

Four-year University

Meeting Minutes

General Information

| | |
|-----------------|------------------------------|
| Team | Four-year University |
| Title | Four Year University Meeting |
| Date | 1/21/20 |
| Time | 10:30 AM |
| Location | No location specified |

Attendance

43 % attendance over last 12 months

| In Attendance | Lifetime | Past 12 Months |
|--|----------|----------------|
| Matt Wells Mountain Desert Economic Partnership | 3/6 | 50 % |
| Sheila Marie Thornton OneFuture Coachella Valley | 4/6 | 66 % |
| Kim McNulty OneFuture Coachella Valley | 4/6 | 66 % |
| Dave Olney Hesperia Unified School District | 5/6 | 83 % |
| Shannon Shannon SaddleRock Reverse Mortgage | 5/6 | 83 % |
| Catherine Abbott Victor Valley College Foundation | 6/6 | 100 % |
| Daniel Walden Victor Valley College | 4/6 | 66 % |
| McKenzie Tarango Hesperia Unified School District | 5/6 | 83 % |
| Kendle Crowell | 1/6 | 16 % |
| Lori Mente | - | - |
| Fal Asrani | - | - |
| Lorraine Collins | - | - |
| Not in Attendance | Lifetime | Past 12 Months |
| Ted Alejandre | 0/6 | 0 % |

| | Not in Attendance | Lifetime | Past 12 Months |
|---|-------------------|----------|----------------|
| San Bernardino County Superintendent of Schools | | | |
| Ann Marie Sakrekoff | | 1/6 | 16 % |
| Growing Inland Achievement | | | |
| Sorrel Stielstra | | 0/6 | 0 % |
| Growing Inland Achievement | | | |
| Keith Metzler | | 0/6 | 0 % |
| City of Victorville | | | |
| Julia Wendt | | 1/6 | 16 % |
| Victor Valley College | | | |
| Shannon Dunkle | | 0/6 | 0 % |
| California State Assembly | | | |
| Derek King | | 2/6 | 33 % |
| Victor Valley Chamber of Commerce | | | |
| Doug Robertson | | 0/6 | 0 % |
| Apple Valley | | | |
| Marianne Tortorici | | 0/6 | 0 % |
| Victor Valley College | | | |
| Ron Williams | | 1/6 | 16 % |
| Victor Valley Union High School District | | | |
| Brian Nyamwange | | 1/6 | 16 % |
| Brian Maust | | 0/6 | 0 % |
| Culture Plug | | | |
| Carmina Maust | | 0/6 | 0 % |
| Culture Plug | | | |

Agenda Outline

| Title | Owner(s) | Due Date | Status |
|--|----------|----------|--------|
| Welcome and Introductions | null | 3/15/19 | New |
| Called to order at 10:37 a.m. Thanks to all for being here this new year. Welcome and round robins conducted. | | | |
| Recap Last Year and a Look | null | 1/21/20 | New |
| <p>Matt gave a summary of what Teams 1 & 3 are doing:</p> <p>Team 1 met on Essential Skills and narrowed it down to six buckets. An ITP will be kicked off to get outside agencies on board with deployment of those skills. Industry input was already gathered to formulate the main skill needs, but they will be an integral part of showing us what skills to move forward with.</p> <p>Innovation and Entrepreneurship - still looking to find a location for the center. They would like something on or close to Main Street in Barstow. Looking for mentors in small business. They did a short term series from small business owners to determine the kind of PD needed to start a small business.</p> <p>Team 3 Mechatronics Academy. Mechatronics survey to industry partners to determine skills necessary for Mechatronics related careers. The next phase is to seek educator input on that survey to see what high schools are already teaching - is there alignment between skills being taught in current curriculum and what is needed</p> | | | |

| Title | Owner(s) | Due Date | Status |
|------------------------|----------|----------|--------|
| K/16 Data Presentation | null | 1/21/20 | New |

by industry. The industry led efforts have been impressive. Matt gave a demo of the JobsEQ data platform by CHMURA. It is a resource that would benefit the work of all the teams because it makes it simple to narrow down the high desert region (by zip codes) and pull all sorts of data analytics from employment in every industry sector, education baseline data, occupational gaps, etc. Cost is \$5000 per year for 4 licenses. Would be useful as rational piece as we are building the value proposition. The group agreed there could be many uses from access to regional data.

Dave gave an update on the data presentation. Still need Barstow CC data and to review latest VVC data to ensure accuracy. Dave changed the order of the presentation and shared with the group. More tie ins with industry partners where applicable.

Suggestions on regional career pathways page: Decided advisories section is not necessary to have as a whole page, but we should indicate some of the MOUs in place. Note that we have active industry advisories in each of the sectors to highlight the notion of the collaboration we have in each sector.

Cathy suggested adding testimonials from industry with language like: "because of "x advisory, it has helped me establish relationships with local industry and K12 partners..."

Suggestions on industry partners page: show them how they collaborate and the practical demonstration of the pipeline with a big gap on the end to show the lack of 4 yr university access. So many students are coming out of HS college ready, have STEM experience doing projects in x and career tech component, they have industry support and then those students go outside the area. We need to show a visual on where the gap needs to be filled. Need to make sure we are telling the entire story.

We have faculty ready to teach here and facilities to use, so we need to confirm the numbers and show the return on investment for tapping into those resources. There is a sentence in the existing language, but we may want to visually show that as a bullet point as some things that will attract a 4 year entity. Include a synthesis of what they are about to read at the beginning, which would include those numbers. We should also list in that summary that we are becoming a hub (Virgin railway) and the impact that will bring.

Shannon asked if we need to indicate specifics about the entities that are already willing to host classes and what we have to offer (what economic development collaborative piece). Call to action for those government officials to help build rational statement: "we started this because we knew our economy couldn't grow without more degree attainment". What kind of statement would a mayor or supervisor need to buy in?

On regional growth page, we need to indicate the projected population growth from the tapestry project if we can quantify it for the next 10 years or so (through phase 1).

For those jobs that require bachelors degree (or higher) for this region, how many are being filled by residents from this region? Could we poll from top employers to gather this data?

Dr. Walden commented that data shows we have so many people commuting down the hill and they are going down the hill because that is where they can find employment, but on the other hand, we have major employers up here saying that they have lots of good paying positions that they can't find qualified labor for why wouldn't those commuters be filling the local jobs? Can we show there are equivalent jobs here as down the hill and that there is in fact a wage gap? What are the internal mechanisms in our community that can match people in the HD who are qualified to the jobs available. We need to also determine how the major employers go about hiring. If they are pulling from a pool that doesn't encompass mainly HD residents, we need to know that.

He continued, another question to include in this poll would be: industry says we don't have the local workforce so they won't come up here to build, but we do have the workforce and they are all commuting down the hill, which doesn't add up...so, why are locals choosing to work elsewhere than fill the jobs we have?

Fal shared about an article that was just released indicating that the high desert is the next big housing and industry boom area. She will forward that so we can include those statistics as well.

NEXT STEPS:

McKenzie will assist Dave with the career pathways data and indicating things related to STEM where possible. McKenzie pointed out that we should have consistent language with the Colleges related to pathways/industry sectors. Sheila added that the language needs to translate to developers and philanthropists as well, since we also need the political firepower in building this value proposition.

Cathy will pass on the survey that McKenzie created to STEM and CTE faculty at the college to collect quotes from VVC.

Next phase is to get the economic directors of the cities and gov officials to sit down and discuss economic impact piece and making the case that this community is dedicated to advancing education attainment. Sheila added that we need to indicate the data from some of the other teams that shows economic development

| Title | Owner(s) | Due Date | Status |
|---|----------------------|----------|-----------|
| <p>initiative, it is a hollistic community story to show we have economic capital, we are growing economic poterntial and we have the leaders showing where we are heading.</p> <p>Matt and Kendle: bring back any data peices from the other teams that could tie in to this rationale. Save PDFs of JobsEQ data and send to the group (Demographic profile that shows educational attainment). The data shows that we are in line with the national average of who has attained Associates degrees and then you can see the gap in Bachelors degree attainment because we dont have the 4 year university persence up here. That is the sales pitch. Find out if we can narrow down the commuter dataset.</p> <p>Need to brainstorm ways to survey employers to gather the commuter data and educational data, as mentioned above.</p> <p>Dr Walden - Is there a way to gather data showing increase in enrollment vs. other community colleges and requirement from CSUs to only accept transfer degre students in the near future?</p> <p>Dave will make finishing touches based on items we can provide now</p> <p>Matt will share presentation with Culture Plug to start bainstorming on a formal presentation and fill in any gaps to what will properly paint the picture we are trying to convey.</p> | | | |
| Establish Further Data | null | 1/21/20 | New |
| Crafting Value Proposition | Julia Wendt, Shannon | 4/8/19 | New |
| Mobilize voice of | Shannon Dunkle | 4/8/19 | New |
| Task Out New Work | null | 5/10/19 | Completed |
| Track Progress To-Date | null | 10/15/19 | New |
| Next Meeting | null | 5/13/19 | New |

Progress

| Tactical Plan | | |
|------------------|---|-------------|
| Strategy: | Need to create. | 1.00 |
| Vision | All seniors will graduate with college credit and | |

| Outcome type: Output | | | | |
|---|-----------------------|---|--------|----|
| Tactic | Team Phase | Outcome/Output | Metric | % |
| Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert. | 1 - Tactical Planning | Gather data re: current, local K-16 pipeline (all districts in local region): Define scale: # of K-12 students # of high school students who are college ready # of HS students who are college ready and STEM prepared # students entering STEM programs at local | | 45 |

community colleges
 # of students enrolled, who
 graduate
 # of CC students who are
 transfer ready and STEM
 prepared
 # of students who are
 enrolled but not progressing
 to transfer-ready
 Collaboration between:
 X# districts, 2 community
 colleges, X# business, X#
 cities
 How many High Desert
 students graduate from
 college?
 From which schools? (#UCR,
 #CSU, # others)
 With degrees and certs in
 which disciplines?

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|---|-----------------------|---|----|
| Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert. | 1 - Tactical Planning | Mobilize voice of employers and municipalities to support this. | 5 |
| Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert. | 1 - Tactical Planning | Mobilize voice of employers and municipalities to support this. | 25 |
| Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert. | 1 - Tactical Planning | Project impact of 900 new households in 18-months, | 95 |
| Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert. | 1 - Tactical Planning | Mobilize voice of employers and municipalities to support this. | 0 |
| Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert. | 1 - Tactical Planning | Correlate with Team 3 (student connection with local business) | 10 |

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|---|------------|----------------|--------|---|
| Outcome type: Short term outcome | | | | |
| Tactic | Team Phase | Outcome/Output | Metric | % |

| | | | |
|---|-----------------------|---|----|
| Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert. | 1 - Tactical Planning | Value proposition is packaged, defining the existing talent pool among high school /community college grads to engage business and university in building relevant baccalaureate structure(s) in the High Desert. | 35 |
| Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert. | 1 - Tactical Planning | Value proposition is packaged, defining the existing talent pool among high school /community college grads to engage business and university in building relevant baccalaureate structure(s) in the High Desert. | 0 |
| Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert. | 1 - Tactical Planning | Value proposition is packaged, defining the existing talent pool among high school /community college grads to engage business and university in building relevant baccalaureate structure(s) in the High Desert. | 0 |
| Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert. | 1 - Tactical Planning | Internships and other experiential learning opportunities are available (robust interaction with employers is happening so students have local employment connections.) | 0 |
| Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert. | 1 - Tactical Planning | Internships and other experiential learning opportunities are available (robust interaction with employers is happening so students have local employment connections.) | 0 |
| Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert. | 1 - Tactical Planning | Meet with target college leaders to define what it would take to bring them to HD | 0 |

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|--|-----------------------|---|---------------|----------|
| Outcome type: Mid-term outcome | | | | |
| Tactic | Team Phase | Outcome/Output | Metric | % |
| Drive attraction of new relevant 4 year affordable/accessible public and private college | 1 - Tactical Planning | An affordable (public, other), diverse, locally-taught set of 4-Year options with Technical, STEM | | 0 |

| | | | |
|---|-----------------------|--|---|
| presence in the High Desert. | | components exists for high school graduates. | |
| Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert. | 1 - Tactical Planning | An affordable (public, other), diverse, locally-taught set of 4-Year options with Technical, STEM components exists for high school graduates. | 0 |
| Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert. | 1 - Tactical Planning | Connectivity and culture is created to keep talent in HD (ie resources like scholarships, internships, apprenticeships are available). (Students feel a sense of belonging and support in the HD.) | 0 |
| Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert. | 1 - Tactical Planning | Connectivity and culture is created to keep talent in HD (ie resources like scholarships, internships, apprenticeships are available). (Students feel a sense of belonging and support i | 0 |

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|---|-----------------------|---------------------------------|---------------|----------|
| Outcome type: | | Long term outcome | | |
| Tactic | Team Phase | Outcome/Output | Metric | % |
| Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert. | 1 - Tactical Planning | MDEP - Study. Work. Stay. Play. | | 0 |