

Overcoming Barriers: Supporting Nontraditional and Underserved Populations

The Minnesota Foundation for Student Organizations
www.mnfso.org

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Career and Technical Student Organization (CTSO) Success:
Overcoming Barriers to Membership and Meaningful Participation

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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. These CTSOs were able to provide both direct and in-direct support to students and instructors in more than 80 institutions [high school, technical centers and colleges] across the

1 MFSO Overview, Appendix A

state.

In the second cycle the MFSO also sought to play a larger role, utilizing an “umbrella project” approach to work with the CTSOs collectively. The MFSO had the goal of assisting CTSO staff, advisers and board members in identifying students in poverty and increasing meaningful participation [within that population] in CTSO experiential, applied and leadership activities.

The MFSO worked with directly 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 provided training to 3 CTSOs during FY15.

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.

Collective Focus

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 develop two additional workshops (small group and large group) designed to educate CTSO student members (currently enrolled in high school and college) on the culture and impact of poverty.

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.

The MFSO will also seek to develop new partnerships and gather new training materials from additional organizations to enhance, broaden and continue this training.

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.

**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 through ²three 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.

To ensure the workshops are reaching and engaging attendees, a follow-up survey in the 90 minute, 3+ hour, and customized workshop(s) is completed by all participants.

Individual CTSO Program/Projects:

As identified in the objectives, the CTSOs continued to have an opportunity to propose individual projects/programs. The application process was open until May 1, 2016. The MFSO Board of Directors approved the CTSO project requests in a timely fashion with the understanding all projects must be completed prior to June 28th, 2016.

The application³, as approved by the MFSO and accepted³ 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.

² Appendix C Poverty Workshops for CTSOs

³ Appendix B CTSO Underserved Populations Project Application

Opportunity and Allocation

Individual CTSO Projects and Programs

The Minnesota Foundation for Student Organizations serves a total of eight CTSOs at the secondary and post secondary level. Of those eight; several CTSOs applied and were approved for one [or more] individual program/project(s) that met the criteria of the grant.

FCCLA Teachers and Adviser Training Session

Minnesota Family, Career and Community Leaders of America planned for a session with Family and Consumer Sciences instructors with special population students. The FCCLA members were identified by the high percentage of special population students in their chapters. The training informed teachers about working with and advocating for low income students and develop the sensitivity to become a navigator for students in their community and schools. A workshop was developed for MAFCS State Conference:

The topics were to help students of low income develop leadership skills and rise above barriers to success. To be an effective teacher or community member this and a focus on learning strategies about generational poverty, situational poverty, and how to work with "special populations" of students described in federal Perkins CTE legislation. This session introduced teachers to the work of Dr Donna Beagle work on "Communication Across Barriers", and Minnesota authors Donna Gillen, Marlys Johnson and Jackie Sinykin on "Giving Voice to the Leader Within- regarding youth development work and practical actions for parents and adults who work with young people.

35 Family and Consumer Sciences (FACS) teachers learned an awareness of the needs of special population of students, strategies to involve them, more sensitivity to cultural dynamic strategies and increase their likelihood to invite student involvement of special population students whom they previously may not have included in their FACS programs. Teachers showed interest and empathy for special populations.

FCCLA Student Training Session: Youth as Change Agents

The target audience was FCCLA members and family and consumer sciences students belonging to a special population: individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional fields; single parents, including single pregnant women; and individuals with limited English proficiency. The students were identified by advisers who teach in schools with a high percentage of free and reduced lunch. The two hour training included job Interview components: business communication styles, career experiences, written resumes, responses to employer questions, oral statements, body language and general appearance. The workshop encouraged students to think about their positive qualities and how they can apply them to employ-ability skills and student leadership opportunities. Using the Job Interview rubric and instructions for the STAR Event.

⁴Students expressed what they could do better. In almost all categories, the students responded that they would

do better after the training in these categories:

- "Apply myself more"- a change from 54% to 62% increase in this response
- "Study more"-a change from 54% to 62% responses in this response
- "Be more interested in my future"-a change from 25% to 35% response to this
- "Avoid distractions like TV and not studying"- a change from 52% to 68% response to this

- "Stay away from negative peers"— a change from 41% to 52% response to this,
- "Ask for help from teachers". —a change from 31% to 56% response to this

FFA Leadership Development: State Leadership Conference for Chapter Leaders

The Minnesota FFA Association’ provided leadership opportunities to chapters with underserved, non-traditional and special population students through the Leadership Conference (SGLC) and State Leadership Conference for Chapter Leaders (SLCCL). FFA increased chapter enrollment of underserved students serving special populations and/or non-traditional career training programs.

Of the nearly 11,000 Minnesota FFA members, nearly 40% of the students qualify for free or reduced lunch. FFA has school districts able to send chapters who are eligible for the conferences, but due to low income and financial hurdles, it is simply cost prohibitive. Pierz Healy FFA chapter was able to attend. Their school has a 37% free and reduced lunch program; the FFA chapter consists of 50%+ free and reduced lunch membership. Students from Deer River were also able to attend. Their school has 57% free and reduced lunch.

Students attending the conference received training on leadership, lifelong learning, maintaining healthy lifestyles, the importance of service, working with stakeholders and alumni, agricultural literacy and advocacy, and investing in their home communities.

FFA Leadership Development: Habits to Own (H2O) Conference

The conference focused on basic life and leadership skills. The attendance targeted those schools with greater than 50% free and reduced lunch enrollment and FFA chapters in financial need. This conference curriculum emphasized the foundation of creating good habits in order to become a leader. The conference was held in the metro, allowing for a greater spectrum of underserved students to easily attend. Non-traditional agricultural education students were also encouraged to attend this conference.

⁵A pre and post survey was provided to chapters receiving financial support.

	Post-Survey	Pre-Survey	Growth
1 I have the skills necessary to positively influence others.	6.48	5.88	0.6
2 I am able to build relationships through listening, understanding, and appreciating others.	6.48	5.76	0.72
3 I have established a clear image of what the future should look like.	6.05	5.35	0.7
4 I am able to engage in a conversation with others to identify their interests and aspirations.	6.24	5.38	0.86
5 I can identify the consequences of my personal actions.	6.3	5.71	0.59
6 I have developed a plan that includes specific goals for leadership and personal growth.	6.35	5.32	1.03
7 I can describe the benefits of living by positive values.	6.21	5.82	0.39

Secondary BPA and Secondary DECA Diversity Programming

DECA and BPA developed a 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 Latrell Armstrong, *College Admissions Expert, University of Memphis*. Latrell is deeply committed to a philosophy of open-mindedness and transparency. He spoke candidly about the experiences that have transformed him and his life path to inspire students leaders to live with a spirit of acceptance and outreach. The session was entitled: Making the Dean's List. The students were engaged from beginning to end as they asked themselves "Can I do more?" Focus training will concluded the session with a breakout session and a survey. ⁶In a summary of the survey, 82% of the students that attended left determined to "do more" at their home school.

In keeping with the requirements of the federal Carl Perkins award monies, the CTSOs were awarded funding only after the activity was complete and the MFSO Executive Committee had received a satisfactory report of the results and impact of the activities.

Collective Activities

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 FY16 year. The MFSO reimbursed any CTSO Executive Director, or CTSO Board Member that wished to attend. There were 3 CTSO Board Members that chose to attend the training.

The MFSO continued to provide Poverty Workshops to CTSO boards, educators and students. The MFSO developed a new workshop with a target audience of students. The workshop was presented twice, once to large group and once to a small group.

The following CTSOs participated in training provided by the MFSO:

FFA, student workshop. The workshop focused on how poverty impacts students.

SkillsUSA had a follow-up training within their summer strategic planning incorporating poverty awareness on campus through CEP (Chapter Excellence Program).

BPA Secondary received follow-up information at their summer strategic planning meeting.

HOSA received an introduction to student in poverty at a Board meeting and has a full training scheduled for November, 2017 at their adviser workshop.

⁷The MFSO also hosted a poverty awareness workshop open to all CTSO Board Members, Advisers and CTE Educators. The workshop was designed to bring a better understanding of the obstacles students in poverty face and identify possible solutions. It featured local and national speakers, hands on activities, and solution based group discussions.

Creating Partnerships and Developing New Resources

The past year the MFSO was able to develop two notable resources and partnerships: The Legacy Program and the IDI (Intercultural Development Inventory).

The Legacy Program

MFSO Board Chairperson, Dan Olson has been active in bringing the Legacy Program to Minnesota. After connecting their mission to the MFSO's Underserved Populations program; the MFSO hosted a day long poverty awareness workshop that incorporated Deon Clark, President of the Legacy Program as a keynote afternoon presenter.

The Legacy Program is committed to providing the highest quality of consultation in three key areas: Workforce Talent Pipeline Development, Corporate Diversity & Inclusion Strategies, and Educational Development Services for Teachers & Students. Along with MFSO Board members 20+ CTSO Board Members and Educators attended

the training session. Moving forward the MFSO will continue to work with the Legacy Program fighting poverty in education.

Intercultural Development Inventory

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. Intercultural competence has been identified as a critical capability in a number of studies. This past year the IDI hosted an exploratory conference in Minnesota. The MFSO offered reimbursement of the conference registration cost to CTSO Executive Directors and CTSO Board Members; attendees included the MFSO Executive Director and an MFSO Board Member.

The conference highlighted how the IDI is currently and can be used in education. It also discussed the the Intercultural Conflict Style Inventory (ICS) and how it can be applied in education and non profit organizations. The conference was titled: From Assessment to Action—Forging the Path to Intercultural Competence.

The MFSO intends to further explore the IDI, as a tool in poverty education, as well as, it's application in the more generalized scope of non traditional and special student populations. Additional information on this topic will be presented at the February MFSO Board meeting.

Reporting and Results

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. The final report encompassing the entire duration of the project.

The approved programs/projects can be broken into three areas:

1. Activities that directly impacted specific chapters of schools with underserved and/or non traditional CTSO members;
2. Activities that that were held at a conference impacting all attendees, such as workshops and/or speakers;
3. "Umbrella" activities conducted by the MFSO benefiting all of the CTSOs.

CTSO Approved Projects and/or Programs

The MFSO provided all of the Career and Technical Student Organizations an equal opportunity to apply for the grant funds through a competitive application process. All projects were required to meet Carl Perkins guidelines.

All of the projects that were approved for individual CTSOs to were required to include at least one of these 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.

Of the activities that directly impacted specific chapters of schools with underserved and/or non traditional CTSO members⁸:

- 100% participated in leadership development activities including team building; developing job interview skills and chapter activities.
- 72% are better able to build relationships through understanding and appreciating others.
- 86% of the students that participated are better able to identify interests and aspirations.

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.⁹

Collective Initiative of the MFSO

MFSO prepared a series of poverty education workshops ranging from a 15 minute “Ted Talk” introduction to poverty to a 3-4 hour workshop with interactive activities providing participants with a more comprehensive understanding of the challenges of a student living in poverty. These training's are available to CTSO Advisers/Instructors throughout the upcoming year. 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 workshop provided by the MFSO: Understanding, Reaching and Supporting Students in Poverty, had 25 attendees. A survey was given to a sample of the participants:

- 100% believed the content was interesting;
- 100% thought the speakers were knowledgeable;
- 75% believed the content was applicable to their job;
- 60% would consider attending a “follow-up” workshop on the topic.

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

Impact

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.

Through this project the MFSO approved and supported five individual CTSO projects who in turn were able to provide both direct and in-direct support to students and instructors in more than 74 institutions [high school, technical centers and colleges] across the state. The impact of this support was immediate for the chapter in need of financial support to participate in leadership activities, technical skill attainment or skill certifications.

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;¹⁰
- 81% of dropouts stated that more “real world” [experiential and applied] learning would have influenced them to stay in school;¹¹
- 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:

- A) The CTSOs are experiencing the growth of new chapters and full participation of mature chapters;
Instructors have TSA and Industry Standards more readily available to educate and prepare students for the workforce;
- B) Administrators see the value of meaningful participation in a co-curricular student organization is true measures within the student body;
- C) Student organizations bring an increasingly positive image of career and technical education throughout Minnesota;
- D) And finally, fostering participation through leadership opportunities within these programs of study will create an employable and sustainable workforce for Minnesota's economy.

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

11 Bridgeland et al., 2010,

Next Steps

The MFSO is seeking to continue 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;

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;

Providing 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;

and creating partnerships with like minded organizations such as the Legacy Program and developing new resources such as the IDI.

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 MFSO is an independent state agency whose primary purpose is to support co curricular career and technical student organizations. The MFSO acts in an advisory capacity to the MDE and to 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 state, federal (including Carl D Perkins) and private funds to 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

Education
Recognizing Poverty in the Classroom

Myths and Reality of Poverty
The Media/What we Learn

Breaking Down the Barriers:
Social Capital Theory
Identification Theory

Perspective:
The American Class System:
Social Advantages & Social Mobility
Maslow's Hierarchy of Needs
What Poverty Teaches

Conclusion

Poverty 101 (Comprehensive)

This Workshop is comprehensive; 3-4 hours.

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

Transportation
ACTIVITY TWO

Myths and Reality of Poverty
The Media/What we Learn
UnLearn
ACTIVITY ONE

Education, Expectations & Meaning
Covert Inferiority Messages
Limitations on Dreams and Future Plans
Expectations of Employment

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

10 Min Break
Reaching Students in Poverty
Recognizing Poverty in the Classroom
Oral and Print Culture

10 Min Break

Breaking Down the Barriers
Strengths Perspective
Resiliency Theory
Asset Theory
Social Capital Theory
Identification Theory

Systemic Barriers
Attribution Theory
Institutional Structure

Action Plan
Conclusion

Banks
Goods & Services
Justice

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 identify reasons students have not been able to engage in meaningful participation in career and technical student organizations. Overwhelming the reasons stem from students living in poverty. Based on this information, the MFSO Board of Directors has incorporated **understanding and fighting poverty in education** part of its mission.

This workshop is designed to bring a better understanding of the obstacles students in poverty are facing and identifying possible solutions. It will feature **local and national speakers, hands on activities, and solution based group discussions.**

<i>Agenda At a Glance</i>	<i>Attendance</i>
10:00 Welcome and Introductions Overview: Living in Poverty 10:45 Reaching and Connecting: Homeless, Neglected and Delinquent Youth Roberto Reyes, MN State Coordinator Homeless Education Act 11:30 Lunch, Round Table Discussion 12:30 The Legacy Initiative Deon Clark, President and CEO of The Legacy Initiative (TLI) 1:30 Resources and Next Steps	Cost: FREE Date: August 4, 2016 Time: 10 am – 2 pm Location: Dept. of Education Conference Center B, Room 15



Deon Clark is the owner and CEO of TCI Solutions, LLC; a consulting firm committed to providing the highest quality of consultation in three key areas: Workforce Talent Pipeline Development, Corporate Diversity & Inclusion Strategies, and Educational Development Services for Teachers & Students. He is also Chairman of the Board for **The Legacy Initiative, a nonprofit organization whose student development programs have assisted over 5,000 students across 5 states with personal and academic excellence.**

Mr. Clark spent over 8 years in the United States Navy as a Nuclear Plant Operator, Mechanic and Instructor. He then went on to obtain a Senior Nuclear Reactor Operator Instructor certification, and is one of few African Americans in the nation qualified to teach Nuclear Power Operations to Licensed Nuclear Reactor Operators. With his extensive knowledge and experience, **Mr. Clark began to put mechanisms in place to provide exposure and training to underrepresented populations in the areas of Science, Technology, Engineering, and Math (STEM). He is the creator of STEMS of Success™; a high quality, engaging and entertaining youth conference designed to get students interested and excited about STEM related fields of study.** He is the creator of the Legacy I³ Workforce Transformation and Economic Development Program, a talent creation program that serves as an incubator for local, diverse, high quality workforce candidates.

Most recently, Mr. Clark served as the Director of Energy Programs at Estrella Mountain Community College. He also continues to work with high schools, colleges, community organizations, and businesses to establish sustainable programs and pipelines to help students obtain careers in STEM. He has facilitated several diversity workshops at multiple universities, and continues to be a highly sought after keynote speaker for all grade levels of education and for professional organizations.

Mr. Clark earned his B.S. in Human Resource Management from the New School University in NY, NY. He earned his Senior Nuclear Reactor Operator Instructor Certification from the LaSalle Generating Station in IL.



Roberto Reyes is currently the State Coordinator for Homeless Education Act. As the State Coordinator for Homeless Education, Mr. Reyes provides technical assistance, in coordination with local liaisons, to all LEAs in order to ensure compliance with the following LEA requirements: school choice/placement, best interest determination, enrollment disputes, records, comparable services, coordination, local liaison duties, review and revision of policies, and the prohibition on segregation under the McKinney-Vento Act. The goals being: **Improvement of educational services for children and youth who are neglected, delinquent, or at-risk so they have the opportunity to meet academic content and achievement standards;** providing children and youth with services to successfully transition from residential placement to further schooling or employment; and prevent at-risk youth from dropping out of school, and provide dropouts and children and youth returning from correctional facilities with a support system to ensure their continued education.

Mr Reyes received his Bachelors of Applied Science at in Workforce Education Development at University of Southern Illinois, IL and his Masters Degree(s) in Counseling and Workforce Education and Development at Mercy College, NY. Mr. Reyes has extensive experience working with vulnerable/homeless children for non-profit, county and state organizations including Ramsey County, New York City Department of Education and now the Minnesota Department of Education.

REGISTRATION INFORMATION

Please email the following information to Emily Saed, MFSO: emily.saed@state.mn.us

Name and Email Address:

Career and Technical Student Organization Affiliation: (for example: CTSO Board Member, Instructor/Administrator at High School/College, MDE/MnSCU CTE Employee)

****REGISTRATION MUST BE RECEIVED by JULY 29, 2016****

****CANCELLATIONS must be received by August 2, 2016****

Thank you for your cooperation with these deadlines. This helps us continue to provide events at no cost.

A Box Lunch with a Club sandwich will be provided to all attendees.

Following the workshop the Minnesota Foundation for Student Organizations Board of Directors will be holding an informal discussion focusing on our goals for the 2017 school year, all are welcome to stay and participate.