

Questions from Electronic Self-Study

The ONTO Michigan Self-Study (excluding the Introductory Section) is comprised of the following questions:

Outreach and Recruitment

1. List publications which students receive from your educational entity which give information about nontraditional occupations.
2. Please check the box next to publications that are also available to parents/family members.
3. Please assess the development of marketing materials by selecting one or two main marketing items and completing "Identifying Bias in Materials." (See Checklists for Instructors, Counselors and Administrators for the questions asked on Appendix A—Identifying Bias in Materials.)
4. Please describe the activities used for outreach and recruitment by first giving a list of current outreach and recruitment events and identifying the target audience for the activity. Please select the audience that most closely describes the group you were targeting, or the majority of the audience targeted.
5. From the following list of outreach and recruitment activities, please provide further details: number of participants; supportive businesses; parents/family invited.
6. List funds dedicated to NTO recruitment and retention for FY00-06.
7. Which NTO publications illustrate or involve NTO role models?
8. List the names and titles of nontraditional role models who have served the NTO program by teaching, presenting, or mentoring. Please select the role that best describes the interaction of the NTO Role Model with students.
9. List staff titles and indicate percent of paid time dedicated to NTO recruitment and retention.
10. Please select the number of staff development opportunities available to the outreach and recruitment personnel in your area that have occurred in the past two fiscal years (on a local, regional, state, or national level).
11. Please list the staff development opportunities concerning nontraditional occupations which have occurred in the last two fiscal years and select the level at which the opportunity was offered: local, regional, state, or national.
12. For each staff development concerning NTOs in the last two years, please give the following information: target audience; titles/duties of attendees; time of year offered; topics addressed.



13. Based on the answers given above, please answer the following: Do you feel that the staff development opportunities for the outreach and recruitment personnel in your area have:
- Addressed strategies for avoiding gender-biased instruction?
 - Supplied ideas for addressing gender stereotyping and sexual harassment in and out of the classrooms and workplaces/mentoring locations?
 - Been sufficient in number?
 - Offered something for everyone on the staff?
 - Been offered at times convenient for the targeted audience?
 - Been offered at a variety of times during the year?
 - Addressed a sufficient variety of topics?
 - Addressed topics relevant to staff concerns?
 - Been attended by the target audiences?
14. Counselors and support personnel were requested to complete the Counselor's Self-Study (See Checklists for Instructors, Counselors and Administrators for the questions asked on Appendix B—Counselor's Self-Study)?
15. Instructors who have a major influence on outreach and recruitment were asked to complete the Instructor's Self-Study (See Checklists for Instructors, Counselors and Administrators for the questions asked on Appendix C—Instructor's Self-Study.).



Retention and Support

1. Instructors who have a major influence on outreach and recruitment were asked to complete the Instructor's Self-Study (See Checklists for Instructors, Counselors and Administrators for the questions asked on Appendix C—Instructor's Self-Study.).
2. A selected group of NTO students were asked to complete the Student Perception Checklist. (See Checklists for Instructors, Counselors and Administrators for the questions asked on Appendix H—Student Perception Checklist.).
3. Computer lab staff members in your area were asked to evaluate the educational organization's equity in the technical areas by completing the AAUW Tech Check (See Checklists for Instructors, Counselors and Administrators for the questions asked on Appendix D—Tech Check.).
4. Please evaluate the textbooks of the CTE courses within your educational organization. Select one or two textbooks representative of the majority of books throughout the CTE programs. Then complete *Identifying Bias in Materials* by answering the questions below. (See Checklists for Instructors, Counselors and Administrators for the questions asked on Appendix A—Identifying Bias in Materials.)
5. What communications between administration, staff, students, or parents throughout the past year have included the topic of nontraditional occupations?
6. Identify ways that the physical and climate characteristics of schools communicate institutional gender equality by completing the Checklist for NTO Classes. (See Checklists for Instructors, Counselors and Administrators for the questions asked on Appendix E—Checklist for NTO Classes.).
7. School administrators were asked to complete the Checklist for School Culture (See Checklists for Instructors, Counselors and Administrators for the questions asked on Appendix G— Checklist for School Culture.).
8. Examine the data for the last full fiscal year. What support services were offered last year? Select all that apply.
 - Mentoring
 - Support Groups
 - Tutoring
 - Book Rental
 - Notetaking/Interpreting
 - Transportation
 - Special Instructional Resources
 - Special or Adapted Equipment/Devices
 - Dependent Care
 - Other
9. How many students participated in nontraditional classes this past year? Please fill in the blank for FY06 or the last full year for which data is available.



10. For each of the support services which were available, please share the number of students served as well as the number of NTO students served.
11. Is the tutoring available and accessible at times and places where learners in NTO programs can take advantage of it (Answer yes or no)?
12. Describe any accessibility problems.
13. Is physical strength training included in the courses for current/prospective learners preparing for NTO?
14. Are visual/spatial perception skills training activities included in courses for current/prospective learners preparing for NTO (Answer yes or no) ?
15. List social/cultural activities/classes/curriculum in which students are prepared emotionally to succeed in studies leading to nontraditional careers. Do not neglect to include activities/curriculum offered to students through partnering organizations. (Example: Nontraditional mentoring program includes self-esteem curriculum.)
16. The following questions are about the mentoring opportunities which you listed as part of the support services available to NTO students.
 - Indicate numbers and percentages of NTO learners participating in mentoring.
 - Describe the formality/informality of the program(s):
 - Summarize any anecdotal evidence of effectiveness.
17. In your opinion, is the mentoring program?
 - Well organized?
 - Sufficiently formalized?
 - Well utilized by NTO students?
 - Effective overall?



Placement and Post-Placement

1. List the businesses and industries with which the educational organization has a relationship.
2. For each business/industry input in the previous question, please select the activities with which the business/industry was involved with your educational institution.
 - Participating in Career Fair
 - Receiving/Posting Position Openings
 - Participating on Advisory Boards
 - Other Activity
3. Please list any additional activities that each business participates in with your educational entity.
4. Is NTO employment disaggregated in your employment tracking system?
5. What activities are conducted by the CTE program, alone or in conjunction with others, to initiate and strengthen relationships with employers (e.g., arranges annual focus groups or holds open house for employers)?
 - Which of these includes a component on the benefits of nontraditional with respect to gender learners?
6. How do you inform employers that the educational entity will not tolerate discrimination?
7. List role models from businesses and industries who are involved with NTO learners in the educational organization. Identify the gender of the role model listed.
8. List the workforce organizations, such as unions or trade associations, with which the CTE program has a relationship. Do these organizations promote nontraditional occupations at the organization level?
9. Please list what projects/activities the CTE program participates in with each entity. Also, identify whether the collaborative projects/activities which involve nontraditional occupations.
10. Please select the opportunities nontraditional learners have for gaining a realistic picture of future employment.
 - Job Skills Training Curriculum, including:
 - Physical capabilities demanded by particular occupation
 - Work culture description
 - Rights/responsibilities concerning sexual harassment
 - Other
 - Field Trips to Job Sites
 - Presentations by Current Employees

Of the opportunities listed above, how many are open or available to family members? Is the importance of Job-Placement services stressed to students? Family members?



11. How are nontraditional students made aware of career placement services?
 - Presentations by Career Placement Services in NTO classes
 - Disseminations of printed or electronic information (e.g., poster, websites)
 - Referrals by instructors
 - Integration of placement information in curriculum
 - Career fairs
 - Posting of job openings
 - Other:
12. What support services are provided for NTO students currently in placements?
 - Mentoring
 - Workshops concerning sexual harassment
 - Publications specific to the needs of those in placement opportunities
 - Workshops encouraging further training, promotion, salary negotiation, etc...
 - Internship evaluation process
 - Continued job placement services
 - Other:
13. What support services are provided for NTO graduates?
 - Mentoring
 - Workshops concerning sexual harassment
 - Alumni Publications
 - Workshops encouraging further training, promotion, salary negotiation, etc...
 - Internship evaluation process
 - Continued job placement services
 - Other
14. Is there a general Career Services evaluation process to which all parties involved in placements can give input (Answer yes or no.) ?
15. What problems or issues have you observed/encountered in previous NTO student placements?

