1. Accomplished Objectives: What goals did the project successfully achieve as related to plans for the last quarter?

XXXXX enters this reporting period and this 7th cycle/cohort continued working towards (1) engaging their youth in immersing themselves in educational reform movements within their community; and (2) creating a demand for implementing green workforce and sustainable lifestyle practices within XXXX and its surrounding communities. XXXX was able to do this by presenting Building a Strong Diploma Granting Program, which consisted of the demonstration of their best academic practices and Diploma Plus curriculum to several other DOL funded YouthBuild programs throughout the nation. XXXX also hosted several Greening the Eastside green community educational workshops which greatly aided the progress of recruiting homes for its Solar Install programs. Students and staff alike also attended NABCEP training and are excited as they study for the challenging NABCEP exam.

- PACT certification with at least one exploratory area achieved (most students have two or more i.e. electrical, carpentry, landscaping etc.).
- OSHA – 10 certifications.
- Increase by 10 points or more in CASAS. 15/21 participants (71%) attained Literacy and Numeracy performance measure. Remaining 4 students continue to work on this area and will be retested in the 4th quarter.
- CPR training completed and all students received certification.
- All students completed computer competency training.
- All students are on schedule with remaining educational and construction goals.
- All students completed leadership skills training.
- All students have fulfilled community service project element.

2. Describe progress that the project made in accomplishing objectives for the last quarter?

Education
During the reporting period, the Education Component accomplished objectives in the area of integrating the academic curriculum, opening new computer labs, and better utilizing Life Skills courses to develop needed social, academic, and career skills in young people.

Curriculum
During the month of February, XXXX hosted an in-service training for all teachers from the YouthBuild Charter School of XXXX. An integrated curriculum involves all courses in all academic areas exploring a single theme from different academic perspectives. XXXX
teachers had already begun to follow this model; thus, teachers from XXXX presented their curriculum in all academic areas to the other teachers. A month later, in March, the teachers made a similar presentation to the YouthBuild USA Conference held in XXXX. Presentations were made by teachers on how to follow the Diploma Plus model to create Project Based Learning Assessments, how to integrate the curriculum across all subject areas, and how to involve students in developing assessment projects.

During this reporting period, teachers had 3 field trips for students. We visited XXXXXXX. Each field trip was aligned to the curriculum. Following our curriculum model, each month students study the theme of each field trip over the course of the month. At then end, students create or complete a project around the field trip.

**Computer Lab**

In February, XXXX opened 2 new computer labs. The larger computer lab holds 19 computers; the smaller lab holds 6 computers. These labs are invaluable. Already, teachers have been integrating the use of technology into our courses. Teachers have been teaching typing, PowerPoint, and Microsoft Excel during class hours and then integrating them into assessments.

**Challenges and Concerns**

Our academic concerns revolve around students passing the XXXX Exam, graduating on time, attendance, and general resources for the school.

While many students have already passed the XXXX, there is only 1 more testing opportunity before the graduation date. Students arrive at our school lacking basic skills. To address this concern, teachers have been focusing on these essential skills in each course, like note taking, basic grammar, and graphic organizers. Additionally, every English and Math course begins with XXXX preparation exercises. The Life Skills courses have followed suit. Each Life Skills class begins with XXXX preparation. The strategy is to integrate XXXX preparation into every aspect of the day.

**Credit Recovery**

Many students that are scheduled to graduate this year are not earning them at the expected rate. Some students have failed classes; other students are not enrolled in enough classes to finish by June. Teachers have taken several steps to address this deficit. For students that failed courses, teachers are meeting individually with these students, offering tutoring sessions, and allowing them to make up the class as a kind of independent studies. Students that are not enrolled in enough courses because they already have a full schedule are taking one of two measures available. Those that need only 1 or 2 more classes are completing these as independent studies projects. Those students that need many more classes have already been scheduled for summer school.

**Attendance and Retention**

Teachers are concerned by the attendance rate of many students and our retention in general. In order to address these concerns, teachers, counselors, and administrators now regularly meet to identify every single student that is not attending class regularly, not completing enough work, and at risk of dropping out of school. This team then
makes individual plans and recommendations to make sure students are more present and successful in school.

Resources
While XXXX has been successful in finding many resources for the school, such as the computer lab, more are needed. Teachers have made a list of resources that would enhance the learning experience and success of students. These resources include science equipment, class sets of books, computer programs, and more teacher trainings.

Construction
February 1, 4 – HBI Hand Tools & Power Tools
On these days our students went over the hand tools and power tools section of the HBI PACT Training. Students learned about the various hand tools such as a framing hammer, measuring tape, carpenters square, plumb bob, carpenters bevel etc. The students also went over the power tools section of the HBI Training. Students learned about the various power tools such as a miter saw, circular saw, reciprocating saw, jigsaw, angle grinders, pneumatic nailers, etc. Students were tested on their ability to demonstrate how to use the hand tools and power tools safely and efficiently.

February 8, 9, 11 – HBI Employability & MOCK Interviews
On these days our students worked on the employability chapter of the HBI training. Students learned about the different careers and trades in the construction industry. Students learned how to fill out applications, effective communication skills, leadership skills, effective problem solving and how to work as a team. Students also learned about interviews and the skills needed to successfully complete job interviews. The students were required to do a mock interview applying for a job.

February 10 – XXXX Sustainable Garden
On this day our members went out to XXXXX to convert our second garden into a sustainable garden. Our students started out by removing existing plants and grass and soil. Then our students started planting and grouping similar plants that have similar water needs.

February 15-19 – Temecula Solar Training
On this week six of our trainers and six students went out to a solar training in XXXX held by the XXXX Solar Company. The training consisted about how photovoltaic’s work and grab the energy from the sun and transfer it to the home. The training went over a lot of electrical since solar panels require electrical work due to the solar inverter which is wired to the home and solar panels. The training also went over how to wire the solar panels and how to wire the inverter. We installed a ground solar system that consisted of 40 solar panels.

On this week our group of students worked on the green construction chapter of the HBI. The green construction chapter went over integrated pest management, photovoltaics, renewable energy, weatherization, water efficiency, and many more green practices. Students also made up NCCER tests during this week.

March 1–4 - HBI Pact Training
On these days our students learned about carpentry and estimating. The carpentry chapter covered specific carpentry hand tools and power tools such as a framing hammer, shingling hammer, measuring tape, worm drive saw, impact nailer, electric
drill, etc. It also covered the various types of lumber sizes and carpentry measurements. Students learned about framing floors, walls, partitions, ceilings and roofs. Students learned to calculate material for the job site such as estimating concrete and learning about cubit feet and inches.

**March 2, 3 - Solar Install**
On these days half of our students went out to a home in XXXXX with GRID Alternatives to install two solar systems. Our students installed the brackets on the roof, installed the rails on the roof and wired and installed the solar panels. Our students also installed conduit as well as running wire from the inverter to the solar panels.

**March 16 - Solar Install Enterprise Grant First Home**
This was our first solar install off the Enterprise Grant for the twenty two home solar installation projects in XXXXX.

**March 22-25 - HBI Training/First Day with New Group**
March 22 was the first day with our new group of students. During this week, we went over the rules of our component and work space. This week mainly consisted of going over the safety chapter from the HBI Training. Some of the things discussed in the chapter were ladder safety, safety with power and hand tools, proper lifting procedures, fire safety, evacuation plans, and safety signs and forms.

**March 29 - Grid Alternatives Solar Training**
On this day Grid Alternatives came over to our site to do a solar training class for our students. The training consisted of learning about the basics of where solar energy comes from and other types of energy such as geothermal, wind, etc. The training also included safety practices and roof and ladder safety.

**March 30-31 – Solar Install Enterprise Grant Second Home**
On these days we started our second solar job in the community. Fourteen solar panels were installed in the home.

**Leadership**
This quarter, the Leadership Development component implemented a new component to its curriculum, *The History of Social Justice in XXXX*, which is an extensive study of contemporary social justice movements in XXXXX and its surrounding communities. Students received in depth study of the Chicano Movement and its place in the Civil Rights Movement, and the struggles of the United Farm Workers and our existing local farming economies, most recently with the plight of the South Central Farmers.

Six Community Leadership Projects were formed in early January: Presented (Community access to Post Secondary Education), Green Workshops (Green How To Community Workshops), Recycles (Bike refurbishing/repair to encourage bicycling in the community), Market Makeovers (Healthy food access education and community workshops), East Yard Communities (Animal Rendering pollution community education), and KIPP (Student mentoring and tutoring project at a local elementary school).

The following service activities took place this quarter:
- **Saturday, January 18, 2010**: On Martin Luther King, Jr. Day XXXX YouthBuild worked alongside with other AmeriCorps sites, community members and friends in celebrating and honoring Dr. Martin Luther King, Jr. and his commitment to social justice and civil rights through a day of transformative service projects. We were among 1,000 volunteers in service to transform the campus of XXXXX, painting murals and blacktop games for the local middle school’s 2,300 students.
Thursday, January 27, 2010: XXXX students in the construction component volunteered at XXXXX to work on a community garden

February was rained out, service day canceled.

Sunday, March 28, 2010: In honor of Cesar Chavez Day, XXXX YouthBuild in partnership with XXXX worked to rehabilitate small community pocket parks along the XXXX River by weeding, mulching, painting, planting and removing graffiti.

**College and Career Development**
From January 1st, 2010 to March 31st, 2010 XXXX College and Career Development Component made significant progress toward accomplishing its goal of having 100 percent placement of students in post secondary education who are enrolled in college and ready to continue their education by knowing the educational pathway or advanced training that will allow them to fulfill their educational and professional potential. Furthermore, during this reporting period XXXX College and Career Development Component successfully implemented its plan to establish and Green College Career Center which would not only emphasize the connection between increased opportunities and an investment in education or advanced training for our members. This College Career Center is intended to serve as an in-house support for Youth wishing to pursue a career in a skilled profession as mentioned in our YouthBuild Grant while emphasizing the importance in continued education and certification. The following is an account of activities and accomplishments that were carried out by XXXX College and Career Development component and demonstrate this progress.

- January 5th, 2010 All YouthBuild members in session were given training on how Community College can be the platform from which to launch their educational careers despite not having graduated from a traditional high school. Members heard from Community College Transfer students to XXXX who had a similar educational experience and are also XXXX Community members.
- January 12th, 2010, Members were also given a lesson in which they had to critically figure out what the process is to enroll at the local community college (XXXX) what documentation is needed and how to properly register for appropriate credit bearing Classes. The class the was structured as a competition between members to create buy in and members where also introduced to varies key places on the college campus by having them visit each office and demonstrate proof of attendance by and answering questions about the office and location. Such offices included the Admissions office, Registration office, Financial Aid office, Fiscal office, Computer Center, Library and Student Support programs offices such as the Educational Opportunity Programs and Services office. Knowledge about all of the aforementioned locations and programs is key to the success of YouthBuild members upon enrollment in post secondary institutions. It is for this reasons that ample time is spent on this topic so that Youthbuild members know how to successfully transition to a college setting and how to effectively utilize the support services that the college offers. By hearing from students like themselves who have gone through the process
from their community, by visiting the campus first hand and personally meeting and seeing the places that will be critical to their educational development and support. XXXX aims to better equip students with the experience needed to succeed.

- January 19th. Conducted Educational Pathways to Your Career Lesson. XXXX members identify career or professions they wish to pursue and as a class also identify a major in College that would enhance the probability of employment in that profession or increased pay.

- January 26th. Completed Career Development lesson to Youth Build Major where every member identifies which college major or type of advanced training would enhance their professional goal and conduct lesson on Assist.org so students see which class they must take in community college to transfer to a 4 year university in the major they have identified.

- February 9th. Completed FAFSA worksheet with all members in preparation for Free Cash for College event and discussed Financial Aid, scholarships and Budgeting with members.

- February 10th. Every XXXX member completed Free Application for Federal Student aid at Free Cash for College Event held at XXXX.

- February 16th. XXXXXXX Job Readiness Training. Career Development Lesson on 25 Reasons why people do not get hired and top 10 Interview questions.


- March 2nd. XXXX Global Green Presentation which included a training session, and discussion on Green Jobs, Health and Safety, green terminology, union apprenticeship programs, 30 minute video on members hands on activities, union pay scales and concluded with questions and answers.

- March 23rd, Tour and Information about Electrical Workers Union Local 11 members were given a tour of the facilities and heard from Union representatives about the requirements and benefits of joining the Electrical Workers Union.

**Case Management**

Students in the Life Skills course have studied, discussed, modeled, and developed skills that make an impact on their social, emotional, and academic life. Each class session begins with an ice breaker and warm up where students discuss the day's topic. This is an opportunity for the instructor to define important terms and for students to begin to apply the topic to their own lives. The instructor, for example, may each student read several quotes, choose one, define it, and come up with an example. Then, students would discuss if they agree to disagree with the quotes. During the next part of the,
students work collaboratively in groups to create a graphic organizer to process and analyze information presented by the instructor. During a workshop on STDs, for example, students took notes on a PowerPoint presentation and then read a website to create their own STD pamphlet. During the final part of each class, students work individually to come up with some kind of action plan or application of the life skill. During a time management class, for example, students were given Daily Planners and filled them out with their academic schedules, important dates, and appointments.

Topics in Life Skills since January 1, 2010, include: Goal Setting, Time Management, Sexual Transmitted Diseases, Sexual Health, Driver's Education, and Healthy Relationships. The following is a summary of skills developed. Goal setting: students learned how to set goals that follow the SMART model, Specific, Measurable, Achievable, Realistic, and Time Sensitive. Time Management: students learned how to properly use a Daily Planner as a tool for academic, career, and personal success. Sexually Transmitted Diseases: students learned how to prevent and identify common STDs. Sexual Health: a local health clinic presented a workshop about general sexual health and its connection to life planning. Driver's Education: students studied and practiced taking the written test to acquire a driving permit or driver's license. Healthy Relationships: students learned about their relationship style and how to confront relationship conflicts in a healthy and positive way.

3. Other accomplishments: What additional progress or achievements has the project accomplished in the last quarter?

- On March 4, 2010, XXXX was recognized by XXX District Board Member, XXX at a Community Discussion on Child Nutrition for their upcoming Market Makeover project.
- March 22-25, 2010, XXXX student’s xxxxxx and xxxxx attended the Young Leaders Conference in Washington, DC.
- On March 29, 2010, staff and students assisted national partners Green For All in their green educational initiative with recording artists, The Black Eyed Peas. XXX tabled at the groups XXXX show at the Staples Center and helped collect signatures and talked to people about green jobs and opportunities in the green economy. XXXXX also assisted in helping people understand how to recycle their plastic bottles.

4. Projected objectives

Education
During the coming months, the Education Component has several ideas and plans to improve our work with students. Teachers would like to better integrate the curriculum so each month students work on a single cumulative project around a theme. This single project would be more manageable than one for each class. Teachers would also like to focus on a single theme over the course a 3 month trimester or even an entire year. Themes could be about the environment, green technology, health, or revolutions. Teachers would also like students to turn the project into a committee of teachers, administrators, and community members. The project would be in the form of a multimedia presentation that would reinforce career and college skills. The projects would also better involve service type learning projects.
Construction
The construction component looks to continue to recruit homes and complete their energy audits and solar installs on these homes. Construction staffs are also looking forward to attending training on preparing for the LEED Green Associate exam and studying for the NABCEP exam.

Leadership
In the coming quarter, students and staff will begin organizing our 2nd annual Green College and Career fair. This year's fair will include a social justice component where each CLP will make a presentation or informative workshop on the work that they have conducted throughout the year. Leadership students will also organize community forums on Immigration, Education, and Environmental reforms. The fair will take place on June 19th, 2010.

College and Career Development
On February 26 2010 XXXX officially opened its new College and Career Center. The College Career Center will work to provide youth with programming that will augment the lessons taught to YouthBuild Members during College and Career Development Class by adding a host of experiences and opportunities that provide members with opportunities for educational/profession growth. Additionally the College and Career Center will raise the expectations of YouthBuild Members by focusing on post secondary education and advanced training for members and residents of XXX. The College Career Center will also serve as a resource that strengthens and diversifies the exposure that members have to various career fields by serving as a focal point for recruiting professionals that can mentor YouthBuild and Pre-Youth Build Students.

XXXX has already achieved a 100% placement rate by enrolling all students at xxxx Trade Tech College. By strengthening the curriculum to ensure that students succeed in college and make the connection between their respective professional goals and post secondary education, XXXX is making progress toward improving its outcomes and delivery of services.