



Environmental Scan

Directions: Take some time to read and respond to these questions. They will help us better understand details about your site and should lead you to reflect on things that could easily go unnoticed atop all the other work that is being done at your schools and colleges. Please be honest in your responses and understand that the information will not be used to evaluate your site as “good” or “bad.” The more time you’re able to spend exploring elements of your school, the more helpful this work could be. We suggest you divide these questions among people on your team according to individuals’ roles (e.g., questions (1), (2), and (7) might be most appropriate for counselors and support staff personnel, questions (3) and (8) might be most appropriate for teachers/instructors, questions (6) and (12) might be most appropriate for administrators, and the remaining questions could be appropriate for a variety of people).

1. List publications students receive from your secondary/postsecondary site that give information about nontraditional occupations (Note: These publications needn’t state that they focus on nontraditional occupations. The only requirement is that they provide information on nontraditional occupations such as welding or child care.).

2. Of the publications listed in your response to (1), select one or two that seem roughly representative of the others and look through them to answer the following:

- Examine the illustrations. How are men and women depicted in most of them? Explain, providing examples if they’ll clarify your responses.

[Some suggested questions to consider are: Are men often depicted in traditionally masculine roles and/or women in traditionally feminine roles? Are members of one gender predominantly seen as helpers? Leaders? Figures of authority? Are members of one gender mainly seen in passive roles such as watching, sitting, or waiting, while members of the other gender are seen in more active roles?]



- Among stories presented in these publications, are *women* portrayed in nontraditional roles? If so, how often and in what contexts?

- Among stories presented in these publications, are *men* portrayed in nontraditional roles? If so, how often and in what contexts?
[Note: Responses to the above two might be surprisingly different, possibly because occupations that are nontraditional for one gender are higher paying, and often more highly valued in society, than nontraditional occupations for the other gender.]

- Scan the text. How often is “he” used for both sexes? If the text uses both “he” and “she,” do these words tend to appear in different contexts? For example, is “she” more prevalent when discussing nurses while “he” is more prevalent when discussing engineers?

- In your opinion, how well does the text encourage members of both sexes to consider a wide range of careers and activities? What about the text led you to develop this opinion?



3. Review some textbooks that are used in CTE courses at your secondary/postsecondary sites. Select one or two texts that are representative of the majority of books through the CTE programs and look through them to answer the following:

- Examine the illustrations. How are men and women depicted in most of them? Explain, providing examples if they'll clarify your responses.

[Some suggested questions to consider are: Are men often depicted in traditionally masculine roles and/or women in traditionally feminine roles? Are members of one gender predominantly seen as helpers? Leaders? Figures of authority? Are members of one gender mainly seen in passive roles such as watching, sitting, or waiting, while members of the other gender are seen in more active roles?]

- Among stories presented in these publications, are **women** portrayed in nontraditional roles? If so, how often and in what contexts?

- Among stories presented in these publications, are **men** portrayed in nontraditional roles? If so, how often and in what contexts?

[Note: Responses to the above two might be surprisingly different, possibly because occupations that are nontraditional for one gender are higher paying, and often more highly valued in society, than nontraditional occupations for the other gender.]

- Scan the text. How often is “he” used for both sexes? If the text uses both “he” and “she,” do they tend to appear in different contexts? For example, is “she” more prevalent when discussing nurses while “he” is more prevalent when discussing engineers?



- In your opinion, how well does the text encourage members of both sexes to consider a wide range of careers and activities? What about the text led you to develop this opinion?

4. List the names and titles of nontraditional role models who have served teaching, presenting, or mentoring roles at your secondary/postsecondary site. Please explain the role that best describes the interaction of this role model with students.

NAME	TITLE	ROLE



5. If mentoring opportunities exist(ed) at your site, please list the following:

- Indicate numbers and percentages of NTO learners participating in mentoring.

- Describe the formality/informality of the program(s).

- Summarize any anecdotal evidence of effectiveness (in this response, note evidence related to how well organized it is too).

6. List staff development opportunities concerning nontraditional occupations that have occurred since academic year 2005-2006 for people at your secondary/postsecondary site and record the level at which the opportunity was offered: local, regional, state, or national. For each of these opportunities, please record the following information: target audience, titles/duties of attendees, time of year offered, and topic(s) addressed.

Opportunity: Level:			
Target audience	Titles/duties of attendees	Time of year offered	Topic(s) addressed
Opportunity: Level:			
Target audience	Titles/duties of attendees	Time of year offered	Topic(s) addressed



Opportunity: Level:			
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7. Counselors and support personnel should review materials they supply to students and reflect on their own behavior and the behavior of their peers at the site that hold similar roles when answering the following:

- Describe any actions we take to encourage students to pursue careers in fields where the majority of workers are of the opposite sex.

- Describe when (i.e., in what context) we discuss job salaries with students and if we're just as likely to discuss these topics with both male and female students.



- Describe instances in which we point out that typical jobs that are overwhelmingly female usually have lower salaries than typical male jobs (and also note how often such conversations arise).
- Describe when, if ever (e.g., when they are about to enter the workforce), students are supplied with information about employment rights and discrimination laws.
- Describe how counselors and support personnel react when male students express interest in pursuing a career as a nurse or an administrative assistant. In what ways are they encouraged or discouraged?
- Describe what barriers, if any, you believe young women impose on themselves in response to socialization pressures and how these barriers might intersect with your responsibilities as counselors and support personnel.

8. Teachers should consider their behavior and the behaviors of their colleagues when answering the following:

- Describe how conscious you are to use gender-fair language (e.g., avoiding “he” and “she” when referring to specific workers, such as “he” for welders and “she” for nurses).



- Explain how important it is for you to search for and use instructional materials that depict multicultural men and women in a variety of occupational and recreational activities. If it is important, describe how you go about these searches and note any materials that you would recommend to other people.
- Describe if there are any explicit, purposeful actions you take to support students who are enrolled in career and technical education programs not traditional for their gender.
- Describe if and how equity topics are infused into the curriculum, such as awareness and prevention of harassment and discrimination. If these topics are not infused into the curriculum explain how or if you think they could be infused into it.
- Describe any conscious actions you take to increase the likelihood that you provide equal attention, instruction, feedback, academic criticism, and praise to students of both sexes.
- Describe if you have unique achievement expectations for female and male students in your classes in regards to grading, discipline, and behaviors.



- Describe ways in which you interact with female and male students similarly and differently.
- Describe how you react when male students express interest in pursuing a career as a nurse or an administrative assistant. In what ways are they encouraged or discouraged?

9. Consult with computer lab staff members and complete the table below. Depending on factors present at your secondary/postsecondary site (such as the size), the numbers you record might differ greatly from lab-to-lab on your campus. Consider what factors might affect that outcome.

	# of men	# of women
Computer science teachers		
Media specialists		
Representative sample of characters (e.g., adults, children, animals, and creatures) referenced in software used by students (consider using the most popular student software)		
Student-helpers that assist in labs and maintain the computers		
Approximate weekly number of students in the computer labs during free time (e.g., after school, during lunch breaks, in study halls)		
Approximate number of participants in extracurricular activities that focus on computers or technology		

10. What communications between administration, staff, students, or parents throughout the past year have included the topic of nontraditional occupations?



11. Explore ways that the site and its climate can communicate institutional gender equality by answering the following:

- Describe any policy statements the school/college has that support learners in nontraditional classes and prohibit unlawful discrimination towards learners in nontraditional classes.
- Describe any actions that have been taken to promote the development of support groups for learners in nontraditional classes and help pair NTO learners with mentors.
- Describe any formal mechanisms that are in place for learners in nontraditional classes to resolve concerns and needs.
- Describe if efforts are made to place more than one NTO learner in an NTO class whenever possible.
- Describe assistance provided to parents who are preparing for nontraditional occupations that might increase the likelihood that they could complete the programs (e.g., provide, or help support, child care for parents).



- Describe efforts made to ensure that tools, equipment, and clothing meet the NTO learners' size requirements.

12. The following have to do with some policies and training at your site and might be most appropriate for one or more administrators to complete:

- Describe any policies the secondary/postsecondary site has that explicitly condemns racially, sexually (including sexual orientation), and ethnically biased behavior.
- If there are such policies in place, describe how consistently these policies are enforced.
- Describe any efforts the site has made to routinely collect data on incidents of cross-cultural friction such as harassment of females in nontraditional classes. Additionally, note any special programs or policies that have been put in place as a result of such data analyses.
- Describe any training staff members receive about how to use language that is free from racial, ethnical, and sexual bias or slurs. Comment on the degree to which staff members' language is free of such bias and slurs.



- Describe how well (or poorly) pictures, decorations, and bulletins in the school reflect the diversity of the school population and emphasize messages of unity and diversity.
- Describe any culturally sensitive and inclusively planned staff development about diverse cultural norms, communications, and learning styles.
- Describe any plans this secondary/postsecondary site has for improving intergroup relations and explain whether or not there is adequate funding and administrative support to carry out a successful plan.

13. List the businesses and industries with which this secondary/postsecondary site has a relationship and, for each entry, note the activities with which it was involved with your site (e.g., participated in a career fair, posted position openings, participated in advisory boards, etc.)

Business/Industry	Activity



14. If your school/college works with businesses, how do you inform employers, if at all, that your secondary/postsecondary site will not tolerate discrimination?

15. List role models from businesses and industries who are involved with NTO learners in the educational organization and identify the gender of the role model.

Adapted from the New Look Self-Study, Illinois Center for Specialized Professional Support. For more information go to www.icps.ilstu.edu



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