



December 14, 2017

Pathway to Action:

Effective Plans for Improving Nontraditional Performance

**Mentor-Mentee Program
2017-18**

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Your Presenters...



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Agenda

- October Webinar Recap
- Nontraditional Performance
- S.M.A.R.T. Goals
- Case Study
- Taking Action
- Next Steps



Learning Objectives

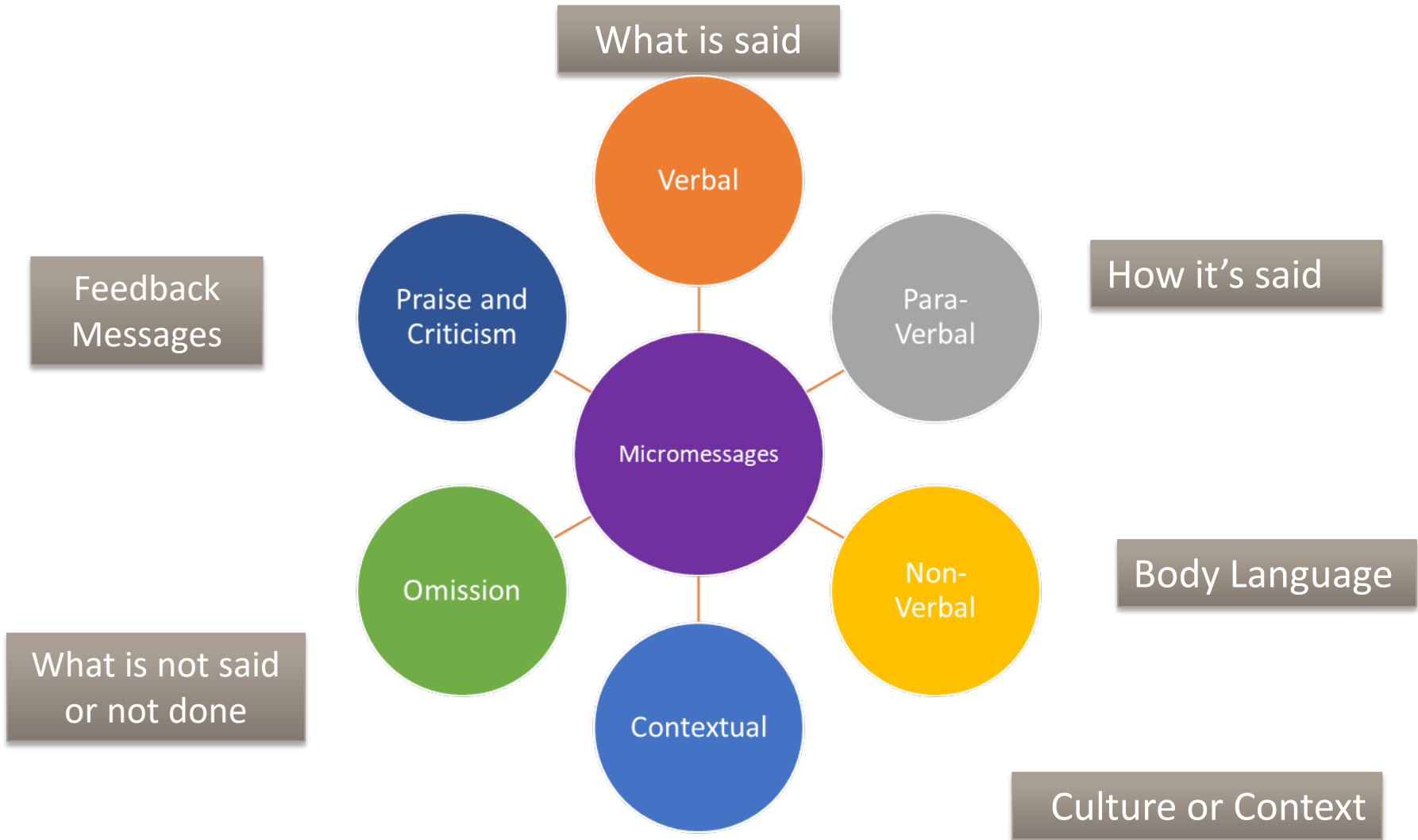
- Using data effectively for action plans/reports
- Understand how to write S.M.A.R.T. goals
- Recognize the difference between an effective vs. ineffective goal

Recap:

Barriers to Nontraditional Careers

- Socialization
- Gender stereotypes / Bias
- Stereotype Threat
- Micromessages

How We Communicate



Source: National Alliance For Partnerships in Equity

Recap: Best Practices

Recruitment

- Outreach / Partnerships
- Marketing

Retention

- Support Services
- Classroom Environment
- Business/Industry Partnerships
- Career and Technical Student Organizations (CTSOs)



Innovative Practices to Address Nontraditional Participation and Completion Indicators

These innovative practices were retrieved from [Career and Technical Education consortia plans](#). The following list of practices address nontraditional participation and completion indicators for secondary 6S1, 6S2 and postsecondary 5P1, 5P2 and were implemented by Minnesota colleges and school districts.

- [Career Awareness](#)
- [Counseling/Advising](#)
- [Curriculum](#)
- [Engaging Males](#)
- [Intrusive Advising](#)
- [Professional Development](#)
- [Recruitment](#)

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<http://www.mnscu.edu/system/cte/technicalassistance/nontraditional-practices.html>



Understanding & Using Data

- What questions do I want answered?
- Can the data provide this information?
- What data do I need? Who can help?



KEEP THESE IN MIND AS YOU IDENTIFY YOUR ACTIONS STEPS:

1. Identify the strategies/activities that will be taken to achieve the specified goal and improve the quality of CTE programs and core indicator performance
2. Identify the person(s) who will oversee implementation of strategies and who determines or communicates significant dates or achievement points throughout the year
3. Identify how the strategies or activities will be evaluated to measure progress. These measures should be observable or quantifiable

Indicator Number (i.e. 1S1 or 2P1)	Action Steps to improve the performance	Resources Needed	Timeline	Person(s) Responsible	How will progress be documented?	Sub-populations or groups where gap exists:	Describe any contextual factors that might contribute to this gap:	Further Information	Improvement Plan Supporting Documents (optional, not required)
1S1 – Academic Attainment in Reading/ Language Arts									
1S1 – Academic Attainment in Reading/ Language Arts									
5S1 – Placement	ldljdklsa;gjdkl;adgsa	gregdsgd	gggfgds	gdsgdsgf	sgdfsgfds				

Related Improvement Plan documents

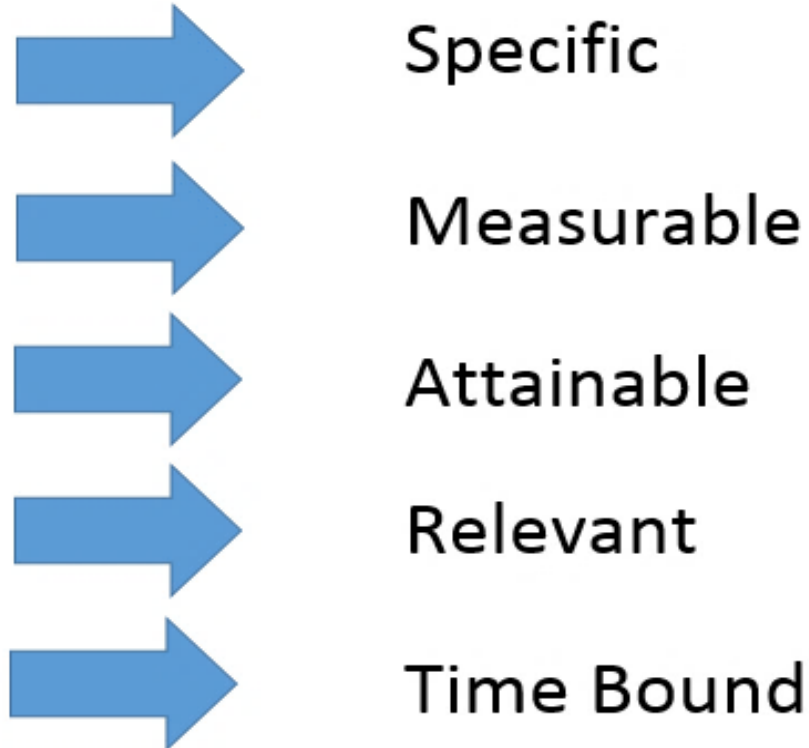
Use this section to upload any documents related to your improvement plans. **This is optional but allows you to share additional information in a variety of formats. This is supplemental information and will not be accepted in place of required fields in this electronic application.**



“Begin with the end in mind.”

- From *Seven Habits of Highly Effective People*, by Dr. Stephen R. Covey, 1989

S.M.A.R.T. Goals



Description of S.M.A.R.T. goals:

http://www.hr.virginia.edu/uploads/documents/media/Writing_SMART_Goals.pdf

Specific

A goal should be simply written and clearly define what you are going to do.

Ask yourself: *What? Why? How?*

Measurable

A goal should be measurable so that you have tangible evidence that you have accomplished the goal.

Ask yourself: *How much? How many? How will I know when it is accomplished?*

Attainable

A goal should be achievable and they should stretch you slightly.

Ask yourself: *What are the steps I need to take to meet or reach my goal? Is the goal low enough to be reached, but yet high enough to be a challenge?*

Relevant

A goal should align with other relevant goals.

Ask yourself: *Will this help me meet our overall goal?*

Time Bound

A goal should be linked to a timeframe that creates a sense of urgency.

Ask yourself: *Is the timeframe realistic?*

Case Study

Enrollment for females in your Automotive Technology program is down. *What is one goal that you can create to increase enrollment?*



Improvement Plan - *Before*

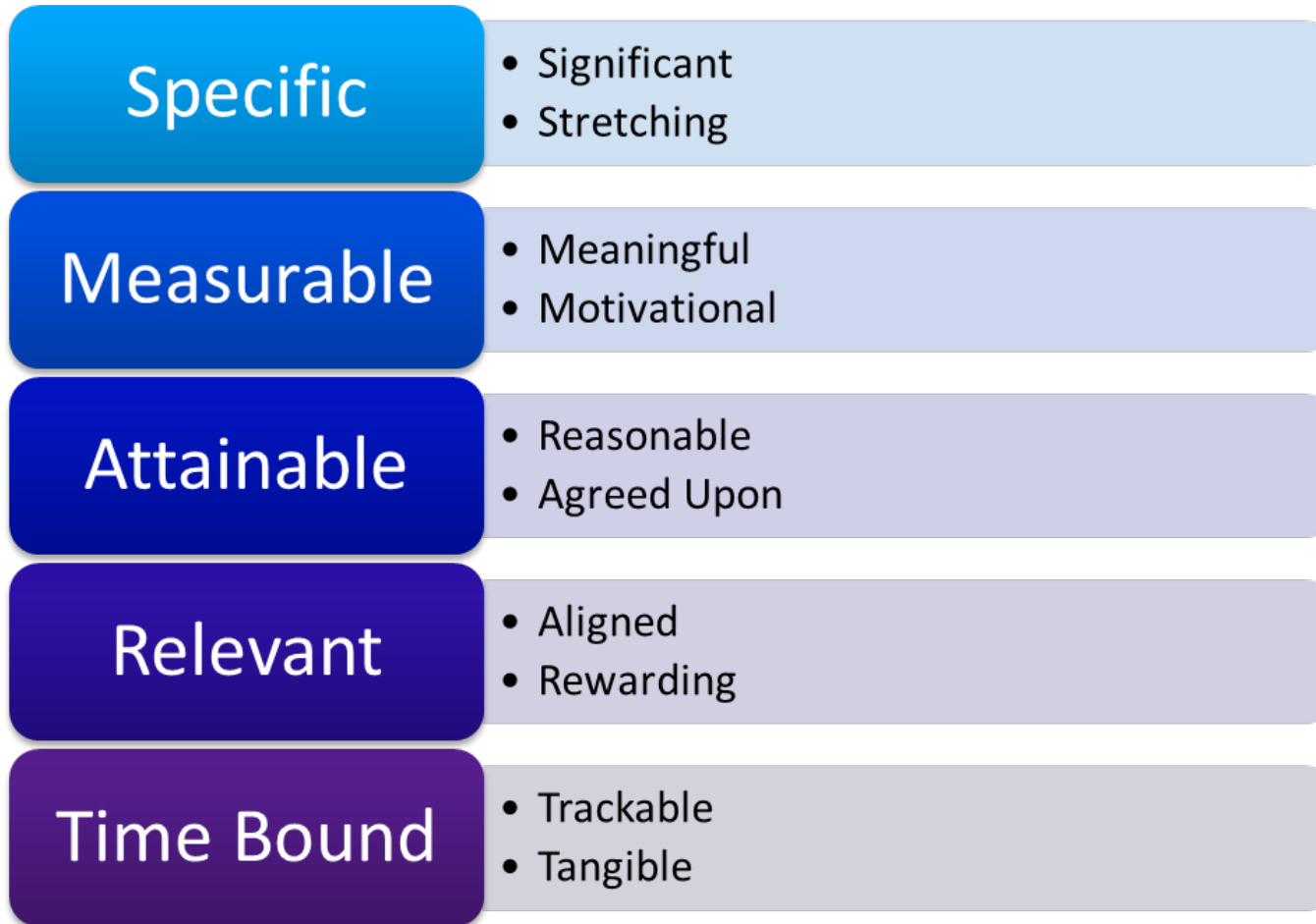
Indicator *not* met: 5P1 Nontraditional Participation

- **Goal:** Create and host an event to expand female awareness and interest of nontraditional careers in automotive technology.
- **Resources Needed:** Staff time to collaborate with high schools, including marketing staff, college faculty and staff.
- **Timeline:** February 2018.
- **Person(s) Responsible:** Perkins Coordinator.
- **How will progress be documented:** Bi-weekly meetings of progress.

Improvement Plan - *After*

Indicator *not* met: 5P1 Nontraditional Participation

- **S.M.A.R.T. Goal:** By April 1, 2018, host **a series three of events** collaborating with area schools and held at [Location] to **expand** female **awareness** and interest in nontraditional careers in automotive technology **by 10%**.
- **Resources Needed:** Staff time including marketing staff, teachers, counselors and college faculty/staff;
- **Timeline:** Fall 2017 through April 2018.
- **Person(s) Responsible:** Perkins Coordinator, **Auto Department Head, Advisory Committee, and Marketing Staff.**
- **How will progress be documented:** Bi-weekly meetings of progress; **pre/post assessment of participants**



Be SMART!

Taking Action

- What is your key insight or take-away from this presentation?
- How will you use this information?
- With what key people do you need to share this information?



Next Steps

- January 11, 2018 | Programs of Study and Technical Skills Assessments
- January 31, 2018 | Central/North Region Mentor/Mentee Meeting (face-to-face)
- March 1, 2018 | South Region Mentor/Mentee Meeting (face-to-face)
- April 18, 2018 | MACTA pre-conference workshop

Thank You for Participating!

CTE Webinar Recordings and Materials:

http://www.minnstate.edu/system/cte/professional_development/monthly-webinars.html

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