



**I AM COMMUNITY Civic Leadership Program**  
Closing Civic Participation Gaps and Nurturing Healthy Communities

PROPOSAL FOR SOLANO COUNTY ARPA FUNDS  
JANUARY 14, 2022

## I AM COMMUNITY Civic Media Program

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**Organization Tax ID #:** 81-0777143 (Organization is a 501(c)(3) nonprofit)

### I AM COMMUNITY: A Placed-Based Approach for Nurturing Capacity

The COVID-10 pandemic presents a range of different, complex health and psychosocial problems for youth and families to face. The I AM COMMUNITY program is a place-based approach aimed at increasing the scale and impact of civic engagement for youth and families to address local problems that influence social and physical health and shape their well-being. By focusing on the social and physical environment of communities, the I AM COMMUNITY program targets environmental change for entire communities and aims to address issues that exist at the neighborhood level, such as poor housing and social isolation, using a community engagement approach.

I AM COMMUNITY seeks to get families and communities more engaged, connected, and resilient. It is a trauma-informed, project-based civic engagement and media skills program for youth of color disproportionately impacted by the COVID pandemic. The project's components include leadership development, school connectedness, parental engagement, healthy peer support, media training, civic engagement, and mentoring. Program activities are centered around specific needs of communities, to promote health equity. I AM COMMUNITY students will address school connectedness as one root cause of the challenges they face, specifically COVID-related issues and factors affecting health, such as housing and teen substance use. The project's unique approach is also filling an unmet gap to nurture civic engagement of youth and their families. This project will expand Club Stride's high school I AM COMMUNITY program to include 110 middle school students by academic year 2023 - 2024.

## **ORGANIZATIONAL OVERVIEW**

Club Stride, Inc. was founded as a grassroots initiative in 1997 to drive equity-centered youth action that contributes to shaping healthy communities. In 2012, the organization was established in California as a 501(c)(3) for the purpose of training and empowering young leaders. Today, Club Stride provides high-quality experiential civic education to increase the scale, impact, and equity of civic engagement. The organization's mission is to reduce health inequities by cultivating youth-led civic action.

Club Stride has worked with youth in the city of Vallejo for 24 years providing leadership development, work skills development, and social-emotional programs that utilize media technology to empower youth to engage in policy, system, and environmental change. In addition to supporting the "change they wish to see in the world," media skills are valuable work/employment skills that empower youth through economic opportunities. This is especially important for youth of color who attend school in the city of Vallejo, which has the highest poverty rate (12.6%) and the lowest median income (\$69,405) in Solano County (US Census Bureau).

Club Stride's approach is youth-centered, participatory, and focuses on highlighting connections between media literacy and civic education. For example, Club Stride's youth recently worked on policies such as California Assembly Bill 124 and a local smoke-free multi-unit housing ordinance. During presidential election years, youth lead a "Be Relevant" Civic Education Conference where youth can engage individuals running for office, ask questions, and help voters make informed decisions.

## **NEED AND INTENDED PARTICIPANTS**

The COVID pandemic has produced profoundly unequal outcomes across racial groups, disproportionately impacting communities of color. Engaging youth in the recovery process and transformation of systems that influence their lives is critical to healthy youth development. If large civic participation gaps continue to persist in Solano County, marginalized populations will continue to be grossly underrepresented.

High-quality civic learning experiences in schools have historically been distributed in favor of more affluent students and communities, isolating lower income community members from political processes that ultimately shape their current reality. I AM COMMUNITY is key to the development of future economic health for underrepresented communities of color who are isolated from civic life.

For example, Solano County and more specifically the city of Vallejo has experienced a severe burden of substance abuse problems. Compared to the state benchmark, elevated rates of substance-related emergency department (ED) visits were present in 78% of Solano County zip codes, with the highest rate at 1480.94 ED visits due to substance abuse per 10,000, and the highest rate of hospitalizations due to substance

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abuse at 312.17 per 10,000 found in Vallejo's 94590 zip code (2016 Solano County Community Health Assessment).

The COVID-19 pandemic has further exacerbated many pre-existing risk factors for adolescents, impacting the social emotional well-being of Solano County students. Inequities that cut across classrooms and communities continue to broaden disparities in losses, trauma, and isolation.

I AM COMMUNITY will engage middle school youth attending three Vallejo schools: Solano Middle School in North Vallejo, Franklin Middle School in South Vallejo and Mare Island Fitness Academy located on Mare Island, Vallejo with the overarching goal of creating environmental change strategies for community challenges by fostering school connectedness. The project will: (1) through listening sessions and other strategies, identify the reasons and ways in which students on the selected campus(es) are disconnected from school and/or community ; (2) provide the space for parental engagement, school connectedness, and community mentors to collaboratively nurture community; (3) provide youth with the skills and knowledge to create "leaders within" and engage in civic activities through media to address what they found, and prepare for transition from middle school to high school.

Transitioning to high school, 8<sup>th</sup> graders face many developmental challenges. More rigorous academic expectations, coupled with physical, emotional, and cognitive changes can cause breaks in bonds that students have formed with their peers and teachers in middle school, developing lower self-esteem and fears in 9<sup>th</sup> graders, that often results in anxiety and negative behaviors. In fact, suspensions and expulsions are higher in 9<sup>th</sup> grade than any other high school grade level, and are a significant setback for students (Smith, Akos, Lim, & Wiley, 2008). Suspension disproportionately impacts African American students, students with disabilities, and other marginalized groups that are underperforming academically and overrepresented in the criminal justice system. It was in this regard that California State Superintendent of Public Instruction, Tony Thurmond, wrote regarding new laws on discipline saying, "Our state's focus on equity means addressing students' holistic needs, whether they are struggling with trauma, disability, or the effects of socio-economic disadvantage."<sup>1</sup> Out-of-school suspensions in the 9<sup>th</sup> grade year are also significantly and negatively correlated to later high school graduation as well as post-secondary enrollment and persistence.<sup>2</sup>

I AM COMMUNITY is designed to create and expand stable networks of positive peer groups, foster and strengthen school connectedness, intrinsically inspire authentically youth-led civic action, advance equity, and improve academic outcomes to prepare middle school students for the transition to high school.

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<sup>1</sup> Tony Thurmond, California Department of Education, August 10, 2021, State Guidance for New Laws on Discipline - <https://www.cde.ca.gov/nr/el/le/yr21ltr0819.asp>

<sup>2</sup> Journal of Applied Research on Children, [Sent Home and Put Off-Track: The Antecedents, Disproportionalities, and Consequences of Being Suspended in the Ninth Grade](#)

Club Stride believes that increasing school connectedness that is hyper-focused on increasing a positive view of the future and encouraging adolescents to talk openly with parents, teachers, counselors, and other school staff about their needs and worries will deepen and nurture places of community and foster connections that build social capital, and community collaboration that boosts the confidence and self-esteem of middle schoolers and prepares them for transition to high school.

The project isn't a "top down" treatment provided TO youth, but a "bottom up" environmental change process that comes FROM youth. Because of the program's unique approach, there is a natural marriage between averting and/or impeding the continuous progress of harmful behaviors, creating sincere connection to community and a true sense of belonging, which also provide a nurturing place of dignity and humanity for at-risk youth during early adolescence.

Club Stride is committed to partnering with treatment- and prevention-oriented organizations to support youth engaged in substance use or in crisis with family members with addictions.

## **ORGANIZATIONAL CAPACITY**

Club Stride has the skills and experience to implement the I AM COMMUNITY program as evidenced by its 24 years of work with young people, providing experiential learning in public speaking, policy change, digital activism, and social emotional learning. In the school year prior to the pandemic, Club Stride was serving 168 students annually, with an 85% retention rate, and continued to engage Solano County students virtually during the pandemic. Club Stride currently invests in students from high school campuses in the city of Vallejo, Benicia, Fairfield, and Suisun. These civic leadership programs foster peer-led supports at all levels of the organization and include digital advocacy that supports state legislation, local policy initiatives, and community organizing. These strategies are unique and build synergy around issues that are most important to youth.

Additionally, Club Stride has been funded and recognized by local organizations and foundations as a strong contributor to improving the lives of young people in Vallejo, demonstrated in part by funding from Solano County Public Health, Solano Community Foundation, the California Endowment, the City of Vallejo and the Solano Transportation Authority for the California Air Resources and Board (CARB).

Club Stride staff has participated in various community-based collaborative efforts and have been invited to serve on multiple governing bodies at the city and county levels, such as the Solano County Health Equity Collaborative, the Solano County Juvenile Justice Commission, Solano Foster Youth Planning Team (FYEPT), TUC Public Health Community and Advisory Council (CAAC), Council on Reentry Solutions (CORES),

High School Biotech Advisory Board, and Touro Public Health Black Power Collaborative.

## **USE OF FUNDS AND PROGRAM PLANS**

The I AM COMMUNITY Civic Media program is a middle school to high school transition program that will expand Club Stride's high school civic media leadership program to include 110 Vallejo middle school students by academic year 2023 - 2024. The program is focused on identifying and developing youth leaders in three Vallejo middle schools with an eye to increasing school connectedness, which is known to prevent substance use and other risk behaviors, as well as inspiring adolescents to do better in school. The budget and activities outlined in the course design starting on page 8 of this proposal are, therefore, staff heavy because it takes time to build trust and engage students, especially middle school students and especially after nearly two years of an isolating pandemic. Staff will be young and older adults with lived experience and/or who represent the students being recruited, primarily students of color.

The expansion of I AM COMMUNITY to middle school youth will provide an earlier connection with Vallejo youth, empowering them at a younger age. In addition, the program will fill a significant gap in prevention services (currently lacking at the middle school level) and create a more robust pipeline for student engagement at the high school level.

This program is integrated into Club Stride's workflow by providing new leadership among middle school students who can participate in Club Stride projects as they increase their skills and continue into high school. The primary partnerships for this project are staff, students, and parents of selected middle schools, as well as district-level staff that have long supported Club Stride projects in Vallejo high schools and appreciate the need to work with younger students. The I AM COMMUNITY project will enhance Club Stride's capacity to engage youth in this work by recruiting and training students for leadership roles at a younger age.

Club Stride strongly believes that trusted relationships with families are essential to engendering a shared framework for a "conjoint capability to organize and execute courses of action" for communities (Banduar study, 1997). Therefore, I AM COMMUNITY youth leaders will facilitate forums that create opportunities to form community with one another, their families, and others disproportionately impacted by the COVID-19 pandemic, through online platforms and other events as is safe and appropriate.

For 10 years, the organization has co-hosted events organized as cultural/political activities that contribute to the well-being of families of youth participants. These strategies include food drives, political forums, and workshops that promote healthy behaviors or professional development. For example, Club Stride has engaged

parents/guardians in over 15 photography workshops; over 10 food drives co-hosted with other community partners; and engaged families in 4 youth-led civic forums.

Outcomes and Evaluation Processes:

- In partnership with local schools, this program will expand the I AM COMMUNITY program to 110 youth in 3 Vallejo middle schools by the end of academic year 2023-2024, as evidenced by recruitment and participation logs at each school.
- Participants will work with a counselor, a consultant, and their parents/guardians to process lessons learned about historic trauma as evidenced by participation logs for therapy and counseling, journaling of family engagement and pre- and post- surveys.
- Participating Middle school students will address and improve school connectedness by the end of each academic school year as evidenced by the organizing of student-led projects that support and nurture community, and a collective prevention event on all three campuses that demonstrates an engaged student body.
- Participants will develop skills in media, and civic leadership as evidenced by end-of-semester presentations sharing their most significant learning from the program.
- Middle school students will increase their understanding of the systems that affect substance use in their community, and how to address them, as evidenced by a prevention campaign focused on increasing connectedness, designed, and implemented by the students (with adult guidance) by the end of each academic school year
- Participants, their families, and other students will advocate for their school to conduct an annual connectedness survey and campaign to address social isolation and substance use risk as evidenced by a written proposal, participation log, notes of negotiations and outcome of proposal.

Club Stride is committed to an evaluation and continuous quality improvement processes utilizing strength-based evaluation tools. Project staff will conduct the evaluation process and report all outcomes and conduct evaluation components and requirements as required and/or additionally offered as guidance throughout the project period.

## PROGRAM DESCRIPTION AND COURSE DESIGN

**Title:** I AM COMMUNITY Civic Media Program

**Date:** January 13, 2022

**Locations:**

VCUSD Schools

**Grade Level:** 7-12

Mare Island Fitness Academy

Solano Middle School

**Length:** 3 Academic School Years

Franklin Middle School

**Credit:** Not for Credit

**Prerequisites:** None

**PROGRAM DESCRIPTION:** The I AM COMMUNITY Civic Media Program is a Journalism and Media Technology hybrid course designed as a healing-centered Project Based Learning (PBL) program which incorporates the California Common Core Standards in English Language Arts and a battery of references from the Career Technical Education (CTE) standards of California for grades 7-12.

The student will design a project using journalism, social media, computer technology, and media technology methodologies that will promote civic action and build community.

Studies have found that among youth in early adolescence, the COVID-19 pandemic is associated with decreased use of alcohol, but increased use of nicotine and misuse of prescription drugs.<sup>3</sup> However, for families that experienced loss of income or material hardship during the pandemic, substance use among youth was higher. Studies also show that heightened stress, depression, and anxiety were all robustly associated with adolescent substance use, making evident the disproportionate burden of the pandemic on youth and families with pre-existing disadvantages. The I AM COMMUNITY program will promote overall good physical and mental health, and/or quality of life for students, families and communities disproportionately challenged by the impacts of the COVID-19 pandemic, and link emotionally distressed youth to emotional supports that will serve as important risk-mitigation strategies for both adolescents and families, today and during similar and/or COVID-19 related events in the future.

The program curriculum is developed from traditional journalism courses, media and technology courses, and their associated careers.

<sup>3</sup> Journal for Adolescent Health, Early Adolescent Substance Use Before and During the COVID-19 Pandemic: A Longitudinal Survey in the ABCD Study Cohort, [https://www.jahonline.org/article/S1054-139X\(21\)00326-8/fulltext#back-bib8](https://www.jahonline.org/article/S1054-139X(21)00326-8/fulltext#back-bib8)



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This is a media technology career exploration strategy that couples civic action and innovative media technology learning opportunities to drive authentic youth action, advance equity, shape the life of communities and cultivate healthy and welcoming environments.

Students will learn through instruction and modeling how to effectively use the Stanford's School of Design Thinking methodology to leverage media technology as a framework for social impact activity.

### **Materials and Resources Needed:**

*Note: all resources and materials will be provided by Club Stride Inc.*

1. Facilities for teaching, design, and events for the community and parents
2. Cameras, lighting, and audio equipment
3. Software (media creation)
4. Computer lab and technology
5. Internet access
6. Online creation tools
7. Computer devices
8. Transportation (field trips)
9. Media Education Kits:
  - a. Worksheets
  - b. Trello Platform - Storyboarding
  - c. Lapel/Lavalier mic
  - d. Recorder (handheld)
  - e. Tripod
  - f. Lighting (i.e., ring light)
  - g. Learning Guide
10. Online classroom platforms (i.e., Zoom, Microsoft Teams)
11. Health and wellness aids (bottled water, fresh fruits)
12. Instructors
13. Books and publications
14. Incentives (i.e., gift cards)
15. Personnel
  - a. Executive Director
  - b. Project Manager
  - c. Project Coordinator
  - d. Administrative Assistant
  - e. Media Technical Manager
16. Contractual Services
  - a. Part-time Bilingual Licensed Clinical Therapist
  - b. Transformational Coach
17. Peer Support Liaison
  - a. (Yr 1) 4 Student Interns
  - b. (Yr 2) 8 Student Interns

- c. (Yr 3) 10 - 12 Student Interns
- 18. Consultants
  - a. Social Media Strategist
  - b. Research Consultant
  - c. Stanford d.school Train the Trainer Series
  - d. Curriculum Consult

## **COURSE DESIGN:**

### Project Based Learning

Students will learn through instruction and modeling how to effectively use the Stanford d.school Design Thinking methodology to leverage media technology as a framework for social impact activity.

### Twenty-First Century Skills

The integration of technology into all learning modalities and the acquisition of career readiness skills is highlighted throughout the course content.

### Interdisciplinary Project-Based Learning

1. Prioritizes motivationally based brief “Substance Use” (SU) interventions (psychoeducation and Mindfulness-Based Substance Treatment Methods for Adolescents):

- Early Adolescent Intervention program with community-based system of care for long-term positive impact beyond academics
  - to change attitudes and beliefs about substance use
  - strengthen process of learning
  - child feels secure and confident to thrive in their environments

2. Integrates Civic Media Leadership strategy

- Highlights using creativity to problem solve, promote resilience and empowerment

3. Leadership is a media driven SU prevention effort.

- Develops leadership skills
- Promotes Communal Civil Behavior (organizing, engagement and equity work)
- Provides career exploration and practice
- Encourages Civic Activism (Grassroots/Community-Based Activism)
- Focuses on Civic Values such as respect, personal responsibility, civic engagement and service

### **Instructional Methods and Strategies:**

The following is a list of strategies and methods that will be used. The course is not limited to this list and may employ more in addition to this core group of methods.

1. Lecture and discussion
2. Research assignments
3. Written and oral reports
4. Audio-visual projects
5. Lecture and visual aids
6. Discussion of assigned reading
7. Discussion and problem-solving
8. Exploration of internet sites
9. Quiz and examination
10. Homework and extended projects
11. Guest speakers
12. Collaborative learning and small group exercises
13. Collaborative projects
14. Problem solving and exploration activities using applications software

### **Assessments:**

Performance Assessment of student performance may include but is not limited to:

1. Student portfolios
2. Student demonstrations
3. Individual and group presentations
4. Supervisor/teacher observations
5. Peer evaluations
6. Self-reflections
7. Critiques
8. Rubrics
9. Oral assessment
10. Reports and research papers
11. Projects
12. Tests and quizzes
13. Performance tasks

**Course Standards Alignment with the California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects:****College and Career Readiness Anchor Standards for Reading Grades 6 - 12 (ASR)***Key Ideas and Details*

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

*Craft and Structure*

2. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

3. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

4. Assess how point of view or purpose shapes the content and style of a text.

*Integration of Knowledge and Ideas*

5. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

6. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

*Range of Reading and Level of Text Complexity*

7. Read and comprehend complex literary and informational texts independently and proficiently.

**College and Career Readiness Anchor Standards for Writing Grades 6 - 12 (ASW)***Text Type and Purpose*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

*Production and Distribution of Writing*

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

*Research to Build and Present Knowledge*

7. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

8. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**College and Career Readiness Anchor Standards for Speaking and Listening  
Grades 6 - 12 (SL)**

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

4. Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **California Career Technical Education Model Curriculum Standards, Grades 7-12 Industry Sector Anchor Standards**

The following list comprises all the referenced California CTE standards. The following initialisms will be used when referencing student learning objectives to the California Standards.

Industry Sector Anchor Standards (AS)  
 Information and Communication Technologies (ICT)  
 Arts, Media, and Entertainment (AME)  
 Pathway Standards (PS)  
 Design, Visual, and Media Arts (DVMA)  
 Standards for Career Ready Practice (CRP)  
 Language Arts (ELA)  
 Visual Arts (VA)

### **Course Content**

#### Learning Outcomes, and Standards Alignment

#### Part One: Establishing a Design for Civic Action

##### Student Learning Outcomes and Standards References

1. Establish and identify purpose and intent of design. VA 1.1
2. Correctly identify where design thinking could be used in society to impact civic action and community healing. VA 3.1
3. Design an evaluation as to the effectiveness of selected designs using design thinking. VA 4.5, ASR 7
4. Identify similarities and differences in the purposes of design toward creating civic and community action. VA 3.1
5. Describe the local community as an international community and the description requires a respectful and conciliatory global view. AS 9.5
6. Analyze and articulate how society can be influenced by the interpretation and effectiveness of a social media product. PS DVMA 4.5
7. Identify major attributes and influences from societal components. VA 3.3
8. Identify cultural factors that influenced design subject matter. VA 3.1 and 3.3
9. Describe technological advances that allow media technologies to create civic action and healing. VA 3.2, ASR 7
10. Identify and describe the role and influence of new technologies on the social media industry and the rest of society. AME 3.1
11. Predict how changes in technology might change the role and function of the visual arts in the community and have a social impact. AME 5.4
12. Describe how the issues of cultural healing and civic action are reflected in a variety of social media technologies. PS AME 3.2

13. Identify social media content in different cultures and discuss ways in which the work reflects cultural perspective and can start civic action. PS AME 3.4
14. Establish a technology and media plan to create a civic action. PS AME 3.3 and 3.4, SL 1-5

#### Part Two: Research Action Plan and Community Issues

1. Interpret information from local sources, news services, government agencies, and others and draw conclusions, based on the best analysis, to make informed decisions about community problems. AS 5.4 (ASR 5,6,8)
2. Describe in detail the steps of the design process which prompt community action and healing. Use electronic reference materials to gather information and produce products and services. AS 4.1
3. Formulate and present draft of civic action plan and list of technical resources needed to complete the plan. (ASW 5,6,8,9)
4. Employ technology-based communications responsibly and effectively to explore complex social issues. AS 4.2
5. Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task. AS 4.6 (ASR 1,3,4,5,6)
6. Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment as well as the Information and Communication Technologies sectors. AS 10.1
7. Use technology to create a variety of audio, visual, written, and electronic presentations, and media content. PS AME A 8.2
8. Analyze the way in which technical design contributes to a social impact and community healing. AS 10.1
9. Act as a responsible citizen in the workplace and the community. CRP 7
10. Explain what the school, workplace and community expect of a student as a member of society. CRP 7
11. Identify personality and behavior characteristics that have a positive or negative impact at school, in the workplace, and in the community. CRP 6
12. Identify areas in which sensitivity is required in a diverse workplace. CRP 6

#### Part Three: Technology Integration (for media creation and distribution)

1. Understand data sizes of various types of information (text, picture, sound, video, etc.) and data capacity of various forms of media. ICT AS 10.6
2. Develop the purpose and scope of technology in the project. PS ICT 8.1
3. Design, develop, implement, and monitor a project by creating and integrating technologies. PS ICT A8.5
4. Create a multimedia work of art or presentation that demonstrates knowledge of media and technology skills. PS AME A2.9
5. Use technology to create a variety of audio, visual, written, and electronic content, and presentations. PS AME A 8.2
6. Students will understand the basic requirements of jobs related to film and video production and the terminology acquainted with each field. PS AME 2

7. Communicate information and ideas effectively to multiple audiences using a variety of media and formats. AS 2.5
8. Operate and set-up video production equipment. ICT AS 10.6 PS AME A 8.2
9. Understand data sizes of various types of information (text, picture, sound, video, etc.) and data capacity of various forms of media. ICT AS 10.6
10. Create a multimedia work of art that demonstrates knowledge of media and technology skills. PS AME A2.9
11. Use technology to create a variety of audio, visual, written, and electronic products, and presentations. PS AME A 8.2

#### Part Four: Final Presentations and Portfolios

1. Communicate information and ideas effectively to multiple audiences using a variety of media and formats. AS 2.5
2. Complete a written critique of a peer's design. VA 4.5
3. Develop an essay for public speaking describing and justifying design concepts for civic action. VA 4.3 and 4.4
4. Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment as well as the Information and Communication Technologies sectors. AS 10.1
5. Develop a promotional social media campaign idea. VA 5.1
6. Apply design steps in content creation. VA 2.1
7. Use software and applications (e.g., Adobe Photoshop) to crop, resize, and enhance media. VA 2.3
8. Analyze the purpose of the media to determine the appropriate file format and level of compression needed for mass distribution. VA 2.3
9. Refine skills in digital photography and video production. VA 2.3
10. Communicate information and ideas effectively to multiple audiences using a variety of media and formats. AS 2.5
11. Use technology to create a variety of audio, visual, written, and electronic content and presentations. PS AME A 8.2
12. Explore how social media formats are used as information and communication technologies in civic action and decision making. AS 3.3
13. Practice time management and efficiency to fulfill responsibilities. AS 7.4
14. Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession. AS 7.7
15. Use software and applications including word processing, spreadsheets, databases, coding, and multimedia software. AS 10.9
16. Complete presentations, projects, and portfolios specific to the I AM COMMUNITY program. AS 10.3

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Course Outline compiled by the efforts of the following persons:



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## **Resources and Bibliography:**

### Books and Journals

1. Monti, Colby and O'Leary. *Adolescents, Alcohol, and Substance Abuse (Reaching Teens Through Brief Interventions)* Pub. The Guilford Press, July 12, 2004.
2. Resnick, M., Bearman, P, Blum R., Bauman K., Harris K., Jones, J, et al.(1997). Protecting adolescents from harm: findings from the National Longitudinal Study on Adolescent Health *JAMA* 1997;278(10):823-832.
3. Garcia and Harris. *Television and Broadcast Journalism. Goodheart-Willcox; Third Edition, Textbook (June 9, 2016.)*
4. Gross, Lynne S. and James C. Foust. *Video Production: Disciplines and Techniques*, 12th Edition. Holcomb-Hathaway Publishers, 2017.
5. Keith Quesenberry. *Social Media Strategy: Marketing, Advertising, and Public Relations in the Consumer Revolution*. Pub.: August 14, 2020 (Third Edition.)

### Web Resources:

1. Stanford University d.School K12  
<https://dschool.stanford.edu/resources>
2. Los Angeles County Office of Education CTE - Resources  
<https://www.lacoe.edu/>
3. Department of Health and Human Services  
<https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-health/interventions-resources/civic-participation>
4. Journal for Adolescent Health, Early Adolescent Substance Use Before and During the COVID-19 Pandemic: A Longitudinal Survey in the ABCD Study

Cohort, [https://www.jahonline.org/article/S1054-139X\(21\)00326-8/fulltext#back-bib8](https://www.jahonline.org/article/S1054-139X(21)00326-8/fulltext#back-bib8)

Public Documents:

1. California Department of Education:  
California CCR Standards
2. Los Angeles County Office of Education CTE Course outlines.  
<https://www.lacoe.edu/Curriculum-Instruction/Career-Technical-Education/CTE-Course-Outlines>
3. Los Angeles Unified School District Division of Adult and Career Education -  
Course Outlines:  
Video Production  
<https://www.launifiedadult.org/ourpages/auto/2020/8/14/88626641137258828427/70-85-60.pdf>  
Graphic Design  
<https://www.launifiedadult.org/ourpages/auto/2020/3/2/27440688512021435633/70-65-50.pdf>
4. Center for Disease Control, Dept. of HHS: Evidenced Based Strategies - School  
Connectedness:  
<https://www.cdc.gov/healthyyouth/protective/pdf/connectedness.pdf>
5. Mental health effects of school closures during COVID-19.  
*Lancet Child Adolescent Health*. 2020; Lee J 4: 421

## **ORGANIZATIONAL STATEMENT FOR CIVIL RIGHTS**

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

### **Organizational Equity Statement**

Club Stride Inc is a youth empowerment organization founded in 1997 as a platform for youth in Solano County, CA and beyond. By providing youth with media and civic skills and training, Club Stride has successfully harnessed an innovative tool for driving equity-centered youth action for generations to come. The history of our country hinges on youth taking a stand against injustice. Our goal is to continue this legacy by providing the education and tools to empower tomorrow's leaders, today.

Club Stride is an equity organization that gives tools and provides opportunities for our communities to repair damage of decision-making that has historically impacted communities of color. Our youth exist in an era of increased access to information and technology, and the growth and reach of politically engineered fake news. Political agendas that lead to racial injustice, voter suppression, the intersecting legacies of mass incarceration and educational disparity continue to shape the destinies of youth of color. Club Stride is committed to the empowerment of youth to repair past damage and shape new destinies for future generations. We do this through storytelling, alongside civic engagement.

Authentic storytelling has long been a tool that has the power to interrupt the engineering of racial and ethnic despair. Narratives of hope and justice have a history of speaking truth to power. These narratives also inspire civic participation to build opportunity in places where resources and people have historically been disproportionately isolated from.

