

Phase III: Planning

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Purpose and Function of an Equity Plan

In the past, equity efforts usually centered around one activity or an isolated event, such as a nontraditional career day or a staff development workshop. These equity activities were not part of a larger, long-term plan to achieve equity.

The major functions of the equity plan include

- documenting the status of equity in a local district at a specific point in time. The local plan should include the major findings of the assessment phase, identify who was involved, and describe the process that led to the creation of the plan. It should provide a brief summary of the planning team's experience and rationale.
- setting a direction for equity efforts and activities and providing a means for communicating with all staff members. An equity plan should include the principles, beliefs, and goals on which the plan is based. The plan should answer the questions of who, what, where, when, why, and how. It also should clarify short- and long-term goals.
- establishing or enhancing official recognition and approval. The plan is a vehicle for the school board and administration to grant official approval and to monitor and recognize progress. Often, each school board and administration has a format they prefer to use as they develop an educational improvement or management plan. Use the format with which they are familiar and comfortable.

- providing baseline information and data to measure progress under the plan. The local equity plan should include facts and figures and should document how the authors believed progress could be measured at the time the plan was developed.

- providing a vehicle to include other school-improvement efforts with equity efforts and vice versa. The equity plan should be written in a format that enhances the articulation of equity and other school-improvement efforts. In Wisconsin, these other efforts could include
 - implementing the 20 standards for educational excellence, especially standards (m), Education for Employment, and (n), Children at Risk;
 - conducting the pupil nondiscrimination self-evaluation called for under s. 118.13, Wisconsin Statutes, and PI 9, Wisconsin Administrative Code;
 - implementing a developmental guidance program;
 - implementing a human growth and development program;
 - planning, developing, and evaluating contemporary vocational education programs; and
 - increasing the educational achievement of all students.

Developing the Local Sex-Equity Plan

The assessment phase generated information based on local needs, which equity planners used

to develop needs statements. The needs statements should identify areas in which program changes, expansion, or development should be implemented.

As the planning team develops the local equity plan, it should consider the following questions:

- Where is the largest disparity?
- Where is the greatest opportunity?
- What resources (funds, time, current curriculum planning) are available?
- Where can equity efforts have the biggest impact?
- What are the desired student equity outcomes?

The local sex-equity plan is a vehicle for change. It is designed to look at where equity is, where it needs to go, and how it can get there. The local sex-equity plan should

- be based on the local needs assessment;
- address the overall goals of sex equity;
- be a systematic plan that links with the local vocational plans and/or other plans to encompass a variety of activities and strategies organized into a comprehensive, coordinated approach to vocational equity;
- be based on school actions designed to develop student competencies;
- identify who will be responsible for implementing the plan; and
- have a timeline for implementation.

A sample district equity plan format is provided in Appendix I.

Achieving the goal of infusing sex equity throughout the school takes planning, which should consider objectives, strategies, activities, who will be responsible to carry out the activities, timelines, and student competencies. A reproducible planning form is included in Appendix B; you may use it, develop your own, or use a form with which the school board is familiar.

To begin, use the needs statements to establish the objectives for the local sex-equity plan. For example, an assessment may reveal that some courses are highly segregated by sex and that few informational materials exist to encourage both sexes to enroll in these courses. The needs statement would express that the school district needs to implement and support practices that increase nontraditional enrollments in courses with segregated enrollments. This, in turn, becomes the objective.

Next, select strategies and activities that will enable the district to meet the objectives. Seven major strategy areas, with corresponding activities and examples, are described beginning on page 37. For example, using a staff development strategy of holding a workshop on designing equitable awareness recruitment brochures would be one way to fulfill the objective.

Develop timelines and assign people to carry out the planning activities. In addition, identify the student competencies that the strategies address. Figure 13 provides a list of these competencies as well as the strategies that apply to them. Also, discuss and record potential measures of success for each activity.

Organization and Format Options

The planning team will need to decide among many options for organizing and formatting the written plan. The best format usually is one with which the staff, administrators, and school board members are familiar. Determine the primary audience for the entire plan, keeping in mind that sections or summaries of the plan can be circulated to specific target groups. The following list of "organizing descriptors" illustrates the format options that are often used in Wisconsin school districts. Goals and objectives in the equity plan can be organized by any of the following:

- the four content areas of equity knowledge addressed in the student surveys—school, family, work, and self-awareness
- the seven strategy areas for achieving sex equity: promotional, staff development, affirmative guidance, curricular, classroom/school environment, administrative, and parent/community involvement
- different staff groups: administrators, teachers, and guidance counselors
- grade levels: elementary, middle/junior high, and high school
- buildings within the district
- needs statements or conclusions, usually in priority order
- student competencies
- the date activities are to be conducted, usually chronologically by month.

Student Competencies and the Strategies that Apply

Competency	Strategy
1. Define and identify strategies to overcome role stereotyping, bias, and discrimination on the basis of sex, race, and handicapping conditions.	All seven areas
2. Identify and analyze societal attitudes about men and women, sex-role stereotypes and bias, and forms of sex discrimination as they exist in schools.	All seven areas
3. Be able to recognize and neutralize sex-role stereotyping and bias in educational materials.	Promotional Affirmative Guidance Curricular Classroom/School Environment
4. Identify and discuss employment skills that both males and females will need to survive and thrive in the future economy. These include skills in participatory management, written and oral communication, networking, teamwork, cooperation, assertiveness, negotiation, human relations, flexibility, leadership, and technological literacy.	Staff Development Curricular Parent/Community Involvement
5. Be able to define and give examples of "dual discrimination."	Curricular Classroom/School Environment
6. Demonstrate the use of sex-fair, inclusionary language.	Classroom/School Environment
7. Identify how sex stereotyping, bias, and discrimination may affect career planning, occupational exploration and preparation, employability, job-seeking skills, job retention and advancement, job benefits and professional development, and entrepreneurship.	Parent/Community Involvement Affirmative Guidance Curricular
8. Be able to define "nontraditional occupations" and identify positive and negative aspects of employment in nontraditional careers.	Promotional Staff Development Affirmative Guidance Curricular Parent/Community Involvement
9. Identify nontraditional jobs for females and males as well as the skills needed for those jobs.	Promotional Staff Development Affirmative Guidance Curricular Parent/Community Involvement

Figure 13 (continued)

Student Competencies and the Strategies that Apply

Competency	Strategy
10. Identify some of the issues that arise when men/women work in nontraditional jobs.	Curricular Parent/Community Involvement
11. Identify how sex-role stereotyping and bias may limit their future opportunities.	Affirmative Guidance Curricular Classroom/School Environment Parent/Community Involvement
12. Demonstrate awareness of the total range of career and occupational choices.	Affirmative Guidance Curricular Parent/Community Involvement
13. Develop career development plans based on informed choices, labor market information, assessment of skills and interests, occupational exploration, and work experience rather than on factors related to occupational stereotyping on the basis of sex, race, or handicap.	Affirmative Guidance Curricular Parent/Community Involvement
14. Identify how emerging technology can influence jobs in the future.	Affirmative Guidance Curricular Parent/Community Involvement
15. Demonstrate experience in how to prepare for, adapt to, and influence change in the labor force.	Affirmative Guidance Curricular Parent/Community Involvement
16. Identify reasons why both males and females must acquire skills in mathematics, science, computers, and technology.	Affirmative Guidance Curricular Parent/Community Involvement
17. Demonstrate knowledge of historical changes in the labor force participation of males and females.	Affirmative Guidance Curricular
18. Identify historical barriers to equal employment opportunity.	Affirmative Guidance Curricular
19. Demonstrate knowledge that both men and women work for pay in great numbers, for a long time, and out of economic necessity.	Affirmative Guidance Curricular
20. Identify how role stereotyping, bias, and discrimination have contributed to occupational segregation in the U.S. labor market.	Affirmative Guidance Curricular

Student Competencies and the Strategies that Apply

Competency	Strategy
21. Demonstrate knowledge of how traditional “women’s work” has been undervalued and underpaid.	Affirmative Guidance Curricular
22. Identify and analyze personal, family, and societal attitudes about men and women, sex-role stereotypes and bias, and forms of sex discrimination.	Curricular Classroom/School Environment Parent/Community Involvement
23. Identify the responsibilities associated with dual work roles—paid work and home-and-family work.	Curricular Classroom/School Environment Parent/Community Involvement
24. Identify changes in family structure and responsibilities and the need to develop complex family-related skills.	Curricular Classroom/School Environment Parent/Community Involvement
25. Identify and analyze the subtle and not-so-subtle roles television and other media play in life and work planning.	Curricular Parent/Community Involvement

