

Four-year University

Meeting Minutes

General Information

Team	Four-year University
Title	Team 2 - Four Yr University Mtg
Date	12/17/19
Time	10:30 AM
Location	No location specified

Attendance

44 % attendance over last 12 months

In Attendance	Lifetime	Past 12 Months
Matt Wells	2/5	40 %
Mountain Desert Economic Partnership		
Kendle Crowell	3/5	60 %
Test Org, Mountain Desert Economic Partnership		
Sheila Marie Thornton	3/5	60 %
OneFuture Coachella Valley		
Kim McNulty	3/5	60 %
OneFuture Coachella Valley		
Dave Olney	4/5	80 %
Hesperia Unified School District		
Catherine Abbott	5/5	100 %
Victor Valley College Foundation		
Daniel Walden	3/5	60 %
Victor Valley College		
McKenzie Tarango	4/5	80 %
Hesperia Unified School District		
Chico Garza	1/5	20 %

Not in Attendance	Lifetime	Past 12 Months
Ted Alejandre	0/5	0 %
San Bernardino County Superintendent of Schools		
Ann Marie Sakrekoff	1/5	20 %
Growing Inland Achievement		

Not in Attendance	Lifetime	Past 12 Months
Sorrel Stielstra Growing Inland Achievement	0/5	0 %
Shannon Shannon SaddleRock Reverse Mortgage	4/5	80 %
Keith Metzler City of Victorville	0/5	0 %
Julia Wendt Victor Valley College	1/5	20 %
Shannon Dunkle California State Assembly	0/5	0 %
Derek King Victor Valley Chamber of Commerce	2/5	40 %
Doug Robertson Apple Valley	0/5	0 %
Marianne Tortorici Victor Valley College	0/5	0 %
Ron Williams Victor Valley Union High School District	1/5	20 %
Brian Nyamwange	1/5	20 %

Agenda Outline

Title	Owner(s)	Due Date	Status
Welcome and Introductions	null	3/15/19	New
Welcome and intros were conducted			
Gather Data K/16 - Identify	Julia Wendt, Dave Olney	5/13/19	New

Dave reviewed the idea for a market proposal that would attract affordable four year university presence in the HD for those new attendees. Cal poly satellite with SCLA involvement a main school of focus. This initiative Mechatronics will definitely be a focus of the HD Training center. Right after the 1st of the year, Barstow CC will visit the training center to see if they can add a diesel mechanic program at the facility. We need a blurb to include on Regional Collaborative page when details are more finalized. Dr. Walden felt that by the next meeting in January, there should be more information

Sheila asked how these things at the HD Training center and Innovation center relate directly to the initiative of attracting a four year university presence. She reminded the group that we need to make sure these things in the presentation tie into the objective of increasing the number of residents who attain a four year degree and subsequently leading to higher level of employment with those industry partners mentioned in the packet. Some need an educated workforce that we want to create in our area

We will go to K8 as a group, so what will we do to have an intersegmental pipeline and how do we align efforts? Fal continued that we need for 7th and 8th grade levels at these meeting since there is a large need in the elementary district level.

Dr. Walden discussed the project he worked on in LA Unified, which had the specific goal of creating a working agreement for a college going culture within K12. Working with K8 is essential since there are already lots of opportunities at the high school level. We need to identify student propensities in the younger years and get those students working directly with college staff and students. Some ideas from there were to offer classes to

Title	Owner(s)	Due Date	Status
-------	----------	----------	--------

parents at no cost so those student's parents could say they were going to college and start that conversation at home.

Some elementary and middle students are already touring the VVC campus, but there needs to be more of an effort to get them there from each elementary school district. The payoff at the College will not be seen for several years but the College is here to stay, so that is not a problem. There are not many conversations at the elem and middle levels about college awareness and preparedness. Could we have a CC person teaching classes to parents at the elementary districts? There is so much need in the high poverty areas of the HD, such as Victorville and Adelanto, so Victor Valley College is within the right proximity to make a difference in those areas as far as encouraging more to enroll in college and build that culture.

Discussion about the shortages of skilled workers within many industry sectors. Chico Garza stated that they started a committee called HD Jobs where they reached out to all industry partners they could connect with to try and understand who the companies were and what they needed. The goal was to design marketing to create a job fair specific to those employer's needs - which were held at VVC. They collaborated with the SB County Jobs Development office so they could quickly get people employed at those job fairs. Chico asked if a similar committee could be resurrected since the need still exists and it is an urgent need. This is something that ties into all three teams. Matt discussed the K12 SWP grant that MDCP is applying for, with one of the projects to include bolstering the handoff efforts from middle school through high school, college and then into a career with an industry partner. Dave agreed that there is certainly a need and a benefit of continuing the

Fal discussed the importance of changing the vision of what living in the high desert looks like. With that notion, we need to be preparing our students to be ready for the jobs of the future, which is why Adelanto Elem created the High Desert Coding Consortium and they continue to She wanted to know how she can support those efforts. Matt and Dave explained the other teams work and where those might fit in with her vision.

Getting a four year presence in the high desert usually centers around the liberal arts, but what we really need to do in our area is focus on Engineering, Manufacturing, Aviation, and those industry sectors that are growing in our area and the most relevant to our residents/students. That is why the push to attract Cal Poly versus Cal State.

Kim shared that the notion of capturing people who are choosing to return to the high desert and why is something to include in the value proposition. Could we include a graphic that shows where everything is laid out and illustrate the numbers of students, proximity to industry and commuters going down the hill. A heat map for college degree needs was another idea to include. It will show the concentration and network of industry compared to residents and student. Cathy shared that a couple year ago, Lisa Lampeer from Hesperia had a document that showed the number of people commuting down and up the hill for work, so we need to learn where she pulled her data from to create that so we can build something similar. The data could be compelling to a four year school who may not understand the need and desire of the area. Cathy will look into contacting Lisa to find out how she attained that and how to get current data. Kim suggested David Robinson in Coachella, who does all their GIS mapping, for another possible resource.

Brian stated that he has seen infographics of the older demographics who are commuting, but nothing for the younger generation. Dave added that many of our best and brightest are going down the hill to go to school and those students tend to stay down there and build a career and a life. If we have the option of a four year up here, that would encourage.

Matt added that 40 plus doctor's offices who host our high school students for Medical Assisting internships and he shared about SHIP and the Explorers programs. St. Mary's is also piloting student internships and job shadowing. Dr. Walden will share what their Kim asked Fal if she could utilize her relationships with those doctors as well as MDCP's relationships to get those voices at this table. If we could illustrate the demand in the medical field and the expected growth, that would be helpful in encouraging a four year presence to support those up and coming students who we need to fill those degree positions. We can show that this region is coordinated with entry points for students in all different programs elem through CC and that is where their partnership comes in,.

Fal brought up the pipeline of medical employees who already have their education but have opened practices up here. They are some of the richest subgroup in the high desert coming out of the high desert how can the doctors and nurses that already came back

Matt asked if there are specific industry partners we need to contact to include in this packet, aside from GA and medical

Sheila asked if there is a specific number of students who we want to attain degrees up here. That number needs to be included. Number of grads every year are approx 5,000 across the region. Approx 800 of those are going to a four year university (these are the current customers). 41% of those graduates came to VVC this past year (these are potential future customers). A large group of those are the ones transferring to a four year (we need to include that number/percentage). VVC producing 1500 customers for four year degrees every year. That

Title	Owner(s)	Due Date	Status
-------	----------	----------	--------

number would substantially increase if the four year university was present in our area. There would be more incentive for students to go on to a four year degree if that presence existed, since many of them already took A-G in high school and are funneling to the community college system after HS. The facilities and qualified instructors already exist up here and are employed at VVC and VVC is willing to open their doors to expand their programs to encompass Bachelors offerings. This is a successful model that has worked in other areas and has led to the building of a four year school in those areas. Starting at the existing CC's is a much more affordable model and makes sense to start there. Dr Walden would like one or more CSU and try their junior year classes at VVC - students could funnel directly from VVC's classes (eg Engineering, Nursing) and go into their junior year in a CSU course. We do need to nail down the number of employers and how many they hire every year that need a Bachelors degree. Those three peices are the main points to draw the university presence. Sheila shared that one hurdle they had in Coachella was a departmental one. The department at the main campus controls department on the satelite location so that is something to think about in advance - how many staff already live up here? How can we find the numbers of teachers already up here who would be willing to teach those classes? Dr. Walden can get the number of his staff. We may not need extra instructors at the onset - we can pilot this with one cohort and build up from there because the four year will see how they can grow their programs. Thought was to ask Eric Schmidt how many staff who teach at Cal Poly are HD residents who commute down the hill. Brian asked if we could also give HD students remote access into the classes that are already happening down at the main campuses. That may be possible for some but there are some challenges and data doesnt support the success Sheila felt like a pilot effort of both in person and a hybrid class may be a good starting point and a way to build the relationships between both colleges and the students, and using it as a way to build data to show the need.

Chico spoke on the rebranding aspect, changing the narrative of the area, and how painting a different picture of the area and showing that we have these options for educated families and businesses that look for those demographics will flock here. We can build on the fact that we are on the "outskirts" for those who are looking for some space, but we are also close enough to Rancho to use that to our advantage.

Dr. Walden doesnt feel like the VVC data given is accurate, so he will be meeting with his staff to make sure the numbers are accurate. How many students didn't get their degree, but they have there General Ed done and are ready to transfer? That is a more accurate number to share. Cathy will update the document once Dr. Walden has consistent numbers. Once VVC is happy with their numbers, We need to add numbers of students from the elementary school districts that are listed on the pathways page to depict the scale of pathways underway in the region. MDCP has most of the data from their CTEIG reporting that we could include as an example of the pipelines and to show the missing link where the 4 year would come in.

Cathy suggested bolstering the list of industry partners to include profiles and testimonials that humanizes this package. The group agreed to going in that direction. We also need to add partnerships that exist per industry sector and how that ties in with the existing pathways. Need to increase the number of industry partners listed to represent each district sector. Also need to add testimonials from students and alumni.

Discussion about industry certification and how that ties in to the readiness of students to go into further education and the credibility of the existing programs. We can use numbers from Precision Exams and CC certs. We dont want to fall back into the negative realm where the ROP certificates lived, so that is an area to be careful on to ensure credibility.

"Education as Economic Development" - Sheila

Next Steps:

Cathy - Heat Map

Dave/McKenzie/MDCP - Student Testimonials

Cathy/Dr. Walden - Ensuring Accuracy and Completion of VVC Data

Matt - Work with Barstow CC to collect their data to match VVCs

Kendle/Matt/Fal - Continue gathering industry data for how many 4-yr degree positions exist and how much they pay current staff to pursue higher ed (include healthcare)

Industry Testimonials

Gather Data from Local	null	6/13/19	New
Crafting Value Proposition	Julia Wendt, Shannon	4/8/19	New
Tasking Out Work	null	11/19/19	New
Track Progress To-Date	null	10/15/19	New

Title	Owner(s)	Due Date	Status
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

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 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?		45
Drive attraction of new	1 - Tactical Planning	Mobilize voice of employers		5

relevant 4 year affordable/accessible public and private college presence in the High Desert.		and municipalities to support this.	
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

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	1 - Tactical Planning	Value proposition is packaged, defining the existing talent pool among high school /community		0

presence in the High Desert.		college grads to engage business and university in building relevant baccalaureate structure(s) in the High Desert.	
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

Outcome type: Mid-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	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	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		0

sense of belonging and support i

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
