METHODS OF ADMINISTRATION (MOA) COMPLIANCE CHECKLIST  
POST-SECONDARY

# Section 1: Administrative

| **Item Number** | **ITEM DESRIPTION** | **REQUIREMENT** | **EVIDENCE OF COMPLIANCE** | **DETERMINATION** |
| --- | --- | --- | --- | --- |
| **Item 1-1** | **Statement of Assurance**  *The community college must have signed Statements of Assurance on file indicating they will comply with Title VI, Title IX, and Section 504.*  Legal Authority:  Title VI, 34 CFR § 100.6  Title IX, 34 CFR § 106.8  Section 504, 34 CFR § 104.7  Title II, 28 CFR § 35.107 | A formal Statement of Assurance signed by the college is on file. | A Statement of Assurance is available. Check all that apply:  Perkins Plan  General Fund  Other: | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 1-2** | **Civil Rights Coordinator Positions**  *The community college must have Civil Rights Coordinators in place to coordinate and monitor the school’s compliance with state nondiscrimination laws, Title IX, and Section 504 and to respond to questions and concerns.*  Legal Authority:  Title IX, 34 CFR § 106.8  Section 504, 34 CFR § 104.7  Title II, 28 CFR § 35.107 | The college designated at least one employee to coordinate and monitor its compliance with responsibilities under state nondiscrimination laws, Title IX, and Section 504. | Name, Title, Job Description is available for:  Title II (ADA) Coordinator  Title IX Coordinator  Section 504 Coordinator | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 1-3** | **Training for Civil Rights Coordinators**  *All Civil Rights Coordinators must have training regarding their responsibilities under state nondiscrimination laws, Title IX, and Section 504.*  Legal Authority:  Title IX, 34 CFR § 106.8  Section 504, 34 CFR § 104.7  Title II, 28 CFR § 35.107 | All Civil Rights Coordinators receive training regarding their responsibilities under state nondiscrimination laws, Title IX, and Section 504. | Training certifications are available for the following people, each having completed training for all applicable civil rights laws:  Title II (ADA) Coordinator  Title IX Coordinator  Section 504 Coordinator | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 1-4** | **Independent Decision Maker and Investigator**  *In addition to the Title IX Coordinator, Federal Statute requires that a school also designate and train a decision maker and investigator (two different people) to respond to complaints of sexual harassment.*  Legal Authority:  Title IX, 34 CFR § 106.8 | The college has designated and trained at least one decision maker and one investigator to respond to complaints of sexual harassment.  Title IX training is posted for staff. | Name, Title, Job Description is available for:  Decision Maker  Investigator  Hearing Officer  Training certification are available for:  Decision Maker  Investigator  Hearing Officer  Title IX training is posted | Investigation reveals evidence of violation:  Yes  No  Notes: |

Notes/Comments:

Resources:

1. [U.S. Department of Education (ED) Office for Civil Rights (OCR) Outreach, Prevention, Education and Non-discrimination (OPEN) Center](http://www.ada.gov/service_animals_2010.htm?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)
2. [ED Title IX Coordinator Resource Guide](https://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/issues/sex-issue04.html)
3. [New Title IX Regulations](https://www.ride.ri.gov/Portals/0/Uploads/Documents/Inside-RIDE/Legal/Civil-Rights/Sample%20Annual%20Notice%20of%20Nondiscrimination.pdf)
4. [ED Frequently Asked Questions on the ADA Amendments Act](https://www.access-board.gov/aba/ufas.html)
5. [Oregon Department of Education (ODE) Section 504 Webpage](https://cte.ed.gov/wbltoolkit/)
6. [ODE Title IX Webpage](https://www.oregon.gov/ode/students-and-family/equity/civilrights/Pages/CivilRightsTitleIX.aspx)

# Section 2: Notice, Policy, and Procedure

| **Item Number** | **ITEM DESCRIPTION** | **REQUIREMENT** | **EVIDENCE OF COMPLIANCE** | **DETERMINATION** |
| --- | --- | --- | --- | --- |
| **Item 2-1** | **Continuous Notice of Nondiscrimination**  *All community colleges must provide continuous notice stating that it does not discriminate. As state and federal civil rights laws contain minor differences in the required content of these notices and the methods used to publish them, schools are encouraged to publish a combined nondiscrimination statement that covers all requirements of state and federal laws*.  Legal Authority:  Title VI, 34 CFR § 100.6  Title IX, 34 CFR § 106.9  Section 504, 34 CFR § 104.8  Title II, 28 CFR § 35.106  OAR Chapter 581, Division 22 | The college’s nondiscrimination notices include:   * A statement that specifies the basis for nondiscrimination, including race, color, national origin, age, disability, sex, (sexual orientation, Marital status, and religion state required) * The name, title, physical address, email address, and telephone number of the Title IX Coordinator, Section 504 Coordinator, and Title II of the ADA Coordinator. | Notices of nondiscrimination are available in each of the following ways:  School webpages  Student and staff handbooks  Announcements  Course Catalogues  School Newsletters  Academic Calendars  Employment Applications  Available in languages of community  Other: | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 2-2** | **CTE Annual Public Notice of Nondiscrimination**  *Prior to the beginning of each academic year, the college must advise students, parents, employees and the general public that all career and technical educational opportunities will be offered without regard to race, color, national origin, sex or disability.*  *The notice must include a brief summary of program offerings and admission criteria and the name, office address, and phone number of persons designated to coordinate compliance under Title IX and Section 504.*  *If a recipient’s service area contains a community of national origin minority persons with limited English language skills, public notification materials must be disseminated to that community in its language and the school must take steps to assure that the lack of English language skills will not be a barrier to admission and participation in CTE programs.*  Legal Authority:  Title IX, 34 CFR § 106.8  Section 504, 34 CFR § 104.7(b)  Title II, 28 CFR § 35.107(a)  Guidelines IV-O, 34 CFR § 100, Appendix B  ORS 659.850 | The college’s nondiscrimination notice, in multiple languages, includes:   * Brief summary of program offerings and admission criteria * Name and contact information of designated Title IX and Section 504 coordinators * Title IX and Section 504 compliance activity * Statement that the lack of English language skills will not be a barrier to admission and * Participation in CTE classes and activities. | The College’s nondiscrimination notice includes:  Brief summary of program offerings and admission criteria  Name and contact information of designated Title IX and Section 504 coordinators  Title IX and Section 504 compliance activity  Statement that the lack of English language skills will not be a barrier to admission and participation in CTE classes and activities  Availability in multiple languages | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 2-3** | **Complaint Procedures: Discrimination and Sexual Harassment**  *The college shall adopt and publish a grievance procedure providing for prompt and equitable resolution of student and employee complaints alleging any discrimination based on sex or disability.*  *Under Title IX, the published notice must include how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the recipient will respond.*  *Under the Title IX Final Rule, a live hearing with cross-examination is required for post-secondary institutions.*  Legal Authority:  Title IX, 34 CFR § 106.8  Title IX Final Rule, 85 FR 30026, 30575-78  Section 504, 34 CFR § 104.7  Title II, 28 CFR § 35.107  ORS 342.704 - 342.708 | The community college notifies all students, parents, employees, and third parties about the discrimination complaint policy and procedure and sexual harassment policy and procedure.  All policies and procedures comply with current law. | This is evident in:  Policy  Availability in multiple languages  Policies prohibiting discrimination  Discrimination Complaint Procedures readily accessible  Complaint procedures for Sexual Harassment aligned with new Title IX requirements and ORS Chapter 342  Samples of notice  Data on staff and student complaints | Investigation reveals evidence of violation:  Yes  No  Notes: |

Notes/Comments:

Resources:

1. [Continuous Notice of Nondiscrimination](https://www.federalregister.gov/documents/2020/05/19/2020-10512/nondiscrimination-on-the-basis-of-sex-in-education-programs-or-activities-receiving-federal)
2. [Sample Annual Notice of Nondiscrimination](https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201606-title-ix-gender-equity-cte.pdf)
3. [Summary of Major Provisions of the ED's Title IX Final Rule](https://www.oregon.gov/ode/students-and-family/equity/civilrights/Pages/Section504.aspx)
4. [ORS 659.850 (Discrimination in Education Prohibited)](https://rid.org/advocacy-overview/state-information-and-advocacy/oregon-state-information/)
5. Language Requirements: See Section 4

# Section 3: Services for Students with Disabilities

| **Item Number** | **ITEM DESCRIPTION** | **REQUIREMENT** | **EVIDENCE OF COMPLIANCE** | **DETERMINATION** |
| --- | --- | --- | --- | --- |
| **Item 3-1** | **Services for Students with Disabilities**  *No qualified person with a disability may be excluded from, denied benefits of, or subjected to discrimination in any course, program, or activity.*  Legal Authority:  Section 504, 34 CFR § 104.4(a)  Title II, 28 CFR § 35.130(a)  Guidelines IV-N, 34 CFR § 100, Appendix B | The college does not restrict access for students with disabilities to schools, programs, services, and activities because of architectural barriers, equipment barriers, the need for related aids and services, or the need for auxiliary aids. | Items checked below are in compliance:  Inspection of facilities  Data demonstrating equitable access and treatment of students with disabilities (e.g., graduation, enrollment, examples of accommodation, etc.)  Accommodations Training for staff  Course requirements  Admissions process  Counseling/advising  Handbook for Student Services  Policy and procedure for examining new admissions applications and new proposed programs  Other: | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 3-2** | **Policy and Procedure for Ensuring Equitable Access for Students With Disabilities**  *No student with disabilities shall be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives Federal financial assistance. The college must establish and implement policies and procedures that ensure equitable access for students with disabilities.*  Legal Authority:  Section 504, 34 CFR § 104.4(a)  Title II, 28 CFR § 35.130(a)  Guidelines IV-N, 34 CFR § 100, Appendix B | College implements policies and procedures ensuring equitable access for students with disabilities to programs, services, and activities. The College must place secondary level students with disabilities in the regular educational environment of any career and technical education program to the maximum extent appropriate to the needs of the student. | This is evident in:  Enrollment data  Student and Staff Handbook  Interviews with Students and Staff  Methods for notifying staff /instructors  Policies for student clubs and organizations  Policy for Service Animals  Policies and procedures (specify)  Policy for web based platforms to meet accessibility requirements  Board approved policies for meeting needs of students and staff with disabilities.  Other: | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 3-3** | **Equitable Course Examination**  *The college ensures course examinations—and other procedures for evaluating students' academic achievements—are administered in such a way that students' aptitudes, achievement levels, or other relevant factors are measured rather than the disability.*  Legal Authority:  Section 504, 34 CFR § 104.44(c)  Title II, 28 CFR § 35.130(b)(8)  Guidelines IV-N, 34 CFR § 100, Appendix B | College reasonably accommodates the needs of students with disabilities for testing. | This is evident in:  List of available testing accommodations  List of accessible testing locations  Available accessible software for computers  Other: | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 3-4** | **Equipment Barriers, Related Aids and Services**  *A community college may not deny students with disabilities access to career and technical education programs or courses because of architectural or equipment barriers, or because of the need for related aids and services or auxiliary aids.*  Legal Authority:  Title II, 28 CFR § 35.130  Guidelines IV-N, 34 CFR § 100, Appendix B | Students with disabilities shall not be excluded from career or academic programs, courses, services or activities due to equipment barriers or because necessary related aids and services or auxiliary aids are not available.  Online courses and activities are accessible. | This is evident in:  Examples of current and past accommodations  Staff and student interviews  Enrollment data  Policies/requirements for online course accessibility  Other: | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 3-5** | Unlimited Occupational Opportunities for Persons Experiencing Disability *The community college must not deny access to CTE and academic programs or courses to students with a disability on the basis that employment opportunities in any occupation or profession may be more limited for disabled persons than for nondisabled persons.*  Legal Authority:  Section 504, 34 CFR § 104.10; 34 CFR § 104.43  Guidelines IV-N, 34 CFR § 100, Appendix B | The community college does not discourage students with disabilities from participating in programs due to a perceived potential for workplace discrimination. | This is evident in:  Documentation of notes from advising session with students  Counseling and advising information/materials  Enrollment data by program  Placement/follow-up data  Student and Staff interviews/surveys  Other: | Investigation reveals evidence of violation:  Yes  No  Notes: |

Notes/Comments:

Resources:

1. [U.S. Department of Justice (DOJ) Technical Assistance on Testing Accommodations](https://www.ada.gov/regs2014/testing_accommodations.html) for individuals with disabilities who take standardized exams and high-stakes tests. Students with a history of academic success may still be a person with a disability who is entitled to testing accommodations under the ADA.
2. [ADA: Information and Technical Assistance](https://www.oregon.gov/ode/students-and-family/equity/civilrights/Pages/Section504.aspx)
3. [ADA: Additional Guidance from OCR](https://www.oregonlaws.org/ors/659.850) - The Office for Civil Rights (OCR) issued additional guidance about how the Americans with Disabilities Act Amendments of 2008 affect public elementary and secondary programs. In most cases, these rules should shift inquiries away from the question of whether a student has a disability, and toward the school obligations to ensure equal educational opportunities.
4. [U.S. DOJ FAQ (2015) about Service Animals and the ADA](https://www.ada.gov/regs2010/service_animal_qa.pdf) | [U.S. Department of Justice Revised Rules (2010) on Service Animals under the ADA](https://www.ada.gov/olmstead/)
5. [ODE Section 504 Webpage](https://www2.ed.gov/about/offices/list/ocr/docs/dcl-504faq-201109.html)

# Section 4: Admissions

| **Item Number** | **ITEM DESCRIPTION** | **REQUIREMENT** | **EVIDENCE OF COMPLIANCE** | **DETERMINATION** |
| --- | --- | --- | --- | --- |
| **Item 4-1** | **Student Eligibility**  *The community college may not develop, impose, maintain, approve, or implement student admission eligibility criteria that discriminates on the basis of race, color, national origin, sex (including gender identity and sexual orientation), or disability.*  Legal Authority:  Title VI, 34 CFR § 100.3(b)(1)(v)  Title IX, 34 CFR § 106.21  Section 504, 34 CFR § 104.42  Guidelines IV-A, 34 CFR § 100, Appendix B  Plyler v. Doe, 457 U.S. 202 (1982) | The college does not have policies or procedures that may discourage enrollment, or that discriminates on the basis of race, color, national origin, sex or disability.  **At no time should a student be denied enrollment in school while awaiting confirmation of eligibility for services.** | This is evident in:  College admission forms  College admission policies and procedures  **Enrollment Data**  **Other:** | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 4-2** | **CTE Admission Policies**  *The community college may not assess candidates for admission to career and technical education programs on the basis of criteria that have the effect of disproportionately excluding persons of a particular race, color, national origin, sex, or disability. If such disproportionate exclusion occurs, the criteria or standards must be validated as essential to participation*  Legal Authority:  Title VI, 34 CFR § 100.3  Title IX, 34 CFR § 106.21  Section 504, 34 CFR § 104.42  Guidelines IV-K, 34 CFR § 100, Appendix B | Demographics of career-technical enrollment reflect demographics of total student pool. If this is not the case, the college shall provide a legitimate non-discriminatory rationale for the discrepancy.  Demographics of distinct CTE programs reflect the demographics of entire school enrollment. If this is not the case, the college provides a legitimate nondiscriminatory rationale.  Admissions policy, procedure, and implementation of career and technical education program enrollment avoid criteria that may disproportionately exclude persons of a particular race, color, national origin, sex, or disability status.  Admissions criteria that *does* disproportionately exclude any protected class has been validated as essential to participation**.** | This is evident in:  Admissions policy for career and technical education programs, including description of the admissions process and the admissions application  Procedures and criteria for selective admissions for career and technical education programs (when there are more applicants than can be admitted).  Demographics of rejected applicants by selection criteria  Demographics of selected applicants by selection criteria  Course Catalogues  CTE Program Handbooks  CTE Student Data  Other: | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 4-3** | Preadmission Inquiries  *The community college must avoid preadmission inquiries about marital, family, or disability status.*  Legal Authority:  Title IX, 34 CFR § 106.21(c)  Section 504, 34 CFR § 104.42(b)(4)  Plyler v. Doe, 457 U.S. 202 (1982) | Application forms/materials do not request information about marital, family, or disability status or elude to unlawful discrimination for these protected classes  Application forms/materials do not have a chilling effect on protected classes for admission. | This is evident in:  Admissions Application and related materials/information  Any specific program or CTE Center applications and processes  Interviews and surveys  Student Handbooks  Other: | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 4-4** | Limited English Skills *The community college may not restrict admission to CTE programs because the applicant, as a member of a national origin minority group with limited English language skills, may not be able to participate in and benefit from career and technical education to the same extent as students whose primary language is English.*  Legal Authority:  Title VI, 34 CFR § 100.3(b)(1)(v)  Guidelines IV-L, 34 CFR § 100, Appendix B | The community college implements a policy and procedure to identify and equitably assess applicants with limited English proficiency (LEP). | This is evident in:  Policy and procedure for LEP identification and placement of English Language Learners  Procedural steps taken to increase participation of Emergent Bilingual students in programs where they traditionally have been underrepresented  Specific program enrollment demographics by EL status  Testing requirements for enrollment or continuation in course  Other: | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 4-5** | **Admission Tests Highlights the Student’s Academic Ability**  *For students with disabilities, postsecondary admission tests are selected and administered in a way that accurately reflect the aptitude or achievement level—the abilities of an applicant—rather than reflecting or highlighting the applicant’s disability (except where these skills are the factors the tests purports to measure).*  Legal Authority:  Section 504, 34 CFR § 104.42(b)(3)  Guidelines IV-N, 34 CFR § 100, Appendix B | Admission tests and their manner of administration are properly validated for use with persons with disabilities. | This is evident in:  Lists of admissions tests used  Description of test administration methods for persons with sensory, vocal, or speaking disabilities.  Examples of software or other modes of testing. | Investigation reveals evidence of violation:  Yes  No  Notes: |

Notes/Comments:

Resources:

1. [Dear Colleague Letter: School Enrollment Procedures](https://www2.ed.gov/about/offices/list/ocr/docs/titleix-summary.pdf)
2. [ORS 339.115 (Admission of Students)](https://www2.ed.gov/about/offices/list/ocr/docs/qa-single-sex-20210114.pdf)
3. [Plyler v. Doe, 457 U.S. 202 (1982)](https://supreme.justia.com/cases/federal/us/457/202/)

# Section 5: Recruitment

| **Item Number** | ITEM DESCRIPTION | REQUIREMENT | **EVIDENCE OF COMPLIANCE** | **DETERMINATION** |
| --- | --- | --- | --- | --- |
| **ITEM 5-1** | Inclusive Recruitment *Community colleges must conduct their recruitment activities in a way that does not to exclude or limit opportunities on the basis of race, color, national origin, sex, or disability.*  Legal Authority:  Title IX, 34 CFR § 106.23 (a) - (b)  Section 504, 34 CFR § 104.10  Guidelines V-C, 34 CFR § 100, Appendix B | All potential students have access to the same information.  Materials must be disseminated in languages of the community.  Targeted efforts are made to reach underrepresented groups. | This is evident in:  Description of current and past recruitment plans and activities including advertising, marketing, counseling  Examples of current and past recruitment efforts  Schedule of recruitment activities  Selection and admissions criteria for career & technical education programs/courses  Other: | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 5-2** | Recruiting Teams *To the extent possible, recruiting teams should represent persons of different races, national origins, sexes, and disabilities.*  Legal Authority:  Guidelines V-C, 34 CFR § 100, Appendix B | Persons of differing races, genders, and abilities are included in the recruitment process. | This is evident in:  Staff demographics by program  Recruitment team demographics by program  Other: | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 5-3** | Community with Persons of Limited English Proficiency *If a community college’s service area contains a community with persons of LEP (limited English proficiency), recruitment information must be available to that community in its language.*  Legal Authority:  Guidelines V-E, 34 CFR § 100, Appendix B | Process is in place to identify and communicate with language minority communities. Efforts are made to communicate in a commonly understood language. | This is evident in:  Verification of limited English proficient community  Examples of materials in other languages  Other: | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 5-4** | Promotional Efforts and Materials *Community colleges may not undertake promotional efforts in a manner that creates or perpetuates stereotypes or limitations based on race, color, national origin, sex, or disability. Materials that are part of promotional efforts may not create or perpetuate stereotypes through text or illustration.*  *Description of career and* *occupational opportunities may not show bias toward any individual or group of persons on the basis of race, color, national origin, sex, or disability.*  Legal Authority: Guidelines V-E, 34 CFR § 100, Appendix B | Materials and/or media presentations show persons of varying races, genders, abilities, and different national origins.  Materials for marketing career and occupational opportunities are bias-free and free from stereotyping in all protected classes.  A variety of recruitment tools are utilized to engage multiple and diverse communities, including but not limited to print, digital, and in-person activities. | This is evident in:  Outreach policies  Policies & procedures for CTE programs and courses that address needs of Limited English Proficiency students.  Course syllabi  Recruitment and marketing materials (English and non-English versions) including:  Brochures  Flyers  Newspaper advertising  Catalogs  Videos  Website  Other: | Investigation reveals evidence of violation:  Yes  No  Notes: |

Notes/Comments:

# Section 6: Site Location

| **Item Number** | ITEM DESCRIPTION | **REQUIREMENT** | **EVIDENCE OF COMPLIANCE** | **DETERMINATION** |
| --- | --- | --- | --- | --- |
| **Item 6-1** | Site Selection *The community college may not select or approve a site for professional technical education programs that has the purpose or effect of excluding, segregating, or otherwise discriminating on the basis of race, color, or national origin. community colleges must locate career & technical education facility sites that are readily accessible to both minority and non-minority communities and that do not tend to identify the facility or program as intended for only minority or only non-minority students.*  Legal Authority:  Guidelines IV-B, 34 CFR § 100, Appendix B | Sites of professional technical programs are readily accessible to and welcoming of minority and non-minority communities and their location does not result in segregation. | This is evident in:  Maps showing location of career & technical education facilities, along with demographics of community surrounding sites  Facilities housing ESL programming is comparable and accessible  Enrollment data for each site  Community college policy for site selection  Other: | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 6-2** | Site Modifications *A community college may not add to, modify, or renovate the physical plan of a career & technical education facility in a manner that creates, maintains, or increases segregation on the basis of race, color, national origin, sex, or disability.*  Legal Authority:  Guidelines IV-D, 34 CFR § 100, Appendix B | After modification, the CTE site is accessible to minority and non-minority communities and the modification does not result in segregation. | This is evident in:  Maps showing location of modified CTE program facilities  Student demographics before and after facility modifications  Other: | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 6-3** | Residency *A community college may not establish, approve, or maintain geographic boundaries that unlawfully exclude students on the basis of race, color, or national origin.*  Legal Authority:  Guidelines IV-C, 34 CFR § 100, Appendix B | Residency policies do not have the effect of excluding students on the basis of race, color, or national origin. | This is evident in:  Demographics of contiguous service areas to the school  Curriculum offerings at contiguous facilities  Job placement rates at contiguous facilities  Residency policies (in county/area)  Other: | Investigation reveals evidence of violation:  Yes  No  Notes: |

Notes/Comments:

# Section 7: Work Study, Cooperative Work Experience, and Job Placement

| **Item Number** | ITEM DESCRIPTION | **REQUIREMENT** | **EVIDENCE OF COMPLIANCE** | **DETERMINATION** |
| --- | --- | --- | --- | --- |
| **Item 7-1** | Opportunities Available to All *Opportunities in career related learning experiences are available to all students regardless of race, color, national origin, sex, or disability.*  Legal Authority:  Title VI, 34 CFR § 100.3(b)  Title IX, 34 CFR § 106.31(d)  Section 504, 34 CFR § 104.4(b)  Guidelines VII-A, 34 CFR § 100, Appendix B | Students in work-study, cooperative education, and job placement programs are representative of the demographics of the school or program.  If there is disparity, the institution provides a legitimate, nondiscriminatory rationale. | This is evident in:  Enrollment data for career-related learning experiences, internships, and job placement programs  Placement policies and criteria  Application Forms  Methods of notification to students, staff, and community  Employment notices  Interviews with students  Interviews with staff  Student employment notices  Other: | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 7-2** | Equitable Curriculum and Grading Practices *Curricular choices, grading practices and requirements within work study, career connected learning, or job placement do not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity, age, religion, or disability.*  Legal Authority:  Title VI, 34 CFR § 100.6  Title IX, 34 CFR § 106.9  Section 504, 34 CFR § 104  Title II, 28 CFR § 35.106  ORS 659.850  OAR Chapter 581, Division 22 | Grading practices of school and workplace do not discriminate on the basis of any protected class. Requirements for participation do not limit the ability to participate for any individuals based on membership in a protected class. | Enrollment data for career-related learning experiences, internships, and job placement programs  Interviews/surveys with students  Interviews/surveys with staff  Handbooks (e.g. CWE Handbook), fliers, or other materials associated with programs | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 7-3** | Assurance of Employer Nondiscrimination *Employers agree that they will not discriminate when selecting or working with students participating in Work based Learning, Career Connected Learning Experiences, and Job Placement.*  Legal Authority:  Title VI, 34 CFR § 100.6  Title IX, 34 CFR § 106.9  Section 504, 34 CFR § 104.8  Title II, 28 CFR § 35.106 | If there are written workplace agreements, they contain a statement of assurance of nondiscrimination that is signed by both the employer and the school.  The community college does not honor employer requests nor does it make referrals for placement, career related learning experience or internship to any employer who indicates a preference for applicants based on race, color, national origin, gender or disability.  Complaint procedures for alleged unlawful discrimination is clearly communicated in student and employer materials. | This is evident in:  Workplace assignments, hours of work, and job assignments  Interviews with students  Interviews with staff  Examples of training agreements with employers that include statements of nondiscrimination and employer assurances  Placement policies and criteria for career related learning experience  Complaint procedures specific to discrimination on worksite  Student employment notices  Student and employer handbooks and applications | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 7-4** | **Agreements with Nondiscriminating Labor Union or Apprenticeship Sponsor**  *Colleges may not enter into an agreement for the provision or support of apprentice training for students or union members with any labor union or other sponsor that discriminates against its members or applicants on the basis of race, color, national origin, sex, or disability.*  Legal Authority:  Title VI, 34 CFR § 100.3(c)  Title IX, 34 CFR § 106.31(d)  Section 504, 34 CFR § 104.11(a)(4) Guidelines VII-B, 34 CFR § 100, Appendix B | The college does not enter into agreements for the provision or support of apprentice training for students or union members with any labor union or other sponsor that discriminates against its members or applicants on the basis of race, color, national origin, sex, or disability. | This is evident in:  Written policy or procedure  Interview with students  Interview with staff  Interview with sponsors of apprenticeship programs  Promotional materials | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 7-5** | **Written Agreement with the Labor Union or Apprenticeship Sponsor**  *A written agreement between the college and the labor union or other sponsor includes an assurance of nondiscrimination on the basis of race, color, national origin, sex, or disability.*  Legal Authority:  Guidelines VII-B, 34 CFR § 100, Appendix B | The college has on file a written agreement between the college and all sponsors, including labor unions, that includes an assurance of nondiscrimination on the basis of race, color, national origin, sex, or disability. | This is evident in:  Written agreements between the College and all sponsors. | Investigation reveals evidence of violation:  Yes  No  Notes: |

Notes/Comments:

Resources:

1. [Work Based Learning Toolkit](https://brailleworks.com/section-504-guide/)
2. [ORS 659.850 (Discrimination in Education Prohibited)](https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201405.pdf)

# Section 8: Guidance and Counseling

| **Item Number** | ITEM DESCRIPTION | **REQUIREMENT** | **EVIDENCE OF COMPLIANCE** | **DETERMINATION** |
| --- | --- | --- | --- | --- |
| **Item 8-1** | **Counseling and Advising Materials and Activities**  *Community colleges must ensure counseling materials and activities (including student program selection and career/employment selection), promotional, and advising efforts do not discriminate on the basis of race, color, national origin, sex, or disability.*  Legal Authority:  Title IX, 34 CFR § 106.36  Section 504, 34 CFR § 104.47(b)  Guidelines V-A, 34 CFR § 100, Appendix B | The written guidance plan, policy, and procedures for counseling ensures nondiscrimination.  The written assessment plan for counseling ensures nondiscrimination. | This is evident in:  Written community college guidance and counseling policy, plan and procedure.  Tests administered for selecting students for placement in career & technical education programs/courses.  Written procedures for evaluation and placement of students with disabilities  Tests and interest inventories administered  Promotional and recruitment materials  Student and staff interviews | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 8-2** | CTE Programs Open to All Students  *Counselors must not direct students into programs based on their race, color, national origin, sex, or disability. community colleges must ensure that counselors do not direct or urge any student to enroll, or not enroll, in a particular career or program, or measure or predict a student’s prospects for success in any career or program, based upon the student’s race, color, national origin, sex, or disability.*  Legal Authority:  Title IX, 34 CFR § 106.36  Section 504, 34 CFR § 104.47(b)  Guidelines V-B, 34 CFR § 100, Appendix B | CTE program enrollments by sex, race, national origin, and disability are proportionate to enrollment of these groups in the general student population.  Where enrollments are not proportionate, the institution can furnish a legitimate, nondiscriminatory rationale. | This is evident in:  Enrollment demographics by class/program  Admission criteria  Advisor trainings  Enrollment forms and applications  Description of counseling services for students with limited English language skills and disabilities  Promotional materials used for limited English language students  Interviews with students  Student surveys  Course catalogues and forecasting  Examples of pre-enrollment counseling  Other: | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 8-3** | Counseling of Students with Limited English Proficiency or Hearing Impairments  *Community colleges must ensure that counselors can effectively communicate with students with limited English proficiency and with students with sensory impairments.*  Legal Authority:  Guidelines V-D, 34 CFR § 100, Appendix B | The written guidance plan, policy, and procedures ensure nondiscrimination.  The written assessment plan ensures nondiscrimination.  Colleges must have policy and procedures in place for interpreters. | This is evident in:  Written plan for the provision of services for Emergent Bilingual Students and families  Written plan for provision of services for individuals with hearing impairments  Examples of materials in languages/formats other than written English  Policy and procedures for interpreters and translators | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 8-4** | **Disproportional Enrollment**  *If disproportionate enrollments occur, efforts must be made to ensure that counseling services and materials are not responsible. Colleges must take steps to ensure that any disproportionate enrollment does not result from unlawful discrimination in counseling activities.*  Legal Authority:  Title VI, 34 CFR § 100.3  Title IX, 34 CFR § 106.36  Section 504, 34 CFR § 104.47  Guidelines V-B, 34 CFR § 100, Appendix B | Where enrollments are not proportionate, the institution can furnish a legitimate, nondiscriminatory rationale and demonstrate the disproportionality does not result from counseling activities. | This is evident in:  Demonstration of efforts made to correct disproportionate program enrollment by gender, sexual orientation, national origin, minority or disability status  Examples of pre-enrollment counseling  Enrollment data  Examples of revised counseling materials or activities in response to disproportionate enrollments | Investigation reveals evidence of violation:  Yes  No  Notes: |

Notes/Comments:

Resources:

1. [ED Dear Colleague Letter on Gender Equity in Career and Technical Education](https://www.oregonlaws.org/ors/339.115)
2. [Regulations for Interpreters and Translators](http://www2.ed.gov/policy/rights/guid/ocr/title-ix-coordinators.html)

# Section 9: Employment

| **Item Number** | **ITEM DESCRIPTION** | REQUIREMENT | **EVIDENCE OF COMPLIANCE** | **DETERMINATION** |
| --- | --- | --- | --- | --- |
| **Item 9-1** | **Pre-employment & Employment Practices**  *Community colleges may not engage in any employment practice that unlawfully discriminates against any employee or applicant for employment on the basis of race, color, national origin, sex, sexual orientation or disability. Community colleges may not engage in any employment practice that discriminates on the basis of race, color, or national origin if such discrimination tends to result in segregation, exclusion, or other unlawful discrimination against students.*  *Community colleges may not make pre-employment inquiries concerning disability, marital, or family status.*  Legal authority:  Title IX, 34 CFR § 106.60  Section 504, 34 CFR § 104.14  Guidelines VIII-A, 34 CFR § 100, Appendix B | The community college’s employment practices do not unlawfully discriminate on the basis of race, color, national origin, sex, or disability of applicants or employees.  Application forms and materials are free from prohibited questions. concerning disability or marital or family status. | This is evident in employment practices documents including:  hiring policies and procedures  advancement policies and procedures  employee handbooks  application materials and forms  screening committee policies and procedures  rating systems  job announcements  recruitment policies  Affirmative action or equal employment opportunity plan adopted by the Board, if it exists, must be consistent with federal law | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 9-2** | **Notice to Faculty of Nondiscrimination**  *The community college must notify every source faculty that it does not discriminate on the basis of race, color, national origin, sex, or disability.*  Legal Authority:  Guidelines VIII-B, 34 CFR § 100, Appendix B | The community college notifies every source of faculty that it does not discriminate on the basis of race, color, national origin, sex, or disability. | This is evident in:  Employment application  Job position descriptions  Published job vacancy announcements and advertisements  Recruitment letters or contacts  Personnel website and other related recruitment documents  Published nondiscrimination statement in newspapers, student handbooks, and other college materials | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 9-3** | **Faculty Salary Scales Do Not Discriminate**  *The community college must establish and maintain faculty salary scales on the basis of the conditions and responsibilities of employment without regard to race, color, national origin, sex, or disability.*  Legal Authority:  Title IX, 34 CFR § 106.54  Section 504, 34 CFR § 104.11 - 104.12  Guidelines VIII-D, 34 CFR § 100, Appendix B | Faculty salary scales and policy are based upon the conditions and  responsibilities of employment without regard to race, color, national origin, sex, or disability.  Faculty assignment patterns are non-discriminatory on the basis of race, color, national origin, sex, or disability.  Non-faculty salary administration is based upon the conditions of employment and level of responsibility without regard to race, color, national origin, sex, or disability. | This is evident in:  community college salary schedule(s)  Faculty assignment data by race/ethnic group, sex, and staff with disabilities  Non-faculty classification/compensation system (assessed for appropriate salary ranges according to working conditions and level of responsibility) | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 9-4** | **Equal Employment Opportunities for Applicants with Disabilities**  *Community colleges must provide equal employment opportunities for teaching and administrative positions to disabled applicants who can perform the essential functions of the positions and make reasonable accommodations for the physical or mental limitations of disabled (otherwise qualified) applicants unless it can be demonstrated that such accommodations would impose undue hardship.*  Legal Authority:  Section 504, 34 CFR § 104.12  Guidelines VIII-E, 34 CFR § 100, Appendix B | The community college’s employment policies do not unlawfully discriminate against persons with disabilities.  Persons with disabilities are employed in teaching and administrative positions and are not treated differently in promotion and tenure decisions. | This is evident in:  Number of staff with disabilities  Policies, procedures, and criteria considered for hiring, promotion, retention, and tenure including professional and non-professional applications | Investigation reveals evidence of violation:  Yes  No  Notes: |

Notes/Comments:

Resources:

1. [BrailleWorks Section 504 Guide](https://www.oregonlaws.org/ors/659.850)

# Section 10: Comparable Facilities

| **Item Number** | **ITEM DESCRIPTION** | **REQUIREMENT** | **EVIDENCE OF COMPLIANCE** | **DETERMINATION** |
| --- | --- | --- | --- | --- |
| **Item 10-1** | **Changing Rooms, Showers, and Facilities Comparable**  *Changing rooms, showers, and other facilities for students of one sex and gender are comparable to those provided to students of another sex and gender.*  *Changing rooms, showers, and other facilities for students with disabilities are comparable to those provided to students without disabilities.*  Legal Authority:  Title IX, 34 CFR § 106.33  Section 504, 34 CFR § 104.21  Guidelines VI-D, 34 CFR § 100, Appendix B | Locker rooms and facilities have approximately the same space and amenities for male, female, and non-binary students. If there is disparity, the institution provides a legitimate, nondiscriminatory rationale.  Changing rooms, showers, bathrooms, and other facilities near the professional technical areas are comparable for both men, women, and non-binary people.  Persons with disabilities have convenient access to comparable changing facilities and shower facilities. | This is evident in:  Visual examination of the facilities  Interviews students  Interviews with staff | Investigation reveals evidence of violation:  Yes  No  Notes: |

Notes/comments:

# Section 11: Program Accessibility

| **Item Number** | **ITEM DESCRIPTION** | **REQUIREMENT** | **EVIDENCE OF COMPLIANCE** | **DETERMINATION** |
| --- | --- | --- | --- | --- |
| **Item 11-1** | **Section 504 and ADA Accessibility**  *The college may not exclude students with disabilities from enjoying the benefits of its program or service because its facilities are inaccessible to or unusable by persons with disabilities.*  Legal Authority:  *Existing facilities:*  Section 504, 34 CFR § 104.22  *New construction:*  Section 504, 34 CFR § 104.23  ADA, 28 CFR § 35.151 | Applicable accessibility standards are determined by the date the facility was constructed or last renovated by the institution. | This is evident in:  List of each facility reviewed with the date of construction or last renovation and the career & technical education programs offered therein. Information must include:  --Building  --Date  --Programs  Interviews with Agency CEO, Guidance Counselors, Department chairs, ADA and 504 Coordinators, Coordinator for Disabled Student Services, & Facilities Director | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 11-2** | **Program/Facility Built or Altered on June 3, 1977 or Earlier**  *The college shall operate its program or activity so that when each part is viewed in its entirety, it is readily accessible to disabled persons. A recipient is not required to make each of its existing facilities or every part of a facility accessible to and usable by persons with disabilities.*  Legal Authority:  Section 504, 34 CFR § 104.22 | --Readily Accessible  --Redesign of equipment  --Reassignment of classes or other services to accessible buildings  --Assignment of aides to beneficiaries (but no carrying)  --Home visits  --Alteration of existing facilities and construction of new facilities in  conformance with the  requirements for new construction or any other methods that result in making its program or activity accessible to persons with disabilities | This is evident in:  Observations and measurements  Blueprints and plans  Renovation schedules  Maintenance records,  work orders, or contracts indicating construction start dates | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 11-3** | **Program/Facility Built or Altered Between June 4, 1977, and January 17, 1991**  *Each facility or part of a facility constructed by, on behalf of, or for the use of a recipient is designed and constructed in such manner that the facility or part of the facility is readily accessible to and usable by persons with disabilities. Conformance with the "American National Standard Specifications for Making Buildings and Facilities Accessible to, and Usable by, the Physically Disabled," published by the American National Standards Institute, Inc. (ANSI A117.1-1961 (R1971)) Later versions of ANSI A117.1 do not apply.*  Legal Authority:  Section 504, 34 CFR § 104.21 - 104.22  ANSI A117.1-1961 (R1971) | **ANSI**  4.1 Grading  4.2 Walks  4.3 Parking lots  5.1 Ramps and gradients  5.2 Entrances  5.3 Doors and doorways  5.4 Stairs  5.5 Floors  5.6 Toilet rooms  5.7 Water fountains  5.8 Public phones  5.9 Elevators  5.10 Controls  5.11 Identification  5.12 Warning signals  5.13 Hazards | This is evident in:  Observations and measurements  Blueprints and plans  Renovation schedules  Maintenance records,  work orders, or contracts indicating construction start dates | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 11-4** | **Facility Built or Altered Between January 18, 1991, and January 26, 1992**  *Each facility or part of a facility constructed by, on behalf of, or for the use of a recipient or public entity is designed and constructed in such manner that the facility or part of the facility is readily accessible to and usable by persons with disabilities. Conformance with the Uniform Federal Accessibility Standards (UFAS) (Appendix A to 41 CFR subparts 101‑19.6). Departures from particular technical and scoping requirements permitted where substantially equivalent or greater access to and usability of the building is provided.*  Legal Authority:  UFAS, 41 CFR § 101-19.6, Appendix A (1990) | Uniform Federal Accessibility Standards (UFAS) as applicable. | This is evident in:  Observations and measurements  Blueprints and plans  Renovation schedules  Maintenance records,  work orders, or contracts indicating construction start dates | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 11-5** | **Facility Built After January 26, 1992 (UFAS)**  *Each facility or part of a facility constructed by, on behalf of, or for the use of a recipient or public entity is designed and constructed in such manner that the facility or part of the facility is readily accessible to and usable by persons with disabilities. Conformance with the Uniform Federal Accessibility Standards (UFAS) (Appendix A to 41 CFR subparts 101‑19.6). Departures from particular technical and scoping requirements permitted where substantially equivalent or greater access to and usability of the building is provided.*  Legal Authority:  Section 504, 34 CFR § 104.23  Title II, 28 CFR § 35.151  UFAS, 41 CFR § 101-19.6, Appendix A (1990) | Uniform Federal Accessibility Standards (UFAS) as applicable. | This is evident in:  Observations and measurements  Blueprints and plans  Renovation schedules  Maintenance records,  work orders, or contracts indicating construction start dates | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 11-6** | Facility Built Between January 27, 1992 and September 14, 2010 (1991 ADA Standards)  *Each facility or part of a facility constructed by, on behalf of, or for the use of a public entity is designed* *and constructed in such manner that the facility or part of the facility is readily accessible to and usable by persons with disabilities. Conformance with the 1991 ADA Standards for Accessible Design (1991 ADA Standards) (Appendix A to 28 CFR Part 36). Departures from particular requirements permitted when it is clearly evident that equivalent access to the facility or part of the facility is thereby provided.*  *Subrecipients may also exercise the option to follow UFAS.*  Legal Authority:  Title II, 28 CFR § 35.151(a) - (c)(1) | 1991 ADA Standards for Accessible Design (1991 ADA Standards) as applicable. | This is evident in:  Observations and measurements  Blueprints and plans  Renovation schedules  Maintenance records,  work orders, or contracts indicating construction start dates | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 11-7** | **Facility Built Between September 15, 2010 and March 14, 2012 (2010 ADA Standards)**  *Each facility or part of a facility constructed by, on behalf of, or for the use of a public entity is designed and constructed in such a manner that the facility is readily accessible to and usable by persons with disabilities. Conformance with the 2010 ADA Standards for Accessible Design (2010 ADA Standards).*  *Departures from particular requirements permitted when it is clearly evident that equivalent access to the facility or part of the facility is thereby provided. (Sub-recipients may also exercise the option to follow UFAS or the 1991 ADA Standards. The elevator exemption contained at 1991 ADA Standards 4.1.3(5) and 4.1.6(1) (k) shall not apply.)*  Legal Authority:  Title II, 28 CFR § 35.151(c)(2) | 2010 ADA Standards for Accessible Design | This is evident in:  Observations and measurements  Blueprints and plans  Renovation schedules  Maintenance records,  work orders, or contracts indicating construction start dates | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 11-8** | **Facility Built on or after March 15, 2012 (2010 ADA Standards)**  *Each facility or part of a facility constructed by, on behalf of, or for the use of a public entity is designed and constructed in such manner that the facility or part of the facility is readily accessible to and usable by persons with disabilities. Conformance with the 2010 ADA Standards for Accessible Design (2010 ADA Standards).*  Legal Authority:  Title II, 28 CFR § 35.151(c)(3) | 2010 ADA Standards for Accessible Design | This is evident in:  Observations and measurements  Blueprints and plans  Renovation schedules  Maintenance records,  work orders, or contracts indicating construction start dates | Investigation reveals evidence of violation:  Yes  No  Notes: |

Notes/comments:

Resources:

1. [American National Standards Institute (ANSI) Website](https://www2.ed.gov/about/offices/list/ocr/docs/dcl-504faq-201109.html)
2. [Uniform Federal Accessibility Standards](https://www2.ed.gov/about/offices/list/ocr/open/index.html)
3. [2010 ADA Standards for Accessible Design](https://www.ada.gov/regs2010/2010ADAStandards/2010ADAStandards.pdf)

# Section 12: Financial Assistance

| **Item Number** | **ITEM DESCRIPTION** | **REQUIREMENT** | **EVIDENCE OF COMPLIANCE** | **DETERMINATION** |
| --- | --- | --- | --- | --- |
| **Item 12-1** | **Financial Assistance Available to All Students**  *Financial assistance is available to all students regardless of sex, race, color, national origin, or disability.*  Legal Authority:  Title VI, 34 CFR § 100.3(b)  Title IX, 34 CFR § 106.37  Section 504, 34 CFR § 104.46(a)  Guidelines VI-B, 34 CFR § 100, Appendix B | Institutional data on financial aid demonstrates that there is equitable distribution of financial aid regardless of sex, race, color, national origin, or disability.  If an apparent disparity exists, the institution offers a legitimate, nondiscriminatory reason. | This is evident in:  Financial aid data by sex, race, color, national origin, or disability  Interviews with students  Interviews with financial aid staff, boards, and advisors  Award criteria for financial aid | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 12-2** | **Sex-restricted Awards**  *Sex-restricted awards are made only when established by will, trust, bequest, or other legal instrument, so long as the overall effect of the award of such sex-restricted scholarships, fellowships, and other forms of financial assistance does not discriminate on the basis of sex. To ensure that awards are appropriately non-discriminatory in their overall effect, a school must also develop and use procedures that comply with 34 CFR § 106.37(b)(2).*  Legal authority:  Title IX, 34 CFR § 106.37  Guidelines VI-B, 34 CFR § 100, Appendix B | Documentation is available as to the number of awards and the amount of aid given as a result of will, trust, bequest, or other legal instrument.  Overall, the institution’s financial assistance policy and procedure and practice does not discriminate on the basis of sex. | This is evident in:  Documentation of all sex-restricted financial aid awarded  Documentation of all financial aid awarded to ensure the overall effect does not discriminate on the basis of sex, race, color, national origin or disability | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 12-3** | **Financial Aid Information Written Equitably**  *Information about financial assistance is written in an equitable fashion (i.e., it does not lead students to believe it is awarded on a discriminatory basis).*  Legal Authority:  Guidelines VI-B, 34 CFR § 100, Appendix B | All written materials are written in a way that does not lead students or other readers to believe aid is awarded in a discriminatory way; the non-discrimination statement is included.  Institutional awards provided due to historically underrepresented populations or due to a bequest, trust, or other legal instrument is acknowledged as such in the written materials. | This is evident in:  Written financial assistance materials  List of scholarships or financial awards offered by outside organizations or individuals including award criteria  Documentation of all financial assistance awarded as a result of trust, bequest, or other legal instrument  Financial assistance materials used for students with sensory impairments | Investigation reveals evidence of violation:  Yes  No  Notes: |
| **Item 12-4** | **Aid Information In Other Languages**  *National origin minority persons with limited English language skills receive information about financial assistance in their own language.*  Legal Authority:  Guidelines VI-B, 34 CFR § 100, Appendix B | If community demographics indicate that national origin minority persons with limited English language skills are a part of the population served by the college, financial assistance information is equally available in the home language of these community members. | This is evident in:  Financial assistance materials  Demographics of the area served by the college (to indicate which languages must be provided)  Interviews with students and bilingual interpreters | Investigation reveals evidence of violation:  Yes  No  Notes: |

Notes/comments:

Resources:

1. [OCR Q&A Regarding Title IX and Single Sex Scholarships](https://www2.ed.gov/about/offices/list/ocr/docs/nondisc.html)
2. [OCR Dear Colleague Letter on Sex-Restricted Awards in Athletics (1998)](https://www.ansi.org)
3. [OCR Technical Assistance on Sex-Restricted or Sex-Preferred Non-Athletic Financial Awards (2021)](https://www2.ed.gov/about/offices/list/ocr/docs/qa-single-sex-20210114.pdf)