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 addressing disparities and gaps in performance. 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.

Basic Information

Select your college: ⎯

Year of comprehensive local needs assessment:

College Perkins Team (please provide names and roles):

Select stakeholder groups who were consulted for this needs assessment:

☐ Students   ☐ Secondary partners   ☐ Members of special populations

☐ Parents   ☐ Labor unions   ☐ Other (please describe)

☐ Community members   ☐ Workforce development

☐ Community organizations   ☐ Tribal organizations

☐ Local employers   ☐ Jail/prison partners

Select college groups who were consulted for this needs assessment:

☐ Institutional Leadership   ☐ Human Resources

☐ Student Services   ☐ Career Prep Coordinators

☐ Faculty   ☐ Institutional Research

☐ FQAS/Professional Learning   ☐ Program Advisory Committees

Please describe how your team gathered input from stakeholder groups:

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

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, Program Advisory Committees, [WTCS Dashboards](#), and 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 Wisconomy Dashboards ([Occupation projections](#) and [hot jobs](#) by state [workforce development area](#)).

In the Wisconomy Hot Jobs dashboard, select your college's corresponding workforce development area (WDA) to explore occupations that are critically in-demand.
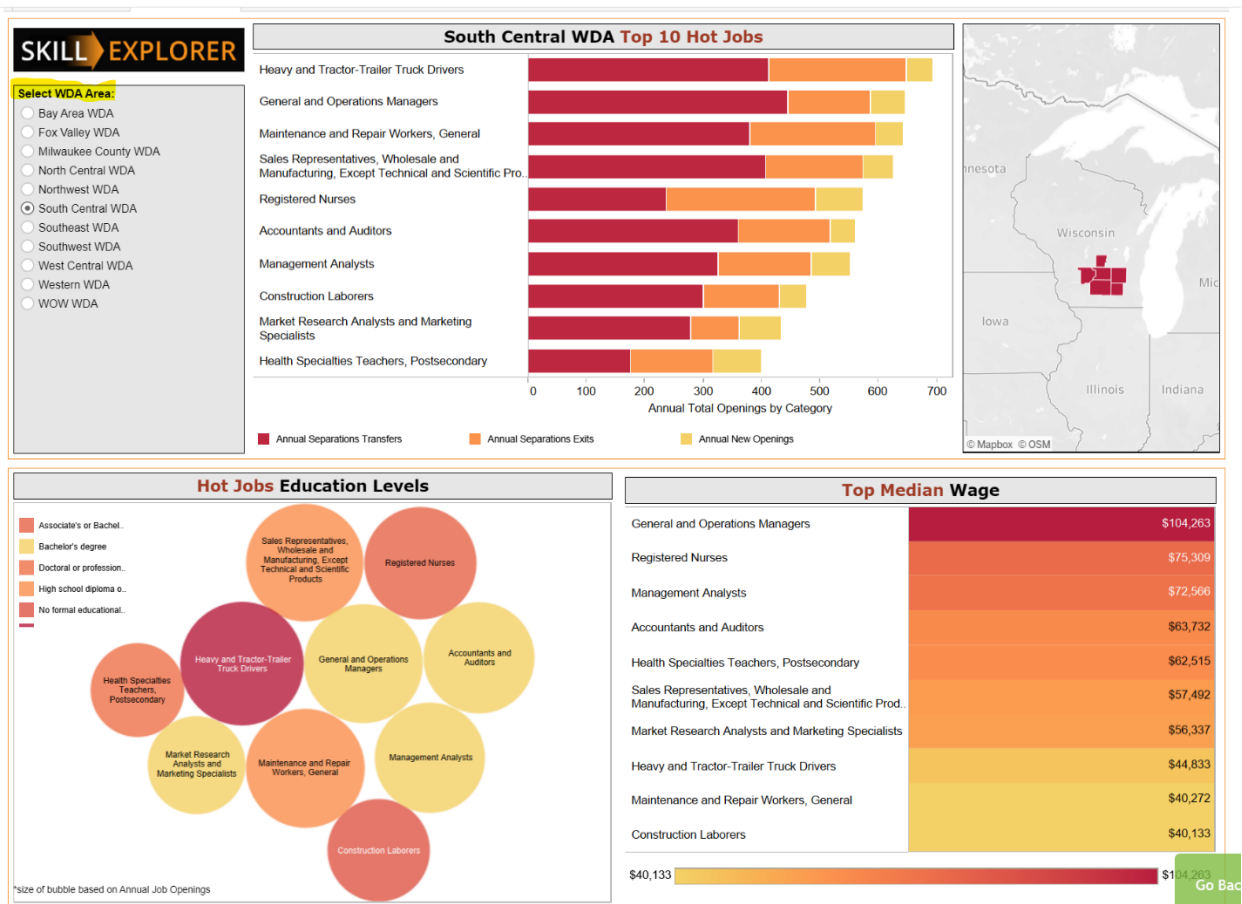
In this example in the South Central WDA, the top ten hot jobs are truck drivers, operations managers, maintenance/repair workers, registered nurses, accountants/auditors,

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?

Program Advisory Committees should be inclusive of various identities, (e.g., special populations) 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?

Recruitment and Retention of Diverse Staff

When consulting with stakeholders and identifying areas of need, consider the Systemwide Equity Report and your district's Affirmative Action Plan (contact your HR department for access).

Does the diversity of the district staff reflect the diversity (e.g. NTO) of the student body? Which identities are under- or overrepresented?

Information on staff representation is captured within college Affirmative Action plans. For this analysis, colleges could look at either their Perkins cohort student population or all program students at the college (this captures both Perkins concentrators and participants).

To assess the Perkins cohort, navigate to the 'Student Populations' page of the Perkins Dashboard. Select your college and the most recent cohort. Then look at the denominator values for 2P1 Credential Attainment for the various student groups. This value is the

number of students within that special population, gender identity or race/ethnicity that are included within the Perkins cohort. You can then divide the number of students in each of these groups by the total Perkins cohort, which is available in the 'Total' row.

Student Populations
View Perkins indicator levels for each gender, race/ethnicity and special population. **Selected Cohort:**

Gender	1P1	1P1 De...	2P1	2P1 De...	3P1	3P1 De...	4P1	4P1 D...	5P1	5P1 D...	6P1	6P1 D...
Client refused to provide	84.85%	99	68.29%	164	NaN	0	89.57%	163	87.23%	47	79.88%	164
Female	91.49%	10,069	75.78%	13,863	19.65%	11,733	73.36%	13,223	65.76%	8,926	90.98%	13,863
Male	92.67%	6,424	69.17%	9,635	14.29%	8,130	70.56%	9,403	66.00%	6,045	89.11%	9,635
Total	**91.91%**	**16,592**	**73.04%**	**23,662**	**17.46%**	**19,863**	**72.32%**	**22,789**	**65.93%**	**15,018**	**90.14%**	**23,662**
American Indian or Alaskan Native	91.97%	137	73.30%	191	20.65%	155	69.52%	187	54.62%	119	90.05%	191
Asian	90.22%	583	71.36%	852	21.18%	694	66.46%	814	64.97%	591	90.96%	852
Black or African American	90.20%	704	58.43%	1,239	22.23%	1,084	56.53%	1,141	46.57%	889	84.99%	1,239
Hispanic or Latino	91.19%	1,408	71.17%	2,081	18.04%	1,796	66.99%	1,969	56.87%	1,433	90.44%	2,081
Native Hawaiian or Other Pacific Islander	87.50%	24	78.13%	32	30.77%	26	70.97%	31	57.89%	19	96.88%	32
Two or more races	93.39%	363	63.15%	597	21.85%	508	62.15%	568	55.48%	438	87.44%	597
White	92.49%	12,707	74.73%	17,631	16.97%	14,753	73.93%	17,064	69.17%	11,192	90.59%	17,631
Economically Disadvantaged	91.91%	5,627	64.52%	8,747	21.97%	7,420	59.53%	8,333	59.65%	7,006	88.06%	8,747
English Language Learner	76.19%	63	68.32%	101	20.00%	85	68.09%	94	55.84%	77	91.09%	101
Foster Care Youth	96.97%	33	57.89%	57	32.69%	52	44.64%	56	43.59%	39	91.23%	57
Homeless Individual	88.24%	17	65.38%	26	21.74%	23	44.00%	25	53.33%	15	92.31%	26
NTO Student	91.42%	2,319	68.54%	3,468	100.00%	3,468	63.93%	3,341	61.07%	2,592	88.81%	3,468
Out of Workforce Individual	87.79%	1,573	72.32%	2,229	19.31%	1,844	66.87%	2,167	62.99%	1,524	89.77%	2,229
Single Parent	90.43%	1,160	68.59%	1,713	19.87%	1,500	62.02%	1,656	59.92%	1,200	88.97%	1,713
Student with Disability	89.50%	1,019	67.54%	1,531	19.80%	1,303	59.24%	1,482	58.91%	1,100	90.33%	1,531
Youth with Parent in Military	92.68%	41	87.76%	49	17.02%	47	59.57%	47	63.89%	36	95.92%	49

Within this example, there are 1,531 students with disabilities, which is 6.5% (1,531/23,662) of the Perkins Cohort. You can then compare this information to college staff (e.g., all staff, faculty, student support specialists) to assess whether college employees are representative of the student body or whether there are particular student identities that are not as prevalent in college staffing (e.g., if no college staff have reported a disability, then this 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](#) (still in development in Power BI) or WTCS Data Cubes.
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 (e.g., NTO) 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.

Demographic	Perkins Student Cohort	Agriculture, Food and Natural Resources Faculty	Architecture & Construction Faculty	Arts, A/V Tech & Communications Faculty
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)

Demographic	Perkins Student Cohort	Agriculture, Food and Natural Resources Faculty	Architecture & Construction Faculty	Arts, A/V Tech & Communications Faculty
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)
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 (e.g. NTO) applicant pool? Identify which applicant requirements could be preventing diverse applicants from being considered.

What do instructors and staff report as needs for professional development, specifically to support student success and closing disparities or gaps in performance across student groups?

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

Overall Perkins Indicator Performance

When consulting with stakeholders and identifying areas of need, consider the [Perkins Dashboard](#) and/or [Perkins Portal Reports](#). Be specific on the identity of the student groups who are experiencing disparities or gaps in performance.

==**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 1P1' through 'Trends 6P1' Pages in the Perkins Dashboard (see the [Perkins Accountability Guide](#) for the dashboard guidance). Select 'college' within the 'Select a Category' slicer. You can then filter the data for just your college or select your college's name in the legend to highlight it.
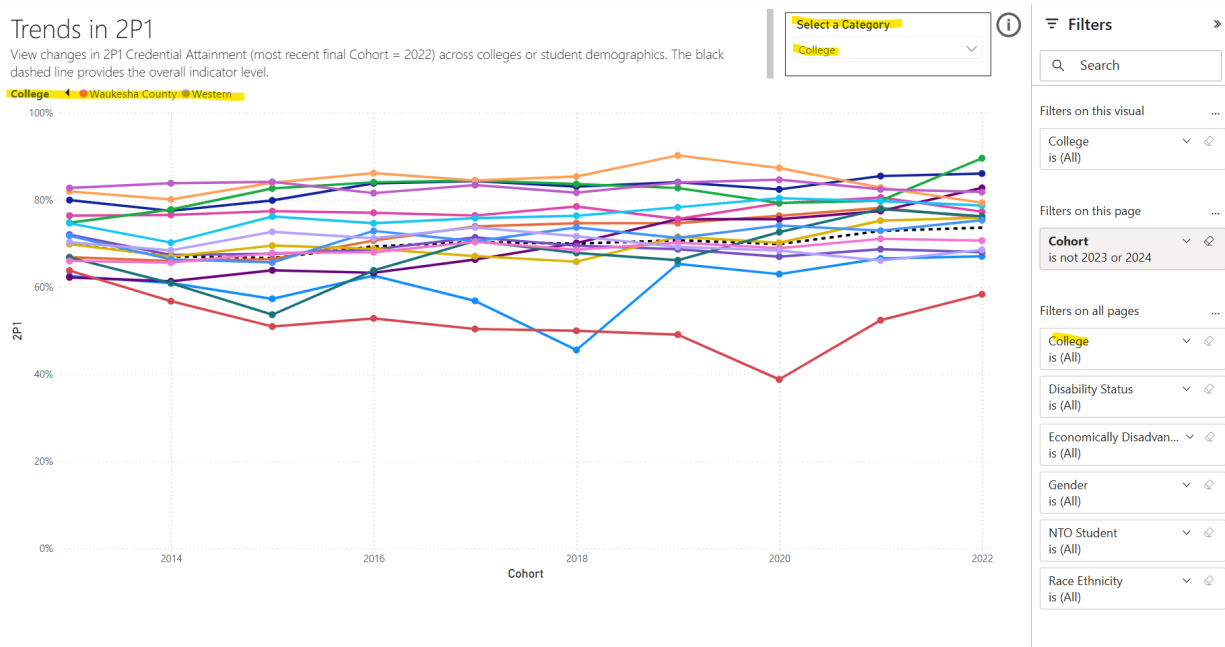
A key goal of Perkins is continuous improvement, and therefore any indicator that is remaining stagnant or decreasing is an area that needs improving and should be brought up in the CLNA.

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 student demographic filters and special population options in the 'select a category' slicer. To further assess these trends at the Program-level, we could also use the 'By Program' page.
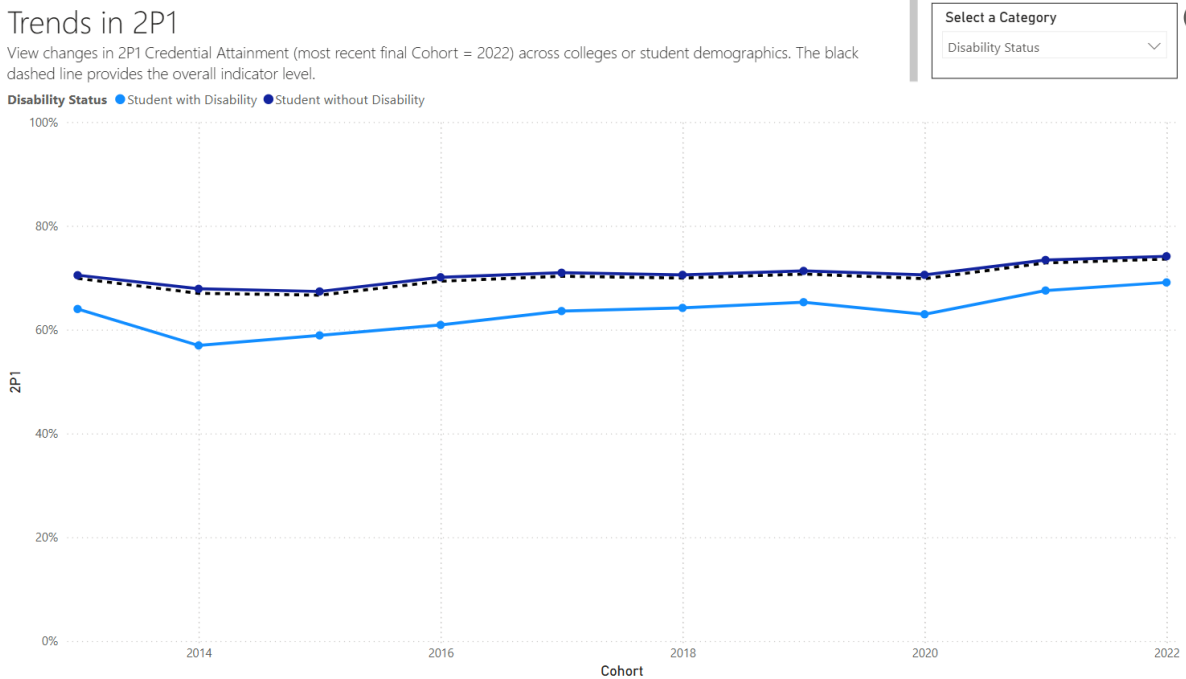
Considerations for using the Perkins Dashboard:

- 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 disparities or gaps in performance? Which student groups are impacting these indicator levels the most?**

Navigate to the 'Trends 1P1' through 'Trends 6P1' Pages in the Perkins Dashboard. On this page, you can select each student group that is tracked for Perkins V in the 'select a category' slicer.

Click through the student group in the 'select a category' to identify groups of students who are experiencing persistent performance gaps and/or gaps that are increasing in size over time.

This example shows a persistent equity gap for students with disability for 2P1 credential attainment since the 2013 Perkins Cohort. A key goal of Perkins is closing gaps in student success and therefore any large 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 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 gap trends.

Considerations for using the Perkins Dashboard:

- When assessing performance gap 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 performance 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 performance gaps across student groups for these indicators? If so, please include this within your response to this prompt.

> **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?**

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?

Addressing Disparities in Access and Success for Special Populations

When consulting with stakeholders and identifying areas of need, consider the Systemwide Equity Report, WTCS Dashboards, NAPE considerations for the CLNA and WTCS action research
briefs.

Which special populations 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?

> To assess this information, you can use the Program Performance Dashboard (still in development in Power BI) or WTCS Data Cubes. You would want to compare the student body within each program compared to either the overall student body for the entire college (college-level program students) or to the adult population within the college's district via census data.

> 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?

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

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 success for all students within your programs?

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