



Growing minds. Growing jobs.

Workforce Development Summit Event Description, Needs Assessment and Recommended Follow-up Plan

September 2021

Event Sponsors



Lancaster Chamber



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Part 1: Description of Event

The Workforce Development Summit was held June 25, 2021, at Rock Lititz from 7:30 AM until 1:00 PM. Sixty-two (62) individuals were invited to the event, as follows:

- 14 business leaders
- 13 Lancaster County STEM Alliance board members
- 17 K-12 school district superintendents
- 11 college / university presidents
- 7 others (e.g., community members, staff)

A total of 48 individuals attended this event. Of the 48 individuals who attended, a total of thirty-one (31), or 65% completed the feedback survey. This analysis is based on responses received from the 31 individuals who completed the survey.

Focus of Event and Success Metrics

The focus question for this event was: *How can we mobilize our collective expertise to create a world-class workforce by 2030?* Prior to the event, the planning team identified the following as measures of success:

- Participants will find value in the session and be eager to continue the conversation
- Business and education will embrace existing collaboration tools such as Inspire Lancaster
- Deep collaboration among business and education will grow over time

The follow-up survey will address the first success metric only. The second and third success measures can only be addressed over time.

Event Overview

The following is a brief overview of the event that occurred on June 25, 2021.

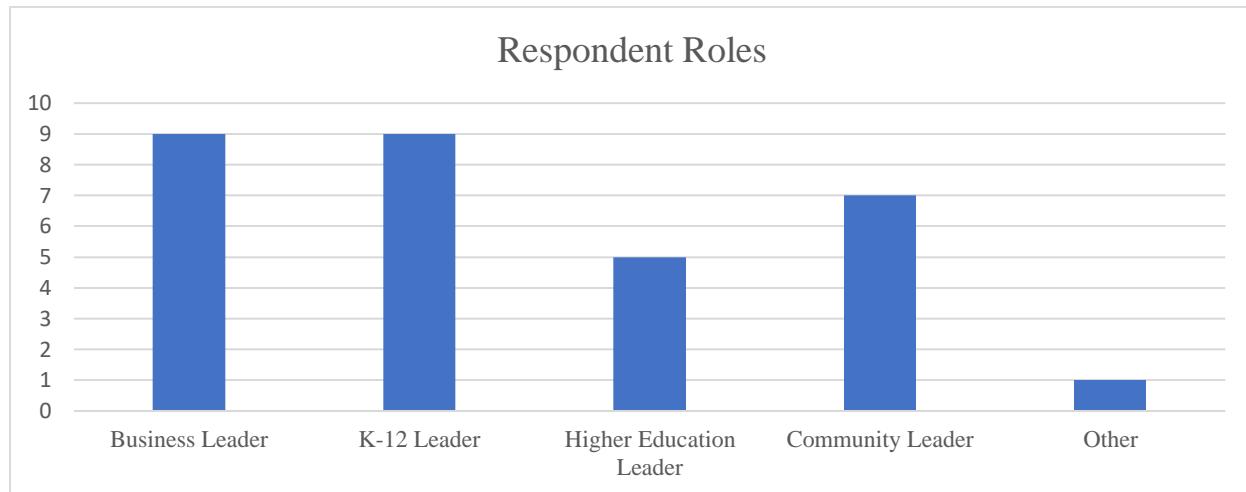
Topic	Presenter
Networking Breakfast	
Group Introductions	Bob Krasne
Welcome, Overview, and Purpose of the day Introduce Keynote Speaker – Short Bio	Bob Krasne
Keynote: Business, education, and life in 2030	Heather McGowan
Occupational Forecast for Lancaster County: 2020 - 2030	Lisa Riggs, Naomi Young
Panel Discussion: The Workforce We Have and the Workforce We Will Need in 2030 <ul style="list-style-type: none"> • John Herman, CEO Penn Medicine Lancaster General Health • Nate Scott, Cargas • Brian Dombach, GSM Industrial 	Tom Baldrige – Facilitator

• Jon Zuo, Advanced Cooling Technologies	
K-12 Education's Role in Building Lancaster County's 2030 Workforce	Mike Leichliter, Brian Troop, Damaris Rau
Higher Education's Role in Building Lancaster County's Workforce	Barbara Altmann, Mike Molla, Daniel Wubah
Small Group Work – 6 Cross-functional teams Discussion Questions for Teams: 1) <i>How can we mobilize our collective expertise to create a world-class workforce by 2030?</i> 2) <i>What do you see as our short-term and long-term goals in pursuit of this outcome?</i>	
Group Facilitators Report Out	Bob Krasne
Wrap up, Next Steps, Grab and Go Lunch	Bob Krasne

Part 2: Needs Assessment

Thirty-one (31) participants responded to the survey which was distributed following the event. Respondents had approximately three weeks to complete the survey and were sent two reminders prior the survey closing on August 10, 2021. One person who was not able to respond to the survey asked to be included in follow-up activities. One respondent identified his/her/their role as “other” – classifying himself/herself/themselves as a researcher.

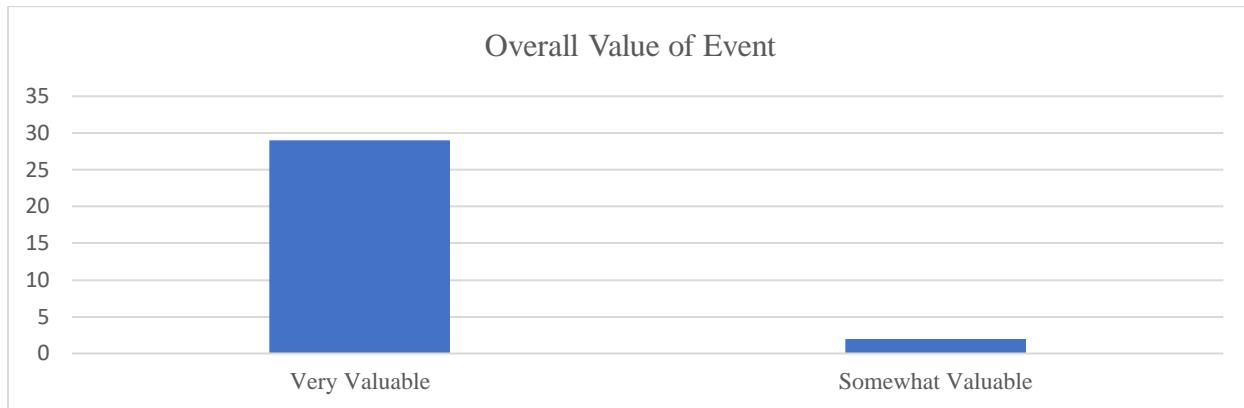
Survey Respondents – N=31



Overall Value of Event

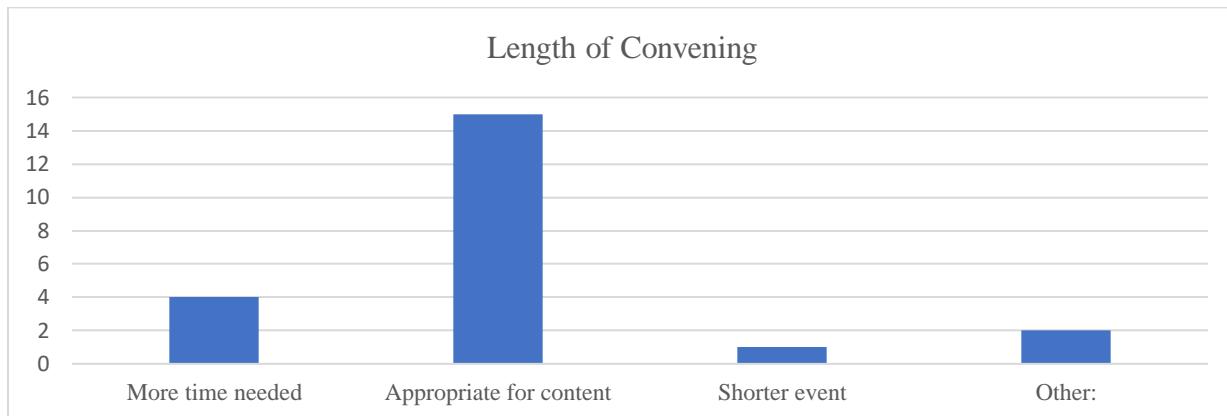
All respondents found the event valuable. 94% found the event “very valuable” while 6% found the event “somewhat valuable.” All 31 respondents, plus four nonrespondents, indicated an interest in continuing the conversation. Thus, 73% of participants have indicated the event was

valuable and expressed an interest in continuing the conversation. It is impossible to say whether the remaining 13 nonrespondents found the event valuable since they did not respond to the survey. In addition, it is not possible to say definitively that nonrespondents are not interested in continuing the conversation.

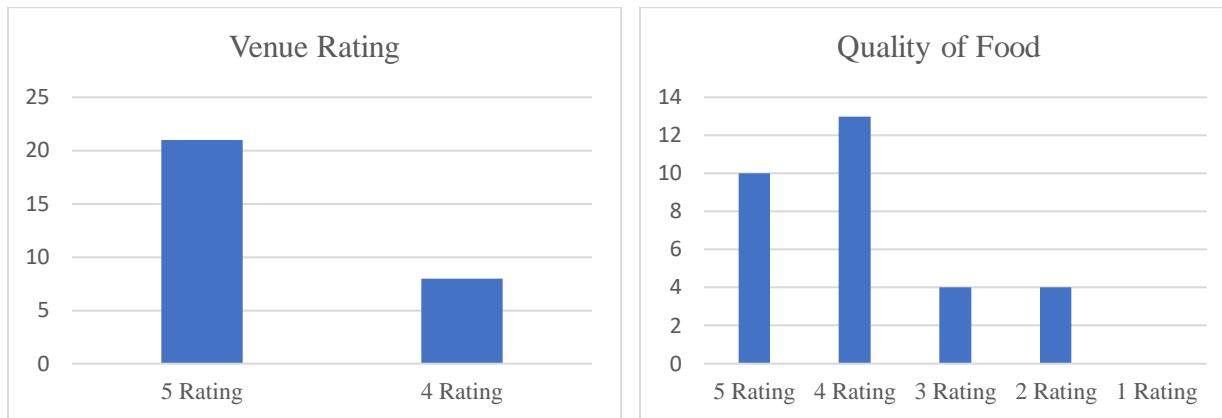


Length of Event

Most respondents (68%) agreed the length of the event was appropriate for the content. 18% suggested the event should have been longer and 5% suggested the event should have been shorter. 9% commented on parts of the program they felt could have been more efficient.



Reactions to Venue and Food



Respondents were asked to rate the venue from 1 to 5, with 1 being the lowest rating and 5 being the highest. Twenty-nine (29) people answered this question, with twenty-one (21) giving the venue a rating of 5 and eight (8) giving the venue a rating of 4. Similarly, respondents rated the food using the same scale, as noted in the following charts. Comments on venue and food included:

- *Venue should be closer to the city*
- *Chairs need to be more comfortable*
- *More natural light would be nice*
- *Have coffee earlier*
- *Improve sound*
- *Improve temperature*

What Stood Out for Respondents

Respondents were asked to comment on what stood out for them related to the event:

<u>Themes</u>	<u>Frequency</u>
<i>Excellent keynote speaker</i>	14
<i>Diverse roles of participants</i>	11
<i>Engagement and dialogue</i>	6
<i>Bringing Business and Education together</i>	4
<i>Panels</i>	4
<i>Overview of workforce challenges</i>	3
<i>Moderator comments</i>	2
<i>Overall Content</i>	2
<i>Stakeholders missing (e.g., WDB, HACC, superintendents)</i>	1
<i>Potential for cross-fertilization</i>	1
<i>Desire to improve the community</i>	1
<i>Lack of shared knowledge</i>	1

Overwhelmingly, respondents reacted positively to the keynote speaker and diverse roles of participants who attended the Summit. Many noted that it is not often business and education meet to discuss common challenges. There were also many comments related to the quality of the engagement and the importance of the topic under discussion.

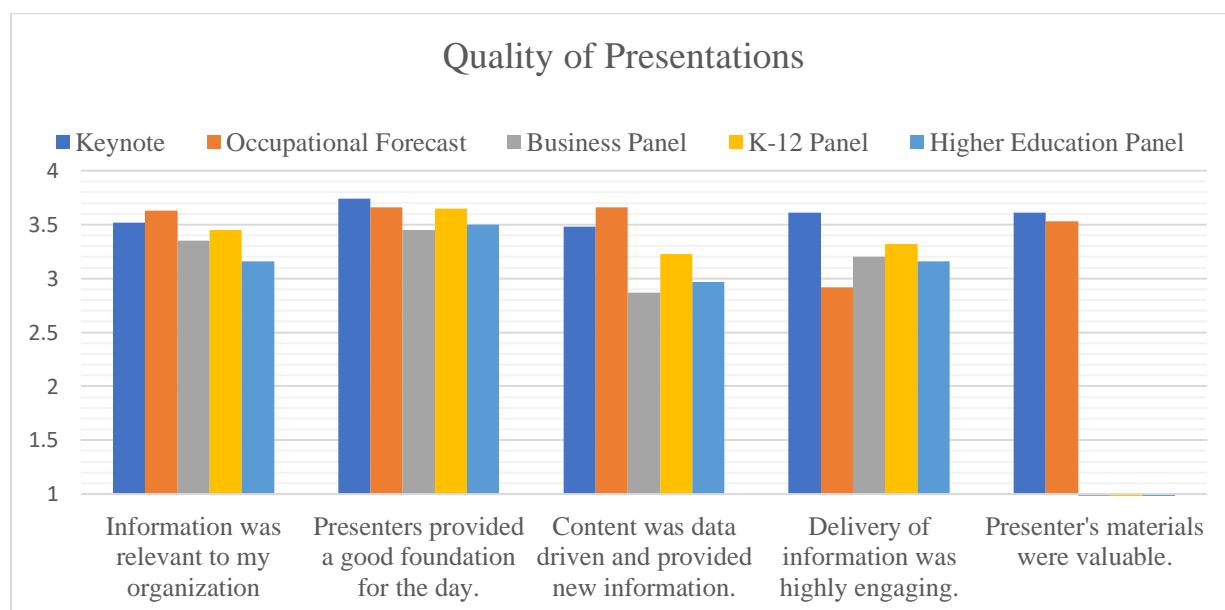
Recommendations for Improvement

Respondents provided several recommendations for improving the Workforce Summit. Not surprisingly, the number one recommendation was to articulate clear next steps. Although the issue of “next steps” was addressed in the session, many would have felt the session was more productive if they had left the Summit with clearly articulated next steps. This is a listing of the recommendations made by respondents:

- *Better articulation of clear, next steps.*
- *Education presentations could have been "tighter."* 4
- *Build a plan while everyone is there.* 3
- *Summarize key themes from Summit.* 3
- *More time and direction for small groups.* 2
- *Involve more members of the community.* 2
- *Less time on small group presentations.* 1
- *It is hard to see how to operationalize suggestions.* 1
- *Look at problem from a multi-dimensional perspective (e.g., housing, infrastructure).* 1
- *I felt rushed as a panelist.* 1

Quality of Presentations

Presentations were all rated in four or five areas using a 1 – 4 Likert Scale indicating the degree to which the presenters met the criteria. A rating of 1 meant the presenters did not meet the criteria whereas a rating of 4 indicated the presenters consistently met the criteria. Only the keynote presentation and the Occupational Forecast were rated on the materials provided. Other presenters had an option of sharing their slide deck; however, since this was not a defined expectation, these presenters were not rated on this criterion. This chart compares the ratings of each presenter:



All presenters scored exceptionally well on all criteria, with minor variations based on areas of perceived strength and weakness. Comments related to presenters were as follows:

<u>Keynote Presenter</u>	<u>Frequency</u>
• <i>Excellent, outstanding choice!</i>	7
• <i>A little bit like drinking from a firehose, but I think that was the best approach.</i>	5
• <i>Would like to have access to the slide deck. She covered so much material.</i>	2
• <i>We need more time with her.</i>	2
• <i>Some of the statements were not really based on data or facts. They were just opinions.</i>	1
• <i>She had a different, but important, perspective.</i>	1
• <i>I'm challenged to think how we bring this to life in Lancaster County.</i>	1

<u>Occupational Forecast</u>	<u>Frequency</u>
• <i>Great information thoughtfully presented.</i>	5
• <i>Excellent report - lots of data to sift through.</i>	3
• <i>Presentation could have been better.</i>	3
• <i>The report will help to focus our discussion on Lancaster County.</i>	1
• <i>Please make the information on the slides readable so we can understand the presentation.</i>	1

<u>Business Panel</u>	<u>Frequency</u>
• <i>Great job! Diverse perspectives were helpful.</i>	5
• <i>Tom always does a great job facilitating.</i>	2
• <i>More time needed for this topic.</i>	2
• <i>It would have been nice to have had some diversity on the panel.</i>	1

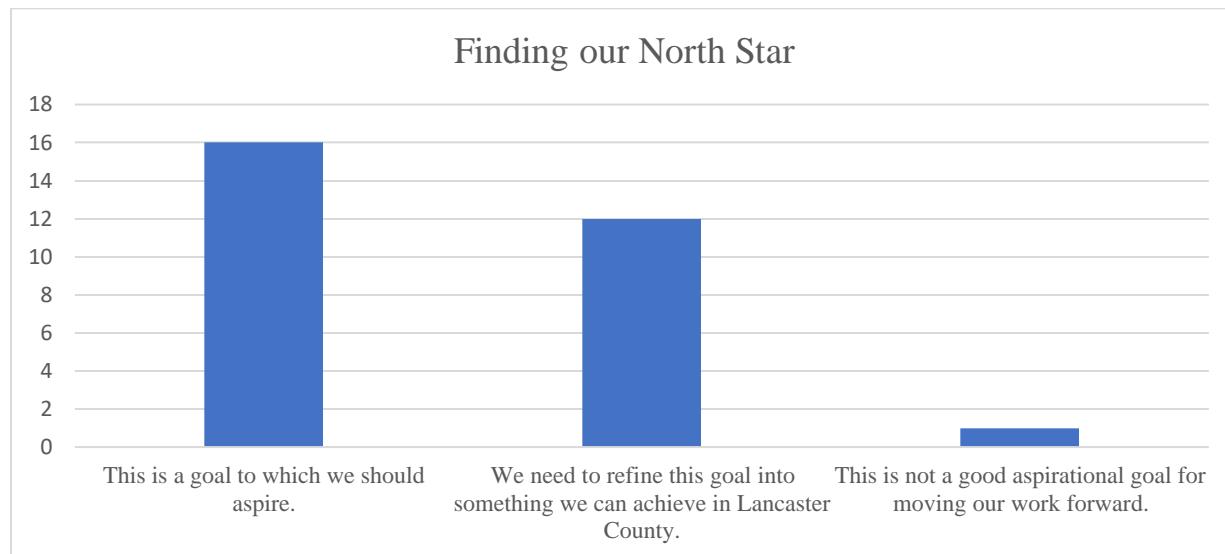
<u>K-12 Education Panel</u>	<u>Frequency</u>
• <i>Pleasantly surprised by how much our schools are doing.</i>	4
• <i>Presentation was well-framed and organized.</i>	2
• <i>Needed more time for presentations.</i>	1
• <i>Important information.</i>	1
• <i>Too many speakers.</i>	1

<u>Higher Education Panel</u>	<u>Frequency</u>
• <i>Good choice of presenters.</i>	2
• <i>Presenters should have worked together.</i>	2
• <i>Dr. Altman stole the show. She needs to be part of LCSA.</i>	1
• <i>MU President was great.</i>	1
• <i>It wasn't clear that higher education can work together in this county; too much touting their own institutions.</i>	1

Finding our North Star

Respondents were asked whether “Creating a world-class workforce by 2030” is the type of aspirational goal that can serve as our North Star in moving this work forward.

Most respondents (55%) indicated that this is the type of aspirational goal that can bring focus and clarity to our work. 41% said the goal should be refined into something *we know* is achievable in Lancaster County. This could be accomplished either by refining the goal itself or adding milestones that are more clearly defined and achievable. One individual (4%) felt this goal was not good for moving our work forward.



Respondents offered the following comments:

- *I believe creation of a world class workforce by 2030 is a good aspirational target and necessary, as we are really establishing a community prepared for the future of work and the work of the future. We need to be careful not to look only at where we are today and the potential jobs of the next 3-5 years, as this may lead to short sighted focus. Reflecting on Heather's presentation, we really need to create an ecosystem that supports a continuously learning & upskilling workforce, that is prepared for rapid evolutions.*
- *A very worthy goal indeed.*
- *Then success of this goal depends on the context in which it occurs. We must be innovative, forward thinking but pragmatic.*
- *I think it would also be helpful to have a definition framed from the perspective of the individual.*
- *I would say that this is a good start, but I believe the definition of "world-class" needs to be articulated - what does that mean? Are the jobs available today considered world class? Do we mean to change the types of jobs we have? Are we talking about training our workers to be world class? Need to spend some time really working on articulating what we want to achieve by 2030.*
- *Perhaps adding benchmarks along the way would make the goal not so overwhelming to begin making progress.?*

- This last option is too harsh for how I feel, however, there is a reality that 2030 is not far away given the type of macro changes that may be needed, the realities of public education and the challenges facing higher education today.
- Define "world-class."
- 130K jobs needing filled in the future, we have to work on building both an internal Lancaster focused program and an immigration to Lancaster for work program to meet the needed #'s.

Defining World-Class

As at least two respondents noted, it is important to define world-class if the term is used as part of an aspirational goal. As part of the survey, respondents were given four possible definitions of world class and asked to select the one that they believe would be most appropriate for Lancaster County.

50% of respondents selected the following definition as most appropriate:

Members of a world-class workforce are diverse, highly skilled workers who bring talent, passion, agency, and resilience to their workplace.

32% of respondents selected the following alternate definition:

A world-class workforce is made up of agile learners who maximize their human capital to benefit both themselves and their employer.

The first definition offers more specificity related to individual worker characteristics, while the second definition emphasizes the importance of agile learning and the mutually beneficial relationship between the worker and the employer. Since these definitions are neither mutually exclusive nor duplicative, a good option might be to combine the two definitions to provide both a global and worker-focused definition:

Lancaster County will create a world-class workforce by 2030. A world-class workforce is made up of agile learners who maximize their human capital to benefit both themselves and their employer. Members of a world-class workforce are diverse, highly skilled individuals who bring talent, passion, agency, and resilience to their workplace.

Diversity, Equity, and Inclusion (DEI)

As part of the survey, respondents were asked to agree or disagree with five statements related to diversity, equity, and inclusion.

97% of respondents agreed *Leaders need help understanding how to design for diversity.*

Designing for diversity means that teams and projects are intentionally designed to incorporate diverse experiences, perspectives, and types of creative expression. These can be shaped by multiple factors including race, ethnicity, gender, age, sexual identity, ability/ disability, geography, culture, and neurobiology.

93% of respondents agreed *Our collaborative work teams must be highly diverse so that the interventions we create are centered in the diverse experiences of our community members.*

Respondents were slightly less enthusiastic about guaranteeing the diversity of our collaborative work teams. Arguably, given the geography of Lancaster County this may be a bigger lift for many work and design teams, particularly those located in rural areas. However, as one respondent noted, it may be worthwhile to define diversity to include all types of diversity, not just race and ethnicity.

90% of respondents agreed *Leaders need help understanding how to recruit and attract diverse applicants.*

Recruiting and attracting diverse applicants may be a precursor for creating diverse work teams and designing for diversity. As one respondent noted, our “actions to attract and build [a diverse] workforce pool are critical.”

90% of respondents agreed *Diversity training for Lancaster County’s workforce is greatly needed.*

Nine out of ten respondents agreed that Lancaster County’s workforce would benefit from diversity training. It is important to note, however, that not all diversity training is equal. One respondent noted, “Emphasis needs to remain on how to attract world class talent.” Exploring how a diverse workforce might help to attract world class talent might be a good foundation for diversity training.

82% of respondents agreed *Diversity is a missing component of many current workforce development initiatives.*

Although this statement drew less consensus than the other four, a vast majority agreed that diversity is a missing component in current workforce development initiatives. Responses are based on the experiences of the respondent and the degree to which he/she/they is involved in workforce development initiatives. At the very least, it underscores the importance of ensuring that diversity, equity, and inclusion are at the forefront of this work.

The following comments related to DEI were made by respondents:

- *We need to better address the E - Equity means meeting folks where they are with the resources they need to achieve their full potential. It's much more than training - we will only get to equity if we reframe our mission around the individual worker/person/resident vs. a collective workforce.*
- *Although the county may not be leading the way in DEI, it was refreshing to hear from so many leaders in the community that are committed to working on this issue.*
- *As much as the workforce needs diversity training, we also need initiatives aimed at recruiting and advancing a diverse workforce. Training white people on diverse sensitivities is important, but the actions to attract and build that workforce pool are critical.*
- *We also may need to start just by defining 'diversity.'*
- *Emphasis needs to remain on how to attract world class talent.*

Honing our Leadership Skills

As the keynote presenter noted, agile learning is life-span learning and includes all workers, even those charged with leading an organization. To this end, respondents were asked to identify those topics they would most like to explore in greater depth, as well as those topics that would be of greatest value to other leaders in their organization. The following topics emerged as the top choices for each group.

Topics respondents would most like to explore in greater depth:

- *How to demonstrate that we value human capital in the workplace. (66%)*
- *How can we help students and workers connect to the deeper meaning and purpose of their work? (55%)*
- *How can we work together to create a culture of aspiration? (55%)*

Topics respondents felt would be most valuable for other leaders in their organization:

- *How do you create communication structures for disseminating valuable information in an organization? (66%)*
- *How can we develop new, more effective measures of success? (66%)*

When these data were disaggregated by leader role, priorities changed somewhat:

Business Leaders – Topics respondents would most like to explore

- *How can we embrace lessons learned from the COVID 19 pandemic to transform our workplace? (56%)*
- *How do you create communication structures for disseminating valuable information in an organization? (56%)*
- *How do we develop new, more effective measures of success? (44%)*

K-12 Leaders – Topics respondents would most like to explore

- *How can we work together to create a culture of aspiration? (67%)*
- *How do you create communication structures for disseminating valuable information in an organization? (67%)*
- *How do we help students and workers connect to the deeper meaning and purpose of their work? (67%)*
- *How do we demonstrate that we value human capital in the workplace? (67%)*

Higher Education Leaders – Topics respondents would most like to explore

- *How can we work together to create a culture of aspiration? (75%)*
- *How do we help students and workers connect to the deeper meaning and purpose of their work? (75%)*
- *How do we demonstrate that we value human capital in the workplace? (75%)*

Community Leaders – Topics respondents would most like to explore

- *How can we work together to create a culture of aspiration? (86%)*
- *How do we embrace lessons learned from COVID 19 to transform our workplace? (86%)*
- *How do we demonstrate that we value human capital in the workplace? (86%)*

The differences in priority topics for further exploration are interesting, but hardly surprising. In some ways it underscores how working in cross-functional teams can help each leader broaden and deepen his/her/their perspective on how best to approach workforce development.

Prioritized Business Challenges

During the Summit, many business challenges were identified both by the panel and in the small groups. Respondents were asked to prioritize the importance of these business challenges. The group identified the following as the five top business challenges:

- *Marketing our culture rather than job titles and wages.*
- *Helping customers and employees feel invested in the organization.*
- *Attracting individuals with skills across several disciplines.*
- *Determining the factors that attract talent.*
- *Leading change in a small organization.*

The response of business Leaders alone was slightly different:

- *Helping customers and employees feel invested in the organization.*
- *Marketing our culture rather than job titles and wages.*
- *Redesigning the hiring and onboarding process.*

Throughout the survey responses and comments, there was a notable tension between what respondents perceived to be the needs of the workers and the needs of the employers. There was no survey question that directly dealt with this issue; however, it emerged in various forms throughout the responses, making it worthy of mention.

The number of low-wage jobs in Lancaster County emerged as an issue during the Occupational Forecast. Respondents were asked to speculate on the factors that contribute to the prevalence of low wages locally. Responses are as follows:

History and Culture

- | | |
|---|---|
| • <i>The history and evolution of our local economy.</i> | 4 |
| • <i>Greed at the top of organizations and exploitation of workers.</i> | 5 |
| • <i>A culture of low expectations.</i> | 2 |
| • <i>Penny-wise culture and conservative views of capital investment.</i> | 2 |

Lack of Educational Opportunities

- | | |
|---|---|
| • <i>Lack of a highly educated workforce.</i> | 4 |
| • <i>Few opportunities for workers to skill up.</i> | 3 |
| • <i>Lack of R1 or 2 research universities.</i> | 2 |

Overreliance on Low-wage Industries

- | | |
|---|---|
| • <i>Reliance on retail, service, tourism, and restaurant jobs.</i> | 6 |
| • <i>Agricultural and manufacturing base allows for low wages.</i> | 4 |
| • <i>Business plans based on low wages.</i> | 2 |
| • <i>The number of small employers.</i> | 1 |

Other Factors

- *We are not attracting innovation or high-tech industries.* 4
- *Lack of commercial space for companies to relocate.* 1
- *Proximity of markets leads to distribution/warehousing.* 1

Prioritized K-12 Education Challenges

Respondents prioritized the issues that educators raised during the Summit. The top 5 priorities were:

- *Inequities in school funding*
- *Creating life-ready learners*
- *Relief from state and federal mandates*
- *Helping education become more risk tolerant and embrace learning from failure*
- *Helping the sixteen school districts work in a unified manner in support of workforce development*

It is interesting that only one of these priorities is directly related to classroom academic content and the other four are more structural in nature. Schools serve so many constituencies that its primary challenge of offering students high-quality teaching and learning is held hostage by lack of funding, mandates, and high-stakes testing.

When only educator responses were included, the priorities emerged as follows:

K-12 Educator Priority Challenges

- *Relief from state and federal mandates*
- *Inequities in school funding*
- *Creating life-ready learners*

Interestingly, the lowest priority for education was *Engaging local school boards in workforce development*. This item ranked much higher among non-K-12 educators. It is also noteworthy to mention the number of negative comments throughout the survey related to K-12 educator loquacity. Since there was no question related to this, there is no way to know if this is a perspective shared by most respondents. However, since it emerged several times unprompted, it is worth mentioning.

Prioritized Higher Education Challenges

Of the six higher education challenges identified during the June 25th Summit, three emerged as clear priorities among respondents. They are:

- *Increasing dual enrollment opportunities for high school students*
- *Integrating work-based learning opportunities such as job shadowing, internships, and summer work opportunities into existing curricula.*
- *Creating upskilling opportunities for the existing workforce by expanding continuing education and micro-credentialing opportunities.*

All three of these priorities have to do with higher education collaborating more effectively with other organizations in the community to better meet the needs of students as they transition from school to career.

When only higher education responses were considered, two clear priorities emerged:

- *Addressing escalating higher education costs.*
- *Creating upskilling opportunities for the existing workforce by expanding continuing education and micro-credentialing opportunities.*

One of the higher education challenges that emerged in response to the panel discussion as well as in other sections of the survey was the perception among some respondents that Lancaster County's higher education institutions do not, for the most part, collaborate well with themselves or others in the community. Since this question was not asked directly, it is difficult to know the degree to which this perspective is present among respondents. However, given the fact that it emerged as a comment in response to several questions, and by several individuals, it is worthy of consideration.

Parent Engagement in Workforce Development

Locally, there are few workforce development initiatives that don't include parent engagement as a topic of vigorous discussion. Parents are major stakeholders in developing Lancaster County's future workforce but, for many reasons, they are often missing from key discussions and strategy meetings. As part of the survey, respondents were asked to rank several strategies for ongoing parent engagement in this work. The following emerged as clear priorities:

- *Career exploration activities that engage students, parents, and family members.*
- *An online parent portal offering access to work-based learning opportunities for K-12 students.*
- *Periodic parent Academies that provide evening and week-end opportunities for parents to learn about existing and future careers in Lancaster County.*

More than any other stakeholder group, parents suffer from time poverty. Whereas many workforce development stakeholders engage in this work as part of their professional responsibilities, most parents squeeze workforce development issues into daily employment demands and a multitude of family and citizenship responsibilities. This suggests that strategies for parent involvement must be targeted, efficient, family-friendly, and brief.

Recommendations for Improving Collaboration

The diverse roles of Summit participants stood out for many survey respondents. One respondent stated, “[What stood out was] *the ability to bring together community leaders to have a conversation and have a better understanding of others' needs. It tied together the big picture and provided an understanding of how we all need to work together to address the workforce issue.*”

Respondents were asked to rank the collaboration strategies that emerged during the Summit:

- *Business and education need to co-design agile learning.*
- *We need to create a common language for business and education.*
- *We need to create meaningful projects for business and education to work on collaboratively.*
- *We need to engage organizational leaders at all levels in moving this work forward.*
- *We need to promote the community as a classroom.*

Respondents were very clear in their desire to see business and education working together toward a common goal. This was not only true at the executive level, but at every level of the organization. The first three priorities had to do with *what* the collaboration should look like, and the last two priorities described *how* these efforts should take place.

Scaling Strategies that Work

Respondents were asked in which of five (5) existing workforce development initiatives they would invest additional resources, if available. Two initiatives emerged as clear priorities:

- *Expand internships and coops for high school students.*
- *Expand mentorship programs to help students connect with the community.*

Respondents were given an opportunity to provide any additional comments related to workforce development goals. Six (6) individuals commented:

- *I really enjoyed the day and getting to know other leaders. Let's keep it up.*
- *Thank you for the opportunity to provide this feedback. The survey was well-created.*
- *Summer internships for teachers to work as real (paid) employees in businesses are a mutually beneficial (and therefore sustainable) way to positively influence teachers and ultimately influence students.*
- *I just hope the conversation continues and that individuals who attended the Summit are willing to commit to on-going efforts.*
- *Setting a clear vision of the desired future state and gathering input from key stakeholders will help create the strategy and creative tactics to achieve that vision. A survey of key constituents (kids, parents, workers) could be helpful in gathering input on the problems we are trying to solve that will foster the outcomes we desire.*
- *This work should be coordinated with the Career Ready Lancaster! Initiative. Many of the suggested ideas for strategies are already in the works with that group.*

Overall Priorities Moving Forward

At the end of the survey, respondents were asked to rank the 10 major themes that emerged from the Summit in terms of urgency. The most highly ranked themes, in order of priority, were:

- *Creating a World Class Workforce*
- *Diversity/ Equity and Inclusion*
- *Community Collaboration*
- *Embracing and Scaling Strategies that Work*
- *K-12 Education Challenges*

Part 3: Plan of Action

In January 2022, the Advisory Board of the Lancaster County STEM Alliance has adopted the following strategic priorities to move this work forward:

Workforce Development Goal 1: Increase the number of workers in Lancaster County's workforce by 2030.

Objective 1.3.1: Create strong work-based learning partnerships with K-12 institutions, colleges and universities inside and *outside* of Lancaster County.

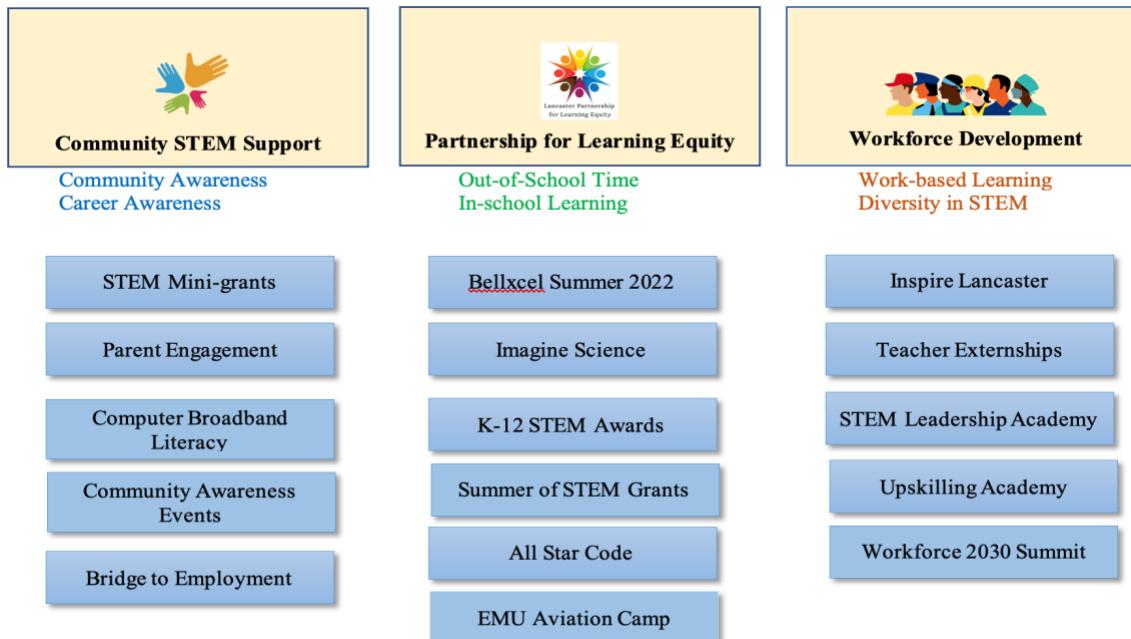
Objective 1.3.2: Create regional partnerships with Institutions of Higher Education and other key organizations outside Lancaster County that could positively impact Lancaster County's Talent Pipelines.

Objective 1.4.1: Continue to create STEM talent pipelines supporting K-12 students in Lancaster County in work-based learning opportunities.

Workforce Development Goal 2: Improve the quality (skill level, diversity, talent, passion, agency, and resilience) of the Lancaster County workforce by 2030 as measured by employer survey, employee self-report, and county level demographic data.

Objective 2.2: Expand upskilling, continuing education, and micro-credentialing opportunities in higher education.

Strategy 2.3. Action Plan: It is the mission of LCSA to increase the number of K-12 students who choose to pursue STEM careers through community awareness, career exploration, project-based learning, parent engagement and out-of-school STEM learning. While this WFD Operational Plan 2022 details the LCSA workforce development initiatives, it does not encompass all of the LCSA initiatives detailed below.



Objective 2.4: Increase STEM leadership among K-12 teachers through teacher externships and the STEM Leadership Academy.

Objective 2.5: Partner with industries of the future to significantly increase the diversity of their workplace and assist them in creating a comprehensive plan for recruiting and retaining diverse workers.

In addition, the LCSA Advisory Board, committed to learning more about the following priorities in 2022 with the intent to create an operational plan for the following priorities:

2.6 Education Action Plan: Actively explore opportunities to engage parents and family members in all LCSA initiatives. Establish metrics to quantify the number of parents who are currently involved in LCSA activities.

2.7 Education Action Plan: Survey the 16 school districts in Lancaster County to determine current dual enrollment opportunities for K-12 students.

2.8 Education Action Plan: Research models for Business/Education Competitions that LCSA might replicate in 2023.