

Connecting Career and Technical Education to



Nontraditional Students

A Nontraditional student is one who is pursuing a career or technical education program for an occupation, which employs less than 25% of their gender.

The Career Pathways Promise

Nontraditional students can

- Have opportunities to connect with occupational role models
- Develop contacts that can be used for future employment
- Test the “fit” of working as a gender minority

*Kristen A. Lesley, Hawai'i Community College,
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Important Reasons for Considering NT

- Careers should be based on abilities and interests, not gender stereotypes.
- Men and women spend more than 30 years in the workplace and why not enjoy it?
- Women can earn up to 30% more working in nontraditional jobs.
- The right occupation can support other life goals.
- Nontraditional students can learn new ways of thinking and dealing with others.
- New skills will be needed in key fields.
- Less than one-third of new occupations require a four-year degree.
- We DO have a choice!

Special People... can make the critical difference in a student's success

Role Model

A role model is someone worthy of imitation, who can motivate or inspire others. Successful role models usually mirror the student in some way, such as same gender, ethnicity, or community of origin. Role models may be images in printed materials, or people who present at career fairs, or as guest speakers.

Mentor

A mentor is an experienced and trusted advisor, who provides advice and guidance to a student through a CTE program or occupational advancement. Mentors can provide ongoing encouragement and foster student achievement. Mentoring programs require a commitment by an individual who is willing to spend time with the student.

Coach

A coach is generally not a mentor, and is often outside the educational setting. Similar to a graduation coach, the use of this term has been extended to an individual who offers encouragement, advice, and processing to support personal and professional goals for a student.

Issues Affecting (for better or worse) Nontraditional Recruitment

- Career guidance materials and practices
- Access to and participation in math, science and technology
- Instructional strategies
- Nontraditional role models
- Early exposure
- Curriculum materials
- Occupational choice
- Self-efficacy
- School climate
- Student attitudes
- Family demographic characteristics
- Peer influence
- Spousal/parent/significant other support
- Media representation
- Social attitudes

Issues Affecting Program of Study Completion

- Classroom climate
- Student support services
- Student isolation based on gender
- Role models
- Instructional strategies
- Self-efficacy
- Family/spousal/significant other support



*Adapted from "Increasing the Participation and Completion of Students in Nontraditional CTE Programs,"
a presentation by Mimi Lufkin, Executive Director, National Alliance for Partnerships in Equity*

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NT Self-Assessment

Classroom/Lab/Shop

- ___ 1. Before the semester begins, ensure that instructional areas including lab, shop, bathrooms, lockers, etc., accommodate both genders. If facilities are limited, some system of shared use is developed.
- ___ 2. During the first week of the semester, all students should be presented with expectations and information on what appropriate workplace behavior is towards co-workers, male or female. All students should be specifically informed that name-calling or derogatory language is prohibited.
- ___ 3. Inappropriate pictures or publications (such as girlie magazines or pin-up calendars) are not allowed on the premises, even in student lockers.
- ___ 4. The instructor uses gender-neutral language.
- ___ 5. Words and actions communicate that all students can learn and can succeed.
- ___ 6. Reasonable adaptations are taught for students with smaller stature or less upper body strength.
- ___ 7. Bulletin boards, displays, or other visual features of the classroom/lab reflect both genders.
- ___ 8. Instructional strategies include a range of techniques, including individual and group assignments, projects that appeal to both genders, and curriculum materials that reflect the diversity of learners.
- ___ 9. Instructor is aware of negative attitudes, bullying behavior, or other antagonistic actions toward an NT student by any classmate and privately addresses it with the offender; include the consequences if the behavior does not cease.
- ___ 10. Both genders have opportunities for passive and active roles in group projects. Example: a team may need a recorder; that assignment should go sometimes to a female and sometimes to a male student.
- ___ 11. Nontraditional students are encouraged to commit and stay in the class for at least the first few weeks of the term. This adjustment period is often the most difficult time and will give the instructor time to resolve any problems of peer acceptance.
- ___ 12. If a nontraditional learner fails a task or drops out of a program, it should not be attributed to their gender or race. Follow-up should be done in person or by telephone to determine if any issues could be addressed to prevent other students from leaving.

Counseling/Student Support

- ___ 13. Nontraditional students are encouraged to make a commitment to stay in the classroom for the first few weeks, often the hardest time, and any problems are quickly addressed.

- ___ 14. Informal opportunities are provided for nontraditional learners to meet and share concerns.
- ___ 15. An attempt is made to place NT students in classes/labs where they will not be the only person of their gender.
- ___ 16. An attempt is made to "coach" the NT student when necessary.
- ___ 17. An attempt is made to pair NT students with a mentor, either online or in the community.
- ___ 18. Student services are periodically assessed for gender tracking or other practices that limit student options.
- ___ 19. Recruitment materials show gender balance and ethnic diversity.
- ___ 20. Both female and male career speakers are scheduled from a variety of occupational areas in high wage/ high tech careers.

Administration

- ___ 21. Campus websites, publications, bulletin boards, registration materials, parent information, posters, athletics, or any information associated with the school or its extended activities is free from implications in text, illustrations, or distribution patterns that certain academic or career choices are more appropriate or realistic for students of one gender.
- ___ 22. A written policy, which condemns sexual harassment and biased behavior, is widely distributed and includes the consequences of violations.
- ___ 23. Training and staff development on educational access, diversity, and discrimination include gender issues.
- ___ 24. Hiring and staffing practices model a commitment to gender equity.
- ___ 25. New faculty/staff orientation includes information on diversity policies, information about "go to" people when issues arise, campus resources, etc.
- ___ 26. Enrollment and retention information is collected by gender for basic skills subjects as well as CTE programs and presented to faculty and staff on a periodic basis.
- ___ 27. Departments that show progress in meeting gender balance are acknowledged.
- ___ 28. Departments that do not show progress in meeting gender-balance goals are provided with technical assistance, staff development or other remedial resources.
- ___ 29. Items addressing the special needs of nontraditional students are included on teacher evaluations.

Nontraditional Lists

For the most up-to-date list, log on to www.hawaii.edu/cte and select Nontraditional from the top bar.

Bureau of Labor Statistics Nontraditional list

Nontraditional for Men

- Bank teller
- Sales workers
- Cashiers
- Demonstrators
- Hotel clerks
- Ticket and reservation agents
- Cosmetologists
- Child care workers
- Sewing machine operators
- Legal assistants
- Proofreaders
- Data-entry keyers
- Agricultural sorters
- Licensed practical nurses
- Nurses aides
- Bookkeepers and auditing clerks
- Payroll and timekeeping clerks
- Billing clerks
- Secretaries
- Receptionists
- Information clerks
- Typists
- Personnel clerks
- File clerk
- Order clerks
- Billing clerks
- General office clerks
- Records clerks
- Bank tellers

Nontraditional for Women

- Auto mechanics
 - Lathe and turning machine set-up operators
 - Bus and truck mechanics
 - Bookbinders
 - Inspectors, testers and graders
 - Metal patternmakers
 - Layout workers
 - Hand molders and shapers
 - Metal, plastic, stone, and glass working machine operators
 - Fabricating machine operators
 - Lay out workers
 - Milling and planning machine workers
 - Rolling machine workers
 - Forging machine workers
 - Precision metal workers
 - Compressing and compacting machine operators
 - Welders and cutters
 - Cabinet makers
 - Sawing machine operators
 - Shaping and joining machine operators
 - Airline pilots and navigators
 - Electricians
 - Sailors and deckhands
 - Marine engineers
 - Mail preparing and paper handling operators
 - Agricultural occupations
 - Mechanics
 - Small engine repairers
 - Forestry and conservation scientists
 - Fire inspection and prevention occupations
 - Sheriffs, bailiffs, and other law enforcement officers
 - Forestry workers
 - Auto and boat sales workers
 - Building supply and hardware sales
- Auctioneers
 - Driver-sales workers
 - Broadcast equipment operators
 - Engineers
 - Upholsterers
 - Police and detectives
 - Correctional institution officers
 - Brick masons and stonemasons
 - Carpenters
 - Electrical repairers
 - Electricians
 - Telephone installers and repairers
 - Camera, watch and musical instrument repairers
 - Data processing equipment repairers
 - Heating, air conditioning and refrigeration mechanics
 - Auto body repairers
 - Painters, constructing, and maintenance
 - Painting and paint spraying machine operators

Community College Nontraditional List

Nontraditional for Men

- Accounting
- Care home operator
- Cosmetology
- Dental assisting
- Early childhood education
- Educational paraprofessional
- Human services
- Interpreting
- Medical assisting
- Nurses aide training
- Nursing
- Occupational therapy assistant
- Paralegal
- Practical nursing



*Pierre LaFortune, Honolulu Community College,
Arts and Communications*

Department of Education Nontraditional list

Nontraditional for Men

- Marketing
- Food service
- Office administration
- Health services
- Education

Nontraditional for Women

- Aeronautics maintenance technology
- Agriculture
- Architectural engineering & CAD technologies
- Applied trades
- Auto body repair & painting
- Automotive mechanics technology
- Building maintenance & repair
- Carpentry technology
- Commercial aviation
- Diesel mechanics technology
- Electronics & computer engineering technology
- Electrical installation & maintenance technology
- Electronics technology
- Facilities engineering technology
- Fire & environmental emergency response
- Introduction to construction occupations
- Machine, welding & industrial mechanics technology
- Occupation environmental safety management
- Plant landscaping
- Refrigeration & air conditioning technology
- Sheet metal & plastics technology
- Small vessel fabrication and repair
- Sustainable technology
- Tropical forest ecosystem & agroforestry management
- Welding technology

Nontraditional for Women

- Agriculture technology
- Aquaculture
- Automotive technology
- Building and construction
- Electrical installation
- Electronics and electrical engineering
- Engineering
- Graphic communications
- Tropical horticulture

Other CTE Resources Available

Brochures and Promotional Products

Career Pathways Promise Brochure (1-page brochure)
Career Pathways Poster (6 pathways on one poster)
Career Pathways Handbook (8.5x11 – 18-page handbook)
Non-Traditional Occupations (1-page brochure)*
Men in Nursing Brochure (1-page brochure)*
Health Science Professions in Hawaii (1-page brochure)*
Special Populations Brochure (1-page brochure)
Building Career and Construction – brochure*
Digital Careers in the Computer Age – brochure*
Choose a Pathway—the 6 pathway hexagon of choices
10 Reasons to Choose a Nontraditional Career – bookmark
Career Pathways “Star”

Island Produced DVDs

Discover Nursing Careers – a 5 minute DVD*
Hawaii’s Career Pathway System
Building Careers in Construction – a 6 minute DVD*
Digital Careers in the Computer Age – a 6 minute DVD*

**Promotes nontraditional career exploration*
Resources are available by logging on to www.hawaii.edu/cte

Special Population Teaching Resources

Special Populations Brochure (1-page brochure)
Monographs for Education Professionals

- Connecting CTE to Single Parents and Displaced Homemakers
- Connecting CTE to Economically Disadvantaged
- Connecting CTE to English as a Second Language Learners
- Connecting CTE to Special Education/Students with Disabilities
- Connecting CTE to Nontraditional



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