CITY OF LOS ANGELES
WORKFORCE DEVELOPMENT DEPARTMENT
YOUTH COUNCIL MEETING

Thursday, October 19, 2023
10:00 AM - 12:00 PM

Friendship Auditorium

3201 Riverside Drive, Los Angeles, CA 90027

AGENDA

1. Call to Order/Roll Call
2. Public Comment on Non-Agenda Items

ACTION ITEMS:

3.	Receive and File Meeting Notes of August 10, 2023	David Crippens

ADVISORIES/DISCUSSIONS/PRESENTATIONS/REPORT-BACKS/UPDATES

4.	Presentation on the USC SEEDS Community	Gerardo Ruvalcaba
5.	Presentation on the DWP Utility Worker Program	Gerardo Ruvalcaba/ Lisa Salazar
6.	Presentation by the Youth Development Department on the Youth Strategic Plan	Lisa Salazar
7.	Update on the Los Angeles Performance Partnership Pilot (LAP3) Strategic Plan	Gerardo Ruvalcaba

8. Next Meeting
9. Adjourn

Youth Council Committee:

David Crippens, Donald Bradburn, Veronica Corona, Dr. Alex Davis, Raul Estrada, Gerald Feeney, Hrag Hamalian, Jaleesa Hazzard, John King II, Thomas Lee, Olivia Mitchell, MaryRose Ortega, Hector Perez-Pacheco, Andrea Perry, Carl Reece, Maria Turrubiartes

PUBLIC INPUT AT WORKFORCE DEVELOPMENT BOARD MEETINGS

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3.

DATE: October 19, 2023

TO: Workforce Development Board (WDB)

FROM:

SUBJECT: **Receive and File Meeting Notes of August 10, 2023**

REQUESTED ACTION:

BACKGROUND:

ADDITIONAL BACKGROUND:

ATTACHMENTS:

Description

- Item 3 - WDB Youth Council Committee Meeting Notes 08.10.2023

CITY OF LOS ANGELES
WORKFORCE DEVELOPMENT BOARD (WDB)
YOUTH COUNCIL COMMITTEE
AUGUST 10, 2023
10:00 A.M. – 12:00 P.M.
GOODWILL SO. CA INDUSTRIES – AUDITORIUM
342 N. SAN FERNANDO RD., LOS ANGELES, CA 90027

MEETING NOTES

Members Present: David Crippens, Dr. Alex Davis, Oliva Mitchell, Hector Perez-Pacheco, Carl Reece, Maria Turrubiartes

1. Call to Order: Informal call to order at 10:10 a.m. by Youth Council Committee Chair David Crippens, as no quorum was present.

2. Public Comments on Non-Agenda Items:

Mary Keipp, UCLA commented that this might be a good time to resurface the Cross Roads Conference. It provided a wonderful opportunity that added to their professional knowledge as workers in this field, and gave them a feeling of community.

Chair David Crippens commented that he is in agreement. He then provided an opportunity for self-introductions.

Gregg Irish announced that once again the WDB has been declared as a High Performing Jurisdiction, and a High Performing Board. This includes $50,000 of award money.

ACTION ITEMS: Items 3 & 4 were tabled because no quorum was present.

3. Receive and File the Meeting Notes of April 25, 2023

4. Approval of Recommendations from the Economic and Workforce Development Department (EWDD) Regarding the Results of a Request for Qualifications (RFQ) for the HIRE LA's Youth Program

ADVISORIES/DISCUSSIONS/PRESENTATIONS/REPORT-BACKS/UPDATES:

5. Presentation by the Youth Development Department Regarding Its Youth Development Strategic Plan

Lisa Salazar, General Manager, Youth Development Department (YDD) presented a PowerPoint presentation of the 5-Year Plan Overview. Lisa outlined the process her department took to formulate the plan, and how finding opportunities to align and collaborate the 26 City Departments that have programs for youth guided them to create a three-year road map that makes the best use of City resources to support the young people in the city. Using data, evaluation, and collecting the best available information will make them better able to report on what the best return on investment is.

They also did a survey with over 1,500 participants that showed that youth want more job opportunities, better services, and more academic support.

The Plan identifies six priorities: Service Navigation, Cultivate Youth Leaders, Housing & Public Safety, Youth Spaces, Mental Health, & Economic Well Being.

Tammy Ortuno, Mayor's Office commented that this is a great start. The six pillars are really great, and she is excited to be working with Lisa on this.

Hector Perez-Pacheco applauds the great work that has been done. He asked about implementation plans for each initiative.

Lisa said that each initiative has a slew of programming behind them. Once the program is approved, they will release the plan to the public.

Hector commented that the legislative session will be coming, and some of these might align.

Lisa agreed.

Deputy Mayor Brenda Shockley congratulated Lisa on a report well done. She stressed the importance of this report not becoming just another well done document. The Mayor's priorities and concerns for youth are outlined in this plan on page 23. She is excited to see how all this beautiful stuff will make positive changes for young people in the City of Los Angeles.

Dr. Alex Davis commented that she visualizes this, and connects to the mentorship piece. It is the most underutilized piece that has the potential to set up students for success.

Chair David Crippens invited Lisa to present at the next WDB quarterly meeting. He also requested a report from Lisa on homelessness.

Mary Keipp, UCLA asked if the report is young adult & adolescent focused.

Lisa responded that the greatest investment is in 14 – 25 year olds.

Olivia Mitchell cautioned that they should stay on task; do not divert.

6. Presentation by the Economic and Workforce Development Department (EWDD) and UNITE-LA Regarding the Los Angeles Performance Partnership Pilot (P3) Strategic Plan

David Crippens commented that LAP3 evolved out of the Workforce Development Board, and now they are going into the next iteration of P3.

Gerardo Ruvalcaba said that P3 is an effort to integrate City and government entities, and more than 50 Community Based Organizations (CBO's) to improve educational, employment, and social service outcomes for disconnected youth. He introduced Lauri Collier of Opportunity Youth Collaborative, and Carrie Lemmon, of UniteLA who co-presented an update of the LA Performance Partnership Pilot (P3).

Lauri Collier said that LAP3 is a collective impact initiative designed to focus on services for young people who are disconnected from school and or work. Launched in 2015, the LA Opportunity Youth Collaborative (OYC) is a collective impact initiative of over 120 organizations who are working together to improve the education and employment outcomes of youth (14 to 24). LA has been the most successful P3 initiative across the country.

Since 2018 they started co-convening the two initiatives together, the LA Opportunity Youth Collaborative (OYC), and LA P3 to combine resources, and avoid duplication of efforts to make a greater impact. The LA OYC publishes an impact report every year that lists their accomplishments.

Lauri announced that there will be a convening at the CA Endowment Center on August 23, 2023 from 9 a.m. – 2 p.m. that she encouraged folks to attend.

Carrie Lemmon reported on key findings, goals, and data reports in the LA City & County Strategic Plan which is grounded in the 2021 American Community Survey. The percentage of disconnected youth in the City of Los Angeles has increased from a low in 2019 of 10% to 14% in 2021. The pandemic erased a decade of progress. Now is a good time to combine resources to eliminate the increase in disconnected youth.

A key priority is finding youth that are already disconnected and find avenues for reengagement support. Two-thirds of disconnected youth have a high school diploma, 14% have a bachelor's degree, and are not working. They are working to see what the greatest risk factors are so that they can provide the stability that they need to avoid becoming disconnected youth. She commented that they want the County to create an LA Youth Strategy.

Lauri shared the proposed goals of the P3 Plan and stated that these are a working draft. Goal 1 - to normalize staff and strong collaborative infrastructure for LAP3 to drive accountability, and implementation. Goal 2 – to increase their coalition partners data sharing to drive their common agenda innovation of quality of services. Goal 3 - promoting innovative collaboration between the education and workforce system to support OY. Goal 4 - increase of coordination between the systems that generally don't have a lot of connections. Goal 5 - to engage young people with their lived expertise of systems; to inform them of solutions that are needed. Adults must partner with young

people to help them understand how systems work. Their final draft will be ready in October 2023.

Mary Keipp UCLA commented that her organization holds P3 regional collaborative meetings, and that they will be involved. She commented that high level support used to be the norm, but it has waned over the years.

Gregg Irish commented that a strategic plan was previously done, and it should be included in the discussions and preparation of the 5-Year Strategic Plan. The Youth Council used to have a youth member on it, that was paid through the Summer Jobs program. They need to have a youth voice on this council.

Chair David Crippens commented that he would like to see a youth voice on this council.

Carrie spoke about the P3 waiver being the biggest success that the City received to serve in school foster and justice involved youth. This started in the City, then the county, then it went to all seven workforce boards across the county. The CA Opportunity Youth Network lifted it up as a policy strategy that could replicate across all workforce boards in the state of California. Then the CA Workforce Development Board looked at LA City data and worked with the DOL to write it back into California's performance. There are over 20 workforce boards across the state using the waiver. They partnered with the California Workforce Board to see what is working and what is not and want to provide technical assistance. In addition, they are working with a consulting firm in Washington D.C., to duplicate the waiver and take it to the Department of Labor to take it nationally.

7. Update from the Economic and Workforce Development Department (EWDD), Youth Development Department, and California Children's Trust Regarding the Peer-to-Peer Project to Address the Growing Youth Mental Health Crisis

8. Update from the Economic and Workforce Development Department (EWDD) Regarding the Development of a Five-Year Workforce Development Strategic Plan and its Potential Impact on Youth Policies and Programming

Tammy Ortuno, Mayor's Office presented on the 5 -Year Strategic Plan, being done in partnership with the Mayors' Office, the Workforce Development Board, and the EWDD. The Mayor's Office believes that they need a longer-term vision than the EWDD Annual Plan provides about where they want to go and understanding the changes that are happening in the workforce world. The vision for the 5-Year Strategic Plan is to improve the City's Workforce Development System, and to support the Mayor's goal to connect every Angeleno to a living wage job or career pathway to high wage jobs in the region. They need to invest in programs that will get people into living wage jobs. Initially, they might not make the $50,000 to start, but they want to get there. Tammy shared that she attended a vocational school, but her life experience showed her that there was no career pathway for her unless she went back to college for eight additional years. She

sees that a concern of young people is money. This system needs to be thought about not only as youth, but also the adults who are their parents. How do we improve this system; by partnering with everybody to make everything come together to work better for everyone. Understanding that workforce is more than just a job, it is mental health, it is making sure that we have a roof over our head, it's all those things. They want a vision of where they can go five years from now, so they are using it as a tool. They want to prepare residents and businesses of LA for jobs of the future. They want to promote financial stability and economic mobility for low- and moderate-income communities. They are using this to work with employers to ensuring that the programs they are creating have employers who are bought in and are going to take on our residents and community members into these jobs. This is the gist of their 5 Year Plan. Their consultant was selected and will start on the first of September.

Deputy Mayor Shockley said that they need to recognize that they no longer just want to stabilize poor people. The strategic plan aims to connect those that are at risk of homelessness or are homeless with employment, and taking advantage of this enormous vacancy factor in the City of Los Angeles on how you can train people and get them out of poverty. They are working with the Gates Foundation, to make LA an example on how to train and get people into good jobs. This board is in a position, and they are at a time to look beyond the summer youth employment and build our own underground railroad out of poverty.

David Crippens commented that this plan is very important; they are moving towards integration. They have to talk to others, there is an older American and aging employment program. They have to set it up to where they are integrated.

Gregg Irish said that the State is creating low wage jobs. The state of California must create jobs that pay living wages or else we have no place to place them.

9. Presentation by the Economic and Workforce Development Department (EWDD) on the YouthSource Center System Professional Development Plan and Youth Development Practitioner Apprenticeship Programs

Makeda Vela presented on the YouthSource Center System Professional Development Plan and Youth Development Practitioner Apprenticeship Programs. These programs provide training for their system. They are looking to start out with an apprenticeship program and FHI 360 to provide training for their case managers. Additionally, ninety hours of training will be provided to build out their expertise as case managers. There is also a portion of training for those that they serve. A DOT approved apprenticeship of 2,000 hours to train individuals who later can apply to work for them.

Gerardo Ruvalcaba commented that in terms of the Youth Strategic Plan, this speaks to the youth having a voice. They can hire youth, then train them and provide them with the opportunity to become case managers. There is a second component; 90 hours that will provide additional training for the rest of the YouthSource System.

Mary Keipp commented that this is a fantastic idea for the young folks and the incumbent workers.

Los Angeles Performance Pilot Partnership (LAP3); train them then hire them to provide case management.

They want to be able to support and be hired on to the work that they want to see happening in the

Makeda commented that they do have an apprenticeship that is DOL approved. The idea is to move the system forward by supporting the system and those that are coming up through the pipeline.

Gregg Irish stated that this training is registered with DOL. One million dollars went out for existing and new workers.

Gerardo Ruvalcaba stated that as will be seen by Department presentations, the Youth Development Department, and the LAP3 Plan have a youth voice in the development, and implementation of services. This can provide an opportunity to hire youth with less experience to get a job; 2,000 hours of paid experience will not only bring youth into the system, but have them connected to disconnected youth.

Hector Perez -Pacheco inquired how many youth? 15 youth.

Makeda stated that they are projected to start this year with one youth per YouthSource Center.

David Crippens said that this will be sent to the WDB Executive Committee for a vote.

Mary Keipp, UCLA asked if this training for incumbent workers could be attributable to the DOL apprenticeship.

Makeda Vela: No, they are two separate items.

Gregg Irish clarified that it is a professional credential, that is starting out as a pilot program.

Mary Keipp, UCLA said that this is hard work; anything they can do to uplift their staff so that they can be successful is great.

David Crippens - This is a way of reintroducing ourselves in the field.

10. Next Meeting: TBA

11. Adjourn – unofficial 11:48 a.m.

4.

DATE: October 19, 2023

TO: Workforce Development Board (WDB)

FROM:

SUBJECT: **Presentation on the USC SEEDS Community**

REQUESTED ACTION:

BACKGROUND:

ADDITIONAL BACKGROUND:

ATTACHMENTS:

Description

- Item 4 - USC SEEDS Project
- Item 4 - USC SEEDS Handout

USC SEEDS Project

Darnell Cole, Ph.D., Co-Principal Investigator, University of Southern California
Christopher Newman, Ph.D., Co-Principal Investigator, CSU-Fullerton
Ting-Han Chang, Ph.D., Postdoctoral Researcher, University of Southern California



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Center for Education, Identity and Social Justice

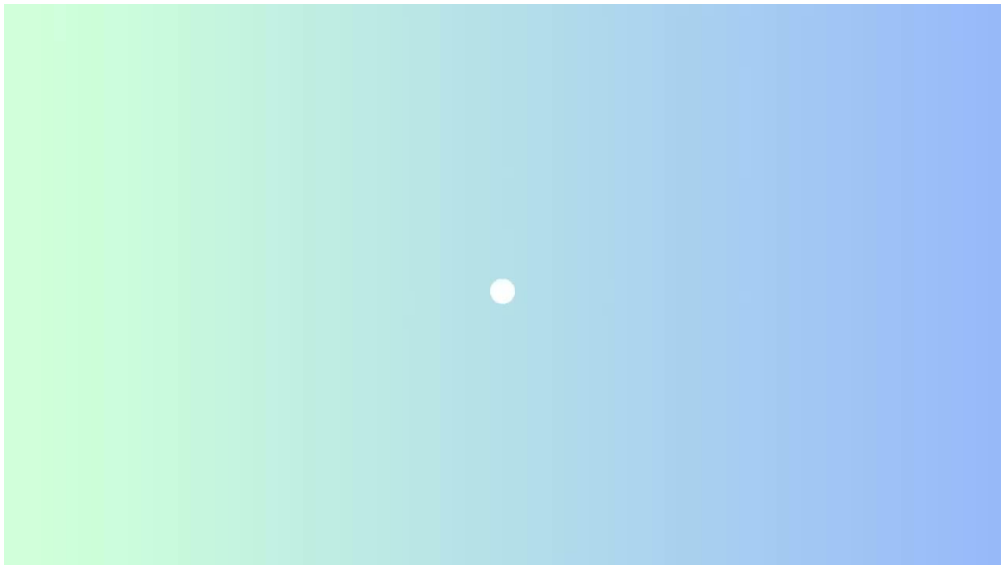


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Presentation Agenda

- Introduction
- SEEDS Project
  - SEEDS Program Video
  - SEEDS Project Model
  - SEEDS Project Research Design
  - SEEDS Internship Program
- SEEDS Program Highlights
- Summary
- Q&A

Introduction: SEEDS Project



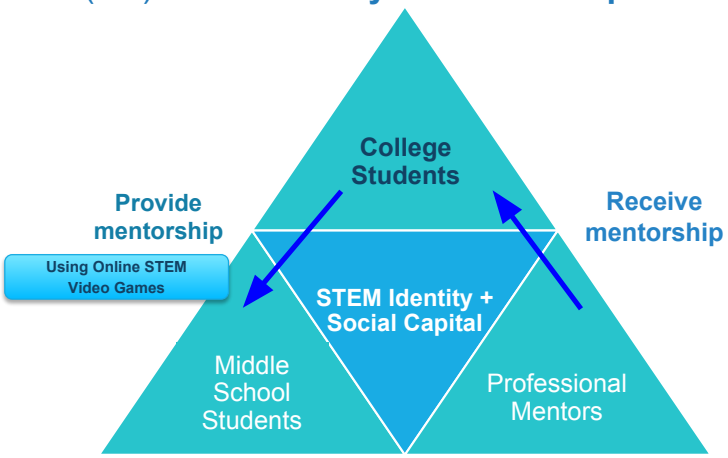
Introduction: SEEDS Project

- SEEDS Project's full name: **Student Engagement, Exploration, and Development in STEM**
- SEEDS Project Team: Dr. Cole, Dr. Newman, Dr. Chang
- SEEDS Project is a research study, and it includes a practical, community-engaged mentorship program

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About the SEEDS Project

- The SEEDS Project is study examining the impact of an intergenerational mentorship model and online STEM curriculum on underrepresented middle school (MS) and college students' (CS) **STEM identity** and **social capital**



SEEDS Project Study Design

SEEDS Project is a quasi-experimental, mixed-methods, longitudinal study

- Quantitative study: **survey** administration with middle school (MS) students.
  - We compare MS receiving mentorship v.s. MS not receiving mentorship (please see the handout with survey summary)

- Qualitative study: 1-1 or small group **interviews** with college students
  - We learn about their experiences participating in this intergenerational mentorship program (please see the conference presentation handout)

SEEDS Project Study Partnership

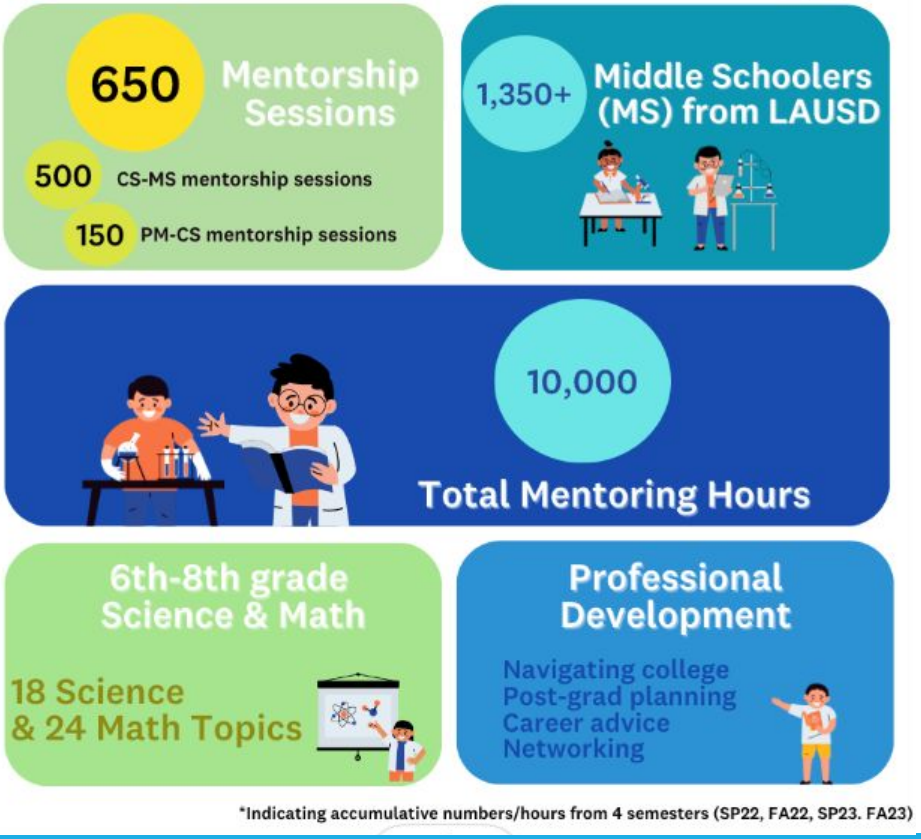


SEEDS study is more than a research study; it includes an applied research component (e.g., mentorship program) with hundreds of student participants and close partnerships with different organizations, including the City of LA (YDD)

SEEDS Internship Program

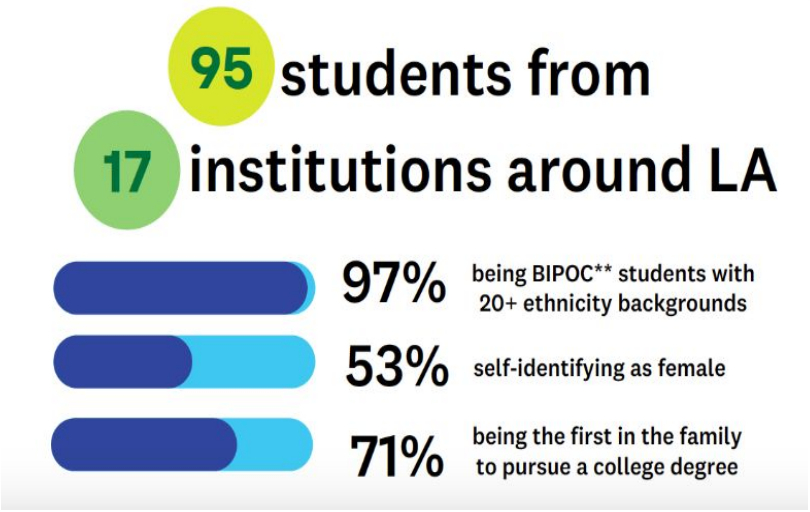
- SEEDS internship program is a result of YDD's support and 4 Youth Source Centers' partnership. Underrepresented college students majoring in STEM join and complete a 120-160 hours' internship.
- SEEDS program enrolled its first cohort in Spring 2022, and we have the fourth cohort enrolling in Fall 2023.
- Highlighted SEEDS program experiences: interns co-designing STEM mentoring sessions for middle school students; professional development opportunities (e.g., public speaking, leadership, research skills)

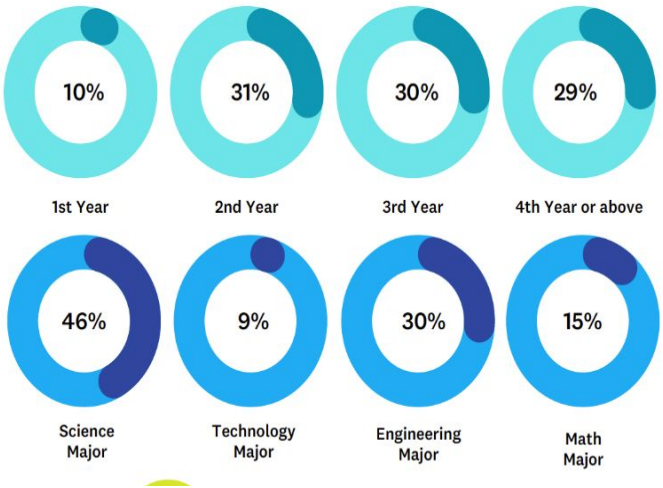
SEEDS Project Highlights



*Indicating accumulative numbers/hours from 4 semesters (SP22, FA22, SP23. FA23)

SEEDS Project Highlights





SEEDS Program Intern Representations

CSUDH California State University, Dominguez Hills
CAL STATE LA
East Los Angeles College
West LA College
Long Beach City College
Claremont McKenna College
CSUN California State University Northridge
Los Angeles City College LACC The City's College.
LAHC Los Angeles Harbor College Education Changes Everything!
Santa Monica College
Mount Saint Mary's University Los Angeles
UCLA
UCI University of California, Irvine
Los Angeles Trade-Tech LATTC A Community College
los angeles Pierce College
Pomona College
USC University of Southern California

SEEDS Project Highlights

Presentations

1. Chang, T., Newman, C., & Cole, D. (Nov., 2023). *Examining an intergenerational mentorship program's impact on STEM undergraduate students of color's community cultural wealth*. Association for the Study of Higher Education (ASHE), Minneapolis, MN.
2. Chang, T., Newman, C., & Cole, D. (April 2023). *An intergenerational culturally responsive mentorship program's impacts on undergraduate STEM students of color's science identity*. American Educational Research Association (AERA), Chicago, IL.
3. Cole, D., Newman, C., & Chang, T. (March 2023). *Culturally responsive, intergenerational mentorship in STEM: SEEDS Project*. Rossier Research Conference, Los Angeles, CA.

Research papers in preparation

1. Cole, C., Newman, C., & Chang, T. (in progress). Enhancing STEM identity for minoritized middle school students in a multicultural context: A quasi-experimental study
2. Newman, C., Chang, T, & Cole, D. (in progress). An intergenerational, culturally responsive mentorship program's impact on undergraduate students of color's STEM identity.

1. Chang, T., Newman, C., & Cole, D. (in progress). An intergenerational mentorship program's impact on STEM undergraduate students of color's community cultural wealth.



SEEDS Project Highlights



Planting SEEDS

A new research project led by Darnell Cole explores the impact of multigenerational STEM mentoring on L.A. middle schoolers.

Story: Nadra Kareem Nittle
Photos: Rebecca Aranda

HOW DO YOU BOOST THE NUMBERS OF MARGINALIZED students in the sciences?

That's a question Darnell Cole, a USC Rossier professor of education and co-director of the Center for Education, Identity and Social Justice, has wrestled with throughout his career. His new research project, known as SEEDS (Student Engagement, Exploration and Development in STEM), sets out to answer it by exploring the impact of multigenerational mentoring on the math and science engagement of middle school students from economically disadvantaged Los Angeles neighborhoods.

"Our focus is connecting the middle school students with college students who live in these communities as mentees and mentors together around the construct of STEM engagement through online gaming," Cole said. "The middle school students get to see people who look like them, who might have experienced things that they've experienced, engage in science concepts."

The mentors, several of whom are USC students, are all majoring in STEM (science, technology, engineering and math) subjects at two- and four-year colleges, and they benefit

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FEATURE

For Wendy Rodriguez, serving as a SEEDS mentor is a homecoming of sorts. A senior biology major at Claremont McKenna College, Rodriguez participated in the USC McMorrow Neighborhood Academic Initiative (NAI) when she was in middle and high school at Foshay Learning Center. "So it's pretty nice to know that I get to work with students that are going through the same program. I see myself reflected in them." She's happy to see NAI expand its reach to the variety of schools participating in the SEEDS project. Trying to get students from economically disadvantaged communities more interested in the sciences may have a particular impact on girls, who are underrepresented in STEM fields. In high school, Rodriguez remembers being the rare girl on the robotics team. "It was a big thing for us to have girls on the team," she says. "I do think that representation [in the sciences] can get better for women and girls, and I definitely see that this program can help support that." The students she has interacted with as a SEEDS mentor seem interested and engaged in their science curriculum, Rodriguez says. Her goal is simply to support them any way she can.

After a semester mentoring middle school students as part of the SEEDS project, USC neuroscience major Ka'eo Wongbusarakum better understands the challenges and work ethic involved in being a teacher. "I think that it's given me a lot more appreciation of teaching as a career and the work and effort that goes into not only controlling the class but engaging the class and having them have a worthwhile time and get something out of this period," he says.

He applied to become a mentor for the program because he was intrigued by its focus on multigenerational mentorship. As he mentors middle school students with the hope of piquing their interest in the sciences, he, in turn, has the opportunity to be mentored by doctoral students and STEM professionals. These relationships, he says, have the potential to influence his future.

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FEATURE

Students in the SEEDS project play the award-winning online video game *Legends of Learning*, which has a STEM focus and does not require students to have prior knowledge of the lessons featured. "It's a great idea, and most of them find it enjoyable," college mentor Ka'eo Wongbusarakum says of the game. "Just having the science in the background is enough to get kids thinking about STEM, or to just help them learn things, even if it's subconsciously, even if they're not memorizing things and being tested on it. Just having it in the game helps them to think about it in a new way or to actually integrate it into their knowledge."

The SEEDS project is made possible thanks in large part to its partnership with the USC McMorrow Neighborhood Academic Initiative (NAI), which aims to boost the college attendance rates of students from South and East L.A. by prepping them when they're in middle and high school. Those pictured are NAI students participating in the Saturday Academy that NAI hosts with El Sereno Middle School, Florence Nightingale Middle School, James Foshay Learning Center and Murchison Street Elementary.

College mentor Omar Ryan helps student participants in the SEEDS project. College students say they're drawn to SEEDS to have the opportunity to give back to students from communities similar to the ones in which they grew up. Being mentored by college students, particularly those from communities of color and disadvantaged neighborhoods, allows the younger students to see that it's possible for them to study and pursue a career in the sciences, says Darnell Cole, the USC Rossier professor of education responsible for the SEEDS project. Despite the challenges youth might face, a STEM career is not out of their reach.

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Article: https://rossier.usc.edu/documents/usc-rossier-magazine-winterspring-2023

SEEDS Project Summary

Thanks to YDD and Youth Source Centers' support for making this program possible as a paid internship opportunity for 95+ underrepresented college students in developing professional skills, creating impacts to younger generations (1,350+ middle school students), and giving back to the local community in LA.

We are excited to see how SEEDS grows alongside the established partnership with YDD and other partners!

@USCSEEDS

Thank you!



Contact us:

uscseeds@gmail.com

Follow us on Instagram:

@uscseeds

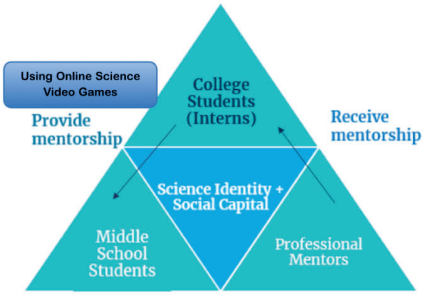
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USC Student Engagement, Exploration, and Development in STEM (SEEDS) Project

Project Center: Center for Education, Identity and Social Justice at USC
Project Co-Principal Investigators: Professors Darnell Cole, Christopher Newman, & Shafiqa Ahamdi
Project Postdoctoral Researcher: Dr. Ting-Han Chang
Project Grant Funder: The John Randolph Haynes and Dora Haynes Foundation

Project Overview: An intern-generational mentorship model that examines the impacts of mentorship (professionals - college students - middle schoolers) on college students and middle school students' STEM identity and social capital.

- A quasi-experimental, mixed-methods, longitudinal (2-year) study
- Quantitative study: survey with middle school students
- Qualitative study: interviews with college students



Project Highlights:

- 3 Cohorts: SP22, FA22-SP23, FA23-SP24
- Total number of middle school students served: 1,350+*
- Total number of college students joined the internship program: 95+*
- Total surveys collected with middle school students: 2,400+
- Total research interviews conducted: 55

Project Partners:

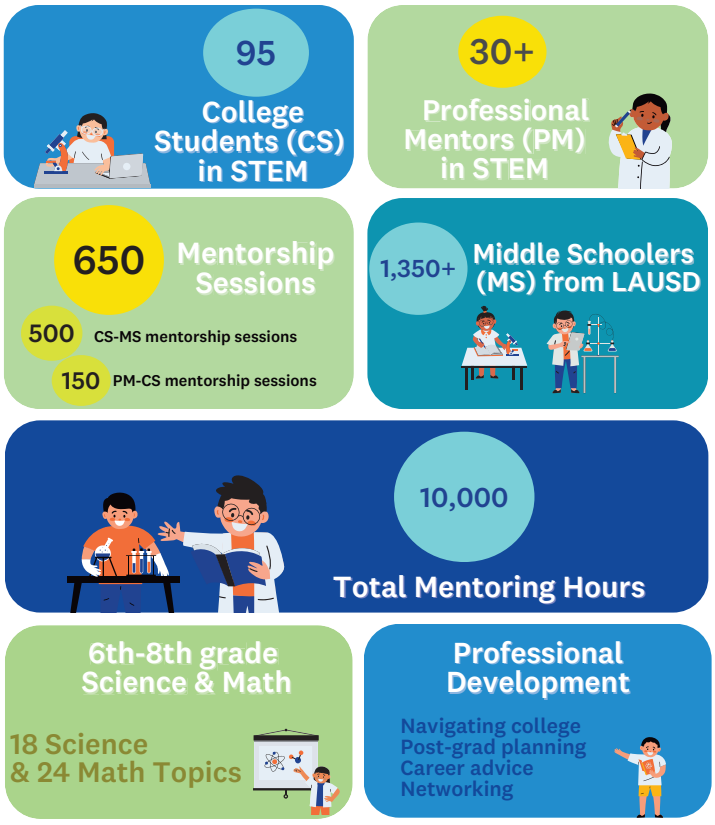
USC Leslie and William McMorrow Neighborhood Academic Initiative
Youth Development Department, City of Los Angeles
The John Randolph Haynes and Dora Haynes Foundation
Para los niños
AYE Brotherhood Crusade
Beyle Heights
El Sereno Middle School
Florence Nightingale Middle School
James A. Foshay Learning Center

*Indicating accumulative count



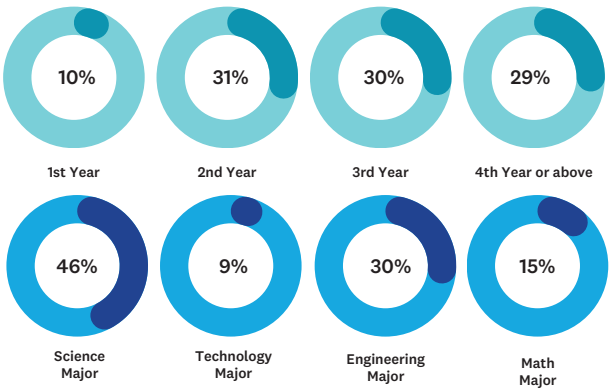
SEEDS PROGRAM HIGHLIGHTS (2022-2024)*

Dr. Darnell Cole, Dr. Christopher Newman, Dr. Ting-Han Chang



*Indicating accumulative numbers/hours from 4 semesters (SP22, FA22, SP23. FA23)

SEEDS PROGRAM INTERN PROFILE (2022-2024)*



95 students from

17 institutions around LA



97% being BIPOC** students with 20+ ethnicity backgrounds

53% self-identifying as female

71% being the first in the family to pursue a college degree

*Indicating aggregated number from 3 cohorts (SP22; FA22-SP23, FA23-SP24)
**Black, Indigenous, People of Color

USC Rossier
Center for Education, Identity and Social Justice

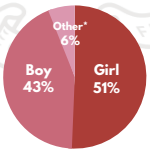
USC SEEDS PROJECT

STEM Survey Summary (2022-2023)

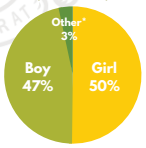
This summary presents preliminary results among NAI (treatment) and non-NAI (control) middle school students regarding their STEM identity, social capital (having a mentor), and learning STEM through video learning games.

DEMOGRAPHICS: GENDER

NAI STUDENTS (N=231)



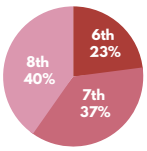
NON-NAI STUDENTS (N=269)



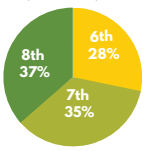
*Including prefer not to respond and self-describe

DEMOGRAPHICS: GRADE

NAI STUDENTS (N=231)

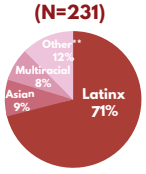


NON-NAI STUDENTS (N=269)

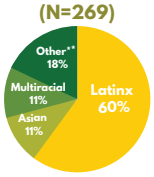


DEMOGRAPHICS: RACE

NAI STUDENTS (N=231)



NON-NAI STUDENTS (N=269)



*Including African American, Black, American Indian, Native American, or Alaskan Native, prefer not to respond and self-describe

POST-TEST COMPARISON: STEM IDENTITY

STEM identity describes how a student considers herself/himself as a STEM person

NAI STUDENTS (N=229) — Mean Score: 2.67

NON-NAI STUDENTS (N=269) — Mean Score: 2.48

POST-TEST COMPARISON: SOCIAL CAPITAL

Social capital refers to a student's access to people that help them navigate the learning process. The SEEDS study examines mentoring as a form of social capital.

NAI STUDENTS (N=226) — Mean Score: 2.80

NON-NAI STUDENTS (N=269) — Mean Score: 2.54

POST-TEST COMPARISON: VIDEO GAMING CURRICULUM

SEEDS Project also evaluates if video gaming curriculum encourages students' learning in STEM subjects

NAI STUDENTS (N=226) — Mean Score: 2.87

NON-NAI STUDENTS (N=269) — Mean Score: 2.78

An Intergenerational Culturally Responsive Mentorship Program's Impacts on Undergraduate STEM Students of Color's Science Identity

Ting-Han Chang, Postdoctoral Scholar, University of Southern California, tinghanc@usc.edu
Christopher Newman, Associate Professor, Azusa Pacific University, cnewman@apu.edu
Darnell Cole, Professor, University of Southern California, darnellc@usc.edu

This research is funded by the John Randolph Haynes and Dora Haynes Foundation, and it includes partnerships with the Youth Development Department in the City of Los Angeles, Los Angeles Unified School District (LAUSD), and the Leslie and William McMorrow Neighborhood Academic Initiative (NAI) at USC.

Study Overview and Research Question

Study findings have shown that science identity is positively related to undergraduate students of color's retention, success, and career pursuits in Science, Technology, Engineering, and Mathematics (STEM) fields. Relatedly, mentorship has been identified as a crucial intervention that fosters undergraduate students of color's development and success in STEM. However, there remains little known about *how* culturally responsive mentorship—whether it is receiving mentoring or providing mentoring to others—shapes undergraduate students of color's science identity development. To address this literature gap the current study seeks to investigate an intergenerational culturally responsive mentorship program's effects on undergraduate STEM students of color's science identity. This study's research question is: *Does an intergenerational culturally responsive mentorship program (professional mentors—college students—middle school students) impact undergraduate STEM students of color's science identity?*

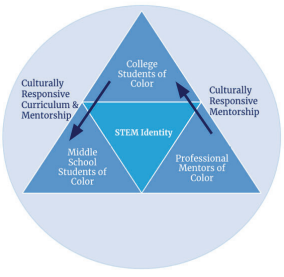
Relevant Literature

- Science identity & college students of color's learning and success in STEM
  - e.g., Chen et al., 2021; Camacho et al., 2021; Huvard et al., 2020
- Mentorship & college students of color's development and experiences in STEM
  - Receiving mentorship from faculty or professionals (e.g., Luedke et al., 2019)
  - Providing mentorship to K-12 students (e.g., Tenenbaum, 2014)
- Mentorship & college students of color's science identity
  - e.g., Camacho et al., 2021; Huvard et al., 2020

Theoretical Framework

- Science identity model (Carlone & Johnson, 2007)
  - Three dimensions: competence, performance, recognition

Conceptual/Research Model



Methods

- This study is part of a larger, longitudinal, mixed-methods, quasi-experimental study
- Methodology: a qualitative study
- Research setting: a semester-long STEM intergenerational mentorship program (hybrid)
- Study participants: 16 undergraduate college students that completed the program
- Data collection: one-on-one, 30-to-75-minute virtual interview via Zoom in Spring 2022
- Data analysis: deductive coding & inductive coding

Findings

The results show positive relationships between culturally responsive mentorship and students' science identity:

- Receiving culturally responsive mentorship from STEM professionals

  I feel my professional mentor was really- such an insightful person and really helpful. I would say I was a little intimidated at first. I didn't think we would have anything in common to talk about, but that actually was the complete opposite, when we did start talking, and she was first-gen, person of color, who loves STEM. So I was like, 'Oh, my gosh, me too'. I would just talk to her about how- I really love STEM, but also the education part of STEM for K-12. And so she actually had experience in that, and so she gave me some connections and links. And it was just really nice to talk to someone who has been in my shoes and has done the things I kind of want to do, so it was really inspiring because I don't know, I feel like as a first-gen person, you can feel a little isolated. You try to navigate this on your own, but then you meet people like that, and then you're like, 'Okay, I'm not alone; there's people who have done this before, and I can just ask them.' So it was really nice. -Marisol

- Providing culturally responsive mentorship to middle school students

  Um, it was great. I think that a lot of the time students were really comfortable in talking and hearing my stories, and sharing their own stories because I shared my own and so that kind of like motivated them to share theirs, or just kind of like explaining how I was once a student at their school just like them, or even relating to taking the same teachers that they took. And, you know, just being able to see their reactions to that. And so being able to, like instead of having this kind of like teacher student dynamic, but more like a mentor mentee dynamic or even just us kind of being on the same level in regards to like respect and not really having like that authority type figure that you would have with a regular teacher. - Sadie

- Showing alignment with the science identity model's three dimensions
  - Competence

    I did talk to the students about STEM, and then they looked up to me and asked me questions. […] There was a question in one of the games where they said, 'I don't understand this,' or 'I don't understand how this goes together,' and I was able to explain it to them. I think that's when it clicked because I started to realize, oh, maybe, you know, maybe I am some sort of role model to these students where they can ask me questions, and then they could process the information that I've given them. -Tessy
  - Performance

    I remember one of the students noticing that they weren't understanding the material. […] And that was the opportunity for me to put something on the board and show them live – I was playing the game with them [for] them to understand […] I think we were talking about the different types of reactions, and how you can change it from the reactant side to the product side, so we were covering that during that session. -Zoe
  - Recognition

    It encourages me because I realized that there's, well, especially now I feel like the students that I taught, they look up to me like, 'oh, this person is following a STEM degree, even if they're having trouble, they're trying their best,' and I feel having somebody like younger than you, they see that you is really encouraging because even if you're not the best student, it encourages you to try a bit harder because you want to be someone that they can look up to. Jaime
  - Intersections of science identity and students' other salient social identities
  - A strong focus on defining science identity in relation to advancing humanity and equity

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5.

DATE: October 19, 2023

TO: Workforce Development Board (WDB)

FROM:

SUBJECT: **Presentation on the DWP Utility Worker Program**

REQUESTED ACTION:

BACKGROUND:

ADDITIONAL BACKGROUND:

ATTACHMENTS:

Description

- Item 5 -Handout - FY 23-24 YSA Program Information Flyer 10-16-23
- Item 5 - Handout 1 - Introduction to Electricity V9 23 0317 6x8
- Item 5 - Handout 2 - UPCT flyer 060122

Los Angeles Department of Water & Power

BUILDING A STRONGER L.A.

Los Angeles Unified School District & Department of Water and Power's
Youth Services Academy Program - Informational Flyer
2023 – 2024

The Youth Services Academy (YSA) Program is a longstanding partnership, established in 1990, between the Los Angeles Department of Water and Power (LADWP) and the Los Angeles Unified School District (LAUSD). Depending on their field of interest, LAUSD students will participate in an internship with LADWP personnel at either the LADWP's John Ferraro Building (JFB) and Figueroa Plaza in Downtown Los Angeles or various field offices across Los Angeles. Students are eligible to work up to sixteen (16) hours a week (Monday to Friday) under the supervision of a LADWP mentor and will attend a Work Experience Education Class. Students will be paid $16.78/hour for the 2023-24 program year. The YSA program is continuous for one year.

YSA GENERAL DUTIES

YSA students will be assigned to one of the various Divisions across all three systems (Water, Power, Joint) of LADWP. Participating divisions include, but are not limited to: Corporate Services, Financial Services Office, Labor Relations Office, Office of the City Attorney, Office of Emergency Management/Security Services, Power Engineering and Technical Services, and Water Distribution. Under the supervision of a LADWP mentor, YSA students will assist clerical, technical, and professional staff in daily activities that may include: typing, sorting, filing, copying, data entry, scanning; alphabetizing documents, and assisting in organizing files drawers, etc. Duties will vary depending on the Division assignment. The program recently expanded to include the trades profession, so we have students shadowing mechanics involved in diagnoses and repair of various types of equipment, learning how to conduct PM inspections and parts procurement, and learning how to assist in the Shop Office with reviewing PM and BIT inspection forms along with recordkeeping.

Additionally, in order to prepare them for future employment opportunities with the City of Los Angeles and LADWP, YSA students will learn about the civil service examination process, including receiving information about job openings, navigating the application process, learning about the examination minimum requirements, and filing applications for civil service examinations.

ELIGIBILITY AND HOW TO APPLY

YSA students are nominated by their high school counselor and will need to at least meet the following requirements:

- Current LAUSD high school senior
- Enrolled in the Work Experience Education Program
- Right to Work documents – social security card, **students MUST POSSESS A VALID CALIFORNIA ID/DRIVER'S LICENSE OR VALID US PASSPORT/ OR VALID ALIEN REGISTRATION CARD AND SOCIAL SECURITY CARD at time of applying for the program** and birth certificate.

Recruitment and hiring to the YSA program is coordinated by LAUSD's Work Experience Education Office, Yesenia Mojarro at (213) 241-7021 and Michelle Elias at (213) 241-7053. Please reach out to them for additional information about the application process.

FREE TRAINING



Introduction to Electricity

Volumes 1 - 3

Approved by Los Angeles Department of Water and Power and International Brotherhood of Electrical Workers, Local 18.





Successful completion of this course may qualify you to apply and take examinations for several LADWP jobs.

Eligible Positions and Annual Starting Salaries

Steam Plant Assistant - $70,950
Electrical Craft Helper - $69,112
Electrical Repairer - $87,341
Electric Station Operator - $82,956
Electrical Mechanic - $91,266
Electric Meter Setter - $93,333

About This Course

This class is free and open to anyone interested in pursuing a career in various electrical trades. The self-paced, online course will introduce basic electrical concepts including charge, voltage, current, energy and power. Taking the course will help participants to meet minimum requirements to apply for several positions at the Los Angeles Department of Water and Power (LADWP).

For more information on these positions:

1. Visit https://per.lacity.org/jobs.cfm
2. Scroll down and click EXAM NOTIFICATION/PAST BULLETINS
3. In the search bar, type **Hayden**.

For more information on a career with LADWP
Visit: joinLADWP.com

ENROLL TODAY

Register for class via Eventbrite at:
https://bit.ly/2Ntnlgc



Our communities are the future workforce

"LADWP is committed to creating opportunity and developing a diverse, equitable and inclusive workforce that represents the communities we serve."

Martin Adams, LADWP General Manager and Chief Engineer

"What was unique about the establishment of the UPCT program is that our labor leadership saw their mission as doing more than just protecting wages for their current members."

Cynthia McClain-Hill, LADWP Board President

"Ticket to the middle class."

Brian D'Arcy, IBEW, Local 18 Former Business Manager

"The goal is giving second chances and giving others opportunities that [they] normally wouldn't have,"

Shawn McCloud, IBEW, Local 18 Sr. Assistant Business Manager

The Utility Pre-Craft Trainee (UPCT) program provides training and mentorship that can qualify you for a good-paying union job at Los Angeles Department of Water and Power (LADWP) or with the City of Los Angeles.

Becoming a UPCT Offers:

- Full-time employment at $20.17 an hour, health and dental care provided with a pension at $11.47 an hour
- On-the-job training for skills required to maintain water and power systems
- Various shifts which may include mornings, swing shifts and some weekends
- Worksite rotation under different journey-level supervisors
- Diverse training experiences you can apply towards permanent LADWP positions or with the City of Los Angeles
- Assistance with math, electrical training and civil service exam preparation
- Counseling, mentorship and career guidance
- Non-civil service membership with International Brotherhood of Electrical Workers (IBEW) Local 18

How to apply for the UPCT program:

1. Visit www.ibewlocal18.org, click on Resources, click Sign Our Books, click UPCT and fill out the online form
2. You must re-sign the book every three months from 1st-20th (January, April, July and October)
3. You will receive a call from IBEW Local 18
4. Work readiness screening
5. Final screening and hiring
6. Orientation and on-the-job training
7. Search and apply for permanent LADWP employment with the City of Los Angeles

Scan me to sign up.

6.

DATE: October 19, 2023

TO: Workforce Development Board (WDB)

FROM:

SUBJECT: **Presentation by the Youth Development Department on the Youth Strategic Plan**

REQUESTED ACTION:

BACKGROUND:

ADDITIONAL BACKGROUND:

ATTACHMENTS:

Description

- Item 6 - YDD Economic Well-Being for EWDD Youth Council Presentation 10-19-23

City of Los Angeles
Youth Development Department

Citywide Youth Development Priority
Economic Well-Being

October 19, 2023



CITYWIDE YOUTH DEVELOPMENT PRIORITIES

These Citywide youth development priorities were selected based on the robust research outlined in this report and in multiple prior reports. These priorities mark the beginning of the City's collective efforts to develop strategies, align actions, and track success across City departments, youth-centered collaboratives, and other City stakeholders that are invested in youth development. The Youth Development Department will support each priority in different ways from leading the priority to collaborating, supporting, and advocating.

It is important to note that two of these priority categories, **Cultivating Youth Leaders** and **Improving Service Navigation**, are also two of the core activities of the YDD. These specific priorities were intentionally included twice to underscore the extent to which they were highlighted as urgent needs throughout the research and stakeholder engagement processes. The YDD will lead their development and planning, but all City entities must participate to effectively implement and achieve the priorities.

Tiers of YDD Involvement



Our Citywide Youth Development Priorities

☆ = Shared responsibility between City and YDD



Youth know how to and can easily **access youth services.***	Youth understand the **political process** and have **decision-making power.***	Youth have access to **affordable housing** and **safe communities.**	Youth have access to **safe spaces** across the City where they can **build community** doing the activities they desire.	Youth have access to **culturally appropriate mental health services** to support their overall well-being.	Youth have the knowledge and means to be **economically independent.**

WHAT THE CITY PUTS FOCUS ON

Citywide Youth Development Priorities

ECONOMIC WELL-BEING

Goal: Youth have the knowledge and means to be economically independent.

1. Centralize and improve access to City internships, fellowships, and workforce exposure opportunities, and develop uniform processes to ensure quality control and equity in access to the opportunities.
2. Create more career pathways for youth into well-paid City employment and employment outside of the City.
3. Reconnect disconnected youth to education and employment.
4. Expand mentorship across City programs.
5. Ensure that youth know how to navigate necessary financial tasks.

Economic Well-being



Goal: *Youth have the knowledge and means to be economically independent.*

Metrics:

- Fewer disconnected youth in the City of LA.
- More paid internships and career pathways into LA City employment for youth.
- More youth hired and retained by Hire LA's Youth.
- More partnerships with outside employers willing to employ youth.
- More youth-owned businesses (18-25 year olds) as tracked by the Department of Finance.
- More youth report they are equipped to complete essential financial tasks.

Equity Imperative:

- Prioritize supports and services for youth and families of color,[25] particularly those living in communities with fewer resources and higher levels of poverty,[26] to ensure job opportunities provide pathways to family-sustaining wages.
- Prioritize targeted services and supports for youth disproportionately impacted by unemployment and poverty, including Black youth,[27] youth with disabilities, immigrant youth, foster and justice-involved youth, and disconnected youth.[9]

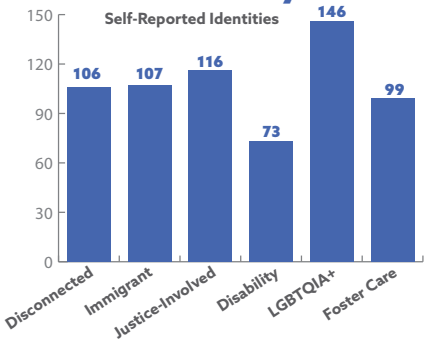
Strategy	Key Activities	Year
1. Centralize and improve access to City internships, fellowships, and workforce exposure opportunities, and develop uniform processes to ensure quality control and equity in access to the opportunities.	**A. Create a catalog of existing youth internships and workforce experiences** that are facilitated across the City. • Evaluate the City's existing youth internships, fellowships, and workforce exposure programs. • Categorize experiences (e.g., internships, field trips/experiences, paid opportunities). • Develop a comprehensive database of existing opportunities, and streamline how youth find the opportunities. • Assess application requirements to identify and reverse restrictive factors. **B. Develop a process through which young entrepreneurs receive guidance** on launching and scaling businesses. **C. Develop standards and staff training for internship and fellowship experiences, placement, and oversight** to ensure a high-quality experience for youth. For example, each placement should have a core project, learning objectives, and a qualified manager who completes evaluation forms. • Train supervisors and equip them with tools such as templates for periodic check-ins and guidance. **D. Develop a standardized internship and employment application** that youth can use to apply for multiple opportunities. **E. Expand the Hire LA's Youth platform** to list all City opportunities.	Y1 Y1 Y2 Y2 Y3
2. Create more career pathways for youth into City employment.	**A. Assess existing career pathways for youth into paid City work experiences and jobs** (e.g., learn from BPW and RAP pilot programs to expand). **B. Expand City career pathways through the Hire LA's Youth redesign process** (learn from the CA for All grant program). **C. Create a working group with labor** to discuss potential ways to standardize opportunities, increase pathways for youth, and clarify the difference between exempt and civil servant positions. **D. Develop a continuum of work-based learning opportunities** that expose, educate, and prepare youth for City careers. **E. Develop a City Fellows Program** for new college graduates.	Y1 Y2 Y2 Y2 Y3
3. Facilitate the creation of more pathways into careers with family-supporting wages for youth outside of City employment.	**A. Facilitate partnerships with large employers in high-growth industries** to scale youth employment opportunities. • Explore possibility of proposing policy changes and/or incentives that make it appealing for an employer to hire youth. **B. Leverage major federal and state-level infrastructure projects,** workforce programs, and economic development investments to expand youth career pathways.	Y2 Y2
4. Reconnect disconnected youth to education and employment.	**A. Work with LAP3 partners** to increase City department participation in P3 efforts. **B. Develop mechanisms to prioritize disconnected youth for job opportunities Citywide.** (Collect best practices from CA for All) • Expose youth to educational and vocational opportunities through existing City department programs. • Provide supports to RAP, LAPL, and other youth spaces to reconnect youth to education and employment. **C. Develop and expand credit recovery partnerships** that simultaneously help youth secure a well-paying job or progress into college (e.g., earn-and-learn programs, apprenticeships, and dual enrollment programs). **C. Connect departments to YouthSource, WorkSource, FamilySource, and other systems to address wrap-around needs.**	Y1 Y1 Y2 Y1
5. Expand mentorship across City programs.	**A. Participate in the LAUSD and LA Chamber's plan** to pair 26,000 youth with mentors. **B. Train all supervisors who manage youth interns and employees on key mentorship strategies.** **D. Pilot a formal mentorship program for youth who work in a City department.**	Y1 Y1 Y2
6. Ensure that youth know how to navigate necessary financial tasks, such as opening a bank account, earning credit, and paying rent and taxes.	**A. Develop or adopt an age-appropriate financial literacy curriculum, and infuse it into current City programs that serve youth.** • Conduct inventory of existing financial literacy curricula used across the City. • Build on existing research and programs to develop or adopt curriculum, resources, and tools for various ages (8-12, 13-15, 16-24). • Standardize tools, distribute resources, and train departments and City elected offices. • Provide financial literacy curriculum to City staff who are 25 years old or younger as part of routine onboarding. • Partner with community colleges, the LAUSD, LAHSA, LACOE, CBOs, etc. to disseminate and broaden the impact of the financial literacy curriculum and related resources. **C. Partner with CIFD to increase access to informational tax preparation workshops for young adults.**	Y1 Y1

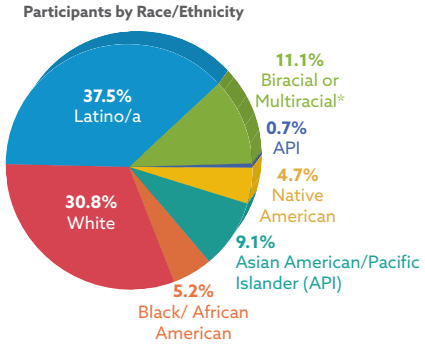
KEY INSIGHTS FROM THE YOUTH SURVEY AND FOCUS GROUPS



Over 1,500 Angeleno youth completed a youth survey and/or attended a youth-led listening session that asked questions about the programs they want to see in their neighborhoods, challenges they face daily, and how they want to participate in the City. Here are a few of the key findings.

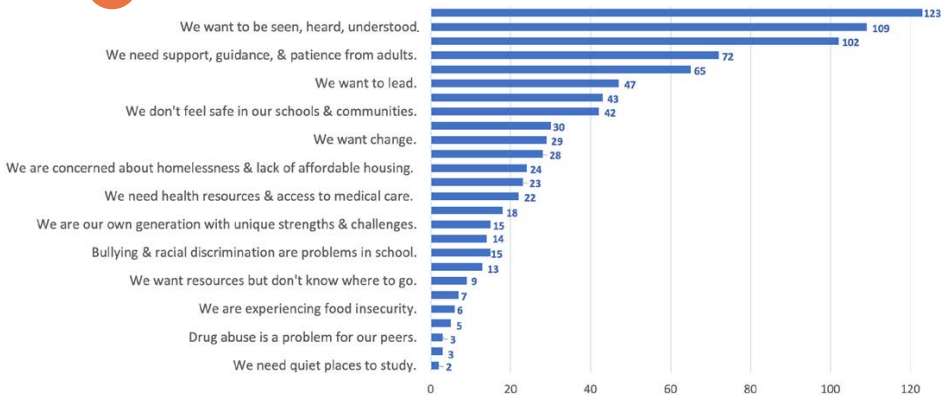
Who took the survey





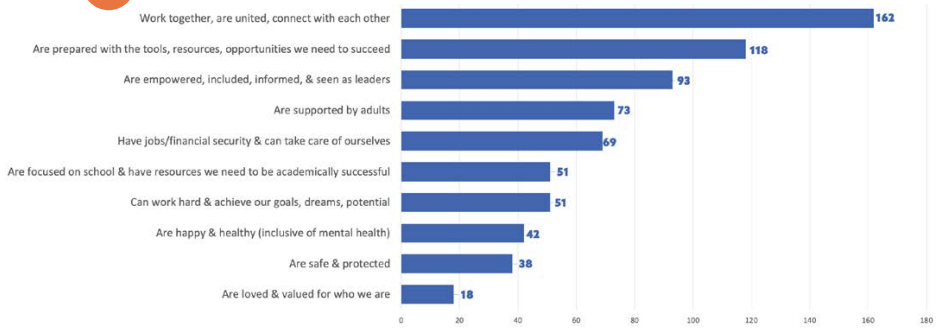
* More than 1/2 of the Multiracial group identify Black/A.A. as one of their races.

1 We want the mayor of LA to know that...

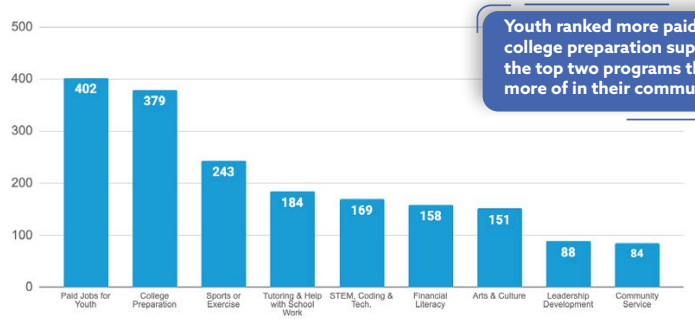


"We do not feel seen." *- 16-year-old female, CD 4*

2 City of LA Youth are successful when we...

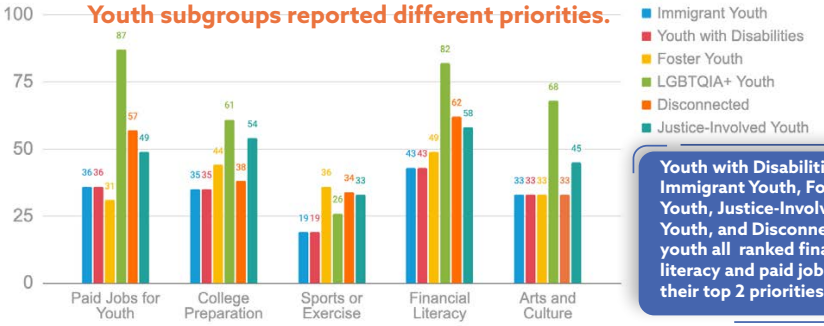


3 I want more ____ programs in my community.



Youth ranked more paid jobs and college preparation support as the top two programs they want more of in their communities.

Youth subgroups reported different priorities.



Youth with Disabilities, Immigrant Youth, Foster Youth, Justice-Involved Youth, and Disconnected youth all ranked financial literacy and paid jobs as their top 2 priorities.

"We need to be able to afford living in Los Angeles. For example, I have a BA and full-time job and I do not know when I will be able to move out on my own let alone be able to ever own property..."

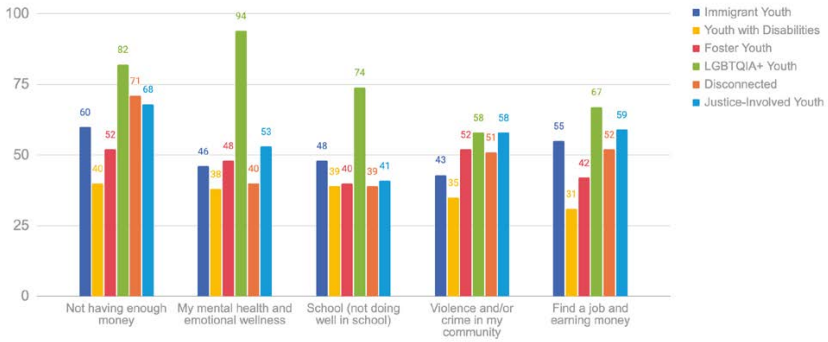
- 25-year-old female, CD 6

4 Things I worry most about are:

Top 4 biggest concerns reported by youth:



Youth subgroups reported different key stressors



- **LGBTQIA+ youth** worry most about their mental health and emotional wellness.
- **Foster youth** ranked not having enough money and the prevalence of violence and/or crime in their community as the top two concerns and ranked worries about school much lower.
- **Justice-involved, Disconnected**, and **Immigrant youth** all ranked finding a job and earning money in their top 2 worries.

"I think it is important for the new Mayor of Los Angeles to understand that this is a difficult time for many teens for numerous reasons. **The effects of the pandemic, recent plummet in mental health, and increase in social media usage** over the past couple of years have caused a lot of hardship for many teens and have left them feeling alone. The pandemic has caused many teens to feel isolated, unmotivated, unhappy, and has created a generation-wide sense of worry and stress."

-18-year-old female, CD 11

7.

DATE: October 19, 2023

TO: Workforce Development Board (WDB)

FROM:

SUBJECT: **Update on the Los Angeles Performance Partnership Pilot (LAP3) Strategic Plan**

REQUESTED ACTION:

BACKGROUND:

ADDITIONAL BACKGROUND:

ATTACHMENTS:

Description

- Item 7 - Youth Council P3 prezo 10.19.2023_bv (1)

Los Angeles Performance Partnership Pilot (LAP3)



Powered by

213,521+ Opportunity Youth in the LA Region *(ages 16-24)*

- 62,521 opportunity youth in City of LA
  - 143,000+ opportunity youth in L.A. County
    - 8,000 current/former foster youth ages 16-24
    - 2,200 young people are homeless each night
- Black and Latino young men have the highest disconnection rate in the LA Region
  - 31% of Black young men
  - 17% of Latino young men

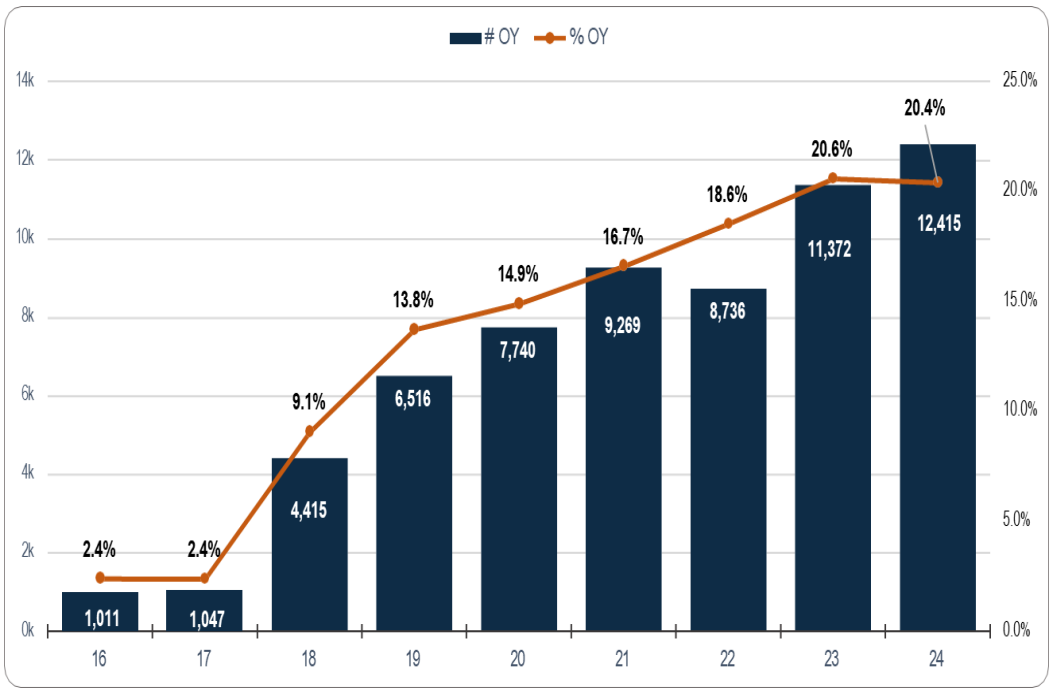


Sources:
2021 American Community Survey (1-Yr Estimates)
Measure of America (2022)
LAHSA Homeless Youth Count (2022)

Research - City of LA.

Disconnection by Age (youth 16-24)

- Young adults ages 19+ are disconnected at much higher rates relative to their younger peers
- 1 out of 5 youth ages 23 & 24 are disconnected vs. 1 out of 40 youth ages 16 & 17

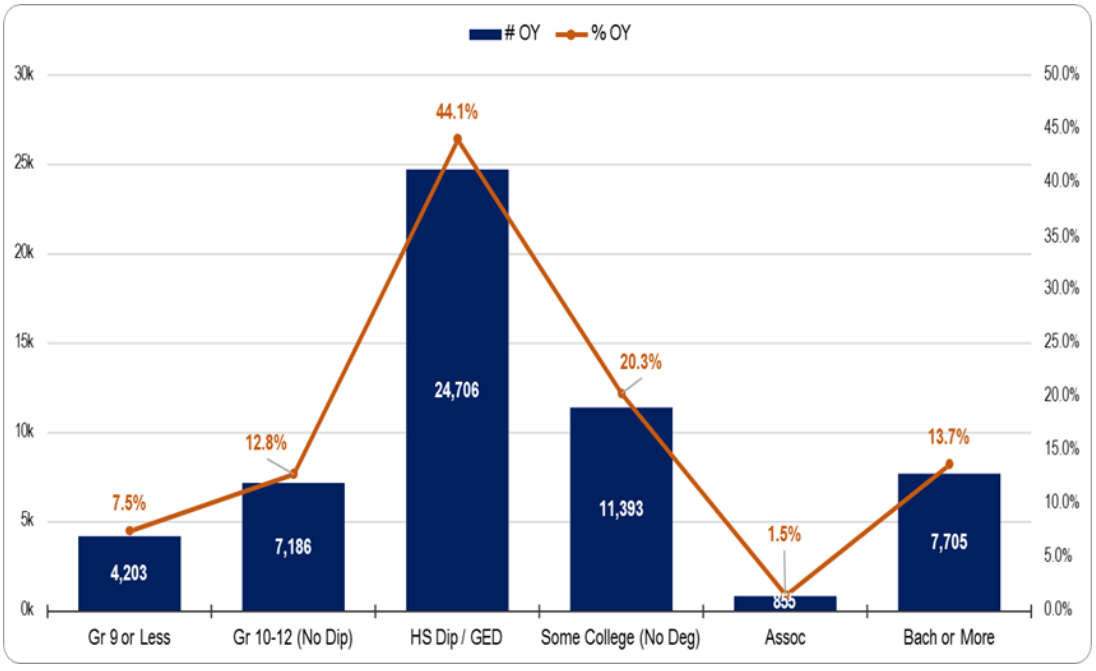


Research - **City of LA**

OY Educational Attainment

(youth 19-24)

- Nearly two-thirds of disconnected youth have a HS diploma but NO post-secondary degree



ULTIMATE DESIRED IMPACT:

By 2028, reduce OY disconnection from 213,000+ to 181,000 (32,000 OY) in the Los Angeles Region

FOUR YEAR YOUTH OUTCOMES (2024-2028)

EDUCATIONAL

- x% increase of OY enrolling in post-secondary education within 1 year of high school

WORKFORCE DEVELOPMENT

- x% increase of OY special populations enrolling in workforce programs:
  - Youth who are experiencing housing insecurity/ unhoused
  - Youth who are/have experience in the foster / justice systems
  - Youth who are disconnected from school/work
  - Expecting and parenting youth
  - Youth with who experience disabilities

EMPLOYMENT

- x% increase of OY employment in city/county/public agencies

CROSS SECTOR COORDINATION

x% decrease youth disconnection in target opportunity deserts

x% increase in access and enrollment of OY to holistic services

- Housing, mental health services, public safety net, substance use, etc.

Goals 2024- 2028

(working draft)

Goal 1 – Promote innovation, continuous improvement & collaboration between Los Angeles region EDUCATION and WORKFORCE systems to support Opportunity Youth connection to quality career pathways & employment

Goal 2 – Increase use of data to track coalition progress and data sharing among coalition partners to drive our common agenda, innovation, and quality of service

Goal 3 – Increase policy advocacy at local, state and national levels to influence policy and resources impacting Opportunity Youth in the L.A. region

Goal 4 — Increase cross sector coordination and collaboration between government organizations to meet the holistic needs of OY

- Access to and persistence of education/training programs, **prioritizing homeless OY:**
  - Housing, mental health, substance use, social safety net, child welfare, justice, education & workforce systems, etc.

Goal 5 – Formalize and staff a strong collaborative infrastructure for LA P3 to drive partnerships for implementation of LA P3 strategic plan

Questions?

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