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## Support Materials

The materials in this appendix are designed to serve as masters to be reproduced as overhead transparencies or printed handouts.

# Poverty Facts for Wisconsin

Source: 1990 Census of population and housing

1. Women represented 62% of all persons age 16 and older whose incomes fell below the poverty level in 1989. (Women make up 51% of the U.S. population.)
2. Seventy-five percent of poor people are women and children.
3. The Wisconsin per capita income in 1989 was \$13,276.
4. Thirty-five percent of working women age 55 and older fell below the poverty line.
5. Up to one-third of women on welfare work but can't earn enough money to support their families.
6. Women maintained 31.2% of all poor families in 1990.

## From *20 Facts on Working Women*

Source: U.S. Department of Labor, 1990

1. In 1989, 69% of all working women 18 to 64 years of age, or 53.1 million women, were in the civilian labor force, compared with 88% of all men in this group.
2. Women comprised 45% of the civilian labor force in 1989. Also, half of all black workers were women; 45% of all white workers were women; and 40% of all Hispanic workers were women.
3. Women continue to constitute a large proportion of workers in traditionally female occupations. In 1989, women represented 80% of all administrative support (including clerical) workers, but only about 9% of all precision, production, craft, and repair workers. Women were 68% of all retail and personal services sales workers, but only 40% of all executives, managers, and administrators.
4. Most women work because of economic need. The majority of women in the labor force (58.5%) in March 1988 were single (25%), divorced (12%), widowed (4%), separated (4%), or had husbands

whose 1987 earnings were less than \$15,000 (13.5%).

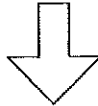
5. Women represented 62% of all persons 16 years old and older with poverty-level incomes in 1988.
6. The more education a woman has, the greater the likelihood she will seek employment. Among women 25 to 54 years of age with four or more years of college in March 1988, 81% were in the labor force. Among women of the same age group with less than four years of high school, 51% were in the labor force in March 1988.
7. The median income of female high school graduates (with no college) working year round, full time in 1988 was somewhat higher than that of fully employed men who had completed less than eight years of elementary school—\$16,810 and \$17,190, respectively. In 1988, women with four years of college education had a median income below that of men who had only a high school diploma—\$25,187 and \$26,045, respectively.

## Summary of the Wisconsin Model for Sex Equity in Career and Vocational Education

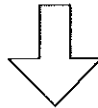
<p><i>The Purpose of the Model</i></p>
<p>The Wisconsin Model for Sex Equity in Career and Vocational Education provides a planned, visible, systematic approach to help local school personnel assess, plan for, and infuse sex equity into their district's career and vocational education program.</p>
<p><i>What Will Be Accomplished</i></p>
<p>The model presents five phases for addressing sex equity in the local school district. They are: building commitment and direction, assessment, planning, action, and evaluation. These phases provide a planned approach to developing a local vocational equity program.</p>
<p><i>How This Will Be Accomplished</i></p>
<p>A planning team, composed mainly of school personnel under the direction of a leader, coordinates and implements the assessment and planning process. The model provides the assistance local planners need to help the district achieve vocational sex equity, yet is flexible enough to accommodate local needs and conditions.</p>
<p><i>What Materials Are Included</i></p>
<p>In addition to the easy-to-follow directions, the model provides suggested strategies and activities, examples of activities, informational charts and tables, and reproducible copies of planning forms, student and staff surveys, scoring forms and information, and analysis questions.</p>

## Phases of the Wisconsin Model

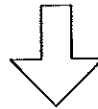
**Phase I: Building Commitment and Direction** provides the basis for equity planning, rationale, and mission. It explains the phases, the process of developing an equity program, and how the equity program will work in the local school district. It is important to establish a commitment to equity and understand how the model will help your school achieve vocational equity.



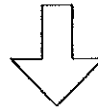
**Phase II: Assessment** profiles equity in the district by examining enrollment statistics and staffing patterns as well as using student and staff surveys designed to focus on sex-equity knowledge and skills. Analysis of the local data guides the planning team to form conclusions and develop needs statements. This is a critical step in building an effective program.



**Phase III: Planning** uses the analyzed information from the assessment phase to building the local equity plan. Local planners use the needs statements to develop objectives. They then select strategies and activities and form timelines to meet these objectives.



**Phase IV: Action** implements the local plan. Specific activities selected in the planning phases are implemented, and their progress or success is monitored.



**Phase V: Evaluation** examines the changes that have occurred. Enrollment changes and results from other efforts are monitored to develop a clear, comprehensive view that demonstrates the program's progress and points out areas that need improvement.

## Definition of Sex Equity

Sex equity is fair and just treatment of individuals, which allows them

- to choose educational programs and careers;
- to enter programs and careers according to their needs, informed interests, and abilities; and
- to participate fully in and to benefit from those programs without regard to their sex.

The promotion of sex equity in education programs involves creating an educational environment that helps students free themselves of limiting sex-role expectations and fosters preparation for future family and work roles.



## **Sex Equity: Long-Term Student Outcomes**

1. Assist students in understanding that both men and women work for pay in great numbers, for a long time, and out of economic necessity.
2. Assist students in recognizing and neutralizing sex-role stereotyping and bias.
3. Assist students in exploring the total range of occupational choices including nontraditional, technical, new, and emerging occupations.
4. Enhance students' perceptions of self-efficacy, self-confidence, and financial independence.
5. Encourage higher achievement in academic areas that act as critical filters, such as mathematics, science, and technology.
6. Help students separate masculine and feminine identity from roles and skills that everyone will need.
7. Help students develop trusting relationships that will support the work and family partnerships of the future.

## Goals of Sex Equity in Schools

1. 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) protects students on the basis of sex as well as many other protected classifications. The administrative rule (PI 9) for this statute includes bias, stereotyping, and pupil harassment as forms of discrimination.

2. To help students free themselves from limiting, rigid sex-role stereotypes and sex bias.
3. To assist students in exploring and participating in a broader range of educational programs and activities leading to
  - A. greater educational achievement;
  - B. nontraditional, new and emerging, and technical occupations;
  - C. higher wage and higher benefit occupations leading to economic self-sufficiency for females; and
  - D. more satisfying occupations.
4. To help students understand, think about, and prepare for a future characterized by change, especially in male and female life roles and relationships and in careers.
5. To educate students about personal and social problems that have been caused by rapid social and economic changes, by traditional socialization of males and females, or that affect girls and women disproportionately.

Barbara Bitters, 1987. Wisconsin Department of Public Instruction.

# Evolution of Equity Goals

Period of Beginning	Goals of Equity	Rationale for Equity
Mid-1960s- mid-1970s	Equal opportunity, access and treatment (Eliminate discrimination)	Fairness
Mid-1970s on	Move beyond equal access. Eliminate stereotyping, bias, and harassment. (Need for intervention, affirmative steps, and infusion of equity)	Changing social and economic conditions. Social costs of inequity.
Mid-1980s on	Equal outcomes of educational programs (Need to restructure schools and develop the curriculum, methods, and support services that students need to succeed)	Educational excellence

