Comprehensive Local Needs Assessment

# 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 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 teams are expected to work collaboratively with DEI college leaders to establish the stakeholder consultation plans and complete this assessment.

**Responses to the questions should focus on describing gaps, inequities, and needs rather than explaining what the college is already doing to address these challenges.**

Consider the information gathered in this Comprehensive Local Needs Assessment. The expectation is that information gathered should be shared across the college. Are there divisions across the college that are lacking access to this information?

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[2. Which program areas have a need for a more diverse representation of instructors? What barriers exist in filling this need? 6](#_Toc104555420)

[3. What aspects of the recruitment process need to be improved to reach a more diverse applicant pool? Identify which applicant requirements could be preventing diverse applicants from being considered. 6](#_Toc104555421)

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[2. 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? 7](#_Toc104555426)

[3. If program completion rates vary across student groups, (for instance, do Black/African American students graduate at a rate similar to the graduation of White students), identify student groups experiencing completion gaps. What college barriers are contributing to these inequalities? 7](#_Toc104555427)

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[2. Identify program enrollment requirements that present barriers to prevent students who want to enroll from doing so. Focus on barriers that the college has the potential to change. Which populations are these barriers more prevalent for? Are these barriers more prevalent in high-wage and high-skill programs? 8](#_Toc104555431)

[3. What needs do students report for supports, services and program improvements? For instance, are program courses offered when students need them? 8](#_Toc104555432)

[6. 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? 8](#_Toc104555433)

# Basic Information

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

**Year of comprehensive local needs assessment:** Enter text.

**College Team that conducted this assessment (please provide names, roles and email addresses):**

Enter text.

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

Students

Parents

Community members

Community organizations

Local employers

Secondary partners

Labor unions

Workforce development

Tribal organizations

Jail/prison partners

Members of special populations

☐ Other (please describe)

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

Institutional Leadership

Student Services

Faculty

FQAS/Professional Learning

Human Resources

Career Prep Coordinators

Institutional Research

Program Advisory Committees

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

Enter text.

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

Enter text.

# A. 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](#_Size,_Scope,_and), college strategic plans, your Local Equity Report, Program Advisory Committees, [Program Performance Dashboard](https://tableau.wtcsystem.edu/#/views/PerkinsV_Dashboard/PerkinsVDashboard?:iid=2), regional labor market information,

## 1. 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?

Enter text.

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

Enter text.

## **3. 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](https://mywtcs.wtcsystem.edu/educational-services/instructional-resources/educational-services-manual/) **chapter 19 for committee guidelines.**

Enter text.

## 4. 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?

Enter text.

# B. Recruitment and Retention of Diverse Staff

When consulting with stakeholders and identifying areas of need, consider the [Systemwide Equity Report](https://wtcsystem.edu/impact/publications/system-equity-report/), your district’s Local Equity Report, and your district’s Affirmative Action Plan (contact your HR department for access).

## 1. Does the diversity of the district staff reflect the diversity of the student body? Which identities are under- or overrepresented?

Enter text.

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

Enter text.

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

Enter text.

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

Enter text.

## 5. Do retention rates vary across staff roles 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?

Enter text.

# C. Overall Perkins Indicator Performance

When consulting with stakeholders and identifying areas of need, consider the [Perkins Dashboard](https://tableau.wtcsystem.edu/#/signin?redirect=%2Fviews%2FPerkinsV_Dashboard%2FPerkinsVDashboard%3F:iid%3D2&error=42&disableAutoSignin=yes) and/or [Perkins Portal Reports](https://sso.wtcsystem.edu/auth/realms/wtcs-portal-prod/protocol/openid-connect/auth?response_type=code&client_id=struts-portal-prod&redirect_uri=https%3A%2F%2Fapps.wtcsystem.edu%2Fwtcs-web%2F&state=6af9790d-8b56-4cee-96e7-031787cdd500&login=true&scope=openid). Be specific on the identity of the student groups who are experiencing equity gaps.

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

Enter text.

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

Enter text.

3. If program completion rates vary across student groups, (for instance, do Black/African American students graduate at a rate similar to the graduation of White students), identify student groups experiencing completion gaps. What college barriers are contributing to these inequalities?

Enter text.

## 4. 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?

Enter text.

# D. Equity in Access and Success for Student of Color and Special Populations

When consulting with stakeholders and identifying areas of need, consider the [Systemwide Equity Report](https://wtcsystem.edu/impact/publications/system-equity-report/), your district’s Local Equity Report, [NAPE equity considerations for the CLNA](https://napequity.org/wp-content/uploads/Perkins-V-Equity-Principles-for-Comprehensive-Local-Needs-Assessment-2020-02-21.pdf) and [WTCS action research briefs](https://mywtcs.wtcsystem.edu/innovative-practices/action-research/). Consider [Program Performance Dashboard](https://tableau.wtcsystem.edu/#/views/ProgramPerformanceDashboard/ProgramPerformanceDashboard?:iid=3) with Equity Filters

## **1. Which** [special populations or students of color](#_Special_Populations_and) **are under- or overrepresented within programs or career pathways compared with the student body? Are there additional enrollment discrepancies related to high-wage, high-skill occupations?**

Enter text.

## 2. Identify program enrollment requirements that present barriers to prevent students who want to enroll from doing so. Focus on barriers that the college has the potential to change. Which populations are these barriers more prevalent for? Are these barriers more prevalent in high-wage and high-skill programs?

Enter text.

## 3. What needs do students report for supports, services and program improvements? For instance, are program courses offered when students need them?

Enter text.

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

Enter text.