



United Way of Steele County Career Center Initiative Evaluation

Year 1 and Year 2 Results

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Introduction

Program overview

During the 2015-16 school year, the United Way of Steele County launched its Career Center Initiative (locally known as the Job Readiness Initiative). The Initiative aims to build interest and awareness among high school students about Owatonna-area careers that pay a living wage. It continued its second year of work during the 2016-17 school year. This report presents results from an evaluation of the both program years.

The two main components of the Initiative are the Career Center at Owatonna High School and the Made in Owatonna tours. In collaboration with the school, United Way of Steele County and Workforce Development, Inc., established the Career Center at Owatonna Senior High School. It was created to provide students with a convenient place to learn about career options and avenues by which to continue their education. A career counselor met with students throughout the past two school years to assist them in identifying interests and possible options for them post-high school, to provide informational materials about these options, and to provide general guidance and support. The program facilitated six Made in Owatonna tours in total, holding three tours each school year. On these tours, students engaged with local professionals in a variety of sectors at their place of work to learn about their given field. These tours were intended to increase student awareness and interest of professions, as well as to increase the number of connections students have with local businesses.

The Career Center Initiative is done in conjunction with ISD 761 – Owatonna Public Schools and the Alternative Learning Center, Junior Achievement of the Upper Midwest, Choice Academy, Owatonna Area Chamber of Commerce and Tourism and its constituent businesses, and Workforce Development Inc. It was funded by grants from the Blue Cross and Blue Shield of Minnesota Foundation and the Blandin Foundation.

Evaluation process

Wilder Research worked with the United Way of Steele County to develop an evaluation design for the Career Center Initiative program to answer the following evaluation questions.

- Who are the students accessing the Career Center and Made in Owatonna tours?
- How well does the collaboration that runs the Career Center Initiative operate? In what areas can it be improved?

- To what extent does student participation in the Career Center and Made in Owatonna tours affect their interest and motivation to pursue the highlighted career fields?

The evaluation team implemented and analyzed the following data collection procedures to provide the data for this evaluation.

- **Made in Owatonna tour survey:** Students on each of the six Made in Owatonna tours were asked to complete a survey to provide feedback on their satisfaction with the tour, attitudes about the career field, general attitudes about STEM (science, technology, engineering, and math), and goals for the future.
- **Career Center student survey:** In spring of 2016 and 2017, students who visited the Career Center at Owatonna High School during the school year were asked to complete a survey about their experience and satisfaction with the Career Center, and their plans for after high school.
- **Partner survey:** The 20 members of the collaborative group that supports and facilitates the Career Center Initiative were asked to complete a tailored version of Wilder Research's Collaboration Factors Inventory¹ to investigate areas of strength and potential improvement in the collaborative.
- **Career Center tracking log:** The career counselor at Owatonna High School kept a tracking log with information on the 43 students who visited the Career Center in the 2015-16 school year and 58 students who visited in the 2016-17 school year. Eleven students visited the Career Center in both school years. This log collected students' demographic information and career interests, as well as information on how often they met with the career counselor.
- **Career Center follow-up survey:** Senior students in the 2015-2016 school year who were logged in the tracking file and had current contact information were invited to complete a brief follow-up survey at 3-months, 6-months, and again at 12-months after graduation from high school (beginning in August, December, and June respectively). This survey asked what career-related activities they had done during the summer, fall, and spring post-graduation and what their career or educational plans were for the next 6 months.

Detailed methods, survey instruments, and data tables for each data source are included in the Appendix.

¹ Mattessich, P., Murray-Close, M., & Monsey, B. (2001). *Wilder Collaboration Factors Inventory*. Retrieved from Wilder Research website: <https://www.wilder.org/Wilder-Research/Research-Services/Pages/Wilder-Collaboration-Factors-Inventory.aspx>

Implementation findings

To assess the implementation of the program, the evaluation captured information about the students served through the Career Center Initiative via Made in Owatonna tour surveys and the Career Center tracking log. The evaluation also assessed the health of the collaborative effort driving the Initiative through the partner survey. The results are presented below.

Student demographics and Career Center use

Key findings:

- *Students visited the Career Center an average of 6.3 times in year one and 4.4 times in year two; 97% of students agreed it was convenient to visit the career counselor.*
- *Nearly all students participating in Career Center Initiative activities and most students participating in Made in Owatonna tours are in their junior or senior year.*
- *A slightly higher proportion of Career Center Initiative participants identified as Hispanic/Latino or African American than the Owatonna Senior High student body.*

According to the Career Center tracking log, students visited the Career Center an average of 6.3 times in year one and 4.4 times in year two. From the Career Center student survey, almost all students agreed that it was convenient to visit the career counselor (97% “agreed” or “strongly agreed” across both years).

Almost all students (98%) who visited the Career Center were in their junior (27%) or senior year (71%) of high school. The Made in Owatonna tours had a wider range of grade levels represented, though students in their junior and senior year were still in the majority (68%). Slightly more female students than male students visited the Career Center during the year (57%, compared with 43%), while the Made in Owatonna tours had a similar number of female and male participants (Figure 1).

Overall, 76 percent of students who participated in the tours and 63 percent of students who visited the Career Center identified as white. Eighteen percent of tour participants and 17 percent of Career Center visitors identified as Hispanic or Latino, and 5 percent of tour participants and 12 percent of Career Center visitors identified as African American. There was a slightly higher percentage of Hispanic/Latino students participating in the Career Center Initiative than the student body of Owatonna Senior High School overall (18% of Made in Owatonna tour participants and 17% of Career Center visitors, compared to 12% of

Owatonna Senior High students, identified as Hispanic/Latino).² A slightly higher percentage of students visiting the Career Center identified as African American than those participating in the Made in Owatonna tour participants and the general student body.

1. Demographic characteristics of the Career Center Initiative participants

Demographics	Made in Owatonna (All Tours)		Career Center visitors (Both years)	
	N	%	N	%
Grade Level				
9 th grade	37	15%	0	0%
10 th grade	41	17%	2	2%
11 th grade	73	30%	26	27%
12 th grade	92	38%	67	71%
Total	243	100%	95	100%
Gender	N	%	N	%
Female	115	49%	51	57%
Male	120	51%	38	43%
Total	235	100%	89	100%
Race/ethnicity^a	N	%	N	%
White	185	76%	52	63%
Hispanic/Latino	44	18%	14	17%
African American	13	5%	10	12%
American Indian	4	2%	1	1%
Asian	2	1%	1	1%
African	6	2%	4	5%
Multiracial	9	4%	0	0%
Total	242	-	82	-

^a Respondents were also given an open-ended “something else” category. Respondents were allowed to select multiple answers, resulting in totals >100%. Percentages given reflect the number of respondents indicating a given response divided by the total number of respondents. The table above provides unduplicated counts (11 students visited the Career Center in both the 2015-16 and 2016-17 school year).

² Minnesota Department of Education. (2017). *Minnesota Report Card, Owatonna Senior High*. Retrieved from http://rc.education.state.mn.us/#mySchool/orgId--10761150000__p--1

The collaborative ratings

Key finding:

- *Career Center Initiative partners view the collaborative as healthy and strong.*

This evaluation also assessed the strength of 20 different aspects of the collaboration for the group of partners that have helped to implement the Career Center Initiative. Of these, the collaborative partners scored 13 as “strengths” (an average score of 4.0 or higher) in year one, and 16 as strengths in year two. None of the 20 factors were areas of concern in either year (an average score less than 3.0). There were, however, four factors that may be areas to monitor in the future that were rated as “borderline” in both year one and year two. They include: multiple layers of participation; development of clear roles and policy guidelines; adaptability; and sufficient funds, staff, materials, and time.

The 20 factors were grouped into categories during analysis. The Career Center Initiative partners rated factors related to the “goal orientation” and “communication” of the collaborative higher than the “internal structure” or “context” of the collaboration (Figure 2). The averages for “context,” “goal orientation,” and “internal structure” factors increased in year two. Full results broken down by category can be found in the Appendix A.

2. Changes in Collaboration Factors Inventory Categories, Year 1 and Year 2

N=16	Average – Year 1	Average – Year 2	Change
Context (History of collaboration or cooperation in the community; collaborative group seen as a legitimate leader in the community; favorable political and social climate; sufficient funds, staff material, and time)	3.76	3.93	+0.17
Goal orientation (Members see collaboration as in their self-interest; members share a stake in both process and outcome; concrete, attainable goals and objectives; shared goals; unique purpose)	4.17	4.34	+0.17
Internal structure (Appropriate cross section of members; multiple layers of participation; flexibility; development of clear roles and policy guidelines; adaptability; appropriate pace of development)	3.85	4.01	+0.16
Communication (Mutual respect, understanding, and trust; ability to compromise; open and frequent communication; established informal relationships and communication links; skilled leadership)	4.20	4.20	+0.0

Note: Respondents were asked to provide responses on a scale where 1 = strongly disagree; 2 = disagree; 3= neutral, no opinion; 4 = agree; and 5 = strongly agree.

Outcomes findings

This section provides results related to the outcomes of the Career Center and Made in Owatonna tours, based on: the Career Center student survey, offered to all students using the Career Center in both year one and year two; the Made in Owatonna tour survey, taken by students after each of the six tours; and the Career Center follow-up survey, administered at 3-, 6-, and 12-months post-graduation for seniors who visited the Career Center in year one (due to small sample sizes, only the 6-month data is presented).

Student interest in local careers

Key findings:

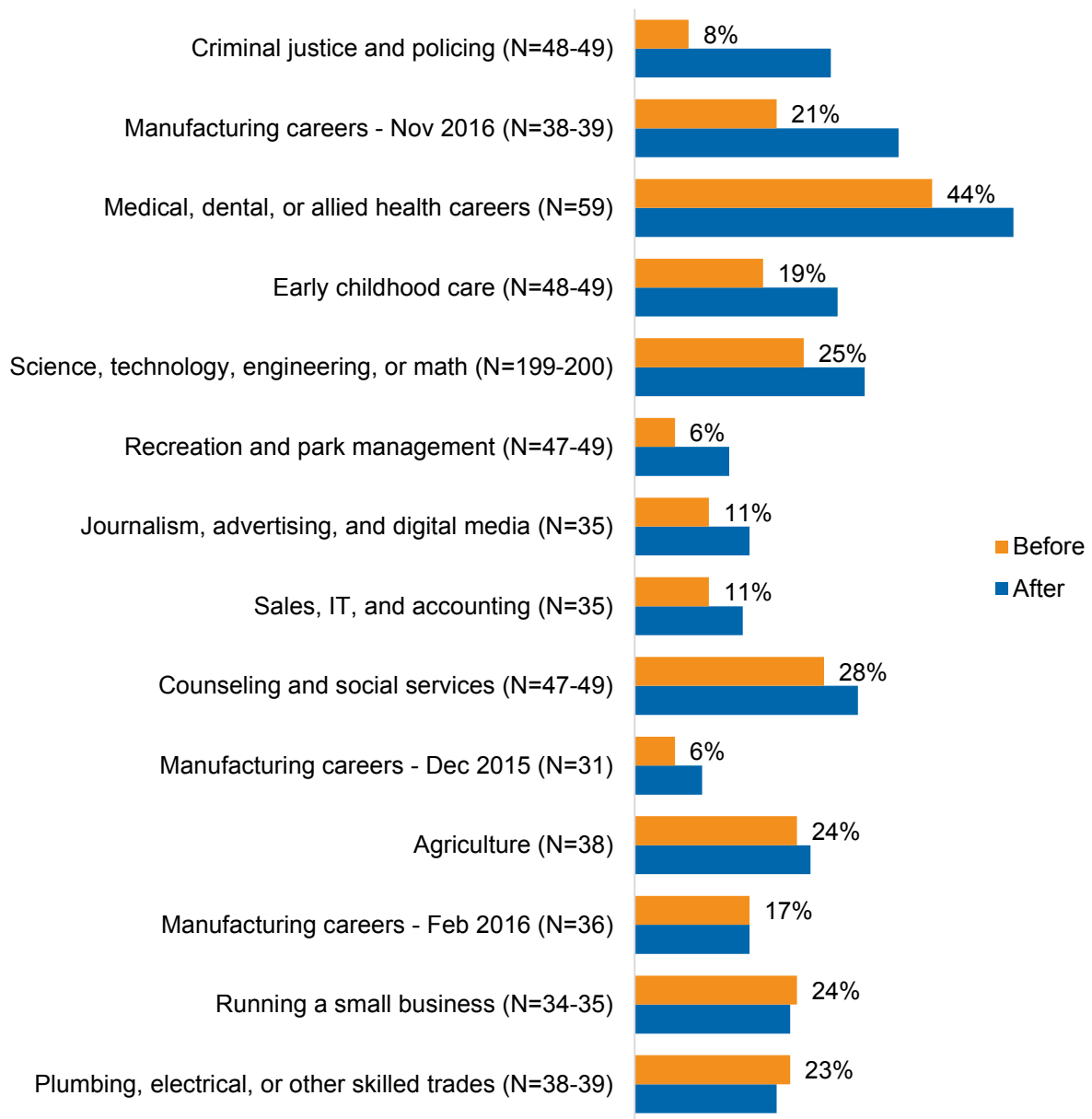
- *On average, students reported increased interest in STEM and in other highlighted career fields after participating in a Made in Owatonna tour.*
- *There was an increased interest in STEM careers by many students visiting the Career Center.*

After the Made in Owatonna tour students were asked to what degree they were interested in pursuing the tour's highlighted career field before and after their tour. The first three tours were highly focused on specific careers, while the latter three encompassed a broader swath of careers. The first year's tours focused on manufacturing, agriculture, and health care. The second year's hosted three tours: manufacturing and skilled trades, small business (which included sales, IT, and accounting; small business ownership; and journalism, advertising, and digital media), and social services (which included criminal justice and policing, early childhood care, recreation and park management, and counseling and social services).

Of the given career fields, students reported being most interested in medical, dental, or allied health careers both before and after their Made in Owatonna tour, with 44 percent saying they were interested "a lot" in careers before the tour, and 56 percent after the tour. Counseling and social services and with the biggest increase in interest (21 percentage point increase in those saying "a lot"). Students attending the first manufacturing tour (Dec 2015) had the lowest level of interest, but those attending the second manufacturing tour (Nov 2016) had a high level of interest both before and after the tour, indicating that student interest could be relevant to the specific tour and the students attending. Across tours, students reported that they were generally interested in STEM (Figure 3).

The following figure is sorted by change in interest from before to after the tour.

3. Students who were interested “a lot” in careers before and after Made in Owatonna tours



Note. Possible response options include “a lot,” “some,” “very little,” and “not at all.” Manufacturing was also asked about on 3 separate tours, so the date of the tour is listed to show the differences between tours.

As part of the Career Center student survey, high school students were asked to what extent they agree with the statement, “I am more interested in getting a job in manufacturing, agriculture, or health care because of what I learned at the career counselor.” In year one, 68 percent of students who visited the Career Center either “agreed” or “strongly agreed” with this statement, and in year two, 49 percent of the students “agreed” or “strongly agreed.”

Student awareness of local careers

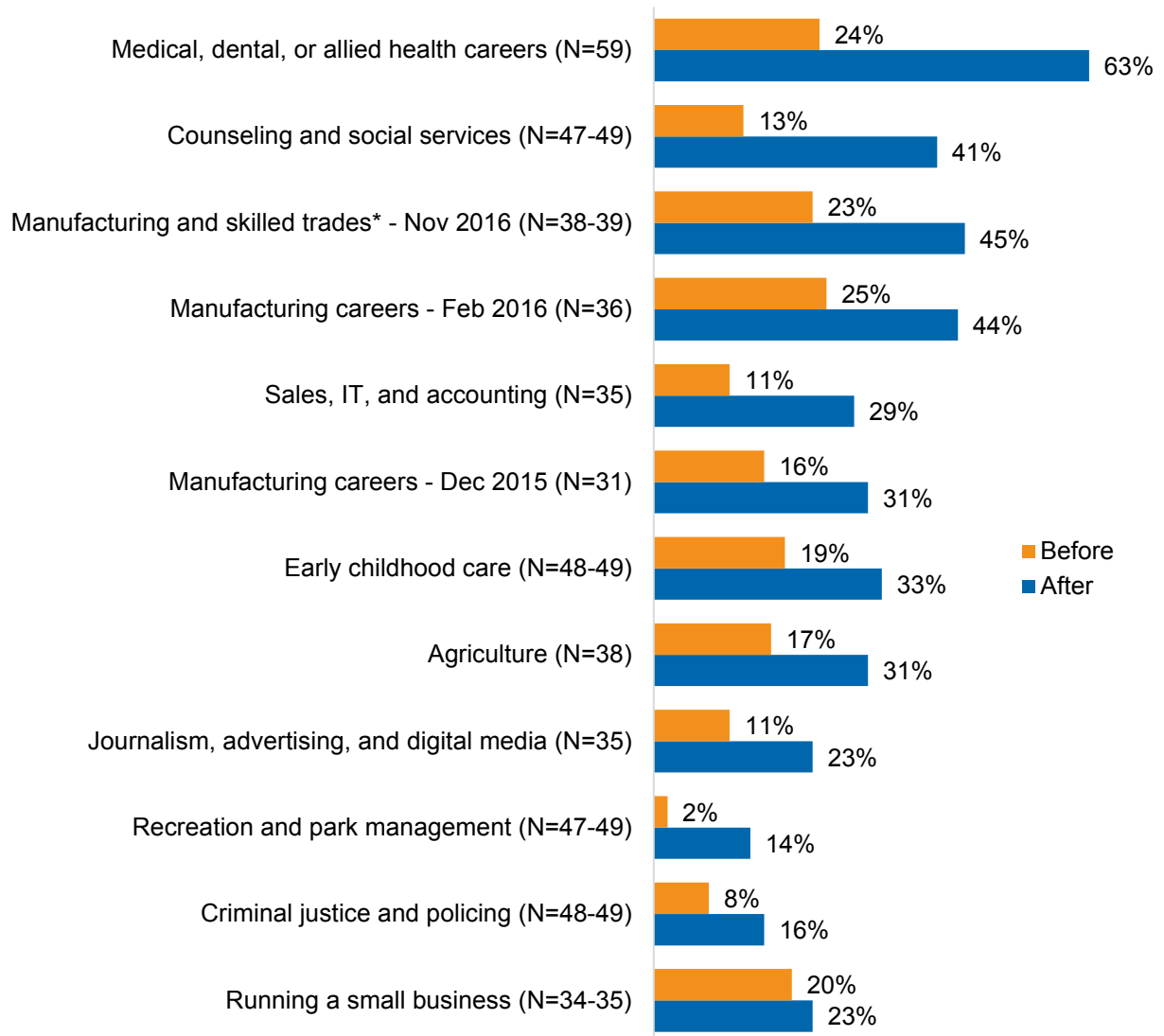
Key findings:

- *Students reported increased awareness in all highlighted careers after the Made in Owatonna tour, with the greatest increase of awareness regarding health care careers.*
- *Almost all students indicated that visiting the Career Center helped them learn about careers of interest to them.*

Students were also asked about their level of awareness of local careers in the fields highlighted by the Made in Owatonna tour before and after the tour. Students reported an increase in awareness of all fields due to the Made in Owatonna tour. Students reported the most growth in their awareness of local careers in medical, dental, or allied health careers, with a 39 percentage point growth in students reporting that they are aware “a lot.” In general, tours that had a stronger focus in one area had a higher percentage of students who reported they were aware “a lot” after the tour (Figure 4).

The following figure is sorted by change in awareness from before to after the tour.

4. Students who were aware “a lot” about careers before and after Made in Owatonna tours



* Manufacturing and skilled trades were lumped together for this question, rather than having separate questions about “manufacturing” and “plumbing, electrical, or other skilled trades.”

Note. Possible response options include “a lot,” “some,” “very little,” and “not at all.” Manufacturing was also asked about on 3 separate tours, so the date of the tour is listed to differentiate.

Students were asked how much they learned about the career field or fields highlighted during the tour they participated in. Students reported learning the most about health care jobs, with 65 percent saying they learned “a lot” on the tour (Figure 5). Over half said they learned “a lot” about counseling and social services and manufacturing and agriculture jobs (from the tour focused on agriculture).

5. Knowledge gained from Made in Owatonna tour

How much did you learn about... jobs from the tour?	A lot	Some	Very little	Not at all
Health care jobs (N=57)	65%	33%	2%	0%
Counseling and social services (N=48)	56%	29%	15%	0%
Manufacturing and agriculture jobs (Feb 2016) (N=38)	53%	40%	8%	0%
Criminal justice and policing (N=49)	49%	45%	6%	0%
Early childhood care (N=49)	45%	47%	8%	0%
Manufacturing jobs (Dec 2015) (N=31)	45%	39%	16%	0%
Manufacturing and skilled trades jobs (Nov 2016) (N=39)	41%	51%	8%	0%
Sales, IT, and accounting (N=35)	37%	49%	14%	0%
Recreation and park management (N=49)	29%	39%	22%	10%
Running a small business (N=32)	13%	63%	25%	0%
Journalism, advertising, and digital media (N=35)	11%	49%	40%	0%

Note. Manufacturing was also asked about on 3 separate tours, so the date of the tour is listed to differentiate.

Students were asked to what extent they agree or disagree with the statement “visiting the career counselor helped me learn about careers of interest to me and explore them in-depth.” Across both years, most students either “strongly agreed” (32%) or “agreed” (55%) that it had done so. Again across both years, almost all students indicated that the materials given to them by the Career Center were informative (42% strongly agreed and 51% agreed with this).

Student attitudes toward career paths highlighted by the Career Center Initiative

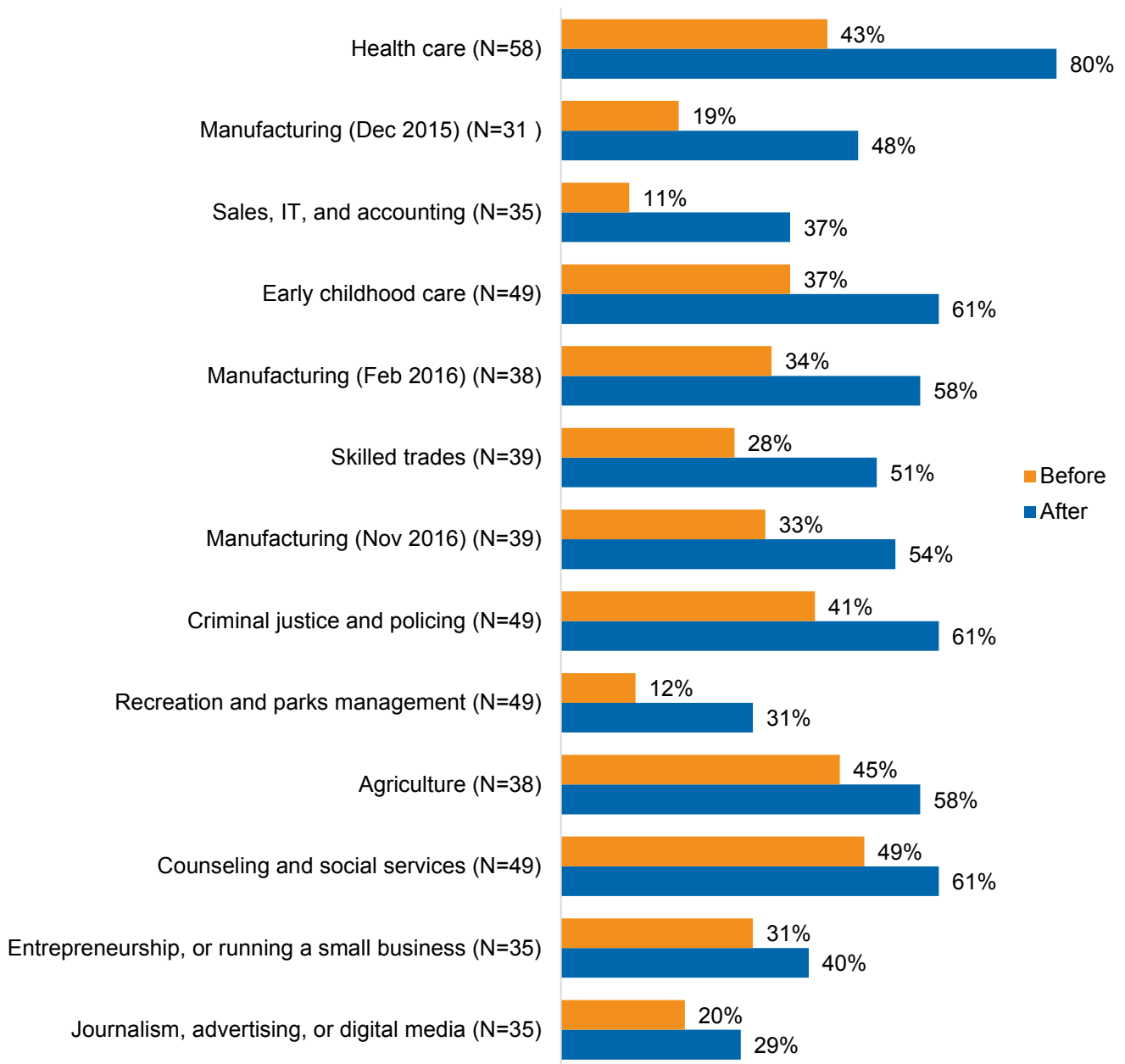
Key findings:

- *Students reported improved attitudes toward all of the highlighted career fields after their tours.*
- *Students found careers in health care, criminal justice and policing, early childhood care, and counseling and social services most appealing.*

Students who attended the Made in Owatonna tour were asked how they felt before and after the tour about each career path. Across the two years of the Initiative, students most frequently rated counseling and social services (49%), agriculture (45%), and health care (43%) jobs as “good” before the tour. Jobs in health care (80%), criminal justice and policing (61%), early childhood care (61%), and counseling and social services (61%) were most frequently rated as “good” after students had concluded their tour (Figure 6). Students reported improved attitudes about all of the highlighted career fields after their tours, but perceptions about

careers in health care; sales, IT, and accounting; and manufacturing (Dec 2015 tour) saw the most improvement, with a 37 percent, 26 percent, and 26 percentage point increase in students identifying them as “good” after the tour, respectively. The following figure is sorted by change in attitude from before to after the tour.

6. Students who thought a highlighted career was “good” before and after the Made in Owatonna tour



Note. Possible response options include “I think they are good,” “I think they are just OK,” “I don’t think they are good,” “I don’t think about them,” and “I am not sure.”

Manufacturing was also asked about on 3 separate tours, so the date of the tour is listed to show the differences between tours.

Students were also asked what their word associations were with the different career paths they were exposed to during their Made in Owatonna tour. They were asked to select as many positive and negative words as they wished from a provided list for the manufacturing, manufacturing and agriculture, health care, and manufacturing and skilled trades tours. Students were asked to freely word associate for the small business and social services tours. Students frequently associated the highlighted job paths with positive words, including “helping” and “hard working.” Full results can be found in Appendix B.

Student connections to the local business community

Key finding:

- *For many students, their Made in Owatonna tour provided their first connection to the local business community.*

According to the Made in Owatonna tour surveys, 67% of students said the tour was their first interaction with the local business community

Students were also asked about the strength of their previous connections with the local business community. Seventy-one percent of students said that their connections were at least “somewhat strong.” A full breakdown of which businesses students had connections to can be found in Appendix B.

Students’ ability to apply for jobs in careers

Key findings:

- *The majority of respondents who visited the Career Center said they learned about how to pursue jobs in highlighted career paths and were positive about the guidance they received.*
- *Receiving help in identifying new jobs or career fields and identifying colleges or training programs were the most helpful services provided by the Career Center.*
- *Almost all students reported that they were more confident in their future after visiting the Career Center.*

Across both years, 67 percent of student survey respondents indicated that they learned about how to pursue jobs in manufacturing, agriculture, and health care through the career counselor. They were asked to describe the most helpful assistance given to them by the career counselor. In year one, the help students got in identifying new jobs or career fields that were previously unknown to them was most helpful (38%). In year two, 36 percent of

students said identifying colleges and training programs was most helpful. Across both years, almost all respondents either agreed (55%) or strongly agreed (37%) that they are more confident in their future after working with the Career Center.

Students were also asked to describe how the Career Center could improve their services. The majority of students (53%) took the opportunity to praise the program or indicate that they could not think of anything to improve. A few students (less than 5 across both years) did note that they would like to meet more frequently with the career counselor, would like more information, or would like more in-depth consultation.

Students' goals for the future

Key findings:

- *The majority of students have set goals for their future and are planning to graduate from high school.*
- *More students plan to go to an educational or training program than into the workforce after graduation.*

Students who participated in a Made in Owatonna tour were asked about their goals and expectations for themselves. Two-thirds (68%) of students across all tours “strongly agree” or “agree” with the statement “I have set goals for my future.” Eighty-six percent of students “strongly agree” or “agree” that they expect to graduate from high school, including 71 percent who “strongly agree” (Figure 7).

7. Made in Owatonna survey – student goals

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
I have set goals for the future. (N=249)	68	27%	102	41%	60	24%	11	4%	8	3%
I expect to graduate from high school. (N=246)	175	71%	38	15%	10	4%	5	2%	18	7%

Tour survey respondents most frequently reported that they plan to attend a four-year college (44%) or a two-year college (28%) after graduating high school (Figure 8). Only 4 percent of students on the tours said they planned to go immediately into the workforce.

8. Made in Owatonna tour survey– post high school plans

Immediately after graduating from high school, I plan to:	Total	
	N	Percent
Attend a 2-year college	69	28%
Attend a 4-year college	108	44%
Go into the Military	19	8%
Go directly into the workforce	9	4%
Unsure	39	16%
Total	244	

Career Center student survey respondents were also asked what their plans were for after graduation. These were slightly different across years with a higher percentage of students mentioning work in their plans after high school in year one (39% vs. 27%), and a higher percentage of students mentioning college or higher education in their plans after high school in year two (86% vs. 78%). (Figure 9)

9. Career Center student survey – post high school plans

What are your plans for continuing education or work after high school? N=37	Year 1 (N=23)	Year 2 (N=37)	Total
College/higher education (general/unspecified)	44%	19%	28%
Four year program	17%	22%	20%
Two year program	9%	32%	23%
Other vocational training program	9%	16%	12%
College in future plans, not immediate	4%	11%	10%
Total mentioning any college/higher education*	78%	86%	83%
Work (general/unspecified)	13%	16%	15%
Full-time job	17%	3%	8%
Part-time job	9%	8%	8%
Total mentioning any work*	39%	27%	32%
Undecided	4%	3%	3%

* Students could have multiple mentions of school or work that are coded in different categories (for example attending a 2-year program and then 4-year program); totals are unduplicated, so if they mentioned school or work in multiple ways, they were only counted in the total once.

Current experiences

The 3-month, 6-month, and 12-month follow-up surveys of students who had visited the Career Center in the 2015-16 school year asked students who had graduated what they had done over the course of the summer, fall, spring and what they are planning to do in the next 6 months. They were also asked if their discussions with the Career Counselor led to those experiences. We were only able to collect a few responses to the 3- and 12-month surveys (4 and 5 responses respectively) so the data are too small to meaningfully analyze. At the 6-month follow-up, 10 students responded to the survey. Additionally, one student had not participated in the 6-mo survey, but did participate in the 12-mo survey and was asked retrospectively about the 6-month time period, so they are included in the 6-month analysis. Thus, 11 students are included in the 6-month analysis.

At 6-months after graduation, three students had been attending college classes or other educational training programs, and six were planning to attend in the next 6-months. Four were working a part-time job without benefits offered. Four said what they were doing that fall was related to a career path that they had talked about with the Career Center counselor. Additionally, six said the discussion with the Career Center counselor had helped them determine what they wanted to do over the summer.

Our discussion helped me realize that I needed to get the wheels rolling for school if I wanted to become somebody in the world. This fall semester I was working full time on the weekends and taking 13 credits. It was the most toughest yet most life changing decision I've ever made. A big thanks is to the career counselor I talked to, Amy and my teachers. They all motivated me to push myself and showed me that I have the potential to do anything I want as long as I put the time and effort into it.

–Career Center student participant

Issues to consider

The data indicate that students are benefiting from the Career Center Initiative. Students report an increased awareness and interest in local jobs that pay a living wage, and they feel more confident in themselves and their ability to apply for these jobs. Students said that taking advantage of the Career Center Initiative services is convenient for them, and that they are generally satisfied with the Career Center and the Made in Owatonna tours. The collaborative group that supports the Career Center Initiative is strong, with members being particularly positive about the group's dedication to a shared goal and meaningful communication methods.

Based on the results available to date, the following are a few points that can be taken into consideration in future planning for the program. The United Way of Steele County and its partners may have already made adjustments in some of these areas.

- The United Way of Steele County and its partners should continue to provide tailored guidance for students at Owatonna High School, as students said it is helpful in identifying interest and learning how to pursue career or educational options.
- The partners involved in implementing the Career Center Initiative should consider examining the results of the partner survey to inform their work together going forward, particularly reviewing the areas on the Collaboration Factors Inventory where partners gave a “borderline” rating.
- The United Way of Steele County should consider the tours that garnered high levels of change in interest or awareness and examine any differences in how they were conducted for best practices for future Made in Owatonna tours.
- The United Way of Steele County should consider ways to increase the frequency at which the career counselor meets with students, as a few students noted that they would be interested in meeting more.
- The Career Center should continue to offer materials and information on both careers and educational options for students to pursue after high school, as students expressed interest in both routes.
- To gather more information on students' summer jobs, internships, or other experiences, Wilder Research and the United Way of Steele County should work together to determine different methods or timelines to implement to increase the number of students completing a follow-up survey.

Appendix A: Partner Survey

Partner survey: Members of the collaborative group that supports and facilitates the Career Center Initiative were asked to complete a tailored version of Wilder Research’s Collaboration Factors Inventory, a validated tool that helps to measure and identify the areas of strength and concern within collaborative groups. Questions from the survey are analyzed as averages based on: “strongly agree”=5, “agree”=4, “neutral”=3, “disagree”=2, and “strongly disagree”=1. Scores of 4 or higher are considered strengths of the group while scores lower than 3 are areas that could be concerns, and should be addressed. Scores between 3 and 4 are considered “borderline” and may warrant discussion or attention. Wilder Research and the United Way of Steele County worked together to identify the questions that were most of interest. Members of the collaborative were asked to what degree they agree or disagree with a series of statements about the context surrounding their climate (such as political climate, community perceptions, etc.), the internal structure of the collaborative, the goals of the collaborative, and the communication within the collaborative. This group was made up of educational partners, business partners, and staff and leadership from Workforce Development Inc. and Junior Achievement. In both years, 16 out of 20 members completed the Collaboration Factors Inventory, for a response rate of 80 percent.

A1. Collaboration factors by score (both years)

	N	Average: Year 1	Average: Year 2	Rating: Year 2	Change
Mutual respect, understanding, and trust	16	4.50	4.69	Strength	+0.19
Members see collaboration as in their self-interest	16	4.38	4.63	Strength	+0.25
Skilled leadership	16	4.07	4.38	Strength	+0.31
Flexibility	16	4.07	4.38	Strength	+0.31
Favorable political and social climate	16	4.44	4.38	Strength	-0.06
Shared vision	16	4.07	4.31	Strength	+0.24
Unique purpose	16	4.33	4.31	Strength	-0.02
Open and frequent communication	16	4.13	4.19	Strength	+0.06
History of collaboration or cooperation in the community	16	3.81	4.19	Strength	+0.38
Appropriate cross section of members	16	4.06	4.13	Strength	+0.07
Appropriate pace of development	16	3.93	4.13	Strength	+0.20
Collaborative group seen as a legitimate leader in the community	16	3.88	4.13	Strength	+0.25
Members share a stake in both process and outcome	16	4.09	4.10	Strength	+0.01
Established informal relationships and communication links	16	4.20	4.06	Strength	-0.14
Concrete, attainable goals and objectives	16	4.07	4.06	Strength	-0.01
Ability to compromise	16	4.13	4.00	Strength	-0.13
Multiple layers of participation	16	3.73	3.88	Borderline	+0.15
Development of clear roles and policy guidelines	16	3.67	3.88	Borderline	+0.21
Adaptability	16	3.80	3.81	Borderline	+0.01
Sufficient funds, staff, materials, and time	16	3.29	3.47	Borderline	+0.18

Partner collaboration results year one

A2. Context surrounding the collaborative

	Strongly disagree (1)		Disagree (2)		Neutral, no opinion (3)		Agree (4)		Strongly agree (5)		Total	
	N	%	N	%	N	%	N	%	N	%	N	Average
Trying to solve problems through collaboration has been common in this community. It's been done a lot before.	0	0%	1	6%	2	13%	12	75%	1	6%	16	3.81
Others in this community who are not a part of this collaboration would generally agree that the organizations involved in this collaborative project are the "right" organizations to make this work.	0	0%	0	0%	4	25%	10	63%	2	13%	16	3.88
The time is right for this collaborative project.	0	0%	0	0%	1	6%	7	44%	8	50%	16	4.44
Our collaborative group had adequate funds to do what it wants to accomplish.	0	0%	2	14%	7	50%	4	29%	1	7%	14	3.29
Our collaborative group has adequate "people power" to do what it wants to accomplish.	0	0%	4	29%	3	21%	6	43%	1	7%	14	3.29
Total responses in this category	0	0%	7	9%	17	22%	39	51%	13	17%	76	3.76

Note. Totals may not equal 100 due to rounding.

A3. Internal structure of the collaborative

	Strongly disagree (1)		Disagree (2)		Neutral, no opinion (3)		Agree (4)		Strongly agree (5)		Total	
	N	%	N	%	N	%	N	%	N	%	%	N
The people involved in our collaboration represent a cross section of those who have a stake in what we're trying to accomplish.	0	0%	0	0%	1	6%	13	81%	2	13%		
											16	4.06
When the collaborative group makes major decisions, there is always enough time for members to take information back to their organizations to confer with colleagues about what the decision should be.	0	0%	2	13%	2	13%	9	60%	2	13%		
											15	3.73
People in this collaborative group are open to different approaches to how we can do our work. They are willing to consider different ways of working.	0	0%	0	0%	2	13%	10	67%	3	20%		
											15	4.07
People in this collaborative group have a clear sense of their roles and responsibilities.	0	0%	2	13%	3	20%	7	47%	3	20%		
											15	3.73
There is a clear process for making decisions among the partners in this collaboration.	0	0%	1	7%	6	40%	6	40%	2	13%		
											15	3.6
The collaboration is able to adapt to changing conditions, such as fewer funds than expected, changing political climate, or change in leadership.	0	0%	0	0%	5	33%	8	53%	2	13%		
											15	3.80
This collaborative group has tried to take on the right amount of work at the right pace.	0	0%	1	7%	2	13%	9	60%	3	20%		
											15	3.93
Total responses in this category	0	0%	6	6%	21	20%	62	58%	17	16%	106	3.85

Note. Totals may not equal 100 due to rounding.

A4. Goal orientation of the collaborative

	Strongly disagree (1)		Disagree (2)		Neutral, no opinion (3)		Agree (4)		Strongly agree (5)		Total	
	N	%	N	%	N	%	N	%	N	%	N	Average
My organization will benefit from being involved in this collaboration.	0	0%	0	0%	1	6%	8	50%	7	44%	16	4.38
The organizations that belong to our collaborative invest the right amount of time in our collaborative efforts.	0	0%	0	0%	6	38%	7	44%	3	19%	16	3.81
Everyone who is a member of our collaborative group wants this project to succeed.	0	0%	0	0%	0	0%	10	63%	6	38%	16	4.38
I have a clear understanding of what our collaboration is trying to accomplish.	0	0%	0	0%	2	13%	10	67%	3	20%	15	4.07
The people in this collaborative group are dedicated to the idea that we can make this project work.	0	0%	0	0%	1	7%	12	80%	2	13%	15	4.07
What we are trying to accomplish with our collaborative project would be difficult for any single organization to accomplish by itself.	0	0%	1	7%	1	7%	5	33%	8	53%	15	4.33
Total responses in this category	0	0%	1	1%	11	12%	52	56%	29	31%	93	4.17

Note. Totals may not equal 100 due to rounding.

A5. Communication within the collaborative

	Strongly disagree (1)		Disagree (2)		Neutral, no opinion (3)		Agree (4)		Strongly agree (5)		Total	
	N	%	N	%	N	%	N	%	N	%	N	Average
I have a lot of respect for the other people involved in this collaboration.	0	0%	0	0%	1	6%	6	38%	9	56%	16	4.50
People involved in our collaboration are willing to compromise on important aspects of our project.	0	0%	0	0%	3	19%	8	50%	5	31%	16	4.13
People in this collaboration communicate openly with one another.	0	0%	0	0%	1	7%	11	73%	3	20%	15	4.13
The people who lead this collaborative group communicate well with the members.	0	0%	0	0%	2	13%	9	60%	4	27%	15	4.13
Communication among the people in this collaborative group happens both at formal meetings and in informal ways.	0	0%	0	0%	1	7%	10	67%	4	27%	15	4.20
The people in leadership positions for this collaboration have good skills for working with other people and organizations.	0	0%	0	0%	3	21%	7	50%	4	29%	14	4.07
Total responses in this category	0	0%	0	0%	11	12%	51	56%	29	32%	91	4.20

Note. Totals may not equal 100 due to rounding.

Partner collaboration results year two

A6. Context surrounding the collaborative

	Strongly disagree (1)		Disagree (2)		Neutral, no opinion (3)		Agree (4)		Strongly agree (5)		Total	
	N	%	N	%	N	%	N	%	N	%	N	Average
The time is right for this collaborative project.	1	6%	0	0%	0	0%	6	38%	9	56%	16	4.38
Trying to solve problems through collaboration has been common in this community. It's been done a lot before.	0	0%	0	0%	0	0%	13	81%	3	19%	16	4.19
Others in this community who are not a part of this collaboration would generally agree that the organizations involved in this collaborative project are the "right" organizations to make this work.	0	0%	0	0%	1	6%	12	75%	3	19%	16	4.13
Our collaborative group has adequate "people power" to do what it wants to accomplish.	0	0%	2	13%	3	19%	6	38%	5	31%	16	3.88
Our collaborative group had adequate funds to do what it wants to accomplish.	0	0%	6	38%	4	25%	5	31%	1	6%	16	3.06
Total responses in this category	1	1%	8	10%	8	10%	42	53%	21	26%	80	3.93

Note. Totals may not equal 100% due to rounding.

A7. Internal structure of the collaborative

	Strongly disagree (1)		Disagree (2)		Neutral, no opinion (3)		Agree (4)		Strongly agree (5)		Total	
	N	%	N	%	N	%	N	%	N	%	N	Average
People in this collaborative group are open to different approaches to how we can do our work. They are willing to consider different ways of working.	0	0%	0	0%	1	6%	8	50%	7	44%	16	4.38
The people involved in our collaboration represent a cross section of those who have a stake in what we're trying to accomplish.	0	0%	1	6%	1	6%	9	56%	5	31%	16	4.13
This collaborative group has tried to take on the right amount of work at the right pace.	0	0%	0	0%	2	13%	10	63%	4	25%	16	4.13
When the collaborative group makes major decisions, there is always enough time for members to take information back to their organizations to confer with colleagues about what the decision should be.	0	0%	1	6%	3	19%	9	56%	3	19%	16	3.88
People in this collaborative group have a clear sense of their roles and responsibilities.	0	0%	2	13%	2	13%	8	50%	4	25%	16	3.88
There is a clear process for making decisions among the partners in this collaboration.	0	0%	2	13%	2	13%	8	50%	4	25%	16	3.88
The collaboration is able to adapt to changing conditions, such as fewer funds than expected, changing political climate, or change in leadership.	0	0%	0	0%	6	38%	7	44%	3	19%	16	3.81
Total responses in this category	0	0%	6	5%	17	15%	59	53%	30	27%	112	4.01

Note. Totals may not equal 100% due to rounding.

A8. Goal orientation of the collaborative

	Strongly disagree (1)		Disagree (2)		Neutral, no opinion (3)		Agree (4)		Strongly agree (5)		Total	
	N	%	N	%	N	%	N	%	N	%	N	Average
My organization will benefit from being involved in this collaboration.	0	0%	0	0%	0	0%	6	38%	10	63%	16	4.63
Everyone who is a member of our collaborative group wants this project to succeed.	0	0%	0	0%	0	0%	6	38%	10	63%	16	4.63
The people in this collaborative group are dedicated to the idea that we can make this project work.	0	0%	0	0%	1	6%	9	56%	6	38%	16	4.31
What we are trying to accomplish with our collaborative project would be difficult for any single organization to accomplish by itself.	0	0%	1	6%	0	0%	8	50%	7	44%	16	4.31
The organizations that belong to our collaborative invest the right amount of time in our collaborative efforts.	0	0%	0	0%	2	13%	10	63%	4	25%	16	4.13
I have a clear understanding of what our collaboration is trying to accomplish.	0	0%	2	13%	0	0%	9	56%	5	31%	16	4.06
Total responses in this category	0	0%	3	3%	3	3%	48	50%	42	44%	96	4.34

Note. Totals may not equal 100% due to rounding.

A9. Communication within the collaborative

	Strongly disagree (1)		Disagree (2)		Neutral, no opinion (3)		Agree (4)		Strongly agree (5)		Total	
	N	%	N	%	N	%	N	%	N	%	N	Average
I have a lot of respect for the other people involved in this collaboration.	0	0%	0	0%	0	0%	5	31%	11	69%	16	4.69
The people in leadership positions for this collaboration have good skills for working with other people and organizations.	0	0%	0	0%	1	6%	8	50%	7	44%	16	4.38
People in this collaboration communicate openly with one another.	0	0%	0	0%	3	19%	7	44%	6	38%	16	4.19
Communication among the people in this collaborative group happens both at formal meetings and in informal ways.	0	0%	0	0%	2	13%	11	69%	3	19%	16	4.06
People involved in our collaboration are willing to compromise on important aspects of our project.	0	0%	0	0%	3	19%	10	63%	3	19%	16	4.00
The people who lead this collaborative group communicate well with the members.	0	0%	1	6%	3	19%	9	56%	3	19%	16	3.88
Total responses in this category	0	0%	1	1%	12	13%	50	52%	33	34%	96	4.20

Note. Totals may not equal 100% due to rounding.

Appendix B: Made in Owatonna

Made in Owatonna tour survey: The United Way of Steele County helped to implement the Made in Owatonna tours in December 2015, February 2016, April 2016, November 2016, February 2017, and April 2017. Students on each tour were asked to complete a survey to provide feedback on their satisfaction with the tour, their attitudes about the career field they learned about before and after the tour, and their general attitudes about STEM (science, technology, engineering, and math). Additionally, they were asked about their goals for the future and their demographics. Of the 154 students who participated, 126 completed a Made in Owatonna tour survey, for a response rate of 82 percent.

Made in Owatonna year one tours

Demographics

A10. Grade level of respondents

	Manufacturing		Manufacturing and agriculture		Healthcare		Total	
	N	Percent	N	Percent	N	Percent	N	Percent
9th	1	3%	6	17%	12	21%	19	15%
10th	1	3%	8	23%	12	21%	21	17%
11th	5	16%	11	31%	24	41%	40	32%
12th	24	77%	10	29%	10	17%	44	36%
Total	31	100%	35	100%	58	100%	124	100%

Note: Totals may not equal 100 due to rounding.

A11. Gender of respondents

	Manufacturing		Manufacturing and agriculture		Healthcare		Total	
	N	Percent	N	Percent	N	Percent	N	Percent
Female	10	32%	13	37%	38	68%	61	50%
Male	21	68%	22	63%	18	32%	61	50%
Total	31	100%	35	100%	56	100%	122	100%

Note: Respondents were also given an open-ended "other" response option.

A12. Race/ethnicity of respondents

	Manufacturing		Manufacturing and agriculture		Healthcare		Total	
	N	Percent	N	Percent	N	Percent	N	Percent
White	25	81%	28	78%	46	79%	99	79%
Hispanic/Latino	4	13%	7	19%	6	10%	17	14%
African American	2	7%	0	0%	3	5%	5	4%
Asian	0	0%	0	0%	1	2%	1	<1%
American Indian	1	3%	0	0%	0	0%	1	<1%
African	1	3%	0	0%	3	5%	4	3%
Multiracial	1	3%	2	6%	2	3%	5	4%
Other	0	0%	0	0%	0	0%	0	0%
Total	31	-	36	-	58	-	125	-

Note: Respondents were allowed to select as many answers as they would like, resulting in totals >100%. Percentages given reflect the number of respondents indicating a given response divided by the total number of respondents.

General Satisfaction

A13. Overall, how would you rate your satisfaction with the made in Owatonna tour?

	Manufacturing		Manufacturing and agriculture		Healthcare		Total	
	N	Percent	N	Percent	N	Percent	N	Percent
(4) Very satisfied	8	27%	17	46%	20	35%	45	36%
(3)	21	70%	20	54%	35	61%	76	61%
(2)	1	3%	0	0%	1	2%	2	2%
(1) Very dissatisfied	0	0%	0	0%	1	2%	1	1%
Total	30	100%	37	100%	57	100%	124	100%
Average	30	3.23	37	3.46	57	3.30	124	3.33

Note: Valid percent was calculated with the total number of complete responses (excluding missing responses, "Don't knows" refusals, and those who selected "not applicable"). Due to rounding, column percentage totals may not equal 100.

Interest before and after Made in Owatonna tours

A14a. Interest in career fields *before* Made in Owatonna tour

Think about BEFORE you attended the Made in Owatonna tour. How much were you...	(4) A lot		(3) Some		(2) Very little		(1) Not at all		Total	Average
	N	Percent	N	Percent	N	Percent	N	Percent		
Interested in science, technology, engineering, or math (N=126)	39	31%	47	37%	32	25%	8	6%	126	2.93
Interested in manufacturing careers (N=31; manufacturing tour)	2	6%	9	29%	10	32%	10	32%	31	2.10
Interested in manufacturing careers (N=36; manufacturing and agriculture tour)	6	17%	22	61%	5	14%	3	8%	36	2.86
Interested in a career in agriculture? (N=38)	9	24%	13	34%	12	32%	4	11%	38	2.71
Interested in medical, dental, or allied health careers? (N=59)	26	44%	19	32%	8	14%	6	10%	59	3.10

Note: Totals may not equal 100 due to rounding

A14b. Interest in career fields *after* Made in Owatonna tour

Think about NOW (after you attended the Made in Owatonna tour.) How much were you...	(4) A lot		(3) Some		(2) Very little		(1) Not at all		Total	Average
	N	Percent	N	Percent	N	Percent	N	Percent		
Interested in science, technology, engineering, or math (N=126)	46	37%	59	47%	18	14%	3	2%	126	3.17
Interested in manufacturing careers (N=31; manufacturing tour)	3	10%	12	39%	11	35%	5	16%	31	2.42
Interested in manufacturing careers (N=35; manufacturing and agriculture tour)	6	17%	24	69%	4	11%	1	3%	35	3.00
Interested in a career in agriculture? (N=38)	10	26%	14	37%	11	29%	3	8%	38	2.82
Interested in medical, dental, or allied health careers? (N=59)	33	56%	15	25%	7	12%	4	7%	59	3.31

A15a. Interest in local apprenticeships *before* Made in Owatonna tour

Think about BEFORE you attended the Made in Owatonna tour. How much were you...	(4) A lot		(3) Some		(2) Very little		(1) Not at all		Total	Average
	N	Percent	N	Percent	N	Percent	N	Percent		
Interested in pursuing a local paid apprenticeship in manufacturing? (N=31)	2	7%	9	29%	8	26%	12	39%	31	2.03
Interested in pursuing a local paid apprenticeship in manufacturing or agriculture? (N=35)	7	20%	15	43%	11	31%	2	6%	35	2.77
Interested in pursuing a local paid apprenticeship in medical, dental, or allied health? (N=59)	18	31%	14	24%	20	34%	7	3%	59	2.73

Note: Totals may not equal 100 due to rounding

A15b. Interest in local apprenticeships *after* Made in Owatonna tour

Think about NOW (after you attended the Made in Owatonna tour.) How much were you...	(4) A lot		(3) Some		(2) Very little		(1) Not at all		Total	Average
	N	Percent	N	Percent	N	Percent	N	Percent		
Interested in pursuing a local paid apprenticeship in manufacturing? (N=31)	1	3%	17	55%	7	23%	6	19%	31	2.42
Interested in pursuing a local paid apprenticeship in manufacturing or agriculture? (N=35)	13	37%	15	43%	5	14%	2	6%	35	3.11
Interested in pursuing a local paid apprenticeship in medical, dental, or allied health? (N=59)	29	49%	19	32%	9	15%	2	3%	59	3.27

Awareness before and after Made in Owatonna tour

A16a. Awareness of local jobs *before* Made in Owatonna tour

Think about BEFORE you attended the Made in Owatonna tour. How much were you...	(4) A lot		(3) Some		(2) Very little		(1) Not at all		Total	Average
	N	Percent	N	Percent	N	Percent	N	Percent		
Aware of local careers in manufacturing (N=31; manufacturing tour)	5	16%	13	42%	12	39%	1	3%	31	2.71
Aware of local careers in manufacturing (N=36 ; manufacturing and agriculture tour)	9	25%	17	47%	9	25%	1	3%	36	2.94
Aware of local careers in agriculture? (N=36)	6	17%	18	51%	7	19%	5	14%	36	2.69
Aware of local careers in medical, dental, or allied health careers? (N=59)	14	24%	26	44%	16	27%	3	5%	59	2.86

Note: Totals may not equal 100 due to rounding

A16b. Awareness of local jobs *after* Made in Owatonna tour

Think about NOW (after you attended the Made in Owatonna tour.) How much were you...	(4) A lot		(3) Some		(2) Very little		(1) Not at all		Total	Average
	N	Percent	N	Percent	N	Percent	N	Percent		
Aware of local careers in manufacturing (N=31; manufacturing tour)	10	32%	18	58%	2	6%	1	3%	31	3.19
Aware of local careers in manufacturing (N=36; manufacturing and agriculture tour)	16	44%	14	39%	6	17%	0	0%	36	3.28
Aware of local careers in agriculture? (N=35)	11	31%	17	49%	6	17%	1	3%	35	3.09
Aware of local careers in medical, dental, or allied health careers? (N=59)	37	63%	17	29%	4	7%	1	2%	59	3.53

A17. Knowledge gained from Made in Owatonna tour

How much did you learn about... jobs from the tour?	(4) A lot		(3) Some		(2) Very little		(1) Not at all		Total	Average
	N	Percent	N	Percent	N	Percent	N	Percent		
Manufacturing jobs	14	45%	12	39%	5	16%	0	0%	31	3.29
Manufacturing and agriculture jobs	20	53%	15	40%	3	8%	0	0%	38	3.45
Healthcare jobs	37	65%	19	33%	1	2%	0	0%	57	3.63

Note: Totals may not equal 100 due to rounding

Connections with the local business community

A18a. Connections with local business community

Is this your first connection with the local business community? (N=128)	Yes		No	
	N	Percent	N	Percent
Manufacturing tour (N=31)	23	74%	8	26%
Manufacturing and agriculture tour (N=38)	22	58%	16	42%
Healthcare tour (N=59)	39	66%	20	34%
Total	84	66%	44	34%

A18b. Strength of previous connections with local business community

	Manufacturing tour		Manufacturing and agriculture tour		Healthcare tour		Total	
	N	Percent	N	Percent	N	Percent	N	Percent
Very strong	1	1/8	7	44%	4	21%	12	28%
Somewhat strong	5	5/8	5	31%	10	53%	20	47%
Not strong	2	2/8	4	25%	5	26%	11	26%
Total	8	8/8	16	100%	19	100%	43	100%

Note. Percentages are not given when respondents are <10.

A18c. Types of local businesses students have connections with

Before this Tour, what kind of businesses did you have connections with?	Manufacturing tour		Manufacturing and agriculture tour		Healthcare tour		Total	
	N	Percent	N	Percent	N	Percent	N	Percent
Agriculture	2	25%	10	63%	4	14%	16	37%
Retail or Services	4	50%	5	31%	7	24%	16	37%
Manufacturing	3	38%	8	50%	4	14%	15	35%
Health Care	2	25%	3	19%	10	35%	14	33%
Hospitality	2	25%	0	0%	2	7%	4	9%
Other	0	0%	2	13%	2	7%	4	9%
Total	8	-	16	-	19	-	43	-

Note. Students were allowed to choose multiple responses for this question, so each N represents the number of respondents who stated they had a connection with that kind of business. The total given at the bottom is the total number of respondents.

Attitudes before and after Made in Owatonna tour

A19a. Attitudes about careers *before* Made in Owatonna tour

How did you feel about [topic area] careers BEFORE the Made in Owatonna tour?	Manufacturing (manufacturing tour)		Manufacturing (manufacturing and agriculture tour)		Agriculture		Healthcare	
	N	Percent	N	Percent	N	Percent	N	Percent
I thought they were good	6	19%	13	34%	17	45%	25	43%
I thought they were just OK	17	55%	20	53%	12	32%	26	45%
I didn't think they were good	2	7%	2	5%	1	3%	2	3%
I didn't think about them	6	19%	1	3%	8	21%	3	5%
I am not sure	0	0%	2	5%	0	0%	2	3%
Total	31	100%	38	100%	38	100%	58	100%

A19b. Attitudes about careers *after* Made in Owatonna tour

How do you feel about [topic area] careers NOW?	Manufacturing (manufacturing tour)		Manufacturing (manufacturing and agriculture tour)		Agriculture		Healthcare	
	N	Percent	N	Percent	N	Percent	N	Percent
I think they are good	15	48%	22	58%	22	58%	47	80%
I think they are just OK	13	42%	15	40%	13	34%	10	17%
I don't think they are good	1	3%	0	0%	0	0%	0	0.0%
I don't think about them	2	7%	1	3%	1	3%	1	2%
I am not sure	0	0%	0	0%	2	5%	1	2%
Total	31	100%	38	100%	38	100%	59	100%

A20. Students' word association with manufacturing careers

Which of the following words best describe your thoughts about manufacturing careers? (N=68)	N	Percent
Positive indicators		
Advanced	36	53%
Fun	26	38%
Modern	25	37%
Creative	22	32%
Exciting	21	31%
Negative indicators		
Noisy	46	68%
Dirty	29	43%
Hard	28	41%
Dangerous	22	32%
Dark	3	4%

Note. Respondents were allowed to provide as many answers as they would like. Percentages given are the number of times each was indicated compared to the total number of responses.

A21. Students' word association with agricultural careers

Which of the following words best describe your thoughts about agriculture careers? (N=35)	N	Percent
Positive indicators		
Fun	24	69%
Advanced	17	49%
Exciting	16	46%
Modern	12	34%
Creative	10	29%
Negative indicators		
Dirty	21	60%
Noisy	14	40%
Hard	13	37%
Dangerous	11	31%
Dark	1	3%

Note. Respondents were allowed to provide as many answers as they would like. Percentages given are the number of times each was indicated compared to the total number of responses.

A22. Students' word association with healthcare careers

Which of the following words best describe your thoughts about agriculture careers?	N	Percent
Positive indicators		
Rewarding	40	68%
Fun	38	64%
Exciting	38	64%
Well-paying	27	46%
Advanced	22	37%
Modern	14	24%
Negative indicators		
Hard	27	46%
Exhausting	17	29%
Dangerous	7	12%
Nauseating	6	10%

Note. Respondents were allowed to provide as many answers as they would like. Percentages given are the number of times each was indicated compared to the total number of responses.

Students' plans for the future

A23. Students' goals for the future

	Manufacturing tour		Manufacturing and agriculture tour		Healthcare tour		Total	
I have set goals for my future.	N	Percent	N	Percent	N	Percent	N	Percent
(5) Strongly agree	8	26%	11	31%	21	36%	40	32%
(4) Agree	16	52%	16	44%	20	34%	52	41%
(3) Neither agree nor disagree	7	23%	9	25%	15	25%	31	25%
(2) Disagree	0	0%	0	0%	2	3%	2	2%
(1) Strongly disagree	0	0%	0	0%	1	2%	1	<1%
Total	31	100%	36	100%	59	100%	126	100%
Average	31	4.03	36	4.06	59	3.98	126	4.02

A24. Students' high school graduation expectations

	Manufacturing tour		Manufacturing and agriculture tour		Healthcare tour		Total	
I expect to graduate from high school.	N	Percent	N	Percent	N	Percent	N	Percent
(5) Strongly agree	23	77%	31	86%	47	80%	101	81%
(4) Agree	2	7%	5	14%	4	7%	11	9%
(3) Neither agree nor disagree	3	10%	0	0%	0	0%	3	2%
(2) Disagree	1	3%	0	0%	1	2%	2	2%
(1) Strongly disagree	1	3%	0	0%	7	12%	8	6%
Total	30	100%	36	100%	59	100%	125	100%
Average	30	4.50	36	4.86	59	4.41	125	4.56

A25. Students' educational and workforce goals

Immediately after graduating from high school, I plan to:	Manufacturing tour		Manufacturing and agriculture tour		Healthcare tour		Total	
	N	Percent	N	Percent	N	Percent	N	Percent
Attend a 2-year college	16	52%	5	14%	12	21%	33	26%
Attend a 4-year college	10	32%	19	53%	35	60%	64	51%
Go into the Military	2	7%	5	14%	2	3%	9	7%
Go directly into the workforce	0	0%	1	3%	1	2%	2	2%
Unsure	3	10%	6	17%	8	14%	17	14%
Total	31	100%	36	100%	58	100%	125	100%

Made in Owatonna year two tours

Demographics

A26. Grade level of respondents

	Overall		Manufacturing and skilled trades		Small business		Social services	
	N	Percent	N	Percent	N	Percent	N	Percent
9th	18	15%	4	10%	7	21%	7	15%
10th	20	17%	9	23%	4	12%	7	15%
11th	33	28%	16	41%	10	30%	7	15%
12th	48	40%	10	26%	12	36%	26	55%
Total	119	100%	39	100%	33	100%	47	100%

Note. Totals may not equal 100% due to rounding.

A27. Gender of respondents

	Overall		Manufacturing and skilled trades		Small business		Social services	
	N	Percent	N	Percent	N	Percent	N	Percent
Female	54	48%	12	33%	14	42%	28	64%
Male	59	52%	24	67%	19	58%	16	36%
Total	113	100%	36	100%	33	100%	44	100%

Note. Respondents were also given an open-ended "other" response option.

A28. Race/ethnicity of respondents

	Total		Manufacturing and skilled trades		Small business		Social services	
	N	Percent	N	Percent	N	Percent	N	Percent
White	86	74%	33	85%	22	69%	31	67%
Hispanic/Latino	27	23%	6	15%	7	22%	14	30%
African American	8	7%	2	5%	2	6%	4	9%
American Indian	3	3%	1	3%	0	0%	2	4%
Multiracial	4	3%	1	3%	0	0%	3	7%
African	2	2%	0	0%	1	3%	1	2%
Asian	1	1%	0	0%	1	3%	0	0%
Other	0	0%	0	0%	0	0%	0	0%
Total	117	-	39	-	32	-	46	-

Note. Respondents were allowed to provide more than one response resulting in totals >100%. Percentages given reflect the number of respondents indicating a given response divided by the total number of respondents.

General satisfaction

A29. Overall, how would you rate your satisfaction with the made in Owatonna tour?

	Total		Manufacturing and skilled trades		Small business		Social services	
	N	Percent	N	Percent	N	Percent	N	Percent
(4) Very satisfied	40	34%	15	41%	8	26%	17	35%
(3)	72	62%	21	57%	21	68%	30	63%
(2)	4	3%	1	3%	2	7%	1	2%
(1) Very dissatisfied	0	0%	0	0%	0	0%	0	0%
Total	116	100%	37	100%	31	100%	48	100%
Average	-		-		-		-	

Note. Valid percent was calculated with the total number of complete responses (excluding missing responses, "Don't knows" refusals, and those who selected "not applicable"). Due to rounding, column percentage totals may not equal 100%.

Interest before and after Made in Owatonna tours

A30a. Interest in career fields *before* Made in Owatonna tour

Think about BEFORE you attended the Made in Owatonna tour. How much were you...	(4) A lot		(3) Some		(2) Very little		(1) Not at all		Total	Average
	N	Percent	N	Percent	N	Percent	N	Percent		
Interested in manufacturing careers	8	21%	16	41%	14	36%	1	3%	39	2.79
Interested in science, technology, engineering, or math	11	15%	42	57%	15	20%	6	8%	74	2.78
Interested in early childhood care	9	19%	21	44%	11	23%	7	15%	48	2.67
Interested in counseling and social services	13	28%	13	28%	13	28%	8	17%	47	2.66
Interested in criminal justice and policing	4	8%	21	44%	16	33%	7	15%	48	2.46
Interested in a career in plumbing, electrical, or other skilled trades	9	23%	8	21%	14	36%	8	21%	39	2.46
Interested in sales, IT, and accounting	4	11%	13	37%	12	34%	6	17%	35	2.29
Interested in running a small business	8	24%	8	24%	8	24%	10	29%	34	2.41
Interested in journalism, advertising, and digital media	4	11%	9	26%	12	34%	10	29%	35	2.20
Interested in recreation and park management	3	6%	9	19%	16	34%	19	40%	47	1.91

Note. Totals may not equal 100% due to rounding.

A30b. Interest in career fields *after* Made in Owatonna tour

Think about NOW (after you attended the Made in Owatonna tour.) How much were you...	(4) A lot		(3) Some		(2) Very little		(1) Not at all		Total	Average	Change
	N	Percent	N	Percent	N	Percent	N	Percent			
Interested in counseling and social services	19	39%	17	35%	5	10%	8	16%	49	2.96	+0.30
Interested in manufacturing careers	9	24%	20	53%	7	18%	2	5%	38	2.95	+0.16
Interested in science, technology, engineering, or math	22	30%	27	37%	17	23%	7	10%	73	2.88	+0.10
Interested in early childhood care	16	33%	16	33%	10	20%	7	14%	49	2.84	+0.17
Interested in a career in plumbing, electrical, or other skilled trades	8	21%	16	42%	10	26%	4	11%	38	2.74	+0.28
Interested in criminal justice and policing	8	16%	24	49%	9	18%	8	16%	49	2.65	+0.19
Interested in sales, IT, and accounting	10	29%	13	37%	6	17%	6	17%	35	2.54	+0.25
Interested in running a small business	8	23%	10	29%	9	26%	8	23%	35	2.51	+0.10
Interested in journalism, advertising, and digital media	6	17%	10	29%	9	26%	10	29%	35	2.34	+0.14
Interested in recreation and park management	7	14%	9	18%	12	24%	21	43%	49	2.04	+0.13

A31a. Interest in local apprenticeships *before* Made in Owatonna tour

Think about BEFORE you attended the Made in Owatonna tour. How much were you...	(4) A lot		(3) Some		(2) Very little		(1) Not at all		Total	Average
	N	Percent	N	Percent	N	Percent	N	Percent		
Interested in pursuing a local paid apprenticeship	7	18%	16	42%	13	34%	2	5%	38	2.74
Interested in pursuing a local paid apprenticeship at a small business	5	15%	12	35%	10	29%	7	21%	34	2.44
Interested in pursuing a local paid apprenticeship in journalism, advertising, and digital media	3	9%	10	29%	13	37%	9	26%	35	2.20
Interested in pursuing a local paid apprenticeship in sales, IT, and accounting	3	9%	6	17%	17	49%	9	26%	35	2.09

Note. Totals may not equal 100% due to rounding.

A31b. Interest in local apprenticeships *after* Made in Owatonna tour

Think about NOW (after you attended the Made in Owatonna tour.) How much were you...	(4) A lot		(3) Some		(2) Very little		(1) Not at all		Total	Average	Change
	N	Percent	N	Percent	N	Percent	N	Percent			
Interested in pursuing a local paid apprenticeship	12	32%	12	32%	12	32%	2	5%	38	2.89	+0.15
Interested in pursuing a local paid apprenticeship in sales, IT, and accounting	5	14%	12	34%	10	29%	8	23%	35	2.40	-0.04
Interested in pursuing a local paid apprenticeship at a small business	4	11%	14	40%	9	26%	8	23%	35	2.40	+0.20
Interested in pursuing a local paid apprenticeship in journalism, advertising, and digital media	3	6%	11	32%	10	29%	11	32%	35	2.17	+0.08

A32a. Interest in careers after the tour – Small Business tour

Which career(s) that you learned about today are you MOST interested in? (N=35)	N	Percent
Small business	13	37%
IT	10	29%
Digital Media	6	17%
Sales	5	14%
Accounting	3	9%
Journalism	3	9%
Advertising	2	6%

A32b. Students' word association with the career they are most interested in – Small Business tour

What are one or two words that you would associate with that career? (N=15)

Small business	Sales
Creative (1)	Money (1)
Outgoing (1)	Cool (1)
Dedicated (1)	Innovative (1)
IT	Everlasting (1)
Programming (2)	Accounting
Fun (1)	Cool (1)
Challenging (1)	Interesting (1)
Computers (1)	Journalism
Technology (1)	Writing (1)
Data (1)	Fun (1)
Digital Media	Interesting (1)
Cool (1)	
Writing (1)	
Fun (1)	
Exciting (1)	

Note. Respondents were allowed to provide more than one response.

A33a. Interest in careers after the tour – Small Business tour

Which career(s) that you learned about today are you LEAST interested in? (N=35)	N	Percent
Journalism	15	44%
Accounting	9	27%
IT	7	21%
Small business	6	18%
Sales	4	12%
Advertising	3	9%
Digital Media	3	9%

A33b. Students' word association with the career they are least interested in – Small Business tour

What are one or two words that you would associate with that career? (N=10)

Journalism	Small Business
Boring (2)	Boring (1)
Writing (1)	Sales
Accounting	Boring (1)
Numbers (2)	Digital Media
Social media (1)	Boring (1)
Math (1)	

Note. Respondents were allowed to provide more than one response.

A34a. Interest in careers after the tour – Social Services tour

Which career(s) that you learned about today are you MOST interested in? (N=49)	N	Percent
Counseling and social services	22	45%
Criminal justice and policing	16	33%
Early childhood care	14	29%
Recreation and parks management	2	4%

A34b. Students' word association with the career they are most interested in – Social Services tour

What are one or two words that you would associate with that career? (N=35)

Counseling and social services

Intelligent (1)

Focused (1)

Helping (12)

Fun (1)

Caring (2)

Interesting (3)

Therapy (1)

Social work (1)

Successful (1)

Criminal justice and policing

Fun (2)

Satisfying (1)

Nice (1)

Interesting (2)

Demanding (1)

Good (1)

Exciting (1)

Justice (1)

Equality (1)

Helping (1)

Busy (1)

Protection (1)

Law enforcement (1)

Early childhood care

Helping (2)

Cool (1)

Caring (1)

Fun (2)

Successful (1)

Busy (1)

Hard work (1)

Note. Respondents were allowed to provide more than one response.

A35a. Interest in careers after the tour – Social Services tour

Which career(s) that you learned about today are you LEAST interested in? (N=49)	N	Percent
Recreation and parks management	33	67%
Early childhood care	21	25%
Criminal justice and policing	5	10%
Counseling and social services	4	8%

A35b. Students' word association with the career they are least interested in – Social Services tour

What are one or two words that you would associate with that career? (N=28)

Recreation and parks management	Criminal justice and policing
Boring (14)	Boring (2)
Plain (1)	Interesting (1)
Paperwork (1)	Important (1)
Low wages (1)	Serious (1)
Outdoors (1)	Criminal justice and policing
Busy (1)	Active (1)
Lame (1)	Counseling and social services
Office work (1)	Stressful (1)
Community (1)	
Sports (1)	
Athletes (1)	
Early childhood care	
Frustrating (1)	
Hard (1)	
Annoying (1)	
Education (1)	
Children (3)	
Crying (2)	

Note. Respondents were allowed to provide more than one response.

A36. Students' word association with manufacturing careers

Now that you have been to the Made in Owatonna tour, if you think about someone who works in the manufacturing career, what one or two words come to mind? (N=28)	N	Percent
Positive indicators		
Hard working	11	39%
Skilled	3	11%
Fun	3	11%
Good job	3	11%
Cool	2	7%
Money	2	7%
Independent	1	4%
Negative indicators		
Hard labor	2	7%
Long days	1	4%
Other		
Cars	2	7%
Electrical	2	7%
Noise	1	4%
Physical	1	4%
Okay	1	4%
Mechanic	1	4%
Plumbing	1	4%
Fins	1	4%

Note. The survey instrument was edited after the Manufacturing tour. For the Manufacturing and Skilled Trades tour, students were presented with a list of word associations to choose from; in the Small Business and Social Services tours, respondents were asked to provide a word or two that described the career they found most interesting and least interesting. Respondents were allowed to provide more than one response. Percentages given are the number of times each was indicated compared to the total number of responses.

Awareness before and after Made in Owatonna tour

A37a. Awareness of local jobs *before* Made in Owatonna tour

Think about BEFORE you attended the Made in Owatonna tour. How much were you...	(4) A lot		(3) Some		(2) Very little		(1) Not at all		Total	Average
	N	Percent	N	Percent	N	Percent	N	Percent		
Aware of local careers in early childhood care	8	19%	24	45%	11	23%	4	15%	47	2.77
Aware of local careers in manufacturing or a skilled trade	9	23%	15	38%	9	23%	6	15%	39	2.69
Aware of local jobs in criminal justice and policing	7	8%	24	44%	12	33%	5	15%	48	2.69
Aware of local careers in entrepreneurship or running a small business	7	20%	14	40%	10	29%	4	11%	35	2.69
Aware of local careers in counseling and social services	6	13%	20	42%	16	33%	6	13%	48	2.54
Aware of local careers in sales, IT, and accounting	4	11%	13	37%	12	34%	6	17%	35	2.43
Aware of local careers in journalism, advertising, and digital media	4	11%	13	37%	11	31%	7	20%	35	2.40
Aware of local careers in recreation and park management	1	2%	15	32%	18	38%	13	28%	47	2.09

Note. Totals may not equal 100% due to rounding.

A37b. Awareness of local jobs after Made in Owatonna tour

Think about NOW (after you attended the Made in Owatonna tour.) How much were you...	(4) A lot		(3) Some		(2) Very little		(1) Not at all		Total	Average	Change
	N	Percent	N	Percent	N	Percent	N	Percent			
Aware of local careers in early childhood care	16	33%	16	33%	10	20%	7	14%	49	3.22	+0.45
Aware of local careers in counseling and social services	20	41%	22	45%	3	6%	4	8%	49	3.18	+0.64
Aware of local careers in manufacturing or a skilled trade	17	45%	12	32%	6	16%	3	8%	38	3.13	+0.44
Aware of local careers in sales, IT, and accounting	10	29%	13	37%	6	17%	6	17%	35	2.77	+0.34
Aware of local careers in entrepreneurship or running a small business	8	23%	12	34%	11	31%	4	11%	35	2.69	+0.00
Aware of local careers in journalism, advertising, and digital media	8	23%	13	37%	9	26%	5	14%	35	2.69	+0.29
Aware of local careers in criminal justice and policing	8	16%	24	49%	9	18%	8	16%	49	2.65	+0.19
Aware of local careers in recreation and park management	9	14%	19	18%	11	24%	9	43%	49	2.58	+0.49

A38. Knowledge gained from Made in Owatonna tour

How much did you learn about... jobs from the tour?	(4) A lot		(3) Some		(2) Very little		(1) Not at all		Total	Average
	N	Percent	N	Percent	N	Percent	N	Percent		
Criminal justice and policing	24	49%	22	45%	3	6%	0	0%	49	3.43
Counseling and social services	27	56%	14	29%	7	15%	0	0%	48	3.42
Early childhood care	22	45%	23	47%	5	8%	0	0%	49	3.37
Manufacturing and skilled trades jobs	16	41%	20	51%	3	8%	0	0%	39	3.33
Sales, IT, and accounting	13	37%	17	49%	5	14%	0	0%	35	3.23
Running a small business	4	13%	20	63%	8	25%	0	0%	32	2.89
Recreation and park management	14	29%	19	39%	11	22%	5	10%	49	2.76
Journalism, advertising, and digital media	4	11%	17	49%	14	40%	0	0%	35	2.71

Note. Totals may not equal 100% due to rounding.

Connections with the local business community

A39a. Connections with local business community

Is this your first connection with the local business community? (N=84)	Yes		No	
	N	Percent	N	Percent
Small business tour (N=35)	22	63%	13	37%
Social services tour (N=49)	36	74%	13	27%
Total	58	69%	26	31%

A39b. Strength of previous connections with local business community

	Total		Small business tour		Social services tour	
	N	Percent	N	Percent	N	Percent
Very strong	4	15%	1	8%	3	23%
Somewhat strong	13	50%	5	39%	8	62%
Not strong	9	35%	7	54%	2	15%
Total	26	100%	13	100%	13	100%

Note. Percentages are not given when respondents are <10. This question was not asked on the Manufacturing and Skilled Trades tour.

A39c. Types of local businesses students have connections with

Before this Tour, what kind of businesses did you have connections with?	Total		Small business tour		Social services tour	
	N	Percent	N	Percent	N	Percent
Agriculture	4	17%	3	23%	1	9%
Retail or Services	5	21%	4	31%	1	9%
Manufacturing	5	21%	4	31%	1	9%
Health Care	6	25%	0	0%	6	55%
Hospitality	3	13%	0	0%	3	27%
Sales	6	25%	3	23%	3	27%
IT	3	13%	2	15%	1	9%
Accounting	5	21%	2	15%	3	27%
Small business	14	58%	9	69%	5	46%
Journalism	5	21%	3	23%	2	18%
Advertising	4	17%	2	15%	2	18%
Digital media	7	29%	2	15%	5	46%
Criminal justice and policing	5	21%	-	-	5	46%
Counseling and social services	4	17%	-	-	4	36%
Early childhood care	5	21%	-	-	5	46%
Recreation and park management	0	0%	-	-	0	0%
Other	3	13%	2	15%	1	9%
Total	24	-	13	-	11	-

Note. Students were allowed to choose more than one response , so each N represents the number of respondents who stated they had a connection with that kind of business. The total given at the bottom is the total number of respondents. Criminal justice and policing, counseling and social services, early childhood care, and recreation and park management response options were not offered on the Small Business tour survey.

Attitudes before and after Made in Owatonna tour

A40a. Attitudes about careers *before* Made in Owatonna tour

How did you feel about [topic area] careers BEFORE the Made in Owatonna tour?	I thought they were good		I thought they were just OK		I didn't think they were good		I didn't think about them		I am not sure		Total	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Manufacturing	13	33%	18	46%	3	8%	1	3%	4	10%	39	100%
Skilled trades	11	28%	14	36%	4	10%	5	13%	5	13%	39	100%
Sales, IT, and accounting	4	11%	17	49%	7	20%	4	11%	3	9%	35	100%
Entrepreneurship, or running a small business	11	31%	12	34%	6	17%	4	11%	2	6%	35	100%
Journalism, advertising, or digital media	7	20%	17	49%	4	11%	6	17%	1	3%	35	100%
Criminal justice and policing	20	41%	18	37%	7	14%	1	2%	3	6%	49	100%
Early childhood care	18	37%	17	35%	9	18%	3	6%	2	4%	49	100%
Recreation and parks management	6	12%	16	33%	14	29%	9	18%	4	8%	49	100%
Counseling and social services	24	49%	17	35%	5	10%	1	2%	2	4%	49	100%

A40b. Attitudes about careers after Made in Owatonna tour

How did you feel about [topic area] careers AFTER the Made in Owatonna tour?	I thought they were good		I thought they were just OK		I didn't think they were good		I didn't think about them		I am not sure		Total	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Manufacturing	21	54%	15	39%	1	3%	2	5%	0	0%	39	100%
Skilled trades	20	51%	15	39%	3	8%	0	0%	1	3%	39	100%
Sales, IT, and accounting	13	37%	15	43%	1	3%	3	9%	3	9%	35	100%
Entrepreneurship, or running a small business	14	40%	15	43%	3	9%	0	0%	3	9%	35	100%
Journalism, advertising, or digital media	10	29%	18	51%	3	9%	1	3%	3	9%	35	100%
Criminal justice and policing	30	61%	14	29%	5	10%	0	0%	0	0%	49	100%
Early childhood care	30	61%	13	27%	5	10%	1	2%	0	0%	49	100%
Recreation and parks management	15	31%	19	39%	8	16%	5	10%	2	4%	49	100%
Counseling and social services	30	61%	14	29%	4	8%	1	2%	0	0%	49	100%

Students' plans for the future

A41. Students' goals for the future

I have set goals for my future.	Total		Manufacturing and skilled trades tour		Small business tour		Social services tour	
	N	Percent	N	Percent	N	Percent	N	Percent
(1) Strongly agree	28	23%	8	21%	5	14%	15	31%
(2) Agree	50	41%	13	33%	19	54%	18	37%
(3) Neither agree nor disagree	29	24%	12	31%	8	23%	9	18%
(4) Disagree	9	7%	4	10%	1	3%	4	8%
(5) Strongly disagree	7	6%	2	5%	2	6%	3	6%
Total	123	100%	39	100%	35	100%	49	100%
Average	-	2.33	-	2.46	-	2.31	-	2.22

A42. Students' high school graduation expectations

I expect to graduate from high school	Total		Manufacturing and skilled trades tour		Small business tour		Social services tour	
	N	Percent	N	Percent	N	Percent	N	Percent
(1) Strongly agree	74	61%	22	56%	22	67%	30	61%
(2) Agree	27	22%	12	31%	7	21%	8	16%
(3) Neither agree nor disagree	7	6%	3	8%	1	3%	3	6%
(4) Disagree	3	2%	1	3%	0	0%	2	4%
(5) Strongly disagree	10	8%	1	3%	3	9%	6	12%
Total	121	100%	39	100%	33	100%	49	100%
Average	-	1.74	-	1.64	-	1.64	-	1.90

Note. Totals may not equal 100% due to rounding.

A43. Students' educational and workforce goals

Immediately after graduating from high school, I plan to:	Total		Manufacturing and skilled trades tour		Small business tour		Social services tour	
	N	Percent	N	Percent	N	Percent	N	Percent
Attend a 2-year college	36	30%	9	23%	8	24%	19	40%
Attend a 4-year college	44	37%	12	31%	16	49%	16	34%
Go into the Military	10	8%	4	10%	2	6%	4	9%
Go directly into the workforce	7	6%	3	8%	2	6%	2	4%
Unsure	22	18%	11	28%	5	15%	6	13%
Total	119	-	39	-	33	-	47	-

Appendix C: Career Center

Career Center tracking log: The career counselor at Owatonna High School kept a tracking log with information on the 43 students who visited the Career Center in the 2015-16 school year and 58 students who visited in the 2016-17 school year. Eleven students visited the Career Center in both school years. This log collected students' demographic information and career interests, as well as information on how often they met with the career counselor.

Student survey: In spring 2016, students who visited the Career Center at Owatonna High School in the 2015-16 school year were asked to complete a survey about their satisfaction with the Career Center, how many times they visited the Career Center, what was helpful for them about the services they received, and their plans for after high school. Twenty-three students completed the survey of 43 students who were asked to do so, for a response rate of 53 percent. This process was repeated again in the spring of 2017, and 37 students out of 58 completed the survey (64% response rate).

Career Center follow-up survey: Students who were logged in the tracking file and had current contact information were invited to complete a brief follow-up survey at 3-months, 6-months, and again at 12-months after graduation (beginning in August, December, and June respectively). This survey asked what career-related activities they had done during the summer, fall, and spring, and what their career or educational plans were for the next 6 months. These surveys were conducted online; students who provided cell phone numbers were texted a link to the survey, and students with available email addresses were sent the link to the survey. Wilder Research received contact information for 26 students; 4 completed the 3-month survey (15% response rate), 10 completed the 6-month survey (38% response rate), and 5 completed the 12-month survey (19% response rate). A \$10 Amazon gift card was offered to participants at the 6- and 12-month surveys as a way to increase response rate. This was successful for the 6-month surveys, but less so for the 12-month surveys.

Career Center tracking log

A44. Grade level of participants

	Career Center – Year 1		Career Center – Year 2		Total Career Center	
	N	Percent	N	Percent	N	Percent
Ninth grade	0	0%	0	0%	0	0%
Tenth grade	1	2%	1	2%	2	2%
Eleventh grade	7	16%	19	37%	26	27%
Twelfth grade	35	81%	32	62%	67	71%
Total	43	100%	52	100%	95	100%

Note. Totals may not equal 100 due to rounding.

A45. Gender of Career Center participants

	Year 1		Year 2		Total Career Center	
	N	Percent	N	Percent	N	Percent
Female	24	56%	35	61%	51	57%
Male	19	44%	22	39%	38	43%
Total	43	100%	57	100%	89	100%

Note. Respondents were also given an open-ended “something else” response option. The total above provides unduplicated counts (11 students visited the Career Center in both the 2015-16 and 2016-17 school year); year 1 and year 2 totals will not add up to the overall total because those duplicates have been removed.

A46. Race/ethnicity of Career Center Initiative participants

	Year 1		Year 2		Career Center - total	
	N	Percent	N	Percent	N	Percent
White	25	58%	30	65%	52	63%
Hispanic/Latino	12	28%	9	20%	14	17%
African American	6	14%	5	11%	10	12%
American Indian	0	0%	1	2%	1	1%
Asian	0	0%	1	2%	1	1%
African	0	0%	4	9%	4	5%
Multiracial	0	0%	0	0%	0	0%
Total	43	-	46	-	82	-

Notes: Respondents were also given an open-ended “something else” category. Respondents were allowed to select as many answers as they would like, resulting in totals >100%. Percentages given reflect the number of respondents indicating a given response divided by the total number of respondents. The table above provides unduplicated counts (11 students visited the Career Center in both the 2015-16 and 2016-17 school year).

A47. Student visits to the Career Center

	Year 1	Year 2	Total
Range	2-13	1-14	1-14
Average	6.3	4.4	5.2

Note: Taken from the tracking log.

Student Survey – year one

A48. Student plans for after high school

What are your plans for continuing education or work after high school? N=23	N	Percent
College/higher education (general/unspecified)	11	44%
Four year program	4	17%
Two year program	2	9%
Other vocational training program	2	9%
College in future plans, not immediate	1	4%
Work (general/unspecified)	3	13%
Full-time job	4	17%
Part-time job	2	9%
Undecided	1	4%

Note. Some students mentioned multiple plans for after high school (i.e. going to a four-year college and working part-time), leading to a total >100%. Percentages given reflect the number of times an area was identified divided by the number of responses for this question.

A49. Number of times students visited the career center

How many times did you visit the career counselor this year?	N	Percent
(1) Once	0	0%
(2) Two to three times	6	26%
(3) Four to five times	7	30%
(4) More than five times	10	43%
Total	23	100%
Average	23	3.2

Note. Totals may not equal 100 due to rounding.

A50. Student experiences with the career center

Please indicate how much you agree or disagree with the following statements based on your experience with the career center.	Strongly agree		(2) Agree		(3) Disagree		(4) Strongly agree		Don't know		Total	Average
	N	%	N	%	N	%	N	%	N	%		
It was convenient to visit the career counselor.	11	48%	12	52%	0	0%	0	0%	0	0%	23	1.5
The materials given to me by the career center were informative.	10	43%	13	57%	0	0%	0	0%	0	0%	23	1.6
Visiting the career counselor helped me learn about careers of interest to me and explore them in-depth.	8	35%	14	61%	1	4%	0	0%	0	0%	23	1.7
I am more interested in getting a job in manufacturing, agriculture, or healthcare because of what I learned at the career counselor.	7	32%	8	36%	2	9%	0	0%	5	23%	22	1.7
I am more confident in my future after working with the career counselor.	9	39%	13	57%	1	4%	0	0%	0	0%	23	1.7
I learned about how to pursue jobs in manufacturing, agriculture, and healthcare through the career counselor.	4	17%	12	52%	2	9%	1	4%	4	17%	23	2.0

Note. Totals may not equal 100 due to rounding.

A51. Most helpful component of visiting the career center

Of the assistance the career counselor gave you, what was most helpful? N=21	N	Percent
Guidance (general/unspecified)	2	33%
Identifying new jobs/fields	8	38%
Help creating a resume or applying for jobs	3	14%
Care/compassion	3	14%
Help identifying college/training programs	3	14%
Other^a	4	19%
Non-response	1	5%

Note. Some students mentioned more than one way in which the career center was helpful, leading to a total >100%. Percentages given reflect the number of times an area was identified divided by the number of responses for this question.

^a Other responses include help in determining students' interest in different career fields, getting information on income, and taking personality tests.

A52. Areas for improvement

What can the career counselor do to improve their services? N=18	N	Percent
Nothing/general praise	11	61%
Meet more frequently	4	22%
Other ^a	2	11%
Non-response	1	6%

^a Other responses include giving more information to students about careers and educational opportunities.

A53. Additional comments

Please provide any additional comments about your experience with the career counselor here. N=13	N	Percent
General praise	5	38%
Career counselor was kind/supportive	4	31%
Student learned new things	3	23%
Other	1	8%
Non-response	2	15%

Student Survey – year two

A54. Student plans for after high school

What are your plans for continuing education or work after high school? N=37	N	Percent
College/higher education (general/unspecified)	7	19%
Four year program	8	22%
Two year program	12	32%
Other vocational training program	6	16%
College in future plans, not immediate	4	11%
Work (general/unspecified)	6	16%
Full-time job	1	3%
Part-time job	3	8%
Undecided	1	3%

Note. Some students mentioned multiple plans for after high school (i.e. going to a four-year college and working part-time), leading to a total >100%. Percentages given reflect the number of times an area was identified divided by the number of responses for this question.

A55. Number of times students visited the career center

How many times did you visit the career counselor this year? N=37	N	Percent
(5) Once	4	11%
(6) Two to three times	18	49%
(7) Four to five times	12	32%
(8) More than five times	3	8%
Total	37	100%
Average	37	2.4

Note. Totals may not equal 100% due to rounding.

A56. Student experiences with the career center

Please indicate how much you agree or disagree with the following statements based on your experience with the career center.	(4) Strongly agree		(3) Agree		(2) Disagree		(1) Strongly disagree		Don't know		Total	Average*
	N	%	N	%	N	%	N	%	N	%		
The materials given to me by the career center were informative.	15	42%	17	47%	2	6%	0	0%	2	6%	36	3.38
It was convenient to visit the career counselor.	13	35%	22	59%	0	0%	1	3%	1	3%	37	3.31
I am more confident in my future after working with the career counselor.	13	35%	20	54%	2	5%	2	5%	0	0%	37	3.19
Visiting the career counselor helped me learn about careers of interest to me and explore them in-depth.	11	30%	19	51%	5	14%	1	3%	1	3%	37	3.11
I learned about how to pursue jobs in manufacturing, agriculture, and healthcare through the career counselor.	6	16%	18	49%	7	19%	0	0%	6	16%	37	2.97
I am more interested in getting a job in manufacturing, agriculture, or healthcare because of what I learned at the career counselor.	7	19%	11	30%	8	22%	3	8%	8	22%	37	2.76

*Excludes "don't know" answers

Note. Totals may not equal 100% due to rounding.

A57. Satisfaction with the career counselor

Overall, how satisfied are you with the assistance you received from the career counselor (Amy Lofquist)?	N	Percent
(4) Very satisfied	19	53%
(3) Satisfied	15	42%
(2) Not very satisfied	2	6%
(1) Not at all satisfied	0	0%
Total	36	100%
Average	36	3.47

Note. Totals may not equal 100 due to rounding.

A58. Most helpful component of visiting the career center

Of the assistance the career counselor gave you, what was most helpful? N=36	N	Percent
Guidance (general/unspecified)	6	17%
Identifying colleges; training programs	13	36%
Identifying jobs/new jobs; fields; career opportunities	8	22%
Creating a resume; applying for jobs; completing college applications	4	11%
Support/motivation	3	8%
Finding/applying for scholarships; completing FAFSA	3	8%
Determining educational/career fit/interest	1	3%
Help making local connections	1	3%
Nothing/already knew information provided	1	3%

Note. Some students mentioned more than one way in which the career center was helpful, leading to a total >100%. Percentages given reflect the number of times an area was identified divided by the number of responses for this question.

A59. Areas for improvement

What can the career counselor do to improve their services? N=31	N	Percent
Nothing; general praise	15	48%
Provide more information; more resources to aid career and educational decision-making	4	13%
Meet more frequently	4	13%
More in-depth consultation	3	10%
More convenient meeting times	1	3%

A60. Additional comments

Please provide any additional comments about your experience with the career counselor here. N= 19		
	N	Percent
General praise	3	16%
Student found solutions; received useful information / new information	8	42%
Career counselor was kind/supportive	3	16%
Other: Included suggestions for better experience including meeting more often, spending more time with student, and providing more guidance. Also mention of lack of comfort with relationship with counselor.		
	4	21%

Career Center Follow-up survey

A61. Educational and career activities at 6 months

Did you/Do you plan to...	Last Summer N=11*		This Fall N=11*		In the next 6 months N=10	
	N	%	N	%	N	%
Attend college classes or other educational training programs	2	18%	3	27%	6	60%
Have a paid internship or apprenticeship	0	0%	0	0%	0	0%
Have an unpaid internship or apprenticeship	1	9%	0	0%	0	0%
Work a full-time job (≥35 hours/week) with benefits offered (health insurance, PTO, etc.)	2	18%	2	18%	2	20%
Work a full-time job (≥35 hours/week) without benefits offered	2	18%	2	18%	2	20%
Work a part-time job (<35 hours/week) with benefits offered (health insurance, PTO, etc.)	1	9%	1	9%	2	20%
Work a part-time job (<35 hours/week) without benefits offered	3	27%	4	36%	3	30%
Do something else (includes babysitting and preparing for school)	3	27%	2	18%	1	10%

Note. Totals may not equal 100 due to rounding.

*One student did not participate in the 6-mo survey, but did participate in the 12-mo survey, and they were asked retrospectively about the summer and fall. They are included in summer and fall columns, but their response for the next 6 months is included in the 12-month table.

A62. Connection to career paths at 6 months

Were any of things listed above from related to a career path that you talked about with your career counselor at the Career Center? (N=10)*	Last Summer		This Fall	
	N	%	N	%
Yes	2	20%	4	40%
No	8	80%	6	60%

*One student did not participate in the 6-mo survey, but did participate in the 12-mo survey; they were asked retrospectively about the summer and fall and are included in this table.

Note. For those who answered yes, career paths included education, nursing, healthcare, and babysitting/childcare.

A63. Did discussions help determine what students wanted to do at 6 months

Did your discussion with the Career Center Counselor at Owatonna High School help you to determine what you wanted to do [last summer/this fall]? (N=11)*	Last Summer		This Fall	
	N	%	N	%
Yes	6	55%	3	27%
No	5	45%	8	73%

*One student did not participate in the 6-mo survey, but did participate in the 12-mo survey; they were asked retrospectively about the summer and fall and are included in this table.

A64. Educational and career activities at 12 months

Did you/Do you plan to...	Since January	In the next 6 months
	N=5	N=5
Did you/Do you plan to...	N	N
Attend college classes or other educational training programs	1/5	1/5
Have a paid internship or apprenticeship	1/5	-
Have an unpaid internship or apprenticeship	-	-
Work a full-time job (≥35 hours/week) with benefits offered (health insurance, PTO, etc.)	-	2/5
Work a full-time job (≥35 hours/week) without benefits offered	2/5	1/5
Work a part-time job (<35 hours/week) with benefits offered (health insurance, PTO, etc.)	-	1/5
Work a part-time job (<35 hours/week) without benefits offered	2/5	1/5
Do something else (please describe: _____)	-	-

Note. Totals may not equal 100 due to rounding.

A65. Connection to career paths at 12 months

Were any of things listed above from related to a career path that you talked about with your career counselor at the Career Center? (N=5)	Since January
	N
Yes	1/5
No	4/5

Note. For those who answered yes, career paths included teaching.

A66. Did discussions help determine what students wanted to do at 12 months

Did your discussion with the Career Center Counselor at Owatonna High School help you to determine what you wanted to do this spring (since January)? (N=5)	Since January N
Yes	3/5
No	2/5

A67. Open ended responses: How did discussions with the Career Center Counselor help you? (either at 6 months or 12 months)

I was able to look at the resume we created and looking at what experiences I've had will help in the future.

I got an idea of college and how to apply and how to apply for scholarships

Picking school

Our discussion helped me realize I needed to start preparing for the upcoming Fall semester.

I wasn't sure how to get college paid for and didn't know the options to get it posted for.

Showed me my options for a future career path

Our discussion helped me realize that I needed to get the wheels rolling for school if I wanted to become somebody in the world. This fall semester I was working full time on the weekends and taking 13 credits. It was the most toughest yet most life changing decision I've ever made. A big thanks is to the career counselor I talked to, Amy and my teachers. They all motivated me to push myself and showed me that I have the potential to do anything I want as long as I put the time and effort into it.

She showed me so many option I could choose from. And helped me find something that works best for me.

I created an account on care.com.

[It helped me] know what do in fall

Helped me figure out that in a couple years I want to go for marketing and sales
