

## SECONDARY NONTRADITIONAL ENROLLMENT WORKSHEET FOR IMPROVING PARTICIPATION (CORE INDICATOR 6S1)

NOTE: Local Plan will also include Core Indicator 6S2 for Completion; however, because of data issues throughout the nation, we will focus on 6S1 for this project. Once the data issue is resolved, then you may want to do the same process for completers.

STEP # 1----Complete the charts below (using 07-08 data/Perkins IV) to analysis state, system and/or school (local pathway) data:

1. Using the System/State Performance Level chart record your system and state level performance levels for FY 08
2. Using the attached excel chart, when completed, will provide the local school data per pathway for FY 08. GDOE will disaggregate the data to the pathway performance. Please align these pathways to the postsecondary program(s) you have identified.

07-08 Georgia Pathways	Aligned TCSG Program	FY 08 Percentage of underrepresented group *participating in CTAE (6S1)		
		System Performance Level (FY08)	State Performance Level (FY08)	Local Pathway Performance Level (FY 08 Males/Females)

\*A participant is a student taking one or more CTAE courses in a CONCENTRATION.  
Add ROWS as needed to include all **pathways** offered in 07-08

STEP # 2----Discuss and record your team’s reaction to the data:

- How does the data compare at each level for males and females?
- Which pathways have the lowest percentage of the underrepresented group at the local level? Which has the highest?
- List the team’s conclusions from the data.
- What other conclusions can your team draw from the additional data provided (LEP enrollment, SWD enrollment, ethic enrollment)

STEP # 3---Review the root causes from the handout attached to begin the process for identifying the possible root causes to the underrepresentation of males and females in CTAE pathways: *Chapter 6, Perkins III Core Indicators...*

- Career guidance materials and practices
- Access to and participation in math, science, and technology
- Instructional strategies
- Nontraditional role models
- Early exposure
- Curriculum materials
- Occupational choice
- Self-efficacy
- School climate
- Student attitudes
- Family demographic characteristics
- Peer influence
- Media representation
- Wage potential

- Social attitudes

STEP # 4---Discuss and record possible root causes for the under-representation in identified pathways.

STEP # 5---Develop your hypothesis for the under-representation in the identified pathways: *Example- Agricultural Mechanics has fewer females because exploration opportunities are not available at the middle school level and career guidance materials and practices do not encourage female participation in high tech courses.*

STEP # 6---What strategies will the team use to verify the hypotheses? How, who, when and where?

- Focus groups/asking questions
- Brainstorming
- Interviews of instructor/students previously enrolled especially of the underrepresented group
- Survey
- Review guidance materials and practices with counselor (survey/interview). See *Destination Success* materials for surveys and other materials/tools that can be used in this process. Every middle school and high school received this resource about 4 years ago back when TECH PREP was alive and well!

*Example-To confirm the hypothesis: Discussion with counselors at the middle school to determine the extent to which students are getting information regarding the pathways offered at the high school including Agriculture Mechancis; and, interview and survey counselors at the high school to determine if their practices do or do not encourage female participation in high tech courses such as Agriculture Mechanics.*

After the hypothesis is verified, then your team can better focus on the strategies to counter or correct the root causes for disproportionate male/female enrollment.

Once you have worked through this process, you are ready to add this process (Steps 1-3) to your local plan due in May. Your team (secondary and postsecondary) will then add strategies that address your confirmed hypotheses at both levels. Implementation will take place the following year FY11. (FY-08 baseline data; FY 09 training; FY 10 analyze data, id root causes, confirm root causes, id strategies based on root causes, id strategies; FY11 implement strategies, collect data, evaluate the data = continuous improvement.)