

December 3, 2013

To: TRSD Board of Directors

From: Jann Taylor, Director of Alternative Education and College Dreams College Preparation Specialist

Re: Potential Job Council Youth Conservation Corps program at IVHS

The Job Council has partnered with Medford School District since 2007 to offer a crew-based learning experience for interested students at Central Medford High School, the district's alternative education high school. The program integrates classroom and crew-based learning to provide real-world applications for students. The student crews work on community service projects, both indoor and outdoor. Examples include building new trails on public lands, gardening and helping harvest for a local food bank, landscaping and riparian rehabilitation, assisting with the SMART reading program, helping in special education classrooms, providing activities at retirement homes and assisting with teaching projects at Science Works.

The classroom portion of the course includes career exploration, creating resumes and cover letters, mock interviews, job applications and work readiness skills. Opportunities to job shadow, tour colleges, and investigate opportunities in industry and apprenticeships are also included.

Medford SD has tracked the attendance and academic performance of students who have participated in the crew-based program. In 2010-2011 79% of the students involved in the program showed improvement in attendance and academics. In 2011-2012, 95% of the students showed improvement.

The Job Council would like to apply for funding to conduct a crew-based learning experience at Illinois Valley High School during third trimester of the 2013-2014 school year. An initial meeting was held with Job Council staff, IVHS staff, and College Dreams- a non-profit that will partner in the program. From this initial meeting, the attached draft plan was developed.

Brief draft of plan

Students to be served: 10 students (juniors/seniors) who have interest in a crew based experience. Priority is given to students who are low income, disadvantaged and/or at-risk.

Staffing: Job Council will hire a crew leader. Casey Alderson, IVHS principal and Jann Taylor, College Dreams staff member will assist.

Credit: Students who complete course requirements will receive .5 elective credit.

Work sites: Program sites will be determined in collaboration with the community. Potential projects include riparian restoration, SMART reading, maintenance at county parks, and work with Siskiyou Field Institute.

Financial support: Job Council grants and 21st CCLC grant from IVHS. There is no impact to the general fund.

We are requesting permission for Job Council to apply for funding and for continued collaboration between Job Council, IVHS staff and College Dreams staff to develop and implement a pilot program in third trimester of 2013-2014.

**OREGON YOUTH CONSERVATION CORPS
2013-2014 COMMUNITY STEWARDSHIP CORPS
APPLICATION**

I. TYPE OF GRANT (Check only one)					
<input checked="" type="checkbox"/> CSC Full Grant			<input type="checkbox"/> Planning Grant		
II. APPLICANT INFORMATION					
The Job Council - Illinois Valley Youth Cooperative			Rene Brandon		
Program Name			Contact Name		
1569 NE. F Street/ Parkway Village			reneb@jobcouncil.org		
Address			Contact E-Mail Address		
Grants Pass	Josephine	97526	(541)842-2603	(541)618-1036	
City	County	Zip Code	Phone Number	Fax Number	
The Job Council			Sherri Emitte	sherrie@jobcouncil.org	
Fiscal Agent			Fiscal Officer	E-Mail Address	
100 E. Main St. Suite A			(541)842-2530	(541)618-1036	
Address			Phone Number	Fax Number	
Medford	Jackson	97501	93-0643557	107959660	
City	County	Zip Code	Federal Tax ID Number	DUNS Number	
Amount Funded in 2012-2013		\$16,800	Amount of Funding Requested 2013-2014		\$14,800
III. PARTNER INFORMATION					
Partner 1			Partner 2		
Partner Name	Three Rivers School District		Partner Name	College Dreams, Inc.	
Contact Person	Casey Alderson		Contact Person	Tom Drummond	
Phone Number	(541) 592-2116		Phone Number	541-476-8146	
E-Mail Address	casey.alderson@threerivers.k12.		E-Mail Address	tdrummond@collegedreams.org	
Describe the role of this partner			Describe the role of this partner		
Assign projects and monitor work performance.			Assist with classroom activities and mentoring youth		
Partner 3			Partner 4		
Partner Name	Bureau of Land Management		Partner Name		
Contact Person	Colby Hawkinson		Contact Person		
Phone Number	541-471-6541		Phone Number		
E-Mail Address	chawkinson@blm.gov		E-Mail Address		

Describe the role of this partner		Describe the role of this partner	
Assign projects and monitor work performance. Provide tools and equipment.			
Partner 5		Partner 6	
Partner Name		Partner Name	
Contact Person		Contact Person	
Phone Number		Phone Number	
E-Mail Address		E-Mail Address	
Describe the role of this partner		Describe the role of this partner	
Partner 7		Partner 8	
Partner Name		Partner Name	
Contact Person		Contact Person	
Phone Number		Phone Number	
E-Mail Address		E-Mail Address	
Describe the role of this partner		Describe the role of this partner	

IV. DEMOGRAPHIC INFORMATION

Total number of Corpsmembers to be served	15	Total number of Corpsmember hours	2,700
Average Daily Membership (ADM)	10-15		

Describe the demographics of the community and youth to be served.

Josephine County has a population of 82,987, with 51.3% female and 48.7% male. Whites account for 88.4%, Hispanics 6.5%, American Indian/ Alaska Native 1.5%, Asians .9%, Native Hawaiians or Other Pacific Islanders .2%, and Blacks .5%. 9,032 youth in Josephine County are between the ages of 15-24, 10.8% of the total population. With 51.4% of the county population over age 16 in the workforce, the median family income is \$37,824. Individuals below the poverty level make up 18.8% of the population. (Source: 2010 Census with 2011 Estimates) The December 2012 unemployment rate was 11.6%.

Describe your plan to ensure that the 75% at-risk youth requirement is met (e.g. ethnicity, gender, etc).

The Job Council programs give priority services to low-income, disadvantaged, and at-risk youth. Our eligibility workers verify documentation to ensure these are met. Recruitment efforts strive for diversity and our selection process considers gender, race/ethnicity, and cultural and social backgrounds to have a balanced representation of our local community. This partnership with IVHS and College Dreams will ensure that we do some direct recruitment of at-risk youth who are identified as likely to have interest in this type of program. IVHS Principal and College Dreams Director have agreed to network with teachers and conduct data mining of school records to identify youth for this type of targeted outreach, in addition to our traditional recruitment strategies.

Explain your plan for youth transitioning from the program.

IVYC youth will be prepared for transition from the very beginning of our program. They will be prepared to apply knowledge and critical thinking in all areas of their lives, explore college options, apply for financial aid and other grants and scholarships, learn about career choices that interest them, discover the steps needed to secure those jobs, as well as learn about other Job Council programs and partner agencies they can access to assist them on their journey in becoming confident and competent adults. Our partnership with College Dreams enhances our existing services, as they create 'Dreamsaver' college savings accounts for youth in the program and continue mentoring students through high school into college entry.

V. EDUCATION PLAN

Identify the educational organization that will grant academic credit to participants.

Three Rivers School District - Illinois Valley HS

Describe who will deliver the curriculum.

Youth participants will receive instruction from both Job Council and Illinois Valley HS teachers. Youth will receive mentoring and support from College Dreams staff. Job Council staff will deliver instruction and design academically relevant service projects for youth to engage in throughout the year. Job Council staff will work closely with the school district certified teachers to align field experience to skills and concepts being studied in the classroom. Although we have not yet placed a crew leader into this position, we may rehire Jesse Bladow. Jesse graduated from Washington State University in 1998 with a Bachelor's of Arts degree in Criminal Justice. His entire career has been focused on working with youth, including nine years with the State of Washington as a Juvenile Rehabilitation Counselor, two years at an alternative school in Chicago, and two years as a Teen Director for a Boys and Girls Club in Seattle. He has a strong outdoors background including hiking, climbing, paddling, and mountaineering. The Job Council hired Jesse in November of 2012 as a Forestry Crew Field Specialist in our Josephine County Youth Program. He was laid off in September due to reduced funding. He lives in the Cave Junction community and seems like a natural fit.

Describe how the curriculum will be delivered.

IVYC will utilize a crew model that supports the use of service-based learning. Students will receive a combination of direct and inquiry-based instruction in the classroom. Concepts and skills studied in the classroom are applied in the field through service projects. This approach supports kinesthetic learners and ensures all students' educational experiences are relevant; students receive opportunities to practice newly acquired skills as they work to positively contribute to their community.

Describe the educational outcomes of the curriculum (e.g. types of credits, number of credits, dual credit, GED, etc).

Youth served will be working towards a high school diploma. All credits will be Elective or Career Education credits. Students of IVHS need a total of 5.5 elective credits, or 11 elective classes, to graduate. Trimesters are 12 weeks in duration. Due to a delay in the program launch, the program will operate from February through June; students will be on crew three hours per day, five days per week for at least 12 weeks to earn the 176 hours needed for one credit.

Describe how you plan to incorporate and assess Oregon's Essential Skills (for more information go to <http://www.ode.state.or.us/search/page/?id=2042>)

The Illinois Valley Youth Cooperative (IVYC) will serve students at Illinois Valley High School. Students participate in statewide assessments of essential skills through OAKS and Work Samples. IVYC will strive to offer holistic services, including strengthening core academic concepts of reading, writing, and mathematics, which directly benefit student's ability to exceed in the essential skills areas. IVYC will provide experiential learning opportunities while collaborating with accredited teachers within Illinois Valley High School to support students in learning essential skills in and out of the classroom. Educational class work will support the skills youth need to successfully accomplish the service projects; and likewise, the service projects will emphasize the importance of acquiring these skills. When a student learns a mathematical concept, and goes into the field and

uses it in the real world, it instantly becomes meaningful and relevant. It answers the question, "When will I ever use this?" Many opportunities are woven into field experiences that allow students to become more proficient in reading, writing and math. Reading proficiency is supported by encouraging students to read for information gathering, problem solving, as well as summarizing and critically analyzing text, events, issues and problems to determine the correct action to take in a given situation. Writing proficiency is practiced through journaling of experiences in the field and how they are connected to what they are learning in the classroom, exploring concepts learned in the field that show the student how they are linked to, and dependent upon, their environment. Mathematics are integrated into experiential learning as students must assess a situation and determine which mathematical concepts and strategies are applicable, use data to complete work tasks, and to calculate completed and/or future projects.

In addition to the three essential skills just mentioned, our crew strongly emphasizes the six other skills outlined in the Essential Skills Proficiencies documents. As a workforce training organization, we value and give youth many opportunities to practice listening and speaking skills, critical thinking, proficiency in the use of technology, civic and community engagement, appreciation of diversity and global perspectives, as well as the practical skills of teamwork, personal responsibility, appropriate interpersonal communication, work ethics, and time management. We believe this holistic approach supports youth in reaching their potential and achieving success in high school, higher education, the workforce, and in becoming engaged citizens of our Southern Oregon communities.

VI. PROJECT PLAN *(note: projects cannot exceed 20% on up-keep i.e. cleaning bathrooms, etc.)*

Describe how the projects will be identified and meet the needs of the community and the youth. Also include information on stewardship projects.

Crew Leaders meet with community partners to identify projects of regional significance. In addition to considering the impact potential projects will have on the local community, selected projects must also have educational value, the ability to extend the content into classroom academic study, and must offer opportunities for youth to develop marketable job skills.

Tentative 2013-2014 Projects:

BLM: Maintenance of existing trails, (brushing, tread grading and water bar clearing, etc.) and debris cleanup on Rogue River and Rough and Ready Botanical Wayside. Crews will also do trail sweeping, moving/spreading gravel, split rail fence installation, rerouting of existing trails, closing user-created trails via brush piles and barricade installation, and interpretive sign installation & maintenance at locations to be agreed upon by BLM and TJC Crew Leader. Crews may also perform noxious weed eradication, brushing, debris cleanup, painting, and general site maintenance at recreation sites along the Rogue River.

More project partners will be identified in January, once the crew leader is making those connections and we can supply OYCC with an updated project/partner list at that time. Project ideas that are being considered include partnerships with Rusk Ranch Nature Center providing riparian restoration and wildlife habitat enhancement; Evergreen Elementary School providing SMART reading and/or hands-on conservation topics for the students; and cutting back brush and weeds and other grounds maintenance at city and county parks near Cave Junction in partnership with Josephine County Parks & Recreation and City of Cave Junction.

Identify the training to be provided and the skills to be learned.

Training (e.g. trail building)	Skills (e.g. proper use of hand tools, etc.)
Community education & outreach: lead education efforts and science-based inquiry projects for younger youth	Transferrable workplace skills: teamwork, effective interpersonal communication, critical thinking and problem solving
Restoration projects: understand relationship between biotic and abiotic features within a given ecosystem	Plant propagation, principles of energy exchange, nutrient cycling and symbiosis
Basic botany, ecological design principles, practices, and habitat construction	Proper use and care of hand tools
Knowledge and application of safety standards in the workplace	Transferring/ applying knowledge and skills to new circumstances
CPR/First Aid	Assess health of a variety of habitats and propose adequate restoration plants/ techniques
Use of mediation in resolving conflicts in classroom and worksite	Public speaking with confidence

Describe how the classroom component and the field projects will be integrated.

Youth will learn to apply mathematics and science to practical situations, think critically, creatively, and reflectively; communicate through reading, writing, speaking and listening, use computers and other technologies to process information and produce documents; direct their own learning by planning and carrying out complex projects, and learn teamwork and personal management skills. Students also develop a Career Portfolio that combines their fieldwork experiences, work ethics training and personal development into quality resumes and cover letters for employment. These experiences will also provide the hands-on knowledge and work experience so often missing when a student applies for college scholarships.

What is the vision for your program for the next five years?

The Job Council's Youth Program has been a steady source of workforce training and a strong resource for youth in both Jackson and Josephine counties for more than 35 years. We have every intention of continuing to provide this resource to our communities. We have spent the last year exploring new opportunities and ways to continue to do just that despite the dwindling federal dollars that have, in part, supported our programs. Our partnership with Central Medford High School, in creating and operating the Medford Youth Cooperative, has served as a model program that leverages dollars, creates meaningful change in our community, serves young people in supporting their education and moving towards employment and post-secondary opportunities, and gives our youth the ability to learn to not only be stewards of the environment, but of their own lives as well. We are using that model to create and operate the Illinois Valley Youth Cooperative in partnership with Three Rivers School District.

As we move into 2013-2014, our youth program is seeking to align our services to work towards Oregon's goal of 40-40-20, which states that by 2025 all adult Oregonians will hold a high school diploma or equivalent, 40% of them will have an associate's degree or a meaningful postsecondary certificate, and 40% will hold a bachelor's degree or advanced degree. We plan to do this by offering the services that we do best and to increase our effectiveness with deliberate, thoughtful collaborations with like-minded partners who value comprehensive youth services and who understand that by leveraging our limited resources, we can do much more than we can do individually. We continue to work with our local workforce board (inclusive of youth development, higher education, and workforce leaders) to move beyond separated services to a much more coordinated and effective system that values Collective Impact; realizing that strengthening one aspect of the system does not gain much traction or have deep impact, until all aspects of the system are strengthened.

Our vision is that this model will be replicated across the region enabling more youth to graduate from high school, regard themselves as competent learners, enter the workforce as quality employees, and continue to positively engage in our community after they exit these programs.

VII. POSITIVE YOUTH DEVELOPMENT

Describe how you will provide support for the youth participants so they develop a sense of competence, connection, confidence and character.

IVYC will be a service-learning alternative education program based on reclaiming at-risk youth using the Circle of Courage philosophy (www.reclaiming.com). This strength-based model provides holistic services to assist youth in completing their education, gaining life skills, learning valuable job skills, earning credits, staying alcohol/drug free, and providing services to their communities. A sense of belonging occurs when they bond with peers, instructors, crew leaders, and their larger community in a safe environment provided for them to learn, grow, and discover strength in their skills, building a sense of competence, connection, confidence, and character. Activities include team building, role modeling, positive reinforcement of good behavior, and mentorship.

VIII. TIMELINES

Provide a weekly timeline of the program delivery schedule.

Monday	Partner projects
Tuesday	Partner projects
Wednesday	Partner projects; classroom time on career education; team building
Thursday	Partner projects
Friday	Partner projects

Provide a project timeline.

Start date	2/3/2014	Program end date	6/6/2014
Staff hire date	January 2014	Number of Reporting days	78