

# Nontraditional Careers



BREAK FREE OF THE BARRIERS THAT LIMIT YOUR CAREER CHOICES

## Our mission:

To help students recognize all career opportunities, unrestricted by gender, social or cultural expectations. We strive to improve the achievement of students and special populations in secondary programs that lead to high-skill, high-wage, and high-demand careers.

## NONTRADITIONAL CAREERS PROGRAM GOALS

- Invite students to become aware of the vast array of career opportunities through career fairs, internships, speakers, field studies, and job shadows related to career opportunities offered in the school by Work-Based Learning coordinators.
- Develop opportunities and resources for students to learn about themselves and what abilities and aptitudes they have for career opportunities.
- Invite individuals who work in nontraditional careers to participate in school presentations, so they are visible in the school to encourage students' interest in nontraditional careers.
- Show students the financial opportunities in high-skill and high-demand careers.
- Help students understand the importance of achieving job satisfaction in a career for which they have interest and ability.
- Applying personal skills and recognizing abilities and interests gained in the secondary school programs, students may achieve a high level of job satisfaction as they pursue postsecondary education and job opportunities.

## PROGRAM DELIVERY COMPONENTS

Nontraditional Careers experiences are integrated in all levels of education. Career awareness, exploration, orientation, and preparation activities are coordinated with Work-Based Learning activities.

- **Awareness:** In grades K-6, students are introduced to careers through career days (such as tool days, construction days, and vehicle days), workplace visits, job shadowing, and guest speakers.
- **Exploration:** In grade 7, students explore career options in the College and Career Awareness class. In grade 8, students also explore career options through career fairs, field studies, job shadowing, and guest speakers.
- **Orientation:** In grades 9-10, students become oriented with a specific career(s) through career fairs, job shadowing, and guest speakers.
- **Preparation:** In grades 11-12, students may prepare for a career through internships and apprenticeships. The Work-Based Learning course is available to students to further these experiences.

A nontraditional career is any occupation in which women or men comprise 25 percent or less of its total employment.



## CTE PATHWAYS

The High School to College and Career Pathways initiative helps match education and workplace needs. Through partnerships among postsecondary institutions, school districts, business, and industry, Pathways identify and group courses within CTE Areas of Study that offer students depth of knowledge and skill, linked with specific post-secondary programs culminating in degrees, certificates, and licenses.

## NONTRADITIONAL CAREERS PROGRAM BENEFITS STUDENTS WITH:

- Greater job satisfaction.
- Higher wages and better benefits.
- Greater advancement opportunities.
- Economic self-sufficiency.
- Broader job opportunities.
- Information about all aspects of careers, enhancing the ability of students to make good career decisions based on the factors most important to them.

## NONTRADITIONAL CAREERS PROGRAM ACTIVITIES

- Apprenticeships
- Career fairs
- College and Career Awareness
- Field studies
- Guest speakers
- Internships
- Job shadows
- Work-Based Learning

## NONTRADITIONAL CAREERS ARE INCLUDED WITHIN THE FOLLOWING AREAS OF STUDY:

- Agricultural Education
- Business and Marketing Education
- Family and Consumer Sciences Education
- Health Science Education
- Information Technology Education
- Skilled and Technical Sciences Education
- Technology and Engineering Education

## PROGRAM RESULTS/FUNDING

Federal Perkins IV funding requires states to address the needs of special populations, non-discrimination, and nontraditional preparation as a part of the State Plan.

*Our vision is to help students become aware of all career opportunities, including nontraditional career opportunities, while encouraging them to recognize their personal skills and abilities. With this recognition, students may look "outside the box" and consider the full range of career options available to them, unconstrained by traditional gender role stereotyping.*

 Learning that works for Utah

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FOR MORE INFORMATION:



**Travis Cook**, Education Specialist  
Nontraditional Careers  
801-538-7594  
travis.cook@schools.utah.gov  
[UtahCTE.org](http://UtahCTE.org)



Utah State Board of Education  
250 East 500 South  
P.O. Box 142200  
Salt Lake City, UT 84114-4200

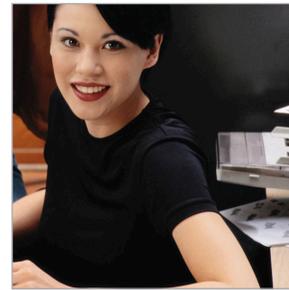


# SUPPORTING PROGRAMS

## CAREER AND TECHNICAL EDUCATION



**College and Career Awareness**



**Comprehensive School Counseling Program**



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**Skill Certificate**



**Work-Based Learning**

SUPPORTING PROGRAMS

