Core Indicator 6S1-6S2 Nontraditional:
Overview of 5-Step Process for increasing participation/completion

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Career, Technical and Agricultural Division
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Goal/Objectives

Participants will become familiar with the 5-step process to increase enrollment in those pathways identified as nontraditional and continuous improvement in all other pathways.

• To provide a brief overview of the process (Steps 1-5)
• To provide tools and materials to utilize the process
• To provide interactive/hands-on strategies for awareness, recruitment and retention
• To implement strategies in FY 12 to address the root causes for under-represented groups (LEP, SWD, gender and race) in identified pathways including STEM programs
Rationale

• Georgia did not meet the benchmark established by the feds in Perkins III
• If Georgia continues to use the same process to increase enrollment, we will continue to have limited results/outcomes
• Title IX, VI, II, and Section 504 demands that all students have equal opportunities to participate in and benefit from all CTAE programs including LEPs, gender, SWDs, and race.
I. Perkins Legislation IV

Funds shall be appropriated for services that prepare individuals for nontraditional fields of employment

- 99-00 Purchased two resources: “Taking the Road Less Traveled” tool kit and “Destination Success”
- 06-09 State membership in the National Alliance for Partnerships in Equity (NAPE)
- 08-09 Contracted with national trainer in a collaborative effort with TCSG
- 08-09 will update “Taking the Road Less Traveled” with new CD. Each high school will receive a copy at GACTE 09
- 09-10 Begin work on creating a more effective way to collect NTO data
- 09-10 Created a NTO web page
- 09-10 Create a NTO Advisory Council in the fall of 09 X
Local Plan (Grant Application)

• Core Indicator 6S1: Participation in career and technical programs leading to nontraditional employment
  – Addressed during local program reviews
  – Addressed during Office for Civil Rights Compliance Reviews

(Disproportionate enrollment—usually a counseling issue; however, instructors should be working with counselors to analyze the data, identify root causes and develop strategies to overcome the issues; will become more important to funding formula)
Local Plan (Grant Application)

• Core Indicator 6S2: **Completion** of career and technical programs leading to nontraditional employment
  – Addressed during local program reviews
  – Addressed during Office for Civil Rights Compliance Reviews

(Disproportionate enrollment—usually a counseling issue; however, instructors should be working with counselors to analyze the date, identify root causes and develop strategies to overcome the issues; will become more important to funding formula)
II. Title IX (1972)

- Federal law to prohibit gender discrimination in education—regulations require that schools take steps to ensure that disproportionate enrollment of students of one gender in a course is not the result of discrimination.

**Addressed in Civil Rights Compliance Reviews:**
- Annual notice of discrimination includes all protected groups including gender (sex)
- Continuous nondiscrimination notice includes all protected groups including gender (sex)
- Student course selection should be based on future career goals not gender
- Annual evaluation of course and recruitment materials
Reality Check

Educators must make certain that young people get the message that career choices are a function of talent, interest and personal desires based on good current career information NOT gender.
5-Step Process

Step 1 • Gather Performance Results/Performance Level (Data)

Step 2 • Identify and Confirm Roots Causes

Step 3 • Choose Best Solutions (Strategies)

Step 4 • Implementation of Best Solutions (Strategies)

Step 5 • Evaluation of Performance Results/Continue the Process
Gather 07-08 data on ALL pathways:
- Local school 07-08 performance levels
- System 07-08 performance levels
- State 07-08 performance levels

Identify NTO state identified pathways that you offered in 07-08 for special attention

Analyze the data to determine gaps of under-represented groups (LEP, SWD, race and gender) in the identified CTAE pathways in your system

List your conclusions/discoveries
Examples for Step 1 - Analyze data

The data indicates that the system level of performance is higher than the local performance level in the Transportation Support pathway (Where are the schools that are doing well? Discuss possible reasons for the higher performance levels.)

The data indicates that school A’s local performance level in Early Childhood Education is much higher than the system level. (What are they doing to enroll males?)
Identify Root Causes - identify conditions or factors that cause or permit gaps to occur

- Methods for identifying and confirming root causes
  - Data results
  - Review the literature
  - Review program review
  - Conduct focus groups
  - Brainstorm
  - Conduct interviews
  - Conduct surveys

- Identify potential causes within your control
  - Strongest evidence to support
  - Address most critical need
  - Provides the best opportunity to have high impact on performance
  - Available resources/support
Examples for Step II

Through a brainstorming session the team discovers a lack of early exposure and the career guidance materials and practices at the middle school contribute to the 2.1% performance level in Agriculture Mechanics.

By interviewing middle school students the team discovered a lack of early intervention contributes to the 0% performance level in Welding at school B.
Choose the Best Solutions

• Review and research potential improvement strategies that will best address your identified and confirmed root causes
Examples for Step III

• Provide counselors at the middle school with an update regarding available programs to include publications and other materials to assist in their career development program.

• Provide a “DIVA DAY” at the high school prior to school starting at the high school.

• Provide professional learning with instructors regarding awareness and recruitment of students in nontraditional pathways to include instructional strategies.
Suggested timeline for the Process

**Step 1**
- Gather Performance Results
- August 2011-October 2011

**Step 2**
- Identify and Confirm Roots Causes
- November 2011-February 2012

**Step 3**
- Choose Best Solutions
- March 2012-May 2012

**Step 4**
- Implementation of Best Solutions
- September 2012-May 2013

**Step 5**
- Evaluation of Performance Results/Continue the Process
- May 2013
Available Resources:

- **Taking the Road Less Traveled II**
- **Destination Success**

- Power point – 5-Step Program Improvement Process Training
- Perkins IV Core Indicator Guidelines
- Building CTAE Tables for GA Core Indicators Matrix
- GaDOE Targeted Nontrad Program Pathways
- Template for CTAE Nontrad Enrollment – Disaggregated (Local Data)
- Root Causes and Strategies Research Literature Review
## Targeted CTE nontraditional program pathways

<table>
<thead>
<tr>
<th>Nontraditional Pathways</th>
<th>Under-represented Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture Mechanics</td>
<td>Female</td>
</tr>
<tr>
<td>Construction</td>
<td>Female</td>
</tr>
<tr>
<td>Architectural Drawings &amp; Designs</td>
<td>Female</td>
</tr>
<tr>
<td>Metals</td>
<td>Female</td>
</tr>
<tr>
<td>Transportation, Logistical Operations</td>
<td>Female</td>
</tr>
<tr>
<td>Aircraft Support</td>
<td>Female</td>
</tr>
<tr>
<td>Computer Systems and Support</td>
<td>Female</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>Female</td>
</tr>
<tr>
<td>Engineering</td>
<td>Female</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>Male</td>
</tr>
<tr>
<td>Nursing</td>
<td>Male</td>
</tr>
<tr>
<td>Health Informatics</td>
<td>Male</td>
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<tr>
<td>Medical Services</td>
<td>Male</td>
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<tr>
<td>Cosmetology</td>
<td>Male</td>
</tr>
<tr>
<td>Nutrition &amp; Food Science</td>
<td>Male</td>
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</tbody>
</table>
Taking the Road Less Traveled II: Georgia Educator’s Tool Kit to Prepare Students for Nontraditional Careers is a great professional development resource that is designed to help states meet the Perkins IV core indicator regarding participation and completion of secondary and postsecondary students in nontraditional programs.

National Alliance for Partnerships in Equity (NAPE)

Check the back of this flyer for MAVCC’s tip sheet on using the tool kit. MAVCC also provides a presentation outline for professional learning at http://www.mavcc.com/downloads.htm

Taking the Road Less Traveled II
Quick Tips for Using This Toolkit

The Modules

- PDF versions of each module are provided as follows:
  - To view at a computer
  - To print (color)
  - To print (black and white)
- Prompts are included in each module. Prompts include:
  - Click here prompt will take user to a resource included on the CD, or to download free versions of software that you may need to use elements of CD. Examples: Adobe Acrobat, PowerPoint Viewer
  - “Available at” or “go to” references followed by web address such as www.napceqity.org will take user to a specific website.
  - Blue, underlined items are active links that will take user to title of document/resource. Examples: self-assessment
- “Food for Thought” handouts and selected forms are provided as Word documents for customization.
- PowerPoint presentations are provided in each module and are available in multiple formats. All presentations can be accessed and customized using PowerPoint® 97-2003 or PowerPoint® 2007 and can be viewed in PowerPoint® viewer. Below are the extensions for all formats:
  - PowerPoint® 2003 customizable (ppt extension)
  - PowerPoint® 2003 viewable (pps extension)
  - PowerPoint® 2007 viewable (ppx extension)
  - PowerPoint® 2007 customizable (pptx extension)

The Photo Gallery

- Photos are provided in jpeg format to allow flexibility of use.
  - To view photos, enter Photo Gallery from main menu and double click to open file.
  - To download and save to your hard drive, double click to open the photo, then right click and choose “Save as” from the menu.
- Additional photos are available at the NAPE website at www.napceqity.org/page.php?id=81 and at the MAVCC website, www.mavcc.com, at the Taking the Road Less Traveled II link.

Note: Submit your nontraditional careers photos (with permission from students/workers) to NAPE of MAVCC for inclusion.

Templates and Sample Brochures

- Brochure templates are provided in Microsoft Word for customization.
- Sample brochures are provided as PDF versions to give you ideas.

Glossary. A glossary of terms has been provided to support the information and ideas presented in this toolkit. It may be printed for use in workshops and to supplement the modules.

Website Resource List. This list will be checked periodically and updated and posted at the Taking the Road Less Traveled II link at the MAVCC website, www.mavcc.com.
Root Causes and Strategies Research Literature Review

NAPE
National Alliance for Partnerships in Equity

Welcome! Members please click sign-up to create your username and password or log in if you have already accessed the site. Who can access NAPE's Website?

Membership Information
Welcome New Member States
Welcome New Affiliates

News
July 15, 2009 NAPE Update
Headline: NAPE Announces FY 2010 Executive Committee, US Push for Free Online Courses, Online School Will Cater to Girls, Schools Encounter Shortage of Black Male Teachers

July 15, 2009 Status jockey for position as the U.S. Education Department readies billions of dollars in ‘Race to the Top’ awards—the stimulus program’s grand prize
July 15, 2009 Black-White Achievement Gap Narrows on NAEP
July 13, 2009 News from Washington
White House Economic Advisors Release Report Outlining Strategies for Training Today’s Workers: Pathways, Partnerships, Investments

July 7, 2009 President Obama announced his intent to nominate Alexa E. Poyser for Assistant Secretary for Special Education And Rehabilitative Services, Department of Education
June 2009 ACTE Highlights Need for STEM CTE Programs
June 26, 2009 The House passed The American Clean Energy and Security Act (H.R. 2454) See WOW’s fact sheet on the provision
June 24, 2009 More details about the Department of Education’s plans to award $4.35 billion in “Race to the Top” funds
June 24, 2009 The House and Senate Appropriations Committees released each Subcommittee’s allocations for Fiscal Year (FY) 2010
June 23, 2009 Secretary Duncan Announces $2.4 Billion in Grants To help Girls in Math, Science on Anniversary of Title IX
June 23, 2009 After President Issues One-Year Training Challenge, Chief of Staff Confirms Plan to Reshape How U.S. Ensures Skills
June 2009 New Info on Accessing ARRA Funds
June 2009 New Tool NAPE’s Advocacy Toolbox

Upcoming Events
NAPE Sponsored Event

July 9-16, 2009 SEED New Leaders’ Workshop
San Anselmo, CA

Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgians”
www.gadoe.org
Career Information

Root Causes

- Materials and Practices, including Assessment, Interest Inventories, and Marketing and Recruitment
- Early Intervention
- Characteristics of an Occupation: Job Satisfaction/Career-Family Balance/Occupational Perception/Wage Potential

Family

Root Causes

- Self Efficacy
- Attribution
- Stereotype Threat

Internship

Root Causes

- Media (negative)
- Media (positive)
- Peers
- Role Models/Mentoring
- Collaboration

Societal Issues

Root Causes

- Media (negative)
- Media (positive)
- Peers
- Role Models/Mentoring
- Collaboration
Strategies for Increasing Girls in STEM Fields

Research from Diane F. Halpern, Psychology, Claremont McKenna College

American Association of University Women Publication- Why So Few?
Strategy #1

Teach students that academic abilities are expandable and improvable
Strategy #2

Provide prescriptive, informational feedback.
Strategy #3

Expose girls to female role models who have succeeded in math and science
Strategy #4

Foster long-term interest and provide concrete strategies to promote greater interest in math and science.
Example:

The length of a rectangular garden is 4 yards more than its width. The area of the garden is 60 square yards. Find the dimensions of the garden.

The length of Jennifer Lopez’s swimming pool is 4 yards more than its width. The area of the pool is 40 square yards. Find the dimensions of the pool.
Strategy #5

Provide students, especially girls, with specific training in spatial skills
Spatial Skills Test

Answer:
Comments and Questions

Thank you for attending.