ECMC CTE Leadership Collaborative Convening

Foundation

Dr. Nzingha Williams, CPCC

Michael Connet, ACTE

CTE and the Black American Experience
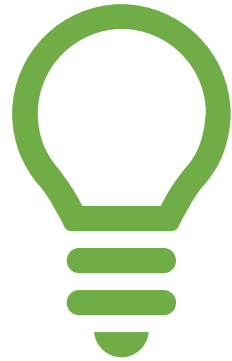
Table 5

Research Question and Associated Themes

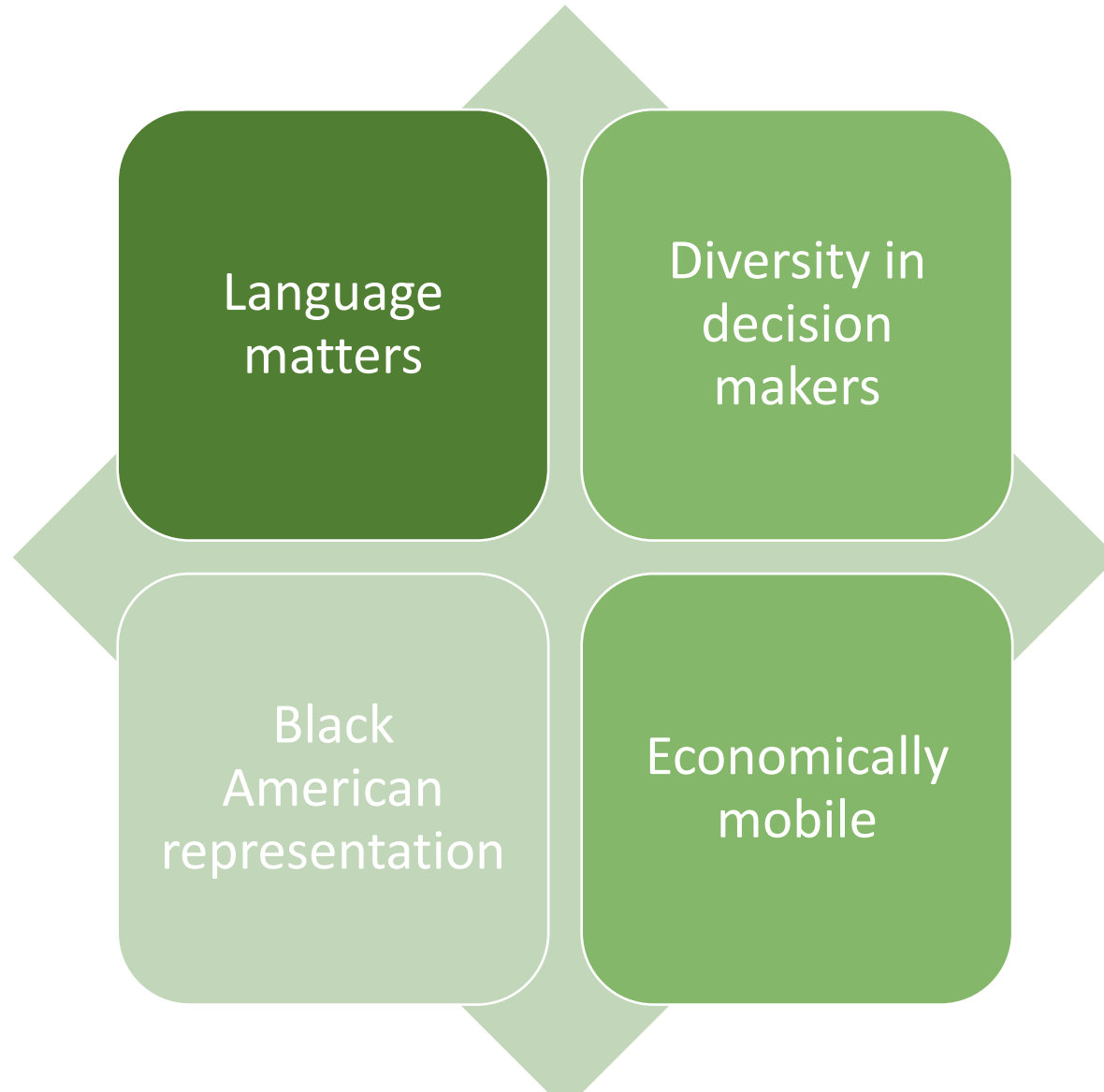| Research Question and Sub question	Theme
Research Question: How do parents in the 21st century view CTE as a path to economic success in the Black American community?	legacy, community, entrepreneurship, and representation
Sub question A: Do parents understand CTE?	trades and foundational experience & exposure
Sub question B: What ideals of Booker T. Washington have parents consciously or unconsciously used when advising their students?	industrial education
Sub question C: What ideals of W. E. B. Du Bois parents they consciously or unconsciously used when advising their students?	the table

What I heard…

- **"something that you want to have under your wing or just something on the side that**. You may not necessarily like it, but it's like a trade"

- **"But we don't have to do industrial work. Some of us are geniuses in math and science".**

- "I noticed some people may take to it faster. **Because it's working with your hands versus using your brain muscle.** So, some people may say, I would rather work with my hands than work with my brain"

Entrepreneurship | Representation

Language matters

Diversity in decision makers

Black American representation

Economically mobile

ECMC Foundation   CTE Leadership Collaborative Convening

Questions

What are ways to address racial equity in CTE?

What are ways to ensure racial diversity in CTE?

What could be images or language that perpetuates the negative stigma attached to CTE?
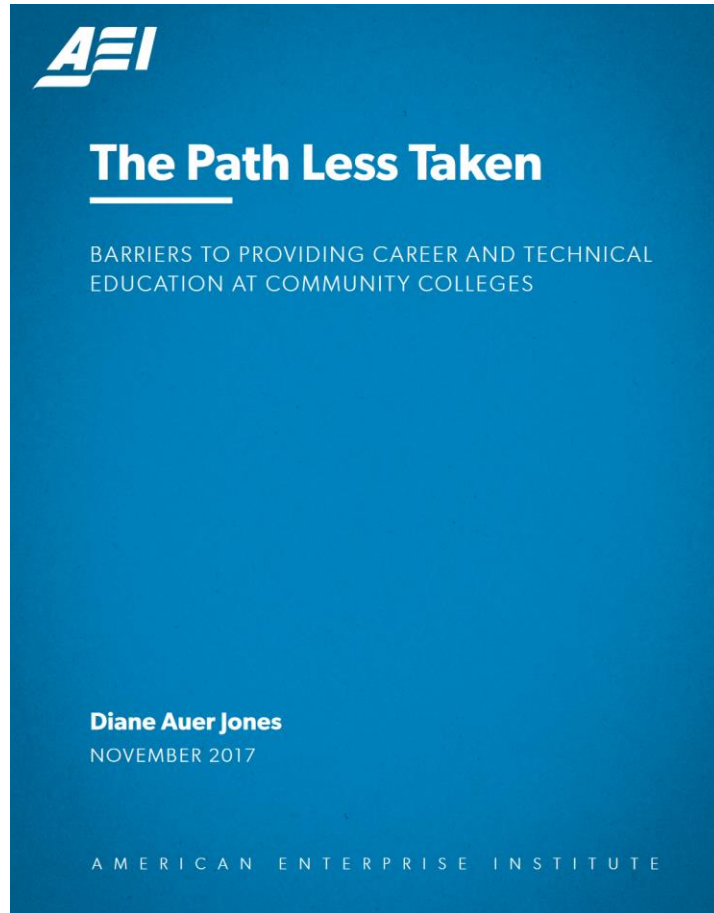
Confronting the CTE Stigma

- Many misconceptions about CTE persist, even among Administrators. The perception that disadvantaged students receive the most benefit from CTE exists as strongly among educators as it does among the general public.

- When asked to name CTE programs, most respondents' answers focused on only on trades, such as carpentry or welding, indicating a failure to understand modern-day CTE's broad range of offerings.

- Administrators seem to believe students who lack academic capability and who are not bound for 4-year degrees are most likely to benefit from CTE participation.

- The less educators know about their district's CTE programs, the more likely they are to hold negative perceptions about CTE. In the educator survey, researchers repeatedly noticed a correlation between uncertainty and poor perceptions. Participants who said they did not know much about specific CTE programs were more likely to assume that the quality of CTE programs was low, whereas respondents who were aware of CTE tended to have a much more favorable opinion of it. This discrepancy indicates a need to better inform Administrators about CTE and its benefits for all students.

- In surveys, nearly all respondents agreed that colleges and businesses should work closely together. This nearly universal recognition indicates a willingness among school and community stakeholders to forge partnerships that benefit students, especially partnerships that support career exploration and preparation.

2016 University of Mississippi, Research and Curriculum Unit

J. Jordan, K. Dechert, D. Seymour, A. Hierhozer

ECMC Foundation **CTE Leadership Collaborative Convening**

A 2020 research study examined the continued stigma associated with community college CTE along with the stigmatization of those enrolled in these programs. The study cultivated 24 participants who were categorized into two cases, students and alumni; another case included community college administrators. All participants have direct exposure or oversight of a career and technical program. The following research question was used to help guide and focus the study, are community college CTE programs stigmatized? Data reveals that CTE programs remain stigmatized in that these programs are perceived to be for the less able and that the programs themselves contribute to the demoralization of higher education. Data also reveals that community colleges in an effort to organize and support students, they implicitly contribute to the stigmatization of career and technical education.

Dr. Thomas Gautier, Palm Beach State College

ECMC Foundation CTE Leadership Collaborative Convening

Convening Pre-Reading

AEI

The Path Less Taken

BARRIERS TO PROVIDING CAREER AND TECHNICAL
EDUCATION AT COMMUNITY COLLEGES

Diane Auer Jones

NOVEMBER 2017

AMERICAN ENTERPRISE INSTITUTE

"Instead of criticizing community colleges for their lack of responsiveness to industry demands, perhaps we should try to understand the challenges they face and remove barriers that are of little or no benefit to students."

ECMC CTE Leadership Collaborative Convening

Foundation

Challenges & Recommendations

C-Suite misunderstanding of the role of CTE at Institution → Foster a culture shift with top leaders through data and employer support

'Dirty jobs' mentality → School study visits; Leadership paradigm shifts

Difficulty in finding & retaining CTE → Adjusted pay bands for comparable industry wages; Increase PD through industry partnering

Expensive to maintain programs (equipment) → Leverage industry employment needs for equipment capitalization; Expand WBL opportunities at employer sites

Liberal Arts side of Institution perceptions of CTE as not 'true' education → Expose faculty to the rigor & relevance of CTE

ECMC Foundation CTE Leadership Collaborative Convening

An Identity Framework for CTE

(Em)Powered by CTE - Completed Identity Framework for CTE	
Identity Proposition	CTE students are highly-focused, highly engaged, and embrace a more active, real-world learning pathway. This pathway cultivates a unique blend of job-ready skills combine with a collaborative academic experience. As a result, students are ready to transform their communities through economic empowerment and increased intellectual capital.
Role	CTE helps drive economic growth by producing a skilled labor force. Such students are well prepared to progress in their careers, through additional level of academic and technical study, leading to fulfilling careers.
Primary Target Audience	Independent, self-defined, collaborative oriented, goal-driven thinkers and "doers" who view education as offering more than just one viable pathway to career success, community building and life fulfillment.
Supporting Themes	• CTE prepares students to explore a vast array of career options. • CTE is able to enhance the academic and learning experience through active learning techniques. • CTE is a pathway to better prepare students by including strong academic preparation.
Potential Implementation Strategies	• Develop toolkits for counselors to use to reach out to local businesses to connect them to CTE initiatives at the college • Create informational videos with testimonial from members of the community talking about how CTE has made a positive impact in their community. • Share stories from former CTE students about the opportunities CTE provided for them to be successful in college and/or careers.

ECMC CTE Leadership Collaborative Convening
Foundation

2018 - Ashlin Management Group

Scenario A - Student

- Black Male

- 19 years old

- Athlete

- No CTE class history

- Undecided

- Likes making money

Scenario B - Parent

- Masters Degree

- Undergraduate education from a Historically Black College and University (HBCU)

- Associates tracking with CTE

- Wants their child to go to college

Contact Information

Dr. Nzingha Williams, Director of Career and Technical Education, Academic Affairs – Academic Programs & Workforce Pathways

nzingha.williams@cpcc.edu

Michael Connet, Associate Deputy Executive Director

mconnet@acteonline.org