Tiered Economic Opportunity

Meeting Minutes

General Information

Team	Tiered Economic Opportunity
Title	Team 3 Tiered Economic Opportunity Meeting
Date	10/15/19
Time	3:30 PM
Location	No location specified

Attendance
34 % attendance over last 12 months

In Attendance	Lifetime	Past 12 Months
Matt Wells	1/1	100 %
Mountain Desert Economic Partnership		
Kendle Crowell	1/1	100 %
Test Org, Mountain Desert Economic Partnership		
Steve Muir	1/1	100 %
General Atomics Aeronautical Systems		
Sheila Marie Thornton	1/1	100 %
OneFuture Coachella Valley		
Kim McNulty	1/1	100 %
OneFuture Coachella Valley		
Clayton Moore	1/1	100 %
Victor Elementary School District		
Susan Drake	1/1	100 %
San Bernardino County		
Ryan Holman	1/1	100 %
Snowline Joint Unified School District		
Jeffrey Dunagan	1/1	100 %
General Atomics Aeronautical Systems		

Not in Attendance	Lifetime	Past 12 Months
Alan Braggins	0/1	0 %
Chaffey College		
Stephani Swann	0/1	0 %

Not in Attendance	Lifetime	Past 12 Months
General Atomics Aeronautical Systems		
Steve Tyrrell	0/1	0 %
High Desert Manufacturers		
Steve Muir	0/1	0 %
General Atomics Aeronautical Systems		
Mark Creffield	0/1	0 %
Victor Valley Chamber of Commerce		
Jan Gonzales	0/1	0 %
Victor Elementary School District		
Heather Griggs	0/1	0 %
Oro Grande School District		
Dave Hyatt	0/1	0 %
General Atomics Aeronautical Systems		
Jesse Najera	0/1	0 %
Silver Valley Unified School District		
Niccole Petersen	0/1	0 %
Hesperia Unified School District		
Carl Thomas	0/1	0 %
Hesperia Chamber of Commerce, Adelanto Chamber of Commerce		
Luis Mota	0/1	0 %
General Atomics Aeronautical Systems		
Ross Swearingen	0/1	0 %
Helendale School District		
David Ashley	0/1	0 %
General Atomics Aeronautical Systems		
Stephanie Amato	0/1	0 %
Learn Life Charter Schools		
Carol Thomas-Keefer	0/1	0 %
Frank Castanos	0/1	0 %
Victor Valley College		

Agenda Outline

Title	Owner(s)	Due Date	Status
Welcome and Introductions null		3/15/19	New

Called to order at 3:42 p.m.
Welcome and round robin intros.
Matt shared about the HD Opp. Summit on October 24th. There will be an MDEP booth and MDEP panel. 500+ attendees, much participation from industry in the area. Cathy Abbott set up the panel with Eva Bagg, Frank, anita Tuckerman from Stirling Development to discuss SCLA Training Center, Team 2 rep will be Dave Olney, and

Title	Owner(s)	Due Date	Status

Team 3 will be represented by Supervisor Lovingood (and Frank if he is able to add his input). Matt is still hoping for Jeff to be able to join the panel for Team 3. We need volunteers to cover the MDEP booth who can speak to MDEP and help Matt and Kendle.

Matt shared about the momentum with WDD and how they want to include data specifically for the High Desert region, which is exciting. They want to align with MDEO efforts and acknowledge the work being done and the economic landscape of the region. They will be holding a forum with local industry to gather information on data points specific to efforts being conducted within MDEP and MDCP (job openings, gaps, needs, etc.). It will be beneficial for some of our MDEP team members to sit on that employer forum because they want feedback directly from industry.

Title	Owner(s)	Due Date	Status
Manufacturing &	Alan Braggins, Steve Muir	4/8/19	New

Steve, Jeff, and Alan Braggins worked on getting the survey down to just the hard skills that they would like business partners to weigh in on as far as what should be part of a mechatronics academy curriculum. Alan set up a Google survey link which will be shared out with WDD and Susan from Supervisor's office. The new survey should be able to be completed within an hour or less. The hope is for more to participate since the questions are more direct and the response mechanism is now easier.

Steve recommended that operational and hiring managers, recruiters, etc. be the ones to take the survey. Anyone who knows what to look for in a skilled worker. They would like Susan and Kendle to push the survey out as much as possible to a wider audience.

Who do we want to make sure we absolutely get a response from? Steve feels the wider the better - as many responses as we can get, the better. Now that it is in a Googe survey and responses are compiled and tracked automatically, it should be much easier on the backend.

It may be a good idea to work with Alan to create the survey in a different platform because some people can't access Google.

Deadline to complete the surveys should be mid-December.

The survey will feed currciculum development.

Title	Owner(s)	Due Date	Status
Map Existing K16 CTE	Kendle Crowell, Matt Wells,	8/12/19	New

Matt and Kendle have mapped out the pathways within our 9 districts and we have Excelsior and will get the info for AAE.

Next Steps:

Find Elementary pathways related to Mechatronics.

Find a list of pathway sequences from the CCs that coincide with the HS programs and are related to Mechatronics. For VVC, contact Peter M. Karen Kane for Barstow CC?

Title	Owner(s)	Due Date	Status
Mechatronics Academy	null	10/15/19	New

Steve and Ryan have discussed the need to put together the players that have existing programs and start talking about what the design of a career academy really looks like. How can we meet the A-G reqs and incorporate all the skills outlined through the survey.

We need to form a subcommmittee of education partners to show what programs already exist, how to build a curriculum, and what does the launch of a career academy look like (timing, Board approval, etc.)

Ryan and the Principal of Serrano HS both agreed that implementing a curriculum will not be hard once they receive the green light from industry that the currciulum is valid and verified by them.

There should be a regional approach to a level of ubiquity that should be found accross all pathways. Adding a new pathway is a long term endeavour, but we can build off existing things and get students engaged and aware about the different career opportunities that exist.

Matt mentioned conducting a Mechatronics related symposium for students like what was done in Behavioral Health. Many things are being done in cylos so conducting those kinds of events helps bring out other entities who are doing some of the same work.

Steve Curry spoke on what they focus on: hands on engineering and STEM for middle school and high school students. They hold camps, which is their main focus to expose students, but they also work work with charters and mentor students. They are also working on a pipeline for elementary students.

AAE advised that changing the curriculum in existing pathways would be a great start and not difficuly. They are already focused on STEM, STEAM, work based learning and are in a unique position because they have been on the trajectory of doing things differently for a long time. They have AV Center for Innovation and a long standing partnership with NASA, so they are happy to continue to look at learning a different way. They certainly want to be at the table for a mechatronics academy.

Adelanto is in 2nd year of CTE pathways. They have been in talks with GA and some other established

Title	Owner(s)	Due Date	Status

businesses to determine what can they do to help design their programs to ensure they are relevant to the needs of the community. Most of ther courses somewhat related to Mechatronics are in AME and ICT, they do have industrial technology class.

Victor Elem closest they have to a Mechatronics pathway would be Robotics.

As we build a curriculum it is important to market it to the students correctly since many students flock to the classes that seem like fun, but arent supported by a deman in careers. Once they are aware of what it is and giving them hands on experience, they will be more excited about Mechatronics.

How do we capture the amount of jobs or career opportunities that this aligns to? How do we tell the story that this is in demand? Steve responded that hopefully the work being done with WDD and their data collection efforts will better tell that story. Currently, there is no data set that exists which accurately portrays the need of employees in this field. Sheila asked what is the counting of data going to look like? There needs to be a plan on how to count the amount of jobs that are currently open that require the Mechatronics skill set. What is the grain of the workforce? Expansion desire?

Jeff shared there is a report that BOEING recently released that's very specific to aviation that talks about the silver wave and shortage of technicians and the like that may be helpful. In the past, Jeff reached out to GA's HR department and they were able to go to an outside agency to pull reports on staffing, but it wasn't specific to only the HD. The problem that he saw with the reports was that it was histrical rather than projections. We are looking at the shortage to come, so we need to look at the future of the workforce to accurately tell the story. Jeff will send links of the reports to Matt and Kendle.

We need to grind down some key data points with the players at the table now and use reports that already exist to paint the picture. We dont need super high level rational, but we need to show what the Mechatronics workforce looks like on a large scale and a small scale. We need to put attention to this pathway in our region. We are prioritizing this pathway because the growth of the industry indicates the need.

Ryan shared that Board members are the decision makers for the districts, so to articulate it in a way that clearly shows the need of industry very simply will encourage them to move on it quickly. How many students can benefit based on how many jobs exist? It really resonates with people that these large industry partners are hiring people from other states to fill their high paying jobs. Those jobs need to be filled by our students.

This group is doing both educational and economic development, so it is pretty cut and dry that we should be able to fill good paying local jobs with local workers.

NEXT STEPS:

- Form 2 subcommittees. 1) Education partners to determine how to develop the curriculum and 2) Building the rationale to support the academy.
- Subcommittee 1 - Education: Matt W., Matt C., Clayton, Frank, Ryan. At the meeting, they can: share the programs that already exist in K12 and CC levels and, what are the curriculums amongst those? What are the high level commonalities that speak to what Mechatronics looks like in the classroom? What are some short term wins that could be accomplished asap, like Dual Enrollment for existing courses? What would the ideal Academy look like? Explore internship and Cooperative Ed opportunities for students.
- Subcommittee 2 - Building the rationale to support the academy (build the case with a story and data. What is the high level message based on and what are the key factors to take action?): Matt W., Susan, Jeff, Lillia. Sheila can provide a synthesized version like what they used. Goal is to have this completed by end of December.
- Matt and Kendle will find dates for those subcommittees to meet and send out.

Next Meeting Dates	null	5/13/19	New

Matt, Kim and Sheila will be gone in November, but it was decided to continue with that meeting date as a time to revise and refine the Tactical Plan because there is a lot of repetition and it needs to be simplified and also modified to encompass the Mechatronics pathway as a pilot.

Matt and Kendle will conduct status updates between now and the next meeting on December 17th.

Frank shared that the High Desert Manufacturing Council will be meeting for the first time in a year on December 18th. Matt and Kendle have already reserved 30 minutes at that meeting for advisory purposes so we can certainly include an MDEP update and discuss the Mechatronics efforts with the captive audience there and encourage that group to participate by taking the skill set survey, etc.

Track Progress To-Date	null	10/15/19	New

Matt and Steve shared about the MDEP presentation given at Barstow CC at their Advisory and Mixer. Some standouts were the BNSF relationship with Barstow and the ease of that relationship and program. Frank commented that we can learn from that relationship and implement those things at the other College

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 business landscape: Employers, career, and skills needs.	1 - Tactical Planning	Build strong reciprocal 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.		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 about what we expect for program expansion)		15
Identify and define local	1 - Tactical Planning	Consistent region-wide		10

Tactic	Team Phase	Outcome/Output	Metric	%
business landscape: Employers, career, and skills needs.		system (PD) for all K-14 educators to know and understand career pathway maps		
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)		10

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: 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	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	1 - Tactical Planning	A structure of checkpoints on pathway progress is available to all partners K-	0

skills needs.		16	

Tactic	Team Phase	Outcome/Output	Metric
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