

# CIVIL RIGHTS



OKLAHOMA  
CareerTech



RIGHTS INTEGRATION LIBERTY PEACE FREEDOM  
RESPECT MEETING SUPPORT TOGETHERNESS UNITY JOY SOLIDARITY  
EQUALITY LOVE COMMUNITY DIGNITY LAW ETHICS INCLUSION SHARING  
INCLUSION

# Recruitment, Admissions, & Counseling

## Alan Nahs

Civil Rights and Title IX Coordinator

Oklahoma Department of Career & Technologies of Education



OKLAHOMA  
CareerTech

CIVIL RIGHTS

# Disclaimer

- This presentation provides general information and does not represent a complete recitation of the applicable law and Office of Civil Rights (OCR) policy in this area
- It does not address specific issues of compliance because determinations of compliance depend on specific facts on a case-by-case basis
- The language used in these slides is approved for the purposes of this presentation only and should not be used for other purposes



# Overview

- Authorities
- Recruitment
- Admissions
- Counseling



# Regulatory Authorities

- Title VI Regulation
- Title IX Regulation
- Section 504 Regulations
- MOA Guidelines
- 34 CFR Part 100
- 34 CFR Part 106
- 34 CFR Part 104
- Sections IV and V



# Part 1 Recruitment



# The GUIDELINES on Recruitment

- Must ensure that promotional and recruitment efforts do not discriminate based on race, color, national origin, sex or disability
- Must conduct recruitment activities so as not to exclude or limit opportunities on those bases
- May not undertake promotional efforts in a manner that creates or perpetuates stereotypes or limitation on those bases (traditional vs non-traditional)



# Recruitment in an Limited English Proficiency (LEP)

If a subrecipient's service area has a community of national origin minority persons with limited English language skills, promotional literature must be available to that community in its language.





# COMMUNITY

- **What is a “Community with Limited English Language Skills?”**
- **Factors to consider:** Percentages of people from different national origins
- Whether there is local news, radio or television programming that is available and targeted at persons from specific national origins
- Whether there are community centers, social clubs or other places
- where people of different national origins gather

# Part 2 Admissions

**ADMISSION**

**OPEN**



OKLAHOMA  
CareerTech

CIVIL RIGHTS

# Application Do's and Don't

- **Plyler VS Doe** – What is it and why is it important?
- **Proof of Age** - A school district may not prevent or discourage your child from enrolling in or attending school because he or she lacks a birth certificate or has a foreign birth certificate.
- **Proof of Age** - School officials may request documentation to show that a student falls within the school district's minimum and maximum age requirements.
- **Proof of Age** - documents for this purpose, such as religious, hospital, or physician's certificate showing date of birth; an entry in a family bible; an adoption record; an affidavit from a parent; or previously verified school records.
- **Social Security Numbers** - If a school district chooses to request a student's social security number, it must: (1) inform you and your child that providing it is voluntary and that refusing to provide it will not bar your child from enrolling in or attending school, and (2) explain for what purpose the number will be used.
- **Social Security Numbers** – a school may ask for the students SSN once they are accepted into the school

# Application Do's and Don't – Cont.

- **Proof of Residency in the School District** - School officials may request proof that you live within the boundaries of the school district. School districts typically accept a variety of documents for this purpose, such as copies of phone and water bills, lease agreements, affidavits, or other documents. A school district's requirements to establish residency must be applied in the same way for all children.
- **Race or Ethnicity Data** - School districts have some Federal and state obligations to report race and ethnicity data about the students in their schools. A school district may request that you provide your child's race or ethnicity for this purpose.
- However, a school district may not bar your child from enrolling if you choose not to provide your child's race or ethnicity.
- **Citizenship/Immigration Status, Birth County, Date of Entry into the US** - Requiring disclosure of citizenship/immigration status, birth county, date of entry into the US, or birth certificate is not relevant for establishing residency in the district and ***would likely have an impermissible chilling effect on enrollment.***
- **Sex/Marital Status** - Preadmission inquiry into the sex of the applicant is prohibited unless the inquiry is made equally of all applicants and results are not used for discriminatory purposes.
- **Sex/Marital Status** - Preadmission inquiry into marital status is prohibited.



# ADMISSIONS CRITERIA

A subrecipient may not develop, impose, maintain, approve, or implement criteria controlling eligibility for admissions to CTE programs that unlawfully discriminate on the basis of race, color, national origin, sex, or disability.



**CIVIL RIGHTS**

# DISPROPORTIONATE EFFECT OF ADMISSIONS CRITERIA

- Admissions criteria with the effect of disproportionately excluding persons of a particular race, color, national origin, sex, or disability may not be used unless:
- They are validated as essential to participation in a particular program; and
- Alternative equally valid criteria that do not have a disproportionate adverse effect are unavailable.



**ADMISSION  
OPEN**



OKLAHOMA  
CareerTech

**CIVIL RIGHTS**

# PREREQUISITES FOR ADMISSION

- An introductory, preliminary, or exploratory course may not be a prerequisite for admission unless it is available without regard to race, color, national origin, sex, or disability.





## Access for Students with a Disability

- Access to CTE programs or courses may not be denied to students with disabilities on the ground that employment opportunities in any occupation or profession may be more limited for persons with disabilities than for other persons.



## ADMISSION OF STUDENTS WHO ARE ENGLISH LEARNERS

- Subrecipients may not restrict admission to vocational education programs because the applicant, as a national origin minority person with limited English language skills, cannot participate and benefit to the same extent as a student whose primary language is English.



# IDENTIFYING STUDENTS WHO ARE ENGLISH LEARNERS

- It is the responsibility of the subrecipient to identify applicants who are English Learners and assess their ability to participate in CTE programs. Acceptable methods of identifying applicants who are English Learners vary at the secondary and postsecondary levels.
- Recipients must take steps to open all CTE programs to these students who are English Learners.



OKLAHOMA  
CareerTech

CIVIL RIGHTS

# LICENSING REQUIREMENTS

- Academic requirements will not be regarded as discriminatory if the subrecipient can demonstrate they are essential to a program of instruction or to any directly related licensing requirement.
- Where possible, a subrecipient must adjust those requirements to the needs of individual students with disabilities.



# POST-ADMISSION INQUIRIES: DISABILITY

- In postsecondary education, after admission, a recipient may inquire into disability status for the purpose of providing academic adjustments.
- This inquiry must be confidential.
- How do you get the word out about who the 504 Coordinator is and how to contact them?





# General Requirement - Counseling

- Subrecipients must ensure that their counseling materials and activities, including program selection and career/employment selection, do not discriminate on the basis of race, color, national origin, sex, or disability.
- Must also inform potential students of any requirements a program may have.



OKLAHOMA  
CareerTech

# CIVIL RIGHTS

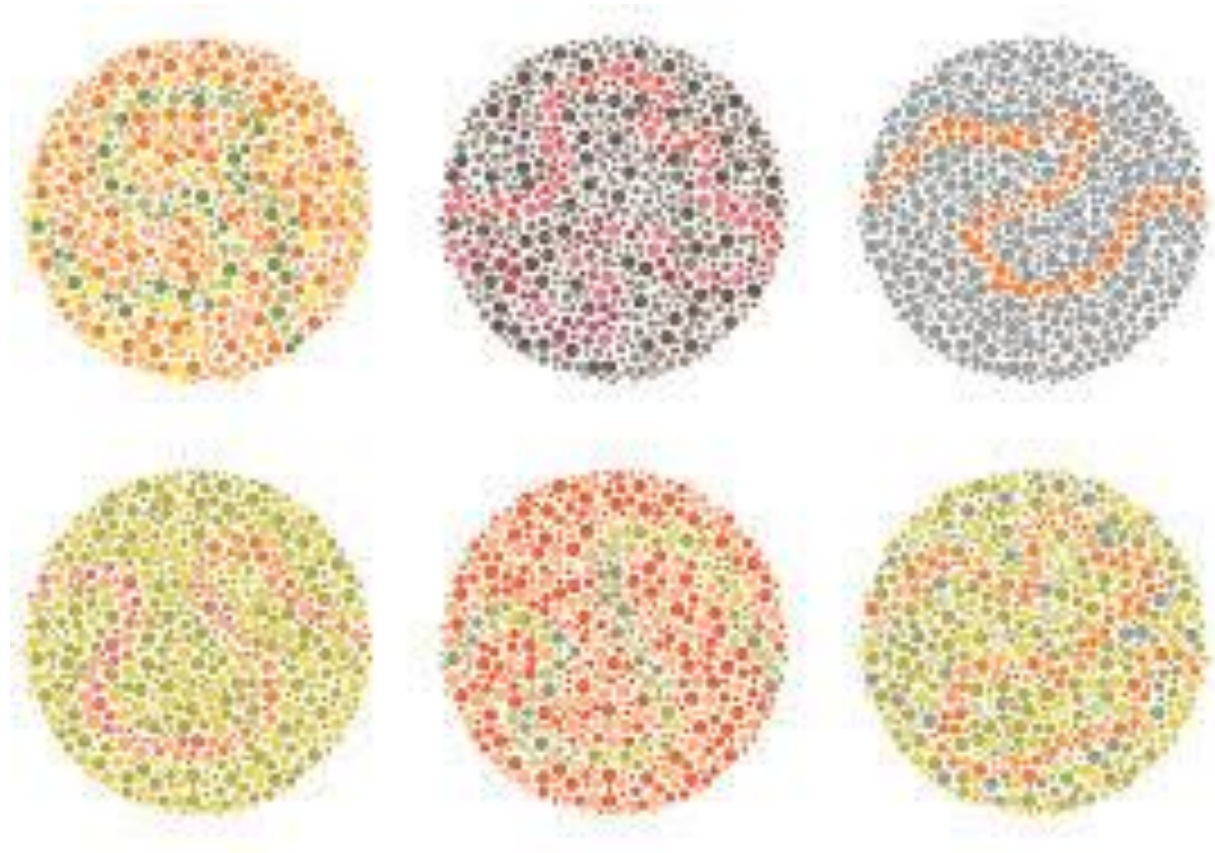
# Steering

Counselors must not direct or urge any student to enroll, or measure or predict a student's prospects for success, in any particular program or career based upon his or her race, color, national origin, sex, or disability.



# Counseling Students with LEP or Disability

- Subrecipients must ensure that counselors can effectively communicate with national origin minority students with limited English proficiency and with students with hearing impairments.
- This can also include students who are colorblind or who are dyslexic.







# Disproportionate Enrollment

- If a CTE program disproportionately enrolls students of a particular sex, students of a particular race or national origin, or students with disabilities, the subrecipient must take steps to ensure that the disproportion does not result from unlawful discrimination in counseling activities.

# Disproportionality Is Not a Per Se Violation

- The fact that a course has disproportionate enrollment on the basis of race, color, national origin, sex, or disability, does not, in and of itself, constitute a civil rights violation.



OKLAHOMA  
CareerTech

**CIVIL RIGHTS**

# How do we Select Students for our Technology Centers



- What is your selection processes at your TC?
- Interviews with potential students?
- Who interviews the potential students?
- What Criteria do you use?
- Do you use a rubric to score the potential students?
- Why is a rubric a good tool to use?
- How can a rubric help a TC if an issue arises?



OKLAHOMA  
CareerTech

CIVIL RIGHTS

# Rubric Examples

## ASSESSMENT (50pts possible)

### Accuplacer

#### Three Score Avg

237-249 = 20  
 250-262 = 30  
 263-275 = 40  
 276+ = 50

\_\_\_\_\_ / 50  
 Accuplacer Total

### ACT

#### Composite

17-18 = 20  
 18-19 = 30  
 20 = 40  
 21-36 = 50

\_\_\_\_\_ / 50  
 ACT Total

## APPLICANT PACKET (70 pts possible)

High School/College/GED Transcript Submitted 5

\*If multiple transcripts are submitted the highest-scoring transcript will be used.

GPA	GED SCORING	Alt. GED	Alt. GED Scoring
3.5-4.0 = 10	746-800 = 10	56-60 = 10	3564-4000 = 10
3.0-3.49 = 8	691-745 = 8	51-55 = 8	3126-3563 = 8
2.5-2.99 = 6	636-690 = 6	46-50 = 6	2688-3125 = 6
2.0-2.49 = 4	580-635 = 4	41-45 = 4	2250-2687 = 4

### Math

A = 5  
 B = 4  
 C = 3

### Reading/Writing

A = 5  
 B = 4  
 C = 3

### Science

A = 5  
 B = 4  
 C = 3

### Essay Question Score:

Career Using Skills from . . . = 8-10 pts  
 Some Skills; Partial Plan= 5-7 pts  
 Undecided/Unkown= 0-5 pts

### Grade Point Average:

3.6-4.0 = 5 pts  
 3.1-3.5 = 4 pts  
 2.6-3.0 = 3 pts  
 2.1-2.5 = 2 pts

### Attendance:

0 days = 6 pts  
 1-3 days = 5 pts  
 4-7 days = 4 0pts

### Plans After "

Career Using Skills from " = 5 pts  
 College = 3 pts  
 Undecided = 1 pts

## TOTAL SCORE \_\_\_\_\_

(Students not scoring at least 50% of the possible points will not be considered for enrollment at \_\_\_\_\_)

### \*\*\*College Ready Scores:

Subject Area	Explore	PLAN	Compass	ACT
English	13	15	60-66	18
Reading	15	17	80-82	21
Math	17	19	64-69	22
Science	20	21	n/a	24



OKLAHOMA  
 CareerTech

CIVIL RIGHTS

# Rubric Examples

Applicant _____		Date _____		
Question 1: Tell us why you are interested in attending our _____ program and becoming a nurse?				
0	1	3	4	5
No prior planning or specific reasoning	Has at least some prior planning/ reasons in 1 of the areas below	Has at least some prior planning/ reasons in 2 areas below	Has at least some prior planning/ reasons in 3 areas below	Has specific prior planning/ reasons in all 4 areas below
1. Have thought ahead financially/ job situation/ future employment (has a plan) 2. Have explored the career or had personal experience in health care which has inspired interest 3. Have worked in health care and want to further opportunities/ level of education 4. Has experience/ explored information related*				
NOTES:				

Question 6: What personality or character traits do you possess that you feel will help you be a successful student in this program and as an _____ after you graduate?				
0	1	3	4	5
General statement but no specific components	Identifies at least 1 key component	Identified at least 2 key components	Identifies at least 2 key attributes; gives specific example(s)	Identifies 3 or more key attributes; gives specific example(s)
KEY ATTRIBUTES: 1. Willing to make school priority (willing to make sacrifices) 2. Driven/ Determined/ Willing to work hard 3. Positive attitude 4. Have made specific plans to prepare for being a full time student 5. Good team member 6. Prior experience in health care has confirmed desire 7. Committed to punctuality/ consistency in attendance 8. Committed to accuracy/ honesty 9. Open to learning/ being taught				
NOTES:				



# Rubric Examples

Asking about what personality or character traits a student possess will also give you a feel about how they will be as a student and teammate to their classmates.

Key attributes are good to have to way everyone interviewing knows what key words or tricky phrases are important to the program.

If consolors are conducting the interviews on behalf of the instructors this will allow them to know what personality/traits are important to the instructor and for the program.

Question 6: What personality or character traits do you possess that you feel will help you be a successful student in this program and as an _____ after you graduate?				
0	1	3	4	5
General statement but no specific components	Identifies at least 1 key component	Identified at least 2 key components	Identifies at least 2 key attributes; gives specific example(s)	Identifies 3 or more key attributes; gives specific example(s)
<p>KEY ATTRIBUTES:</p> <ol style="list-style-type: none"> <li>1. Willing to make school priority (willing to make sacrifices)</li> <li>2. Driven/ Determined/ Willing to work hard</li> <li>3. Positive attitude</li> <li>4. Have made specific plans to prepare for being a full time student</li> <li>5. Good team member</li> <li>6. Prior experience in health care has confirmed desire</li> <li>7. Committed to punctuality/ consistency in attendance</li> <li>8. Committed to accuracy/ honesty</li> <li>9. Open to learning/ being taught</li> </ol> <p>NOTES:</p>				

TOTAL INTERVIEW SCORE: \_\_\_\_\_ Interviewer \_\_\_\_\_



OKLAHOMA  
CareerTech

CIVIL RIGHTS

# RECRUITMENT, ADMISSIONS, COUNSELING

## Questions?

**Alan Nahs**

Civil Rights & Title IX Coordinator  
Accreditation

405-743-5578 Office

405-880-9457 Cell

[Alan.nahs@careertech.ok.gov](mailto:Alan.nahs@careertech.ok.gov)

