



Participatory Budgeting (PB) Cycle 7 Proposal Decision

Background

PB was put on hold as of March 2020. The Cycle 7 PB vote did not occur as planned given the high reliance on in-person outreach efforts for community engagement.

As of January 2021, the PB Steering Committee is considering how to proceed with Cycle 7 voting. They will be reviewing the Cycle 7 proposals at the March Steering Committee meeting and deciding on the next steps, including which proposals to include in the Cycle 7 vote given the decrease in allocated program funds. A request was made to reach out to all budget delegates to ask if they would like to update their proposal, have it considered in Cycle 8, or withdraw it. The PBSC will use this information to inform their decision-making.

Instructions

Please complete the form indicating your preference in moving forward with your proposal and submit it by February 8, 2021.

Please email Felicia.Flores@cityofvallejo.net with any questions.

Proposal Name: _____

Budget Delegates

Implementing Partner

Our team would like to:

- Update our proposal and submit it by March 5th for consideration in Cycle 7
- Have our proposal be considered for Cycle 8
- Withdraw our proposal

Comments

Vallejo Participatory Budgeting Cycle 7

Education and Training

Suggested title for application: **Financial Literacy Training for Youth and Families**

Project Code E3, E4

2. Amount Requested: \$69,288

3. Full Names of PB Delegates who worked in the proposal: Stephan Betz, Ivary Fregoso, Vanessa Gonzalez, Andrea Barajas

4. Email address for proposal:

[REDACTED]

5. Type of Project:

Program and/or Service

6. Detailed Project Description:

This project provides financial literacy training leading to financial stability and job placement for Vallejo youth and their families. Vallejo youth gain knowledge and understanding to attain long term employment that starts a career. Sophomore, Junior and Senior students at John Finney High School, Vallejo High School, Jesse Bethel High School, Regional Recreational District and Mare Island Technology Academy and their family members receive financial literacy training for a total of 2,442 participants. Junior and Senior MIT students become financial literacy mentors for an additional 80 Sophomores and their family members. The project addresses three of the five priorities identified by Vallejo PB Delegates:

Afterschool activities for youth,

Financial Literacy, and

Support for students with disabilities

The training will be provided both during school hours and in after school programs. A financial literacy coach teaches financial literacy mentors (MIT) and students course materials provided through the Heartland Institute of Financial Education. Each student will receive 40 hours of classroom coaching within a 5 week period, and family members will receive 40 hours of instruction over a 12 week period. Two financial literacy coaches certified by the Heartland Institute will be provided through Vallejo's Global Center for Success, a pre-approved Implementation Partner in good standing with the City of Vallejo. Financial literacy training will be conducted in two cohorts - beginner and advanced - and include:

Financial Workshop Topics for Students: Beginner

1. Proper Budgeting: Understanding the importance of money management.
2. Debt Management: Applying the Debt Roll Up Program to accelerate the debt payoff process.
3. Emergency Fund: Creating a plan of action to set aside money for emergencies.
4. Building a Strong Financial Foundation: Analyzing the four important factors in a solid financial plan.
5. Building Wealth: Analyzing the usage of the Wealth Formula.
6. College Planning: Creating a plan of action to reduce college cost and time. (New this year)

Financial Workshop Additional Topics for Parents and students who completed the Beginner cohort: Advanced

7. Proper Protection: Evaluating the different types of insurance options.
8. Asset Accumulation: Understanding mutual funds, how to reduce risks, and different management strategies.
9. Retirement Planning: Analyzing various retirement plans and contribution limits.
10. Long Term Care Basics: Understanding Long Term Care service costs and benefit options.
11. Medicare Basics: Evaluating Medicare, Medigap, and Medicare Advantage Plans.
12. Wealth Preservation: Understanding Estate Planning using Will, Trust, and other legal documents.

In addition, Vallejo Career Center staff will provide resume writing and interviewing workshops both at the schools and at the Vallejo Career Center for graduates and their family members. A job fair will be held at the Career Center:

Career Skill through Vallejo Career Center

1. Resume Writing Skill: Creating an effective resume for job hunting.
2. Interview Skill: Understanding how to answer interview questions and showcase your strengths.
3. Job Fair with Internship Potentials - Various Companies

Outreach and enrollment will be conducted at each school during back to school events. Enrollment is open to all Sophomore, Junior and Senior students (classes during school hours) and their interested family members (classes after school). Contact sheets will be provided at back to school days listing the class hours, study components and desired outcomes. Additional outreach activities will be conducted to reach a larger community wide audience at City of Vallejo High School events and at the Kids Club Program of the Greater Vallejo Recreation District.

Students who want to become mentors will be required to complete a statement of intent and a short questionnaire that assesses their past experience in financial literacy. Before becoming mentors, MIT students will demonstrate proficiency in the financial literacy curriculum. During this training, MIT students become familiar with what it takes to be a mentor. In addition to having the five training hours completed, MIT students will need to meet up with the financial literacy instructors to ensure that their mentoring services are up to date with the curriculum and schedule.

Toward the completion of the financial literacy training, coaches will refer students who complete the first phase of the financial literacy program to:

Internships in those professional fields where market demand is highest: fire fighting, welding, construction, waste management, transportation, solar energy and home-based healthcare.

After school health and wellness classes at VCUSD facilities to heighten youth's attention to relationship building and connecting to their community.

Resume writing classes at the local Job Center.

On-the-job-training which will be accessible at the local Job Center.

Participants will achieve the following desired outcomes by the end of the course:

- 1) Recall one relevant knowledge fact for each of the topics: budgeting, debt, emergency funds, financial foundation, wealth, and college planning.
- 2) Construct meaning from each topic for one's own individual quality of life measures and career goals.
- 3) Carrying out one action step toward financial stability in each of the topic areas.

- 4) Being able to determine the relationships between topics and describe how they influence one's individual life.
- 5) Making critical decisions at life planning junctures based on learned topics and the knowledge of factors determining financial stability.
- 6) Producing an individual financial success five year plan.

Evaluation:

At the completion of the course participants will be asked to complete questionnaires on the 6 desired outcomes listed above and the evaluation will be provided to the City of Vallejo. MIT students will be selected by filling out a survey/questionnaire asking multiple questions on a variety of topics within financial literacy, and after course completion those exact same questions will be asked to measure what they have learned throughout the course.

7. Why is this project needed:

Vallejo's need for employed youth is among the highest in the State of California since its youth unemployment rate is above the average of California's cities. Youth however do not fully understand the value of employment because they do not make the connection to their own personal financial stability (conversation with Workforce Development Board Staff, August 2019). Financial literacy training for youth shows them the value of money and the transformational power it can have on their lives. This is important to launch their careers: while Solano county currently enjoys a 3.3% low unemployment rate, the percentage of youth disconnected from services and employment is 7.7% (2019 Solano Workforce Development Report). A larger pool of employed youth is needed to support Vallejo's economic growth and empower students to become thriving self-sufficient taxpayers rather than rely on public assistance or their family members to survive. Insights into financial stability also has an impact on career building: the Solano Workforce Development Report shows that services and employment opportunities are increasingly available to students who want to build a career path. However, they do not see the benefits for them and are reluctant to engage in career development. After having received financial literacy training they will understand the long term value of earning money and how to build wealth for themselves.

8. How will the project address or solve this need and/or problem?

Benefits to the public consist of long-term employment opportunities for youth who normally have barriers to connect to resources to start their careers. This program will reach out to those who usually are left behind in preparation for employment and ensure they will participate in the Vallejo community

as thriving taxpayers. If 2,240 students in the Vallejo School District will be offered financial literacy classes, it is expected to impact at least 2,000 families or 6,000 members of the community. They will also be motivated to earn more money and build a career for themselves with an outlook of experiencing the joy to manage one's own financial portfolio. Their new understanding will incentivize them to seek more career paths leading to higher wage employment.

9. Describe in detail how residents, visitors, groups, communities, geographic areas, or the City of Vallejo will benefit from this project:

Residents and the City of Vallejo are in need of skilled labor. The City's labor force increased by 3.8% but vacancies could only be filled at 2% leaving too many jobs open to improve the local economy and increase economic output (December Labor Market Report, EDD, 2019). The City of Vallejo depends on a growing local economy which requires filling all needed jobs in due time during an expected nationwide economic surge in 2021. It is in the interest of all residents to support youth in their career search. Vallejo has always maintained a pride of providing labor opportunities to graduates amid a growing workforce within their own community. This project will support that long standing effort. Vallejo's trade-driven workforce can profit from hiring employees from within the High School student body. When trades do well, the surrounding community does well also.

10. Describe the potential challenges and/or obstacles for this project:

Potential challenges include conducting enough outreach to inform the community about this opportunity. This will be addressed by providing outreach activities at community events and those youth events sponsored by the City of Vallejo Unified School District and the faith based communities during summer break. The Implementing Partner Global Center For Success already has a presence at all the schools where financial literacy classes will be held and it can be expected that students will be amenable to sign up for the after school courses as well because they can attend with their family members. Additional outreach will be conducted in back to school presentations. Another challenge is the relatively high wage per hour for the coaches. Since the coaches have to be certified financial professionals to conduct this training, the wage per hour is competitive in comparison to a certified financial professional's pay. The proposal addresses the high wage with engaging the support of 10 MIT mentors so that more participants can be instructed, bringing the trainer cost to \$16 per participant.

11. Who will implement the project?

The Implementing Partner is Vallejo's Global Center for Success. Agencies involved in the project but not benefiting financially from PB Vallejo are the City of Vallejo Unified School District to provide facilities during after-school hours and refer special needs students to this program, the Solano Workforce

Development Board to provide services at the local Job Center. The Implementing Partner Global Center for Success (GCS) has a proven track record of its clients completing employment placement and financial literacy courses to avert homelessness and achieve self-sufficiency. In 2018, 41 of its 217 clients graduated from financial literacy and life skills courses, 44 achieved job placement, and 98 found permanent housing. GCS has established connections with local employers and schools. GCS has also previously provided financial literacy courses under the PB Vallejo umbrella. The Vallejo School District has an existing contract with Global Center of Success. In 2019, school principals and the district's Chief Academic Officer have verbally and in email expressed support for this project (because of the COVID-19 related school shutdown they were unable to provide written letters of support at this time). A letter from MIT is attached to this proposal.

12. Where will the project be implemented?

The places of service will be the MIT campus, Vallejo High School, John Finney High School, Jesse Bethel High School, the Regional Recreation District classrooms and the Vallejo Career Center during and after school hours. See Section 14 (Schedule) for an itemized list of activities at these locations.

13. Itemized Budget

The Budget for the project is \$74,990 and includes two after school program coaches under contract for 40 weeks. Details are as follows:

A. STAFF: Coach Hours

A) Classroom lessons: teaching 2, 232 students and their family members

# of Workshops Hours/student	# of Periods Cost per participant	# of Trainers	Hours	wage/hr	Total Trainer Cost
129	56	2	1,056	\$34	\$35,904
92	\$16				

b) Mentor lessons - Teaching 80 MIT students to be mentors in financial literacy who in turn teach 180 students and their family members

10 one hour classes per week for 5 weeks:

participant	Hours	wage/hr	Cost	Hours/student	Cost per
	100	\$ 34.00	\$ 3,400.00	100	\$34.00

d) Reporting on student outcomes

5 hours of preparation and 2 hour per week for 5 weeks:

Hours	wage/hr	Cost
20	\$ 34.00	\$ 680

B. OPERATIONS: Materials

One study packets for each student:

Packets	Cost/packet	Cost
2,442	\$ 12.00	\$ 29,304

TOTAL:

Category	Cost
Staff hours:	
Classroom Teaching	\$35,904.00
Mentor lessons	\$ 3,400.00
Evaluation / Reporting	\$ 680.00

Operations:

Materials \$29,304.00

GRAND TOTAL \$69,288.00

14. Timeline / Schedule:

September 01, 2021 – October 01, 2021: Conduct outreach to students at summer break events, back to school evenings at all High School campuses

November 01, 2021 - June 01, 2022: Provide individual and classroom lessons

Career Skill Workshop Topics for Students and Parents

1. Resume Writing Skill: Creating an effective resume for job hunting.
2. Interview Skill: Understanding how to answer interview questions and showcase your strengths.
3. Job Fair with Internship Potentials - Various Companies

John Finney High (Total Student Count: 238, 10 Weeks)

Senior: (Total Student Count: 121)

Workshop 1,2,3,4,5 (5 Weeks)

Trainer 1: Period 1, 2, 3, 4 Student Counts: 15, 15, 15, 15

Trainer 2: Period 1, 2, 3, 4 Student Counts: 15, 15, 15, 16

Junior: (Total Student Count: 117)

Workshop 1,2,3,4,5 (5 Weeks)

Trainer 1: Period 1, 2, 3, 4 Student Counts: 14, 14, 14, 14

Trainer 2: Period 1, 2, 3, 4 Student Counts: 14, 14, 14, 19

Jesse Bethel High (Total Student Count: 979, 15 Weeks)

Senior: (Total Student Count: 333)

Workshop 1,2,3,4,5 (5 Weeks)

Trainer 1: Period 1, 2, 3, 5 Student Counts: 66, 24, 24, 34

Trainer 2: Period 1,3,4,6 Student Counts: 100, 32, 25, 28

Junior: (Total Student Count: 319)

Workshop 1,2,3,4,5 (5 Weeks)

Trainer 1: Period 1, 2, 3, 5, 6 Student Counts: 63, 33, 35, 33, 25

Trainer 2: Period 1, 3, 4, 6 Student Counts: 34, 36, 32, 28

MIT (Total Student Count: 360, 15 Weeks)

Senior: (Total Student Count: 180)

Workshop 1,2,3,4,5 (5 Weeks)

Trainer 1: Period 1, 2, 3, 5 Student Counts: 66, 24, 24, 34

Trainer 2: Period 1,3,4,6 Student Counts: 100, 32, 25, 28

Junior: (Total Student Count: 180)

Workshop 1,2,3,4,5 (5 Weeks)

Trainer 1: Period 1, 2, 3, 5, 6 Student Counts: 63, 33, 35, 33, 25

Trainer 2: Period 1, 3, 4, 6 Student Counts: 34, 36, 32, 28

After School Classes: (Total Participant Count: 360+)

Workshop 1,2,3,4,5 (5 Weeks)

Trainer 1: Period 2, 5, 6 Student Counts: 72, 36, 68

Trainer 2: Period 2, 3, 4, 5, 6 Student Counts: 32, 32, 23, 35, 29

Vallejo High (Total Student Count: 895, Length: 15 Weeks)

Senior: (Total Student Count: 319)

Workshop 1,2,3,4,5 (5 Weeks)

Trainer 1: Period 2, 3, 4, 5, 6 Student Counts: 32, 35, 51, 31, , 26

Trainer 2: Period 1, 2, 3, 5, 6 Student Counts: 29, 25, 34, 31, 25

Junior: (Total Student Count: 277)

Workshop 1,2,3,4,5 (5 Weeks)

Trainer 1: Period 1, 2, 3, 5, 6 Student Counts: 37, 32, 31, 26

Trainer 2: Period 1, 2, 5, 6 Student Counts: 29, 32, 28, 31, 31

Sophomore: (Total Student Count: 299)

Workshop 1,2,3,4,5 (5 Weeks)

Trainer 1: Period 1, 2, 3, 5, 6 Student Counts: 36, 35, 35, 23, 30

Trainer 2: Period 1, 3, 4, 5 Student Counts: 35, 36, 35, 34

May 10, 2022 – May 15, 2022:
outcomes

Provide summary report on progress and

May 15, 2022 – June 15, 2022:

Refer students to employers and career centers

Workforce Development Board Career Center and selected Vallejo Employers (Total Student Count: 180, 4 weeks)

Term 4 ((Total Student Count: 180)

Workshop 1, 2, 3, 4

Term 5 ((Total Student Count: 20)

Workshop 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Total Student Count from 4 Schools, WDB and Companies: 2,442

APPCIVIST: <https://pb.appcivist.org/#/v2/assembly/100/campaign/217/group/301/contribution/21070>