

Overcoming Barriers: Supporting Nontraditional, Underserved and Special Populations



The Minnesota Foundation for Student Organizations
www.mnfso.org

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Overcoming Barriers:
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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 nontraditional, 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 *technical skill attainment* and leadership skills) due to prohibitive costs.

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

In the first years of the project the MFSO allowed CTSOs to apply for sub-grants. This led to the ability to target specific chapters, including many with students of color, and most with a 50% or greater free and reduced lunch need. The MFSO also supported CTSO leadership conference activities emphasizing participation of underserved, nontraditional and special population students. As a direct 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 financial support to the Career and Technical Student Organizations. The MFSO has continued to provide “sub-grants” to the CTSOs, supporting individual programs and projects addressing underserved, non-traditional and special populations.

1 Appendix A MFSO Overview

To date, this project has directly supported 21 secondary and 14 postsecondary CTSO chapters. Direct support provided economically disadvantaged chapters the opportunity to engage in opportunities that would otherwise not have been available to them.

In subsequent years, the MFSO also added umbrella components benefiting all the CTSOs. This included several professional development and training opportunities for CTSO Advisers and CTE instructors focused on several 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. CTSO staff and CTE 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 Advisers across the state.

The MFSO has reached more than 180 CTSO Board Members and CTSO Advisers with the message of identifying and addressing poverty in the classroom. The MFSO has also designed workshops for students; helping them to understand what poverty truly looks like and how common it is.

Based on the need and success of this program, the MDE and MnSCU have continued to partner with the MFSO and provide support to Underserved, Special and Non-traditional populations; with an emphasis on supporting economically challenged students and addressing poverty in the classroom.

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 and teachers. Educating them on the impact of CTSO student engagement; particularly within economically disadvantaged populations, through leadership opportunities and promoting 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, CTSO Advisers and CTE 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.

Continued Support of Cultural Competency

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 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 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 ³three 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. 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.

The MFSO also provided a workshop open to all CTSO Advisers, CTE Administrators and CTSO staff and Board Members. The workshop highlighted partnerships local CTSO chapters could develop in their community with industry and agencies, including Mn DEED.

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 accepted⁴ 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 student’s technical skill attainment through written exam, 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.

3 Appendix B Poverty Workshops for CTSOs

4 Appendix C 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. Multiple chapters are unable to take the MS certification test because of the financial barrier. More than 10 chapters, *105 student members received reduced testing costs*. This certification will provide better opportunities for securing and obtaining jobs. The students are all part of a nontraditional or special population. Funding was used to offset the registration costs and materials for economically challenged chapters.

Mn Post-Secondary BPA partnered with Certiport and was able to provide these certifications at a reduced cost. The rate of successful completion was evident:

- 72% 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, 80% students receiving financial aide
- Dakota County Technical College, 68% students receiving financial aide
- Minnesota West Technical College, Granite Falls, 93% students receiving financial aide
- Minnesota State Moorhead, 66% students receiving financial aide
- South Central College Faribault, 68.5% students receiving financial aide
- South Central College N Mankato, 67.4% students receiving financial aide
- Ridgewater College Willmar & Hutchinson, 67.4% students receiving financial aide

FCCLA: Recognizing Poverty and Increasing Meaningful Participation in FCCLA Activities

It is a strategic goal for MN FCCLA to provide opportunities for all Minnesota students and FCCLA members for years to come. Many students have economic barriers to being involved in CTE programs and in FCCLA chapters and events: 67% of our chapters in rural Minnesota and 16% in suburban areas.

The goal was to develop a MN FCCLA State Organization evaluation tool and collect data on needs identified by advisers to support students of special populations in their schools; allowing them to

engage in meaningful participation in FCCLA activities.

FCCLA identified both statistical and anecdotal data to assist in identifying areas/chapters in need. Based on this information; student members and advisers were asked several questions related to developing solutions including:

Awareness of low income needs around them:

We wanted to measure the awareness of students and advisers about low income needs around them. Asked if they personally knew of students or families in their schools who were low income?

- 35% said they did know about numbers of low-income students in their schools.
- 45% said they did not know.
- 19% said they had never thought about it before.

Taking action-and a motivation to help:

Could they think of a project or method to help low income families or students?

- 59% said they would think about a project to help low income students.
- 25% said they already have a project to help low income students.
- 15% said they have not thought about it before.
- 15% said they had no interest in doing a project.

Awareness of a food shelf in community.

- 97% were aware of a community food shelf.

Chapters with low income/special population students will have an increased knowledge of opportunities for being ready for careers and college readiness. Financial support was/will be available to advisers/ chapters with underserved and special student populations through small incentive scholarships and in-service training to encourage meaningful participation. Additionally, the FCCLA Board of Directors developed a tool for to assist MN FCCLA advisers establishing a “best practices” for advisers to successfully incorporate special populations into their FCCLA programs.

FFA: Providing Leadership Opportunities to Financially Challenged Chapters

FFA was able to increase attendance by offsetting the registration costs at the following premier leadership conferences: The State Greenhand Leadership Conference (SGLC), State Leadership Conference for Chapter Leaders (SLCCL). It also supported registration fees for the “INTENSE” conference experience allowing students to see their technical skills applied in industry. *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. FFA has school districts that are eligible for the conferences, but due income and financial barriers are not able to allow students to attend. It is simply cost prohibitive. The grant was able to support the following economically challenged chapters participation:

- Mahnommen High School, 79% students are free/reduced lunch
- Blackduck High School, 54% students are free/reduced lunch
- Willmar High School, 43% students are free/reduced lunch
- Menahga High School, 48% students are free/reduced lunch
- Mountain Lake High School, 48% students are free/reduced lunch
- Staples Motley High School, 47% students are free/reduced lunch
- Austin High School, 46% students are free/reduced lunch
- Albert Lea High School, 46% students are free/reduced lunch
- Sleepy Eye High School, 44% students are free/reduced lunch
- Milaca High School, 40% students are free/reduced lunch
- Atwater Cosmos Grove High School, 37% students are free/reduced lunch
- Litchfield High School, 29% students are free/reduced lunch

Collegiate DECA: Supporting Underserved Populations through Student Leadership

Collegiate DECA hosted keynote speaker Amalia Moreno-Damgaard during the “Innovation Summit” fall leadership conference. She provided the key note address: “Self-empowerment in the Age of Multiculturalism”. Students learned from an entrepreneur that had struggled through diversity to achieve success. Takeaways of address included:

- Anything is achievable with more than just passion;
- Seeking higher knowledge -sometimes our way is not the best way;
- Entrepreneurship starts with the seed of an idea;
- Introspection can be a way to self-fulfillment;
- Rediscovering value in ourselves and the world.

There were 144 students that were able to attend, many from economically challenged chapters. Those schools included:

- Alexandria Technical and Community College, 80% students receiving financial aid
- Minnesota State College Southeast, 91% students receiving financial aid
- Minnesota State University Moorhead, 66% students receiving financial aid
- Ridgewater College Willmar & Hutchinson, 67% students receiving financial aid
- South Central College, 67% students receiving financial aid
- St Cloud Technical & Community College, 69% students receiving financial aid

The presentation was followed by a competitive team-building activity. Students had the opportunity to apply the lessons they had recently learned regarding overcoming obstacles. During this same time, CTE instructors and CTSO Advisers participated in a poverty awareness workshop.

Funding was used to offset the cost of the cost of the key-note speaker and registration for economically challenged chapters.

SkillsUSA: Addressing Poverty in the Classroom

SkillsUSA provided comprehensive poverty awareness training to 15 CTE instructors across the state.

With the education objectives being:

- To examine our role in creating equitable and welcoming environments for all students.
- To recognize and provide a supportive environment to students living in poverty.
- To increase awareness of the everyday obstacles of poverty.

The activity directly related to the CTE professional's ability to understand and address students in poverty; with the long-term goal to increase underserved (specifically economically challenged) student membership, and meaningful participation in SkillsUSA.

- 94% of attendees found the training and exercises useful;
- 80% were presented with new information to apply in classroom practice.

SkillsUSA also provided poverty awareness and sensitivity training to students attending the Fall Leadership Conference. Students from the following secondary and post-secondary schools attended the training:

- Alexandria Technical and Community College, 80% students receiving financial aid
- Saint Paul Technical and Community College, 90% students receiving financial aid
- Riverland Technical and Community College, 86% students receiving financial aid
- Hennepin Technical and Community College, 79% students receiving financial aid
- Mounds View High School, 12% students are free/reduced lunch
- Intermediate School District 917, 51% students are free/reduced lunch
- SouthWest Metro Intermediate School District, 63% students are free/reduced lunch
- Austin High School, 46% students are free/reduced lunch
- Sebeka High School, 47% students are free/reduced lunch

A total of 59 students attended the training; 35 attendees completed the voluntary survey.

- 82% of the students considered the information valuable;
- 69% believed they would be better equipped to support poverty at their home school.

BPA Secondary and DECA Secondary: Inclusivity, Awareness and Leadership

MN DCEA and BPA will be hosted keynote speaker: Bryan Skavnak at their 2018 "joint" Leadership Conference. He is the founder of Be the Nice Kid and the happiest golf professional in Minnesota. He is the author of the #1 Best Selling book, Happy Golf Starts Here (which is way more about life lessons than golf lessons). Bryan delivered a message of inclusivity and anti-bullying message. The keynote led into breakout sessions where students discussed what diversity looks like and how they could be more inclusive in their everyday lives. Following the session, an evaluation was provided to the students:

- 95% of students found the training to be valuable;
- 83% of students will be more aware of how their actions and words impact others
- 92% of students will work to be more inclusive at their school.

Funding off-set the cost of the speaker and registration costs and materials for economically challenged chapters. The chapters would otherwise not be able to participate in these activities.

The MFSO maintained and expanded the collective programming supporting poverty awareness. The MFSO also continued to address cultural competency relating to CTSO programming and CTE instructors/CTSO advisers.

Poverty Education

The MFSO sought to assist the CTSO instructors/advisers and Board members in targeting students in poverty and encouraging their participation in CTSOs. The MFSO has continued to use the curriculum and services of Communications Across Barriers, specifically the Poverty Institute.

The MFSO continued to provide Poverty Workshops to CTSO boards, educators and students. Seven(7) comprehensive workshops were provided: five(5) to CTSO Board Members, Advisers and Administrators; and two(2) for students at both the high school and college level. Of the 5 workshops targeting educators, evaluations indicated the following:

- 100% of participants believed the content was interesting;
- 94% of participants believed the information was communicated well;
- 87% believed the content was applicable to their job;
- 68% would like more information on the topic.

The MFSO also presented the message of Poverty Awareness at several professional conferences:

ACTE Region III Conference

Mn DEED

Winning Strategies Conference, Presented by Metro ECSU

MSBA

The MFSO's work with Underserved Populations was recognized and will be featured in a study conducted by ACTE, to be published in 2019. Emily Saed, MFSO Executive Director and certified poverty coach was also recently interviewed by "The 74million.org"; and the MFSO's work with Underserved Populations featured in an article.

Connections

The MFSO has continued to build connections to support students in poverty. The MFSO hosted a workshop open to all CTSO Board Members, Advisers and CTE Educators⁵. The workshop was designed to bring a better understanding of the services available to advisers and students through local partnerships with the Mn DEED workforce centers across the state. Cory Schmidt, from Mn DEED presented the information. Cory addressed the current state of Minnesota's climate relating to education:

- Over 60% are youth from communities of color
- Over 30% have a documented disability
- Over 40% are youth on public assistance/from families receiving public assistance
- Homeless youth served at level approximately 3-4 times national average
- Approximately 20% are system involved youth (foster care or juvenile offenders)

Over 25,000 economically disadvantaged youth served each year through Mn DEED. They address underserved populations through the following means and programs:

- Youth Committees of Local Workforce Investment Boards provide oversight
- Local Youth Plans include Shared Vision for Youth Blueprints; Youth Experiencing Opportunity Gap
- Local Youth Counselors work with MFIP counselors and VRS counselors
- Co-enrollments Support Goals in State's Implementation Plan for WIOA

Already two CTSO chapters have utilized this resource. Several students were able to have their CTSO conference registration cost paid by a local workforce center through this partnership opportunity.

⁵ Appendix D Workshop CTSO Success: Building Resources & Creating Partnerships

Impact

Historically, once students have had 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 academic performance. 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 be effective in improving academic performance.⁶

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;⁷
- 81% of dropouts stated that more “real world” [experiential and applied] learning would have influenced them to stay in school;⁸
- 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.

6 Journal of Workforce Education and Development Ullrich et al., 2007

7 Journal of Workforce Education and Development Ullrich et al., 2007

8 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. The project has also provided CTSO advisers and CTE 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 through a variety of means including 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 better support CTSO chapters in addressing the needs of economically disadvantaged students.

The MFSO intends 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) was created in 1996 by the Minnesota State Legislature to ensure the stability of and provide collaborative leadership and funding to the Career and Technical Student Organizations (CTSO) in Minnesota. The MFSO works in cooperation with the Minnesota Department of Education and the Minnesota State Colleges and Universities managing, allocating and reporting on state and federal funds that support CTSOs. The MFSO also provides guidance to the CTSOs in the following areas: Leadership Training, Conference Support, Board Development and Special Projects.

Career and Technical Student Organizations support the rigorous academic content of career and technical education (CTE) programs in the classroom. They ensure the students are meeting “industry skill standards” and are prepared for employment. CTSOs are considered an integral part of student's CTE program. The following CTSOs are recognized and supported in Minnesota:

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.

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 C.

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 economically disadvantaged, 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; professional development (CTSO advisers) related to underserved students in economically disadvantaged, nontraditional and special populations; 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 D.



The Minnesota Foundation for Student Organizations invites you to join us as we explore developing partnerships at the campus level and learn the basics of grant writing.

Discover how CTSOs can work with the Minnesota Department of Employment & Economic Development (DEED) through local workforce centers. Did you know, in some cases, your workforce center may assist students with CTSO conference registration costs?

Building your grant seeking and grant writing skills is the best way to secure funding for your organization. In a hypercompetitive funding climate, it's critical to write clear and compelling proposals with measurable results. AND equally as important to make sure you select the right recipient. Learning the basics can go a long way to helping your CTSO!

<i>Agenda</i>		<i>The Basics</i>
12:00	Welcome, Introductions Lunch & Round Table Discussion: CTSO Challenges	Cost: FREE
1:00	Youth Programs & Local Workforce Center Cory Schmid, Employment Initiative Project Lead Mn Employment & Economic Development (DEED)	Date: Sept. 21, 2018 Time: 12:00 – 4:00 pm
2:15	15 min Break	Location: Century College East Campus, Room E2317
2:30	Grant Writing Basics Emily Saed, Executive Director MN Foundation for Student Organizations	Box Lunch Choice of: Chicken Salad or Turkey/Swiss
3:45	Discussion: Next Steps & Follow Up	

REGISTRATION INFORMATION

Please email the following information to Emily Saed at emily.saed@state.mn.us
Name, Phone Number and Email Address:
Career and Technical Student Organization Affiliation:
****REGISTRATION MUST BE RECEIVED by September 14, 2018****
Please advise lunch choice and note if you have dietary restrictions in your registration.