Training, Innovation, and Incubation Center

Meeting Minutes

General Information	
Team	Training, Innovation, and Incubation Center
Title	Team 1 - Training, Incubation & Innovation Mtg
Date	1/21/20
Time	1:30 PM
Location	No location specified

Attendance
26 % attendance over last 12 months

In Attendance	Lifetime	Past 12 Months
Matt Wells	2/7	28 %
Mountain Desert Economic Partnership		
Kendle Crowell	3/7	42 %
Test Org, Mountain Desert Economic Partnership		
Sheila Marie Thornton	3/7	42 %
OneFuture Coachella Valley		
Kim McNulty	2/7	28 %
OneFuture Coachella Valley		
Eva Bagg	7/7	100 %
Thomas Hallin	6/7	85 %
Lisa Kiplinger-Kennedy	6/7	85 %
Victor Valley College		
Tom Hoegerman	5/7	71 %
Christina Behringer	5/7	71 %
Snowline Joint Unified School District		
Laurie Marsden	4/7	57 %
San Bernardino County		
Todd Scott	2/7	28 %
Victor Valley College		
Jessica Bails	4/7	57 %
Veronica Hill	2/7	28 %
Lisa Lamb	2/7	28 %
Lewis Center for Educational Research		

Not in Attendance	Lifetime	Past 12 Months
Stephani Swann	1/7	14 %
General Atomics Aeronautical Systems		
Frank Castanos	3/7	42 %
Victor Valley College		
Jose Berrios	3/7	42 %
Stephanie Pazarin	2/7	28 %
Global Institute for Public Strategies		
Tyler Courville	1/7	14 %
Denise Pasley	2/7	28 %
Barstow Community College		
Steve Tyrrell	0/7	0 %
High Desert Manufacturers		
Steve Muir	0/7	0 %
General Atomics Aeronautical Systems		
Ted Baca	0/7	0 %
Barstow Community College		
Dennis Bender	0/7	0 %
Apple Valley Unified School District		
Karen Gray	0/7	0 %
Saddleback Valley Unified School District		
Jim Harvey	0/7	0 %
Lucerne Valley Unified School District		
Tom Hoegerman	1/7	14 %
Apple Valley Unified School District		
Dave Hyatt	0/7	0 %
General Atomics Aeronautical Systems		
Breada Leach	0/7	0 %
ABC 123 Christian Academy		
Peter Livingston	0/7	0 %
Lucerne Valley Unified School District		
Janice Moore	0/7	0 %
Apple Valley Chamber of Commerce		
Stephanie Thoth	0/7	0 %
Big Bear Chamber of Commerce		
Bob Tinsley	0/7	0 %
Apple Valley Chamber of Commerce		
Roger Wagner	0/7	0 %
Victor Valley College		
Orlando Acevedo	0/7	0 %

Not in Attendance	Lifetime	Past 12 Months
Apple Valley		
Jillian Lanphear	0/7	0 %
San Bernardino County		
Luis Mota	0/7	0 %
General Atomics Aeronautical Systems		
Sandi Thomas	0/7	0 %
Barstow Community College		
Gloria Garcia	0/7	0 %
City of Victorville		
Andy Jaramillo	3/7	42 %
Jaramillo Financial Services		
David Ashley	0/7	0 %
General Atomics Aeronautical Systems		
Fred Baca	0/7	0 %
Barstow Community College		
Elena Rivera	3/7	42 %
Barstow Community College, Barstow Area Chamber of Commerce		
Kevin Mahany	0/7	0 %
St. Mary Medical Center		
Tyler Courville	0/7	0 %
Trenae Nelson	2/7	28 %
Apple Valley Unified School District		
Brian Nyamwange	0/7	0 %
Chico Garza	2/7	28 %
Lilia Aguirre	1/7	14 %
Victor Valley College		

Agenda Outline

Title	Owner(s)	Due Date	Status
Welcome and Introductions	null	3/15/19	New
Called to order 1:33 p.m. Welcome and round robin intros.			
Recap Last Year, a Look	null	1/21/20	New
Matt shared a summary of work being done in Team's 2 & 3: Team 2: crafting a proposition to four year university to bring campus here. Working on making value proposition look professional and final phases of data compiling Team 3: Mechatronics survey for industry to gauge skills needsed to hire for mechatronics related jobs. Also surveying teachers to see which of those skills are already being taught and where the gaos are so we can move forward in developing or tweaking existing curriculum to be more in line with industry. Matt gave a demo of JobsEQ by CHMURA. They are a research agency that has developed this software to pull			

data analytics from in areas like job openings, wages, education baselines, etc.). We struggle regionally with getting high desert specific data, so this would be a great tool looking specifcally at our region

Essential Skills Conversation null		12/17/19	New

Tom Hoegerman recapped the subcommittee meeting on January 8th.

The group came up with 6 "buckets" and the subsets (criteria, competencies) within that demonstrate those buckets. The original categories came from multiple industry surveys and the purpose. Is there anything missing and is the verbiage clear and concise to what industry will call it. Students need to show competence to their employer, which is why the language should be generated from industry. We would like to run it by industry partners again to validate the work done so far and determine how a student would demonstrate those things. Many skills should already be demonstrated by the time someone leaves high school, but that means they need to be instilled starting at Kindergarten and in the home.

Todd Scott asked if there is a current measure, like a report card, that is being used to measure these skills in school. The K12 educators confmed that there still is. With that said, Todd asked how you measure integrity, or other skills that aren't generally somehing that can be shown in writing. At VVC, there is a lagging indicator, but nothing formal in place. Lisa indicated that they give their students ongoing feedback through their educational career, but things like ethical behavior and work ethic arent ongoing measurements on report cards or ruberics, so that would require more intentionality in measuring. many of these things are so ingrained in what they do on a daily basis at school and are being corrected in a school environment based upon the student's performance.

Sheila stated that the way that we decide on a deployment plan is to work through these kinds of questions. Some of these these can be easier measured in school and some can be more easily measured within industry. There will be distinctive outcomes that we disect as a group - thr framework.

Once the business community approves this list of buckets, we need to work with the Superintendents to determine how to best assess and demonstrate these things in K12. We expect everyone in this community to possess these skills if they want to be employable.

Todd asked if we could forma pilot group of students to determine the efficacy. Tom responded that CTSOs already have a strong proponent of these skills, so those students are already getting it - the task is to get the same leadership training and understanding to all the other students. Even four year degree earners dont possess the same

Matt asked if the group had any questions or concerns on the list. The group adopted the list presented.

Tom felt that meeting with an education team consisting of Superintendents is the next essential step, since their voices will be pivotal in how to move forward. How to gauge efficacy and how to deploy are topics to discuss.

What are the next steps? There are differing opinons on what "next" is. The group looked at the tactical plan and determined we are in between the outputs and short term outcomes at this time. How do we get to the short term outcome metrics? What can we do collectively that will have an impact on moving the needle?

Step 1: Survey seeking approval from industry to move forward with existing buckets

Step 2: Packaging and Messaging piece - what does it mean to embed these skills for the different audiences we are trying to reach? Eva stated that there are some accreditation standards at the CC level to take into consideration because they don't have the purview to sttrictly enforce anything new. It is hard to undo what is already in place, but they can look to see what aligns with what is already existing. This is where the marketing campaign would come into play, since there will be powers that be with their own opinions and guidelines to follow. Tom added that sometimes, we don't have to hit students over the head with them like a curriculum peice, but they just need to be able to see it it different forms every single day. The buy in of faculty will come over time as they see the students developing. It's not just isolated to a HS or college issue, this starts at home and at a young age. Jessica continued that having something to post everywhere (classrooms, places of work, etc.) would be a good start. This is about creating a movement and getting all those who are willing to get on board with the movement, along with some request to track these outcomes. Supervisor Lovingood's office is building a campaign currently with What kind of readership does Lovingood get on his newsletter? She responded that the readership

Step 3: Prepare for collective call to action (ITP) for the community in the next couple months. Instead of individual outreach, lets develop a campaign, core messaging to address that this will develop adaptive, future-ready students and some other long term outcomes. Different entities may propose different ways of deployment.

Matt asked Jessica about how this would look for an employer like hers to deploy. She responded that she would like to implement these skills in her Workforce Development program. It is a12 week program trageting young adults who havent graduated or had job experience, or have gone through personal struggles and they

Title	Owner(s)	Due Date	Status

are trying to get a fresh start. PG&E pays for their hourly wage, they work 30 hrs a week and they walk away with 6-8 certs. She wants something to post up and use ASAP to see how it starts to change the ones going through the WD program and their current employees. Many of their WD completors end up getting hired with contractors that PG&E works with.
NEXT STEPS:
Matt and Kendle will send buckets to their industry contacts for adoption

Title	Owner(s)	Due Date	Status
Hub for Innovators and	Thomas Hallin, Lisa	6/20/19	New

Eva gave an update She thanks Lisa K. Kennedy with interna group that support entrepreneurship - Elena Rivera is the champion of that group. It should help bring the external work to the College.
Still looking for locations in Barstow because the old JCPenney building they were hoping for was going to be far too expensive to retrofit. Some things
They will be taking a tour of the UC Irvine Innnovation Center on February 12th. Thomas shared the invite with the group. Must register to attend.
Regional curriculum is what the local colleges are using as a template, so that will assist in getting their Entrepreneurship courses developed.
Thomas reference the Wonderwomen Tech conference, which focuses on STEAM for girls and adult women. It is an amazing conference with great guest speakers. Thomas and Eva have approached the Leader of that event to see if she can do a one day conference in the High Desert and she has agreed to that if we can coordinate the logistics.
CSUSB contact and Entrpreneur of the Year recipient and many other accolades
In looking at the tactical plan, we need to start picking away at the second short term outcome. We need to define more of what we are looking for for each of the items needed so we can form a formal ITP in those areas. If we have specifics of what we're asking those to commit to, then we can push it out and invite those to collaborate.
NEXT STEPS:
A subcomittee was formed to discuss how to create a succesful incubator (above). Proposed meeting date is February 4th from 1-3 p.m., Supervisor Lovingood's Office.
Subcommittee Members: Lisa K. Kennedy, Thomas, Matt, Kendle. we need other entrepreneurs at the table to build the incubation structure and take part in that conversation

Title	Owner(s)	Due Date	Status
Training Center Update	Steve Tyrrell, Frank	8/27/19	New

Todd gave an overview of the training center for those new to the group. The specific classes to be offered are still being determined, but there will certainly be a focus on avionics, mechatronics, etc.
It is possible that GA will move the apprenticeship program to the center.
Opening of the center slated for April.

Title	Owner(s)	Due Date	Status
Tasking out Work	null	6/20/19	New
Track Progress So Far	null	10/15/19	New
Next Meeting Date	null	5/10/19	New

Progress

Tactical Plan

Strategy:	Engage the entire COMMUNITY to identify and	**1.00**
Vision	Mountain Desert Economic Partnership will	

Outcome type:	Output			
Tactic	Team Phase	Outcome/Output	Metric	%
Define and Deploy Essential and Foundation Skills	1 - Tactical Planning	Outreach to industry and K-16 partners to identify the Essential Skills most important for the HD.		75
Define and Deploy Essential and Foundation Skills	1 - Tactical Planning	Produce a defined set of Essential Skills and commit to embedding and deploying across the High Desert region.		0
Define and Deploy Essential and Foundation Skills	1 - Tactical Planning	Produce a defined set of Flexible Foundational Skills specific to industry sectors ("Unicorn Technicians" - GA)		0
Define and Deploy Essential and Foundation Skills	1 - Tactical Planning	Integrate Design Thinking process into all levels of the education pathway to impart skill sets onto students.		0
Define and Deploy Essential and Foundation Skills	1 - Tactical Planning	Define common marketing message to share.		0
Define and Deploy Essential and Foundation Skills	1 - Tactical Planning	Leverage existing community outreach activities to advance skills.		0
Define and Deploy Essential and Foundation Skills	1 - Tactical Planning	Define key components of successful local models such as the GA apprenticeship program and outreach efforts to deploy elsewhere.		0
Foster Support for Innovation and Entrepreneurship	1 - Tactical Planning	Define co-working space parameters, characteristics, etc.		75
Foster Support for Innovation and Entrepreneurship	1 - Tactical Planning	Secure the physical location.		20
Foster Support for Innovation and Entrepreneurship	1 - Tactical Planning	Create membership and scholarship structure to attract students, opportunity youth, entrepreneurs and innovators.		20
Foster Support for Innovation and Entrepreneurship	1 - Tactical Planning	Access / establish data about existing entrepreneurial / innovative businesses (home-based or ones that are expanding/hiring)		0
Foster Support for	1 - Tactical Planning	Establish data about		0

Tactic	Team Phase	Outcome/Output	Metric	%
Innovation and Entrepreneurship		solutions, products, innovations that are being sought outside the HD region and # of HD residents commuting to those jobs.		
Foster Support for Innovation and Entrepreneurship	1 - Tactical Planning	Establish data on resources and amenities that would make this area more desirable and improve quality of life. What environmental factors could be asets to attracting young people and "modern" innovative businesses?		0
Foster Support for Innovation and Entrepreneurship	1 - Tactical Planning	Develop the outreach and communication messaging to deploy region-wide		0
Foster Support for Innovation and Entrepreneurship	1 - Tactical Planning	Develop a budget and staffing plan and secure funding.		0
Foster Support for Innovation and Entrepreneurship	1 - Tactical Planning	Develop a network of mentors.		0

Outcome type:	Short term outcome

Tactic	Team Phase	Outcome/Output	Metric	%
Define and Deploy Essential and Foundation Skills	1 - Tactical Planning	Define and adopt Essential Skills with input from local employers.		0
Define and Deploy Essential and Foundation Skills	1 - Tactical Planning	Define and adopt Essential Skills with input from local employers.		0
Define and Deploy Essential and Foundation Skills	1 - Tactical Planning	Define and adopt Essential Skills with input from local employers.		0
Define and Deploy Essential and Foundation Skills	1 - Tactical Planning	Develop an Essential Skills curriculum for K-16 by building upon resources like CTSOs, community colleges and industry expectations.		0
Define and Deploy Essential and Foundation Skills	1 - Tactical Planning	Develop and deploy a community marketing pan and related materials (K-16, Adult Ed., faith-based programs, parents etc.)		0
Define and Deploy Essential and Foundation Skills	1 - Tactical Planning	Essential Skills are embedded beyond the classroom and across the community (e.g. sports, volunteer groups, etc.)		0
Define and Deploy	1 - Tactical Planning	Essential Skills are		0

Tactic	Team Phase	Outcome/Output	Metric	%
Essential and Foundation Skills		embedded beyond the classroom and across the community (e.g. sports, volunteer groups, etc.)		
Define and Deploy Essential and Foundation Skills	1 - Tactical Planning	Develop and deploy a community marketing plan and related materials (K-16, Adult Ed., faith-based programs, parents, etc.)		0
Define and Deploy Essential and Foundation Skills	1 - Tactical Planning	Essential Skills are embedded beyond the classroom and across the community (e.g. sports, volunteer groups, etc.)		0
Define and Deploy Essential and Foundation Skills	1 - Tactical Planning	Replicate key components of successful local models such as GA Apprenticeship program		0
Define and Deploy Essential and Foundation Skills	1 - Tactical Planning	Address instruction capacity issues related to scaling apprenticeship-like models.		0
Define and Deploy Essential and Foundation Skills	1 - Tactical Planning	Categorize Essential Skills.		0
Foster Support for Innovation and Entrepreneurship	1 - Tactical Planning	1 co-funded NextGen co-working space exists in the region.		0
Foster Support for Innovation and Entrepreneurship	1 - Tactical Planning	Build incubation structure (mentoring, funding, resources, startup services, commercialization, bookkeeping, events, pitch-training, etc.) to support the co-working space.		0

Outcome type:	Mid-term outcome			
Tactic	Team Phase	Outcome/Output	Metric	%
Define and Deploy Essential and Foundation Skills	1 - Tactical Planning	Essential Skills are applied in education, training and retraining realms and exhibited in the workplace.		0
Define and Deploy Essential and Foundation Skills	1 - Tactical Planning	Employers are going to local schools to find qualified applicants (actively seeking applicants from school programs because of quality of students)		0
Define and Deploy Essential and Foundation Skills	1 - Tactical Planning	Essential Skills are embedded in mentorship/apprenticeship programs		0
Define and Deploy	1 - Tactical Planning	Employers are visiting and		0

Essential and Foundation Skills		interacting with schools to model Essential Skills for students through classroom visits	
Define and Deploy Essential and Foundation Skills	1 - Tactical Planning	Direct pipeline program is in place and employers have formed partnerships with education	0
Foster Support for Innovation and Entrepreneurship	1 - Tactical Planning	X% increase of entrepreneurial / innovative businesses are engaged in the network and have the potential to create jobs.	0
Foster Support for Innovation and Entrepreneurship	1 - Tactical Planning	X% increase of entrepreneurial / innovative businesses are engaged in the network and have the potential to create jobs.	0
Foster Support for Innovation and Entrepreneurship	1 - Tactical Planning	Establish ecosystem of entrepreneurs (established and new companies)	0
Foster Support for Innovation and Entrepreneurship	1 - Tactical Planning	Establish ecosystem of entrepreneurs (established and new companies)	0
Foster Support for Innovation and Entrepreneurship	1 - Tactical Planning	Establish ecosystem of entrepreneurs (established and new companies)	0

Outcome type:	Long term outcome			
Tactic	**Team Phase**	**Outcome/Output**	**Metric**	**%**
Define and Deploy Essential and Foundation Skills	1 - Tactical Planning	MDEP - Adaptive, future-ready students		0
Define and Deploy Essential and Foundation Skills	1 - Tactical Planning	MDEP - Adaptive, future-ready students		0
Define and Deploy Essential and Foundation Skills	1 - Tactical Planning	MDEP - Adaptive, future-ready students		0
Define and Deploy Essential and Foundation Skills	1 - Tactical Planning	MDEP - Adaptive, future-ready students		0
Define and Deploy Essential and Foundation Skills	1 - Tactical Planning	MDEP - Adaptive, future-ready students		0
Foster Support for Innovation and Entrepreneurship	1 - Tactical Planning	MDEP - Adaptive, future-ready students		0