

# Civil Rights Onsite Review

## “Postsecondary” Materials Checklist

Murray Meszaros, Utah State Office of Education,  
250 E. 500 S., PO Box 144200, Salt Lake City, UT 84114-4200. 801-538-7870

**Please abide by the following two KEY matters:**

1. Please have one copy of each item below to USOE at least **one month in advance** of the onsite review.
2. Please number or label each document submitted with the numbering system listed below or using the **bold** part of the title.

Available at onsite review (S), Online (W)	<p align="center"><b>Items to be included</b></p> <p align="center">Please also include TRANSLATED documents where relevant.</p>	Not yet developed (✓)
	1. <b>CTE Course Catalog</b> or campus catalog <u>highlighting</u> CTE courses	
	2. Last year's and current year's <b>student enrollment summary</b> demographics - race, ethnicity, sex and disabilities – by CTE class preferably (by program minimally)	
	3. <b>Critical</b> (a) Physical facilities layout ( <b>Map</b> ) of the CTE & college facilities, (b) years when each section was built & remodeled, and (c) what building regulations (ie: ADA) were used for each construction or retrofit. <i>(Please complete page 3 of this document.)</i>	
	4. Current listing by name, title, office & phone numbers of all counselors, WBL, <b>Internship and Coop Coordinator(s)</b> , and CTE teachers. <i>(Highlighting in existing staff catalog is sufficient if phone numbers and office numbers are available)</i>	
	5. Most recent <b>student handbook</b> (and parent handbook, if relevant)	
	6. Most recent <b>faculty handbook</b>	
	7. Student and faculty <b>grievance policies and procedures</b> , including the appeal process, if any, for Title IX (sex discrimination) and §504 (discrimination based on disability)	
	8. A copy of two <b>discrimination complaints</b> (based on race, color, national origin, sex, or disability) including the complaint and how it was resolved. Redact or use initials or other designations for those involved. If there are several, the two most recent.	
	9. <b>Registration information</b> and related materials for students (hard copy and URL on website)	
	10. Samples of <b>college newsletters and newspapers</b>	
	11. <b>Marketing materials</b> the college used to advertise CTE programs and classes to college and high school students, parents, such as program brochures, pamphlets, handouts, and videos (most recent only)	
	12. <b>College application information</b> , restrictions, and requirements including those for ESL and disabled students	
	13. <b>College admissions information</b> , restrictions, and requirements related to CTE courses and/or programs used by the college – including those for ESL and disabled students	

	14. Application and/or <b>admissions forms used by guidance counselors</b> related to CTE courses/programs ( <i>if different than #13</i> )	
	15. <b>College web site</b> URL(s)	
	16. List of CTE Program Advisory Committee ( <b>PAC</b> ) <b>members</b> by name, CTE program, businesses, phone number	
	17. A brief list of college-sponsored <b>staff development activities</b> (within the last two years) listing any professional development at the college level that have assisted instructors, counselors, and/or administration to be sensitive to issues of discrimination based on <i>race, color, national origin, sex (gender), age, and disabilities</i> . What, when, who was trained?	
	18. Similarly, the college's <b>professional development plan</b> for CTE staff particularly listing any recent professional development at the college level that will assist teachers, counselors, and/or administration to be sensitive to issues of discrimination based on <i>race, color, national origin, sex (gender), age, and disabilities</i> . What, when, who to be trained?	
	19. List of persons serving on the <b>equity committee</b> (names and titles)	
	20. College's English Speakers of Other Languages <b>Coordinator (ESOL)</b> (names, addresses, phone numbers and e-mail addresses)	
	21. College's <b>ESOL compliance plan</b> for providing services to students who are English Speakers of Other Languages (ESOL)	
	22. a. College's section <b>504/ADA policies</b> and procedures b. Five samples of college section 504 plans (in sealed envelopes for confidentiality) <i>(We recognize the privacy of this information. What is needed is the ability to communicate with students who have various obvious and less obvious disabilities and to do so in a randomly selected manner.)</i>	
	23. College's <b>Title IX policies</b> & procedures – discrimination based on sex (including but not limited to sexual harassment)	
	24. Most Responsible Persons ( <b>MRP's</b> ) with phone number, etc. at college level <b>for Title IX, Title VI, Section 504, and Title II</b> of ADA (“ADA accessibility coordinator”)	
	25. <b>Date of training</b> of “ADA accessibility coordinator” in <b>2010 ADA</b> regulations	
	26. <b>Disabled students' names</b> and phone #'s who have attended for at least one year. ( <i>Again, we recognize the privacy of this information.</i> )	
	27. <b>College's Co-op and Internship materials</b> – for students, college, and businesses. Co-op and Internship Coordinator(s)' name(s), etc. if not listed in staff listing (#4 above) and interview availability	
	28. <b>Employment application and announcement</b> for a recent CTE instructor position (hard copy and URL on web)	
	29. Date of <b>last known ADA review</b> of facilities by college -- or – please attach the summary of findings.	
	30. <b>Facilities Transition Plan</b> ( <b>useful, but not required</b> )	

Please also include **TRANSLATED documents** in each section where they exist.

## Accessibility Analysis

#	Facility Constructed and/or Altered	Accessibility Standard Used -- 1961(R1971) ANSI, UFAS, 1991 ADA, or 2010 ADA	Date Construction or Alteration Began
	<i>Example:</i> Math Annex	1991 ADA	March 1997
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

**NOTES:** (1) Please include a MAP of the facilities and rooms. (2) Please insert more rows here as needed.

## Populations

Using the most recent statistics, please complete and send electronically to USOE (Murray Meszaros) the following total institutional enrollment and local county residential numbers.

Ethnicity	School Enrollment	County Populations
Total College Enrollment		
Two or more races <i>(If a student is counted here, s/he cannot be counted in another race.)</i>		
Hispanic / Latino		
American Indian/Alaskan Native		
Asian		
Black or African American		
Native Hawaiian or Other Pacific Islander		
White		
Unspecified		
Male/Female Enrollment	/	/