



**CTE Advisory Committee
Meeting #6 – April 17, 2018**

Meeting Objectives...

- *Celebrate LYFT supported projects and discuss potential projects!*
- *Gather feedback on efforts/results thus far*
- *Explore and discuss employer engagement models*
- *Learn about dual enrollment options and explore ways to help schools understand and navigate these options*
- *Explore our role and engagement moving forward*

9:00 – 9:15 Welcome & Introductions; SWWC Updates & Timeline Review

Tom Hoff, SWWC, shared information about the innovative CTE efforts happening throughout the region. At the end of 2016, there were approximately 15 students being served through shared CTE courses in the region. Now there are over 100 and we expect that at the end of next year, this number will be over 500. The courses are diverse and provide opportunities for a wide range of students. We also acknowledged that innovative CTE is happening within individual school districts as well.

The LYFT web site is serving as a valuable resource for answering questions and encouraging shared information. We will continue to add to resources and shared success stories. If you have events or resources that would be beneficial, please send them to Tom Hoff.

We will be continuing with the current timeline of supporting CTE collaboration, now focusing on courses to be offered in 2019 since registration is largely completed for 2018. Approximately \$400-500K of the funding will be expended at the end of this fiscal year (June). The committee will consider what has worked well and what may be improved as we move forward as well as continue conversations around the ongoing role of this group and how we can aide in the sustainability of CTE efforts in the region.

9:15 – 10:00 Celebration, Reflections and Future Opportunities

- Celebrate LYFT Awards
 - 6 projects totaling \$187,774 have been funded to date. Projects include courses in aviation and drone technology, automotive technology, entrepreneurship, medical careers, manufacturing technology, and nursing assistant.
- Updates on potential/future CTE projects

- 4 additional projects are currently in the review process.
- Several other projects are in early to mid-formation stages. Again, the diversity and innovation is exciting with topics such as aquaculture, animal science, autobody, construction trades, culinary, heavy equipment operations, and additional medical careers.
- Gathering Insights - Committee members shared what excites them about results thus far. Reflections included:
 - Seeing student pride in being involved in these courses!
 - Seeing opportunities for students that didn't exist before!
 - Increased business/student/school relationships!
 - Wide variety of courses that are geographically distributed in the region
 - Courses largely reflect occupations in demand and local economic needs; driven by local businesses and connecting students to local careers
 - Projects are using unique delivery models and are new concepts; not just bolstering existing CTE
 - We are modeling collaboration for students – an important skill for their future!
- What's working...
 - Groups are taking local ownership of projects
 - True collaboration – schools, higher education, businesses
 - Sustainability – collaboration helps likelihood of success
- What could we improve/consider for the future...
 - Integrate parent education – help them understand CTE opportunities; local workforce/job demands, etc.
 - Streamline the ways in which we engage industry between the stages of education (middle school, high school, higher education)
 - Help schools/students/counselors understand and navigate dual enrollment options like PSEO, Contracted PSEO, due to challenges of student funding, open enrollment, etc. Encourage “career” courses in addition to “technology” courses. Areas mentioned: agriculture education, industrial technology education, family and consumer sciences, business, social work, general teaching (science/biology)
 - Sustainability – continue to build on efforts to ensure CTE is sustainable into future
 - Explore the requirement for two schools in order to receive funding

10:00 – 10:50 Dual Enrollment

- Understanding Opportunities
 - Minnesota West, Ridgewater, and SMSU presented information on the various dual enrollment options for students – PSEO, Contracted PSEO, Concurrent Enrollment, Articulation. [Could the information provided be adapted/provided as a resource on LYFT web site?]
- Questions/Discussion - How can we help schools understand and navigate these options?
 - Use course budgets/scenarios to frame the actual costs per student
 - Recognize that partnerships need to decide what works best for them
 - Encourage HS Administration to contact MDE/PSEO state representative to find out their actual per pupil \$\$; leaving money on the table

- Education parents, students, and counselors of opportunities and long-term impacts. Emphasized parental education around all – CTE courses, PSEO, jobs/careers.
- Make certain what is selected is a fit for the student – do they have the maturity and understanding of the changes to their high school experience (reference to PSEO)
- A challenge is the lack of capacity/numbers of high school counselors to help students through not only these options but also personal/family challenges. (KARE11: Nationally, there are an average of 482 students to one school counselor; Minnesota, it is 723 to 1. American School Counselor Association advocates for a ratio of 250 students to one counselor.)

10:50 – 11:20 Employer Engagement

- Sharing information on regional models
 - Group of 5 school districts (YME, MACCRAY, Montevideo, RCW, Lakeview) meeting regularly and engaging businesses in building CTE courses. Looking at formalizing their group to continue working together.)
 - JumpStart – Willmar area; monthly meetings to discuss industry needs/school course offerings; business partners very engaged
- Group discussion/reflections – be thinking about how we can continue to encourage these kinds of business engagement while being conscious of engaging businesses at the right time and in the best way possible (lots of requests to be at the table – DEED, Advisory groups of colleges, high school groups, etc.).

11:20 – 11:45 Our Role Moving Forward

- Revisiting our purpose and the value of this work - What value is this providing to your organizations thus far?
 - Knowledge about the career development that supports workforce/economic development in the region; can be used in our planning
 - Increased knowledge/awareness of CTE efforts in the region; partnering is possible; insight into logistics of collaboration
 - Increased collaboration among our organizations
- Questions/Discussion...How do you want to be engaged moving forward? (We need to clearly identify our roles).
 - Annual meeting to review projects/learn about progress; quarterly email/webinar/WebX for short updates
 - Explore our roles further and connections to our work – overlap with our work; help support through economic development plans/CEDS
 - Site visits to see the programs at work!
 - Help market to our schools/employers
 - Help look for/leverage partnership resources to continue/sustain this work
 - Develop and share case studies (videos, simulcast, expanded awareness)
 - Promote LYFT web site/resources through our organization

11:45 – Noon Reflections and Next Steps

- We will review your thoughts on your role and next steps needed
- Will want feedback on process before next round of application picks up
- Plan for tentative meeting in late June/July. Look for poll.