

The logo graphic consists of four overlapping squares. The top-left square is red, and the others are in shades of purple and blue, creating a layered effect. The text 'red shift' is centered on the top square.

red shift

Building lifelong learners and
career changemakers.

Noah, Anisha, & Maya

What's the problem?

We live in a generation where careers are rapidly evolving. It is no longer sufficient to be merely prepared for one profession, you must be able to leverage opportunities to build a fulfilling and sustainable professional life. While this future may signal freedom from isolated disciplines and enhanced career mobility, it uniquely challenges communities with little access to baseline opportunities. Members of low-income communities can see the national progress around them, but are not given the tools to apply those developments in their communities. We think it's time that members of disadvantaged communities get a piece of the action.

Reframing the problem

Born and raised in DC, James has been able to witness firsthand problems in his community. However, as a DC public school student in Ward 7, he doesn't feel he can engage in a meaningful intervention. It feels as if traditional higher education is the key to accessing opportunities to better his community. However, the current higher educational system is incredibly inaccessible for James. Because of this, the problem becomes cyclical in low-income communities where potential changemakers cannot access the tools to inspire action within their local contexts.



“ *We want James to be resilient and his career to be resilient as well.* ”

Addressing the problem.

Our intervention focuses on a key factor that excludes students, like James, from this new era of rapidly changing careers. RedShift seeks to empower students to be resilient in the face of global challenges, as well as have careers resilient enough to adapt to the needs of our time. We want to inspire a generations of movers, shakers and Shifters who can use life-long learning techniques to uplift their communities.

Our proposal focuses on two aspects: providing James with the tools needed to help solve a community problem and redesigning his educational trajectory to allow access to different methods of intervention throughout his career. These processes are embedded in the four phase structure that is the crux of RedShift.

our mission

Our mission is to foster two types of resiliency, internal resiliency and career resiliency. Internal resiliency is defined by the ability for a student to understand the larger impact of his or her work, to persist in the face of complications and to have the abilities to adapt the needs of the problem. Career resiliency is the ability for a career to build opportunities and shift between them while maintaining an individual's impact on their community. Through this process, RedShift strives to build lifelong learners and career changemakers.

Elements of Internal Resiliency

- diversity
- complexity
- change

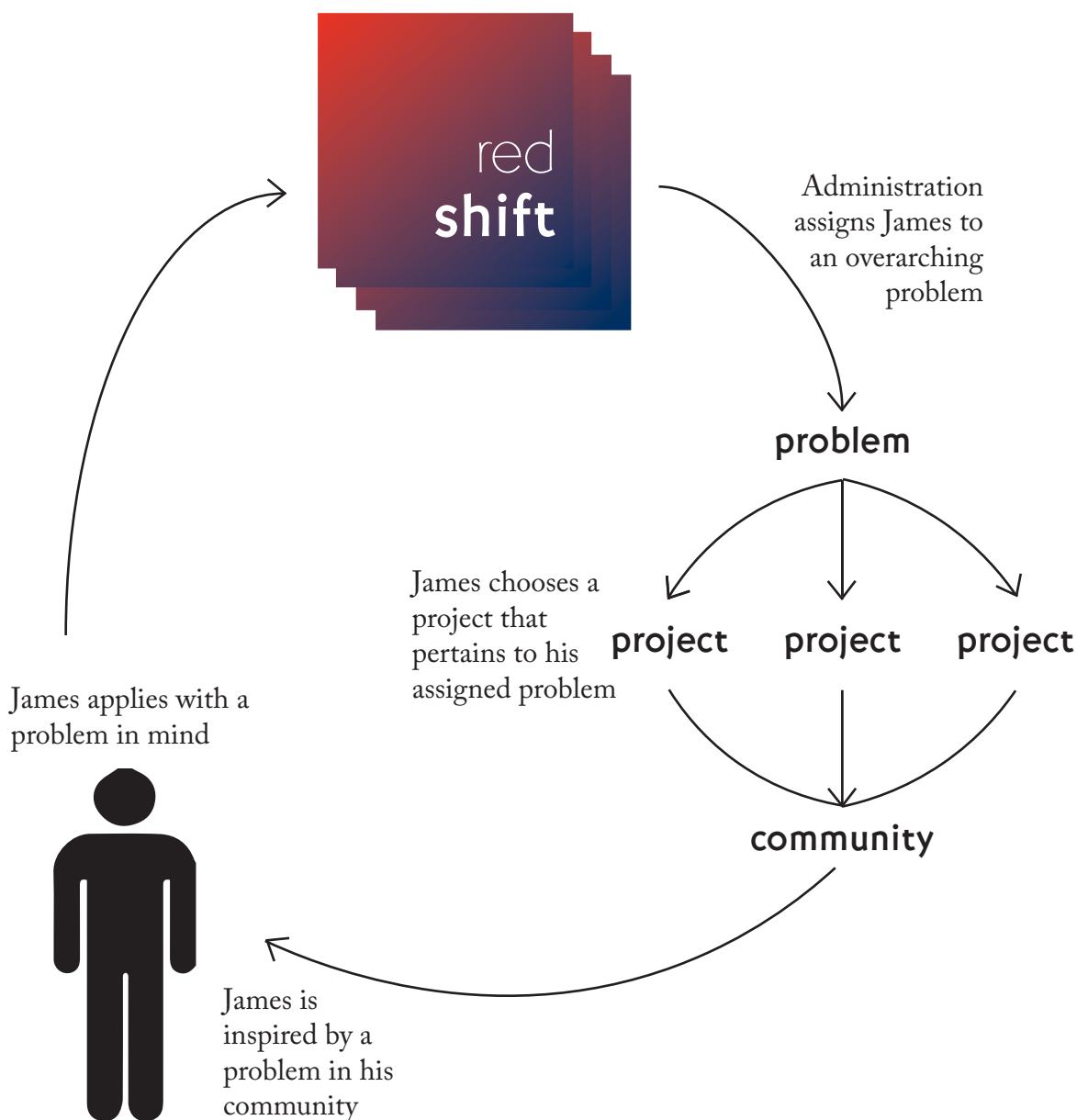
Elements of Career Resiliency

- adaptable
- community based
- forward looking

Admissions: **equitable and problem centered**

In our application process, prospective students describe a problem within their community that they are passionate about. These problems can have different scopes, however, are reflective of a complex global problem. Our admission committee will select students based on the strength of their application, with a focus on RedShift's mission to empower underserved youth. Upon acceptance, administration will harness our applicant's passion by using his or her specific community challenge as a launch pad for them to engage in a broader issue.

concept one: admissions process overview



Phase I:

project-centered learning

In phase 1, we seek to introduce our new students to a community problem through project-oriented learning. We seek to toe the line between shelter and exposure, by crafting a curriculum to promote development encapsulated in real world engagement. There are two pillars to our curriculum: skills, and reflection.

concept one: skill building

Because our curriculum is in the context of a project implementation, RedShift students develop necessary skills to tackle their specific problem, including technical, team-work, logistical and leadership skills. RedShift believes that these skills contribute to building students' individual resilience to challenges posed by community issues.

concept two: online learning

To balance program flexibility and engagement, RedShift offers an amalgamation of online and in-person skills-based curriculum. The online curriculum elements focus on skills and knowledge about the problem that don't require hands-on facilitation. However, these skills will be further expanded upon in the context of hands-on application to the community project.

concept three: reflection

We also hope to bolster these skill sets with reflection components that fosters an understanding of an individual's community impact, personal growth and the ethos behind the project. Through this greater understanding, the student is able to reframe challenges that arise and address them from various perspectives.

Phase II: professional development

To further develop individual's problem-centered skills and internal resiliency, RedShift structures Phase II in the context of the workplace. In this phase, students will engage professionally with one of our partner organizations working within the scope of his or her problem. In this process, RedShift students are able to further their skills development by supplementing their understanding of the problem with unique workplace abilities such as resume building, networking with mentors and creating a network of field experts.

concept one: payment plan

RedShift specifically designs Phase II to create a flexible education plan for students who need to balance generating income with learning outcomes. In this phase, students will either be paid employees or will have an internship subsidized by RedShift.

concept two: networking

Phase II puts students in direct working relationships with professionals from their specific field. The experience provides them with future connections and links when they move to a future career.

concept three: work experience

Phase II gives students the opportunity to work in their field of focus. The real-world work experience will develop valuable life skills as well as assist in development and curation of a professional resume.

Phase III: project management

In the third phase of RedShift, we seek to create a circuit for knowledge to be shared between James and phase I RedShift students. Specifically, James will draw upon his experience with his selected intervention to design and lead an introductory project for new students. In the project management phase, he is able to meaningfully inspire change in his community and enhance his own personal engagement with his chosen intervention.

concept one: impacts on personal engagement

By designing and implementing his chosen intervention, James furthers his knowledge of his community needs and understanding of the problem. James builds soft leadership skills with a project management role that is applicable to any career. With experience in project management, he can develop his professional resume to tailor to leadership roles.

concept two: impacts on community

Leveraging his experience, James and his team tackle a community problem by implementing the phase 3 project. However, James's impact on his community grows exponentially as he is able to empower a cohort of future changemakers who will one day lead and implement their own project with new students. By managing a community-based project, James helps students engage with the intervention during their introductory project and in their future.

Phase IV:

designing a resilient future

Life happens-- so careers should account for disruptions and pivots. We are here to provide tools for a resilient career by giving James the opportunity to take advantage of our phases to build and pivot a flexible career focused on his chosen intervention.

concept one: professional experience

RedShift facilitates job opportunities with partner organizations to help James engage with his community problem through paid work experience.

concept two: curricular engagement

James furthers his understanding of the intervention through engaging with new coursework. This coursework could be in the form of specialized “sprints” for Phase 4+ students designed to be short professional development opportunities.

concept three: project development

James continues to manage and develop his project with RedShift’s partners and resources.

Operations (behind the scenes)

concept one: how administration interacts

There are 3 levels of administration: project managers, reflection advisors, and RedShift administrative staff.

RedShift administrative staff manages recruitment process, project managers, reflection advisors and guides students on their life-long learning trajectories.

The project managers design and lead the phase one project and interact with reflection advisors to create a personalized education.

Reflection advisors facilitate life-long reflection groups, promoting personal growth throughout the phases. Reflection advisors also work with administrative staff to guide students on next steps during the program.

concept two: partnerships

We hope to partner with socially-conscious organizations that are working towards solutions to community problems. Our partners are vital to our organization's ability to facilitate each phase for our students. RedShift believes that community engagement through experienced problem-solvers enhance our student's education in both project-centered and work experience phases.

Conclusion

RedShift seeks to intervene at the source of inequity in accessibility for higher education. By providing a more accessible platform we seek to engage those communities that have been excluded from liberal education.

RedShift is built on the mission of establishing resilient students, able to adapt and evolve in the face of the mobile and transitional landscape of society and employment.

