Tiered Economic Opportunity

Meeting Minutes

General Information	
Team	Tiered Economic Opportunity
Title	Team 3 - Tiered Economic Opportunity
Date	12/17/19
Time	3:30 PM
Location	No location specified

Attendance
37 % attendance over last 12 months

In Attendance	Lifetime	Past 12 Months
Matt Wells	2/2	100 %
Mountain Desert Economic Partnership		
Kendle Crowell	2/2	100 %
Test Org, Mountain Desert Economic Partnership		
Steve Muir	2/2	100 %
General Atomics Aeronautical Systems		
Sheila Marie Thornton	2/2	100 %
OneFuture Coachella Valley		
Kim McNulty	2/2	100 %
OneFuture Coachella Valley		
Clayton Moore	2/2	100 %
Victor Elementary School District		
Susan Drake	2/2	100 %
San Bernardino County		
Frank Castanos	1/2	50 %
Victor Valley College		
Ryan Holman	2/2	100 %
Snowline Joint Unified School District		
Jeffrey Dunagan	2/2	100 %
General Atomics Aeronautical Systems		
Lilia Aguirre	1/2	50 %
Victor Valley College		
Chico Garza	1/2	50 %

In Attendance	Lifetime	Past 12 Months
Stacy Jones	-	-
Chad Brooks	-	-

Not in Attendance	Lifetime	Past 12 Months
Alan Braggins	0/2	0 %
Chaffey College		
Stephani Swann	0/2	0 %
General Atomics Aeronautical Systems		
Steve Tyrrell	0/2	0 %
High Desert Manufacturers		
Steve Muir	0/2	0 %
General Atomics Aeronautical Systems		
Mark Creffield	0/2	0 %
Victor Valley Chamber of Commerce		
Jan Gonzales	0/2	0 %
Victor Elementary School District		
Heather Griggs	0/2	0 %
Oro Grande School District		
Dave Hyatt	0/2	0 %
General Atomics Aeronautical Systems		
Jesse Najera	0/2	0 %
Silver Valley Unified School District		
Niccole Petersen	0/2	0 %
Hesperia Unified School District		
Carl Thomas	0/2	0 %
Hesperia Chamber of Commerce, Adelanto Chamber of Commerce		
Luis Mota	0/2	0 %
General Atomics Aeronautical Systems		
Ross Swearingen	0/2	0 %
Helendale School District		
David Ashley	0/2	0 %
General Atomics Aeronautical Systems		
Stephanie Amato	0/2	0 %
Learn Life Charter Schools		
Carol Thomas-Keefer	0/2	0 %
Sarina Muhammad	0/2	0 %
Goodwill Southern California		
Willie Jones	0/2	0 %
Snowline Joint Unified School District		

Not in Attendance	Lifetime	Past 12 Months
Jahn Malana	0/2	0 %
Adelanto Elementary School District		
Matthew Cabe	0/2	0 %
Lewis Center for Educational Research		
Lisa Lamb	0/2	0 %
Lewis Center for Educational Research		

Agenda Outline

Title	Owner(s)	Due Date	Status
Welcome and Introductions	null	3/15/19	New
Welcome and round robins Thanked everyone			
Revise and Update Tactical	null	12/17/19	New
Mechatronics Survey	null	11/19/19	New
Will continue to distribute Mechatronics survey, starting with Manufacturers Council Meeting on December 18th.			
Justification for	null	11/19/19	New

Jeff discussed the justification for the Mechatronics pathway, which he wrote as a way to sell the work. It is a living document and he welcomes feedback from the group. The idea is that it would be something an educator would read as a part of justificiation to include a Mehctaornics pathway and why it is a viable career pathway that should be adopted or improved upon.

Jeff reviewed the elevator speech and justification. National avg salary and the demand for jobs/labor shortage in the nation is something he included in the document. He included what a mechatronics program would do and the skills that would be taught to students.

The group thanked Jeff for his work and all agreed it was extremely valuable and well written. Sheila suggested listing something that gives the option for college or career, rather than indicate that a student's path could be cut short if they planned to go into college. Frank suggesested adding what the path looks like that already exist and listing that in the justification portion. Frank and Hamid would also like to see a regional emphasis on the job needs of the High Desert specifically and what industry partners already exist that would pull from students in this type of program. Pick the top 8 employers and list how many positions they have. Matt would like to see the survey results influence the data in the packet, as well. He added that we already have 17 industry sector pathways at the HS levels that tie into Mechatronics, so combining that with the survey results would paint the picture for the need. Matt added that we should capture some of the job titles being used locally that relate to this field since educators/students arent always aware of what their classest tie to. Steve and Jeff commented that the job title of Automation Technician or something broad that represents the skill set is something we need to narrow down so there is less confusion on behalf of students and educators.

Sheila commented that speaking to systems, this document is a great model to hone in on. This is the first step to determine the landscape, the scenario and this is the template for how to do it in future years as we expand to other industry sectors.

Matt commented on how impressive it is to have an industry partner create a proposition like this.

Steve added that although Jeff wrote the document, it is up to the group to add any input moving forward and get additional perspectives. This should be coming from Team 3, not General Atomics. Since it was written from industry prospective, an education perspective could be useful.

Ryan asked what the outcomes should be for this document moving forward. The document will be shared with the group for feedback and brought back to the next meeting. The final product could be handed off to a graphic designer to be turned into a marketing tool for this team.

Amazon Mechatronics Apprenticeship was brought forward, which should be good validation that we are on the right track.

Title	Owner(s)	Due Date	Status

Discussion about the existing courses, certificates and degrees in Mechatronics at VVC, some of which will be implemented in Fall once the HD Training Center is operational. The thought is to have a catalog of the existing pathways through the CC level that can be shared to support the Mechatronics Academy, once its in place. How can we inform the academy model based on the survey results and what already exists.

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

Discussion about the need of marketing materials that outline existing pathways at the high school level to encourage studens. VVC is open to Dual Enrollment clases within this industry sector that could continue their education.

Steve clarified that the goal of this is to implement a Mechatronics academy at the middle/high school level to ensure students in that academy come out with the skills necessary for employment after graduation. Those students could also pursue higher education at the CC level - a student could take a year's worth of classes at the College and get an Associate's Degree in Mechatronics. Starting off small as a pilot will lead to deployment across the high desert region. All students should have the opportunity to participate in the academy because the need exists. Thwe oportunity is ti create a career academy, not just in Mechantronics, but to look at it holistically so that general ed classes will phave technical terminology and skills imbedded and dual enrollment opportunities are growing and flourishing.

We have the labor market data from the industry standpoint, so now we have to find the entry points in the education space and the partners who are willing to build a pilot at their schools. It is unclear what entry points exist for students so that handoff is something that needs to be improved upon.

Discussion about the need for more industry partners to be at this table. The Manufacturers Council exists for the purpose of serving as an advisory committee, but and the need for when other industry parrnters hear about the work being done to actually build a curriculum

The subcommittee needs to begin to meet with the initiative of putting together a curriculum so we can validate it and launch something. The subcommittee consists of: Ryan, Chad, Matt, Kendle, Frank. Proposed date of January 8th at 10:00 a.m.

Frank asked about which of the high schools with pathways related to Mechatronics have the facilities and equipment needed to dual enroll with the College and be able to house an academy course. Steve noted that he doesn't feel all the high schools need to be prepared at this point, we need a small group first and we also need to know the kinds of jobs that our industry partners have that could count as entry level and to which the majority of HS students could be prepared for. If we offer something at the HSs that can give students the opportunity for a job right away and they can earn x number of credits towards the VVC degree or cert.

Frank asked if they could create a level 50 course at the College to pique the interest of students and if some of the math, english, and other general ed classes could incorporate more technical skills and language that would tie into this initiative. Hamid agreed that shouldn't be a problem. Steve asked if that would satisfy the requirement to mark as a completed college course - Hamid responded that doing it under the CCAP unbrella would be a win win situation - the high schools and Colleges would not be impacted and transcriots will allow them to continue on that path. Hamid continued that dual enrollment is something that we could start as a pathway at the HS and ending at the CC level andif the interest is there, it could be implemented now. The framework already exists with dual enrollment and articulation so we need to look at what's already out there and see if we can modify to meet the task at hand.

Apple Valley, Granite Hills, and Hesperia already have existing programs, so we should invite representatives from those programs that are already robust to the table. The group agreed that teachers who are familiar with the curriculum and are champions of the programs at their schools should be there. Administrators should also be included because they can open the doors to make this happen and need to be on board with changes. Hamid or Khalid from VVC would be good subject matter experts for this discussion, as well.

Steve indicated that if there is a pocket of excellence that already exists, we don't want to mess with that. We want to take what they're doing and the passion they have and give them substance to take their programs to the next level and then duplicate that.

Clarification between dual enrollment versus articulation. The ultimate goal is to map everything to dual enrollment but even if they arent tied into that but the students meet the goal of proficiency in the Mechatronics skills to get a job.

Frank advoctating for short bootcamp as a kick off this summer to get something tangible going. Matt continued that as we do this research we may find we dont need a bootcamp because some of the skills are alredy being taught at existing programs that could just be bolstered.

Discussion about Made in the High Desert event on February 20th, which we could plan to incorporate MDEP in somehow

Title	Owner(s)	Due Date	Status
Map Existing K16 CTE	Kendle Crowell, Matt Wells,	8/12/19	New
Manufacturing &	Alan Braggins, Steve Muir	4/8/19	New
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 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		15

Tactic	Team Phase	Outcome/Output	Metric	%
		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)		
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 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	1 - Tactical Planning	Establish number of local		0

Tactic	Team Phase	Outcome/Output	Metric	%
business landscape: Employers, career, and skills needs.		students currently employed.		
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,		0

Tactic	Team Phase	Outcome/Output	Metric
		elected reps, community at large)	
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