# Local Equity Report Template

As part of the Perkins Strengthening Career and Technical Education for the 21st Century Act (Perkins V), funds are available that directly support Wisconsin’s equity and “[60 Forward](https://www.60forward.org/)” attainment goals to close equity gaps and increase credential attainment across the state. A critical first step for this work is to create a local equity report at the district-level to best understand the needs and opportunities for increasing equity, inclusion, and credential attainment for populations experiencing gaps in student success outcomes. This Local Equity Report Template will guide you through recreating the data comparisons and information in the [WTCS System-wide Equity Report](https://wtcsystem.edu/about-us/wtcs-overview/test-docs/other-resources/wtcs-systemwide-equity-report-really-final-%28pdf%29.pdf) with links and resources to help you get started. This template will also prompt you to determine both short-term and long-term college goals for closing equity gaps and advancing inclusion across your district.

This work will help lay the foundation for institutionalizing a culture of equity and inclusion at your college and will help shape your college’s Perkins V local plan, grant applications and revised local needs assessment (conducted in year two of the four-year state plan).

For questions and assistance in completing this Local Equity Report Template, please contact:

* Colleen Larsen (colleen.larsen@wtcsystem.edu, 608-266-3738) or Karen Showers (karen.showers@wtcsystem.edu, 608-267-9458) for information on special populations and student supports.
* Hilary Barker (hilary.barker@wtcsystem.edu, 608-266-3592) for data inquiries.

|  |  |
| --- | --- |
| **College Name:** | **Date:** |
| **Point of Contact or Project Leader Name and Contact Info:** | **Name and position of team members involved in creating this report**: |
|  |  |

Page 10 of the WTCS System-wide Equity Report lists goals and links to data resources that may be helpful in creating your report in addition to other documents at the local level such as your Equal Opportunity /Affirmative Action 5-year plan, strategic plans, equity plans.

**Populations:** Your report must include an analysis of the following demographic groups and may include others identified in your district as underrepresented or marginalized (including Perkins V target populations, first-generation students, etc.).

* Race/ethnicity
* Individuals with disabilities
* Individuals that are economically disadvantaged
* Gender

**College District Demographics:** Describe your district demographics. Include which populations are growing/declining based on data. (\* Note: [American Fact Finder](https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml), [Data USA](https://datausa.io/search/?kind=geo), [ALICE Report by County](https://unitedwaywi.site-ym.com/general/custom.asp?page=ALICEbyCounty&DGPCrSrt=&DGPCrPg=1), and [Department of Public Instruction (DPI) Data Information System](https://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp) may be helpful resources for this section among [others](https://mywtcs.wtcsystem.edu/data-systems-grp/qrp/public-data-for-continuous-improvement).)

*Reference pg. 3, WTCS System-wide Equity Report.*

* Must include:
	+ Historic shifts in population demographics (\*Total column) broken out by gender, race/ethnicity, educational attainment, and poverty level for the counties in your district [S1701 Table 5-year estimates in [American Fact-Finder](https://factfinder.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t#acsST)] for 2012 and 2017
	+ Historic shifts in poverty rates (\*below poverty level) for different gender, race/ethnicity, and educational attainment populations for the counties in your district [S1701 Table 5-year estimates in [American Fact-Finder](https://factfinder.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t#acsST)] for 2012 and 2017
* Optional:
	+ Population projections for your district broken out by race/ethnicity and/or other underrepresented or marginalized communities [EMSI projections]
	+ Number of households below the ALICE (Asset-Limited, Income Constrained, Employed) threshold for your district [[ALICE county-level reports](https://unitedwaywi.site-ym.com/general/custom.asp?page=ALICEbyCounty&DGPCrSrt=&DGPCrPg=1)]

**Student Success Outcomes**: Analyze college data to determine gaps in student success outcomes. (\*Note: [WTCS Data Dashboard Resources](https://mywtcs.wtcsystem.edu/data-systems-grp/qrp/tableau-dashboard-resources) and Graduate Outcomes [Portal](https://mywtcs.wtcsystem.edu/data-systems-grp/wtcs-portal) Reports ‘FLW500’ may be helpful resources for this section).

*Reference pg. 7, WTCS System-wide Equity Report.*

* Must include:
	+ 6-Year program completion rates for *new, program* students (2011, 2012, and 2013 cohorts) broken out by student race/ethnicity, gender, disability status, and economic disadvantage status [WTCS College-Wide Student Success Dashboard]
	+ Analysis of at least one early momentum metric (e.g., 2.0 GPA or greater, fall to spring retention, general education course completion, postsecondary credit completion) for *new program* students [first-time college student = True; Program student = True] broken out by student race/ethnicity, gender, disability status, and economic disadvantage status for 2016, 2017, and 2018 [WTCS College-Wide Student Success Dashboard]
	+ Student program enrollment patterns across programs with varying median wage outcomes (see below, use Portal Report ‘FLW500’), broken out by student race/ethnicity, gender, disability status, and economic disadvantage status [Program enrollment data cube]
		- Example median wage cut-offs:
			* < $26,000
			* $40,000 - $43,000
			* > $56,000

*\*These wage cutoffs may need to be adjusted to best fit your district’s graduate earnings data*

* Optional:
	+ Analysis of the *intersection* of student identities (e.g., race x gender) on 6-year program completion (above)
	+ Analysis of additional early momentum metrics (e.g., 2.0 GPA or greater, fall to spring retention, general education course completion, postsecondary credit completion) for *new program* students [first-time college student = True; Program student = True] broken out by student race/ethnicity, gender, disability status, and economic disadvantage status for 2016, 2017, and 2018 [WTCS College-Wide Student Success Dashboard]
	+ Comparison of additional student metrics (program completion, retention, etc.) broken out across different student groups (e.g., single parents, academically disadvantaged, limited English proficiency, etc.)

**Employee Representation**: Analysis of representation by employment category. For example, proportion of demographic group within administration, faculty, support staff etc. Your college’s human resource staff can help supply this information.

*Reference pg. 8, WTCS System-wide Equity Report*

* Must include:
	+ Comparison of demographic patterns (race/ethnicity, disability status, and gender) across (1) program students [Program Enrollment Data Cube], (2) all college employees, (3) administration, (4) faculty, (5) support staff, (6) workforce in your area/district [Affirmative Action Compliance Report]

|  |
| --- |
| **Strengths of institution in terms of equity and inclusion based on local data analysis:** |
|  |
| **Opportunities for growth in terms of equity and inclusion based on local data analysis:** |
|  |
| **Short-term (1 year) plan to address equity gaps and advance inclusion across your district:** |
|  |
| **Long-term (next four years) plan to address equity gaps and advance inclusion across your district:** |
|  |

**Resources and data sources used to complete this report:**