

Changing Perceptions, Shaping Reality:

CTE for Students Battling Poverty

Denise Felder, Poverty Awareness Coach

Career & Technical Education, Minnesota State

Denise.Felder@so.mnscu.edu

Today's Outcomes



- Different View of Today's Economy
- Awareness of Multiple Socioeconomic Lens
- Understand How CTE Directly Addresses Poverty
- Ways To Advise Students & Job Seekers Battling Poverty

GLOBAL
COMPETITIVENESS
SUCCESS
LEADING CHANGE
CAREER
READINESS
ECONOMIC VITALITY
LEADERSHIP
HIGH-DEMAND
LEARNING
SKILLS
SUSTAINABLE
WORKFORCE
READY
GLOBE
COMPE
ENTREPRE
CLASS
WORLD
HIGHER
RATES
STUDENT
SUCCESS
CAREER
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CLASS
LEARNING
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Economic Realities



Hourly Wages *	1 Adult	1 Adult, 2 Children	2 Adults (1 working), 2 Children	2 Adults, 2 Children
Poverty Rate	\$5.66	\$9.66	\$11.00	\$5.00
Livable Wage	\$10.65	\$27.83	\$23.54	\$15.28

Federal Minimum Wage \$7.25/hour = \$15,080 annual

MN Minimum Wage \$9.50/hour = \$19,760 annual

* Amount given to per adult

Source: Living Wage Calculator; <http://livingwage.mit.edu/>

Poverty in United States



States Ranked by Overall Poverty Rate (2016)

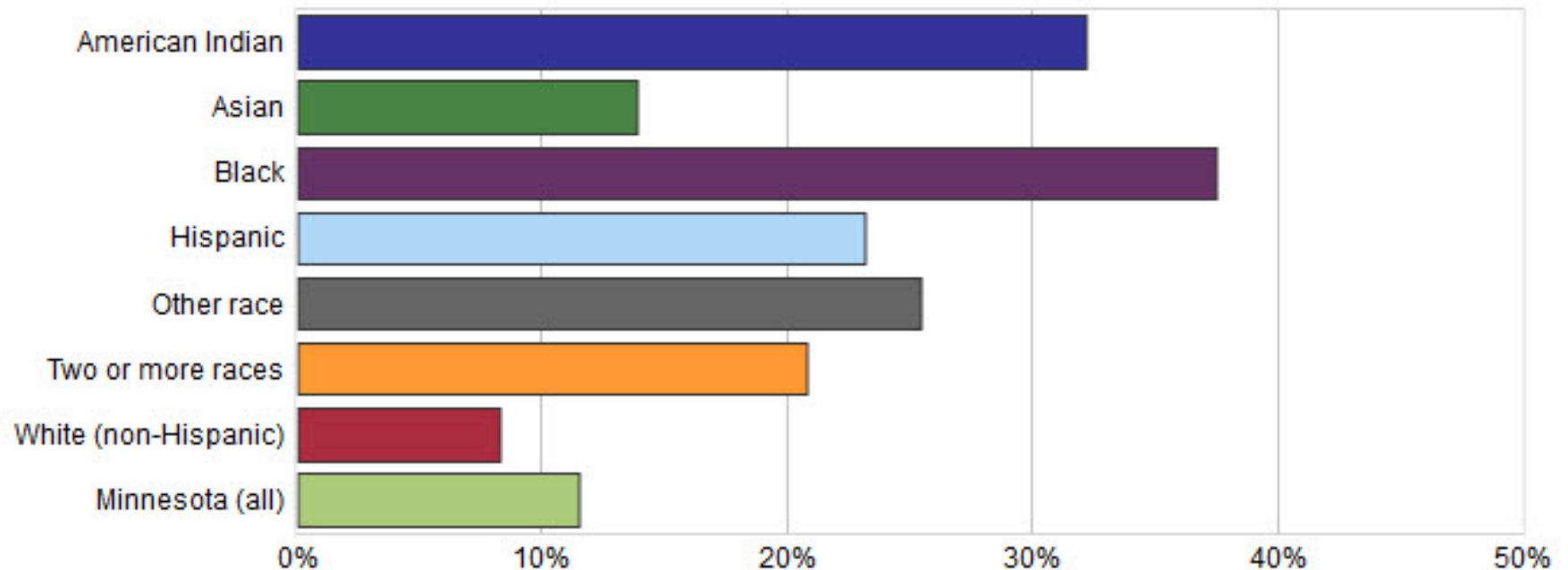
STATE NAME	OVERALL POVERTY	RANK
New Hampshire	8.2%	1st
Maryland	9.7%	2nd
Minnesota	10.2%	3rd
Vermont	10.2%	4th
Alaska	10.3%	5th
Connecticut	10.5%	6th
Hawaii	10.6%	7th
New Jersey	10.8%	8th
North Dakota	11.0%	9th
Wyoming	11.1%	10th

Source: Center for American Progress; <https://talkpoverty.org>

Poverty in Minnesota

Individuals below the poverty level by racial and ethnic group

Minnesota, 2014



Economic Realities

A majority of poor people who can work do

Employment status of people in poverty, age 18-64

People in poverty

Currently eligible to work 65%

Not currently eligible 35%



People in poverty *currently eligible to work*

Working 63%

Not working 37%



Economic Realities

Disconnect between productivity and a typical worker's compensation, 1948–2015



Economic Realities



What regional, national statistics and demographics can you use to **measure and describe poverty in your area?**



- Unemployment rates
- Free and reduced lunch
- Pell grants
- State CTE completion rates
- Labor Market Projections
- Income levels of CTE careers
- What else?

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Class Types



- Generational Poverty
- Immigrant Poverty
- Working-Class
- Situational Poverty
- Middle-Class(es)

Perceptions



Deprivation: lacking adequate resources

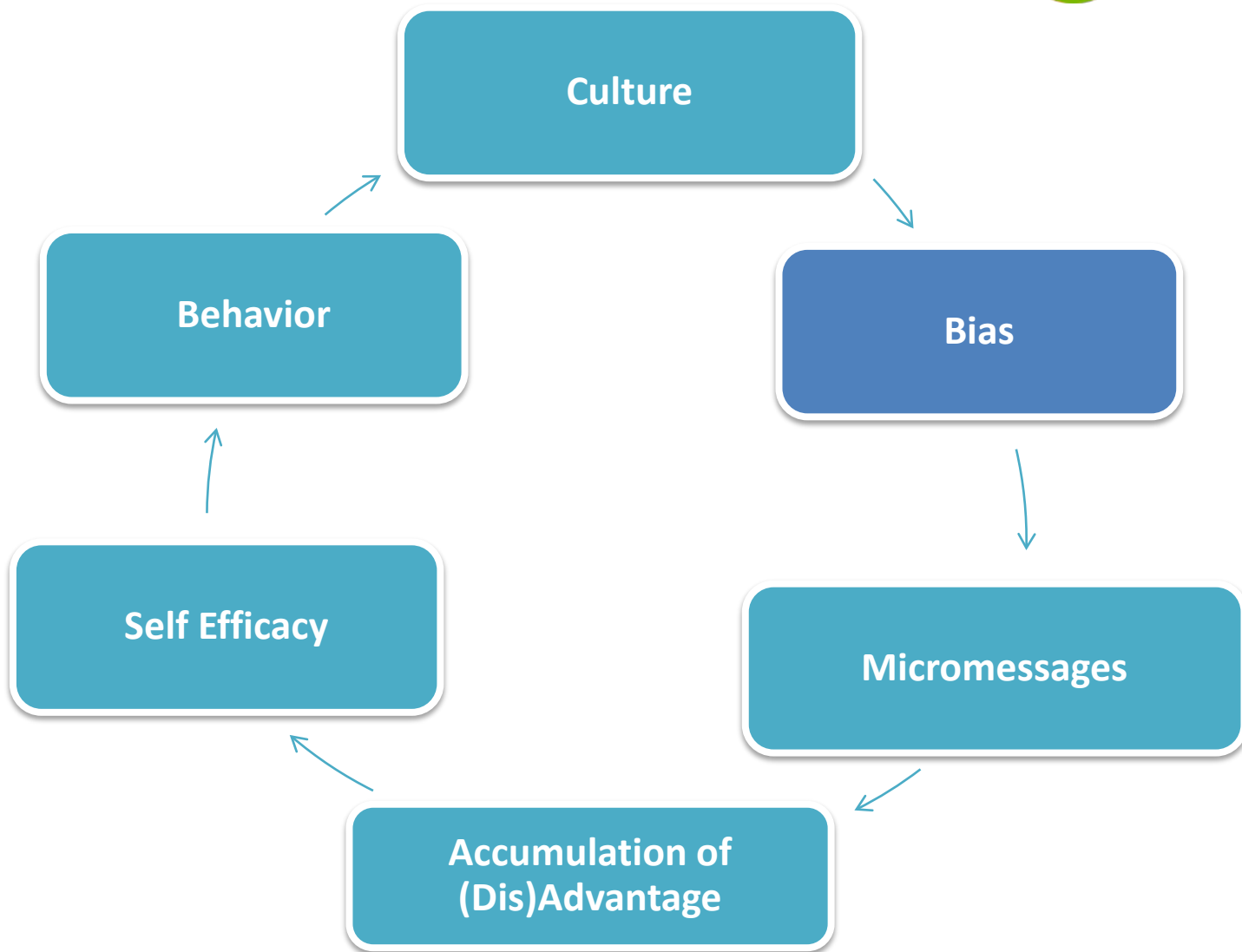
Social Exclusion: denial of resources, rights, services...inability to participate in social, economic and political life

Quality of Life: health and well being, safe living environment

Poverty is NOT a Culture



Perceptions



Perceptions

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.

Perceptions



“Poverty competency is having comprehensive **understanding** of poverty and the **skills** to effectively eradicate its impacts on learning. It is knowing the **history and structural causes** of poverty to ensure that you **operate on facts, not stereotypes**. ... It is **fostering a climate** where everyone belongs, has knowledge, and has opportunities to shine.”

~ Dr. Donna Beegle

Perceptions



What have you been taught to believe about poverty and the people who live in it?

What advantages have you “taken for granted”?



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Mentoring / Coaching

Advising



Apprenticeship



Advocacy

Attitude, Grit & **Growth Mindset**



- Passion and perseverance toward long-term goals
- Courage to learn from and move beyond failures
- Belief in self-improvement, ability to learn
- Resilience = Optimism, Confidence and Creativity

Example of Grit, Self Advocacy

MY NAME IS NOT *"THOSE PEOPLE"*

My name is not "Those People."

I am a loving woman, a mother in pain, giving birth where my babies have the same chance to thrive.

My name is not "Inadequate."

I did not make my husband leave us-he chose to and chooses not to pay child support.

Truth is though, there isn't a job base for all fathers to support their families.

While society turns its head, my children pay the price.

My name is not "Problem and Case to Be Managed."

I am a capable human being and citizen, not a client.

The social service system can never replace the care and concern of loving Grandparents, Aunts, Uncles, and other family members.



By Julia K. Dinsmore

Skills Employers Want



- **Foundational Skills** (Arrive on Time, Personal Hygiene)
- **Interpersonal Skills** (Polite, Act Appropriately)
- **Communication Skills** (Written, Verbal, Technology)
- **Problem Solving and Critical Thinking**
(Flexible, Multitask)
- **Teamwork** (Diversity, Group Work)
- **Ethics and Legal Responsibilities**
(Trustworthy, Responsible)
- **Professional Skills** (Career Development, Leadership)

What is a “Career?”

Job = A paid position with specific duties at a particular organization.

Career = Often progressive achievement or experience in a career pathway, includes education, training, past jobs, community involvement, and hobbies.

Minnesota Career Fields, Clusters & Pathways

■ Marketing

- > Merchandising
- > Marketing Management
- > Marketing Communications
- > Marketing Research
- > Professional Sales

■ Business, Management, and Administration

- > Administrative Support
- > Operations Management
- > Business Information Management
- > Human Resources Management
- > General Management

■ Hospitality and Tourism

- > Lodging
- > Recreation, Amusements and Attractions
- > Restaurants and Food/Beverage Services
- > Travel and Tourism

■ Finance

- > Banking Services
- > Business Finance
- > Securities and Investment
- > Accounting
- > Insurance

■ Agriculture, Food, and Natural Resources

- > Animal Systems
- > Agribusiness Systems
- > Environmental Service Systems
- > Food Products and Processing Systems
- > Natural Resources Systems
- > Plant Systems
- > Power, Structural, and Technical Systems

■ Arts, Audio/Video Technology, and Communications

- > Audio/Video Technology and Film
- > Journalism and Broadcasting
- > Performing Arts
- > Printing Technology
- > Communications Technology
- > Visual Arts

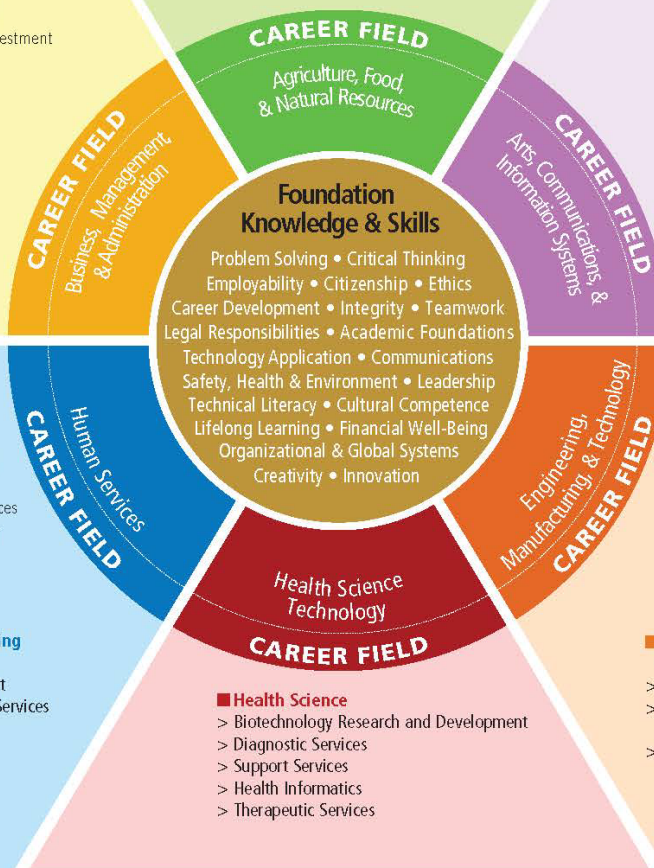
■ Information Technology

- > Information Support and Services
- > Network Systems
- > Programming and Software Development
- > Web and Digital Communications



MINNESOTA STATE

Minnesota Department of
Education



■ Law, Public Safety, Corrections, and Security

- > Correction Services
- > Emergency and Fire Management Services
- > Law Enforcement Services
- > Legal Services
- > Security and Protective Services

■ Government and Public Administration

- > Revenue and Taxation
- > Foreign Service
- > Governance
- > National Security Planning
- > Public Management and Administration
- > Regulation

■ Human Services

- > Consumer Services
- > Counseling and Mental Health Services
- > Early Childhood Development and Services
- > Family and Community Services
- > Personal Care Services

■ Education and Training

- > Administration and Administrative Support
- > Professional Support Services
- > Teaching/Training

■ Transportation, Distribution, and Logistics

- > Facility and Mobile Equipment Maintenance
- > Health, Safety, and Environmental Management
- > Logistics Planning and Management Services
- > Sales and Services
- > Transportation Operations
- > Transportation Systems/Infrastructure Planning, Management, and Regulation
- > Warehousing and Distribution Center Operations

■ Architecture and Construction

- > Construction
- > Design/Pre-construction
- > Maintenance/Operations

■ Manufacturing

- > Production
- > Manufacturing Production Process Development
- > Maintenance, Installation, and Repair
- > Quality Assurance
- > Logistics and Inventory Control
- > Health, Safety, and Environmental Assurance

■ Science, Technology, Engineering, and Mathematics

- > Engineering and Technology
- > Science and Mathematics

Learn about Programs of Study
www.mnprogramsofstudy.org

ISPEAK CTE Blog

www.mnlearningthatworks.org

Legend:

■ = Career Cluster

> = Career Pathway

Explanation provided on reverse side.

Professional Sales

Other pathways with related occupations:

- Consumer Services
- Merchandising

Bachelor's Degree (4 Years)

- Sales Engineers
- Securities, Commodities, and Financial Service Sales Agents
- See Other Careers

Advanced Degree (4+ Years)

- Sales Managers
- See Other Careers

1-3 Years

- Real Estate Agents
- Real Estate Appraisers and Assessors
- Wholesale and Retail Buyers
- See Other Careers

Less Than 1 Year

- Demonstrators and Product Promoters
- Parts Salespersons
- See Other Careers

High School Diploma or GED

- Driver/Sales Workers
- Retail Salespersons
- Telemarketers
- See Other Careers

Economic Realities

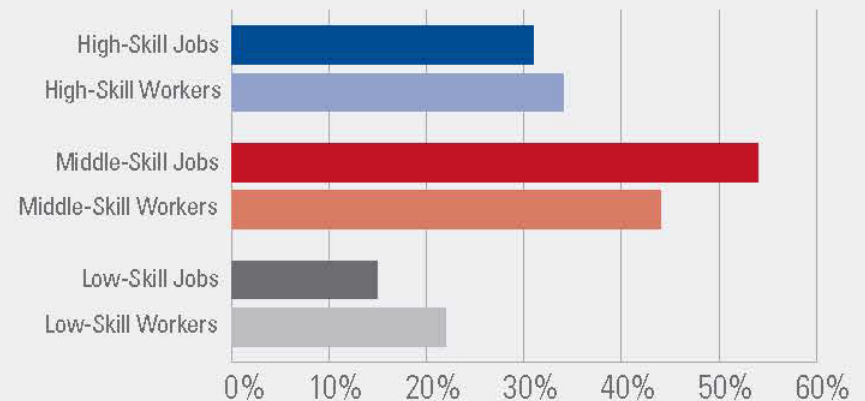


[On YouTube](#); 9:35 minutes

A Middle-Skill Gap

Middle-skill jobs account for 54 percent of United States' labor market, but only 44 percent of the country's workers are trained to the middle-skill level.

Jobs and Workers by Skill Level, United States, 2012



Source: NSC analysis of Bureau of Labor Statistics Occupational Employment Statistics by State, May 2012 and American Community Survey data, 2012.



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Pathways Out Of Poverty



- 1) Need to replace highly-educated baby boomer retirees
- 2) Younger generation smaller, less educated than baby boomers
- 3) Need more adults to enter workforce
- 4) Need more people to get postsecondary training



Perceptions



How do you help job seekers understand **importance of long-term career plans?**

What **types of supports** do job seekers need as they start their education or employment plans?



Questions? Discussion!



Denise.Felder@so.mnscu.edu

**Poverty Awareness Coach,
Director of Professional Development for Minnesota CTE**