California Innovation Corridor

Meeting Attendees:
Dennis Galligani (ARCHES), Diane Siri (ARCHES), Victoria Conner, Strategic Vitality

I. Facilitator Information/Background Sharing

    a. <u>Overview of ARCHES</u>

       The roots of ARCHES lie in the California Academic Partnership Program (CAPP), created in 1984 to focus on cooperative efforts to improve academic quality of public secondary schools and preparation of students for college. After the 1989 *A Nation At Risk* publication, CAPP and the California Education Round Table (a consortium of representatives of all California educational systems) Intersegmental Coordinating Committee (ICC) began collaborating in fostering a partnership strategy throughout the state. The University of California also engaged, driven by the major recommendation in a strategic study of its relationship with the public school system and its students. This recommendation was that partnerships between schools and higher education and the private sector should be the main avenue through which to improve student achievement. A two-year study of seven California education partnerships was funded by CAPP, concluding once again that partnerships were an effective strategy for student improvement. As a result, educators and policymakers encouraged CAPP and ICC to develop an action plan to expand partnerships statewide. Siri and CAPP and ICC colleagues conducted 60 interviews with education stakeholders regarding the effectiveness of partnerships as a strategy for achieving educational outcomes. It was unanimous that partnerships worked and that they needed to be regional, not "top down". Both Governor Schwarzenegger and Supt. of Public Instruction Jack O'Connell support a strategy of partnerships for education enhancement. Supt. O'Connell's P-16 regional Councils are complementary to this effort. The Alliance for Regional Collaboration to Heighten Educational Success (ARCHES) is meant to enhance the effectiveness of regional partnerships through a statewide network, creating a community of learners who can leverage the work of the individual collaborations. It is a "voluntary confederation of collaboratives whose sole purpose is to improve student success and close the achievement gap among groups of students." ARCHES requires targeted stakeholder participants in each collaborative in its network and also requires a project and a plan, guidelines designed to foster focus and collaboration.

    b. <u>Overview of WIRED</u>

       Victoria Conner gave a brief overview of the U.S. Department of Labor (DOL) "Workforce Innovation in Regional Economic Development – WIRED" grant initiative in which $15M over 3 years was awarded to California Space Authority (CSA) and its 60+ partners through the California Labor and Workforce Development Agency. Established through the grant was the

"California Innovation Corridor (CIC)", a 13 county area from Alameda County in the north to San Diego County in the south, east to Antelope Valley and the Inland Empire. The CIC WIRED grant was one of 13 such regional grants awarded nationwide. As the top-ranked proposal, it has high visibility with DOL. The CIC WIRED initiative has three major tracks of activity: Innovation Support, Industrial Rejuvenation and Supply Chain Competitiveness and Talent Development. Within these three tracks reside the 25 projects making up the CIC WIRED grant initiative. The STEMCAP is one of these 25 projects (Project 3.5, within the Talent Development track). It is considered one of the five "Sustainability Projects" of the CIC WIRED initiative because of its potential impact and interface with so many other projects within the Initiative. The over-arching intention of the CIC WIRED Initiative is to "Optimize the entire Corridor for innovation and 21st Century workforce competitiveness". The strategic goal of the "Talent Development" track in which the STEMCAP project resides is "To accelerate development of a highly skilled 21st Century talent pool by creating pilot projects and activities capable of supporting a continuum of math, science and engineering education (K-U), and lifelong learning relevant to the 21st Century worker." In addition to the 100 or so WIRED STEMCAP volunteers, WIRED funded partners in STEMCAP include:

  i. California Space Education and Workforce Institute (CSEWI) – STEMCAP project lead; supporting organization, coordination, logistics and the STEMCAP inventory
  ii. California Council on Science and Technology (CCST), whose primary role is to support development of the STEMCAP by providing an environmental scan of studies, reports and other efforts
  iii. MESA (resigned from Project 3.5 – STEMCAP – but still participating in Project 3.6, professional development for STEM teachers
  iv. Cal Poly San Luis Obispo, supporting the Steering Committee and also teacher professional development and dissemination
  v. El Camino College – supporting Steering Committee and community college interface
  vi. Strategic Vitality, LLC – supporting Steering Committee recruitment, working group formation and performance and the development of the industry and informal science segments of the STEMCAP

II. Meeting Objectives
  a. Review/refinement of working group notes from December 9th
  b. Preparation for the March working group webinar
  c. Steering Committee meeting planning
  d. End product vision/STEMCAP development process
  e. May 19th Forum planning
  f. (Time permitting) Discuss project metrics

III. Working Group Discussion
  a. The ARCHES conference (June 19th all day, June 20th half day, site available also June 18th and later on the 20th for related meetings) may provide an opportunity to advance the STEMCAP. Perhaps a panel comprised of those

representing key points to date regarding the three working group topics could present, with conferees contributing inputs to enhance insight

b. To better reflect the original idea of having the working groups more representative of the diversity of STEMCAP participants, there was discussion around the idea that Strategic Vitality (Victoria Conner) could give up her voluntary role as facilitator in favor of another ARCHES facilitator, providing more time for Conner to support the effort by helping to integrate the inputs/dialogue of the three groups. It was also suggested that each group recruit two co-chairs representing segments not represented by the facilitator. Role of the co-chairs would be to serve as participants in the working group and also on a "quality control" group that would help with integration of the three groups. Each working group leadership team should have: education, business, informal science and a CSA liaison (recorder)

c. Working Group goals were reviewed and it was determined that only the Recruitment/Retention goal needed one more revision perhaps before input-gathering at the Working Group webinar. ***Action Item: Conner to rework Recruitment/Retention goal.***

d. Working Group notes were reviewed. Facilitators can decide if they want to enhance before sending out to working group participants for upcoming webinar (might be a good idea to expand on notes that seem unnecessarily abbreviated). ***Action Item: Facilitators to determine if Inspire, Engage, Educate and Employ sections of their notes need revision***

e. Working Group follow-up was discussed and decisions are reflected in agendas below.

f. ***Action Item: Each facilitator to review working group attendee list for co-chair recruits from segment not represented***

IV. STEMCAP Deliverable (the product)

a. A portfolio of best practices and model programs
   i. From the inventory (designed to produce a one-page summary)
   ii. Goal for inclusion: 100 (?)
   iii. ***Action Item: Review current inventory template for completeness***
   iv. Web-based portfolio, robust, inter-active – include history/documentation (CCST environmental scan)
   v. Include a refreshment plan

b. Collaborative Action Plan
   i. Inspire, engage, educate employ matrixed with:
   ii. Relevant STEM Curriculum; Recruitment/Retention; Effective Transitions and integration

c. Dissemination Plan

V. Steering Committee

a. Suggest a Steering Committee webinar rather than a face-to-face for upcoming session, to be followed by a Steering Committee face-to-face after the Working Group Webinar, before the May 19th event
   i. Steering Committee webinar – February 26th, 1:30 – 3:30 p.m.
      1. Agenda inclusions:
         a. Working Group/STEM development with ARCHES

        b. Present project status report

        c. Seek Steering Committee input on wkg grp goals

        d. Publicize working group webinar(s) and share common draft agenda

        e. Highlight working group inputs; seek feedback

        f. May 19th Forum inputs

        g. Seek support in recruiting missing organizations

        h. Review "Next Steps"

    ii. Steering Committee face-to-face meeting – April 3, 10 am – 3:00 pm

        1. Agenda to be developed after webinar

    iii. Steering Committee breakfast prior to May 19th Forum if there is a special guest or topic to discuss

VI. Working Group Webinar – March 7th (Recruitment/Retention 10 am – noon; Curriculum 1:30 – 3:30 pm); March 8th (Transitions 10 am – noon)

    a. Common agenda

        i. Review all three goal statements/refine working group goal

        ii. Review working group notes from two perspectives

            1. "Have we properly identified the 'who'"?

            2. "Have we got the conditions right?"

        iii. Revisit criteria for best practices/model programs – ENCOURAGE NOMINATIONS (through Inventory) for BEST PRACTICES/MODEL PROGRAMS

        iv. Measures/outcomes- short and long-term

VII. STEMCAP Forum – May 19th

    a. Need draft agenda for April 2 Steering Committee meeting latest

    b. Rick Stephens and Jack O'Connell already invited to present

VIII. STEMCAP Facilitators Invited to WIRED Partner Meeting March 14 – LA

IX. Next Steps

    a. Finalize information to go to working groups with webinar invite (facilitators)

    b. Prepare Steering Committee webinar agenda/invite to send week of February 12 (CSEWI/Strategic Vitality)