

RECONVENE AND REIGNITE

HOMework FOR _____ **MAY 17, 2022**

PLEASE READ / REVIEW THE ENTIRE
DOCUMENT PRIOR TO MAY 17

May 17 Target Objectives

1. Analyze the feedback and input from April to update/shape work of each team moving forward
2. Refine/develop clear, actionable Asks for each team to maximize and energize intersegmental involvement.
3. Establish the when and where work for each team will continue after May 17.

Homework Question: Ponder this question and come prepared to discuss:

As you heard from everyone last time or review the notes from last time, what resonates with you as either an important thread connecting the teams or as an important consideration the collective needs to reflect upon?

WHAT:

MDEP (def): Mountain Desert Economic Partnership. A collaborative, collective impact approach to lasting economic transformation. Focused on building a sustainable culture of high-quality, local employees surrounded by an engaging and attractive community.

TARGET LONG-TERM OUTCOMES:

1. High Desert residents learn, work, stay, and play in the High Desert.
2. The High Desert is defined and recognized as a collaborative, action-oriented ecosystem.
3. We have adaptive, future-ready students.
4. The High Desert is a Hub for innovators and entrepreneurs.

WHO:

Industry, Government, Education, and Community Experts who can leave personal agendas at the door and align resources, systems of work, and networks towards achieving the overall outcomes.

WHY:

We each believe in the vast opportunities in our region's economy, communities, and schools. We work together to create the solutions and infrastructure that will close gaps and remove barriers along the way such as building bridges between career pathway programs and industry partners experiencing talent shortages or drafting solutions towards four-year degree programs for students who would otherwise leave or businesses who would otherwise be forced to shop for talent elsewhere.

HOW:

Participants work together within at least one of four Action Teams at once per month for 90 minutes. Teams will call subcommittees into action as needed to accelerate or move forward certain work. Teams don't determine the overall "what" they are working on - that's for the overall MDEP collective and the Steering Committee to guide and confirm. However, teams roll up their sleeves and get the "what" accomplished.

THE TEAMS:

Team 1: *Training, Incubation, and Innovation*

- **Team Vision:** We will have a network/system/center that provides the technical, academic, and innovation skills to enable students to meet the needs of local industry.
- **Tactic:** Innovation and Entrepreneurship - Develop a regional capability to innovate systematically and reliably in a way that addresses local needs to build the local economy in meaningful ways that capitalizes on our unique assets and includes growing and/or attracting new businesses.
- **Recent Work:**
 - Innovation & Entrepreneur Center planning for Barstow College & Victor Valley College
 - Entrepreneurship for Everyone Workshops and Panels
 - Creative Confidence Pilot with Barstow Unified and Growing Inland Achievement
 - Pitch Challenge Competition, K12 and Community College

Team 2: *Four-year Degree Access*

- **Team Vision:** All seniors will graduate with college credit and access to a post-secondary degree and certificate pipeline with a local 4-year presence to support workforce needs for current and future jobs in the High
- **Team Strategy/Tactic:** Align resources, data, and value propositions to facilitate the creation/expansion of postsecondary degree access across the HD to match current and future career opportunities, driving the attraction of new relevant 4-year affordable/accessible programs.
- **Recent Work:**
 - Subcommittee work analyzing regional employment opportunities requiring bachelor's degrees
 - Exploration and learning around community colleges' ability to offer bachelor's degrees

THE TEAMS (CONTINUED):

Team 3: Tiered Economic Opportunity

- **Team Vision:** The High Desert has a thriving economy with diverse opportunities that cultivate and retain a skilled workforce in a community providing safety, entertainment, diverse career opportunities and a high quality of life.
- **Tactic:** Understand what industries are existing and emerging, and align education and career pathways so the High Desert has a locally trained and talented workforce. “Get our students into your jobs!”
- **Recent Work:**
 - Using mechatronics as a pilot, build solutions to elevate student, parent, educator, and partner awareness and understanding of the career field
 - Identify ways to support local Career Technical Education (CTE) programs looking to transition to more of a mechatronics focus

Team 4: Essential Skills

- **Team Vision:** Engage the entire COMMUNITY to identify and prioritize the skills and opportunities and create the conditions necessary for student success in the workforce.
- **Tactic:** Define, Embed and Deploy functional, transferable Essential Skills, defined by the region, into all education, training and community organizations regionwide (e.g. Education, Employers, Sports, Civic activities and outlets)
- **Recent Work:**
 - Create the MDEP Essential Skills resource using regional industry, government, and other stakeholder input
 - Begin discussing ways to identify Essential Skills best practices across grade levels

For a deeper dive, visit our website _____

WWW.MDCAREERPATHWAYS.COM/MDEP

HIGHLIGHTS FROM 30-SEC INTROS:

During the pandemic, what one relevant lesson have we learned or what one relevant shift in industry has occurred that we need to consider as we reignite our work?

- Telecommuting more common
- We should leverage new online/web tools.
- No better time than now to disrupt normal.
- Legislature passed a law for Community Colleges to have 4 year degrees
- Changed planning regarding supplies and cashflow
- Many opportunities to be more innovative and reimagining how we work and teach
- Fine tuning demand for green jobs
- Even though only part of the workforce has returned, traffic patterns are worse
- Notice staff really burning out / employees resigning
- Missed out on in-person connections and relationships
- Resourcefulness of students
- Equity and access needs to be better
- To get back to a healthy community, realized we need to be more mindful of social and emotional wellbeing
- Relationships and networks are important - that's where success really continued and innovation thrived
- Learning to balance
- The importance of power and resilience
- Efficiency and dumping what wasn't needed and pivoting

CAROUSEL POSTER ACTIVITY NOTES

What one shift, augmentation, or addition can we make to a team vision, tactic, or work to get us further along the path to our outcomes?

Team 1: Training, Incubation, and Innovation

- Schedule meetings to fit all schedules-possible evenings
- Focus on the tactical plan: Set tangible achievable goals
- Host a meeting at VVC, Entrep Center.
- Ask the right questions to keep the right people invested
- Richard Radcliff & Dr. Henry Young need to be a part of the conversation to help move the VVC entrepreneur center work forward.
- Keep meetings engaging for all members- inclusivity!
- What specific work do we need team members to commit to tackle the various aspects of opening the centers?
- Mindful asks = increased interest
- Create Sample "ASKS"
 - Mentor
 - Coach
 - Training
 - Workshops
 - Guest speakers
 - What is the "ask" to businesses? What do these look like?
- Test Pilot
 - Need resources for local businesses
 - Start-up services
 - Other training resources
- Create a to-do list of projects (lay a foundation before moving forward)
- How to develop an entrepreneur mindset? Start young (K and up)
- Communication Plan

CAROUSEL POSTER ACTIVITY NOTES (CONTINUED)

Team 1: Training, Incubation, and Innovation (continued)

- VVC & BCC - collaboration for whole region
- Better connect K12 with college re: pitch competitions, etc.
- Take advantage of robotics efforts at the lowest levels
- Promotional materials re: makerspace, et.al.
- Housing for employees to attract & support the workforce
- Create a flow of funding to kick start viable businesses
- Shark tank - High Desert style
- Expand understanding of innovation cycle - Ex: rethink "science fair" to "innovation competition" - potentially for the entire grade spectrum
- Integration of entrepreneurial mindset across disciplines (e.g., Medicine, culinary, etc.)
 - How do you take a great idea to business?
 - Do I understand my resources (internal) and those available to me (external)?
 - 6 C's - Global competencies (Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking)
- Replication of activities throughout the region

Team 2: Four Year Degree Access

- Legislative action to expand 4-year access, including partnership and community college 4-year degrees.
- Create programs with dual enrollment (CCAP) to be able to complete 4-year degree w/ HS
- Identify CTE pathways/ dual enrollment (CCAP) courses that lead to these degrees at the high school level.
- 4-year access needs to match the industry in the HD
- Ask industry for authentic needs and degrees desired.
- Degrees & skills in demand to connect to college programs from the industry
- Develop skills - college development pathways
- Hard skills - competencies, certifications, not just two and 4-year degrees
- May not need AP programs, etc.
- Data about job demands - family-centric data English not educational language
- E College/ Dual enrollment
- Project management skills/ leadership/ applied skills are in demand - possibilities for the degree.
- Ask industry for real needs and degrees desired.
- Capstone projects in collaboration with the industry
- Post-secondary training
- Apprenticeship/internship programs
- Marketing - Talking about the requirements
 - Parent outreach
 - Explain possibilities of 2-4 year programs
 - Hybrid skills = recession-proof future
 - Just start - you jump off anywhere on the path.

Team 3: Tiered Economic Opportunity

- Community understanding of the term "mechatronics."
- Expand work into other sectors - Use current work as a pilot
- What playbook learning/lessons can we collect as tools for future sectors.
- Focus on real jobs that are currently in demand and offered locally
- Understand the variety of occupations within the region's sectors
- Remove AP programs and replace with CTE to help students and parents understand what they are: workforce development skills

CAROUSEL POSTER ACTIVITY NOTES (CONTINUED)

Team 3: Tiered Economic Opportunity (continued)

- Exposure for TK- 6 “Dream”
- Integrate trade schools with high schools
- Pathways to higher levels of training
- Shift students into thinking about “employable skills” versus “college-ready.”
 - What is the carrot?
- Where do students acquire skills for this occupation?
 - Readiness programs - industry centric
 - Pre-apprenticeship pilot
 - Mentorships
 - Job shadowing

TEAM 4: Essential Skills

- Relaunch the skills at schools and industry
- Virtual norms of essential skills
- Help to get through barriers (life skills)
- Recognized Certifications-google quiz students take in senior year= get cert.
- Compare Essential Skills to SkillsUSA/ HOSA/ FFA
- Revisit foundational skills gd. 4-8, 13-16 definitions needs
- Tie to team 3 work
- Inventory how skills are being taught and learned
- Common industry-based language around skills
- Infusing new life into existing work
- Adoption/endorsement from the industry
- Make it fun - Mobile gaming app
- Align ES to match Chancellors office / VVC - New world of work (incorporated in the name) to align with the work the colleges are doing.
- Next step - implementation
- Test pilot
- Create ready-to-roll lessons with spotlights from industry
- Videos with each skill from industry w/ matrix for each grade level
- Sample “what does it look like in math class”
- Would it be value-added for districts to formally adopt the Essential skills?
- The love connection between education and industry through essential skills at all grade levels.

Parking Lot Questions/Suggestions

- Insurance: Clarity on when students or staff participate in WBL
- 4 Year degree from VVC/BCC, what does that mean?
- How do we expand to get more Government/Business participation?
- How do we best promote the good work going on? (Billboard Space)
- How do we make this part of everyone's agenda (e.g., housing, community, etc.) to build true collective impact?

Next Meeting _____

TUES, MAY 17, 1-3PM