

METHODS OF ADMINISTRATION (MOA)
Access to Career and Technical Education Programs

<Name> Independent School District

TEA Team Lead

TEA Team Members

Facilities Visited

Dates of MOA Visit

**Texas Education Agency
Division of School Improvement
1701 North Congress Avenue
Austin, Texas 78701-1494
(512) 463-5226**

1. Administrative					
Equity Requirement/ Legal Cites	Indicators Reviewed	Possible Documentation	Documentation Observed		Status
A. Annual Public Notification			Yes	No	Select
Prior to the beginning of each school year, subrecipient (campus) must advise students, parents, employees and general public that all vocational (Career and Technical Education) opportunities will be offered regardless of race, color, national origin, sex or disability. Office for Civil Rights (OCR) Guidelines IV-028 Code of Federal Regulations (CFR) §35.106 34 CFR §100.6(d) 34 CFR §104.8 34 CFR §106.9	Evidence that the campus issues annual public notice of nondiscrimination	Local Newspaper			
		Campus/District Newspapers			
		Other publications			
	Evidence that the public notice is issued prior to the beginning of school	Does notice have brief description of program offerings and admission criteria?			
		Do publications with notice reach students, parents, employees and applicants?			
	Evidence that the public notice is reaching the general public The notice is also disseminated in any language other than English as needed	Web site			
Sample: (Public Notification of Nondiscrimination in Career and Technical Education Programs) (Campus) offers career and technical education programs in (types of programs offered). Admission to these programs is based on (admission standards). It is the policy of (campus) not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. It is the policy of (campus) not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended. (Campus) will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact (NAME) the Title IX Coordinator, at (address of Title IX Coordinator), (phone number of Title IX Coordinator), and/or (NAME) of the Section 504 Coordinator, at (address of Section 504 Coordinator), (phone number of Section 504 Coordinator).					

1. Administrative					
Equity Requirement/ Legal Cites	Indicators Reviewed	Possible Documentation	Documentation Observed		Status
B. Continuous Nondiscrimination Statement			Yes	No	Select
<p>A subrecipient (campus) must take continuous steps to notify participants, beneficiaries, applicants, parents, employees (including persons with visual or auditory impairments), other interested parties, and unions or professional organizations holding collective bargaining or professional agreements with the campus that it does not discriminate on the basis of race, color, national origin, sex, disability, or age. A statement of nondiscrimination shall be included on publications and other materials that are distributed to or accessible by students, parents, applicants, beneficiaries, employees, unions, or professional organizations holding collective bargaining or professional agreements with the district and other interested parties.</p> <p>Legal Authority: 28 CFR §35.106; 34 CFR §100.6(d), §104.8, §106.9, §110.25.</p>	<p>Evidence that the statement of nondiscrimination has required inclusions (race, color, national origin, sex, disability, and age)</p> <p>Evidence that if a campus' service area contains a community of national-origin minority persons with limited English language skills, the nondiscrimination statement is in the national-origin community's own language</p>	Student/parent publications			
		Applicant publications (statement includes age)			
		Employee publications (statement includes age)			
		District/Campus website			
		Electronic documents			
		Electronic recruiting materials			
		Newspaper			
		Newsletter			

1. Administrative					
Equity Requirement/ Legal Cites	Indicators Reviewed	Possible Documentation	Documentation Observed		Status
C. Designation of Coordinators			Yes	No	Select
<p>The subrecipient (campus) shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Section 504, Title II, and Title IX. The campus must notify students and employees of the name or title, office address, and contact information of the designated employee(s). This person(s) must be aware of his/her responsibilities and have the training necessary to perform the responsibilities.</p> <p>Legal Authority: 28 Code of Federal Regulations (CFR) §35.107(a); 34 CFR §104.7, §106.8, §110.25.</p>	<p>Evidence that the name or title, address, and contact information of the person(s) designated to coordinate Title IX and Section 504 compliance activities are included in the annual notice and other correspondence</p>	Annual public notification			
		Campus/District policy and procedures			
		Student/parent handbook, course catalogs			
	<p>Evidence that if a campus' service area contains a community of national-origin minority persons with limited English language skills, the nondiscrimination statement is in the national-origin community's own language</p>	Employee handbook, recruitment materials, or applications for employment			
		Title IX and Section 504 Coordinator interview(s)			
		Annual communications with employees			
	<p>Evidence that the designated coordinator is aware of his/her responsibilities and received the training necessary to perform the responsibilities</p>	Electronic communications			

1. Administrative					
Equity Requirement/ Legal Cites	Indicators Reviewed	Possible Documentation	Documentation Observed		Status
D. Grievance/Complaint Procedures			Yes	No	Select
<p>The subrecipient (campus) has adopted and distributed grievance procedures to resolve alleged discrimination complaints as required under Title IX and Section 504. Grievance procedures are available to any individual or class of individuals who feel they have been discriminated against. Grievance procedures for employees and students include a nondiscrimination statement based on race, color, national origin, sex, disability, and age. Legal Authority: 28 CFR §35.107(b); 34 CFR §104.7, §106.8, §110.25.</p> <p>The subrecipient (campus) has addressed formal complaints based on race, color, national origin, sex, disability, or age. Legal Authority: 34 CFR §100.7, §104.7, §106.8, §110.25(c).</p> <p>The subrecipient (campus) has adopted grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints. Legal Authority: 34 CFR §104.7 (b)</p>	<p>Evidence that the campus has published the board of trustees-adopted grievance procedures to ensure that all participants, students, beneficiaries, parents, and employees are informed about the grievance procedures for resolution of complaints and unlawful forms of discrimination based upon race, color, national origin, sex, disability, or age</p>	Student handbook			
		Parent handbook			
		Employee handbook			
		Newspaper			
		Newsletters			
		Bulletins			
	<p>Evidence that the campus has on file the most recent board-approved policy regarding student and parent complaints/grievances (i.e., Texas Association of School Boards [TASB] policy FNG) and the most recent board-approved policy regarding employee complaint/grievances (i.e., TASB policy DGBA)</p>	Other publications			
		Memoranda			
		Campus/District websites			
		Local policy regarding student and parent complaints/grievances			
		Local policy regarding employee complaints/grievances			
		Electronic forms			
	<p>Evidence that the campus has addressed formal complaints based on race, color, national origin, sex, disability, or age providing due process for resolution in a prompt and equitable manner</p>	Staff/administrator interview(s)			
		Review of any current grievance/complaint (2 years)			

2. Recruitment, Admissions, and Counseling					
Equity Requirement/ Legal Cites	Indicators Reviewed	Possible Documentation	Documentation Observed		Status
A. Recruitment and Counseling of Students			Yes	No	Select
<p>Subrecipient (campus) must ensure that its counseling materials and activities (including student program selection and career/employment selection), promotional, and recruitment efforts do not discriminate on the basis of race, color, national origin, sex, or handicap.</p> <p>Legal Authority: OCR Guidelines V-A, V-C, and V-E; 34 CFR §104.37, §106.23.</p> <p>Recipients must conduct its student recruitment activities so as not to exclude or limit opportunities on the basis of race, color, national origin, sex, or handicap.</p> <p>Legal Authority: OCR Guidelines V-C.</p> <p>Where recruitment activities involve the presentation or portrayal of vocational and career opportunities, the curricula and programs described should cover a broad range of occupational opportunities and not be limited on the basis of the race, color, national origin, sex, or handicap of the students or potential students to whom the presentation is made.</p> <p>Legal Authority: OCR Guidelines V-C.</p> <p>Recruiting teams should include persons of different races, national origins, sexes, and handicaps.</p> <p>Legal Authority: OCR Guidelines V-C.</p>	<p>Evidence that promotional and counseling activities and resources do not include materials that discriminate against or stereotype persons on the basis of race, language, color, national origin, sex, or disability</p> <p>Evidence that the curricula and programs described in course catalogs and student materials, such as brochures, pamphlets, posters, or memoranda cover a range of occupational opportunities and are not limited on the basis of the race, language, color, national origin, sex, or disability of the potential student</p> <p>Evidence that, to the extent possible, the district has conducted promotional activities that portray males or females, minorities, or persons with disabilities in programs and occupations in which these groups traditionally have not been represented</p> <p>Evidence that if a district's service area contains a community of national-origin minority persons with limited English language skills, the promotional materials are in the national-origin community's own language</p>	Electronic communication relating to CTE programs			
		Copies of promotional materials (i.e., brochures, pamphlets, posters, bulletin boards, memoranda) used for career days, parents' night, laboratory demonstrations, visitation by groups of prospective students, and other activities			
		Copies of promotional materials in the community's own language			
		Nondiscriminatory promotional materials that encourage student participation in CTE student organizations without regard to race, color, national origin, sex, or disability			
		The district can demonstrate that students with disabilities are provided equal opportunities to access CTE programs.			

2. Recruitment, Admissions, and Counseling					
Equity Requirement/ Legal Cites	Indicators Reviewed	Possible Documentation	Documentation Observed		Status
B. Admission Practices			Yes	No	Select
<p>Recipients must implement a system of admissions that does not disproportionately exclude students on the basis of race, color, national origin, sex, or handicap. Legal Authority: OCR Guidelines IV-G.</p> <p>A subrecipient (campus) may not discriminate in its admission practices against persons on the basis of limited English language skills. Legal Authority: OCR Guidelines IV-L.</p> <p>A campus operating a secondary CTE program will identify applicants with limited English language skills and assess their ability to participate in CTE programs. Steps are taken to ensure that CTE programs are open to these students and that language support services are available (Reasonable Accommodation standard). Legal Authority: OCR Guidelines IV-L; 34 CFR §100.3.</p> <p>Recipients may not judge candidates for admission to vocational education programs on the basis of criteria that have the effect of disproportionately excluding persons of a particular race, color, national origin, sex, or handicap. Examples of discriminatory admissions criteria that may be discriminatory: past academic performance, record of disciplinary infractions, counselors' approval, teachers' recommendations, interest inventories, high school diploma and standardized tests, such as the Test of Adult Basic Education (TABE). Legal Authority: OCR Guidelines IV-K.</p> <p>Introductory, preliminary, or exploratory courses are not established as a prerequisite for admission to a CTE program unless the course has been and is available to all students without regard to race, color, national origin, sex, or disability, and there is evidence that prerequisite courses essential to participation are clearly identified. Legal Authority: OCR Guidelines IV-K.</p>	<p>Evidence that admissions procedure, policy, and/or practice for CTE program enrollment avoid criteria that disproportionately exclude persons of a particular race, color, national origin, sex, or disability</p>	<p>Admission policy for CTE programs along with description of admission process</p>			
		<p>Procedures and criteria for selection/admission to the CTE program or courses of study where there are more applicants than can be accommodated</p>			
	<p>Evidence that the recipient (campus) reviews student enrollment in programs that traditionally have been selected predominantly by members of one race, national origin, or sex; and actively recruits populations that are underrepresented in those programs</p>	<p>Number of students by ethnicity, sex, limited English skills, and disability removed from CTE courses during the past three semesters</p>			
	<p>Evidence that an individual graduation plan has been developed for each student with limited English language skills; and plans include a coherent sequence of CTE courses</p>	<p>Analysis of campus lists of all ELL/student population currently enrolled in CTE by program. Data should indicate that there is not a concentration of ELL(s) or other student population(s) in CTE programs</p>			
		<p>If there is a concentration of ELL in one or more programs, there is evidence that it is not a result of discriminatory practices.</p>			
	<p>Demographics of specific CTE programs are similar to demographics of entire CTE enrollment or district provides a legitimate nondiscriminatory rationale</p>	<p>Interviews</p>			
		<p>Policies</p>			
	<p>Demonstrate that a concentration of students with limited English language skills in one or a few programs is not the result of discriminatory limitations upon the opportunities available to such students</p>	<p>Procedures</p>			
		<p>Course catalogs</p>			
		<p>List of courses and their prerequisites</p>			
		<p>Teacher recommendation as a prerequisite for admission</p>			
	<p>Evidence that criteria have been validated as essential to participation in a given program and that alternative equally valid criteria that do not have such a disproportionate adverse effect are unavailable</p>	<p>Student handbook</p>			
		<p>ELL student folder review</p>			
		<p>PGP(s) for ELL students</p>			
	<p>The district has a list of all courses and their prerequisites that are available without regard to race, color, national origin, sex, or disability and are based upon specific criteria.</p>				
	<p>Evidence that all prerequisite courses are essential to participation in each program are identified.</p>				

2. Recruitment, Admissions, and Counseling					
Equity Requirement/ Legal Cites	Indicators Reviewed	Possible Documentation	Documentation Observed		Status
C. Counseling of Students			Yes	No	Select
<p>Subrecipients (campus) that operate CTE programs must ensure that counselors do not direct or urge any student to enroll in a particular career or program, or measure or predict a student's prospects of success in any career or program based on the student's race, color, national origin, sex, or disability. Districts may not counsel students with disabilities toward more restrictive career objectives than students who do not have disabilities with similar abilities and interests. Legal Authority: OCR Guidelines V-B.</p> <p>Subrecipients (campus) must ensure that counselors can effectively communicate with national-origin minority students with limited English language skills and with students who have auditory impairments. This requirement may be satisfied by having interpreters available. Legal Authority: OCR Guidelines V-D.</p> <p>The subrecipient (campus) operating CTE programs ensures that students in protected groups do not drop out of CTE programs before completion due to unequal treatment or because of a lack of services to meet language - or disability-related needs. Legal Authority: 34 CFR §100.3, §100.4, §106.31.</p> <p>If a vocational program disproportionately enrolls male or female students, minority, nonminority students, or handicapped students, the district must demonstrate steps taken to ensure that the disproportion does not result from unlawful discrimination in counseling activities. Legal Authority: OCR Guidelines V-B.</p>	<p>Evidence that all students are counseled equally and equitably</p> <p>Evidence that students with disabilities are not counseled toward more restrictive career objectives than students who do not have disabilities with similar abilities and interest</p> <p>Evidence that the campus has taken steps to ensure counselors and other employees can effectively communicate with students who have auditory impairments</p> <p>Evidence that students in the protected classes are not withdrawn from CTE programs or CTE courses due to discriminatory practices</p>	Guidance plan, policy, and procedures			
		Assessment plan with list of tests administered			
		Written procedures for evaluation and placement of students with disabilities			
		Written plan for provision of services for individuals with auditory, mobility, and visual impairments			
		Evidence that the counseling process includes career options that are not limiting			
		List of role models or any other resources used in career counseling			
		Counselor interviews			
		Teacher interviews			
		Special programs/staff interviews			
		Student Interviews			

3. Accessibility

A. Accessibility Issues

Campuses may not exclude students or community members with disabilities from enjoying the benefits of its program or service because its facilities are inaccessible to or unusable by persons with disabilities. Architectural barriers do not prevent students or otherwise qualified persons with disabilities to include parents and/or other community members with disabilities from having ACCESS to vocational, career or academic programs, courses, services or activities. A campus may not restrict access for students with disabilities to schools, programs, services, and activities because of architectural barriers, equipment barriers, the need for related aids and services, or the need for auxiliary aids. Section 504 and ADA Title II are based upon the premise that students with disabilities will be integrated with their non-disabled peers as much as possible.

[illegible]

3. Accessibility					
Equity Requirement/ Legal Cites	Indicators Reviewed	Possible Documentation	Documentation Observed		Status
B. Equal Accessibility for Minority and Nonminority Communities			Yes	No	Select
<p>All CTE facilities housing programs are located at sites that are readily accessible to both minority and nonminority communities, facilities or programs are not identified as intended for nonminority or minority persons, and equal access is provided without regard to race, color, national origin, sex or disability.</p> <p>Legal Authority: OCR Guidelines IV-B and N; 34 CFR §100.3(b)(3), §104.4(vii)(5).</p>	<p>Evidence that the location and/or identification of the facilities do not tend to identify the facilities or programs as intended for minority or nonminority students.</p> <p>Evidence of equal access to the site location(s) of classes that are apart from the primary campus.</p> <p>Evidence that students with disabilities have available an instructional day commensurate with that of students without disabilities.</p> <p>Evidence that appropriate transportation is provided for students with disabilities.</p>	Interview with CTE staff			
		Interview with Special Education administrator			
		Interview with Special Education staff			
		Student schedule/ ARD if required			
		Bus schedule for special education/CTE students			
		Observation of facility			
		Facility Map			

4. Comparable Facilities					
Equity Requirement/ Legal Cites	Indicators Reviewed	Possible Documentation	Documentation Observed		Status
A. Comparable Facilities			Yes	No	Select
<p>The subrecipient (campus) provides changing rooms, showers, and other restroom facilities for CTE students of one sex that are comparable to those provided to students of the other gender. This may be accomplished by alternating the use of the same facilities or by providing separate, comparable facilities. Legal Authority: OCR Guidelines VI-D; 34 CFR §106.33.</p> <p>If separate programs or facilities exist for students with disabilities, they are comparable to those for students without disabilities. Legal Authority: Section 504: 34 CFR §104.34(c) Guidelines VI-A.</p> <p>Facilities must be adapted or modified to the extent necessary to make the vocational education program readily accessible to handicapped persons. Legal Authority: OCR Guidelines VI-D.</p>	Evidence that comparable facilities are provided in CTE classes where students change clothes or use protective clothing	Observation of facilities			
		Interview with the CTE program administrator			
		Interview with the Special Education program administrator			
		Teacher interview			

5. Services for Students with Disabilities					
Equity Requirement/ Legal Cites	Indicators Reviewed	Possible Documentation	Documentation Observed		Status
A. Admission, Review, and Dismissal (ARD) Committee Membership			Yes	No	Select
When a student with a disability who qualifies for special education services is considered for placement in CTE courses, the ARD committee includes all required staff. Legal Authority: 34 CFR §104.4.	Evidence that the ARD committee discussed the option of CTE courses and career pathways. *ARD signature page *Discussion in ARD Evidence that transition services are discussed/developed for each student with a disability by transition coordinator for Special Education; including special education students in CTE and special education students not in CTE	Sampling of student ARD folders - not in CTE program			
		Sampling of student ARD folders - in CTE program			
		Student interviews/student surveys			

5. Services for Students with Disabilities					
Equity Requirement/ Legal Cites	Indicators Reviewed	Possible Documentation	Documentation Observed		Status
B. Related Aids and Services			Yes	No	Select
<p>Access to CTE programs must be provided to persons with disabilities that need related aids or services in accordance with the students' individualized education programs (IEPs) and/or Section 504 accommodation plans. Legal Authority: OCR Guidelines IV-N; 28 CFR §35.130; 34 CFR §104.21, §104.22(b), §104.33.</p> <p>Subrecipient (campus) may not deny handicapped students access to vocational education programs or courses because of architectural or equipment barriers or because of the need for related aids and services or auxiliary aids. Legal Authority: OCR Guidelines IV-N.</p> <p>Subrecipient (campus) must adjust those requirements to the needs of individual handicapped students. Legal Authority: OCR Guidelines IV-N.</p> <p>Access to vocational programs or courses may not be denied to handicapped students on the ground that employment opportunities in any occupation or profession may be more limited for handicapped persons than for non-handicapped persons. Legal Authority: OCR Guidelines IV-N.</p>	Evidence that the campus provides appropriate aids and services for students with disabilities and does not have policies that limit participation of students with disabilities	Policy for providing aids and services			
		Procedures governing use of guide dogs, tape recorders, and note takers			
		Student IEPs/504 accommodation plans			
	Evidence that CTE programs are accessible to persons with disabilities	Interviews with students or staff			
		On-site observations			
		Evidence of redesign of equipment			
	Evidence that the campus has made provisions for the reassignment of classes or other services to accessible buildings	Evidence of assignment of aide to student(s)			
		Number of students with disabilities denied admission			
		Evidence of reassignment of classes or other services to accessible buildings			
		Proof of delivery of health, welfare, or other social services at alternative accessible sites			
		Sampling of student ARD folders - in CTE program			

5. Services for Students with Disabilities					
Equity Requirement/ Legal Cites	Indicators Reviewed	Possible Documentation	Documentation Observed		Status
C. Communication with Students with Visual, Auditory, and Speech Impairments			Yes	No	Select
<p>Subrecipient (campus) must ensure that students in a program who have visual, auditory, or speech impairments have the opportunity to receive and present communication in a manner that is appropriate and effective. In addition, the district ensures that counseling services are provided to such students.</p> <p>Legal Authority: OCR Guidelines V-A and D; 28 CFR §35.160.</p>	<p>Evidence that the campus has provided the appropriate auxiliary aids and services, including interpreters/translators where necessary, to afford an individual with a disability an equal opportunity to participate in and benefit from counseling, educational services, programs, and/or activities offered by the school</p>	Documentation of auxiliary aids and services provided by the district			
		Special education eligibility folders			
		Documentation of auxiliary aids or services provided by the district			
		List of equipment available for communication			
		List of qualified interpreters			
		Sampling of student ARD folders - in CTE program			

6. Financial Assistance					
Equity Requirement/ Legal Cites	Indicators Reviewed	Possible Documentation	Documentation Observed		Status
A. Financial Assistance			Yes	No	Select
Subrecipient (campus) may not award financial assistance in the form of loans, grants, scholarships, special funds, subsidies, compensation for work, or prizes to vocational education (CTE) students on the basis of race, color, national origin, sex, or disability, except to overcome the effects of past discrimination. Legal Authority: Guidelines VI - B.	Evidence that materials and information used to notify students of opportunities for financial assistance do not contain language or examples that would lead applicants to believe the assistance is provided on a discriminatory basis Evidence that if a district's service area contains a community of national origin containing persons with limited English language skills, such information is disseminated to that community in its language	Scholarship offerings - CTE			
		Financial assistance catalogues			
		CTE related prizes			
		Compensation schedule for work-based program			

7. Work-Based Learning, Cooperative Programs, and Job Placement					
Equity Requirement/ Legal Cites	Indicators Reviewed	Possible Documentation	Documentation Observed		Status
A. Career Preparation Education, Work-Based Learning, Apprenticeship, Internships, Mentorships and Job Placement			Yes	No	Select
<p>The subrecipient (campus) makes opportunities available to students in work study (work-based learning), career preparation education, and job placement programs without regard to race, color, national origin, sex, or disability, and does not enter into any arrangement with an agency, union, business, or other sponsor that discriminates against the LEA's students on the basis of race, color, national origin, sex, or disability in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, or pay. Legal Authority: OCR Guidelines VII; 34 CFR §100.3, §104.4, §106.31.</p> <p>A subrecipient (campus) that assists employers and prospective employers in making employment opportunities available to any of its students must ensure that the employer does not discriminate on the basis of race, color, national origin, sex or disability in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility or pay. Legal Authority: Title VI: 34 CFR 100.3(b) Title IX: 34 CFR 106.38 Section 504: 34 CFR 104.46(b) Guidelines VII-A</p>	<p>Evidence that opportunities are available to students without regard to race, color, national origin, sex, or disability for any of the various types of programs</p> <p>Evidence that the statement of nondiscrimination is contained in written procedures, application forms, contracts, training plans, agreements, and other documentation available to the students</p> <p>Evidence that the students currently enrolled in the programs represent the overall makeup of the district based on race, color, national origin, sex, or disability</p> <p>Evidence that the written agreements contain assurances that the agency, union, business, or other sponsor does not unlawfully discriminate on the basis of race, color, national origin, sex, or disability in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, or pay</p>	Campus policies and procedures for work-based learning, career and technical education, internships, mentorships and job placement programs			
		List of number of students in work-based learning, career and technical education, internships, mentorships, and job placement by race, color, national origin, sex, or disability			
		Written agreements or forms used to assign students to work-based learning, career and technical education, internships, mentorships, and job placement programs [training plans/contracts]			
		Written agreements used with agencies, unions, businesses, or other training sponsors [training plans/contracts]			
		Documents used for the referral or assignment of students contain an assurance of nondiscrimination			
		Program descriptors			

8. Employment					
Equity Requirement/ Legal Cites	Indicators Reviewed	Possible Documentation	Documentation Observed		Status
A. Recruitment, Employment, and Promotional Practices			Yes	No	Select
<p>Subrecipient (campus) may not engage in any employment practice that discriminates on the basis of race, color, or national origin if such discrimination tends to result in segregation, exclusion or other discrimination against students. Legal Authority: OCR Guidelines VIII-A.</p> <p>The subrecipient (campus) recruitment, employment, and promotional practices and procedures are free from discrimination against CTE employees or applicants on the basis of race, color, national origin, sex, disability, or age. Legal Authority: OCR Guidelines VIII-A and B; 34 CFR §110.25.</p> <p>Subrecipient (campus) must provide equal employment opportunities for teaching and administrative positions to handicapped applicants who can perform the essential functions of the position in question. Legal Authority: OCR Guidelines VIII-E.</p>	Evidence that the campus applications for employment do not contain prohibited preemployment lines of inquiry	Hardcopy - Application			
		Online - Application			
	Evidence that the campus policies and procedures for promotions, transfers, and contract extensions are nondiscriminatory	Employment/promotion policy			
		CTE staff list by sex/race/disability			
	Evidence that the campus applications for employment contain appropriate notice of equal opportunity and the campus's nondiscrimination policy, including district contact information	CTE staff list by student population			
		Documentation of recruitment activities - CTE			
	Evidence that status reports or descriptions of employee recruitment activities include sources and contacts	List of applicants by ethnicity, gender, and age that were not selected for employment			
		Staff interviews - CTE			
	Evidence that qualified persons of the particular race, color, national origin, or sex; or qualified handicapped persons, are not in fact, available in the relevant labor market				
	Evidence that the recipient (campus) makes reasonable accommodation for the physical or mental limitations of handclapped applicants and/or employees				

8. Employment					
Equity Requirement/ Legal Cites	Indicators Reviewed	Possible Documentation	Documentation Observed		Status
B. Salary Policies			Yes	No	Select
Subrecipient (campus) must establish and maintain faculty salary scales and policy based upon the conditions and responsibilities of employment, without regard to race, color, national origin, sex or handicap. Legal Authority: OCR Guidelines VIII-D; 34 CFR §100.3, §104.11, §106.54, §110.25.	Evidence that the salary scales and policies are based upon the conditions and responsibilities of employment without regard to race, color, national origin, sex, disability, or age Evidence that faculty assignment patterns and job descriptions are not discriminatory on the basis of race, color, national origin, sex, disability, or age	Faculty salary schedules - CTE			
		Copy of job descriptions - CTE			
		Stipend salary schedule - CTE			
		Calendar with contracted days - CTE			
		Teacher/staff interviews - CTE			