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ABSTRACT

This report contains the following information in regard to the Women's Educational Equity Act: a brief description of the original and reauthorizing legislation, analysis of grant applications received and funded in the 1979 fiscal year, summaries of grant and contract awards for the fiscal year, and identification of products developed under project funding to be disseminated. Data presented in the statistical summaries of program efforts for fiscal 1979 include an analysis of applications received and grants awarded in terms of distribution by HEW region, levels of education, type of applicant, major target groups, special population groups, type of grant activity, and special academic areas. The summary of grant and contract awards for the fiscal year reflects the Act's support of a broad range of activities that target areas of education which perpetuate sex bias toward the purpose of providing educational equity for women. Information provided in the descriptions of grants and contracts awarded includes title, institution, grant amount, duration, director, and brief description with objectives. A list of publications developed under the Act's contracts is also included.

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ED185309

# Women's Educational Equity Act

**Fourth Annual Report  
Fiscal Year 1979  
October 1, 1978 to September 30, 1979**

**U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
Office of Education**

**U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION**

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ACKNOWLEDGEMENTS: This report was prepared by the staff of the Women's Educational Equity Act Program:

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The contributions of former WEEAP staff members, Dr. Mary Jane Smalley and Ms. Joan Thompson, and of the former Director, Dr. Joan Duval, are gratefully acknowledged.

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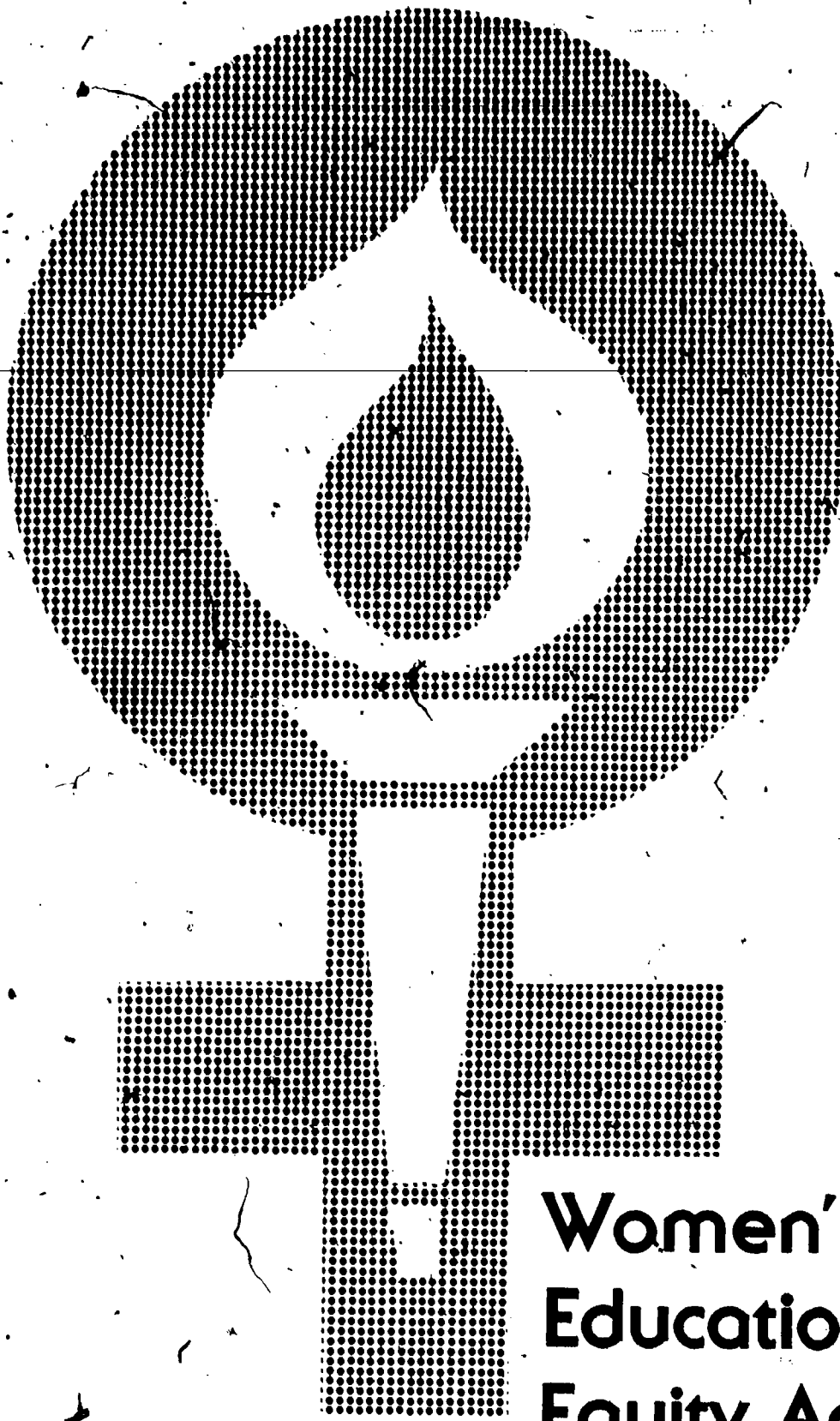
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**Women's  
Educational  
Equity Act Program**

# WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM

## Introduction

The Women's Educational Equity Act represents a significant Congressional effort to confront the massive problems of sexism in American education, manifested in a variety of discriminatory attitudes, stereotypes and practices. While Title IX of the Education Amendments of 1972 prohibits sex discrimination in Federal assisted educational programs, the Women's Educational Equity Act (WEEA) was enacted to provide programmatic support for positive efforts to ensure sex equity. During its first four years, the WEEA Program has awarded grants and contracts to develop materials and model programs designed to assist in the achievement of educational equity for girls and women of various racial/ethnic, age, regional, and socioeconomic groups.

## Legislative History

The Women's Educational Equity Act was enacted in 1974 as part of the Special Projects Act of the Educational Amendments of 1974 (P.L. 93-380). The sponsors of the legislation, former Representative Patsy T. Mink and Vice President Walter F. Mondale, recognized the need for legislation designed to promote educational equity for women and girls. The first section of the Act, which describes its purpose, states that: "The Congress finds and declares that educational programs in the United States, as presently conducted, are frequently inequitable as such programs relate to women and frequently limit the full participation of all individuals in American society...It is the purpose of this part to provide educational equity for women in the United States."

In order to achieve its goal, the Women's Educational Equity Act authorized the Office of Education to provide grants and contracts for developmental, demonstration, and dissemination projects of national, statewide, or general significance. A program of small grants, not to exceed \$15,000 each, was established to support innovative approaches to the achievement of educational equity for women. The Women's Educational Equity Act includes six specifically authorized activities:

- 1) the development and evaluation of curricula, textbooks, and other educational materials;
- 2) model preservice and inservice training programs for educational personnel;
- 3) research and development activities;
- 4) guidance and counseling activities, including the development of nondiscriminatory tests;
- 5) educational activities to increase opportunities for adult women, including continuing educational activities and programs for underemployed and unemployed women; and,
- 6) expansion and improvement of educational programs and activities for women in vocational education, career education, physical education, and educational administration.

The Women's Educational Act also created the National Advisory Council on Women's Educational Programs, with seventeen members who are appointed by the President and confirmed by the Senate. These women and men are broadly representative of the general public, including persons from various racial/ethnic minority groups, geographical regions, and age groups. Members, many of whom are educators, are experienced in addressing issues of women's rights within education and are knowledgeable of various concerns relating to the status of women in American society generally. Three ex-officio members also serve on the Council, including the Chair of the U.S. Commission on Civil Rights, the Director of the Women's Bureau of the Department of Labor, and the Director of the Women's Action Program of the Department of Health, Education, and Welfare.

The original Women's Educational Equity Act of 1974 expired in 1978; the Act was reauthorized by the Congress of 1978 as Title IX, Part C of the Elementary and Secondary Education Act (Education Amendments of 1978).

The reauthorized Act established a new, second program in addition to the original program described above. This new program will provide grants for projects of local significance to assist individual school districts and other institutions in their attempts to meet the requirements of Title IX of the Education Amendments of 1972. This activity is dependent however, upon the amount of the appropriation for WEEA.

The reauthorized Act received an increased authorization of \$80 million. The first \$15 million appropriated will continue the original discretionary grant program of demonstration projects of national, general, or statewide significance. All funds appropriated in excess of \$15 million will implement the new, second program of grants for projects of local significance; this second program has not been funded for FY 1980.

### Priorities

The reauthorized Act requires the Program to establish priorities for funding for the original program of demonstration projects, beginning with Fiscal Year 1980. The following priorities have been established and are described in the WEEA Program's final regulations, published in the FEDERAL REGISTER in January, 1980:

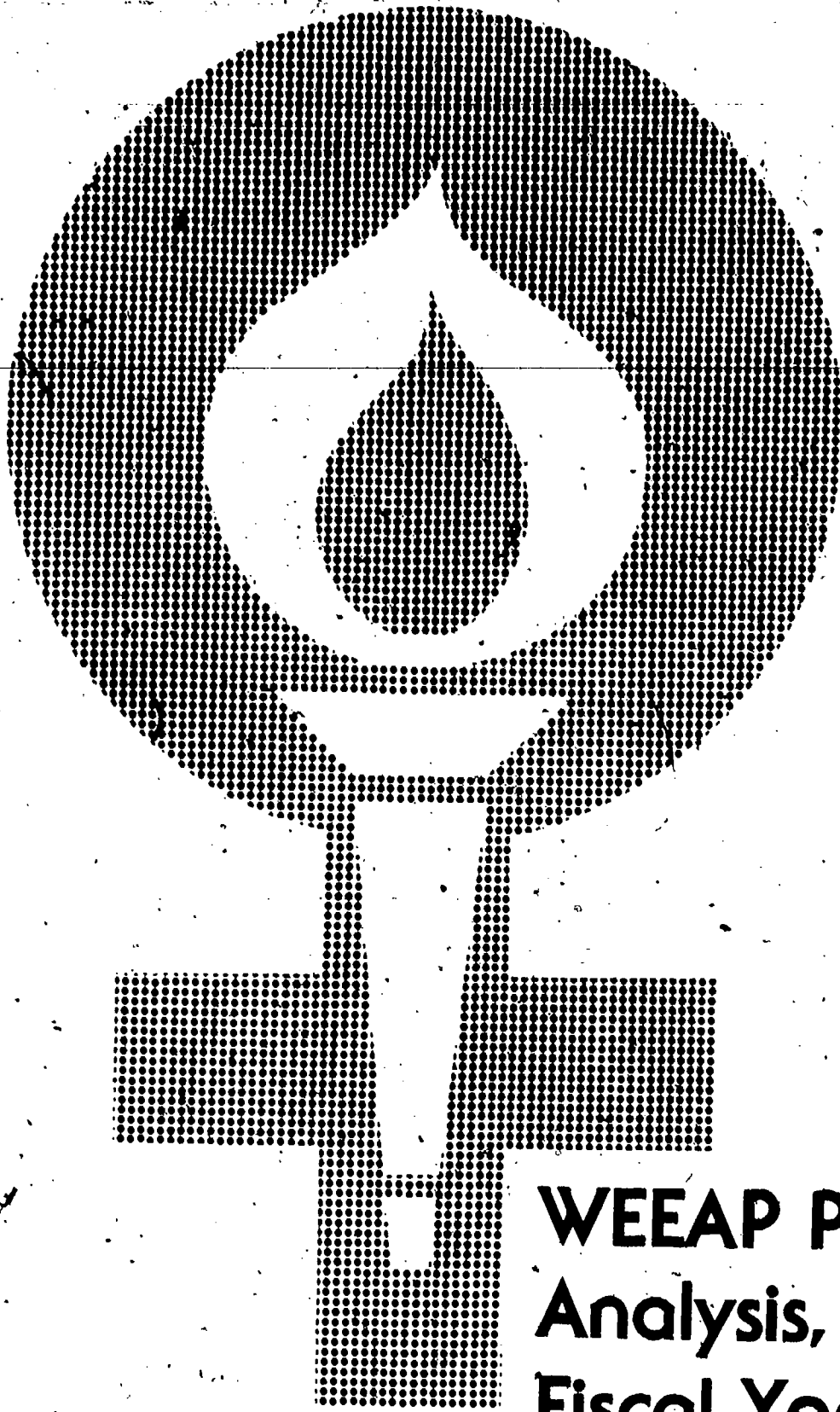
- 1) Model projects on Title IX compliance;
- 2) Model projects on educational equity for racial and ethnic minority women and girls;
- 3) Model projects on educational equity for disabled women and girls;
- 4) Model projects to influence leaders in educational policy and administration; and,
- 5) Model projects to eliminate persistent barriers to educational equity for women.



## Application Review and Grant Award Process

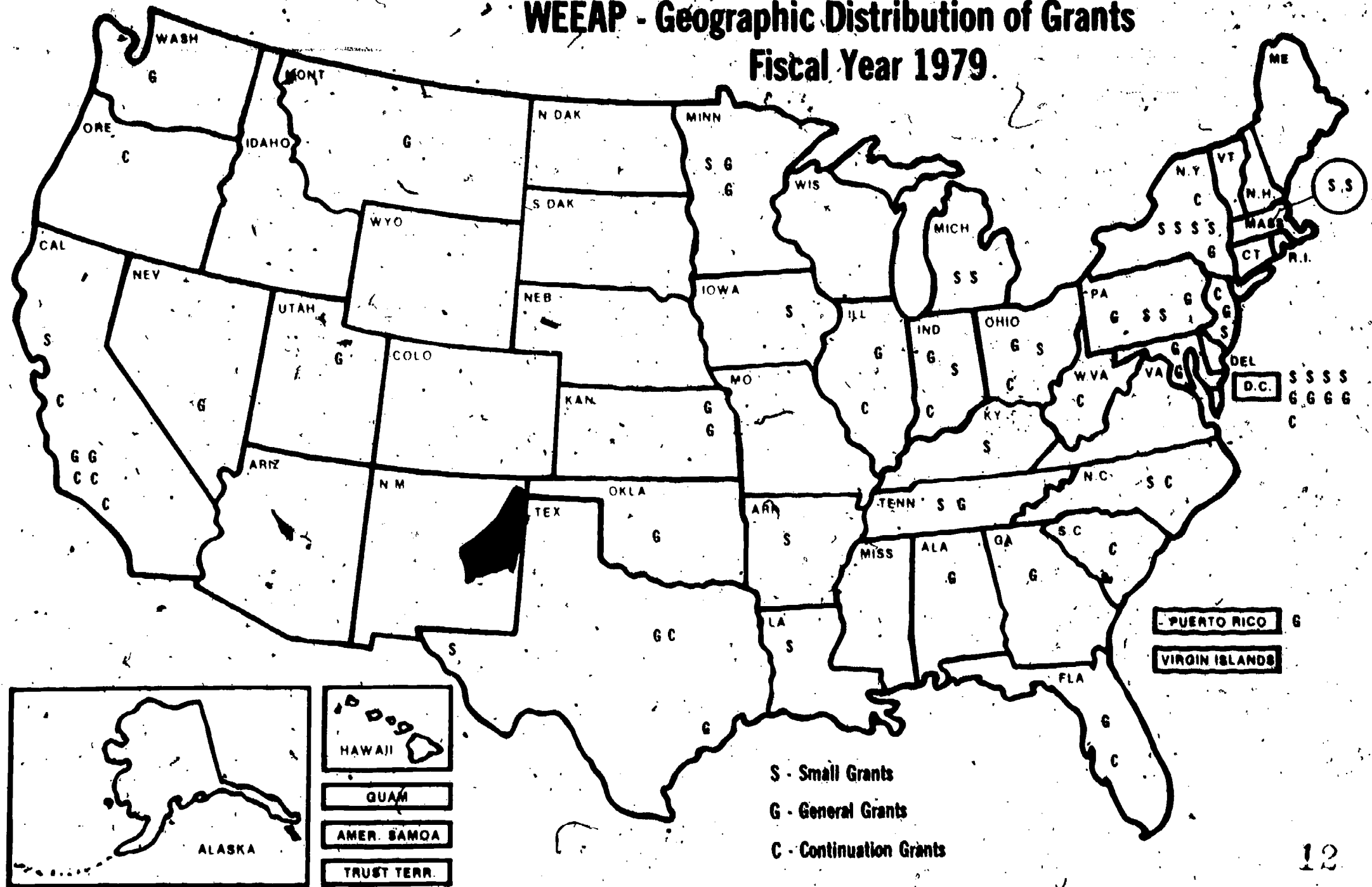
All applications are reviewed according to the "Discretionary Grant Program Review and Administration Procedures," of the HEW Grant Administration Manual. Each application is reviewed by a panel of three expert consultants, with experience and expertise in addressing issues of sex equity in education. The panelists rate each application on the criteria contained in the WEEAP regulation. The panel's total average score, with supporting comments, is one of the determinants for making an award. In addition, the WEEAP Staff carefully reviews all proposals which meet the application criteria and develops a final slate of projects to be funded; this slate, to the extent possible, collectively addresses all levels of education, represents a variety of strategies and delivery systems, and reflects demographic and geographic diversity. The WEEA Program makes particular efforts to ensure that projects addressing the unique needs of racial/ethnic minority women, rural women, and low-income women, are funded.

The WEEA Program received a very large number of applications in Fiscal Year 1979; therefore, fewer than 10 percent of the total number of applications received grants. We believe that these 27 small grants and 31 general grants, in combination with 16 continuation grants, will successfully achieve WEEAP goals. Indeed, these projects, described in the following pages, are representative of the diverse concerns expressed by other applicants as well.



**WEEAP Project  
Analysis,  
Fiscal Year 1979**

# WEEAP - Geographic Distribution of Grants Fiscal Year 1979



## WEEAP PROJECT ANALYSIS

### FISCAL YEAR 1979

Statistical summaries are presented in this report to highlight program efforts for Fiscal Year 1979. Data include an analysis of applications received and grants awarded in terms of the following factors: distribution by HEW region of number and amount, level of education, type of applicant, major target groups, special population groups, type of grant activity and special academic areas.

A total of 125 applications for small grants and 514 applications for general and continuation grants were received in Fiscal Year 1979. Of these, 27 small grants and 47 general and continuation grants were awarded. Small grant funding requests totaled \$1,675,840 of which \$376,958 were awarded. General and continuation funding requests totaled \$56,127,801 of which \$5,295,110 were awarded.

All percentages have been rounded and therefore totals do not always equal 100 percent. This applies to all tables in this report.

TABLE I DISTRIBUTION OF SMALL APPLICATIONS RECEIVED AND GRANTS AWARDED BY HEW REGION

Fiscal Year 1979

HEW Region	Applications		Awards		Amount Requested	Amount Awarded
	No.	%	No.	%		
I	16	13	2	7	\$ 209,428	\$ 29,685
II	16	13	5	19	209,078	64,517
III	18	14	6	22	242,636	88,130
IV	9	7	3	11	131,466	44,030
V	28	22	5	19	392,200	72,286
VI	6	5	3	11	83,561	40,197
VII	4	3	1	4	55,543	14,604
VIII	7	6	0	0	95,969	0
IX	18	14	1	4	228,693	14,743
X	3	2	1	4	27,226	8,766
TOTAL	125	99%	27	101%	\$1,675,840	\$ 376,958

Table I shows the regional distribution of small grants by number of applications, number of grants awarded, dollar amount requested, and dollar amount received. Region V accounted for the highest number of applications with 28, followed by Regions III and IX with 18 each and Regions I and II with 16 each. Regions III, II, and V received the most awards with 6, 5, and 5 respectively.

TABLE II

DISTRIBUTION OF GENERAL AND CONTINUATION  
APPLICATIONS RECEIVED AND GRANTS AWARDED  
BY HEW REGION

Fiscal Year 1979

HEW Region	Applications		Awards		Amount Requested	Amount Awarded
	No.	%	No.	%		
I	31	6	0	0	\$ 2,768,122	\$ 0
II	95	18	6	11	11,201,783	515,859
III	67	13	10	21	7,245,399	1,290,245
IV	77	15	7	15	8,997,234	800,084
V	64	12	8	17	6,819,190	769,102
VI	43	8	4	9	3,789,597	356,165
VII	25	5	2	4	2,806,098	241,315
VIII	34	6	2	4	3,302,588	261,890
IX	71	13	7	15	6,668,980	813,735
X	23	4	2	4	2,528,810	246,715
TOTAL	530	100%	47	100%	\$56,127,801	\$5,295,110

Table II shows the regional distribution of the number of applications, the number of grants awarded, the dollar amount requested, and the dollar amount received for general and continuation grants. Region II accounted for the most applications with 95, followed by Region IV with 77 and Region IX with 71. Region III received the most awards with 10 followed by Region V with 8.

TABLE III

DISTRIBUTION BY LEVEL OF EDUCATION  
SMALL GRANTS, GENERAL AND CONTINUATION GRANTS

Fiscal Year 1979

Level of Education	Small Grants	General and Continuation Grants	TOTAL
Preschool	2	2	4
Elementary	3	2	5
Secondary	4	7	11
Elementary/Secondary	0	9	9
Postsecondary	8	13	21
Adult	12	12	24
All Levels	4	5	9

Table III shows the diversity of new small grants and new general and continuation grants by level of education. Approximately 34 percent of the total number of project activities are designed for use at the preschool through secondary levels. About 54 percent is evenly divided between the postsecondary (24%) and the adult (30%) levels. Nine projects are designed for all levels. Awards are counted more than once when projects focus on more than one level.

TABLE IV DISTRIBUTION BY TYPE OF APPLICANT  
SMALL GRANTS, GENERAL AND CONTINUATION GRANTS

Fiscal Year 1979

Level of Education	Small Grants	General and Continuation Grants	TOTAL
Local Education Agencies	3	7	10
State Education Agencies	0	1	1
Community Colleges	1	0	1
Postsecondary Institutions	13	22	35
Individuals	7	0	7
Women's Nonprofit Organizations	1	4	5
Other Nonprofit Organizations	2	13	15
<b>TOTAL AWARDS</b>	<b>27</b>	<b>47</b>	<b>74</b>

Table IV shows the diversity of small grants and general and continuation grants awarded by type of applicant. The largest single group of recipients is postsecondary institutions with 35 grants, or 47 percent of the total. Nonprofit organizations, including women's nonprofit organizations, received 20 grants or 27 percent of the total. Ten of the remaining 19 grants went to local education agencies, and 7 small grants were awarded to individuals. One small grant was awarded to a community college and 1 general grant was awarded to a State education agency.



Table V

**DISTRIBUTION BY TARGET GROUPS  
SMALL GRANTS, GENERAL AND CONTINUATION GRANTS**

Fiscal Year 1979

Target Groups	Small Grants	General and Continuation Grants	TOTAL
Students	12	20	32
Teachers	7	20	27
Administrators	5	17	22
Counselors	3	8	11
Women's Groups	5	8	13
Community Groups	3	8	11
Parents	3	8	11
Other	5	5	10

Table V clusters project activities around major target groups. About 66 percent of the activities will benefit students, teachers, administrators, and counselors in an educational setting. The remaining 34 percent is evenly distributed among women's groups, community groups, parents, and other groups. Awards are counted more than once where projects focused on more than one target group.

TABLE VI

DISTRIBUTION BY SPECIAL POPULATION GROUPS  
SMALL GRANTS, GENERAL AND CONTINUATION GRANTS

Fiscal Year 1979

Special Population Groups	Small Grants	General and Continuation Grants	TOTAL
American Indian/ Alaskan Native	2	4	6
Asian & Pacific American	0	2	2
Black	4	9	13
Hispanic	4	10	14
Minorities in General	5	6	11
Rural	6	8	14
Urban	2	4	6
Low Income	3	5	8

The numbers in Table VI represent project activities which are designed in part or in their entirety to include special population groups as they are identified by grantees. A number of projects were designed to meet the needs of rural women. There were about one-half as many for urban women. Activities were almost evenly distributed over the remaining special population groups with the exception of Asian and Pacific Americans whose needs are addressed specifically by only two projects, and American Indians by only six. Awards are counted more than once when projects focused on more than one special population group.

TABLE VII

DISTRIBUTION BY TYPE OF ACTIVITY  
SMALL GRANTS, GENERAL AND CONTINUATION GRANTS

Fiscal Year 1979

Type of Activity	Small Grants	General and Continuation Grants	TOTAL
Adult Education	11	8	19
Career Education	6	10	16
Counseling & Guidance	6	11	17
Curricula/Textbooks/ Educational Materials	19	35	54
Educational Administration	5	5	10
Physical Education/Sports	2	3	5
Pre-service/In-service Training	2	9	11
Research & Development	3	5	8
Unemployed/Underemployed	6	6	12
Vocational/Technical Education	2	4	6

Diversity of projects by type of activity is shown by Table VII. Nearly 35 percent of the activities are to develop curriculum, textbooks, or other educational materials. More than 13 percent are in the areas of career education, vocational education, or technical education. There are a number of projects in counseling and guidance as well as research and development. There are also projects for educational administrators and unemployed persons. The fewest number of projects are in the area of physical education and sports. Awards are counted more than once when projects focused on more than one activity.

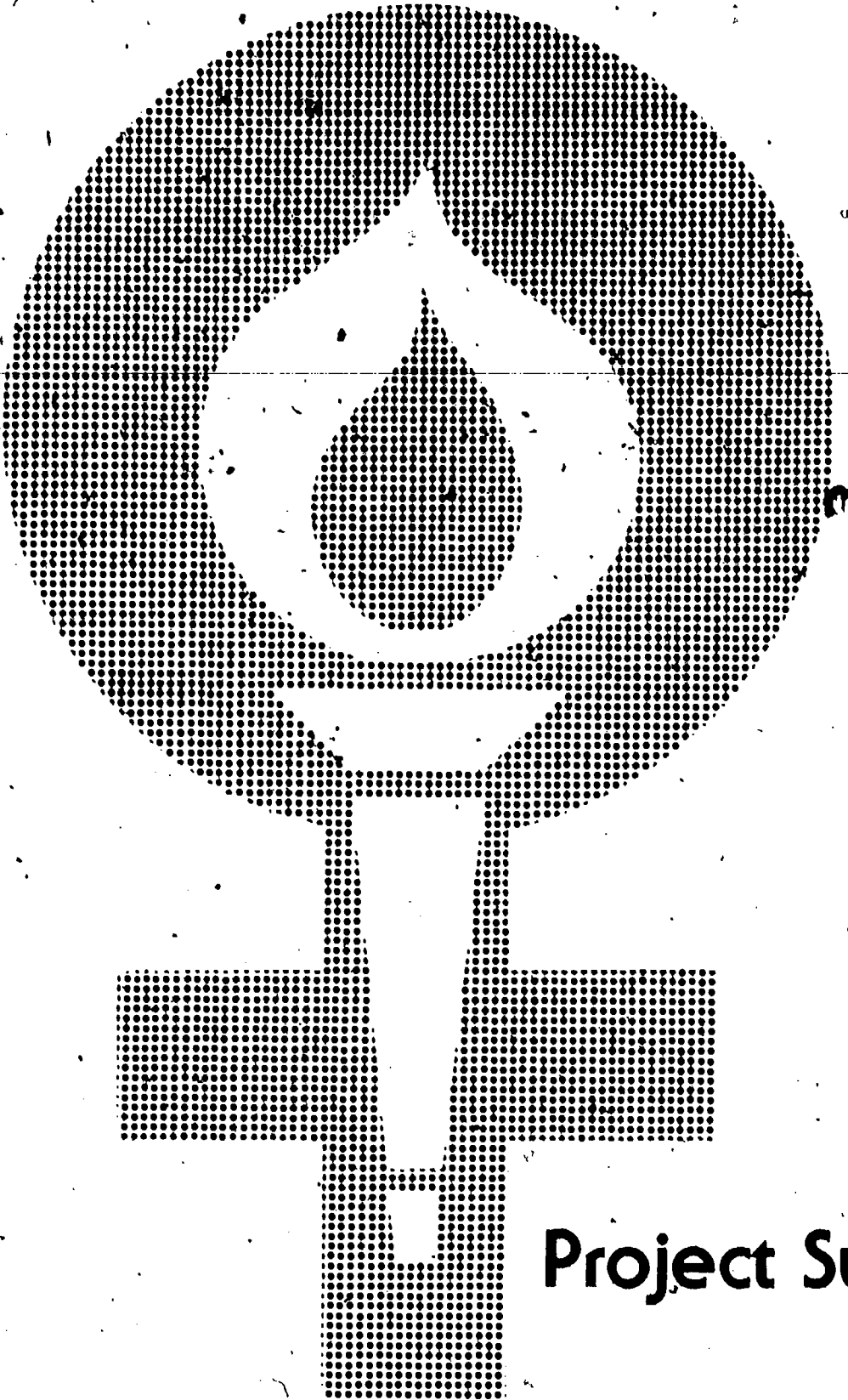
TABLE VIII

DISTRIBUTION BY SPECIAL ACADEMIC AREA  
SMALL GRANTS, GENERAL AND CONTINUATION GRANTS

Fiscal Year 1979

Special Academic Areas	Small Grants	General and Continuation Grants	TOTAL
Math/Science/Engineering	5	4	9
Social Science/History	4	6	10
Psychology	1	2	3
Language Arts	3	2	5
Business	1	2	3
Health and Physical Education	2	3	5

Some projects addressed specific academic areas such as mathematics, science, and so forth. They are shown in Table VIII. In addition, there are two projects designed for child day care centers, one in journalism, and four with emphasis on Title IX of the Education Amendments of 1972.



# Project Summaries

## PROJECT SUMMARIES

### CAREER MOBILITY FOR WOMEN IN EDUCATIONAL ADMINISTRATION

Auburn University  
School of Education  
3002 Haley Center  
Auburn, Alabama

Amount : \$84,833  
Duration : One Year  
Director : Dr. Nancy N. Lopusser  
Phone : (205) 826-5982

To develop a model for leadership mobility for women in education. This model will attempt to determine systematic means for nurturing leadership potential in women and developing this potential through a strategy for upward mobility in administration. Five training modules and a monograph will be developed.

### MANAGEMENT TRAINING WORKSHOPS FOR RURAL WOMEN

Dr. Lynne Curry  
1812 East 27th Avenue  
Anchorage, Alaska

Amount : \$8,766  
Duration : One Year  
Director : Dr. Lynne Curry  
Phone : (907) 279-4860

To develop six training packages for workshops specifically oriented to areas of management training in which women are traditionally excluded. Each training package will include specific behavioral objectives, a course description with supplementary materials, and a suggested evaluation component. Participants in each skill-based workshop may receive academic credit from Anchorage Community College. Working with state agencies and commissions, the project will make special efforts to recruit rural, Eskimo and Indian women as participants.

## ELEMENTARY SCHOOL SOCIAL STUDIES KITS

University of Arkansas  
Board of Trustees  
Fayetteville, Arkansas 72701

Amount : \$13,248  
Duration : One Year  
Director : Dr. Emile Sullivan  
Phone : (501) 575-2153

To develop and validate resource unit kits about contemporary women and their accomplishments which can be used to augment elementary social studies texts. These kits will provide a more balanced social studies program and promote pride in women's heritage and accomplishments. An enlarged view of career choices and life options for women will be presented; materials to enhance the roles and options of minority women will be developed. The final product will be a printed booklet describing the elementary school social studies unit kits.

## JUNIOR HIGH SCHOOL CAREER PLANNING CURRICULUM PACKAGE

Berkeley Stage Company  
1111 Addison Street  
Berkeley, California 94702

Amount : \$186,757  
Duration : Two years/  
Second Year  
Director : Ms. Barbara K.  
Wolfinger  
Phone : (415) 845-2354

To create and pilot test a curriculum and curriculum materials for junior high school students to make students and instructors aware that women must set educational and career goals. The project will inform young students about the current occupational status of women and explore the cultural variations in traditional definitions of sex roles. Products will be half-hour films of scenes from three plays depicting young women faced with critical life decisions and a three-program series for public television on career choice.

## ACHIEVING SEX EQUITY: BUILDING A POSITIVE POWER BASE

California State University  
California Coalition for  
Sex Equality  
Room 327, Educational Classroom  
Building  
Fullerton, California 92634

Amount : \$159,298  
Duration : Two Years/  
Second Year  
Directors : Dr. Barbara  
Peterson/Ms.  
Barbara Landers/  
Dr. Lee Mahon  
Phone : (714) 870-3141

To test models, materials, and strategies which will assist local power groups to attain sex equity. These groups consist of administrators, school board members, and community leaders (including students) selected by a stratified random sampling of 30 California districts. All models, materials and strategies will be tailored to the critical priorities of each district, as determined by its needs assessment regarding the current status of Title IX implementation. Products will be models/strategies/classroom materials and testing instruments.

## CAREER GUIDANCE EDUCATION TV FOR JUNIOR HIGH GIRLS AND PARENTS

Los Angeles Unified School  
District  
Box 3307  
Los Angeles, California 90051

Amount : \$89,000  
Duration : Three Years/  
Third Year  
Director : Dr. Ruth Rich  
Phone : (213) 625-6596

To explore new career opportunities for junior high girls through the use of educational television, with related printed materials. In-service training for school personnel will be provided, and will include a model program of special guidance activities and a model parent educational component. An advisory group composed of representatives from business, industry, institutions of higher education, and the community will provide guidance and support to the project.



# MODEL TO ASSIST INNER CITY AREAS TO PROVIDE WOMEN'S EDUCATIONAL EQUITY

Volunteers of America of  
Los Angeles  
1501 Wilshire Boulevard  
Los Angeles, California 90017

Amount : \$146,303  
Duration : Two Years/  
Second Year  
Director : Ms. Jan Batiste  
Phone : (213) 627-5781

To develop and validate a model to assist inner city areas of large urban cities to provide educational equity for women who are employed in fulltime low paying operative and service jobs. Activities will include academic instruction in basic education, training in communications skills, decision making and assertiveness, group and individual process, and individual, group and family counseling. Products will be a syllabus of basic academic courses, a handbook and a manual. Participants will include women who work and reside in the Los Angeles inner city area.

## CAREER AWARENESS BOOKLET FOCUSING ON MATH-BASED FIELDS

Mills College  
Math/Science Network  
Math-Resource Center  
Oakland, California 94613

Amount : \$14,743  
Duration : One Year  
Director : Ms. Joanne  
Koltnow  
Phone : (415) 635-5074

To create a role-model booklet and pamphlet excerpt to introduce young women (grades 7 and up) to the importance of mathematics and a variety of careers in math-related fields. The booklet will be designed to provide role models for the widest cross-section of the population--urban, rural, minority, and majority.

## EXPERIMENTAL RESOURCE CENTER FOR WOMEN SCHOLARS

Americas Behavioral Research  
Corporation  
300 Broadway, Suite 223  
San Francisco, California 94111

Amount : \$126,032  
Duration : One Year  
Director : Dr. Mary  
L. Spencer  
Phone : (415) 981-6582

To conduct research; create a model center, and develop a publication that will address the needs of women scholars, based on a national survey of needs of individual scholars and advocacy organizations and efforts to eliminate educational inequity for women scholars. The project's center will offer professional and technical resources for women scholars, especially those who are not affiliated with institutions of higher education, and will serve as an alternative institutional context for women scholars. The final product will be a survival manual for women scholars, designed for national distribution.

## HISPANIC WOMEN FEMINIST SCHOLARSHIP CONFERENCE

San Jose State University Foundation  
Mexican-American Graduate Studies  
125 South Seventh Street  
San Jose, California 95192

Amount : \$61,694  
Duration : One year  
Director : Dr. Sylvia  
Gonzales  
Phone : (408) 277-3658

To convene a National Hispanic Women Feminist Scholarship Conference to provide a model upon which other meetings can be convened. The Conference will generate research, solicit scholarly papers on the status of Hispanic women in the United States and provide curricular materials through the publication of the papers as a textbook.

## NONSEXIST CURRICULUM FOR PRE-SERVICE TEACHER EDUCATION.

American University  
School of Education  
Massachusetts & Nebraska Avenue, N.W.  
Washington, District of Columbia 20016

Amount : \$172,035  
Duration : Two Years/  
Second Year  
Co-Directors: Dr. Myra Sadker/  
Dr. David Sadker  
Phone : (202) 686-2186

To develop a sound and coherent model for Nonsexist Teacher Education and to develop instructional materials and training strategies based on the model. Materials will be designed for easy integration into the current core of teacher education courses and programs. Model and materials will be implemented and validated in 10 colleges and universities affiliated in a network of demonstration sites.

## POSTSECONDARY EDUCATION-- INSTITUTIONAL POLICIES

Association of American Colleges  
1919 R Street, N.W.  
Washington, District of Columbia 20009

Amount : \$119,816  
Duration : One Year  
Director : Dr. Bernice Sandler  
Phone : (202) 387-3760

To develop a series of papers aimed at changing institutional policies and programs in order to encourage re-entry women to fully participate in higher education. These papers will be designed to help overcome past inequities by assisting administrators in developing policies and adjusting their programs to make them more responsive to the needs of adult women. In addition to re-entry, retention of adult women will be heavily emphasized.

# ASIAN/PACIFIC AMERICAN WOMEN'S EDUCATIONAL SEMINARS

Education Design Group  
815 Fifteenth Street, N.W.  
Room 711  
Washington, District of Columbia 20005

Amount : \$168,149  
Duration : One Year  
Director : Dr. Tin Myaing  
Thein  
17422 Matinal  
Drive, San Diego,  
California 92127  
Phone : (714) 485-1024

To identify the educational problems and needs of Asian/Pacific American women on a national basis through four seminars. The seminars will be designed to enable Asian/Pacific women to acquire skills and confidence to enter the educational system and to allow these women to interact with representatives of the educational system.

The seminars will address the needs of Asian/Pacific American women who are highly educated but underemployed or unemployed as well as those who are uneducated and unemployed or employed at menial jobs.

The final product will include documentation and compiled descriptions of seminar development and organization, including processes, strategies, proceedings, participant selection and related follow-up activity.

## SECONDARY EDUCATION GUIDANCE-- COUNSELING NON-COLLEGE BOUND FEMALES

Dr. Patricia A. Fisher  
3132 W Street, S.E.  
Washington, District of Columbia 20020

Amount : \$14,230  
Duration : One Year  
Director : Dr. Patricia  
A. Fisher  
Phone : (202) 583-8926

To develop an innovative guidance and counseling program to increase the educational and career awareness of black, urban, non-college bound female high school students. The project will develop a short term, coordinated delivery system for the dissemination of educational and career information which currently exist in a city, county or state. The model program will consist of a 40-hour program subdivided into four learning modules: individual assessment, education and career information, skill building exercises and integrative experiences. The final product will be a "how to" manual for developing similar programs.

## A COLLEGE STUDENT'S WORKBOOK FOR CAMPUS TITLE IX PROJECTS

National Student Educational Fund  
2000 P Street, N.W.  
Washington, District of Columbia 20036

Amount : \$67,713.  
Duration : One Year  
Director : Ms. Debra Berlyn  
Phone : (202) 785-1856

To arouse interest and increase awareness of Title IX as it applies to students in postsecondary institutions. Activities will include the publication of a workbook designed for college students, publication of two newsletters and a two-day model training program to directly educate college students on the use of the workbook.

## ¡TRABAJAMOS! (WE WORK): MULTICULTURAL MULTIMEDIA APPROACH TO CAREER AWARENESS

Ms. Renee Z. Sherman  
3932 Livingston Street, N.W.  
Washington, District of Columbia 20015

Amount : \$15,000  
Duration : One Year  
Directors : Ms. Renee  
Z. Sherman/  
Ms. Margo  
Vazquez de Benario  
Phone : (202) 244-2136 (DC)  
(914) 357-6345 (NY)

Ms. Margot Vazquez de Benario  
151 Doxbury Lane  
Suffern, New York 10901

To develop an occupational awareness program to integrate career role models from the female student's own culture into the different disciplines of the school curriculum. The project uses an interdisciplinary approach to allow a greater number of school personnel to become involved with the program.

The product will be bilingual, multicultural, multimedia, interdisciplinary occupational awareness kits to broaden the scope and sequence of the curriculum used in the upper primary grade levels. Two kits, one in English and one in Spanish, will focus on careers in mathematics, science, social studies and health and physical education.

## GUIDE FOR OUTREACH PROGRAMS IN VOCATIONAL EDUCATION

Ms. Mary Ellen Verheyden-Hilliard  
3747 Huntington Street, N.W.  
Washington, District of Columbia 20015

Amount : \$15,000  
Duration : One Year  
Director : Ms. Mary Ellen  
Verheyden-Hilliard  
Phone : (202) 966-6997

To expand and improve educational programs and activities for women in vocational education by developing a compendium guide on outreach programs which have focused on apprenticeship training. The guide will provide a detailed abstract, including materials available and addresses of such programs as well as relevant information pertaining to the Department of Labor's rules and regulations on equal employment opportunity in apprenticeship and training. The guide is designed to serve as a resource to those developing outreach programs at the state and local level and for use in training programs for vocational educators and other school personnel.

## MODEL TRAINING PROGRAM FOR THE EDUCATION/ CAREER ADVISEMENT OF WORKING WOMEN

National Center for Working Women  
National Manpower Institute  
1211 Connecticut Avenue, N.W.  
Washington, District of Columbia 20006

Amount : \$125,671  
Duration : 18 Months  
Director : Ms. Shirley Robock

To design, develop and validate a model training program that will enable unions, community agencies, educational institutions and women's organizations to assist working women to identify their education and career related needs and interests, and to acquire the education or training necessary to achieve desired mobility or change within the work-place or within the labor movement. Products will include an adviser's manual, participant's handbook, a bi-monthly newsletter, and a needs assessment survey instrument. The materials and training methods will be validated within 10 local Coalition of Labor Union Women (CLUW) chapters from across the country.

## MATH ANXIETY AND MATH AVOIDANCE AS IT AFFECTS WOMEN AND GIRLS

Washington School of Psychiatry  
1610 New Hampshire Avenue, N.W.  
Washington, District of Columbia 20009

Amount : \$15,000  
Duration : One Year  
Director : Ms. Elaine  
C. Melmed  
Phone : (202) 667-3008

To conduct monthly senior seminars in which mathematicians, educators, women's rights advocates, training personnel and members of the psychological professions will develop a more comprehensive conceptualization of "math anxiety" and its effects on the education and employment of women and girls in the United States. As an outgrowth of the year long senior seminars, the project will synthesize available information and knowledge from the various disciplines and will produce: an annotated bibliography on anxiety in learning, math anxiety, and math avoidance; a directory of math avoidance and math anxiety reduction programs across the country; a research agenda; and a monograph of highlights and major conclusions of the seminars.

## CURRICULUM DEVELOPMENT

### PRESCHOOL/PARENTS TRAINING MODULES

Orange County School Board  
Division of Instruction  
P.O. Box 271  
Orlando, Florida 32803

Amount : \$62,064  
Duration : One Year  
Director : Ms. Marsha Kaufman  
Phone : (305) 422-3200

To develop and validate a manual to train parents and educators to ameliorate the effects of sex role stereotyping in early childhood and in early public education. The parent training manual will be piloted and tested on parents and trainers in kindergartens, day care and nursery schools, and in other community settings. The workshop-leader manual will be pilot tested on a representative group of administrators and teachers.

## POLITICAL SOCIALIZATION

### INTERVENTION MODEL

Florida State University  
Developmental Studies Education  
302 Education Building  
Tallahassee, Florida 32306

Amount : \$126,490  
Duration : Two Years/  
Second-Year  
Director : Dr. Byron G.  
Massialas  
Phone : (904) 644-5038

To enhance the political socialization of females and males by developing an intervention model which will bring about an equitable distribution of political roles. The model will include a management system, a set of instructional materials, a manual for use by teachers and administrators in implementing the program and an instrument for evaluating the results of the program. The target groups will consist of a mixed rural and urban population with a balanced composition of black and white female and male students.



## MODEL FOR GENDER BALANCING HIGHER EDUCATION CURRICULUM

Georgia State University  
College of Arts and Sciences  
University Plaza  
Atlanta, Georgia 30303

Amount : \$68,255  
Duration : Three Years/  
First Year  
Directors : Dr. Diane L.  
Fowlkes/  
Dr. Charlotte S.  
McClure  
Phone : (404) 658-3152

To develop a model for gender balancing the general curriculum in higher education. A conference format will be utilized to present newly developed knowledge which will result in course modules and guides for incorporating this new knowledge into the general curriculum in higher education. This new knowledge will focus upon the arts and humanities, social sciences, natural sciences, career development and education.

## COUNSELORS OF ADULT WOMEN MANUALS/SOURCE BOOKS

Chicago State University  
Counseling Center  
95th Street at King Drive  
Chicago, Illinois 60628

Amount : \$100,616  
Duration : Two Years/  
Second Year  
Director : Dr. Donna  
Avery  
Phone: (312) 995-2387

To increase the responsive capacities of the counseling profession to the unique and continuing needs of adult women of diverse backgrounds. The project builds on the theme of its first year, which focused upon the "Critical Events in the Shaping of Women's Identity." Through the development of six manuals and source books, the project seeks to increase the capacity of counselors and guidance personnel to respond to those critical events and thereby facilitate women's growth toward competency, efficiency, independence and self-determination.

# PHYSICAL EDUCATION/IN-SERVICE ELEMENTARY EDUCATION CURRICULUM

Urbana School District 116  
1201 South Vine Street  
Urbana, Illinois 61801

Amount : \$99,860  
Duration : Three Years  
Second Year  
Director : Dr. Margaret M.  
Thompson  
Phone : (217) 384-3652

To develop a curricular model in physical education for children (k-6) which will enable each child to develop motoric capabilities regardless of sex, ethnicity, mental status, and physical status. The project will develop instructional materials and provide in-service training.

## WORKSHOP HANDBOOK FOR RURAL WOMEN

Dr. Emmy S. Peebles  
512 West Wabash Avenue  
Crawfordsville, Indiana 47933

Amount : \$13,100.  
Duration : One Year  
Director : Dr. Emmy S.  
Peebles  
Phone : (317) 362-8651

To respond to the need of rural women to educate themselves. The project will develop a model training handbook to help rural women organize their own educational workshops on topics of importance to women's equity, and to educate themselves through workshop programs resulting from handbook use.

## DEVELOPING AND TESTING ANDROGYNOUS MATERIALS FOR CAREER AND VOCATIONAL EDUCATION PROGRAMS

Fort Wayne Women's Bureau, Inc.  
P.O. Box 554  
Fort Wayne, Indiana 46801

Amount : \$71,785  
Duration : One Year  
Director : Ms. Harriet  
Miller  
Phone : (219) 424-7977

To develop and test a model workbook for adult women in transition. The project will be designed to identify the barriers to career choice from childhood sex role socialization and to facilitate the process of eliminating sex role stereotypes in materials used by adult women in educational activities, particularly career and vocational programs. Self assessment exercises and group oriented experiential activities will be included in the workbook. An accompanying guide for use by educators and counselors will be developed.

## LESSEN EDUCATIONAL INEQUITY AS A BARRIER TO FULL PARTICIPATION OF WOMEN IN PUBLIC LIFE

Indiana University Foundation  
419 North Blackford Street Room 202  
Indianapolis, Indiana 46202

Amount : \$50,037  
Duration : 18 Months/  
Second Year  
Director : Dr. June K.  
Shassere  
Phone : (317) 264-2754

To develop a model training program that will lessen the educational inequity now existing as a barrier to the full participation of women in public life, and therefore in American society generally. An adult education curriculum will be developed with an emphasis on orientation to public policy issues, political campaigning and leadership skills; universities and colleges will be able to use this material to present a high-level non-credit course for women interested in public service careers. A series of seven films developed and produced during the project will be the key teaching tool. The model curriculum will contain lesson plans for use with the films and for other topics not covered in the films.

## MID-CAREER WOMEN WITH ADMINISTRATIVE AND MANAGERIAL RESPONSIBILITIES

Drake University  
College of Education  
26th and University  
Des Moines, Iowa 50311

Amount : \$14,604  
Duration : One Year  
Director : Dr. Marjorie  
Prentice  
Phone : (515) 271-3789

To focus on the needs and interests of mid-career women in administration, particularly in those areas where inequitable policies and practices tend to exclude women. The project will produce a body of analyzed data from mid-career developmental psychology, the psychology of women, effectiveness in administration and management, and organizational barriers to equity; the project will provide for the expansion and improvement of educational programs and activities for mid-career women with administrative and managerial responsibilities.

## EQUITY RESEARCH: MODELS FOR IMPLEMENTING CHANGE

University of Kansas  
Department of Administration,  
Foundations and Higher Education  
School of Education  
9 Bailey Hall  
Lawrence, Kansas 66045

Amount : \$175,106  
Duration : Two Years/  
First Year  
Directors : Dr. Jerry D.  
Bailey/Dr. Judith  
A. Adkison  
Phone : (913) 864-4432

To develop three interrelated programs of action-oriented research directed toward improving the effectiveness of current and proposed efforts to assure women's full and fair participation in education. The project will examine organizational processes that impede and promote the implementation of Title IX at the elementary and secondary levels and of affirmative action in higher education. Further, the project will assess the applicability of the change strategy used in ESEA Title III to the new emphasis on "demonstration" in the WEEA. The three program efforts will proceed in a similar fashion: from documentation of the results of a particular change effort; to development or assessment of models of organizational change, to production of materials for policy makers and educational practitioners who are attempting to achieve equity for women in education.

## KANSAS STATE DEPARTMENT DEVELOPS MODELS TO ASSIST LOCAL SCHOOL DISTRICTS

Kansas State Department of Education -  
Kansas Educational Dissemination/  
Diffusion System (KEDDS)  
Community Education Center  
1847 North Chautauqua  
Wichita, Kansas 67214

Amount : \$66,209  
Duration : Three Years/  
First Year  
Director : Ms. Linda  
McNeely  
Phone : (316) 685-0271

To develop a method for assisting school districts in their movement towards educational equity for women. Political and emotional changes in behaviors and attitudes are the primary goal of the project's Client Utilization Model. This model will incorporate an intermediary - identified as a "qualified linker" - who will aid a committed school district in the smooth transition towards more equitable education for women by utilizing existing projects/products developed by WEEAP grantees. The three-year action plan will produce three packaged Models - the Client Utilization Model, the Linker Selection Model and the Linker Training Model -- for use by other agencies.

## HIGHER EDUCATION-- WOMEN IN ADMINISTRATION

Northern Kentucky University  
University Drive  
Highland Heights, Kentucky 41076

Amount : \$14,996  
Duration : One Year  
Director : Dr. Mary A.  
Rehnke  
Phone : (606) 292-5417

To develop a model program designed to identify strategies for the advancement of women in administration within institutions of higher education. Workshops for male and female administrators at colleges and universities in Kentucky will be utilized as a means of strategy identification. The final product will be a "how to" manual and a slide tape presentation.

## WOMEN WORKING IN TITLE IX, ADMINISTRATION, ATHLETICS, PHYSICAL EDUCATION

Centenary College of Louisiana  
Department of Physical Education  
Kings Highway  
Shreveport, Louisiana 71104

Amount : \$13,313  
Duration : One Year  
Director : Dr. Betty Haley  
Phone : (318) 869-5275

To establish a model state program for providing educational equity information to college women working in administration, athletics and physical education, and to equal opportunity specialists and Title IX coordinators. The project will include a workshop, and will produce a handbook for use in Louisiana and as a guide for other states.

## DEVELOPING CAREER AWARENESS IN YOUNG CHILDREN/PROGRAM FOR PARENTS

University of Maryland  
College of Education  
Reading Center  
College Park, Maryland 20742

Amount : \$107,532  
Duration : One Year  
Director : Dr. Robert M.  
Wilson  
Phone : (301) 454-2120

To sensitize, train, and educate parents of preschool children in the selection and use of books and other printed and visual materials which are free of work role stereotyping for girls/women and boys/men. Eight products will be developed in English and Spanish, including a handbook, a pamphlet, a slide tape presentation, and a videotape. Products will be validated in sample populations from a variety of socioeconomic strata, ethnic and cultural backgrounds and diverse geographic areas.

# EQUITY FOR BLACK FEMALE STUDENTS IN SUBURBAN SCHOOLS

National Council of Negro Women  
Montgomery County Section  
P.O. Box 1625  
Silver Spring, Maryland 20802

Total : \$132,363  
Duration : Two Years  
First Year  
Director : Ms. Germaine  
Grigsby  
Phone : (301) 746-1040

To assist black female students in the Montgomery County secondary schools to set career goals and plan realistically to attain them without the barriers of sex or race stereotyping and bias. The goal of this project is based on four crucial needs of black females, including the need to strengthen academic skills, improve self-image and develop strong social skills, learn about a wide range of careers and the interrelationships among these careers, and develop realistic career plans. The project will also assist parents to gain knowledge which can help black students cope in a predominantly white suburban school system.

Two community project centers will be established, with activities focusing on: increasing basic competencies in reading, mathematics, and language arts; improving leadership skills and appreciation of the role of black women in today's world; increasing knowledge of a wide variety of careers and the ability to match interests and abilities to career options; and increasing parents' knowledge and skills to help black females achieve and adjust. The final product will be a manual and a series of pamphlets which illustrate how to help black students, particularly black female students, live and learn through a period of dramatic social change.

## EARLY CAREER AWARENESS--NONSEXIST APPROACH FOR PRESCHOOL THROUGH SIXTH GRADE

Nantucket Public Schools  
Nantucket School Committee  
Atlantic Avenue  
Nantucket, Massachusetts 02554

Amount : \$14,685  
Duration : One Year  
Director : Ms. Barbara  
Linebaugh  
Phone : (617) 228-1089

To reduce career stereotyping based on sex and race among children in the formative years of preschool through sixth grade. The local public school will be used as the logical organizing center for the project. The target population also includes teachers and parents. The final product will be a replicable early career awareness curriculum which will be a relevant guide for others in similar settings, particularly rural and/or isolated areas with limited access to outside resources.

## EXPANDING CAREER AWARENESS AND OPTIONS AMONG FEMALE COLLEGE STUDENTS

Radcliffe College  
Holyoke Center 458  
Harvard University  
Cambridge, Massachusetts 02138

Amount : \$5,000  
Duration : One Year  
Director : Dr. Abigail  
Stewart  
Phone : (617) 495-8140

To investigate the degree to which educational equity in career development exists for female undergraduates on college campuses by analyzing data collected between 1973 and 1975 from more than 1,000 college students enrolled at six New England colleges and universities and data from 80 participants in a career internship program for women conducted at the same six institutions. In addition, the project will analyze objective data from each of the institutions regarding the differential availability to male and female students and faculty of financial aid, work grants and employment opportunities, curriculum offerings, and student counseling and related activities. The findings will be compiled and presented at a conference on the "University's Role in Expanding Career Awareness and Opportunities for Women."



## DEVELOPMENT OF A TRAINING PROGRAM HANDBOOK ON PUBLICATIONS RUN BY STUDENTS

The University of Michigan  
Department of Psychology  
L 409, 529 Thompson  
Ann Arbor, Michigan 48107

Amount : \$14,998  
Duration : 14 Months  
Director : Dr. Robert A.  
Hefner  
Phone : (313) 763-4355

To develop a training program for undergraduate and graduate students to write, edit, publish, and promote the Sex Discrimination in Education Newsletter (SDEN). A detailed handbook will be prepared to assist students in transferring their skills to other settings and other publications. The handbook will be based upon project experiences, a scholarly review of similar experiences provided by law reviews and other student-run publications, and a comprehensive evaluation of this project.

## DEVELOPMENT EXPLORATION OF FEMALE GRADUATES OF WOMEN'S AND COEDUCATIONAL COLLEGES

Dr. Linda P. Lentz  
497 West Iroquois Street  
Pontiac, Michigan 88053

Amount : \$15,000  
Duration : One Year  
Director : Dr. Linda P.  
Lentz  
Phone : (313) 377-3050

To conduct research to provide a better understanding of the early stages of female career development and to evaluate the role women's and coeducational colleges play in the career development of women. Data were collected on a large pool of subjects at the time they entered college. This project, the second step in a longitudinal study, will survey the same pool of subjects one year after college graduation to determine whether there is a difference in career salience between graduates of women's colleges and of coeducational colleges and to determine factors predictive of high and low career salience.

## CONTRIBUTIONS OF CONTEMPORARY INDIAN WOMEN/ CURRICULUM UNITS FOR INTERMEDIATE GRADES

Minnesota Chippewa Tribe  
P.O. Box 217  
Cass Lake, Minnesota 56633

Amount : \$93,293  
Duration : Two Years/  
First Year  
Director : Ms. Lillian Reese  
Phone : (218) 335-2252

To develop eight curriculum units for intermediate grade levels, which focus on the contributions of contemporary Indian women. A teacher's guide will accompany the curriculum. The curriculum will be developed in conjunction with an advisory committee comprised of community-based Indian women. Audiovisual materials also will be developed in the second year.

## COUNTER-SEXIST MODEL FOR CHILD CARE CENTERS

Minneapolis Public Schools  
Women's Studies  
807 North East Broadway  
Minneapolis, Minnesota 55413

Amount : \$14,741  
Duration : One Year  
Director : Ms. Ann Burns  
Phone : (612) 348-6266

To create and field test counter-sexist learning activities and to develop a learning guide and staff training model for child care centers. Project materials will be specifically geared for use in informal and open structures. Learning activities will be self-contained, and will require no special equipment. The teacher's guide will be useful regardless of physical setting and budget limitations. The staff training program will be designed so that trainees may become trainers.

## MULTI/MEDIA CURRICULUM AIDS FOR TEACHING ABOUT MINORITY WOMEN

Independent School District #625  
Urban Affairs Department  
360 Colhorne Street  
St. Paul Minnesota 55102

Amount : \$106,445  
Duration : Two Years/  
Second Year  
Director : Ms. Gloria  
Kumagai  
Phone : (612) 298-5895

To develop multi-media curriculum aids for teaching about minority women (American Indians, Asian and Pacific Americans, Blacks and Hispanics) in elementary and secondary curriculum systems. Two packets of multi-media curriculum aids will be developed and validated for each group of minority women. Each packet will include a slide tape/filmstrip and a teacher manual which will provide background information as well as instruction for its use.

## SEEKING WOMEN'S EQUITY THROUGH CURRICULUM REFORM IN POSTSECONDARY EDUCATION

Montana State University  
Montana Hill  
Bozeman, Montana 59/17

Amount : \$173,053  
Duration : Two Years/  
First Year  
Director : Dr. Betty  
Schmitz  
Phone : (406) 994-2826

To involve the faculty from the seven rural colleges of Montana State University in designing and evaluating new sex fair curriculum modules, which will be designed to incorporate some of the findings from women's studies programs. The project will develop checklists and rating scales for reviewing postsecondary texts, modules and lesson plans for a variety of disciplines. It will also develop a procedure for influencing other faculty and making them aware of this material for future use. Faculty will contribute scholarly efforts to the process of recognizing sex stereotypes and bias in finding and developing new curricula.

## VOCATIONAL EDUCATION FOR SCHOOL-AGE PARENTS IN RURAL/URBAN SETTINGS

University of Nevada  
Reno, Nevada 89557

Amount : \$43,751  
Duration : One year  
Director : Ms. Sandra  
Swinney  
Phone : (702) 784-4921

To provide non-biased vocational and career education to school-age parents. This project will be based on the concept of utilizing and supplementing currently existing educational programs and community resources. The model is intended for use by administrators of school districts and community agencies who wish to institute a prototype of the model in their area. The final product will consist of a procedures manual which is adaptable for use in rural or urban settings.

## CREATIVE STRATEGIES FOR EDUCATIONAL EQUITY IN MIDDLE SCHOOL (6-8) PHYSICAL EDUCATION

Rutgers University  
Division of Continuing Education  
Federation Hall  
Douglass Campus  
New Brunswick, New Jersey 08903

Amount : \$87,620  
Duration : Two Years/  
First Year  
Director : Ms. Eileen Elliot  
Phone : (201) 932-9808

To develop and evaluate 15 non-sexist, non-racist health and physical education units for the sixth, seventh, and eighth grades. The project will provide in-service orientation programs for students and parents on the implications of Title IX and Title VI. The project also will develop training procedures in the use of these units for educators, guidance counselors, and administrators.

## DEVELOP ASSESSMENT INSTRUMENT FOR VOLUNTEER/HOMEMAKING EXPERIENCE

Education Testing Service  
Rosedale Road  
Princeton, New Jersey 08541

Amount : \$113,989  
Duration : Two Years/  
Second Year  
Director : Dr. Ruth B.  
Ekstrom  
Phone : (609) 921-9000

To develop educational planning and experiential evaluation materials which can be used by women, counselors and employers in assessing the skills which women have acquired from their volunteer work and homemaking experiences. Materials will be designed to encourage systemic and institutional change. Products will include a competency-job matrix and three accompanying workbooks, for adult women seeking to re-enter the job market, for counselors and educational institutions providing life-span planning guidance, and for employers.

## DEVELOP SEX FAIR TESTING FOR USE IN HELPING PROFESSIONS

Trenton State College  
Department of Psychology  
P.O. Box 942  
Trenton, New Jersey 19067

Amount : \$10,653  
Duration : One Year  
Director : Dr. Paula  
Selkow  
Phone : (609) 771-2634

To eliminate the discrimination against girls and women in intellectual and psychological testing. Non-sexist testing guidelines will be developed for psychologists, psychiatrists, social workers, counselors and other members of the helping professions who administer, interpret and make diagnostic evaluations based on tests. Recommendations to publishers will be made for specific test item changes and for the revision of structure, interpretation, and any other biased features of their assessment procedures. These recommendations will serve as guidelines for future test revisions for development of new instruments, and for evaluation of sex fairness in newly published tests.

## MATH ANXIETY REDUCTION-- TEACHER EDUCATION AND MATHEMATICS (TEAM)

Queens College  
Research Foundation of CUNY  
65-30 Kissena Boulevard  
Flushing, New York 11367

Amount : \$159,654  
Duration : Two Years/  
Second Year  
Director : Dr. Elaine  
Chapline  
Phone : (212) 520-7396

To develop a model program and high utility products to promote systemic change among teacher education (K-6) students. The project seeks to reduce mathematics anxiety in teacher education students, to increase their perception of mathematics as a female, as well as male, domain, and to develop their skills in identifying sex role bias in mathematics curriculum materials and teacher-pupil interaction in the classroom.

## COOPERATIVE GAME ABOUT WOMEN AND MINORITIES IN AMERICAN HISTORY

Dr. Nancy Schniedewind  
155 Plains Road  
New Paltz, New York 12561

Amount : \$13,129  
Duration : One Year  
Director : Dr. Nancy  
Schniedewind  
Phone : (914) 257-2213

To develop needed curriculum material that adequately represents the roles of women and minorities in American History. Product will be a high school level cooperatively-structured board game requiring the cooperation of students of both sexes. The game will provide students with a learning activity requiring young men and women to work together as equals in order to win.

## RE-ENTRY CURRICULUM GUIDE FOR ADULT LEARNERS

Brooklyn College  
Research Foundation of CUNY  
505 Park Avenue  
New York, New York 10028

Amount : \$13,490  
Duration : One Year  
Director : Dr. Sandra E.  
Adickes  
Phone : (212) 780-5533

To develop cognitive skills in language arts and mathematics and to build confidence in nontraditional adult women returning to postsecondary institutions and low income working-class, and minority women. Many of these adult women are single heads of households who are turning to adult education programs to acquire the academic credentials and skills to compete on an equal basis in the job market with men and with more privileged women. The guide will assist faculty and administrators in adult education and postsecondary institutions to meet the needs of these learners.

## CURRICULUM DEVELOPMENT STRATEGIES MODEL TO OVERCOME STRUCTURAL BARRIERS TO SEX EQUITY IN SOCIAL WORK EDUCATION

Council on Social Work Education  
Program Services  
345 East 46th Street  
New York, New York 06107

Amount : \$59,951  
Duration : Two Years/  
First Year  
Director : Dr. Nancy  
Coleman  
Phone : (212) 697-0467

To survey programs scheduled for reaccreditation of their social work educational programs to identify structural barriers to achieving equity for women in social work education, and to create a curriculum development strategies model which recommends general actions for all programs, and specific actions for programs with unique characteristics based on regional, ethnic, rural-urban, public-private, age, socioeconomic differences. The product of the first year is a curriculum development strategies model which will be tested in five HEW regions during the second year.

## BLACK WOMEN'S INSTRUCTIONAL MATERIALS FOR ADULT-LEVEL EDUCATION PROGRAMS

The Feminist Press  
Box 334  
Store Hill Road  
Old Westbury, New York 11568

Amount : \$13,600  
Duration : One Year  
Director : Dr. Florence  
Howe  
Phone : (516) 997-7660

To develop and compile a volume of black women's studies materials for instructional use aimed at eliminating inequities which prevent the full and fair participation of black women in adult-level education programs. The proposed volume, Black Women's Studies will contain introductory material, essays, syllabi, and bibliographies, as well as teaching suggestions and suggested projects, which are useful as basic and supplementary materials in several areas. The volume will be useful in degree-granting colleges and universities, in community and junior colleges, in non-degree granting programs, in home-study groups, in traditional and nontraditional adult education programs.

## FACILITATE RE-ENTRY OF WOMEN INTO THE ECONOMIC MAINSTREAM

Rockland County Guidance Center  
10 North Broadway  
Nyack, New York 10960

Amount : \$15,000  
Duration : One Year  
Director : Ms. Margaret  
Anderson  
Phone : (914) 358-9390

To develop a self-help workbook, entitled From Here to My Goal that will facilitate the re-entry of women into the economic mainstream and will equalize their opportunities for employment with men. The material will be useful in shaping vocational patterns and achieving a lifestyle compatible with individual values not only for women who are coming back into the world of work, but also young women who are making their initial choices about their life directions.



## COMMUNITY-BASED GUIDANCE MATERIALS FOR RURAL AND MINORITY WOMEN

University of North Carolina  
School of Education  
Peabody Hall 037A  
Chapel Hill, North Carolina 27514

Amount : \$73,176  
Duration : Two Years/  
Second Year  
Director : Dr. Duane  
Brown  
Phone : (919) 966-5266

To conduct research on career choices of rural and minority women and to develop and test guidance materials for the total target group. The project will provide in-service training for guidance counselors and faculty from six test sites in community colleges and adult education programs located throughout the state. The program will work within the framework created by local traditions and bias and will stress remediation. Community and religious leaders will provide consultation and act as supportive role models to help upgrade local opportunities for women and encourage their aspirations.

## NONTRADITIONAL CAREERS TECHNOLOGY FOR COMMUNITY COLLEGES/TECHNICAL INSTITUTES

Central Carolina Technical Institute  
Student Services  
1105 Kelly Drive  
Sanford, North Carolina 27330

Amount : \$15,000  
Duration : One Year  
Director : Ms. Lorace  
Thomas  
Phone : (919) 775-5401

To develop a model workshop, with printed materials and a slide tape presentation, which can be used by other technical institutes and community colleges throughout the nation. A Women's Resource Center will be established concurrently with the development of the model workshop. A major emphasis of the program is to provide information and counseling on nontraditional careers for women.

## DEVELOPING INTERPERSONAL COMPETENCIES IN EDUCATIONAL LEADERSHIP

University of Cincinnati  
College of Education and  
Home Economics  
Cincinnati, Ohio 45221

Amount : \$207,425  
Duration : Two Years/  
Second Year  
Director : Dr. Nancy  
A. Evers  
Phone : (513) 475-3617

To develop, validate and disseminate four prototypic training modules on androgyny, assertion, power and leadership for use in the pre-service and in-service preparation of leaders in educational administration and counselor education. The training modules will consist of an instructional manual, a clinical experiences manual and an accompanying videotape. The target population will be those persons, especially women, in pre-service and in-service training institutions of higher education, other postsecondary institutions, and elementary and secondary institutions.

## EMERGENT LEADERSHIP: FOCUS ON MINORITIES AND WOMEN IN EDUCATIONAL ADMINISTRATION

University Council for Educational  
Administration  
29 West Woodruff Avenue  
Columbus, Ohio 43210

Amount : \$14,447  
Duration : One Year  
Director : Dr. Jack  
Culbertson  
Phone : (614) 422-2564

To develop guidelines, procedures, and actions for a new medium to facilitate interchange between and among minority and majority group women and other leaders interested in equity. The new medium will be a journal entitled Emergent Leadership: Focus on Minorities and Women in Educational Administration. One main objective is the identification and acquisition of comprehensive information on Native American, Hispanic, Black and majority group women who might receive Emergent Leadership and who also might contribute to its content and its impact.

## APPALACHIAN RURAL WOMEN: NEW MODEL OF CAREER EDUCATION

The Grail  
Grailville,  
Loveland, Ohio 45140

Amount : \$40,641  
Duration : Two Years/  
First Year  
Director : Ms. Mary  
Gindhart  
Phone : (513) 683-2340

To develop a manual describing the new career development model, which will include the mobile format. The manual will explain the importance of the employment context survey, which is used to determine the service needs, the occupational outlook and other characteristics of the local area as they relate to the career possibilities of rural women. It will explain how local women are used as career education facilitators. It also will describe the career education philosophy implicit in the model and will provide an annotated bibliography of available career education materials, a description of how the available materials were adapted for use with rural women, and directions for the use of the career development model and a format for evaluation. This manual will be aimed primarily at women's organizations, church groups and social service agencies.

## A MULTIDISCIPLINARY CURRICULAR APPROACH TO CAREERS IN SCIENCE FOR MIDDLE SCHOOL GIRLS

University of Oklahoma  
Southwest Center for Human  
Relations Studies  
555 Constitution  
Norman, Oklahoma 73037

Amount : \$96,594  
Duration : Two Years/  
First Year  
Director : Dr. Carole H.  
Hardeman  
Phone : (405) 325-1712

To design, develop, and validate a middle school curricular model that will enhance young women's understanding of the relationship of science in school and the real world of science and technology careers. Creative, innovative, inquiry-based audiovisual modules will be developed which reflect sensitivity to the self-concept and self-image of the middle school learner. The instructional modules will include audio tapes, slides, teacher activity books, student activity sheets, science and technology career wall charts, and a Science Teacher Sex Fairness Awareness Manual. The modules will be useful to career education teachers, guidance counselors, middle school and junior high school science teachers as well as to parents, scout groups and church schools.

# PRACTITIONER TRAINING MODEL

## IN: NON-SEXIST CURRICULUM DEVELOPMENT

Northwest Regional Educational  
Laboratory (NWREL)  
Multicultural Division  
710 Southwest Second Avenue  
Portland, Oregon 97210

Amount : \$173,803  
Duration : Three Years/  
Second Year  
Director : Ms. Barbara  
Hutchinson  
Phone : (503) 248-6960

To develop a replicable pre-service, and in-service teacher and parent training model that will focus on teachers' awareness of their attitudes toward stereotyping and sex bias, modification of teachers' instructional behavior to increase their ability to provide non-sexist education, implementation of strategies for reducing sex bias and stereotyping in curriculum, and modification of parents' awareness of sex bias and its implications. Products will be a packaged workshop model including practitioner, parent and technical assistance components that will be available for national dissemination, a non-sexist reading list, an evaluative tool for assessing sexism in classroom materials, a bibliography of non-sexist supplementary curricular material, and a technical assistance model which can be purchased and used by non-NWREL trainers to deliver sex-fair workshops to additional schools.

### SCHOOL DISTRICTS AND THEIR COMMUNITIES:

#### PARTNERS IN ELIMINATING SEX BIAS

Tredyffrin/Easttown School District  
Office of the Superintendent  
First and Bridge Avenues  
Berwyn, Pennsylvania 19312

Amount : \$139,946  
Duration : One Year  
Director : Ms. Marylyn E.  
Calabrese  
Phone : (215) 647-4230

To develop and validate a multi-media packet to facilitate community/school district cooperative efforts for sex fair programs. In the development and validation of the packet, attention will be given to the needs of school district communities which are diversified by size, location, racial composition and socioeconomic background. The packet will be validated in 28 selected school districts throughout HEW Region III.

# WOMEN IN PROFESSIONAL/MANAGERIAL WORKROLES: PROGRAM OF EDUCATION/EXPERIENCE FOR COLLEGE STUDENTS

Bucknell University  
Lewisburg, Pennsylvania 17837

Amount : \$14,000.  
Duration : One Year  
Director : Ms. Jean  
Shacketford  
Phone : (717) 524-1247

To ameliorate the effects of sex role socialization and opportunity differences by developing a series of programs focused on women in the workplace composed of lectures, panel discussions, informal talks, workshops and research projects. This project has three goals: to develop an educational program for students and others about sex discrimination and sex role stereotyping, to teach students problem-solving skills which will enable them to deal more successfully with sex discrimination and the effects of sex role stereotyping in the workplace, and to provide faculty development opportunities focused on the limiting effects of sex role stereotyping in courses, course offerings, and counseling. This model will be developed in such a way that many institutions of higher education may use the materials to provide similar educational opportunities for students and faculty.

## PROJECT CEASE--CAMPAIGN TO END ALL SEXISM IN EDUCATION

Philadelphia School District  
Office of Federal Programs  
Parkway at Twenty-First Street  
Philadelphia, Pennsylvania 19103

Amount : \$142,703  
Duration : One Year  
Director : Dr. Ann G.  
Bush  
Phone : (215) 299-7842

To train and raise the consciousness of administrators, teachers, and parents about sexism in education through a multi-faceted program. Key elements of the program are training of the Leadership Training Teams in each of eight administrative sub-districts by staff change agents, intensive training of the faculties of

16 pilot schools by members of the Leadership Training Teams, in-service workshops and demonstration lessons, and a city-wide awareness conference for approximately 200 teachers both within and beyond the city. The teams will use many of the materials, which were developed under an earlier WEEA grant to the Philadelphia School District.

## CAREER COUNSELING MODEL FOR EDUCATIONALLY DISADVANTAGED WOMEN

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Reading Area Community College  
P.O. Box 1706  
Reading, Pennsylvania 19603

Amount : \$14,900  
Duration : One Year  
Director : Ms. Geri Whiteneck  
Phone : (215) 372-4721  
Ext. 262

To develop and document a model which may serve postsecondary institutions as a guide to the design and implementation of programming for educationally disadvantaged women. The project will provide special vocational counseling designed to broaden the women's career potential, build their self-confidence, and instill incentive in them for entering college career study programs in traditional and nontraditional occupations. The outreach component will include a peer advisor who will be a "graduate" of the school's ongoing Women's Career Development Program, and will serve as a successful role model for newly recruited women.

# SEX BIAS AND STEREOTYPE FREE COUNSELING MATERIALS FOR POSTSECONDARY INSTITUTIONS

Inter-American University  
Director of External Resources  
Office of the President  
G.P. Box 3255  
San Juan, Puerto Rico 00932

Amount : \$94,645  
Duration : Two Years/  
First Year  
Director : Ms. Rosa Santiago-  
Marazzi  
Phone : (809) 763-8769  
(809) 763-4200

To reorient academic career and professional counseling at institutions of higher education to increase the participation of Puerto Rican women in academic fields and programs traditionally dominated by men. The project will analyze existing academic, career and professional counseling materials and procedures to determine sex-bias and develop and validate sets of model sex-bias and stereotype-free materials and procedures for dissemination to postsecondary institutions in Puerto Rico and in the United States.

A model integrated Counseling Center will be established that will use the materials and will serve as a demonstration center for counseling programs at colleges and universities with high concentrations of Puerto Rican students. An in-service training program for academic, career and professional counselors from colleges and universities, covering sex stereotyping and bias, socialization of women, women and careers, women and education, also will be developed.

# CONTRIBUTIONS OF BLACK WOMEN TO AMERICA: 1776-1977

Benedict College  
Community Development Institute  
Harding and Blanding Streets  
Columbia, South Carolina 29204

Amount : \$266,939  
Duration : Two Years/  
Second Year  
Director : Dr. Marianna  
Davis  
Phone : (803) 256-4220  
Ext. 314

To research and develop information on the significant contributions of black women over a 200-year period, covering 31 states and the District of Columbia. The areas to be researched are commerce and business, the arts, education, law, medicine and health care, sciences, politics, civil rights, sports, and media. The materials will be developed into a series of booklets which will enhance the image of black women among the black population and enlighten other ethnic and cultural groups.

## TRAINING FOR SCHOOL BOARD IN SEX EQUITY ISSUES

University of Tennessee  
College of Education  
Claxton Education Building  
Knoxville, Tennessee 37916

Amount : \$118,125  
Duration : One Year  
Director : Dr. Norma T.  
Mertz  
Phone : (615) 974-6638

To design, develop and validate a model program for training school board members across the nation to recognize, anticipate and deal with sex equity issues within their school districts. The model program will consist of a one-day training workshop with materials necessary for such training. The training program will be directed toward helping school board members to recognize the implications of sex equity issues and develop the skills to deal with such implications. The National School Boards Association will be heavily involved in the development of this training program.



## BASIC EDUCATIONAL SKILLS-- READING/WRITING/MATHEMATICS

Middle Tennessee State University  
P.O. Box 295  
Murfreesboro, Tennessee 37130

Amount : \$14,034  
Duration : One Year  
Director : Dr. June  
Anderson  
Phone : (615) 898-2947

To develop a model program to upgrade educational skills with emphasis on reading, writing and mathematics. The program is designed to provide the basic skills which will enable men and women to increase their self concepts and abilities to enter the competition of either the job market or college. The emphasis is upon adequate preparation of women for entry into either college or the job market.

## SECONDARY SCHOOL CURRICULUM-- STUDENTS CREATE NEW IMAGES

Region XIII, Education Service Center  
7703 North Lamar  
Austin, Texas 78752

Amount : \$72,013  
Duration : Two Years/  
Second Year  
Director : Mr. Donroy  
Hafner  
Phone : (512) 458-9131

To develop an innovative interdisciplinary course of study for secondary school students which will help them understand and deal with sex role pressures as they develop their own personal definitions of femaleness and maleness. Products will consist of a curriculum package for secondary schools (including a teacher manual), a training manual outlining a workshop design for introducing the curriculum to teachers, and a kit of student creation that compiles exemplary activities related to sex role identity.

## MEXICAN AMERICAN WOMEN'S AWARENESS PROGRAM

Ysleta Independent School District  
8445 Valdespino  
El Paso, Texas 79907

Amount : \$13,636  
Duration : One Year  
Director : Ms. Marilyn  
V. Money  
Phone : (915) 859-7971

To implement a pilot project in two ethnically and socioeconomically similar school systems, to measure women's attitudes toward themselves, and peer attitudes with emphasis on Mexican-American women. The project will implement an intensive women's awareness program in one of the school systems. Activities will include nine workshops for parents of elementary students, retreats for high school students who later will make presentations to classes of junior high students.

## FEMALE STUDENTS IN TRANSITION FROM SCHOOL TO WORK

VGS, Incorporated  
Vocational Guidance Service Division  
2525 San Jacinto  
Houston, Texas 77002

Amount : \$98,073  
Duration : Two Years/  
First Year  
Director : Dr. Anna Blair  
Phone : (713) 659-1800

To develop and validate a program designed to facilitate the transition of high school female students from school to work. Goals of the program are to increase the number of females entering employment, vocational/educational training programs, and nontraditional careers. The program will seek to increase the job retention rate through improved work attitudes and behaviors. A manual of instructions for conducting such a program will be developed. The program will include a variety of activities designed to counteract the impact of sex-role stereotyping socialization.

# COMPREHENSIVE RESOURCE DIRECTORY OF AMERICAN INDIAN WOMEN LEADERS

National Women's Program  
Development, Inc.  
Indian Women Visibility Project  
2304 Midwestern Parkway  
Suite 202  
Wichita Falls, Texas 76308

Amount : \$89,485  
Duration : One Year  
Director : Dr. Oyanah P.  
Anderson  
Phone : (817) 692-3841

To develop and evaluate the first Resource Directory of American Indian Women designed to provide policy makers with an easily accessible tool for the identification of American Indian women whose experiences and expertise will be valuable in providing educational equity in Indian education at the national, regional, and local levels. Procedures for development of the Directory will also create a viable network of equity advocates, with maximum representation of tribal, geographic and perspective diversity, for response-building among Indian education policy makers.

## MODEL TO ANALYZE COLLEGE SOCIAL SCIENCE COURSES FOR CONTENT ABOUT WOMEN

Utah State University  
Humanities, Arts and Social Sciences  
Department  
Logan, Utah 84322

Amount : \$93,837  
Duration : One Year  
Directors : Dr. Judith M.  
Gappa/Dr. Janice  
Pearce  
Phone : (801) 752-4100

To develop and validate instruments and methodologies to analyze the traditional higher education curriculum in sociology, psychology, and economics with regard to content about women, including minority and lower income women. The content to be assessed includes textbooks, films, and other print and non-print materials, classroom lectures, assignments, and examinations. The instruments will be developed with assistance from a Task Force of three nationally known women's studies scholars in sociology, psychology, and economics, a minority women's specialist, and a specialist in measurement and evaluation.

## SEX EQUITY IN GRADES 6-8 THROUGH ACTIVE HEALTH

Western Washington University  
Department of Physical Education  
Bellingham, Washington 98225

Amount : \$72,912  
Duration : One Year  
Director : Dr. Chappelle  
Arnett  
Phone : (206) 676-3055

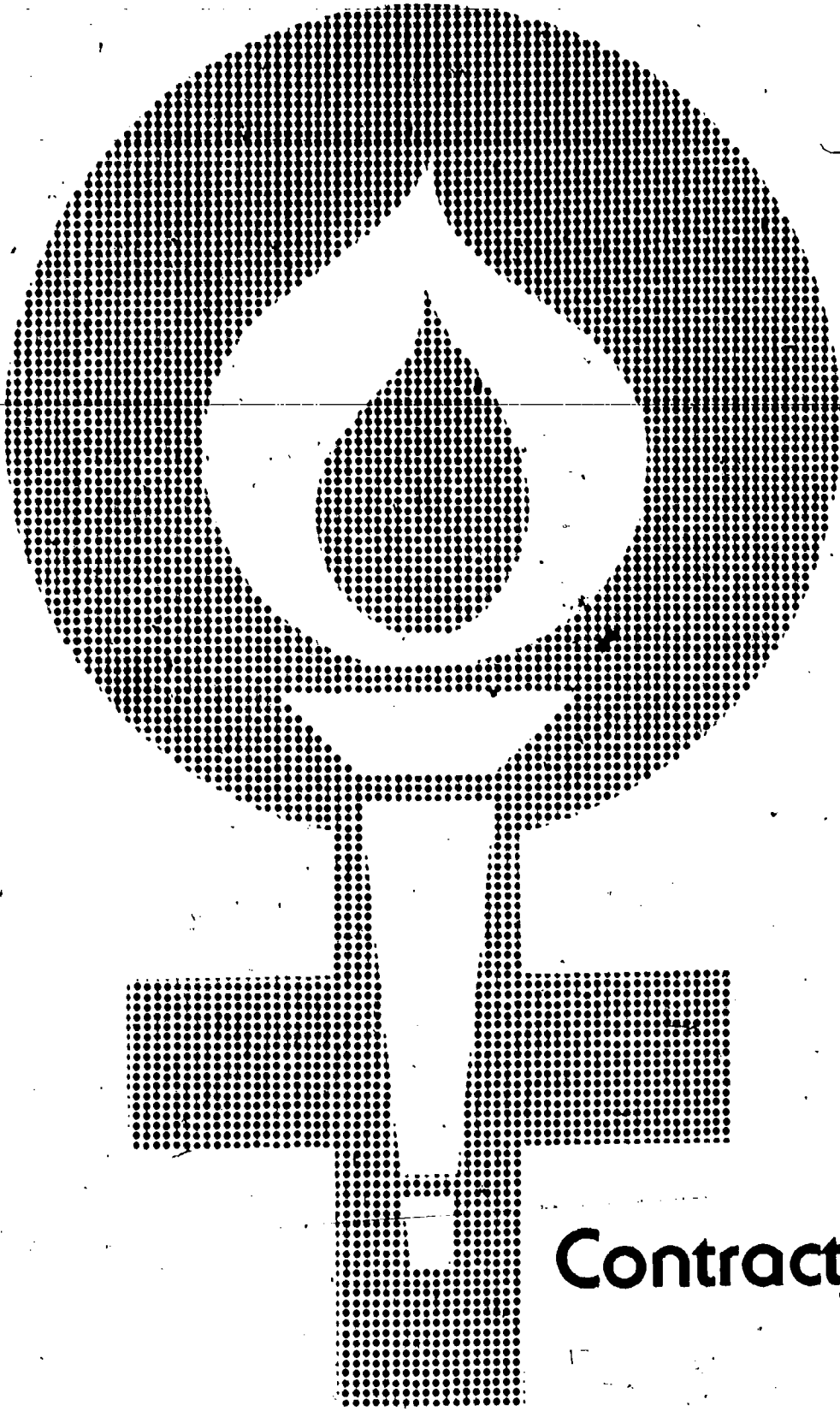
To effectively reduce the stereotyping associated with fitness activities, sports, and dance for students in grades six through eight. The project extends the concepts developed for elementary students in Project Active (previously funded by WEEAP) to the intermediate grades. The development of three sets of bias free instructional materials will provide a fresh approach to fitness based upon individual needs and capabilities rather than one based upon pre-conceived sex differences. A student and teacher workbook will accompany each unit, and a test based upon individual needs in the area of cardio-respiratory function also will be developed. Each of the three units will include background material and sample lesson plans for teachers.

## CAREER GUIDANCE FOR HIGH SCHOOL STUDENTS/COUNSELORS/TEACHERS

Appalachia Educational Laboratory, Inc.  
1031 Quarrier Street  
P.O. Box 1348  
Charleston, West Virginia 25325

Amount : \$114,317  
Duration : Two Years/  
Second Year  
Director : Ms. Karen  
Pfiffner  
Phone : (304) 344-8371

To provide high school counselors and teachers with a set of materials they can use in classroom instruction. Materials will be designed to provide students with an awareness of their own attitudes towards sex roles to help them begin a process of career planning, and prepare them to cope with sex role biases they may encounter on the job.



# Contracts

## CONTRACTS

The WEEA Program awarded several contracts in Fiscal Year 1979 to provide necessary services to grantees and applicants, to evaluate program activities, to make major contributions to educational equity for women and girls, and to develop designs for comprehensive demonstrations of educational equity programs and materials in individual school districts.

These contracts are described in detail below.

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### TECHNICAL ASSISTANCE IN TITLE IX IMPLEMENTATION FOR SEA'S AND LEA'S

Council of Chief State School Officers  
400 North Capitol Street, N.W.  
Suite 379  
Washington, District of Columbia 20001

Continuation: (until Dec., 1979)  
Duration : 15 Months  
Director : Dr. Shirley D.  
McCune  
Phone : (202) 624-7757

This 15-month contract has provided technical assistance to all State departments of education, including the District of Columbia and Territories, to develop and implement training workshops for State personnel and for local educational agency personnel in the implementation of Title IX, P.L. 92-318 at the elementary/secondary levels. A training package of Title IX materials, developed under a previous OE contract, is being utilized.

The contract is providing training workshops for State departments of education personnel and training workshops for selected LEA participants.

In addition, the contractor has developed, utilized, and revised technical assistance materials, and is validating the training package and evaluating the effectiveness of the workshops.

# TECHNICAL ASSISTANCE IN TITLE IX IMPLEMENTATION FOR SEA'S (PHASE II)

Council of Chief State School Officers  
400 North Capitol Street, N.W.  
Suite 379  
Washington, District of Columbia 20001

Amount : \$648,550  
Duration : 15 Months  
Director : To Be Named  
Phone : (202) 624-7757

This 15-month contract will provide technical assistance to all State departments of education, and State boards of education, including the District of Columbia and Territories, to develop and implement training workshops for State personnel and for State boards of education personnel in the implementation of Title IX, (P.L. 92-318) at the elementary/secondary levels and to develop a model for State departments of education to ensure implementation and infusion of Title IX in all State educational programs. A training package developed under a previous OE contract will be utilized.

The contractor will conduct training workshops for Chief State School Officers and top managers in the State departments of education and training workshops for State Boards of Educational personnel who are responsible for or assist in policy decisions affecting the state educational program. The contract also will develop, utilize and revise technical assistance materials to be used as a model for SEA program development, management and review, and will validate the training package and evaluate the effectiveness of the workshops.

**TECHNICAL ASSISTANCE IN DEVELOPING PROJECTS (PROPOSAL WRITING)  
DESIGNED TO IMPROVE EDUCATIONAL EQUITY FOR GIRLS AND WOMEN**

Far West Laboratory  
1855 Folsom Street  
San Francisco, California 94103

Amount : \$307,385  
Duration : One Year  
Director : Ms. Lisa  
Hunter  
Phone : (415) 565-3110

The purpose of this contract is to develop a single issue newsletter for distribution to individuals and groups in need of technical assistance; to conduct a minimum of 20 tuition free workshops for at least 2,000 participants in various areas of the country; and, to train experienced local or regional participants to conduct future technical assistance workshops in the development of grant applications.

Workshops will be conducted in those areas of the country where women have expressed a direct interest in the Women's Educational Equity Act Program. The workshops will be conducted in cities and facilities which will be easily accessible to participants from large cities as well as nonmetropolitan locations. Workshops will not be conducted in cities where WEEAP project development training was provided in FY 1979 unless there are justifiable reasons other than need. Participants must have experience in women's educational equity but may not be WEEAP grantees. They must be persons to whom such assistance is not available from other sources and must adequately represent minority women, rural women, and disabled women.



# PROCESS EVALUATION AND PRE-POST MEASUREMENT INSTRUMENT DEVELOPMENT

American Institutes for Research

Continuation: Fiscal Year 1976  
Duration : 42 Months  
(to March, 1979)

East Coast  
1055 Thomas Jefferson Street, N.W.  
Washington, District of Columbia 20007

Co-director : Dr. Dorothy  
Edwards  
Phone : (202) 342-5000

West Coast  
Post Office Box 1113  
Palo Alto, California 94302

Co-director : Dr. Carmen J.  
Finley  
Phone : (415) 493-3550

This contract has two major objectives: 1) to develop case studies on selected projects funded under WEEAP, and 2) to assess project measurement needs in order to locate existing instruments for project use or to develop a minimum number of new instruments to meet project needs. Objective Two has been accomplished and Objective One is on-going.

WEEAP's funded projects are models and demonstrations and result in tangible products that respond to problems on a nationwide basis. Most WEEAP products are transportable and have wide application.

Case studies on selected WEEAP projects are being developed in order to assess the effectiveness of a capacity building program; to identify critical steps, processes, and conditions in the course of project/product development; to assess the process and extent of dissemination and utilization of the products developed by the projects at the conclusion of the grant period. Recommendations should assist others to develop similar capacity building programs in the area of educational equity; WEEAP projects can serve as demonstrations of effective approaches.

Projects are assisted in developing valid and reliable products and programs through the identification of the measurement needs of multiyear projects funded under the general program, literature search for instruments that will serve those needs; in the absence of existing instruments, the contractor assists in the development and validation of needed instruments. One set of evaluation materials has been developed.

# NATIONAL DEMONSTRATIONS OF EDUCATIONAL EQUITY FOR WOMEN

WEAP has awarded five contracts to develop designs for a comprehensive program of educational equity for women in an individual school district. If the one-year Design Phase is successful, subsequent contracts will be awarded for three years of full-scale implementation of the designs in these school districts.

The demonstration sites will use and test a variety of models and materials developed in previous projects. For the first time, these materials will be used in the context of a comprehensive coordinated plan for equity. In this way, the sites can produce some impact data on the achievement of educational equity and compliance with Title IX. In doing so, the demonstration sites can serve the Nation by implementing models of genuine equity for both sexes.

The goal of the demonstrations is to show that a comprehensive model of equity can be implemented, in all its complexity, involving parents, community advocates and opponents, the media, students, and both professional and non-professional educational personnel. The first stage (Design) began in September 1979.

**Contractor:**

American Institutes for Research  
Post Office Box 1113  
Palo Alto, California 94302

Amount : \$113,572  
Duration : One Year  
Director : Dr. Jane Schubert  
Phone : (415) 493-3550

Schools: Tucson, Arizona School District

\* \* \*

**Contractor:**

School of Education  
University of Miami  
P.O. Box 248065  
Miami, Florida 33124

Amount : \$126,303  
Duration : One Year  
Director : Dr. Rita Bornstein  
Phone : (305) 284-3213

Schools: Broward, Florida County Schools

\* \* \*

Contractor:  
The Network  
290 South Main Street  
Andover, Massachusetts 01810.

Amount : \$70,065  
Duration : One Year  
Director : Ms. Leslie  
Hergert  
Phone : (617) 470-1080

Schools: Quincy, Massachusetts School District  
\* \* \*

Contractor:  
Northwest Regional Educational Laboratory  
710 S.W. Second Avenue  
Portland, Oregon 97204

Amount : \$90,823  
Duration : One Year  
Director : Ms. Barbara  
Hutchison  
Phone : (503) 248-6800

Schools: Lincoln County School District, Portland, Oregon  
\* \* \*

Contractor:  
College of Education  
University of Tennessee  
Knoxville, Tennessee 37916

Amount : \$69,681  
Duration : One Year  
Director : Dr. Donna  
Young  
Phone : (615) 974-3466

Schools: Reidsville, North Carolina School District  
\* \* \* \* \*

# WOMEN'S EDUCATIONAL EQUITY COMMUNICATIONS NETWORK (WEECN)

Far West Laboratory  
1855 Folsom Street  
San Francisco, California 94103

Amount : \$660,000  
Duration : Three Years/  
Third Year  
Director : Dr. Matilda  
Butler  
Phone : (415) 565-3000

The Women's Educational Equity Communications Network, established under contract in October 1977, is designed to provide information on available resources and materials to those concerned with educational equity for women.

User requests are received by telephone, letters, field visits and visits to the WEECN center; users include teachers, counselors and administrators; higher education faculty and administrators; state and Federal government personnel; information specialists; women's organizations; professional and academic association personnel; publishers; the press, and the general public. The 10,000 inquiries received to date have spanned 160 subject classifications ranging from "Academic Ability/Achievement" through "Working Women".

The WEECN Center develops bulletins, bibliographies, and information analysis products, as well as public awareness materials; it also provides referrals to other information centers and organizations concerned with women's educational equity. In order to facilitate users' access to current information on women's educational equity, WEECN consolidates the pertinent literature by searching machine readable databases and publishing selected relevant citations in Resources in Women's Educational Equity (RIWEE).

WEECN also collects literature concerning women's educational equity, particularly materials which have not been entered into an existing database; these documents are screened and submitted to Educational Resources Information Center (ERIC) for inclusion. Design of a long-term WEECN system is underway whose purpose is to gather all WEECN-relevant bibliographic data from existing databases into machine-readable format that is readily accessible for searching.

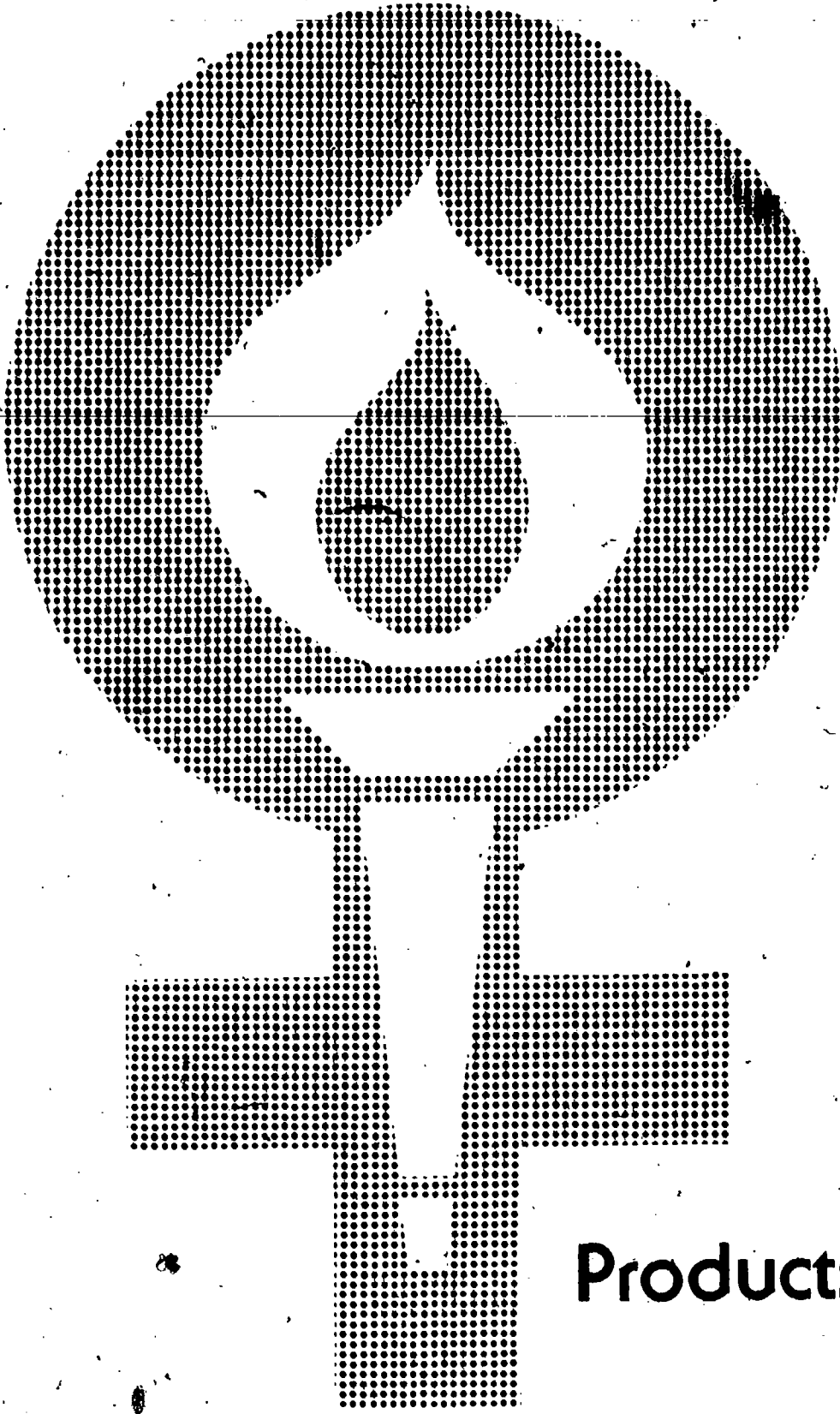
# DEVELOPMENT AND OPERATION OF A PROGRAM/PRODUCT DISTRIBUTION CENTER

Education Development Center, Inc. (EDC)  
55 Chapel Street  
Newton, Massachusetts 02160

Amount : \$600,000  
Continuation: 1978-1979  
Duration : Thirty-three  
Months  
Director : Ms. Janet  
Whitla  
Phone : (617) 969-7100

In order to provide for nationwide dissemination of the model programs and materials developed under grants from the Women's Educational Equity Act Program, WEEAP has contracted with EDC to review, publish, and disseminate the products of 1976 and 1977 WEEAP grants, including 130 programs and products, such as films, other audiovisual materials, teaching manuals, training and curriculum materials, and research and program models. These products are available for purchase at cost from Educational Development Center (EDC) in Newton, Massachusetts. EDC also provides assistance to other groups wishing to adopt these for their own use.

Collaborating with EDC is the Center for Research on Women, a non-profit policy oriented feminist research institute of Wellesley College. The Wellesley Center convenes peer review panels of educators, community representatives, and researchers to evaluate the materials suitability for publication and national dissemination.



**Products**

# SOURCES OF STRENGTH: WOMEN AND CULTURE

## A Teacher's Guide

Far West Laboratory for Educational Research and Development  
San Francisco, California



Women's Educational Equity Act Program  
U.S. Department of Health, Education, and Welfare  
Office of Education

# PRODUCTS

## Developed Under Project Funding

The Women's Educational Equity Act Program (WEEAP) has funded projects throughout the country to develop materials that support and encourage educational equity for women at all levels of instruction.

The projects described are grouped according to their general focus. The director of development for each project is identified. Project components are indicated as follows: P - print, A - audiotape, V - videotape, MM - mixed media. All products may be purchased at cost through Education Development Center (EDC) in Newton, Massachusetts. EDC encourages interested persons to call toll free (800-255-3088) to discuss with staff members the projects or products that will be most useful for their school or organization.

The following materials are currently available for national dissemination.

### AWARENESS

#### Aspire

A training program to increase awareness of sex-role stereotyping in schools.

4 P / Ms. Esther Heusner, Livonia Public School District, Livonia, Michigan

Module 1: Sex-Role Socialization

Module 2: Sexism in Education

Module 3: Evaluating Instructional Materials

Module 4: Strategies for Change

#### Becoming Sex Fair

A systematic inservice program for assessing and eliminating sex bias in school districts.

4 P / Ms. Marylyn E. Calabrese, Tredyffrin/Easttown School District, Berwyn, Pennsylvania

Coordinator's Manual

Stage One Manual: Preparing for Change

Stage Two Manual: Planning the Inservice Program

Stage Three Manual: Revising the Curriculum



## Combatting Sexism

A program assisting educators and students to reach beyond traditional sex roles in the classroom and individual perceptions.

13 P / Ms. Debra Klinman, West Chester State College, West Chester,

Pennsylvania

Module 1: How Expectations Influence Behavior and Perception

Module 2: Sex Bias in Language and Instructional Materials

Module 3: Dealing with Resistance to Change

Module 4: Developing New Classroom Structures that Require Role Flexibility

Module 5: Fostering Independence

Module 6: The Components of a Non-sexist Person

Module 7: Teaching the Components of a Non-sexist Person

Module 8: Using Role Play to Develop the Behaviors of a Non-sexist Person

Module 9: Problem Solving Around Personal Issues Related to Sex Bias

Module 10: Developing Internal Strength Through Self-Statements

Module 11: Helping Students Build Internal Supports

Module 12: Developing the Components of a Non-sexist Person Through Guided Daydreams

Module 13: Helping Students Identify with Role Models

## Competence Is for Everyone

An intermediate and secondary curriculum examining the process of making judgments.

17 P; 2 V / Dr. Martha Whalen Kent, University of Vermont, Burlington, Vermont

Unit 1: Different People  
Intermediate level  
Teacher edition  
Student edition  
Upper level

Teacher edition  
Student edition

Unit 2: In the Minority  
Intermediate level  
Teacher edition  
Student edition  
Upper level

Teacher edition  
Student edition

Unit 3: Male and Female  
Intermediate level  
Teacher edition  
Student edition  
Upper level

Teacher edition  
Student edition

Unit 4: Competence in Our Society

Intermediate level

Teacher edition

Student edition

Upper level

Teacher edition

Student edition

Gender and the Conditions of Learning: Collected Readings

Audio/Visual: The Rise of Rolag

Judge Me, Not My Shell

Freedom for Individual Development

An inservice program examining sex-role stereotyping issues in education and the community.

5 P / Dr. Barbara Thompson, Department of Public Instruction, Madison, Wisconsin

Trainer's Guide

School/Community Relations

Vocational Education

Teaching Methods and Instructional Materials

Counseling and Guidance

Sources of Strength

A secondary curriculum exploring women's lives in other cultures.

2 P; 2 A / Ms. Lisa K. Hunter, Far West Laboratory for Educational Research and Development, San Francisco, California

Teacher's Guide

Annotated Bibliography

Audio/Visual: Guadelupe

Margaret

Together We Can

Comprehensive training materials for school personnel and community groups.

3 MM / Ms. Glee Ingram, Region XII Education Service Center, Austin, Texas

Elementary and Secondary Training Kit

Program Guide

Facilitator Manual for Teachers and Counselors

Participant Manual Master for Teachers and Counselors

Facilitator Manual for School Administrators

Participant Manual Master for School Administrators

Expectations (film)

Which Comes First? The Person or the Role? (film)

Images and Our Self-Concept (film)

Stop, Look, Listen (film)

5 transparencies

Game cards

Problem cards.

Articles

### Community Training Kit

#### Program Guide

Facilitator Manual for Parent Groups, Community Groups, and School Volunteers

Participant Manual Master for Parent Groups

Participant Manual Master for Community Groups

Participant Manual Master for Volunteer Groups

Expectations (film)

### Preschool Training Kit

#### Program Guide

Facilitator Manual for Preschool Teachers and Parents of Preschool Children

Pocket chart and cards

Gameboards and cards

Evaluating the Classroom Environment (film)

Posters - Choosing Activities

Transparencies

Expectations (film)

### Venture Beyond Stereotypes

A teacher training course on sex-role stereotyping.

1 P; 8 V / Ms. Anne Grant, City School District of New York, New York

Audio/Visual: The Masculine Mystique

The Feminine Mystique

Language and Textbooks

Classroom Practices

Early Childhood

Athletics and Physical Education

Career Guidance

Cultural Values.

### Sex Stereotyping in Education

An inservice and preservice training program examining sex-role stereotyping in seven content areas.

7 P; 7 A / Dr. Patricia Campbell, Georgia State University, Atlanta, Georgia

Module 1: Girl, Boy, or Person: Beyond Sex Differences

Module 2: Sex Stereotyping in Math Doesn't Add Up

Module 3: Equality in Science: Formula for Changing Sex Bias

Module 4: Present but Not Accounted For: Women in Educational History

Module 5: Reading, Writing, and Stereotyping

Module 6: We the People: Sex Bias in American History

Module 7: Exercising Your Rights: Eliminating Sex Bias in Physical Education

## Educational Equity in School Libraries

A training program to increase awareness of issues relevant to sex-role stereotyping in educational institutions and materials.

8 P / Dr. Karen Beyard-Tyler, Arizona State University, Tempe, Arizona  
Instructor's Guide

Equity Activity Book

Module 1: Assumptions about "Male" and "Female"

Module 2: Sexism and Sex-role Stereotyping in School Materials

Module 3: Sex-Fair Instructional Materials

Module 4: Sex-Fair Resources for School Libraries

Module 5: Educational Equity in the Library

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## Thinking and Doing

A manual providing activities and information in a workshop format for inservice and preservice training.

1 P / Ms. Linda G. Ivins, YWCA, Honolulu, Hawaii

Thinking and Doing: Overcoming Sex-Role Stereotyping in Education  
(manual)

## CAREER PREPARATION

### Collected Papers: Women's Issues in Community Colleges

Resource reading for recruiting women for vocational training programs and assisting them in entering the job market.

1 P / Ms. Pamela Jacklin, Washington State University, Pullman, Washington

Collected Papers: Women's Educational Issues in Community Colleges  
(manual)

### Count Me In

A videotape program which documents a curricular-career program to interest women in science and technical fields.

1 P; 1 V / Dr. Lenore Carol Blum, Mills College, Oakland, California

Count Me In: Educating Women for Science and Math (brochure)

Count Me In: Educating Women for Science and Math (videotape)

### Off-Campus Experiential Learning for Women

A manual describing a program integrating academic and off-campus work experience for postsecondary women students.

1 P / Ms. Sandra L. Moore, Alverno College, Milwaukee, Wisconsin

Off-Campus Experiential Learning for Women: A Model Program (manual)

### Focus on the Future

A guidance technique to aid students in recognizing the limiting effects of sex stereotyping.

3 P / Dr. Lewis E. Patterson, Cleveland State University, Cleveland, Ohio

Technical Manual

Leader's Manual

Picture Stimulus Set

### How Women Find Jobs

A guide to organizing and conducting workshops to provide job-finding techniques.

1 P / Dr. Vera Norwood, New Mexico Commission on the Status of Women, Albuquerque, New Mexico

How Women Find Jobs: A Guide for Workshop Leaders

### New Directions for Rural Women

A leader's guide for providing career counseling services to rural women.

1 P / Ms. Mary Gindhart, Grailville, Loveland, Ohio

Leader's Guide

### Choice: Creating Her Options in Career Exploration

A diagnostic/prescriptive model for expanding young women's career options.

1 P / Dr. Elyse S. Fleming, Case Western Reserve University, Cleveland, Ohio

Project Choice: Creating Her Options in Career Exploration (manual)

### Science, Sex and Society

Reading and curricular material promoting women's entry into scientific careers.

1 P / Dr. Ann E. Kammer, Kansas State University, Manhattan, Kansas

Science, Sex and Society (manual)

### Second Wind: Program for Returning Women Students

A manual describing a program to assist women returning to continue postsecondary education.

1 P / Dr. Karen Weiss, University of Maryland, College Park, Maryland

Second Wind: Program for Returning Women Students (manual)

## EDUCATIONAL LEADERSHIP

### Continuing Education for Women

Administrative guidelines for establishing continuing education programs.

1 P / Ms. Marjorie Parks, George Washington University, Washington, D.C.  
Continuing Education for Women: Administrator's Handbook

## CURRICULAR MATERIALS

### Breaking the Silence

Interdisciplinary courses for adolescent and adult women who have had limited access to education and employment opportunities.

1 P / Ms. Deborah Pearlman, Goddard College, Cambridge, Massachusetts  
Breaking the Silence: Seven Courses in Women's Studies

### Girls and Women in Science and Mathematics

Resource material to increase interest in science and mathematics careers.

1 P; 2 A / Ms. Sharon L. Menard, Awareness Associates, Lafayette, Colorado

How High the Sky? How Far the Moon?

### The Whole Person Book

Curricular materials for sex-fair and nontraditional career counseling.

1 P / Dr. Twila Christensen-Liggett, Nebraska Commission on the Status of Women, Lincoln, Nebraska

The Whole Person Book

### Women in American History

Supplementary material for American history and literature curricula focusing on contributions of women from 1607-1920.

4 P / Ms. Beverly Sanders, American Federation of Teachers, New York, New York

Book One: Women in the Colonial Era and the Early American Republic  
1607-1820

Book Two: Women in the Ages of Expansion and Reform 1820-1860

Book Three: Women During and After the Civil War 1860-1890

Book Four: Women in the Progressive Era 1890-1920

## Equality

Curriculum material providing nontraditional sex-role materials for students K-6.

14 P / Mr. John Ross, Highline School District, Seattle, Washington

Implementing Project Equality

Yellow, Blue, and Red Book

Many Thousand Words

Project Equality

Supplementary Material:

Color Discrimination

Crawling and/or Squatting

Creativity

Measuring

Assembling in Sequence

Oral Persuasion

Junior High Media Display Bibliography

Elementary Media Display

Final Report

Description of Project

## OTHER

### Developing Women's Programs

A step-by-step guideline for planning university-based programs specifically geared to the needs of women.

2 P / Ms. Kathryn Girard, University of Massachusetts, Amherst, Massachusetts

Developing Women's Programs

Developing and Negotiating Budgets for Women's Programs

### Girls' and Women's Sports Commission

Information on developing budgets, using the media, staffing and securing sponsorship to help establish and operate a women's sports commission.

1 P / Ms. Diane Wendt, Ms. Virginia Coyle, Colorado Commission on the Status of Women, Denver, Colorado

Guide to Implementing a Girls' and Women's Sports Commission

### Sex Discrimination in Schools

A guide to aid in identifying sex discrimination against women teachers and women administrators in the employment practices of local school districts.

1 P / Dr. Roslyn D. Kane, Institute for Women's Concerns, Arlington, Virginia

Sex Discrimination in Schools: Evaluating Employment Practices (manual)

## Women in Jail: Problems, Programs and Resources

A resource manual exploring unique issues in educational and vocational programs for incarcerated females.

1 P / Ms. Marjorie Brown-Roy, YWCA, Springfield, Massachusetts  
Women in Jail: Problems, Programs and Resources (manual)

## Job Options: First Offender Women

A pretrial intervention program for female offenders.

1 P; 1 V / Ms. Marilyn Goldman, Job Options, Inc., Harrisburg, Pennsylvania

Job Options: First Offender Women (manual)

Job Options: First Offender Women (filmstrip)

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The following products will be available in early winter of 1980.  
Component numbers are approximate and may change.

## AWARENESS

### Sexism in the Classroom

A presentation of sex biases present in Spanish reading series used in the public schools in Puerto Rico and many bilingual programs in the U.S.

16 P; 1 A / Dr. Isabel Pico de Hernández, Commission for the Betterment of Women's Rights of the Commonwealth of Puerto Rico

Module 1: Ideas, creencias, attitudes (Ideas, Beliefs, Attitudes)

Module 2: ¡Viva la diferencia! (Long Live the Difference!)

Module 3: ¿Por qué mami no puede cambiar una goma? (Why Can't Mommy Change a Flat Tire?)

Module 4: ¿Por qué Rosa no es valiente? (Why Isn't Rosa Brave?)

Module 5: Una escoba para Ana, cien oficios para Juan (A Broom for Ana, A Hundred Occupations for Juan)

Module 6: Doña Ana no está aquí (Doña Ana Isn't Here)

Module 7: Los rizos y el béisbol (Curls and Baseball)

Module 8: ¡Auxilio, socorro!... ¡Sálvame! (Help, Help! Save Me!)

### Project: BORN FREE

A curriculum analysis to sensitize teachers, parents, and counselors to career-related sex-role stereotyping in schools and facilitate change.

13 P; 10 V / Dr. L. Sunny Hansen, University of Minnesota, Minneapolis, Minnesota.

### Elementary Level

Training Packet to Reduce Sex-Role Stereotyping in Career Development  
Review of the Literature on Career Development and Sex-Role Stereotyping



**Videotapes and Viewers' Guides:**

A World of Options  
Men: Choices and Changes  
Parenting: Three Generations  
Schools as Influencers  
Why Change?

Secondary Level

Training Packet to Reduce Sex-Role Stereotyping in Career Development  
Review of the Literature on Career Development and Sex-Role  
Stereotyping

**Videotapes and Viewers' Guides:**

A World of Options  
The Joy of Choosing  
Women: Choices and Changes  
Men: Choices and Changes  
Schools as Influencers  
Colleges as Influencers  
Parenting: Three Generations  
Parents as Influencers  
Why Change?

Postsecondary Higher Education Level

Training Packet to Reduce Sex-Role Stereotyping in Career Development  
Review of the Literature of Career Development and Sex-Role  
Stereotyping

**Videotapes and Viewers' Guides:**

Women: Choices and Changes  
Men: Choices and Changes  
Parenting: Three Generations  
Parents as Influencers  
The Joy of Choosing  
BORN FREE: A World of Options  
Schools as Influencers  
Colleges as Influencers  
Why Change?

iTrabajamos!

A bilingual multicultural approach to career awareness through broadening the scope of current social studies curricula used for primary-age Hispanic children.

2 P; MM / Ms. Renee Z. Sherman, Washington, D.C.

Teachers' guide

Lesson plans with supplementary activities

Community-Based Guidance

A model program for involving adult women in gaining self-awareness, career maturity, and acquiring decision-making skills.

1 P / Dr. Nancy L. Voight, University of North Carolina, Chapel Hill, North Carolina

Becoming: A Participant Guide for High School Graduates  
(Leader Guide included)

## CAREER PREPARATION

### Equity Counseling for Community College Women

Resource reading and descriptions of approaches used in community college career counseling.

1 P / Ms. Nancy Carol Eliason, American Association of Community and Junior Colleges, Washington, D.C.

Equity Counseling for Community College Women (manual)

### Options

A career development curriculum for rural high school students.

6 P / Dr. Faith Dunne, Dartmouth College, Hanover, New Hampshire

Options Manual - Northeast

Options Manual - South

Options Manual - Midwest

Options Manual - Southwest

Options Manual - Northwest

Adaptation Manual

### Rural Women Opportunity Center Career/Vocational Education

A vocational guidance program for rural women who wish to locate and/or enter vocational employment areas.

1 P / Ms. Alice Paris, Federation of Southern Cooperatives, Epes, Alabama.

Recruiting, Counseling and Place Rural Minority Women in Training Situations for Nontraditional Jobs

## EDUCATIONAL LEADERSHIP

### Model Sex Fair Training Program

An exemplary sex-fair leadership program in vocational and personal counseling.

4 P / Dr. Sharon B. Lord, University of Tennessee, Knoxville, Tennessee

Understanding Sex Roles and Moving Beyond

The Female Experience in America

The Black Female Experience in America

The Appalachian Woman

### Staff Development Program

A program designed to aid women in the educational profession to aspire to and secure leadership positions.

1 P / Ms. Elizabeth Hatch, Cedar Rapids, Iowa

A Guide to Developing Educational Leadership Potential

## CURRICULAR MATERIALS

### Alleviating Sex-Role Stereotyping

Instructional modules for educators aimed at promoting educational equity for men and women.

6 P; 6 A / Dr. Patricia Campbell, Women Educators, Red Bank, New Jersey

Module 1: Repainting the Sexist Picture: Stereotyping in the Fine Arts

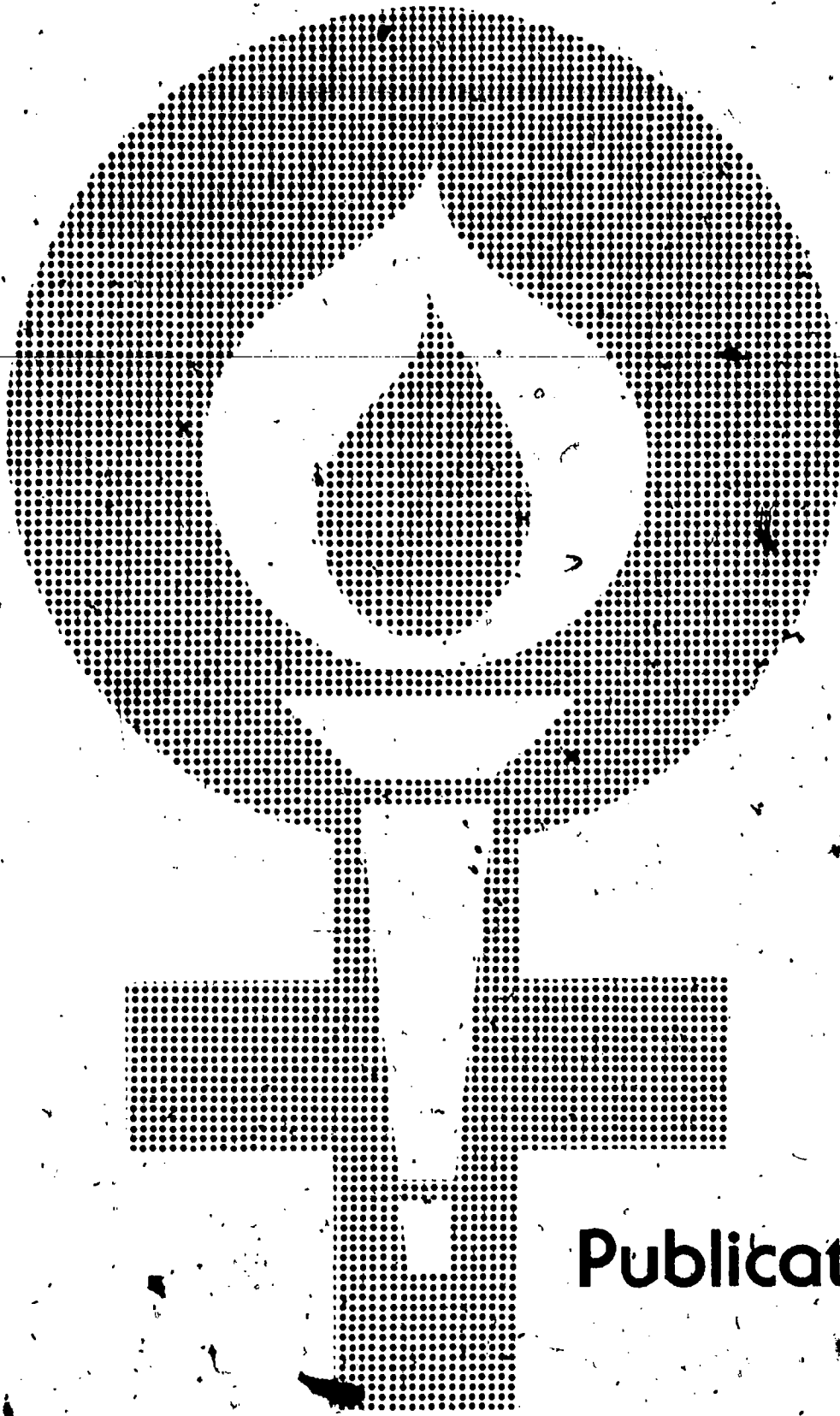
Module 2: Business as Usual: Sex Stereotyping in Business Education

Module 3: A New Beginning: Eliminating Sex Stereotyping in Early Childhood Education

Module 4: Diagnosing the Problem: Sex Stereotyping in Special Education

Module 5: Write Me In: Stereotyping in Curriculum

Module 6: Sex Bias in Research and Measurement: A Type III Error



# Publications

## PUBLICATIONS

### Developed Under WEEAP Contracts

The following publications, developed under Women's Educational Equity Act Program Contracts, are available for sale from:

Superintendent of Documents  
U.S. Government Printing Office  
North Capitol Bet. G & H Streets, N.W.  
Washington, D.C. 20402  
Telephone: (202) 783-3238

#### TITLE IX MATERIALS:

<u>Title</u>	<u>Stock #</u>	<u>Price</u>
Title IX: Selected Resources	017-080-01668-1	\$ .35
Complying With Title IX: The First Twelve Months	017-080-1669-9	.85
Why Title IX?	017-080-1670-2	.35
Identifying Discrimination: A Review of Federal Antidiscrimination Laws and Selected Case Examples	017-080-1671-1	.45
Complying with Title IX: Implementing Institutional Self Evaluation	017-080-1672-9	2.10
Title IX of the Education Amendments of 1972: A Summary of the Implementing Regulation	017-080-01673-7	.45
Equal Educational Opportunity (poster)	017-080-01674-5	.35
Equal Employment Opportunity (poster)	017-080-01675-3	.35
Competitive Athletics: In Search of Equal Opportunity	017-080-01713-0	2.75

<u>Title</u>	<u>Stock #</u>	<u>Price</u>
Selecting Professionals in Higher Education: A Title IX Perspective	017-080-01708-3	\$1.30
A Student Guide to Title IX	017-080-01710-5	2.00
Title IX Grievance Procedures: An Introductory Manual	017-080-01711-3	2.50
Title IX and Physical Education: A Compliance Overview	017-080-01712-1	1.40

Implementing Title IX: A Sample Workshop	017-080-01709-1	3.75
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IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY: A WORKSHOP PACKAGE FOR ELEMENTARY - SECONDARY EDUCATORS:

<u>Title</u>	<u>Stock #</u>	<u>Price</u>
The Context of Title IX	017-080-01928-1	2.75
The Title IX Regulation and Grievance Process	017-080-01926-4	3.00
Planning For Change	017-080-01924-8	2.50
The Administrator's Role	017-080-01932-9	3.75
The Teacher's Role	017-080-01940-0	4.50
The Counselor's Role	017-080-01934-5	3.75
The Physical Activities Specialist's Role	017-080-01929-9	4.75
The Vocational Educator's Role	017-080-01941-8	4.75
The Community's Role	017-080-01931-1	3.25
Participant's Notebook	017-080-01939-6	3.50
Implementing Title IX in Physical Education and Athletics (Application Booklet for Elementary--Secondary Physical Activity Personnel)	017-080-02006-8	3.00
Attaining Sex Equity in Counseling Programs and Practices (Application Booklet for Counselors)	017-080-01935-3	2.75

**IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY: A WORKSHOP PACKAGE FOR POSTSECONDARY EDUCATORS:**

<u>Title</u>	<u>Stock #</u>	<u>Price</u>
The Context of Title IX	017-080-01936-1	2.75
The Title IX Regulation & Grievance Process	017-080-01937-0	3.00
Planning For Change	017-080-01942-6	2.50
The Administrator's Role	017-080-01933-7	4.25
The Counselor's Role	017-080-01927-2	3.50
The Teacher Educator's Role	017-080-01943-4	3.25
Participant's Notebook	017-080-01938-8	4.50
Implications of Title IX for Postsecondary Education and Athletics Personnel (Application Booklet for Postsecondary Physical Activity Personnel)	017-080-01925-0	2.40
Implementing Sex Equity in Teacher Education (Application Booklet For Postsecondary Education Personnel)	Available from GPO in the future	

**WOMEN'S EDUCATIONAL EQUITY COMMUNICATIONS NETWORK (WEECN):**

The following publications are available for sale from:

**WEECN**  
 Far West Laboratory for Educational  
 Research and Development  
 1855 Folsom Street  
 San Francisco, California 94103

**BIBLIOGRAPHIES:**

	<u>Price</u>
Continuing Education: Reentry and the Mature Woman. Annotated Selected References and Resources, 1978	\$2.50
Non sexist Career Counseling for Women: Annotated Selected References and Resources, Part I, 1978	\$2.50

	<u>Price</u>
Non sexist Career Counseling for Women: Annotated Selected References and Resources, Part II, 1978	\$2.50
Hispanic Women and Education: Annotated Selected References and Resources, 1978	\$2.50
Rural Women and Education Annotated Selected References and Resources, 1978	\$2.50

**INFORMATION ANALYSIS PRODUCTS:**

Apprenticeship and Other Blue Collar Job Opportunities for Women, 1978	\$3.50
Education: The Critical Filter. A Statistical Profile of Girls and Women in Elementary and Secondary Education	\$4.25
Expanding the Options--Women in Nontraditional Jobs: A Guide to Non-print Media	\$4.75
Information on Women's Educational Equity: A Legislators' Guide to Sources	\$6.25
Sex Bias in Testing: A Review with Policy Recommendations, 1978	\$3.50
Sex Equality in Vocational Education: A Chance for Educators to Expand Opportunities for Students, 1978	\$3.50
Sex Stereotyping in Instructional Materials and Television: Awareness Kit, 1978	\$3.50
What Happens After School: A Study of Disabled Women and Education, 1978	\$3.50
Women in Educational Administration: Profiles and Resources, 1978	\$3.50

**DIRECTORY:**

Guide to Organizations Working for Women's Educational Equity: 1979 Edition	\$6.00
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**FORTHCOMING WEECN PUBLICATIONS:**

A Statistical Profile of Women Students in Higher Education

Price  
Forthcoming

A Statistical Profile of Women Faculty and Administrators in Higher Education

Forthcoming

Sex Bias in Testing: A Guide for Elementary and Secondary Administrators

Forthcoming

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**WEECN RESOURCE ROUNDUPS:**

A series of bibliographies available at no cost from WEECN. Please send a self-addressed, stamped (15¢) envelope, along with the particular Resource Roundup titles you want. The currently available titles are:

Women in Educational Administration

No Cost

Girls and Women in Sports

No Cost

Disabled Women and Equal Opportunity

No Cost

Data Tapes and Women's Educational Equity

No Cost

Black Women in Education

No Cost

Resources for Older Women

No Cost

**INFORMATION PACKETS SERIES:**

Title IX

\$5.00

Women and Science

\$5.00

Women and Vocational Education

\$5.00

Women and Mathematics

\$5.00

Educational Financial Aid for Women

\$5.00

The following WEECN publications are available from the Government Printing Office:

	<u>Stock Number</u>	<u>Price</u>
Resources in Women's Educational Equity 1977, Volume 1	017-080-01820-9	\$5.00
Resources in Women's Educational Equity 1978, Volume 2	017-080-01947-7	\$7.25
Resources in Women's Educational Equity May, 1979 Volume 3, Number 1	017-080-02014-9	\$6.50
Resources in Women's Educational Equity October, 1979 Volume 3 Number 2	017-080-02064-5	\$7.50
Finding Funds for Programs Relating To Women's Educational Equity, 1978	017-080-01835-7	\$2.50
Non-Print Resources in Women's Educational Equity, 1978	017-080-01836-5	\$4.25

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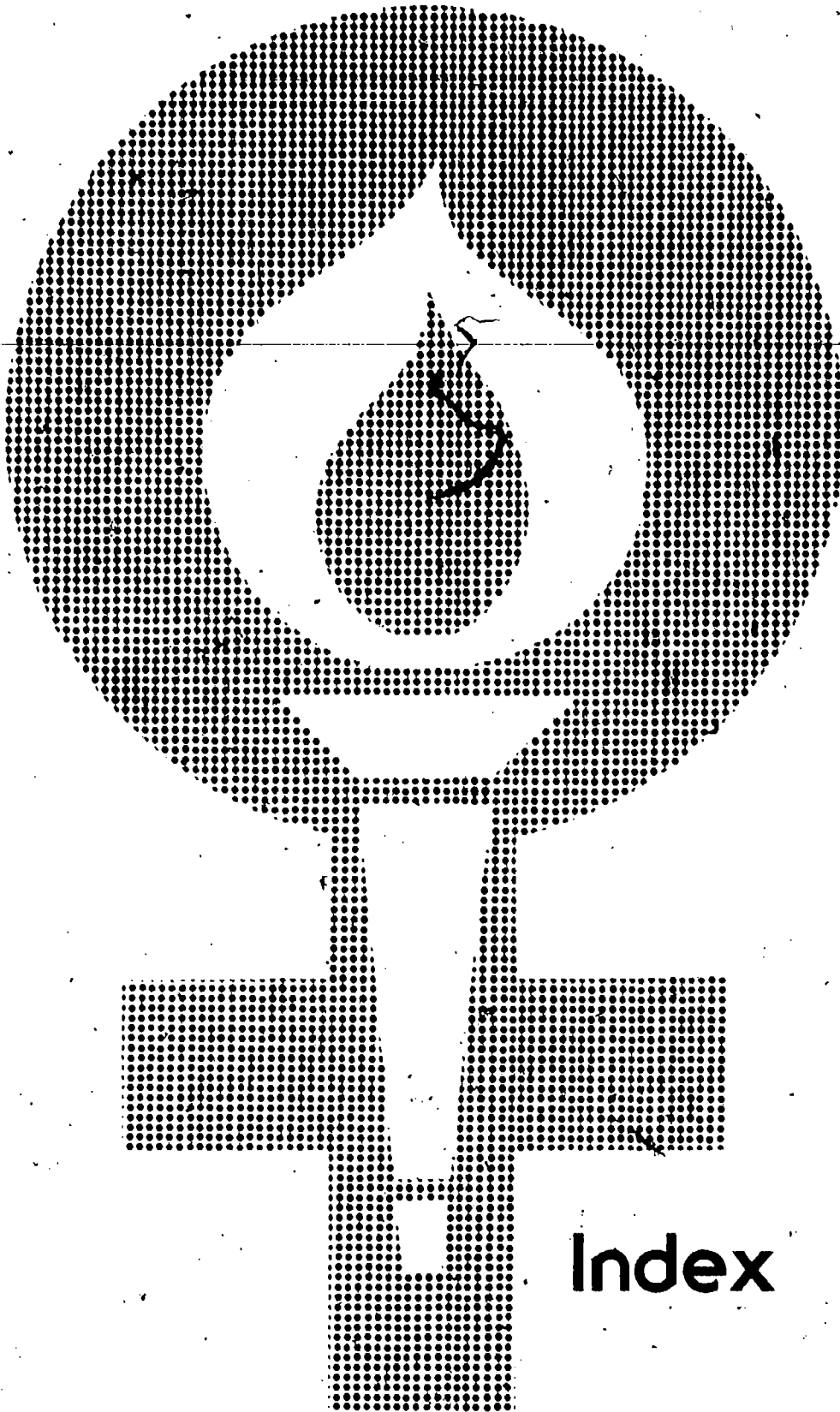
Other WEEAP publications available from the Government Printing Office include:

Freedom of Reach for Young Children: Nonsexist Early Childhood Education	017-080-01778-4	\$2.10
Being A Man: A Unit of Instructional Activities on Male Role Stereotyping	017-080-01777-6	\$2.10

\* \* \*

Further information regarding the above publications is available from the WEEAP office.

\* \* \* \* \*



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