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ABSTRACT

This document, which presents a model for sex affirmative guidance and counseling programs in secondary schools, is the result of the collaborative efforts of 23 Michigan secondary school counselors who attended a seminar on "Building the Model Program: Achieving Sex Equity in Counseling and Guidance Programs." Four program audiences are addressed: students, teachers, parents, and community. Three goals are given for each audience with charts for each goal and audience giving a list of activities, time required, person(s) responsible, and evaluation method. The goals listed for students include career education, academic preparation emphasizing nontraditional courses, and personal development. The goals for teachers and parents stress awareness of the impact of sex role stereotyping on students' lives, helping students explore nontraditional academic interests, and awareness of the world of work today. The goals suggested for the community include support of career education for students, assisting students to explore nontraditional academic preparation, and public relations efforts in sex equity activities. (ABL)

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A SEX AFFIRMATIVE MODEL PROGRAM:
COUNSELING AND GUIDANCE

MICHIGAN DEPARTMENT OF EDUCATION
OFFICE FOR SEX EQUITY IN EDUCATION

MARCH 1981

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PREFACE

The basic model plans which are presented in this document were developed by a group of secondary school counselors in Michigan who attended a two-day seminar on "Building the Model Program: Achieving Sex Equity in Counseling and Guidance Programs." The seminar, sponsored by the Michigan Department of Education, Office for Sex Equity, drew together 23 persons from Michigan schools for the purpose of continuing to build their skills in planning local activities to provide sex affirmative counseling programs and services for students. Using a Management by Objective (MBO) approach developed by the Office for Sex Equity (O/SEE), the counselor participants were trained using an MBO method and process for planning. Following this training, the counselors were given the components of a counseling and guidance model program in which they developed a series of objectives and activities which addressed affirmatively the issue of sex equity. This basic work was then finalized and edited by O/SEE Consultant, Karla Atkinson, and is presented here as A Sex Affirmative Model Program: Counseling and Guidance.

Figure I offers an overview of the counseling model components. As Figure I suggests, the goals of the model program are to develop sex affirmative objectives in three service areas: provision of career education information and assistance, support and counseling related to students' personal development, and assistance with students' academic preparation.

THE SEX AFFIRMATIVE MODEL PROGRAM:
COUNSELING AND GUIDANCE

OUTLINE OF MODEL

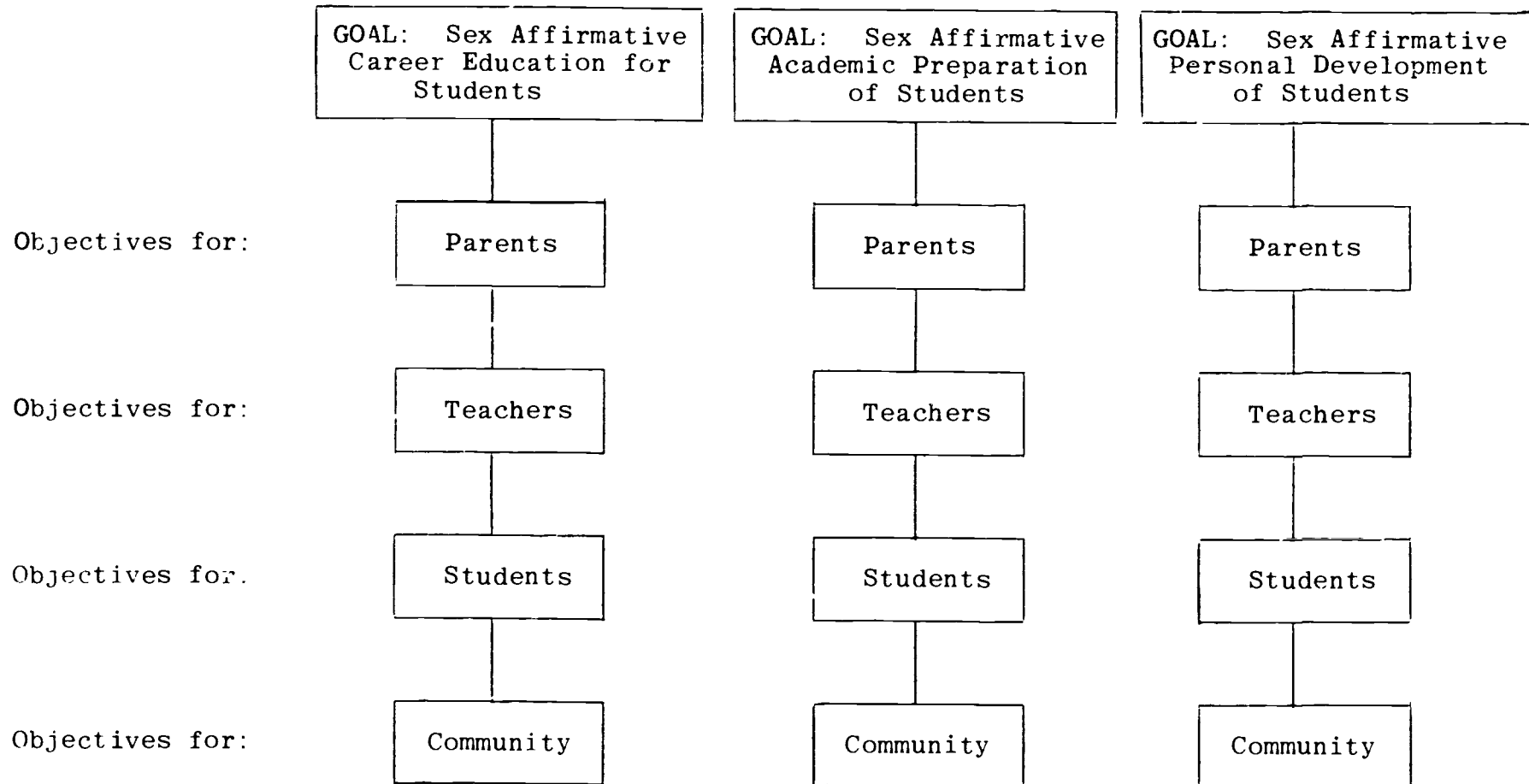


FIGURE I

To assist with providing these three types of services, four clientele were identified: students, parents, teachers and the community. Sex affirmative objectives were developed for teachers, parents, students and the community to complement the major thrust of the counseling and guidance program which, in most secondary schools, is aimed primarily at students. The model program described in this document recognizes, however, that achieving sex equity in counseling and guidance is not an isolated program effort. Rather achieving sex equity in counseling and guidance involves coordinated activities which counselors can orchestrate among a number of clientele.

The educators who were responsible for developing the skeleton of the Sex Affirmative Model Program: Counseling and Guidance have been identified in the introductory sections of each of the model components. The seminar activities of these counselors are a tribute not only to their commitment to achieving sex equity at the local level but to their skills in innovative program planning.

STUDENTS

Program objectives for students were developed by the following individuals:

Jan Fester, Brighton Area Schools
Shelia Smith, Kellogg Community College
Nancy Komenaga, Walled Lake Schools
Chris Wheeler, Michigan State University
Charlene Eisenlohr, Ann Arbor Public Schools
Karen Rutkowski, Chippewa Valley Schools

GOAL I: To develop a student component of the counseling and guidance program which provides students with an overview of the world of work.

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STUDENTS: CAREER EDUCATION

OBJECTIVE: To offer a career fair night for all sophomores, juniors and seniors during the winter semester.

ACTIVITY	TIME REQUIRED	PERSON(S) RESPONSIBLE	EVALUATION
1. The head of the Counseling/Guidance (C/G) department will appoint a Career Planning Group (CPG).	1 week	Dept. head	A copy of the letter of appointment will be sent to each CPG member.
2. A series of meeting/planning dates throughout October will be established.	First meeting	Dept. head	Dates of the meeting will be sent as a reminder memorandum to all CPG members.
3. A site and date for the career fair night will be selected.	Second meeting	CPG	Date, site, location, goals and purpose of the Career Fair night will be outlined in a memorandum to the building principal.
4. Responsibilities for refreshments, clean-up and follow-up/thank you communications will be assigned.	↓	↓	↓
5. The goal, objectives and purpose of the career fair night, focusing on providing students with nontraditional role models at the career fair, will be identified.			11

A SEX AFFIRMATIVE MODEL PROGRAM:
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STUDENTS: CAREER EDUCATION

OBJECTIVE: To offer a career fair night for all sophomores, juniors and seniors during the winter semester.

ACTIVITY	TIME REQUIRED	PERSON(S) RESPONSIBLE	EVALUATION
6. A method and design for seeking student input on the content of the career fair will be established.	Third meeting		A copy of the survey instrument will be sent to the building principal.
7. A method for evaluating (forms, checklists, comment sheets, opinionaires, etc.) will be identified.	↓	↓	A copy of the evaluation instrument will be sent to the building principal and the printer.
8. Student input will be gathered and analyzed prior to establishing a budget.	2 weeks	CPG, in cooperation with classroom teachers	A summary of the student input will be filed with the department head.
9. A budget and strategies for securing resources for the career fair, especially persons in nontraditional fields of work, will be identified.	Fourth meeting	CPG	A copy of the budget and a list of suggested resources will be sent to the building principal.
10. Resource people will be identified	↓	↓	
11. A strategy to publicize the career fair night will be outlined.	↓	↓	





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STUDENTS: CAREER EDUCATION

OBJECTIVE: To offer a career fair night for all sophomores, juniors and seniors during the winter semester.

ACTIVITY	TIME REQUIRED	PERSON(S) RESPONSIBLE	EVALUATION
12. Resource people will be invited to participate in the career fair night.	2 weeks	Dept. head	The letter of invite will be filed in the Counseling/ Guidance office.
13. The final list of resource people who have agreed to participate will be drawn up.		Dept. head	The names of the resources will be printed in the Career Fair Night Program.
14. Publicity materials (brochures, flyers, PA announcements, newspaper articles) will be prepared and distributed to appropriate mediums of communication	1 week	CPG	The dept. head will maintain a file of all printed materials.
15. Career Fair Night materials (maps, program, etc.) will be prepared.			
16. The Career Fair Night will be held.	1 day	CPG	Copies of evaluations from students, staff, and resource people will be collected.
17. The evaluation forms will be assessed to determine the effectiveness of using the Career Fair Night to provide students with a nonsexist view of the world of work.	Fifth meeting	CPG	A brief report will be sent to the building principal.

A SEX AFFIRMATIVE MODEL PROGRAM:

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STUDENTS: CAREER EDUCATION

OBJECTIVE: To offer a career fair night for all sophomores, juniors and seniors during the winter semester.

ACTIVITY	TIME REQUIRED	PERSON(S) RESPONSIBLE	EVALUATION
18. Personal follow-up notes of thanks will be sent to all resource people who participated.	1 week	Dept. head	A copy of the letter will be filed in the Counseling/ Guidance office.

STUDENTS



GOAL II: To develop a student component of the counseling and guidance program which encourages students to consider nontraditional classes and courses.

A SEX AFFIRMATIVE MODEL PROGRAM:

COUNSELING AND GUIDANCE

STUDENTS: ACADEMIC PREPARATION

OBJECTIVE: To develop a method of emphasizing "nontraditional" classes in the scheduling process.

ACTIVITY	TIME REQUIRED	PERSON(S) RESPONSIBLE	EVALUATION
<p>1. Counselors will meet to organize the scheduling process for the year.</p> <p>2. Nontraditional classes which will be emphasized by all counselors will be selected.</p> <p>3. Support materials currently available which highlight nontraditional classes will be identified. (e.g. nonbiased videotapes, brochures, program descriptions).</p> <p>4. Support materials not currently available which highlight nontraditional classes will be identified. (e.g. statistics on math and science).</p> <p>5. Support materials which highlight these classes will be prepared.</p>	<p>First meet- ing</p>  <p>3 weeks</p>	<p>Director of Guidance</p> <p>Counseling staff</p>  <p>Selected counseling staff, in cooperation with teach- ers and/or librarians.</p>	<p>The written guidelines of the scheduling process will be distributed to all counselors.</p> <p>A list of those selected classes with few nontraditional students will be attached to the scheduling guidelines.</p> <p>A list of available materials will be kept on file.</p> <p>A list of necessary materials will be circulated to all counselors.</p> <p>Copies of newly developed materials will be circulated to all counseling staff.</p>

A SEX AFFIRMATIVE MODEL PROGRAM:

COUNSELING AND GUIDANCE

STUDENTS: ACADEMIC PREPARATION

OBJECTIVE: To develop a method of emphasizing "nontraditional" classes in the scheduling process.


ACTIVITY	TIME REQUIRED	PERSON(S) RESPONSIBLE	EVALUATION
6. All scheduling materials, including newly developed materials on nontraditional fields of study, will be assembled for student use.	↓	Counseling Staff	One set of all scheduling materials will be kept on file in the C/G office.
7. In small group sessions (15-30 students) the scheduling materials will be distributed and explained to all students who are registering for classes.	2 weeks	↓	A checklist of the date and type of small group sessions will be maintained by each counselor.
8. Students will make class selections.	↓	Students, in cooperation with coun- selors.	A summary of projected class enrollments will be filed in the Counseling/Guidance office.
9. Projected class enrollment data in non-traditional classes will be analyzed.	1 day	Director of Guidance	A copy of the course enrollments in nontraditional classes will be circulated to all counseling staff.
10. Projected class enrollment data in non-traditional fields of study will be compared to last year's enrollment in such classes.	1 week	Director of Guidance	A brief data comparison, with supporting narrative, will be sent to all counseling staff.

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STUDENTS: ACADEMIC PREPARATION

OBJECTIVE: To develop a method of emphasizing "nontraditional" classes in the scheduling process.

ACTIVITY	TIME REQUIRED	PERSON(S) RESPONSIBLE	EVALUATION
<p>11. Projected class enrollment data in nontraditional fields of study will be used as an evaluative measure to compare course enrollments in upcoming semesters, to measure the effectiveness of using the scheduling process as a method for achieving more balanced enrollment.</p>	<p>Ongoing</p> 	<p>Director of Guidance.</p>	<p>Data reports/comparisons will be sent to all counseling staff at the end of each semester.</p>

STUDENTS

GOAL III: To develop a student component of the counseling and guidance program which raises students' awareness of how sex role stereotyping can affect their life choices.





A SEX AFFIRMATIVE MODEL PROGRAM:

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STUDENTS: PERSONAL DEVELOPMENT

OBJECTIVE: To present a program to sophomores to raise their awareness of students' rights under Title IX and the effects of sex role stereotyping.

ACTIVITY	TIME REQUIRED	PERSON(S) RESPONSIBLE	EVALUATION
<ol style="list-style-type: none"> 1. A member of program formats will be identified (e.g. discussion, lecture, small group activities). 2. A suitable program format will be selected for presentation to students in a classroom. 3. The purpose, goals and objectives of the presentation will be defined. 4. Supportive materials to meet the goal and objectives of the presentation will be developed. 5. A pretest to measure students' cognitive and affective skills in the area of sex equity will be developed. 6. Staff who teach classes wherein the program could be presented will be contacted and asked to participate by releasing a class period for the presentation (suggested: English classes). 	<p>One month</p>  <p>1 week</p>	<p>Tenth grade counselor</p>  <p>Tenth grade counselor</p>  <p>Tenth grade counselor, in cooperation with teachers.</p>	<p>An abstract, with program outline and supporting narrative, will be sent to the building principal.</p>  <p>Support materials will be circulated to all counseling staff for their review and information.</p> <p>A copy of the pretest will be sent to the building principal.</p> <p>A checklist of teacher contacts will be maintained by the counselor; a list of teacher participants will be sent to the building principal.</p>

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COUNSELING AND GUIDANCE

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STUDENTS: PERSONAL DEVELOPMENT

OBJECTIVE: To present a program to sophomores to raise their awareness of students' rights under Title IX and the effects of sex role stereotyping.

ACTIVITY	TIME REQUIRED	PERSON(S) RESPONSIBLE	EVALUA' ION
7. A presentation schedule will be drawn up.	↓	↓	The schedule will be sent to each participating teacher.
8. Participating teachers will receive an orientation on the classroom program.	1 meeting	↓	A memorandum of the meeting date/place/time will be sent to participating teachers.
9. The students' pretests will be administered and returned to the counselor.	1 day	Teachers, in cooperation with the counselor.	The data from the pretests will be summarized in a table and sent to participating teachers for their review and information.
10. The pretest results will be analyzed.	1 day	Tenth grade counselor.	↓
11. The classroom presentation will be modified, if necessary, to develop those students' cognitive and affective skills which are weakest based on pretest results.	1 week	↓	A final outline of the presentation, with support materials, will be sent to the building principal.
12. The presentation will be given in selected classes.	1 week	↓	Post test results will be summarized and compared with pretests in table form.

A SEX AFFIRMATIVE MODEL PROGRAM:

COUNSELING AND GUIDANCE

STUDENTS: PERSONAL DEVELOPMENT

OBJECTIVE: To present a program to sophomores to raise their awareness of students' rights under Title IX and the effects of sex role stereotyping.

ACTIVITY	TIME REQUIRED	PERSON(S) RESPONSIBLE	EVALUATION
13. The post test will be administered and returned to the counselor.	↓	Teachers in cooperation with the counselor.	↓
14. Post test results will be analyzed and compared with pretest scores.	1 week	Tenth grade counselor.	A memorandum of the date/time/place/purpose of the meeting will be sent to each participating teacher.
15. Test results will be used as one criterion in a meeting of the counselor and participating teachers to evaluate the effectiveness of the classroom presentations.	1 meeting	Counselor, in cooperation with participating teachers.	
16. Follow-up classroom activities will be identified.	Ongoing ↓	↓	A list of follow-up activities will be maintained in the counselor's file, based on teacher feedback.



TEACHERS

Program objectives for teachers were developed by the following individuals:

Bette Ferneus, O.L. Mt. Carmel High School
Barbara Gunnings, Michigan State University
Donald Kurtz, Walled Lake Schools
Muriel Wittmer, Walled Lake Schools
Frances Belmonte-Waszkiewicz, Cabrini High School

GOAL I: To develop a teachers' component of the counseling and guidance program which raises teachers' awareness of the impact of sex role stereotyping on students' lives.

NOTE: This component for teachers was developed around an inservice program which met goals in both personal development and academic preparation. The third goal, career education, was designed to follow the inservice.

A SEX AFFIRMATIVE MODEL PROGRAM:

COUNSELING AND GUIDANCE

TEACHERS: PERSONAL DEVELOPMENT

OBJECTIVE: To offer/sponsor at each building a morning inservice program for all staff on sex role stereotyping and sex equity in education.

ACTIVITY	TIME REQUIRED	PERSON(S) RESPONSIBLE	EVALUATION
1. The head of the counseling/guidance dept. will appoint an inservice committee.	1 hour	Head of Counseling/Guidance Dept.	A list of the committee will be circulated to each member of the Inservice Committee.
2. Administrative approval to provide the inservice program will be obtained.	1 week	Chair of the Inservice Committee.	A letter of approval will be filed with the head of the Counseling/Guidance Dept.
3. Fall inservice day for the 1982-83 school year will be identified.	1 hour	Inservice Committee Member (appointed to task).	The date will be sent to all counseling staff and reserved on their calendars.
4. The specific intent of the inservice program will be discussed and agreed upon as it relates to career education and academic preparation.	1 committee meeting	Inservice Committee	The goals and objectives of the inservice will be written and sent to building principals.
5. Sites will be confirmed for the inservice programs at each building.	↓	↓	Written confirmation of the site will be received from the building principals in the Counseling/Guidance Department.

A SEX AFFIRMATIVE MODEL PROGRAM:

COUNSELING AND GUIDANCE

TEACHERS: PERSONAL DEVELOPMENT

OBJECTIVE: To offer/sponsor at each building a morning inservice program for all staff in sex role stereotyping and sex equity in education.

ACTIVITY	TIME REQUIRED	PERSON(S) RESPONSIBLE	EVALUATION
6. A budget will be developed.	1 week	Chair of the Inservice Committee.	The budget will be approved in writing from the building principal.
7. Outside resources, including the Office for Sex Equity staff, will be identified.	2-3 days	Inservice Committee Member(s) (appointed to task).	A letter of request will be sent to outside resources and kept on file in the Counseling/Guidance dept.
8. Final arrangements regarding inservice program presentors will be made.	↓	↓	Written confirmation of the date, site, goals/objectives, and design of the inservice will be sent to the Chair of the Inservice Committee.
9. Teachers will be notified of the date and agenda for the inservice program.	2 days	Building principals.	A memorandum/letter of notification will be placed in teachers' mailboxes.
10. AV arrangements will be made.	1 day	Inservice Committee Members (appointed to task).	AV equipment will be checked to see if it is in good operating condition.

A SEX AFFIRMATIVE MODEL PROGRAM:

COUNSELING AND GUIDANCE

TEACHERS: PERSONAL DEVELOPMENT

OBJECTIVE: To offer/sponsor at each building a morning inservice program for all staff on sex role stereotyping and sex equity in education.

ACTIVITY	TIME REQUIRED	PERSON(S) RESPONSIBLE	EVALUATION	
11. Room arrangements and refreshments will be taken care of.	2 days	↓	Refreshment needs and map of room set-up will be given to the custodian.	
12. An evaluation form for the morning activities will be designed.	1 day		A copy of the evaluation form will be sent to the building principal.	
13. The morning session will be conducted.	1/2 day		Outside resources/presentors.	Evaluation forms will be returned to appointed Inservice Committee members.
14. The evaluation forms for the morning activities will be distributed and collected before lunch.	↓		Inservice Committee Members (appointed to task).	Collected forms will be circulated among Inservice Committee members at lunch.

TEACHERS

GOAL II: To develop a teachers' component of the counseling and guidance program which assists teachers to explore with students nontraditional academic interests.

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COUNSELING AND GUIDANCE

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TEACHERS: ACADEMIC PREPARATION

OBJECTIVE: To offer/sponsor at each building an afternoon inservice program for all staff (continuation of Objective Teachers: Personal Development).

ACTIVITY	TIME REQUIRED	PERS (S) RESPONSIBLE	EVALUATION
1. A form to evaluate the entire day long session will be designed.	1 day	Inservice Committee Members (appointed to task).	A copy of the evaluation form will be sent to the building principal.
2. Following the lunch break, a portable display of nonsexist information, books, materials and resources will be set-up.	1/2 hour	Outside consultant.	A bibliography of the materials on display will be available to interested persons.
3. The afternoon session will be conducted.	1/2 day		Evaluation forms will be returned to the Inservice Committee.
4. An overview of the follow-up departmental meetings will be presented at the close of the afternoon session.	At the conclusion of the inservice program.	Inservice Committee Members (appointed to task).	A description and timeline of the follow-up department activities will be prepared as a handout at the inservice.
5. The evaluation forms will be distributed to all staff at the conclusion of the inservice, and collected.	↓	↓	All evaluation forms will be sent to the Chair of the Inservice Committee.

A SEX AFFIRMATIVE MODEL PROGRAM:

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TEACHERS: ACADEMIC PREPARATION

OBJECTIVE: To offer/sponsor at each building an afternoon inservice program for all staff (continuation of Objective Teachers: Personal Development).

ACTIVITY	TIME REQUIRED	PERSON(S) RESPONSIBLE	EVALUATION
6. Evaluations will be assessed to determine if additional program activities might be developed by counseling/guidance staff.	1 week	Inservice Committee	A brief table of evaluation results will be prepared and filed in the Counseling/Guidance office and with each building principal.



TEACHERS

GOAL III: To develop a teachers' component of the counseling and guidance program which provides teachers with information on the world of work today.



A SEX AFFIRMATIVE MODEL PROGRAM:

COUNSELING AND GUIDANCE

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TEACHERS: CAREER EDUCATION


OBJECTIVE: To develop a library of materials for each department which highlights the world of work today in a sex affirmative context.

ACTIVITY	TIME REQUIRED	PERSON(S) RESPONSIBLE	EVALUATION
<p>1. Sources of sex affirmative career information will be identified (e.g. Career Resource Center, I.S.D., Office for Sex Equity, local businesses and industries) and contacted to request samples of materials.</p>	3 months	<p>Member of Inservice Committee (see Objective, Teachers: Personal Development).</p>	<p>A checklist of contacts, by date and type of content, will be maintained by the Inservice Committee members.</p>
<p>2. Materials will be collected and sorted according to department/program areas.</p>	1 month	<p>Inservice Committee Members</p>	<p>A list of materials in each departmental packet will be made.</p>
<p>3. Following the inservice program for school staff (see Objective Teachers: Personal Development), a counselor will attend each departmental meeting to present and distribute the packet of materials to departmental staff.</p>	<p>One dept. meeting</p>		<p>Supporting materials in the presentation will be filed in the Counseling/Guidance office.</p>
<p>4. Each department will be requested to develop a use for some and/or all of the packet materials in department classes.</p>		<p>Counselor contact, in cooperation with dept. head.</p>	<p>A form to note how, what and when the materials will be used will be developed, sent to dept. heads and returned to the counselor contact for his/her files.</p>

A SEX AFFIRMATIVE MODEL PROGRAM:
COUNSELING AND GUIDANCE

TEACHERS: CAREER EDUCATION

OBJECTIVE: To develop a library of materials for each department which highlights the world of work today in a sex affirmative context.

ACTIVITY	TIME REQUIRED	PERSON(S) RESPONSIBLE	EVALUATION
<p>5. Each department will develop a use for some and/or all of the packet materials in the classroom.</p> <p>6. Individual classroom activities will take place throughout the second semester.</p> <p>7. Teachers will be contacted individually to discuss the use, further development or revision of packet materials in their classrooms.</p>	<p>Completed by the end of first semester.</p> <p>Ongoing</p> <p>Ongoing (during monthly dept. meetings).</p>	<p>Dept. head, in cooperation with dept. staff.</p> <p>Dept. teaching staff.</p> <p>Counselor contact for each dept.</p>	<div style="text-align: center;">  </div> <p>An informal, periodic check among selected teachers will be made by the counselor contact.</p> <p>Recommendations based on teacher input will be written and forwarded to the Inservice Committee for its information and possible action.</p>



PARENTS

Program objectives for parents were developed by the following individuals:

Susan Carter, Chelsea Public Schools
Connie MacAlpine - Dwyer, Hanover-Horton Schools
John Myers, Flint Public Schools
Betty LaPlante, L'Anse Creuse Public Schools
Joan Cullinan, Michigan Dept. of Education

GOAL I: To develop a parental component of the counseling and guidance program which provides parents with an overview of the world of work their children will face.

A SEX AFFIRMATIVE MODEL PROGRAM:
COUNSELING AND GUIDANCE

PARENTS: CAREER EDUCATION

OBJECTIVE: To sponsor a career education night for parents (and students) which emphasizes nontraditional careers.

ACTIVITY	TIME REQUIRED	PERSON(S) RESPONSIBLE	EVALUATION
1. A date for the career night will be selected.	1 day	Head of Counseling/ Guid. dept.	Logistics for the career night will be sent to all counseling/guidance staff in a memorandum.
2. A budget for the career night will be prepared.	1 week	↓	↓
3. A site for the career night will be selected and approved.	↓	↓	↓
4. The goals and objectives of the career night as they relate to parents will be developed, as well as a design of parents' activities for the night.	↓	Head of dept., in cooperation with selected staff.	A brief overview/narrative of the purpose of the career night will be circulated to all counseling/guidance staff.
5. A group of key people in the community will be identified and asked to serve on a Recruitment Committee.	2 days	Title IX Coord.	Names, addresses and phone numbers of key people will be collected in a list and kept on file in the Title IX Coordinator's office.



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PARENTS: CAREER EDUCATION

* OBJECTIVE: To sponsor a career education night for parents (and students) which emphasizes nontraditional careers.


ACTIVITY	TIME REQUIRED	PERSON(S) RESPONSIBLE	EVALUATION
6. Major responsibilities for publicity will be assigned to the Recruitment Committee at their first meeting.	1 meeting	↓	Assigned duties will be listed and sent in memorandum form to the members of the Recruitment Committee.
7. Resources (human) from the community will be identified and invited to participate in the career night.	1 month	Recruitment Committee	Names, addresses and phone numbers of community workers in nontraditional jobs will be used as a checklist and kept on file in the counseling/guidance office.
8. All community resources who agree to participate will be sent information on the career night (including the purpose of the activity).	↓	Title IX Coord.	The list of community participants will be given to the Recruitment Committee members who are doing publicity for the event.
9. A keynote speaker will be identified and asked to present a 30 minute speech on nontraditional work roles in today's labor market (for parents only).	↓	↓	A letter of invite and confirmation from the speaker will be filed in the Title IX Coordinator's office.

A SEX AFFIRMATIVE MODEL PROGRAM:

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PARENTS: CAREER EDUCATION

OBJECTIVE: To sponsor a career education night for parents (and students) which emphasizes nontraditional careers.

ACTIVITY	TIME REQUIRED	PERSON(S) RESPONSIBLE	EVALUATION
10. A work force quiz to test parents' knowledge will be designed.	1 week	Counseling staff.	A copy of the quiz will be sent to each building principal.
11. The work force quiz will be printed in each building newsletter prior to the career night, asking parents who plan to attend the program to take the test and bring it with them to the career night.	2 weeks	Building principals.	A copy of each building newsletter will be kept on file in the counseling/guidance dept.
12. The work force quizzes will be collected prior to the presentation by the keynote speaker.	Evening of program. 	Counseling staff.	A data breakout of pre test results will be prepared and circulated to counseling staff and building principals.
13. The Career Night will be held for parents.		Staff in cooperation with speaker	A list of parents who attend will be kept at the door.
14. The work force quiz will again be given to all parents at the conclusion of the career night.		Counseling staff.	A data breakout of post test results will be prepared and circulated to counseling staff and building principals. 55

A SEX AFFIRMATIVE MODEL PROGRAM:
COUNSELING AND GUIDANCE

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PARENTS: CAREER EDUCATION

OBJECTIVE: To sponsor a career education night for parents (and students) which emphasizes nontraditional careers.

ACTIVITY	TIME REQUIRED	PERSON(S) RESPONSIBLE	EVALUATION
15. Results from the pre/post work force quizzes will be used as one measure of evaluation for the career night for parents.	1 week	Head of C/G dept.	Comparative pre/post test results, with a narrative, will be sent to the Recruitment Committee, counseling staff and building principals.

PARENTS

GOAL II: To develop a parental component of the counseling and guidance program which raises parental awareness of the needs of their children to explore/take academic classes they might not have considered.

PARENTS: ACADEMIC PREPARATION

OBJECTIVE: To orient parents about the various courses of study, including nontraditional classes, for incoming ninth graders.*

ACTIVITY

TIME
REQUIRED

PERSON(S)
RESPONSIBLE

EVALUATION

1. A date for the parent orientation session will be established, as well as a date for "second sign-up" for students.

1 day

Director of
Guidance.

Logistics for the parent orientation session will be sent to all counseling/guidance staff in a memo.

2. A place/site for the parent orientation session will be selected and approved.

1 week



3. A Program Planning Committee (PPC) will be appointed, including departmental representatives, career resource center representatives and a building administrator.

1 day

Building
administrator

A list of PPC members will be sent to all counseling staff.

4. The goals, objectives, activities and design of the parent orientation session will be discussed and agreed upon.

1 meeting

PPC

An abstract of the session, with written goals and objectives, will be kept on file with the Director of Guidance.



* Students have previously received information on courses of study and selected classes for the next semester.

A SEX AFFIRMATIVE MODEL PROGRAM

COUNSELING AND GUIDANCE

PARENTS: ACADEMIC PREPARATION

OBJECTIVE: To orient parents about the various courses of study, including nontraditional classes, for incoming ninth graders.

ACTIVITY	TIME REQUIRED	PERSON(S) RESPONSIBLE	EVALUATION
5. Materials to publicize the parent orientation session will be developed and circulated to appropriate media.	3 days	Selected counseling staff.	Publicity materials will be kept on file in the counseling and guidance office.
6. A presentation on courses of study, departmental activities and the preparation for entering the labor market will be prepared.	3 days	Director of Guidance.	An outline of the program will be filed in the Director's office.
7. A program outlining the orientation session will be prepared and printed for parents.	↓	Selected counseling staff.	A copy of the printed program will be sent to all PPC members.
8. The parent orientation session will be held.	1 meeting	PPC, in cooperation with Dir. of Guid. and selected counseling staff.	↓
9. "Second sign up" day for students to select classes will be conducted shortly after the parent orientation session.	1-2 days	Counseling staff.	A notice and explanation of second sign-up for students will be posted and announced over the PA system.

A SEX AFFIRMATIVE MODEL PROGRAM:

COUNSELLING AND GUIDANCE

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PARENTS: ACADEMIC PREPARATION

OBJECTIVE: To orient parents about the various courses of study, including nontraditional classes, for incoming ninth graders.

ACTIVITY	TIME REQUIRED	PERSON(S) RESPONSIBLE	EVALUATION
<p>10. First and second course selections among students will be compared, to evaluate the effects, if any, of providing parents with new information about courses of study.</p>	<p>1 week</p>	<p>Director of Guidance.</p>	<p>A brief report which identifies changes in course selections/enrollments will be sent to all PPC members and counseling staff.</p>

TEACHERS

GOAL III: To develop a parental component of the counseling and guidance program which raises parental awareness of the effects of sex role stereotyping on adolescents' development.

A SEX AFFIRMATIVE MODEL PROGRAM:

COUNSELING AND GUIDANCE

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PARENTS: PERSONAL DEVELOPMENT

OBJECTIVE: To sponsor an inservice program for parents at a PTO/PTA meeting to create an awareness of existing stereotypes and their effects on children.

ACTIVITY	TIME REQUIRED	PERSON(S) RESPONSIBLE	EVALUATION
1. The purpose and content of the program will be discussed and agreed upon.	1 day	Dept. head, in cooperation with interested counseling staff.	A brief description of suggested points in the presentation will be sent to outside consultants.
2. PTO/PTA meeting dates will be reviewed and an appropriate meeting date will be selected.	↓	Dept. head, PTO president (building level).	The date selected will be confirmed in a memorandum from the Dept. head to the PTO President.
3. Outside consultants, including those in the Office for Sex Equity, will be contacted to present the program.	1 week	Head of Counseling Dept.	A list of outside consultants will be kept on file in the counseling and guidance department.
4. Publicity materials for the PTO/PTA program will be developed and circulated to appropriate media.	1 week	PTO President, in cooperation with PTO members.	Copies of parent newsletters, announcements will be sent to the head of the counseling/guidance department.

A SIX AFFIRMATIVE MODEL PROGRAM:

COUNSELING AND GUIDANCE

PARENTS: PERSONAL DEVELOPMENT

OBJECTIVE: To sponsor an inservice program for parents at a PTO/PTA meeting to create an awareness of existing stereotypes and their effects on children.

ACTIVITY	TIME REQUIRED	PERSON(S) RESPONSIBLE	EVALUATION
5. An evaluation form/survey will be designed.	1 day	Assigned Counselor	A copy of the form will be sent to the PTO President.
6. Arrangements will be made to schedule a run of school buses to pick up/return parents to the PTO/PTA meeting.	1 week	Dept. head, in cooperation with the Dir. of Transportation.	The schedule of bus runs will be printed in a parent newsletter and/or publicity materials for the event.
7. The presentation will be made at PTO/PTA.	1 meeting	Outside consultant(s)	Evaluation results will be circulated to all counseling staff.
8. The evaluation forms will be distributed and collected from the participating parents.	↓	Appointed PTO/PTA member(s).	↓
9. Evaluation results will be assessed to determine if additional follow-up efforts among parent groups can be developed.	1 week	Dept. head, in cooperation with PTO officers.	A brief report and suggestions for added PTO - Counseling Dept. activities will be sent to the PTO president.



COMMUNITY

Program objectives for the community were developed by the following individuals:

Cyrus Webber, Wayne-Westland Schools
Mary Larned, Saline Middle School
Elizabeth Washburn, Saline High School
Beverly L. Roberts-Atwater, Michigan State Un.
Larry Maynor, Ypsilanti Public Schools
Marie Shaffer, Ypsilanti Public Schools
Mike Horton, Traverse Bay Area Vocational Center
Joanne Wolff, Michigan Department of Education

GOAL I. To develop a community component of the counseling and guidance program which supports area job and career placement and training for students in nontraditional fields of work.

A SEX AFFIRMATIVE MODEL PROGRAM:
COUNSELING AND GUIDANCE

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COMMUNITY CAREER EDUCATION

OBJECTIVE: To develop a core group of community resource people to discuss and explore the nontraditional job/career fields for students.

ACTIVITY	TIME REQUIRED	PERSCN(S) RESPONSIBLE	EVALUATION
<p>1. A questionnaire designed to identify community people who work in nontraditional jobs/careers will be designed and reproduced.</p>	1 week	Selected counseling staff.	A copy of the questionnaire will be sent to central administration for their information.
<p>2. A method of sampling and a potential pool of employers/employees who will be contacted through the questionnaire will be identified as a sample.</p>	↓	↓	The sampling method and a list of the employers/employees to be contacted will be given to the counseling dept. secretary.
<p>3. The questionnaire will be mailed to all businesses included in the sample.</p>	3-4 weeks	Counseling dept. secretary	A mailing list, with check-off column, will be used by the dept. secretary.
<p>4. Responses from the survey will be collated.</p>	↓	↓	A list of nontraditional workers (names, addresses, type of work, etc.) will be sent to the Dept. Head.
<p>5. Nonresponders to the survey will be contacted by telephone.</p>	↓	Selected counseling staff.	A list of nonresponders, with date of contact, will be sent to telephoners; list will be returned to Dept. secretary after calls.


A SEX AFFIRMATIVE MODEL PROGRAM:

COUNSELING AND GUIDANCE

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COMMUNITY: CAREER EDUCATION

OBJECTIVE: To develop a core group for community resource people to discuss and explore the nontraditional job/career fields for students.

ACTIVITY	TIME REQUIRED	PERSON(S) RESPONSIBLE	EVALUATION
<p>6. Information from telephone contacts will be folded into the data already available (see Activity #4).</p> <p>7. The Booster Club (see Objective Community: Public Relations) will assess the results of the questionnaire survey and based on these responses, develop a plan of action to use these nontraditional community workers in sex equity district activities.</p>	 1 week	<p>Counseling Dept. Secretary.</p> <p>Sex Equity Booster Club.</p>	<p>A complete list of community nontraditional workers will be sent to the Booster Club (see Objective Community: Public Relations</p> <p>A list of recommendations will be sent to the Head of the Counseling Department.</p>

COMMUNITY

GOAL II: To develop a community component of the counseling and guidance program which draws on community resources to assist students explore nontraditional academic areas of interest.

A SEX AFFIRMATIVE MODEL PROGRAM:

COUNSELING AND GUIDANCE

COMMUNITY: ACADEMIC PREPARATION

OBJECTIVE: To identify, then use, community resources in nontraditional fields to provide information to teachers on academic preparation for these career fields.

ACTIVITY	TIME REQUIRED	PERSON(S) RESPONSIBLE	EVALUATION
1. Using nontraditional community workers already identified (see Objective Community: Career Education), workers will be sorted by job/career field.	1 day	Secretary of Counseling/ Guidance Department.	A list of community workers categorized by field, will be circulated to all counseling staff.
2. The goals and objectives of an inservice for teachers which "mixes" teachers and community workers will be established.	2 days	Counseling staff.	A brief abstract of the inservice, including the date and place, will be sent to the building principal.
3. The date of the inservice will be selected.	↓	↓	↓
4. The site of the inservice will be established.			
5. An evaluation form for the inservice will be designed.			
6. Nontraditional community workers will be invited to attend the inservice.	1 day	Secretary of the Coun- seling Dept.	A copy of the invitation will be filed in the Counseling Office.
7. The inservice will be conducted.	1 meeting	Selected Counseling staff.	Results of the evaluation will be collapsed into a table, and filed in the Counseling office.

A SEX AFFIRMATIVE MODEL PROGRAM:

COUNSELING AND GUIDANCE

COMMUNITY: ACADEMIC PREPARATION

OBJECTIVE: To identify, then use, community resources in nontraditional fields to provide information to teachers on academic preparation for these career fields.

ACTIVITY	TIME REQUIRED	PERSON(S) RESPONSIBLE	EVALUATION
8. Evaluation forms will be distributed and collected from the teachers.	↓	↓	↓
9. Results from the evaluation will be assessed to determine the effectiveness of bringing teachers together with nontraditional community workers.	1 day	↓	Recommendations/comments will be summarized in written form and sent to the building principal.
10. Personal contact with teachers to determine if they have used community resources in their classrooms will be made.	Ongoing	All Counseling staff.	A list of teachers and the community resources they have used will be maintained in the counseling and guidance office.
11. Personal contact with community resources who have gone into classrooms will be made, to gather their impressions of their visits.	↓	↓	Summary impressions of classroom visits will be written briefly by the counseling staff and filed with the Department Head.

COMMUNITY

GOAL III: To develop a community component of the counseling and guidance program which is designed to gather support from the community for the school districts' efforts in sex equity.

A SEX AFFIRMATIVE MODEL PROGRAM:

COUNSELING AND GUIDANCE

COMMUNITY: PUBLIC RELATIONS

OBJECTIVE: To develop a Sex Equity Booster Club.

ACTIVITY	TIME REQUIRED	PERSON(S) RESPONSIBLE	EVALUATION	
1. All counseling staff will meet to discuss and design the structure and purpose of the Sex Equity Booster Club (SEBC).	1 meeting	Head of Counseling Dept.	An abstract of the Club's purpose, first meeting date, membership rules, etc. will be filed in the counseling office.	
2. A date for the first SEBC meeting will be set.	1 week	Counseling staff.	Copies of parent newsletters press releases and other notices will be kept on file in the counseling office.	
3. A site for the first SEBC meeting will be selected.	↓	↓	↓	
4. Publicity to announce the creation of the SEBC will be developed and sent to appropriate media.				Selected counseling staff, in cooperation with dept. secretary.
5. A formal presentation to summarize district activities in sex equity will be planned for the first SEBC meeting.		Head of Counseling Dept!		An outline of the presentation, with a list of activities, will be circulated to all counseling staff for their information!

A SEX AFFIRMATIVE MODEL PROGRAM:

COUNSELING AND GUIDANCE

COMMUNITY: PUBLIC RELATIONS

OBJECTIVE: To develop a Sex Equity Booster Club.

ACTIVITY	TIME REQUIRED	PERSON(S) RESPONSIBLE	EVALUATION
6. The first meeting of the SEBC will be held.	1 meeting	Selected representative from the Counseling dept.	A list of persons who attended will be kept on file in the counseling office.
7. A logo, motto and other "propaganda" to give visibility to the SEBC will be designed.	↓	SEBC	SEBC will maintain written and personal contact with the selected representative from the Counseling dept.
8. Plans to increase memberships will be outlined/discussed.	Ongoing	↓	↓
9. Areas wherein the SEBC can lend support will be identified. (see objective Parent: Career Education).	↓		