STATE OF NEVADA
GOVERNOR'S OFFICE OF SCIENCE, INNOVATION AND TECHNOLOGY
100 North Stewart Street, Suite 220
Carson City, Nevada 89701

MINUTES

Name of Organization: **Community Partnerships Subcommittee**

Date and Time of Meeting: **Thursday, November 9, 2017, 8:30 A.M.**

Place of Meeting: Governor's Office of Science Innovation and
Technology (OSIT)
100 North Stewart Street, Suite 220
Carson City, NV 89701

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I. Call to Order/Roll Call
Brandolyn H. Thran, Chair

Chair Thran called the meeting to order at 8:33 A.M.

Members Present: Brandolyn Thran, Cheryl Wagner, David Philippi, Leah Ochs

Members Excused: Pom Jintasawang, Michele Lewis, Mike Jackson

Staff Present: Brian Mitchell; Debra Petrelli

II. Public Comment (No action may be taken upon a matter raised under public comment period unless the
matter itself has been specifically included on an agenda as an action item.)

There was no public comment.

III.   Welcoming Remarks
             Brandolyn H. Thran, Chair

Chair Thran welcomed everyone. She said she is hoping to get the working group up and running again.

IV.   Approval of the Minutes from the March 14, 2017, May 15, 2017, and June 13, 2017 Meetings **(For possible action)**
             Brandolyn H. Thran, Chair

Ms. Wagner made a motion to approve the March 14, 2017, May 15, 2017 and June 13, 2017 Meeting Minutes. Mr. Philippi seconded the motion. The motion passed unanimously.

V.   Discuss Draft Partnership White Paper (shared on OSIT Website) (For information only)
             Brandolyn H. Thran, Chair

Chair Thran asked for input on the draft Partnership White Paper, now referred to as the Community Partnership Manual. She said this will be our work product produced over the next few months.

Mr. Mitchell commented that in the next few weeks the Governor's Office of Science Innovation and Technology (OSIT) will be building individual webpages for each of the STEM Advisory Council's permanent subcommittees, located on the OSIT website (http://osit.nv.gov/). This will be a place to post any materials or information each subcommittee is working on. This will also give each subcommittee the opportunity to check out each other's pages. He added when this subcommittee feels they have a finished work product, such as the Community Partnership Manual, to get on the STEM Advisory Council meeting agenda to present, either by phone or in person, the manual and what the process was and what the document will ultimately accomplish. This will give the STEM Advisory Council a chance to provide input, recommendations and final approval or ratification. He said this same process will ultimately provide STEM Advisory Council endorsed products that can be shared with schools, business and other community groups from all the subcommittees.

Mr. Philippi commented on the preface of the manual that the second role and responsibility, "To recognize common goals between formal, non-formal, and informal learning communities," is too global of a goal. He suggested having a statement saying something more specific, i.e. "to assist in establishing student activities." Mr. Mitchell suggested that one of the goals of this subcommittee is to identify best practices or to articulate what a successful community partnership is and to provide a model to be adopted by the community. He added that people want to have a successful community partnership, but many do not know how. "How" needs to be identified even before establishing a partnership. He suggested a goal for this subcommittee

be defining and creating a roadmap to what a successful community partnership looks like. It was agreed by the subcommittee to provide a "how to" guide explaining process, procedure and protocol.

Mr. Philippi made further suggestions on the manual. He commented that museums were mentioned frequently, however businesses were not referenced as often. He also suggested using different terminology that can draw in internships. Mr. Mitchell commented that in previous conversations with Chair Thran, it was agreed this document should be very business-focused. He said many informal educators want to be involved with schools, however businesses have less knowhow on becoming involved. He said before this group begins to focus on internships, he suggested the subcommittee focus on providing a guide on "how to do a successful classroom visit and engage students."

Ms. Wagner commented on the difference between informal and non-informal education. She said another subcommittee is undertaking informal education. The Informal STEM Learning Environments (ISLE) subcommittee, which is very closely related to how informal educators are partnering with formal education. She also agreed the business-partner community is huge. Mr. Mitchell pointed out the ISLE subcommittee is currently focused on "what a successful informal STEM learning program is." The distinction between that subcommittee and this subcommittee is this subcommittee not only focus on "how you do successful informal STEM learning," but also "how a school partners with the community." He added that the community would not only be looking to this subcommittee for information on how to do a partnership, but also how to successfully teach STEM in the informal environment.

Ms. Wagner, who is actively involved with Connecting Hands Offering Lifelong Learning Adventures (CHOLLA), commented it is important that this subcommittee not duplicate the work of the ISLE subcommittee. Mr. Philippi agreed and said classroom presentation is already in place with the CCSD PAYBAC program, which includes documentation that informs the speakers on what to be prepared for and how to engage students. He suggested using that as a model for classroom presentations in moving forward. He added that he can provide documentation for internships, as well.

Mr. Mitchell said some ideas that may be important for this document may include addressing insurance liability or trade secrets when you have students come on a field trip to your place of business.

Mr. Philippi commented on several uses of terminology within the document that may need to be changed. Ms. Wagner also commented on terminology and made some suggestions. She referred the subcommittee to page 4, 2.2 The What. She pointed out that "structured" partnerships are not necessarily only in a classroom in a formal education environment. It could also include a structured partnership in an informal environment. Mr. Philippi suggested a statement be included saying there is flow between them, they are not

mutually exclusive of each other or a clarifying statement that lines could be blurred on certain partnership activities. He also commented on page 5, 2.3, "other community partnerships are driven (established) by federal or state mandates, and funding may or may not be provided," saying not all partnerships are driven by this. He said some partnerships are driven by schools or the actual coordinator or program leader, or even a chamber of commerce. Mr. Mitchell added it could be driven by a teacher just knowing someone within a community and invites that business person in to do a presentation for the classroom.

Ms. Wagner commented on community partners within a community who want to do something, but do not know what. She said they may want to provide their authentic learning experiences, which sometimes develop between educators and community partners to make it supportive of the curriculum, and with money not necessarily involved. She said that is how many conversations get started. Some business do this as a community service or to promote their business or to enhance our future workforce to develop students to become future employees.

Mr. Philippi commented that in moving forward with this document, it could be presented to private industry folks that would like to do business with the government, with a component of return on community (ROC). Mr. Mitchell suggested that upon the finalization of this document, perhaps businesses could take a pledge that they will become community partners with schools, based on the principles outlined in the manual. We could then promote in the community that a business has taken the pledge, being a very positive promotional piece for that business. Ms. Ochs commented it is very important to target the younger generations, in terms of employment presentations. She said the student engagement differs immensely depending on the age of the presenter. Perhaps within the manual, employers could be encouraged to send younger presenters to engage with the students. Mr. Mitchell agreed that should be included as a tip or best practice in the manual. Ms. Ochs asked whether community partnerships only engage non-profit organizations or just strictly businesses. The group answered all groups, anyone.

Ms. Wagner said for more information on ways to engage community partners, she would send a PowerPoint presentation out to all members of the subcommittee, which outlines different ways to become a community partner. She said we might find some good information within that presentation to add to the manual. She further commented on page 7, 2.6 The "How," and suggested adding more programs to this paragraph. She added under 2.7, there could be more types of partners. Chair Thran requested input for more categories for any partner to be included.   Mr. Philippi said he believes this is possibly a call to action and said he would work on this section for further development. He added there will be commonality between some of the partners.

Mr. Mitchell suggested in providing assistance on how to be good community partners, whether a business, museum, non-profit, etc., we need to have a "how-to" guide for educators, not only how to go out and solicit and find community partners, but also on how to structure what is being done in the classroom to take advantage of that partnership. Mr. Philippi said CCSD - Nevada Career & Technical Education (CTE) has a guide for businesses and students on that type of information and will send an electronic copy to Chair Thran.

Chair Thran said we will continue to add information for the further development of this document over the next few months. She requested additional comments be sent to her within the next few weeks so she can complete the next version before their next meeting.

VI.   Determine Next Meeting Date **(For possible action)**
          Brandolyn H. Thran, Chair

Mr. Mitchell commented that in scheduling future meetings, members of the STEM Advisory Counsel, Richard Knoeppel, who is a teacher and Kelly Barber, whose hours are consistent with teachers, may only be able to attend these subcommittee meetings if they were scheduled during the late afternoon. Chair Thran said she will also reach out to members who have been unable to attend the meeting and will propose some dates and times to all members. She said she anticipates a date in early December 2017.

VII.   Public Comment (No action may be taken upon a matter raised under public comment period unless the matter itself has been specifically included on an agenda as an action item.)

There was no public comment.

VIII.   Adjournment.

Chair Thran adjourned the meeting at 9:26 A.M.