

Improving Participation & Completion in Nontraditional CTE Programs

Session 1:

Micromessaging & Addressing Classroom Culture

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Improving Participation & Completion in Nontraditional CTE Programs



- Micromessaging
- Role Models and Mentors
- Supporting Males of Color
- Best Practices for Career Exploration
- Parent Engagement
- Resources

Session Goals



- **What is Micromessaging?**
- **Increasing Micro-affirmations in Classrooms**
- **Resources & Strategies**



Assumption #1



Every educator is in the classroom because she or he **cares for his or her students** and wants each and every one to be successful.



Assumption #2



Every student deserves access to an inclusive, **equitable educational opportunity**, regardless of gender, race, class, religion, (dis)ability, sexual orientation, or other factors.



What is Micromessaging?



MICRO-MESSAGES

Small, subtle, semi-conscious messages we all send and receive when we interact with others.

MICRO-INEQUITIES

Negative micro-messages we send other people that cause them to feel devalued, slighted, discouraged or excluded.

MICRO-AGGRESSIONS

Micro-messages that tend to be expressed in ones behavior impacting others to be devalued, slighted, discouraged or excluded.

MICRO-AFFIRMATIONS

Positive micro-messages that cause people to feel valued, included, or encouraged.

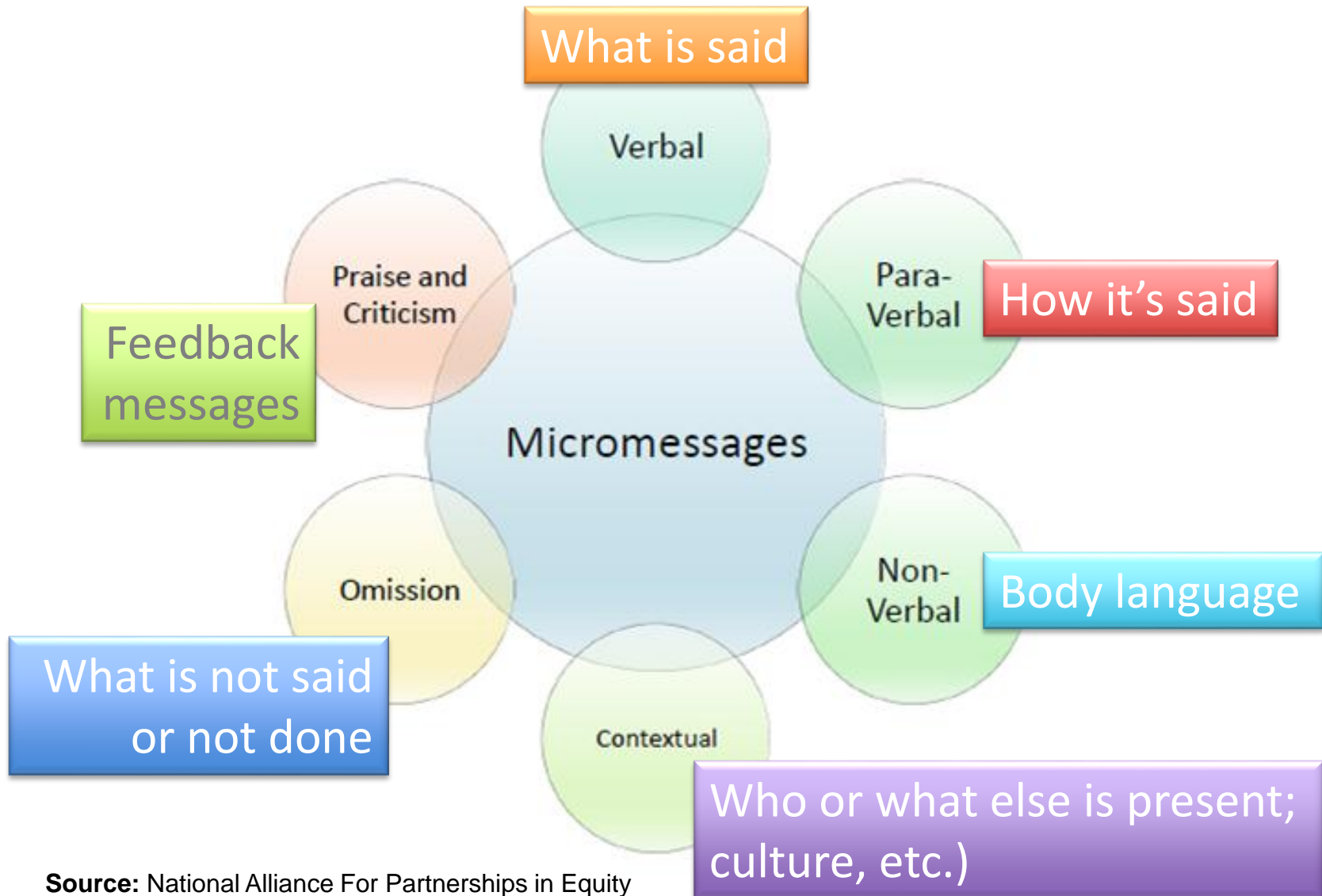
Why is Micromessaging Important?



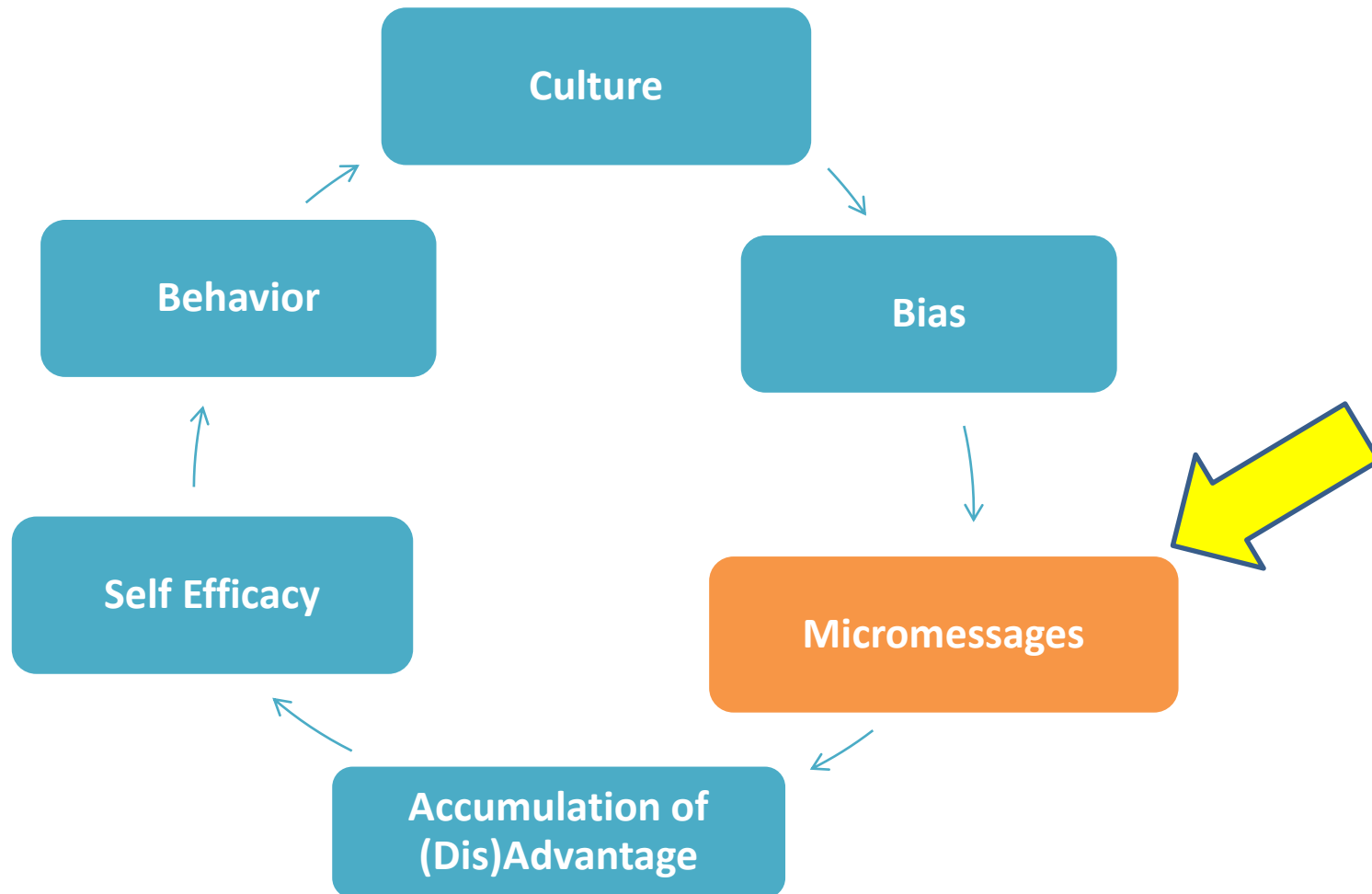
Small and seemingly insignificant behaviors may result in unfavorable learning outcomes

Impact is More Important Than Intent!

Key Micromessaging Elements

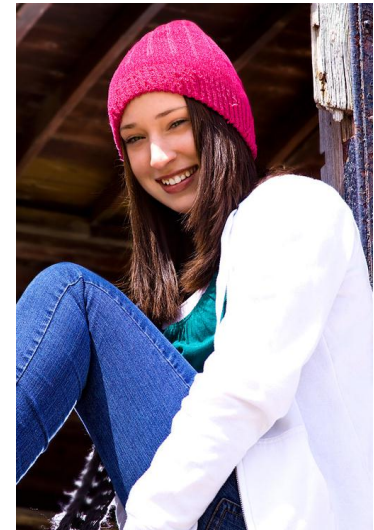


Unconscious Bias



Micro-Affirmations

Micromessages we send that validate and recognize other people in **positive and supportive** ways.



Micro-Affirmations for Learning



- ✓ Affirm students for their **effort**, not by perceived attributes.
- ✓ Allow equitable **“wait time”** before calling on students.
- ✓ Confirm understanding what a student says **builds confidence**
- ✓ Provide words of encouragement or **acknowledgement** to students
- ✓ Assign females and males to activities **by skill** not gender

Role of Parents in Micromessaging



- An *equity* approach takes bigger social and educational conditions into account—such as the influence of parents, media, and culture.
- Educate parents to encourage students (through affirmations) to consider nontraditional careers.
- Engage parents as allies in encouraging nontraditional enrollment.



ARE YOU MAN ENOUGH...



David Rothenberg, RN
Critical Care
Health Central
Bass Guitarist

Scott Grabowski, RN
Emergency Dept.
Orlando Regional
Healthcare
Fisherman

Jason Trouba
Future RN
Nursing Student
Surfer

Curtis Arnold, RN
Medical Oncology
Orlando Regional
Healthcare
Distance Runner

Dan Mercado, RN
Cardiac Care Unit
Orlando Regional
Healthcare
Basketball Guard

Madhar Naji, RN
Cardiovascular Intensive
Care Unit
Florida Hospital
Soccer Forward

Mark Randels, RN
Emergency Room
Health Central
Rock Climber

Shogun Lugo, RN
Cardiac Observation Unit
Orlando Regional
Healthcare
Scuba Diver

Brian Brooks, RN
Clinical Educator,
Emergency Dept.
Florida Hospital
Golfer

...TO BE A NURSE?

Want a **career** with **unlimited opportunities** that will challenge your **intelligence, courage** and **skill, be a nurse.**

For information about the exciting possibilities in the nursing profession, including links to educational & financial resources, go to www.WorkforceCentralFlorida.com/PHC.



Girls, Cupcakes, and Geology: Outreach that Inspires

Linda Kekelis and Julia Baggs

How can I introduce the science of geology to a group of fifth graders? How can I get students excited about my career and help inspire the next generation of geologists? The notion of outreach may sound appealing, but speaking to a group of elementary school students can seem daunting. We would like to share our experience and resources to help you plan successful classroom and worksite visits. Whether you have years of experience or are just starting out, we hope that this article will have helpful ideas for your outreach.

What do today's youth know about careers in geology? Likely, not much. Without role models in their families or on their favorite TV shows, most youth know little about the rewards of careers in geology and engineering. As a role model you can help inform and inspire



Resources



National Alliance for Partnerships in Equity

- www.napequity.org

Videos

- Micro-inequity at work
www.youtube.com/watch?v=WeZ9C56PfC8
- UW La Cross Sexism in Job Interviews
www.youtube.com/watch?v=rYGf8SkANBI
- Anoka STEP non-trad student interviews
https://www.dropbox.com/s/7i99wq2zo283izi/Non-Trad_02.11.13.mov
- Verizon commercial

Posters

- www.stemequitypipeline.org/resources/OnlineResources/Posters.aspx
- www.iwitts.org
- www.herownwords.com

Questions? Discussion.



What do you need to improve **recruitment** for nontraditional courses? **Retention?**



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