




**Introducing
the New
Explore
Nontraditional
Careers Toolkit**

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EXPLORE
Nontraditional Careers




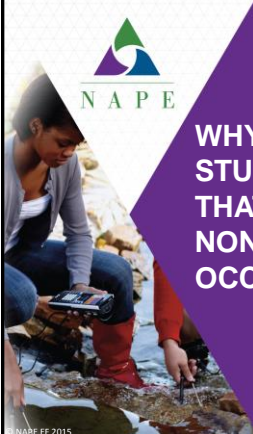
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**WHAT DO WE KNOW
ABOUT OPPORTUNITIES
IN NONTRADITIONAL
OCCUPATIONS?**




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**WHY ARE THERE SO FEW
STUDENTS IN PROGRAMS
THAT LEAD TO
NONTRADITIONAL
OCCUPATIONS?**

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**IF YOU WERE TO LUMP
ALL THOSE REASONS
TOGETHER, WHAT
WOULD YOU CALL
THEM?**



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Goal of the Toolkit and Today

Apply knowledge of implicit bias and micromessaging to identify strategies that increase the participation, persistence, and completion of students in CTE programs that lead to nontraditional careers.



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Objectives

- Define micromessages, micro-inequities, and micro-affirmations
- Recognize implicit bias that underlies micromessages
- Use an activity from the NAPE Explore Nontraditional Careers Toolkit to create action plans to minimize micro-inequities and maximize micro-affirmations
- Explore the structure and use of the new toolkit



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What do you see?



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Who is represented? Who is not?



IMAGINE YOU HERE





Building Construction & Design Workers
Although demand for these workers can sometimes wane, blue field can offer the chance to work outdoors, usually requires strong math, computer, reading, and writing skills.



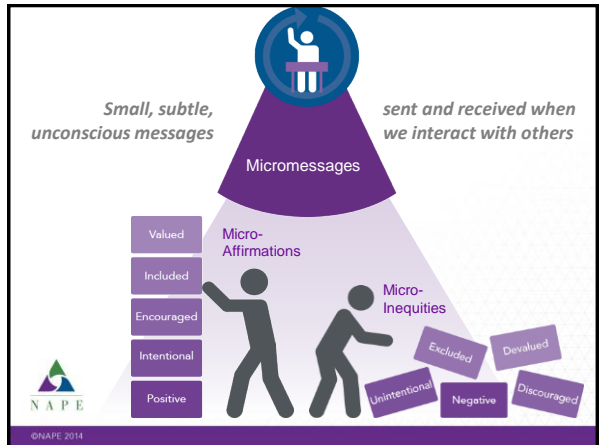
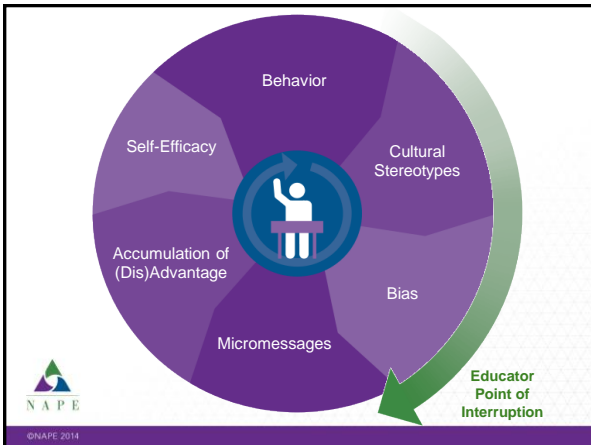
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How about here?



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Why Think About Micromessaging?

Teacher/Advisor

Student

Impact is more important than Intent!

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Activity: Lesson Plan

ACTIVITY Cues and Messages

A Closer Look

This activity provides a closer look into unintentional biases, or cues, in the classroom and their connection to the messages received and internalized by students.

Instructions: Match the cue (left) with the message (right). The link is completed. There are two sections for matching.

Cues	Messages
<p><small>When we interact with others, we send small, subtle, often unintentional and unintentional micromessages that communicate value.</small></p> <ol style="list-style-type: none"> 1. Using female references as negative labels or insults, such as "You throw like a girl" or "You act like a girl/man!" 2. Consistently interrupting or contradicting female students. 3. Waiting longer for males' than for females' answers. 4. Consistently using generic "he," "man," or "guys" to represent both men and women. 5. Phrasing teaching examples so that professionals, doctors, lawyers, scientists, are "he" and the weak or irrational are "she." 	<p><small>Micromessages are interpreted, often unconsciously, and may well reflect attitudes. Accumulation of these messages is powerful.</small></p> <ol style="list-style-type: none"> A. The interrupting person (teacher or male student) is considered to be more important or powerful. B. Females feel less valued than their male classmates. C. Eye contact is considered to be one of the most powerful nonverbal cues and is often considered an invitation to speak, ask questions, or lead. D. Female students are invisible and unimportant. E. Female' answers or ideas are unimportant, as they are easily dismissed or ignored.

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Reflection Questions

- What **cues or micro-inequities** could I relate to my experiences?
- How do I believe my **micromessages have affected** students with whom I work?
- How can I **mitigate micro-inequities** such as the ones listed?
- How will I become more **intentional about micro-affirmations**?

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Next Steps could include...

Project Implicit
implicit.harvard.edu

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...Kudos Cards



napequity.org/counselors

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The New NAPE Explore Nontraditional Careers Toolkit



EXPLORE
Nontraditional Careers



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Structure

- Background on career demands and nontraditional occupations
- Making the Case for Diversity
- Framework for Cultural Change: Micromessages
- Supporting activities for individuals and teams
- Supporting webpages with additional data and resources



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Explore Nontraditional Careers

More of the fastest growing occupations, and some of the most rewarding, are in nontraditional fields. These are defined as occupations or career fields in which people from one gender comprise less than 25 percent of the workforce.

Nontraditional careers are in the fields of information technology, engineering, and mathematics. These fields are growing rapidly and offer many opportunities for advancement. They are also some of the most rewarding and well-paying careers available.

These careers are often in-demand and offer many opportunities for advancement. They are also some of the most rewarding and well-paying careers available.

The National Alliance for Partnership in Diversity (NAPD) provides a variety of resources and support for individuals and teams interested in exploring nontraditional careers. Visit www.napequity.org for more information.



Market Watch: Understand the Demand

Some of the fastest growing occupations are in science, technology, engineering, and mathematics (STEM) and health care. Some of the 10 fastest growing CTE fields include high wage, and high-skill careers in these and other STEM-related fields.

These careers are often in-demand and offer many opportunities for advancement. They are also some of the most rewarding and well-paying careers available.

WANT MORE DATA?

For more data on demand and opportunities in nontraditional CTE careers, please visit www.napequity.org.

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Diversity: A Critical Need

Without a diverse and representative workforce, we are not realizing our full individual and collective potential. There are three primary cases for increasing the diversity of workers in nontraditional careers.

Business Case

Diverse teams drive innovation. A heterogeneous and culturally diverse workforce creates competitive advantage through greater creativity and innovation, and increased quality of work and overall quality of team performance.^{1,2,3,4}

Economic Case

Diversity yields economic growth. Gender diversity is one of the most powerful determinants of success in a nation.^{5,6,7,8,9} If female continues to be underrepresented, the business and industry will not grow and innovation will be stifled.^{10,11}

Moral Case

Diversity enables equal access and opportunity. Men, high-achievers, high-achievers, and high-achievers are not the only ones who should be rewarded for success. Increasing the diversity of the workforce is a moral imperative. It is a responsibility of the business and industry to ensure that all individuals, for family and the community.^{12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30,31,32,33,34,35,36,37,38,39,40,41,42,43,44,45,46,47,48,49,50,51,52,53,54,55,56,57,58,59,60,61,62,63,64,65,66,67,68,69,70,71,72,73,74,75,76,77,78,79,80,81,82,83,84,85,86,87,88,89,90,91,92,93,94,95,96,97,98,99,100}

Framework for Cultural Change

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HOW COULD THE TOOLKIT BE USEFUL IN YOUR WORK?

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The New Toolkit

- Coming soon!
- Read your NAPE emails
- National webinar planned for late spring

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