



## Project CHANGE

University of Arizona Southwest Institute for Research on Women (SIROW) and Arizona Department of Education (ADE)  
Workshops for Students, Faculty, and Staff



**PROJECT CHANGE** aims to increase nontraditional recruitment and retention in Arizona secondary CTE (Career and Technical Education) programs, and promote healthy and safe learning environments in Arizona schools. SIROW is available to provide the following workshops and presentations to students and to faculty/staff during in-service programs, conferences, or during classes for students, educators, counselors, and administrators at no cost to schools or districts. *All presentations run approximately 45 minutes to an hour in order to fit into a typical class period.*

### Gender, Jobs, Educational Achievement and Career Success/ Nontraditional Careers for Students

Why do some jobs and careers have mostly men, while other jobs and careers have mostly women? What's the connection between gender and the choices that students make about what to study and which careers to pursue? This interactive workshop will help students examine how gender stereotypes may limit their selection of interesting educational pursuits and exciting career opportunities. Thinking outside the box helps students pursue nontraditional careers and puts them on the path to success.

### Preventing & Addressing Cyberbullying for Students or Faculty/Staff

Gender-based harassment has now moved to a new environment—online. This presentation addresses the specifics of cyberbullying, specific ways to address it, and is centered on the technology students are using *right now*.

The **student** presentation explains appropriate online behavior and digital citizenship, the consequences of bullying, how sexting is illegal, and ways to report harmful actions. The **educator** presentation relates to legal/policy mandates, ways schools might respond to cyberbullying, understanding your students' technology use, and how to deal with sexting.

### Recruitment/Retention of Nontraditional Students in Your CTE Courses/Programs for Faculty/Staff

When students limit their selection of CTE courses and programs based on gender stereotypes, their academic achievement, employment goals and satisfaction can be negatively impacted. CTE enrollment suffers when many students fail to consider a specific CTE program. Increased CTE enrollment contributes to adequate numbers of trained, enthusiastic workers in key jobs and careers.

Nontraditional students may discontinue CTE programs not due to lack of interest or aptitude, but because of subtle or overt barriers that discourage their continuing enrollment. This presentation will assist will assist educators (CTE faculty/staff and counselors) in examining the value of nontraditional CTE recruitment, and provide tools and strategies examining these barriers and for effectively recruiting and retaining nontraditional students in all CTE courses and programs.

### Preventing & Addressing Sexual Harassment/Bullying for Students or Faculty/Staff

Sexual harassment and bullying are common problems for students, especially nontraditional students in CTE courses and programs. Sexual harassment is also a serious issue in the workplace. All students need information on sexual harassment prevention for their education and later employment.

This interactive workshop will provide participants with a definition of sexual harassment, how it is related to bullying, different types of sexual harassment, and ways to prevent and respond to sexual harassment. This presentation will also detail the professional and legal consequences of this form of gendered bullying.

### Career and Technical Education (CTE) Awareness for Students

CTE offers students a unique opportunity to learn skill sets that are valuable personally and professionally. This presentation provides information about the benefits of choosing a CTE course, the value of completing a CTE program, and can highlight school-specific programs and opportunities in the community and job market.

For additional information or to schedule a presentation, contact Allison Dumka (480-283-5977, [ajdumka@email.arizona.edu](mailto:ajdumka@email.arizona.edu)) or Tim Wernette (520-615-3405, [wernette@email.arizona.edu](mailto:wernette@email.arizona.edu))  
**We look forward to working with you soon!**