Governing Board Minutes
Friday, February 7, 2020
Location: Roy C Hill Education Center
601 North E Street, San Bernardino, Telepresence Room
1:00 p.m. - 3:00 p.m.

In Attendance:
Ryan Holman, Snowline JUSD, Chair
Jesse Najera, Silver Valley USD Co-Chair
Ted Alejandre, SBCSS
Stephanie Houston, SBCSS
Trenae Nelson, Apple Valley USD
Ronda Tremblay, Baker Valley USD
David Olney, Hesperia USD
Ron Williams, Victor Valley UHSD
Matt Wells, MDCP JPA
Kendle Crowell, MDCP JPA

1.0   Call to Order
The meeting was called to order at 1:16 p.m. Ryan Holman welcomed the group and conducted roll call.

2.0   *Adoption of the Agenda*
On a motion by Jesse Najera, with a second by Ron Williams, the agenda was unanimously adopted as-is.

3.0   *Matters Brought by Citizens*
No matters were brought forward.

4.0   *Presentation*
Through recent conversations with the Coordinating Council, some issues were brought forward concerning data on the CCI dashboard and gaps that are becoming apparent in the region.

The Board received a short presentation by McKenzie Tarango, Coordinator at Hesperia USD, on critical information regarding CALPADS and CTE coding practices.

- It has been a continuous quality improvement process reflecting data appropriately. CalPADS covers vast programs at schools, but the focus of this presentation was CCI, Perkins Reporting and helpful tips to take back to districts.
- Most of the data collected to create the results on the CCI come from CALPADS.

- The state has released a new flyer to more clearly articulate the 8 ways a student can become prepared: CTE pathways and College credit courses were outlined. Students must successfully complete two college bearing courses (dual enrollment, concurrent enrollment and articulation), however it is never really reflected as it should on dashboard breakdowns of our region. We have a lot of articulated courses across industry sectors and VVC gives students credits if they enroll in VVC, rather than in other CC areas where the students have to actually show up at the school for classes. We can take the credits on CCI with this model of articulation.
- There have been conversations amongst teachers that since students can't get college credits twice through articulation, only secondary classes, not entry level class, should be articulated. McKenzie advised taking caution with that approach because in CALPADS you can't take credit for a CTE completer and articulated credits in the same course. VVC has already validated that HS curriculum is worthy of articulating, so districts should take the credit for the pathways completion.
- Any child enrolled in articulated classes should be approaching prepared on the CCI *if* they have been entered in the system correctly.
- There are multiple areas to be checked and missing some of those steps creates inaccurate data as a whole. Students are doing the work, info is going into the SIS system, then CALPADS, then that data is used to create the indicators.
- McKenzie showed that our region as a whole is reporting differently, but we shouldn't be because all districts are in the same range as far as number of pathways to students. Dual enrollment and articulated credits are well known, so there should be no reason districts are showing up in red. That indicates a data gap; it is not an indication that the work isn't being done.
- Districts should be using the chart shown to drive continuous improvement and to ensure our data is being reported appropriately because the data should be driving discussions of work to be done.
- Attention to detail is critical in the data entry/reporting process and there are so many steps and comparisons with transcripts and other data reporting systems to ensure accuracy. You can't go back to previous years to correct data, so there will be consequences for a few more years since it is rolling data.
- Brandi Jauregui at CALPADS is the most accessible person from that entity and staff should be encouraged to contact her on a regular basis. She can show staff how to check on different reports and validate data before submitting.
- Matt Wells advocated that we need to ensure Coordinators have access to the CALPADS data to review it and make sure things are reported correctly. There should be best practices within each district to ensure everything looks accurate before final entry is made. Matt added that the CTE pathway completion does not auto populate, someone must manually enter that information for each student. It is time consuming and laborious to review each set of data in each system, but it is important that staff is aware.
- Trenae Nelson indicated that Apple Valley cleaning up their data and cleaning up their class schedules is what brought them into blue status on the dashboard this year. McKenzie agreed that for the larger districts especially, there can be multiple course codes, which often causes gaps in this data (what is capstone, what is completor, etc?).

- SBE will be releasing new potential CCI measures, such as: Workforce readiness, state registered pre-apprenticeship programs, Workability, student internships, student led enterprises, work based learning opportunities, etc. These terms are still to be defined, so more conversation needs to be had before districts report on them, but it would be wise for districts to start collecting data in these areas as soon as possible.
- Reporting data is required for CTEIG, Perkins, K12 SWP, and as a state requirement for *any* district with CTE programs. If a district doesn't report, they will not be eligible for any future funding from any of the above revenue streams in the future.
- Having an understanding in these processes is critical, so CTE Coordinators should be strongly encouraged to have view access and engage in the process with SIS staff.
- Reporting completor data in Calpads requires running multiple reports. All completers will be surveyed using the same survey questions across the MDCP region. Results are due at the end of March. Once student surveys are collected, they must be input into SIS, and then districts must work with CALPADS to get that data extracted.
- In one of the new fields, CTE classes must be identified as high quality (no longer just by teacher or course - must go through every section to indicate if those teachers can be marked or not).
- Helpful tips for Coordinators: attend county CALPADS meetings and webinars, go to the SIS conference, get a view-only CALPADS account, email CALPADS when questions arise, email the Office of Accountability as a last result.
- Ryan asked what Superintendents can do to assist in this effort. McKenzie responded that it would be best to identify a person at every district who is responsible. Everyone plays a role, so someone needs to be clearly identified to ensure necessary collaboration takes place and the most accurate data is being reported. Ron added that each district needs guidance on who to appoint those responsibilities. We need to use collective knowledge to benefit everyone. Matt feels the Coordinators, under the guidance of Assistant Supts would be a natural fit. Trenae noted that there are master calendars that should guide their staff on when to follow these steps, so we all need to be aligned on when those deadlines are - build best practices for the JPA as a whole. Matt and McKenzie will work on creating and sharing that calendar. McKenzie added that Coordinators and data staff should also meet regularly for best understanding.
- Stephanie Houston indicated the CCI workgroup is still meeting, so some of the new elements and what is being tested should be shared soon. The way the system has been explained to her is that nothing goes into the dashboard measurements until there is 2 years of data and that data shows that each measure has had a positive impact on academic scores. If there hasn't been a positive impact on academic scores over the last two years, it will not be included on the dashboard. That is what happened with articulation - the workgroup knew articulation had a positive impact and they recognized that it was a data entry problem, but CDE still wanted to keep in line with the two year criteria.

5.0   *Action Items*
   5.1   **Approval of December 13, 2019 Meeting Minutes**

On a motion by Stephanie Houston, with a second by Ronda Tremblay, the December 13, 2019 meetings minutes we unanimously approved.

5.2   Approval, Advisory Minutes from Fall, 2019
On a motion by Ron Williams, with a second by Ronda Tremblay, the Advisory minutes from Fall, 2019 were approved as presented.

Matt noted that the minutes included were the ones that have been completed so far. There are still more advisory minutes to come.

6.0   *Discussion/Information Items*
6.1   Data Software Options
Matt Wells shared some data collection resources. Historically, we have had difficulty getting high desert specific labor market data, so when we came across the JobsEQ software from CHMURA, it was of interest for the kinds of data that we are always being asked to provide by MDEP teams, local employers, and for grant reporting needs.

Matt gave a demo of the types of reports that can be run using the software (demographics, education levels, employment by industry, etc.). You can define a custom region and all reports will reflect updated data specific to that region.

The cost for JobsEQ is $5500 for 4 licenses and OneFuture Coachella Valley has offered to split the cost with MDCP.

Matt Shared that he took a tour of the esri campus in Redlands and they are behind the arc GIS program. SBCSS has a handful of licenses, so Stephanie Houston is working on getting MDCP access to those licenses. Alliance for Ed has already utilized their license to map out where all CTE pathways are across the region. Stephanie shared there is County curated data that we can tap into for free and esri has offered training for SBCSS staff to learn how to best use the software. The University of Redlands has also offered GIS interns to help get this work going so we can see the impact we are having in the Innovation and Engagement branch. Ted Alejandre added that there are so many applications that the County of San Berardino has already taken advantage of, so it is an exciting project. There is no county across the country that is using a multiple layer approach to a larger vision to spatially tell a story of the county's transformation, so esri is very excited to assist SB County.

Matt concluded that these two platforms will be helpful in telling a compelling story for the High Desert and the Innovation and Engagement branch. The Board agreed.

6.2   MDCP Preliminary Draft Budget 2020-21 FY
Matt shared the MDCP draft budget for the 2020-21 year. We still haven't received the budget assumptions from SBCSS, but Matt gave some estimates similar to last year, to better inform the Board. In terms of the actual budget, we moved things around and added some funding in areas like software and promotional/marketing costs. To help tell the story of MDCP and build more

industry partnerships, more marketing is necessary. Total operating budget should be around $1200 less than the previous year.

The budget will be brought back in April for approval.

Ted shared that Jessica Hurst is the new director of Fiscal Services at SBCSS, so we can ask her any questions we may have when the budget is developed.

6.3   Adelanto Elementary SD

Jahnylynn Melana, who oversees CTE at Adelanto Elem SD, approached Matt to see what it would take to become involved in the MDCP JPA. They have recently aligned their elective offerings with the CTE offerings at VVUHSD. Matt shared the CTE pathways that Adelanto Elem. currently offers. Matt shared some figures using different cost scenarios and encompassing 7th grade, which Adelanto Elem offers, for the Board to consider. If we moved to 7-12 enrollment and included AESD, it would reduce districts costs a bit, with Victor Valley UHSD seeing the most dramatic decrease.

Comments from the Board:

- Dave Olney commented that he doesn't see any benefit to including 5th and 6th grade in our consortium. Matt agreed.
- Trenae Nelson asked what the benefit would be to AESD by joining a consortium who currently focuses on 9-12 and the transition from there. Matt replied that he was asked earlier in the year by AESD if they could join our Perkins and CTEIG joint application. The benefit to them would be that we would help them facilitate curriculum alignment, having more of a direct role in industry advisories and by having more credibility with industry by being part of a consortium. Stephanie Houston added that the CTE landscape is changing and the idea of starting a mindset around career exploration and exposing students to opportunities earlier is something to consider when discussing inclusion of an elementary school district. For SBCSS ROP, they want to include all districts offering CTE, including elementary districts, which is a dramatic shift from the old ROP model. Maybe what is being sought by AESD could be better served by the ROP. No costs from AESD would be associated with that option.
- Dave stated that adding an elementary school district defeats the purpose of what the JPA exists for, so he didn't see value from the partnership. He can see the 8th grade piece fitting in, but he felt like we would have to evolve as a consortium to include anything lower than that.
- Trenae commented that elementary district students may be more of a liability and taking opportunities away from high school students who are more mature and can handle the opportunities given to them. She appreciates exploring this option in the future, but agreed with Dave.
- Dave continued that if we widen the focus of what the JPA is, we will become more mediocre on everything and less effective in offering the excellence we have been offering up until this point. In terms of MDCP work, we need to hone in on what we need to be focused on before we open this up to new members.

- Jesse Najera and Ron Williams concurred with the other's comments. They don't want the JPA to become oversaturated. Ron did feel that if AESD wants to participate in certain learning experiences, we could offer some of those opportunities, but not have them as voting members.
- Matt agreed that all comments made sense and he would relay the information to Jahn.

6.4   Perkins Advisory

Perkins V now requires a comprehensive local needs assessment for each applicant, but concrete details have not been provided yet. Matt shared that we did not intend to do a Perkins Advisory like in years past, but we want to work closely with VVC on something smaller scale since we have so many shared partners. The Coordinating Council group set a placeholder date to have a higher level advisory meeting that is more intimate with some of our key industry players to look at the true needs of the regions that will feed the assessment.

6.5   K12 Strong Workforce Positions

Matt included the RFA and the objectives of the positions to the Board agenda packets. He shared that it made sense for MDCP to host the positions. To have a district within the College's boundaries, it would have been too difficult and confusing to have one of our districts as the LEA, so we ended up using SBCSS as the LEA.

Matt shared the job description for the Curriculum Specialist, which would be hosted by SBCSS. SBCSS has received preliminary approval to create five positions as part of SB County ROP, with two being assigned to MDCP.

SBCSS is part of the IEDRC and there are eight positions allocated based on the College districts within that region. Five will be allotted to SB County. Because SB County ROP was the technical assistance provider, they were automatically grandfathered in to getting at least one of the positions, but that was later turned into three. Funding was built on a 180 day position, which is not full time, so what SBCSS was able to do was use the ROP allocation to divide the costs and augment the positions into full time. Out the door, it will be $170-180k per position, with $125k coming from the Chancellor's office. The region is excited about the continuity of the positions. MDCP will be able to choose who is hired for the positions and they will be housed up the hill at AVUSD. Matt reiterated that this will not increase the fees for the MDCP districts. May 1st is the timeline to bring on the new positions. MDCP's positions are already going through the HR process at SBCSS.

6.6   VVC Articulation Update

Matt gave an update on the number of articulation agreements between MDCP districts and VVC. We are renewing all articulations at the advisory meetings and those will be turned into MOUs with the College in March. The only thing that was approved in year's past that was not renewed this year was in the Ag Science realm. VVC has changed from a two year articulation cycle to a one year cycle, which will allow more flexibility for the high schools year to year.

BCC articulations are still being turned in. Articulation in CHDV was denied at VVC, so many districts are pursuing articulation for those classes with Barstow.

6.7   CTEIG Update

Matt shared that no CTEIG application has been released at this time. Corrected allocations for this round will be announced in April.

6.8   MDCP JPA Tax ID Number

Matt shared that MDCP does not need to pursue a TAX ID number. We will be using SBCSS' number to seek grant funding.

6.9   Teacher Job Shadowing Update

Kendle Crowell shared that teachers in all industry sectors will be sent to industry for half day job shadowing opportunities and they will be meeting with one another in the afternoon to collaborate and discuss how to incorporate what they learned into their lesson plans. The hope is that the job shadowing will serve as a springboard for future WBL opportunities. Matt shared the schedule of what teachers are going where. The teachers and industry partners by and large have been very open to the opportunities given. It is a testament to the work MDCP has been doing.

6.10   MDCP Thank You Efforts For Key Partners

Matt asked for the Board's input on how to show gratitude to our industry partners who go above and beyond to impact our teachers and students. Matt asked for feedback on how we should go about doing that: a gift, banquet, etc. Having a banquet would better allow us to show them how the work they are doing is impacting students.

It was suggested to use students to show appreciation by creating a gift and also providing services at a banquet setting (videos, culinary, etc.)

Ted offered to share some of the videos from the State of Education if we want to use them at such an event.

Ryan added that not everyone hears the great work going on on a regular basis, like what is discussed at MDEP, so we don't want to lose that momentum.

Matt asked if he and Kendle could move forward with scheduling a banquet and ask for Coordinator's help. The Board asked Matt to move forward in that direction, but it was suggested to move the event to the end of April so we can use students and avoid graduations.

7.0   *Board Member Comments*

Ryan Holman opened the floor to comments from the Board.

Everyone was thankful for the work being done.

Dave Olney suggested moving our Governing Board meetings to a different date than the Supt's meetings because it is a lot to process for the Superintendents in one day.

Ryan Holman thanked Stephanie Houston and Ted Alendre for the value they have added and the advocacy of our programs.

8.0   *JPA Staff Comments*

Matt Wells reviewed the State of the County and the videos shown showcasing the High Desert, which was neat to see in such a large arena.

Matt shared a data report from the IEDRC Quarterly Meeting. They conducted a survey during the last six months, with 800 people participating, and the results showed that MDCP was listed as one of the top contributors to building a structure and infrastructure. We are way ahead of the curve in our region compared to other regions.

9.0   *Adjournment*

On a motion by Dave Olney, with a second by Jesse Najera, the meeting was adjourned at 3:02 p.m.