

**Yale University President's Public Service Fellowship**  
**Summer 2021**

**Proposal for Fellow working remotely for organization**

- Organization: District Arts and Education
- Full street address of organization: 470 James St. New Haven, CT. 06513
- Website: [www.transformnhv.org](http://www.transformnhv.org)
- Name and title of person who will be the Fellow's direct supervisor: Al Bhatt, Executive Director
- Phone number and e-mail address of proposed direct supervisor:

[al@transformnhv.org](mailto:al@transformnhv.org)

860-653-9134

- Placement dates: June 1- Aug. -13
- Are placement dates flexible?

Yes, The role could be shortened to as few as 9 weeks. Are you able to accommodate a Fellow working in a different time zone? Yes, plus or minus 3 hrs.

- Proposed 37.5 hour per week work schedule: M – F, 9:00 am - 4:30 pm

Organization description: Mission Statement:

District Arts and Education provides virtual and in-person programs designed to spark breakthroughs and equip individuals and organizations with the skills needed to adapt to the future workplace. Our primary program is the Holberton School, a 2-year Full-Stack coding school with no upfront tuition.

**Write a 1-2 sentence summary of the work that the Fellow would be conducting:**

The Fellow will be responsible for project managing our summer Project Transformer session. PT provides high school juniors and seniors in New Haven County with programs that develop problem-solving, critical thinking, data literacy, and foundational coding skills. Ideally, the Fellow would, in collaboration with the project leader, also design and field a study of the impact of these programs on learners.

Write a more complete description of the specific project you propose and list the duties/outcomes expected of the Fellow. (*Suggested length: one to two pages.*) The goal of District Art and Education's (DAE) PROJECT TRANSFORMER is to develop New Haven public high school students in the

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mindsets and tools required for gaining entry to, and succeeding in, tech-centric Higher Ed programs. Project Transformer is designed to provide experiences that develop foundational mindsets and tools to prepare for formal development in tech careers. The gap we fill in the ecosystem is in developing the very front end of the talent pipeline - the high school students who will qualify for and be enthusiastic about the tech training programs that will develop them to become entrepreneurs and innovators in New Haven. Our target population for 2021 is 156 discrete individuals, with a maximum of 260, across 13 cohorts (10 during the school year, 3 during summer) of 12-20 each.

The project as currently designed has three main components – two project based experiential learning modules offering two courses each. The modules (“Solving” and “Making”) are organized around two distinct sets of activities and outcomes but have the same over-all goal – to define and develop a true problem-solving approach to life, learning, and decision making. Students may enroll in either or both of the modules - in any order as they are additive but not sequential. The third component (“Connecting”) offers student support through informal as well as planned interactions with a community of learners, near-peers, and adults in tech-centric occupations.

The following are measures of success:

1. Retention Rates
  - a. Module One, Course 1 – 75% of enrollees complete course
  - b. Module One Course 2 – 80% of enrollees complete course
  - c. Module Two, Course 1 – 75% of enrollees complete course
  - d. Module Two Course 2 – 80% of enrollees complete course
2. Percentage of students from underrepresented groups (initial target of 50% POC, 50% female, 10% LGBTQ+).
3. Proactive requests for information about the program, particularly from parents, teachers, guidance counselors, community leaders, other youth organizations.
4. Pre/post skills competency assessments that are incorporated into final projects in each of the SOLVE and MAKE modules.
5. Student Satisfaction reports – In particular, did they value the CONNECT learning community, did they believe it added value to their lives, and did they have the perception that it was culturally competent?

The Fellow would be responsible for overall project management and meeting regularly with the Project Transformer Project Leader in order to ensure smooth delivery of content to the students. He/She/They will monitor and track student progress and create tools to assess the impact of the program on the students. This will be accomplished through the administration of Pre/post skills competency assessments and student/parent satisfaction reports to be collected at the beginning/end of the program. He/She/They will compile this data as part of a field study to assess the impact of the program on the students. He/She/They will report the findings to the Project Leader and the Executive Director at the end of the 11-week placement.

- List specific skills/experience required for this work: Project management, strong communication skills, ability to connect with high school youth, strong work ethic, ability to work independently and
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as a team. Experience in research and data collection a plus. Experience working with high school students and/or inner-city youth a plus. Proficiency in Spanish a plus.

- Equipment/resources you will provide to help Fellow conduct work (must include access to a business e-mail and phone number): DAE will provide a Mac computer, a business e-mail and a phone number, office space.
- Briefly describe the work that Yale PPSF Fellows have done with your organization in the past and present. If you have not worked with Yale Fellows, describe any work that Yale students have done with your organization. None



