

ODCTE Self-Assessment Rubric
SPECIAL POPULATIONS – Nontraditional (NT)

Initial Review Date: _____

Year End Review Date: _____

| Strength (S), Meets Expectation (ME), Improvement Opportunity (IO), Not Applicable (NA) | | | | | |
|---|---|---|----|----|----|
| Standard 1 – Administration | | | | | |
| 1 | Has the administration adopted and disseminated to students, educators, parents and community members policies and grievance procedures against sex discrimination and harassment? <i>(Suggestion: review board policies/ procedures, student/ employee handbooks, published and posted notifications)</i> | S | ME | IO | NA |
| 2 | Has the administration appointed male and female compliance coordinators to ensure enforcement of sex discrimination policies and prompt and equitable resolutions of complaints? <i>(Suggestions: review board policies/procedures and student handbook)</i> | | | | |
| 3 | Does administration require all employees and students to participate in gender equity in-service training that prevents sexual harassment, supports NT students and fosters equitable and fair classroom practices? <i>(Suggestion: review in-service training roster, agendas, programs, etc.)</i> | | | | |
| Standard 2 – Access and Admission to Programs, Services, and Activities | | | | | |
| 1 | Is the recruitment process designed to attract NT students? <i>(Suggestion: review scheduled school tours and personnel)</i> | S | ME | IO | NA |
| 2 | Are NT students featured in the recruitment materials? <i>(Suggestion: review brochures, posters, announcements)</i> | | | | |
| 3 | Do CTE class schedules conflict with male and/or female athletic programs? <i>(Suggestion: review class schedules; i.e. Agriculture classes at the same time as girls basketball/softball)</i> | | | | |
| 4 | Do the criteria of the courses and program admissions have a disproportionate/adverse effect on a person's gender? <i>(Suggestion: review list of pre-requisites)</i> | | | | |
| 5 | Is financial assistance available and awarded to qualified males/females regardless of career majors? <i>(Suggestion: review financial aid and awardees)</i> | | | | |
| Standard 3 – Counseling and Advisement | | | | | |
| 1 | Are interest inventories used for career guidance, counseling practices, and materials free from luring students in enroll in programs based on their gender? <i>(Suggestion: review recruitment and placement materials)</i> | S | ME | IO | NA |
| 2 | Do individuals receive referral, supplemental and/or social services to help support successful NT careers? <i>(Suggestion: review use of Carl Perkins funds; i.e. supplies and tools necessary for NT careers)</i> | | | | |
| 3 | Is different testing or other materials for appraising counseling students used on the basis of the student's gender? <i>(Suggestion: review assessment tools for gender bias)</i> | | | | |
| 4 | Do counselors inform students of the positive outcomes that NT careers provide prior to career plan completion (wage, benefits, and job demand)? <i>(Suggestion: review counseling materials)</i> | | | | |
| Standard 4 – Personnel | | | | | |
| 1 | Do instructors have the knowledge and skills that foster equitable and fair classroom practices that provide impartial opportunities for NT students? <i>(Suggestion: review instructors coursework, professional development records, NT student enrollment trends)</i> | S | ME | IO | NA |
| 2 | Do the instructors participate at CTE conferences, professional conventions and/or professional development training that include gender equity awareness and best practices? <i>(Suggestion: review instructor's professional growth activities for the past year)</i> | | | | |
| 3 | Do personnel help design and deliver, as appropriate to their role, ongoing results-oriented professional development designed to support the use of evidenced-based practices to faculty and staff? <i>(Suggestion: review created informational resources and professional development agendas)</i> | | | | |

| Standard 5 – Curriculum | | S | ME | IO | NA |
|---|--|---|----|----|----|
| 1 | Are comprehensive CTE curriculum and materials used to ensure knowledge of high-wage, high-skill careers including NT careers? <i>(Suggestion: review career education resource)</i> | | | | |
| 2 | Does the program use a wide variety of current instructional materials that depict both males and females in non-stereotypical careers? <i>(Suggestion: review the curriculum and classroom materials)</i> | | | | |
| Standard 6 – Student Assessment and Program Evaluation | | S | ME | IO | NA |
| 1 | Do classroom instruction plans include full participation of NT students? <i>(Suggestion: review lesson plans and field trip rosters)</i> | | | | |
| 2 | Are analysis of NT student enrollment, completion and placement data used to form recommendations for performance outcome improvement? <i>(Suggestion: programmatic changes that have been implemented as a result of data analysis)</i> | | | | |
| Standard 7 – Instructional Facilities | | S | ME | IO | NA |
| 1 | Are facilities segregated or established for students of one gender? <i>(Suggestion: review class descriptions, schedules and locations)</i> | | | | |
| 2 | Has the physical learning environment been added, modified or renovated in a manner that maintains or increases NT participation? <i>(Suggestion: review facility for equitable restrooms, dressing rooms, and/or showers for males/ females)</i> | | | | |
| 3 | Does the facility provide an environment conducive to learning? <i>(Suggestion: review décor of classroom and lab space; i.e., inappropriate gender bias displays)</i> | | | | |
| Standard 8 – Instructional Equipment and Supplies | | S | ME | IO | NA |
| 1 | Are supplies and equipment modified to reasonably accommodate physical gender differences? <i>(Suggestion: review necessary accommodations/modifications for equipment and tools)</i> | | | | |
| Standard 9 – Leadership - Career and Technical Student Organizations | | S | ME | IO | NA |
| 1 | Does the state agency actively involve the NT students in CTE student organizations? <i>(Suggestion: review memberships)</i> | | | | |
| Standard 10 – Work Based Education | | S | ME | IO | NA |
| 1 | Are work-study, cooperative education, job placement, and apprenticeship training opportunities equally available to both male and female students? <i>(Suggestion: review work site rosters)</i> | | | | |
| 2 | Does the Recipient blindly accept employer requests for students of a particular gender? <i>(Suggestion: review student employment follow-up records)</i> | | | | |
| 3 | Are the NT students successfully placed into education or employment consistent with their CTE careers? <i>(Suggestion: review employment follow-up records)</i> | | | | |

Administrator
or Designee
Signature: _____