

+ All Adds Up to A Better Future...



Other useful web addresses:

California Department of Education
www.cde.ca.gov

Chancellor's Office,
California Community Colleges
www.cccco.edu

Sources:

National Alliance for Partnerships in Equity, United States Department of Labor, Women's Bureau, U.S. Department of Commerce, Wider Opportunities for Women, and Girls, Incorporated.

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Key Internet Resources:

www.nontrad.info

Nontraditional Careers 101 and 102

Free online courses for educators, counselors and employment and training professionals about encouraging and supporting nontraditional career choices, plus information on nontraditional careers.

www.napequity.org

The National Alliance for Partnerships in Equity (NAPE) focuses on improving the achievement of students and special populations in secondary and postsecondary programs that lead to high-skill, high-wage, and nontraditional careers

NAPE also develops educational materials that promote equitable learning environments.

www.jspac.org

California Joint Special Populations Advisory Committee supports the development of the academic and career technical skills of secondary and postsecondary special population students who elect to enroll in vocational and technical education programs. Special Population groups include the following:

- Nontraditional Learners
- Limited English Proficient Learners
- Learners With Economic Disadvantage
- Learners With Disabilities
- Learners Who Are Single Parents And Displaced Homemakers

CTEach.nontrad.info

An online resource for materials and programs to assist educators and counselors working with nontraditional students.

Career Technical education leads to economic self-sufficiency, flexibility and job satisfaction. Many of the best training opportunities are for "nontraditional" occupations.

What is a nontraditional occupation?

A Nontraditional Occupation = any occupation in which women (or men) comprise 25% or less of total employment.

- + Women in nontraditional jobs typically **earn 20%-30% more** than women in traditional jobs.
- + Over a lifetime, women in nontraditional occupations will **earn 150% more** than women in traditional occupations.
- + High demand and well paid nursing occupations are nontraditional for males. Today, **only 7% of nurses are male.**
- + Overall, **only 7% of apprentices are women.** Currently the construction industry has a 4% women apprenticeship rate.

Careers Have No Gender

When females exhibit an aptitude for: fixing, analyzing, exploring, building, enduring and leading or when males exhibit an aptitude for: caring, designing, teaching, organizing, cultivating and communicating, they may be happier, more fulfilled and more successful in a nontraditional occupation.

Nontraditional Occupations for Women include:

Architect
Auto Mechanic
Carpenter
Electrician
Engineer
Farmer
Firefighter
Law Enforcement Officer
Pilot
Scientist
Welder

Nontraditional Occupations for Men include:

Early Childhood Teacher
Nurse
Interior Designer
Secretary
Legal Assistant

Math is a Critical Filter

In the early grades, girls consistently match, or surpass, boys' achievements in science and mathematics, as measured by Scholastic Aptitude Tests and classroom grades. However, by eighth grade, societal expectations start to undermine female students' ability to persevere and twice as many male students as female students show an interest in science, technology engineering, and mathematics careers.

What can be done?

Encourage female students by pointing out women in the media and community who have excelled in nontraditional occupations and are using these skills to make improvements in our lives.

Helpful Tips For Parents and Educators

Yes, teenagers do listen to their parents!

A recent survey, conducted by the Ferris State University Career Institute for Education and Workforce Development, reported that 78% of teens surveyed said one, or both parents were primarily responsible for helping them plan for a career.

<http://www.ferris.edu/careerinstitute/research.htm>

- + Debunk the stereotypes.** Remind all young people that most men and women will work for pay, for most of their lives. Every individual needs to be prepared to support him or herself. Nontraditional occupations provide more income for females and often provide a healthier, more flexible and satisfying lifestyle for males.
- + Actively seek services in your community that are provided by a nontraditional worker.** When possible, consider services from a woman computer technician, a male social worker, a female carpenter or a male nurse.
- + Identify family members who have skills that relate to nontraditional occupations.** Share family history and traits. Many family members have aptitudes that adapt to today's challenging and skilled workplace in nontraditional fields. Some examples of these skills/current workplace skills are farming/earth science, housekeeping/management, cooking/processing.
- + Teach young people to use a critical eye when watching TV, movies and advertisements.** Discuss what you've seen together. Look for strong, smart, capable men and women who are not limited to traditional roles.
- + Use the media to start a discussion about body image.** Consider how girls and women, boys and men are portrayed in the media. Are heavier girls shown as unpopular? Are caring tender males shown as "wimps"?
- + Give girls more opportunities to be leaders.** Let them choose the activity, make the rules, settle a dispute. A girl who has learned to lead is better prepared to take charge of her own education, training and career.
- + Give boys more opportunities to be mediators and to be artistic, caring and supportive.** Let them resolve disagreements. Make sure they include girls in discussions. A boy who can negotiate and consider others will be better able to parent and to lead.
- + Support exploration of new areas of study and interests.** This is what education is all about!
- + Encourage young people to have, opportunities to experience science, math and technology.** All young people are ready, willing and eager to explore, but they often haven't had enough exposure or encouragement. For example, even very young girls can put objects in water to see if they float or sink, attempt simple household fix-it activities, or understand how machinery works. Boys can also do household chores, care for someone in need, or care for a pet.
- + Help young people get beyond "gross".** Insist calmly that girls can catch an annoying bug, unplug a drain and get their hands dirty putting oil in a car. Boys can help change a diaper, or clean a toilet. This is all part of discovering the world around them.
- + Praise young men and women for their skills and successes, not only for their appearances or popularity.** Say "You did a terrific job.", instead of "You looked great today."
- + Point out what you know to be areas of skill and ability that a child has consistently demonstrated.** Sometimes students overlook these and need to be reminded.
- + Talk with your student about the courses and activities he, or she, is enjoying and how well they are doing.** Students discover new things about themselves throughout the high school and college experience. Your willingness to listen and be a sounding board will keep you in the loop.
- + Encourage your student, if he or she is excited about majoring in nontraditional areas.** These can be excellent choices, particularly if they are a good match for a student's interests and skills.