









Facilitator's

Toolkit







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For more information:

National Alliance for Partnerships in Equity Education Foundation
P.O. Box 369
3157 Limestone Rd.
Cochranville, PA 19330
610-593-8038 phone
610-593-7283 fax
www.napequity.org

Missouri Center for Career Education (MCCE)
T.R. Gaines 302 ● UCM
Warrensburg, MO 64093
660-543-8759 phone
660-543-8995 fax
www.mcce.org

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Facilitator's Toolkit

20 Acknowledgments **CQ**

Principal Authors and Editors

Camille MacDonald
Career Education Coordinator
Region VII—Southeast Missouri

Lori Mann
Career Education Coordinator
Region III—Greater Kansas City Area

Janet Reppert
Career Education Coordinator
Region VIII—Southwest Missouri

The following individuals edited the 5-Step Process Facilitator's Toolkit or provided other helpful advice.

Dr. Nancy Fedorchak Charlene Piel

Professional Development Coordinator
Missouri Center for Career Education

Career Education Coordinator
Region I—Northwest Missouri

Diana Reynolds Larry Nash

Career Education Coordinator
Region II—Northeast Missouri
Career Education Coordinator
Region IV—Central Missouri

Michele Charlebois-Didreckson Tanya DeGonia

Career Education Coordinator

Region VI—South Central Missouri

Career Education Coordinator

Region V—Greater St. Louis Area

Candace Niemieyer B.J. McCauley

Career Education Coordinator Administrative Assistant

St. Louis Region Region VIII – Southwest Missouri

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5-Step Process Facilitator's Toolkit Section I



Section I

Introduction

This 5-Step Process Facilitator's Toolkit has been produced by the Missouri Career Education Coordinators (CEC) in an effort to guide future facilitators when implementing the 5-step process. The facilitator is defined as the person who guides the team through the process, helping them to understand their objectives and assisting with planning and achieving their goals, without taking a particular position in the discussion. This toolkit is not meant to duplicate information provided in the "Guide for Program Improvement for Perkins IV: Nontraditional CTE Program Participation and Completion" prepared by the National Alliance for Partnership in Equity (NAPE), but rather to complement the existing guidebook. (Five Step Program Improvement Process training resources are available at http://www.stemequitypipeline.org.)

Facilitator Tips

- First things first! Remember you are the facilitator and your role is to lead the team through the process, providing guidance and support.
- Diversify your team. Determine the strength each team member offers and assign
 roles as appropriate. (Ideas for determining team member strengths are provided
 in Agenda Meeting One.)
- Always be reading and reviewing "next steps" in the cycle. It is a good idea to
 view in advance the 5-Step Webinar for the step you are approaching. (Archived
 webinars are available at

- $\label{lem:http://www.stemequitypipeline.org/ProfessionalDevelopment/ArchivedWebinars.} \\ aspx.)$
- Collaboratively establish ground rules and review these at each meeting. This will assist in establishing a climate that allows team members to be comfortable in sharing. (Sample ground rules are provided in Agenda Meeting One.)
- Remember you are part of a larger group. If you need assistance be sure to call on other facilitators, your state leader, or your state's Science, Technology,

 Engineering, Mathematics (STEM) Equity Pipeline Technical Assistant. (Contact information is available at http://stemequitypipeline.org or through the National Alliance for Partnerships in Equity at 610-593-8038.)
- Use an online tool to conduct surveys. This is the easiest and most efficient manner to disaggregate data. (A good source is www.surveymonkey.com).
- Choose someone at the school site who understands their data well and is willing to work with you on data collection and analysis.
- Establish yearly meeting dates at your first meeting. Ask team members to bring their school calendars to avoid conflicts.

Choosing Your Area Career Center in Missouri

Choose an Area Career Center in Missouri with low overall and/or nontraditional program participant and/or completer numbers. Perkins information is available at your state department. Be sure to use the most current Perkins legislation when identifying core indicators and Perkins' goals. It is important to choose a school that is ready to start the process. It is essential that they are willing to commit the time and resources necessary for the process to be a success.

5-Step Process Facilitator's Toolkit Section II



Section II

Before Your First Team Meeting

- Get a commitment to participate in the project from your Area Career Center's sending schools' leadership, including superintendents and principals. Talk with your Area Career Center leadership to determine how this should occur. For example, your Area Career Center Director may want to present information on the 5-step process to the district leaders, or they may ask you to present. When presenting to the district leadership, information should be given on the 5-step process, why the Area Career Center elected to participate, and what involvement and expectations are needed from their schools. Resources on the Five Step Program Improvement Process, including handouts and an introductory PowerPoint can be found at:

 http://www.stemequitypipeline.org/Resources/TheFiveStepProgramImprovement ProcessTrainingResources.aspx.
- Determine, with your leadership, who should be team members. Team members *may* include Area Career Center and sending school counselors and/or teachers, nontraditional students, community members, and administrators.
- Make contact with each team member after you have established your first
 meeting date. Thank members for their willingness to participate on the team, let
 them know the date of the first meeting, and give them a brief overview/reason
 for the 5-step process. (See sample)
- Collaborate with your Area Career Center to work out meeting logistics.
 Determine, up front, who will schedule meeting rooms, arrange and pay for

- refreshments or meals (if provided), who will email team reminders, create agendas, etc.
- Develop a 3-ring notebook for each team member. Notebooks should be developed in a manner that is consistent with the 5-step process and/or the manner in which you will organize your meetings. (See sample)
- Begin data collection of state-wide, school-wide and program-level data. Identify a data contact person at your Area Career Center. Determine who will collect which data. For example, the facilitator might collect the state Perkins data, and the Area Career Center representative might collect the school and program level data.
- The facilitator and Area Career Center data contact person should come together to meet prior to the first team meeting. At this meeting, review data, and determine the best method for presentation to the team. Experience has shown program specific data and trends have been most beneficial. (*See samples*) If possible, it is best to collect at least three to five years of data.
- Present an overview of the 5-step process to the Area Career Center staff. The
 presentation should cover an overview of the process including the goals, why
 this school is participating, and what might be expected of the staff. Let them
 know outcomes and potential solutions will be shared.
- Review step one and gather information collected to date; create your first meeting agenda.

Facilitator's Toolkit

Section II



◆ Samples

Team Introductory Letter

Thank you for agreeing to be part of (insert school name)'s 5-step process team. The 5-step process is a problem-solving process. (Insert school name) has not been reaching their nontraditional enrollment and completion goals as required by Perkins, and they also would like to see their overall enrollment numbers increase. As a result of not meeting their Perkins accountability, (insert school name) is required by the state department to have an improvement plan. The 5-step process is part of that plan and a tool that will be used during this school year to help identify causes for low enrollment numbers. Ultimately, solutions will be presented and developed to address the causes identified.

For this process to be effective, a team of teachers and counselors from the sending schools and representatives from (insert school name) has been developed. While it will take a time commitment on the team members' part, I believe it is an excellent opportunity to provide input to (insert school name) on issues relating to enrollment, nontraditional issues, programs, etc. As the CEC for this region, I will be facilitating this process. Missouri is part of a state-wide grant from the National Science Foundation (NSF) to increase female and minority participation in METS (math, engineering, technology, and science) related careers. It is exciting to me that the grant is focusing on Career and Technical education, which is a first for NSF. Because of this grant, expert resources are available as needed to assist with this process.

Our first meeting will be (insert date, time, location, etc.). An agenda will be provided prior to the meeting.

Notebook Tabs – Option 1

Notebooks should be developed for each team member using 2 inch ring binders Following is one option for the notebook tabs:

Overview-included in this tab should be copies of any Power Points developed and presented to the team, along with the METS "Five Step Program Improvement Process Handout", and the "Stereotypes Turn Girls Off to Math and Science" brochure, both available at http://www.stemequitypipeline.org. A copy of the district's Perkins plan could be included here as well.

Data- included in this tab should be copies of the data collected, the three-year secondary performance summary, along with the state-adjusted performance levels and enrollment numbers by program from the last three years.

Surveys-included in this tab should be a sheet with the Survey Monkey links to complete surveys along with copies of all surveys completed. Consider breaking this down by using the crosstab responses. It is much easier to read! Additional survey instruments can be found at

http://02b47b1.netsolhost.com/foundation/page.php?14.

Root Causes-this contained the root causes research review from the STEM

Equity Pipeline Project – Nontraditional Career Preparation: Root Causes and

Strategies. (This document is available at:

http://www.stemequitypipeline.org/_documents/Root%20causes%20strategies4.2 0.09.pdf.) We did not add these until we had brainstormed our own root causes and then we compared to the document.

Solutions-a suggestion is to include school action plans as they are developed.

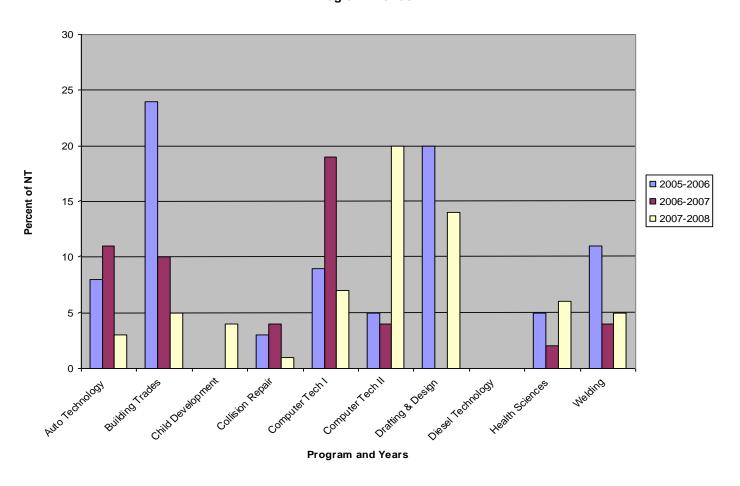
Notes-provide some lined writing paper.

Notebook Tabs – Option 2

A second option is to organize your notebook by the steps. These tabs would include the following: Overview; Step 1; Step 2; Step 3; Step 4; Step 5; Surveys; Research

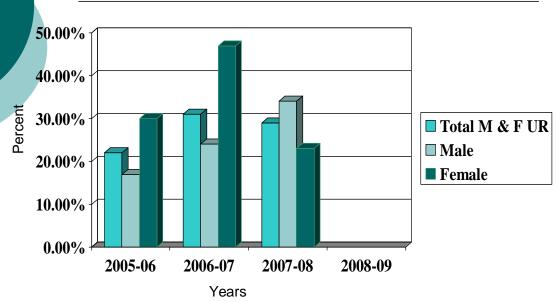
Sample graph using Perkins data showing the 3-year trend for Nontraditional enrollment by program.

Program Trends



Sample graph using the Consolidated Annual Report (CAR) report showing the 3-year trend for male/female enrollment.

Disaggregating Data by Gender-Participating* (4S1)



% of underrepresented secondary CTE students enrolled in nontraditional vocational programs from CAR report. (% rounded to nearest whole number)

5-Step Process Facilitator's Toolkit Section III

Section III

Communication

Effective communication is a crucial component of the 5-step process and an essential responsibility of the facilitator. Determine the best means for communicating with your team. At your first meeting, make sure you have current contact information for all team members. Make certain this information is available to everyone. Examples of recommended communication includes emailing agendas before the meeting, thank you and meeting summaries after the meeting, and reminders to team members of any assigned action items. In an effort to get you started with communication, included are several sample documents.

(See sample communication documents)

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Section III



- **◆ Sample Communication**
 - ◆ Sample Log

Sample Letter	
Dear	
I was asked if our school wanted to be a pilot school for a new 5-Step Improvement Process supported by DESE and the Missouri Center for Career Education. Some of our Perkins Performance Indicators do not meet the DESE State Average. Because of this, I elected to work with our Regional Coordinator for the Missouri Center for Career Education on a 5-Step Improvement Process. The main purpose of this improvement process is to determine what we can do to improve our nontraditional enrollment numbers.	
This process will require your support. We would like to ask one or two of your staff to participate on a fact-finding team to brainstorm and share data. We would like to begin the process this fall. The meetings will be held during regular school hours in either the morning or afternoon, whichever the team decides.	
We will plan to brainstorm ideas, conduct surveys and perform fact-finding to help us come up with answers. Once we have done this, we will have more knowledge on how to provide greater awareness and participation from students that might fit well in a nontraditional program/occupation. This process will also work to help us identify obstacles that may be preventing other students from participating in career and technical education programs.	
I have asked our Regional Coordinator for the Missouri Center for Career Education to meet with our group to explain the process in greater detail.	
We would like to have this first informational meeting on from _ (two hours	
Lunch? Snacks?	

Sample Meeting Follow-Up Letter

September 24, 2008

Dear Mr.

I would like to thank you for attending the meeting at the Career Center on September 23rd.

We appreciate your time and hope you will continue to be an active member. I know with everyone working together we can accomplish the goals we discussed at the meeting.

I look forward to seeing you at our next meeting on November 25th at 9:00. In the meantime be sure to have your staff complete the online survey!

Thank you so much,

Sample Email

Thank you for volunteering to help the Area Career Center increase non traditional enrollment in our programs. The program in which we are involved is called the STEM Equity Pipeline project. Below are the web sites for staff and student surveys. Most of your counselors have been involved with this initiative and have volunteered to help coordinate the implementation of the student surveys with all of your junior students. The counselors who were not able to attend our meeting have been contacted by our counselor. If you could assist your staff and direct them to the staff survey sight below and encourage them to take the 5 minute survey, it would really help us secure the data we are looking for as far as increasing enrollment. I appreciate your help very much and if I can be of assistance, please let me know. If you could drop me a "got it" reply when you receive this, I'll know the process has started.

Student Surveys

http://www.surveymonkey.com/s.aspx?sm=YEKqOtErIFs_2bxWRkyo_2f1tQ_3d_3d

Staff Surveys

http://www.surveymonkey.com/s.aspx?sm=JOd7cx_2fey75yfCTKpRoL8 A_3d_3d

Sincerely,

Director Area Career Center Career Center 5-Step Process Sign in Sheet

Name	Position	Email	Phone

Facilitator's Toolkit

Section IV



◆ Meeting Agendas

Section IV

Meeting Agendas

This section provides sample meeting agendas and templates to be used as a guide when planning meetings. Each team will be unique in the length, frequency and work accomplished for team meetings. For this reason, these agendas are not meant to be all inclusive. Additional action items and communication may be necessary as the process unfolds.

Meeting Agenda Templates. These agendas are in sequential order by meetings. Depending on the length of meetings and amount accomplished, what is suggested to occur in one meeting, may actually take two or more. (*See Meeting Templates*)

Sample School Agendas. Three schools that have implemented the 5-step process have provided copies of their meeting agendas. These samples document progression as the 5-step process unfolded. (*See Sample School Agendas*)

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Section IV



◆ Meeting Agenda Templates

Agenda – Meeting 1

	Welcome and Introduction of team members
	Get acquainted activity or identify team strengths activity (There are numerous get acquainted activities and/or personality assessments available online.)
	Develop Ground rules for team- (For example, confidentiality; open and honest with sharing, but do so in a respectful manner; work as a team, one person talks at a timeno side bar conversations; keep it positive. CEC is facilitator of team only).
	Team Roles (i.e. secretary, time keeper, etc.)
	5-Step Process Overview / PowerPoint (sample PowerPoint's available at: http://www.stemequitypipeline.org/ProfessionalDevelopment/ArchivedWe binars.aspx)
	Questions / discussion
	Handout notebooks
	Present data findings
	Discussion on data
	Discussion on surveys (Note – As a team, you should decide who is going to be surveyed, when it will take place and how surveys will be disbursed. A month turn around time seems to work well for survey completion. Feel free to work with your team to customize the survey to meet your needs.)
	Determine additional data needed
recom	Set meeting dates for the year (a minimum of quarterly meetings are mended).

<u>Potential Action Items to be completed prior to the next meeting</u>: Complete any surveys for students, sending school teachers, CTE teachers, counselors or parents that the team or facilitator determines are needed by next meeting. Also, gather any data that team determines is needed.

Agenda – Meeting 2

Review of previous meeting / ground rules, roles
Review and discuss data
Complete Step One of the "5-step worksheet" (Worksheet is available in the "Guide for Program Improvement for Perkins IV: Nontraditional CTE Program Participation and Completion".)
Discuss Root Causes (What they are and the need for identifying.)
Begin Identifying Potential Root Causes
Determine if your team wants to do additional data gathering and how and who will be responsible for gathering the information

Agenda – Meeting 3 (May take more than one meeting)

Review of previous meeting / ground rules, roles
Review data discussions and identify root causes
Discussion of potential strategies to validate root causes
Complete Step 2 of the worksheet (Worksheet is available in the "Guide for Program Improvement for Perkins IV: Nontraditional CTE Program Participation and Completion".)
Make available a copy of the NAPE document "Improving Performance on Perkins IV Nontraditional Core Indicators: Root Causes, Recommendations, Strategies, and Effective Practices Introductory Guide"

Agenda Meeting 4

Review of previous meeting / ground rules, roles
Identify activities currently in place that address the root causes. What is working? What needs changed?
Identify potential strategies/solutions
(Refer to NAPE's "Nontraditional Career Preparation: Root Causes and Strategies" for research-based suggestions or find your own research-based practices)
Decide on solution and pilot implementation plan
Complete Step 3 on Worksheet (Worksheet is available in the "Guide for Program Improvement for Perkins IV: Nontraditional CTE Program Participation and Completion".)

Agenda Meeting 5

Review of previous meeting / ground rules, roles
Identify short and long term goals that will be used to evaluate the impact of your solution. Use SMART goals (Specific, Measurable, Achievable, Relevant, and Time limited)
Develop a detailed action plan for solution implementation that addresses the questions of who, what, when, where, and why
Establish meeting dates for next year. At least three meetings are suggestedearly fall, mid-point of implementationend of implementation

Agenda Meeting 6 (Early in the implementation phase bring the team back together) Review of goals Review of action plan with team Questions and answers

Agenda Meeting 7 (Mid point of implementation phase)

Review of goals
Progress to date
Successes
Obstacles / issues
Reminders

Agenda Meeting 8 (End of implementation phase)

Review and evaluate results – Did you meet your short term-goals?
Analyze if you are on track for achieving long-term goals. If not, adjust action plan as needed.
Identify next steps
Celebration

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Section IV



◆ School 1 – Sample Agendas

Agenda – September 4, 2008 School 1 5-Step Improvement Process Team Meeting

Approximate:

10:00 Welcome and Introduction of team members

Get acquainted activity (DiSC®)

(http://www.onlinediscpersonalityprofile.com/)

Ground rules for team- Confidentiality; open and honest with sharing, but do so in a respectful manner; work as a team, one person talks at a time...no side bar conversations; keep it positive. CEC is facilitator of team only.

Break

11:00 5-Step Process Overview / Introductory, School-Specific Data

PowerPoint

Questions / discussion

11:45 Lunch

12:15 Discuss data and survey results from School 1

Determine additional data needed (if any)

Decide on surveys to be implemented between now and next

meeting

Overview of Root Causes (if time)

Decide on meeting dates for the year

Potential Action Items:

Complete any surveys for students, sending school teachers, CTE teachers, counselors or parents that the team or facilitator determines are needed by the next meeting. Gather any data that the team determines is needed as a result of the data discussion.

Team members should give consideration to their ideas on root causes and be prepared to share and discuss at next meeting.

Agenda – October 10, 2008 School 1 5-Step Improvement Process Team Meeting (2)

Ш	Welcome / Review of previous meeting. Questions/comments	
	Review and discuss data	
	Complete Step one on the "5-step worksheet"	
	Discuss Root Causes (What they are and the need for identifying.)	
	Identify Root Causes	
0	For 5-10 min. brainstorm root causes in small groups.	
0	List responses on flip chart.	
0	Hand out grid from NAPE – Nontraditional Career Preparation: Root Causes and Strategies. Explain to team that these are research-based, proven root causes.	
0	Take the root causes on the flip chart and list them in the appropriate category on the grid.	
0	Discuss any that do not fit into one of the grid categories. Determine how to validate or discard.	
0	Review and prioritize causes. Do we have one category where several items are listed? What information from our data and survey results support identified root causes? What additional information is needed to	

Possible Action Items: What information do we need to gather prior to our next meeting?

focus groups, etc.)? Are we seeing any common threads?

validate identified root causes (student interviews, additional surveys,

Upcoming meeting dates: November 6, December 4, No January meeting, February 5.

Team Meeting – Root Causes Process Overview Handout

Define What is Meant By "Root Causes" and Discuss the Need for Identifying:

Root causes are those conditions or factors that directly cause or permit a performance gap to occur. Step 2 is designed to address the why question—why do these performance problems exist? What are the major root causes that determine performance and explain student differences in performance? Which of these causes should we address first in our improvement process?

There will be direct and indirect root causes. We are going to figure out which we can control and which we cannot.

Discuss How Root Causes Can Be Identified:

Analyzing Student Data

Reviewing Research Literature

Reviewing Program/Institutional Evaluations and Effectiveness Reviews

Conducting Focus Groups

Brainstorming

Peer Benchmarking

Interviews

Surveys

Phases for Identifying Root Causes:

A good approach to identifying root causes involves 3 phases.

- (1) Identify potential causes
- (2) Analyze and evaluate potential causes
- (3) Select a few critical root causes and validate

(This information came from NAPE's 5-step manual. Refer to this for detailed information.)

Identify Root Causes Handout Page 2

Identifying Potential Causes

As a group (or divide into smaller groups if a group is large) have team brainstorm in 5-10 minutes any potential root causes. Record on flip chart. Discuss.

Pass out "Root Causes" research provided by NAPE. Mark any on flip chart that are on the handout.

Review causes on the handout that are not on the flip chart and decide any that need added.

Divide into direct and indirect causes.

**Repeat process as necessary for hypothesis of what's occurring based on data. Look for common threads. (i.e. find common reasons among sending schools as to why girls aren't enrolling – retention or participation; or look at programs with similar issues, etc.)

Analyze and Evaluate Root Causes

Discuss causes on list and prioritize. (Prioritize using any survey results and data collected.)

Determine methods for validating the causes.

Validate causes.

Select a few Critical Root Causes

(This information came from NAPE's 5-step manual. Refer to this for detailed information.)

Agenda – November 6, 2008

School 1 5-Step Improvement Process Team Meeting 3

- Review of October meeting:
 - o Problem and Goal as identified in last meeting. (Step 1)
 - Problem: School 1 enrollment is decreasing and nontraditional enrollment is below DESE requirements.
 School 1 has higher percentage of special education students than the state average.
 - Goal: Increase overall enrollment of average, collegebound, and nontraditional students.
 - o Root cause list developed from perceptions of team members.
- Survey Analysis Activity (Work in groups of 4. Review survey by sections.)
 - o AHAA's what surprised you?
 - o What do you see that you expected?
 - o Share and discuss as large group.
 - Add as necessary to root cause list.
- Root Causes Activity (Working in groups of 4.)
 - o Eliminate any root causes out of our control.
 - Look for commonalities in root causes.
 - o Narrow list. (4? 5? 6?)
 - Place asterisk beside root causes team feels they have the most control over.
 - Share and discuss as large group.
- Root Causes Analysis Worksheet Theory/Evidence/Root or Indirect/Need/Impact Support
 - o Look at theory and evidence.
 - o For Root/Indirect Causes Ask "why's to help narrow to the root cause What is the Problem? Why is the problem happening (cause 1)? Why is cause 1 happening (cause 2)? Why is cause 2 happening (cause 3). Why is cause 3 happening (cause 4)? Why is cause 4 happening (Root Cause)?
 - o Determine if additional information is needed to validate root causes (*student interviews, additional surveys, focus groups, etc.*)

Action Items: What information do we need to gather prior to our next meeting?

Upcoming meeting dates: December 4, No January meeting, February 5.

Root Cause Analysis Worksheet

Problem:		
To determine the root cause of the problem, ask a series of up to five "whys." The ans to each "why" establishes a cause. As you keep asking "why," you eventually get to the root cause, which is what really needs to bee addressed to fix the problem.		
Why is the problem happening? Answer (Cause #1)		
Why is Cause #1 happening? Answer (Cause #2)		
Why is Cause #2 happening? Answer (Cause #3)		
Why is Cause #3 happening? Answer (Cause #4)		
Why is Cause #4 happening? Answer (Root Cause)	_	

Agenda – December 8, 2008

School 1 5-Step Improvement Process Team, Meeting 4

- Reminder of our Goal: Increase overall enrollment of average, college-bound, and nontraditional students.
- Review of November meeting:
 - o The team narrowed their root causes to the following:
 - Marketing
 - Perceptions
 - Communication
 - Programs offered
- Review facts regarding the root causes identified at last meeting (see "Root Cause Analysis" worksheet which is included on the next page)
 - o Took off Marketing because overlaps into others
 - Added Gender Equity issue because of difference between staff/student responses
- Root Causes Analysis For each cause listed:
 - o What questions can we ask to learn more?
 - o "Root Cause Analysis Ask why? (see agenda from November)
 - Determine what additional information is needed to validate root cause and how this information is going to be gathered (*student interviews*, *additional surveys*, *focus groups*, *etc.*)

Action Items: Gather information as identified above.

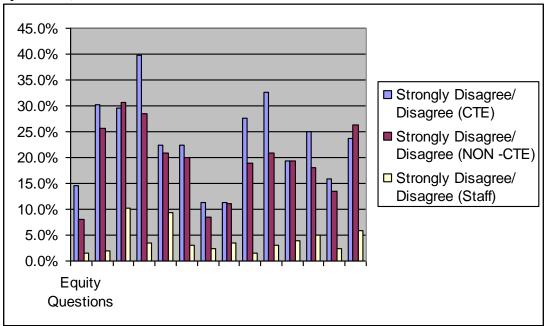
Upcoming meeting dates: No January meeting, February 5.

Root Cause Analysis Worksheet – Agenda December 8 Page 1

(1) Root Cause: Gender equity perception issues.

Fact: Students do not perceive staff to be treating them equitably. The % is slightly higher for CTE students.

Evidence: A significant percentage of students stated there were issues relating to gender equity. There were also a few student comments to support this. (See additional charts provided.)



(2) Root Cause: CTE perception issues.

Fact: Students and staff *do not* perceive School 1 Tech as a place for college-bound students or students who do well in the classroom.

Evidence:

26.9% of all students *disagree* that School 1 Tech is for college-bound students. 46.8% of all staff *disagree* that School 1 Tech is for college-bound students.

20.6% of all staff *agrees* that School 1 Tech is for students who are discipline problems. 39.5% of all students *agree* that School 1 Tech is for students who are discipline problems.

(3) Root Cause: <u>Program offerings</u>.

Fact: There are programs that students are interested in that are not offered at School 1 Tech. (Further research would need to be done to determine what programs are of interest.)

Evidence:

20.2% of students that don't attend School 1 Tech indicated that School 1 "did not offer program I was interested in".

Root Cause Analysis Worksheet – Agenda December 8 Page 2

4) Root Cause: Communication / awareness issues.

Fact: There are communication issues, which include students being unaware of what CTE is and has to offer.

Evidence: Student comments: "I would like to be enrolled ...but I don't know what to do...", "I have no idea what the school is", "What is CTE, I never heard of it...", "I would like to know more about CTE..."

Fact: HS counselors have a strong impact on who attends CTE. Students are also self-motivated.

Evidence: 34.1% of students attending state their counselor influenced them to attend. 56.5% of students attending CTE say they were influenced by "self". Friends and parent/guardians had the next highest influence.

Root Cause Analysis Worksheet – Agenda December 8 Page 3

Questions:

(1) Root Cause: Gender equity perception issues.

Are the gender equity issues having a negative influence on NT enrollment at School 1 Tech?

Is the staff uneducated about gender equity issues?

(2) Root Cause: CTE perception issues.

Why do the students and staff feel CTE is not for college-bound students?

Does the curriculum at the CTE provide the rigor and relevance necessary for collegebound students?

Has School 1 Tech traditionally been the place for underachieving and students with discipline problems to attend? If so, why?

Would changing faculty perceptions change student opinions?

(3) Root Cause: <u>Program offerings</u>.

In what additional programs do students have an interest?

What additional programs would the industry within the community support?

What additional programs do the facilities / resources available support?

(4) Root Cause: Communication / awareness issues.

How are students currently informed about School 1 Tech?

Are students aware of the opportunities at School 1 Tech in terms of the "big picture" (i.e. how the programs can help in college or careers)?

Have the faculty/staff from the sending schools recently toured School 1 Tech?

Are the faculty/staff from the sending schools aware of the opportunities available at School 1 Tech?

Do counselors try to influence certain population of students to attend School 1 Tech more often than others?

Are students aware of NT opportunities at School 1 Tech?

Handout (December 8, 2008 meeting)

Program Analysis (Questions to ask prior to next meeting)

Program Name:

- 1. Options for students after completion of program:
 - a. Work what areas?
 - b. College what programs? Articulated agreements?
 - c. Apprenticeship?
- 2. Duplicated programs at sending schools? How do School 1 programs set themselves apart from the sending schools' programs?
- 3. Enrollment #s?
- 4. Placement #s?
 - a. % going to college
 - b. % working in related field
- 5. Nontraditional information
- 6. Programs of Study where are things with this program?

Agenda – February 17, 2009 School 1 5-Step Improvement Process Team (Meeting 5)

- Reminder of our Goal: Increase overall enrollment of average, college-bound, and nontraditional students.
- Review of previous meetings:
 - o Reviewed and analyzed data
 - o Conducted surveys; reviewed and analyzed results
 - Narrowed root causes to the following: Marketing, Perceptions,
 Communication, Programs offered, Gender Equity
 - Reviewed facts regarding the root causes identified (see "Root Cause Analysis" handout)
 - O Action items that resulted from December meeting: (1) focus group to determine why discrepancy between student and staff gender equity responses (2) Survey students about programs they would like School 1 Tech to offer (3) Analyze current programs...what options are available to students upon completion of the program?
- Results of Focus Group* (Career Education Coordinator)
- Results of Survey (questions identified at previous meeting) about programs (Counselor)
- Results of Program review (questions identified at previous meeting) (Team Member & Director)
- Share Interest Survey results from Missouri Connections summary (CEC)
- Using the above information, finalize root cause (finish step 2 of worksheet)
 - Is the root cause that programs offered need restructured to provide broader options &/or additional programs need offered?
 - (OR)
 - Is the root cause that School 1 needs to improve their marketing/communication so that staff/students/parents are more aware of School 1 opportunities and nontraditional opportunities?
 - What, if any, gender equity issues need addressed or incorporated in solution?
- What needs to be changed?
- Identify potential strategies and models
- Narrow the choices (assess and compare alternative strategies and models)
- Action items: Next meeting?

^{*}A good resource for information on conducting focus groups is: http://www.managementhelp.org/evaluatn/focusgrp.htm

Focus Group

Student Questions

- 1. In which program are you enrolled? What is your grade level?
- 2. Who and/or what helped you decide to enroll in your current program at Crowder Tech? What did your teachers/counselors do to encourage you?
- 3. Do your instructors encourage participation in nontraditional programs? If so, how? (be sure to define nontraditional programs before asking this question) Share results of the gender equity survey
- 4. The survey results show that significant group of students feel that males and females are held to a different standard when it comes to dress and appearance. Why do you think that is so? What are your classroom policies regarding dress? How are these policies enforced for male students? Female?
- 5. The survey results show that a significant group of students feel that males and females are not disciplined in the same way. Why do you think this is so? How do your instructors discipline male students in your classroom? Female?
- 6. The survey results show that a significant group of students feel that the staff at the school does not intervene to reduce derogatory comments about behaviors toward students of one sex by students of the other. How do your instructors react when someone makes a derogatory or sexist comment about another person? How does other school staff react? Does this impact your selection of courses or teachers?
- 7. Do you feel staff at your school take the initiative to dispel prejudices, stereotypes and misconceptions among students? *If necessary, give examples: For example, do they use gender equitable language when talking about careers? Are classroom choirs assigned equitably?*

Agenda – April 8, 2009 School 1 5-Step Improvement Process Team Meeting

- Review of February meeting decisions
- Share ideas from Students on marketing (Director)
- List current activities being done at all schools (all team members)
- PowerPoint preview (Jorge)
- Proposed Action Plan:
 - (1) Answer the questions: "What message are we trying to get out? What should our marketing message emphasize?" Do activity: (Unique Selling Position; Benefits vs. Features)
 - (2) Discuss Enrollment marketing, information from research and the articles "The Enrollment Funnel" and "No Rain, No Gain". Identify key components of marketing. What are we going to do to get a consistent message out?
 - (3) Keeping in mind discussion on #1 & #2, evaluate the existing activities taking place. (Identify audience, message, age.). What action steps can be added? (Look at example from Enrollment Funnel article.)
 - (4) Review marketing ideas discussed at February meeting using #1 & #2 above.
 - (5) What do we want to try? / Develop Action Plan
 - (6) Select outcome measures (Step 4)
- Action Items:
 - o Next meeting date?
 - o Other?

School 1 5-step Improvement Process Team Meeting

February Meeting Summary:

We settled on the following <u>root cause</u>: "**Poor communication**, resulting in students, parents and educators not having an awareness of the School 1 program opportunities, including nontraditional, and how these opportunities link to the student's future plans whether it be college or career."

<u>Solutions discussed</u>: (1) Tweaking programs – Director indicated a review of programs is done annually and he will take into consideration the information learned from the team when reviewing programs and when considering new programs to add. (2) Better bridging between high school and Technical College, and (3) Develop a marketing campaign to improve the image of School 1 and communication.

Marketing ideas suggested through brainstorming: update website, posters in schools, advisory board of students so we can best learn how to communicate with that age group, improve tours, better PowerPoint, video, "My life at School 1" student video, using current students more to talk with targeted classes, developing a motto ("for real" was suggested).

Each team member was asked to list current activities taking place and to review marketing materials from any successful existing programs.

Agenda – May 19, 2009 School 1 5-Step Improvement Process Team Meeting 7

- Establish short-term and long-term goals
- Finalize Marketing Action Plan
- What to expect next
 - o Fall meeting (review of goals and action plan)
 - Mid-year meeting (progress successes/obstacles)
 - Year-end meeting (evaluate)
- Team Feedback

Thanks to everyone for their time and commitment to this project! Have a great summer!

5-Step Team Meeting – School 1 (Meeting 1, Year 2) October 20, 2009

Review of goals

Review of action plan

What is happening?

What do we need from the team members?

What's next?

Comments/suggestions for success with implementation plan

Set date for two additional meetings

School 1 – 5- Step Process (Meeting 2, Year 2) January 19, 2010

(This meeting was held in conjunction with a counselors meeting.)

- Progress on goals and activities
- Discussion on evaluating end-of year progress
- Date for final meeting

School 1 Agenda – May 25, 2010 (Year 2, Meeting 3) School 1 5-Step Improvement Process Team

- 1. Evaluate activities completed for each area of the marketing plan:
 - a. Effectiveness?
 - i. Strengths/Weaknesses?
 - b. Continuation?
 - i. Is one year sufficient to determine effectiveness?
 - ii. Continue as is, continue with changes, or discontinue?
- 2. Evaluate and/or Modify Goals
- 3. Write short-term goals for next school year.
- 4. Discuss progress and next steps
- 5. Plan for next year
 - a. Fall update to staff
 - b. Team meeting dates
 - c. Action plan

5-Step Process

Facilitator's Toolkit

Section IV



◆ School 2 – Sample Agendas

Meeting Agenda September 23, 2008 9:00-11:00

Welcome and Introduction of team members
Get acquainted activity
Ground Rules for Team
5-Step Process Overview / PowerPoint
Break
Questions / Discussion
Discuss Data
Determine additional data needed
Overview of Root Causes
Potential Action Items:

Next Meeting

Lunch 11:00

Meeting Agenda November 25, 2009 9:00-11:00

Welcome

Review of 5-Step Process

Review of Problem and Goal

- **Problem**: CC nontraditional enrollment is below DESE requirements.
- Goal: Increase overall enrollment of average, college bound, and nontraditional students.

Root Causes Process Overview

Staff Survey Results-Review and Discuss-Add to notebooks

Discuss Data Results to determine any additional information needed

Break

Identify Potential Root Causes and Prioritize

Action Item: Student Surveys

Interviews

Next Meeting

Meeting Agenda February 12, 2009 9:00-11:00

Welcome

Review of Problem and Goal

- **Problem**: CC nontraditional enrollment is below DESE requirements.
- Goal: Increase overall enrollment of average, college bound, and nontraditional students.

Review Data and Staff Survey Results

Student Survey Results-Add to notebooks

Let's really understand what is happening rather than jumping for the "silver bullet".

Complete Step One-Five Step Process Worksheet

Document Improvement Priorities

What does the team feel should be our priorities from looking over data and surveys?

How to Identify Root Causes-in notebooks

Do we want to conduct a focus group or individual interviews with students? Who would conduct this interview?

Action Item: Focus Group Interviews

Next Meeting:

Meeting Agenda March 19, 2009 9:00-11:00

Welcome

Review of Problem and Goal

- **Problem**: CC nontraditional enrollment is below DESE requirements.
- Goal: Increase overall enrollment of average, college bound, and nontraditional students.

Review Data and Staff Survey Results

Identify Root Causes

Put on chart paper

Do we want to conduct a focus group or individual interviews with students/staff?

Identify Causes With-in Our Control

Action Item: Focus Group

Interviews

Next Meeting:

Meeting Agenda April 8, 2009 8:00-Meet with Staff 9:00-Team Meeting

Welcome

Review of Problem and Goal

- **Problem**: CC nontraditional enrollment is below DESE requirements.
- **Goal**: Increase overall enrollment of average, college bound, and nontraditional students.

Review the Root Causes with Staff

- · Marketing to Promote Programs
- · Building Appearance/Curb Appeal
- · Review of Programs-add, combine, update

Allow input, suggestions, and ideas from staff on Plan of Action Record on chart paper

9:00-Team

Discuss Staff suggestions and decide on first steps for implementation

Action Item: Review website: www.psctit.org

Review articles

Next Meeting

Meeting Agenda May 7, 2009 10:30

Welcome

Review of Problem and Goal

- **Problem**: CC nontraditional enrollment is below DESE requirements.
- **Goal**: Increase overall enrollment of average, college bound, and nontraditional students.

Review the Root Causes

- Marketing to Promote Programs
- Building Appearance/Curb Appeal
- Review of Programs-add, combine, update

Review Staff Suggestions for Implementation

Distribute and Review the Action Plans

- Marketing Action Plan
- Building Appearance Action Plan
- Review of Programs Action Plan

Action Item: Complete Team Feedback

Format for Next Year: Form a Site-Based Committee

School 2 5-Step Process (Meeting 1, Year 2)

Meeting Agenda September 25, 2009 9:00-11:00

Review of Problem and Goal

- **Problem**: SCHOOL 2 nontraditional enrollment is below DESE requirements.
- Goal: Increase overall enrollment of average, college bound, and nontraditional students.

Review Marketing Action Plan

Focus on adding programs according to the needs of the students and community.

Complete applications for new Career and Technical Education Program HVAC program Culinary Arts
Cosmetology

Next Meeting: October 9, 2009

School 2 5-Step Process, (Meeting 2, Year 2)

Meeting Agenda October 9, 2009 9:00-11:00

Review of Problem and Goal

- **Problem**: SCHOOL 2 nontraditional enrollment is below DESE requirements.
- **Goal**: Increase overall enrollment of average, college bound, and nontraditional students.

Review Marketing Action Plan Building Appearance

View new sign in front of building

Distribute new program brochures

View recruitment video and provide feedback

Next Meeting: April 13, 2009

School 2 5-Step Process (Meeting 3, Year 2)

Meeting Agenda April 13, 2009 6:00-8:00 p.m.

Review of Problem and Goal

- **Problem**: SCHOOL 2 nontraditional enrollment is below DESE requirements.
- Goal: Increase overall enrollment of average, college bound, and nontraditional students.

Review Marketing Action Plan with Advisory Members New programs Building Appearance Marketing

Input from Advisory Team

Dinner

Visit classrooms

5-Step Process

Facilitator's Toolkit

Section IV



◆ School 3 – Sample Agendas

School 3- 5 Step Process Initial Meeting October 17, 2008

9AM Welcome & Introductions

Holland Code Activity-What strengths do we each bring to the team? (http://www.hollandcodes.com/)

Establish Ground Rules/ Team Member Roles

Break

5-Step Process PowerPoint-Overview/Data/Goals

Q & A

Discussion of Data-what does the data begin to say to you? What appears to be the area of strengths/weakness?

What additional data do we need to review?/surveys?/interviews?

Meeting dates for the year?

12:30 Lunch

School 3- 5 Step Process

2nd Meeting Area Career Center-Conference Room January 30th, 2009

8AM Welcome Members!

- ✓ Review Ground Rules/ Team Member Roles
 ✓ Review possible problems from data analysis—I think we already have this on chart paper
- ☑ Document Performance Improvement Priorities—Chart Paper Please!
- ☑ Complete Step One on the "5 Step Process Worksheet"—found in your 3-ring
- Read: "Step 2: Identify Root Causes" (Hand-out—to go in your 3-ring)
- ☑ Brainstorm a list of all possible causes—label within or outside our control
- Hand-out "Nontraditional Career Preparation: Root Causes and Strategies" (Research based)---use this as a reference as we place our possible causes under either "Participation" or "Completion" on chart paper.

Goal: Gather Additional data to identify and evaluate potential causes and select few critical root causes as the focus of improvement efforts. Seek to understand the problem completely.

Surveys (Targeting potential participation/completion problems)

- Review Student & Staff CTE Perception Survey-hard copies...errors?/oversites?
- View Surveys on Survey Monkey—Need a February administration date. Identify 11th grade course that it could occur in at your building. Will send to counselors to forward to teacher/course in which it will be administered
- Director- share your conversations with sending school's building level survey administration support.

CAD & BT NT Focus Group Interview (Targeting the "why" CAD & BT NT enrollment continues to increase)

- CAD & BT NT Focus Group Interview—Hand-out of possible questions...clear?/ask the "right" questions/amt. of questions?/ who do you think should administer this?
- Other areas where we need to collect data to validate what we think is a problem and why? (Ways to collect:

 Interview/survey/focus group/analyze data/review research

literature/program-Institutional Evaluations & Effectiveness Review/Brainstorming?)

☑ Concluding thoughts/ideas/comments?
☑ Lunch

School 3- 5 Step Process

3rd Meeting

Area Career Center-Conference Room March 27, 2009

8AM Welcome Members!

Review Ground Rules/ Team Member Roles

- Review possible problems from data analysis—already on chart paper
- Review "Big Picture" student responses from surveys (Juniors at sending schools). Discuss global "strengths" & concerns".
- Review student responses from survey by each sending school. Discuss "strengths & concerns".
- Review "Big Picture" staff responses analyzed by gender. Discuss global strengths & concerns.
- Review staff responses from survey by each school. Discuss "strengths & concerns".
- Review listed "strengths & concerns" items and categorize "Within Our Control" & "Outside of our control".
- Review NT interview "Strengths & Concerns". Do they parallel our findings or suggest something else?
- Disaggregate "concerns" based on "Root Causes for NT Participation" & "Root Causes for NT Completion".

Sub-questions to address:

Is there a clear & compelling theory or rationale for each of these causes?

Is there strong evidence that one of these is a major cause of performance problems?

Are these causes direct or do they affect outcomes through a related cause?

Are there opportunities and resources to address

Will major state holders support one of these causes over the others?

- ☑ Choose 1 root cause for participation & 1 root cause for completion to address. (Can select up to 3, but no more)
- Create a web with root cause in center and list out all the findings that aide this cause. For example root cause could be; marketing, aides might be; lack of access to students to inform them of career center offerings, few marketing materials to post, lack of information targeted to parents...etc.
- ☑ Discuss "next steps"
- ☑ Complete Step II on "The 5 Step Process Worksheet"
- ✓ Concluding thoughts/ideas/comments?
- ✓ Lunch

these causes?

☐ Goal: Analyze & Evaluate Potential Causes.

<u>Next Step</u>: Select Best Solutions

School 3-5 Step Process

4th Meeting Area Career Center-Conference Room May 27, 2009

8AM		Welcome Members!	
	\checkmark	Review Ground Rules/ Team Mem	ber Roles
	\checkmark	Review Root Causes & strengths/co	oncerns charts
	\checkmark	Hand-out, (per last meeting) survey	results by position
	\checkmark	Chuck - overview of current marke	ting plan that addresses our root causes.
	What	evidence do we have that validates it	is working? What isn't working? From
	our res	sults what do you think we need to d	o differently?
	\checkmark	Hand-out, look at/discuss proposal	
		fies theory, evidence and strategies the	•
		ce/improve existing opportunities wi	
	\checkmark	Hand-out, look at/discuss and make	
			SMART goals and proven practices.
			nt and Time limited) Keep in mind we
	need b	ooth short & long term measures.	
		CI	T 4
		Short term measures * Awareness	* Increased Enrollment
			* Increased Enrollment * Increased Achievement
		* Knowledge* Change in Behavior	* Increase Completion Rates
		* Change in Attitude	* Increase in Graduation Rates
		Change in Attitude	* Increase in Transition
			increase in Transition
	✓	Questions/concerns/comments/ clar	rification on action plan and what will
	occur	next year?	Production on working production with
	✓	Complete Step 3 on Worksheet	
	\checkmark	Set meeting dates for next year	
	✓		
	~	End of Year Team evaluation	

"Make sure your improvement strategy works somewhere before applying it everywhere."

**KEEP IN MIND: data sources and collection instruments should be; 1) valid-directly assess what you are trying to measure, 2) reliable-produces repeatable results, 3)cost-effective, and 4) timely-measures time sensitive outcomes.

School 3- 5 Step Process (Meeting 1, Year 2)

Counselors Meeting, October 23, 2009

11:30	Welcome and Introductions: Chuck S. Lunch from Wabash
12:15	STEM Presentation: Lori M.
12:40	Break
12:50	Perkins, Core Data, MOSIS: Linda D., Don R., Chuck S.
1:55	Tour Building
2:10	Questions/Wrap Up
2:20	Meeting Adjourned

Sample NT Interview Questions or Questions to Answer as A Small Group

Area Career Center Nontraditional Focus Interview

m:				
lual:				
Thank you for enrolling in and participating in your program at Career Center. Nontraditional success in your program is outstanding and schools want to repeat that same success for their nontraditional students in other career centers. Today I'd like to visit with you concerning your experiences in these areas: 1) Enrollment and Participation 2) Support and 3) Successful Program Completion. There are no right nor wrong answers, simply answer the question to the best of your ability. The more candid detailed information you provide the better we may be able to understand the reason for nontraditional success in your program.				
ment & Participation Tell us why you chose to enroll in the program you are in.				
Was there anyone at your home school that encouraged you to enroll in the program? If so, who was it and what did he/she do or say to encourage you to enroll?				
Is there anything that occurs at your home school that encourages nontraditional students to enroll in this program? If so, what is it and what do students say to each other when they discuss it?				

Date: _____

#4.	Was there anyone in your family that encouraged you to enroll in the program? If so, who was it and what did he/she do or say to encourage you to enroll?
#5.	Was there anyone else that encouraged you to enroll in this program? If so, who was it and what did he/she do or say to encourage you to enroll?
#6.	Were there any events that influenced your decision to want to enroll in this particular program at School 3 Area Career Center?
#7.	Describe what your experience has been like in your classroom at School 3 Area Career Center.
Suppor	rt Were there any particular difficult or trying times in your classroom at School 3 Area Career Center? Is so, what occurred to help you understand and work through the difficulty?

#9.	Were there any particularly successful moments in your classroom at School 3 Area Career Center? Is so, what occurred to help you achieve success?
#10	What do you attribute your program success to?
#11.	In your opinion, is there anything in particular that your classroom teacher does to support students in your classroom that aides the success of all students?
#12.	When you think of your classroom teacher, is there anything he/she does differently from other teachers you have had to support the nontraditional students?
#13.	Why do you think the number of nontraditional students in this program continues to increase?

#14. In your opinion, what could we do better to support nontraditional students in your program at the Career Center?
#15. In your opinion, what could we do better to support nontraditional student enrollment at your home high school for any program?
Program Completion
#16 Is this your first year or second year in your program at School 3 Area Career Center?
If it is your first year, do you plan on returning next year? Why or why not?
If it is your 2 nd year, what helped you to return the 2 nd year and successfully complete the program?
#17. Is there anything else that you could tell us that would help us understand the success of nontraditional students enrolling in this program and returning to complete the program successfully?
Thank you for helping us understand what helped you to participate and complete your program. We wish you much continued success!

School 3 Area Career Center

5 Step Process Follow-Up Meeting Agenda May 20, 2010 (Meeting 2, Year 2)

8:00AM-Conference room at SCHOOL 3

- ✓ Revisit Audience Surveyed & Administration Timeline
- ✓ Survey Analysis-(hand-outs & highlighters provided)
- --BREAK--
- ✓ Strengths/Weaknesses & Comparative Data from previous year
- ✓ Data Analysis (Powerpoint-looking at baseline data & 09-10 data)
- ✓ Review "SMART" plan-(Accomplishments/Successes/Challenges)
 - o Remain the same?/Modify?/Discontinue?
- --BREAK--
- ✓ Discussion: Next Steps (Informing sending school staffsustaining improvement efforts)
- ✓ Fall Date to Review Implementation Plan?
- ✓ Complete: 5 Step Process Team Feedback

11:45 - Lunch

5-Step Process Facilitator's Toolkit Section V

Section V

Surveys

In order to validate performance results and root causes, the Missouri Team developed student and staff surveys. A template was formed that could be reviewed and customized for individual team needs. In order to compare state-wide data, minimal changes were made. Team members determined which students to survey along with the distribution method. All staff at both the Area Career Center and sending schools were requested to complete the survey. Be sure to communicate a timeline for accessing and completing the survey.

The STEM Equity Pipeline has collected sample survey instruments and other resources to assist teams in determining root causes. These can be found at http://02b47b1.netsolhost.com/foundation/page.php?14 under Section 9 Root Cause Assessment Instruments.

A good source for survey development is www.surveymonkey.com.

(See sample student survey)

(See sample staff survey)

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Section V



◆ Survey Administration Documents

Survey .	Administration	Directions:
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Our school, along with _____ (insert career center), is interested in your opinion on school-related topics. We have purposely made the survey as brief and simple as possible, so please provide honest and appropriate answers. Your participation is appreciated! Thank you!

Parent Notification Form

As part of MCCE Region 8 in Southwest Misson participate in the Region 8 Career Survey. The and the grade.	
The results of the survey are used to assist the F improvement for the need and encouragement i	· ·
Students are not asked to identify themselves or responses are reported or maintained. Please le questions or would like more information about	t your school's office know if you have
Please return this form ONLY if you <u>DO NO</u> survey.	<u>T</u> want your child to participate in the
Student's name	Grade
Please do not permit my child to participate in t Survey.	
Parent's signature	
Telephone number	Date

5-Step Process

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Section V



◆ Sample Student Survey

Survey of Student Perceptions Towards Career and Technical				
1. Student Information				
1. What is your gender?				
Female				
Male				
2. What grade are you currently in?				
O 9th				
O 10th				
O 11th				
○ 12th				
3. What grades do you usually get?				
Mostly A's				
Mostly B's				
Mostly C's				
Mostly D's				
Mostly D's and F's				
4. After graduating from high school, what are your plans (mark all that apply)?				
Job				
Technical School				
College				
Military				
Unsure				
5. What school do you attend?				
East Newton				
McDonald County				
O Neosho Seneca				
O Serieus				

Survey of Student Perceptions Towards Car	reer a	nd Tech	nnical		
2. Equity					
To what extent do you agree or disagree with the following statements.					
6. The staff at my school					
	Strongly	Disagree	Agree	Strongly	
have the same expectations for male and female students for learning the curriculum.	Disagree	0	0	Agree	
discipline males and females in the same way.	0	0	0	0	
do not encourage students to compete "girls against boys".	0	0	0	0	
interact with females and males similarly with regard to standards for dress and appearance.	\circ	\circ	\circ	\circ	
assign classroom chores and duties without regard to gender. For example, both females and males carry chairs, run AV equipment, take notes during	0	0	0	0	
classroom meetings, etc. take the idea of equality seriously. For example, they do not put down men or	0	0	0	0	
women, or joke about their abilities or roles. encourage boys and girls to participate in a variety of roles within extra curricular activities.	0	0	0	0	
use examples that show both men and women in a variety of occupations.	0	0	0	0	
intervene to reduce derogatory comments about behaviors toward students of one sex by students of the other.	Ö	Ŏ	Ŏ	Ŏ	
take the initiative dispelling prejudices, stereotypes, and misconceptions among students.	0	0	0	0	
recognize cultural and gender biases in students and attempt to overcome them.	0	0	0	0	
allow diversity of values, lifestyles and viewpoints	0	0	0	0	
instruct and demonstrate positive values for diversity.	Ŏ	Ŏ	Ŏ	Ŏ	
use gender equitable language. In other words, they do not refer to all welders and mechanics as "he" or all nurses and teachers as "she".	Ŏ	Ŏ	Ŏ	Ŏ	

n Center is des	Agree O O O O O O O O O	Strongly Agree
ngly Disagree O O O O O O O O O O O O O O O O O O	Agree O O O O O O O O O	Strongly Agree
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gree Disagree O O O O O O O O O O O O O O O	0 000000	0 0000000
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Technical Educ	O O O O Cation Cente	_
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Technical Educ	Cation Cente	_
Technical Educ	O O O Cation Cente	_
Technical Edu	Cation Cente	_
Technical Educ	Cation Cente	_
Technical Edu	Cation Cente	_
Technical Edu	cation Cente	er?

Survey of Student Perceptions Towards Career and Technical					
4. Questions for current CTE Stu	udents				
If you are currently enrolled in the Career and Technical Education Center, answer the questions on this page.					
9. If you are currently enrolled at the Career & Technical Education Center, place a mark next to the program you are in.					
Auto Technology	Computer Technology II				
Building Trades	Orafting and Design				
Child Development	Diesel Technology				
Collision Repair	Health Sciences				
Computer Technology I	Welding				
Who influenced you to attend (Check all that apply).	the Career & Technical Education Center (CTE)?				
High School Counselor	Brother or Sister				
High School Teacher(s)	Friends				
High School Principal	Current CTE student				
CTE Counselor	Self				
CTE Teacher(s)	No One				
Mother/female Guardian	Other				
Father/male Guardian	-				
Why were you influenced to attend?					
m F					

Page 4

Survey of Student Perceptions Towards Career and Technical					
11. Which of the following factors influenced you to attend the Career & Technical					
Education Center? (Check all the apply).					
Tenth grade presentation at your home school by a CTE counselor					
Visit to CTE					
The program I was interested in was not available at my home school					
Brochures, program guide, newspaper, television, etc.					
CTE website					
CTE Open House					
Spending half of the day away from your home school					
English, Math, or Science CTE credits					
The opportunity to meet new people					
My long-term goals					
None of the above					

Survey of Student Perceptions Towards Career and Technical						
5. Questions for Non CTE Students						
If you are not currently enrolled in the Career and Technical Education Center, answer the following questions.						
 Who influenced you NOT to attend the Career & Technical Education Center (CTE)? (Check all that apply). 						
High School Counselor	Father/male guardian					
high School Teacher(s)	Brothers or sister					
High School Principal	Friends					
CTE Counselor	Current CTE student					
CTE Teacher(s)	No One					
Mother/female guardian	Other					
Why were you influenced not to attend?						
in w						
12 Which of the fellowing fortune influence	and the NOT strend the Consens					
13. Which of the following factors influe Technical Education Center?	enced you to NOT attend the Career &					
Tenth grade presentat at your home school by a CTE cou	inselor					
Visit to CTE						
Did not offer program I was interested in						
Brochures, program guide, newspaper, television, etc						
CTE Web site						
CTE Open House						
Spending half of the day away from your home school						
Length of bus ride to the Career & Technical Education Co	enter					
None of the above						

Survey of Student Perceptions Towards Career and Technical					
6. Thank You!					
14. Thank you for taking this survey! If you have any additional comments you would like to make, please write them below. Otherwise, click the "done" button.					

5-Step Process

Facilitator's Toolkit

Section V



◆ Sample Staff Survey

Survey of Staff Perceptions Towards Career and Technical Education 1. General Information * 1. What is your gender? Male Female * 2. What is your school setting? Comprehensive High School Area Career Center Community College * 3. What is your current position? Teacher Ocunselor, VRE, Placement, or Special Services Administrative Staff Support staff * 4. What is your MCCE Career Education Coordinator Region? Region I Region II Region III Region IV Region V Region VI Region VII Region VIII St. Louis Region * 5. What is the name of your school?

Survey of Staff Perceptions Towards Career and Technical Education							
2. Perceptions of Career and Technical Education							
To what extent do you agree or disagree with the following statements:							
6. I believe the Career and Technical Education Center is designed to serve							
students	Strongly						
who are interested in studying a program not available at their	Disagree	Disagree	Agree	Strongly Agree			
home school	0		0	0			
who want to learn a skilled trade	0	\sim	\sim	000000			
who plan to go to college immediately after high school	\circ	\bigcirc	\circ	\bigcirc			
who plan to go to work immediately after high school	0000	\bigcirc	\sim	\circ			
who plan to join military immediately after high school	\bigcirc	\bigcirc	Ŏ	\circ			
don't perform well in traditional classroom setting	\bigcirc	\bigcirc	0	0			
who are discipline problems of all ability levels	\bigcirc	Ŏ	0	\circ			

Survey of Staff Perceptions Towards Career and Technical Education 3. Outreach and Recruitment To what extent do you agree or disagree with the following statements: 7. Our CTE center has . . . Strongly Strongly Disagree Agree Don't Know a formal process for distributing recruitment materials that 0 \circ represent both traditional and nontraditional learners marketing materials that are regularly checked for gender equity in language and photos a designated area and spokesperson for nontraditional careers during special events recruitment activities for middle school learners a guidance center that regularly encourages nontraditional

Survey of Staff Perceptions Towards Career and Technical Education 4. Retention and Support To what extent do you agree or disagree with the following statements: 8. In my classroom I . . . Strongly Disagree Agree Strongly Agree Disagree have the same expectations for male and female students for 0 learning the curriculum. discipline males and females in the same way. do not encourage students to compete "girls against boys". interact with females and males similarly with regard to standards for dress and appearance. assign classroom chores and duties without regard to gender. For example, both females and males carry chairs, run AV equipment, take notes during classroom meetings, etc. take the idea of equality seriously. For example, I do not put down men or women, or joke about their abilities or roles. encourage boys and girls to participate in a variety of roles within extra curricular activities. use examples in my teaching that show both men and women in a variety of occupations. analyze instructional materials for race and gender bias. intervene to reduce derogatory comments about behaviors toward students of one sex by students of the other. take the initiative dispelling prejudices, stereotypes, and misconceptions among students. recognize cultural and gender biases in myself and in students and attempt to overcome them. allow diversity of values, lifestyles and viewpoints even when they run counter to my own preferences. instruct and demonstrate positive values for diversity. use gender equitable language. In other words, I do not refer to all welders and mechanics as "he" or all nurses and teachers as "she".

5-Step Process

Facilitator's Toolkit

Section V



◆ Sample Parent Survey

Parent Perceptions of CTE and OTC's Career Center Survey 2010
1. General Information
* 1. What is your gender?
O Male
O Female
* 2. What is your age range?
25-30
O 31-35
○ 36-40
O 41-45
O 46-50
O 51-55
O 56-above
* 3. How many children do you have?
□ 1
<u>□</u> ²
more
* 4. What is their age range? (Mark all that apply)
0-5 years old
6-10 years old
11-13 years old
14-10 years old
adult

Parent Perceptions	of CTE and OTC's Car	eer Center Survey 2010
* 5. How would you c	lassify the area in which yo	ou reside?
Rural		
Small Town		
Suburb		
Otty (Example: Springfie	ld)	
* 6. What school does	s your child/children attend	1?
Ash Grove	○ Glandala	Pleasant Hope
O Balley	Hillcrest	Republic
O Boliver	(Kickapoo	Sparta
Central	Logan-Rogersville	Strafford
Clever	Marion C. Early	Welnut Grove
O Everton	○ Marshfield	Willard
Fair Grove	Nixa	
Fordland	Parkview	
* 7. What is your high	hest level of education?	
High School		
Comprehensive High Sch	ssel	
Career and/or Technical	training	
Career and/or Technical	degree	
4 year college degree		
Graduate level or above		
Other (please specify)		
* 8. Are you working	in a field related to your tr	aining or degree?
○ Yes		
O No		
Comments:		

Parent Perceptions of CTE and OTC's Career Center Survey 2010
* 9. How many career changes have you had?
None
O:
O 2-3
O 3-4
○ 5-more
Other (please specify)
2. Perceptions of Career and Technical Education and 4 year Colleges
* 10. Are you in favor of Career and Technical education?
○ Yes
○ No
○ Undecided
O Don't know what it is
* 11. Are you aware of which Career Clusters to look at in order to find the different Career and Technical programs?
○ Yes
○ No
* 12. Did you know that the annual salary range for many career and technical programs is higher than a traditional 4 year Bachelor's degree?
○ Yes
○ No
3. Knowledge of OTC's Career Center

arent Perceptions of CTE and OTC's	Career	Center Su	rvey 2010
* 13. Are you aware that Ozarks Technical Center offers the following:	l Communi	ty College's	Career
center oners the following.	Was Aware	Was Not aware	Had some knowledge about
18 Career and Technical programs to enrolled high school funior and senior students	0	0	Ó
The opportuinity for high school junior and senior students to attend the Career Center for 1/2 of the school day as a funior/senior and earn college credit	0	0	0
Your home school district pays for the tuition and provides bus transportation for your student's OTC Career Center classes	0	0	0
Attending the Career Center high school program does NOT utilize the A+ Scholarship funds which your student may be eligible for.	0	0	0
4. Non-Traditional Perceptions			
			available for
Thank you for taking this survey! If you have any addition write them below. Otherwise click the "done" button.	nal comments	you would like to	o make, please
16. Comment Box			
*			
▼			

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5-Step Process Facilitator's Toolkit Section VI

Section VI

Sample Goals & Action Plans

School 1

Root Cause: Poor communication resulting in students, parents and educators not having an awareness of the SCHOOL 1 program opportunities (including nontraditional) and how these opportunities link to the student's future plans whether it be college or career.

Solution: Marketing Campaign (see attached)

Short-term goals:

After implementing marketing activities during the 2009-2010 school year, there will be an increase to 75% from 51% in the number of sending school staff who agree/strongly agree that SCHOOL 1 is for students who plan to go to college immediately after high school, as measured by results from the Survey of Staff Perceptions.

After implementing marketing activities during the 2009-2010 school year, students will show an awareness of SCHOOL 1 as measured by an improvement in student responses to question #7 on the Student Survey of Perceptions.

During the 2009-2010 school year, 100% of SCHOOL 1 marketing materials and activities will meet the criteria established as measured by evaluating marketing materials using an established checklist.

Long-term goals:

SCHOOL 1 will show a 2% increase in the number of Nontraditional participants, which would be 5% of total enrollment, by the 2010-2011 school year.

SCHOOL 1 will show a 5% increase in the number of participants for all students, which would be an enrollment of 318, by the 2010-2011 school year.

SCHOOL 1 will increase the number of concentrators for all programs by 5% (to 257), by the 2010-2011 school year.

SCHOOL 1 will increase the number of nontraditional concentrators by 2% by the 2010-2011 school year.

School 1

SCHOOL 1 Marketing Action Plan

Posters

Audiences: Prospective students, parents, educators.

Purpose: To highlight SCHOOL 1 programs, opportunities and SCHOOL 1

students.

Strategies: Create and distribute posters featuring SCHOOL 1 programs and

students, using the marketing checklist as a guide for development. Posters will be displayed at Sending Schools and SCHOOL 1. Four

posters will be developed for the 2009-2010 school year.

Timeframe: Posters will be finished and displayed at each sending school by

the beginning of each SCHOOL 1 quarter.

Press Releases/Media

Audiences: Prospective students, parents, educators, community.

Purpose: To highlight SCHOOL 1 programs, opportunities and SCHOOL 1

successes and activities.

Strategies: A press release will be sent monthly to newspapers of each sending

school, to schools for use in their newsletters/newspapers, and to local Chambers. Feature articles will be written at least quarterly and distributed to newspapers. SCHOOL 1 will look into the possibility of being featured on "Good Morning 4-State".

Timeframe: Press Releases will be written and distributed monthly during the

school year. Feature articles will also be written and monthly

during the school year.

Student Ambassadors

Audiences: Prospective students, parents, educators, community organizations.

Purpose: To highlight SCHOOL 1 programs, opportunities and SCHOOL 1

students.

Strategies: Recruit and provide leadership training to students to serve as

Student Ambassadors for SCHOOL 1. These students will assist with tours, present to classes at sending schools, and present to

community organizations.

Timeframe: Criteria for student ambassadors will be established by August

2009. Student Ambassadors will be selected by mid-September

and provided training by the end of September. Student

Ambassadors will meet monthly.

Professional Development

Audiences: Educators of sending schools.

Purpose: To inform faculty and staff of changes in Career and Tech

Education and opportunities available to students at SCHOOL 1.

Strategies: The Regional CEC will develop a presentation and present to

teachers in a timeframe that is workable for the schools.

Timeframe: The goal is to present to Neosho and McDonald County during the

fall semester 2009 and to East Newton and Seneca during the

spring semester 2010.

Piggyback on High School Activities

Audiences: Prospective students, parents, educators, community organizations. Purpose: To include SCHOOL 1 opportunities in career fairs, career classes,

enrollment information and other activities at sending schools.

Strategies: Sending schools will invite SCHOOL 1 and/or the Regional CEC

to participate in activities when time and space allows and review information materials to see that SCHOOL 1 information is

current.

Timeframe: Ongoing

Update Current Activities

Audiences: Prospective students, parents, educators, community organizations.

Purpose: To update web pages, tours, PowerPoint presentations, Videos,

Day Camp and other current SCHOOL 1 activities to meet the

established marketing criteria.

Strategies: Use the marketing checklist to review all current activities and

marketing materials and make changes as necessary. Using information from current activities, develop a database and

additional direct mail pieces.

Timeframe: 2009-2010 school year. Contact counselors by end of September to

set up tour dates.

School 2

School 2 Building Appearance Action Plan

The following will be completed as workable for the school.

Outside Building

- Bench to be placed outside doorway
- Replace sign out front to say-School 2
- Plant flowers in boxes out front
- Place welcoming sign outside front door
- Place metal signs with program names on building

Inside Building

- Bulletin Boards throughout the building will be kept up throughout the year.
- Brochure holder will be filled with new brochures highlighting programs.
- White letter board will be utilized or taken down.

School 2 Review of Programs Action Plan

The following will be completed as workable for the school.

Add, combine, and update various programs according to the needs of the students and community.

School 2 Marketing Action Plan

Brochures

Purpose: To highlight SCHOOL 2 programs, opportunities and SCHOOL 2

students

Strategies: Create and distribute new brochures featuring SCHOOL 2

programs and students.

Brochures will be displayed at all Sending Schools and hallway of

SCHOOL 2.

Brochures may be placed at local businesses.

Timeframe: Brochures will be finished and displayed at each sending school by

the beginning

of second quarter.

Recruitment Video

Purpose: To highlight SCHOOL 2 programs and opportunities available at

SCHOOL 2.

Strategies: Create a new video using the multimedia class at SCHOOL 2.

Each instructor will be taped giving a two-three minute synopsis of their program. This may be shown during school tours allowing instructors to continue teaching when students walk through. This tape may also be loaned to sending schools to show during career

fairs, open houses, or PTO events.

Timeframe: Recruitment Video will be completed by the end of the first

semester.

Press Releases/Media

Purpose: To highlight SCHOOL 2 programs, opportunities and SCHOOL 2

successes and activities.

Strategies: A press release will be sent quarterly to newspapers of each

sending school for use in their newsletters/newspapers.

Timeframe: Distributed in October, December, February and May

Student Ambassadors

Purpose: To highlight SCHOOL 2 programs, opportunities and SCHOOL 2

students.

Strategies: Recruit and provide leadership training to students to serve as

Student Ambassadors for SCHOOL 2. These students will assist with tours, and be available to present to classes at sending

schools or touring students.

Timeframe: Criteria for student ambassadors will be established by the school

site team members. Ambassadors will be established by mid

September 2009.

Piggyback on High School Activities

Purpose: To include SCHOOL 2 opportunities in career fairs, career classes,

enrollment information and other activities at sending schools.

Strategies: Sending schools will invite SCHOOL 2 and/or the Regional CEC to

participate in activities when time and space allows and review information materials to see that SCHOOL 2 information is current.

Timeframe: 2009-2010 school year.

Professional Development

Purpose: To inform faculty and staff of changes in Career and Tech

Education and opportunities available to students who attend

SCHOOL 2.

Strategies: The Regional CEC will develop a presentation and present to

teachers.

Timeframe: That which is workable for the schools.

School 3

Short Term SMART Goals:

After implementing SCHOOL 3 CTE awareness presentations during both the 8th grade and sophomore year to students in all sending schools, 20% or less of student survey comments will reference not knowing about SCHOOL 3 program offerings by spring 2010.

After implementing CTE/NT staff presentations to sending school staff, by Spring 2010 50% of sending school staff will indicate (agree/strongly agree) that SCHOOL 3 is for students planning to attend post-secondary education after high school (staff survey, question 5) as compared to 30% indicated by staff in 2009.

After implementing sending school staff presentations, participating in CTE sending school presentations, hosting nontraditional leadership meetings, and working more closely with high school counselors through meetings and school displays, by 2010, 50% of sending school staff will indicate (agree/strongly agree) that there is a designated nontraditional spokesperson (staff survey, question 6), as compared to 35% who indicate (agree/strongly agree) and 68% who indicated don't know on the 2009 staff survey.

Long Term SMART Goals:

SCHOOL 3 will increase the number of nontraditional participants by 2%, (32 nontraditional students) for the 2010-2011 school year and 5% (40 students) for the 2011-2012 school year.

SCHOOL 3 will increase total enrollment of participants for the 2010-2011 school year by 5%, which would make the enrollment 215.

SCHOOL 3 will increase the number of students who complete their program by 2%. *Goal: Increase nontraditional support.*

Implementation Plan (specific steps that will be taken)

What	Who	When	Results
8 th Grade CTE presentation	CTE	Fall/Winter	Few student comments
and/or visit	Counselor	2009	stating they do not know
	CEC		what SCHOOL 3 offers.
Sophomore presentation	CTE	Fall/Winter	Few student comments
and/or visit	Counselor	2009	stating they do not know
	CEC		what SCHOOL 3 offers.
			Increase in CTE
			participants.
Host CTE sending MS &	CTE	Oct. 23, 2009	Increase of counselors
HS Counselor Meeting-	Counselor		who view CTE as
Yearly	CEC		preparing students for
			post-secondary education

CTE Display at each sending HS	CTE Counselor CEC	Fall/Winter 2009	(Staff survey question 5) and know of CEC as NT spokesperson (staff survey question 6). Few student comments stating they do not know what SCHOOL 3 offers. Increase in CTE participants
Invite, involve & educate 8 th grade parents on what SCHOOL 3 offers & rigor	CTE Counselor will offer to all sending schools.	Fall MS & HS Counselor meeting	Increase parents' knowledge of SCHOOL 3 program offerings and rigor.
Facilitate Fall/Winter & Spring NT Leadership cohorts	CEC	Fall/Winter Spring 2009- 2010	Increase in completion numbers.
CTE & Sending School Staff survey outcomes, plan and research-based classroom practices to promote and support students.	5 Step Process Team with Facilitator as leader.	Fall 2009	Increase staff numbers who see SCHOOL 3 as preparing students for post-secondary education (staff survey 5) & know of CEC as spokesperson for NT students (staff survey 6).
Gather staff & student survey feedback	5 Step Process Team with assistance from sending schools.	Spring- March 2010	Collect trend data to document effectiveness of implementation plan.
Analyze and report survey findings	CEC with help from CTE Counselor	Spring- March/April 2010	Document growth/success/needed changes in student awareness of CTE opportunities and increased NT support to complete programs.

School 3 – Sample Poster



School 4 (School 4 agendas are not included because of similarity to others provided.)

SCHOOL 4 Best Solutions—October 13, 2009

Goals of the Career Center

- 1. Increase enrollment with emphasis on METS and nontraditional enrollment
- 2. Increase awareness of the Career Center and the programs they offer
- **3.** Increase positive perceptions of the Career Center for community, staff and students

SELECT BEST SOLUTIONS

I. Early Exposure (Elementary, middle, & high school counselor)

- **A.** Mentoring Program in Elementary
 - 1. Mentoring students to mentor in lower elementary about nontraditional career choice and careers in METS
 - 2. Checklist to be developed for mentoring students to use:
 - a. Checklist would include several activities, such as reading stories about nontraditional and METS careers, dressing the part, using activities from cd elementary curriculum, etc.

II. Awareness (Director & Career Center Counselor)

- **A.** Increase awareness of Breaking Traditions Contest
 - 1. CEC & Career Center Counselor for networking groups
- **B.** Display cases featuring nontraditional and METS occupations
 - 1. Portray past nontraditional graduates (low on role models)
 - 2. More posters displayed
- C. CEC attend counselor PDC days to distribute current materials
- **D.** Director and counselor invite parents, faculty, and students to tour Career Center at 8th grade transition night

III. Gender Equity Perceptions (Staff Perceptions vs. Student Perceptions)

- **A.** Relay information to staff concerning the student and faculty surveys conducted last fall
- **B.** Inform staff about current activities being done in the school system in relation to nontraditional and METS recruitment

(Director & Tech Center Counselor)

SCHOOL 4 Best Solutions--5 Step Process April 7, 2010

The committee discussing METS and nontraditional enrollment School 4 identified three areas to address. The following are the actions taken (or scheduled) to address these areas:

I. Early Exposure

Starting in elementary school counselors will have mentoring students to mentor in lower elementary about METS and nontraditional career choices. A checklist will be developed to include several activities relating to METS and nontraditional careers.

In the middle school, students are creating their 6+ personal plans of study and discussing METS and non-traditional careers. The middle school counselor has been on the 5 step process committee and has an awareness of METS and non-traditional careers. Tours will be given to all 8th grade students during transition night in May. During the tour, instructors and the counselor will be emphasizing METS and nontraditional careers.

II. Awareness

School 4 is a professional learning community and as such meets weekly to address issues regarding student learning. Discussion was held on the Breaking Traditions award and posters distributed for display in the classrooms. Instructors took time to brainstorm students who might be eligible for the award and efforts were made to have students complete the application process.

Nontraditional students currently enrolled in our programs were invited to a networking group facilitated by Diana, our Career Education Coordinator. Students enjoyed lunch while learning more about METS and nontraditional careers and the Breaking Traditions award process.

Tours of the career center facility have been given to freshmen and sophomores and sending school students. Students heard from instructors about the possibilities for careers and further education in all areas, but emphasis was given to METS and nontraditional careers. In addition, nontraditional students were present in class to speak to the tour groups and share their experiences in the programs.

Pending are the tours by the 8th grade students and their parents during Transition Night. This activity is held in May and features opportunities for parents and students to tour our facility, meet our instructors and hear about the possibilities for the future.

III. Gender Equity Perceptions

Time was taken during our weekly meetings to inform and educate our instructors about the issues raised in the surveys. Instructors took time to brainstorm possible reasons why students might perceive these to be issues. Instructors then discussed ways to address these issues. For example, when making a request for assistance to carry something, that request would be made in a gender neutral manner as opposed to just asking a male student for help. Instructors were observed and overheard discussing this issue in the classroom and hallway. Therefore, behaviors have changed for the better.

5-Step Process Facilitator's Toolkit Section VII



Section VII

Evaluation

Evaluation is an ongoing process that is essential to determining if your goals are being achieved. To this end, you will have summative and formative assessments.

Formative is the ongoing feedback that lets you know how well the process is being implemented. Summative is the final results based on feedback. In other words, did the implemented plan produce the desired goals? During the process, formative assessment may include informal team discussion, focus groups, student interviews, etc. The following has proven to be a useful resource in developing interview questions:

http://www.managementhelp.org/evaluatn/intrview.htm. For conducting focus groups, the following resource has been useful:

http://www.managementhelp.org/evaluatn/focusgrp.htm. At the conclusion of the school year, ask team members to provide end-of-year feedback. This feedback will help

year, ask team members to provide end-of-year feedback. This feedback will help identify process strengths, obstacles, and recommended changes; invaluable data that will help you consistently improve. The Missouri team has developed an assessment to be used state wide so comparative data can be analyzed. (See sample)

5-Step Process Facilitator's Toolkit Section VII



◆ Sample Evaluation

End of Year 5 Step Process Team Feedback

The goal of the 5 Step process is to encourage underrepresented groups into METS areas; specifically female participation in METS career technical programs. In our quest to reach this goal, we'd like feedback to the work you've been doing.

1.	Describe what you feel has worked/been a success?
2.	What has not worked/obstacles?
3.	Is there anything you think the team could have done better? (For example, specific aspects of the process/training most helpful and most difficult to implement.)
4.	What specific kinds of support/training do you feel the state team, or CEC, could provide to encourage the implementation of your solutions? (For example, bringing in a guest speaker on a specific topicetc)
5.	What suggestions would you have for your CEC in <u>working with a new pilot school</u> ?