

# Phase I: Building Commitment and Direction

# 2

Success in any venture depends upon being committed to that task. And, channeling the efforts generated by that commitment relies on plotting a course of direction. Thus, commitment and direction go hand in hand. Without them, the project has little chance of fulfilling its goal.

Every undertaking faces the challenge of garnering support. Attaining vocational equity in the school environment is no exception. Therefore, demonstrating the need for the program, raising awareness of it, and providing information about it to those involved contributes to the program's success.

This section, Phase I of the Wisconsin Model, provides the background and information needed to build commitment for and give direction to the local vocational equity program.

## *Defining Sex Equity*

Sex equity is freedom from favoritism based on gender. Achieving sex equity enables both women and men of all racial and cultural backgrounds to develop the skills they need in the home and in the paid labor force, and that suit the individual's "informed interests" and abilities. It also fosters mutual trust, as it allows people of both sexes the freedom to fulfill many roles.

Sex-equity actions are deliberate efforts to build partnership skills between men and women; enhance people's ability to work together productively; build stable and satisfying family relationships; expand career opportunities; and

eliminate sex bias, sex-role stereotyping, and discrimination on the basis of sex.

Awareness of the need for sex equity has been heightened through changing economic and sociological patterns. Pressing economic and social needs, as well as the growing recognition of the negative impact bias has on both sexes, have spurred efforts to achieve equity for women and men. A conscious and well-coordinated program to achieve sex equity can build trust between the sexes and help meet the economic and social needs of individuals and society.

## *Promoting Sex Equity in Schools*

Social and economic changes during the last 25 years have resulted in efforts to increase educational opportunity and eliminate discrimination. These changes require all educators to broaden their perception of the educational needs of male and female students of all races and abilities so that all students are prepared to survive and succeed in a society characterized by changing conditions and expectations.

Federal and state governments have created legislation to expand educational opportunities and to improve economic self-sufficiency for all people through changes in the educational system. Early equity efforts focused on removing overt barriers to equal access, treatment, and educational opportunity.

However, compliance with nondiscrimination laws and removal of overt barriers to all courses of study and occupations does not guarantee an environment of educational equity and expanded choices. Role stereotyping, bias, and lack of information about the impact of significant social and economic trends perpetuate old ways of thinking, feeling, behaving, and preparing for the future.

It is important to continually analyze the social and economic changes in the lives of women and men in our society. By acknowledging the conditions and striving to predict the future, educators will be able to anticipate to a great extent the needs of students who are now in school. Even though it is impossible to predict the future precisely, educators should do all they can to help students deal with planning for self-sufficiency and success in adult life.

#### **Girls need to know that**

- whether or not they marry or have children, they probably will be working for pay outside the home for most of their lives.
- they may be the sole support for themselves and their children or contribute significantly to the family's income.
- unless they prepare for paid work by selecting and obtaining the necessary education and training for an occupation that interests them, they are more likely than males to be limited to low-paying, uninteresting jobs that provide little opportunity for economic self-sufficiency or advancement.

#### **Boys need to know that**

- if they marry, they may not be the only person in the family who works for pay outside the home.
- they are likely to share responsibilities in the home for cooking, cleaning, developing and maintaining healthy relationships, and caring for children.
- sharing work inside and outside the home provides benefits for both males and females. Males have the opportunity to assume greater career risks and to work in areas that once were considered appropriate only for females.

#### **All students need to know that**

- many traditional ideals about work, leadership, and social roles are no longer realistic and

are changing; both girls and boys can assume nearly any role if given adequate preparation and opportunity.

- girls and boys should investigate the range of opportunities available and should prepare for a wide variety of careers in a rapidly changing work world.
- it is their right to receive fair consideration and treatment in school and in employment.

#### **Student outcomes to be addressed include**

- helping students understand that both men and women work for pay in great numbers, for a long time, and out of economic necessity.
- assisting students in recognizing and neutralizing sex-role stereotyping and bias.
- encouraging students, especially girls, to explore a broader range of occupational choices, including nontraditional, technical, and new or emerging occupations.
- enhancing students', especially girls', perceptions of their own abilities, self-confidence, and financial independence.
- encouraging higher achievement, especially for girls, in critical filter areas, such as mathematics, science, and technology.
- helping students separate masculine and feminine identity from roles and skills that everyone will need.
- helping students develop trusting relationships that will support their future work and family partnerships.

Educators must be guided by evolving legal principles to implement equitable, nonsexist, and multicultural schools. Advocates of equity on the basis of sex, race, national origin, and handicap make similar efforts and should work to build linkages among their efforts as well as to facilitate collaborative action. The uniting goal of all equity efforts is to provide for the needs of all students.

To build commitment to equity, educators need to do the following:

- Help others move from the general to the specific. Many people are in favor of sex equity, but they need to know what concrete changes in behavior will promote it.
- Help others move from the individual to the systemic. Often, educators think that if they make changes in their own classroom or school,

sex equity will be achieved. Widespread change is not likely, however, unless changes are made in policies, curriculum guides, systemwide programs, and elsewhere. Change must be accomplished in the classroom, the school, the district, the community, the state, and in the nation.

Promoting sex equity in educational programs involves creating an environment that helps students free themselves of limiting sex-role expectations and prepares them for future family and work roles.

Shifts in the labor force and changing societal conditions affect educational programs. Several fact sheets in Appendix A illustrate these conditions. These provide the most recent data available. Updates should be obtained from the source cited every two years or so.

## *The Goals of Sex Equity in Schools*

- **To protect students' right** to an equal education free of discrimination on the basis of their sex. In Wisconsin, the Pupil Nondiscrimination statute, s. 118.13, Wisconsin Statutes, protects students on the basis of sex as well as many other classifications. PI 9, Wisconsin Administrative Code—the administrative rule for this statute—identifies bias, stereotyping, and pupil harassment as forms of discrimination. (Other states have their own nondiscrimination statutes, rules, and policies; consult your state's education agency for its legal requirements.) In addition, federal civil rights laws, such as Title IX, protect the students' right to equal educational opportunity and affect all public schools.

- **To help students** free themselves from limiting, rigid, sex-role stereotypes and sex bias.

- **To assist students'** exploration of and participation in a broader range of educational programs and activities leading to

- greater educational achievement;

- nontraditional, new, emerging, and technical occupations;

- higher wage/higher benefit occupations leading to economic self-sufficiency, especially for females; and

- more satisfying occupations.

- **To help students** understand, consider, and prepare for the present and a future that is

characterized by change, especially in male and female life roles, in relationships, and in careers.

- **To educate students** about personal and social problems caused by rapid social and economic changes or stereotyped socialization of males and females, or problems that affect girls and women disproportionately.

## *Sex-Equity Issues in Vocational Education*

Historically, vocational education enrollments have been highly segregated by sex. Schools reinforced traditional sex-role stereotypes in course offerings, curriculum materials, instruction, and guidance programs. This served to reflect and perpetuate outdated, limited occupational and family roles for both females and males. In fact, prior to the mid-1970s, females were encouraged to prepare solely for the role of full-time homemaker or were led to believe they would work for only a few years in a low-paying, dead-end, "female" occupation. Verheyden-Hilliard (1975) wrote that girls in vocational education were being prepared for "Cinderellahood" rather than jobs.

The goals of vocational sex equity are aimed at changing the following conditions in vocational education.

**Unequal Access to Quality Vocational Courses or Schools.** Prior to Title IX of the Educational Amendments of 1972 and the Vocational Education Act (VEA) of 1976, both sexes were legally denied access to nontraditional courses and to some vocational schools. Many school districts had policies that required males and females to complete different vocational courses prior to graduation. Course titles such as "Bachelor Living" and "Powder Puff Mechanics" reinforced separation of the sexes in vocational education.

In addition, some vocational student organizations restricted membership to one sex. Thus students' access to quality vocational programs, work study, job placement, and cooperative and apprenticeship programs was limited and often stereotyped.

In 1974, almost 50 percent of all female students in vocational education were in consumer

home economics, training for unpaid work in the family. Another 29 percent were training for entry-level clerical occupations (Verheyden-Hilliard, 1975). Most male students concentrated on agriculture and industrial education.

Administrative and vocational education staffing patterns still reflect traditional sex distributions in instructional areas. Across the country, men hold the substantial majority of teaching positions in the program areas of agriculture, marketing, and technology. Women hold similar majorities in health occupations, home economics (wage-earning and consumer), and business education program areas. Men also hold most administrative positions. The lack of nontraditional educator role models acts as a barrier for students because it makes it difficult for them to see themselves succeeding in a nontraditional vocational career.

**Sex-Biased Attitudes.** Attitudes of many educators, students, parents, and employers may still reflect outdated and inaccurate information about labor force participation and a belief that there are "men's" and "women's" jobs. These attitudes limit students' aspirations and occupational choices. Frequently, traditional attitudes about the "proper" role and abilities of females and males contribute to a hostile learning environment for students who have made nontraditional vocational choices. More recently, sexual harassment of young women in vocational classrooms and labs nontraditional for their sex has been recognized as an important issue that needs to be addressed.

Such attitudes also discourage boys from pursuing programs in cosmetology, nursing, health, administrative support services, and other fields nontraditional for their sex. Assumptions usually are made about their financial aspirations, and questions about their masculinity often are raised.

**Unequal Vocational Guidance and Counseling.** Prior to Title IX and the VEA of 1976, practices, materials, and assessment tools used different scales to measure interests and aptitudes of females and males and reflected rigid sex-role stereotypes. Research done in the 1970s revealed that adolescent males were aware of a greater number of occupations and had higher occupational aspirations and expectations than

adolescent females. Adolescent females were aware of a limited number of occupations and had lower aspirations and expectations of career achievements than adolescent males (Farris, 1978). Counselors may not have kept pace with the changing labor market or the changing roles of males and females, and few have actively incorporated this information into their counseling practices. Aptitude and competency tests still may reflect subtle bias that affect student outcomes.

**Lack of Support Services for Females.** Lack of support services in the vocational education setting are greater barriers to female participation than to male participation. This is especially true for low-income women, women returning to school after many years, minority women, single parents, and women seeking nontraditional occupations. Support services needed include child care, transportation assistance, financial aid, medical assistance or insurance, flexible class scheduling, special counseling and guidance, remedial classes, role models, peer support groups, community mentors, prevocational assessment, and job development and placement services.

**Unequal Opportunities in and Benefits from Vocational Education.** Manifestations of sex bias in the teaching/learning environment create unequal educational opportunities most often for females. Even in coeducational classrooms, examples of sex bias persist in

- vocational texts and instructional materials that reflect, and even exaggerate, traditional, stereotyped roles and a "traditional" division of labor.
- curriculum geared to the interests and needs of only one sex.
- instructional practices that divide students into single-sex groups.
- student evaluations that use different criteria for grading males and females.
- teacher expectations that differentiate, often unintentionally, between male and female students and reflect negative bias.
- unequal funding for equipment, labs, and student projects in female-intensive vocational programs.
- a higher ratio of students to teachers in female-intensive vocational programs.

Wisconsin school district follow-up studies of vocational education students indicate that differences in "pay off," or benefits, exist between male and female graduates. A wage gap develops one year after graduation and increases over time. Males appear to move up career ladders more quickly, and male nontraditional workers seldom experience the same level of hazing, harassment, or constant demands to prove their competence as do their female counterparts.

## *Economic and Social Changes*

The conditions and practices in vocational education just described pose a stark contrast to the changes relating to women's participation in the paid labor force from the 1960s to the present day. Testimony presented before education committees of the U.S. Congress from 1970 to 1984 emphasized the gap between preparation in vocational education and the reality females faced after graduation.

Inequality between male and female workers is reflected in and partially created by the sex segregation, bias, role stereotyping, and discrimination often present in vocational education. Even though work force and social changes are well established, few educators and counselors inform all students that these changes will affect their life and work plans.

Facts from the Women's Bureau of the U.S. Department of Labor on women in the work force and changing social conditions show that

- 69 percent of all women between the ages of 18 through 64 were in the work force in 1989.

(Compared to 88 percent of all men ages 18 through 64.)

- in 1979-80, the average 16-year-old female could expect to spend 29.3 years of her life in the labor force. (Compared to 39.1 years for a 16-year-old male.)

- women comprised 45 percent of the entire civilian labor force in 1989.

- 74 percent of women workers hold full-time jobs; 26 percent work part time.

- occupational segregation on the basis of sex still exists. Women continue to make up large proportions of traditional "female" occupations, such as administrative support workers (80 percent female) and retail and personal services sales workers (68 percent female).

- most women work because of economic need. Two-thirds of all women in the work force in 1988 were either single (25 percent), divorced (12 percent), widowed (4 percent), separated (4 percent), or had husbands earning less than \$15,000 annually (13.5 percent).

- married-couple families with wives in the paid labor force increased from 40 percent in 1972 to 56 percent in March 1988.

- women made up 62 percent of all persons age 16 and older who had incomes below poverty level in 1988.

- the wage gap between men and women still exists; women are paid 70 cents for every dollar paid to men.

- 16.9 percent of all families were headed by a woman in 1989.

Enrollments in secondary vocational education programs in Wisconsin remain segregated by sex (see Figure 6). Also, teaching, administrative, pupil services, and support staffs are occupationally segregated by sex (see Figures 7 and 8).

Figure 6

## Percentages of Vocational Education Student Enrollment by Sex in Wisconsin

Subject Area	Occupational Preparation Course		Instructional Program	
	% Male	% Female	% Male	% Female
Agriculture Education	68	32	81	19
Business Education	40	60	18	82
Family and Consumer Education	31	69	N/A*	N/A*
Health Occupations	23	77	14	86
Home Economics—Wage-Earning Component	25	75	30	70
Marketing Education	47	53	40	60
Special Needs	61	39	N/A*	N/A*
Technology Education	87	13	93	7
State Average	57	43	56	44

\* N/A = No data available or not applicable.

Source: Vocational Education Enrollment Reporting System (VEERS), Wisconsin Department of Public Instruction, 1991.

**Occupational Preparation Course** refers to preparation courses either required or recommended for entry into an advanced instructional program.

**Instructional Program** refers to the advanced instructional program that includes occupational preparation for students according to their declared career objectives.

### Staffing Patterns of Wisconsin Public School Teachers in Career-Related Subject Areas

Subject Area	Total	Male		Female	
		Number	%	Number	%
Agriculture Education	279	243	87	36	13
Business Education	2,328	838	36	1,490	64
Computer Science	607	414	68	193	32
English	5,940	1,606	27	4,334	73
Family and Consumer Education	1,000	15	1	985	99
Health Occupations	8	2	25	6	75
Marketing Education	122	85	70	37	30
Mathematics	3,081	1,831	59	1,250	41
Science	3,003	2,289	76	714	24
Technology Education	1,368	1,353	99	15	1

*Wisconsin Department of Public Instruction, Bureau for Information Management, October 1992.*

Figure 8

**Staffing Patterns of Wisconsin Public School Administrators,  
Pupil Services Staff, and Support Staff**

Positions/Titles	Total	Male		Female	
		Number	%	Number	%
<b>School Administrators</b>					
District Administrator	401.5	373	93	28.5	7
Principal	1,511.2	1,164.7	77	346.5	23
Assistant Principal	511	365	71	146	29
Director of Instruction	364	189	52	175	48
Local Vocational Education Coordinator	110	77	70	33	30
<b>Pupil Services Staff</b>					
Guidance Counselor	1,528	777	51	751	49
Nurse	104	2	2	102	98
School Psychologist	525	273	52	252	48
<b>Support Staff</b>					
Clerical	5,766	76	1	5,690	99
Janitorial	6,800	5,615	83	1,185	17
Food Services	4,060	93	2	3,967	98

Wisconsin Department of Public Instruction, Bureau for Information Management, October 1992.



## Legislation Related to Sex Equity

During the past 20 years, legislation at both the federal and state levels has been enacted to protect students and employees in educational institutions from discrimination on the basis of sex. These laws have set forth standards and procedures for ensuring nondiscrimination and have established programs designed to achieve educational equity for both females and males. Although overt examples of sex discrimination, bias, and stereotyping are less prevalent than 20 years ago, they persist in subtle forms and continue to suppress the abilities and motivation of both girls and boys.

### Federal Laws

#### *Title IX*

In 1972, Congress enacted Title IX of the Educational Amendments Act, which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance. Title IX states: "No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . . ."

The Title IX regulations were issued after much delay on June 4, 1975. The regulations state that, with certain exceptions, the law bars sex discrimination in any academic, extracurricular, research, vocational, or other educational program (preschool to postgraduate) operated by an organization or agency that receives or benefits from federal aid.

The exceptions include U.S. military schools, although such schools began admitting women in 1976; religious schools; Girl Scouts and Boy Scouts; YMCA, YWCA, and other single-sex youth service organizations; social fraternities and sororities; Boys' State and Girls' State; and father-son and mother-daughter activities.

The regulations are divided into the following six categories:

- general provisions

- coverage, admissions, treatment of students, implications for recruitment, facilities, admissions, financial aid, student rules, counseling programs, housing rules, health care and insurance benefits

- scholarships and other recognition activities
- marital and parental status of students
- student employment, athletics, and other extracurricular activities
- course content, sexual harassment, single-sex courses, and school district provision of significant assistance to any organization, agency, or individual that discriminates on the basis of sex.

Title IX does *not* require or abridge the use of particular textbooks or curriculum materials.

By July 21, 1976, educational institutions were to comply with the following procedural requirements of Title IX. Educational institutions were to

- appoint a Title IX coordinator to monitor compliance and to handle grievances;
- adopt and publish a grievance procedure for prompt and equitable resolution of complaints;
- provide annual notice of the district's compliance with Title IX to students, parents, employees, job applicants, unions, and other professional associations;
- provide a public notice of compliance with Title IX in a local newspaper;
- conduct a self-evaluation to determine where the district's policies or practices might constitute sex discrimination and to set forth remedial steps to eliminate the effects of sex discrimination within a three-year period; and
- file an assurance of compliance with the U.S. Office for Civil Rights (OCR).

In 1992, the U.S. Supreme Court decided, in a 9 to 0 decision, that individuals alleging discrimination under Title IX could sue for monetary damages (*Franklin v. Gwinnett*, 1992).

#### *Office for Civil Rights Guidelines in Vocational Education*

In 1979, the U.S. Department of Education issued the Office for Civil Rights Guidelines in Vocational Education. These regulations were the result of the *Adams v. Califano* case and, for the first time, required state educational agencies

to establish a program to monitor local education agency compliance and to assist them in complying with Title IX (sex discrimination), Title VI (race discrimination), and Section 504 (handicap discrimination). In Wisconsin, this compliance program has helped many local school districts and vocational, technical, and adult education districts to achieve greater compliance with these federal civil rights laws.

In addition to Title IX and the OCR Guidelines, Congress has passed several programmatic laws designed to promote and achieve sex equity in education. These include the Title IV Sex Desegregation Technical Assistance Grants, available since 1978; the Women's Educational Equity Act of 1974; the Career Education Incentive Act of 1977; the Carl D. Perkins Vocational Education Act of 1984, and the subsequent Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

#### *Title IV Sex Desegregation Technical Assistance Grants*

Title IV Sex Desegregation Technical Assistance Grants stem from the authority of Title IV of the Civil Rights Act of 1964. Four kinds of grants originally were authorized: state education agency grants, local education agency grants (no longer available), regional desegregation assistance centers, and desegregation institutes (no longer available). A separate application and funding process for sex desegregation assistance grants was made available for the first time in 1978. Prior to 1978, many grantees provided technical assistance on Title IX compliance under the auspices of equal educational opportunity programs funded to address the multiple desegregation issues of race, sex, and national origin. In 1987, the U.S. Department of Education returned to the comprehensive grant award covering all three desegregation issues.

#### *Women's Educational Equity Act of 1974*

The Women's Educational Equity Act (WEEA) of 1974 was enacted to promote educational equity for women through a program of discretionary grants and contracts. WEEA was reauthorized and substantially revised by the Education

Amendments of 1978. The program has two main grant categories. Grants of general significance are designed to enable educational agencies to meet the requirements of Title IX. The second grant program has never been funded.

From 1980 to 1988, federal funding for WEEA was reduced from \$8 million per year to \$1.9 million per year. WEEA established program priorities for model projects under the grants of general significance. They include Title IX compliance, educational equity for racial and ethnic minority women and girls, educational equity for disabled women and girls, projects to influence leaders in educational policy and administration, and projects to eliminate persistent barriers to educational equity for women and girls. Many educational materials and models designed to achieve greater educational equity for girls and women, from preschool to graduate school and in educational employment, have been developed with WEEA grants. (These materials are available from the WEEA Publishing Center; call (800) 225-3088 for a free catalog.)

#### *Career Education Incentive Act of 1977*

The main purpose of the Career Education Incentive Act of 1977 was to promote career education and infuse career concepts and connections in every educational program. One of the overall goals of the act was to eliminate sex-role stereotyping and bias from career education materials and programs. This program is no longer operating.

#### *Carl D. Perkins Vocational Education Act of 1984 and its Successor, Carl D. Perkins Vocational and Applied Technology Education Act of 1990*

The Carl D. Perkins Vocational Education Act of 1984 and its predecessor, the Vocational Education Act (VEA) of 1976, represent the most comprehensive efforts to date to infuse sex equity into an educational program. The act requires positive action to end bias and stereotyping as well as to ensure nondiscrimination.

The provisions of the Vocational Education Act of 1976 required for the first time that each state hire at least one full-time staff person to coordinate and infuse sex equity throughout the

vocational education system. The law required states to provide incentives to local districts to encourage nontraditional enrollments and to begin to establish programs for special target populations, such as displaced homemakers. The law also required that advisory councils have a fair representation of females, males, minorities, and the disabled.

The Carl D. Perkins Act and its successor retained and expanded upon key sex-equity provisions of the VEA. States are required to assign one person full-time responsibility for fulfilling seven mandated functions. The act provides two set-asides within the basic state grant; one for Single Parents and Homemakers (7.5 percent of the basic grant), the other for Young Women and Sex-Equity Programs (3 percent of the basic grant). Local school or vocational districts apply annually for these funds to implement programs for vocational education students. The intended long-term outcome of these programs is greater economic self-sufficiency for girls and women and to eliminate sex-role stereotyping, bias, and discrimination in vocational education.

## State Statutes Protecting Students

Although Wisconsin long has had statutes outlawing discrimination against pupils on the basis of race and religion, it did not prohibit sex discrimination in education until 1975. In 1977 state statutes were changed to provide authority to the state superintendent of public instruction to promulgate rules to implement the pupil nondiscrimination statute. Milwaukee came under the provisions of the statute in 1983, at the same time that school districts were required to make program modifications and services available to pregnant students and school-age parents (see Appendix K).

### *S. 118.13, Wisconsin Statutes, Pupil Nondiscrimination*

In 1985, s. 118.13, Wisconsin Statutes, was repealed, and a new, more comprehensive statute took its place; and in 1992, the category of "religion" was added and the legislature approved rules requiring accommodation of pupils' sincerely held religious beliefs. The new statutory lan-

guage protects pupils in public schools through twelfth grade on the basis of sex; race; religion; national origin; ancestry; creed; pregnancy; marital or parental status; sexual orientation; or physical, mental, emotional, or learning disability. The 1985 revision also prohibited pupil discrimination in any curricular, extracurricular, pupil services, recreational, or other program or activity and required that the state superintendent promulgate administrative rules to this effect. It reiterates the provisions of federal pupil civil rights law, yet emphasizes local involvement in nondiscrimination policy development and self-evaluation.

The statute directs each public school district to file an annual status report with the state superintendent, who reports biennially to the legislature on statewide compliance. A significant aspect of the administrative rules was the inclusion of the prohibition of stereotyping, bias, and pupil harassment when they have a negative effect on the student's school experience.

The statute requires local schools to have comprehensive pupil nondiscrimination policies in admissions; standards and rules of behavior; disciplinary actions; acceptance and administration of gifts, bequests, and scholarships; instructional and library/media materials selection; testing, evaluation, and counseling methods, practices, and materials; facilities; athletic program activities; and school-sponsored food service programs.

School boards must provide an opportunity for public comment on these policies. Districts also must have a local complaint process, must designate an employee to receive complaints, and must provide annual notice to the public on nondiscrimination. In addition, districts must complete a self-evaluation once every five years to evaluate the status of nondiscrimination and equality of educational opportunity within the district. For more information, consult the Wisconsin Department of Public Instruction's publication *Pupil Nondiscrimination Guidelines*, Bulletin Number 0007.

## Equity and Wisconsin Educational Standards

There are 20 standards for educational excellence in Wisconsin. Ten standards were enacted

in 1973, the other ten in 1985. These standards fulfill a state constitutional requirement (Article X) that the legislature create school districts "as nearly uniform as possible." By establishing minimum expectations for every district's total education program, the standards are designed to provide equal access to opportunities to all children, regardless of where they reside.

While nondiscrimination and equity concerns can be related to each of the 20 standards, five of the standards provide numerous opportunities to achieve and advance educational equity. These five standards are:

- Standard (e), the Guidance and Counseling Services standard, which states that "each school board shall provide guidance and counseling services." The Wisconsin Developmental Guidance Model (WDGM) serves as a framework around which schools may develop their local counseling services plan. The model identifies and focuses on guidance in three major developmental areas—learning, personal/social, and career/vocational. The WDGM is presented in the DPI publication *School Counseling Programs: A Resource and Planning Guide*. In addition, *Classroom Activities in Sex Equity for Developmental Guidance*, published by the DPI, provides activities organized around the WDGM's three major developmental areas.

- Standard (h), the Instructional Materials standard, which states that "each school board shall provide adequate instructional materials, texts, and library services which reflect the cultural diversity and pluralistic nature of American society." This standard is referenced in PI 9.03(1)(e): "Each board shall develop policies prohibiting discrimination against pupils . . . and shall include . . . an instructional and library media materials selection policy consistent with . . . standard (h)." Together, these two requirements should lead to a periodic review of existing materials and selection of new materials free of stereotyping and bias in each school.

- Standard (k), the Curriculum Plan standard, which states that "each school board shall develop a written, sequential curriculum plan . . . [which] shall specify objectives, course content, resources, and shall include a program evaluation method." The evaluation method that school boards develop for written curriculum

plans can be much more than a paperwork exercise. It could provide educators the opportunity to evaluate the level of equity in their district's schools. The DPI publishes curriculum guides for most subject areas to help school administrators and staff develop, expand, or update their programs.

- Standard (m), the Education for Employment standard, which states that "each school board shall provide access to an education for employment plan that has been approved by the state superintendent." By ensuring equal access to and equal treatment in education for employment programs to all students, females have a chance to reach parity with males in their awareness of occupational opportunities and in their career expectations and aspirations.

- Standard (n), the Children At Risk standard, which states that "each school board shall develop a plan for children at risk under s. 118.153." Many young people (especially young women) are at risk of failing to graduate from high school, of making poor decisions that lead to dependency or victimization, or of not being aware of their options and opportunities for the future. Programs, plans, and activities implemented under this standard offer prevention and early intervention assistance to these young women. For example, one such program helps pregnant and parenting teens graduate from high school.

## Federal Laws Protecting Employees

Employees of educational institutions are protected from employment discrimination under Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972, the Pregnancy Discrimination Act of 1978, and the EEOC Guidelines on Sexual Harassment of 1980; the Equal Pay Act of 1962 as amended; the Age Discrimination in Employment Act of 1967 as amended; and Title IX of the Education Amendments of 1972.

When Title IX was enacted, it contained employment-related protection for employees of educational institutions that were not yet covered by Title VII or state laws, especially in the area of pregnancy and marital or parental status. Prior to Title IX's passage, it was common prac-

tice to pay female teachers less than male teachers, because males were presumed to be the head of a household; to pay female coaches less than male coaches; and to require pregnant teachers to stop teaching upon learning of their pregnancy.

Title IX requires school districts to have a grievance procedure for employees to use if they have a complaint of discrimination. The legislation also requires the school district to inform employees and applicants for employment that it does not discriminate on the basis of sex.

Between 1979 and 1982, three separate federal district courts ruled that Title IX protected only students, not employees, from sex discrimination. During that period, the Office for Civil Rights did not accept or investigate complaints of employment discrimination under Title IX. In May 1982, the U.S. Supreme Court reversed that trend by ruling, in *North Haven Board of Education v. Bell*, to uphold the validity

of Subpart E (Employment) of the Title IX regulations.

## **State Statutes Protecting Employees**

Public school teachers specifically are protected from discrimination on the basis of sex under s. 118.20, Wisconsin Statutes. This statute provides for appeal through the state superintendent. Teachers and all other school district employees, preschool through graduate school, also are protected under Wisconsin's Fair Employment Statute, ss. 111.31 through 111.395, Wisconsin Statutes. This statute prohibits the practice of unfair discrimination against properly qualified individuals by reason of their age, race, creed, color, handicap, marital status, sex, national origin, ancestry, sexual orientation, or arrest or conviction record.

