

STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY

MINNESOTA PERKINS CONSORTIUM ANNUAL PERFORMANCE REPORT (SFY22)

Version 8/29/2022

Each year, Minnesota Perkins consortia must submit an annual performance report (APR) which details the progress and results of the previous year's local application for Perkins funding. **For the purposes of this report, the reporting year is July 1, 2021 through June 30, 2022.**

The annual performance report serves to answer two questions for the reporting year:

- 1. How specifically did the consortium spend Perkins funding during the reporting year?**
- 2. Did Perkins funding make a difference in improving student achievement and consortium operations, and how does the consortium know?**

Listed below are questions for the annual performance report. Responses should include specific evidence of the impact Perkins funding had on student achievement or the consortium operations. As an example, evidence may include the number of students enrolled in new courses, the number of teachers participating in professional development, or the percentage decrease in achievement gaps.

Process for completing the APR:

1. Use this Word document to respond to each question. Enter your responses following each question below.
2. Email the completed MS Word document to Jared Reise (jared.reise@minnstate.edu) as an attachment.

FY22 APR Questions:

1. For the programs of study funded by Perkins in your approved local application, address the following for the reporting year (July 2021-June 2022):
 - Were projects implemented as planned or did they need to be revised? If Perkins funding was not used as planned in the consortium's local application, explain what changes were made. What drove the changes?

In FY22, projects were, on the whole, implemented as planned. There were three major changes:

1. The addition of an articulation project designed to increase our regional articulation offerings in order for secondary students to have access to articulation agreements and for Minnesota State College Southeast to be better positioned to communicate with secondary instructors, students, and families on the value of the articulation and the logistics needed to turn the agreement into credit at the post-secondary level.
2. The shifting of funds from object line 366 to object line 303 to accommodate the formation of a new Health Sciences Program at Plainview-Elgin-Millville during FY22.
3. Funds were budgeted for a summer camp. A local employer offered to sponsor the camp. The dollars were reallocated to fund work with a consultant, RNL (Ruffalo Noel Levits), to improve processes for PSEO and C2C (concurrent) students including CTE SLAM (Students Learning Advanced Manufacturing). In the last three years there was a significant increase in students participating in the SLAM program and no communication plan in place to support the matriculation of the students to MSC Southeast for the Manufacturing programs. The support from RNL will improve the communication provided to students in their time participating in the program and understanding their next steps to continue their career in the manufacturing field.

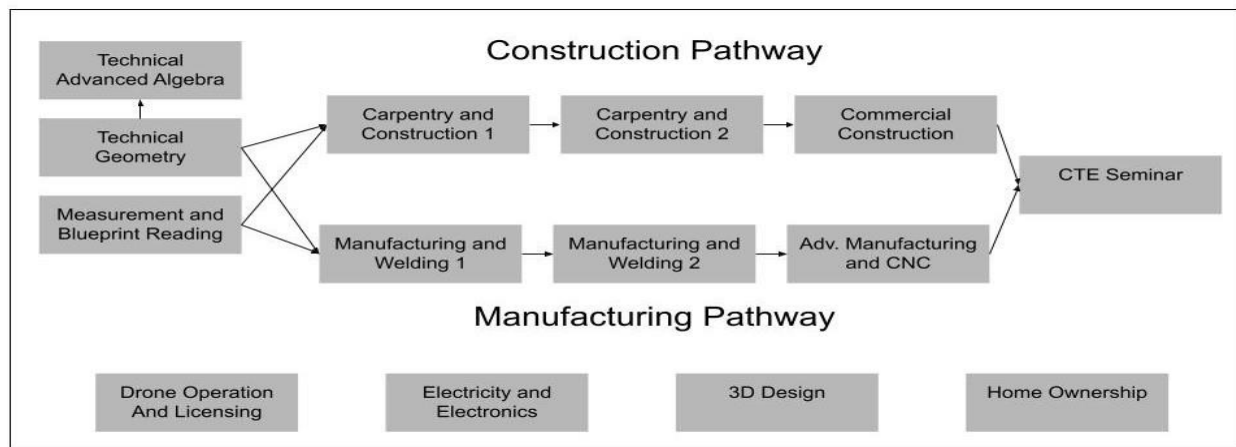
Other than these changes, everything else was on point.

As a Consortium, we worked together to support consortium processes that supported and enhanced our secondary and post-secondary CTE programs. For example, we held regular Leadership Team Meetings, engaged in a robust Comprehensive Local Needs Assessment (CLNA) process for the FY23-FY24 plan, put in the time necessary to build relationships with key stakeholders, and worked together on generating key messaging on the value and promise of a high-quality CTE education. A highlight of this work was a key CLNA survey that generated over 1,000 feedback points spanning six question sets.

We worked hard to take advantage of the multitude of partnership-based programming available in Southeast Minnesota to augment our CTE programs. Prominent examples included the Bluff Country Collaborative, the Goodhue County Learn & Earn Youth Skills Training (YST) Program, Students Learning Advanced Manufacturing (SLAM) Program, Construct Tomorrow, Workforce Development Inc. Please see, further down, more information highlighting the Bluff Country Collaborative and the Learn & Earn YST Program.

We continued to invest dollars and time into strategies and activities that make a difference for staff and students. These efforts included relevant and timely professional development, curriculum writing, and

the acquisition of industry-grade equipment. A key highlight in this category was the development of high-quality Manufacturing and Construction Pathways for La Crescent-Hokah Senior High School:



We invested in experiential learning activities - including business/industry site tours, career expos/fairs, post-secondary CTE program visits, the use of the Minnesota Career Information System (MCIS), and career events. A highlight of these strategies was the fact that secondary students were able to experience local and regional companies offering high-wage, high-demand, high-skill occupations right there in their “backyard” – for example, the Xcel Energy Steam Plan in Red Wing, Minnesota.

We supported a number of new initiatives in FY22, including:

- The creation and implementation of a new Health Sciences Program at Plainview-Elgin-Millville. The inaugural cohort featured 10 students and laid the foundation for future growth.
- The adoption and use of a professional skills curriculum within the Bluff Country Collaborative. This demonstrated a shared commitment by seven school districts on the importance of working together to focus on the professional skills of high school students. This is also referenced in the Reserve Narrative.
- The formation and development of Career Technical Student Organizations. One highlight was that a first-year CTSO – Business Professionals of America (BPA) – at Caledonia High School sent students to the national competition.
- The opportunity for secondary students to earn industry certifications. Two highlights: (1) Seven students at Rushford-Peterson High School earning becoming Certified Nursing Assistants and (2) Fifteen students in the Goodhue County “Learn & Earn” YST Program earning industry-recognized OSHA certification.
- The participation of several Consortium high schools in the Redefining Ready Cohort put on by the Southeast Service Cooperative. Please see the Reserve Narrative for more details.

The following table brings together the different strategy data points together for reference:

Data Point	Data	Description
A	600	Students at the Bluff Country Collaborative (BCC) Career Exploration Day
B	6	Schools at the BCC Career Exploration Day
C	30+	Business Professionals at the BCC Career Exploration Day
D	150	Students participating in BCC Mock Interviews
E	5	Schools participating in BCC Mock Interviews
F	50	Business Professional participating BCC Mock Interviews
G	100	Students involved in BCC Job Shadowing
H	4	High schools participating in BCC Job Shadowing
I	150	Students at the BCC Career/Job Fair
J	6	Schools at the BCC Career/Job Fair
K	30	Business Professionals at the BCC Career/Job Fair
L	7	Number of Workforce Development, Inc. meetings attended by the Secondary Coordinator.
M	18/25	Addition of 18 local agreements to existing regional agreements, and the creation and addition of 25 new agreements to the www.CTEcreditMN.com website
N	55	Students participating in the Students Learning Advanced Manufacturing (SLAM) Program
O	15	Students completing the year-long "Learn & Earn" Youth Skills Training Program
P	338	Students participating in local Business and Industry Site Tours
Q	8/65	Number of schools and approximate number of students who participated in the Construct Tomorrow career exploration event
R	97	Students participating in CTSOs, whose programs used Perkins dollars in FY22
S	116	Industry certifications earned by students
T	628	Students who used purchased industry-grade equipment
U	53%	Average percentage of time spent by the Secondary Coordinator on Perkins (per month, calculated alongside non-Perkins duties)
V	3	Number of formal Perkins Leadership Team Meetings in FY22
W	17	Number of stakeholders on the Perkins Leadership Team
X	23	Students who attend the first-ever Southeast Explorers Camp
Y	1,187	Number of responses to the FY23-FY24 CLNA Survey across six question categories
Z	41,749	Number of clicks on Facebook ad promoting CTE programs at Southeast
AA	95	SLAM Participants

- What accomplishments/outcomes resulted from this spending? What evidence do you have to support this? Include any relevant accomplishments on the following topics:
 - Collaboration with stakeholders
 - Integrating academic and technical skills into CTE courses and programs
 - Providing greater access to CTE programs for special populations students
 - Expanding access to postsecondary credit for secondary students
 - Advances in recruitment, retention, and training of teachers and other education professionals
 - Changes to your consortium structure or processes

- Collaboration with stakeholders

- Our consortium continued to work hard at securing partnerships with stakeholders, as well as promoting the continuation of existing partnerships. What follows is a brief summary of the most successful partnerships in FY22:
 - The Secondary Perkins Coordinator was an active Board Member with Workforce Development, Inc. as well as the Emerging Workforce Sub-Committee of that same Board. This allowed the Secondary Coordinator to work to align regional and local efforts with WIOA-based policy and strategies.
 - The Secondary Perkins Coordinator was an active member of the STEMForward Committee with the Southeast Service Cooperative. This allowed the Secondary Coordinator to align regional efforts – especially in regard to Trade & Industry strategies and initiatives.
 - The Secondary Perkins Coordinator participated in the planning and implementation of the Construct Tomorrow in Fall 2021 at Rochester.
 - The Secondary Perkins Coordinator participated in the redesign and relaunch of the Winona Area Chamber of Commerce’s Reach Program. This programs offers immersion experiences for high school students in Health Care and Manufacturing.
 - Goodhue County Learn & Earn Youth Skills Training Program: Please see the following website for more detailed information and metrics:
<https://www.redwingignite.org/students/>
 - Below is a brief overview as provided by Red Wing Ignite:



Learn & Earn

Giving 16, 17, and 18 yr old individuals the opportunity to explore careers in advanced manufacturing through paid internships at local businesses. This is a yearlong education and training commitment.

Partners that make Learn & Earn possible: Regional Businesses, Goodhue County School Districts, MN State College SE, Department of Labor and Industry.

Benefits for Students:

- Earn \$10 / hour
- College credit
- OSHA 10 & Soft Skills credential
- Experience that provides exposure to many occupations and career pathways in advanced manufacturing.

- Bluff Country Collaborative



The Bluff Country Collaborative is a key partnership-based strategy in our consortium. The Bluff Country Collaborative (BCC) is a partnership among schools in Fillmore and Houston Counties, Workforce Development, Inc., Community Economic Development Associates, the Southeast Service Cooperative, and local and regional employers. The purpose of the BCC is to promote career-connected learning, including the following features:

- ◇ Local Business/Industry Speakers
- ◇ Local and Regional Business/Industry Site Visits
- ◇ Tours and Field Trips
- ◇ Job Shadows

- ◇ Mentorship Program
- ◇ Internships (unpaid/paid)
- ◇ Work Experiences (unpaid/paid)
- ◇ Youth Apprenticeships (unpaid/paid)
- ◇ Pre-Apprenticeship Opportunities
- ◇ Teacher Externships
- ◇ Employability Skills

Total impact of the BCC in FY22 is reflected in these numbers:

- ◇ CTE Exploration Day connected 600 students, six high schools and 30+ professionals
- ◇ Mock Interviews introduced 150 students from five high schools to 50 businesses
- ◇ Local job shadows involved more than 100 students from four high schools
- ◇ BCC Career and Job Fair 150 students, six high schools, 30 businesses at BCC Career / Job Fair. Students came dressed to impress with resumes in hand.

- Integrating academic and technical skills into CTE courses and programs
 - Our consortium has supported the creation, implementation, and refinement of Career Technical Student Organizations (CTSOs) at the secondary level. One of the highlights of FY22 was the formation of a Business Professionals of America at Caledonia High School. Not only did Caledonia get this organization off the ground – they found student success at both the state and national level. This is a great example of a teacher providing an outlet for the students to really shine outside of the context of the classroom. We are anticipating that this initial success will result in continued integration of academic and technical skills, as well as increased student enrollment in CTE courses. We had similar success with other CTOS throughout our consortium in FY22 (for example, at Dover-Eyota, Lake City, and Zumbrota-Mazeppa).
- Providing greater access to CTE programs for special populations students
 - In FY22, our Consortium implemented a first-time/pilot program designed to engage a diverse student population in Career and Technical Education opportunities available at Minnesota State College Southeast and Southeast Minnesota. More specifically, the camp focused on Healthcare, Transportation, Advanced Manufacturing, and Musical Instrument Repair.
 - For our Student Success Day in September of 2021, we were able to bring in Antonio Espinosa, who showcased the artistic work from men within the correction system. Our intent was to provide a format of learning and discussion centered around finding your passion and recognizing that there is a place for all within the education system, no matter what obstacles you have encountered along the way. This event highlighted the #MSCCares philosophy by emphasizing that all are welcome here at MSC Southeast.

- In April of 2022 we held our Spring Retention Summit. This year, with the support from Perkins, we were able to highlight the work of Ben Wildavsky. Ben is a veteran higher education writer, strategist, speaker, and podcast host. His focus is on the adult learners. Mr. Wildavsky highlighted best practices to help support our students who are either returning back to school to complete a certification or are coming to college for the first time after being in the workforce for a number of year before furthering their education. With the information Mr. Wildavsky shared, we were able to break into groups to discuss next steps and create action items to be implemented to enhance our adult learner experience and to help guide them to successful completion of a certification.
- Both experiences were followed by robust discussions by the groups involved and the feedback was positive on the content of the presentations.
- Providing greater access to postsecondary credit for secondary students (Note: This was a change in FY22)
 - The majority of our articulation agreements have been between single consortium high schools and Minnesota State College Southeast. There also are some gaps among secondary schools. This has led us to having difficulty getting traction on improving the communication loops that would promote the use of the agreements. Towards this end, we shifted to a more regional lens through a partnership with Kathy Haugan and Out Source Projects, Inc. Our goal was to open up articulated agreements to more secondary schools, students, and instructors. This, in turn, will allow Minnesota State College Southeast to be better positioned to communicate with secondary instructors, students, and families on both the value of articulation and the logistics needed to turn the agreement into credit at the post-secondary level. As a result of this partnership, we added 18 local agreements to existing regional agreements, confirmed 10 regional agreements for correct instructors (college and high school), and created and added 25 new agreements to the www.CTEcreditMN.com website.
- Advances in recruitment, retention, and training of teachers and other education professionals
 - In an effort in the recruitment, retention, and training of CTE instructors at the secondary level, we partnered with the Lakes Country Service Cooperative on two items: (1) licensure for Trade & Industry and (2) the identification of a cohort of secondary instructors to participate in the licensure program in FY23. In our original FY22 Budget and Plan, we had identified funding to support secondary instructor licensure in Health Sciences. We moved the focus from Health Sciences to Trade & Industry due to the fact that the instructor receiving support, at La Crescent-Hokah High School, was ready to move forward with a really innovative plan for programming in FY22 and onward.

- Changes to your consortium structure or processes
 - o Our consortium did not make any significant changes to our structure or processes in FY22. We did continue the implementation and refinement of our Perkins Leadership Team. This team, which includes a variety of stakeholders, met multiple times in FY22 to review the implementation of our FY22 strategies and priorities. This team also provided feedback and direction to our planning for FY23-FY24 – including CLNA results and other key components of the planning process.

- 2. For Reserve funding, what projects were completed or accomplishments achieved during the reporting year? If Reserve funding was not used as planned in the application, explain what changes were made. What drove the change? (Leadership and Policy Fellowship)

There were a number of projects that produced positive results with the use of Reserve Dollars in FY22. Here is a summary of those projects:

- Southeast Service Cooperative – Membership
 - o We continued to be engaged in the Southeast Service Cooperative STEMForward committee work and programming. This partnership features a collaboration with a number of our secondary school leaders within the framework of STEM career fields – including Career and Technical Education.
 - o Over the last two years, the Southeast Service Cooperative has rolled out a Career Navigator model in which a full-time employee is dedicated to connecting schools, industry, and students in a certain geographical area within Southeast Minnesota. Using our Perkins Consortium boundaries, there were two full-time Career Navigators working with our schools and local industry. As a Perkins Consortium, we appreciate and partner with the Career Navigators to further career-connected learning in this part of the state.

- Southeast Service Cooperative – Redefining Ready Cohort
 - o Our consortium partnered with the Southeast Service Cooperative to pay the fee for schools to participate in Year 1 of the Redefining Readiness Cohort. The Redefining Readiness Cohort featured secondary school leadership teams coming together to learn, reflect, analyze, and implement school success markers that include career readiness alongside more traditional markers of academic success in a secondary school. The following consortium schools participated in the Year 1 Cohort:
 - Caledonia, Cannon Falls, Chatfield, Lake City, Lewiston-Altura, Mabel-Canton, Plainview-Elgin-Millville, St. Charles, Spring Grove, and Winona
 One of the key pieces of the Redefining Readiness Cohort is that it is a two-year program. For this reason, the consortium will again sponsor school participation in FY23.

- Southern Minnesota Regional Articulation Membership and Participation
 - o Our consortium continued to be an active member of the Southern Minnesota Regional Articulation group. Partnership by our consortium and member school districts supported the implementation of local high schools offering articulated credit to multiple post-secondary institutions in Southern Minnesota.

- Bluff Country Collaborative – Professional Skills Curriculum
 - o Through the on-going work of the Bluff Country Collaborative, we piloted the use of a Professional Skills Curriculum by Rubin Education. The Professional Skills Curriculum was implemented in multiple schools in the Bluff Country Collaborative and supported through the time and efforts of the Bluff Country Collaborative Career Navigator.
- Shared Regional Equipment
 - o In an effort to try to innovate the way we purchase and use equipment, our consortium made an equipment purchase for equipment within the Agriculture, Food, and Natural Resources Career Field as a pilot program. This equipment was used by two different schools in FY22 and is expected to be used by more in FY23.
- Marketing and Communication
 - o In partnership with Minnesota State College Southeast, Secondary Reserve dollars were used to support a CTE-specific information/communication/marketing campaign designed to showcase the value of CTE and the career pathways available at Minnesota State College Southeast for secondary and post-secondary students.
- Leadership and Policy Fellowship
 - o We are really proud that our consortium had a representative in the inaugural Leadership and Policy Fellowship. Reserve dollars allowed our secondary participant to fully engage in the process from start to finish. We look forward to continued participation in this high-level professional development opportunity.
- Career-Connected Learning (Note: This was a change in FY22)
 - o We had budgeted nearly \$11,000.00 in 475-366 to support the participation of CTE instructors in our annual Job-Alike Regional Meetings. By late November 2021, it was clear that the full dollar amount was in excess to the actual costs of participation. For this reason, we requested, and were granted, permission to move most of those dollars from object code 366 to object code 303. This change allowed us to pivot our Career-Connected Learning funds to support the start-up/implementation of a Health Sciences program in the Plainview-Elgin-Millville School District. The Health Care field is a top high-demand, high-wage, high-skilled career field in Southeastern Minnesota. We try to take every opportunity to grow our Health Sciences programs and this was one of those great opportunities to do so. We appreciate State Leadership supporting the budgetary change to allow this to happen.
- Presentations were provided for the Perkins leadership team on the topic of unconscious/implicit bias and intersectionality. A list of resources were cultivated for future faculty who wish to learn more about DEI topics. This list of resources will be organized and posted online onto our website for faculty to review at their convenience.

3. Work-based learning: What activities did the consortium complete during the reporting year to expand access to work experiences in excess of 40 hours to secondary students? What were the results?

Our consortium employed a few different strategies to expand access to work-based learning for secondary students in our consortium. Specifically, we did the following:

- Within our Bluff Country Collaborative, the Career Navigator implemented a Certified Nursing Assistant Youth Skills Training Program. 3 students from Bluff Country Collaborative participated.
- Within our Bluff Country Collaborative, the Career Navigator supported three Work-Based Learning programs: La Crescent-Hokah, Lewiston-Altura, and Houston. This work included connecting 2 students to local employers, helping a teacher apply for a Work-Based License via portfolio, and helping facilitate two districts sharing a Work-Based Learning position.
- The Secondary Perkins Coordinator served as a Task Force Member on the MaxAbility Collaborative Task Force. This group is dedicated to increasing access to high-quality employment for students and individuals with disabilities.
- The Secondary Perkins Coordinator served on the Workforce Development Inc. Board. Workforce Force Development, Inc. exists to connect individuals, including students, to high-demand, high-skill, high-wage occupations. This work includes an emphasis on working with at-risk and marginalized youth.

4. What initiatives or projects are you especially proud of within the reporting year? What do you consider most successful? Why?

We are very appreciative of the collaboration with State Leadership in securing and implementing the Grant from AdvanceCTE – especially the work of Yingfah Thao. Through this grant, we were able to pilot a mentorship program that featured virtual interaction between professionals and high school students in Southeast Minnesota. Termed the “Ambassador Program”, it featured 13 professionals and 13 high school students. The purpose of the grant was to increase the effectiveness of recruitment of learners into high-quality Career and Technical Education. Although the number of students involved was somewhat limited, the feedback from both the students and the professionals was very positive. Here is a summary of that feedback:

How would you rate your experience?

Would you recommend this program be continued next year?

Good
Excellent
Good
Good
Good
Good
Excellent

Yes
Yes
Yes
Yes
Yes
Maybe
Yes

We are excited to continue with this forward momentum in FY23. More specifically, we will be focusing on establishing mentorships between female professionals and female high school students in non-traditional career fields. We are using the lessons learned and connections made from this grant to launch Year 2 of this work. One of the most encouraging indicators has been the interest of some of the mentors in continuing on into Year 2.

In addition to the AdvanceCTE grant, we were also fortunate to be able to access additional dollars through the Capacity Building Grant offered through State Leadership Funds. With these dollars, we were able to partner with the African-American Registry to give access to their Teacher's Forum for all of our CTE secondary and post-secondary instructors. This access allowed our instructors to retrieve, display, and share diverse populations across multiple career fields and career pathways. We rolled out this service at our Job-Alike Regional Meetings in Fall 2021. Like the Ambassador Program, we were encouraged about the initial traction of this service and are going to continue to roll it out and support its implementation in FY23.

Another highlight of FY22 was the use of Reallocation Dollars to secure a partnership with St. Cloud State University's Technology Engineering Careers Network (TEC Network). As a result of this partnership, our secondary CTE instructors – especially within Trades & Technology – have access to the latest equipment used in industry along with professional development and the curation of partnerships with local and regional employers. We held a preliminary open house in Spring 2022 and are rolling out a full-year program in FY23.

New this year, we contracted for support to our Latinx community. Work by Hispanic Outreach Program of Goodhue County has been invaluable for Minnesota State College Southeast (MSCS) for FY22. The work they have done include consultative work about Hispanic culture, Spanish translations/interpreter services, and outreach to Hispanic communities in Red Wing and Lake City on behalf of MSCS. To begin their work with MSCS, their staff also received general training about admissions and given a tour on our campuses.

Consultative work include sharing information about the Hispanic community in Goodhue County, such as the ethnic makeup of Hispanics in Red Wing and Lake City. They also provided us with suggestions about culturally appropriate displays both in general and during Hispanic heritage month. With their connection to local communities, we also had them share out information to Hispanic families.

Because we do not have any staff with bilingual Spanish skills, we have relied greatly on Hispanic Outreach. They've translated a broad range of documents, which include admissions webpages, our viewbook (which is used for admissions and marketing), academic brochures, and miscellaneous flyers (e.g., Southeast Explorers Camp, PSEO, evening programs). Hispanic Outreach also helped us plan campus visits for diverse students and provided interpreter services during campus visits with prospective Spanish speaking students. Given our lack of Spanish speaking staff, and thus our lack of ability to serve Spanish speakers in the local communities, it's imperative that we continue our relationship with Hispanic Outreach if we are to grow our BIPOC and historically underserved student populations at MSCS. Please note that many of these projects focused on Career and Technical Education.

5. What challenges did you encounter when implementing your local plan during the reporting year? How did you respond to them?

One of the most challenging aspects of our plan for FY22 was the level of participation in professional development by secondary instructors. Our numbers during COVID, and Post-COVID, do not match what we were doing prior to COVID. The main reason for this is a severe substitute teacher shortage, which does not allow our instructors to get time away to attend professional development sessions – whether that be at the regional, state, or national level. Our response to this challenge was to continue to lean into our communication loops and to continue to offer staff and faculty options. We do anticipate our numbers starting to pick back up in FY23.

A second challenge was personnel turnover. At both the secondary and post-secondary levels, including instructors and administrators, there was quite a bit of change in FY22. Anytime there is change, there is an adjustment in what the new folks know and the institutional knowledge that the people leaving took with them. Our response to these changes was to work hard to connect with the personnel new to their CTE roles in an effort to build a bridge to future partnerships.

6. How can State staff (Minnesota State, MDE) best help you meet the goals of your plan?

We are really appreciate of State staff in their support of our work – both during FY22 and in years previous.

Mechanisms already in place that are really helpful include the monthly webinars, the workshops/conferences that cater to Consortium Coordinators, and the communication generated via email as well as the resources available on state websites.

We are also very thankful for the specialists at MDE and Minnesota State. The MDE CTE Specialists, as a group, are very responsive to questions and are always very willing to help. Their prompt response and attention to details makes a big difference in allowing us, as coordinators, to communicate effectively with our consortium stakeholders. Also, their willingness to engage with secondary stakeholders in Southeast Minnesota is of great value – thank you for that. I would also like to thank Jennifer Norton – as she does a wonderful job of communicating around equipment and curriculum requests. At the post-secondary level, the whole team – Karl, Sue, Yingfah, Eva, Robb, and Jared – are always really helpful.

7. If your consortium completed monitoring by State staff during the past year, please include information requested in the monitoring report with this APR.

We did not complete monitoring in FY22. We will be doing it in FY23.

8. If you were required to submit an improvement plan for any performance indicator in your FY23-24 application for funding that you submitted May 1, 2022, please provide a description of the progress you have made in implementing your action plan for that indicator.

The information below summarizes the status of the three action steps outlined in FY22 in response to improving the 3P1 indicator:

Women in Trades Event:

- 23 female high school students from 5 regional high schools attended the successful awareness event, along with 2 high school counselors and several parents. The students participated in hands-on activities in the Electronics and other college labs in the morning, and a panel discussion in the afternoon.
- The all-female panel was made up of MSCS students from Welding (2), Auto Body Repair (1) and Automotive (1). The other panelists were volunteers from local project industry partners: Benchmark electronics (3), Watlow Controls (1), and Mayo Healthcare Biomed (1). Four of the industry panelists were graduates from MSCS. Notes from the discussion panel were captured for future consideration.

Summer Explore and Trade & Technology Camps

Summer Explore Camp

Explore Camp was hosted in June. 63% in attendance identified as female and 21% of participants identified as male. All students were exposed to Manufacturing (Welding, Electronics, CNC, Biology) and Transportation careers. All students were also exposed to healthcare careers and a Nursing demonstr

Summer 2022 Totals

33 students registered; 23 students attended camp

Gender Identity

Female (she/her) 12 (63%)

Male (he/him) 4 (21%)

Non-binary (they/them) 0

Other 3 (16%)

Prefer not to say 0

What group do you identify with most? Select all that apply.

White or Caucasian 3

Black or African American 0

Hispanic or Latinx 6

Asian or Pacific American 8

Native American or American Indian 3

Other 1

How much did you learn this week about career opportunities?

A lot 16 (89%)

A little 2 (11%)

Nothing 0

Trade & Technology Camp

- 15 registered (max. capacity = 20/day)
- 11 attended (9 male; 2 female)

Camp T&T Survey Results	Not True	Somewhat True	Pretty True	Very True
I had the opportunity to learn something new			3	8
The sessions I attended were fun and engaging			1	10
The sessions I attended were organized and easy to understand			3	8
The instructor made me feel welcomed			1	10
The instructor included me in activities and encouraged me to participate				11
I would recommend this Camp to my friends		2	3	6

9. (Optional) As part of the APR submission, you may request changes to your consortium performance levels for one or more of the performance indicators (1S1, 2S1, 2S2, 3S1, 4S1, 5S3, 1P1, 2P1, 3P1). However, if the consortium is on an improvement plan for an indicator, you cannot request a change for that indicator. If requesting a change, a consortium must provide sufficient rationale/justification for the proposed change.

No change is being requested by the Southeast Consortium.

Note: Technical assistance will be provided for Special Populations and Performance Gaps when the data is available later in the fall.