



**Mountain Desert Economic Partnership**  
Regional Education and Economic Development

**Team 4 Meeting Minutes**  
**May 19, 2020**  
**1:30 p.m. - 3:00 p.m.**

<b>In Attendance:</b>	
Tom Hoegerman, Grey Sage Custom Leather, Co-Chair	Elizabeth Hulsey, Goodwill Southern CA
Jeff Dunagan, General Atomics	Laurie Marsden, Supervisor Lovingood's Office
Matt Wells, MDCP JPA	Lilia Aguirre, Victor Valley College
Kendle Crowell, MDCP JPA	Veronica Hill, Supervisor Lovingood's Office
Dave Ashley, General Atomics	Christina Behringer, Snowline JUSD
Carol Tsushima, SBCSS Alliance for Education	Denise Pasley, Barstow CC
Andy Page, MDCP JPA	Larry McLaughlin, IEDRC
Sheila Thornton, One Future Coachella Valley	Jessica Bails, PG&E
Kim McNulty, One Future Coachella Valley	Israel Riley, Goodwill Southern CA
Carrie O'Neal, Barstow USD	Crystal Nasio, Barstow CC
Lisa Kiplinger-Kennedy, Victor Valley College	Kellie Williams, Snowline JUSD
Elena Rivera, Barstow Adult Ed.	Janeth Tran, SB County WDD

<b>Next Steps/Tasks:</b>	
1) Develop a spreadsheet of employers in the region who we want to endorse or affirm the Essential Skills booklet.	Matt, Kendle
2) MDCP will discuss the Essential Skills list with CTE Coordinators to determine the steps to distribute to HS teachers and students.	Matt
3) Disseminate Essential Skills Booklet far and wide	Matt, Kendle, Veronica, Elena, Lilia

**1. Welcome and Introductions**

**2. MDEP Current Culture - Subcommittees Galore**

Since the April meeting, we have had 5-7 subcommittees a week.

Team 1 update:

- Organizing an Innovation Kickoff event on May 27th to develop the ecosystem for the virtual startup lab and development of the actual Innovation Incubation Center.

Team 2 update:

- The presentation has been refined and is almost ready to be put into a presentation form that a team could take to a four year university to show what we can offer them and how they can fill the education gap for us.

Team 3 update:

- Developing Mechatronics curriculum and alignment between what is being taught currently in HS and CC and what skills industry needs that can be added to existing curriculum.
- Developing a webinar series for Mechatronics that will feature industry partners from our region who work in this space. The series will be developed over the summer for deployment to students in the Fall. This will help to show students what Mechatronics careers look like. We can incorporate a tour of the HD Training Center at SCLA as a part of the series.

Team 4 update:

- Essential Skills buckets and descriptors were refined.
- A booklet was created and will be deployed based on the recommendations of the team today.
  - The initial target audience for the booklet are the graduating seniors.
  - Many companies endorsed the booklet and are excited to learn how to incorporate the MDEP skills in the workplace.

### **3. *Essential Skills Booklet and Industry Endorsements***

Tom updated the team with what has transpired over the last couple weeks:

- The presentation booklet is very professional and Tom is excited to share it out.
  - Matt has shared with MDCP Superintendents and CTE Coordinators to distribute to teachers.
  - It was really well received by industry partners who reviewed and endorsed this.
  - Next step is getting it out to students who are graduating. We can't do much more with education right now because the Superintendents are under too much stress and other deadlines, but we can develop next steps at this meeting and revisit that later.
- a. Explore Subset Work of Essential Skills (For example, building a set of expectations for student workers, interns, etc. to hold them accountable).
- Work to be done: how should employers treat interns (HS and CC) to give them a true sense of what a career in that field is like, not treating them with kid gloves?
- b. Working with industry partners on deployment of the Essential Skills
- Need to build a list of community organizations, colleges, workforce agencies to disperse the Essential Skills out to.
  - Whose logos do we want on the presentation? What is the process for who makes the cut?
    - Jeff felt like the more the better because it lends credence to the document. Israel added that showing more companies gives hope to students or future employees who may be looking for employment.
    - It could become potential advertising to cover costs in the future, but Tom suggested for now to focus on the biggest employers who may be hiring students
  - How do we get this in front of the right people? Who do we send this out to next?
    - Chambers of Commerce should get it and send it to their member lists. That would hit the core business owners right away.
    - Virtual roadshow with some of the service clubs (rotary club, etc.) it is a potential speaking opportunity to advertise what MDEP is and show this as one of the products of the work being done.
    - Get it in the hands of economic development agencies.

- Marketing through social media at the Colleges and HS districts.
- Counselors and job placement specialists at the Colleges. Lilia offered to share it internally with the job recruitment specialists at VVC who can then turn around and share with their students.
- Make sure CC faculty see it to get familiar with the content so they can pass it to their students online
- At Barstow CC, they are developing curriculum programmatically to incorporate these skills in their classes
- Dave Ashley suggested that getting these out to businesses is also critical because they have high level employees that also need these skills.
- Matt asked Jessica from PG&E about how to go about doing what her company did to incorporate the Essential Skills in other company's workforce development programs. Jessica responded:
  - There should be a layout on what the pain points are for a company and showing them the cost savings of training up their own local workforce.
    - There are costs associated with bringing in employees from outside the area. Giving training and certification (covering hard and soft skills) to entry level people and young adults who live locally and need employment, will boost the local economy and build a consistent pipeline of workers with the skills needed to retain a position. Training within and providing these skills off the bat reduces the cost of contractors to recruit and pre-screen employees from outside the program. It also encourages local growth in the community, which is a win-win for businesses to understand.
  - Partner and Collaborate with education institutions to understand how best to get this across to incumbent or new employees.
- Defining a set of flexible foundational skills specific to industry sectors is one of our next outputs in the tactical plan, so it is something this team needs to be ready to tackle soon.
- We've developed a blueprint for expanding this work into specific industry sectors
  - The Mechatronics work that Team 3 is doing fits in with this task. That team is looking at foundational skill sets and how to attain a locally trained workforce.

4. Walk Through of Tactical Plans for Next Steps and Tracking Progress:

- Produce a defined set of flexible foundational skills - still need input from industry partners. 15%
- Integrate Design Thinking process into all levels of education to impart skills onto students. 0%
  - This goes along with work in Team 1 Innovation Center and Team 3 Mechatronics Curriculum
- Define common marketing message to share. 25-30%
- Leverage existing community outreach activities to advance this. 90%-100%
  - We are welcome to utilize Supervisor Lovingood's eblasts to advocate this work, which reaches a huge audience.
  - We have a critical cross section of partners that have been advancing this work and are actively communicating it with others.
- Define key components of successful local models (GA Apprenticeship, intentional outreach campaign, etc.) and deploy this to others. 10%
  - Need to develop Best practices and a template of what exists now and how to engage others These are the key components to replicate for the region.
  - Somewhat parallel to the work being done. We have built/are building key successful models (like webchat series for Mechatronics, program PG&E is doing, etc.)
- Top foundational skills are identified by 1 of 3 sectors 33%

- We will add to the number of sectors in a different stage to include the top industry sectors in our region (Retail, Medical, Logistics, Manufacturing etc.)
- Identify Design Thinking Process
  - Parallel with Team 1's work on the Innovation Center
- Develop Curriculum for K16 that meets the outcomes of our Essential Skills list
  - Goodwill already has a curriculum with the same skill sets, but different verbiage.
  - Barstow is developing a curriculum to encompass these skills for credit and non credit courses for the Fall. They will be taking the objectives from the booklet we developed, developing learning outcomes for each course, and transferring it to a curriculum form, submitting for local approval, then sending it to the Chancellor's Office for their approval. Their goal is to be able to offer non credit courses at the adult school sooner. That means it will be free to the public, which provides an opportunity for companies to enlist their current employees. They are willing and able to work with businesses to determine how to speak to different types of industry.
    - We need a place where this group can align the different formats and models for how to teach essential skills. We have affirmation that these are the essential skills for our region, which will encourage business partners to align them in the workplace and seek training elsewhere, like at the CC.
  - Matt asked if it would be valuable to come up with a list of curriculums K16 are already using as a repository to get to the outcomes?
    - Tom thinks the word "develop" is the wrong word to use here. There are a set of competencies - we need to be looking at the outcomes as an assessment to understand if the students are reaching the agreed upon set of skills. Is there a certificate option that we can use to track this progress?
    - Wording needs to be changed to "Embed, align, or develop essential skills" with new or existing curriculum. It will be done, or is already being done, differently across different agencies.
    - Goodwill noted that the essential skills they are teaching should be helping their students gain employment, so that is a data point they can use to gauge if the curriculum they are using is working - how many are gaining employment. Certificate options are always valid and hold weight.
    - Different entities offer certificates that cover many of the same skill sets as in our MDEP booklet. Would it be beneficial if we compiled a list of those certificate options and run it by employers to see which ones meet their muster and which ones will hold weight when hiring entry level employees?
    - Showing the consistency across the board is so powerful for industry partners to see.

#### Final Comments:

- We came together because we wanted to build a thriving economy by aligning existing resources - education and career advancement - for students and filling the job need in the region. We have identified a real time, current set of essential skills for our region that are affirmed, regardless of what system they connect to, and everyone believes they will build our local economy. They can be deployed and aligned wherever possible, by communicating that we have a large percent of employers who affirmed these - these are ubiquitous for our region! The age old issue is what formula or construct to use that will demonstrate these skills - it will never be perfectly aligned, but what we have here is a solid model to start with.

#### Work to be done before next meeting:

- Matt and Kendle will come up with a spreadsheet of employers in the region who we want to endorse or affirm that we are on the right target. This will help us capture the percentage of

employers in the region and help us identify what industry partners are missing and who we need to reach out to.

- MDCP will discuss the Essential Skills list with CTE Coordinators to determine the steps to distribute to HS teachers and students.
- Consider a method to track what organizations are already doing to train employees on these soft skills. Develop a unified effort across industry for businesses to adopt or align, if interested (see notes about CC not for credit course offerings)

**4. MDEP Conclave**

*We need to meet in person for this event to be the most impactful. If we can't meet in person by the August 19th date, we will postpone.*

**5. Decision: MDEP Meeting Through Summer**

**6. Next Meeting: June 16, 2020**