

DOCUMENT RESUME

ED 351 486

CE 062 241

TITLE Women and Girls in Vocational Education. Annotated Resource List.

INSTITUTION National Center for Research in Vocational Education, Berkeley, CA.

SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE Oct 92

CONTRACT V051A80004-92A

NOTE 29p.

AVAILABLE FROM National Center for Research in Vocational Education, Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (order no. MDS-478: \$2).

PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Annotated Bibliographies; Displaced Homemakers; Dropout Programs; Dropouts; Early Parenthood; Educational Equity (Finance); \*Equal Education; Equal Opportunities (Jobs); \*Females; Nontraditional Occupations; Outcomes of Education; Postsecondary Education; Secondary Education; \*Sex Fairness; \*Special Needs Students; \*Vocational Education; \*Womens Education

IDENTIFIERS \*Carl D Perkins Voc and Appl Techn Educ Act 1990; Family Support Act 1988

ABSTRACT

This annotated but nonexhaustive resource list, describing 21 publications and 23 organizations, supports efforts funded through the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 to improve the academic and economic outcomes of women and girls in vocational education. The listings are grouped under the following topics: equity; teen/single parents; displaced homemakers, female dropouts, nontraditional training, women with disabilities, demographics, policy, the Family Support Act, and funding. In addition to descriptions of the publications and organizations, each entry includes information useful to those wishing to access the publication or contact the organization. The names, addresses, and telephone numbers of state personnel responsible for sex equity in vocational education in each state are provided. (CML)

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National Center for Research in Vocational Education

University of California, Berkeley

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## ANNOTATED RESOURCE LIST: WOMEN AND GIRLS IN VOCATIONAL EDUCATION

Compiled by

Technical Assistance for Special Populations Program (TASPP)

University of Illinois

National Center for Research in Vocational Education  
University of California at Berkeley  
1995 University Avenue, Suite 375  
Berkeley, CA 94704

Supported by  
The Office of Vocational and Adult Education,  
U.S. Department of Education

October, 1992

MDS-478

This document is one of a series of Technical Assistance Reports. This document will be updated periodically. It has not been reviewed by NCRVE; therefore, this paper represents the views of its authors and not necessarily those of the Center or the U.S. Department of Education. NCRVE makes Technical Assistance Reports available upon request for informational purposes.

062241

## FUNDING INFORMATION

Project Title: National Center for Research in Vocational Education

Grant Number: V051A80004-92A

Act under which  
Funds Administered: Carl D. Perkins Vocational Education Act  
P. L. 98-524

Source of Grant: Office of Vocational and Adult Education  
U.S. Department of Education  
Washington, DC 20202

Grantee: The Regents of the University of California  
National Center for Research in Vocational Education  
1995 University Avenue, Suite 375  
Berkeley, CA 94704

Director: Charles S. Benson

Percent of Total Grant  
Financed by Federal Money: 100%

Dollar Amount of  
Federal Funds for Grant: \$5,775,376

Disclaimer: This publication was prepared pursuant to a grant with the Office of Vocational and Adult Education, U.S. Department of Education. Grantees undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view of opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.

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## INTRODUCTION

Efforts to improve the access of women and girls to high quality vocational education are more urgent than ever before. Across the nation, most of the increasing number of female-headed households live in poverty (National Center for Children in Poverty, 1990). Concurrently, vocational programs continue to track women and girls into dead-end, low-paying jobs (American Association of University Women, 1992).

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 contains a number of provisions designed to improve the academic and economic outcomes of women and girls in vocational education. This annotated resource list is designed to support those efforts. While not an exhaustive listing, descriptions of publications, organizations, and programs that focus on the following topics are included: equity, teen/single parents, displaced homemakers, female dropouts, nontraditional training, women with disabilities, demographics, policy, the Family Support Act and funding. Contact information is also included for each state's sex equity coordinator. If you have any questions about this list, or need resources on other topics of concern to special populations in vocational education, please contact the TASPP staff.

<b>Staff</b>	Dr. Carolyn Maddy-Bernstein, Director Dr. Zipura Burac, Program Coordinator Maureen Coyle-Williams, Publications Manager Bob Yanello, Graduate Research Assistant Linda Iliff, Administrative Assistant
<b>Mission</b>	A service program of the National Center for Research in Vocational Education at the University of California, Berkeley. TASPP works nationally to increase vocational program accessibility, quality, and availability for youth and adults from special populations.
<b>Objectives</b>	<ul style="list-style-type: none"><li>• Increase awareness and understanding of critical issues in vocational special needs education.</li><li>• Promote exemplary program activity and the adoption of model practices.</li></ul>
<b>Address</b>	University of Illinois Vocational and Technical Education 345 Education Building 1310 S. Sixth Street Champaign, IL 61820 (217) 333-0807 FAX: (217) 244-5632

American Association of University Women Educational Foundation. (1992). *How schools shortchange girls: A study of major findings on girls and education*. Washington, DC: Author.

National Center for Children in Poverty. (1990). *Five million children: A statistical profile of our poorest young citizens*. New York, NY: Author.

## PUBLICATIONS

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### EQUITY

#### **HOW SCHOOLS SHORTCHANGE GIRLS: A STUDY OF MAJOR FINDINGS ON GIRLS AND EDUCATION**

American Association of University Women Educational Foundation. (1992). Washington, DC: American Association of University Women Educational Foundation

Commissioned by the AAUW Educational Foundation and developed by the Wellesley College Center for Research on Women, the study challenges the common assumption that girls and boys are treated equally in our public schools. It is a synthesis of all the available research on the subject of girls in school. It presents compelling evidence that girls are not receiving the same quality, or even quantity, of education as their brothers. Data on the ways in which our school system is failing to meet the needs of girls is included along with specific strategies that can be used to effect change. (116 pages, \$14.95 AAUW members/\$16.95 nonmembers, bulk prices available)

#### **ADDRESS:**

AAUW Sales Offices  
P.O. Box 251  
Annapolis Junction, MD 20701-0251  
800-225-9998, ext. 91

### TEEN/SINGLE PARENT

#### **IMPLEMENTING A COMPREHENSIVE PROGRAM FOR DISADVANTAGED YOUNG MOTHERS AND THEIR CHILDREN**

Quint, J. C., Fink, B. L., & Rowser, S.L. (1991)  
New York, NY: Manpower Demonstration Research Corporation.

New Chance is a research and demonstration program that seeks to improve the economic status and general well-being of a group of highly disadvantaged young women and their children. The program, which is directed toward mothers aged 16 to 22 who are high school dropouts and are receiving welfare, is now being operated by community-based organizations, schools, a community college, and government agencies at 16 locations (or "sites" in ten states across the country. The program is comprehensive in its orientation: It provides education and employment services to build the human capital the young women need to become economically self-sufficient and helps them acquire the knowledge, decision-making abilities, and communication skills they need in adult life. Because New Chance is explicitly aimed at fostering the cognitive and social development of participants' children, it also offers parenting education and child care with these ends in view.

This report deals with the early experiences of the New

#### **ADDRESS:**

Manpower Demonstration  
Research Corporation  
Office of Publications  
Three Park Avenue  
New York, NY 10016  
212-532-3200

Chance sites. It explores the process of mounting the first phase of this multifaceted, demanding, employment-oriented program. (272 pages, \$12.00)

**ADDRESS:**

Adolescent Pregnancy  
Prevention Clearinghouse  
Children's Defense Fund  
122 C Street, N.W., Suite 400  
Washington, DC 20001  
202-628-8787 ext. 245

**EVALUATING YOUR ADOLESCENT PREGNANCY PROGRAM: HOW TO GET STARTED**

Philiber, S. (1990).

Washington, DC: Adolescent Pregnancy Prevention Clearinghouse.

Many of the steps of adolescent pregnancy program evaluation are outlined in this booklet, including how to design a program evaluation, what the different types of evaluation are, what is appropriate to promise funders, where to go for technical assistance, what the costs are, and where to find a good evaluator. As well as outlining these steps, the booklet describes pitfalls to avoid in order to have a smooth, successful evaluation.

This booklet describes each type of evaluation in detail including what program aspect each type best suits. The booklet provides examples of program models and guidelines for writing clear and realistic program goals. It not only tells you what to look for in a good evaluator, but where to look for good evaluators. Furthermore, the booklet explains the various cost factors in an evaluation and lists resources for financial assistance with the program evaluation. (19 pages, \$4.50)

**ADDRESS:**

The Rockefeller Foundation  
Equal Opportunity Program  
1133 Avenue of the Americas  
New York, NY 10036  
212-869-8500

**LITERACY AND THE MARKETPLACE: IMPROVING THE LITERACY OF LOW-INCOME SINGLE MOTHERS**

Rodriguez, A., Thoms, J., & Russell, S. (1989, June).  
New York: The Rockefeller Foundation.

This publication summarizes the presentations of practitioners, policymakers, researchers, and funders for the 1988 meeting of Wider Opportunities for Women. Three major questions were addressed by seminar participants: (1) What literacy skills are currently needed in the workforce, and what skills will be required in the workforce of the future? (2) What are alternative strategies for assessing literacy skills and measuring progress for low-income single mothers? and (3) How can adult literacy programs most effectively meet the needs of single mothers? Topics include employment and the economy, skills measurement and program evaluation, and designing programs for single mothers. The publication also includes a seminar agenda, list of participants, and bibliography. (79 pages, no charge)

**MORE JOBS AND HIGHER PAY: HOW AN INTEGRATED PROGRAM COMPARES WITH TRADITIONAL PROGRAMS (INTO THE WORKING WORLD SERIES).**

Burghardt, J., & Gordon, A. (1990).  
New York: The Rockefeller Foundation.

This report presents the findings of four employment-training programs known collectively as the Minority Female Single Parent (MFSP) demonstration targeted toward improving the economic self-sufficiency of low-income single mothers. The findings suggest that programs integrating basic education and skill training are more successful than those offering these services separately. The following were highlighted as key elements of the integrated model: (a) participants are placed directly into the job-specific training course of their choice; (b) remediation of basic educational deficiencies is integrated with job-specific skill training; (c) job-training programs are in direct correlation to the needs of local employers; and (d) support services, such as child care and counseling, are available and convenient. This evaluation includes an analysis of program operations, costs, and impacts on the labor-market success of participants. The report also includes a description of the four programs, the characteristics of the participants, and conclusions and policy recommendations. (42 pages, no charge)

**A STATUS REPORT ON DISPLACED HOMEMAKERS AND SINGLE PARENTS IN THE UNITED STATES**

Rothstein, F. R. (1987).  
Washington, DC: Displaced Homemakers Network.

The differences between displaced homemakers, single parents, and teen parents are defined and identified in this report. Each group is described in terms of demographic characteristics, age differences, employment, poverty, and educational status. The report examines and proposes changes in the development and support of policies and programs to meet the income, employment, and educational needs of each group. (46 pages, \$16.50)

**TEEN PARENTS: SELECTED RESOURCES FOR VOCATIONAL PREPARATION (MDS-110) (ERIC DOCUMENT REPRODUCTION SERVICE NO. ED 324-415)**

Kallembach, S. C., Coyle-Williams, M., & Glaeser, M. (1990, August).

Berkeley, CA: National Center for Research in Vocational Education, University of California, Berkeley, Technical Assistance for Special Populations Program.

To help those individuals who provide vocational assistance to teen parents—state and local administrators, special needs educators, counselors, researchers, and others—the Technical Assistance for Special Populations Program has developed a resource guide with annotated

**ADDRESS:**

The Rockefeller Foundation  
Equal Opportunity Program  
1133 Avenue of the Americas  
New York, NY 10036  
212-869-8500

**ADDRESS:**

Displaced Homemakers  
Network  
1411 K Street, N.W.,  
Suite 930  
Washington, DC 20005  
202-628-6767

**ADDRESS:**

National Center for Research  
in Vocational Education  
Materials Distribution  
Service  
Western Illinois University  
46 Horrabin Hall  
Macomb, IL 61455  
800-637-7652

listings of relevant publications, newsletters, agencies, associations, organizations, centers for educational information/services, clearinghouses, computer-based information networks, and databases.

The guide contains information from both research and successful practice on an array of topics ranging from help in implementing the Family Support Act to guidelines for developing school completion strategies, and successful employment strategies. Materials listed in the guide are categorized by the following cluster headings of the common components of exemplary programs: program administration, curriculum and instruction, comprehensive support services, formalized articulation and communication, and occupational experience. General background literature and additional resources are also provided. For each entry, an annotation is provided along with the price and ordering information whenever possible. An address listing for ordering the publications is included in the appendix. (54 pages, \$2.25 prepaid)

**ADDRESS:**

National Center for Research  
in Vocational Education  
Materials Distribution  
Service  
Western Illinois University  
46 Horrabin Hall  
Macomb, IL 61455  
800-637-7652

**TEEN PARENTS: SELECTED RESOURCES FOR VOCATIONAL PREPARATION (VOLUME 2) (MDS-410) (ERIC DOCUMENT REPRODUCTION SERVICE NO.)**

Kallembach, S., Burac, Z., Coyle-Williams, M., Benesh, J., Bullock, C., & Iliff, L. (1992, July).  
Berkeley, CA: National Center for Research in Vocational Education, University of California, Berkeley.  
Technical Assistance for Special Populations Program.

The second volume of resources on vocational education for teen parents developed by the Technical Assistance for Special Populations Program, this publication contains new and updated information. It is composed of descriptive and contact information for a variety of resources including: newsletters, agencies, associations, organizations, publications, clearinghouses databases, and exemplary programs. Together, volumes one and two serve as a comprehensive listing of resources for professionals working to improve teen parent programs and services. (114 pages, \$5.95 prepaid)

**DISPLACED HOMEMAKERS****ADDRESS:**

National Displaced  
Homemakers Network  
1625 K Street, N.W.  
Suite 300  
Washington, DC 20006  
202-467-NDHN  
FAX: 202-467-5366

**DISPLACED HOMEMAKERS' GUIDE TO THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990**

Rothstein, F. (1991, January).  
Washington, DC: National Displaced Homemakers Network.

The National Displaced Homemakers Network Views the revised Perkins Act as an excellent framework for

helping displaced homemakers gain marketable skills and move toward economic self-sufficiency. The NDHN prepared this guide as a tool for program operators and administrators concerned with displaced homemakers, single parents, single pregnant women, and sex equity issues. It is divided into four sections. The first section describes provisions in the 1990 Perkins Act which are of particular importance to displaced homemakers and single parent programs. Recommended action steps for these programs are discussed in the second section. A title-by-title analysis of the Act comprises section three. Section four is an appendix of critical definitions and provisions from the law that are of particular relevance to displaced homemakers and single parents. (39 pages, \$9.95 members, \$12.75 non-members)

## DROPOUTS

### IN THEIR OWN VOICES: YOUNG WOMEN TALK ABOUT DROPPING OUT

Zane, N. (1988).

Washington, DC: PEER, The Project on Equal Education Rights of the NOW Legal Defense and Education Fund.

Based on interviews with 75 young women, ages 13-19, in the Philadelphia school system, PEER examines gender-related reasons why females leave school. The study disagrees with the widely-held belief that schools are more sensitive to females than males.

While many of the reasons for leaving school cited by young women were family-related (pregnancy or taking care of other family members), equally as many were school-related (susceptibility to violence or inability to understand class material).

Many felt that teachers', counselors', and principals' expectations differed toward females. Women were expected to be more studious and better-behaved than their male counterparts. Throughout all the interviews was one central theme—a desire by the women for respect and positive attention as a means to keep them in school. (22 pages, \$6.95)

### ADDRESS:

Project on Equal Education Rights

Rosanna Landis

1333 H Street, N.W.,

11th Floor

Washington, DC 20005

202-682-0940

## NONTRADITIONAL TRAINING

### DIRECTORY OF NONTRADITIONAL TRAINING AND EMPLOYMENT PROGRAMS SERVING WOMEN

U.S. Department of Labor, Women's Bureau. (1991).

Washington, DC: U.S. Department of Labor

This directory lists programs that assist women in obtaining training and employment in skilled nontraditional jobs, including apprenticeship. Listings are restricted to

### ADDRESS:

U.S. Government Printing Office

Superintendent of Documents

Mail Stop: SSOP

Washington, DC 20402-9328

202-783-3238

programs and services focused on blue-collar jobs in trades and technology. It is designed to be a resource in referring women to appropriate training programs and to be a useful tool for educators and trainers, employers, unions, tradeswomen, and all others who are interested in training and employment programs that serve women effectively. Descriptions of 125 programs that offer training, information, technical assistance, and/or out-reach are included. (157 pages, no charge)

**ADDRESS:**

Machine Action Project  
1176 Main Street  
Springfield, MA 01103

**STILL TRYING TO MAKE IT WORK: WOMEN, TRADES TRAINING AND JOBS**

McGraw, K. (1991, October).

Springfield, MA: Machine Action Project

This study analyzes and summarizes data obtained through interviews of twenty women who completed the Women in Machining program in Springfield, Massachusetts. Information on post training job history was gathered through surveys and interviews with some of the programs completers. A discussion of the barriers to successful training outcomes and recommendations for improvement are included. (24 pages, no charge, include a self-addressed 9" x 13" envelope with \$1.50 postage)

**ADDRESS:**

Council of Chief State School  
Officers  
One Massachusetts Avenue,  
N.W.  
Suite 700  
Washington, DC 20001-1431  
202-408-5505

**STRATEGIES FOR INCREASING THE ACHIEVEMENT AND ATTAINMENT OF AT-RISK HISPANIC FEMALES THROUGH VOCATIONAL EDUCATION**

Partee, G. (1988, August).

Washington, DC: Resource Center on Educational Equity, Council of Chief State School Officers.

This report is intended to be used by state education agencies in structuring or funding programs, providing technical assistance to local districts, developing resources and materials, and planning strategies to increase the participation of minority females in non-traditional vocational education programs. It contains the results of a survey of state education vocational education directors and vocational sex equity coordinators in 27 states and the District of Columbia to identify model programs and approaches in vocational education at the middle and secondary school levels which target the special needs of at-risk Hispanic females. Several programs which target at-risk Hispanic females are presented. Program components and practices associated with improved academic and employment outcomes for these students are discussed. Recommendations for policymakers in vocational education and sex equity vocational education programs are included. Additional references are included. (25 pages, no charge)

## DISABLED

### **WOMEN WITH DISABILITIES: ISSUES, RESOURCES, CONNECTIONS**

Traustadottir, R. (1990, July).  
Syracuse, NY: Syracuse University, Center on  
Human Policy.

This information packet introduces issues relevant to the topic of women and girls with disabilities. It contains an overview of the literature on this topic; examines the lives of women with disabilities who are subject to a combined discrimination based on gender and disability; and examines major areas of life (the traditional female sphere of reproduction and nurturing, education, and employment) and compares how women with disabilities fare within these areas, compared to women without disabilities and men with disabilities. An annotated listing is provided on resources by or about females with disabilities, regarding general issues, life histories and personal accounts, education, employment and rehabilitation, health issues, motherhood and reproductive rights, sexuality and sexual abuse, and fiction. The packet also provides information on teaching materials about females with disabilities designed for use in schools as well as in organizations, workshops, and meetings; relevant services; support groups; organizations; and periodicals. Tips for developing networking projects are also included. (143 pages, \$5.70)

### **ADDRESS:**

Center on Human Policy  
Syracuse University  
200 Huntington Hall, 2nd Fl.  
Syracuse, NY 13244-2340  
315-443-3851

## DEMOGRAPHICS

### **WORKING WOMEN: A CHARTBOOK**

U.S. Department of Labor, Bureau of Labor Statistics. (1991, August).  
Washington, DC: U.S. Department of Labor

This chartbook presents an array of data on women in the labor force, highlighting their labor market status today and its changes over the past three decades. It is divided into four sections. The first summarizes the current labor market situation of women and the major trends in their labor force activity over the past 30 years. The second section examines the employment characteristics of women, including their occupational patterns and earnings. The third section focuses on unemployment, and the fourth provides a glimpse of the family dimension of their labor force participation. (53 pages, \$4.00)

### **ADDRESS:**

U.S. Government Printing  
Office  
710 N. Capitol Street, N.W.  
Washington, DC 20402  
202-606-7828

**POLICY****ADDRESS:**

Temple University Press  
Broad and Oxford Streets  
University Services Building  
Room 305B  
Philadelphia, PA 19122  
215-787-8787

**JOB TRAINING FOR WOMEN: THE PROMISE AND LIMITS OF PUBLIC POLICIES**

Fiarlan, S. L., & Steinberg, R. J. (Eds.). (1989).  
Philadelphia: Temple University Press

This book is about the public system of occupational education and job training for women in the United States. It is the first book of its kind: a comprehensive review of the system that places the treatment of women in a historical and political context. Its focus is on education and training for occupations that require less than a four-year college degree, including clerical, service, and blue-collar occupations, where the overwhelming majority of today's working women earn their living. It examines the major public training programs that are aimed at individuals who are entering the labor market for the first time and at workers of all ages who need employment assistance: federal programs for the economically disadvantaged, public vocational education, occupational training in the armed forces, apprenticeship, and employment and training in the welfare system. The book examines women's occupational options within the public training system and assesses the impact of training on women.

The book is divided into five parts: (1) federal training initiatives; (2) targeted groups and program experiences; (3) training for nontraditional jobs; (4) welfare, workfare, and training; and (5) public training for the private sector. Where the availability of data permits, the chapters look at the options and impact of training from multiple perspectives, i.e., policymakers, evaluation researchers, educators, employers, society, and the women themselves. (575 pages; \$44.95 hardback, \$22.95 paper)

**ADDRESS:**

Center on Education and  
Training for Employment  
The Ohio State University  
1900 Kenny Road  
Columbus, OH 43210-1090  
614-292-4353  
800-848-4815

**ROUTES INTO THE MAINSTREAM: CAREER CHOICES OF WOMEN AND MINORITIES (OCCASIONAL PAPER NO. 124)**

Berryman, S. E. (1988).  
Columbus: The Ohio State University, Center on  
Education and Training for Employment.

This monograph presents the author's retrospective on five research studies on occupational choice, particularly for women and minorities. The variables in these studies were either occupational expectations or employment-related educational investments. Implications from these studies indicate that a more in-depth concentration on the occupational consistency or discontinuity of women and minorities will provide direction for future academic discipline and policy for this population. (10 pages, \$2.75)

## FAMILY SUPPORT ACT

### **FOR MY CHILDREN: MEXICAN AMERICAN WOMEN, WORK, AND WELFARE**

Quiroz, J. T., & Tosca, R. (1992, March).  
Washington, DC: National Council of La Raza

This is the second and final report from the National Council of La Raza's (NCLR) two-year examination of the opinions, attitudes, and needs of Mexican American women, particularly as they relate to implementation of national welfare reform legislation. It includes a description of the methods used in the study, a summary of the first-year findings, and a discussion of the second-year findings. The implications of the study for welfare reform in particular, and poverty policy in general are discussed in the final section. (40 pages, \$10.00)

### **ADDRESS:**

National Council of LaRaza  
Publications Department  
810 First Street, N.E.,  
Suite 300  
Washington, DC 20002  
202-289-1380

### **LEARNING TOGETHER: A SUPPLEMENT TO THE NATIONAL DIRECTORY OF TEEN PARENTING AND CHILD CARE PROGRAMS**

Marx, F. (Comp). (1989).  
Wellesley, MA: Wellesley College, Center for Research on  
Women.

This publication appends 132 program profiles to the 1989 National Directory. It is designed to help providers and administrators in implementing the 1988 Family Support Act, which requires teen parents to complete their secondary education to receive Aid to Families with Dependent Children support. A new section in the Supplement includes profiles of each state's adolescent pregnancy and parenting initiatives. The supplement also provides a series of appendices and indexes, including a description of state coalitions, task forces, and national resource organizations. (196 pages, \$20.00)

### **ADDRESS:**

Center for Research on  
Women  
Wellesley College  
Wellesley, MA 02181-8259  
617-283-2500

### **PATHWAYS TO SELF-SUFFICIENCY FOR TWO GENERA- TIONS: DESIGNING WELFARE-TO-WORK PROGRAMS THAT BENEFIT CHILDREN AND STRENGTHEN FAMILIES**

Smith, S., Blank, S., Collins, R. (1992).  
New York, NY: Foundation for Child Development

The central message of this report is that opportunities now exist to try out a new way to assist families on welfare. Using the JOBS program established under the Family Support Act as an anchor point, this report describes the importance of two-generation interventions. A two-generation intervention integrates services to address the needs of both parents and children. It provides immediate supports for children's development such as high quality child care and preventive health services, while also enhancing key family resources—parental education, em-

### **ADDRESS:**

Foundation for Child  
Development  
345 East 46th Street,  
Room 700  
New York, NY 10017

ployability, and income—that can sustain children's early gains. In this way, two-generation programs place both children and parents on a path to self-sufficiency.

The report presents: a description of the basic elements of a two-generation intervention and options for program design, profiles of current efforts to deliver two-generation services under the Family Support Act; and information about resources that may be useful in ongoing work to create two-generation self-sufficiency programs. (103 pages, no charge)

## FUNDING

### ADDRESS:

The Foundation Center  
79 Fifth Avenue  
Department LW  
New York, NY 10003-3050  
212-620-4230  
800-424-9836

### NATIONAL GUIDE TO FUNDING FOR WOMEN AND GIRLS

Olson, S. (Ed). (1991, January).  
New York: The Foundation Center.

Descriptions of more than 700 grantmakers dedicated to funding nonprofit groups committed to improving the lives of women and girls are provided in this guide. It presents essential information on the foundations and corporate giving programs that each year award millions of dollars in grants to a diverse range of programs.

Fundraisers, administrators, journalists, consultants, donors, and others tracking foundation and corporate support for women and girls are directed to funding on a wide range of topics such as child care programs, education incentives, employment initiatives, family planning, services for persons who are disabled, pregnant teen counseling, public policy, and scholarship funds. (258 pages, \$95.00 plus \$4.50 shipping/handling)

## ORGANIZATIONS

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### **BUREAU OF APPRENTICESHIP AND TRAINING**

One of the roles of the federal government is to encourage and promote the establishment of apprenticeship programs and provide technical assistance to program sponsors. Apprenticeship, authorized by the National Apprenticeship Act of 1937 (P.L. 75-308), is a combination of on-the-job training and related classroom instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation.

Apprenticeship programs are operated on a voluntary basis by employers, employer associations, or management and labor groups. The related classroom instruction may be given in the program sponsor's training facility or a local technical school or junior college. Training periods range from one to six years. Most trades require three to four years. Apprentices earn while they learn on the job, at progressive wage rates starting from about half the journeyworker's rate up to ninety-five percent of full pay near the end of their apprenticeship. A few of the skilled trades in which they are being trained are automotive mechanic, baker, bricklayer, carpenter, electrician, machinist, operating engineer, optical technician, painter, roofer, sheet metal worker, structural steel worker, and tool and die maker.

Apprenticeship programs provide equal employment opportunity to all persons regardless of race, sex, ethnic group or age. Men and women at least 16 years old are eligible to apply by visiting or writing a local Job Service Office, a local office of the Labor Department's Bureau of Apprenticeship and Training, a state apprenticeship agency, a Joint Apprenticeship Committee, union, or employer engaged in the desired craft. For further information, contact the Bureau of Apprenticeship and Training, U.S. Department of Labor.

### **ADDRESS:**

Bureau of Apprenticeship and Training  
U.S. Department of Labor  
Employment and Training Administration  
200 Constitution Avenue, N.W.  
Washington, DC 20210  
202-535-0540

### **CENTER FOR LAW AND SOCIAL POLICY**

The Center for Law and Social Policy is a national public interest law firm that provides representation on family policy issues, including income support, education, child care, job training, and child support. Currently, they are carrying out a program for state implementation of the Family Support Act which focuses on the key child support and JOBS provision of the act.

### **ADDRESS:**

Center for Law and Social Policy  
Alan W. Houseman,  
Executive Director  
1616 P A Street, N.W.,  
Suite 450  
Washington, DC 20036  
202-328-5140  
FAX: 202-328-5140

**ADDRESS:**

Center for Public Advocacy  
Research, Inc.  
Naomi Fatt, Executive  
Director  
12 W. 37th Street  
New York, NY 10018  
212-564-9220

**CENTER FOR PUBLIC ADVOCACY RESEARCH, INC.**

The Center for Public Advocacy Research, Inc. is an independent, non-profit research and advocacy organization aimed at promoting economic self-sufficiency among the economically disadvantaged and politically disenfranchised (giving priority to women, children, and low-income families). The Center examines public policy in relation to adolescent pregnancy and parenting, employment, education, and childcare. Sample research projects have included a study of services to pregnant, parenting, and sexually active youth in New York City and a study of the barriers to corporate and union support for expanded employee benefits for working families. The Center publishes its research results and sponsors conferences.

**ADDRESS:**

Council of Chief State School  
Officers  
Gordon M. Ambach, Executive  
Director  
One Massachusetts Avenue,  
N.W., Suite 700  
Washington, DC 20001-1431  
202-408-5505  
FAX: 202-393-1228

**COUNCIL OF CHIEF STATE SCHOOL OFFICERS**

CCSSO is a nationwide, non-profit organization of the 57 public officials who head departments of elementary and secondary education in every state, five U.S. extra-state jurisdictions, the District of Columbia, and the U.S. Department of Defense Dependents' Schools. The Council seeks its members' consensus on major education issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

The Council maintains a Resource Center on Educational Equity which provides services designed to achieve equity in education for minorities, women and girls, and for students who are disabled, limited English proficient (LEP), and economically disadvantaged. CCSSO's staff provides technical assistance in policy formulation, develops programs and materials, gives technical assistance in workshop planning and other services needed by state education agencies, holds working conferences, monitors civil rights issues, and trains local on-site trainers to increase the dimensions of this work. CCSSO also publishes a quarterly newsletter, CONCERNS.

CCSSO is responsible for managing and staffing a variety of leadership initiatives to provide better educational services to children and youth at risk of school failure. It conducts projects on topics such as dropout prevention, improving educational services to LEP students, increasing the participation of female and minority students in mathematics and social studies, transition programs for disabled youth, school-sanctioned community service, educational equity for juvenile female offenders, and AIDS education.

**EDUCATIONAL RESOURCE CENTER**

In the educational system, girls and women with disabilities are often unseen and underserved. Funded by the Women's Educational Equity Act Program of the U.S. Department of Education, the Educational Resource Center will further educational opportunities for girls and women with disabilities by systematically collecting and disseminating information to educational institutions as well as to individual girls and women with disabilities. Additionally, with the passage of the Americans with Disabilities Act (ADA), the Center will enable women and educational institutions to better meet the expanding options this legislation will foster.

**ADDRESS:**

Educational Resource Center  
Ellen Rubin  
Educational Equity Concepts  
114 E. 32 Street  
New York, NY 10016  
212-725-1803

**ERIC CLEARINGHOUSE FOR SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION (ERIC/CHSS)**

ERIC/ChESS is one of the 16 subject-specialized clearinghouses in the ERIC system. ERIC/ChESS focuses on all levels of social studies and social science education; content of the social science disciplines; applications of theory and research to social science education; contributions of social science disciplines; education as a social science; foundations for social studies education; international and comparative education (K-12); and content and curriculum materials on "social" topics such as law-related education, ethnic studies, bias and discrimination, aging, adoption, women's equity, and sex education.

**ADDRESS:**

ERIC Clearinghouse for  
Social Studies/Social  
Science Education  
Indiana University  
Social Studies Developmental Center  
2805 E. 10th Street,  
Suite 120  
Bloomington, IN 47405  
812-335-3838

**FAMILY RESEARCH COUNCIL**

FRC is an independent, non-partisan, non-profit division of Focus on the Family. Their purpose is to ensure that the interests of the family are considered and respected in the formation of public policy. They strive to build an understanding of the pro-family agenda in the legislative and executive branches of the federal government by lobbying, testifying on key legislation, and publishing written policy positions.

**ADDRESS:**

Family Research Council  
Focus on the Family  
601 Pennsylvania Avenue,  
N.W., Suite 901  
Washington, DC 20004  
202-393-2100

**ADDRESS:**

Family Resource Coalition  
 Gail C. Christopher, Executive  
 Director  
 Carole Levine, Director of  
 Technical Assistance  
 230 N. Michigan Avenue,  
 Suite 1625  
 Chicago, IL 60601  
 312-726-4750

**FAMILY RESOURCE COALITION (FRC)**

The mission of FRC is to build support and resources within communities that help to strengthen and empower families and enable parents to foster the optimal development of their children. The Coalition provides technical assistance and/or training to the following groups: individuals, agencies, and organizations interested in starting family support programs or enriching their existing services; city, regional, and state officials developing family support and prevention initiatives; and funders and grantmakers evaluating proposals or creating guidelines for funding family support/prevention services. Separately and with other organizations, FRC develops policy positions and legislation on issues affecting families. It maintains the only national clearinghouse on family support and parenting programs, and provides parents across the country with an information and referral service to help them locate programs close to their homes. Periodicals include the FRC Report and the FRC Connection.

**ADDRESS:**

U.S. Department of Labor,  
 Federal Committee on  
 Apprenticeship  
 Barbara Green, Chairperson  
 Minor Miller, Executive  
 Director  
 Employment and Training  
 Administration  
 Office of Work-Based  
 Learning  
 Bureau of Apprenticeship and  
 Training  
 200 Constitution Ave., N.W.  
 Washington, DC 20210

**U.S. DEPARTMENT OF LABOR, FEDERAL COMMITTEE ON APPRENTICESHIP (FCA )**

Established by charter to advise the U.S. Secretary of Labor on matters pertaining to the U.S. apprenticeship system, the FCA consists of representatives of employers, labor, education, and others. It has established nine subcommittees on which it relies to provide information and recommended actions for consideration. In addition, the Committee receives information and suggestions from many other sources, such as the Congress, Department of Labor officials, Department of Education officials, and other public and private organizations or agencies.

A Subcommittee on Outreach to Underrepresented Groups has been established to identify problems and barriers to the increased participation of underrepresented groups, specifically women and people of color, and to identify and evaluate successful strategies to overcome those barriers. Labor Department officials, other Federal Agency representatives, and outside organization staff have met with the Subcommittee to discuss the barriers, problems, and activities to help overcome them. Contact Minor Miller for a description of recent Committee activities and a listing of Committee publications.

**GIRLS INCORPORATED NATIONAL RESOURCE CENTER**

As a service of Girls Incorporated (formerly known as Girls Clubs of America), the Girls Incorporated National Resource Center acts as a clearinghouse to disseminate information concerning gender inequities and other societal issues facing today's girls and young women. Information is available on a wide range of topics that relate to girls such as adolescent development, pregnancy prevention, and sexuality; career development and employment; gender roles and relationships; positive environments; and math, science, and new technology. The Center contains over 5,000 monographs, studies, texts, films, filmstrips, cassettes, videotapes, and periodicals. It focuses on statistical information, research about girls and young women, and model programs for serving girls in informal education. Publications and materials are available to parents, educators, policymakers, women's groups, and others concerned with girls and young women.

**ADDRESS:**

Girls Incorporated National  
Resource Center  
Heather Nicholson, Director  
441 W. Michigan Street  
Indianapolis, IN 46402  
317-634-7546  
800-374-4475

**MID-CONTINENT REGIONAL EDUCATIONAL LABORATORY (MCREL)**

This lab is one of ten regional educational laboratories established by the Office of Educational Research and Improvement, U.S. Department of Education, to focus on school improvement throughout the United States. The labs conduct applied research, development, and technical assistance for educators, parents, and decisionmakers. McREL serves as the regional educational laboratory for Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming. The mission of McREL is to create a community of interest among those individuals and organizations interested in learning how to help schools meet the needs of an ever changing society. The key strategy the Lab uses is to identify and encourage the use of knowledge that improves education. Lab activities include the dissemination of policy information, product development, networking, training, and technical assistance. Examples of activities include studies of special populations (e.g., urban dropouts, students in small schools, and Indian and Hispanic youth) to identify potential educational problems; networks of people with common interests in urban schools, equity, and higher education; a state policy and trends database which provides basic information on education issues; and strategies for improving services to small, rural schools. McREL's Equity Center works to increase access to quality education for all students and disseminates information to increase awareness of equity issues and identify successful programs for reducing bias and stereotyping. Acting as a clearinghouse, the Equity Center links a computerized database on 20 major equity issues to potential users.

**ADDRESS:**

Mid-Continent Regional  
Educational Laboratory  
C. Larry Hutchins, Executive  
Director  
Colorado Office  
2550 S. Parker Road,  
Suite 500  
Aurora, CO 80014  
303-337-0990  
FAX: 303-337-3005

Publications include the McREL Update newsletter; Noteworthy, an annual magazine; Heartland, the newsletter of McREL's Equity Center; and Policy Notes, a bimonthly summary of issues relevant to educational policymakers.

**ADDRESS:**

Minority Female Single Parent Program  
Phoebe Cottingham, Project Director  
Rockefeller Foundation  
Equal Opportunity Program  
1133 Avenue of the Americas  
New York, NY 10036  
212-869-8500

**MINORITY FEMALE SINGLE PARENT PROGRAM (MFSP)**

Sponsored by the Rockefeller Foundation from 1982 to 1988 as a demonstration program, the Minority Female Single Parent (MFSP) Program provided comprehensive, community-based services to its target population in four cities (Atlanta, San Jose, Providence, and Washington). The program had two goals: (1) to provide services (education, job training, and childcare) to single mothers; and (2) to understand the barriers facing these women and how they may overcome the barriers. The MFSP program also served as the subject of a research project comparing the effectiveness of the four program designs. The overall objective of the program was to determine whether comprehensive employability programs operated by community-based organizations could help make low-income mothers who want to work become self-sufficient. The findings indicated that single mothers benefited greatly through a comprehensive program. A variety of publications on this program is available, including summary reports, technical research reports, briefings, and videos.

**ADDRESS:**

National Clearinghouse on Women and Girls with Disabilities  
Ellen Rubin  
114 E. 32nd Street  
New York, NY 10016  
212-725-1803

**NATIONAL CLEARINGHOUSE ON WOMEN AND GIRLS WITH DISABILITIES**

Established by the Women and Disability Awareness Project (sponsored by the Educational Equity Concepts organization), this Clearinghouse provides information on services for women and girls with disabilities, defined to include physical, sensory, language, cognitive, emotional, and health disabilities. Services of the Clearinghouse include maintaining a database, providing references and referrals, developing a communication network, and conducting public education regarding women and girls with disabilities.

**ADDRESS:**

National Coalition for Sex Equity in Education  
Theodora Martin, Business Manager  
One Redwood Drive  
Clinton, NJ 08809  
908-735-5045  
908-735-9674

**NATIONAL COALITION FOR SEX EQUITY IN EDUCATION (NCSEE)**

The purpose of the National Coalition for Sex Equity in Education is to provide leadership in the identification and infusion of sex equity in all educational programs and processes and within parallel equity concerns. Persons interested in equity concerns (e.g., gender, race, national origin, disability, and age) are encouraged to join.

The NCSEE Newsletter reports on coalition activities and includes issue perspectives; legal updates; research reports; announcements of new resources, grant availability, and job openings; and serves as a forum for members to share strategies for the attainment of sex equity in education and within parallel equity concerns. Members receive the newsletter and a membership directory, may attend NCSEE's annual conference, and may list themselves or their agencies in NCSEE's consultant resource bank at.

#### **NATIONAL DISPLACED HOMEMAKERS NETWORK**

The National Displaced Homemakers Network is dedicated to empowering displaced homemakers of all racial and ethnic backgrounds and assisting them to achieve economic self-sufficiency. The Network affects public policy by working with lawmakers and business leaders to create and strengthen programs that help displaced homemakers in achieving these goals. The National Network is committed to ongoing, comprehensive public education to build awareness of the needs of displaced homemakers. The National Network collects data, disseminates information, provides technical assistance and acts as a communication link to the more than 1,000 programs, agencies, and educational institutions that provide job training and other vital services to America's 15 million displaced homemakers.

#### **ADDRESS:**

Jill Miller, Executive Director  
Cheryl Brown Henderson,  
President  
National Displaced  
Homemakers Network  
1625 K Street, N.W.,  
Suite 300  
Washington, DC 20006  
202-467-NDHN  
FAX: 202-467-5366

#### **NEW CHANCE**

Designed by the Manpower Demonstration Research Corporation, New Chance is a national demonstration program designed to address some of the most critical concerns facing the country today—teenage childbearing, youth unemployment, and long-term welfare dependency.

The New Chance model provides a wide array of services to meet its multiple objectives. These objectives are to (1) increase participants educational and vocational skills and their ability to secure stable employment; (2) enable participants to control their fertility; (3) lessen dependence on public assistance and help participants escape poverty; (4) increase self-esteem and self-confidence; (5) bolster parenting, communication, and other life-management skills; and (6) improve the cognitive, emotional, and physical development of participants' children.

#### **ADDRESS:**

New Chance  
Milton Little  
Marilyn Price  
Manpower Demonstration  
Research Corporation  
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New York, NY 10016  
212-532-3200

**ADDRESS:**

Northwest Regional Educational Laboratory  
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Portland, OR 97204-3297  
503-275-9500  
800-547-6339  
FAX: 503-275-9489

**NORTHWEST REGIONAL EDUCATIONAL LABORATORY (NWREL)**

As one of ten regional educational laboratories established by the Office of Educational Research and Improvement, U.S. Department of Education, to focus on school improvement throughout the United States, the Northwest Regional Educational Laboratory (NWREL) serves the states of Alaska, Idaho, Montana, Oregon, and Washington. The lab conducts applied research and provides development, and technical assistance to educators, parents, and decisionmakers, designed to improve outcomes for children, youth, and adults. The Northwest Report newsletter serves NWREL's constituents.

**ADDRESS:**

U.S. Department of Education  
Office for Civil Rights  
Michael L. Williams, Assistant Secretary for Civil Rights  
Janice Alexander, Equal Opportunity Specialist  
330 C Street, S.W.  
Room 5000, Switzer Building  
Washington, DC 20202-1100  
202-732-1213 voice  
202-732-1663 TTY  
202-732-1462

**U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS (OCR)**

The Office for Civil Rights (OCR) enforces four federal statutes that prohibit discrimination in programs and activities receiving federal financial assistance from the Department of Education. OCR investigates complaints filed by individuals, or their representatives, who believe that they have been discriminated against because of race, color, national origin, sex, handicap, or age. It also initiates compliance reviews of recipient institutions and agencies, and monitors the progress in eliminating discriminatory practices of institutions and agencies that are implementing plans negotiated by OCR. OCR attempts to resolve compliance problems identified in the course of an investigation through negotiation. However, if unable to do so, OCR will initiate the actions necessary to enforce the law.

As part of its technical assistance activities, OCR distributes information and materials, and provides consultation on the requirements of the civil rights laws under its authority.

OCR maintains a headquarters office in Washington D.C. and ten regional offices throughout the United States. For more information about the civil rights laws OCR enforces, how to file a complaint, or how to obtain technical assistance, write or telephone the OCR regional office that serves your state or territory.

**PROJECT ON EQUAL EDUCATION RIGHTS (PEER)**

PEER, the Project on Equal Education Rights of the National Organization of Women Legal Defense and Education Fund, is one of the leading national advocacy groups of educational equity for women and girls of all racial and ethnic groups. PEER's strategy for change includes public policy research and analysis on critical new issues, organizing for equity at the local level, and advocacy for equal education at the federal level. Since its inception in 1974, PEER has conducted advocacy projects and research studies that raise serious questions about the link between gender stereotyping and dropping out of school, early parenting, continued occupational segregation, and the overall prospects for economic security and well-being of women and girls in this country. Publications include public policy papers, annual updates, equity action kits, and special reports.

**ADDRESS:**

Project on Equal Education Rights  
Helen Neuborne, Executive Director  
c/o NOW Legal Defense and Education Fund  
99 Hudson Street,  
12th Floor  
New York, NY 10013  
212-925-6635  
FAX: 212-226-1066

**SUPPORT CENTER FOR EDUCATIONAL EQUITY FOR YOUNG MOTHERS**

The Support Center was established to serve as a resource to policymakers, practitioners, and service providers working to improve educational opportunities for women who began childbearing before graduating from high school. Staff at the Support Center conduct research, produce reports, provide training, and offer technical assistance. The Support Center is a project of the School and Community Services division of the Academy for Educational Development. This division is committed to the notion of educational reform that stresses both excellence and equity. Much of its work focuses on four primary objectives: improving the access of poor youth to educationally sound programs, reducing school dropout rates, preventing adolescent pregnancy, and improving school-to-work transition.

**ADDRESS:**

Support Center for Educational  
Equity for Young Mothers  
Constancia Warren, Director  
Academy for Educational Development  
100 Fifth Avenue  
New York, NY 10011  
212-243-1110

**WIDER OPPORTUNITIES FOR WOMEN (WOW)**

This nonprofit organization works nationally and in Washington, DC, to achieve economic independence and equality of opportunity for women and girls. WOW leads the Women's Work Force Network (WWFN) which is comprised of over 460 independent women's employment programs and advocates in 49 states plus the District of Columbia. Each year WOW's Network serves more than a quarter of a million women seeking employment information, counseling, training, and jobs. Through some of its current projects, WOW consults with school systems to improve vocational education opportunities for women and girls, provides staff development to organizations interested in teaching literacy in the contexts of employment or intergenerational programs, and provides techni-

**ADDRESS:**

Wider Opportunities for Women  
Donna Milgram, Public Policy Director  
1325 G Street, N.W.,  
Lower Level  
Washington, DC 20005  
202-638-3143

cal assistance to the national job training community on nontraditional employment.

Publications on WOW advocacy and research activities concerning vocational education programs for women and girls are available for sale by mail. Contact WOW for a publications list.

**ADDRESS:**

Women in Community  
Service, Inc.  
Ruth Herman, Executive  
Director  
1900 N. Beauregard Street  
Suite 103  
Alexandria, VA 22311  
703-671-0500  
800-562-2677

**WOMEN IN COMMUNITY SERVICE, INC. (WICS)**

Women in Community Service, Inc. (WICS) is a private, nonprofit corporation sponsored by a coalition of five national women's groups. WICS works in local communities across the country to improve the quality of life for women and youth in poverty by providing opportunities in education, vocational training, employment development, and dependent care, using the combined resources of volunteers and staff. Since its founding in 1964, WICS has helped more than 300,000 young people work their way out of poverty, through Job Corps referral and support.

Job Corps is a training and education program for economically disadvantaged youth aged 16 to 21. Over 100 Job Corps centers provide free training programs in trades such as automotive repair, secretarial, plumbing, clerical, carpentry, food services, bricklaying, electrical, nursing, welding, and computers.

**ADDRESS:**

Women's Bureau  
U.S. Department of Labor  
200 Constitution Avenue, N.W.  
Washington, DC 20210  
202-523-6652  
FAX: 202-523-1529

**WOMEN'S BUREAU**

The Women's Bureau works to improve the economic status of women by seeking equity in employment policies. The Bureau also disseminates information about women, and works to support development of programs that enhance women's job skills and employment potential. The Bureau's activities include projects to explore ways to expand training and job opportunities for women. Its pilot projects serve such groups as rural women, single heads of households, low income women, female offenders, minority women, young female adults, and displaced homemakers/mature women.

The Bureau produces and disseminates information on model programs so that others may duplicate the initiatives. The models are intended for use by community-based organizations and by local and State governmental units concerned with increasing the employment opportunities of women and assisting them toward achieving greater economic self-sufficiency. The business community may also find the various training concepts useful.

## STATE PERSONNEL RESPONSIBLE FOR SEX EQUITY

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### WSOE

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 1752 Twin Towers East  
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