

Training, Innovation, and Incubation Center

# Meeting Minutes

## General Information

<b>Team</b>	Training, Innovation, and Incubation Center
<b>Title</b>	Team 1 - Training, Incubation & Innovation
<b>Date</b>	12/17/19
<b>Time</b>	1:30 PM
<b>Location</b>	No location specified

## Attendance

*26 % attendance over last 12 months*

	In Attendance	Lifetime	Past 12 Months
Matt Wells		1/6	16 %
Mountain Desert Economic Partnership			
Kendle Crowell		2/6	33 %
Test Org, Mountain Desert Economic Partnership			
Sheila Marie Thornton		2/6	33 %
OneFuture Coachella Valley			
Kim McNulty		1/6	16 %
OneFuture Coachella Valley			
Eva Bagg		6/6	100 %
Thomas Hallin		5/6	83 %
Lisa Kiplinger-Kennedy		5/6	83 %
Victor Valley College			
Frank Castanos		3/6	50 %
Victor Valley College			
Tom Hoegerman		4/6	66 %
Christina Behringer		4/6	66 %
Snowline Joint Unified School District			
Laurie Marsden		3/6	50 %
San Bernardino County			
Andy Jaramillo		3/6	50 %
Jaramillo Financial Services			
Elena Rivera		3/6	50 %
Barstow Community College, Barstow Area Chamber of Commerce			

In Attendance	Lifetime	Past 12 Months
Jessica Bails	3/6	50 %
Chico Garza	2/6	33 %
Lilia Aguirre	1/6	16 %
Victor Valley College		
Veronica Hill	1/6	16 %
Lisa Holmes	-	-
Veronica Hill	-	-
Stacy Jones	-	-

Not in Attendance	Lifetime	Past 12 Months
Stephani Swann	1/6	16 %
General Atomics Aeronautical Systems		
Jose Berrios	3/6	50 %
Stephanie Pazarin	2/6	33 %
Global Institute for Public Strategies		
Tyler Courville	1/6	16 %
Denise Pasley	2/6	33 %
Barstow Community College		
Steve Tyrrell	0/6	0 %
High Desert Manufacturers		
Steve Muir	0/6	0 %
General Atomics Aeronautical Systems		
Ted Baca	0/6	0 %
Barstow Community College		
Dennis Bender	0/6	0 %
Apple Valley Unified School District		
Karen Gray	0/6	0 %
Saddleback Valley Unified School District		
Jim Harvey	0/6	0 %
Lucerne Valley Unified School District		
Tom Hoegerman	1/6	16 %
Apple Valley Unified School District		
Dave Hyatt	0/6	0 %
General Atomics Aeronautical Systems		
Breda Leach	0/6	0 %
ABC 123 Christian Academy		
Peter Livingston	0/6	0 %
Lucerne Valley Unified School District		

Not in Attendance	Lifetime	Past 12 Months
Janice Moore Apple Valley Chamber of Commerce	0/6	0 %
Stephanie Thoth Big Bear Chamber of Commerce	0/6	0 %
Bob Tinsley Apple Valley Chamber of Commerce	0/6	0 %
Roger Wagner Victor Valley College	0/6	0 %
Orlando Acevedo Apple Valley	0/6	0 %
Jillian Lanphear San Bernardino County	0/6	0 %
Luis Mota General Atomics Aeronautical Systems	0/6	0 %
Sandi Thomas Barstow Community College	0/6	0 %
Gloria Garcia City of Victorville	0/6	0 %
David Ashley General Atomics Aeronautical Systems	0/6	0 %
Fred Baca Barstow Community College	0/6	0 %
Kevin Mahany St. Mary Medical Center	0/6	0 %
Tyler Courville	0/6	0 %
Trenae Nelson Apple Valley Unified School District	2/6	33 %
Brian Nyamwange	0/6	0 %
Todd Scott Victor Valley College	1/6	16 %

## Agenda Outline

Title	Owner(s)	Due Date	Status
Welcome and Introductions	null	3/15/19	New
Essential Skills Conversation	null	12/17/19	New

Eva updated the group on the last meeting and the discussion that took place away from mandated the mandates for prescribing tests and curriculum taught Perhaps we dont need to be constrained to deploy the same curriculum across education Many skills are around skillsets, values and mindsets. Many people become

Title	Owner(s)	Due Date	Status
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enculturated not through formal schooling, but by experience. Could the essential skills be morphed into a set of principles that become imbedded in all the things we do and around some of the ways that people learn, in and out of the classroom. The idea is not to eliminate curriculum, but to think about it in a different way. Is that a way we could move things forward

Tom commented about the Barstow College and Chamber event, which gave great insight into the direction of the list of essential skills. From what he took from there, he narrowed it down to 12 things that were clearly important to businesses. If we think of it from a standpoint of how to get into the door at a business and stay there. It should be the companies job to enculturate their employees. Leadership is an aspect, but what are the real skills to get someone in and give them the understanding that they could have a trajectory at that place of employment. GA clearly has a structure within their business of how to grow those employees, but if you don't have a basic set of skills, you won't even get past the interview process. It is a matter of finding time to get people in a room together. It is not the curriculum that is so important, but we need to set expectations in the education system that these skills are what it is going to take for their students to be employable. We need to consider entry level jobs and the skills necessary to attain those.

Thomas spoke about Rise Up For Youth, which focuses on essential skills. There is now a program for younger children. It is hard to plug one more thing into the classroom, but we should still be able to build things into routines in the classroom. If there are districts where a certain program would fit, that would be a good addition. CTSO students are already gaining the skills plus the leadership aspect are already receiving what they need, but those same things need to trickle into students in regular ed classes and don't have exposure to those clubs or academies.

Lisa K agreed with Eva and Tom. They don't need to be taught as a separate academy, like a CTSO, they need to be embedded in what already exists so all students are touched by it and can own the language of the essential skills. We just need to find a way to embed these skills across the board. Mentorship is one aspect of that.

Elena asked how to go about enculturating all students, especially those who don't have anyone to practice the professional skills with. They need to be able to own it. Tom suggested that we form a subcommittee to finalize the skills list. At that time, we can bring it back to the large group for approval so that the skills can be taken back to Superintendents and School Boards because ultimately it will be up to them to determine how to deploy them in the classrooms. If we don't include the superintendents, this is not going to happen. They are universal skills that should be seen across the region, but it needs to start within the schools. We listened to business first and now it is time to listen to the education partners who can take these straight to students.

Kim shared about a different way that Louisville has been deploying their soft skills and enculturating their community. Chico added that developing a home based model of these skills is another important aspect.

Thomas asked for clarification because we already have examples of what is working within CTSOs, scouts, etc. so do we just need to rewrite the skills? Tom replied that we need to be using the right professional terminology to be used universally, based upon our industry partner's input. That is a key factor of how these essential skills will inform the work being done in the community to get these students to be productive in a professional environment. Tom suggested making videos where students can actually see what these interactions should look like.

Stacy commented that it is key for all parties involved to demonstrate and model the behavior in the classrooms that we want from our students.

Sheila discussed the importance of an ITP. There are so many different programs and models of this, so we need to determine how to connect the dots between existing efforts and put together a sustaining relational structure. Superintendents have to be on board to deploy at the schools, teachers need help modeling, non profits and community orgs need to be involved in this. It is more like a campaign than a program. Start using the terminology that these are principles to prepare for entry level jobs. "Deployment of Principles Campaign".

Sheila explained what an ITP is for the group. The idea is to bring together all the programs being done in isolation to scale them to a degree to have a larger impact than the sum of its part. Define the impact or outcomes we want to see and invite the public as a call to action to bring forth their expertise. We will have a specific set of skills, ideas about how we deploy those skills .

We need to make sure parent education is a part of this conversation. Parents are the first ones to be trained to model the behaviors to their children and it may help the parent become more successful as well. Chico already has a program in place but there are others out there with parent education initiatives and we need to bring all those to the table as we focus on the modeling portion of it. That could be a great way to market this and encourage buy in from the community. We can use Chico's best practice and data to inform the kinds of projects or other partner proposals that we will accept into this. This group will monitor progress on this community initiative in order to sustain systems change.

Matt shared with the group that we have heard from local industry that they aren't sure what has changed in

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<p>the area, but they have seen students with much better essential skills coming out of high school in the last couple years. That is a sign that the needle is moving slightly.</p> <p>Thomas discussed the need for a centralized location that houses all available resources - an ecosystem. It is powerful to identify all the different people and programs that exist, but the overall goal is to establish a base line of where people need to be, the basic language and fundamentals down. Will MDEP be the centralized location/group, but with each member being an ambassador for their organizations? That would cause a ripple effect. That is the beauty of an ITP - you can choose how many you want to chime in to create a through line of adopting the campaign and agreeing to deploy within their organizations.</p> <p>Subcommittee to include: Tom, Lilia, Elena, Matt, Eva</p> <p>Subcommittee Meeting on January 8th at 8:00 - location at Supervisor Lovingood's Office</p>			

Hub for Innovators and	Thomas Hallin, Lisa	6/20/19	New
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Eva gave an update on the location for the center. The old JC Penney on Main St is no longer a viable option because there are too many costly repairs necessary. They are back to looking at space

What will go in the center/what is the space need/facilities requirements: It can be a small scale to start with the hope to grow over the years. 1,500 sq ft would be feasible - that is what UC Irvine started with and now they are in a 10,000 sq ft facility. The offer is open to visit the one in Irvine as well as the one at College of The Desert. Sheila recommended the group look into CVEP's innovation iHub and accelerator campus near the Palm Springs airport and they house 39 companies there (businesses vary from medical to clothing). It is a virtual iHub with access to consulting, etc without businesses having to physically move there. They also have another innovation center at the College are starting to work with the cyber security program at Cal State SB. Need to be conscious about the job creation this will create in the early stages - what they have experienced in the Coachella Valley.

The initial estimate was 8,000-15,000 sq. ft, with the space to include a wet lab (testing and research space), cafe (possibly Peets Coffee franchise), prototype space, co-working space with dedicated office and meeting space for revenue generation.

**NEXT STEPS:**

Pursuing leads on other centers to explore and help to build the plan that will be presented to the Board of Trustees in Barstow. They need to come up with models for job creation and revenue projections. Thomas will share information on the places they have been visiting, but it is a welcome invitation for everyone to be active in these efforts.

Elena - Webify data and outcomes to extract

What kind of interest exists with investors in the other large cities of the high desert? Matt asked about the parallel work that needs to happen alongside finding/building the facility. The entire ecosystem needs to be built out, which means faculty, entrepreneurs being available as mentors, etc. We still need to identify what type of industries the center will focus on in order to start looking for staff and mentors. Establishing a schedule for those who already have jobs and their own businesses to run. Establish the interest of participants and what connections, partnerships and networks already exist. We need to find a way to market and sign up mentors - some need for mentors already exist. For each task that will need to be completed at the center, there are multiple players with different backgrounds and experience that will need to be involved. Networking to expand our reach is something that we need to work on now. Lisa K. noted that that is her job in the region and she has some entrepreneurs in this area that she would be happy to connect to this group. They are often advisory panelists for the CC region and would be happy to speak in classrooms or work some days at the center. Those folks will be present at the next IEDRC Business and Entrepreneurship advisory panel on May 29th if members from this group would like to attend. The meeting will be held in the High Desert somewhere - location TBD. Barstow CC and Small Business Development Center puts on a series of entrepreneur classes where they provide good resources, market research reports, different course of study and a personalized plan for those starting businesses. They are free of cost because they are grant funded. Attendees can delve as deep as they want depending on their individual businesses. That may be a good resource to connect some of the K12 students to the entrepreneurial world and later directly into the innovation center.

Need focus groups for each of the intersegmental areas in order to build out the ecosystem. Everyone needs to know where to look and the information will be centralized as we build the center. Bringing together some parts of the team to focus on one area or one event's everyone is in on a common thread of opportunities. Maybe advisory panels are a way to start.

Elena spoke on the progress made at the Barstow Chamber when she was on it, but they are now the hub for information about the area, yet they still need to add an education committee, which is something that other Chambers across the nation have. The committee would serve as the informational pipeline to relay all educational opportunities taking place K-14 across the region. It sees that having an education committee as

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part of the Chamber would make it a much more powerful resource. Jan Gonzales or Derek King may be the Chairs of that committee to approach, since that is something MDCP needs to be more involved with. Chico replied that Victorville has a strong educational committee that is part of the Board. Apple Valley has representation on the Chamber, but it is not a committee. Chamber Coalition is still being formed so it may be a good time to approach each of the educational committees.			
Training Center Update	Steve Tyrrell, Frank	8/27/19	New
Todd gave an update on the HD Training Center at SCLA. They should receive the keys next month and Scott suggested having a more in depth conversation next time and possibly meeting at the center in the future.			
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		
<b>Strategy:</b>	Engage the entire COMMUNITY to identify and	<b>1.00</b>
<b>Vision</b>	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

Skills			
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 Innovation and Entrepreneurship	1 - Tactical Planning	Establish data about solutions, products, innovations that are being sought outside the HD region and # of HD residents commuting to those jobs.	0
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 assets 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

<b>Outcome type:</b> Short term outcome				
<b>Tactic</b>	<b>Team Phase</b>	<b>Outcome/Output</b>	<b>Metric</b>	<b>%</b>
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 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	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	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

<b>Outcome type:</b>	Mid-term outcome
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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 Essential and Foundation Skills	1 - Tactical Planning	Employers are visiting and interacting with schools to model Essential Skills for students through classroom visits		0
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
<b>Outcome type:</b> Long term outcome				
<b>Tactic</b>	<b>Team Phase</b>	<b>Outcome/Output</b>	<b>Metric</b>	<b>%</b>
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