

Affirmative Guidance Strategy and Activities

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Affirmative guidance strategies provide information and support for expanding career and life choices for both female and male students.

The Wisconsin Developmental Guidance Model (WDGM) presents three major developmental areas—learning, personal/social, and career/vocational—as a framework for how this work can be accomplished. The WDGM is featured in the Wisconsin Department of Public Instruction’s (DPI) publication *School Counseling Programs: A Resource and Planning Guide*. The developmental areas describe the types of life skills young people must attain in order to learn, to achieve academic success, and to prepare for satisfying and productive careers.

Equity competencies can become a part of each of these areas and can be conducted by guidance counselors, teachers, parents, and community members. Encouraging others to assist students in considering their options builds a strong program. It also infuses equity activities into other program improvement areas. *Classroom Activities in Sex Equity for Developmental Guidance*, also published by the DPI, offers nearly 100 activities that may be integrated into the curriculum. Equity affirmative guidance strategies most often focus on

- providing students with current labor market and career information and encouraging them to expand career options;
- providing students and parents with information on changing social and economic conditions

and on choices as they enroll in programs and courses;

- counseling students individually about work and life planning concepts and problems, such as sexual assault and abuse or developing trusting relationships and partnerships with the other sex;
- reviewing assessments, inventories, enrollment trends, and materials for equity infusion;
- planning and conducting career days, hosting career speakers, providing information to parents on career choices; and
- identifying and supporting programs conducted by community groups, universities, and technical colleges that promote and inform students about expanded career and life options.

Students need information about current and future labor trends in order to make sound career decisions. They also need to be exposed to many areas in order to develop a variety of interests and skills.

- Develop a *career resource center* to provide students with career and employment information such as current labor market information, including expected incomes and job/career projections. The center’s materials should
 - be reviewed for bias and stereotyping,
 - promote nontraditional jobs for males and females,
 - be up to date,
 - reflect current and emerging occupations and employment trends, and

— be publicized to make students and staff aware of its existence and availability.

● Provide the students with current career information. This information is available to all Wisconsin schools in on-line format and in print from the Wisconsin Career Information System. In Wisconsin, contact the Center on Education and Work, 964 Educational Sciences Building, 1025 West Johnson Street, Madison, WI 53706; (608) 263-3696. Every state has this type of service available; contact your state department of education for more information.

● Identify students' personal strengths, interests, and skills with sex-fair *career-interest assessments*. Once those qualities have been identified, encourage the student to pursue both traditional and nontraditional applications of them. Career-interest assessments can be incorporated into a broader assessment to help students focus their planning for high school courses as well as planning for employment.

A variety of career-interest tests are available. However, whichever one is used should first be reviewed for bias in items, language, and illustrations. In addition, the results should be interpreted in a sex-affirmative manner emphasizing career and life options.

● *Recruitment/course selection information* describing courses' content and activities can promote sex fairness through inclusive language, illustrations, and examples. In addition, nontraditional options can be offered in brochures and in oral presentation by students, parents, or others.

— *Minicourses* can introduce students to areas with which they are unfamiliar. These courses break "fear of the unknown" barriers through a "try it, you might like it" approach. Minicourses can provide students information on program content, introduce them to unfamiliar equipment, and give them an opportunity to explore classrooms that are new to them. Colleges, universities, and technical colleges also offer courses to help students explore nontraditional options.

— *Career fairs*, often sponsored by schools and/or community groups, help students learn about career choices from people employed in various fields. For example, "Expanding Horizons" workshops inform girls of careers in engineering, math, and science. "Choices,"

another workshop especially for girls, features female speakers who hold nontraditional and/or high wage/high benefit jobs. These speakers serve as adult female role models for the girls attending the workshop.

● Keep teachers, counselors, parents, community members, and employers informed of *labor market trends and expanding options*.

● Invite people employed in nontraditional jobs to speak before classes, student organizations, club activities, and advisory committees. They may also serve as *mentors* to individual students. Ask the *speakers* to talk equitably about careers. When they do not, add to what the speakers say to provide balance. It may be helpful to provide speakers with guidelines for equitable language that they may use while developing their presentation.

● Provide *support* to students pursuing nontraditional programs. The two following strategies provide the support many students in nontraditional fields need and reduce the isolation they may feel.

— Organize *support groups* that help students currently enrolled in nontraditional programs as well as those considering entering such a program.

— Train *peer counselors and mentors* to give nontraditional students the individual attention and support they need to help them develop self-confidence, clarify their career goals, and deal with the pressures of being in a nontraditional field.

● Monitor *nontraditional students' progress* to identify how they are being encouraged and where there are problems. Monitoring also identifies students in need of more encouragement and/or those who are at risk of dropping out. Encourage teachers to create an accepting environment for these nontraditional students. Whenever possible, schedule nontraditional students in the same class.

● Avoid using negative *sex-typed expectations* regarding field of study, cocurricular activities, careers, life options, and lifestyles. Be alert to well-intended discouragement (for example, "That field is difficult for a woman.") as well as more subtle behaviors, such as withholding approval or expressing doubts unwarranted by the student's record.

- *Be affirmative*; encourage students to pursue areas that reflect their individual interests and abilities. Remember, one of the principles of guidance counseling is to provide students with options rather than influence their choices based upon your personal biases. This requires that counselors be aware of their personal biases.

Tips and Concerns

- Be aware of your own stereotypes of the guidance role and function, sex roles, and occupational roles.
- Review and update local guidance philosophy, program, and activities.
- Be prepared for resistance to promoting expanded roles and nontraditional options. Explore this resistance with students and parents.
- Be aware that guidance counselors have specific responsibilities under Title IX.
- Be aware of biases that recruiters from the military, technical colleges, or universities may present; also, review their materials, such as brochures and flyers, for bias; return biased materials with an explanation of why they were not used.
- Infuse equity into the local developmental guidance program. Be sure to include equity in all three developmental areas: career/vocational, personal/social, and learning.
- View everyone as having a counseling function, including teaching and support staff, students, parents, and community members.
- When choosing career speakers, select male and female representatives from both traditional and nontraditional careers to avoid giving the impression that everyone works in a nontraditional career. When possible, include both male and female career speakers to emphasize that men and women can work in all jobs.

Suggested Resources

American Institute for Research. *Classroom Activities to Combat Stereotyping in Career Choice*. Palo Alto, CA: American Institute for Research, 1980. ED 187 887.

This classic resource provides K-12 student activities designed to reduce sex-role, race, and handicap stereotyping in career choice and career education.

Anderson, Tom, and Sheryl Barta. *Multicultural Nonsexist Education in Iowa Schools: Guidance and Counseling*. Des Moines, IA: Educational Equity Section, Iowa Department of Education, 1983. ED 236 524.

Includes definitions, rationale, goals and objectives, a self-evaluation checklist, and a bibliography.

Bitters, Barbara, and Melissa Keyes. *Classroom Activities in Sex Equity for Developmental Guidance*. Madison, WI: Wisconsin Department of Public Instruction, 1988.

A collection of classroom activities organized according to four stages of student development—elementary/primary, elementary/intermediate, middle/junior high, and high school—and categorized into three student competencies areas: learning, personal and social, and career and vocational.

Diamond, Esther E., ed. *Issues of Sex Bias and Sex Fairness in Career Interest Measurement*. Washington, DC: Career Education Program, National Institute of Education, Department of Health, Education and Welfare, 1975.

Examines the technical and social issues concerning vocational career interest surveys to create greater understanding and to suggest some acceptable answers.

Dougherty, Barbara, Jan Novak, and LaVonne Reschke. *Ready, Set, Go!* Madison, WI: Vocational Studies Center, University of Wisconsin, 1986.

This program focuses on assisting and guiding disabled women and girls with personal growth, career decision making, education and employment success, and securing necessary support services. Program materials, which are based on the experiences of 12 disabled girls and women, include a two-volume staff handbook, student/client workbook, and three videotapes.

Dunphy, Gail. *Careers Don't Come in Pink or Blue: A Career/Life Planning Workshop Guide for Teachers*. Providence, RI: Rhode Island Department of Community Affairs, 1985.

This guide helps educators teach students about career options and increases students' awareness

of how sex bias and stereotyping negatively affects career and life choices.

Foxley, Cecelia. *Nonsexist Counseling: Helping Women and Men Redefine Their Roles*. Dubuque, IA: Kendall/Hunt, 1979.

Gilbert, Mary. *Choices/Changes: An Investigation of Alternative Occupational Role Models*.^{*} Newton, MA: Women's Educational Equity Act (WEEA) Publishing Center.

Twenty-nine mini-biographies, most written by students, explain why women and men from all walks of life choose to pursue nontraditional careers.

Guilfooy, Vivian. *Connections: Women and Work and Skills for Good Jobs*.^{*} Newton, MA: WEEA Publishing Center.

The three components of this program—a leader's guide, a game book, and a sound filmstrip—help inform girls and boys in grades six through nine about nontraditional occupations, interest girls in a wider range of career alternatives, and encourage boys to support girls in pursuing such careers.

Gutek, Barbara A., and Laurie Larwood, eds. *Women's Career Development*. Newbury Park, CA: Sage Publications, 1987.

Ten essays address career development issues for women.

Hansen, L. Sunny. *Born Free: Training Packet to Reduce Sex-Role Stereotyping in Career Development*.^{*} Newton, MA: WEEA Publishing Center, 1980.

This program, designed for K-12 and postsecondary educators as well as community and social service organizations, challenges participants to examine sex-role stereotyping and interpersonal behavior.

_____. *The Whole Person Book: Toward Self-Discovery and Life Options*.^{*} Book I. Newton, MA: WEEA Publishing Center, 1979.

This book includes imaginative activities that guide students to examine their values, talents, and interests. Students match their skills and

personalities with occupational requirements as well as explore the personal and social reasons for their career choices.

Liggett, Twila Christensen. *The Whole Person Book: A Guide to Preservice Training*.^{*} Book II. Newton, MA: WEEA Publishing Center, 1982.

Six modules use experimental learning activities with critical readings to help future counselors and teachers identify their own biases. They also learn how to design courses that explore sex-role stereotyping and career development.

Los Angeles Unified School District. *CAREERWAYS 2000: A Decision Making and Educational and Career Planning Project for Grades 8-12*. Contact Jerry McLeroy, Director, CAREERWAYS, Los Angeles Unified School District, 1320 West Third Street, Los Angeles, CA 90017, (213) 625-6695.

This program is designed to increase students' knowledge about the world of work and reduce the negative effects of stereotyping on course selection and career choice. Validated and disseminated by the National Diffusion Network (NDN).

Michigan State Department of Education, Office for Sex Equity. *A Sex Affirmative Model Program: Counseling and Guidance*. Lansing, MI: Michigan Department of Education, 1981. ED 266 377.

The program addresses four audiences: students, teachers, parents, and the community. Goals and activities are given for each group.

New York Department of Education. *Guidance and Counseling: Ensuring the Rights of Students*. Albany, NY: New York Department of Education, 1985. ERIC Document Reproduction Service No. 270 685. Available from Occupational Education Civil Rights, Technical Assistance Unit, New York Department of Education, Albany, NY 12234.

This publication includes activities designed to help students make informed career decisions and manage their lives—regardless of their sex, race, handicap, or national origin.

Pfiffner, Karen J. *Choosing Occupations and Life Roles*.^{*} Newton, MA: WEEA Publishing Center, 1983.

This four-volume guide for secondary teachers and counselors combats stereotyped thinking about career selection and helps stimulate informed, unbiased choices.

Steigler, C.B. *How to . . . Strategies for Sex Equity: The Role of the Counselor*. Frankfort, KY: Bureau for Vocational Education, Kentucky Department of Education, 1980. ED 189 457.

Monograph written to assist guidance counselors in fulfilling their role in achieving sex-fair vocational education. Discusses complying with the law, examining personal attitudes, screening tests, and developing and collecting materials.

Stein, Nill, and Pooley. *Thinking and Doing: Overcoming Sex Role Stereotyping in Education*. Honolulu, HI: Hawaii Educational Equity Program, University YWCA.

Career awareness activities for students.

Stuve, Lynn. *Expanding Options*.^{*} Newton, MA: WEEA Publishing Center.

A comprehensive training package for anyone who provides sex-equity training for various

groups within the educational community—teachers, students, parents, administrators, counselors, and support staff.

Weston, Kathleen. *The Apprenticeship and Blue Collar System: Putting Women on the Right Track*. Sacramento, CA: California Department of Education, 1981.

A systems approach to getting women into apprenticeship, blue-collar, and skilled jobs.

Wisconsin Department of Public Instruction. *Freedom for Individual Development*.^{*} Newton, MA: WEEA Publishing Center.

Four training modules form an effective program that enables participants to respond constructively to everyday circumstances that occur at school and within school districts. Program materials focus on the role of the community, girls in vocational education, sex-fair teaching methods, and positive guidance and counseling techniques.

^{*} Available from the Women's Educational Equity Act (WEEA) Publishing Center, Education Development Center, 55 Chapel Street, Newton, MA 02160; customer services: (800) 225-3088.

Fact Sheet on Sex Stereotyping in Achievement, Personality, and Interest Measurement

Adapted from *Expanding Adolescent Role Expectations* by Charlotte J. Farris. Ithaca, NY: Cornell University, New York State College of Human Ecology, 1977. The original text has been changed or expanded upon to accommodate the issues, concepts, and languages used in this publication.

Title IX legislation prohibits use of any interest or occupational inventory for appraising or counseling students that requires or permits differential treatment on the basis of sex.

Sex discrimination, stereotyping, and bias found in measurement instruments have been due to

- procedures used for developing instruments.
- specific terms used in items.
- content or examples used for items and responses.
- procedures for administering an instrument.
- separate sex forms.
- separate sex norms.
- manuals and criteria for interpretation of results.

In an analysis of 27 achievement test batteries from seven major test publishers,

- all but one had a higher ratio of male to female nouns and pronouns.
- two to 14 male nouns or pronouns for every one female noun or pronoun was found for 19 batteries.
- the ratio usually increased with grade level.
- males were portrayed mainly in traditional male activities.
- women were portrayed almost exclusively as homemakers or in pursuit of hobbies.
- young girls were usually involved in household, indoor, stereotyped activities.
- various items implied the majority of professions were closed to women.¹

An analysis of 29 achievement test batteries for nine major test publishers replicated the above results and also found

- most biographies were about men.
- male sex-stereotyped behaviors were reinforced when males were shown condescending toward females.
- content bias in favor of males appeared to be a function of content selection rather than language usage.²

College Admission Testing program materials tend to show the same biases as achievement tests, and manuals and student booklets used in interpreting results usually portray the college candidate as a male.²

Personality tests such as the Minnesota Multiphasic Personality Inventory and the California Psychological Inventory are listed in Duros's male versus female scores.³

Differential treatment of the sexes in the development of occupational and interest inventory scales with separate forms and norms has

- limited both sexes from being provided a complete picture of their interests,
- perpetuated traditional career patterns for both sexes, and
- excluded each sex from some occupations included for the other.⁴

Frequently used interest inventories have had separate norms for males and females. These have included the

- Strong Vocational Interest Blank,
- Kuder Occupational Interest Survey,
- Ohio Vocational Interest Survey, and

- Vocational Preference Inventory.⁵

The Strong Vocational Interest Blank also limited the number of occupations presented to women, had a different form for each sex, and used an antiquated masculinity-femininity scale for interpretation of results.

The Kuder Occupational Interest Survey provided 57 occupations for females, 20 less than the number provided for males and did not include prestigious professions for women in the college major scales.⁶

These criticisms have been attended to with a new interpretive leaflet for the Kuder Occupational Interest Survey (Form DD) and a new Strong-Campbell Interest Inventory, but the former materials are still in use.

Manuals for interpreting results of occupational and interest inventories

- have been oriented toward males,
- frequently have had subtle implications that could bias counselors when interpreting results for females, and
- have not dealt with the effects of sex-role stereotyping on occupational choices.²

In experiments where special instructions were given to females to reduce the effect of sex-role stereotyping and role conflict on their responses

- they reported different areas of occupational interests, and
- their scores on occupational scales increased.⁷

General Guidelines⁸ for Selection of Sex-Fair Measurement Devices

The first ten guidelines apply to selecting sex-fair achievement and intelligence tests and personality, occupational, and basic interest inventories. The last two are specifically for personality or occupational and basic interest inventories.

Terms

1. Do specific items in the tests and inventories use gender-neutral terms such as "their," "they," "people," and "humans," rather than "he," "him," "men," and "mankind"?

Items

2. If gender-specific content or examples are used, such as "a woman drives 40 miles . . ." "a man purchases three pounds of meat at . . .";
 - are both sexes equally represented?
 - are both sexes represented in a broad variety of activities rather than stereotyped ones?

Forms

3. Is there a common form for both sexes? If not,
 - is it shown empirically that the separate forms are more effective in minimizing sex bias?
 - are items on the separate forms gender-neutral, are both sexes usually represented, and represented in nonstereotyped activities? (See 1 and 2 above.)
 - are there instructions on how to use both forms with both sexes? (This is recommended to reduce sex-stereotyping effects when there are separate forms.)

Norms

4. Are the norms the same for both sexes? If not,
 - are both sets of norms used with both sexes for interpreting results?
 - are they reported in a way that minimizes rather than maximizes differences between the sexes?
 - is there a justification for separate norms that is not based upon sex-stereotyped beliefs, attitudes, and past expectations?

5. Are the norms for reporting and interpreting results based on
 - fairly recent data?
 - representative and appropriate samples that include both males and females?

Manual

6. Do publishers/authors explain how they have attempted to eliminate sex bias?
7. Does the manual discuss and caution against possible environmental, social, cultural, and user biases?
8. Are directions for administering the instrument free of sex-specific examples and references that could influence respondents?

Manual and Student Report Form

9. Are the discussions and examples provided for interpreting results gender-neutral, balanced and nonstereotyped? (See 1 and 2.)
10. Will the student report form reduce rather than reinforce sex-stereotyped norms, expectations, and characteristics? (That is, can both sexes indicate high concern for others without that concern being interpreted as a feminine rather than a human characteristic?)

Occupational and Basic Interest Inventories

11. Will interpretation of results expand options and provide broad rather than limited areas of interest and encourage freedom of choice? (That is, an area of interest related to a variety of activities rather than sex-stereotyped ones.)
12. Will a male with interests related to the medical profession be provided with occupational options such as nursing and medical technician?

References

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3. Duros, O.K., ed. *The Seventh Mental Measurement Yearbook*. Highland Park, NJ: Gryphon Press, 1972.
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5. Harmon, L.W. "Technical Aspects: Problems of Scale Development, Norms, Item Differences by Sex, and Rate of Change in Occupational Group Characteristics—I." In *Issues of Sex Bias and Sex Fairness in Career Interest Measurement*. Ed. E.E. Diamond. U.S. Department of Education, National Institute of Education, 1975, pp. 45-64.
6. Tanny, M.F. "Face Validity of Interest Measures: Sex Role Stereotyping." In *Issues of Sex Bias and Sex Fairness in Career Interest Measurement*. Ed. E.E. Diamond. U.S. Department of Education, National Institute of Education, 1975, pp. 89-100.
7. Birk, J.M. "Reducing Sex Bias: Factors Affecting the Client's View of the Use of Career Interest Inventories." In *Issues of Sex Bias and Sex Fairness in Career Interest Measurement*. Ed. E.E. Diamond. U.S. Department of Education, National Institute of Education, 1975, pp. 101-122.
8. American Psychological Association. *Standards for Education and Psychological Tests*, Washington, DC: APA, 1974.

Recruitment of Nontraditional Students

Adapted from *Fostering Sex Fairness in Vocational Education: Strategies for Administrators* by JoAnn M. Steiger and Sue H. Schlesinger. Columbus, OH: National Center for Research in Vocational Education.

Although Title IX forbids sex segregation in traditional curriculum areas such as home economics and technology education, many schools have found that just removing sex restrictive titles does not change enrollment patterns. Students remain bound by their own role expectations and ignorance of the full range of educational and career possibilities. They need repeated encouragement and support as well as good reasons to try something outside of their original expectations.

Here are some of the many ways counselors, administrators, and teachers can encourage nontraditional enrollees in traditional areas.

Introductory courses. All students can be encouraged to regard the beginning classes in any area as an opportunity for exploration. Course descriptions and related publicity materials can be written to emphasize this aspect, inviting students to enroll who might not ordinarily do so because of sex, race, ethnicity, social class, or other characteristics different from the "norm" student in that program. Teachers should encourage such exploratory enrollments and provide special assistance to students who may not share the informal background in the skill area of the typical enrollee.

Minicourses. Brief units on sex stereotyping and vocational education can be incorporated into the curriculum of introductory required courses such as English or social studies, following the popular career education ideal of "mainstreaming" career education information into the curriculum.

Orientation programs. As a part of the regular orientation for new students, emphasize that male and female enrollees are welcome in all areas of the school. Any introductory audio-visual materials should portray both males and females as students, workers, and teachers. Written materials also should not give the impression that the program is only for one sex. One section of the orientation could deal with sex stereotyping. Films and other resources are available to introduce the topic with students.

Career fairs. Many schools sponsor career fairs in which students are given an opportunity to talk to potential employers or individuals knowledgeable about occupational openings. Special efforts can be made to emphasize that all jobs are open to both sexes. And many employers, facing affirmative action requirements, may be more than happy to cooperate. A special display on people in nontraditional careers can be included. If the community has a special project for nontraditional placements, the project staff may be willing to operate the display.

Student-developed promotion. Student-developed resources can continue to be available for future events involving parents and the community. In one school, photography students assembled a slide presentation showing boys and girls working together in home economics and technology education classes. Students of another school videotaped guest speakers from nontraditional occupations.

Class assignment procedures. Class assignment procedures should be examined for any formal or informal tendencies to steer students into any class by sex.

Retention of Nontraditional Students

Adapted from *Fostering Sex Fairness in Vocational Education: Strategies for Administrators* by JoAnn M. Steiger and Sue H. Schlesinger. Columbus, OH: National Center for Research in Vocational Education.

The emphasis on recruitment in the preceding page focused on seeking the broadest possible range of students for career exploration purposes. For many nontraditional students, this is the only way to discover if they have the interests and talents required by a nontraditional occupation. Many students will conclude that their careers should be elsewhere. Others will discover a deep interest in the field and decide to pursue it. Among nontraditional students, a third category is common: those who discover interest in and aptitude for the subject but who decide that the ridicule and harassment they suffer is not worth it. It is this last group that should concern the teacher, counselor, and administrator.

On the one hand, the nontraditional student has to be realistic about potential problems on the job that are foreshadowed by harassment from peers and, occasionally, instructors. On the other hand, it is possible to strengthen a student's will to succeed. Positive steps can be taken to help a student withstand these pressures, resulting in an improved retention rate for nontraditional students. These include the following:

Teacher training. All vocational education teachers should receive inservice training in dealing with sex bias and sex stereotyping. Research has documented the importance of teacher behavior. Many times a male vocational education teacher is credited with being the key person in a woman's decision to pursue a nontraditional career.

Scheduling. When possible, schedules should be arranged so that several students of the nontraditional sex are in the same class. The more there are, the fewer the problems. There are tremendous pressures on a lone girl or boy in a class. A small group provides both companionship and mutual support for its members and makes the enrollment of members of the other sex seem more "usual" to the majority group.

"Break-in" classes. One of the major problems nontraditional enrollees face is lack of familiarity with terms, tools, and conventions. Special introductory briefing sessions at the beginning of the semester can go far toward eliminating this stumbling block and can help prevent early dropouts.

Supportive counseling. Particularly in cases in which a single student is pioneering a nontraditional enrollment, ready availability of a supportive counselor is crucial. The student may be facing extraordinary emotional stress in early weeks and months and may need sympathy and encouragement. The counselor can also serve as an intermediary with the teacher if problems arise.

Physical training. Girls and women who are seriously interested in careers that require certain kinds of physical strength and endurance, including many of the jobs in the skilled crafts, may need special physical training programs. Skills and abilities that most boys develop through participation in games and sports are often underdeveloped in girls and women. Upper body strength is the area of greatest difference. Programs focused on placing adult women in traditionally male jobs have found that a physical fitness program is an essential component of vocational preparation for their clients.

Program for Nontraditional Careers for Women

The following example presents correspondence from a Milwaukee Trade & Technical High School vocational counselor to parents whose daughters are enrolled in the school's career program and to the school's alumni. Also included is a copy of the follow-up survey sent to the alumni. The original survey was printed on a computer-readable form.

Introductory Letter

February 1982

Dear Parent:

We sincerely hope that your daughter's experience in our exploratory shop has been positive.

One must realize that the future job market, careers, and technological needs are in the area of nontraditional occupations. To further this end, Tech's goal is to place as many of our female students as we can in "new" careers free of sexual barriers. We are proud that our female graduates working in nontraditional careers have benefitted from them financially and have found them personally rewarding. We need more women to pursue alternative careers and your daughter's skills and ability can be put to this end from sophomore to senior year. Hands and minds complement each other.

To enhance the goal of nontraditional careers for women, we will aid and counsel your daughter in helping her choose a career that will meet her needs and interests in an ever changing society. We are in a position to help guide your daughter and assist her in achieving success.

Sincerely,

R.L. Holzman
Vocational Counselor

You are welcome to come when your daughter will be counseled on _____
(Date)

at _____
(Time)

Milwaukee Trade and Technical High School Follow-Up Letter

December 1982

Dear Alumna:

The number of freshmen girls enrolled at Tech has grown from the original 12 in 1972 to 186 in September 1982, or 30 percent of the total freshmen enrollment. During this ten-year period a total of 520 females graduated from Tech. We are proud that most of these female graduates who are working in nontraditional careers have benefitted from them financially and have found their careers personally rewarding.

Our immediate goal is to increase the number of freshmen females enrolled to 50 percent of the total freshman enrollment at Tech. In order to meet the needs of prospective students, we solicit your input in developing curriculum for nontraditional careers as well as establishing an atmosphere that is supportive of students in nontraditional careers.

Kindly take a few minutes to fill out the attached survey and return it in the enclosed envelope by January 31, 1983. Your cooperation is highly appreciated.

Sincerely,

R.L. Holzman
Vocational Counselor

R.T. Temple
Principal

Enclosures

Milwaukee Technical High School Graduate Follow-Up Study

This sample survey closely resembles the format of the original follow-up survey, which was printed on a form that allowed for the responses to be computer scored.

Last Name	First Name	Initial
Address		
City	State	Zip Code
Telephone		
Birth Name		
Tech/Trade Program		

All information provided in this survey will be handled in the strictest confidence. No names will be associated with reported results. Copies of the reports will be provided upon request.

Tell us about your Educational Experience at Tech!

To what extent did the following factors influence your decision to enroll in a Trade/Technical Program that has been traditionally reserved for male students only?

	A great deal	Somewhat	Slightly	Not at all
1. Career materials	a	b	c	d
2. Female role models in nontraditional careers	a	b	c	d
3. Films, TV programs or other media that show females in nontraditional careers	a	b	c	d
4. Former Tech graduates	a	b	c	d
5. Occupations class at Tech	a	b	c	d
6. Parent's occupation	a	b	c	d
7. Peer models	a	b	c	d
8. Middle/Junior High Career Day Program	a	b	c	d
9. Tech is a safe school	a	b	c	d
10. Work experience	a	b	c	d

To what extent did the following factors influence your decision to select a career in this specific Trade/Technical Program?

	A great deal	Somewhat	Slightly	Not at all
11. Your academic test scores	a	b	c	d
12. Your Small Aptitude (ability to learn) test scores	a	b	c	d
13. Your Vocational Interest Inventories Profiles	a	b	c	d
14. Your counselor's advice	a	b	c	d

To what extent did the following working conditions/environment, personal requirements, academic ability, etc. influence your decision *not* to select a career in other Technical/Trade Programs?

	A great deal	Somewhat	Slightly	Not at all
Working in an area where . . .				
15. . . . prolonged standing, kneeling, squatting, lying down, bending, stooping, working in cramped quarters and exposure to cold, hot, and inclement weather is common.	a	b	c	d
16. . . . dangers of sharp machinery and equipment are encountered.	a	b	c	d
17. . . . physical strength to move heavy materials in all types of weather is mandatory.	a	b	c	d
18. . . . the danger of falls from high places is a risk.	a	b	c	d
19. . . . mathematical ability is of prime importance.	a	b	c	d
20. . . . teachers and students displayed negative attitudes toward students enrolled in nontraditional programs.	a	b	c	d

When you were a student at Tech, how well informed were you about the following factors relative to future trends for female employees in your chosen Technical/Trade Program?

	Very informed	Often informed	Sometimes informed	Never informed
1. Advanced training/education opportunities	a	b	c	d
2. Employment opportunities	a	b	c	d
3. Hours and wages	a	b	c	d
4. Personal requirements	a	b	c	d
5. Working conditions	a	b	c	d

COMMENTS:

When you were a student at Tech, how often were you encouraged by the following persons to pursue a career that was traditionally reserved for male students only?

	Very often	Often	Sometimes	Never
6. Administrators	a	b	c	d
7. Counselors	a	b	c	d
8. Students	a	b	c	d
9. Teachers	a	b	c	d
10. Your parents	a	b	c	d

COMMENTS:

Overall, how would you rate the attitude of the following groups toward female students in traditional, all-male shops?

	Very positive	Positive	Negative	Very negative
11. Female students	a	b	c	d
12. Female teachers	a	b	c	d
13. Male students	a	b	c	d
14. Male teachers	a	b	c	d

8. If you are employed full time (35 hours a week or more), what is your total annual salary or wage?
- | | |
|---------------------|-----------------------|
| a. \$6,000 or below | d. \$15,000–17,999 |
| b. \$9,000–11,999 | e. \$18,000 and above |
| c. \$12,000–14,999 | |
9. What is your racial/ethnic background?
- | | |
|-------------|--------------------------|
| a. Asian | d. Native American |
| b. Black | e. White |
| c. Hispanic | f. Other (Specify) _____ |
10. What is your marital status?
- | | |
|--------------|-------------|
| a. Married | d. Divorced |
| b. Single | e. Widowed |
| c. Separated | |

Future Directions

Please help us! What recommendations would you offer . . .

11. . . . for improving the curriculum at Tech?
12. . . . for improving students' image of themselves?
13. . . . for improving the attitude of students and teachers of one sex toward students and teachers of the other sex?
14. . . . to students who are considering enrolling in a Technical/Trade Program at Tech?

CHOICES Workshop

The following is a brochure advertising a CHOICES (Creating Healthy Options, Investigating Careers, Experiencing Self) workshop for girls in grades six through nine, their parents, teachers, and guidance counselors, which was held in April 1986. All the workshops were conducted by women who work in the career described in the workshop offerings.

Choices and Challenges—Technology and Life Work

Goals: To encourage young women
... learn about careers and meeting exciting women in them
... expand life/work options by exploring choices
... realize their potential in math and science
... have some fun and say YES, I CAN!

Workshops

Each participant will select, in order of preference, six workshops. We will attempt to schedule three of your six choices.

Evaluators Count: Learn about vocational evaluation, the unfamiliar career.

Cut and Sew: A surgeon discusses aspects of her profession, which include prevention, detection, treatment, and follow-up.

Computers—A Big Byte in Your Future: With computers entering into almost every aspect of the business world, what possibilities are opening up for a challenging career?

Heads Up for Perfect Posture: How physical therapy can help you have better posture. Learn what's involved in a spinal exam.

In Public View as a Wisconsin State Trooper: Find out if you have what it takes to become involved in police work—enforcing traffic laws and serving users of Wisconsin highways.

A Career in Television—All Glamour and Glory: Find out what happens in the TV newsroom, how to conduct an interview, and how to rewrite news stories.

Papering, Painting, and Light Carpentry: Learn how to build and repair wood articles and perform other home maintenance chores.

Night Court, People's Court, Divorce Court—What's It Really Like? Find out what the "typical" day in the life of a lawyer is like.

Don't Break Your Back to Be Special in This World—Bend with the Times and Go Chiropractic: Modern health care for a modern world.

Women Wizards: An adventurous path to an exciting career in chemistry.

My Mother Always Told Me I Should Be a Doctor: How to do a physical on your pet.

A Look at Bones and Blood: Learn how lab and x-ray personnel aid physicians in diagnosing and treating diseases.

Women Scientists in the Workplace: Join two 3M engineers as they demonstrate women's contributions in the field of engineering.

Showers and Sunshine: Learn the ins and outs of soil testing, golf course greenskeeping, and making sure it all keeps growing.

Pharmacists—Modern Medicine Men (Women): Ever wonder what goes on behind the counter in a drug store? Come and take a peek.

Women Pilots—A Career Opportunity: Find out what's up in aviation and how to get there from here.

Bold Face: Your Name Is in the News: A reporter tells what life as a newspaper journalist holds for you.

