

# Comprehensive Local Needs Assessment: Data Guide

Within this Data Guide, CLNA prompts that address data are highlighted in yellow and recommendations are then provided below these prompts. For questions regarding this Data Guide, please contact [Hilary Barker](#) and [Julie Tyznik](#).

## Goal and Purpose of this Assessment

This assessment is designed to guide a college through a critical look at their career and technical education programs with a focus on equity. Through this process, college Perkins teams are expected to engage their stakeholder groups to identify areas for improvement and growth which should then be the focus of upcoming Perkins V grant applications. The college Perkins teams are expected to work collaboratively with DEI college leaders to establish the stakeholder consultation plans and complete this assessment.

## Basic Information

**Select your college:** Choose an item.

**Year of comprehensive local needs assessment:** Click or tap here to enter text.

**College Perkins Team (please provide names and roles):**

Click or tap here to enter text.

**Select stakeholder groups who were consulted for this needs assessment:**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Students                | <input type="checkbox"/> Secondary partners    | <input type="checkbox"/> Members of special populations |
| <input type="checkbox"/> Parents                 | <input type="checkbox"/> Labor unions          | <input type="checkbox"/> Other (please describe)        |
| <input type="checkbox"/> Community members       | <input type="checkbox"/> Workforce development |   |
| <input type="checkbox"/> Community organizations | <input type="checkbox"/> Tribal organizations  |   |
| <input type="checkbox"/> Local employers         | <input type="checkbox"/> Jail/prison partners  |   |

**Select college groups who were consulted for this needs assessment:**

- |   |  |
|---|--|
| <input type="checkbox"/> Institutional Leadership   | <input type="checkbox"/> Human Resources             |
| <input type="checkbox"/> Student Services           | <input type="checkbox"/> Career Prep Coordinators    |
| <input type="checkbox"/> Faculty                    | <input type="checkbox"/> Institutional Research      |
| <input type="checkbox"/> FQAS/Professional Learning | <input type="checkbox"/> Program Advisory Committees |

**Please describe how your team gathered input from stakeholder groups:**

Click or tap here to enter text.

**Please list any documents or resources used to inform this assessment:**

Click or tap here to enter text.

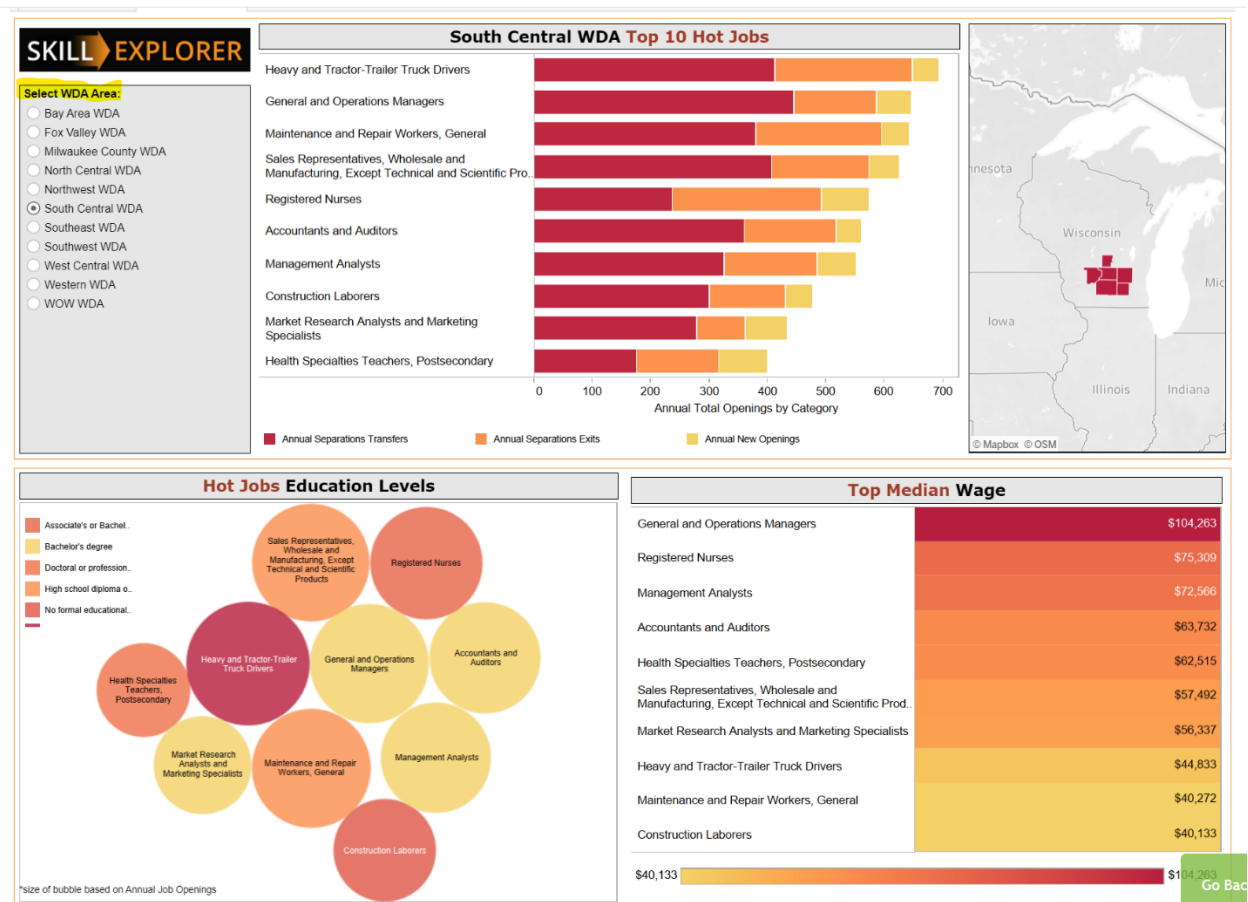
## Career and Technical Education (CTE) Programs

When consulting with stakeholders and identifying areas of need, consider the [WTCS definitions for CTE program size, scope & quality](#), college strategic plans, your Local Equity Report, Program Advisory Committees, [Program Performance Dashboard](#), regional labor market information.

**Are CTE program offerings broad enough to expose students to all in-demand industry sectors or occupations in the district? Where are there gaps in how CTE program enrollments match projected job openings?**

This prompt directly relates to the program review and program approval process (see the [Educational Services Manual](#)). To identify in-demand occupations, colleges could use EMSI (e.g., [EMSI Analyst](#), see their [marketing video for steps to extract data](#)) and/or Department of Workforce Development's Wisconsin Dashboards ([Occupation projections](#) and [hot jobs](#) by state [workforce development area](#)).

In the Wisconsin Hot Jobs dashboard, select your college's corresponding workforce development area (WDA) to explore occupations that are critically in-demand.



In this example in the South Central WDA, the top ten hot jobs are truck drivers, operations managers, maintenance/repair workers, registered nurses, accountants/auditors, management analysts, construction workers, marketing research analysts and postsecondary health instructors. Colleges in this WDA can then consider their program offerings to assess alignment. For instance, are their programs within these career pathways? For occupations that require a bachelors or above, are there programs at the college that provide the entry points for this pathway and then transfer to 4-year partners? For existing programs that align with these occupations, do program graduations help address the workforce need? Or are the number of graduations not large enough to make an impact?

**What technical and employability skills have been identified as lacking in programs by industry partners?**

Click or tap here to enter text.

**Program Advisory Committees should be inclusive of various identities, (e.g., special populations, people of color) and skillsets (e.g., diverse set of local businesses). What populations or skill sets are not consistently represented? See [Educational Services Manual chapter 19](#) for committee guidelines.**

Colleges could use the [DWD employer database](#) to assess employers in their district, if needed. The employer information in this database includes contact information and company size. Colleges can also connect with their local workforce boards and Chambers of Commerce (e.g., Latino Chamber of Commerce of Dane County, Wisconsin LGBT Chamber of Commerce) to assess the diversity of business representation on advisory committees.

**Programs should be developed within robust career pathways that articulate with secondary and postsecondary partners. Which career pathway areas need further development? Which secondary and/or postsecondary partnerships need further support?**

Click or tap here to enter text.

**In which career fields are [students of color or members of special populations](#) underrepresented in your district's labor market?**

*This prompt is optional for the CLNA that will be submitted in December 2021.* For this prompt, colleges can assess both quantitative and qualitative data, discussed below. Colleges can assess the representation of race/ethnicity groups across professions using:

- EMSI can provide this information specific to the college's district
- Census data = [ACS PUMS 1-year estimate data](#) has this information at the state-level. Both SOCP and Race need to be selected within the Census data table.

United States **Census** BETA  
 Explore Data / Microdata / Custom Table

**Custom Table** CUSTOMIZE VARIABLES DOWNLOAD / SHARE DETAILS

**Dataset:** ACS 1-Year Estimates-Public Use Microdata Sample [CHANGE DATASET](#) **Geography:** 1 geographies selected [CHANGE GEOGRAPHY](#)

**Vintage:** 2019 **Weighting:** PUMS person weight

**On Columns:** RACBLK **On Rows:** Selected Geographies SOCP

**Not on Table:** "Values in table cells" Options

**Values in table cells:** Count Universe: selected geographies: Wisconsin

Show Total

| Standard Occupational Classification (SOC) codes for 2018 and later based on 2018 SOC codes (SOCP) | Black or African American recode (Black alone or in combination with one or more other races) (RACBLK) |           |         |
|--|--|-----------|---------|
|  | Total  | No        | Yes     |
| ▼ Total (531)  | 5,822,434  | 5,382,414 | 440,020 |
| ▼ Total Wisconsin (531)  | 5,822,434  | 5,382,414 | 440,020 |
| N/A (less than 16 years old/NILF who last worked m...  | 2,178,276  | 1,954,632 | 223,644 |

- Census data through [Data USA](#) = provides an analysis for each occupation at the national-level.

**DATA USA: Elementary & middle school teachers**

SCHOOL TEACHERS  
 Data from the Census Bureau ACS PUMS 1-Year Estimate

**Race & Ethnicity**

**MOST COMMON RACE OR ETHNICITY OF ELEMENTARY & MIDDLE SCHOOL TEACHERS**

1. White (Non-Hispanic)
2. Black (Non-Hispanic)
3. White (Hispanic)

73.6% of Elementary & middle school teachers are White (Non-Hispanic), making that the most common race or ethnicity in the occupation. Representing 10.5% of Elementary & middle school teachers, Black (Non-Hispanic) is the second most common race or ethnicity in this occupation. This chart shows the racial and ethnic breakdown of Elementary & middle school teachers.

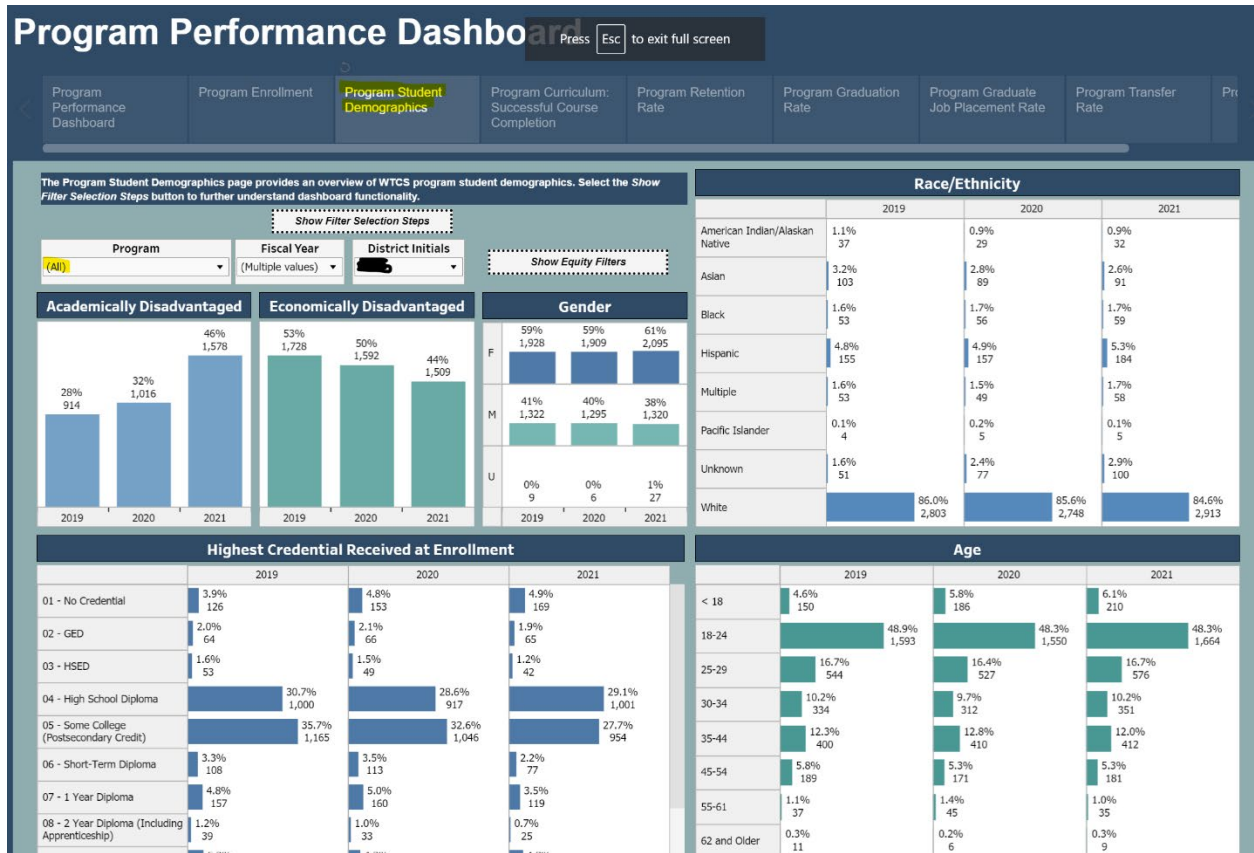
View Data Save Image Share / Embed

For qualitative data, colleges could survey local business chambers (e.g., Latino Chamber of Commerce of Dane County, Wisconsin LGBT Chamber of Commerce) and advisory committees to collect information, for instance.



could indicate that staff with disabilities are underrepresented and/or staff with disabilities are underreported at the college).

To assess this information for all program students, you can use the [Program Performance Dashboard](#) and select your college and all programs in the 'Program Student Demographics' page. You can then assess the makeup of the program student body (e.g., race/ethnicity, gender) and compare this to the makeup of the college staff.



Within this prompt, your college should be able to assess student and staff representation for gender, race/ethnicity and disability status. If you identify large gaps in which the college staff does not reflect the student body, then this should be included in the CLNA.

**Tribal colleges:** Either assess the diversity of the students you measure for Perkins or all students enrolled in academic programs. Compare their diversity across race/ethnicity, gender, and disability status with the information that your Human Resources department collects for college staff.

**Which program areas have a need for a more diverse representation of instructors? What barriers exist in filling this need?**

Similar to the previous prompt, your college can compare the diversity (race/ethnicity, gender, individuals with disabilities) of instructors within a Career Cluster or Pathway with the diversity of the Perkins student cohort or all program students. Include both full-time and part-time/adjunct faculty. If information for part-time/adjunct faculty are not available, please indicate this within your response to the prompt. If you identify large gaps in which the faculty does not reflect the student body for a Career Cluster or Pathway, then this should be included in the CLNA.

Below is an example data table showing the demographic makeup of the Perkins student cohort and faculty groups for three career clusters. Districts should expand upon this example to include all cluster/pathway areas for faculty. The percent is the percent of individuals within the particular demographic and the number in parentheses is the number of individuals within the demographic.

| <b>Demographic</b>               | <b>Perkins Student Cohort</b> | <b>Agriculture, Food and Natural Resources Faculty</b> | <b>Architecture &amp; Construction Faculty</b> | <b>Arts, A/V Tech &amp; Communications Faculty</b> |
|----------------------------------|-------------------------------|--|--|--|
| Male                             | 46% (230)                     | 100% (10)  | 92% (12)                                       | 43% (3)  |
| Female                           | 51% (255)                     | 0% (0)   | 8% (1)   | 57% (4)  |
| Unknown Gender                   | 3% (15)                       | 0% (0)   | 0% (0)   | 0% (0)   |
| African American/Black           | 3% (15)                       | 0% (0)   | 0% (0)   | 0% (0)   |
| Asian                            | 1% (5)                        | 0% (0)   | 0% (0)   | 0% (0)   |
| Hispanic/Latinx                  | 4% (20)                       | 0% (0)   | 8% (1)   | 0% (0)   |
| Multiracial                      | 1% (5)                        | 10% (1)  | 0% (0)   | 0% (0)   |
| Native American/Alaskan Native   | 0.4% (2)                      | 0% (0)   | 0% (0)   | 0% (0)   |
| Pacific Islander/Native Hawaiian | 0% (0)                        | 0% (0)   | 0% (0)   | 0% (0)   |
| White                            | 87% (435)                     | 90% (9)  | 92% (12)                                       | 100% (7)   |



| <b>Demographic</b>            | <b>Perkins Student Cohort</b> | <b>Agriculture, Food and Natural Resources Faculty</b> | <b>Architecture &amp; Construction Faculty</b> | <b>Arts, A/V Tech &amp; Communications Faculty</b> |
|-------------------------------|-------------------------------|--|--|--|
| Unknown Race/ethnicity        | 3.6% (18)                     | 0% (0)   | 0% (0)   | 0% (0)   |
| Individuals with disabilities | 10% (50)                      | 0% (0)   | 0% (0)   | 14% (1)  |

**What aspects of recruitment processes need to be improved to reach a more diverse applicant pool? Identify which applicant requirements could be preventing diverse applicants from being considered.**

Click or tap here to enter text.

**What do instructors and staff report as needs for professional development, specifically to support being equitable, inclusive, and knowledgeable about their students/ community?**

Click or tap here to enter text.

**Do retention rates vary across staff roles and/or identities? For instance, are staff of color retained at a similar rate as white staff? If disparities in retention exist, what underlying causes and barriers have been identified?**

Click or tap here to enter text.

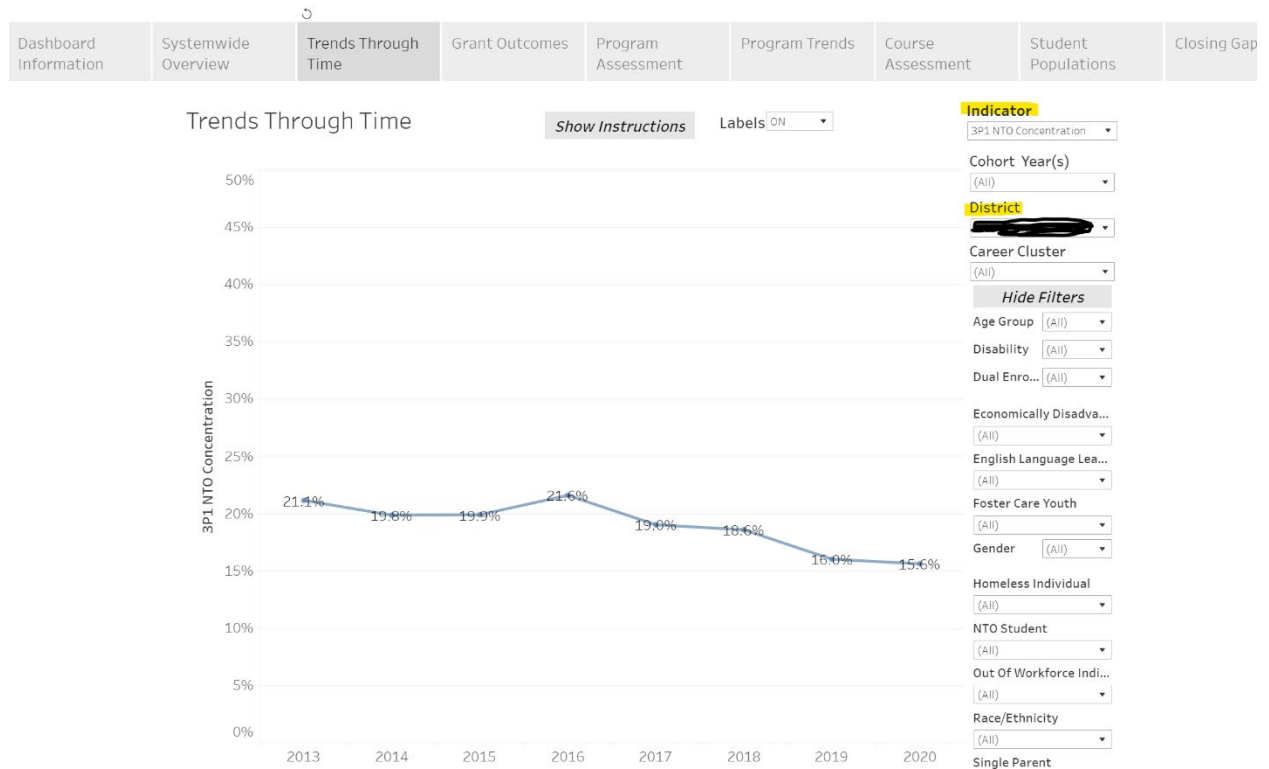
## Overall Perkins Indicator Performance

When consulting with stakeholders and identifying areas of need, consider the [Perkins Dashboard](#) and/or [Perkins Portal Reports](#).

**Which Perkins indicator(s) (1P1 through 6P1) has the district struggled to improve? Which programs are impacting these indicator levels the most? Which student populations may need more support and/or barriers removed for improvement of the indicator(s)?**

Navigate to the 'Trends Through Time' Page in the Perkins Dashboard (see the [Perkins Accountability Guide](#) for the dashboard guidance). Select your college and view the various Perkins indicators by using the dashboard filters (see screenshot below).

Perkins V Dashboard



In this example, we can see that 3P1 NTO concentration has been decreasing since the 2013 Perkins cohort. A key goal of Perkins is continuous improvement, and therefore any indicator that is remaining stagnant or decreasing is an area that needs improving and should be brought up in the CLNA.

To then better understand which programs may be contributing to this and student groups that may need additional supports and/or barriers removed, we can use the additional filters: Career Cluster and student demographics. To further assess these trends at the Program-level, we could also use the 'Program Trends' page.

*Considerations for using the Perkins Dashboard:*

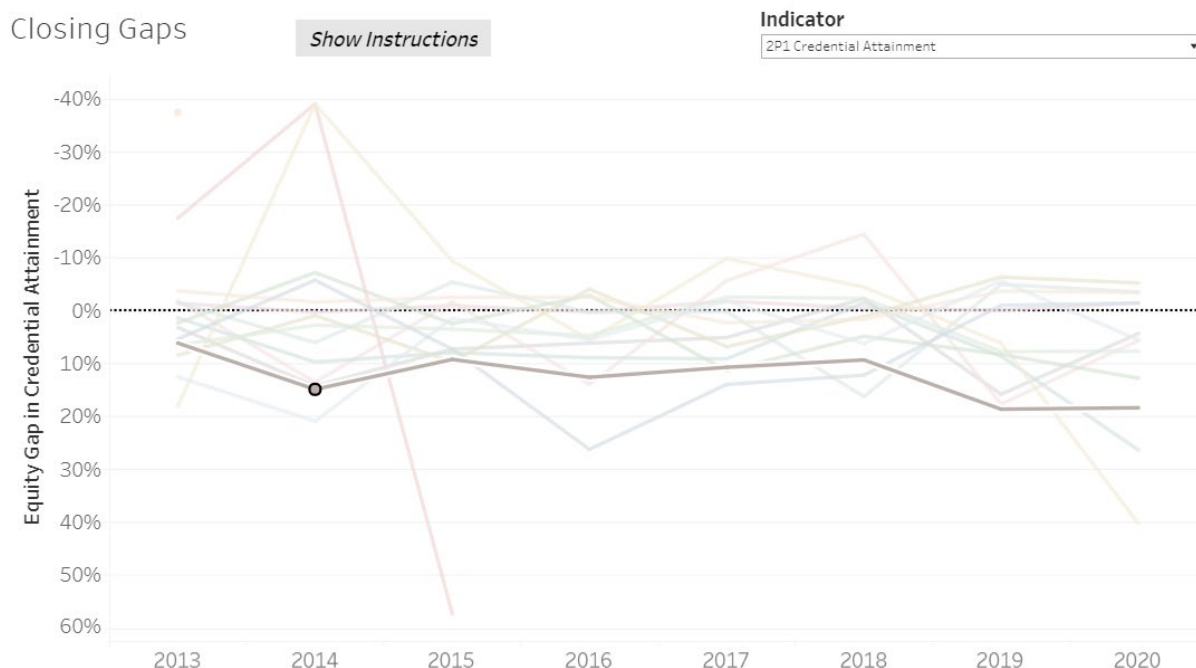
- When assessing indicator trends, make sure to look at indicators that are final and have complete data. Hover over the datapoints to view the tooltip, which includes information about when the data are final for each indicator.
- When assessing indicator trends for student groups and/or programs, be careful with small group sizes (i.e., fewer than 20 students). Indicator levels are highly volatile for small groups and thus it is difficult to make inferences at this level.

**Tribal Colleges:** Consider the three federal Perkins indicators (post program placement, credential attainment, NTO concentration). Are any of these indicators decreasing from cohort to cohort or remaining stagnant? If so, please include this within your response to this prompt.

**For which Perkins indicator(s) ([1P1 through 6P1](#)) has the district struggled to close equity gaps? Which student groups are impacting these indicator levels the most?**

Navigate to the 'Closing Gaps' page of the Perkins Dashboard. On this page, each student group is shown as a separate line and lines that fall below the 0% dotted axis are groups of students who are experiencing a significant equity gap (i.e., their Perkins performance is much lower than the performance of all Perkins students at your college).

Select your college and view the various Perkins indicators by using the dashboard filters. Then to isolate specific groups of students, select the corresponding line in the graph. Click through the student group lines to identify groups of students who are experiencing persistent equity gaps and/or equity gaps that are increasing in size over time.



This example shows a persistent equity gap for students with an economic disadvantage for 2P1 credential attainment since the 2013 Perkins Cohort. A key goal of Perkins is equity in student success and therefore any large equity gap that has been persistent within the cohort data and/or increasing in size is an area that needs improving and should be brought up in the CLNA.

You can further explore equity gaps by the Perkins early momentum metrics (general education course success, technical course success and second year retention) to see if these areas help to explain equity gap trends (e.g., in this example, students with an economic disadvantage also have a large equity gap for technical course completion).

*Considerations for using the Perkins Dashboard:*

- When assessing equity trends, make sure to look at indicators that are final and have complete data. Hover over the datapoints to view the tooltip, which includes information about when the data are final for each indicator.
- When assessing equity gap trends for student groups, be careful with small group sizes (i.e., fewer than 20 students). Data are highly volatile for small groups and thus it is difficult to make inferences at this level.

**Tribal Colleges:** Consider the three federal Perkins indicators (post program placement, credential attainment, NTO concentration). Do you notice any large and persistent equity gaps across student groups for these indicators? If so, please include this within your response to this prompt.

**Qualitative data is imperative to identifying and addressing equity gaps in programs. Which identities are under- or overrepresented in the qualitative data you collect?**

Examples of qualitative data that could be used to help better understand trends in the Perkins data and areas of need, include (but are not limited to):

- Course evaluations
- Climate surveys
- Student engagement surveys
- Focus groups
- Student voice work (e.g., elements of participatory research, representation on committees, student government, etc.)

When assessing the types of student qualitative data that your college collects, consider which student voices are captured and which are not? For example, are students responding to surveys or are particular groups of students (e.g., English language learners?) responding at much lower rates or not at all? Could this point to issues with the survey questions? Are these clear and easy to understand for students from diverse backgrounds? Could this point to issues with survey methodology and how the survey is administered?

## Equity in Access and Success for Students of Color and Special Populations

When consulting with stakeholders and identifying areas of need, consider the [Systemwide Equity Report](#), your district's Local Equity Report, [NAPE equity considerations for the CLNA](#) and [WTCS action research briefs](#). Consider [Program Performance Dashboard](#) with Equity Filters

**Which special populations or students of color are under- or overrepresented at the college and/or in programs and career pathways? Are there additional enrollment discrepancies related to high-wage, high-skill occupations?**

See the 'Program Access' page in the Perkins Dashboard to compare the Perkins student cohort to students who are enrolled in selected programs. Within this assessment, you can compare the representation of student demographics for student economic status, gender, race/ethnicity (students of color), and disability status. Select your college, career cluster(s) and specific programs (up to nine programs display well on the page).

### Program Access

[Show Instructions](#)

Cohort Year: 2018 Federal Reporting Year: 2021

Cohort Year  
2018

District  
██████████

Career Cluster  
Law, Public Safety and ...

Program Aid Code  
(Multiple values)

NonTraditional Occ...  
(All)

Program(s)  
(All)

|                                | All Programs   | 10-110-1    | 10-503-2    | 10-504-3    | 10-504-4    | 10-504-5     | 10-531-1    | 30-504-2    | 30-531-3    | 31-531-1    |
|--------------------------------|----------------|-------------|-------------|-------------|-------------|--------------|-------------|-------------|-------------|-------------|
| Economically Disadvantaged     | 29.9%<br>799   | 54.5%<br>12 | 37.8%<br>14 | 28.6%<br>2  | 52.6%<br>20 | 46.8%<br>59  |             | 15.7%<br>8  | 44.1%<br>15 | 60.0%<br>3  |
| Not Economically Disadvantaged | 70.1%<br>1,873 | 45.5%<br>10 | 62.2%<br>23 | 71.4%<br>5  | 47.4%<br>18 | 53.2%<br>67  | 100.0%<br>1 | 84.3%<br>43 | 55.9%<br>19 | 40.0%<br>2  |
| Female                         | 44.7%<br>1,194 | 90.9%<br>20 | 13.5%<br>5  | 14.3%<br>1  | 81.6%<br>31 | 32.5%<br>41  | 100.0%<br>1 | 19.6%<br>10 | 29.4%<br>10 | 60.0%<br>3  |
| Male                           | 55.3%<br>1,478 | 9.1%<br>2   | 86.5%<br>32 | 85.7%<br>6  | 18.4%<br>7  | 67.5%<br>85  |             | 80.4%<br>41 | 70.6%<br>24 | 40.0%<br>2  |
| Not a Student of Color         | 85.7%<br>1,991 | 90.9%<br>20 | 94.6%<br>35 | 85.7%<br>6  | 94.7%<br>36 | 84.1%<br>106 |             | 90.2%<br>46 | 94.1%<br>32 | 100.0%<br>5 |
| Student of Color               | 14.3%<br>332   | 9.1%<br>2   | 5.4%<br>2   | 14.3%<br>1  | 5.3%<br>2   | 15.9%<br>20  | 100.0%<br>1 | 9.8%<br>5   | 5.9%<br>2   |             |
| Students without disabilities  | 93.9%<br>2,509 | 86.4%<br>19 | 89.2%<br>33 | 100.0%<br>7 | 94.7%<br>36 | 93.7%<br>118 | 100.0%<br>1 | 98.0%<br>50 | 91.2%<br>31 | 100.0%<br>5 |
| Students with disabilities     | 6.1%<br>163    | 13.6%<br>3  | 10.8%<br>4  |             | 5.3%<br>2   | 6.3%<br>8    |             | 2.0%<br>1   | 8.8%<br>3   |             |



In this example, we can see that economically disadvantaged students are well represented in all Law, Public Safety & Security programs at this college, except for the Law Enforcement Academy (30-504-2). We can see large gender divides with some programs having mostly female students (Paralegal 10-110-1) and other programs having mostly male students (Fire Protection Technician 10-503-2). Students of color tend to be underrepresented in these programs (except for 10-504-5 and 10-504-3) compared with the overall Perkins cohort for this college. In addition, a few of the programs lack students with disabilities, yet these programs also have small counts for Perkins students.

To assess program wages, view the college's Graduate Outcomes reports (e.g., [WTCS Graduate Outcomes](#)).

**Identify program enrollment requirements that present barriers to prevent students who want to enroll from doing so? Which populations are these barriers more prevalent for? Are these barriers more prevalent in high-wage and high-skill programs?**

Click or tap here to enter text.

**What needs do students report for supports, services and program improvements? For instance, are program courses offered when students need them? The expectation is that information gathered on student needs should be shared across the college. Which divisions of the college are lacking access to this information?**

Click or tap here to enter text.

**Information needs to be collected from a diverse group of students. Different groups may require different collection methods. Which groups of students are under- or overrepresented in the data collection? Are there additional collection methods that may be more effective?**

Click or tap here to enter text.

**If program completion rates vary across student groups, (for instance, do students of color graduate at a rate similar to the graduation of white students), identify student groups experiencing completion gaps. What underlying causes and barriers have been identified for these disparities?**

See the Perkins Dashboard guidance for the 'Closing Gaps' page to identify student groups who are experiencing persistent and/or increasing equity gaps in 2P1 Credential Attainment. If your college has relevant qualitative data or complimentary quantitative data, what may be some underlying causes of these gaps? If your college does not have this

information, how will your college plan to collect this information going forward? What approach will you try?

**Which accommodations, modifications and supportive services for [special populations](#) are underutilized at your institution? What additional accommodations, modifications and supportive services would help ensure access and equity for all students within your programs?**

Click or tap here to enter text.



## Size, Scope, and Quality Definitions for Programs of Study

### Size

- Parameters/resources that affect whether the program can adequately address *student learning outcomes*. This includes:
  - Number of students within a program
  - Number of instructor/staff involved with the program
  - Number of courses within a program
  - Available resources for the program

### Scope

- Programs of study are part of or working toward inclusion within a clearly defined career pathway with multiple entry and exit points
- Programs are aligned with local workforce needs and skills
- Where available, postsecondary programs connect with secondary career and technical education via articulation agreements, dual credit, etc.
- Programs develop not only specific work-based skills, but also broadly applicable and in-demand skills; e.g., problem-solving

### Quality

- A program must meet two out of the following three criteria: the program develops (1) *high skilled* individuals, (2) individuals who are competitive for a *high wage* job, and (3) individuals who are trained for a *high demand occupation*.
  - High skilled: industry-validated curriculum, programs that result in industry-recognized certificates, credentials, degrees, or apprenticeship diplomas.
  - High wage: Occupations with hourly wages above the Wisconsin state average of \$22.48, based on the Department of Workforce Development's (DWD) 2018 wage data.
  - High demand: Top 50 occupations that are identified in the DWD statewide long-term occupational projections and/or local needs.
- A program must work toward closing student equity gaps in access and completion (e.g., reducing barriers to students, implementing guided pathways)
- A program must work toward effectively using data to inform and improve student success

## Special Populations and Race/Ethnicity Categories

Special Population groups include:

- *Individuals with disabilities;*
- *Individuals from economically disadvantaged families, including low income youth and adults;*
- *Individuals preparing for non-traditional fields;*
- *Single parents, including single pregnant woman;*
- *Out-of-workforce individuals;*
- *English learners;*
- *Homeless individuals (described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);*
- *Youth who are in or have aged out of, the foster care system*
- *Youth with a parent who-*
  - *Is a member of the armed forces (defined in section 101(a)(4) of title 10, United States Code); and*
  - *Is on active duty (defined in section 101(d)(1) of title 10, United States Code)*

*\*Race/ethnicity groups include:*

- *American Indian or Alaskan Native*
- *Asian*
- *Black or African American*
- *Hispanic/Latino*
- *Native Hawaiian or Other Pacific Islander*
- *White*
- *Two or More Races*

## Perkins Indicators

1P1 – Post-Program Placement

2P1 – Credential Attainment

3P1 – NTO Concentration

4P1 – Technical Course Completion

5P1 – General Education Course Completion

6P1 – Second-Year Retention