

Taking the Road Less Traveled

Educator's Tool Kit
to Prepare Students for Nontraditional Careers

Handbook

Project coordinated by
Clark R. Harris

Developed by
The Multistate Academic and Vocational Curriculum Consortium, Inc.

Developed in partnership with and endorsed by
the National Alliance for Partnerships in Equity

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**Most students will not automatically
choose to enroll in nontraditional
programs.**

They must be recruited.

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The Tool Kit

The tool kit has been arranged into four modules to allow educators to easily work through four specific areas dealing with students in nontraditional careers.

This tool kit is intended to help you get started working in the area of nontraditional careers. This will familiarize you with some strategies that you can implement today. It is not intended to provide all of the answers.

The Components of the Tool Kit

CD-ROM Components

PowerPoint Presentations

- *Awareness—Expanding Career Possibilities*
- *Recruitment—Challenging Students to be Different*
- *Retention—Meeting Student Needs*
- *Placement—Opening the Door to the Future*

The presentations are offered in two formats on the CD-ROM, as shows (pps extension) and as presentations (ppt extension). When you click on the PowerPoint presentations on the main menu the shows will start (if you have the PowerPoint program or the viewer on your computer). If you access the presentations through your file manager you can update them as employment data or other information changes, or you can customize the presentations for your situation.

If you do not have the program Microsoft PowerPoint on your computer, you can view the presentations using the PowerPoint Viewer. If you use the PowerPoint Viewer you will not be able to make changes in the presentations.

Photos

Photos of workers and students in nontraditional careers are provided for use in brochures and other marketing efforts. Please include the courtesy lines when using photos from the tool kit. The thumbnail photos are very low-resolution photos to be viewed in the browser mode. Medium-resolution photos are provided in the jpeg format to allow flexibility of use.

You can download photos to your hard drive while you are viewing photos in the browser. Place your cursor over a picture and right click your mouse (hold down the mouse if using a Macintosh computer) and select save as, then select the folder to place it in, and name the file.

Important Note:

The PowerPoint viewer can be downloaded at <http://office.microsoft.com/downloads/9798/Ppview97.aspx>

You may use the photos in your school's marketing efforts, but you may not distribute the photos in an electronic form. This means that you cannot place the photo files on a web site to be downloaded.

Recruitment Brochures

Recruiting and awareness brochure templates are provided in both Microsoft Word and PDF (Adobe Acrobat) formats. You may use the brochures as examples to help you create your own brochures or you may use the Microsoft Word files and change the information so that it accurately reflects your program and your school.

Participant Workbooks

PDF (Adobe Acrobat) versions of the four participant workbooks are provided.

You have permission to copy the workbooks for use at your school's or organization's site.

You may not distribute the workbook content in an electronic or paper form outside of your school's or organization's site.

Paper Components

Tool Kit Handbook

The handbook contains general information about the tool kit.

Participant Workbooks

The participant workbooks listed below should be used when viewing the PowerPoint presentations.

- *Awareness—Expanding Career Possibilities*
- *Recruitment—Challenging Students to be Different*
- *Retention—Meeting Student Needs*
- *Placement—Opening the Door to the Future*

Special Free Bonus Video

Career Awareness Video—*Careers Have No Gender*

This video is an excellent tool to be used with groups as an introduction to nontraditional career, and was created by Project Enter at the University of Missouri – Columbia.

Important Note:

More workbooks can be ordered from MAVCC so that other educators may use the tool kit.

Gender Equity Commercials

- Three versions of *Create Your Future With Career and Technical Education*
- One version of *Discover the Unexpected With Career and Technical Education*

The four commercials can be used in the generic format provided or you may contact WestView Digital Video & Design to have the commercials customized for your school.

The commercials can have the final tag graphic and voice-over changed for \$300, whether one or all four commercials are customized. This includes all production, postproduction, voice-over, one VHS proof copy and one BetaCam SP master with stereo mixed audio shipped to their location. Extra BetaCam dubs are \$35 each. Prices may vary. Any other changes can be negotiated with WestView Digital Video & Design.

The commercials were developed by Center for Technology, Essex and Burlington Technical Center, in northern Vermont. Production for the commercials was completed by WestView Digital Video & Design.

Additional Information:

If schools or organizations would like to customize the commercials, you may contact:

WestView Digital Video & Design
166 Blackberry Lane
Pittsford, Vermont 05763
802-483-9452
wvdigital@adelphia.net

The Modules

- **Awareness**—*Expanding Career Possibilities*
- **Recruitment**—*Challenging Students to be Different*
- **Retention**—*Meeting Student Needs*
- **Placement**—*Opening the Door to the Future*

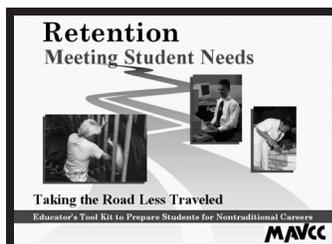
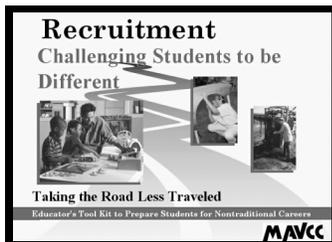
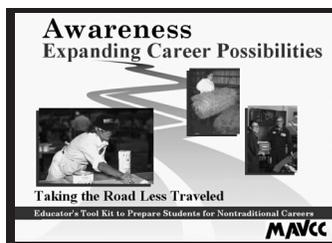
We encourage educators to work through the modules in the logical progression.

Start with *Awareness—Expanding Career Possibilities* as an introduction to the topic of nontraditional careers. It will explain the definition of nontraditional careers and why you should promote nontraditional careers. It will also explain some of the benefits of nontraditional careers and give you some important background information about the subject.

Next you will want to do the *Recruitment—Challenging Students to be Different* module. This module will give you reasons why you should recruit nontraditional students into your program. It will give you general recruitment strategies and it will provide strategies depending on your responsibility. There are strategies for counselors and teachers as well as strategies to use in career exploration. At the completion of the module there are some specific strategies that you may want to implement.

The third module, *Retention—Meeting Student Needs* will give you information and strategies to help you retain nontraditional students in your program. It explains why some students leave programs and suggests strategies to keep them. Many good ideas are given to help students be successful in nontraditional programs such as creating a positive classroom environment, encouraging parent, peer, and employer support, and ways to look at continuous program improvement.

The last module pertains to working with business and industry to help place your students in meaningful careers. *Placement—Opening the Door to the Future* helps you find resources in the community to assist with placement. It will give strategies such as developing an employer database and how to target companies that encourage employees in nontraditional occupations. It also talks about barriers to placement and strategies such as job shadowing and internships.



Using the Tool Kit

Each module consists of a PowerPoint presentation and a workbook. You may choose to work individually or a facilitator may lead you through each module. As you progress through each presentation, use the accompanying workbook and answer the questions and fill in the blanks.

It should take approximately one hour to work through each of the modules. You may choose to complete all four modules in a workshop setting or you may choose to complete the modules at separate times.

Getting Started

Insert the CD-ROM in the CD-ROM drive of your computer. The CD-ROM should start automatically, taking you to the opening screen.

If your program does not auto start, or if you are using a Macintosh computer, then use the following directions:

Mac (Netscape Navigator)—Open Navigator, choose “File” from the pull-down menu, click “Open Page,” browse to your CD-ROM drive and select index.htm file and click to open.

PC (Netscape Navigator)—Open Navigator, choose “File,” click “Open,” click “Choose File,” browse to your CD-ROM drive and select the index.htm file and click “Open.” Click “Open” again.

PC (Internet Explorer)—Open Explorer, choose “File,” click “Open,” click “Browse,” browse to your CD-ROM drive and select the index.htm file, click “Open,” and click “OK.”

Click anywhere on the first screen and you will be taken to the main menu.

To view a PowerPoint presentation just click on the name of the presentation you wish to view. If you are unable to view the presentations, you may need to download the free PowerPoint Viewer from the Microsoft web site at www.office.microsoft.com/downloads/9798/ppview97.aspx

Note: To stop viewing before the presentation is completed, press the escape (Esc) key on your computer.

There are several files on this CD-ROM that require Adobe Acrobat Reader to view. You can download this free reader from the Adobe web site at www.adobe.com:80/products/acrobat/readstep.html

Additional Information:

A facilitator's guide is available to accompany the tool kit. The facilitator's guide includes transparencies, handouts, etc.

Additional workbooks can also be purchased separately in packs of 10.

Important note:

Any reference in Perkins III to special populations includes students preparing for nontraditional training and employment.

Carl Perkins III

Excerpts from the Carl Perkins Act of 1998

Definitions.

- **Nontraditional training and employment**
Occupations or fields of work, including careers in computer science, technology, and other 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.
- **Special populations**
 - individuals with disabilities;
 - economically disadvantaged including foster children;
 - **individuals preparing for nontraditional training and employment;**
 - single parents, including single pregnant women;
 - displaced homemakers;
 - individuals with other barriers to educational achievement, including individuals with limited English proficiency.

Title 1, Part A, Section 112, State Leadership Funds.

- **Non-traditional training and employment reserve.**
 - At least \$60,000 and no more than \$150,000 must be used for services that prepare individuals for nontraditional training and employment.

Title 1, Part A, Section 113, Accountability.

- **State Performance Measures**—This section establishes a state performance accountability system designed to assess the effectiveness of the state in achieving statewide progress in vocational and technical education.
- The state developed performance measures must consist of at least four core indicators as outlined in the law. These include:
 - Academic and vocational and technical skill attainment
 - Attainment of a secondary diploma, proficiency credential or postsecondary degree or credential

— Placement, retention, completion of postsecondary education; placement in the military; placement and retention in employment

— **Participation and completion of nontraditional training and employment programs**

- Each state must establish levels of performance for the core indicator and submit a report to the Secretary each year regarding the state’s progress in achieving the performance levels. In addition, the report must include a quantifiable description of the progress of **special population** students for each of the four core indicators. The Secretary then reports an aggregate report to Congress.

Title 1, Part C, Section 134, Local Plan Contents.

- Local Plan Contents—Each local plan must include a description of how Perkins funds will be used to do the following:
 2. describe how the vocational and technical education activities will be carried out with respect to meeting State adjusted levels of performance established under section 113; and
 4. describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of **special populations**, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title; and
 7. describe how the eligible recipient as appropriate—
 - (A) will review vocational and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to the programs, for **special populations**; and
 - (B) will provide programs that are designed to enable the **special populations** to meet the State adjusted levels of performance; and

Important note:

Each state must report the success of nontraditional students in their programs receiving Perkins funds. These performance measures will require states to continually make progress toward improving the performance of the nontraditional students. States will be asked, “What are you doing to positively affect the outcome of these students?”

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Important note:

Local districts and community colleges **must** use their funds to evaluate how the needs of students pursuing nontraditional training and employment are being met. They may also use their funds to “provide programs and support **non-traditional training and employment.**” The tool kit will provide strategies (and tools) for teachers to accomplish this objective.

8. describe how individuals who are members of the **special populations** will not be discriminated against on the basis of their status as members of the special populations; and
9. describe how funds will be used to promote preparation for **nontraditional training and employment.**

Title 1, Part C, Section 135, Local uses of funds.

- Required uses of local funds:

5. develop and implement evaluations of the vocational and technical education programs carried out with funds under this title, including an assessment of how the needs of **special populations** are being met.

- Permissible uses of local funds:

4. to provide programs for **special populations**; and
14. support **non-traditional training and employment.**

Resources

Books and Publications

- *Career Choices: A Guide for Teens and Young Adults*, 1999, Mindy Bingham and Sandy Stryker, Academic Innovations, Santa Barbara, California.
- *Changing Role of Men and Women*, 1993, Center on Education and Work, University of Wisconsin-Madison, Wisconsin.
- *Do the Right Thing: Understanding, Addressing, and Preventing Sexual Harassment in Schools*, 1998, Verna Williams and Deborah Brake, National Women's Law Center.
- *Equity in the Classroom: Gender Equity Activities and Resources for the Classroom*, 2000, Iowa Department of Education, Bureau of Career and Technical Education, Des Moines, Iowa.
- *Equity Learning Opportunities: Illinois Gender Equity Training Manual—A Gender Equity Curriculum For Pre-service Teachers*, 1999.
- *Flirting or Hurting?: A Teacher's Guide on Student-to-Student Sexual Harassment in Schools (Grades 6-12)*, 1994. A joint project of the NEA Women and Girls Center for Change and the Wellesley College Center for Research on Women. National Education Association, Washington, DC.
- *Gender Equity: Lesson Plans and Teachers Guides for High School*, 1999, Western Massachusetts Gender Equity Center.
- *Gender Equity Training Curriculum for School Counselors*, 1999, Northern Illinois University.
- *Gender Segregated Classrooms: Now What Do I Do?*, 2000, Iowa Department of Education, Bureau of Career and Technical Education, Des Moines, Iowa.
- *Hard-Hatted Women: Life on the Job*, 1997, Molly Martin, editor, Publishers Group West.
- *Infusing Equity by Gender Into the Classroom*, 1998, Nancy S. Sullivan, editor, Rhode Island.

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- MECCA (Making Equity Count for Classroom Achievement), 1995, Utah Gender Equity Curriculum Guide, Utah State Office of Education.
- *Michigan Gender Equity Best Practices for Career and Technical Education*, 2001, Michigan Department of Career Development.
- *Promoting Non-Traditional Career Options and Opportunities: An Information Sourcebook*, 1999, Ben Clay, Kansas Competency-Based Curriculum Center, Topeka, Kansas.
- *Putting the Law On Your Side: A Guide for Women and Girls to Equal Opportunity in Career Education and Job Training*, 1999, Leslie T. Annexstein and Kathleen M. Keller, National Women's Law Center, 11 Dupont Circle, Washington, DC 20036, 202-588-5180.
- *Tools for Teaming*, Barbara Tavares, editor, Hawaii Office of the State Director for Career and Technical Education, Honolulu, Hawaii.

Videos

- *Futures Video: Preparing Young Women for High Skilled, High Wage Careers*, Institute for Women in Trades, Technology, and Science.
- *Hammering It Out: Women in the Construction Zone*, (54 minutes), 2000, Vivian Price, Women Make Movies, Inc, New York, New York.
- *Math at Work: Women in Nontraditional Careers*, (15 minutes), 1997, Her Own Words, Madison, Wisconsin.
- *New Faces at Work*, (Two parts, 25 minutes), Office of the State Director of Career and Technical Education, Honolulu, Hawaii.
- *New Frontiers for Employment*, (30 minutes), Office of the State Director of Career and Technical Education, Honolulu, Hawaii.
- *To Catch A Wave*, (9 minutes), Office of the State Director of Career and Technical Education, Honolulu, Hawaii.
- *Women at Work*, (30 minutes), Office of the State Director of Career and Technical Education, Honolulu, Hawaii.

- *Women in Construction*, (15 minutes), 1993, Jocelyn Riley, Her Own Words, Madison, Wisconsin.
- *Women in Dentistry*, (15 minutes), 1996, Jocelyn Riley, Her Own Words, Madison, Wisconsin.
- *Women in Engineering*, (15 minutes), 2000, Jocelyn Riley, Her Own Words, Madison, Wisconsin.
- *Women in Firefighting*, (15 minutes), 1997, Jocelyn Riley, Her Own Words, Madison, Wisconsin.
- *Women in Highway Construction*, (15 minutes), 2001, Jocelyn Riley, Her Own Words, Madison, Wisconsin.
- *Women in Machining*, (15 minutes), 1997, Jocelyn Riley, Her Own Words, Madison, Wisconsin.
- *Women in Nontraditional Careers: An Introduction*, (15 minutes), 1996, Jocelyn Riley, Her Own Words, Madison, Wisconsin.
- *Women in Policing*, (15 minutes), 1995, Jocelyn Riley, Her Own Words, Madison, Wisconsin.
- *Women in Welding*, (15 minutes), 1997, Jocelyn Riley, Her Own Words, Madison, Wisconsin.
- *Women Working*, (28 minutes), 1994, Women Unlimited and the Center for Educational Media.
- *Work Talk: Women in Nontraditional Careers in Their Own Words*, (15 minutes), 2000, Jocelyn Riley, Her Own Words, Madison, Wisconsin.

Important note:

To order the videos from Her Own Words, contact:

Her Own Words
 Women in Nontraditional
 Careers
 P.O. Box 5264
 Madison, WI 53705-0264
 Phone: 608.271.7083
 Fax: 608.271.0209

Web Sites

For a complete list of websites on the following topics, visit the MAVCC website at <http://www.mavcc.org/linksnontrad.htm>

- Helpful Resources for Women
- Women's Industry Associations
- Gender Equity
- Career/Occupational/Employment
- Miscellaneous Site

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