Anything You Can Do
I Can Do Tool

Gender Equity and Nontraditional Career Issues
InterLink
www.interlink-ntx.org

Getting to Know You ~ Gender Jeopardy Questions

1. Who was Sally Ride? 1. America's first woman astronaut
2. Who was the first female pilot to attempt to fly around the world? 2. Amelia Earhart
3. Who was the first person to win two Nobel Prizes? 3. Marie Curie, the first woman to win a Nobel Prize in Physics in 1903 and the second for Chemistry in 1911
4. Who was the first African-American woman to win a Nobel Prize? 4. Dr. Alice Ball
5. Which western state is the only one that has more men than women enrolled in higher education? 5. Utah
6. In what city was the first nursing school for men started? 6. New York City
7. Who was the first female Supreme Court justice? 7. Sandra Day O'Connor
8. What health care occupation employs only 5.7% men? 8. Nursing
9. In which field do women receive nearly twice as many doctorates as men? 9. Education
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11. In which city was the first female Supreme Court justice born? 11. Washington, D.C.
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14. In which field do women receive nearly twice as many doctorates as men? 14. Education
15. In which level of education do we find the fewest male teachers? 15. Elementary
16. In which level of education do we find the fewest male teachers? 16. Elementary
17. What major political position did Geraldine Ferraro run for, making her the first woman ever to attempt this? 17. Vice President
18. What profession seems more glamorous when men do it, even though they only hold 36% of these jobs? 18. Cosmetology
19. In which field do women receive nearly twice as many doctorates as men? 19. Education
20. In which field do women receive nearly twice as many doctorates as men? 20. Education

Today's Discussion
The Morning Session ~ Understanding Gender Equity
- Getting to know you ~ Icebreaker
- Attitudes toward diversity in society, the workplace, and students
- Defining Diversity and Non Traditional Jobs
- U.S. Government Report on the American Woman
- The Masculine Viewpoint ~ Diversity isn't just about women
- Wage differences between men and women

The Afternoon Session ~ It's all about career opportunity preparation
- There's No Place Like Home ~ Regional Overview
- Nontraditional Careers
- STEM
- Game Changing Technologies

Developing a quality Nontraditional Program ~ Activities throughout the day
- Takeaway to use in your district

Source: New York State Project for Non-Traditional Employment and Training ~ www.cod.edu

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Source: New York State Project for Non-Traditional Employment and Training ~ www.cod.edu
How Does Diversity Impact Business Today?

http://www.youtube.com/watch?v=u4kjeWH-788&feature=related

And yet.....

Is Diversity Still An Issue?

Wal-Mart prevails in bias case
Female workers' class-action attempt blocked

Nontraditional Occupations
According to Carl Perkins:

- Occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Business is still on the learning curve!
### Nontraditional - Benefits and Challenges

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>High wages</td>
<td>Hazardous workplace, requiring safety protocols, special equipment and protective clothing</td>
</tr>
<tr>
<td>Good benefits</td>
<td>Discrimination and/or harassment</td>
</tr>
<tr>
<td>Variety and mobility</td>
<td>Sense of isolation if one of few women at workplace</td>
</tr>
<tr>
<td>Casual dress</td>
<td>Non-supportive family and friends</td>
</tr>
<tr>
<td>Outdoor work</td>
<td>Transportation and childcare</td>
</tr>
<tr>
<td>Job satisfaction</td>
<td>Weather, heat, cold, dust, dirt, noise in some workplace</td>
</tr>
<tr>
<td>Opportunities to learn while you work</td>
<td>Physical requirements</td>
</tr>
<tr>
<td>Career ladders</td>
<td>Shift work</td>
</tr>
<tr>
<td>Enhanced quality of life</td>
<td>Seasonal layoff</td>
</tr>
<tr>
<td>Get new skills that can be used in many jobs</td>
<td>The work and skills you need might be unfamiliar</td>
</tr>
</tbody>
</table>

Source: Wider Opportunities for Women

### More Nontraditional Career Benefits

- Careers that are nontraditional for one of the genders, such as information technology and engineering for women, and nursing for men, often experience a labor shortage, so there is high demand for skilled employees in those occupations.
- Women who work in nontraditional fields can expect lifetime earnings of 150 percent or more than comparable women in traditionally female occupations.
- A diverse workforce can be more innovative, productive and creative than a non-diverse workforce.

### Perkins IV Core Indicators

(For analysis of Perkins IV: [http://www.napequity.org/pdf/EquityProvisionsPerkins4TableFinal.pdf](http://www.napequity.org/pdf/EquityProvisionsPerkins4TableFinal.pdf))

- Participation in Nontraditional Training and Employment Programs
- Completion of Nontraditional Training and Employment Programs

### Perkins Accountability

State and local report requires:

- Identify and quantify any gaps in performance between disaggregated student populations and all CTE students

### What is Diversity?

- Question: What is the difference between diversity and gender equity?
Difference in Diversity & Gender Equity

- The condition of having or being composed of differing elements—especially the inclusion of different types of people (as people of different races or cultures) in a group or organization

Gender equity (also known as gender equality, or sexual equality) is the goal of the equality of the genders or the sexes, stemming from a belief in the injustice of myriad forms of gender inequality.

Source: Webster’s Dictionary

Stereotypes or Gender Schemas?

- Stereotypes: Opinions or concepts about the characteristics of certain groups that may be partially true or untrue.
  - They are often oversimplified generalizations that focus on negative characteristics.

- Gender Schemas: Psychologists define "schemas" as knowledge frameworks or sets of working hypothesis about a topic.
  - "Gender schema" about ways in which women and men differ. These schemas, organize our perceptions into a dichotomy of males and females.
  - Example - Slocum perception during 2011 NBA Playoffs

Activity ~ The Equity Challenge

Gauging your perception of Gender Equity

Results are confidential

Education Gender Researchers Sadler & Sandler observations:

Teachers are more likely to...

http://www.youtube.com/watch?v=37mR8XNTu28

- Call on male students?
- Wait longer for males to respond?
- Remember & use male names
- Ask males "Higher Order" questions
- Coach male students on answers
- Give more specific instructions?

Do you agree? If So, Why Would This Be?

The following checklist outlines some strategies that have been successfully used to achieve higher completion rates for nontraditional students:

- Show fairness in your classroom
- Within the first 10 minutes after walking into your classroom, students and other guests have absorbed hundreds of signals from you.
- Take a close look at the posters and other display you use to decorate the room. Do they depict both males and females engaged in similar activities without stereotypes and biases? If not, you may want to rethink your setup.
- Also, take note of your classroom activities. Avoid pitting girls against boys in room procedures or games, such as line-ups or spelling bees.
- When calling on students, ask higher-level questions of both girls and boys.
  - A great tool to use is the "tongue depressor in the jar trick." Write each student’s name on a tongue depressor, then place the stick in a jar or decorated coffee can. When questioning or prompting students, reach in and choose a stick and call on that student to respond. This ensures everyone is on their toes and that all students have the same opportunity to be called on, regardless of gender.
  - Plus, principals will love it; “equitable teacher-student interaction” is a key component of the PDAS and similar appraisal systems.
Select a variety of reading material
- Carefully consider the kinds of books you introduce to your students.
  - Stories that depict males and females in traditional stereotypical roles may perpetuate biases.
  - It’s perfectly OK to use traditional stories, but follow them up with open discussions about the changes in gender roles that have transpired since the stories were written.
  - Also, monitor the books your students borrow from the library and encourage them to search for new experiences.
- Choose your words carefully
  - “Boys will be boys” is one of the most harmful phrases uttered by adults in school hallways.
  - Don’t allow yourself to accept this traditional notion.
  - Make it your responsibility to correct students’ speech or actions when it borders on discrimination or bias.
  - All students come into your classroom with preconceived notions. Accept them as they are, but expect them to learn new behaviors.
  - In addition, remember to use “he” and “she” interchangeably in conversation. As a role model for young adults, the words you choose have a lasting effect on the school’s climate.

Be aware of cultural differences
- With the blend of different cultures in our schools, it’s essential that girls and boys learn to respect each other. Some students arrive at school with gender prejudices instilled by their parents and/or cultures. If you feel cultural attitudes are influencing a student to display chauvinistic behaviors, ask your campus counselor to assist you. While it’s important to always be careful to respect students’ cultures, it’s also important that they understand that discrimination and stereotyping of any kind is not tolerated at school.

Encourage nontraditional courses
- When a school doesn’t allow a girl to participate in a male-dominated sport or tells a boy cosmetology is not for him, it reinforces traditional stereotypes. Allow your students to choose the courses they take. Moreover, support those students who choose nontraditional courses and encourage them to consider nontraditional careers. Ask your principal to create peer support groups for students enrolled in and considering enrollment in nontraditional classes.

Institutional Support
- Sexual harassment policy is in place and familiar to all faculty and staff
- Provide support groups for nontraditional students
- Designate at least one staff member as the counselor for nontraditional students
- Highlight nontraditional students in the awards process

Positive Campus Climate
- Institutional commitment
- Classroom environment
- Residential and social environment
- Job related information
- Gender equity awareness
- Clearly stated policies
- Faculty and staff availability

Professional Development Opportunities
- Instructional strategies including:
  - Gender equity and diversity
  - Nontraditional career awareness
  - Sexual harassment prevention
  - School District Policies

Activity
- Using the information we have just discussed about institutional issues, choose an element that could help your district or campus
- Identify a root cause and theory
- Brainstorm a strategy that could be put into practice
- Choose a spokesman to share with the group what you have prepared
People, families and income

- Women are marrying later and have fewer children than in the past.
  - A greater proportion of both women and men have never married, and women are giving birth to their first child at older ages.

- Although more adult women live in married-couple families than in any other living arrangement.
  - An ever-growing number of women are raising children without a spouse.

- More women are remaining childless, although eight out of ten adult women have children.

- As the baby boom generation ages, a growing share of women and men are older. Because women live longer, women continue to outnumber men at older ages.

- Women are more likely to live in poverty than are adult men.
  - Single-mother families face particularly high poverty rates, often because of the lower wages earned by women in these families.

Education

- Women's gains in educational attainment have significantly outpaced those of men over the last 40 years.
  - Women are more likely to graduate from college than are men.
  - Higher percentages of women than men have at least a high school education.
  - Higher percentages of women than men participate in adult education.

- Educational gains among women relative to men can be seen across racial and ethnic groups and this trend is also present in other developed countries.

- Despite these gains in graduation rates, differences remain in the relative performance of female and male students at younger ages, with girls scoring higher than boys on reading assessments and lower on math assessments.

- These differences can be seen in the fields that women pursue in college.
  - Female students are less well represented than men in science and technology-related fields, which typically lead to higher paying occupations.
Employment

- The participation of women in the workforce rose dramatically through the mid-1990s, but has been relatively constant since then.
- Workforce participation among men has declined, but women are still less likely to work in the paid labor force than are men.
- Women continue to spend more of their time in household activities or caring for other family members.
- They also do more unpaid volunteer work than men.
- Despite their gains in labor market experience and in education, women still earn less than men.
- Women and men work in different occupations, with women still concentrated in lower-paying and traditionally female occupations.
- Because women earn less and because two-earner households have higher earnings, families headed by women have far less income than do married-couple families.

Women in Labor Force by Education Attainment

ACT score averages and standard deviations, by sex

Subject-area scores 2000 2005 2010

English
Male 20.0 20.0 20.1
Female 20.9 20.8 20.8

Mathematics
Male 21.4 21.3 21.6
Female 20.2 20.2 20.2

Reading
Male 21.2 21.0 21.7
Female 21.3 21.5 21.4

Science reasoning
Male 21.6 21.4 21.4
Female 20.6 20.5 20.5

High School Dropout rates of 16- through 24-year-olds, by sex and race/ethnicity

<table>
<thead>
<tr>
<th>Year</th>
<th>Sex (percent)</th>
<th>Race/ethnicity (percent)</th>
<th>White, non-Hispanic</th>
<th>Black, non-Hispanic</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1977</td>
<td>Male</td>
<td>14.5</td>
<td>11.9</td>
<td>19.8</td>
<td>33.0</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>13.8</td>
<td>10.4</td>
<td>14.4</td>
<td>28.6</td>
</tr>
<tr>
<td>1987</td>
<td>Male</td>
<td>13.3</td>
<td>10.4</td>
<td>14.4</td>
<td>28.6</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>12.2</td>
<td>7.6</td>
<td>13.4</td>
<td>25.3</td>
</tr>
<tr>
<td>2007</td>
<td>Male</td>
<td>8.7</td>
<td>7.7</td>
<td>5.3</td>
<td>8.4</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>9.8</td>
<td>9.8</td>
<td>5.3</td>
<td>8.4</td>
</tr>
</tbody>
</table>

The information is the most current available.

**The Masculine Side of Gender Equity**

"Apparently Missing A Game To Witness The Birth Of Your Child Is Wrong" Saying that witnessing the birth of your second child was no excuse for the Texas Rangers pitcher Colby Lewis to miss his last start in the playoffs.

4/18/11

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Masculine - Jeremy Adam Smith, author "The Daddy Shift"

For centuries, men have seen breadwinning as the most important part of parenting. Breadwinning was parenting.

- Today, 80 percent of mothers work and a third of wives make more money than their husbands.
- In response, men have evolved, though many people fail to see it.
- Since 1965 the number of hours that men spend on childcare has tripled.
- Since 1995 it has nearly doubled.
- Fathers now spend more time with their children than at any time since researchers started collecting longitudinally comparable data.
- Stay-at-home dads are the leading edge of the shift, but even sole-breadwinning dads are taking on more care than they did in the past.

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Let's Admit it...

Genders do differ!

- Gender Differences by Bruno Bozzetto (5:28 min)
- [http://www.youtube.com/watch?v=jlFsnlmLmyg&feature=related](http://www.youtube.com/watch?v=jlFsnlmLmyg&feature=related)

---

People in my town (2:07 min)

Notice the gender roles

- [http://www.youtube.com/watch?v=JBXaupHr8&feature=related](http://www.youtube.com/watch?v=JBXaupHr8&feature=related)

---

Discussion ~

- Give examples of interaction with students based upon assumptions of gender schema?
  - Gender Schema: A knowledge framework or set of working hypotheses about gender differences, ways in which women and men differ.

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**ARE YOU MAN ENOUGH... TO BE A NURSE?**

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**SPORTS MAGAZINE**

Texas Rangers #48
Age: 31
Height: 6’4”
Weight: 230 lbs.
Position: Pitcher
Birthplace: Bakersfield, CA
Activity

Identify the following items or activities as predominantly male or female.
Discussion:

Why do we associate toys or activities as gender specific?

Out of the Mouth of Babes ~ Gender Roles Interview with kids (2.36 min)

- http://www.youtube.com/watch?v=pWc1e3Nbc2g&feature=related

Discussion:

Is society creating gender inequality at young ages and perpetuating it among males and females throughout life?

If so, does it matter?

Comparisons of Wages by Gender
Critical Decision Points in Education

**Middle school transition**
- Peer pressure - fear of "looking dumb"
- Adolescent social norms
- Girls are more concerned about appearances than boys

**High school**
- Family - preconceived notions, role models & cultural concerns
- Parents #1 influence of college major and career choice
- Lower socioeconomic males more likely to choose nontraditional careers
- Upper socioeconomic females more likely to choose nontraditional careers

**Freshman year of college**
- Lifestyle decisions
- Negative messages from people with emotional influence difficult to overcome
- Peer harassment or support

Preparation for Non Traditional Careers

- Recruitment
- Placement
- Retention

Successful Non Traditional Employment Recruitment
- **Placement**
- **Retention**

**Self-Efficacy**
- The strength of self-efficacy is directly related to entry and persistence in a nontraditional career.
- **Utilize real-life teaching strategies.**
- **Teach both males and females to self-affirm.**
- **Teach that intelligence is incremental.**
- **Provide training about self-efficacy.**

**Attribution**
- Both attribution and fixed traits can affect motivation and confidence to achieve in nontraditional careers.
- **Assess and retrain attribution style.**

**Stereotype Threat**
- Achievement is positively influenced by the reduction in stereotype threat.
- **Provide professional development on supportive learning environments.**
- **Help reduce the limited development of expressive traits in boys and instrumental traits in girls.**

Activity

- Using the form provided, choose an element of a program that could use improvement in your district or campus
- Identify a root cause and theory
- Brainstorm a strategy that could be put into practice
- Choose someone to share with the group what you have prepared
Successful Non Traditional Employment Recruitment

Prepared for Non Traditional Careers

Retention

Understand the Problem Before Seeking the Solution
- Conduct a root cause analysis
  - Conduct regular climate assessments
- Interview students
  - Who drop out of nontraditional programs
  - Who stay in nontraditional programs
- Who never choose
- Conduct focus groups with
  - Teachers of nontraditional programs
  - Parents
  - Business/Industry/Advisory committee members

Student Isolation
- Cohort of underrepresented students in a program are more likely to complete than a single individual
- Individuals more likely to
  - Have trouble integrating effectively in to social structure
  - Suffer decreased performance
  - Drop out
- Schedule students in cohorts when possible

Retention: Ways to Help Nontraditional Students Succeed
- Parental involvement in activities
- Equitable classroom environment
- Professional development
- Supportive services
- Pre-technical preparation
- Positive campus climate
- Mentorships

Retention: Overcoming Barriers
- Recent surveys indicate that girls and women who drop out of math, science and technology classes do so because of the classroom environment, rather that the course content.
  - Any nontraditional student, male or female, may enter a culture that is influenced by the dominant gender. If the effects of that culture are not neutralized, the nontraditional student may be discouraged from full participation.
  - For example, female students who enroll in a computer repair technology program in which they are greatly outnumbered by male students may find themselves in competition with "computer jocks" for resources and attention. The situation is exacerbated when the instructor is used to working with "male only" classes.
  - Male nontraditional students may be similarly discouraged when they feel excluded from the female culture that has developed in a traditionally "female only" LPN program.
  - The following checklist outlines some strategies that have been successfully used to achieve higher completion rates for nontraditional students:
Retention: Overcoming Barriers

Recent surveys indicate that:

- Girls and women who drop out of math, science and technology classes do so because of the classroom environment, rather than the course content.
- Any nontraditional student, male or female, may enter a culture that is influenced by the dominant gender. If the effects of that culture are not neutralized, the nontraditional student may be discouraged from full participation.
- For example:
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For instance:

- Male nontraditional students may be similarly discouraged when they feel excluded from the female culture that has developed in a traditionally “female only” LPN program.

Retention - Education

Summary Supportive Services

- Mentoring – peer or professional
- Support groups – chambers and business associations
- Tutoring
- Career and academic advisement
- Special projects
Activity

- Using the form provided, choose an element of a program that could use improvement in your district or campus
- Identify a root cause and theory
- Brainstorm a strategy that could be put into practice
- Choose someone to share with the group what you have prepared

2. Retention

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<tr>
<th>Root Cause</th>
<th>Theory</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
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3. Placement

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Preventing for Non Traditional Careers
Successful Non Traditional Employment Recruitment
Placement  Retention

It's All About Jobs!

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Role models

- Keep parents informed and include them in events
- Introduce potential nontraditional students to alumni student role models
- Make sure that all visual promotional materials show appropriate role models
- Highlight current media coverage of nontraditional role models

Bridges to Employment

- Business as advisors
- Industry standards in curriculum
- Internships, job shadowing, etc.
- Workshops for business staff – let students show off
- Student reputation – placing your stars builds trust in the business community
- Pipeline connections – who do you know and who do they know?

Network

- Invite student leadership clubs to sponsor special activities
- Work closely with component and secondary school guidance staff
- Give presentations for PTO’s and other community groups
- Connect with job training programs that refer adult students to postsecondary training
- Encourage community organizations to “sponsor” nontraditional students
- Sponsor activities with organizations such as Girls Incorporated, Girls and Boys Club, YMCA/YWCA, Business and Professional Women, and Chambers of Commerce

Summary - Placement

Pre-technical Preparation

- Special courses
- Workplace tours
- Career information and counseling
- Hands-on experience

Placement

Employers and students should be prepared for placement of students in the employment environment

Preparing students and graduates for employment in the nontraditional occupation related to their career education program is the whole point! Faculty, staff and administration of secondary and postsecondary vocational programs can contribute to the success of their nontraditional students by using the following strategies:

Strategies:

- Assign students in job shadowing and internships programs to employers that maintain a workplace that is free of gender bias
- Develop an employer education program to assist them in developing friendly environments to nontraditional students and workers
- Make sure that students are adequately trained and prepared for the workplace. Nontraditional students and workers are often evaluated more harshly on the job.
- Teach all students presentation and assertiveness skills appropriate for the workplace
- Place emphasis on particular skills needed to be a nontraditional worker
- Focus on targeted careers such as STEM, computer technology, health care, drafting, construction, automotive, etc.
- Use role models for testimonials in both print and visual materials – successful past students are great role models
- Take advantage of existing opportunities to promote your message such as bullet boards, newsletters, student organization meetings and events
- Review all print and visual materials for gender bias Do not use those that are free of gender bias
- Review all print and visual materials for inclusion of nontraditional students
- Use role models for testimonials in both print and visual materials – successful past students are great role models
- Take advantage of existing opportunities to promote your message such as bulletin boards, newsletters, student organization meetings and events
- Review all print and visual materials for gender bias Do not use those that are free of gender bias
Texas Emerging and Evolving Occupations
Source: Career Development Resources
- Air Monitoring/Emissions Tech.
- Automation/Robotics Tech.
- Biomedical Engineering Technician
- Biotechnology Careers
- Chemical Waste Disposal Worker
- Computer Network Admin.
- Computer Network Tech.
- Computer Security Specialist
- Database Administrator
- Data Processing Equip. Repairer
- Diagnostic Medical Sonographer
- Digital Imaging Technician
- Direct Broadcast Satellite Services Tech.
- Electronic Commerce Spec.
- Electronic Program Technician
- Electronic Research Tech.
- Geographic Information Systems Tech.
- Global Positioning Systems Tech.
- Hazardous Material Transport. Worker
- Health Information Technician
- Internet Development Specialist
- Laser Electro-Optical Technician
- Litigation Support Specialist
- Medical & Clinical Laboratory Tech.
- Medical Eligibility Specialist
- Microwave Technician
- Multimedia Specialist
- Nano-Assembly Technician
- Offset Lithographic Press Operator
- Radiation Protection Technician
- Pharmaceutical Production Worker
- Provider Relations Specialist
- Radionuclides
- Safety & Health Technician
- Security & Commodities Sales Agent
- Shipping & Transportation Mgr.
- Solid & Hazardous Waste Tech.
- Surgical Technologist
- Telecommunications Specialist
- Utilization Review Coordinator
- Vocational Technician
- Warehouse Manager
- Water & Wastewater Tech.

1. Institutional Issues

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<th>Strategies</th>
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InterLink’s 2010-2015 Targeted Occupations
Identified by North Central Texas Employers as High Potential Career Opportunities
- Accountants/Auditors
- Advertising/Sales Mgrs.
- Aerospace Engineer
- Automotive Technicians
- Carpenter
- Computer Software Engineers, Systems Software Application
- Corrections Officers
- Diesel Technicians
- Electrical & Electronic Engineers
- Electrical Engineering Technician & Semi-manufacturing Technician
- Electricians
- General Operational Mgrs.
- Heating/A.C. Technicians
- Lab Services Technicians (Bio/Microbiological)
- Logistics Managers (Shipping/Warehousing)
- Maintenance Repairers, General
- Nurse Licensed Practical/Vocational
- Nurse Registered
- Pharmacists
- Pharmacy Technicians
- Plumber & Pipefitters
- Police Patrol Officers
- Radiologic Technologist/Technicians
- Respiratory Care Technicians (Certified)
- Surgical Technologists
- Teachers: Elementary/Preschool/Middle School/High School/Vocational
- Truck Drivers, Heavy
- Welders

Emerging & Evolving Occupations
- Automotive/Robotics Technician
- Biotechnology Research Technician
- Data Mining Technician
- Electronic Communication Specialist
- Geographic Information Systems Tech.
- Global Positioning Systems Tech.