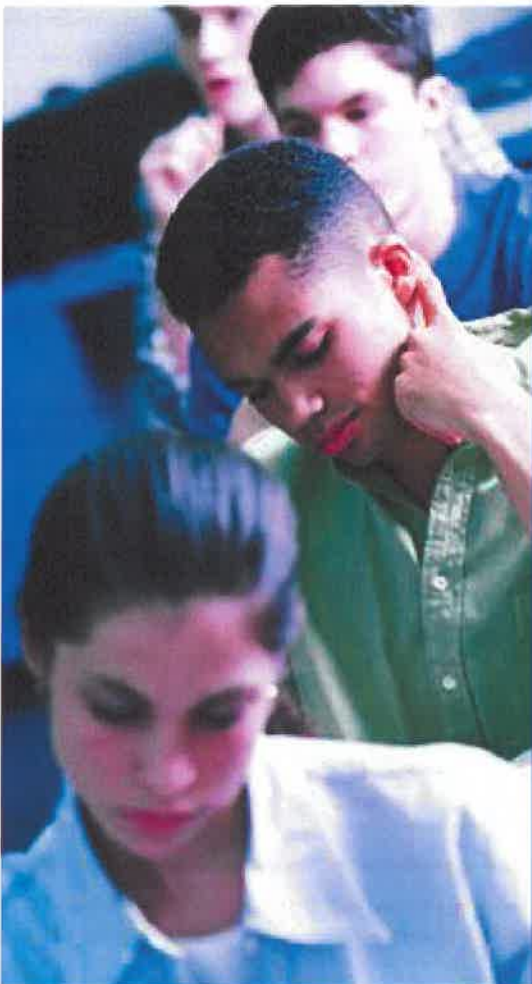


The U.S. Department of Education's

GENDER EQUITY EXPERT PANEL



Exemplary & Promising
Gender Equity Programs

2000

GENDER EQUITY EXPERT PANEL

Exemplary & Promising Gender Equity Programs 2000

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U.S. DEPARTMENT OF EDUCATION'S GENDER EQUITY EXPERT PANEL

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The Panel also appreciates the contribution of previous members: Susan Bailey, Wellesley Centers for Research on Women, MA; Mary Koss, University of Arizona, AZ; Michelle Paludi, Union College, NY; Bernice Sandler, Women's Research and Education Institute, DC; Oliver Williams, University of Minnesota, MN; and all of the numerous reviewers.

For further information about the U.S. Department of Education's Expert Panel System, please visit the Panel's Web Site at ED.gov; Go to "Expert Panels" under the topic index or http://www.ed.gov/offices/OERI/ORAD/KAD/expert_panel

INTRODUCTION

The U.S. Department of Education developed the Gender Equity Expert Panel to identify promising and exemplary programs that promote gender equity in and through education. This panel of experts reviewed self-nominated programs to determine whether they met four criteria:

- *evidence of success/effectiveness in promoting gender equity;*
- *quality of the program;*
- *educational significance; and*
- *usefulness to others/replicability.*

The 11 exemplary and promising programs that the Panel recommended during the review cycle from 1996–99 are a sample of many currently available solutions.

THE EXPERT PANEL SYSTEM

The Gender Equity Expert Panel is one of the four expert panels established to implement provisions in the 1994 reauthorization of the Office of Educational Research and Improvement (OERI). The provisions direct OERI to establish “panels of appropriate qualified experts and practitioners” to evaluate educational programs and recommend to the Secretary those programs that should be designated as promising or exemplary. The other expert panels are on

- **Mathematics and Science Education;**
- **Educational Technology; and**
- **Safe, Disciplined, and Drug-Free Schools**

THE GENDER EQUITY EXPERT PANEL REVIEW PROCESS

Planning for the Gender Equity Expert Panel started in 1995, with the first Panel members selected in 1996. The 34 Panel members who eventually served had expertise in a wide variety of gender equity topics and represented diverse education roles and populations.

The Gender Equity Expert Panel formed six subpanels in the following areas:

- *Core Gender Equity*
- *Disabilities*
- *Mathematics, Science, and Technology*
- *Prevention of Violence and Sexual and Racial Harassment in Higher Education*
- *Teacher Education and Professional Development*
- *Vocational/Technical Education and School-to-Work*

The initial submission guidelines issued in September 1996 covered all the subpanels. Separate submission guidelines were issued in the spring of 1998 for the subpanel on the Prevention of Violence and Sexual and Racial Harassment in Higher Education. The 1998 guidelines limited submissions to programs focusing on higher education, since the funding for this subpanel came from a Safe and Drug-Free Schools contract with The Higher Education Center for Alcohol and Other Drug Prevention.

One-hundred gender equity products, programs, and policies were submitted for review. The initial reviewers were either subpanel members or individuals recruited by the subpanel chairs for their special expertise in areas covered by the submission. Most of the reviews were conducted by mail, although two subpanels held meetings to discuss the initial judgments prior to developing the summary reviews.

Each complete submission to the panel was reviewed by at least two subpanel reviewers. The reviewers were responsible for judging the four criteria listed earlier. In 1997, OERI formed an Impact Review Panel (IRP) to examine evidence of effectiveness for all programs that the panels were considering recommending as exemplary. Members of the IRP reviewed the appropriate submissions to the Gender Equity Panel and sent the results of their deliberations to the full Panel for consideration.

EVALUATION CRITERIA

The following four criteria categories and subcriteria indicators were used by the Gender Equity Expert Panel and the additional reviewers as they examined the submissions. The criteria were detailed in their 1996 and 1998 submission guidelines. Items with * were added to the 1998 submission guidelines from the Subpanel on the Prevention of Violence and Sexual and Racial Harassment in Higher Education. The Panel established decision rules to help make consistent judgments about how each program met the criteria and to distinguish between promising and exemplary recommendations.

EVIDENCE OF SUCCESS/EFFECTIVENESS IN PROMOTING GENDER EQUITY

- Evidence to support claims of increasing gender equity in at least one site (more than one site is needed for exemplary).
- Claims that the program is beneficial for males and/or females, and multiple racial/ethnic or disability users should be supported by disaggregated evidence.
- Evidence on the success (or failures) of the program should be presented for multiple sites and/or populations, so that potential users will be able to judge appropriateness for their own contexts.
- Evidence that the program is as good as, or better than, other gender equity programs.
- *Specific claims related to the prevention of sexual and racial harassment and violence against students may be predisposing, enabling, or reinforcing factors, as well as educational, public health, or criminal justice outcomes.

QUALITY OF THE PROGRAM

- Based on sound research and practice (*sound theory and practice and considers current consensus on how to address issues).
- Information and content accuracy, and currency.
- Advantages related to other alternatives or complementary to other programs.

- Promotion of equity in relation to civil rights laws, freedom from bias and stereotyping, and fostering of high expectations for all in relationship to: sex, race, ethnicity, disability, age, culture, ethnic origin, and limited-English proficiency status.
- Appropriate, engaging, and motivating for intended audiences.
- Technical quality and compatibility, durability of materials, and use of formats accessible to students with disabilities (*well organized and written).

EDUCATIONAL SIGNIFICANCE

- Program focuses on solving or alleviating significant educational barriers to gender equity (draws strategies from diverse fields, such as health and justice).
- Program addresses federal gender equity responsibilities.
- *Is an improvement over alternative approaches to the challenge.
- Contributes to other positive by-products, such as increasing knowledge or improving strategies for teaching and learning.

USEFULNESS TO OTHERS/REPLICABILITY

- Reasonableness in terms of costs to potential users, especially related to costs for other viable alternatives. Costs may include money, staff time, or other required resources.
- Easily available to other users (*well detailed implementation procedures, avoidance of restrictions that would hamper use by others).
- *Ease of use by students with disabilities or others with limited-English skills, and so forth.
- For Exemplary, the Panel later added: use in multiple sites and/or over time without the direct instructional involvement of the original developer.

PREVENTION OF VIOLENCE AND SEXUAL AND RACIAL HARASSMENT IN HIGHER EDUCATION

SUMMARY REVIEWS OF PROMISING PROGRAMS



PROMISING

CAMPUS PEER TRAINING PROJECT

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PROGRAM DESCRIPTION

The National Coalition Building Institute (NCBI) has developed a Train-the-Trainer prevention and intervention program on 65 college campuses to respond to racism, sexism, and other prejudicial behavior and intergroup conflict. Over a 3-day period, NCBI first trains a team of 30-70 students, faculty, administrators, and support staff, who then become the institution's resource team, and are responsible for leading prejudice reduction workshops in dormitories, student organizations, faculty meetings, student orientations, residence life, and staff meetings. The primary objective of the NCBI campus-affiliate program is to build, through campus-wide workshops, an internal mechanism for moving beyond "quick fix" responses to racial/gender tensions and to foster instead a climate that welcomes diversity. Each NCBI-trained campus resource team meets monthly for ongoing support, supervision, and training. A major goal of this intensive follow up is to reinforce the prejudice reduction leadership skills taught in the initial 3-day training. Regular practice and follow up sessions assist every trained NCBI leader to function as an agent for change on their campus.

TARGET POPULATIONS

There are NCBI teams on 65 different college campuses, and approximately 100,000 students have participated in the program. Included in the target population are college students ranging from freshmen to graduate level, students in Greek associations, those in athletics, students with disabilities, gays and lesbians, and all groups identified by race, religion, gender, and sexual orientation. Faculty, support staff, and campus police have also been involved.

QUALITY: EXCELLENT

NCBI's program was ranked high in overall quality. It was commended for its freedom from bias and stereotypes and for its strong foundation in and use of both a peer education and an empowerment model. It revealed itself to be engaging and readily utilized within a variety of settings, and it was carefully organized and well written. While the leaders believe the primary focus of the program to be racism, they also have a commitment to "visible and invisible" differences, such as nationality, race, ethnicity, gender, sexual orientation, religious affiliation, disability status, age, and socioeconomic class.

NCBI follows the diversity guidelines of the institution to which it is under contract. Thus, it is up-to-date and accurate to the degree that the particular institution is in compliance with current law. NCBI also works with the institution's staff to resolve any issues of potential noncompliance.

USEFULNESS/REPLICABILITY: EXCELLENT

While many workshops that address diversity on campuses exist, NCBI is the only known organization that has built a model, replicated it on 65 campuses, and tested it extensively. Reviewers agreed that the program was described in a tangible way that others could use. It has a flexible design, with core tools that are easily adapted to individual campuses. The large number of colleges and universities presently using it provides evidence of its usefulness.

Although the cost may seem formidable at first glance, the 3-day Train-the-Trainer model takes advantage of the multiplier effect by training large numbers of campus volunteers who can then work with a large percentage of the campus population. Ultimately, it is a very cost-effective program (one institution calculated the cost to be about \$5.50 per participant). In addition, NCBI works with institutions on strategies for finding support. Increasingly, campuses have funds budgeted for diversity programs, and in many locales, additional external support is available for these kinds of efforts.

The Prejudice Reduction Workshop Model is available in Braille and NCBI provides interpreters for workshops when there are hearing-impaired participants. It also ensures that all workshops are in wheelchair accessible facilities and that TTYs are available.

NCBI provides ongoing support to campus affiliate chapters via an Internet listserv, an annual conference of affiliates, monthly consultation calls from the Director of Campus program, and help with joint programs that involve the local community. As its name implies, NCBI facilitates coalition-building as well as peer education. It sustains its relationship with each campus affiliate beyond the initial training period; one institution's report showed it had been affiliated with NCBI since 1992.

EDUCATIONAL SIGNIFICANCE: EXCELLENT

Finding effective ways of changing attitudes and behavior has long been a challenge to educators. By drawing from proven methods of community organizing, behavior change, and social justice models, NCBI has built a very strong and effective training model. The process it uses builds coalitions between groups and integrates principles of conflict resolution and mediation, giving workshop participants the opportunity to discover new attitudes and practice new behaviors. Diverse audiences of participants and a diverse group of trainers are sought, including those with various disabilities. Reviewers and panelists agreed that this program looks beyond the "quick fix." It endeavors to establish and maintain long-term affiliate programs in diversity issues and conflict resolution in a variety of academic settings from 2-year commuter schools, to private 4-year colleges and universities, to medical and dental graduate schools.

