



# **YOUTH PIPELINE PROGRAM**

INCREASING ACCESS TO SAN FRANCISCO BAY  
NATIONAL ESTUARINE RESEARCH RESERVE RESOURCES

DECEMBER 3, 2022



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#### Team Members

**Kiley Adams, MD/MS 2024**

Medical School &

School for Environment and Sustainability

**Kira Barsten, MURP 2023**

Taubman College of Architecture and  
Urban Planning

**Walter Hunt M.Arch 2023**

Taubman College of Architecture and  
Urban Planning

**Joie Zhang, M.Des 2023**

Stamps School of Design

**Zixu Zhao, MBA 2023**

Ross School of Business

#### Faculty Advisor

**Dr. Larissa Larsen**

Taubman College of Architecture and  
Urban Planning



# EXECUTIVE SUMMARY

The San Francisco Bay National Estuarine Research Reserve (SF Bay NERR) is one of 29 coastal preserves which were established under the National Oceanic and Atmospheric Administration (NOAA) to promote the long-term research, education, training, and stewardship of the nation's coastal estuaries. The SF Bay NERR is uniquely committed to developing a community engagement strategy that diversifies the typical educational outreach to communities regularly missed by mainstream government programming. In 2021 SF Bay NERR conducted a needs assessment to identify the wide diversity of both underserved communities and community leaders already doing work toward creating a more inclusive Bay Area. In partnership with the University of Michigan Dow Sustainability Fellows student team, SF Bay NERR's goals were to create tangible, detailed outreach programming taking into account the information gathered via the needs assessment.

The Fellows began with desktop studies, identifying and understanding the unique community positionality of SF Bay NERR and their community partners. This involved researching both the partners that had already been identified in the needs assessment and identifying new potential partners that fit the goals set by SF Bay NERR. From here, the team researched and brainstormed possible programming that would help the NERR to reach underserved communities and address the needs that had been voiced. Next, taking into account the diversity of populations and potential community partners, five project pitches were formulated and presented to the SF Bay NERR staff for feedback (Appendix 1). Ultimately, based on partner feedback, a single project was selected for more in-depth investigation and formulation: a pipeline program that is focused on connecting young adults to higher education opportunities, career paths, or research. Based on information gathered from an in-person site visit to the SF Bay NERR's sites and multiple stakeholder meetings, on top of additional research, our team has created a detailed proposal for how SF Bay NERR and its partners can pilot and finance this project (hereafter "Pipeline Program").

In short, the Pipeline Program is a longitudinal internship program for underserved young adults aged 18-24 which centers the co-creation of specific and environmentally-focused research, education, and/or career goals with subsequent tailored support, programming, and community resource connection from SF Bay NERR staff towards the accomplishment of those goals. The program relies on close collaboration between SF Bay NERR and their pre-established community partners as these partners aid in both the recruitment process and the creation of internship content. The Pipeline Program is designed to provide a more equitable distribution of educational and professional resources and opportunities among the San Francisco community while raising awareness of the need for responsible conservation of natural resources and stewardship of the San Francisco Bay ecosystem.

This report provides a comprehensive framework and tool-kit for implementing this Pipeline Program. Included are records of the resources and partnerships used in the formation of this program, recruitment materials, suggestions for project programming, and future funding options for the program. Given SF Bay NERR staff constraints and a new Educational Coordinator joining the organization, it is our recommendation that this programming begins implementation in 2024. Such a program has the possibility of serving as a flagship initiative that other NERRs may replicate to increase equitable access to estuary sciences nationwide.



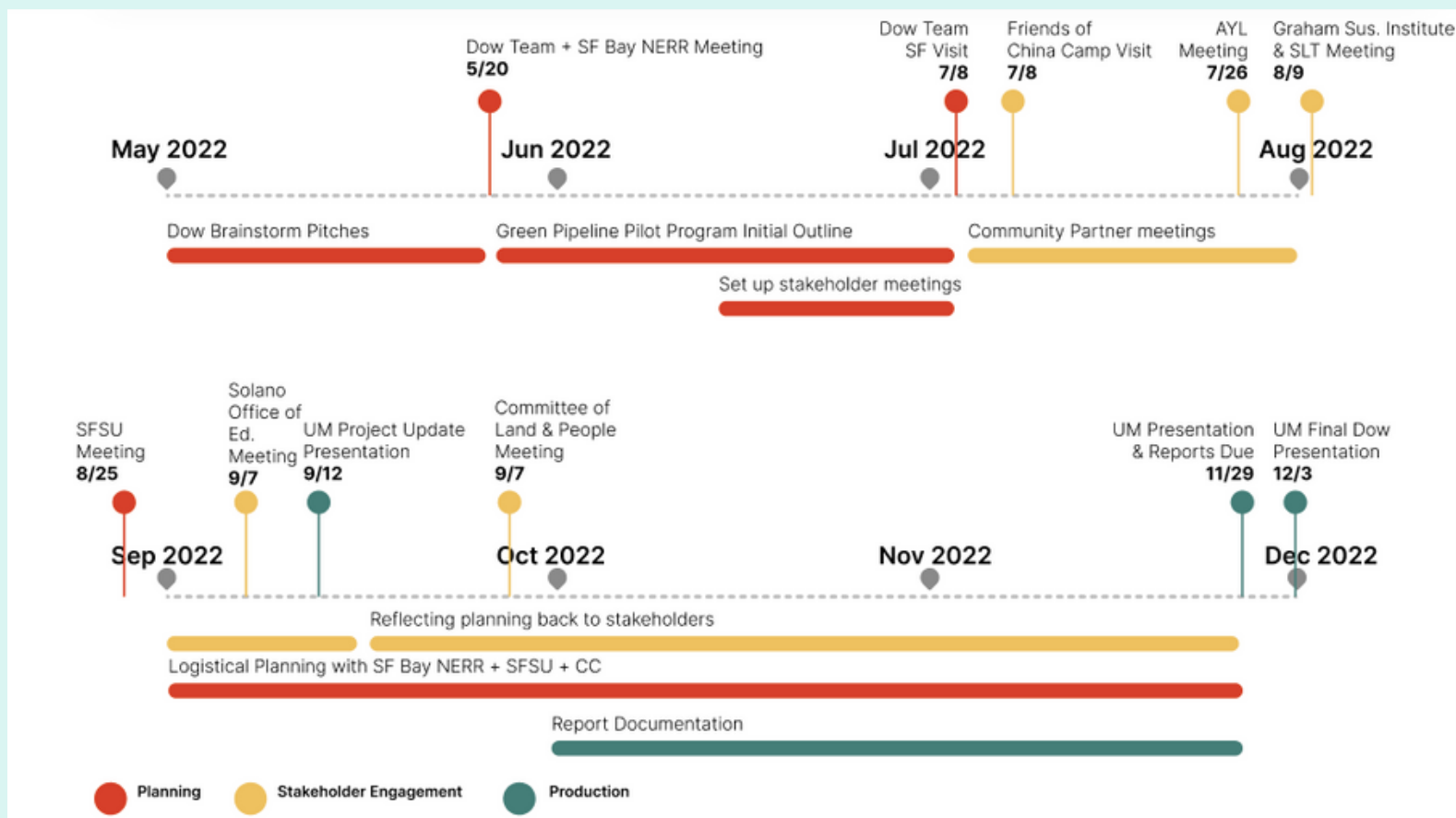


## BACKGROUND

The National Estuary Research Reserve (NERR) System is a network of nearly 30 coastal locations established by the Coastal Zone Management Act for the long-term protection of, research on, and public education towards estuarine systems. Sites are funded by NOAA and managed dually by local state agencies or universities. The San Francisco Bay NERR was founded in 2003 and encompasses over 3,700 acres of tidal marshland in and around the Bay Area. Through estuary-based research, monitoring, stewardship, education, and coastal training programs in conjunction with San Francisco State University (SFSU), SF Bay NERR seeks to promote resilient estuaries and coastal watersheds where human and natural communities thrive.

Beginning in January 2022, SF Bay NERR began working in partnership with a Dow Sustainability Fellows team from the University of Michigan with the goal of increasing access to their educational outreach and programming. A youth pipeline program was ultimately decided on for further emphasis through a collaborative process. Pipeline programs traditionally seek to increase diversity in STEM fields by providing individuals with marginalized gender, ethnic, racial, or socioeconomic identities specific educational, financial, and mentorship tools to enter and remain in those fields. This estuary-sciences pipeline aspires to increase awareness of estuarine sciences to diverse communities while simultaneously offering educational, research, and career opportunities for those communities to pursue their future interests in estuarine science or estuarine science adjacent fields.





Timeline of the project from inception to handoff at the final symposium.

## METHODS

**January-March:** Outlined the scope of work and complete introductory desktop studies.

**March-May:** Careful review of 2021 Needs Assessment and the subsequent formulation of 5 potential projects to be implemented based on critical analysis of community needs and community partners (Appendix 1).

**May 20th:** Project pitches to all SF Bay NERR staff (Appendices 2 and 3).

**May-June:** Internal team discussions regarding feedback, pros/cons of each possible project and the ultimate decision to pursue “SFSU Class Pipeline Program”. Of note, at this point the program was largely focused on partnering with local community colleges to help pipeline students directly to San Francisco State University (a source of funding for SF Bay NERR).

**July 8-11:** Trip to San Francisco

- Locations visited: China Camp, Pickleweed Park, EOS Center, Rush Ranch
- In-person meetings: Bella Mayorga and Aimee Good from SF Bay NERR, Sheila Coll from Friends of China Camp
- Connections/introductions made: Marco Berger from Multicultural Center of Marin, Casey Arndt from Audubon Society, Nicole Braddock from Solano Land Trust, Andrea Lemos from Solano County Office of Education

**July-November:** Program formulation and reformulation based on ongoing feedback from meeting with stakeholders (Appendix 4) and SF Bay NERR.

**November 16:** Handoff meeting with SF Bay NERR contact.



# RESULTS & RECOMMENDATIONS

**What:** A longitudinal internship program for underserved young adults aged 18-24 that centers the co-creation of specific and environmentally-focused research, education, and/or career goals with subsequent tailored support, programming, and community resource connection from NERR staff towards the accomplishment of those goals.

**Why:** Further the NERR education program's mission of supporting local communities through meaningful and equitable education and outreach programs; support future climate mitigation and environmental conservation leaders.

## How:

- *Recruitment/Application (December-January):*
  - a. Pre-established community partners (AYL, SFSU, SLT, SCOE) refer young adults who could benefit from research, education, and/or career support services through NERR. Rely heavily on community partners to identify young adults most in need of services!
  - b. NERR Educational coordinator will arrange a preliminary virtual meeting with possible intern candidates to discuss the goals/expectations of the program and offer applications to interested candidates.
  - c. Application to consist of a) a brief essay outlining the reason for interest in the program and b) a letter of support from a mentor. Help with the application can be provided by NERR staff and will not pose a major barrier for entrance, but rather an expression of interest and willingness to engage in programming.
- *Internship content (February-November):* (a) core programming supporting professional development and skills building for the cohort and (b) an individual concurrent internship in either research, education, or careers in conservation and environmental science.
  - **Core programming:**
    - 1-on-1 mentorship sessions with the SF Bay NERR Educational Coordinator
    - Cohort community building and excursions to SF Bay NERR sites at Rush Ranch Open Space and China Camp State Park
    - Professional development sessions (i.e. elevator pitches, writing cover letters, reading research papers, setting SMART goals)
    - End of Year program symposium presentation
  - **Research Internship**
    - Support for reaching out to faculty and joining a lab
    - Placement in SFSU (or other local academic institution) lab
  - **Education Internship**
    - Internship with a community partner focused on education and outreach in the San Francisco Bay Area
  - **Career Internship**
    - Internship arranged with federal, nonprofit, or local organization working on conservation in the San Francisco Bay Area



# RESULTS & RECOMMENDATIONS

**Who:** Young adults aged 18-24, identified by any of SF Bay NERR's community partners as benefiting from education, research, or career resources in the STEM sector. Specific interest in underserved individuals in the following cohorts:

- Community college students
- Alternative high school seniors
- High school graduates in a transition period

**Where:** Primary focus in Solano and Marin counties where SF Bay NERR offices and component sites are located.

**Community Partners:** Audubon Society (AYL), San Francisco State University (SFSU), Solano Land Trust (SLT), Friends of China Camp, Solano County Office of Education (SCOE)

## **Project Timeline:**

- Possibility of piloting the program once materials outlining goals of the program are distributed to community partners and community partners start referring young adults to SF Bay NERR.
- Plan for a 1-year trial period before revising pipeline offerings and codifying the currently flexible outline.



# RESULTS & RECOMMENDATIONS

## Potential Future Steps:

- Funding
  - Solano Community Foundation
  - SFSU
    - Student Enrichment Opportunities Office (SEO) helps prepare students from underrepresented communities through funding, academic support, and research experience.
    - Receives a \$2.5 million grant to support the Center for Diversity & Inclusion. Resources include Black Unity Center, Equity & Community Inclusion, Project Connect, and many others.
    - Other sources can be potentially funded through the California State University Ocean Affairs, Science & Technology (COAST) Award, which is up to \$10,000.
    - Suggested fundraising opportunities such as Oyster Shell Recycling, etc.
    - Opportunities at Estuary & Ocean Science Center (EOS).
  - Solano Land Trust
    - Workforce Development Board ESP grant
    - 30 under 30 initiative
  - Whale Tail Grant - <https://www.coastal.ca.gov/whaletailgrant/>

## Project Impacts:

- Social Justice Implications
  - Providing a program that can be retrofitted and co-created with interns to shape the learning experience they want to glean from the program.
  - Intentionally re-distributing opportunities and resources to under-resourced communities and individuals.
- Community Impacted by Project
  - Underserved young adults between 18-24 will be identified by SF Bay NERR's community partners to participate in a program that allows them to explore different pathways by providing education, career, and research opportunities
- Community Benefits
  - Long-term partnerships will be formed between SF Bay NERR, and community partners the Audubon Society (AYL), SFSU, Solano Land Trust, Friends of China Camp, Solano County Office of Education.

## Additional Deliverables:

- One-page flyer for recruitment (Appendix 5)
- Community profiles to provide examples of students that may benefit from the program (Appendix 6)





## ACKNOWLEDGEMENTS

A heartfelt thank you to the following individuals and groups who supported this work:

### **Faculty Advisor:**

Dr. Larissa Larsen  
*Chair & Associate Professor of Urban and Regional Planning*

### **Client:**

San Francisco Bay National Estuarine Research Reserve

- Bella Mayorga, Education Coordinator – [bmayorga1@sfsu.edu](mailto:bmayorga1@sfsu.edu)
- Aimee Good, Coastal Training Program Coordinator – [aimee@sfsu.edu](mailto:aimee@sfsu.edu)

### **Community Partners:**

- Audubon Society (AYL) – *Casey Arndt*
- SFSU – *Ellen Hines, Kathy Boyer*
- Solano Land Trust – *Di Holokahi, Nicole Braddock*
- Friends of China Camp – *Sheila Coll*
- Solano County Office of Education – *Priscilla Ramelo, Andrea Lemos*

*This work was supported by the Dow Company Foundation through the Dow Sustainability Fellows Program at the University of Michigan.*

# APPENDIX

- 1.SF Bay NERR Needs Assessment
- 2.5/20 Dow Team Pitches
- 3.Pitch Comparison Document
- 4.Stakeholders and Outreach List
- 5.SF Bay NERR Youth Pipeline Program Flyer
- 6.Community Profiles







## **San Francisco Bay NERR Education Program Needs Assessment Report**

**Draft Submitted: April 1, 2022**

Prepared by:

Salina Yun  
Sarah Olsen  
Matthew A. Cannady

The Research Group, Lawrence Hall of Science, UC Berkeley



# Executive Summary

## Background

NOAA's National Estuarine Research Reserve (NERR) System conducts research and long-term water-quality, meteorological, and biological monitoring at 28 Reserves around the country. The San Francisco Bay National Estuarine Research Reserve (SF Bay NERR) is a partnership program between San Francisco State University and the National Oceanic and Atmospheric Administration to support stewardship of local estuaries through research, education, & training. The SF Bay NERR Education Program leads and supports education programs to engage the local community in the latest estuary science.

We—the Research Group at the Lawrence Hall of Science—provided services for SF Bay NERR to conduct a needs assessment for the Education Program. SF Bay NERR identified a goal to ensure future SF Bay NERR education programs are positioned to meet the needs of the communities they serve with an emphasis on expanding programs and resources to be inclusive of more diverse audiences. The activities conducted as a part of the needs assessment aimed to position the SF Bay NERR Education Program to develop and improve priority NERR education products and programs, and to identify the most strategic community groups for collaboration. This needs assessment had two phases. The first phase included document review to familiarize with SF Bay NERR Education Program and a listening session with SF Bay NERR staff to identify existing and potential new stakeholders of the Education Program. The second phase included interviews with and surveys of a selection of stakeholders aligned with SF Bay NERR Education Program priorities. These key stakeholders included staff from non-profit organizations (n=3), K-12 education (n=2), higher education (n=3), community organizations (n=3), and a state partner (n=1) for a total of 12. This Executive Summary presents an overview of recommendations that surfaced from the needs assessment.

## Recommendations:

### *Key Considerations for Program Priorities*

- To decide on program areas of focus, consider how programs align with SF Bay NERR's three goals: (1) Engage diverse audiences in meaningful science learning opportunities, (2) support scientific literacy in the communities they work in, and (3) strengthen stewardship of the estuary, especially in the face of climate change.
- Develop learning experiences that include hands-on components and have outcomes that extend past STEM content learning goals.
  - Example: Programs that address social-emotional wellness.
- If the focus of the program is on STEM content, ensure that aligns with SF Bay NERR goals and audience needs.
  - Example: Local ecology, local relevance, climate change.

- Conduct an accessibility analysis for SF Bay NERR education materials/resources.
  - Example: Translate lesson plans into other languages; Review for cultural-responsiveness.
- Balance existing engagement of easy to reach existing audiences with the goal of reaching new and underserved audiences by partnering with stakeholders and considering the potential for impact.
  - Example: Establish program fees for those without financial barriers in order to expand access to programming for others.

### *Key Strategies for Partnership Selection and Development*

- Develop and refine a set of criteria for goal alignment, capacity and funding when considering new partnerships & having diversity in partnerships.
  - Example: Identify criteria like ability to fund and execute, possible grant sources, strategic partnerships, alignment with NERR/EOS/SFSU focus, etc.
- When funding is an issue, consider the resources and funding opportunities that could help fill the gaps.
  - Example: Partner with organizations with staff positions dedicated to educational programming to make planning and implementing programming more feasible.
- Consider collaborating with other stakeholders on funding opportunities that align with programmatic priorities and leverage the strengths of each partner.
  - Example: Include a partner with grant writing expertise or access to particular funding opportunities.
- With new stakeholders, one-off programming can be an opportunity to try out a partnership and see what capacity is like.
- With existing stakeholders, partnership opportunities that integrate or expand upon existing programs can be a way to minimize risk and leverage prior success.
  - Example: Expand to new audiences; Extend program length.
- Leverage SF Bay NERR's strength for convening multiple parties and partner with more than one stakeholder when that might help to meet multiple goals and/or make funding opportunities more possible.
- An easy way to expand audience reach is by asking stakeholders to share events and program opportunities with their networks. This may involve maintaining an email list of organizations willing to do this.

### *Key Strategies for Engagement*

- Develop more accessible or easy-to-understand science communication strategies.
  - Example: Share SF Bay NERR research in a narrative, storytelling format.
- Provide accessible and inclusive infrastructure, materials, and accommodations for individuals with disabilities, diverse language needs, etc.
  - Example: All People's Trail at Rush Ranch by Solano Land Trust.
- Meet communities in their own neighborhoods to reduce transportation barriers.



- Example: Bring programming into schools that may have limited field trip opportunities.
- Partner with groups who represent or work directly with underserved audiences.
  - Example: Create programs with different Solano Community College student groups.
- Prioritize reaching diverse communities and understanding barriers, interests, and needs.
  - Example: Recruit teachers from low-resourced school districts for teacher professional development programming.
- Ensure representation of diverse communities among staff.
  - Example: Hire staff of diverse backgrounds.
- Consult directly with stakeholders and audiences to understand their needs and goals, and to establish trust.
  - Example: Partner with tribes in regards to any programming/content that is tribal-related.
- Tailor communication with the community in a way that shows respect, makes them feel comfortable, and in a medium in which they are receptive to.
  - Examples: Provide Spanish language programming; Have programs be more conversation-based than reading-heavy; Avoid language that may make certain audiences feel alienated.

# DOW TEAM PITCHES

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5/20 Presentation

Joie, Kiley, Kira, Walt, Zixu



# TEAM MEMBERS

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01

**KILEY ADAMS**

Team Leader  
(*she/her*)

02

**ZIXU ZHAO**

Budget Leader  
(*he/him*)

03

**KIRA BARSTEN**

Communications  
Leader (*she/they*)

04

**WALTER HUNT**

Information  
Technology Leader  
(*he/him*)

05

**JOIE ZHANG**

Client Relations  
Leader (*she/her*)

# 1 CLIMATE RESILIENCE LEADERSHIP ACADEMY



## IDEA

What might a *leadership program* look like in which *aspiring community leaders* from various marginalized communities around the Bay become interns with SF Bay NERR to *co-create a meaningful product or system between SF Bay NERR and their own community?*



## POTENTIAL COMMUNITY GROUPS

- Underrepresented students & upcoming community leaders in SF Bay area
- Ex: Representative from homeless population, community college student, person with disability, Spanish-speaking, Native American..Multiple diverse perspectives

## FEATURES

- Weekly trainings in topics such as estuary science and climate resilience focused on leadership and project development
- Several weekends spread out (ex: 4 Saturdays, 1x per month)
- Alumni network + opportunities for further engagement/longitudinal follow-up with project

## FEASIBILITY

- Paid stipend for participating, lunch provided? Transportation? Childcare? Translation services?
- Modality - in person or online? Accessibility of this?
- Funding of projects formed by interns would be down-the-line..

# 2 Urban Youth Corp / Youth Conservation Corp



## IDEA

How might SF Bay NERR collaborate with the same DEI partner as National Parks Service (or US Forest Service, US Fish and Wildlife) to promote inner-city/underserved internships?

## POTENTIAL COMMUNITY GROUPS

- Inner city, underserved youth aged 17-25

## FEATURES

- **Urban Youth Corp** - work on green infrastructure projects, personal mentor/life coaching, career counseling (Dual benefit to human community + natural community they are from)
  - Youth paid \$10/hr for 40hr/wk. Work on teams of 5 people for 1 year → successful completion of program = full-time employment with a partner organization
- **Possibility of individualized internship program?**  
Uncertain at this time how NPS etc. uses GYF partnership

## FEASIBILITY

- Process to forming partnership currently unknown, but clear precedence and interest
- Would streamline the internship formation process



# 3 SFSU CLASS PIPELINE PROGRAM



## IDEA

How might SF Bay NERR *partner with a local community college* (Solano Community College) to form *a class/research partnership program* around climate education, leading to *continued future opportunities* (ex: 4-year degree)?

## POTENTIAL COMMUNITY GROUPS

- Solano Community College / SFSU

## FEATURES

- SFSU class partnership - *From course catalog:* Environmental Problems and Solutions, Environmental Justice: Race, Poverty, and the Environment, etc...
- Research program → At U Mich SEAS uses Saginaw Forest...can NERR partner with local community college for longitudinal research experience
- On completion of the internship/research/courses students gain enrollment to SFSU (or scholarship?)

## FEASIBILITY

- Existing partnerships between SF Bay NERR and community colleges in the area?
- Leverage SFSU connection and funds - however, significant and obvious logistics to work through!

# 4 Youth Employment in Parks (YEP)



## IDEA

How might SF Bay NERR create an *8-week summer job program that focuses on hard/soft job skills training for people with disabilities* (or other underemployed populations; houseless etc)?



## POTENTIAL COMMUNITY GROUPS

- Youth age 16-24, in school with IEP/504/disability
- Other historically underemployed populations..

## FEATURES

- Partner closely with ILRCSF + Solano County Office of Education
- Friends of China Camp uses labor already for their trail repairs -> Possible ongoing collaboration.
- Employees make upwards of \$2k per summer over 8 weeks, transportation/staff/employees provided by ILRCSF → NERR would be a site partner, help with educational/skills programming

## FEASIBILITY

- Budget takes close collaboration with local government/IL/employment offices. Takes buy-in from multiple partners and would likely take >1 year to get started

# 5 Outdoor Retreat Program



## IDEA

How could SF Bay NEER achieve the goal of educating the public in the most *Accessible*, *Entertaining*, and *Safe* way?




## **POTENTIAL COMMUNITY GROUPS**

- Educators from the potential education institution partners such as San Francisco State University, Solano Community College, etc.

## **FEATURES**

- Using partners' available transportation vehicle
- Provide food during the tour
- Include recreational activities such as kayaking, hiking, etc.
- Potential themed outdoor activities such as AAPI Heritage Month Hike, Mother's Day Picnic (Themes used by Hike Clerb/LA)

## **FEASIBILITY**

- Low budget activities and potential larger audience
  - Cultivating a sense of community
  - Could be put together in a relatively short period of time
- 



# COMPARISON CHART

Program Pitch	Goals	Audience reach/ Accessibility	Feasibility	Impact
<b>Climate Resilience Leadership Academy</b>	Creating a leadership program + network for education on estuary science and climate resilience	Connecting underrepresented students and community leaders in Bay area who have less access to educational resources	Paid stipend for participating? Transportation? Lunch provided? Childcare? Modality-in person or online?	Pipeline of education & resources for community leaders to co-create product/idea with own community
<b>Urban Youth Corp</b>	Working with Greening Youth Foundation's Urban Youth Corps to create paid internships around conservation projects	Focuses on 17-25 year old inner-city youth in the Bay area coming from challenging backgrounds.	Partnership with existing, robust <u>program</u> with resources <u>eliminates need</u> to start from scratch. Transportation?	Designed to have 100% of all youth graduate from program with permanent employment, or college enrollment
<b>SFSU Class Pipeline Program</b>	Partnering with local community college (Solano Community College) to create classes around environmental justice	Increasing educational opportunities for community college students and creating future post-college opportunities	What kind of partnerships exist? Modality of education? Online or in person? Transportation needed?	Removing barriers to access to knowledge for community college students which influences post-college job opportunities
<b>Youth Employment in Parks (YEP)</b>	Creating a summer professional development program partnering with ILRCSF and Solano County Office of Education	Focusing on developing hard and soft job skills for youth age 16-24 with disabilities	Leverage possible ongoing collaboration for an on site partner? Transportation?	Increases opportunities for soft and hard skill training for youth with disabilities
<b>Outdoor Retreat Program</b>	Closing the adventure gap through programmed recreational activities like hikes, trips, etc.	Focusing on reframing the outdoors experience for BIPOC communities	Transportation <u>vehicle</u> available? Food provided on tour?	Shifting outdoor recreational experiences for BIPOC communities who may have never experienced or felt unsafe outdoors

# MORE IDEAS...

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- **Climate Resiliency class** partnered with Solano Community College, SDSU, Solano County Office of Education, or Tribal Leadership
- **Workshop or retreat for social/ emotional healing** at the Estuary (Collaboration with tribal gov't, healthcare professionals)
- **Accessible Storytelling** through BIPOC messaging or recurring workshops or field trip series

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Organization	Contact Person(s)	Email Address	Forms of contact	Funding Source?	Program Partner?	Information Source?	Notes
Audobon Youth Leaders	Casey Arndt	casey.arndt@audubon.org	Zoom meeting, emails - very responsive		X	X	Casey's model at AYL and program success made her an invaluable resource. She shares her experiences openly and is excited about hosting any future "interns" at AYL. A very willing partner organization.
Graham Institute at the University of Michigan	Jen Read	jread@umich.edu	Zoom meeting			X	Graham institute cannot provide funding to an internship program such as this. However, she suggested piloting the program and presenting it widely at NERR conferences and DEI working group meetings
Solano Land Trust	Di Holokahi & Nicole Braddock	nicole@solanolandtrust di@solanolandtrust	Zoom meeting, presented at Committee of Land and People, emails	X	X	X	Consider applying for Solano Community Foundation grants, 100% Youth Outdoors Program, Outdoor Equity Grant. They need help with their programming for people aged 18-24: If we piloted a program in that age group they may have funding and partners. A willing partner with potential funding!
Marin Multicultural Center	Marco Berger	mberger@multiculturalmarin.org	Emails		X		He wants to be looped back in when programming is solidified more - he would distribute any materials, promote the program
Dow Fellows Program	Elizabeth	elzblap@umich.edu	In person, emails			X	Who to contact regarding getting Dow teams in the future
Solano Community College	Danielle Widemann (Professor)	Danielle.Widemann@solano.edu	Emails		X	X	While she was very busy over the summer making communication difficult, she seemed very interested in this kind of programming and may support it at the CC level in the future
Solano County Office of Education	Andrea Lemos & Priscilla Ramelo	PRamelo@solanocoe.net ALemos@solanocoe.net	Zoom meeting, emails	X	X	X	Invested in early workforce development programs, and had numerous ideas pertaining to funding opportunities and future directions for school involvement with this programming. Could promote to highschoolers and use their school networks.
Friends of China Camp	Sheila Coll	scoll@friendsofchinacamp.org	In person, emails		X		FOCC is willing to partner in any programmatic efforts in the Marin area. Sheila has significant experience hosting interns and helping students build projects
SFSU	Kathy Boyer (EOS Director, Dean), Ellen Hines (Assistant Dean)	katboyer@sfsu.edu ehines@sfsu.edu		X	X	X	SFSU showed interest in this program and would be interested in trying to "pipeline" some interns into SFSU with additional economic/mentorship supports. As an economic partner of SF Bay NERR already, we anticipate this being a meaningful partnership and believe that continually looping them in throughout the process is vital

# APPLY FOR THE YOUTH PIPELINE PROGRAM!

## Who we are:

A partnership between SF Bay  
NERR & AYL, SFSU, SLT &  
SCOE!

## What we do:

Environmental internships that  
involve:

- Educational, research, & Career opportunities
- 1 on 1 mentorship sessions
- Cohort community building & excursions to NERR sites



Are you an 18–24 year  
old student?

Who we strongly  
encourage to apply:

- Community college students
- Alternative highschool seniors
- Highschool graduates in a transition period

See more information and apply at:

[sfbaynerr.sfsu.edu/apply](https://sfbaynerr.sfsu.edu/apply)







## Santiago Garcia

First-Year Community College Student



As a first-generation, first-year community college student I am really excited about my future - However there are many things that I need guidance on!

Age: 19

Status: Single

Location: Mission District

Speciality: Drawing

Friendly

Loyal

Patient

Driven

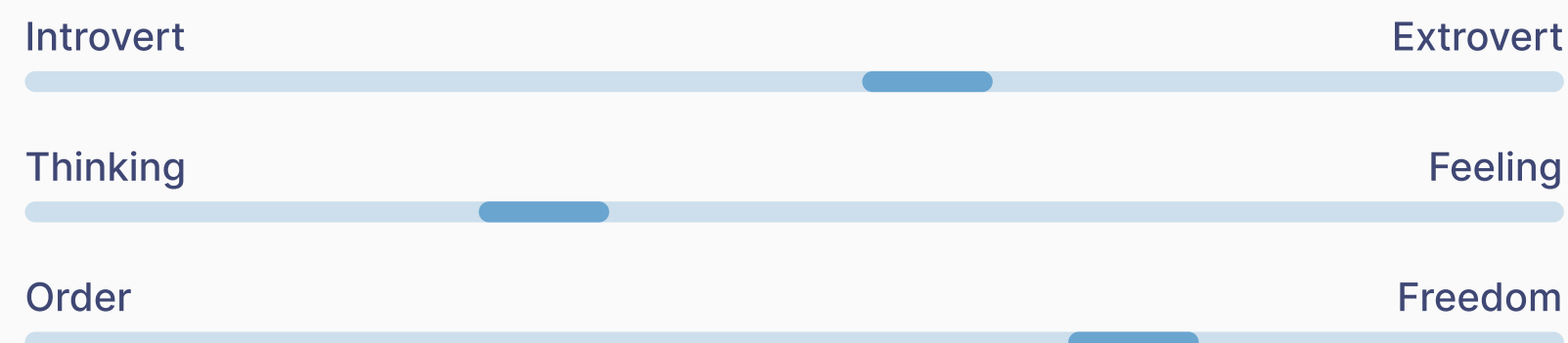
### Bio

Santiago was born on March 28, 2003 in the Mission District in San Francisco, California. He was born in a two parent household, however his parents are immigrants and do not have college degrees. Santiago has a baby sister and when he's not drawing or enjoying the nature at his local parks, he is spending time with her. Santiago has always had a passion for drawing and nature and he would like to combine these interests to pursue his dream occupation of becoming a Natural Science Illustrator. Santiago does not have any professional networks in science education and although he was accepted into his local community college, he is unsure what his next steps will be.

### Behaviours

Santiago is known as an "Examiner". He is thorough, research-oriented, enjoys strategy, however takes long to develop trust.

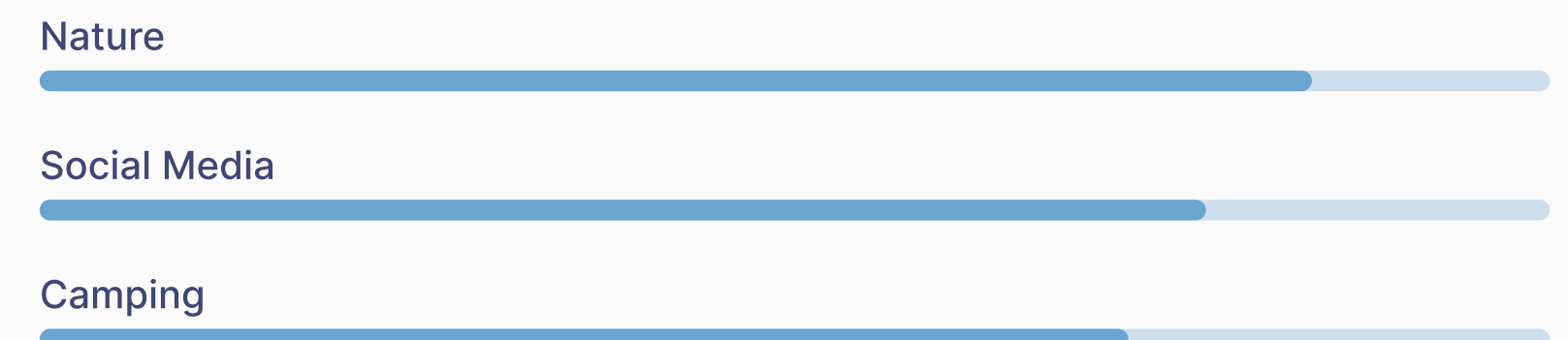
### Personality



### Goals

Santiago is excited about being a college student and he has a lot of goals. His first goal is to make new friends at his school so that he can improve his social life. He also wants to get acclimated into a new environment. Another goal that he has is to find new interests at his school.

### Interests



### Frustrations

Santiago is frustrated with the idea of being new to higher education academia and not having enough guidance. He is beginning to fall behind on his courses due to this. He also has many budding interests and is not sure what resources can help him.



## Lonnie Blue

High School Senior



I'm looking forward to pursue higher education and meet new people, however I'm not sure what exciting careers are out there!

Age: 18

Status: Single

Location: Tenderloin District

Speciality: Music

Ambitious

Creative

Courteous

Detail-Oriented

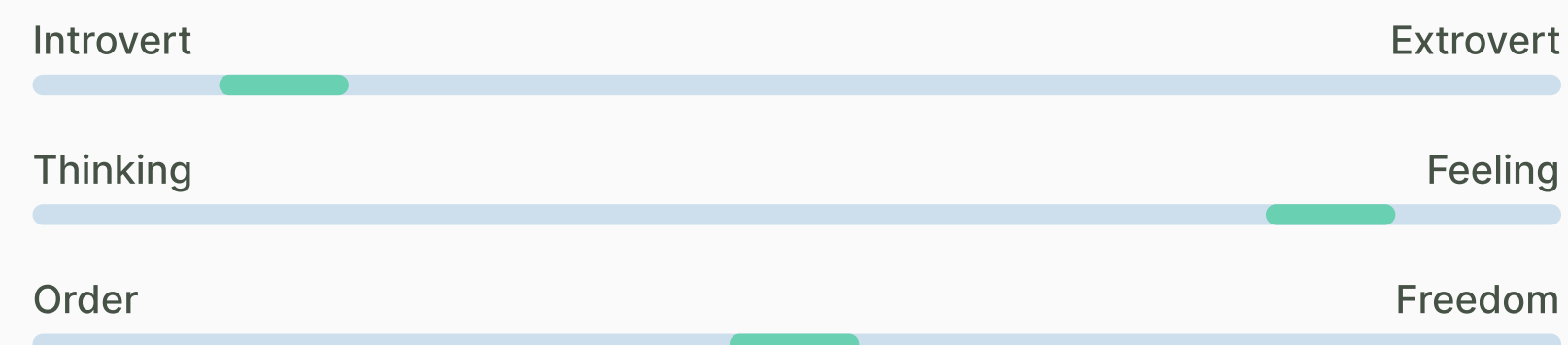
### Bio

Lonnie was born on November 2, 2004 in North Oakland, California. While he was in grade school, his family moved to the Tenderloin District San Francisco. Lonnie Blue was raised by both parents in this neighborhood, however they spend most of their time working to support him. Lonnie has found himself in a lot of trouble, however he is a very bright student and outperforms many of his peers academically. Unfortunately, Lonnie is unable to afford a 4-year university and is enrolling in his local community college as an undecided student. He is interested in learning as much as he can and meeting as many new people as possible.

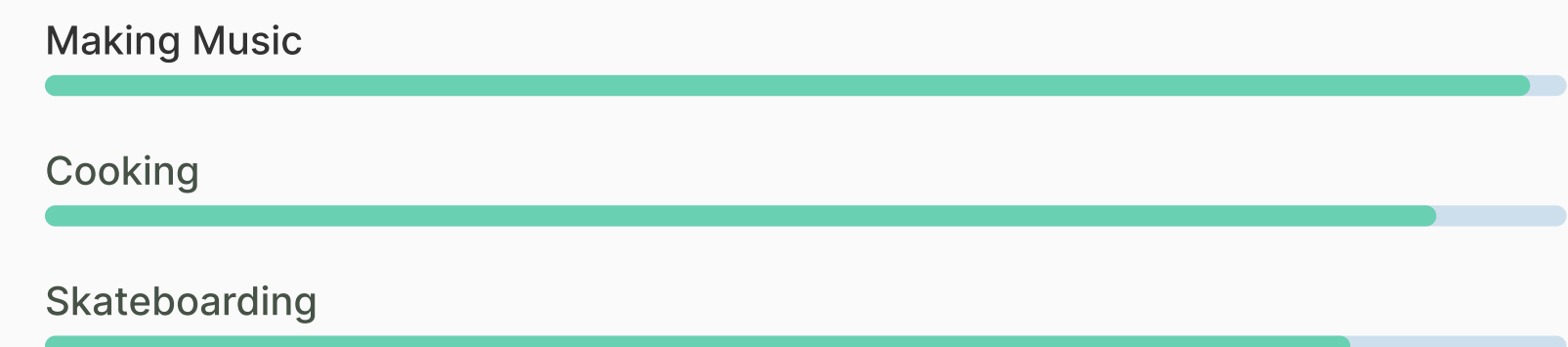
### Behaviours

Lonnie is a “Go-Getter”, meaning that he is ambitious, direct, has an attitude to “get it done”, along with desires to become a leader.

### Personality



### Interests



### Goals

Lonnie has many goals and one of his most important goals is to learn new things. He has goals of learning as much as he can and growing so that he can create new opportunities for himself. As he prepares to enter his Community College, he has also has a goal of meeting as much people as possible to shed insight on possible opportunities.

### Frustrations

Lonnie is frustrated because he is unsure what he wishes to pursue as a high-school senior that is interested in attending his local Community College. He is also frustrated because he does not have any outlets or things that can interest him because he has no professional or academic networks that can support him.





## Myah Perez

Second-Year Community College Student



I really love science education and research and I am positive that this is what I want to do with my life, however I do not have the resources that I need!

Age: 24

Status: Single

Location: Mission District

Speciality: Gardening

Optimistic

Persuasive

Personable

Reliable

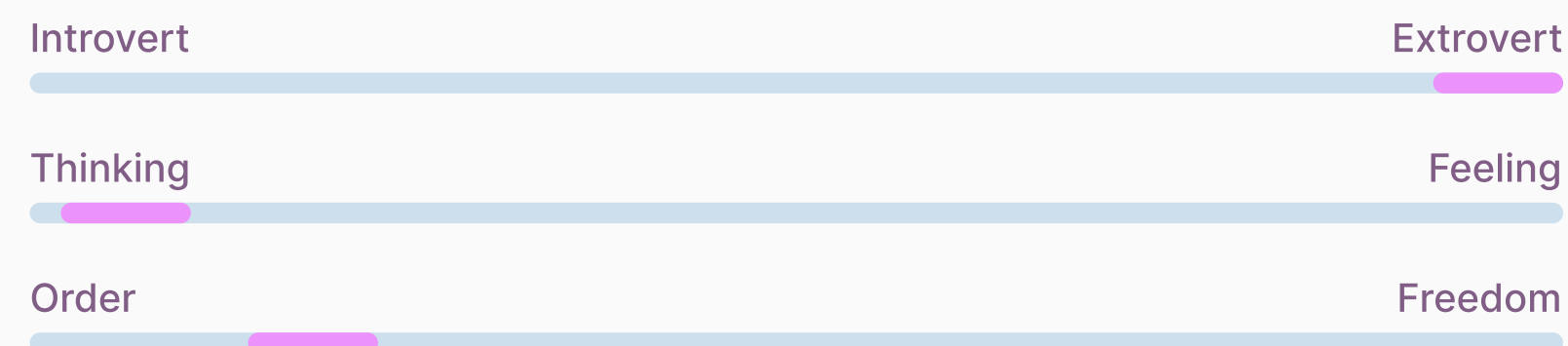
### Bio

Myah was born on June 29, 1998 in San Francisco, California to a single-father. Growing up, her father has always did the best that he could to support the family. Since she was a child, Myah has been very interested in science and would perform experiements of her own. She participated in science competitions throughout Middle School and High School. In Community College, Myah is looking for more science resources, mentorships, and networks, however she is having trouble navigating this field as a woman coming from an underserved background.

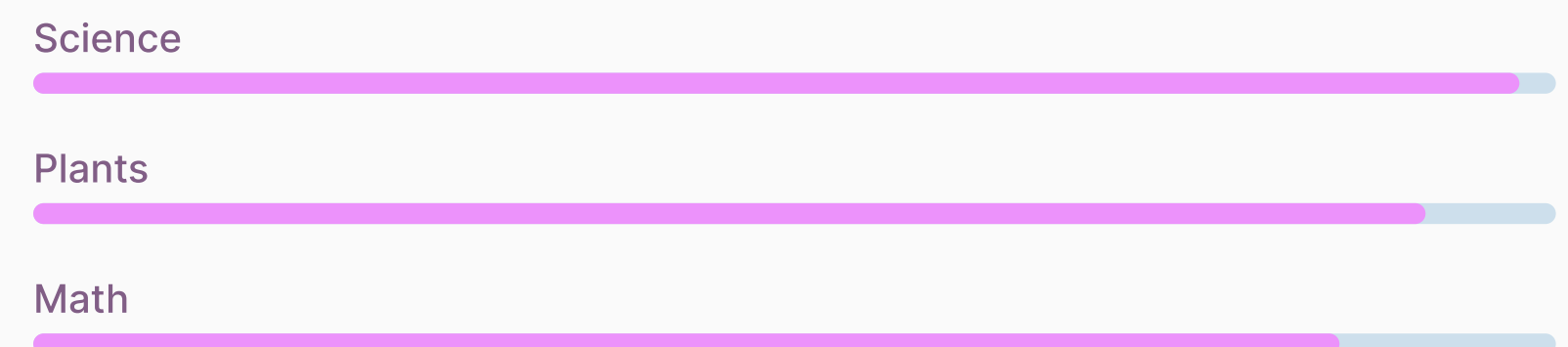
### Behaviours

Myah is known as a “Promotor,” meaning that she is energetic, charistmatic, supportive, and very thoughtful. These traits she makes everyone around her perform better.

### Personality



### Interests



### Goals

Myah has many different goals that are situated around science education. One of her main goals is to find a career that she is interested in that pertains to science and biology. She also has another goal of obtaining a mentor in the science field as well so that she can recieve the guidance that she needs.

### Frustrations

Myah is frustrated because she has very strong interests in science and biology, however she is unable to find the resources that she needs at her Community College. Her school is lacking these specific resources and she is very interested in taking her passion for science and biology to the next level.