



**2014  
Applications  
Forms  
Grant Management**

**Carl D. Perkins  
Career and Technical Education  
Improvement Act of 2006**

## Strategies for Increasing Nontraditional Enrollment

### Recruitment Strategies

- Issue a personal invitation to a girl to attend a nontraditional class or activity in the class. Let her know you think she has what it takes to be successful.
- Create invitations for young women to attend the class or activity and hand them out in the hallway randomly. Invite them to bring a friend.
- Make homeroom presentations indicating you are seeking young women who are interested in a nontraditional class.
- Put up bulletin board displays in a conspicuous area recruiting young women for the class.
- Print flyers recruiting young women to industrial education classes.
- Talk with counselors and ask them for recommendations for your class.
- Require all middle school students to take a mini-course through the technical education areas.

### Peer Pressure Strategies

- Recruit popular young women and others will follow.
- Recruit young women in friendship groups or from a school club.
- Invite young women to explore the technical education area in pairs.
- Have young women who are interested recruit their girlfriends.
- Give an award to the girl who recruits the most friends.
- Successful Role Model Strategies
- Presentations by successful female alumni and seniors female students.
- Presentations by women in the community in the targeted occupational area.
- Student newspaper article with information on the upcoming class that includes an interview with successful female alumni.
- Assessment after career exploration.
- Job Shadowing.
- Tours of labs/technology classes.
- Career days/orientation.

*Adapted from Institute for Women in Trades, Technology & Science (!WITTS)*

## Retention of Nontraditional Students

A key for success in the retention of any student is creating challenging, non-stigmatizing learning environments that meet learners' needs. For individuals pursuing nontraditional programs and occupations (NTO), retention strategies require dissolving stereotypes for traditional gender roles and implementing aggressive outreach measures.

### STRATEGIES:

- Send introductory letters to female students in nontraditional programs to
- Welcome them and inform them of the support services available.
- Assist students in identifying one person (relative, friend, instructor) who is supportive of their nontraditional career path.
- Disseminate monthly and quarterly newsletters to all females enrolled in
- NTO programs.
- Offer shadowing experience with nontraditional workers in the field.
- Encourage student participation in related professional seminars and state and national technical education organizations.
- Offer tutoring to students in NTO programs who may need help with a subject or class.
- Establish mentoring by using NTO role models from the business sector.
- Conduct financial aid workshops for students; discuss how and where to apply for financial aid.
- Provide student support group activities, including informal networking and sharing opportunities.
- Compile an NTO phone exchange list that encourages peer networking and sharing opportunities.

### POLICIES:

- Establish a policy to advise students to meet with an advisor before withdrawing from an NTO program.
- Enforce fair and consistent discipline, dress standards, safety regulations, achievement expectations, and grading procedures for all students.
- Sensitize teachers to the effects of bias, stereotyping, and discrimination on students.

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## Nebraska Career Education

- Eliminate any stereotypical instructional materials from the classroom.
- Provide comprehensive career/educational planning sessions by certified professionals in the area of counseling and guidance.
- Develop and/or enforce rigorous attendance requirements.

*Adopted from the Center for Washington Non-Traditional Training & Employment at Edmonds Community College*

- Bring in speakers on topics such as the local employment outlook, wage and salary information for related careers, and sexual harassment in school and workplace.
- Suggest that youth interview and photograph women and men in the community doing nontraditional jobs.
- Contact female reports at local newspapers and TV stations and invite them to participate on panels where nontraditional career opportunities will be discussed.

## Curriculum Integration

- Plan shop tours for trainees with employers willing to participate in programs.
- Trainees receive first-hand information about possible workplaces, which allow them to distinguish between large and small shops.
- Organize biweekly or weekly support groups, in which women and men are given the opportunity to discuss issues related to training, job search, or their families.
- Women in nontraditional programs/training can benefit from discussions on issues of sexual harassment, their families' reactions to training, childcare, fears, goals, and information about the industry. These meetings also establish strengthen networking among women.
- Plan in-class guest speakers to talk with men and women in training. Show owners and apprenticeship and union officials can serve as resources by speaking on various career opportunities available to successful trainees.
- Foster independence in students by providing assertiveness training and positive self-concept training.
- Provide activities that include meeting motivational futurist speakers, other role models and prospective employers.
- Include opportunities to work in small groups designated to give women and men valuable nontraditional career information.
- Encourage students to take part in a high-tech laser show to experience interactive activities in telecommunications, lasers, robotics, computer-aided drafting, and computer numerical control.
- Help reduce students' fears regarding high anxiety topics, such as computers, math, and science.
- Feature fun activities that incorporate academic learning. Practical exercises can include calculating wallpaper amounts, planning a trip and calculating travel mileage, and planning a budget.
- Focus on the roles of females and males to raise awareness about gender equity issues.
- Challenge students to explore ways in which gender stereotypes affect their lives, especially in the area of career choice.
- Give students an exercise to set goals for their future.
- Ask students to discuss their feelings and the messages they get from friends, family, and school.

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## Nebraska Career Education

- Explore the issues of genders bias and gender-role stereotyping with students through self-assessments.
- Use value clarification exercises to help students recognize their personal gender-role expectations.
- Discuss the pressures from family, peers, and society to conform to stereotypical gender roles.
- Encourage students to create bulletin or display boards, or multimedia presentations on nontraditional occupations to present to student assemblies and events for parents.

*Adopted from material provided by Illinois Center for Specialized Professional Support-Corporate Center East*

## GUIDANCE, COUNSELING AND CURRICULUM INTEGRATION

Nontraditional students benefit when they are provided with a comprehensive, developmental guidance and counseling program to assist them through their courses and programs, career development, employment readiness and training, and transition into future endeavors.

### GUIDANCE AND COUNSELING

Guidance and counseling refer to a wide selection of services and activities that are chosen and offered collaboratively to help nontraditional students focus on their overall development and to remedy existing concerns.

- Expose all students to the full range of career, including those nontraditional for their gender, and assist them in determining skills and interests they have which are transferable to nontraditional occupations.
- Provide individual counseling and in groups to strengthen skill and confidence, particularly where a culture of gender bias threatens to block success in training and employment.
- Arrange job site visits and experimental work experiences to introduce female students to nontraditional careers.
- Utilize themes in career fairs, such as Careers on Wheels, Headgear and Construction Expos.
- Broaden students' career perspectives by introducing many possible career paths and offer smaller, more numerous career fairs.
- Arrange for middle school girls to "shadow" high school girls as they attend advanced math, science, and technical education classes.
- Attempt to schedule nontraditional students together in the same clusters of classes.
- Introduce students to trade union representatives and orient them to the organizational structure.
- Invite nontraditional students working in the field to discuss their challenges and successes.
- Provide time to introduce nontraditional students to tools and the workplace environment.
- Encourage students to access the Internet and use ware for career interests and aptitudes.
- Involve NTO students in leadership opportunities.
- Facilitate nontraditional student support groups and designate time for them to meet.
- Provide information on general workplace skills that include legal rights on the job and techniques to prevent and diffuse sexual and other harassment.
- Provide opportunities for students interested in nontraditional careers to strategize on how to succeed in an occupation dominated by the other gender, i.e. peer support.

### Resources/Related Web Links

ACTE Nebraska <http://actenebraska.org/>

CTE Course Standards <http://cestandards.education.ne.gov/>

Career Student Organizations (CSOs) [www.education.ne.gov/nce/CSOs.html](http://www.education.ne.gov/nce/CSOs.html)

Department of Education [www.education.ne.gov/](http://www.education.ne.gov/)

Department of Economic Development [www.neded.org/](http://www.neded.org/)

Department of Economic Development Data & Research <http://neded.org/business/data-a-research>

Department of Labor <http://dol.nebraska.gov/>

Educational Service Unit (ESU) Coordinating Council [www.esucc.org/](http://www.esucc.org/)

Entrepreneurship Standards [www.education.ne.gov/entreped/stdsnational.html](http://www.education.ne.gov/entreped/stdsnational.html)

H3 High Demand High Wage High Skill <http://h3.ne.gov/H3/>

NCE Home Page [www.education.ne.gov/nce/](http://www.education.ne.gov/nce/)

NDE Portal <https://portal.education.ne.gov/site/DesktopDefault.aspx>

NE Works <https://networks.nebraska.gov/vosnet/Default.aspx>

National Association for State Directors of Career and Technical Education Consortium  
[www.careertech.org/](http://www.careertech.org/)

Nebraska Career Connections [www.nebraskacareerconnections.org/](http://www.nebraskacareerconnections.org/)

Nebraska Career Ready Standards <http://cestandards.education.ne.gov/Standards.aspx>

Nebraska Community College System [www.ncca.ne.gov/](http://www.ncca.ne.gov/)

Nebraska Learns <http://nelearn.nebraska.gov/>

Partnerships for Innovation <http://partnershipsforinnovation.org/>

Perkins IV Resources [www.education.ne.gov/nce/PerkinsIV.html](http://www.education.ne.gov/nce/PerkinsIV.html)

School Counseling [www.education.ne.gov/CARED/index.html](http://www.education.ne.gov/CARED/index.html)

Work Based Learning [www.education.ne.gov/wbl/](http://www.education.ne.gov/wbl/)

### Nebraska Career Education Career Fields

- Agriculture, Food and Natural Resources [www.neaged.org/main.html](http://www.neaged.org/main.html)
- Business, Marketing and Management [www.education.ne.gov/BMIT/](http://www.education.ne.gov/BMIT/)
- Communication and Information Systems [www.education.ne.gov/BMIT/](http://www.education.ne.gov/BMIT/)
- Health Sciences [www.education.ne.gov/healthscience/index.html](http://www.education.ne.gov/healthscience/index.html)
- Human Sciences and Education [www.education.ne.gov/HSE/index.html](http://www.education.ne.gov/HSE/index.html)
- Skilled and Technical Sciences [www.education.ne.gov/STS/](http://www.education.ne.gov/STS/)

## Glossary of Terms

**Administration:** Activities of a local authorized agency necessary for the proper and efficient performance of its duties under this application.

**All aspects of the industry:** Strong experience in and an understanding of all aspects of the industry the students are preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor issues and health and safety issues.

**Articulation Agreements:** An agreement with secondary and postsecondary institutions that prevents duplication within sequences of courses.

**Assessment:** A comprehensive, ongoing process with the purpose of identifying characteristics, strengths, weaknesses and interests as well as education, training, support services and placement needs.

**Career Education:** Educational programs offering a sequence of courses that are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Such programs shall include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills and occupational specific skills necessary for economic independence as a productive and contributing member of society.

**Career Organization:** An organization for individuals enrolled in a career and technical education program that engages in career and technical activities as an integral part of the instructional program. In Nebraska the organizations include: DECA, an Association of Marketing Students; FCCLA, Family, Career and Community Leaders of America; FBLA, Future Business Leaders of America; HOSA, Health Occupations Students of America; Nebraska FFA Association; and SkillsUSA.

**Career academies:** Programs that focus on a career theme in a field in which demand is growing and good employment opportunities exist. The curriculum combines technical and academic content with part-time employment in jobs related to the career theme.

**Career guidance and counseling:** Programs providing access to information regarding career awareness and planning with respect to an individual's occupational and academic future that shall involve guidance and counseling with respect to career options, financial aid and postsecondary options.

**Cooperative education:** A method of instruction for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related career education instruction by alternation of study in school with a job in any occupational field. Such alternation shall be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks or other periods of time in fulfilling the cooperative program.

## Nebraska Career Education

**Core indicators of performance:** Identifies the categories for accountability of career and technical education including student:

- attainment of challenging academic and vocational and technical skill proficiencies;
- attainment of a secondary school diploma or its equivalent or a postsecondary degree or credential;
- placement in, retention in and completion of, postsecondary or advanced training, placement in military service or placement or retention in employment;
- participation in and completion of career education programs that lead to nontraditional training and employment.

**Curriculum materials:** Instructional and related or supportive material, including materials using advanced learning technology, in any occupational field that is designed to strengthen the academic foundation and prepare individuals for employment at the entry level or to upgrade occupational competencies of those previously or presently employed in any occupational field, and appropriate counseling and guidance material.

**Displaced homemaker:** An individual who has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; has been dependent on the income of another family member but is no longer supported by that income; is a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

**Eligible recipient for local plan funds:** A local educational agency, a two-year postsecondary educational institution or a consortium.

**Individuals/students with disabilities:** Individuals with autism, behavior disorders, deaf-blindness, hearing impairments, mental disabilities, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech-language impairments, traumatic brain injury or visual impairments, who because of these impairments, cannot succeed in the regular career and technical education program without special education assistance.

**Individual with limited English proficiency:** A secondary school student, an adult or an out-of-school youth, who:

- has limited ability in speaking, reading, writing or understanding the English language, and
- whose native language is a language other than English; or
- who lives in a family or community environment in which a language other than English is the dominant language.

**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.

**Single parent:** An individual who is unmarried or legally separated from a spouse and has a minor child or children for which the parent has either custody or joint custody or is pregnant.

**Special populations:** Individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for nontraditional training and employment, single parents (including single pregnant women), displaced homemakers and individuals with other barriers to educational achievement (including individuals with limited English proficiency).

**Support services:** Services relating to curriculum modification, equipment modification, classroom modification, supplemental instructional personnel, instructional aids and devices and direct assistance to students who are single parents, single pregnant women, displaced homemakers or in nontraditional training and employment activities. An eligible recipient, as appropriate, may use Perkins IV funds to provide direct assistance to students, including dependent care, tuition, transportation, books and supplies if all of the following conditions are met:

- Recipients of the assistance must be individuals who are members of special populations who are participating in career education programs that are consistent with the goals and purposes of Perkins IV.
- Assistance may only be provided to an individual to the extent that it is needed to address barriers to the individual's successful participation in career education programs.
- Direct financial assistance to individuals must be part of a broader, more generally focused effort to address the needs of individuals who are members of special populations. Direct assistance to individuals who are members of special populations is not by itself, a program for special populations. It should be one element of a larger set of strategies designed to address the needs of special populations.
- Funds must be used to supplement, and not supplant, assistance that is otherwise available from non-federal and other federal sources. For example, an eligible recipient could not use Perkins IV funds to provide childcare for single parents if non-federal or other federal funds are used to provide childcare services for single parents participating in non-career education programs and these services otherwise would have been available to career education students in the absence of Perkins IV funds.

### Glossary of Acronyms

<b>ABE</b>	<b>Adult Basic Education</b>
<b>CBO</b>	<b>Community-Based Organization.</b> A nonprofit organization.
<b>CIP</b>	<b>Classification of Instruction Programs.</b> A Federal classification system that assigns a classification number to instructional programs.
<b>DOL</b>	<b>Department of Labor</b>
<b>IDEA</b>	<b>Individuals with Disabilities Act</b>
<b>LEA</b>	<b>Local Education Agency.</b> An eligible recipient as defined by Perkins IV
<b>LMI</b>	<b>Labor Market Information.</b> Information that predicts future labor and employment trends.
<b>NCE</b>	<b>Nebraska Career Education.</b> Organized programs that provide integrated academics and technical curriculum in all aspects of an industry to prepare secondary/postsecondary students for employment, continuing education and a career; a new term to define career and technical education.
<b>NCLB</b>	<b>No Child Left Behind.</b> The Federal Elementary and Secondary Education Act passed by Congress in 2001.
<b>NDE</b>	<b>Nebraska Department of Education</b>
<b>STARS</b>	<b>Student-based, Teacher-led Accountability Reporting System</b>
<b>TANF</b>	<b>Temporary Assistance to Needy Families</b>
<b>USDE</b>	<b>United States Department of Education</b>
<b>WBL</b>	<b>Work-Based Learning</b>
<b>WIA</b>	<b>Workforce Investment Act.</b> A federal workforce development act that provides funding to states to develop workforce programs for all citizens.
<b>WIB</b>	<b>Workforce Investment Board</b>