

Response Form

NTO Self-Study Response Form

Outreach and Recruitment (pp.13-18)

1. List opportunities, including activities or informational documents in the counseling/career development process, that learners have to receive information about nontraditional occupations. For example, all 8th graders take California Occupational Preference System (COPS) and receive an informational sheet about NTO at the same time.
2. Which of the information opportunities listed in the previous question are also available to parents/family members? List other opportunities for parents/family members.
3. To what age range are the opportunities targeted? Is the activity/information presented in an age-appropriate format?
4. What activities sponsored by the CTE program involve NTO role models?
5. List the names and titles of nontraditional role models who have served the NTO program by teaching, presenting, or mentoring.
6. Please describe the multifaceted approach used for outreach and recruitment. Identify current events, targeted audience, participants, partnerships, and openness to parents/family.

NTO Exposure Event	Audience	Number of Participants	Supportive Business	Family Invited Y/N

7. Please assess the development of marketing materials by completing “Identifying Bias in Materials” (Appendix A).
8. Ask counselors and support personnel who influence NTO recruitment to complete “Counselor’s Self-Study” (Appendix B).
9. Ask instructors who have a major influence on outreach and recruitment to complete “Instructor’s Self-Study” (Appendix C).
10. What other outreach and recruitment aspects make this program effective for NTO learners?
11. What other outreach and recruitment aspects of the NTO program create further challenges? In what other ways does this program face challenges in recruiting NTO learners?

Retention and Support (pp.19-23)

1. Encourage as wide a sampling as possible of instructors to take the "Instructor's Self Study" (Appendix C).
2. Check out the educational organization's equity in the computer lab by taking "AAUW Tech Check" (Appendix D).
3. Evaluate the textbooks of CTE courses with "Identifying Bias in Materials" (Appendix A).
4. Identify ways that the physical characteristics of schools communicate institutional gender equality by completing the "Checklist for NTO Classes" (Appendix E).
5. List three characteristics in your CTE program and/or educational organization that do not communicate gender equality.
6. Examine the data for the last full fiscal year. Indicate how many learners used the specific service, how many direct service dollars were spent on each specific service, and how many students were on a waiting list because of lack of funds.

Support Service	Number	Dollars	Waiting List

7. Survey the tutoring program. How many nontraditional learners took advantage of it during the last full fiscal year? Please give number and percentage.
8. Is the tutoring available and accessible at times and places where learners in NTO programs can take advantage of it? Describe any accessibility problems.
9. Is physical strength training included in the courses for current/prospective learners preparing for NTO?
10. What opportunities do the NTO learners in the educational organization have for social/cultural support (e.g., Women in Construction Support Group meets quarterly)? Please list opportunities and indicate how many learners participate.

Opportunity	# Participants

11. Do NTO learners have the opportunity to participate in any form of mentoring? Describe the formality/informality of this program and indicate numbers and percentages of NTO learners participating. Also, please summarize any anecdotal evidence of effectiveness.

12. Please summarize any evidence of effectiveness from participation of NTO learners in a mentoring program, including anecdotal evidence.

13. What other retention and support aspects make this program effective for NTO learners?

14. In what other ways does this program face challenges in retaining and supporting NTO learners?

Placement and Post-Placement (pp.25-29)

1. List the businesses and industries with whom the NTO program has a relationship. Indicate the extent of the relationship.

Name of Business	Extent of Relationship

2. How is NTO employment tracked (e.g., employer database)?
3. What steps does the CTE program, alone or in conjunction with others, take to develop relationships with employers (e.g., arranges annual focus groups or holds open house for employers)?
4. List role models from businesses and industries who are involved with NTO learners in the educational organization.
5. List the workforce organizations, such as unions or trade associations, with which the CTE program has a relationship. Do these organizations promote nontraditional occupations?
6. In what projects/activities does the CTE program participate with that entity? Please list the workforce organization and collaborative projects/activities which involve nontraditional occupations.

Workforce Organization	Projects/Activities

7. Please describe the opportunities nontraditional learners have for gaining a realistic picture of future employment.

Opportunities	Yes/Activity Name	No
Awareness of barriers		
Job Shadowing		
Mentoring		
Internships		
Work Experience		
Apprenticeships		
Other		

8. Assess the CTE program's post-placement services for NTO graduates (e.g., support services and alumni recruitment services are adequate in meeting the needs of NTO learners).

Post-Placement Service	Adequate	Not Adequate
Assist employee in locating support services		
On-site visit		
On-the-job mentoring		
Employee/Employer Satisfaction Survey		
Report of retention data		
Involvement of alumni recruitment		

Other		
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9. What other placement and post-placement aspects make this program effective for NTO learners?
10. In what other ways does this program face challenges in placing NTO learners into employment?

Evaluation and Administration (pp.31-38)

1. Ask administrator(s) to complete the “Checklist for School Culture” (Appendix G).
2. Ask students to complete the “Student Perception Checklist” (Appendix H).
3. Attach an organizational chart for the educational organization; highlight the NTO student service personnel and instructional personnel who impact NTO learners.
4. Have the funds dedicated to recruitment, retention, and placement of nontraditional learners increased or decreased at the educational organization over the past three years? Indicate the level of funding for each year. Does the educational organization provide funding support beyond Perkins funding? Do Perkins funds for NTO remain dedicated to NTO? Does the educational organization provide in-kind support for NTO?

Year	Level of Funding	Additional Funding Provided	In-Kind Support Provided
20____			
20____			
20____			

5. Does the ISIS or MIS data collection system accurately reflect nontraditional enrollment of the educational organization? What evidence is there that it is inaccurate? What other data collection methods are used?
6. Include job descriptions for NTO personnel that indicate how much paid time is to be dedicated to NTO projects and students.
7. Please respond with specifics about what staff development on nontraditional occupations has occurred in the recent past. What was the target audience for the staff development? What were the titles/job duties of the persons who took advantage of this opportunity? What topics were addressed? At what level was this offered—local, regional, state, national?

Title/Job Duty	NTO Topics Addressed	Level Offered

8. What communications between administration and staff, or students, throughout the past year have included the topic of nontraditional occupations?
9. What other evaluation and administration aspects make this program effective for NTO learners?
10. In what other ways does this program face challenges in evaluating and administering activities?

Conclusion (pp.39)

1. What areas of strength were revealed?
2. What areas of challenge were revealed?
3. What resources can be found to help successfully meet this challenge? Be sure to reflect upon the level of administrative support available.
4. What barriers will have to be overcome to successfully meet this challenge?