

Training, Innovation, and Incubation Center

# Meeting Minutes

## General Information

|                 |   |
|-----------------|---|
| <b>Team</b>     | Training, Innovation, and Incubation Center |
| <b>Title</b>    | MDEP Team 1 Mtg                             |
| <b>Date</b>     | 2/18/20                                     |
| <b>Time</b>     | 1:30 PM                                     |
| <b>Location</b> | No location specified                       |

## Attendance

*27 % attendance over last 12 months*

|   | In Attendance | Lifetime | Past 12 Months |
|---|---------------|----------|----------------|
| Matt Wells  |               | 3/8      | 37 %           |
| Mountain Desert Economic Partnership                        |               |          |                |
| Kendle Crowell  |               | 4/8      | 50 %           |
| Test Org, Mountain Desert Economic Partnership              |               |          |                |
| Sheila Marie Thornton                                       |               | 4/8      | 50 %           |
| OneFuture Coachella Valley                                  |               |          |                |
| Kim McNulty   |               | 3/8      | 37 %           |
| OneFuture Coachella Valley                                  |               |          |                |
| Eva Bagg  |               | 8/8      | 100 %          |
| Thomas Hallin   |               | 7/8      | 87 %           |
| Lisa Kiplinger-Kennedy                                      |               | 7/8      | 87 %           |
| Victor Valley College                                       |               |          |                |
| Tom Hoegerman   |               | 6/8      | 75 %           |
| Christina Behringer   |               | 6/8      | 75 %           |
| Snowline Joint Unified School District                      |               |          |                |
| Laurie Marsden  |               | 5/8      | 62 %           |
| San Bernardino County                                       |               |          |                |
| Elena Rivera  |               | 4/8      | 50 %           |
| Barstow Community College, Barstow Area Chamber of Commerce |               |          |                |
| Kevin Mahany  |               | 1/8      | 12 %           |
| St. Mary Medical Center                                     |               |          |                |
| Trenae Nelson   |               | 3/8      | 37 %           |
| Apple Valley Unified School District                        |               |          |                |

| In Attendance   | Lifetime | Past 12 Months |
|---|----------|----------------|
| Todd Scott<br>Victor Valley College   | 3/8      | 37 %           |
| Jessica Bails   | 5/8      | 62 %           |
| Chico Garza   | 3/8      | 37 %           |
| Lilia Aguirre<br>Victor Valley College  | 2/8      | 25 %           |
| Crystal Nasio<br>Barstow Community College  | -        | -              |
| Andy Page<br>San Bernardino County Superintendent of Schools, Regional Occupational Program | 1/8      | 12 %           |

| Not in Attendance   | Lifetime | Past 12 Months |
|---|----------|----------------|
| Stephani Swann<br>General Atomics Aeronautical Systems      | 1/8      | 12 %           |
| Frank Castanos<br>Victor Valley College                     | 3/8      | 37 %           |
| Jose Berrios  | 3/8      | 37 %           |
| Stephanie Pazarin<br>Global Institute for Public Strategies | 2/8      | 25 %           |
| Tyler Courville   | 1/8      | 12 %           |
| Denise Pasley<br>Barstow Community College                  | 2/8      | 25 %           |
| Steve Tyrrell<br>High Desert Manufacturers                  | 0/8      | 0 %            |
| Steve Muir<br>General Atomics Aeronautical Systems          | 0/8      | 0 %            |
| Ted Baca<br>Barstow Community College                       | 0/8      | 0 %            |
| Dennis Bender<br>Apple Valley Unified School District       | 0/8      | 0 %            |
| Karen Gray<br>Saddleback Valley Unified School District     | 0/8      | 0 %            |
| Jim Harvey<br>Lucerne Valley Unified School District        | 0/8      | 0 %            |
| Tom Hoegerman<br>Apple Valley Unified School District       | 1/8      | 12 %           |
| Dave Hyatt<br>General Atomics Aeronautical Systems          | 0/8      | 0 %            |

| Not in Attendance  | Lifetime | Past 12 Months |
|--|----------|----------------|
| Breda Leach<br>ABC 123 Christian Academy                   | 0/8      | 0 %            |
| Peter Livingston<br>Lucerne Valley Unified School District | 0/8      | 0 %            |
| Janice Moore<br>Apple Valley Chamber of Commerce           | 0/8      | 0 %            |
| Stephanie Thoth<br>Big Bear Chamber of Commerce            | 0/8      | 0 %            |
| Bob Tinsley<br>Apple Valley Chamber of Commerce            | 0/8      | 0 %            |
| Roger Wagner<br>Victor Valley College                      | 0/8      | 0 %            |
| Orlando Acevedo<br>Apple Valley                            | 0/8      | 0 %            |
| Jillian Lanphear<br>San Bernardino County                  | 0/8      | 0 %            |
| Luis Mota<br>General Atomics Aeronautical Systems          | 0/8      | 0 %            |
| Sandi Thomas<br>Barstow Community College                  | 0/8      | 0 %            |
| Gloria Garcia<br>City of Victorville                       | 0/8      | 0 %            |
| Andy Jaramillo<br>Jaramillo Financial Services             | 3/8      | 37 %           |
| David Ashley<br>General Atomics Aeronautical Systems       | 0/8      | 0 %            |
| Fred Baca<br>Barstow Community College                     | 0/8      | 0 %            |
| Tyler Courville  | 0/8      | 0 %            |
| Brian Nyamwange  | 0/8      | 0 %            |
| Veronica Hill  | 2/8      | 25 %           |

## Agenda Outline

| Title  | Owner(s) | Due Date | Status |
|--|----------|----------|--------|
| Welcome and Introductions  | null     | 3/15/19  | New    |
| Called to order at 1:36 p.m.<br>Round robin intros conducted.<br>Matt gave a quick history of progress and updates to come |          |          |        |

| Title                  | Owner(s) | Due Date | Status |
|------------------------|----------|----------|--------|
| Tactical Plan and Team | null     | 2/18/20  | New    |

Subcommittee meeting led to discussion about possibility to break up this group into 2 teams - Essential Skills and Innovation and Entrepreneurship.  
 A quick review of the tactical plans took place and that lent itself into conversation about whether or not to split into two teams and what next steps need to take place.  
 Comments on Essential Skills Plan:  
 Dr. Bagg commented that Adut Ed at BCC is working with Business and Entrepreneurship and developing non credit career program for CC's, so that is already a commitment coming out of this group. That will take affect in about a year.  
 Kim commented that we have made progress on a number of the outputs. CC non credit course can be a model for the work ahead on Essential Skills. We need to collapse some of the language because some pieces are components of the full.  
 Sheila added that we need to set some baselines and define what "x" numbers we want to list. That will help to inform uor marketing outcome - what will the deployment look like and how will this be measured?

- 20 employers commit
- 2 community colleges commit
- 5 community programs commit

Comments on Incubation and Innovation:  
 Eva noted that we are still trying to develop partnerships and a location for the physical center, so we are not in a place yet to seek co-funding.  
 We need to dive deeper into the membership and scholarship structure in output column 1.  
 Matt asked for thoughts on splitting this work into two teams:  
 Lisa suggested breaking off into two teams. If we are going to develop an ecosystem for the Innovation and Incubation center, we need to have a separate meeting for those who aren't interested in the Essential Skills side and just want to know about the entrepreneurship center and how to get involved.  
 Thomas agreed and stated that it will be easier to create a buzz and get more attendance for those who are familiar with the concept and terminology (and with that, co-funders), or those who want to learn. There are so many aspects to the innnovation and incubation side and the ultimate goal is to build centers in mutiple cities in the region, with Barstow just being a pilot, so it needs to remain a monthly meeting with all the time devoted to those details. Eva agreed, but noted that it will be a challenge informing each time of how the work interacts. It would be helpful to have more time for the teams to come together and discuss how the work intersects before discussing progress at something like the annual conclave.  
 Tom commented that we need to recruit people who will be consistent and the two groups of people with their own interests can short change eachother at every meeting, so although the work intersects, it makes sense to have separate teams and separate team members who are fully committed to one or the other.  
 The decision was to have each sub team meet separately, one after another, and then come back every few months with the full group to see how work in the tactical plan is progressing.

|                               |      |          |     |
|-------------------------------|------|----------|-----|
| Essential Skills Conversation | null | 12/17/19 | New |
|-------------------------------|------|----------|-----|

Matt sent out the latest Essential Skills buckets to all of MDCP's industry contacts (approx 250) and he reviewed the responses received so far. The vast majority of responses were from industry and they all agreed that the skills list as presented were good for deployment.  
 What are the next steps?  
 Kim suggested adding a brief statement under each bucket clarifying what they mean and make the subskills into bullet points. Aesthetically, it looks like a lot of words, but the subskills define the larger bucket. Tom added that we will put exemplars to measure students against which will help define them.  
 Tom asked if at this point, we can agree that the buckets are what we are moving forward with. From there, it can be discussed how these skills will be demonstrated in each area (education, community, business partners, etc.). The group all agreed to adopt the essential skills buckets as listed.  
 Matt asked the Colleges how they would go about "adopting" these skills. Todd stated that it will be a challenge. How will they have an impact on students who have already had 18 plus years of prior education experience and how can they target that for that age group and within one or two semesters? Tom replied that what they can do is to show what expectations are, by modeling the behavior, not necessarily to require the demonstration of the skills to pass the class. They can be displayed around the school in the form of flyers, etc. Many of these will be embedded in existing CC courses, so it might just be crosswalking to ensure the boxes of essential skills are being checked. Eva shared that it is more a matter of clarifying expectations and what it takes to be succesful in

| Title  | Owner(s) | Due Date | Status |
|--|----------|----------|--------|
| <p>specific projects, regardless of age group. It is based on what employer's expectations are. Jessica agreed and added that having the right kind of training, mentorship, and implementation can help adults change their habits.</p> <p>Kevin suggested surveying students who are participating in existing internships and structured work experiences (like AVUSD students at St. Marys) to be able to further these essential skills. We should ask them what areas they have experienced needing these skills and where they have seen gaps with the adults they have been working alongside.</p> <p>Trenae made the point that students need to understand that these skills are what they need to adopt in order to get a job in the future. That is an important piece to get the community programs to commit and get school administration to understand what things they should be addressing specifically in each of their systems/districts. Something we need to determine is are students building off skills they've already attained in schools, CTSOs', etc., or are they picking them up more clearly in these work based learning settings?</p> <p>The marketing message will ask for different entities to get involved in different ways, but all with the same intentions and with using the Buckets as consistent language. It will be made clear that these skills buckets came explicitly from industry recommendations. How we present it and integrate it will be the next steps to determine.</p> |          |          |        |

|                  |      |         |     |
|------------------|------|---------|-----|
| Tasking out Work | null | 6/20/19 | New |
|------------------|------|---------|-----|

|                        |                     |         |     |
|------------------------|---------------------|---------|-----|
| Hub for Innovators and | Thomas Hallin, Lisa | 6/20/19 | New |
|------------------------|---------------------|---------|-----|

Thomas reviewed some common definitions related to the Innovation and Incubation center so everyone can understand the different options of what the center might have:

Co-Working Space

- Flexible and affordable work-space, offices, pod/webcast studio, and conference rooms that can be rented on short-term basis.

Startup-lab

- Place for innovators and others looking for assistance and prospective collaboration partners to explore realizing a business idea. Startup-labs typically provide access to mentors/coaches, community of innovators and entrepreneurs, group training/workshops and guest speaker events.
- Typical workspace: "Hot Desking" on space available basis

Incubator

- Assists innovators or early-startups, (can be a single person or a team that have been accepted into incubator), with launching and transitioning their innovative idea into a successful business. Incubator usually provides affordable space, access to shared equipment and services, hands-on management training, marketing support and access to some form of financing.
- Typical workspace: Dedicated desk or Small office

Accelerator

- Once a small business with a solid foundation and business model is accepted to the Accelerator, the Accelerator will work with them to put them in front of investors, potential strategic partners, and key influencers to Grow or Scale their business.
- Typical workspace (if in-house business): Small to Medium sized office

Grow = Add resources and revenue at the same or similar rate.

Scale = Add revenue at an exponential rate while limiting the increase in resources.

The group appreciated the clarity and thanked Thomas for explaining the things that go into the proposed center.

Lisa is organizing a Business & Entrepreneurship workshop on May 29th, which will follow the IEDRC Advisory and skills panel. At the last subcommittee meeting, it was decided to use those events as a springboard for Innovation After Work, an event designed to spark conversation about the MDEP initiatives, to network, and to encourage more attendance and start building an ecosystem of entrepreneurs, investors, etc. that will inform the work on the Barstow pilot. Thomas shared his idea for an invitation and asked for feedback by the end of the week so he can begin to market the event ASAP. Next steps for planning this event will be discussed at the next meeting.

Thomas discussed the Irvine center that just opened, which is focused on the "modern American dream". They have grown from a 1500 sq. ft environment to a 100,000 sq ft space, which is due to their commitment to this

| Title  | Owner(s) | Due Date | Status |
|--|----------|----------|--------|
| <p>vision. They still don't have all the answers for every aspect, but they want to make a major impact in their community and don't want to miss the opportunity. Neither do we - the longer we wait, the worse off the HD community will be.</p> <p>Eva elaborated on the social and design challenges that we are facing with the center. In Barstow, they are surveying students and the community to help understand the concerns people have, so it is community and economic development focused.</p> |          |          |        |
| Next Meeting Date  | null     | 5/10/19  | New    |
| <p>The next meeting is March 17, 2020.</p> <p>The Innovation and Incubation team will meet from 12:00 - 1:30 p.m. and the Essential Skills team will meet right after from 1:30-3:00 p.m.</p>  |          |          |        |

## 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  |
| Define and Deploy Essential and Foundation Skills | 1 - Tactical Planning | Leverage existing community outreach  |        | 0  |

| Skills   |                       | activities to advance skills.   |    |
|--|-----------------------|---|----|
| 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  |

**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 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                  | 1 - Tactical Planning | Build incubation structure (mentoring, funding,  | 0 |



Entrepreneurship

resources, startup services, commercialization, bookkeeping, events, pitch-training, etc.) to support the co-working space.

| <b>Outcome type:</b>                               |                       | Mid-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 | 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        |