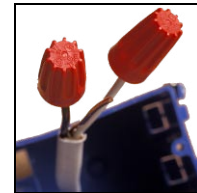


Root Causes: Nontraditional Completion

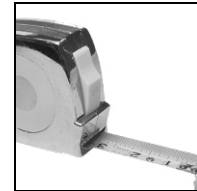
Cause: *Faulty Wiring*—Classroom Climate

Students experiencing gender stereotyping, intimidating behavior, or sexual harassment in NTO programs are less likely to complete the program.



Cause: *Inaccurate Measurement*—Instructional Strategies

Instructional and support strategies biased toward the traditional gender is a major factor for students dropping out of NTO CTE programs.



Cause: *Building Not Structurally Sound*—Support Services

NTO students who receive support services are more likely to succeed.



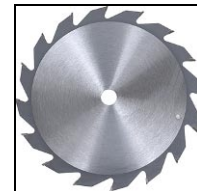
Cause: *Not A Good Picture of Project*—Role Models

Nontraditional role models and mentors in a students NTO field increase retention and success.



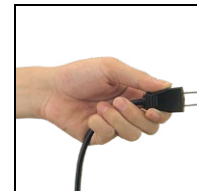
Cause: *Cut Off*—Student Isolation

When underrepresented-gender students participate together in the same program, they are more likely to succeed.



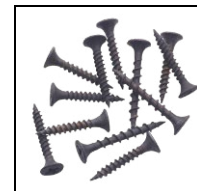
Cause: *Need Power For Tools*—Self-Efficacy

Students with high self-efficacy are more likely to complete NTO programs.



Cause: *Loose Screws*—Spousal/Significant-Other Support

Lack of support from spouse/significant-other equates a greater likelihood of drop-outs for women in NTO training programs.



Lufkin, M. Sheets, R. and Stevens, D. (2003). *Improving performance in Perkins III core indicators: summary of research on causes and improvement strategies*. Columbus, Ohio: National Dissemination Center for CTE.