This assessment kit has been designed to assist local school districts in Michigan in evaluating their vocational education programs for compliance with Title IX. The information that is collected and tabulated can be used by the districts in planning efforts to achieve Title IX compliance and sex equity in vocational education. The assessment kit includes worksheets, checklists, and surveys that will gather information in the following areas: (1) high school and area center student vocational education enrollments by sex, by class, and by program area; (2) staffing patterns--districtwide, at the middle school and high school, and within the vocational education department; (3) vocational education program requirements; (4) potential barriers in the physical facility; (5) resources and materials that support recruitment or retention of nontraditional students in vocational education; (6) other recruitment and retention efforts; (7) student perceptions and concerns regarding vocational education programs; and (8) Title IX awareness (including sexual harassment). (KC)
VOCATIONAL EDUCATION ASSESSMENT KIT

Michigan Department of Education
Office for Sex Equity in Education

Revised 1995
MICHIGAN STATE BOARD OF EDUCATION

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STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or disability shall be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Dr. Ivan Louis Cotman, Office of Enrichment and Community Services, Michigan Department of Education, PO Box 30008, Lansing, MI 48909, (517) 373-3293.
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The original 1983 manuscript was researched and prepared by Jan Foster, former Head Consultant of Special Projects Services. Revisions for 1995 prepared by Betty Simonds, Sex Equity Coordinator.
INTRODUCTION

The Vocational Education Assessment Kit has been designed to assist local school districts in evaluating their vocational education programs for compliance with Title IX. The information, when collected and tabulated, will aid the district in its planning efforts to achieve Title IX compliance and sex equity in vocational education.

The Assessment Kit includes worksheets, checklists, and surveys that will gather information in the following areas:

- High school and area center student vocational education enrollments by sex, by class, and by program area.
- Staffing patterns: district-wide, at the middle school and high school, and within the vocational education department.
- Vocational Education program requirements.
- Potential barriers in the actual physical facility.
- Resources and materials that support recruitment or retention of nontraditional students in vocational education.
- Other recruitment and retention efforts.
- Student perceptions and concerns regarding vocational education programs.
- Title IX awareness (including sexual harassment).

To make the best use of this Assessment Kit, a coordinator should be designated to be responsible for:

1. Obtaining the information necessary to complete worksheets #1-4.
2. Distributing and then collecting worksheets #5-8, checklists and student surveys as labeled.
3. Establishing a definite time frame for the completion and return of the instruments.
4. Tabulating and summarizing the results of all worksheets, checklists and surveys.
A sample memo which can act as a cover letter for the distribution of all worksheets is provided on the next page. Worksheets should also be color coded to facilitate the distribution among the coordinator and other respondent groups.

Should you use this Assessment Kit for which additional information or consultation would be helpful, feel free to contact the Office for Sex Equity at (517) 335-0358. Our services and materials are provided free of charge.
SAMPLE MEMO

TO:
FROM: ______________________, Coordinator
RE: Vocational Education Program Assessment
DATE: 

Schools is in the process of assessing our vocational education program for compliance with Title IX. In order to gather the information needed, key people have been identified to assist with that process. Attached you will find (worksheets, surveys, checklists) for you to complete. Please return them to my office by (date). If you need further information, please feel free to call me at (telephone number).

Thank you for your help and cooperation.
# WORKSHEET #1
Employment Data - District Wide

<table>
<thead>
<tr>
<th>Category</th>
<th># Female</th>
<th># Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Office Administrators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asst Superintendent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secretaries</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th># Female</th>
<th># Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles</td>
<td></td>
<td></td>
</tr>
<tr>
<td># Female</td>
<td># Male</td>
<td></td>
</tr>
<tr>
<td>Asst. Principles</td>
<td></td>
<td></td>
</tr>
<tr>
<td># Female</td>
<td># Male</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th># Female</th>
<th># Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle School/JH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (Specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th># Female</th>
<th># Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secretaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cafeteria/Food Service Workers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance Workers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bus Drivers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WORKSHEET #2
Employment Data - School Level

<table>
<thead>
<tr>
<th>Staff Positions</th>
<th>High Schools</th>
<th>Middle School/Junior High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Females</td>
<td># Males</td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Foreign Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Special Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Physical Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Vocational Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Librarians</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aides</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WORKSHEET #3
Vocational Education Class Offerings by Program Category

List all vocational classes in the appropriate section. For each class, indicate the teacher's gender and the number and percent of female and male enrollees. At the bottom of each table, determine the totals for each column.

<table>
<thead>
<tr>
<th>0.1 Agriculture</th>
<th>Sex of Teacher</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
</tbody>
</table>

Totals # of Classes =

<table>
<thead>
<tr>
<th>0.4 Distributive Education</th>
<th>Sex of Teacher</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
</tbody>
</table>

Totals # of Classes =
WORKSHEET #3 (Cont'd.)
Vocational Education Class Offerings by Program Category

List all vocational classes in the appropriate section.

<table>
<thead>
<tr>
<th>Program</th>
<th>Sex of Teacher</th>
<th>Males</th>
<th>Females</th>
<th># of Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.7 Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.9 Occupational Home Economics (Wage Earning)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Totals

# of Classes =
List all vocational classes in the appropriate section.

<table>
<thead>
<tr>
<th>0.9 Consumer Homemaking</th>
<th>Sex of Teacher</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Non-wage Earning)</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
</tbody>
</table>

Totals

# of Classes =

<table>
<thead>
<tr>
<th>0.14 Office</th>
<th>Sex of Teacher</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
</tbody>
</table>

Totals

# of Classes =
List all vocational classes in the appropriate section.

<table>
<thead>
<tr>
<th>0.17 Trade and Industry (excluding Cosmetology)</th>
<th>Sex of Teacher</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong># of Classes =</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>0.17 Trade and Industry - Cosmetology</th>
<th>Sex of Teacher</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong># of Classes =</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How many **classes** have less than 20% of one sex? ____________________________

How many programs have less than 20% of one sex? ____________________________
WORKSHEET #4
Physical Facilities of the Vocational Program

1. Do you have separate designated areas for females and males for washing, changing clothes, etc.?
   
   1(a). If yes, what is the approximate square footage for each area?

   Male area _______________
   Female area _______________

2. Do you have one designated area for both males and females for washing, changing clothes, etc.?
   
   2(a). If yes, how is the usage of the one area scheduled for males and females?

3. Do you have restrooms available to both males and females in your classrooms?
   
   3(a). If yes, of which type?

   _____ separate facilities
   _____ one unisex facility

   3(b). If no, are restrooms of equal availability to males and females?
WORKSHEET #5
Vocational Education Program Requirements
(High Schools and Area Centers)

Please identify all vocational education classes by program with entrance requirements.

<table>
<thead>
<tr>
<th>Program</th>
<th>Class</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.1 Agriculture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.4 Distributive Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.7 Health</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WORKSHEET #5 (Cont'd.)
Vocational Education Program Requirements
(High Schools and Area Centers)

Please identify all vocational education classes by program with entrance requirements.

0.9 Occupational Home Economics (Wage Earning)

<table>
<thead>
<tr>
<th>Class</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

0.9 Consumer Homemaking (Non-Wage Earning)

<table>
<thead>
<tr>
<th>Class</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

0.14 Office

<table>
<thead>
<tr>
<th>Class</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WORKSHEET #5 (Cont’d.)  
Vocational Education Program Requirements (High Schools and Area Centers)

Please identify all vocational education classes by program with entrance requirements.

0.17 Trade and Industry

<table>
<thead>
<tr>
<th>Class</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WORKSHEET #6
Vocational Education Curriculum and Resource Materials

Please answer the following questions to the best of your ability:

1. Have all vocational educational textbooks been screened for sex role bias?
   1(a). If yes, how many if any textbooks contained sex role bias? □ □
   1(b). If yes, are these books currently being used? □ □

2. Have any of your textbooks been published prior to 1985?
   2(a). If yes, have these textbooks been recently (since 1990) reviewed for sex role bias? □ □

3. Does your district have resources (books, pamphlets, information) available to support efforts to attract students into vocational programs considered nontraditional for their sex?
   3(a). If yes, where are they housed? □ □

   □ □

   3(b). If yes, in what ways have teachers been informed of these materials?

   □ □
4. Were any of the resources in your media center/library published prior to 1985?  
   4(a). If yes, have these resources been recently (since 1990) reviewed for sex role bias?

5. Is information on sex bias or sex role stereotyping included as a required part of the vocational curriculum?  
   5(a). If yes, in which classes?
WORKSHEET #7
Vocational Education Course Descriptions

Assemble curriculum guides, class listings, and/or student handbooks which include course descriptions of vocational classes offered at the high school or area center.

Check each for:
- Sex biased terms (e.g. his/her).
- A lack of nontraditional role models.
- Subtle references that may indicate sexual bias, (e.g. pink smocks, women/men in the foreground).

<table>
<thead>
<tr>
<th>Sources</th>
<th>Problems Identified</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>


WORKSHEET #8

Tour your facilities with a small group of diverse individuals (males, females, minorities and disabled). Specifically look for:

- Inequitable restroom labels (e.g. men - girls or men - ladies).
- Displays on walls or bulletin boards which may be sex biased.
- A lack of displays of nontraditional role models.
- An unbalanced promotion of classes.
- An unbalanced promotion of professional vs technical colleges and careers.
- Inequitable display of athletic achievements.
- Inequitable promotion of athletic events.
- Accessibility problems such as:
  - Aisles less than 5’.
  - Nonadjustable table heights.
  - Inaccessible restroom stalls.
  - Door knobs instead of lever handles.
  - Phones too high.
  - Water fountains too high.
  - No curb cuts.
  - Insufficient handicap parking.
  - A lack of signage.
  - No ramps between levels.
  - Grade changes greater than ½”.
A CHECKLIST FOR SCHOOL ADMINISTRATORS, COUNSELORS, AND VOCATIONAL EDUCATION STAFF

Copy and distribute to each staff member.
Check either the yes or no column in answer to each question:

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

1. Title IX Compliance/Awareness
   a. Do you know what Title IX is? (If no, see next page).
   b. Can you correctly name the Title IX Coordinator for your school district?
   c. Can you name at least one building practice which has changed because of Title IX during the past two years?
   d. Do you believe that all programs, policies, and practices in your building are in compliance with Title IX?
   e. Has your building been involved in any Title IX related activity in the last six months?
   f. Can you name at least one building policy that has been changed because of Title IX in the last two years.
   g. Does your building have a planned approach to achieve Title IX compliance?

2. Resource and Curriculum Materials
   a. Does your building have resources available to support efforts in attracting students into programs considered nontraditional for their sex?
   b. Have all vocational education textbooks been screened for sex role bias within the last 5 years?
   c. Of the last four guests invited to speak to students, was at least one a nontraditional role model?
   d. Of all the hallway decorations and display cases now in your building, do any concentrate on males and females in nontraditional areas or doing nontraditional tasks?
   e. Can you name three nonsexist books, films or film strips which are available in the library in your building.
## A CHECKLIST FOR SCHOOL ADMINISTRATORS, COUNSELORS, AND VOCATIONAL EDUCATION STAFF

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>f. Do you point out any sex role stereotypes to students that may exist in the instructional materials they use?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g. Do you include information on sex roles or sex role stereotyping as a specific part of written lesson plans or administrative duties?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

### 3. Student Services/Support

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Do you think students are interested in nontraditional careers?</td>
<td>☐</td>
</tr>
<tr>
<td>b. Do you find that students are aware of opportunities in nontraditional jobs?</td>
<td>☐</td>
</tr>
<tr>
<td>c. Do you find that students are under a lot of pressure to play traditional roles?</td>
<td>☐</td>
</tr>
<tr>
<td>d. Do you think that most parents are willing to let their children take nontraditional classes?</td>
<td>☐</td>
</tr>
<tr>
<td>e. Do you believe that counselors know how to counsel students effectively about vocational opportunities in nontraditional areas?</td>
<td>☐</td>
</tr>
<tr>
<td>f. Do you believe local employers will hire students or new graduates for nontraditional jobs?</td>
<td>☐</td>
</tr>
<tr>
<td>g. Can you identify at least one thing the school district or building has done to promote the enrollment and/or retention of nontraditional students in vocational education?</td>
<td>☐</td>
</tr>
<tr>
<td>h. To your knowledge, does the district work with employers to encourage them to create positions for students in nontraditional jobs or on-the-job training slots?</td>
<td>☐</td>
</tr>
<tr>
<td>i. To your knowledge, does the school district or building provide special counseling, job training, or placement services that specifically address the needs of nontraditional students?</td>
<td>☐</td>
</tr>
<tr>
<td>j. Are there specific program entrance requirements for vocational education classes?</td>
<td>☐</td>
</tr>
</tbody>
</table>
Title IX is that portion of the Education Amendments of 1972 which protects people from discrimination based on sex in education programs or activities which received Federal financial assistance.

Add up all the checks for the yes and no columns for each section of the checklist and record in the appropriate spaces below:

<table>
<thead>
<tr>
<th>SECTION</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECTION 1: Title IX Compliance/Awareness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SECTION 2: Resource and Curriculum Materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SECTION 3: Student Services/Support</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How many persons completed the checklist for administrative, counselors and vocational education staff?  

Criteria (minimal)
- Sec I - 100% Yes
- Sec II - 57% Yes
- Sec III - 80% Yes
STUDENT SURVEY

Instructions

1. All vocational education students are to complete the student survey.

2. All tenth grade English students are to complete the student survey.

3. The responses for vocational students are to be tabulated separately from the English students.

4. Please note that there is an additional survey of ten questions to be completed by nontraditional students only.

General Guidelines

It is important that survey respondents have a clear understanding of the following terms:

Traditional vocational education students are defined as students enrolled in classes in which 75 percent or more of the students are of the same sex as the student him/herself (i.e.; males in shop - females in home economics).

Nontraditional vocational education students are defined as students enrolled in classes in which 25 percent or less of the students are of the same sex as the student him/herself (i.e.; males in home economics - females in shop).
STUDENT SURVEY FOR
ALL VOCATIONAL AND TENTH GRADE STUDENTS

Definition of terms:

The term traditional vocational education students, when used in this survey, refers to students who often take classes where almost all the students are of the same sex as the student him/herself (for example, more males take shop, auto mechanics or welding; more females take home economics, child care, or office).

The term nontraditional vocational education students, when used in this survey, refers to students who take classes where almost all their classmates are of the opposite sex (for example, males in child care, home economics and shorthand; females in auto mechanics, shop and welding).

PLEASE ANSWER THE FOLLOWING QUESTIONS:

1. Who has the greatest influence on your selection of classes?

   ___ school staff (identify who): ____________________________

   ___ parents (e.g., 4th grade teacher, math teacher, counselor, principal, coach, etc.)

   ___ friends

   ___ other (identify who): ____________________________

2. Has anyone at school provided you with information about opportunities in nontraditional jobs?

   ___ yes (identify who): ____________________________

   ___ no (e.g., 4th grade teacher, math teacher, counselor, principal, coach, etc.)

3. Has anyone at school encouraged you to consider a nontraditional vocational program or career?

   ___ yes (identify who): ____________________________

   ___ no (e.g., 4th grade teacher, math teacher, counselor, principal, coach, etc.)

4. Have you ever considered taking a vocational education class considered to be nontraditional for your sex?

   ___ yes

   ___ no
5. Did anyone ever discourage you from taking a nontraditional vocational course?
   __ yes (identify who): __________________________
   __ no

6. Did anyone ever discourage you from considering a nontraditional career?
   __ yes (identify who): __________________________
   __ no

7. Are there some vocational classes in this school that you think are for males and others for females?
   __ yes
   __ no

7(a). If yes, what are these classes and why do you think so?
   _______________________________________
   _______________________________________

8. Would you feel comfortable taking a course in which most or all of the other students were members of the other sex?
   __ yes
   __ no

9. Do you plan on taking a vocational education class next year?
   __ yes
   __ no
10. Are you now taking, or have you ever taken, a vocational education class where there were only a few members of the other sex enrolled?
   ___ yes
   ___ no

10(a). If yes, do you feel they were treated fairly?
   ___ yes
   ___ no

   Why or why not? _______________________________________________________
   _______________________________________________________
   _______________________________________________________

11. How many years of your life do you expect to spend working on a job outside the home for pay?
   ___ 1 - 5
   ___ 6 - 10
   ___ 11 - 20
   ___ 21 - 30
   ___ more than 30

12. Would you like to know more about nontraditional careers if you could make $100.00 a week more compared to the pay in the career you’re now planning?
   ___ yes
   ___ no

13. If you wanted more information, right now, about a nontraditional career and how to get training for it, where would you go?
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

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14. Have any of your classes provided you with information on sex role stereotyping?

___ yes (identify what class): ____________________________

___ no

15. Have you received any information in any of your classes on sexual harassment?

___ yes

___ no

16. Do you know what Title IX is?

___ yes

___ no

17. Do you know the name of the Title IX Coordinator for your school?

___ yes

___ no

18. Are you aware there are grievance procedures for discrimination on the basis of sex, race, color, national origin or disability?

___ yes

___ no

19. Are you female? _____ male? ___

20. What grade are you in? ____________

21. Are you a vocational student?

___ yes (identify your vocational area): __________________

___ no

24
1. Have you had any problems with teachers, counselors, parents, employers, students or others who do not think you should be in a nontraditional program?

   ___ yes ⇒ If yes, continue.
   ___ no ⇒ If no, go to 2.

1(a) Please explain the kinds of problems:

__________________________________________________________________________
__________________________________________________________________________

1(b) Have teachers, counselors, or others given you assistance in overcoming these or other problems?

   YES ☐ NO ☐

   (b-1) If yes, what kind of support or assistance given you has made participation in the program as a nontraditional student easier?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

   (b-2) If no, what kind of support or assistance would have been helpful?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. Were there minimal program requirements you had to meet to enroll in this vocational class/program?

   YES ☐ NO ☐
3. Do you feel you had a good background of classes to prepare you to do the work in this program when you first entered it? □ □

4. Are you able to work as well as most of the students of the other sex? □ □

5. Do you expect to have any difficulty getting a job related to the training you are receiving? □ □

6. Explain briefly, why you believe it will be difficult or easy getting a job in this field.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

7. Do you expect school officials to be helpful to you in finding a job placement? □ □

8. Would you be interested in becoming a member of a student support club for students in nontraditional vocational classes? □ □


10. What grade are you in? ____________________________

11. What vocational class(es) are you taking?

________________________________________________________________________

________________________________________________________________________
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