Project Name, Contact Person and Address

Ready 2 Work

Not originated or controlled by beneficiaries originated by:

Black Labor Construction Council

Controlled by:

Same as above

Benefiting:

unemployed youth and adults

Other:

PRESBYTERY

CC: National Committee Chairperson Selma Jackson
Task Force Chairperson Joe Love Nelson
I. Applicant Identification

Name of the Project: Ready 2 Work - Tutoring and Mentoring Project

Name of the Organization: Black Labor Construction Council

Mailing Address: 6569 S. Vermont Ave.

City: Los Angeles  State: CA  Zip: 90044

Contact Person: Will Scott

Work: (323) 752-7287  Cell: (909) 455-6435  Home Phone:  

Email: wscott@local105.org

II. The Proposal

a) The amount you are requesting $15,000 (Grants usually do not exceed $15,000).

b) Describe the project and why it is needed? (Be specific).

There is a tremendous need in our community for this program. In Los Angeles County, we are part of the staggering 50% of working age adults who are unemployed or
underemployed. At this time, Blacks in Los Angeles are nearly 10% of the population yet only 2% of the construction workforce. Many students in our community drop out of high school or graduate without critical math skills. The Ready 2 Work Tutoring and Mentoring Project (R2W) combines mentoring, mathematical coursework, political education and ongoing advocacy to increase access and retention for Black workers in excellent careers in the construction, manufacturing, mechanical, and energy trades. The R2W project is meant to combat the Black job crisis by increasing opportunities for quality employment and preparing participants to successfully complete entrance exams and the interview process for access into local building trade union-apprenticeship programs.

This is a collaborative effort in partnership with the Los Angeles Black Worker Center (LABWC) and the Black Labor Construction Council (BLCC), the Black Business Student Association (BBSA), and the Community Programs Office (CPO) of the University of California, Los Angeles (UCLA). This project is largely operated by volunteers from all of the aforementioned organizations. The Los Angeles Black Worker Center is fiscally sponsored by Community Partners. A member participant of the Black Labor Construction Council will serve as the program coordinator 20 hours per week.

The pilot program will consist of three separate cohorts, each running for 12 weeks. Each cohort will include 20 member participants. Participants are projected to be, but not limited to, 18-39 year old Black men and women who are currently either under or unemployed. Upon completing this program, we will work with the LA Black Worker Center to track participants and to support job placement opportunities. Additionally, R2W participants will be encouraged to support the LA Black Worker Center’s economic justice efforts that create policies and practices that address the Black job crisis.

c) Who will benefit directly from this project?

Our program is open to all community residents who have a desire to learn about the construction trades. We have a particular focus on helping poor, unemployed, and low wage Black workers who are suffering from the historical economic downturn and who are severely underrepresented in LA’s construction workforce. Other beneficiaries include existing Black construction workers who want to ensure Black representation in the construction field, as well as students who want to share their knowledge and learn how access to quality jobs affects our community. We are located in the heart of South Los Angeles where we recruit participants from Inglewood, Compton, Watts, and Carson.

d) Who initiated the project and how will they be involved?

The Black Labor Construction Council (BLCC) initiated this project. The Council was founded by an alliance of Black union tradesmen and women who have long term experience working in the construction trades. The BLCC mentors other workers by sharing their knowledge and experience about the Los Angeles' construction industry. The BLCC also conducts community outreach, provides leadership and guidance, conducts workshops, assists with curriculum development and donates financial resources to help sustain the project.
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e) How did the group come together?

The Black Labor Construction Council (BLCC) was formed through activism in the LA Black Worker Center’s grassroots community campaign to increase access and retention of Black workers in LA’s construction industry. The members of the BLCC are all Black construction union members who want to build a program that will bring Black workers into the construction trades and help continue the tradition of Black union membership. Through this process, we are learning how to raise funds as well as develop and manage programs that promote Black leadership and diversity in the construction industry. The BLCC members regularly volunteer in the LA BWC’s community education events and meetings.

f) Who owns and controls the project? Who makes decisions around funding, project implementation and personnel?

The project is controlled by BLCC mentors, unemployed/underemployed mentees, student volunteers, and math tutors. We all have roles to play and we work together to ensure the project is a success. The BLCC’s Executive Committee serves as the lead advisory body for the project. The Executive Committee prepares agendas and materials, and facilitates a work group that brings our full group together to plan, evaluate, and make decisions on how to carry out the goals of the project.

III. The Project Goal(s) & Objectives: (In 2-3 sentences)

a) What are the 1-2 main project goal(s)? (What will be different because of what the group is trying to do?)

Goal #1 - The project seeks to assist 30 members to enroll in the pre-apprenticeship/apprenticeships or placed into jobs.

Goal #2 - Improve our overall mathematical skills in the areas of intermediate algebra, spatial relations, and mechanical principles.

b) Please describe how these goals contribute to the long-term objectives of your project.

This program reflects 1-year of a five year plan. In five years, our goal is to expand this work into an accredited pre-apprenticeship program. Our long term objectives are to build Black worker leadership skills, transform the construction industry to be more inclusive, and address the Black jobs crisis. Completing our main project goals will ensure that there are more qualified Black workers who can successfully compete for positions in the trades and begin to raise the 2% rate of Black employment in the industry. We hope to see that number increase to 10% or more, which would create a level of equity that is comparable to our population rates. We also expect those who become employed to return to the project and contribute in a number of ways: through mentorship of other workers, donations, or assisting in developing the project into a full pre-apprenticeship program for underrepresented workers.

c) Which of the SDOP core strategies does this project fulfill?
The Ready 2 Work Tutoring and Mentoring Project fulfills several of the SDOP core strategies.

- **Expand education and skills development** -
  - The project seeks to expand education and skills development in the areas of mathematics and leadership development. Participants will be required to complete twelve 4-hour math sessions, twelve 2-3 hour tutoring sessions and 10 mentoring workshops. The mathematics sessions will be focused on expanding skills in algebra, spatial relations and mechanical principles. The workshops will also seek to improve soft skills in interviewing, deepen understanding of how to apply for work opportunities, and provide advice for individual leadership transformation.

- **Increase economic development opportunities** -
  - The project seeks to increase economic development opportunities by connecting participants with leaders in the construction industry, and creating a peer mentoring network among unemployed/underemployed Black workers and those who have long term experience in the construction industry. The project also increases economic development opportunities by supporting participants in the process of applying for apprenticeship programs that will lead to gainful employment. Workshop topics will include information about the requirements for trades apprenticeship programs and how to meet them.

- **Enhance quality of life** -
  - The project seeks to enhance quality of life for Black workers by fostering a community of brotherhood and sisterhood around the goal of improved employment outcomes. Black workers who participate in our program have often felt isolated and excluded from quality employment opportunities. Participation in the R2W program gives workers new hope for the future and connects them to a family of other workers who want to see them succeed. As a result, workers are more confident, more focused, and overall have a more positive outlook on life; and they bring that back to their families and the community.

- **Strengthen relationships, communication and collaboration** -
  - The project seeks to strengthen relationships, communication and collaboration with unlikely partners such as the building and construction trades local unions. We have established relationships with SMART Local 105, IBEW Local 11, LIUNA Local 300, UA 250 and Ironworkers Local 416/433. This is the first time workers and leadership from these unions have worked on a project of this kind in Los Angeles. Three of these partners, SMART 105, IBEW 11 and UA250 have agreed to provide application information and in-kind staff time to help develop the project. The project has also developed partnerships with the Black Business Student Association organization at UCLA to initiate a new effort to bring student to volunteer at LA Black Worker Center.

d) Describe the specific objectives for each of the goals.
Goal #1 - This project seeks to assist at least 30 local workers to enter into apprenticeship programs or quality employment.

Objective A –
   Recruit 60 participants

Objective B –
   Conduct mentoring workshops on how the unions work, key steps to apply for the apprenticeship program, and techniques for retention in the field.

Objective C –
   Assist participants with preparation for their exams and applications into apprenticeship programs and track their progress.

Goal #2 - The project seeks to improve local community residents' mathematical skills in the areas of intermediate algebra, spatial relations, and mechanical principles.

Objective A –
   Conduct math sessions per class to teach participants math skills needed to successfully pass apprenticeship entrance exams.

Objective B –
   Conduct tutoring sessions per class to reinforce core curriculum and study habits.

e) Describe the step-by-step activities that will be carried out to achieve these objectives? Please include a timeline of when these activities will take place.

Goal #1, Objective A – Recruit 20 participants/class.
   a. Create outreach and recruitment plan - Feb 2015
   b. Create outreach flyers - Feb 2015
   c. Do canvassing and outreach at local organizations and in the community for class participants - Feb 2015
   d. Interview and select participants for Spring class - Mar 2015
   e. Orient class participants - Mar 2015

Goal #1, Objective B – Conduct 10 mentoring workshops/class on how the unions work, key steps to apply for the apprenticeship program, and techniques for retention in the field.

Winter/Spring 2015
   a. Develop Mentoring Workshop Schedule - Feb 2015
   b. Create mentor flyer and informational materials - Jan 2015
   c. Recruit mentors - Jan 2015
   d. Work with mentors and tutors to develop workshop programs and materials - Feb 2015
e. Recruit workshop presenters - Mar 2015
f. Conduct exit interviews with each participant and develop post-graduation plans - May 2015

Goal #1, Objective C – Assist participants with preparation for their exams and applications into Apprenticeship.

Winter/Spring 2015
a. Match participants with mentors - Mar 2015
b. Facilitate regular mentor and participant meetings and phone calls – Mar/Apr 2015
c. Follow up with participants to track application status - ongoing
d. Work with union partners to track application status - ongoing

Goal #2, Objective A – Conduct 12 math sessions per class to teach participants math skills needed to successfully pass apprenticeship entrance exams.

Winter-Spring 2015
a. Develop syllabus - Jan 2015
b. Prepare weekly assignments - Jan 2015
c. Meet with Instructors for follow-up evaluation development - Jan 2015
d. Develop practice exams for trade specific areas - Jan 2015
e. Recruit possible new instructors - Feb 2015/ongoing
f. Solidify syllabus and curriculum for upcoming class - Feb 2015

Goal #2, Objective B – Conduct 12 tutoring sessions per class to reinforce core curriculum and study habits.

Winter-Spring 2015
a. Develop tutor outreach and recruitment plan - Jan 2015
b. Create outreach materials - Jan 2015
c. Recruit and train tutors - Feb 2015
d. Prepare study guides and worksheets - Jan 2015
e. Develop pre and post assessment tool - Mar 2015
f. Conduct pre assessment - Mar 2015
g. Provide 1-1 pre-assessment feedback to participants - Apr 2015
h. Conduct post assessments - May 2015
i. Provide 1-1 post-assessment feedback to participants - May 2015

IV. The Evaluation/Monitoring: (In 2-3 sentences)
a) What evaluation practices will you use to determine if your project is successful?

For qualitative data, we will conduct informal surveys and open discussions with participants immediately following completion of each of our activities and program events. We will track participant success rates in passing union apprenticeship exams and maintain records in a database to help us gauge the program’s contribution to any increase of the rate of employment of Blacks in the construction trades.
b) Describe how the activities and objectives you have outlined above will be evaluated.

*Pre-and Post-Assessment tests* to measure students’ mathematical abilities upon entering and exiting the program.

*Retreat* – The BLCC and the LA BWC will spend up to one full day to formally analyze the project outcomes, and then collectively define goals and strategies for the next cohort.

*Qualitative Evaluation* forms, developed by the UCLA interns, will be given out to the members of the current class and analyzed in order to make the necessary upgrades and adjustments to the project.

The program coordinator and instructor will refer to these evaluations throughout the length of the course to refine the curriculum as necessary.

*1 on 1 phone calls* will be made by the UCLA interns, mentors and the project coordinator to check in with the students and get their feedback on the success of the class and monitor their progress on examination dates, scores and interview outcomes.

c) For each of the evaluation indicators that you will use to determine the success of your project, indicate how they align with the SDOP measures.

The *Retreat, 1 on 1 calls, and qualitative evaluation* will create transparency and allow us to strengthen relationships, communication and collaboration among our partners. Through these methods, participants will be provided space for deep discussion and reflection. The retreat will address program outcomes and engage participants in team-building activities.

The pre-and post-assessment will inform us of how well we were able to expand education and skills development of the participants.

d) Who will be involved in the project evaluation and what roles will they play?

All members of the BLCC, the UCLA interns, and BWC staff will be responsible for the project evaluation. The project coordinator from the BWC staff will help keep track of each student mentee during the process.

V. Decision Makers:

a) How many members are in the group? (SDOP seeks to partner with communities; it is unusual for a community group of less than 10 people to receive funding.) 25.

The group includes mentees, UCLA student volunteers, the Black Labor Construction Council General Body and Executive Committee, and in-kind support from the LA BWC staff.

b) How are decisions made?
The Black Labor Construction Council meets monthly and makes decision based on consensus.

c) Are the decision-makers members of the group?
   Yes
   c1. Are any of the decision makers related? If so, who are they and how are they related?
      No

c2. If appointed, how and by whom (and why appointed rather than elected)?
   n/a

c3. If self-selected, explain why:

   We sought out volunteers who have experience in the trades and a strong desire to help others in our community gain solid foundations to build a career. We encourage those who successfully complete the program to return and volunteer in a leadership role to continue building the program. This allows for fresh ideas and a variety of voices helping to move the work forward.
### d) PLEASE LIST THE DECISION MAKERS (majority must be below poverty level)

<table>
<thead>
<tr>
<th>Name &amp; Phone number</th>
<th>Address (City, State &amp; Zip code)</th>
<th>Job/Occupation (How each makes a living)</th>
<th>Poverty Level</th>
<th>Indicate how chosen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delroy Sargeant</td>
<td>3340 Sawtelle Blvd. #207</td>
<td>Part time program coordinator</td>
<td>Above</td>
<td>Appointed</td>
</tr>
<tr>
<td></td>
<td>Los Angeles, CA 90066</td>
<td></td>
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<tr>
<td>Robert Jackson</td>
<td>751 W. 107 St.</td>
<td>UCLA Volunteer</td>
<td>Above</td>
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<tr>
<td></td>
<td>Los Angeles, CA 90044</td>
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<td></td>
<td>x Elected</td>
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<tr>
<td></td>
<td></td>
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<td>Below</td>
<td>Self-Selected</td>
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<tr>
<td>Ervin Rowe</td>
<td>1043 W. 66th</td>
<td>UCLA Volunteer</td>
<td>Above</td>
<td>Appointed</td>
</tr>
<tr>
<td></td>
<td>Los Angeles, CA 90044</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Below</td>
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</tr>
<tr>
<td>James Mitchell</td>
<td>1207 South Ridgeley</td>
<td>Instructor</td>
<td>Above</td>
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</tr>
<tr>
<td></td>
<td>Los Angeles, CA 90019</td>
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</tr>
<tr>
<td>Ron Price</td>
<td>858 E. 92 St</td>
<td>Volunteer Mentor</td>
<td>Above</td>
<td>x Appointed x</td>
</tr>
<tr>
<td></td>
<td>Los Angeles, CA 90002</td>
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<tr>
<td>Stanford Young</td>
<td>5308 7th Ave</td>
<td>Volunteer Mentor</td>
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<td></td>
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<td>Address</td>
<td>Role</td>
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</tr>
<tr>
<td>Hugh Coles</td>
<td>2638 W. Cypress St, Compton, CA 90220</td>
<td>Volunteer Mentor</td>
<td>Appointed x</td>
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<tr>
<td>Stephan Shute</td>
<td>4170 Elm Ave, Long Beach, CA 90807</td>
<td>Student/Member</td>
<td>Appointed x</td>
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<td>Erick Square</td>
<td>446 W. 91st St, Los Angeles, CA 90044</td>
<td>Student/Member</td>
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<tr>
<td>Josh Ayers</td>
<td>815 W. 111th St, Los Angeles, CA 90044</td>
<td>Student/Member</td>
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<td>Elected x</td>
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<tr>
<td>Denice Mooring</td>
<td>1042 W. 61st St, Los Angeles, CA 90044</td>
<td>Student/Member</td>
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</tbody>
</table>

d1. How does your group define poverty?

LA County data says poverty is $34,000. (Family of four) However the majority of our members earn far less.

VI. RESOURCES (Please be specific)
a) What are the resources available to support this project?
   • Volunteer mentor staffing and volunteer student tutors; volunteer industry presenters, volunteer instructor, curriculum, materials
- LA Black Worker Center provides physical meeting space.
- Member participants will be teaching math classes and coordinating the project.

A1. In-kind resources (e.g., non-monetary resources such as volunteer work, complimentary legal services, free use of office space or building, non-paid labor, donated supplies and/or equipment). List all in-kind services and/or goods that will be provided and state who will provide them and their estimated value:

- In kind rental agreement ending with the BWC - through this year of planning we have been provided meeting space by BWC and that is about to end. We are able to continue the work by providing a modest rent.
- BWC provides in-kind staffing to support BLCC and provide program assistance.

b) List all financial resources requested, promised, and received from other sources for the last two years (e.g. foundations, corporations, etc.).

<table>
<thead>
<tr>
<th>Organization name and address</th>
<th>Requested</th>
<th>Promised</th>
<th>Received</th>
<th>Date Received</th>
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<tbody>
<tr>
<td>LA BWC 6569 S. Vermont Ave, LA 90044</td>
<td></td>
<td>$150</td>
<td></td>
<td>9/1/2014</td>
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<tr>
<td>BLCC, 6569 S. Vermont Ave LA 90044?</td>
<td></td>
<td></td>
<td>$2,000</td>
<td>2013-present</td>
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</tbody>
</table>

VII. INCOME/EXPENDITURE BUDGET
a) Does this project have any paid staff? If yes, please list by name and describe their job functions.

   NO- the funding for the program is through participant contributions

a1. Who has the authority to hire and/or fire the staff?

   N/A

b) What is the total cost of the project?

   Last year $5,400   Current year $18,480   Next year $27,775

b1. What is the total budget of the organization (if different from above)?

   The BLCC is a volunteer organization with in-kind contributions and does not have an organizational budget. This idea developed into formal plan and proposal out of conversation and meetings held by members.

c) How will the group carry on the project financially in the future?
We are building infrastructure now so we can apply for grants from foundations, unions and workforce investment boards in the future.

<table>
<thead>
<tr>
<th>d) Has the group received SDOP funding in the past?</th>
</tr>
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<tbody>
<tr>
<td>National</td>
</tr>
<tr>
<td>__</td>
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</table>

**d1. Is the group currently applying for funding?**

Synods and Presbyteries are geographical regions in the Presbyterian Church (USA). All projects will be within the bounds of a Synod and Presbytery. Not all Synods and Presbyteries have SDOP Committees. Contact SDOP office @ 1-800-728-7228, ext. 5791 for information on the Synod and Presbytery in which you are located.
**REQUIRED BUDGET FORMAT**

Applications without a balanced budget WILL NOT be processed.

### INCOME

<table>
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<th>Source</th>
<th>Amount</th>
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<tr>
<td>Individual Cash Donations</td>
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<td>Fund Raising Events</td>
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<td>Other (Promised and Received)</td>
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**SDOP Committees**

<table>
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<td>National</td>
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<td>Synod</td>
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<tr>
<td>Presbytery</td>
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**TOTAL INCOME**  
MUST EQUAL TOTAL EXPENSES

$29,375

### EXPENSES

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<tr>
<th>Item</th>
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<tbody>
<tr>
<td>Rent</td>
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<td>Office Supplies for 1 year</td>
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<td>Instructor</td>
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**Presbytery**

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<th>Other Sources</th>
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<tr>
<td>$1500</td>
<td>$3,000</td>
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<tr>
<td>$500</td>
<td>$1,680</td>
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### VIII. SUPPLEMENTAL INFORMATION

a) How did the group find out about SDOP? (Please check whichever applies)

- [x] SDOP Technical Assistance Provider. (Only in Baltimore, Los Angeles, Detroit and New Orleans)
- [ ] Community Workshop (indicate where and when)
- [ ] SDOP Website
- [x] Local Church (indicate the name of the church) St. Knox Presbyterian
- [ ] Word of mouth (provide the name of the person)
- [ ] Other (be specific)

*Did you receive technical assistance from the SDOP Technical Assistance Provider?*

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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</table>

b) Who completed the application? What is this person’s relationship to the group?

Delroy Sargeant, LA BWC Project Coordinator

c) While SDOP does not require the group to have the three items below, we would like to know if you have any or all of them. Please do not include copies with your application.
d) Los Angeles Black Worker Center supports the Black Labor Construction Council. The LA BWC does not have bylaws, board or 501c3 status. While we develop capacity to operate our own 501c3 status, we are fiscally sponsored by Community Partners (CP), renowned non-profit incubator. The LA BWC operates under CP’s fiscal sponsor’s board, bylaws, and 501c3 status. There is 10 percent admin processing fee to ensure monies are tracked.
e) By-laws Yes No x
501c3 Tax Exempt Status Yes No x Applied for
Articles of incorporation Yes No x Applied for

f) Please check up to three categories that best describe your project (this list is not meant to exclude any categories):

<table>
<thead>
<tr>
<th>Agriculture</th>
<th>Crafts</th>
<th>Housing</th>
<th>Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>Domestic Violence</td>
<td>Human Rights</td>
<td>Transportation</td>
</tr>
<tr>
<td>Capacity Building</td>
<td>Economic Development</td>
<td>Immigrant issues</td>
<td>Water</td>
</tr>
<tr>
<td>Community Development</td>
<td>Environment</td>
<td>x Leadership Development</td>
<td>Women</td>
</tr>
<tr>
<td>Community Garden</td>
<td>Fair Wages</td>
<td>Micro-Credit</td>
<td>Youth</td>
</tr>
<tr>
<td>Community Organizing</td>
<td>Food Security</td>
<td>Self-Advocacy</td>
<td>Other (please add your category if not listed):</td>
</tr>
<tr>
<td>Community Re-entry</td>
<td>Health</td>
<td>Seniors</td>
<td></td>
</tr>
<tr>
<td>Cooperative/Worker Owned</td>
<td>Homelessness</td>
<td>x Skills Development</td>
<td></td>
</tr>
</tbody>
</table>


g) Please list, and provide contact information, for other organizations working with grass root community based groups that could help SDOP in our outreach efforts. (These organizations do not need to meet SDOP criteria of being owned and controlled by the direct beneficiaries).

h) Please include organization's name, contact person, phone, address, city, state, email. Use additional pages if needed.

i) Are there any additional comments the group would like to make? (Limit to one page).

Unemployment and underemployment, including the predominance of part-time and low-wage jobs, plague many Black workers and their communities. In Los Angeles County, Black unemployment hovers at nearly 18 percent; of those who are employed, 30 percent are in low-wage industries, earning $12 per hour or less. The economic trend toward low-wage work over the last forty years affects white and Black workers alike, depressing the economic viability of communities and straining public welfare programs. According to the Bureau of Labor Statistics, today almost 30 percent of white workers nationwide and 40 percent of Black workers are employed in low-wage jobs.

Today, Blacks are grossly underrepresented in the construction sector, making up just 4.9% of construction workers in Los Angeles, where they are 10% of the population. Anecdotal evidence suggests that Black representation on public PLA projects in Los Angeles is even worse, hovering around 2%.
Now more than ever, there is an acute need for access to good, union, middle-class jobs in the Black community. Unions play a crucial role in lifting individuals and families into the middle-class by raising wages; increasing access to training, health benefits and pensions; and fighting for workers' health and safety. The public construction and utility sector in Los Angeles is projected to spend millions on infrastructure projects in the coming years. These projects, paid for by taxpayers, should be spread equitably among qualified Los Angeles job-seekers. Unfortunately, there is a lack of knowledge in the community about unions or the role of the construction and utility trades. This is in part due to the history of Black exclusion from the construction trades, the erosion of unionized workforce in urban centers, and a lack of vocational training in the school and community. While some apprenticeship programs have been successful in providing more black workers with access to training, there is still a disconnection between training and sustained career work.