

Overcoming Barriers: Supporting Nontraditional, Underserved and Special Populations



The Minnesota Foundation for Student Organizations
www.mnfso.org

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Supporting Nontraditional, Underserved and Special Populations

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Introduction and History

In the 2011 Annual Report, the ¹Minnesota Foundation for Student Organizations (MFSO) Board of Directors identified Underserved Populations as a priority. The MFSO defined Underserved Populations to constitute non traditional, lower socio economic and special populations of students. The MFSO would seek to identify the reasons students were not able to have meaningful participation in [or in some cases even access to] Career and Technical Student Organizations (CTSO) and create both “real” and financial solutions for the CTSO to overcome them.

The MFSO Board of Directors worked with the CTSOs to achieve this with the goals being:

- A) Identify specific barriers encountered by students that are current members in career and technical student organizations prohibiting them from [full] participation (i.e. conference attendance; industry certification, technical skill attainment);
- B) Identify common barriers of those students enrolled in career and technical programs, not participating in career and technical student organizations where they are currently available (i.e. a chapter has already been established);
- C) Identify broad barriers that keep schools/institutions offering accredited career and technical education programs from establishing career and technical student organization chapters to their students.

Based on information obtained by the CTSOs; there was one overwhelming need; financial. Students are not able to participate in a meaningful way in CTSO activities (including those related to TSA and leadership skills) due to prohibitive costs.

Once the need was clear the MFSO, in cooperation with the Minnesota Department of Education (MDE) and the Office of the Minnesota State Colleges and Universities (MnSCU) sought develop and assist the career and technical student organizations creating long-term solutions to overcome the barriers encountered.

In the first cycle of the project the MFSO allowed CTSOs to apply for sub-grants. This led to the ability to target specific chapters, including many made up of students of color, and most with a 65-70% free and reduced lunch need. The MFSO also supported CTSO leadership conference activities emphasizing nontraditional students and gender career roles. As a direct result, 65% of the students attending were more aware of career and educational opportunities and 76% were more goal orientated.

In the first cycle the MFSO was able to provide support to 7 Career and Technical Student Organizations. In the second cycle, the MFSO continued the sub-grants to the CTSOs, supporting projects of 6 CTSOs. To date, this project has directly supported 16 secondary and 10 postsecondary CTSO chapters. Direct support provided economically disadvantaged chapters the opportunity to engage in opportunities that would otherwise not have been available to them. Using this method

1 Appendix A MFSO Overview

alone, the MFSO achieved success in addressing the financial needs of struggling CTSO chapters.

In subsequent years, the MFSO and CTE leadership continued the sub-grants to the individual student organizations. They also added umbrella components benefiting all of the CTSOs. This included a number of professional development and training opportunities for CTSO Advisors and CTE instructors focused on number of topics impacting special populations, including overcoming gender bias in career fields, and identifying the obstacles of economically disadvantaged students.

Embedding poverty awareness into MFSO's mission was part of those efforts. Leaders were encouraged to participate in poverty awareness training directly through Communications Across Barriers with Dr. Donna Beegle. The MFSO also certified its Executive Director (Emily Saed) as Poverty Awareness Coach, allowing her to provide individualized support to CTSO Advisors across the state.

The MFSO worked with Communications Across Barriers and their Poverty Institute to sponsor training and certify the MFSO Executive Director (as well as CTSO Executive Director's desiring the training) as a "Poverty Coach". This allowed the MFSO to develop and bring condensed Poverty workshops directly to CTSO/CTE administrators and instructors. The MFSO has reached more than 100 CTSO Board Members and Advisors with messages about poverty awareness.

Based on the need and success of this program for the past two years, the MDE and MnSCU have continued to partner with the MFSO and provide support to the Underserved and Non-traditional project.

Objectives

Collect data and research for impact of CTE and specifically CTSO participation on economically disadvantaged/ underrepresented/ underserved students through multiple cycles/years of the project.

Provide professional development to CTSO leaders for supporting underrepresented and/or underserved students in leadership (i.e. mentor training, engagement, understanding and incorporating cultural norms into student leadership and CTSO activities.

Support recruitment and advocacy of CTSOs to school administrators, boards, teachers on impact of CTSOs on student engagement and supporting underrepresented/underserved populations through CTSO activities and leadership opportunities; Educating parents about careers and technical skills through CTSOs) (perceptions of CTE); educating students and parents about nontraditional career options through experiential learning and exposure, networking, etc.

Alignment

- Build a basis for comprehensive research request [via Legislative Bill] on the impact of CTSOs relating to the success of student transitions;
- Initiative on employ-ability skills;
- Perkins Goals- Services to Special Populations, CTSO Participation.

Project Partners

- Minnesota State Colleges and Universities (MnSCU), CTE Equity
- Minnesota Department of Education (MDE)
- MN Career and Technical Student Organizations:
 - BPA Secondary and Post Secondary– Business Professionals of America
 - DECA Secondary and Post Secondary – Marketing Education
 - FCCLA – Family, Career and Community Leaders of America
 - FFA – Agriculture and Agribusiness Education
 - HOSA – Health Occupations
 - SkillsUSA Secondary and Post Secondary – Technical and Industry Occupations

Focus

Continued Support of Poverty Awareness

Research confirms that [co-curricular] student organizations provide a safe environment to improve academic achievement, and promote the civic and social responsibility and develop leadership [employ-ability] skills.

That said, there are real discrepancies in access to and participation in career and technical student organizations. While a school may have one or more career and technical student organizations available; and the student may even be a member, they may encounter significant barriers including financial support, transportation, and other support factors.

The MFSO will continue to work with Communications Across Barriers and utilize the curriculum in the Poverty Institute to assist CTSO Board(s) of Directors, Advisers and Educators in identifying students in poverty and providing them the tools necessary to engage them in meaningful participation in a CTSO program. The MFSO will also make a concerted effort to bring the message of Poverty Awareness to CTE conferences encouraging training.

Communications Across Barriers and The Poverty Institute through the research of Dr. Donna Beegle is dedicated to broadening and improving opportunities for people who live in the war zone of poverty. With goals including:

- A) Assist communities and organizations to “fight poverty, not the people who live in it.” Illuminating real and structural causes of poverty and provide life changing information that shatters common myths and stereotypes about people who live in poverty;
- B) Offer research-based strategies and insider perspectives for improving relationships, communication, and opportunities across poverty barriers;
- C) Provide models and programs that increase a connected, collaborative, community-wide approach to fighting poverty;
- D) Educate and engage people not in poverty with tools and avenues for making a difference in their own communities deliver information received through Communication Across Barriers (The Poverty Institute) to the CTSO Board members, advisers, instructors and CTSO student leaders through a certified poverty coach.

Cultural Competence

As our nation becomes more diverse, the cultural gap between students and their teachers can be a factor in students' academic performance and contribute to achievement gaps. Students are more diverse than ever. According to a recent NEA (National Educator's Association) Policy Brief, students of color made up 42 percent of public school students across the country, an increase of 22 percent from 1972. Studies have shown, culturally competent educators are better equipped to reach out to students.

When applied to education, cultural competence centers on the skills and knowledge to effectively serve students from diverse cultures. The MFSO focused on the four skill areas outlined by the National Education Association²:

- A) Valuing diversity: Accepting and respecting different cultural backgrounds and customs, different ways of communicating, and different traditions and values.
- B) Being culturally self-aware: Understanding that educators' own cultures—all of their experiences, background, knowledge, skills, beliefs, values, and interests—shape their sense of who they are, where they fit into their family, school, community, and society, and how they interact with students.
- C) Understanding the dynamics of cultural interactions: Knowing that there are many factors that can affect interactions across cultures, including historical cultural experiences and relationships between cultures in a local community.
- D) Institutionalizing cultural knowledge and adapting to diversity: Designing educational services based on an understanding of students' cultures and institutionalizing that knowledge so that educators, and the learning environments they work in, can adapt to and better serve diverse populations.

2 NEA Policy Brief: Promoting Educators Cultural Competence

Individual CTSO Program/Projects

The CTSOs will also [continue] to have an opportunity to propose projects/programs meeting the goals and objectives of the grant. These programs/projects must meet guidelines outlined in the requirements and process section and have an emphasis on the following areas with special emphasis given to those projects/programs that are a continuation*:

Underserved: There will be an emphasis and greater consideration for those projects impacting multiple target groups (i.e. students, instructors, administrators) or multiple schools.

Nontraditional: The MFSO will be focused on those projects targeting gender bias in nontraditional career areas. The MFSO will support CTSOs in retaining speakers targeting instructors and administrators in key CTE program areas. The MFSO will also offer single target group support (i.e. one CTSO chapter) if the project incorporates significant member growth and/or meaningful participation of nontraditional members.

Continuation: The MFSO will also review continued support to programs/projects that have been funded by this grant in the past in an effort to maintain participation. This will only pertain to programs that continue to meet the guidelines of this project.

Process and Requirements

Poverty Education

The MFSO continued to make Poverty Education available to the CTSOs at no [financial] cost through³three workshops geared to administrators and educators focusing on the Impact of Poverty on Students:

30 minute “Ted Talk” introduction to challenges students living in poverty face.

90 minute workshop that focuses solely on identifying students in poverty; working with their “learning style” and helping them overcome barriers to meaningful participation in a CTSO program.

3-4 hour workshop which covers everything in the 90 minute education workshop, and provides participants with a comprehensive understanding of the culture of poverty, structural difficulties and the repercussions on education and employ-ability.

The MFSO arranged date/time/location with the CTSO to provide the training. On several occasions, MFSO also developed a custom workshop/seminar for the CTSO, also at no cost. Because of the continued financial support of this program by the MDE and MnSCU, the MFSO is able maintain a supply of handouts/books/general supplies via Communications Across Barriers.

Cultural Competence

The MFSO discussed additional concerns relating to underserved populations; cultural competence has emerged as a needed CTE instructor/CTSO adviser skill. The MFSO determined a (free) exploratory workshop should be the first step and will utilize the IDI (Intercultural Development Inventory) to begin addressing it.

Individual CTSO Program/Projects

As identified in the “Focus”, the CTSOs continued to have an opportunity to propose individual projects/programs. The MFSO Board of Directors approved the CTSO project requests in a timely fashion with the understanding all projects must be completed prior to the end of the grant.

The application⁴, as approved by the MFSO and accepted by the MDE and MnSCU remained the same as the previous year(s). All projects were monitored by Emily Saed, Executive Director of the MFSO. The approved CTSO projects encompassed at least one of the following measurement components:

1. Technical Skill Measures. Each CTSO has a method to measure the students technical skill whether through technical skill attainment, competitive skill conference ranking or industry certification.
2. Leadership Components. Each CTSO has “leadership” components within their curriculum. These components include competitive events such as job interview, extemporaneous and prepared speech. Some CTSOs also have definitive leadership curriculum that is offered and graded within the classroom and at events.

4 Appendix B CTSO Underserved Populations Project Application

Allocation, Reporting and Results

The Minnesota Foundation for Student Organizations serves a total of eight CTSOs at the secondary and post secondary level. The results were reviewed by the MFSO Board of Directors quarterly at each regularly scheduled Board meeting. The [basic] structure of the [approved] individual CTSO projects were presented to program partners MDE and MnSCU in regular progress reports, along with financial reports. With the final report encompassing the entire duration of the project. The MFSO supervised several individual CTSO projects with dynamic results.

The following CTSOs were awarded funding to support programming impacting and supporting underserved populations:

Post Secondary BPA Technical Certification: Economically Disadvantaged Students

BPA Post Secondary provides each National Conference participant an opportunity to be certified in their career area. For many economically disadvantaged college chapters, this activity is cost prohibitive. At full price, the industry certifications range in cost from \$150.00 - \$500.00. Mn Post Secondary BPA has partnered with Certiport and is able to provide these certifications at a reduced cost. Providing BPA Post Secondary students with an advantage when entering the workforce. The rate of successful completion was evident:

- 60% of the members attending took an industry certification exam.
- 90% were awarded the certification in their career area.

The following MN BPA post secondary chapters participated in this program:

- Alexandria Technical College
- Dakota County Technical College
- Lake Superior College
- Minnesota West Technical College-Granite Falls
- Minnesota West Technical College-Jackson
- Minnesota State Moorhead
- South Central College-Faribault
- South Central College-N Mankato
- Ridgewater College-Willmar
- Ridgewater College-Hutchinson

FCCLA Leadership Development: Training Session

The grant project's message to students was that FCCLA and family and consumer sciences prepares students for many careers with foundational skills for many careers. Family and Consumer sciences teachers (FACS) teachers of the opportunity to involve special populations of students in FCCLA. The target audience, as well as some of the presenters, included persons with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional fields; or individuals with limited English proficiency. Some of the barriers that students have are related to the inability to financially afford to attend FCCLA events (registration, hotel, travel). Specifically, the barriers were identified as:

- Financial expense-73%
- Different culture-12%
- Lack of Knowledge-65%
- Low Income-76%
- Not enough time-91%
- Working after school-65%

The training included both CTE Instructors/CTSO Advisers and students. One of the activities included a presentation on leadership. A five hour presentation was conducted with 60 members and advisers from Rhett Laubauch, a career and technical leadership presenter. Content included, *“Be comfortable being you, Know your uniqueness, Learn people differences, Be Early, Be intentional, Support others, Work harder than expected, Bring something awesome, and Keep your commitments.”* Among all attendees the impact was measurable:

- 100% of the teachers (advisers) rated Rhett Laubauch's presentations as “Great”.
- 88% of the students evaluated the leadership component of the training from Rhett Laubach as “Great or Good”.

Areas of knowledge and skill that the students mentioned as gained were:

- Public speaking,
- Organization,
- Time Management,
- Self-awareness,
- How to be a better leader
- Understanding an evaluation rubric
- Teamwork

We saw that there were FCCLA opportunities that can help them achieve confidence, a tangible job interview tool or a resume building evaluation from business and industry judges:

- 100% of the students in the audience indicated that the information on how to do a STAR Event about Career Information was “Great or Good”.

FFA Leadership Development: Supporting Meaningful Participation

FFA is seeking increased attendance (meaningful participation) in special populations, specifically attendance at the State Greenhand Leadership Conference (SGLC), State Leadership Conference for Chapter Leaders (SLCCL) and INTENSE. INTENSE is a career conference that will travel throughout the state of Minnesota to visit business, colleges and universities related to careers in Agriculture, Food and Natural Resources.

Of the nearly 11,000 Minnesota FFA members, nearly 40% of the students qualify for Free or reduced lunch. We have school districts that are eligible to send students who are eligible for the conferences, but due to low income and financial hurdles are not able to even submit registration paperwork to attend. It is simply cost prohibited. The goal is to increase leadership conference enrollment and maintain leadership development opportunities for all students of the Minnesota FFA Association. Because of this grant the following schools/chapters were able to participate:

- Mahnommen - (74.91% of Students are Free/Reduced Lunch)
- Deer River - (65.9% of Students are Free/Reduced Lunch)
- Blackduck - (54.06% of Students are Free/Reduced Lunch)
- Willmar - (53.24% of Students are Free/Reduced Lunch)
- Menahga - (48.93% of Students are Free/Reduced Lunch)
- Mountain Lake - (47.71% of Students are Free/Reduced Lunch)
- Staples Motley - (47.35% of Students are Free/Reduced Lunch)
- Austin - (47.25% of Students are Free/Reduced Lunch)
- Albert Lea - (42.7% of Students are Free/Reduced Lunch)
- Sleepy Eye - (42.27% of Students are Free/Reduced Lunch)
- Milaca - (40.19% of Students are Free/Reduced Lunch)
- Atwater Cosmos Grove City - (37.16% of Students are Free/Reduced Lunch)
- Lac qui Parle Valley - (36.87% of Students are Free/Reduced Lunch)
- Paynesville Area - (31.45% of Students are Free/Reduced Lunch)
- Litchfield - (47.35% of Students are Free/Reduced Lunch)

The impact was felt by students throughout the organization:

"I have recently attended SLCCL 2017. It was an incredible experience. I had the opportunity to meet so many new people and discover multiple new ideas that I am going to bring back home to my chapter. This year I am excited to lead by chapter with these new ideas and journeys in mind. Thank you for this wonderful opportunity." - Grace from Lac qui Parle Valley

"It has given me many ideas that I'm excited to bring back to my chapter! I have made many lifelong friends here! My favorite activity was team challenges, where we had to work together in groups to accomplish challenges. Without you I would not have had these opportunities to grow my chapter and myself as a leader!" Skyller of ACGC

"I just wanted to take the time to thank you on behalf of the Staples Motley FFA Chapter for supporting us...Attending SLCCL has been an amazing experience, and we were able to attend because of you. Thank you again!" Rachel of Staples Motley

Secondary BPA and Secondary DECA Diversity Programming

DECA and BPA developed a fall leadership program centered around Diversity for students. The program was available to all members to attend; with the goal to inform and educate members to work collaboratively and be more sensitive to those in special populations in their schools/chapters.

The program engaged MN DECA & BPA members in the topic of diversity through a powerful message and interactive workshop session delivered by youth motivational speaker David Flood. David has been speaking with and helping teens and young adults for over 20 years. David reinforces social and emotional learning (SEL). He believes in proactive emotional literacy to encourage dignity and respect throughout the building. David's keynote presentation was a "call to action" for students. They took back to their schools and shared this message centered on respecting all students, encouraging diversity:

- 1) Look on the Inside
- 2) Reach Out and Give Thanks
- 3) No One Eats Alone

David also provided break out sessions with the students, expanding on his three challenges to students. Workshop participants had the opportunity to contribute and ask questions. They were also asked to think of ways that they can improve their school climate and culture competence. Students were asked to consider:

- 1) Am I a Leader in my school?
- 2) Do I let people see me being kind?
- 3) How are my teacher relationships?
- 4) Do I try to include those who may be left out?
- 5) How do I look at others?
- 6) What club could I start that would impact my school?
- 7) Am I a mentor to a younger student?

- 100% of the students surveyed found David Floods workshops to be a valuable tool in communicating with peers.
- 100% of the students found challenges in their life where David's message could apply.

The MFSO maintained and expanded its collective programming supporting poverty awareness. The MFSO also began addressing cultural competency relating to CTSO programming and CTE instructors/CTSO advisers.

Poverty Education

The MFSO sought to assist all of the CTSO instructors/advisers and Board members in targeting students in poverty and encouraging their participation in CTSOs. The MFSO connected with Communications Across Barriers for training, specifically the Poverty Institute.

Communications Across Barriers held two trainings in Minnesota in the FY17 year. The MFSO reimbursed any CTSO Executive Director, or CTSO Board Member that wished to attend. The MFSO continued to provide Poverty Workshops to CTSO boards, educators and students. An evaluation was completed by participants in the two more comprehensive workshops:

- 100% of participants believed the content was interesting;
- 100% of participants believed the information was communicated well;
- 85% believed the content was applicable to their job;
- 71% would like more information on the topic.

The MFSO also presented its message of, or is scheduled to present, poverty awareness in the classroom at the following conferences:

- MN CTE Works
- ACTE Vision 2017
- Winning Strategies Conference, Presented by Metro ECSU
- MSBA 2017

The MFSO's work with Underserved Populations was featured in Techniques Magazine⁵.

Cultural Competence

The MFSO has made Cultural Competence a part of its continued effort to develop programming and professional development opportunities to better support underserved, non traditional and special populations. Studies have continued to show cultural competence leads to more effective teaching. As students become more diverse, they are likely to benefit from different teaching strategies. Culturally competent educators are better equipped to reach out to students and their families.

⁶The MFSO hosted a cultural competence workshop open to all CTSO Board Members, Advisers and CTE Educators. The workshop was designed to bring a better understanding of the role cultural competence plays in the classroom. The MFSO was fortunate to have Dr. Teresa Taylor speaking and administering the IDI questionnaire to attendees. Dr. Taylor is the Director of Culturally Responsive Teaching at Saint Mary's University of Minnesota. Dr. Taylor presented, "Culturally Responsive Leadership & Intercultural Development". The Intercultural Development Inventory (IDI) serves as an integral tool that assists her in planning for courageous conversations about diversity, inclusion, and

5 Appendix E Techniques Article: MAKING AN IMPACT: How CTSOs Support Students in Poverty

6 Appendix D Understanding, Reaching and Supporting Students: Cultural Competencies

intercultural competence.

The Intercultural Development Inventory (IDI) is the premier, cross-cultural assessment of intercultural competence that is used to build intercultural competence to achieve international and domestic diversity and inclusion goals and outcomes. The IDI assesses intercultural competence—the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities.

The MFSO has identified continued training in the area of cultural competence as a substantive goal moving forward.

Impact

Historically, once a school has the opportunity to participate in a CTSO in a meaningful way [attend leadership and competitive skilled conferences] they are able to see immediate results in the students academic performance and they will maintain their chapter membership. In a recent national study, 93% of school administrators found CTSOs to be effective at developing leadership skills and 90% of the administrators found CTSOs to effective in improving academic performance.⁷

Through this project the MFSO's continued support of individual CTSO projects is evident. It is immediate for the chapter in need of financial support to participate in leadership conferences, technical skill attainment or skill certifications; and the impact long term can be felt through increased meaningful participation in CTSO activities across the state.

The success of utilizing CTSOs as a tool to increase classroom participation and long term student success rates has been proven time and again:

- 95% of educators surveyed found CTSOs to be an effective tool in keeping students engaged in the classroom;⁸
- 81% of dropouts stated that more “real world” [experiential and applied] learning would have influenced them to stay in school;⁹
- 95% of educators surveyed found CTSOs to be an effective tool in keeping students engaged in the classroom.

The long term impact for the co-curricular student organizations, institutions and the state will continue to grow and develop. Fostering participation through leadership opportunities within these programs of study in conjunction with CTSOs will create an employable and sustainable workforce for Minnesota's economy.

7 Journal of Workforce Education and Development Ullrich etcl.,2007

8 Journal of Workforce Education and Development Ullrich etcl.,2007

9 Bridgeland et al., 2010

Next Steps

The MFSO is seeking to continue and expand this project. This grant has allowed economically disadvantaged students to experience leadership activities and skill based competitions, ultimately leading to further educational opportunities and/or employment and it provides advisers and instructors the ability to recognize and address poverty in the classroom. The goal of the project has been and continues to be identifying and overcoming barriers to achieve meaningful participation for students in CTSOs.

Continued Objectives Include:

Providing information to educators and administrators on identifying students in poverty and addressing their needs. Training will provide CTSO advisers/educators the tools to help students in poverty participate in and succeed in CTSO skilled and leadership opportunities;

Addressing the emerging need of cultural competency in the classroom. Providing training opportunities to CTE instructors/CTSO Advisers utilizing the IDI (Intercultural Development Inventory);

Collecting data and research for impact of CTSO participation on economically disadvantaged/underrepresented/underserved students through multiple cycles/years of the project. It is the goal of the MFSO [after 5 years] to compare data throughout the impacted chapters/schools;

And creating partnerships and developing new resources to increase support this programming.

The MFSO is seeking to continue to work in cooperation with the Minnesota Department of Education and the Office of Minnesota State Colleges and Universities to ensure the continued success of the project.

Appendix A.



Overview of the Minnesota Foundation for Student Organizations

The Minnesota Foundation for Student Organizations (MFSO) is the collective umbrella co-curricular Career and Technical Student Organizations (CTSO) reside under in Minnesota. The MFSO was created in 1996 by the Minnesota State Legislature to bridge the public and private funding of Career and Technical Student Organizations. The primary purpose of the MFSO is to support co curricular career and technical student organizations.

The MFSO acts in an advisory capacity to the MDE and the Minnesota State Colleges and Universities in allocating legislative funds to the CTSOs. The MFSO provides assistance to the Career and Technical Student Organizations it serves in the following areas: Leadership Training, Conference Support, Board Development, Legislative Initiatives and MDE Legislative Grant Management. The MFSO also seeks and allocates additional funding to support the CTSOs.

The MFSO serves the following career and technical student organizations:

Secondary

BPA – Business Professionals of America

DECA – Marketing Education

FCCLA – Family, Career and Community Leaders of America

FFA – Agriculture and Agribusiness education

HOSA – Health Occupations

SkillsUSA – Technical and Industry Occupations

Post Secondary

BPA – Business Professionals of America

DECA – Marketing Education

SkillsUSA – Technical and Industry Occupations

Appendix B.

Application for Support

Underserved, Special Population and Nontraditional Student Support in Career and Technical Student Organizations

Grants will be awarded to CTSOs seeking to support “active and meaningful” participation for underserved students in nontraditional and special populations. This may include chapter attendance at skilled and/or leadership events*; educational materials relating to special and nontraditional populations incorporation into CTE programs of study; and chapter development with an emphasis on nontraditional populations in CTE programs of study. This grant is not specifically limited to these areas but the activity must meet the grant criteria.

Organization Information

Date of Application:

Legal Name of Organization:

Address:

City, State, Zip Code:

Telephone/Fax:

Executive Director:

Request for Support

What is the activity the funds will be used for?

Relationship

How does the activity relate to CTE and Underserved, Nontraditional and Special Populations?

Measures

Goals; specific objectives; actions that will accomplish your objectives; and time frame in which the activities will take place.

Results

Who will monitor the measures and complete the final report?

Budget

Please use the budget form accompanying this form to outline a specific budget.

* Requests must meet the Carl Perkins Requirements.

Appendix C.

Poverty Workshops, available to ALL CTSOs by a certified poverty coach.

Poverty 101 (Introduction)

This is an introduction to Poverty 101; 15 min.

Intro. Dr Donna Beegle, overview of her story.
The MFSO Underserved Populations Mission

Myths and Reality of Poverty

The Media/What we Learn

Perspective

The American Class System

Social Advantages & Social Mobility

Maslow's Hierarchy of Needs

What Poverty Teaches

Education

Recognizing Poverty in the Classroom

Breaking Down the Barriers

Social Capital Theory

Identification Theory

Conclusion

Poverty 101 (Comprehensive)

This Workshop is comprehensive; 3-4 hours.

Intro. Dr Donna Beegle, overview of her story.
The MFSO Underserved Populations Mission

Myths and Reality of Poverty

The Media/What we Learn

UnLearn

ACTIVITY ONE

Perspective

The American Class System

Social Advantages, Isolation & Social Mobility

Maslow's Hierarchy of Needs

Flip the Lens- The Meaning of Poverty

Concepts that Poverty Teaches

Systemic Barriers

Attribution Theory

Institutional Structure

Banks

Goods & Services

Justice

Transportation

ACTIVITY TWO

Education, Expectations & Meaning

Covert Inferiority Messages

Limitations on Dreams and Future Plans

Expectations of Employment

Reaching Students in Poverty

Recognizing Poverty in the Classroom

Oral and Print Culture

Breaking Down the Barriers

Strengths Perspective

Resiliency Theory

Asset Theory

Social Capital Theory

Identification Theory

Action Plan

Conclusion

Poverty 101, Emphasis: Education

This Workshop focuses solely Poverty in the Classroom; 1.5 hours.

Intro. Dr Donna Beegle, overview of her story.
The MFSO Underserved Populations Mission

Myths and Reality of Poverty

The Media/What we Learn

UnLearn

ACTIVITY ONE

Perspective

The American Class System

Social Advantages, Isolation & Social Mobility

Maslow's Hierarchy of Needs

Flip the Lens- The Meaning of Poverty

Concepts that Poverty Teaches

Education, Expectations & Meaning

Reaching Students in Poverty

Recognizing Poverty in the Classroom

Oral and Print Culture

Breaking Down the Barriers

Social Capital Theory

Identification Theory

Conclusion

ACTIVITY TWO (Take home action plan.)

Appendix D.



Throughout the last biennium, the Minnesota Foundation for Student Organizations (MFSO) has sought to ensure students are able to engage in meaningful participation in career and technical student organizations. We believe that starts the classroom: understanding and reaching our students.

As our nation becomes more diverse, the cultural gap between students and their teachers can be a factor in students' academic performance and contribute to achievement gaps. Students are more diverse than ever. According to a recent NEA (National Educator's Association) Policy Brief, students of color made up 42 percent of public school students across the country, an increase of 22 percent from 1972. Studies have shown, culturally competent educators are better equipped to reach out to students.



Dr. Teresa Taylor is the Director of Culturally Responsive Teaching at Saint Mary's University of Minnesota. She holds a B.S. in Business Administration from Metropolitan State University, a M.A. in Education from the University of St. Thomas, and an Ed.D. in Educational Leadership from Bethel University. Dr. Taylor's passion for Culturally Responsive Teaching keeps her very busy serving in many roles including director, lead faculty, instructor, co-chair of Missing Voices: Equity in Education, and serving on a variety of committees. The Intercultural Development Inventory (IDI) serves as an integral tool that assists her in planning for courageous conversations about diversity, inclusion, and intercultural competence.

Culturally Responsive Leadership & Intercultural Development

Are you able to differentiate between cultural stereotypes and cultural generalizations? What is the difference between diversity and inclusion? Regardless the type of profession, culture matters in all vocational endeavors. Intercultural competence spans internationally and domestically, and is necessary for society at large. Success for our education institution in the 21st Century demands that students, faculty, staff, and administrators are interculturally literate. Cultural introspection increases self-insight and leads to improved intercultural proficiency. This session is designed to increase your knowledge base of important intercultural concepts and to set you on the path toward intercultural development.

Agenda At a Glance

12:00	Welcome & Introductions & Lunch Overview of the Minnesota Foundation for Student Organizations
1:00	Culturally Responsive Leadership & Intercultural Development Dr. Teresa Taylor
3:15	Questions
3:30	Wrap Up and Next Steps



MAKING AN **IMPACT**:

How CTSOs Support Students in Poverty

By Emily Saed and Eva Scates-Winston

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he US Department of Education reports, even with efforts during the Obama Administration to narrow the achievement gap, more than a third of the United States maintains a dropout rate of 20 percent or greater ("Diplomas Count," 2016). These statistics beg the questions:

- Who are these students and why are they dropping out?
- How can we as educators better support them?

Who Are These Students and Why Are They Dropping Out?

Let's start with the poverty line: According to the US Census Bureau (2011), a family of four (two adults, two children under 18) that earns less than \$23,021 falls below. About 15 million children in the United States live in families with incomes below the federal poverty threshold. Couple that with the fact that children who live below the poverty line are 1.3 times more likely to have developmental delays or learning disabilities (Currie, 2014); these students are operating at a disadvantage from the moment they begin their academic journeys. While these obstacles are certainly enough to explain the disproportionate high school completion rate, students battling poverty face additional challenges. High school students in poverty have a higher rate of absenteeism because they are more likely to have to care for and/or financially support family members. The result: Students who come from low-income families are seven times more likely to drop out of high school (KewalRamani, Laird, Ifill & Chapman, 2014).

“Career and technical education (CTE) provides a viable and realistic solution to curb the dropout rate and encourage transitions into postsecondary.”

The Power of Opportunities in CTE

Education and job training are a necessary means to reduce (and eliminate) poverty, and to achieving economic mobility and a livable wage. Attainment of skills, degrees or credentials create a marketable difference between the earnings of those with postsecondary education and those with none. Hence, there are measurable differences in average earnings between high school graduates and those with any level of postsecondary education, including those who have not earned credentials.

In a report published by the Urban Institute, Sandy Baum found that low-wage workers who were able to complete college “do better in the labor market than people with no education beyond high school. Higher levels of education correspond, on average, to higher levels of employment and higher wages.” A bachelor’s degree was once believed to be a ticket to a middle-class life, but as tuition and fees rise at alarming rates, everyone is questioning “the value of a college education” (Baum, 2014).

Michael J. Petrilli, for The Brookings Institution, went on to comment that the “push” to acquiring a degree as the [only] way out of poverty is a failed strategy with fewer than desired results: “The common outcome of our current strategy is that a young person drops out of college at age 20 with no postsecondary credential, no skills, and no work experience, but a fair amount of debt. That’s a terrible way to begin adult life, and it’s even worse if the young adult aims to escape poverty.” Consequently, certificates and apprenticeships are considered alternatives rather than an appropriate pathway that meets an individual’s identified need or interest.

Career and technical education (CTE) provides a viable and realistic solution to curb the dropout rate and encourage transitions into postsecondary. Plus, CTE offers multiple pathways to acquire knowledge and skills for high wage, high demand jobs:

- Experiential education including work-based learning, internships or work experience
- All aspects of industry: relevant knowledge and skills, application
- Stackable credentials including technical skill attainment
- CTE student organizations for skills, leadership and networking
- Pathways to postsecondary and employment college credits for successful transitions to college

How Can We Better Support These Students?

Here is the good news: CTE in conjunction with integrated career and technical student organizations (CTSOs) is highly effective in improving student outcomes. The success of utilizing CTOS as a tool to increase classroom participation and long-term student success rates has been proven time and again:

- Ninety-five percent of educators surveyed found CTOS to be an effective tool in keeping students engaged in the classroom (Ullrich, Pavlock, Fazarro and Shaw, 2007)
- Eighty-one percent of dropouts stated that more “real world” [experiential and applied] learning would have influenced them to stay in school (Bridgeland, DiIulio and Burke Morison, 2006)

Co-curricular student organizations provide countless benefits to students. They allow students to see the relationship between academics and career opportunities through hands-on learning and activities. CTOS also help the student to gain confidence and knowledge through peer interaction and skill-based competitions.

Once enrolled in a CTOS, sustained involvement is a key factor in generating a positive outcome. To really benefit from

the participation in the CTOS, the student must develop connections with their peers and activities over a period of time.

What We're Doing in Minnesota

In 2012, the Minnesota Foundation for Student Organizations (MFSO) sought to identify the barriers to meaningful participation in CTOS among underserved, nontraditional and students from special populations. MFSO partnered with CTE leadership at the Minnesota Department of Education and Minnesota State Colleges and Universities to recognize financial need. Based on this information, MFSO facilitated a “sub-grant” program allowing CTOS to apply for support of individual projects.

Using this method alone, MFSO achieved moderate success in addressing the financial needs of struggling CTOS chapters. But the sub-grants only put a bandage on the problem. MFSO believed it could do more, but there was uncertainty about what or how to do it.

In subsequent years, the MFSO and CTE leadership continued awarding the sub-grants to individual student organizations. They also added umbrella components benefiting all of the CTOS. This included professional development and training opportunities for CTOS advisors and CTE instructors focused on a number of topics impacting special populations, including overcoming gender bias in career fields, and identifying the obstacles of economically disadvantaged students.

Embedding poverty awareness into MFSO’s mission was part of those efforts. Leaders were encouraged to participate in poverty awareness training directly through Communications Across Barriers with Dr. Donna Beegle. The MFSO also certified its executive director (Emily Saed) as poverty awareness coach, allowing her to provide individualized support to CTOS advisors across the state.

To date, this project has directly supported 16 secondary and 10 postsecondary CTOS chapters. Direct support provided economically disadvantaged chapters the opportunity to engage in opportunities that would otherwise not have been available to them.

One Minnesota DECA student gained confidence through attending an event he would not have participated in without

receiving sub-grant funds. “The State Conference was an experience I will carry with me forever,” he said, “especially since it is the only competitive activity I have ever been a part of. I am so proud of myself and the people I had the honor of working with. It has changed my life” (“Overcoming barriers,” 2014).

An economically disadvantaged BPA college student was able to attend the state conference and earn an industry certification. “It has helped me gain confidence in my speech, my tests and my character. This conference will forever be a part of my professional career” (“Overcoming barriers,” 2014).

Through supporting CTSO programming, more than 200 CTSO chapters across our state have received indirect support. MFSO has reached more than 100 CTSO board members and advisors with messages about poverty awareness.

One Minnesota HOSA advisor stated about their chapter's experience, “We are excited to continue working with our student organization, and want to thank you for the opportunity to access funding through the Special Populations Grant for our new chapter. Our chapter is made up of 100 percent students of color, and 65–70 percent free and reduced lunch.” The advisor continued,

“This is an outstanding group of young people who have tremendous things to offer... and would not have this opportunity otherwise” (“Overcoming barriers,” 2015).

Moving forward, the Minnesota Foundation for Student Organizations plans to continue to offer professional training opportunities, and to support individual CTSO initiatives to address underserved, nontraditional and students from special populations. The MFSO is also exploring new development opportunities focused on cultural competencies. MFSO is grateful to have the continued support of CTE leadership at the Minnesota Department of Education and the Minnesota State Colleges and Universities System.

What Can CTSO Advisors Do?

1. Observe, ask and listen. It's your classroom; you see these students every day. Notice behavior changes. If a student is sleeping in class or homework is coming late (or not all), ask if something is going on.
 2. Create a “safe place.” It may sound cliché, but if a student is looking to share challenges they are having at home, they have to feel comfortable talking with you. Simply asking what they had
3. Identify with your students. Pay attention to when you are directly or indirectly criticizing a student's behavior or lifestyle and make efforts to suspend judgments. Instead, recognize that “bad behaviors” might be a product of life struggles such as hunger or fear of homelessness. Without inappropriately offering details, share information about your school experiences or challenges you've faced that might resonate with your students.
 4. Know your community's resources. If a student confides they are living in the crisis of poverty, be prepared to address that situation. Have information about local shelter, food pantry, and other community assistance programs on hand. Know who in your school or on your campus is equipped to help students connect with needed resources. Go one step further: Help your student make the calls and find the help they need.
 5. Learn! Encourage your school, district or campus to look into poverty awareness training. Communications Across Barriers' comprehensive two-day Poverty Institute is offered nationally.

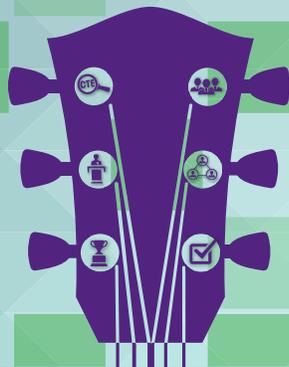
for lunch or complimenting them on their clothing will build common ground and a basis for a trusting relationship.





Emily Saed & Eva Scates-Winston will present at **ACTE CareerTech VISION** two sessions on how CTSOs can and do support students in poverty further their lives and career opportunities above the line. See and learn from them on Friday, December 8 and again on Saturday, December 9.

careertechvision.com



Additional training is available to certify Poverty Coaches. Social service organizations in your training area might offer poverty trainings related to the housing crisis or hunger relief programs. Seek these professional development opportunities and add them to your diversity and inclusion resources.

Student Support Is Key.

When students acquire comprehensive knowledge about career choices, build networks through CTSO involvement and attain academic and technical skills, they will:

- Increase their marketability in the workforce
- Raise their potential earnings
- Decrease the likelihood of unemployment (Loup, Kornegay & Morgan, 2017)

According to the National Research Center for CTE, the more students participate in CTSO activities, the higher their academic motivation and engagement, career self-efficacy, college aspirations and employability skills (Alfeld et al, 2007). Providing equitable opportunities for students means ensuring that *every* student obtains the necessary resources and knowledge to reach their full potential. The more coaching and support that we provide for every student, the better chances they have of succeeding and achieving their goals. ■

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