

Methods of Administration (MOA)

Access to Career and Technical Education (CTE) Program Guide



Kansas leads the world in the success of each student

Kansas leads the world in the success of each student



KANSAS STATE BOARD OF EDUCATION

MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success

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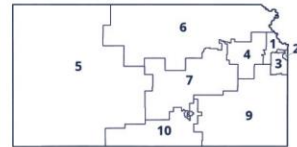


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The Kansas State Board of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to any group officially affiliated with the Boy Scouts of America and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

JAN. 2021



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Overview

The Kansas State Department of Education (KSDE), a recipient of federal financial assistance, is required to comply with federal laws and regulations that prohibit discrimination on the basis of race, color, national origin, sex, age and disability. *The Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs* (34 C.F.R. Part 100, Appendix B) (*Guidelines*) requires each agency responsible for the administration of career and technical education (CTE) programs to conduct compliance reviews of subrecipients (LEA's) that offer CTE programs and receive federal financial assistance from the U.S. Department of Education (USDE). The purpose of the on-site review is to determine the school's compliance with the *Guidelines* federal laws and regulations:

- Title VI of the Civil Rights Act of 1964 and its implementing regulations at 34 C.F.R. Part 100, which prohibit discrimination on the basis of race, color, and national origin;
- Title IX of the Education Amendments of 1972 and its implementing regulations at 34 C.F.R. Part 106, which prohibit discrimination on the basis of sex;
- Section 504 of the Rehabilitation Act of 1973 and its implementing regulations at 34 C.F.R. Part 104, which prohibit discrimination on the basis of disability; and
- Title II of the Americans with Disabilities Act of 1990 and its implementing regulations at 28 C.F.R. Part 35, which prohibit discrimination on the basis of disability.

LEA's are selected for review based on KSDE's *Methods of Administration Plan*. This plan is

approved by the USDE-Office for Civil Rights (OCR) prior to implementation every two years. The selection criteria places emphasis on the provision of equitable opportunities for students to participate in CTE programs. Student categories considered include: ethnicity, gender, students with disabilities, and English Learners (EL). Each category of students enrolled in CTE is compared to the general student population enrolled in CTE.

Purpose

Methods of Administration (MOA) for Access to Career and Technical Education (CTE) is designed to ensure students enjoy equal access to CTE programs and activities regardless of race, color, national origin, sex, or disability.

Definitions

- CTE Program: A sequence of at least two CTE courses for three or more credits in an area of study at a LEA, or in conjunction with a Technical School
- Letter of Findings (LOF): KSDE issues a LOF to a subrecipient following an on-site review of the subrecipient's policies and practices.
- Methodology: A selection criteria placing emphasis on equitable opportunities for participation in CTE.
- Ranked List: A sampling of LEA's with the highest potential for discrimination based on enrollment data.
- Recipient Universe: Recipients receive funding from USDE and operate CTE programs.
- Required Visits: Six subrecipient visits are required.
- Subrecipient Universe: Subrecipients receive funding from the USDE through the state agency and operates a CTE program.
- Voluntary Compliance Plan (VCP):
 - KSDE and the LEA negotiate a VCP that lists the corrective actions that the subrecipient must take to remedy the findings of noncompliance listed in the LOF.
 - The corrective actions must be approved by the KSDE and be consistent with the *Guidelines*, applicable regulations, and accessibility standards, and should include a month and year of anticipated completion.
 - The Superintendent's signature is required

MOA Report

The Methods of Administration-Access to Career and Technical Education Programs Report (MOA Report) is the basis for the review. The MOA rubric used by OCR and approval letter for Kansas' plan can be found at: <https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Career-Technical-Education-CTE/Kansas-Civil-Rights>.

The MOA Report outlines MOA review procedures in the following eight major areas:

1. Administrative Requirements;
2. Recruitment, Admissions, and Counseling;
3. Accessibility
4. Comparable Facilities;
5. Services for Students with Disabilities
6. Financial Assistance;
7. Work-based Learning, Cooperative Programs, and Job Placement;
8. Employment

Pre-Visit Activities

KSDE staff will contact the LEA to confirm on-site dates and to provide information to the LEA prior to the visit. KSDE will provide a brief overview of the on-site process during the pre-visit phone conference. LEA administrative staff should ensure that LEA staff are involved in gathering documentation and preparation for the MOA on-site review. KSDE staff provide phone and e-mail support to LEA staff during the preparation stage of the visit.

Documentation Request

To streamline work and to assist LEA's with preparation for a MOA visit, KSDE requests documents prior to the on-site review. The documentation is required to be submitted via the online folder provided by KSDE prior to the on-site review. **Under no circumstances should Family Educational Rights and Privacy Act (FERPA) protected data related to students or personnel be submitted in Google Docs.**

Accessibility Information

- The LEA is requested to **share a site map** and floor plan for the selected LEA and CTE facilities. The map should include paths of travel, buildings, and parking lots (if possible). The map(s) may be fire exit map(s). The map(s) should include:
 1. Date(s) of original construction, and identify areas on map
 2. Date(s) and area(s) of subsequent renovation(s) /alteration(s), if any, and identify areas on map with lines separating original construction or other renovations or alterations
 3. Dates of ramp added/ installed, if any, and identify on map or floor plan
 4. Dates that elevators/ lifts were installed, if any, and identify on map or floor plan
 5. Date of the last resurfacing and/or relining of each the parking lots at each school being reviewed, and identify on map
 6. Total parking spaces in each lot at the LEA being reviewed, and identify on the map
 7. The number of parking spaces in each parking lot (this saves time when we are on site).
- Please **complete the *Form to Determine Applicable Accessibility Standards*** in order to identify the date of construction or renovation and the CTE Pathways available at the LEA. *(Note: Use date that construction **began** not the date of **completion**. Otherwise, an incorrect higher standard may be used to determine compliance.)*

Google Docs

Google Drive will be the primary receptacle for documentation. You can learn more about Google Docs at: <https://edu.gcfglobal.org/en/googledriveanddocs/>.

Under no circumstances should FERPA protected data related to students or personnel be submitted in Google Docs.

The LEA will select staff to submit documentation via the shared Google Docs file. The LEA will also determine who will have access to submitted files (regional educational service center staff and/or LEA CTE representative).

Questionnaire

Prior to the MOA visit, the LEA is required to administer a questionnaire to:

- Administration
 - Counselors
 - Parents
 - Special Ed. Directors
 - Students
 - Teachers (Academic/ CTE)
-

- Distribute this survey electronically, if appropriate.
- Include non-traditional and special population students and their parents in the opportunity to complete the questionnaire.
- Parent consent for the student to participate in the questionnaire should be required, including a signed and dated parent consent form kept on file at the LEA. An electronic signature or e-mail consent is acceptable.
- The questionnaires are voluntary, and confidential to the extent permitted by law.
- All questionnaires should be completed in a timely fashion.

On-Site Review

The on-site review will consist of

- An entry conference including possible staff interviews with paraeducators, counselors, administration, special education directors, teachers, parents and students;
- A review of the facilities with evaluation by our contracted support individual (Ray Petty from Great Plains ADA), and
- An exit conference.

During the on-site review, KSDE staff will:

- Review questionnaires
 - Review LEA facilities for accessibility for each of the protected classes
 - Conduct LEA staff interviews
 - Conduct student interviews
 - Review student data
 - Interview staff knowledgeable of the CTE classes
 - Review LEA documentation
-

The LEA is required to provide documentation to demonstrate compliance with each of the indicators identified by the USDE-OCR:

1. Recruitment, Admissions and Counseling
2. Accessibility
3. Comparable Facilities
4. Services for Students with Disabilities
5. Financial Assistance
6. Work-study, Cooperative Programs, and Job Placement
7. Employment

KSDE staff will collaborate with the LEA administrative staff to design the visit itinerary. The goal is to minimize the impact of the review on the LEA.

Interviews

- Administrative, Special Ed. Coordinators, Counselors and Leadership
- Faculty and staff participating in the interviews will focus on administrative issues required by the USDE related to MOA Required notifications
 - Grievance and complaints policy and practice
 - Coordinator responsibilities for 504, Title IX, and Title II
 - Recent complaints or grievances that advanced to the central office level.
 - How the district ensures accessibility for all students into CTE courses and programs.
 - Topics related to gender, ethnicity, English Learners, special education, and students with disabilities as related to CTE programs and pathways will be stressed
- LEA personnel will be asked to discuss student data related to the accessibility of CTE programs for each of the protected student classes.
 - Interviews will confirm data submitted during the pre-visit phase of the review.
 - Student interviews will focus on their understanding of CTE, CTE pathways and planning, and equitable access to CTE programs.

Folder Reviews

LEA staff will be asked to review student folders with KSDE staff. LEA staff should be knowledgeable about scheduling, CTE programs, student recruitment and admissions. Documents to be reviewed include:

- Coherent sequences of CTE courses
- Course schedules
- Evidence of Four-Year Plans that demonstrate career pathways
- Career inventory or interest inventory
- Student portfolios
- Evidence of equitable counseling of the various student populations.

Facility Accessibility

Facility reviews for architectural barriers occur at the selected LEA and facilities that house programs or activities accessed by CTE students. The facility accessibility review, will consist of:

- Representation from the KSDE team; Ray Petty (Great Plains ADA Consultant); and LEA team representation will walk through the designated LEA facilities.
 - LEA staff members responsible for facilities and

facility maintenance are expected to attend the facility review

- The facility review will focus on items related to student access to the facility itself and access to CTE programs.
 - LEA staff should have keys that allow access to all rooms in the building and be prepared to take photos of areas noted as being out of compliance with the standards related to the age of the building.
- Ray Petty (Great Plains ADA consultant contracted by KSDE) will take pictures of areas of noncompliance.
- KSDE staff and Ray Petty (Great Plains ADA consultant contracted by KSDE) will take script notes for documentation, and those photos and notes will be utilized to document the completion of required corrective actions for facility accessibility.

Regulations are applied based on when the building was built or modified:

Timeframe	Regulation Used
Before June 1977	34 C.F.R. Part 104 --Nondiscrimination on The Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance
June 4, 1977–Jan. 18, 1991	American National Standard Specifications for making buildings and facilities accessible to, and usable by, the physically handicapped;
Jan. 18, 1991–Jan. 26, 1992	Uniform Federal Accessibility Standards
1994	ADA Standards for Accessible Design (1994)
2010	ADA Standards for Accessible Design (2010).

Post Visit

Following the visit, the LEA will receive a Letter of Findings (LOF). This will highlight issues that need to be addressed by the district.

Letter of Findings (LOF)

The LOF reviews the MOA process, identifies the legal authority to conduct the review and on-site visit and outlines any noncompliance issues found.

Voluntary Compliance Plan (VCP) for Access to CTE Programs

Once the *MOA Report* is considered final, the

district will have 45 days to complete, sign and submit a Voluntary Compliance Plan (VCP) to the Agency. The VCP outlines corrective actions the district will take to rectify violations noted in the *LOF*. At a minimum, the VCP should do the following:

- Address every item of noncompliance,
- Describe the action that the district will take to remedy each item,
- Provide the target completion date (month and year), and
- Include a statement of how completion of the action will be reported and verified to the KSDE.

After review, the KSDE will either approve the VCP as is, or work with the district to ensure that action(s) bring the LEA into compliance.

Completing and Submitting the VCP

The district must develop a VCP for program access to address all areas of noncompliance identified during the MOA on-site review.

Completing the Corrective Actions

The district must implement actions to correct the noncompliance in a timely fashion.

- **It is expected that all corrective actions be completed within 90 days of submission of the VCP.**
- If more than **one year** is needed to correct issues of noncompliance, KSDE approval is required.
- If additional approval from the OCR, Department of Education, Washington D.C is needed, the LEA will be notified accordingly.

Completing the Corrective Actions Continued

- As documentation is submitted, KSDE will notify the district that the submission is approved or ask for clarification.
- Photographic documentation is required to validate facility updates. The photos will be part of the script sheets submission for facility accessibility and will be provided to the district by the KSDE for each area in need of modification.

Closing the Review

Upon approving all documentation submitted by the district, KSDE will send an official closure letter.

Appendix A

Form to Determine Applicable Accessibility Standards for District Facilities

	Name of Building	Date Built or Last Date of Renovations/Alterations	Accessibility Standard (<i>To be Completed by KSDE Staff</i>)	Programs/Pathways Located in the Building
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Appendix B

Interview Questions for Administrators

Name: [Click here to enter text](#)

Sex: M F Title: [Click here to enter text](#)

Name: [Click here to enter text](#)

Sex: M F Title: [Click here to enter text](#)

Functional Area of Responsibility: [Click here to enter text](#)

1. What steps has your district taken to assure compliance with Non-Discrimination laws for students?
[Click here to enter text](#)
2. What steps has your district taken to assure non-discrimination in employment of your staff?
[Click here to enter text](#)
3. What special efforts or practices are utilized to maintain equal opportunity for students in the various programs you oversee? [Click here to enter text](#)
4. What special efforts are made to insure balance and selection of students in non-traditional occupations/programs (Females in Ag, Males in FACS, etc.)?[Click here to enter text](#)
5. Who would you go to if you have questions regarding nondiscrimination laws and regulations? (*Title VI, IX, Section 504, and ADA*) [Click here to enter text](#)
6. On a scale of one to three, (*1-needs improvement; 2 -adequate; and 3-phenomenal*), how would you rate the educational climate for the following student groups?

Non-Traditional Students:	<input type="checkbox"/> 1(Needs Improvement)	<input type="checkbox"/> 2 (Adequate)	<input type="checkbox"/> 3 (Phenomenal)
Minority Students	<input type="checkbox"/> 1(Needs Improvement)	<input type="checkbox"/> 2 (Adequate)	<input type="checkbox"/> 3 (Phenomenal)
Students w/Disabilities:	<input type="checkbox"/> 1(Needs Improvement)	<input type="checkbox"/> 2 (Adequate)	<input type="checkbox"/> 3 (Phenomenal)
7. What Equal Opportunity, Diversity or Affirmative Action programs or activities have been implemented with positive results? [Click here to enter text](#)
8. What **areas** do you see as needing improvement and/or attention in order to provide Equal Opportunity, Diversity or Affirmative Action? [Click here to enter text](#)
What is the best way to improve this? [Click here to enter text](#)

Appendix C

Interview Questions for Parents and Students (Inclusive of Non-Traditional Students and Students with Disabilities)

Student or Parent's Name [Click to enter text](#)

Sex: M F

Program [Click to enter text](#)

Student or Parent's Name [Click to enter text](#)

Sex: M F

Program [Click to enter text](#)

Student or Parent's Name [Click to enter text](#)

Sex: M F

Program [Click to enter text](#)

1. What assistance did the district counselor(s) and CTE/Academic and instructional staff give you (or your student) before you decided on a career? [Click here to enter text](#)
2. Why did you decide to take the program or program of study you are pursuing? [Click here to enter text](#)
3. Are you a Traditional or Non-Traditional student in this career choice? Traditional Non-Traditional
4. Did anyone ever counsel you on non-traditional jobs or careers? Yes No. Was the counseling experience positive or negative? positive negative. What convinced you to pursue or not to pursue a non-traditional career? [Click here to enter text](#)
5. How would you rate the educational climate for the following student groups? On a scale of 1-3, (1-needs improvement; 2 -adequate; and 3-phenomenal), how would you rate the educational climate for these groups?
Non-Traditional Students: 1(needs improvement) 2 (adequate) 3 (phenomenal)
Minority Students: 1(needs improvement) 2 (adequate) 3 (phenomenal)
Students with Disabilities: 1(needs improvement) 2 (adequate) 3 (phenomenal)
6. Does the district assist students with disabilities? [Click here to enter text](#)
Who has the responsibility to assist students with disabilities? [Click here to enter text](#)
- 7.What difficulties, if any, have you experienced in enrolling in courses of your choice? [Click here to enter text](#)
Has anyone assisted you in overcoming these difficulties? Yes No Please explain: [Click here to enter text](#)
- 8.Have you ever been discriminated against or harassed in the district? Yes Explain: [Click here to enter text](#)
- 9.Who would you notify if you had been discriminated against or harassed in this district? [Click here to enter text](#)
- 10.Are you aware of the districts counseling services? Yes No. What services do they provide? [Click here to enter text](#)
Will you consider using the services provided? Yes No
- 11.Is there anything more the district can do to help you succeed in your future education and/or employment? [Click here to enter text](#)

Appendix D

Interview Questions for Counselors And CTE/Academic Instructional Staff

Name Click to enter text

Sex: M F

Program Click to enter text

Name Click to enter text

Sex: M F

Program Click to enter text

Name Click to enter text

Sex: M F

Program Click to enter text

1. What is your Functional Area(s) of Responsibility: Click to enter text
2. What steps has your district taken to assure compliance with Non-Discrimination laws for students? Click to enter text
3. What assistance is provided to undecided students in regard to classes and occupational choices? Click to enter text
Are non-traditional careers clearly investigated? Click to enter text
4. On a scale of one to three, (*1-needs improvement; 2 -adequate; and 3-phenomenal*), how would you rate the educational climate for the following student groups?
Non-Traditional Students: 1(Needs Improvement) 2 (Adequate) 3 (Phenomenal)
Minority Students: 1(Needs Improvement) 2 (Adequate) 3 (Phenomenal)
Students w/Disabilities: 1(Needs Improvement) 2 (Adequate) 3 (Phenomenal)
5. Who would you go to if you have questions regarding nondiscrimination laws and regulations? (*Title VI, IX, Section 504, and ADA*) [Click here to enter text](#) _____
6. How are you involved in recruiting and advising students? [Click here to enter text](#) _____
7. What is your involvement in job placement or recommendations for job placement? [Click here to enter text](#) _____
8. Are these opportunities coordinated through a placement office or can you deal directly with employers? Placement Office Directly contact employers. How do you balance opportunities for all of your students in placement situations? [Click or tap here to enter](#) _____
9. What Equal Opportunity, Diversity or Affirmative Action programs or activities have been implemented in your program or department with positive results? [Click here to enter text](#) _____
10. What areas do you see as needing improvement and/or attention in order to provide Equal Opportunity or insure Diversity in the student population and staff? [Click here to enter text](#) _____

Appendix E

Interview Questions for Title IX, Section 504, and ADA Coordinators

Name: [Click here to enter text](#) Sex: M F Title: [Click here to enter text](#)

Functional Area of Responsibility: [Click here to enter text](#)

1.How long have you been the designated coordinator?) [Click here to enter text](#)

2.What training have you received related to your coordinator duties? [Click here to enter text](#)

3.Is there a job description for your coordinator duties? Yes No

Describe your duties. [Click here to enter text](#)

4.How much time you devote to coordinator duties? [Click here to enter text](#)

5.How do you inform employees/students of your position and the complaint process?

[Click here to enter text](#)

6.Describe the procedure for processing a complaint. [Click here to enter text](#)

7.What records do you maintain regarding complaints? [Click here to enter text](#)

Where are the records maintained? [Click here to enter text](#)

8.What Equal Opportunity, Diversity or Affirmative Action programs or activities have been implemented in your program or department with positive results? [Click here to enter text](#)

9.What areas do you see as needing improvement and/or attention in order to provide Equal Opportunity or insure Diversity in the student population? Staff? [Click here to enter text](#)

Appendix F

Electronic Notebook: Table of Contents

This is your table of contents and checklist for your electronic notebook. Documents in your notebook must follow the order outlined below. Please indicate the page number(s) where each document can be found in the electronic notebook.

I. Administrative Issues

Item		Page # in Notebook	Include d in Notebo ok
a	Provide a copy of the district <i>Annual Public Notice of Nondiscrimination</i> , as required in the <i>Guidelines</i> , issued prior to the beginning of the current school. Include actual publication/notification date(s).		<input type="checkbox"/> Yes
b	Provide examples of continuous notification of nondiscrimination for both students and employees.		<input type="checkbox"/> Yes
c	Provide documents that identify and provide contact information for the Title IX, Section 504, and Title II Compliance Officers (Contact information: Title, Address and Phone Number).		<input type="checkbox"/> Yes
	i	If the school has fifteen or more employees, provide the name of the designated employee(s) that coordinate(s) Section 504 compliance efforts	<input type="checkbox"/> Yes <input type="checkbox"/> N/A
	ii	If the school has more than fifty employees, provide the name of the designated employee(s) that coordinate(s) Title II compliance	<input type="checkbox"/> Yes <input type="checkbox"/> N/A
d	Provide copies of the Board of Education's nondiscrimination <i>policies</i> :		<input type="checkbox"/> Yes
	i	Title IX policies and procedures (including but not limited to sexual harassment)	<input type="checkbox"/> Yes
	ii	Section 504 Policies and Procedures	<input type="checkbox"/> Yes
	iii	Title V policies and procedures (race, color, national origin)	<input type="checkbox"/> Yes
	iv	Equal Employment Opportunity and Equal Educational Opportunity	<input type="checkbox"/> Yes
	Provide documentation/evidence that English Learner (EL) students and their families receive public nondiscrimination notices in their own language.		<input type="checkbox"/> Yes <input type="checkbox"/> N/A
f	Provide copies of the District's Title IX/Section 504 <i>Grievance Policy and Complaint Procedures</i> for both students and employees regarding discrimination issues (and complaint forms, if relevant).		<input type="checkbox"/> Yes

Appendix F Continued

Electronic Notebook: Table of Contents

This is your table of contents and checklist for your electronic notebook. Documents in your notebook must follow the order outlined below. Please indicate the page number(s) where each document can be found in the electronic notebook.

II. Access and Admission to Career and Technical Education Courses

	Item	Page # in Notebook	Included in Notebook
a.	Provide copies of registration information, admissions policies/requirements and related enrollment materials for students. Also include documentation showing prerequisites for CTE courses/programs that are written in a language other than English (if applicable); and provide copies if written in another language.		<input type="checkbox"/> Yes
b.	Provide copies of any CTE program area recruitment or marketing materials, brochures, flyers, DVD/CDs and/or websites used to advertise CTE to students, parents, etc. Include copies provided in a language other than English (if applicable).		<input type="checkbox"/> Yes <input type="checkbox"/> N/A
c.	Provide a copy of the most current <i>Course Description Booklet/Course Catalog</i> by DATE .		<input type="checkbox"/> Yes
d.	Provide a copy of the most current <i>Student Handbook and Parent Handbook</i> (if a separate document).		<input type="checkbox"/> Yes
e.	Provide copies of the procedures and materials used to identify and assess EL students.		<input type="checkbox"/> Yes
f.	Provide documentation of any language related support services provided for EL students to include means used by counselors to communicate with and provide services to EL students/families and students with sensory impairments.		<input type="checkbox"/> Yes
g.	Provide copies of the process and materials used to identify and assess students with disabilities.		<input type="checkbox"/> Yes
h.	Provide a copy of the policy for providing aides, accommodations and services.		<input type="checkbox"/> Yes
i.	Identify the supplementary aids, equipment and services provided to students with disabilities.		<input type="checkbox"/> Yes

Appendix F Continued

Electronic Notebook: Table of Contents

This is your table of contents and checklist for your electronic notebook. Documents in your notebook must follow the order outlined below. Please indicate the page number(s) where each document can be found in the electronic notebook

III. Nondiscriminatory Counseling Activities

Item		Page # in Notebook	Included in Notebook
<i>Limit examples/documents to no more than 3 per item</i>			
a.	Provide examples of materials used for counseling, promotional and recruitment efforts including brochures, posters pamphlets, CDs, DVDs, websites, etc.		<input type="checkbox"/> Yes <input type="checkbox"/> N/A
b.	Provide examples of pre-enrollment counseling activities.		<input type="checkbox"/> Yes
c.	Describe the process to identify disproportionate enrollment and the efforts made to correct disproportionate program enrollment by disability, sex, race/ethnicity, or EL status.		<input type="checkbox"/> Yes

IV. Equal Access and Treatment in Cooperative Education Programs/Internships

Item		Page # in Notebook	Included in Notebook
a.	Provide copies of any WBL/Co-Op/Internship training program applications.		<input type="checkbox"/> Yes <input type="checkbox"/> N/A
b.	Provide copies of employer training agreements and training plans, including Special Education employers. Provide samples (5 minimum – 10 maximum) showing a diverse spectrum of employee CTE Programs. <i>Please do not send a document with student information.</i>		<input type="checkbox"/> Yes <input type="checkbox"/> N/A
c.	Provide documentation that identifies the process for admission to any cooperative education or internship program.		<input type="checkbox"/> Yes <input type="checkbox"/> N/A

Employee Demographic Table

Please complete the chart below.

	Females	Males	Minorities	Caucasians	Non-Native Speaker	Staff with Disabilities
Total Current School Staff						
Newly Hired Employees						
Total Current CTE Staff						
Total Current CTE Recruitment Team						

Appendix F Continued

Electronic Notebook: Table of Contents

This is your table of contents and checklist for your electronic notebook. Documents in your notebook must follow the order outlined below. Please indicate the page number(s) where each document can be found in the electronic notebook

V. Employment of Faculty and Staff

Item		Page # in Notebook	Included in Notebook
A	Provide a copy of employment and hiring policies.		<input type="checkbox"/> Yes
B	Provide copies of job postings for recent <u>certified</u> and <u>classified</u> staff positions for the current school year.		<input type="checkbox"/> Yes
C	Provide copies of application forms for teachers.		<input type="checkbox"/> Yes
D	Provide copies of any promotional materials used for staff recruitment and a description of other recruitment efforts.		<input type="checkbox"/> Yes
E	Provide a copy of the most current employee handbook.		<input type="checkbox"/> Yes <input type="checkbox"/> N/A
F	Provide a list of any district professional or staff development activities that have trained staff to be sensitive to issues of discrimination based on race, color, national origin, sex and disability.		<input type="checkbox"/> Yes

VI. Facilities Information

Item		Page # in Notebook	Included in Notebook
A	Provide a legible <i>campus map and complete the campus key</i> below for the high school. Make sure <u>all</u> buildings are clearly labeled with an alphabet and <u>all</u> parking lots clearly labeled with a number.		<input type="checkbox"/> Yes
B	Provide a brief summary description of your campus. This would include total number of buildings, parking lots and general layout (e.g. two-story building).		<input type="checkbox"/> Yes

Buildings

Building Letter/ Name	Date of Original Construction	Date of Alteration*	Accessibility Standard Used (If Known)	Program Housed in Building

***Alteration** - An alteration is a change to a building or facility that affects or could affect the usability of the building or facility. Normal maintenance, reroofing, painting or wallpapering are not alterations unless they affect the usability of the building or facility.

Appendix F Continued

Electronic Notebook: Table of Contents This is your table of contents and checklist for your electronic notebook. Documents in your notebook must follow the order outlined below. Please indicate the page number(s) where each document can be found in the electronic notebook

Parking Lots

***Alteration** –Please list the latter of the two dates (constructed or altered). For parking lots, restriping only is not considered an alteration.

Alteration Notes

Please describe the alterations made to any buildings and/or parking lots noted in the tables above.

Resources

1. KSDE: Web Page for Kansas Civil Rights Information: <https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Career-Technical-Education-CTE/Kansas-Civil-Rights>
2. US Department of Education Office for Civil Rights Website:
<https://www2.ed.gov/about/offices/list/ocr/index.html>
3. Regulations Enforced by the Office for Civil Rights:
<https://www2.ed.gov/policy/rights/reg/ocr/index.html>
4. Vocational Education Programs **GUIDELINES** for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap
<https://www2.ed.gov/about/offices/list/ocr/docs/vocre.html>