

Tiered Economic Opportunity

Meeting Minutes

General Information

Team	Tiered Economic Opportunity
Title	Team 3 - Tiered Economic Opportunity
Date	1/21/20
Time	3:30 PM
Location	No location specified

Attendance

33 % attendance over last 12 months

In Attendance	Lifetime	Past 12 Months
Matt Wells	3/3	100 %
Mountain Desert Economic Partnership		
Kendle Crowell	3/3	100 %
Test Org, Mountain Desert Economic Partnership		
Sheila Marie Thornton	3/3	100 %
OneFuture Coachella Valley		
Kim McNulty	3/3	100 %
OneFuture Coachella Valley		
Frank Castanos	2/3	66 %
Victor Valley College		
Ryan Holman	3/3	100 %
Snowline Joint Unified School District		
Jeffrey Dunagan	3/3	100 %
General Atomics Aeronautical Systems		
Sarina Muhammad	1/3	33 %
Goodwill Southern California		
Willie Jones	1/3	33 %
Snowline Joint Unified School District		
Jahn Malana	1/3	33 %
Adelanto Elementary School District		
Not in Attendance	Lifetime	Past 12 Months
Alan Braggins	0/3	0 %

Not in Attendance	Lifetime	Past 12 Months
Chaffey College		
Steve Muir	2/3	66 %
General Atomics Aeronautical Systems		
Clayton Moore	2/3	66 %
Victor Elementary School District		
Susan Drake	2/3	66 %
San Bernardino County		
Stephani Swann	0/3	0 %
General Atomics Aeronautical Systems		
Steve Tyrrell	0/3	0 %
High Desert Manufacturers		
Steve Muir	0/3	0 %
General Atomics Aeronautical Systems		
Mark Creffield	0/3	0 %
Victor Valley Chamber of Commerce		
Jan Gonzales	0/3	0 %
Victor Elementary School District		
Heather Griggs	0/3	0 %
Oro Grande School District		
Dave Hyatt	0/3	0 %
General Atomics Aeronautical Systems		
Jesse Najera	0/3	0 %
Silver Valley Unified School District		
Niccole Petersen	0/3	0 %
Hesperia Unified School District		
Carl Thomas	0/3	0 %
Hesperia Chamber of Commerce, Adelanto Chamber of Commerce		
Luis Mota	0/3	0 %
General Atomics Aeronautical Systems		
Ross Swearingen	0/3	0 %
Helendale School District		
David Ashley	0/3	0 %
General Atomics Aeronautical Systems		
Stephanie Amato	0/3	0 %
Learn Life Charter Schools		
Carol Thomas-Keefer	0/3	0 %
Lilia Aguirre	1/3	33 %
Victor Valley College		
Matthew Cabe	0/3	0 %

Not in Attendance	Lifetime	Past 12 Months
Lewis Center for Educational Research		
Lisa Lamb	0/3	0 %
Lewis Center for Educational Research		

Agenda Outline

Title	Owner(s)	Due Date	Status
Welcome and Introductions	null	3/15/19	New
<p>Called to order at 3:40 p.m. Welcome and round robin intros conducted.</p>			
Recap Last year, a look	null	1/21/20	New
<p>Matt gave a summary of the work being deon with Team 1 and Team 2:</p> <p>Team 1:</p> <ul style="list-style-type: none"> VVC Training center slated for opening April-ish. Essential Skills buckets developed and will be sent out to industry for final approval from them. Next steps after that will be to develop a marketing plan and determine what deployment looks like for different entities <ul style="list-style-type: none"> Innovation, Incubation, Training Center - still looking for location for pilot space. Next steps will be to meet with subcommittee to develop framework for ways to engage and what the incubation aspect will look like. General Atomics has been conducting Essential Skills workshops at Chaparral HS. Sheila noted that those should be tracked in the form of data because they can be used in the future. She also suggested adding the workshops to student files as flags. <p>Team 2:</p> <ul style="list-style-type: none"> Formalizing value proposition to present to four year entity Data needs established <p>Matt gave a demo of the JobsEQ software, provided by CHMURA. There is always a need for labor market data that is accurate to the HD. This software allows for us to define a specific region and look at all sorts of analytics that support the MDEP work in all teams. Jeff Dunagan felt that some of the data presented is really important to make the case of why it is so important to gain industry involvement in the course of building a Mechatronics pathway.</p>			
Reacap January 8th	null	1/21/20	New
<p>Ryan Holman and Frank Castanos gave an update on the Mechatronics subcommittee meeting on Jan. 8th. The notion was to align existing pathways related to Mechatronics to the skillsets indicated by industry necessary for employment in the field. VVC is close to offering for-credit Mechatronics classes and the high schools can look at them to see what classes are being offered and see where articulation and dual enrollment can take place. Dual Enrollment could be initiated for a lot of the classes sometime this year. The high school teachers were asked to completed the Mechatronics survey to indicate what skills they are/are not already covering in their class curriculum and in which areas they would like PD. There aren't any technical pre requisites required for the Mechatronics classes at VVC, but it would be beneficial for the HS students to place at a certain level on the CASAS exam as a baseline for where they should be to succeed in the VVC classes. They should be at a certain level in their math and english skills. If students take these classes, it would be beneficial on their resumes when applying for jobs at places like General Atomics. Goal is to collect teacher completed surveys at the end of January as part of the next subcommittee discussion.</p> <p>VVC seeking input on what equipment is necessary for their industrial electircal classes they will be offering at the new Training Center.</p> <p>Matt informed that there has been low participation from industry on their survey, but not to be discouraged. We have been having other wins in other areas of the tactical plan (eg General Atomics essential skills workshops and road shows, that will touch thousands of students in the region). MDCP is working on developing some kind of simplisitic handoff assitance that takes students from their excitement coming off one of these GA events into a community college program, apprenticeship program, etc. This is a gap that we need to fill.</p>			

Title	Owner(s)	Due Date	Status
<p>Matt also discussed MDCP's work to send teachers out to job shadow across industry sectors, which will inform lesson plans and ensure what is taking place in industry is being relayed to students in the CTE classrooms. This is relational, collective impact work with multiple programs, industry partners, etc. so it impacts students as a whole across the region - it is system, sustained work that will model how a district and an employer behaves to impact the community. To that end, Ryan spoke on the discussion between Hamid from VVC and Chad at Chaparral HS with the open dialogue about what needs to be done to get these students fed into the programs - it was so open and organic, which speaks to the power of the work being done.</p> <p>Next Subcommittee meeting February 4th at 10:00 a.m., Supervisor Lovingood's office. The group will review teacher survey responses and then find a time for teachers to join the conversation and determine where the skills not being taught can be added to existing curriculum and have the discussion about how to articulate or dual enroll with the College. We don't want to reinvent the wheel, just make tweaks locally with certain emphasis where needed. Ryan would like to see the teachers meet in the Spring, get any PD they need, so changes can be made before the next school year starts. Discussion about needing industry at that subcommittee meeting, but we also need more partners.</p> <p>NEXT STEPS: Matt and Frank will contact more people over the phone about completeing the survey and in that work, they will ask a couple of them to attend the next subcommittee meeting and become an advocate of this work.</p>			
Revise and Update Tactical	null	12/17/19	New
<p>The tactical plan needs some adjustment to be more succinct and allow us to work on this Mechtronics project for the next 18 months. There is so much in the tactical plan, and all the right peices exist, but we just need to pair it down and simplify. We have already had such good momentum, so now we need to capture data of what is currently taking place and start checking off some of the work and tasking out other work. All the metrics are relevant to the work being done now, but it just needs to be cleaned up</p> <p>NEXT STEPS: Sheila, Kim, Matt, Kendle and Jeff will work to simplify the language and be more succinct.</p>			
Tasking Out Work	null	6/13/19	New
Track Progress To-Date	null	10/15/19	New
Next Meeting Dates	null	5/13/19	New

Progress

Tactical Plan		
Strategy:	Understand what industries are existing and	1.00
Vision	The High Desert has a thriving economy with	

Outcome type: Output				
Tactic	Team Phase	Outcome/Output	Metric	%
Identify and define local business landscape: Employers, career, and skills needs.	1 - Tactical Planning	Find or create a Community Profile defining who employers are, including their jobs and skills needs.		10
Identify and define local	1 - Tactical Planning	Build strong reciprocal		10

business landscape: Employers, career, and skills needs.		understanding of programs and needs between industry and education by connecting business professionals and educators through a variety of touch points (eg site/program tours, externships, etc.) to build deep mutual understanding of existing pathway programs and inform pathway program development accordingly.	
Identify and define local business landscape: Employers, career, and skills needs.	1 - Tactical Planning	Convene a steering committee of sector representatives to define core skills using real time and emerging data on jobs. What do we need, what are we missing, how do we build to solve the problem so prepared for what we need in the future. (Context setting is critical - you must say, "we want to do things differently - making a collective impact approach to planning. Need you to stay in the conversation, and you need to help us create the community messaging about what we expect for program expansion)	15
Identify and define local business landscape: Employers, career, and skills needs.	1 - Tactical Planning	Consistent region-wide system (PD) for all K-14 educators to know and understand career pathway maps	10
Identify and define local business landscape: Employers, career, and skills needs.	1 - Tactical Planning	Convene a steering committee of sector representatives to define core skills using real time and emerging data on jobs. What do we need, what are we missing, how do we build to solve the problem so prepared for what we need in the future. (Context setting is critical - you must say, "we want to do things differently - making a collective impact approach to planning. Need you to stay in the conversation, and you need to help us create the community messaging	10

about what we expect for program expansion)

Outcome type: Short term outcome				
Tactic	Team Phase	Outcome/Output	Metric	%
Identify and define local business landscape: Employers, career, and skills needs.	1 - Tactical Planning	A community is profile is created defining employers and jobs available and skills required.		20
Identify and define local business landscape: Employers, career, and skills needs.	1 - Tactical Planning	A community is profile is created defining employers and jobs available and skills required.		10
Identify and define local business landscape: Employers, career, and skills needs.	1 - Tactical Planning	Establish number of local students currently employed.		0
Identify and define local business landscape: Employers, career, and skills needs.	1 - Tactical Planning	Establish number of local students currently employed.		0
Identify and define local business landscape: Employers, career, and skills needs.	1 - Tactical Planning	K-16 educators are engaged to help students understand their potential for future careers		0

Outcome type: Mid-term outcome				
Tactic	Team Phase	Outcome/Output	Metric	%
Identify and define local business landscape: Employers, career, and skills needs.	1 - Tactical Planning	Broad awareness* of who employers are, jobs available and skills required Students, Parents and Community: Understand jobs available and skills required Employers: Know about local career education pathways * (Parents, educators, elected reps, community at large)		0
Identify and define local business landscape: Employers, career, and skills needs.	1 - Tactical Planning	X% increase in pathway completers of high quality CTE pathways aligned to target sectors (will need to agree on definition of High Quality CTE, i.e. "Meaningful Tours" example, Dual Credit, WBL)		0
Identify and define local business landscape:	1 - Tactical Planning	Broad awareness* of who employers are, jobs		0

Employers, career, and skills needs.		available and skills required Students, Parents and Community: Understand jobs available and skills required Employers: Know about local career education pathways * (Parents, educators, elected reps, community at large)	
Identify and define local business landscape: Employers, career, and skills needs.	1 - Tactical Planning	Broad awareness* of who employers are, jobs available and skills required Students, Parents and Community: Understand jobs available and skills required Employers: Know about local career education pathways * (Parents, educators, elected reps, community at large)	0
Identify and define local business landscape: Employers, career, and skills needs.	1 - Tactical Planning	X% of pathway completers are applying to, interviewing for or moving on to college to prepare for local jobs with intention of being hired in relevant pathways	0
Identify and define local business landscape: Employers, career, and skills needs.	1 - Tactical Planning	A structure of checkpoints on pathway progress is available to all partners K-16	0
Identify and define local business landscape: Employers, career, and skills needs.	1 - Tactical Planning	X% increase in pathway completers of high quality CTE pathways aligned to target sectors (will need to agree on definition of High Quality CTE, i.e. "Meaningful Tours" example, Dual Credit, WBL)	0

Outcome type:		Long term outcome		
Tactic	Team Phase	Outcome/Output	Metric	%
Identify and define local business landscape: Employers, career, and skills needs.	1 - Tactical Planning	MDEP - Adaptive, future-ready students		0