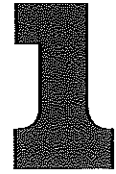


Overview



The goal of vocational sex equity is to create a school environment that promotes educational equity and supports expanded choices for all. To date, nearly all efforts to create a sex-fair school environment have centered on staff development.

The *Wisconsin Model for Sex Equity in Career and Vocational Education* addresses staff development as well as six other major strategies, from affirmative guidance to parent and community involvement. By taking a synergistic approach, the model integrates equity efforts into an organized whole. Thus, equity becomes a common thread woven into the entire educational process.

One characteristic that makes the Wisconsin Model unique is the attention that it places on student competencies. This key element encompasses the entire program. The success of the program is determined by how well it serves the students.

In addition, the model's inherent flexibility enables school district personnel to tailor their equity program to accommodate local needs and conditions, and its design is organized to occur over time.

Phases of the Wisconsin Model

The *Wisconsin Model for Sex Equity in Career and Vocational Education* describes a logical, sequential process to help school district staff assess, plan for, and implement a sex-equity

program. The model segments the process into five phases (see Figure 2), as follows:

Phase I: Building Commitment and Direction. This phase provides the basis for equity planning, rationale, and mission. It also explains how the Wisconsin Model can be used in the local school district. It is important to establish commitment and to understand how the model will help the school plan for equity.

Phase II: Assessment. The assessment phase profiles equity in the local district by examining collected enrollment data and staffing information along with student and staff surveys designed to focus on sex-equity knowledge and skills. Through analysis of the data, the equity planning team draws conclusions and develops needs statements that accommodate local needs and conditions. This is a critical step in building an effective program at the local level. The assessment phase establishes a baseline against which future progress and success can be measured.

Phase III: Planning. This phase uses the needs statements from the assessment to build the equity plan for the local district. After reviewing possible sex-equity strategies, student competencies, and school actions, the planning team maps out a plan for change. Objectives, activities, and timelines then are built into the local sex-equity plan.

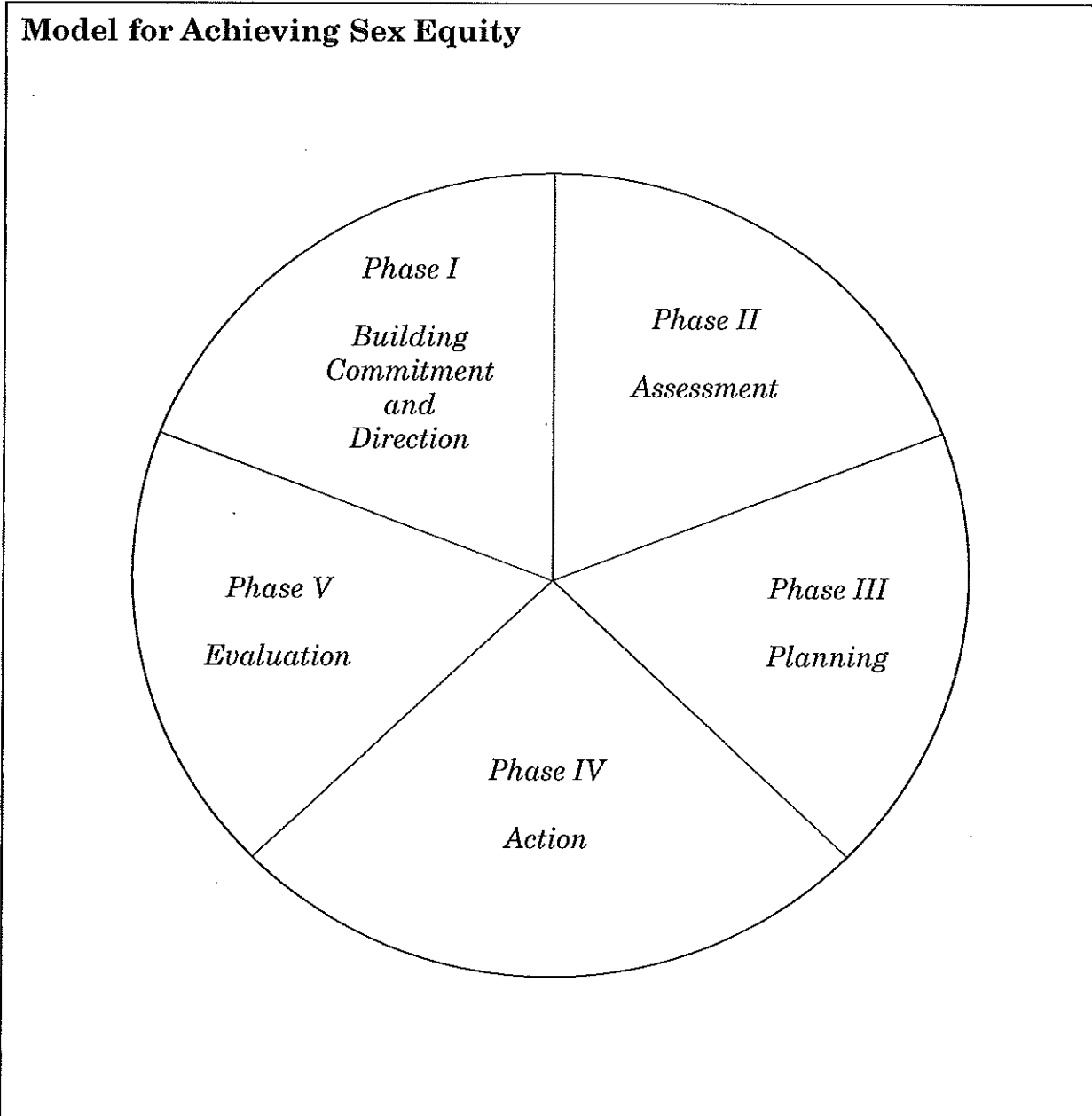
Phase IV: Action. The action phase implements the local plan. Specific activities in the plan are initiated and their progress is monitored. Management techniques and implementation tips are included to ensure a successful program.

Phase V: Evaluation. This phase examines the changes that have occurred. Enrollment changes and other results of sex-equity efforts are mon-

itored for a comprehensive evaluation. A variety of evaluation strategies are included for use throughout the process.

While some phases may appear to be more substantial than others, all are equally important. Each phase builds upon the preceding one to provide strength, continuity, and direction to the equity program and to increase equity awareness and understanding among administrators, teachers, support staff, and students.

■ Figure 2



Basic Steps to Developing a Plan

Collectively, the basic steps within these phases form a map of how the local equity program unfolds (see Figure 3). Some steps may be carried out concurrently, such as gathering statistical information and conducting surveys. However, most depend upon the groundwork laid in previous steps.

This book also supplies informational graphics as well as reproducible copies of all the surveys, charts, analysis guide sheets, and planning forms needed to carry out the program. In addition, sample activities for each of the seven major strategies are provided.

How to Implement the Equity Program

Establishing an atmosphere of sex equity in the school curriculum and environment takes careful, deliberate planning. The best way to undertake this task is to convene an equity planning team that

- consists of members who are interested in equity and are willing to work toward an equitable school environment;
- is as representative as possible of the school district population; and
- includes individuals who have experience in program planning, research, survey procedures, and writing.

Consider composing the equity planning team of a mix of individuals.

- eight to ten people
- a balance of K-12 personnel
- a balance of female and male members
- a balance of representatives of the local district racial/ethnic groups
- representatives from community vocational and general education teachers
- representatives of administrators, counselors, and teachers

Depending on the local district policies and conditions, parents, students, school board members, and community members also could serve on the planning team.

The equity planning team assists in the needs assessment process and in the development and

implementation of the local equity plan. Team members promote commitment to equity and establish a positive environment for school staff to address this program. The planning team also can serve as an important link to school staff in carrying out the program.

The coordinator of the district's sex-equity program is responsible for facilitating and guiding the planning team through the program's five phases. The coordinator's duties also may include assisting in selecting equity work group members, serving as program liaison within the district, and taking responsibility for completing the program activities.

The coordinator might be the local vocational education coordinator (LVEC), director of curriculum, principal, assistant principal, or another staff member who has administrative-level responsibilities.

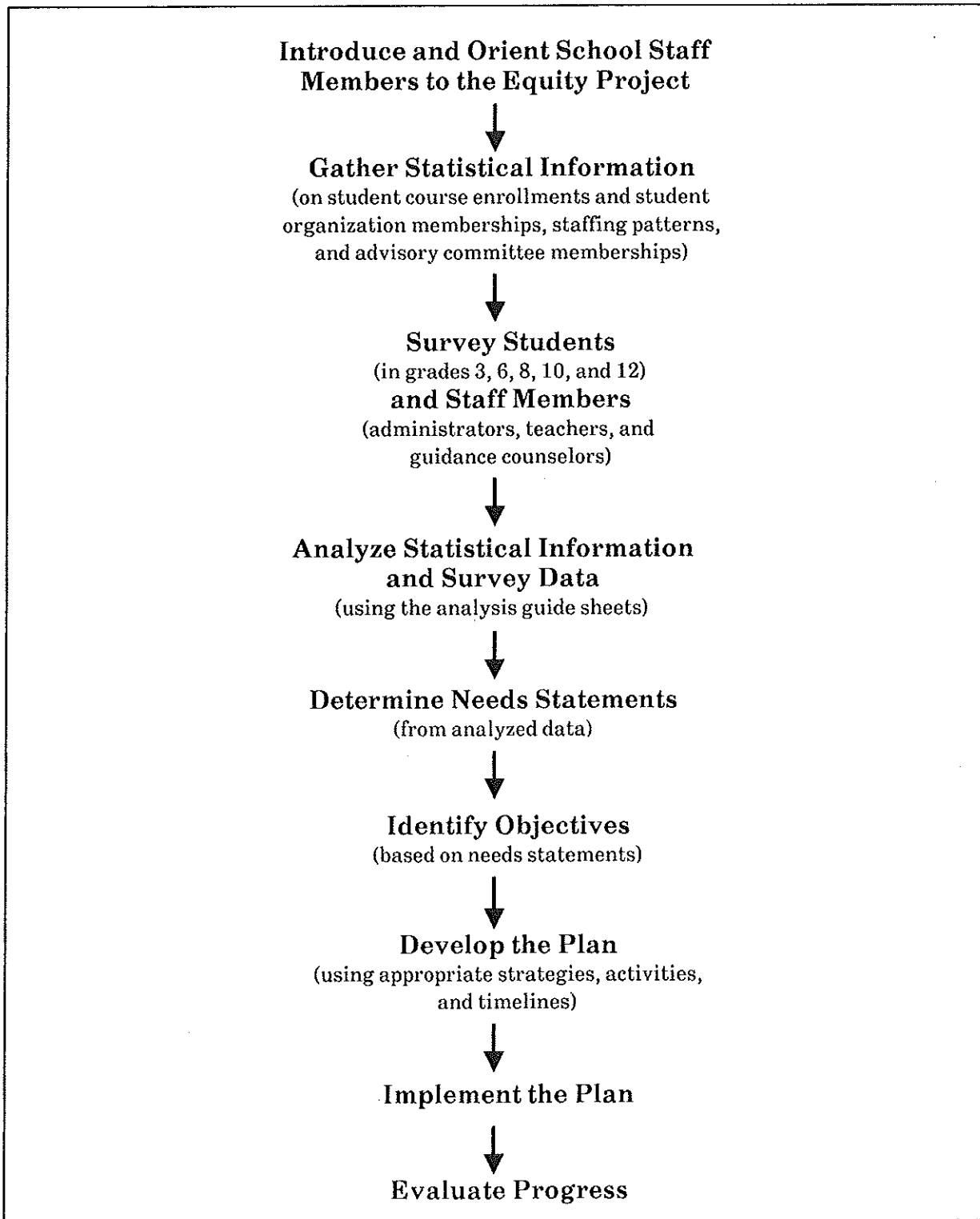
The size and number of equity planning teams can vary with the size of the school district. In a small school district, having one planning team would be the most efficient and effective method of developing and implementing the equity program. However, a larger district or a consortium of districts may need to form several planning teams led by a steering committee (see Figure 4).

Responsibilities of the Local Equity Planning Team

1. Act as liaison to all district staff members by
 - providing information about equity assessment and planning.
 - familiarizing staff members with equity issues, concerns, and goals.
 - explaining the steps in the needs assessment and planning process.
2. Assist with needs assessment by
 - helping distribute and collect the surveys.
 - tabulating survey data.
 - analyzing survey data using the analysis work sheets and guide sheets provided in the appendix.
 - determining needs statements.
3. Develop and implement the local sex-equity plan by
 - determining program objectives based on the needs statements to develop the local equity plan.

■ Figure 3

Basic Steps in Building a Sex-Equity Program



- selecting appropriate strategies and activities, and establish a timeline for implementing the equity plan.

Charting a Course

The first order of business for the equity planning team is to develop a framework from which

to depart. Figure 5 provides a suggested framework with timelines that will help guide the team in developing a blueprint for its district. Note that Phases I through III are conducted the first year of the program, and Phases IV and V are carried out the following years.

■ Figure 4

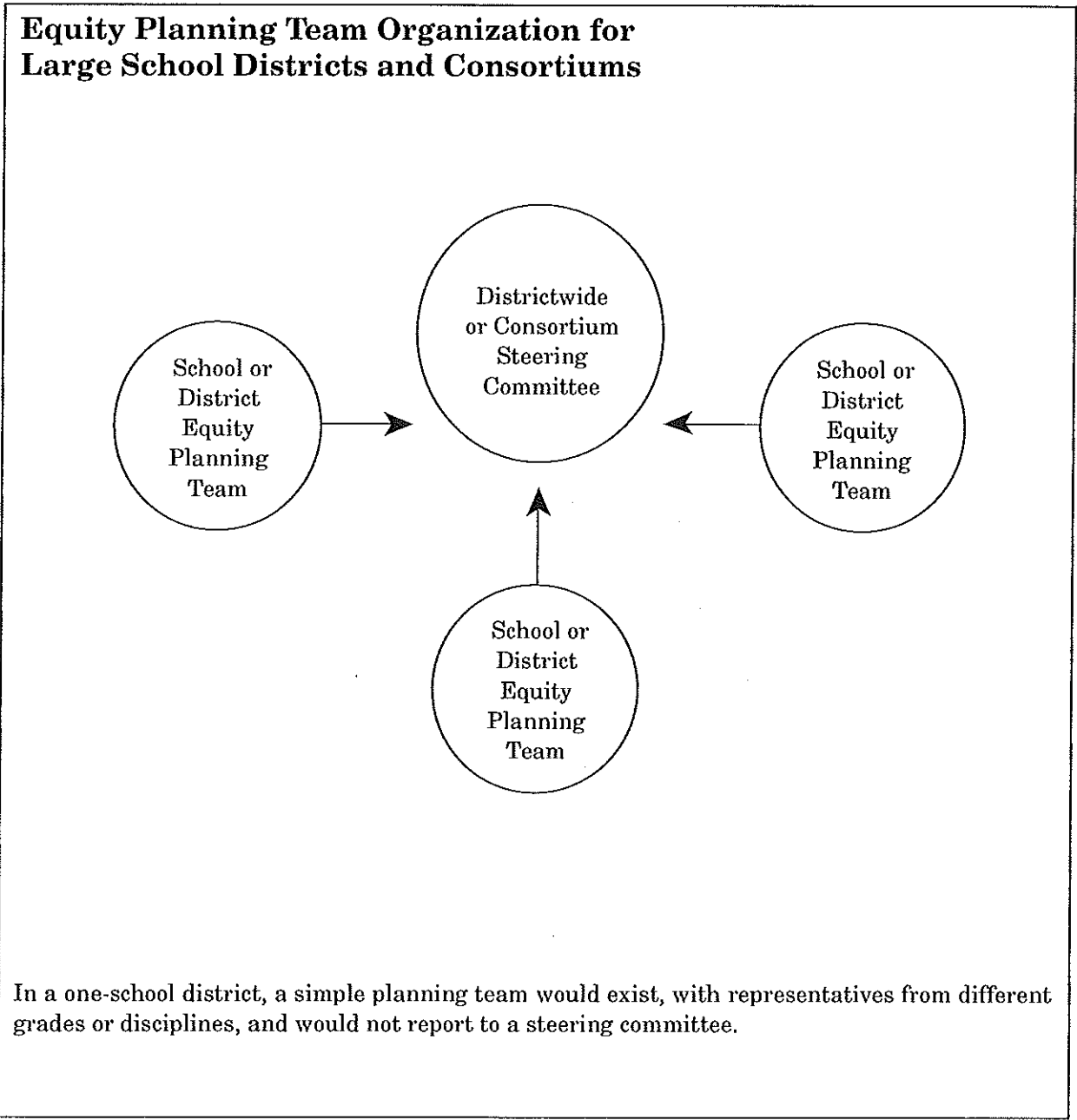


Figure 5

Suggested Program Framework			
Year 1	Phase	Task	Time/Month
	I: Building Commitment and Direction	Make a Commitment <ul style="list-style-type: none"> • Develop understanding of the program • Plan for involvement during the next school year • Obtain approval from appropriate groups (administration, school board, school district research committee, and so forth) • Organize the Equity Planning Team • Select an Equity Planning Team leader (local vocational education coordinator, director of curriculum, or other administrative-level person) • Develop understanding of equity issues 	January-August/September
	II: Assessment	Plan the Assessment <ul style="list-style-type: none"> • Review the assessment instruments provided • Determine who will collect the assessment data and how it will be collected 	September
		Conduct the Assessment <ul style="list-style-type: none"> • Collect enrollment and staffing pattern data (September-November) • Conduct student and staff surveys (September-November) • Process data (November) • Analyze assessment information (November-January) • Determine local needs using the analysis guide sheets (February) 	September-February
	III: Planning	Build the Local Sex-Equity Plan <ul style="list-style-type: none"> • Identify goals and select priority objectives, strategies, and activities • Review potential strategies and activities provided in this guide • Determine a realistic implementation timeline and appoint a responsible person or group 	March-April
Year 2+	IV: Action	Implement the plan in the district based on identified goals and objectives; revise, modify, and expand plan as appropriate	Ongoing—specific to timeline developed in plan
	V: Evaluation	Monitor the implementation of the plan and the planning process. <ul style="list-style-type: none"> • What has worked? • What changes can be identified? • What needs to be improved? 	Ongoing—as program is implemented