

Excerpt from Final Report submitted by Grant ESD

What worked? How do you know that it worked? *(Describe your successes and your evaluation process)*

Using the CTE Data Collection data, Region 13 increased 6.1 Non-Trad Participation performance measurements from 37.24% to 53.2% which is a 15.96% increase; 6.2 Non-Trad Completion performance measurement increased from 14.29% to 64.4% which is a 50.11% increase. Region 14 increased 6.2 Non-Trad Completion performance measurements from 0% to 57.1% which is a 57.1% increase. All partners have worked diligently over the last three years to promote non-trad participation in our programs. In addition to this project, teachers have participated in professional development and non-trad students have been targeted for enrollment.

The data for outcomes 1, 2, and 3 have to be measured after the grant period. Informal surveys of last year's participants showed the following:

1) 11 of 14 (78.5%) of the 2010-11 cohort registered for a CTE course within a Program of Study that would be considered nontraditional during 11-12; 2) only 1 of 15 (only senior in the cohort group) in the 2010-11 cohort applied for admission to a post-secondary education institution (TVCC in Welding) in 2011-12, and 3) 12 of 14 (85.7%) of the 2010-11 cohort passed an Algebra I or higher mathematics course during 2011-12.

What we know worked is not measured in non-subjective data, but more from student narratives. The following are excerpts from student learning logs when asked, "What do you think was the most valuable thing you learned by participating in this project?":

- To jump in feet first because if you never ask the dumb question you never really learn.
- How many jobs women are jumping into...we can do the same as men...nothing is unreachable.
- That women can do jobs that men can do...everything was valuable to learn about...this is going to help me figure out what I want to do in the future.
- I think just getting out and experiencing all these jobs so we know what we would like to do or not want to do.
- There are many other jobs that I can do.
- One of the most valuable things to me was being with other girls that have the same interest as me...it opened my eyes to all the different careers.
- About all the different non-trad jobs there are for women and all the girls who have the same interest as me.

When asked how with the math & science you learned help them, the girls responded with:

- Being able to go back and already know what they are talking about? Also, new techniques that go with math and science.
- The GPS will help me because I am now one step ahead of my classmates in knowing how to do the stuff.

- It helps me know how important math and science is.
- The science I learned in Natural Resources gives me a head start for next year when I take Environmental Science.
- I appreciate Science more.
- I learned how to use a GPS which is science and math.
- It gives me a head start because I know more...it also helps me apply math so it is not just mindless formulas but gives a purpose.

The intended outcomes for post-secondary were 100% of the cohort will take the Compass test and at least 20% of the cohort will attend TVCC upon high school graduation and participate in one of Non-Trad Programs of Study focus areas showcased in the grant.

Due to scheduling conflicts and the age of the participants, the Compass test was not administered this year. However, students did learn about what the entrance exam is and how they can take it at their school when they are a junior or senior. The seniors (3) in the group had already taken the Compass; either last year through this project or at their local high school.

In 2011-12, one student who was a 2010-11 cohort member attended TVCC and participated in the Welding/Ag program. Three students from the 2011-12 cohorts will be attending college in the fall. Two are registered at TVCC.

This year TVCC participation has led to the following: 1) the TVCC instructor who worked with the cohort on the GPS systems will be visiting each of their high schools with a follow up session, 2) three cohort members who had never welded before attending TVCC camp are now signing up for welding at their high schools (all wanted the instructors email so they could contact him about welding questions), and 3) all cohort members expressed their new comfort level of working with and meeting community college instructors. The president of the college met with the cohort two times with students having direct access to her. I am not sure how many current college students could say they know their college president.

Last, but far from least, all cohort members begged to participate again. Parents were involved and have offered to help recruit for the 2012-13 cohort group by talking to parents and making presentations. This year's cohort group is committed to recruiting one new member in 2012-13. I think it was best said by Keelee Jensen of Pine Eagle when she was asked how she could help with recruiting more girls into her construction/engineering program she stated: *If you lead, others will follow.*