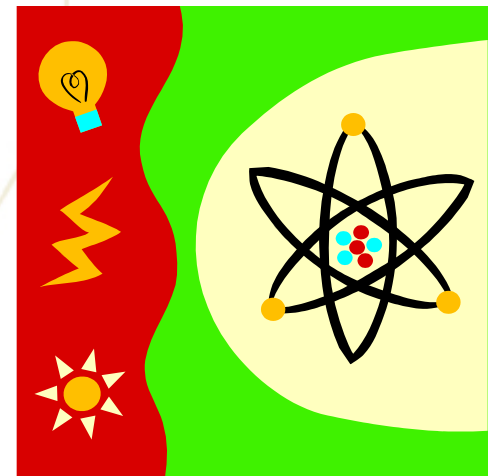


Core Indicator 6S1-6S2 Nontraditional: Overview of 5-Step Process for increasing participation/completion

Georgia Department of Education
Career, Technical and Agricultural Division
Gilda Lyon, CTAE/STEM Coordinator
glyon@doe.k12.ga.us
404-463-1977



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
www.gadoe.org

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 data, 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



Performance Data/Results for 6S1

07-08 will set the benchmark

- ✓ 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.

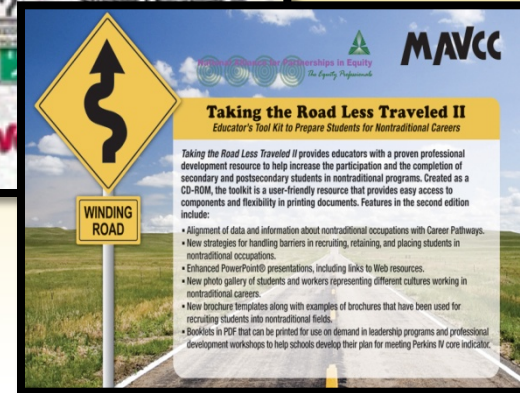


Suggested timeline for the Process



Available Resources:

- *Taking the Road Less Traveled II*
- *Destination Success*
- www.napequity.org/page.php?187
 - ✓ 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

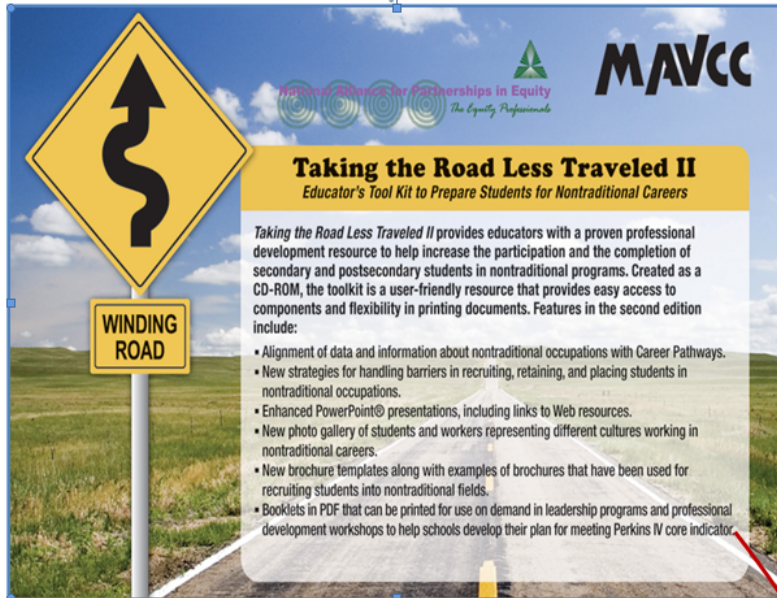


Targeted CTE nontraditional program pathways

Nontraditional Pathways	Under-represented Gender
Agriculture Mechanics	Female
Construction	Female
Architectural Drawings & Designs	Female
Metals	Female
Transportation, Logistical Operations	Female
Aircraft Support	Female
Computer Systems and Support	Female
Manufacturing	Female
Engineering	Female
Early Childhood Education	Male
Nursing	Male
Health Informatics	Male
Medical Services	Male
Cosmetology	Male
Nutrition & Food Science	Male



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?2181 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.



Root Causes and Strategies Research Literature Review



Home
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2009 PARTNERS on the PATH to EQUITY
2009 NAPE/Women Work! Professional Development Institute
Download the program book

View 2009 PDI pictures and presentations

National Alliance for Partnerships in Equity

NAPE
National Alliance for Partnerships in Equity
The Equity Professionals

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?
New Resources are added daily! They are now located at the top of each page to make it easier to find the newest information!

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Economic Opportunity Commission of Nassau County, Inc., Hempstead, NY
Normandale Community College, Bloomington, MN

Welcome New Affiliates!

News

News from Washington
Public Policy Updates

July 8, 2009 NAPE Update

Headlines: 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 The NAPE Education Foundation is seeking three additional states to participate in the STEM Equity Pipeline Project starting October 1, 2009. **Application deadline: July 15, 2009**

July 15, 2009 States 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. Posny 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 Million 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

2009

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



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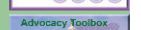
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Questions?

Membership Benefits

Materials Use Policy

Projects



**Nontraditional Career Preparation:
Root Causes and Strategies** [click for downloadable document](#)

Education

Root Causes

- [Academic Proficiency](#)
- [Access to and Participation in Math, Science and Technology](#)
- [Curriculum](#)
- [Instructional Strategies](#)
- [School/Classroom Climate](#)
- [Support Services](#)

Career

Career Information

Root Causes

- [Root Causes](#)

Family

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](#)

Intern:

Root Causes

- [Self-Efficacy](#)
- [Attribution](#)
- [Stereotype Threat](#)

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?

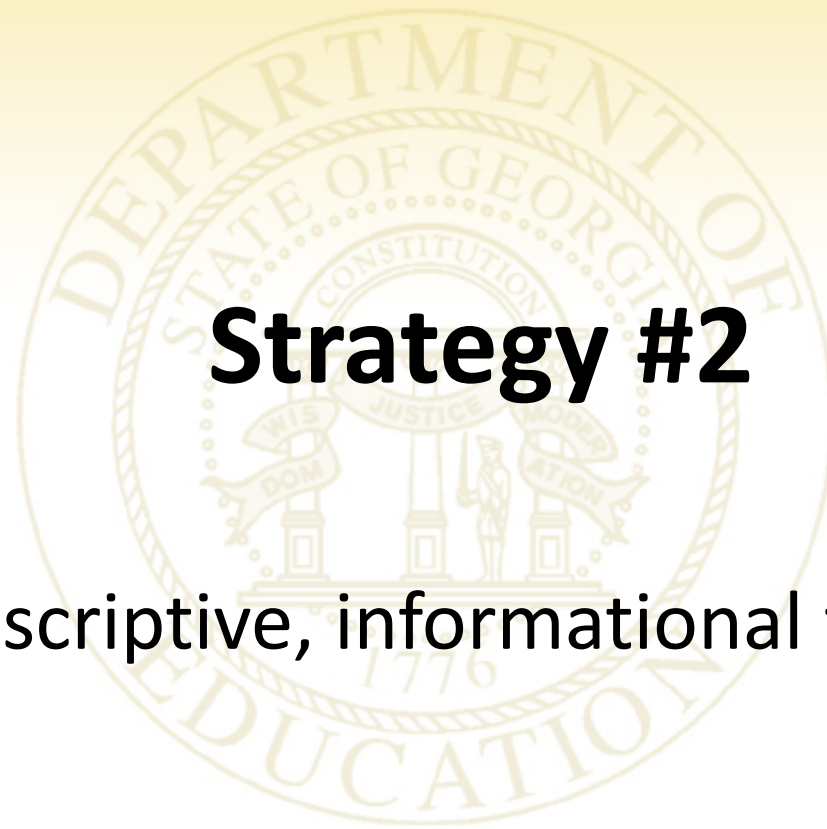




Strategy #1

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.



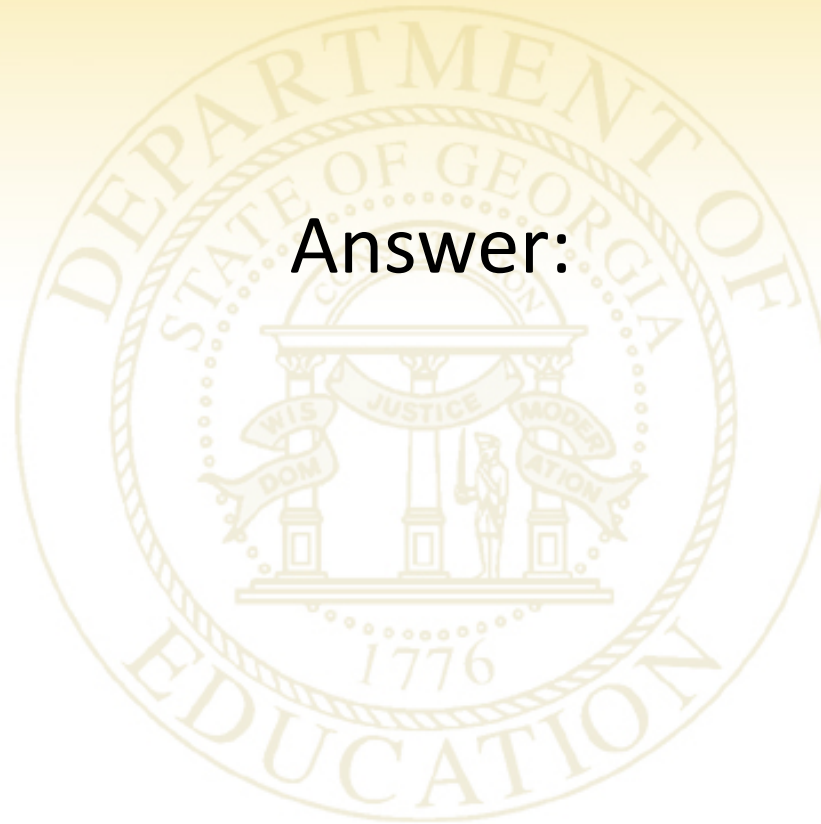
Strategy #5

Provide students, especially girls, with specific training in spatial skills



Spatial Skills Test

Answer:



Comments and Questions

Thank you for attending.

