Tiered Economic Opportunity

Meeting Minutes

General Information	
Team	Tiered Economic Opportunity
Title	MDEP Team 3 Mtg
Date	2/18/20
Time	3:30 PM
Location	No location specified

Attendance
38 % attendance over last 12 months

In Attendance	Lifetime	Past 12 Months
Matt Wells	4/4	100 %
Mountain Desert Economic Partnership		
Kendle Crowell	4/4	100 %
Test Org, Mountain Desert Economic Partnership		
Sheila Marie Thornton	4/4	100 %
OneFuture Coachella Valley		
Kim McNulty	4/4	100 %
OneFuture Coachella Valley		
Susan Drake	3/4	75 %
San Bernardino County		
Frank Castanos	3/4	75 %
Victor Valley College		
Ryan Holman	4/4	100 %
Snowline Joint Unified School District		
Jeffrey Dunagan	4/4	100 %
General Atomics Aeronautical Systems		
Lilia Aguirre	2/4	50 %
Victor Valley College		
Willie Jones	2/4	50 %
Snowline Joint Unified School District		
Jahn Malana	2/4	50 %
Adelanto Elementary School District		
Andy Page	1/4	25 %
San Bernardino County Superintendent of Schools, Regional Occupational Program		

In Attendance	Lifetime	Past 12 Months
Stacey Dunagan	-	-
Alaska USA		
Ursula Montgomery	-	-
Alaska USA		
Lisa Kiplinger-Kennedy	1/4	25 %
Victor Valley College		
Theresa Villalobos	-	-
Alaska USA		
Natasha Kole	-	-
Alaska USA		
Heather Barber	-	-
Alaska USA		
Roland Pivapil	-	-
Alaska USA		
James Steele	-	-

Not in Attendance	Lifetime	Past 12 Months
Alan Braggins	0/4	0 %
Chaffey College		
Steve Muir	2/4	50 %
General Atomics Aeronautical Systems		
Clayton Moore	2/4	50 %
Victor Elementary School District		
Stephani Swann	0/4	0 %
General Atomics Aeronautical Systems		
Steve Tyrrell	0/4	0 %
High Desert Manufacturers		
Steve Muir	0/4	0 %
General Atomics Aeronautical Systems		
Mark Creffield	0/4	0 %
Victor Valley Chamber of Commerce		
Jan Gonzales	0/4	0 %
Victor Elementary School District		
Heather Griggs	0/4	0 %
Oro Grande School District		
Dave Hyatt	0/4	0 %
General Atomics Aeronautical Systems		
Jesse Najera	0/4	0 %
Silver Valley Unified School District		

Not in Attendance	Lifetime	Past 12 Months
Niccole Petersen	0/4	0 %
Hesperia Unified School District		
Carl Thomas	0/4	0 %
Hesperia Chamber of Commerce, Adelanto Chamber of Commerce		
Luis Mota	0/4	0 %
General Atomics Aeronautical Systems		
Ross Swearingen	0/4	0 %
Helendale School District		
David Ashley	0/4	0 %
General Atomics Aeronautical Systems		
Stephanie Amato	0/4	0 %
Learn Life Charter Schools		
Carol Thomas-Keefer	0/4	0 %
Sarina Muhammad	1/4	25 %
Goodwill Southern California		
Matthew Cabe	0/4	0 %
Lewis Center for Educational Research		
Lisa Lamb	0/4	0 %
Lewis Center for Educational Research		

Agenda Outline

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

Meeting was called to order at 3:36 p.m.
Welcome and round robin intros conducted.
Matt gave a recap of the other two teams. Matt announced that Steve Muir had to step down as Co-Chair for Team 3, but Jeff Dunagan will take over in that role. Ryan and Jeff gave an overview of Team 3 and the work being done to build a direct pathway and pipeline related to Mechatronics and using that as a pilot for other industry sectors in the furture. The vision is a career academy with a focus on skill trade type jobs.
Last summer, we built a mechatronics survey for industry to determine the skillsets/competencies necessary to work in those kinds of jobs, which was completed by multiple partners. The same survey was also sent to educators to see which of those skills are already being taught in classes with any relation to the Mechatronics arena. It was discovered at the last subcommittee meeting that we didn't clarify what skill sets were necessary for entry level positions. The goal is to develop a program for entry level positions, not seasoned in the career, so that is a critical peice for industry to understand when taking the survey. The content was revised and resent to all industry partners to complete again. We will bring back the results to the next meeting.

| Recap Last Subcommittee | null | 2/18/20 | New |

Ryan noted that the curriculum development work is not far off; once we get an accurate depiction of what industry needs for entry level employees, educators can use that to implement the skills needed in their existing curriculum, most llikely in the next school year (2020-21). Once educators know the marks they need to hit, they can make adjustements quickly and start implementing in their classrooms. It will be more contectualized to our local needs. That will allow the pipeline to be more direct to the employers who can hire qualified students now. Jeff added that making the adjustment to include skills needed for entry level positions will be very helpful to

Title	Owner(s)	Due Date	Status

General Atomics in their hiring process and in informing districts of the levels that students need to be at in order to be succesful with them and other employers. There are so many different careers related to Mechatronics, there is a huge demand for the skillset, which will be important for our region's students and the quality of the workforce and the economy.

Ryan added that the diversity of industry partnerships is important in providing more student opportunities, which is at the focus of the MDCP's work and will bleed into the efforts of this team and getting employers to understand the importance of building these pipelines and working directly with school districts.

Matt discussed the State of the County Address, in which there was discussion about the expasion coming to the High Desert and the opportunities that exist here and in the region, which shows that we are doing the right work.

Title	Owner(s)	Due Date	Status
Revise and Update Tactical	null	12/17/19	New

The group reviewed the tactical plan and worked together to condense and revise the verbiage.

Jeff stated that this tactical plan needs to be simplified and it needs to be something that industry partners can look at and understand so that we can get more buy-in and show new partners ways they can support this work, ways they can partner with educators, etc. Sheila added that the tactical plan is an internal/MDEP communal document, but once this group determines how to acheive the baselines we indicated as a group, how they can be executed and measured, etc. then that is when we need to determine how to advertise this to new industry partners. Kim added that the simplified summary that Jeff shared is what needs to be packaged and used in the approach with new industry partners.

In relation to the GA roasdshow and things like P2S and Made in the HD, we need to determine where students go from there. What are the avenues to get into the jobs that students are being exposed to and are excited about?

Susan commented that we need to determine how students find jobs in the area. There is a disconnect, even for large employers like GA. She suggested leveraging existing agencies that already match employers with job seekers and help them learn with us to understand the "hidden jobs" in the area and how people can obtain those.

The group determined that we need to continue on the Mechatronics path, but it would be a good idea to start working on another industry pathway.

We also need to focus on a succinct way to make sure counselors and educators are up to date on existing pathways and local options that exist - the handoff is very important. We have information directly from employers dictating what they need from our students, so there has to be those relationships between school staff, community colleges and industry partners in order to effectively relay the correct infomation and guidance to students.

We have a template with what GA has done in arranging the soft skills workshops and roadshows with the high schools and we can use that to develop a seemless handoff in other areas and with other industry partners. Part of that work will be gaining an understanding of the multiple touchpoints and being deliberate about that being the roadmap to the job. We must build those processes first (mostly complete), fill in gaps, formalize it, and then share with the education hierarchy. CTE Coordinators will likey be points of contact, but Counselors are a large piece of the puzzle. Jeff added that it is all abuot the relationships built between industry and school districts/schools. Having the face time with CTE teachers, counselors, etc. has been the best way to accomplish GA's goals. Building the right relationships and bringing along others to model the relationsips will just strengthen that ecosystem and handoff. Matt continued that showing the partnerships between industries and not doing it in a competitive way is a huge part of that; modeling a total regional workforce approach - every student should have an opportunity. Industries in this region recoginize that we are all in this together - partnering is the way to win in a sense of all students gaining opportunity and all industry gaining the qaulity workforce they need.

Rowland asked what the easiest way will be for MDEP provide a centralized, consistent platform to expose educators and sudents to the job openings that exist and otherevents they can take part in (roadshow, essential skills training, P2S, etc.). He suggested a website, app, or something like that just to keep the buzz alive amongst students so they understand how many jobs exist and make it convenient for employers, making MDEP the hub for that marketplace.

Jahn added that she would also like a place of networking between CTE Coordinators/administration, including what CTE courses are marketable, what jobs exist in the region to support those courses, how to ensure alignment through grade levels, opportunities for CTE students, etc.

Sheila suggested that the group think about what is keeping people at the MDEP table. We need to start documenting those results and using that to expand to different outlets.

Title	Owner(s)	Due Date	Status
Tasking Out Work	null	6/13/19	New

Ryan suggested forming a subcommittee surrounding the handoff piece discussed, determining what is already being done, and how to use those things as models and how to build out further. GA, for example, has had a lot of success in this area, so how can we bottle that up to share with new partners in a succinct, itemized way?
The first task can be to build 5 simple steps (for example): Build relationships, approach CTE Coordinators, etc.
The template of the Mechatronics academy can be used as what we build out to future.
This work will elevate the work from both other teams and accross industry sectors. Figure out how this model can be applied to other pathways and pull up and reinforce that curriculum. All of the Essential Skills will be advancing this effort, as well.
Subcommittee meetings were scheduled for the continuation of Mechatronics curriculum work (education subcomittee) and the Handoff Subcommittee on Tuesday, March 3rd from 12-2. Location TBD.

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		15

Tactic	Team Phase	Outcome/Output	Metric	%
		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)		
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 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		0

		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	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