REGIONAL PLAN COLLABORATIVE ANNUAL RETREAT
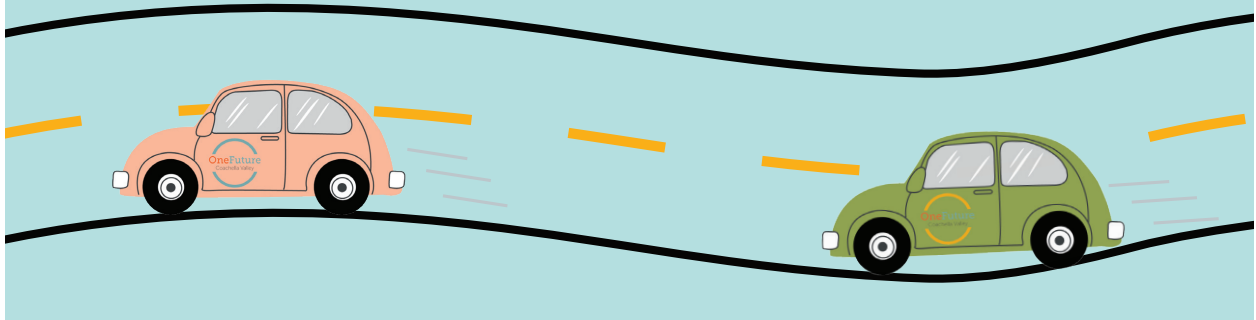
SEPT *California* CA 2020 ACTM
F 0N3 4U7U123

TRVLGDE

Table of Contents

September 23, 2020

Welcome to our September 2020 Regional Plan Retreat: Driven to Succeed!

We're excited to have you join us on this road trip as we explore the exciting progress that our alignment teams have made this year and as we dig deeper into some important regional issues that impact our students and our economy:

- *Finishing!* **Coachella Valley's College Completion Numbers – How Can We Go Further?**

- **Technology Part C: COVID – Where We Are and Where We're Headed: Building a Local Solution**

Every good road trip needs a Travel Guide, so we've created this one packed with information, data and documents that teams will reference during the session today. We thought it would be helpful to have them all in one place, in case you'd like to explore that content in more depth.

All of this work seeks to advance our Regional Plan, so we have included a copy of that as well.

We want to extend special thanks to the team that helped us design our first virtual retreat -- Ford NGL and our amazing Community Coach, Paula Chaon, our brilliant Graphic Recorder, Emily Shepard from The Graphic Distillery, and our colleagues at Alignment USA. In addition, thanks to our newest OneFuture team member and CSU undergraduate, Ashley McBride, for designing our special road trip cars and covers.

Many thanks for joining us and for all that you to support our students!

Driven to Succeed!

Itinerary

Wednesday, September 23
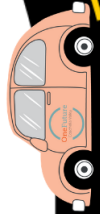9:00am-12:00pm
Join us for a Zoom Road Trip

9:00am

Finishing! **College Completion Numbers - How Can We Go Further?**

Dr. Sandy Lyon, Superintendent, PSUSD - Tour Guide

- Celebrating great progress in student preparation and admissions
- College partner insights
- Exploring the data... how many finish?
- Small group discussion
- Goal setting...how many of 10?

Your Input Needed

10:00am

Technology Part C: COVID- Where We Are and Where We're Headed: Building a Local Solution

Dr. Kelly May-Vollmar, Asst. Superintendent, DSUSD -Tour Guide

- Explore how COVID fast-tracked goals set in January
- Hear perspectives from students, parents, teachers and administrators
- Share your ideas to help bridge our technology divide

Help Us Solve!

11:00am

Student Stories & A-Team Adventures

- **Meet Our Students**...Their stories will inspire you! Agustin, Maritza, Anayeli, Juan, Guadalupe, Melissa, Hope, Jazmin, Luis and Ricardo

Meet Our Students

- **Take a super speedy tour** with our amazing **A-Teams** and be wowed by their work -- **K-12, Data, Behavioral Health Workforce, Regional College Fair, Gent's Alliance, DHS Family Alliance, Financial Aid, OYYA** and **Business Engagement**

College Completion Data Slides:

College Readiness (A-G Completion)
from 33% in 2014 to 45% in 2018

% UC/CSU Ready

YOY increases in students who are college ready

Legend: 2013-14, 2014-15, 2015-16, 2016-17, 2017-18
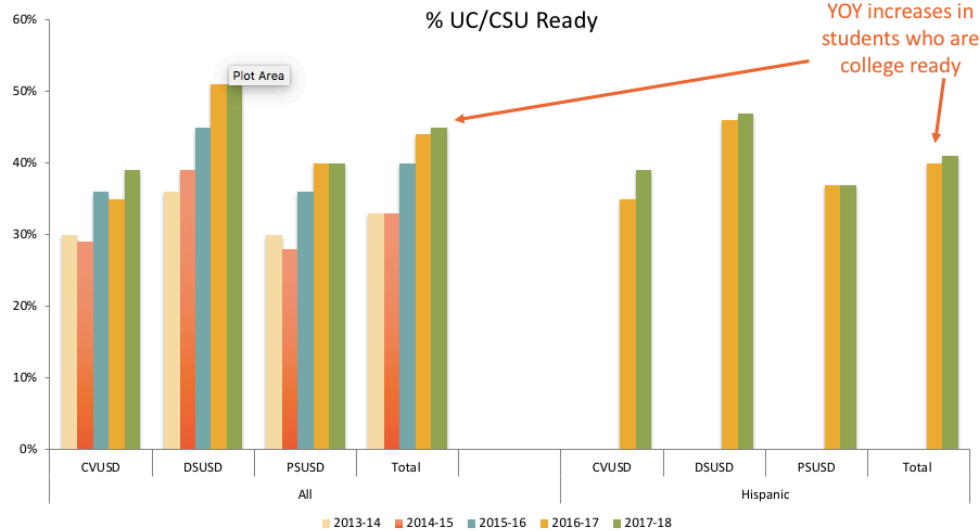
College Enrollment

Upward trend in college enrollment From 48% in 2012 to 60% in 2019

Percent of Students Enrolled in College the Fall Immediately After High School

	2012	2013	2014	2015	2016	2017	2018	2019
Consortium Total	48%	48%	49%	49%	53%	56%	60%	60%
Coachella Valley USD	38%	41%	41%	40%	46%	55%	59%	56%
Desert Sands USD	54%	53%	54%	56%	57%	60%	62%	64%
Palm Springs USD	46%	45%	49%	47%	52%	51%	57%	57%
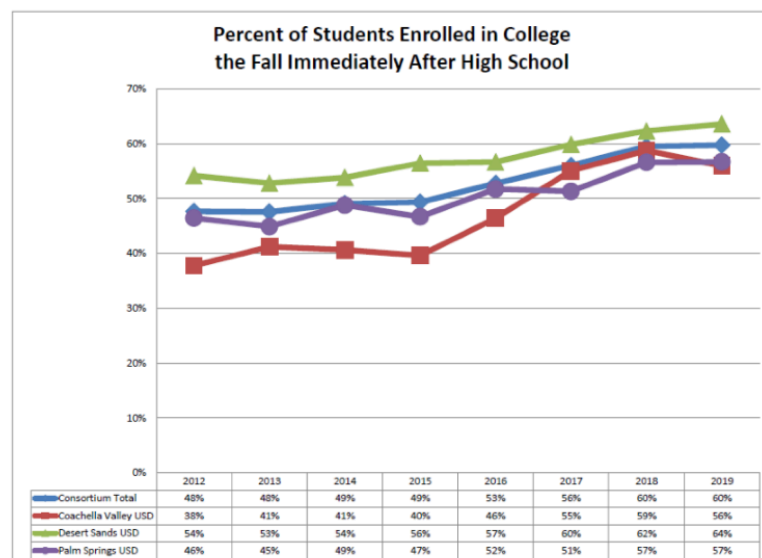
Completion: 6-year Graduation Rates

Among those who graduated high school in 2013

Class of 2013 Postsecondary Enrollment and Progress

Group: Graduated — New to College — Persisted — Returned After Stop Out — No Longer Enrolled & Not Graduated — Not in NSC to Date
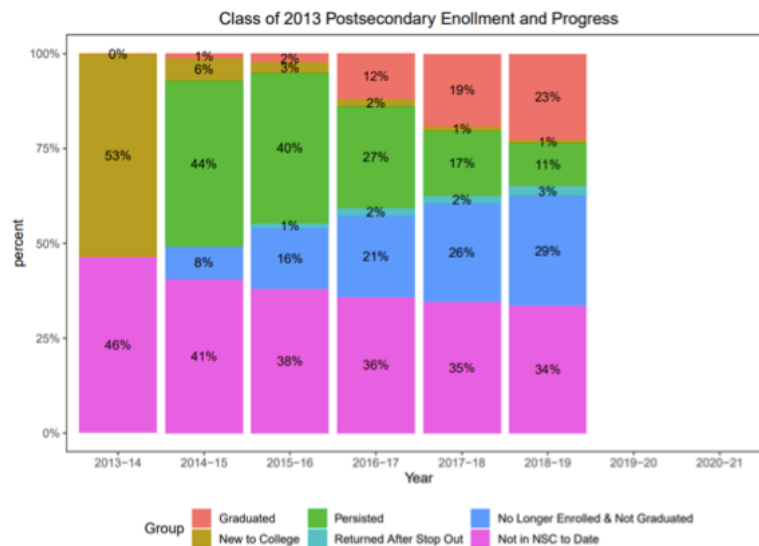
Source: RCOE - OneFuture Coachella Valley StudentTracker Aggregate Report (updated from 9 -21-20 data)

3

Impact of Scholarships, Financial Aid and Wrap Around Services – OneFuture & Matching Partners

Among scholars who graduated high school in 2013

Six-year graduation rate

- 23% — All Local High School Students
- 59% — OFCV & Matching Partners Scholars
- 74% — OFCV Scholars Starting at UC or CSU

Chart Area
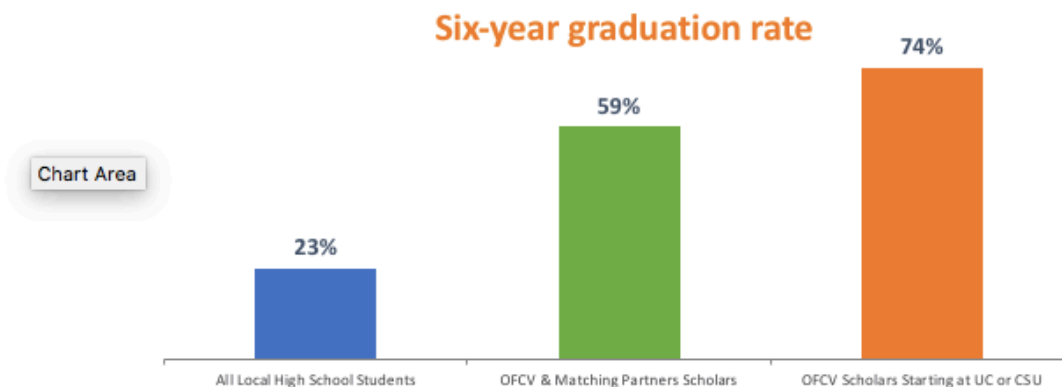
Source: National Student Clearinghouse, CFF Data (updated from 7/2020 data) / RCOE 2019 Data Report

4

HOW MANY --- out of TEN?
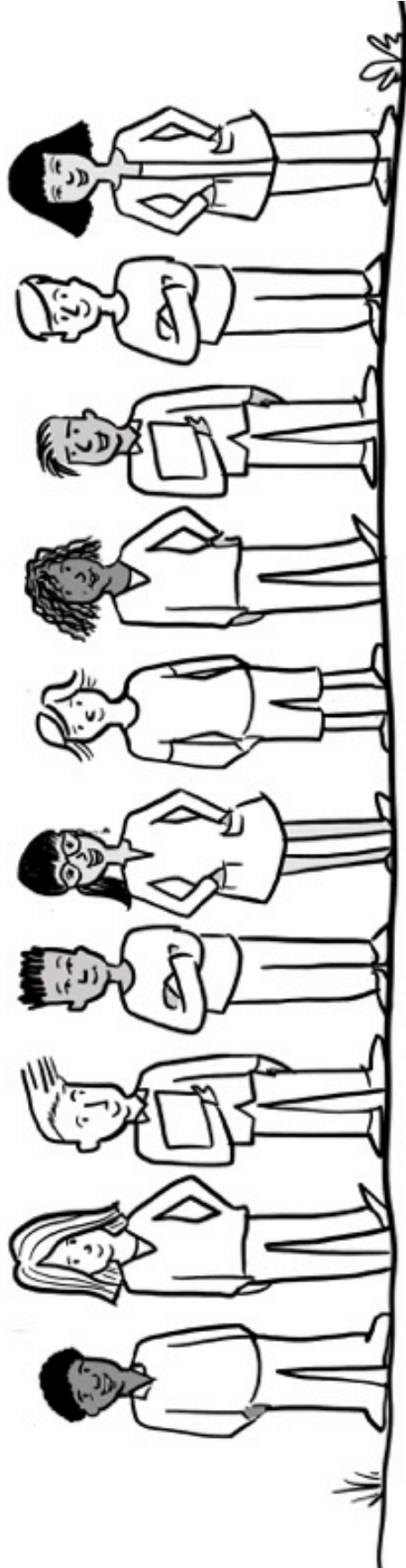
GRAPHIC DISTILLERY.com

Draft Ideas for Regional Plan Technology Goals
February 2020

HOW DO WE BUILD NEIGHBORHOOD PROFICIENCY?

WHERE PARENTS & STUDENTS HAVE GO-TO PLACES IN FAMILIES, IN NEIGHBORHOODS, AT NONPROFITS, BUSINESSES & CHURCHES ....

TO CONNECT TO DISTRICT RESOURCES, & TO KEEP THEIR KIDS TECHNOLOGICALLY CONNECTED & ADVANCING?

GRAPHIC DISTILLERY.com

K-12 Engagement

Programs of Study – Student Participation

TOTAL
9415/44.6%
(+4.6%)

CVUSD	DSUSD	PSUSD
2940/55.9%	3393/37.4%	6761/45.6%
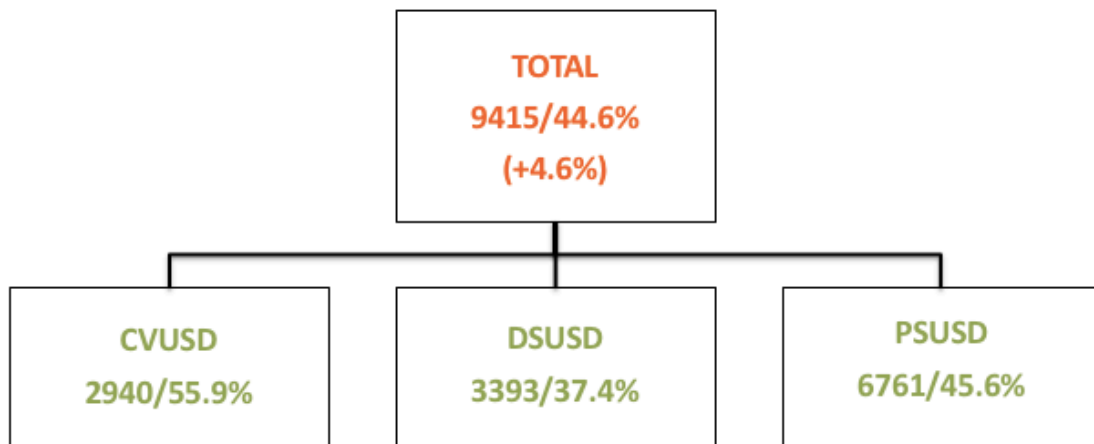
A-G RATES BY PROGRAM

	CVUSD	DSUSD	PSUSD
CTE	51.4%	58%	67%
AVID	88%	83.2%	87.5%
ROTC	N/A	42.9%	40.4%
COSMETOLOGY	N/A	N/A	37.5%
DISTRICT	35%	58.2%	43%

K-12 Engagement

College/Career Indicators - Prepared

18-19	CVUSD	DSUSD	PSUSD
Total Meeting Prepared	27.3%	42.3%	38.9%
CTE + 1	23.5%	17.7%	23.6%
Level 3- Math/English	41.7%	43.5%	44.6%
Two College Credit	0%	6.1%	20.1%
2 AP Exams	23.8%	25.6%	27.2%
2 IB Exams	N/A	8.5%	4.1%
A-G + 1	79.2%	88.9%	82.4%
Seal of Bi-literacy + ELA	36.6%	34%	30.9%
Military/Leadership + 1	N/A	1.4%	2.6%

Regional Efforts – Better Together!

- 1st Joint Advisory April 2020
- Nepris
- CCGI

Mental Health Matters Webinar Series

The Behavioral Health Workforce Alignment Team is focused on assuring that the Coachella Valley has an abundant supply of mental and behavioral health professional who are from our own student population and are responsive to the needs of our community.

Their strategy is to mobilize local mental and behavioral health professionals, agencies and education systems to collectively develop and implement a plan that will increase the supply of qualified mental and behavioral health professional from within our local student population.

The team is working on several tactics to advance this strategy and all were impacted with the transition to distance learning this spring due to COVID-19. Specifically, BH A-Team's educators shared that their greatest gaps were finding ways to connect students to professionals, as job shadows, internships and classroom speakers were canceled when school buildings and businesses closed. They also shared that students were in need of mental health support and wellness tips to deal with pandemic related stress.

In response, the team determined to create a **"Mental Health Matters" webinar series** during the month of May that would:

- Introduce students to mindfulness and wellness tools
- Provide career exploration tips and virtual resources
- Acquaint students with local Behavioral Health professionals
- Describe post-secondary education pathway programs
- Celebrate May as Mental Health Awareness Month

The series was promoted through OFCV social media and direct email to all contact, with targeted outreach to the primary audience, which included:

- Current high school health academy students
- Current "School-To-Behavioral-Health-Careers" co-hort students
- Current OFCV Scholars, including Desert Healthcare District scholars
- OFCV/Health Career Connection Alumni

Four, one-hour webinars were delivered and are now available for viewing on the OFCV YouTube channel, and on the OFCV Portal, on the Mindfully Resilient page.

Professionals who presented were: Nina Ruedas, MFT **|** Jim Grisham, RN, LMFT - RUHS-BH **|** Paulina Ospina, LCSW **|** Valeria Bordas, RUHS-BH coordinator **|** Michelle Downs, LMFT – RUHS-BH **|** Maria Chavez Brown, MSW – Clinicas de Salud del Pueblo

Educators who presented were: Jodie Capper, RN – Behavioral Health Academy Teacher at CVHS **|** Jason Tate – Health Academy, Indio High School **|** Wendy Deras, RN and Lonnie Mills, RN, MSN - College of the Desert **|** Dr. Vivek Sharma, Brandman University

Social Media Promotional Graphics

Behavioral Health Workforce Alignment Team – Bridge to Behavioral Health Careers Launch

The Coachella Valley has a critical shortage of Behavioral Health professionals to serve the needs of our community. The **Bridge to Behavioral Health Careers** (BBHC) program is designed to support rising college freshmen and underclassmen who are committed to staying connected with OFCV as they pursue their higher education and career in behavioral health/social work.

The BH A-Team and OFCV staff will help students navigate the transition through college and into career by providing supports to keep students connected to this career path and help bring them back to the Coachella Valley as a next-generation behavior health professional.

BBHC students will receive comprehensive **Student Support Services** through OneFuture's team and our behavioral health partners, which include workshops and individual coaching in five core areas:

- Support & Guidance – Academic Counseling/Advising
- Student Enrichment – Workshops & Skill Building
- Inspiring Leadership, Engagement & Connection – Student Leadership Program
- Empowering Students – Experiential Learning and Career Mentoring
- C2N: College and Career Navigator Digital Platform – Student Progress Monitoring

COVID Pivot: Launching with Freshmen-Junior level students, versus just rising Freshmen from High School Health Academies.

Bridge to Behavioral Health Careers Program Elements:

OneFuture's counseling team and community partners will support your journey in the following ways:

- **Support & Guidance** – Academic and program support counseling on Housing & Enrollment
    - Financial Aid: Package Review
    - How to Raise Money for College
    - Maximize Capture of Civic and School Support Resources
    - Food & Housing Support
    - Campus Navigation
    - Academic Guidance
    - Course/Major Selection
- **Workshops & Skill Building** – Individual & group workshops:
    - Personal Mission Statement
    - Time Management
    - Goal Setting
    - Stress Management & Mindfulness Resources
    - Financial Management
- **Student Leadership Program**
    - Student Leadership Conference
    - Gents Alliance: College Send Off
    - LinkedIn Community
    - Mid-Year Mixer
    - Online Social Networking
    - Student Networking
- **Experiential Learning**
    - Essential Skills Development
    - Mentoring – Behavioral Health Careers
    - Internships – OFCV Health Career Connection
    - Virtual Career Exposure
    - Service Learning
- **Student Progress Monitoring - Annually**
    - Academic Performance
    - Persistence to Degree
    - Financial Aid Package Review
    - FAFSA Application
    - Scholarship Application
    - Resource Sharing

There is a **Pathway to Behavioral Health Careers** waiting for you!

- Career Exploration
- College and Career Support
- Internships & Job Shadows
- Leadership Development
- Scholarship Support
- Mentoring

Middle School Career Explorations

High School Health Academy

Bridge to Behavioral Health Careers

DHCD Behavioral Health Scholarship

OFCV Health Career Connection Internship

OFCV Alumni Network

Behavioral Health Workforce A-Team Connections

OneFuture Coachella Valley

Bridge to Behavioral Health Careers Program Requirements and Timeline

HIGH SCHOOL STUDENTS

Deadline	Required Documents/Activities
July 29, 2020	**Submit** signed and initialed Bridge to Behavioral Health Careers Program Agreement
August 16, 2020	**Complete** LinkedIn Profile and connect with the OFCV network: [https://www.linkedin.com/groups/6753272/]
August/September	**Attend** virtual Welcome Reception with OFCV's Behavioral Health A-Team
Fall 2020	**Submit** College applications
October	BH Mentor Session #1: BH Careers Panel and Discussion
November	BH Mentor Session #2: Meet with Behavioral Health A-Team Mentor
Friday, January 8, 2021	**OFCV Student Networking Mixer** – Event and registration details will be emailed
February 2021	**Complete and Submit:** • FAFSA / Dream Act application • C2Nav profile and scholarship application
April 2021	BH Mentor Session #3: DHCD BH Scholar Meet-Up
Summer 2021	**Participate** in Student Leadership Conference

Business Engagement A-Team
OneFuture Coachella Valley (OFCV) A-Team Mentoring Program Concept

Great mentors can change student lives as a positive influence and help put them on a path to success. The Business Engagement A-Team has identified mentoring as an urgent support tool needed during the coming 2020/2021 school year as students adjust to new learning environments.

The goal of the Business Engagement team is to:
- Design a formal mentoring program like the DATA Academy at CCHS that we can invite business partners to engage in – give exposure to what is possible outside of their immediate circumstances. Include stories from local adults and others

Mentoring Program Conceptual Elements
- Create a formal structure for adults working with minors – regular meeting times, structured curriculum framework (i.e. CCHS DATA program), follow K-12 district safety protocols
- Assure students are prepared to work with mentor – prep students on value of having a mentor, and being committed to having a mentor
- Peer-to-Peer Network – leadership development so upperclassmen can mentor Frosh and Soph
- Explore a tiered system - upperclassmen, underclassmen, adult
  - Group Mentoring
    - Adult mentor with 3-4 high school students – virtual breakout rooms & panels
  - Peer-to-Peer Student Network
    - Support for transition between education segments (MS -> HS -> College-> Career)

Desired Outcomes of Mentoring Program
- Provide safety net of supports for students
- Leadership development program for student mentors – introduce goal setting, achieve certification at end, to show have developed leadership skills
- Establish a cohort of students and track data to see whether being part of mentor program helps or not – hoping to see come to school more often, get better grades
- Break cycle of low student expectations – shift cultural norms
- Help students to:
  - Build self-esteem and acquire transferable skills that benefit them for years to come – look back and remember a teacher or experience that propels their future success
  - Increasing student engagement and decreasing absenteeism
  - Give students understanding that it's ok to be successful, to get good grades, to care about school, to be involved in community in positive way, to get a good career
- Connect young men to male role models, give them the tools and roadmap to be successful

What do we hope students will get out of it?
- Understand value of achieving transferable skills and achieve skills certification
- See value of mentoring experience
- Leadership skills
- Become more engaged in school and succeed (a-g completion, higher GPA, college success)
- Communication and Listening skill development
- Awareness of strategies to gain exposure (Experiential Learning) – Jeff Oxendine, "Twelve Strategies to Gain Exposure", *You Don't Have to Be a Doctor*

What do we hope mentors will get out of it?
- Activity to demonstrate leadership experience growth for their employers
- Resume element that illustrates commitment to building a future workforce

Twelve Strategies to Gain Exposure

Each of the items below has several paragraphs following, giving more detail on the topic, pp.46-54, of Jeff Oxendine's book, *You Don't Have to Be a Doctor*, May 2020, Publish Your Purpose Press.

In addition to staying abreast of major trends and considering how they shape your options, here are 12 other valuable exposure strategies you can use to gain more exposure to health career options:

1. Informational Interviews: "I have found informational interviews to be *the number one exposure and networking strategy*."
2. Internships
3. Attend Conferences
4. Read Online Blogs and Newsletters
5. Read Academic and Trade Journals
6. Follow Influencers and Thought Leaders on Social Media
7. Do a Project with a Health Organization in the "Real World"
8. Take Courses that Widen Your Perspective on Health
9. Join and Actively Participate in a Professional Association
10. Job Shadow
11. Volunteer
12. Research

OneFuture Coachella Valley Essential Skills for Success

These Essential Skills were defined by the OFCV Business Engagement A-Team and the Behavioral Health A-Team, and affirmed by the OFCV Oversight Committee in September 2019. These skills will be introduced and referenced with students by teachers and employers.

OneFuture
COACHELLA VALLEY
Essential Skills for
SUCCESS

1 Communication
2 Critical Thinking & Problem Solving
3 Creativity, Initiative & Innovation
4 Collaboration & Teamwork
5 Emotional Intelligence Skills
6 Workplace Context & Culture

portal.OneFutureCV.org

Communication
- Speaks clearly and confidently
- Listens effectively
- Uses communication technology properly

Critical Thinking & Problem Solving
- Practices sound reasoning/analytical thinking
- Starts with clear idea of desired results
- Uses knowledge/facts/data to problem solve

Creativity, Initiative, & Innovation
- Demonstrates originality and inventiveness
- Offers a fresh perspective
- Seeks out new knowledge and career skills

Collaboration & Teamwork
- Builds effective working relationships
- Embraces cultural diversity and teamwork
- Negotiates and manages conflict

Emotional Intelligence Skills
- Reframes arguments to win/win resolutions
- Manages time and emotions effectively
- Embraces a growth mindset

Workplace Context & Culture
- Understands workplace culture and practices
- Demonstrates integrity and ethical behavior
- Builds and maintains a professional network

FAFSA "Battle of the High Schools" Competition Data Pull Process | Adopted August 2020

The Regional Plan Oversight Team reviewed and affirmed this updated FAFSA Competition data process as presented by the Data A-Team at the August 2020 meeting.

Annual and Ongoing Process Review

- Review this process 3-4 weeks before competition pull each year, to assure we are calibrated as a group.
- Review this process in detail whenever a new district representative joins the team.

FAFSA Competition Data Process

- Districts will determine "Force Match" of non-SSN students from CSAC Web Grants System using the CSAC Force Matching process.
- Districts will not include "Percent Match" in the FAFSA competition reports from district.
- Since foreign exchange students will not graduate or take the FAFSA, they will be removed from the denominator next year and onward.
- Dream Act Submission is not calculable in 2020 and therefore was dropped. Review status each year.
- Super Senior and Special Day Class student removed from the denominator (affirmed 6.23.20)
- Independent Study Students: (Requires Form changes)
  - Add a new "Independent Study" title in Column B in HS list, and each district includes all IS high school students in district in this group —aggregate all IS students from other district schools and include in this column
  - Keep Column D and make sure denominator for each school does not included IS students (this will show where the IS students originate from)
- Districts report both FAFSA "Submissions" and "Completions" – look at both for strategic planning
- For the FAFSA Competition Awards, students submitting the FAFSA, but with no EFC (Expected Financial Contribution), will be included in the competition award count
- Late submissions will be included on spreadsheet, but not factored into FAFSA percentage for contest-purposes.
- Early Graduates: Determine how we might include "early graduates" who are 12th graders in competition year in the district counts

Desert Hot Springs Family Alliance A-Team

The DHS Family Alliance A-Team's first Tactical Plan was approved by the Regional Plan Oversight Committee on March 6, 2020 with a focus on improving chronic absenteeism for all elementary, middle and high schools in Desert Hot Springs and on March 13 local school districts transitioned to online learning due to the COVID-19 pandemic.

The team met in April and affirmed that their vision remained the same and that the economic value of attending school had not changed – especially now through COVID. They agreed that this final quarter of the school 2019/2020 school year provided a unique and golden opportunity for students to improve their grades.

They determined that they would use this time to practice being a collective voice to advance a common message around to students, to "Glow Up Your Grades!" Schools closed their buildings on 3/13/20 but classroom instruction has continued online via distance learning. The district has done heroic work to get devices and hot spots to students so that they have access to their teachers and resources. March was the end of the third quarter grading and Palm Springs Unified School District has determined that the final grade for students will be whatever they earned at the end of 3rd quarter (or second trimester for middle school). However, if students were struggling in classes, they can use this time to improve their grades. This is really critical for high school seniors who might have had a failing grade in English, Science, Math or world language because if they improve their grade to a "C" or better, those classes will qualify for meeting the "a-g" CSU/UC admission requirement.

On May 7, the team launched a #DHSGradeGlowUp campaign through June 5, to encourage DHS middle and high school students to focus and "glow up" their grades. The campaign rolled out through teachers and social media that week.

Participating students from Desert Hot Springs High School, Painted Hills Middle School, Desert Springs Middle School and Edward Wenzlaff Education Center are entered into weekly prize drawings.

Promotion:
- A digital information newsletter was created and shared across all participating schools
- 500 copies of the newsletter were distributed to families at the DHSHS food distribution site the week of May 7
- Magnetic signs have been printed and are being displayed on PSUSD busses on food distribution days
- Social media graphics were created by OFCV and are being placed throughout the campaign, along with individual school site posts

Sponsorships:
- $850 in cash donations from A-Team members and friends have been received to underwrite weekly prizes, including In N Out gift cards
- Jimmy Johns restaurant donated 25 sandwiches
- Borrego Health Desert Hot Springs Community Health and Wellness Center is serving as the weekly prize distribution site

Early Outcomes – Measuring Engagement through District Log-Ins:
- Painted Hills Middle School: 23.74 % increase in student engagement
- Desert Springs Middle School: 26.53% increase in student engagement
- Desert Hot Spring High School: 15.45% increase in student engagement
- DHSHS freshman raised grade from 18% by 82% by making up work and doing extra credit in his Art I course

Social Media Free Campaign Images

HIGH SCHOOL TO COLLEGE ROADMAP

2020-21

In today's world, you need more than a high school diploma to get the jobs you want and reach your goals for the future. It really is important for you to attend a public, private, or community college - or pursue some type of advanced technical training — after completing high school.

But you need to plan ahead and pay close attention if you want to make a smooth transition to college. Navigating the route from your first day of high school to graduation becomes more complex when it's filled with decisions, responsibilities, and deadlines related to finding the right college and gaining admission.

Beginning with your freshman year, you can be sure that you're on the right path by following the "roadmaps" included here. The things you'll need to do along the way — begin researching colleges, take the SAT or ACT, apply for financial aid — are sequenced throughout your freshman, sophomore, junior, and senior years.

This college advisement guide was developed by the Sonoma County Office of Education and updated by OneFuture Coachella Valley to support you and your future! By mapping out an educational plan that leads beyond high school, you are assured of greater success.

High schools in the desert have experienced teams of academic counselors ready to help you plan your college path. Reach out to these offices for assistance to help you choose the right courses throughout high school to get you where you want to go after graduation.

- Amistad High School
- Cathedral City High School
- Coachella Valley High School
- Desert Christian High School
- Desert Hot Springs High School
- Desert Learning Academy
- Desert Mirage High School
- Horizon High School
- Indio High School
- La Familia High School
- La Quinta High School
- Mt San Jacinto High School
- Palm Desert High School
- Palm Springs High School
- Palm Valley High School
- Rancho Mirage High School
- Shadow Hills High School
- Summit High School
- West Shores High School
- Xavier College Prep High School

41-550 Eclectic Street, Suite 200E
Palm Desert, CA 92260
(760) 625 -0422 • www.OneFutureCV.org

HIGH SCHOOL SENIORS 2020-21

ROADMAP TO COLLEGE

FALL

actstudent.org
collegeboard.org

Register and take the SAT/ACT tests in September or October. November is the last opportunity

Common Application is open. Begin reviewing and drafting your college essay and personal statement

Visit your school's college career center.
• Organize a file for each college that interests you and refine your college choice list
• Utilize College Navigator or College Scorecard to compare college stats and average financial aid packages
• What is the college completion rate, loan default rate, and percentage of students employed upon graduating college?

nces.ed.gov/collegenavigator/
collegescorecard.ed/gov

Review your transcripts. Stay the course!

commonapp.org/apply/essay-prompts

For early decision applications, begin the process no later than October.

Know your social security number for FAFSA (not necessary for California Dream Act). Complete the FAFSA 4 Caster.

If you are applying to more than one college, rank your preference by location, academic program, or other characteristics. Does the ranking match your interests?

Check the websites of your chosen schools for information about financial aid.

collegeboard.org

AP Exam ordering deadline is Friday, October 2nd

nacacfairs.org/virtual/

Attend the NACAC Virtual College Fair on Monday, October 12th, from 9:00 AM to 6:00 PM

fafsa.ed.gov/spa/fafsa4c

nacacfairs.org/virtual/

collegegreenlight.com/media/greenlight/fitkit/fitkit.pdf

Attend the NACAC Virtual College Fair on Sunday, November 8th, from 9:00 AM to 7:00 PM

Check progress in fulfilling application requirements:
• Get deadlines and forms for rolling admissions at independent colleges
• Obtain necessary recommendations
• Give teachers/counselors any forms to complete 2-3 weeks before they're due
• Write essay for entrance requirement

Retake the SAT/ACT exam if you want to improve your score

FAFSA/ Dream Act applications submissions begin for the 2021-2022 academic year

Meet with college reps and confirm application deadlines

UC/CSU applications are available

fafsa.ed.gov
dream.csac.ca.gov

Don't slack off! Set a grade point average (GPA) goal for the remainder of the year. Colleges look unfavorably on failing grades

calstate.edu
universityofcalifornia.edu

If you are applying for early action/early decision, submit your application in November

Prepare an electronic portfolio of all high school and community activities and awards. Request letters of recommendation early

Complete online applications for colleges, trade schools, and apprenticeships. Keep a copy of all information submitted.

November is the last month to take the SAT/ACT

Begin searching and applying for private scholarships. Apply early!

UC/CSU applications are due November 30th

Complete online applications for colleges, trade schools, and apprenticeships. Keep a copy of all information submitted.

See counselor to review semester course selections and graduation requirements

WINTER

collegeofthedesert.edu
official-asvab.com

Interested in COD? Sign up to meet with a community college counselor for admissions information.
• Take the English and Math placement exams
• Participate in the Edge program or college orientation class

Apply for OneFuture Coachella Valley and regional partner scholarships via your high school portal or the OneFuture website

Have your first semester grades sent to any colleges that request them.

If you are considering the military, sign up for the ASVAB test File for the FAFSA or California Dream Act by March 2nd

Plan to attend a Cash for College workshop in January or February

Set up a WebGrants account

Don't get senioritis! Colleges want to see a strong second semester

webgrants4students.org

fafsa.ed.gov
dream.csac.ca.gov

SPRING

Sign up for your CSU English and Math placement exams

onefuturecv.c2nav.com

Submit your scholarship application to OneFuture Coachella Valley and regional partners

Submit your FAFSA or Dream Act application by the March 2nd priority deadline

Keep track of college acceptance, denials, and financial aid awards

Compare costs! Make a final decision and send your deposit by the deadline

Once you have decided which college to attend, notify your counselor and the colleges that accepted you. Be fair to the college and to other students by responding by May 1st

Take AP Exams in May if qualified

onefuturecv.c2nav.com

fafsa.ed.gov
dream.csac.ca.gov

Confirm and prepare for your college summer orientation

onefuturecv.org

formswift.com/swift-student

SUMMER

Congratulations! Time for college!

Participate in OneFuture Coachella Valley's Gent's Alliance for College & Leadership Success

Review your financial aid package and ensure your college has received all requested documents

If your financial need has changed or your aid does not cover your cost of attendance, submit an appeal to your college Financial Aid office

Request that your final transcripts be sent to the college you'll attend in the Fall

Participate in OneFuture's Coachella Valley's Student Leadership Conference to prepare for college

ncaa.org

onefuturecv.org

DRIVEN TO SUCCEED

Gent's Alliance A-Team

Gents Alliance Leadership Program Elements:

OneFuture's counseling team and our Gents Alliance community partners will support your journey in the following ways:

- **Support & Guidance** – Academic and program support
  - a-g Course Requirements
  - Navigating High School
  - Academic Guidance & Study Tips
  - CCGI Profile Development
  - C2Nav Profile Development
- **Workshops & Skill Building** – Individual & group workshops:
  - Personal Mission Statement
  - Time Management
  - Goal Setting
  - Developing Your Personal Brand
  - Stress Management & Mindfulness Resources
  - Financial Management
- **Student Leadership Program**
  - Student Leadership Conference
  - Gents Alliance: College Send Off
  - LinkedIn Community
  - Peer Mentoring
  - Student Networking

- **Experiential Learning**
  - Essential Skills Development
  - Mentoring
  - Internships
  - Virtual Career Exposure
  - Service Learning
  - Leadership Development / Volunteering
- **Student Progress Monitoring - Annually**
  - Academic Performance
  - FAFSA Application – High School Seniors
  - Scholarship Application – High School Seniors
  - Resource Sharing

The Gents Alliance Pathway to College & Career Success... is waiting for you!

- Career Exploration
- College and Career Support
- Internships & Job Shadows
- Leadership Development
- Scholarship Support
- Mentoring

Gents Alliance Leadership Program Requirements and Timeline

Deadline	Required Documents/Activities
September 15, 2020	**Submit** signed and initialed Gents Alliance Leadership Program Agreement
September/October 2020	Attend virtual **Welcome Reception** with OFCV's Gents Alliance A-Team
October 2020	**CCGI** Introduction with Your High School's Gents Alliance Faculty Team
October 2020	**Gents Leadership Session #1:** Getting Started – Tips to Help You Succeed (Time Management, Study Habits, Flight Check protocol, wellness)
November 2020	**Gents Leadership Session #2:** Who Am I? (Tie to College and Career Kickoff, initial college explorations)
December 2020	**Gents Leadership Session #3:** What is a Gentleman? (What it means to keep your word; What it means to be "cool"; What it means to be smart)
January 2021	**Male Leadership Summit for 8th Grade Young Men**
February 2021	**Gents Leadership Session #4:** Life Hacks (Quick tips and tools to help you navigate school, studying and life.)
March 2021	**Gents Leadership Session #5:** Career and College Exploration (It's never too early to start thinking about who you want to be and how you will get there.)
April 2021	**Gents Leadership Session #6:** What's Next? (Looking ahead to summer and the next school year.)
May 2021	**Male Leadership Summit – High School Welcome Event for Rising 9th Graders**
Summer 2021	**Participate in Student Leadership Conference**

NOTE: Wellness, emotional intelligence, mindfulness and self-care will be a theme throughout all of the Gent's Alliance Leadership program sessions.

_____   _____
(Signature)   (Date)

OYYA A-Team Acronym Jeopardy

Keeping Us Healthy
$100

DH

CD

(De

sert Healthcare District)
$200

RU

HS-BH (Riverside University Health Systems-Behavioral Health)
$300

HA

RC (Health Assessment Research for Communities)
$400

RA

P (Regional Access Project)
$500
(Jewish Family Services)

JFS

Agency Relations
$200

ST

A (Sunline Transit Agency)
$400

TA

NF (Temporary Assistance for Needy Families)
$600

ED

D (Employment Development Department, State of CA)
$800

DP

SS (Department of Social Services)
$1000

ED

A (Economic Development Agency)

Smart Cookies
$200

CV

USD (Coachella Valley Unified School District)

$400

$600

$800

$1000

DS

USD (Desert Sands Unified School District)

PS

USD (Palm Springs Unified School District)

RC

OE (Riverside County Office of Education)

WI

N Center (Workforce Internship Networking)

Going Higher
$200

$400

$600

$800

$1000

UC

R-PDC   (University of California Riverside – Palm Desert Campus)

CS

USB PD (California State University San Bernardino – Palm Desert)

OF

CV HCC (OneFuture Coachella Valley Health Career Connection)

C2

Nav (College to Career Navigator)

FAF

SA (Free Application for Federal Student Aid)

The Cs
$200

$400

$600

$800

CV

EP (Coachella Valley Economic Partnership)

CV

B (Convention and Visitors Bureau)

CV

AG (Coachella Valley Association of Governments)

CO

D (College of the Desert)

$1000

SA (Court Appointed Special Advocate)

Double Jeopardy:
PBIS (Positive Behavior Intervention Systems)
WIOA (Workforce Innovation and Opportunity Act)

…and that's all… OYYA - oh yeah! :)

Regional College Fair A-Team -- Next? Think Big! Regional College Fair

The 2020 Regional College Fair has moved to a virtual event and all activity is being coordinated through a new portal designed, hosted and launched by the Agua Caliente Band of Cahuilla Indians (thank you!!!)

www.NTBWeek.com

Students and parents are being directed to the site for a wide variety or resources, including:

- Amistad High School
- Cathedral City High School
- Coachella Valley High School
- Desert Christian High School
- Desert Hot Springs High School
- Desert Learning Academy
- Desert Mirage High School
- Horizon High School
- Indio High School
- La Familia High School
- La Quinta High School

- Mt San Jacinto High School
- Palm Desert High School
- Palm Springs High School
- Palm Valley High School
- Rancho Mirage High School
- Shadow Hills High School
- Summit High School
- West Shores High School
- Xavier College Prep High School

- **My High School Counseling Link**: Every high school in the valley has a live link to their counseling page, so students and families have direct access to the resources on their home high school campus.
- **Virtual College Fairs** – hosted by NACAC (National Association of College Admissions Counseling). Students can attend multiple sessions, and the registration link is the first thing that guests to the site see.
- **College Going "How-To" Virtual Workshops**: These workshops will be hosted live in October and November and then archived as video links accessible anytime. About 20 different workshops, hosted by local colleges, community partners and OFCV staff will be offered. Schedule will be posted on the website by September 28.
- **Resource Guide**: A comprehensive resource guide is posted in English and in Spanish, available for download.

- **My Story**: Student testimonials from Coachella Valley students who have successfully navigated the college going process are posted to inspire students. This library will continue to expand.

Coachella Valley Regional Plan 2.0 College and Career Success Framework

November 2019 Update

Long Term Outcomes:

- Increase High School Graduation Rates
- Increase College Readiness
- Increase College/Higher Skills Completion
- Increase Career Readiness
- Place Local Students in Higher Wage Jobs

A 3-Year Action Framework (builds upon and expands 4-Strand framework used for RP 1.0)

Strand 1: Transforming Teaching and Learning:
Strand 2: Transforming the K-16 School Experience
Strand 3: Transforming Business and Civic Engagement

Strand 4: Expanding College Access
Strand 5: Securing a Financial Path
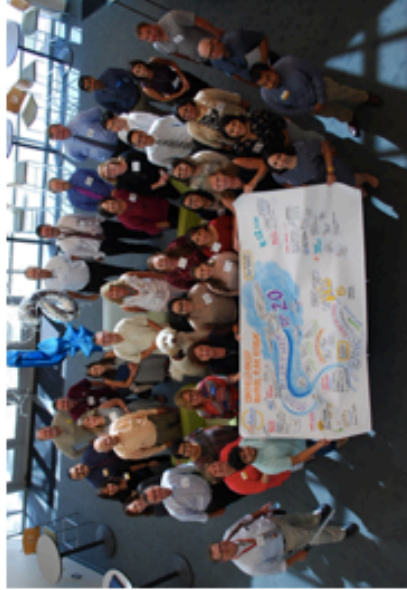Strand 6: Increasing College Completion

Regional Plan 2.0

In April 2017, a Design Team comprised of representatives of all three K-12 districts, COD, CSUSB, UCR and business began work, with support from Ford Next Generation Learning (Ford NGL) and Alignment USA, to vision and design a framework for "Regional Plan 2.0" – the renewal of the original Coachella Valley Regional Plan for College and Career Success written and adopted in 2012. The team agreed upon a six strand framework, building upon accomplishments achieved through the original plan.

In September 2017, seventy stakeholders representing K-20 education, foundations, philanthropy, business, government, nonprofits and students, gathered to begin writing Regional Plan 2.0. Four Strand Writing Teams were formed and an initial draft of plan sections were written between October 2017 and May 2018. Draft versions were reviewed and edited by all teams and partners, and a refined plan was adopted by the Regional Plan Oversight Team in November 2019. In January 2020, all partners affirmed that Technology Access and Proficiency must be an overarching focus and a task force was launched to address three goal areas: 1) Universal wifi access/take-home devices for all students; 2) Technology proficiency for all faculty; 3) CS/Coding Programs at every school.

Career and College: The Linked Learning Approach and College Success

RP 2.0 includes a specific focus on student success across college and career, including emphasis on financial aid capture, regional aligned scholarship giving and an emerging college compact. There is also a focus on rigor and relevance, which links student learning to the world of work. The Linked Learning approach transforms students' high school experience bringing together strong academics, demanding technical education, and real-world experience that helps students gain an advantage in high school, postsecondary education, and careers. In the Coachella Valley, Linked Learning is delivered through the career academy model. Linked Learning students follow industry-themed pathways in a wide range of fields, and these pathways prepare high school students for career and a full range of post-secondary options, including 2- or 4-year college or university, an apprenticeship, the military, and formal employment training.

Coachella Valley Regional Plan 2.0 for College and Career Success // RP 2.0 – November 2019 update

RP 2.0 Strand	Tactics	Outputs/Outcomes	Suggested A-Team
Strand 1: Transforming Teaching and Learning Create meaningful learning experiences that enable students to learn and apply academic, 21st century, and technical knowledge and skills to real-world challenges. K-16	**Tactic 1:** Host collaborative planning time for academic teachers in academies by subject and academy sector.	• All academic and CTE teachers within academies will have regular collaboration opportunities annually.	K-12

	Tactic 2: Create meaningful learning experiences that enable students to learn and apply academic, 21st Century and technical knowledge and skills to real world challenges.	• Each district will meet their identified LCAP progress metric for students who score "Standard Met" or "Exceeded" in ELA on CAASPP (CA Assessment of Student Performance and Progress)
		• Each district will meet their identified LCAP progress metric for students who score "Standard Met" or "Exceeded" in Mathematics on CAASPP (CA Assessment of Student Performance and Progress)
		• Each district will meet their identified LCAP progress metric for secondary students who are identified as "Prepared" on CCI Indicator.
		• Technical Knowledge – Address the emerging workforce changes related to artificial intelligence, cybersecurity and other technologies.
		  ○ Each district will create a culture that is clearly established around the willingness to embrace new ideas and proactively use technology by continually infusing local and global best practices, current trends, and future projections into all conversations about teaching and learning.
		  ○ Through training and regular use of technology, staff will incorporate the right technology tool ensuring our students have opportunities to learn and share knowledge that would otherwise be unimaginable.
			K-12

	Tactic 3: Equip parents to connect their children to a career path.	• A plan is created to educate all parents on CCI and the Career Awareness Continuum so they are able to support their students' college and career aspirations. • Introduce C2Navigator resource.	K-12
Strand 2: Transforming the K-16 School Experience Creating and maintaining career- and interest-themed academies / pathways and collaborative culture, structures and practices K-16	**Tactic 1:** Equip post-secondary and community partners to connect students to a career path.	• A plan is created and implemented to educate post-secondary and community partners on CCI and the Career Awareness Continuum so that all can support students on their education/career path. • Introduce C2Navigator resource.	K-12; BE; BH; CC
	Tactic 2: Provide opportunities/structures for horizontal and vertical articulation between K-16 to develop lessons, tasks, curriculum and other learning opportunities within the career and interest themed programs/pathways so that students are prepared to transition directly to college-level coursework upon high school graduation.	• 10% increase in number of students who persist and succeed in 2nd year post-secondary courses. (Possible Steps: Engage parents and community partners in support of this metric; Define barriers to persistence; Identify ways to secure qualitative data specific to all student persistence.)	K-12; CC

RP 2.0 Strand	Tactics	Outputs/Outcomes	Suggested A-Team
Strand 2: Transforming the K-16 School Experience	**Tactic 3:** All students will be exposed to college and career through a variety of programs spanning all education levels.	• Increase in number of students earning college credit while in high school. Use 2017-2018 data as baseline.	K-12; CC; BE; BH; OYYA
Strand 3: Transforming Business & Civic Engagement Engaging employers, educators, workforce and community leaders in building and sustaining a transformed K-16 school experience and college completion focus aligned with workforce needs in promising industry sectors.	**Tactic 1:** Expand Work-Based Learning opportunities. Develop a "how to" guide for providing/hosting WBL experiences through business, civic and non-profit partner sites.	• Incorporate "emotional self-regulation" as an Essential Skill. • 10 major employers agree to: 1) Adopt the Essential Skills definitions developed by the BE A-Team, 2) Define an internal staff process for reinforcing the Essential Skills with their Work-Based Learning students, and 3) Establish a staff lead for the project. • Develop and deliver a one-day "Essential Skills" training for all Academy/CTE Pathway Teachers in 2019 to build common understanding about the value and importance of these skills to local employers so that teachers can effectively embed practice into their curriculum. Workshop will be presented with participation of Business Engagement A-Team members, including Eisenhower Health, Greater Palm Springs CVB, JW Marriot Desert Springs Resort, Avid Physical Therapy, Sunline Transit Agency and the Department of Rehab • Establish and regularly deliver an onboarding training process for new partners. • 10% increase in number of available WBL spots in participating employers. • Adopt a Regional Sequence for Student WBL Experience and push down to academy level: 1) WBL Continuum, 2) WBL Definitions, 3) Essential Skills, 4) WBL Agreement, 5) Common paperwork, 6) Business Partner Onboarding, 7) Orientation meeting for parents and business • Address transportation barriers impacting secondary students' ability to participate in WBL experiences.	BE; K-12 BH; OYYA
	Tactic 2: Align available public funding resources as incentives to employers to engage in support WBL opportunity for students. Raise the awareness of legislative issues and needs in support of CTE and how community partners can engage in the process. (Student Loan Reimbursement. County Incentives. $ for Employers)	• Complete exploration of potential public funding support through Riverside County EDA or other. • 2 industry pathways receive increased public funding support for OJT or WBL. • Identify and support new legislation specific to creating employer incentives for WBL.	BE; K-12 OYYA

RP 2.0 Strand	Tactics	Outputs/Outcomes	Suggested A-Team
Strand 3: **Transforming Business &** **Civic Engagement**	**Tactic 3:** Establish regional advisories inclusive of K-16 partners, counselors, WIOA, Business/Industry, Parents & Students.	• Through the BE A-Team, engage Community College Deputy Sector Navigators (DSN)s to work in partnership with BE A-Team to convene and align **at least one regional advisory for all common industry sectors in the CV.**	BE; K-12 BH; OYYA
	Tactic 4: Create a regional marketing campaign/plan with reach to engage more businesses in the Coachella Valley to support K-16 career pipeline activities and includes a campaign goal to solicit and expand funding for scholarships and regional plan efforts.	• A regional marketing plan to engage business and community in support of K-16 career pipeline activities, including expanding funding for scholarships and regional plan efforts is created by December 2019.	BE; K-12
	Tactic 5: Identify relevant third party work readiness assessments and digital badges recognized by local business that students my complete to demonstrate work readiness.	• 75% of career- and interested themed pathway students will earn Industry certification or a recognized third party work-readiness certification.	BE; K-12; CC; Data
Strand 4: **Expanding College Access** Increasing accelerated credit opportunities; decreasing remediation; Increasing parent engagement; Intersegmental alignment of counseling, support, both academic and CTE curriculum.	**Tactic 1:** Align all identified college and career readiness programs ensuring that at least one course in a program of study is offered as Dual/Concurrent enrollment or articulated for college credit.	• Define "program of study" and establish existing number of Dual/Concurrent enrollment and articulated courses for each "program of study" as a baseline.	K-12; CC
	Tactic 2: Create an Intersegmental Counselor Workgroup focused on aligning regional common practices and expectations to ensure awareness of post-secondary opportunities for all students.	• Each district will significantly increase and at a minimum meet their identified LCAP progress metric for increasing a-g completion. • A common Behavioral Health indicator is established for all students and shared broadly. • Create a region wide counselor "extender" network of community members to support early (PreK-Elementary School-Middle School) awareness of career (pathway) and college opportunities, including financial aid path, in high school and beyond. • Create a Counselor Preparation Program for professional development specifically for counselors on Career Assessment and how high school pathways and post-secondary completion can help them secure their desired careers.	K-12; CC
	Tactic 3: Reduce barriers to access and ability to navigate and achieve post-secondary completion (i.e. cultural barriers, access to information, awareness/education about options-value-feasibility, transportation, immigration, financial aid for all demographics, systemic poverty, experience)	• Establish a way to collectively measure the increase in number/percentage of students entering college with college level course credits. • X% increase in Baccalaureate degree completion • X% increase in ADT completion • X% increase in credential/certificate programs • X% reduction in time to degree completion • Close the college achievement gap for Hispanic students. NOTE: Baselines will be identified from college data, and % increases recommended from there.	K-12; CC

Coachella Valley Regional Plan 2.0 for College and Career Success // RP 2.0 – November 2019 update

RP 2.0 Strand	Tactics	Outputs/Outcomes	Suggested A-Team
Strand 4: Expanding College/Post-Secondary Access	**Tactic 4:** Provide early awareness and education of post-secondary opportunities for parents, guardians, supporters & students. Ensure all materials and programs are inclusive and culturally relevant.	• Work with districts, business partners, non-profit and faith based organizations to use existing parent engagement resources to reach 100% of parents to assure a universal message. (an extension of strand 1, tactic 3). Focus: Helping parents understand how to navigate the abundance of college-going resources. • Create a PreK-16 Roadmap showing steps at every age/grade that students and parents should take to prepare for college and career opportunity. (Current C2Nav has ability for each school to publish a school specific roadmap) • Ensure that materials are inclusive, culturally and linguistically relevant. Review annually for relevance. • Continue ELAC and DELAC tri-district meetings in partnership with post-secondary, and include college awareness, and post-secondary education, as a standing agenda item. • Work with Spanish media partners to share college access and completion resources.	K-12; CC OYYA; BH; FA
	Tactic 5: Promote regional College and Career Navigator (www.ofcv.c2nav.com) website with expanded parent/student resources to all students beginning in grade 9.	• 100% of high school students complete a C2Nav profile and/or CaliforniaColleges.edu profile and/or other • Create a single sign-on option for student college resource systems.	K-12; CC OYYA; BH; FA
Strand 5: Securing a Financial Path Scaling and aligning regional scholarship giving and increasing financial aid capture to address unmet needs.	**Tactic 1:** Expose potential donors to the great work local students are doing through regional showcase events, and other activities/programs and identify financial aid need gaps.	• Establish a common fund that generates $3 million annually to catalyze increased scholarship giving • Develop crowd-funding strategy to close the financial need gap among local students pursuing a higher education.	FA; BE
	Tactic 2: Continue FAFSA completion strategy with goal of 85% completion and systemically embed strategies underway in our schools and districts K-16.	• Continue regional FAFSA Competition and maintain 85% completion goal. • Work with districts to make FAFSA a high school graduation requirement.	FA; K-12; CC
	Tactic 3: Focus on financial aid package review and advising for not awarded scholarship students.	• Develop a differentiated approach to provide financial aid for all (i.e. City funds for students, etc.) • Use data on financial aid gap from OFCV scholarship students to better define gaps for potential funders.	FA; CC K-12
	Tactic 4: Public awareness campaign to showcase students and outcomes & return on investment (ROI) – really encompasses ALL	• Develop a Communications Plan • Create a Spanish media campaign • Engage Counselors • Embed outreach in classrooms and district systems	BE; K-12 FA

RP 2.0 Strand	Tactics	Outputs/Outcomes	Suggested A-Team
Strand 5: Securing a Financial Path	**Tactic 5:** Clarify the application process and information specific to Financial Aid for Parents	• Create a Parent Tool on the C2nav portal • Develop an easy to understand handout in English and Spanish (check resource guide)	FA
Strand 6: Increasing College Completion Ensuring students complete a degree, certificate or credential to succeed in chosen careers, thus generating a quality workforce for local employers and economic opportunity for students.	**Tactic 1:** Ensure all students complete a post-high school college and career plan, including a financial path to and through post-secondary. **Tactic 2:** Design a Coachella Valley Education Compact that defines local higher educations' commitment and connection to K-12 strategies, student access and completion through a promise-like structure. This structure will include a focus on the needs of Linked Learning pathway/career academy students, for whom high school graduation and college enrollment rates are higher, but college persistence is not. NOTE: Elements in **bold/italic*** are priorities unanimously identified by K-12 Superintendents Lyon, Bailey and Gomez in meeting with College Completion A-Team CO-Chair, CSUSB-PD Dean Welty in May 2018.	• 100% of students complete a college and career plan by 9th grade. • 100% of students have a financial plan for post-secondary at graduation. • 100% of students complete a "Match & Fit" college assessment • **Addressing Gaps in Readiness:** Provide coursework and programs to ensure smooth matriculation from K-12 to post-secondary to include support classes, summer bridge programs, and other supplemental programs such as transportation and childcare. ○ *College Success Class** ○ *Summer Bridge Program to Remediate Gaps in College Readiness** ○ Opportunity for Class Credit for Attending College & University Public Lectures ○ College Credit for Math and English Remediation ○ *Dual Enrollment Pathways at All High Schools** ○ *Dual Enrollment** ○ Supplemental Instruction ○ Include Adult Students from K-12 Districts ○ Remove Transportation Barriers ○ Day Care • **Alignment Across Segments:** Through collaborative efforts, align curriculum and programs between all sectors. ○ ASD & ATDs for All University and College Offerings ○ Plan to Accommodate Reverse Transfers ○ Align a-g Content with College Expectations of Proficiency ○ *Common PLCs K-12-CC –University (By Discipline)** • **Meeting Milestones:** Create and set a series of milestones to ensure and accelerate progress toward, and completion of, college and career preparation. ○ Guarantee College Grad in 4 Years ○ All Students Who Enter Complete Degree, Certificate or Credential	K-12; CC CC; K-12 BE

RP 2.0 Strand	Tactics	Outputs/Outcomes	Suggested A-Team
Strand 6: Increasing College Completion	**Tactic 2: (Continued)** Design a Coachella Valley Education Compact that defines local higher educations' commitment and connection to K-12 strategies, student access and completion through a promise-like structure. This structure will include a focus on the needs of Linked Learning pathway/career academy students, for whom high school graduation and college enrollment rates are higher, but college persistence is not.	o Accept to University or CC at End of Junior Year of High School o Guaranteed Admission Upon Program Completion & Minimum Qualifications o Career Counseling and Pathway Planning Aligned at K-16 Markers. o All High School Students Have Opportunity to Take a-g Courses. o All Students Complete Cross-Institution Plan by Senior Year. o All Students Complete 1 Year of College by Senior Year. • **Engaging Employers and Community:** Engaging employers and the community to guarantee paths to full employment and volunteer opportunities. o 20 Major Employers Hire Top Candidates from CV Colleges Universities and career preparation programs. o Volunteer Opportunities with Non-Profits, Middle School on up – Required Service Learning • **Structure Support and Guidance:** Provide structured support and guidance tools and resources to ensure successful student progression K-16. o Mentoring & Intervention (tutoring) for Students at All Levels. o Counselors Monitoring and Intervening for Student Success o Student to Student Mentorship Program. o Coordinated Career Mentoring. • **Post-Secondary & Financial Literacy:** Securing financial literacy and post-secondary resources for families, students and community partners. o Guide Families through College & Financial Aid Application/Process. o Clear Marketing Message to Parents, Staff & Students o Financial Aid Gap is calculated for Every Senior by May. o Program & Activities for K-12 at Colleges and Universities (Include Parents) o Every Local Student Has Full Financial Aid Gap Met (for Local Higher Education Institutions) o Fully Funded Book Exchange Program Across All Segments o Full Ride Scholarship for Those Who Demonstrate Ability	

Coachella Valley Regional Plan 2.0 for College and Career Success // RP 2.0 – November 2019 update

RP 2.0 Strand	Tactics	Outputs/Outcomes	Suggested A-Team
Strand 6: Increasing College Completion	**Tactic 2: (Continued)** Design a Coachella Valley Education Compact that defines local higher educations' commitment and connection to K-12 strategies, student access and completion through a promise-like structure. This structure will include a focus on the needs of Linked Learning pathway/career academy students, for whom high school graduation and college enrollment rates are higher, but college persistence is not.	to Succeed. o Centralized, Web-Based Data Repository for Education Partners. o Centralized, Web-Based Data/Information Site for Parents & Students.	
	Tactic 3: Explore innovative best practices to increase post-secondary completion.	• Review High Impact Practices (HIP)- standard post-secondary framework	CC
	Tactic 4: Create local employment pipeline agreements with business to ensure CV graduates secure jobs.	• Provide career exploration opportunities for All Students • Give special employment consideration for local students / grads. • Educate students on the potential career trajectory if they complete college. • Establish a check-in structure (connection to Campus Career Centers, Job Fair, Job Shadows, Mixers, etc.) for college students to remain connected to the Coachella Valley throughout college so they return after graduation.	BE; K-12 CC

Alignment Team Legend:

BE: Business Engagement
BH: Behavioral Health Workforce
CC: College Completion
Data: Data
FA: Financial Aid
K-12: K-12 Engagement
OYYA: Opportunity Youth and Young Adult

DRIVEN TO SUCCEED

Regional Plan Structure: Coachella Valley

OneFuture Coachella Valley

OFCV BOARD OF DIRECTORS

Pete Del Rio, Tom Davis-ACBCI, Keith Jepsen, Julia Lopez, Carlos Campos-BBK, Sandra Lyon-PSUSD, Todd Hooks-ACBCI,
Bahareh Kamoei, BBS Brokers Realty, Judy White-RCOE (Emeritus)

REGIONAL PLAN OVERSIGHT COMMITTEE

OFCV Staff

Data
Co-Chairs
Jim Feiffer, PSUSD
Dr. Chun-Wu Li, RCOE

K-12 Education
Chair:
Dr. Mike Swize, PSUSD

DHS Family Alliance
Co-Chairs:
Anne Kalisek, PSUSD
John Soulliere, JSA Consulting

College Completion
Co-Chairs:
Marie Escotto, CVUSD
Arturo Patel, UCR

Gent's Alliance
Co-Chairs:
Bob Kambe, Avid PT
Jarvis Crawford, City of PS

Regional College Fair
Co Chairs
Kate Anderson, ACBCI
Julio Omiet, RMHS

Business Engagement
Co-Chairs:
Bob Kambe, Avid PT
Deanna Scutten, PSUSD

Behavioral Health Workforce*
Co-Chairs:
Jim Grisham, RUHS-BH
Jodie Capper, CVHS BH Academy

Financial Aid
Co-Chairs:
Desiree Porras, SunCity
Heather Benedict,
Women Leaders Forum

Opportunity Youth
Co-Chairs:
Kristen Dolan, United Way
Victor Gonzalez, Alianza CV
Art Kimball, RCOE

Advanced Tech Industry Council

Arts Media Entertainment Industry Council

* Healthcare Industry Council

OneFuture Coachella Valley // portal.onefuturecv.org

Our Mission

OneFuture Coachella Valley believes that education is economic development.

An educated workforce supports a strong economy and creates jobs that support families who, in turn, support the economy. This cycle of success drives our mission:

To assure all students succeed in college, career, and life - expanding and enhancing the local workforce so that our youth and economy thrive.

Specifically, our goal is that all students will:
- have a clear economic and academic path to and through college;
- successfully complete post-secondary degrees, credentials or certificates;
- land a job with a promising financial potential, and
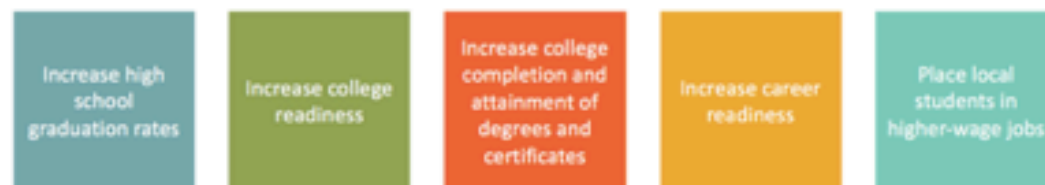- contribute to a thriving economy.

Our History

2005: **Coachella Valley Economic Partnership (CVEP)** launches the *Career Pathway Initiative* to develop K-16 career-themed linked learning pathways for students with funding from **The James Irvine Foundation**, support from **Riverside County Workforce Development**, and engagement of **local colleges** and **all three K-12 districts**.

2006: **Ford Motor Company Fund** names the Coachella Valley a national best practice community.

2009: **College Access Foundation of California** (now College Futures Foundation) selects the Coachella Valley as their first "place-based" scholarship initiative in CA and the *Pathways to Success* regional scholarship launches.

2010: CVEP merges the *Career Pathways Initiative* and *Pathways to Success* into **CVEP Workforce Excellence**.

2012: The **Coachella Valley Regional Plan for College and Career Success** is adopted by all three local K-12 districts and College of the Desert with support from local business and post-secondary partners. Technical assistance provided by **Ford Next Generation Learning** and **Alignment USA**. The plan's **five long-term goals** are:

Increase high school graduation rates	Increase college readiness	Increase college completion and attainment of degrees and certificates	Increase career readiness	Place local students in higher-wage jobs

2014: The **Lumina Foundation** names the Coachella Valley to the second co-hort of their national Community Based Post-Secondary Attainment Strategy, connected to Goal 2025.

2017: CVEP Workforce Excellence spins-off from CVEP, and **OneFuture Coachella Valley** is launched as a stand-alone 501(c)(3) committed to transforming the way our region motivates and educates our youth.

Our Impact

The OneFuture collaborative supports career-themed pathways at the K-16 levels, work-based learning for middle school through college undergrads, and scholarships and financial aid assistance to prepare all students for college, career and life. The region has refocused the way we educate our youth, **creating impact!**

- **Increased career academies** from **5 academies serving 600** high school students in 2006 to **47 academies and pathways serving 8,366+ students** in 2019.

- **Increased valley-wide FAFSA** (Free Application for Federal Student Aid) completion **from 48% in 2011 to 73% in 2019**: creating potential of **$19.7 million in additional** financial aid available to students.

- **$16 million awarded** in scholarships to **2,600 low income students**; matched scholarships with **15 local nonprofits** to leverage scholarship giving.

- **Increased 6-year graduation rate: 45% higher** for OFCV scholarship recipients.

- **Increased financial aid capture: 98% of OFCV scholarship recipients** receive financial aid in addition to the OFCV scholarship, vs. 83% of students nationally; OFCV scholars at public colleges **receive 8% more** in financial aid and **require 16% less** in student loans.

- **Increased employer support** for students with internships and mentoring in healthcare, advanced technology, hospitality and media.

- **$591,000 in wages** generated for **192 college undergrads** through **full time, paid internships** in partnership with **Health Career Connection**, linking students to local employers and local jobs.

OneFuture Coachella Valley's **annual operating budget is $1.7 million** with an **additional $1.35 million in direct scholarship giving.** Our work engages over **300 partners**, directly impacts **more than 5,000 students** annually and thousands more through the systems change occurring via the Regional Plan.

Our **community engagement model** has attracted the attention and investment of more than **$23 million over fourteen years** from leading organizations including **The James Irvine Foundation, College Futures Foundation, The California Endowment, Wells Fargo Foundation, Lumina Foundation, Ford Motor Company Fund, Weingart Foundation, Desert Healthcare District, Anderson Children's Foundation & Regional Access Project.**

Our Future

| Scale Business Support Across Industry Sectors | Increase College Completion and Local Job Attainment | | Scale Financial Aid Strategies | Establish an Endowment |

Student Success.
Community Impact.
Economic Prosperity.
OneFuture.

Portal.OneFutureCV.org   www.OneFutureCV.org

REGIONAL PLAN COLLABORATIVE ANNUAL RETREAT