



CAREER EQUITY RESOURCE CENTER



Guidance Review Checklist

The guidance review checklist is designed to help guidance counselors review their marketing materials and daily interactions with students through an equity lens. Reviewing materials through an equity lens requires counselors to systematically assess and address disparities in opportunities and outcomes. The goal of this checklist is to help you determine if guidance programs and efforts reach diverse students with different skill-sets.

The checklist is divided into six sections: Printed Materials, Signage in the Guidance Office, Website Materials, Interactions with Students, Interactions with Parents, and Skill Inventory System. The checklist enables counselors to assess the extent to which various categories mentioned above are equitable.

*FOR PURPOSES OF THIS SURVEY: “nontraditional” refers to any CTE program in which marginalized students (or a group thereof) are underrepresented.

Print materials given to students, parents, and staff	YES	NO	Don't Know
Do printed materials handed out reflect all races and ethnicities?			
Do printed materials handed out reflect both men and women?			
Do printed materials handed out reflect the abled and disabled?			
Does it use gender inclusive language?			
Do you describe skills that can be learned by particular classes?			
Do you discuss career information about the corresponding CTE courses?			
Signage in and around guidance office	YES	NO	Don't Know
Do the posters for career and college opportunities reflect both men and women?			
Do the posters for career and college opportunities reflect all races and ethnicities?			
Do the posters for career and college opportunities reflect the abled and disabled?			
Do the posters for career and college opportunities appeal to students from underserved communities?			
Do the posters use gender inclusive language?			
Do the posters include up to date information, including but not limited to application dates, open houses, contact information?			
Website materials	YES	NO	Don't Know
Do you have an on going formal process for reviewing the website for:			
• Using gender inclusive language?			

• Using images that reflect both men and women?			
• Using images that reflect all races?			
• Using images that reflect the abled and disabled?			
Are there options for translation?			
Do you describe skills that can be learned by particular CTE classes?			
Do you discuss career information about the corresponding CTE course?			
Do you include salary information for diverse occupations related to CTE programs?			
Do you include information on growth of a particular industry?			
Do you identify occupations that are considered high-skill, high-wage, and high-demand?			
Meeting with students	YES	NO	Don't know
Do you use gender inclusive language when talking about career choices?			
Do you discuss and include career information such as job pay, work-life balance, and other relevant information during individual interaction with students?			
Do you focus on the skills students have or can gain from a particular CTE class?			
Do you make an effort to reach out to diverse students at your school?			
Do you use open ended questions with your students and not just questions that require yes or no answers?			
Meetings with parents	YES	NO	Don't know
Is there an available staff member who can translate if needed?			
Are you flexible with scheduling parent meetings in the evening or other times?			
When holding an evening guidance event, do you offer childcare at all?			
Do you translate information on your website into another language based on the needs of your population?			
Skill/Interest Inventory System	YES	NO	Don't know
Do you focus on the skills students already have and discuss the potential for those skills to be used in multiple career fields?			
Do you use the skills and/or interest portion in a discussion with the student?			
During discussions with students, do you use gender inclusive language, even if it is not used in the skills/inventory system?			