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ABSTRACT

A project provided technical assistance and support to the Wisconsin Vocational Equity Leadership Cadre to enable them to assist local districts in meeting the equity assurances in the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Approximately 80 members of the cadre, educators responsible for providing regional training for local school districts, and others received training designed to build participant skills and expand their knowledge of equity issues and how they affect school climate, students' career choices, vocational training, and preparation for work and family roles. Gender/Ethnic Expectations Student Achievement (GESA) training and an introduction to sexual orientation as an equity issue training were planned. Past technical assistance included the following activities: help with developing and presenting local workshops on equity issues, such as equity awareness; choosing, entering, and completing nontraditional vocational programs; equity issues in tech prep and youth apprenticeship; curriculum strategies and activities; and sexual harassment. The project supported, coordinated, and expanded the Equity Resource Center at the University of Wisconsin-Stout started in 1993. (The brief report is accompanied by these appendixes: cadre participant list; cadre meeting agendas, evaluations, and list of handouts; GESA training agenda; 1995-96 Equity Resource Center guide that identifies and describes 339 print and audiovisual resources available from the Center; websites and listservs; newsletters; and 1995-96 composite report summary with data in table format.) (YLB)

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FY96

WISCONSIN VOCATIONAL EQUITY LEADERSHIP CADRE SUPPORT PROJECT

Center for Vocational, Technical and Adult Education
University of Wisconsin-Stout
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Submitted by Linda L. Riley
Associate Researcher/Project Director

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Wisconsin Vocational Equity Leadership Cadre
Support Project
June, 1996
FINAL REPORT

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**WISCONSIN VOCATIONAL EQUITY LEADERSHIP CADRE
SUPPORT PROJECT
FINAL REPORT**

PROGRAM IDENTIFICATION

Name of Project: Wisconsin Vocational Equity Leadership
Cadre Support Project

Center for Vocational, Technical and Adult
Education

University of Wisconsin-Stout

Total Budget: \$86,113

Project Contact Person: Linda L. Riley

Title: Associate Researcher/Project Director

Signature: *Linda L. Riley*

Phone number: (715) 232-1885

Date: June, 1996

PROJECT ABSTRACT - FY96

This project will provide technical assistance and staff development to the Wisconsin Vocational Equity Leadership Cadre to enable them to assist local districts in meeting the equity assurances in the "Carl D. Perkins Vocational and Applied Technology Education Act of 1990"; as well as Wisconsin's equity goals as described in the state guidelines and proscribed by state and federal law.

The staff development component of this project includes eight days of training provided to approximately 80 members of the Wisconsin Vocational Equity Leadership Cadre, a group of educators responsible for providing regional training for local school districts, and others interested in equity issues. Training is designed to build participant skills and expand their knowledge of equity issues and how they impact on school climate, students' career choices, vocational training and preparation for work and family roles. Additionally, GESA (Gender/Ethnic Expectations Student Achievement) Training and an Introduction to Sexual Orientation as an Equity Issue training will be held for educators statewide.

Technical assistance, resources and information will be provided on an ongoing basis and as the needs of the members dictate. In the past, assistance has included help with developing and presenting local workshops on a variety of equity issues including equity awareness, choosing, entering and completing nontraditional vocational programs, equity issues in tech prep and youth apprenticeship, curriculum strategies and activities, understanding P.L.118.13, sexual harassment, and implementing the five phases described in the Wisconsin Model.

Additionally, the project will support, coordinate, and expand the DPI/UW-Stout Equity Resource Center started in FY93. The purpose of this center is to purchase high-cost, low-use resources to share with cadre members and local school districts.

The project will also provide technical assistance for new schools entering CPA funding by processing the equity assessment surveys administered with the instruments in the "model" and compiling them into readable reports for local school districts.

Finally, this project will address the requests from the Bureau of Vocational Education, Wisconsin Department of Public Instruction, to conduct a survey of national and state equity professionals to ascertain future directions for Carl Perkins equity funding; and to develop an equity resource manual/guide for local school district use.

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**WISCONSIN VOCATIONAL EQUITY LEADERSHIP CADRE
SUPPORT PROJECT
FINAL REPORT**

INTRODUCTION

Assisting local school districts in meeting the equity assurances in the "Carl D. Perkins Vocational and Applied Technology Education Act of 1990"; as well as Wisconsin's equity goals as described in the state guidelines and proscribed by state and federal law was the major goal of the FY96 Wisconsin Vocational Equity Leadership Cadre Support Project funded by the Wisconsin Department of Public Instruction through Carl Perkins Funds. The project was designed to provide staff development, technical assistance, coordination, training and resources to cadre members who are responsible for providing regional training on equity issues.

This final report lists specific project goals/objectives and outcomes. It also summarizes participant data on the "Summary Data-Vocational Equity Activity Participants" Form PI-1319 and in the Achievements and Services Provided to Reduce Sex Bias and Sex Role Stereotyping in Vocational Programs portion of the Annual Achievement Report Form PI-1309-IIB.

D Wisconsin Department of Public Instruction
P **SUMMARY DATA -**
P Vocational Equity Activity Participants
I PI-1319 (Rev. 2-92)

INSTRUCTIONS: Complete to summarize participant involvement in any activity funded by the Vocational Equity set-aside of the Carl Perkins Vocational Education Act. Submit within 6 weeks of planned activity. **Return address is preprinted on reverse.**

This information is collected for federal reporting and accountability purposes (per PL 98-524).

| 1. Participant Type | 2. Total Number | 3. Participants by Gender | | 4. Handicapped | 5. English as a Second Language | 6. Participants by Ethnic Category *Some activities/services do not collect data | | | | | | | | | | | |
|--|-----------------|---------------------------|------------|----------------|---------------------------------|--|------------------------|------------------|-------------------|-------------------|--------------------|----|---|--|--|--|--|
| | | Male | Female | | | Amer. Indian/Alask. Native | Asian/Pacific Islander | African American | Hispanic American | European American | Mixed Ethnicity | | | | | | |
| A. Students | 273 | 130 | 143 | | | | | | | | | | | | | | |
| B. Parents | 18 | 7 | 11 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 2 | 12 | 2 | | | | |
| C. Administrators | 59 | 38 | 21 | 0 | 0 | 2 | 1 | 4 | 2 | 2 | 46 | 3 | | | | | |
| D. Counselors | 52 | 25 | 27 | 1 | 0 | 2 | 1 | 3 | 1 | 34 | 2 | | | | | | |
| E. Librarians | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | | | | | | |
| F. Elementary School Teachers | 192 | 31 | 161 | 2 | 0 | 4 | 2 | 2 | 4 | 116 | 11 | | | | | | |
| G. Middle/Jr. High School Teachers | 79 | 40 | 39 | 0 | 0 | 0 | 0 | 2 | 0 | 45 | 1 | | | | | | |
| H. High School Teachers | 160 | 76 | 84 | 4 | 0 | 0 | 1 | 4 | 0 | 82 | 1 | | | | | | |
| I. CESA Staff | 57 | 19 | 38 | 0 | 0 | 0 | 0 | 0 | 0 | 55 | 2 | | | | | | |
| J. Community Members | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | | | | | | |
| K. Business Persons | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | | | | | | |
| L. Equity Committee Members* | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | |
| M. Postsecondary Level Staff | 68 | 5 | 63 | 2 | 0 | 2 | 1 | 3 | 4 | 55 | 3 | | | | | | |
| TOTALS > | 964 | 271 | 593 | 9 | 0 | 10 | 6 | 21 | 16 | 447 | 25 | | | | | | |
| Person Completing form Linda L. Riley | | | | | | | | | | | | | | | | | |
| Activity | | | | | | | | | | | Telephone Area/No. | | | | | | |
| UW-Stout Equity Project | | | | | | | | | | | 715-232-1885 | | | | | | |

*Included in other categories

**D
P
I**

Wisconsin Department of Public Instruction
ANNUAL ACHIEVEMENT REPORT
 for Vocational Education
 PI-1309 IIB (Rev 9-93)

INSTRUCTIONS: Complete one report covering Sex Equity activities. Return original and one (1) copy to

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
 BUREAU FOR VOCATIONAL EDUCATION
 125 SOUTH WEBSTER STREET
 P.O. BOX 7841
 MADISON, WI 53707-7841

Collection of this information is a requirement of P.L. 101-392.

| | | |
|---|---------------------------------------|--------------------------------------|
| Fiscal Agent University of Wisconsin-Stout | Contact Person/LVEC Linda L. Riley | Phone No. (Area) (715) 232-1885 |
| Project No. PAE 00000407 | District/CESA Code --- | |

SEX EQUITY

A. Number of Participants in Sex Equity Programs.

INSTRUCTIONS: To provide a profile of the total participants in your funded sex equity activities, complete and attach one PI-1319 (Summary Data-Vocational Equity Activity Participants) form. This form should summarize all your activities for the fiscal year.

B. Achievements And Services Provided To Reduce Sex Bias And Sex Stereotyping In Vocational Programs.

INSTRUCTIONS: By gender, enter the number of students and adults served in each support service/activity "1" through "40" below. In addition, enter the number of clock hours spent on each activity.

| SUPPORT SERVICES/ACTIVITIES | NUMBER OF INDIVIDUALS SERVED | | | | |
|---|--------------------------------------|-------------------|---|--------|-----|
| | No. of Clock Hours Spent on Activity | Students | | Adults | |
| | | M | F | M | F |
| 1. Providing adult role models in non-traditional careers through business/industry partnerships and field trip experiences | 0 | | | | |
| 2. Planning/conducting career day/career fair activities focusing on non-traditional careers | 0* (16) | | | | |
| 3. Counseling non-traditional career students | 0* (16) | | | | |
| 4. Modifying/developing equitable curriculum materials | 0* (20) | | | | |
| 5. Providing in-service programs on equity issues | 0* (17) | | | | |
| 6. Fostering work between schools/industry/post secondary on equity issues | 60 | #'s not available | | | |
| 7. Mentoring students and/or staff members | 0 | | | | |
| 8. Conducting networking or support activities on equity issues | 0* (17) | | | | |
| 9. Recruiting non-traditional students for career areas | 0* (16) | | | | |
| 10. Participating in regional/area meetings on equity issues | 80 | | | 5 | 34 |
| 11. Developing educational resources on equity issues | 145 | DNA | | | |
| 12. Reviewing materials for bias and stereotyping | 130 | DNA | | | |
| 13. Coordinating diverse speaker panels on equity issues | 0* (20) | | | | |
| 14. Presenting staff development training on equity issues - cadre | 280 | | | 101 | 169 |
| 15. Participating in state-wide equity cadre training | 40 | DNA | | | |
| 16. Providing technical assistance to local schools/staff on equity issues | 360 | #'s not available | | | |
| 17. Training staff in the equitable treatment of students LEA's / GESA | 260 | | | 57 | 171 |
| 18. Informing students of their rights under non-discrimination laws | 0 | | | | |
| 19. Implementing student training on diversity issues | 0 | | | | |
| 20. Conducting staff training on diversity issues | 30 | | | 10 | 17 |

*Included in another #.

| SUPPORT SERVICES/ACTIVITIES | NUMBER OF INDIVIDUALS SERVED | | | | |
|--|--------------------------------------|----------|-----|--------|-----|
| | No. of Clock Hours Spent on Activity | Students | | Adults | |
| | | M | F | M | F |
| 21. Tutoring | 0 | | | | |
| 22. Notetaking/Recording | 0 | | | | |
| 23. Instructional Aides/Paraprofessionals | 0 | | | | |
| 24. Reduced Class Sizes | 0 | | | | |
| 25. Remedial Instruction | 0 | | | | |
| 26. Special Adaptive Equipment/Devices | 0 | | | | |
| 27. Special Adaptive Materials/Supplies | 0 | | | | |
| 28. Lab Fees & Supplies | 0 | | | | |
| 29. English as a Second Language | 0 | | | | |
| 30. Interpreter | 0 | | | | |
| 31. Special Populations Coordinator | 0 | | | | |
| 32. Mentoring | 0 | | | | |
| 33. Support Groups | 0 | | | | |
| 34. Dependent Care | 0 | | | | |
| 35. Transportation | 0 | | | | |
| 36. Supplemental Assessment Services | 0 | | | | |
| 37. Supplemental Placement/Transition Services | 0 | | | | |
| 38. Designated Vocational Instructor | 0 | | | | |
| 39. Adapted Curriculum/Testing | 0 | | | | |
| 40. Other (Please Indicate) Equity Survey Processing/ Annual Composite Report | 30 | 130 | 143 | 698 | 777 |

C. Description of the Accomplishment of Preparatory Services and Vocational-Technical Education Programs And Supportive Services For Girls And Women Ages 14 to 25.

INSTRUCTIONS: Describe in as much detail as necessary at least 3- 5 accomplishments for students as a result of the activities or services within this funded sex equity project. If students under 14 or over 25 were served, indicate how and why they were served. What appear to be the critical or most important support services/activities in sex equity programs provided by this project?

Does not apply. Students are not directly served by this project.

See remainder of report for project objectives, evaluation and outcomes.

D. Programs Developed in Sex Equity.

INSTRUCTIONS: Attach samples of everything developed with project funds. This includes items such as newsletters, agendas for meetings, brochures, curriculum materials, videos, resources, etc. In addition, what were the most outstanding or exemplary portions of this sex equity project? Describe exemplary portions briefly in a narrative format.

Please see attached Program Achievement Summary including objectives, participants and outcomes, and the following appendices:

- Appendix A: 1995-96 Cadre Participant List
- Appendix B: DPI Vocational Equity Leadership Cadre Meeting Agendas, Evaluations and List of Handouts
- Appendix C: GESA Training Agenda and List of Participants
- Appendix D: Resources - 1995-96
- Appendix E: Web Sites and Listservs
- Appendix F: Newsletters
- Appendix G: 1995-96 Composite Report Summary

A separate Project Evaluation Supplement including copies of all meeting handouts was developed and mailed to Barbara Schuler and Marlene Klug at the Wisconsin Department of Public Instruction.

PROGRAM ACHIEVEMENT SUMMARY

GOAL #1:

To provide technical assistance and support to the Wisconsin Vocational Equity Leadership Cadre and the Equity Regional Staff Development/Technical Assistance Projects serving local districts by providing activities which focus on eliminating bias and stereotyping and promoting vocational equity for all students.

PARTICIPANTS AND OUTCOMES:

- Planned, coordinated and conducted two training sessions for the Wisconsin Vocational Equity Leadership Cadre. (See Appendix A for list of participants and Appendix B for copies of the agendas, and evaluations and handouts.) The second meeting was a collaborative effort that involved both secondary and postsecondary single parent/displaced homemaker staff.
- Planned and provided a Gender/Ethnic Expectations Student Achievement (GESA) Facilitator Training Program for 27 participants in September, 1995 on the University of Wisconsin-Stout campus. All participants completed the program and received university credit for their efforts. (See Appendix C for agenda and list of participant(s)).
- Assisted GESA Facilitators in eight districts with GESA Teacher Training provided at the local district level resulting in more than 300 teachers being trained in the GESA. Assistance included help locating current research, identifying/developing handouts and materials, providing resources from the UW-Stout Equity Resource Center and research and assistance with adult training issues and program evaluation.
- Developed and offered credit courses and for participants in the Wisconsin Vocational Equity Cadre, CESA #6 Equity Issues Workshop, GESA Facilitator Training, and teachers at the local level taking the GESA for Teacher training. As a result, 255 teachers attained graduate credit for work done in the area of educational equity.
- Identified and disseminated approximately 750 pages of equity research and information to each cadre member. (See Appendix B for partial listing.) Provided opportunities for review of new equity resources from PEO, UW-Stout and CESAs through demonstrations and presentations at cadre meetings, regional meetings and the Statewide Equity Conference.
- Identified grant proposal and application information to cadre members on how to access additional funding sources.
- Provided ongoing consultation and support to 92 cadre members and others working in equity in the state of Wisconsin through phone contacts, visitation, and provision of materials and resources as requested.

- Participated in equity networking with postsecondary institutions, regional agencies and CHOICES. Served as member of the Western Region CHOICES Advisory Committee providing information and resources and assisting with evaluating CHOICES grants.

GOAL #2:

To expand the capacity of administrators, counselors, and teachers in Wisconsin to eliminate bias and stereotyping in schools and to promote and achieve vocational equity for all students.

PARTICIPANTS AND OUTCOMES:

- The DPI/UW-Stout Resource Center was maintained, updated and expanded as follows:
 - Check out and distribution systems were improved
 - Dissemination records indicated that 291 resources were disseminated during the 1995-96 school year for use with students in the classroom as well as for inservice with teachers, administrators and community members.
 - An additional 48 resources for the collection were identified and ordered based on input from cadre members and those deemed necessary to train teachers and teach students about equity issues. Particular emphasis was given to materials related to the equity issues of race, culture, sexual orientation, disabilities and other areas protected by the WI Pupil Nondiscrimination Law, ss. 118.13. Due to increased requests for materials for sexual harassment training for staff and students, duplicate copies of some resources were purchased. Additionally, the DPI donated 35 new items. The resource center now includes 347 resources.
 - An Updated Resource Guide was developed and disseminated to Cadre members and other interested parties. (See Appendix D Resource Guide.)
- In the fall, with assistance from the Department of Public Instruction, developed an initial listing of listservs and web sites relating to equity. Continued to expand and update the list throughout the year resulting in a resource containing 56 references. (See Appendix E).
- Wrote, published and disseminated two issues of "Vocational Equity News." Approximately 3,000 copies of each issue were disseminated. (See Appendix F for copies of the newsletter).

GOAL #3:

To assist Carl Perkins' eligible school districts implement the *Wisconsin Model for Sex Equity in Career and Vocational Education*.

PARTICIPANTS AND OUTCOMES:

- Reviewed and revised informational handouts regarding equity survey processing required in Phase III of the "Model."
- Assisted seven school districts with planning, administering and analyzing the equity surveys.
- Coordinated data collection and survey processing for, and provided data tables to, seven school districts.
- Compiled a composite report of the survey data collected in the 1995-96 school year. (See Appendix G)

GOAL #4:

To conduct research as requested by the Wisconsin Department of Public Instruction concerning the future priorities for using Carl Perkins funding in the areas of vocational equity.

Due to changes in priorities at both the state and federal level and discussions about reauthorization of the Carl Perkins Vocational and Applied Technology Act, the Wisconsin Department of Public Instruction concluded that this research was not timely and that the time and money could be more wisely used in other areas.

GOAL #5:

To develop an equity resource manual/guide for local school district use as requested by the Wisconsin Department of Public Instruction. (Final determination on topic and content will be made upon consultation with the vocational equity and sex equity consultants at the DPI.)

See #4 above.

Appendix A
1995-96 Wisconsin Vocational Equity Leadership
Cadre - Participant List

1995-96 Wisconsin Vocational Gender Equity Cadre Members

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Appendix B

**1995-96 DPI Vocational Equity Leadership Cadre
Meeting Agendas, Evaluations and List of Handouts**

**Wisconsin Vocational Equity Leadership Cadre
October 3 - 4, 1995
Minocqua, Wisconsin
Agenda**

Day One

- 8:30 Registration, Networking, Rolls and Coffee
- 9:00 Welcome, Overview
- 9:15 Introductions/Community Building by Region
- 9:45 Sustaining Educational Equity - An Introduction
Barbara Schuler, Vocational Equity Consultant, DPI
Fran Johnson, Educational Equity Consultant, WTCSB
Melissa Keyes, Sex Equity Consultant, DPI
- 10:00 *Update on Pupil Nondiscrimination Plans and Changes*
Barbara Bitters, Pupil Nondiscrimination Consultant, DPI
- 10:15 Break
- 10:30 Sustaining Educational Equity - Part I - Identifying the Activities
What are the effective equity activities that should continue?
A Carousel Brainstorming Activity, Facilitator: Linda Riley
- 11:30 Lunch - Regional Networking
- 12:30 Sustaining Educational Equity - Part II - Identifying the Tools
What do you need to sustain effective equity activities, skills, support, etc.?
This will be a Nominal Group Process Activity with Melissa Keyes, Fran Johnson,
Lorayne Baldus, Barbara Schuler, and Barbara Dougherty facilitating)
- 1:45 LIVING VOICES presents...
 "The New American"
 "Northwest Passage"
- 3:00 Break
- 3:30 *"Fostering the Computer Culture"*
Danielle Bernstein, Kean College, Union, New Jersey
National Science Foundation Visiting Professor, UW-Stevens Point
- 5:00 Adjourn
- 5:00 Credit Registration
- 5:30 Social Hour - Cash Bar
- 6:00 Hors d'oeuvres
- 7:00 Dinner
- 8:00 Concert and Sing Along with Gerri Gribi

...over...

Day Two

- 8:00 Networking, Rolls and Coffee, Announcements
- 8:30 *"Telecommunications for Equity - Networking for Times of Limited Resources"*
Presenter: Gordon Hanson, Instructional Technology, WI DPI
- 10:00 Break
- 10:30 Sustaining Educational Equity - Part III - Delivering the Tools
How can we get the tools we have identified?
This will be a brainstorming activity with Barbara Schuler, Fran Johnson, Melissa Keyes, Lorayne Baldus, and Barbara Dougherty facilitating.
- 11:30 *"Infusing Educational Equity"*
An introduction to a model in process
Presenter: Melissa Keyes
- 12:00 Lunch - Job Alikes
- 1:00 *"How to Infuse Diversity Into Your Program - The Template for Assessing Your Site for Equity"*
Presenters: Eyvonne Crawford Gray, Wisconsin DPI; Dana Alder, Director, Adolescent Pregnancy Prevention and Services Board; Beth Hovind, Executive Director, Briarpatch; Jennifer Sedbrook, State Coordinator, CHOICES and Family Preservation Program, DHSS; Karen Johnson, DHSS - Division of Health, Minority Outreach, Aids/HIV Health Education Programs
- 2:15 Break
- 2:30 Sustaining Educational Equity - Part IV - Action Planning
Barbara Schuler, Fran Johnson, Melissa Keyes, Lorayne Baldus, and Barbara Dougherty facilitating.
- 3:15 Wrap-up, ECH's
- 4:00 Adjourn

**Wisconsin Vocational Equity Leadership Cadre
October 3-4, 1995
Minocqua, Wisconsin**

LIST OF HANDOUTS

Introductory Materials

Cover/Credits
Agenda
List of Handouts
Evaluation
UW-Stout Credit Information
Cadre Meeting Dates
Cadre Membership List

Presenter Information and Handouts

NCSEE Notes and Resources

List of NCSEE Presentation Tapes purchased
Brochure for 1996 NCSEE
Articles from NCSEE:
Back to Backlash Handouts - N. Huppertz, B. Warren Sams
National Scientists' Warning to Humanity
Beyond Prejudice Handouts - Jim Cole
Legal Resource Kit - Sexual Harassment in the Schools
Straddling Two Worlds: Gender Role Changes Experienced by Hmong Men
and Women Since They've Emigrated to the U.S. - Lois Karn Katherine
McNellis
Involvement Strategies That Engage All Learners - Phyliss Lerner
Messages About Gender from TV, Games, Cartoons and More
Girls Count Original Publications Order Form
WEEA Publishing Center Brochure
Information on EDEQUITY - Educational Equity Discussion List
Legacy: The Woman Suffrage Movement

Misc. Articles and Good Stuff

The Truth About Self-Esteem
Right to Vote
Voice-Giving Vote
Gains Taken for Granted
Suffragists' Goals Still Unmet
Why Some Parents Don't Come to School
Gender Gap - Learning Styles Differ for Boys, Girls
Subtle Hints Shape Girls' Self-concepts
The Ideal Curriculum - AAUW
Is There a Glass Ceiling in Your Classroom"
Invisible Girls - The Other Half of America's Dropout Problem
The Changing Face of the Workforce
Top 25 Fast Growing Technical and Trade Jobs

... over ...

Misc. Articles and Good Stuff (continued)

Bureau of the Census - Statistical Briefs

- Two Different Worlds: Men and Women From 9-5
- Participants in Assistance Programs
- Mothers Who Receive AFDC Payments - Fertility and Socioeconomic Characteristics
- Income and Job Mobility in the Early 1990's
- Usual Weekly Earnings of Wage and Salary Workers, 2nd Qtr.'95

Fairness Key to Support

Affirmative Action - Four Group Views

More Than Equal Opportunities, Less than Quotas

Why Are Few Among Women in Higher Education

Education Now Split on Class Lines

Indians Offended, Degraded by Mascots

Do Something - Grant Program

Ads Aid Social Meltdown

Blowing the Whistle on Thin

What's Your Gender Communication Quotient

Bibliography For, By and About Women and Girls

Equity Resources: Catalogs and Newsletters

**Wisconsin Vocational Equity Leadership Cadre
The Pointe Hotel and Conference Center - Minocqua, WI
October 3 and 4, 1995**

FEEDBACK FORM

Please rate overall training:

| | <u>Excellent</u> | | | | | <u>No</u> | <u>Summary</u> |
|--|------------------|---|---|---|---|----------------|----------------|
| | | | | | | <u>Opinion</u> | <u>Total</u> |
| 1. Overall workshop content..... | 5 | 4 | 3 | 2 | 1 | 0 | 4.02 |
| 2. Workshop organization..... | 5 | 4 | 3 | 2 | 1 | 0 | 4.49 |
| 3. Workshop facilities - meeting rooms, meals/breaks | 5 | 4 | 3 | 2 | 1 | 0 | 4.65 |
| <ul style="list-style-type: none"> - Let's come back. - Tight. - A beautiful spot! Thanks!! - At break it would be very nice to include sugar free and caffeine free soda. | | | | | | | |

Please rate the sessions:

Tuesday, October 3

| | | | | | | | |
|--|---|---|---|---|---|---|------|
| 4. Introduction | 5 | 4 | 3 | 2 | 1 | 0 | 4.23 |
| <i>Fran Johnson, Barb Schuler, Melissa Keyes</i> | | | | | | | |

Comments:

- It was sad to contemplate the demise of the essential jobs of lovely people.
- So hard to give an update when there are so many unknowns! Thanks for trying!
- Very little structure - seemed like "happen stance"
- We need continuous updates on legislation.
- While I'm tired of hearing about the future prospects - its important info and I appreciate your each taking time to address a less than comfortable issue
- Information was important.
- I realize the need for this at this meeting - Sad to say - but its reality. I liked your format for doing all of this - gave us the power.
- Thanks for all the work you have done and are doing.
- Good background information

| | | | | | | | |
|--|---|---|---|---|---|---|------|
| 5. Update on Pupil Nondiscrimination Plans and Changes..... | 5 | 4 | 3 | 2 | 1 | 0 | 4.45 |
| <i>Barbara Bitters, DPI</i> | | | | | | | |

Comments:

- Nice combination of fact and opinion.
- Would have enjoyed more information
- Very helpful ; please let me know of actions that impact ss 118.13 (Dan Konop)
- We really need to hear this and get out to others!
- Useful information - good infusion of humor!
- Information was important.
- Thanks for all the work you have done and are doing.
- Scarry! Political?
- What can we do to help save the DPI, 118.13 and other important agencies/legislation.

6. Sustaining Educational Equity -
 Part I - Identifying the Activities..... 5 4 3 2 1 0 3.98

Comments:

- Appreciate this activity - will replicate at local level for school.
- Groups were too diverse
- We are beyond this - these items should have been generated prior and let our group endorse or change in a short period of time.
- Confusing directions
- Same old - same old
- Good brainstorming
- Great to be able to work with individuals in my geographic area.
- I think a revolution needs to be waged!
- Part 1 and 2 were excellent for making us do some serious thinking about the group's future. I would like to have heard more from each group.
- Worthwhile but have some reservations about how each group interpreted the directions and ultimate outcomes
- Very much liked the "process" used, however if WTCS reps are important to discussion be sure they are here.
- This work is important to continue.
- I hope we see some of the results of our labors.
- Good to share ideas.
- Group process to generate varied ideas is effective.
- I haven't the vaguest notion of why we were put in these particular groups and got absolutely nothing out of it.
- How might this have been done differently? Seemed like a lot of time wasted that might have been structured differently.

7. Sustaining Educational Equity -
 Part II - Identifying the Tools..... 5 4 3 2 1 0 3.81

Comments:

- No closure - only knew what our group did. Hope that tomorrow's session brings this back.
- Appreciate this activity - will replicate at local level for school.
- Good brainstorming; activity not clearly defined.
- We are beyond this - these items should have been done prior to the meeting and let our group endorse or change in a short period of time.
- Better after room was rearranged - it improved participation.
- Same as above - we've done this before.
- Good brainstorming
- Nominal group process was a bit lost in our group
- Group leaders needed more training in facilitating the nominal group process.
- This work is important to continue.
- We have a great group of people and a lot of wonderful minds - we can't lose it.
- Good to be involved.
- Group process to generate varied ideas is effective.
- How might this have been done differently? Seemed like a lot of time wasted that might have been structured differently.

8. Fostering the Computer Culture..... 5 4 3 2 1 0 3.63
Danielle Bernstein, UW-Stevens Point

Comments:

- Great presenter!
- Not as usable for me - as above activities
- Not enough content; did get me thinking
- Not well-organized; did not bring out the equity issues
- Need more of this information
- Great presentation but not sure how it fit into what we were doing.
- She gave me some ideas about "computer culture" that I'd like to pass on to my participants.
- Interesting but not well connected to our issue
- Gave me some ideas to implement in my classes. Also, there are ideas that I will share with our math people (female) who have fear of computers!
- I liked her but connection was vague
- This had a lot of possibility, but didn't fully make her point.
- Boy, I sure need to learn more about this
- Some what disconnected
- It was a bit of a stretch to make the equity connection - "dummy" not very strong positive role models
- Excellent ideas, presentation a bit disconnected
- Too late in the day for this kind of presentation
- Difficulty understanding her goal-focus of presentation

9. Living Voices Presentation 5 4 3 2 1 0 4.77

Comments:

- Wonderful

10. Concert and Sing Along..... 5 4 3 2 1 0 4.65

Gerri Gribi

Comments:

- Great!
- Excellent component to the cadre meeting! Sorry the evening got sort of late and we lost some people...but it was still a wonderful "team building" activity.
- Enjoyed a lot

Wednesday, October 4

Excellent

No
Poor

Summary
Opinion

Total

11. Telecommunications for Equity..... 5 4 3 2 1 0 3.98

Gordon Hanson, DPI

Comments:

- More appropriate for computer literate small groups
- My own level of knowledge still lags. But I'm on the brink! I didn't understand some of the acronyms and languages. A glossary would have been great. Very exciting possibilities.
- Too technical and fast for my needs

- Got too involved for me and our current level of technology, but great to have a look at the future and the potential out there
- It was hard for me to follow his presentation. I realize that it was a general lack of knowledge in basic information on the topic.
- Too many acronyms
- Didn't meet needs of most participating - this should have been a "come if you want" session at 4:30 Tuesday
- Helped me to keep my fire on computers lit! Got a long ways to go.
- Fascinating - Very hands on helpful. Please help us understand how to be able to handle and control information overload.
- Would have been better if we could have seen the screen
- Interesting and very necessary for our futures
- Was overwhelmed - not of use at this time. Too much technical information.
- Great! Could use more.
- Planted seeds but overwhelming.
- Couldn't see screen or presenter
- Lots of information presented - Could we set up our own group on the Internet to get info out?
- It was energizing - but I still need the "101" to use e-mail.
- Excellent presentation
- Need to learn about this and get on line!
- It boggled my mind. I'm really far behind.
- Educational - thanks, Melissa, for pointing out the connection to the equity cadre.
- Don't have the hardware or software available to me, now or in the future if funding isn't likely to make it a possibility.
- Already known

12. Sustaining Educational Equity -
 Part III - Delivering the Tools..... 5 4 3 2 1 0 3.49

Comments:

- Too little time - hard to benefit from the work done by other groups.
- I like this practical application.
- Some pretty good starter ideas arose out of apparent chaos (chaos theory??!!)
- We are beyond this - these items should have been done prior to the meeting and let our group endorse or change in a short period of time.
- Wonderful to see how its all coming together!
- Changing groups hurt process.
- Good process - was depressing as many of us realize too well that as soon as the money is gone so is the institutional commitment.
- Jim Lee's ideas were good!
- Harried and confusing - outcomes resulting seemed unrealistic (i.e., develop manual - time a factor and staff to do these things).
- Good group processing.
- We had some great ideas. Let's make it happen.
- Harder to work on a different topic than the one we started yesterday.
- Group process to generate varied responses is effective.
- Should have more practical guidelines.
- How might this have been done differently? Seemed like a lot of time that might have been structured differently.

13. Infusing Education Equity..... 5 4 3 2 1 0 3.83
Melissa Keyes, DPI

Comments:

- Thanks for the info
- Excellent handout
- Good for you!
- Thanks for another useful tool (framework).
- Needs more explanation but great idea.
- Good work - helpful for cadre members.
- Need more time to read this over.
- This is a very good beginning for sustaining equity efforts
- She was short changed with time!

14. How to Infuse Diversity Into Your Program 5 4 3 2 1 0 4.40
*Eyvonne Crawford Gray, Dana Alder,
 Beth Hovind, Jennifer Sedbrook*

Comments:

- Fantastic
- Thought provoking - usable tool to take back to my district.
- Please provide a copy of your continuum developed as the activity.
- Excellent tool; good whole group activity.
- Not enough handouts
- More time should have been devoted to this and less time for group stuff.
- We should set aside time some how (perhaps breakfast meeting) at Equity/Multicultural Convention to continue discussion/support of this group.
- Very interesting; very thorough.
- Gave me content and ideas to incorporate in GESA.
- Excellent - pilot with WTC presidents and filter down.
- Not well representing diverse viewpoints and perspective - stereotypes in document.
- We'll use it!
- Something new.
- Great - something I can take back and use in my district to make us start rethinking where we are in equity.
- Good stuff!
- Needs a lot more time to explain. But really like the idea.
- Would like to use this with my school.
- Continued example of much effort.
- Nice! Concrete.
- Interesting - a useful instrument.
- Questionnaire is great.

15. Sustaining Educational Equity -
 Part IV - Action Planning..... 5 4 3 2 1 0 3.18

Comments:

- Not enough time to do.
- Only effective if key players are at the planning session, mine was not.
- Brief but effective.
- Too late in session - everyone ready to leave.
- WTCS personnel have planned followup action plan meetings with CESA staff in our region.
- No one left to do with us.
- Need to make commitment
- Small group - good plan!

16. Are there any areas/issues about the transition to no funding support and collaborating with others that have not been covered or you would like covered in more detail?

- Grant sources, Classroom applications of equity.
- How do we get/keep more men on equity's side?
- I respect the need not to discuss the political issues - perhaps there should have been out of meeting time for this.
- The telecommunications and computer culture presentations should have attempted to "assess" audience needs" - not all on same level of understanding.
- Could have used more information on impact of Carl Perkins funding elimination on equity issues along with information on Pupil Nondiscrimination Law.
- Brain dead now - but I'll continue to think about this!
- More action, less talk.
- What kind of grant sources at state level.
- Could we ever tie into required class for teaching recertification?
- I liked Jim Lee's presentation Wednesday afternoon when he suggested that we look to all of the other alternative sources of funding.
- I was pleased with suggestions and ideas suggested for continuation.
- Where are the universities in this whole issue - teacher training need to be an integral component. What about collaboration with DHSS? Teachers' unions could be invaluable allies and collaborators.

Other Comments:

- I'm still not sure why we did all the group activities. Where are our leaders? I would have liked to hear what they thought should be done - what directions we should take. If they didn't feel up to it what about some speakers who've been through similar situations in other states? I feel more at a loss now than before the meeting and also that my very limited time was wasted. People could have provided written responses in each of these categories prior to the meeting.
- Excellent! Keep up the good work. I'm just impressed with the people on this cadre - what a powerful group of concerned individuals!
- A priority with our Regional CESA projects should be to use some of our Carl Perkins dollars to purchase modems and be on e-mail. It's a start and some of us need a PUSH to begin! Love the folders we received - really helps me organize my files.
- Living Voices was wonderful - when we have these types of programs, it might be nice to have some structured time to get to plan (together) strategies for getting them around the state - we always end up doing this in between agendas, in quick fashion.
- Parts 1-4 were poorly directed and confusing. Been there before.
- I found this a very useful planning meeting. Too often we are "reacting" rather than planning.
- Would be nice to have some daytime free time.
- Conference was well planned, good speakers and information but believe that "current political" and funding.....
- I needed more "unplanned" time to talk with my peers about what's going on in their programs - we need specific sessions for networking with our peers.
- Tuesday was too long - entertainment was good. Would have liked some space in the evening though. Last year's multicultural focus would have been nice to see more of - lots of male/female talk and this time without the multicultural flavor.
- The days were very long. Stopping at 4:00 p.m. so people could get out and walk etc. in such a beautiful environment would have been great! We tried to cover too much, presenters actually took away from the process you were trying to go through.

- I sincerely believe that we are on the right track with this "planning for the future" process.
- Lunch and dinner hotel staff were very accommodating! For those individuals who do not eat red meats it would have been nice to have a choice i.e., turkey, chicken.
- Nice place to stay.
- A map for people who would like to take a walk outside would be much appreciated. Hotel could probably provide. And - time structured in to take walk in the daylight. Thanks!
- Set up of the room made it hard at times to see or hear people. Especially the presenters.
- Very tightly packed - having one hour to meet with teams would have been appreciated.
- Once again - presenters must be clear regarding the time perimeters of their presentations.
- I am always impressed with the members of the cadre and the workshops offered by this group. Please don't lose this program!!!

Vocational Equity Activity Participant Data

Activity Date: October 3-4, 1995

Activity Title: WI Equity Leadership Cadre

1. Participant is:

| | |
|-------------------------------|-----------------------------|
| Parent - 1 | Administrator - 9 |
| Counselor - 1 | Elementary teacher - 1 |
| Middle/Jr. High teacher - 2 | High School Teacher - 5 |
| CESA Staff - 10 | Community Member - 1 |
| Business person - 1 | Equity Committee Member - 4 |
| Postsecondary level staff - 8 | |

2. Gender

Male - 8
Female 28

3. Ethnic Category

African American - 1
Hispanic American - 1
European American - 33
Mixed Ethnicity - 1

4. Do you have a handicap?

Yes - 1
No - 33

5. Is English your first or native language?

Yes - 34
No - 1

**Wisconsin Vocational Equity Leadership Cadre Meeting
Chula Vista Resort and Conference Center
March 26-28, 1996**

AGENDA

Day One, Tuesday, March 26, 1996

- | | | |
|--------------|---|------------|
| 7:45 - 8:45 | Registration, Networking, Continental Breakfast | LOBBY |
| 8:45 - 9:00 | Welcome, Overview, Introductions | ROOM B,D&F |
| 9:00 - 11:30 | <u>Equity Issues In Welfare Reform</u> Introduction: Eyvonne Crawford Gray, DPI <u>Panel Members:</u> State Representative Johnnie Morris-Tatum; Jean Rogers, Administrator, DHSS (Department of Health and Social Services), Division for Economic Assistance; Jay Hein, DHSS, Bureau for Welfare Initiatives - School to Work for Teen Single Parents and At Risk Youth | ROOM B,D&F |
| | (Break - 10:15) | |
| 12:00 - 1:00 | Lunch | |
| 1:00 - 2:45 | <u>Single Teen Parent Transitioning</u> <u>Presenters:</u> Eyvonne Crawford Gray, Sarah Hendon, and Joan Karl | ROOM B,D&F |
| 2:45 - 3:00 | Break | |
| 3:00 - 5:00 | <u>Employment and Wages - A Hands-On Experiment</u> Introduction: Fran Johnson, WTCSB <u>Presenter:</u> Donna M. Anderson, University of Wisconsin-LaCrosse | " " |
| 5:00 | Adjourn - Dinner and Evening on Your Own | |

Day Two, Wednesday, March 27, 1996

- | | | |
|-------------|--|------------|
| 7:45 - 8:30 | Registration, Networking, Continental Breakfast | LOBBY |
| 8:30 - 9:00 | Welcome, Announcements, Introductions | ROOM B,D&F |
| 9:00 - 3:00 | <u>Understanding the Dynamics of Prejudicial Behavior</u> Introduction: Linda Riley <u>Presenter:</u> Jim Cole, Psychologist/Consultant, Ellensburg, Washington | |
| | (AM Break 10:15, Lunch 12:00, PM break 3:00) | |
| 3:15 - 3:45 | <u>Vocational Equity Update</u> with Barbara Schuler & Fran Johnson | " " |
| 3:45 - 4:00 | <u>DPI Sex Equity Project Directors</u> with Barb Schuler | |

Please Turn Over - Wednesday continues

**Wisconsin Vocational Equity Leadership Cadre Meeting
AGENDA CONTINUED**

Day Two, Wednesday, March 27 CONTINUED

- 4:00 - 4:45 All CESA Equity Cadre Chairs with Barb Schuler ROOM B,D&F
- 5:00 - 7:30 Dinner on your own.
- 7:30 - 9:30 Sexist Themes in Popular Music - 1950-1995 - An Instructional Session. Narrated and Performed by the Starving Coyotes Band BALLROOM

Day Three, Thursday, March 28, 1996

- 7:30 - 8:00 Announcements, Networking, Continental Breakfast LOBBY
- 8:00 - 9:00 Resource Review -
Videos: "The Power Dead Even Rule" and "Men, Women and Teams." ROOM A&C
Videos: "Love in a Pumpkin Shell" and excerpts from "Hate,
Homophobia and Schools" ROOM E
- 9:00 - 3:00 Training Workshops
- Workshop #1: A Conversation About Funding ROOM A&C
Introduction: Barbara Schuler, DPI
Presenter: Kathleen Voit, Director of Development, Meriter Hospital
and
- Putting the Pieces Together - A Model from the State
Presenter: Pauli Nikolay, Assistant State Superintendent, WI-DPI
- Workshop #2: Teachers As Researchers for Equity ROOM E
Introduction: Lorayne Baldus, UW-Stout
Presenter: Melissa Keyes, Keyes Consulting Inc.
- (AM Break 10:15, Lunch 11:45, PM Break 1:45)
- 3:00 Wrap-up, CEU's and Adjourn ROOM A&C

**Wisconsin Vocational Equity Leadership Cadre
March 26-28, 1996
FEEDBACK FORM**

Important, please check:

| | |
|---|---|
| <p><u>53%</u> K-12 <u>47%</u> Postsecondary</p> | <p><u>46%</u> Single Parent/Displaced Homemaker Project Staff (K-12 & Postsecondary) <u>54%</u> Equity Staff (K-12 & Postsecondary)</p> |
|---|---|

Tuesday, March 26, 1996

Equity Issues in Welfare Reform

| | Excellent | | Poor | | Mean |
|------------------------------------|-----------|---|------|---|------|
| Mastery of material | 4 | 3 | 2 | 1 | 3.66 |
| Well prepared | 4 | 3 | 2 | 1 | 3.52 |
| Responsive to Audience Needs | 4 | 3 | 2 | 1 | 2.88 |
| Ability to communicate information | 4 | 3 | 2 | 1 | 3.50 |
| Relevance Workshop | 4 | 3 | 2 | 1 | 3.47 |
| Held my attention | 4 | 3 | 2 | 1 | 3.52 |

Single Teen Parent Transitioning.
Eyvonne Crawford Gray, DPI

| | Excellent | | Poor | | Mean |
|------------------------------------|-----------|---|------|---|------|
| Mastery of material | 4 | 3 | 2 | 1 | 3.45 |
| Well prepared | 4 | 3 | 2 | 1 | 2.95 |
| Responsive to Audience Needs | 4 | 3 | 2 | 1 | 3.00 |
| Ability to communicate information | 4 | 3 | 2 | 1 | 3.22 |
| Relevance Workshop | 4 | 3 | 2 | 1 | 3.09 |
| Held my attention | 4 | 3 | 2 | 1 | 2.65 |

Employment and Wages - A Hands-On Experiment
Donna Anderson, UW-LaCrosse

| | Excellent | | Poor | | Mean |
|------------------------------------|-----------|---|------|---|------|
| Mastery of material | 4 | 3 | 2 | 1 | 3.66 |
| Well prepared | 4 | 3 | 2 | 1 | 2.27 |
| Responsive to Audience Needs | 4 | 3 | 2 | 1 | 3.11 |
| Ability to communicate information | 4 | 3 | 2 | 1 | 3.11 |
| Relevance Workshop | 4 | 3 | 2 | 1 | 3.11 |
| Held my attention | 4 | 3 | 2 | 1 | 3.11 |

Wednesday, March 27

**Understanding the Dynamics of
Prejudicial Behavior, Jim Cole**

| | Excellent | | Poor | | Mean |
|------------------------------------|-----------|---|------|---|------|
| Mastery of material | 4 | 3 | 2 | 1 | 3.89 |
| Well prepared | 4 | 3 | 2 | 1 | 3.68 |
| Responsive to Audience Needs | 4 | 3 | 2 | 1 | 3.31 |
| Ability to communicate information | 4 | 3 | 2 | 1 | 3.45 |
| Relevance Workshop | 4 | 3 | 2 | 1 | 3.40 |
| Held my attention | 4 | 3 | 2 | 1 | 3.22 |

Thursday, March 28, 1996

Training Workshops

*Both workshops received a nearly perfect 4.0 rating in all categories

Overall Training:

| | Excellent | | Poor | | Mean |
|--------------------------------|-----------|---|------|---|------|
| Workshop Content: | 4 | 3 | 2 | 1 | 3.50 |
| Workshop Organization Workshop | 4 | 3 | 2 | 1 | 3.75 |
| Facilities/Meeting Rooms | 4 | 3 | 2 | 1 | 3.25 |
| Meals/Breaks | 4 | 3 | 2 | 1 | 3.25 |
| Guest Rooms/Accommodations | 4 | 3 | 2 | 1 | 3.50 |

COMMENTS:

- Thank you for another terrific job organizing the conference.
- A lot of hard work and effort went into this conference. Good presentations - I really appreciated the well organized packet of handouts.
- Thank you for continuing to offer excellent presenters on relative topics. Good variety, and good options for workshops 1 and 2.
- I'm always interested in political implications.
- Thanks for the opportunity to learn so much. I will always advocate for the continuation of the cadre.
- You did a good job of providing relevant information. Bring the Coyotes back next year! Donna Anderson needs feedback that she says almost everything twice.
- I wish I could have attended the first day. Band was great! It was a good chance to see cadre friends in another informal way.

- Fruit would be nice in the morning. Specific sessions for each "group" attending would be much appreciated. Thanks for a good conference!
- The chairs in the meeting room are terrible.
- Training workshops: Probably could have been shorter and still have covered enough information. Really enjoyed opportunity to mix with group at "Starving Coyotes." Very much appreciated seeing the videos and wish we could have discussed the context. Would have liked to get out a little earlier on the last day since we had been here since 8:30 Tuesday morning.
- Overall the meetings were great as usual. Perhaps a better distinction should have been made to better identify the different groups represented to promote understanding and better dialog - e.g., 1) identify groups at start of meeting and 2) perhaps different colored name tags. How about going over general goals or objectives of meeting with the group and base your evaluation form on whether these goals were met for everyone. Equity Issues in Welfare Reform - Is it possible to disseminate a copy of the overheads from Gary's presentation? Hard to see in the back! Jim Cole's presentation: Was great to hear Jim again, good reinforcement.
- Equity Issues in Welfare Reform - Understand that this is their job - however, they could have taken our issues to the Governor. Eyvonne Crawford Gray's Presentation - Should acknowledge work of WTC personnel on this project. Training workshops: Planners need to provide speaker with information about funding issues for technical colleges, not just DPI.
- Eyvonne Crawford Gray's Presentation - seemed rushed. Training Workshops - Nothing for single parent's about funding and resources from foundations.
- Workshops or speakers talking to single parent coordinators.
- I expect respect for my time and that the conference chairs will before presentations set up visuals at the appropriate distance for the audience. Curriculum guides could have been picked up as we returned from lunch rather than spending 1/2 hour to do this as part of the afternoon program.
- Equity Issues in Welfare Reform: It held my attention - didn't like some of the things I heard. Eyvonne Crawford Gray's presentation - Liked learning about this - good prevention resource. Donna Anderson's presentation - Liked the hands on game. It held my attention.
- Jim Cole's presentation was difficult to stay focused on because he needed to vary hours teaching styles. W-2 was a repeat for me and Teen Parent Programs applied to only a few programs.
- Dr. Cole's presentation was not well organized or targeted. I often did not know where he was coming from or where he was going. The training model was the best part of the presentation.

**Wisconsin Vocational Equity Leadership Cadre
March 26-28, 1996**

List of Handouts

Introductory Handouts

Cover
Agenda
Evaluation
Change of Address
List of Handouts
1996-97 Cadre Meeting Schedule
List of Presenters

Handouts - Understanding the Dynamics of Prejudicial Behavior, Jim Cole

Grant Proposal and Application Information Packet

Grant Proposal and Application Packet - Index
Sources of Funding
Major Resources
Grant Writing Tools
Writing A Grant Proposal That Works
Do I Really Need to Revise My Writing?
Potential Funding Opportunities
Tips for Effective Proposal Writing
Foundation Experts Give Tips to Grantseekers
Letters of Inquiry Can Deliver Foundation Grant Results
ESEA Act - Putting ESEA to Work For Girls
From the Mouths of Funders: Nine Keys to Fundraising Success
Funding Strategies for the 90's
AAUW - 1996-97 Fellowships and Grants
Educational Grants Alert - Sample
Eisenhower Professional Development Program
Miscellaneous Announcement Samples
Funding Educational Technology - Videoconference Participant Materials
Funding Educational Technology - Videoconference Resource Materials

Miscellaneous

Title IX Revisited
ASCD Educational Update
Congress Will Vote....Affirmative Action
Reflections Upon a Mornings Reality
Catt's Claws #103
Sexual Bias - Issue Raises Questions for Managers, Employees
Computers in the Classroom, Where Are All the Girls?

Updated Resources

Web Listing
UW-Stout Equity Resource Center Catalog

Appendix C
GESA Training
Training Agenda and List of Participants

GESA Training
UW-Stout Student Center - Menomonie, WI
September 21, 22 & 23, 1995

Agenda

Day One

AM 8:00 - 12:00

- Check In/Credit Registration/Refreshments
- Welcome - Remarks
- Introductions
- Overview of Workshop and Materials
- Background and History of GESA
- Moving Toward Educational Excellence Through Equity
- Introduction to Curriculum Issues

Lunch

PM 1:00 - 4:30

- Introduction of Curriculum Issues continued
- Area of Disparity - Instructional Contact
- Interactions - Response Opportunities & Acknowledgement
- Observation Procedures
- Group Reading Assignments and Worktime

Day Two

AM 8:30 - 12:00

- Check In/Announcements, Meeting with Unit Group
- Introductions to:
 - Area of Disparity - Grouping and Organization
 - Interaction - Wait Time and Physical Closeness
- Unit II Presentation
- Curriculum Area Study Time

Lunch

PM 1:00 - 4:30

- Curricular Area Study Time continued
- Introductions to:
 - Area of Disparity - Classroom Management/Discipline
 - Interactions - Touching and Reproof
- Unit III Presentation
- Introduction to:
 - Area of Disparity - Self-Esteem
 - Interaction - Probing and Listening
- Unit IV Presentation

Day Three

AM 8:30 - 11:30

- Check In/Announcements
- Unit V Presentation - Evaluation of Students, Higher Level Questioning/Analytical Feedback
- Curriculum Study Groups Reports

Lunch

PM 12:30 - 3:00

- Internal Motivational Beliefs
- Implementing GESA at the Local Level
- Summary/Questions and Answers/Wrap Up
- Action Planning
- Evaluation
- Presentation of Certificates

GESA Participant List September 21, 22 & 23, 1995

| Name | Office | Phone/FAX |
|--|--|---|
| Darlene Axtel Curriculum Coordinator | Roosevelt Jr. High School 318 E. Brewster Appleton, WI 54911 | Phone: (414) 832-5710 (w) Best time to call: FAX: |
| Pam Bork Principal | Jefferson Elementary School 1800 East Avenue Stevens Point, WI 54481 | Phone: (715) 345-5418 (w) Best time to call: FAX: |
| Katie Danzinger M. S. Literature | Blair-Taylor Schools 219 S. Main Street Blair, WI 54646 | Phone: (608) 989-9835 (w) Best time to call: 8:00 a.m. - 4:00 p.m. FAX: (608) 989-2881 |
| Elizabeth Fulton Principal | McDill Elementary School 2516 School Street Stevens Point, WI 54481 | Phone: (715) 345-5444 (w) Best time to call: 7:00 a.m. - 5:00 p.m. FAX: |
| Jim Hanstad Elementary Teacher | River Heights Elementary* 615 24th Avenue West Menomonie, WI 54751 | Phone: (715) 232-3987 (w) Best time to call: FAX: (715) 232-2629 |
| Linda Hickman Elementary Teacher | Robinson School 1801 Cranston Beloit, WI 53511 | Phone: (608) 364-6095 Best time to call: 11:40 a.m. FAX: |
| Jim Hudacek Co-Chair Equity Comm. High School Counselor | Chippewa Falls High School 735 Terrill Street Chippewa Falls, WI 54729 | Phone: (715) 726-2406 (w) Best time to call: FAX: |
| Jackie Jackson Social Worker | Beloit School District 1633 Keeler Avenue Beloit, WI 53511 | Phone: (608) 364-6023 (w) Best time to call: 8:00 a.m. - 4:00 p.m. FAX: |
| Sherry Salm Jasper Co-Chair Equity Comm. Elementary Counselor | Halmstad Elementary 565 E. South Avenue Chippewa Falls, WI 54729 | Phone: (715) 726-2415 (w) Best time to call: FAX: |
| Greg Kaster Elementary Principal | Burlington Area School District 100 North Kane Street Burlington, WI 53105 | Phone: (414) 539-2726 (w) Best time to call: 8:00 - 10:00 a.m. FAX: |
| Carol Kiley Counselor | Monona Grove Public School 5301 Monona Drive Monona, WI 53716 | Phone: (608) 221-7676 (w) Best time to call: After 1:00 p.m. FAX: (608) 221-7688 |
| Kathy Korbel Second Grade Teacher | Northland Pines Elementary 1700 Pleasure Island Road Eagle River, WI 54521 | Phone: (715) 479-6471 (w) Best time to call: 7:45-8:00 or 3:15-3:30 FAX: (715) 479-7303 |
| Patricia Larson Teacher of Emotional Disturbance | Pier Elementary School 259 Old Pioneer Road Fond du Lac, WI 54935 | Phone: (414) 929-2868 (w) Best time to call: 7:30 a.m. - 3:30 p.m. FAX: |

... over ...

| Name | Office | Phone/FAX |
|---|---|--|
| Keith Manning Social Worker | Hackett School 533 W. Grand Avenue Beloit, WI 53511 | Phone: (608) 364-6075 Best time to call: FAX: (608) 364-6118 |
| Joan Potter | Menomonie High School 1715 W. 5th Street Menomonie, WI 54751 | Phone: (715) 232-2606 Best time to call: FAX: (715) 232-2629 |
| David Pucci Middle School Science Teacher | Northland Pines Middle School 1700 Pleasure Island Road Eagle River, WI 54521 | Phone: (715) 479-6479 Best time to call: 7:45-8:00 or 3:15-3:30 FAX: (715) 479-7303 |
| Peter Riley | 204 East Truman Avenue (home) Eau Claire, WI 54701 | Phone: (715) 835-6659 Best time to call: FAX: |
| Katherine Ruh Principal | Highlands Elementary School 2037 N. Elinor Street Appleton, WI 54914 | Phone: (414) 832-6252 (w) Best time to call: 9:00 - 11:00 a.m. FAX: |
| Bill Stadler Director, Student Services | Kiel Area School District 416 Paine Street, PO Box 201 Kiel, WI 53042 | Phone: (414) 894-2266 (w) Best time to call: 8:00 a.m. - 3:00 p.m. FAX: (414) 894-2266 |
| Lorine Walters Science Teacher | Northland Pines High School 1800 Pleasure Island Road Eagle River, WI 54521 | Phone: (715) 479-4473 (w) Best time to call: 7:45 - 8:00 a.m. FAX: (715) 479-5808 |
| Laurie Weinbauer Elementary Teacher | Chegwin School 109 E. Merrill Avenue Fond du Lac, WI 54935 | Phone: (414) 929-2820 (w) Best time to call: 8:00 a.m. - 3:30 p.m. FAX: |
| Mary Wood Elementary Counselor | Blair-Taylor Schools 219 S. Main Street Blair, WI 54646 | Phone: (608) 989-9835 (w) Best time to call: 8:00 a.m. - 4:00 p.m. FAX: (608) 989-2881 |

Appendix D

1995-96 Equity Resource Guide

Guide

DPI/UW-Stout Equity Resource Center

**Center for Vocational, Technical and Adult Education
University of Wisconsin-Stout
Linda L. Riley, Project Director**

March, 1996

Funded by the Wisconsin Department of Public Instruction, through the Carl D. Perkins Vocational and Applied Technology Education Act, 1990. John Benson, State Superintendent, Barbara Schuler, Administrator, Vocational Equity/Single Parent Programs.

The Department of Public Instruction and UW-Stout do not discriminate on the basis of race, sex, age, religion, sexual orientation, handicap, national origin or ancestry.

The Copyright Law Your Rights and Responsibilities

GUIDELINES TO FOLLOW FOR COPYING

Copying Printed Materials

Two guidelines exist that will help you determine if you may copy materials for your class. The law refers to these as the brevity and spontaneity test and the cumulative effect test.

The Brevity and Spontaneity Test:

The copying must be at your inspiration, not required by your curriculum, must be brief in comparison to the length of the curriculum, must be brief in comparison to the length of the work, and the time between your decision to use the material and its actual use should be so close that it would be unreasonable to expect a reply to a request for permission.

The Cumulative Effect Test:

The number of copies should not exceed the number of students in the one course for which the materials are intended, no other materials by the same author should be copied during the term, and there should be no more than nine instances of such copying during the term.

If these tests are met, you must still include a copyright notice citing the resource on each copy, and make no charge for the material beyond the actual photocopying cost.

Remember that fair use copying should not be a substitute for the purchase of a book, periodical or reprint, should not be directed by a higher authority, nor repeated from term to term.

You are responsible for any materials you copy or request to be printed or copied.

Copying Nonprint Materials

The area of electronic sound and video recordings has its own fair use provisions. For example, tapes may be made from television transmissions for evaluation purposes, but they must be erased at the end of the fair use or evaluation period.

Any of the following types of activities require permission or a license agreement from the copyright holder:

1. videotaping an off-air program and holding it longer than two weeks
2. copying a substantial portion of something that can be purchased
3. videotaping most satellite transmissions
4. making multiple copies of a tape
5. making copies of a tape for repeated use

Adapted from "The Copyright Law-Your Rights and Responsibilities", UW-Stout

DPI/UW-STOUT EQUITY RESOURCE CENTER

This catalog identifies and describes print and audio-visual resources available to Wisconsin Vocational Equity Leadership Cadre members on a free loan basis from the DPI/UW-Stout Equity Resource Center. Others wishing to access resources can do so through their CESA Equity Cadre Members.

LOAN POLICY: Our loan period is 14 days. The borrower is responsible for return postage and insurance when indicated on return instructions that accompany the resources.

EVALUATION: Each resource will include a feedback form designed to evaluate our resources as well as collect end-of-the-year reporting information for our funding source. We would very much appreciate your cooperation in completing and returning this form.

ACCESSING RESOURCES: Cadre members can access resources by completing and mailing the request form found at the back of this guide or calling our office at the number listed below.

FOR MORE INFORMATION PLEASE CONTACT:

Jeanne Stoeklen
(715) 232-1386
or
Linda Riley
(715) 232-1885

OR WRITE:

Wisconsin Vocational Equity Leadership Project
Center for Vocational, Technical and Adult Education
Student Health Center
University of Wisconsin-Stout
103-1st Avenue West
Menomonie, WI 54751

OR

FAX: (715) 232-1985

email: rileyl@uwstout.edu

1995-96 Wisconsin Vocational Gender Equity Cadre Members

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Title 101 Books for Summer Reading - K-6

Grade K-6

Format Book (10 pages)

Description This book lists 101 books that were selected for being race and sex fair and . portraying children and adults who are disabled. Many of them also include males and females in nontraditional roles. The annotated reading list is divided into books appropriate for grades.

*These are
back to back*

Title 101 Books for Summer Reading - Pre K-2

Grade Pre K-2

Format Book (10 pages)

Description The criteria for selection of these 101 books include their being sex and race fair, their representation of various ethnic groups and their portrayal of disabled children and adults. Many of them also include males and females in roles nontraditional to their sex. The annotated reading list is appropriate for grades pre-kindergarten through second.

Title 101 Wonderful Ways to Celebrate Women's History

Grade K-Adult

Format Booklet

Description Looking for some new ideas to celebrate women's history? We've compiled a wide variety of successful and exciting program ideas which have been undertaken by elementary and secondary schools, colleges, workplace program planners and community organizers, in small towns and big cities across the nation. You'll find ideas suitable for use or adaption for any purpose. A fun beginning to the study of women's history.

Title A-Gay-Yah: A Gender Equity Curriculum
Education Development Center, Inc.

Grade 6-12

Format Curriculum

Description *A-Gay-Yah: A Gender Equity Curriculum for Grades 6-12* is a comprehensive guide to increasing gender equity and cultural awareness in middle and high school students. By framing gender equity lessons within the context of Native American history and culture, this two-part curriculum offers teachers a unique opportunity to increase student awareness and knowledge in these key equity areas as they explore issues in U.S. history and social studies.

Title Activities to Celebrate Women's History

Grade K-6

Format Video (16 minutes)

Description See the wide range of successful women's history programs that elementary schools across the country have undertaken and enjoyed. This short video is sure to activate elementary school faculty and school parents! From quick-and-simple individual activities to complete-and-complicated class projects, twenty-two possibilities ensure that everyone will find inspiration.

Title Add-Ventures for Girls: Building Math Confidence - Elementary
Franklin, 1990. WEEA Publishing Center

Grade Elementary

Format Teacher's Guide

Description Fun, hands-on activities for elementary students that incorporate strategies and approaches particularly effective with girls.

Title Add-Ventures for Girls: Building Math Confidence - Jr. High
1990, WEEA

Grade Junior High/Middle School

Format Teacher's Guide/Activity Book

Description Fun, hands-on activities for middle school students that incorporate strategies and approaches particularly effective with girls.

Title Adelante, Mujeres!

Grade 9-Adult

Format Video (30 minutes) and Study Guide

Description The most comprehensive video on the history of Mexican-American/Chicano women. Spanning almost five centuries, from the time of the Spanish arrival in the western hemisphere to the present, the major events, themes organizations, and personalities all introduced chronologically to weave a powerful, affirmative story of women's lives.

Title Administrator's Guide to Bias-Free Classrooms, Center on Education and Training for Employment

Grade K-Postsecondary

Format Book (52 pages)

Description A desk-top guide for school administrators to help guide and monitor guidance and instruction toward a biased-free environment.

Title Adopt-A-School Pamphlet

Grade K-12

Format Pamphlet

Description Are you looking for a project that will have a positive impact on the lives of hundreds of children? Your club or organization can "Adopt a School" to introduce students and teachers to fascinating women from U.S. History. Pamphlet includes many ideas for organizing/sponsoring an event.

Title After the War: A Family Album
NEWIST

Grade 9-Adult

Format Video (35 minutes)

Description In this oral history documentary, Hmong and Vietnamese refugees in Green Bay, Wisconsin recount their experiences of the Vietnam War. The producers of the video hope that more Americans will understand the great sacrifice and heroism of many Southeast Asian refugees who assisted the United States during the war.

Title America Fever
(1994)

Grade 9 - Adult

Format Video (15 minutes), Resouce Guide

Description Highlights the contents of a mid-19th-century Norwegian emigrant's trunks: a disassembled spinning wheel; heirloom embroidery, jewelry and clothing; and dried foods, copper kettles, and cooking utensils. Recreates both the excitement of the upcoming voyage and the bittersweet experience of saying goodbye to her family, probably forever. Handbills, maps, and advertising show the extravagant claims used to encourage Europeans to move to America.

Title America's Civil Rights Movement
Guggenheim, 1989. Teaching Tolerance

Grade Middle School, High School and Adult

Format Video (38 minutes), Text and Teacher's Guide

Description A free film and text curriculum kit for secondary schools. The 38-minute film *A Time for Justice* surveys key civil rights events through historical footage. The 104-page text *Free at Last* profiles those killed during the movement. A 32-page teacher's guide offers lesson plans for 1-day, 3-day or 7-day units.

Title American Indian Resource Manual for Public Libraries (DPI)

Grade

Format Book (147 pages)

Description This manual is designed to help public libraries develop collections, information resources, programming and promotional materials for adults and children about American Indian history, culture, and tribal sovereignty.

Title American Women: Their Lives in Their Words
Rappaport, 1990. HarperCollins Publishers

Grade 7 - 12

Format Book (318 pages)

Description Here's the high school general reader we've all been waiting for! Well-chosen, multicultural spokesperson from each period tell of women's roles and the evolution of feminist consciousness as women came to regard themselves as independent equals to men. Excerpts from letters, speeches, diaries and interviews are tied together with skillful narration to frame each piece.

Title An Acquired Taste
Arlyck, 1985. Ralph Arlyck Films

Grade Adult

Format Video (26 minutes)
Discussion Guide

Description A filmmaker turns 40 and casts a wry look back at the school, work and media influences which have shaped his life (and all our lives) through four decades. The film poses critical questions about the pursuit of success - that particularly American fixation with being "number one."

Title Another Half
Hunter-Geboy, Wadsworth, 1985. Bill Wadsworth Productions

Grade 10-12

Format Video (27 minutes) and Discussion Leaders' Guide

Description ANOTHER HALF is a narrative film about two boys and their struggle to define their masculinity. ANOTHER HALF is a story of discovery...the discovery that men can be sensitive, responsible, gentle and caring...that they can be in touch with their inner selves...emotionally expressive...assertive as opposed to aggressive...vulnerable as well as strong...dependent as well as independent...that they can openly share their feelings with each other. ANOTHER HALF will stimulate teenagers to explore this new gender landscape. The story focuses on a situation which underscores the significant relationship between self-awareness and responsible sexual behavior. Discussion Leaders' Guide included.

Title Anti-Bias Curriculum: Tools for Empowering Young Children
Derman-Sparks, The A.B.C. Task Force, 1989. Louise Derman-Sparks

Grade Early Childhood, Elementary

Format Book

Description A highly readable book full of suggestions on helping staff and children respect each other as individuals, confronting, transcending, and eliminating barriers based on race, sex, or ability.

Title Anything You Want To Be
Brandon, 1971. New Day Films

Grade 7-12

Format Video (8 minutes)

Description A teenager's humorous collision with sex-role stereotypes.

Title Are You Ready
The Golden Rule Network

Grade High School

Format Color Video (32 minutes) and Discussion Guide
(See Golden Rule Network - topic: Career Planning to use in conjunction with this youth program)

Description This video is student focused and discusses preparing for making choices and choosing careers. It emphasizes the importance of math and science and finishing high school. It stresses the importance of communication, problem solving, practical and basic skills; as well as, the need for self-motivation, work ethic, flexibility and computer skills. It encourages students to explore natural talents, abilities and interests, and utilize volunteer work, exploration, goal setting and finding a mentor to assist in making choices. This presentation is well rounded and encourages personal responsibility and action. It is narrated by Holly Robinson (an actress) and utilizes appealing music in the background as well as excellent graphics. Depicts males and females and a variety of racial/ethnic backgrounds and includes handicapped students and high school dropouts.

Title As Boys Become Men: Learning New Male Roles
Irvington Publishers, Inc.

Grade 9-12

Format A curriculum for exploring male role stereotyping

Description The broad purpose of this curriculum is to help adolescent males and females explore masculinity as a set of learned behaviors and attitudes. It explores issues in eight areas including examining stereotypes, emotions, relationships, language and the media.

Title Backlash - The Undeclared War Against American Women.
Faludi, 1991. Crown Publishers, Inc.

Grade Adult

Format Book

Description This book challenges the central, and suspect, thesis of the backlash: that feminism is women's worst enemy, that the very changes that have strengthened women have actually led to their decline. In doing so, Backlash offers a timely and troubling picture of the female picture today, a picture that women and men combat and must not ignore.

Title Bafa' BaFa' - English Version
Shirts, 1977. Simile II

Grade Grade 10 - Adult

Format Simulation - includes cassette tapes, instructor's manual, and materials

Description A cross-cultural simulation designed to create a situation which allows us to profitably explore the idea of culture, create feelings which are similar to those one will likely encounter when one travels to a different culture and experiences observing and interacting with a different culture.

Title Bailey's Birthday

Grade Pre-School - Early Elementary

Format Book (30 pages) Large pictures and limited script. Contains information and suggested questions for classroom discussion.

Description One in a series of 12 books. The book contains information on Manhattan Island and New York. Bailey the dalmatian hopes to receive wonderful presents on his birthday until he learns that spending time with people who love him is the greatest gift of all. Includes information on the history and sights of New York City.

Title Behind the Mask
Ferguson, 1993. Anti-Defamation League

Grade Elementary

Format Video (8 minutes), Study Guide

Description An animated film that teaches the concepts of stereotype and prejudice. More than 200 children participated directly in the making of this film. A detailed study guide includes a week of colorful activities to supplement the video.

Title Being a Man

Grade K-12

Format Instructional Activites on Male Role Stereotyping

Description Explores sex stereotyping and discrimination - from the male perspective through a variety of instructional materials and activities.

Title Being Fair and Being Free
1986. Anti Defamation League of B'nai B'rith

Grade 9-12

Format Reproducible Lessons

Description Key aspects of human relations presented in the form of 20 reproducible lessons. The lessons help students understand the nature of prejudice, its long-range consequences, how it undermines the individual and the nation, and how it conflicts with basic American values.

Title Belle: The Life and Writings of Belle Case LaFollette
Riley, 1987. Her Own Words

Grade High School/Adult

Format Video (15 minutes) with Resource Guide

Description This program reflects the wide spectrum of early-20th-century feminism. More than just the wife of Wisconsin governor and congressman Robert Marion LaFollette, Belle Case LaFollette was a public figure in her own right. Belle was the first woman to graduate from the University of Wisconsin Law School; in her lifetime she fought for numerous causes including world peace and women's suffrage. As a teacher, editor, and a politician's wife, Belle lectured extensively on issues ranging from dress reform to coeducation. This portrait provides a balanced look at her life, from her relationship with her husband to her part in the campaign for women's suffrage. The narrative, drawn from Belle's writings, is enhanced by photographs of Belle, her family, and artifacts of the time.

Title Betty Tells Her Story
Brandon, 1972. New Day Films

Grade

Format Video (20 minutes)

Description A revealing exploration of beauty and self-image.

Title Beyond Macho
1993. Humanities, Inc.

Grade 11 - 12th Grade

Format Video (26 minutes)

Description This program explores the new roles for men that have evolved as a result of economic and cultural changes and the women's movement, and portrays a new species, the "house-husband."

Title Black Chronicle - An American History Textbook Supplement

Grade

Format Book

Description A brief summary of the dramatic and vital history of the African American experience supported by a very helpful bibliography. An excellent supplement to many American History texts that have serious omissions and distortions of the Black experience as well as inaccuracies in the portrayal of Black people.

Title Black Elk Speaks

Grade 9-Adult

Format Book

Description In this book he tells, as no man can ever tell it again, his vision of the meaning of life on this planet as it was for the Indian of the Western Plain, and as it might be for all men.

Title Black Women in White America: A Documentary History
Lerner, 1972. Random House, Inc.

Grade 9 - Adult

Format Book (630 pages)

Description A magnificent collection of original documents in a single, inexpensive volume. Covering the period from the 1800s to the present, these letters, journals, and other first-person accounts reveal the strength, pride and sense of community of Black women in the U.S.

Title Blended Harmony - Recruiting Students into Vocational Education, 1994

Grade High School/Postsecondary

Format Training Manual

Description This training program includes three sessions: 1) Our Changing World: The Relevance of Recruiting African American Students, 2) Recruitment Techniques and Strategies, and 3) Overcoming Barriers and Creating a Multicultural Vocational Education Climate.

Title Blueprint for Success - An Interactive Training Manual for Women in Technology, 1994

Grade 11 - Postsecondary

Format Manual (75 pages)

Description There are many issues women who are considering entering a nontraditional career must think about. This manual is intended to encourage, support and help women sustain careers in these fields. It explores such topics as self-esteem, math anxiety, assertiveness, sexual harassment and the importance of support.

Title Book of Women (The) - 300 Notable Women History Passed By Bob Adams, Inc.

Grade 9-Adult

Format Book

Description A wonderful way to introduce young women seeking role models or introduce anyone to the women our history books have often ignored, from rodeo stars and cartoonists to politicians and computer programmers.

Title Breaking Out: Career Choices for Teenage Parents

Grade 7-12+

Format Video (18 minutes)

Description *Breaking Out: Career Choices for Teenage Parents* is a video companion for the Career Planning Workbook in the Career Survival Kit for Teen Education and Employment. It focuses on the why and how of choosing higher wage occupations and the special needs of teenage parents. *Breaking Out* shows former teenage parents in higher wage occupations, teens currently parenting and in school, and women in nontraditional careers. It provides positive role models of women in nontraditional and higher wage occupations, and it shows successful teen and adult parents.

Title Building Gender Fairness in Schools, Beverly A. Stitt, Southern Illinois University Press, 1988

Grade K-12

Format Book (212 pages)

Description Resource book for teachers to help identify and eliminate gender bias from their classrooms. Includes readings on gender-fair teaching competencies.

Title Building Linkages/Building Fairness Resource Directory of Nontraditional Role Models for Career Exploration

Baldus & Foxwell, 1989. CVTAE

Grade 10-Postsecondary/Adult

Format Resource Directory

Description Contains listing of men and women (many working in nontraditional occupations) who have agreed to share their experiences with teachers and students.

Title CARE: Curriculum and Research for Equity, 1982

Grade K-12

Format Training Manual (370 pages)

Description Training program to reduce identifiable causes and effects of sex-role stereotyping which limit individual development.

Title Career Development with American Indian Women
1994. Center on Education and Work

Grade 9 - Adult

Format Book

Description This curriculum was designed as a supplement to the *Career Planning Curriculum for Single Parents, Displaced Homemakers and Single Parent Women* and follows the same format of three modules: Self-Knowledge, Career Exploration, and Career Planning. It is meant to provide instructors with supplementary background information, handouts, and activities to better address the needs and concerns of Native American/American Indian Women participating in career development programs.

Title Career Education for Disabled Women and Girls
Hopkins-Best, Murphy and Yurcisin, 1986. The Carroll Press

Grade 7-Adult

Format Trainer's Manual - Handbook of Activities

Description This book was written in response to the critical need for comprehensive and specific career preparation for disabled girls and women. The book is divided into eight topic chapters: Conquering Career Stereotypes, Utilizing Your Legal Rights, Assessing Your Career Potential, Asserting Yourself, Exploring Nontraditional Careers, Breaking the Barriers, Seeking Employment, and Balancing Personal and Professional Roles.

Title Career Fair - Survival Kit
Makiya, 1991. University of Hawaii

Grade 7-12

Format Booklet
Microsoft Word 4.0 Diskette

Description The purpose of this handbook/computer disk is to help school administrators, faculty, and staff plan and implement a career fair, just one type of activity that can be conducted to help students learn about occupations and expand life options. It contains a description of different types of career fairs, career fair coordinator's survival kit; and sample evaluations, forms, letters, and lists.

Title Career Opportunities in Apprenticeship
(1990)

Grade 9-12/Adults

Format Video (30 minutes)

Description This video is designed to interest white women and people of color in exploring apprenticeship as a means toward a satisfying job.

Title Carl
Williams, 1991

Grade 7 - 12

Format Video (35 minutes) and discussion guide

Description "Carl" is based on a true story of a young man who faced discrimination daily and took his own life when the teasing became too painful. Through the moving portrayal of Carl's life and death, members of the audience are compelled to examine their own reaction to people who may be different. "Carl" reflects the growing interest in ethical behavior of young people and gives perspective on the struggles between the disadvantaged and the privileged and recognizes the emotional and psychological impact teasing has on students. A study guide is included.

Title Challenges: A Young Man's Journal for Self-Awareness and Personal Planning
Bingham, Edmondson and Stryker, 1984. Advocacy Press

Grade 9-12

Format Book

Description This book engagingly addresses the myths and hard realities teenagers must face entering adulthood and details the critical choices and challenges they must consider to become productive, independent human beings. These self discovery books practically teach themselves and help students to develop skills in goal setting, decision making, assertiveness and career research. Instructor's guides and consumable workbook available from publisher. This parallels the "Choices" book for females.

Title Changes! Stories to Wet With Our Breaths, Terry Tafoya

Grade

Format Book (66 pages)

Description Because they were requested so often, Dr. Tafoya has written down several stories he has been given to use in his teaching and healing work. However, stories are to be told not read. "It is up to you as a reader to flesh them out again, to take them from these thin pages and make them 'wet with your breath'."

Title Changing Channels
Buschjost, 1990. Missouri Department of Elementary and Secondary Education

Grade 7 - 12

Format A five part video series (Approximately one hour per set)

Description This video series includes students, persons enrolled in featured programs, and persons employed in occupations using interactive teleconference technique. Provides an honest perspective on positive and negative attitudes experienced by nontraditional role models. Series includes: Introduction to High Tech Careers for Women, Drafting and Computers, Electronics and Robotics Manufacturing, Aviation and Avionics, and Laser Technology.

Title Changing Channels...Designing Your High Tech Career. Live From Hollywood

Grade 8-12

Format Video (60 minutes)

Description Features an interview with Linda Bloodsworth Tomason, Writing and Director of the television shows Designing Women, Hearts Afire and Evening Shade. Tomason describes a model program she has instituted in Poplar Bluffs. She also describes her life, her education, her dreams of a career in writing that took her to where she is today.

Title Changing Channels IV - Putting the Pieces Together: Tech Prep and High Tech Careers for Women

Grade 9-12, Post

Format Video (60 minutes)

Description This program describes tech prep and the opportunities provided to students. Interviews with women in nontraditional high tech jobs give information regarding the importance of education and the advantage of doing work you enjoy.

Title Changing Roles of Men and Women - Educating for Equity in the Workplace

Grade

Format Curriculum Guide

Description This comprehensive curriculum guide, updated in 1991, contains five units as follows:
Unit 1 - Changing Roles and Lifestyles
Unit 2 - Gender Bias and Sex Role Stereotyping
Unit 3 - Equity in the Workplace
Unit 4 - Individual and Institutional Opportunities To Promote Gender Equity
Unit 5 - Evaluation and Resources

Title Changing Words in a Changing World

Grade 10-12

Format Instructor's Guide and Book

Description Changing Words in a Changing World has two main purposes:

- to introduce students to principles and methods of linguistic inquiry
- to bring about an awareness of the pervasiveness of sexism in America

Title Checklist for Evaluating Materials (A)

Grade K-12

Format Book

Description Checklists available to evaluate textbooks in the following areas:

- Language
- Occupational and Social Roles
- Physical Appearance
- Guidelines for audio/visual materials

Title Choices, 1990
New Mexico State Department of Education

Grade 6-12

Format Video (30 minutes)

Description Interviews people who pursued nontraditional jobs based on nontraditional choices made in high school. (Drafter, construction worker, emergency room technician, industrial engineering technician, pulsed power technician, paramedic, firefighter, data transcriber, auto mechanic, radio grapher etc.)

Title Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning
Bingham, Edmondson and Stryker, 1984. Advocacy Press

Grade 7-12

Format Book

Description This book engagingly addresses the myths and hard realities teenagers must face entering adulthood and details the critical choices and challenges they must consider to become productive, independent human beings. These self discovery books practically teach themselves and help students to develop skills in goal setting, decision making, assertiveness and career research. Instructor's guides and consumable workbook available from publisher. This parallels "Challenges" book for males.

Title Choices and Challenges Instructor's Guide
1984. Advocacy Press

Grade

Format Guide

Description

Title Choices and Challenges Workbook
1985. Advocacy Press

Grade 7-12

Format Workbook

Description All the exercises you see as you read Choices or Challenges (chapter one through eleven) are reprinted in this workbook.

Title Clarissa

Grade Pre-School - Early Elementary

Format Book (30 pages) Large pictures and limited script. Contains information and suggested questions for classroom discussion.

Description One in a series of 12 books. Clarissa, a plain brown cow who allows herself to be pushed around by all the other animals on her Wisconsin farm, helps a group of lost domestic animals find their way to the fair and demonstrates that she is bright, brave, and creative. Includes factual information on Wisconsin, farm life, dairy products, and fairs.

Title Classroom Activities for Mathematics
1990. National Women's History Month

Grade K-12

Format Packet (56 pages)

Description Packet of math activities, strategies and related information for mathematics teachers.

Title Classroom Activities in Sex Equity for Developmental Guidance
1988. WI Department of Public Instruction

Grade K - 12

Format Activity Guide

Description The sex equity activities in this book have been selected and organized to complement the Wisconsin Developmental Guidance Model which focuses on the three major areas of student development; namely, learning competencies, personal and social competencies, and career and vocational competencies.

Title Classroom Activities on Chippewa Treaty Rights

Grade K-12

Format Book (217 pages)

Description *Classroom Activities on Chippewa Treaty Rights* is intended to assist school districts in their efforts to fulfill the requirements of Wisconsin Act 31 and Wisconsin Statutes 115.4(17)(d).

Title Clear Vision

Grade 9-12

Format Video (20 minutes)

Description In the video, a young man finds himself pregnant. It reverses the male and female roles as it looks at many of the issues of unplanned pregnancy including morning sickness, body changes, prenatal care, lack of support from partner, family and friends, diminished opportunities, parental and child care responsibilities. An effective program for teaching young men about sexual responsibility. This tape has a 10 second "blip" approximately 2 minutes into program and production quality is less than perfect. Neither effect program context or message.

Title Color of Fear

Grade All Teachers, Postsecondary Students

Format Video (90 minutes)

Description *The Color of Fear* is a groundbreaking film about the state of race relations in America as seen through the eyes of eight men of various ethnicities. Working from a psychosocial viewpoint, *The Color of Fear* examines the effects that racism has had on each of the men. One by one, the men reveal the pain and scars that racism has caused them; the defense mechanisms they use to survive, their fears of each other, and their hopes and visions for a multicultural society.

Title Comparable Worth: Analyses and Evidence
Hill and Killingsworth, 1989. Cornell University

Grade Adult

Format Book

Description Compensation according to comparable worth is one of the most sweeping changes ever proposed for the U.S. economy. Supporters and critics have often been more concerned with advocacy than with careful analysis. Here, at last, is a carefully reasoned discussion of this controversial issue. The contributors include Mark Aldrich, Robert Buchele, Ronald G. Ehrenberg, Joyce P. Jacobsen, and Elaine Sorensen. Each of the essays is followed by the comments of two respondents, including an attorney, a human resource management specialist, sociologist, and a political scientist. Their remarks extend the range and balance of this volume's approach. Relying on rigorous analysis and empirical evidence, *Comparable Worth: Analyses and Evidence* brings new insights and new evidence to the debate. This volume will interest economists, social scientists, and compensation specialists looking for a broad perspective on the topic of comparable worth.

Title Computer Explosion (The) - Implications for Educational Equity
1993. Mid-Atlantic Center for Race Equity

Grade K-12

Format Book

Description Integrating computers into the school curriculum can expand educational opportunities for students. However, without particular attention to equity issues the computer revolution has the potential to widen the gap between advantaged and disadvantaged, male and female, majority and minority students. It is our goal to prevent this from occurring. This notebook is designed to provide resources to educators interested in using computers to increase opportunities for all students.

Title Confronting Sexual Harassment on Campus (1992)

Grade College level students and staff and 11-12 Graders entering postsecondary training

Format Video (2 hours)

Description This video is of a teleconference sponsored and produced by the National Association of Student Personnel Administrators and examines various forms of sexual harassment (student-to-student, faculty-to-student, supervisor-to-employee, and colleague-to-colleague), the myths and facts surrounding sexual harassment, and the development of a campus "action plan."

Title Connecting the Past with the Future: Women in Mathematics and Science, 1993

Grade 7-12

Format Video (45 minutes)

Description This program centers on the contributions of women to the fields of math and science. It includes discussions and interviews with women in the field and looks at the life of Ada Lovelace, the developer of the first computer program. It also introduces "Math Byte" a problem solving activity.

Title Connections: Women and Work and Skills for Good Jobs, 1981

Grade Middle School Students

Format Curriculum Guide (165 pages)

Description Connections, is a multi media curriculum for middle school students developed to inform girls and boys in grade six through nine about women's work prospects, problems and opportunities and help students explore skilled trade and technical fields.

Title Contemporary Perspectives on Masculinity: Men, Women, and Politics in Modern Society
Clatterbaugh, Westview Press

Grade Adult

Format Book

Description This book discusses contemporary sociopolitical perspectives on masculinity.

Title Counselor and Bias-Free Career Planning Programs

Grade High School/Postsecondary

Format Guide (30 pages)

Description A guide for counselors that suggests a variety of methods to use with students, parents, and staff to assure all career planning advice is bias-free.

Title Counselor Staff Development to Achieve Vocational Equity for Disabled Girls

Grade

Format Final Report

Description This project involved staff development for 25 high school guidance counselors within CESA 10 and 11. A 3-credit course "Career Preparation for Disabled Girls" was developed and taught to this group. The counselors attended 24 hours of weekend and evening class sessions and devoted minimally an additional 10 hours to working directly with disabled girls in a variety of guidance activities. Each participant received and used the book, Reaching the Hidden Majority: A Leaders Guide to Career Preparation of Disabled Women and Girls. This is a detailed summary of objectives and evaluation.

Title Creating Awareness in Sex Equity: An Instructional Unit in Sex Equity (1990)

Grade Middle School/High School

Format Book

Description An instructional unit designed to assist students and adults assess their own attitudes and plans, as well as attain an awareness of sex equity and bias.

Title Creating the Nonsexist Classroom - A Multicultural Approach, McCormic, 1994

Grade Staff and Administrators K-Postsecondary

Format Book, 167 pages

Description A comprehensive text specifically to assist preservice and inservice teachers in developing nonsexist education approaches for application across the curriculum. It discusses how the culture in most schools help reproduce sexism and racism and provides strategies for changing school culture and practice to be more equitable.

Title Creative Ways to Supplement Biased Materials - An Instructional Unit in Sex Equity (1990)

Grade Middle School/High School

Format Book

Description This unit contains guidelines for dealing with sex bias language and illustrations, roles, and portrayals of personal traits and physical appearance of all people as well as a wide variety of discussion questions and activities to be used with students when it is necessary to use instructional materials that are biased.

Title Cross Cultural Communication: An Essential Dimension of Effective Education (1990)

Grade

Format Book

Description *Cross Cultural Communication: An Essential Dimension of Effective Education* discusses cultural differences that can lead to communication problems in the classroom and suggests behaviors that affirm rather than devalue a minority student's culture. Since our educational institutions tend to reflect the norms and values of the majority culture, cultural misunderstandings often have a negative effect on a minority student's academic performance. *Cross Cultural Communication: An Essential Dimension of Effective Education* assists teachers to recognize and utilize student diversity in ways that enhance academic identity.

Title Crossing Cultures II Third World Women
Valiant, 1983. Rutgers-The State University of New Jersey

Grade 6-12

Format Book - Classroom Activities

Description A book of ideas, materials, and activities focusing on Asian, Asian-American, Black, Hispanic and Native American Women.

Title Crossing the Line - Sexual Harassment Among Students
Kitchener, Reese, Sepler and Associates, Inc. and Bera, 1992. Intermedia, Inc.

Grade 7 - 12

Format Video (30 minutes) and four - 40-minute lessons

Description This program deals with sexual harassment among students which is being recognized as a form of discrimination that can deny students their education opportunity. "Crossing the Line" encourages students to examine and change their behavior concerning sexual harassment, and to create their own positive school environment. This new program includes a video, teacher's guide, overheads, student handouts, posters, and information for parents.

Title Cultural Etiquette - A Guide for the Well-Intentioned

Grade

Format Book (28 pages)

Description Cultural Etiquette is a concise, uncompromising straight forward collection of guidelines created to be of immediate, practical assistance for those committed to unlearning racism and antisemitism. The Cultural Etiquette guide teaches us to be sensitive to subtle racism, to recognize racism for what it is, and to be an active ally to all oppressed people. It is used as a textbook in over 50 colleges and universities. It is employed as a manual for cultural and racial sensitivity training in a wide variety of social service and government agencies.

Title Dane County/Wisconsin Pioneer Women's Diaries
Riley, 1986. Her Own Words

Grade 9 - 12/Adult

Format Video (15 minutes)

Description The spontaneous observations of upper midwestern pioneer women are brought to life through lively music, a vivid first-person narration, and colorful photography of quilts, clothing, cradles, diaries, pioneer artifacts, restored prairies, and log cabins.

Title Dangerous Memories Invasion and Resistance Since 1492
Golden, McConnell, Mueller, Poppen, Turkovich, 1991. The Chicago Religious Task Force on Central America

Grade K-12

Format Book

Description This book is written in a different way from the usual history text. It is a source book for reading primary documents, comments on history, and historical summaries related to the colonization and conquering of the Americas. The authors have attempted to provide some of the vision and voices of the history which are not usually seen or heard in mainstream education curricula.

Title Dating Violence - The Hidden Secret
1993

Grade 9 - 12

Format Video, 25 minutes
Brief Study Guide Summary

Description Experts say one in four teens may be in a relationship where abuse is used. This video addresses the issues of physical, sexual, and emotional abuse present in many teen relationships. It explores the experiences of both victims and offenders, male and female.

Title Dear Lisa: A Letter to My Sister
Clements, 1991. New Day Film

Grade 9-Adult

Format Video (45 minutes)
Discussion Guide

Description This film is a mosaic of varying statements, experiences and stories based on 13 interviews with women and girls from various backgrounds. Topic areas cover childhood play, the workplace, motherhood, relationships, body image, sexual assault and self-esteem.

Title Dictionary of Bias-Free Usage (The): A Guide to Nondiscriminatory Language
Maggio, 1991. The Oryx Press

Grade 5 - Adult

Format Book

Description Dictionary of bias-free terms.

Title Diversity Awareness Workshop Manual, 1992

Grade

Format Workshop Manual (123 pages)

Description This manual is devoted to increasing understanding of culture and other aspects of human difference with the goal of building empathy, curiosity and interest and the engendered respect that will promote a life time study of the riches of human experience.

Title Dreams of Flying

Grade Students grades 6-14, Adults

Format Video (27:36)

Description This video describes the career planning process, discusses the importance of families, school personnel and role models, describes the career planning process and discusses career options of steps necessary to achieve them. The program emphasizes the importance of career planning and explores nontraditional jobs.

Title Dreamworlds
Jhally, 1990

Grade High School, College and Adult (CAUTION: PREVIEW BEFORE USING)

Format Video (55 minutes)

Description This tape presents an accessible way to be able to talk about these representations and the role they play in how, young people especially, think about and behave in everyday life with regard to sexuality and gender. It uses the images of music videos themselves, rearranged and recontextualized, to highlight the precise nature of this world. It concretizes the issues by examining the relationship between video images of women and the very prevalent problem of date rape and sexual violence toward women.

Title Education for Employment - A Standard for Wisconsin

Grade Adult

Format Video (28 minutes)

Description This program describes Wisconsin's Education for Employment Standard.

Title Educator's Guide to Aids and Other STD's, Wisconsin Edition, 1987

Grade K-12

Format Curriculum

Description Provides methods and materials to help teachers help students gain the knowledge and skills needed for realistic decision-making regarding STD's while emphasizing drug use prevention. Actively oriented, behavior approach to STD education.

Title EmployAbility - Integrating People with Developmental Disabilities in the Workplace

Grade All

Format Video, 28 minutes, Closed Captioned

Description "Employability" is a documentary film, presented by Woolworth Corporation, which focuses on the experiences of people with developmental disabilities in a variety of workplace situations. Its primary message, directed principally to business, but relevant as well to educators and individuals with developmental disabilities and their advocates, is that it makes good business sense to integrate people with developmental disabilities into the workplace. In addition, the film makes it clear that such meaningful employment will also benefit individuals with developmental disabilities.

Title Engineering: A Women's Career
Daniels, Purdue University

Grade 9 - Adult

Format Video (25 minutes)

Description This video starts out a bit slowly but the introduction is followed by interviews with many females in a variety of engineering jobs who share the advantages of careers in engineering as well as some of the aspects of being in a nontraditional field. The women also discuss activities, hobbies, marriage, families, and children in a way that portrays female engineers as well-rounded individuals who are involved in traditional as well as nontraditional pursuits.

Title Equality in Language. An Instructional Unit in Sex Equity, Project SERVE, University of Missouri, 1990

Grade K-12

Format Curriculum Unit

Description This instructional unit can be used in classrooms or workshops for students or adults to assess their own attitudes and plans.

Title Equity Evaluation - A Methods Guidebook Center on Education and Training for Employment

Grade

Format Guidebook (80 pages)

Description A handbook for local school staff to better understand the law and to help define and measure those planned student and staff activities and report resulting effects.

Title Equity in Education Series: Gender Equity for Educators, Parents, and Community, 1995

Grade K-12

Format Booklet (26 pages)

Description Today's diverse classrooms, together with the changing climate of education, challenge educators and parents to use different approaches to meet the needs of all students. *Gender Equity for Educators, Parents, and Community* helps us challenge assumptions that limit expectations for girls and boys. This booklet explains the purpose of Title IX legislation, teaches how to recognize and respond to gender bias, illustrates the effect of gender stereotyping on student performance, and provides activities for K-12 classrooms.

Title Equity in Education Series: Gender Stereotypes - The Links to Violence, 1995

Grade

Format Booklet (25 pages)

Description The school system can be a key intervention point in providing students with the information necessary to understand and prevent violence. *Gender Stereotypes: The Links to Violence* helps students learn to act in nonviolent ways. This booklet illustrates the links between gender-based violence and gender stereotypes; describes how schools can promote and support healthy, violence-free relationships; and provides guidelines for policies and procedures that discourage gender-role stereotyping.

Title Equity in Education Series: Gender-Fair Math, 1995

Grade

Format Booklet (22 pages)

Description An interrelated set of attitudes, self-perceptions, and feelings reinforced by society, parents, educators, and peers can combine to deter girls from mathematics. A hands-on tool for families and educators, *Gender-Fair Math* explains the harmful and lasting effects of gender-role stereotyping. This booklet offers information on the latest research, identifies what works to help students build math confidence, shows how to create a school climate that will encourage girls in math, and provides classroom tools and strategies that increase boys' and girls' interest in math.

Title Equity in Education Series: School-to-Work - Equitable Outcomes, 1995

Grade

Format Booklet (26 pages)

Description A school-to-work program's ability to help all students succeed is crucial. The program must serve the needs of students who are female, are of color, have disabilities, whose first language is not English, or are teen parents. *School-to-Work: Equitable Outcomes*, outlines the School-to-Work Opportunities Act, explains the importance of school-to-work initiatives, describes how gender-biased messages influence girls' and boys' career choices, and teaches equitable techniques that support school-to-work programs.

Title Equity Leadership Development Program for Sex Equity, 1988

Grade

Format Training Programs

Description This program includes 12 staff development/training modules to promote sex equity and eliminate sex bias and stereotyping in educational programs. Emphasis is placed on vocational education and nontraditional careers.

Title Equity Principal (The) - An Inclusive Approach to Excellence
Grayson, 1987. D. Grayson & Los Angeles County Office of Education

Grade K - 12

Format Training Manual

Description This training includes research and self-assessment on effective schooling and what effective administrators can do to maximize the potential for all students to achieve. Equity concepts related to gender, race, disability, national origin and socio-economic class are infused to ensure an inclusive approach to excellence.

Title Examining Materials for Sex Fairness - An Instructional Unit (1990)

Grade Middle School/High School

Format Book

Description Instructional unit designed to assist in recognizing and evaluating negative and/or biased written and audio teaching materials.

Title Expanding Career Options Manual, 1985

Grade 9-12 Regular and Special Needs

Format Sex Equity Curriculum Guide

Description Expanding Career Options is a collection of student activities, lesson plans and strategies designed to eliminate sex bias and sex role stereotyping.

Title Fable of He and She (The)
Noyes, Coronet/MTI Film & Video

Grade K - Adult

Format Video (11 minutes)

Description This animated fable by Eliot Noyes, Jr., gently challenges stereotyped and sexist thinking and celebrates the joys of individual self-expression.

Title Failing at Fairness - How America's Schools Cheat Girls
Myra and David Sadker, 1994

Grade 10 - Adult

Format Book

Description At every turn, today's school girls face subtle and overt gender inequities that relentlessly chip away at their self esteem and aspirations for the future. Based on twenty years of research by two of America's most distinguished social scientists, this stunning report gives many concrete examples of persistent bias against girls within the educational system, including their invisibility in the curriculum. A must for any teacher or concerned parent.

Title Fairer Sex (The)?

Grade

Format Video (18:20)

Description We live in a society where gender stereotypes have been taken for granted. Yet more than half the population faces discrimination on a daily basis. ABC's "Prime Time Live" set out to discover whether there are daily differences in being a male versus being a female in today's American society, particularly in the workplace.

Title Fatherhood: Past, Present and Future
Levine

Grade 9 - Adult

Format Audio Tape

Description A presentation from a public radio broadcast in which Dr. James Levine talks about fatherhood and family.

Title Finding Our Way - Men Talk About Their Sexuality
Kaufman, Lipman, Thompson

Grade Adult

Format Video (38 minutes) and Study Guide

Description How men view their own sexuality is the subject of this documentary. Gathered together for a weekend retreat to talk about their sexual selves, twelve men of different ages, backgrounds and sexual orientations participate in candid discussions that question the equation of aggression, domination and conquest with being male. A first step toward the creation of new role models, FINDING OUR WAY provides a rarely seen close-up of intergenerational men that will serve as an excellent springboard for discussion.

Title First Day of School in America (The)
Magic Video Productions/NEWIST

Grade 7 - 12

Format Video (40 minutes)

Description This 40-minute drama is the story of Kou Yang's first experience in an American high school. He doesn't understand English or the teachers, yet his parents expect him to do well. He also finds his accent and very self to be a source of amusement and disdain to his classmates. Yet in the midst of all this discomfort, Kou Yang finds he has a crush on an unattainable American girl. Watch Kou develop the courage to communicate with this girl. Watch how he, for himself, breaks down the wall of social isolation. **The First Day of School In America** was made by Magic Video Productions, a JTPA-sponsored video company employing Southeast Asian high school students in Green Bay, Wisconsin.

Title Flirting or Hurting? A Teacher's Guide on Student-to-Student Sexual Harassment in the Schools, 1994.

Grade 6-12

Format Teacher's Guide

Description This guide may be used effectively in a variety of courses in grades 6 through 12 and can be tailored to suit particular time restrictions, age groups, and to the related lessons in your classroom. It includes a comprehensive introduction, six "core" lessons, supplementary activities, resources and relevant readings.

Title Follow Your Dream
(1988)

Grade Middle School/High School

Format Video (6:16) with Study Guide

Description This energetic music video gives the message that girls need to plan their careers. The process starts with a dream of career possibilities, then progresses into goal setting and making specific plans to attain that dream. The girls in the video envision becoming a record producer, firefighter, judge, civil engineer, and airplane pilot. Their teacher supports these aspirations by helping the students visualize themselves in specific careers. Finally, the video highlights these young women successfully engaged in their dream occupations. Even the credits reinforce a variety of career options.

Title From A auto mechanic to Z zoologist - Go For It!
Ucciferri and Butler

Grade Middle School/High School

Format A Directory of Role Models for Career Exploration

Description A role model directory of women in challenging careers.

Title From a Secret Place

Grade

Format Video (40 minutes)

Description Adolescence is a turbulent time for anyone, but it may be particularly difficult for teenagers to come to terms with gay or lesbian sexual identities. In this new video, six young people speak eloquently about the process of coming out. Some were rejected by friends or harassed at school, yet others were surprised at the acceptance they received, and all now express a growing pride and increased self-esteem. Also interviewed are three supportive parents, and a psychotherapist. This is an outstanding tool for sensitizing parents, educators and the public to the unique struggles of this population, and provides helpful perspectives for other gay and lesbian teens.

Title Funny Ladies: A Portrait of Women Cartoonists
Briggs, 1991. New Day Films

Grade High School - Adult

Format Video (46 minutes)
Study Guide

Description Lively and intimate portraits of the cartoonists behind America's best-loved comic strips by women: "Brenda Starr," "Cathy," "Sylvia," and "Ernie Pook's Comeek." FUNNY LADIES reveals the process of creating a comic strip, examines the role cartoonists play in commenting on society and celebrates the contributions of women to cartoon art since the turn of the century.

Title Gender and Diversity in the Workplace, Sage Publications, 1994

Grade Postsecondary

Format Book (151 pages)

Description The purpose of this book is to provide a complete and comprehensive set of instructional materials to address the issues of demographically dissimilar people working together. It includes a variety of types of exercises, diagnostic instruments, role plays, case studies and simulations.

Title Gender Impressions Inventory, 1986
by George Ford and Kathleen Ford

Grade

Format Booklet (8 pages)

Description Contains inventory and scoring for Gender Impressions Inventory.

Title Gender Issues in Contemporary Society
Constanzo and Oskamp, 1993. Sage Publications

Grade High school - Adult

Format Book

Description The study of how gender influences social life and has moved from the outskirts of psychology to the center of current research in the field. Conflicts surrounding these issues not only have impacted the environments of home and work, but have also stood directly in the forefront of our national attention as was seen in the Thomas confirmation hearings and the William Kennedy rape trial.

Title Gender: The Enduring Paradox
1991. PBS Video

Grade High School

Format Video (58 minutes)

Description This program explores the subject of gender in American society, from the formation of childhood gender roles to socially-constructed notions of masculinity and femininity, exploring the validity of popular ideas about men and women and illustrating the paradox and contradictions of gender.

Title Girls and Boys Getting Along: Teaching Sexual Harassment Prevention in the Elementary Classroom

Grade K-6

Format Curriculum Guide

Description The goal of this program is primary prevention of sexual harassment and intervention to reduce the incidence of sexual harassment among students. Through a variety of activities the program provides students with factual information about personal safety, respecting one another, identifying sexual harassment, fostering positive gender-based relationships and promoting the use of positive conflict resolution skills when problems occur. Separate programs for K-3 and 4-6 are included in the manual.

Title Girls Can! AAUW, 1995

Grade All

Format Video (16 minutes)

Description Complement to *Shortchanging Girls, Shortchanging America*. An inspirational look at programs around the country that are making a difference in fighting gender bias in schools.

Title Going Places: An Enrichment Program to Empower Students
Eldred, Bailey, Christiansen, Crane, Takashima, Van Gelder, Walker, Bacca, 1991. WEEA Publishing Center

Grade Middle School

Format Book

Description *Going Places: An Enrichment Program to Empower Students* is an important resource for schools seeking to reduce dropout rates and encourage high school success. Based on the successful San Diego model, *Going Places* addresses the specific needs of potential dropouts with a focus on enrichment and hands-on, cooperative group learning. This intensive program develops and builds self-esteem, improves problem-solving and decision-making skills, and develops leadership skills-all designed to help students begin high school with a successful experience. Details how to implement the program, how to recruit students, and guides teachers through the daily plan for eighteen weeks. Designed to help middle school students learn about themselves and think about issues, *Going Places* emphasizes support groups, a sense of belonging, and parent involvement in the education of their children. Description guides refer to three videos, "One of a Kind", "Seeing Yourself" and "Being Yourself."

Title Golden Rule Network (The) - A National Forum on Career Planning for Youth. September 21, 1990

Grade Adult

Format

Description This tape's purpose is to educate viewers on the present status of career planning for youth. It is intended to generate discussion and provide new directions in the area of career planning. It should be used in conjunction with the videotape "Are You Ready?"

Title Growing Up Female
1990. New Day Films

Grade Adult

Format Video (50 minutes)

Description GROWING UP FEMALE shows the socialization of the American woman through a personal look into the lives of six women, ranging in age from 4 to 35. We see the forces that shape them - parents, teachers, guidance counselors, advertising images, pop music, and the institution of marriage. A classic film produced in 1971 at the birth of the modern women's movement, it offers us a chance to see how much has changed - and how much remains the same. Purchased by over 400 universities and libraries.

Title Guide to Nonsexist Language and Visuals, University of Wisconsin-Extension, 1985

Grade

Format Guide (25 pages)

Description This book provides help and guidelines in the use of language and visuals that will open the doors of equality, participation and potential for all.

Title Guidelines for Sex-Fair Vocational Education Materials

Grade K-12

Format Books

Description Guidelines and checklist for examining vocational materials for bias in the areas of language, roles, personal traits, physical attributes and illustrations.

Title Guidelines for the Creative Use of Biased Materials in a Non-Biased Way

Grade K-12

Format Book

Description Guidelines intended to aid vocational education teachers in recognizing and dealing with sex biases contained in classroom materials and how to mitigate their effects and to help students explore their own bodies.

Title Gumbo Goes Downtown

Grade Pre-School - Early Elementary

Format Book (30 pages) Large pictures and limited script. Contains information and suggested questions for classroom discussion.

Description One in a series of 12 books. The book contains information on New Orleans and Louisiana. A story about a dog's adventure in New Orleans and his return home. Unable to scare anybody, Gumbo the watchdog runs away to the French Quarter of New Orleans in search of a new identity. Gumbo discovers home is "where we know and are known." It is where we have and are loved, need and are needed.

Title Hana's Year

Grade Pre-School - Early Elementary

Format Book (30 pages) Large pictures and limited script. Contains information and suggested questions for classroom discussion.

Description One in a series of 12 books. The book presents information about Japanese textiles and art. A young macaque monkey living in the mountains of Japan gets into trouble when she follows the lead of a mischief-maker. Includes discussion questions on peer pressure and information on Japanese folk textiles. Hana learns a valuable lesson about resisting peer pressure and taking responsibility for her own actions.

Title Hand in Hand: Mentoring Young Women, WEEA, 1988

Grade

Format Guides (3 books)

Description A set of three books: 1) Guide for Planning, Implementing and Evaluating a Mentoring Program; 2) Idea book for Menors, and; 3) Student Career Journal designed to help schools and businesses to cooperate in conducting a mentoring program.

Title Hate, Homophobia and Schools, 1995

Grade Jr/Sr High School, Postsecondary

Format Video, 60 Minutes

Description Gay, lesbian, bisexual and transgender children are often surrounded by hatred within the walls of their schools. Many times they are at physical and emotional risk for their lives. *Hate, Homophobia and Schools* is a 60-minute video designed around a forum of gay and non-gay; some anti-homosexual, youth and adults discussing what it is like to grow up gay in this society. The program will have a positive impact on school kids, both homosexual and heterosexual, middle and high school staffs, as well as families of these at-risk children.

Title Heart on a Chain: The Truth About Date Violence
Advanced American Communications

Grade 9 - 12

Format Video (17 minutes)
Discussion Guide

Description This informative program addresses the issue of teenage date violence by speaking directly to young abusers and victims. Dramatically staged, it demonstrates the behaviors of several teenagers as each relates to a dating partner.

Title Heroes and Strangers
Rasmussen and Heriza, New Day Films

Grade 9 - 12

Format Video (28 minutes)
Viewers Guide

Description Whether a hero or a stranger in the family, men's roles are changing. This documentary explores a father/daughter and a father/son relationship, revealing the complex social and economic forces affecting the role of men in the family. Raising provocative questions about love, work, and gender roles, HEROES AND STRANGERS will generate discussion about the possibility of change in family structures and relationships.

Title Horizons 2000: Career and Life Planning for Young Women - Grades 5-6, 1993. Cheryl G. Bartholomew, Ph.D.

Grade 5-6 Males, 5-12 Females

Format Teacher Manual, Parent Handbooks, Student Workbook, 2 Videos (30 minutes each)

Description This developmental program addresses the career and life planning concerns of young women (in grades 5-12) and young men (in grades 5-6). Three broad components of the curriculum; Clarifying Attitudes, Enhancing Self-Esteem, and Examining Career Choices, combine synergistically to expand student's horizons.

Title Horizons 2000: Career and Life Planning for Young Women - Grades 10-11

Grade 10-11

Format Manual, handbooks, workbooks, 3 videos (30 minutes each) and audio cassette

Description This developmental program addresses the career and life planning concerns of young women and young men. Three broad components of the curriculum; Clarifying Attitudes, Enhancing Self-Esteem, and Examining Career Choices combine synergistically to expand student's horizons.

Title How High the Sky? How Far the Moon?
Menard, 1979. Education Development Center

Grade K-12

Format Activity/Curriculum Book

Description A comprehensive program for teaching science and equity at the same time. For grades K-12, lessons are arranged by grade levels and contain lesson plans and materials.

Title How to Tell the Difference: A Checklist for Evaluating Children's Books for Anti-Indian Bias
Slapin, Seale, Gonzalez, 1992. New Society Publishers

Grade K-12

Format Book

Description This checklist makes it easier for a teacher, parent, librarian or student to choose non-racist and undistorted books about the lives and histories of the People. Gives examples of several established criteria. (32 pages)

Title Improving Minority Student Achievement: Focus on the Classroom, Mid-Atlantic Center for Race Equity, 1986

Grade K-12

Format Book (263 pages)

Description This training package is designed to provide teachers with the information and shells they need for demonstrating positive expectations for all students through their behavior and is designed to be conducted by a principal or other school administrators, a teacher supervisor or a senior teacher.

Title Increasing Options Through Life Work Planning
Gassman and Deutsch, 1990. WI Department of Public Instruction

Grade 7 - 12

Format Book, facilitator guide, activities, handouts, and resources

Description Life work planning is a process that helps individuals develop tools for gaining and maintaining self-direction in the face of many choices. It is a step-by-step method of examining skills, values, interests, and needs and is invaluable for surviving and thriving in a complex and rapidly changing world of employment, home and family, education and leisure.

Title Indian Giver, Jack Weatherford

Grade 7 - Adult

Format Video (45 minutes)

Description This program is an excellent description of how the modern world has been enriched by the gifts of Indian people in the material areas of economics, food, and medicine, as well as in the area of ideas such as democracy.

Title Individual Differences: A Program for Elementary School Age Children
Cummings, London, Moore, Raschke, Schwartz & Tofley, 1974. Madison Public Schools

Grade K-5

Format Activity Book

Description A wide variety of activities focus on issues that engage each student's individual capacities. They help children gain a better understanding of themselves as individuals and enhance their respect for differences in others.

Title Infusing an Equity Agenda into School Districts, Grayson, 1985

Grade

Format Book (25 pages)

Description The IPM is designed to be adaptable at any level, from multistate regional agencies to the individual classroom. It is basically a management strategy which can be implemented through existing organizational structures, which responds to identified local needs, and which infuses equity concepts into local programs and practices. The model builds in an ongoing system for compliance and continued infusion. It is a way of institutionalizing equity by involving key district personnel in supporting the implementation of concepts and materials by practitioners in the classrooms. The model succeeds because it is simple.

Title Inger's Promise

Grade Pre-School - Early Elementary

Format Book (30 pages) Large pictures and limited script. Contains information and suggested questions for classroom discussion.

Description One in a series of 12 books. A story of trust, cooperation and bravery. Ingar, a young reindeer buck, makes mistakes but proves himself to be a trustworthy friend who saves two older reindeer by leading them through a snowstorm and dangerous territory.

Title Invisible Rules: Men, Women and Teams

Grade High School, Postsecondary, Adult

Format Video (34 minutes) includes Discussion Guide

Description Sequel to *The Power Dead-Even Rule*, Dr. Pat Heim discusses being raised in different cultures (male and female) teaches different lessons about what it means to be a leader or a team player and many other invisible rules that cause many of the misunderstandings that men and women experience in the workplace. A lively, thoughtful and sometimes humorous discussion and that can benefit all.

Title It's In Every One of Us
Krutein & Pomeranz, 1987. Wernher Krutein Productions, Inc.

Grade K - 12/Adult

Format Video (7 minutes)

Description IT'S IN EVERY ONE OF US is a powerful reminder of our common humanity. This unforgettable seven minute video blends heart-warming images of our global family with music and lyrics that celebrate the human spirit. It lets us *feel* the wisdom and truth we all carry within us. Enchanting to both adults and children.

- Title** It's Not Always Happy At My House
MTI Film & Video
- Grade** K-12 This program must be previewed and audience prepared before showing.
- Format** Video (34 minutes)
Discussion Guide
- Description** Made especially for children, this program was designed to aid in breaking down the sense of isolation and secrecy that prevails in the battered family. In a realistic dramatization, the central family is shown taking the necessary, though not easy, steps to ensure their safety and to learn about the violence in their own lives. This program will also be an important consciousness-raising tool for individuals working with children, and those responsible for developing or administering policy and legislation concerning domestic violence.
- Title** Jack and Jill Series: The Masculine Mystique
- Grade**
- Format** video (30 minutes)
- Description** This videotape outlines some of the restrictions men experience because of sex bias that may inhibit their emotional growth and trap them in unsatisfying careers. Narrated by Pat Sullivan and includes commentary from Warren Farrell and interviews with families and teachers. Although clothing and hair styles are very dated, content is still (unfortunately) very relevant. Historically facinating and could be excellent for starting a discussion.
- Title** Jomo and Mata
- Grade** Pre-School - Early Elementary
- Format** Book (30 pages) Large pictures and limited script. Contains information and suggested questions for classroom discussion.
- Description** One in a series of 12 books. A story about elephants in East Africa. When the riverbed dries up, thirsty Jomo the elephant learns that helping to dig a well is sometimes more important than besting his brother. Includes facts about the landscape and inhabitants of East Africa's savannah.

Title Juggling Lessons - A Curriculum for Women Who Go to School, Work, and Care for Their Families
The Network, Inc.

Grade

Format Instructor's Guide

Description Several instructional units, designed to stand alone or in conjunction with others, that provide practical knowledge and skills to assist students in managing the multiple responsibilities related to family, work and school.

Title Just Between Sisters: Futures Unlimited
Minority Women in Technology (1987)

Grade Middle School/High School

Format Video (approximately 30 minutes) and Resource Guide

Description This program, an the accompanying guide, promote nontraditional career choices for women.

Title Just What the Doctor Should Have Ordered
A Prescription for Sex-Fair School Health Services
Dunkle, 1989. WEEA Publishing Center

Grade K-12

Format Book

Description This manual provides a way for anyone concerned with health services--as a consumer, as a provider, or as an administrator--to evaluate health services and begin to identify ways to make them more equitable for girls and boys, for women and men. Includes sections on Title IX, pregnant students, sex education, student health insurance, sports medicine, AODA programs, etc.

Title Keepers of the Earth - Native American Stories with Environmental Activities for Children

Grade K-8

Format Book

Description This is a book about living, learning and caring. It features a collection of North American Indian stories and related hands-on activities designed to inspire children ages 5-12 and help them to feel a part of their surroundings. This emphasis is on an interdisciplinary approach to teaching about the earth and Native American cultures. Intended to provoke curiosity among children, the activities facilitate discovery of their environments and help children understand the influence they have on their surroundings.

Title Kiki and the Cuckoo

Grade Pre-School - Early Elementary

Format Book (30 pages) Large pictures and limited script. Contains information and suggested questions for classroom discussion.

Description One in a series of 12 books. Kiki, a western meadowlark, migrates from Texas to the Kansas prairie to make his summer home, and a wife, and have a family. Kiki's world is invaded by a cuckoo clock and a rivalry begins. This is a story about competition and choosing our contests with care.

Title Kylie's Concert

Grade Pre-School - Early Elementary

Format Book (30 pages) Large pictures and limited script. Contains information and suggested questions for classroom discussion.

Description One in a series of 12 books. A sequel to *Kylie's Song* set in Australia, Kylie leaves the security of her eucalyptus tree to follow a new dream. While exploring the Australian forest and meeting the different animals who live there, Kylie the singing koala discovers that they are in danger of being destroyed and becomes active in saving the forest.

Title Kylie's Song
Sheehan, 1988. Advocacy Press

Grade K-6

Format Book

Description Kylie's unique singing talent is scorned by her neighbors. But, with work and determination, she not only fulfills herself, but also earns their respect and love. Selected by the Coors Foundation for Family Literacy for their national program.

Title Land of O's
1995

Grade Adult

Format Video (28 minutes)

Description Follow up to A Tale of "O". This program links diversity with productivity, competitiveness and bottom line results address "real-world" issues.

Title Let's Begin With Us - A Regional Equity Conference
Ross

Grade K-12

Format Manual

Description This manual describes how the Ysleta Independent School District in Texas implemented a sex equity regional conference. It includes many helpful hints and samples of letters, schedules, brochures, etc.

Title Lifting the Barriers: 600 Strategies that Really Work to Increase Girl's Participation in Science, Math & Computers

Grade K-12

Format Book (111) pages)

Description Based on the experiences of two hundred K-12 educators from every state in the country, this book contains hundreds of tested strategies that are teacher-friendly as well as successful. They range from the simple to the complex, from the obvious to the ingenious, from the free to the expensive. Most, however, are easy and cost nothing or very little.

Title Little Girl Book (The) - Everything You Need to Know to Raise a Daughter Today

Grade

Format Book (277 pages)

Description This book is for parents of daughters and teachers of young girls. It provides background in psychology and socialization to help illuminate the philosophical side of raising young girls. Additionally it offers practical tips and applications to assist. It includes discussions on sex differences and development of girls from infancy through 3rd grade.

Title Louisiana Women in Nontraditional Occupations
Louisiana Department of Education

Grade 9-12/Adult

Format Video (of slides with narrative) (23 minutes)

Description A very long sampling of Louisiana women in nontraditional jobs. Narration includes descriptions of jobs, duties, promotions, salary, etc.

Title Love Hurts
1994

Grade 9 - 12

Format Video

Description An original ABC after school special, this dramatic video examines the abusive relationship between two high school students. Michael, a football player, batterer, and Christine, a straight A student, musician and victim. It examines the dynamics of abuse and choices of action.

Title Love in a Pumpkin Shell

Grade 7-12

Format Video (30 minutes) and Teacher Guide (25 pages)

Description *Love in a Pumpkin Shell* is a half-hour television documentary designed to help youth and adults recognize and prevent dating violence in teenage relationships, inform them where to go for help and educate them about what constitutes a healthy relationship.

The poignant stories told by the young people on the program take the viewer through the pain of the cycle of date violence: the tension building stage, the explosion or battering stage and the honeymoon stage.

Title Maid of the North (The)
Phelps, 1931. Henry Holt and Company

Grade 4 - Adult

Format Book (176 pages)

Description Delightful! Twenty-one traditional folk/fairy tales featuring self-confident, heroic, clever, resourceful figures in leading or crucial roles. Heroines represent a variety of ethnic and cultural backgrounds, including American Indian, Japanese, Russian, Scandinavian, Celtic, and East Indian.

Title Making Change for School Improvement
The Network

Grade

Format Game

Description Making Change for School Improvement is a tool for educators that simulates organization change in education settings. Organized as a training game, players have fun while they learn to manage change in schools. More importantly, players get the opportunity to try out real life strategies for changing policies and practices in a fictional school district, complete with administration, school staff, and members of the community.

Title Making Points
Girls Club of America, A Middlemarch Films Production

Grade 7 - 12

Format Video (11 minutes) - Leader's Discussion Questions

Description The pervasive effects of sex role stereotyping are vividly emphasized in the topsy-turvy world.

Title Making Points
Girls Club of America, A Middlemarch Films Production

Grade 7 - 12

Format Film

Description The pervasive effects of sex role stereotyping are vividly emphasized in the topsy-turvy world.

Title Making Waves: An Anthology of Writings By and About Asian American Women
Beacon Press

Grade 10 - Adult

Format Book (481 pages)

Description By and about women who trace their roots to Asia, this ground-breaking anthology includes autobiographical writings, poems, short stories, essays and photographs. Arranged thematically around topics of importance to this growing community - immigration, war, work, generations, identity, discrimination, and activism - this book shows that Asian-American women are not afraid to speak their minds.

Title Male and Female: Respecting Each Other
Alfred Higgins Production, Inc.

Grade Junior-Senior High School

Format Video (18 minutes)

Description Dramatically emphasize how sex role stereotypes can negatively affect teens - and what they can do about it. Teens often feel confused over society's message about what is appropriate behaviors for males and females in their actions and attitudes regarding one another. The sources of misleading gender stereotypes are explored and refuted. This dramatic video provides insight and shows steps that can be taken toward recognizing unhealthy patterns and building relationships based on mutual respect and equality.

Title Male Experience (The), Third Edition
Doyle, James A., 1995

Grade

Format Book (343 pages)

Description This book examines men's lives and includes sections on "Perspectives on the Male", "Elements of the Male Role", and "Some Issues of Concern to Males." A very comprehensive study of the changing lives of men presented in a readable format.

Title Man Oh Man
Clements, New Day Films

Grade

Format Video (18 minutes)

Description MAN OH MAN takes a loving, curious look at the forces which mold young boys into men. Men from all walks of life speak with humor and sadness about what is expected of them. Explores personal definitions of masculinity, inter-gender communications, self-worth, gender stereotyping, and changing roles. As an honest representation of one filmmaker's glimpse into the male world, it is guaranteed to spark audience interest and stimulate discussion.

Title Maryland Women's History Resource Packet - 1990

Grade

Format Book and Women's History Display Kit

Description A good model for creating local or statewide resources for Women's History.

Title Mathematics Anxiety/Avoidance Prevention Project

Grade K-12, Postsecondary

Format Book

Description The first section (Readings) includes articles on problems of math anxiety and avoidance to provide background on causes, consequences, and possible cures. The remaining sections (Teaching Techniques, Learning Activities, Anxiety Counseling, Career Counseling and Community Resources) are directed to mathematics teachers and counselors. They suggest specific ways the math anxiety/avoidance can be dealt with in the classroom, resource center, and counseling center.

Title Measures and Standards Teleconference
Missouri Department of Elementary and Secondary Education

Grade Adult

Format Video (1 hour, 15 minutes)

Description This live/interactive teleconference focuses on the development and implementation of a system of core measures and standards. It provides information regarding compliance information of Perkins II, discusses procedures for determining measures and standards and develops a greater understanding of the role of measures and standards in the total vocational accountability process.

Title Men and Masculinity - Changing Roles. Changing Lives
Oasis

Grade 10-12

Format Video (30 minutes)

Description Men and Masculinity: Changing Roles. Changing Lives is a lively and provocative exploration of the people, the ideas, and the activities of the pro-feminist, gay-affirmative men's movement, with informal interviews, workshop footage, and concert performances recorded at the 13th National Conference on Men and Masculinity. This program is a valuable resource for stimulating discussion about men's roles and male behavior, and also serves as an excellent introduction to what's happening in the changing men's movement today.

Title Men Are From Mars, Women Are From Venus
Gray, 1992. HarperCollins Publishers

Grade 10 - Adult

Format Book

Description Once upon a time Martians and Venusians met, fell in love, and had happy relationships together because they respected and accepted their differences. Then they came to Earth and amnesia set in: They forgot they were from different places. Using this metaphor to illustrate the commonly occurring conflicts between men and women, Dr. John Gray explains how these differences can come between the sexes and prohibit mutually fulfilling loving relationships. Based on years of successful counseling of couples and individuals, he gives advice on how to counteract these differences in communication styles, emotional needs, and modes of behavior to promote a greater understanding between individual partners. *Men Are from Mars, Women Are from Venus* is an invaluable tool for developing deeper and more satisfying relationships.

Title Men's Lives
New Day Films

Grade 9-12/Adult

Format Video (43 minutes)

Description This film discusses expectations of parents, teachers and role models presented in sports, advertising, and media that give messages to males about what it is to be a man.

Title Mentor's Guide to Improved Equity in Decision Making Center on Education and Training for Employment

Grade

Format Guide (34 pages)

Description A targeted set of suggested methods for adult mentors to better assure that they keep all options open to students during advisement.

Title Metoo Career Choices
1988. Dragons Are Too Seldom Productions

Grade K-6, Special Needs Students

Format Activities Kit

Description The kit contains 16 scripts, an activity book and a "how" and "why" of career puppetry as well as 3 outfits and 15 patches for teaching about career choices to students K-6.

Title METOO Checks into Attitudes
Madsen-Clark, Scholz, 1991. Dragons are Too Seldom Productions

Grade K-6, Special Needs Students

Format Activities Kit

Description The purpose of this activity kit is to: explore skills and attitudes that will effect life long career choices, discuss coping skills while students are attending school, and empower students to "think" about options available to them.

Title Mind Parasites (The)
Wilson, 1967. Oneiric Press/Wingbow Press

Grade 9 - Adult

Format Book

Description

Title Mindset for Math (A): Techniques for Identifying and Working with Math-Anxious Girls
Genshaft, Hagleri, 1987. WEEA

Grade 4 - 9

Format Activity Book

Description A program for upper elementary and middle school students that treats anxiety as a component of math instruction. Helps girls recognize feelings of anxiety and learn to reduce them, using proven stress-reduction techniques. Activities make math relevant and fun.

Title Mini-Films on Prejudice (ADL-PSA's)
Anti-Defamation League

Grade 7 - 12/Adult

Format Video (10 minutes)

Description A series of 12 mini-films designed to introduce students to the nature of prejudice. Celebrities commenting on the evils of prejudice include Edward Asner, Erik Estrada, Bonnie Franklin, Larry Hagman, Judd Hirsch, Linda Lavin, and Carroll O'Connor.

Title Minou
Bingham, 1987. Advocacy Press

Grade K-12

Format Video (18:30 minutes)

Description Minou lived a Cinderella life. Her owner, Madame Violette, saw to her every need. Minou probably would have lived "happily ever after," but tragedy strikes and Minou finds herself on her own, completely unprepared to take care of herself. As she learns the skills to become self-sufficient, she takes us on a gorgeously illustrated exploration of the sights and architecture of Paris.

Title Mirror, Mirror
Krawitz, 1990. Women Make Movies

Grade 9-12/Adult

Format Video (17 minutes)

Description MIRROR, MIRROR provocatively explores the relationship between a woman's body image and the quest for an idealized female form. Thirteen women, of varying age, size, and ethnicity, candidly reveal the ambivalence with which they regard their own bodies.

Title Molly's Magic

Grade Pre-School - Early Elementary

Format Book (30 pages) Large pictures and limited script. Contains information and suggested questions for classroom discussion.

Description One in a series of 12 books. Molly, a clever pig living on an Irish farm, helps supplement the family income by attracting customers to their tea garden. Book presents information about Ireland and about farm life and farm animals. It is a story of a problem-solving pig that helps overcome adversity through a special kind of magic.

Title More Choices: A Strategic Planning Guide for Mixing Career and Family, 1988

Grade 16-Adult

Format Book (240 pages)

Description *More Choices* offers new strategies for today's realities. It shows how, with proper planning, it is possible to support a family - and still find time to enjoy it. This is an ideal book for anyone about to choose a career or start a family, whether they are in high school, college, or already in the workforce.

Title Mother-Daughter Choices
A Handbook/Video for Coordinators
Bringham, Quinn, Sheehan, 1988. Advocacy Press

Grade 4-6

Format Handbook/Video

Description Six week proven program for small groups of mothers and daughters. Prepares pre-teens for peer pressures and critical decisions they will face on entering puberty. Strengthens trust and communication. Encourages goal setting. Includes presentations, meeting guidelines, publicity and more. Video shows programs in session.

Title Mothers of Invention from the Bra to the Bomb. Forgotten Women and their Unforgettable Ideas
Varc and Ptacek, 1987. Quill William Morrow

Grade 9-12/Adult

Format Book

Description All of the following were discovered or invented by women: nuclear fission, pink champagne, solar heating, the bra, drip coffee, radioactivity, the Barbie doll, pulsars, the ice cream cone. But how many of these women's names and achievements are remembered by history? Informative, poignant, and sometimes very funny, this book presents the stories of some remarkable women who did not let the odds stop them from tinkering with the way things were and coming up with something better.

Title Multicultural Literature for Children and Young Adults
1991

Grade

Format Book/Bibliography (80 pages)

Description A bibliography of literature by and about African Americans, American Indians, Asian Americans, and Hispanic Americans. The books included in this multicultural literature bibliography are by and/or about women, men and children of color.

Title Myth-Busters II
1993. Benchmark Productions, Inc.

Grade Upper Elementary/Middle School

Format Video (20 minutes)/Manual

Description Mythbusters II is an exciting and upbeat presentation of nontraditional careers for males and females. It addresses many of the myths which discourage people, young and old, from entering careers dominated by the other gender. Three energetic "Mythbusters" travel through a series of encounters with myths, singing a RAP song called "The Mythbusters RAP." The program consists of a fifteen-minute video and a manual with activities which uses cooperative learning strategies. The activities infuse equity concepts into math, science, health, communication, history and geography classes.

Title Native Realities
Thunderchief, 1994

Grade K-12, Postsecondary

Format Music on cassette tape with Teacher's Guide

Description In addition to being enjoyable listening, all the songs but one on this recording address legitimate, historical and contemporary American Indian Realities. The teacher's guide includes song lyrics and a discussion of the issues and topics, as well as, strategies for utilizing the songs in the classroom.

Title New Choices. Women in Nontraditional Careers

Grade Jr/Sr High School, Postsecondary

Format Video (20 minutes)

Description An excellent discussion of the benefits of nontraditional employment, skills, wages, types of occupations and shows women doing a variety of work.

Cast includes many people of color and program utilizes music and dance. Well done.

Title New Directions: Exploring Your Options, 1986

Grade High School and Post High School Students

Format Video (43 minutes)
Quality of audio is very poor

Description Presents interviews with twelve men and women in nontraditional occupations in Eastern Wisconsin/CESA #9 area. Participants describe their work, what a typical day is like and educational considerations.

Title New Men, New Minds, Breaking Male Tradition
How Today's Men Are Changing the Traditional Roles of Masculinity
Abbott, 1987. The Crossing Press

Grade Adult

Format Book

Description Provides an excellent opportunity to appreciate the pro-feminist men's movement at its highly personalized, casual, deliberately non-authoritative best. It is a book about pain, support, violence, eroticism, change and love. The book reflects the process of bridging insight into action in its organization. It begins with a section on fathers and mens stories, continues with stories of changing men and concludes with a deeper look at how men are becoming whole.

Title No Easy Choices from Sexism in Schools

Grade

Format Video (30 minutes)

Description Sex equity training program for school board members. Presents several situations regarding equity in promotion hiring, receipt of gifts, etc. and provides questions for discussion and thought.

Title No Means No: Avoiding Date Abuse
MTI Film and Video

Grade 7-12/postsecondary

Format Video and discussion guide (19:20)

Description This film offers practical advice about self esteem, dating and sex, encouraging viewers to determine their own sexual boundaries and providing them with skills to say "no" to forced sexual advances.

Title No More Frogs to Kiss. 99 Ways to Give Economic Power to Girls, 1995, Harper Collins

Grade

Format Book (215 pages)

Description This book is full of examples of girls who are succeeding at enterprises that many would still think unlikely for adult women. It shows adults how to help girls discover the self-respect that comes only from developing their own talents and finding their own independence.

Title Nonsexist Choices - The Writer's Guide to Equality, Turning Point Software, 1987

Grade

Format Software

Description **For Apple IIE, 80 columns.** Nonsexist Choices is a complete package to introduce your students to bias-free communication skills. It includes a comprehensive software program that teaches how to recognize sex-biased word usage and how to rewrite. Includes a set of illustrations to add humor, a manual, and a nonsexist thesaurus.

Title Notable Hispanic American Women
Gale Research, Inc.

Grade 9-Adult

Format Book

Description Based on a mixture of personal interviews, book studies, and/or articles, the entries in this book feature historical and contemporary women from a broad range of professions, including medicine, labor, entertainment, business, law, sports, journalism, science, education, politics, religion, literature, and others and cover the noteworthy personal, family, and career details that helped shape and define each woman's life.

Title Nuts and Bolts of NTO (The): How to Help Women Enter Nontraditional Occupations
Sanders, 1986. The Scarecrow Press, Inc.

Grade Adult

Format Book

Description Although the second edition was published in 1986, the format, suggested activities, information presented are still very relevant for the 1990's. It is one of the most comprehensive, detailed publications for helping educational institutions provide a program to help women enter and succeed in nontraditional occupations.

Title Oceans of Options: Sex Equity Lessons for the Classroom, Education Equity Center for the Pacific Far West Laboratory for Educational Research and Development

Grade K-12

Format Book (240 pages)

Description This book is a compilation of classroom lessons developed by teachers and organized by equity topic: awareness, instructional materials, interaction, mathematics, cooperative games, and career education.

Title Ojibway Music from Minnesota
A Century of Song for Voice and Drum
Vennum, 1989. The Minnesota Historical Society

Grade K-12

Format Cassette Tape (35 minutes)
Guide

Description

Title On Equal Terms

Grade Middle School/High School

Format Video (30 minutes)

Description Workers in nontraditional roles describe their experiences. Various educators relate studies on sex stereotyping, the roots in our society and suggested practices aimed at eliminating sex bias. Young adults are encouraged to seek careers which will not only support them, but which suit them, regardless of traditional sex role stereotyping. Includes a guide with teaching notes, suggested activities, pre and post-tests and list of resources.

Title Once Upon A Choice
Brandon, 1980. New Day Films

Grade 7-12

Format Video (15 minutes)

Description A humorous, original fairy tale dealing with sex-role stereotypes.

Title One Fine Day
Circle Records and Ishtar Films

Grade 6 - Adult

Format Video (6 minutes) and Study Guide

Description Six glorious minutes that will bring tears to your eyes and pride to your heart! "My road is a little easier, 'cause she was here" sings Kay Weaver, while the images portray 19th and 20th century women in this country--well known and unknown--who took the roads first. More than 60 images of women. Excellent for use in schools, community groups, or brown bag programs at work. Comes with study guide.

Title Our Wildest Dreams. Women Entrepreneurs Making Money, Having Fun, Doing Good. Joline Godfrey, 1992, HarperCollins

Grade Adult, Postsecondary

Format Book (241 pages)

Description This book makes visible women who own businesses what they are like, what their businesses are like; how they got started, what difficulties they face and how they maintain balance in their lives.

Title Outstanding Women in Mathematics and Science

Grade 5 to Adult

Format Photo Display

Description No science classroom should be without this photo display kit featuring 23 full page, black and white photos and short biographies of women who have made important contributions to a wide variety of mathematical and scientific fields. Borrow to preview - order from National Women's History Project.

Title Papa Piccolo

Grade Pre-School - Early Elementary

Format Book (30 pages) Large pictures and limited script. Contains information and suggested questions for classroom discussion.

Description One in a series of 12 books. Book presents information about Venice Italy. By adopting two homeless kittens, a tomcat in Venice embarks on the biggest adventure of his life. Piccolo learns what it is to be a father by sharing, nurturing, and teaching.

Title Parent Awareness - Sex Equity Training Packet

Grade

Format

Description The purpose of this training package are, first, to make students' parents aware of the different vocational programs and of their value for the student in order to gain parent support; and, second, to help these students reach informed decisions regarding which courses to take and which future jobs to prepare for.

Title Parent's Guide to Bias-Free Career Planning

Grade High School/Postsecondary

Format Book (19 pages)

Description An overview of barriers that could exist, the possible effects on students career planning and offers timely ideas on how to model and advise their children at home.

Title Pequena the Burro

Grade Pre-School - Early Elementary

Format Book (30 pages) Large pictures and limited script. Contains information and suggested questions for classroom discussion.

Description One in a series of 12 books. Book presents information about Mexico. Despite her feeling that she is only a burro, Pequena is able to live up to the noble heritage of her ancestors who helped build Mexico. She begins a journey of self-discovery of who she is and where she is going.

Title Personal Power Tools - An Interactive Training Manual for Women in the Trades, 1993

Grade 11 - Postsecondary

Format Manual (69 pages)

Description There are many issues women who are considering entering a nontraditional career must think about. This manual is intended to encourage, support and help women sustain careers in these fields. It explores such topics as self-esteem, math anxiety, assertiveness, sexual harassment and the importance of support.

Title Pioneer Women - Selections from Their Journals
1974. Caedmon Records

Grade 7-12/Adult

Format Two Audio Tapes (2 hours total)

Description Tape 1 - Side 1: Pioneer Daughter: Journal of Elenore Plaisted
Tape 1 - Side 2: Missionary Wife: Diary of Mary Richardson Walker
Tape 2 - Side 1: The Army Wife: Recollections of Martha Summerhayes
Tape 2 - Side 2: The Homesteader: Letters of Elinore Pruitt Stewart
Read by Sandy Dennis and Eileen Heckart

Title Pioneering Programs in Sex Equity: A Teachers Guide
Smith & Farris, 1982. American Vocational Association

Grade 7-12

Format Teacher Guide

Description A guide to sex equity activities that can be used to encourage students who are interested in nontraditional work.

Title Planning a Nontraditional Career Day

Grade Middle School/High School

Format Notebook

Description This Career Day notebook is designed to walk through the stages of preparing for and presenting a successful Career Day. If you follow the timeline and refer to the STEP BY STEP directions at the beginning of each section, you should be able to put together your own nontraditional Career Day. Obviously each counselor needs to edit the materials included herein to his/her own school's particular needs.

Title Positive Images: Portraits of Women with Disabilities, 1989

Grade

Format Video (58 minutes)

Description Using dance, comedy and drama, the *Disabled Women's Theater Project* conveys some joyful, absurd and painful moments in the lives of women with disabilities. "This tape successfully deals with the double sets of discrimination and stereotyping faced by disabled women...It dispels myths and breaks down barriers." Written, performed and produced by Women with Physical Disabilities.

Title Poverty Shock: Any Woman's Story, 1986, NEWIST

Grade 9 - Postsecondary

Format Video (29 minutes)

Description This documentary on the new "feminization of poverty," focuses on real-life situations in which women's lifestyles have been severely disrupted, whether by divorce, loss of husband's income, or teen pregnancy. Perhaps the most compelling point being made in this production is to encourage young girls to consider their own career aims, regardless of whether they marry and have children. An excellent program for courses in guidance and counseling.

Title Power Pinch
MTI Film & Video

Grade 10 - Adult

Format Video (23:31 minutes), Leaders Guide and Manager Handbook

Description Sexual Harassment in the Workplace guided by host Ken Howard sheds light on the many aspects of the sexual harassment issues. Interviews and dramatizations illustrate the three types of sexual harassers: the power player, the office adapter, and the victim of mixed signals.

Title PROJECT CHOICE: Creating Her Options in Career Exploration

Grade

Format Career Development Model (579 pages)

Description The basic purpose of the program is to broaden the career options of talented adolescent women through identifying those personal and cultural barriers (particularly those related to sex-role stereotyping and/or sex-role socialization) that may interfere with the realization of their great potential and then engaging these students in activities designed to overcome the particular impediments to fulfillment. It is based upon the assumption that individual needs must be assessed and interventions designed in an individualized fashion for each participant.

Title Promoting Self-Esteem in Young Women
University of New York

Grade

Format Teacher's Manual

Description An overview of some of the special problems of self-esteem in girls and young women and includes suggested classroom activities that can be helpful in promoting self esteem.

Title Public Service Announcements Women's History

Grade

Format Book

Description A set of Women's History Month spots for local radio broadcasts, school announcements, e-mail messages, classroom blackboards, or home answering machines! The printed set includes both 30- and 60-second announcements for you to read that feature a multicultural selection of 31 women prominent in U.S. history. Includes information on how to get your local radio station to record and play these messages during National Women's History month.

Title Rafa'
Spanish version of 'BaFa' BaFa'
Shirts, 1976. Simile II

Grade 10 - Adult

Format Simulation includes cassette tapes, instructor's manual and materials

Description A cross-cultural simulation designed to create a situation which allows us to profitably explore the idea of culture, create feelings which are similar to those one will likely encounter when one travels to a different culture and experiences observing and interacting with a different culture.

Title Rainbow Tribe
McGaa, 1992. Harper San Francisco

Grade High School/Adult

Format Book

Description This book traces the origins of the Rainbow Tribe, their ceremonies and spirituality. This book has meaning for all people who are interested in stopping the past practices of human and environmental destruction. The knowledge gained has the potential to nurture a commitment to a world wide environmental undertaking to rebalance and save Mother Earth.

Title "Real Women" Creative Writing Competition Guide

Grade K-12

Format Booklet

Description School essay or speech contests are a tremendously popular way to pay tribute to the women who have been important in our lives. Invite parents or the entire community to hear the winning entries! Description of the planning process is followed by a timeline and sample letters, press releases, forms and certificates. Save hours of planning time by adapting these materials to your specific needs. Order early - effective planning begins in early fall.

Title "Remember the Ladies?" A Handbook of Women in American History
Franklin & Wolf, 1980

Grade 9 - Adult

Format Book

Description This handbook of women in American history includes writings of, or about, women from various eras in American history, including the years from 1600 to the present.

Title Resources for Educational Equity
Froschl & Sprung, 1988. Garland Publishing, Inc.

Grade Pre-Kindergarten through 12

Format Book (1988)

Description A comprehensive compilation of available resources to help teachers locate the materials they need to create equitable curriculum and classroom environments. Includes contributions by Barbara Bitters and Melissa Keyes.

Title "Respect Can't Be Beat!" Preventing Teen Dating Violence
Sausa, et al. Dating Violence Intervention Project

Grade

Format Training Manual and Curriculum

Description Instructor manual and three session curriculum for training peer leaders for preventing teen dating violence.

Title Richard Thieme Audio Cassettes - Set of Three

Grade High School/Adult

Format Audio Cassettes - 45 - 60 minutes

Description Tapes of Richard Thieme's Presentations provide food-for-thought - insightful, motivational and humorous.

- 1) Creating the Space for a Diverse World-The Difference in Being Different
- 2) Computers, Breaking Rules, Doing Right-What IT Means to be an Expert at Life
- 3) Total Quality, Empowerment, and Human Nature

Other tapes available from LifeWorks: "TQM and the Church: The More Things Change, the More They Stay the Same" and "Total Quality Empowerment, and Human Nature: Going Beyond Buzzwords"

Title Risks and Challenges - Women, Work and the Future, Wider Opportunities for Women, 1990

Grade

Format Book (152 pages)

Description It has been assumed by many that women's problems in the job market are going to disappear or diminish greatly. Risks and Challenges has been written to counter the view of the future as incomplete and dangerously naive and focuses on the difficult problems women workers will face over the next decade.

Title Rosie the Riveter (The life and times of)
1982. Clarity Productions

Grade 9-12/Adult

Format Video (65 minutes)/Teachers Guide (112 pages)

Description *The Life and Times of Rosie Riveter* is an interchange between the words and images of World War II newsreels and government recruitment films, photographs, and documents on one side and the real-life testimony of five women who worked in war production factories on the other. As the movie progresses, the differences between the myth of the official version of women's work in the war effort and the reality of the personal recollections of the five women who share their experiences become increasingly apparent.

Title Sacred Hoop (The): Recovering the Feminine in American Indian Traditions
Beacon Press

Grade Grade 10 - Adult

Format Book (331 pages)

Description A landmark book. Seventeen essays about women's central roles in Native American societies, before and after the conquest, reveal how completely different American Indians' views of the world were from those of Europeans. Topics range from tribal myths to women chiefs and warriors, to gender and power, violence against women, and contemporary American Indian prose and poetry.

Title Science Equals Success
Conwell, 1990. WEEA Publishing Center

Grade 4 - 9

Format Activity Book

Description Contains over 30 hands-on, discovery-oriented science activities designed especially for girls and students of color in grades 4-9. The activities incorporate problem solving, cooperative learning, spatial skills, and career awareness processes recommended by the EQUALS Program. A collaborative effort of the University of North Carolina-Charlotte, the Charlotte-Mecklenburg School System, and the Science Museums of Charlotte, Inc.

Title Scientist Within You (The): Experiments and Biographies of Distinguished Women in Science

Grade 4-7

Format Book (182 pages)

Description An instructor's guide that includes 25 discovery units with hands-on experiments with activities.

Title See Jane Run - Apprenticeship Preparation Training Video

Grade 11 - Postsecondary

Format Video, 14 minutes

Description A description of Nevada's Apprenticeship Program Outreach to Women. Describes pre apprenticeship training and JTPA, DOL and DOE collaboration. It also describes the multiple trades involved in the program and contains interviews and conversations with the women involved.

Title Sending the Right Signals
Mitchell & Scannella, Jersey City State College

Grade 6-12

Format Video (15 minutes), Student Handbook/Trainer Handbook

Description Sending the Right Signals is a training package developed for use in schools to help combat and prevent sexual harassment. It is approximately a six hour full day workshop that can be divided into class periods for seven days.

Title Sewing Woman
Deepfocus Productions

Grade 9-12

Format Video (14 minutes) and Study Guide

Description "Sewing Woman" tells the universal story about one woman's determination to survive--from an arranged marriage in old China to working class comforts in modern America. The film is based on oral histories and the life story of the filmmaker's mother. Designed for use in a variety of disciplines. Study guide included.

Title Sex and Gender
Shaver & Hendrick, 1987. Sage Publications, Inc.

Grade Adult

Format Book

Description This book contains 12 chapters written by personality-social psychologists whose work spans the range of current (1987) thinking about sex and gender.

Title Sex and Gender. The Human Experience
Doyle and Paludi, 1995

Grade

Format Book (357 pages)

Description The introductory chapter of this book deals with definitions of sex and gender, the illusion of scientific objectivity, and the infusion of androcentric biases in studies of sex and gender. This is followed by a discussion of the biological, psychological, social roles, and anthropological perspectives to understand sex and gender. For each discipline, the authors examine the traditional theories and research and explore current findings, issues, and controversies. The "issues" section discusses several social institutions that play a central role in understanding sex and gender: language, education and work, religion and politics, and mental health fields by focusing on interpersonal power and the ways that different power bases affect women and men.

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Title Sex Equity: Can It Work?
1988

Grade 8-Adult

Format Video (13 minutes)

Description An overview of sex equity issues through educator discussions regarding four areas of sex equity: through vocational education recruitment, sex-fair practices, retention and community involvement. It closes with seven key principles for practicing sex equity in vocational education.

Title Sex Equity in Education, Anne O'Brien Carelli, Ed.D., 1988

Grade Adult

Format Book (381 pages)

Description This book encourages educators to weigh facts, personal values and experiences, and to determine what activities can be carried out to eliminate sex role stereotyping, sex bias, and sex discrimination. Discussions cover early childhood sex role socialization, educational response to contemporary families, characteristics of sex fair education and equitable teaching practices, equitable guidance counseling and career education, Title IX and other federal anti-discrimination legislation, computer equity and equitable education in math, science, and technology; bias in textbooks and instructional materials; administrative policymaking; and women in educational administration.

Title Sex Equity in the Classroom (formerly Intersect)
Sadker & Sadker, The Network Inc.

Grade K-12

Format Video (27 minutes)
Participant Manual, Micro Teaching Skills, Problem Solving Skills, and Observation Manuals included

Description An overview of research on teacher-student interaction and its implication for equitable treatment in the classroom. Contains teaching vignettes, analysis, charts and strategies for more effective teaching.

This is the former Intersect tape that has been updated and is an excellent introduction and overview of sex equity in the classroom.

Title Sex Equity in Vocational Education
Ohio Department of Education

Grade

Format Video (10 minutes)

Description An overview of sex fair practices in overcoming sex bias. Defines sex equity terms: bias, discrimination, stereotyping, and nontraditional occupation students. It addresses language, classroom instruction biased behavior or attitudes, and evaluating classroom interaction. Title IX and Title II, 1984 Carl Perkins Act are defined.

Title Sex Equity Staff Development Modules for Administrators and Supervisors
Soldwedel, 1988. University of North Florida

Grade

Format Training Program

Description Twelve staff development/staff training modules to promote equity. Emphasis is on vocational education and nontraditional careers.

Title Sex Equity Staff Development Modules for Counselors and Occupational Specialists
Soldwell, 1988. University of North Florida

Grade

Format Training Program

Description Twelve staff development/staff training modules to promote equity. Emphasis is placed on vocational education and nontraditional careers.

Title Sexes (The): Working Together
Smith, 1989-1992. The Albuquerque Tribune

Grade K-12

Format Book

Description A collection of 180 newspaper columns printed by *The Albuquerque Tribune* between January 1989 and August 1992 and distributed nationally by Scripps-Howard News Service. Lively, practical and down-to-earth, the columns capture Amanda Smith's philosophy that the best way to equality, individual development and independence is for women and men to focus on learning to work together. Topics include: the hidden barriers to partnership; working together successfully; male/female communication; woman-to-woman working relationships; language; names and titles; humor; bodies; family values; men; education; money; useful organizations; and politics both domestic and individual. The columns draw on Amanda Smith's experience as a consultant to education and industry, and range from her childhood on a farm in Virginia to a series of campaign seminars in Eastern Europe just before the first free elections in 1990.

Title Sexual Harassment and Teens
Strauss, 1992. Free Spirit Publishing Inc.

Grade 7 - 12

Format Training Program

Description Unit 1 - What is Sexual Harassment
Unit 2 - What Are the Causes of Sexual Harassment
Unit 3 - How Can We Prevent and Stop Sexual Harassment

Each unit includes objectives, suggested scripts, simple elementary activities and materials, discussion questions, reproducible pages for transparencies, etc.

The program also includes a Sexual Harassment Survey.

Title Sexual Harassment in American Secondary Schools - A Legal Guide for Administrators, Teachers and Students
Nancy S. Layman, J.D.

Grade

Format Book

Description The book begins with an explanation of sexual harassment and ends with suggestions for preventing it as well as strategies for handling incidents of harassing behavior.

Title Sexual Harassment - It's Hurting People, 1994, National Middle School Assoc. & Quality Work Environments, Inc.

Grade Middle School

Format Video (20 minutes) and Manual (58 pages)

Description Increasingly, school offers students an unexpected and sometimes devastating experience - as victims of sexual harassment. It is a real problem in our schools that deserves our attention and prevention. National Middle School Association in collaboration with Quality Work Environments Inc. is offering this video and instructional package dealing with sexual harassment issues in the middle school. The video contains vignettes (performed by middle school students) which have actually occurred. An instructional packet designed to assist educators with facilitating discussion is included.

Title Sexual Harassment: Minimize the Risk
McGrath, 1993

Grade K-College

Format Videos, Written Materials

Description A complete training program for students and staff. This multi media program is designed to minimize the risk of injury and lawsuits. The program includes video presentations for administrators, community, staff, and students; as well as comprehensive lesson plans, a state-of-the-art investigator's manual, and reproducible forms and checklists.

Title Sexual Harassment: Shades of Gray
Xerox Television Series

Grade High School/Adult

Format Video (20 minutes)

Description Produced by Xerox, this video describes the subtleties of sexual harassment. Helps viewers learn what sexual harassment is, what can be done when it has happened, and what can be done to prevent it.

Title Sexual Harassment To Teenagers It's Not Fun - It's Illegal
Strauss, Minnesota Department of Education

Grade 6-12

Format Curriculum

Description This packet of materials contains a suggested three-class-hour curriculum for junior and senior high school students and utilizes a combination of lecture and student activities to teach students the following: definition and causes of harassment, legal liability, how sexual harassment affects teenagers, what to do if one is a victim and steps for preventing sexual harassment. "Notes to Teachers" provides background information on the issue.

Title Sexual Harassment - What Is It and Why Should I Care? 1992

Grade 10-12, Adult

Format Video (50 minutes) and Training Guide

Description This video based training program addresses all manners of sexual harassment in our schools...student to student and teacher to students as well as staff and administration interactions. It includes reproducible materials to be used in training. It speaks to what teachers should do when confronted with harassment in the schools and how to prevent it.

Title Sexual Orientation: Reading Between the Labels: Issues facing gay and lesbian youth
Littig & Rogers, NEWIST

Grade 9-Adult

Format Video (28:30 minutes), Teachers Guide

Description The purpose of this program is to stimulate discourse and promote understanding on the subject of homosexuality. Homosexual teens, their parents, and experts on the issue contribute to an insightful discussion of a socially sensitive issue. This program defines myths, analyzes the kinds and causes of homophobia, suggests the ways gay teens can bolster their self-esteem, and makes the case for tolerance. It also recommends constructive strategies that schools can implement to promote sexual orientation equity on their campus. A reasonable, humane treatment of a controversial subject.

Title Shadow of Hate (The) - A History of Intolerance in America, 1995

Grade High School

Format Video, 40 minutes
2 Sets of 30 - Classroom Texts

Description This program is the story of some Americans who were hated by others simply for who they were, what they looked like or what they believed. Their experiences remind us that our democracy is still a work in progress.

Title She's the Engineer
Cornell University, 1992. Insights Video, Inc.

Grade 5-12

Format Video (12:20 minutes)

Description A fast-paced videotape called *She's the Engineer* is helping girls and young women decide whether engineering is the right career choice. The tape discusses college life as well as different careers involving engineering.

Title Shortchanging Girls. Shortchanging America
1991. American Association of University Women

Grade

Format Video (15 minutes) and materials

Description Video - Clearly underscores the need for major changes in the ways girls are taught and treated in schools.
Summary - AAUW's national poll highlight the survey results, with charts and graphs.
A Call to Action - AAUW poll and Educational Equity Roundtable, with action ideas for community involvement and change.
Briefs - AAUW issue briefs that provide an overview of today's most critical education issues, along with strategies for action. Ideal for distributing to community leaders and educators.

Title Sisters and Friends
Riley, 1994. Her Own Words

Grade 9 - Adult

Format Video (15 minutes)

Description Indian women talk about their relationships and friendships from childhood to the present.

Title Sisters in the Blood
Education Development Center, Inc.

Grade Adult

Format Book

Description "Sisters in the Blood" fills a critical gap in the literature of American Education. Based on detailed research, this book challenges all deficit models of education--for American Indian women in specific--and for all students. For the students of school history, for the policymaker, for the teacher who wants to be effective with students in today's classroom, this book provides a wealth of detail that--if heeded--could provide a new beginning in a long and too often tragic story.

Title Skin Deep, Iris Films, 1995

Grade

Format Video (53 minutes)

Description *Skin Deep* chronicles the provocative journey of a diverse group of college students as they examine their deeply held attitudes and feelings about race and explore the barriers that stand in the way of building a society that truly respects all races.

Title Sky's the Limit in Math-Related Careers (The)
Askew, 1982. WEEA Publishing Center

Grade 9 - 12

Format Handbook

Description In this informative handbook, women working in computer science, engineering, finance, and other math-related fields offer lively anecdotes, viewpoints, and insightful information about their careers.

Title So You Want to Make A Difference
Amidei, 1991. OMB Watch

Grade

Format Book (54 pages)

Description To help citizens feel more confident about getting involved in policy advocacy; to equip local leaders with some tools so they can teach others about policy advocacy; and to stimulate involvement in democratic decision-making and provide information about key resources.

Title Spatial Encounters
Blackwell, 1982. WEEA Publishing Center

Grade K-12/Adults

Format Activity Book

Description Exercises in spatial awareness that combine fun and learning. This series of activities was designed to help the user acquire skills of spatial visualization and orientation and to improve her or his effectiveness in applying those skills. The activities include memorization of shapes, figure completion, and figure rotation and emphasize real world applications.

Title Sploit! Student Powered Learning Organized to Teaching
Pearce & Scholz, 1992

Grade 5-8

Format Activities

Description The book was created to interest, motivate, and excite the middle level learner about language arts and social studies. Through cooperative learning activities, the student discovers that being different is ok; in fact, human differences make the world a better place. Activities are designed to promote self esteem and to facilitate team work and productivity.

Title Stale Roles and Tight Buns
OASIS

Grade 9-12

Format Video (29 minutes)

Description This video uses common advertising images to show how men are stereotyped in the media. Through these images, we see the myths used to define and limit the American man. *Stale Roles & Tight Buns* stimulates people to widen their views about the roles of men. It forces us to examine our definitions of "real men" and to think critically about the pressures that shape these ideas. It has been used extensively with audiences of both men and women. It serves as an excellent companion to *Still Killing Us Softly*, Jean Kilbourne's film about the exploitation of women in the media. Topics include: cowboys and heroes; work success, money and power; men and emotions; military images; violence; isolation and competition; muscles and sexuality; romance and women; and fathering and other new images

Title Step Forward. Sexual Harassment in the Workplace: What You Need to Know!
Webb, 1991. Master Media Limited

Grade Adult

Format Book

Description Chapters included: The History of Sexual Harassment, Defining and Understanding Sexual Harassment, Six Simple Steps to Stop Sexual Harassment, How to Handle Sexual Harassment Complaints, Training and Education, The Most-Asked Questions, Steps Forward for All Employees, What the Future Holds, and Food For Thought

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Title Still Killing Us Softly
Cambridge Documentary Films, Inc.

Grade 9-12/Adult

Format Film

Description This program examines the images the advertising industry uses that prey on the fears and insecurities of consumers. It explores the relationship of media images to actual problems in society, such as the channeling of men and women into traditional roles and occupations, economic discrimination against women, the sexual abuse of children, rape and other forms of violence, pornography, sexual harassment, teenage pregnancy and eating disorders.

Title Still Killing Us Softly
Cambridge Documentary Films, Inc.

Grade 9-12/Adult

Format Video (30 minutes)

Description This program examines the images the advertising industry uses that prey on the fears and insecurities of consumers. It explores the relationship of media images to actual problems in society, such as the channeling of men and women into traditional roles and occupations, economic discrimination against women, the sexual abuse of children, rape and other forms of violence, pornography, sexual harassment, teenage pregnancy and eating disorders.

Title Student Program on Sexual Harassment in the Workplace
Horton, 1990. University of St. Thomas

Grade 10 - 12/Adult

Format Video (2 class periods)/Teachers Guide

Description This teaching program, designed for two class periods, is to prepare high school and college students for the workplace. It includes a teacher's guide, syllabus, scripts, discussion questions, student handouts, quiz, in-service training, law reference, and overhead transparencies.

Title Student's Guide to Bias-Free Career Planning

Grade

Format Guide (32 pages)

Description A direct advice-giving pocket guide for students to prepare them for possible bias in their surroundings and within their surroundings and within their thinking and suggested ways of keeping their options open.

Title Sundogs
Maracle, 1992. Theytus Books Ltd.

Grade 9 - Adult

Format Book

Description *Sundogs* is a novel about the struggle of a young First Nations family for love and solidarity in the context of that turbulent year. From urban Vancouver, to a small town in the Okanagan Valley, and across the country on a desperate bid for peace between the Canadian government and the Mohawk Nation, Marianne, Sundog's heroine, finds a moment of peace from the confusion and disunity in her own life. In returning to the beliefs of her ancestry, she comes to chart the course of her life anew.

Title Take Our Daughters To Work Day

Grade 4-10

Format Video (7:40)

Description This video describes the conceptual basis for and purpose of Take Our Daughters To Work Day and reports on some of the research on issues impaction on the success and self-esteem of young women.

The video features young women participating in activities and sharing their experiences and dreams.

Title TAKEOFF Video
Women of Achievement in Nontraditional Roles
Takeoff Video Educational Excellence

Grade 7-12/Adult

Format Set of 5 Videos/Teachers Guide (run time from 45-70 minutes each)

Description A set of five fast paced, high interest career videos appropriate for both boys and girls featuring Black, Hispanic, Asian and White women in a wide variety of nontraditional occupations. Written material supplement videos.

Title Tale of "O" (A) On Being Different
A Training Tool for Managing Diversity Revised Edition, 1993

Grade

Format Video, Instructor's and User's Guide
Video: 18 minute version/27 minute version

Description "O" is an entertaining captivating parable about what happens to any new or different kind of person in a group and how the situation can be managed. It can be used to defuse conflict in the workplace, promote discussion and enhance mutual understanding, teach group leaders essential skills for managing diversity, create a positive climate for productive, quality work and avoid problems before they happen.

Title Talking About Race

Grade High School/Postsecondary

Format Two Videos (12 minutes/13 minutes) and Facilitator's Guide

Description The footage that has been used to produce these two short videos is from the full length documentary film entitled *Skin Deep*. *Skin Deep* chronicles the development of several students as we follow them through interviews, documentary sequences from their lives at home and on campus, and through their participation in a weekend retreat of interracial dialogue shown in Part 2 of *Talking About Race*. Their experiences weave a compelling tale of the journey through the complexities of race relations in America today. Their transformations provide a broad audience with a compelling look at the possibilities for change.

Title Teacher Skills Guide for Combatting Sexism
1979

Grade

Format Guides

Description Training program for reducing bias and stereotyping in classrooms and teaching practices. Each module is described in a workshop format.

Title "Teacher, they called me a _____!"
Prejudice and Discrimination in the Classroom
Byrnes, 1987. The Anti Defamation League of B'nai B'rith

Grade K-6

Format Handbook/Activities

Description Sixty-nine classroom activities are grouped within nine chapters such as "Race and Ethnicity," "Disabilities," "Gender," "Religion," and "Family and Life Style." The activities are designed to raise children's level of awareness, understanding, acceptance, and tolerance of differences, and help them to act in unprejudiced ways.

Title Teacher's Guide to Student Bias-Free Career Planning

Grade High School/Postsecondary

Format Book (30 pages)

Description A source book of suggested methods and resources for assuring that classroom career planning activities and advice open and not close options for students.

Title Teaching Equity
St. John

Grade 10-12

Format Sample Lesson Plans

Description A set of sample lesson plans addressing:

- Introduction to Job Search
- Occupational Stereotypes and Attitudes
- Introduction to Stereotyping in Text Books
- Bias As A Factor in the Sex Segregation of Jobs
- Identifying Acts of Sexual Harassment at School/Work
- Sexual Harassment: What To Do
- Running the Federal Government, Bureaucracy/Dollars
- Ratifying a Constitutional Amendment
- Using Literature to Illustrate Sex Stereotypes

Title Tech Prep Connection (The): Learning. Earning. Living
1992-1993. WI Department of Public Instruction and the WI Board of Vocational, Technical and Adult Education

Grade K-12

Format Video (16 minutes)
Reference and Support Materials

Description Video describes Wisconsin's Tech Prep program and accompanying materials includes overhead transparencies, sample letters, and a concept paper and resource list.

Title Teen Awareness/Sexual Harassment

Grade 9-12 Students

Format Video (23 minutes)/Teacher's Guide

Description This program introduces the subject of sexual harassment, dramatizes three incidents of sexual harassment and group discussions about the issues raised in the dramatizations. All incidents occur between students in a school setting and cover a wide range of behaviors that can be regarded as sexual harassment.

Title Teenage Parents: Making It Work

Grade 7-12+

Format Video (17 minutes)

Description Teenage Parents: Making It Work is a video companion for the Life Management Workbook in the Career Survival Kit for Teen Education and Employment. The video follows a teenage mother as she goes through a typical day...at home with her daughter, at school, at the day care, and at work. The video raises issues concerning the responsibilities facing single teen parents and their needs in meeting those responsibilities. This video shows one teenage parent's successful search for solutions.

Title Tessa On Her Own

Grade Pre-School - Early Elementary

Format Book (30 pages) Large pictures and limited script. Contains information and suggested questions for classroom discussion.

Description One in a series of 12 books. The book has information about California wildlife. Tessa, a fox, learns she cannot live off food in garbage cans, but must hunt for her dinner. She learns to rely on herself for survival. Pictures of California and the wildlife of southern California's coastal mountains.

Title The Power Dead-Even Rule and Other Gender Differences in the Workplace

Grade High School - Adult

Format Video (36 minutes) includes discussion guide

Description Dr. Pat Heim explores the different cultures men and women grow up in...the "rules" each culture uses to define appropriate adult behavior...why these cultures clash...and what to do about it.

Title There is No Such Thing As Woman's Work
National AudioVisual Center

Grade 7-12, Adult

Format Video (30 minutes)

Description From the Women's Bureau of the U.S. Department of Labor, provides a socio-economic and historical overview of women's growing role in the work force. Narrated by Carole Simpson, national news correspondence for ABC television, the film traces working women in America from the colonial period through the Industrial Revolution, World War I, creation of the Women's Bureau in 1920, World War II, the adoption of the Civil Rights and Equal Pay Acts from the 1960's to the present. The film also addresses changing attitudes about such issues as employer-sponsored child care, on-the-job safety and health issues, and children's and women's protective labor laws.

Title They Chose Greatness - Women Who Shaped America and the World

Grade Elementary

Format Book

Description "They Chose Greatness - Women Who Shaped America and the World" has been developed by the Office for Sex Equity, Michigan Department of Education, as a resource for elementary school teachers who wish to supplement their curriculum with material highlighting the contributions of women to American and European history.

Title Thinking and Rethinking US History

Grade K-12

Format Book

Description This unique book is a classroom resource for all people concerned with U.S. history and the question of bias. Know what textbooks teach about colonialism, militarism, racism, sexism, and other areas of social justice. This valuable teaching manual will, among other things, assist social studies teachers and their students in identifying bias in history texts, supplying missing information and countering distortions.

Title Through Indian Eyes: The Native Experience in Books for Children
Slapin and Seale, 1992. New Society Publishers

Grade K-12/Adult

Format Book (462 pages)

Description Compiled by Native parents, educators, poets, and writers, this book is a must for parents, teachers, librarians, and anyone else interested in presenting non-biased material about Native peoples to children. It contains poetry, short stories, book reviews, material evaluation criteria and guidelines, and deals with issues of cultural and historical bias as they affect the lives of all children.

Title Thunder in the Dells

Grade 5 - Adult

Format Video and Discussion Guide

Description Lance Tallmadge, a Wisconsin Winnebago, presents the history of his tribe and their legal struggle to remain in the Wisconsin Dells area in the mid-nineteenth century. Tourism in the area has been important since the 1870's and this video shows the effect of this on the Winnebago's and discusses the importance of their traditional songs and dances to their well-being and survival. The video ends with the preparation and weaving of black ash wood baskets.

Title Too Many Women? The Sex Ratio Question
Guttentag & Secord, 1983. Sage Publications, Inc.

Grade Adult

Format Book

Description This book is generated from a simple but powerful idea; that the number of opposite sex partners potentially available to men or women has profound effects on sexual behaviors and sexual morals, on patterns of marriage and divorce, childbearing conditions and practices, family stability, and certain structural aspects of society itself.

Title Trade Secrets: Blue Collar Women Speak Out
1985

Grade 9-12/Adult

Format Video (23 minutes)

Description Ironworker, welder, sprinklerfitter, electrician: four women reveal how their lives changed when they stepped into the traditionally male world of skilled crafts. With their co-workers and families, at work and at home, they tell how they overcame the physical and personal obstacles to find satisfaction in their trades, greater financial power, and most of all, a new sense of identity as journeywomen. Perfect as a training tape or in the general study of labor issues, this tape has been purchased by hundreds of colleges, libraries, community and women's groups.

Title Try Nontraditional - NTO Video, 1995

Grade 9 - Adult

Format Video, 20 Minutes

Description A well done and informational program on the Nontraditional career opportunities for men and women developed and produced by Nicolet Area Technical College. It spotlights nontraditional career choices and features nontraditional role models.

Title Tune In to Your Rights (Arabic Version)
Morris, Terpstra, Croninger & Linn, 1985. University of Michigan

Grade 5-8

Format Booklet

Description A guide for teenagers about turning off sexual harassment.

Title Tune In to Your Rights (English Version)
Morris, Terpstra, Croninger & Linn, 1985. University of Michigan

Grade 5-8

Format Booklet

Description A guide for teenagers about turning off sexual harassment.

Title Tune In to Your Rights (Spanish Version)
Morris, Terpstra, Croninger & Linn, 1985. University of Michigan

Grade 5-8

Format Booklet

Description A guide for teenagers about turning off sexual harassment.

Title Tuning Into Sexual Harassment
1994

Grade 4-8

Format Video (14:00) with Teachers Guide

Description This video raises preteen awareness of the problem of sexual harassment and provides a stimulus for teens to start thinking and talking about this serious social problem and finding ways to stop it. It presents realistic dramatizations of everyday situations that occur in school such as unwanted touching, spreading sexual rumors and respect, and discusses appropriate ways to respond. Defines sexual harassment at an age appropriate level.

Title Understanding the Multicultural Experience in Early Childhood Education
Saracho & Spodek, 1983. NAEYC

Grade Early Childhood - Elementary

Format Book

Description Celebrate the unique contributions of each cultural group while fostering children's competence and flexibility. Section I, the Nature of Multiculturalism in Children, includes chapters on Mexican American, African American, American Indian, Asian American and Bilingual Children. Section II, Education Practices and Materials, includes chapters in classroom methods and materials, counteracting racism and sexism in children's books and parent and community involvement. Section III addresses teacher preparation and education and human services delivery.

Title US: A Cultural Mosaic: A Multicultural Program for the Elementary Grades
Martinez & Watters. Anti-Defamation League of B'nai B'rith

Grade K-6

Format Book

Description A multigrade, multicultural, multidiscipline program designed to help children gain insight into themselves and others through the use of language arts, music, art and audiovisual activities. As children progress through this program, they will begin to see that differences are positive and add interest and richness to life.

Title Votes for Women?! The 1913 U.S. Senate Testimony
Riley, 1990

Grade 9 - 12/Adult

Format Video (17 minutes)
Resource Guide

Description Kate Douglas Wiggin (author of *Rebecca of Sunnybrook Farm*) argues against votes for women; progressive writer Belde Case LaFollette testifies in favor. Lively music and brightly colored buttons, banners, and cartoons give a context for their words.

Title Waiting to Exhale
Washington Square Press

Grade

Format Book

Description "Waiting to Exhale"...tracks four black thirty-something women friends waiting for the men who will finally make things right...While the culture and vernacular of the book reflect the black middle class, the struggles with love, family, food, work, and money are universal.

Title Waking Up to Rape
DuArt Video, 1988

Grade 10-12 and Adult

Format Video (35 minutes)

Description This video examines the personal trauma of rape, its long term psychological effects, societal attitudes about sexual assault, and the problem of racism in the criminal justice system.

Title We All Count In Family Math

Grade Teachers Preschool-Adult

Format Video (12 minutes)

Description Features teachers, parents and children explaining concepts of family math program - what it is and how it works.

Title Wedding (A)
NEWIST

Grade 9-Adult

Format Video (35 minutes)

Description Created by Southeast Asian high school students in Green Bay, Wisconsin. *A Wedding* tells the story of Pajyeeb Xiong, an 18 year old Hmong girl whose parents force her to marry a 30 year old doctor. (They would disown her if she refused.) Through a traditional Hmong marriage ceremony the two clans bond, and Pajyeeb surrenders her dreams.

Title Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools, 1989

Grade

Format Curriculum Guide (90 pages)

Description This curriculum on sexual harassment has been developed for all members of the school community.

Title Whole Person Book (II) The : A Guide to Preservice Training, 1982

Grade

Format Book (164 pages)

Description Training program to assist counseling or teacher education students in acquiring a base of understanding of sex-role stereotyping as it relates to career choice and development.

Title Why Schools Fail Girls

Grade K-12

Format Video

Description In this ABC News "Prime Time Live" report, Chris Wallace explores how people inherently treat women differently than men. Basically a review of the Sadker research.

Title Why Women Pay More

Grade

Format Book (193 pages)

Description This book explores the reason why women are discriminated against in the marketplace and provides clear advice that will assist women in asserting themselves as savvy consumers.

Title Winds of Change: A Matter of Choice
1991. Pacific Arts Video Publishing

Grade 9-Adult

Format Video (60 minutes)

Description To remain on the reservation or move out into the broader fabric of society is the choice faced by Young American Indians today. A Matter of Choice is about such changes and about some people who have made them. Three families are profiled with their different choices. For all of them, the ties to Indian life, while not easily undone, are being challenged by the future.

Title Winnebago Women: Songs and Stories
Riley, Her Own Words

Grade 9-Adult

Format Video (19 minutes) and Resource Guide

Description Five contemporary American Indian women talk about their lives. "A very effective and moving production. Highly recommended for all types of libraries." "An inspiring look at a beautiful artistic tradition."

Title Wisconsin Model for Sex Equity in Career and Vocational Education
Bitters & Foxwell, 1993. Wisconsin Department of Public Instruction

Grade K-12

Format Book

Description **The Wisconsin Model for Sex Equity in Career and Vocational Education** promotes sex-fair classroom and school environments for students at all levels. Through student, staff, and administrative surveys and other evaluation tools (included), the model maps out a sex equity program educators can implement and adapt to meet their districts' changing needs. In addition, the model describes seven major strategies--from promotional activities to parent and community involvement--to develop, enhance, and infuse sex equity throughout the school and community. An important complement to *Classroom Activities in Sex Equity*.

Title Wisconsin Pupil Nondiscrimination Guidelines - Assessing School District Compliance with S.118.13 of Wisconsin Statutes and PI 9 of the Wisconsin Administrative Code
1992, WI Department of Public Instruction

Grade K-12

Format Book

Description

Title Wisconsin Pupil Nondiscrimination Guidelines for Athletics
Wisconsin Department of Public Instruction

Grade K-12

Format Book

Description

Title Woman Suffrage 75th Anniversary 1920-1995
Organizing Kit

Grade K - 12

Format

Description Filled with tips and ideas to help make your celebration a success. Information on official resolutions, plays, traveling exhibits, speeches, national events, videos, posters, contests, and the like.

Title Woman's Place (A)
Time, Inc., 1987. VIEW, Inc.

Grade 9-12

Format Video (25 minutes)

Description Presented by Time Inc., this video celebrates women's lives and contributions from Hellen Keller and Anne Sullivan to Barbara Jordan, Barbara Streisand, and Gloria Steinem. Shows women in a wide variety of jobs and careers and highlights women who for decades have ventured outside of a "Woman's Place."

- Title** Women and Girls with Disabilities
Phillips, 1984, 1986. Organization for Equal Education of the Sexes, Inc.
- Grade** K-12
- Format** An Introductory Teaching Packet
- Description** This packet is an independent starting point for introducing the subject of women with disabilities. Activities are adopted for upper and lower grades, many of which can be integrated into the curriculum. Supplemental activities are also included for teachers.
-
- Title** Women Get Ready
1992
- Grade** 9-12
- Format** Video (8:54)/Discussion Guide
- Description** This video and accompanying materials encourage young women to think about and explore a multitude of career opportunities include nontraditional jobs. It features young women exploring their attitudes, beliefs, values, activities, interests and attitudes and they effect career decision making.
-
- Title** Women in American History - An Introductory Teaching Packet
- Grade** Elementary and Secondary
- Format** Teaching Packet
- Description** This packet is intended to be an inexpensive starting point for introducing students to women's history. The lessons and activities do not require the purchase of additional materials and can be integrated into the existing curriculum. They are designed to be used by teachers with little or no background in women's history as well as by teachers more familiar with the subject.

Title Women in American Life - 1861-1880: Civil War, Recovery, and Westward Expansion (Program 1 of 5) 1988

Grade 8 - Adult

Format Video, black and white (15:16)

Description The first comprehensive multicultural media program on women during this period of major social change. The topics include: Women's multiple contributions to the Civil War effort, and the personal toll experienced by families on both sides of the conflict. Emancipation's impact on the lives of Black women in the South, and the Freedmen's school movement. The development of new employment opportunities for white women after the Civil War. Westward expansion from the perspective of American Indian and Mexican women, as well as that of European-American women moving west in the mid-1800s. The early leaders and controversies of the growing movement for women's rights.

Title Women in American Life - 1880-1920: Immigration, New Work and New Roles (Program 2 of 5) 1988

Grade 8 - Adult

Format Video, black and white (16:19)

Description Image after image demonstrate women's multiple, vital roles in the development of the United States. The topics examined include: Immigrant women build new lives in burgeoning cities and take work in the industrializing Northeast. Eastern immigrant life contrasts with the changing lives of American Indian, Mexican and Chinese women in western states. A growing middle class and increasing educational opportunities for both Black and White women provide fertile groups for the development of social work. Feminization of service professions, industrialization, and the invention of the typewriter create niches for "women's work." The woman's suffrage movement adopts tactics which bring it to the forefront of public attention and final victory in 1920.

Title Women in American Life - 1917 - 1942: Cultural Image and Economic Reality (Program 3 of 5) 1988

Grade 8 - Adult

Format Video, black and white (17:14)

Description The third in an exciting five-part series, this segment brings to life a period of new power and new perspectives. The topics examined include: World War I creates many new employment opportunities for women and, combined with the suffrage victory of 1920, helps create a new self image for American women. Movies, new clothing styles and liberated attitudes bring about many visible changes. New legislation creates increasing hardships for Asian and Mexican families and for American Indian populations. Lynching becomes a major issue for both Black and White women's organizations. The Harlem renaissance adds a new voice to the heart of America. The personal and economic toll of the great depression affects women in a variety of ways, increasing discrimination for some and providing new opportunities for others.

BEST COPY AVAILABLE

Title Women in American Life - 1942-1955 War Work, Housework, and Growing Discontent (Program 4 of 5) 1988

Grade 8 - Adult

Format Video, black and white (14:52)

Description The fourth in an exciting five-part series, this segment brings to life the economic and social forces impacting women's lives as the nation moves into the modern period. The topics examined include: The war effort again thrusts women into many new roles, including heavy industry and the military. The war also creates a major change in public attitudes toward Asian Americans. Women's economic independence is short-lived, however, as the war's end brings the men home to take over the jobs and push women back into their homes. The middle class domestic idea captures the hearts of many, but the number of married women in the labor force continues to rise. Discontent with the status quo boils over in Mexican American and Black communities and the civil rights movement is born.

Title Women in American Life - 1955-1977: New Attitudes Force Dramatic Changes (Program 5 of 5) 1988

Grade 8-Adult

Format Video (24:38) and Discussion Guide

Description Traditional family structures give way to working mothers and single parent families. Changing government policies bring new cultures to American cities. The civil rights movement forces dramatic changes in the south. The feminist movement forges new options for women in both public and private life.

Title Women in Construction

Grade High School/Adult

Format Video (15 minutes)/Resource Guide

Description This positive and upbeat video program presents both challenges and satisfactions of earning a living in the traditionally male world of construction. Features five women (a carpenter, sheetmetal worker, architect, and plumbing and electrical apprentices). Is accompanied by a resource guide designed for use by general readers, program presenters and classroom teachers. It contains discussion questions, overhead transparencies, glossary and statistics in women in the workforce.

Title Women in Educational Administration
Shakeshaft, 1987. Sage Publications, Inc.

Grade Adult

Format Book

Description Public school administrators today face a host of challenges: heightened concern with student performance, shrinking resources, innovative decision-making procedures, and unprecedented opportunities for technological efficiency. School Business Administration explains the principles and techniques needed to function in this new environment. After outlining the public school and school business administration roles, the authors focus on basic responsibilities such as personnel, budgeting, and accounting. They also address specific services, including pupil transportation and school food services. A three-chapter section on school facilities discusses current management and planning techniques. Additional chapters cover the selection, installation, and uses of data processing equipment, and the building of public support through improved communication. Each chapter features both an overview of the topic and a set of pertinent decision-making principles. Designed principally as a textbook for advanced undergraduate and graduate students, this comprehensive volume will also serve as an up-to-date reference for educators and practicing school business administrators.

Title Women in Literature
Classroom Activities for High School Students
Kaub & Keyes, 1993. Wisconsin Consortium for Sex Equity in Education

Grade 9-12

Format Book

Description A collection of curriculum materials and lesson plans to help teachers present a realistic and honest portrayal of women in literature.

Title Women in Nontraditional Careers (WINC)
Women's Bureau U.S. Department of Labor, 1984

Grade High School/Adult

Format Curriculum Guide

Description The curriculum guide consists of teaching segments designed to provide information and support to nontraditional career selection by women.

BEST COPY AVAILABLE

Title Women in Policing
Jocelyn Riley, 1994

Grade

Format Video (15 minutes)
Resource Guide

Description This video is the second in a series on Women in Nontraditional Careers and features six female police officers with different specialties including neighborhood police officer, detectives, and mounted police officer. The women share their perceptions of the challenges and satisfactions as well as the variety of opportunities in this career field.

Title Women in Science Video Series
1983

Grade 9-Adult

Format Eight Videos (approximately 30 minutes each)

Description A series of videos describing careers for Women in Science. 1-Biomedical Fields: Careers for Women
2-Chemistry: Careers for Women
3-Computer Science: Careers for Women
4-Dentistry: Careers for Women
5-Engineering: Careers for Women
6-Geosciences: Careers for Women
7-Physics and Astronomy: Careers for Women
8-Scientific Careers for Women

Title Women in Transition: Perspectives from the Chippewa Valley, 1994

Grade

Format Video
Part 1 - Myths and Stereotypes (24 minutes)
Part 2 - Taking the First Step (16 minutes)
Part 3 - Snakes and Ladders (24 minutes)

Description *Perspectives From the Chippewa Valley* is a video series written and produced by the UW-Eau Claire Women's Studies Program in cooperation with Women In Transition, a community based organization dedicated to making higher education more accessible to low-income women. The purpose of this video series is threefold: to explore the myths and stereotypes about women in poverty, to demonstrate that higher education is the one sure route to escape the poverty trap and to provide regionally appropriate solutions to barriers faced by low-income women pursuing higher education.

Title Women Seen on Television
Sas Yes, 1991. Letting Go Foundation, Inc.

Grade 6-12/Adult

Format Video (10:50 minutes)

Description A lively full-color video complete with study guide, that promotes awareness and stimulates discussion. The video blends thoughtful narration, clips of broadcast footage (advertising and program content) and rock music into a fast paced, critical look at television's stereotypical view of women.

Title Women Who Shaped History
Collier Books

Grade

Format Book

Description This book presents profiles of six American women of the nineteenth century whose courage and determination shaped history. The heroines of this book are: Dorothea Dix, Prudence Crandall, Elizabeth Cadey Stanton, Harriet Tubman, Mary Baker Eddy and Elizabeth Blackwell.

Title Women's History Month - Infusing the Contributions of Women Into the Social Studies Curriculum

Grade 1-12

Format Classroom Activities

Description A compilation of curriculum materials and lesson plans designed to aid teachers in presenting and celebrating the contributions of women. Materials can be duplicated for classroom use.

Title Women's Periodicals and Newspapers from the 18th Century to 1981, State Historical Society of Wisconsin, 1982

Grade

Format Book (Bibliography)

Description This publication is a guide to the holdings and locations of nearly 1500 periodicals and newspaper titles relating to women which were received before July, 1981 in the Library of the State Historical Society of Wisconsin, the University of Wisconsin-Madison and other public, academic and special libraries in the greater Madison area.

Title Women's Ways of Knowing

Mary Field-Belenky, Blythe McVicker Clinchy, Nancy Rule Goldberger & Jill Mattuck Tarule, 1986. Basic Books

Grade Adult

Format Book

Description Based on in-depth interviews with 135 women, the authors describe ways of knowing that women have cultivated and learned to value ways the dominant ideology has denigrated women, and ways women have overcome obstacles to develop the power of their minds.

Title Women's Work. Men's Work. Sex Segregation on the Job, National Academy Press, Washington, DC, 1986

Grade

Format Book (173 pages)

Description This report reviews the evidence showing that employment segregation by sex has grave consequences for women, men, families, and society--but particularly for women.

Title Wonderful World of Difference (The)
1986. Anti Defamation League of B'nai B'rith

Grade K-8

Format Reproducible Lessons

Description Key aspects of human relations are presented in the form of 20 reproducible lessons. The lessons help students explore the diversity and richness contained within the human family, and to better value themselves and others.

Title Workers and Allies: Female Participation in the American Trade Union Movement, 1824-1976

Grade 9-12

Format Book

Description This book provides an historical overview and chronology of female participation in the American Trade Union Movement. It also includes biographies intended to show the scope of female participation both past and present in the American Labor Movement from rank and file members to organizers, union officials and benefactresses.

Title Working Together: A Sex Equity Training Manual

Grade K-12

Format Training Manual

Description The idea for this manual was generated during the 9th Annual NLDCVSEC Conference in an attempt to share the most current trainings developed and utilized by sex equity coordinators in the United States.

Title Would You Let Somebody Do This to Your Sister

Grade 10 - Adult

Format Video (32 minutes)

Description This video features mostly women in nontraditional jobs who personally experienced sexual harassment in the workplace. The women describe actual incidents, the effect on health, personal and family life and productivity on the job. It also discusses solutions and procedures to follow.

Title Yearbook of Holidays and Observances (A): A Multicultural Perspective of Celebrations in the United States , Smith, Ramirez-Krodel, 1990. PEO, University of Michigan

Grade K - 12

Format Book

Description This yearbook is designed to provide educators with an insight into the beliefs and values of different people, primarily people of color, by looking at holidays and celebrations (religious and nonreligious) which play an important part in their lives.

Title You Can Be a Scientist Too!
The Equity Institute

Grade 4-6

Format Video (14:51)

Description Why don't birds talk? Why is the sky blue? Many questions children ask are answered by science. This video discusses how we can mold our curiosity with a career in science. It also features the histories of many women who are scientists and doing many exciting jobs to answer important questions benefiting people and society.

Title You Just Don't Understand - Men and Women in Conversation
Tannen, 1990. Ballantine Books

Grade 10-12/Adult

Format Book

Description This book examines the differences in conversational styles of men and women, why they are sometimes confusing or frustrating, and how we can prevent and relieve some of that frustration.

Title Young Hispanic Women
Leaders for the 90's
Ross

Grade 10-12

Format Student Leadership Training Conference Manual

Description This manual contains a wide range of leadership activities and many ideas for conducting student conferences.

Title Zona Gale: Her Life and Her Writings
Riley, 1988. Her Own Words

Grade 9-12 and above

Format Video (15 minutes) with Resource Guide

Description Zona Gale (1874-1938) of Portage, Wisconsin, was the first woman to win a Pulitzer Prize in drama. Though today she has been largely forgotten, Gale wrote over 30 books and plays and many of them were best sellers confronting many themes that are startlingly contemporary and well worth reading.

Resources

Available from the DPI/UW-Stout Equity Resource Center
Center for Vocational, Technical and Adult Education
Student Health Center
University of Wisconsin-Stout
103-1st Avenue West
Menomonie, WI 54751
(715) 232-1885

Miscellaneous Periodicals, Reports and Papers

- American Indian Studies Program - Information Packet (WI DPI, October, 1992)
- Apprenticeship: Skilled Women at Work
- Beyond Human Capital: Black Women, Work, and Wages (Wellesley College, 1988)
- Breaking the Glass Ceiling in the 1990s (Scandura, 1992, University of Miami)
- Catalogues and Bibliographies for Ordering Equity Materials including many small presses offering authentic materials
- Celebrating Diversity: A Learning Tool for Working with People of Different Cultures
- Changes in the Formation and Structure of Black Families: The Impact on Black Women (Wellesley College, 1988)
- Checklist for Counteracting Race and Sex Bias in Educational Materials (Women's Educational Equity Act Program, 1982)
- Child Care: A Workforce Issue
- Community Model for Expanding Economic Opportunities for Young Women (UW-Stout, Center for Vocational, Technical and Adult Education, June, 1989)
- Content Specific Bibliographies: Contributions of Women to American History (Michigan Department of Education, May, 1993)
- Directory of Wisconsin Women's Services and Organization (Wisconsin Women's Council, 1987)
- Educational Needs of Rural Women and Girls, Report of the National Advisory Council on Women's Educational Programs (Clarenbach, January, 1977)
- Effective Programs for Rural Single Parents (Wisconsin Council on Vocational Education, 1990)
- Equity Calendars - Samples
- Equity in California - Interventions (Teen Parents, 1989)
- Equity Responsibilities for Educators: Eliminating Homophobia and Heterosexism (Graymill, 1991)
- The ERA Facts and Action Guide
- Feminist Collections - A Quarterly of Women's Studies Resources (subscription)
- Feminist Periodicals, A Current Listing (subscription)
- Free At Last: A History of the Civil Rights Movement and Those Who Died in the Struggle (Teaching Tolerance, 1989)
- Gender Disparities in Special Education (WI Department of Public Instruction, 1992)
- Governor's Commission on Minority Participation in Vocational-Technical Education - African American Subcommittee Report (WBVTAE, July, 1990)
- Governor's Commission on Minority Participation in Vocational-Technical Education - American Indian Subcommittee Report (WBVTAE, July, 1990)
- Governor's Commission on Minority Participation in Vocational-Technical Education - Executive Report: Strategies for Success (WBVTAE, July, 1990)
- Governor's Commission on Minority Participation in Vocational-Technical Education - Hispanic Subcommittee Report (WBVTAE, July, 1990)

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Miscellaneous Periodicals, Reports and Papers (Continued)

- Susan B. Anthony Birthday Celebration Kit (Michigan State Board of Education, Office for Sex Equity)
- Teaching Gifted Minority and Female Children: Striving for Excellence (The American University, December, 1982)
- Teaching Tolerance Magazine (subscription)
- Terror in Our Neighborhoods (The Klanwatch Project of the Southern Poverty Law Center, April, 1990)
- Title IX: A Practical Guide to Achieving Sex Equity in Education (National Coalition for Women and Girls in Education, November, 1988)
- Turing's Man, Turing's Woman, or Turing's Person?: Gender, Language, and Computers (Wellesley College, 1986)
- The United Decade for Women, 1976-1985: Employment in the United States (July, 1985)
- United States Women: Issues and Progress in the UN Decade for Women, 1976-1985
- Using Labor Market Information for Career Decision Making
- Vocational Brochures - Samples (developed by CESA #10)
- Wisconsin Women and the Law (1989)
- Wisconsin Youth Risk Behavior HIV/AIDS Prevention Education Survey Results (WI Department of Public Instruction, 1991)
- Women Advancing in Administration: Fact or Fiction (West Virginia Department of Education, 1990)
- Women at Thirtysomething: Paradoxes of Attainment (U.S. Department of Education, June, 1991)
- Women in Poverty: Roads to Independence
- Women in the Military - Career Progression Not a Current Problem but Concerns Remain
- Women, Race, and Ethnicity - A Bibliography
- Women's Audio-Visuals in English (WAVE) - A Guide to Nonprint Resources in Women's Studies
- Women's Studies in Wisconsin - Who's Who and Where (subscription)
- The Work and Family Responsibilities of Black Women Single Parents (Wellesley College, 1985)
- Working Papers Other Publications (Center for Research on Women)
- Youth Indicators, 1993

February, 1996

DPI/UW-STOUT EQUITY RESOURCE CENTER
Center for Vocational, Technical and Adult Education
Student Health Center
University of Wisconsin-Stout
103-1st Avenue West
Menomonie, WI 54751
(715) 232-1885
FAX: (715) 232-1985

REQUEST FORM

| | <u>TITLE(S)</u> | <u>DATE NEEDED</u> | <u>ALTERNATE DATE</u> |
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Mail to: _____

Phone Number: _____

Wisconsin Vocational Equity Cadre Member Name: _____
Signature _____

Per phone request:
Date: _____
Received by: _____

For office use only:
Date - Mailed: _____
Date - Due Back: _____
Date - Received: _____

Followup: _____

Duplicate as needed

DPI/UW-STOUT EQUITY RESOURCE CENTER
Center for Vocational, Technical and Adult Education
Student Health Center
University of Wisconsin-Stout
103-1st Avenue West
Menomonie, WI 54751
(715) 232-1885
FAX: (715) 232-1985

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Per phone request:

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Date - Due Back: _____

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Followup: _____

Duplicate as needed

Appendix E

1995-96 Equity Web Sites and Listservs

**INTERNET WEB SITES AND LISTSERVS
OF INTEREST TO THE
WISCONSIN VOCATIONAL EQUITY LEADERSHIP CADRE**

WEB SITES

General Resource Sites

<http://www.state.wi.us/agencies/dpi>
Wisconsin Department of Public Instruction home page

<http://www.ed.gov>
US Department of Education home page

<http://www.ed.go./pubs/KnowAbtGrants/>
What Should I Know About ED Grants?

<http://dis.strath.ac.uk/people/paul/control.html>
censorship on the Internet

<http://www.ncrel.org/ncrel/skrs/pathways.html>
school restructuring in Math and Sciences

<http://www.nova.edu/inter-links/diversity.html>
contains resources on areas of diversity including minority issues, disability information, feminist issues, intercultural classroom connections, gay/lesbian resources, minority online services, omnicultural academic resources, and women's studies databases

<http://branson.org/mca/index.html>
home page of group advocating for diversity in schools, helping elementary, secondary and post secondary institutions realize the need to work together to ensure the best education for all children

<http://gnn.com/gnn/meta/edu/dept/links/index.html>
contains information collated by the Library of Links organization on a wide variety of Internet resources for use in and out of the classroom

<http://www.indiana.edu/~ssdc/internet.html>
contains information on Internet resources for Social Studies education from the ERIC Clearinghouse for Social Studies/Social Science Education

<http://northlandposters.com>
Northland Poster (Equity, Multicultural and Union Posters)

<http://eburg.com/beyond.prejudice>
home page of Beyond Prejudice contains a description of an extensive and growing group of video and printed training materials for use in reducing prejudicial behavior along with links to other web pages of interest to those involved in this process. The site also contains some sample materials for use in prejudice reduction and an alert for trainers about the dynamics of backlash.

Gender Equity Sites

<http://www.mbnet.mb.ca/linkages/4wcw/genstat.html>
home page of Action for Gender Equity group which encourages broad-based participation in advancing gender equity around the world

http://www.yahoo.com/social_science/women_s_studies
extensive collection of Internet sites discussing women's issues

<http://www.arcade.uiowa.edu/proj/ge>
gender equity in sports

<http://cpsc.org/cpsr/gender/gender.html>
gender issues relating to computers, cyberspace, computer science

http://www.inform.umd.edu/educational_resources/AcademicResourcesByTopic/WomenStudies/computing/Articles+ResearchPapers
contains a collection of resources relating to women and computers

<http://www.sonoma.edu/library/waa>
women artists archive featuring over 1,000 women artists from the middle ages through the present day

<http://www.asu.edu/wwal>
the World's Women On-Line -- electronic art networking associated with the UN's Fourth World Conference on Women, Beijing, China, 1995

<http://www.imageworld.com/istuber.html>
Catt's Claws - Feminist Newsletter

<http://worchester.lm.com/lmann/feminist/achievement.html>
Women of Achievement newsletter

Multicultural Equity Sites

<http://medial.hypernet.com/oees.html>
source for multicultural education materials available on the Internet

<http://heather.cs.ucdavis.edu/pub/README.html>
devoted to education about minority-related issues including immigration, affirmative action, bilingual education, and race relations

http://www.yahoo.com/society_and_culture/minorities
contains Internet resources on African Americans, Asian Americans, Chicanos/Latino Americans, Native Americans, and minority public interest groups

<http://www.fdl.cc.mn.us/~isk>
contains Native American Internet resources including Indian Schools and projects on the Internet

<http://nysernet.org/oneida>

home page of the Oneida Indian tribe in New York

<http://www.ota.gov/NativeA.html>

Native American resources home page

<http://www.pit.edu:81/~1mitten/indians.html>

Native American resources home page

http://ukanaix.cc.ukans.edu/~marc/other_sites/gophers.html

Native American WWW, gopher and FTP sites

<http://www.afrinet.net/~griot>

contains discussions, research and original work about African life

<http://www.igc.apc.org/africanam/resources>

contains collection of African American resources on the Internet

<http://www.mit.edu:8001/afs/athena.mit.edu/user/i/r/irie/www/aar.html>

contains extensive list of Asian American resources

<http://www.stolaf.edu/people/cdr/hmong>

contains a collection of resources relating to Hmong history, culture, language, and current events

<http://www.cyberspace.com/~elcentro/latino.html>

Chicano/Latino American WWW resources home page

http://www.yahoo.com/society_and_culture/cultures/Chicano_LatinoAmerican

Chicano/Latino American resources on the Internet

Sexual Orientation

http://www.yahoo.com/society_and_culture/gay_lesbian_and_bisexual_resources

extensive collection of Internet sites discussing gay, lesbian and bisexual issues

<http://www.outproud.org/outproud>

contains resources, including referrals, books, news articles, brochures, links, and school resources, available for youth and educators discussing gay, lesbian and bisexual issues

<http://server.berkeley.edu/mblga/www-lib-queer.html>

contains resources, including referrals, books, news articles, brochures, links, and school resources, available for youth and educators discussing gay and lesbian and bisexual issues collected by UC-Berkeley

<http://www.qrd.org/QRD>

contains resources available on the Internet on gay and lesbian issues

School to Work/Vocational Equity Sites

<http://www.cen.wisc.edu/center.html>

home page of the Center on Education and Work, Madison, WI, addressing issues affecting the connection among education, work, community and family

<http://bronze.uca.indiana.edu/~gillies/stw.html>

national and state school-to-work resources on the Internet

<http://www.stw.ed.gov>

School to Work Learning and Information Center

<http://www.fsu.edu/>

Florida School-to-Work Clearinghouse

<http://voc-serv.berkeley.edu/>

National Center for Research in Vocational Education

LISTSERVS

NAME is the National Association for Multicultural Education discussion list

to subscribe, send message to:

LISTSERV@UMDD.UMD.EDU

Subject: leave blank

Text: *SUBSCRIBE MULTC-ED your full name

EDEQUITY (Educational Equity Discussion List) is an international electronic discussion forum on issues of educational equity in a multicultural context in schools, colleges and other education sites.

to subscribe, send message to:

MARJORDOM@CONFER.EDC.ORG

Subject: leave blank

Text: subscribe edequity your full name

GENED is a Gender and Education discussion list

to subscribe, send message to:

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Additions and Corrections 3/8/96 (L. Riley, UW-Stout)

Appendix F

1995-96 "Vocational Equity News" Newsletters



Wisconsin Vocational Equity News

Volume 9, Number 1

Fall, 1995

DPI Equity Mission Team Report

The Equity Mission Team (EMT) at the Department of Public Instruction has experienced a difficult year in 1995. After 1994, which was a year of team building and planning for renewed equity initiatives, the team spent much of 1995 alerting people to potential budget cuts and statutory or rule recisions.

On the federal level, congress proposed to eliminate or make substantial cuts in funding for Title IV of the Civil Rights Act of 1964. This is the source of funding for the race, national origin and sex equity staff and activities at the department. Similar congressional action was proposed for the equity-related portions of the Improving America's Schools Act (IASA) including Title V, "Promoting Equity-Magnet Schools and Women's Educational Equity"; Title VII, "Bilingual Education, Language Enhancement, and Language

(continued on page 2)

The Cadre Plans for an Uncertain Future

The Wisconsin Vocational Equity Leadership Cadre held its fall meeting at the beginning of October in Minocqua. As Barbara Bitters mentioned in her article, the Cadre has been supported by Carl Perkins Vocational Equity set-aside funding since its formation about eight years ago. Now, that source of funding is very much in jeopardy. At the time of writing, the Perkins funding is scheduled to end on June 30, 1996.

Over the course of the eight years, the Cadre has had an increasingly important and critical role in providing technical assistance and support on equity issues to local districts within the state of Wisconsin. Originally the focus of the cadre was to offer technical assistance to school districts in the area of vocational sex equity. The

(continued on page 2)

New GESA Facilitators are on a roll . . .

Gender/Ethnic Expectations Student Achievement (GESA) is a training program that allows teachers an opportunity to look at the impact of gender, race and ethnic biases on their teaching and discover what happens when they reduce bias in their classrooms.

A total of 47 new GESA Facilitators have been trained this year through two trainings sponsored by the Wisconsin Vocational Equity Leadership Project at the University of Wisconsin-Stout and the Wisconsin Department of Public Instruction. The trainings were held in June and September in Menomonie, Wisconsin and conducted by Linda Riley, a member of the National GESA Training Team. *(continued on page 3)*

Equity on the Net

Gordon Hanson, Instructional Technology, at the Wisconsin Department of Public Instruction has put together a list of resources available on the Internet relating to gender, multicultural and vocational issues addressed by cadre members and others interested in equity. A copy of the list has been sent to all equity cadre members (see list included in this newsletter). If you are interested in having a copy, please contact your CESA equity cadre chair, or send a stamped self-addressed envelope to Linda Riley, UW-Stout, 225C Applied Arts Building, Menomonie, WI 54751.

Additionally, this list will be added to the DPI web page in the Education and Library Resources section and will be electronically available in December. If you have sites to add to the list, please send your WWW, gopher, ftp and list service references with a sentence or two describing them to Gordon Hanson or Bob Bocher at DPI. They are also available to answer any questions regarding the Internet, electronic communication, or instructional telecommunications.

Vocational Equity News is published by the Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout, 225C Applied Arts Building, Menomonie, Wisconsin 54751 (715) 232-1885 through a Carl Perkins Vocational and Applied Technology Education grant from the Wisconsin Department of Public Instruction, John T. Benson, State Superintendent. Contact person: Linda Riley, Project Director/Editor. UW-Stout and DPI are equal opportunity and affirmative action employers and educators and do not discriminate on the basis of race, sex, age, religion, sexual orientation, handicap, national origin or ancestry.

(DPI Equity Mission Team Report concluded)

Acquisition Programs”, which funds statewide projects and publications, staff development and program assistance at the department; Title IX “Indian Education”; and the Stewart B. McKinney Homeless Assistance Act.

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 provides funding for much of the educational equity work done by local districts and CESAs in the state of Wisconsin. Most importantly, this act funds the Wisconsin Vocational Equity Leadership Cadre and the support project at UW-Stout. Congress is moving toward eliminating this act, reducing the level of funding and creating a large block grant related to employment and training issues with no set-asides for equity or single parents.

On the state level, the 95-97 biennial budget cuts have affected the department’s ability to provide technical assistance and other services across the agency and in the Equity Mission Team. The EMT lost 2.0 FTE positions on July 1, 1995, as a direct result of these cuts.

The human resources (in whom reside the program histories and technical knowledge) lost to the schools and citizens of the state include the following. Dorothy LePage, the first Pupil Nondiscrimination Consultant, retired on February 2, 1995. Barbara Bitters transferred on March 19, 1995, to the Pupil Nondiscrimination Consultant position leaving the Team Leader position vacant. Carole Hunt, the Bilingual/ESL Consultant, resigned in anticipation of lay off, on March 31, 1995, to return to Portland, Oregon and the Northwest Regional Education Laboratory. On July 1, 1995, state budget cuts prompted the lay off of Cynthia Yahola Wilson, one of two American Indian Studies Consultants and the transfer of Carol Sorrentino to another unit in the department. Cynthia returned to Phoenix, Arizona and continues to seek employment. Carol has since left the department and plans to substitute teach. Pat Arnold was granted a leave of absence to return to school at Madison Area Technical College; her position remains vacant. Francis Steindorf resigned on October 31st to become the Education Director for his tribe, the Ho Chunk. Melissa Keyes has announced plans to start her own business and will be leaving the department after 15 years.

Two part-time LTE staff have been hired to assist the department reduce the backlog of appeals under s. 118.13 and PI 9. Angie Smithmier and Patti Williams work part days each week. Tolu Sanabria, Program

Assistant for Bilingual/ESL Programs; Connie Ellingson, Program Assistant for American Indian Studies Programs; Addie Pettaway, Race Equity Consultant; Barbara Bitters, Pupil Nondiscrimination Consultant; and Barbara Schuler, Vocational Equity Consultant constitute the remaining education equity staff.

At this writing it is not clear how many of the remaining staff will continue after July 1, 1996. It is also not clear how the State Superintendent’s strong commitment to educational equity and pupil nondiscrimination, or the commitment of all Wisconsin educators, will be implemented in light of these ongoing state and federal budget cuts.

(The Cadre Plans for an Uncertain Future continued)

Wisconsin Model for Sex Equity in Career and Vocational Education was developed as a conceptual framework enabling districts to work through the process of examining their equity needs and developing a plan to address those needs, particularly in vocational education. Activities of cadre members now go far beyond the development and implementation of a local equity plan (373 K-12 districts will have equity plans on file at DPI by March 1, 1996). They provide staff development and student inservice opportunities on a wide array of topics including sexual harassment issues, teacher student interactions, selection of bias free materials, increasing nontraditional enrollments for students, prejudice reduction, implementation of s. 118.13, Pupil Non Discrimination, and many other topics.

Cadre members are now recognized as the local and regional experts on equity issues. Their requests for technical assistance from local districts have steadily increased. In addition, the cadre has expanded from 3-4 members per CESA (Cooperative Educational Service Agencies) to a current total of about 90 members. This membership includes the Sex Equity Coordinators from the Wisconsin Technical College System, local school district representatives, interested individuals from local, regional, and state agencies as well as the CESA representatives. Plans for this spring include bringing in the Perkins funded single parent coordinators from the technical college and the K-12 systems for a portion of the meetings as well.

Because the work of the Cadre is important to so many pre-K-14 students and districts in the state, the

(concluded on page 3)

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focus of the fall meeting was on how to sustain and advance educational equity in light of the elimination of funding. Through a series of group activities, cadre members identified the equity activities that were most critical to sustain; identified the tools (both content and process) that would enable them to more easily conduct those equity activities; decided how to best deliver those tools; and then, in small groups (most often grouped by region), established one very reasonable goal to be accomplished by their group before the spring cadre meeting.

As a follow-up to the fall cadre meeting, Joan Hudyma Tucker from Seattle, Washington, conducted a preconference session for the 1995 Equity and Multicultural Education Convention in early November. The focus of her workshop was on "Passing the Torch: Insuring the Future of Equity." She led participants through a series of exercises which focused on examining what is going on and what the implications of the federal and state cuts will be; what groups will be impacted; who might fall through the gaps; who will be our allies for our equity work, etc. Some significant questions asked and discussions centered on "When we talk about we, who is included in the 'we' statement; who is at the table and who is not; what issues are discussed and which are not; which issues are marginalized and why; and what are the barriers to a more inclusive partnership?"

As a result of the work done at the fall meeting and at Joan Tucker's preconference session, plans are underway to provide cadre members with as many of the identified tools as possible in the months ahead. The spring cadre session will offer training in some of the identified areas and will give updates on critical issues such as welfare reform at both the federal and state levels. Efforts such as networking and coalition building will be supported as well. The work of the cadre members is too valuable to lose, and every effort to develop new, more collaborative ways of doing the equity work will be supported. To paraphrase Dickens, "This is the best of times; this is the worst of times." Let us all work together to bring out the best for the Wisconsin Vocational Equity Leadership Cadre in the worst of times.

- Barbara L. Schuler, Administrator
Voc. Equity & Single Parent Programs, DPI

(GESA Facilitators concluded)

New Wisconsin GESA facilitators are: American Association of University Women - Jennifer Fostel, Mary
aker; Appleton - Darlene Axtel, Katherine Ruh,

Lorraine Steuck; Bayfield - Peter Riley; Beloit - Linda Hickman, Jackie Jackson, Keith Manning; Blackhawk Technical College - Barbara Bendlin, Rubina Jan, Barbara Seguin; Blair-Taylor - Katie Danzinger, Mary Wood; Burlington - Greg Kaster; CESA #1 - Eileen Dagen, Jim Heiden; CESA #6 - Nancy Winkler; Chippewa Falls - Jim Hudacek, Sherry Salm Jasper; Cornell - Rob Jackson, Beverly Johnson; Eau Claire - Rachel Capozzi, Alice Weickelt; Fond du Lac - Patricia Larson, Laurie Weinbauer; Gilman - Eugene Mechelke; Gilmanton - Lori Larson, Sharri Olsen; Hazel Green - Sue Isaacson; Kiel - Bill Stadler; Marinette - Bonita Amundson, Sue Barggren-Heath, Robert Gannon; Markesan - Clark Buchanan, William Kuehn; Menomonie - Jim Hanstad, Joan Potter; Milwaukee Area Technical College - John Lopez, Dorothy Walker; Monona Grove - Carol Kiley; Northland Pines - Kathy Korbel, David Pucci, Lorine Walters; and Stevens Point - Pam Bork, Elizabeth Fulton.

The three day training certifies participants as GESA Facilitators and prepares them to go back into their local school districts or regions and train teachers in the GESA Program. As a result of the training, at least 10 trainings are planned for the 1995-96 school year involving approximately 165 teachers who will in turn impact on thousands of students.

CONGRATULATIONS WISCONSIN GESA FACILITATORS!

'With the falling of the leaves, the masks of green are stripped off the hillsides, revealing the diversity and uniqueness of each ridge and valley, rock and stream, old shed or oil well hitherto unseen. It is in the winter, when the hills bare their innermost selves, that we get to know them. Then, in the spring, when the masks return, we can look at the hills as old friends few others understand.'

So it is with people. Most of the time we wear our masks. But during the difficult times, during the winters of our lives, we shed our facades and reveal all the intricacies of the unique beings we are. It is these moments that friendships are formed, and we experience one another as few others ever would.'

- John W. Walker

Wanted

Short articles for spring newsletter written by students about equity activities, issues and training taking place at the local level. Questions? Call Linda Riley (715) 232-1885.

A Great Gift Idea . . .

"1996 Women in the Trades Calendar." For ordering information contact:

Employment Options Inc.
2095 Winnebago Street
Madison, WI 53704

Attention Wisconsin GESA Facilitators

Consider conducting a GESA Training in your district now. At this time we can offer one (1) graduate credit for teachers participating in a GESA Teacher Training.

Cost is very reasonable. Second semester only. Slots limited.

For more information please contact:

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Wisconsin Vocational Equity News

Volume 9, Number 2

Spring, 1996

Action Research Can Increase Educational Equity

At the March cadre meeting in Wisconsin Dells, about 30 cadre members spent the day reflecting on action research and how using it in our work as equity professionals, classroom teachers, and school and program administrators can help us be more effective. It was a creative and energetic group, facilitated by Melissa Keyes, that started with a "free write" to get participants thinking about an equity issue in their work setting. The group then reviewed the basics of action research. Cathy Caro-Bruce of the Madison Metropolitan Schools had provided material on the Action Research of the Wisconsin Network which was distributed by Keyes.

The second phase of the day's activities addressed reflecting on the interaction of gender in other equity contexts, such as race, disability, and sexual orientation. Keyes used readings from the AAUW study "Growing Smart: What Works for Girls in Schools," bell hooks, Audre Lorde, and Suchen Chan to illustrate female and male issues in diverse contexts. Participants used the readings to generate trial action research questions.

The last phase was individual work on action research questions and design, followed by an interesting discussion and increasing enthusiasm for continuing to connect about equity and action research. The research questions reflected the diverse working situations of participants, from inquiries about block scheduling, to equitable infusion of equity into an organization's initiatives, to effectiveness of programs such as Career Challenge. Dean Gagnon suggested we try to set up an online group to maintain motivation and support. Everyone, even those not yet online, wanted to make sure we continue the discussion and begin to do our own action research. Lolly Baldus from UW-Stout is looking into the mechanics of setting up the group online.

If you'd like to be connected to action research and educational equity activities online, please contact Lolly at baldusl@uwstout.edu. If you aren't yet online, please contact the Equity Resource Center to get on the mailing list. We intend to use the vehicle of action research to test out our

equity efforts, maintain our own enthusiasm, and exchange ideas and support.

Reported by Melissa Keyes, Keyes Consulting, Inc., 300 N. Pinckney Street, Madison, WI 53703, <equitymk@aol.com>

Take Advantage of Summer

Summer is a great time to preview the many wonderful equity resources available to Wisconsin teachers. We are here all summer! Contact Jeanne Stoeklen (715) 232-1386 or Linda Riley (715) 232-1885.

Harassment: It's More Common Than You Think

Submitted by: Claire Herbst and Jessica Kraus, students, McFarland School District. *This is one student's account of her experience with sexual harassment.*

In the darkened classroom I peered into the middle of the circle to get a better view of the glowing experiment. Something brushed my thigh, a shiver ran through me. "I'm sure it was an accident, he only bumped me. But what about the other times? Standing in line pressing himself against me, I'm sure he had plenty of room to stand back, further away from me." The something was a hand, whose presence had returned to my thigh. I drew in a deep breath and held it. My muscles

continued on page 2

We've Moved

Our new address is:

Center for Vocational, Technical & Adult Ed
Student Health Center Building
University of Wisconsin-Stout
103-1st Avenue West
Menomonie, WI 54751
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Equity Project Utilizes Students to Develop Curriculum

CESA #11's Equity Project recently developed a four lesson unit titled "Preventing Sexual Harassment From a Student's Perspective." What was unique about this process is that it was designed utilizing high school students as the curriculum creators. Eight high school students along with six educators from four school districts made up the development team. Four students were male and four were female.

The purpose of the activity was to involve students in a problem based learning approach to address an important issue. The students became so interested in the issue they offered to team teach the unit they had created with the teachers involved.

The event took approximately five hours and started with an overview of learning styles and how people learn differently. Information on a critical thinking strategy (practical reasoning) was then shared and used as the basis for program design. A scope and sequence was created by the group and then teams developed specific parts of the unit. All the contributing authors critiqued the final product prior to publication.

The CESA #11 Healthy Students, Staff and Schools Curriculum Center next created several instructional media support unit kits for use by interested districts. An evaluation will be conducted in April to determine the units effectiveness and the students direct involvement in the instructional process in the classroom.

Due to the success of this project, other curriculum development activities utilizing students as curriculum creators are being planned. They include "Growing Up On the Outside," a middle school unit addressing bias, prejudice and stereotyping; "Growing Up In a Multicultural World" for high school students; and "We Are More Alike Than Different" for middle school students dealing with respect between middle school male and female students.

Cindy Becker, CESA #11 Curriculum Assistance Coordinator, would be glad to share a free copy of the student-created Sexual Harassment Unit along with an outline of the development process. She can be reached by calling her at CESA #11, 715-986-2020.

Harassment: It's More Common Than You Think (continued)

contracted tightly as I separated my mind from my body.

"Why did I listen to her? I considered her my friend. 'Does he bother you?' she asked me sarcastically. I convinced myself that I was imagining it all. But it does bother me. It bothers me that his slimy, groping hands are touching my body right now."

The teacher continued to lecture on, oblivious to the openings in the back row. In fact, I seem to be paying

attention, nodding at the appropriate time, yet my eyes said something different.

"Look at me. Oh please, look at me. I need your help..." My friend smiled at me with a friendly greeting and then turned back to the center of the dark circle.

"When will the lights turn on? I want to get out of here and never come back. I don't need this credit now, I can just retake it next year. Oh, that's a lie, what would my parents say? I have to see him every day until the end of the semester and look him in the eyes as if nothing had happened." The lights turned on and the dark circle became gentle and friendly again. The hand slipped away and I let out my breath. My muscles now shook from being held so tight. On the outside I appeared relaxed, and like my normal self, except for the paleness of my face, which no one seemed to notice. I giggled with my friends, yet my eyes followed him as he walked triumphantly away.

"Is it what I am wearing that brought his attention to me? No, baggy jeans and a shirt. But yesterday, I wore a tight shirt. And the day before that slim-fitting jeans." My style changed, I wore baggy clothes to school everyday. I gained weight and stopped wearing makeup, anything to "blend in."

No one understands, just go to class they say. They don't have to live with it every day - the shame, the embarrassment, the fear.

The student's pain didn't end there. She began to wear baggy clothes and less makeup, anything to prevent being singled out. Today, years later, it's still on her mind. "Every time I see him, I think about it. I still wonder, did I make too big of a deal about it?" This type of thinking is common among victims of harassment.

Sexual harassment can include a broad range of comments with sexual innuendos, physical harassment, or gestures, and can be directed at both men and women. The harasser may be of the same sex or opposite.

A common question is, how do you tell what's harassment? The answer isn't very simple. Any time a person feels threatened or intimidated by another person due to unwanted touching, comments, or gestures, it's considered harassment. Poor communication is often a cause of unintentional harassment, but sometimes a harasser understand that the victim is feeling threatened and continues anyway.

There are many ways to deal with harassment, and individual situations have different solutions. Whenever possible, confronting the person is advisable. Let he/she know that what he/she is doing is not only wrong, but illegal. Another suggestion is to tell a friend, teacher, guidance counselor, or administrator, and make sure that this person helps you find a solution. Calling the police is a measure that can be taken if the harassment continues. It's most important to remember that harassment is not the victim's fault, no matter what the circumstances are.

GESA.....for Teachers

Six Wisconsin School Districts (Appleton, Blair-Taylor, Chippewa Falls, Gilmanton, Northland Pines and Stevens Point) offered GESA (Gender/Ethnic Expectations Student Achievement) training for their teachers during the second semester of the 1995-96 school year.

Due to the extraordinary effort of the local GESA facilitators, 208 teachers received training and, as a result, thousands of students in classrooms throughout Wisconsin will benefit. The onsite instructors all reported that the teachers' reaction to the training was very positive and that they reported that they enjoyed the opportunity to interact with, and observe, other teachers as well as the time to review relevant resources.

GESA is a program carefully designed to help teachers make constructive changes in the way they interact with students, and, in so doing, to free themselves from stereotypical race and gender roles and expectations. The program instructors were all trained during the past year by Linda Riley, National GESA Team trainer, through a grant funded by the Wisconsin Department of Public Instruction. In addition to the concept and content of the GESA program, the GESA Program facilitators learned how to arrange local program conditions so that participants could internalize the GESA concepts and demonstrate the relevant behaviors in schools and classes. Both the facilitators and the teachers participating in this year's classes were able to receive one graduate credit from the University of Wisconsin-Stout for their involvement.

GESA.....for Parents

Submitted by: Jean Beschta, Equity Coordinator, Appleton Area School District

With the financial assistance of a DPI Project Grant, the Appleton Area School District offered its first Gender/Ethnic Expectations and Student Achievement for Parents course developed by Graymill, 1990.

Objectives of the program are:

- 1) To review parental influences and expectations on the child's educational participation and achievement.
- 2) To provide activities for identifying messages that influence perceptions, expectations and behaviors, especially those related to gender, race, ethnicity and culture.
- 3) To share information on areas of disparity, and positive supportive behaviors for parents to use with their children.

The class opened to 20 participants and consisted of six class sessions. Instruction and discussion materials included the GESA for Parents Handbook, as well as relevant articles and videos. This course provided a wonderful opportunity for parents to learn what school employees are learning in order to provide an equitable education within a nonbiased environment, as well as explore, reevaluate and refine their parenting skills. It was also an incredible opportunity for me to observe how parents learn, question and collaborate in their sincere efforts to become equitable parents.

GESA....Facilitator Training Being Planned

The University of Wisconsin-Stout Vocational Equity Leadership Project, funded by the Wisconsin Department of Public Instruction, is planning to sponsor a GESA (Gender/Ethnic Expectations Student Achievement) Facilitator Training Workshop for interested educators. The GESA program has three major objectives: 1) GESA teachers will reduce disparity in the frequency distribution pattern of their interactions with students (measured by classroom observations), 2) GESA students will achieve significantly higher average gains in reading and mathematics as measured by pre-and post-standardized achievement test scores, and 3) GESA teachers will increase their use of non-stereotypical interactions, materials and activities. As a result of this training, facilitators will be able to conduct GESA teacher training in their local school districts. The workshop is tentatively scheduled for September, 1996. As past experience has indicated that training two people from the same district greatly increases the chances for implementation at the local level, preference will be given to teams. Registration fees, materials, lunch and breaks will be provided and university graduate credit may be available. All other expenses will be the responsibility of the district or individual participant.

If you are interested in participating, or would like more information, please contact Linda Riley at (715) 232-1885, FAX (715) 232-1985, or email "riley1@uwstout.edu" as soon as possible as workshop enrollment is limited.

Upcoming Events

| <u>Date</u> | <u>Event</u> | <u>Location</u> | <u>Contact Person</u> |
|----------------|--|--|--|
| 1996 | | | |
| May 14 | Wisconsin Nontraditional Employment for Women Round Table Meeting (Enrollment is limited) | Grand Milwaukee Hotel Milwaukee, WI | Lorayne Baldus UW-Stout (715) 232-1395 |
| Fall (TBA) | GESA Facilitator Training (Enrollment limited) | TBA | Linda Riley UW-Stout (715) 232-1885 |
| October 1-3 | Wisconsin Vocational Equity Leadership Cadre Meeting #1 | The Pointe Hotel and Conference Center Minocqua, WI | Linda Riley UW-Stout (715) 232-1885 |
| November 14-15 | Wisconsin Statewide Sex Equity and Multicultural Convention | Chula Vista Resort and Conference Center Wisconsin Dells, WI | Deanna Applehans UW-Stout (715) 232-2460 |
| 1997 | | | |
| April 8-10 | Wisconsin Vocational Equity Leadership Cadre Meeting #2 | Comfort Suites Green Bay, WI | Linda Riley UW-Stout (715) 232-1885 |

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Appendix G

1995-96 Composite Report Summary

**Annual Composite Report
1995-1996 Evaluation Data**

Page A1.1
Table 7266.S
Student Career Survey

| Item Statement | Total N % | Male N % | Female N % |
|---|-----------------|----------------|------------------|
| 1. Being good at math and science will help me be ready for a good job. Omit . . . | 1 0.5 | 0 0.0 | 1 1.1 |
| (1) Yes. | 166 90.7 | 85 94.4 | 80 87.0 |
| (2) No | 16 8.7 | 5 5.6 | 11 12.0 |
| 2. I think doing well in school will help me get a job when I grow up. Omit . . . | 1 0.5 | 0 0.0 | 1 1.1 |
| (1) Yes. | 176 96.2 | 85 94.4 | 90 97.8 |
| (2) No | 6 3.3 | 5 5.6 | 1 1.1 |
| 3. At school, I am encouraged to be good at math. Omit . . . | 3 1.6 | 1 1.1 | 2 2.2 |
| (1) Yes. | 146 79.8 | 70 77.8 | 75 81.5 |
| (2) No | 34 18.6 | 19 21.1 | 15 16.3 |
| 4. Sometimes at school different things are expected of boys and girls. Omit . . . | 2 1.1 | 1 1.1 | 1 1.1 |
| (1) Yes. | 110 60.1 | 48 53.3 | 62 67.4 |
| (2) No | 71 38.8 | 41 45.6 | 29 31.5 |
| 5. At school, I am encouraged to be good at reading. Omit . . . | 2 1.1 | 1 1.1 | 1 1.1 |
| (1) Yes. | 164 89.6 | 80 88.9 | 83 90.2 |
| (2) No | 17 9.3 | 9 10.0 | 8 8.7 |
| 6. Sometimes at school I get the feeling boys and girls are treated differently. Omit . . . | 2 1.1 | 0 0.0 | 2 2.2 |
| (1) Yes. | 96 52.5 | 38 42.2 | 58 63.0 |
| (2) No | 85 46.4 | 52 57.8 | 32 34.8 |
| 7. The main reason people work is because they need the money they earn. Omit . . . | 1 0.5 | 0 0.0 | 1 1.1 |
| (1) Yes. | 149 81.4 | 74 82.2 | 74 80.4 |
| (2) No | 33 18.0 | 16 17.8 | 17 18.5 |
| 8. Today, more women are working at paying jobs than in the past. Omit . . . | 2 1.1 | 0 0.0 | 2 2.2 |
| (1) Yes. | 134 73.2 | 65 72.2 | 68 73.9 |
| (2) No | 47 25.7 | 25 27.8 | 22 23.9 |

**Annual Composite Report
1995-1996 Evaluation Data**

Page A1.2
Table 7266.S
Student Career Survey

| <i>Item Statement</i> | <i>Total N %</i> | <i>Male N %</i> | <i>Female N %</i> |
|---|--------------------------|-------------------------|---------------------------|
| 9. Some jobs pay more than others. Omit . . . | 2 1.1 | 0 0.0 | 2 2.2 |
| (1) Yes. | 172 | 83 | 88 |
| (2) No | 94.0 9 4.9 | 92.2 7 7.8 | 95.7 2 2.2 |
| 10. I believe I will work at a job or career for most of my life. Omit . . . | 2 1.1 | 1 1.1 | 1 1.1 |
| (1) Yes. | 124 | 60 | 63 |
| (2) No | 67.8 57 31.1 | 66.7 29 32.2 | 68.5 28 30.4 |
| 11. It is important to me how much money I will earn when I grow up. Omit . . . | 2 1.1 | 1 1.1 | 1 1.1 |
| (1) Yes. | 123 | 62 | 61 |
| (2) No | 67.2 58 31.7 | 68.9 27 30.0 | 66.3 30 32.6 |
| 12. I think doctors make more money than secretaries. Omit . . . | 1 0.5 | 0 0.0 | 1 1.1 |
| (1) Yes. | 137 | 66 | 70 |
| (2) No | 74.9 45 24.6 | 73.3 24 26.7 | 76.1 21 22.8 |
| 13. Usually the pay is the same for jobs men do and jobs women do. Omit . . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Yes. | 121 | 59 | 61 |
| (2) No | 66.1 62 33.9 | 65.6 31 34.4 | 66.3 31 33.7 |
| 14. I think about becoming a medical doctor when I grow up. Omit . . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Yes. | 35 | 12 | 23 |
| (2) No | 19.1 148 80.9 | 13.3 78 86.7 | 25.0 69 75.0 |
| 15. I think about becoming a nurse when I grow up. Omit . . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Yes. | 34 | 4 | 30 |
| (2) No | 18.6 149 81.4 | 4.4 86 95.6 | 32.6 62 67.4 |
| 16. Today both boys and girls can grow up to be firefighters. Omit . . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Yes. | 163 | 78 | 84 |
| (2) No | 89.1 20 10.9 | 86.7 12 13.3 | 91.3 8 8.7 |

**Annual Composite Report
1995-1996 Evaluation Data**

Page A1.3
Table 7266.S
Student Career Survey

| <i>Item Statement</i> | <i>Total N %</i> | <i>Male N %</i> | <i>Female N %</i> |
|---|--------------------------|-------------------------|---------------------------|
| 17. Many women work because they need the money. | | | |
| Omit | 1 0.5 | 1 1.1 | 0 0.0 |
| (1) Yes. | 160 87.4 | 75 83.3 | 85 92.4 |
| (2) No | 22 12.0 | 14 15.6 | 7 7.6 |
| 18. Many men work because they need the money. | | | |
| Omit | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Yes. | 159 86.9 | 75 83.3 | 84 91.3 |
| (2) No | 24 13.1 | 15 16.7 | 8 8.7 |
| 19. Today more children live in homes with just one parent than in the past. | | | |
| Omit | 2 1.1 | 2 2.2 | 0 0.0 |
| (1) Yes. | 92 50.3 | 44 48.9 | 48 52.2 |
| (2) No | 89 48.6 | 44 48.9 | 44 47.8 |
| 20. My grandmother works or has worked at a paying job. | | | |
| Omit | 4 2.2 | 2 2.2 | 2 2.2 |
| (1) Yes. | 144 78.7 | 76 84.4 | 67 72.8 |
| (2) No | 35 19.1 | 12 13.3 | 23 25.0 |
| 21. My family believes it is important that I work at a job when I grow up. | | | |
| Omit | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Yes. | 163 89.1 | 80 88.9 | 82 89.1 |
| (2) No | 20 10.9 | 10 11.1 | 10 10.9 |
| 22. I believe that when I grow up both husband and wife will need to work to pay the bills. | | | |
| Omit | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Yes. | 164 89.6 | 75 83.3 | 88 95.7 |
| (2) No | 19 10.4 | 15 16.7 | 4 4.3 |
| 23. It would be okay with my parents if I decided to be a carpenter. | | | |
| Omit | 1 0.5 | 0 0.0 | 1 1.1 |
| (1) Yes. | 124 67.8 | 66 73.3 | 58 63.0 |
| (2) No | 58 31.7 | 24 26.7 | 33 35.9 |
| 24. It would be okay with my parents if I decided to be a secretary. | | | |
| Omit | 1 0.5 | 1 1.1 | 0 0.0 |
| (1) Yes. | 137 74.9 | 61 67.8 | 75 81.5 |
| (2) No | 45 24.6 | 28 31.1 | 17 18.5 |

**Annual Composite Report
1995-1996 Evaluation Data**

Page A1.4
Table 7266.S
Student Career Survey

| <i>Item Statement</i> | <i>Total N %</i> | <i>Male N %</i> | <i>Female N %</i> |
|---|--------------------------|-------------------------|---------------------------|
| 25. Doing good work in school is important to me. | | | |
| Omit . . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Yes. | 180 98.4 | 87 96.7 | 92 100.0 |
| (2) No | 3 1.6 | 3 3.3 | 0 0.0 |
| 26. I feel that I am a leader in my class. | | | |
| Omit . . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Yes. | 87 47.5 | 49 54.4 | 37 40.2 |
| (2) No | 96 52.5 | 41 45.6 | 55 59.8 |
| 27. I feel boys can do any jobs that girls can do. | | | |
| Omit . . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Yes. | 148 80.9 | 70 77.8 | 77 83.7 |
| (2) No | 35 19.1 | 20 22.2 | 15 16.3 |
| 28. I feel good about myself. | | | |
| Omit . . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Yes. | 169 92.3 | 84 93.3 | 84 91.3 |
| (2) No | 14 7.7 | 6 6.7 | 8 8.7 |
| 29. My friends and I talk about what we are going to be when we grow up. | | | |
| Omit . . . | 1 0.5 | 1 1.1 | 0 0.0 |
| (1) Yes. | 101 55.2 | 51 56.7 | 50 54.3 |
| (2) No | 81 44.3 | 38 42.2 | 42 45.7 |
| 30. People should choose jobs because they are good at that job. | | | |
| Omit . . . | 1 0.5 | 0 0.0 | 1 1.1 |
| (1) Yes. | 152 83.1 | 77 85.6 | 74 80.4 |
| (2) No | 30 16.4 | 13 14.4 | 17 18.5 |
| 31. I feel girls can do any job that boys can do. | | | |
| Omit . . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Yes. | 144 78.7 | 64 71.1 | 79 85.9 |
| (2) No | 39 21.3 | 26 28.9 | 13 14.1 |
| 32. I am good at math. | | | |
| Omit . . . | 3 1.6 | 1 1.1 | 2 2.2 |
| (1) Yes. | 143 78.1 | 78 86.7 | 65 70.7 |
| (2) No | 37 20.2 | 11 12.2 | 25 27.2 |

Annual Composite Report
1995-1996 Evaluation Data

Page A1.5
Table 7266.S
Student Career Survey

| <i>Item Statement</i> | | <i>Total</i> N % | <i>Male</i> N % | <i>Female</i> N % |
|-----------------------|--------------------------------------|------------------------|-----------------------|-------------------------|
| 33. | I am: Omit | 1 0.5 | 0 0.0 | 0 0.0 |
| | (1) Boy | 90 49.2 | 90 100.0 | 0 0.0 |
| | (2) Girl | 92 50.3 | 0 0.0 | 92 100.0 |
| 34. | The grade I am in is: Omit | 0 0.0 | 0 0.0 | 0 0.0 |
| | (1) Grade 2 | 0 0.0 | 0 0.0 | 0 0.0 |
| | (2) Grade 3 | 183 100.0 | 90 100.0 | 92 100.0 |
| | (3) Grade 4 | 0 0.0 | 0 0.0 | 0 0.0 |

**Annual Composite Report
1995-1996 Evaluation Data**

Page A1.1
Table 7267.S
Student Career Survey

| <i>Item Statement</i> | <i>Total N %</i> | <i>Male N %</i> | <i>Female N %</i> |
|--|--------------------------|-------------------------|---------------------------|
| 1. Math is one of my favorite subjects. Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 61 33.3 | 29 32.2 | 32 34.4 |
| (2) Unsure | 40 21.9 | 18 20.0 | 22 23.7 |
| (3) I agree. | 82 44.8 | 43 47.8 | 39 41.9 |
| 2. Girls are often better at math than boys. Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 58 31.7 | 36 40.0 | 22 23.7 |
| (2) Unsure | 94 51.4 | 41 45.6 | 53 57.0 |
| (3) I agree. | 31 16.9 | 13 14.4 | 18 19.4 |
| 3. Being good at math will help me get a job in the future. Omit. . . | 2 1.1 | 0 0.0 | 2 2.2 |
| (1) I disagree | 10 5.5 | 7 7.8 | 3 3.2 |
| (2) Unsure | 24 13.1 | 16 17.8 | 8 8.6 |
| (3) I agree. | 14 80.3 | 67 74.4 | 80 86.0 |
| 4. In our school, both boys and girls are treated the same. Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 47 25.7 | 31 34.4 | 16 17.2 |
| (2) Unsure | 49 26.8 | 25 27.8 | 24 25.8 |
| (3) I agree. | 87 47.5 | 34 37.8 | 53 57.0 |
| 5. I think my school gives boys and girls the same chances. Omit. . . | 1 0.5 | 1 1.1 | 0 0.0 |
| (1) I disagree | 30 16.4 | 18 20.0 | 12 12.9 |
| (2) Unsure | 44 24.0 | 20 22.2 | 24 25.8 |
| (3) I agree. | 108 59.0 | 51 56.7 | 57 61.3 |
| 6. It is important that girls learn to be leaders. Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 47 25.7 | 30 33.3 | 17 18.3 |
| (2) Unsure | 64 35.0 | 31 34.4 | 33 35.5 |
| (3) I agree. | 72 39.3 | 29 32.2 | 43 46.2 |

**Annual Composite Report
1995-1996 Evaluation Data**

Page A1.2
Table 7267.S
Student Career Survey

| <i>Item Statement</i> | <i>Total N %</i> | <i>Male N %</i> | <i>Female N %</i> |
|---|--------------------------|-------------------------|---------------------------|
| 7. Both boys and girls should be developing math, science, and computer skills. Omit. | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 11 6.0 | 9 10.0 | 2 2.2 |
| (2) Unsure | 27 14.8 | 15 16.7 | 12 12.9 |
| (3) I agree. | 145 79.2 | 66 73.3 | 79 84.9 |
| 8. It is important that boys learn to be leaders. Omit. | 1 0.5 | 1 1.1 | 0 0.0 |
| (1) I disagree | 33 18.0 | 13 14.4 | 20 21.5 |
| (2) Unsure | 50 27.3 | 16 17.8 | 34 36.6 |
| (3) I agree. | 99 54.1 | 60 66.7 | 39 41.9 |
| 9. Generally, teachers expect the same things of girls and boys. Omit. | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 27 14.8 | 17 18.9 | 10 10.8 |
| (2) Unsure | 27 14.8 | 16 17.8 | 11 11.8 |
| (3) I agree. | 129 70.5 | 57 63.3 | 72 77.4 |
| 10. In school I am encouraged to do good work in math. Omit. | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 10 5.5 | 6 6.7 | 4 4.3 |
| (2) Unsure | 31 16.9 | 16 17.8 | 15 16.1 |
| (3) I agree. | 142 77.6 | 68 75.6 | 74 79.6 |
| 11. In school I am encouraged to do good work in science. Omit. | 1 0.5 | 0 0.0 | 1 1.1 |
| (1) I disagree | 9 4.9 | 4 4.4 | 5 5.4 |
| (2) Unsure | 29 15.8 | 17 18.9 | 12 12.9 |
| (3) I agree. | 144 78.7 | 69 76.7 | 75 80.6 |
| 12. In school I am encouraged to do good work in reading. Omit. | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 11 6.0 | 5 5.6 | 6 6.5 |
| (2) Unsure | 21 11.5 | 13 14.4 | 8 8.6 |
| (3) I agree. | 151 82.5 | 72 80.0 | 79 84.9 |

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Table 7267.5
Student Career Survey

| Item Statement | Total N % | Male N % | Female N % |
|--|-----------------|----------------|------------------|
| 13. Doing good work in school is important to me. | | | |
| Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 5 2.7 | 3 3.3 | 2 2.2 |
| (2) Unsure | 17 9.3 | 10 11.1 | 7 7.5 |
| (3) I agree. | 161 88.0 | 77 85.6 | 84 90.3 |
| 14. In school we learn about different careers. | | | |
| Omit. . . | 1 0.5 | 1 1.1 | 0 0.0 |
| (1) I disagree | 26 14.2 | 16 17.8 | 10 10.8 |
| (2) Unsure | 70 38.3 | 32 35.6 | 38 40.9 |
| (3) I agree. | 86 47.0 | 41 45.6 | 45 48.4 |
| 15. Men often are paid more than women for doing the same job. | | | |
| Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 70 38.3 | 36 40.0 | 34 36.6 |
| (2) Unsure | 69 37.7 | 28 31.1 | 41 44.1 |
| (3) I agree. | 44 24.0 | 26 28.9 | 18 19.4 |
| 16. Teachers have helped me think about careers. | | | |
| Omit. . . | 1 0.5 | 1 1.1 | 0 0.0 |
| (1) I disagree | 57 31.1 | 33 36.7 | 24 25.8 |
| (2) Unsure | 52 28.4 | 24 26.7 | 28 30.1 |
| (3) I agree. | 73 39.9 | 32 35.6 | 41 44.1 |
| 17. Most women work because they need the money. | | | |
| Omit. . . | 1 0.5 | 1 1.1 | 0 0.0 |
| (1) I disagree | 38 20.8 | 20 22.2 | 18 19.4 |
| (2) Unsure | 64 35.0 | 28 31.1 | 36 38.7 |
| (3) I agree. | 80 43.7 | 41 45.6 | 39 41.9 |
| 18. The amount of money I will make is important to me when I think about career. | | | |
| Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 30 16.4 | 19 21.1 | 11 11.8 |
| (2) Unsure | 47 25.7 | 20 22.2 | 27 29.0 |
| (3) I agree. | 106 57.9 | 51 56.7 | 55 59.1 |

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Table 7267.S
Student Career Survey

| <i>Item Statement</i> | <i>Total N %</i> | <i>Male N %</i> | <i>Female N %</i> |
|---|--------------------------|-------------------------|---------------------------|
| 19. It would be okay with me if a man was a nurse. | | | |
| Omit. . . | 1 0.5 | 0 0.0 | 1 1.1 |
| (1) I disagree | 41 22.4 | 32 35.6 | 9 9.7 |
| (2) Unsure | 29 15.8 | 11 12.2 | 18 19.4 |
| (3) I agree. | 112 61.2 | 47 52.2 | 65 69.9 |
| 20. It would be okay with me if a woman was an auto mechanic. | | | |
| Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 32 17.5 | 27 30.0 | 5 5.4 |
| (2) Unsure | 20 10.9 | 10 11.1 | 10 10.8 |
| (3) I agree. | 131 71.6 | 53 58.9 | 78 83.9 |
| 21. I would consider becoming a carpenter. | | | |
| Omit . . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 124 67.8 | 56 62.2 | 68 73.1 |
| (2) Unsure | 35 19.1 | 16 17.8 | 19 20.4 |
| (3) I agree. | 24 13.1 | 18 20.0 | 6 6.5 |
| 22. I would consider becoming a secretary. | | | |
| Omit . . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 102 55.7 | 74 82.2 | 28 30.1 |
| (2) Unsure | 49 26.8 | 12 13.3 | 37 39.8 |
| (3) I agree. | 32 17.5 | 4 4.4 | 28 30.1 |
| 23. Computers and other technology, such as robots, are changing what kind of jobs there will be in the future. | | | |
| Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 12 6.6 | 9 10.0 | 3 3.2 |
| (2) Unsure | 37 20.2 | 15 16.7 | 22 23.7 |
| (3) I agree. | 134 73.2 | 66 73.3 | 68 73.1 |
| 24. I feel the work I do in school is preparing me for jobs of the future. | | | |
| Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 11 6.0 | 9 10.0 | 2 2.2 |
| (2) Unsure | 34 18.6 | 16 17.8 | 18 19.4 |
| (3) I agree. | 133 75.4 | 65 72.2 | 73 78.5 |

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Table 7267.S
Student Career Survey

| Item Statement | Total | Male | Female |
|---|-------------|------------|------------|
| | N % | N % | N % |
| 25. I would consider owning my own business. Omit. | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 39 21.3 | 21 23.3 | 18 19.4 |
| (2) Unsure | 56 30.6 | 22 24.4 | 34 36.6 |
| (3) I agree. | 88 48.1 | 47 52.2 | 41 44.1 |
| 26. Boys should be able to have any job. Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 21 11.5 | 13 14.4 | 8 8.6 |
| (2) Unsure | 37 20.2 | 20 22.2 | 17 18.3 |
| (3) I agree. | 125 68.3 | 57 63.3 | 68 73.1 |
| 27. Girls should be able to have any job. Omit. . | 1 0.5 | 1 1.1 | 0 0.0 |
| (1) I disagree | 33 18.0 | 27 30.0 | 6 6.5 |
| (2) Unsure | 34 18.6 | 18 20.0 | 16 17.2 |
| (3) I agree. | 115 62.8 | 44 48.9 | 71 76.3 |
| 28. Most men work because they need the money. Omit. . . | 2 1.1 | 1 1.1 | 1 1.1 |
| (1) I disagree | 30 16.4 | 21 23.3 | 9 9.7 |
| (2) Unsure | 74 40.4 | 25 27.8 | 49 52.7 |
| (3) I agree. | 77 42.1 | 43 47.8 | 34 36.6 |
| 29. I believe I will work at a paying job most of my life. Omit. . . | 1 0.5 | 0 0.0 | 1 1.1 |
| (1) I disagree | 7 3.8 | 7 7.8 | 0 0.0 |
| (2) Unsure | 46 25.1 | 21 23.3 | 25 26.9 |
| (3) I agree. | 129 70.5 | 62 68.9 | 67 72.0 |
| 30. Women work at paid jobs nearly as many years as men. Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 29 15.8 | 19 21.1 | 10 10.8 |
| (2) Unsure | 76 41.5 | 33 36.7 | 43 46.2 |
| (3) I agree. | 78 42.6 | 38 42.2 | 40 43.0 |

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Table 7267.S
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| <i>Item Statement</i> | <i>Total N %</i> | <i>Male N %</i> | <i>Female N %</i> |
|---|--------------------------|-------------------------|---------------------------|
| 31. More and more children live in homes with just one parent. Omit. . . | 1 0.5 | 1 1.1 | 0 0.0 |
| (1) I disagree | 26 14.2 | 20 22.2 | 6 6.5 |
| (2) Unsure | 67 36.6 | 32 35.6 | 35 37.6 |
| (3) I agree. | 89 48.6 | 37 41.1 | 52 55.9 |
| 32. I plan to have a job. Omit. . . | 1 0.5 | 0 0.0 | 1 1.1 |
| (1) I disagree | 5 2.7 | 4 4.4 | 1 1.1 |
| (2) Unsure | 10 5.5 | 6 6.7 | 4 4.3 |
| (3) I agree. | 167 91.3 | 80 88.9 | 87 93.5 |
| 33. I plan to have a family and a job. Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 9 4.9 | 7 7.8 | 2 2.2 |
| (2) Unsure | 31 16.9 | 18 20.0 | 13 14.0 |
| (3) I agree. | 143 78.1 | 65 72.2 | 78 83.9 |
| 34. I have learned about different jobs from watching television. Omit. . . | 1 0.5 | 1 1.1 | 0 0.0 |
| (1) I disagree | 31 16.9 | 18 20.0 | 13 14.0 |
| (2) Unsure | 37 20.2 | 15 16.7 | 22 23.7 |
| (3) I agree. | 114 62.3 | 56 62.2 | 58 62.4 |
| 35. My family has helped me plan what I should be when I grow up. Omit. . . | 2 1.1 | 2 2.2 | 0 0.0 |
| (1) I disagree | 65 35.5 | 41 45.6 | 24 25.8 |
| (2) Unsure | 50 27.3 | 21 23.3 | 29 31.2 |
| (3) I agree. | 66 36.1 | 26 28.9 | 40 43.0 |
| 36. In our family, males and females share work at home. Omit. . . | 2 1.1 | 1 1.1 | 1 1.1 |
| (1) I disagree | 30 16.4 | 20 22.2 | 10 10.8 |
| (2) Unsure | 28 15.3 | 17 18.9 | 11 11.8 |
| (3) I agree. | 123 67.2 | 52 57.8 | 71 76.3 |

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Table 7267.S
Student Career Survey

| Item Statement | Total | Male | Female |
|---|-------------|------------|------------|
| | N % | N % | N % |
| 37. I feel good about myself. Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 10 5.5 | 6 6.7 | 4 4.3 |
| (2) Unsure | 31 16.9 | 18 20.0 | 13 14.0 |
| (3) I agree. | 142 77.6 | 66 73.3 | 76 81.7 |
| 38. I feel that I could be whatever I want to be when I grow up. Omit. . . | 0 0.0 | 0 0.0 | 0 0 |
| (1) I disagree | 5 2.7 | 5 5.6 | 0 0.0 |
| (2) Unsure | 30 16.4 | 11 12.2 | 19 20.4 |
| (3) I agree. | 148 80.9 | 74 82.2 | 74 79.6 |
| 39. The way I feel about myself affects how well I do something. Omit. . . | 1 0.5 | 1 1.1 | 0 0.0 |
| (1) I disagree | 24 13.1 | 20 22.2 | 4 4.3 |
| (2) Unsure | 41 22.4 | 18 20.0 | 23 24.7 |
| (3) I agree. | 117 63.9 | 51 56.7 | 66 71.0 |
| 40. I enjoy learning to do new things. Omit. . . | 1 0.5 | 0 0.0 | 1 1.1 |
| (1) I disagree | 14 7.7 | 10 11.1 | 4 4.3 |
| (2) Unsure | 23 12.6 | 11 12.2 | 12 12.9 |
| (3) I agree. | 145 79.2 | 69 76.7 | 76 81.7 |
| 41. My friends and I talk about what we will be when we grow up. Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 44 24.0 | 32 35.6 | 12 12.9 |
| (2) Unsure | 41 22.4 | 18 20.0 | 23 24.7 |
| (3) I agree. | 98 53.6 | 40 44.4 | 58 62.4 |
| 42. The career I choose is important to my parents. Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 24 13.1 | 15 16.7 | 9 9.7 |
| (2) Unsure | 73 39.9 | 31 34.4 | 42 45.2 |
| (3) I agree. | 86 47.0 | 44 48.9 | 42 45.2 |

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Table 7267.S
Student Career Survey

| Item Statement | Total | Male | Female |
|--|--------------|-------------|-------------|
| | N % | N % | N % |
| 43. My parents would support me in whatever career I choose. | | | |
| Omit. | 1 0.5 | 1 1.1 | 0 0.0 |
| (1) I disagree | 19 10.4 | 18 20.0 | 1 1.1 |
| (2) Unsure | 47 25.7 | 20 22.2 | 27 29.0 |
| (3) I agree. | 116 63.4 | 51 56.7 | 65 69.9 |
| 44. I think people should choose careers they think they would be good at. | | | |
| Omit. | 1 0.5 | 1 1.1 | 0 0.0 |
| (1) I disagree | 14 7.7 | 13 14.4 | 1 1.1 |
| (2) Unsure | 24 13.1 | 13 14.4 | 11 11.8 |
| (3) I agree. | 144 78.7 | 63 70.0 | 81 87.1 |
| 45. Check one: | | | |
| Omit. | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Male | 90 49.2 | 90 100.0 | 0 0.0 |
| (2) Female | 93 50.8 | 0 0.0 | 93 100.0 |
| 46. Check the grade you are in: | | | |
| Omit. | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) 5th grade. | 0 0.0 | 0 0.0 | 0 0.0 |
| (2) 6th grade. | 183 100.0 | 90 100.0 | 93 100.0 |
| (3) 7th grade. | 0 0.0 | 0 0.0 | 0 0.0 |

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Table 7268.S
Student Career Survey

| Item Statement | Total % | Male % | Female % |
|--|---------|--------|----------|
| 1. In our school teachers treat boys and girls the same way. | | | |
| Omit. | 0 | 0 | 0 |
| | 0.0 | 0.0 | 0.0 |
| (1) I disagree | 55 | 25 | 29 |
| | 28.8 | 28.7 | 28.4 |
| (2) Unsure | 60 | 30 | 29 |
| | 31.4 | 34.5 | 28.4 |
| (3) I agree. | 76 | 32 | 44 |
| | 39.8 | 36.8 | 43.1 |
| 2. Teachers help me consider many different career choices, including those that are nontraditional. | | | |
| Omit. | 0 | 0 | 0 |
| | 0.0 | 0.0 | 0.0 |
| (1) I disagree | 45 | 26 | 18 |
| | 23.6 | 29.9 | 17.6 |
| (2) Unsure | 92 | 38 | 53 |
| | 48.2 | 43.7 | 52.0 |
| (3) I agree. | 54 | 23 | 31 |
| | 28.3 | 26.4 | 30.4 |
| 3. In our school, there are courses that are clearly "boys courses" and "girls courses." | | | |
| Omit. | 0 | 0 | 0 |
| | 0.0 | 0.0 | 0.0 |
| (1) I disagree | 90 | 36 | 53 |
| | 47.1 | 41.4 | 52.0 |
| (2) Unsure | 55 | 29 | 25 |
| | 28.8 | 33.3 | 24.5 |
| (3) I agree. | 46 | 22 | 24 |
| | 24.1 | 25.3 | 23.5 |
| 4. Teachers expect the same things from girls and boys. | | | |
| Omit. | 2 | 2 | 0 |
| | 1.0 | 2.3 | 0.0 |
| (1) I disagree | 21 | 13 | 8 |
| | 11.0 | 14.9 | 7.8 |
| (2) Unsure | 40 | 17 | 23 |
| | 20.9 | 19.5 | 22.5 |
| (3) I agree. | 128 | 55 | 71 |
| | 67.0 | 63.2 | 69.6 |
| 5. In my classes, boys and girls are placed in separate groups for activities or projects. | | | |
| Omit. | 1 | 1 | 0 |
| | 0.5 | 1.1 | 0.0 |
| (1) I disagree | 135 | 53 | 80 |
| | 70.7 | 60.9 | 78.4 |
| (2) Unsure | 37 | 24 | 13 |
| | 19.4 | 27.6 | 12.7 |
| (3) I agree. | 18 | 9 | 9 |
| | 9.4 | 10.3 | 8.8 |
| 6. I believe I have the right to enroll in any course in the school. | | | |
| Omit. | 8 | 3 | 5 |
| | 4.2 | 3.4 | 4.9 |
| (1) I disagree | 7 | 5 | 2 |
| | 3.7 | 5.7 | 2.0 |
| (2) Unsure | 38 | 24 | 14 |
| | 19.9 | 27.6 | 13.7 |
| (3) I agree. | 138 | 55 | 81 |
| | 72.3 | 63.2 | 79.4 |

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Student Career Survey

| <i>Item Statement</i> | <i>Total N %</i> | <i>Male N %</i> | <i>Female N %</i> |
|--|--------------------------|-------------------------|---------------------------|
| 7-11. I will plan my high school classes based on: | | | |
| 7. my interests. Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 2 1.0 | 2 2.3 | 0 0.0 |
| (2) Unsure | 23 12.0 | 11 12.6 | 12 11.8 |
| (3) I agree. | 166 86.9 | 74 85.1 | 90 88.2 |
| 8. what I am good at. Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 4 2.1 | 2 2.3 | 2 2.0 |
| (2) Unsure | 24 12.6 | 14 16.1 | 10 9.8 |
| (3) I agree. | 163 85.3 | 71 81.6 | 90 88.2 |
| 9. what classes my friends are taking. Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 73 38.2 | 29 33.3 | 43 42.2 |
| (2) Unsure | 64 33.5 | 33 37.9 | 30 29.4 |
| (3) I agree. | 54 28.3 | 25 28.7 | 29 28.4 |
| 10. what I need for college. Omit. . . | 1 0.5 | 1 1.1 | 0 0.0 |
| (1) I disagree | 11 5.8 | 8 9.2 | 3 2.9 |
| (2) Unsure | 43 22.5 | 21 24.1 | 21 20.6 |
| (3) I agree. | 136 71.2 | 57 65.5 | 78 76.5 |
| 11. what I need for a career. Omit. . . | 1 0.5 | 1 1.1 | 0 0.0 |
| (1) I disagree | 5 2.6 | 3 3.4 | 2 2.0 |
| (2) Unsure | 32 16.8 | 16 18.4 | 16 15.7 |
| (3) I agree. | 153 80.1 | 67 77.0 | 84 82.4 |
| 12-14. In school I am encouraged to do good work in: | | | |
| 12. math. Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 7 3.7 | 6 6.9 | 1 1.0 |
| (2) Unsure | 20 10.5 | 10 11.5 | 10 9.8 |
| (3) I agree. | 164 85.9 | 71 81.6 | 91 89.2 |

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Table 7268.S
Student Career Survey

| Item Statement | | Total N % | Male N % | Female N % |
|----------------|---|-----------------|----------------|------------------|
| 13. | science. | | | |
| | Omit. . . | 2 1.0 | 1 1.1 | 1 1.0 |
| | (1) I disagree | 10 5.2 | 5 5.7 | 5 4.9 |
| | (2) Unsure | 26 13.6 | 14 16.1 | 12 11.8 |
| | (3) I agree. | 153 80.1 | 67 77.0 | 84 82.4 |
| 14. | reading. | | | |
| | Omit. . . | 1 0.5 | 1 1.1 | 0 0.0 |
| | (1) I disagree | 18 9.4 | 9 10.3 | 9 8.8 |
| | (2) Unsure | 54 28.3 | 29 33.3 | 25 24.5 |
| | (3) I agree. | 118 61.8 | 48 55.2 | 68 66.7 |
| 15. | Doing good work in school is important to me. | | | |
| | Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| | (1) I disagree | 5 2.6 | 4 4.6 | 1 1.0 |
| | (2) Unsure | 37 19.4 | 19 21.8 | 17 16.7 |
| | (3) I agree. | 149 78.0 | 64 73.6 | 84 82.4 |
| 16. | Doing good work in school will help me prepare for a good career. | | | |
| | Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| | (1) I disagree | 3 1.6 | 2 2.3 | 1 1.0 |
| | (2) Unsure | 24 12.6 | 17 19.5 | 7 6.9 |
| | (3) I agree. | 164 85.9 | 68 78.2 | 94 92.2 |
| 17. | Most women work because they need the money. | | | |
| | Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| | (1) I disagree | 37 19.4 | 14 16.1 | 22 21.6 |
| | (2) Unsure | 72 37.7 | 36 41.4 | 36 35.3 |
| | (3) I agree. | 82 42.9 | 37 42.5 | 44 43.1 |
| 18. | Most people living below the poverty level are women and their children. | | | |
| | Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| | (1) I disagree | 58 30.4 | 21 24.1 | 37 36.3 |
| | (2) Unsure | 87 45.5 | 47 54.0 | 38 37.3 |
| | (3) I agree. | 46 24.1 | 19 21.9 | 27 26.4 |

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Table 7268.S
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| <i>Item Statement</i> | <i>Total N %</i> | <i>Male N %</i> | <i>Female N %</i> |
|--|--------------------------|-------------------------|---------------------------|
| | 24.1 | 21.8 | 26.5 |
| 19. Women and men should be trained to get good jobs. | | | |
| Omit. . . | 0 | 0 | 0 |
| | 0.0 | 0.0 | 0.0 |
| (1) I disagree | 7 | 4 | 3 |
| | 3.7 | 4.6 | 2.9 |
| (2) Unsure | 24 | 13 | 11 |
| | 12.6 | 14.9 | 10.8 |
| (3) I agree. | 160 | 70 | 88 |
| | 83.8 | 80.5 | 86.3 |
| 20. Nine out of ten women work for pay sometime during their lives. | | | |
| Omit. . . | 0 | 0 | 0 |
| | 0.0 | 0.0 | 0.0 |
| (1) I disagree | 4 | 2 | 2 |
| | 2.1 | 2.3 | 2.0 |
| (2) Unsure | 56 | 32 | 24 |
| | 29.3 | 36.8 | 23.5 |
| (3) I agree. | 131 | 53 | 76 |
| | 68.6 | 60.9 | 74.5 |
| 21. Most men work because they need the money. | | | |
| Omit. . . | 1 | 1 | 0 |
| | 0.5 | 1.1 | 0.0 |
| (1) I disagree | 29 | 14 | 14 |
| | 15.2 | 16.1 | 13.7 |
| (2) Unsure | 54 | 29 | 25 |
| | 28.3 | 33.3 | 24.5 |
| (3) I agree. | 107 | 43 | 63 |
| | 56.0 | 49.4 | 61.8 |
| 22. Women make up eight percent (2 out of 5) of engineers in the US. | | | |
| Omit. . . | 0 | 0 | 0 |
| | 0.0 | 0.0 | 0.0 |
| (1) I disagree | 18 | 8 | 10 |
| | 9.4 | 9.2 | 9.8 |
| (2) Unsure | 128 | 55 | 71 |
| | 67.0 | 63.2 | 69.6 |
| (3) I agree. | 45 | 24 | 21 |
| | 23.6 | 27.6 | 20.6 |
| 23. Engineers make an average annual salary of \$34,000. | | | |
| Omit. . . | 1 | 1 | 0 |
| | 0.5 | 1.1 | 0.0 |
| (1) I disagree | 9 | 5 | 4 |
| | 4.7 | 5.7 | 3.9 |
| (2) Unsure | 149 | 62 | 86 |
| | 78.0 | 71.3 | 84.3 |
| (3) I agree. | 32 | 19 | 12 |
| | 16.8 | 21.8 | 11.8 |
| 24. Ninety-nine percent of all secretaries are women. | | | |
| Omit. . . | 1 | 1 | 0 |
| | 0.5 | 1.1 | 0.0 |
| (1) I disagree | 16 | 4 | 12 |
| | 8.4 | 4.6 | 11.8 |
| (2) Unsure | 63 | 35 | 28 |
| | 33.0 | 40.2 | 27.5 |
| (3) I agree. | 111 | 47 | 62 |
| | 58.1 | 54.0 | 60.8 |

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Table 7268.S
Student Career Survey

| <i>Item Statement</i> | <i>Total N %</i> | <i>Male N %</i> | <i>Female N %</i> |
|---|--------------------------|-------------------------|---------------------------|
| 25. Secretaries make an average annual salary of \$12,000. | | | |
| Omit. | 1 0.5 | 0 0.0 | 1 1.0 |
| (1) I disagree | 15 7.9 | 7 8.0 | 8 7.8 |
| (2) Unsure | 151 79.1 | 71 81.6 | 79 77.5 |
| (3) I agree. | 24 12.6 | 9 10.3 | 14 13.7 |
| 26. Overall, women make 64 cents for every dollar men make. | | | |
| Omit. | 2 1.0 | 1 1.1 | 1 1.0 |
| (1) I disagree | 42 22.0 | 16 18.4 | 25 24.5 |
| (2) Unsure | 112 58.6 | 56 64.4 | 55 53.9 |
| (3) I agree. | 35 18.3 | 14 16.1 | 21 20.6 |
| 27. "Womens' jobs" and "mens' jobs" are becoming a thing of the past. | | | |
| Omit. | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 19 9.9 | 8 9.2 | 11 10.8 |
| (2) Unsure | 50 26.2 | 26 29.9 | 24 23.5 |
| (3) I agree. | 122 63.9 | 53 60.9 | 67 65.7 |
| 28. More and more children live in homes with just one parent today. | | | |
| Omit. | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 7 3.7 | 4 4.6 | 3 2.9 |
| (2) Unsure | 42 22.0 | 24 27.6 | 18 17.6 |
| (3) I agree. | 142 74.3 | 59 67.8 | 81 79.4 |
| 29. I have learned about different careers from watching TV. | | | |
| Omit. | 2 1.0 | 2 2.3 | 0 0.0 |
| (1) I disagree | 26 13.6 | 9 10.3 | 17 16.7 |
| (2) Unsure | 46 24.1 | 21 24.1 | 24 23.5 |
| (3) I agree. | 117 61.3 | 55 63.2 | 61 59.8 |
| 30. In our family males and females share jobs at home. | | | |
| Omit. | 1 0.5 | 0 0.0 | 1 1.0 |
| (1) I disagree | 36 18.8 | 17 19.5 | 19 18.6 |
| (2) Unsure | 23 12.0 | 15 17.2 | 8 7.8 |
| (3) I agree. | 131 68.6 | 55 63.2 | 74 72.5 |

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| <i>Item Statement</i> | | <i>Total N %</i> | <i>Male N %</i> | <i>Female N %</i> |
|-----------------------|---|--------------------------|-------------------------|---------------------------|
| 31. | I plan to have a career. Omit. . . | 1 0.5 | 1 1.1 | 0 0.0 |
| | (1) I disagree | 5 2.6 | 5 5.7 | 0 0.0 |
| | (2) Unsure | 16 8.4 | 10 11.5 | 6 5.9 |
| | (3) I agree. | 169 88.5 | 71 81.6 | 96 94.1 |
| 32. | I plan to have a family and a career. Omit. . . | 2 1.0 | 2 2.3 | 0 0.0 |
| | (1) I disagree | 9 4.7 | 2 2.3 | 7 6.9 |
| | (2) Unsure | 46 24.1 | 25 28.7 | 20 19.6 |
| | (3) I agree. | 134 70.2 | 58 66.7 | 75 73.5 |
| 33. | In most families, both parents work at jobs outside the home. Omit. . . | 1 0.5 | 1 1.1 | 0 0.0 |
| | (1) I disagree | 10 5.2 | 4 4.6 | 5 4.9 |
| | (2) Unsure | 51 26.7 | 25 28.7 | 26 25.5 |
| | (3) I agree. | 129 67.5 | 57 65.5 | 71 69.6 |
| 34. | I would like to find out more about possible careers. Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| | (1) I disagree | 9 4.7 | 4 4.6 | 5 4.9 |
| | (2) Unsure | 45 23.6 | 23 26.4 | 21 20.6 |
| | (3) I agree. | 137 71.7 | 60 69.0 | 76 74.5 |
| 35. | The career I choose is important to my parents. Omit. . . | 1 0.5 | 1 1.1 | 0 0.0 |
| | (1) I disagree | 33 17.3 | 14 16.1 | 19 18.6 |
| | (2) Unsure | 68 35.6 | 32 36.8 | 36 35.3 |
| | (3) I agree. | 89 46.6 | 40 46.0 | 47 46.1 |
| 36. | I feel good about myself. Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| | (1) I disagree | 7 3.7 | 3 3.4 | 4 3.9 |
| | (2) Unsure | 42 22.0 | 22 25.3 | 19 18.6 |
| | (3) I agree. | 142 74.3 | 62 71.3 | 79 77.5 |

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Table 7268.S
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| Item Statement | Total | Male | Female |
|--|-------------|------------|------------|
| | N % | N % | N % |
| 37. I feel I could be whatever I want to be when I grow up. Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 7 3.7 | 3 3.4 | 4 3.9 |
| (2) Unsure | 49 25.7 | 23 26.4 | 25 24.5 |
| (3) I agree. | 135 70.7 | 61 70.1 | 73 71.6 |
| 38. The way I feel about myself affects how well I do something. Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 6 3.1 | 5 5.7 | 1 1.0 |
| (2) Unsure | 50 26.2 | 26 29.9 | 24 23.5 |
| (3) I agree. | 135 70.7 | 56 64.4 | 77 75.5 |
| 39. I enjoy to learning to do new things. Omit. . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 7 3.7 | 3 3.4 | 4 3.9 |
| (2) Unsure | 46 24.1 | 24 27.6 | 21 20.6 |
| (3) I agree. | 138 72.3 | 60 69.0 | 77 75.5 |
| 40. I feel that I am good at many things. Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 10 5.2 | 4 4.6 | 5 4.9 |
| (2) Unsure | 50 26.2 | 23 26.4 | 27 26.5 |
| (3) I agree. | 131 68.6 | 60 69.0 | 70 68.6 |
| 41. My parents would support me in whatever career I choose. Omit. . . | 2 1.0 | 0 0.0 | 1 1.0 |
| (1) I disagree | 7 3.7 | 4 4.6 | 3 2.9 |
| (2) Unsure | 46 24.1 | 27 31.0 | 19 18.6 |
| (3) I agree. | 136 71.2 | 56 64.4 | 79 77.5 |
| 42-45 The place I would go to get help in planning my career is: | | | |
| 42. parents. Omit. . . | 1 0.5 | 0 0.0 | 0 0.0 |
| (1) I disagree | 17 8.9 | 8 9.2 | 9 8.8 |
| (2) Unsure | 39 20.4 | 18 20.7 | 21 20.6 |
| (3) I agree. | 134 70.2 | 61 70.1 | 72 70.6 |

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| <i>Item Statement</i> | | <i>Total N %</i> | <i>Male N %</i> | <i>Female N %</i> |
|-----------------------|---|--------------------------|-------------------------|---------------------------|
| 43. | teachers. Omit. | 1 0.5 | 0 0.0 | 0 0.0 |
| | (1) I disagree | 34 17.8 | 16 18.4 | 18 17.6 |
| | (2) Unsure | 63 33.0 | 34 39.1 | 29 28.4 |
| | (3) I agree. | 93 48.7 | 37 42.5 | 55 53.9 |
| 44. | other people I know. Omit. | 2 1.0 | 1 1.1 | 0 0.0 |
| | (1) I disagree | 16 8.4 | 9 10.3 | 7 6.9 |
| | (2) Unsure | 69 36.1 | 31 35.6 | 38 37.3 |
| | (3) I agree. | 104 54.5 | 46 52.9 | 57 55.9 |
| 45. | school counselors. Omit. | 1 0.5 | 0 0.0 | 0 0.0 |
| | (1) I disagree | 58 30.4 | 29 33.3 | 29 28.4 |
| | (2) Unsure | 55 28.8 | 29 33.3 | 26 25.5 |
| | (3) I agree. | 77 40.3 | 29 33.3 | 47 46.1 |
| 46. | Check one: Omit. | 2 1.0 | 0 0.0 | 0 0.0 |
| | (1) Male | 87 45.5 | 87 100.0 | 0 0.0 |
| | (2) Female | 102 53.4 | 0 0.0 | 102 100.0 |
| 47. | Check the grade you are in: Omit. | 0 0.0 | 0 0.0 | 0 0.0 |
| | (1) Grade 7. | 0 0.0 | 0 0.0 | 0 0.0 |
| | (2) Grade 8. | 149 78.0 | 72 82.8 | 75 73.5 |
| | (3) Grade 9. | 42 22.0 | 15 17.2 | 27 26.5 |

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| Item Statement | Total N % | Male N % | Female N % |
|--|-----------------|----------------|------------------|
| 1. I have been encouraged to enroll in vocational courses based on my abilities and interests. | | | |
| Omit. . . | 3 | 2 | 1 |
| | 0.6 | 0.9 | 0.4 |
| (1) I disagree | 81 | 50 | 27 |
| | 16.4 | 23.7 | 10.9 |
| (2) Unsure | 226 | 95 | 117 |
| | 45.7 | 45.0 | 47.2 |
| (3) I agree. | 185 | 64 | 103 |
| | 37.4 | 30.3 | 41.5 |
| 2. Women and men in nontraditional careers have come to talk about their jobs to students in our school. | | | |
| Omit. . . | 1 | 0 | 0 |
| | 0.2 | 0.0 | 0.0 |
| (1) I disagree | 187 | 76 | 100 |
| | 37.8 | 36.0 | 40.3 |
| (2) Unsure | 208 | 96 | 95 |
| | 42.0 | 45.5 | 38.3 |
| (3) I agree. | 99 | 39 | 53 |
| | 20.0 | 18.5 | 21.4 |
| 3. I know someone who is in a nontraditional career. | | | |
| Omit. . . | 6 | 3 | 2 |
| | 1.2 | 1.4 | 0.8 |
| (1) I disagree | 90 | 49 | 36 |
| | 18.2 | 23.2 | 14.5 |
| (2) Unsure | 177 | 89 | 72 |
| | 35.8 | 42.2 | 29.0 |
| (3) I agree. | 222 | 70 | 138 |
| | 44.8 | 33.2 | 55.6 |
| 4. Teachers generally treat males and females the same. | | | |
| Omit. . . | 1 | 1 | 0 |
| | 0.2 | 0.5 | 0.0 |
| (1) I disagree | 161 | 74 | 79 |
| | 32.5 | 35.1 | 31.9 |
| (2) Unsure | 137 | 51 | 75 |
| | 27.7 | 24.2 | 30.2 |
| (3) I agree. | 196 | 85 | 94 |
| | 39.6 | 40.3 | 37.9 |
| 5. Teachers actively encourage me to consider a wide range of career choices; including those that are nontraditional. | | | |
| Omit. . . | 3 | 2 | 1 |
| | 0.6 | 0.9 | 0.4 |
| (1) I disagree | 120 | 66 | 48 |
| | 24.2 | 31.3 | 19.4 |
| (2) Unsure | 184 | 81 | 86 |
| | 37.2 | 38.4 | 34.7 |
| (3) I agree. | 188 | 62 | 113 |
| | 38.0 | 29.4 | 45.6 |
| 6. In our school, there are support groups for students enrolled in nontraditional classes. | | | |
| Omit. . . | 5 | 3 | 1 |
| | 1.0 | 1.4 | 0.4 |
| (1) I disagree | 159 | 65 | 85 |
| | 32.1 | 30.8 | 34.3 |
| (2) Unsure | 257 | 111 | 129 |
| | 51.9 | 52.6 | 52.0 |
| (3) I agree. | 74 | 32 | 33 |
| | 14.9 | 15.2 | 13.3 |

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| Item Statement | Total N % | Male N % | Female N % |
|--|-----------------|----------------|------------------|
| 7. Teachers expect the same achievement from males and females. Omit. . . | 3 0.6 | 3 1.4 | 0 0.0 |
| (1) I disagree | 102 20.6 | 55 26.1 | 41 16.5 |
| (2) Unsure | 141 28.5 | 58 27.5 | 69 27.8 |
| (3) I agree. | 249 50.3 | 95 45.0 | 138 55.6 |
| 8. Teachers point out examples of stereotyping in textbooks and other materials. Omit. . . | 7 1.4 | 3 1.4 | 4 1.6 |
| (1) I disagree | 96 19.4 | 44 20.9 | 47 19.0 |
| (2) Unsure | 206 41.6 | 94 44.5 | 96 38.7 |
| (3) I agree. | 186 37.6 | 70 33.2 | 101 40.7 |
| 9. My counselor suggests classes I need for my career choice. Omit. . . | 12 2.4 | 9 4.3 | 3 1.2 |
| (1) I disagree | 145 29.3 | 71 33.6 | 66 26.6 |
| (2) Unsure | 164 33.1 | 56 26.5 | 91 36.7 |
| (3) I agree. | 174 35.2 | 75 35.5 | 88 35.5 |
| 10. The counselors maintain up-to-date career information that can be used in making career choices. Omit. . . | 5 1.0 | 2 0.9 | 2 0.8 |
| (1) I disagree | 87 17.6 | 38 18.0 | 40 16.1 |
| (2) Unsure | 224 45.3 | 95 45.0 | 114 46.0 |
| (3) I agree. | 179 36.2 | 76 36.0 | 92 37.1 |
| 11. Counselors have helped me with my career choices. Omit. . . | 7 1.4 | 3 1.4 | 3 1.2 |
| (1) I disagree | 227 45.9 | 97 46.0 | 119 48.0 |
| (2) Unsure | 141 28.5 | 61 28.9 | 62 25.0 |
| (3) I agree. | 120 24.2 | 50 23.7 | 64 25.8 |
| 12. In our school, there are courses that are clearly "boys' courses" and "girls' courses." Omit. . . | 3 0.6 | 2 0.9 | 1 0.4 |
| (1) I disagree | 151 30.5 | 62 29.4 | 79 31.9 |
| (2) Unsure | 173 34.9 | 70 33.2 | 91 36.7 |
| (3) I agree. | 168 33.9 | 77 36.5 | 77 31.0 |

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| Item Statement | Total N % | Male N % | Female N % |
|--|-----------------|----------------|------------------|
| 13. Career and vocational courses are designed so the content is appropriate to both males and females. | | | |
| Omit. | 6 | 2 | 3 |
| | 1.2 | 0.9 | 1.2 |
| (1) I disagree | 49 | 29 | 20 |
| | 9.9 | 13.7 | 8.1 |
| (2) Unsure | 247 | 105 | 120 |
| | 49.9 | 49.8 | 48.4 |
| (3) I agree. | 193 | 75 | 105 |
| | 39.0 | 35.5 | 42.3 |
| 14. I will work at a paying job most of my life. | | | |
| Omit. | 1 | 1 | 0 |
| | 0.2 | 0.5 | 0.0 |
| (1) I disagree | 31 | 18 | 9 |
| | 6.3 | 8.5 | 3.6 |
| (2) Unsure | 108 | 47 | 49 |
| | 21.8 | 22.3 | 19.8 |
| (3) I agree. | 355 | 145 | 190 |
| | 71.7 | 68.7 | 76.6 |
| 15. Sixty percent of the people living below the poverty level are women who are the main source of income for their families. | | | |
| Omit. | 2 | 1 | 0 |
| | 0.4 | 0.5 | 0.0 |
| (1) I disagree | 82 | 42 | 35 |
| | 16.6 | 19.9 | 14.1 |
| (2) Unsure | 326 | 138 | 162 |
| | 65.9 | 65.4 | 65.3 |
| (3) I agree. | 85 | 30 | 51 |
| | 17.2 | 14.2 | 20.6 |
| 16. Nine out of ten women work for pay sometime during their lives. | | | |
| Omit. | 4 | 0 | 0 |
| | 0.8 | 0.0 | 0.0 |
| (1) I disagree | 43 | 29 | 12 |
| | 8.7 | 13.7 | 4.8 |
| (2) Unsure | 146 | 68 | 58 |
| | 29.5 | 32.2 | 23.4 |
| (3) I agree. | 302 | 114 | 178 |
| | 61.0 | 54.0 | 71.8 |
| 17. The average woman will work outside the home between 20-40 years in her lifetime. | | | |
| Omit. | 7 | 1 | 0 |
| | 1.4 | 0.5 | 0.0 |
| (1) I disagree | 38 | 23 | 14 |
| | 7.7 | 10.9 | 5.6 |
| (2) Unsure | 239 | 109 | 113 |
| | 48.3 | 51.7 | 45.6 |
| (3) I agree. | 211 | 78 | 121 |
| | 42.6 | 37.0 | 48.8 |
| 18. Women make up 15 percent (3 out of 20) of physicians in the U.S. | | | |
| Omit. | 9 | 2 | 1 |
| | 1.8 | 0.9 | 0.4 |
| (1) I disagree | 45 | 29 | 14 |
| | 9.1 | 13.7 | 5.6 |
| (2) Unsure | 317 | 130 | 165 |
| | 64.0 | 61.6 | 66.5 |
| (3) I agree. | 124 | 50 | 68 |
| | 25.1 | 23.7 | 27.4 |

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| Item Statement | Total N % | Male N % | Female N % |
|---|-----------------|----------------|------------------|
| 19. Physicians, who work in clinics, make an average annual salary of \$74,000. Omit. . . | 7 1.4 | 1 0.5 | 0 0.0 |
| (1) I disagree | 53 10.7 | 32 15.2 | 20 8.1 |
| (2) Unsure | 334 67.5 | 137 64.9 | 176 71.0 |
| (3) I agree. | 101 20.4 | 41 19.4 | 52 21.0 |
| 20. Nurses earn an average annual salary of \$26,000. Omit. . . | 6 1.2 | 0 0.0 | 0 0.0 |
| (1) I disagree | 40 8.1 | 25 11.8 | 12 4.8 |
| (2) Unsure | 334 67.5 | 136 64.5 | 177 71.4 |
| (3) I agree. | 115 23.2 | 50 23.7 | 59 23.8 |
| 21. Ninety-nine percent of all secretaries are women. Omit. . . | 9 1.8 | 2 0.9 | 1 0.4 |
| (1) I disagree | 54 10.9 | 35 16.6 | 19 7.7 |
| (2) Unsure | 204 41.2 | 90 42.7 | 97 39.1 |
| (3) I agree. | 228 46.1 | 84 39.8 | 131 52.8 |
| 22. Secretaries make an average annual salary of \$12,000. Omit. . . | 10 2.0 | 2 0.9 | 2 0.8 |
| (1) I disagree | 55 11.1 | 36 17.1 | 16 6.5 |
| (2) Unsure | 329 66.5 | 130 61.6 | 179 72.2 |
| (3) I agree. | 101 20.4 | 43 20.4 | 51 20.6 |
| 23. On average, women make 65 cents for every dollar men make. Omit. . . | 8 1.6 | 2 0.9 | 0 0.0 |
| (1) I disagree | 70 14.1 | 37 17.5 | 30 12.1 |
| (2) Unsure | 292 59.0 | 116 55.0 | 157 63.3 |
| (3) I agree. | 125 25.3 | 56 26.5 | 61 24.6 |
| 24. "Women's jobs" and "men's jobs" are becoming a thing of the past. Omit. . . | 9 1.8 | 1 0.5 | 2 0.8 |
| (1) I disagree | 63 12.7 | 35 16.6 | 27 10.9 |
| (2) Unsure | 170 34.3 | 86 40.8 | 72 29.0 |
| (3) I agree. | 253 51.1 | 89 42.2 | 147 59.3 |

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Table 7269.S
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| Item Statement | Total N % | Male N % | Female N % |
|--|-----------------|----------------|------------------|
| 25. My parents encourage me to explore different career possibilities. | | | |
| Omit. . . | 8 1.6 | 1 0.5 | 0 0.0 |
| (1) I disagree | 66 13.3 | 35 16.6 | 30 12.1 |
| (2) Unsure | 117 23.6 | 62 29.4 | 42 16.9 |
| (3) I agree. | 304 61.4 | 113 53.6 | 176 71.0 |
| 26. My parents believe the career I choose should pay well. | | | |
| Omit. . . | 9 1.8 | 0 0.0 | 1 0.4 |
| (1) I disagree | 74 14.9 | 34 16.1 | 36 14.5 |
| (2) Unsure | 158 31.9 | 75 35.5 | 70 28.2 |
| (3) I agree. | 254 51.3 | 102 48.3 | 141 56.9 |
| 27. I have learned about different careers from watching TV. | | | |
| Omit. . . | 9 1.8 | 1 0.5 | 0 0.0 |
| (1) I disagree | 93 18.8 | 51 24.2 | 39 15.7 |
| (2) Unsure | 146 29.5 | 60 28.4 | 71 28.6 |
| (3) I agree. | 247 49.9 | 99 46.9 | 138 55.6 |
| 28. I plan to have a career. | | | |
| Omit. . . | 12 2.4 | 3 1.4 | 2 0.8 |
| (1) I disagree | 30 6.1 | 16 7.6 | 11 4.4 |
| (2) Unsure | 81 16.4 | 45 21.3 | 24 9.7 |
| (3) I agree. | 372 75.2 | 147 69.7 | 211 85.1 |
| 29. I plan to have a family and a career. | | | |
| Omit. . . | 9 1.8 | 1 0.5 | 1 0.4 |
| (1) I disagree | 54 10.9 | 29 13.7 | 20 8.1 |
| (2) Unsure | 127 25.7 | 62 29.4 | 49 19.8 |
| (3) I agree. | 305 61.6 | 119 56.4 | 178 71.8 |
| 30. My parents would support me in whatever career I choose. | | | |
| Omit. . . | 7 1.4 | 0 0.0 | 0 0.0 |
| (1) I disagree | 55 11.1 | 33 15.6 | 19 7.7 |
| (2) Unsure | 111 22.4 | 48 22.7 | 49 19.8 |
| (3) I agree. | 322 65.1 | 130 61.6 | 180 72.6 |

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Table 7269.S
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| Item Statement | Total | Male | Female |
|---|-------------|-------------|-------------|
| | N % | N % | N % |
| 31. My future career is important, so I want to start preparing for it now by taking the right classes. | | | |
| Omit. . . | 11 2.2 | 1 0.5 | 1 0.4 |
| (1) I disagree | 33 6.7 | 24 11.4 | 8 3.2 |
| (2) Unsure | 129 26.1 | 68 32.2 | 48 19.4 |
| (3) I agree. | 322 65.1 | 118 55.9 | 191 77.0 |
| 32. Women, as well as men, work to provide for themselves and for their families. | | | |
| Omit. . . | 12 2.4 | 1 0.5 | 1 0.4 |
| (1) I disagree | 28 5.7 | 19 9.0 | 7 2.8 |
| (2) Unsure | 126 25.5 | 73 34.6 | 39 15.7 |
| (3) I agree. | 329 66.5 | 118 55.9 | 201 81.0 |
| 33. I believe I have the right to enroll in any course in our school. | | | |
| Omit. . . | 14 2.8 | 2 0.9 | 2 0.8 |
| (1) I disagree | 40 8.1 | 25 11.8 | 9 3.6 |
| (2) Unsure | 108 21.8 | 63 29.9 | 34 13.7 |
| (3) I agree. | 333 67.3 | 121 57.3 | 203 81.9 |
| 34. I feel good about myself. | | | |
| Omit. . . | 15 3.0 | 4 1.9 | 1 0.4 |
| (1) I disagree | 48 9.7 | 26 12.3 | 20 8.1 |
| (2) Unsure | 130 26.3 | 57 27.0 | 58 23.4 |
| (3) I agree. | 302 61.0 | 124 58.8 | 169 68.1 |
| 35. I view my career primarily as a way to make some extra money. | | | |
| Omit. . . | 15 3.0 | 3 1.4 | 2 0.8 |
| (1) I disagree | 128 25.9 | 55 26.1 | 69 27.8 |
| (2) Unsure | 191 38.6 | 88 41.7 | 89 35.9 |
| (3) I agree. | 161 32.5 | 65 30.8 | 88 35.5 |
| 36. I view my career primarily as something to do before marriage. | | | |
| Omit. . . | 12 2.4 | 1 0.5 | 1 0.4 |
| (1) I disagree | 157 31.7 | 68 32.2 | 82 33.1 |
| (2) Unsure | 180 36.4 | 84 39.8 | 84 33.9 |
| (3) I agree. | 146 29.5 | 58 27.5 | 81 32.7 |

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Table 7269.S
Student Career Survey

| Item Statement | Total N % | Male N % | Female N % |
|---|-----------------|----------------|------------------|
| 37. I view my career primarily as a way to use and develop my abilities. Omit. . . | 13 2.6 | 1 0.5 | 2 0.8 |
| (1) I disagree | 49 9.9 | 26 12.3 | 21 8.5 |
| (2) Unsure | 179 36.2 | 76 36.0 | 88 35.5 |
| (3) I agree. | 254 51.3 | 108 51.2 | 137 55.2 |
| 38. I view my career primarily as a lifetime experience that helps meet economic and psychological needs. Omit. . . | 15 3.0 | 1 0.5 | 3 1.2 |
| (1) I disagree | 52 10.5 | 29 13.7 | 18 7.3 |
| (2) Unsure | 206 41.6 | 93 44.1 | 97 39.1 |
| (3) I agree. | 222 44.8 | 88 41.7 | 130 52.4 |
| 39. I feel I could be whatever I want to be. Omit. . . | 13 2.6 | 1 0.5 | 1 0.4 |
| (1) I disagree | 50 10.1 | 32 15.2 | 16 6.5 |
| (2) Unsure | 138 27.9 | 66 31.3 | 57 23.0 |
| (3) I agree. | 294 59.4 | 112 53.1 | 174 70.2 |
| 40. I feel like I am good at many things. Omit. . . | 15 3.0 | 2 0.9 | 2 0.8 |
| (1) I disagree | 33 6.7 | 17 8.1 | 13 5.2 |
| (2) Unsure | 139 28.1 | 61 28.9 | 64 25.8 |
| (3) I agree. | 308 62.2 | 131 62.1 | 169 68.1 |
| 41. Check one: Omit. . . | 36 7.3 | 0 0.0 | 0 0.0 |
| (1) Male | 211 42.6 | 211 100.0 | 0 0.0 |
| (2) Female | 248 50.1 | 0 0.0 | 248 100.0 |
| 42. Check the grade you are in: Omit. . . | 20 4.0 | 1 0.5 | 0 0.0 |
| (1) 9th grade. | 148 29.9 | 62 29.4 | 83 33.5 |
| (2) 10th grade | 327 66.1 | 148 70.1 | 165 65.5 |
| (3) 11th grade | 0 0.0 | 0 0.0 | 0 0.0 |

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Table 7270.S
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| Item Statement | Total N % | Male N % | Female N % |
|--|-----------------|----------------|------------------|
| 1. I am encouraged to take courses that I need for careers of the future. Omit. . . | 1 0.2 | 0 0.0 | 0 0.0 |
| (1) I disagree | 45 9.3 | 15 6.8 | 29 11.9 |
| (2) Unsure | 95 19.7 | 52 23.5 | 38 15.6 |
| (3) I agree. | 341 70.7 | 154 69.7 | 176 72.4 |
| 2. I would like to know more about future career possibilities. Omit. . . | 1 0.2 | 1 0.5 | 0 0.0 |
| (1) I disagree | 22 4.6 | 12 5.4 | 9 3.7 |
| (2) Unsure | 109 22.6 | 64 29.0 | 39 16.0 |
| (3) I agree. | 350 72.6 | 144 65.2 | 195 80.2 |
| 3. Teachers actively encourage me to consider a wide range of career choices; including those that are nontraditional. Omit. . . | 2 0.4 | 0 0.0 | 1 0.4 |
| (1) I disagree | 158 32.8 | 71 32.1 | 79 32.5 |
| (2) Unsure | 207 42.9 | 98 44.3 | 103 42.4 |
| (3) I agree. | 115 23.9 | 52 23.5 | 60 24.7 |
| 4. In our school, there are support groups for students choosing nontraditional careers. Omit. . . | 1 0.2 | 1 0.5 | 0 0.0 |
| (1) I disagree | 245 50.8 | 105 47.5 | 130 53.5 |
| (2) Unsure | 193 40.0 | 92 41.6 | 96 39.5 |
| (3) I agree. | 43 8.9 | 23 10.4 | 17 7.0 |
| 5. The counselor maintains up-to-date career publications that help me make career choices. Omit. . . | 3 0.6 | 0 0.0 | 2 0.8 |
| (1) I disagree | 116 24.1 | 54 24.4 | 57 23.5 |
| (2) Unsure | 198 41.1 | 93 42.1 | 98 40.3 |
| (3) I agree. | 165 34.2 | 74 33.5 | 86 35.4 |
| 6. Some courses in our school are boys courses and some are girls courses. Omit. . . | 2 0.4 | 1 0.5 | 0 0.0 |
| (1) I disagree | 165 34.2 | 62 28.1 | 96 39.5 |
| (2) Unsure | 129 26.8 | 70 31.7 | 53 21.8 |
| (3) I agree. | 186 38.6 | 88 39.8 | 94 38.7 |

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Table 7270.S
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| Item Statement | Total N % | Male N % | Female N % |
|---|-----------------|----------------|------------------|
| 7. Generally, teachers treat male and female students the same. Omit. | 3 0.6 | 0 0.0 | 2 0.8 |
| (1) I disagree | 139 28.8 | 69 31.2 | 64 26.3 |
| (2) Unsure | 150 31.1 | 75 33.9 | 72 29.6 |
| (3) I agree. | 190 39.4 | 77 34.8 | 105 43.2 |
| 8. Teachers pay more attention to boys. Omit. | 6 1.2 | 4 1.8 | 2 0.8 |
| (1) I disagree | 241 50.0 | 115 52.0 | 120 49.4 |
| (2) Unsure | 190 39.4 | 79 35.7 | 100 41.2 |
| (3) I agree. | 45 9.3 | 23 10.4 | 21 8.6 |
| 9. Teachers pay more attention to girls. Omit. | 8 1.7 | 3 1.4 | 4 1.6 |
| (1) I disagree | 200 41.5 | 82 37.1 | 116 47.7 |
| (2) Unsure | 187 38.8 | 75 33.9 | 100 41.2 |
| (3) I agree. | 87 18.0 | 61 27.6 | 23 9.5 |
| 10. Career and vocational courses are designed so the content is appropriate to both females and males. Omit. | 5 1.0 | 1 0.5 | 2 0.8 |
| (1) I disagree | 49 10.2 | 28 12.7 | 19 7.8 |
| (2) Unsure | 214 44.4 | 102 46.2 | 104 42.8 |
| (3) I agree. | 214 44.4 | 90 40.7 | 118 48.6 |
| 11. Teachers expect the same achievement from females and males. Omit. | 4 0.8 | 1 0.5 | 2 0.8 |
| (1) I disagree | 85 17.6 | 44 19.9 | 36 14.8 |
| (2) Unsure | 138 28.6 | 71 32.1 | 62 25.5 |
| (3) I agree. | 255 52.9 | 105 47.5 | 143 58.8 |
| 12. Most women work because of economic need. Omit. | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) I disagree | 104 21.6 | 32 14.5 | 68 28.0 |
| (2) Unsure | 210 43.6 | 111 50.2 | 92 37.9 |
| (3) I agree. | 168 34.9 | 78 35.3 | 83 34.2 |

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| <i>Item Statement</i> | <i>Total N %</i> | <i>Male N %</i> | <i>Female N %</i> |
|--|--------------------------|-------------------------|---------------------------|
| 13. Ninety percent of women work for pay most of their life. Omit. . . | 2 0.4 | 0 0.0 | 1 0.4 |
| (1) I disagree | 56 11.6 | 29 13.1 | 24 9.9 |
| (2) Unsure | 226 46.9 | 119 53.8 | 98 40.3 |
| (3) I agree. | 198 41.1 | 73 33.0 | 120 49.4 |
| 14. Women make up 15 percent (3 out of 20) physicians in the U.S. Omit. . . | 7 1.5 | 4 1.8 | 1 0.4 |
| (1) I disagree | 39 8.1 | 19 8.6 | 16 6.6 |
| (2) Unsure | 332 68.9 | 149 67.4 | 174 71.6 |
| (3) I agree. | 104 21.6 | 49 22.2 | 52 21.4 |
| 15. Physicians, who work in clinics, earn about \$74,000 a year. Omit. . . | 4 0.8 | 2 0.9 | 1 0.4 |
| (1) I disagree | 38 7.9 | 21 9.5 | 15 6.2 |
| (2) Unsure | 358 74.3 | 153 69.2 | 192 79.0 |
| (3) I agree. | 82 17.0 | 45 20.4 | 35 14.4 |
| 16. Nurses earn about \$26,000 a year. Omit. . . | 3 0.6 | 1 0.5 | 0 0.0 |
| (1) I disagree | 24 5.0 | 17 7.7 | 6 2.5 |
| (2) Unsure | 369 76.6 | 162 73.3 | 195 80.2 |
| (3) I agree. | 86 17.8 | 41 18.6 | 42 17.3 |
| 17. Women make up eight percent (2 out of 25) of the engineers in the U.S. Omit. . . | 3 0.6 | 0 0.0 | 2 0.8 |
| (1) I disagree | 44 9.1 | 29 13.1 | 12 4.9 |
| (2) Unsure | 332 68.9 | 142 64.3 | 178 73.3 |
| (3) I agree. | 103 21.4 | 50 22.6 | 51 21.0 |
| 18. Most men will work for pay most of their lives. Omit. . . | 3 0.6 | 3 1.4 | 0 0.0 |
| (1) I disagree | 19 3.9 | 10 4.5 | 6 2.5 |
| (2) Unsure | 158 32.8 | 71 32.1 | 79 32.5 |
| (3) I agree. | 302 62.7 | 137 62.0 | 158 65.0 |

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| Item Statement | Total N % | Male N % | Female N % |
|--|-----------------|----------------|------------------|
| 19. Starting annual salary for engineers is \$30,000. Omit. . . | 3 0.6 | 1 0.5 | 1 0.4 |
| (1) I disagree | 30 6.2 | 19 8.6 | 10 4.1 |
| (2) Unsure | 361 74.9 | 146 66.1 | 200 82.3 |
| (3) I agree. | 88 18.3 | 55 24.9 | 32 13.2 |
| 20. Ninety-nine percent of all secretaries are women. Omit. . . | 2 0.4 | 0 0.0 | 0 0.0 |
| (1) I disagree | 42 8.7 | 23 10.4 | 17 7.0 |
| (2) Unsure | 247 51.2 | 121 54.8 | 117 48.1 |
| (3) I agree. | 191 39.6 | 77 34.8 | 109 44.9 |
| 21. Secretaries annually earn about \$12,000. Omit. | 2 0.4 | 0 0.0 | 0 0.0 |
| (1) I disagree | 38 7.9 | 25 11.3 | 13 5.3 |
| (2) Unsure | 375 77.8 | 160 72.4 | 202 83.1 |
| (3) I agree. | 67 13.9 | 36 16.3 | 28 11.5 |
| 22. Most men work because of economic need. Omit. | 6 1.2 | 0 0.0 | 0 0.0 |
| (1) I disagree | 43 8.9 | 13 5.9 | 27 11.1 |
| (2) Unsure | 159 33.0 | 75 33.9 | 78 32.1 |
| (3) I agree. | 274 56.8 | 133 60.2 | 138 56.8 |
| 23. I think it is okay that both women and men are moving into jobs that may not be usual for their sex. Omit. . . | 6 1.2 | 0 0.0 | 0 0.0 |
| (1) I disagree | 30 6.2 | 21 9.5 | 7 2.9 |
| (2) Unsure | 123 25.5 | 82 37.1 | 36 14.8 |
| (3) I agree. | 323 67.0 | 118 53.4 | 200 82.3 |
| 24. "Women's jobs" and "men's jobs" are becoming a thing of the past. Omit. . . | 6 1.2 | 0 0.0 | 0 0.0 |
| (1) I disagree | 63 13.1 | 34 15.4 | 28 11.5 |
| (2) Unsure | 131 27.2 | 73 33.0 | 52 21.4 |
| (3) I agree. | 282 58.5 | 114 51.6 | 163 67.1 |

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| Item Statement | Total N % | Male N % | Female N % |
|--|-----------------|----------------|------------------|
| 25. I expect to work at a paying job most of my life. Omit. . . | 9 1.9 | 1 0.5 | 1 0.4 |
| (1) I disagree | 26 5.4 | 12 5.4 | 13 5.3 |
| (2) Unsure | 108 22.4 | 65 29.4 | 38 15.6 |
| (3) I agree. | 339 70.3 | 143 64.7 | 191 78.6 |
| 26. Women, as well as men, work to provide for themselves and for their families. Omit. . . | 7 1.5 | 1 0.5 | 0 0.0 |
| (1) I disagree | 25 5.2 | 19 8.6 | 5 2.1 |
| (2) Unsure | 92 19.1 | 58 26.2 | 28 11.5 |
| (3) I agree. | 358 74.3 | 143 64.7 | 210 86.4 |
| 27. I would support a man's choice to be a nurse. Omit. . . | 13 2.7 | 4 1.8 | 1 0.4 |
| (1) I disagree | 46 9.5 | 41 18.6 | 5 2.1 |
| (2) Unsure | 116 24.1 | 75 33.9 | 32 13.2 |
| (3) I agree. | 307 63.7 | 101 45.7 | 205 84.4 |
| 28. I would support a woman's choice to be a carpenter. Omit. . . | 8 1.7 | 2 0.9 | 0 0.0 |
| (1) I disagree | 41 8.5 | 33 14.9 | 6 2.5 |
| (2) Unsure | 115 23.9 | 73 33.0 | 34 14.0 |
| (3) I agree. | 318 66.0 | 113 51.1 | 203 83.5 |
| 29. A person has a legal right to seek any job and may not be refused a job based on her or her sex. Omit. . . | 6 1.2 | 0 0.0 | 0 0.0 |
| (1) I disagree | 43 8.9 | 31 14.0 | 9 3.7 |
| (2) Unsure | 99 20.5 | 64 29.0 | 31 12.8 |
| (3) I agree. | 334 69.3 | 126 57.0 | 203 83.5 |
| 30. I would consider owning my own business. Omit. | 10 2.1 | 2 0.9 | 0 0.0 |
| (1) I disagree | 57 11.8 | 24 10.9 | 30 12.3 |
| (2) Unsure | 133 27.6 | 67 30.3 | 63 25.9 |
| (3) I agree. | 282 58.5 | 128 57.9 | 150 61.7 |

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| Item Statement | Total N % | Male N % | Female N % |
|--|-----------------|----------------|------------------|
| 31. Nearly half of single-parent families live in poverty. | | | |
| Omit. . . | 6 1.2 | 0 0.0 | 0 0.0 |
| (1) I disagree | 104 21.6 | 39 17.6 | 60 24.7 |
| (2) Unsure | 297 61.6 | 141 63.8 | 151 62.1 |
| (3) I agree. | 75 15.6 | 41 18.6 | 32 13.2 |
| 32. Six out of ten people in poverty are women who are the main source of income for their families. | | | |
| Omit. . . | 8 1.7 | 1 0.5 | 0 0.0 |
| (1) I disagree | 56 11.6 | 24 10.9 | 30 12.3 |
| (2) Unsure | 317 65.8 | 149 67.4 | 162 66.7 |
| (3) I agree. | 101 21.0 | 47 21.3 | 51 21.0 |
| 33. My parents have helped me explore possible careers. | | | |
| Omit. . . | 10 2.1 | 0 0.0 | 2 0.8 |
| (1) I disagree | 82 17.0 | 38 17.2 | 42 17.3 |
| (2) Unsure | 132 27.4 | 73 33.0 | 54 22.2 |
| (3) I agree. | 258 53.5 | 110 49.8 | 145 59.7 |
| 34. My parents know about job market demands and training required for jobs. | | | |
| Omit. . . | 10 2.1 | 1 0.5 | 1 0.4 |
| (1) I disagree | 61 12.7 | 26 11.8 | 34 14.0 |
| (2) Unsure | 212 44.0 | 96 43.4 | 108 44.4 |
| (3) I agree. | 199 41.3 | 98 44.3 | 100 41.2 |
| 35. I have learned about a wide variety of careers from watching TV. | | | |
| Omit. . . | 10 2.1 | 0 0.0 | 1 0.4 |
| (1) I disagree | 129 26.8 | 52 23.5 | 75 30.9 |
| (2) Unsure | 163 33.8 | 93 42.1 | 66 27.2 |
| (3) I agree. | 180 37.3 | 76 34.4 | 101 41.6 |
| 36. My friends and I generally have the same kinds of career goals. | | | |
| Omit. . . | 8 1.7 | 0 0.0 | 0 0.0 |
| (1) I disagree | 174 36.1 | 71 32.1 | 100 41.2 |
| (2) Unsure | 163 33.8 | 82 37.1 | 78 32.1 |
| (3) I agree. | 137 28.4 | 68 30.8 | 65 26.7 |

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| Item Statement | Total N % | Male N % | Female N % |
|--|-----------------|----------------|------------------|
| 37. I plan to have a career. Omit. . . | 11 2.3 | 3 1.4 | 0 0.0 |
| (1) I disagree | 21 4.4 | 16 7.2 | 4 1.6 |
| (2) Unsure | 66 13.7 | 36 16.3 | 26 10.7 |
| (3) I agree. | 384 79.7 | 166 75.1 | 213 87.7 |
| 38. I plan to have a career and a family. Omit. . | 10 2.1 | 1 0.5 | 1 0.4 |
| (1) I disagree | 46 9.5 | 27 12.2 | 17 7.0 |
| (2) Unsure | 107 22.2 | 62 28.1 | 40 16.5 |
| (3) I agree. | 319 66.2 | 131 59.3 | 185 76.1 |
| 39. I feel good about myself. Omit. . . | 9 1.9 | 1 0.5 | 0 0.0 |
| (1) I disagree | 40 8.3 | 23 10.4 | 12 4.9 |
| (2) Unsure | 111 23.0 | 52 23.5 | 57 23.5 |
| (3) I agree. | 322 66.8 | 145 65.6 | 174 71.6 |
| 40. My parents would support me in whatever career I choose. Omit. . . | 8 1.7 | 0 0.0 | 1 0.4 |
| (1) I disagree | 51 10.6 | 29 13.1 | 18 7.4 |
| (2) Unsure | 91 18.9 | 50 22.6 | 37 15.2 |
| (3) I agree. | 332 68.9 | 142 64.3 | 187 77.0 |
| 41. My male friends would support me in whatever career I choose. Omit. . . | 8 1.7 | 0 0.0 | 0 0.0 |
| (1) I disagree | 31 6.4 | 22 10.0 | 9 3.7 |
| (2) Unsure | 112 23.2 | 69 31.2 | 36 14.8 |
| (3) I agree. | 331 68.7 | 130 58.8 | 198 81.5 |
| 42. My female friends would support me in whatever career I choose. Omit. . . | 9 1.9 | 0 0.0 | 0 0.0 |
| (1) I disagree | 27 5.6 | 18 8.1 | 9 3.7 |
| (2) Unsure | 103 21.4 | 71 32.1 | 25 10.3 |
| (3) I agree. | 343 71.2 | 132 59.7 | 209 86.0 |

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| Item Statement | Total N % | Male N % | Female N % |
|---|-----------------|----------------|------------------|
| 43. I believe it is important to be independent and economically self-sufficient. Omit. . . | 8 1.7 | 0 0.0 | 1 0.4 |
| (1) I disagree | 27 5.6 | 16 7.2 | 9 3.7 |
| (2) Unsure | 103 21.4 | 61 27.6 | 36 14.8 |
| (3) I agree. | 344 71.4 | 144 65.2 | 197 81.1 |
| 44. I enjoy trying new and different things. Omit. | 7 1.5 | 0 0.0 | 0 0.0 |
| (1) I disagree | 28 5.8 | 22 10.0 | 5 2.1 |
| (2) Unsure | 99 20.5 | 57 25.8 | 38 15.6 |
| (3) I agree. | 348 72.2 | 142 64.3 | 200 82.3 |
| 45. I feel I can be whatever I want to be. Omit. | 11 2.3 | 2 0.9 | 0 0.0 |
| (1) I disagree | 28 5.8 | 17 7.7 | 11 4.5 |
| (2) Unsure | 103 21.4 | 56 25.3 | 40 16.5 |
| (3) I agree. | 340 70.5 | 146 66.1 | 192 79.0 |
| 46. I am good at making decisions. Omit. . . | 9 1.9 | 1 0.5 | 1 0.4 |
| (1) I disagree | 46 9.5 | 20 9.0 | 21 8.6 |
| (2) Unsure | 156 32.4 | 80 36.2 | 71 29.2 |
| (3) I agree. | 271 56.2 | 120 54.3 | 150 61.7 |
| 47. The way I feel about my ability affects my willingness to try new things. Omit. . . | 12 2.5 | 4 1.8 | 1 0.4 |
| (1) I disagree | 57 11.8 | 30 13.6 | 24 9.9 |
| (2) Unsure | 123 25.5 | 73 33.0 | 43 17.7 |
| (3) I agree. | 290 60.2 | 114 51.6 | 175 72.0 |
| 48. Check one: Omit. . . | 18 3.7 | 0 0.0 | 0 0.0 |
| (1) Male | 221 45.9 | 221 100.0 | 0 0.0 |
| (2) Female | 243 50.4 | 0 0.0 | 243 100.0 |
| 49. Check the grade you are in: Omit. . . | 12 2.5 | 0 0.0 | 1 0.4 |
| (1) 11th grade | 173 35.9 | 82 37.1 | 90 37.0 |
| (2) 12th grade | 297 61.6 | 139 62.9 | 152 62.6 |

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Table 7271.S
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| Item Statement | Total N % | Male N % | Female N % |
|---|-----------------|----------------|------------------|
| 1. Develop and implement a district policy statement on sex equity. Omit. | 1 9.1 | 1 10.0 | 0 0.0 |
| (1) Not done. | 0 0.0 | 0 0.0 | 0 0.0 |
| (2) In planning stage | 4 36.4 | 4 40.0 | 0 0.0 |
| (3) Has been done | 6 54.5 | 5 50.0 | 1 100.0 |
| 2. Develop and implement a K-12 district-wide equity plan. Omit. | 1 9.1 | 1 10.0 | 0 0.0 |
| (1) Not done. | 1 9.1 | 0 0.0 | 1 100.0 |
| (2) In planning stage | 6 54.5 | 6 60.0 | 0 0.0 |
| (3) Has been done | 3 27.3 | 3 30.0 | 0 0.0 |
| 3. Develop and implement an inservice program for staff to become more aware of equity issues and actions that promote equity. Omit. | 1 9.1 | 1 10.0 | 0 0.0 |
| (1) Not done. | 0 0.0 | 0 0.0 | 0 0.0 |
| (2) In planning stage | 5 45.5 | 4 40.0 | 1 100.0 |
| (3) Has been done | 5 45.5 | 5 50.0 | 0 0.0 |
| 4. Collect and analyze staffing pattern data by female/male. Omit. | 2 18.2 | 2 20.0 | 0 0.0 |
| (1) Not done. | 2 18.2 | 2 20.0 | 0 0.0 |
| (2) In planning stage | 4 36.4 | 4 40.0 | 0 0.0 |
| (3) Has been done | 3 27.3 | 2 20.0 | 1 100.0 |
| 5. Actively select women to serve in leadership roles, such as department chairs, chairs of special committees, participants in leadership training sessions. Omit. | 1 9.1 | 1 10.0 | 0 0.0 |
| (1) Not done. | 0 0.0 | 0 0.0 | 0 0.0 |
| (2) In planning stage | 0 0.0 | 0 0.0 | 0 0.0 |
| (3) Has been done | 10 90.9 | 9 90.0 | 1 100.0 |
| 6. Actively select men to serve in supportive/nurturing roles. Omit. | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Not done. | 0 0.0 | 0 0.0 | 0 0.0 |
| (2) In planning stage | 2 18.2 | 2 20.0 | 0 0.0 |
| (3) Has been done | 9 81.8 | 8 80.0 | 1 100.0 |

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| Item Statement | Total N % | Male N % | Female N % |
|---|-----------------|----------------|------------------|
| 7-11. Ensure that equal employment opportunity is practiced in: | | | |
| 7. development of job descriptions and qualification requirements. Omit. . . | 1 9.1 | 1 10.0 | 0 0.0 |
| (1) Not done. | 0 0.0 | 0 0.0 | 0 0.0 |
| (2) In planning stage | 1 9.1 | 1 10.0 | 0 0.0 |
| (3) Has been done | 9 81.8 | 8 80.0 | 1 100.0 |
| 8. advertisement. Omit. . . | 1 9.1 | 1 10.0 | 0 0.0 |
| (1) Not done. | 0 0.0 | 0 0.0 | 0 0.0 |
| (2) In planning stage | 1 9.1 | 1 10.0 | 0 0.0 |
| (3) Has been done | 9 81.8 | 8 80.0 | 1 100.0 |
| 9. employment interviews. Omit. . . | 1 9.1 | 1 10.0 | 0 0.0 |
| (1) Not done. | 0 0.0 | 0 0.0 | 0 0.0 |
| (2) In planning stage | 1 9.1 | 1 10.0 | 0 0.0 |
| (3) Has been done | 9 81.8 | 8 80.0 | 1 100.0 |
| 10. wages and benefits. Omit. . . | 1 9.1 | 1 10.0 | 0 0.0 |
| (1) Not done. | 0 0.0 | 0 0.0 | 0 0.0 |
| (2) In planning stage | 1 9.1 | 1 10.0 | 0 0.0 |
| (3) Has been done | 9 81.8 | 8 80.0 | 1 100.0 |
| 11. opportunities for advancement. Omit. . . | 1 9.1 | 1 10.0 | 0 0.0 |
| (1) Not done. | 0 0.0 | 0 0.0 | 0 0.0 |
| (2) In planning stage | 1 9.1 | 1 10.0 | 0 0.0 |
| (3) Has been done | 9 81.8 | 8 80.0 | 1 100.0 |
| 12. Assist staff in providing a bias-free environment for students. Omit. . . | 1 9.1 | 1 10.0 | 0 0.0 |
| (1) Not done. | 1 9.1 | 1 10.0 | 0 0.0 |
| (2) In planning stage | 3 27.3 | 3 30.0 | 0 0.0 |
| (3) Has been done | 6 54.5 | 5 50.0 | 1 100.0 |

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Table 7271.S
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| Item Statement | Total N % | Male N % | Female N % |
|--|-----------------|----------------|------------------|
| 13. Provide leadership in changing curriculum to ensure that both content and instructional materials are sex fair and help students prepare for expanding roles. Omit. . . | 1 9.1 | 1 10.0 | 0 0.0 |
| (1) Not done. | 0 0.0 | 0 0.0 | 0 0.0 |
| (2) In planning stage | 4 36.4 | 4 40.0 | 0 0.0 |
| (3) Has been done | 6 54.5 | 5 50.0 | 1 100.0 |
| 14. Design the master class schedule to encourage sex fair enrollment patterns. For example, avoid scheduling a traditionally female class at the same time as a traditionally male class. Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Not done. | 2 18.2 | 2 20.0 | 0 0.0 |
| (2) In planning stage | 1 9.1 | 1 10.0 | 0 0.0 |
| (3) Has been done | 8 72.7 | 7 70.0 | 1 100.0 |
| 15. Monitor class enrollment trends, paying particular attention to any class or program enrolling more than 75% of one sex. Omit. . . | 1 9.1 | 1 10.0 | 0 0.0 |
| (1) Not done. | 0 0.0 | 0 0.0 | 0 0.0 |
| (2) In planning stage | 4 36.4 | 4 40.0 | 0 0.0 |
| (3) Has been done | 6 54.5 | 5 50.0 | 1 100.0 |
| 16. Promote the idea of equity and educational excellence to parents and community members through advisory committees, task forces, newsletters, etc. Omit. . . | 1 9.1 | 1 10.0 | 0 0.0 |
| (1) Not done. | 2 18.2 | 2 20.0 | 0 0.0 |
| (2) In planning stage | 3 27.3 | 3 30.0 | 0 0.0 |
| (3) Has been done | 5 45.5 | 4 40.0 | 1 100.0 |
| 17. Ensure compliance with federal and state pupil nondiscrimination requirements. Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Not done. | 0 0.0 | 0 0.0 | 0 0.0 |
| (2) In planning stage | 0 0.0 | 0 0.0 | 0 0.0 |
| (3) Has been done | 11 100.0 | 10 100.0 | 1 100.0 |

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Administrator Survey

| Item Statement | Total N % | Male N % | Female N % |
|--|-----------------|----------------|------------------|
| 18-22. The following activities are being used to promote equity: | | | |
| 18. required vocational exploratory courses for all students. Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Not done. | 2 18.2 | 2 20.0 | 0 0.0 |
| (2) In planning stage | 0 0.0 | 0 0.0 | 0 0.0 |
| (3) Has been done | 9 81.8 | 8 80.0 | 1 100.0 |
| 19. student orientation sessions which highlight nontraditional occupations and the training needed for these occupations. Omit. . . | 2 18.2 | 1 10.0 | 1 100.0 |
| (1) Not done. | 0 0.0 | 0 0.0 | 0 0.0 |
| (2) In planning stage | 1 9.1 | 1 10.0 | 0 0.0 |
| (3) Has been done | 8 72.7 | 8 80.0 | 0 0.0 |
| 20. prevocational classes or sessions that orient students to a nontraditional area. Omit. . . | 3 27.3 | 2 20.0 | 1 100.0 |
| (1) Not done. | 1 9.1 | 1 10.0 | 0 0.0 |
| (2) In planning stage | 1 9.1 | 1 10.0 | 0 0.0 |
| (3) Has been done | 6 54.5 | 6 60.0 | 0 0.0 |
| 21. peer support groups for students enrolled and considering enrolling in nontraditional classes. Omit. . . | 3 27.3 | 2 20.0 | 1 100.0 |
| (1) Not done. | 3 27.3 | 3 30.0 | 0 0.0 |
| (2) In planning stage | 2 18.2 | 2 20.0 | 0 0.0 |
| (3) Has been done | 3 27.3 | 3 30.0 | 0 0.0 |
| 22. active encouragement and support by counselors for students interested in nontraditional careers. Omit. . . | 1 9.1 | 1 10.0 | 0 0.0 |
| (1) Not done. | 0 0.0 | 0 0.0 | 0 0.0 |
| (2) In planning stage | 0 0.0 | 0 0.0 | 0 0.0 |
| (3) Has been done | 10 90.9 | 9 90.0 | 1 100.0 |
| 23. Check one: Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Male. | 10 90.9 | 10 100.0 | 0 0.0 |
| (2) Female. | 1 9.1 | 0 0.0 | 1 100.0 |

**Annual Composite Report
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Table 7272.S
Guidance Counselor Survey

| Item Statement | Total N % | Male N % | Female N % |
|--|-----------------|----------------|------------------|
| 1. Encourage students to make academic, career, and personal decisions, on the basis of individual abilities, informed interests and need rather than on the basis of their sex. | | | |
| Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Not done. | 0 0.0 | 0 0.0 | 0 0.0 |
| (2) In planning stage | 0 0.0 | 0 0.0 | 0 0.0 |
| (3) Has been done | 10 100.0 | 6 100.0 | 3 100.0 |
| 2. Publicize current information about work force trends to point out the importance of increasing male and female options in career choices. | | | |
| Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Not done. | 1 10.0 | 1 16.7 | 0 0.0 |
| (2) In planning stage | 1 10.0 | 0 0.0 | 1 33.3 |
| (3) Has been done | 8 80.0 | 5 83.3 | 2 66.7 |
| 3. Provide realistic information about students probable job futures (i.e., most women and men can expect to hold paying jobs even if they marry and have families). | | | |
| Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Not done. | 1 10.0 | 1 16.7 | 0 0.0 |
| (2) In planning stage | 0 0.0 | 0 0.0 | 0 0.0 |
| (3) Has been done | 9 90.0 | 5 83.3 | 3 100.0 |
| 4. Encourage young women and young men to take courses that lead to economic self-sufficiency. | | | |
| Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Not done. | 1 10.0 | 1 16.7 | 0 0.0 |
| (2) In planning stage | 0 0.0 | 0 0.0 | 0 0.0 |
| (3) Has been done | 9 90.0 | 5 83.3 | 3 100.0 |
| 5. Remind both girls and boys that math and science are required for jobs of the future; and that they should include these courses in their schedules. | | | |
| Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Not done. | 0 0.0 | 0 0.0 | 0 0.0 |
| (2) In planning stage | 0 0.0 | 0 0.0 | 0 0.0 |
| (3) Has been done | 10 100.0 | 6 100.0 | 3 100.0 |

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Table 7272.S
Guidance Counselor Survey

| Item Statement | Total N % | Male N % | Female N % |
|--|-----------------|----------------|------------------|
| 6. Point out that there is wage inequity by job area. (Typically "female jobs" pay lower salaries than typically "male jobs.") Omit. | 1 10.0 | 1 16.7 | 0 0.0 |
| (1) Not done. | 2 20.0 | 2 33.3 | 0 0.0 |
| (2) In planning stage | 0 0.0 | 0 0.0 | 0 0.0 |
| (3) Has been done | 7 70.0 | 3 50.0 | 3 100.0 |
| 7. Discuss job salaries as they relate to career interest with both female and male students. Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Not done. | 1 10.0 | 1 16.7 | 0 0.0 |
| (2) In planning stage | 0 0.0 | 0 0.0 | 0 0.0 |
| (3) Has been done | 9 90.0 | 5 83.3 | 3 100.0 |
| 8-11. Nontraditional career options are presented to students on a regular basis through: | | | |
| 8. pre-registration sessions. Omit. . . | 2 20.0 | 0 0.0 | 2 66.7 |
| (1) Not done. | 3 30.0 | 3 50.0 | 0 0.0 |
| (2) In planning stage | 0 0.0 | 0 0.0 | 0 0.0 |
| (3) Has been done | 5 50.0 | 3 50.0 | 1 33.3 |
| 9. career fairs. Omit. . . | 1 10.0 | 0 0.0 | 1 33.3 |
| (1) Not done. | 2 20.0 | 2 33.3 | 0 0.0 |
| (2) In planning stage | 1 10.0 | 0 0.0 | 1 33.3 |
| (3) Has been done | 6 60.0 | 4 66.7 | 1 33.3 |
| 10. guest speakers. Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Not done. | 1 10.0 | 1 16.7 | 0 0.0 |
| (2) In planning stage | 1 10.0 | 0 0.0 | 1 33.3 |
| (3) Has been done | 8 80.0 | 5 83.3 | 2 66.7 |
| 11. career education materials/activities. Omit. | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Not done. | 0 0.0 | 0 0.0 | 0 0.0 |
| (2) In planning stage | 0 0.0 | 0 0.0 | 0 0.0 |
| (3) Has been done | 10 100.0 | 6 100.0 | 3 100.0 |

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Table 7272.S
Guidance Counselor Survey

| <i>Item Statement</i> | <i>Total N %</i> | <i>Male N %</i> | <i>Female N %</i> |
|---|--------------------------|-------------------------|---------------------------|
| 12. Statistics are collected and analyzed by course and program to determine patterns in male/female enrollments on a regular basis. (More than 75 percent enrollment of one sex is considered an area of concern.) Omit. . . | 2 20.0 | 0 0.0 | 2 66.7 |
| (1) Not done. | 3 30.0 | 2 33.3 | 0 0.0 |
| (2) In planning stage | 2 20.0 | 1 16.7 | 1 33.3 |
| (3) Has been done | 3 30.0 | 3 50.0 | 0 0.0 |
| 13. There is a plan in operation that encourages students to enroll in nontraditional classes. Omit. . . | 3 30.0 | 1 16.7 | 2 66.7 |
| (1) Not done. | 1 10.0 | 1 16.7 | 0 0.0 |
| (2) In planning stage | 0 0.0 | 0 0.0 | 0 0.0 |
| (3) Has been done | 6 60.0 | 4 66.7 | 1 33.3 |
| 14. The school is initiating new and earlier opportunities for students to explore non-traditional options at elementary and middle/junior high levels. Omit. . . | 2 20.0 | 2 33.3 | 0 0.0 |
| (1) Not done. | 1 10.0 | 1 16.7 | 0 0.0 |
| (2) In planning stage | 0 0.0 | 0 0.0 | 0 0.0 |
| (3) Has been done | 7 70.0 | 3 50.0 | 3 100.0 |
| 15. Nontraditional role models--both men and women, are used as speakers for career days, shadowing, mentoring, and classroom instruction. Omit. . . | 1 10.0 | 1 16.7 | 0 0.0 |
| (1) Not done. | 2 20.0 | 2 33.3 | 0 0.0 |
| (2) In planning stage | 1 10.0 | 0 0.0 | 1 33.3 |
| (3) Has been done | 6 60.0 | 3 50.0 | 2 66.7 |
| 16. Students enrolled or who plan to enroll in nontraditional classes are supported through support groups and contacts with role models and counselors. Omit. . . | 3 30.0 | 1 16.7 | 2 66.7 |
| (1) Not done. | 3 30.0 | 3 50.0 | 0 0.0 |
| (2) In planning stage | 1 10.0 | 0 0.0 | 0 0.0 |
| (3) Has been done | 3 30.0 | 2 33.3 | 1 33.3 |

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Table 7272.S
Guidance Counselor Survey

| <i>Item Statement</i> | <i>Total N %</i> | <i>Male N %</i> | <i>Female N %</i> |
|---|--------------------------|-------------------------|---------------------------|
| 17. Counseling materials, including tests and inventories, are reviewed; those that may reinforce bias and stereotyping are modified or eliminated. Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Not done. | 2 20.0 | 2 33.3 | 0 0.0 |
| (2) In planning stage | 1 10.0 | 0 0.0 | 0 0.0 |
| (3) Has been done | 7 70.0 | 4 66.7 | 3 100.0 |
| 18. Career counseling materials are current, reflecting new and emerging and non-traditional occupations. Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Not done. | 0 0.0 | 0 0.0 | 0 0.0 |
| (2) In planning stage | 0 0.0 | 0 0.0 | 0 0.0 |
| (3) Has been done | 10 100.0 | 6 100.0 | 3 100.0 |
| 19. Find and use materials that show the changing roles of men and women in our society both in the family and in the workplace. Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Not done. | 0 0.0 | 0 0.0 | 0 0.0 |
| (2) In planning stage | 0 0.0 | 0 0.0 | 0 0.0 |
| (3) Has been done | 10 100.0 | 6 100.0 | 3 100.0 |
| 20. Coordinate bulletin boards and displays that portray women and men working at a variety of jobs, including nontraditional jobs. Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Not done. | 3 30.0 | 2 33.3 | 1 33.3 |
| (2) In planning stage | 2 20.0 | 1 16.7 | 1 33.3 |
| (3) Has been done | 5 50.0 | 3 50.0 | 1 33.3 |
| 21. Assist in planning staff development activities on equity issues. Omit. . . | 2 20.0 | 2 33.3 | 0 0.0 |
| (1) Not done. | | 3 50.0 | 2 66.7 |
| (2) In planning stage | 1 10.0 | 1 16.7 | 0 0.0 |
| (3) Has been done | 2 20.0 | 0 0.0 | 1 33.3 |

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| <i>Item Statement</i> | <i>Total N %</i> | <i>Male N %</i> | <i>Female N %</i> |
|---|--------------------------|-------------------------|---------------------------|
| 22. Model sex fair behavior in actions and words, conveying to others the importance of equality and appropriateness for both sexes of a wide range of roles and interests. Omit. | 1 10.0 | 1 16.7 | 0 0.0 |
| (1) Not done. | 0 0.0 | 0 0.0 | 0 0.0 |
| (2) In planning stage | 0 0.0 | 0 0.0 | 0 0.0 |
| (3) Has been done | 9 90.0 | 5 83.3 | 3 100.0 |
| 23. Developmental guidance is being implemented in this district. Omit. . . | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Not done. | 1 10.0 | 1 16.7 | 0 0.0 |
| (2) In planning stage | 0 0.0 | 0 0.0 | 0 0.0 |
| (3) Has been done | 9 90.0 | 5 83.3 | 3 100.0 |
| 24. Check one: Omit. . . | 1 10.0 | 0 0.0 | 0 0.0 |
| (1) Male. | 6 60.0 | 6 100.0 | 0 0.0 |
| (2) Female. | 3 30.0 | 0 0.0 | 3 100.0 |

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Table 7274.S
Teaching Staff Survey

| Item Statement | Total N % | Male N % | Female N % |
|--|-----------------|----------------|------------------|
| 1. Review curriculum, content, activities and projects for appropriateness to both females and males on a regular basis. Omit. . . | 5 3.2 | 2 3.0 | 3 3.6 |
| (1) Not done. | 29 18.8 | 13 19.4 | 16 19.3 |
| (2) In planning stage | 13 8.4 | 3 4.5 | 9 10.8 |
| (3) Has been done | 107 69.5 | 49 73.1 | 55 66.3 |
| 2. Eliminate or modify materials or activities that may reinforce bias and stereotyping. Omit. . . | 2 1.3 | 1 1.5 | 1 1.2 |
| (1) Not done. | 13 8.4 | 6 9.0 | 6 7.2 |
| (2) In planning stage | 14 9.1 | 5 7.5 | 9 10.8 |
| (3) Has been done | 125 81.2 | 55 82.1 | 67 80.7 |
| 3. Collect and analyze enrollment statistics by course and program to determine male/female enrollment patterns. Omit. . . | 17 11.0 | 6 9.0 | 11 13.3 |
| (1) Not done. | 86 55.8 | 33 49.3 | 50 60.2 |
| (2) In planning stage | 14 9.1 | 9 13.4 | 4 4.8 |
| (3) Has been done | 37 24.0 | 19 28.4 | 18 21.7 |
| 4. Infuse ideas about careers in lesson plans. Incorporate current information on changing trends in the work force. Discuss the importance of expanding female and male choices in careers. Omit. . . | 1 0.6 | 0 0.0 | 0 0.0 |
| (1) Not done. | 12 7.8 | 7 10.4 | 5 6.0 |
| (2) In planning stage | 15 9.7 | 7 10.4 | 7 8.4 |
| (3) Has been done | 126 81.8 | 53 79.1 | 71 85.5 |
| 5. Reinforce realistic job futures, (i.e., most women and men can expect to hold paying jobs even if they marry and have families.) Omit. | 1 0.6 | 1 1.5 | 0 0.0 |
| (1) Not done. | 17 11.0 | 13 19.4 | 3 3.6 |
| (2) In planning stage | 13 8.4 | 8 11.9 | 5 6.0 |
| (3) Has been done | 123 79.9 | 45 67.2 | 75 90.4 |

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Table 7274.S
Teaching Staff Survey

| Item Statement | Total N % | Male N % | Female N % |
|--|-----------------|----------------|------------------|
| 6. Use materials that show the changing roles of men and women, both in the workplace and in the family. | | | |
| Omit. . . | 3 | 1 | 2 |
| | 1.9 | 1.5 | 2.4 |
| (1) Not done. | 23 | 16 | 6 |
| | 14.9 | 23.9 | 7.2 |
| (2) In planning stage | 20 | 10 | 10 |
| | 13.0 | 14.9 | 12.0 |
| (3) Has been done | 108 | 40 | 65 |
| | 70.1 | 59.7 | 78.3 |
| 7. Plan student activities that help female and male students work together more effectively. | | | |
| Omit. . . | 2 | 1 | 1 |
| | 1.3 | 1.5 | 1.2 |
| (1) Not done. | 10 | 7 | 3 |
| | 6.5 | 10.4 | 3.6 |
| (2) In planning stage | 16 | 7 | 8 |
| | 10.4 | 10.4 | 9.6 |
| (3) Has been done | 126 | 52 | 71 |
| | 81.8 | 77.6 | 85.5 |
| 8. Design course information materials such as brochures, course descriptions and handouts to encourage both females and males to enroll. | | | |
| Omit. . . | 19 | 4 | 14 |
| | 12.3 | 6.0 | 16.9 |
| (1) Not done. | 78 | 33 | 42 |
| | 50.6 | 49.3 | 50.6 |
| (2) In planning stage | 15 | 10 | 5 |
| | 9.7 | 14.9 | 6.0 |
| (3) Has been done | 42 | 20 | 22 |
| | 27.3 | 29.9 | 26.5 |
| 9. Evaluate teaching behaviors that encourage equity, (e.g., nonsexist language, discipline, and reinforcement as well as equal attention to females and males). | | | |
| Omit. . . | 4 | 1 | 0 |
| | 2.6 | 1.5 | 0.0 |
| (1) Not done. | 8 | 7 | 1 |
| | 5.2 | 10.4 | 1.2 |
| (2) In planning stage | 10 | 5 | 4 |
| | 6.5 | 7.5 | 4.8 |
| (3) Has been done | 132 | 54 | 78 |
| | 85.7 | 80.6 | 94.0 |
| 10. Portray females and males in both traditional and nontraditional roles during discussions and visually in materials and displays such as bulletin boards. | | | |
| Omit. . . | 4 | 0 | 1 |
| | 2.6 | 0.0 | 1.2 |
| (1) Not done. | 17 | 12 | 4 |
| | 11.0 | 17.9 | 4.8 |
| (2) In planning stage | 16 | 7 | 9 |
| | 10.4 | 10.4 | 10.8 |
| (3) Has been done | 117 | 48 | 69 |
| | 76.0 | 71.6 | 83.1 |

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Table 7274.S
Teaching Staff Survey

| Item Statement | Total N % | Male N % | Female N % |
|---|-----------------|----------------|------------------|
| 11. Incorporate the topics of sex discrimination, stereotyping and bias into regular course content and discussions whenever possible. | | | |
| Omit. . . | 4 | 1 | 0 |
| | 2.6 | 1.5 | 0.0 |
| (1) Not done. | 29 | 11 | 18 |
| | 18.8 | 16.4 | 21.7 |
| (2) In planning stage | 24 | 16 | 8 |
| | 15.6 | 23.9 | 9.6 |
| (3) Has been done | 97 | 39 | 57 |
| | 63.0 | 58.2 | 68.7 |
| 12. Help arrange for nontraditional role models, both men and women, to be speakers for career days, shadowing, mentoring, and classroom instruction. | | | |
| Omit. . . | 9 | 2 | 4 |
| | 5.8 | 3.0 | 4.8 |
| (1) Not done. | 74 | 35 | 38 |
| | 48.1 | 52.2 | 45.8 |
| (2) In planning stage | 21 | 4 | 17 |
| | 13.6 | 6.0 | 20.5 |
| (3) Has been done | 50 | 26 | 24 |
| | 32.5 | 38.8 | 28.9 |
| 13. Involve students in identifying examples of sex discrimination, stereotyping and bias in textbooks, curriculum materials, and media. | | | |
| Omit. . . | 8 | 2 | 3 |
| | 5.2 | 3.0 | 3.6 |
| (1) Not done. | 73 | 39 | 33 |
| | 47.4 | 58.2 | 39.8 |
| (2) In planning stage | 14 | 8 | 6 |
| | 9.1 | 11.9 | 7.2 |
| (3) Has been done | 59 | 18 | 41 |
| | 38.3 | 26.9 | 49.4 |
| 14. Assist both boys and girls in recognizing that it is very likely their adult roles will include paid work, parenting and homemaking. | | | |
| Omit. . . | 4 | 1 | 0 |
| | 2.6 | 1.5 | 0.0 |
| (1) Not done. | 24 | 15 | 8 |
| | 15.6 | 22.4 | 9.6 |
| (2) In planning stage | 12 | 7 | 5 |
| | 7.8 | 10.4 | 6.0 |
| (3) Has been done | 114 | 44 | 70 |
| | 74.0 | 65.7 | 84.3 |
| 15. Model sex-fair behavior in actions and words conveying to others the importance of equality. | | | |
| Omit. . . | 4 | 0 | 1 |
| | 2.6 | 0.0 | 1.2 |
| (1) Not done. | 8 | 7 | 1 |
| | 5.2 | 10.4 | 1.2 |
| (2) In planning stage | 10 | 7 | 3 |
| | 6.5 | 10.4 | 3.6 |
| (3) Has been done | 132 | 53 | 78 |
| | 85.7 | 79.1 | 94.0 |

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Table 7274.S
Teaching Staff Survey

| Item Statement | Total N % | Male N % | Female N % |
|---|-----------------|----------------|------------------|
| 16. Check one: | | | |
| Omit. . . | 4 2.6 | 0 0.0 | 0 0.0 |
| (1) Male. | 67 43.5 | 67 100.0 | 0 0.0 |
| (2) Female. | 83 53.9 | 0 0.0 | 83 100.0 |
| 17. Indicate the level(s) at which you are assigned: | | | |
| Omit. . . | 4 2.6 | 1 1.5 | 0 0.0 |
| (1) elementary (K-6). | 53 34.4 | 13 19.4 | 40 48.2 |
| (2) junior high (7-8) | 32 20.8 | 11 16.4 | 20 24.1 |
| (3) senior high (9-12). | 72 46.8 | 42 62.7 | 30 36.1 |
| (4) K-12 specialist | 10 6.5 | 4 6.0 | 6 7.2 |
| 18. Which of the following best describes the area you teach: | | | |
| Omit. . . | 5 3.2 | 2 3.0 | 0 0.0 |
| (1) general (elementary, math, English, physical education, music, etc) | 106 68.8 | 49 73.1 | 56 67.5 |
| (2) vocational (agriculture education, business education, technology education etc). . . | 19 12.3 | 11 16.4 | 8 9.6 |
| (3) other (special/alternative programs). . . | 25 16.2 | 6 9.0 | 19 22.9 |

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Table 7274.G
Teaching Staff Survey

| Item Statement | K-6 | 7-8 | 9-12 | K-12 Spec. |
|--|------------|------------|------------|---------------|
| | N % | N % | N % | N % |
| 1. Review curriculum, content, activities and projects for appropriateness to both females and males, on a regular basis. Omit. . . | 1 1.9 | 1 3.1 | 2 2.8 | 1 10.0 |
| (1) Not done. | 14 26.4 | 8 25.0 | 10 13.9 | 2 20.0 |
| (2) In planning stage | 4 7.5 | 3 9.4 | 6 8.3 | 1 10.0 |
| (3) Has been done | 34 64.2 | 20 62.5 | 54 75.0 | 6 60.0 |
| 2. Eliminate or modify materials or activities that may reinforce bias and stereotyping. Omit. . . | 1 1.9 | 0 0.0 | 0 0.0 | 1 10.0 |
| (1) Not done. | 6 11.3 | 3 9.4 | 3 4.2 | 1 10 |
| (2) In planning stage | 6 11.3 | 4 12.5 | 5 6.9 | 2 20.0 |
| (3) Has been done | 40 75.5 | 25 78.1 | 64 88.9 | 6 60.0 |
| 3. Collect and analyze enrollment statistics by course and program to determine in male/female enrollment patterns. Omit. . . | 11 20.8 | 2 6.3 | 2 2.8 | 2 20.0 |
| (1) Not done. | 27 50.9 | 20 62.5 | 40 55.6 | 5 50 |
| (2) In planning stage | 5 9.4 | 1 3.1 | 7 9.7 | 1 10 |
| (3) Has been done | 10 18.9 | 9 28.1 | 23 31.9 | 2 20 |
| 4. Infuse ideas about careers in lesson plans. Incorporate current information on changing trends in the work force. Discuss the importance of expanding female and male choices in careers. Omit. . . | 0 0.0 | 1 3.1 | 0 0.0 | 0 0.0 |
| (1) Not done. | 3 5.7 | 2 6.3 | 4 5.6 | 2 20.0 |
| (2) In planning stage | 5 9.4 | 4 12.5 | 7 9.7 | 0 0.0 |
| (3) Has been done | 45 84.9 | 25 78.1 | 61 84.7 | 8 80.0 |
| 5. Reinforce realistic job futures, (i.e., most women and men can expect to hold paying jobs even if they marry and have families.) Omit. . . | 1 1.9 | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Not done. | 5 9.4 | 2 6.3 | 7 9.7 | 1 10.0 |
| (2) In planning stage | 4 7.5 | 2 6.3 | 7 9.7 | 0 0.0 |
| (3) Has been done | 43 81.1 | 28 87.5 | 58 80.6 | 9 90.0 |

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Table 7274.G
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| Item Statement | K-6 N % | 7-8 N % | 9-12 N % | K-12 Spec. N % |
|--|---------------|---------------|----------------|-------------------------|
| 6. Use materials that show the changing roles of men and women, both in the workplace and in the family. Omit. | 1 1.9 | 1 3.1 | 0 0.0 | 1 10.0 |
| (1) Not done. | 4 7.5 | 5 15.6 | 13 18.1 | 1 10.0 |
| (2) In planning stage | 7 13.2 | 6 18.8 | 8 11.1 | 2 20.0 |
| (3) Has been done | 41 77.4 | 20 62.5 | 51 70.8 | 6 60.0 |
| 7. Plan student activities that help female and male students work together more effectively. Omit. | 1 1.9 | 0 0.0 | 1 1.4 | 0 0.0 |
| (1) Not done. | 2 3.8 | 2 6.3 | 5 6.9 | 1 10.0 |
| (2) In planning stage | 0 0.0 | 3 9.4 | 11 15.3 | 3 30.0 |
| (3) Has been done | 50 94.3 | 27 84.4 | 55 76.4 | 6 60.0 |
| 8. Design course information materials such as brochures, course descriptions and handouts to encourage both females and males to enroll. Omit. | 11 20.8 | 3 9.4 | 3 4.2 | 2 20.0 |
| (1) Not done. | 35 66.0 | 16 50.0 | 25 34.7 | 6 60.0 |
| (2) In planning stage | 0 0.0 | 5 15.6 | 12 16.7 | 1 10.0 |
| (3) Has been done | 7 13.2 | 8 25.0 | 32 44.4 | 1 10.0 |
| 9. Evaluate teaching behaviors that encourage equity, (e.g. nonsexist language, discipline, and reinforcement as well as equal attention to males and females.) attention to females/males). Omit. | 1 1.9 | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) Not done. | 2 3.8 | 1 3.1 | 4 5.6 | 1 10.0 |
| (2) In planning stage | 3 5.7 | 2 6.3 | 6 8.3 | 0 0.0 |
| (3) Has been done | 47 88.7 | 29 90.6 | 62 86.1 | 9 90.0 |
| 10. Portray females and males in both traditional and nontraditional roles during discussions and visually in materials and displays such as bulletin boards. Omit. | 0 0.0 | 0 0.0 | 1 1.4 | 0 0.0 |
| (1) Not done. | 3 5.7 | 3 9.4 | 11 15.3 | 1 10.0 |
| (2) In planning stage | 6 11.3 | 1 3.1 | 7 9.7 | 1 10.0 |
| (3) Has been done | 44 83.0 | 28 87.5 | 53 73.6 | 8 80.0 |

**Annual Composite Report
Teaching Staff Survey
1995-1996 Evaluation Data**

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Table 7274.G
Teaching Staff Survey

| Item Statement | K-6 | 7-8 | 9-12 | K-12 |
|---|--------|--------|--------|-----------------|
| | N % | N % | N % | Spec. N % |
| 11. Incorporate the topics of sex discrimination, stereotyping and bias into regular course content and discussions whenever possible. | | | | |
| Omit. | 1 | 0 | 0 | 0 |
| | 1.9 | 0.0 | 0.0 | 0.0 |
| (1) Not done. | 15 | 3 | 8 | 3 |
| | 28.3 | 9.4 | 11.1 | 30.0 |
| (2) In planning stage | 8 | 6 | 12 | 2 |
| | 15.1 | 18.8 | 16.7 | 20.0 |
| (3) Has been done | 29 | 23 | 52 | 5 |
| | 54.7 | 71.9 | 72.2 | 50.0 |
| 12. Help arrange for nontraditional role models, both men and women, to be speakers for career days, shadowing, mentoring, and classroom instruction. | | | | |
| Omit. | 1 | 1 | 2 | 2 |
| | 1.9 | 3.1 | 2.8 | 20.0 |
| (1) Not done. | 23 | 20 | 34 | 4 |
| | 43.4 | 62.5 | 47.2 | 40.0 |
| (2) In planning stage | 11 | 3 | 9 | 2 |
| | 20.8 | 9.4 | 12.5 | 20.0 |
| (3) Has been done | 18 | 8 | 27 | 2 |
| | 34.0 | 25.0 | 37.5 | 20.0 |
| 13. Involve students in identifying examples of sex discrimination, stereotyping and bias in textbooks, curriculum materials, and media. | | | | |
| Omit. | 3 | 0 | 1 | 1 |
| | 5.7 | 0.0 | 1.4 | 10.0 |
| (1) Not done. | 31 | 16 | 26 | 7 |
| | 58.5 | 50.0 | 36.1 | 70.0 |
| (2) In planning stage | 5 | 0 | 8 | 1 |
| | 9.4 | 0.0 | 11.1 | 10.0 |
| (3) Has been done | 14 | 16 | 37 | 1 |
| | 26.4 | 50.0 | 51.4 | 10.0 |
| 14. Assist both boys and girls in recognizing that it is very likely their adult roles will include paid work, parenting and homemaking. | | | | |
| Omit. | 1 | 0 | 0 | 0 |
| | 1.9 | 0.0 | 0.0 | 0.0 |
| (1) Not done. | 7 | 4 | 9 | 3 |
| | 13.2 | 12.5 | 12.5 | 30.0 |
| (2) In planning stage | 3 | 4 | 5 | 1 |
| | 5.7 | 12.5 | 6.9 | 10.0 |
| (3) Has been done | 42 | 24 | 58 | 6 |
| | 79.2 | 75.0 | 80.6 | 60.0 |
| 15. Model sex-fair behavior in actions and words conveying to others the importance of equality. | | | | |
| Omit. | 1 | 0 | 0 | 0 |
| | 1.9 | 0.0 | 0.0 | 0.0 |
| (1) Not done. | 3 | 2 | 4 | 0 |
| | 5.7 | 6.3 | 5.6 | 0.0 |
| (2) In planning stage | 4 | 2 | 4 | 1 |
| | 7.5 | 6.3 | 5.6 | 10.0 |
| (3) Has been done | 45 | 28 | 64 | 9 |
| | 84.9 | 87.5 | 88.9 | 90.0 |

Annual Composite Report
Teaching Staff Survey
1995-1996 Evaluation Data

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Table 7274.G
Teaching Staff Survey

| Item Statement | K-6 N % | 7-8 N % | 9-12 N % | K-12 Spec. N % |
|---|---------------|---------------|----------------|-------------------------|
| 16. Check one: | | | | |
| Omit. | 0 0.0 | 1 3.1 | 0 0.0 | 0 0.0 |
| (1) Male. | 13 24.5 | 11 34.4 | 42 58.3 | 4 40.0 |
| (2) Female. | 40 75.5 | 20 62.5 | 30 41.7 | 6 60.0 |
| 17. Indicate the level(s) at which you are assigned: | | | | |
| Omit. | 0 0.0 | 0 0.0 | 0 0.0 | 0 0.0 |
| (1) elementary (K-6). | 53 100.0 | 2 6.3 | 0 0.0 | 1 10.0 |
| (2) junior high (7-8) | 2 3.8 | 32 100.0 | 14 19.4 | 1 10.0 |
| (3) senior high (9-12). | 0 0.0 | 14 43.8 | 72 100.0 | 0 0.0 |
| (4) K-12 specialist | 1 1.9 | 1 3.1 | 0 0.0 | 10 100.0 |
| 18. Which of the following best describes the area you teach: | | | | |
| Omit. | 1 1.9 | 0 0.0 | 1 1.4 | 0 0.0 |
| (1) general (elementary, math, English, physical education, music, etc) | 44 83.0 | 22 68.8 | 44 61.1 | 4 40.0 |
| (2) vocational (agriculture education, business education, technology education). | 1 1.9 | 4 12.5 | 18 25.0 | 0 0.0 |
| (3) other (special/alternative programs). | 7 13.2 | 6 18.8 | 10 13.9 | 6 60.0 |