Mountain Desert Career Pathways
Date: February 4, 2020
To: MDCP Executive Board
From: Matt Wells, Director
Subject: Approval, December 13, 2019 Meeting Minutes

Action Item 5.1 Approval December 13, 2019 Meeting Minutes
It is recommended that the minutes be approved as presented.

Governing Board Minutes
Friday, December 13, 2019
Location: Teleconference
1:00 p.m. - 2:30 p.m.

In Attendance:
Ryan Holman, Snowline JUSD, Chair
Stephanie Houston, SBCSS
Pat Schlosser, Apple Valley USD
David Olney, Hesperia USD
Peter Livingston, Lucerne Valley USD
Ron Williams, Victor Valley UHSD
Matt Wells, MDCP JPA
Kendle Crowell, MDCP JPA

1.0 *Call To Order - Closed Session*
The closed session of the meeting was called to order at 1:00 p.m.

2.0 *Adoption of the Agenda*
On a motion by Dave Olney, with a second by Pat Schlosser, the agenda was unanimously adopted as-is.

3.0 *Closed Session*
A closed session was conducted concerning public employment personnel.

4.0 *Open Session*
The open session was called to order at 2:00 p.m.
4.1 **Matters Brought By Citizens**
No matters were brought forward.

5.0 *Action Items*
5.1 **Approval of November 15, 2019 Meeting Minutes**
On a motion by Peter Livingston, with a second by Dave, the November 15, 2019 Meeting Minutes were approved as is.

5.2 **Approval, Insurance Policy Language**

It was recommended that the Board approve a policy including indemnity language for the JPA, as well as the recommendation that the JPA must be named as additionally insured on all district's General Liability policies.

On a motion by Pat Schlosser, with a second by Ron Williams, the policy was unanimously approved as is.

5.3   Approval, Affiliation Agreement Liability Policy

It was recommended that the Board approve a policy regarding liability language protecting the JPA in the event of student injury at an affiliate partner location.

Dave asked if students are not already covered by school districts? Matt replied that yes, they are covered by each district, but if we advertise the event as one sponsored by MDCP, we could also be held accountable so we need to have additional protection

On a motion by Peter Livingston, with a second by Dave Olney, the Hold Harmless policy was approved as is.

6.0   *Discussion/Information Items*

6.1   K12 Strong Workforce Grant Update

Matt Wells updated the group about the projects which were decided on by the district Coordinators. We can apply for up to $2 million on each project. We have plenty of match, so we opted not to go in with ROP, but Matt expressed his appreciation to them for providing the option.

- Project 1: Bolstering K14 handoff. Ensuring that students know what the options are and how to get there. As an example, for GA, they have hundreds of jobs but 4 entry points to get to apply. This is overwhelming to students and needs to be streamlined and put in one place. Include videos, advertisements, This is sure to inform equipment needs, as well.
- Project 2: CTE Recruitment and Retention, specifically with a callout to WBL. There needs to be ties with WBL, according to first round of SWP and CTEIG. Each district has their own WBL things going on in addition to what MDCP facilitates, so idea is to form a committee that oversees what each district and WBL entity is working on. This could come in the form of teacher time, extra staff time to organize WBL opportunities and keep in contact with industry. There will be equipment needs coming out of this project, as well.
- Project 3: Industry standard equipment updates.
- Each project includes all pathways and all of each district's pathways.

Pat Schlosser commented that he liked that there is flexibility in each of the projects so that in case one is not approved, the funds from the other projects will still cover district's needs.

Matt reviewed the financial portion of the application. We can include industry in kind as part of our match, which at this point has given us around $500k. We have very strong partnerships that shine through in that respect. Matt split up the industry match amongst the districts based on ADA. Hesperia didn't need extra match dollars, so they offered to move over the extra industry dollars to the smaller districts, giving them a $100k bump. The Superintendents were supportive of that and appreciative of camaraderie for the smaller districts. The

Coordinators also did a great job of finding out where to pull in kind match dollars at their districts.

Recommending this year to base contributions based upon percentage of what a district puts in as match, not by ADA, because that seemed to be the most fair, as those numbers were not proportional in all districts. The Superintendents were in support of that decision.

The application is due on December 18th and we are working on getting Letters of Support from Industry and College partners in the meantime. Matt is on the selection committee this year, with a couple other industry partners from the High Desert.

6.2   CTEIG Update
The application for this year's funding was submitted in November, but the next CTEIG application for next year will be due in January. There is a question about if we have to do the narrative again since there isn't much progress to note in a two month span. Matt is waiting for that answer. Hopefully we will know what the award for this year is before Christmas.

Matt conducted the Self Evaluation discussion. We have to show improvement on the Eval over time, so Matt shared a summary of the combined results.
Some areas with gaps are:
- Providing support and counseling. Counseling is an area for improvement for most districts - building better relationships with Counseling offices so they can better inform students on CTE. Counseling is the best way to support CTE specifically. Stephanie Houston suggested facilitating counselor workshops or roadshows, which is something they did at CRY-ROP in the past. In their experience, they laid out all the pathways for counselors and they asked them to put them in pathway order/sequence, which was illuminating to find out how many weren't familiar with their campus's offerings. They also did Counseling internships to inform their knowledge of CTE and the career opportunities that exist for the students. Stephanie also suggested reviewing competencies in curriculum to determine how students on IEPs can be better involved in CTE programs. SBCSS ROP wants to support MDCP in that way to ensure competencies are aligned to standards curriculum. Matt added that we want to build a resource for best practices in Counseling and what Coordinators have been successful with in getting counselors more involved and aware.
- Students access to WBL and students participating in after school and out of school activities were other areas for improvement. There are lots of those opportunities in certain industry sectors, but we need to expand in all other industry sectors.
- Leadership standard must show that CTSOs are being done everywhere. The state may be looking at getting top notes in this category for those not doing CTSOs, since many districts are having trouble affording CTSOs as they increase in cost.

6.3   District Data Needs to Capture

Matt shared the list of data we need to capture at the last Governing Board Meeting. There is data collection required for each of the grants. The state should be coming out with one survey template that covers all the grants, which would be very helpful and less frustrating. A note is that for those districts who don't get Perkins, they will now need to be surveying students and the timeline for that is 6 months after graduation. Matt will share that template of questions once completed so all districts can use the same one.

6.4   MDCP JPA Tax ID Number

Matt discussed that during his Nashville visit, he learned about the Bank of America Community Builders award, which sounded like it was right in line with our MDEP initiatives and could be a good source of funding for that work. In looking at the application, you need to provide a tax ID number. According to SBCSS, the JPA should have its own Tax ID number. We will bring that back to the next Board meeting for official approval before moving forward.

6.5   MDCP Intent and Direction Review and Input (MDCP Survey)

Matt would like to do a survey of the work we are engaging in at MDCP. The survey would be for industry partners to determine where they are learning about MDCP and if we are helping their work along in a positive direction. Matt reviewed questions with the Board and asked for their feedback and ideas.

- Dave Olney asked if this would be a combined effort with MDEP because he feels like MDEP is more known and MDCP is not as well known. Matt agreed that it seems to be half and half with those who don't know what either of the groups is doing.
- Pat thought that the bottom section could be really important of the analysis/needs assessment, so that part seems very timely with the previous discussion. Another suggestion was to add "How does the JPA interact with CTE programs at the district and different district staff levels?" That might be helpful moving forward.
- Ryan Holman would like to see the questions streamlined and make sure that the survey pops out as best as possible since so many surveys are sent out and then immediately deleted.
- Peter Livingston suggested running an ad at the movie theater to get MDCP's name out in the community. The cost is only around $5000 for a one minute ad that runs 6 weeks. If some partner organizations want to get their names out with us in partnership, then they might pick up some of the costs for it. More people will likely see an ad at the movies than in the Victor Valley publication. It would also be a great way to advertise to families about CTE opportunities in the area. Most of the Superintendents hadn't seen the magazine that MDCP was featured in, so that may not be beneficial to do again next year.

7.0   *Board Member Comments*

Ryan opened the floor to comments from the Board.

- Pat Schlosser shared that the College and Career Readiness Indicator (CCI) came out and we saw a marked improvement for a couple districts now that coding issues were resolved and a good portion of articulation credits are now being recognized. They released a heat map for how students qualified. Dual Enrollment was highest, by far, so there as major growth there. So for the JPA to be the center of the districts getting those articulation agreements recorded, that has clearly aided in the numbers going up.
- Dave Olney commented that he thinks we need to find a time for a Board workshop to include Coordinators to take a look at where MDCP has been and where we need to go, so everyone has a clear focus. Summer timeframe was proposed for that. We can iron out details in the next couple months. Dave thanked everyone for the work being done.
- Peter Livingston supported Dave's suggestion and the timeline proposed.
- Stephanie Houston appreciated being involved in the discussion. She is happy to be at the County Office and looking at the *entire* county and how we are approaching this work. There is so much going on the High Desert that others can look to, so she is happy to be aware of everything so she can support it and spread the word.
- Ryan Holman thanked everyone and with the end of the year approaching, he is reminded of the great collective work of the MDCP.

8.0   *JPA Staff Comments*

Matt Wells commented that the Sweet Genius Competition went really well that morning and it is impressive to see the students at work. It also speaks to the great partnership with Victor Valley College.

Matt gave a recap on the Aviation and Welding advisories held in the last couple weeks. At the Welding Advisory, industry commented that the students they've hired in the last year have really impressed them with their soft skills and they all noted that there seems to be a shift of students coming from high desert schools. Dave Olney added that they have a new business in the area and the proprietor has stated the same thing. That was a huge achievement to note.

Everyone was thankful to hear of those positive comments.

9.0   *Adjournment*

On a motion by Dave Olney, with a second by Pat Schlosser, the meeting was adjourned at 2:52 p.m.

Mountain Desert Career Pathways
Date: February 4, 2020
To: MDCP Executive Board
From: Matt Wells, Director
Subject: Approval, Fall Advisory Minutes

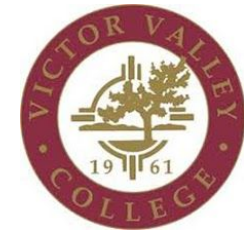**<u>Action Item 5.2 Approval, Fall Advisory Minutes</u>**
It is recommended that the advisory minutes be approved as presented.

Industry Sector: Hospitality/Culinary

School Year: 2019-20

Meeting Date/Time: October 10, 2019 10:00 a.m. - 12:00 p.m.

Meeting Location: VVC SAC Bldg.

Meeting Facilitator(s): Matt Wells

MDCP Director Approval Signature: _____ Date: _____

Community College Approval Signature: _____ Date: _____

Attendees

Name, Position, Organization	*Category*	*Email Address*
Allie Crosswhite, Instructor, Apple Valley HS	Education	allison_crosswhite@avusd.org
Brad Williams, CTE Coordinator, Apple Valley USD	Education	brad_williams@avusd.org
Carlos Tovar, Cracker Barrel Old Country Store	Industry	carlos96tovar@gmail.com
Charlotte Allen, CTE Placement Specialist, Victor Valley College	Education	charlotte.allen@vvc.edu
Cheryl Shelby, County of SB Workforce Development	WDD	cshelby@wdd.sbcounty.gov
Elyse Soto, Chef, The Cellar Restaurant	Industry	elysesoto@yahoo.com
Emily Cornwell, Instructor, Granite Hills HS	Education	emily_cornwell@avusd.org
Falan Grunert, Manager, Starbucks	Industry	s10429@retail.starbucks.com
Kimberly Evans, Instructor, Lucerne Valley HS	Education	kimberly_evans@lucernevalleyusd.org
Kirk McCarty, Instructor, Silverado HS	Education	kmccarty@vvuhsd.org
Marissa Mendez, Food Service	Industry	marissa.a.mendez@gmail.com
Marjorie Morgan, Instructor, Granite Hills HS	Education	margie_morgan@avusd.org
Matt Wells, Director, Mountain Desert Career Pathways	Education	matt.wells@mdcareerpathways.com
Kendle Crowell, Assistant, Mountain Desert Career Pathways	Education	kendle.crowell@mdcareerpathways.com
Ricardo Cabrera, Instructor, Sultana HS	Education	ricardo.cabrera@hesperiausd.org
Sarah Webber, Instructor, Oak Hills HS	Education	saarah.webber@hesperiausd.org

Jason Faber, Instructor, FCC Victorville	Education	jlfaber@bop.gov
Kelli Valencia, Instructor, Victor Valley HS	Education	kvalencia@vvuhsd.org
Roselle Sy, Panda Express	Industry	Roselle.Sy@pandarg.com
Romnick Sy, Panda Express	Industry	Romnick.MaicoSy@pandarg.com
Dulce Vasquez, Panda Express	Industry	Dulce.Vasquez@pandarg.com
Maurice McIntire, Instructor, Serrano HS	Education	maurice_mcintire@snowlineschools.com
Shawna Santos, Instructor, Barstow HS	Education	shawna_santos@busdk12.com
Delina Lahalih, Los Domingos Restaurant	Industry	delinalahalih@gmail.com
Geovanni Sanchez, Instructor, Silverado HS	Education	gmsanchez@vvuhsd.org
Christopher Pisciotti, Instructor, Hesperia HS	Education	christopher.pisciotti@hesperiausd.org
Sherry Jones, Instructor, Hesperia HS	Education	sherry.jones@hesperiausd.org
Clemons Fisher, Instructor, Victor Valley College	Education	clemons.fisher@vvc.edu
Michael Vennes, Instructor, Victor Valley College	Education	mike.vennes@vvc.edu

Meeting Minutes

A.   Welcome
The meeting was called to order at 10:01 a.m.
Matt Wells welcomed everyone, thanked them for their attendance and conducted round robin introductions.

B.   Work Completed Since Last Meeting & Goals for the Future
- Matt Wells shared Chopped and Sweet Genius Competition details. Fourth year doing these comps and they are always fun and successful. More students have been wanting to get involved in the programs because of these competitions and the good press they receive. The judges from past years spoke on the caliber of food that the students always prepare and the professional level that they operate and communicate with each other. Students tend to move on to working with some of the industry partners and go to the Culinary program at VVC.
- Discussion about SkillsUSA and FCCLA; many students have competed and placed across the region. Barstow HS had first time competitor go to Nationals for SkillsUSA, which was exciting.
- Tons of students have received articulated credit at VVC. Matt explained the value of articulation credits for those new in the room. The partnership at VVC continues to flourish and grow.

C.   Labor Market Discussion
- Falan from Starbucks spoke on an event at Oak Hills where industry came and interviewed students to work on their interpersonal skills. Restaurant and Food service industry missing out on candidates that have good customer service and interpersonal skills. Resumes that she sees from HS students are very well prepared, but as soon as she contacts them for interviews, they struggle with the communication part. Phone interviews conducted first to find out if they have knowledge about the job/company you're applying for. If they have a good attitude, and you can hear them smile and their personality shines through over the phone, they will get called for in person interview. HS students often feel unprepared because they don't have the life experience, but those from the Culinary programs and CTSOs tend to . Starbucks has a good training program, so they can teach anyone the skills needed to operate on the job, but they can't teach them how to love other people and connect with them.
- Sarah Weber talked about Soft Skills boot camp that San Bernardino County puts on.
- Students at the competitions who must stand up in front of industry and present their food really.
- Panda Express talked about the characteristics they look for. Are they happy, vibrant, inventive? They have lots of opportunities for growth, not just working at fast food restaurants, but a lot in business management as well. They are happy to train on the business. Can

start as counter help, and grow to management, area coach of operations, recruiters, and many other branches that they can elevate to. They are true career paths.

- Elys Soto spoke on her experience that gave her head start in industry, such as catering through the HS Culinary programs because that develops work ethic, teaches how to manage money, etc. So, she said the more students can learn about real life career experience while still in school, the better prepared they will be.
- Getting students involved in as many school business projects as possible shows them what community involvement looks like, servant attitude like working at missions, preparing meals for shelters, etc. serving staff members, building relationships, etc. all play a role in preparing students for a career.
- On October 24th, Culinary students will be working at the HD Opportunity Summit. HS programs will be working with VVC to prepare cupcakes for the event and will be working the event all day as servers, ushers, etc. It is a lot of work, but it shows students what a day in the life looks like and gives them the opportunity to showcase their talents to hundreds of local industry and represent their programs.
- ELys suggested going straight to the source if they are interested in getting a job somewhere or working for a certain catering company, restaurant, etc. She shared her story about approaching producer of Vans Warped Tour to figure out how she could cook for the tour and that opened so many doors for her, eventually leading her to the catering company that served President Obama. She put in the work, she had the passion, she didn't just expect anything.
- Panda employee stated that their employees have to prove themselves and demonstrate hard work first and show the initiative to move up the ranks.
- Discussion about how to inspire students who don't have the best upbringing or circumstances to know they can aspire to pursue their dreams and they can grow. They just need to feel believed in and supported.
- Some students lack self motivation but if they see a peer who is accomplishing something and they are driven, that helps to show those who are struggling that they can achieve the same things. Learn what each student's motivating factors are.
- Jason Faber from the Fed Bureau of Prisons has students who are inmates, so they can certainly feel a lack of hope at times, although they are excited to learn a skill like cooking so his program actually has a waiting list. There are a lot of parallels between a HS student and an inmate as far as soft skills. They do a mock job fair and interviews and then the staff debriefs with the inmates afterward to discuss the things they need to improve on for the real thing. His students are motivated because they have a family who they need to prove something to and they have made mistakes and are trying to rise above so they don't repeat those past mistakes
- Being a good leader means not always giving students what they need or crave at that moment, so they can find what it is that they aspire to be and do. Giving lots of feedback is important because it inspires them to stay on that path.
- Teachers often take on the role of parent, mentor, disciplinarian, psychologist, etc for some of their students because they don't have any of those things at home. Those words of encouragement from a teacher in that position often mean so much to those students.
- How do you take them from such a nurturing environment to then going into such a brutal industry like the restaurant world. Teacher also has to take the role of a boss and show them how to figure out things on their own, but also know they can ask questions when needed so they can succeed in their task or project. There is definitely a balance.
- Dulce from Panda talked about the need to give them constructive criticism, because once they go in the real world industry that is what they are going to When they love and care about somebody that is one of the ways they show them because there has to be a balance of the feedback they get and have to be willing to work on the things shared with them, not just shut down. Suggested giving them real

life practice in the HS kitchens, show them a sense of urgency, demonstrate what a fast paced restaurant environment looks like. Some examples of problem solving situations that could be mocked in the classroom are: critical thinking (food ingredient is rotten, chair in the dining room is broken, etc.) which will trigger students to think more and make their own decisions that will benefit the business, how to handle a guest complaint if they are on their own and no manager to address, policy and procedure vs. customer is always right.

- Doing the right thing, even when no one is watching or recognizing (cleaning up messes, storing equipment in the right place, etc. Panda staff agreed leaving a place better when you leave it than when you found it is very important to them and that is part of a good work ethic.
- POS and cash handling is important.
- Elys suggested conducting 3 month reviews for students, like they would receive after a probationary period with an employer. Falan agreed that it would be helpful because that is what Starbucks does, they break it into teams which is what could be done in the classroom.
- Mike from VVC asked Panda about their application process because he has had some trouble applying in the past. What are they looking for? They don't have an automatic screen out system, but they do receive lots of applications. They suggested going into a store if that is where you are looking to work. They want applicants that are doing more, not just applying online. Keep in mind the way applicants are presenting themselves on the phone and in person is very important - demanding an interview is not good practice. Are they showing up looking like they are taking the role they are applying for. They need to go above and beyond.
- Falan agreed. They get 1000 apps a week, so the few that show up in person will have the upper hand as long as they are showing up with an excellent attitude, appearance, etc.
- Carlos from Cracker Barrel stated they get a ton of applicants, but if you stop by the restaurant, there is a higher chance to get your resume looked at. Every week, they clean out applications, so you never know when a spot might open up so just keep going and putting a face to the resume. He suggested that students do the research to find out when the slow times are where they are applying so they have a better chance
- Marjorie Morgan stated that their district pays for all students food handlers license, so that is something that they can use when they go in and try to make a good impression.
- Panda discussion about when minors apply. They need to learn the amount of hours they can work depending on their age when they go in because the employers can't ask. Minors that can show what other things they are doing past the minimum reqs will help them since they don't have a full resume yet. They also look for what their plans are after high school, if they are passionate about the industry. Panda looks into who the applicant is as a person, not so much their resume.
- De Garcias recommended that even if a student doesn't get a job, they should continue to follow up with the restaurant, send a thank you card for the chance to interview, etc. That makes them stand out for when another position does open.
- Saturday Open House for Panda Express from 10-4 at Adelanto location. Applicants can just walk in
- Cracker Barrel is hiring on the retail side in prep for holidays, but not on restaurant side at the moment. They have opportunities to cross train, so there could be restaurant opportunities for those workers.
- Marissa talked about idea of staging for fine dining opportunities, where applicants offer to work for free and prove themselves so they can be hired. Many restaurants down the hill offer staging, but not a ton in the HD. Important for students to know, though.

- Internships discussion. Liability questions need to be reviewed by each district for those preparing food at the district and serving to the public. There is a permit from the Health Dept for those that want to serve food to the public.

D.   Certification Discussion
- Most if not all students are getting their food handlers card. They have to use County cards for students to be able to get hired, but some teachers also teach ServSafe. Hesperia not providing certs for their students, they just prepare them for the test. They would really like to incorporate that . All funding for that is funded through LCAP since it is approved by industry and stakeholders You can also pay out of CTEIG, Perkins or SWP. To use grant funds, you have to know how each student does as part of the requirement and every student in the class has to take it.
- Discussion on Precision Exams (food nutrition, culinary arts). The competencies are listed on the back of the certificates so that helps students know some key points to bring up at interviews or with employers.
- No baking exam yet, but Emily's students take 21st Century Skills and Customer Service ones to hone in on the soft skills aspects they will need in industry. They also do Career Essentials from SkillsUSA.
- Allie does Food and Nutrition which is fun and a good chunk of her students passed.
- Matt asked industry partners if the certs in addition to food handlers card would hold weight with them and
  - Yes. It shows that they have some additional skills and allows them to start a conversation and feel a little more confident.
  - Panda rep stated that if a student makes a point that they take the exam to take the test even though it's not a req for the class shows they are willing to go above and beyond.
- Matt asked if industry would be willing to host teachers for job shadowing second semester. College programs would be of interest to Kellie. De Garcias would be willing to host, Panda will ask if that is a possibility.
  - Panda will share link of "A Day in the Life at Panda" which showcases what they do every hour so students know what to expect before applying
  - Nepris idea was suggested to stream a live kitchen feed and give access to chefs and other restaurant staff

E.   Non Traditional Discussion

Matt asked from industry perspective where the deficits are.
- Panda: Typically, back of the house is male dominated since it is more physically demanding.
- Cooks at restaurants are predominantly male. Prep there are lots of women.
- Elys commented that it's important to go in with confidence, stand your ground, be vocal because it is a proving ground for those who are young.
- Restaurants are diverse places so if a person is willing to bust their butts and work extremely hard, they will find a successful career.
- Discussion about special ed/special needs students. It would be great to showcase employees that have already been hired who do have those special needs to show the students in the classroom what the possibilities are. Goodwill resource Center receives funds to assist companies and students (18 and older) and make their employment easier with certain tools. Starbucks hired 3 deaf people and Goodwill provided translators and tools to assist both ends

- Teachers need special education resources because that population is growing in their classrooms and they are hard working students if industry would give them a chance.
- Ability Counts is an organization that will work with students
- VVC now has outreach department to help them enroll at the College and they will host tours for Special Pops of seniors and take them through the CTE programs. VVC also has Foster Youth Program and they have a counselor and liaison dedicated to helping those students find resources and provide a smooth handoff from HS to College.

F.   Industry Feedback from District Programs
- Hope from industry is to get more industry involved in these advisories and in the classroom. Marissa would be happy to be a part of that involvement, speaking in classrooms, etc.
- Panda would like to see more real life success stories and get their feedback so students can learn and grow from that.
- Falan would like to get more industry in the classrooms. Continue to use CTE students to video the 2 competitions and share out.

G.   WDD Report
Data shows there is a need in SB County for Culinary professionals, but they rarely see anyone come to the SJCC looking for those types of jobs.

H.   Adjournment
The meeting was adjourned at 12:21 p.m.

I.   Articulation Agreements
Articulations Agreed upon at this meeting will generate MOUs with Victor Valley College, which will be valid through the 2020-2021 school year.

Apple Valley USD
Culinary Arts I to RMGT 81
Culinary Arts II to RMGT 87

Barstow USD
Culinary Arts I to RMGT 81
Culinary Arts & Management I to RMGT 81
Culinary Arts II to RMGT 87
Culinary Arts & Food Service to RMGT 87

Hesperia USD
Foods and Nutrition to RMGT 81

Restaurant I to RMGT 81
Culinary Arts & Management I to RMGT 81
Adv Cul Arts to RMGT 87
Culinary Arts & Management II to RMGT 87
Culinary Arts & Management III to RMGT 87
Restaurant II to RMGT 87

Lucerne Valley USD*
Restaurant Occupations to RMGT 81

* Interested in adding Restaurant II to RMGT 87 (uses the same curriculum as other schools). Kimberly will email Tyler and Mike to get approval to articulate.

Snowline JUSD
Restaurant I to RMGT 81
Culinary Arts I to RMGT 81
Restaurant II to RMGT 87
Culinary Arts II to RMGT 87

Victor Valley UHSD
Restaurant I to RMGT 81
Restaurant II to RMGT 87
Culinary Arts I to RMGT 81
Culinary Arts II to RMGT 87

Federal Bureau of Prisons**
They offer a year-long course with 5 parts. ServeSafe and Manage First award their certs, which allows them to be eligible for Manage First Professional. They would like to pursue articulation with Victor Valley College, if possible.

Jason will email Tyler and Mike to see if it is a possibility to articulate with RMGT 81 and RMGT 87

Industry Sector: Cosmetology/Barbering

School Year: 2019-20

Meeting Date/Time: October 21, 2019, 2:00 - 3:30 pm

Meeting Location: Hesperia Alternative Education Center, Career & Adult Education, 16527 Lemon Street, Room 12, Hesperia, CA 92345

Meeting Facilitator(s): Kim Walker / McKenzie Tarango

Notes

A. Greetings and Introductions
   Called to order at 2:00 PM. Round robin introductions. See sign in sheet for names and industry affiliations.

B. Work completed since last time and next goals
   a. *Salon updated. Toured salon and manicuring labs before and after Advisory meeting. Additional tours are being schedule with both Hesperia USD and Barstow College.*
   b. *Health & Safety updated nationally. Health & Safety State Board lessons and standards were updated nationally to align with National Interstate Council of State Boards (NIC). California Salon Safe updated monthly and published on the site. CA Salon Safe resources were viewed by participants.*
   c. *Updated Laws & Regulations for Approved Schools* https://www.barbercosmo.ca.gov/laws_regs/index.shtml *Discussed laws and regulations and Consumer Rights posting requirements. Laws and regulations guides are provided to students published/posted in labs and salons.*
   d. *Grant Opportunity. Discussed Strong Workforce grant opportunity. Kellie Williams shared that she would like to explore the possibility of transferring her Strong Workforce Cosmetology grant allocation from Snowline to Hesperia. Elsa Greenlee shared that Barstow College does not currently have grants for Cosmetology but would like to explore grant opportunities in the future.*

C. Labor Market Discussion
   Emerson Figueroa - Labor Market Information Division, Local Service Group, State of California, Employment Development, 909-948-6657, Emerson.Figueroa@edd.ca.gov
   Emerson Figueroa distributed handout "Top Occupations in Personal Care Services." See attachment. Employment demand included Hairdressers, Hair Stylists, Cosmetologists, Manicurist and Pedicurists, Massage Therapists, Receptionist and Information Clerks, Skin Care Specialists, Counter and Retail Clerks, Personal Service Workers, Barbers General and Operations Managers and Cashiers.   Emerson reviewed various links presented from data obtained from www.labormarketinfo.edd.ca.gov 21% growth noted across the industry. Occupational guides, employment growth, wages $24,000 - $39,000. Emerson noted growth in small business salons, commissioned salons and major salon chains related to barbering, cosmetology, manicuring and esthetician. Increasing demand for related occupations in the Personal Service industry.

High Desert America's Job Center, 17310 Bear Valley Road, Suite 109, Victorville, CA 92395
760-552-6550 http://wp.sbcounty.gov/workforce/labor-market-information/
Local school districts, Barstow Community College and Victorville Community College are partnered with America's Job Center. The local center offers free services provided by the Workforce Development Board. Services include career planning, employment counseling, personal coaching/mentoring, resume and interview workshops, computer workstations and referrals to partner agencies.

D. Industry Trends Update
   a. Industry snapshot - are opportunities expanding? Are careers stable? How has industry changed in the last 5 years? Where do you see the industry heading in the next 5 years? Looking for 1,000 ft view of industry at large, especially local industry. Discuss with industry partners on the realities they are seeing. Are there specific skills deficits that we can address (aside from soft skills)? Are there new equipment shifts? Software shifts? etc.

   Discussed the Barbering crossover program with an additional 200 hours completed after Cosmetology to expand employment opportunities. Increased need for Barbering Crossover license as an add on to Cosmetology licensing. Careers are stable. Industry has become more technical with increased skills in color mixing, chemical services, clipper and blades cuts, fades, hair line designs, line ups, lash and brow extensions, lash perms, microblading, facials, weaves and braids. Jenna has seen an increase for fade cuts at Great Clips with the younger clientele. Wendy has seen an increase market for lash extensions and last perms at Dream Lash Studio and volunteers demo sessions with students in the classroom. Elsa noted an increase in skills needed for extensions, braids, weaves and color for various hair types. Demetrive from Hair Republic has seen an increased need for services in microblading. Michelle shared her recent training with State Board educators and the use of the two phrases on board "Do it as you were taught. Use what you have to work with." All programs are interested in taking tours of other Cosmo schools at local high schools, colleges or model programs in the State. Soft skills are always needed. Front line reception can be a make it or break it for walk in customers.

E. District program share out
   a. **Hesperia** - *Michelle Robinson, Katie McLauchlin, Valerie Guillen Teachers attended the State Board Open House for Educators and shared out State Board resources. Program curriculum is aligned to California State Board Standards and NIC standards. Salon is being updated with industry standard equipment. Teachers noted need for updated industry standard furniture in Manicuring and Esthetician. Hesperia is interested in adding Barbering as an add on option to Cosmetology. Hesperia met with Barstow College last week to begin the articulation process. Next articulation meeting will be in November at Barstow College.*
   b. **Snowline** - *Kellie Williams Not offering Cosmetology at this time. Will explore options for starting a program. Snowline will send students to Hesperia and Barstow as referrals.*
   c. **Barstow Community College** - *Elsa Greenlee. Barstow College is eager to articulate with Hesperia Unified School District for Cosmetology. Barstow is starting a new Barbering program this term. Barstow has recently toured Riverside Community College and is interested in touring with other programs as a group to align opportunities for students.*

F. Industry Feedback on District Programs - Discussion and review of existing and proposed courses/curriculum/equipment/plans as well as assessment methods to validate competencies
   a. *Curriculum reviewed and validated by Board of Barbering and Cosmetology. Curriculum is reviewed by State Board for all Cosmetology schools. Aligned to industry needs. California State Board of Cosmetology is aligned to National Interstate Council of State Boards of Cosmetology (NIC) in both the written and practical exams. NIC Practical Examination Guide was shared and reviewed by Advisory Members. Additional information is available at www.nictesting.org*
   b. *Industry Bulletins https://www.barbercosmo.ca.gov/forms_pubs/publications/bulletins.shtml Bulletins provide updates to various procedures, safety and sanitation or licensing updates directly to the industry.*
   c. *California State Board of Barbering & Cosmetology Website and Social Media Campaign - Facebook & Twitter*

G. Certification Discussion & Report
   a. *State Board Educator Open House & State Board Trainings. Katie, Michelle and Valerie attended. State Board testing reviewed with the advisory. Reviewed mock boards, practical and labs utilized by NIC which are aligned to State Board.*
   b. *National Interstate Council (NIC) of State Boards of Cosmetology Practical Exam. Copies provided. Note: NIC is the National Interstate Council for which California has an agreement with the National agency.*

H. Placement review/support
   a. Review placement data for program completers - *are graduates getting jobs?* What are entry points? Discuss paths to careers (Secondary to PostSecondary and beyond) - are we aiming at the right spots?
   Graduates are getting jobs. Many salons are calling Hesperia and Barstow directly for recruiting employees. Most of the industry representatives on the advisory panel are graduates of the Hesperia. With Barstow articulation an alignment to post secondary education would be expanded. Many salon owners emphasised a need for small business planning and management courses in post secondary education.
   b. WBL placement data, review, feedback and support
   Shared opportunities available with Hesperia's Experiential Learning Program. Affiliation agreements provide additional opportunities in the local community.
   c. *Discuss additional data needs*

I. Nontrad/Special Populations - *Call to action about reps from underrepresented groups who can mentor/guest speak/be on a poster, etc.*
   a. *WIOA Generation Go - Mr. VonderHeide. Shared program and resources available through Generation Go. Students may see Mr. VonderHeide for eligibility and applications.*
   b. *Workforce Development, Dept of Rehab, SPED, Perkins. Local programs receive Perkins funding to assist non traditional and special populations. Hesperia, Snowline and Barstow are partnered with Workforce Development and Department of Rehab to provide additional services to participants.*

J. Teacher job shadowing sites.
   Teachers are working in local industry in addition to teaching. Teachers would like to job shadow other Cosmetology programs and salons to expand professional development opportunities for students and staff.

K. WBL opportunities discussion.
   Shared the Experiential Learning Program information with Hesperia Unified School District.

L. Summary of work to be conducted prior to next committee meeting and assign roles/responsibilities - Is there a project/task/scope of work that has emerged from the conversation today that everyone can collectively adopt to work on for the next year?
   a. *Grant Opportunities/Supplemental Funding. All agencies are pursuing CTE, Strong Workforce or other grants as a district or regional effort. Ongoing.*
   b. *Need for additional or replacement of industry equipment, chairs, work stations, mani tables, esti tables, esti equipment (Comso, Manicuring, Esthetician) at all programs*
   c. *Biometric Time Clock. Need to explore potential to update current time keeping system with a Biometic Time Clock.*
   d. *Ventilation upgrades in process*
   e. *Smart Board, Video Camera, Tripod needed*
   f. *Teacher Collaboration requested by all participants on a quarterly basis.*
   g. *Curriculum updates. Ongoing based on changes and updates to instruction and/or State Board requirements.*
   h. *Social Media & Marketing. All partners would like to increase social media and marketing of education programs and services available. Vouchers for haircuts, manicures and pedicures would increase hands on practical application of skills in the salon setting.*
   i. *Advisory members are interested in coming back as guest speakers and to assist by providing demonstrations alongside of students in theory or in the lab.*

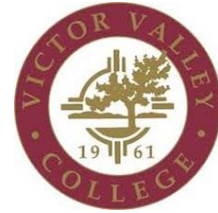*Adjourned 3:30 PM. Program Tours 3:30 - 4:30 PM.*

Industry Sector: Agriculture & Natural Resources

School Year: 2019-20

Meeting Date/Time: November 12, 2019, 6:00 p.m. - 8:00 p.m.

Meeting Location: Sheep Creek Water Company, Phelan

Meeting Facilitator(s): MDCP/VVC

Agenda

A. Greetings and introductions
   a. Attendance sheet attached

B. Work completed since last time and next goals
   a. Serrano HS
      i. Want to provide students with real-life work experiences.
      ii. Serrano FFA updates 3 teachers down to two.
      iii. Awesome officer team - Serrano
         1. OC Contest - Perris Competition 1st place Advance, Serrano
         2. Chapter meetings, good attendance
         3. SAE recognized in the state in AET record books
            a. 25 hours a semester required, students grade
      iv. Pathways for a 3-year sequence.
      v. Greenhouse and livestock completed.
      vi. AG incentive grant being overhauled
         1. 3-year sequence pathway required
      vii. Section officer meeting coming up.
   b. Lucerne Valley
      i. What's new - Troy is back!
      ii. Ag-Chem
      iii. closed and now offering Anatomy and Physiology, physical science 3rd year
      iv. Ag Mech, Leadership - Greenhand Conference
      v. Fair animals

C. Labor Market Discussion
   a. MDCP Folder
   b. We need employees with skills, not all students are college-bound. Not all are geared towards college.
   c. Lots of employees retiring in the skilled labor force and need replacement.
   a. Hands-on skilled classes in high school
      i. Check oil, build small buildings, etc.
   b. On the job training, certifications
   c. Soft skills/basic skills needed
   d. What does Sheep Creek Water Co. Do?
      i. Water meters

   ii. Water main lines

   iii. Water Samples

   iv. Maintain Wells

   v. 9 square miles

   vi. Checking meters

   vii. Fix line breaks

   viii. Water main line repair

   ix. Summer internships for HS students

   x. Team Work, knowing each other's jobs - cross-training

  e. VVC

   i. Water management class

   ii. Irrigation class

   iii. Working with Mojave Water District.

   iv. Reading water tests and analyzing results

   v. Water is a worldwide issue!

   vi. Ag uses 31% of state water

   vii. Launching new irrigation and water management certificate program.

  f. Where are the Ag kids going?

   i. Welding

   ii. Animal Science/Vet Science

   iii. Green Tech

   iv. VVC Animal Science Pathway

   v. Local jobs

   vi. Ag Engineering

   vii. Viticulture

   viii. With the new Greenhouse start opening students eyes to water and electric

   ix. Teach kids hands-on skills: building pens, fixing water pipes, etc.

  g. Don Fish-Suggested small business tours in town.

  h. VVC - Ag Science classes have field trips to check out Mojave Water Basin, upper Mojave Water Basin, Lake Silverwood

D. Industry Trends Update

  a. *Industry snapshot - are opportunities expanding? Are careers stable? How has industry changed in the last 5 years? Where do you see the industry heading in the next 5 years? Looking for 1,000 ft view of industry at large, especially local industry. Discuss with industry partners on the realities they are seeing. Are there specific skills deficits that we can address (aside from soft skills)? Are there new equipment shifts? Software shifts? etc.*

E. District program share out

F. Industry Feedback on District Programs - Discussion and review of existing and proposed courses/curriculum/equipment/plans as well as assessment methods to validate competencies

G. Certification Discussion & Report including Precision Exams discussion/review

  a. Welding certification is a huge plus.

  b. Other certifications needed but you can't get them until you are working in the industry. ie: D1-D5 certifications through the State of California.

  c. Jack Rice concerns

       i. No practicum attached to these exams

H. Placement review/support
   a. Review placement data for program completers - *are graduates getting jobs? What are entry points? Discuss paths to careers (Secondary to PostSecondary and beyond) - are we aiming at the right spots?*
   b. WBL placement data, review, feedback and support
   c. Discuss additional data needs
   d. Pathways
      i. Serrano - Intro to Ag Science, Animal Science Pathway, Ornamental Horticulture Pathway, Agriscience, Agriculture Business, Ag Mechanics,
   e. Ed. Dr. Kellie Williams-Proposing to the advisory board the new pathway for AG Science.
      i. Agro Science
      ii. Animal Science Pathway
      iii. We would like all freshmen in an intro to AG. Learning a little bit of everything.
      iv. Also freshman in AG Bio (animal science pathway)
      v. 2 Ag classes in freshman, junior & senior year.
   f. Advisory Board likes Kellie's proposal for the ag pathways: Ag Business, Agriscience, Animal Science, Ornamental Horticulture, Ag Mech.
      i. Matt asked what type of jobs would this be geared to?
         1. Lucerne Valley stated that stater brothers and stores need people. Also working at nurseries. Matt urged caution and reminded that the focus needs to be on sustainable careers not short term employment.
         2. Landscaping, Urban Forestry/landscaping, Turf Management, Articulations-Course changes/titles-Serrano will make side meeting with Nevels from VVC, Matt Wells,
            Kellie Williams to set up a time and place.
            Nevel from VVC does not want to renew Agriculture Biology.
            Nevel from VVC-Suggesting to all schools to do 170 in the fall and 175 in the spring via dual enrollment.
      ii. VVC-Sounds great and we just want to make sure we can articulate it into VVCr pathways and believe they will be able

I. Nontrad/Special Populations - *Call to action about reps from underrepresented groups who can mentor/guest speak/be on a poster, etc.*
   a. *What Sheep Creek Water Co. sees at workshops and conferences they are seeing more females in the industry.*

J. Teacher job shadowing sites
   a. Yes, Sheep Creek Water Co. will support teacher internships

K. WBL opportunities discussion
   a. Sheep Creek Co. offers job shadow and hires students, about 1 or 2 a year.

L. *Articulation Agreements*

   Apple Valley:
   Animal Science I to AGNR 100
   Veterinary Science to AGNR 106

   Lucerne Valley:

Horticulture to AGNR 121

Animal Science II to AGNR 100
Anatomy and Physiology in Veterinary Science to AGNR 106
Environmental Ornamental Horticulture to AGNR 121
Floral Design to AGNR 160

Regional Advisory Committee Meeting Minutes <mark>DRAFT</mark>

Industry Sector: Dental

School Year: 2019-20

Meeting Date/Time: November 13, 2019 5:30 p.m. - 6:30 p.m.

Meeting Location: Hesperia Alt Ed Center, Room #16 Dental Classroom

Meeting Facilitator(s): Matt Wells

MDCP Director Approval Signature: _____ Date: _____

Attendees

Name, Position, Organization	*Category*	*Email Address*
Ashley Borja, Dental Assistant/Former Student	Industry	ashley.borja01@gmail.com
Barbara Bonner, Instructor/Licensed RDA, Hesperia Career & Adult Ed	Education	barbara.bonner@hesperiausd.org
Brandi Turner, RDA, Parkway and AV Smiles	Industry	queenbee3@yahoo.com
Dr. Doug Johnson, Dentist, Johnson Dental	Industry	johnsondentistry@gmail.com
Dr. Eric Sandoval, Dentist, Sandoval Dentistry	Industry	eric.j.sandoval@gmail.com
Dr. Jeff Barlow, Dentist, Barlow Family Dentistry	Industry	
Dr. Malee, Orthodontist, Maleeh Ortho	Industry	mljortho@yahoo.com
Dr. Noel Ayala, Dentist	Industry	
Kristin Temme, RDH & RDA	Industry	tooth_fairydh@yahoo.com
Mary Perizeau, RDA, Maleeh Ortho	Industry	mljortho@yahoo.com
Kim Walker, Adult Ed Coordinator, Hesperia USD	Education	kim.walker@hesperiausd.org
McKenzie Tarango, CTE Coordinator, Hesperia USD	Education	mckenzie.tarango@hesaperiausd.org
Matt Wells, Director, Mountain Desert Career Pathways	Education	matt.wells@mdcareerpathways.com
Kendle Crowell, Assistant, Mountain Desert Career Pathways	Education	kendle.crowell@mdcareerpathways.com
Shelly Hutchason, RDA	Industry	shelly.hutchason@gmail.com
Susan Dahn, Instructor/Licensed RDA, Hesperia Career & Adult Ed	Education	susan.dahn@hesperiausd.org
Barbara Fortin, Office Manager	Industry	bnfortin@hotmail.com
Dr. Kevin Wheeler, Dentist, Wheeler Dentistry	Industry	wheelerdds@wheelerdentistry.com
Judy Ouellet, RDA, Dental Seel	Industry	mesc4him@gmail.com
Gabriela Borja, Parent of Former Student	Parent	gabrielaborja32@yahoo.com
Shelsey Guzman, Student	Student	shelseyannette@gmail.com

Madeleine Rivera, Student	Student	maddirivera4503@gmail.com
Hailea Casper, Student	Student	HaileaCasper18@gmail.com
Jazmine Gonzalez, Student	Student	jazmineleon22@gmail.com
Perla Banceros, Student	Student	perlalovesherhair1@gmail.com
Jorge Tovar, Student	Student	ianstovar760@gmail.com

<u>*Meeting Minutes*</u>

A.   Welcome

The meeting was called to order at 5:35 p.m.

Kim Walker welcomed everyone, thanked them for their attendance and conducted round robin introductions.

Kim reviewed the purpose of advisory and validated that there is a need for dental assisting in the High Desert area.

Matt Wells gave an overview of Mountain Desert Career Pathways (MDCP) and the focus on career alignment with CTE programs.

B.   Work Completed Since Last Meeting & Goals for the Future

    a. Dental Board of California https://www.dbc.ca.gov/
The Dental Board is reviewing all programs across the state and conducting routine reviews. Hesperia renewed their application for the RDA program. Hesperia's staff shared their curriculum and discussed the application process.

    b. CADAT https://cadat.org/
Susan Dahn, currently the President, explained that CADAT is an organization specifically for dental assisting teachers. CADAT assists with RDA applications, gives suggestions, and offers continuing education for their members.
   - *HUSD offer all Continuing Education courses necessary to get licenses (CA Dental Practice Act, Infection Control - 8 & 2 hrs, Coronal Polishing, CPR, Sealant, and Ultrasonic Scaling, and Radiology)*

    c. HOSA http://www.hosa.org/
Susan is a HOSA advisor and she shared about what their students are doing. They have clubs for the adult students and high school sectors. HOSA reinforces skills learned in class, along with leadership skills and students get the opportunity to compete regionally and nationally. Students need to raise money themselves to participate

Ashley Borja, a past student, gave an account of her experience at the national competition in dental science and dental terminology. It was challenging, but she was able to put the skills she learned into action. There was an opportunity to learn more about office setup, tools, etc. It helped her get out and explore the different career opportunities because it was not just dental assisting, there were other medical careers represented as well. One of the industry panel members has served as a judge and commented that to see these students come through the competition, you wouldn't guess they are students; they appear to have experience working in a dental office.

    d. Partnerships with Youth WIOA, Adult Workforce Development WIOA, CalWorks, America's Job Center
http://wp.sbcounty.gov/workforce/ajcc-workforce-system/

Kim Walker shared about Hesperia's partnerships with GenerationGo, which is funded through State of CA Workforce Development Department. Eligible Generation Go participants may receive help from their case worker to provide funding for uniforms, supplies, testing certifications, immunizations, etc.

Hesperia also has a partnership through Workforce Development which allows eligible WIOA adults who meet certain criteria (determined by their case worker and WDD requirements) to help them reenter the workforce, earn advanced career training and receive additional supportive services.

Hesperia is one of the few with partnerships with adults and students working side by side.

C. **Labor Market Discussion**

https://www.labormarketinfo.edd.ca.gov/OccGuides/Detail.aspx?Soccode=319091&Geography=0604000071

Kim Walker shared information from the Labor Market Report, provided by the Employment Development Department, which states the following:
- *In California, the number of Dental Assistants is expected to grow much faster than average growth rate for all occupations. Jobs for Dental Assistants are expected to increase by 16.5 percent, or 8,100 jobs between 2016 and 2026.*
- *In the Inland Empire Area, the number of Dental Assistants is expected to grow at an average rate compared with the total for all occupations. Jobs for Dental Assistants are expected to increase by 17.4 percent, or 830 jobs between 2016 and 2026.*

D. **Industry Trends Update**

Kim Walker asked for Validation of their RDA program. She asked the dentists and dental professionals about what they see in their field concerning employment needs, skills deficits, things Hesperia should address in their programs, what are their strengths/weaknesses?
- *Dr. Doug Johnson shared that there is a lot of demand for dental assistants. They get most of their DAs from the Hesperia program. They come out of school prepared, so it works out well for them. Students shadow in their office to observe different types of procedures, as well as front office duties.*
- *Someone agreed that many students leave the Hesperia program equipped to work in an office. The program sufficiently supplies students with what they need to succeed.*
- *Dr. Jeff Barlow commented that he has brought on a lot of students from this program and most have been great. He lets them start assisting as soon as possible because that is the best way for them to get the hands on experience and do the things they are uncomfortable with. You can't learn procedures until you actually practice them. Kim asked him what areas can the graduates improve in and how they can best prepare them for dental hygienist school in the future. Dr. Barlow replied that they just need to plant the idea and expose them to other dental occupations.*
- *Kim asked about next steps for students who become RDAs and want to go onto advanced dental school. Dr. Johnson shared that the best schools for dental hygienists are the ones they get into and the ones they can afford.*
- *SJVC rep: Dental hygienist schools are pretty saturated and difficult to get into. There are many schools in so cal, but students need to be aware that there are opportunities. She recommended field trips to the vocational schools to allow for students to see the bigger clinics and know what's possible for them in the future. The cost is a big deterrent for many students, but there are grants and other funding out there to help them, they just need exposure to that knowledge. She is a hygienist herself and a huge proponent for going in that direction and encouraging her students to pursue higher education.*

- *There is so much turnover in dental offices because DAs want to move on and become better. Many go into a dental office with low expectations of themselves, but they work hard and make it through the program, which builds their confidence to push them in a different direction.*
- *Dr. Kevin Wheeler commented that his office has hired many assistants from the Hesperia program. Many of the students coming straight from HS have never applied for a job before and the interview process is often very scary for them and they don't have good professional skills. They need more opportunities to have mock interviews in actual offices with actual dentists to prepare them for how to apply for a professional job. He looks for critical thinkers and assistants that watch the patient, understand what their breathing looks like while under anesthesia, etc. He continued that shadowing is good to allow students to become more comfortable around actual patients undergoing actual procedures. Dental assisting and dental hygiene is a good field and will provide a career for life if they want it. He encourages RDAs to pursue higher education or positions if they are interested. There will always be a need for RDAs because there is so much turnover.*
- *Shadowing smooths the nerves and helps to see if the student and the staff will be a good fit together.*
- *Practicing good ergonomics, good posture, and the right setup is critical to prevent back injuries and burnout of RDAs. That needs to be taught early on and their careers will be longer and happier if they practice those.*
- *Communicating face to face with adults is something that is difficult for high school students and young people. They need practice and real life experience with adult conversations to build that professional demeanor.*
- *Dr. Noel Ayala stated that he is new in the field and the biggest "aha!" moment for him was getting an assistant versus not having one in dental school. They play a critical role in the success of a dental office.*
- *Dr. Eric Sandoval discussed how hard it is to teach students empathy, compassion and attentiveness to patients and those are the most important skills for this field. Team players are the best employees in an office because the job doesn't stop after you see a patient. If you see something that didn't get done, don't complain about it, just rectify it yourself. Many students he had from the Hesperia program were successful and eventually moved on to bigger things. When a student is accepted into Dental Hygiene school, that is a huge accomplishment and students will find ways to come up with the money or seek out the programs that can assist them. Hygiene and dentistry can be saturated in some areas, but our region is growing and it is easier to build a dental career here.*

E.   Industry Feedback on District Program
- *Barbara Bonner noted that there are many changes happening with the dental Board, so the school does their best to keep up with that and with current practices in dentistry.*
- *So many patient records are now being stored electronically; it is not required yet, but something students should have a concept of. The school has also talked about implementing charting and front office tasks in their program. It will be expensive to build that aspect of the program, so that is a challenge, but that is where the industry is heading so that is what they need to do.*
- *Kim Walker asked industry partners what software their dental offices are using. Responses: Ortho 2 software for Dentrix, Practice Works, Care Stream (Kodak). There are so many softwares out there, it is hard to train on just one. Industry added that all systems are pretty straight forward if the students have an understanding of how to chart and what goes into a note. Industry partners encouraged the school to invest in 3D scans and digital impressions, rather than software. The school already has one CamCad machine and their students will be going on a field trip to learn how to use it. The dentists validated that they need more than one machine so each student can become familiar and comfortable with how to use it.*
- *Kim asked what additional opportunities exist for teachers and students to job shadow with local offices to keep up with current practices.*

- ○ *Dr. Wheeler's office would be ok with teachers and students being exposed more to IV sedation in their office.*
- ○ *Dr. Wheeler added that offices will get tired of shadowers who sit against the wall on their phones and don't interact, but if they get students who are engaged and happy to be there, those are the students who are welcome in his office. They should be engaging with patients and asking if they are ok with them shadowing their procedures.*
- ○ *Dr. Malee commented that he would like to see more shadowing in the Orthodontics area. The RDAs in orthodontics are doing the majority of the hands on work. Critical thinking in that field is essential, so students need to be exposed to that environment and learn what orthodontics is. They have assistants who have been with them for many decades, so their retention rate is very high. It is a speciality that allows the assistants to do the bulk of the work.*
  - ■ *Barbara stated that the state Board will not allow students to be placed in specialty offices for more than 10% of their time, so that is why they have gone away from sending students into ortho offices. Shadowing would be great, though. Students could go shadow for extra hours if they set that up themselves. It was suggested that if there are students who have a specific interest in a specialty to let them choose and then send them to those offices to shadow.*

G.   Certification Discussion & Report Including Precision Exams Discussion/Review
- ● *Matt Wells discussed Precision Exams, which is something that has been adopted region-wide to bring in certification opportunities that students can earn which will translate into necessary skills needed in industry.*
- ● *Barbara Bonner commented that she is doing Precision Exams with her classes and the first 2 modules have been successful before graduation, with the third module being given after. It is a god preempter for those getting ready to take their State exams. It offers an additional cert and assessment to validate that the students have a good understanding of fundamentals being taught.*
- ● *Matt asked about what percentage of students actually receive their licenses upon completion of this program. Barbara responded that most go on to take their state licensing exams. Industry from Dr. Wheeler's office commented that they require students coming in to take the licensing exam within a few months of employment to maintain employment.*

H.   Non Traditional/Special Populations
Gabriela Borja, a parent of a former student thanked everyone involved in the program because she didn't know there was a school like this locally and she was so relieved when her daughter piqued an interest in it, especially after she struggled in a traditional school setting. It got her daughter motivated and she is already employed in industry.

I.   Summary of Work To Be Conducted Prior to Next Meeting
Kim asked if there a scope of work that should be adopted and worked on in their classrooms during the next year?
- ● *More student/teacher shadowing and observing orthodontics.*
- ● *Give students more hands on exposure to the 3D scanner.*
- ● *One of the students suggested bringing in real patients, not just their family and friends to practice on because students are too comfortable with people they are familiar with.*

- *Conduct mock interviews and practicum for real world office visits. Barbara Bonner suggested scheduling one day of as many interviews as possible in different rooms with actual dental professionals. Industry suggested holding actual interviews at their offices, instead. They were open to hosting at their offices.*
- *Matt Wells informed the group about the Mountain Desert Economic Partnership efforts and explained that one team is focused on filling local jobs with local students, so he was really inspired by the industry partnership in this group and their willingness to bring in students, to share with other industry and show them how that is working. He will use this to example to inform other partners to do the same.*

Mountain Desert Career Pathways
Date: February 4, 2020
To: MDCP Executive Board
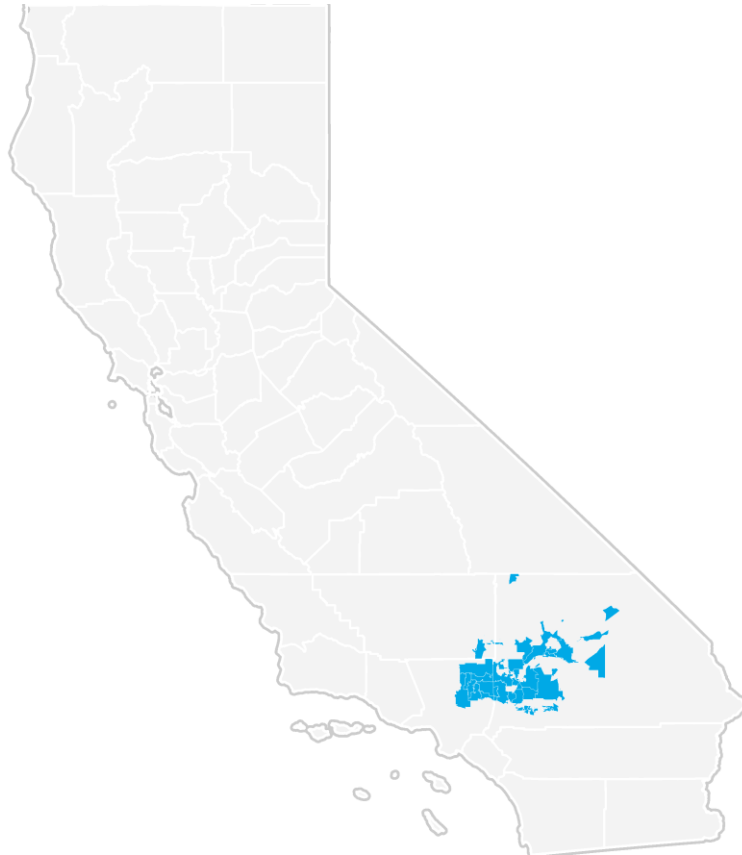**From: Matt Wells, Director**
Subject: Information, Data Software Options

Discussion/Information: 6.1 - Data Software Options
The Director will provide a demonstration of CHMURA JobsEQ and discuss ESRI. Several sample reports from JobsEQ are included for the Board's information.

Economic Overview

MDCP's Region

JOBS **e Q**

January 21, 2020

Demographic Profile

The population in the MDCP's Region[*] was 654,690 per American Community Survey data for 2013-2017.

The region has a civilian labor force of 256,076 with a participation rate of 53.7%. Of individuals 25 to 64 in the MDCP's Region[*], 12.3% have a bachelor's degree or higher which compares with 32.3% in the nation.

The median household income in the MDCP's Region[*] is $48,155 and the median house value is $194,839.

Summary[1]

| | Percent | | | Value | | |
	Proxy for MDCP's Region*	San Bernardino County, California	USA	Proxy for MDCP's Region*	San Bernardino County, California	USA
Demographics						
Population (ACS)	—	—	—	654,690	2,121,220	321,004,407
Male	49.5%	49.7%	49.2%	324,356	1,055,170	158,018,753
Female	50.5%	50.3%	50.8%	330,334	1,066,050	162,985,654
Median Age[2]	—	—	—	33.0	32.9	37.8
Under 18 Years	29.8%	27.0%	22.9%	195,071	573,723	73,601,279
18 to 24 Years	10.1%	11.0%	9.7%	65,993	234,199	31,131,484
25 to 34 Years	13.4%	14.7%	13.7%	87,530	312,850	44,044,173
35 to 44 Years	11.8%	12.9%	12.7%	77,142	272,623	40,656,419
45 to 54 Years	12.4%	12.8%	13.4%	81,456	270,620	43,091,143
55 to 64 Years	11.2%	10.9%	12.7%	73,264	232,031	40,747,520
65 to 74 Years	6.9%	6.4%	8.6%	45,377	136,041	27,503,389
75 Years, and Over	4.4%	4.2%	6.3%	28,857	89,133	20,229,000
Race: White	68.0%	61.9%	73.0%	445,219	1,312,700	234,370,202
Race: Black or African American	10.9%	8.4%	12.7%	71,296	178,674	40,610,815
Race: American Indian and Alaska Native	0.8%	0.8%	0.8%	5,531	17,046	2,632,102
Race: Asian	2.6%	6.9%	5.4%	17,175	146,650	17,186,320
Race: Native Hawaiian and Other Pacific Islander	0.2%	0.3%	0.2%	1,354	6,660	570,116
Race: Some Other Race	13.1%	17.0%	4.8%	85,540	360,213	15,553,808
Race: Two or More Races	4.4%	4.7%	3.1%	28,575	99,277	10,081,044
Hispanic or Latino (of any race)	48.1%	52.3%	17.6%	314,955	1,108,996	56,510,571
Population Growth						
People per Square Mile	—	—	—	—	108.3	92.6
Economic						
Labor Force Participation Rate and Size (civilian population 16 years and over)	53.7%	60.2%	63.3%	256,076	964,737	161,159,470
Prime-Age Labor Force Participation Rate and Size (civilian population 25-54)	69.4%	75.5%	81.6%	169,268	642,548	103,761,701
Armed Forces Labor Force	0.9%	0.7%	0.4%	4,138	10,825	1,024,855
Veterans, Age 18-64	5.2%	3.9%	4.9%	19,817	51,623	9,667,749
Veterans Labor Force Participation Rate and Size, Age 18-64	70.8%	71.6%	75.8%	14,037	36,986	7,326,514
Median Household Income[2]	—	—	—	$48,155	$57,156	$57,652
Per Capita Income	—	—	—	$19,414	$22,867	$31,177
Mean Commute Time (minutes)	—	—	—	36.0	30.9	26.4
Commute via Public Transportation	1.0%	1.5%	5.1%	2,342	12,801	7,607,907
Educational Attainment, Age 25-64						

JOBSeQ

Summary[1]

	Percent			Value		
	Proxy for MDCP's Region*	San Bernardino County, California	USA	Proxy for MDCP's Region*	San Bernardino County, California	USA
No High School Diploma	21.1%	20.0%	11.4%	67,240	217,155	19,230,541
High School Graduate	30.4%	26.5%	26.0%	96,945	288,089	43,784,920
Some College, No Degree	27.5%	25.3%	21.2%	87,965	275,103	35,803,629
Associate's Degree	8.7%	8.4%	9.0%	27,886	91,266	15,199,517
Bachelor's Degree	8.3%	13.1%	20.5%	26,521	142,775	34,602,913
Postgraduate Degree	4.0%	6.8%	11.8%	12,835	73,736	19,917,735
Housing						
Total Housing Units	—	—	—	249,370	711,900	135,393,564
Median House Value (of owner-occupied units)[2]	—	—	—	$194,839	$280,200	$193,500
Homeowner Vacancy	2.6%	1.9%	1.7%	3,140	7,088	1,346,331
Rental Vacancy	5.8%	4.9%	6.1%	4,816	13,167	2,838,344
Renter-Occupied Housing Units (% of Occupied Units)	39.8%	40.8%	36.2%	78,069	254,313	42,992,786
Occupied Housing Units with No Vehicle Available (% of Occupied Units)	6.0%	5.3%	8.8%	11,726	33,325	10,468,418
Social						
Poverty Level (of all people)	23.6%	18.2%	14.6%	151,229	374,810	45,650,345
Households Receiving Food Stamps/SNAP	18.6%	15.9%	12.6%	36,528	99,322	15,029,498
Enrolled in Grade 12 (% of total population)	2.1%	2.0%	1.4%	13,679	41,551	4,437,324
Disconnected Youth[3]	2.7%	2.9%	2.7%	1,093	3,755	456,548
Children in Single Parent Families (% of all children)	43.5%	39.1%	34.5%	79,320	212,350	24,106,567
Uninsured	10.4%	11.6%	10.5%	67,024	239,330	33,177,146
With a Disability, Age 18-64	11.9%	9.5%	10.3%	44,494	121,271	20,276,199
With a Disability, Age 18-64, Labor Force Participation Rate and Size	31.5%	37.7%	41.4%	14,027	45,727	8,395,884
Foreign Born	15.8%	20.9%	13.4%	103,700	443,910	43,028,127
Speak English Less Than Very Well (population 5 yrs and over)	12.5%	15.1%	8.5%	74,938	296,646	25,654,421

Source: JobsEQ®
1. American Community Survey 2013-2017, unless noted otherwise
2. Median values for certain aggregate regions (such as MSAs) may be estimated as the weighted averages of the median values from the composing counties.
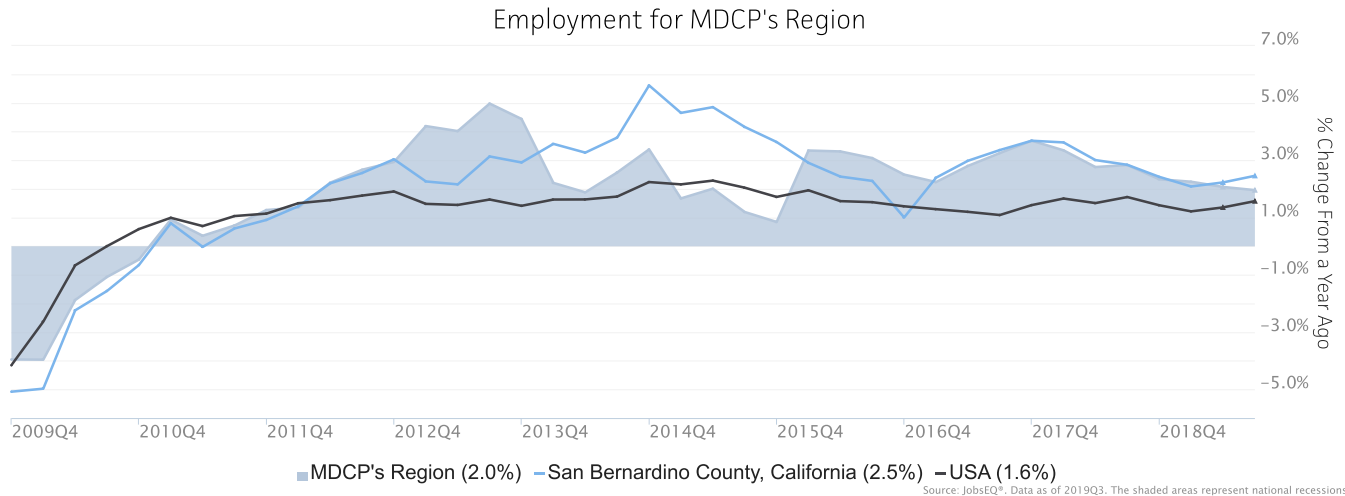3. Disconnected Youth are 16-19 year olds who are (1) not in school, (2) not high school graduates, and (3) either unemployed or not in the labor force.
4. Census 2018, annual average growth rate since 2008
* This user-defined region contains one or more partial ZCTA areas. Any such partial ZCTA within this region definition has been replaced by the full ZCTA for purposes of being described via the above data.

Employment Trends

As of 2019Q3, total employment for the MDCP's Region was 152,131 (based on a four-quarter moving average). Over the year ending 2019Q3, employment increased 2.0% in the region.

Employment for MDCP's Region

Legend: ■ MDCP's Region (2.0%) — San Bernardino County, California (2.5%) — USA (1.6%)

Source: JobsEQ®. Data as of 2019Q3. The shaded areas represent national recessions.

Employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and imputed where necessary. Data are updated through 2019Q1 with preliminary estimates updated to 2019Q3.

Wage Trends

The average worker in the MDCP's Region earned annual wages of $51,979 as of 2019Q3. Average annual wages per worker increased 3.2% in the region over the preceding four quarters. For comparison purposes, annual average wages were $57,681 in the nation as of 2019Q3.

Average Annual Wages for MDCP's Region

Legend: ■ MDCP's Region (3.2%) — San Bernardino County, California (3.4%) — USA (4.1%)

Source: JobsEQ®. Data as of 2019Q3. The shaded areas represent national recessions.
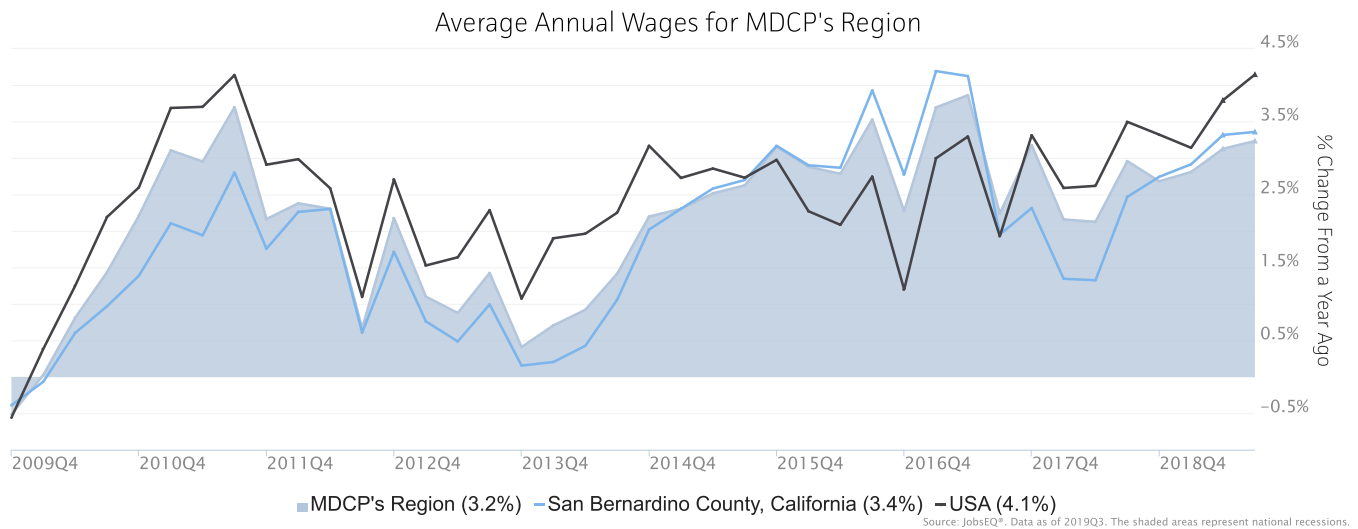
Annual average wages per worker data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and imputed where necessary. Data are updated through 2019Q1 with preliminary estimates updated to 2019Q3.

Cost of Living Index

The Cost of Living Index estimates the relative price levels for consumer goods and services. When applied to wages and salaries, the result is a measure of relative purchasing power. The cost of living is 39.2% higher in MDCP's Region than the U.S. average.

Cost of Living Information

	Annual Average Salary	Cost of Living Index (Base US)	US Purchasing Power
MDCP's Region	$51,979	139.2	$37,345
San Bernardino County, California	$47,326	134.8	$35,112
USA	$57,681	100.0	$57,681

Source: JobsEQ®
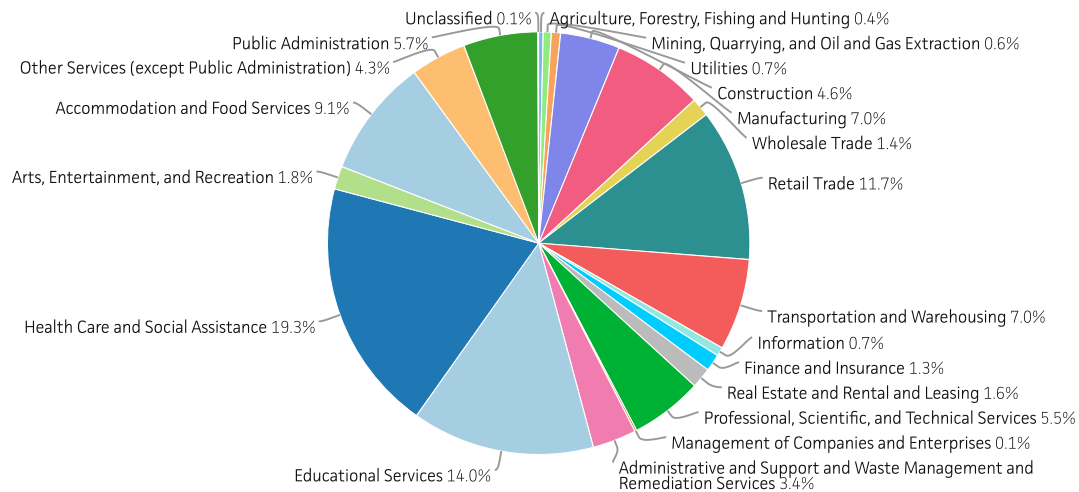Data as of 2019Q3
Cost of Living per C2ER, data as of 2019q2, imputed by Chmura where necessary.

Industry Snapshot

The largest sector in the MDCP's Region is Health Care and Social Assistance, employing 29,392 workers. The next-largest sectors in the region are Educational Services (21,293 workers) and Retail Trade (17,741). High location quotients (LQs) indicate sectors in which a region has high concentrations of employment compared to the national average. The sectors with the largest LQs in the region are Educational Services (LQ = 1.72), Transportation and Warehousing (1.56), and Mining, Quarrying, and Oil and Gas Extraction (1.39).

Total Workers for MDCP's Region by Industry

Unclassified 0.1%
Agriculture, Forestry, Fishing and Hunting 0.4%
Public Administration 5.7%
Mining, Quarrying, and Oil and Gas Extraction 0.6%
Other Services (except Public Administration) 4.3%
Utilities 0.7%
Construction 4.6%
Accommodation and Food Services 9.1%
Manufacturing 7.0%
Wholesale Trade 1.4%
Arts, Entertainment, and Recreation 1.8%
Retail Trade 11.7%
Health Care and Social Assistance 19.3%
Transportation and Warehousing 7.0%
Information 0.7%
Finance and Insurance 1.3%
Real Estate and Rental and Leasing 1.6%
Professional, Scientific, and Technical Services 5.5%
Management of Companies and Enterprises 0.1%
Administrative and Support and Waste Management and Remediation Services 3.4%
Educational Services 14.0%

Source: JobsEQ®,Data as of 2019Q3

Employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and imputed where necessary. Data are updated through 2019Q1 with preliminary estimates updated to 2019Q3.

Sectors in the MDCP's Region with the highest average wages per worker are Utilities ($105,694), Mining, Quarrying, and Oil and Gas Extraction ($97,229), and Management of Companies and Enterprises ($95,615). Regional sectors with the best job growth (or most moderate job losses) over the last 5 years are Health Care and Social Assistance (+6,275 jobs), Transportation and Warehousing (+4,008), and Educational Services (+2,549).

Over the next 1 year, employment in the MDCP's Region is projected to expand by 1,297 jobs. The fastest growing sector in the region is expected to be Health Care and Social Assistance with a +2.4% year-over-year rate of growth. The strongest forecast by number of jobs over this period is expected for Health Care and Social Assistance (+701 jobs), Accommodation and Food Services (+157), and Professional, Scientific, and Technical Services (+120).

NAICS	Industry	Current			5-Year History		1-Year Forecast				
		Empl	Avg Ann Wages	LQ	Empl Change	Ann %	Total Demand	Exits	Transfers	Empl Growth	Ann % Growth
62	Health Care and Social Assistance	29,392	$50,151	1.34	6,275	4.9%	3,490	1,371	1,418	701	2.4%
61	Educational Services	21,293	$52,278	1.72	2,549	2.6%	2,013	948	1,022	44	0.2%
44	Retail Trade	17,741	$34,310	1.13	530	0.6%	2,344	1,046	1,321	-23	-0.1%
72	Accommodation and Food Services	13,791	$21,872	1.00	2,471	4.0%	2,393	990	1,247	157	1.1%
48	Transportation and Warehousing	10,659	$49,024	1.56	4,008	9.9%	1,241	484	654	103	1.0%
31	Manufacturing	10,574	$64,673	0.84	618	1.2%	1,033	405	694	-66	-0.6%
92	Public Administration	8,679	$74,565	1.22	512	1.2%	816	337	458	20	0.2%
54	Professional, Scientific, and Technical Services	8,429	$82,564	0.82	-457	-1.1%	844	269	455	120	1.4%
23	Construction	6,937	$58,723	0.79	999	3.2%	752	245	437	70	1.0%
81	Other Services (except Public Administration)	6,484	$32,326	0.95	515	1.7%	759	337	402	20	0.3%
56	Administrative and Support and Waste Management and Remediation Services	5,113	$37,203	0.52	504	2.1%	638	250	341	47	0.9%
71	Arts, Entertainment, and Recreation	2,686	$41,288	0.88	-54	-0.4%	397	169	209	19	0.7%
53	Real Estate and Rental and Leasing	2,362	$56,267	0.90	461	4.4%	254	109	130	15	0.6%
42	Wholesale Trade	2,150	$60,605	0.37	-70	-0.6%	224	85	141	-2	-0.1%
52	Finance and Insurance	2,003	$76,235	0.33	-300	-2.8%	198	71	116	10	0.5%
22	Utilities	1,057	$105,694	1.35	-55	-1.0%	98	35	61	3	0.3%
51	Information	1,021	$75,586	0.34	-58	-1.1%	85	35	63	-13	-1.3%
21	Mining, Quarrying, and Oil and Gas Extraction	936	$97,229	1.39	-258	-4.7%	104	31	65	8	0.9%
11	Agriculture, Forestry, Fishing and Hunting	536	$47,053	0.26	79	3.2%	60	25	33	2	0.4%
55	Management of Companies and Enterprises	209	$95,615	0.09	-9	-0.8%	20	7	12	1	0.6%
99	Unclassified	81	$64,324	0.44	-318	-27.4%	10	4	5	1	0.8%
	Total - All Industries	**152,131**	**$51,979**	**1.00**	**17,944**	**2.5%**	**17,916**	**7,106**	**9,513**	**1,297**	**0.9%**

Source: JobsEQ®

Employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and imputed where necessary. Data are updated through 2019Q1 with preliminary estimates updated to 2019Q3. Forecast employment growth uses national projections adapted for regional growth patterns.

JOBS EQ

Occupation Snapshot

The largest major occupation group in the MDCP's Region is Office and Administrative Support Occupations, employing 17,411 workers. The next-largest occupation groups in the region are Personal Care and Service Occupations (15,938 workers) and Education, Training, and Library Occupations (15,110). High location quotients (LQs) indicate occupation groups in which a region has high concentrations of employment compared to the national average. The major groups with the largest LQs in the region are Personal Care and Service Occupations (LQ = 2.39), Education, Training, and Library Occupations (1.78), and Community and Social Service Occupations (1.29).

Occupation groups in the MDCP's Region with the highest average wages per worker are Legal Occupations ($124,800), Management Occupations ($121,000), and Healthcare Practitioners and Technical Occupations ($95,300). The unemployment rate in the region varied among the major groups from 1.9% among Healthcare Practitioners and Technical Occupations to 9.3% among Farming, Fishing, and Forestry Occupations.

Over the next 1 year, the fastest growing occupation group in the MDCP's Region is expected to be Personal Care and Service Occupations with a +2.8% year-over-year rate of growth. The strongest forecast by number of jobs over this period is expected for Personal Care and Service Occupations (+449 jobs) and Food Preparation and Serving Related Occupations (+160). Over the same period, the highest separation demand (occupation demand due to retirements and workers moving from one occupation to another) is expected in Personal Care and Service Occupations (2,479 jobs) and Food Preparation and Serving Related Occupations (2,433).

MDCP's Region, 2019q3[1]

		Current						5-Year History		1-Year Forecast				
SOC	Occupation	Empl	Avg Ann Wages[2]	LQ	Unempl	Unempl Rate	Online Job Ads[3]	Empl Change	Ann %	Total Demand	Exits	Transfers	Empl Growth	Ann % Growth
43- 0000	Office and Administrative Support	17,411	$40,500	0.80	1,499	4.4%	625	893	1.1%	1,941	897	1,043	1	0.0%
39- 0000	Personal Care and Service	15,938	$28,400	2.39	1,286	5.9%	211	5,142	8.1%	2,928	1,369	1,110	449	2.8%
25- 0000	Education, Training, and Library	15,110	$67,600	1.78	540	4.0%	253	1,739	2.5%	1,346	659	633	54	0.4%
41- 0000	Sales and Related	14,023	$40,800	0.93	1,523	6.5%	879	437	0.6%	2,001	899	1,105	-3	0.0%
35- 0000	Food Preparation and Serving Related	13,826	$27,500	1.06	2,384	7.7%	666	2,227	3.6%	2,593	1,103	1,330	160	1.2%
53- 0000	Transportation and Material Moving	11,396	$38,500	1.08	1,573	6.5%	334	2,536	5.2%	1,492	566	837	89	0.8%
11- 0000	Management	8,315	$121,000	0.88	165	2.3%	426	957	2.5%	735	224	438	73	0.9%
29- 0000	Healthcare Practitioners and Technical	7,441	$95,300	0.85	260	1.9%	682	1,091	3.2%	499	207	200	93	1.2%
51- 0000	Production	7,112	$38,200	0.78	750	4.9%	274	184	0.5%	736	286	490	-40	-0.6%
13- 0000	Business and Financial Operations	6,780	$73,000	0.85	176	3.8%	243	176	0.5%	665	207	405	52	0.8%
47- 0000	Construction and Extraction	5,621	$56,400	0.81	967	7.0%	94	426	1.6%	637	200	382	55	1.0%
49- 0000	Installation, Maintenance, and Repair	5,078	$51,800	0.87	405	3.2%	405	387	1.6%	510	179	306	25	0.5%
37- 0000	Building and Grounds Cleaning and Maintenance	4,551	$33,400	0.87	646	6.7%	164	254	1.2%	612	281	299	33	0.7%
15- 0000	Computer and Mathematical	4,097	$91,400	0.92	65	3.2%	577	327	1.7%	337	73	206	59	1.4%
21- 0000	Community and Social Service	3,315	$57,700	1.29	73	3.1%	223	294	1.9%	431	141	235	55	1.7%
31- 0000	Healthcare Support	3,231	$36,000	0.77	400	3.8%	120	223	1.4%	442	192	193	58	1.8%
17- 0000	Architecture and	2,252	$92,600	0.87	57	3.1%	860	204	1.9%	171	56	104	10	0.5%

JOBSEQ

MDCP's Region, 2019q3[1]

SOC	Occupation	Current						5-Year History			1-Year Forecast				
		Empl	Avg Ann Wages[2]	LQ	Unempl	Unempl Rate	Online Job Ads[3]	Empl Change	Ann %	Total Demand	Exits	Transfers	Empl Growth	Ann % Growth
	Engineering													
27- 0000	Arts, Design, Entertainment, Sports, and Media	2,085	$63,500	0.76	55	4.6%	63	55	0.5%	204	89	111	5	0.2%
33- 0000	Protective Service	2,081	$59,400	0.64	193	3.9%	84	320	3.4%	271	132	134	5	0.3%
19- 0000	Life, Physical, and Social Science	1,322	$80,600	1.10	29	3.1%	36	-11	-0.2%	127	37	82	8	0.6%
23- 0000	Legal	719	$124,800	0.57	21	2.1%	5	36	1.0%	45	18	24	4	0.5%
45- 0000	Farming, Fishing, and Forestry	428	$30,500	0.44	105	9.3%	1	48	2.4%	65	16	47	1	0.3%
	Total - All Occupations	**152,131**	**$52,800**	**1.00**	**13,174**	**5.2%**	**7,225**	**17,944**	**2.5%**	**18,839**	**7,829**	**9,712**	**1,297**	**0.9%**

Source: JobsEQ®

Data as of 2019Q3 unless noted otherwise

Note: Figures may not sum due to rounding.

1. Data based on a four-quarter moving average unless noted otherwise.

2. Wage data are as of 2018 and represent the average for all Covered Employment

3. Data represent found online ads active within the last thirty days in the selected region; data represents a sampling rather than the complete universe of postings. Ads lacking zip code information but designating a place (city, town, etc.) may be assigned to the zip code with greatest employment in that place for queries in this analytic. Due to alternative county-assignment algorithms, ad counts in this analytic may not match that shown in RTI (nor in the popup window ad list).

Occupation employment data are estimated via industry employment data and the estimated industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2019Q1, imputed where necessary with preliminary estimates updated to 2019Q3. Wages by occupation are as of 2018 provided by the BLS and imputed where necessary. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns.

Industry Clusters

A cluster is a geographic concentration of interrelated industries or occupations. The industry cluster in the MDCP's Region with the highest relative concentration is Education with a location quotient of 1.56. This cluster employs 24,086 workers in the region with an average wage of $49,814. Employment in the Education cluster is projected to expand in the region about 0.2% per year over the next ten years.

Industry Clusters for MDCP's Region as of 2019Q3


Source: JobsEQ®, Data as of 2019Q3
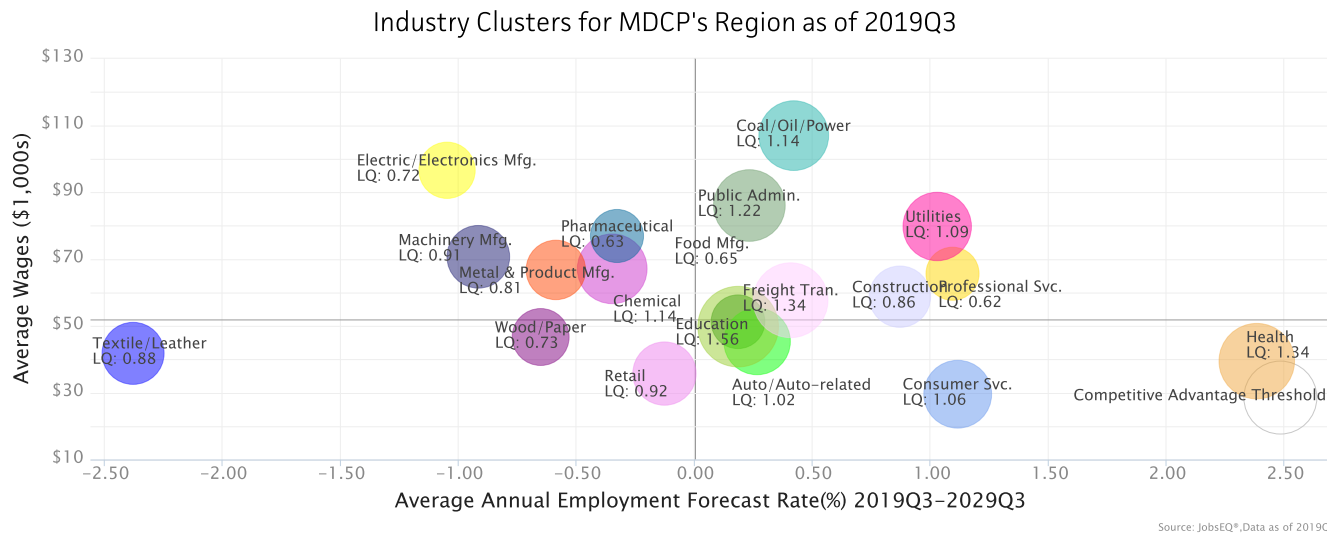
Location quotient and average wage data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics, imputed where necessary, and updated through 2019Q1 with preliminary estimates updated to 2019Q3. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns.

Education Levels

Expected growth rates for occupations vary by the education and training required. While all employment in the MDCP's Region is projected to grow 0.9% over the next ten years, occupations typically requiring a postgraduate degree are expected to grow 1.0% per year, those requiring a bachelor's degree are forecast to grow 0.8% per year, and occupations typically needing a 2-year degree or certificate are expected to grow 0.9% per year.

Annual Average Projected Job Growth by Training Required for MDCP's Region

Source: JobsEQ®, Data as of 2019Q3
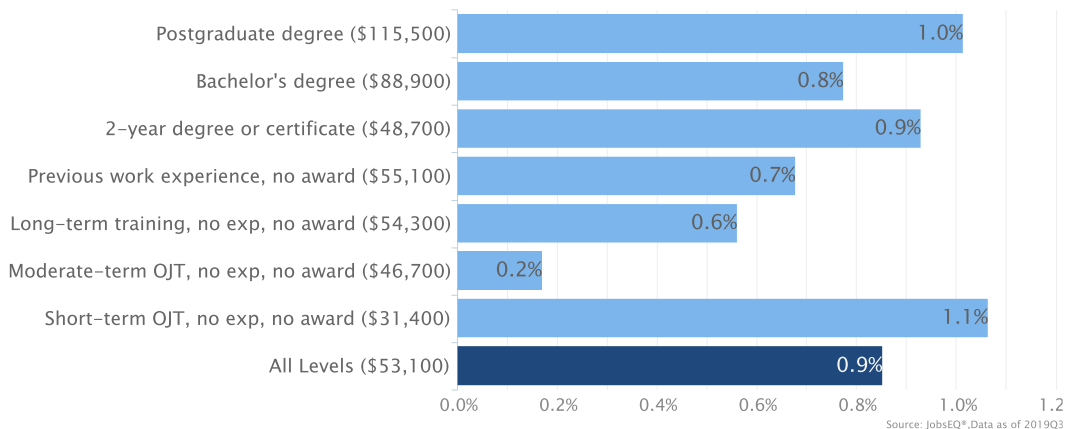
Employment by occupation data are estimates are as of 2019Q3. Education levels of occupations are based on BLS assignments. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns.

Region Definition

MDCP's Region is defined as the following zip code tabulation areas:

ZCTA 92301	ZCTA 92371
ZCTA 92307	ZCTA 92372
ZCTA 92308	ZCTA 92382
ZCTA 92309	ZCTA 92385
ZCTA 92310	ZCTA 92386
ZCTA 92311	ZCTA 92391
ZCTA 92314	ZCTA 92394
ZCTA 92315	ZCTA 92395
ZCTA 92321	ZCTA 92397 (San Bernardino County, CA portion)
ZCTA 92322	ZCTA 92398
ZCTA 92325	ZCTA 93516 (Kern County, CA portion)
ZCTA 92327	ZCTA 93516 (San Bernardino County, CA portion)
ZCTA 92333	ZCTA 93523
ZCTA 92338	ZCTA 93524
ZCTA 92341	ZCTA 93535
ZCTA 92342	ZCTA 93543
ZCTA 92344	ZCTA 93544
ZCTA 92345	ZCTA 93550
ZCTA 92347	ZCTA 93552
ZCTA 92352	ZCTA 93553
ZCTA 92356	ZCTA 93562
ZCTA 92365	ZCTA 93563
ZCTA 92368	ZCTA 93591

FAQ

What is a location quotient?

A location quotient (LQ) is a measurement of concentration in comparison to the nation. An LQ of 1.00 indicates a region has the same concentration of an industry (or occupation) as the nation. An LQ of 2.00 would mean the region has twice the expected employment compared to the nation and an LQ of 0.50 would mean the region has half the expected employment in comparison to the nation.

What is separation demand?

Separation demand is the number of jobs required due to separations—labor force exits (including retirements) and turnover resulting from workers moving from one occupation into another. Note that separation demand does not include all turnover—it does not include when workers stay in the same occupation but switch employers. The total projected demand for an occupation is the sum of the separation demand and the growth demand (which is the increase or decrease of jobs in an occupation expected due to expansion or contraction of the overall number of jobs in that occupation).

What is a cluster?

A cluster is a geographic concentration of interrelated industries or occupations. If a regional cluster has a location quotient of 1.25 or greater, the region is considered to possess a *competitive advantage* in that cluster.

What is the difference between industry wages and occupation wages?

Industry wages and occupation wages are estimated via separate data sets, often the time periods being reported do not align, and wages are defined slightly differently in the two systems (for example, certain bonuses are included in the industry wages but not the occupation wages). It is therefore common that estimates of the average industry wages and average occupation wages in a region do not match exactly.

What is NAICS?

The North American Industry Classification System (NAICS) is used to classify business establishments according to the type of economic activity. The NAICS Code comprises six levels, from the "all industry" level to the 6-digit level. The first two digits define the top level category, known as the "sector," which is the level examined in this report.

What is SOC?

The Standard Occupational Classification system (SOC) is used to classify workers into occupational categories. All workers are classified into one of over 820 occupations according to their occupational definition. To facilitate classification, occupations are combined to form 23 major groups, 96 minor groups, and 449 occupation groups. Each occupation group includes detailed occupations requiring similar job duties, skills, education, or experience.

About This Report

	Percent			Value		
	Proxy for MDCP's Region*	San Bernardino County, California	USA	Proxy for MDCP's Region*	San Bernardino County, California	USA
Demographics						
Population (ACS)	—	—	—	654,690	2,121,220	321,004,407
Male	49.5%	49.7%	49.2%	324,356	1,055,170	158,018,753
Female	50.5%	50.3%	50.8%	330,334	1,066,050	162,985,654
Median Age[2]	—	—	—	33.0	32.9	37.8
Under 18 Years	29.8%	27.0%	22.9%	195,071	573,723	73,601,279
18 to 24 Years	10.1%	11.0%	9.7%	65,993	234,199	31,131,484
25 to 34 Years	13.4%	14.7%	13.7%	87,530	312,850	44,044,173
35 to 44 Years	11.8%	12.9%	12.7%	77,142	272,623	40,656,419
45 to 54 Years	12.4%	12.8%	13.4%	81,456	270,620	43,091,143
55 to 64 Years	11.2%	10.9%	12.7%	73,264	232,031	40,747,520
65 to 74 Years	6.9%	6.4%	8.6%	45,377	136,041	27,503,389
75 Years, and Over	4.4%	4.2%	6.3%	28,857	89,133	20,229,000
Race: White	68.0%	61.9%	73.0%	445,219	1,312,700	234,370,202
Race: Black or African American	10.9%	8.4%	12.7%	71,296	178,674	40,610,815
Race: American Indian and Alaska Native	0.8%	0.8%	0.8%	5,531	17,046	2,632,102
Race: Asian	2.6%	6.9%	5.4%	17,175	146,650	17,186,320
Race: Native Hawaiian and Other Pacific Islander	0.2%	0.3%	0.2%	1,354	6,660	570,116
Race: Some Other Race	13.1%	17.0%	4.8%	85,540	360,213	15,553,808
Race: Two or More Races	4.4%	4.7%	3.1%	28,575	99,277	10,081,044
Hispanic or Latino (of any race)	48.1%	52.3%	17.6%	314,955	1,108,996	56,510,571
Population Growth						
People per Square Mile	—	—	—	—	108.3	92.6
Economic						
Labor Force Participation Rate and Size (civilian population 16 years and over)	53.7%	60.2%	63.3%	256,076	964,737	161,159,470
Prime-Age Labor Force Participation Rate and Size (civilian population 25-54)	69.4%	75.5%	81.6%	169,268	642,548	103,761,701
Armed Forces Labor Force	0.9%	0.7%	0.4%	4,138	10,825	1,024,855
Veterans, Age 18-64	5.2%	3.9%	4.9%	19,817	51,623	9,667,749
Veterans Labor Force Participation Rate and Size, Age 18-64	70.8%	71.6%	75.8%	14,037	36,986	7,326,514
Median Household Income[2]	—	—	—	$48,155	$57,156	$57,652
Per Capita Income	—	—	—	$19,414	$22,867	$31,177
Mean Commute Time (minutes)	—	—	—	36.0	30.9	26.4
Commute via Public Transportation	1.0%	1.5%	5.1%	2,342	12,801	7,607,907
Educational Attainment, Age 25-64						
No High School Diploma	21.1%	20.0%	11.4%	67,240	217,155	19,230,541
High School Graduate	30.4%	26.5%	26.0%	96,945	288,089	43,784,920
Some College, No Degree	27.5%	25.3%	21.2%	87,965	275,103	35,803,629

Summary[1]

	Percent			Value		
	Proxy for MDCP's Region*	San Bernardino County, California	USA	Proxy for MDCP's Region*	San Bernardino County, California	USA
Associate's Degree	8.7%	8.4%	9.0%	27,886	91,266	15,199,517
Bachelor's Degree	8.3%	13.1%	20.5%	26,521	142,775	34,602,913
Postgraduate Degree	4.0%	6.8%	11.8%	12,835	73,736	19,917,735
Housing						
Total Housing Units	—	—	—	249,370	711,900	135,393,564
Median House Value (of owner-occupied units)[2]	—	—	—	$194,839	$280,200	$193,500
Homeowner Vacancy	2.6%	1.9%	1.7%	3,140	7,088	1,346,331
Rental Vacancy	5.8%	4.9%	6.1%	4,816	13,167	2,838,344
Renter-Occupied Housing Units (% of Occupied Units)	39.8%	40.8%	36.2%	78,069	254,313	42,992,786
Occupied Housing Units with No Vehicle Available (% of Occupied Units)	6.0%	5.3%	8.8%	11,726	33,325	10,468,418
Social						
Poverty Level (of all people)	23.6%	18.2%	14.6%	151,229	374,810	45,650,345
Households Receiving Food Stamps/SNAP	18.6%	15.9%	12.6%	36,528	99,322	15,029,498
Enrolled in Grade 12 (% of total population)	2.1%	2.0%	1.4%	13,679	41,551	4,437,324
Disconnected Youth[3]	2.7%	2.9%	2.7%	1,093	3,755	456,548
Children in Single Parent Families (% of all children)	43.5%	39.1%	34.5%	79,320	212,350	24,106,567
Uninsured	10.4%	11.6%	10.5%	67,024	239,330	33,177,146
With a Disability, Age 18-64	11.9%	9.5%	10.3%	44,494	121,271	20,276,199
With a Disability, Age 18-64, Labor Force Participation Rate and Size	31.5%	37.7%	41.4%	14,027	45,727	8,395,884
Foreign Born	15.8%	20.9%	13.4%	103,700	443,910	43,028,127
Speak English Less Than Very Well (population 5 yrs and over)	12.5%	15.1%	8.5%	74,938	296,646	25,654,421

Source: JobsEQ®

1. American Community Survey 2013-2017, unless noted otherwise

2. Median values for certain aggregate regions (such as MSAs) may be estimated as the weighted averages of the median values from the composing counties.

3. Disconnected Youth are 16-19 year olds who are (1) not in school, (2) not high school graduates, and (3) either unemployed or not in the labor force.

4. Census 2018, annual average growth rate since 2008

* This user-defined region contains one or more partial ZCTA areas. Any such partial ZCTA within this region definition has been replaced by the full ZCTA for purposes of being described via the above data.

Health Care and Social Assistance

MDCP's Region

Industry Spotlight

Health Care and Social Assistance
MDCP's Region – 2019Q3

EMPLOYMENT

2002   2019
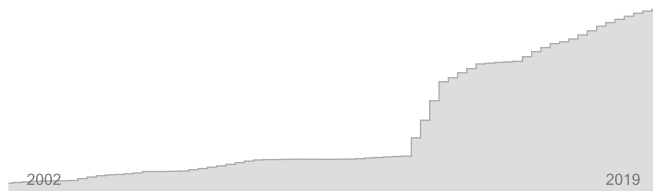
29,392

Regional employment / **22,890,899** in the nation

8.1% ⬆

Avg Ann % Change Last 10
Years / **+2.1%** in the US
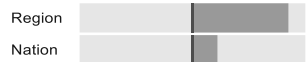
Region
Nation

19.3%

% of Total Employment /
14.4% in the US

Region
Nation

WAGES

2002   2019

$50,151

Avg Wages per Worker / **$52,428** in the nation

0.9% ⬆

Avg Ann % Change Last 10
Years / **+1.9%** in the US

Region
Nation

TOP OCCUPATION GROUPS

Personal Care and Service
43.9%

Healthcare Practitioners and Technical
18.4%

Office and Administrative Support
9.7%

Healthcare Support
9.5%

All Others
12.0%

JOBSEQ
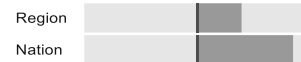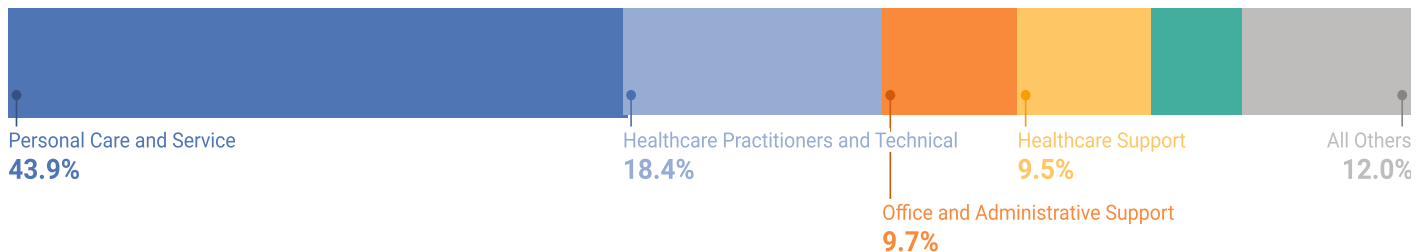
Industry Snapshot

EMPLOYMENT

2002   2019

WAGES

2002   2019
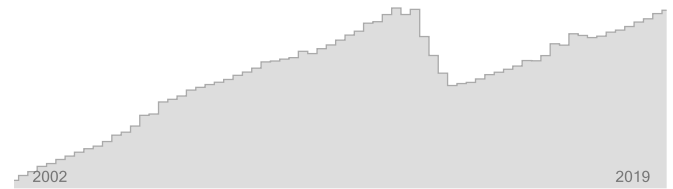
2-Digit Industry	Empl	Avg Ann Wages	LQ	5yr History	Annual Demand	Forecast Ann Growth
Health Care and Social Assistance	**29,392**	**$50,151**	**1.34**		**3,490**	**2.4%**

💡 Employment is one of the broadest and most timely measures of a region's economy. Fluctuations in the number of jobs shed light on the health of an industry. A growing employment base creates more opportunities for regional residents and helps a region grow its population.

💡 Since wages and salaries generally compose the majority of a household's income, the annual average wages of a region affect its average household income, housing market, quality of life, and other socioeconomic indicators.

Staffing Pattern

|					
Personal Care and Service **43.9%**	Healthcare Practitioners and Technical **18.4%**		Healthcare Support **9.5%**		All Others **12.0%**

Office and Administrative Support
9.7%
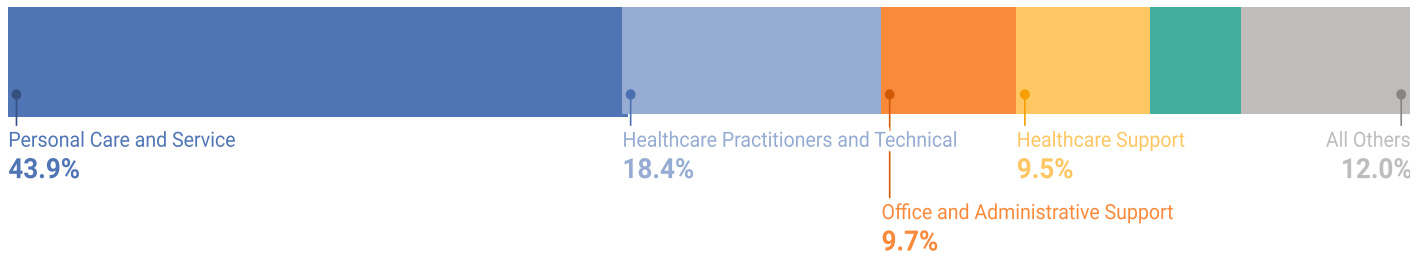
6-digit Occupation	Empl	Avg Ann Wages	Annual Demand
Personal Care Aides	11,242	$26,400	2,172
Registered Nurses	2,019	$101,400	138
Childcare Workers	1,064	$27,100	160
Nursing Assistants	864	$33,500	114
Medical Assistants	574	$33,400	79
Medical Secretaries	556	$38,500	72
Social and Human Service Assistants	520	$41,400	80
Home Health Aides	495	$35,100	77
Licensed Practical and Licensed Vocational Nurses	484	$53,000	42
Dental Assistants	439	$35,300	54
Remaining Component Occupations	11,108	$66,300	1,257
Total	**29,392**		

The mix of occupations points to the ability of a region to support an industry and its flexibility to adapt to future demand. Industry wages are a component of the cost of labor for regional employers.

Employment Distribution by Type

The table below shows the employment mix by ownership type for Health Care and Social Assistance for the MDCP's Region. Four of these ownership types — federal, state, and local government and the private sector — together constitute "Covered Employment" (employment covered by the Unemployment Insurance programs of the United States and reported via the Quarterly Census of Employment and Wages).

"Self-Employment" refers to unincorporated self-employment and represents workers whose primary job is self-employment (that is, these data do not include workers whose primary job is a wage-and-salary position that is supplemented with self-employment).
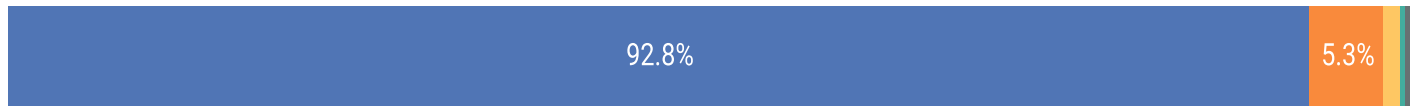
		Empl	%
92.8%			
5.3%			

		Empl	%
■	Private	27,288	92.8%
■	Self-Employment	1,550	5.3%
■	Local Government	340	1.2%
■	State Government	142	0.5%
■	Federal Government	72	0.2%

Source: JobsEQ®

Strong entrepreneurial activity is indicative of growing industries. Using self-employment as a proxy for entrepreneurs, a higher share of self-employed individuals within a regional industry points to future growth.

Sector Strategy Pathways

Licensed Practical and Licensed Vocational Nurses

Customer Service Representatives

Medical Assistants

Emergency Medical Technicians and Paramedics

Compliance Officers

Registered Nurses

Personal Care Aides

Physical Therapist Aides

Childcare Workers

Childcare Workers

Personal Care Aides
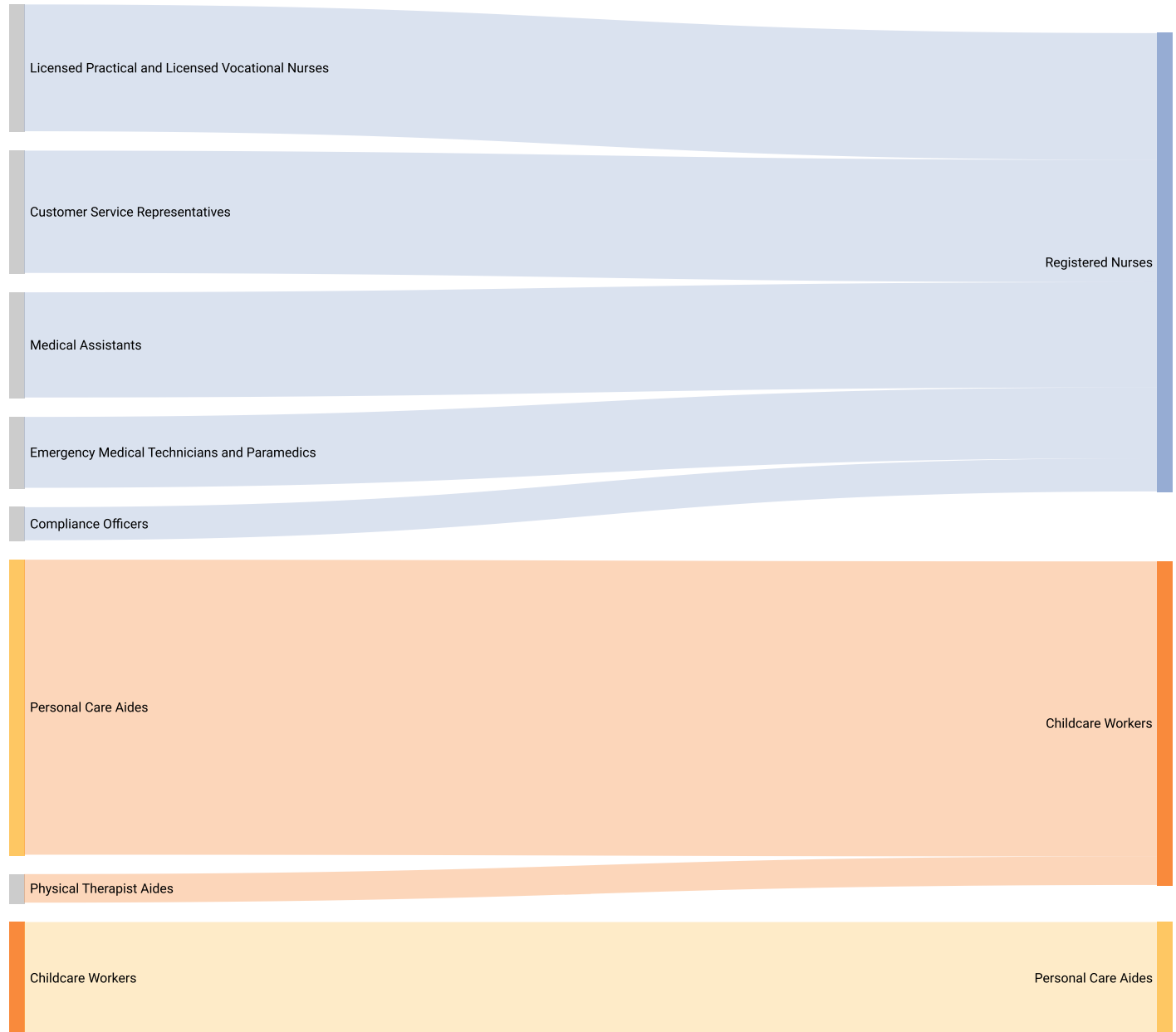
The graphics on this page illustrate relationships and potential movement (from left to right) between occupations that share similar skill sets. Developing career pathways as a strategy promotes industry employment growth and workforce engagement.

Postsecondary Programs Linked to Health Care and Social Assistance

Program	Awards
Barstow Community College	
Child Care Provider/Assistant	33
Psychology, General	25
Victor Valley College	
Administrative Assistant and Secretarial Science, General	34
Biological and Physical Sciences	361
Child Care Provider/Assistant	48
Emergency Medical Technology/Technician (EMT Paramedic)	31
Medical/Clinical Assistant	9
Psychology, General	63
Registered Nursing/Registered Nurse	80
Respiratory Care Therapy/Therapist	33

Source: JobsEQ®

The number of graduates from postsecondary programs in the region identifies the pipeline of future workers as well as the training capacity to support industry demand.

Among postsecondary programs at schools located in the the MDCP's Region, the sampling above identifies those most linked to occupations relevant to Health Care and Social Assistance.

Region Definition

MDCP's Region is defined as the following zip code tabulation areas:

ZCTA 92301	ZCTA 92371
ZCTA 92307	ZCTA 92372
ZCTA 92308	ZCTA 92382
ZCTA 92309	ZCTA 92385
ZCTA 92310	ZCTA 92386
ZCTA 92311	ZCTA 92391
ZCTA 92314	ZCTA 92394
ZCTA 92315	ZCTA 92395
ZCTA 92321	ZCTA 92397 (San Bernardino County, CA portion)
ZCTA 92322	ZCTA 92398
ZCTA 92325	ZCTA 93516 (Kern County, CA portion)
ZCTA 92327	ZCTA 93516 (San Bernardino County, CA portion)
ZCTA 92333	ZCTA 93523
ZCTA 92338	ZCTA 93524
ZCTA 92341	ZCTA 93535
ZCTA 92342	ZCTA 93543
ZCTA 92344	ZCTA 93544
ZCTA 92345	ZCTA 93550
ZCTA 92347	ZCTA 93552
ZCTA 92352	ZCTA 93553
ZCTA 92356	ZCTA 93562
ZCTA 92365	ZCTA 93563
ZCTA 92368	ZCTA 93591

Data Notes

- Industry employment and wages (including total regional employment and wages) are as of 2019Q3 and are based upon BLS QCEW data, imputed by Chmura where necessary, and supplemented by additional sources including Census ZBP data. Employment forecasts are modeled by Chmura and are consistent with BLS national-level 10-year forecasts.
- Occupation employment is as of 2019Q3 and is based on industry employment and local staffing patterns calculated by Chmura and utilizing BLS OES data. Occupation wages are per the BLS OES data and are as of 2018.
- GDP is derived from BEA data and imputations by Chmura. Productivity (output per worker) is calculated by Chmura using industry employment and wages as well as GDP and BLS output data. Supply chain modeling including purchases by industry are developed by Chmura.
- Postsecondary awards are per the NCES and are for the 2017-2018 academic year.
- Establishment counts are per the BLS QCEW data.
- Figures may not sum due to rounding.

FAQ

What is (LQ) location quotient?

Location quotient is a measurement of concentration in comparison to the nation. An LQ of 1.00 indicates a region has the same concentration of an industry (or occupation) as the nation. An LQ of 2.00 would mean the region has twice the expected employment compared to the nation and an LQ of 0.50 would mean the region has half the expected employment in comparison to the nation.
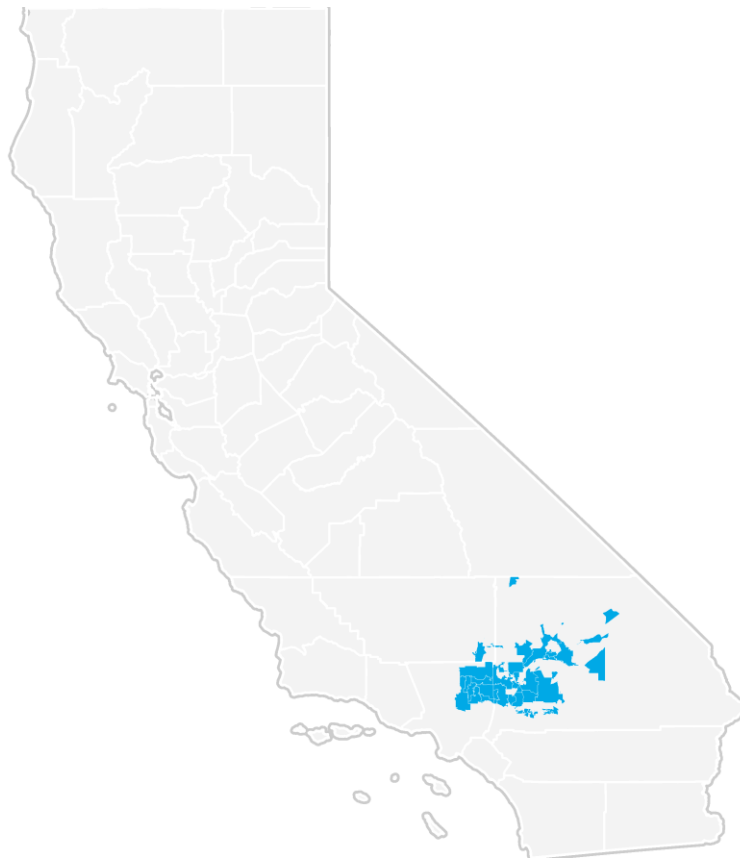
What is annual demand?

Annual demand is a of the sum of the annual projected growth demand and separation demand. Separation demand is the number of jobs required due to separations—labor force exits (including retirements) and turnover resulting from workers moving from one occupation into another. Note that separation demand does not include all turnover—it does not include when workers stay in the same occupation but switch employers. Growth demand is the increase or decrease of jobs expected due to expansion or contraction of the overall number of jobs.

What is the difference between industry wages and occupation wages?

Industry wages and occupation wages are estimated via separate data sets, often the time periods being reported do not align, and wages are defined slightly differently in the two systems (for example, certain bonuses are included in the industry wages but not the occupation wages). It is therefore common that estimates of the average industry wages and average occupation wages in a region do not match exactly.

Occupation Report for
Aircraft Mechanics and Service Technicians
MDCP's Region

JOBS**e Q**

January 21, 2020

Definition of Aircraft Mechanics and Service Technicians, SOC 49-3011

Diagnose, adjust, repair, or overhaul aircraft engines and assemblies, such as hydraulic and pneumatic systems. Includes helicopter and aircraft engine specialists. Excludes "Avionics Technician" (49-2091).

Occupation Snapshot

As of 2019Q3, total employment for Aircraft Mechanics and Service Technicians in the MDCP's Region was 162. Over the past three years, this occupation added 28 jobs in the region and is expected to increase by 10 jobs over the next seven years, or at an annual average rate of 0.9%.

Aircraft Mechanics and Service Technicians in MDCP's Region, 2019q3[1]

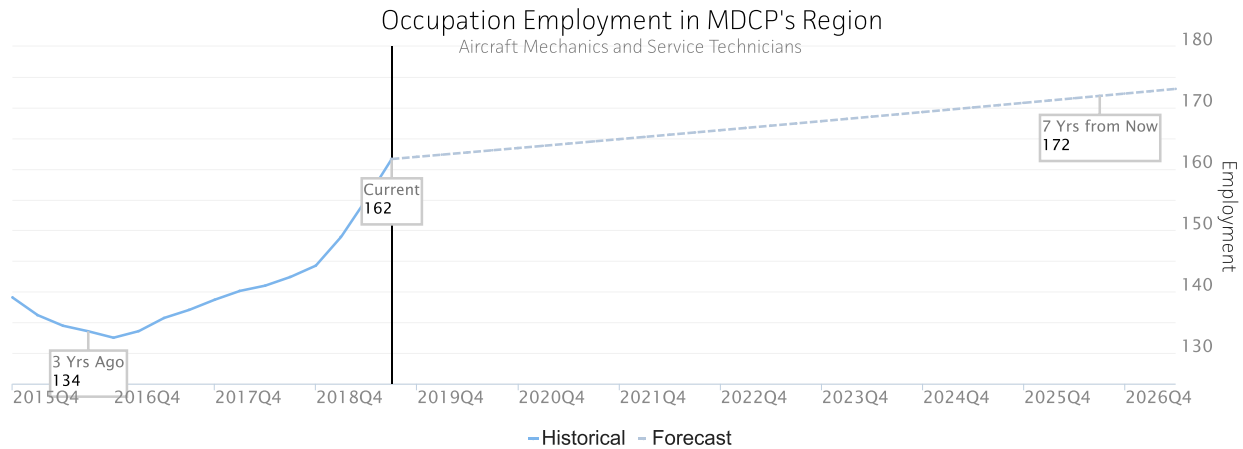| Current						3-Year History		7-Year Forecast				
Empl	Avg Ann Wages[2]	LQ	Unempl	Unempl Rate	Online Job Ads[3]	Empl Change	Ann %	Total Demand	Exits	Transfers	Empl Growth	Ann % Growth
162	$73,000	1.24	5	1.3%	62	28	6.6%	99	37	52	10	0.9%

Source: JobsEQ®
Data as of 2019Q3 unless noted otherwise
Note: Figures may not sum due to rounding.
1. Data based on a four-quarter moving average unless noted otherwise.
2. Wage data are as of 2018 and represent the average for all Covered Employment
3. Data represent found online ads active within the last thirty days in the selected region; data represents a sampling rather than the complete universe of postings. Ads lacking zip code information but designating a place (city, town, etc.) may be assigned to the zip code with greatest employment in that place for queries in this analytic. Due to alternative county-assignment algorithms, ad counts in this analytic may not match that shown in RTI (nor in the popup window ad list).

Occupation Employment in MDCP's Region
Aircraft Mechanics and Service Technicians

Source: JobsEQ®,Data as of 2019Q3,The shaded areas represent national recessions.

Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2019Q1, imputed where necessary with preliminary estimates updated to 2019Q3. Wages by occupation are as of 2018 provided by the BLS and imputed where necessary. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns. Occupation unemployment figures are imputed by Chmura.

Geographic Distribution

The below maps illustrate the ZCTA-level distribution of employed Aircraft Mechanics and Service Technicians in the MDCP's Region. Employment is shown by place of work and by residence.

Occupation Concentration by Place of Work for Aircraft Mechanics and Service Technicians
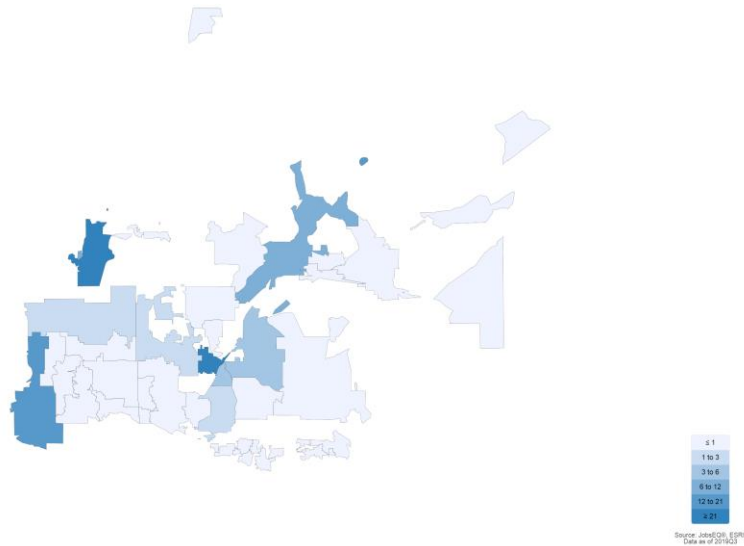
Top ZCTAs by Place of Work for Aircraft Mechanics and Service Technicians, 2019Q3

Region	Employment
ZCTA 92394	78
ZCTA 93523	21
ZCTA 93550	15
ZCTA 92310	12
ZCTA 92311	7
ZCTA 93524	6
ZCTA 92395	5
ZCTA 92307	3
ZCTA 93535	3
ZCTA 92345	2

Source: JobsEQ®

Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2019Q1, imputed where necessary with preliminary estimates updated to 2019Q3. Occupation by residence data are derived from the same in addition to commuting pattern data.

Top ZCTAs by Place of Residence for Aircraft Mechanics and Service Technicians, 2019Q3

Region	Employment
ZCTA 92394	43
ZCTA 92395	34
ZCTA 92311	32
ZCTA 92345	31
ZCTA 92344	27
ZCTA 92307	26
ZCTA 93535	25
ZCTA 93550	24
ZCTA 92308	19
ZCTA 92301	14

Source: JobsEQ®

Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2019Q1, imputed where necessary with preliminary estimates updated to 2019Q3. Occupation by residence data are derived from the same in addition to commuting pattern data.

Employment by Industry

The following table illustrates the industries in the MDCP's Region which most employ Aircraft Mechanics and Service Technicians. The single industry most employing this occupation in the region is Support Activities for Air Transportation, NAICS 4881. This industry employs 95 Aircraft Mechanics and Service Technicians—employment which is expected to increase by 14 jobs over the next ten years; furthermore, 76 additional new workers in this occupation will be needed for this industry due to separation demand, that is, to replace workers in this occupation and industry that retire or move into a different occupation.

Top Industry Distribution for Aircraft Mechanics and Service Technicians (49-3011) in MDCP's Region

NAICS Code	Industry Title	Current % of Occ Empl	Empl	Exits	Transfers	10-Year Demand Empl Growth	Total Demand
4881	Support Activities for Air Transportation	58.5%	95	31	45	14	90
9281	National Security and International Affairs	22.2%	36	11	16	1	28
3364	Aerospace Product and Parts Manufacturing	8.4%	14	4	6	-1	9
6219	Other Ambulatory Health Care Services	1.5%	2	1	1	0	2
6115	Technical and Trade Schools	1.4%	2	1	1	0	2
4811	Scheduled Air Transportation	1.4%	2	1	1	0	1
4921	Couriers and Express Delivery Services	1.3%	2	1	1	0	2
3345	Navigational, Measuring, Electromedical, and Control Instruments Manufacturing	0.8%	1	0	1	0	1
5413	Architectural, Engineering, and Related Services	0.6%	1	0	0	0	1
	All Others	3.9%	6	2	3	0	5

Source: JobsEQ®

Data as of 2019Q3 except wages which are as of 2018. Note that occupation-by-industry wages represent adjusted national data and may not be consistent with regional, all-industry occupation wages shown elsewhere in JobsEQ.

Note: Figures may not sum due to rounding.

Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2019Q1, imputed where necessary with preliminary estimates updated to 2019Q3. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns.

Wages

The average (mean) annual wage for Aircraft Mechanics and Service Technicians was $73,000 in the MDCP's Region as of 2018. For the same year, average entry level wages were approximately $46,400 compared to an average of $86,300 for experienced workers.

Average Annual Wages
Aircraft Mechanics and Service Technicians in MDCP's Region, 2018

Category	Wage
Mean	$73,000
Entry Level	$46,400
Experienced	$86,300

Source: JobsEQ®

Percentile Wages

Percentile	Wage
10th	$40,800
25th	$56,100
50th (median)	$70,300
75th	$92,800
90th	$111,600

Source: JobsEQ®
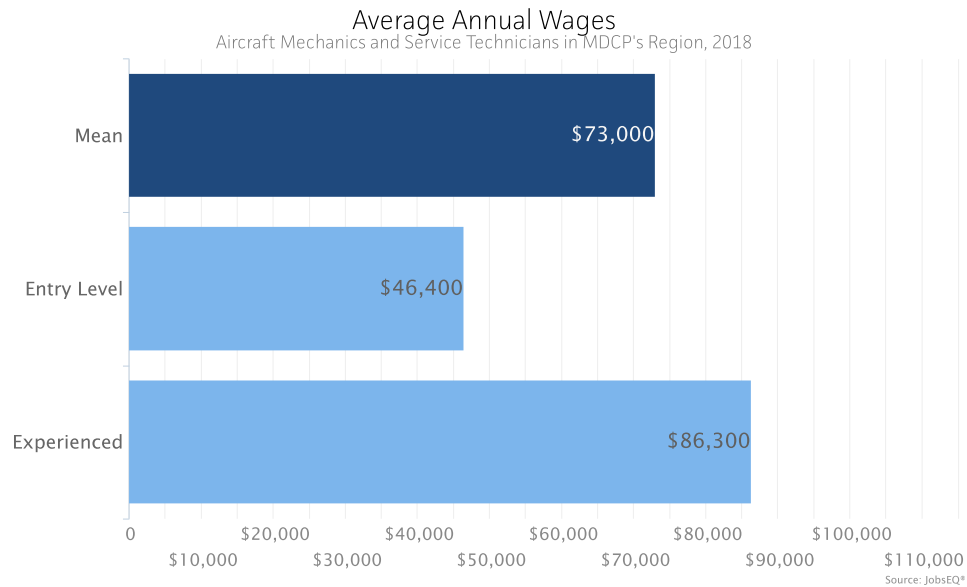
Occupation wages (mean, median, and percentiles) are as of 2018 provided by the BLS, modified and imputed by Chmura where necessary. Entry-level and experienced wages are derived from these source data, computed by Chmura.

Education Profile

Typical education and training requirements for Aircraft Mechanics and Service Technicians are described below.

Education and Training Requirements

Typical Entry-Level Education:	Postsecondary non-degree award
Previous Work Experience:	None
Typical On-the-Job Training:	None

Educational Attainment Profile

- Doctoral or Professional Degree 0.1%
- Master's Degree 1.1%
- Bachelor's Degree 8.3%
- Associate's Degree 23.4%
- Some College, No Degree 36.8%
- Less than High School Diploma 3.5%
- High School Diploma or Equivalent 26.8%
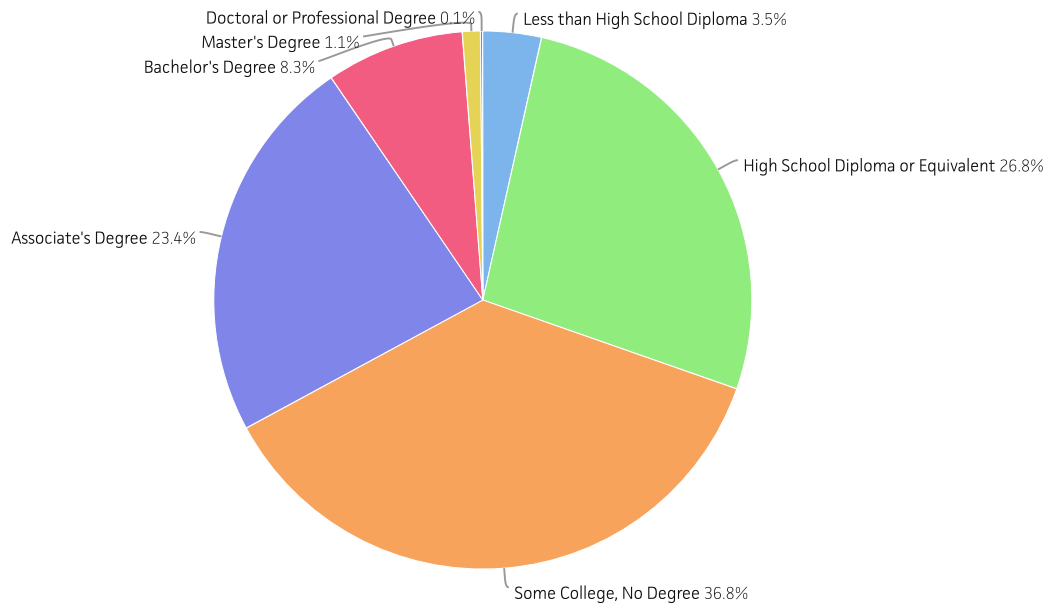
Education and training requirements are from the Bureau of Labor Statistics (BLS); educational attainment mix are regional data modeled by Chmura using Census educational attainment data projected to 2019Q3 along with source data from the BLS.

Awards

The table below is a list of postsecondary program awards that were granted by postsecondary institutions located in the MDCP's Region in the 2018 academic year. These programs have been identified as providing training for Aircraft Mechanics and Service Technicians (for further details, see the source note).

Title/School	Annual Awards - MDCP's Region		
	Certificates and 2yr Degrees	**4yr Degrees**	**Postgraduate Degrees**
47.0607 Airframe Mechanics and Aircraft Maintenance Technology/Technician			
Victor Valley College	25	0	0
47.0608 Aircraft Powerplant Technology/Technician			
Victor Valley College	33	0	0
Total			
Total	58	0	0

Source: JobsEQ®
Data as of the 2018 academic year
Awards data are per the National Center for Education Statistics (NCES) and JobsEQ for the 2018 academic year. Any programs shown here have been identified as being linked with the occupation being analyzed. Other existing programs may also provide training in the region for this occupation but have not been so identified by the program-occupation crosswalk (see the FAQ section at the end of this report for more details). Furthermore, any programs shown here reflect only data reported to the NCES; reporting is required of all schools participating in any federal finance assistance program authorized by Title IV of the Higher Education Act of 1965, as amended—other training providers in the region that do not report data to the NCES are not reflected in the above.

Apprenticeships

The apprenticeable specialties associated with this occupation are:

Rapids Code	Rapids Title
0005	Airframe-and-Power-Plant Mechanic
0425	Rocket-Engine-Component Mechanic
1044	Airframe Mechanic
1045	Powerplant Mechanic
1067CB	Aerospace Propulsion Jet Engine Mechanic
1107	Pneudraulic Systems Mechanic

Source: JobsEQ®
Apprenticeable occupations are identified through the Department of Labor's Registered Apprenticeship program.

Region Definition

MDCP's Region is defined as the following zip code tabulation areas:

ZCTA 92301	ZCTA 92371
ZCTA 92307	ZCTA 92372
ZCTA 92308	ZCTA 92382
ZCTA 92309	ZCTA 92385
ZCTA 92310	ZCTA 92386
ZCTA 92311	ZCTA 92391
ZCTA 92314	ZCTA 92394
ZCTA 92315	ZCTA 92395
ZCTA 92321	ZCTA 92397 (San Bernardino County, CA portion)
ZCTA 92322	ZCTA 92398
ZCTA 92325	ZCTA 93516 (Kern County, CA portion)
ZCTA 92327	ZCTA 93516 (San Bernardino County, CA portion)
ZCTA 92333	ZCTA 93523
ZCTA 92338	ZCTA 93524
ZCTA 92341	ZCTA 93535
ZCTA 92342	ZCTA 93543
ZCTA 92344	ZCTA 93544
ZCTA 92345	ZCTA 93550
ZCTA 92347	ZCTA 93552
ZCTA 92352	ZCTA 93553
ZCTA 92356	ZCTA 93562
ZCTA 92365	ZCTA 93563
ZCTA 92368	ZCTA 93591

FAQ

What is SOC?

The Standard Occupational Classification system (SOC) is used to classify workers into occupational categories. All workers are classified into one of over 840 occupations according to their occupational definition. To facilitate classification, occupations are combined to form 23 major groups, 97 minor groups, and 461 occupation groups. Each occupation group includes detailed occupations requiring similar job duties, skills, education, or experience.

What is a location quotient?

A location quotient (LQ) is a measurement of concentration in comparison to the nation. An LQ of 1.00 indicates a region has the same concentration of an occupation (or industry) as the nation. An LQ of 2.00 would mean the region has twice the expected employment compared to the nation and an LQ of 0.50 would mean the region has half the expected employment in comparison to the nation.

What is training concentration?

The training concentration analysis compares local postsecondary training output compared to the national norm. Let's consider registered nurses as an example. If in the nation, one RN award is granted for every ten RNs employed, that 1:10 ratio is the national norm. If in your region your schools also grant one RN award for every ten RNs employed, then your region will be right at the national norm, or we say at 100% of the national norm which is termed a 100% training concentration. If your region grants two RN awards for every ten employed, your region would be at twice the national norm or have a 200% training concentration. Similarly, if your region grants one RN award for every twenty employed, your region would be at half the national norm or have a 50% training concentration.

What is the program-to-occupation crosswalk?

Training programs are classified according to the Classification of Instructional Programs (CIP codes). For relating training programs, this report uses a modified version of the CIP to SOC crosswalk from the National Center for Education Statistics (NCES). While this is a very helpful crosswalk for estimating occupation production from training program awards data, the crosswalk is neither perfect nor comprehensive. Indeed, it is hard to imagine such a crosswalk being perfect since many training program graduates for one reason or another do not end up employed in occupations that are most related to the training program from which they graduated. Therefore, the education program analyses should be considered in this light.

As an example of the many scenarios that may unfold, consider a journalism degree that crosswalks into three occupations: editors, writers, and postsecondary communications teachers. Graduates with a journalism degree may get a job in one of these occupations—and that may be the most-likely scenario—but a good number of these graduates may get a job in a different occupation altogether (the job may be somewhat related, such as a reporter, or the job may be totally unrelated, such as a real estate agent). Furthermore, a graduate may stay in school or go back to school for a degree that will lead to other occupation possibilities. Still another possibility includes the graduate not entering the labor market (maybe being unemployed, being a non-participant, or moving to another region).

What is separation demand?

Separation demand is the number of jobs required due to separations—labor force exits (including retirements) and turnover resulting from workers moving from one occupation into another. Note that separation demand does not include all turnover—it does not include when workers stay in the same occupation but switch employers. The total projected demand for an occupation is the sum of the separation demand and the growth demand (which is the increase or decrease of jobs in an occupation expected due to expansion or contraction of the overall number of jobs in that occupation).

What is NAICS?

The North American Industry Classification System (NAICS) is used to classify business establishments according to the type of economic activity. The NAICS Code comprises six levels, from the "all industry" level to the 6-digit level. The first two digits define the top level category, known as the "sector," which is the level examined in this report.

About This Report

Mountain Desert Career Pathways
Date: February 4, 2020
To: MDCP Executive Board
From: Matt Wells, Director
Subject: Discussion, MDCP Preliminary Draft Budget 2020-21 FY

Discussion/Information: 6. MDCP Preliminary Draft Budget 2020-21 FY
The Director will review and seek input on the presented preliminary draft budget for next school
year.

SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS
EDUCATION SUPPORT SERVICES
MDCP JPA
MANAGEMENT 0815, RESOURCE 0815
ROUGH DRAFT - FISCAL YEAR 2020-21

Object	Description	Budget	Actual Activity	Pended or Encumbered	New Items, Not on FAR Yet	Total Expenditures	Balance	
							-	
							-	
8677	Contribution from Districts	465,589.00				-	465,589.00	
8981	One time contribution Beginning Balance County B	-				-	-	
	Total Revenues	**465,589.00**	**-**	**-**		**-**	**465,589.00**	
								Matt's CO
1313	Cert Contract Salaries	162,172.43				-	162,172.43	2.50%
	Total Cert Sal	**$ 162,172.43**	$			**$ -**	**$ 162,172.43**	
2414	Class Cler & Office Contract	75,759.80				-	75,759.80	
	Total Class Sal	**$ 75,759.80**				**$ -**	**$ 75,759.80**	
3101	STRS	27,731.48				-	27,731.48	17.10%
3202	PERS Classified	15,758.04				-	15,758.04	20.80%
3331	Medicare - Certificated	2,351.50				-	2,351.50	1.45%
3332	Medicare-Classified	1,098.52				-	1,098.52	1.45%
3411	Health/Welfare Certificated	19,451.30				-	19,451.30	Guessed I
3412	Health/Welfare Classified	19,451.30				-	19,451.30	10%
3501	Unemployment Certificated	81.09				-	81.09	0.05%
3502	Unemployment Classified	37.88				-	37.88	0.05%
3601	Workers Comp Certificated	4,475.96				-	4,475.96	2.76%
3602	Workers Comp Classified	2,090.97				-	2,090.97	2.76%
3802	PERS Reduction	-				-	-	
	Total Benefits	**$ 92,528.04**				**$ -**	**$ 92,528.04**	
4310	Instructional Materials & Supplies					-	-	
4330	Refreshments	1,000.00				-	1,000.00	
4350	Supplies	2,000.00				-	2,000.00	
4340	Comp Software & Related Expense	5,500.00	Added JobsEQ & Monday.com			-	5,500.00	
4440	Computer/Tech Inventory	500.00				-	500.00	
	Total Mat. & Supplies	**$ 9,000.00**				**$ -**	**$ 9,000.00**	
5212	Cell Phone Allowance, Cert	960.00				-	960.00	
5213	Cell Phone Allowance, Class	960.00				-	960.00	
5220	Business/Travel Reimb					-	-	
5221	Travel - Mileage	6,500.00				-	6,500.00	
5225	Travel - Cal Card/Conferences	3,000.00				-	3,000.00	
5230	Airfares					-	-	
5450	Other Insurance	4,000.00				-	4,000.00	
5620	Lease with AVUSD	12.00				-	12.00	
5733	Network User Fees (none for unrest)	160.00				-	160.00	
5734	Tech Fees	-				-	-	
5740	Inter-program other	-				-	-	
5737	SBCSS Room Fees	200.00					200.00	
5810	Contracted Services	400.00				-	400.00	
5813	Catering	2,000.00					2,000.00	
5820	Legal Audit Fees	10,000.00				-	10,000.00	
5840	Tech Related Srvcs. (Precision Exams)	45,819.68				-	45,819.68	
5850	Consulting					-	-	
5881	Discretionary	3,500.00				-	3,500.00	
5895	Outside Duplication	11,500.00	Added $10K marketing			-	11,500.00	
5950	Postage					-	-	
	Total Services	**$ 89,011.68**				**$ -**	**$ 89,011.68**	
	Operating Expenses	428,472.00				-	428,471.94	
7312	Indirect @ 0.097%	37,117.00				-	37,117.00	
	Total Expenses	**$ 465,589.00**				**$ -**	**$ 465,588.94**	
	Prior Year Carryover	TBD						
	Proposed Yr Contributions from Districts	$ 465,589.00						
	Previous Yr Contributions from Districts	$ 466,770.00						
	Net Change	$ (1,181.00)						

Indirect Rate: 9.70%

Mountain Desert Career Pathways
Date: February 4, 2020
To: MDCP Executive Board
From: Matt Wells, Director
Subject: Discussion, Adelanto Elementary SD

Discussion/Information: 6.3 Adelanto Elementary School District
Following a request from Adelanto Elementary School District to join the MDCP JPA, the Director would like to seek comments and direction from the board. Adelanto Elementary School District serves through the 8th grade and has aligned their elective courses to CTE pathways to feed into VVUHSD CTE high school programs. Various budgetary implications and options as well as enrollment figures are presented for discussionary purposes.

Fiscal Year	2019-20					
JPA Cost	$449,633					

Current Practice

Enrollment Grades	9th-12th					
Cost Per Enrollment	$19.64					
District	**18-19 Enrollment Per Dataquest/CB EDS**	**Enrollment Adjustment**	**Adjusted Enrollment**	**Percentage Calculation**	**19-20 Cost Share**	
Apple Valley USD	3,905		3,905	17%	$76,683	
Baker USD	42	-100	0	0%	$0	
Barstow USD	1,608		1,608	7%	$31,577	
Hesperia USD	6,901		6,901	30%	$135,516	
Lucerne Valley USD	202	-100	102	0%	$2,003	
Silver Valley USD	459	-100	359	2%	$7,050	
Snowline Joint USD	2,338		2,338	10%	$45,912	
Trona Joint USD	83	-100	0	0%	$0	
Victor Union HSD	7,684		7,684	34%	$150,892	
Total 9-12 Enrollment (Incl. Continuation)	23,222	-400	22,897	100%	$449,633	

Scenario 1: 7-12 enrollment distribution

Enrollment Grades	7th-12th					
Cost Per Enrollment	$13.27					
District	**18-19 Enrollment Per Dataquest/CB EDS**	**Enrollment Adjustment**	**Adjusted Enrollment**	**Percentage Calculation**	**19-20 Cost Share**	*Difference from Current Practice*
Apple Valley USD	6,003		6,003	18%	$79,635	*$2,952*
Baker USD	69	-100	0	0%	$0	*$0*
Barstow USD	2,540		2,540	7%	$33,695	*$2,119*
Hesperia USD	10,407		10,407	31%	$138,058	*$2,541*
Lucerne Valley USD	322	-100	222	1%	$2,945	*$942*
Silver Valley USD	732	-100	632	2%	$8,384	*$1,334*
Snowline Joint USD	3,586		3,586	11%	$47,571	*$1,660*
Trona Joint USD	133	-100	33	0%	$438	*$438*
Victor Union HSD	10,471		10,471	31%	$138,907	*-$11,985*
Total 9-12 Enrollment (Incl. Continuation)	34,263	-400	33,894	100%	$449,633	

Scenario 2: 5-12 enrollment distribution

Enrollment Grades	5th-12th					
Cost Per Enrollment	$10.69					
District	**18-19 Enrollment Per Dataquest/CB EDS**	**Enrollment Adjustment**	**Adjusted Enrollment**	**Percentage Calculation**	**19-20 Cost Share**	*Difference from Current Practice*
Apple Valley USD	8,065		8,065	19%	$86,207	*$6,572*
Baker USD	88	-100	0	0%	$0	*$0*
Barstow USD	3,566		3,566	8%	$38,117	*$4,422*
Hesperia USD	13,821		13,821	33%	$147,733	*$9,675*
Lucerne Valley USD	452	-100	352	1%	$3,763	*$818*
Silver Valley USD	1,076	-100	976	2%	$10,432	*$2,048*
Snowline Joint USD	4,740		4,740	11%	$50,666	*$3,095*
Trona Joint USD	174	-100	74	0%	$791	*$353*
Victor Union HSD	10,471		10,471	25%	$111,925	*-$26,982*
Total 9-12 Enrollment (Incl. Continuation)	42,453	-400	42,065	100%	$449,633	

	Scenario 3: 7-12 enrollment, Adding AESD					
Enrollment Grades	**7th-12th**					
Cost Per Enrollment	**$12.58**					
District	**18-19 Enrollment Per Dataquest/CB EDS**	**Enrollment Adjustment**	**Adjusted Enrollment**	**Percentage Calculation**	**19-20 Cost Share**	*Difference from Current Practice*
Adelanto Elementary USD	1,835		1,835	5%	**$23,093**	
Apple Valley USD	6,003		6,003	17%	**$75,545**	*-$1,138*
Baker USD	69	-100	0	0%	**$0**	*$0*
Barstow USD	2,540		2,540	7%	**$31,965**	*$388*
Hesperia USD	10,407		10,407	29%	**$130,967**	*-$4,549*
Lucerne Valley USD	322	-100	222	1%	**$2,794**	*$791*
Silver Valley USD	732	-100	632	2%	**$7,953**	*$904*
Snowline Joint USD	3,586		3,586	10%	**$45,128**	*-$784*
Trona Joint USD	133	-100	33	0%	**$415**	*$415*
Victor Union HSD	10,471		10,471	29%	**$131,773**	*-$19,120*
Total 9-12 Enrollment (Incl. Continuation)	36,098	-400	35,729	100%	**$449,633**	

	Scenario 4: 7-12, Addition of AESD, Excelsior, AAE, Alta Vista, Helendale					
Enrollment Grades	**5th-12th**					
Cost Per Enrollment	**$11.34**					
District	**18-19 Enrollment Per Dataquest/CB EDS**	**Enrollment Adjustment**	**Adjusted Enrollment**	**Percentage Calculation**	**19-20 Cost Share**	*Difference from Current Practice*
AAE	659		659	2%	**$7,473**	
Adelanto Elementary USD	1,835		1,835	5%	**$20,807**	
Alta Vista	1,522		1,522	4%	**$17,258**	
Apple Valley USD	6,003		6,003	15%	**$68,069**	*-$8,614*
Baker USD	69	-100	0	0%	**$0**	*$0*
Barstow USD	2,540		2,540	6%	**$28,802**	*-$2,775*
Excelsior	1,864		1,864	5%	**$21,136**	
Helendale	538		538	1%	**$6,100**	
Hesperia USD	10,407		10,407	26%	**$118,007**	*-$17,509*
Lucerne Valley USD	322	-100	222	1%	**$2,517**	*$514*
Silver Valley USD	732	-100	632	2%	**$7,166**	*$117*
Snowline Joint USD	3,586		3,586	9%	**$40,662**	*-$5,249*
Trona Joint USD	133	-100	33	0%	**$374**	*$374*
Victor Union HSD	10,471		10,471	26%	**$118,733**	*-$32,160*
Total 9-12 Enrollment (Incl. Continuation)	40,022	-400	39,653	100%	**$449,633**	

Public School Enrollment 2018-19 Pulled 1/10/20	5th	6th	7th	8th	9th	10th	11th	12th	
AESD	935	940	925	910	0	0	0	0	
AVUSD	1005	1057	1064	1026	1013	985	926	989	
BVUSD	12	7	15	12	10	8	12	12	
BUSD	521	505	494	435	449	401	367	394	
HESD	74	71	60	78	0	0	0	0	
HUSD	1716	1698	1777	1726	1779	1699	1668	1758	
LVUSD	62	68	58	62	46	58	59	39	
OGSD	12	11	0	0	0	0	0	0	
SVUSD	195	149	153	120	125	115	114	105	
SJUSD	548	606	641	607	616	621	541	560	
TJUSD	20	21	26	24	20	24	22	17	
VESD	1714	1769	0	0	0	0	0	0	
VVUHSD	0	0	1442	1345	2084	1967	1843	1790	

Charter Enrollment	5th	6th	7th	8th	9th	10th	11th	12th	Schools included
AAE	112	126	123	125	117	108	89	97	
AESD	5	8	18	20	54	80	94	142	Taylion
Excelsior	0	0	306	307	348	284	370	249	
HESD	6	4	18	16	105	92	79	90	ACE, ICE
Options for Youth			59	84	247	178	167	121	
VESD	54	45							Sixth St Prep, Mt View Montessori
Alta Vista					424	507	401	190	
Summit Leadership			53	56	64	48	49	34	
OGSD	196	239	359	356	318	391	484	620	Mojave River, Marble City - Phelan, Oro Grande & Route 66 - Victorville, Rockview Park - Hesperia, Silver Mountain- Barstow, Riverside Prep

Mountain Desert Career Pathways
Date: February 4, 2020
To: MDCP Executive Board
From: Matt Wells, Director
Subject: Discussion, K12 Strong Workforce Positions

Discussion/Information: 6.5 K12 Strong Workforce Positions
The Director, along with Asst Superintendent Dr. Stephanie Houston, will provide an update regarding the K12 Strong Workforce Pathway Coordinator Positions opportunity for MDCP. The positions will likely be implemented as Curriculum Specialist positions within SBCSS. This will be at no additional costs to MDCP district. Supporting documents included are the RFA for the positions. Please note the required objectives and required activities sections starting on page 4. Also included are the job description of the Curriculum Specialist, which is the same position being implemented for the Chaffey College and San Bernardino College regions under SBCSS. Finally, included is the SBCSS personnel requisition showing assignment to MDCP.

California Community Colleges

MEMORANDUM

November 5, 2019   19-023| Via Email

TO: K-12 Local Education Agencies
California Community College Regional Consortia

FROM: Sheneui Weber, Vice Chancellor
Workforce and Economic Development Division

CC: Matthew Roberts, Ed.D., Dean of Field Operations
Workforce and Economic Development Division

Michelle McIntosh, Education Administrator
California Department of Education

CCCCO Staff
Chief Executive Officers
Chief Instructional Officers
Chief Business Officers
CTE Deans
Statewide Directors
Regional Directors, Employer Engagement
Technical Assistance Providers
ASCCC

RE: **Strong Workforce Program K12 Pathway Coordinator Timeline and Scope of Work**

The California Community Colleges Chancellor's Office (CCCCO), in partnership with the California Department of Education (CDE), is pleased to announce annual funding to implement a regional technical assistance structure to assist teachers and industry partners in implementing high-quality CTE programs. Education Code 88833 appropriates $12,000,000 in annual career technical education funding to support the establishment of Career Technical Education Key Talent field positions to support both the CTE Incentive Grant Program and the K-12 component of the Strong Workforce Program with the

positions of K14 Technical Assistance Providers and K12 Pathway Coordinators. Funding is inclusive of eight K14 Technical Assistance Providers (TAPs) (one per California Community College regional consortium) and 72 K12 Pathway Coordinators (K12 PCs) (one per California Community College district).

ROLLOUT AND IMPLEMENTATION TIMELINE FOR 2019-20 K12 PATHWAY COORDINATORS:

The proposed timeline for applications, selection, and onboarding and training of K12 Pathway Coordinators is as follows:

Table 1. Implementation timeline for K12 Pathway Coordinators.

DATE	ACTIVITY	RESPONSIBLE
November 1, 2019	Formal announcement of scope of work of K12 PCs available on line.	Chancellor's Office
November 2019	Each Regional Consortia will manage a process to recruit and select hosts for each of the K12 Pathway Coordinators. Per agreement between CCCCO and CDE, 11 LEAs that hosted CTEIG Technical Assistance Providers are preapproved to host K12 Pathway Coordinators and to transition the previous CTEIG TAPs into the K12 Pathway Coordinator positions. Note that host organizations are limited to those listed in **E**_ducation Code Section 88833(a)(2):_ (2) An individual associated with any of the following may apply to serve as a K–12 Workforce Pathway Coordinator, or any of the following may subcontract with an individual with expertise in K–12 education and workforce development to serve as a K–12 Workforce Pathway Coordinator: (A) School districts. (B) County offices of education. (C) Charter schools. (D) Regional occupational centers or programs operated by a joint powers authority or county office of education.	Regional Consortia

DATE	ACTIVITY	RESPONSIBLE
December 2019 to January 2020	Regional Consortia facilitate selected LEA hosts to contract with Rancho Santiago CCD, the fiscal agent responsible for sub-granting to host LEAs.	Statewide Fiscal Agent
December 2019 to February 2020	Selected LEA hosts recruit and select K12 Pathway Coordinators according to guidelines provided in this document and by Regional Consortia as part of their process for selecting host LEAs. LEAs notify Regional Consortia, Statewide Fiscal Agent, CCCCO, and CDE of their selections.	Host LEAs
February - March 2020	Onboarding and Orientation for K12 PCs via a 2-day in-person training. Elements of this training will include scope of work, regional structure, programming and other knowledge to perform duties to support the program, and discuss outcome measures.	CCCCO, CDE, K14 TAP, and Regional Consortia
Spring 2020	Continued onboarding and orientation for new K12 PCs. And ongoing reporting and convening of K12 PCs network and professional development as appropriate.	CCCCO, CDE, K14 TAP, and Regional Consortia

REGIONAL DISTRIBUTION OF K12 PATHWAY COORDINATORS

72 Regional Distribution	Joint	CTEIG
Bay	16	1
Central/Mother Lode	6	2
Inland Empire/Desert	8	1
LA/Orange	12	3
North/Far North	9	2
San Diego/Imperial	5	1
South Central Coast	5	1
Grand Total	**61**	**11**

The distribution of K12 Pathway Coordinators per legislation is 1 per community college district. The chart shows the regional distribution. To leverage past investments in technical support for CTEIG, selected LEAs will be pre-approved to transition CTEIG TAPs into the K12 Pathway Coordinator positions. The Regional Consortia will reach out to the

pre-approved LEAs to confirm their willingness to transition the CTEIG TAPs into this new role.

KEY OBJECTIVES

The K12 Pathway Coordinator seeks to improve the performance of the K14 CTE programs within her/his service area as measured by the CTEIG, K-12 SWP Metrics and guided by the K14 Pathway Quality Rubric. This is done through: providing direct support to, and helping to link and align the program development efforts funded by CTEIG, K-12 SWP and Community College Strong Workforce Program investments in the service area; through drawing attention to and engagement with labor market and program performance information and the region's workforce development plan; and through coordination with other regional key talent including the K-14 TAP, Regional Directors for Employer Engagement, the Centers of Excellence, Guided Pathway Regional Coordinators, and the Regional Consortium.

The following are the minimum required objectives for this job; others may be added to meet project objectives.

1. Act as a point of contact for and work with high school and community college CTE programs, Regional Directors for Employer Engagement, the Centers of Excellence and other workforce development stakeholders to effectively and efficiently engage employers and industry representatives with the intent of building and strengthening K14 pathways that respond to industry needs and facilitating industry connections with K–14 career technical education programs.
2. Provide technical assistance to inform the development and implementation of CTE curriculum. Support faculty collaboration to ensure sequential CTE courses align with regional post-secondary pathways.
3. Facilitate the use of data to identify existing pathways and gaps among K12 and community colleges and help make recommendations for furthering pathway development.
4. Inform and support the development and implementation of college and career exploration. Liaise with LEAs to ensure college and career exploration are embedded within CTE courses.
5. Support postsecondary transitions and completion. Encourage and facilitate the intersegmental work between LEAs and Community Colleges.
6. Provide technical assistance to inform the development of work-based learning opportunities.

REQUIRED ACTIVITIES

The following are the minimum required activities; others may be added to meet project objectives.

1. Engagement with the regional consortia
   a. Regular engagements with Regional Consortia Chair, K14 TAP, Regional Directors for Employer Engagement and other Technical Assistance Professionals associated with the work to ensure consistent reporting and accountability.
   b. Participation in the region's annual process for developing and revising its regional plan.
2. Partnerships with local education agencies
   a. Support connection with feeder K12 administrators, counselors, and teachers.
   b. Work with LEAs to increase knowledge and use of labor market data supplied by the CCCCO Center of Excellence.
3. Data use
   a. Facilitate the use of data to identify existing pathways and gaps among K12 feeder districts and help make recommendations for furthering pathway development.
   b. Assist LEAs and community colleges with using Cal-PASS Plus to assess student's transitions from K12 to community college.
   c. Identify and use indicators to self-assess.
   d. Identify and use data to review K14 pathway development and implementation.
4. Dissemination of Model Pathways and Curriculum
   a. Assist K12–community college network development by identifying, documenting, and disseminating examples of emerging, promising, and best practices for pathway development and pathway improvement initiatives.
   b. Plan and implement training and professional development for local districts and schools.

5. College and career exploration
   a. Participate in on/off-campus student outreach and recruitment activities related to K-14 career pathways, including pre-enrollment advising, application workshops, college presentations, campus tours, campus visit programs, outreach conferences, college fairs, and other support services.
6. Post-secondary transition and completion
   a. Encourage high-quality implementation and expansion of early college credit.
   b. Coordinate with local community college's Office of Outreach to support a comprehensive program of student outreach and recruitment services for prospective students from feeder K-12 school districts.
   c. Coordinate with Student Services in advising and support services designed to facilitate course registration for concurrently enrolled high school students; collaborate with instructional divisions to develop and coordinate course offerings at area high schools.

    d. Develop and direct programs to inform K-12 students, teachers, counselors, parents, and the public about pathway opportunities available at partnering community colleges.

7. Work-based learning
    a. Engage local support from industry and local workforce development agencies for implementation of CTEIG and K12 Strong Workforce Program to promote relevance and value of education pathways for students' career preparation.
    b. Coordinate industry and workforce development outreach efforts with the K14 Technical Assistance Providers, California Community College Regional Directors and State Department of Education Industry Sector Leads.
    c. Support implementation of career exploration curriculum, such as CalCRN and *Get Focused, Stay Focused*.

8. Coordinate with Statewide, regional and local development and distribution of student outreach publications and marketing communications to prospective students, school district personnel, and community members.

9. Perform other duties as assigned.

REQUIRED PERFORMANCE OUTCOMES
The K12 Pathway Coordinators are required to develop specific performance outcomes for 2020-21 and a workplan for achieving these in consultation with the CTE IG and K12 SWP grantees within their service area and under the guidance of the K-14 TAP. The workplan and outcomes are to be shared with the service area's CTE programs and the Regional Consortium.

K12 STRONG WORKFORCE METRICS
    K12 SWP Metrics that measure K–12 student-level outcomes:

- Completed 2+ CTE courses in high school in the same program of study.
- Completed 2+ CTE courses in high school in the same program of study that include early college credit, work-based learning*, or third-party certification*.
- Graduated high school.
- Enrolled in a CA Community College within one year of leaving secondary school. (Source: CALPADS & CCCCO MIS)

    not currently in CALPADS

    K12 SWP Metrics that measure postsecondary student-level outcomes:

- Completed 9+ CTE units in first year of CA Community College.
- Attained a CA Community College certificate/degree or journey level status.

- Transferred to a four-year institution after exiting CA Community College.
- Entered registered apprenticeship after participation in high school preapprenticeship program (currently exploring)

Source: CCCCO MIS, CSUs, UCs, National Student Clearing House, DAS, CDE

K12 SWP Metrics that measure employment student-level outcomes:

- Employed in a job closely related to field of study after exiting CA Community College (Source: CCCCO CTEOS)
- Median annual earnings of students after exiting CA Community College*
- Attained a living wage after exiting CA Community College*

Source: EDD data

The following K14 Pathway Quality Rubric (Table 2) shows examples of baseline expectations for pathway development, effective practices for targeting of activities, and leading indicators that support the objectives, activities, and most importantly the outcomes listed in this scope of work. The leading indicators are intended to be captured in expenditure and progress reports to the CCCCO and CDE.

Table 2. K14 Pathway Quality Rubric

Curriculum			
Baseline	Effective Practice	Leading Indicators	K12 SWP Student Outcomes :
2 sequential CTE courses aligned with 1 or more regional post-secondary pathways K12 faculty collaboration	2-3 or more sequential CTE courses aligned with multiple regional post-secondary pathways Collaboration within and across K12 and post-secondary faculty 1 or more contextualized academic courses; CTE courses qualified A-G for UC/CSU eligibility Includes completion of a postsecondary credential Extended-day and summer pathway programming	Number of K14 pathways Number of faculty pathway collaboration meetings and activities	# of students who completed 2+ CTE courses in high school in the same program of study. # of students who completed 2+ CTE courses in high school in the same program of study that include early college credit, work-based learning*, or third-party certification*. # of students who entered registered apprenticeship after participation in high school pre apprenticeship program. # of students who attained a CA Community College certificate/degree or journey level status.
College and Career Exploration			
Baseline	Effective Practice	Leading Indicators	K12 SWP Student Outcomes:
College & Career Exploration within or outside a CTE Course	Dedicated College and Career Exploration Curriculum framework taught as a standalone course or as units deployed across series of courses	Number of LEA's adopting common CCE curriculum or dedicated coursework	N/A
Postsecondary Transition and Completion			
Baseline	Effective Practice	Leading Indicators	K12 SWP Student Outcomes:
Articulated or Credit by Exam Courses that offer High School student's college credit. Participation in college visits, college fairs, or other college awareness activities	Dual Enrollment/other early college completion for career education and/or senior capstone course(s) Development of long-term college and career plans linked to future college education planning	Number of articulated or Credit by Exam pathway courses offered	% (rate) of students who graduated high school.

Educational and career exploration planning prior to high school graduation	Matriculation support no later than 11th grade (orientation, FAFSA, enrollment svs, etc)	Number of Dual Enrollment pathway courses/other early college attainment	# of students who enrolled in a CA Community College within one year of leaving secondary school.
Support for HS counselors to incorporate career goals and CTE pathways into college counseling	Access to college counseling & other support (ed planning, remediation, acceleration, bridge prog's)	Students receiving matriculation support or access to college counselors	# of students who completed 9+ CTE units in first year of CA Community College.
			# of students who transferred to a four-year institution after exiting CA Community College.

Work-Based Learning/Employment

Baseline	Effective Practice	Leading Indicators	K12 SWP Student Outcomes:
Pathway offers WBL activities that support career awareness and exploration – industry speakers, industry site visits, participation in career fairs, etc	Pathway offers a full continuum of WBL activities for all pathway students such as career awareness, exploration, and preparation including job shadowing, industry interviews, employer mentors, unpaid and paid internships	Number of students participating in any WBL Number of students participating in paid or unpaid internship	# of students who are employed in a job closely related to field of study after exiting CA Community College.
			Median annual earnings of students after exiting CA Community College.
			# of students who attained a living wage after exiting CA Community College.

ADDITIONAL INFORMATION
Additional information that may be useful to LEAs drafting the K12 Pathway Coordinator job description are provided below.

The K12 Pathway Coordinator will have knowledge of:
1. Career exploration and labor market information.
2. California K12 data collection systems and practices.
3. Personnel and budget management principles, procedures, and strategies.
4. Principles and methods of program planning, including program review and the development and evaluation of student learning, service area, or program learning outcomes.
5. Public relations, group presentations, and effective communication in a diverse environment.
6. Student advisement, public speaking, workshop development, and group facilitation principles and practices.
7. K12 and Community college Career Technical Education programs.
8. Principles and practices of project management.

The K12 Pathway Coordinator will have the ability to:
1. Conduct meetings, facilitate groups and workshops.
2. Develop and administer a comprehensive program work plan, budget, and outcomes.
3. Establish and maintain collaborative working relationships with industry, faculty, staff, students, and the public.
4. Be sensitive and committed to meeting the needs of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of the student/community population.
5. Use computer software for word processing, spreadsheets, databases, presentations, and information sharing and communication.
6. Communicate clearly, concisely, and effectively both orally and in writing with industry, students, staff, faculty, outside agencies, and the public.
7. Travel to off-campus functions and transport presentation materials and equipment.
8. Organize and conduct special events in conjunction with other college departments and programs.
9. Attend instructional and student services meetings, as well as local, regional or State Career Pathway and Dual Enrollment meetings, as needed.
10. Represent K12 Strong Workforce Pathways at relevant state and federal conferences and industry events.

Education and experience
1. Bachelor's degree from an accredited college or university and three full years of full-time K-12 school district, county office of education, college, or university work experience in a lead position. Demonstrated sensitivity to and understanding of the diverse cultures of high school and community college students.

Desired experience
1. K-14 advising, career pathway and/or grant experience.
2. Experience working with special populations students.

If you have questions about K12 Strong Workforce Program, please contact Alejandro Sandoval at asandoval@cccco.edu.

SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS

601 North E Street, San Bernardino, CA 92410-3093 • Ted Alejandre, County Superintendent

CURRICULUM SPECIALIST

SALARY:	$127,898.88 – $144,278.40 Annually (Range 145)
LENGTH OF SERVICE:	228 Days per year
HEALTH & WELFARE:	Benefits Package (Medical, Vision, Dental & Life) Employer pays annually up to (for the remainder of the 2019-2020 Schl Yr):
	$16,221.12 – Kaiser Permanente
	$17,204.16 – Blue Shield
APPLICATION DEADLINE:	January XX, 2020 (4 p.m. PST)
LOCATION:	Innovation & Engagement Branch, San Bernardino

POSITION DESCRIPTION

As a member of the Alliance for Education, Career Education & ROP Department staff, the Curriculum Specialist will assist in a wide variety of educational activities with emphasis in supporting a connected, accessible, and high-quality college and career pathway system. The position will support Career Technical Education (CTE) pathway development, provide technical assistance to inform implementation of CTE curriculum, collaboration to ensure sequential CTE course alignment with regional post-secondary pathways, and building strong linkages with school districts, colleges, business and industry. The Curriculum Specialist will support grant report writing and may also assist with other workforce development activities and programs.

ESSENTIAL JOB FUNCTIONS

- Support the Innovation and Engagement Branch with active facilitation of the systemic approach to integrated career pathway development;
- Assist in the implementation of departmental goals and objectives;
- Maintain effective relationships with school district staff to ensure outreach activities related to K-14 career pathways;
- Conduct special events in conjunction with department and system partners;
- Support department priorities including course pathway development and modification;
- Assist in facilitation of partnerships with business and industry representatives, public and private agencies and community organizations;
- Disseminate model pathway curriculum to districts in support of career preparation and workforce development;
- Provide staff development and facilitates groups;
- Other duties as assigned.

JOB REQUIREMENTS

Experience in Career exploration and labor market information; Career Technical Education/Workforce Development programs for students and adults, including staff development and building partnerships;

Skill in facilitating group process, the development of presentations and working with staff to implement program goals and objectives;

Knowledge of Regional Occupational Program (ROP), Perkins, Career Technical Education Incentive Grant (CTEIG), Workforce Innovation & Opportunity Act (WIOA), K12 Strong Workforce, CalWORKs, and CTE standards;

Ability to train staff; interpret and apply laws and regulations; implement program priorities, processes and procedures; work independently; meet appropriate project deadlines; work with a variety of individuals and groups; communicate effectively orally and in written form; exercise sound judgment, travel to various locations;

Physical Abilities include extended periods of sitting, standing and walking; pushing and pulling; reaching, twisting, turning, bending, and stooping; speaking and hearing, and fine manual dexterity. Specific visual abilities required include close vision, distance vision, color vision, peripheral vision, depth perception, field of vision and ability to adjust focus. (The job is performed under minimal temperature variations, in a generally hazard free environment and clean atmosphere. Exposure to hostile or abusive individuals is possible.)

MINIMUM QUALIFICATIONS
- Possession of a valid California Teaching credential;
- Three (3) years full-time teaching experience;
- Two (2) years of experience developing and conducting presentations.

DESIRED QUALIFICATIONS
- Three (3) years teaching experience in an ROP or in CTE;
- A valid California Administrative Services credential or Certificate of Eligibility or current enrollment in an approved Administrative Services program with the ability to obtain an Administrative Services Intern Credential upon employment;
- Possession of a Master's Degree from an accredited college or university;
- Experience as an administrator in a California school district or county office;
- Experience in curriculum development, instructional methodology, and assessment.

NECESSARY MATERIALS FOR APPLICATION
- Completed Ed-Join online application (incomplete applications will not be considered. All fields must be completed);
- Letter of application/introduction outlining skills and abilities relating to this position;
- Current resume;
- Copy of valid California Teaching credential;
- Three (3) current letters of reference (**dated and signed within three (3) years**).

Applicants must meet minimum qualifications and provide all necessary materials online prior to the stated deadline in order to qualify as a candidate.

APPLICATION PROCESS: All applications must be submitted through Ed-Join. Go to the San Bernardino County Superintendent of Schools website at www.sbcss.k12.ca.us; click on Human Resources; scroll down then click on "Click Here to access the EDJOIN website" and attach your online profile *to this job posting #*. If you are disabled and need reasonable accommodations to complete the application process, please contact Human Resources at 760 East Brier Drive, San Bernardino, CA 92408 • (909) 386-9561. This facility is handicapped accessible.

San Bernardino County Superintendent of Schools

PERSONNEL REQUISITION

To be completed in accordance with SBCSS Policy 4011.1

San Bernardino
County
Superintendent of
Schools
Ted Alejandre, County Superintendent

1. REQUESTING DEPARTMENT INFO

Initiating Manager: Matt Wells

Date: 1/22/2019

Branch: Innovation & Engagement   Department: MDCP JPA

Phone: (909) 386-2965

2. POSITION INFORMATION

Position No.: _____   Job Title: Curriculum Specialist

Department: MDCP JPA   Physical Location of Position: Apple Valley Unified School District

Classification: Cert. Management   Months: 12   # of Days 228   FTE: 1   Hours: 7:30 am - 4:30 pm

Program: MDCP JPA   Grade Level (if applicable): n/a

Current Employee: _____   Supervisor: Matt Wells

3. ACTION REQUESTED

Desired Start Date: 5/1/2020

Select Action

Post

☐ Abolish	☐ Funding Change	☐ Transfer
☑ Establish New	☐ Fill Existing	☐ Other

☐ Internal
☑ External

Comments:

Establish a total of 2 Curriculum Specialist positions for MDCP JPA. (1 of 2 positions)

Salary Range $127,898.88 to $ 144,278.40   Range/Step: 145   Transfers   From Position No: _____   To Position No: _____

4. PROPOSED FUNDING SOURCE/APPROVAL

Funding Type: ☐ State ☐ Federal   Grant Funded: ☐ Yes ☐ No   Budget Impact: ☑ Yes ☐ No

Res/Goal/Func/Mgmt: 0350/6000/2100/0500   Prcnt: 100%

Res/Goal/Func/Mgmt: _____   Prcnt: _____

Res/Goal/Func/Mgmt: _____   Prcnt: _____

Res/Goal/Func/Mgmt: _____   Prcnt: _____

Budget Approval – Director, Internal Business   Date   **NEW POSITIONS ONLY – Asst. Supt., Business Services**   Date

5. AUTHORIZATIONS

Department Head   Date   Branch Head   Date

Human Resources   Date   Superintendent/Cabinet Approval   Date

HUMAN RESOURCES OFFICE USE ONLY

Position Control		Action: _____
Budget	Date	_____
HR	Date	_____
Final	Date	_____

San Bernardino County Superintendent of Schools
PERSONNEL REQUISITION
To be completed in accordance with SBCSS Policy 4011.1

San Bernardino
County
Superintendent of
Schools
Ted Alejandre, County Superintendent

1. REQUESTING DEPARTMENT INFO

Initiating Manager: Matt Wells   Date: 1/22/2019

Branch: Innovation & Engagement   Department: MDCP JPA   Phone: (909) 386-2965

2. POSITION INFORMATION

Position No.: _____   Job Title: Curriculum Specialist

Department: MDCP JPA   Physical Location of Position: Apple Valley Unified School District

Classification: Cert. Management   Months: 12   # of Days 228   FTE: 1   Hours: 7:30 am - 4:30 pm

Program: MDCP JPA   Grade Level (if applicable): n/a

Current Employee: _____   Supervisor: Matt Wells

3. ACTION REQUESTED

Desired Start Date: 5/1/2020   Select Action   Post

☐ Abolish	☐ Funding Change	☐ Transfer
☑ Establish New	☐ Fill Existing	☐ Other

Post
☐ Internal
☑ External

Comments:

Establish a total of 2 Curriculum Specialist positions for MDCP JPA. (2 of 2 positions)

Salary Range $127,898.88 to $ 144,278.40   Range/Step: 145   Transfers   From Position No: _____   To Position No: _____

4. PROPOSED FUNDING SOURCE/APPROVAL

Funding Type: ☐ State ☐ Federal   Grant Funded: ☐ Yes ☐ No   Budget Impact: ☑ Yes ☐ No

Res/Goal/Func/Mgmt: 0350/6000/2100/0500   Prcnt: 100%
Res/Goal/Func/Mgmt: _____   Prcnt: _____
Res/Goal/Func/Mgmt: _____   Prcnt: _____
Res/Goal/Func/Mgmt: _____   Prcnt: _____

Budget Approval – Director, Internal Business   Date   NEW POSITIONS ONLY – Asst. Supt., Business Services   Date

5. AUTHORIZATIONS

Department Head   Date   Branch Head   Date

Human Resources   Date   Superintendent/Cabinet Approval   Date

HUMAN RESOURCES OFFICE USE ONLY

Position Control	
Budget	Date
HR	Date
Final	Date

Action: _____
_____
_____
_____

Mountain Desert Career Pathways
Date: February 4, 2020
To: MDCP Executive Board
From: Matt Wells, Director
Subject: Information - VVC Articulation Update

Discussion/Information: 6.6 VVC Articulation Update
The Director will give an update on the status of VVC articulation renewals as well as upcoming MOU changes. The MOU will be revised to an annual agreement for the following school year, allowing for course changes more frequently. Attached for board review are the renewals to date. Pending reviews are due to upcoming advisory meetings that have not yet taken place.

District	School Course Title	Renewed?	VVC Course ID	VVC Course Title
Articulation Renewals by District As Of January 2020				
AVUSD	Animal Science 1	Yes	AGNR-100	General Animal Science
AVUSD	Veterinary Science	Yes	AGNR-106	Veterinary Terminology and Technology
AVUSD	Medical Terminology Medical Core 1	Pending	ALDH-139	Medical Terminology
AVUSD	Medical Assistant	Pending	ALDH-82	Medical Office Procedures
AVUSD	EKG Monitoring Technician	Pending	ALDH-83	Basic Arrhythmia
AVUSD	Auto 1 Auto 2 Auto 3 Automotive Maintenance	Pending	AUTO-50	Introduction to Automotive Technology
AVUSD	Graphic Communications CAMP Digital Arts	Pending	CART-160	Survey of a Visual Communication
AVUSD	Multimedia III CAMP IV	Pending	CART-71	Survey of Computer Graphics Studio
AVUSD	Multimedia	Pending	CIS-101	Computer Literacy
AVUSD	Web Page Design	Pending	CIS-137	Introduction to HTML
AVUSD	AP Computer Science AB	Pending	CIS-206	Programming JAVA
AVUSD	Construction Technology II	Yes	CT-130	Residential Remodeling
AVUSD	Construction Technology	Yes	CTMF-120A	Woodworking Tools and Equipment
AVUSD	Emergency Medical Responder	Yes	EMS-50	Emergency Medical Responder
AVUSD	Multimedia II Video Production Television & Video Production	Pending	MERT-74	Digital Video Production
AVUSD	Culinary Arts I	Yes	RMGT-81	Prep/Line Cook
AVUSD	Culinary Arts II	Yes	RMGT-87	Professional Cooking
AVUSD	Intermediate Agricultural / Industrial Engineering	Yes	WELD-52	Shielded Metal Arc Welding-Basic
AVUSD	Advanced Agricultural / Industrial Engineering	Yes	WELD-58A	Gas Metal Arc Welding-Basic
BUSD	Medical Core I	Pending	ALDH-139	Medical Terminology
BUSD	Digital Design	Pending	CART-133	Digital Imaging
BUSD	Digital Video Production & Broadcast Aztec Productions	Pending	CART-71	Survey of Computer Graphics Studio
BUSD	TV Video Multimedia and Video Productions	Pending	CIS-101	Computer Literacy
BUSD	Fundamentals of Law Enforcement Criminal Justice I Criminal Justice II Advanced Law Enforcement	Pending	CJ-101 Formerly AJ-101	Introduction to Administration of Justice
BUSD	Emergency Medical Responder	Yes	EMS-50	Emergency Medical Responder

Articulation Renewals by District As Of January 2020

District	School Course Title	Renewed?	VVC Course ID	VVC Course Title
BUSD	Art of Video Multimedia II	Pending	MERT-74	Digital Video Production
BUSD	Culinary Arts I Culinary Arts & Management I	Yes	RMGT-81	Prep/Line Cook
BUSD	Culinary Arts II Culinary Arts & Food Service	Yes	RMGT-87	Professional Cooking
HUSD	Medical Core I Medical Core II Intro to Nursing Sports Therapy and Fitness Sports Medicine	Pending	ALDH-139	Medical Terminology
HUSD	ASE Auto I ASE Auto II ASE Auto III Auto Tech I Auto Tech II Auto Tech III Auto NATEF	Pending	AUTO-50	Introduction to Automotive Technology
HUSD	Keyboarding	Pending	BET-101	Beginning Keyboarding/Typing
HUSD	Office Operations and Technology Phase II: Microsoft Word Microsoft Office Specialist: Word	Pending	BET-104	Beginning Word Processing/Typing: Word for Windows A/B/C
HUSD	Office Operations and Technology Phase II: Microsoft Excel Microsoft Office Specialist: Excel	Pending	BET-112	Spreadsheet: Excel for Windows A/B/C
HUSD	Office Operations and Technology Phase II: Microsoft PowerPc Microsoft Office Specialist: PowerPoint	Pending	BET-131	Presentation Software: Powerpoint ABC
HUSD	Digital Design Digital Graphic Design 1	Pending	CART-133	Digital Imaging
HUSD	Website Design	Pending	CART-134	The Art of Web Design
HUSD	Child Development Careers Careers with Children Child Dev and Guid Early Child Ed	Yes	CHDV-50	Working with Young Children
HUSD	Fundamentals of Law Criminal Justice I Criminal Justice II Advanced Law Enforcement	Pending	CJ-101	Introduction to Administration of Justice
HUSD	Construction Technology II Const. Tech II Construction Technology III Const. Tech III	Yes	CT-130	Residential Remodeling
HUSD	Intro to Const. Technology Construction Technology I Const. Tech 1	Yes	CTMF-120A	Woodworking Tools and Equipment

District	School Course Title	Renewed?	VVC Course ID	VVC Course Title
Articulation Renewals by District As Of January 2020				
HUSD	IT Essentials	Pending	ELCT-61	Basic Maintenance of Personal Computers
HUSD	Internet Engineering I	Pending	ELCT-78A	Network Fundamentals
HUSD	Foods and Nutrition Culinary Arts & Management I Restaurant I	Yes	RMGT-81	Prep/Line Cook
HUSD	Adv Cul Arts Culinary Arts & Management II Culinary Arts & Management III Restaurant II	Yes	RMGT-87	Professional Cooking
LVUSD	Horticulture	Yes	AGNR-121	Intro to Environmental Horticulture
LVUSD	Auto I	Pending	AUTO-50	Introduction to Automotive Technology
LVUSD	Graphic Communications	Pending	CART-133	Digital Imaging
LVUSD	3D Modeling and Animation	Pending	CIDG-160 ANIM-160	3ds Max Fundamentals
LVUSD	Auto CAD	Pending	ENGD-110 CIDG-110	Two-Dimensional Autocad
LVUSD	Restaurant Occupations	Yes	RMGT-81	Prep/Line Cook
SJUSD	Animal Science	Yes	AGNR-100	General Animal Science
SJUSD	Anatomy and Physiology in Veterinary Science	Yes	AGNR-106	
SJUSD	Environmental Ornamental Horticulture	Yes	AGNR-121	Intro to Environmental Horticulture
SJUSD	Floral Design	Yes	AGNR-160	Beginning Floral Design
SJUSD	Medical Core 1 Medical Terminology	Pending	ALDH-139	Medical Terminology
SJUSD	Medical Insurance Billing	Pending	ALDH-81	Medical Insurance
SJUSD	Medical Assisting	Pending	ALDH-82	Medical Office Procedures
SJUSD	EKG Monitoring Technician	Pending	ALDH-83	Basic Arrhythmia
SJUSD	Aerospace Engineering	Yes	AVA-50	Aviation Technology Survey
SJUSD	Accounting I	Pending	BADM-50	Applied Accounting I
SJUSD	Business Technology and Communications I Computer Applications I	Pending	BET-100	Introduction to Computers
SJUSD	Business Technology and Communications II Computer Applications II	Pending	BET-104	Beginning Word Processing/Typing: Word for Windows A/B/C
SJUSD	Academy Graphic Design Digital Imaging Digital Design	Pending	CART-133	Digital Imaging
SJUSD	Child Growth & Development	Yes	CHDV-100	Child Growth and Development
SJUSD	Careers with Children	Yes	CHDV-50	Working with Young Children
SJUSD	3d Animation	Pending	CIDG-160 ANIM-160	3ds Max Fundamentals

District	School Course Title	Renewed?	VVC Course ID	VVC Course Title
	Articulation Renewals by District As Of January 2020			
SJUSD	Introduction to Computer Science	Pending	CIS-101	Computer Literacy
SJUSD	Web Page Design	Pending	CIS-137	Introduction to HTML
SJUSD	Construction II	Yes	CT-130	Residential Remodeling
SJUSD	Construction I Woodworking I/Intro to Woodworking	Yes	CTMF-120A	Woodworking Tools and Equipment
SJUSD	Woodworking II/Advanced Woodworking	Yes	CTMF-121A	Woodworking
SJUSD	Emergency Medical Responder Firefighter 1: Wildland Fire and Emergency Medical Response	Yes	EMS-50	Emergency Medical Responder
SJUSD	Academy Video Production	Pending	MERT-74	Digital Video Production
SJUSD	Restaurant I Culinary Arts I	Yes	RMGT-81	Prep/Line Cook
SJUSD	Restaurant II Culinary Arts II	Yes	RMGT-87	Professional Cooking
SJUSD	Stagecraft Design	Pending	TA-111	Technical Stage Production
SJUSD	Ag Mechanics I	Yes	WELD-52	Shielded Metal Arc Welding-Basic
SJUSD	Ag Mechanics II	Yes	WELD-58A	Gas Metal Arc Welding-Basic
VVUHSD	Medical Core I Medical Core II Medical Terminology	Pending	ALDH-139	Medical Terminology
VVUHSD	Medical Ins Bill	Pending	ALDH-81	Medical Insurance
VVUHSD	Medical Assisting	Pending	ALDH-82	Medical Office Procedures
VVUHSD	EKG Monitoring Technician	Pending	ALDH-83	Basic Arrhythmia
VVUHSD	Auto I Auto II Automotive Maintenance	Pending	AUTO-50	Introduction to Automotive Technology
VVUHSD	Aviation	Yes	AVA-50	Aviation Technology Survey
VVUHSD	Advanced Composite Repair and Structural Fabrication	Yes	AVA-75	Intro to Composites
VVUHSD	Graphic Communications	Pending	CART-133	Digital Imaging
VVUHSD	Careers with Children	Yes	CHDV-50	Working with Young Children
VVUHSD	Marketing Animation Video Game Design I	Pending	CIS-121	Introduction to Web Animation
VVUHSD	Fundamentals of Law Enforcement Criminal Justice I Advanced Law Enforcement Criminal Justice II	Pending	CJ-101 Formerly AJ-101	Introduction to Administration of Justice
VVUHSD	Construction Tech I	Yes	CTMF-120A	
VVUHSD	Construction Tech II	Yes	CT-130	Residential Remodeling
VVUHSD	Emergency Medical Responder	Yes	EMS-50	Emergency Medical Responder

District	School Course Title	Renewed?	VVC Course ID	VVC Course Title
VVUHSD	Culinary Arts I Restaurant 1	Yes	RMGT-81	Prep/Line Cook
VVUHSD	Culinary Arts II Restaurant II	Yes	RMGT-87	Professional Cooking

Articulation Renewals by District As Of January 2020

Mountain Desert Career Pathways
Date: February 4, 2020
To: MDCP Executive Board
From: Matt Wells, Director
Subject: Information - Teacher Job Shadowing Update

Discussion/Information: 6.9 Teacher Job Shadowing Update
The Director will give an update on upcoming teacher job shadowing and curriculum collaborations by industry sector. Attached are the working project details to date.

Date	Industry Sector/ Courses	Location	Partner Confirmed	Districts	Teachers	Brief Description	Address	Contact	Shadow Time	Lunch Time	Collab Time	Collab Location
3/10/20	Ag Mechanics Welding Automotive	Mitsubishi Cement	Y	AVUSD BUSD HUSD LVUSD SVUSD SJUSD VVUHSD	Ag Mech/Weld: Josh O'Neal Casey Penfold Jack Rice Troy vanBavel Auto: John Boulanger Josh Dollar Robert Carlos Bob Kern Shaun Kittrell Randy Lockie Dave Mendoza Doug Seibert Brian Suggs	Ag Mech and Welding teachers (4) to shadow welding Auto teachers (9) to shadow in truck shop Dozer, drill, cat 777,	5808 CA-18, Lucerne Valley, CA 92356	Steve Tyrrell styrrell@mitsubishicement.com (760) 248-5149	8am-12pm	12pm-12:30pm	12:30pm-2:30pm	Mitsubishi Cement
3/12/20	Graphic Comm/Arts Digital Graphics	Splattered Ink	Y	AVUSD HUSD VVUHSD	Nickoli Boruff Rick Garcia Sandy Glick Marianne Watson Josh Rees (?) Rudy Segura	Shadow local Graphic manufacturer	22399 Powhatan Rd, Apple Valley, CA 92308	Robby sales@splatteredink.com (760) 240-3197	8am-12pm	12pm-12:30pm	1pm-3pm	AVUSD or teachers' choice
3/17/20	Ag Science	Cal Portland	Y	AVUSD LVUSD SJUSD	Duane Penfold Danielle Hickman Kaylene Maize	Shadow Ag Engineers & Soil Science	19409 National Trails Hwy ste a, Oro Grande, CA 92368	Desirea Haggard dhaggard@calportland.com (626) 691-1966	9am-12pm	12pm-1pm (Provided by Cal Portland)	1pm-3pm	Cal Portland
3/19/20	Aviation Machining CAD	GE Aviation	N	LVUSD SJUSD VVUHSD	Jeff Dyerly Will Hoegerman Josh Martin Kelli Papiernik Eric Silva	Branch off into like-content shadowing	18000 Phantom W, Victorville, CA 92394	Susan Barrett susan.barrett@ge.com	8am-12pm	12pm-1pm	1pm-3pm	GE Aviation
3/19/20	TV/Vid	KVCR	Y	AVUSD BUSD SJUSD	Erica Greer Genaro Guardado Gretchen Peratt Rudy Segura Tamara Griffey	Shadow production environment	701 South Mt. Vernon Ave. San Bernardino, CA 92410	Tony Papa apapa@sbccd.cc.ca.us/apapa@kvcr.org Lillian Vasquez LVasquez@kvcr.org (909) 384-4444				KVCR
3/31/20	Vid Game Design Comp Sci	Far Sight Studios	Y	SJUSD VVUHSD	Landis Greer Nikki Jarvis Denise Roderick Ted Stewart Ryan Ostlie	Shadow video game production company	611 Spruce Rd, Big Bear Lake, CA 92315	Bobby King bking@farsightstudios.com (909) 866-0500	9am-12pm	Working lunch or lunch break (teacher decision)	12pm-3pm	Far Sight Studios Conf. Room
4/2/20	SCADA Comp Concepts IT Engineering Comp Sci Robotics	General Atomics	Y	AVUSD BUSD	Jared Ekstrand Sandra Oberlies Mark Smith Clayton Leleimene Russell Swallow Timothy Brinkley	Shadow programming & IT-related fields	25500 East Avenue R-8, Palmdale, CA 93591	Jeff Dunagan Jeffrey.Dunagan@ga-asi.com (661) 537-6258	8am-12pm	12pm-12:30pm	12:30pm-2:30pm	GA Cafeteria
3/19/20	AME performing arts	KVCR	Y	AVUSD	Javier Alcantara Shane Churchill Camille Gonzales	Shadow TV Production Environment How do theater students transition into television	701 South Mt. Vernon Ave. San Bernardino, CA 92410	Tony Papa apapa@sbccd.cc.ca.us/apapa@kvcr.org Lillian Vasquez LVasquez@kvcr.org (909) 384-4444				KVCR
4/2/20	BCT	Carpenter's Union	Y	AVUSD BUSD HUSD SJUSD VVUHSD	Aaron Atkins Brock Baziak Kurt Chapman Mike Davis Robert Kramer Juan Melero Josh Rees Amado Vela	Job Shadow Training Center Instructors	3250 E Shelby St, Ontario, CA 91764	Jeff Scott Jscott@swcarpenters.org	8am-2pm	12pm-12:30pm	2pm-3pm	Carpenter's Training Center
	Child Dev	DM SELPA	N	HUSD SJUSD VVUHSD	Mary Cardoza Loretta Geiger Nadia Gonzalez Nancy Koltoniuk Erin Lovewell Michelle Markee Kathy Mitchell Christina Strahl	Shadow in counseling, social work, etc. w/ D/M Children's Center or Training on Behaviroal Health and what each D/M SELPA Dept. does (CA HELP, Children's Center, etc.)	TBD	Cecilia Holguin cecilia.holguin@cahelp.org	8am-12pm	12pm-1pm	1pm-3pm	D/M ESC?
	Fashion	VV Mall or Barstow Outlets??		BUSD HUSD	Holly Bowser Loretta Geiger Valerie Guillen (Cosmo) Nancy Kolkoniuk Katie Reams (Cosmo) Michelle Robinson (Cosmo) Linda Rosensteel							
4/7/20	Finance/Business	Victorville Motors Business Office	N	HUSD LVUSD SVUSD VVUHSD	Jackie Brooks Richard Jones Liana Messer Nancy Monson Evelyn Sheffield	Shadow business staff in a dealership setting		vparks@vvmtrs.com ksmilen@vvmtrs.com	8am-12pm	12pm-1pm	1pm-3pm	VV Motors

Date	Industry Sector/ Courses	Location	Partner Confirmed	Districts	Teachers	Brief Description	Address	Contact	Shadow Time	Lunch Time	Collab Time	Collab Location
	Entrepreneurship	VV Mall or Barstow Outlets??		BUSD	Taylor Gross				8am-12pm	12pm-1pm	1pm-3pm	Teacher decision
	Med - Patient Care	St. John of God or other treatment center	N	AVUSD HUSD LVUSD SJUSD VVUHSD	Stephanie Arredondo Tonya Arrieta Ashlee Carpino Jayne Harrower Jennifer Hunt Monica LaBrosse Jacqueline Rivera Heidi Shaw Jana Tront Debbie Walton Tracie Espinoza	Related to Behavioral Health/ Treatment Center - St. John of God?						
	Med - Sports Med	Proposed: Southern California Bone & Joint Clinic (Mack Green, MD HHS alumni)		AVUSD BUSD HUSD	Gary Gant Judy Kaufer David Wetzel Tracie Yarber							
	Med - Dental	Dr. Wheeler DDS	N	HUSD	Barbara Bonner Susan Dahn	implant preparation and delivery.						
4/7/20	Med - EMS	VVC Regional Pub. SafeTraining Center	N	AVUSD HUSD SJUSD	Tyler Bisbee Adam Chacon Chad Cornwell James Hodkinson	Shadow paramedic simulation lab days	19190 Navajo Rd, Apple Valley, CA 92307	Dave Oleson dave.oleson@vvc.edu				
3/31/20	HOS - Culinary	FCC Adelanto??	N	AVUSD BUSD HUSD LVUSD SJUSD VVUHSD	Ricardo Cabrera Kirk McCarty Maurice McIntire Margie Morgan Christopher Pisciotti Sherry Jones Shawna Santos Kelli Valencia Sarah Webber Geovanni Sanchez Allison Crosswhite	Shadow Food Services Staff at the Federal Prison		magbaosi@bop.gov				
	HOS - Baking			AVUSD LVUSD HUSD	Allison Crosswhite Emily Cornwell Kim Evans Christopher Pisciotti	Shadow Baking environment						
3/31/20	Criminal Justice	FCC Adelanto??	N	BUSD HUSD VVUHSD	Robert Hughes Brian Jensen Bill McCarter Albert Toro	FCC Adelanto		magbaosi@bop.gov				