



K-14 Education Consortium

MINUTES FOR Friday, October 6, 2017

8:30 a.m.

Public Safety Academy, PSA 19 A&B

Members Present:

Allan-Bentley, Beth – Director of Research, OneFuture Coachella Valley
 Bellanich, Denise – Career Guidance Specialist, DSUSD
 Bibo, Kevin – Assistant Principal/CTE, Palm Desert High School, PSUSD
 Bleza, Michelle – Manager, Career & College Access Planning, COD
 Daiberl, Carol – Assistant Principal, Palm Desert High School, DSUSD
 Enders, Jessica – Director, Education Centers, COD
 Farmer, Carl – Director, MESA Program, COD
 Gustafson, David – Principal, Amistad High School, DSUSD
 Hendra, Brian – Principal, Mt. San Jacinto High School, PSUSD
 Hunt, Janel – Assistant Principal, Palm Springs High School, PSUSD
 Jackson, Oron – Interim Principal, Horizon/Summit High School, DSUSD
 Johnson, Vera – Counselor, Desert Hot Springs High School, PSUSD
 Kambe, Bob – Business Development, OneFuture Coachella Valley
 Maldonado, Carlos – Interim Dean, Enrollment Services, COD
 Mannes, Ben – Counselor, Rancho Mirage High School, PSUSD
 Mathis, Pam – Counselor, Mt. San Jacinto High School, PSUSD
 Mendoza, Rosalia – Adult Education Counselor, District Parent Center, PSUSD
 Mesicek, John– Work Based Learning Coord, Desert Hot Springs HS, PSUSD
 Muñoz, Olivia – Counselor, Palm Desert High School, DSUSD
 Omier, Julio – Assistant Principal, Rancho Mirage High School, PSUSD
 Peregrina-Kretz, Diliانا – Director, Talent Search Grant Programs, COD
 Pimentel, Richard – Principal, West Shores High School, CVUSD
 Ralston, Pamela – Chair/Vice President of Student Learning, COD
 Reyes, Ralph – Counselor, Amistad High School, DSUSD
 Pinning, Steve – Director of Linked Learning, CTE, PSUSD
 Ramirez, Jose – Interim Asst Principal, Summit/Horizon High School, DSUSD
 Seiple, Brad – Assistant Principal, Cathedral City High School, PSUSD
 Schantz, Ashley – Counselor, La Quinta High School, DSUSD
 Schneider, Michael – Assistant Principal, La Quinta High School, DSUSD
 Shepherd, Heidi – Project Facilitator, DSUSD
 Watson, Erica – Assistant Principal, Desert Hot Springs High School, PSUSD
 Webb, Sean – Assistant Principal/CTE, La Quinta High School, DSUSD
 Wood, Marcus – Senior Director of Curriculum Instruction, DSUSD
 Woll, Ryan – Principal, Palm Springs High School, PSUSD
 Young, Leslie – Dean, Health Science and Education, COD

Recorder:

Mary Lou Marrujo

AGENDA

1. Call to Order (8:36 a.m.)

2. Action Items			
2.1 Approval of Agenda			
DISCUSSION	None.		
CONCLUSION	Agenda approved as submitted.		
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE
2.2 Approval of September 1, 2017 Minutes			
DISCUSSION	None.		
CONCLUSION	Minutes approved as submitted.		
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE
3. Group Discussion			
3.1 Finalize Goals			
DISCUSSION	<p>Discussion ensued on <u><i>A Prioritized List for 2017-2018</i></u> that was generated based on feedback from this group at the last meeting (copy attached.) Most of the items on the list connect back to things that this committee worked on last year.</p> <p>Dr. Ralston also handed out <u><i>Educational Master Plan Goals Relevant to K-14 Consortium</i></u> (copy attached), which this committee also provided input and can help accomplish. She pointed out that several of the goals connect with the work of this group, e.g. building foundations and expanding high school and adult education collaboration on CTE and literacy pathways and support services; strengthening and expanding articulation agreements for high school concurrent and dual enrollment; as well as, streamlining career and transfer pathways through partnerships.</p> <p>Dr. Ralston asked everyone to think about their own priorities and the group they are representing and ask if their goals and objectives are reflected on the prioritization list presented today. She added that additions can be made to this list as we go forward.</p> <p>Last year this group highlighted the most hot-button issues. This year we need to figure out how to start working better together to move this along.</p>		
CONCLUSION	Approved <i>Prioritized List for 2017-2018</i> (attached).		
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE
3.2 Dual Enrollment Improvements			
DISCUSSION	<p><u>3.2.1 Review form</u></p> <p>Michelle Bleza reviewed some of the improvements made to the High School Dual and Concurrent Enrollment form (<i>click on link to access and copy attached</i>):</p> <ul style="list-style-type: none"> • How to locate form on COD’s website from the home page: <ul style="list-style-type: none"> ○ Type “high school” in the search box 		

	<ul style="list-style-type: none"> ○ Select “High School Concurrent Enrollment” ● This is now a fillable form and has been a little fine-tuned. ● The checklist of items needed to complete the application is now highlighted and not hidden within the text of the form. ● Also prominently highlighted is what the parents need to know. ● Due to a change in COD’s policy, as a result of feedback from this group, dual and concurrent enrollment is now open to all high school students; grades 9 through 12. <p>One of the feedback suggestions in improving the enrollment process for dual enrollment was the elimination of the <i>Letter of Recommendation</i> requirement if a GPA is below 3.0. Because grades are not the only indicator, Dr. Ralston explained that this requirement helps us know if we’re working with a student who may not have been appropriately challenged, and therefore has under-performed. The <i>Letter of Recommendation</i> helps us know what type of student we’re working with. We are willing to work with students with that mindset, but what we don’t want to do is put a student into a risky challenge where suddenly they have an “F” on a college transcript; their permanent record. Although cumbersome, the <i>Letter of Recommendation</i> is important.</p> <p><u>3.2.2 Spring enrollment calendar</u></p> <p>Open enrollment for Spring semester is Tuesday, December 12th at 12:00 p.m. The term begins January 30, 2018.</p>				
CONCLUSION					
FOLLOW-UP ITEMS <ul style="list-style-type: none"> ● Provide this form in Spanish. ● Work on timeline schedule. ● The form posted online does not allow you to type in more than five characters in the “Personal Statement” section of the form. That needs to be corrected. 	<table border="1"> <thead> <tr> <th data-bbox="1019 1127 1325 1163">PERSON RESPONSIBLE</th> <th data-bbox="1325 1127 1484 1163">DEADLINE</th> </tr> </thead> <tbody> <tr> <td data-bbox="1019 1163 1325 1348">Michelle Bleza</td> <td data-bbox="1325 1163 1484 1348"></td> </tr> </tbody> </table>	PERSON RESPONSIBLE	DEADLINE	Michelle Bleza	
PERSON RESPONSIBLE	DEADLINE				
Michelle Bleza					
3.3 Update on Regional Plan for OneFuture Coachella Valley					
DISCUSSION	<p>Beth Allen-Bentley, Director of Research, OneFuture Coachella Valley (formerly CVEP Workforce Excellence), stated they are the keepers of the regional plan which they created in 2012. This is a five-year plan in which all three school districts, COD, post-secondary’s and Riverside County Office of Education have come together to outline on how business and education can collaborate to achieve certain goals which will ensure that student preparation is aligned with local workforce needs.</p> <p>Last spring it was decided to move forward with Regional Plan 2.0 because there are many new administrators valley-wide. Within a regional plan an umbrella document is created and within it tactics and committees/teams are created to help implement the plan.</p>				

Ms. Allen-Bentley provided a list of six strands (copy attached) which identify approaches on how to move Regional Plan 2.0 forward. This plan is meant to include all of the stakeholders and help eliminate silos. The contact person at each school district is:

Deanna Keuillian – Desert Sands Unified School District
 Steve Pinning – Palm Sprints Unified School District
 Marie Perotti – Coachella Valley Unified School District

CONCLUSION

FOLLOW-UP ITEMS	PERSON RESPONSIBLE	DEADLINE

3.4 Good of the Order

DICUSSION

Agenda items for November meeting

Dr. Ralston would like to build November’s agenda today. She suggested an in-depth discussion on academies and pathways at the high schools:

- How can we make sure what you’re doing in your academies will align with COD’s field of study?
- What do you need from us to be able to enhance your pathways?
- Is there someone at your high school that has been very proactive and should be invited to the table?
- How can we get a course articulated and then share across the valley?
- How can we help support people in thinking creatively and innovatively across some of our boundaries?

Steve Pinning advised that last year they created a Program Study Guide which mapped out subject areas of all four years of high school with CTE pathways and the aligned academic math class to go with it. Then COD added their two years of courses that follow-up on their academies. While it is not exact due to the many variables, it does give students a map and picture of what they should be looking at long term. It’s also a helpful tool for counselors and parents.

NOVEMBER AGENDA:

- Academies, Pathways and Connections
 - Bring any tools you’re currently using to help people navigate through your academies/pathways.
 - Be prepared to discuss in-depth about your academies and pathways.
- Review Draft of Dual and Concurrent Enrollment Handbook
- List of COD deadlines and important registration dates

CCEMC Conference

Michelle Bleza reported that she and a few consortium members (Marcus Wood, Ryan Wool, Karen Tabor and Dan Miller) recently attended a conference on dual

	and concurrent enrollment in early and middle colleges; a great opportunity. She realized there are many different models with the same issues.	
CONCLUSION		
FOLLOW-UP ITEMS	PERSON RESPONSIBLE	DEADLINE
<ul style="list-style-type: none"> • Email <u>Program Study Guide</u> to Dr. Ralston, who will then share with consortium. • Email tools you are currently using to Mary Lou to share at the November meeting. • Steve Pinning, John Mesicek and Kevin Bibo to work with Pamela Ralston on November agenda item: Academies, Pathways and Connections. Add Deanna Keuilian to this group. • Add critical COD deadlines/dates, field trips to November agenda. 	<p>Steve Pinning</p> <p>Entire consortium</p> <p>Pamela Ralston to coordinate.</p> <p>Pamela Ralston and Carlos Maldonado</p>	<p>10/25/17</p> <p>10/27/17</p>
4. Adjournment: The meeting adjourned at 9:56 a.m.		

NEXT MEETING:

Friday, November 3, 2017 – 8:30 a.m.

Location College of the Desert – Public Safety Academy (PSA), Room PSA 19, A&B

PRIORITIZED LIST FOR 2017-2018

Math and English Articulation	Improved Communication	Dual and Concurrent Enrollment Efforts	Technical Support	Counseling and Outreach	Assessment
Math workgroup	Improve communication flow	Continue to grow pathway programs	Specific role to oversee at COD level and specific contacts @ USD level	Provide support to 9-12 counselors at high schools	Have assessment test available at DHS
Better availability of ESL-N classes	A slow roll out to a bigger program Development of shared understanding	Discuss new articulation agreements for interdisciplinary programs with east valley campuses	Make applications electronic. Connect to California Colleges website for easier platform for enrollment	Advertise at high schools	
Need COD faculty on high school campuses	Is there a way to create a sequence of DE/CE courses that students can take during high school that can be incorporated across school districts?	Continue positive work towards increasing certificate courses at high schools	How can we use CATEMA to get articulated credits into our student information systems so college credit earned gets extracted by the state CalPASS data upload??	Articulated counseling, outreach	
	Parent orientations to clarify enrollment processes	Development of CCAP agreements Launch co-enrollment class	User-friendly website. Students have a hard time finding information	Get counselors to high schools to help with FAFSA and COD registration	
		Articulating to Alternative Education—bridge program at Alt Ed sites/EDGE program	Can the systems “talk” to each other vs. hand entering everything	Application packet rack cards with a checklist that is easy to follow	

Educational Master Plan Goals Relevant to K-14 Consortium

GOAL 1: INSTRUCTIONAL DESIGN AND DELIVERY

Provide innovative and alternative methods of instructional design, delivery, and scheduling, in collaboration with external partners, which broaden and diversify students' opportunities for access, success and completion.

1.2 * Build foundations and expand high school and adult education collaboration on CTE and literacy pathways and support services

1.3 Strengthen and expand articulation agreements for high school concurrent and dual enrollment (see also Goal #2)



GOAL 2: INSTRUCTIONAL PROGRAM CONTENT

Innovate relevant academic programs through effective program development, design, and review, embracing the unique opportunities of the College's campus sites

2.3 Clarify and streamline career and transfer pathways, leveraging K-12, 4-year, and industry partnerships

High school students can apply to College of the Desert (COD) through dual and concurrent enrollment. Admissions are based on recommendations from the student's high school counselor and principal. Through this program, students can take up to 11 units as part-time Special Admit Students (CA Ed Code 48800-48002 & 76000-76002) and do not pay tuition.

The Dual and Concurrent Enrollment Application is valid for **only one term**, so submit a new form each term. High School concurrent enrollment students are **not** eligible to participate in priority registration.

The Dual and Concurrent Enrollment Program is specifically designed to accelerate the academic or vocational career of high school students. Admission is **NOT** allowed for:

- Any class that can be taken at your local high school.
- Beginning music performance or art activity courses.
- Remedial work (Any classes that are not college level are not allowed).
- PE classes
- Recreation or hobbies

Steps for Enrollment

1. You must be enrolled in high school.
2. You must have a minimum 3.0 high school unweighted grade point average (GPA).
 - a. If your unweighted GPA is below 3.0, you must include a strong letter of recommendation from a counselor, principal, or teacher.
 - b. Career and technical education classes (e.g. Auto 010) require a recommendation from the COD instructor.
3. Review the class schedule and choose a course you want; discuss with your high school counselor. Rank your class choices. Use an additional sheet if necessary.
4. Go online at www.collegeofthedesert.edu and click on "Getting Started." Follow instructions to apply online.
5. Take the COD Assessment test, if needed. This is not required for courses without a prerequisite (e.g. Auto 010). You must complete all prerequisites (courses and/or test scores that must be completed before taking a specific course).
6. Activate your @mycod.us email account at www.collegeofthedesert.edu.
7. Submit the HS Dual and Concurrent Enrollment Application with:
 - Picture I.D.
 - All required signatures (student, parent, counselor, and principal).
 - Official high school transcripts in a sealed envelope.
 - Copy of Assessment Test scores (if required).
 - Personal statement **written by the student**. Explaining why you want to take the course(s) and why permission should be granted (see pg. 3).
Personal Statement not required for dual enrollment courses taught at your High School during regular High School hours.
 - Letter of recommendation if unweighted GPA is less than 3.0.
 - Copy of parent's Home School Affidavit – required for home schooled students.

Exception: Students who have auditioned and been accepted for a performing role in a theatre arts or musical production only need to submit 1) the online COD Application for Admission; 2) *High School Dual and Concurrent Enrollment Application*; and 3) written permission from the appropriate COD Instructional Dean and a faculty member.

Concurrent Enrollment Deadlines: Fall 2017 – DUE NOW; Spring 2018 – December 11; Summer 2018 – May 17

COD classes fill quickly. Concurrent enrollment courses are open to all COD students. Complete all of the steps above by the deadlines to improve your chances for admission. Allow yourself at least a week to gather required signatures and complete the online COD Application for Admission. If you need a letter of recommendation, give your teacher or counselor 2 weeks. Deadlines are a guideline. Late applications will be considered on a case by case basis.

Dual Enrollment Deadlines: Applications should be submitted at the same time you complete your high school registration **THE SEMESTER BEFORE YOU TAKE A COURSE**. See your counselor.

College of the Desert policies apply to all students, even those less than 18 years of age. COD accepts no responsibility for any extraordinary supervision; will not release information without the written consent of the student; and cannot alter course content. Your son/daughter will be exposed to a diverse population in educational programs designed for adult learners which may involve sensitive topics that might be considered controversial or offensive to some. Your signature on the application acknowledges your receipt of this information and stipulates your permission for your child to enroll in a college level course and participate in all required activities that may include field trips off-campus. All College of the Desert courses, including those taken by high school students via dual or concurrent enrollment, will appear on a COD transcript and become part of the student's permanent collegiate record.



High School Dual and Concurrent Enrollment Application

Concurrent Enrollment Deadlines: Fall 2017 - DUE NOW / Spring 2018 - December 11 / Summer 2018 - May 17

Choose one: Summer Fall Spring Year _____ HS Grade Level: 9 10 11 12

High School Student's Information

Name: _____ COD Student ID #: 05- _____
Last First M.I.
Phone _____ Age _____ Date of Birth _____ Email Address _____

Parent/Guardian Authorization

I hereby certify that I am the parent/guardian of the above named student. I am in agreement with and give my consent for his/her attendance at COD. I have read and understand the HS Dual and Concurrent Enrollment Policy including the special note to parents. I give my permission for emergency first aid and treatment for my minor child/legal ward. I acknowledge that my child will be creating a permanent college academic record at College of the Desert.

Parent/Guardian (print name) _____

Parent/Guardian 's Signature _____ **Date** _____

High School Authorization

Permission is granted for the above-named student to enroll in courses at College of the Desert.

Name of High School _____ City _____

High School Counselor (print name) _____

High School Counselor's Signature _____ Date _____

High School Principal's Signature _____ Date _____

*** For summer session, K-12 principals may not recommend more than five percent of the number of pupils who have completed a particular grade immediately prior to the time of the recommendation. (Ed Code 48800)**

Home School Students who are not affiliated with a school district, accredited private school, or Riverside County Office of Education must submit copies of forms their parents have submitted to the CA State Superintendent of Public Instruction verifying they have notified the state appropriately of their home school status.

Requested Class Schedule (Rank requested courses – attach additional sheet if necessary)

Course Code	Sect. #	Course Title	Hours	Days	Instructor	Units

If approved for enrollment, I give my permission for COD Admissions & Records (A&R) to register me in these classes. I understand that approval does not guarantee enrollment. If the class is filled, I will need to obtain an Add Permit Code from the instructor once the term begins. **Initial** _____

I acknowledge that A&R will email me my enrollment status, but I am responsible for checking my class schedule on WebAdvisor. **Initial** _____

I accept full responsibility for the grade I will receive or for dropping a class I will not attend. **Initial** _____

I will activate my @mycod.us email account and monitor it regularly. I acknowledge that failure to activate and monitor my college email account does not exempt me from responsibility to act upon college-related matters. **Initial** _____

I understand this application is valid for the current term only and must be resubmitted for following terms. **Initial** _____

I understand that I am eligible only for the open enrollment period and may not participate in priority registration. **Initial** _____

High School Student's Signature _____ **Date** _____

Office Use Only

- Current application on file
- Official HS transcript in sealed envelope
- Personal Statement
- Copy of COD Assessment Scores
- Letter of Recommendation (GPA < 3.0)

Approved Denied Registrar's Signature _____ Date _____



High School Concurrent Enrollment Personal Statement

A brief personal statement **written by the student** is required for students enrolling in concurrent enrollment courses. In the space below or on a blank page, type 1) why you want to take the concurrent enrollment course and 2) why permission should be granted. If you type your statement on another sheet, remember to include your name and COD Student ID #.

Are you wondering what to say? As long as you address points 1) and 2), you can respond however you choose. Here are some prompts to get those juices flowing.

- 1) Why I want to take this concurrent enrollment course.
 - The topic of this course is interesting to me because...
 - This course will help me prepare for my future career in the following ways...
 - This course will help me explore different career options by...
 - I have never taken a college course and I hope to learn/discover/gain experience...
- 2) Why I should be permitted to take this course.
 - I am ready to take a college-level course because...
 - I will obtain the following skills by taking this course...
 - I will approach this course in a mature and responsible way by...
 - I will continue my education after high school. This course will give me a jump-start by...

Personal Statement

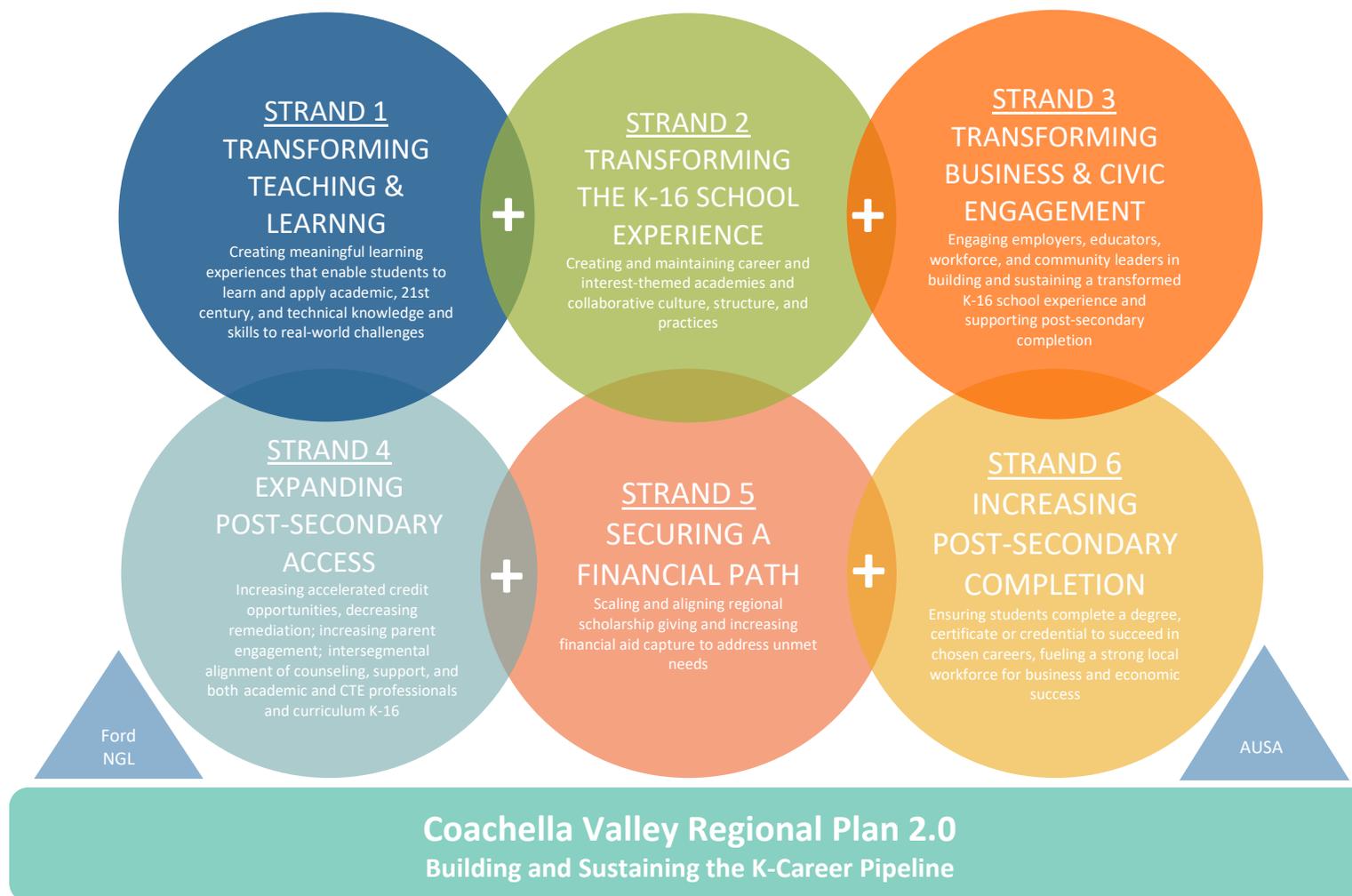
High School Student's Information

Name: _____ COD Student ID #: 05-_____

Last
First
M.I.

NOTE: A personal statement is not required for dual enrollment courses taught at the High School during regular High School hours. If you are wondering if your course is a dual or concurrent enrollment course, ask your counselor.

Regional Plan 2.0: Coachella Valley – Going Further



- Top three circles (Strands 1-3, shared with Ford NGL, with slightly edited descriptions. Included in first Regional Plan)
- Bottom three circles (Proposed Strands 4-6, expansion of Strand 4 in first Regional Plan)
- Bottom box demonstrates foundation and purpose of the plan is to build and sustain the K-Career pipeline
- Small triangles on bottom left and right demonstrate that Ford NGL and AUSA are support resources to the Coachella Valley as we design our new Regional Plan (Regional Plan 2.0)

Regional Plan 2.0

Strand Overview

October 5, 2017



Strand 1: Transforming Teaching and Learning

Writing Team Lead: Steve Pinning, PSUSD

(Strand 1 & Strand 2 teams will convene together)

Creating meaningful learning experiences that enable students to learn and apply academic, 21st century, and technical knowledge and skills to real-world challenges.

- **Tactic 1:** Host collaborative planning time for academic teachers in the academies by subject and academy sector. Example: math teachers in health academies or science teachers in automotive academies to discuss how they apply their subject area content to the industry sector.

- **9/20/17 Participants:**
 - Deanna Keuillian – DSUSD- District Office (Discussion Lead)
 - Oscar Fonseca – OFCV (OFCV Team Support)
 - Aimee Druyon- Indio High School- Assistant Principal
 - Dr. Jesus Perez- Coachella Valley High School- Assistant Principal
 - Melissa Jagers- Aligment Nashville- CEO
 - Jerry Quintana- PTS Alumni- UC Irvine
 - Jim Feffer- PSUSD- Data Team
 - Erick Mickelson – PSUSD- Linked Learning District Coach
 - Mike Phelan- PSUSD

Strand 2: Transforming the K-16 School Experience

Writing Team Lead: Steve Pinning, PSUSD

(Strand 1 & Strand 2 teams will convene together)

Creating and maintaining career and interest-themed academies/pathways and collaborative culture, structures, and practices K-16.

- **Tactic 1:** Develop an age-appropriate sequence of CTE exposure for all grades K-16: career awareness in elementary, career exploration in middle schools, career preparation in high school and mapping to post-secondary programs.

- **9/20/17 Participants:**
 - Marie Perotti – CVUSD District Office (Discussion Lead)
 - Jacqui Tricco – OFCV (OFCV Team Support)
 - Kevin Bibo – Palm Desert High School
 - Marcus Wood – DSUSD District Office
 - Melanie Homec – United Way of the Desert
 - Cynthia Flores – Brandman University

Strand 3: Transforming Business & Civic Engagement

Writing Team Lead: Bob Kambe, Avid Physical Therapy

Engaging employers, educators, workforce, economic and community leaders in building and sustaining a transformed K-16 school experience and post-secondary completion focus aligned with workforce needs in promising industry sectors.

- Tactic 1: Expand WBL opportunities. Develop a “How To” primer for providing/hosting WBL experiences

- 9/20/17 Participants:
 - Bob Kambe - Avid Physical Therapy (Discussion Lead)
 - Sheila Thornton – OFCV (OCV Team Support)
 - Jeff Kabel – Rancho Mirage High School
 - Myra Sanchez – Riverside County Office of Education
 - Mary Perry – DSUSD
 - Flor Tolley – Wells Fargo Foundation
 - Sean Webb – La Quinta High School
 - Kristal Granados – United Way of the Desert
 - Patrick Swarthout – Greater Coachella Valley Chamber of Commerce
 - Lisa Houston – FIND
 - Mike Bills – JW Marriott Desert Springs Resort
 - Zigi Graham – Eisenhower Medical Center
 - Kristen Dolan – Operation SafeHouse

Strand 4: Expanding Post-Secondary Access

Writing Team Lead: Michele Gonzalez-Bleza, COD / Doris Wilson, CSUSB Palm Desert
(Strand 4 and Strand 6 Teams will convene together)

Increasing accelerated credit opportunities, decreasing remediation; increasing parent engagement; intersegmental alignment of counseling, support, and both academic and career and technical education (CTE) curriculum.

- Tactic 1: Early awareness & education to eliminate barriers to access post-secondary opportunities for parents, guardians, supporters & students (inclusive and culturally relevant.)

- 9/20/17 Participants:
 - Michelle Gonzalez-Bleza – COD (Discussion Lead)
 - Cristina Gregorio – OFCV (OCV Team Support)
 - Veronica Arreola – Student
 - Adlemi Hernandez – Student
 - Guadalupe Arreola – Student
 - Elizabeth Romero – UCR
 - Cristal Salcido – Latino Commission
 - Melissa Ceballos - Student

Strand 5: Securing a Financial Path

Writing Team Lead: Cathy Doyle, DSUSD (To be confirmed, unanimously selected by Design Team) :)

Scaling and aligning regional scholarship giving and increasing financial aid capture to address unmet needs.

- Tactic 1: Public awareness campaign to showcase student work and program outcomes and Return on Investment (ROI).
- 9/20/17 Participants:
 - Steven Pinning – PSUSD (Discussion Lead)
 - Ernie Rios – OFCV (OFCV Team Support)
 - Ricardo Loretto – Dr. Carreon Foundation
 - Cathy Doyle – DSUSD
 - Pete Del Rio – OFCV Board Chair

Strand 6: Increasing Post-Secondary Completion

Writing Team Lead: Michele Gonzalez-Bleza, COD / Doris Wilson, CSUSB Palm Desert
(Strand 4 and Strand 6 Teams will convene together)

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 post-secondary plan.
- 9/20/17 Participants:
 - Doris Wilson – CSUSB Palm Desert (Discussion Lead)
 - Beth Bentley – OFCV (OFCV Team Support)
 - Agam Patel – UCR Palm Desert
 - Tamara Hedges – UCR Palm Desert
 - Pamela Ralston – COD
 - Dan Miller – DSUSD
 - Rick Delano – Ford NGL
 - Sharon Brown-Welty – CSUSB



COACHELLA VALLEY REGIONAL PLAN RETREAT

We'll EXPLORE NEW WORLDS!

ALIGNMENT USA NETWORK

MELISSA JAGGERS

CREATED a SET of TOOLS that work like an "OPERATING SYSTEM"

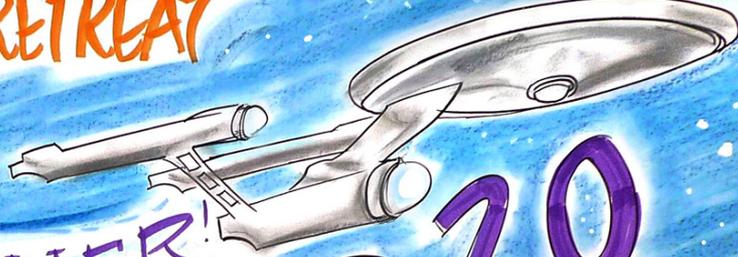


40 COMMUNITIES

RICK DELAND

ABOUT BUILDING AN INTERCONNECTED NETWORK

a 5 PHASE ROADMAP



GOING FURTHER!

RP 2.0

2012 = RP 1.0

All CAREER ACADEMIES

\$11.5 M in Scholarships

134 PAID STUDENT INTERNSHIPS



PETE DELRIO

THIS is OUR REGIONAL PLAN RIGHT HERE!



Student Table...

2005 CVEP

SHEILA THORNTON

We're FOREVER GRATEFUL to the BOARD that got us LAUNCHED!

A COLLABORATIVE APPROACH

- NON PROFIT PARTNERS
- ONE FUTURE C.V.
- BUSINESS PARTNERS

We need an EDUCATED workforce!

A PATHWAY out of POVERTY!

HIGH PAYING JOBS!



COLLECTIVE IMPACT

AN ACCELERANT!

5

STRATEGIC OUTCOMES

REGIONAL PLAN PROGRESS UPDATES!

K-12 TEAM

MELISSA CEBALLOS, CHAIR
LIBERAL ARTS, CSUB

MIKE SWIZE, CHAIR
THIS RP PROCESS... HAS SHIPPED US FROM "PARALLEL PLAYS" TO WORKING TOGETHER!

PALM SPRINGS
MAP OUT THE ROAD AHEAD. RP 2.0
INCREASE UP 17%!
MINOR % INCREASE IN ACADEMY/PART/AVID
99% GRAD LEVELS
UC A-G COMPLETION RATE (95%)
CE A-G COMVISO
49 DUAL ENROLLMENT X DISTRICT
VIRTUAL COURSE IN PROGRESS!
COMMUNITY OUTREACH
POSITIVE MESSAGES ON TWITTER
COLLEGE & CAREER READINESS
SUPPORT OUR TEACHERS & COUNSELORS

CV UNIFIED

- 8 of 15 industry sectors
- CTE STRAND for AVID
- ENROLLMENT UP!
- Middle School CAREER Exploration
- CODING & HEALTH added
- VALID INDUSTRY CREDIT: FOR EVERY Academy
- ONBOARDED 9 NEW BIZ PARENTERS
- ACADEMY 95% GRAD RATE!
- STATE TESTING ELL = 26%
- CTE 69% A-G
- 14 COURSES GIVE A-G CREDIT!
- I started w/ a 2.0!
- Going after GRANTS

DESERT SANDS

RIGOROUS & RELEVANT CURRICULUM

- Expose MIDDLE SCHOOLERS to A-G requirements
- Project Lead the Way
- C-STEM
- 31% STUDENT CAREER INT. PROGRAM
- 99% GRAD RATE!
- A-G STUDENT TRACKING
- STRENGTHEN MATH! 4 years
- SUMMER SCHOOL 2300 STUDENTS
- COMMUNITY OUTREACH
- POSITIVE MESSAGES ON TWITTER
- COLLEGE & CAREER READINESS
- SUPPORT OUR TEACHERS & COUNSELORS

BUSINESS ENGAGEMENT TEAM

PATRICK SWARHOUT, CHAIR

A-G? WE NEEDED EDUCATORS ON OUR TEAM... TO HELP US UNDERSTAND THE EDUCATION LINGO!

Adriana Hernandez BUSINESS, UCR
H.S. STARTED CLUBS!
AVID TUTOR
DEBBIE WEAVER
MARKETING

Had to FIND the GAPS (eg: CODING)
Adopted WBL PRACTICES
CVUSD pilot
STRATEGIC COMMS WORKGROUP
Demonstrated CV's BUSINESS ENGAGEMENT MODEL
ADVANCED GIS mapping TOOL
How LONG is the drive?
How CAN WE GET ALL the WORKINGS WORKING TOGETHER?

DATA TEAM

JIM FEFFER, CHAIR

SIGNIFICANT DIFFERENCES b/w ACAD. & NON-ACAD. STUDENTS

VERONICA ARREOLA, SPANISH, UCSD

FAPSA: CONTINUING TO MAP
CHIPS TO LINKED LEARNING PLATFORM
Determine DATA Needs for RP 2.0

SCHOLARSHIP/ FINANCIAL AID

CATHY DOYLE, CHAIR

OUR GOAL IS TO BREAK DOWN THE FINANCIAL BARRIERS

WANT TO INCREASE GRANTS
BUILD! SUSTAIN!
FAFSA \$ 25K RAISED
67% FAFSA COMPLETION RATE
84% completion SHARON HILLS (ON THE ROAD TO...)
ALIGN w/ CALIF. STUDENT AID COMMISSION

AGUSTIN ARREOLA, BUSINESS, UCLA
H.S. I WAS SO INVOLVED!
MIGUEL BERNARDI
PATHWAYS STILL SUPPORTING ME!
SCALE UP SUPPORT!
COMBAT SUMMER MELT

CONTINUE THIS MINDSET!

POST-SECONDARY COLLEGE COMPLETION TEAM

SHARON BROWN-WELBY, CHAIR

Developing a COLLEGE PROMISE for CV.

WHAT DOES IT MEAN TO BE "COLLEGE READY?" (A JOB READY?)

REGIONAL COLLEGE FAIR
2,000 STUDENTS ATTENDED

HIRE PROJECT WEIR.
LEARN FROM "PROMISE" PROGRAM IN OTHER REGIONS

OPPORTUNITY YOUTH & YOUNG ADULT TEAM

KRISTAN DOLAN, CO-CHAIR

WE FOCUSED ON OUR LANGUAGE!

RE-ENGAGE the YOUTH
WHAT KIDS TO REEL EMPLOYED!!
HOW WILL WE BE FULL FILLED?
WHAT'S YOUR PASSION?
Get BUY IN from YOUTH
WHO IS THIS POPULATION?
WHERE ARE THEY?

Better PSHIP ALIANCES in CV.
WHO ARE THE KEY CONNECTIONS
CREATE ASSET MAP
CREATE SURVEY (DISSESS THE ACTUAL DISCONNECTIONS)

BEHAVIORAL HEALTH TEAM

MAURGEN FORMAN, CO-CHAIR

LET'S mobilize the COMMUNITY!
WHAT ARE THE CAREERS?
WHAT'S THE PATH?

MAKING CLEAR TO H.S. STUDENTS a behavioral HEALTH PROJECT WEIR.
HAVE BH MTGS AT THE HIGH SCHOOLS
A 3 SHEET on WHAT BEHAVIORAL HEALTH IS!

CREATED AN ALGORITHM TO SHOW DIFF. PATHS

CRISTAL SALCIDO, PIS ALUMNA, LATINO COMMISSION

STRAND

ACTIONS

6

- SEARCH & I.D. Best Practices
- Provide Profess. Dev.
- Determine Current LEVEL of PARTICIPATION... (ALIGNMENT MATRIX)

5

- DEV a COMM PLAN
- I.D. TARGET AUDIENCE
- GET STUDENTS HELPING AT EVENTS
- ENGAGE DEV. DIRECTOR & COMMITTEE
- SHOWCASE STUDENT WORK to PUBLIC

4

- FOCUS GROUP of PARENTS to determine PRIORITIES
- MAKE W/SHOPS for parents RELEVANT
- WORK w/ DISTRICTS to AVOID DUPLICATION
- HOST W/SHOPS THEMATICALLY
- ESTABLISH ACTION PLAN for YOUNG ALUMNI

STRAND

ACTIONS

3

- DEVELOP the WHY... CREATE MKTG PLAN
- DETAILED DEPLOYMENT PLAN
- DEVELOP SKELETON FRAME for WHAT'S UNIFORM
- SECTOR LEADER → to Next Stage
- JW MARRIOTT EVENT (REPLICATE IN HEALTH)?
- ADDRESS TRANSPORTATION ISSUES (CITIES/CVAG)
- MAP GAPS in WBL → & OPPTY

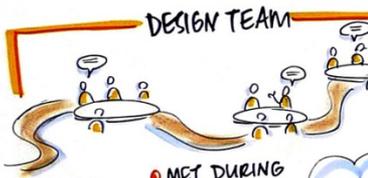
2

- CORE TEAM IN PLACE: (EDUCATORS + COMMUNITY)
- DRIVE RESEARCH on PROGRAMS FOR MIDDLE SCHOOL & ELEMENTARY

1

- NEEDS ASSESSMENT
- CREATE PD TASK FORCE
- TRI-DISTRICT DAY (MARCH)
- EXTRA DUTY / Short Chunks FOR PD - SAT?

THIS IS AN EXCELLENT TIME TO COME BACK TOGETHER & CHART RP 2.0!



• MET DURING SUMMER
 • PHONE calls w/ 25 people!
 the, team!

from 3 STRANDS...



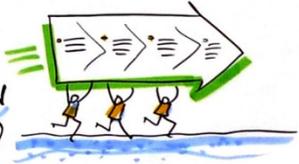
TODAY:



• DISCUSS TACTICS! → MODIFY AS NEEDED

• DEFINE #1 (VOTE) PRIORITY TACTIC

• BUILD OUT ACTION PLAN (one year out)



NEXT STEPS:



- DESIGN TEAM DEBRIEF
- DETERMINE STRAND TEAM LEADS
- STRAND TEAMS CONVENE
- 1st DRAFTS composed for REVIEW by OVERSIGHT Committee

OCT 21