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ABSTRACT

A study examined occupational education student enrollments and instructional staffing at the secondary and postsecondary levels in Nevada from 1984 to 1991. It focused on gender compositions within general occupational education areas and specifically concentrated on changes over the period for the traditionally underrepresented gender within each of the following occupational education clusters: agriculture, business, home economics related occupations (HERO)/home economics, health, marketing, and trade and industry/industrial arts. Data were gathered from the statewide Occupational Reporting System. The study showed the following: (1) for females there were almost no increases in staffing in nontraditional occupational education areas at either the secondary or postsecondary level; (2) there were decreases in the percentage of women staffing secondary agriculture and trade and industry or industrial arts classes; (3) there was a decrease in secondary female trade and industry/industrial arts enrollment; (4) the percentages of females enrolled in secondary and postsecondary agriculture increased; (5) for males, there were no increases in staffing into nontraditional occupational education areas; (6) male staffing in secondary marketing and male enrollment in secondary health occupational and postsecondary business decreased; (7) there were increases in male enrollment in secondary business and marketing and postsecondary home economics and health occupations; (8) in almost all the occupational education areas at both secondary and postsecondary levels, the percentage of female enrollment in nontraditional occupational areas far exceeds the percentage of female staffing in those areas; and (9) male enrollment and male staffing follow the same pattern. (KC)

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FEMALE AND MALE ENROLLMENT AND STAFFING IN SECONDARY AND POST-SECONDARY OCCUPATIONAL EDUCATION IN NEVADA BETWEEN 1984-1991

by

**Denise K. Quon,
Gary Waters,
& N.J. Pettit**



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EXECUTIVE SUMMARY

This report provides information on occupational education student enrollments and instructional staffing by gender at the secondary and postsecondary levels in Nevada between 1984 and 1991. It examines gender compositions within general occupational education areas and specifically focuses on changes, over the analyzed period, for the traditionally under-represent gender within each occupational education area. Enrollment and staffing figures were derived from the Occupational Reporting System (ORS) database maintained by the Occupational Research Unit. Eleven (Carson, Churchill, Clark, Douglas, Elko, Humboldt, Lander, Lincoln, Lyon, Storey, and Washoe) of the school districts and all of the community colleges (Community College of Southern Nevada, Northern Nevada Community College, Truckee Meadows Community College, and Western Nevada Community College) in Nevada contribute occupational education enrollment and staffing data to ORS. Currently, the total secondary enrollment for the school districts participating in ORS accounts for 96.3% of the total secondary enrollment statewide. Gender statistics were derived from the reported data and were further delineated into the following occupational education clusters: agriculture, business, home economics related occupations (HERO)/home economics, health, marketing, and trade & industry/industrial arts.

Analysis of the trends in gender composition for the study period yielded the following results:

- ▶ Overall, INCREASES were noted in the percentage of
 - 1) female staffing in:
 - post-secondary marketing
-overall increase from 17% to 29%
 - 2) female enrollment in:
 - secondary agriculture
-overall increase from 31% at 40%
 - post-secondary agriculture
-slight increase from 44% leveling off at 48%
 - 3) male enrollment in:
 - secondary business
-steady increase from 27% to 40%
 - secondary marketing
-steady increase from 39% to 57%
 - post-secondary HERO/home economics
-slight overall increase from 12% to 15%
 - post-secondary health occupations
-sawtooth increase from 22% to 30%

- ▶ There were NO CHANGES noted in the percentage of
 - 1) female staffing in:
 - post-secondary agriculture
 - post-secondary trade & industry/industrial art
 - 2) male staffing in:
 - secondary health occupations
 - 3) female enrollment in:
 - post-secondary trade & industry/industrial arts
 - post-secondary marketing
 - 4) male enrollment in:
 - secondary HERO/home economics

► Overall, there were DECREASES noted in the percentage of 8

- 1) female staffing in:
 - secondary agriculture
 - average decrease from 15% leveling off at 9%
 - secondary trade & industry/industrial arts
 - slight decline from 8% leveling off at 5%
- 2) male staffing in:
 - secondary marketing
 - overall decrease from 60% to 38%
- 3) female enrollment in:
 - secondary trade & industry/industrial arts
 - gradual slight decline from 12% to 9%
- 4) male enrollment in:
 - secondary health occupations:
 - moderately steady decline from 24% to 14%
 - post-secondary business
 - decline from 32% leveling off at 27%

► There were NO VISIBLE TRENDS in the percentage of

- male staffing in:
- secondary HERO/home economics
 - secondary business
 - post-secondary HERO/home economics
 - post-secondary health occupations
 - post-secondary business

► Currently, FEMALE ENROLLMENT EXCEEDS FEMALE STAFFING percentages in the following occupational areas:

- secondary agriculture
 - enrollment at 40% and staffing at 8%
- secondary trade & industry/industrial arts
 - enrollment at 9% and staffing at 5%
- post-secondary agriculture
 - enrollment at 48% and staffing at 0%
- post-secondary trade & industry/industrial arts
 - enrollment at 22% and staffing at 2%
- post-secondary marketing
 - enrollment at 53% and staffing at 29%

► Currently, MALE ENROLLMENT EXCEEDS MALE STAFFING percentages in the following occupational areas:

- secondary HERO/home economics
 - enrollment at 27% and staffing at 13%
- secondary health occupations
 - enrollment at 14% and staffing at 0%
- secondary marketing
 - enrollment at 57% and staffing at 38%
- post-secondary health occupations
 - enrollment at 30% and staffing at 8%

► Currently, ENROLLMENT AND STAFFING PERCENTAGES ARE ABOUT THE SAME for:

- males in secondary business
- males in post-secondary business

► Currently, MALE STAFFING EXCEEDS MALE ENROLLMENT percentages in:

- post-secondary HERO/home economics
 - staffing at 33% and enrollment at 15%

INTRODUCTION

This report is in response to legislation which requires gender equity personnel to gather, analyze, and disseminate data of the status of men and women, students and staff in occupational education. (Carl D. Perkins Vocational Education Act of 1984, Sections III (b) (1)). This report includes gender information regarding occupational student enrollments and instructional staffing at the secondary and postsecondary levels in Nevada. It provides a means to analyze and evaluate the progress Nevada has made in the past seven years and areas for improvement for future endeavors in occupational education and careers.

This report provides an analysis of gender information that is submitted to the Occupational Research Unit (ORU) as part of the Occupational Reporting System (ORS) by each of the participating community colleges and school districts. All of the community colleges (Community College of Southern Nevada, Northern Nevada Community College, Truckee Meadows Community College, and Western Nevada Community College) and eleven (Carson, Churchill, Clark, Douglas, Elko, Humboldt, Lander, Lincoln, Lyon, Storey, and Washoe) of the 16 potential school districts in Nevada contribute occupational staffing and enrollment data to ORS. Currently, the secondary enrollment in participating school districts account for 96.3% of the secondary student enrollment statewide. The gender information is further delineated into the following occupational clusters: agriculture, trade & industry/industrial arts, home economics related occupations (HERO)/home economics, health, business, and marketing.

At both the secondary and post-secondary levels, enrollment and staffing information are based on Fall enrollment and Fall staffing figures, respectively. The secondary data reported refers to enrollment and staffing figures that cover a period from the 1984-85 through the 1990-91 school year. The post-secondary data reported refers to enrollment and staffing figures that cover a period from the Fall '84

through the Fall '90. Although post-secondary data is usually reported in terms of fiscal years, this data is presented by school years so that the time frames for the secondary and post-secondary data are the same to allow for comparisons. It should be noted that staffing figures at the post-secondary level are based on full-time instructional staff numbers only; gender information on part-time post-secondary staff is not reported to ORS and not included in this report.

In addition, the appendix of this report provides a description of the history of the sex equity legislation, the status of women nationwide and statewide, and Nevada's initiative to respond to the need for sex equity in occupational education.

Nevada has a firm commitment to encourage and recruit students in non-traditional fields of study, to offer non-stereotyped education and training opportunities, and to advocate fairness in employment. Currently, over 32,000 students (19,054 at the secondary and 13,258 at the post-secondary level) are participating in occupational education programs and there are 610 occupational education instructors (439 at the secondary and 171 at the post-secondary level) throughout the state.

ANALYSIS OF SECONDARY OCCUPATIONAL ENROLLMENT
AND INSTRUCTIONAL STAFFING IN NEVADA

Secondary Enrollment

Secondary agricultural enrollment data is contained in Figures 1 and 2. Total secondary agricultural enrollments were at their highest in the '84-85 school year, drastically dropped to almost half in the '86-87 school year, and has gradually increased each year since that period. Both the secondary male and female agricultural enrollments reflect the same pattern of change for this seven year period; except that female enrollment dropped during the '88-89 school year from the previous year.

Male enrollment was between 209 and 455 and female enrollment was between 170 and 217 during this seven year period. The percentage of females in these classes has ranged from 31% in '84-85 to 46% in '86-87. Currently, females comprise 40% of the enrollment in secondary agriculture classes. Basically, over the seven year period the percentage of females enrolled in these classes has gradually increased from the low to high 30's. The fluctuation in female enrollment is relatively small compared to the fluctuation in male enrollment; therefore the great increases in the percentage of females in '86-87 (46%) and '87-88 (44%) are primarily due to the great drops in male enrollment as opposed to a large increase of female enrollment in these classes.

Secondary trade & industry/industrial arts enrollment data is contained in Figures 3 and 4. Overall, total secondary trade & industry/industrial arts enrollments have gradually decreased since '85-86 except for a slight increase in '87-88 and '89-90 from the previous years. The secondary male trade & industry/industrial arts enrollments also reflect a gradual decline in enrollment for this seven year period except for a slight increase in '87-88 from '86-86. The female enrollment alternated between moderately dropping and slightly increasing between school years for each of the seven years analyzed. Overall, there has also been a drop in female enrollment in these classes. Male enrollment was between 6860 and 8189 and female enrollment was between 657 and 1139 during this seven year period. The percentage of females in these

Figure 1. SECONDARY ENROLLMENT NUMBER AGRICULTURE

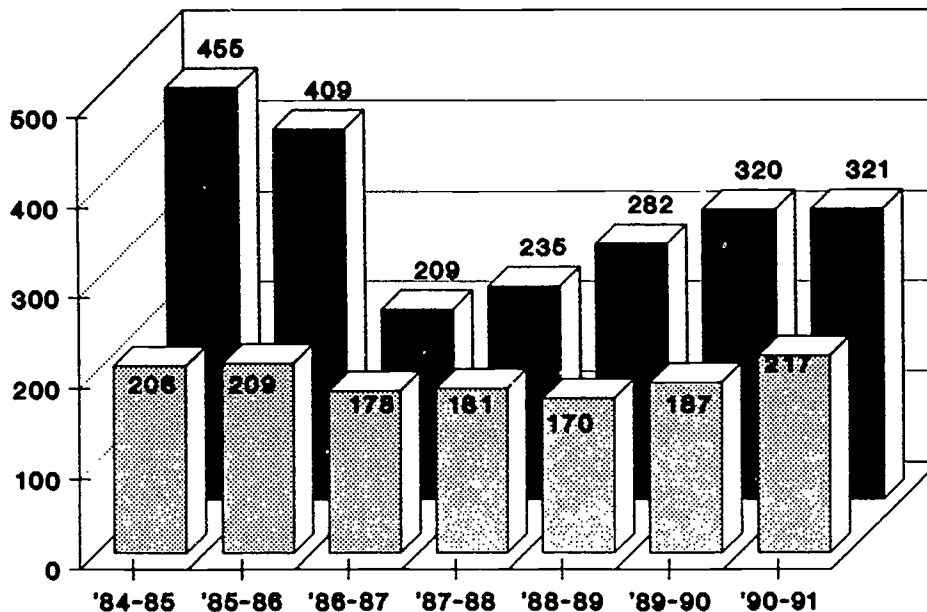
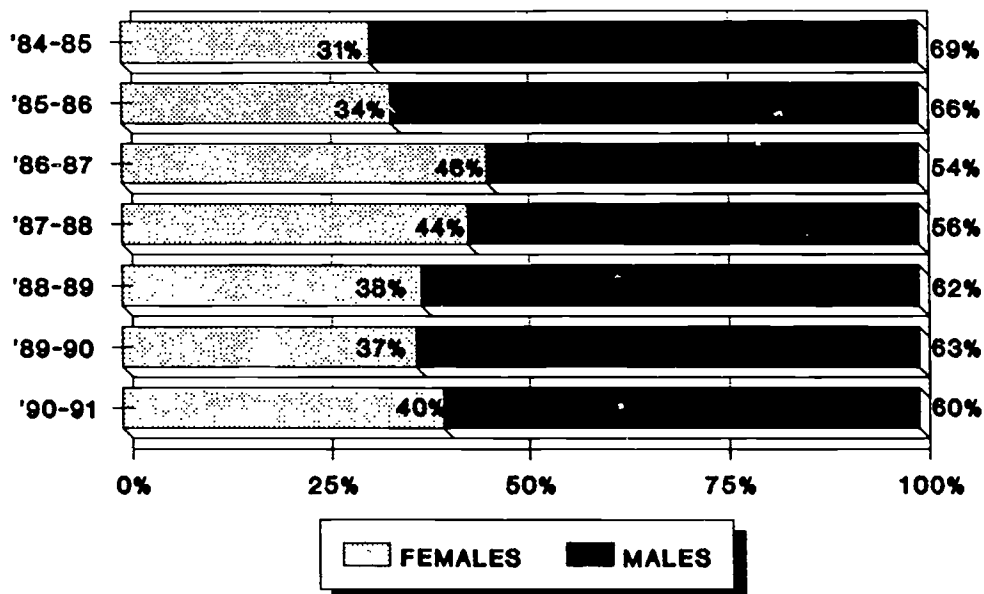
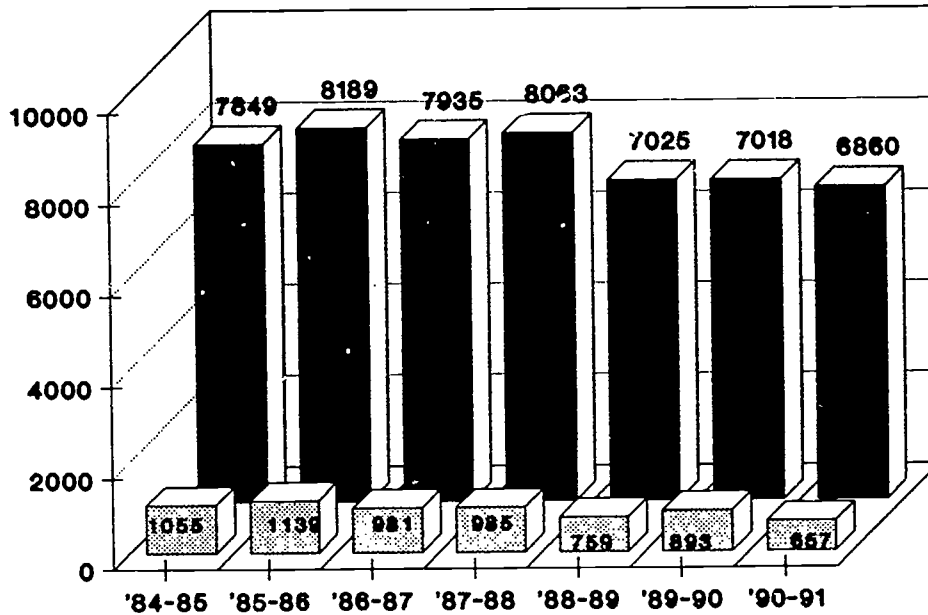


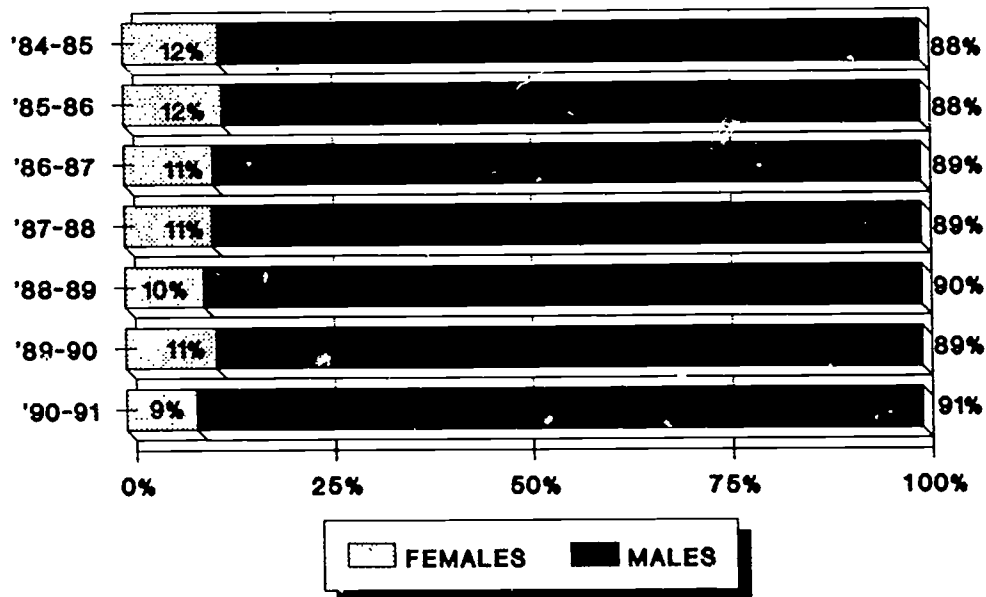
Figure 2. SECONDARY ENROLLMENT PERCENT AGRICULTURE



**Figure 3. SECONDARY ENROLLMENT NUMBER
TRADE & INDUSTRY/INDUSTRIAL ARTS**



**Figure 4. SECONDARY ENROLLMENT PERCENT
TRADE & INDUSTRY/INDUSTRIAL ARTS**

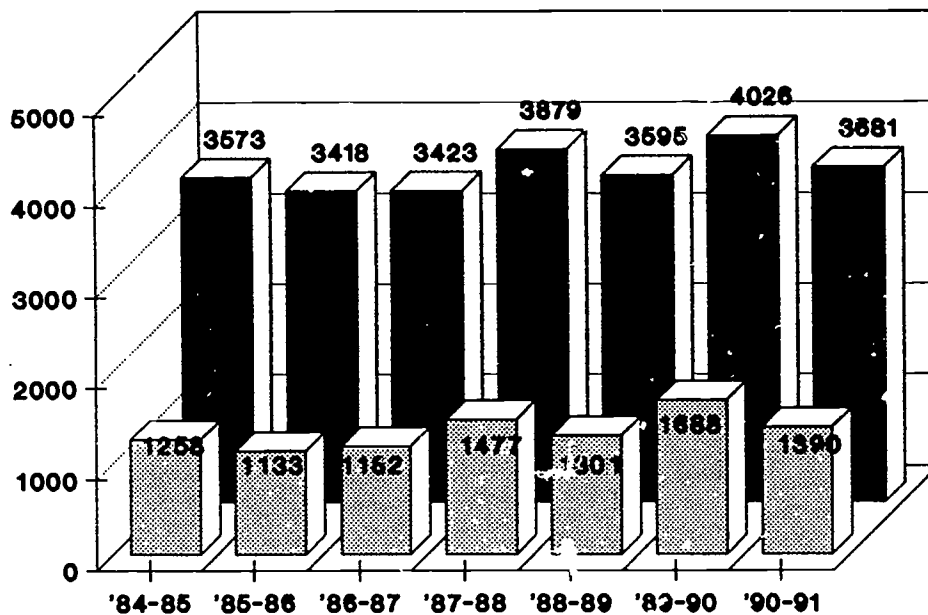


classes has ranged from 12% in '84-85 to 9% at present. Basically, over the seven year period the percentage of females enrolled in these classes has gradually decreased three percent or one-third of the '84-85 percentage. The reduction in male enrollment is relatively smaller than the reduction in female enrollment; resulting in the overall decrease in the percentage of female enrollment in these classes over this period.

Secondary home economics related occupations (HERO)/home economics enrollment data is contained in Figures 5 and 6. Total secondary HERO/home economics enrollments have remained at about the same level over the seven years; however, there was a slight rise in enrollment in '87-88 and a moderate rise in '89-90. Both the secondary female and male HERO/home economics enrollments reflect the same pattern of change for this seven year period. Female enrollment was between 3418 and 4026 and male enrollment was between 1133 and 1688 during this seven year period. The percentage of males in these classes has ranged from 25% in '85-86 to 30% in '89-90. Currently, males comprise 27% of the enrollment in secondary HERO/home economics classes. The fluctuation of the male percentages in these classes over the seven year period has been minor and has remained in the high 20's.

Secondary health occupations enrollment data is contained in Figures 7 and 8. Data for secondary health occupations enrollments in the 1984-85 school year are not available. Total secondary health occupation enrollments rose slight between '85-86 and '87-88 and declined moderately until school year '89-90, which had the highest enrollment figures for the six year period. Currently, health occupations enrollment has declined from '89-90 to a point mid-way between the high and low for this six year period. The secondary female health occupations enrollment reflect the same pattern of change for this period. The male enrollment; however, was highest in the '85-86 gradually decreased until '89-90 and increased slightly in each of the last two years. Female enrollment was between 108 and 152 and male enrollment was between 16 and 35 during this six year period. The percentage of males in these classes has steadily decreased

**Figure 5. SECONDARY ENROLLMENT NUMBER
HERO/HOME ECONOMICS**



**Figure 6. SECONDARY ENROLLMENT PERCENT
HERO/HOME ECONOMICS**

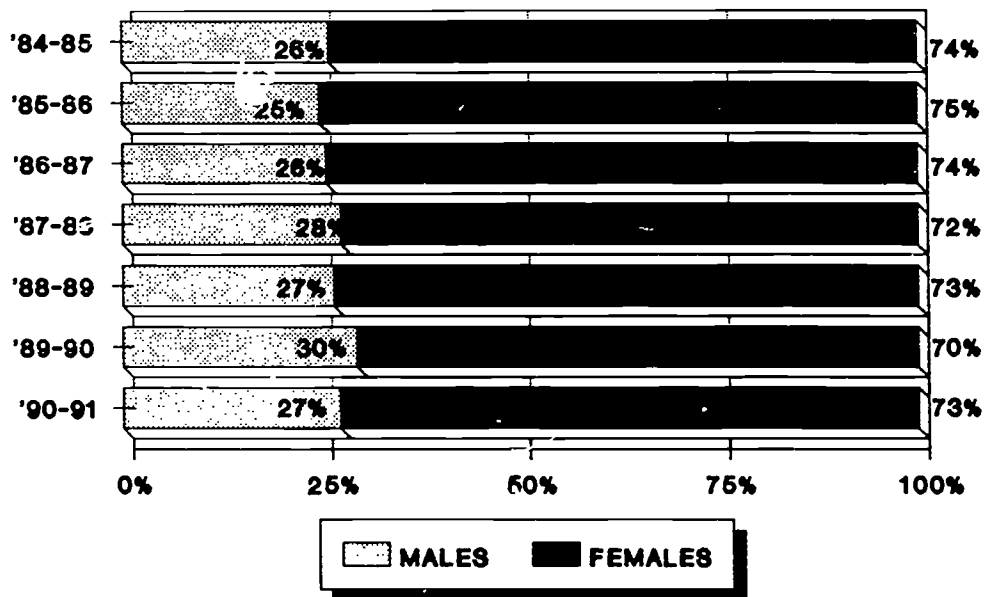


Figure 7. SECONDARY ENROLLMENT NUMBER HEALTH OCCUPATIONS

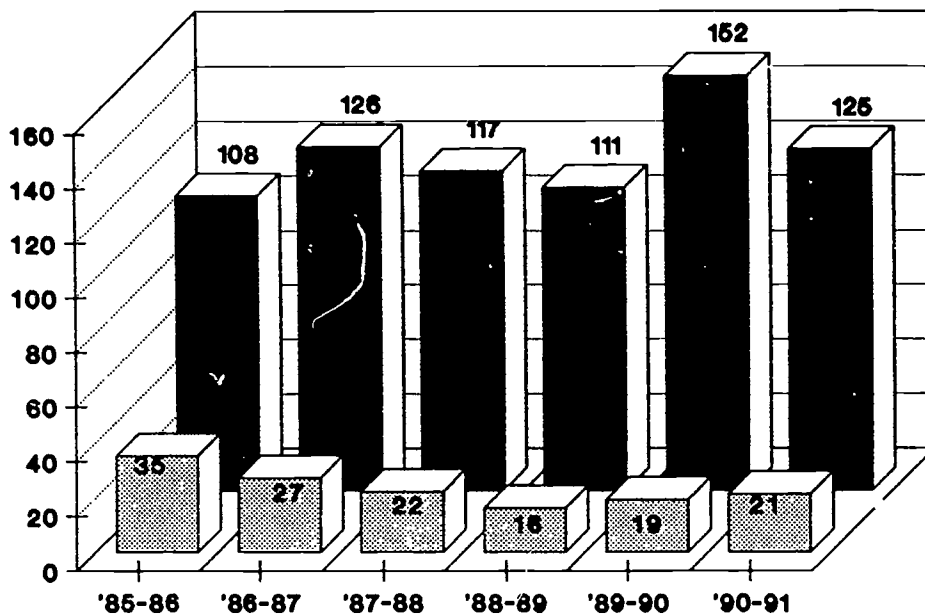
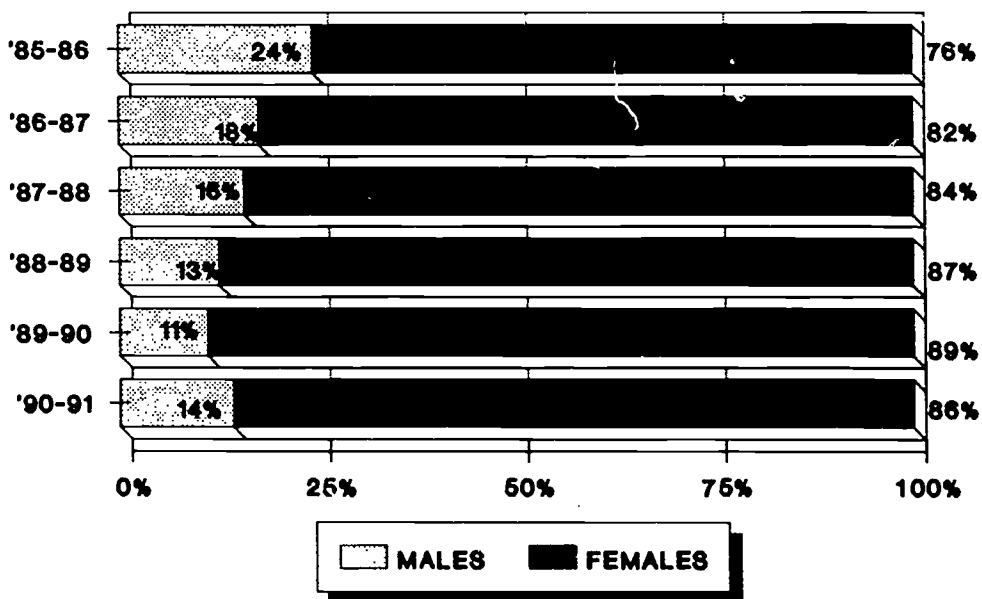


Figure 8. SECONDARY ENROLLMENT PERCENT HEALTH OCCUPATIONS



each year from '85-86 (24%) to '89-90 (11%). Currently, males comprise 14% of the enrollment in secondary health occupations classes.

Secondary business enrollment data is contained in Figures 9 and 10. Total secondary business enrollments were at about the same level for four of the seven year. Enrollment increased in the '87-88 and '89-90 school years and are currently at their highest levels. The secondary male business enrollment reflects the same pattern of change for this seven year period. Although the female enrollment shows a similar pattern, there were no substantial increases in female enrollment in the past two years. Female enrollment was between 3483 and 4053 and male enrollment was between 1420 and 2582 during this seven year period. The percentage of males in these classes has gradually increased one or two percentage points each year up to the '88-89 school year. In '89-90 the increase was 6% and 1% in '90-91. Currently, males comprise 40% of the total enrollment in secondary business classes. The highest percentages of males, 39% in '89-90 and 40% in '90-91, are primarily due to the substantial increases in male enrollment and relatively little changes in the female enrollment for those years.

Secondary marketing enrollment data is contained in Figures 11 and 12. Total secondary marketing enrollments have steadily increased each year since the '84-85 school year, with a two fold increase between '85-86 and '86-87 and a 50% increase between '86-87 and '87-88. Current total enrollment is over four time that of the enrollment in '84-85. The male secondary marketing enrollment reflects the same increases as the total enrollment for this seven year period; except that male enrollment dropped slightly in the '85-86 and '89-90 school year from the previous years. For the first three years, the female marketing enrollment reflects similar increases; however, during the last four years the enrollment levels off and decreases slightly in the last year. Female enrollment was between 123 and 371 and male enrollment was between 79 and 467 during this seven year period. The percentage of males in these classes has ranged from 36% in '85-86 to 57% in '90-91. Currently, males comprise 57%

Figure 9. SECONDARY ENROLLMENT NUMBER BUSINESS

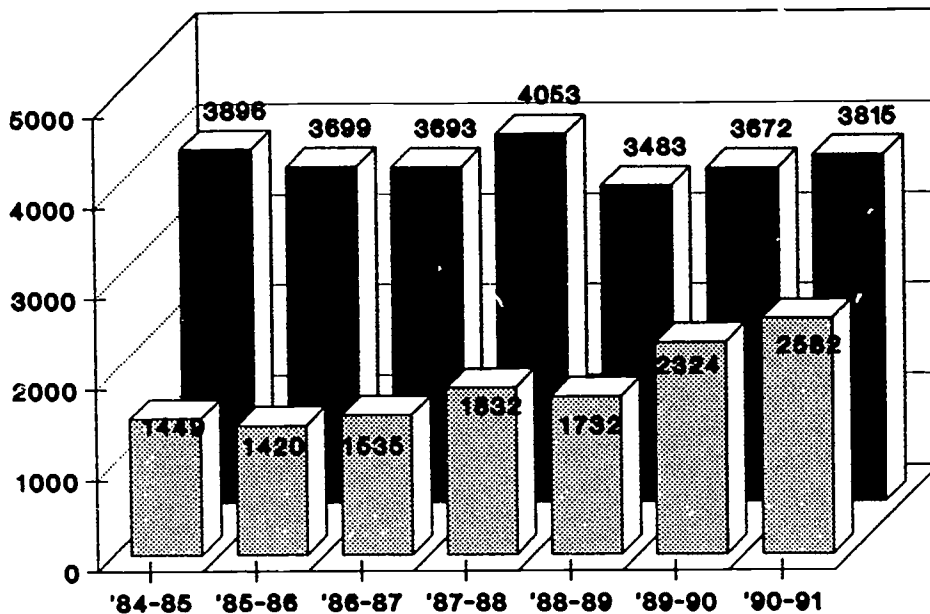


Figure 10. SECONDARY ENROLLMENT PERCENT BUSINESS

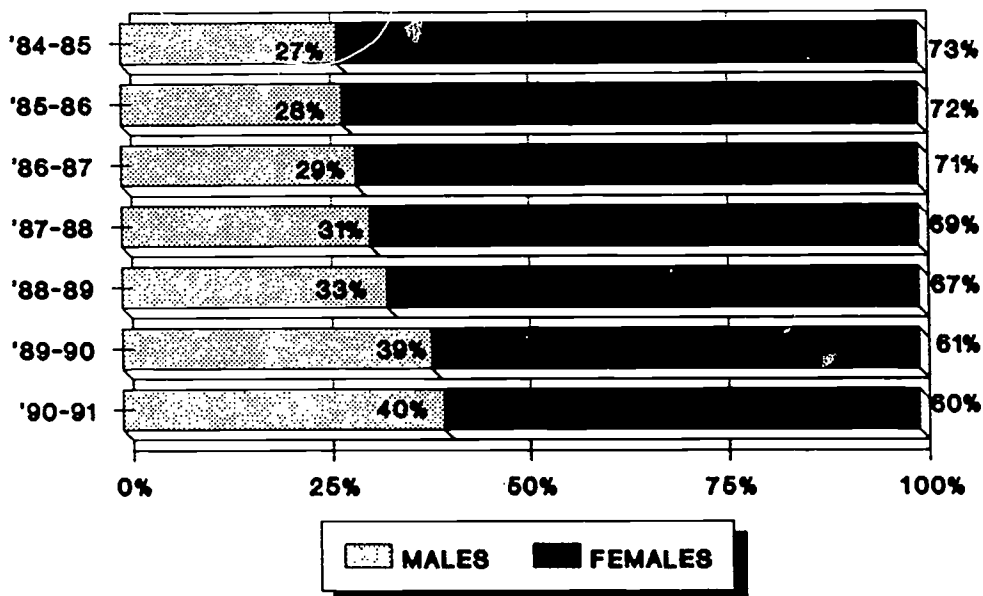


Figure 11. SECONDARY ENROLLMENT NUMBER MARKETING

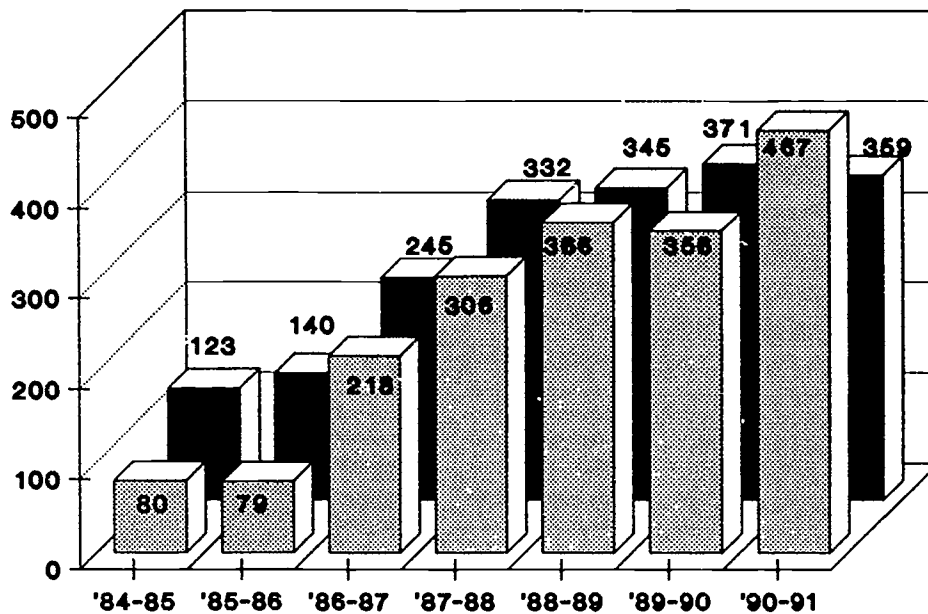
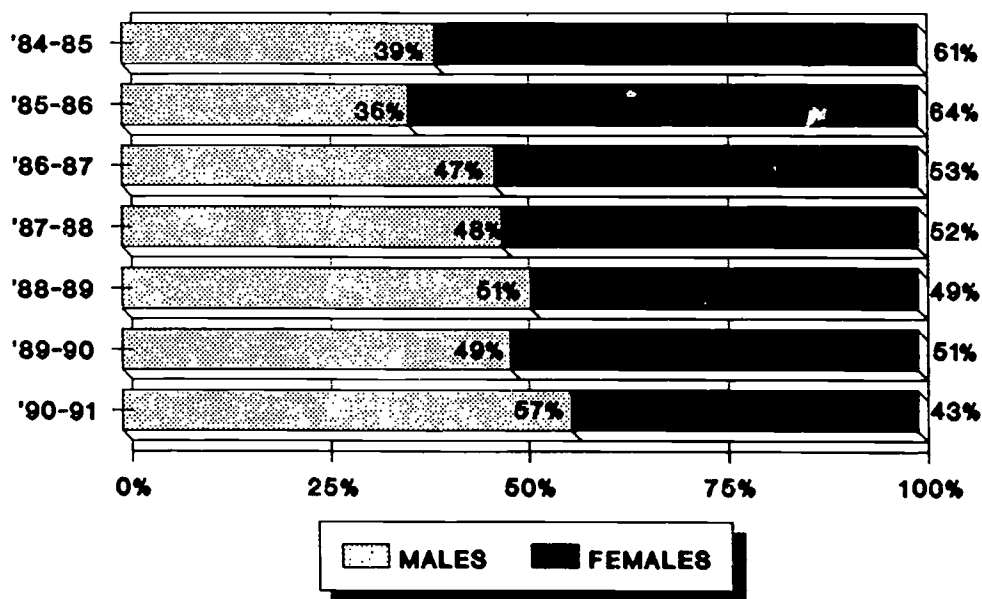


Figure 12. SECONDARY ENROLLMENT PERCENT MARKETING



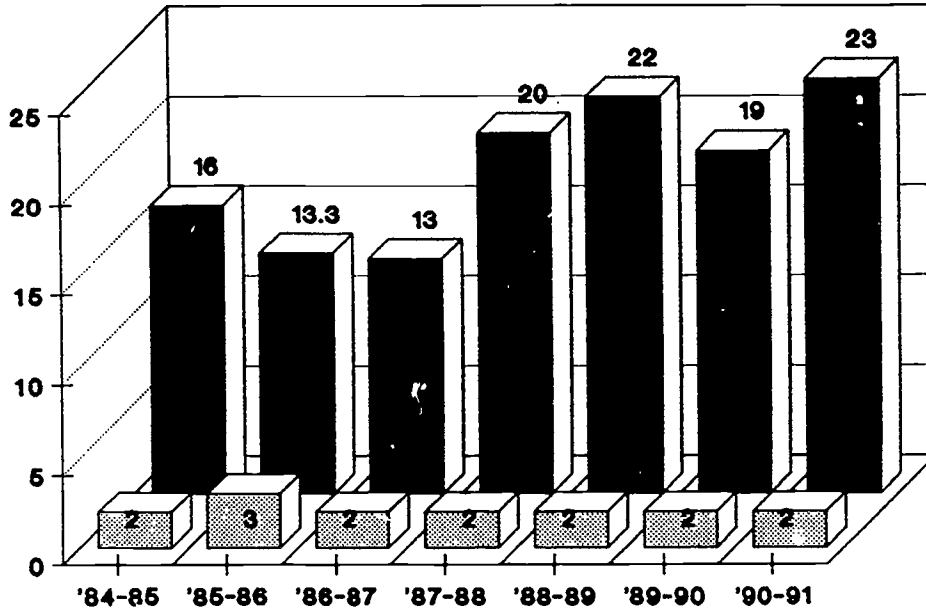
of the enrollment in secondary marketing classes. Marketing is one of the few occupational areas that has a fairly even distribution of female and male students. Initially, the majority of the marketing students were females (61%) and in each of the six following years there has been a higher percentage of male students enrolled in these classes. Currently, the majority of the marketing students are male (57%). Marketing is the only occupational area this type of shift has occurred.

Secondary Staffing

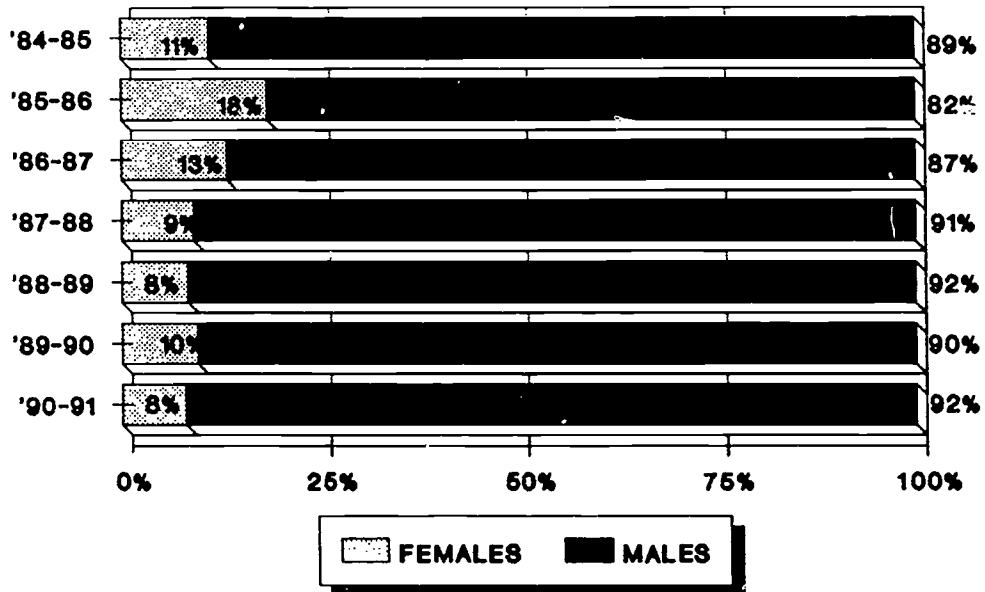
Secondary agricultural staffing data is contained in Figures 13 and 14. Total secondary agricultural staffing dropped each year until '86-87, drastically increased in '87-88 by almost 50%, and has gradually increased since that period. The secondary male agricultural staffing reflects the same pattern of change for this seven year period. While for this same period, female staffing has remained constant, two teacher, each year except for a one instructor increase in '85-86. Male staffing was between 13 and 23 and female staffing was between 2 and 3 during this seven year period. The percentage of females teachers in these classes has ranged from 18% in '85-86 to 8% at present. Basically, over the seven year period the percentage of females staffing these classes has gradually decreased. Since there were virtually no changes in female staffing for this seven year period, the decreases in the female staffing percentages are due to the substantial increases in the male staffing of these classes for this period.

Secondary trade & industry/industrial arts staffing data is contained in Figures 15 and 16. Overall, total secondary trade & industry/industrial arts staffing remained about the same for the past seven years except for a slight increase in '86-87 and a moderate decrease in '87-88. The secondary male trade & industry/industrial arts staffing reflects the same pattern of change for this period. The female staffing drastically dropped between '85-86 and '86-87 and has alternated between slightly dropping and increasing between the remaining 5 school years analyzed. Male staffing for these classes was between 162 and 204 and female staffing was between 7 and 15 during this seven year period. The percentage of females in these classes has ranged from 3% in '86-87 to 8% in '84-85 and '85-86. Basically, over the seven year period the percentage of female teachers in these classes has decreased from eight percent or five percent. The number of trade & industry/industrial arts instructors who are female as compared to the number who are male

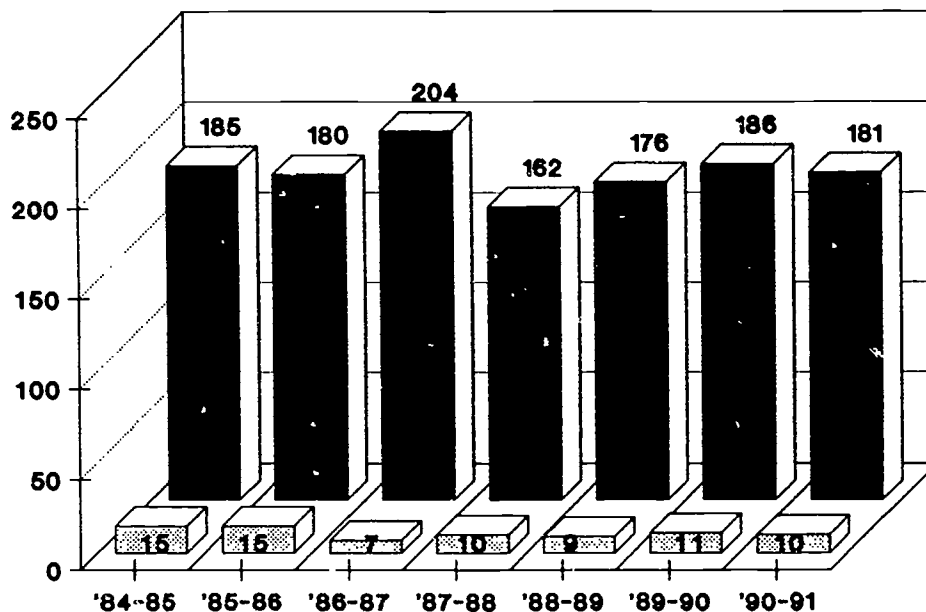
**Figure 13. SECONDARY INSTRUCTOR NUMBER
AGRICULTURE**



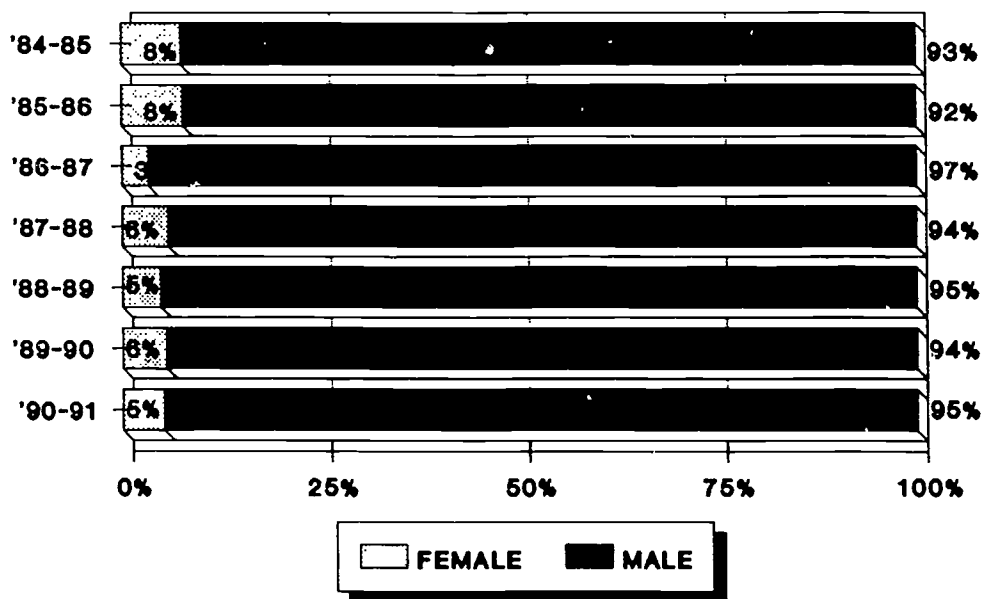
**Figure 14. SECONDARY INSTRUCTOR PERCENT
AGRICULTURE**



**Figure 15. SECONDARY INSTRUCTOR NUMBER
TRADE & INDUSTRY/INDUSTRIAL ARTS**



**Figure 16. SECONDARY INSTRUCTOR PERCENT
TRADE & INDUSTRY/INDUSTRIAL ARTS**



instructors for any given year is very low; therefore, any changes in the percentage in females teaching these classes is primarily due to increases or decreases within the male instructor population.

Secondary HERO/home economics staffing data is contained in Figures 17 and 18. Basically, total secondary HERO/home economics staffing gradually increased over the seven year period; however, there were drastic decreases in '85-86 and '90-91. Secondary female HERO/home economics staffing reflects a similar pattern of change during this seven year period with the same drastic drops in '85-86 and '90-91. Secondary male HERO/home economics staffing moderately declined until '87-88, was at its peak in '87-88, decreased drastically in '88-89, and has gradually increased each year since '88-89. Female staffing was between 58 and 108 and male staffing was between 3 and 12 during this seven year period. The percentage of males teaching these classes has ranged from 3% in '88-89 to 13% at present and has basically formed two u-shapes over the analyzed period.

Secondary health occupations staffing data is contained in Figures 19 and 20. All secondary health occupation teachers for the seven year period were female. Female staffing has remained at 5 for all seven school years; except for an increase to 15 female teachers in '87-88. Secondary staffing in health occupations classes has not fluctuated as has secondary health occupations enrollments. The percentage of males teaching these classes has been 0 for all seven years.

Secondary business staffing data is contained in Figures 21 and 22. Total secondary business staffing were at its highest level in '84-85 dropped drastically in '85-86, remained about the same in '86-87, increased substantially in '87-88, decreased substantially in '88-89, increased in '89-90, and remained about the same in '90-91. Both the secondary male and female business staffing reflect the same pattern of change for this seven year period. Female staffing was between 73 and 96 and male staffing was between 30 and 62 during this seven year period. The percentage of males teaching in these classes has remained between 32

Figure 17. SECONDARY INSTRUCTOR NUMBER
HERO/HOME ECONOMICS

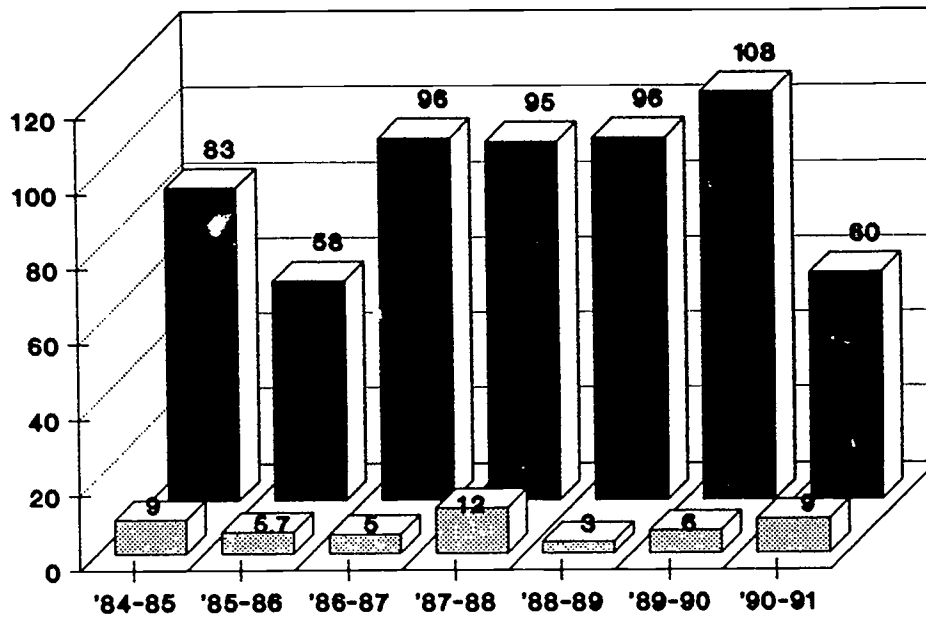
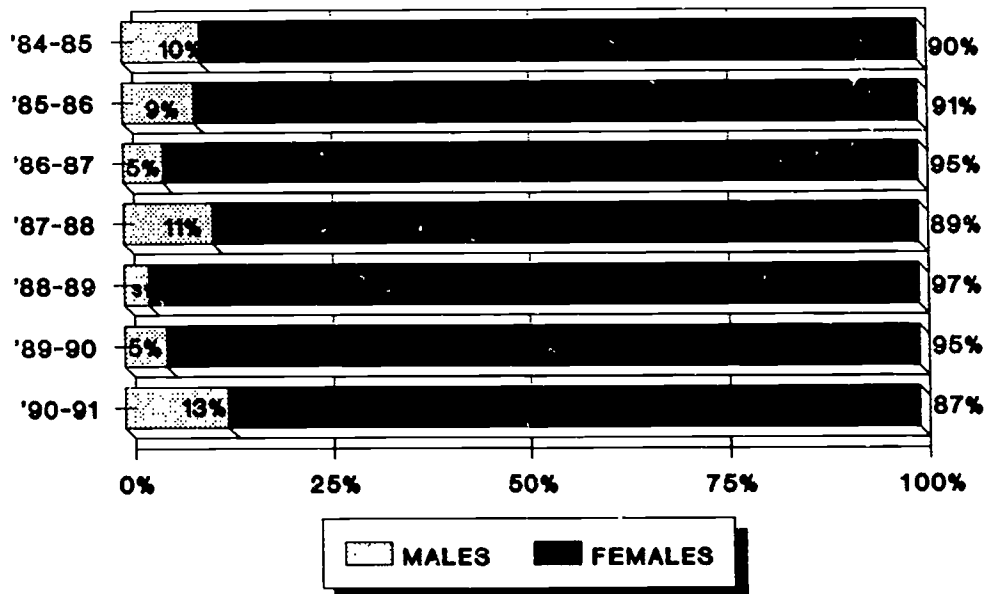
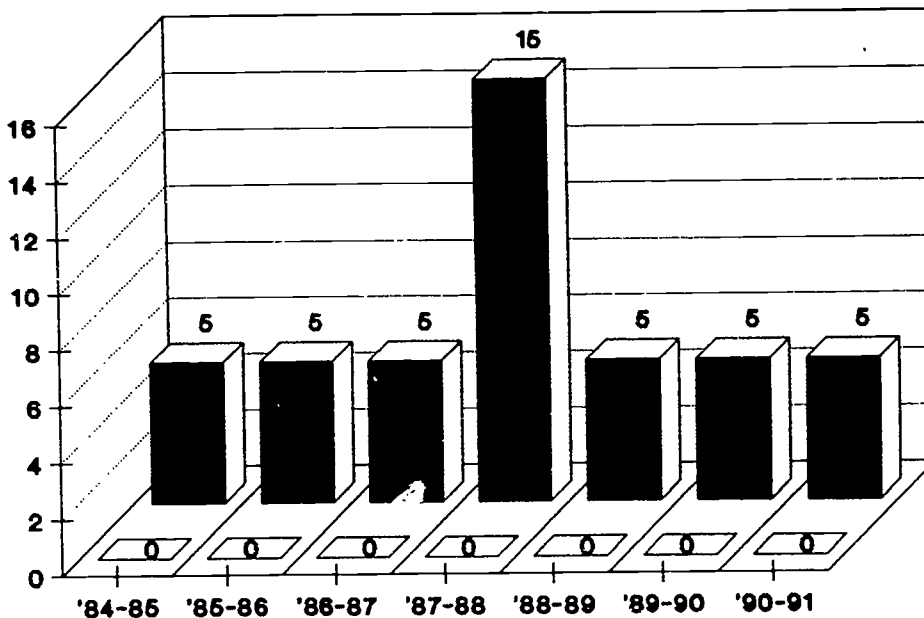


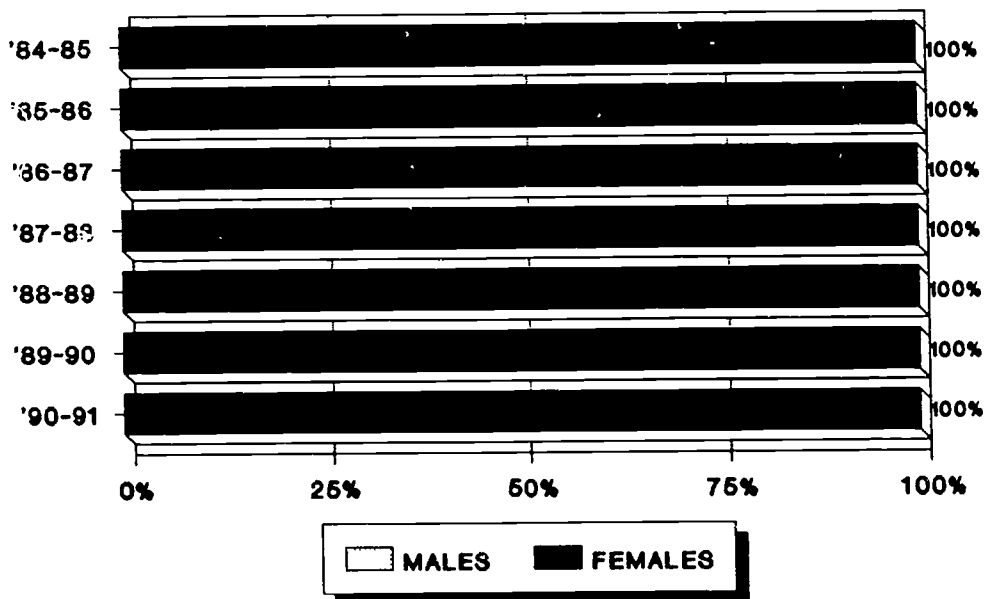
Figure 18. SECONDARY INSTRUCTOR PERCENT
HERO/HOME ECONOMICS



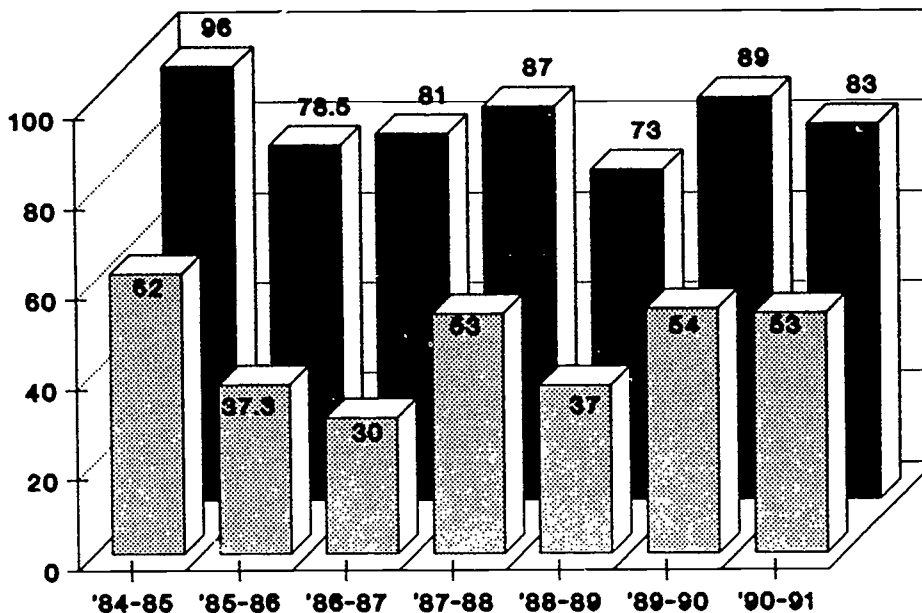
**Figure 19. SECONDARY INSTRUCTOR NUMBER
HEALTH OCCUPATIONS**



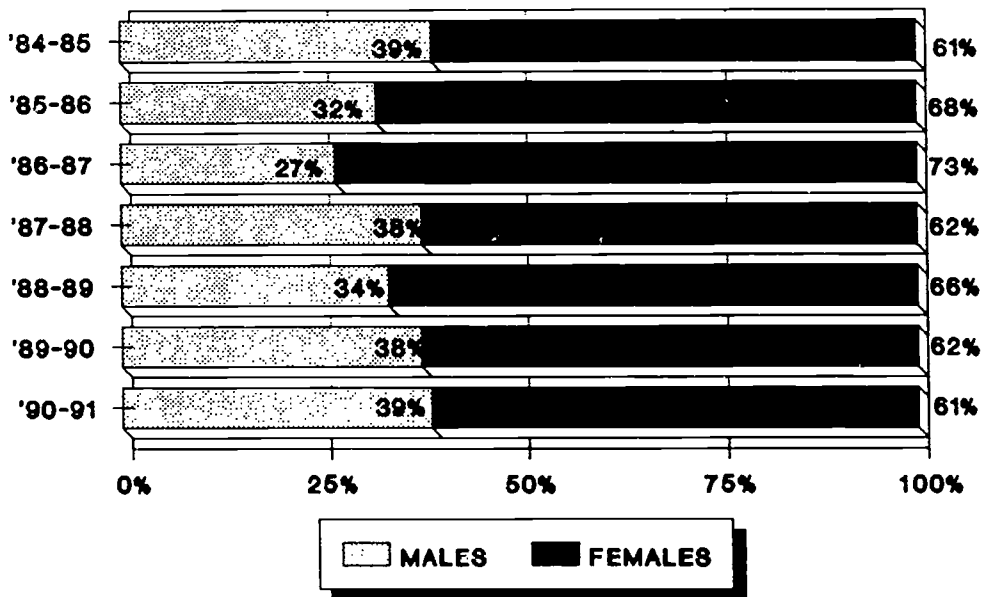
**Figure 20. SECONDARY INSTRUCTOR PERCENT
HEALTH OCCUPATIONS**



**Figure 21. SECONDARY INSTRUCTOR NUMBER
BUSINESS**



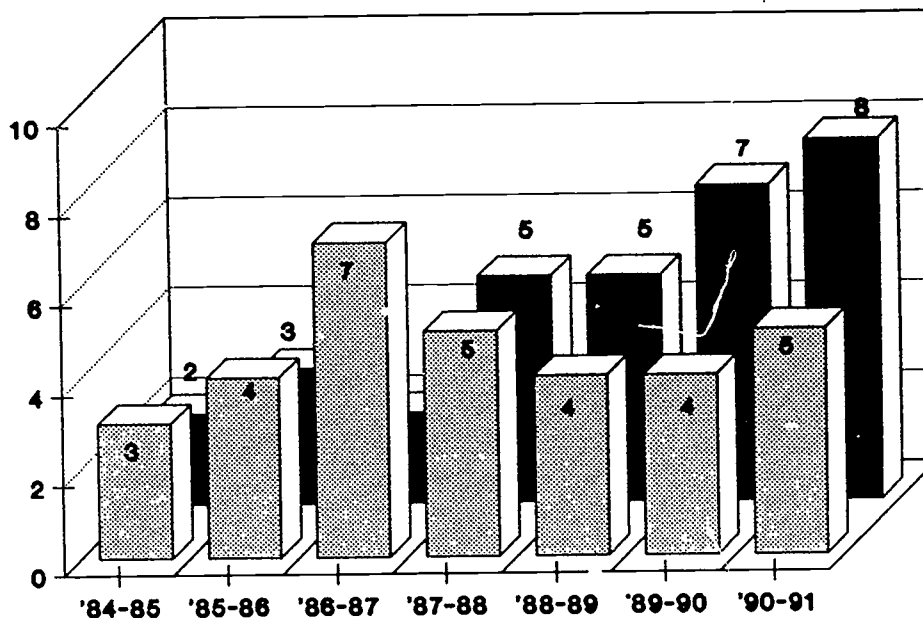
**Figure 22. SECONDARY INSTRUCTOR PERCENT
BUSINESS**



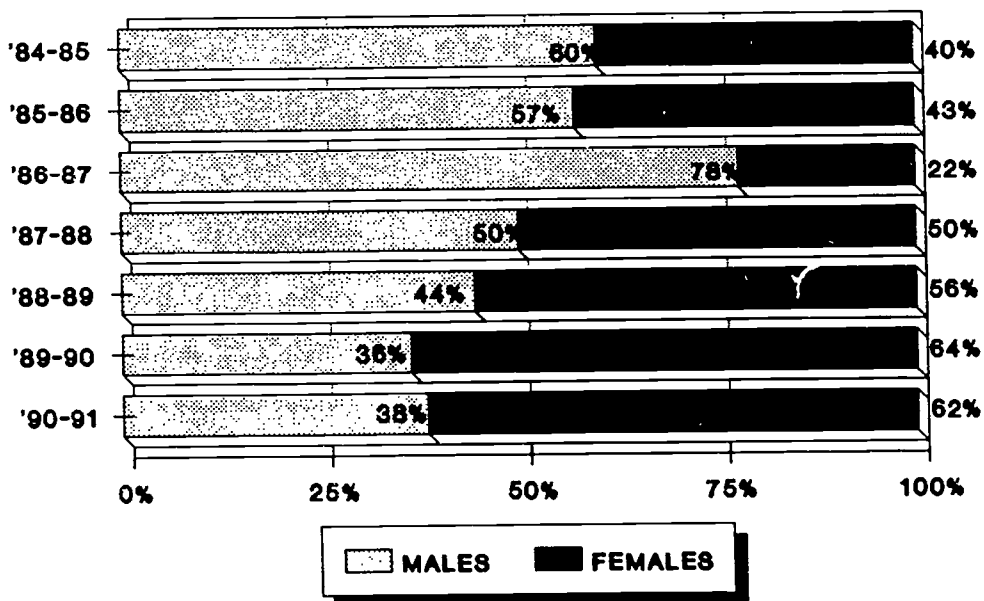
and 39 percent; except in '86-87 (27%).

Secondary marketing staffing data is contained in Figures 23 and 24. Like total secondary marketing enrollment, total secondary staffing has increased each year since the '84-85 school year, except that staffing decreased slightly in '88-89 from the previous year. Current marketing staffing is almost three times that of the marketing staffing in '84-85. Student enrollment in these classes has seen a four fold increase in these classes over this period. Female secondary marketing staffing also has gradually increased since '84-85; except for a slight decrease in '86-87. Male secondary marketing staffing, however, has remained between three and five instructors each year except for '86-87. Female staffing was between 2 and 8 and male staffing was between 3 and 7 during this seven year period. The percentage of males teaching these classes has ranged from 36% in '89-90 to 78% in '86-87. Currently, 38% of those teaching secondary marketing classes are male. In secondary staffing as in secondary enrollment, marketing is one of the few occupational areas that has a fairly even distribution of females and males. Initially, the majority of the marketing teachers were males (60%) and in each of the six following years, except '86-87, there has been a higher percentage of female marketing teachers. Currently, the majority of the marketing teachers are female (62%). Secondary marketing staffing shifted from being predominately male to predominately female. It should be noted, however, that since the total number of marketing teachers for each year has been very small (under 13), the percentages representing subsets of this group, may be somewhat misleading.

**Figure 23. SECONDARY INSTRUCTOR NUMBER
MARKETING**



**Figure 24. SECONDARY INSTRUCTOR PERCENT
MARKETING**



Comparison of Secondary Enrollment and Secondary Staffing

Table 25 contains information for the last seven years regarding the percentage of females staffing and the percentage of females enrolled in secondary agriculture classes throughout the state. Basically, the percentage of females staffing these classes has gradually decreased from 18% to 8% since '85-86 and the percentage of secondary female agricultural enrollment has increased from 31% to 40%. Secondary female agricultural enrollment figures were exceptionally high in '86-87 and '87-88. Since there were virtually no changes in secondary female staffing (see Figure 13) and female enrollment (see Figure 1) in secondary agricultural classes for this seven year period, the changes in percentage of females teaching and attending these classes are due to the increases and decreases in the male staffing and enrollment of these classes for this period. Currently, the percentage of females staffing is less than one-fourth the percentage of females enrolled in these classes.

Table 26 contains information regarding the percentage of females staffing and the percentage of females enrolled in secondary trade & industry/industrial arts classes for the analyzed period. Generally, over the seven year period the percentage of female teachers in these classes has decreased from eight percent or five percent; whereas, the female enrollment these classes decreased from 12% to 9%. Secondary female trade & industry staffing decreased exceptionally in '86-87. Although there were some changes in secondary female trade & industry /industrial arts staffing over the seven year period, since the number of female teachers as compared to the number male teachers was so low for any give year, any changes in the percentage in females teaching these classes was masked by increases or decreases within the male instructor population. In the same manner, changes in the percentage of female enrollment also were masked by increase and decreases in the male enrollment in these classes. Currently, the percentage of females staffing is approximately one-half the percentage of females enrolled in

Figure 25. PERCENT OF FEMALES STAFFING AND ENROLLED IN SECONDARY AGRICULTURE CLASSES

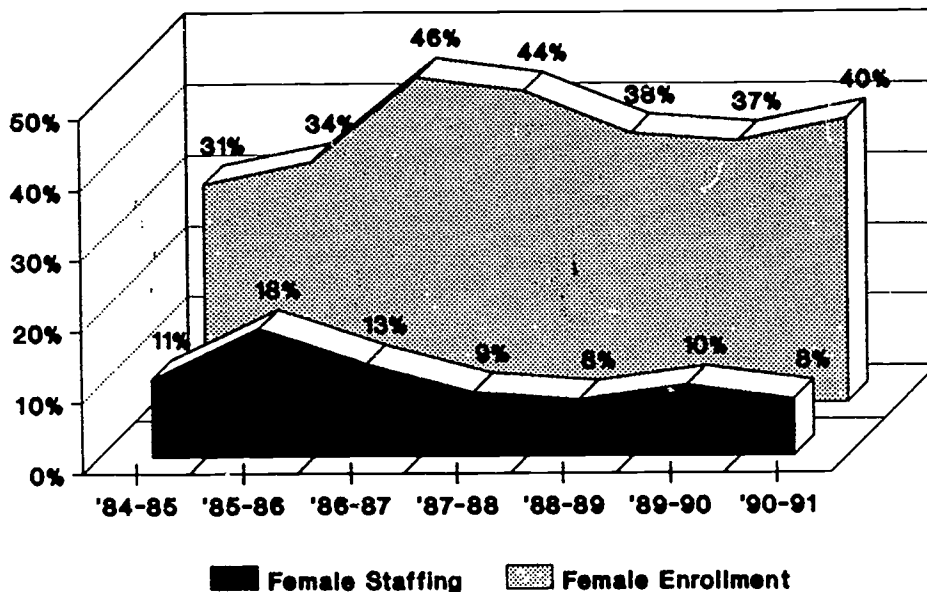
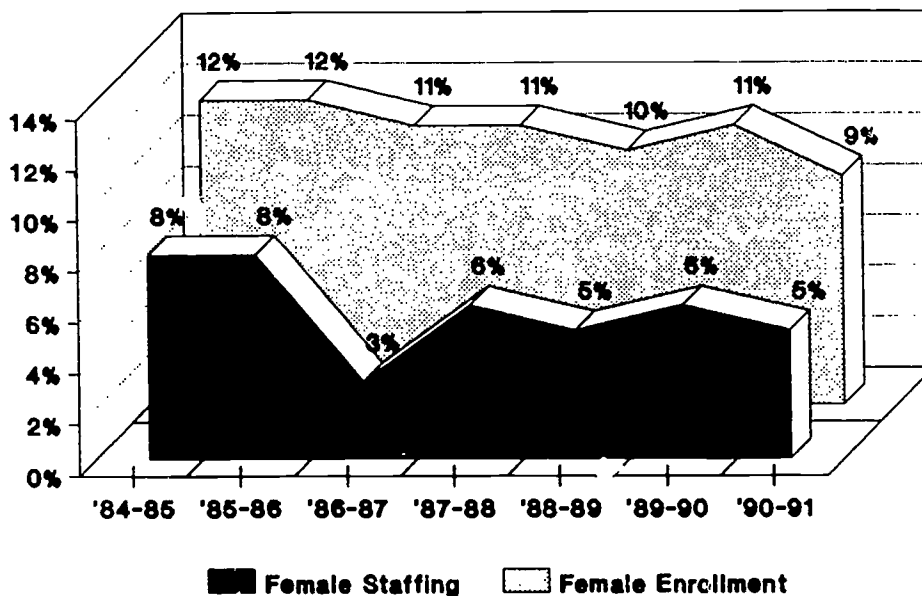


Figure 26. PERCENT OF FEMALES STAFFING AND ENROLLED IN SECONDARY TRADE & INDUSTRY/INDUSTRIAL ARTS CLASSES



these classes.

Table 27 contains information regarding the percentage of males staffing and the percentage of males enrolled in secondary HERO/home economics classes for the analyzed period. The percentage of males staffing change fluctuated over seven years and basically formed two u-shapes. The percentage of secondary male HERO/home economics staffing ranged between 3% and 13%. The fluctuations in the percentage of male enrollment has been minor and has remained in the high 20's since '84-85. Currently, the percentage of males staffing is approximately one-half the percentage of males enrolled in these classes.

Table 28 contains information regarding the percentage of males staffing and the percentage of males enrolled in secondary health occupations classes for the analyzed period. The percentage of males teaching these classes has been 0 for all seven years. The percentage of male enrollment in these classes has steadily decreased each year from '85-86 (24%) to '89-90 (11%) and rose slightly to 14% in the last year.

Table 29 contains information regarding the percentage of males staffing and the percentage of males enrolled in secondary business classes for the analyzed period. The percentage of males teaching in these classes has remained between 32 and 39 percent for 6 of the seven analyzed years. Basically, male staffing for these classes forms two v-shapes. Secondary male business enrollment has steadily and gradually increased from 27% to 40% in this seven year period. Currently, both secondary business male staffing and enrollment are at about 40%.

Table 30 contains information regarding the percentage of males staffing and the percentage of males enrolled in secondary marketing classes for the analyzed period. Marketing is one of the only occupational areas that has a fairly even distribution of female and male enrollment and staffing. Initially, the majority of the marketing teachers were males (60%) and in each of the six following years, except '86-87, there has been a higher percentage of female marketing teachers. Currently, the majority of the marketing teachers are female (62%).

Figure 27. PERCENT OF MALES STAFFING AND ENROLLED IN SECONDARY HERO/HOME ECONOMICS CLASSES

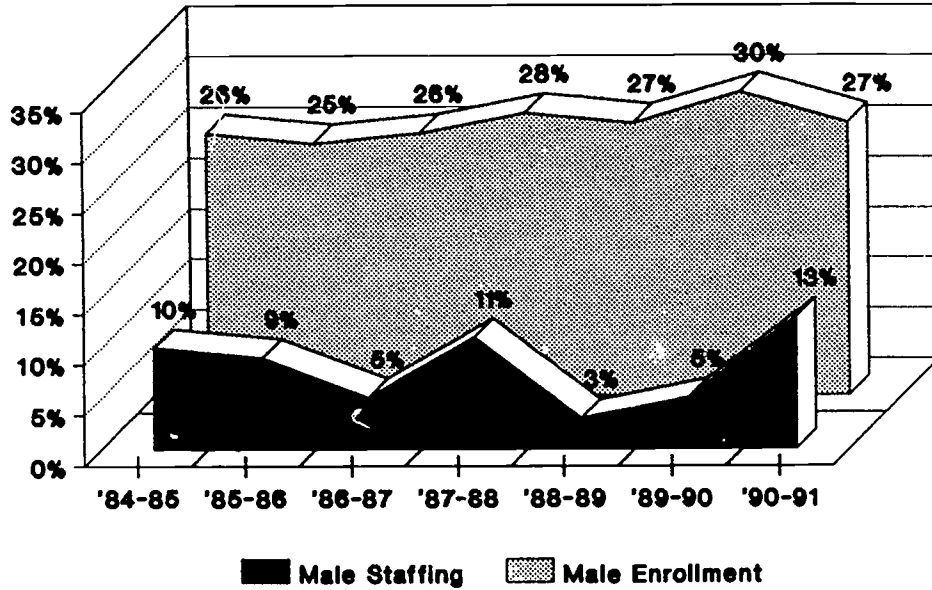


Figure 28. PERCENT OF MALES STAFFING AND ENROLLED IN SECONDARY HEALTH OCCUPATIONS CLASSES

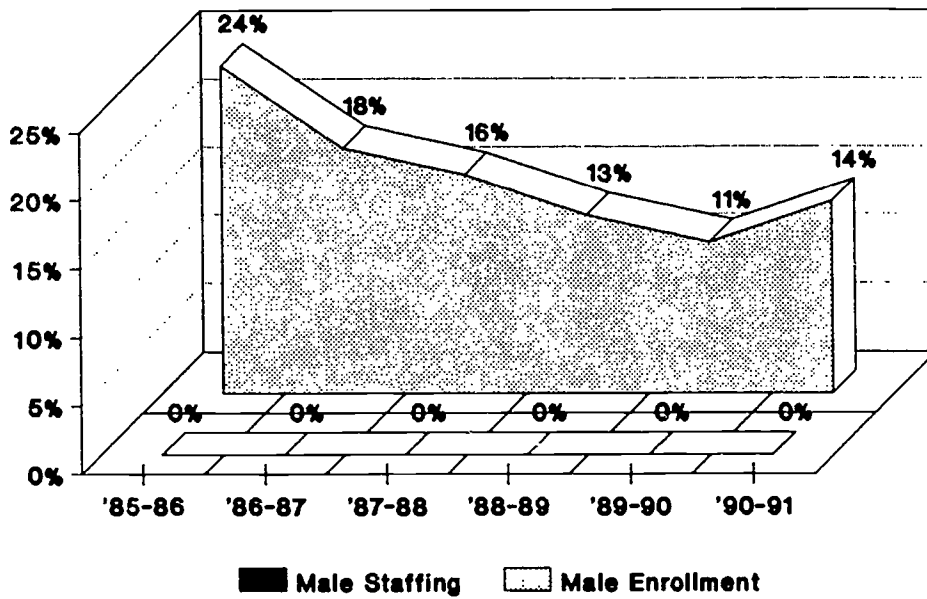


Figure 29. PERCENT OF MALES STAFFING AND ENROLLED IN SECONDARY BUSINESS CLASSES

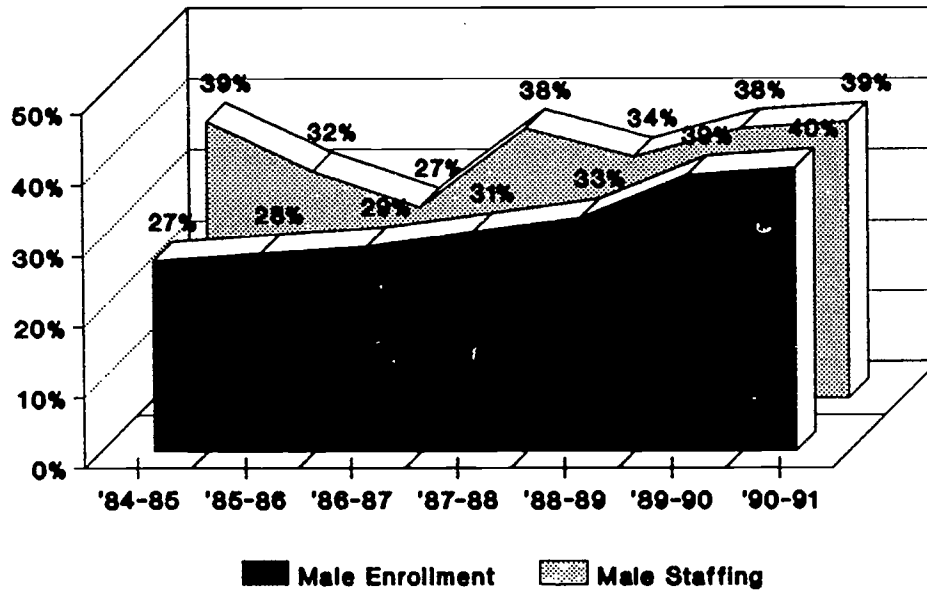
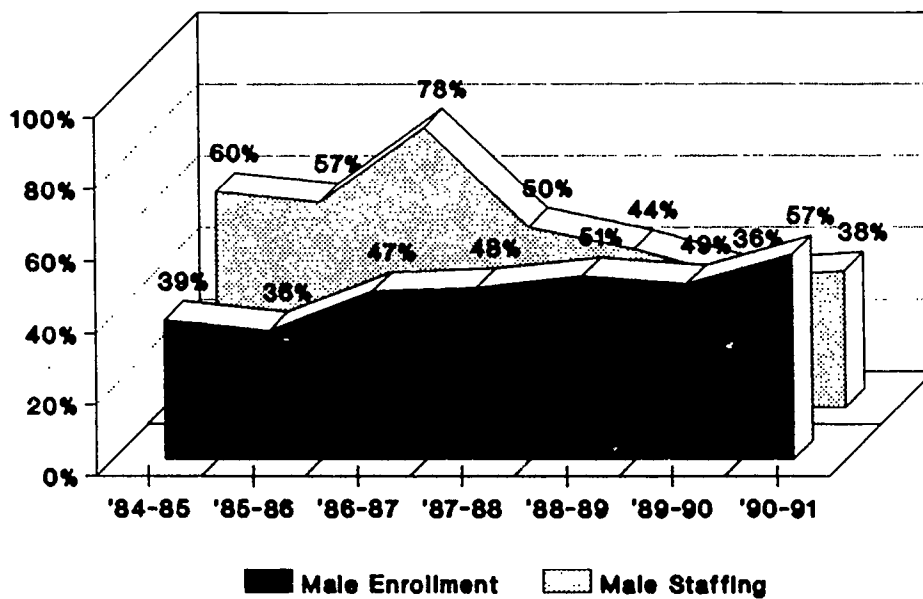


Figure 30. PERCENT OF MALES STAFFING AND ENROLLED IN SECONDARY MARKETING CLASSES



Secondary marketing staffing shifted from being predominately male to predominately female; whereas, secondary marketing enrollment shifted from being predominately female to predominately male. It should be noted, however, that since the total number of marketing teachers for each year has been very small (under 13), the percentages representing subsets of this group, may be somewhat misleading.

ANALYSIS OF POST-SECONDARY OCCUPATIONAL ENROLLMENT
AND INSTRUCTIONAL STAFFING IN NEVADA

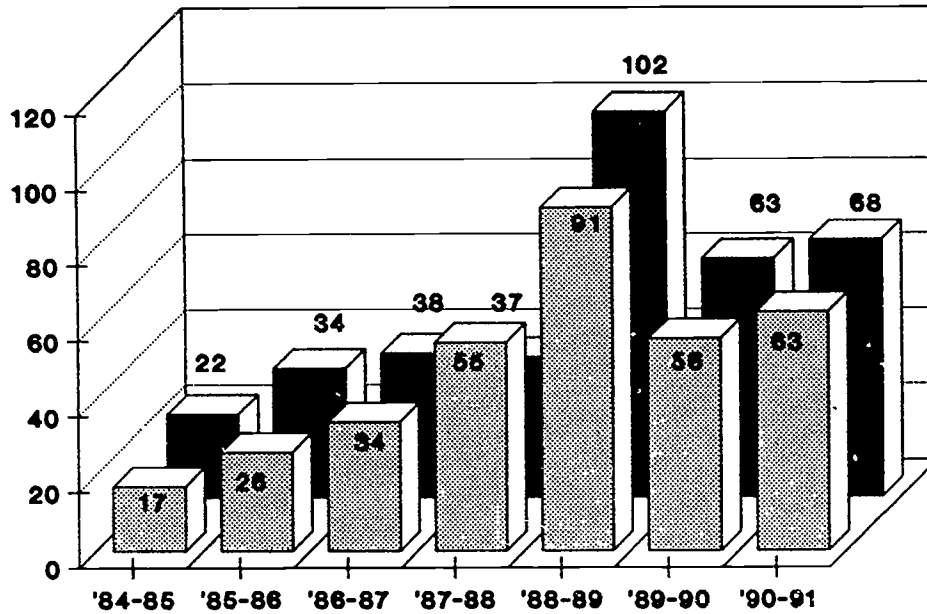
Post-Secondary Enrollment

Post-secondary agricultural enrollment data is contained in Figures 31 and 32. Total post-secondary agricultural enrollments have increased slowly each of the seven years; except for a drastic increase in '88-89 and a drastic drop in the '89-90 from the previous school years. Both the post-secondary male and female agricultural enrollments reflect the same pattern of change for this seven year period; except that female enrollment increased substantially while male enrollment stayed the same in '87-88 from the previous year. Male enrollment was between 22 and 102 and female enrollment was between 17 and 91 during this seven year period.

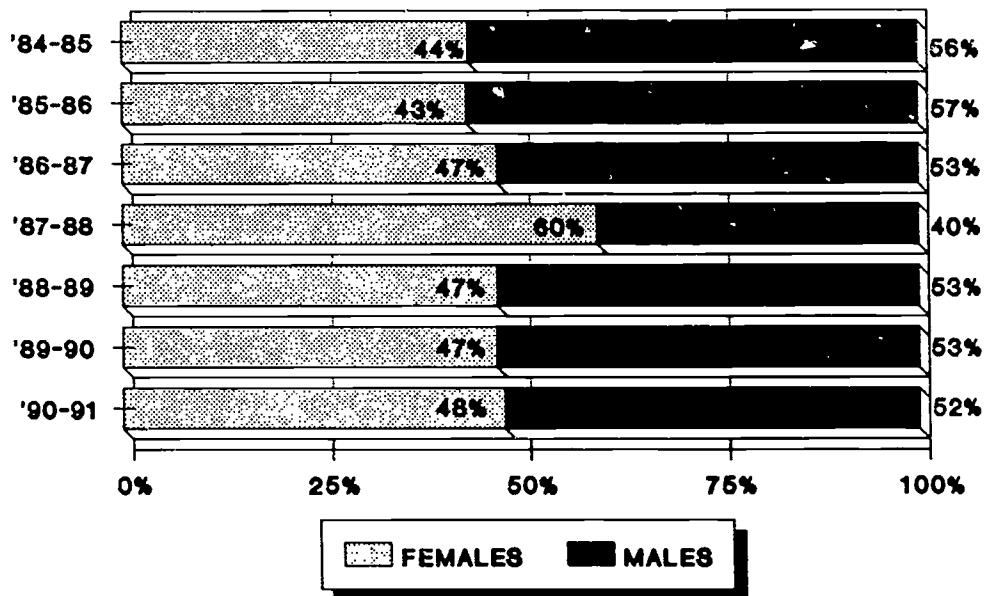
The percentage of females in these classes has ranged from 43% in '85-86 to 60% in '87-88. Currently, females comprise 48% of the enrollment in post-secondary agriculture classes. For six of the seven measured years, the percentage of females enrolled in these classes has gradually increased from the mid to high 40's. Since the female enrollment steadily increased each year and the male enrollment increased each year except in '87-88, the female enrollment percentage for '87-88 was unusually high (60%).

Post-secondary trade & industry/industrial arts enrollment data is contained in Figures 33 and 34. Total post-secondary trade & industry/industrial art enrollment decreased slightly between '84-85 and '85-86, greatly increased each year between '85-86 and '88-89, decreased drastically between '88-89 and '89-90, and decreased slightly between '89-90 and '90-91. Currently, total enrollment figures for these classes declined since '88-89 to a point mid-way between the high and low for this seven year period. Both the post-secondary male and female trade & industry/industrial arts enrollments reflect the same pattern of change for this seven year period. Male enrollment was between 695 and 2282 and female enrollment was between 185 and 683 during this period. The percentage of females in these classes has ranged from 20% in '87-88 to 23% in '86-87, '88-89, and '89-90. The fluctuation of the female

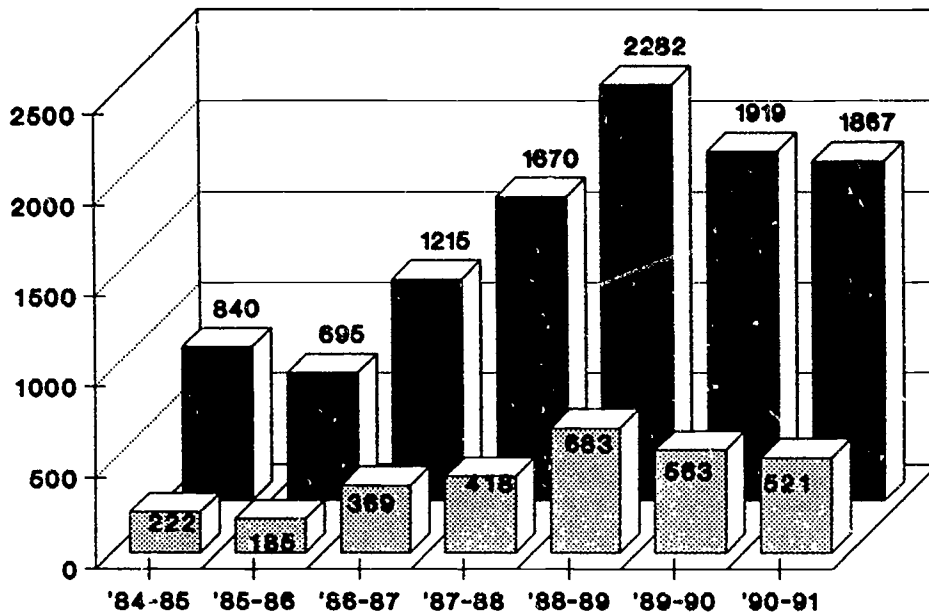
**Figure 31. POST-SECONDARY ENROLLMENT #
AGRICULTURE**



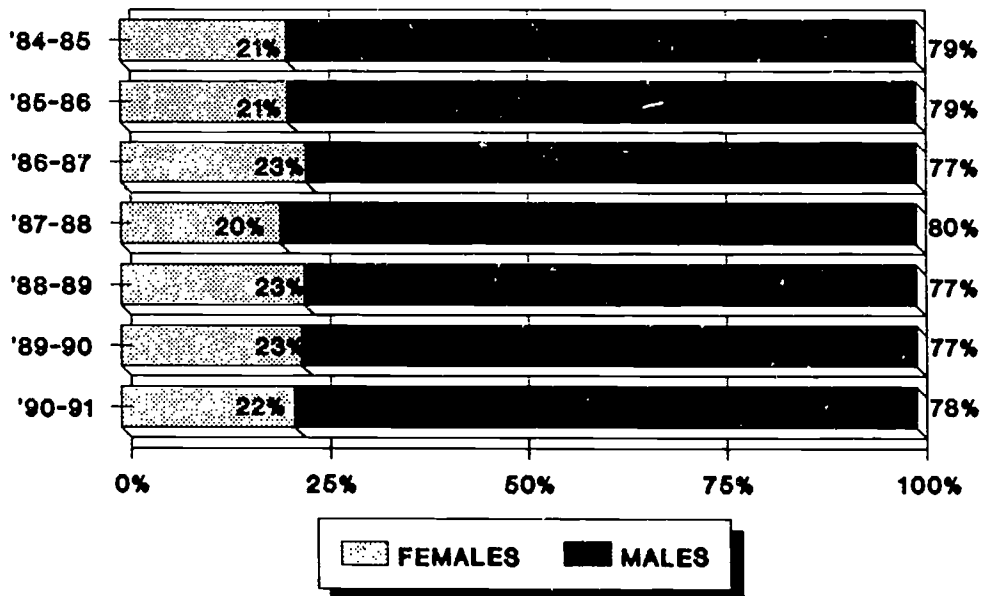
**Figure 32. POST-SECONDARY ENROLLMENT %
AGRICULTURE**



**Figure 33. POST-SECONDARY ENROLLMENT #
TRADE & INDUSTRY/INDUSTRIAL ARTS**



**Figure 34. POST-SECONDARY ENROLLMENT %
TRADE & INDUSTRY/INDUSTRIAL ARTS**

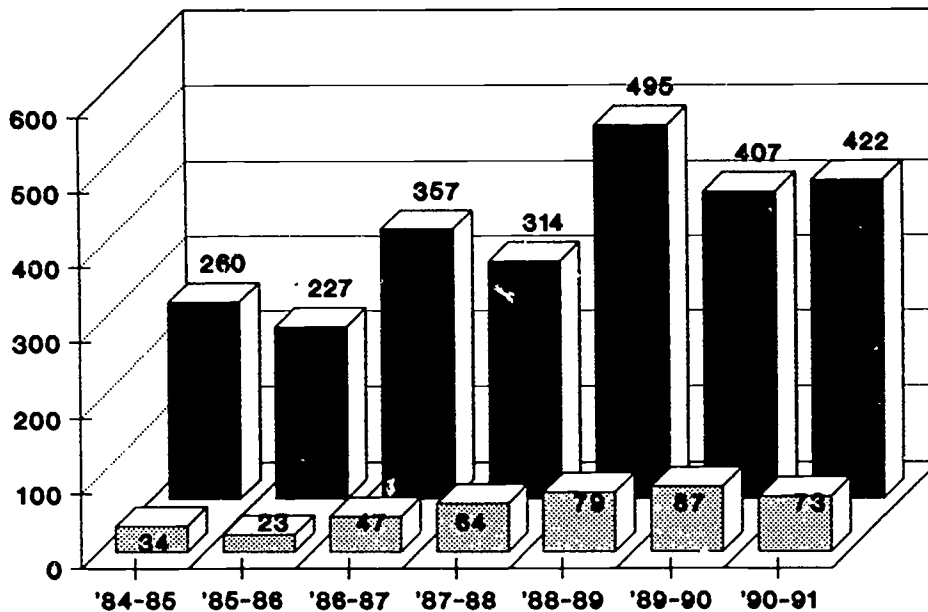


percentages in these classes over the seven year period has been minor and has remained in the low 20's.

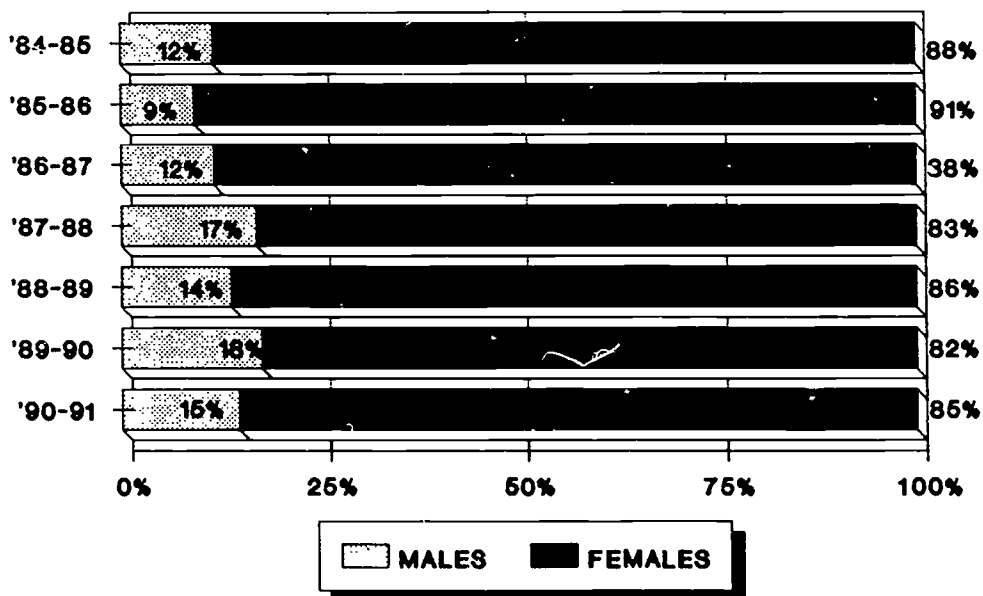
Post-secondary home economics related occupations (HERO)/home economics enrollment data is contained in Figures 35 and 36. Total post-secondary HERO/home economics enrollments decreased slightly between '84-85 and '85-86, increased substantially between '85-86 and '86-87, decreased slightly between '86-87 and '87-88, increased drastically between '87-88 and '88-89, decreased substantially between '88-89 and '89-90, and remain about the same in the last two years. Post-secondary female HERO/home economics enrollments reflect the same pattern of change for this seven year period. Male enrollment also reflect a similar pattern of change over this period except there were slight increases between '86-87 and '87-88 and between '88-89 and '89-90. Female enrollment was between 227 and 495 and male enrollment was between 23 and 87 during this seven year period. The percentage of males in these classes has ranged from 9% in '85-86 to 18% in '89-90. Currently, males comprise 15% of the enrollment in post-secondary HERO/home economics classes. The percentage of male enrollment for six of the seven analyzed years fluctuated between 12% and 18%.

Post-secondary health occupations enrollment data is contained in Figures 37 and 38. Total post-secondary health occupation enrollment decreased substantially between '84-85, increased drastically between '85-86 and 86-87, decreased slightly between '86-87 and '87-88, decrease substantially between '88-89 and '89-90, and decreased slightly between '89-90 and '90-91. Both the post-secondary male and female health occupations enrollments reflect the same pattern of change for this seven year period; except that male enrollment rose slightly between the last school years. Female enrollment was between 240 and 859 and male enrollment was between 44 and 356 during this seven year period. The percentage of males in these classes has ranged from 15% in '85-86 to 30% in '90-91. The percentage of male post-secondary health occupations students has fluctuated through the seven years with most of the

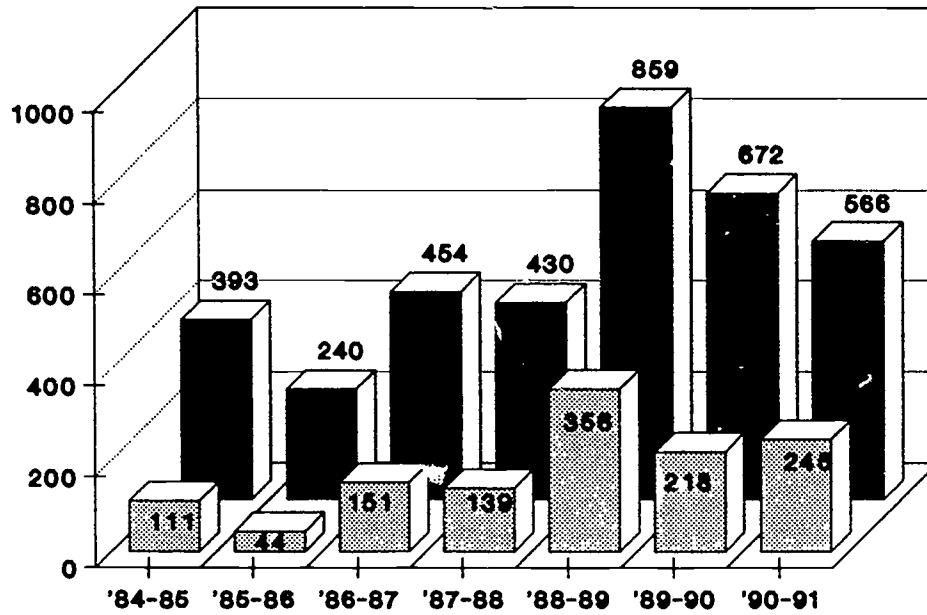
**Figure 35. POST-SECONDARY ENROLLMENT #
HERO/HOME ECONOMICS**



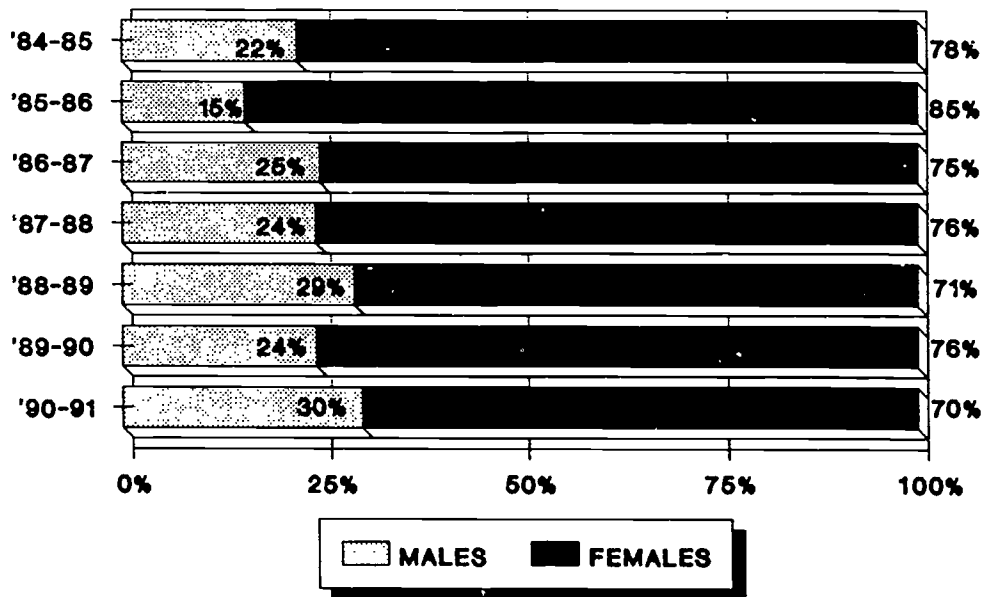
**Figure 36. POST-SECONDARY ENROLLMENT %
HERO/HOME ECONOMICS**



**Figure 37. POST-SECONDARY ENROLLMENT #
HEALTH OCCUPATIONS**



**Figure 38. POST-SECONDARY ENROLLMENT %
HEALTH OCCUPATIONS**

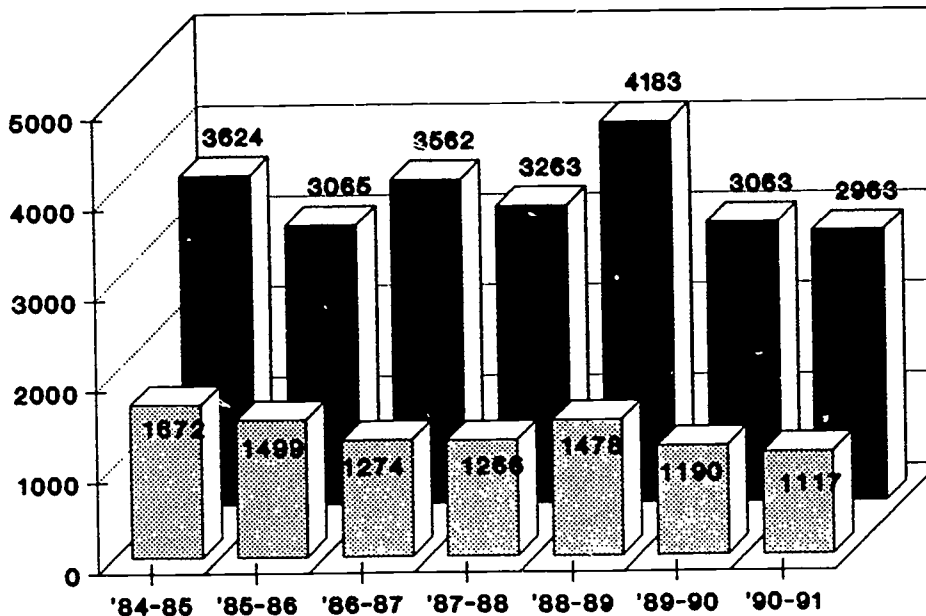


percentages in the mid to high 20's.

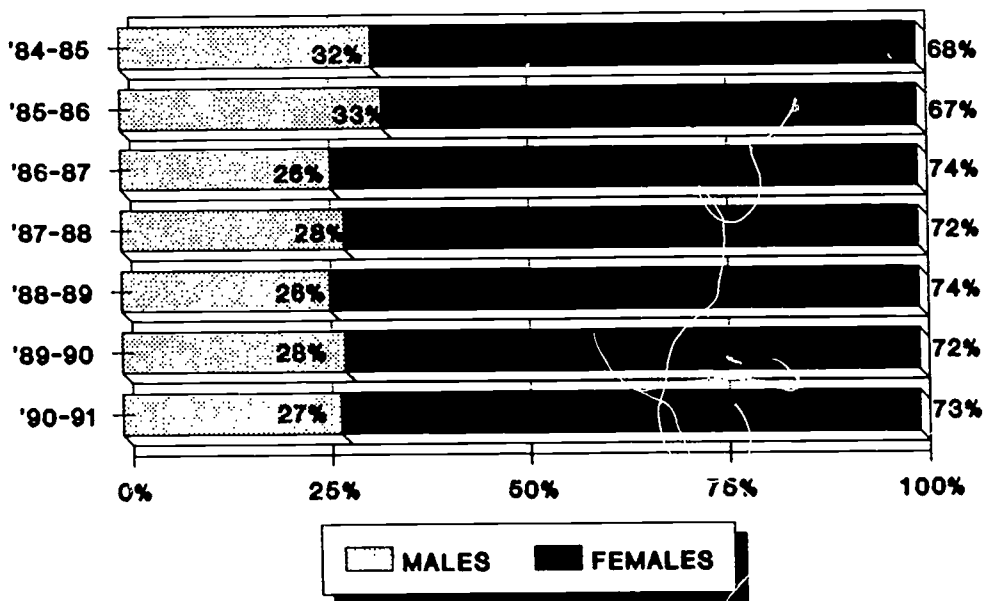
Post-secondary business enrollment data is contained in Figures 39 and 40. Total post-secondary business enrollments dropped moderately between '84-85 and '85-86, remained about the same between '85-86 and '87-88, rose sharply between '87-88 and '88-89, dropped drastically between '88-89 and '89-90 school years, decreased slightly between '89-90 and '90-91. Female business enrollment reflects the same basic pattern of change for this seven year period. Male business enrollment between '84-85 and '88-89 form a U-shaped pattern and has dropped gradually since '88-89. There were between 2963 and 4183 female and between 1117 and 1672 male post-secondary business students during the analyzed period. The percentage of males dropped from 33% in '85-86 to 26% in '86-87 and has remained between 26% and 28% in the last five years.

Post-secondary marketing enrollment data is contained in Figures 41 and 42. Total post-secondary marketing enrollments have increased slightly each year between the '84-85 and '87-88 school years, increased drastically between '87-88 and '88-89, decreased drastically between '88-89 and '89-90, and remained the same between '89-90 and '90-91. Both the post-secondary male and female marketing enrollments reflect the same pattern change for this seven year period; except male enrollment declined slightly between '86-87 and '87-88. Male enrollment was between 825 and 1449 and female enrollment was between 824 and 1359 during this seven year period. The percentage of females in these classes has ranged from 47% in '86-87 to 53% at present. For the analyzed seven year period, the range of percentages of females in these classes is very small and all percentages are virtually at 50%. Marketing, at the post-secondary level as in the secondary level, is one of the few occupational areas that has maintained a fairly even distribution of female and male students.

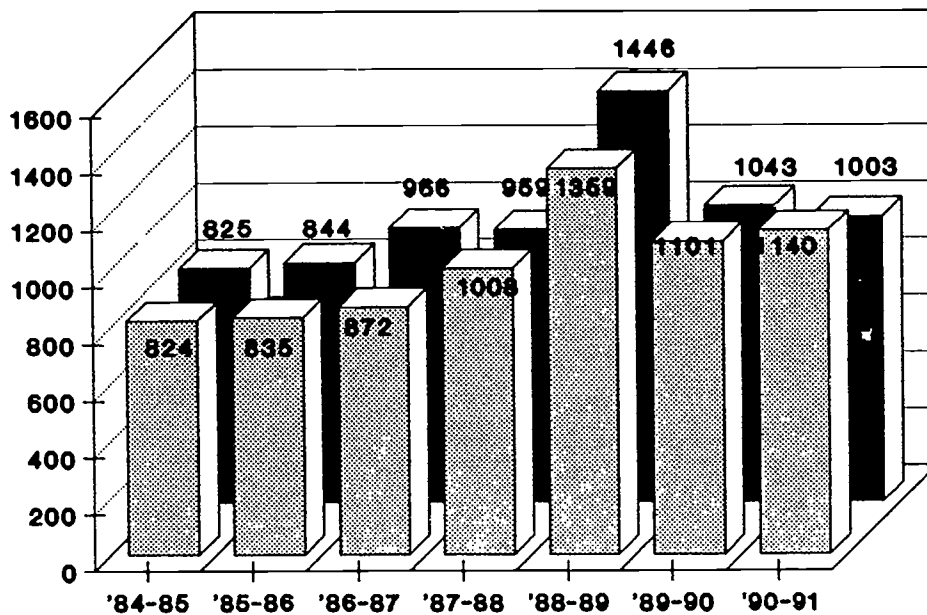
**Figure 39. POST-SECONDARY ENROLLMENT #
BUSINESS**



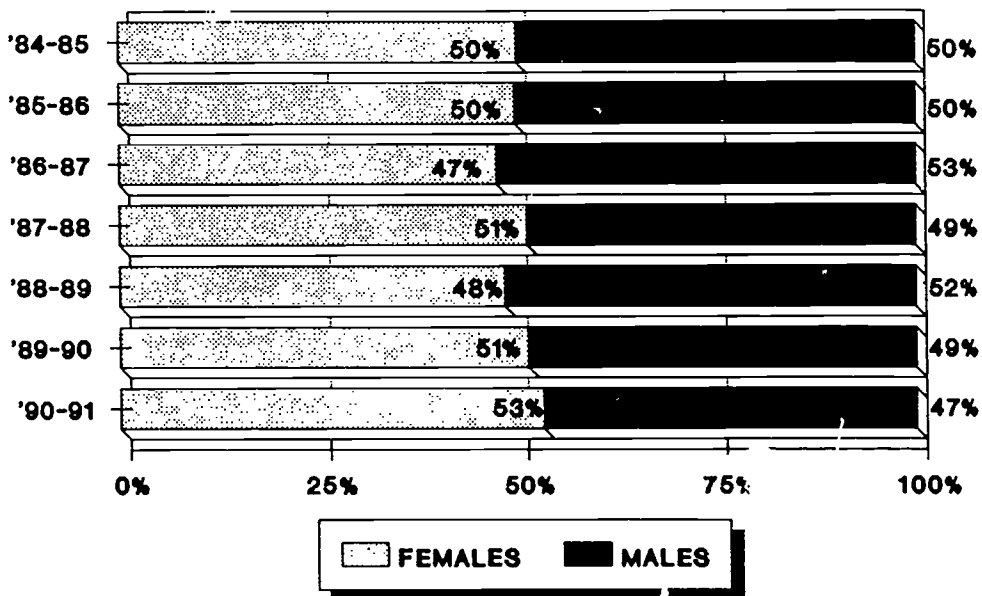
**Figure 40. POST-SECONDARY ENROLLMENT %
BUSINESS**



**Figure 41. POST-SECONDARY ENROLLMENT #
MARKETING**



**Figure 42. POST-SECONDARY ENROLLMENT %
MARKETING**



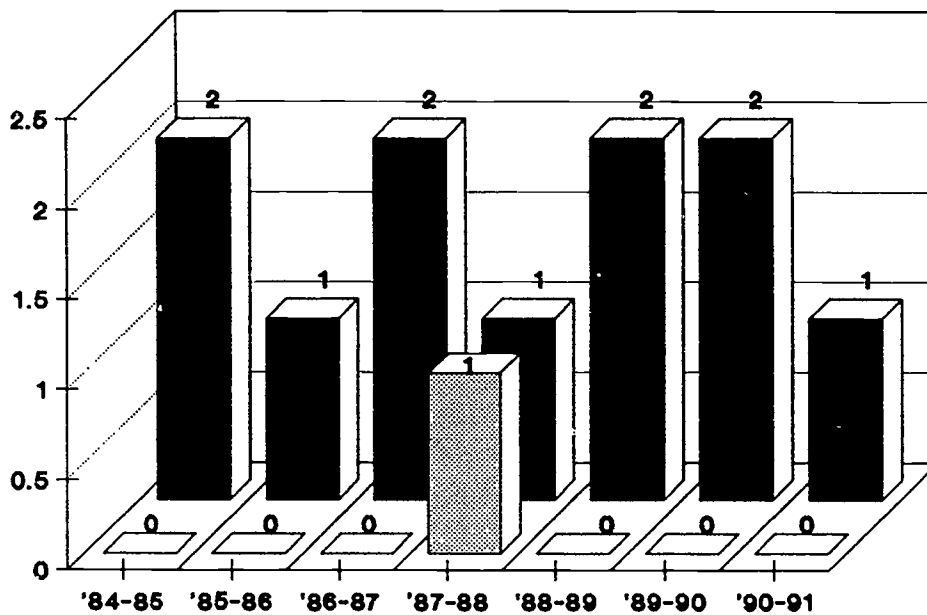
Post-Secondary Staffing

Post-secondary agricultural staffing data is contained in Figures 43 and 44. Unlike post-secondary agricultural enrollments, total post-secondary agricultural staffing has remained the virtually same (with one or two instructors) over the seven years analyzed. In '85-86, there was one post-secondary agriculture instructor in Nevada. Throughout this period, post-secondary agricultural male staffing fluctuated between one and two. Also during this period, no females taught the post-secondary agriculture classes; except one female taught some these classes in '87-88. The percentage of females teaching these classes was 50% in '87-88 and the percentage of male teachers was 100% for the remaining years. It should be noted that the total number of post-secondary agriculture instructors for any given year is very low; and therefore, the percentages may be somewhat misleading. Basically, over the seven year period there does not appear to be any females teaching these classes.

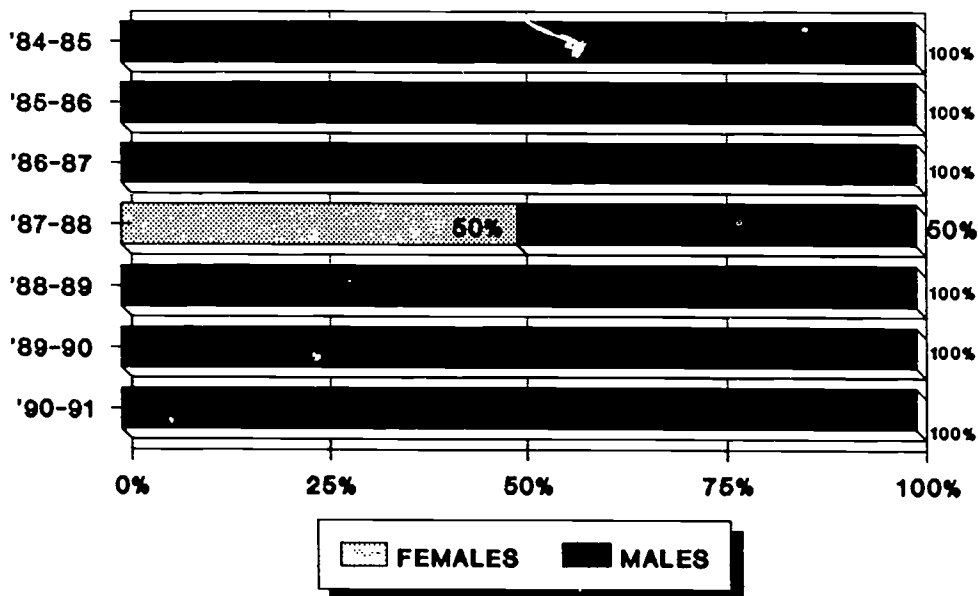
Post-secondary trade & industry/industrial arts staffing data is contained in Figures 45 and 46. Total post-secondary trade & industry/industrial art staffing remained about the same from '84-85 until '88-89 (except for a slight decrease in '86-87 from the previous year), drastically increase in staffing between '88-89 and '89-90, and remained about the same in the last two years. Post-secondary male trade & industry/industrial arts staffing reflects a similar pattern of change for this seven year period. The number of women teaching these classes was either zero or one for six of the seven years analyzed. Male staffing was between 21 and 45 and female staffing was between zero and five. The percentage of females teaching these classes has ranged from 0% in '86-87 and '88-89 to 19% in '87-88. The fluctuation of the post-secondary trade & industry/industrial arts female staffing percentages for these classes over the seven year period has been minor (except for '87-88) and has remained between 0 and 3 percent.

Post-secondary home economics related occupations (HERO)/home

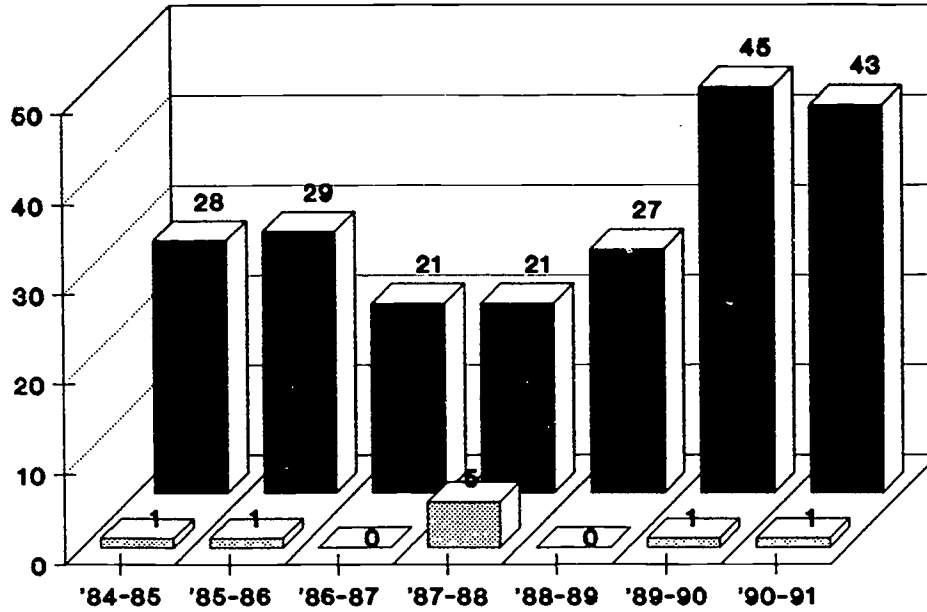
**Figure 43. POST-SECONDARY INSTRUCTOR #
AGRICULTURE**



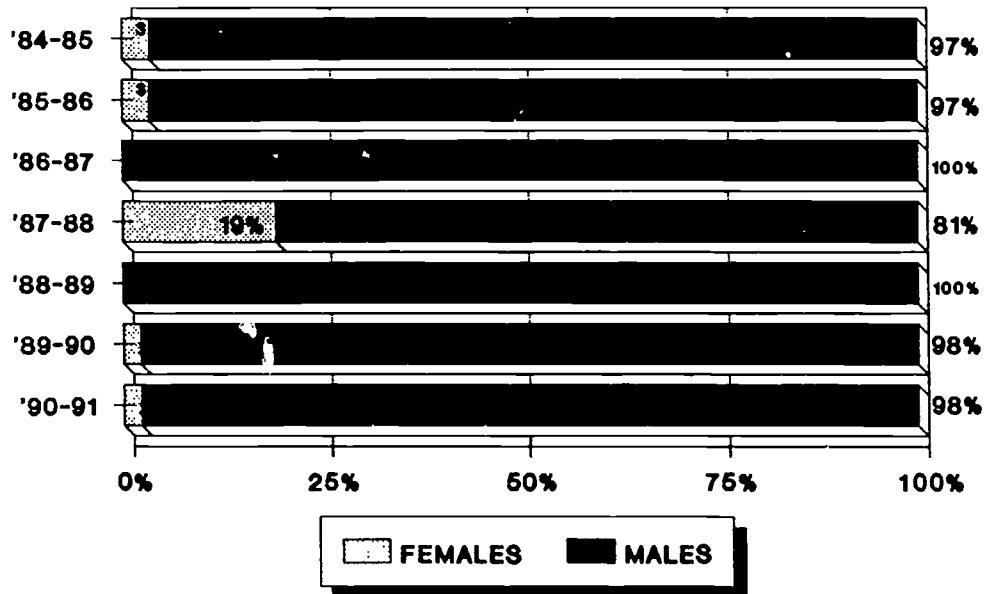
**Figure 44. POST-SECONDARY INSTRUCTOR %
AGRICULTURE**



**Figure 45. POST-SECONDARY INSTRUCTOR #
TRADE & INDUSTRY/INDUSTRIAL ARTS**



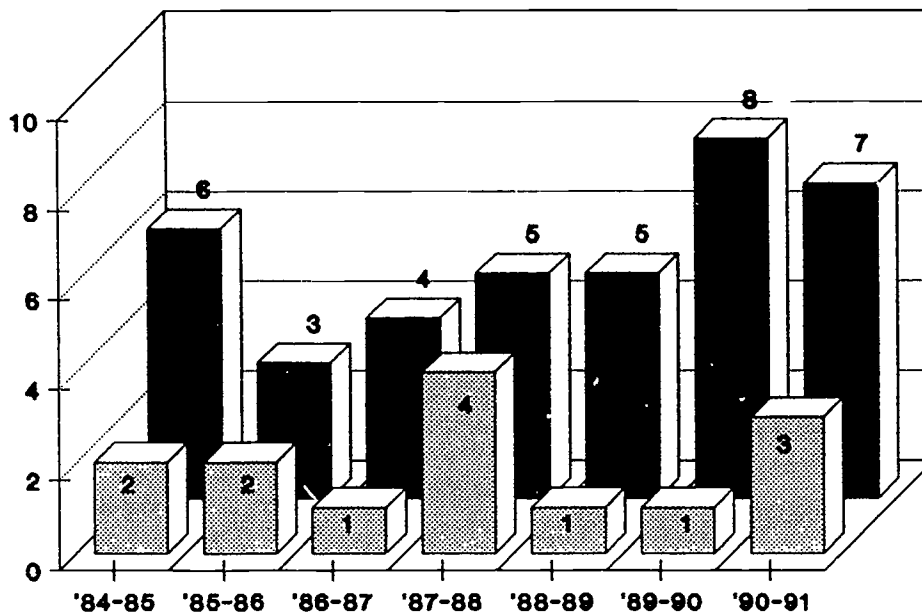
**Figure 46. POST-SECONDARY INSTRUCTOR %
TRADE & INDUSTRY/INDUSTRIAL ARTS**



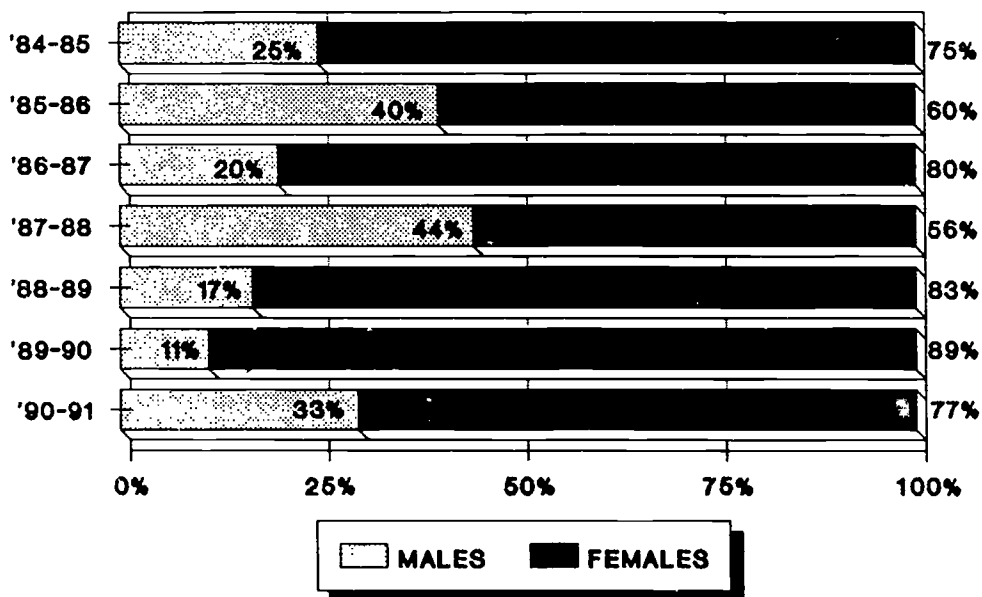
economics staffing data is contained in Figures 47 and 48. Total post-secondary HERO/home economics staffing decreased substantially between '84-85 and '85-86, remained the same between '85-86 and '86-87, increased greatly between '86-87 and '87-88, decreased sharply between '87-88 and '88-89, increased sharply between '88-89 and '89-90, and has remained about the same in the last two year. Post-secondary female HERO/home economics staffing decreased substantially between '84-85 and '85-86, rose slightly between '85-86 and '86-87, remained about the same between '85-86 and '88-89, and increased substantially between '88-89 and '89-90, and also remained about the same in the last two years. Male HERO/home economics staffing has remained very low for the seven year period except for a great increase between '86-87 and '87-88. Female staffing was between 3 and 8 and male staffing was between 1 and 4 during the analyzed period. The percentage of males teaching these classes has ranged from 11% in '89-90 to 44% in '87-88. The male percentage of HERO/home economics staffing for four of the seven analyzed years was between 11% and 25%. The high percentage of males teaching post-secondary HERO/home economics classes in '85-86 (40%) was due to the large decrease in females teaching those classes that year; while the high percentage of males teaching in '87-88 (44%) was primarily due to a large increase in males teaching those classes in that year.

Post-secondary health occupations staffing data is contained in Figures 49 and 50. Total post-secondary health occupation staffing declined slightly between '84-85 and '85-86, dropped drastically between '85-86 and '86-87, rose greatly between '86-87 and '87-88, remained about the same between '87-88, increased drastically between '88-89 and '89-90, and increased slightly between 89-90 and '90-91. Post-secondary female health occupations staffing reflects the a similar pattern of change for this seven year period; except that there was a slight increase between '84-85 and no great rise between '86-87 and '87-88. Male staffing remained very low over the seven year period; except for a substantial rise in '87-88. Female staffing was between 13 and 47 and male staffing

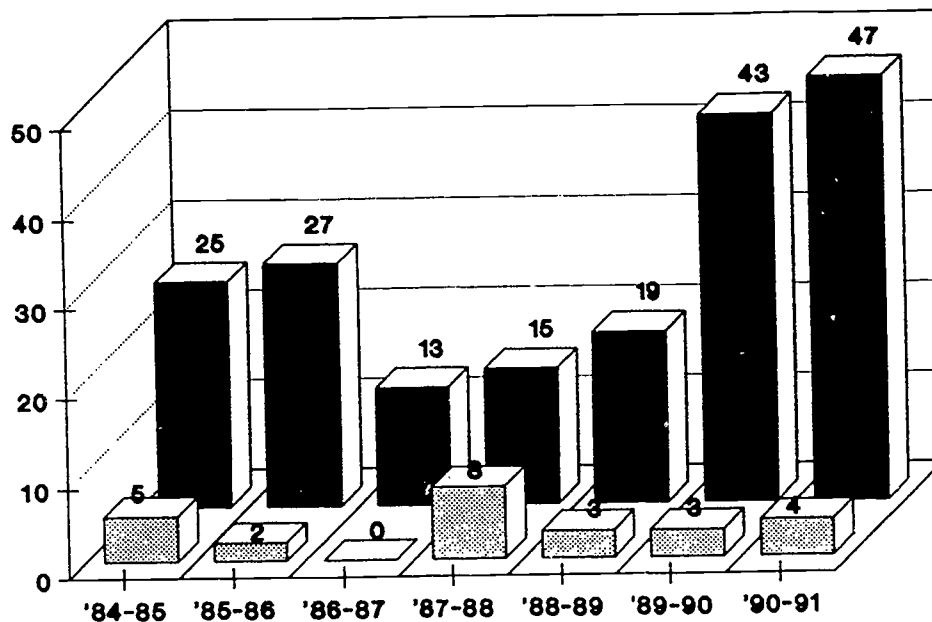
**Figure 47. POST-SECONDARY INSTRUCTOR #
HERO/HOME ECONOMICS**



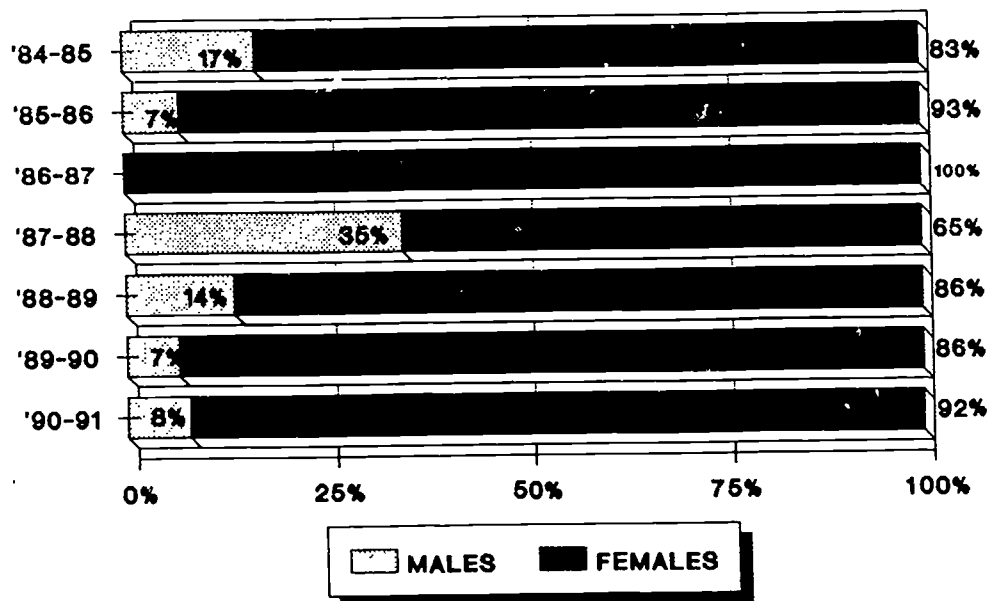
**Figure 48. POST-SECONDARY INSTRUCTOR %
HERO/HOME ECONOMICS**



**Figure 49. POST-SECONDARY INSTRUCTOR #
HEALTH OCCUPATIONS**



**Figure 50. POST-SECONDARY INSTRUCTOR %
HEALTH OCCUPATIONS**

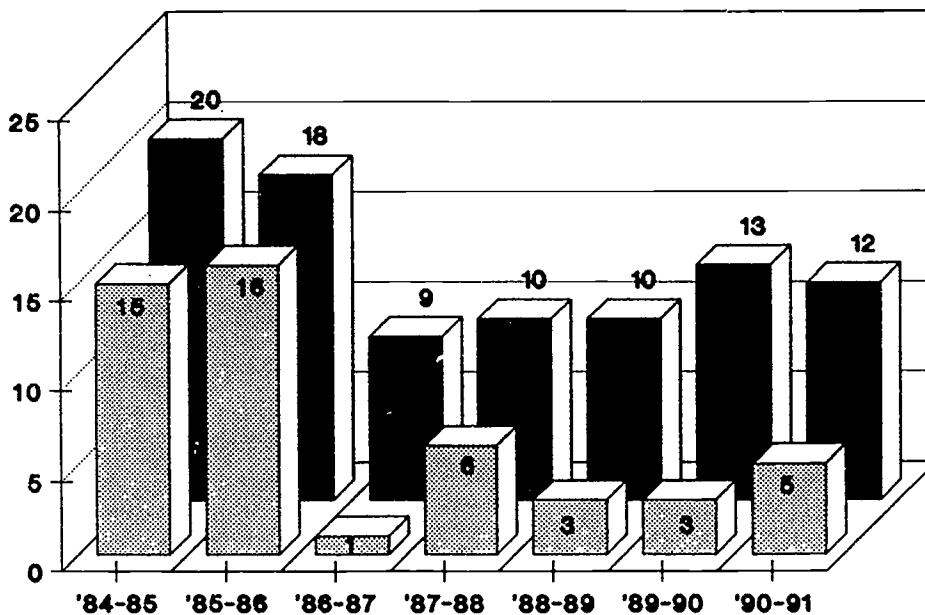


was between 0 and 8 during this seven year period. The percentage of males in these classes has ranged from 0% in '86-87 to 35% in '87-88, which was primarily due to an sharp increase in male instructors for that year. For five of the seven years, the percentage of males teaching post-secondary health occupation classes fluctuated between seven and 17 percent.

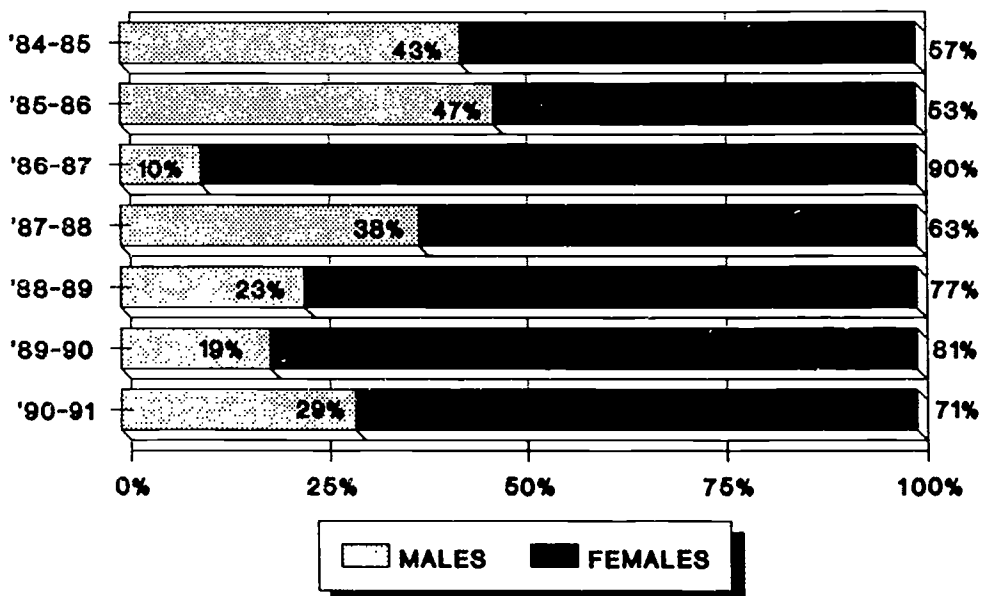
Post-secondary business staffing data is contained in Figures 51 and 52. Total post-secondary business staffing dropped slightly between '84-85 and '85-86, dropped drastically between '85-86 and '86-87, rose substantially between '85-86 and '86-87, and remained about the same for the last four school years. Female business staffing also dropped slightly between '84-85 and '85-86, dropped drastically between '85-86 and '86-87, and remained about the same in the last two years. Female staffing, however, remained about the same between '86-87 and '88-89 and rose slightly between '88-89 and '89-90. Male staffing remained about the same between '84-85 and '85-86, dropped even more drastically than female staffing during between '85-86 and '86-87, rose much more substantially than female staffing between '86-87 and '87-88, and formed a u-shape between '87-88 and '90-91. There were between 9 and 20 female and between 1 and 16 male post-secondary business teachers during the analyzed years. The percentage of males teaching these classes was between 10% and 47%. During the first two years the percentage of male post-secondary business instructors (43% and 47%) was high. In '86-87, male post-secondary instructor staffing was reduced to one-sixteenth of the number in the previous year, resulting in the 10% figure. The male percentage rose sharply between '86-87 and '87-88, steadily decrease each year between '87-88 and '89-90, and rose substantially in the last two years. For this same period, the percentage of post-secondary male enrollment in these classes dropped from 33% in '85-86 to 26% in '86-87 and has remained between 26% and 28% in the last five years.

Post-secondary marketing staffing data is contained in Figures 53 and 54. Total post-secondary marketing staffing steadily increased each

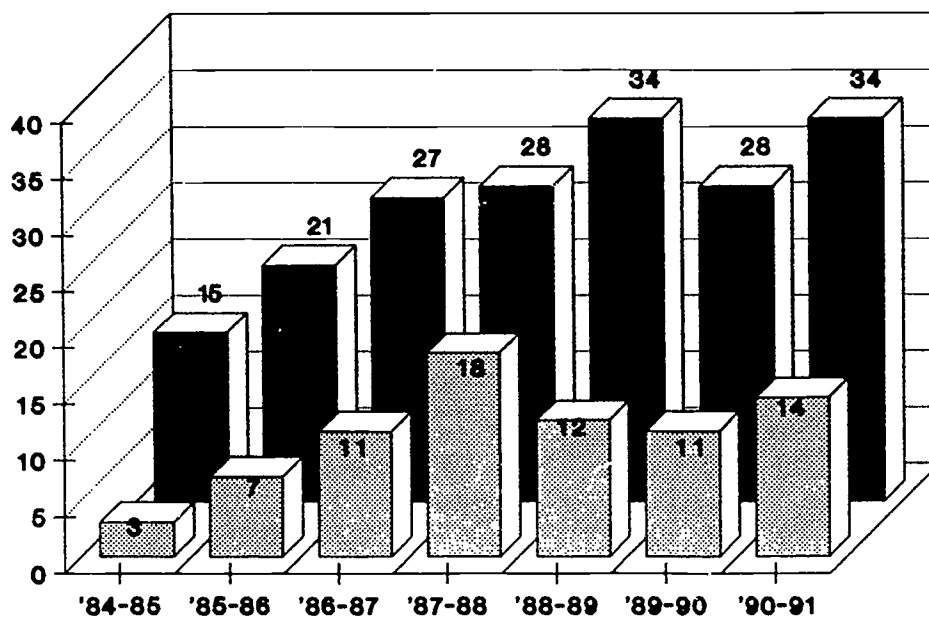
**Figure 51. POST-SECONDARY INSTRUCTOR #
BUSINESS**



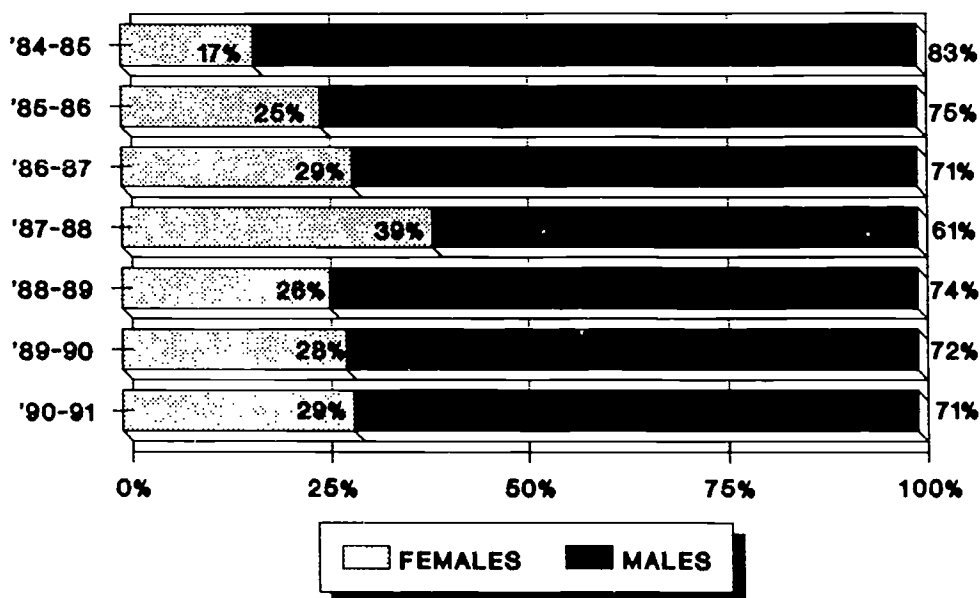
**Figure 52. POST-SECONDARY INSTRUCTOR %
BUSINESS**



**Figure 53. POST-SECONDARY INSTRUCTOR #
MARKETING**



**Figure 54. POST-SECONDARY INSTRUCTOR %
MARKETING**



year from '84-85 to '87-88, remained the same between '87-88 and '88-89, moderately decreased between '88-89 and '89-90, and increased moderately between '89-90 and '90-91 . Both the post-secondary male and female marketing staffing reflect the a similar pattern of change for this seven year period; except that male staffing increased and female staffing decreased between '87-88 and '88-89. Male staffing was between 15 and 34 and female staffing was between 3 and 18 during this seven year period. The percentage of females teaching these classes has ranged from 17% in '84-85 to 39% in '87-88, due to a large increase in female teaching these classes that year. Since '85-86, except for '87-88, females have comprise between 25 and 29 percent of the staffing of post-secondary marketing classes. The range of percentages of females enrolled in these classes for the analyzed years is very small and all percentages are virtually at 50%.

Comparison of Postsecondary Enrollment and Postsecondary Staffing

Table 55 contains information for the last seven years regarding the percentage of females staffing and the percentage of females enrolled in post-secondary agriculture classes throughout the state. The percentage of females teaching these classes was 50% in '87-88 and the percentage of male teachers was 100% for the remaining years. It should be noted that the total number of post-secondary agriculture instructors for any given year is very low; and therefore, the percentages may be somewhat misleading. Basically, over the seven year period there does not appear to be any females teaching these classes. Female post-secondary agricultural enrollment for this same period has gradually increased from the mid to high 40's; except that female enrollment in these classes was exceptionally high in '87-88.

Table 56 contains information regarding the percentage of females staffing and the percentage of females enrolled in post-secondary trade & industry/ industrial arts classes for the analyzed period. The fluctuation of the post-secondary trade & industry/industrial arts female staffing percentages for these classes over the six year period has been minor (except for '87-88) and has remained between 0 and 3 percent. The high percentage of females teaching post-secondary trade & industry/industrial arts class in '87-88 is due to a sudden increase in females teaching classes that year from the previous year; however, the number of females teaching these classes dropped drastically the next year and has remained very low. The female enrollment for these classes has remained in the low 20's. Currently, the percentage of females staffing is one-eleventh the percentage of females enrolled in these classes.

Table 57 contains information regarding the percentage of males staffing and the percentage of males enrolled in post-secondary HERO/home economics classes for the analyzed period. The male percentage of HERO/home economics staffing has fluctuated greatly during the analyzed period. The percentage of males teaching these classes has ranged from

Figure 55. PERCENT OF FEMALES STAFFING AND ENROLLED IN POST-SECONDARY AGRICULTURE CLASSES

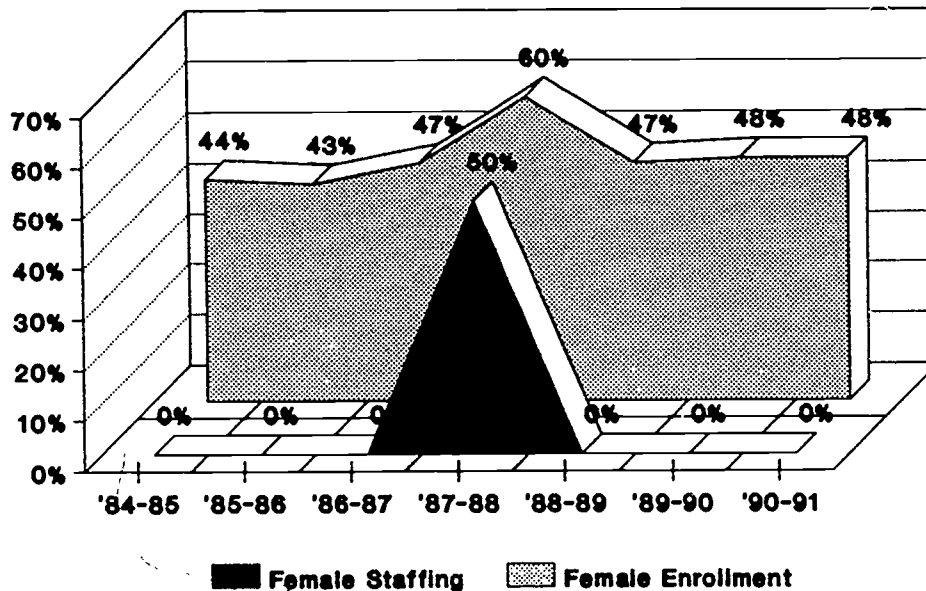


Figure 56. PERCENT OF FEMALES STAFFING AND ENROLLED IN POST-SECONDARY TRADE & INDUSTRY/INDUSTRIAL ARTS CLASSES

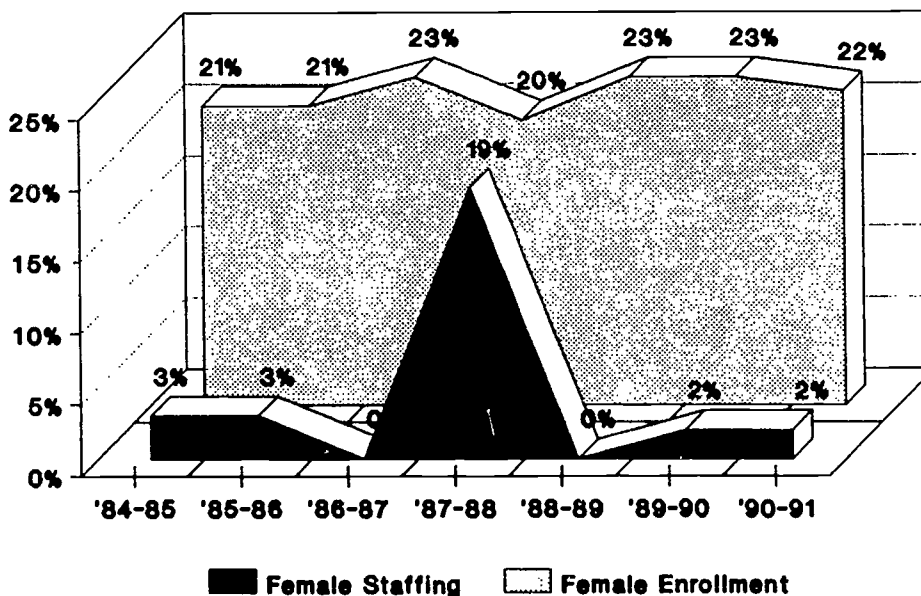


Figure 57. PERCENT OF MALES STAFFING AND ENROLLED IN POST-SECONDARY HERO/HOME ECONOMICS CLASSES

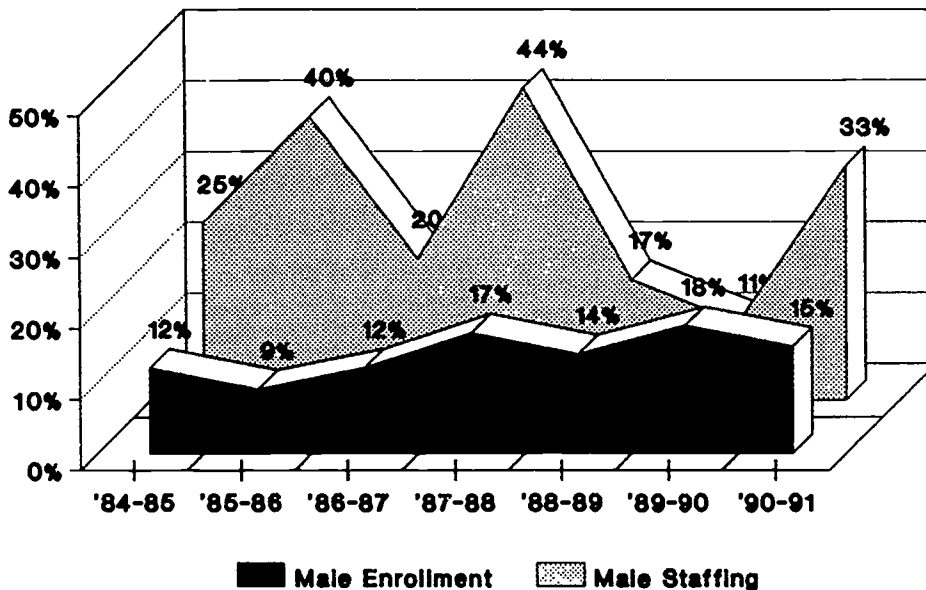
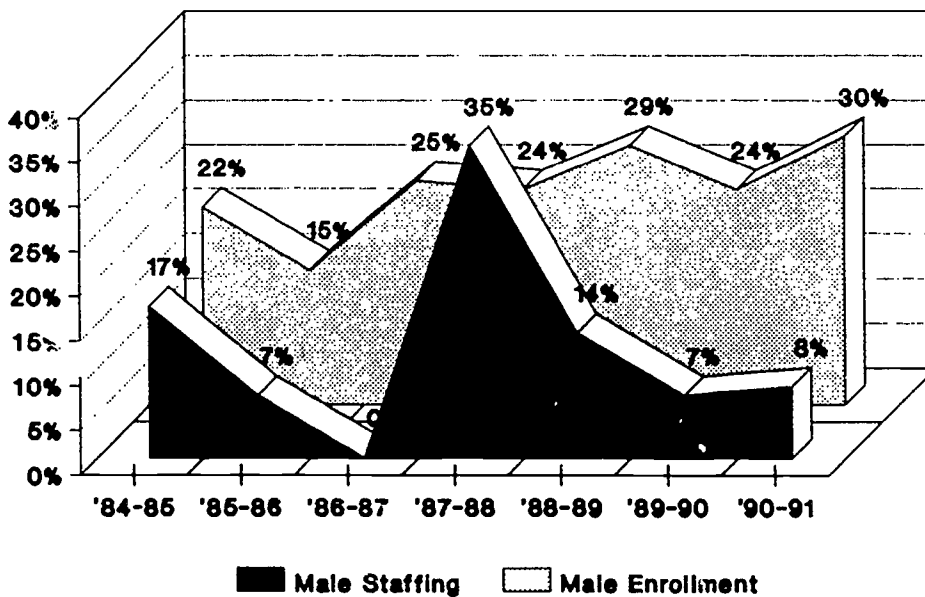


Figure 58. PERCENT OF MALES STAFFING AND ENROLLED IN POST-SECONDARY HEALTH OCCUPATIONS CLASSES

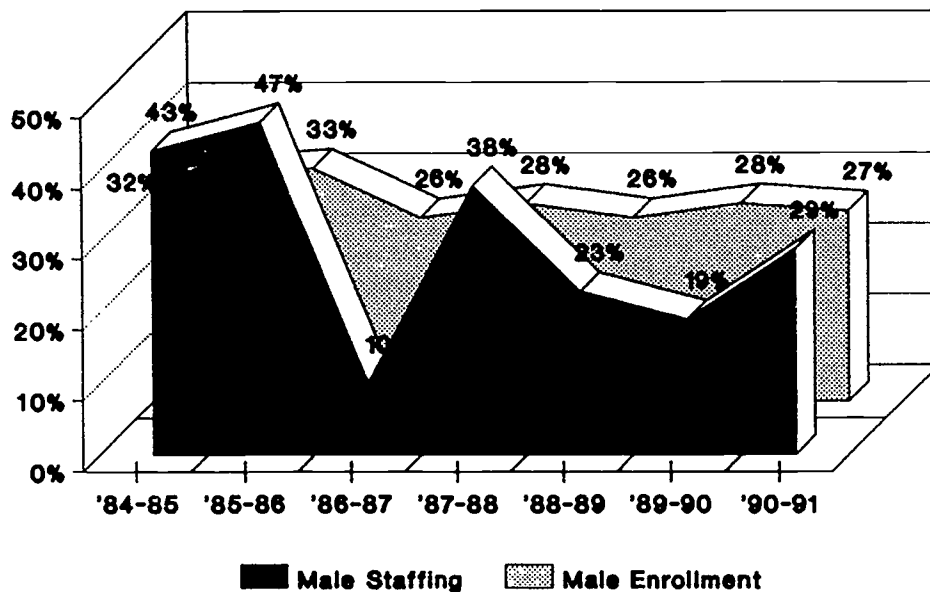


11% in '89-90 to 44% in '87-88. The high percentage of males teaching post-secondary HERO/home economics classes in '85-86 (40%) was due to the large decrease in females teaching those classes that year; while the high percentage of males teaching in '87-88 (44%) was primarily due to a large increase in males teaching those classes in that year. The percentage of male enrollment in these classes increased somewhat for the seven analyzed years and was between 9% and 18%. Currently, the percentage of females staffing is less than one-half the percentage of females enrolled in these classes.

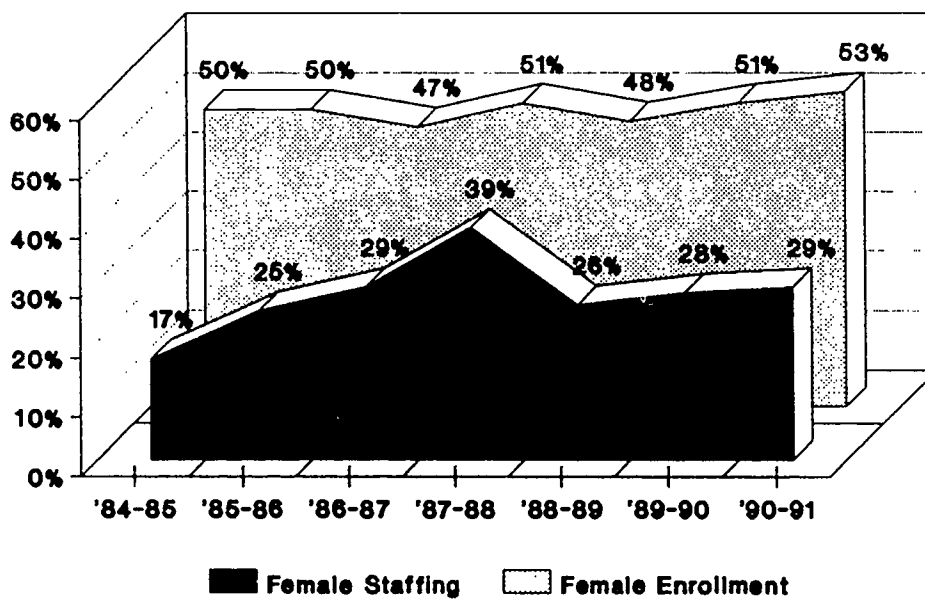
Table 58 contains information regarding the percentage of males staffing and the percentage of males enrolled in post-secondary health occupations classes for the analyzed period. The percentage of males teaching these classes has fluctuated greatly during the analyzed period and has ranged from 0% in '86-87 to 35% in '87-88. For five of the seven years, the percentage of males teaching post-secondary health occupation classes fluctuated between seven and 17 percent. In '87-87, there were no male post-secondary health occupations teachers. In '87-88 the large percentage of male teachers (35%) was due to a large increase in males teaching that year; however, this number dropped drastically the following year and has been low for all other years. The range of male teachers for the analyzed period has been very narrow (between 0 and 8 teachers). The percentage of male post-secondary health occupations students has risen somewhat since '84-85 from 22% to 30% and has remained mostly in the mid to high 20's. Currently, the percentage of males staffing is less than one-third of the percentage of females enrolled in these classes.

Table 59 contains information regarding the percentage of males staffing and the percentage of males enrolled in post-secondary business classes for the analyzed period. The percentage of males teaching these classes was between 10% and 47%. During the first two years the percentage of male post-secondary business instructors (43% and 47%) was high. In '86-87, male post-secondary staffing was reduced to one-sixteenth of the number in the previous year, resulting in the 10% figure. The male percentage rose sharply between '86-87 and '87-88, steadily

**Figure 59. PERCENT OF MALES STAFFING
AND ENROLLED IN POST-SECONDARY BUSINESS
CLASSES**



**Figure 60. PERCENT OF FEMALES STAFFING
AND ENROLLED IN POST-SECONDARY
MARKETING CLASSES**



decrease each year between '87-88 and '89-90, and rose substantially between the last two years. For this same period, the percentage of post-secondary male enrollment in these classes dropped from 33% in '85-86 to 26% in '86-87 and has remained between 26% and 28% in the last five years. Currently, the percentage of males staffing is 2% higher than the percentage of males enrolled in these classes.

Table 60 contains information regarding the percentage of females staffing and the percentage of females enrolled in post-secondary marketing classes for the analyzed period. The percentage of females teaching these classes has ranged from 17% in '84-85 to 39% in '87-88 (due to a large increase in female teaching these classes that year). Generally, during the analyzed period, except for '87-88, female staffing in these classes has risen gradually from 19% to 29%. The range of percentages of females enrolled in these classes for the analyzed years is very small and all percentages are virtually at 50%. Currently, the percentage of females enrollment is at 53% were as the percentage of female staffing is 29% in these classes.

APPENDIX - SEX EQUITY INFORMATION

**LEGAL BASIS FOR SEX EQUITY IN
OCCUPATIONAL EDUCATION**

Title IX of the Education Amendments of 1972

Title IX was passed by Congress in 1972 to address sex discrimination in education. Title IX prohibits discrimination on the basis of sex against students and employees of education programs and activities receiving federal funds. Title IX:

1. requires that persons may not be excluded from, denied participation in, or be treated differently in education programs on the basis of sex;
2. requires each school district to designate a Title IX coordinator, and to have grievance procedures for complaints of Title IX violations; and
3. prohibits sex discrimination in:
 - a. admission to occupational schools,
 - b. student access to courses and programs,
 - c. guidance and counseling tests, materials and practices
 - d. occupational education programs
 - e. treatment of married and/or pregnant students
 - f. use of facilities and equipment
 - g. employment of education personnel, cooperative occupational education and job placement services

PUBLIC LAW 94-482

The Vocational Education Amendments of 1976, was mandated to assure equal training and education to both sexes. Each state was required to develop and carry out programs to provide equal opportunities to females and males in Occupational Education.

Title II of the Carl d. Perkins' Vocational Education Act, 1984 and 1990

Sex equity was first mentioned in federal vocational education legislation in 1976. States were required to hire a full-time person to work in eliminating sex bias and stereotyping from vocational programs. The sex equity provisions are expanded and emphasized in the Perkins' Act of 1984. As in the 1976 legislation, states are required to assign one person to work at achieving sex equity and providing resources to meet the occupational needs of single parents and homemakers. Funding for these two activities accompanied the Act. There are three themes in the sex equity provisions: (1) Assisting single parents, homemakers, and young women to gain marketable skills; (2) Creating greater access for women to a broad range of occupations; (3) Reducing the limiting effect of sex-role stereotyping.

STATUS OF WOMEN

National Status

The number of women in the work force is on the increase. Women accounted for more than three-fifths of the increase in the civilian labor force since 1975, about 18.6 million women compared with 8.1 million men. Women today can expect to continue working for more of their lifetime than ever. The average 16 year old woman in 1980 could expect to spend 29.3 years of her life in the labor force, compared with 39.1 years for a 16 year old man.

Although women accounted for over 44% of all persons in the civilian labor force in 1985, they also represented 61% of all persons 16 years and over who had incomes below the poverty line in 1984. The majority of women work because of economic need. Nearly two-thirds of all women in the labor force in March, 1985, were either single (25%), divorced (12%), widowed (5%), separated (4%), or had husbands who 1984 earnings were less than \$15,000 (17%).

Women are still concentrated in low paying jobs with the average woman earning 69 cents for every dollar earned by the average man when both work full time. The earning gap between women and men has actually widened slightly since the 1930's. For the last two decades, women have earned essentially three-fifths of the wages earned by men.

The number of families maintained by women grew about 90% between 1970 and 1980. The growth is attributed largely to more marriages ending in divorce and more women having children without marrying. Families maintained by women have a poverty rate that is three times that of all families and five times the rate for married-coupled families.

Today, only 9.9% of U.S. households consist of a man working outside the home and a woman at home taking care of the children. In March, 1985, a record 20 million, or 62%, of women with children under age 18 were in the labor force. At the same time, about 54% or 8 million mothers with pre-school children were labor force participants.

The majority of these women were in traditionally stereotyped occupations with low pay. In 1985, women represented 80% of all administrative support (including clerical) workers, but only 8% of all precision production, craft, and repair workers. Women were 69% of all retail and personal services sales managers, but only 36% of all executives, administrators, and managers. Women were only 6.4% of all apprentices in 1985.

Also, one of every two working women in poverty who head families, was employed in a service occupation in 1986. Research shows that service industry jobs are least likely to have paid health insurance or paid sick leave and vacation benefits. Women will be the major source of new entrants into the labor force over the next thirteen years, accounting for 63% of the net labor force growth.

Nevada Status

Nevada's population reached the one million mark in 1987 with 60% of the population in the Las Vegas area, 23% in the Reno-Sparks area and the remaining 19% of the population located throughout the rest of the state.

The majority of Nevada's jobs are in the trade and service area. By 1990, these two sections will increase their employment needs to account for over 70% of the total employment. Service worker and clerical worker occupations will account for 95,000 of the new jobs in 1990. (The service

sector occupations include transportation/communication/public utilities; trade; finance/ insurance/real estate; services; government; tourism/gaming).

Women make up 49.9% of Nevada's population according to the 1980 census and comprise 45.5% of the work force in the state. Women currently have a lower employment rate of 6.0% compared to 6.9% for men.

The 1980 census shows women dominating the occupation of administrative, including clerical (79.8%). Other figures include sales occupations (56.9%); service occupations (47.3%); professional specialty (47.0%); technicians and related support (38.9%); inspectors (34.1%); executive, administrative, and managerial (33.3%); handlers, equipment cleaners, helpers, and laborers, (16.5%); farming, forestry, fishing (13.3%); transportation and material moving (8.4%); precision production, craft and repair (5.5%).

In 1980 77.5% of Nevada's children lived with a married couple. This was an 8.7% decrease from 1970 when 86.2% of the state's children lived with a married couple. 18.2% of the children live with their single mother, compared to 4.3% living with their single father. Figures in 1988 show 29,550 single parent in Nevada. These single parents make up a significant proportion of Nevada's economically, disadvantaged population.

NEVADA INITIATIVES TO PROMOTE FAIRMESS AND OPPORTUNITY

Equity resource centers provide the entire state with a resource center and central location for promotion of gender equity and equal opportunity for women in education programs, services and activities. The concept of two educational equity resource centers, one serving the northern part of the state and another serving the southern part of the state is effective in providing the educational agencies with services and materials needed to initiate positive efforts toward gender equity goals. Listed below are highlights regarding the components of each educational equity resource center.

These University of Nevada-Reno and the University of Nevada-Las Vegas projects will coordinate efforts and work closely with each other and the Nevada Department of Education Sex Equity Consultant. Without duplicating major projects, the services offered in both Northern and Southern Nevada will be very similar in design, but responsive to the special needs of their geographic regions.

University of Nevada-Reno

The northern part of the state is served by an Educational Equity Resource Center located at the University of Nevada-Reno. Funded to the College of Education, Research, and Education Planning Center (REPC), its purpose is to provide an equity information system through cooperative linkages with school personnel and service providers.

The 1990-91 activities for the resource center include dissemination of source materials, training and inservice activities to educators, developing equity training material, providing information and workshops for women, girls, and single parents, and to distribute quarterly equity newsletters.

University of Nevada-Las Vegas

Serving the southern part of Nevada, an Educational Equity Resource Center is housed in the University of Nevada-Las Vegas. The project goals of this center include increasing awareness of non-traditional careers and occupational training and employment, decreasing sex bias and stereotyping in occupational education and employment and to offer sex equity technical assistance to southern Nevada educational agencies.

Among the activities scheduled for the 1990-91 fiscal year are workshops, inservice and presentations, offering sex equity resource material, for loan, providing technical assistance to educators, and producing informative material pertinent to non-traditional careers in Southern Nevada.

Single Parent Programs in Nevada

Single parents are one of the most rapidly growing special population groups in Nevada. The Carl Perkins Vocational Education Act of 1984 instituted single parent programs where high concentrations of single parents and the demand for essential education and training co-existed. A single parent is defined as single parents who are unmarried or legally separated from a spouse and who have custody or joint custody of a minor child or children. The program also serves displaced homemakers who are defined as adults who have worked primarily without pay to care for the home and family, and for that reason have diminished marketable skills. Displaced homemaker programs often serve women who are entering the workforce for the first time, or are re-entering the paid labor force

after a long period of absence.

There are five sites in Nevada serving the single parent/homemakers populations. Four of these projects are funded with both Carl Perkins monies and Job Training Partnership Act (JTPA); one project receives no JTPA funds.

Among the services offered at each site are career assessment, guidance and counseling, occupational training, transportation, childcare, tuition assistance and books (postsecondary) and paid limited work experience, and job placement.

The Single Parent/Homemaker project sites located in Nevada are placed in each community college. Nevada's largest school district also provides a single parent program.

Community College of Southern Nevada located in Las Vegas in the southern part of the state serves ----single parents/homemakers each year. Clark County is the largest population center in Nevada.

Northern Nevada Community College, Elko, is serving the single parents/homemakers in northeast Nevada. Northern offers service to --- participants each year in this program.

Truckee Meadows Community College, located in Carson City, the capitol, is also in the northwestern part of Nevada. Western serves -- single parents/homemakers per year.

Clark County School District, also located in Las Vegas, has established a young adult center at the Sunset High School to meet the needs of single parents. This program which begins in late afternoon, offers the chance to complete a high school education and receive occupational training. The program serves approximately ---- single parent/homemakers each year.

GLOSSARY OF SEX EQUITY TERMS

Carl K. Perkins' Vocational Education Act of 1984 and Carl D. Perkins' Vocational and Applied Technology Act of 1990 -

requires vocational educators to take affirmative steps to eliminate sex bias and sex stereotyping in occupational programs.

Nontraditional Programs -

those in which the enrollment of one sex is 0-20%; occupations which have traditionally been held by members of one sex. For example, carpentry is a non-traditional occupation for women; nursing, for men.

Sex Bias -

behavior resulting from the assumption that one sex is superior to the other.

Sex Discrimination -

any action which limits or denies a person or group of persons opportunities, privileges, roles or rewards on the basis of sex.

Sex Equity -

freedom from discrimination on the basis of sex. The intent is to ensure that all students, both male and female, have the freedom of basing their individual occupational goals on individual interests, aptitudes, and abilities. The goal of sex equity is to provide unrestricted opportunities for all people. Occupational educators are in a position to help bring about this atmosphere of exploration and independent choice.

Sex Fairness -

treating both sexes in the same manner.

Sex Stereotyping -

attributing behaviors, abilities, interests, values and roles to a person or group of persons on the basis of their sex.

Title IX of the Education Amendments of 1972 -

prohibits discrimination on the basis of sex in programs and activities receiving federal financial assistance.