



Supporting Underrepresented Males in Career Technical Education

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2015 NAPE Professional Development
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Vision Statement

Provide adequate education and information about ALL career choices

Provide support for male recruitment and retention in nontraditional career options.

Goal and Objective

- How can evaluation inform professional development and technical assistance to this issue?
- What are some existing practices that look promising for successful outreach to males?
- What data and information do we need to collect to inform professional development?

Key Question:

How do we best encourage and support underrepresented males in career technical education, particularly in nontraditional careers?

Activity: Student Engagement

List on a post-it one **strategy** -- working with males-- that went well

On another post-it list one that did not go so well

Nursing Career Speaker!



Date:

Time: 12:00 noon

Place: Conference Room across from Supt.'s office

Boys - Come and explore a career in Nursing! Listen to past Hibbing High School graduate, Andy Verant, talk about his job at the Hibbing hospital and his personal experience as a male Nurse. A FREE PIZZA lunch will be provided. Attendance is limited--Sign up now!

FOR BOYS ONLY!

Case Study

What does this flyer tell a story?

What else could this flyer tell someone?

What other strategies should be considered to get males interested in this event?

Key Question: Revised

**How do we best encourage ENGAGE and
~~support~~ underrepresented males in
career technical education?**

Today's Situation

6S1: Secondary Nontraditional Participation

Target: 50% Actual: 26.50%

6S2: Secondary Nontraditional Completion

Target: 34% Actual: 12.33%

95% of Perkins school districts MUST do an improvement plan for addressing nontraditional core indicators

How Did We Get Here?

- Limited options of CTE programs nontraditional for males
- Decline in CTE programs at secondary schools
- Data on nontraditional classifications
- Perceptions of nontraditional careers
- Student engagement – FOLLOW UP!

What are your challenges or barriers to recruitment efforts?

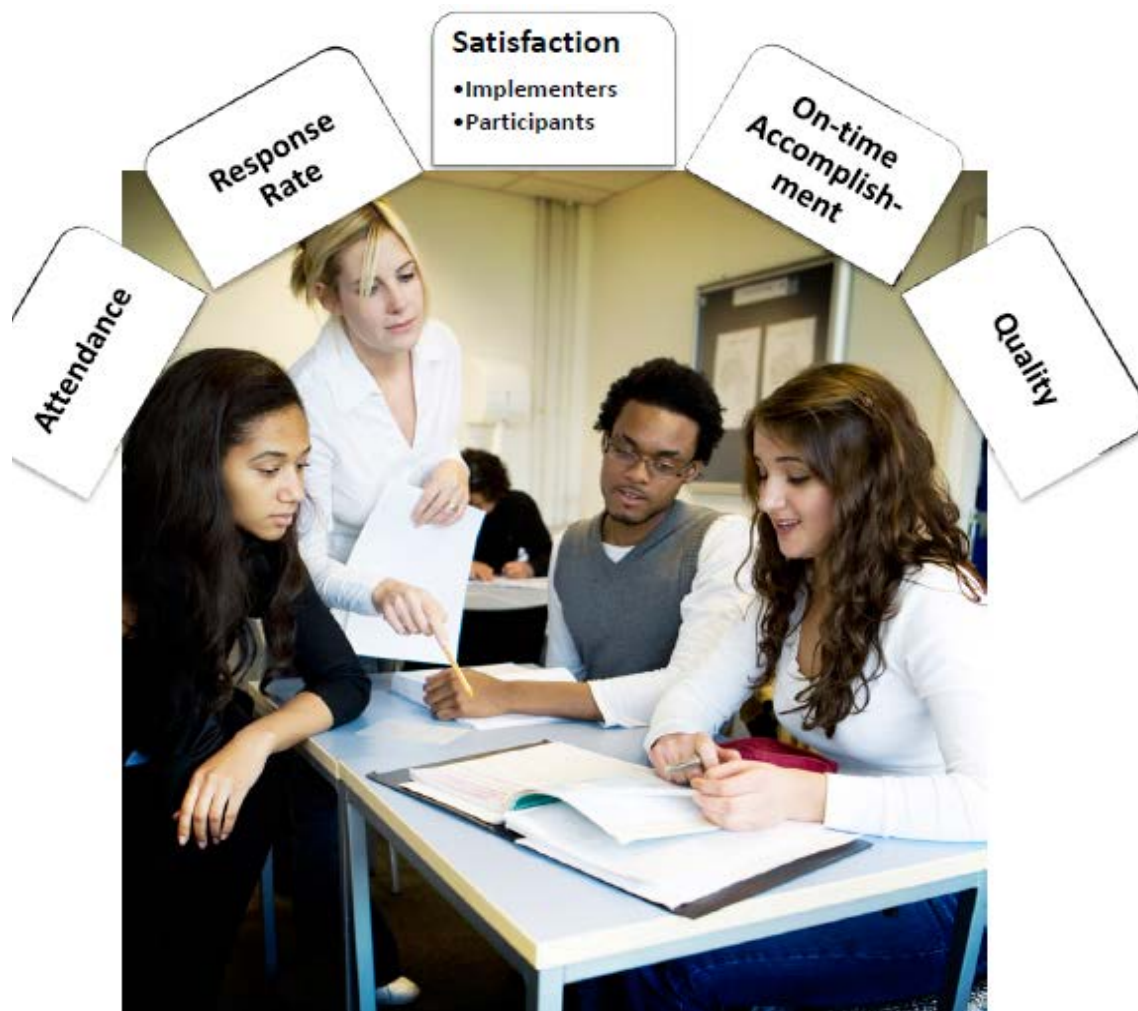
Redefining Strategies

What are some ways that this strategy could be more specific for measurable results?

The faculty and student services staff will participate in professional development workshops to address the lack of male students in nontraditional CTE programs. Participation rate of faculty will be 65%, an increase of 15%.

What activities that you provide for professional development and technical assistance around nontraditional careers?

Select Outcome Measures



GLOBAL
COMPETITIVENESS
SUCCESS
LEADING CHANGE
CAREER
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COLLEGE & CAREER
ECONOMIC VITALITY
LEADERSHIP
HIGH-DEMAND
LEARNING
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Being SMART in Early Childhood Activities

Strategy/Activity	SMART Objectives	Collection Methodology	Results
<p>Students will have a more in-depth understanding about careers related to and impacted by Early Childhood Development and Services pathway.</p>	<p>Specific - Assemble team to identify community organizations for hosting a community event on early childhood services and coordinate with counselors and teachers with classes related to or impacted by ECDS.</p>		
	<p>Measurable – At minimum, 50 students attend the ECDS community fair and 10 community organizations participate with information tables and poster sessions.</p>		
	<p>Activities – Students will have a career passport activity during the community fair and complete a career profile mapping for their respective class; students will meet college graduates employed in various related/impacted fields</p>		
	<p>Relevant - Students enrolled in various classes related to and impact ECDS will attend the event with assignment to complete during the community fair. (e.g, psychology, child development, health and wellness, public health, political science, etc.)</p>		
	<p>Time-limited – Evaluate students’ knowledge from the community career fair through a questionnaire; survey student interests in learning more for increasing enrollment and improving activity for next year.</p>		

What we are doing in MN

- Poverty Institute, Donna Beegle
- Minority Males Community College Collaborative (M2C3)
- Perkins State Leadership Grant Activities
 - Micromessaging
 - Partnerships focused on male retention
 - Assessment and Evaluation
- Mini webinars/lessons

Nontraditional Career Preparation

ROOT CAUSES & STRATEGIES



The goal of Nontraditional Career Preparation is to assist you in recruiting and retaining more students into nontraditional careers through the most effective means possible. This chart provides a “quick find” to the research and is intended as a summary. Online and downloadable versions of the complete document are available on the NAPE website at www.napequity.org/root.

	ROOT CAUSE	THEORY	STRATEGIES
EDUCATION	Academic Proficiency When female students are academically proficient, they are more likely to persist in choosing nontraditional careers, while the opposite is more predictive for male students.		<ul style="list-style-type: none"> • Teach students that ability can be expanded. • Intervene to revise underestimation. • Provide math camps for female students. • Identify and assist students who aspire to science and engineering careers but lack academic proficiency. • Create incentives for taking AP courses. • Teach visual-spatial skills. • Use age-appropriate video games that appeal to female individuals.
	Access to and Participation in Math, Science, and Technology Encourage participation and success in math, science, and technology courses, especially those taught in an equitable and ‘hands-on’ manner.		<ul style="list-style-type: none"> • Utilize real-life teaching strategies. • Kindle and sustain interest in math. • Make math and science a requirement. • Make other programs available such as after-school or weekend or summer camps. • Invite, involve, and educate parents.
	Curriculum Essential elements of a bias-free curriculum include relevancy, inclusive images and text, and hands-on instructional practice.		<ul style="list-style-type: none"> • Foster interest and curiosity, as well as skill, in math and science. • Provide comprehensive professional development. • Stress professional development self-assessment. • Utilize intervention programs for information technology (IT) in formal education. • Identify and correct bias in curricular and professional materials.
	Instructional Strategies Female students prefer learning experiences that they help to design, that are learner centered, and that involve them in a community.		<ul style="list-style-type: none"> • Provide comprehensive pre-service and in-service professional development relating to gender issues. • Stress professional development self-assessment. • Utilize intervention programs for IT in formal education. • Incorporate student experiences in the instructional process. • Utilize either virtual or hands-on science activities.
	School/Classroom Climate Students who experience a school climate supportive of nontraditional careers and gender equity are more likely to participate in nontraditional careers.		<ul style="list-style-type: none"> • Facilitate informal support groups. • Enforce civil rights and sexual harassment policies and practices. • Address climate issues. • Practice inclusive hiring processes. • Heed recommendations. • Strengthen support systems and eliminate barriers. • Schedule students in nontraditional programs in cohorts whenever possible. • Support nontraditional student clubs and after-school activities.
	Support Services Students enrolled in nontraditional career and technical education programs who receive support services are more likely to succeed.		<ul style="list-style-type: none"> • Provide tutoring, child care, transportation, and tuition assistance. • Post tutoring locations and hours in a highly visible area of the classroom. • Make loaner laptops available to students.
FAMILY	Family Characteristics Characteristics and engagement of family of origin have a strong influence on career choice.		<ul style="list-style-type: none"> • Design activities to promote family roles in gender-neutral career guidance. • Invite, involve, and educate parents. • Involve parents in developing their child’s career plan. • Engage male and female students by providing activities that they may not have been culturally socialized to participate in.

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Source: National Alliance for Partnerships in Equity, www.napequity.org

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Rethinking Engagement



Cluster: Human Services

Pathway: Early Childhood Development and Services (ECDS)

Root cause: **Characteristics of an Occupation** Careers that give back to the community, can attract both males and females in to nontraditional careers.

Question: What opportunities do parents of boys have to understand the various jobs in and related to early childhood education? How might this relate to role of males as parents and role models in the community?

Strategy: Design activities to examine the changing role of males as parents and role models; activities to learn about careers related to ECDS (e.g. software for pre-school age learning, health screening, etc.)

Activity: Meet males in various early childhood settings; [male] legislators who support early childhood development; stats on ECDS gaps; discussion on personal values as males

Sample: News event on early childhood education in community (e.g. legislative impact, school district, etc.)



Recommendations

- Engaging males in new perspectives
- Rethinking the curriculum for better engagement and personal connections
- Addressing hidden and obvious misperceptions
- Alignment to other strategic initiatives
- **ASK THEM!!**

Questions? Comments?

Keep in touch!!

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