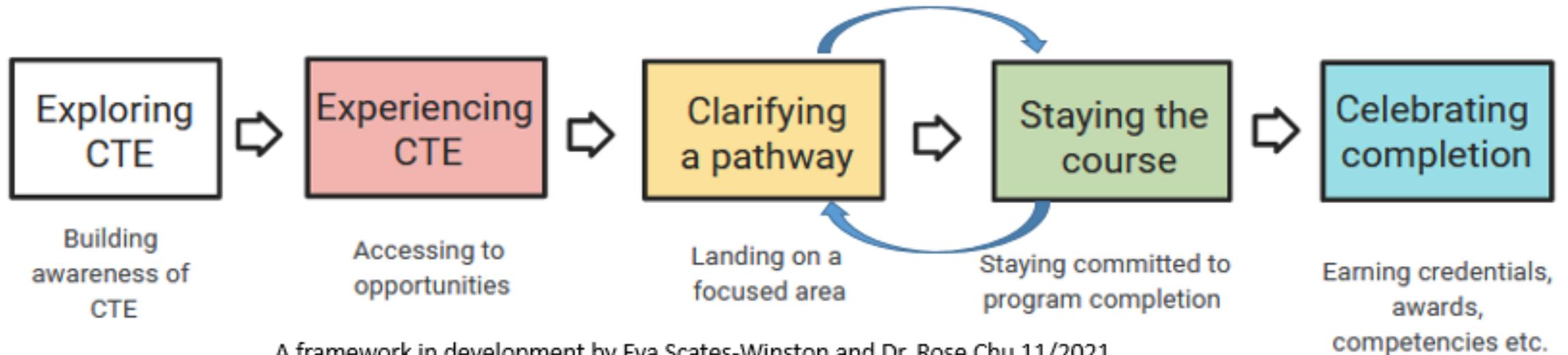


A Learner's Journey Through CTE

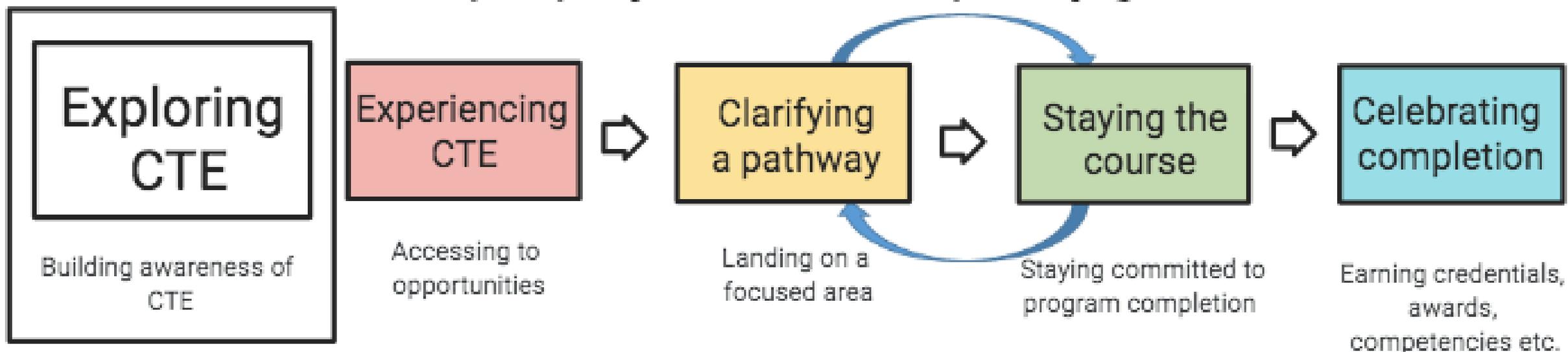


What conditions need to be in place or need to shift for a learner to be successful through this journey?

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

What areas of support do we have in place along this journey to help a student? Where are the gaps in these stages that need attention?

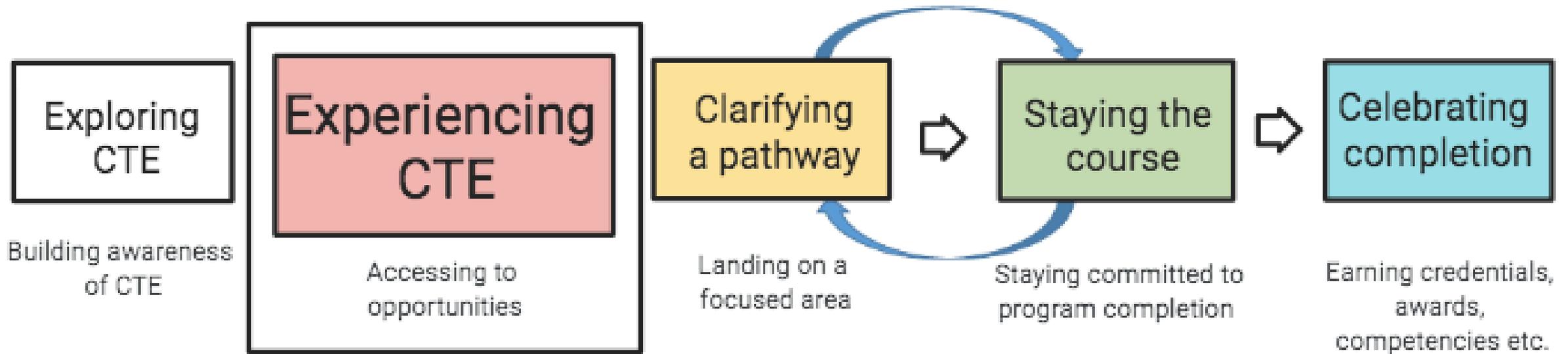
A Learner's Journey through CTE: Sample projects from capacity grants



Problem Statements #1: Few ELL high school students are participating in CTE courses;
#2: A large number of ELL students are struggling or not completing courses in the college nursing program.

What conditions might hold this problem in place? What can we do (in programs, services, etc.) that will support a students journey in the example?

A Learner's Journey through CTE: Sample projects from capacity grants



Problem Statement: Females are enrolled in non-trad programs but fewer in internships.

What conditions might hold this problem in place? What can we do (in programs, services, etc.) that will support a students journey in this example?

Please share your feedback!

- What do you think of this journey framework? How may this be useful in your work? Any feedback, thoughts, insights?
- Click on the following Jamboard to see comments from your colleagues on November 1. Feel free to add your own "post-it" notes to the Jamboard.
https://jamboard.google.com/d/1UXglZdskq20_E9jNcjx7xrwa2XG3bEWDEYZH9g9wz_1/edit?usp=sharing
- For more information or questions, please contact:
eva.scates-winston@minnstate.edu or rosewchu@gmail.com