

## Strategies for Students Training for Careers Nontraditional to Their Gender

### Career Guidance and Recruitment

- Encourage participation in math, science and technology courses since these classes are often the gateway for participation in nontraditional careers for women.
- Evaluate all school materials (including recruitment) for gender bias and positive nontraditional images.
- Debunk stereotyping myths that careers are gender specific.
- Foster self-esteem and self-efficacy in potential nontraditional students.
- Make students aware of the pay scales in careers that are nontraditional to their gender.
- Provide on-campus presentations or field trips where students can hear and meet successful nontraditional workers. (Students cannot be what they cannot see.)
- Offer job-shadowing experiences with nontraditional workers.
- Since many nontraditional programs for women fill up quickly, focus recruitment efforts on groups that receive priority registration, such as community college Extended Opportunity Programs and Services (EOP&S) students.

### Instructional and Retention Support

- Place several nontraditional students together in one training class. This provides a peer group that supports students' aspirations and gives social and emotional support.
- Recruit nontraditional role model faculty.
- Send introductory letters to students in nontraditional programs to welcome them and apprise them of the support services available. Develop a nontraditional student newsletter.
- Offer tutoring to students in nontraditional programs who may need to catch-up due to lack of preparation for the subject matter.
- Offer stamina-building and weight lifting to students in need of this for success.
- Ensure that there are uniforms and tools for both males and females.
- Monitor team assignments and enforce the requirement that each student does every task to ensure equal access to all aspects of learning.
- Encourage participation in support groups so nontraditional students can meet to share concerns and successes.
- Establish and maintain a mentoring program for nontraditional students.
- Train students on sexual harassment issues. Have a clear sexual harassment school policy, and enforce the policy as necessary.
- Conduct professional development with teachers and staff to increase awareness of gender bias and stereotyping and eliminate sexual harassment.



For more information, go to:  
California Community College Special Populations Collaborative  
[www.cccspecialpopulations.org](http://www.cccspecialpopulations.org)

To download a copy of this document, go to:  
[www.cccspecialpopulations.org](http://www.cccspecialpopulations.org)  
[www.jspac.org](http://www.jspac.org)

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Developed by the Special Populations Collaborative Project with funding from the Carl D. Perkins Career and Technical Education Act of 2006 grant 09-165-001 awarded by the California Community Colleges Chancellor's Office to West Hills Community College District.

## Make a Difference for Special Population Students Practical Tips and Tools for Educators



### Resources for All Categories of Special Population Students

California Community College  
Special Populations  
Collaborative  
[www.cccspecialpopulations.org](http://www.cccspecialpopulations.org)

California's Career and Technical  
Education Joint Special  
Populations Advisory Committee  
[www.jspac.org](http://www.jspac.org)

National Alliance for  
Partnerships in Equity  
[www.napequity.org](http://www.napequity.org)  
[www.stemequitypipeline.org](http://www.stemequitypipeline.org)

You can make a real difference in a student's college experience and future success, especially for those who are members of special populations. Defined in the Carl D. Perkins Career and Technical Education Act, special populations include:

- **Economically disadvantaged, including foster children**
- **Single parents, including single pregnant women**
- **Displaced homemakers**
- **Limited English proficient**
- **Disabled**
- **Students training for careers nontraditional to their gender**

Colleges that receive Perkins funding must offer specialized Career Technical Education (CTE) programs and services to support the success of special population students. To help you serve special population students and develop activities that fulfill the Perkins requirements, this resource offers easy and effective tactics employed by colleges statewide and nationally. Please use these strategies to help your special population students overcome barriers, stay on track to reach their CTE goals and ultimately impact their lives. By understanding the needs and issues unique to special population students, you and your students can achieve amazing results and discover a new world of opportunities.

## Strategies for Economically Disadvantaged, Single Parent, and Displaced Homemaker Students

### Career Guidance

- To determine the appropriate level of career training, students need information on the financial requirements for living self-sufficiently in California. Visit [www.insightcccd.org](http://www.insightcccd.org) to find the Californians for Economic Sufficiency (CFES) financial need data for all California counties.
- Emphasize nontraditional careers that offer greater earning potential, particularly for females. For many males, nontraditional careers in areas such as health can offer greater career satisfaction in addition to high wages.
- Help displaced homemakers and students returning from absences in the labor market identify skills that translate into the workplace. For example, they may have skills in budgeting, scheduling, or conflict resolution.

### Instructional Support

- Encourage tutoring or study groups for students experiencing difficulty.
- Help students with registration for subsequent terms to ensure continued enrollment.
- Provide instructors with training on giving feedback in respectful, sensitive ways.



## Resources for Economically Disadvantaged, Single Parents or Displaced Homemaker Students

Center for Community Economic Development – Californian's for Economic Security  
[www.insightcced.org](http://www.insightcced.org)

National Center for Homeless Education  
<http://center.serve.org/nche/index.php>

Southern Poverty Law Center – Teaching Tolerance  
[www.tolerance.org](http://www.tolerance.org)

Wider Opportunities for Women  
[www.wowonline.org](http://www.wowonline.org)

National Women's Law Center  
[www.nwlc.org](http://www.nwlc.org)

## Resources for Limited English Proficient Students

National Clearing House for English Language Acquisition  
[www.ncela.gwu.edu](http://www.ncela.gwu.edu)

WESTEd – Quality Teaching for English Learners  
[www.wested.org/cs/tqip/print/docs/qt/home.htm](http://www.wested.org/cs/tqip/print/docs/qt/home.htm)

## Strategies for Economically Disadvantaged, Single Parent, and Displaced Homemaker Students

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### Economic Support

- Support students in completing financial aid forms and scholarship applications.
- Identify and link students with community agencies to provide needed support.
- Assist students with fees, transportation expenses, childcare, books, etc.
- Teach students financial responsibility by offering training in setting budgets, using bank accounts and services and lifestyle choices with financial consequences.
- Develop class schedules and alternative delivery systems (e.g. distant learning) that allow individuals to work or take care of children while attending school.
- Provide copies of supplementary texts for students to use and/or borrow.
- Link students with clothes closets and "Dress for Success" programs for appropriate interview and work clothes.

### Emotional Support

- Use a case management approach in which one person monitors and guides the student.
- Find role models who overcame economic disadvantages, were displaced homemakers or single parents.
- Match mentors with students.
- Provide information on resources available at the community college, social service and community agencies. Refer single parents to resources for childcare.
- Organize support groups. Plan events that provide opportunities for students to meet each other. Encourage them to support other students by developing a network for getting information about class work, homework and childcare.
- Offer stress management classes.
- Present parenting classes and connect individuals with respite agencies.

## Strategies for Limited English Proficient Students

- Create group projects and flexible seating arrangements. This provides more opportunities for interaction, and language barriers are often lessened when students know each other.
- Write lesson objectives on the board. This establishes a routine for students. Also, many students read better than they understand rapidly spoken English.
- Supply pictorial dictionaries, foreign language dictionaries and thesauruses.
- Provide bilingual instructional and supplemental materials as possible.
- Identify possible school or community sources of assistance. Translators may be available from foreign language departments, or work-study opportunities may be available for bilingual students.
- Learn at least two words in the student's native language: "Hello" or "Welcome," "Good job" or "Well done."
- Expand your knowledge of the cultures of limited English proficient students, and how that may affect classroom interactions. For example, in many cultures looking someone in the eye is not a respectful behavior; they have been taught that downcast eyes are the appropriate way to approach teachers. A pat on the back may seem encouraging, but in some cultures it is insulting.
- Conduct professional development with teachers and staff to increase their awareness of cultural differences.
- Remember that lack of language does not mean lack of concept development or ability to learn.

## Strategies for Students with Disabilities

### School/District Policies

- Notify students, applicants, employees and the public that all career and technical programs are offered without regard to race, color, national origin, sex or disability.
- Develop application forms that avoid inquiry as to whether an applicant is disabled.
- Offer admission/placement testing for persons with impaired sensory, manual, or speaking skills. Ensure that these tests are administered in facilities that are accessible.
- Make admission and financial aid information, course catalogs and schedules of classes available in a variety of formats.

### Physical Accessibility

- Make necessary structural or physical changes such as installing ramps, widening doors, modifying doorknobs and installing curb cuts.
- Ensure that transportation is available for disabled students.
- Designate disabled student parking spots.
- In libraries, assist disabled students in retrieving books from inaccessible shelves.
- Within the classroom, consider possible barriers and make necessary changes.

### Ask yourself:

- Are aisles at least 36 inches wide?
- Are floor mats no higher than 1/2 inch to prevent tripping?
- Is carpeting low-pile, tightly woven, and attached at edges?
- Is a five-foot circular area available, allowing a wheelchair to reverse direction?
- Can materials be reached by someone in a wheel chair?

### Instructional Support

- Provide alternate forms of instructional delivery and assessment.
- Make tutoring available as necessary.
- Allow flexibility in the way work and tasks are customarily done.
- Promote teamwork and shared responsibility through cooperative learning.
- Encourage self-esteem and tolerance for diversity.
- Incorporate examples of role models who are disabled.
- Inform students of the availability of auxiliary aids, services, and academic adjustments.
- Work closely with Community College Disabled Student Programs and Services (DSP&S).
- Ensure that staff members understand the needs of students with disabilities.
- For visually impaired students use large print, Braille, audiotapes, and/or readers.
- For students with hearing or speech disabilities use sign language interpreters, note takers, written versions of material delivered orally, and/or Telecommunications Device for the Deaf (TDD).



## Resources for Students with Disabilities

Federal disability resource  
[www.disability.gov](http://www.disability.gov)

National Dropout Prevention Center for Students with Disabilities  
[www.ndpc-sd.org](http://www.ndpc-sd.org)