

Annual Performance Report FY21

Form status

Consortium name: Riverland Consortium

FY21 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Why is the APR important to your consortium?

- This serves as your consortium's report on the priorities identified in your Comprehensive Local Needs Assessment (CLNA) that translated into commitments to action items in your local FY21 consortium plan.
- It allows you to reflect on consortium priorities, changes made, action steps taken on identified needs, and implications for future consortium plans aimed at continuous improvement.

The APR is a federal reporting requirement that will:

Why is the APR important to the state?

- Identify opportunities for professional development, technical assistance, or direct support to consortia
- Examine accountability of results and shifts in consortium plans
- Provide context which informs Minnesota's Consolidated Annual Report (CAR) submitted annually to the Office of Career, Technical and Adult Education (OCTAE)

You will find the following questions when you log in to AmpliFund.

The APR is divided into two interrelated parts: Performance Indicators and Narrative responses.

PART I: Performance Indicators

Relates to CLNA Element #1 and Various Application Elements:

Purpose: local funding decisions must be based on the comprehensive local needs assessment (Perkins V, Section 135). The following questions are aimed at aligning needs as identified in the data, strategies being implemented, and resources being allocated toward those efforts.

Directions: After reviewing your consortium's performance data for all secondary and postsecondary indicators, please respond to the questions below. Since 2021/grant year #1 data is not fully available for secondary and postsecondary at this time, please review consortium data for reporting year 2020.

- To locate secondary indicators and definitions, go here:

<https://public.education.mn.gov/MDEAnalytics/DataSecure.jsp>

- For postsecondary indicator definitions, go here:

https://minnstate.edu/system/cte/consortium_resources/documents/Perkins-V-Report-Structure-and-Definitions.pdf

- To access postsecondary data reports in Power BI, go here (requires postsecondary credentials to view PowerBI reports):

<https://app.powerbi.com/groups/me/apps/ac6f9c92-0a60-4e58-814e-b5b17f941353>

• For your consortium's state determined performance levels, please see the "Grant Years 2021-2024" document in the appropriate consortium folder here:

<https://minnstate.edu/system/cte/perkins-consortia.html>

Secondary Performance Indicators (1s1, 2s1,2s2, 3s1, 4s1, 5s3):

As you review your secondary core indicator performance data from 2020, please respond to the following questions:

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1. On which indicator(s) do you consider your consortium's performance strong? (i.e., your performance level is in reach of your upcoming grant-year-1 local level of performance (target))

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1S1: Our four year graduation rate is within the state average. As a consortium most CTE concentrators graduate within four years and we plan to continue this trend toward 100%. We also have many more female students than we thought we had. These numbers are encouraging, it shows we are doing better at bridging the gender gap.

Both our female and male concentrators are doing very well in Post Program Placement and it is nice to see our female concentrators doing extremely well!

1a. On which indicator(s) is your consortium struggling? (i.e., your performance level is lagging behind your upcoming grant-year-1 local levels of performance)

English Learners was our greatest struggle.

2. What significant population performance gaps are revealed in the performance data and for which specific indicators?

2.1 (review the performance rates of each gender, racial/ethnic group, special population, and career cluster, looking for sizable differences between those populations and the overall performance rate of your whole population on an indicator)

2. What significant population performance gaps are revealed in the performance data and for which specific indicators? (review the performance rates of each gender, racial/ethnic group, special population, and career cluster, looking for sizable differences between those populations and the overall performance rate of your whole population on an indicator)

1S1: 4-Year Graduation

We need to focus some resources on our English Learners. The graduation rate for these concentrators is very low. The number of students in EL in CTE courses is very low so the data is not as significant because there are only 33 students designated as CTE concentrators. Many factors can contribute to this; low enrollment, schedule conflicts, EL programming, safety instruction concerns, and most EL programs are based on a 5-6 year graduation process.

3. Consider your data review, identified performance gaps (both overall and in specific population groups) and allocation decisions made in planning for 2021. What future actions will you consider based on your review of these components?

3.1 These could include gathering different information in your CLNA

During our upcoming CLNA process this data will be reviewed by our CLNA stakeholders to determine what the next course of action will be. We will then make an

process or setting your local application/funding priorities, specifically as it relates to focusing programming and resources.

informed decision on where to allocate funding in order to help bridge the gaps we see here. Secondary will be working closely with our post-secondary partners to focus some of our attention and resources on the poverty institute. In our research most special population students live in poverty. Bridging the poverty gap is only one barrier for our students, but it is a giant step in the right direction to bridging the gaps shown in our data.

Postsecondary Performance Indicators (1p1, 2p1, 3p1):

PPI: Riverland Community college	FY2020 Actual	FY2021 Target	Difference (Gap)
1P1: Postsecondary Retention and Placement	89.57%	82.12%	-7.45%
2P1: Earned Recognized Postsecondary Credential	48.16%	60.97%	12.81%
3P1: Nontraditional Program Enrollment	11.94%	13.16%	1.22%

1P1. (Source: Core Indicators Report): our strongest performance is in this category and as we examined this indicator in depth we saw some encouraging results, but also noted some disparities as is shown in the following Performance (%) by Gender: Male above average: 92.62%. Female below average: 86.11%.

- o Performance (%) by Race/Ethnicity: Small populations except White (90.16%) and Hispanic or Latino (88.46%) (Which are larger numbers and similar results, and are above the target.)

- o Performance (%) by Special pops: Small Ns, except the following which were mostly above the average.

 - Individuals with Economically Disadvantaged Families (91.30%)

 - Individuals Preparing for Nontraditional Fields (88.89%)

 - Single Parents (90.32%)

 - Out of Workforce Individuals (92.86%)

- o Performance (%) by Career Clusters:

 - Health Science (89.86%), comprising 30% of the entire population.

 - Architecture & Construction (90.91%) as well as Transportation, Distribution & Logistics (96.97%) being two second largest clusters.

 - Business Management & Administration (80.00%), Human Services (88.89%), and Manufacturing (95%) as a third group of clusters mostly above average.

- Our weakest performance is in 2P1 and it is on this performance indicator where we will focus efforts to understand what areas have the largest gaps and where we might target interventions to improve performance

4. On which indicator(s) do you consider your consortium's performance strong? (i.e., your performance level is in reach of your upcoming grant-year-1 local level of performance (target))

4.1 On which indicator(s) is your consortium struggling? (i.e., your performance level is lagging behind your upcoming grant-year-1 local levels of performance)

- 2P1. (Source: Core Indicators Report): our weakest performance is in this category. Note that one of the college's KPIs (Program) is to increase completion to 62% by FY2025 which is higher than the 2P1 core indicator target and will be a place of institutional focus in the coming years. To reach this performance indicator the college will align the Perkins efforts to improve on measure.

- o Performance (%) by Gender: Males a bit below average (46%). Females stronger, above average, with 50.56%. This raised questions about why students leave before earning a credential, and as males are further below the target and the occupations with the highest enrollment of males and also corresponds with regional workforce shortages.

- o Performance (%) by Race/Ethnicity:

 - Black or African American and Hispanic or Latino which together constitute nearly 20% of the total population were each in lower 40%, a below average value.

 - White, the majority, are at 49.48% - above average but still more than 10% below the target.

o Performance (%) by Special Populations: all special pops with significant number of commentators were below average:

Individuals with Economically Disadvantaged Families had performance at 44.50% and they are the most populous group, 50% of the total population.

Out of Workforce Individuals (44.74%)

English Learners, Single Parents, and Individuals Preparing for Nontraditional Fields were also below average.

o Performance (%) by Career Clusters:

In the clusters with high population, Health Science (performance at 63.16%), Architecture & Construction (performance at 71.15%), Transportation, Distribution & Logistics (performance at 60.00%), were way above average, almost all meeting the 2021 target. These groups combined constitute nearly 42% of the total population.

Low performance in groups with high population was in Law, Public Safety, Corrections & Security (35.00%), Human Services (45.45%), Business Management & Administration (43.75%), Agriculture, Food & Natural Resources. These groups combined constitute nearly half of the total population. This data leads us to examine these areas more closely to see if we can better understand the reasons for these lower performance rates.

Smaller clusters, such as Information Technology and Manufacturing were low as well.

low as well.

• 3P1. Nontraditional Program Enrollment (Source: Core Indicators Report) and while the performance lags here it is a much smaller gap than we have had previously and we have made significant efforts over time to improve this performance and will continue to use data to identify where the largest gaps are and to match strategies and interventions to reducing the gap for various populations. We will especially want to examine the data on males in non-traditional program to see why this is so far below the target. We will also want to examine data for Race/Ethnicity to establish root causes for the overall percentage being so low for students of color. From that analysis we can proceed to target interventions to improve this performance indicator.

o Performance (%) by Gender: Very small percentage of male students, less than 10% were enrolled in a program non-traditional for their gender. 27.27% female enrolled in the non-traditional program by gender.

o Performance (%) by Race/Ethnicity: Hispanic or Latino were above average, same for White. Students of color as a whole group, constituting more than 20% of the total population, were below the average.

o Performance (%) by Special Populations:

The largest group, Individuals with Economically Disadvantaged Families were less than 10%, below average.

Single Parents and Out of Workforce Individuals were also very low.

o Performance (%) by Career Clusters:

Good non-trad. representation (relative to the target goal of 13.16% in 2021) was in Agriculture, Food & Natural Resources (34.21%) and Law, Public Safety, Corrections & Security (32.35%).

Very low or no non-trad. representation in Architecture & Construction, Health Science, Human Services, Manufacturing, and Transportation, Distribution & Logistics.

5. What significant population performance gaps are revealed in the performance data and for which specific indicators?

5.1 (review the performance rates of each gender, racial/ethnic group, special population, and career cluster, looking for sizable differences between those populations and the overall

Our first action on our performance gaps in 2P1 and 3P1 will be to work with the college administration, the Institutional Researcher to use data from the system POWER BI reports to understand what the data is telling us about our gaps and specifically where the largest performance gaps are and the greatest number of students that are affected by these. Our next action is to use this data to do some root cause analysis with the CTE deans and program faculty to support efforts to improve

performance rate of your whole population on an indicator)

performance. We know that we have significant work to do to meet our college and Perkins targets for 2P1. We recognize that the setting of our priorities for action and funding will be the most impacted by the data from 2P1 and we will continue to align the Perkins work with the system office Equity 2030 and Equity by Design initiatives. Please see our analysis in the previous answer to support our plans for closing these gaps for specific groups.

6. Consider your data review, identified performance gaps (both overall and in specific population groups) and allocation decisions made in planning for 2021. What future actions will you consider based on your review of these components?

6.1 These could include gathering different information in your CLNA process or setting your local application/funding priorities, specifically as it relates to focusing programming and resources.

The first CLNA was a "first attempt" to implement Perkins V in the consortium and the changes in the law are a "sea change" for many, as there are new elements and components to consider, and new fiscal requirements. This was not an easy transition. Previously, Perkins had been used more widely on a variety of projects at postsecondary. Perkins V is much more tightly focused and is requiring that we in postsecondary and as a consortium look at funding fewer things but supporting those that are selected through the CLNA process in greater depth than previously done. We are also continuing to encourage closer connections between secondary and postsecondary programs and are continuing to work to share advisory committees. Our governance structure has an Executive Board that has representation from the college, the large and small school districts, and business and industry including our largest regional employers, Hormel Foods and Mayo Clinic. This governance structure has worked well. One of our strengths has been the valuable input from this board. We also have a Perkins Operations Team (OP Team) which is led by the coordinators and has a CTE teacher representative from each consortium school (these are classroom teachers of CTE), the college, the College Career Connections Director, the career navigator/s from the region as needed. These are the "boots on the ground" that do the work of implementation of the local Perkins plan for the Riverland consortium. The input of the OpTeam is crucial in driving adjustments to the plan and to communicate on all things Perkins at the district/campus level where each member works. If we need to change priorities, we depend on the Executive Board getting data and input from the Op Team before taking action.

PART II: Narrative Responses

7. Explain how size, scope, and quality informed your data-determined decisions concerning programs of study and local uses of funds.

Include high-skill, high-wage and in-demand occupation considerations as well (Relates to CLNA Element #2 and Application Narrative 1 & 2).

As indicated by our CLNA, size, scope and quality were factors we considered and were verified by our governance structure, member education partners, regional employers and state employment data Our two highest need areas are Health Care Occupations and Manufacturing. Heath Care Occupations are very difficult to offer at the secondary level as we do not currently have a teacher preparation licensure program. Our consortium is continuing to work on establishing a partnership with both Albert Lea and Owatonna public schools to offer a CNA program where students can work toward an LPN or RN degree in high school. These courses will be offered concurrently in the high school. Plans are under way to incorporate this program in the building of the new Owatonna High School. A significant challenge is that we have 3 large high schools and 6 small rural schools, and with the college there are 3 campuses which spread our CTE programs over 3 locations, which are not always close to partner high schools. This is a real challenge in getting it right on "scope" when many of our secondary CTE pathways have many constraints, including size, secondary program approval and preparatory course work in the sciences not considered CTE coursework.

All districts in our consortium focused on manufacturing which is also a POS focus for

the college and has high in-demand career opportunities. During our CLNA we discovered that many areas within Manufacturing were in need. One of these “high-skill, high-wage, in-demand” areas was CNC operators. Many schools within our consortium were able to purchase CNC equipment in order to give their students the necessary introduction to computer-controlled devices. Among the equipment purchased over the last 2 years is, Laser engravers, Router Tables, 3-D Printers, and CNC Plasma Tables.

With the incorporation of new equipment, up-skill trainings will be necessary to fully utilize these pieces of equipment. Working with our Future Forward grant, our team has determined that two trainings are necessary. First: Providing our teachers with advanced CAD (computer aided drafting) skills will help in teaching our future workers basic CAD. Second: Providing a workshop on Welding will help up-skill our Manufacturing/Agriculture teachers with the skills to enhance the skills of their students to better prepare them for their first job within the manufacturing sector.

At postsecondary we are doing program reviews and did a DACUM process as part of looking at necessary changes to the IMMR program to incorporate current industry trends in manufacturing.

8. Describe the consortium's efforts to collaborate on (secondary/postsecondary), designing, implementing, and/or improving programs of study during the Perkins V transition year (Relates to CLNA Element #3 and Application Narrative #2).

Our consortium college and high schools have focused Programs of Study (POS) in these fields with pathways listed parenthetically 1.) Engineering, Manufacturing & Technology (Maintenance, Installation & Repair, Facility & Mobile Equipment Maintenance, Production, Construction), 2.) Business Management & Administration (Accounting, Administrative Support), 3.) Health Science (Therapeutic Services), 4.) Agriculture, Food, & Natural Resources (Food Products & Processing Systems 5.) Human Services (Teaching & Training) 6.) Arts, Communications, & Information Systems (Web & Digital Communications) We continue to work to revise and update our POS and will base changes for the future on the Comprehensive Local Needs Assessment (CLNA) that we are completing this fall.

Challenges have been the difficulty to implement a secondary Health Science pathway, as that is a top employment need in the region. The three larger consortium schools have more resources and can provide more extensive programming while the smaller schools are limited in access through financial and geographical constraints.

We have done two specialized projects to work on clarifying POS for the consortium, and we know from data that we need to move ahead with Health Sciences, but need assistance on how to make these pathways work in both small and larger schools. All secondary schools in the consortium have approved CTE Ag programs, but that is not what our data shows where our greatest needs are for programming. We have large schools and we have small schools and these have very different needs for programming.

We have been successful in establishing a Carpentry Academy model that is a partnership between the College and the secondary small schools. While it is successful, enrollment has been a challenge that we experience overall which is: How do we solve the (rural) transportation issue for students who want to pursue a POS pathway that involves going to another school or postsecondary part of the day.

Opportunity exists for us to do more cooperatively and in partnership with business and industry that are reaching critical points of need for skilled employees in the region.

In summary, we used the CLNA information to prioritize our Manufacturing and health careers as these are the two highest regional needs. We used the new Career Connections Director at the college and the career navigators in the districts to

continue the conversation on how we can build more seamless POS that fit the various districts in the consortium.

We continue to work on the 2+2 CTE licensure program for T & I secondary teachers. Currently we have determined to focus on teacher training and retention and create Up-Skill trainings in the areas of CAD and Welding. These trainings will fulfill areas of the portfolio required for CTE Licensure. The biggest challenge has been COVID. The due date for the grant has been pushed back to June of 2022. The grant team which includes the two coordinators and deans from the college and faculty from a partner University met many times this past summer and we will continue to work toward a partnership with St. Cloud State University to create a pathway for CTE teacher preparation in southern Minnesota.

9. What actions did the consortium take to advance teacher recruitment, retention, training, and education? What were your successes and challenges? (Relates to CLNA Element #4 and Application Narrative #8).

At postsecondary we continue to work toward recruiting, training and retaining faculty for CTE programs. We have funded professional development for faculty who are in key POS areas and that have needs to "up-skill" to industry standards. We continue to seek to have diversity and equity in faculty representation for all areas and this is a challenge in the Minn-State system, as the faculty does not mirror the demographics of the students that are served.

One focus in the consortium that we feel has been a success is our work to become a poverty informed community by working with neighboring consortium to do trainings for teachers, faculty and staff at both secondary and postsecondary to implement the Dr. Donna Beegle Communications Across Barriers work. We have trained several regional certified Beegle coaches and will continue this work to reach faculty and staff to develop understanding of how poverty affects students and CTE concentrators. At the college we see this as being "student ready" to serve and support those students who may not be "college ready" because of the poverty experience. We will expand this work in FY22 and will incorporate instructional strategies that we had a faculty member work to develop that we think will make difference in our completion and success measures for students.

10. Describe successes and challenges in your efforts to improve service to special populations during the past year (Relates to CLNA Element #5 and Application Narratives #5 & 9).

We have implemented many new concurrent enrollment and PSEO opportunities for our students. We have partnered within Early Middle College models (the college has 5 regional EMC partnerships) to give Area Learning Center Students and opportunity to gain college credit while finishing their high school graduation requirements. Many of these pathways are in the CTE area, and several ALC's are looking to add health occupations to the pathways they offer.

• Based on the data, what student group(s) did you identify as needing specific attention?

Postsecondary has launched a pilot "Bridges to Careers" program and has made a significant investment to support the transition of ABE students from member districts into college CTE programs. This wraparound service helps students continue relationships with ABE while they start their college pathway. The first year was a success, and we are reviewing data to see where we want to provide more interventions and supports for special populations.

A significant challenge this past year has been COVID 19 restrictions for both secondary and postsecondary. We had planned to create authentic experiences that would enhance our students' knowledge of careers in our region. Unfortunately, these field trips, speakers, and other authentic lessons were unable to happen. We look forward to these restrictions being lifted and will continue to pursue these opportunities. While some of these experiences were moved to a virtual mode, this was a very difficult obstacle to meet and find a "work around."

- What resources supported awareness, recruitment and retention of all students, especially special populations?

At postsecondary we invested in having math faculty develop math supports for CTE programs in the trades: automotive, carpentry, diesel, electrical, and industrial maintenance. The faculty member worked with the technical instructors to get their feedback on which topics in the MATH1020 (Technical Math) Master Course Outlines their program wanted emphasized, as well as any additional math topics not currently listed. The instructors provided the writer with their program textbooks so she could use relevant examples and wording in the application problems. All application problems in the homework, review packets, and tests are program-specific. The feedback from both students and technical instructors has been overwhelmingly positive! They also see how math is used in their particular program, so they stay engaged and motivated. We know from our data that many of our special population students have difficulty with math course pass rates, and we look for this to increase those pass rates over time and helps ensure students have a strong math background while making math relevant to the students.

11. Describe the actions you took over the past year to improve your decision-making process, specifically to prioritize programing and funding (Relates to Narrative #10). Governance aspects should include:

- how needs and concerns of learners, teachers and administrators are brought before consortia leadership
- how program and funding priorities are determined
- how status of consortium activities is communicated to teachers and administrators
- how needs and concerns of learners, teachers and administrators are brought before consortia leadership

Our consortium governance is as follows. We have an executive board that oversees the consortium. The members of this board are representatives from college, small districts, large districts, chamber of commerce and community stakeholders. We have CTE faculty and teachers representatives and the Operations Team reports to this Executive Board.

- how program and funding priorities are determined
- Operation team members collect requests from their districts, these requests are then put into a wish list. This wish list is then brought before the operations team and we determine if the Funding request was indicated as a need by our CLNA. If not, then it is deleted from the budget. We come to a finalized budget and every district representative agrees. This budget is transparent and is disseminated by the operations team to their respective district leadership. The budget is reviewed and approved by the governance Executive Board

At postsecondary the process is also guided by what we have written into the approved application which was set by the information from the CLNA. The coordinator meets regularly with college administration to review the Perkins budgets and to ensure that we are following the priorities that have been determined in the plan and that are aligned with the Consortium goals and objectives. We are funding fewer things, but are looking to fund deeper by braiding resources to support improvement over time.

- how status of consortium activities is communicated to teachers and administrators
- Information is disseminated through the operations team. Each district in the Riverland Consortium and the college has a representative/s on the Operations team. As concerns have come to our attention that there is sometimes a breakdown in this communication structure we plan to add a quarterly newsletter to more effectively

communicate the activities within our Consortium and to make sure that all stakeholders are well informed on CTE issues and actions in the consortium.

At postsecondary the coordinator attends most CTE Advisory Committee meetings and also converses and interacts with faculty about program needs. The coordinator also places CTE relevant information in the college weekly communications newsletter.

The postsecondary coordinator also meets regularly with student services staff (enrollment advisers, especially) to make sure they are aware of CTE trends and Consortium priorities.

12. Considering your reserve allocation amount (\$xx,xxx), describe actions taken and major accomplishments from the use of reserve funds to make progress toward BOLD innovations in CTE program design and delivery (Relates to Narrative #11).

To use the Reserve funds Riverland Community College and regional businesses and community organizations are planning on aligning their workforce development goals to create a business education Career Connections Program. This is a BIG and BOLD step for the consortium and the region. This program would begin with building specific business partners in each of the college's high demand fields of study, such as Healthcare, Information Technology, Advanced Manufacturing, Business, Transportation and Construction Trades and Agriculture. Business partners will be asked for specific support for program in return for priority hiring opportunities for interns and full-time employees upon college graduation. The Career Connections Program would create a win-win partnership for the region. We used funds to hire a director for the Career Connections Center and in the FY21 here is a small sample of activity by the director:

1. Developed relationships with area high school career navigators to strengthen connections for consortium POS efforts.
2. Continuous Improvement: attended and analyzed advisory committee meetings for Auto, Diesel, Industrial Maintenance, and Construction Electrician. Working on creating a standard approach for all four programs with faculty and deans.
3. Continuous Improvement: Participated in the DACUM event for Industrial Maintenance. Program review process. (Which was funded from reserve as part of the project)
4. Helped coordinate the implementation of the FORD Aces curriculum into the Auto Technician Program. Auto Technician faculty took the lead.
5. Created partnerships between the college and businesses. To date have created 4 new partnerships and am working several on others. The current workforce shortage has presented some challenges.
6. Working to incorporate FlexPace Business into the training offerings offered by business for talent development.
7. Involved with campus efforts for closing equity gaps. Working to increase the awareness and knowledge around poverty and creating a poverty-informed campus and community.
8. Increased enrollment in Auto Technician, Diesel Technician, and Construction Electrician programs. The Construction Electrician program has a waiting list.
9. Attended ACTE Regional Conference to learn about current trends and partnerships.

We anticipate that we will continue to build on this work and will continue to work on developing the Career Connections Center that will broadly serve both secondary and postsecondary needs to strengthen career preparation and employment in the region.

13. Choose one of your consortium's priorities. Walk through how the consortium identified the priority from the CLNA data and carried it through actions and results.

- Clearly state the priority.

Based on your reflections, what changes do you anticipate as you start your next CLNA?

- What actions did you identify in your consortium plan to address this priority?
- What expenditures were made in FY21 to address and support the implementation of this priority?

From our CLNA we clearly identified and documented a demonstrated need for pathways in the manufacturing sector. These are high wage, high skill and in-demand careers.

- What were your results as they impacted students?

We provided for increased career awareness of manufacturing careers through the work of the career navigators and college career connections unit. Secondary purchased equipment that is specific to introductory courses in the manufacturing sector. Postsecondary had leveraged equipment purchases and also had equipment and funds donated to the college through foundation efforts to support this career pathway. Our postsecondary "Bridges to Careers" pilot included information on how to enter and prepare for manufacturing careers. We have also incorporated our 2+2 Future Forward grant to provide trainings in order to Up-skill our regional teachers in the areas of CAD. Students at all levels, including special populations, will be impacted directly from these interventions, and from trainings in the design and use of these industry standard CNC machines. Postsecondary students had the opportunity to have enhanced industry connections and trainings as well.

Cancel