



MINNESOTA STATE
Career and Technical Education

m **DEPARTMENT**
OF EDUCATION

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Dr. Rose Wan-Mui Chu, Plum Blossom Strategy LLC
Eva Scates-Winston, Minnesota State CTE

Powerfully Impacting Each CTE Student

Building our “Equity Muscles”

Webinar Description/Purpose

- What does it mean to powerfully impact each CTE student and to support the learner's journey for success in CTE?
- How will your goals and priorities impact your direction and strategies which actually supports their success?
- How will you know when you are successful?

This session continues the discussion from the November statewide meeting by using the CTE Student Journey Framework as a **process** for assessing current practices and identifying measurable outcomes throughout your planning and CLNA steps.

Collective Grounding (1 min)

Reflect on the land we are on, those who have come before us, those who led the way, many who have suffered, and honor the resiliency of our human spirit.

Being Present

One minute of silence

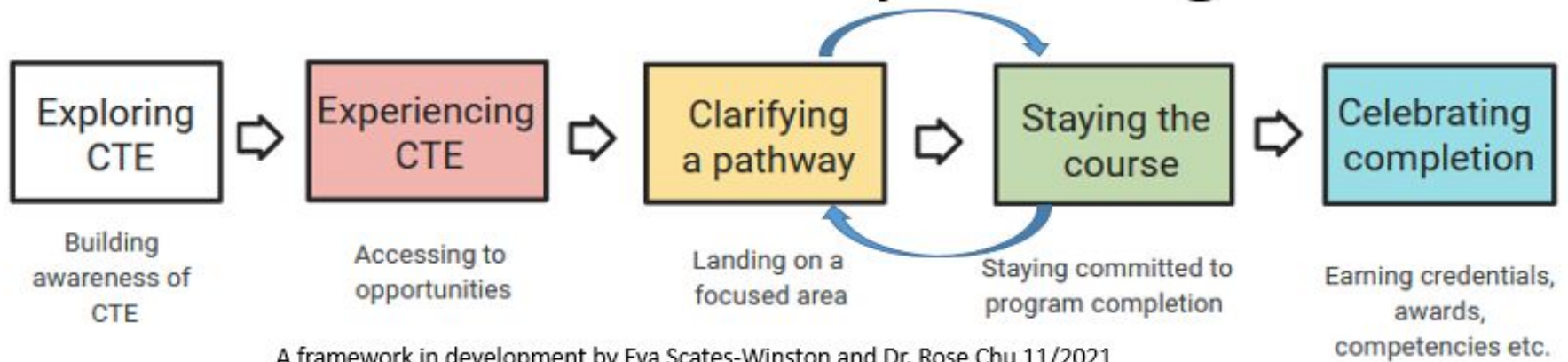
Mindfulness Moment (1 min)

- Sit up straight (or stand up)
- Imagine a rope that connects your body from toe to head to the sky
- Close your eyes
- Notice your breathing
- Notice how your body is holding tension - your legs, your arms, your shoulders, your neck etc.
- Take a deep breath and release that tension (repeat)
- Open your eyes when the bell rings.

Agenda

- Description/Purpose of this session
- Introducing and/or reviewing the CTE Learner Journey framework
- Applying the framework: a concrete example
- Breakout activity: small group discussion
- Equity-based considerations towards systems change
- Measuring impact - centering on the learner
- Reflection and Closing

A Learner's Journey Through CTE



What are our roles and responsibilities as program/consortium leaders to support a learner through this journey?

What barriers exist within current CTE programming for a learner along this journey?

What systematic practices are in place resulting in barriers for learner to participate in CTE?

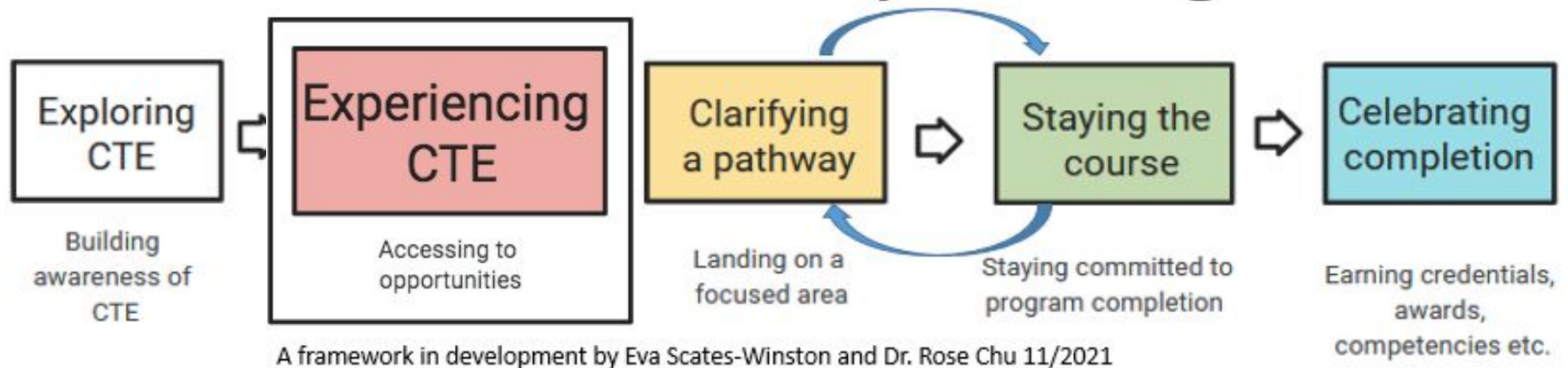
What areas of support do we have in place along this journey to support a learner?

Where are the gaps in these stages that need attention?

What conditions need to be in place or need to shift for a learner to be successful through this journey?



A Learner's Journey Through CTE



Sample Scenario

Goal: Increase # of Black and Hispanic students accessing CTE opportunities.

Problem Statement: Black and Hispanic (high school) students and students in non-traditional CTE programs are not meeting the math attainment indicator.

Proposed Strategy: Add Remedial course work as a requirement for those students who have not met the target.

What do you think of the proposed strategy?

Will it address the problem AND achieve the impact as intended in the stated goal? Why or why not?



Breakout Activity: Small Group Discussion

You are the Review Team

to provide feedback on the proposed strategy

INSTRUCTIONS

- Review slide A for the scenario: goal, problem statement and proposed strategy
- Review slide B for some guiding questions to consider in your discussion and analysis, centering on the learner's perspective and the particular stage of the journey for this scenario. You may have other questions too.
- Be prepared to share out your group's feedback, concerns, considerations and/or recommendations regarding the proposed strategy and/or the overall approach.

CAUTION: Try NOT to jump to solving the problem or prescribing another strategy right away!

“Review Teams” Share Out

Sample Scenario

Goal: Increase # of Black and Hispanic students accessing CTE opportunities.

Problem Statement: Black and Hispanic (high school) students and students in non-traditional CTE programs are not meeting the math attainment indicator.

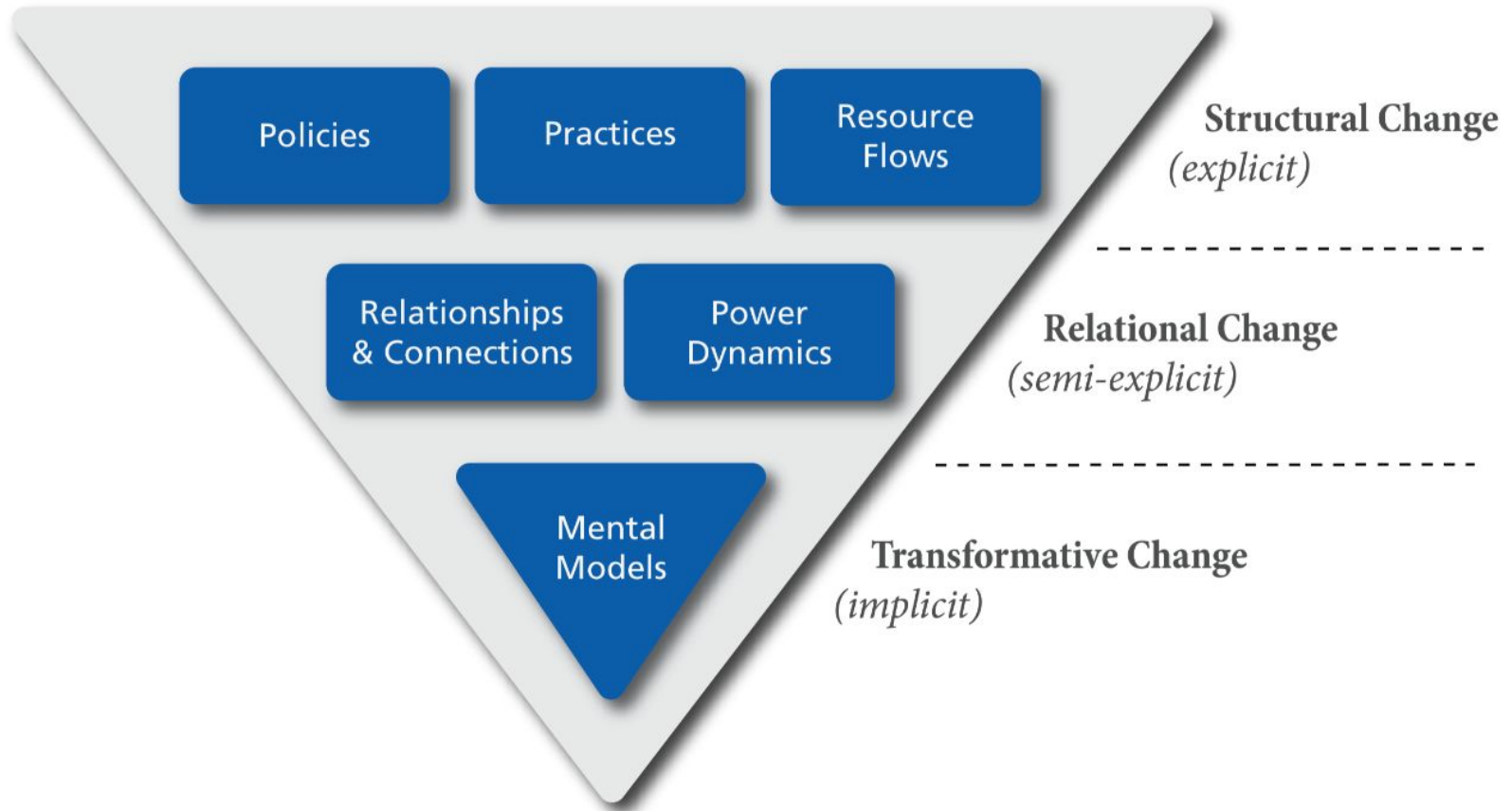
Proposed Strategy: Add Remedial course work as a requirement for those students who have not met the target.

What do you think of the proposed strategy?

Will it address the problem AND achieve the impact as intended in the stated goal? Why or why not?

Systems change is about advancing equity by shifting the conditions that hold a problem in place

Six Conditions of Systems Change



Equity-based Considerations and Questions

Policies: Is the math attainment indicator a written policy? Is it really relevant to many CTE courses? Does this create uneven barriers to access?

Practices: What scheduling practices with adding courses that could be concerning? When will these courses be offered? Are there other systemic practices that could lead to barriers for the learners?

Resource Flows: What is the financial implication of these added courses for the learner? Who is teaching these extra course? How will the requirement be communicated? Who needs to know?

Equity-based Considerations and Questions

Relationships & Connections: Who are the players and stakeholders connected to the intent of the stated goal? How have the relationships been cultivated to support and/or to provide critical feedback on any changes to programming?

Power dynamics: Are the perspectives and experiences of those impacted the most included to achieve the stated goal? Are there voices missing? Are they at the decisionmaking table? Is there a sense of shared power?

Mental models: What perceptions we need to pay attention to? Are there “baked in” narratives from learners,, families and communities that are in the way? Would a proposed strategy perpetuate these narratives? What are the unexamined views and biases on the program side? Are the assets of the learners, families and communities considered and honored?

Measuring Impact

Pretend the proposed strategy IS an existing strategy being implemented ...

Sample Scenario

Goal: Increase # of Black and Hispanic students accessing CTE opportunities.

Problem Statement: Black and Hispanic (high school) students and students in non-traditional CTE programs are not meeting the math attainment indicator.

Implemented Strategy: Add Remedial course work as a requirement for those students who have not met the target.

- How would you know that the strategy is effective?
- What is the impact you are measuring?
- Are there unintended consequences/impact?

Measuring Impact

Pretend the proposed strategy IS an existing strategy being implemented ...

Sample Scenario

Goal: Increase # of Black and Hispanic students accessing CTE opportunities.

Problem Statement: Black and Hispanic (high school) students and students in non-traditional CTE programs are not meeting the math attainment indicator.

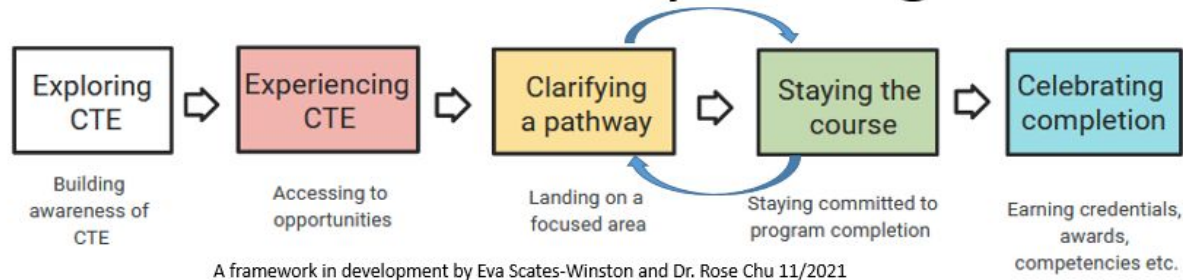
Implemented Strategy: Add Remedial course work as a requirement for those students who have not met the target.

Consider the following two outcomes. What's the difference?
Which one would you recommend?

- Increase # Black and Hispanic students who are meeting the math target by 20%.
- Increase # Black and Hispanic students who are enrolled in CTE courses by 20%.

Reflections and Closing

A Learner's Journey Through CTE



- “Human-Centered Approach” – an emerging framework to focus programming, strategies and impact.
- “Interrogating” and analyzing an approach, a strategy etc from an equity-lens. Revisiting “Conditions of Systems Change” to have more nuanced considerations and questions.

How will you apply what you learned today in your local context and with your team?

Thank you

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Dr. Rose Wan-Mui Chu
rosewchu@gmail.com

Eva Scates-Winston, M.S.
eva.scates-winston@minnstate.edu