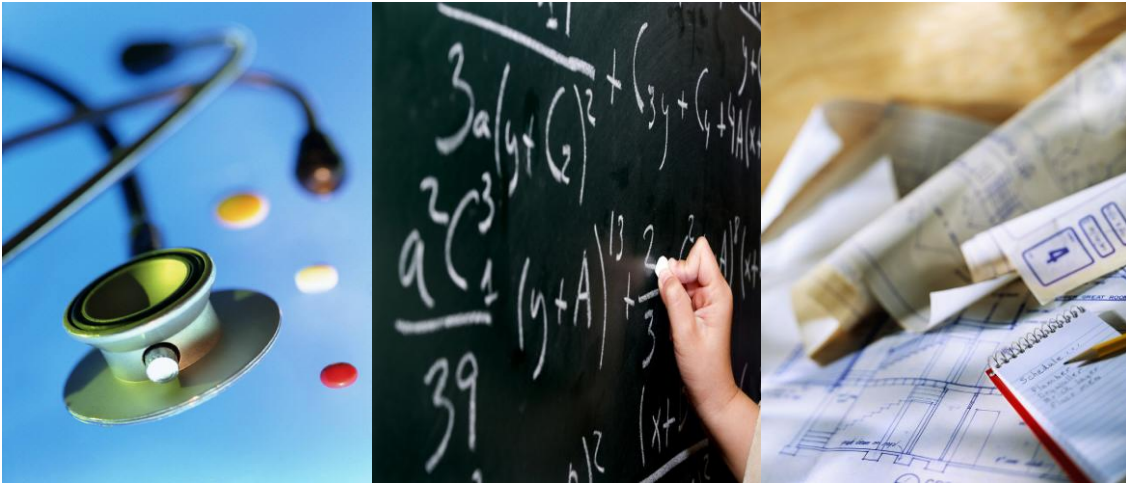


Equity Check:

A self-assessment for schools



Vocational Equity Research, Training and Evaluation Center

PROJECT OF THE CONNECTICUT WOMEN'S EDUCATION AND LEGAL FUND



Vocational Equity Research, Training and Evaluation Center (VERTEC)

Since 1988, VERTEC staff has conducted research, training and technical assistance in order to document the status of women and girls in Connecticut's nontraditional education and training programs and to identify inequities and recommend strategies for improvement. VERTEC staff has worked with the State Department of Education to provide technical assistance to gender equity grantees, school districts, and other education programs funded under the Carl D. Perkins Act and assist them in promoting equitable programs. We have conducted research in the state's technical high school system as well as in Career and Technical Education and STEM areas in comprehensive high schools and middle schools throughout Connecticut.

Equity Check

Our work with the State Department of Education and with schools across Connecticut has been informed by research that identifies the factors that are important in the recruitment, retention and achievement of students in gender nontraditional areas. This research and our practice knowledge have informed this self- assessment tool. We hope that it is useful to both explore current practices and plan for continuous improvement.

Schoolwide

What are the greatest **strengths*** your school brings to recruiting students into nontraditional career and technical education? (PLEASE RESPOND BELOW)

**Strengths can include: the capabilities of faculty, staff and administrators; resources (facilities and people), experience, knowledge and data; an innovative school culture; geography; supportive administrators, collaborative counselors and engaged faculty; and an involved business community.*

What are the greatest **challenges*** your school faces in recruiting students into nontraditional career education? (PLEASE RESPOND BELOW)

**Challenges can include: any gaps in faculty and staff capabilities; deadlines and pressures (testing, graduation, etc.); funding; effects on core activities; morale, commitment and leadership.*

Administration

PLEASE CIRCLE APPROPRIATE RESPONSES

- Y N Does your sexual harassment policy describe sexual harassment and explain reporting mechanisms and investigation protocols?
- Y N Is your sexual harassment policy in language that everyone can understand?
- Y N Have you identified individual(s) in your building to whom students, faculty and staff can report incidents?
- Y N Is this person identified in student and faculty handbooks?
- Y N Are they identified on posted sexual harassment materials?
- Y N Do administrators (or faculty) review your instructional materials for bias? How?

What strategies have been used to promote equity in your school in the **last year** (two examples are professional development opportunities and nontraditional career days)? (PLEASE RESPOND BELOW)

Guidance

What strategies does your department use to **actively** encourage students to pursue classes or careers that are nontraditional for their gender? (PLEASE RESPOND BELOW)

PLEASE CIRCLE APPROPRIATE RESPONSES

Y N Do your enrollment numbers reflect these efforts?

Y N Have you (or has your department) participated in Gender Equity discussions or trainings in the last two years?

What have been the **challenges** you have faced in implementing your strategies?
(PLEASE RESPOND BELOW)

Technology Education Instructors

How do you actively **recruit** females into your courses? (PLEASE RESPOND BELOW WITH SPECIFIC ACTIVITIES OR STRATEGIES)

How do you **promote nontraditional career options** for female students? (PLEASE RESPOND BELOW)

What have been the **challenges** you have faced in implementing your strategies? (PLEASE RESPOND BELOW)

PLEASE CIRCLE APPROPRIATE RESPONSES

- Y N Do you use/look for instructional materials that depict multicultural women in a variety of technological occupations?
- Y N Are the Technology Education hallways well lit?
- Y N Are the classrooms and shops well organized and clean?
- Y N Is there a women's restroom nearby the classrooms?
- Y N Is it as convenient as the men's restroom?
- Y N Are there student projects/awards displayed in the hallway?
- Y N Are equal numbers of work represented by males and females?

Family and Consumer Science and Health Careers Instructors

How do you actively **recruit** males into your courses? (PLEASE RESPOND BELOW)

How do you **promote nontraditional career options** for male students? (PLEASE RESPOND BELOW)

What have been the **challenges** you have faced in implementing your strategies? (PLEASE RESPOND BELOW)

PLEASE CIRCLE APPROPRIATE RESPONSES

- Y N Do you use/look for instructional materials that depict multicultural men in a variety of FaCS and Health occupations?
- Y N Are there student projects/awards displayed in the hallway?
- Y N Is work displayed that of males and females equally?

Cooperative Work Experience and Career Pathways

Work experience

Approximately, how many students were enrolled in cooperative work experiences (by gender)?

Male enrollment _____ Female Enrollment _____

Of all female participants, how many were placed in technical (or nontraditional) jobs? _____

Of all male participants, how many were placed in technical (or traditional) jobs? _____

Of all female participants, how many participated in retail, clerical, health or child care (or traditional) jobs? _____

Of all male participants, how many participated in retail, clerical, health or child care (or nontraditional) jobs? _____

Career fairs/explorations

PLEASE CIRCLE APPROPRIATE RESPONSE

Y N Did you hold a career fair(s) during the 2011-2012 school year?

Y N Did you recruit speakers/presenters in nontraditional careers?

At your career fair/career day, how many speakers/presenters were female? _____
How many were men? _____

Please list the types of careers that were represented at your career fair and the gender of the speaker/presenter. (PLEASE RESPOND BELOW)