



MINNESOTA STATE
Career and Technical Education



April 18, 2024

Primer Part II

Strategies and Approaches to Special Populations Student Success

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Learning Objectives

At the end of this webinar, you can:

- Identify potential practices that support outreach and participation for:
 - English Learners
 - Learners with Disabilities
 - Learners in Nontraditional CTE programs
 - Single Parents
- Recognize additional resources for addressing special population learners
- Discover potentially new connections

Keeping Equity in Mind

Staying Grounded: Giving students what they need vs one-size-fits all.



Perspectives - Themes

*Voices from the
community –
SciMathMN
listening sessions*

Community: Cultural Experience &
Worldview

Understanding: Defining STEM and CTE
Careers

Impact: How careers will shape the
community

Representation: Talents of diverse groups
and people

Universal Strategies

For the classroom and administration

SIT and
Reflect!

Self-efficacy

Identity

Inclusion

Transformation

Shared Resources



Lake Superior College

WE NEED YOU!

**Interested in contributing to online class student success?
Become a Student Online Class Reviewer!**

Time Commitment

- 1 hour paid training
- 2 hours per review
- Minimum of two reviews per semester*

Benefits

- Compensation: \$32 per review
- Develop reviewing skills
- Be integral to improving the online student experience

Preference will be given to students who are able to complete a maximum of **two** reviews in the fall and **two** reviews in the spring semester.
The full job description is posted on Handshake.

If you are interested in participating, email nicola.scott@lsc.edu.

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A Member of Minnesota State

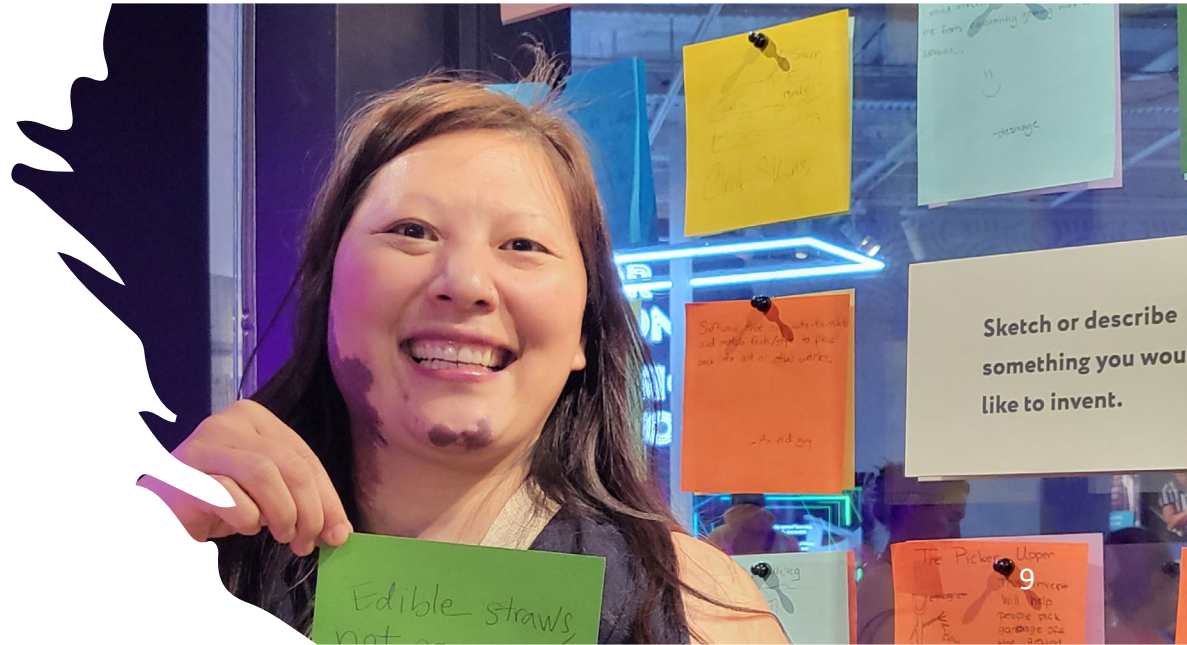
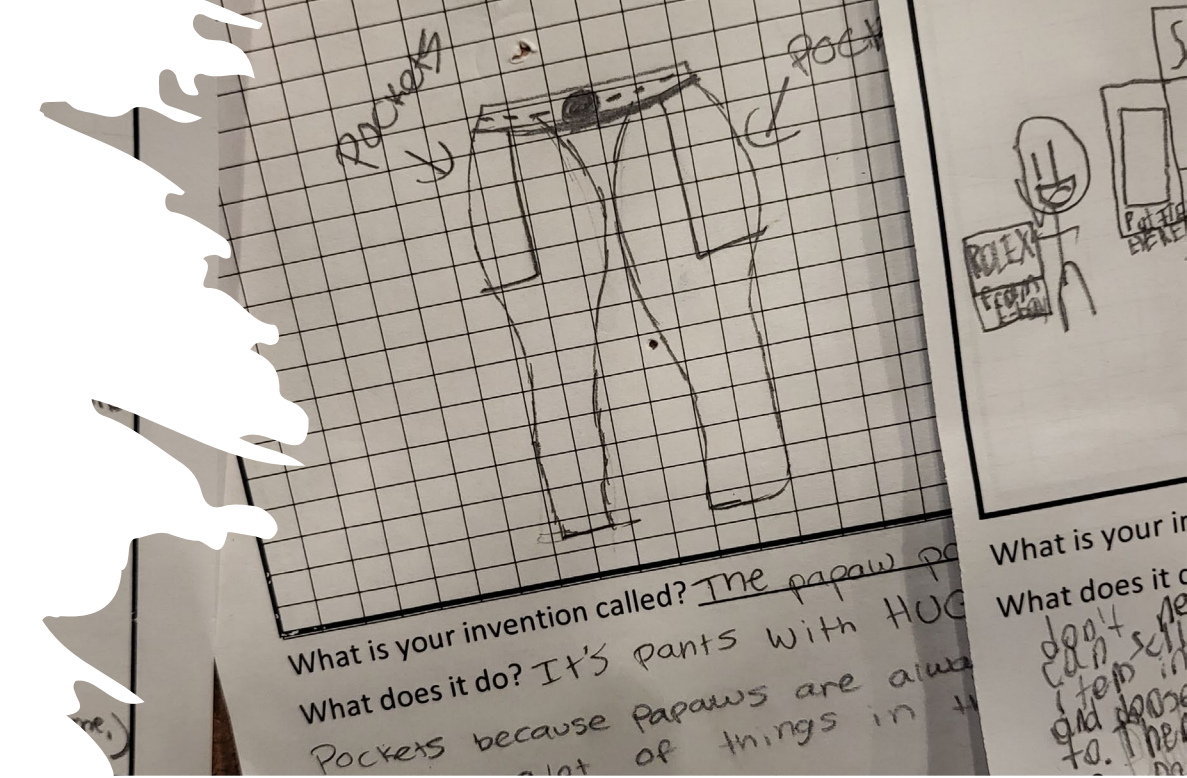
Lake Superior College

Project Impact

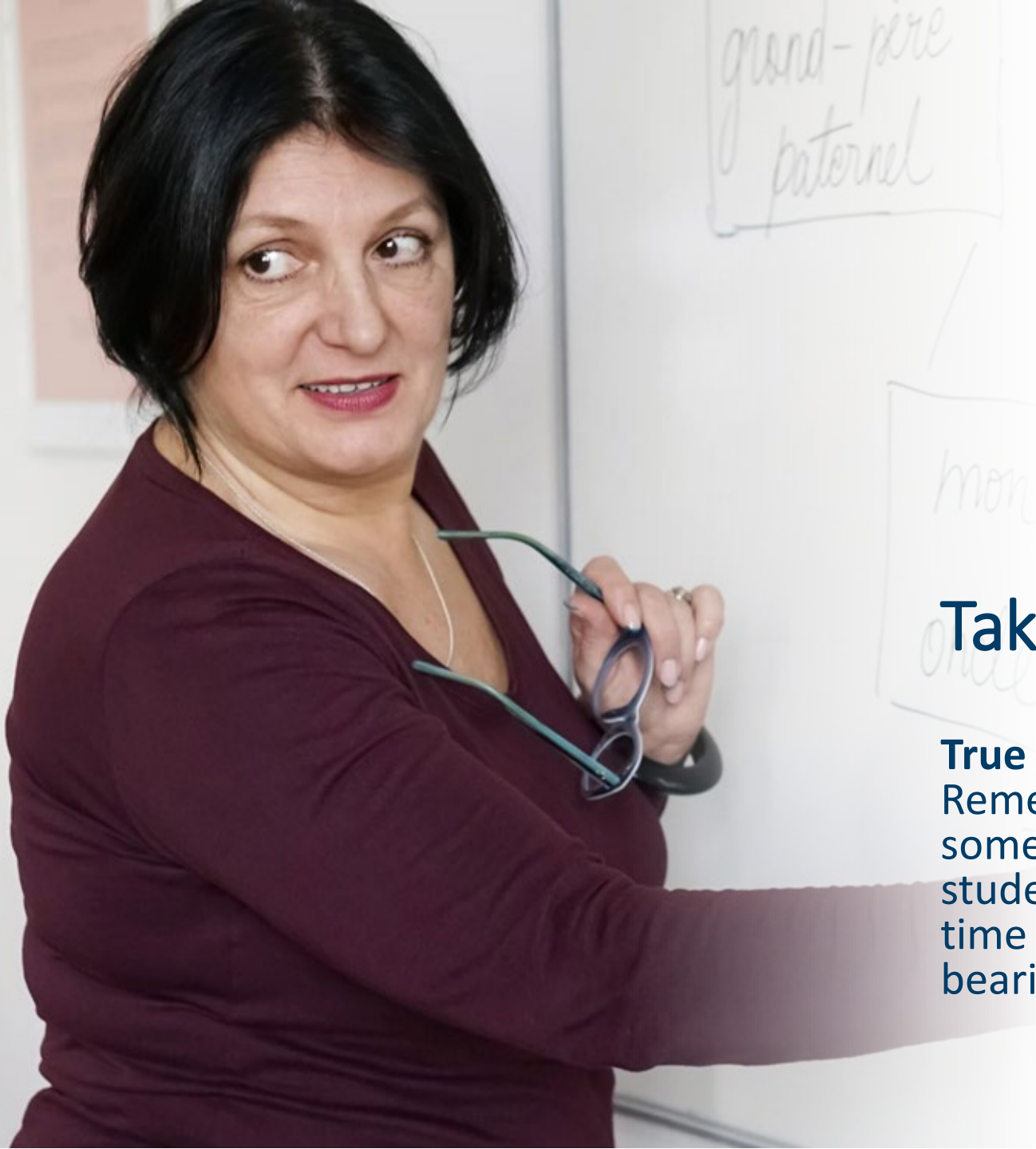
- Increase in navigation, accessibility and confidence with contacting instructors
- Overall satisfaction of online experience up by 30%
- Perceptions of online courses improved by 60% and ease of navigation perceived more positively
- Students valued the faculty's willingness to participate

Using Data and Feedback

- ❖ Contextualized
- ❖ Partnerships
- ❖ Transparency
- ❖ Communication loops
- ❖ Empowerment



Supporting English Learners



Take a guess!

True or False?

Remedial coursework sometimes keeps EL students from having time to take credit-bearing courses

SEEK to
Listen!



Shared culture and language

Exchange

Engage

Knowledge

Shared Resources

Understanding Language

Create connections with those who understand culturally diverse uses of language and social norms:

- Idioms
- Concepts
- Expressions or Gestures
- Communications and Relationships

Identifying Barriers

- Examine the data about participation
- Gather feedback and perspectives from students, parents and staff and teachers that identify potential themes
- Identify systemic practices resulting in access and opportunity barriers for EL students to participate
- Assess student supports (peer support, tutoring) for success in CTE programs)

Experiential Tapestries Project: Interweaving Hispanic Studies and Computer Sciences through Languages and Cultures

The *Experiential Tapestries Project* is developing a curricular pathway that integrates a new Hispanic Studies minor with the Computer Information Technology major and engages students in experiential learning and internships with partners who work in Spanish-speaking contexts.

Resources

- EnGen: online CTE training platform
<https://getengen.com/course-catalog>
- Making a Promise: English Learners
<https://careertech.org/resource/making-good-on-the-promise-improving-equity-and-access-to-quality-cte-programs-for-english-learners/>
- Tips for Supporting ELL Students in CTE (handouts)

Supporting Learners with Disabilities

Disability
Inclusion in
CTE series
(2023)

Part I: *Creating inclusive environments in CTE programs for learners with disabilities*

Date: May 11, 2023

Part II: *Practices for Inclusive Environments in CTE Programs: Voices from Learners with Disabilities*

Date: June 1, 2023 (TH)

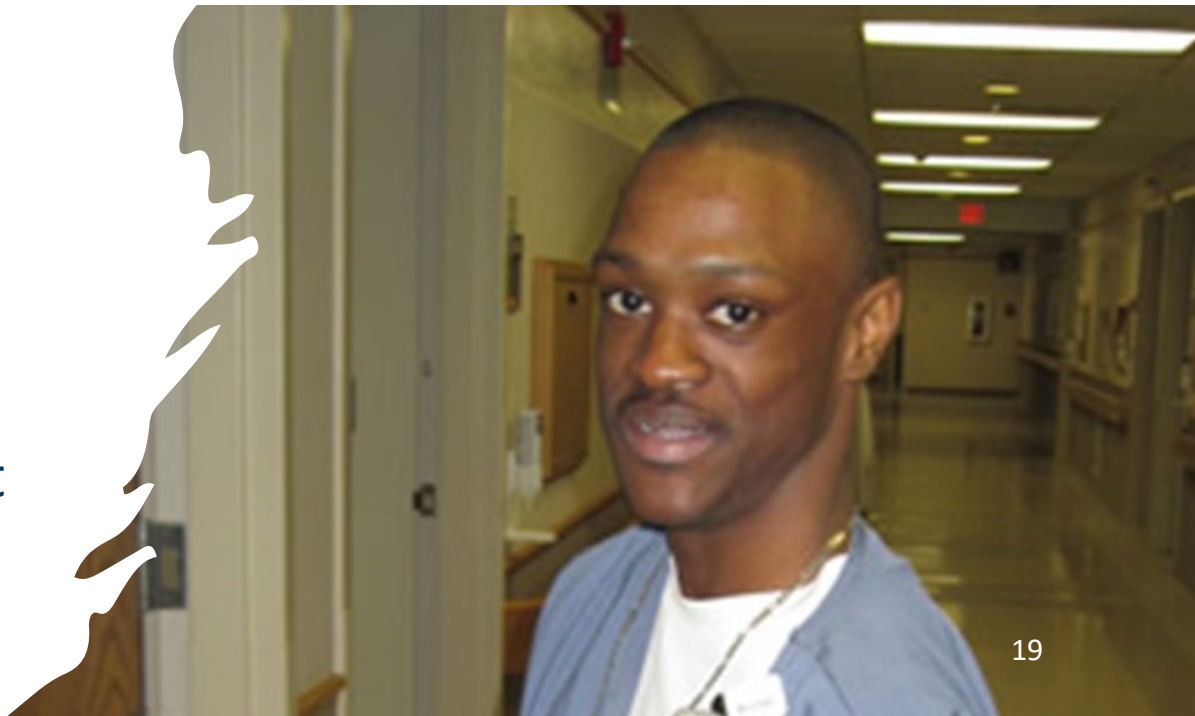
Part III: *Building Capacity and Accountability for Inclusive Environments in CTE Programs for Learners with Disabilities*

Date: June 8, 2023 (TH)



Take a Guess!

Which category of disability has the highest unemployment rate?



Which disability has the highest unemployment rate?

- a. Hearing Impairment
- b. Cognitive or psychological disabilities
- c. Visual impairment
- d. Mobility
- e. Intellectual/developmental disabilities

Answer: **E**

Intellectual and Developmental Disabilities:

"IDD" is the term often used to describe situations in which intellectual disability and other disabilities are present.

***Developmental disabilities**, a broader category, include autism, behavior disorders, brain injury, cerebral palsy, Down syndrome, fetal alcohol syndrome, intellectual disability, and spina bifida. **Intellectual** functioning or intelligence, which include the ability to learn, reason, problem solve, and other skills; and Adaptive behavior, which includes everyday social and life skills.*

What are inclusive CTE systems?

- Inclusive CTE spaces are when disabled students...
 - Learn and work alongside non-disabled peers
 - Are held to high expectations
 - Have goals based on strengths, interests, and what they can learn
 - Are accepted and valued as full participants and contributors

Adapted to fit CTE: Nat'l Center for Educational Restructuring and Inclusion, 2009

Universal (Support) Strategies

- Training on accommodations but also recognizing bias
- Partnerships and networks help support staff and student success
 - TRIO programs
 - Campus or District Accessibility Services
- Training for faculty/teachers in universal design strategies

Fixed Mindset!

Prescribed Pathways



Food

Filth

Flowers

Factories

Friendly

The 5 Fs Pathways, adapted from Money, CNN.com

Examples from the field

**NE Metro: Work-
based learning for
SWD**

**South Central
College - hands-on
training in CNC**

**Central Lakes
College
Occupational Skills
Program**

**Ridgewater
College
Occupational Skills
Program**

**Riverland College
– college
transitions for
students**

**Bethel University
integrated skills
and student life**

Resources

- MnACTE – SNP
<https://mnactesnp.wordpress.com/>
- E1MN Network and Regional Contacts
<https://www.theimprovetgroup.com/regions-e1mn-collaboration-meeting-series>
- National Technical Center for Transitions (NTACT)
<https://transitionta.org/>
- MN Higher Education Consortium, MIHEC
<https://mihec.ici.umn.edu/about>
- CNBC story:
<https://www.cnbc.com/2023/08/03/this-is-americas-most-ignored-workforce-with-80percent-unable-to-find-work.html>

Resources

- MN Association of Higher Education and Disabilities (AHEAD)
<https://www.ahead.org/about-ahead/about-overview/affiliates/minnesota>
- *Making a Promise: Supporting Students with Disabilities in CTE*
<https://careertech.org/resource/making-good-on-the-promise-improving-equity-and-access-to-quality-cte-programs-for-students-with-disabilities/>
- *Disability Inclusion in CTE Series*
<https://www.minnstate.edu/system/cte/professionaldevelopment/monthly-webinars.html>

Supporting Nontraditional Careers Participation



Take a Guess!

Women represent what percent of workers in occupations requiring less than a bachelor's degree that pay less than \$30,000 per year?

Answer: **83%!!**

The Road Less Travelled

Awareness

Outreach

Engage

Exposure



Awareness, Outreach and Recruitment

- Consider other approaches and audiences:
 - Military Services or Veterans, ROTC
 - Youth Development organizations
 - Target “undecided majors”
 - Target areas where programs are full or waitlists
- Provide information, activities, and training on non-discriminatory policies and practices
- Educate counselors and teachers on the impact of bias and stereotype threat to understand the potential barriers for students

Engagement Examples

- Weave content about, for, and by women/girls, men/boys into every aspect of the curriculum. Current and historical figures – have them find example!
- Provide exercises that expose students to examples of inclusion within the course content.
- Provide exercises that teach counselors and teachers to recognize gender inequities in curriculum and materials.
- Utilize the CTE regional reports or other materials to create “startling statements” or other messaging for use in classrooms, advisory committees, teachers and other discussions

TOP 10 REASONS to choose a nontraditional career

Your job choice should be based on abilities and interests, not gender stereotypes.

You'll spend more than 30 years working — choose something that you'll enjoy.

Your skills could apply to a variety of other jobs that use similar or the same skills.

There are many career fields that offer greater job flexibility to meet family needs.

Nontraditional jobs for women can pay up to 25 percent more than traditional jobs. Some nontraditional jobs for males pay from \$22-24 per hour.

There are many career fields in high demand but short in supply of employees.

There are opportunities to train and learn skills on the job and earn wages at the same time.

By 2008, 50 percent of new jobs will require more than a high school diploma and only 23 percent of new jobs will require a four-year degree.

You have MANY choices!

There is support to help you succeed!

MINNESOTA STATE COLLEGES & UNIVERSITIES

Job Training Is Within Your Reach



Make it HAPPEN

ARE YOU MAN ENOUGH...



...TO BE A NURSE?

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

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Where Do I Start?

✓ Step One:

Determine what it costs to live in your community:

- www.jobsnowcoalition.org/calculator/calculator.html
- <http://mn.gov/deed/data-tools/col/>

✓ Step Two:

Take some online assessments to discover what you may be good at and what may interest you:

- www.mynextmove.org/explore/ip

✓ Step Three:

Learn about careers at:

- <http://mn.gov/deed/data-tools/career-profile/>

Remember to review:

Pay – Consider your cost of living from Step 1.

Outlook – What are the opportunities and growth for this career in the future?

Tasks – Do I like the tasks required for this job?

✓ Step Four:

Make a plan and get trained. Find a college or university that has the training you need:

- www.mnscu.edu

Learn more about apprenticeship options:

- Labor Unions: www.constructioncareers.org
- Colleges: www.mnamp.net

Concerned about how to pay for college:

- <https://studentaid.ed.gov/sa/>
- www.fafsa.ed.gov (free application for federal student aid)

Success Stories

Learn more about women who have achieved success in nontraditional occupations:

www.workforcecouncil.org/nontradcareers/

A Collaborative Effort of:



Sources:

Wider Opportunities for Women
US Bureau of Labor Statistics

WOMEN IN DEMAND CAREERS



EXPLORE NONTRADITIONAL CAREERS

www.workforcecouncil.org/nontradcareers/

Interweaving Indigenous Culture with CAD and CNC applications

Working with counselors (these are tribal members) from Indian Ed, District 31, the project will refine the curriculum and introduce and provide skill development in areas of CTE technologies. Elements of computer design software (CAD), digital transfer to a computer numerically controlled (CNC) machine, and industry-level application of the pieces created will be foundational in traditional ribbon skirt construction and jewelry.



Saint Cloud Boys & Girls Club

Partnership with the school district and workforce center to provide career exploration through field trips and sessions to learn about careers

Impact:

- Connecting with the community and building new relationships
- Great access for youth who may not participate or consider those careers
- Increased exposure and interest in exploring career options



BOYS & GIRLS CLUBS
OF CENTRAL MINNESOTA

Preparation for Non-trad CTE Programs

MWCC's Recruitment Plan identified the noncredit BioTech Manufacturing course as an important target audience for recruiting female students and it turned out to have the highest conversion rate.

This intensive 2-week course included 40 hours of content and was provided on campus and, remotely, at local employers. It was designed as a feeder and bridge to the credit course, with fundamentals that they could use at their current or future job, and helped students build confidence and piqued their interest to do even more.”



IWTTS highlight. <https://womentech.iwitss.org/casestudies>

Exposure through peer shadowing

Student to Student Shadows – DCTC

High school students shadowed college students, experienced hands-on activities and tours, and took a mock college placement test to determine their knowledge and preparedness. They also talked with employers who visited the college.

The key impact was the changed perception students had about a CTE program, in this case, architectural drafting, [their] learned about the flexibility that the employer offered employees along with other views of the work environment, including speaking with role models that are more representative of themselves.



Resources

- Her Own Words
[Her Own Words® Women in Nontraditional Careers materials](#)
- Women's Economic Security Act (WESA) grants
<https://mn.gov/deed/programs-services/adult-career-pathways/grants/wesa/>
- Women in Apprenticeships and Nontraditional Occupations (WANTO) Grants
<https://www.dol.gov/agencies/wb/grants/wanto>
- Institute for Women in Trades, Technology and Science (IWITTS) Case Studies <https://www.iwitts.org/>
- National Alliance for Partnerships in Equity (NAPE)
<https://napequity.org/about-us/>

Supporting Single Parents

Outreach and Support

- Campus Outreach Events
 - Providing childcare at events
 - Family-centered approach
 - Community Services events
- Student Parent Centers
 - Minneapolis College
 - Riverland College
 - Winona State University
 - Metropolitan State University
 - Pine Technical College
- Financial: North Star Promise Scholarship

More Supports

Financial:

- North Star Promise Scholarship (OHE)
<https://www.ohe.state.mn.us/sPages/northstarpromise.cfm>
- Student Parent Support Initiative (MDH/OHE)*
<https://www.ohe.state.mn.us/mPg.cfm?pageID=2601>

Employment & Training Support:

- https://www.dhs.state.mn.us/main/groups/agencywide/documents/defaultcolumns/dhs16_192826.pdf
- <https://www.schoolhouseconnection.org/wp-content/uploads/2019/01/Strategies-for-Parenting-Students.pdf>

Wraparound Services

- Connections to community referrals and social services:
 - SNAP/Thrive program
 - EBT
 - Emergency Assistance
 - Assistance for childcare or housing
 - MFIP education and training options
 - Title I funding (ESSA)

**Student Parent Support Initiative (MDH)
In 2023, the Minnesota Legislature allocated \$3 million over the next biennium to support the SPSI as a competitive grant program administered in partnership with the Minnesota Office of Higher Education (OHE).
History: The pilot research program ran from 2014-17.*

Mesabi Range

*Creating a culture
of community and
family*

- Provided holiday activities and other family-friendly events
- Disseminated information about CTE programs and student services with staff available to answer questions
- Provided quick tours of program areas
- Supervised activities for the children

Action Steps

Equity in Action means:

- Providing resources to thrive – academically, socially and emotionally
- Recognize systemic inequities that may discriminate
- Reform/enact policies and practices that mitigate the identified inequities
- Recognize and acknowledge how personal perceptions impact bias and educational equity

A last thought...



Japanese-British-Canadian artist, Tim Okamura. (Model and portrait shown)

“No matter the level of their language acquisition, gender, identity or need — all students enter the classroom with strengths, perspectives and knowledge.”



**Questions or
Suggestions?**