



## LYFT Advisory Committee – Oct 16, 2019 - Meeting NOTES

**In Attendance:** Bill Adams, Bruce Bergeson, Sam Bowen, Eric Day, Eriann Faris, Matt Feuerborn, Cheryl Glaeser, Lisa Gregoire, Luke Greiner, Dawn Hegland, Tom Hoff, Jodi Jordon, Shelly Maes, Scott Marquardt, Jessica Miller, See Moua-Leske, Gail Polejewski, Stephanie Strenge, Ann Trochilla, Jay Trusty, Teri Wallace, Kayla Westra, Donn Winckler

### Meeting Objectives...

- Share and reflect on the projects and efforts funded thus far through LYFT
- Sharing communications strategies and how you can help
- Gather your insights on legislative action and LYFT Mini Grants
- Develop strategies for continuing to expand school/business partnerships

### Welcome, Introductions and Updates

**LYFT Work to Date** – Approximately 48% of the original \$3 million in grant funding is estimated to be expended by the end of fiscal year 2019. 30 LYFT Pathways CTE projects have been funded to date, with a few that are under review, and several more in process by applicants. The projects funded to date primarily focus on developing shared hybrid courses that are projected to be serving nearly 2,000 students by the end of the 20219-2020 school year.

The table on the left lists courses currently offered; the table on the right lists planned courses.

Course/Experience	# Schools	# Students
Ag Drone Technology	2	6
Aquaculture	2	11
Auto Technology	6	12
Aviation	2	25
Basic Mechanics	2	4
CDL Training Program	3	10
Computer Integrated Manufacturing	3	369
Creating Entrepreneurial Opportunities	7	17
Electrical Controls	5	4
Flight School	4	12
Industrial Construction Methods	4	16
Information Technology Concepts	9	30
Intro to Engineering Design	4	10
Intro to Manufacturing & Engineering	5	23
Introduction to Education	5	14
Introduction to Medical Careers	16	143
Medical Career Internship	3	4
Nursing Assistant	11	65
Pharmacy Technician	4	3
ProStart	3	16
SW PIC Work-based Learning	8	85
Welding Principles	3	8
Yellowstone Trail Manufacturing	2	190
<b>Total # Students</b>		<b>1077</b>

#### NEW Opportunities Planned for 2019-2020 (200+ students)

- Architecture PLTW
- CADD PLTW
- Child Development
- CMJTF Work-based Learning
- Community Health Worker
- CS Discoveries
- Digital Electronics
- Electrical, Plumbing, HVAC
- Food and Nutrition
- Food Truck
- Industrial Construction Basics
- Intro to Energy
- IT Exploration
- Medical Terminology
- Networking Basics
- Principals of Design PLTW
- Small Business Basics
- Tiny House Construction
- Yellowstone Productions - Videography

In addition, LYFT funds have supported efforts to aide in project development and build the capacity for sustained CTE in the region. Efforts included support for:

- MN River Valley CTE Collaborative structure and expansion
- CMJTS and SWPIC – Expanding Work-based Learning Programs - Career Pathway Navigators
- Technical Assistance for developing school-business partnerships
- Tours and presentations with out-of-region/state groups looking to replicate the program
- Learning Blade – STEM Toolbox – licenses offered to schools at no charge

### **Other Updates:**

**Evaluating Our Efforts** – Tom Hoff shared that Scott Chazdon, Evaluation and Research Specialist with University of Minnesota Extension, will be engaged in helping evaluate our LYFT Pathways efforts. Plans include using a process called [Ripple Effect Mapping](#) which provides a method of illustrating to stakeholders the ripple effect of a program, validating effects and creating stronger support and public value.

### **Committee Reflections:**

The committee applauded the impact of LYFT efforts thus far, with 100% indicating that LYFT has had an overall impact to a moderate or great extent. Members pointed to a continued need to share these stories of success and help other schools adopt the models that have been developed or continue to advance innovative projects. In addition, they specifically recommended potential improvements to help aide in replication:

- Provide a grid of the projects with basic info/key contacts (so people don't need to open each separately to get ideas; see who to connect with for info)
- Share abbreviated versions of reports provided to the State (or at least share with committee members)

Committee members also lifted up additional resources or information that may be helpful as groups explore opportunities...

- SLEDS – the power of stories/sharing information/tracking data; good resource for data/trends/grant opportunities (<http://sleds.mn.gov/>)
- Dr. James Johnson, Demographer (<https://www.youtube.com/watch?v=6MaedeUylEI>)
- College in High School Alliance – Closing Equity Gaps - <https://www.collegeinhighschool.org/roadmap;>  
<https://www.collegeinhighschool.org/finance>

## **Communications: Using Social Media & Websites to Share LYFT Stories**

In the Spring of 2019, LYFT Advisory Committee members indicated a need to advance efforts to share the stories of what LYFT is accomplishing as a way to encourage additional projects and garnish further support from other partners. Shelly Maes, with SWWC, shared ways in which each committee member and their organizations can show their support for LYFT Pathways and elevate the reach of shared stories. From noting your partnership on your organization's web site to sharing posts and images with LYFT hashtags, we can each help. Supported projects will also be encouraged to use these communication tools. To learn more about how you can help, check out the [Social Media and Website Document](#) on the LYFT Pathways web site.

Committee members were asked to consider how they might envision using these communication strategies within their organization/work and what additional strategies we should be using to create awareness. Committee thoughts are listed below.

### **Committee Thoughts on Communications:**

- Send these social media instructions to all grant recipients and encourage them to send to all business/other partners
- Use Marketing and Sales students as social media resources to do the work of posting and/or farm out services to other partners
- Create marketing kits for business partners
- Create communications/messaging targeted to County/City Economic Development Professionals, Chambers of Commerce
- Publish stories of LYFT identifying industry need and impact of LYFT
- Market LYFT to school districts not yet participating using these stories
- Consider adding info for sharing on LinkedIn
- Student Surveys– if offered what interested in; show other school examples
- Student Generated Testimony – providing ways for students to post and/or gather their comments
- Develop/share case studies of the most successful LYFT projects
- Consider ways to educate middle school parents; changing the mindset of 4-year as only option

### **Top Priorities for the Coming Year**

Last spring and during the summer, LYFT Advisory Committee members were asked to identify the actions that would be most likely to advance the LYFT Pathways initiative. The top priorities identify in both timeframes were: Developing a Mini-Grant process to encourage innovative hands-on experiences; shifting from course development to more “experiential” opportunities and reducing the risk/investment for partnerships; Identifying and advocating for key legislative priorities; and Expanding business and school partnerships, continuing to encourage business engagement as a key component for success. The Committee worked with each of these priorities to determine further action steps and considerations in these areas.

#### **Mini-Grants**

The Committee reviewed a draft mini-grant process and application form, offering insights for improvement. These insights will be incorporated into a revised process and application form. Key insights included intentionally reaching out to areas not currently engaged and to note that this opportunity is open to serving 7<sup>th</sup> through 12<sup>th</sup> graders, not just high school. The process/application will be revised and an outreach plan developed over the next couple months.

#### **Legislative Priorities**

The Committee was asked to explore top legislative priorities for the coming year and how we might best advocate for these priorities. The Committee noted the need to reach out to key committee members and invite them to experience/learn about the LYFT Pathways program. When asked to identify key legislative priorities, the following top priorities were identified:

#### **Flexibility in Requirements**

More flexibility and local control to cover requirements for graduation so students can fulfill academic requirements through their CTE courses. Members noted that the current requirements limit students and are largely intended for students planning for 4-year post-secondary education. This may also lead to equity challenges, setting up students who are already behind for failure. In addition, a lack of flexibility continues to challenge the potential for students to take part in Career and Technical Education courses and/or experiences such as those supported by LYFT. These courses are key in not only exposing students to careers in their local area, but also in developing the types of skills employers say they need most: problem solving, work ethic, team-work, etc.

## Transportation

Currently transportation is not covered under the CTE Levy Funds; Committee encouraged 100% travel reimbursement for collaborative CTE courses. Transportation is not only a safety concern for students, but also an equity issue as rural areas have a greater challenge in providing shared CTE opportunities and business experiences without resolving transportation challenges.

## Incentive Funding for CTE

- Support the Vocational Incentive Funding Legislation that was cut at the last minute of the 2019 legislative session; funding that would have provided funds for schools to offer CTE courses in the summer, weekends, and evenings.
- Incentivize CTE partnerships through tax credits for businesses. The industry workforce needs are great and a financial incentive could aide in furthering business engagement.
- Incentivize CTE partnerships between schools and colleges for developing shared programs and more contextualized classes. Students are more successful when they have CTE experience; incentivize more of this.

## Additional Priorities/Thoughts of Committee Members:

- **Flexibility in # of Classes/Schedules** – Loosen up school year schedule constraints; increase the limit of how many classes students can take; allow for summer courses/academic program beyond elementary level. These would aide in business partnerships and provide stability for students in need.
- **Credentials of Instructors** – Loosening up/offering more options would aide in college and business partnerships.
- **Work-based Learning** - Simplify apprenticeship process for businesses – change how process works; paperwork completion; address licensing issues for WBL teacher
- **Concurrent Enrollment** – Difficult to find HS concurrent teacher; PELSB standards; How can we continue to enhance relationships?

## Business Partnerships

LYFT Advisory Committee members continue to note the importance of business engagement in the success of these projects; **92% of members indicate that business and education partnerships are extremely essential.** Through these partnerships, students are gaining not only exposure to careers, but also connections with local businesses and hands-on skills that aide in contextualized learning.

Tom Hoff and others involved in projects shared some exciting examples of business partnerships hosting students on site for aquaculture, home construction, manufacturing, welding and more. In addition, Eriann Faris with SWPIC shared the ways in which they are helping with work-based learning opportunities that are changing or affirming the paths that students select for their careers.

The Committee was then asked **how we might expand school/business partnership to provide more innovative and experiential opportunities for students.** The Committee identified the recommendations below.

### **Communication/Marketing –**

- Provide a press release for every project that is funded
- Share business testimonies on the back of the LYFT Pathways flyer
- Recognize businesses for their work – nominating employers and sharing their stories broadly on social media, chamber newsletters, radio, etc.
- Create a messages/marketing tool kit for businesses to help them share their involvement
- Develop specific communication plan to reach EDAs, Chambers, Service Clubs; Workforce Development Boards

### **Understand Business Needs and Outreach Opportunities**

- Survey employers to capture needs
- Invite businesses to central location (use meetings they already attend) to educate on LYFT and gather their insights; Reach out specifically to Executives/Owners to help them see benefit
- Utilize business champions to advocate peer-to-peer
- Leverage competition among businesses to increase participation
- Keep engagement opportunities simple; minimize structure/documentation

### **Closing Reflections/Next Steps**

Committee members were thanked for the invaluable insight they have provided to the LYFT Pathways efforts. Each member was asked to identify...

- ONE thing I will do (as an individual) to help move this work forward (Ideas: communication strategy; reach out to local legislator; etc.)
- ONE thing I will do to help build partnerships between local schools/businesses? (Ideas: share mini-grant opportunity; help connect educators and business or agency contacts; host a meeting)
- ONE key insight from LYFT that I will share with others in my organization?

Committee members can review the presentation from the meeting for additional information shared.

**Next Meeting:** Expect Spring of 2020; Potentially March