# Training #2: Strategies to increase access to accelerated learning and career and technical education

This handout includes the following activities you will learn about in today’s training. You can use this resource with your team to think about how to address an identified equity gap or disparity in accelerated learning or career and technical education.

* **Activity 1**: Access [the data dashboard](https://educationnorthwest.org/resources/accelerated-learning-and-career-and-technical-education-oregon), review data for your “entity” (i.e., school, district, ESD, community college, region, or state), and identify the equity gap or disparity your team would like to address.
* **Activity 2:** Conduct a root cause analysis.
* **Activity 3:** Develop an action plan to address the root causes.

## ACTIVITY 1

1. What equity gap or disparity would you like to work on addressing?

### Directions

If you are focusing on accelerated learning:

1. Open the dashboard: <http://apps.educationnorthwest.org/or-accelerated-learning-dashboard/>
2. Select a tab (participation or composition indexes).
3. Select entity and entity name [*choose your school, district, ESD, or community college*].
4. Select academic year “2020/21.”
5. Select student grade.
6. Select a student group under “Compare by.”
7. Select an accelerated learning type.
8. Jot down what you notice in the text box on the next page.
9. Repeat with other student groups and/or types of accelerated learning.

If you are focusing on career and technical education:

1. Open the dashboard: <http://apps.educationnorthwest.org/or-cte-participation-dashboard/>
2. Select a tab (annual participation, cohort participation, equity analysis).
3. Select School year “2020/21.”
4. Select Entity type “District” or “Region (Consortium).”
5. Select Entity [*choose your district or region*].
6. Select a student group under “Compare by.”
7. Select a Learning Area.
8. Jot down what you notice in the text box on the next page.
9. Repeat with other tabs, school years, student groups, and/or learning areas.
10. What do you notice about differences among student groups?
11. Based on your notes above, do you still want to focus on the equity gap or disparity that you identified in question A? If not, write your revised focus here:

## ACTIVITY 2

Conduct a root cause analysis for the equity gap you identified in Activity 1.

* Root causes are the *deepest underlying causes* of a problematic outcome that, if resolved, would eliminate or substantially improve the outcome.
* Focus on what you/your team can control.

### Directions

1. To begin a root cause analysis, it is helpful to think about why the equity gap or disparity exists. You can use the table below to walk through the “5 why’s” activity:
   * Why do you think the equity gap you’re focusing on exists? Jot down reasons in the Why 1 column.
   * Go back to your first reason in the second row of the table. What is causing this first reason to happen? Write your answer in the Why 2 column of row 2. What is causing the Why 2 to happen? Write your answer in the Why 3 column of row 2. Repeat across row 2 until you can’t think of any more reasons. Try to get to the Why 5 column.
   * Go to your second reason in row 3 of the table. Repeat the same process across row 3.
   * Repeat this process for all the reasons you identified in the Why 1 column.
   * For each row, the filled cell that is closest to the Category column is your best candidate for a root cause. Review your root causes. Into what categories do they fall (e.g., instruction, staffing, professional learning, resources)? Write your response in the Category column for that row.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Why 1 | Why 2 | Why 3 | Why 4 | Why 5 | Category |
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |

1. Refer to the fishbone diagram found in **“Handout\_2\_Fishbone\_diagram.pptx”** to complete the root cause analysis.
   * Using “Handout\_2\_Fishbone\_diagram.pptx”, copy the categories from the Category column on the previous page and enter them in the dark teal boxes at the top and bottom of the fishbone diagram.
   * Put the root cause(s) under that category along the branch of the fishbone in the light teal boxes. Continue to fill the fishbone with additional causes, being careful to probe into the five whys to make sure these are *root* causes. Review each cause using the following criteria:

Contributing factors

* Conditions that collectively increase the likelihood of a problematic outcome
* The problem would have occurred even if this factor were absent

Root causes

* Conditions that by themselves cause the problem
* The problem would *not* have occurred if this cause were absent
* Eliminate or flag contributing factors.
* Continue to complete the fishbone diagram.

## ACTIVITY 3

After you identify root causes, you will want to consider strategies that address the root causes. Use an action plan template to develop clear actions, assign roles, and set a timeline.

**Goal 1:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Action Step 1 | Action Step 2 | Action Step 3 | Action Step 4 | Action Step 5 |
| Action steps |  |  |  |  |  |
| What is needed to do this step? |  |  |  |  |  |
| Who at your site is the person most responsible for this action step? |  |  |  |  |  |
| Who will do it? |  |  |  |  |  |
| By when? |  |  |  |  |  |
| How will we measure progress? |  |  |  |  |  |

**Goal 2:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Action Step 1 | Action Step 2 | Action Step 3 | Action Step 4 | Action Step 5 |
| Action steps |  |  |  |  |  |
| What is needed to do this step? |  |  |  |  |  |
| Who at your site is the person most responsible for this action step? |  |  |  |  |  |
| Who will do it? |  |  |  |  |  |
| By when? |  |  |  |  |  |
| How will we measure progress? |  |  |  |  |  |

**Goal 3:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Action Step 1 | Action Step 2 | Action Step 3 | Action Step 4 | Action Step 5 |
| Action steps |  |  |  |  |  |
| What is needed to do this step? |  |  |  |  |  |
| Who at your site is the person most responsible for this action step? |  |  |  |  |  |
| Who will do it? |  |  |  |  |  |
| By when? |  |  |  |  |  |
| How will we measure progress? |  |  |  |  |  |

### References

Bocala, C., Henry, S. F., Mundry, S., & Morgan, C. (2014). *Practitioner data use in schools: Workshop toolkit* (REL 2015–043). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory, Northeast & Islands. <https://eric.ed.gov/?id=ED551402>

Kekahio, W., & Baker, M. (2013). *Five steps for structuring data-informed conversations and action in education* (REL 2013-001). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. [http://eric.ed.gov/?id=ED54420](http://eric.ed.gov/?id=ED544201)