



Guidance Counselor Sex Equity Survey

The following survey has been developed to assist guidance counselors in identifying equity issues and planning for equity in counseling programs. The survey is designed to be used by guidance counselors at the secondary level. However, elementary guidance counselors also may find the survey helpful as many strategies are appropriate for both levels.

The following survey items list actions counselors can take to work toward building an equitable school climate. This survey is intended to assess current efforts to provide for equity, to teach counselors what could be done, and to serve as a planning guide for future efforts. There is a “Comments” section following each group of items.

Many equity activities may have been tried in your district. A great deal can be learned both from those that worked and those that did not. For this reason it is important to record the results of activities and revise or continue them. In the “Comments” section, make note of the equity strategies you have tried and their results.

Complete the survey and use its results to determine which areas need to be focused on in building equity into your school’s guidance program. Following the survey, “Guidance Counselor Strategies to Achieve Sex Equity” lists specific actions that can be used to promote equity. Please retain this sheet for your future reference.

Source: Bitters, Barbara and Susan Foxwell. *Wisconsin Model for Sex Equity in Career and Vocational Education*. Madison, WI: Department of Public Instruction, 1993.

Guidance Counselor Sex Equity Survey

School Name _____

It has been shown that guidance counselors are key people in building sex-equity programs in schools. What are you doing to promote sex equity in your school? Listed below are some activities and actions that contribute to sex-equitable guidance programs. For each item, please circle:

3 if it **has been** or is in the process of being done

2 if this is **in the planning stage**

1 if this **has not** been done

In the "Comments" sections, describe what equity strategies you have tried and how successful they were. Please provide dates, if possible.

	Has been done	Planning stage	Not done
Section 1: Career Exploration			
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	3	2	1
2. Publicize current information about work force trends to point out the importance of increasing male and female options in career choices	3	2	1
3. Provide realistic information about students' probable job futures (for example, most women and men can expect to hold paying jobs even if they marry and have families)	3	2	1
4. Encourage young women and men to take courses that lead to economic self-sufficiency	3	2	1
5. Remind both girls and boys that mathematics and science are required for jobs of the future and that they should include these courses in their schedules	3	2	1
6. Point out that there is wage inequity by job area (for example, typically "female jobs" pay lower salaries than typically "male jobs")	3	2	1
7. Discuss job salaries as they relate to career interest with both female and male students	3	2	1
Nontraditional career options are presented to students on a regular basis through:			
8. preregistration sessions	3	2	1
9. career fairs	3	2	1
10. guest speakers	3	2	1
11. career education materials and activities	3	2	1

Comments (*Describe activities and results*):

Guidance Counselor Sex Equity Survey (continued)

	Has been done	Planning stage	Not done
Section 2: Enrollment			
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.)	3	2	1

Comments (*Describe activities and results*):

Section 3: Recruitment and Retention of Students

13. There is a plan in operation that encourages students to enroll in nontraditional classes	3	2	1
14. The school is initiating new and earlier opportunities for students to explore nontraditional options at elementary and middle/junior high levels	3	2	1
15. Nontraditional role models—both men and women—are used as speakers for career days, shadowing, mentoring, and classroom instruction	3	2	1
16. Students enrolled or who plan to enroll in nontraditional classes are supported through support groups and contacts with role models and counselors	3	2	1

Comments (*Describe activities and results*):

Section 4: Materials

17. Counseling materials, including tests and inventories, are reviewed; those that may reinforce bias and stereotyping are modified or eliminated	3	2	1
18. Career counseling materials are current, reflecting new and emerging and nontraditional occupations	3	2	1
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	3	2	1
20. Coordinate bulletin boards and displays that portray women and men working at a variety of jobs, including nontraditional jobs	3	2	1

Comments (*Describe activities and results*):

Guidance Counselor Sex Equity Survey (continued)

	Has been done	Planning stage	Not done
Section 5: Equity Advocate			
21. Assist in planning staff development activities on equity issues	3	2	1
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	3	2	1

Comments (Describe activities and results):

23. Developmental guidance is being implemented in this district	3	2	1
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Comments (Describe activities and results):

24. Please describe the content and duration of any training in sex equity you have had.

25. Check one (please do not omit): male
 female

Thank you for your time.

Guidance Strategies for Achieving Sex Equity

Retain this sheet for your information. Do not return it with the survey.

Guidance counselors can promote equity in several ways. They can

- recognize equity as an important issue and actively plan for it.
- incorporate equity concepts and actions into the K-12 guidance program.
- provide teachers with support materials that promote equitable career planning.
- ensure that they are meeting the requirements of Title IX and state laws outlining equity for counseling.

Guidance counselors can use the following strategies to promote sex equity at the school and district level.

1. Identify current strategies within the guidance program that are promoting equity and build on those activities.
2. When students are selecting courses and programs in which to enroll, encourage them to consider their options realistically. Remind them that
 - most men and women will hold paying jobs for most of their lives;
 - most men and women work out of economic need;
 - traditionally female jobs pay less than traditionally male jobs; and
 - even though greater choices are available, many students—especially girls—don't enroll in courses such as mathematics and science, which limit their choices in future coursework and employment.
3. Use career information that expands career choices:
 - materials that promote sex fairness;
 - bias-free language;
 - posters, graphics, displays, and other materials that expand career ideas; and
 - female and minority role models included as speakers on career days.
4. Reprogram computer career information systems to prompt students to explore nontraditional or higher wage and higher benefit occupations.
5. Review interest inventories and other assessment instruments and the interpretation of results for sex bias.