

*Empowering Students through Career Technical Education & Career Advising*

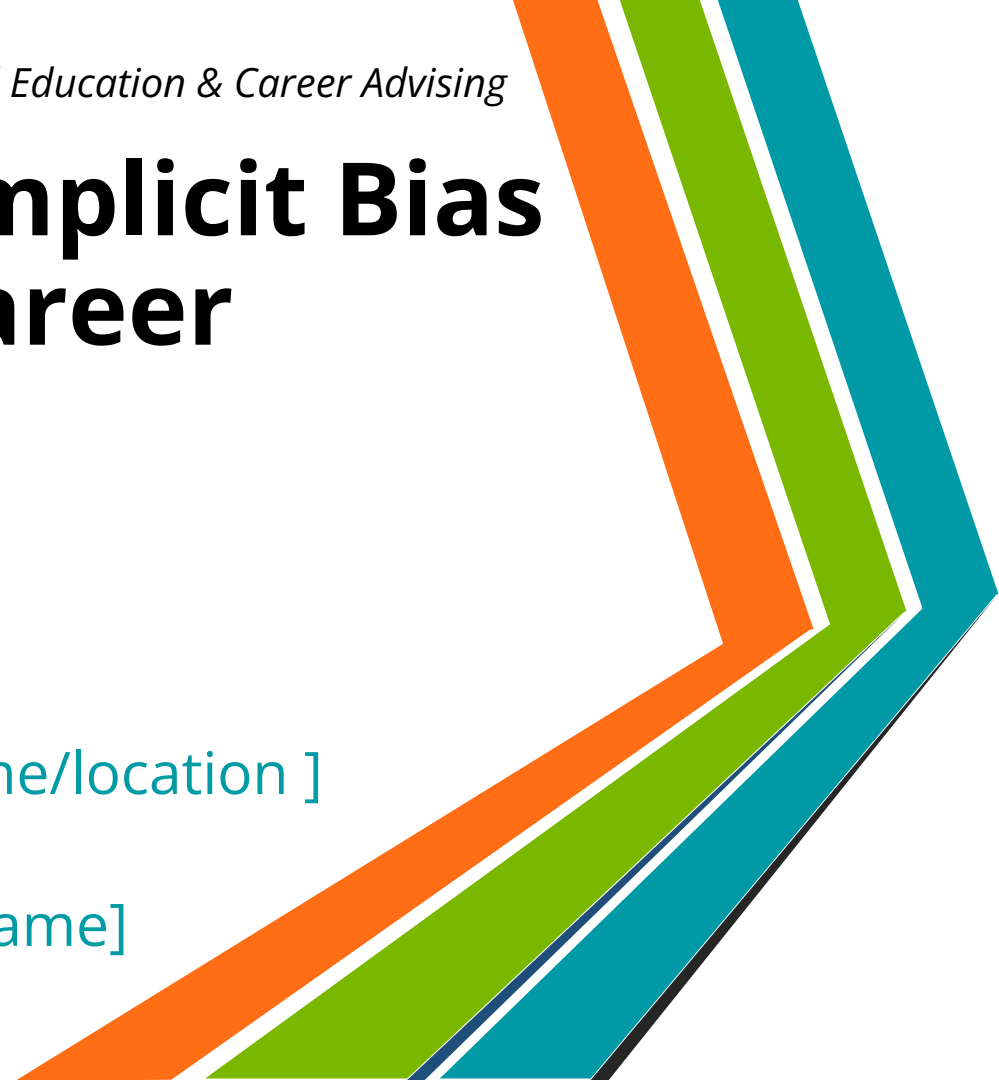
# Understanding Implicit Bias and Impact on Career Advisement & Decision-Making

## Module 5

[ Somewhere - insert state name/location ]

[ Sometime- insert date]

[Someone - insert Facilitator Name]



**Welcome**





# **Pre-Workshop Survey**

**(add link or QR code)**

# Community Agreements

(see module worksheet)



# Introductions

**In the spirit of equity and inclusion in career development,  
finish this sentence in chat:**

When I was a younger person, my  
favorite classroom experience was  
\_\_\_\_\_ because

\_\_\_\_\_  
\_\_\_\_\_.



# Learning Objectives



- Gain knowledge of terminology in CTE centered around diversity, equity and inclusion
- Gain understanding of common stereotypes associated with in-demand careers
- Increase awareness of how implicit bias impacts career advising, career exploration and learner decision making.
- Explore strategies to continually assess efforts to minimize the impact of implicit bias in career advising, including registration processes and program recruitment
- Take first steps towards becoming an equity ambassador for CTE

**NOW**

**NEW**

**NEXT**



# WITHOUT LIMITS


A Shared Vision for  
the Future of Career  
Technical Education





**ADVANCE** >> CTE  
State Leaders Connecting Learning to Work





The five principles of this vision identify the systems and structures that need to be challenged and, in some cases, dismantled to achieve our vision:

 **Principle 1:** Each learner engages in a cohesive, flexible and responsive career preparation ecosystem

 **Principle 2:** Each learner feels welcome in, is supported by and has the means to succeed in the career preparation ecosystem

 **Principle 3:** Each learner skillfully navigates their own career journey

 **Principle 4:** Each learner's skills are counted, valued and portable

 **Principle 5:** Each learner can access CTE without borders

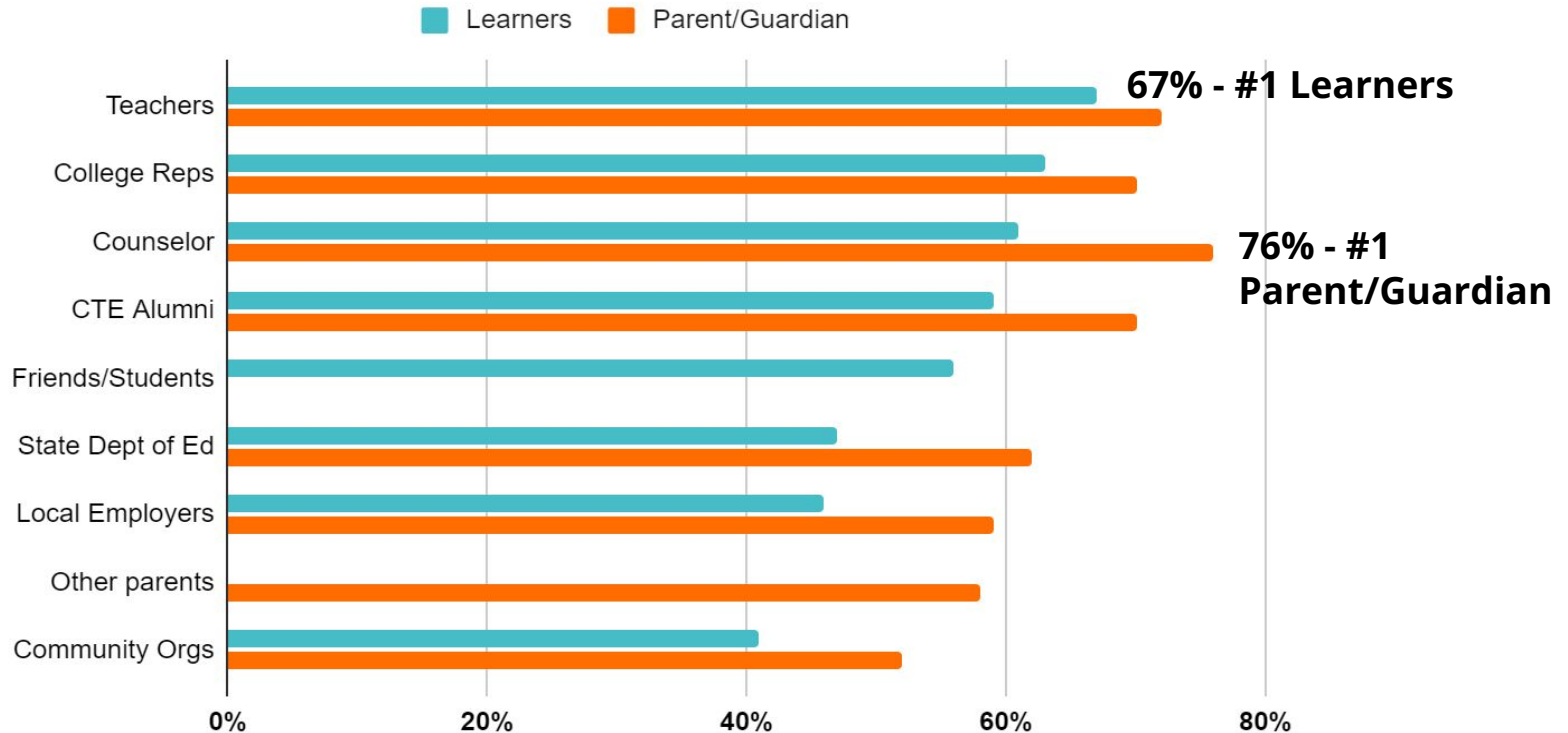
**Our vision:**

**CTE**  
without  
limits

Explore more by visiting: <https://careertech.org/without-limits>

# School Counselors

## Top Source for Information



# Our Role

**Personal interests/aspirations/aptitudes +**  
**Competencies/Skills +**  
**Being informed on where/what**

**= Equity Ambassador & CTE Champion!**

**NOW**

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**NEXT**



# How would you rate your level of Equity Ambassador-ness for CTE right now?

1 I'm not really good at ambassadoring equity for CTE, YET

2 I am trying to be an ambassador for equity in CTE and am learning all the time

3 I'm great at this! My peers follow my lead and I help create contagiousness for being an Ambassador of Equity in CTE



**Ambassador** = a person who acts as a representative or promoter of a specified activity (in this case, Equity in CTE is the activity)

# MYTH FACT



## Myth

CTE serves only  
“disadvantaged” students.



## Fact

CTE is for EACH learner.

- 92% of high school students take some form of CTE
- 77% of high school student graduates earn at least one CTE course credit including 80% White, 75% Black and 74% Latinx learners.

[http://www.nrccte.org/sites/default/files/publication-files/nrccte\\_cte\\_typology.pdf](http://www.nrccte.org/sites/default/files/publication-files/nrccte_cte_typology.pdf)

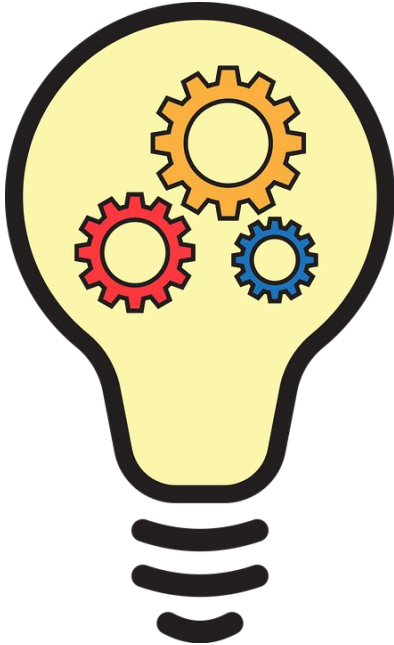
[https://cte.careertech.org/sites/default/files/documents/fact-sheets/CTE\\_Myths\\_Facts\\_2020.pdf](https://cte.careertech.org/sites/default/files/documents/fact-sheets/CTE_Myths_Facts_2020.pdf)

Each

Equity is when ~~every~~ student has what they need to succeed.



# Activity 1: Career Connections



Let's do some quick recall!



# Who Is This?



# Who Is This?



# Who Is This?



# Who Is This?



# Non-Traditional Career Profiles: Aircraft Pilots and Flight Engineers

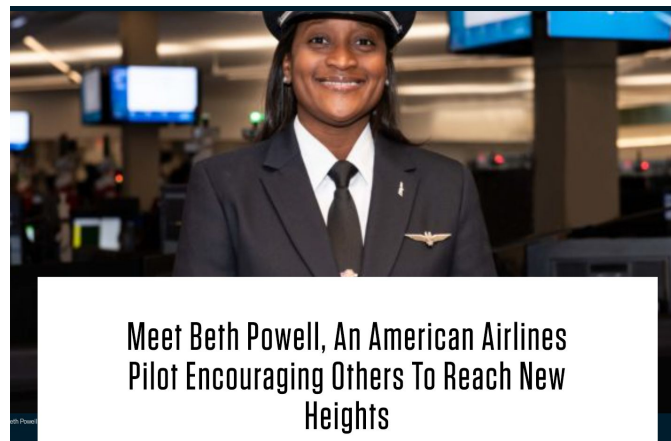


Stephanie Johnson, Delta's first black female captain, February 2017

<https://news.delta.com/delta-s-first-black-female-captain-taking-was-thrill-my-life>

**93% male 1.7% black**

<https://datausa.io/profile/soc/532010/#demographics>



Meet Beth Powell, An American Airlines Pilot Encouraging Others To Reach New Heights

In 2014, Beth Powell joined American Airlines as a First Officer on the Boeing 737.

<https://travelnoire.com/beth-powell-american-airlines-pilot/>

# Non-Traditional Career Profile: Flight Attendants



**75%** are female

**1.7%** are Latinx

# Non-Traditional/"Non-Trad" Careers



Term used in The Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

**Defined:** CTE programs that prepare students for an occupation where one gender\* is less than 25 percent of all the individuals employed in that field.

CTE instructors are held accountable for equity in their classrooms, and more can be done to think beyond gender.

*\*Perkins V defines gender as the binary Male/Female only.*

# Special Populations

*(as defined by Perkins V)*



- 
- Individuals with disabilities;
  - Individuals from economically disadvantaged families, including low-income youth and adults;
  - Individuals preparing for non-traditional fields;
  - Single parents, including single pregnant women;
  - Out-of-workforce individuals;
  - English learners;
  - Individuals experiencing homelessness;
  - Youth who are in, or have aged out of, the foster care system; and
  - Youth with a parent who is a member of the armed forces and is on active duty.



# Whom Do You Visualize?



Nurse

Systems engineer

Automotive technician

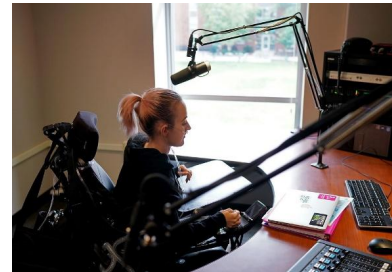
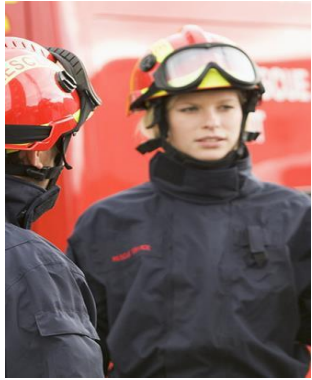
Financial adviser

Welder


Early childhood teacher


Software developer


# Equity and Access in CTE





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 **Principle 5:** Each learner can access CTE without borders

**Our vision:**

**CTE**  
without  
limits

Explore more by visiting: <https://careertech.org/without-limits>

**Our vision:**

# CTE without limits

**To achieve this vision,  
a set of foundational commitments  
must be in place, including a commitment to:**



Equity



Quality  
Programs &  
Instructors



Meaningful  
Public-Private  
Partnerships



Actionable  
Data



Continuous  
Improvement  
& Collaboration

# Implicit Bias



- Attitudes or stereotypes that affect our understanding, actions and decisions in an unconscious manner
- Encompass both favorable and unfavorable assessments
- Are activated involuntarily and without awareness or intentional control
- Are malleable and can be unlearned, reshaped or changed over time

# Basis of Implicit Bias



- Race, gender, ethnicity
- Socio-economic status
- English language learner status
- Ability

Implicit bias affects everyone —  
school counselors, students, families, employers, etc...

# Unconscious/Implicit Bias



- In the blink of an eye, our brain processes a person's race, gender, style of clothing, height and weight, all without our awareness
- Based on these irrelevant factors, we make associations about how similar someone is to us or how different someone is from us

# Activity 2 - Workbook Page 4

## **Breakout (or Jamboard) Activity**

Discuss examples of how unintended, unconscious and/or implicit bias can affect students' decisions related to career exploration and career decision-making, especially for CTE.





# Stereotypes and Implicit Bias



“Who’s good with their hands?”

*“That career is too dirty for girls”*

“He’s too smart to do that”

*“She’s too poor to achieve that goal — we don’t want to set her up for disappointment”*

“His/her/their family wouldn’t want that for her/him/them”

# Assumptions and Impact



- Assuming that a student with a disability will be unable to complete a lab course or other class activity
- Assuming a female will not want to be involved in a class that only males have historically enrolled in such as auto mechanics
- Assuming that a student of color enrolled in many Advanced Placement courses would have no interest in CTE programs

# Activity 2 (cont'd) - Workbook Page 4

## **Breakout (or Jamboard) Activity**

Discuss how certain industries are currently portrayed in your state.

Take note of any implicit/uncious bias and/or assumptions, stereotypes that you encounter.

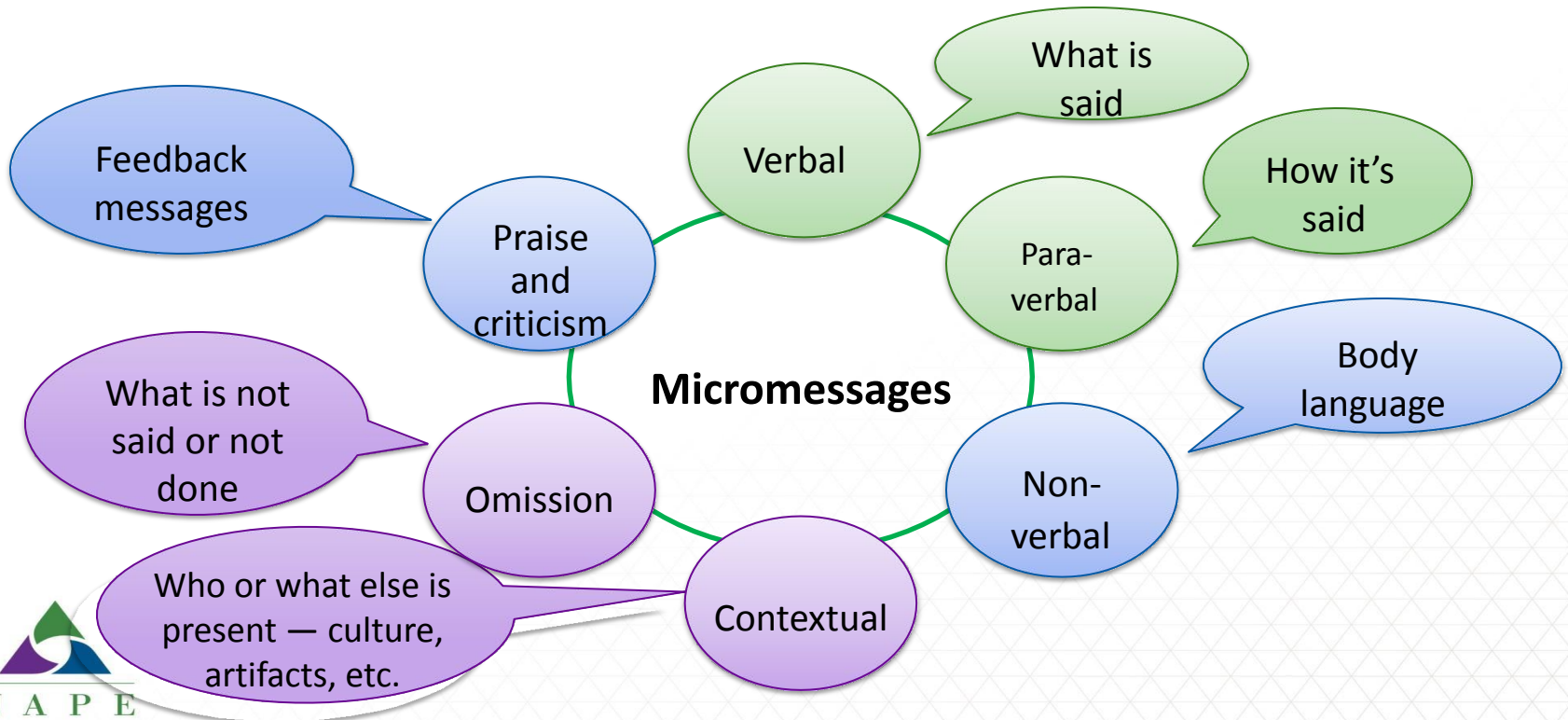


# Micromessages



- ★ Small, subtle, universally understood messages that we send and receive through words, gestures, body language, tone of voice and facial expressions whenever we interact with others
- ★ Can be positive and negative
- ★ Most often unconscious or unintentional

# Key Micromessaging Elements

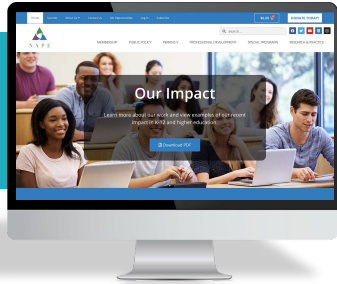


# How to Address Inequities in Career Advisement



- Awareness: Admit that, like everyone else, we have biases
- Speak up when you see actions that imply unintended bias
- Model equity in your actions
- Be conscious of micromessaging
- Know the body language dos and don'ts
- Highlight and share positive, accomplished persons in the category of your bias with your students and other educators/counselors
- Attend educator professional development training on addressing bias

# Resources



**National Alliance for Partnerships in Equity:**  
**<https://www.napequity.org/>**



**Harvard University's Project Implicit:**  
**<https://implicit.harvard.edu/implicit/>**

# Resources

CTE learners are **diverse**. **80%** of White, **75%** of Black, and **74%** of Latinx high school learners earn at least one CTE course credit.<sup>4</sup>

Nearly **40%** of all undergraduate credentials awarded are in CTE.<sup>8</sup>

## CTE WORKS FOR EVERYONE

The graduation rate for CTE concentrators is about **95%**, approximately 10 percentage points higher than the national average.<sup>5</sup>

CTE concentrators are **half as likely** to need remedial education in college as their peers.<sup>7</sup>

**72%** of CTE concentrators enroll in postsecondary education full-time immediately after graduating.<sup>6</sup>



## BRAVE DIALOGUES:

A Guide to Discussing Racial Equity  
in Career Technical Education



**NOW**

**NEW**

**NEXT**



# How would you rate your level of Equity Ambassador-ness for CTE **NOW**?

1 Still not really good at ambassadoring equity for CTE, YET

2 Will keep trying to be an ambassador for equity in CTE and will keep learning

3 I'm great at this where my peers follow my lead and I will help create contagiousness for being an Ambassador of Equity in CTE



\*Remember, an **AMBASSADOR** = a person who acts as a representative or promoter of a specified activity (in this case, Equity in CTE is the activity)

# Questions to Consider - NEXT

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What strategy will you focus on to overcome implicit bias in your work?

What resources are available to support you in this work?

Based off of what you learned about micromessaging and acknowledging implicit bias, what would advise teachers to do differently if non-inclusivity occurs?



# Activity 3: Overcoming Implicit Bias

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What do you notice/observe CURRENTLY in CTE classrooms in regards to equity and access ?


Based off of what you learned about micromessaging and acknowledging implicit bias, what would advise teachers to do differently if non-inclusivity occurs?



# Learning That Works Resource Center

<https://www.careertech.org/resource-center>





**Post-Workshop Survey  
&  
Collective Commitment**  
(add link or QR code)

# Thank You!

***Congratulations on beginning to become a CTE Champion!***

*Insert contact info here:*

*Insert local resource links here:*

*Insert next steps or other last thoughts here:*

*Insert CEU option here:*

