Gender Equity Services for Career & Technical Education Centers

Vermont Works for Women (VWW) delivers program and training services that build on current efforts to increase gender equity within Career & Technical Education Centers. Services support the increased enrollment and success of students pursuing non-traditional programs and are aligned with Perkins V law focus areas.

In our experience, schools and communities realize the most benefit from gender equity services when there are multiple opportunities for engagement and learning. For instance, pairing a career exploration day with an afterschool program can deepen prospective students' comfort and interest in tech center enrollment. Similarly, gender equity workshops for current tech students, combined with professional development trainings at the staff-level, creates a sustained, school-wide culture of diversity and inclusion. This layered approach ensures all students feel empowered to pursue their educational and career fields of interest.

Costs of services are outlined below. Costs cover program coordination, outreach, recruitment and supplies, and are offset by additional fundraising. VWW provides a report detailing gender equity services and impact to centers at yearend. Should budget limitations prevent your center from participating fully, please contact us to see if grant funding is available to help.

Gender Equity Services

Middle & High School Students – Outreach & Recruitment
Positive, empowering tech center experiences for prospective students

✳ Career Challenge Day: Career Exploration Program
Career Challenge Day is a unique opportunity to host 6th-9th grade girls and gender expansive youth from sending middle and high schools for a day of orientation, exploration, and empowerment. Students meet instructors, learn from current tech students, and try hands-on activities in each program. VWW supports instructors in best practices for designing hands-on activities and welcoming girls into the classroom, especially in nontraditional programs. Current tech students act as leaders, teachers, and hosts to visiting students. Opening and closing activities set the stage for students to step out of their comfort zones and try new things in a judgement free, fun-filled day. VWW oversees all outreach, registration, and scheduling logistics. CCD acts as an impactful event to culminate or precede other programs, like Rosie's Girls® afterschool and camps.
$9,800

✳ Mentor Day: Career Challenge Day Expansion
After each Career Challenge Day, surveys from visiting students report very high satisfaction with the event – students loved visiting their local tech center. Many also note a strong desire to visit again. Knowing that nontraditional students often need early and repeated exposure to the tech center before deciding to attend or specialize in a program, VWW offers Mentor Day, an opportunity for students who participated in Career Challenge Day and want a more in-depth follow up experience. Students choose 2-3 programs of interest and are paired with a Mentor tech center student to spend the day shadowing their experiences. VWW coordinates recruitment and scheduling logistics, provides training to Mentor students, and assists tech centers in preparing for shadow visits.
This is a new offering for 2023-2024; please let VWW know if you are interested in exploring this opportunity together.

✴ Rosie's Girls® After School & Summer Camp

For over twenty years, Rosie's Girls® has empowered middle school girls and gender expansive youth to build skills in STEM and technical fields through safe, fun camps and afterschool programs. Rosie's Girls has two traditional themes, BUILD and WELD, that give youth opportunities to learn proper tool use, work with various materials, and design and create projects. *Other nontraditional fields can be incorporated into the Rosie's Girls model.* In addition to project time, youth build their social-emotional skillset through "Power Skills," a curriculum that expands girls' self-confidence, sense of possibility, and connection with others. Both camp and afterschool give middle schoolers positive, repeated exposure to tech center programs and pathways. Centers have ongoing opportunities to welcome and build relationships with prospective girls and gender expansive students. VWW provides curriculum, recruitment support, sending school partnership, and technical assistance for CTE centers to host and run Rosie's Girls. CTE centers provide facility use and project materials. Staffing is determined by each partnership.
No fee. VWW and tech centers share costs through division of roles.

Career & Technical Center Students – Support & Skill Development
Professional development, leadership training, and empowerment for current students

✴ Women Can Do Conference

Women Can Do (WCD) is VWW's one-day career exploration conference for high school girls and gender-expansive youth, at Vermont State University Randolph (Vermont Technical College). Every year, hundreds of high school students from across Vermont come to WCD to learn about the many career and education pathways available to them. Together, by stepping out of their comfort zones and trying new things, students expand their sense of what is possible and dream big about their futures.

In addition to attending the conference, current tech students are strongly encouraged to host a table at the Action Expo. The Action Expo is WCD's main event, a place for visiting students to learn about industries and careers through hands-on, engaging activities. Bring power tools, welding equipment, computer systems, culinary projects... the sky is the limit. Tech center students design and lead the activity, interacting with hundreds of their peers from across the state.
Regular conference attendance is $15-$25/student. No fee for students who lead an Action Expo table, two complimentary lunches included.

✴ Affinity Groups

Affinity Groups for girls and gender expansive tech center students create safe and empowering environments for students to build their networking skills, connect with adult role models in their career fields, and invest in their own personal and professional development. In creating this social and emotional support for girls, Affinity Groups also build a sustained tech center-wide culture of equity and inclusivity. VWW provides a framework for launching the group, supports recruitment, and assists students with governance structure and programming. The group will meet for ten sessions throughout the school year; number of participating students is flexible. Over time, the goal is for the group to be led by students and supported by tech center administration, with VWW available for technical assistance.
$5,000; includes estimated mileage/travel time, actual price could vary depending on location

✴ Gender Equity Workshops for Students
Descriptions below; workshops are tailored to a student audience and include all genders.
- Busting Gender Bias
- Let's Talk Harassment
- Creating Respectful Communities

Workshop Fees: $2000; if fees are prohibitive, please contact us to discuss.

Professional Development Workshops for CTE Staff

Tools for staff to continue building a center-wide culture of gender equity
Workshop Fees: $2000, plus travel; if fees are prohibitive, please contact us to discuss; discount offered for multiple workshops.

✴ **Busting Gender Bias**
Gender norms and expectations affect us from the time we are born. They influence how we perceive ourselves and others, as well as the life and career choices we make. This workshop brings awareness to the gender norms we face in our society, and serves as an introduction to gender identities outside of the binary. Participants learn basic definitions and language around gender identity, and gain knowledge and understanding of how gender impacts young people and their career education, exploration, and decisions. 90 minute training.

✴ **Creating Respectful Communities**
Participants learn strategies for creating safe, inclusive learning environments for all gender identities. VWW shares the tools in our "toolbox," such as how to create affinity spaces, using inclusive language, incorporation of "power skills," and more. Participants work in small discussion groups to identify common micro-messages, and practice how to interrupt them. Participants also decide together which strategies and next steps to initiate at their tech center in order to create inclusive spaces. 90 minute training.

✴ **Let's Talk Harassment**
As we support young people with their educational journey and career path choices, it is important to educate and prepare them for the real world. Students are spending more time at work-based learning sites in the community as part of their learning experiences. This workshop is for educators and work-based learning coordinators, or for students themselves. We review common language and definitions around sexual harassment, discuss how it impacts people in the workplace, and how to use ready responses and other strategies to prevent and interrupt sexual harassment. 90 minute training.

Achieving Perkins V Goals:

VWW services support CTE Centers' progress in all six required assessment areas of the Comprehensive Local Needs Assessment of Perkins V, including: Student Performance; Labor Market Need; Program Implementation; Progress Toward Implementing Programs of Study; Recruitment, Retention and Training of CTE Educators; Progress Toward Improving Equity and Access. Youth programs and professional development workshops also support Core Indicators 4S1, VT-S1, and 3P1.

	Career Challenge Day Events	Rosie's Girls	Women Can Do	Affinity Groups for CTE Students	Gender Equity Workshops - Students	Gender Equity Workshops - Staff
CORE INDICATORS						
4S1: CTE concentrators enrolled in programs leading to a nontraditional field for their gender, as well as all gender nonbinary, gender nonconforming and transgender students.	Supports increasing the number of CTE concentrators enrolled in programs leading to a nontraditional field					
VT-S1: Number of 9-10th grade students who are participating in Career and Technical Education	Supports increasing 9 & 10th grade participation					
3P1: CTE concentrators who are males, females, or who identify as nonbinary who are enrolled in programs designated by the NAPE crosswalk as being non-traditional for their gender.	Supports increasing the number of CTE concentrators enrolled in nontraditional programs, as designated by NAPE crosswalk					
CLNA - I. STUDENT PERFORMANCE (Sect. 134 (c)(2)(A))						
3. How well are students in special populations performing in comparison to non-special population peers?						
CLNA - III. PROGRAM IMPLEMENTATION (Sect. 134 (c)(2)(B))						
9. How well do CTE programs and services aimed at supporting special populations align to all three elements of Size, Scope and Quality?	Increases female and nonbinary student enrollment in nontraditional programs, and enhances the scope and quality of career exploration and skill development services for students					
CLNA - IV. PROGRESS TOWARD IMPLEMENTING PROGRAMS OF STUDY (Sect. 134 (c)(2)(C))						
4. To what degree do students continue in the same program of study?				Create cultures and systems that support and retain female students, especially those in nontraditional programs		
7. How well do middle, junior, and high schools collaborate and coordinate quality career exploration and awareness programming within the region?	Fosters partnership & collaboration between regional middle, junior, high schools and tech centers					
8. To what degree do opportunities exist to expand career pathways to attract a broader array of students?	Exposes middle & high school students to all career pathways; particular focus on increasing special population enrollment & success in nontraditional programs					

	Career Challenge Day Events	Rosie's Girls	Women Can Do	Affinity Groups for CTE Students	Gender Equity Workshops - Students	Professional Development Workshops - Staff
CLNA - V. RECRUITMENT, RETENTION AND TRAINING OF CTE EDUCATORS (Sect. 134 (c)(2)(D))						
1. How diverse is the center staff? To what degree does it reflect the demographic makeup of the student body?						Workshops foster diverse, inclusive staff culture; creating welcoming environments for a diverse student body
4. To what degree is regular, substantive professional development offered internally and jointly with other CTE programs and with academic teachers within the region?						All staff workshops can be offered jointly with tech centers, middle & high schools
8. How well do current professional development practices align with LMI/ community needs data?						All staff workshops can be tailored to meet community needs data to better support nontraditional students
CLNA - VI. PROGRESS TOWARD IMPROVING EQUITY AND ACCESS (Sect. 134 (c)(2)(E))						
1. To what degree is there parity in representation across student groups, including marginalized groups, in the CTE program.	Build pipeline of female and gender expansive students beginning in middle school	Support female and gender expansive students currently enrolled in the tech center to ensure they stay enrolled, thrive, and exist as role models for younger, incoming students				
2. To what degree is there parity in enrollment across student groups in programs related to high-wage, high-skill occupations?	Introduces middle school female and gender expansive students to nontraditional programs; supports current students to graduation and entry into high-wage, high-skill occupations					
3. To what degree have barriers to access to CTE programming by special populations been addressed?	Removes barriers to access for special populations through career exploration, role modeling, mentorship, gender equity trainings for female and gender expansive students in or considering nontraditional programs					
5. How effective are the accommodations, modifications and support services we currently provide to special population groups – across center and program specific?	Supports staff in creating effective, gender-informed accommodations, modifications, and support services for special populations, including students in nontraditional programs					