



## Advisory Committee Meeting NOTES

October 16, 2025 | 9:00 – Noon

Lac qui Parle Valley High School

2860 291st Ave, Madison, MN 56256

### KEY OBJECTIVES

- Learning from the Field & Regional/State Updates
- Affirming specific actions/roles toward reaching desired outcomes
- Helping frame the LYFT Annual Meeting- January 15<sup>th</sup>, 2026

### Learning from the Field

Lac qui Parle Valley & Dawson Boyd: CDL Impact Project, Paul Lowry, LQPV School Counselor

#### **About the Project...**

- *Students provided with classroom instruction toward permit, followed by necessary drug testing, etc. and behind-the-wheel training with ultimate goal of obtaining CDL. Students receive 1 full elective credit. Must be 18 by end of classroom instruction. MN West CTC provides instruction and use of simulator.*
- *10 students participated including 3 females. 8 obtained CDLS; 2 of females dropped course*
- *Results: 1 works for coop; 1 works with local sanitation, others work with area farmers; 3 going on to Diesel Tech program; already 5 signed up for spring 2026*
- *Overwhelming local support - Bellingham Farmers Elevator/Coop, Viessman Trucking, West-Con, others (LYFT - \$15K; others \$45K); support by SWMNPIC for students with extra needs*

#### **KEY TAKEAWAYS**

- Essential local support from area businesses and MN West; particular mention of the use of simulator to help students gain proficiency sooner than expected
- Agriculture in area heightens the need, student interest, and job opportunities after
- Partners were found through prior connections via Dollars for Scholars, internships, etc.; project actually initiated by Bellingham Farmers Elevator due to need for drivers
- Greatest challenge - pushing kids to complete the non-classroom portion due to lack of urgency
- How to sustain - show ROI to partners; in rural areas AG is a huge driver of courses like these - continue to connect with ag businesses/groups
- Discussion of how CDL courses might be encouraged/supported outside of AG; Cheryl noted the MSC project ([Youth Engagement Toolkit](#)) with MN Trucking Association to help members learn how to engage with schools/students. How might other associations be key partners in student engagement? (Luke noted Utilities Association.)

### **MSC CTE Consortium Updates (See [Meeting Presentation](#) for Details)**

2025-27 **Budgets**

**Teacher Prep/Support**

- Lead CTE- Eriann/Gail – School administrators from across the region are participating in the MSC-led program to help administrators better understand and hopefully become stronger advocates for CTE.
- **Teacher Externships-** Gail shared that 17 teachers from the region participated in teacher externships this summer through an MSC-led initiative. This is a great opportunity for teachers to gain critical real-world skills, CEUs, and general prof development. Through this program they work with an area business for 3-4 days, spend ~2 days developing curriculum for students based on their gained experience, may obtain college credit through College of St. Scholastica, and get paid approx. \$1,700 for their time.
- **Alternative Teacher Prep Program-** Gail shared that 13 teachers participated in this program to help them gain licensure such as work-based learning. This is important as without the correct licensure schools can't use CTE/Perkins funds to support their programs.

### **LYFT Career Pathways Updates**

- [LYFT Annual Report](#) – Was shared and is available online. Share with others!
- **LYFT Career Pathways Advisory Committee Members** – Eriann noted interest of two additional advisory members: *Brandi Ostegard- MN River Area Agency on Aging and Anne Johnson- Redwood Chamber of Commerce.*
- **Career Connected Learning/ Work-Based Learning Advancement**
  - *LYFT Impact Grants* – 1 Awarded- Benson Nursing Assistant Course- \$17,000; 3-4 Proposals Received (Lakeview, YME, and MCC (2)- Requesting \$67,726.20; 2 Letters of Intent from Minnesota are currently under review- Request Amount Unknown. Note: All members should read the LOIs to help with awareness any potential connections/other funding sources.
  - [3 Es Roadmap Website](#)- Check out this improved resource and share widely!
  - *Youth Career Connectors/Career Navigators Report*- Career Connected Learning – Eriann and Carrie provided updates on Youth Career Navigators and Youth Career Connectors noting the amazing support schools and students are receiving through these critical roles.
- **Employer Support/Engagement**
  - [Manufacturing Month Magazine](#)- CMMA
  - *FutureForward* – Laura shared about outreach to add businesses noting the Career Expos and the use of QR codes on exhibits for students to learn more about businesses attending. The group discussed using students as liaisons. It was also noted that each Advisory member should make sure [they have a profile!](#) See more on FutureForward in priorities discussion.
  - *Child Development Associate (CDA) Initiative* – The first semester hybrid course is underway. There is a total of 5 students. 3 from Technical DREAM Academy and 2 from MACCRAY. The courses do not need to be taken in any sequence, so there is flexibility to allow students to take the Spring semester course yet to earn their classroom hours necessary to obtain their CDA. For further reference, please see the attached fliers created for outreach and marketing purposes.

**LYFT Pathways Priorities:**

FY 26 and 27: Moving from insight to implementation: *What actions will take us to where we want to be?*

*The group discussed specific actions that will help advance LYFT priorities. Members were also asked where focused attention should be placed. Suggested actions are listed below by order of noted priority.*

- **(5) FutureForward** - Continue growth; have schools/students champion with local employers (part of a class project/CEO/CTSO programs -competition for who can add the most businesses); encourage counties/other public admin to join/enter profiles; work with Chambers to reach/add businesses; update on LYFT/3E and integrate the two more
- **(3) Engage workforce development** - ensure connections to provide additional funds/support for students; use grants to help build connections; share out existing examples of braided funding (examples from SWPIC/CMJTS); Adv members read LOIs and let Eriann know of connections; engage workforce orgs with impact grants/other CTE initiatives
- **(1) Outreach to Economic Developers** - Feature LYFT at a MAPCED, ED Pros, SW Econ Dev group, etc.
- **(1) Build awareness** in the region through press releases/social media posts by local entities (beyond LYFT); add press releases/social media posts to requirement for grant recipients; provide them with templates to make it easier
- **(1) Focused outreach to schools without impact grants**
- **(1) Guides for industry associations** - provide guides similar to the one developed for [MN Trucking Association](#); general support so easy for sectors to engage
- **Support development of apprenticeships** - building pathways from CTE to work & learn; help with understanding of terminology; noted the need for intermediaries/local champions to help employers navigate the how-to; noted the challenge of ROI for education with dual pathways

**Outreach and Engagement** (Preparation for LYFT Annual Meeting)

<b>What are the key insights we should gather from employers, educators, students, community leaders, legislators?</b>	<b>What are the key messages we want them to hear?</b>	<b>What examples of successful models might we share with them?</b>
<p><b>Explore the dynamics of local champions</b> - Who are they? How can we support them?</p> <p><b>How we can best support you? What do you need from us?</b> - could gamify or host as open forum; get at micro needs and priorities; facilitate in a way to get specific actions</p>	<p>Share <b>former student stories &amp; experiences</b> - find someone still working with company introduced to during HS</p> <p>Share <b>success stories</b> - what's happening; news from stakeholders (ROI/Impact); message of collaboration- what you can do together; how</p>	<p>LQPV/Dawson CDL Project            Student-run Coffee Shop            A Healthcare project            A Middle-school project            Career Connected Learning Outcomes            CEO Success            Top skilled occupations in demand            Student success stories</p>

<p>and advance engagement; could use registration as a way to collect initial insights</p> <p><b>What are your greatest needs/priorities?</b> (e.g. occupations, demographic trends, skills students need per employers)</p> <p><b>What gaps are you seeing or new skills are we missing?</b></p> <p><b>What impact are we having?</b></p> <p><b>Who isn't here who should be?</b></p>	<p><i>successful projects came together; sharing models of a successful project</i></p> <p><b>FutureForward</b> - share how students/employers engage; examples of impact; phases; ease of use; have participants create profiles while there</p> <p><b>Workforce development</b> - updates/awareness</p> <p><i>Retention</i></p> <p><i>Education/workforce related changes with AI (business and education use)</i></p> <p><i>Ask for funding</i></p>	<p><i>Employer Success Stories - MITGI, Wright County Healthcare, Alexandria, Big Lake</i></p> <p><i>Sample Projects - Food, Welding, CEO, etc.</i></p> <p><i>Parent Story - impact of program on their child/student</i></p> <p><b>Teacher Externships</b> - common process; message of collaboration</p> <p><i>Tabling Model</i></p> <p><i>Share Resources</i></p>
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**Partner Updates and Closing Reflections**

- Hancock has a CDL program run by a retired teacher.
- CNA projects are being fully funded by area hospitals.
- MN West awarded a large grant for an automation lab including simulators and robots.