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Application Narrative



The Hiapo Program

Empowering Hawai'i's Future Tech Workforce

Need for the Project

Native Hawaiians have the highest poverty rates and lowest per capita incomes of any other race in Hawai'i. The rapidly increasing cost of living in Hawai'i poses a serious threat to low-income Native Hawaiians who may face displacement, migration, and cultural loss. Native Hawaiians and Pacific Islanders experience lower educational attainment and face other barriers to high income. They also tend not to pursue technical jobs or technical post-secondary education and perhaps as a result Native Hawaiians are underemployed in technical fields. Native Hawaiians need an accessible and reasonable way to gain skills that will be valuable in the 21st century.

Through the Hiapo Program, we plan to create a new generation of skilled Native Hawaiian tech workers and provide them with better career opportunities, training, and ultimately economic growth. The Hiapo Program gives Native Hawaiians the opportunity to transition into a new career in tech using the Salesforce platform. Salesforce is a cloud-based customer relationship management (CRM) solution that allows businesses to better interact with customers, increase sales revenue, decrease operating costs, increase transparency between departments, and streamline processes. Salesforce administrators are often responsible for the

design and implementation of business systems support and automation to help the organization run more efficiently. Administrators make use of a solid background in Computer Science fundamentals as well as familiarity with the Salesforce platform to build custom applications to better suit their business' needs. This often involves using CS training to take a logical and first principles approach to problem solving.

While postsecondary education on CS exists on island, currently there are no other similar opportunities for students to take a focused approach to applying CS learning and developing skills in Salesforce. Students studying Information Technology or Computer Science in college must self-study in order to achieve Salesforce certifications, and even then, many still need exposure to real-world projects for employers to take their skills and employability seriously.

Salesforce is an emerging opportunity in Hawai'i that can lead to in-demand occupations. According to the State Department of Commerce and Consumer Affairs (DCCA), they and several of the other state-level departments will be migrating their existing databases and processes to Salesforce over the coming decade. Additionally, based on market trends, 60% of enterprises will begin digital transformation and shift to cloud services and platforms by 2020. With Salesforce being the market leader in this space, controlling nearly 20% of the global CRM market, it's inevitable that its use will increase in the state. And as more companies are adopting cloud based solutions, there will be an increased demand for Salesforce skills. According to an IDC Report, Salesforce and its partner ecosystem is expected to create 3.3 million new jobs worldwide by 2022¹.

¹ <https://trifinlabs.com/50-salesforce-facts-quotes-statistics/>

Severe problems

- Native Hawaiians suffer nearly the highest poverty rates and lowest per capita incomes of any other race in Hawai‘i, despite the fact that they were the archipelago’s first inhabitants.²
- Indigenous underrepresentation in tech is abysmal. For example, Google reported .3% of its workforce was “Native American,” which includes Native American, Alaskan Native, Pacific Islander, and Native Hawaiian.³
- “The software revolution is reshaping the economy, with 50% of existing jobs expected to be replaced by software and automation. This shift is bifurcating the labor pool.”⁴

Significant Opportunities

- According to BLS, Employment of computer and information technology occupations is projected to grow 12 percent from 2018 to 2028, much faster than the average for all occupations.⁷
- Digital transformation occurring statewide & nationwide
- Lack of credible local firms capable of serving digital transformation
- Salesforce skills are in high demand, with demand for

² U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates

³

https://static.googleusercontent.com/media/diversity.google/en//static/pdf/Google_Diversity_annual_report_2018.pdf

⁴ <https://www.makeschool.com/vision>

⁷ <https://www.bls.gov/ooh/computer-and-information-technology/home.htm>

<ul style="list-style-type: none"> ➤ Tech job employment in Hawai‘i predominantly requires post-secondary degrees. ➤ Honolulu is the third most expensive place to live, according to analytics from 24/7 Wall Street. The average family of four earns \$7,975/mo, however, the cost of living for a family of four to live comfortably in Honolulu exceeds \$9,000.⁵ This is the main cause of the ALICE phenomenon and the brain drain.⁶ 	<p>Salesforce Administrators and Salesforce developers tripling. Salesforce skills pay well--on average jobs requesting Salesforce skills pay \$70k/year.⁸</p> <ul style="list-style-type: none"> ➤ Employers value soft skills⁹
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<https://wwwHawai'iinewsnow.com/2019/09/21/heres-how-much-it-actually-costs-family-live-honolulu/>

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https://www.auw.org/sites/default/files/pictures/AlohaUnitedWayALICE%20Report_HIFINAL.pdf, <https://wwwHawai'iibusiness.com/reversing-brain-drain/>

⁸ Burning Glass Technologies. “Salesforce Skills are a Platform to Better Jobs.” 2016.

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<https://www.mckinsey.com/featured-insights/future-of-work/five-fifty-soft-skills-for-a-hard-world?cid=fivefifty-eml-alt-mkq-mck&hlkid=c63e6da84c4b499f8b0cb2e4a7b32f41&hctky=10574958&hdpid=f980f771-2f72-4126-94c5-ba868b14bec4>

Confirmed in anecdotal conversation with local employers.

Project Design

Our six month training program will be a combination of business and IT fundamentals, projects, and case studies. The first three months of the program will focus on the Salesforce Administrator platform where students will master the fundamentals of the software. The following three months will be an apprenticeship where students will have the opportunity to solidify their skills through actual client projects. They'll conclude the 6-month program with at least a Salesforce Administrator Certificate and greater job opportunities.

Students will learn problem solving skills through case studies, projects, hands-on exercises and collaboration through the Salesforce platform. By the end of the program, students will acquire the necessary skills in Salesforce and better position themselves for a more rewarding and lucrative career.

<i>Model:</i>	Get paid to learn full-time
<i>Target Audience:</i>	Ages 18-34 Economic situation: high-potential (at risk, low income, high-opportunity) Demographics: Native Hawaiian or Pacific Islander Education Level: GED or HS degree holding, little college or in pursuit of degree
<i>Commitment:</i>	6 months (3 months training, 3 months project/work experience in Dev Shop), 40 hrs/week.

<p><i>Participant Journey:</i></p>	<ul style="list-style-type: none"> ● Student fills out digital application, completes an initial test for rigor and initial technical understanding, completes an in-person interview. ● Accepted students receive monthly living stipends of \$2,000 for the first three months of the program. ● Student devotes 40 hrs/week to intensive learning of curriculum. ● Students who enter the Dev-Shop have their pay increased to \$3,000 for the next three months, providing a reward for success in the training portion of the program and incentivising them to execute quality work for contractees.
<p><i>Marketable Advantages:</i></p>	<ul style="list-style-type: none"> ● Paid to learn ● Gain real job experience ● Build network ● Build project portfolio ● Gain certifications ● No cost up front, pay only when you make \$50k+ ● Fully immersive ● Opportunity to get in front of employers ● Holistic (technical and “soft” skills) ● Work in Dev Shop to gain professional skills

Course Outline

<p>1. Salesforce Overview</p>	<p>1.1. Course Introduction</p> <p>1.2. Overview of ERP & CRM</p> <p>1.3. Overview of Cloud Computing</p> <p>1.4. Why Salesforce?</p> <p>1.5. Salesforce Editions</p> <p>1.6. Setup of Developer Org</p> <p>1.7. Personal Setup and Company Setup</p> <p>1.8. Production vs Test</p> <p>1.9. Setup Chatter</p> <p>1.10. Quiz/Exercises</p>
<p>2. Designing a Data Model</p>	<p>2.1 Analyze a Functional Requirement</p> <p>2.3 Converting Function Requirement into Technical Specifications</p> <p>2.3 Quiz/Exercises</p>
<p>3. Building a Data Model</p>	<p>3.1 Create App/Objects/Tabs</p> <p>3.2 Create Fields</p> <p>3.3 Master-Detail and Lookup</p> <p>3.4 Many to Many Relationship</p> <p>3.5 Schema Builder</p> <p>3.6 Quiz/Exercises</p>

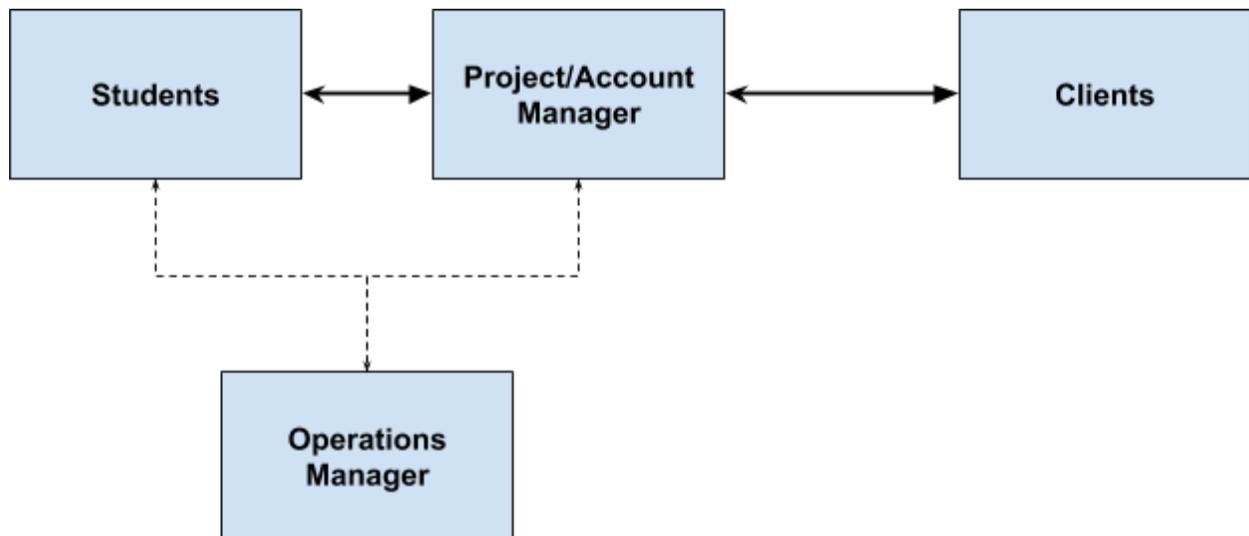
<p>4. Business Logic</p>	<p>4.1 Formula Fields and Cross Object Formulas</p> <p>4.2 Validation Rules</p> <p>4.3 Roll Up Summary Fields</p> <p>4.4 Field Dependencies</p> <p>4.5 Quiz/Exercises</p>
<p>5. Setting Up User Interface</p>	<p>5.1 Page Types and Page Elements</p> <p>5.2 Page Layouts</p> <p>5.3 Home Page Layouts and Components</p> <p>5.4 List Views</p> <p>5.5 Quiz/Exercises</p>
<p>6. Customizing Standard Salesforce Application</p>	<p>6.1 How to Customize</p> <p>6.2 Quiz/Exercises</p>
<p>7. Security Model</p>	<p>7.1 Overview</p> <p>7.2 Creation of Users/Roles/Public Groups/Queues</p> <p>7.3 Create and Manage Profiles</p> <p>7.4 Field Level Security</p> <p>7.5 Permission Sets</p> <p>7.6 Control Record Visibility</p> <p>7.7 Configure Record Types</p> <p>7.8 Quiz/Exercises</p>

<p>8. Data Management</p>	<p>8.1 Tools for Data Management</p> <p>8.2 Data Import Wizard</p> <p>8.3 Apex Data Loader</p> <p>8.4 Data Export and Scheduled Export</p> <p>8.5 Search Layouts</p> <p>8.6 Quiz/Exercises</p>
<p>9. Audit</p>	<p>9.1 Field History Tracking</p> <p>9.2 Setup Audit Trail</p> <p>9.3 Quiz/Exercises</p>
<p>10. Automate Business Process</p>	<p>10.1 Email Templates</p> <p>10.2 Workflow Rules and Rule Criteria</p> <p>10.3 Workflow Rule Actions</p> <p>10.4 Configure Approval Process</p> <p>10.5 Configure Multiple Steps and Multi Approvers to the Approval Process</p> <p>10.6 Assignment Rules for Leads and Cases</p> <p>10.7 Quiz/Exercises</p>
<p>11. Reports and Dashboards</p>	<p>11.1 Convert Business Requirements to Reports and Dashboards</p> <p>11.2 Report Builder</p> <p>11.3 Tabular Reports</p>

	<ul style="list-style-type: none"> 11.4 Summary Reports 11.5 Matrix Reports 11.6 Joined Reports 11.7 Custom Report Types 11.8 Schedule Reports 11.9 Dashboard Components 11.10 Dynamic Dashboard Filters 11.11 Quiz/Exercises
12. AppExchange	<ul style="list-style-type: none"> 12.1 Install/Uninstall an AppExchange App 12.2 Exercises
13. Managing Sandboxes	<ul style="list-style-type: none"> 13.1 Sandboxes and the Sandbox Environment 13.2 Refresh
14. Key Admin Tools and Tasks	<ul style="list-style-type: none"> 14.1 State and Country Picklist 14.2 Automated Metadata Export
15. Certification Prep	<ul style="list-style-type: none"> 15.1 Study Guide 15.2 Practice Exams
16. Interview Prep	<ul style="list-style-type: none"> 16.2 Resume Workshop 16.2 Mock Interviews

After successfully completing the classroom training portion of the Hiapo Program, students will be given the opportunity to apply their skills to real world projects through the dev shop. The dev shop will be a 3 month apprenticeship style training program where students will work on paid projects or contracted out to companies and possible future employers.

Dev Shop Structure



At the end of the program, students will meet the following Learning Outcomes:

- Skills to effectively handle a Salesforce platform independently
- Ability to understand and translate business requirements and technical specifications into a functional solution
- Critical thinking and the ability to analyze business issues
- Pass the Salesforce Administrator Certification
- Become a more efficient problem solver
- Collaborate and work with other people more effectively
- Ability to prioritize and time management

- Gain real world experience working with client projects
- Become more marketable in the job market

Project Design Rationale

The above project design is based on research we have conducted into the bootcamp model of tech workforce training. This model began with the rise of coding bootcamps in 2012. The tech bootcamp industry has grown ever since, with coding bootcamps constituting a \$309 million industry that graduated ~23,000 developers in 2019.¹⁰ As an educational model, the tech bootcamp has gained validation as it is increasingly being adopted by traditional universities, sometimes through partnerships between universities and for-profit bootcamps and sometimes through in-house programs. Some higher education institutions, such as UC Berkeley and Duke University, have even begun to experiment with applying the bootcamp model to non-tech fields like healthcare, accounting, civics, and even political science.¹¹

To cut costs the tech bootcamp industry is increasingly turning to online learning,¹² but studies at the college level have shown that student success and retention rates in online courses

¹⁰ <https://www.coursereport.com/reports/coding-bootcamp-market-size-research-2019>

¹¹

<https://www.edsurge.com/news/2017-08-02-more-bootcamps-are-quietly-coming-to-a-university-near-you>

¹² <https://www.coursereport.com/reports/coding-bootcamp-market-size-research-2019>

“is significantly lower than in similar traditional face-to-face courses.”¹³ In fact, one report on the highest rated coding bootcamps noted that “full time, in-person education is a critical driver in achieving optimal student outcomes. In-person programs give students daily access to mentorship and feedback from instructors, as well as an environment of collaborative learning where they can focus, without distraction, on acquiring the skills necessary for career transformation.”¹⁴ The report also cited other qualities of the bootcamps with the highest job placement rates. These include:

- Instructors with industry background and practical experience that can bridge the gap between CS theory and application in a job setting
- Preparing students to navigate the job search process as a non-traditional candidate: interview practice, career strategizing, resume building, job search assistance
- Connections to hiring partners, mentorship from alumni and industry insiders, continued career assistance beyond graduation

It seems that this preparation for and connection to employers is crucial. Closing skills gaps in computer and mathematics career areas requires “improved alignment between education and workforce systems” including “expanded employer leadership” and “improved employer

¹³ Harrell, Ivan L. “Increasing the Success of Online Students.” *The Journal of the Virginia Community Colleges*.

¹⁴ <https://www.techelevator.com/lobby/best-in-class/coding-bootcamps-by-job-placement-rate>

signaling” around the needed skills and credentialing requirements of their jobs.¹⁵ We’ve taken these findings into consideration as we developed our logic model and our program design:

Logic Model

<i>Situation</i>	<i>Priorities</i>	<i>Inputs</i>	<i>Activities</i>	<i>Outputs</i>	<i>Outcomes</i>
NH lack of access to CS and IT education	Increase incomes of Native Hawaiians who are low-income, single parent homes, maybe no college	Staff (expertise) Computers Curriculum Office space Subject matter consultants Admin	Outreach Mentorship Teaching: content for certification tests and content mastery + financial literacy, nutrition, time management, physical health	Content learning Growing confidence Certifications	(Short-term) Network growth Professional relationships Well-paying job placements Increased income (Long-term) Tech career Lifetime increased

¹⁵ Dan Restuccia, Bledi Taska, and Scott Bittle, Burning Glass Technologies. “Different SKills, Different Gaps: Measuring & Closing the Skills Gap.” 2018.

Employers want soft skills and employability	Link to employers and job opportunities through gaining real experience with projects	Staff (expertise as well as mentorship, guidance, running day-to-day) Office space Real world projects	Skills development Project work Professional development Networking Job, interview, resume, prep Showcase (hō'ike) student project work	Portfolio of projects (capstone, github, real world)	income Lessen unemployment and poverty for NH Strong families Well-being Sector Diversity
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Project Services

We have strong partnerships in educational and community-based organizations throughout the state and will use this network to drive enrollment of Native Hawaiians who fit our target demographic. The recruitment process will involve continued community outreach to our various community stakeholders that are serving Native Hawaiians.

We will meet General Education Provision Acts (GEPA) Section 427 Requirements and address barriers to equity based on race/color and national origin in Hawai'i by focusing on the needs of Native Hawaiians and Pacific Islanders. In Hawai'i Native Hawaiians and Pacific

Islanders face indicators of socioeconomic disadvantage like higher rates of poverty, health-related diseases, and incarceration while having lower rates of educational attainment and holding public office in governing bodies like the state legislature.¹⁶ Our recruitment plan includes intensive outreach to Native Hawaiians and Pacific Islanders to ensure that they will be the beneficiaries of this program. Women are underrepresented in tech in general, and so our outreach and recruitment efforts will focus especially on NHPI women.

We will address barriers for those with disabilities by encouraging our participants to self-report any disabilities they may have so that we can provide appropriate accommodations for learning. Age should not be a barrier to admission to our program, as it is open to adults 18+ and age will not be a consideration in application acceptance. Age-related disabilities will be accommodated to remove barriers to learning.

The services provided in this project reflect up to date knowledge from research and effective practice. Please see the section titled Project Design Rationale starting on page 15 for more information on the best practices of the bootcamp model of tech workforce training and how that has been incorporated into our logic model and Program Design.

Our program should impact our project participants in a number of ways. Students will gain life and employment skills alongside technical skills in Salesforce and a Salesforce certification. We expect to experience a growth in their professional networks as they develop professional relationships with mentors and experts from our own networks. They will achieve high-paying job placements that lead to immediate and long-term increased income. Participants

¹⁶ *Asian Settler Colonialism*. Eds. Candace Fujikane and Jonathan Okamura.

should go on in the long-term to enjoy a career in tech occupations or industries that can support a family.

Project Personnel

██████████, Executive Director

██████████ is a venture capitalist at Startup Capital Ventures, an early stage investment firm. In this role, Donavan serves on the board of directors for portfolio companies AreaMetrics and Hobnob; he is also a board observer with Breinify. ██████████ is also a co-founder and Executive Director of Purple Mai‘a, a 501(c)(3) non-profit EdTech startup, focused on providing indigenized tech education to underserved, high opportunity youth across Hawai‘i. ██████████ is a licensed attorney and a proud product of the Hawai‘i public educational system. He graduated from Lāna‘i High School, and holds a BA, and JD/MBA from the University of Hawai‘i at Mānoa.

██████████ Program Director

██████████ is a full-stack web developer and graduate of DevLeague who changed careers in 2015 from his former work in mortgages and real estate. He has been teaching with Purple Mai‘a for four years.

██████████ Program Director

██████████ is a marketing and product developer with experience in the banking, real estate and tech industries. As a Product Manager at Citigroup Japan, he helped create and market

unsecured loan products and loyalty programs. At Shinsei Bank, [REDACTED] developed the bank's first signature Visa credit card. More recently at DevLeague, [REDACTED] developed, managed and taught the DevLeague (Javascript) Prep class, which accounted for over 40% of the company's top line revenue. [REDACTED] holds a BBA and an MBA from the University of Hawai'i at Mānoa.

For the following unfilled position, we will encourage and prioritize applications from persons underrepresented in tech based on race, gender, age, or disability. We will leverage connections to the local Salesforce Users Group to source teaching talent.

Operations Manager

The operations manager will be responsible for the day-to-day operations (i.e. budgeting, reporting, planning, invoicing, documentation and support, etc.) of the Dev Shop to ensure that the right processes and practices are implemented. This person will have the overall responsibility for the successful initiation, planning, design, execution, monitoring, controlling and completion of projects in the Dev Shop.

Management Plan

We will ensure high quality services by welcoming the consultation and feedback of organizations and individuals with expertise in the Salesforce platform, both during curriculum planning and curriculum implementation. The rate at which our participants pass Salesforce certification tests will be the ultimate measure of the quality of our services. Crucial to the success of this project will be developing and leveraging relationships with local employers to

ensure alignment of our instruction with the skills valued by employers through reviews during both curriculum planning and implementation.

The program directors will be primarily responsible for managing this project to achieve project objectives on time and within budget. In this they will be assisted and overseen by Purple Mai'a Admin.

Yearly Timeline

The program will run on the same timeline in 2021, 2022, and 2023. In general the timeline contemplates two cohorts going through a six month course (Jan-June and July-Dec) with preparation and closing activities before and after.

Objectives	Project Tasks	Milestones	Staff	Dates
1 - Develop/iterate program and curriculum	1.1 - Collect feedback from past cohorts, employers, etc. 1.2 - Curriculum outline 1.3 - Put together learning outcomes, modules, lessons, exercises, module review, quizzes & tests 1.4 Seek outside validation from	- Summary feedback notes - Completed outline - Complete curriculum by May 1	Program Directors Admin oversight	Spring cohort: Oct-Dec Fall cohort: April-June

	Salesforce experts and employers			
2 - Market and recruit for program	<p>2.1 - Build marketing assets (website, flyers, pamphlets, digital assets)</p> <p>2.2 - Assemble application</p> <p>2.3 - Attend job fairs, presentations and informational workshops in communities with high target population</p> <p>2.4 - Execute online marketing plan</p>	<p>- Assets completed</p> <p>- Application completed</p> <p>- Receive applications from applicants</p>	<p>Program Directors & Marketing Lead Admin oversight</p>	<p>Spring cohort: Oct-Dec</p> <p>Fall cohort: April-June</p>
3 - Outreach and networking for partnerships	<p>3.1 - Connect with partners and potential partners</p> <p>3.2 - Agree on terms of partnerships</p>	MOAs	<p>Program Directors Admin assist</p>	<p>Training: Oct-Dec and April-June (plus ongoing as needed; includes Nov Dreamforce Conference)</p>

				Dev Shop: Jan-March and July-Sept (plus ongoing as needed)
4 - Implement spring and fall 3 months Training	4.1 - Review and accept applications 4.2 - Finalize cohort enrollment 4.3 - Program begins and continues to completion 4.4 - Arrange guest observation and feedback from Salesforce experts and employers 4.5 - Students take certification test	- Final enrollment lists - Start of program first week of June - Students achieve certifications	Program Directors Admin oversight	Spring cohort runs Jan-March with application review in Dec Fall cohort runs July-Sept with application review in May
5 - Implement spring and fall 3 months Dev Shop	5.1 - Secure client projects 5.2 - Assign students to teams/specialties and	- Student client assignments - Complete	Program Directors Admin oversight	Spring cohort: April-June Fall cohort:

<p>apprenticeships</p>	<p>client projects</p> <p>5.3 - Students undertake work: Design architecture, design database, corresponding app development, etc.</p> <p>5.4 - Student work capstone presentation</p>	<p>projects</p> <p>- Capstone presentation</p>		<p>Oct-Dec</p>
<p>6 - Connect students to jobs via career prep and placements</p>	<p>6.1 - Resume and interview prep (business communication and etiquette)</p> <p>6.2 - Finalize portfolios and online (linkedin, github, etc.)</p> <p>6.3 - Students receive mentoring from mentors</p> <p>6.4 - Students develop job/life plan(s) and initiate job search</p> <p>6.4 - Students attend</p>	<p>- All students complete job readiness package (resume, online, portfolio, etc.)</p> <p>- Employment offers</p>	<p>Program Directors Admin oversight</p>	<p>Spring cohort: March and June</p> <p>Fall cohort: Sept and Dec</p>

	<p>networking events and job fairs</p> <p>6.5 - (see 5.4 above)</p> <p>Student presentations of work with employers invited</p>			
<p>7 - Gather participant data and evaluate program</p>	<p>7.1 - Develop/iterate participant survey(s) for demographic data and program evaluation</p> <p>7.2 - Administer surveys (graduate, 3 month, 6 month, 12 month)</p> <p>7.3 - Collect end-of-program data (ex. How many certs achieved, how many jobs applied for, etc.)</p> <p>7.3 - Analyze data and develop reports</p>	<p>- Surveys and measuring tools developed</p> <p>- Data collected at key times (start of program, end, 3, 6, 12 month)</p> <p>- Evaluation reports completed</p>	<p>Program Directors Admin assist</p>	<p>Spring cohort: Surveys developed Dec; Surveys given June and 3, 6, 12 months following</p> <p>Fall cohort: Surveys developed June; Surveys given Dec and 3, 6, 12 months following</p>

Project Evaluation

<i>Metric</i>	<i>YEARLY Targets</i>	<i>Method of Collection</i>
Number of students	Spring - 20; Fall - 20	Count - at start and end of program
Class hours	Spring - 960; Fall - 960	Documentation - at end of program
Certifications acquired	<ul style="list-style-type: none"> - 30 Salesforce Admin - 5 App Builder (challenge goal) 	Documentation - at end of program
LinkedIn connections	50 new connections per student	LinkedIn - at end of program
Number/Type of projects worked on in Dev Shop	3 to 6 for each cohort. Projects will range from salesforce administration, to setting up workflows, group projects and working on projects for partner organizations	Documentation - at end of program
Capstone projects created	1 capstone per team of 4 students = 5 capstone projects per cohort	Documentation - at end of program
Job placements	70%	Documentation & Survey - at 3, 6 and

		12 months after end of program
Native Hawaiian	60%	Survey - start of program
Pacific Islander	15% - 30%	Survey - start of program
Women	50%	Survey - start of program
Target Salary 6-months after graduation	\$50,000	Post-grad survey - at 3, 6, and and 12 months after completion of program

Demographic surveys for the start of the program as well as target metric surveys for the end of the program and 3, 6, and 12 months after the end of the program will be developed in May before the start of instruction in June. The data collected will be analyzed against our yearly targets, with qualitative feedback (and if necessary, interviews or focus groups) gathered to understand some of the potential reasons for the outcomes that transpire for each cohort, positive or negative. Reports on the results of project outputs, which can be gathered directly at the end of

the 3 month training and 3 month Dev Shop periods, will be available in December of each year. More complete reporting that incorporates data on the outcomes of employment and increased income (gathered at the 3, 6, and 12 months after marks) for the yearly cohort will be available one year after the end of the yearly program.

To ensure project progress we will document the milestones identified in the Yearly Project Timeline (page 22). In addition to gathering data on target metrics, surveys given directly at the end of the program and at the 3, 6, and 12 month marks will solicit participant feedback to understand what from the student's perspective most contributed to the outcomes they experience. This information, combined with outside review by Salesforce experts and employers, will contribute to an annual report (in December) that considers what in our model leads to success and what strategies are effective for this demographic and content area.