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ABSTRACT

This guide is intended to help teachers, counselors, and other vocational educators to develop programs that increase access to vocational opportunities for females, minorities, disadvantaged, handicapped students, and students with special needs of limited English proficiency in Massachusetts. The guide is divided into four parts. Part 1, Strategies for Promoting Equal Access, consists of program components which can be combined and adapted to meet the needs of individual schools or populations. The strategies address three critical areas: (1) recruitment into vocational programs; (2) reduction of stereotyping within programs; and (3) support services for nontraditional, minority, and handicapped students. Part 2, Programs for Promoting Equal Access, lists programs being conducted in the state which reflect various ways that the strategies for promoting equal access have been combined to serve specific underserved populations. Part 3, Program/Funding Matrix, describes some sources of money available for funding programs designed to increase access to vocational opportunities. Part 4, Resources, is a list of resources to help teachers, counselors, and vocational educators develop programs for the following populations or issue areas: sex equity, minority groups, special needs students, and limited English-proficient students. An appendix contains a summary of antidiscrimination laws. (KC)

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# STRATEGIES AND RESOURCES FOR PROMOTING EQUITY IN VOCATIONAL EDUCATION

BY

SCHEMA INC.

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*RESOURCES FOR SCHOOLS* is a series of publications developed by the Massachusetts Dissemination Project (MDP) for Massachusetts educators, parents, and students. The project, funded by the National Institute of Education since 1976, has four major goals:

- to stimulate greater awareness of the resources available to Massachusetts schools;
- to provide educators, parents, and students with specific information about resource materials for school programs and services;
- to assist the Department of Education and its six regional centers in increasing and improving information services to educators, parents, and students in the state; and
- to encourage greater exchange and sharing of resources among educational organizations, service providers, the Department of Education and its regional education centers, and school personnel.

The project is located in the Department of Education's Boston office. In addition, each regional center has a staff member who maintains contact with project activities and works with regional staff to improve information and dissemination services within the center. Ultimately, the regional centers function as switchboards--at times providing services directly to schools, at other times connecting them with the many resources existing beyond the Department of Education. The development of this series, as its name suggests, is one way the project is helping to make these connections.

Please contact a member of the project staff listed on the preceding page for more information about the Massachusetts Dissemination Project or other *RESOURCES FOR SCHOOLS* publications currently available. A listing of the regional education centers included inside the back cover provides easy reference to the center nearest you.



# The Commonwealth of Massachusetts

## Department of Education

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31 St. James Avenue, Boston, Massachusetts 02116

October 15, 1980

Dear Colleague:

Educators today, especially those involved in occupational/vocational education, face the dual challenge of training a skilled work force to meet the demands of a dynamic technological age and equalizing educational opportunity to potential members of that work force who have been excluded or under-represented in the past. Daily, advancing technology is breaking down our stereotypes of the impossible on the scientific and industrial fronts. Likewise, economic and social changes are causing us to re-examine our assumptions about people, their roles and capabilities regarding the types of jobs they can perform.

It is our hope that the information included in this booklet will assist you in developing programs and activities which will open up vocational education opportunities to all groups, and empower our youth with the information and skills they need to make career choices based on their interests and abilities.

Sincerely,

A handwritten signature in cursive script, appearing to read "David F. Cronin".

David F. Cronin  
Associate Commissioner  
Division of Occupational Education

/mds

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# INTRODUCTION

This guide has been developed to help teachers, counselors, and other vocational educators develop programs that increase access to vocational opportunities for females, minorities, disadvantaged and handicapped students, and students with special needs or limited English proficiency within Massachusetts. The following questions provide a framework for addressing access and opportunity in vocational education.

1. What are the issues involved in providing equal access to vocational education opportunities for underserved and unserved populations?
2. What are some possible strategies and programs which can be utilized to promote equal access?
3. How may these issues be addressed through the funding priorities of the Division of Occupational Education?

This publication was prepared for practitioners charged with implementing the law and facilitating positive change in schools. It is designed as a planning guide for affirmative programming; as a reference to measure your growth and progress in achieving equal opportunity; as a resource for ideas, strategies, and programs; and as an opportunity for meeting the challenge of promoting equal access for all students.

There are many individuals without whose encouragement and assistance this publication would not have been possible. From the Division of Occupational Education special thanks go to former Sex Equity Coordinator, Maureen V. Lynch, who initiated the development of this manual; and Susan Dinga, Bilingual Vocational Education Specialist, whose patience, help, and advice were instrumental in getting it finished. Without the aid of Cecilia DiBella of the Massachusetts Dissemination Project, little could have been accomplished. Thanks go to the following individuals who selected programs described in the manual and/or reviewed earlier drafts: Mia Louik, Bureau of Equal Education Opportunity; Seth Cofield, Bureau of Special Education, Division of Occupational Education; Shirley McLean, Central Massachusetts Regional Education Center; Beverly Lydiard, Munuteman Regional Vocational Technical School; Louise Bonar, Women's Vocational Education Coalition; and Susan Riley, Shawsheen Vocational Technical School. No treatment of this topic would be complete without particular mention and special recognition of the contributions made by Lynn Hagar, former Equity Coordinator for the Division. Her unswerving commitment to equity issues in vocational education laid the groundwork for the progress visible today.

# STRATEGIES FOR PROMOTING EQUAL ACCESS

One of the greatest challenges now facing education is creating an environment which will expand life and career options for underserved student populations. For many years schools have not equally served all students. Female, minority, handicapped, disadvantaged, and students with limited English proficiency have encountered barriers which limit the range of educational, occupational, and life options available to them. These facts\* underscore this reality:

- women currently earn 59¢ for every \$1.00 earned by men;
- Hispanics in 1977 were more concentrated in lower paid, less skilled occupations than the overall work force;
- fully employed white males earned an average of \$15,230 in 1977 while minority males earned \$11,053;
- seventy percent of all working women are concentrated in jobs in three occupational groups that offer low pay, little status, low skill requirements, and offer little chance for advancement;
- one out of seven families in the United States is headed by a female; one out of three minority families is headed by a woman;
- in 1977 fully employed white females earned an average of \$8,787 while minority females earned \$8,385.

Vocational education programs nationwide mirror these inequities. Females continue to be concentrated in traditional consumer/homemaking and office occupations and underrepresented in traditional male dominated programs. Students of limited English proficiency continue to be served in small numbers. Special needs students, especially in higher prototypes, continue to face barriers to vocational education programs.

Equalizing educational opportunity for underserved groups is no longer a choice; it is a mandate under the Office of Civil Rights Guidelines for Vocational Education, Section 504, Title IX, Chapter 622. With the passage of federal and state legislation prohibiting discrimination and encouraging remedial activities, educators are now taking a serious look at the complex network of forces which have resulted in discriminatory patterns, many of which are still present in most schools. Access to vocational education programs for all students in Massachusetts has progressed, but much remains to be accomplished.

\* Statistics supplied by the United States Department of Labor, Employment Standards Administration, 1978.

Promoting equal access can be achieved through a variety of programmatic approaches. The strategies presented here are not programs, but are possible program components. Some may be employed alone, but a combination of several usually creates a more effective program. These strategies can be adapted to meet the needs of virtually any school or population since the underrepresented groups often face common barriers in gaining access to vocational education programs.

The strategies address three critical areas:

1. Recruitment into Vocational programs
2. Reduction of stereotyping within programs
3. Support services for nontraditional, minority, and handicapped students

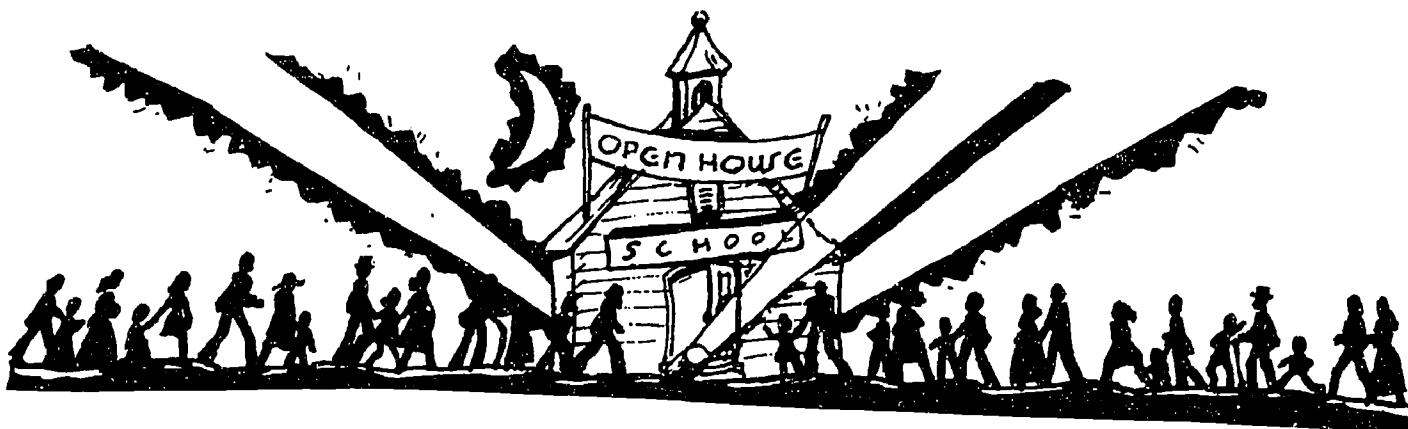
Strategies were primarily drawn from the Admissions Update Manual developed by the Massachusetts Department of Education, Division of Occupational Education; and the Final Conference Report of the Staff Development Project for Equal Access to Occupational Education prepared by New Environments for Women in August, 1978.



## Recruitment into Vocational Programs

### Outreach to Junior High/Middle School Students

- Present all vocational options to both male and female students.
- Place newspaper advertisements that invite and encourage all interested and qualified students to participate. If your area has a foreign language, ethnic or special interest group newspaper or newsletter, advertise in it to attract racial and linguistic minorities and handicapped students.
- Design a brochure featuring male, female, minority, and handicapped populations in vocational education and industrial settings. Indicate the advantages and disadvantages of entering each trade such as: salaries, advancement opportunities, working conditions, etc. Be sure to include success stories about former students who have entered nontraditional fields. In areas where there is a community of national origin minorities, promotional literature must be distributed in the language of the group(s).
- Arrange speaking engagements by vocational counselors stressing nontraditional options.
- Arrange speaking engagements by black and/or bilingual/bicultural counselors and/or role models to reach both minority and handicapped populations regarding increasing awareness of the opportunities resulting from a vocational education.
- Hold a special shop open house during such times as Vocational Education Week, or a Career Day. Provide demonstrations and other activities to give students a better understanding of the aptitudes and skills needed. Urge young women and members of other underrepresented groups to attend.



- Visit middle school industrial arts classes or occupational orientation classes to tell them about opportunities in vocational and technical classes and the types of interests needed by men and women to succeed in these areas. Invite them to visit your shop or lab. During such visits allow time for students to interact with prospective students of the same group.
- Prepare bulletin board displays in industrial arts classrooms featuring pictures of students doing vocational shop work. Make sure that females and minorities are represented in non-stereotyped roles.
- Produce a slide/tape, video tape, or other media presentation about the vocational school and its programs. Avoid showing stereotyped pictures. Have students in nontraditional shops attend the audio visual presentations in the middle and junior high schools to speak with students in small groups, about their work in the shop. In schools where there are significant numbers of national origin minority students such as Spanish and Portuguese, a bilingual/bicultural person should present the slide presentation to those students and preferably in the native language. Media presentations should be kept up-to-date. Presenting students' friends on screen working in a shop, is a highly motivating recruitment tactic which is effective with linguistic minorities.

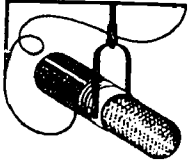


- Have handicapped, racial and linguistic minority students, and students in nontraditional programs assist the guidance counselor's presentation at school assemblies.
- Offer an exploratory program for eighth grade students who have expressed an interest in attending the vocational school. During this program, students should be exposed to nontraditional as well as traditional career opportunities.
- Since career choices begin in the early grades, youngsters expressing an interest in the vocational school could be invited to spend a day or early evening at the facility to become familiar with shop offerings. Parents should be encouraged to accompany their children during these visits.

## Outreach to Parents of Junior High/Middle School Students

- Develop an intensive public relations campaign involving ongoing news releases, articles and interviews stressing the opportunities available through vocational/technical education with particular emphasis on the underrepresented student, and the new and changing opportunities available in the future.
- In districts where there are black or other racial minority students, contact community based minority group organizations and gain their assistance in sponsoring a parent's night. In those districts with black and Hispanic students enrolled in the METCO, Inc. program, (a voluntary desegregation program) contact the Boston based METCO director and/or the school district's METCO coordinator to make presentations at their regularly scheduled parents' meetings. Make sure that your presentation responds to black parents' concerns regarding future employment opportunities, entrance into unions, and preparation for further post-secondary training in technical schools.
- If your school system sends a newsletter to parents, submit stories about course offerings and students enrolled in nontraditional programs.
- Disseminate information through a newsletter or brochure to parents and community groups on expanding career options. In areas where there is a community of national origin minorities, such information must be available in the native language. Particular attention should be paid to the economic advantages of completing a certain level of education since many minority students are under a great deal of pressure at age 16 to work and contribute to the family income rather than continue their education.
- Develop workshops to assist parents in helping their children make career decisions. Work with the local parent advisory council to design such workshops for linguistic minority parents. Be sure to include the cultural factors which impact on career decision-making, such as attitudes toward work, home, and family.
- Ideas for Parent's Night:
  - Assembly presentation on career options.
  - Panel of students in nontraditional shops.
  - Slides showing students at work in nontraditional shops and/or former students in nontraditional fields.
  - Films on nontraditional careers.



- Student guides from nontraditional shops to talk informally with parents as they tour the school.
- Small group sessions for parents of handicapped and minority students. Where linguistic minorities are involved, a bilingual/bicultural person should make the presentation in the language of the parents.
- If your school district has a transitional bilingual education (TBE) program, contact the chairperson of the parent advisory council (PAC) and present a slide show at one of the PAC meetings. It is preferable to have a bilingual/bicultural person make the presentation in the native language. Promotional material in the native language(s) should also be distributed.
-  Encourage local television and radio stations targeted for black, linguistic minority, and handicapped populations to include information about occupational education opportunities in their public affairs programming.
- Show videotapes about vocational programs on local cable television.

#### Involvement of Junior High/Middle School Teachers, Counselors, and Administrators in the Recruitment Process

- Invite junior high teachers, counselors, administrators, bilingual and resource room staff to visit the shops. Ask these teachers to identify students at the middle school who might be interested in occupational education. Provide literature on various careers.
- Have middle school parents and teachers chaperone field trips to the vocational school so that they can see the facility and speak to instructors.
- Develop hands-on exploratory programs for parents and middle school staff in vocational/technical shops.
- Form a district-wide committee or task force to deal with vocational/technical recruitment and career education planning. Members of local PAC groups and other community groups should be represented. Work to coordinate efforts in areas such as needs assessment, career exploration, and course selection for all underserved populations.
- Encourage feeder schools to publicize expanding career options through bulletin boards, classroom presentations, assemblies, and brochures available in the guidance department and lobbies. If the feeder school has a group of bilingual students, all displays and activities should be in their native language.

- Develop an orientation workshop for teachers, especially bilingual and special education teachers to alert them to vocational education opportunities for the students in their geographic area.



### Involvement of Community Members, Especially Potential Employers, in the Recruitment Process

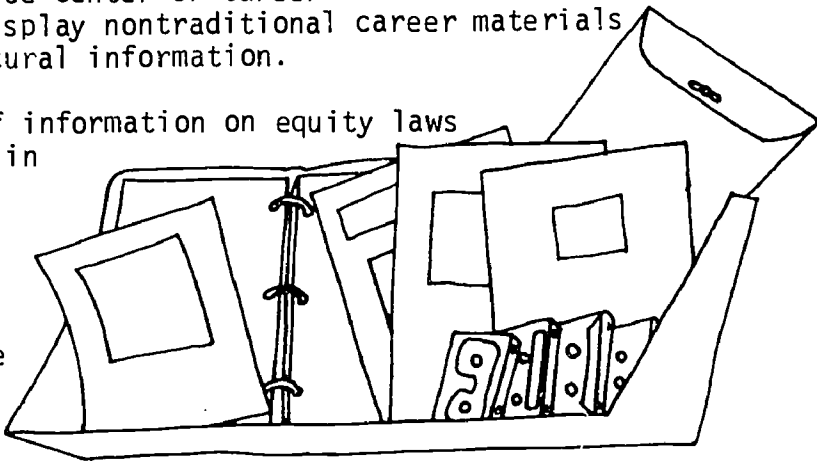
- For recruitment purposes, compile a publication about the major employers of the vocational school's graduates and include such information as salaries, fringe benefits, job opportunities, and former students employed in nontraditional fields. Ensure that potential employers do not discriminate on the basis of race, sex, national origin, color, religion, or handicap in their hiring and recruitment practices.
- Set up job site visits for students who are considering enrolling in your class. Let them see the employment conditions and talk to employers and employees.
- Use the industrial and business community as resources for assemblies, career days, and career exploration; especially those which can provide handicapped, minority or nontraditional career role models.
- Ensure that all advisory councils include minorities, members of both sexes and handicapped individuals who can be advocates for vocational opportunities.
- Use neighborhood churches to disseminate vocational information to students and parents and to sponsor student and parent seminars and conferences on vocational program offerings, job opportunities, and future educational opportunities.
- Obtain male, female, minority, and handicapped volunteers from business, labor, industry and agriculture to serve as resource persons for in-service training of staff, teachers and counselors on new career options.

- Offer vocational facilities as a meeting place for clubs and organizations. Provide programs for these organizations which will create an awareness of the opportunities in vocational education.
- Obtain brochures, films, and career information that show men and women in nontraditional occupations and minority and handicapped individuals in business, labor, industry, and agriculture. Use materials in resource centers and instructional programs.

## Reduction of Stereotyping Within Programs

### Review Curriculum and Instructional Materials for Stereotyping and Bias

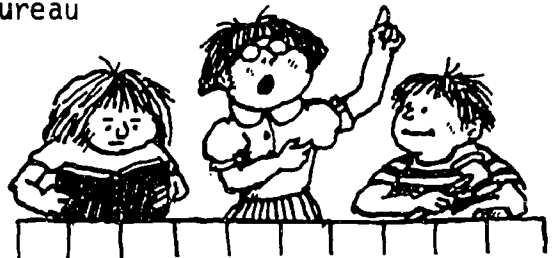
- Make sure that pamphlets, student handbooks, and course titles do not contain language suggesting a course is designed for only one sex or racial group.
- Look at curriculum materials, tests, bulletin boards, and textbooks that are used in your school and develop criteria for selecting materials free from sex, racial or handicapped stereotyping.
- Review your instructional materials for evidence of sex/racial bias. If revisions cannot be made in the materials to eliminate this bias, call the questionable items to the students' attention or develop supplementary materials. This will increase awareness of bias and stereotyping.
- Request the purchase of selected non-sexist and multi-cultural films and learning packets on sex bias and stereotyping that could be used on an ongoing basis in academic and vocational classes. Contact the Department of Education regional 622 coordinator for a copy of A Bibliography of Multicultural and Non-Sexist Resource Materials.
- Utilize the library, resource center or career information center at the school to disseminate and display nontraditional career materials and non-sexist and multicultural information.
- Maintain a bulletin board of information on equity laws and pictures of role models in nontraditional careers.
- Use films/filmstrips, group discussions, observations and role plays to create awareness of male and female roles in today's society.



- Many classroom activities designed to focus on bias and stereotyping can be found in the Project OPTION Final Report/Handbook. Contact John McDermott, Area Coordinator, Shawsheen Tech, at (617) 667-2111. Some of the topics included are: Opinionnaire on Sex Roles, Attitude Toward Sex Roles Survey, Women in the Civil War, Unit for High School English, Awareness of Sex Bias in the Media, What's My Line?, Career Choices for Men and Women, Women's Work, and Dare to be Different.

### Design Student Programs to Reduce Stereotyping and Bias

- Present a unit on careers in nontraditional fields during ninth grade exploratory sessions.
- Let students brainstorm activities that will increase their understanding of bias and reduce stereotyping within the school. For example, analyze present school practices, hold assembly programs, sponsor a poster contest, or organize a "Nontraditional Student of the Week" program.
- Establish a student Chapter 622/Title IX advisory committee and/or involve students as members in staff Chapter 622/Title IX committees for their recommendations on problems of sex bias, racial, or linguistic minority discrimination. Where there are minority students, try to facilitate their representation on these committees.
- Invite students from the Department's Bureau of Student Services to speak to student groups on Chapter 622 and Title IX.
- Offer workshops on such topics as:
  - Self awareness
  - Careers of tomorrow
  - Life and career planning skills
  - Current and future opportunities and earnings in the labor market
  - Reasons to consider nontraditional opportunities
  - Problems to overcome in the pursuit of nontraditional opportunities
  - Vocational preparation needed for nontraditional fields
- Offer a co-educational career exploratory or "shadowing" program for all ninth grade students with emphasis on nontraditional trade areas, and follow up with the guidance staff either through individual or group meetings.



## Inservice Staff Training

- Provide inservice seminars for teachers and counselors on industry and job market options, changing work and family roles, and non-stereotyped and non-biased counseling and support services.
- Develop a program for instructional staff focusing on individual attitudes and the subtle ways in which they are part of an instructor's classroom teaching methods. Invite teachers who have already had "mixed" classes to share their experiences about student abilities and discipline situations.
- If your school has an influx of new cultural groups of students, workshops on cross cultural communication are often helpful in increasing awareness of possible areas of cultural conflict and ways of dealing with them.
- Provide hands-on shop and career exploratory programs for teachers and counselors to broaden their acceptance of nontraditional choices by students.
- Utilize teachers with expertise in working with underserved students as resources in the design and implementation of inservice training programs.

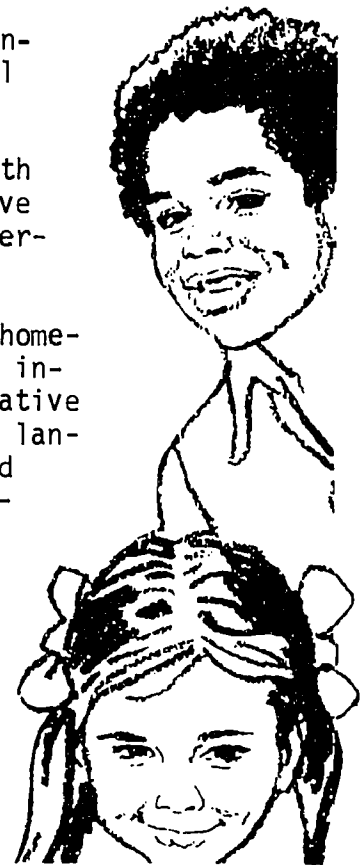
## Support Services for Nontraditional, Minority, and Handicapped Students

### Counseling

- Prior to their arrival, conduct a needs assessment of all entering non-traditional and minority students to determine any problems they might encounter. National origin minority students should be tested for language dominance and proficiency.
- Establish a counseling program with elements that address school, study, career planning, and placement problems which are unique to the nontraditional, minority and handicapped student.
- Encourage discussion of changing work and family roles for both sexes, with emphasis on the occupation being studied.



- Design inservice workshops for counselors about the in-school and out-of-school needs and problems of special populations.
- Counselors must be able to communicate effectively with national origin minority students and students who have hearing impairments. Bilingual counselors and/or interpreters must be available for such students.
- When dealing with national origin minority students, home-school contact is especially important. Keep parents informed through communications simply written in the native language and phone calls by someone proficient in the language. Communication helps to involve the parents and reduces the fear and alienation often felt by linguistically and culturally different people toward our institutions.
- Train peer counselors to run student support groups for handicapped, minority, linguistically different students and students in nontraditional programs.



### Programmatic

- Develop resource facilities and adaptive devices for equipment to meet the needs of handicapped, limited English proficient, and special needs students.
- Develop volunteer tutoring programs for limited English-speaking students, or pair them with bilingual students.
- Conduct workshops for instructors on the infusion of bilingual education into standard curriculum to reduce isolation of linguistically different students.
- Develop pre-vocational training curricula in comprehensive schools to improve access to vocational programs.
- Develop a team-teaching approach among special education, bilingual, and English-as-a-Second-Language teachers.

## Community

- Develop a public information campaign directed at parents and the community about rights, problems and abilities of underserved students through feature articles in local newspapers, interviews on radio, and presentations to local groups.
- Organize a local human rights committee composed of parent, industry, business and church representatives to promote equal education opportunities for all groups.

## Involvement of Role Models

- Locate women, minorities and handicapped persons in your community who are working in nontraditional fields and invite them to speak to a class, to assist in recruitment activities, or to be a resource to a particular group.
- Actively recruit female and minority shop teachers for trade and technical fields.
- Utilize nontraditional and minority role models as speakers on parent's nights.



## Job Placement Assistance

- Work with employers to place underserved students in nontraditional jobs, and in work-study and cooperative work experience programs.

- Strengthen Job Placement Procedures
  - Inform all cooperating agencies and employers that it is not only illegal for public schools to cooperate with any that discriminate, but also that your schools are involved in affirmative programs for both training and employment.
  - Be prepared to personally endorse your nontraditional minority and/or handicapped students, and provide follow-up activities to help with any difficulties they may encounter on the job.

## **PROGRAMS FOR PROMOTING EQUAL ACCESS**

The programs described in this section were selected from a state-wide search and review of programs conducted by the Division of Occupational Education during the Spring of 1980. Programs reflect various ways that the strategies for promoting equal access have been combined into programs which serve specific underserved populations, or a combination of populations.

**TITLE:** ENTRY-LEVEL EMPLOYMENT SKILLS FOR MULTIHANDICAPPED DEAF STUDENTS

Jackson Mann: Horace Mann Unit for the Deaf  
40 Armington Street  
Allston, MA 02134

**CONTACT PERSON:** Patrice DiNatale, Principal  
Tel. (617) 787-5313

- OBJECTIVES:**
1. To develop the skills and knowledge of multi-handicapped students to enable them to obtain a job in Electromechanical Technology, Food, Business and Office, or Communications.
  2. To develop communication skills appropriate to specific job situations.
  3. To help students examine and use information related to career decision-making.
  4. To increase the understanding of employers of the capabilities and special needs of deaf employees.

**DESCRIPTION:** This full-time program was designed specifically to meet the needs of a target group which requires constant tutoring, frequent counseling, and close supervision in order to acquire the necessary language and social maturity needed to become employable. It is staffed by one occupational specialist, three vocational instructors, and one special needs counselor/community liaison.

Students are enrolled for a minimum of two and one half hours each day in vocational skill training. They also participate in an "Occupational Information" course for forty-five minutes daily. The curriculum covers: responsibilities and duties of the particular job for which the student is being trained, information about promotional opportunities and necessary qualifications, field trips to job sites, and social service resources available to the deaf person.

Each week students participate in a two hour group counseling session which concentrates on the communication skills necessary for sustained employment. They learn to deal with on-the-job problems and interpersonal relations between employer and employee. During their senior year, students are placed in a work-study job situation.

**IMPACT:** All graduates of the program are now employed full-time on jobs for which they were trained.

**FUNDING:** A P. L. 94-482 grant of \$22,688 per year supports this program.

**TITLE:** EVALUATION OF CURRICULUM

Minuteman Regional Vocational Technical High School  
Marrett Road  
Lexington, MA 02173

**CONTACT PERSON:** Linda Upton, Master Teacher  
Tel. (617) 861-6500 (Ext. 341)

- OBJECTIVES:**
1. To examine the Culinary Arts curriculum for sex/race bias.
  2. To develop strategies for identifying and counteracting bias.
  3. To document results in a training manual.

**DESCRIPTION:** This project approached curriculum evaluation in four different ways. Weekly inservice training sessions for culinary arts instructors were conducted by a consultant. Topics included were the examination and study of reference materials including guides for evaluation of curriculum; specific laws; career education; career opportunities in culinary arts for males and females; problems women and minorities encounter in the occupational area; techniques for identifying bias in the curriculum; and strategies for correcting bias. The training consultant also attended shop classes and identified areas where females and minorities might encounter problems because of "hidden curricula" that reinforce bias and stereotyping. Follow-up meetings with individual instructors were held and the consultant provided feedback on observations.

Affirmative techniques to counteract bias were devised. Finally, a manual was written for other instructors in the culinary arts field.

The project operated on twelve one and one half hour weekly group meetings and three to four monthly meetings with individual instructors.

**IMPACT:** Through this project, strategies to counteract stereotyping and bias have been introduced into the culinary arts program without significantly changing content covered or altering the operation of the shop. Since affirmative action to counteract stereotyping and bias requires minimal effort on the part of teaching staff, other shop instructors expressed a willingness to participate in similar programs. By June 1981 instructors in all vocational areas in the school will receive similar training.

**FUNDING:** The program operated on a \$3,000 Commonwealth Inservice Institute grant.

TITLE : FOOD AND NUTRITION III

Billerica Memorial High School  
River Street  
Billerica, MA 01821

CONTACT PERSON: Michael Oullette, Career Education Director  
Tel. (617) 667-7863

OBJECTIVES:

1. To make students aware of sex bias and stereotyping in homemaking roles and occupations in the food industry.
2. To teach students consumer education skills in foods and nutrition.

DESCRIPTION: This elective course for junior and senior high school students is designed to develop survival skills, an awareness of consumer issues, and awareness of detrimental effects of stereotyping females and males. Food and Nutrition III is an adaptation and expansion of the home economics curriculum and includes emphasis on occupational education and sex stereotyping in occupations related to the food industry.

Students study nutrition and food preparation in two forty-three minute classes of theory and three forty-three minute classes of laboratory work per week for one semester. Methodology for the course includes hands-on assignments in budgeting, menu planning, marketing and meal preparation. Students work in female/male teams, sharing roles and jobs equally. Each day they prepare lunch for teachers in the school and are responsible for all aspects of the planning and preparation of those meals. Proceeds from the lunches go toward expenses for a field trip to a large restaurant. Here students learn about occupations related to the food industry. The students also learn how to write a resume and apply for a job.

IMPACT: This program increased the number of males enrolled in home economics. In addition, all students have become better consumers with respect to food purchasing; are more aware of jobs available and skills required for employment in the food industry; and are more aware of nutritional needs for specific age levels.

After participating in the program a few male students elected to attend Shawsheen Valley Tech's Senior Skills Program and enrolled in the Culinary Arts Program during the last half of their senior year.

FUNDING: The operating budget for this program is \$3,070. It was originally funded by a P. L. 94-482 grant.

TITLE: LIFE STYLES

Rockport High School  
Jerdens Lane  
Rockport, MA 01966

CONTACT PERSON: Judith Denham, Home Economics Teacher  
Tel. (617) 546-2114

OBJECTIVES:

1. To develop skills in communication, parenting, and budgeting through a Family Living Class.
2. To help students relate positively to others and cope with a variety of real life situations.

DESCRIPTION: Life Styles is a course in family living for high school seniors. It provides students with a knowledge of decision-making and a sensitivity to the personal and family issues that are necessary for living in today's complex world. An interdisciplinary offering between the home economics and science departments, the course is taught by a male/female team. It consists of five fifty minute class periods each week for one semester.

Methodology used to teach the course was developed by teachers from both departments. Situations requiring decision-making, problem-solving, communication and negotiation skills are presented in realistic fashion using the community's resources. Topics covered include: introspection, sex and sexuality, interpersonal relations, marriage, death, parenting, and budgeting. Students work as partners, sharing equally in roles or jobs that are often traditionally done by one sex or the other. Typical tasks are preparing resumes, job hunting, planning menus and meals, and planning a wedding.

IMPACT: In the past, only females selected family living classes at Rockport High School. Since the inception of this course four years ago, both males and females are now prepared for the dual role of homemaker/wage earner. At the end of the course students complete an extensive questionnaire. Life Styles is often rated as the most valuable course offered at the High School.

FUNDING: The operating budget for this course is \$300 per year for non-teaching financial requirements. It is funded by a P. L. 94-482 grant.



TITLE: PROJECT OPEN DOOR

Greater Lawrence Regional Vocational Technical School  
57 River Road  
Andover, MA 01810

CONTACT PERSON: Modesto Maldonado, Bilingual Coordinator/Counselor.  
Tel. (617) 687-4505

- OBJECTIVES:
1. To provide eighth grade Hispanic students with the opportunity to explore shop areas.
  2. To provide monolingual English speaking teachers with the opportunity to work with and become familiar with Hispanic students.
  3. To recruit Hispanic students.

DESCRIPTION: Project Open Door was an after school exploratory program, scheduled between 3:00 and 5:15 p.m., four days per week each semester. Approximately 150 students, mostly Hispanics, participated. Staff consisted of sixteen monolingual shop instructors, one bilingual interpreter, and one bilingual tool crib attendant per shop area. The bilingual counselor coordinated the program. The interpreters were day school students from the various shop areas who were paid by the grant. Four shop areas operated during each two week period. Students could explore up to twelve shop areas. They spent two weeks in the shop selected and completed a short project during that time.

A slide presentation was developed for recruiting Hispanic students. Slides depicted Hispanic and other students in the shop areas. It was presented to local eighth grade students by the bilingual counselor in Spanish. The slide presentation was also shown at a parent advisory council meeting.

A Spanish/English application form was developed and distributed to interested students who returned them to their junior high schools. Parents were then notified in Spanish of their youngster's desire to participate in the program, how the program was to be run, and what their responsibility to the program was.

Once the first group of students enrolled in the program, the slide show was revised to include their pictures. This new show was shown to a new group of eighth graders and the parents advisory council to recruit students for the next session. The effect of seeing one's friends or children on the screen made the second recruitment cycle much easier. In fact, recruitment of Hispanics increased so much that the program was opened to other students.

The counselor/recruiter plays an important role in the success of the program. S/he makes the initial contact with the students and is a constant visitor in the various shops. Students interested in applying to the school speak with the counselor and when they enter the school s/he is their counselor.

IMPACT: When the program was instituted in 1977 there were only twenty-five Hispanics in the school. Today there are almost three hundred.

Project Open Door was so successful in recruiting students to the school and creating a positive environment that it was not necessary to implement the program every year. The students publicized the school themselves, by encouraging their friends to apply. An additional, somewhat unanticipated, outcome was that parents became more aware of the vocational education opportunities at the school and began enrolling in evening programs in greater numbers.

FUNDING: The operating budget for this program was \$41,000, originally funded by a P. L. 94-482 grant. It is now locally funded.

TITLE: PROJECT OPTION (OPENING PEOPLE TO INCREASING OPPORTUNITIES NOW)

Shawsheen Valley Regional Vocational Technical School  
100 Cook Street  
Billerica, MA 01866

CONTACT PERSON: John McDermott, Area Coordinator  
Tel. (617) 667-2111

- OBJECTIVES:
1. To reduce the influence of sex-role stereotyping on student career choice.
  2. To increase student, parent, educator and community awareness of the negative consequences of sex bias.
  3. To promote sex fair and sex affirmative teaching strategies and programs.
  4. To increase the female enrollment at Shawsheen Tech.

DESCRIPTION: Project OPTION is a regional effort to deal with equal access issues in the vocational school district. It involves two middle schools: Francis Wyman and Burlington and Marshall, both in Billerica. Several activities were carried out to achieve the program's objectives: student/parent/teacher attitude surveys; awareness workshops for teachers and the Title IX/Chapter 622 Advisory Committee; and information sessions for middle school students concerning careers and nontraditional fields. In addition, a resource center for nonsexist materials was established and a support group for students enrolled in nontraditional vocational programs was organized.

Project OPTION operates on the general philosophy that a comprehensive approach is needed to reduce the negative influences of sex-role stereotyping and bias on student career choice.

IMPACT: Since it began two and one half years ago, evaluation activities were included for each aspect of the program. The impact is fully described in the Project OPTION Final Report/Handbook which is available from John McDermott.

FUNDING: Project OPTION operated on a \$140,000 P. L. 94-482 grant.

TITLE: PROJECT PLACE

Franklin County Technical School  
Turners Falls, MA 01376

CONTACT PERSON: Patricia Bassett, Special Education Placement Counselor  
Tel. (413) 863-9561

OBJECTIVES:

1. To determine the necessary skills for employing special needs students, grades nine through twelve.
2. To develop shop related curriculum that provides students with employable skills.
3. To gather manpower information on employment opportunities for special needs students, develop job sites, and place students in these jobs.

DESCRIPTION: Project Place provides direct educational services and ultimately a job for 150 special needs students enrolled at Franklin County Tech. Staff consists of one full-time counselor, one part-time counselor, and one part-time secretary.

A career education course developed by the staff includes activities such as self awareness, decision-making, and career awareness. During their senior year students learn to write a resume and interview for a job. In addition to these career related activities, staff have developed an "Employer Brochure" and a "Student Information Brochure."

At Franklin Tech all students explore all shops before making a career choice. This is also true for Project Place students. Once a shop has been selected, curriculum is modified, if necessary, to address specialized needs of the Project's students. A resource room was organized for the ten students who function in a more limited intellectual range. It contains apparatus such as saws, drills, and sanders. Academic, vocational, and self-help skills were learned in this self-contained program. The remaining 140 students were mainstreamed for part of the day into regular vocational programs.

IMPACT: This project has operated for two years. Six out of nine graduates are now employed in jobs that are similar to those held by non-Project Place students.

FUNDING: An annual operating budget of \$25,250 from P. L. 94-142 and P. L. 89-313 grants supports Project Place.

**TITLE:** PROJECT SPACE (SPACE AGE COOPERATIVE EDUCATION)

20 Kent Street  
Brookline, MA 02146

**CONTACT PERSON:** Melvin C. Lawrence, Director  
Tel. (617) 738-5600 (Ext. 23)

**OBJECTIVES:**

1. To broaden career options for sixteen to twenty year old special needs students.
2. To offer innovative, quality alternative education for students who have not succeeded in regular high school programs.
3. To enhance interaction between industry and public school education.

**DESCRIPTION:** Project SPACE is an industry-based career education program which allows students to earn a high school diploma through work and school. The program serves Boston and thirteen surrounding towns, and provides an alternative program for students evaluated under Chapter 766, or for students who require a self-contained classroom with a strong counseling component. It is staffed by three master teachers, three instructors, one vocational counselor, one personal counselor, one job developer, and a director. Since its inception ten years ago, Project SPACE has graduated approximately 750 students.

Students attend class every morning and receive instruction in basic academic areas such as English, reading, math, history, and business skills. Each afternoon they participate in a paid work placement at Honeywell Radio Optics, Liberty Mutual Insurance Company, or the Youth Commission at the Fenway Little City Hall (in Boston). These sites were developed and are supervised by project staff.

**IMPACT:** During the ten years of operation Project SPACE has documented that:

- a) sixty-five percent of its graduates go on to post-secondary schools
- b) after graduation twenty percent continue working in the company with which they were paired for work study
- c) seventy-five percent of all students enrolled graduate with a high school diploma

**FUNDING:** Project SPACE operates on an annual budget of \$170,000 and is funded from P. L. 94-482 and P. L. 94-142 grants.

TITLE: PROJECT WITS (WORK IN TECHNOLOGY AND SCIENCE)

Massachusetts Institute of Technology  
Cambridge, MA 02138

CONTACT PERSON: Edith Ruina, Director  
Tel. (617) 253-7378

OBJECTIVES: 1. To promote interaction between education and technological industries in Massachusetts.

2. To provide opportunities for educators to learn about occupations in technology and science so that they will encourage female and minority students to enter technical careers.

DESCRIPTION: From 1976 to 1979 the major goal of WITS was to acquaint educators with the world of work in technology and science. During that time approximately thirty-five industries and fifty schools in Greater Boston made site visits to technological industries, attended lectures by scientists and technologists, and developed counseling strategies to encourage female and minority students to prepare for careers in technology. Summer internships provided teachers, counselors, and administrators with direct experiences in industry.

During 1979-80 WITS staff designed and implemented the Technology and Science Careers for Minorities (TSCM) Project -- one component of the Boston School Department's funding under the Emergency School Aid Act (ESAA). During monthly workshops teams of educators from nine middle and seven secondary Boston schools were exposed to the wide range of careers in technology and science. Workshops provided information about job options for students with varying levels of interest, ability, and education.

A major focus of WITS is helping educators better understand how they can help students participate gainfully in technology and science careers. The site visits, lectures, research, seminars, internships, and curricula development all enhance the capacity of education and industry to devise strategies for increasing female and minority participation in technology and science.

The project staff consists of a director, an associate director, an administrative assistant, and a secretary.

IMPACT: WITS programs range from one day career awareness workshops and lectures to more long-term programmatic efforts. Overall, they have improved communication of knowledge about technological careers in the public schools. Pre and post test data indicated that most participants developed a more positive attitude about work in technological fields. Many indicated a need for developing student interest in math and science.

FUNDING: WITS operates on a budget of approximately \$150,000 per year and is funded by Boston Public School ESAA, Sloan Foundation, and miscellaneous industry grants.

TITLE: SEX STEREOTYPING WORKSHOP

Occupational Education Program of Cambridge Rindge and  
Latin School  
759 Broadway Street  
Cambridge, MA 02139

CONTACT PERSON: Rene Meshon, Vocational Education Specialist  
Tel. (617) 498-9292

- OBJECTIVES:
1. To increase the awareness of vocational instructors about inequities resulting from sex stereotyped attitudes
  2. To provide vocational instructors with information about the participation of women in the work force.
  3. To help vocational instructors understand the importance of career options for both females and males.
  4. To promote nonsexist teaching methods.

DESCRIPTION: The Sex Stereotyping Workshop was developed for vocational shop instructors teaching female students for the first time. The workshop included activities to facilitate thinking and discussion about the topic of sex-role stereotyping and its effect on occupational education in Cambridge Public Schools.

The workshop, conducted over a five-day period, covered the following topics:

- Day One: Attitudes about male/female roles and the influence of family and culture on the development of these attitudes.
- Day Two: Females in the vocational shop setting: benefits, problems, and solutions.
- Day Three: Needs analysis.
- Day Four: Strategies for changing curriculum and texts to better meet the needs of students.
- Day Five: Development of implementation plans.

IMPACT: A pre and post attitudinal survey was administered to evaluate the workshop. After completion of the workshop, the following changes were observed: teachers talked about sex-role stereotyping to one another, a few teachers cut out articles about women in nontraditional trades, and teachers asked questions about how to handle a situation involving a female student in their shops.

FUNDING: The workshop was funded by a \$2,000 Commonwealth Inservice Institute grant.

TITLE: VOCATIONAL SERIES

Pittsfield Public Schools  
Pittsfield, MA 01201

CONTACT PERSON: James F. Gibbons, Director of Vocational Department  
Tel. (413) 499-1234

OBJECTIVES: 1. To increase the enrollment of females, disadvantaged, and minority students in vocational programs.  
2. To produce a series of videotapes that describe vocational programs and employment opportunities.

DESCRIPTION: The Vocational Series consists of twelve ten minute videotapes that present the viewer with a picture of a different vocational area in a clear, easily understood, and unbiased manner. Employment opportunities within the Berkshire County are highlighted. Males and females employed in nontraditional occupations are portrayed.

Tapes are regularly broadcast to the community via cable television. Copies of the programs and playback equipment have been installed in each of the three Pittsfield Junior High School Guidance Departments to provide ready access and viewing by the target audience. Videotapes are shown to all junior high school students prior to registration for high school.

The Vocational Series has been copied and can be distributed to other schools on request. Tapes are available in the following areas: Alternate Energy, Auto Body, Carpentry, Cosmetology, Drafting, Electronics, Food Trades, Machine Shop, Metal Fabrication, Practical Nursing, Printing, and Communications Technology.

IMPACT: Since first used two years ago, the following increase in the enrollment of female and minority students has occurred:

1977-78	14.1%
1979-80	17.1%

FUNDING: Existing equipment and studios were used to produce the videotapes. Production costs were supplemented by a \$12,000 P. L. 94-482 grant.



TITLE: YOUR FUTURE IS WHAT YOU MAKE IT

Springfield Public Schools  
195 State Street  
Springfield, MA 01103

CONTACT PERSON: D. Laino Novembrino, Title IX/Chapter 622 Coordinator  
Tel. (413) 733-2132

OBJECTIVES:

1. To help ninth grade students select a high school.
2. To help students understand the relationship between high school selection and career choice.
3. To encourage students to consider a nontraditional career choice.

DESCRIPTION: "Your Future is What You Make It" is a twenty-two minute color slide/tape presentation. It presents the viewer with an explanation of the programs offered at each high school, relates these programs to the local job market, and examines the impact of a nontraditional career choice on one's life. It is narrated by two high school students; a male and a female. Women and men are portrayed in a wide variety of roles. The concept of nontraditional career choice is explained and benefits/problems related to such a choice are addressed.

Students view the slide/tape in both large and small group settings before selecting a high school. The career counselor, guidance counselor, and Title IX/Chapter 622 coordinator are available to answer questions and clarify key points. This slide/tape is only one approach used to help students select a high school. Other methods include:

- student visits to Putnam Vocational Technical School
- demonstrations and lectures by Putnam students at the junior high schools
- field trips to local industries
- guest speakers from local industries
- introductory occupational exploratory courses designed to promote entry into high demand trades
- presentation of program offerings at respective high schools by principals

"Your Future is What You Make It" is being translated into Spanish for use with limited English proficient students.

IMPACT: Since first shown in January 1980, there has been an increase in enrollment of minority and female students in Machine Shop and Electronic Service Technician Shop at Putnam Vocational Technical School. There has also been an overall increase in the number of female and minority applicants to this school.

FUNDING: Production of this film was funded by a \$735 Chapter 636 grant.

TITLE: SUPPORT GROUPS

Support groups for nontraditional students enrolled in vocational shops are an especially promising practice in promoting equal access. Groups currently operate in Joseph P. Keefe, Minuteman, Shawsheen, Franklin County, and Southeastern Regional Vocational Technical High Schools.

OBJECTIVE: To help students cope with the personal, social, psychological, and physical challenges that arise from a nontraditional career choice.

DESCRIPTION: In a group setting, students discuss common interests or problems encountered in their classes; express ways of dealing with a variety of situations associated with nontraditional career choices; learn about laws related to discrimination; see films about bias and stereotyping; and provide one another with encouragement and support.

Sessions are scheduled weekly or twice a month for forty-five minute periods.

Generally, groups are conducted by existing staff such as a guidance counselor or a Title IX/Chapter 622 coordinator. Therefore, there are no special financial requirements. Efforts are made to schedule meetings so that students do not miss the same class more than twice per school year. Participation in the group is voluntary.

IMPACT: Students become less reticent about discussing problems of bias and stereotyping and seek action and solutions using existing channels. At three of the vocational schools the support groups have conducted panel discussions for freshmen students considering selection of nontraditional shops. Another school produced a videotape on non-traditional careers.

## PROGRAM/FUNDING MATRIX

This section describes some sources of money available for funding programs and strategies that will increase access to vocational opportunities for underserved populations.

Under the Education Amendments of 1976 (P.L. 94-482), Massachusetts receives \$15 million in federal monies under various subparts and categories for vocational education. This money is allocated, according to a predetermined formula, to local school districts who must submit a local plan and approvable proposals in order to access their allocations. Information regarding the allocations for each school district is available through your regional education center and printed in the State Plan for Vocational Education. Since the major priority of this legislation is to support vocational education activities for previously unserved or underserved populations, many types of projects addressing equity issues are fundable.

The following matrix indicates some activities which may be funded under each subpart. In some cases, the category within the subpart to which the activity belongs is indicated. The large dot notes programs which can be funded in and of themselves. For example, skills training with no additional services can be funded under subpart 2 (categories 121, 125), subpart 4 (category 140), and subpart 5 (category 151).

The small dot notes activities which are fundable when attached to a category indicated by a large dot. For example, remedial or linguistic support services for limited English proficient students are fundable under subpart 2, category 121, if they are part of a skills training program. This does not mean that the skills training must also be supported by the project. It could be an existing program. In order for limited English proficient students to benefit from and succeed in that program a bilingual teacher or aide may be needed. That bilingual person can be supported by a grant under subpart 2, category 121.

A project to introduce students to nontraditional career options is fundable under subpart 2, category 125, if it is part of an industrial arts or pre-vocational exploratory program. This type of project is also fundable under subpart 3, category 134, and does not have to be attached to a specific skills training program.

Consumer and Homemaking, subpart 5 (category 151), monies are allocated to each district and fund a wide spectrum of activities related to preparing females and males for the dual occupations of wage earner and homemaker.

Contact the occupational education team leader in your regional education center for additional information on occupational education funding. The address and phone number of each regional center is listed on the inside back cover of this booklet.

Funds are available to each school district from the Commonwealth Inservice Institute for inservice activities. Proposals must be teacher generated. For information, a Commonwealth Institute staff person is available at each regional education center.

Discretionary monies are not allocated. They are used by the Associate Commissioner to address statewide needs or support special projects in the areas noted. Generally, a request for proposals is announced for a specific project. Eligible agencies, organizations, or individuals write proposals competing for the grant. The application which best meets the criteria receives the grant.

P.L. 94-482/142 Joint Occupational Education Special Education funds operate under a statewide competitive process similar to that of the discretionary funds. For information, contact the central office of the Division of Occupational Education (617) 727-8140.

P.L. 94-207 Career Education Incentive Act funds operate under a regional competitive process. For information, contact the career guidance specialist in your regional education center.

PROGRAM COMPONENTS

FUNDING SOURCE	Skills Training	Remedial Services	Industrial Arts Prevocational Exploratory	Recruitment and Outreach	Vocational Counseling	Job Development/ Placement	Job Follow-up and Support	Developing/ Adapting Curriculum & Inst. Mat'ls.	Inservice Training	Community/ Parent Involvement	Innovative/ Exemplary Programs	Consumer and Homemaking
P.L. 94-482												
Subpart 2												
Category 110a	•	•	•	•	•			•				
110b1	•	•	•	•	•			•				
110b2	•	•	•	•	•			•				
Balance	•	•	•	•								
Subpart 3												
Category 134				•	•	•	•	•	•		•	
Discretionary								•	•		•	
Subpart 4 *												
Category 140	•	•	•	•	•	•	•	•			•	
Subpart 5												
Category 151				•	•			•	•		•	•
152				•	•			•	•	•	•	•
P.L. 94-482/142 Joint Occ. Ed. Special Educ. Funding	•	•	•	•	•	•	•	•			•	
Commonwealth Inservice Institute									•			
Career Education Incentive				•	•	•	•	•	•	•		

\*only available to certain areas having a high density population and a high rate of youth unemployment, e.g., Boston, Worcester, Springfield, Lawrence, Lowell, etc.

## RESOURCES

The following resources are included to help teachers, counselors, and vocational educators develop programs that promote equal access to vocational education for underserved students. The entries are organized according to the student population or issues addressed.

BIBLIOGRAPHIES/RESOURCE GUIDES

A Bibliography of Multicultural and Non-Sexist Resource Materials

Available From:

Bureau of Equal Educational Opportunity  
Massachusetts Department of Education  
31 St. James Avenue, Room 560  
Boston, MA 02116

Compilation of a Bibliography on Successful Employment of Women in Non-Traditional Occupations

Available From:

Martha Tack, Author  
Assistant Dean  
College of Education  
University of Alabama  
P.O. Box 3425  
University, AL 35486

Resources for Ending Sex Bias in Schools

Available From:

Project on Equal Education Rights (PEER)  
1029 Vermont Avenue, N.W., Suite 800  
Washington, DC 20005

Resources for Overcoming Sex Stereotyping in Vocational Education

Available From:

Arizona State Department of Education  
1535 West Jefferson  
Phoenix, AZ 85007

Resources for Schools #6: Implementing Chapter 622: Exemplary Programs for Alleviating Racism and Sexism in Massachusetts Schools

Available From:

Massachusetts Dissemination Project  
Massachusetts Department of Education  
31 St. James Avenue, Room 614  
Boston, MA 02116

Resources for Schools #16: Staff Development for Educational Equity: A Trainer's Manual

Available From:

Massachusetts Dissemination Project  
(See address above)

Resources for Teachers, Counselors, and Administrators, second edition

Available From:

American Personnel and Guidance Association  
Project on Sex Equality in Guidance Opportunities  
Leesburg Pike  
Falls Church, VA 22041

Resources on Eliminating Sex Role Stereotyping in Vocational Education, 1977

Available From:

Center for Research in Vocational Education  
Ohio State University  
1960 Kenny Road  
Columbus, OH 43210

Sex Roles: A Research Bibliography

Available From:

United States Department of Health, Education and Welfare  
Public Health Service  
Alcohol, Drug Abuse and Mental Health Administration  
National Institute of Mental Health  
5600 Fishers Lane  
Rockville, MD 20852

Women and the Economy: A Bibliography and a Review of the Literature on Sex Differentiation in the Labor Market

Available From:

Andrew Kohen, Susan Breinich, Patricia Shields, Authors  
Center for Human Resource Research  
College of Administrative Science  
The Ohio State University  
1960 Kenny Road  
Columbus, OH 43210

Women At Work, An Annotated Bibliography

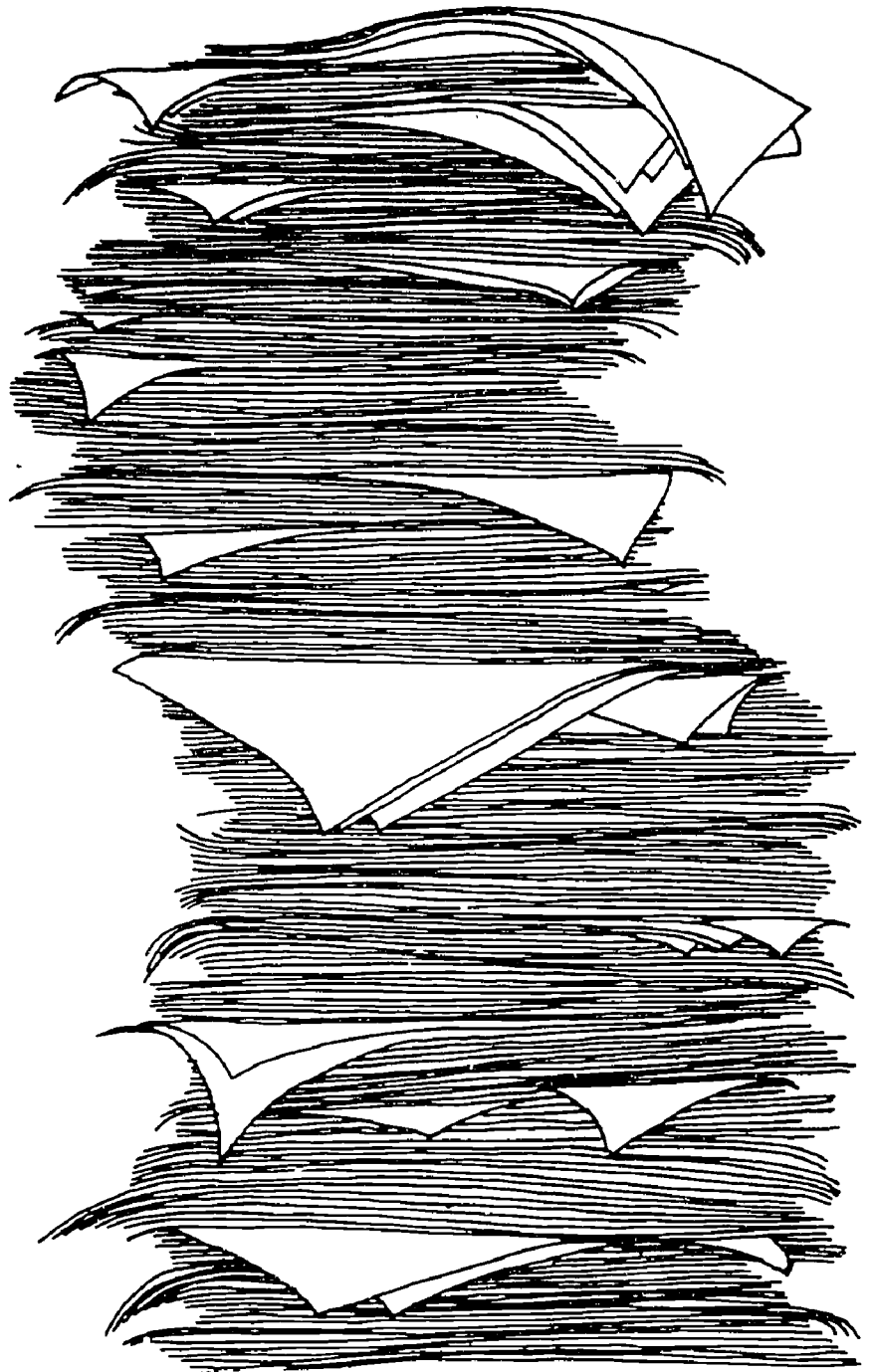
Available From:

Mei Lang Bickner, Author  
Manpower Research Center  
Institute of Industrial Relations  
University of California  
Los Angeles, CA 90024

Women in Non-Traditional Occupations--  
A Bibliography

Available From:

Deborah Ashford, Author  
Office of Education, Room 4147  
400 Maryland Avenue, S.W.  
Washington, DC 20202





## REPORTS

### A Chance to Overcome Sex Stereotyping in Vocational Education

Available From:

Institute for Research on Human  
Resources  
Pennsylvania State University  
University Park, PA 16802

### An Overview of the Dual Problems of Sexism and Sex Discrimination in Vocational Education

Available From:

New Jersey Education Association  
(NJEA)  
180 West Street  
Trenton, NJ 08608

### Broadening the Scope of Involvement of Young Women in Occupational Education

Available From:

Sherwood Dees, Author  
Assistant Superintendent for Vocational and Technical Education  
100 North Street  
Springfield, IL 62777

### Equal Vocational Education

Available From:

Jane Lerner, Fredell Bergstrom, and  
Joseph Champagne, Authors  
1976 Final Report  
Center for Human Resources  
University of Houston  
College of Business Administration  
Bullen Bend, Houston, TX 77004

### Exemplary Strategies for Elimination of Sex Bias in Vocational Education Programs, Final Report

Available From:

National Advisory Council on  
Vocational Education  
Office of Education  
Washington, DC 20202

### Expanding Career Options for Women

Available From:

Center for Research on Women  
Wellesley College  
Wellesley, MA 02081

### Room at the Bottom: Girl's Access to Vocational Training

Available From:

Janice Law Trecker, Author  
National Council for Social Studies  
1201 16th Street, N.W.  
Washington, DC 20036

### Sex Roles: Past, Present and Future: A Guide to Simulations, Games and Activities

Available From:

Prudence Leib, Author  
The Population Institute  
Organization Liaison Division  
110 Maryland Avenue, N.E.  
Washington, DC 20002

### Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs

Available From:

Edgar A. Parsons, Author  
Systems Services, Inc.  
P.O. Box 2345  
Chapel Hill, NC 27514  
(Abstract/Summary available)

### Vocational Preparation for Women: A Critical Analysis

Available From:

JoAnn Steiger, Author  
Project on Equal Education Rights  
(PEER)  
1029 Vermont Avenue, N.W., Suite 700  
Washington, DC 20006

### Women in Vocational Education

Available From:

Marilyn Steele, Author  
Project Baseline  
6502 N. 37th Avenue  
Phoenix, AZ 85017

## SOURCES OF INFORMATION AND HELP

Black Women's Employment Project  
NAACP Legal Defense and Education  
Fund, Inc.

10 Columbus Circle  
New York, NY 10019

*Research and education program on dis-  
crimination of black women in employment*

Illinois Office of Education  
Department of Adult, Vocational, and  
Technical Education

100 North First Street  
Springfield, IL 62777

*Expanding New Horizons-curriculum  
materials*

National Center for Research in Voca-  
tional Education

Ohio State University

1960 Kenny Road  
Columbus, OH 43210

*Curriculum materials, career guidance  
materials, articles and reports*

New Day Films

P.O. Box 315  
Franklin Lakes, NJ 07414

*Distribution center for films about  
women*

New Directions for Young Women

346 South Scott  
Tucson, AZ 85701

*SSAT - six session awareness program  
for students and teachers, grades 7-9*

New England Equal Education Center

121 Sigourney Street  
Hartford, CT 06105

*Workshops for schools on Title IX,  
Chapter 622*

Project on Equal Education Rights (PEER)

1029 Vermont Avenue, N.W., Suite 800  
Washington, DC 20005

*Publications and newsletter*

Project on Sex Equality in Guidance  
Opportunities,

American Personnel and Guidance  
Association

Leesburg Pike

Falls Church, VA 22041

*Workshops and information*

Resource Center on Sex Roles in  
Education

National Foundation for Improvement  
of Education

1201 16th Street, N.W.

Washington, DC 20036

*Workshops, newsletters, materials,  
films*

Women on Words and Images

P.O. Box 2163

Princeton, NJ 08540

*Bibliographies, films, materials*

Women's Bureau

United States Department of Labor  
Washington, DC 20210

Regional Office:

JFK Building, Suite 1700-C

Government Center

Boston, MA 02114

*Statistical data*

Women's Education Equity Act Dissem-  
ination Center

Education Development Center

55 Chapel Street

Newton, MA 02160

*Print, non-print, and mixed media  
packages*

Women's Educational Equity Communica-  
tions Network (WEECN)

Far West Laboratory

1855 Folsom Street

San Francisco, CA 94103

*Publications, newsletters, bibliog-  
raphies, question and answer service*

Women's Equity Action League (WEAL)

Education and Legal Defense Fund, Inc.

821 National Press Building

Washington, DC 20034

*Information on sex discrimination*

## AUDIO-VISUAL RESOURCES

### FILMS

#### Anything You Want to Be (28 minutes)

Developed By:  
American Telephone and Telegraph, Inc.

Available From:  
Associated Films, Inc.  
410 Great Road  
Littleton, MA 01460

and New England Telephone Company  
representatives

*Explores a great variety of nontraditional careers for men and women*

#### It's Her Future (30 minutes) Color

Available From:  
Education Development Center (EDC)  
55 Chapel Street  
Newton, MA 02160  
Tel. (617) 969-7100

*Made to appeal to high school students and their parents about the opportunities available through nontraditional vocational training. Has applications to other audiences*

#### Never Underestimate the Power of a Woman (17 minutes) Color

Available From:  
Bureau of Audio-Visual Instruction  
University of Wisconsin  
Madison, WI 53706

*Designed for employers and apprenticeship councils.*

Sale \$250, rental \$6.50

#### Other Women, Other Work (20 minutes) Color

Available From:  
Churchill Films  
622 N. Robertson Boulevard  
Los Angeles, CA 90069

*Shows three women in nontraditional work. Rental \$1.75*

#### The Women's Game (30 minutes) 16mm Color

Developed By:  
United States Office of Education

Available Free From:

Modern Talking Pictures, Inc.  
230 Boylston Street  
Newton, MA 02160

*Presents several women in nontraditional occupations*

### SLIDE/TAPES

#### Hey, What Are Your Plans for the Next 60 years? (25 minutes)

Developed By:  
Mary Ellen Verheyden-Hilliard  
Available From:  
Project Open Door  
Verheyden & Associates  
3747 Huntington Street, N.W.  
Washington, DC 20015

*Male and female high school students rethink their plans for the future along more realistic lines*

#### Opportunities for Success through Vocational Education (5 minutes)

Available Free From:  
Beverly Postlewaite, Administrator  
Sex Equity Unit  
Washington State Commission for Vocational Education  
Building 17, Airdustrial Park  
MS LS-10  
Olympus, WA 98504  
Tel. (206) 753-5662

#### You Can Get There From Here (11 minutes)

Produced through:  
Project ACT  
Cynthia Buzzetta, Project Director  
Contact her for more information  
Tel. (617) 266-2245

Available From:  
Women's Enterprises of Boston  
739 Boylston Street  
Boston, MA 02116

*Depicts issues and experiences of women in the technical training world.*

## VIDEOTAPES

### Choosing Changes (15 minutes)

One of the Bread and Butterflies series

Available From:

Massachusetts Educational Television  
54 Rindge Avenue Extension  
Cambridge, MA 02140  
Tel. (617) 876-9800

*Portrays nontraditional careers for women*

### Freestyle (30 minutes)

Available From:

Massachusetts Educational Television  
(See address above)

*Series of programs dealing with all aspects of stereotyping, i.e.: Scoop: Part I - Portrays a junior high newspaper club investigating employment opportunities for women*

### Just Being Myself (30 minutes)

Available From:

Keefe Regional Vocational Technical High School  
Framingham, MA 01701

*Discussion of four high school girls who are enrolled in nontraditional vocational programs*

### Men: Choices and Changes (30 minutes)

3/4 inch, color

Available From:

Women's Enterprises of Boston  
Education Development Center (EDC)  
55 Chapel Street  
Newton, MA 02160

*Interviews men who have chosen non-traditional roles in and out of the home*

### Title IX and Guidance Services (20 minutes)

Developed By:

Project SCCE, (Student Commitment to Educational Equity)

Available From:

Bureau of Student Services  
Massachusetts Department of Education  
31 St. James Avenue, Room 532  
Boston, MA 02116  
Tel. (617) 727-5757

*Exploration of stereotyping in guidance services*

## OTHER

### But What Can A Girl Do? (18 minutes)

Four color filmstrips

Available From:

Westinghouse Learning Corporation  
100 Park Avenue  
New York, NY 10017

*An account of two women who trace their lives describing their education, obstacles, supports. Nontraditional careers presented*

### Posters of Women in Nontraditional Jobs

(2 sets of 8 1/2 X 11 posters)

Available From:

Feminist Resources for Equal Education  
P.O. Box 185  
Saxonville Station  
Framingham, MA 01701

*Good source of pictures of nontraditional role models*

### When I Grow Up (1978)

Available From:

MIT Teleprograms, Inc.  
4825 North Scott Street, Suite 23  
Shiller Park, IL 60176

# Minority Groups

## BIBLIOGRAPHIES

### A Bibliography of Multicultural and Non-Sexist Resource Materials

Available From: (See page 39)

### List of Publications

Available From:

ERIC Clearinghouse on Urban and  
Minority Education

Box 40

Teachers College

Columbia University

525 W. 120th Street

New York, NY 10027

### Racism and Sexism Resource Centers for Educators

Available From:

Council on Interracial Books

CIBC Resource Center, Room 300

1841 Broadway

New York, NY 10023

## ARTICLES

Altenor, Aidan and Dixon-Altenor, C.,  
"The Role of Occupational Status  
in the Career Aspirations of  
Black Women," in Vocational  
Guidance Quarterly, 25, 1977.

Altenor, Aidan, "The Role of Occupa-  
tional Status in the Career As-  
pirations of Black Women: A Re-  
interpretation," in Vocational  
Guidance Quarterly, 26 (3), 1978.

Bradley, Richard W. and Thacker,  
Margaret S., "Developing Local  
Sources of Career Information," in  
Vocational Guidance Quarterly,  
26 (3), 1978.

Richmond, George, "Employment or De-  
velopment: Public and Private  
Responses to Youth Unemployment,"  
in American Vocational Journal,  
53 (3), 1978.

Tauber, Richard, "Turning Academic  
Educators on to Vocational Educa-  
tion," in American Vocational  
Journal, 53 (3), 1978.

## SOURCES OF INFORMATION AND HELP

Council on Interracial Books for  
Children  
1841 Broadway,

Council on Interracial Books for  
Children  
1841 Broadway, Room 300  
New York, NY 10023

*Racism in Career Education Materials*

## AUDIO-VISUAL RESOURCES

Clorae and Albae (36 minutes)  
color film, 1975  
Distribution Center  
Education Development Center (EDC)  
55 Chapel Street  
Newton, MA 02160  
*Compares lives of two black women  
with their expectations from high  
school*

# Special Needs Students

## SOURCES OF INFORMATION AND HELP

Alpha-Unicorn  
30 Main Street  
Ashland, MA 01721  
*Provides technical assistance related to vocational education*

Center for Studies in Vocational and Technical Education  
University of Wisconsin  
Madison, WI 53201  
*Vocational education resource materials: a bibliography of materials for handicapped and special education, 1975, 1976*

Commission on Employment for Handicapped  
Charles F. Hurley Building  
Government Center  
Boston, MA 02114

Comprehensive Project on Services to Deaf and Hearing Impaired Children  
31 St. James Avenue, 3rd floor  
Boston, MA 02116

Comprehensive Secondary School Planning Project  
31 St. James Avenue, 3rd floor  
Boston, MA 02116

Education Cooperative  
Memorial School  
Eliot Street  
South Natick, MA 01760

ERIC Clearinghouse on Handicapped and Gifted Children  
1920 Association Drive  
Reston, VA 22091  
Tel. (800) 336-3728

Media Resource Center  
Walter Fernald State School  
200 Trapelo Road  
Waltham, MA 02154

National Center for Research in Vocational Education  
Ohio State University  
1960 Kenny Road  
Columbus, OH 43210  
*Newsletter: The Centergram*

Project Cope  
6421 Meriwether Lane  
Springfield, VA 22150  
*A curriculum for learning disabled high school students*

## RESOURCES

Career Education Workshop, 1978  
Available From:  
Time Share Corporation  
630 Oakwood Avenue  
W. Hartford, CT 06110  
*Looseleaf information binder*

Career Exploration and Preparation for the Special Needs Learner, 1977  
Available From:  
Allyn and Bacon, Inc.  
470 Atlantic Avenue  
Boston, MA 02110

Entering the World of Work, 1978  
Available From:  
McKnight Publishing Co.  
Bloomington, IL 61701

Occupational Handbook for Special Needs - What To Do, How It Works, A Handbook for Regional Staff  
Available From:  
Bureau of Special Needs  
Division of Occupational Education  
Massachusetts Department of Education  
31 St. James Avenue, Room 556  
Boston, MA 02116

Project Cope Materials, 1978  
Available From:  
Fairfax County Public Schools  
Special Education Division  
Fairfax, VA 22030

Resources for Schools #9: Resources  
for Training Educators of Children  
with Special Needs

Available From:

Massachusetts Dissemination Project  
Massachusetts Department of Education  
31 St. James Avenue, Room 614  
Boston, MA 02116

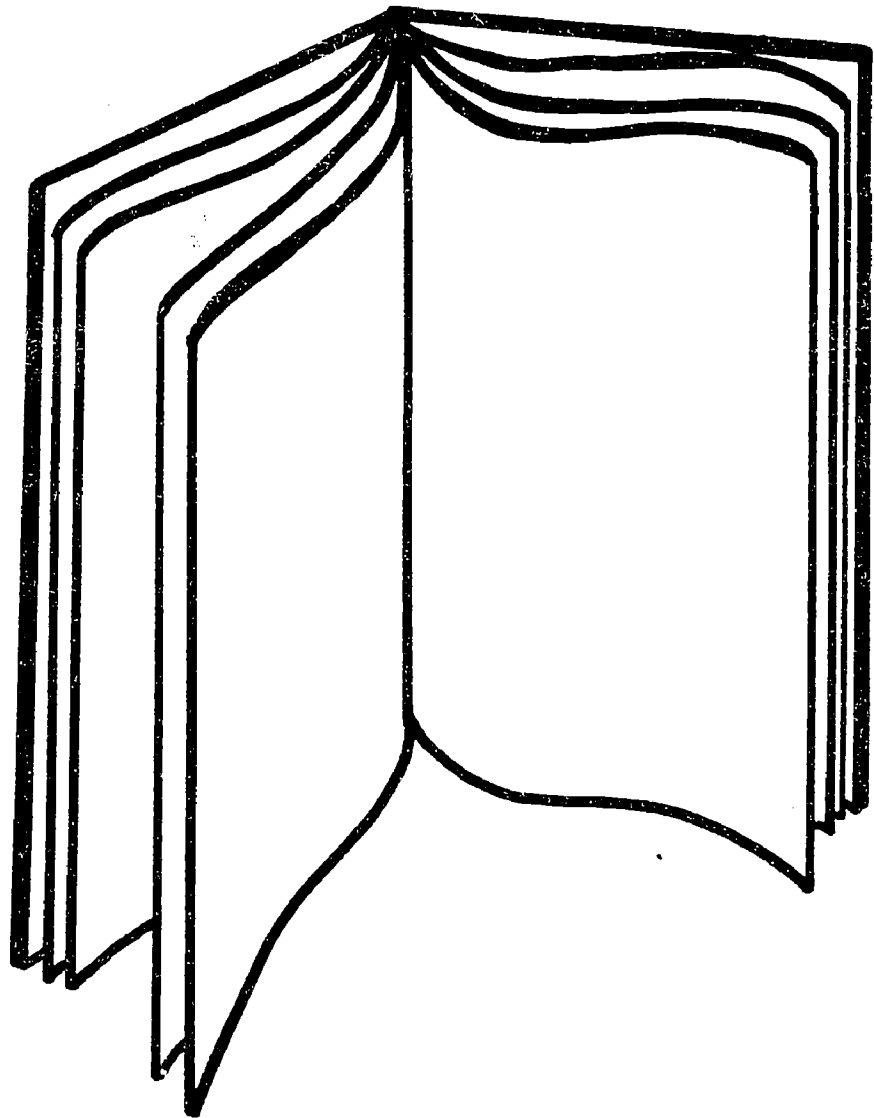
The Step Method Of Vocational Problem  
Solving

Developed By:

Salvatore DiFrancesca, Author

Available From:

The Psychological Corporation  
757 Third Avenue  
New York, NY 10017



## Limited English Proficient Students

### SOURCES OF INFORMATION AND HELP

Bilingual Vocational Guidance Project  
Eastern Michigan University  
Ypsilanti, MI 48917

Available From:

National Assessment and Dissemination Center for Bilingual/Bicultural Education  
Lesley College  
49 Washington Avenue  
Cambridge, MA 02140  
Tel. (617) 492-0505

*Developed workshop materials which include a participant's manual, and leader's guide*

Bilingual Vocational Teacher Training Project

Fitchburg State College  
c/o Alan Hurwitz  
University of Massachusetts/Boston  
100 Arlington Street  
Boston, MA 02124  
Tel. (617) 492-7192

*Trains bilingual vocational instructors and maintains a list of qualified candidates, provides technical assistance workshops to schools developing vocational programs for limited English proficient students*

Greater Lowell Regional Vocational Technical School

Pawtucket Boulevard  
Tyngsboro, MA 01879  
Tel. (617) 454-5411 Ext. 130

*Developed learning packages in English and Spanish on health, business exploration, transportation related math, biology, and general science. Available for the cost of copying*

### BIBLIOGRAPHIES/RESOURCE GUIDES

Bibliography of Currently Available Vocational Education Curriculum Materials for Use with Students of Limited English Proficiency, 1979

Developed By:

Center for Career and Vocational Teacher Education  
Western Kentucky University  
Bowling Green, KY 40601

Available Free From:

Elsie Kennedy, Coordinator of Information Dissemination  
2027 Capital Plaza Tower  
Frankfort, KY 40601

Vocational Education for the Limited English Speaking: A Handbook for Administrators. Bilingual Vocational Education Project, February, 1979

Available From:

Bilingual Vocational Education Project  
500 South Dwyer Avenue  
Arlington Heights, IL 60005

*This is a good resource for general information on definitions, legislation, and program models, even though some information is specific to Illinois.*





# APPENDIX

## Summary of Antidiscrimination Laws

SUMMARY OF ANTIDISCRIMINATION LAWS

LAW	STATE	FED	PROHIBITS	COVERS
Chapter 622	x		Discrimination based on race, sex, religion, color, national origin in all public schools in Massachusetts.	Students
Title VI of the Civil Rights Act of 1964		x	Discrimination based on race and national origin (LAU decision) in all schools receiving federal funds.	Students
Title VII of the Civil Rights Act of 1964		x	Race and sex discrimination	Employees
Equal Pay Act of 1963		x	Sex discrimination in pay only	Employees
Chapter 766	x		(a) Discrimination based on race, sex, religion, color, national origin in access to special needs programs. (b) Discrimination based on special need.	Students
Chapter 71A	x		Discrimination based on national origin--requires system with more than twenty limited English speaking students from a language group to provide a Transitional Bilingual Education.	Students
Title IX of the Education Amendments of 1972		x	Sex discrimination in all educational institutions receiving federal funds.	Employees & Students

SUMMARY OF ANTIDISCRIMINATION LAWS

LAW	STATE	FED	PROHIBITS	COVERS
Section 504 of the Handicapped Persons Act of 1973		X	Discrimination based on (physical or mental) handicap.	Employees & Students
Executive Order 11246 as amended by 11375		X	Discrimination against employees in organizations holding Federal contracts of \$10,000 or more, on the basis of race, color, religion, sex, or national origin (including hiring, up-grading, promotion, salaries, fringe benefits, training, and all other conditions of employment).	Employees
Title VII and Title VIII of the Public Health Service as amended		X	Discrimination based on sex in any institution which receives federal financial support. It provides that pregnancy, childbirth and termination of pregnancy must be treated the same as any other temporary disability.	Employees
Equal Credit Opportunity Act of 1974		X	Discrimination on the basis of sex or marital status in any aspect of credit transactions.	Employees
Revenue Sharing (State and Local Fiscal Assistance Act)		X	Discrimination on the basis of sex in any department or division of government or any program funded by general revenue sharing money.	Employees

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SUMMARY OF ANTIDISCRIMINATION LAWS

LAW	STATE	FED	PROHIBITS	COVERS
Office of Civil Rights Vocational Education Guidelines, March 1980		x	Discrimination based on race, sex, national origin, and/or handicap in vocational education programs.	Employees and Students

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Reprinted from Admissions Update Manual, Massachusetts Department of Education, Division of Occupational Education, Room 550, Boston, Massachusetts 02116