WORKSHOP AGENDA

Welcome & Introductions

Western Area Emphasis & Area Program Team Focus

Chapter Presentations
Bakersfield (CA) Chapter
Harbor Area (CA) Chapter

Panel Discussion Q&A

A word from the National Director
Link Argentina James
SERVICES TO YOUTH FACET
INTEGRATED PROGRAMMING THAT PREPARES YOUTH FOR THE 21ST CENTURY WORKFORCE

K – 3RD GRADE • 4TH – 8TH GRADE • 9TH – 12TH GRADE • COLLEGE • CAREER READINESS
Western Area Emphasis & Area Program Team Focus

- **S.T.E.M. and Obesity** priorities
- **Integrated programming:**
  1. conserve resources
  2. have a greater impact
  3. opportunity for collaboration & partnerships
- **Transformational programs**
  1. *Wider ownership of outcomes*
  2. Leverage for other changes
  3. Shared branding
- **S.T.E.P.S. Chapter designation**
  1. Encourages the ultimate goal of moving chapters to umbrella programming that is sustainable and transformational
  2. In alignment with National goals and priorities
Bakersfield Chapter
The Links’ Leadership
Academy

STEM-U-LATION:
Left Brain-Right Brain
Bakersfield Chapter Committee
STEM-U-LATION: Left Brain- Right Brain

Jennifer Floyd
President

Essie Davis
2nd Vice President
Programs
STEM Coordinator

Olivia Washington
Co-Chair STY

Ida Richardson
Co-Chair STY
WASHINGTON, D.C. – The Links Foundation, Incorporated is pleased to announce that it has been selected for a $250,000 grant from Chevron in support of STEM education. The funds, designated to help eliminate the STEM academic achievement gap for students of color, will be dispersed over a two-year period, beginning in the fall of 2012. The grant provides vital funding to enhance one of the key programs of The Links, Incorporated, “STEM – ULATING Left Brain And Right Brain.” With a focus on students from 6th to 12th grades, the program aims to enhance the current curriculum, emphasizing STEM disciplines, engineering and industry career readiness. The Links, Incorporated expects to reach approximately 1,200 students across the country with this academic enrichment program.
The Links S.T.E.M. -U-LATION Left Brain-Right Brain
Chevron $250,000 Program Investment Overview

Pay to the Order of The Links Foundation, Inc. $250,000.00
Two Hundred Fifty Thousand and no/100 Dollars
For Chevron Grant

Date June 28, 2012

Chevron
CHEVRON GRANT REQUIREMENTS

- The Chevron grant is a two year grant offered from The Links, Inc. Each Chapter receives $10,000 annually for a period of two years (2012 – 2014).

- Minimum of 50 students in the program.

- Minimum of 5 workshops (at least 2 hours each) each school year plus accompanying experiential learning activities.

- The Links, Incorporated Service Delivery Model will be used to guide and measure the effectiveness of the chapters S.T.E.M. initiatives including use of the Chevron grant.

  - All chapters will include a minimum set of consistent metrics that will be tracked to measure the effectiveness of the program.
CHEVRON GRANT

CHAPTERS SELECTED

Bakersfield, CA
Crescent City, LA
Dallas Chapter, TX
Fort Valley, GA
Harbor City, MD
Missouri City, TX
Solano County, CA
South Suburban Chicago, Ill
Texas Spring Cypress, TX
Trinity, TX
An Evaluation team, led by Links Adrienne Baily and Patricia Hicks, developed the framework by which all chapters would be evaluated. This framework consisted of the outcomes specified by the terms of the grant with Chevron and the outcomes to be obtained as indicated in the National Services to Youth (STY) Committee’s Service Delivery Model.

The STY Leadership team used this framework to search and select a national evaluation vendor who would define outcomes to be measured and tracked over the two year program in order to show progress made for all chapters.

The team of Evaluation & Assessment Solutions, LLC is a multi-disciplinary team, that provides complete evaluation, research, and assessment services, evaluation training, technical assistance and consultation, and data management.
Established process & goals for all chapters:

- Use of NASA STEM content applications
- Inclusion of experiential learning activities
- Focus on STEM-related career awareness
- Degree of student interests in Science & Math
- STEM career aspirations

Requirements for Data Collection & Analysis

- Student enrollment & volunteer participation
- Activity Tracking Sheets
- Pre-Surveys & Post Surveys
PROGRAM COMPONENTS

- The use of the NASA S.T.E.M. application content, educational professional development and teacher training resources (provided by NASA personnel); offer a minimum of 5 workshops (or 10 hours equivalent)

- Links volunteer to monitor the program, assist with the implementation of the NASA S.T.E.M. Content Applications, and work directly with the school professionals and other community leaders. As a supplement to the school curriculum, mentoring, tutoring and experiential learning activities will also be provided by Link volunteers and their partners.

- Chevron funding and volunteer opportunities with an emphasis on STEM careers and career readiness.

- Rigorous program evaluation across all chapters based on specific metrics and data capture as identified in the Service Delivery Model
STEM Education and Career Readiness Objectives

Through the National S.T.E.M. Initiative, more local chapters are working to:

1. Close the S.T.E.M. education gap
2. Integrate S.T.E.M. educational programming K – 16
3. Include mentoring opportunities
4. Prepare and encourage students to attend community college and/or a 4-year college S.T.E.M. related program
STEM Education and Career Readiness Objectives

Cont.

5. Prepare minorities to compete in the global workforce
6. Enhance S.T.E.M. related career opportunities for minorities
Links’ Leadership Academy: STEM-U-LATION Left Brain & Right Brain GOALS

* Encourage students to learn more about STEM career opportunities
* Assist students to improve their academic preparation and help them successfully pass the CASHEE, graduate from high school and complete the A-G courses with a “C” or better grade
* Provide tutoring in English Language Arts and Mathematics
* Provide hand on and experiential learning opportunities using the NASA modules
* Increase students awareness about STEM Careers
* Expose students to the math and science career opportunities through field trips, mentoring and career fairs.
* Encourage students to attend a two year/four year college and major in a STEM related career
Links’ Leadership Academy Partners

The Bakersfield Chapter partners helped to make the Academy successful. The partners are:

- Bakersfield School District
- Panama Buena Vista School District
- Fruitvale School District
- Kern High School District
- Kern County Superintendent of Schools
Links’ Leadership Academy History

The Bakersfield Chapter Links’ Leadership Academy continued its collaboration with the Kern High School District and the Kern County Superintendent of Schools and expanded its focus this year to include 7th and 8th grade students from Bakersfield City School District (BCSD) and Panama-Buena Vista Union School District (PBVU) and Fruitvale District.

The Links’ Academy infused the STEM curriculum into its existing program. The Academy used an umbrella approach which included the five facets. During the six years of the existence of the Links’ Leadership Academy has seen positive results. Students academic achievement has improved in English Math, number of advanced level classes completed with “C” or better grade has increased, 95% passing rate on CASHEE, 100 % graduation rate for Academy students, two Academy students graduated with honors and are attending UCLA & CSUB – majoring in Engineering.

Students awareness about the importance of a healthy lifestyle, financial literacy, the Arts, helping our global friends transcripts, and benefits of attending college (HBCU) have dramatically improved.
Links’ Leadership Academy History
Continued

The Academy meets twice a month from 9:00 a.m. to 1:30 p.m. Students are given diagnostic tests in English Language Arts and Math. Based on their performance level students were assigned to classes. Six certificated were employed (three English & three Math). Students receive one hour of English & Math instruction each session. Students were given Post-tests to measure growth. STEM related activities occurred after each session or on a rotating schedule. Some activities required the entire day. There were eleven Academy sessions this year. There are three graduating seniors this year who have attended the Academy for four years. They plan to attend Bakersfield College and then transfer to a four year college/ university.
Bakersfield Chapter Links Orientation
Parents and students attended KICK OFF
Goals of the Academy, future field trips and demonstrations were presented.
Each facet presented an overview of STEM Awareness as it related to the facet.
October 27, 2012

**Understanding NASA & Diagnostic Testing**

- Diagnostic tests in English Language Arts and Mathematics
- National Trends & Services coordinated this session, Understanding NASA
- Guest speaker, Felicia Gordon Williams JPL NASA Engineer
- Interactive session with short overview of her job at JPL
- Questions and Answer Session
Links’ Leadership Academy Future STEM Leaders

November 12, 2012

**NASA Careers Module**
- Students placed in ELA and Math classes based on Academic Performance
- One hour ELA and one hour Math tutoring
- National Trends and Services coordinated this session.
- Pre-Video assessment, NASA Careers
- View NASA Video Clips
- Group discussions
Links’ Leadership Academy Future STEM Leaders

December 8, 2012
*NASA Aeronautics Module*

- ELA and Math tutoring
- The Arts Facet coordinated this session
- Ryan Taylor, President Black Engineers & McArthur Blackledge, Chevron Scholar & CSUB Engineering student
- Students built Gliders
- Prizes were awarded to teams for the planes that flew the farthest distance
January 12, 2013
*Imagine Mars NASA Module*
- ELA & Math tutoring
- Administered STEM Pre Course Survey
- The Arts Facets coordinated this activity
- Collaborative Group work- students created collages of what Mars might look like
Links’ Leadership Academy Future STEM Leaders

January 21, 2013

*California Science Center Field Trip (Los Angeles)*

• International Trends & Services coordinated this activity
• Trip activities based on NASA International Space Center Module
• Students took a ride in motion –based simulator, high wire bicycle, viewed Hubble 3D film, watched a presentation about the Endeavor got an up-close look at the Space Shuttle Endeavor, and toured USC campus
Links’ Leadership Academy Future STEM Leaders

January 26, 2013
NASA Aeronautics Module, part 2
• English Language Arts & Math tutoring
• Presenters-Engineer Ryan Taylor & McArthur Blackledge
• Students continue to build and fly their Gliders.
• Students received prizes for making gliders flip 2 loops
• Services To Youth Facet discussed, What is a HBCU?
Links’ Leadership Academy Future STEM Leaders

February 2, 2013

**Black College Expo in Los Angeles, CA**

Services to Youth coordinated this activity

Students attended several workshops including:

- Benefits of attending an Historical Black College/University
- Applying for financial aid (scholarships & grants)
- Attended a college fair and talked to representatives from every HBCU universities/colleges in CA and throughout the country
Links’ Leadership Academy Future STEM Leaders

March 9, 2013

CSUB Field Trip College: Making It Happen

Attended workshops including the following:

• Benefits of a College Education
• College Preparation for Middle School Students,
• Parents and their students created an Academic Plan
• Importance of taking College Prep Classes & Advanced
  English, Math, Science & Technology classes,
  Financial Aid and scholarships and
  Academic Resources
March 23, 2013

Train Like An Astronaut NASA Module
- Health & Human Services coordinated this interactive activity
- English and Math Tutoring
- A Day in the life of an Astronaut: diet, exercise, living in space & introduced students to Minority Astronauts
- Students participated in the following activities that simulated astronauts experiences: Exercises, (base station walk-back, agility astro course, etc)
- sampling food
Links’ Leadership Academy Future STEM Leaders

April 13, 2013

*Physics Resources From CORE*

*NASA Module*

Jenga Game

- English and Math Post-Tests
- Services to Youth coordinated this session.

- Presenters-Engineer Ryan Taylor (Black Engineers) & McArthur Blackledge (Engineering student CSUB)

Collaborative groups-Used blocks to build a sturdy tower; pulling out blocks one by one – Jenga Game
April 27, 2013
*Culminating Activity*
• STEM Post Course Survey
• Parents Workshop: Preparing your Student For College-
  Presenter: Darius Riggins, CSUI
• Speaker: Rita Daniels Waugh, Petroleum Engineer, Aera Energy-
  Bakersfield, CA
• Prizes & Certificated Awarded
Links’ Leadership Academy Future STEM

Awards & Incentive
Students who participated in the STEM program will have the opportunity to earn prizes and awards, given at the culminating Activity. Additional prizes were given throughout the year.
The following criteria will be used:
• Perfect attendance Attended 72% of all activities
• Most improved student in English/Math
• Most Outstanding Academic performance in English/Math
• Tallest structure in Jenga Activity
• Most cooperative
• Graduating Seniors
• Drawings for Grand prizes
• All students received Certificates of Participation
Incorporating STEMS With Limited Funds

• Use local resources
• Collaborate with colleges/that have STEM programs
• Invite engineers, scientists to speak & do interactive demonstrations
• Invite High school and University STEM Students to perform demonstrations
• NASA websites for creative ideas
  • Have a STEM Career Fair
APPENDIX
Chapter: **Bakersfield**
Title of Program: **Links Leadership Academy: STEM-U-LATION Left Brain & Right Brain**

It is an umbrella Project

**SITUATION/THE PROBLEM**
The Links Leadership Academy has expanded this year to include 7th and 8th grade students from Bakersfield City School District (BCSD) and Panama-Buena Vista Union School District (PBVU0,and the chapter has implemented the National STEM Initiative Program. The academic achievement of African American students in (BCSD), (PBVUSD) and Kern High School District (KHSD) continues to be a challenge. An analysis of California 2011-2012 Data Quest reveals that African American students, grades 7-12, continue to under-perform in academic achievement compared to other ethnic groups. The graduation rate for KHSD African American students was 75.5 %, which is significantly lower than other ethnic groups. Only 24.8 of African American students in KHSD completed the courses needed to meet college entrance requirements (A-G). An analysis of the 2011-2012 Grade 10 (census) California High School Exit Exam (CAHSEE) show that 77% of African American students passed the English Language Arts section and 71% passed the Mathematics section of the CAHSEE. Bakersfield City School District (BCSD) STAR Test Data show that 32 % of 7th /8th grade scored proficient or above. Forty-eight percent Panama –Buena Vista Union School District students scored proficient or above on the STAR tests. Industries requiring higher levels of Math, Science and English skills have a limited number of under-represented workers due to a lack of academic preparation and understanding of employment opportunities.
PRIORITIES

• Encourage a potential group of students with an interest and commitment to learn more about STEM career opportunities
• Assist students to improve their academic preparation and help them successfully complete the A-G courses with a “C” or better grade
• Provide tutoring in English Language Arts and Mathematics,
• Provide hand on and experiential learning opportunities using the NASA modules
The Chapter is committed to helping At Risk African American students improve their academic achievement. There is a great need to assist “At Risk” students by providing academic tutoring in English Language Arts and Math. Additionally, students will benefit from exposure to and enrichment in STEM related careers. Providing hands-on experiential activities, field trips and NASA Modules curriculum will help students to understand the importance of Math and English and how these subjects relate to careers. Industries requiring higher levels of Math, Science and English skills have a limited number of under-represented workers due to a lack of academic preparation and understanding of employment opportunities. While many of the students struggle with courses in Math and English Language Arts, some of the struggle has to do with motivation and/or connecting how these courses apply in the work force. Also, there are students who are successful in Math and English Language Arts, who will benefit from the added support, exposure and enrichment opportunities. Tutoring, mentoring, hands on experiential activities, NASA module curriculum and field trips will introduce students to a different Bakersfield work force.

What drives the outcome?
**Inputs/Resources**

*In order to accomplish our set of activities, we will need the following*

Certificated Language Arts and Math teachers to tutor students  
Standards Based curriculum  
Experts from NASA, Chevron, engineers, doctors to teach NASA Module  
Field trips  
Pre and post tests and surveys

**Outputs - Activities**

Administer Pre-and post STEM Career Awareness Assessments  
Administer diagnostic English Language Arts and Mathematics Pre and Post Tests to all students  
Provide Math and English Language Arts tutoring (in groups) based on students’ level of proficiency  
(Used results from diagnostic tests)  
Monitor students’ Academic Progress using grades, test results each quarter, semester & on-going  
Review completion of A-G courses with a “C” or better grade (end of each semester)

**Outputs - Participation**

*We must clearly identify the clients who we are serving.*

One hundred-five At Risk students in grades seven –twelve from Kern High School District (KHSD), Kern Superintendent of Schools (KSOS), Panama -Buena Vista Union School District (PBVUSD) and Bakersfield City Schools District (BCSD) will participate in the program.
Outcomes - Short Term
*We expect that if accomplished, these activities will lead to the following changes in 1-2 years:*

We expect that if accomplished, these activities will lead to the following changes in 1-2 years:
- Students will improve academic achievement in ELA and Math based on quarter and semester grades
- Students’ awareness about STEM related careers will increase based on STEM Post test

Outcomes - Medium Term
*We expect that if accomplished, these activities will lead to the following changes in 3-4 years:*

- 80% of students will increase their awareness of STEM careers
- 50% of students will meet course requirements (A-G) to enroll in a 4 year college

Outcomes - Long Term Impact
*We expect that if accomplished, these activities will lead to long term societal changes:*

- 40% of students will graduate from a four year college
- Students will be employed in STEM careers—engineer, scientists, teachers, astronaut, doctor

External Factors
Lack STEM awareness and exposure
Under-performance in academic achievement in English, Math and Science
First generation to attend College/University
**Assumptions**

Students will improve their STEM awareness  
Students will improve their academic achievement skills in English Language Arts, Science, and Math  
Students will pursue STEM related careers

**Evaluation**

- **Indicators:** Specific data tracked to measure progress in achieving outcomes (Surveys, record reviews, observations)  
- Quarter and Semester grades  
- Yearly results on STAR tests  
- Enrollment in & completion of advanced English, Math & Science courses with a “C” or better grade  
- Graduation from high school  
- Pursue a major in STEM careers  
- Number college graduate who secure employment in STEM related fields (engineer, scientist, doctor, or NASA employee, etc.)
Bakersfield Chapter

PowerPoint created by
Essie Davis, 2nd Vice President, Programs
Olivia Washington, Co-chair Services To Youth
THE LINKS, INCORPORATED
HARBOR AREA CHAPTER

- Link Beverly Mosley, President
- Link Tina Robinson, Membership Chair and immediate past Program Chair
- Link Bertha Sightler, Services To Youth Chair
THE LINKS, INCORPORATED
HARBOR AREA CHAPTER

Presents....
SERVICES TO YOUTH FACET

MAN UP 50 PROGRAM
MAN UP 50 PROGRAM

VISION

ッチ Deliver and sustain a transformational mentoring program for high school males.

MISSION

ッチ To make enduring changes in the lives of African American male high school students by providing guidance, training and critical information that inspire and empower them to make viable decisions about their future.

ッチ To make enduring changes in the lives of African American male high school students by providing guidance, training and critical information that inspire and empower them to make viable decisions about their future.
MAN UP 50 PROGRAM

Situation:
47% of black male students earn their high school diploma by the age of 18.

Contributing factors
1. Family dynamics
2. Poverty
3. Lack of positive role models
MAN UP 50 PROGRAM

Target Population:

At Promise/At Risk Male Academy students in the Long Beach Unified School District
MAN UP 50 PROGRAM

Mentoring process

- Bi-monthly sessions
- Study habits / test taking
- Dressing for success
- Interviewing tips
- Financial literacy
- Health
- Career options / Entrepreneurship
- Legal intelligence
- Scholarship

- Mini Conference
- Motivational speakers
- Workshops
MAN UP 50 PROGRAM
Motivational Speakers & Mentors

Dr. Felton Williams, LBUSD
  President
Tony Magee, MS, MBA,
Jerome Carter, Author
Dr. Matthew Jenkins
Michael Downs, PMP
James Breedlove, MPA
Charles Franklin, MBA
David Huie, CEO
Morris W O'Kelly, Producer
Jim Castillo, Community Activist
Chief Jimmie Brown

Thomas Robinson, JR. CPA,
Kevin Thomas, MBA
Dr. Narleski Johnson, Pharm D
Kevin Boyd, Entrepreneur
David Burwell, Firefighter
Jaison Robinson, Atty
Byron Purcell, Atty
Damon Dunn, Community
  Activist
Chili Most, Entertainer
Dr. Thomas Parham, Assistant
  Vice Chancellor
MAN UP 50 PROGRAM

Partners / Collaborators
- Alpha Phi Alpha Fraternity
- Omega Psi Phi Fraternity
- Kappa Alpha Psi Fraternity
- 100 Black Men of Long Beach & Orange County
- Masons
- Stentorian (Black Firefighter Association)
- Black Trade Unions
- Bar Association
- NAACP
- National Association of Mental Health (NAMI)
- UNK Sportswear
- Houlihan Lokey
- Wells Fargo Bank
- Creative Cuisine Concepts
- Verizon Communication
- St. Mary’s Hospital
- Long Beach Unified School District
- Posse Foundation
MAN UP 50 PROGRAM

Expected outcomes

1. Increase student’s self esteem and participation in program by 50%
2. Increase GPA by 35% and increase number of students graduating by 25%
3. Increase number of graduating students pursuing higher education via college or trade school by 50%
MAN UP 50 PROGRAM

**Education**

- High School: 93%
- College/University: 6%
- Trade School: 1%

[Pie chart showing the distribution of education levels in the program.]
MAN UP 50 PROGRAM

Education

- High School: 61%
- College/University: 31%
- Trade School: 8%
MAN UP 50 PROGRAM
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- Bertha Sightler, Chair
- Minnie Douglas
- Melissa Robinson
- Tina Robinson
- Jera Turner
- Kameron Noel Burwell
- Cynthia Terry
- Barbara Robinson
- Marie O’Kelley Green
- Erika Downs
- Sharon Johnson
- Adrienne Macklin
- Gwendolyn Randolph
- Kay O’Kelly
Panel Discussion

Questions.........?
A word from the National Director
Link Argentina
James...