



Workforce Pipeline Through Connecting Business & Education

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Points of discussion:

- Business Education Network overview
- REACH Overview
- REACH Partners
- Program Challenges
- Surprises & Successes



Great things in business are never done by one person. They're done by a team of people.

Steve Jobs

Business Education Network (BEN)

The Chamber's Business Education Network seeks to narrow the workforce skills gap by better connecting employers with high school and college students, and with higher education and workforce training systems



CEO in the Classroom

Business executives speak with 8th graders about high school prep



Life After High School

Business executives speak with 11th graders to prepare for jobs



Teacher in the Workplace

High school teachers experience a one-week business externship



Student Career Expo

Career exploration for 10th grade students; not a job fair



REACH

Workforce preparation for in demand skilled employment

The Inception of REACH



Businesses

Workforce Shortages

We need to be more proactive in our response to shortages



Secondary Education

Student Disconnect

Focus on college created disconnect from in demand jobs



Post-Secondary Education

Few Competitors

Not enough students to meet local demand for skilled labor



REACH

Prepare SE MN high school students for future careers in order to provide an employment ready, skilled workforce for major industry sectors in the greater Winona area.

Purpose:

To address the growing gap between employer needs and worker skills, ensuring that students will learn transferrable skills and begin career and college pathways in fields they will have meaningful employment options in the greater Winona area.

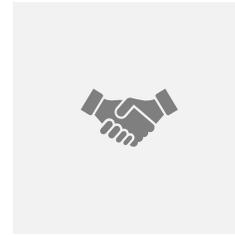
Objectives:

- Provide students with a deeper understanding of career opportunities
- Assist with alignment of student skills with current workforce needs
- Engage employers directly with students, and providers of education and training
- Align programs and curriculum to current and emerging career opportunities
- Increase classroom instruction relevance to students by connecting curriculum with work site applications
- Provide students with hands on career exploration experiences at the work site (off campus)
- Provide students with training and first-hand experiences to develop soft skills/work readiness skills
- Offer Career and Technical Education (CTE) pathways developed for students who are interested in entering the work force immediately after high school.
- Develop credit-based courses to allow for certifications connected to those CTE pathways; these credits could also apply as college credit for those students who choose to pursue college opportunities



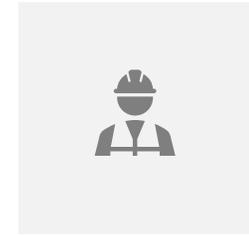
Pillars of REACH

What does it take to work?



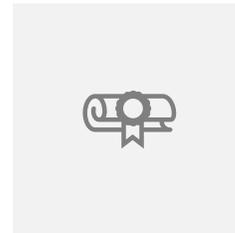
Soft Skills

Personality & attitude



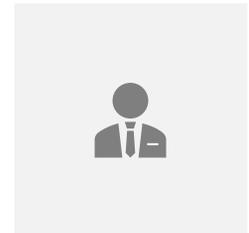
Job Skills

Required by employers



Dual Credit

Prepare for the future



Work Experience

Hands on application



Soft Skills





Job Skills



DRAFTING TECH

Computer Aided
Drafting
and Design



Dual Credit





Work Experience



Who does it take to make REACH work?



Winona Area Chamber of Commerce & Business Partners (currently 33 actively involved as speakers, trainers, immersion and/or internship sites)

Regional High Schools (currently 6 regional high schools active or building program)

Minnesota State College Southeast
Winona State University
Saint Mary's University

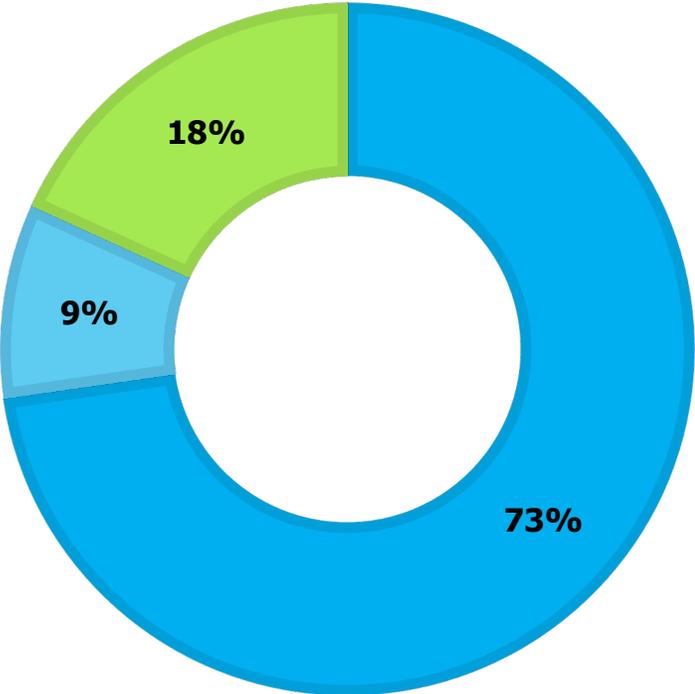
Funders

- Local businesses (8 financial and 2 in kind equipment)
- Grant funding (7 different grants over 3 year span)

Graduation Statistics

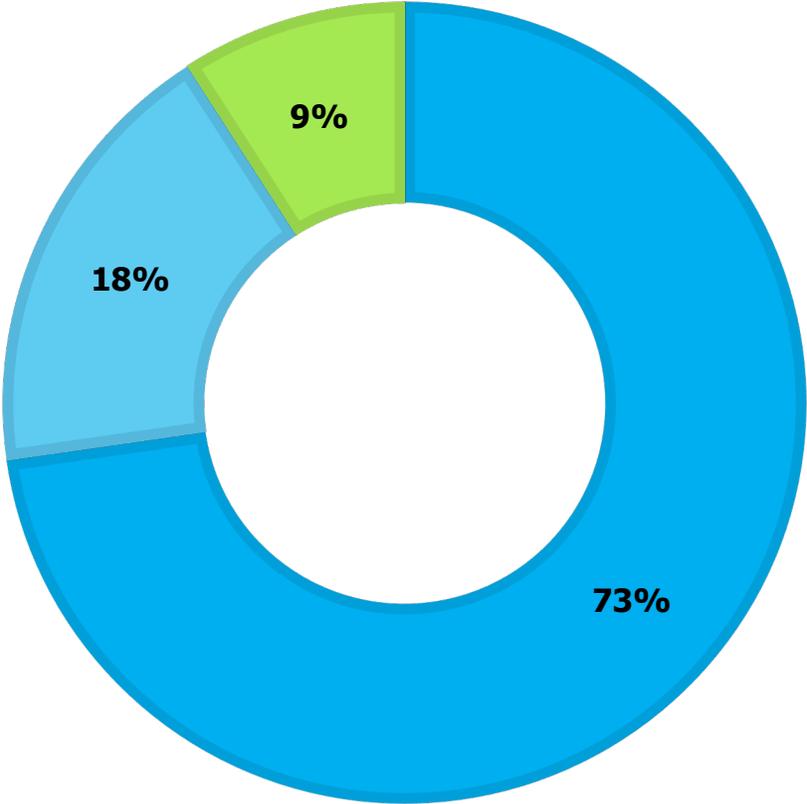
EDUCATION AFTER HIGH SCHOOL

- Minnesota State College Southeast
- 4-year college outside region
- No higher education yet



WORK AFTER HIGH SCHOOL

- Manufacturing Field
- Non-manufacturing
- Work study at college



Challenges



Internal Challenges

- Interactions between two vastly different systems that rarely interact
 - Languages, policies and norms
 - Responsiveness to change
 - Few who have experienced both
- Overloaded and highly stressed education system with protective tendencies
- Conflicts with scheduling and graduation credits for students
- Student interest and motivation, especially if “my parents told me to sign up”
- Risk of losing focus based on different interests and/or paths

External Challenges

- High school focus on college career path
 - CTE classes do not meet graduation requirements of state
 - Even parents devalue high demand, skilled jobs
- Payments for student time between high school and college
- Business and/or Department of Labor policies that are out of date
- School reputation in community



Surprising Successes

Expect the Unexpected

- Businesses are not competing for students
- Students changed clothing and hair cuts
- Internships have one salary level for REACH internships
- Businesses outside of focus areas are donating to program
- Improved GPAs for ALL classes
- 70% + of all graduated continue education at 2-year college

Thank You



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