

Perkins Core Indicators 6S1-6S2

Nontraditional: Overview of 5-Step Process for increasing participation/completion

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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 historical background
- 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 11 to address the root causes for under-represented groups (LEP, SWD, gender and race) in identified pathways



Rationale

- Georgia did **NOT** meet the benchmarks established by the feds in 09/10 and 10/11. This results in additional planning:

Year	6S1- participation	6S2-completion
09/10	L/40.89 A/18.28	L/45.61 A/19.38
10/11	L/41.89 A/17.82	L/21.25 A/17.68
11/12	L/18.70	L/21.70
12/13	L/19.20	L/22.20

L= Expected state level of performance A=Actual state level of performance

- 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

Some of the major events from the state level to promote nontraditional fields of employment:

- Coordinator made multiple informational presentations regarding the 5-Step process for analyzing nontraditional data to increase underrepresented gender numbers
- Coordinator made multiple presentations regarding the utilization of state purchased resources: *Taking the Road Less Traveled edition I & II* and *Destination Success* for both middle school and high schools
- Georgia participated in Federal Technical Assistance Workshop which resulted in a major collaborative effort between secondary and postsecondary schools
- Georgia maintains a membership with the National Alliance for Partnerships in Equity (NAPE)
- Beginning in 11/12 developed a strong collaborative effort with Science, Technology, Engineering and Mathematics to provide engaging STEM Festivals for grades 7-12.
- Perkins PLUS grant included efforts to increase underrepresented gender numbers.



Local Plan (Grant Application)

- Core Indicator 6S1: Participation in career and technical programs leading to nontraditional employment (Students enrolled in CTAE courses)
 - Addressed during local program compliance 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)



Local Plan (Grant Application)

- Core Indicator 6S2: Completion of career and technical programs leading to nontraditional employment (12th grade students completing a pathway)
 - Addressed during local program compliance reviews
 - Addressed during Office for Civil Rights Compliance Reviews



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 (counseling)
- Annual evaluation of course and recruitment materials (system/school; counselors; instructors)



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.



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Georgia identified nontraditional career concentration pathways

Concentration Pathway	Gender	Georgia Concentration	US DOE Reporting Cluster
Agriculture Mechanics	F	Agriculture	Agriculture, Food & Natural Resources
Construction	F	ACCT	Architecture & Construction
Architectural Drawing & Design	F	ACCT	Architecture & Construction
Metals	F	ACCT	Architecture & Construction
Transportation Logistical Operations	F	ACCT	Transportation, Logistics & Distribution
Aircraft Support	F	ACCT	Transportation, Logistics & Distribution
Computer Systems & Support	F	Business & Computer Sciences	Information Technology
Manufacturing	F	Engineering & Technology	Manufacturing
Engineering	F	Engineering & Technology	STEM
Early Childhood Education	M	Education	Education & Training
Nursing	M	Healthcare Sciences	Health Science
Health Informatics	M	Healthcare Sciences	Health Science
Medical Services	M	Healthcare Sciences	Health Science
Cosmetology	M	Healthcare Sciences/Personal Care Services	Human Services
Nutrition & Foods Science	M	FACS	Human Services

5-Step Process to improvement

Step 1

- Gather Performance Results from each pathway (Data)

Step 2

- Identify and Confirm Roots Causes (Why + Evidence)

Step 3

- Choose Best Solutions address root causes (Strategies)

Step 4

- Implementation of Best Solutions (Strategies)

Step 5

- Evaluation of Performance Results/Continue the Process



Local Performance Data

- ✓ Gather annual data on ALL pathways:
 - Local school performance levels for multiple schools
 - System/School performance levels
 - State performance levels (see slide 17 for state data)
- ✓ Identify NTO state identified pathways offered annually for special attention (see slide # 9)
- ✓ Analyze the data to determine gaps of under-represented groups (LEP, SWD, race and gender) in CTAE pathways
- ✓ List your conclusions/discoveries



Examples for Step 1

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? Why?)



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
 - ✓ Interview
 - ✓ Surveys
- Identify potential causes within your control based on:
 - ✓ 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

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 (from brainstorming)



Lack of instructional strategies contributes to the 0 % performance level in Welding at school B (from interviewed with students)



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.



Annual suggested timeline

- Step 1**
 - Gather Performance Results
 - August -October
- Step 2**
 - Identify and Confirm Roots Causes
 - November -February
- Step 3**
 - Choose Best Solutions
 - March-May
- Step 4**
 - Implementation of Best Solutions
 - September -May
- Step 5**
 - Evaluation of Performance Results/Continue the Process
 - May



State Performance Levels

Performance Levels for 6S1

FY 10/11

- Level=41.89%
- Actual=17.82%

FY 11/12

- Level=18.70
- Actual= not available

FY 12/13

- Level=19.20
- Actual=not available

Performance Levels for 6S2

FY 10/11

- Level=21.25
- Actual=17.68%

FY 11/12

- Level=21.0
- Actual= not available

FY 12/13

- Level=22.20
- Actual=not available

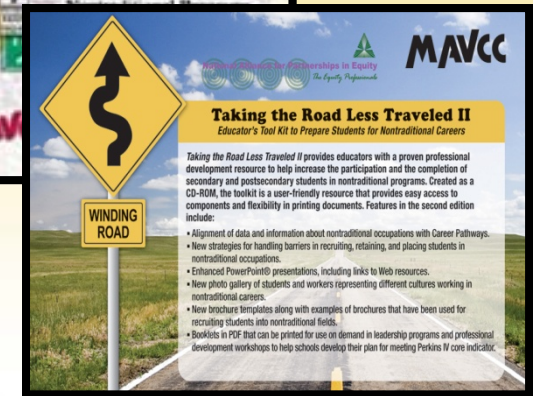


Available Resources:

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

<http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/CTAE/Pages/Nontraditional-Occupations.aspx>


- ✓ 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



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Root Causes and Strategies Research Literature Review

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American Careers Magazine
Career Communications is now accepting orders for the 2012/2013 Parent Edition

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M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Connect with NAPE

[Nontraditional Occupations Crosswalk →](#)

[Accountability →](#)

[Root Causes and Strategies →](#)

[Staff Presentations →](#)

PROJECTS



Strategies for Special Populations Success

NAPE provides professional development, technical assistance, and resources on effective strategies for increasing access and success of special population students in career and technical education.



STEM Equity Pipeline

With support from the National Science Foundation, the NAPE Education Foundation has worked since 2007 to expand options and opportunities for girls in STEM.



Nontraditional Career Preparation

Fundamental to NAPE's mission is the development of education and workforce development programs that expand career opportunities for men and women, especially in high-skill, high-wage, nontraditional career fields.

NAPE BLOG

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NONTRADITIONAL CAREER PREPARATION: ROOT CAUSES AND STRATEGIES

Nontraditional Career Preparation: Root Causes & Strategies is a literature review organized into research theories, evidence, recommendations and strategies, and effective practice and resources based upon root causes. It is designed to be used by CTE professionals at secondary and postsecondary institutions. The information is most effectively utilized when embedded in a program improvement process that involves self-study.

The information is available in [print form](#) (PDF, with references), [a condensed chart](#), and [web form](#) (click on links below).

Education

Root Causes

Academic Proficiency

- [Theory and Evidence](#)
- [Recommendations and Strategies and Effective Practices and Resources](#)

Access to and Participation in Math, Science and Technology

- [Theory and Evidence](#)
- [Recommendations and Strategies and Effective Practices and Resources](#)

Curriculum

- [Theory and Evidence](#)
- [Recommendations and Strategies and Effective Practices and Resources](#)

Instructional Strategies

- [Theory and Evidence](#)



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Root Causes

[Support Services](#)

[Academic Proficiency](#)

[Early Intervention](#)

[Access to and Participation in Math, Science and Technology](#)

[Characteristics of an Occupation: Job Satisfaction/Career-Family Balance/Occupational Perception/Wage Potential](#)

[Curriculum](#)

[Family Characteristics](#)

[Instructional Strategies](#)

[Internal/Individual](#)

[School and Classroom Climate](#)

[Societal Issues](#)

[Materials and Practices: Assessment, Interest Inventories, and Marketing & Recruitment](#)

Connect with NAPE



[Nontraditional Occupations Crosswalk →](#)

[Accountability →](#)

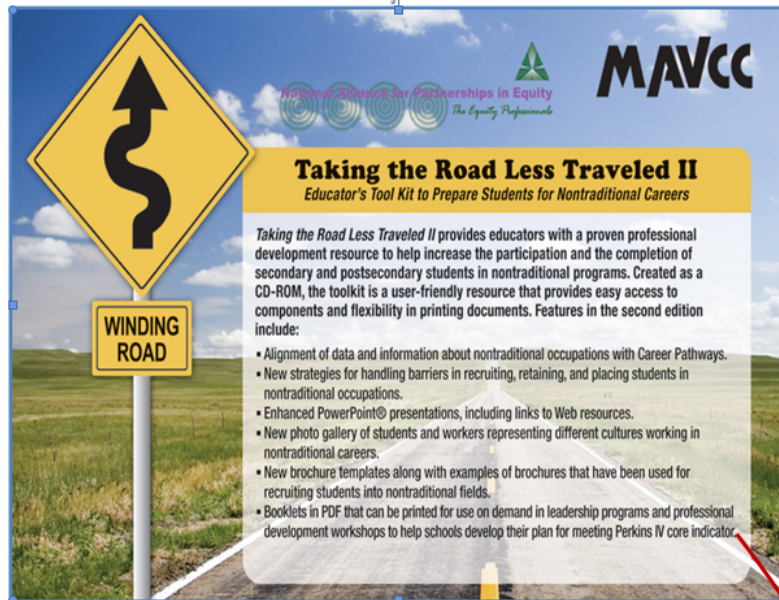
[Root Causes and Strategies →](#)

[Staff Presentations →](#)

[American Careers →](#)

[Pay Invoice →](#)

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.napequity.org, will take user to a specific website.
 - Blue, underlined items are active links that will take user to title of document/resource. Example: [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 (ppsx 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.napequity.org/page.php?181 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 or MAVCC for inclusion.

► **Templates and Sample Brochures**

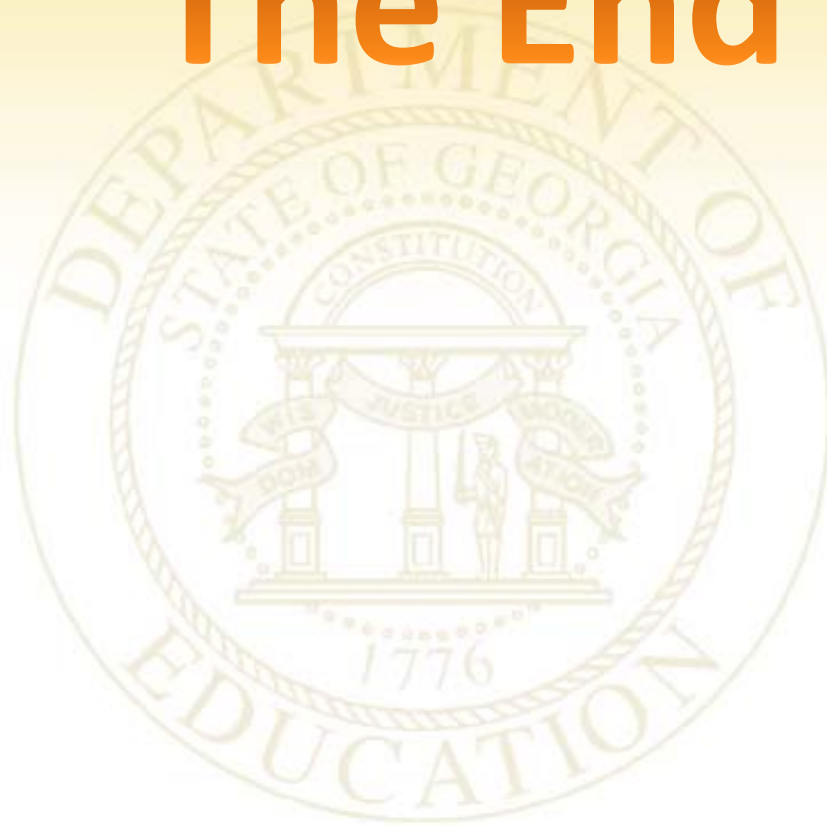
- Brochure templates are provided in Microsoft Word for customization.
- Sample brochures are provided as PDF versions to give you ideas.

► **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.



The End



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