



This workforce solution was funded by a grant awarded under Workforce Innovation in Regional Economic Development (WIRED) as implemented by the U.S. Department of Labor's Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This solution is copyrighted by the institution that created it. Internal use by an organization and/or personal use by an individual for non-commercial purposes is permissible. All other uses require the prior authorization of the copyright owner.



Project Leads Meeting

September 6-7, 2007

Judy Turner

***Optimize the Corridor for innovation and
21st Century workforce competitiveness***





Importance of Alignment and Integration

- ❑ CSA increasingly required to speak to how all 25 projects together will be integrated
- ❑ Context of the overall Corridor effort necessary to articulate its importance
- ❑ Corridor WIRED effort has a good chance of being the WIRED “poster child”, which could lead to long term sustainability as DOL wants its investment protected and is sharing WIRED goals across a broad range of federal agencies, foundations
- ❑ Transformation Vision of Corridor WIRED project (from PIP): ***Integration of education, workforce and economic development systems/innovation strategies in a regional (CIC) framework***
- ❑ Hence: ED, Education and Workforce products must exhibit alignment and integration



Project Leads and Upcoming Partner Meeting Goals

- ❑ Continue sharing the nature, goals of all 25 projects
- ❑ Begin cross-talk as to common insights
- ❑ Ensure everyone understands breadth, depth of Corridor WIRED initiative, in order to promote Corridor progress
- ❑ Start driving toward information needs for everyone's final conclusions, final reports, recognizing all projects are at different points of progress (to ensure that projects being completed early still benefit from insights across the initiative)



Project Leads Agenda Notes – Alignment/Integration

Day One

- Snapshot overviews of projects
- Brainstorming of Accomplishments
- Discussion of common learnings
 - Innovation/Entrepreneurship
 - Global Competitiveness
 - Talent Development
- Examples of systems (workforce, education, eco dev) transformation

Day Two

- Individual project integration with systems transformation

1.1



1.1

CREATE AN ECONOMIC DEVELOPMENT MODEL

**PRESENTER:
SALLY DIDOMENICO**

Project Leads Meeting September 6, 2007

Corridor WIRED Transformation Vision (from the PIP)
***Integration of education, workforce and economic
development systems/innovation strategies in a
regional (CIC) framework***





Overview: Project 1.1

ECONOMIC DEVELOPMENT MODEL

MAJOR CIC PROJECT

OBJECTIVE:

- PROVIDE AN INNOVATION SUPPORT METHODOLOGY AND RESOURCE TOOL TO BENEFIT ECONOMIC DEVELOPMENT PROFESSIONALS
 - LEVERAGE ASSETS
 - INNOVATOR SKILL-BUILDING
 - TECHNOLOGY COMMERCIALIZATION
 - ENTREPRENEURSHIP GROWTH



Overview: Project 1.1

□ STATUS

MODEL BEING DEVELOPED BY RECOGNIZED EXPERT
ROUGH DRAFT – END OF OCTOBER
OPPORTUNITY FOR PARTNER INPUT

FINAL PRODUCT

- MULTI-PART GUIDEBOOK 35-50 PAGES
- CASE STUDY(S) FOR FOCUSED APPROACH
- SUPPORT CD – INTERACTIVE FOR USER



- CREATE SEPARATE DEMONSTRATION/SUPPORT
 - SYSTEM FOR MODEL ELEMENTS

ECONOMIC DEVELOPMENT TOOLKIT

- TWO SECTIONS: DATA AND PROJECTS
 - DATA – ANALYSIS AND STRATEGIES
 - PROJECTS – RELEVANT PROJECTS IN CIC
 - DECISION OF PROJECT LEADERS/CSA



Key Products/Deliverables Sustainability Project 1.1

**DRAFT FORMAT FOR PROJECTS TO BE INCLUDED IN
INNOVATION ECONOMIC DEVELOPMENT TOOLKIT
(1.0 SERIES)**

PROJECT NAME*

PROJECT LINKAGE TO DOL WIRED OBJECTIVES*

(State, in simple language, the specific DOL objective being supported.)

PROJECT LINKAGE TO INNOVATION ECONOMIC DEVELOPMENT MODEL*

(State specific element of the economic model being supported.)

PROJECT IMPORTANCE*

(State why others should read the project – what will they learn of value for improving their own economic competitiveness.)

PROJECT KEY ELEMENTS*

*Required element for all projects in economic development tool kit. These elements will be listed in the Table of Contents for the economic development toolkit.





Key Products/Deliverables Sustainability Project 1.1

PROJECT INFRASTRUCTURE

PROJECT REPLICATION

PROJECT RESULTS

Anticipated impact or results, results realized or not realized

(Comment: The results should tie back to the importance of the project.)

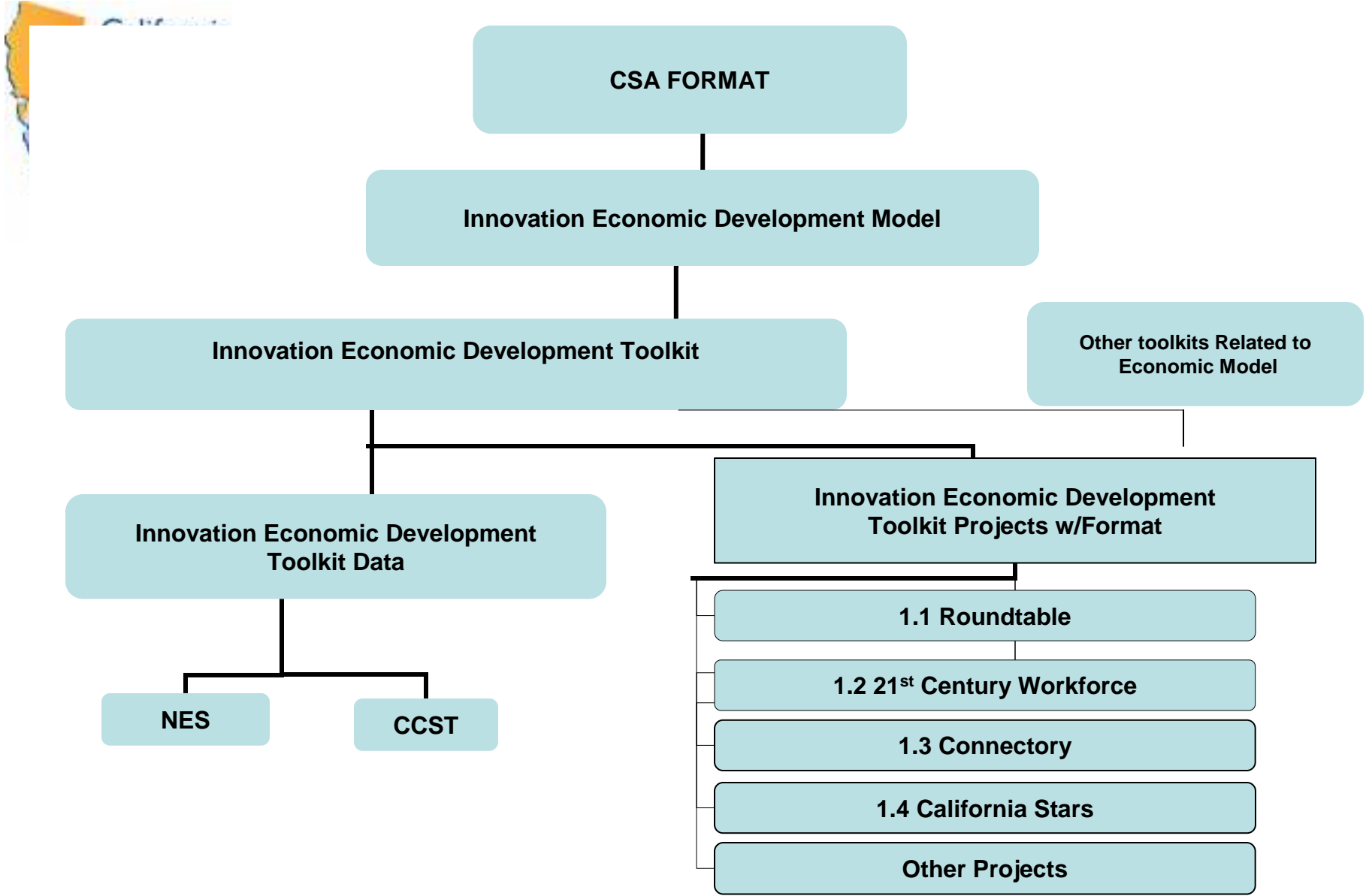
PROJECT SUSTAINABILITY

(Comment: Important to CSA and DOL)

PROJECT SUCCESS ASSESSMENT*

(Comment: The success of the project should be directly linked back to the DOL objective – second item in the format – and to the project results stated above.)

*Required element for all projects in economic development tool kit. These elements will be listed in the Table of Contents for the economic development toolkit.



1.2

1.3



Project 1.3 transition to 1.1: Innovation Asset Inventory California Innovation Corridor Portal on Connectory.com

Jo Marie Diamond

Project Leads Meeting September 6, 2007

Corridor WIRED Transformation Vision (from the PIP)
***Integration of education, workforce and economic
development systems/innovation strategies in a
regional (CIC) framework***





Overview: Project 1.3 to 1.1

- *Building on Innovation Asset Inventory & CIC Portal on Connectory Design Document (produced under the Project 1.3):*
 - *Support development of a “Corridor-wide” on-line system, with opportunity for regional modules, to identify innovation assets at universities, federal laboratories and publicly accessible facilities and*
 - *Segment out those innovation companies in the larger virtual platform, Connectory.com, for inclusion in the CIC Portal.*
- *Make the CIC Portal a core, dynamic resource in the ED Development Tool Kit that provides concrete implementation of the ED Model*



Key Products/Deliverables

Project 1.3 to 1.1

- ❑ *Design Document completed: CIC Portal on Connectory.com*
- ❑ *More detailed specs completed to support agile development of CIC Portal*
- ❑ *Profile Intake Application for non-Company Innovation Assets completed*
- ❑ *GUI Design, search, partner functionality vetted*
- ❑ *Outreach to communities inside/outside CIC underway*
- ❑ *Launch of CIC Portal –January 2008*
- ❑ *Followed by Corridor Tour/Demo – Year 3*



Key Findings to Date

□ Characteristics of Innovation

- Willingness to develop, leverage relationships via multiple sources (referrals to/from assets)
- Getting “deep” into asset core competencies, capabilities fosters collaboration

□ Characteristics of Supply Transformation

- Have used existing Connectory to distribute Supply Chain Rejuvenation Survey
- Innovation doesn't stop with research, diffuses through supply chain

□ Issues around Talent Development

- Asset inventory process identified mutual interest in STEM/CTE across stakeholders



Key Findings to Date (cont'd)

Success Factors in Developing an “Innovation Ecosystem” or “Innovation Culture”

- Connectory/CIC Portal presentation at Far West Fed Lab Consortium meetings (11-12 Sep 07) direct result of WIRED
 - Share profiles at Lab Consortium meetings to extend relationships, profile sustainability at Labs, have them reach back to CIC ED/WIBs
 - Invite to FLC Meeting extended to CIC Talent projects
 - Multiple inquiries from other CA regions about extending CIC Portal outside Corridor
-



Key Findings to Date (cont'd)

Conclusions about integration/alignment of workforce development, economic development, education?

- ❑ Process of asset profile development, reaching out to innovation ecosystem stakeholders provides opportunities for collaboration: FLC Meetings
- ❑ Upfront homework on assets – via CIC Portal/Connectory searches -- can prepare ED, WIB, Education for development of relationships
- ❑ More cost effective to maintain asset inventory on dynamic platform than to conduct ad hoc research



Key Corridor Conclusions at Close of WIRED

What conclusions is your project reaching about “Optimizing the Corridor for Innovation and 21st Century Workforce Development”?

- ❑ Willingness to step outside “comfort zone” critical for forming, maintaining relationships with assets
 - ❑ Knowing “what you have” is critical to reach across stakeholders, tech sectors
 - Makes it easier to conduct outreach
 - Underpins development of effective programs
 - Becomes basis for building “communities of practice.”
 - ❑ CIC Portal on Connectory.com serves as knowledge platform.
-



1.4



Sustainable Innovation Entrepreneurship /1.4

Jo Marie Diamond

Project Leads Meeting September 6, 2007

Corridor WIRED Transformation Vision (from the PIP)
***Integration of education, workforce and economic
development systems/innovation strategies in a
regional (CIC) framework***





Overview: Project 1.4

- CA Tech 100 – 4/24 and 4/25/07 - Irvine
 - Honoured Innovation across the Corridor
 - Convened Venture Capital from across the Corridor
 - Provided entrepreneurs access to Federal R&D and Private Equity Investment Communities
 - CIC-wide entrepreneur training/presentations to investors across 9 industry sectors
 - Opportunities for WIBs and EDOs to participate
 - Identified means to track economic impact of innovation entrepreneurship



Key Products/Deliverables

Sustainability Project 1.4

- ❑ *CA Tech 100 Planning/Implementation Templates*
 - *Invitations/Applications: Nominated, Presenting Companies*
 - *Sponsor Development Guidelines/Forms*
 - *Agendas, Binder Formats, Presenter Instructions*
 - *Event Flyers to Multiple Audiences, e-blasts*
 - *Press Releases, Analysis of Viral Propagation*
 - *CA BT&H Video on California Innovation Contributions*
 - *Elected Official/Stakeholder Letters*
 - *Award Certificates/Letters*
 - *Partner MOU, EDO, WIB tailored Outreach*
 - ❑ *Final CA Tech 100 Summary Report (forthcoming)*
 - ❑ *CIC Portal on Connectory profiles for awardees, All-Star Nominees, Presenting Companies*
 - ❑ *Innovation Entrepreneur Tracking Reports*
-



1.4: Key Findings to Date

Mention key findings that apply to:

- ❑ Innovation Companies are eager to access resources that can help their business model.
- ❑ Opportunity for innovation entrepreneurs to meet private equity, federal R&D investment community, resources in one place proved valuable.
- ❑ Entrepreneurs respect showcase, high-level awards; will propagate press coverage.
- ❑ Relationships formed between Fed Labs, University Research/Commercialization, participating EDs, WIBs, Educators fosters innovation ecosystem.
- ❑ Integration of ED, Workforce, Education requires cultivation, demonstration of mutual benefit.
- ❑ Non-CIC Regional Partners can be successfully recruited. Entrepreneur tracking via CONNECT, LA EDC, NOVA



1.4: Key Findings to Date (cont'd)

What conclusions is your project reaching about the desired integration/alignment of workforce development, economic development, education?

- ❑ Requires willingness and skills to get involved directly with companies, tech sectors, investment community
- ❑ Forming relationships with key players: companies, universities, federal labs/facilities is key. These players will participate if approached
- ❑ Upfront homework required, but nothing replaces personal involvement with innovation stakeholders



Key Corridor Conclusions at Close of WIRED

What conclusions is your project reaching about “Optimizing the Corridor for Innovation and 21st Century Workforce Development?”

- ❑ Transformation is Difficult; but worth the effort. Key is identifying strengths, weaknesses, mutual benefits to partners
- ❑ Relationship building pays off in healthy ecosystem. Allows partners to “broker” for innovators effectively.
- ❑ Metrics critical to demonstrating the impact of innovation ecosystem.

1.5

1.7



Task 1.7-- *Racing Toward the Future* A WIB Resource Toolkit

Project Leads Meeting September 6, 2007
Presentation by Donna Gerardi Riordan, CCST

Corridor WIRED Transformation Vision (from the PIP)
***Integration of education, workforce and economic development
systems/innovation strategies in a regional (CIC) framework***





Overview: Project 1.7

“Create for the California Innovation Corridor a visionary manual/toolkit that describes the key role that can be played by WIBs, in conjunction with local elected officials and local industry, to advance and advocate for proactive strategies for local and regional innovation, industrial rejuvenation, and talent development.”



Key Products/Deliverables Sustainability Project 1.7

- ❑ A CCST-authored toolkit, endorsed by CWA and CSEWI
- ❑ Toolkit to include
 - **Description of how S&T drive community economic changes**
 - **Skills needed for S&T workforce in 21st Century**
 - **Industry overviews**
 - **Case studies**
 - **Information resources**
 - **“Something new emerging” -- WIB roles**
- ❑ Toolkit is primarily a web resource, with printable documents accessible from the website.



Racing for the Future: Online WIB Toolkit

The screenshot shows the 'Racing for the Future' Online WIB Toolkit website. At the top left is the 'WORKFORCE INVESTMENT BOARD TOOLKIT' logo. The main title 'Racing for the Future' is in a cursive font. Below the title is a navigation bar with six tabs: 'Background', 'Industry profiles', 'WIB case studies', 'Resources', '5 Core WIB Roles', and 'About Wired'. The 'Industry profiles' tab is highlighted in red. Below the navigation bar are five main content columns. The 'INDUSTRY PROFILES' column is highlighted in red and contains a list of four industry categories: Nanotech, Advanced Manufacturing, Biotech, and Intelligent Transportation. The other columns are greyed out. At the bottom of the screenshot is a copyright notice: 'Copyright © 2007, The California Council on Science and Technology, all rights reserved.'





Key Findings to Date

Key findings that apply to:

- ❑ Characteristics of Innovation
 - Innovation is not one thing; innovation at the local/regional level requires common understanding of goals, roles of various organizations, assets, strategies and metrics
- ❑ Issues/Solutions around Talent Development
 - Identification of assets in a locale/region; need for effective communication among key assets
- ❑ Global Competitiveness
- ❑ Success Factors in Developing an “Innovation Ecosystem” or “Innovation Culture”
 - Understanding of roles that can be played by various local/regional players and willingness/ability to step up to play those roles
 - Shift from “competency addiction” to change agent



Key Findings to Date (cont'd)

What conclusions is your project reaching about the desired integration/alignment of workforce development, economic development and education?

- ❑ Questions that have emerged are:
 - Are there enough relevant conversations and planning and strategy development at the right level between workforce development, economic development, and education sectors in the state?
 - Is there a role for public/private partnerships at the right level to instigate the kind of policy changes that might address some of the key challenges in workforce and education?



-
- **Success Factors in Developing Talent**
 - **Identification of need for talent within locale/region**
 - **Identification of assets available to develop talent**
 - **Identification of pool of potential talent to develop**
 - **Integration of ED, Workforce, Education**
 - **A tough nut to crack, given that roles, responsibilities, funding and regulations about how to spend funding are driven by different state and federal agencies with different (although related) missions**
 - **Regional Collaboration**
 - **Identify individuals willing/able to be change agents**
 - **Develop ways for “out of the box” actions to succeed, be rewarded and acknowledged, invite adaptation of new modes of operating in other settings**



Key Corridor Conclusions at Close of WIRED

What conclusions is your project reaching about “Optimizing the Corridor for Innovation and 21st Century Workforce Development”?

- The capacity exists in regions around the state to engage in effective change
- Need for policies to encourage and reward more risk-taking at local/regional levels to become involved in change-making activities
- WIBs can play important roles as change agents – but the incentives by funding agencies need to be in place
- Regarding metrics

“Not everything that can be measure matters;
Not everything that matters can be measured.”



2.1, 2.2, 2.3



Supplier Transformation Initiative

Christine Purcell

Project Leads Meeting September 6, 2007

Corridor WIRED Transformation Vision (from the PIP)
Integration of education, workforce and economic development systems/innovation strategies in a regional (CIC) framework





Overview: Supplier Transformation Initiative WIRED Projects 2.1,2.2,2.3

- History: CSA CSIBV Collaborative Objectives – determined need
 - “Smart Supplier” Training and Capacity Building
 - Common Learning Outcomes
 - Annual Space Manufacturing/Supplier Forum
- WIRED CIC Program: Smart Supplier Initiative
 - WIRED CIC 2.1 Survey Draft of Current State – 1000 suppliers via top tiers, CCCs and EDCs/WIBs
 - WIRED CIC 2.2 Define Maturity/Capabilities model
 - Define core common requirements, common language
 - Align survey with assessment content
 - Determine gaps, identify resources
 - WIRED CIC 2.3 Outreach to 3000 suppliers
 - Annual Forum – at Supply Network, training providers venues
 - ETP, ITAR, Connectory Aerospace Portal Outreach



Key Products/Deliverables Supplier Transformation Initiative WIRED Projects 2.1,2.2,2.3

- CIC 2.1
 - Survey
- CIC 2.2
 - Survey results - 1000 suppliers via top tiers, CCCs and EDCs/WIBs
 - Common Learning Outcomes
 - Gaps
 - Assessment Design
 - Resources
 - Maturity / Capabilities Model
- CIC 2.3 Outreach to 3000 suppliers
 - Annual Forum – at Supply Network, training providers venues
 - ETP, ITAR, Connectory Aerospace Portal Outreach



Key Findings to Date

- ❑ **Characteristics of Innovation**
 - 80% of innovation coming from suppliers
 - ❑ **Characteristics of Supply Transformation**
 - Early collaboration between supplier and customer, shared costs, risks, benefits
 - ❑ **Issues around Talent Development**
 - Identify and train for common requirements; specific requirements to be trained by primes
 - ❑ **Entrepreneurship**
 - Early collaboration with customer, shared costs
 - ❑ **Global Competitiveness**
 - CA suppliers supplying globally
-



Key Findings to Date (cont'd)

- ❑ **Success Factors in Developing an “Innovation Ecosystem” or “Innovation Culture”**
 - **Trust, open collaboration necessary to minimize oscillation in dynamic complex supplier network**
 - ❑ **Success Factors in Developing Talent**
 - **Common learning outcomes**
 - ❑ **Integration of ED, Workforce, Education**
 - **Solutions Design lab model**
 - ❑ **Regional Collaboration – statewide seamless network for industry to tap into**
-



Key Findings to Date (cont'd)

What conclusions is your project reaching about the desired integration/alignment of workforce development, economic development and education?

Concept of a regional solutions lab – where companies can use technology tools, methodologies, talent to solve problems, then optimize solutions for production without disruptional change to current production using talent from educational institutions, with eventual transition to industry

Industry-driven common requirements

Cross functional WIB, EDC, Edu, Industry team



Key Corridor Conclusions at Close of WIRED

What conclusions is your project reaching about
“Optimizing the Corridor for Innovation and
21st Century Workforce Development”?

Interdisciplinary, Systems-based, Life cycle
Early collaboration with customer
Shared risk, investment, benefits
Risk avoidance vs innovation
Contractual relationships/flowdowns
Common industry requirements & assessments
Dynamics complex relationships rather than
static stable relationships



Project Needs/Desires

What does your project need/desire...

- ❑ **From Project Leads at Sept. 6-7 Forum?**
 - **Outreach to Mfg/Supply base constituents**
 - **Integration of findings into tool kits**



Cross-Sustainability Project Results

- Results of 2.2, 2.3 will be incorporated into**
- 1.1 – EDC tools: Assessment and resources tools**
 - 1.3 - Suppliers in Aerospace portal**
 - 1.7 – WIB tools: Assessments and resources**
 - 3.5 – WFD leverage, industry input to educ**
 - 3.14 - Assessment and resources tools, models**



Cross- Project Integration Results

1.0 Innovation:

1.2 - 21st Century Advanced Mfg Technician – biotech – discrete, process, info/nano

1.5 Innovation model through university internships – finding that successful innovation requires early collaboration between customer and innovator, sharing of risks, costs, requirements

2.0 Manufacturing/Supplier Transformation:

2.4 – Manufacturing Technician Certificate

3.0 WFD

3.1 Skill Requirements

3.4 Systems Engineering

3.7 Dislocated Software Engineers

3.11 Mechatronics Certificate

2.4



WIRED 2.4

Industry Driven Community College Manufacturing Technician Training Program

David Gonzales

Project Leads Meeting September 6, 2007

Corridor WIRED Transformation Vision (from the PIP)
***Integration of education, workforce and economic
development systems/innovation strategies in a
regional (CIC) framework***





2.4 Industry Driven Community College Manufacturing Technician Training Program

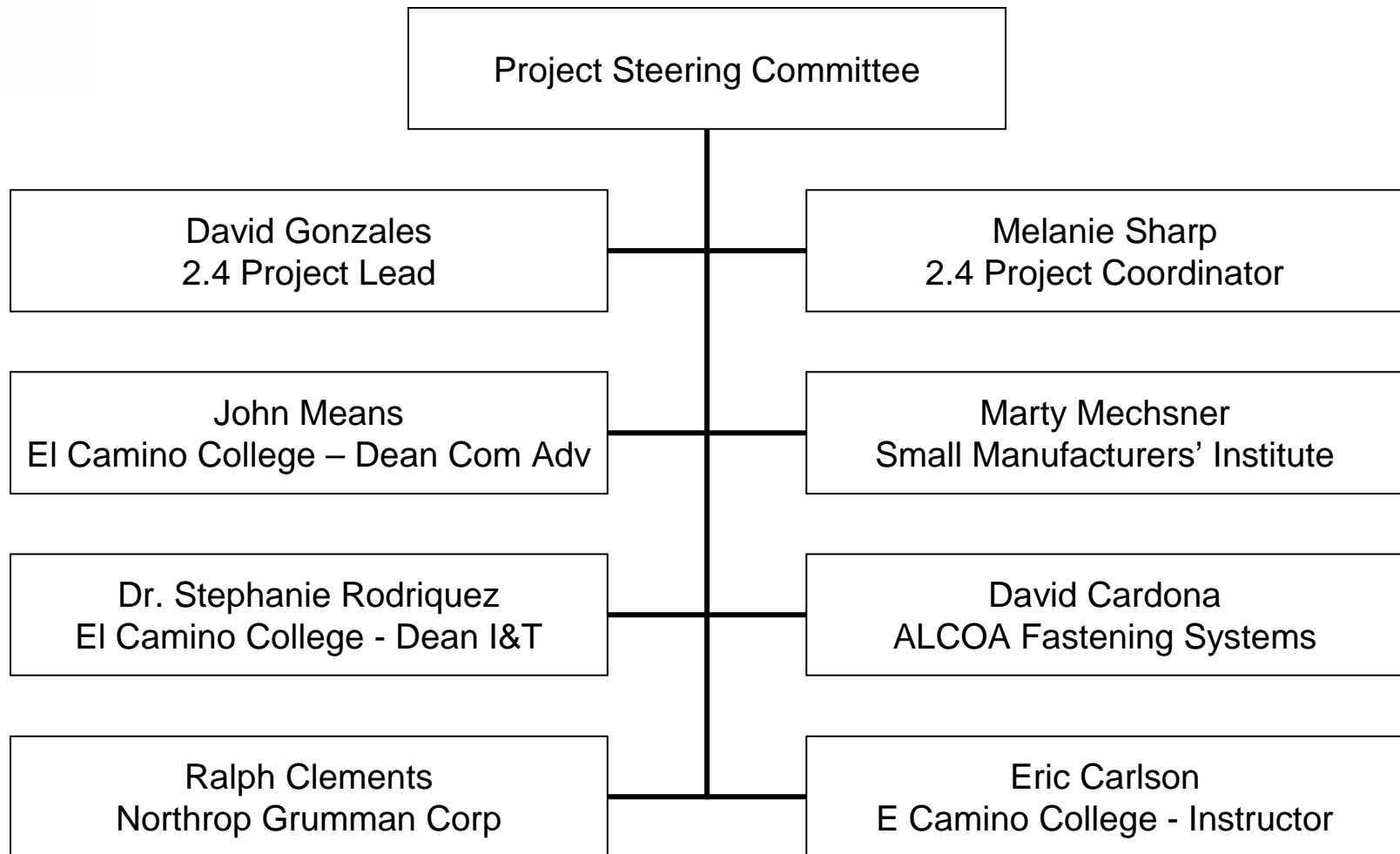
- *Develop a replicable community college 21st Century Manufacturing Technology Technician program that includes program and curriculum design and the establishment of a certification process that is piloted with both incumbent and unemployed workers*
- *A project steering committee has been created to oversee the project and to place organization and structure to project actions and sub-teams*

Steering Committee Mission Statement

Provide guidance, leadership, and support to project teams and participants to ensure that project requirements, commitments, and timelines are met in accordance with project milestones



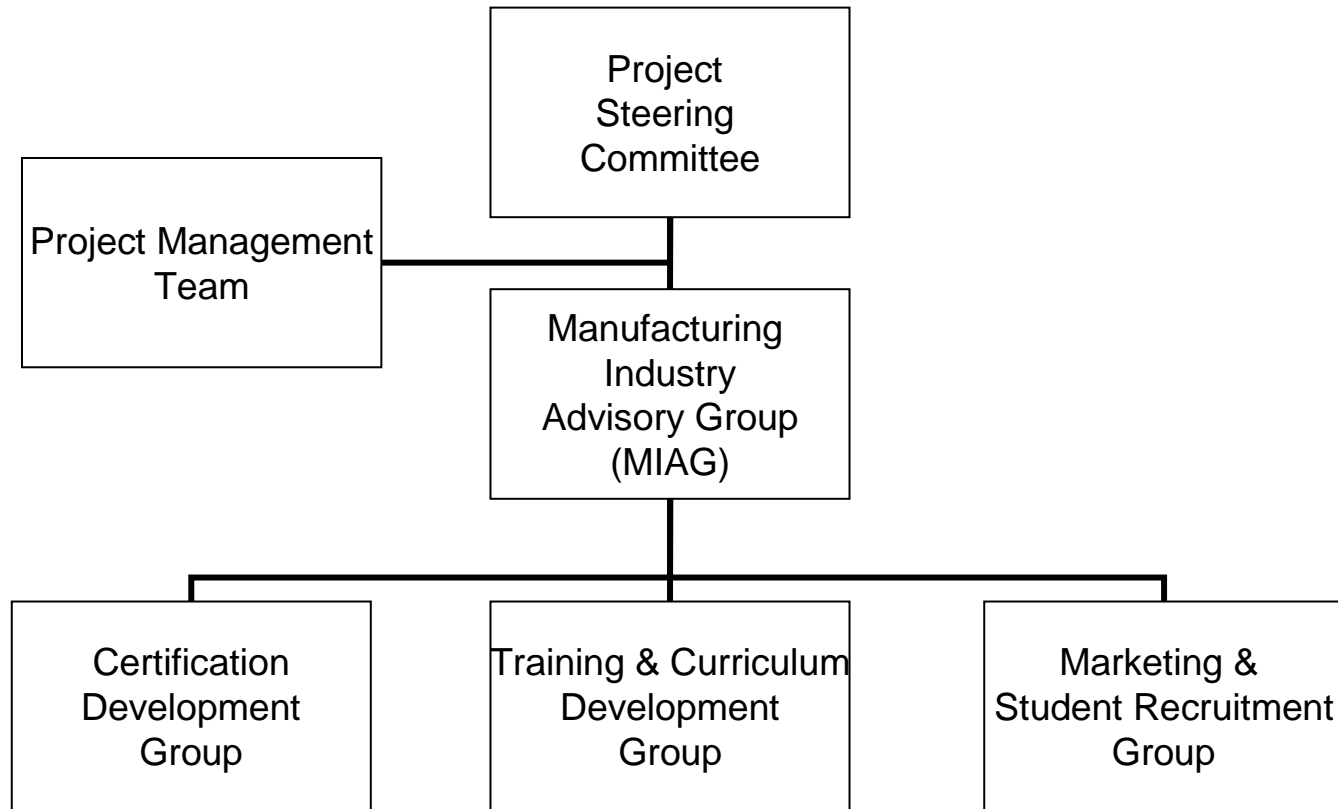
2.4 Industry Driven Community College Manufacturing Technician Training Program





2.4 Industry Driven Community College Manufacturing Technician Training Program

Project Organizational Structure





Key Products/Deliverables Sustainability Project

- ❑ *Two Training Programs to be Delivered*
 - *800 hour training program for displaced workers seeking employment in aerospace manufacturing*
 - *300 hour training program for incumbent workers looking to advance skills for career enhancement*
- ❑ *50 People to be Trained and Tested for Certification*
- ❑ *The Society of Manufacturing Engineers will sustain the program by integrating the technician program with their existing catalog of certification products*



Key Findings to Date

- There are numerous manufacturing technician programs already in place
 - NIMS
 - Federal and State Apprenticeship Programs
 - Industry Programs for Tools Makers/Machinists
 - Manufacturing Skills Standards Council (MSSC)
 - National Institute of Metalworking Skills (NIMS)
 - Society of Manufacturing Engineers (SME)
 - College and Trade School Programs
- Existing programs fill a critical industry needs
 - Machinists/Machining, Sheet Metal, Welding – Certified or Degreed Technicians
- A gap exists in manufacturing for people skilled in manufacturing “support” processes
 - Manufacturing “Generalists”
 - People skilled in manufacturing processes other than metal cutting or metal joining
- Working with the Society of Manufacturing Engineers
 - Development of Manufacturing Technician “Generalist”
 - Key skills we are considering
 - Precision Assembly
 - Special Processing (heat treating, chemical processing, basic manufacturing planning)
 - Manufacturing Process Flow (manufacturing process sequencing)



2.4 Industry Driven Community College Manufacturing Technician Training Program

WIRED SOW 2.4 Key Deliverables

SOW Key Deliverables					
Milestone Task Linkage	SOW Due Date	Revised Date	Team Assigned	Status	Objectives and Deliverables (Section 2.0 of the SOW)
1.0	March 31, 2009	N/A	Project Management	Complete	a. Orientation to Corridor WIRED initiative and project
N/A	June 10, 2006	N/A	Project Management	Complete	b. Meeting with team member SBWIB to define project roles
N/A	September 10, 2006	N/A	Project Management	Complete	c. Finalize SOW and identify ECC Project Coordinator
1.0	March 6, 2007	April 23, 2007	Project Management	Complete	d. Convene MIAG
1.0	December 31, 2006	N/A	Project Management	Complete	e. Review ECC Machine Technology program and make recommendations for certification program
2.0	March 12, 2007	May 30, 2007	Project Management	Complete	f. Convene Curriculum Development group
1.0	March 31, 2007	June 30, 2007	MIAG	Complete	g. MIAG to complete analysis of assessment instruments
6.0	June 30, 2007		Project Management	Complete	h. WorkKeys assessments installed and SBWIB One Stop Centers and ECC Campus
7.0	June 30, 2007	March 31, 2008	Project Management		i. 2.4 Certification orientation for ECC and SBWIB counselors and case management personnel
6.0	September 30, 2007	March 31, 2008	Marketing & Recruitment		j. Determine and develop support services and referral mechanisms to promote retention of certification candidates
2.0	September 30, 2007	June 30, 2008	Training & Curriculum		k. Complete 360 hour course curriculum for incumbent workers
2.0	March 31, 2008	November 30, 2008	Training & Curriculum		Complete 800 hour course curriculum for displaced workers and students
3.0 & 5.0	May 30, 2007	March 31, 2008	Marketing & Recruitment		l. Recruit 50 incumbent workers for pilot curriculum for training and certification testing
4.0	September 30, 2007	March 30, 2008	Marketing & Recruitment		m. Recruit displaced workers for training and certification testing
7.0	September 30, 2008	November 30, 2008	Project Management		n. Program outcome assessment draft in preparation of final report
8.0	December 31, 2008	December 31, 2008	Project Management		o. Complete articulation agreements with local secondary schools
8.0	December 31, 2008	December 31, 2008	Project Management		p. Disseminate program model throughout CIC through presentations at statewide conferences



3.1

3.2



3.2 University/Industry Consortium

Daphne Dador, CSEWI Manager

Project Leads Meeting September 6, 2007

Corridor WIRED Transformation Vision:

By providing students with career development support, they will have the tools and knowledge to become successfully employed and make the transition from school to work with an aerospace company. Ultimately, the Consortium answers the critical need for an increased technical workforce that is highly-trained for 21st century aerospace needs.





Overview: Project 3.2

- The Consortium will provide:
 - student groups, university programs, and industry a forum to pursue potential project partnerships on small payload and launch vehicle projects
 - professional development programs such as career seminars, field trips, and internships
- Develop sustainable model for Industry/University/Government collaboration on technical projects
- Target participants:
 - Existing Corridor university aerospace-focused programs and student organizations
 - Existing programs and events sponsored or supported by the aerospace industry



Key Products/Deliverables

Sustainability Project 3.2

- ❑ Create e-listserv/on-line presence for consortium related communication
- ❑ Create a vision and mission statement and document any recommended activities
- ❑ Develop a plan for dissemination of mission, vision and recommendations document
- ❑ Develop a white paper outlining recommendation for enhanced partnering



Key Findings to Date

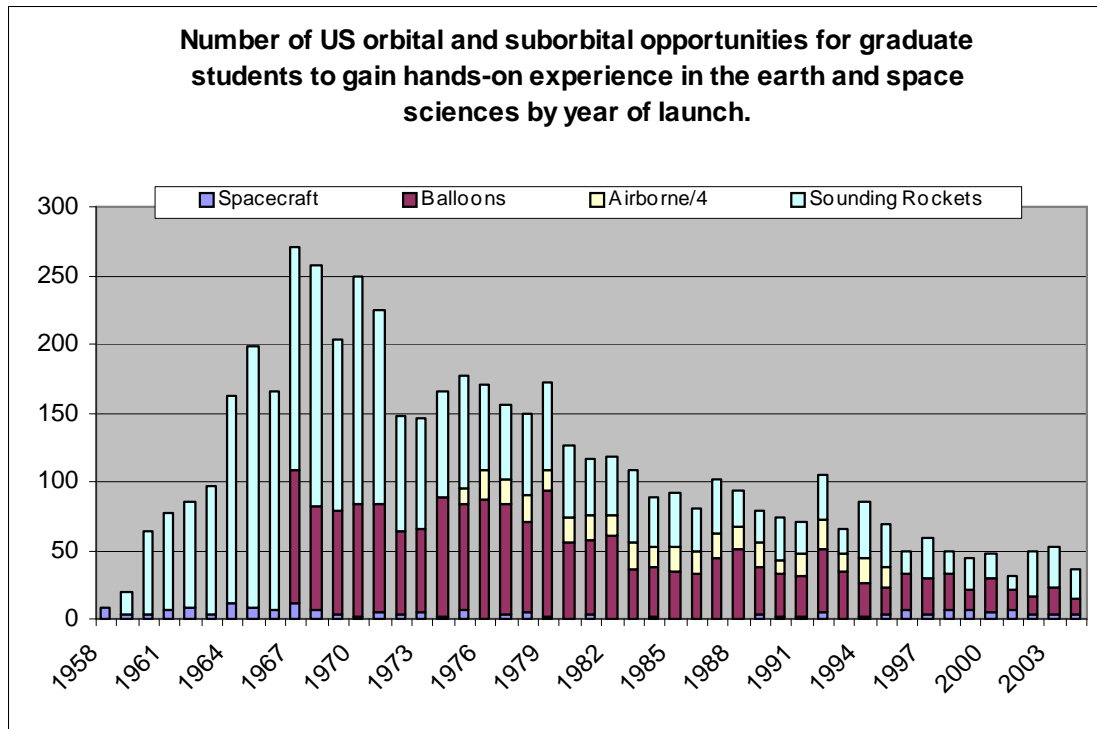
"At present, there are insufficient methods for students to acquire hands-on experience in the scientific and technical disciplines necessary for space commerce and exploration." (Commission on Implementation of United States Space Exploration Policy 2004)

- ❑ Students with hands-on technical experience most desirable to hire
- ❑ Need to provide more opportunities (doesn't compare to Apollo era) for students to develop and launch payloads = experienced space professionals
- ❑ Leveraging off of ASMO and other consortium models
- ❑ (Yes, every now and then companies need to find interns and students for their programs)



Key Findings to Date (cont'd)

What conclusions is your project reaching about the desired integration/alignment of workforce development, economic development and education?



Still early...But there appears to be a *need* for student groups, universities to align with industry and a *desire* by industry to align with students



Key Corridor Conclusions at Close of WIRED

What conclusions is your project reaching about “Optimizing the Corridor for Innovation and 21st Century Workforce Development”?

Still early, but think our White Paper will show that students are eager to learn and this project addresses their need for hands-on experience, as well as industries need to hire a highly-trained 21st century (American) workforce as possible

3.3

3.4



SYSTEM ENGINEERING OUTREACH PROJECT 3.4 Joel Shrater

Project Leads Meeting September 6, 2007

Corridor WIRED Transformation Vision (from the PIP)
***Integration of education, workforce and economic
development systems/innovation strategies in a
regional (CIC) framework***





Overview: Project 3.4

- ❑ Project Objective:
 - Design/execute outreach program to attract 100 working engineers into systems engineering training programs
- ❑ Underlying Objectives:
 - Create an enhanced workforce to support broad state/national competitive interests
 - Raise employment opportunities and services in California
 - Benefit businesses and individuals by making them more marketable
- ❑ Project Team Members:
 - The Aerospace Corporation
 - California State Polytechnic University, San Luis Obispo
 - California Space Education & Workforce Institute



Key Products/Deliverables

Project 3.4

- ❑ Needs survey
 - Complete
- ❑ Catalog of curriculum/courses
 - Structure set
 - Provider & course content well along
- ❑ Web based catalog (plus?)
 - Database being populated
- ❑ Two-day SE Overview course
 - Objectives, framework, and content identification complete
 - Most content available from TAC/LMU course
- ❑ Student demographics



Key Findings to Date

- ❑ Distance learning becoming major delivery tool
- ❑ Non-technical skills are important yet deficient in System Engineers
- ❑ Large variation in available courses
 - Content
 - Costs
 - Delivery method
 - Availability
- ❑ SE not yet established discipline
- ❑ Need ROI for providers
- ❑ Need terminal recognition for student talent
- ❑ SE inter-related to education, experience, & industry



Key Findings to Date (cont'd)

Some conclusions

- ❑ Project can/should be replicated/expanded throughout the country
- ❑ Project should be integrated into International Council on Systems Engineering (INCOSE)



Key Corridor Conclusions at Close of WIRED

Sustainment mechanism required

- ❑ Enhance website with marketing/promo material as enticement
- ❑ Fund future SE Survey course as inducement
- ❑ Develop terminal recognition as encouragement

3.5



STEMCAP WIRED 3.5 Deborah Hirsh

Project Leads Meeting September 6, 2007

Corridor WIRED Transformation Vision (from the PIP)
***Integration of education, workforce and economic
development systems/innovation strategies in a
regional (CIC) framework***





Overview: STEMCAP WIRED 3.5

- ***“Develop a collaboration and a strategic action plan to increase the number and support the development of science, technology, engineering and math (STEM) students, graduates, teachers, professors and mentors within the California Innovation Corridor and the State of California, leveraging the resources and efforts not only of education and academia (K-20, public and private), but of industry and the informal science network”***



Key Products/Deliverables for WIRED 3.5 STEMCAP

- *Science Technology Engineering and Math Collaborative Action Plan:*
 - *Written 'static' version*
 - *Living, breathing, dynamic web-based version*
 - *Outreach to existing collaboratives to pilot the plan (ARCHES)*

- *STEMCAP Inventory*
 - *Web-based*
 - *Merged with others (NDIA)*
 - *Possibly using established STEM Taxonomy*



Key Findings to Date

- ❑ **Characteristics of Innovation in Talent Development**
 - New people coming together who have not previously met with each other
 - New partnerships forming for collective endeavors
 - Alignment/synchronization of previously disparate initiatives
 - Resulting in increased leverage/Tipping Point
- ❑ **Entrepreneurship**
 - Social entrepreneurship
- ❑ **Global Competitiveness**
 - Synchronization/alignment/leverage



Key Findings to Date (cont'd)

- ❑ **Success Factors in Developing an “Innovation Ecosystem” or “Innovation Culture”**
 - **Connecting the dots**
- ❑ **Success Factors in Developing Talent**
 - **New, exciting, relevant educational approaches offerings that “hook” students:**
 - ❑ **Mechatronics**
 - ❑ **Project Lead the Way**



Key Findings to Date (cont'd)

- ❑ **Integration of ED, Workforce, Education**
 - **Regional collaboratives with all entities represented and pulling together**
 - ❑ **ARCHES**
 - ❑ **Santa Ana Chamber of Commerce**
 - ❑ **Orange County Chamber of Commerce**



Key Findings to Date (cont'd)

What conclusions is your project reaching about the desired integration/alignment of workforce development, economic development and education?

- ❑ **Systemic changes needed in K-12, especially**
- ❑ **But can't wait – must integrate, collaborate and align now at local and regional levels**
- ❑ **Best opportunity to make an impact now**



Key Corridor Conclusions at Close of WIRED

What conclusions is your project reaching about “Optimizing the Corridor for Innovation and 21st Century Workforce Development”?

- Ongoing collaboration is essential
 - Commitments are needed
 - Clearing House organizations must be sustained:
 - CSEWI
 - CCST
 - CWA
 - ARCHES
 - etc.



Conclusion

Questions

3.6

3.7



3.7 Aerospace/Defense Certificate Program

Jeanette Langdell, NOVA

Project Leads Meeting September 6, 2007

Corridor WIRED Transformation Vision (from the PIP)
Integration of education, workforce and economic development systems/innovation strategies in a regional (CIC) framework



Overview: Project 3.7

- *Project is to retrain individuals laid off from software engineering into space-related computer science positions*



Key Products/Deliverables

Project 3.7

- ❑ *Convene industry advisory board*
- ❑ *Create new certificate program through UC Santa Cruz Extension and gain approval: **Certificate in Software Development for Aerospace/Defense Applications***
- ❑ *Recruit appropriate participants*
- ❑ *Offer program to at least 14 individuals*
- ❑ **15 participants started program in April and all 15 completed entire certificate**
- ❑ *6 participants employed so far*



Key Findings to Date

- ❑ Connections to industry are critical
 - Good - advisory panel driving curriculum
 - Good - guest speakers from industry
 - Could have been better - connections to hiring managers

- ❑ Possible to transition from software engineering to aerospace/defense BUT much depends on student's background (programming experience critical)
 - Managing student expectations is an issue
 - More prescreening needed



Key findings - continued

Student quotes:

“Aerospace and defense has a culture and a language of its own. This program helped bridge that gap.”

“I found that in the interview and now on the job the knowledge I gained in this program was very useful. However, getting a foot in the door when you’re changing career direction still seems to be a problem.”

- ❑ The result? We’ll be offering the program (with some tweaks) again in January 2008

3.8



WIRED 3.8 | University Innovation Advocate Outreach/Orientation Matt Everingham

Project Leads Meeting September 6, 2007

Corridor WIRED Transformation Vision (from the PIP)
***Integration of education, workforce and economic
development systems/innovation strategies in a
regional (CIC) framework***





Overview: Project 3.08

- ❑ Improved university student development of industry and innovation oriented acumen prior to graduating by establishing links through “innovation advocates” with at least three academic programs in the Corridor.
 - ❑ Focused on bringing the culture of innovation that exists in the Corridor to university students through identifying “innovation advocates”; a person who can communicate with students and support their involvement in, mostly extracurricular, innovation focused activities.
 - ❑ Host at least two “roundtable” forums available to all students in the CIC and at least two networking events focused on bringing students the opportunity to speak first hand with industry professionals.
-



Key Products/Deliverables

Project 3.08

- ❑ Identify new space professionals to serve in advisory capacity
- ❑ Inventory of corridor student groups (clubs, etc.)
- ❑ Identify individuals to serve as POC/space advocates in academia
- ❑ Provide Innovation Assets inventory to students
- ❑ Roundtable Forums focused on new professionals and students
- ❑ Engage students and new professionals in corridor innovation activities



Key Findings to Date

Mention key findings that apply to:

- Issues/Solutions around Talent Development
 - Need others besides academic advisors to help students gain perspective – “advocates”
 - Networking opportunities are held in high value



Key Findings to Date (cont'd)

What conclusions is your project reaching about the desired integration/alignment of workforce development, economic development and education?

New professionals and students are already pretty good at collaborating. Simply giving them an umbrella to work under and a direction to move in can be effective.



Key Corridor Conclusions at Close of WIRED

What conclusions is your project reaching about “Optimizing the Corridor for Innovation and 21st Century Workforce Development”?

- ❑ Students and new professionals are eager to make achievements. A culture of innovation is ready to emerge with the addition of a strategic perspective and industry background.

3.9



PROJECT 3.9

SEARCH CALIFORNIA

Bob Bartron

Project Leads Meeting September 6, 2007

Corridor WIRED Transformation Vision (from the PIP)
***Integration of education, workforce and economic
development systems/innovation strategies in a
regional (CIC) framework***





Overview: Project #3.9

Goal:



Conduct a pilot program to determine if there is a market of mid-career changers in engineering, science and technician fields who desire to teach math, science or Career Technical Education subjects in public schools.



Key Products/Deliverables Sustainability Project #3.9

PHASE ONE

- ✓ Establish program to include
 - ✓ Counseling materials
 - ✓ Website
 - ✓ Outreach materials
 - ✓ Computer based lead/participant tracking system
 - ✓ Relationships with school districts, industry, and colleges



Key Products/Deliverables Sustainability Project #3.9

SEARCH
california

SCIENTISTS & ENGINEERS ALTERNATIVE ROUTES TO CERTIFICATION & HIRING
Discover the stars again...Teach

HOME
WHAT WE DO
ELIGIBILITY
GETTING HIRED
LOOKING TO HIRE
CONTACT
LINKS

The Scientists and Engineers—Alternative Routes to Certification and Hiring (SEARCH) is a program designed to assist mid-career changers in the science, math and engineering fields to become public school teachers in both academic and vocational subjects. It provides a "fast-track" approach to get talented professionals into the classroom.

The decreasing number of students interested in pursuing careers in the sciences, math and engineering is a significant national problem. In California specifically, the need for many well-educated technically-oriented professionals and a strong technical workforce is vital to support the research, development and production industries that fuel the state's economy.

SEARCH was developed as part of a U.S. Department of Labor Regional Economic Development grant. Administered by the California Space Education and Workforce Institute (CSEWI), SEARCH is designed to assist mid-career changers and retirees to "re-cycle" their interest in engineering and the sciences by returning to the classroom to teach these subjects to following generations of students.

SEARCH is a partnership between CSEWI, California Troops to Teachers and Project Pipeline and utilizes existing state-approved paths to quickly become highly qualified teachers.

PROJECT PIPELINE
PROVIDING CALIFORNIA TEACHERS

CALIFORNIA SPACE AUTHORITY

Troops to Teachers
PROUD TO SERVE AGAIN

HOME | WHAT WE DO | ELIGIBILITY | GETTING HIRED | LOOKING TO HIRE | CONTACT | LINKS
Funding provided by the Department of Labor, Employment & Training Administration: WIRED Initiative.
Copyright © 2007 SEARCH CALIFORNIA All rights reserved.

SEARCH CALIFORNIA WEB PAGE

www.searchcalifornia.org





Key Products/Deliverables Sustainability Project #3.9

PHASE TWO

➤ Recruit to the program

➤ *Prove the presence of an engineers, scientists, and technicians new-teacher market.*



- Presentations to industry partners

(Lockheed, Aerjet, Raytheon, Boeing, etc.)

- Conferences exhibits

(AIAA Space 2007, SAE 2007 AeroTech, etc.)

➤ *Get twenty new STEM subjects teachers hired by the end of Project Year Three.*



Key Corridor Conclusions at Close of WIRED

PROJECT 3.9 SUSTAINABILITY:

IF project determines that engineers, scientists and technicians leaving industry are a good source of new STEM teachers, then



- *Strong STEM teachers will produce strong graduates to build and sustain a talented workforce in the CIC*

- *Seek follow-on funding and expansion of the pilot to a USDOE or state supported permanent program.*



3.10

3.11



A.S. Mechatronics Degree/Certificate & Grades 7-14 STEM Outreach Project 3.11

Paul Murphy and Margaret Lau, Presenters

Project Leads Meeting September 6, 2007

Corridor WIRED Transformation Vision (from the PIP)
***Integration of education, workforce and economic
development systems/innovation strategies in a
regional (CIC) framework***





Overview: Project # 3.11

- ❑ *Develop and pilot an industrial technology-based associate degree program in Mechatronics at AHC*

- ❑ *Develop successful student recruitment strategies for engineering technology/technical programs*
 - *Partners: College of the Canyons, Cerritos College, Lancaster University Center and CSEWI*

 - *STEM outreach target populations*
 - ❑ *Students in grades 7 – 14*
 - ❑ *Incumbent workforce*
 - ❑ *Educators (professional development)*



Key Products/Deliverables

Project # 3.11

- ❑ *EL 104 “Introduction to Robotics & Mechatronics”*
 - *Fall 2006: 28 students = 90% course retention rate*
 - *Spring 2007: 14 students = 74% course retention rate*
- ❑ *Fall 2007 launch of A.S. degrees in Engineering Technology and Electronics Technology with an Emphasis in Mechatronics*
- ❑ *Successful STEM outreach & recruitment strategies developed and implemented to date*
 - *Presentation at AHC’s high school Counselors’ Workshop with participation by VAFB industry representatives*
 - *Participation at numerous high school College & Career Days*
 - *AIM Educators’ Launch Conference (partner w/ SIL, Inc.)*



Key Products/Deliverables

Project # 3.11 (cont'd)

- ❑ *Successful STEM outreach & recruitment strategies implemented to date (cont'd)*
 - *Summer 2007 EL 179 “Intro to Electronic Sensors & Robotics” (1-unit)*
 - *Workshops for High School/Incoming College Students*
 - ❑ *Mechatronics Institute (AHC)*
 - ❑ *Be a Design Engineer with AutoCAD (Cerritos College)*
 - ❑ *Rapid Prototyping Design (Cerritos)*
 - ❑ *Science Camp featuring “CSI Technology” (Cerritos)*
 - *Other*
 - ❑ *Summer internship programs (Lancaster University Center)*
 - ❑ *Robotics workshops for 7th and 8th graders at six middle schools (College of the Canyons)*
 - ❑ *Regolith Centennial Challenge (CSEWI)*



Key Findings to Date

Maximizing the Effectiveness of the Role of Education in Talent Development

- ❑ Be vigilant and proactive
- ❑ Seek, develop and nurture relationships with strategic partners both within and outside your own organization
 - CIC WIRED partners
 - Community advisory committees
 - Local manufacturing/industry groups; WIB
 - Local educational partners
- ❑ Leverage and manage resources effectively



Key Findings to Date (cont'd)

What conclusions is your project reaching about the desired integration/alignment of workforce development, economic development and education?

Answer: The process is

- Evolutionary
- Time and effort intensive
- Leads to newer, greater, exciting partnerships and opportunities



Key Corridor Conclusions at Close of WIRED

What conclusions is your project reaching about “Optimizing the Corridor for Innovation and 21st Century Workforce Development”?

Answer: Higher education can provide a critical link in the pipeline between k-12 and the 21st century workforce. Success requires ongoing communication and systematic evaluation.

3.12



K-12 STEM Educator Conferences

Edmund Burke

Project Leads Meeting September 6, 2007

Corridor WIRED Transformation Vision (from the PIP)
***Integration of education, workforce and economic
development systems/innovation strategies in a
regional (CIC) framework***





Overview: Project # 3.12

- ❑ *Two Educator Launch Conferences held in 2006-2007 (Calipso-Cloudsat and AIM) with three additional conferences planned for 2008 (JPL 50th Space Anniversary – Jan. 08, Jason II – June 08 and Orbiting Carbon Observatory – Dec. 08, both JPL Satellites)*
- ❑ *K-12 teachers use real-world curriculum and activities in the classroom to expose students to aerospace careers and hands-on project based activities that build innovator skills early*
- ❑ *Provide K-12 teachers with relevant science curriculum and activities tied to NASA and NOAA satellite missions launched from Vandenberg AFB*
- ❑ *Develop a 9th Grade Endeavour Academy full-year STEM course called Mission to Planet Earth Systems (MTPES) and submit for UC Lab Science D approval.*



Key Products/Deliverables

Sustainability Project # 3.12

- ❑ *Organize and deliver five STEM Educator Conferences*
- ❑ *Develop 9th Grade Mission to Planet Earth Systems STEM Course for dissemination that meets California State Earth Science Standards with rigorous “hands-on” Endeavour laboratory component*



K-12 Transformation STEM Education & Teacher Training



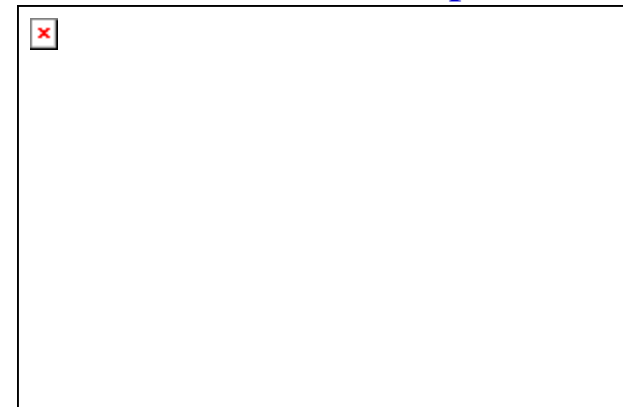
NASA Scientists/Engineers & K-12 teachers participating in Conference - STEM education focus



“Hands-on, Minds-On” K-12 Teacher STEM Workshops



Launch Viewing Opportunity for K-12 teachers of NASA & NOAA Satellites from Vandenberg AFB



OSC Director discussing Pegasus Rocket System with K-12 teachers



Key Findings to Date

- ❑ Relevant STEM Education needed in K-12 School System
- ❑ California K-12 teachers not adequately trained in Science, Technology, Engineering and Mathematics
- ❑ California High Schools not adequately preparing students for success in college in regards to science and engineering degrees
- ❑ 40-50% Dropout/Flunkout rate of California students enrolling in CSU and UC engineering B.S. degrees
- ❑ U.S. STEM Education importance and real-world relevance not stressed enough in K-12 educational system to motivate students



Key Findings to Date (cont'd)

- ❑ Without proper K-12 STEM education, aerospace and high-tech workforce development, and economic development in California will be hindered
- ❑ Additional K-12 STEM Teacher Training programs are required to cultivate master teachers and motivate young teachers entering the system
- ❑ Relevant K-12 STEM Curriculum & Activities need to be taught and critical at all levels but especially in California high schools



Key Corridor Conclusions at Close of WIRED

Excellence in K-12 STEM Education is critical to sustain the Aerospace Innovator Corridor and Workforce

3.13



3.13 Virtual CA Space Center Daphne Dador, CSEWI Manager

Project Leads Meeting September 6, 2007

Corridor WIRED Transformation Vision:

By allowing students to actively engage in STEM activities and exposing them to consecutive steps in the STEM pipeline, the project accelerates the development of a highly skilled 21st Century talent pool.





Overview: Project 3.13



- ❑ The virtual California Space Center and its STEM programs are designed to enhance and increase Corridor talent development by using participatory Internet activities and offering students and educators virtual and real life programs that are capable of supporting a continuum of math, science and engineering education.
- ❑ NASA Centennial Challenge
- ❑ ZERO South
- ❑ Outreach vehicle for WIRED projects



Key Products/Deliverables Sustainability Project 3.13



- ❑ The virtual CA Space Center, itself: www.californiaspacecenter.org
- ❑ NASA Centennial Challenge virtual community
- ❑ ZERO South education outreach activities
- ❑ CA Space Center virtual community

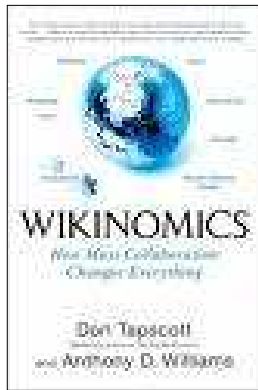




Key Findings to Date

Using their Tools:

- ❑ CSEWI is actively exploring ways to engage young people by using current web tools
- ❑ Web 2.0 – next generation of on-line communities: wikipedia, social-networking sites, blogs, twitter (uploading and authoring own content)
- ❑ Young people are moving away from passive, static web pages to more participatory activities: writing blogs, filming their own YouTube and podcasts, creating their own virtual homes





Key Findings to Date (cont'd)

Today's Climate:

- ❑ Web 2.0 is relevant to younger audiences
- ❑ According to Student.Net, around 98% of the 8.8 million four-year college students in the U.S. have free access to the Internet and spend more time online than any other group -- about five hours per week.
- ❑ More than 2 million children age 6-17 have their own websites
- ❑ Over 900,000 teachers rated on RateMyTeachers.com
- ❑ Almost 8 million people on Second Life



What conclusions is your project reaching about the desired integration/alignment of workforce development, economic development and education?

Still early...But the integration makes sense. We want young people who use our site to see that learning is fun, but also see what types of careers they can pursue if they learn STEM subjects... provide them with a ticket onto the STEM workforce pipeline



Key Corridor Conclusions at Close of WIRED

What conclusions is your project reaching about “Optimizing the Corridor for Innovation and 21st Century Workforce Development”?

Conclude that using today’s latest Internet tools to get young people on board is pivotal to ‘optimizing’ the Corridor and developing a 21st century workforce

“...companies that design their software, their systems, their Web sites, and their encyclopedias to encourage participation will be ones that draw the most users...” (T. Friedman)



3.14



WIB Toolkit (1.7) & Learning Community (3.14)

Virginia Hamilton California Workforce Association

Project Leads Meeting September 6, 2007

California Innovation Corridor, WIRED Transformation Vision
***Integration of education, workforce & economic development
systems/innovation strategies in a regional framework***





Overview:

WIB Toolkit, Project 1.7

- ❑ **A Resource Toolkit for Development of 21st Century Knowledge & Innovation Workers**
 - Create a toolkit that describes and informs the several innovative roles for WIBs, in conjunction with elected officials and industry, to advance and advocate for proactive strategies for local and regional innovation, industrial rejuvenation and talent development.



Overview:

Learning Community, Project 3.14

- ❑ **Learning Collaboratory**
 - **Establish a learning community among WIBs, for information, training, technical assistance**
 - **Focus is on building WIB capacity for innovation in:**
 - ❑ **Talent development, STEM, advanced manufacturing**
 - ❑ **Effective linkages between workforce & economic development**
 - ❑ **Industry demand models for regional challenges**
 - ❑ **Enhancing environments conducive to entrepreneurship**



Key Products/Deliverables Sustainability Project 1.7

- ❑ Focus Group of WIB & Economic Development leaders, review & development of Toolkit structure, materials, July 2007
- ❑ Introduction of Toolkit in Plenary Session at CWA “Meeting of Minds” Conference, Monterey, September 5, 2007
- ❑ Completion of Toolkit early 2008
- ❑ Dissemination, continuous demonstration & resourcing, promotion of progressive roles for WIBs in workforce leadership



Key Products/Deliverables Sustainability Project 3.14

- ❑ Pre (Benchmarking) & Post Surveys of WIBs
- ❑ Policy Recommendations
- ❑ Self-Assessment Model for WIBs, Measuring Regional Innovation
- ❑ Five Monographs
- ❑ Transformation of WIB Agenda: Keeping California Competitive, Creating Opportunity
 - Improved WIB/workforce system focus on, and access to, training & training resources
 - Improved WIB/workforce system orientation to appropriate demand-driven models of service
 - Re-orientation of WIB role to leadership functions, in convening, brokering, workforce intelligence, community voice



Key Findings to Date

❑ Characteristics of Workforce Innovation

- Importance of Re-Tooling WIB perspective: less operational, broader in leadership, in four roles:
 - ❑ Convening, brokering, workforce intelligence, community voice

❑ Success Factors in Global Competitiveness & Developing an “Innovation Ecosystem” or “Innovation Culture”

- Turning “workforce crisis,” and the impact of science and technology on industry, into urgent motivation for operational change
 - Challenge in developing pathways to new practice
-



Key Findings to Date (cont'd)

- ❑ **Increasing focus on Worker Skills, Talent Development**
 - Reinforcing message that a demand-driven model serves both business & worker prosperity equally well
 - Demand-driven means not just filling job openings, but increasing worker readiness & skills for high-wage jobs
 - Requires clarification of purpose, changes in policy priorities, regional approaches, new partnerships



Key Findings to Date (cont'd)

- **Workforce System Issues in Entrepreneurship, Innovation Economy**
 - Need to identify appropriate workforce leadership role
 - Need to change workforce system performance measures



Key Corridor Conclusions at Close of WIRED

What conclusions is your project reaching about “Optimizing the Corridor for Innovation and 21st Century Workforce Development”?

1. Our focus extends far beyond the Corridor, to the Statewide workforce development system; we can't promote change in the workforce system if the transformation agenda is narrowly region-specific.
2. The workforce system's role for promoting innovation in business is linked to our ability to move the system toward greater attention to and investment in worker skills enhancement.

