LYFT Pathways Advisory Committee
January 19, 2023

Career & Technical Education

What excites you about CTE?

- The diversity and commitment of this group coming together; this is unique and we hope it continues

- Working on a career fair/opportunities to talk with young people about the jobs in our region

- The career potential/increased earning possibilities through CTE participation/credentials; labor and skills shortage – this is good for the region

- The "aha" moments of students when they realize career opportunities that they weren't aware of

- Seeing the opportunities of CTE careers for not only students now, but long after they leave high school

- Taking students on job shadows and hearing the excitement from authentic experiences!

- The future is bright – students who are interested and enthused

- Push for getting students into work-based learning; 36 out of 40 students employed!

- CTE is a lifeline/second chance for adult learners

- Huge increase in school/business engagement; what businesses are doing to attract the growing workforce; increased effort

- Educators from 9 schools and manufacturers interacting and working together

- Collaboration between business and schools is really increasing; unlike every before!

- Seeing the pendulum swing to reinforce the value of CTE; CTE is education across our economy

- Huge variety of educational/career opportunities for all types of students

- Ton of interest in building rural CTE programs – velosity of interest in CTE; it's a good use of money for workforce and economic development; great impact – a WIN/WIN

- Variety of exposure for young students

- Legislative bills in the economic development space – exciting time for CTE and beyond; CTE has attention of legislators; looking at competing with South Dakota

Meeting Objectives & Key Insights

Meeting Objectives

- Reflect on recent/current CTE Efforts
- Gather insights to guide current/future work ...
    - Expanding/affirming this committee (members/efforts)
    - Exploring/mapping regional CTE assets
    - Communications: primary audiences/messaging

Where we are today…

- Funded **65** LYFT Projects leveraging $**1,344,322** across region spurring innovative CTE experiences for students

- Impacted **18,884 Students @ 64 School Districts**

- Developed LYFT web site and 3E's Roadmap/Resources

- Developed LYFT Career Course

- Established/supported 5 Career Navigators/Connectors

- Established/supported 5 CEO programs in the region; impacting nearly 40 communities across the region

- Submitted a joint proposal w/ SW MN PIC to Federal Dept of Labor for youth systems design

Key SW MN Priorities 2023

- Advancing Student/Employer Connections

- Ensuring Equitable Access to Advanced CTE Opportunities for All Students

- Expanding Regional Awareness and Collaboration

- Advancing Educator Awareness/Development

Work in progress...

- Working with CEO students/SMSU Center of Entrepreneurship to offer **Student Entrepreneurship Conference March 24** **(Note that we've been working with a student committee to help design the day!)**

- Establishing a community of practice for Career Navigation services

- Supporting CTE teacher licensure by offering/expanding Lakes Country Service Cooperative training model
  - Luke G. – gaps analysis of CTE licensure utilization study; mapping out what teachers have CTE licenses in what districts
  - Is cooperative sending out information to all school districts? Could we share with the Advisory Committee?

- LYFT Facebook and Instagram pages; Newsletter

- Diversifying the LYFT Pathways Advisory Committee – see slide 23

- Mapping CTE assets in the region to discover gaps, gather lessons learned/stories of impact -

Teacher Licensure

Lakes Country Individualized Licensure Programs:

- Core Skills for CTE
- Construction Careers
- Manufacturing Careers
- Transportation Careers
- Teacher Coordinator of WBL

Available at NO COST to Teacher/District through Rural CTE Funding

SWWC staff trained to coordinate/assist with licensure in future

NOTE: How are we ensuring that schools/teachers are aware of this opportunity?

Jobs for the Future

What is it?

Jobs for the Future (JFF) drives transformation of the American workforce and education systems to achieve equitable economic advancement for all.

Transformative Outcomes

PATHWAYS TO PROSPERITY GOALS

FOCUS ON TRANSFORMATIVE OUTCOMES

Students
- Pre-K through high school success
- Postsecondary success
- Career and community success

Employers
- Skills gap/talent shortage addressed
- Pipeline of talented professionals
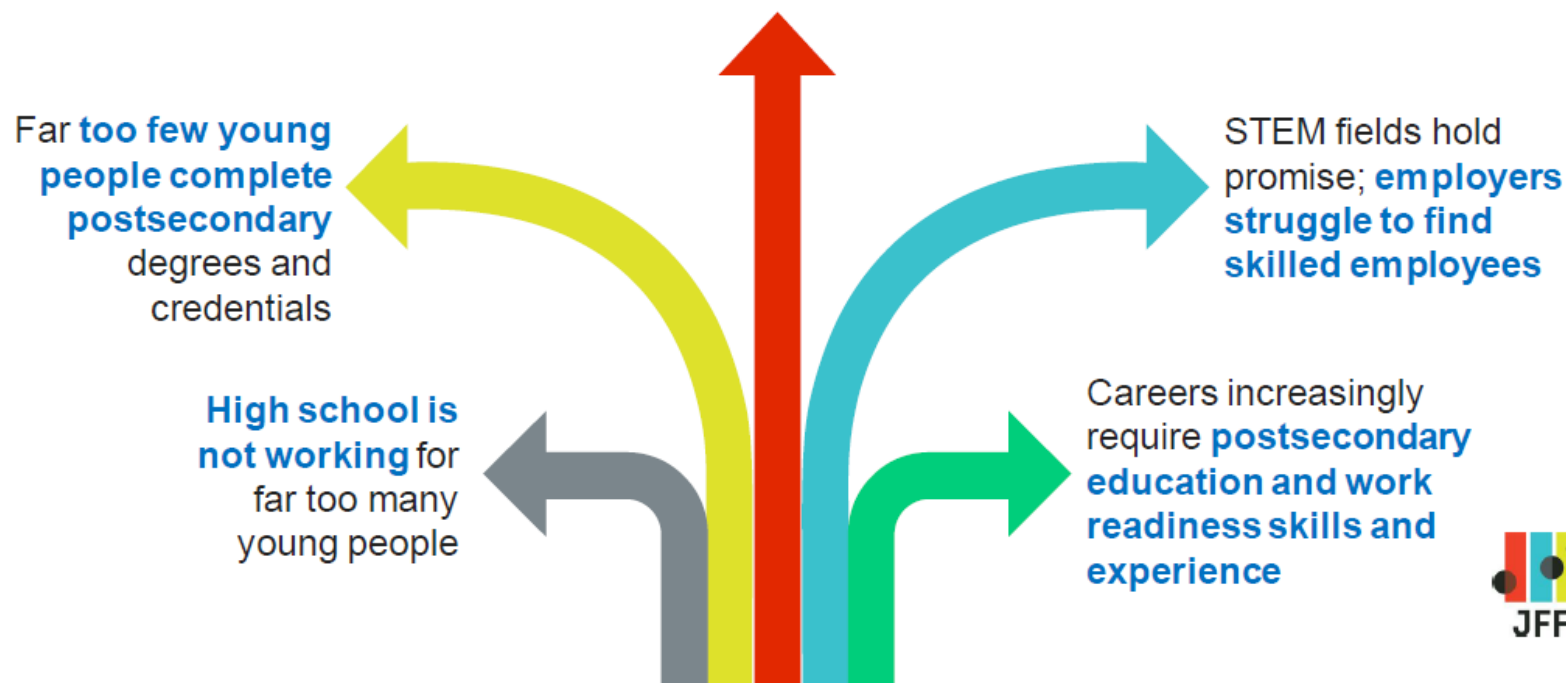- Increasing number of jobs

Communities
- Vibrant communities that retain young talent and attract newcomers
- Connected and engaged citizens

Economies
- State and regional economies thriving and growing in key industry sectors; providing upward mobility

JFF

Jobs for the Future

Education, workforce, and economic development are **inextricably connected**

Far **too few young people complete postsecondary** degrees and credentials

High school is not working for far too many young people

STEM fields hold promise; **employers struggle to find skilled employees**

Careers increasingly require **postsecondary education and work readiness skills and experience**

JFF

Let's Reimagine

WE NEED TO REIMAGINE OUR EDUCATION TO WORKFORCE SYSTEMS

Systems are siloed, mis-aligned, and difficult to navigate

Structural and policy barriers impede access to high-quality career-focused learning and early career experiences

Pathways are too linear to meet the needs of learners over a lifetime

JFF

KEY LEVERS FOR IMPLEMENTATION

Secondary-Postsecondary Integration

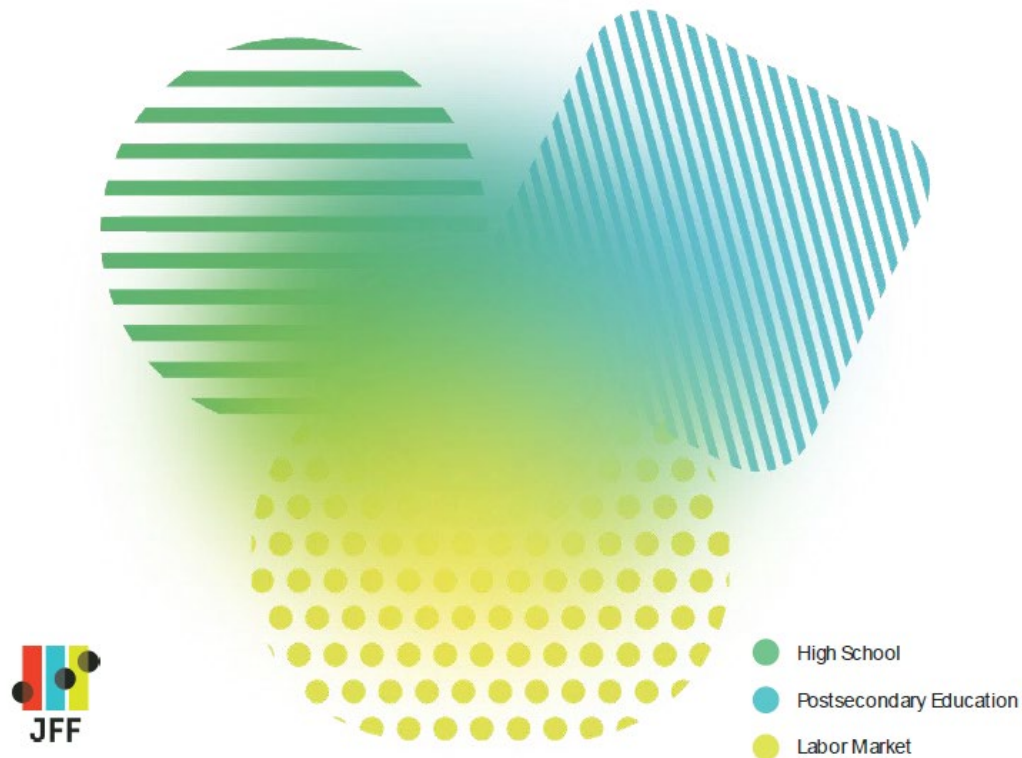**Career Navigation Systems**

Work-Based Learning

Intermediaries

Effective Leadership and Enabling Policies

JFF

JFF: The Big Blur

The Big Blur

High School
Postsecondary Education
Labor Market

Erasing Boundaries Between Education and Careers

JFF: Modernizing Career Navigation

A LITTLE LEVEL-SETTING…

Career Navigation Systems as a PtP Lever

Help students make informed, financially sound, and sustainable education and career choices

A Developmental Approach…

Help students understand:
- their skills & interests
- career opportunities regionally available
- skills, education, and training required

…that builds Social Capital…

with value in the labor market and the skills and knowledge learner and workers need to successfully navigate the world of work

…and takes a Network

Educators, employers, intermediaries, families, communities all contribute to helping students make informed decisions about pathways and careers.

Modernizing Career Navigation

WHY DO CAREER NAVIGATION SYSTEMS MATTER?

- Shifting career landscape; **career navigation doesn't end when students finish school and enter the workforce**

- **Capacity and access challenges** in the current system

- Young people must have access to the **information needed to make informed choices** about their education and career options

- Supports **economic vitality**

JFF

JFF: Modernizing Career Navigation

What It Is

- Career navigation systems help students make informed, financially sound, and sustainable education and career choices. They guide students to understand their interests, the related career opportunities available, and the skills, education, and training required to pursue those careers.

- Career navigation systems also intentionally support learners in building social capital with value in the labor market and the skills and knowledge they need to successfully navigate the world of work.

- The systems are networks of educators, employers, intermediaries, families, and community leaders that collaborate to prepare all students to make informed decisions about their educational and career pathways.

Occupational Identity Development through the eyes of young people.

8 Key Insights

INSIGHTS

Young people see themselves as their own best change agents

Young people aspire to live a good life

Young people try on their futures

Young people see opportunity in conversation

Young people are empowered by connections

Young people experience work as surviving, striving, and thriving

Young people envision pathways to thriving

Young people experience identity as an asset

equitable futures A PROJECT OF THE BILL & MELINDA GATES FOUNDATION

9

JFF: Innovative Schools Model

Categories of Change

Time	Space	Partnership	Modes of Learning
Extending learning opportunities outside the traditional school day to accelerate completion of valuable industry or postsecondary credentials.	Learning can take place onsite with an employer or on a postsecondary campus.	Courses can be co-designed and co-taught by high school teachers and employers.	Maximizing the number and variety of college-credit courses by leveraging remote course delivery models and other innovative practices.

Modernizing Career Navigation

- What stands out for you?

- How might this approach align with LYFT Pathways efforts?

- Recognizing the flexibility that exists in the world and not in education – need to be more creative/flexible; get out of the box!

- Partnerships with education/industry for a co-teaching model for expert instruction combined with licensed educator

- The Big Blur between secondary/post-secondary/industry – blurring funding streams can help build a better system; easier for students to navigate

- Dream – every District in SW MN would have access to a career/WBL coordinator to bridge school/private sector

Asset-Mapping Project: Purpose/Process

Purpose:

- To better understand the time, talent, and resources lacking and present related to CTE/Career Navigation

- To better support us in our decisions on how to move forward and meet our priority goals and objectives, especially where to provide additional career coordination services

- To ensure effective and efficient use of resources

Proposed Process:

- Key question: What CTE Assets exist in your school district/communities?

- Defining assets– CTE Assets are defined as the resources present which provide students with the knowledge and experiences they need to select and prepare for career pathways that align with local economies. Specific examples: Curriculum/Courses; Engaging Instruction; CTE Student Organizations; Work-based or Career-Connected Learning; Career Navigation/Coord services; Business/Community Partnerships; Facilities, Equipment, Technology; Access and Equity

- Assets that help direct and guide career services

- Participatory process to dig deeper into the results of the survey

Your Insights… Asset Mapping

- *What comes to mind as important information we should gather?*

- *What outcomes would you like to see through our efforts?*

Important Info to Gather…

- ## Curriculum/Course Information

  - Do you offer advanced coursework in CTE areas?

  - What is available i.e. intro, intermediate, advanced, CIS/PSEO integrations…

  - Do you offer work-based learning courses?

  - Do you offer any "Careers classes?"

  - Do you have advisory committees or a way for businesses to inform curriculum?

  - Do you use Naviance? You Science? Other programs to help?

- ## Collaborations with external stakeholders:

  - Do you do career fairs or participate in regional ones? If no, what resources do you need to do so?

  - Do you work with regional nonprofits/agencies for aligned Career Navigation resources:

  - Types of navigator services offered - career assessments, sharing of local labor market information, work readiness training, job shadows, business/college tours, career fairs

  - Do you have non-credit opportunities & partnerships available to support students in CTE experiences (industry partnerships, CTE credentials, job related certifications…)

Important Info to Gather...

- **Experiential Offerings**

  - Career fairs, job shadows, internships, work based learning, tours, etc.

- **Student Services: Career Guidance/Coordination/Navigation**

  - Internal school employee? full or part-time? Current guidance counselor or separate position? Practical availability of guidance counselor for career advice/guidance

  - Service provided by partner? Whom? Process?

  - Types of services provided/facilitated

  - For which grade levels

- **Willing/existing business partners**

- **Student voice/influencers (parents/community members)**

Use of Information

- Mapping of school CTE efforts/courses provides opportunity to place inventory on LYFT website for innovation/learning

- Mapping of business partners determines physical coverage of who/what/how they are engaging with students and informs communications/marketing efforts

- Collaborative business partners could register with K12 Navigator to provide a marketplace for students/employers; K12 Navigator could be scaled as matchmaker for the region

Asset Mapping: Desired Outcomes

- Identified gaps - over/underrepresented programs/industries
- Identified strengths - highlight in graphic form the aspects of CTE instruction and collaboration that is taking place. Share best practices…
- Define/callout collaboration that exists to encourage greater levels of service alignment.
- Overlay the feedback and results with other state/regional data
- Gather key impact stories that summarize the messages and goals… people better understand the message if they have concrete examples they can point to.
- Discovery of available assets and how they align with workforce needs (regionally)
- Increased partnerships between schools and schools and businesses
- Identifying best practices/models out there that are working
- Identifying barriers
- Resources available to schools/employers that they may not be aware of
- Providing ways for schools to find resources specific to their needs or area, etc.
- Building out access to k12 navigator for SW MN (https://k12navigator.org/business/)

What's next for LYFT Pathways?
In Process: Mapping and Student Advisory

- Asset mapping to determine gaps and determine needs for future support

  - Insights gathered today will help inform survey purpose, outcomes, and audience

  - Eriann, Tom and Cheryl will work to pull together survey/ process

- Develop method to capture student voice/insights

  - Student Advisory Committee to meet occasionally for insights/input; Eriann working to put together a team

  - Important to create messaging that works for students (how should we present information/value to students; how might we leverage students to organize activities (i.e. career fairs)

In Process…
Diversifying LYFT Advisory Committee

The Committee approved the following potential additions.
Eriann will be reaching out to these entities.

NAME	ORG/ROLE	AREA of REGION
Kelly McClure-Mork	Ridgewater/Mid-MN Perkins	Mid MN Perkins
Briana Mumme	Redwood County EDA	Redwood County
Judy Hulterstrom	Litchfield Area Chamber	Litchfield/Meeker
Diana Ristamaki	CMJTS Youth Program Mgr	North/Central Counties
Jesse Kodet	Lower Sioux Community	Redwood Falls
Keri Bergeson	Jackson County Central	Jackson
ALTERNATES		
Leah Lovell	Windom HS Counselor	Windom
Brad Grohut	Marshall Chamber	Marshall
Nicole Lydick	Regional Center of Excellence	Region
Rick Jorgenson or Ally Carlson	Redwood Valley HS	Redwood Falls

Up Next: Communications/Marketing

Gathering and sharing stories of success to drive further support, collaboration and innovation.

Past efforts: We have defined key audiences and discussed various opportunities to reach them and the lenses from which they may look at CTE

Next Steps: Identify *priority* audience(s); determine messages/methods of communication

Past Discussion: Key Audiences/Lenses

- **Business:** How can this help my business? Who is my role? How can I engage? Who are my partners? How will this provide workers for me? How quickly? What will it cost me? Samples of the business role in the partnership.

- **Agency/Workforce Development:** Informational sheets for HS Admin/Students/Parents; **Admin:** regional outlook map; funds available – start/expand; LMI; possible course credit – HS/College;

- **Economic Development:** How to apply, samples of what/who is eligible; what is going on in my area or other areas;

- **Legislators:** Staying connected; bring video/compelling stories to legislators next session; CTE Consortium message

Past Discussion: Key Audiences/Lenses

- **Parents/Students:** Definition of CTE; Career Pathways; Job outlook/wages; participation/enrollment; credits/transferable; cost?; materials needed.

- **School Districts:** social media/branding – include social media links for programs on Twitter, Facebook, LinkedIn; Contact name for each partner – Chamber, EDC, etc.; Connecting schools to industry – regional meetings to include school district representatives

- **Post Secondary:** Process – Interconnections/cross-over communication; Contacts at MN West, SMSU, Ridgewater; Business/Advisory Committees and Programs in place; Roadblocks/Challenges/Successes; Timing; Planning; Crossover

- **Adult Education:** Info about available courses/joint learning opportunities; examples of collaboration with adult learners; videos with student perspective [of joint learning benefits]

Communications: Your Insights

1) Who is/are our **TOP** priority audience(s)?

- *Parents (14)*
- *Business/Employers (8)*
- *Students (6)*
- *Schools (4)*
- *Alumni (2)*
- *Local Elected Officials (2)*
- *Legislators (2)*
- *Community (1)*

This was the ranking of key audiences by the LYFT Adv. Committee on 1-19-23

2) What suggestions do you have for how we might move forward in identifying and establishing messages and methods?

Establish working group to frame up messaging for priority audiences. Eriann will reach out to this group with next steps.

- *Dawn Hegland, Luke Greiner, Eric Day, Carrie Bendix, Gail Polejewski*

Additional Communications Notes

- Student influencers – who are they? Parents, extended family, other?

- Other audience: Local elected officials (city council, county commissioners, etc.)

- Former high school students (2nd yr college/alumni working in various fields; share their path/interact with HS students

- Schools know importance but too much to focus on; CTE often lower on list

- Parents still stuck in past paradigms of 4-yr degree for all

- Need multiple legislators to champion making CTE a force that will make a major impact on future economic growth

- Our meeting cadence…When/Where should we meet? How often?

Once/month check-ins via Zoom (informal discussion/updates; optional)

Once/quarter (2 in person; 2 via Zoom)

Regularity – Try 3rd Thurs of month

Reflections/Next Steps

THANK YOU!

- Eriann Faris, eriann.faris@swwc.org

- Tom Hoff, tom.hoff@swwc.org

- Cheryl Glaeser, cheryl@achieveresultstogether.com

Rural CTE Consortium