

NON-TRADITIONAL FIELDS UNDER PERKINS V



**CAREER &
TECHNICAL
EDUCATION**

Career Connected Learning
for All Students

WHAT IS THE ILLINOIS CENTER FOR SPECIALIZED PROFESSIONAL SUPPORT?

ICSPS creates, supports, and delivers professional development for career, technical and adult education professionals across Illinois. ICSPS provides technical assistance, develops publications, and facilitates program improvement strategies for our partners as they relate to college transition, recruitment, retention, and completion—encouraging achievement of special populations learners.



SPECIAL POPULATIONS UNDER PERKINS V INCLUDE...

- Individuals with disabilities (both cognitive and physical)
- Individuals from economically disadvantaged families
- Individuals preparing for non-traditional fields
- Single parents, including single pregnant women
- English learners
- Out-of-workforce individuals
- Homeless individuals
- Foster care involved youth
- Youth with a parent in the active armed forces

NON-TRADITIONAL FIELDS

The term "non-traditional fields," under Perkins V, means occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

CHANGES TO NONTRAD UNDER PERKINS V

- Performance Indicator for non-traditional fields

Perkins IV	Perkins V
Student participation in, and completion of, career and technical education programs that lead to non-traditional fields.	The percentage of CTE concentrators* in career and technical education programs and programs of study that lead to non-traditional fields.

❖ CTE concentrator means –

- ❖ At the secondary level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and
- ❖ At the postsecondary level, a student enrolled in an eligible recipient who has –
 - ❖ Earned at least 12 credits within a career and technical education program or program of study; or
 - ❖ Completed such a program if the program encompasses fewer than 12 credits or the equivalent in total

NON-TRADITIONAL FIELDS FOR MALES....

- Administrative support
- Cosmetology
- Elementary education teacher, special education teachers, educational aids
- Librarian
- Dental Hygienist
- Occupational and Physical Therapist
- Nurses, Phlebotomist, Physicians Assistant, Massage Therapist
- Pharmacy Technician

AND FOR FEMALES....

- Aviation maintenance or service technicians
- Engineering (all civil, aerospace, etc.)
- Law enforcement (detectives and criminal investigators)
- Construction Trades, Welding
- Computer programmer
- Electrician
- Pipe layers, plumbers, pipefitters, and steamfitters
- Chefs or Head cooks

KNOWLEDGE IS KEY!

- Difficulties recruiting students into nontraditional careers are compounded by the fact that **most learners do not picture themselves working in nontraditional fields**; they need consistent exposure to materials and career exploration activities to stimulate their interests.

STRATEGIES FOR INFORMING STUDENTS ABOUT NON-TRADITIONAL CAREERS

- Educate **faculty and staff** on bias, both personal and institutional, and ensure they understand the barriers for students seeking nontraditional careers.
- Create **relationships with employers** to provide accurate information and facilitate contact with potential speakers and resources.
- Discuss **local employment opportunities** for those with training in nontraditional fields.

REMEMBER WHEN MARKETING....

- When marketing Nontrad (or any CTE) programs to students, it is important to use **multiple forms of media** that reach both parents and students since the decision to enroll in a career or educational pathway is often a family decision.
- It is crucial to **dispel stereotypes** held by parents and/or students themselves regarding nontraditional fields by raising awareness of nontraditional careers early in the educational process.

MARKETING STRATEGIES FOR NONTRAD

- **Inform parents** about the range of occupational options that are available to their children and the important role that their opinions and parenting play in later career decisions.
- **Emphasize the potential earnings** of nontraditional careers to students and parents.
- Use **gender inclusive language**, not gender specific; you are actively seeking students of all genders.

MARKETING STRATEGIES FOR NONTRAD

- **Do not assume** your audience knows what special populations are; use common language instead of professional terms like “nontraditional fields” in promotional materials.
- If potential students do not recognize the meaning of language **do not use it** in recruitment efforts.

MARKETING STRATEGIES FOR NONTRAD

- When using pictures of nontraditional students or any special population student show them **working – not just watching.**
- **Include pictures with individuals in context** to reduce stereotypes by displaying elements of their personality or identity that are not work-related.
- Include pictures with colleagues of another gender **working as peers.**

STRATEGIES TO SUPPORT STUDENTS...

- Provide a welcome correspondence at orientation with a **list of resources or support services** available for students.
- Initiate **hands-on experiences** through facility tours.
- Train teachers, counselors, and staff to consider issues related to **special populations**.

STRATEGIES TO SUPPORT STUDENTS...

- **Involve parents in developing a career plan** with their child that includes education, training, and employment options.
- Include **speakers and presenters** in classes who can serve as role models.
- Establish mentoring programs for students that **connect them with those working in nontraditional fields.**
 - Consider alternate mentoring strategies as well i.e. internet based contacts and connections to professional organizations.

NTO SUPER STRATEGIES INTRODUCTION

INFORMING & SUPPORTING STUDENTS INTERESTED IN NONTRADITIONAL CAREERS

WHAT IS A NONTRADITIONAL OCCUPATION?

Nontraditional refers to occupations or fields of work for which individuals from one gender comprise less than 25% of the individuals employed in each occupation or field of work.²

SUMMARY

When informing students about Nontraditional Occupation (NTO) programs, it is crucial to dispel stereotypes held by teachers, counselors, parents, and/or students themselves regarding nontraditional occupations by raising awareness of nontraditional careers early in the educational process. A goal of teachers and counselors should be to promote a message that suggests to a student of an underrepresented gender that they can succeed in a nontraditional career. The message should also promote this idea among more traditional student populations, parents, and school staff.



Gender equity issues pose a significant barrier to student interest in NTO programs. Difficulties recruiting students into nontraditional careers are compounded by the fact that most learners do not picture themselves working in nontraditional fields; they need consistent exposure to materials and career exploration activities to stimulate their interests. In light of these barriers, traditional awareness-raising methods are insufficient to impact career decision making.



SUPPORTING STUDENTS IN NONTRADITIONAL CAREERS

Recruitment Super Strategies

Introduction

WHAT IS A NONTRADITIONAL OCCUPATION?

Nontraditional occupation (NTO) refers to occupations or fields of work for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation or field of work.²

SUMMARY

When recruiting learners into NTO programs, it is important to use multiple forms of media to market to parents and learners since the decision to enroll in a career or educational pathway is often a family decision. It is crucial to dispel stereotypes held by instructors, parents, and/or the learners themselves regarding nontraditional occupations by raising awareness of nontraditional careers early in the recruitment process. Additionally, special consideration must be given to the messages sent by recruitment materials and activities. A goal of a recruitment strategy should be to promote a message that suggests to a student of an underrepresented gender that they can succeed in a nontraditional career. The message should be comprehensive and promote this idea among more traditional student populations, faculty, and college staff.

Gender equity issues pose a significant barrier to recruitment of students into NTO programs. Difficulties recruiting students into nontraditional careers are compounded by the fact that most learners do not picture themselves working in nontraditional fields; they need consistent exposure to materials and career exploration activities to stimulate their interests. In light of these barriers traditional awareness-raising recruitment methods are insufficient to impact career decision making.



DID YOU KNOW?

A study of more than 350 female undergraduates revealed that the influence of role models accounted for a significant variance in career choices, slightly more than for self-efficacy. The study cites work that ties the influence of role models to career aspirations, career choice, and attitude toward nontraditional careers.⁴



UPCOMING PROFESSIONAL DEVELOPMENT

Exploring STEM Careers: Messaging Matters

October 29, 2019

Heartland Community College - Normal

Non-traditional Fields Summit

December 2, 2019

Holiday Inn & Suites - Bloomington



NAPE
National Alliance for
Partnerships in Equity

QUESTIONS?

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THANK YOU!

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educational
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