



**Mountain Desert Economic Partnership**  
Regional Education and Economic Development

<p><b><u>MDEP Team Agendas - December 15, 2020</u></b>  <b>Team 2: 10:00am-11:30am</b>  <b>Team 1: 12:00pm-1:30pm</b>  <b>Team 4: 1:30-3:00pm</b>  <b>Team 3: 3:30pm-5:00pm</b></p>	<p>NOTES</p>
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Agenda Items	Speaker(s)
I. Welcome and Introductions	Matt Wells/Chairs
II. Review of the day's MDEP work	Matt Wells/Chairs
III. Team-Specific Agendas	
<p><b>a. Team 1: Innovation, Incubation, and Training</b></p> <ul style="list-style-type: none"> <li>i. Update discussion on Innovation work</li> <li>ii. Review and discussion around team asks               <ul style="list-style-type: none"> <li>1. Help with consistent messaging to community and potential partners</li> <li>2. Ongoing participation in innovation dialogues</li> </ul> </li> </ul> <p>Notes:</p> <ul style="list-style-type: none"> <li>1. Matt reviewed other teams' agendas</li> <li>2. Round Robin introductions</li> <li>3. Thomas reviewed work to date               <ul style="list-style-type: none"> <li>a. Shared about the virtual innovation dialogues to build ecosystem, upskill existing employees, to create a pathway for individuals to take classes at the college, and to explore 1-to-1 coaching</li> <li>b. Workshops review/opportunities:                   <ul style="list-style-type: none"> <li>i. StartSmart - Youth Entrepreneurship and Funding - for high schoolers and other youth who want help to get started correctly. <a href="https://startsmart.co/">https://startsmart.co/</a></li> <li>c. Monthly events - 2nd Wed of the month, 4pm-5:30pm starting Jan 13, 2021</li> <li>d. Entrepreneurship for Everyone workshops - 4th Tues of the month, 6pm-7:30pm starting January 26, 2021</li> </ul> </li> </ul> </li> <li>4. Innovation Center update               <ul style="list-style-type: none"> <li>a. Maker space over at state street has been in existence</li> </ul> </li> </ul>	<p>Eva Bagg Thomas Hallin</p>

- b. Looking at some options on campus, and looking at moving off campus makerspace to on campus due to lease being up.
  - c. Once campus can be opened up for students and local innovators/entrepren, can do prototyping, etc.
  - d. Did a walkthrough at VVC and found some potential space to explore for innovation center hosted at VVC. Probably will have a little different focus from BCC, but will enable us to have two innovation centers running simultaneously
5. Lisa Kiplinger-Kennedy update
- a. Yesterday, there was a IE Coalition call, which helped expand the ecosystem
  - b. SBDC involvement now
  - c. WR Cog, 4th Street Innovation, etc. on the call and engaged
  - d. NACEE - Everyday Entrepreneur venture funds available. Phase 3 funding RFP coming out in February. IE colleges likely to be streamlined to involvement in venture funding. Could be cash prizes for students
  - e. EnetIE - great online platform coming Feb 2021
    - i. Harness - ecosystem management platform will be hosted here, but includes nationwide network access
6. Makerspace update from Stacy Jones
- a. Virtual workshops ongoing and more coming
  - b. Virtual tinker, etc. programs hoping to launch January and run for 4 months. Weekly workshops open to anybody. Can jump in at any time. (Moreno Valley)
  - c. Other colleges are looking at what they can do to streamline access, going through equipment acquisition/facility setup at this time.
7. Growing Inland Achievement - 2 year project for assessment tool to measure and establish creative confidence.
- a. 1-pager coming out explaining what the project is all about.
  - b. Partnering with Garner Holt, NASA, JPL, and BCC as part of this grant. Thomas helping with project management on some of this
8. Crystal Nasio shared some of the NACEE skills related to the project and that the intention is for students to get foundational/entry level skills or to be able to launch their own businesses
9. Lisa shared a PowerPoint from a recent IE update: [Share Link](#)
10. Lisa also shared a need from local Girl Scouts who would like opportunities for them to do their sales pitches since they can't do them at storefronts currently. Lisa is going to put together a team of participants to listen to the pitches
11. Thomas asked about Entrepreneurship update in the HS's
- a. Matt and Carrie are going to bring information back about what is going on in the HS
  - b. Matt shared that the Virtual Innovation sessions are being shared with the HS's and encouraged to participate.

<ul style="list-style-type: none"> <li>c. VVC - Articulation in Entrepreneurship - Brain Quarles &amp; Henry Yang. Jackie Augustine is Dean over the course - Entrepreneurship 100 - Entrepreneurial mindset. VVC will start offering it this spring.</li> <li>d. BCC - Articulation/Concurrent Enrollment in Entrepreneurship as well</li> </ul> <p>12. Team tasks moving forward</p> <ul style="list-style-type: none"> <li>a. Want to attract more people to entire process and to get people involved.</li> <li>b. Need help with marketing</li> <li>c. Need help with building out additional entrepreneurship-aligned programs</li> </ul> <p>13. Walkthrough at Performing arts center at BCC</p> <ul style="list-style-type: none"> <li>a. Thomas shared about potential to build some opportunities around podcasting, lighting, sound, etc.</li> <li>b. Matt shared need to tie HS programs to career-related opportunities</li> </ul> <p>14. January dialogue</p> <ul style="list-style-type: none"> <li>a. Jan 13th at 4pm</li> <li>b. Ask - looking for entrepreneurs who would be willing to participate in panels. Youth, local, etc. If someone has someone, make introductions with Thomas.</li> <li>c. Also looking for people who could be mentors for others eventually.</li> </ul>	
<ul style="list-style-type: none"> <li><b>b. Team 2: 4-year Degree Access</b> <ul style="list-style-type: none"> <li>i. None - Team 2 did not meet in December. Reconvening in January.</li> </ul> </li> </ul>	<p>Dave Olney Ron Williams</p>
<ul style="list-style-type: none"> <li><b>c. Team 3: Tiered Economic Opportunity</b> <ul style="list-style-type: none"> <li>i. Discuss work to compile list of relevant local businesses</li> <li>ii. Discuss work to compile list of makerspace programs or teacher programs to target for focus groups</li> <li>iii. Discuss web chats needs for the future</li> <li>iv. Video completion and distribution update</li> </ul> </li> </ul> <p>Notes:</p> <ol style="list-style-type: none"> <li>1. Jeff shared about collaborative work with Melissa and Andy to identify local industry partners to get involved in the work</li> <li>2. Working to clarify what mechatronics is and the different types of industry avenues</li> <li>3. Melissa shared that she's been shying away from the term "mechatronics" when discussing with industry due to lack of familiarity. ARM - Automation, Robotics, and Mechanical seemed to connect with some industry more readily. Some do and some do not know "Mechatronics"</li> <li>4. Makerspace discussion       <ul style="list-style-type: none"> <li>a. Makerspace solutions were discussed and the need to know where they exist in our area</li> <li>b. There are makerspace efforts out there that could benefit from this work and we could benefit from their work</li> </ul> </li> </ol>	<p>Ryan Holman Jeff Dunagan</p>

- c. Right now, we're trying to build off of what we currently existing and knowing to what extent this resource exists
- d. Frank Castanos is going to work on a makerspace update at our next meeting with his colleague at VVC
- e. Matt shared the dates for teacher collaborations for 2nd semester. Jeff Dunagan is going to review the list and bring back in Jan dates to consider injecting focus group discussions
- f. Carol shared course outlines from some courses developed out of CRYROP
  - i. [Steam Shop 1](#)
  - ii. [Steam Shop 2](#)
  - iii. [Advanced Manufacturing 1](#)
  - iv. [Advanced Manufacturing 2](#)
- g. Jessica and Matt shared about the Mechatronics series to date. Matt shared about what's been done. Jessica shared outreach to counselors and administrators and how there has been increased interest outside of CTE. We discussed that we're looking for additional partners to highlight local career opportunities for students and teachers to learn about and that these have been very well received to date.
- h. Carol shared about the micro-internship pilots and that it may pertain to building some solutions related to this work. Perhaps we go after math or science programs and build out micro-internships to introduce students to careers in their communities. Could be a good bridge to career pipelines.
  - i. Micro internships using some of those key skills (e.g. volume, measurements, etc. tied to mechatronics?)
  - ii. Feedback from students has been very positive, either because students didn't realize they'd have such opportunities or because it was incredibly valuable to engage with industry during distance learning
- i. Frank Pugliese from WalMart shared that there is tons of opportunity in the field. They've had to find new ways to work. Are we doing anything along the lines of preparing students for assessment tests?
  - i. There aren't a lot of maintenance-related programs that don't have assessments they need to pass
  - ii. Ramsey - Assessment exams - sounds like Walmart uses their program as well
- j. Chad shared that bringing internships to kids versus kids to internships is a game changer and address a huge equity issue.
- k. Carol shared that they are going to continue to meet with CDE to see how micro internships can address some of schools' challenges and data needs
- l. There's a water company that is looking at using the micro internships as a form of working interview. We could look at getting

<p>some HD adoption for both Essential Skills and for the micro-internships at large.</p>	
<p><b>d. Team 4: Essential skills</b></p> <ul style="list-style-type: none"> <li>i. Foundational Skills Subcommittee Work <ul style="list-style-type: none"> <li>1. Current volunteers (more are needed!) <ul style="list-style-type: none"> <li>a. Tom Hoegerman</li> <li>b. Jessica Bails (PG&amp;E)</li> <li>c. Lilia Aguirre (VVC)</li> <li>d. MDCP staff (Jessica, Carrie, &amp; Matt)</li> </ul> </li> <li>2. Review of curriculum/content received from various resources (<b><i>Please review in advance if possible</i></b>) <ul style="list-style-type: none"> <li>a. <a href="#">Carpenter's Union Sampler</a> - <i>Potentially look at Math for the Trades within</i></li> <li>b. <a href="#">Carpenter's Union Resource Guide</a></li> <li>c. <a href="#">Construction Math Toolbox</a></li> <li>d. <a href="#">Barstow College's Math for the Technical Fields course proposal</a></li> <li>e. Chaparral HS's Mechatronics math Course <ul style="list-style-type: none"> <li>i. <a href="#">Course Curriculum Proposal</a></li> <li>ii. <a href="#">Academic alignment</a></li> </ul> </li> </ul> </li> <li>3. Discussion of how to build out standardization of work by sector (e.g. CCs vs. <math>\frac{3}{8}</math> in vs. 1000th, etc.)</li> </ul> </li> </ul> <p>Notes:</p> <ul style="list-style-type: none"> <li>1. Round Robin Introductions</li> <li>2. Working to start with the construction trades on identifying the set of foundational skills that any student who is leaving our system and wants to get into that set of trades, they would know exactly what set of foundational skills they would need plus skill alignment knowledge. We'd like to conduct a crosswalk of terms. What is absolutely necessary in the trades?</li> <li>3. How do we tackle the language differences between the trades? Measurement in construction is a lot different than manufacturing and medical.</li> <li>4. Carpenter's Trade <ul style="list-style-type: none"> <li>a. Open apprenticeship program - have a challenge to break down all applicants down to basics and build them up from there forward.</li> <li>b. Simple addition/subtraction to complicated equations related to layouts.</li> <li>c. Challenge to get from remedial to where contractors need people</li> <li>d. If we could get the level up higher at the beginning, it would be huge for the industry and save the apprenticeship instructors a lot of time.</li> </ul> </li> </ul>	<p>Tom Hoegerman</p>

- e. Technical terms - perhaps externship could help with technical terms taught in an applied way.
  - f. Their textbook is very picture oriented and project-based.
  - g. Electricians and Operators are two other big ones that are heavy math (Ohm's law, etc.)
  - h. Volume, pythag theorem
  - i. Instructors will do math packets, assessment on students to determine ranges of math skills
  - j. Example: give me half of 10 ft 6 and 3/4rs.
  - k. Carpenter's Union unique in the direct entry clause for the program
    - i. Students can direct entry if they complete the curriculum as a 1st period apprentice
    - ii. However, there's an evaluation really early and students can advance quickly with a merit upgrade/letter support
    - iii. Contractors will reward heavily the talent that's working hard and will help to advance them when possible.
  - l. Question - how about the reading/writing level?
    - i. As you advance through the program, you will require to do more but 10th-12th level required as you advance. If there's a lack of competent reading level, you are putting a glass ceiling on your advancement. Working with foreman and engineers is difficult in you are short on reading/writing ability.
5. GA apprenticeship program at VVC
    - a. 10th grade reading level and match - Algebra and Geometry basics required
  6. Incumbent worker programs at VVC - based upon individual requirements
  7. Pre-apprenticeship remediation - tape measure, division,
  8. Basic tools needed - Tape measure, speed square, slope on a level, framing square. Basic understanding of transit - 10ths and 100th of decimal foot (this even separates their own workers - those who can do fundamentals versus apply it well). This would translate well into multiple other trades.
  9. Metric - Starting to see some metric. Smaller companies will have to do the conversions. You only see it in bridges and government projects (e.g. dams).
  10. Tape measure, speed square and framing square at HS level. At postsec, hit hard the decimal ft and inches.
  11. Applied math is absolutely required - Pythag called the 3-4-5 square. Layout guys in parking structure, Loma Linda hospital - key that students know survey lines, etc.
  12. Basic tool & material knowledge - entry level employees will be gophers. Knowledge of what tools, material (2x6, conduit, etc.) will help them advance through some of the basic training
  13. Retention for all of the trades is probably bad because of costing contractor money training on basics that they don't want to do. It slows the journeymen down

14. Trenaee shared that it could benefit the lower level math courses to prepare for HS if there were some basic modules that could be distributed/shared out to build some of this awareness early
15. Carpenters do lots of guest speaking and fundamentals at the entry level/middle school level during normal circumstances and would be willing to explore options to continue that. Jeff has experience with a few kids who started at one of our local middle schools (Shoemaker's program) and are now at the HS and doing well (Baziak's program)
16. Elementary/Middle school way to show that working with your hands and technical trades are cool
17. See if we can get some of these answers from some of the other trades
18. Come up with some practical applications for 4-6th, hit it again 7th-8th, to get them into one of these programs in the HS
19. If we can find some commonalities to support the trades across the boards at the various levels, elementary through postsecondary.
20. Denise shared that this exposure needs to start at least at the middle school
21. Projects always help the students to build relevance. Modules certainly help. Once students get to the CC level, it's difficult to connect those dots.
22. Little virtual modules that students could link into and learn about some of the preview of where these things could be used. - AVUSD recommendation that would help during the unique distance learning requirement
23. Lilia - unique challenge right now getting from 94K apprentices statewide to 500K. Workshops would be great to hook the kids and then also get information for the parents.
24. Jeff - awareness to parents is huge. There is a big lack of understanding regarding opportunities through apprenticeships compared to going straight to college.
25. Bootcamps, what is apprenticeship, etc. information would be beneficial to get out there. Apprenticeship programs award college credits, etc.
26. Next steps
  - a. Pursue similar feedback from other trades related to construction
  - b. Potentially develop some videos/modules that demonstrate math, reading, tools, etc. There is stuff out there but not a coordinated effort to collate/create repository for local teachers to use. Also, organic from within and flashy that would connect with kids with local opportunities. But, we need to take the teacher out of it, start small with some modules on measuring, etc. and build from there.
  - c. Figure out how to tackle getting the information out to the families. There is lots of family outreach, but a pervasive lack of understanding about what is out there and the options
  - d. Jeff is going to look at some small modules with Jeff to build out some options within their curriculum for teachers to check out after the new year
  - e. Makerspaces could be great places for students to explore and try some of these things out. AVUSD can provide some teachers with expertise in Makerspaces as needed

f. Jessica Swift shared a WBL link: <a href="https://www.pinterest.com/a4e0004/">https://www.pinterest.com/a4e0004/</a>	
g. Next Meeting: January 19, 2021	