The Human Subjects Review Protocol form for all researchers must be submitted and approved by the IRB before implementing the project. Additional information regarding Informed Consent can be found [HERE](#). All documents must be submitted as a single PDF. Protocols submitted as multiple documents or that are incomplete will be returned without review.

Information on [Federal guidelines regulating human subjects research](#), the [ethical considerations regarding human subjects research](#), [definitions of human subjects research](#), [kinds of IRB review](#) and [other information](#) can be found by following the included links. If you have not completed CITI training, please do so as soon as possible. If you are unsure whether or not your research will require IRB review, please use this [flow chart](#) to help inform your decision. If you have any questions regarding the need for IRB review, this form or the review process, please contact Rene Munoz, Director, Sponsored Programs by phone at 717.871.4457 or by email at rene.munoz@millersville.edu.

### Principal Investigator Information

**Is this a:**

*Please enter the Protocol Number or Unique Identifier*

455078547

*I am a*

*Graduate Student*

**Principal Investigator Name**

Janet Zeager

**Email (where are most likely to contact you)**

jlzeager@ptd.net

**Phone**

(717) 576-1611

**Major**
Field of Study
Doctorate in Education - Educational Leadership
Department

Faculty Mentor/Co-investigator Information

Faculty/Co-investigator Name
Sarah Brooks

Email
Sarah.Brooks@millersville.edu
Phone
(717) 871-4872

Department
Educational Foundations

Project Information

Project Title
The Experience of High School Girls Enrolled in Nontraditional Career and Technical Training: A Phenomenological Study

Project Starts Date
Dec 01, 2018
Project End Date
Nov 01, 2019
Project Funding
None

Specify Funding
Nature of Risk
In your judgment, does your research involve more than minimal risk? “Minimal risk” means that the risk of harm anticipated in the proposed research is not more likely than those risks encountered in daily life, or during routine physical or psychological examinations/tests.

No

Protected Populations and Sensitive Subjects
Will your research have as its primary focus any protected populations or deal with illegal, potentially illegal or otherwise sensitive subjects?

Yes

Protected Populations and Sensitive Subjects
If any Human Subjects from the following list would be involved in the proposed activity, place an X next to the category.

Minors, Educationally and/or Economically disadvantaged persons

Project Purpose and Background

Purpose of the Study
This phenomenological study explores girls’ experiences training for nontraditional careers within a CTC despite stereotypes, bias, lack of support, and other factors chronicled in the literature. From three 45-minute interviews with each participant (History of Decision, Contemporary Experience, and Reflection on Meaning) will emerge portraits, telling each unique story in its purest and most holistic sense (Lawrence-Lightfoot, 2017). Findings will reveal personal characteristics, influences, and other factors that helped girls persevere in their nontraditional endeavor. Participant-produced artifacts (i.e. poems, pictures, etc.) will refine key elements of their experiences. Findings may help CTC leaders improve programming for girls in order to meet Perkins mandates for CTCs to increase nontraditional enrollment. The girls’ stories may help more girls to be confident in their decision to pursue a nontraditional career.


Background
Occupational segregation is defined as the degree to which occupations tilt male or female. In 2006, women filled more service occupations and office and administrative support positions than men but
were historically underrepresented in such fields as construction, maintenance, and transportation (U.S. Department of Labor, 2007). Wages for men and women saw its greatest disparity between 1970 and 1975. Though the median annual earnings gap between men and women continues to plague the U.S. job market, the gap has gradually decreased since 1960. This gradual reduction of the wage gap occurred simultaneously with the steep and continual incline of female participation in the workforce. Nunn and Mumford (2017) noted, “One of the most important economic developments of the twentieth century was the improvement in educational and labor market opportunities for women. As a result of this progress, tens of millions of American women attained postsecondary degrees, entered the labor force, and earned wages that have grown over time” (p. 1). Educational and labor market improvements for women have greatly boosted the U.S. economy and living standards for all. Weinstein (2017) found higher initial female labor force participation rates correlated positively to wage growth in metropolitan areas in the United States from 1980 to 2010. Weinstein’s findings revealed that for every 10 percent increase in female labor force participation rates, real wages in the labor market increased approximately 5 percent.

Gender equality has been an ongoing issue that has attracted the attention of reformers since the 1950s, in the United States and abroad. Since women began entering the workforce gender equality on the job has long been a concern. Equal rights’ legislation and labor policies mandate that men and women have equal opportunities within the workplace. However, gender equality in the workplace begins with participation in the labor force.

The increased participation rate among women in the labor force is the result of their advancement in education and training (Federal Reserve Bank of Cleveland, 2007). In 1970, only two-thirds of women in the labor force graduated from high school and only one-tenth held bachelor's degrees. By 2006, 90% of women in the labor force graduated from high school and 33% held bachelor's degrees (U.S. Department of Labor, 2007). Though women have sought more education and, in turn, secured better jobs, it is important to recognize the differing training explored by men and women and how these differences can lead to occupational segregation. In order to eradicate occupational segregation, women must gain access to a broader range of occupations within male-dominated industries. Despite the increase in the participation rate of women in the workforce from 33.5% in 1948 to 74% in 2016, current occupational segregation still poses barriers to women wishing to access all careers, particularly in industries dominated by men. Breaking down these gender barriers is paramount to economic growth in the United States (Weinstein, 2017).

With the U.S. economy seeing a higher demand for skilled workers in labor and industry, lawmakers have considered the need to provide equal access to education for all in order to assure human capital is available to meet labor market demands. One opportunity to fill the demands of the job market is to provide skilled workers through career and technical education. Under the Pennsylvania School Code, Chapter 339, “career and technical education shall be made available to every student in the high school program.” Career and technical school leaders are mandated by federal law to recruit, retain, and graduate individuals enrolling in nontraditional programs for their gender. Though the Vocational Education Act of 1963 and the Carl D. Perkins V Strengthening Career and Technical Ed Act of 2017 have encouraged the recruitment of female students into training for nontraditional careers, data reveal a lag in women entering nontraditional occupations. Jobs with less than 25% of one gender in its workforce are considered nontraditional. Careers in automotive, plumbing, HVAC, building construction, electronics, and STEM employ 25% or fewer women in their workforce. Studies reveal girls enter traditional or nontraditional careers based on the influence of their parents (specifically the mother), mentors, internal motivation, socioeconomic status, and societal pressure. When girls enroll in nontraditional programs within career and technical high schools, they dismantle occupational segregation, seek gender equality, increase the participation rate of women in the labor force and train
for high demand jobs dominated by males.

RQ: What do girls experience when they consider, choose and participate in a predominantly male, nontraditional program in a career and technical high school?


Characteristics of the Subject Population

If protected populations will be included, provide justification of the need to use these subjects in research.

Justification for use of protected populations
The study will focus on the experiences of high school girls (minors) who enroll in training for nontraditional careers. The study could have researched the experience of adult women who choose to train for nontraditional careers through adult career and technical education, but the experiences of adolescent girls and adult women may differ. The purpose of this study is to tell the stories of girls participating in the high school experience.

The girls may be from any ethnic and socioeconomic background, including economically disadvantaged. This protected population will not be excluded from the study as the socioeconomic background is not a criterion for inclusion or exclusion.

The girls will not be receiving specialized instruction such as special education or English as a Second Language based on the fact that the student researcher is the special education director and this may detract from spontaneous responses during the interview process.

What is the estimated no. of participants?
4
List participant inclusion criteria*
This research study will focus on a purposeful sampling of four girls in grades eleven and twelve who are enrolled in a nontraditional career and technical program. The age range includes adolescent girls approximately 15-19 years of age. This age group was chosen as it is the point in time when the choice to enter the career and technical high school has been made and the participants have been in their nontraditional program for at least two years. The girls may be from any ethnic and socioeconomic background. The researcher will gather all girls enrolled in nontraditional programs taking regular education classes in order to interest them to actively consider participating in the study. All girls who attend the meeting will be given a cover letter and consent/assent forms to return if interested in participating. If more than four students return consent forms, students will be sorted by grade in order to get a sampling of both 11th and 12th graders. After grade level consideration, students will be sorted by nontraditional programs in order to get a sampling of up to four different career areas. Once sorted by grade level and career area, if there are more than four potential participants, the researcher will request a blind random selection by a neutral party to determine the four participants.

List any participant exclusion criteria*
The study will not seek participants with less than 2 years in one career and technical program. The study will not seek participants in 9th and 10th grades due to not having at least 2 years of experience in their career and technical program. If more than one student returns a consent form from the same career and technical program, only one student from a program will be included if a variety of programs can be represented by the participants.

Girls in nontraditional programs who are receiving special education services will not be offered a role in this research study. Since the researcher has direct supervision of educational programming for students receiving special education services and since these students are familiar with the researcher attending their meetings and helping the team to make decisions regarding their academics, the researcher will not include girls receiving special education services when seeking participants. These students may not be able to be as spontaneous in their responses, even when given assurance that the researcher would interview them as a student researcher and not as an administrator. The researcher also acknowledges a possible personal bias in telling their story in a light of what she already knows about each student. Students with disabilities should be included in future research studies, should this study be replicated. However, for this study, only girls with no connection to special education programming will be interviewed.

Will sex or gender be used as an exclusion criteria?  
Please remember sex usually refers to the biological aspects of maleness or femaleness, whereas gender implies the psychological, behavioral, social, and cultural aspects of being male or female

Yes - Subject's sex is an exclusion

Please justify exclusions based on sex and/or gender*  
This study is specifically about the experience of students biologically born female who identify as either female or male who are enrolled in a career and technical training program preparing for a career that employs 25% or fewer biologically born females in that career. Students biologically born male are excluded from this study.
What is the subject's age range and why was it chosen?

From:
15
To:
19

Please justify age range*
This age group was chosen as it is the point in time when the choice to enroll in the career and technical high school has already been made and the participants have been in their nontraditional program for at least two years.

Risk and Consent

Please list any potential risks. Specify types and levels of risk.*
Because of the nature of the data to be collected in this study, it may be possible to uncover the participant's identity. Because of the discussion regarding each participant's experience within her program, it may be possible for participants to experience strong emotion regarding a particular event, person, decision, or other information shared with the researcher.

Protection Against Risks - specify the procedures for preventing or minimizing any potential risks.
The names of the participants, their school, and their program will be removed from all data. All data will be stored in a locked file or on a password-protected computer located in the PI's office. Pseudonyms will be used in place of all real names, school name, and career and technical program in which the student is enrolled.

Students who are economically or educationally disadvantaged could become overwhelmed during the research process if they perceive themselves as less than or perceive their circumstances as barriers. Students and their parents will be informed that if a student becomes overwhelmed during the interview process or at any point during the study, she may withdraw from the study without obligation. Students and parents will be given a list of therapists specializing in adolescent treatment to be consulted at the students' request and at the parents' expense if the need arises. Students may refrain from answering any interview question they deem uncomfortable.

Potential Benefits - Describe any potential non-monetary benefits of the study, both for subjects and in general.
This research study may serve to inform the professional education community about how individual girls experience participation in a nontraditional program in a career and technical high school. There are no direct benefits to the participants of this study beyond the potential opportunity to be reflective.
about their perceptions and decisions and make meaning of their experiences.

Please attach a copy of your informed consent
Please attach a copy of your parental assent, if necessary*

Methods and Procedures

Describe the method(s) for identifying and recruiting prospective subjects.
The study will focus on a purposeful sampling of four girls in grades eleven and twelve who are enrolled in a nontraditional career and technical program. The age range includes adolescent girls approximately 15-18 years of age. This age group was chosen as it is the point in time when the choice to enter the career and technical high school has been made and the participants have been in their nontraditional program for at least two years. The girls may be from any ethnic and socioeconomic background and may or may not be receiving specialized instruction such as special education or English as a Second Language. The researcher will gather all girls enrolled in nontraditional programs in order to interest them to actively consider participating in the study. All girls who attend will the meeting will be given a cover letter and consent/assent forms to return if committed to participating (see Appendix A). Once signed consent/assent forms are returned, the researcher will review academic performance for the two previous school years preceding this study as well as current records to determine participants who are successful in their pursuit of nontraditional career training. If more than four students return consent forms, students will be sorted by grade in order to get a sampling of both 11th and 12th graders. After grade level consideration, students will be sorted by nontraditional programs in order to get a sampling of up to four different career areas. Once sorted by grade level and career area, if there are more than four potential participants, the researcher will request a blind random selection by a neutral party to determine the four participants.
Will you publicly advertise to recruit participants?
No

State the location(s) where the study will be conducted.
Dauphin County Technical School
6001 Locust Lane
Harrisburg, PA 17109
Will your research take place outside of Millersville?
Yes

Upload copies of letters of approval to conduct the study from all non-MU sites*

Describe in detail the study design and all procedures (sequentially) to be applied to subjects.
Semi-structured interviews will be the main source of data collected directly from the participants. The study relies chiefly on interview data in order to delve into the lived experiences of the participants and
what meaning they derive from their experiences as a participant in a nontraditional training program (James, Milenkiewicz, & Bucknam, 2008; Seidman, 2013). The researcher will conduct three semi-structured interviews with each participating student lasting no more than 45 minutes during the 2018-19 school year. The interviews will feature open-ended response questions. This type of question yields a way for the researcher to analyze the thinking process of those being interviewed (Eberly, Rand, & O’Connor, 2007). These interviews will focus on the participants' perceptions on what influenced them to apply to a career and technical high school to pursue a nontraditional career and what their experience within the program has been. The interviews will be conducted at the school in the conference room. All interviews will take place in the morning before school, in the afternoon after school, or during a non-instructional time during the day. Interviews will be audio recorded and later transcribed to preserve their integrity. Each semi-structured interview will include specific questions to guide the interview. The semi-structured interview process will allow for the emergence of possible probing sub-questions based on the spontaneous responses of each student (James et al., 2008). Each interview will be audio-recorded in order to preserve the original words of the participant (Seidman, 2013). Interviews will be transcribed for analysis.

As Moustakas (1994) suggests, the interviews will begin with a light conversation to establish rapport. The researcher will then follow Giorgi's recommendation to ask the participant a basic question to focus her attention on her experience: “Describe for me what it was like deciding to attend DCTS.”

The researcher will engage in the sequential guidelines for data analysis of interviews specifically for phenomenological studies provided by Hycner (1985): 1) Transcription, 2) Bracketing and the Phenomenological Reduction, 3) Listening to the Interview for a Sense of the Whole, 4) Delineating Units of General Meaning, 5) Delineating Units of Meaning Relevant to the Research Question, 6) Training Independent Judges to Verify the Units of Relative Meaning, 7) Eliminate Redundancies, 8) Clustering Units of Relevant Meaning, 9) Determining Themes from Clusters of Meaning, 10) Writing a Summary of Each Individual Interview, 11) Return to the Participant with the Summary and Themes. 12) Modify Themes and Summary, 13) Identifying General and Unique Themes for All the Interviews, 14) Contextualization of Themes, and 15) Composite Summary. Data collection, data analysis, and outcomes will be shared through written description rather than numerical statistics.

Participants will have the opportunity to voluntarily provide artifacts (i.e. pictures, poems, best works, etc.) to tell their story. A description of these artifacts will be incorporated into the interviews and the meaning placed on them by the participant will be described in the portraiture. Portraiture is a form of social science inquiry framed within the qualitative tenets and techniques of phenomenology. Pioneered by Dr. Sara Lawrence-Lightfoot, portraiture's blend of science and artistic expression make this methodology ideal for studying the human experience and institutional culture (Lawrence-Lightfoot, 2016). Through interview and document review, the researcher creates portraits of each participant, telling each unique story in its purest and most holistic sense. (Lawrence-Lightfoot & Davis, 1997)

The researcher will design four narrative portraits that provide a thorough contextualization of the experience of a female student enrolled in a nontraditional program in a career and technical high school. The interviews of each student and reflection of artifacts pertinent to her experience will allow the researcher to construct these individual portraits or stories. Each portrait will include narrative on the girls’ historical decision to apply to a nontraditional program, her contemporary experience within the program, and a reflection on the personal meaning for her to have had this experience.


Will you use any instruments such as surveys, rating scales, or questionnaires?
Yes

Upload copies any instruments such as surveys, rating scales, or questionnaires?*

Describe any alternatives to participation in the study which might be advantageous to the subject. If the subjects are to receive academic credit for research participation, describe the alternatives available to earn equivalent academic credit. - Copy

N/A

Will the participants receive monetary or other forms of compensation for their participation?*

No

Will any information be withheld from the participants?*

No

Describe any monetary or other forms of compensation which will be provided to subjects, and any conditions which must be fulfilled to receive compensation.

Identify the nature of any information to be purposely withheld from subjects, and provide justification for the nondisclosure.

Describe the procedure for post-study debriefing of of subjects

Participants will be notified by mail when the final draft has been approved. The letter to participants will offer a copy of Chapters 5 and 6, if interested. The letter will also remind the participants that all recordings, records, and artifacts will be kept for three years to comply with federal law. All documents containing participant information will be destroyed at the end of three years. Participants will receive a small token of appreciation for their efforts in the form of a gift card that will accompany the post-study letter.

Describe in detail how confidentiality and privacy will be maintained

The confidentiality of all participant information will be maintained throughout the study. Participants will use a pseudonym as their participant identification, rather than using identifying information such as their name or school ID. Participant interview recordings, records, and artifacts will be stored in a locked filing cabinet in a locked room at the researcher's home at 108 Holly Hills Drive, Harrisburg, PA 17110 to ensure no one who is not part of the study has access to these documents. All recordings, records, and artifacts will be kept for three years to comply with federal law. All documents containing
participant information will be destroyed at the end of the three years.

If any information with subject identifiers will be released, specify the recipients. Include a statement that all data will be retained for at least three years in compliance with federal regulations.

Checklist and Signatures

CITI Training is required for anyone submitting an IRB protocol.
I have completed CITI training
Upload CITI Completion Certificate
If you have not yet completed CITI training, please start here:
CITI - Collaborative Institutional Training Initiative
Millersville Students, staff or faculty can use the "Single Sign On" (SSO) for CITI access. Click the CITI link below, scroll and select Millersville University. You will be redirected to a Millersville login page.

By signing my name below, I agree to provide whatever surveillance is necessary to ensure that the rights and welfare of the human subjects are properly protected. I understand that I cannot initiate any research with human subjects before I have received approval/or complied with all contingencies made in connection with the approval. I understand that as the principal investigator I am ultimately responsible for the welfare and protection of human subjects and will carry out the project as approved.

[Signature]

If you have any questions regarding this form or the IRB review process, please contact Rene Muñoz, Director, Sponsored Programs at 717.871-4457 or by email at rene.munoz@millersville.edu

Protocol Number
Review type
Date/Time Assigned

Assigned to:
Minor Informed Assent Form

You have been asked to participate in a study conducted by student researcher Jan Zeager. Please read the following carefully and ask any questions you have before signing this document. Signing your name on this document indicates that you understand the information provided and agree to participate.

Project Title:
The Experience of High School Girls Enrolled in Nontraditional Career and Technical Training: A Phenomenological Study

Involvement:
My name is Jan Zeager and I am a doctoral student at Millersville University in the Educational Leadership Program. I also serve as Special Education Director at Dauphin County Technical School (DCTS). I am conducting this study as a student researcher in partial fulfillment of the requirements of Millersville University’s Educational Leadership doctoral program. This study is not being conducted by DCTS. I will be interviewing you as a student researcher, not as a school administrator. You will be able to stop the research process at any time if you feel uncomfortable talking with me because of my role at DCTS. The only time I would be compelled to return to my role as a DCTS administrator during the research process would be under the requirements of a mandated reporter who must contact authorities if a participant reports she is going to harm herself or someone else.

Overview:
The purpose of this study is to better understand the experiences of girls enrolled in a nontraditional program in a career and technical high school. If you agree to participate in this study, you will be asked to do the following:

1. Sign this consent form outlining the requirements, confidentiality, right to withdraw, and other information.
2. Participate in three interviews about your decision to enroll in a nontraditional program and your current experiences in the program. These interviews will take place at your convenience before or after school or during non-instructional times during the day. You will not miss any instructional time during this study. The interviews will last no longer than 45 minutes each. The interviews will be audio-recorded and later transcribed by Miss Zeager. During any interview, you can skip any questions that makes you uncomfortable. You can stop the interview at any time.
3. Submit artifacts (i.e. poems, pictures, best works, etc.) related to your experiences in your nontraditional program. Miss Zeager will make copies any artifacts provided. Your name will be removed from all collected work.

Time Required:
The study will require no more than 135 minutes of your time.

Risk & Benefits:
Because of the nature of the data collected in this study, it may be possible to deduce your identity. To protect your identity, Miss Zeager will assign pseudonyms for you and anyone you mention during the interview. The name of your shop program will not be included in the research.

The results of this study will not benefit you directly. The study may inform the professional community about the factors that influence girls in making decisions about choosing to enroll in a nontraditional high school career and technical program and what factors contribute to girls remaining in their programs through graduation.
Compensation:
There is no compensation for participation in this study.

Confidentiality:
Miss Zeager will treat all information you provide for this study with strict confidentiality. Data collected from you through interviews and artifacts will be assigned a pseudonym. Anyone’s name you mention will be replaced by a fake name. The name of your shop program and the name of your shop teacher will not be included in the research. The list connecting real names to pseudonyms will be kept in a locked file in the researcher’s home. The list along with audio recordings of interviews, any student artifacts, and research notes will be kept for three years in compliance with federal law. After three years, all the data mentioned above will be destroyed.

Voluntary participation:
Your participation in the study is completely voluntary. Your grades will not be affected by your participation in this study. Though Miss Zeager is the special education director at your school, she cannot require you to participate in the study nor answer any question you do not want to answer. As a student researcher in a doctoral program, Miss Zeager must follow a researcher's code of ethics.

Right to withdraw from the study:
You have the right to withdraw from the study at any time without penalty. Withdrawing from this study will not affect your grades. If you have participated in an interview, the audio recording of that interview will be destroyed should you withdraw from the study. Copies of any artifacts collected from you will also be destroyed.

How to withdraw from the study:
If you want to withdraw from the study, contact Miss Zeager, Dr. Rene Munoz, or Dr. Sarah Brooks. There is no penalty for withdrawing from the study at any time.

For more information:
Should you have any questions about this study at any time, please contact Miss Zeager or Dr. Sarah Brooks, faculty advisor to this study, who will be happy to answer any questions and provide you with any additional information.

Responsible Parties
This study has been approved by the Millersville University of Pennsylvania Institutional Review Board.

__________________________________________________
Participant’s Name (Printed)

______________________________________________
Participant’s Signature __________________________

Date

Jan Zeager                                      Dr. Sarah Brooks                         Dr. Rene Munoz
Doctoral Candidate                             Assistant Professor                      Director of Sponsored Projects
Educational Leadership Program                Educational Foundations                   and Research Administration
Millersville University                       Millersville University                  Millersville University
jlzeager@millersville.edu                     Sarah.Brooks@millersville.edu            Rene.Munoz@millersville.edu
(717) 576-1611                                  (717) 871-4872                           (717) 871-4457
                                                 (717) 871-4146
Student (Age 18+) Consent Form

You have been asked to participate in a study conducted by student researcher Jan Zeager. Please read the following carefully and ask any questions you have before signing this document. Signing your name on this document indicates that you understand the information provided and agree to participate.

Project Title:
The Experience of High School Girls Enrolled in Nontraditional Career and Technical Training: A Phenomenological Study

Involvement:
My name is Jan Zeager and I am a doctoral student at Millersville University in the Educational Leadership Program. I also serve as Special Education Director at Dauphin County Technical School (DCTS). I am conducting this study as a student researcher in partial fulfillment of the requirements of Millersville University’s Educational Leadership doctoral program. This study is not being conducted by DCTS. I will be interviewing you as a student researcher, not as a school administrator. You will be able to stop the research process at any time if you feel uncomfortable talking with me because of my role at DCTS. The only time I would be compelled to return to my role as a DCTS administrator during the research process would be under the requirements of a mandated reporter who must contact authorities if a participant reports she is going to harm herself or someone else.

Overview:
The purpose of this study is to better understand the experiences of girls enrolled in a nontraditional program in a career and technical high school. If you agree to participate in this study, you will be asked to do the following:

4. Sign this consent form outlining the requirements, confidentiality, right to withdraw, and other information.
5. Participate in three interviews about your decision to enroll in a nontraditional program and your current experiences in the program. These interviews will take place at your convenience before or after school or during non-instructional times during the day. You will not miss any instructional time during this study. The interviews will last no longer than 45 minutes each. The interviews will be audio-recorded and later transcribed by Miss Zeager. During any interview, you can skip any questions that makes you uncomfortable. You can stop the interview at any time.
6. Submit artifacts (i.e. poems, pictures, best works, etc.) related to your experiences in your nontraditional program. Miss Zeager will make copies any artifacts provided. Your name will be removed from all collected work.

Time Required:
The study will require no more than 135 minutes of your time.

Risk & Benefits:
Because of the nature of the data collected in this study, it may be possible to deduce your identity. To protect your identity, Miss Zeager will assign pseudonyms for you and anyone you mention during the interview. The name of your shop program will not be included in the research.

The results of this study will not benefit you directly. The study may inform the professional community about the factors that influence girls in making decisions about choosing to enroll in a nontraditional high school career and technical program and what factors contribute to girls remaining in their programs through graduation.
Compensation:
There is no compensation for participation in this study.

Confidentiality:
Miss Zeager will treat all information you provide for this study with strict confidentiality. Data collected from you through interviews and artifacts will be assigned a pseudonym. Anyone’s name you mention will be replaced by a fake name. The name of your shop program and the name of your shop teacher will not be included in the research. The list connecting real names to pseudonyms will be kept in a locked file in the researcher’s home. The list along with audio recordings of interviews, any student artifacts, and research notes will be kept for three years in compliance with federal law. After three years, all the data mentioned above will be destroyed.

Voluntary participation:
Your participation in the study is completely voluntary. Your grades will not be affected by your participation in this study. Though Miss Zeager is the special education director at your school, she cannot require you to participate in the study nor answer any question you do not want to answer. As a student researcher in a doctoral program, Miss Zeager must follow a researcher’s code of ethics.

Right to withdraw from the study:
You have the right to withdraw from the study at any time without penalty. Withdrawing from this study will not affect your grades. If you have participated in an interview, the audio recording of that interview will be destroyed should you withdraw from the study. Copies of any artifacts collected from you will also be destroyed.

How to withdraw from the study:
If you want to withdraw from the study, contact Miss Zeager, Dr. Rene Munoz, or Dr. Sarah Brooks. There is no penalty for withdrawing from the study at any time.

For more information:
Should you have any questions about this study at any time, please contact Miss Zeager or Dr. Sarah Brooks, faculty advisor to this study, who will be happy to answer any questions and provide you with any additional information.

Responsible Parties
This study has been approved by the Millersville University of Pennsylvania Institutional Review Board.

________________________________________________
Participant’s Name (Printed)

______________________________________________
Participant’s Signature __________________________

Date

Jan Zeager  Dr. Sarah Brooks  Dr. Rene Munoz
Doctoral Candidate  Assistant Professor  Director of Sponsored Projects
Educational Leadership Program  Educational Foundations  and Research Administration
Millersville University  Millersville University  Millersville University
jlzeager@millersville.edu  Sarah.Brooks@millersville.edu  Rene.Munoz@millersville.edu
(717) 576-1611  (717) 871-4872  (717) 871-4457
(717) 871-4146
Parent/Guardian Informed Consent Form

Your daughter has been asked to participate in a study conducted by student researcher Jan Zeager. Please read the following carefully and ask any questions you have before signing this document. Signing your name on this document indicates that you understand the information provided and agree to allow your daughter to participate.

Project Title:
The Experience of High School Girls Enrolled in Nontraditional Career and Technical Training: A Phenomenological Study

Involvement:
My name is Jan Zeager and I am a doctoral student at Millersville University in the Educational Leadership Program. I also serve as Special Education Director at Dauphin County Technical School (DCTS). I am conducting this study as a student researcher in partial fulfillment of the requirements of Millersville University’s Educational Leadership doctoral program. This study is not being conducted by DCTS. I will be conducting interviews with your daughter as a student researcher, not as a school administrator. Your daughter will be able to stop the research process at any time if she feels uncomfortable talking with me because of my role at DCTS. The only time I would be compelled to return to my role as a DCTS administrator during the research process would be under the requirements of a mandated reporter who must contact authorities if a participant reports she is going to harm herself or someone else.

Overview:
The purpose of this study is to better understand the experiences of girls enrolled in a nontraditional program in a career and technical high school. If you allow your daughter to participate in this study, she will be asked to do the following:

1. Sign a consent form outlining the requirements, confidentiality, right to withdraw, and other information about this study. A copy of the minor/student assent form will be provided to you for your review.
2. Participate in three interviews about her decision to enroll in a nontraditional program and her current experiences in the program. These interviews will take place at her convenience before or after school or during non-instructional times during the day. She will not miss any instructional time during this study. The interviews will last no longer than 45 minutes each. The interviews will be audio-recorded and later transcribed by Miss Zeager. During any interview, your daughter can skip any questions that make her uncomfortable. She can stop the interview at any time.
3. Submit artifacts (i.e. poems, pictures, best works, etc.) related to her experiences in her nontraditional program. Miss Zeager will make copies any artifacts provided. Her name will be removed from all collected work.

Time Required:
The study will require no more than 135 minutes of your daughter’s time.

Risk & Benefits:
Because of the nature of the data collected in this study, it may be possible to deduce your daughter’s identity. To protect her identity, Miss Zeager will assign pseudonyms for her and anyone she mentions during the interview. The name of her shop program will not be included in the research.

The results of this study will not benefit your daughter directly. The study may inform the professional community about the factors that influence girls in making decisions about choosing to enroll in a nontraditional high school career and technical program and what factors contribute to girls remaining in their programs through graduation.
Compensation:
There is no compensation for participation in this study.

Confidentiality:
Miss Zeager will treat all information your daughter provides for this study with strict confidentiality. Data collected from her through interviews and artifacts will be assigned a pseudonym. Anyone’s name she mentions will be replaced by a fake name. The name of her shop program and the name of her shop teacher will not be included in the research. The list connecting real names to pseudonyms will be kept in a locked file in the researcher’s home. The list along with audio recordings of interviews, any student artifacts, and research notes will be kept for three years in compliance with federal law. After three years, all the data mentioned above will be destroyed.

Voluntary participation:
Your daughter’s participation in the study is completely voluntary. Her grades will not be affected by her participation in this study. Though Miss Zeager is the special education director at your daughter’s school, she cannot require your daughter to participate in the study nor answer any question she does not want to answer. As a student researcher in a doctoral program, Miss Zeager must follow a researcher’s code of ethics.

Right to withdraw from the study:
Your daughter has the right to withdraw from the study at any time without penalty. Withdrawing from this study will not affect her grades. If she has participated in an interview, the audio recording of that interview will be destroyed should she withdraw from the study. Copies of any artifacts collected from her will also be destroyed.

How to withdraw from the study:
If you or your daughter want her to withdraw from the study, contact Miss Zeager, Dr. Rene Munoz, or Dr. Sarah Brooks. There is no penalty for withdrawing from the study at any time.

For more information:
Should you have any questions about this study at any time, please contact Miss Zeager or Dr. Sarah Brooks, faculty advisor to this study, who will be happy to answer any questions and provide you with any additional information.

Responsible Parties
This study has been approved by the Millersville University of Pennsylvania Institutional Review Board.

__________________________________________
Daughter’s Name (Printed)

______________________________________________
________________________
Parent/Guardian Signature Date

Jan Zeager Dr. Sarah Brooks Dr. Rene Munoz
Doctoral Candidate Assistant Professor Director of Sponsored Projects
Educational Leadership Program Educational Foundations and Research Administration
Millersville University Millersville University Millersville University
jlzeager@millersville.edu Sarah.Brooks@millersville.edu Rene.Munoz@millersville.edu
(717) 576-1611 (717) 871-4872 (717) 871-4457
(717) 871-4146
Interview Protocols

Interview One (History of Decision)

Describe for me what it was like deciding to attend DCTS.
   How did you come to be a student at DCTS? (The researcher will review the participant’s
   life and educational history up to the time she became a student at DCTS.)

Describe your interest in the career and tech area you chose.
   When did you become interested in the field you are studying? Do you know others who
   study or work in this field? What is your level of knowledge, skill, and confidence and
   how can you back up your perception?

Describe your family’s reaction to your choice of schools and your choice of programs.
   What is your family’s view on your enrollment at DCTS? What is their level of support
   in your choice of program at DCTS?

Tell me about people in your life who support or don’t support your enrollment at DCTS.
   Who have been some influential people in your life? What is their level of support in
   your choice of program at DCTS?

Describe how you feel about being in a nontraditional program.
   What are your concerns, if any, about participating in your nontraditional program?

Describe you main reason for enrolling in DCTS.
   What would you say is your main reason for enrolling in DCTS?

Describe your main reason for enrolling in your program of study.

Interview Two (Contemporary Experience)

Describe what it feels like to be a girl in a program that is typically chosen by boys.
   What is it like for the participant to be a nontraditional student? What are the details of
   the participant’s experience as a nontraditional student? (The researcher will utilize some
   of the observation data, work samples, and grades to seek the student’s perceptions and
   interpretations of current participation in the nontraditional program.)

Describe what you are really interested in within your program area.
   What interests you in your program area at DCTS?

Describe your comfort level in your program, both with the content you are learning and with the
   other students in the program.

Describe your knowledge and skill level in your program area.
   Rate yourself on your skills, knowledge, how you get along with others in the program,
   your comfort level in the program.
Interview Three (Reflection on Meaning)

Describe what it means to you to be a nontraditional student.
   What does it mean to the participant to be a nontraditional student?

Given what you have said in interviews one and two, describe how you make sense of your decision to be a nontraditional student?

Describe where you see yourself 5 years from now….10 years?

Describe the pros and cons you would share with another girl who may be thinking about becoming a nontraditional student at DCTS?
Research Study Site Request Letter

Dauphin County Technical School
6001 Locust Lane
Harrisburg, PA 17109

Dear Dr. Grimm,

I am currently a doctoral student at Millersville University in the educational leadership program. I am conducting a doctoral study on the experiences of girls who consider, apply to, and participate in nontraditional programs in a career and technical high school. This study will provide insight into what girls experience as they participate in programs predominantly chosen by males. The findings of this study will assist leaders in career and technical schools to gain insight into what might draw the interest of girls to nontraditional programs and what might be needed in order to provide a rich and welcoming experience that sees girls through to completion of their nontraditional programs.

My research is qualitative in nature and will consist of interviewing and collecting artifacts of four female students in 11th and 12th grades who have been enrolled in a nontraditional program at Dauphin County Technical School (DCTS) for at least two years. I will interview each participant up to three times for no more than 45 minutes each time. The interviews will take place during non-instructional time or before or after school. Any artifacts collected will consist of items voluntarily provided by the participant (i.e. artwork, poems, etc.) All data collected, as well as participant information, will remain strictly confidential and anonymous. No costs will be incurred by DCTS and you will have the opportunity to be presented with the data following the research study.

I would greatly appreciate your approval to conduct this study at DCTS. I would be happy to answer any questions or concerns you may have. I can be reached at jizeager@millersville.edu or (717) 576-1611. You may also contact my Dissertation Chair, Dr. Sarah Brooks at Sarah.Brooks@millersville.edu or by phone at (717) 871-4872. This study has been reviewed and approved by the Institutional Review Board for the Social and Behavioral Sciences at Millersville University. However, ultimate determination with regards to participation resides with you. Any questions about your rights or that of your students as research subjects may be directed to Dr. Rene Munoz, Chair of the Institutional Review Board for the Social and Behavioral Sciences at Millersville University by phone at (717) 871-2309 or by email at rene.munoz@millersville.edu.

Thank you for your consideration.

Sincerely,

[Signature]

Jan L. Zieger
Doctoral Candidate
Millersville University
Research Study Site Consent Form

I. Purpose:
To grant Jan L. Zeager permission to complete a short-term research study on the experiences of girls enrolling in nontraditional programs in a career and technical high school.

II. Duration:
This study would take place during the 2018-19 school year.

III. Confidentiality:
The confidentiality of each participant will be maintained throughout the study by the use of a pseudonym, rather than using identifying information such as the student’s name or student ID. All interview recordings and artifacts will be kept in a locked filing cabinet in a locked office in the researcher’s home for the duration of the study. In compliance with federal law, this information will be kept for three years after the dissertation publication, at which time any documents with identifying information will be destroyed.

IV. Research Methods:
Volunteers will participate in three individual interviews each that ask about the history of making their decision to enroll in a nontraditional program, about their current experiences in the program, and about making meaning of their experiences. These interviews will take place at the convenience of the participants before or after school or during non-instructional time during the day and will last no longer than 45 minutes each. These interviews will be audio-recorded and later transcribed by the researcher. During any interview, the participants can skip any questions that make them uncomfortable and can stop the interview at any time. The participants will not miss any instructional time as a result of this study. Conducting this study will not interfere with the professional duties of the researcher as special education director at DCTS.

The participants may provide artifacts in conjunction with the interviews, such as poems, journal entries, best works, pictures, or other items each wishes to share.

V. Informed Consent:
Participating students and their parents will be asked to sign assent/consent forms describing the study. Participation in this study is voluntary. Participants may withdraw from the study at any time with no penalty.

Responsible Parties: This study has been approved by the Millersville University of Pennsylvania Institutional Review Board. Dr. René Muñoz, Director of Sponsored Projects and Research Administration, can be contacted with any questions at either (717) 871-4457 or (717) 871-4146, or at rene.munoz@millersville.edu.

Dr. Peggy Grimm/Administrative Director  1-15-18

Dr. Sarah Brooks
Educational Leadership Mentor
Millersville University
Educational Foundations
Sarah.Brooks@millersville.edu
(717) 871-4872

Jan Zeager
Student Researcher
Millersville University
Educational Leadership Program
jlzeager@millersville.edu
(717) 576-1611
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What interests you in your program area at DCTS?

Describe your comfort level in your program, both with the content you are learning and with the other students in the program.

Describe your knowledge and skill level in your program area.
Rate yourself on your skills, knowledge, how you get along with others in the program, your comfort level in the program.
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What does it mean to the participant to be a nontraditional student?

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