



## Potential MOA Site Visit Questions

*Please note that not all questions may be asked, but serve as a starting point for larger conversation and engagement at the group interviews.*

### School Administrators (Principals and Guidance Counselors)

1. How are students made aware of the opportunity to enroll in Career Technology Education (CTE) programs?
2. Please describe the application process. Are there prerequisites or academic requirements for entry into any of the CTE programs?
3. In what ways do you encourage students to participate in courses and/or programs in which their gender is underrepresented (for example, girls in Engineering?)
4. For students with a disability, how is placement in a CTE program determined? What services are provided for students with disabilities (equipment adapted, aids, etc...?)
5. If you became aware of a student experiencing any form of harassment or discrimination, based on sex, race or disability, what is the procedure for providing support and assistance?

### Central Office Administration

1. How are employees and students made aware of the school systems non-discriminatory policies?
  - Employees:
  - Students:
2. Describe the grievance procedure currently in place for employees and/or students concerning equity issues. Who is the contact person?
  - Employees:
  - Students:
3. How is the site for a CTE Program determined? How are students made aware of CTE programs (recruitment)?
4. What are the admissions or eligibility criteria for CTE programs? Please describe the procedure for selective admission programs where there are more applicants than can be accommodated?
5. What is the process and who participates in determining student needs (evaluation of disabilities, etc.) What services are provided for students with disabilities (equipment adapted, aids, etc.)
6. Do cooperating CTE program worksites sign formal agreements indicating that they do not discriminate based on race, gender or disability? How are students selected and placed in work-study, cooperative education, or job placement programs?

### **Faculty/Teacher Questions**

1. Introduce yourself and let us know the CTE program you instruct. Is your CTE program considered a non-traditional program for either gender? Please estimate the current male/female enrollment in your program.
2. Describe the demographic makeup of your classes by race/ethnicity. Have you observed any conflict, tensions, or complaints relating to the demographic makeup of your classes or the school in general?
3. Are you aware of any efforts by the school or your program to recruit under-represented gender/under-represented race students for your program?
4. When a Student with a Disability or Limited English Proficient (LEP) student is enrolled in one of your classes, has it been your experience that the school/school system makes a reasonable effort to accommodate the student's special needs? Please share an example.
5. Do you know who to refer any affected students to for possible discrimination, based on gender, race or disability status?
6. As an employee of the school system, please describe the grievance procedure for sex and/or disability related complaints. Where is this policy published?

### **Student Questions**

1. Introduce yourself and let us know the CTE program you are currently enrolled in, and your expected graduation date.
2. How did you learn about the CTE programs offered at your school? Are there admissions or eligibility requirements for CTE programs?
3. If a student has special needs or a disability, are they allowed to enroll in CTE programs? Do students receive support for their disability or special need?
4. Do any of you participate in work-based learning, cooperative education, or internship programs? How did you learn about that program? How did you get selected?
5. Are students made aware of the school's policies for non-discrimination and harassment and what to do if a student feels they have been treated unfairly based on sex, race, or disability status? Who is the contact person?