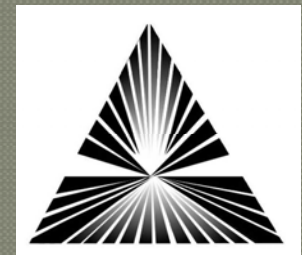


# Improving Performance: The Five Step Process

Mimi Lufkin  
Claudia Morrell

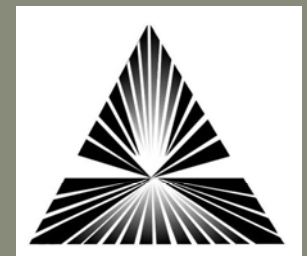


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# Nontraditional Accountability

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- Participation in CTE programs preparing students for nontraditional fields
- Completion of CTE programs preparing students for nontraditional fields

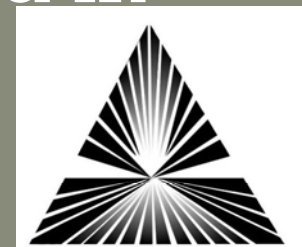


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# Nontraditional Fields

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- Occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.



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# CCIU Nontraditional Programs for Females

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- Animal Science and Technology (01.0000)
- Auto Collision Technology
- Auto Service Technology
- Carpentry
- Computer Information Services (11.0901)
- Criminal Justice/Security
- Electrical Occupations
- Electronic Systems Technology
- Engine Technology
- Graphic Communications/Printing
- HVAC
- Horticulture
- Welding

# CCIU Nontraditional Programs for Males

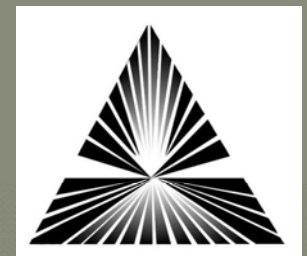
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- ◉ Animal Science and Technology (51.0808)
- ◉ Business Academy
- ◉ Computer Information Systems (52.0401)
- ◉ Cosmetology
- ◉ Early Childhood Care and Education
- ◉ Finance Academy
- ◉ Health Occupations

# Startling Statements

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- What do you know about the composition of the workforce in nontraditional career fields?



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# Why Nontraditional?

Societal Issues that Led to the  
Implementation of Public Policy



# Early 1970's

---

- Children's Defense Fund report on children in poverty
- Increasing single parent households headed by women on public assistance
- Women entering the workforce at a faster rate than any other population
- Women hold majority of low paying jobs
- Pay gap and pay equity

# Solution

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Access for women in poverty to education  
and job training for occupations  
providing wages leading to economic  
self-sufficiency

=

Nontraditional occupations

# Why Continue the Policy?

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- Children in poverty continue to be living in single parent households headed by women
- Workforce competitiveness, especially in STEM fields, does not allow us to ignore more than 50% of the potential workforce pool
- Making slow progress on increasing the participation and completion of women and men in nontraditional fields.

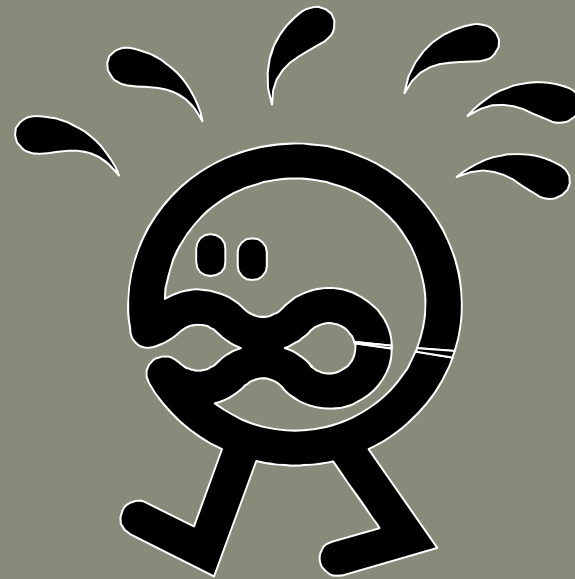
# Why Continue the Policy?

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- Pay gap and pay discrimination continues to be an issue
- Women still clustered in the lowest paying occupations
- Nontraditional careers a path to economic self-sufficiency for women
- Career satisfaction more important to today's workforce participants

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Oh dear, what  
are we to do?!



# The Five Step Program Improvement Process

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# Five-Step Improvement Process



# STEP ONE



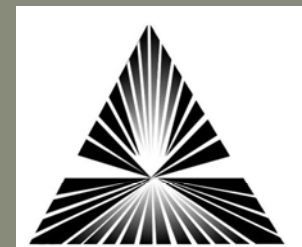
Document  
Performance  
Results

# Document Performance Results

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Understand the problem completely before you seek solutions

- How do you analyze performance data?
- What questions should be addressed?
- What tools and methods can be used to present and analyze data?
- How should data quality problems be considered in analyzing data?

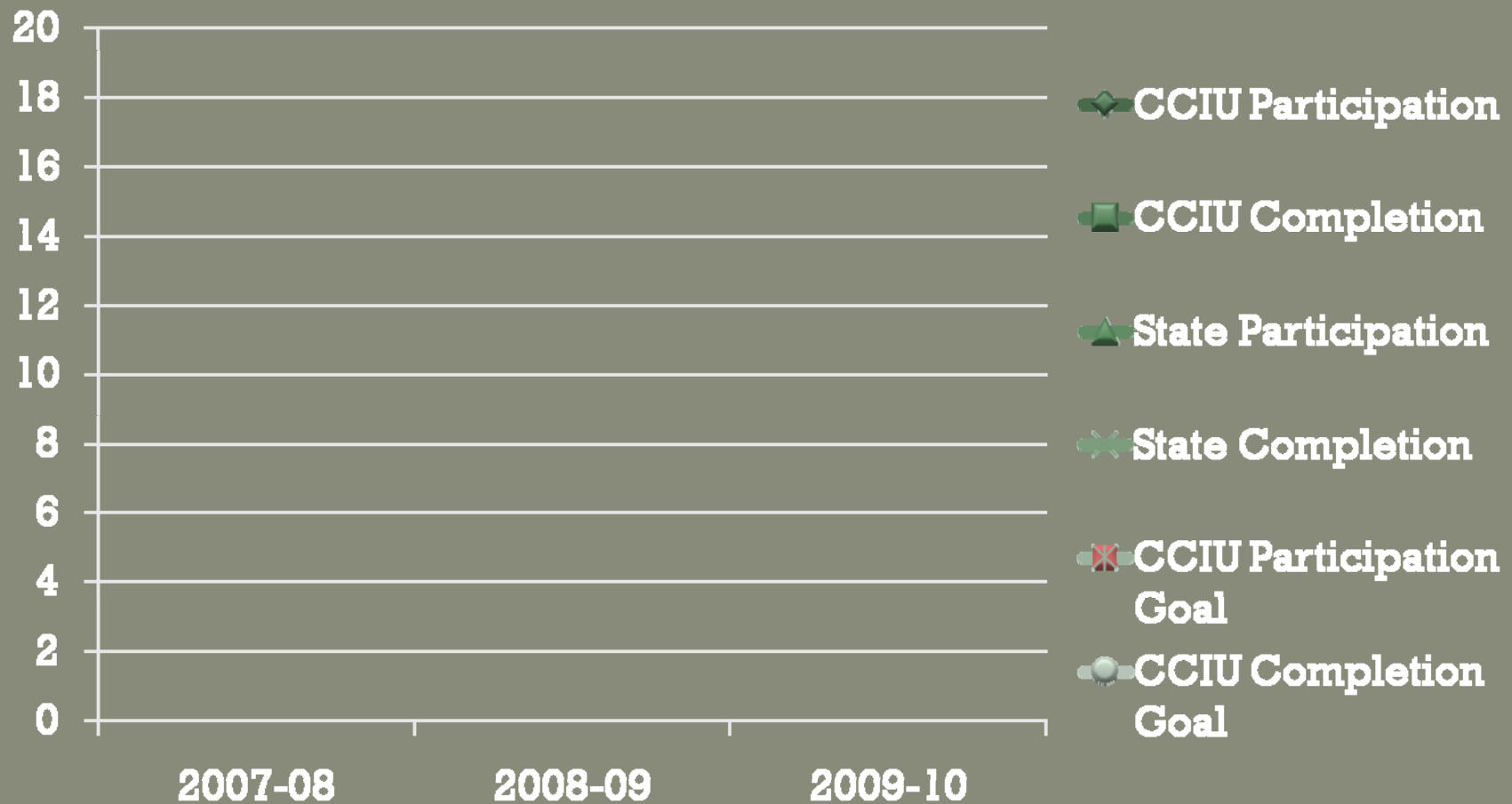


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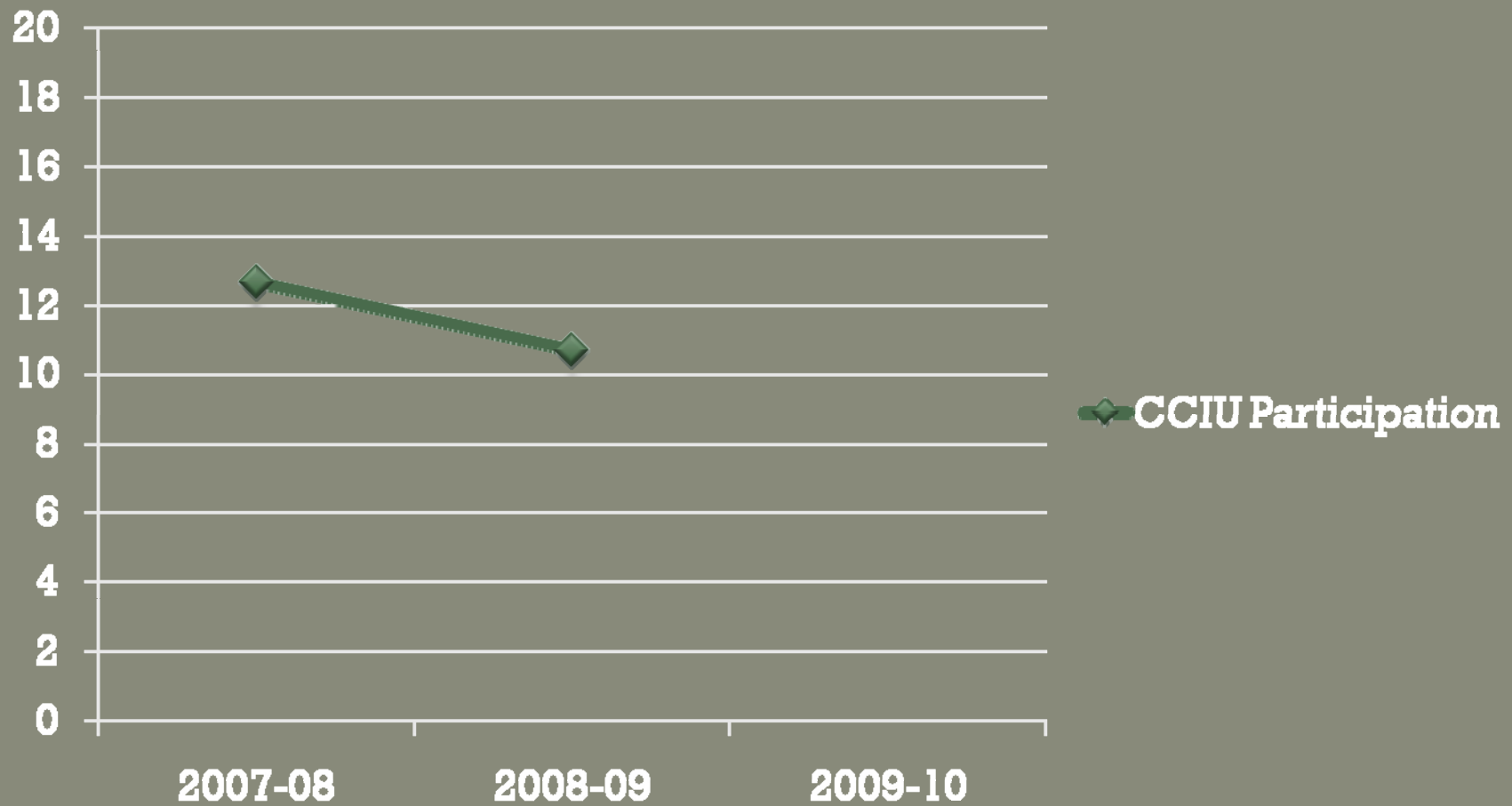
# Nontraditional Stats

	2007-08 Chester County Actual	2008-09 Chester County Actual	<u>Negotiated</u> Expectations for Chester County	2009-10 Chester County Actual	<u>Negotiated</u> Expectations for Chester County	2008-09 State Actual	State Expectations (USDE)
<b>PARTICIPATION</b>	12.65	10.68	14.65	TBD	16.65	17.29	17.91
<b>COMPLETION</b>	10.73	8.3	12.73	TBD	14.73	11.78	12.27

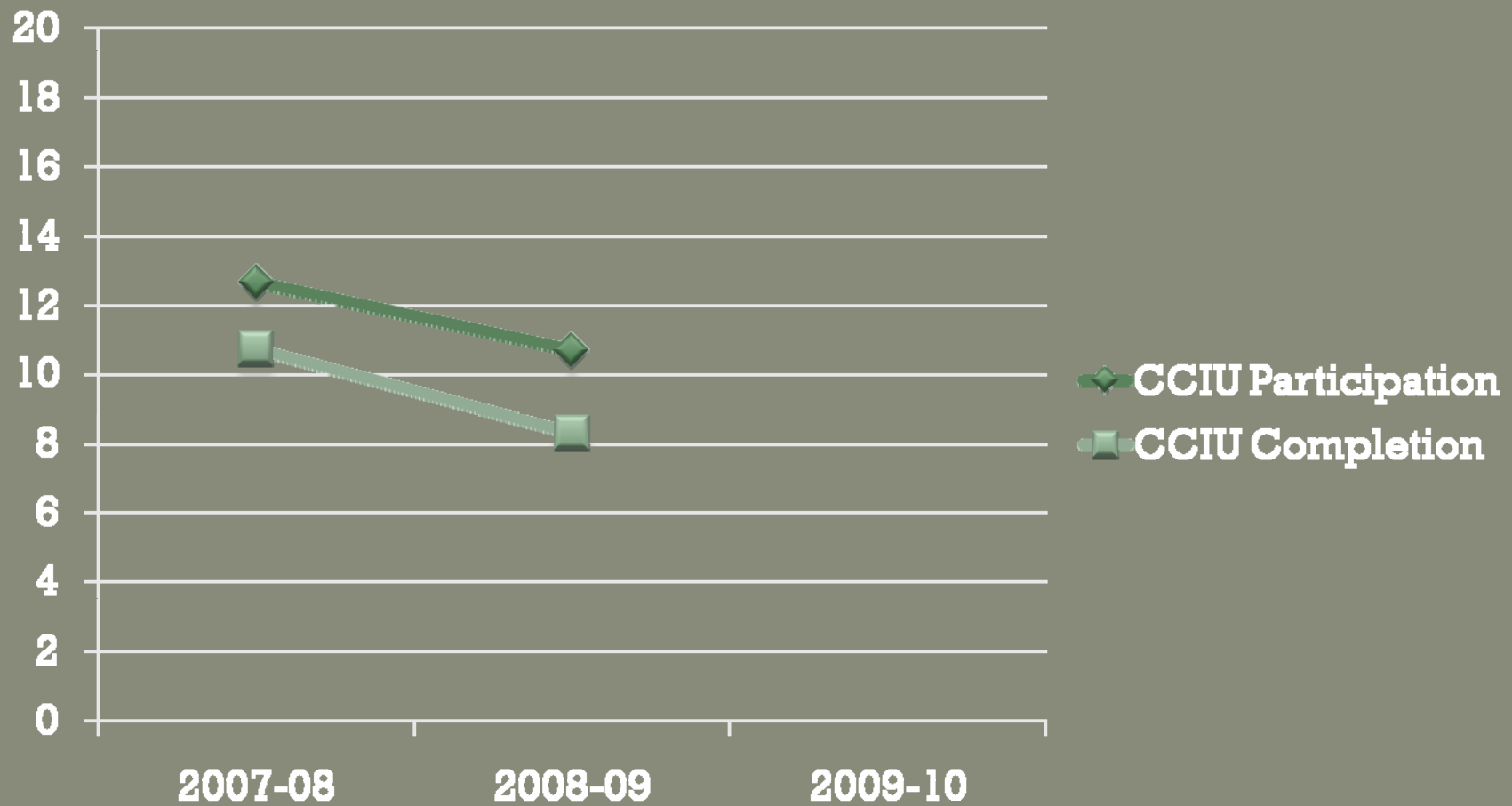
# CCIU Nontraditional Data



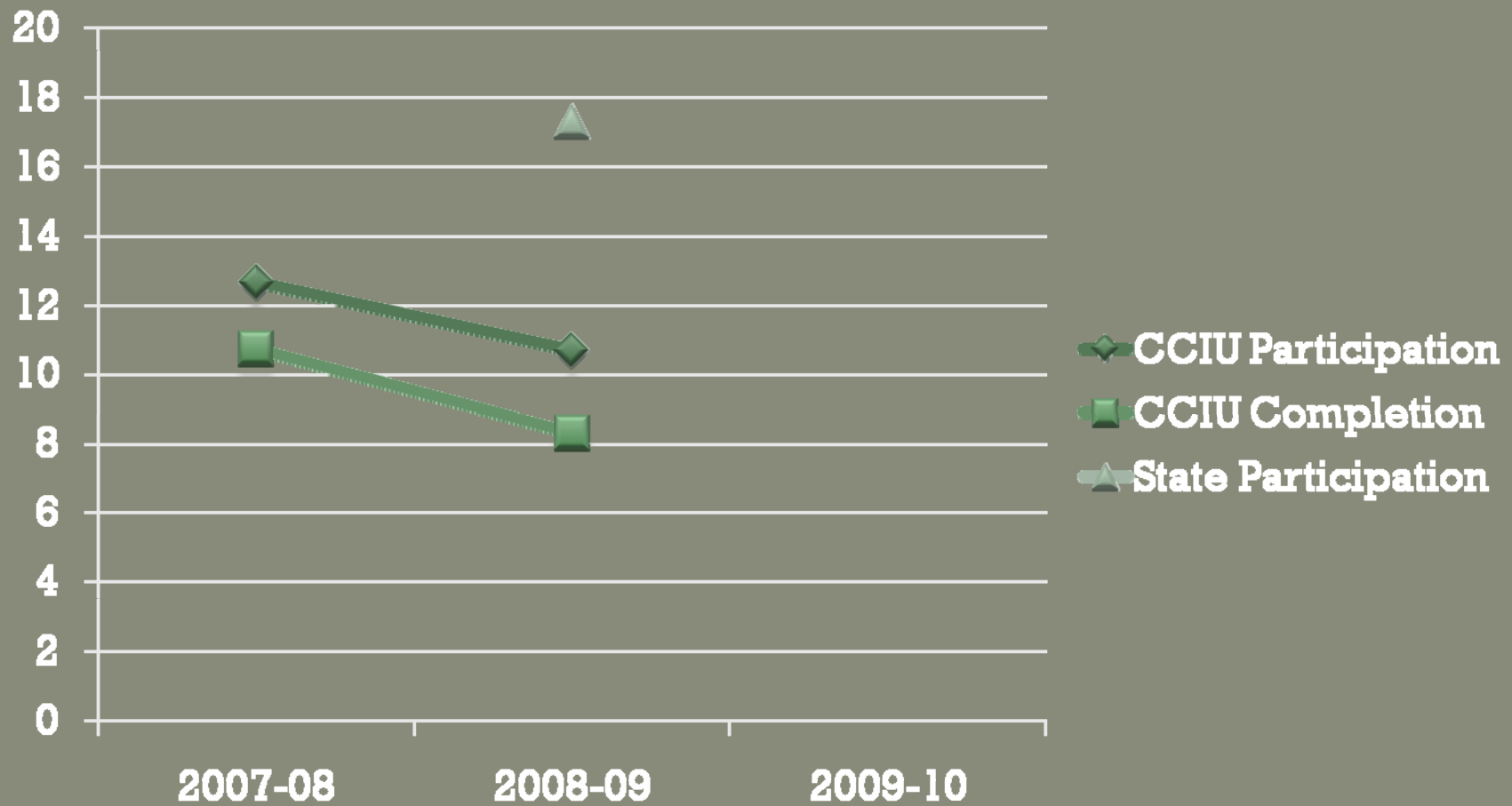
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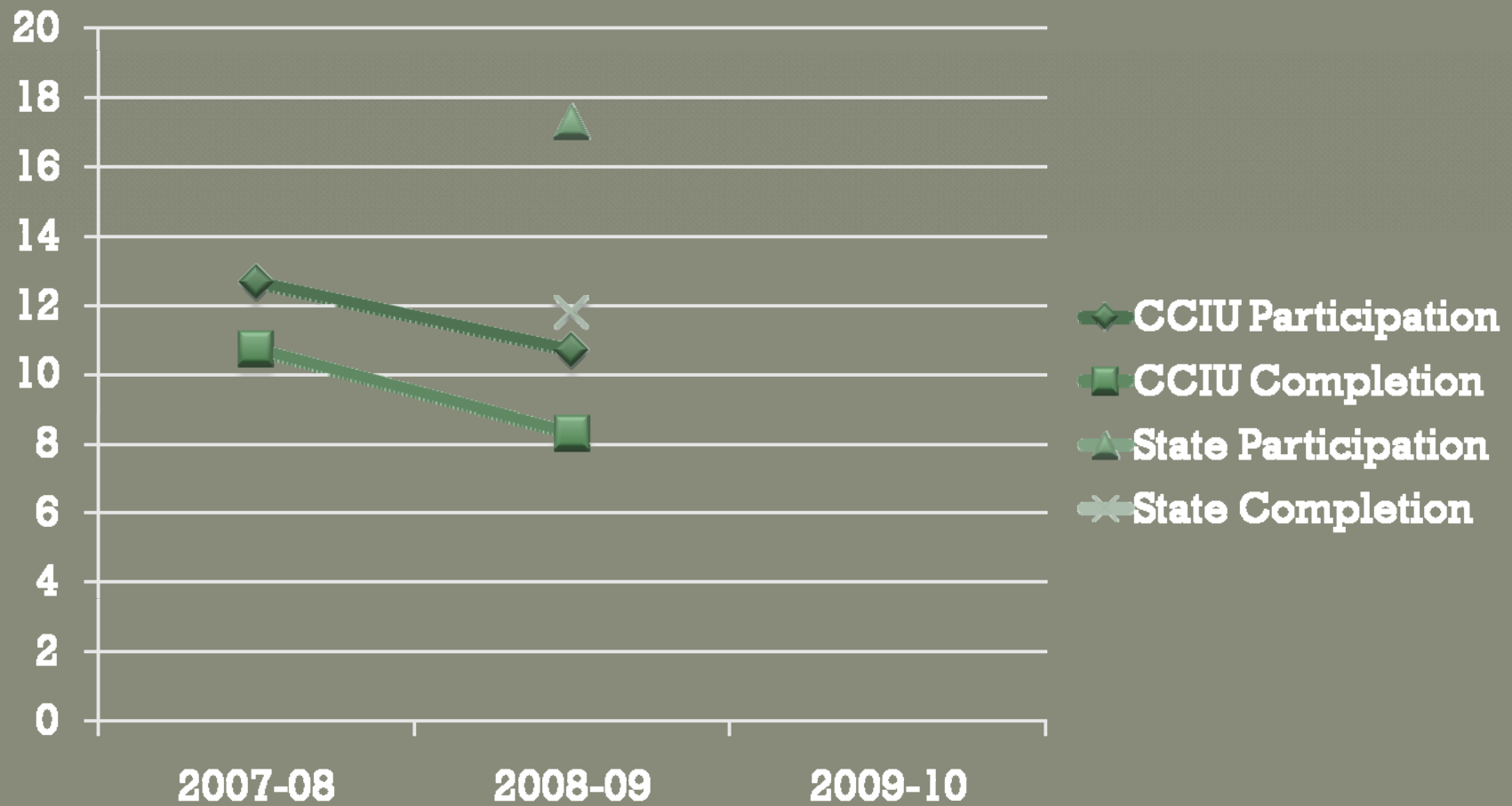
# CCIU Nontraditional Data



# CCIU Nontraditional Data



# CCIU Nontraditional Data



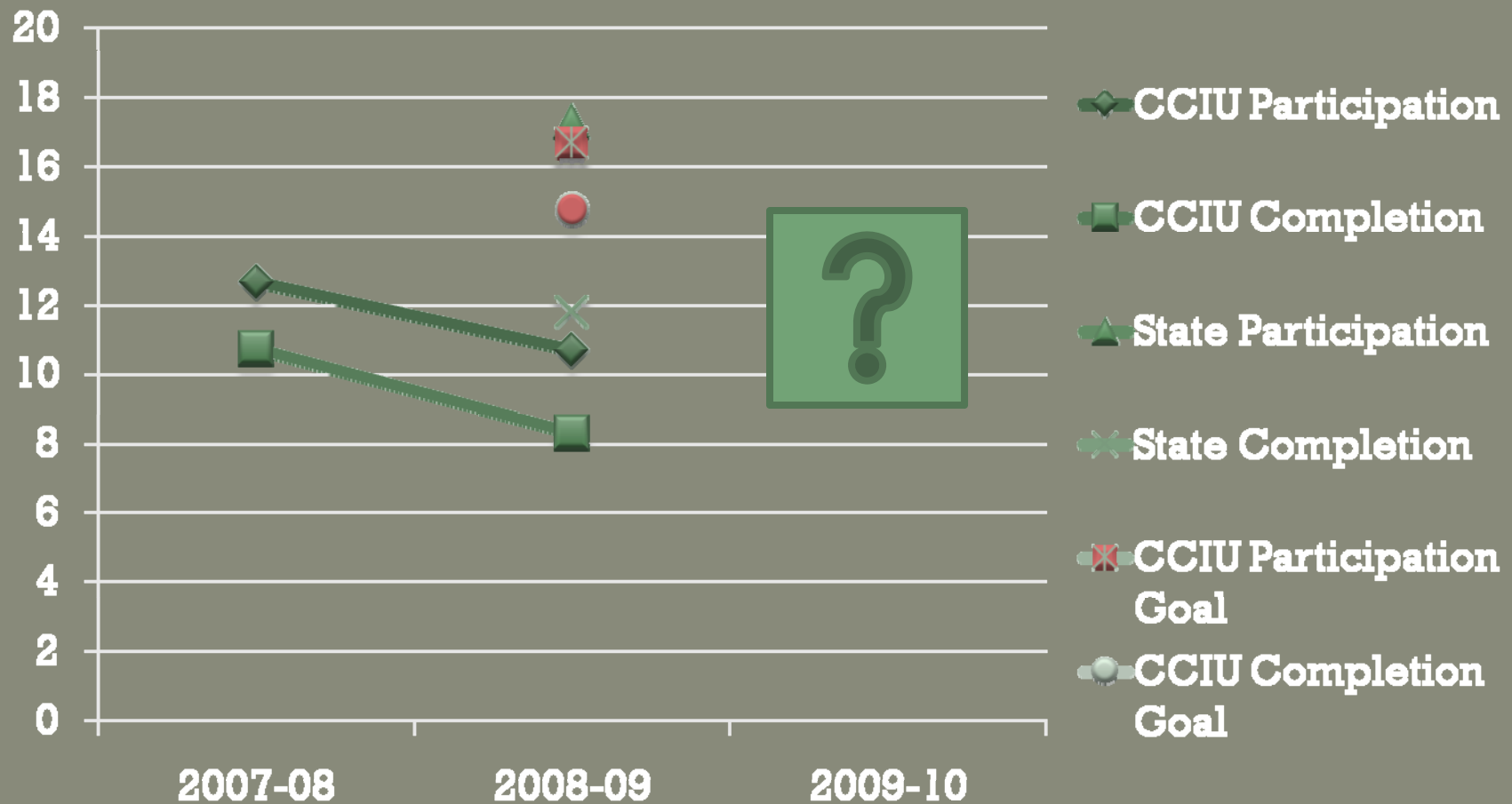
# CCIU Nontraditional Data



# CCIU Nontraditional Data



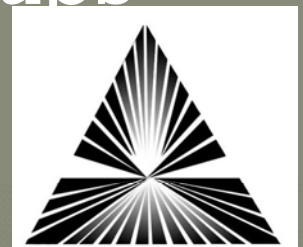
# CCIU Nontraditional Data



# Unit of Analysis

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- Site specific
- Identify nontraditional programs
  - Nontraditional for females
  - Nontraditional for males
- Participation data
  - Enrolled in a course
- Completion data
  - Complete a program
- Disaggregate by demographic groups and special populations



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# Data Collection

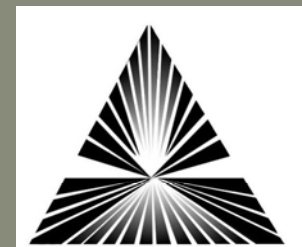
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- Gender

- Male
- Female

- Race/Ethnicity

- American Indian or Alaskan Native
- Asian or Pacific Islander
- Black, non-Hispanic
- Hispanic
- White- non-Hispanic



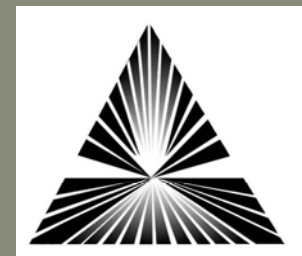
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# Data Collection

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## ● Special Population

- Underrepresented gender students in a nontraditional CTE program
- Single Parent
- Displaced Homemaker
- Limited English Proficient Students
- Individuals with a Disability
- Economically Disadvantaged

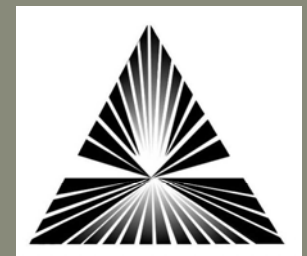


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# Comparisons

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- State performance level
- Best performer in state
- Selected peer benchmark
- Set your own benchmark

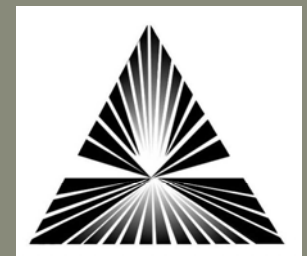


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# Trends

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- At least 2 years
- Preferred 3-5 years



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# STEP TWO

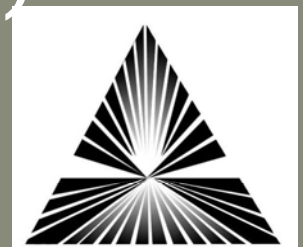
Identify  
Root  
Causes



# Why Search for Root Causes?

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- Keep from fixating on the “silver bullet” strategy
- Identify the conditions or factors that cause or permit a performance gap to occur
- Direct cause (i.e. instructional practice)
- Indirect cause (i.e. teacher training)

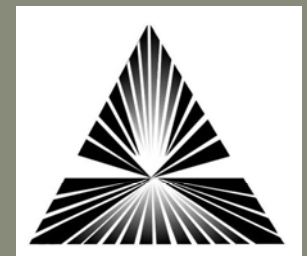


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# Identify Potential Causes

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- Analyzing Student Data
- Reviewing Research Literature
- Reviewing Program/Institutional Evaluations and Effectiveness Reviews
- Conducting Focus Groups
- Brainstorming
- Peer Benchmarking
- Interviews
- Surveys

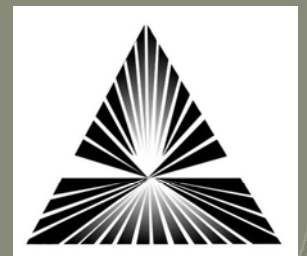


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# Review Research Summary

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- *“Nontraditional Career Preparation: Root Causes and Strategies”*
- Authors: Lynn Reha, ICSPS; Mimi Lufkin, NAPE; Laurie Harrison, Foothill Associates
- Available at [www.napequity.org](http://www.napequity.org)



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# Individual Root Causes Activity

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- Write on your card the two most significant root causes that you have observed for students entering programs nontraditional for their gender at your school



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# STEP THREE

Choose  
Best  
Solutions



# Choose Best Solutions

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Don't be too quick to adopt best practices before getting the facts straight

- How do you identify possible strategies and model practices?
- How do you evaluate strategies and models?
- How do you compare and assess alternative solutions and make a decision?

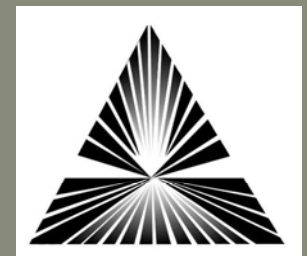


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# Find and Evaluate Solutions

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- Failure is expensive
- Build consensus among staff and stakeholders
- Get full support and commitment
- Select full range of choices – be creative
- Implement systematic analysis



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# STEP FOUR

Develop an  
Evaluation  
Plan



# Why Evaluate?

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Make sure your improvement strategy works somewhere before you attempt to apply it everywhere

# Types of Evaluations

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## ● Formative Evaluation

- Process measures
  - How well was the program implemented
  - “The cook tasting the soup”

## ● Summative Evaluation

- Outcome measures
  - Did the program produce the desired results
  - “The guests taste the soup”

# STEP FIVE

Implement  
a Strategy



# Using Project Management Tools

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- Work Breakdown Structure
- Task List
- Gantt Chart (timeline)
- Budget
- Project Tracking

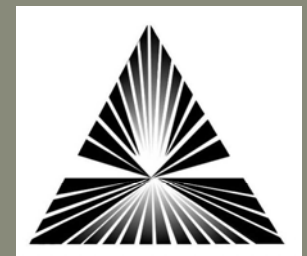
# Five-Step Improvement Process



# Questions?

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