



Mountain Desert Economic Partnership
Regional Education and Economic Development

Team 2 Meeting Minutes
June 16, 2020
10:00 a.m. - 11:30 a.m.

In Attendance:	
Matt Wells, MDCP JPA	Fal Asrani, Victor Valley UHSD
Kendle Crowell, MDCP JPA	Kellie Willams, Snowline JUSD
Andy Page, MDCP JPA	Ron Williams, Victor Valley <u>UHSD</u>
Sheila Thornton, One Future Coachella Valley	Lori Mente, Hesperia USD
Kim McNulty, One Future Coachella Valley	McKenzie Tarango, Hesperia USD
David Olney, Hesperia USD	Carmina Maust, Culture Plug
Dan Walden, VVC	

Next Steps/Tasks:	
1. Continue revisions on presentation <ol style="list-style-type: none"> a. Contact Paul Cook for quote/seek permission and endorsement of logos from local Chambers and cities. b. Seek permission and endorsement of logos from local industry partners. c. Get transfer degree numbers from VVC & BCC. 	Carmina, Dave Olney, Lori Mente, Matt Wells Shannon Shannon Matt
2. Schedule meeting w/ GIA to discuss MDEP and foundation support.	Dave
3. Hold a subcommittee meeting to form an outline on what the discussion with four year universities will look like.	

1. Welcome and Introductions

Called to order 10:03 a.m.

2. Recap of other team's work

Team 1:

- Innovation Kickoff was held on May 27th
 - 60 plus attendees.
 - The presenters introduced the mission and vision of the Team and the to build an ecosystem of local innovators and entrepreneurs and to kick off a virtual startup lab.
- A secondary Innovation Dialogue was held on June 10th

- This was a continued conversation from May 27th to address questions from a post-event survey and to continue building the innovation and entrepreneurship ecosystem.
- More conversations will be held, with the next one taking place on July 1st, with a focus on Design Thinking.

Team 3:

- Jeff Dunagan conducted a roundtable discussion with 25 educators from high school and community college Auto and Welding programs.
 - The intent was to get feedback from the teachers on how to better incorporate Mechatronics skill sets from the survey previously issued into their current curriculum.
 - Many teachers felt the need to learn more about Mechatronics in order to appropriately convey the kinds of careers available to their students.
 - There was also discussion about the many transferable skills that are being taught that teachers and students need to be aware of. For example, in Auto, certain skills like changing oil in a vehicle translate into a career in Aviation or other sectors.
 - It was determined that a webchat series would be beneficial to both teachers and students, with teachers giving input on content they need to see and industry partners they are interested in working with.

Team 4: Essential Skills

- The Essential Skills booklet continues to be disseminated and BCC has announced they will be utilizing the skills in a couple certification course curriculums and in their Adult Education classes.
- The Team continues to support SBCSS Alliance for Education and their focus on an updated essential skills certification, which will be validated by San Bernardino and Riverside county workforce investment boards and will include skills found on our list.
- Next steps will include finding community organizations, businesses, and school districts to commit to adopting and utilizing the Essential Skills list.

3. Stakeholder Spotlight of the Month

Matt Wells introduced the idea of spotlighting an MDEP partner at every monthly meeting so the entire team can better understand the work everyone is doing at their “day job” and how that work intersects with MDEP. If we know more about what our partners do, we can partner with them in more meaningful, intentional ways.

4. Team 2: 4-year Degree Access Update

- a. Dave Olney conducted a review of the value proposition in its current form.

Conversation/suggestions on content:

- It is a very simple personal invitation for four year college partners.
- Low cost expansion is what we are trying to get at. We have facilities and faculty here, so it is a turn key opportunity for them.
- The team appreciated the focus on industry and regional growth (HD Training Center, SCLA, Virgin Trains, etc.)
- Matt Wells shared the revised spread for the education gap. The group really liked the visual and the new approach.
- Move tapestry project and Victorville growth to page 12 and include Victorville growth piece from the previous page.
- Keep the color of the puzzle piece block the same as the spread on page 12-13. Change from a red puzzle piece to a different color. Diversify the people on that spread.

- Carmina Maust shared an idea about connecting the first page to suggest how essential the four years are in expanding this region. She suggested adding something on the first page or in the introduction about being an essential piece of the puzzle for this work, which ties in to the final spread.
- Page 4-5 - Indicate the number of transfers for VVC and BCC - not just to UC/CSU, but to all 4 year universities, public and private. That is a more impressive number and will also show how many are transferring to schools out of the area. Dr. Dan Walden guessed the transfer number to be around 300 going to other universities outside of the UC/CSU system, but we need an actual number from last year's data.
- Page 5 quote - Dr. Walden claimed that quote.
- McKenzie Tarango suggested adding a quote from a state representative (assemblyman, state board of ed, senate, etc.). Shannon Shannon will reach out to Paul Cook, who is the next County Supervisor, for his support and a quote. Page 13 may be a good place for that quote. We can come up with samples and let him tweak it. Example: "Knowing that we will be heading into a period of economic recovery, the best way to aid in recovery is through building a high quality workforce, and that takes college-educated individuals." Sheila Thornton will formalize this quote draft and send it to the group.
- We have good representation of education - K12 and CC, as well as industry on the quotes throughout the presentation.
- McKenzie asked about the back cover. Can we help to secure additional logos? For example, all of our cities' logos, chamber logos and more industry partners. It is powerful to see who is supporting this endeavour. Shannon will contact city Managers and the Chambers to seek their approval and endorsement. Matt will get more industry logos to add.
- Regional Career Pathways page - Matt asked Dan if we need to include the CC list of pathway names. Dan replied that it's more important to stick with industry terminology and what they are familiar with.
- Call to Action page - Carmina asked if there are more specific asks that we want the four year partners to do? Will this become another document to meet again? Once this gets published, we will know better what the follow up conversations and next steps will look like after presenting this initial proposition.
- Dave suggested adding asterisks on the call to action page to note that we are willing to hold virtual meetings to provide the opportunity to partners sooner than later. During this pandemic and economic downturn, we have a turnkey solution, so we want to meet with them sooner than later.
- Include this formula: "Our Faculty + Our Facilities + Our Students = More of Your Graduates w/ local high paying jobs".

b. Next Steps

- Dave Olney spoke about the relationship between he and Carlos from GIA. Their intent is to work closely with CCs and K12s and they have foundations who would be interested in what we are doing. Dave will send a draft of this presentation to him for his feedback and to schedule a meeting between Dave, Matt, Dan and those foundations to support our MDEP work. GIA supports subregions and backing higher education as a point of economic development. Sheila commented that she sits on the GIA board and she will certainly support the work being done in our subregion. Dave commented that the intent behind forming the MDCP JPA was supporting our local high desert region, so to see this unfolding and to get regional support from cities/counties down the hill is such great progress. Allowing this group to flourish from the ground up will be powerful to the GIA board and their associated foundations.
- Outline what the discussion with four year universities will look like. Educational leaders need to come up with a model. The second part of the discussion will be to pull from

industry leaders about the jobs we want to identify and to identify other data points we still need to present to strengthen the four year conversation.

- The value proposition will demand more degree options, but we first need to have a model that will work for universities' financial constraints. We need to know what we need to expand on in an economic way. We need 3 or 4 rationale points to present (utilization of physical assets, etc.) This is a no cost endeavour for them. VVC would be providing classroom space, teachers from various disciplines, and we have the students. All we need from them is to take on our faculty as their faculty, pay them based on the fact that we have students (x number of \$ per students). The classes will end up paying for themselves if we have enough students enrolled. However, we need to formalize and include that formula in the model. This is an expense of their energy, not finances, and will ultimately make them look better. Focus on where they are impacted first and allow us to offer those first.
 - If faculty already exists at VVC, what do four years have to do? 1) They have to onboard them and hire them as adjunct. 2) Funding will come front the students in the classroom.
 - What will be the argument for adding something in Engineering, for example? Is there enough traction with existing four year instructors to expand their offerings? The attraction should be that they add more graduates. If the number of students is more than the cost to pay the faculty, the four years could actually make profit from this endeavour.
 - Change in education and CA legislation would be tremendously useful, but we can't wait for it, we have to act now and come up with a creative model to get more students degrees.
 - Convince them this is tied to their mission! That is the challenge when it comes to meeting with these presidents and deans, but it is critical to translate this on the front end. We are flipping the script by describing the marketing demand - our region needs to say we need x number more degrees per year - how can you work with us to get there? We need to get out of the cylos we're in because either way there are deficits across the board and we need to close that gap by working together.

5. *MDEP Website & monday.com Project Boards*

Matt Wells shared the updated MDEP website: mdcareerpathways.com/mddep

The tactical plans were broken up into project boards using monday.com and they will be forward facing on the website so everyone can see projects being worked on, who is working on what task, timelines to complete tasks, and progress made so far. This should be an easier method for team members and other partners to understand the scope of work, what projects are upcoming and where they can help.

6. *Tactical Plan Review and Update Timelines*

Matt Wells discussed the need to review tactical plans and create timelines for outputs which can be added to the project boards on the website.

7. *Next Year's Meeting Dates Discussion*

Matt Wells proposed sticking to the same schedule for MDEP meetings next school year, which would fall on the third Tuesday of each month.