

COACHELLA VALLEY
REGIONAL PLAN
RETREAT 5/4/22

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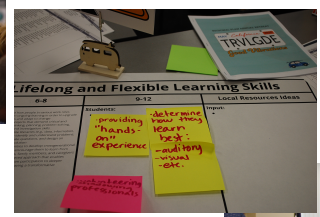
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Good Vibrations

thank you
for your
PASSION

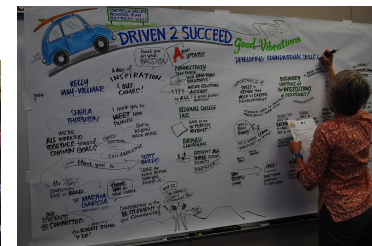
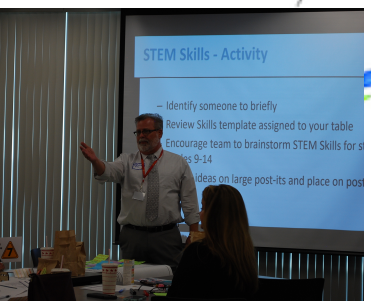
TEAM
UPDATES

THEIR SKILLS
Need to
BEGIN
EARLY!
K-8
STEM
learned!



A day of
INSPIRATION...
& OUT-
COMES

RESEARCH
STEM
UNIVERSITY
INE
WHAT'S YOUR INTUITION?



Good Vibrations

DEVELOPING FOUNDATIONAL SKILLS for the FUTURE of WORK: STEM Career Competencies

to BUILD THEIR FOUNDATIONAL SKILLS

IMPORTANCE of
• SKILLS in SCHOOL that HELP w/ CAREER DEVELOPMENT

STUDENTS NEED TO PRACTICE THEIR SKILLS OVER TIME

DISCOVERY HAPPENS at the INTERSECTIONS of DISCIPLINES!

INTERDISCIPLINARY

• WORKING TOWARD SUCCESS in FUTURE WORK

The HUMAN/TECHNOLOGY FRONTIER!

A.I.

MACHINE LEARNING

Need to BEGIN EARLY! K-8

THIS IS WHERE "IDENTITIES" are Formed!

SCHOOLS/DIST. NEED the RATIONALE to MAKE the CASE for CHANGE

AND CONNECTED to BUSINESS PARTNERS

SCHOOLS NEED to SHOW Examples of COMPETENCIES at EVERY GRADE LEVEL

NEED to ALIGN this WITH other INSTRUCTIONAL PARTS of the SCHOOL SYSTEM

OFCV is DOING a GREAT JOB at BRIDGING the GAP Between

RESEARCH

PRACTICE

STEAM

BRING IN DIVERSITY. COMBINE DISCIPLINES.

WHAT'S YOUR INTUITION?

CAN YOU USE YOUR EXPERTISE/ TOOL IN A WAY THAT IT WAS NEVER DESIGNED to be USED??

IN HIGH SCHOOL - PUT STUDENTS INTO REAL WORLD PROBLEM SOLVING. GET out of STEM SILOS.

BRING CONCEPTS & METHODS FROM the WORK PLACE into the SCHOOLS.

REQUIRES GOOD COMMUNICATION

we use this ALL the time!

OH! I didn't know about that...

TEACHER

INDUSTRY

CAGE.

RURAL students INTRODUCED to STEM CAREERS

DATA SKILL

Connected to SOCIAL STUDIES

SCIENCE PLUS COMPUTING

COMPUTATIONAL BIOLOGY, CHEM, PHYSICS, etc.

MAY 4, 2022. EmilyShepard. GRAPHIC DISTILLERY



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LIFE LONG & FLEXIBLE LEARNING

- provide HANDS ON LEARNING to H.S. STUDENTS

DIGITAL & MEDIA LITERACY

- LEARN INTERNET & SOCIAL MEDIA "ETIQUETTE" & REALITIES! (NEVER GO AWAY)
- IMPCTCE of WEARING DIFFERENT "HATS"

CYBER SECURITY DIGITAL CITIZENSHIP SKILLS

- ABLE to UTILIZE SKILLS
- LEARNING DIFF. REGULATIONS (HIPPA, etc)
- EISENHOWER DOES A "PHISHING" DRILL...

Grades 9-12 Students...

- Are open to new resources/programs outside of what they already know
- Providing "hands on" experience (3 ✓)
- Determine how they learn best (4 ✓)
- Rotate through hands on electives
- Auditory, Visual, etc. (1 ✓)
- Internet and social media etiquette
- Mastery of several areas of chosen field
- Utilizing digital resources and being aware of options available - digging deeper and reaching out
- Use the advantages of online content for benefit in gaining employment, ex: Online portfolios; Appealing LinkedIn profiles; Digital resumes
- Computing systems - Basic knowledge on how to use the following: Excel, MS Word, Adobe, PowerPoint (1 ✓)
- Finding answers online - reliable resources with the correct/factual info.
- How to use Google search using academic databases, (ex. PubMed, Google Scholars, etc.)
- Gain exposure to security tools: sftp; Dropbox; http vs https. (1 ✓)
- ID Phishing et. al
- Learn secure data transport vs. non-secure (1 ✓)
- Learn regulations: HIPPA, GDPR (Global Data Protection Regulations); PII (Personally Identifiable Information) (2 ✓)
- PCM for banking
- Understanding the privacy of your network connectivity ex: WiFi security
- Able to identify fake news misinformation (1 ✓)

Local Resource Ideas

- Work with orgs so students can shadow, volunteer, identify mentors (Very important)
- Encourage orgs and individuals to be flexible to change!
- OFCV + COD Connectivity ITP with wifi Access locations / Roadmap to Connectivity
- PACE at COD (1 ✓)
- Eisenhower/Local health organization practices, ex: monthly phishing simulations replication
- monthly phishing simulation at school sites
- What should you do if government becomes the victim of phishing? - Provide information and training (1 ✓)
- Fake news quiz/test

Grades 9-12 Students...

DESIGN THINKING

- Experiential Learning
TAUGHT HOW TO LISTEN

- Identify specific community issues of interest, i.e. Food Insecurity, Homelessness - then use local resources to get involved
- Listen to all community partners for their ideas and input
- Listening skills (3 ✓)
- Self-reflection: Papers, Discussion Groups
- Connect with industry to leverage resources
- Problem exploration and innovation
- Active listening exercises to promote listening
- Empathy: Interviews, Listen (1 ✓)
- Experiential, Qualitative Learning Opportunities (3 ✓)
- Experiential, Empathy, Kinetic (2 ✓)

SYSTEMS THINKING

- CREATE SYST
- ANALYZE DATA
- BUILD EMPATHY
(MANAGE TEAMS)
- HANDS ON INTERNSHIPS

- Analyze relationships between variables and make predictions
- Identify the specific component of a system
- Reflect on interviews and use empathy to analyze (2 ✓)
- Understand how emotions and relationships affect systems (2 ✓)
- Determine entry points and how to improve
- Design a system map demonstrating interrelationships between components of a system

Local Resource Ideas

- Connect with community groups who recognize needs
- Local charities and causes (1 ✓)
- Experiential learning - develop a grant that would enable students to pursue passion projects. Students will apply for grant and provide updates to the funder (1 ✓)
- Identify industry partners and invite to engage and problem solve
- Interview businesses, ask questions

- Internships - create local partnerships / interactive learning. Assure internships demonstrate connection of various disciplines (3 ✓)
- Career Fairs - hands on, interactive, impactful (3 ✓)

INTERDISCIPLINARY TEAMING

- ① IMPT. TO UNDERSTAND CONNECTIONS BTWN CLASSES & college/career
- ② STUDY ALL ASPECTS OF AN INDUSTRY - (in HEALTH CARE there is IT, HR... etc.)
- ③ WORK W/ BUSINESS PARTNERS at FRONT END to get their INPUT on CLASS CURRICULUM

DATA LITERACY

- ① H.S. STUDENTS ANALYZE QUESTIONS/METHODS/BIASES WITHIN SURVEYS

Grades 9-12 Students...

- Take on current real world challenges to address in terms of different interests
- Project management skills: Collaboration, delegation
- Engage business partners to design curriculum (3 ✓) - Advisory meetings do this!
- Training for teachers

- Develop questions. Select appropriate statistical approaches, tools and techniques for data analysis
- Critically evaluate complex question and data collection methods (1 ✓)
- Develop actionable observations using data
- Analyze data for the purpose of interpretation, evaluation and comparing results (Yes, learn how to interpret a scientific study: Power, stat significance, sample size, etc.)
- Analyze data - create and present visualizations for application of data
- Make socio-cultural or socio-emotional, socially appropriate applications of data (2 ✓)
- Asking the right questions!
- Advocate for specific change based on results
- Communicate results to a variety of stakeholders
- Understand mitigation systems and tools

Local Resource Ideas

- I.D. job functions in local industry sites
- Assign "Real Roles" to students in classroom
- Hosting "Shark Tank"-like events / Hackathon that promotes teamwork (2 ✓)
- Intern project collecting/organizing data or surveys

Grades 9-12 Students...

AI LITERACY

- PROVIDE H.S. WITH REAL WORLD LEARNING
 - SOC/EMOTIONAL LEARNING
 - "MIDDLE COLLEGE" WORK 2 days/week
 - ADVERTISING

COMPUTATIONAL THINKING

- First need CRITICAL THINKING... BUT ALSO CREATIVITY as FOUNDATIONAL
- ENGAGE w/ PARTNERS
- STUDENTS ENGAGE w/ ACADEMIES as EARLY as POSSIBLE

- Understanding of AI use in everyday use, apps and software: (2 ✓)
 - Marketing / Advertising
 - Social Media
 - Financials / Banking
- Students have an understanding of how the data they input into their phone and computers is kept and distributed on the web
- Students are able to create AI protocol that solves a societal issue - solutions! (3 ✓)
- Industry equipment and hardware introduced in the classroom and articulated at community college level
- What are pros and cons for AI demographics grouping? (i.e. diabetics are more likely to buy xyz)

- Critical thinking
 - What are the foundational skills needed to get there?
- Pressure test under real-world conditions (2 ✓)
- Creativity / imagination
- Robust curriculum in middle school embedded with practical applications (3 ✓)

Local Resource Ideas

- Middle college
 - Hands on internships
 - * PAID
- Alternative Education - must include pathways to career exploration (1 ✓)

- Business partnerships (1 ✓)
- Participation in academies (1 ✓)
- Internships (2 ✓)
- Entice / Engage / Tours
- Externships (2 ✓)

Grades 9-12 Students...

STEM CAREER DEVELOPMENT

- START w/ KNOWING THAT CAREERS EXIST... BUILD AWARENESS
- LEARN "HOW to" SET UP JOB SHADOW/ INTERNSHIPS
- PROVIDE FUNDING from BUSINESS community, TO RESOURCE SUMMER CLUB ACTIVITIES

- Complete STEM project on topic they care about (1 ✓)
- Introductory / Exploratory courses - Career Days
- Volunteering
- Shadowing professionals (2 ✓)
- CCGI (CA College Guidance Initiative - www.californiacolleges.edu) Career Interest - Do Lessons in conjunction to career interest survey to identify STEM student interest
- Networking practice - resume crafting and assistance geared towards STEM positions
- Financial Literacy (1 ✓)
- Life Skills: Job Shadows, Business Visits (3 ✓)

Local Resource Ideas

- Funding for High School STEM clubs to support projects / clubs
- Local tech companies, ex. Solar (1 ✓)
- CSUSB PDC Students/clubs (1 ✓)
- Summer funding / foundations
- STEM Summer Camps - 9th Graders (1 ✓)
- Internships with local tech company, ex. Solar energy (1 ✓)

DOING the MATH... 70% COMPLETION COMMITMENT

- ☒ FAFSA COMPLETION
- ☒ 100% FINANCIAL PLAN
- ☒ 100% COLLEGE & CAREER PLAN

$$\begin{array}{ccccccccc} a & + & b & + & c & + & d & + & e & = & 70\% \\ \text{K-12} & & \text{COMMUNITY} & & \text{COLLEGES} & & \text{EMPLOYERS} & & \text{PARENTS +} & & \text{COMPLETION} \\ \text{SYSTEM} & & \text{ORGS.} & & \text{\& UNIV.} & & & & \text{OTHERS} & & \end{array}$$

HOW TO LINK & LEVERAGE?

WHAT MORE COULD BE PUT IN PLACE?
→ eg. ENSURE they support students

Doing the math....

$$\begin{array}{c} a \\ \text{K-12} \\ \text{SYSTEM} \end{array} + \begin{array}{c} b \\ \text{COMMUNITY} \\ \text{ORGS.} \end{array} + \begin{array}{c} c \\ \text{COLLEGES} \\ \text{\& UNIVERSITIES} \end{array} + \begin{array}{c} d \\ \text{EMPLOYERS} \end{array} + \begin{array}{c} e \\ \text{PARENTS} \\ \text{\& OTHERS} \end{array} =$$

Regular data chats with students

Engage and educate K12 Counselors

Ask students what they need and then provide that

Outreach and engagement: presentations to parents at high schools & COD

Hands-On Learning experiences

Social media promotion by influencer(s)

Offer opportunities to develop basic skills to be successful adults

Leverage orgs like Rotary and Kiwanis who also mentor future college students.

Region wide marketing plan

Promote CTE/WBL through media

CV Firebirds - Opportunities for job shadows and internships

Attend networking events hosted by the local colleges to network with students

Offer internships or mentor students

Promote OneFuture's resources at Elementary and Middle Schools

Commit to spreading the word and work with other post-secondary partners

Balance cost of options

Increase collaboration with high schools (dual enrollment) - collaboration includes engagement of industry

Awareness of all job opportunities in the Coachella Valley, not just healthcare

More advocacy to state legislature for funding expansion to CSU and UC schools

Provide a pipeline to internships or careers in the community

Use local organizations to create targeted messaging about career availability - building awareness using the expertise of employers

Work on student internship with government

Creation of a shared clearinghouse for students that identifies employers that have openings and an interest in hiring them.

Double # of (create more!) undergrad internships

Cross-sector team (cities, companies, students, retirees) who lead a regional communication campaign to tell students about opportunities.

Guest speakers from employers at the K-12 level

Reverse the messaging that "COD is a nowhere path."

Get word out in high school that jobs exist, that the CV has internships

Let students know there are jobs

70%
COMPLETION



INSIGHTS from YOUNG PROFESSIONALS...



● **KATRINA DIPPNER** | OFCV SCHOLAR 2011-2017
Current Interior Design Professional at Michelle Boudreau Design

STUDENTS NEED TO KNOW WHAT RESOURCES ARE AVAILABLE...

MU HS GUIDANCE COUNSELOR WAS DISCOURAGING

AND KNOW WHAT JOBS ARE AVAILABLE HERE!

YOU'RE PART OF THE COMMUNITY PEOPLE WANT TO HELP!

YOU CAN STAY HERE & GET WORK!



● **NICAH VHIN DRIZA** | OFCV HEALTH CAREER CONNECTION ALUM, 2011
CURRENT HCC Fellow

THROUGH MY INTERNSHIP (post college) I LEARNED ABOUT OFCV.

NOW I'm a FELLOW - I GET TO SPREAD the WORD

IN COLLEGE I DIDN'T KNOW THERE WERE OPTINS TO SHADOW



● **JASON DAVALOS** | CURRENT OFCV SCHOLAR & FRESHMAN at CSU SAN MARCOS in HEALTH/ENGINEERING

LEARNED HOW MANY PROGRAMS ARE AVAILABLE TO ME HERE in CV.

DIDN'T KNOW ABOUT ANY of THIS in H.S.

ATTENDED a WORKSHOP - got MOTIVATED to TAKE a RISK...

I submitted my Application THAT DAY!

"I Commit To..."



- “Offering high school and college internships/apprenticeships for students interested in sports medicine, kinesiology, physical therapy, and athletic training” – Movement for Life PT, Kalina
- “Spreading my personal story of being a product of these programs // Being a part of any workshops that I can add value to // Creating an online portal or ongoing message board for students to be able to reach out to Coachella Valley Alumni”
- “Contributing to the change – offering our youth opportunities, awareness, knowledge of what’s possible so they don’t say ‘I wish I knew about this when...’ for a better future!”
- “Providing professional development for K12 counselors in how to empower students about college and career choices”
- “Ask my students what they need and then advocate with my institution and partners to meet those needs”
- “Looking at ways in which RCOE can provide more internship opportunities”
- “Shadowing // Mentorship // Partnership with other organizations”
- “Continuing collaboration, implementation of student support systems designed to propel students to the next level”
- “Meet with students (and mentor) on regularly scheduled meetings to promote health profession awareness”
- “JFS of the Desert commits to hosting HCC and other interns yearly” – Kraig Johnson, Jewish Family Services of the Desert
- “Advancing initiatives to help arts and digital media students”
- “Creating mentorship opportunities for arts and media students”
- “Willing to offer outreach career internships” – Kimberly Krause, Konnections Certification