al., 2011; Keim, et al., 2010; Larson & Walker, 2006; Rivera & Schaefer, 2009; Shea, et al., 2009).

Intervention studies that met most or all of their stated benchmarks typically reflected an emphasis on the needs and interests of the individual participants (Bellotti, 2005). Many of these programs for at-risk youth focused on the evaluation of personal and career interests, the development of career and education goals, and detailed plans designed to help youth stay on the desired path (Bellotti, 2005; Gemeci & Rojewski, 2009; Keim, et al., 2010; Larson & Walker, 2006; Rivera & Schaefer, 2009; Shea, et al. 2009). Shea, et al. (2009), in particular, emphasize the importance of the individualized program plan utilizing the concept of career exploration versus mere job search.

**Cultural Considerations**

Successful programs focused on the cultural uniqueness of participants. The Career Exploration, Development, and Resources (CEDAR) program tailored its interventions to include a “culturally responsive career exploration and assessment” for at-risk urban Chinese immigrant youth (Shea, et al. 2009, p. 457), while the Bridge Program, geared to Hispanic/Latino at-risk students, included “increase[ing] the retention and number of Hispanic/Latino students completing … a viable, culturally sensitive mentoring program” and “generally relevant and purposeful workshop sessions” in its stated goals (Keim, et al., 2010, p. 774).

Keim (2010) points to education as a major factor in lifetime earnings. Through evaluation of the Bridge Program, Keim, et.al (2010) discovered weak study skills, feelings of
fear and insecurity, and detrimental self-doubts were common. According to Keim, et al. (2010), the Hispanic/Latino high school dropout rate has remained at roughly three times that of Caucasian/non-Hispanic students for more than a decade (1990–2004), and while the average Caucasians/non-Hispanic male has 13.3 years of education, the average Hispanic/Latino male has just 10.6 years.

**Critical Life and Work Skills**

A review of the literature suggests at-risk youth seeking meaningful living wage (or better) employment would benefit from access to educational and employment knowledge, resources and support (Bellotti, 2005); career development, exploration and assessment (Bellotti, 2005; Rivera & Schaefer, 2009; Shea, et al., 2009) and basic life/work skills training through experiential learning opportunities (Gemici & Rojewski, 2010; Larson & Walker, 2006).

**Increasing Knowledge of Available Resources and Support.**

A study of the Moving Ahead Program (MAP), which aids inmates with their re-entry into society, demonstrated the significant impact an individualized career development program that provides access to pertinent knowledge, resources, and support, coupled with career aptitude, interests and values testing can have on participants (Bellotti, 2005). One hundred percent of MAP graduates achieved employment, and the recidivism rate of participants was a mere 13% compared with an estimated 60% of non-participants (Bellotti, 2005). The MAP program engaged inmates aged 18-59 who were incarcerated mainly for drug or alcohol related violations, and while the program did not specifically target youth at-risk, it is likely a similar model would be successful with youth who demonstrate risk factors for future incarceration, such as delinquency, tagging, drug or alcohol abuse, or other gang related activities.
**Career Exploration, Assessment and Development.**

The MAP program’s focus on job exploration and assessment, and subsequent targeted focus on individual interests and aptitudes, is a significant part of participant success (Bellotti, 2005). Similar to the comprehensive MAP program, a career exploration and assessment program for low-income urban Chinese youth resulted in clarified career interests and goals for most participants and a decrease in career indecision compared with a control group (Shea, et al., 2009). The Career Institute, a school-run career development program, for traditionally underserved and academically struggling students, engages participants in career exploration curriculum over multiple years, starting in sixth grade and continuing into seventh. The program has shown promise in helping students identify their career interests and the steps to achieving their career goals (Rivera & Schaefer, 2009).

**Experiential Learning Opportunities.**

The impact of providing access to support, knowledge, assessment and career aptitude and interests testing can be further strengthened through experiential learning opportunities such as internships and work learning programs (Gemici & Rojewski, 2010; Larson & Walker, 2006). Gemici and Rojewski (2010) found at-risk youth who participated in a cooperative education, work-based learning program through their school were more likely to report higher postsecondary education plans when compared with non-participant students. They further reported that varying and increasing degrees of responsibility led to improved cognitive development, better performance in school, and successful school to work transitions.

Youth afforded the opportunity to operate in a “rule-bound realm” and experience “real world consequences” (Larson & Walker, 2006) reported a higher degree of self-confidence, and
when evaluated, exhibited increased career and skill-based competencies (Keim, et al., 2010; Larson & Walker, 2006; Rivera & Schaefer, 2009; Shea, et al., 2009).

The Art-First community arts organization runs a career preparation program for youth interested in a career in the arts. In addition to hands-on learning activities, such as resume writing and interview skills, selected participants were awarded 6-week paid internships. Youth in the study told researchers they learned to adapt to the constraints and expectations of the real world, and felt better prepared for future employment (Larson & Walker, 2006).

**Role of Mentors**

A review of the literature suggests at-risk youth benefit from program interventions with mentoring or role model components (Larson & Walker, 2006; Subotnik, Edmiston, Cook, & Ross, 2010). Fifteen of 23 participants in the Catalyst program, a program for high-achieving high school students, indicated that working side by side with master mentors helped them clarify their concept of a scientist and increased their awareness of scientific career options. (Subotnik, et al. 2010). While the youth population of this study were not at-risk youth, it is likely a similar program model would aid at-risk youth in their career explorations and planning.

In their study of an urban arts youth program, Larson and Walker (2006) found youth participants benefited from active engagement with a role model, in this case both the program administrator and a professional mural artist, who helped them understand and adapt to working world expectations and norms, and learn to navigate the challenges of being placed in an unknown or uncomfortable situation. A study of the Bridge Program found mentors and role models to be critical in motivating students and increasing their academic persistence (Keim, et al., 2010).
The Role of Peers

According to the literature, community mentors contribute to positive program outcomes, but youth at-risk also benefit from their own peers when peer cohort or group processes are part of the intervention (Keim, et al., 2010; Nelson, McClintock, Perez-Ferguson, Shawver, & Thompson, 2008; Shea, et al., 2009). The development of peer cohorts is an effective program strategy that appears to foster improved participation, inclusion, and trust among, and between, at-risk youth participants. Purposefully designed, intimate participant groups (no more than a dozen) with similar backgrounds, cultures or interests, make it possible for at-risk youth to develop strong personal connections and afford participants a safe place to learn and grow (Shea, et al., 2009). Peer cohort activities and discussions provide participants a sense of belonging and support, as measured using published and tested psychometric tools, that aided in stress reduction (Keim, et al., 2010; Nelson, et. al, 2008; Shea, et al., 2009).

Cohorts, or small learning communities, are part of the Bridge Program to aid Hispanic/Latino youth in the development of self-efficacy, and research suggests this is a successful model (Keim, et al., 2010). The CEDAR study found virtually all participants felt peer discussions and activities were beneficial and helped reduce stress through the realization that others were experiencing the same or similar challenges and feelings (Shea, et al., 2009).

In a study of the Orange Leadership Group, Los Gatos Youth Project and the Wild Program, small cohorts of at-risk youth were engaged in group discussion and storytelling (Nelson, et al., 2008). In the study, researchers used a storytelling protocol to generate data on the experiences of youth at-risk in the three intervention programs and found peer support was a key indicator of successful program outcomes (Nelson, et al., 2008). When participants composed individual biographic narratives of their own personal program experience, common
themes included isolation and lack of program success. Conversely, when participants worked in peer groups to compose a narrative of a fictionalized character’s experience in the program, a common theme was the importance of peer support to the fictionalized characters’ success with the program. These findings indicate the power of peer influence on at-risk youth and suggest inclusion of formalized peer interactions as part of interventions for this population.

**The Role of Family**

Hispanic/Latino at-risk youth face significant challenges obtaining higher education and employment. They are more likely to attend urban public schools with limited resources and many feel family pressure to work full time after high school (Shea, et al., 2009). It is common for at-risk youth from immigrant families to perceive career choice as a compromise between skill sets and available employment, rather than as a decision based on individual interest (Shea, et al., 2009).

According to the literature, family-oriented educational delivery models are ideal for Hispanic/Latino students. Such delivery models are better received and more effective, and evidence and research show they are more culturally appropriate (Keim, et al., 2010; Behnke & Kelly, 2011). The Juntos program (meaning “together”) was developed based on a family-oriented delivery model where Hispanic/Latino students in grades 6 through 12, and their families, actively participate in a series of workshops that teach parents and children study techniques designed to help students make the transition between postsecondary school and vocational training or college (Behnke & Kelly, 2011). Garber and McInerney (1991) found that certain conditions at-risk youth may face after high school, such as unemployment, can be anticipated, and an intervention with increased parent and family engagement conducted during the high school years positively influences such conditions.
Other Factors Influencing Program Success

The Role of the Neutral Zone.

A New York-based gang prevention program, the Neutral Zone, lends a name and credence to the practice of establishing an “attractive and safe alternative for productively spending time” (Giacomazzi, et al., 1996). An evaluation of literature suggests a clearly established safe space is critical to the development of at-risk youth. Giacomazzi, et al. (1996) reports a gang-free program site serves to “reduce exposure to dangerous and at-risk situations” for participants (p. 283). Keim, et al. (2010) point to creation of a “negotiable openness” as a key component of the Bridge program (p. 777). Within a neutral zone, first generation Hispanic/Latino youth are free to develop knowledge, skills, and values in a psychologically and socially safe environment (Keim, et al., 2010).

Age of Youth at Intervention.

Evidence suggests starting interventions prior to high school, like the Career Institute program, which enrolls students beginning in grade 6 or 7, may positively influence participant outcomes (Rivera & Schaefer, 2009). Rivera and Schaefer (2009) identify research supporting the need for career development to begin as early as possible, and cite career development as an on-going process that begins in early childhood. The teenage years are a particularly critical time period for making postsecondary educational and career-related decisions (Shea, et al., 2009); At this age, students begin to make connections between school and future goals (Rivera & Schaefer, 2009). A survey of high school graduates who participated in a career planning and academic success intervention for at-risk youth, revealed that three years after graduating from high school, program graduates were more satisfied with their personal lives and their
employment, and demonstrated the potential to be more successful in their pursuits of postsecondary education (Lapan, 2004).

Conclusion

Securing meaningful living-wage (or better) employment is not a simple task for at-risk youth in Southeast San Diego. A review of the literature suggests program interventions to address the issue would be optimized by providing individualized career assessment, exploration and action planning; critical work skills training; experiential learning; mentor support; peer cohort support; and opportunities for family support and engagement.

Purpose of Study

The research team proposes an individualized career development and mentorship program focused on career aspirations, work skills development, and community and family support, to reduce unemployment rates of at-risk youth in Southeast San Diego.

Logic Model

The research team used a Behavior-Determinant-Intervention (BDI) logic model to devise the program. Please refer to Appendix B: BDI Logic Model.

Program Design

The research team proposes the creation of Blok by Blok, a career development program at Writerz Blok, which is an intervention designed to aid at-risk youth in the creation and implementation of realistic, achievable, and individualized career action plans. The goal of the intervention is to increase the number of youth from Southeast San Diego who find meaningful, living-wage (or better) employment. Intervention activities focus on guiding at-risk youth from Southeast San Diego (specifically those who participate in Writerz Blok) to identify, articulate and actualize their individualized career and postsecondary educational goals.
Program objectives include the development of individualized career action plans; increased knowledge of basic work place etiquette; increased work skills competencies through paid internships; engagement of family support; enhanced Writerz Blok mentor program; and facilitation of a peer cohort support system. Specific implementation activities include career aptitude, interest and values assessment; co-creation of an individualized career plan with guidance from a professional career counselor; work skills knowledge training; experiential learning through paid internships and guided field trips; monthly roundtable dinner discussions with family and community professionals; and mentor and peer cohort support including group projects led by master mentors. The intervention activities are grounded in the research of effective interventions for populations with behaviors and determinants similar to the target population. Although the literature indicates starting at a younger age increases effectiveness, this set of interventions is designed to attend to current Writerz Blok participants who are high school students and older. Please refer to Appendix C: Objectives and Workplan.

**Methods**

This study proposes a quasi-experimental design to understand the determinants preventing at-risk youth from Southeast San Diego from pursuing and attaining meaningful, living-wage (or better) employment. The study includes a control group and an experimental group. Evaluation will be conducted through pre and post intervention assessments and data analysis. A quasi-experimental design is necessary as participants are not randomly selected, and due to the nature of current Writerz Blok programs, the control group will receive a partial intervention. Please refer to Appendix D: Research Design.
Study site

Intervention activities will take place at Writerz Blok in Southeast San Diego, which is a community arts program serving at-risk youth in the target population. Writerz Blok is an existing and recognized neutral, safe space for community youth.

Participant Recruitment

Program participants will be recruited from current Writerz Blok program participants who are identified as youth (ages 15-24) who are at-risk for one or more of the following: low academic performance, participation in gang or illegal activities, delinquency, drug or alcohol use, and unemployment.

Selection of Study Participants

A convenience sampling method will be utilized to determine the participants. The career counselor will screen applicants for eligibility including age, at-risk factors and confirmation of participation with Writerz Blok. The first 24 applicants who qualify for the study will be selected to participate; they will be randomly placed, 12 each, into the experimental or control group.

Staff Training

A credentialed career counselor will be hired to conduct career aptitude tests and guide participants in the creation of individualized career action plans. Community mentors will receive professional development and training so they are equipped with the knowledge and strategies to support and guide the target population in specific regard to their career action plans. Mentors will participate in training sessions including, expectations, limitations, and legal restrictions for the mentor-mentee relationship, and strategies for active mentoring. Mentors will sign a contract to participate for at least one cycle of the program.
Intervention vs. Control Protocol

The experimental group will receive the full intervention, which includes working with a career counselor to co-create an individualized career action plan, work skills training, placement in a paid internship, assignment to a mentor, peer cohort activities, and family engagement activities. The control group will receive a partial intervention, including the pre and post assessment, and access to peer cohort activities. Upon evaluation of the program’s effectiveness, the control group may be provided the additional intervention components.

Social Marketing Plan

Writerz Blok is a youth arts program that provides training and leadership in the urban arts including muralism, screen printing, and disc jockey training for at-risk youth in Southeast San Diego. Blok by Blok is a career development program, designed to enhance existing Writerz Blok programs, and intended to reduce at-risk youth unemployment in Southeast San Diego.

Audience Segmentation

The researchers identified four audience segments for targeted Blok by Blok marketing, including parents and family members; teachers, counselors, and youth program leaders; police, judges, and parole officers; and unemployed or underemployed youth. This social marketing plan targets unemployed or underemployed at-risk youth (ages 15-24) in Southeast San Diego.

For the purpose of the Blok by Blok program, at-risk is defined as youth exposed to a wide variety of behaviors and situations such as low academic performance, delinquency, criminal activity, or gang activity. High-risk youth, identified as individuals who are already involved in gang activity or have dropped out of high school, are not targeted for Blok by Blok participation, consistent with guidelines for Writerz Blok program participation.
Product

The 9-month Blok by Blok career development program includes three categories of objectives: individualized career planning, family engagement, and mentorship. Career planning with a career counselor includes aptitude, interest and skill testing; creation of an individualized written plan of action; and placement in a paid internship. To honor the cultural importance of family, participants and family members engage in monthly dinner dialogues with community professionals. In recognition of peer and role model influence, mentors provide ongoing encouragement and lead peer group field trips.

Many Writerz Blok participants are interested in pursuing arts-related educational or career opportunities; however, many lack the knowledge, resources and support needed to take the next step. The individualized focus of the program and the participants’ existing relationship with Writerz Blok may be attractive program features.

Price

The product price includes the participants’ expenditures of both time and psychological investment, along with potential loss of status among peers. The program takes 9-months and up to 20 hours a week, a substantial time commitment. Participants will be challenged to learn new task-oriented skills (e.g. how to interview) and behaviors (e.g. professional workplace standards). The program requires development of a new sense of self, which may result in lost friendships or habits that no longer fit with a new identity. Participants may experience chiding, harassment or even threats if they choose the Blok by Blok program over tagging or other delinquent activities, or even just hanging out. Fortunately, internships are paid, creating a financial incentive and return on investment for successful participants.
BLOK BY BLOK

Place

The Blok by Blok program will be provided at Writerz Blok, which is centrally located within five miles of two high schools and within walking distance to bus and trolley stations. Writerz Blok has been providing programs for at-risk youth in Southeast San Diego for nearly a decade. It is a grassroots, gang-neutral facility with a hip hop vibe. It is considered a cool place where many young people in the neighborhood already choose to congregate.

Promotion

The Blok by Blok promotional plan utilizes peer influence tactics, social media, and a street-style campaign in both its visual appeal and distribution. Initial campaign designs will be created by Writerz Blok participants, staff and mentors. The tagline “Write Your Future”, in a multi-lingual approach, is central to the campaign. The call to action will be developed in collaboration with Writerz Blok participants, staff and mentors to maximize peer influence and provide an authentic voice to the campaign.

The target population is susceptible to peer influence, thus a word-of-mouth peer-led campaign is essential. As the program is further developed, participants themselves will be activated to spread the word through informal conversations and formal outreach efforts at local community events. The participants’ and mentors’ use of their personal Facebook, Twitter, blog, and other social media pages provide the needed peer-to-peer outreach in the virtual world.

Large-scale advertisements on local bus benches and wall spaces, as well as ad cards on buses and trolleys, will be installed to appeal to participants’ interest in urban arts. Collateral materials will include a series of stickers, bookmarks and Pee Chee style folders featuring original urban art, intended as pieces the target population will want to keep. The call to action will be included on the peel-away sticker backing, backside of the bookmark, and inside of the
folder. Materials will be distributed by participants, mentors and staff at community events, hangouts, and youth centers such as YWCA, Boys and Girls Club, and Writerz Blok. Please see to Appendix E: Social Marketing Sample.

**Conclusion**

This social marketing plan targets unemployed or underemployed at-risk youth (ages 15-24) in Southeast San Diego for participation in the Blok by Blok career development program. Careful attention has been paid to the product, price, place and promotion of the program in context of the at-risk youth segment identified. The marketing plan is grounded in street art designs and peer influence tactics, to generate authentic messages and maximize audience reach.

**Evaluation Plan**

**Evaluation Design**

Evaluation of the six program objectives will be conducted through pre and post intervention assessments, and quantitative and qualitative data analysis. In addition to assessment tests, participants will rank themselves monthly on their level of work skills competency, providing data to show progress over time. A qualitative analysis of monthly group discussions and participant artwork will provide deeper insight into the program impacts. The overall goal of the program is to increase the number of youth from Southeast San Diego who find meaningful, living-wage (or better) work.

Objective one addresses participant career decision-making self-efficacy. The Career Decision Self Efficacy Scale-Short Form (CDSE-SF) (Betz & Klein, 1996; Betz, Hammond, & Multon, 2005) is a self-report tool that will be used to measure participants’ degree of belief they can successfully complete tasks necessary to making career decisions.
Objective two looks at work skills knowledge. This objective will be evaluated using the Brigance™ Diagnostic Employability Inventory (ESI) (Brigance, 1995). The ESI assesses the major skills viewed as pre-requisites to employability such as employment related reading and writing skills, career awareness and self-understanding, job-seeking skills and knowledge, speaking and listening skills, and employment related math skills.

Objective three addresses work skills competencies. This objective will be evaluated with two methods. First, the participants will self-rank themselves on applied work skills listed in the ESI record book. Domains for this tool include: a) job application completion, b) resume writing, c) interview techniques, d) business etiquette, and e) communication skills. The tool may require modification to capture the difference in participant’s knowledge (i.e., I know the basic rules of business etiquette) and competency (i.e., I routinely act within workplace rules and guidelines). Second, internship supervisors will administer an employee performance evaluation, which will be identified by the career counselor as appropriate for youth internships and the Blok by Blok participants. Domains for this measure include: a) attendance and punctuality, b) knowledge and execution of specific job duties, c) professionalism and business etiquette, d) communication, and e) initiative.

Objective four focuses on family engagement in actions that are supportive of their participant’s career action plan. Family is defined as biological family, foster or adopted family, nuclear or extended family, or another adult that serves a “surrogate parental” role for the participant. This objective will be measured by tracking attendance at roundtable dinners and completion of family homework assignments. Baseline will be established by asking participants at their first individual meeting with the career counselor, “In a typical month, how many times does a family member take part in school and other activities, related to your career interests?”
An ordinal scale will be used to track responses (i.e., 0-1 times per month, 2-3 times, 4-5 times, more than 6).

Objective five focuses on participants’ motivation to pursue their individualized career action plans. Motivation will be assessed by coding and content analysis of participants’ dialogue and their explanations of drawings they create in monthly group meetings. The frequency of themes and keywords will be the scale for evaluation.

Objective six addresses participants’ sense of the importance of belonging to this peer group. The Collective Self-Esteem Scale-Revised (CSES-R) (Luhtanan & Crocker, 1992) will be used to measure a participant’s feelings about membership in this particular group.

**Evaluation Measures**

**Demographics.**

To gather demographic data on the program participants, demographic identifier questions from the U.S. Census Bureau will be asked of the young adult participants (ages 15-24). The demographic questions have been tested for reliability and validity by U.S. government officials among Hispanic/Latino adults (Ennis, Rios-Vargas, & Albert (2011).

**Behavior.**

The measurement tool for the behavior “career decision making self-efficacy” will be discussed further here. The Career Decision Self-Efficacy Scale – Short Form (CDSE-SF) instrument was identified through the literature. This tool was used effectively by Shea, et al. (2009) in a career exploration intervention with low-income, urban, Chinese immigrant youth.

The CDSE-SF is designed to measure the participants’ degree of belief they can successfully complete tasks necessary to making career decisions. The participants rate their perceived ability using a 10-point scale (1=no confidence, 10=complete confidence) in each of
five domains: a) accurate self-appraisal, b) gathering occupational information, c) goal selection, d) making plans for the future, and e) problem solving (Betz, et al., 1996). See Appendix F for the CDSE-SF questions.

The CDSE-SF has been tested for reliability and validity by comparing it with similar tools, including the Career Decision Scale (CDS) and My Vocational Situation (MVS), both of which look at similar domains to the CDSE-SF (Betz, et al., 1996). The results show a reliability coefficient alpha of .94 for the total scale (1 being the possible max) and high concurrent validity correlations for the CDSE-SF.

The five domains of this instrument are general enough to be appropriate for the target population of at-risk youth in Southeast San Diego. The researchers recognize the CDSE-SF was developed for, and tested with, college undergraduates. The tool, therefore, should be pilot tested for cultural bias and reading comprehension levels with the target population, and may need to be modified appropriately. Fouad, Smith and Enochs (1997) modified the tool to assess “a career-related self-efficacy intervention for Hispanic and Latino students” who were ages 12 and 13 interested in math and science careers (p. 19). While Fouad, et al. found their modified tool to be reliable and valid, the proposed intervention is for youth ages 15-24 who are interested in arts-related careers, thus additional testing of the instrument is necessary.

**Evaluation Methods**

The career counselor and program manager will be responsible for data collection related to the six program objectives. The program manager will perform the formative and summative evaluation of the program. A database consultant will be contracted to develop the database, and create forms and formulas in Excel for data management.
At the start and end of the program, the career counselor will administer three tests to the participants. The CDSE-SF (objective 1) and the CSES-R (objective 6) are both identified as appropriate for a group setting. The Brigance™ Diagnostic Employability Skills Inventory (objectives 2 and 3) will be given at the first and last private career counseling sessions with each participant. Family participation (objective 4) will be tracked by using a sign-in sheet at the roundtable dinners, and by including questions specific to family members on the family homework.

In order to conduct qualitative analysis of motivation (objective 5), the monthly discussion groups will be audio-recorded and notes will be taken by the career counselor or program manager. Participants will create drawings in response to prompt questions regarding their motivation and factors influencing their motivation. Participants’ verbal and written interpretation of their drawings will be transcribed. Content will be coded and analyzed by the program manager for common themes and keywords.

**Database**

Demographic data and outcome measures from the pre and post assessment will be recorded by the career counselor and program manager using an Excel spreadsheet for quantitative data (objectives 1, 2, 3, 4, and 6). Excel is a user-friendly, cost-effective tool for basic data collection, reporting and analysis processes. Content analysis of the group discussions and drawings (objective 5) will be conducted by the program manager using NVivo 9 software. NVivo 9 was selected for its unique capability of analyzing a variety of qualitative and quantitative data including pictures and audio files.
**Study Strengths, Limitations and Proposals for Future Study**

The primary strength of the Blok by Blok program study is its foundation in peer-reviewed literature and primary research into the needs of youth in Southeast San Diego. In addition, the interventions are precisely aimed at determinants specific to the target population, and cultural influences have been carefully considered at all stages of the program study.

A primary limitation of the study is the small number of participants, all of whom are Hispanic/Latino males, from Southeast San Diego, with an interest in hip hop culture and urban street arts. The small non-diverse pool of participants will make it difficult to generalize study findings to youth at large. Future research is necessary to determine if the Blok by Blok program would be applicable for youth with other interests, from other cultural backgrounds, or from other communities.

A second limitation of the study is the lack of gender diversity in both the literature review and program design. Thus, findings cannot be generalized to female youth at large. Additional research is necessary to determine if male and female youth in Southeast San Diego would equally benefit from the Blok by Blok program or if different interventions are required. It is recommended future Blok by Blok cycles include interventions to attract female participants.

Another limitation of the study is the potential for participant attrition. The at-risk youth participants are a vulnerable population and some may succumb to environmental pressures such as gang activity or dropping out of school, disqualifying them for the program. Out of economic need, they may have to secure employment before the start of the paid internships. As with all young adults, they may become frustrated, overwhelmed, or simply lose interest. With the small number of participants, any attrition will negatively affect the researchers’ ability to generalize findings.
A final limitation of the study is the limited pilot period of nine months. Many of the participants will be high school students, and as such, the ultimate outcome of finding meaningful, living-wage (or better) employment may not be measurable until several years after program graduation. The research team suggests program participants be invited to participate in the program multiple years, as needed, to refine their career action plans until they can secure meaningful, living-wage (or better) employment.
References


# 18-Month Budget

## Blok by Blok Pilot Program

<table>
<thead>
<tr>
<th>Expense Category</th>
<th>Development Phase (6 months)</th>
<th>Delivery Phase (9 months)</th>
<th>Evaluation Phase (3 months)</th>
<th>Total Amount*</th>
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</thead>
<tbody>
<tr>
<td><strong>Personnel Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Manager (.50 FTE)</td>
<td>$42,000 x .50 FTE for 6 mo. = $10,500</td>
<td>$42,000 x .50 FTE = $21,000</td>
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<td>$31,500</td>
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<tr>
<td>Career Counselor (.50 FTE)</td>
<td>$42,000 x .50 FTE for 6 mo. = $10,500</td>
<td>$42,000 x .50 FTE = $21,000</td>
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<td>$31,500</td>
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<tr>
<td>WB/JCNI staff (.50 FTE for 6 mo. and .20 FTE for 12 mo)</td>
<td>$38,000 x .50 FTE for 6 mo. = $9,500</td>
<td>$38,000 x .20 FTE = $7,600</td>
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<td>$17,100</td>
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<td><strong>Personnel Expenses Subtotal</strong></td>
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<td>$80,100</td>
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<td>Fringe 23%</td>
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<td>$18,423</td>
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<td><strong>Total Personnel Expenses</strong></td>
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<td>$98,523</td>
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<tr>
<td><strong>Operating Expenses</strong></td>
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<tr>
<td>Family Roundtable Dinners</td>
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<td>$7,560</td>
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<tr>
<td>Internships</td>
<td>$17,626</td>
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<td>$17,626</td>
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<tr>
<td>Field Trips</td>
<td>$4,140</td>
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<td>Evaluation Software Licensing and Materials</td>
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<td>Office Supplies</td>
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<td>Printing</td>
<td>$500</td>
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<tr>
<td>Supplies for mentor-led projects</td>
<td>$1,200</td>
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<tr>
<td>Mileage</td>
<td>$204</td>
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<td><strong>Total Operating Expenses</strong></td>
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<td>$33,664</td>
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<tr>
<td><strong>Other Expenses</strong></td>
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<tr>
<td>Media/Advertising</td>
<td>$1,500</td>
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<tr>
<td>Database Consultant</td>
<td>$4,000</td>
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<td>$4,000</td>
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<tr>
<td><strong>Total Other Expenses</strong></td>
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<td></td>
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<td>$5,500</td>
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<td><strong>Indirect Expenses @ 21%</strong></td>
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<tr>
<td>.21 x Total Personnel Expenses of $98,523</td>
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<td></td>
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<td>$20,690</td>
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<tr>
<td><strong>TOTAL INDIRECT</strong></td>
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<td></td>
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<td>$20,690</td>
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<td><strong>TOTAL EXPENSES</strong></td>
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<td>$158,377</td>
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*Rounded up to the nearest dollar
Budget Justification

Blok by Blok Career Program

Blok by Blok will be initiated as an 18-month pilot program. It will consist of three program phases: development (6 months), delivery (9 months), and evaluation (3 months).

Personnel Expenses

One Program Manager .50 FTE x $42,000/year

The Program Manager is responsible for both program and fiscal oversight and serves as the lead administrator in program development, delivery, data collection, and evaluation. He/she meets with leadership at museums and other related contacts to coordinate partnerships.

One Career Counselor .50 FTE x $42,000/year

The Career Counselor is responsible for individual and group career coaching, program development and delivery. The Career Counselor administers the assessment tools and shares responsibility for data entry and analysis with the Program Manager.

Two Existing Writerz Blok Staff

Development phase: 2 x .25 FTE x $38,000/12 months x 6 months;
Delivery phase: 2 x .10 FTE x $38,000/12 months

Existing staff will assist the Program Manager with program development. During delivery and evaluation, existing staff will provide minimal assistance with intervention delivery.

Fringe Benefits

Fringe benefits are calculated at 23% and include:

- Social Security/FICA
- Unemployment
- Health Insurance
- Vacation and Sick Pay
- Retirement
- CA Short Term Disability Insurance
- Worker’s Compensation

Operating Expenses

Assumptions – Jacobs Center for Neighborhood Innovation (JCNI), the parent organization for Writerz Blok provides a computer and office furniture for each new staff person. JCNI owns the property, therefore space costs are allocated as indirect expenses.

Operating expenses:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office supplies (pens, flipcharts, paper, general office supplies)</td>
<td>$750</td>
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<tr>
<td>Printing (handouts, stickers, posters, and other graphic materials)</td>
<td>$500</td>
</tr>
<tr>
<td>Project Supplies for mentor-led projects</td>
<td>$1,200</td>
</tr>
<tr>
<td>Mileage for Career Counselor and Program Manager (400 miles x $0.51/mile per IRS standard allowance, Mileage 2011)</td>
<td>$204</td>
</tr>
</tbody>
</table>

Total Operating Expenses $2,654
## Program Expenses

### Nine Monthly Family Roundtable Dinners:

<table>
<thead>
<tr>
<th>Item</th>
<th>Each event</th>
<th>Cost for nine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guest speaker honorarium ($100 x 9 speakers)</td>
<td>$100</td>
<td>$900</td>
</tr>
<tr>
<td>Food and beverages ($10 per person x 50 guests)</td>
<td>$500</td>
<td>$4,500</td>
</tr>
<tr>
<td>Dishware, utensils, cups, napkins ($1 per person x 50)</td>
<td>$50</td>
<td>$450</td>
</tr>
<tr>
<td>Childcare providers (2 x 3 hours x $13.37/hour)</td>
<td>$80</td>
<td>$720</td>
</tr>
<tr>
<td>Audio visual rental – Microphone, speakers, projector</td>
<td>$110</td>
<td>$990</td>
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</table>

**Total (rounded to nearest whole $)** $840 $7,560

### Internships:

12 interns x 10 hours/week x 24 weeks = 2,880 hours
2,880 hours x $4.37/hr to make up difference between minimum wage $8.50 and living wage $13.37

<table>
<thead>
<tr>
<th></th>
<th>Cost each</th>
<th>Total for 9 sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 monthly student trolley passes x $50 each x 6 mos =</td>
<td></td>
<td>$3,600</td>
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</table>

**Total** $17,626

### Nine Field Trips:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost each</th>
<th>Total for 9 sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus Rental, parking</td>
<td>$150</td>
<td>$1,350</td>
</tr>
<tr>
<td>Lunch</td>
<td>$150</td>
<td>$1,350</td>
</tr>
<tr>
<td>Admission Fees where applicable</td>
<td>$170</td>
<td>$1,440</td>
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</table>

**Total (rounded to nearest whole $)** $470 $4,140

### Evaluation Software and Materials:

<table>
<thead>
<tr>
<th>Item</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Brigance™ Diagnostic Employability Inventory ($259 for the kit with 10 booklets and $35 for 10 extra booklets)</td>
<td>$294</td>
</tr>
<tr>
<td>NVivo9 Licensing and Maintenance – one license</td>
<td>$1,300</td>
</tr>
</tbody>
</table>

**Total** $1,594

## Indirect Expenses

Indirect expenses are calculated at 21% and include:

- Insurance, legal and accounting
- Building maintenance
- Supplies and minor equipment
- Administrator costs (JNCI Programs Department Director, services from Development Department)
<table>
<thead>
<tr>
<th>Name of journal, volume (issue), name of article, authors, (date published)</th>
<th>Target Population</th>
<th>Intervention / Program</th>
<th>Measures</th>
<th>Results / Findings</th>
<th>Study Limitations</th>
<th>Recommendations for further exploration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Youth Care Forum, 37(3), Storytelling narratives: Social bonding as key for youth at risk. Nelson, A., McClintock, C., Perez-Ferguson, A., Nash Shawver, M., Thompson, G. (2008)</td>
<td>Youth 7th - 12th grade, aged 8-17</td>
<td>Researchers tested a storytelling protocol with participants in three separate programs for youth at risk. Participants were given two narrative tasks, first to write a short narrative about their own experience in the program, and second to write a group narrative with a small cohort about a fictional character's experience with the program.</td>
<td>&quot;A standard qualitative thematic analysis&quot; was conducted, coding salient phrases to identify common themes.</td>
<td>Several common themes were identified in the narratives - most common being social support in a program as an indicator of success. Group narratives were of two basic types: rebel or loner. Either way, the fictional character was portrayed as having social difficulties prior to program involvement and then being looked up to and/or a stable member of group after program. Findings showed that positive peer interactions were central to participants success in the program.</td>
<td>None indicated in article, however, the three programs that participated in the storytelling protocol were located in Santa Barbara and Ventura counties of California. It would be hard to generalize findings to urban centers or other demographics (which were not identified).</td>
<td>None indicated in article, however, implementing and testing the storytelling narrative in diverse communities and programs might be a next step.</td>
</tr>
<tr>
<td>Community College Journal of Research and Practice, 34, Utilizing a group format to promote transitions for Hispanic students. Keim, J., McDermott, J., &amp; Gerard, M. R. (2010)</td>
<td>Hispanic Students at a Community College</td>
<td>Role models are key: Ira Shor's concept of empowering education serves as the framework for developing the learning communities in the Bridge Program (Freire, 1970). The program employed Shor's concept of 'horizontal dialogue' along with experiences with peers as tools for self-determination, desocializing, and metacognition. Small learning communities became the context for Hispanic students develop voice and a sense of self-efficacy entering postsecondary education. Pairing of successful peer mentor models with incoming students helped Hispanic students to understand their own internalized low levels of expectation.</td>
<td>Enthusiasm, excellent attendance, articulated involvement at all sessions and significant graduation rates are indicators of success in all three goal areas. Responses from student participants on evaluations collected at the end of each session as well as a final evaluation indicate significant changes. Follow-up focus group held two semesters after the program.</td>
<td>Hispanic families generally tend not to promote education. For example, many students have few educational materials in their homes as they grow up in this area, and most students experience family pressure to work fulltime directly out of high school. Moreover, local Hispanic elementary students often lack exposure to Hispanic teachers to serve as role models. The availability of mentors and peer support to guide Hispanic students in accessing college resources (financial aid, advisors, etc.) and role models with similar life backgrounds who completed college and went on to become Hispanic leaders is critical in motivating students and increasing academic persistence.</td>
<td>College program; bridge program; students hailed from rural areas; evaluation tools are not very rigorous.</td>
<td>Ira Shore's literacy work with rural village people of Brazil, the importance of horizontal dialogue between peers (Friere 1970).</td>
</tr>
<tr>
<td>Crime &amp; Delinquency, 42 (2), Community-Based Gang Prevention and Intervention: An Evaluation of the Neutral Zone, Giacomazzi, A., Mueller, D., Reisig, M., Thurman Q. (1996)</td>
<td>At-risk youth that participate in &quot;The Neutral Zone&quot; program located in the Mountlake Terrace region of Washington state. &quot;The Neutral Zone&quot; which is a neutral place where at-risk youth congregate voluntarily during the days and times of the week when high rates of criminal activity is most prevalent. &quot;The Neutral Zone&quot; provides youths with a wide range of activities such as basketball, movies, free food, counseling, and job preparation services. Data was collected for a 6-month period from January-June 1994. A sample of the target population was asked to stay at &quot;The Neutral Zone&quot; during the hours of 8:00 p.m. to 4:00 a.m. Friday and Saturdays, which is considered the hours when most service calls are made to the Mountlake Terrace Police Department. Additional focus groups with service providers and program participants were conducted to gather more qualitative program data. Relatively fewer police service calls occurred on the Friday and Saturday evenings that &quot;The Neutral Zone&quot; participants spent during this 6-month period. Participants indicated they routinely engaged in legitimate activities when leaving &quot;The Neutral Zone&quot; each night.</td>
<td>Although the focus groups were a useful tool, they can be dominated by one or more outspoken individuals who might influence others to respond accordingly. Author suggests that available official data was far from optimal. No baseline data was available for pre and post Neutral Zone comparisons since the Neutral Zone was in operation approximately 2 years before an evaluation was considered.</td>
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</tr>
<tr>
<td>Journal of Adolescent Research, 21. Learning about the &quot;real world&quot; in an urban arts youth program. Larson, R. and Walker, K. (2006)</td>
<td>Minority 11th and 12th graders in an urban community. Job skill and professionalism training for placement in paid internships in arts-related departments or organizations. A mural project done collectively with the whole group. The mural was vandalized and the students came together to restore it. Evaluated the student's ability to adapt, their development of agency, attitudes and expectations about the world of work, and sense of self through interviews along the way. They also looked at the role of the adult program advisor in shaping the development. Students faced frustrations and &quot;reality checks&quot; such as dress codes in the workplace, to which they adapted. Then they were capable of learning by doing. On the mural project, they faced a tough deadline and restrictions from customer and they learned about the constraints of working as a commissioned artist. The program helped students develop their understanding of how to function in the &quot;adult world.&quot;</td>
<td>Can't follow up on the success or not of this program design because of the confidentiality. Search for teen urban arts programs to try to learn more?</td>
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</tr>
<tr>
<td>Journal of Advanced Academics, 21. Mentoring for talent development, creativity, social skills, and insider knowledge: The APA catalyst program, Subotnik, R., Edmiston, A., Cook, L., and Ross, D. (2010)</td>
<td>High school students who are high achievers in science. A summer program where these science students were matched with a &quot;master&quot; and &quot;associate level (grad student)&quot; professional in their field of interest. The groups live and work together on science but are exposed to art lectures and practices to expand their ways of thinking. After the camp, the small groups keep working together over the course of a year. The idea is to move these students along a development path from interest in a subject towards mastery.</td>
<td>This study was included because it uses Bloom's model of talent development -3 stages, 1) young people fall in love with a topic, 2) instruction in the skills, knowledge and values of the topic, 3) young person applies passion and technical mastery to create a unique style and message and to explore original problems.</td>
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</tbody>
</table>
### Literature Review Summary Matrix

| Journal of Career Assessment, 17 (4) Exploratory studies on the effects of a career exploration group for urban Chinese immigrant youth. Shea, M.; Ma, P.W.W.; Yeh, C.; Lee, S.J.; Piluc, S.T. (2009) | Low-income, urban Chinese immigrant youth. | Two studies evaluating a school-based, culturally responsive career exploration and assessment group for low-income, urban Chinese immigrant youth are described. Mixed qualitative and quantitative methods compared the treatment (CEDAR group) versus the control group (no intervention). In Study 1, CEDAR group participants reported a significant decrease in career indecision; increases in academic, career, and college help seeking; and career decision-making self-efficacy at posttest compared to the control group. In Study 2, CEDAR group participants reported a significant increase in career decision making; decreases in career counseling stigma and value, collective self esteem, and affirmation and belonging in ethnic identity at posttest compared to the control group. Qualitative data from Study 1 and 2 revealed that participants had experienced an increased sense of social support, self-regard, self-knowledge, and learned practical career skills after participating in the CEDAR group. | Pre- and post-program testing. Control group. TOOLS...1.) Exit interviews with surveys which yielded both quantitative and qualitative data. Other tools used included: 2.) Career Decision Self-Efficacy Scale—Short Form (CDSES). The scale and sample items were described in Study 1 (Betz et al., 1996; Betz & Taylor, 2000). The alpha coefficients were .88 at pretest and posttest in Study 2; 3.) Attitudes Toward Career Counseling Scale (ATCCS). The ATCCS is a 16-item scale that measures attitudes toward career counseling, using two 8-item subscales; and 4.) Collective Self-Esteem Scale-Revised (CSES-R). The general form of the CSES-R (Luhtanen & Crocker, 1992) is a 16-item scale that measures an individual’s feelings about a particular group and their membership in that group. The CSES-R consists of 4 subscales. | As hypothesized, participants of the CEDAR group reported a decrease in career indecision compared with students in the control group at posttest. This result is consistent with previous findings that career exploration programs help reduce career indecision among high school students (Baker, 2002) and an international (i.e., Taiwanese) sample of college students (Peng, 2001). Previous research (Peng, 2001) has also found that a lower score on the career indecision subscale of the CDS indicates that participants perceive fewer barriers and are less confused about their career choices. Many of our CEDAR participants are recent immigrants struggling with issues around language barriers, cultural adjustment, and academic demands. Due to their unfamiliarity with the U.S. education system and job market, many of them expressed uncertainty about their future. The CEDAR group provided an opportunity for these youths to assess their career value and skills and discuss challenges with regard to family expectations and perceived barriers in the environment. They also obtained information on college application and job search process. The results of our study indicate that career exploration programs such as CEDAR are effective in reducing career indecision. | Study limitations were not indicated, but will need to be explored through additional readings of the article. | See survey tools and CDS for further exploration. |
Appendix A

Blok by Blok Career Program

LITERATURE REVIEW SUMMARY MATRIX

<table>
<thead>
<tr>
<th>Source</th>
<th>Theory</th>
<th>Intervention</th>
<th>Feedback</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal of Career Development, 35 (4), Career institute: A collaborative career development program for traditionally underserved secondary (6-12) school students. Rivera, L.M. &amp; Schaefer, M.B. (2009)</td>
<td>Traditionally underserved and academically struggling students. A unique aspect of the program is that the career development interventions begin in the sixth grade, continue in each subsequent grade, and are provided to all students.</td>
<td>A collaboratively designed and implemented career development intervention program integrated into the academic program of an early college school. Proposes that by attending to students' career development, school counselors, in collaboration with other school personnel, can facilitate students' ability to achieve academically while also attending to their social–personal development (Gysbers &amp; Henderson, 2006). Career development interventions can also contribute to students' sense of engagement in school (Kenny, Bluestein, Hasse, Jackson, &amp; Perry, 2006), higher levels of motivation (Scheel &amp; Gonzalez, 2007), and fewer disciplinary issues (Skorikov &amp; Vondracek, 2007).</td>
<td>Preliminary feedback from teachers and other school personnel indicates that students are benefiting from the CI and they are incorporating what they are learning about themselves and college/careers into their everyday activities at the school. A number of formal program assessment measures are currently being implemented (e.g., student surveys, students' reflective writings, and teacher interviews).</td>
<td>Career development is an important, ongoing process that students need to be actively engaged in as early as possible (Hartung, Porfeli, &amp; Vondracek, 2005; Magnuson &amp; Starr, 2000). A framework that views student development as a comprehensive, interrelated process that includes all aspects of an individual’s life (e.g., social–personal development), it is proposed that both educational and school counseling services work in unison to prepare students for the future, each contributing to the efforts of the other (Gysbers &amp; Henderson, 2006). In effect, students' academic, career, and personal–social development are tied together and should not be seen as separate and distinct processes. As students engage in career development interventions geared at identifying their interests, skills, and aspirations, these activities also help students develop decision-making skills, understand the consequences of their decisions, and identify and begin to implement short- and long-term goals. Career development interventions can also serve to help students identify appropriate social, interpersonal, and work-related skills. In effect, career development can be seen as self-development.</td>
</tr>
<tr>
<td>Program duration (grades 6-12); program delivery largely through career counselors; evaluation tools are not very rigorous.</td>
<td>Over the past decade, the school counseling profession has undergone a major transformation in response to the school reform movement (Bradley, Reese, &amp; Martin, 2007; Stone &amp; Dahir, 2006).</td>
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</table>
### Appendix A

#### Blok by Blok Career Program

<table>
<thead>
<tr>
<th>LITERATURE REVIEW SUMMARY MATRIX</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Journal of Correctional Education, 56 (2) The life skills project. Bellotti, M. (2005)</strong></td>
</tr>
<tr>
<td><strong>Journal of Education for Students Placed at Risk, 15 (3), Contributions of cooperative education in preparing at-risk students for post-high school transition. Gemici, S., Rojewski, J. (2010)</strong></td>
</tr>
</tbody>
</table>

**Intervention was focused on inmates, however there appears to be strong correlations to Writerz Blok participants and southeastern San Diego populations.**

**Suggestions for further research were not included, but will need to be considered upon additional readings of the article.**
| Youth Violence and Juvenile Justice, 9 (4), On the efficacy of targeted gang intervention: Can we identify those most at risk? Melde, C., Gavazzi, S., McGarrell, E., & Bynum, T. (2013) | African-American at-risk youth ages 14-17 residing in distressed, high crime communities in Cuyahoga, Ohio. | Comprehensive Anti-gang Initiative (CAGI), which is a combination of suppression, prevention and re-entry strategies intended to prevent gang involvement and reduce gang crime. Compared a group of youth identified as most at risk of gang involvement (146 African American males in CAGI) with a group from general school population (1,438 African American 9th graders). | Utilizing the Global Risk Assessment Device (GRAD) version 1.0 which assesses risks/needs such as: prior offenses, family/parenting issues, deviant peer relationships, substance abuse, traumatic events, mental health issues, psychopathy, sexual activity, leisure activities, accountability, education/work issues. Two groups were utilized for comparison of risk factors. The treatment group was identified as those who were supposedly particularly at risk for gang involvement. | The sample of youth, supposedly identified for being at risk for gang involvement, scored significantly lower on three of the four main risk factors, and seven of the twelve sub factors included in the study. It appears that those in CAGI program, who were thought to be highest risk of gang involvement, actually were not the highest risk. One must consider if gang intervention programs are able to engage those truly at risk. The study protocol removed all school and neighborhood affiliation information from the data set prior to analysis for privacy reasons, which means one cannot be certain that the unexpected findings are the result of samples that skew to more or less at risk neighborhoods or schools. | Author suggests further research on the utilization of "best practices for implementing targeted interventions." |
Appendix B
BDI Logic Model Blok by Blok Program

**Intervention**

**CAREER**
- Provide individualized career planning through a career counselor.
- Teach participants basic work skills pertaining to postsecondary education and employment.
- Expand the relationship between Writerz Blok, the Balboa Park museums and arts related businesses to include paid internships.

**FAMILY**
- Host monthly family dinner and roundtable discussions facilitated by professionals in the community who have achieved a level of success in their chosen field.

**MENTORS AND PEERS**
- Formalize and grow Writerz Blok’s existing mentor program.
- Establish a peer cohort support model at Writerz Blok.

**Determinants**

**Risk Factors:**
- At-risk for delinquency, fear of negative peer perception, pressure to join gangs.
- Limited knowledge of potential colleges, vocational schools, job preparation skills and a variety of career opportunities.
- 20% unemployment rate in Southeast San Diego.

**Risk Factor:**
- Lack of established relationships with professionals in fields of interest.

**Protective Factors:**
- Attachment to family, (commitment to contribute to household income immediately).
- Experience of success at a neutral, “third place,” Writerz Blok.

**Behaviors**

- Increase participants’ abilities to identify career goals and the steps needed to achieve them.
- Increase participants’ demonstration of professionalism and business etiquette.
- Reduce involvement in delinquency and illegal activities.

**Goal**

*Increase the number of youth from Southeast San Diego who find meaningful, living-wage (or better) work.*

**Limited access to basic need resources: (i.e. transportation and food)**

**Determinant already being addressed by local organizations.**
### Appendix C

**Blok by Blok Objectives and Workplan**

<table>
<thead>
<tr>
<th>Objective 1</th>
<th>Implementation Activities</th>
<th>Timeline</th>
<th>Person Responsible</th>
<th>Process and Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Program planning phase:</td>
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<tr>
<td></td>
<td>a) Recruit and hire career counselor.</td>
<td>6 months before start of program through month 9 of program implementation</td>
<td>a) Program manager</td>
<td>PROCESS: None</td>
</tr>
<tr>
<td></td>
<td>b) Identify existing culturally appropriate career aptitude tests, career planning and other tools; modify as needed.</td>
<td></td>
<td>b) Career counselor</td>
<td>OUTCOME: At the end of month 9 of program implementation, 75% of 12 participants will report an increase in career decision-making self-efficacy over baseline.</td>
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<tr>
<td></td>
<td>c) Screen current Writerz Blok attendees according to qualification criteria (at-risk youth, ages of 15-24, regular attendance at Writerz Blok).</td>
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<td>c) Program manager</td>
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<td></td>
<td>d) Provide participants and parents with program description, risks and benefits, permission forms.</td>
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<td>d) Program manager</td>
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<td></td>
<td><strong>Program implementation phase:</strong></td>
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<td></td>
<td>e) Career counselor administers CDSE-SF and career aptitude tests.</td>
<td>6 months before start of program through month 9 of program implementation</td>
<td>e) Career counselor</td>
<td>MEASURE: The Career Decision Self Efficacy Scale-Short Form (CDSE-SF; Betz, Klein &amp; Taylor, 1996; Betz, Hammond, &amp; Multon, 2005.) uses test-taker self-reporting to measure an individual's degree of belief that he or she can successfully complete tasks necessary to making career decisions.</td>
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<td></td>
<td>f) Career counselor meets with each experimental group participant to discuss results, goals, and co-create their individualized career action plan.</td>
<td></td>
<td>f) Career counselor</td>
<td>Domains: a) accurate self-appraisal, b) gathering occupational information, c) goal selection, d) making plans for the future, and e) problem solving.</td>
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<td></td>
<td>g) Career counselor and participants meet monthly to discuss individual progress, gain support and guidance, and adjust plan as appropriate.</td>
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<td>g) Career counselor</td>
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<td></td>
<td>h) Participants work through steps on action plan; receive ongoing support of career counselor, family, and mentors.</td>
<td></td>
<td>h) Participants, Career counselor</td>
<td>Scales: The 10-point scale is 1 (no confidence) to 10 (complete confidence).</td>
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## Appendix C
### Blok by Blok Objectives and Workplan

<table>
<thead>
<tr>
<th>OBJECTIVE 2</th>
<th>Implementation Activities</th>
<th>Timeline</th>
<th>Person Responsible</th>
<th>Process and Outcome Measures</th>
</tr>
</thead>
</table>
| **Objective 2:** At the end of month 9 of program implementation, 75% of 12 participants will demonstrate an increase in work skills knowledge over baseline, as measured by the Brigance(TM) Diagnostic Employability Inventory. | Program planning phase:  
- a) Identify existing, culturally competent work skills curriculum used in after-school programs.  
- b) Schedule workshops, classes, and one-on-one career counseling at times compatible with participants' other obligations (school, work, family).  

**Program implementation phase:**  
- c) Administer employability inventory pre-test.  
- d) Provide workshops, classes, counseling and training in job application completion; resume writing; interviewing techniques; business etiquette, and communication skills (i.e. business email writing style and telephone skills; talking to supervisors, peers and customers; and mobile phone and social media use.)  
- e) Identify participants' job skill strengths and weaknesses relative to desired place or field of employment.  
- f) Facilitate participant enrollment in outside courses such as keyboarding, Microsoft office, or additional job-specific training as part of the individualized career plan.  
- g) Participants placed in paid internship, where they practice and improve job skills and professionalism (see objective 3).  
- h) Administer employability inventory post-test. | Months 1-9 of program implementation | a) Career Counselor and Program Manager  
b) Career Counselor and Program Manager | PROCESS: None.  
OUTCOME: At the end of month 9 of program implementation, 75% of 12 participants will demonstrate an increase in work skills knowledge over baseline. |
|  |  |  | c) Career Counselor  
d) Career Counselor  
e) Career Counselor  
f) Career Counselor  
g) Career Counselor  
h) Career Counselor | MEASURE: The Brigance(TM) Diagnostic Employability Inventory assesses the major skills viewed as prerequisites to employability.  
- Domains: a) reading grade level and skills  
b) career awareness and self-understanding  
c) job-seeking skills and knowledge  
d) speaking and listening skills  
e) employment-related writing skills  
f) employment related math skills  
g) a self-report ranking which contains the applied skills addressed in the implementation activities (e.g. job application completion, resume writing, interviewing techniques, business etiquette, and communication skills).  
- Scales: This instrument uses a color-coding ranking system in a student record book that serves as a "skills competency inventory" in which progress can be tracked over time by the participant(self-ranking) and the career counselor (diagnostic portion). |
### Objective 3: Implementation Activities: Timeline Person Responsible Process and Outcome Measures

#### Program planning phase:
- a) Develop internship program parameters including expectations; roles and responsibilities of participants and partner organizations; commitment letters.
- b) Allocate funds for internshi wages; collaborate with partner organizations (i.e., organizations pays minimum wage $8.50, program funds $4.87, to reach equivalent of 2011 San Diego cash living wage of $13.37 per hour.)
- c) Allocate funding for participant transportation to/from internship location through trolley and bus passes.
- d) Create internship job descriptions with each of the business partners, specific to their organization.
- e) Identify employee performance evaluation tools applicable to youth internships and participant demographics.
- f) Write and sign Memoranda of Understanding between Writerz Block and museum/ business partners.
- g) Administer self-reported employability skills inventory.
- h) Place participants in internships; obtain signed commitment letter between Blok by Blok participants, partner organizations, and Writerz Blok.
- i) Participant self-reports rankings of applied employability skills.
- j) Administer self-reported post employability inventory.
- k) Site supervisors administer performance evaluations.

<table>
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<tr>
<th>Objective 3: At the end of month 9 of program implementation, 75% of 12 participants will demonstrate an increase over baseline in their work skills competencies, as a result of participating in a paid internship, as measured by 1) monthly self-reported rankings of applied employability skills in the Brigance (TM) Diagnostic Employability Inventory student record book, and 2) an employee performance evaluation administered by the internship site supervisor. Note: To reduce the number of tests the participants are required to complete, the ESI pre and post assessment used in objective 2 will also be applied to evaluation of objective 3.</th>
<th>6 months before start of program through month 9 of program implementation</th>
<th>a) Program manager and career counselor</th>
<th>PROCESS: None</th>
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<tr>
<td></td>
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<td>b) Program manager</td>
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<td>c) Program manager</td>
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<td>d) Career counselor</td>
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<td>e) Career counselor</td>
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<td>f) Career counselor</td>
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<td>g) Career counselor</td>
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<td>h) Career counselor</td>
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<td></td>
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<td>i) Participant</td>
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<td>j) Career counselor</td>
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<td></td>
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<td>k) Site supervisors</td>
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<td>MEASURE: At the end of month 9 of program implementation, 75% of 12 participants will demonstrate an increase over baseline in their work skills competencies</td>
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<td>MEASURE 1: monthly self-reported rankings of applied employability work skills in the Brigance (TM) Diagnostic Employability Inventory student record book.</td>
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<td>Domains for Measure 1: a) job application completion b) resume writing c) interviewing techniques d) business etiquette, and e) communication skills.</td>
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<td>Scales for Measure 1: This instrument uses a color-coding ranking system in a student record book that serves as a &quot;skills competency inventory&quot; in which progress can be tracked over time by the participant.</td>
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<td>MEASURE 2: A standard performance evaluation administered by the internship site supervisor.</td>
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<td>Domains for Measure 2: a) attendance and punctuality b) knowledge and execution of specific job tasks c) Scales for Measure 2: To be determined by the actual tool chosen by career counselor in implementation. Likely to be a commonly used scale of 1-5, (e.g., 1-unsatisfactory, 2-needs improvement, 3-meets expectations, 4-exceeds expectations, 5-outsanding.)</td>
</tr>
</tbody>
</table>
### Appendix C
Blok by Blok Objectives and Workplan

<table>
<thead>
<tr>
<th>OBJECTIVE 4</th>
<th>Implementation Activities</th>
<th>Timeline</th>
<th>Person Responsible</th>
<th>Process and Outcome Measures</th>
</tr>
</thead>
</table>
| Objective 4: At the end of month 9 of program implementation, 50% of 12 participants' families will demonstrate increased engagement in actions supportive of their participant's career action plan, as a result of attending community roundtable dinner discussions, as measured by attendance at roundtables and family-completed post-dinner homework assignments. | Program planning phase:  
- a) Secure funding for transportation and child care for family members.  
- b) Secure funding, business partner, or in-kind donation to cater the dinners.  
Program implementation phase:  
- c) Identify career/educational interests of participants.  
- d) Establish baseline of family participation by asking participants at initial career counselor meeting “How many times in the past 6 months has a family member gone with you to a school or outside activity related to your career interests (0-1, 2-3, 4-5, 6 or more)?”  
- e) Identify and secure community professionals in fields matching career/educational interests of participants to speak at family/community roundtable dinner dialogues; Develop schedule of dinners based on availability.  
- f) Discuss with participants the value of including family (or surrogate family) in dinner dialogues; discuss strategies for engaging family in the activity.  
- g) Invite family members to attend dinners.  
- h) Distribute post-dinner homework questions to participants and family members. | 6 months before start of program through month 9 of program implementation | a) Development Team and Program Manager  
- b) Development Team and Program Manager  
- c) Career Counselor and Mentors  
- d) Career Counselor  
- e) Program Manager  
- f) Mentors and Program Manager  
- g) Participant and Mentors  
- h) Career Counselor | PROCESS: None  
OUTCOME: At the end of month 9 of program implementation, 50% of 12 participants' families will demonstrate increased engagement in actions supportive of their participant's career action plan.  
MEASURE: Attendance at roundtable dinners and completion of family homework assignments by participant and at least one other family member (including but not limited to biological family, foster or adopted family, nuclear or extended family or another adult that serves a "surrogate parental" role).  
Domains: Attendance and participation of family member.  
Scale: The frequency of attendance and participation of a participant's family member in the family homework will be used to determine level of family engagement. |
### Appendix C
#### Blok by Blok Objectives and Workplan

<table>
<thead>
<tr>
<th>Objective 5</th>
<th>Implementation Activities</th>
<th>Timeline</th>
<th>Person Responsible</th>
<th>Process and Outcome Measures</th>
</tr>
</thead>
</table>
| Objective 5: At the end of month 9 of program implementation, 75% of 12 participants will show increased motivation to pursue their individualized career action plan, as a result of having a role-model mentor, as measured by coding and content analysis of participants' drawings and dialogue in monthly group meetings. | Pre-program planning:  
   a) Identify existing mentor programs and materials; modify as necessary for needs of target population.  
   b) Develop mentor training program, guidelines, obligations, limitations, and volunteer related materials.  
   c) Recruit and confirm mentors; encourage current Writerz Blok mentors to participate in program.  
   d) Complete mentor training sessions.  
   e) Identify assessment tool or journaling protocol to measure motivation.  
Program Implementation:  
   f) Hold first group meeting with prompt questions and ask participants to draw (and interpret their drawings verbally) about motivation of participants to pursue their career aspirations.  
   g) Assign participants to mentors  
   h) Create project teams of multiple mentors and mentees; determine group projects (i.e. mural restoration, create a marketing plan for Writerz Blok merchandise).  
   i) Schedule a minimum of 3 career-related group field trips to be led by mentors.  
   j) Meet regularly on group projects; expected completion by month 9.  
   k) During regular monthly group meetings, repeat steps in (f) above, to track content of participants' discussion of their motivation to pursue their career aspirations. | 3 months before start of program through month 9 of program implementation | a) Program Manager  
   b) Program Manager  
   c) Program Manager  
   d) Program Manager  
   e) Career Counselor  
   f) Career Counselor  
   g) Program Manager  
   h) Program Manager  
   i) Program Manager and Career Counselor  
   j) Participants and Mentors  
   k) Career Counselor | PROCESS: None  
OUTCOME: At the end of month 9 of program implementation, 75% of 12 participants will show increased motivation to pursue their individualized career action plan.  
MEASURE: Coding and content analysis of participants' drawing and dialogue in monthly group meetings.  
Domain: Motivation to pursue career aspirations.  
Scales: Frequency of themes and keywords that emerge from the coding. |
### Appendix C

**Blok by Blok Objectives and Workplan**

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>Implementation Activities</th>
<th>Timeline</th>
<th>Person Responsible</th>
<th>Process and Outcome Measures</th>
</tr>
</thead>
</table>
| Objective 6: At the end of month 9 of program implementation, 75% of 12 participants will report an increase over baseline in the sense of the importance of belonging to this peer group, as a result of the peer cohort program model, as measured by the Collective Self-Esteem Scale - Revised (CSES-R) (Luhtanen & Crocker, 1992) | Program implementation phase:  
a) Administer CSES-R pre-test to all participants and control.  
b) Program participants become part of the peer cohort through program enrollment.  
c) Cohort members co-create group norms including code of conduct, ethics, expectations, goals.  
d) Establish cohort engagement activities (e.g., group project, field trips as indicated in objective 5, along with peer coordinated and led activities on site at Writerz Blok).  
e) Administer CSES-R post-test. | Month 1-9 of program implementation | a) Career Counselor  
b) Program Manager  
c) Participants and Mentors  
d) Program Manager  
e) Career Counselor | PROCESS: None.  
OUTCOME: At the end of month 9 of program implementation, 75% of 12 participants will report an increase over baseline in the sense of the importance of belonging to this peer group,  
MEASURES: The Collective Self-Esteem Scale - Revised (CSES-R) (Luhtanen & Crocker, 1992) measures a participant's feelings about their membership in a particular group.  
Domains: a) membership esteem, b) public collective self-esteem, c) private collective self-esteem and d) importance to identity.  
Scales: A 7-point Likert-type scale where 1=strongly disagree and 7=strongly agree. |
Appendix D
Quasi-Experimental Design – Blok by Blok Career Program

- Identified Writerz Blok
- Screened teens and young adults at Writerz Blok
- Recruited 24 teens and young adults

Experimental group
- 12 participants, randomly assigned
- Pre-assessments
- **Full Intervention**
  1) Individualized career path action plan
  2) Work skills training
  3) Internship in arts-related business
  4) Family roundtable dinners with successful arts professionals of similar backgrounds to participants
  5) Mentor assigned, work with mentor and small team on a project
  6) Part of a peer support network at Writerz Blok
- Post-assessments

Control group
- 12 participants, randomly assigned
- Pre-assessments
- **Partial intervention**
  Part of a peer support network at Writerz Blok
- Post-assessments

Analyze Data
Appendix E Social Marketing Sample


(619) 263-4914

write your future.

http://www.writerzblok.com/
Appendix F
CDSE–Short Form

INSTRUCTIONS: For each statement below, please read carefully and indicate how much confidence you have that you could accomplish each of these tasks by marking your answer according to the key. Mark your answer by filling in the correct circle on the answer sheet.

<table>
<thead>
<tr>
<th>No Confidence at all</th>
<th>Very Little Confidence</th>
<th>Moderate Confidence</th>
<th>Much Confidence</th>
<th>Complete Confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Example: How much confidence do you have that you could:

a. Summarize the skills you have developed in the jobs you have held?

If your response was "Moderate Confidence," you would fill out the number 3 on the answer sheet.

HOW MUCH CONFIDENCE DO YOU HAVE THAT YOU COULD:

1. Use the internet to find information about occupations that interest you.
2. Select one major from a list of potential majors you are considering.
3. Make a plan of your goals for the next five years.
4. Determine the steps to take if you are having academic trouble with an aspect of your chosen major.
5. Accurately assess your abilities.
6. Select one occupation from a list of potential occupations you are considering.
7. Determine the steps you need to take to successfully complete your chosen major.
8. Persistently work at your major or career goal even when you get frustrated.
9. Determine what your ideal job would be.
10. Find out the employment trends for an occupation over the next ten years.
11. Choose a career that will fit your preferred lifestyle.
12. Prepare a good resume.
13. Change majors if you did not like your first choice.
15. Find out about the average yearly earnings of people in an occupation.
16. Make a career decision and then not worry whether it was right or wrong.
17. Change occupations if you are not satisfied with the one you enter.
18. Figure out what you are and are not ready to sacrifice to achieve your career goals.
19. Talk with a person already employed in a field you are interested in.
20. Choose a major or career that will fit your interests.
21. Identify employers, firms, and institutions relevant to your career possibilities.
22. Define the type of lifestyle you would like to live.
23. Find information about graduate or professional schools.
24. Successfully manage the job interview process.

The tool can be obtained for free from the publisher. Nancy E. Betz, Ph.D; E-mail: betz.3@osu.edu; Web address: faculty.psy.ohio-state.edu/betz