



Mountain Desert Economic Partnership
Regional Education and Economic Development

Team 4 Meeting Minutes

June 16, 2020

1:30 p.m. - 3:00 p.m.

In Attendance:	
Matt Wells, MDCP JPA	Denise Pasley, BCC
Kendle Crowell, MDCP JPA	Lilia Aguirre, VVC
Andy Page, MDCP JPA	Elena Rivera, BCC
Sheila Thornton, One Future Coachella Valley	Steve Tyrrell, Mitsubishi Cement
Kim McNulty, One Future Coachella Valley	Larry McLaughlin, IEDRC
Tom Hoegerman, Retired Supt., Apple Valley USD	Carol Tsushima, Alliance for Education
Jeff Dunagan, General Atomics	Jessica Bails, PG&E
Janeth Tran, SB County Workforce Development	Laurie Marsden, SB County Supervisor Lovingood

Next Steps/Tasks:	
1) Establish industry sectors to target for commitment to embed the Essential Skills Matt will create a shared document for everyone on the team to add organizations, businesses and target groups that the Team will work with to adopt the Essential Skills.	Matt Wells
2) Touch base with Superintendents to see if we can get 3 willing participants to adopt. Matt will bring it up at the next MDCP Board meeting.	Matt Wells

1. Welcome and Introductions

Called to order at 1:34 p.m.

2. Recap of All Team's Work Since May Meeting

Team 1:

- Innovation Kickoff was held on May 27th
 - 60 plus attendees.
 - The presenters introduced the mission and vision of the Team and the to build an ecosystem of local innovators and entrepreneurs and to kick off a virtual startup lab.
- A secondary Innovation Dialogue was held on June 10th

- This was a continued conversation from May 27th to address questions from a post-event survey and to continue building the innovation and entrepreneurship ecosystem.
- More conversations will be held, with the next one taking place on July 1st, with a focus on Design Thinking.

Team 2:

- The value proposition presentation is nearing completion.
- Once final revisions are completed, the presentation will be printed and distributed to four year presidents and deans during meetings between them and a subgroup of Team 2, who will discuss the benefits of them bringing more degree options to our region. We have great, qualified students, they just need the opportunity.

Team 3:

- Jeff Dunagan conducted a roundtable discussion with 25 educators from high school and community college Auto and Welding programs.
 - The intent was to get feedback from the teachers on how to better incorporate Mechatronics skill sets from the survey previously issued into their current curriculum.
 - Many teachers felt the need to learn more about Mechatronics in order to appropriately convey the kinds of careers available to their students.
 - There was also discussion about the many transferable skills that are being taught that teachers and students need to be aware of. For example, in Auto, certain skills like changing oil in a vehicle translate into a career in Aviation or other sectors.
 - It was determined that a webchat series would be beneficial to both teachers and students, with teachers giving input on content they need to see and industry partners they are interested in working with.

3. Stakeholder Spotlight of the Month

Matt Wells introduced the idea of spotlighting an MDEP partner at every monthly meeting so the entire team can better understand the work everyone is doing at their “day job” and how that work intersects with MDEP. If we know more about what our partners do, we can partner with them in more meaningful, intentional ways.

4. Team 4: Essential Skills Update

a. Intersections Between Team 3 & Team 4

Jeff Dunagan and Tom Hoegerman discussed the intersections between Team 3 and Team 4 work surrounding the foundational skills outputs in the tactical plan:

- Team 3 work is a prototype of the foundational skills we are tasked with establishing in the next part of Team 4’s tactical plan. The focus has been on Mechatronics, but we can use that as a springboard for other industry sectors we want to tackle and replicate the model to develop sets of foundational skills that will further assist a student enter the world of work and maintain employment.
- Team 3 has been working on building a Mechatronics CTE pathway within the local education system. The pathway will have a lot of different subjects that fall under Mechatronics. The focus is on Mechatronics because General Atomics (GA) recognizes they cannot hire every grad from the HD, but they know there are a lot of other industries up here that would hire someone with a mechatronics skillset. There is much more opportunity than most people realized.
- The pathway is a design to benefit the entire region. Careers ranging from HVAC technicians to architectural engineers can benefit from a Mechatronics pathway, if implemented correctly.

- The team looked at hiring practices and determined that the essential skills from team 4 are in line with everything that GA looks for in an employee. Many are skilled trade jobs, grey collar positions, which means someone needs the ability to work with their brains and hands and be able to communicate what is going on in their work. There is a tremendous amount of crossover between the 2 teams at this point. How do we educate individuals in the classroom to engrain both sets of skills?
- There are jobs and certifications revolving around Mechatronics available right now. What are the skills that are common amongst these jobs? Some of the foundational skills can be understanding basics of electronics, understanding PLC structure, how to take measurements, etc. defined further by what the jobs are. The common overlaps there will identify what the foundational skills are.
- We already know what the jobs are and what some of the existing programs are from the work Team 3 has been doing, which makes it a likely candidate for the first industry sector to drill down on the foundational skills.
- They surveyed employers and teachers from K16 to drill down on the skill sets needed for *entry level* employment into a Mechatronics type career. We started extremely detailed using the Department of Labor skills for Mechatronics, but we decided to change course to avoid industry having to get so far into the weeds and instead, build upon what already exists in the CTE curriculum across the region. The teachers indicated what is currently being taught, what isn't being taught, and what they need professional development on.
- Certain schools will have certain programs, certain calibers of students, so when we talk about the Essential Skills, the caliber of student will already have a certain level of understanding. Each program will need to understand their students and what they need to be taught. Related to Mechatronics, there are a wide range of career opportunities, but for a student ready to go into a four year university, there are different skills that need to be addressed with that individual rather than the student who plans to go straight into a trade after HS. Whether you are college bound or trade bound, the Essential Skills are what you need to be successful.
- How do we go about our next steps? Someone suggested sending a survey for what outcomes we're looking for (MDCP CTE Coordinators can assist).
- At the outset of these conversations, there were HR or hiring professionals from industry at the table and they indicated that there is a lack of general knowledge that those companies exist and those skill sets are tied to jobs at those companies. We need to consider this as we work backwards with students to be able to envision where these skill sets will take them. We should follow up with that initiative to ensure there is an applied knowledge surrounding the intent of the foundational skills.
- We don't want to duplicate efforts of other teams. Where is there non duplicative work that this team can tackle?
 - The GA roadshow was discussed and how that has been a way to showcase that Essential Skills are just as important as the foundational, technical skills. Teaching the essential skills is only going to help the students know how to apply the foundational skills.
 - Jeff suggested for Team 4's focus to be on figuring out what the Essential Skills can do for the CTE programs in the area to develop the students and then Team 3 can focus on getting industry into the classroom and getting the exposure to what the Mechatronics pathway can lead to.
 - Team 4 owns the Essential Skills and we can get it out there. At this point we may need to review our team's intent moving forward to compliment Team 3's work, but not duplicate it.
 - Do we tackle another industry sector besides Mechatronics where we can do parallel work to what is being done in Team 3 with the foundational skills? In the tactical plan, we indicated narrowing down 3 industry sectors at first. What are the other 2?

- Medical - This sector has the most school programs and student opportunities, but main focus is Medical Assisting, so students need a broader awareness of the different career opportunities (Team 3).
 - IT/Computer Science - We have had a hard time finding employers to be at the table to inform students about the career opportunities that exist.
 - Should we become a subset of Team 3 and take on a different industry sector, but strive for the same goals of tiered economic opportunities? Tackling these three sectors really encompasses the main industry in the HD and where the majority of school programs already exist.
 - In Jeff's opinion, there is still a tremendous amount of work to be done as team 4. What we haven't done is to go out and actually show the students and the community at large what the benefits are of the Essential Skills and how to apply them. Tom agreed, but added that the foundational skills make sense to move to Team 3. Marketing and community outreach for Team 4 is still work to be done. We should review the tactical plans and move foundational skills to Team 3 and move design thinking to Team 1.
 - We will discuss next steps on breaking up the team tasks at the next co chair call.
- b. Other Essential Skills Updates
 - Elena Rivers addressed the need for Adult Ed students to have access to Essential Skills training. The Barstow Area Consortium for Adult Ed will be presenting weekly workshops for the students and incorporating these Essential Skills as part of the lesson plans and resources made available.
 - The Barstow CC CTE Chair will be presenting to their Board about the Trade Technician Certification and Customer Service and Sales Certification options that they will be introducing to their adult ed students. They plan on providing a component of the MDEP Essential Skills in these cohorts.
 - Sheila Thornton suggested defining tests of implementation around narrower groups. What are the impacts of the essential skills in those organizations? How can we track the execution of it? Coming from outside of education, how will we prove that this is not just business as usual - that these skills were developed on many levels and will produce higher levels of employees? We need a test case scenario in this in a cross sector environment.
- c. Next steps on Essential Skills:
 - Establish industry sectors to target for commitment to embed the Essential Skills
 - Matt will create a shared document for everyone on the team to add organizations, businesses and target groups that the Team will work with to adopt the Essential Skills.
 - Touch base with Superintendents to see if we can get 3 willing participants to adopt. Matt will bring it up at the next MDCP Board meeting.

5. ***Alliance for Education Soft Skills Certification Update***

- Carol Tsushima has no timeline on the finalization of a soft skills certificate offered through the Alliance and backed by San Bernardino and Riverside Workforce Investment Boards.
- Funding is an issue, but she will be going through the College Regional Consortium, which may bring the funding needed.
- The Consortium would be involved in the process so that it will not just be a K12 cert, but also useable at the community colleges. This would hopefully provide the resource to K16 students across the IE and desert regions.
- Carol sent all of the regional advisory minutes (including MDEP) to the programmers of the new system so they can have a crosswalk of what has been said across all sectors in regards to essential skills. This will ensure business partners are being heard and the skills are being identified in this new certification model.

6. ***MDEP Website & monday.com Project Boards***

Matt Wells shared the updated MDEP website: mdcareerpathways.com/mdep

The tactical plans were broken up into project boards using monday.com and they will be forward facing on the website so everyone can see projects being worked on, who is working on what task, timelines to complete tasks, and progress made so far. This should be an easier method for team members and other partners to understand the scope of work, what projects are upcoming and where they can help.

7. *Tactical Plan Review and Update Timelines*

Matt Wells discussed the need to review tactical plans and create timelines for outputs which can be added to the project boards on the website.

8. *Next Year's Meeting Dates Discussion*

Matt Wells proposed sticking to the same schedule for MDEP meetings next school year, which would fall on the third Tuesday of each month.