



How To: **launch a** STARTUP

Mechanical engineering senior Tucker Dunbar launched an online store on Etsy in 2018, drawing on his experience from the Student Innovation Idea Lab, Bronco Makers Club and Innovation Orchard, where he serves as the lead technician. His Etsy store, PropNShop, sells replica props from the fantasy and science fiction worlds. Dunbar shares his path in launching the startup.

1. TAKE CALCULATED RISKS

"If you're not sure about your passions or strengths, it is OK to try new things. Don't be afraid to jump in headfirst as long as you can afford it."

2. KNOW WHAT PEOPLE WANT

"I often look around Etsy to see if an idea already exists and how popular it is. I also go to conventions to see what things people are interested in."

3. FIND YOUR NICHE

"Once you have an idea, ask yourself if it is popular enough to warrant your time and effort. Or, is it too popular with too many competitors? Could you make it better or cheaper?"

4. IF YOU WANT TO CONTINUE, DEVELOP A BUSINESS PLAN

"Once you've launched, decide on your next steps. You could maintain the business at a lower but a sustainable level. You could stagnate, by continuing but not creating new products or updating the marketing. Or, you could scale up the business, take in more orders, hire people and grow."

B R O N C O S A T W O R K

Jennifer Hillmer Felter

'03, liberal studies, pre-credentialed program

THIRD GRADE TEACHER
Covina-Valley Unified School District



Belén Pinedo

'11, liberal studies

FIFTH GRADE TEACHER
Azusa Unified School District



How did Cal Poly Pomona prepare you for teaching?

In almost every course, we had to go out into classrooms in our community and learn by observing teachers and working directly with local elementary school students. There is nothing that can actually prepare you for teaching except by doing. Cal Poly Pomona is the leader in that educational philosophy.

What motivates you each day to show up and teach your students?

My goal is to inspire a life-long love for learning in my students while empowering them to question and explore the world around them. My motivation is simple: the students themselves. I have 24 precious educational lives in my hands. I take that responsibility seriously every year.

How are you adjusting to virtual education?

Adjusting to virtual education was very difficult. My days look much different than the start of last year. I am either teaching my third graders online from my dining room table while keeping an eye on my daughter who is doing online first grade in the room next door, or I am teaching from my empty classroom. Balancing being a parent and an effective teacher is the hardest part right now.

From an educator's perspective, how can families support students in virtual learning?

Families can best support students by keeping a positive attitude, encouraging students to communicate with their teachers when they're not understanding and also being understanding if things are not running smoothly. This is a brand-new way of teaching. We need to learn what works best as we go along. We're all doing the best that we can.

What is your favorite part of your job?

By the time my students reach fifth grade, some of them have preconceived ideas of their limitations academically and socially. I love showing my students that they can grow their brain into its greatest potential with hard work and that they can push themselves into breaking their preconceived limits.

Describe what or who made you want to become an educator?

I originally started as a graphic design major. I applied for work study in the Financial Aid Office. Through them, I was hired as a homework helper at the Ontario City Library, now known as the Ovitt Family Community Library. The families I helped encouraged me to become a teacher because they liked the way I helped their children understand homework concepts and helped them raise their grades.

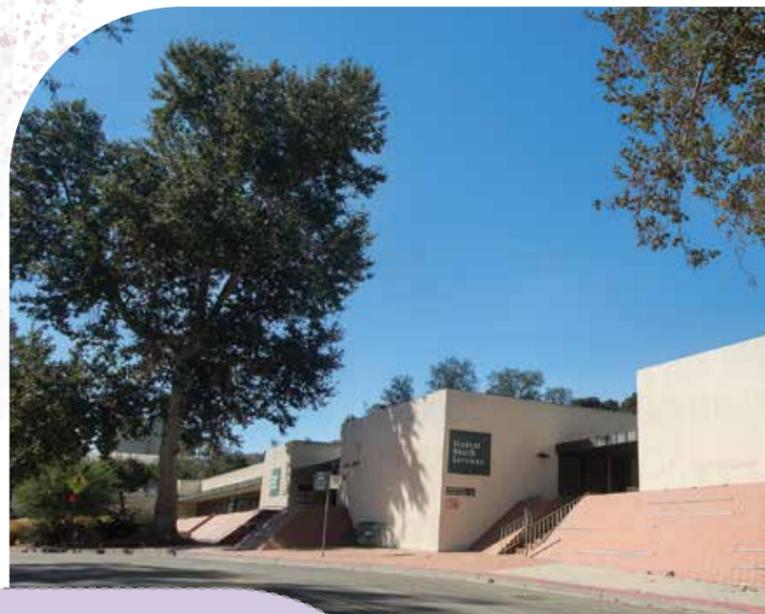
From an educator's perspective, how can families support students in virtual learning?

Families need to remember to be patient with their children, teachers and most importantly, themselves. We are all trying to do the best we can, but sometimes technology does not cooperate. With a little bit of patience and grace, we will find what works best for our families and provide assistance where needed. It is vital to keep the communication lines open with families and educators because our main goal is student success.

What are some things you've incorporated into your curriculum to keep students engaged virtually?

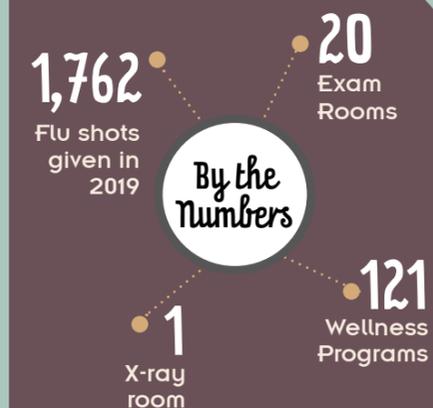
To maintain student engagement, I try to incorporate TPR (Total Physical Response) — music, dance and interactive lessons. We also take plenty of brain breaks to ease our stress, frustration and brain fatigue. It is also important to let students feel ownership of their education by allowing them to express their ideas by encouraging participation. Breakout groups allow students to collaborate, have discussions and build community.

That's SOCAL POLY



Student Health Services

The Student Health Services Building (SHS) serves to promote healthy lifestyles and academic success by providing students with quality medical, psychological and wellness services at little to no additional costs. Built nearly six decades ago, SHS provides a variety of programs and resources dedicated to topics like nutrition, sexual health, mental health and stress management.



A Brief History WOMEN IN ENGINEERING

Cal Poly Pomona is dedicated to recruiting, retaining and graduating female engineering students, supporting them with mentoring, networking and leadership development opportunities. Supporting these activities are three separate units: the **Women in Engineering** program, **Femineers** (K-12 outreach program), and the collegiate chapter of the **Society of Women Engineers** (SWE). From 2007 to 2019, the proportion of female engineering students grew from 13 to 21 percent.



2002

Cal Poly Pomona's Society of Women Engineers is awarded Most Outstanding Diversity Program for the Region at SWE Nationals.

2014

Edison International donates \$100,000 to Women in Engineering. The program is renamed the Edison International Women in Engineering Program.

2015

The Femineer program is recognized by the White House Initiative on Educational Excellence for Hispanics.

2015

The "Engineering Girls-It Takes a Village" program invites girls and their mothers to live on campus for a week and engage in STEM activities. The summer program recruited families who experience housing insecurity and received funding from the California Space Grant Consortium and Southern California Edison.

2020

The outreach program "Introduce a Girl to Engineering" receives an Inspiring Programs in STEM Award from INSIGHT Into Diversity.



OUTDOOR EDUCATION IN THE TIME OF COVID-19

Assistant Professor **Claire Latané** ('06, master's in landscape architecture) is the founder and leader of the Emergency Schoolyard Design Volunteers, part of the COVID-19 Outdoor Learning Initiative.

What are some of the universal challenges in redesigning outdoor spaces as outdoor classrooms?

Most schools, especially schools closer to cities, have very few trees and little to no garden space. What trees or living grass there might be is probably at the front of the school along the street, not where the students spend their time. Our bodies and minds need the complex and restful sensory experience that trees and gardens provide. Other research shows that students of all ages are more physically active, cooperative and creative when their school settings are full of trees and gardens, compared to asphalt or open grass fields.

Even more challenging on these asphalt campuses is creating outdoor learning spaces that support hands-on, sensory-rich activities. This is where we lean on nature-based design and experiential learning, which is challenging within the tight spaces of many schoolyards and the strict policies surrounding school design to ensure safety.

In light of the national conversation about racial justice, it won't come as a surprise to many that our schools can reflect inequities and inequalities. How can design address this?

We see communities that are still impacted by racist lending practices like redlining have schools with fewer trees, less green space and less outdoor space. And across the country, there are many students without access to the technology and resources needed for remote learning, such as a computer or tablet and a stable internet connection, let alone food security or a place to learn. The National COVID-19 Outdoor Learning Initiative launched in response to this inequity.

Read more: See the National COVID-19 Outdoor Learning Initiative's equity statement at www.greenschoolyards.org/equity.

