Student Opportunity Act Plan

Minuteman Regional Vocational Technical

# Commitment 1: Focusing on Student Subgroups

*Student subgroups requiring focused support to ensure all students achieve at high levels in school and are successfully prepared for life.*

* Female Students

*The rationale for selecting these student subgroups.*

At Minuteman Regional Vocational Technical High School, we offer high quality Career and Technical Education to our students in 18 different career areas that provide them with myriad opportunities in these high demand fields upon high school graduation. Young women across all subgroups are underrepresented as a whole in the school; additionally, females are significantly underrepresented in many STEM and Trades programs, which is reflected in the professional fields as well.

As a school, females represent 38% of the school population. The majority of our female students are concentrated in the life services and art-based career majors such as Health Assisting, Early Education, Culinary Arts, Cosmetology, and Design and Visual Communications. 58% of our female students are in these five programs.

Only 4% study Programming and Web Development, Engineering Technology, or Robotics and Automation, and 16% are in the more traditional trades of Automotive Technology, Advanced Manufacturing, Electrical Wiring, Plumbing, Metal Fabrication/Welding or Carpentry. These are all high demand and high wage career fields.

In previous years, Minuteman has offered a Girls in STEM vacation camp open to the public, targeting female middle school students. The camp has been led by Minuteman students interested in sharing their passion of STEM with younger students. The program has served as a pipeline for middle school females to attend Minuteman to continue their exploration of STEM careers.

This year, Minuteman has added First Robotics as one of its student activity clubs. The program has received a huge amount of interest from both males and females and hopes to play a pivotal role in recruiting more females to STEM careers.

Minuteman does not have excess demand from its member communities, so implementing an After Dark Program will not address the opportunity gap that the young women in our sending districts are facing. The excess demand at Minuteman comes from communities that are outside of our district. Innovations Pathways are related to comprehensive high schools and not Regional Vocational Schools.

**Commitment 2: Using Evidence-Based Programs to Close Gaps**

## Focus Area 1: Expanded access to career-technical education, including “After Dark” district-vocational partnerships and innovation pathways reflecting local labor market priorities (I)

Andreas Schleicher, the director of education and skills for the Organization for Economic Cooperation and Development (OECD), says "talent is being wasted" because of ingrained stereotyping about social background, gender and race.

Although Minuteman does have a non-traditional student group (which encourages young men and women to enter non- traditional careers based on their gender), it is one of our goals to strengthen this program. Specifically, we aim to increase the number of young women who are coming to Minuteman for STEM and traditional trades. In the 2018-2019 school year 22% of Minuteman students were enrolled in Non-Traditional Programs.

It is critical that we connect with the young women from our sending towns at an earlier age (6th and 7th grade) to encourage them to explore these career areas and to help them develop a sense of self-awareness around their interests, strengths, and values.

We will create opportunities for the young women from our sending communities to develop a self-awareness of their interests, strengths, and values through a combination of self-exploration, as well as hands on exposure to careers in STEM and the traditional trades and the opportunity to meet women who are in those fields.

We will utilize curriculum and frameworks from Beable and Cajon Valley (CA) USD's World of Work Program to help the young women in the program develop an understanding of their RIASEC themes, which are based on John Holland's Career Theory, as well as their strengths and values. This will be coupled with our in-house expertise in providing hands on experiences in different career areas. We will also draw on our alumni, current students, and our Advisory Boards to provide the young women in the program with professional women in these fields. Representation and exposure to these careers matters and is essential in young women seeing themselves in these fields.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Teachers/Guides** | **7500** | **Classroom & Specialist Teachers** |
| **2** | **Transportation** | **5500** | **Operations and Maintenance** |

**Commitment 3: Monitoring Success with Outcome Metrics and Targets**

*Outcome metrics that will be used to measure progress in closing gaps for selected student groups.*

* Custom District Metric 1: % female of Freshman Class of 2026
* Custom District Metric 2: % female of Freshman Class of 2027
* Custom District Metric 3: % Female in STEM CTE and traditional trade CTE programs

**Commitment 4: Engaging All Families**

*District plans for ensuring that all families, particularly those representing identified student subgroups most in need of support, have access to meaningful engagement regarding their students’ needs.*

We will invite families to attend the final day of the program or to watch a simulcast of student presenting what they learned about themselves and their careers. We will provide tours and information sessions about the school for parents of students who attend the program. They will also have access to the Beable/WOW online materials for a year to continue their exploration of career areas.

**Certifications**

*Certification that stakeholders were engaged in accordance with the Student Opportunity Act.*

As a Career and Technical Education High School, our Advisory Committees have identified a lack of female students in a number of our programs, and the school as a whole. The Advisory Committee members provide us feedback on our Perkins Grant Plan, which aligns with the needs identified in this proposal.

*Certification that School Committee has voted (or is expected to vote on the district’s Student Opportunity Act Plan.*

Date of Approval: February 9, 2021