

Western Technical College

Equal Opportunity Plan

2005-2010

Table of Contents:

Title	Page
Introduction	3
Section 1 Policy	4
Section 2 Policy Statement	4
Section 3 Dissemination of EEO / AA Information	6
Section 4 - Self Evaluation	8
Section 5 - Self Analysis of Work Force and Goals Establishment	27
Section 6 - Affirmative Action Program Initiatives Employment Initiative Summary	30
Section 7 – Students	32
Section 8 - Instructions - Student Counseling / Placement	43
Section 9 - Annual Reports	44

Introduction

This plan is developed for the fiscal years 2006-2011. It is the purpose of the plan to :

- a. Balance individual occupational program enrollment percentages for students by race, gender and special population availability.
- b. Assure non-discrimination in career planning, counseling and placement services for students through the continuing analysis of demographics in program enrollment and completion, job referral and placement to assure equal opportunities for all races, sexes and any other special population.
- c. Analyze and address employment of faculty and staff within each district in the Wisconsin Technical College System to match utilization/availability percentages for racial, gender and disabled categories and implement plans to recruit and employ minorities, women and disabled faculty and staff in all employment categories where there is documented under representation.
- d. Create an educational and work environment that reflects, appreciates and celebrates the diverse society and community in which we live and one that creates a climate for the success of each and every person by appreciating the uniqueness that they bring to the college district through faculty and staff training programs, professional development activities, mentoring and student orientation programs which promote multi-cultural, gender and special population awareness and sensitivity. Efforts will include integrating the history, culture, accomplishments and contributions of minorities, women and special populations into curricula at each WTCS district and insuring that cultural competency is practiced on every campus.

Section I Policy

WESTERN's Equal Opportunity policy is reviewed and reaffirmed each five years as part of the on-going board process. Where updates are needed between review periods, those are incorporated and the revisions are proposed to the Policy and Instruction Committee of the Board and are approved after two readings at Board meetings.

EQUAL EMPLOYMENT OPPORTUNITY

The College will not discriminate against any employee or applicant for employment, student or prospective student because of sex, race, creed, color, religion, ancestry, national origin, age, handicap (disability), marital status, sexual orientation, arrest or conviction record, service in the armed forces, political affiliation, genetic test results, or the use or non-use of lawful products off the employer's premises during non-working hours in recruitment, hiring, promotions and training, compensation, benefits, transfers, layoff or recall from layoff, education and assistance thereof, and social or recreation programs.

Principal publications available to students, employees, applicants for admissions or employment, and sources of referral for both, will include a statement of nondiscrimination which specifically includes reference to [Title IX of the 1972 Education Amendments](#) and to [Section 504 of the 1974 Rehabilitation Act](#). Delivery of student services will be performed in harmony with statutory requirements.

It is the policy of the College to take affirmative action to strive to assure equal opportunity for qualified applicants for employment, for qualified employees in matters of employment, and for students in District educational programs in all educational and employment related activities. This policy applies to members of protected classes including women, racial/ethnic groups, and people with disabilities.

The College is committed to compliance with all state and federal equal opportunity and affirmative action laws and regulations, including:

Titles VI and VII of the 1964 Civil Rights Act	The Age Discrimination Acts of 1967 and 1975
The 1992 Civil Rights Act	The Civil Rights Restoration Act of 1987
Title IX of the 1972 Educational Amendments Act	The Wisconsin Fair Employment Law
Section 504 of the 1973 Rehabilitation Act	Other appropriate laws and executive orders and/or administrative directives and codes including the Office of Civil Rights Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Programs (34 CFR, Part 100 Appendix B)
The American With Disabilities Act of 1990	
The Civil Rights Act of 1991	
The Carl D. Perkins Vocational Education Act	
The Equal Pay Act of 1973	

The College will not condone harassment by its staff or students of other staff or students on the basis of race, color, sex, national origin, age, disability, or other protected status. Such harassment is unlawful and is prohibited.

The College will provide equal educational opportunity in an educational climate that is conducive to and supportive of cultural and ethnic diversity. This commitment includes, but is not limited to, physical access to courses and programs; physical education and athletics, extra-curricular activities; admissions; student policies and their application; counseling, guidance and placement services; financial assistance; work-

study; housing and all other District facilities. The District will make reasonable accommodations for persons with disabilities to assure access to programs and employment.

The District will provide reasonable accommodation to staff for religious observances and practices.

The collective bargaining representatives are advised of the College's commitment under this policy. All vendors and suppliers of services have been advised of this policy and certify that they do not discriminate. It is the policy of the District to encourage purchase of services and/or products from women, minority and disabled business owners.

The specific responsibility for the implementation of the affirmative action plan rests with the Equal Opportunity Officer/Human Resources Director, who should be contacted for any questions. All managers and staff share Affirmative Action program responsibility and their performance standards will include an Affirmative Action component. This commitment includes the establishment of internal assessment and reporting procedures, and of grievance procedures for prompt processing of charges of discrimination. The grievance procedure is published in the pamphlet "*EEO-AAP at Western Technical College*" which is available at the Human Resources and Student Life offices. Students and staff may file complaints with the Vice President of College Relations and Student Services, the Vice President of Finance and Operations, the Director of Human Resources.

Revised December 21, 2004

Revised October 19, 1999

Reviewed March 11, 1993 (grammatical changes)

Revised April 18, 1989

Revised September 18, 1984

Adopted September 23, 1990

Section 2

Dissemination of EEO / AA Information

Copies of the five-year plan and annual updates will be provided to the local board, district president, administrators, managers and supervisors, and to the labor organizations in accord with the following schedule:

Date	Action
Annually and continuing	<ul style="list-style-type: none"> ➤ Publish the District's EEO-AAP policy in the La Crosse Tribune in English, Spanish and Hmong. ➤ Publish the District's EEO-AAP policy with any amendments in the District Policies which are on-line. ➤ Include the District's EEO-AAP policy in the Employee Handbook which is accessed on-line through the HR Web Site. ➤ Review the District's EEO-AAP plan and policy at the first meeting of all selection teams ➤ Meet with Management and Supervisory employees as part of the Management Forum to discuss the EEO-AAP Plan and Policy and provide student and Staff progress reports. ➤ Meet with division staff to discuss data and deficiencies as identified in client reporting data that are related to their specific operations. ➤ Insure that all prospective employees receive a copy of District Policy together with return cards to identify affected class. ➤ Include the phrase " An Equal Opportunity/Access/Employer And Educator " in all employment advertisements
July 2005	<ul style="list-style-type: none"> ➤ 5 year plan distributed to Local Board, District President, Administrators and Managers and to Local 3605 with copies placed in library and on line in the HR Web Site for review by all staff. ➤ All staff to be advised by E-mail of the placement of the documents on the HR web site. ➤ Policy statement and/or complaint procedures included in various materials including catalogs, course offering listings and other student handbooks and other recruiting related materials.

	<ul style="list-style-type: none"> ➤ District will place equal opportunity/affirmative action related article in Zeal (student newspaper). ➤ The District will publish annual notice in the official district newspaper.
July 2006	<ul style="list-style-type: none"> ➤ First annual report posted and distributed as specified above. ➤ District will place equal opportunity/affirmative action related article in Zeal (student newspaper). ➤ The District will publish annual notice in the official district newspaper.
July 2007	<ul style="list-style-type: none"> ➤ Second annual report posted and distributed as specified above. ➤ District will place equal opportunity/affirmative action related article in Zeal (student newspaper). ➤ The District will publish annual notice in the official district newspaper.
July 2008	<ul style="list-style-type: none"> ➤ Third annual report posted and distributed as specified above. ➤ District will place equal opportunity/affirmative action related article in Zeal (student newspaper). ➤ The District will publish annual notice in the official district newspaper.
July 2009	<ul style="list-style-type: none"> ➤ Fourth annual report posted and distributed as specified above. ➤ District will place equal opportunity/affirmative action related article in Zeal (student newspaper). ➤ The District will publish annual notice in the official district newspaper.
July 2010	<ul style="list-style-type: none"> ➤ Fifth annual report posted and distributed as specified above. ➤ District will place equal opportunity/affirmative action related article in Zeal (student newspaper). ➤ The District will publish annual notice in the official district newspaper.

Section 3

- Self Evaluation Western Technical College

I. Title VI, Civil Rights Act of 1964

1. Regulation 80.6(d) - Requires all recipients to make available to participants, beneficiaries, and other interested persons, information regarding the provision of Title VI and its application to recipients' programs.

Question: Does the district have a policy statement which affirms non discrimination on the basis of race, color, or national origin and the application of this policy?

Yes No

Question: Has this policy notification been disseminated to participants, beneficiaries, and other interested persons?

Yes No

Question: Is this policy statement currently posted in bulletins, catalogs, application forms, and other general information materials?

Yes No

2. Regulation 80.4 (a & b) - Requires recipients to file an assurance stating that no person shall, on the basis of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program receiving federal financial assistance.

Question: Does the district have on file with the Department of Education an assurance of compliance for Title VI?

Yes No

3. Regulation 80.6 (b & c) - Requires recipients to keep, and to submit to the federal agency or designee, such records or information necessary to ascertain whether the recipient has complied or is complying with Title VI.

Question: Does the district have available racial / ethnic data showing the extent to which members of minority groups are beneficiaries of and participants in all educational programs?

Yes No

4. Regulation 80.6 (d) - Requires recipients to make such information concerning the provisions of this regulation and its applicability available to participants, beneficiaries, and other interested persons in such manner as the department official finds necessary to apprise such persons of the protections against

discrimination assured by the Act and the regulation. This includes Section 80.7(c), "Procedures for Filing Complaints of Discrimination Prohibited by this Part" (Title VI).

Question: Has the district adopted such procedures for filing complaints (grievances)?

Yes No

Question: Has the district made such information available in such manner necessary to apprise persons of the protections assured by the Act and this regulation?

Yes No

II. Title IX - Self Evaluation

Procedural Requirements

1. Regulation 86.9 - Requires recipients to take specific and continuing steps to notify applicants for admission and employment, students, parents, employees, applicants for employment, sources of referral, and all union and professional organizations of the provisions and application of Title IX in offering educational programs.

Question: Has a policy statement of non discrimination on the basis of sex been adopted, published, and disseminated to students, parents, employees, applicants for employment, sources of referral, and all unions or professional organizations?

Yes No

Question: Was and does such notification continue to be made in newspapers and magazines operated by recipient or by student alumni groups for or in connection with recipient; memorandum or other written communication distributed to every student and employee?

Yes No

Question: Is such notification currently posted in bulletins, catalogs, application forms, other recruitment materials for students and employees?

Yes No

Question: Does such notification identify the Title IX coordinator by giving the name, address and telephone number?

Yes No Identifies the individual by position and telephone number. Names have a tendency to change from time to time.

2. Regulation 86.8(a) - Requires all recipients to designate a specific employee (coordinator) to coordinate the recipient's compliance activities and investigate complaints alleging the recipient's non compliance with Title IX.

Question: Has the district designated an employee(s) to coordinate compliance efforts and to investigate complaints of sex discrimination?

Yes No

Question: Has this person's name, address, and telephone number been given to students, parents, and employees?

Yes No Again, we use the position and telephone number because of the dynamics related to names during a period of reorganization and down sizing.

3. Regulation 86.8(b) - Requires all recipients to adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by Title IX.

Question: Has the district adopted such grievance procedures?

Yes No

Question: Can the district document the publication of grievance procedures providing for prompt and equitable resolution of student and employee complaints of sex discrimination?

Yes No

4. Regulation 86.4 - Requires each recipient to file a statement that no persons shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal assistance.

Question: Does such statement of assurance include a commitment to take whatever remedial action necessary to eliminate existing sex discrimination or the effects of past discrimination?

Yes No

Question: Can the district document its remedial action efforts?

Yes No

5. Regulation 86.3 (c & d) - Requires each recipient to evaluate its policies and practices and the effects thereof concerning student admission and treatment, and employment of academic and non academic personnel connected with the educational program or activities.

Question: Did the district undertake such a self evaluation?

Yes No

Question: Does the district have the results of the Title IX self evaluation on file?

Yes No

Question: Can the district provide evidence of the modification of policies and practices that occurred or remedial steps taken as a result of the Title IX self evaluation?

Yes No

6. Regulation 86.3(d) - Requires recipients to keep self evaluation and related materials on file for at least three years following completion including a description of any modification made and any remedial steps taken as a result of the self evaluation.

Preceding questions are applicable to this regulation.

III. Section 504 - Self Evaluation

Procedural Requirements

1. Regulation 84.8 - Requires each recipient that employs 15 or more persons to take initial and continuing steps to notify participants, beneficiaries, applicants, employees, unions, or professional organizations that it does not discriminate in admission or access to, or treatment or employment in its programs and activities.

Question: Has a policy statement of non discrimination on the basis of handicap been adopted, published and disseminated as required?

Yes No

Question: Does such notification identify the specific persons designated to coordinate compliance to Section 504?

Yes No

Question: Is such notification currently posted in recruitment materials or publications containing general information?

Yes No

2. Regulation 84.7(a) - Requires a recipient that employs 15 or more persons to designate at least one person to coordinate its efforts to comply with Section 504.

Question: Has the district designated an employee to coordinate compliance efforts?

Yes No

Question: Has this person's name, address, and telephone number been given to students, parents and employees?

Yes No Again, the title, address and telephone number are supplied.

3. Regulation 84.7(b) - Requires a recipient that employs 15 or more persons to adopt grievance procedures that incorporate appropriate due process standards and that provide for the resolution of complaints alleging unlawful discrimination against the handicapped.

Question: Can the district document the adoption and existence of such grievance procedures?

- Yes No

Question: Has the district taken steps to inform its beneficiaries of such grievance procedures?

- Yes No

4. Regulation 84.5 - Requires each recipient to submit an assurance stating that no otherwise qualified handicapped persons shall safely, by reason of handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity.

Question: Has the district provided an assurance stating its commitment to non discrimination on the basis of handicap?

- Yes No

5. Regulation 84.6(c) - Requires the recipient to evaluate, with the assistance of interested persons including handicapped persons or organizations representing them, its current policies and practices and the effects thereof.

Question: Did the district undertake a self evaluation?

- Yes No

Question: Does the district have the results of the 504 self evaluation?

- Yes No

Question: Can the district provide evidence of the interested persons consulted, a description of areas examined, and problems identified; and any modification of policies and practices that occurred or remedial steps taken to eliminate the effects of past discrimination?

- Yes No

6. Regulation 84.6(c2) - Requires recipients that employ 15 or more persons to, for at least three years following completion of the self evaluation, maintain on file the list of interested persons consulted, a description of areas and problems examined, and a description of any modifications.

Preceding questions are applicable to this regulation.

7. Regulation 84.22(e) - Requires recipients that employ 15 or more persons to develop a transition plan setting forth the steps necessary to complete structural changes to facilities that are necessary for program accessibility.

Question: Did the district develop a transition plan?

- Yes No

Question: Was the plan developed with the assistance of interested persons or organizations representing handicapped persons?

- Yes No

Question: Is the transition plan available for review?

- Yes No

Question: Has the district completed all the structural changes addressed in the transition plan?

- Yes No

Question: Can the district document the steps taken toward meeting the requirements of its transition plan for program accessibility?

- Yes No

IV. OCR Guidelines - Self Evaluation

Procedural Requirements

1. Guideline IV - Requires recipients to locate educational facilities at sites that are readily accessible to both non minority and minority communities.

Question: Does the district provide educational facilities at locations which are accessible to all regardless of race, color, or national origin?

- Yes No

2. Guideline IV(L) - Requires recipients to: (a) identify its applicants with limited English-speaking skills and to assess their ability to participate; (b) use acceptable methods of identification; (c) take steps to open all programs to these students; and (d) if necessary, demonstrate that a concentration of such students in one or a few programs is not the result of discriminatory limitations of opportunities available to such students.

Question: Does the district use a system to identify its LES students and to assess their ability to participate?

Yes No

Question: Does the district provide language-related support services to its LES students?

Yes No

Question: Have steps been taken by the district to open all programs to LES students?

Yes No

Question: Can the district demonstrate that a concentration of LES students in one or a few programs is not the result of unlawful discrimination?

Yes No

3. Guideline IV(N) - Requires recipients to, if necessary, (1) modify instructional equipment, (2) modify or adapt the manner in which courses are offered, (3) house the program in facilities that are accessible or alter facilities to make them readily accessible to mobility impaired students, and (4) provide auxiliary or related aids and services.

Question: Are there architectural barriers which deny handicapped students access to educational programs and courses?

Yes No

Question: Is the district providing the necessary related aids or services to handicapped students so they may have access to educational programs and courses?

Yes No

4. Guideline IV(O) - Requires recipients to issue public notification that all educational opportunities will be offered without regard to race, color, national origin, sex or handicap; and, if necessary, disseminate public notification materials in the language of persons of national origin.

Question: At the beginning of each year, does the district advise the students, parents, employees, and the general public of its non discrimination policy?

Yes No

Question: Is this notification advertised in a manner that is accessible to all members of the general public regardless of race, color, national origin, sex or handicap?

Yes No

Question: Does the announcement provide information on course offerings, admissions criteria, and the name and phone number of the coordinators of Title IX and Section 504?

Yes No Again the title is used rather than name.

Question: Is the announcement communicated in the native language of national origin minorities?

Yes No

Question: Does the announcement include an assurance that the lack of English skills will not be a barrier to admission and participation?

Yes No

5. Guideline V(A) - Requires recipients to ensure that counseling materials and activities (such as student program selection and career / employment selection), promotional, and recruitment efforts do not discriminate on the basis of race, color, national origin, sex, or handicap.

Question: Does the district take steps to ensure that counseling materials and activities, and promotional and recruitment efforts do not discriminate on the basis of race, color, national origin, sex or handicap?

Yes No

6. Guideline V(B) - Requires recipients operating educational programs to ensure that counselors do not direct or urge any student to enroll in a particular career or program or measure or predict a student's prospects for success in any career or program based upon the student's race, color, national origin, sex, or handicap; and if there is disproportionate enrollment of either sex, minority group, or handicapped students in a program, recipients are required to take steps to ensure that such an occurrence does not result from unlawful discrimination in counseling.

Question: Do counselors direct or urge any students to enroll in a particular career or program on the basis of race / national origin, sex, or handicap?

Yes No

Question: Do counselors measure or predict a student's prospects for success in any career or program based on the student's race / national origin, sex, or handicap?

Yes No

Question: Do counselors counsel handicapped students toward more restrictive career objectives than non handicapped students with similar abilities and interests?

Yes No

Question: Does the district take steps to ensure that disproportionate enrollment of either sex, minority group, or handicapped students in a program is not the result of unlawful discrimination?

Yes No

7. Guideline V(C) - Requires recipients to conduct student recruitment activities in a manner that does not exclude or limit opportunities on the basis of race, color, national origin, sex, or handicap.

Question: Are students recruited and counseled for education without regard to race, color, national origin, sex, or handicap?

Yes No

Question: Are career opportunities and curricular programs presented in a manner that does not discriminate on the basis of race, color, national origin, sex, or handicap?

Yes No

Question: Do the materials which are used in recruiting or promotional efforts limit the portrayal of career opportunities or tend to perpetuate or create stereotypes or limitations are not race, national origin, sex, or handicap through text or illustration?

Yes No I think this is the answer to the question. By this response, I mean to state that there are no stereotypes perpetuated in our recruiting materials and that special efforts are made to be inclusive of the racial, sex, and handicap make up of the population of our district.

Question: Are members of the protected groups represented and active in recruitment and counseling activities?

Yes No

Question: Are provisions made for the limited English-speaking minorities and handicapped persons to receive promotional literature and comparable recruitment efforts in a medium in which they can communicate?

Yes No

8. Guideline V(D) - Requires recipients to ensure that counselors can effectively communicate with national origin minority students with limited English language skills and with students who have hearing impairments.

Question: Has the district taken steps to ensure that counselors can effectively communicate with national origin minority students with limited language skills and with students who have hearing impairments.

Yes No

9. Guideline V(E) - Requires recipients to, if necessary, distribute promotional literature to national origin minority persons in their native language.

Question: Does the district provide promotional literature to national origin minorities in their native language?

Yes No

10. Guideline VI(B) - Requires recipients to, if necessary, provide materials and information used as notification of opportunities for financial assistance to be distributed and communicated in a manner that it can be accessed by national origin minority persons with limited English-speaking skills.

Question: Does the district provide materials and information used as notification of opportunities for financial assistance distributed and communicated in a manner that is accessible to national origin minority students with limited English-speaking skills?

Yes No

11. Guideline VI(C) - Requires recipients that provide housing in residential post secondary education centers to extend housing opportunities, whether on campus or off campus, without discrimination, and provide comparable, convenient, and accessible housing at the same cost and under the same conditions for handicapped students.

Question: If provided by a district that has educational programs, is on campus and off campus housing provided for all regardless of race, sex, or handicap?

Yes No

Question: Is the housing provided for handicapped students comparable, convenient and offered at the same cost and conditions as for other students?

Yes No

12. Guideline VI(D) - Requires recipients that provide facilities for one sex to provide comparable facilities to those of the other sex and be readily accessible to handicapped persons.

Question: Does the district provide common facilities which have been modified or separate comparable facilities (changing rooms, showers, etc.) offered for students of different sex?

Yes No

Question: Have facilities been adapted or modified to the extent necessary to make the educational program readily accessible to the handicapped?

Yes No

13. Students on the basis of race, color, national origin, sex, or handicap in making cooperative educational programs, job placement and apprentice training opportunities available to students; and that students participating in these types of programs are not discriminated against by employers or prospective employers in

recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, and in pay; contracts or written agreements when used in relation to these opportunities must contain a statement of assurance indicating that students will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex, or handicap.

Question: Does the district make opportunities in its work study, cooperative education and job placement programs available to students without regard to race, color, national origin, sex, or handicap?

Yes No

Question: Does the district ensure that students placed in cooperative education work study, or job placement programs receive equal treatment with regard to task assignment, numbers of hours worked, responsibility levels, and pay?

Yes No

Question: Are assurances of non discrimination contained in written agreement for the referral or assignment of students to an employer?

Yes No

14. Guideline VII(B) - If written agreement with a labor union or other sponsor providing apprentice training is used, requires recipients to include an assurance that the union or other sponsor does not engage in discrimination against its membership or applicants for membership; and that apprentice training will be offered and conducted free of discrimination.

Question: Does the district enter into any agreement for the provision or support of apprentice training with any labor union or other sponsor?

Yes No

Question: Is there a written agreement which contains an assurance that they do not discriminate against its members or applicants?

Yes No

15. Guideline VIII(B) - Requires the recipient to notify every source of faculty that it does not discriminate on the basis of race, color, national origin, sex, or handicap.

Question: Has the district attempted to notify every source of faculty that it does not discriminate on the basis of race, color, national origin, sex, or handicap?

Yes No

16. Guideline VIII(D) - Requires the recipient to establish and maintain faculty salary scales on the basis of the conditions and responsibilities of employment without regard to race, color, national origin, sex, or handicap.

Question: Are faculty salary scales and policy based upon the conditions and responsibilities of employment without regard to race, color, national origin, sex, or handicap?

Yes No

17. Guideline VIII(E) - Requires recipients to provide equal employment opportunities for teaching and administrative positions to handicapped applicants who can perform the essential functions for the position; and make reasonable accommodations for the physical or mental limitations of handicapped (otherwise qualified) applicants unless it can be demonstrated that such accommodations would impose undue hardship.

Question: Does the district provide reasonable accommodations to the known physical or mental limitations of an otherwise qualified handicapped applicant or employee?

Yes No

18. Guideline VIII(F) - Requires recipients to take steps to overcome the effects for past discrimination. Such steps may include the recruitment or reassignment of qualified persons of a particular race, national origin, or sex, or who are handicapped.

Question: Does the district limit its recruitment efforts to schools, communities or companies which are disproportionately composed of persons of a particular race, national origin, sex, or handicap?

Yes No

V. Contracts for Services - TCS 8

Policy and Procedural Requirements Relating to Non Discrimination

1. TCS 8.04(7)(a)(b) - Requires each district board to adopt policies and procedures governing contracts for services with service recipients.

Question: Does the district have a policy and procedure governing contracts for service with recipients?

Yes No

Question: Does the district's contract for service policy include a statement of non discrimination on the basis of age, race, color, sex, creed, handicap, political persuasion, ancestry, or sexual orientation against students and employees?

Yes No

2. TCS 8.05(4)(a)(b) - Requires that the service recipient certify that it does not discriminate on the basis of age, race, color, sex, creed, handicap, political persuasion, ancestry, or sexual orientation against any employee, applicant for employment, any student, or applicant for enrollment.

Question: Does the district certify that service recipients do not discriminate on the basis of age, race, color, sex, creed, handicap, political persuasion, ancestry, or sexual orientation against students and employers?

Yes No

VI. Americans with Disabilities Act - Self Evaluation

1. Guideline II-3.2000 - Prohibits the denial of services or benefits on the basis of a disability.

Question: Has the district included disability in its non discrimination policies?

Yes No

2. Guideline II-3.3000 and II-3.4000 - Provides for equality of opportunity to participate in or benefit from a public entity's aids, benefits, and services. In addition, provides for equal participation in the "mainstream" of society.

Question: Are persons with disabilities afforded an equally effective opportunity to participate in or benefit from an aid, benefit or service?

Yes No

Question: Are individuals with disabilities integrated to the maximum extent appropriate?

Yes No

Question: If separate programs are offered, are they appropriate to the particular individual?

Yes No No separate programs are offered.

Question: Have any individuals with disabilities been excluded from the regular program or required to accept special services or benefits?

Yes No

Question: Are individuals with disabilities provided accommodations necessary to allow them to participate in regular programs?

Yes No

3. Guideline II-3.5000 - A public entity may not impose eligibility criteria for participation in its programs, services or activities that either screen out or tend to screen out persons with disabilities, unless it can show that such requirements are necessary for the provision of the service, program or activity.

Question: Are any safety requirements imposed based on real risks, not speculation, stereotypes or generalizations about individuals with disabilities?

Yes No

Question: Are any inquiries made into a disability absolutely necessary to insure safe participation?

Yes No

Question: In cases where extra (non personal item) costs are incurred does the district absorb the cost without charge to the disabled individual being served?

Yes No

Question: Are modifications to policies, practices or procedures in programs made to accommodate disabled individuals except where the modification would fundamentally alter the nature of the service, program or activity?

Yes No

4. Guideline II-5.0000 - A public entity may not deny the benefits of its programs, activities, and services to individuals because its facilities are inaccessible. The "program accessibility standard" requires that a public entity's services, programs, or activities, when viewed in their entirety, to be readily accessible to and usable by individuals with disabilities.

Question: Has the district conducted a review of its facilities, developed a transition plan, and made changes as needed to achieve program accessibility?

Yes No

Question: Where access involves back door or freight elevators, is such an arrangement used only as a last resort in cases where it provides accessibility comparable to that provided to persons without disabilities who generally use front doors and passenger elevators?

Yes No We do not have either freight elevator or back door access points.

Question: Are adequate numbers of accessible parking spaces in existing parking lots or garages available?

Yes No

5. Guideline II-7.0000 - Provides that a public entity must ensure that its communication with individuals with disabilities are as effective as communications with others. In order to provide equal access, a public accommodation is required to make available appropriate auxiliary aids and services where necessary to ensure effective communication.

Question: Is a procedure available which provides an opportunity for individuals with disabilities to request auxiliary aids and services of their choice?

Yes No

Question: Does the procedure provide for primary consideration and consultation to the individual in regard to their primary choice?

Yes No

Question: Where interpreters are supplied, are they qualified, i.e., "able to sign to the individual who is deaf what is being said by the hearing person and who can voice to the hearing person what is being signed by the individual who is deaf ... effectively, accurately, and impartially including the use of necessary specialized vocabulary"?

Yes No

Question: Where telephone communications are available, are equally effective communication devices or services provided for individuals with disabilities, including hearing and speech impaired individuals?

Yes No

6. Guideline II-8.0000 - Provides for administrative requirements including preparation of a self evaluation, development of a transition plan, providing notice to the public, designation of a responsible employee and development of a grievance procedure.

Question: Has the district developed (and on file) a self-evaluation plan which identifies all of the programs, activities and services; and reviews all policies and practices that govern the programs, activities and services.

Yes No

Question: Has the district developed a transition plan for structural modifications required to achieve program accessibility and provided a copy of that plan to the State Board Facilities Coordinator for inclusion in the district's five-year facility plan?

Yes No

Question: Has the district provided information on Title II's requirements to applicants, participants, beneficiaries, and other interested persons which explains Title II's prohibitions against discrimination?

Yes No

Question: Has the district adopted and published a grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Title II?

Yes No

Question: Has the district designated at least one employee to coordinate its efforts to comply with and fulfill its responsibilities of the ADA, including the investigation of complaints?

Yes No

VII. Wisconsin Fair Employment Act

1. Section 111.31, Wis. Stats. - Provides that the practice of unfair discrimination in employment against properly qualified individuals by reason of their age, race, creed, color, handicap, marital status, sex, national origin, ancestry, sexual orientation, arrest record, conviction record, membership in the national guard, state defense force or any other reserve component of the military forces of the United States or the state of Wisconsin, or the use or non use of lawful products off the employer's premises during non working hours is illegal.

Question: Does the district as an employer base an evaluation of an employee or applicant for employment upon the employee's or applicant's individual qualifications rather than upon a particular class to which the individual may belong?

Yes No

Question: Does the district avoid making, using or circulating any statement, advertisement or publication, or avoid using any form of application for employment or avoid making any inquiry in connection with prospective employment which is prohibited by the Wisconsin Fair Employment Act?

Yes No

Question: Does the district as an employer refrain from prohibited honesty, genetic, and/or other testing prohibited by the Wisconsin Fair Employment Act?

Yes No

VIII. Chapter 38, Wis. Stats.

1. Chapter 38, Wis. Stats. - Provides for District Board powers and duties. Includes the requirement to conduct an orientation program and provide information on sexual harassment, and the general prohibition against discrimination in admission and/or participation in services, programs, courses and facilities usage based upon race, color, creed, religion, sex, national origin, disability, age, sexual orientation, pregnancy, marital status or parental status.

Question: Does the district incorporate in its orientation program for newly entering students, oral and written information on sexual assault and sexual harassment?

Yes No

Question: Does the district annually supply all students enrolled in the district printed material on sexual harassment and sexual assault?

Yes No

Question: Does the district annually submit a report to the chief clerk of each house of the Wisconsin legislature indicating the methods used to comply with orientation and information requirements?

Yes No

Question: Does the district have established policies to protect students from discrimination which provides criteria for determining discrimination as prohibited, provides remedies and sanctions for violations, establishes a 300-day time limit on filing and establishes a procedure with reasonable time limits to act on complaints?

Yes No

Question: Does the district, in October of each year, forward a summary of student complaints by date, issue and disposition to the Wisconsin Board's DHR?

Yes No

Part B: Compliance Action Statement

For each item which is in non compliance in the self evaluation, prepare the following analysis using the form provided as Attachment 1 (Civil Rights Compliance Plan for Vocational Education Programs):

A. **Non-compliance Item** -- identify the problem with compliance.

Promotional Literature in Native Language. We do currently have available public notices and financial aid instructions in both Hmong and Spanish. Promotional literature continues to be primarily in English.

Please note that per the 2000 census, the District's minority population is less than 1% Hispanic and less than 1% Asian Non-Hispanic (primarily Hmong). The district has provided public notices, financial aid instructions and application materials in both Hmong and Spanish. The minority population in the area is rapidly making the transition to English as most are second plus generation in this country. While the District will continue to make the transition with all deliberate speed, there is some question regarding the cost versus benefits for the District's citizens.

Identification of Compliance Officers. The district follows the practice of identifying compliance officers by title, office location and telephone number. This enables the individuals seeking assistance to identify the appropriate parties to provide that assistance during a period of transition caused by retirements and down sizing. The telephone numbers and office locations remain a constant during this period.

District Transition Plans. Transition plans have been developed and areas that may be accessed inconveniently have been identified and are being addressed as the district continues its physical plant modifications. We have eliminated any access which involves back doors and have no freight elevators. We do have two remaining elevators that do inconvenience individuals confined to wheel chairs although they are accessible. Those are part of our remodeling plans for the immediate future.

The District Transition plan should be completed within the five year plan period and future progress will be reported.

Section 4

Self Analysis of Work Force and Goals Establishment

Note: The ***Civil Rights Compliance Plan for Vocational Education Program*** form is available from the System Office in electronic format. Your requests will be promptly answered.

District Name Organization Level Category	Western Technical College												
	Total	Females		Black		Hispanic		Am Indians		Other		Persons with Disabilities	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Exec/Adm Mgr													
District Employees	56	26	46.43%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
District Labor Force	13426	4531	33.75%	30	0.22%	93	0.69%	174	1.30%	39	0.29%		
% Difference (+ or -)			12.68%		-0.22%		-0.69%		-1.30%		-0.29%		
Underutilizations (yes/no)			No		No		No		Yes		No		
Goal									1.30%				
Faculty													
District Employees	202	107	52.97%		0.00%		0.00%		0.00%	1	0.50%	0	0.00%
District Labor Force	1011	503	49.75%	7	0.69%	11	1.09%	3	0.30%	36	3.56%		
% Difference (+ or -)			3.22%		-0.69%		-1.09%		-0.30%		-3.07%		
Underutilizations (yes/no)			No		Yes		Yes		Yes		Yes		
Goal					0.69%		1.09%		0.30%		3.56%		
Secretarial/Clerical													
District Employees	107	100	93.46%	1	0.93%		0.00%		0.00%	3	2.80%	0	0.00%
District Labor Force	18548	14515	78.26%	106	0.57%	125	0.67%	219	1.18%	167	0.90%		
% Difference (+ or -)			15.20%		0.36%		-0.67%		-1.18%		1.90%		
Underutilizations (yes/no)			No		No		Yes		Yes		No		
Goal							0.67%		1.18%				
Professional Non Faculty													
District Employees	39	31	79.49%		0.00%		0.00%		0.00%	3	7.69%	0	0.00%
District Labor Force	17206	10543	61.28%	69	0.40%	93	0.54%	129	0.75%	303	1.76%		
% Difference (+ or -)			18.21%		-0.40%		-0.54%		-0.75%		5.93%		
Underutilizations (yes/no)			No		No		No		No		No		
Goal													
Technical/Para-Professional													
District Employees	27	12	44.44%		0.00%		0.00%		0.00%	1	3.70%	0	0.00%
District Labor Force	2872	1859	64.73%	0	0.00%	5	0.17%	20	0.70%	49	1.71%		
% Difference (+ or -)			-20.28%		0.00%		-0.17%		-0.70%		2.00%		
Underutilizations (yes/no)			Yes		No		No		No		No		
Goal			64.73%										
Skilled Craft													
District Employees	4	0	0.00%		0.00%		0.00%		0.00%		0.00%	0	0.00%
District Labor Force	12654	701	5.54%	71	0.56%	139	1.10%	190	1.50%	50	0.40%		

% Difference (+ or -)			-5.54%		-0.56%		-1.10%		-1.50%		-0.40%		
Underutilizations (yes/no)			No		No		No		No		No		
Goal													
Service Maintenance													
District Employees	32	13	40.63%		0.00%		0.00%		0.00%	3	9.38%	0	0.00%
District Labor Force	20556	13580	66.06%	240	1.17%	286	1.39%	275	1.34%	342	1.66%		
% Difference (+ or -)			-25.44%		-1.17%		-1.39%		-1.34%		7.71%		
Underutilizations (yes/no)			Yes		No		No		No		No		
Goal			66.06%										
District Totals													
District Employees	467	289	61.88%	1	0.21%	0	0.00%	0	0.00%	11	2.36%	0	0.00%
District Labor Force	86273	46232	53.59%	523	0.61%	752	0.87%	1010	1.17%	986	1.14%	9055	10.50%
% Difference (+ or -)			8.30%		-0.39%		-0.87%		-1.17%		1.21%		-10.50%
Underutilizations (yes/no)			No		Yes		Yes		Yes		No		
Goal					0.61%		0.87%		1.17%				10.50%

Note: No Goal was set where the result of the percent underutilized multiplied by the total for the District Employees resulted in less than one-half person

The District has not accumulated data on disabled employees to date since all are handling the positions to which they are assigned without accommodation. Where accommodations are requested, the requests will be recorded in the PeopleSoft data base for future reference.

Section 5

Affirmative Action Program Initiatives Employment Initiative Summary

Board Policy Implementation:

I. The Board policy has been revised to clearly identify the Human Resources Director/Equal Opportunity Compliance Officer responsibility for:

1. Insuring the selection team for occupations that have been found to be statistically under represented for females or minorities contains a representative from the Diversity committee.
2. Communicating the extent of the deficiency to the committee as a whole
3. Monitoring the process to assure that all efforts are made, assure a representative applicant pool both at the initial recruitment stage and the interview stage.
4. Statistically analyze the selection process to assure that there are no elements of the process that are resulting in adverse impact against either minorities or females.

II. Efforts to implement the board policy will be developed by the Human Resources Director/Equal Opportunity Compliance Officer and will include:

- A.** Education of all committees involved in the recruitment of staff from outside the college with particular focus on those committees who are involved in the recruiting of Administrative and Faculty employees on the requirements of Equal Opportunity Law (state and federal) and on the Americans with Disabilities Act and the concept of reasonable accommodation.
- B.** Review of the list of candidates selected for interview to insure that there is adequate diversity in the pool.
- C.** Implementation of a statistically oriented applicant tracking system which identifies applicants statistically by race and gender and determines where in the selection process applicants are being determined to be not sufficiently qualified for further processing. The statistical analysis will identify any steps of the process that may result in adverse impact. Those steps will be analyzed to determine if they represent valid criteria for identifying qualified candidates and adjustments in the process will be made.
- D.** Inclusion of a representative from the Global Education/Diversity Team on each selection team formed to recruit faculty and administrative staff to monitor the selection team's efforts and assure that due consideration is given to diversity needs of the college.
- E.** Evaluation of each search process prior to extending an offer to the successful candidate. Where appropriate the selection team will be asked to document its decision by identifying the qualifications present in the selected candidate and comparing and contrasting those qualifications with the qualifications of the candidate who would have improved the college's staff diversity.

III. Methods by which the program initiative is to be evaluated will include.

- A.** Data on the selection process will be maintained and statistically evaluated by the Human Resources Department as each selection process step is completed for the faculty and administrator selections. Corrections in the selection process will be implemented based on identified need where the analysis indicates adverse impact.

- B. Year to year comparison of the data provided in section IV of this document will indicate progress toward the ultimate goal of a work force at all levels which mirrors the District's census.
 - C. Documentation on each employment process which presented an opportunity for diversity but failed in achieving that goal will justify the results of the search process.
- IV. Annual Progress** – Will be documented each year in the five-year planning period.

Target Marketing of Specific Administrative and Faculty Positions;

- I. Identify positions that can potentially be filled by diversity candidates and identify where recruiting efforts would most likely yield results.
- II. Implement by:
 - a. Analyzing census data to identify those geographic locations which are most likely to result in diverse candidates for employment based on the position being filled.
 - b. Establish contacts with organizations that will facilitate the circulation of vacancy information in the community most effectively to inform diverse candidates of the potential vacancies.
 - c. Gather data on sources of applications to determine effectiveness of efforts and repeat those that appear to yield best results.
- III. Evaluate program by:
 - a. Statistical analysis of applicant sources combined with cost benefit analysis
 - b. Changes in the employee census data included in Section IV of this plan.
- IV. Annual progress report to be included as part of annual report on the five year plan. Successful efforts to be communicated to other member colleges for their implementation.

Administrator Accountability for Recruiting Efforts:

Section 6

Students

Districts are to assure equal opportunity for all protected categories of students in all educational areas. Enrollments and completion rates are two major measures of compliance. The WTCS has a state funded Minority Retention and Participation Program which provides technical assistance and state funded grants to assure equal opportunity for students. In addition, the system office has an agreement with the U.S. Department of Education, Office of Civil Rights to insure equal opportunity for students. That program conducts on-site reviews of civil rights matters to insure equal opportunity. Districts are highly encouraged to set goals and to develop student program initiatives which target areas of under-utilization. The System Equal Opportunity Officer will be in close contact with the System Minority Retention and Participation Services Consultant to monitor district initiatives and efforts related to minority students as well as other categories of protected students.

Districts are required, as part of this five-year Affirmative Action Plan, to conduct an analysis and establish goals / initiatives for the educational and service program areas which are under-utilized for minorities, females or disabled students. To assist in this effort, the Wisconsin Technical College System provides Affirmative Action / Equal Opportunity data from the client accounting system. A series of reports is attached for your use. Report (VE 215660) provides enrollment and completion data by race / ethnic group, gender, and disability by broad program area (the program areas are: agriculture, marketing, health occupations, office occupations, technical, trade and industry, and other). Also provided are the following reports: VE 215670, total enrollment and completion by gender; VE 215680, total enrollment and completion by disability; VE 215690, total enrollment and completion by limited English proficiency. These reports are also updated and provided annually for use in narrowly tailoring your programs.

Districts are required to provide, both in the five-year plan and in the annual updates, an explanation of data identified as "may be out of compliance" in the following reports:

1. VE 215660, enrollment and completion by program area.
2. VE 215670, total enrollment and completion by sex.
3. VE 215680, total enrollment and completion by disabled.
4. VE 215690, total enrollment and completion by limited English proficiency.

VE215660

LAST UPDATED: 15:03 ON Tuesday, October 5, 2004.

VE215660 WISCONSIN TECHNICAL COLLEGE SYSTEM 14:15:49 10/05/04
 02 WESTERN CLIENT REPORTING SYSTEM (VE215660)

COMPLIANCE INDICATOR I - PROGRAM AREAS

FISCAL YEAR 2003-2004

AGRIBUSINESS

* ENROLLEES

FACTORS FOR COMPARISON	FEMALES		DISABLED		AMN. INDIAN		ASIAN AMN.		BLACKS		HISPANICS		WHITES		UNKNOWN		
	TOTAL	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
*TOTAL ENROLL	371	95	25.61%	3	0.81%	1	0.27%	0	0.00%	1	0.27%	3	0.81%	327	88.14%	39	10.51%
DIST. POP.	217,014	110,607	50.97%	9,652	4.45%	1,360	0.63%	2,858	1.32%	625	0.29%	1,276	0.59%	210,856	97.16%		
% DIFFERENCE			-25.36%		-3.64%		-0.36%		-1.32%		-0.02%		0.22%		-9.02%		10.51%

** FEMALE STDS POPULATION MAY BE OUT OF COMPLIANCE **

** DISABLED STDS POPULATION MAY BE OUT OF COMPLIANCE **

** INDIAN STDS POPULATION MAY BE OUT OF COMPLIANCE **

** ASIAN STDS POPULATION MAY BE OUT OF COMPLIANCE **

GRADUATES

FACTORS FOR COMPARISON	FEMALES		DISABLED		AMN. INDIAN		ASIAN AMN.		BLACKS		HISPANICS		WHITES		UNKNOWN		
	TOTAL	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
TOTAL GRADS.	47	14	29.79%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	47	100.00%	0	0
*TOTAL ENROLL	371	95	25.61%	3	0.81%	1	0.27%	0	0.00%	1	0.27%	3	0.81%	327	88.14%	39	10.51%
% DIFFERENCE			4.18%		-0.81%		-0.27%		0.00%		-0.27%		-0.81%		11.86%		-10.51%

** DISABLED GRADS POPULATION MAY BE OUT OF COMPLIANCE **

** INDIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **

** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **

** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **

BUSINESS

* ENROLLEES

FACTORS FOR COMPARISON	FEMALES		DISABLED		AMN. INDIAN		ASIAN AMN.		BLACKS		HISPANICS		WHITES		UNKNOWN	
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	TOTAL	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
*TOTAL ENROLL	1,487		817	54.94%	36	2.42%	52	3.50%	41	2.76%	13	0.87%	27	1.82%	1,277	85.88%	74	4.98%
DIST. POP.	217,014		110,607	50.97%	9,652	4.45%	1,360	0.63%	2,858	1.32%	625	0.29%	1,276	0.59%	210,856	97.16%		
% DIFFERENCE				3.98%		-2.03%		2.87%		1.44%		0.59%		1.23%		-11.28%		4.98%

** DISABLED STDS POPULATION MAY BE OUT OF COMPLIANCE **

		GRADUATES																	
FACTORS FOR COMPARISON		FEMALES				DISABLED		AMN. INDIAN		ASIAN AMN.		BLACKS		HISPANICS		WHITES		UNKNOWN	
	TOTAL	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
TOTAL GRADS.	200		124	62.00%	5	2.50%	9	4.50%	1	0.50%	2	1.00%	5	2.50%	180	90.00%	3	1.50%	
*TOTAL ENROLL	1,487		817	54.94%	36	2.42%	52	3.50%	41	2.76%	13	0.87%	27	1.82%	1,277	85.88%	74	4.98%	
% DIFFERENCE				7.06%		0.08%		1.00%		-2.26%		0.13%		0.68%		4.12%		-3.48%	

** ASIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **

		MARKETING																	
		* ENROLLEES																	
FACTORS FOR COMPARISON		FEMALES				DISABLED		AMN. INDIAN		ASIAN AMN.		BLACKS		HISPANICS		WHITES		UNKNOWN	
	TOTAL	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
*TOTAL ENROLL	668		336	50.30%	15	2.25%	15	2.25%	16	2.40%	5	0.75%	27	4.04%	570	85.33%	31	4.64%	
DIST. POP.	217,014		110,607	50.97%	9,652	4.45%	1,360	0.63%	2,858	1.32%	625	0.29%	1,276	0.59%	210,856	97.16%			
% DIFFERENCE				-0.67%		-2.20%		1.62%		1.08%		0.46%		3.45%		-11.83%		4.64%	

** DISABLED STDS POPULATION MAY BE OUT OF COMPLIANCE **

		GRADUATES																	
FACTORS FOR COMPARISON		FEMALES				DISABLED		AMN. INDIAN		ASIAN AMN.		BLACKS		HISPANICS		WHITES		UNKNOWN	
	TOTAL	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
TOTAL GRADS.	84		43	51.19%	1	1.19%	0	0.00%	0	0.00%	0	0.00%	1	1.19%	79	94.05%	4	4.76%	
*TOTAL ENROLL	668		336	50.30%	15	2.25%	15	2.25%	16	2.40%	5	0.75%	27	4.04%	570	85.33%	31	4.64%	
% DIFFERENCE				0.89%		-1.06%		-2.25%		-2.40%		-0.75%		-2.85%		8.72%		0.12%	

** DISABLED GRADS POPULATION MAY BE OUT OF COMPLIANCE **

** INDIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **

** ASIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **

** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **

** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **

GRAPHICS

*** ENROLLEES**

FACTORS FOR COMPARISON	FEMALES		DISABLED		AMN. INDIAN		ASIAN AMN.		BLACKS		HISPANICS		WHITES		UNKNOWN		
	TOTAL	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
*TOTAL ENROLL	354	169	47.74%	22	6.21%	10	2.82%	8	2.26%	9	2.54%	4	1.13%	316	89.27%	6	1.69%
DIST. POP.	217,014	110,607	50.97%	9,652	4.45%	1,360	0.63%	2,858	1.32%	625	0.29%	1,276	0.59%	210,856	97.16%		
% DIFFERENCE			-3.23%		1.77%		2.20%		0.94%		2.25%		0.54%		-7.90%		1.69%

** FEMALE STDS POPULATION MAY BE OUT OF COMPLIANCE **

GRADUATES

FACTORS FOR COMPARISON	FEMALES		DISABLED		AMN. INDIAN		ASIAN AMN.		BLACKS		HISPANICS		WHITES		UNKNOWN		
	TOTAL	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
TOTAL GRADS.	54	29	53.70%	1	1.85%	1	1.85%	1	1.85%	2	3.70%	0	0.00%	50	92.59%	0	0.00%
*TOTAL ENROLL	354	169	47.74%	22	6.21%	10	2.82%	8	2.26%	9	2.54%	4	1.13%	316	89.27%	6	1.69%
% DIFFERENCE			5.96%		-4.36%		-0.97%		-0.41%		1.16%		-1.13%		3.33%		-1.69%

** DISABLED GRADS POPULATION MAY BE OUT OF COMPLIANCE **

** INDIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **

** ASIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **

** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **

HOME ECONOMICS

*** ENROLLEES**

FACTORS FOR COMPARISON	FEMALES		DISABLED		AMN. INDIAN		ASIAN AMN.		BLACKS		HISPANICS		WHITES		UNKNOWN		
	TOTAL	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
*TOTAL ENROLL	271	203	74.91%	21	7.75%	6	2.21%	6	2.21%	5	1.85%	6	2.21%	241	88.93%	7	2.58%
DIST. POP.	217,014	110,607	50.97%	9,652	4.45%	1,360	0.63%	2,858	1.32%	625	0.29%	1,276	0.59%	210,856	97.16%		
% DIFFERENCE			23.94%		3.30%		1.59%		0.90%		1.56%		1.63%		-8.23%		2.58%

GRADUATES

FACTORS FOR COMPARISON	FEMALES		DISABLED		AMN. INDIAN		ASIAN AMN.		BLACKS		HISPANICS		WHITES		UNKNOWN		
	TOTAL	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
TOTAL GRADS.	37	33	89.19%	1	2.70%	1	2.70%	1	2.70%	0	0.00%	2	5.41%	32	86.49%	1	2.70%
*TOTAL ENROLL	271	203	74.91%	21	7.75%	6	2.21%	6	2.21%	5	1.85%	6	2.21%	241	88.93%	7	2.58%
% DIFFERENCE			14.28%		-5.05%		0.49%		0.49%		-1.85%		3.19%		-2.44%		0.12%

** DISABLED GRADS POPULATION MAY BE OUT OF COMPLIANCE **

** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **

INDUSTRIAL

FACTORS FOR COMPARISON	* ENROLLEES																
	FEMALES			DISABLED		AMN. INDIAN		ASIAN AMN.		BLACKS		HISPANICS		WHITES		UNKNOWN	
	TOTAL	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
*TOTAL ENROLL	596	18	3.02%	11	1.85%	21	3.52%	18	3.02%	4	0.67%	4	0.67%	489	82.05%	58	9.73%
DIST. POP.	217,014	110,607	50.97%	9,652	4.45%	1,360	0.63%	2,858	1.32%	625	0.29%	1,276	0.59%	210,856	97.16%		
% DIFFERENCE			-47.95%		-2.60%		2.90%		1.70%		0.38%		0.08%		-15.12%		9.73%

** FEMALE STDS POPULATION MAY BE OUT OF COMPLIANCE **

** DISABLED STDS POPULATION MAY BE OUT OF COMPLIANCE **

FACTORS FOR COMPARISON	GRADUATES																
	FEMALES			DISABLED		AMN. INDIAN		ASIAN AMN.		BLACKS		HISPANICS		WHITES		UNKNOWN	
	TOTAL	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
TOTAL GRADS.	122	6	4.92%	2	1.64%	5	4.10%	0	0.00%	0	0.00%	0	0.00%	110	90.16%	7	5.74%
*TOTAL ENROLL	596	18	3.02%	11	1.85%	21	3.52%	18	3.02%	4	0.67%	4	0.67%	489	82.05%	58	9.73%
% DIFFERENCE			1.90%		-0.21%		0.57%		-3.02%		-0.67%		-0.67%		8.12%		-3.99%

** DISABLED GRADS POPULATION MAY BE OUT OF COMPLIANCE **

** ASIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **

** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **

** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **

HEALTH

FACTORS FOR COMPARISON	* ENROLLEES																
	FEMALES			DISABLED		AMN. INDIAN		ASIAN AMN.		BLACKS		HISPANICS		WHITES		UNKNOWN	
	TOTAL	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
*TOTAL ENROLL	1,893	1,607	84.89%	40	2.11%	44	2.32%	16	0.85%	14	0.74%	13	0.69%	1,738	91.81%	64	3.38%
DIST. POP.	217,014	110,607	50.97%	9,652	4.45%	1,360	0.63%	2,858	1.32%	625	0.29%	1,276	0.59%	210,856	97.16%		
% DIFFERENCE			33.92%		-2.33%		1.70%		-0.47%		0.45%		0.10%		-5.35%		3.38%

** DISABLED STDS POPULATION MAY BE OUT OF COMPLIANCE **

** ASIAN STDS POPULATION MAY BE OUT OF COMPLIANCE **

GRADUATES

FACTORS FOR COMPARISON	FEMALES		DISABLED		AMN. INDIAN		ASIAN AMN.		BLACKS		HISPANICS		WHITES		UNKNOWN		
	TOTAL	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
TOTAL GRADS.	715	625	87.41%	8	1.12%	12	1.68%	1	0.14%	4	0.56%	4	0.56%	671	93.85%	20	2.80%
*TOTAL ENROLL	1,893	1,607	84.89%	40	2.11%	44	2.32%	16	0.85%	14	0.74%	13	0.69%	1,738	91.81%	64	3.38%
% DIFFERENCE			2.52%		-0.99%		-0.65%		-0.71%		-0.18%		-0.13%		2.03%		-0.58%
** DISABLED GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** INDIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** ASIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	

PUBLIC SAFETY

* ENROLLEES

FACTORS FOR COMPARISON	FEMALES		DISABLED		AMN. INDIAN		ASIAN AMN.		BLACKS		HISPANICS		WHITES		UNKNOWN		
	TOTAL	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
*TOTAL ENROLL	353	153	43.34%	16	4.53%	5	1.42%	4	1.13%	2	0.57%	2	0.57%	326	92.35%	14	3.97%
DIST. POP.	217,014	110,607	50.97%	9,652	4.45%	1,360	0.63%	2,858	1.32%	625	0.29%	1,276	0.59%	210,856	97.16%		
% DIFFERENCE			-7.62%		0.08%		0.79%		-0.18%		0.28%		-0.02%		-4.81%		3.97%
** FEMALE STDS POPULATION MAY BE OUT OF COMPLIANCE **																	
** ASIAN STDS POPULATION MAY BE OUT OF COMPLIANCE **																	

GRADUATES

FACTORS FOR COMPARISON	FEMALES		DISABLED		AMN. INDIAN		ASIAN AMN.		BLACKS		HISPANICS		WHITES		UNKNOWN		
	TOTAL	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
TOTAL GRADS.	61	26	42.62%	2	3.28%	3	4.92%	0	0.00%	0	0.00%	0	0.00%	57	93.44%	1	1.64%
*TOTAL ENROLL	353	153	43.34%	16	4.53%	5	1.42%	4	1.13%	2	0.57%	2	0.57%	326	92.35%	14	3.97%
% DIFFERENCE			-0.72%		-1.25%		3.50%		-1.13%		-0.57%		-0.57%		1.09%		-2.33%
** FEMALE GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** DISABLED GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** ASIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	

TECHNICAL & TELEVISION

FACTORS FOR COMPARISON	* ENROLLEES																
	FEMALES		DISABLED		AMN. INDIAN		ASIAN AMN.		BLACKS		HISPANICS		WHITES		UNKNOWN		
	TOTAL	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
*TOTAL ENROLL	286	51	17.83%	9	3.15%	5	1.75%	0	0.00%	2	0.70%	3	1.05%	259	90.56%	17	5.94%
DIST. POP.	217,014	110,607	50.97%	9,652	4.45%	1,360	0.63%	2,858	1.32%	625	0.29%	1,276	0.59%	210,856	97.16%		
% DIFFERENCE			-33.14%		-1.30%		1.12%		-1.32%		0.41%		0.46%		-6.60%		5.94%
** FEMALE STDS POPULATION MAY BE OUT OF COMPLIANCE **																	
** DISABLED STDS POPULATION MAY BE OUT OF COMPLIANCE **																	
** ASIAN STDS POPULATION MAY BE OUT OF COMPLIANCE **																	

FACTORS FOR COMPARISON	GRADUATES																
	FEMALES		DISABLED		AMN. INDIAN		ASIAN AMN.		BLACKS		HISPANICS		WHITES		UNKNOWN		
	TOTAL	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
TOTAL GRADS.	43	5	11.63%	0	0.00%	1	2.33%	0	0.00%	1	2.33%	0	0.00%	40	93.02%	1	2.33%
*TOTAL ENROLL	286	51	17.83%	9	3.15%	5	1.75%	0	0.00%	2	0.70%	3	1.05%	259	90.56%	17	5.94%
% DIFFERENCE			-6.20%		-3.15%		0.58%		0.00%		1.63%		-1.05%		2.46%		-3.62%
** FEMALE GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** DISABLED GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	

GENERAL STUDIES

FACTORS FOR COMPARISON	* ENROLLEES																
	FEMALES		DISABLED		AMN. INDIAN		ASIAN AMN.		BLACKS		HISPANICS		WHITES		UNKNOWN		
	TOTAL	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
*TOTAL ENROLL	531	304	57.25%	6	1.13%	8	1.51%	9	1.69%	7	1.32%	12	2.26%	410	77.21%	85	16.01%
DIST. POP.	217,014	110,607	50.97%	9,652	4.45%	1,360	0.63%	2,858	1.32%	625	0.29%	1,276	0.59%	210,856	97.16%		
% DIFFERENCE			6.28%		-3.32%		0.88%		0.38%		1.03%		1.67%		-19.95%		16.01%
** DISABLED STDS POPULATION MAY BE OUT OF COMPLIANCE **																	

FACTORS FOR COMPARISON	GRADUATES																
	FEMALES		DISABLED		AMN. INDIAN		ASIAN AMN.		BLACKS		HISPANICS		WHITES		UNKNOWN		
	TOTAL	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
TOTAL GRADS.	2	1	50.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	50.00%	1	50.00%
*TOTAL ENROLL	531	304	57.25%	6	1.13%	8	1.51%	9	1.69%	7	1.32%	12	2.26%	410	77.21%	85	16.01%

% DIFFERENCE	-7.25%	-1.13%	-1.51%	-1.69%	-1.32%	-2.26%	-27.21%	33.99%
** FEMALE GRADS POPULATION MAY BE OUT OF COMPLIANCE **								
** DISABLED GRADS POPULATION MAY BE OUT OF COMPLIANCE **								
** INDIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **								
** ASIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **								
** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **								
** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **								

ALL PROGRAMS

FACTORS FOR COMPARISON	* ENROLLEES																	
	TOTAL		FEMALES		DISABLED		AMN. INDIAN		ASIAN AMN.		BLACKS		HISPANICS		WHITES		UNKNOWN	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
*TOTAL ENROLL	6,810	3,753	55.11%	179	2.63%	167	2.45%	118	1.73%	62	0.91%	101	1.48%	5,953	87.42%	395	5.80%	
DIST. POP.	217,014	110,607	50.97%	9,652	4.45%	1,360	0.63%	2,858	1.32%	625	0.29%	1,276	0.59%	210,856	97.16%			
% DIFFERENCE			4.14%		-1.82%		1.83%		0.42%		0.62%		0.90%		-9.75%		5.80%	
** DISABLED STDS POPULATION MAY BE OUT OF COMPLIANCE **																		

FACTORS FOR COMPARISON	GRADUATES																	
	TOTAL		FEMALES		DISABLED		AMN. INDIAN		ASIAN AMN.		BLACKS		HISPANICS		WHITES		UNKNOWN	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
TOTAL GRADS.	1,365	906	66.37%	20	1.47%	32	2.34%	4	0.29%	9	0.66%	12	0.88%	1,267	92.82%	38	2.78%	
*TOTAL ENROLL	6,810	3,753	55.11%	179	2.63%	167	2.45%	118	1.73%	62	0.91%	101	1.48%	5,953	87.42%	395	5.80%	
% DIFFERENCE			11.26%		-1.16%		-0.11%		-1.44%		-0.25%		-0.60%		5.40%		-3.02%	

- ** DISABLED GRADS POPULATION MAY BE OUT OF COMPLIANCE **
- ** INDIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **
- ** ASIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **
- ** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **
- ** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **

Part A

Instructions - Enrollment

Analyze enrollment statistics by broad occupational program area for each minority group, females, disabled and LEP population. Where negative percentages exist provide explanation and/or develop plans and/or programs to address the problem(s). Provide timetables for implementation and evaluation. Where state grants have been requested or awarded, include a short description of the grant or program sufficient for the State Equal Opportunity/Affirmative Action Officer to be able to access the information already on file in the state office.

Although the college demographics in certain programs do not reflect the District demographics, the overall enrollment in the district with the exception of disabled students, does reflect the District's population base. The employment of female instructors in the non-traditionally female programs of Machine Tool, Graphics and Agribusiness are reflected in both the enrollment of females in these programs and their completion rates. Student decisions on the selection programs are economic choices. Students enroll in the programs that are most likely to result either short or long term in jobs.

The General Studies division has implemented programs on Employee Success (study skills, math support, reading and composition) which, when provided at the beginning of an educational career, should improve the success of students in more rigorous courses of study. This effort in and of itself should improve the retention demographics during the next five years.

Part B

Instructions - Completion Rates

Analyze completion rates by broad occupational program area for each minority group, females, disabled and LEP population. Where negative percentages exist provide explanation and/or develop narrowly tailored plans and/or programs to address the problem. Provide timetables for implementation and evaluation. Where state grants have been requested or awarded, include a short description of the grant or program sufficient for the State Equal Opportunity/Affirmative Action Officer to be able to access the information already on file in the state office.

With regard to the graduation rate losses, the District has long suspected that the losses are at least in part, because the students have achieved their goals and purposes in enrolling in the class or program. The District will, during the period of this plan implement methods of measuring outcomes against these specified goals in recognition of the fact that many technical college students enroll for reasons other than the achievement of a degree.

The college has a study team formed to look at the retention issues on a broad basis and make recommendations in policy, practice and facilities affecting both Student Services and Instruction which targets the improvement of retention of all students. Specific efforts focusing on the retention of minority students include the Diversity Club facilitated by Nhia

Vang and Bernard Black which focuses on addressing the issues surfaced by affected class members on an ongoing basis and the Next Step Program now in its fourth year which targets minority youth from the La Crosse area, exposing them to successful adults with minority backgrounds who could be viewed as role models and starting their thinking toward the consideration of higher education as a career development alternative. All are on-going programs which will be monitored for effectiveness in addressing the demographic issues identified in the Client Reporting Data.

VE215680 BY LIMITED ENGLISH PROFICIENCY

FACTORS FOR CONSIDERATION	Total No.	LEP No.	LEP PERCENTAGE
* TOTAL ENROLLMENT	6,810	98	1.44
** ADULT POPULATION	159,786	2,995	1.87
% DIFFERENCE			-0.43
QUOTIENT			0.77
DIFFERENCE =			29.65
STANDARD DEVIATION =			22.38

*** ENROLLMENT LEP POPULATION MAY BE OUT OF COMPLIANCE ***

GRADUATE COMPARISON

FACTORS FOR CONSIDERATION	Total No.	LEP No.	LEP PERCENTAGE
TOTAL GRADUATES	1,365	20	1.47
* TOTAL ENROLLMENT	6,810	98	1.44
% DIFFERENCE			0.03
QUOTIENT			1.02
DIFFERENCE =			0.36
STANDARD DEVIATION =			8.8

** ADULT POPULATION FIGURES ARE USED AS THE BASIS FOR COMPARISON.

WESTERN has and will maintain vigorous outreach program to address the language needs of the District's rapidly expanding LEP population, in particular, the new Hmong Refugees and the Hispanic Community. The Instructional Support Services Division is currently working with local employers and community leaders to address the language and general educational needs of the District's LEP population. SOL Programming is available throughout the District. The college has been exceedingly responsive to the District's need for ESOL services. All requests for services have been honored.

VE215680

WISCONSIN TECHNICAL COLLEGE SYSTEM

14:16:09

10/05/04

02 WESTERN

CLIENT REPORTING SYSTEM (VE215680)

PAGE: 2

COMPLIANCE INDICATOR III - DISABLED

FISCAL YEAR 2003-2004

* ENROLLEE COMPARISON

FACTORS FOR CONSIDERATION	TOTAL NUMBER	DISABLED NUMBER	DISABLED PERCENTAGE
* TOTAL ENROLLMENT	6,810	179	2.63
** WORKING AGE POPULATION	138,951	9,652	6.95
% DIFFERENCE			-4.32
QUOTIENT			0.38
DIFFERENCE =			294.05
STANDARD DEVIATION =			41.96

*** ENROLLMENT DISABLED POPULATION MAY BE OUT OF COMPLIANCE ***

GRADUATE COMPARISON

FACTORS FOR CONSIDERATION	TOTAL NUMBER	DISABLED NUMBER	DISABLED PERCENTAGE
TOTAL GRADUATES	1,365	20	1.47
* TOTAL ENROLLMENT	6,810	179	2.63
% DIFFERENCE			-1.16

QUOTIENT	0.56
DIFFERENCE =	15.88
STANDARD DEVIATION =	11.82

*** GRADUATE DISABLED POPULATION MAY BE OUT OF COMPLIANCE ***

With a few exceptions, the primary sources to identify a disability is self identification and the request for assistance. If there is no request for assistance, the individual is not recognized as disabled for statistical purposes. The District needs to improve the methods for gathering this data before it can assess the problem regarding enrollment. The District has been addressing physical barriers through its new construction and remodeling processes. During the next five years construction needed to address barriers for the disabled should be complete.

Family and Consumer Science

We have a population of people with Development Disabilities particularly in the Food Production Specialist Program. However, only 1 or 2 will receive a diploma and the others who receive a certificate aren't counted as graduates. There could be only one course that they couldn't complete due to their level of ability. For example : This year 1 received a diploma and 6 received certificates. All are job eligible, however not at the same level of competence. Last year 2003-04 one received a diploma and 7 received certificates. Would increase the total graduates to 1.90%.

VE215670

WISCONSIN TECHNICAL COLLEGE SYSTEM

14:16:03 10/05/04

02 WESTERN

CLIENT REPORTING SYSTEM (VE215670)

PAGE: 2

COMPLIANCE INDICATOR II - SEX

FISCAL YEAR 2003-2004

* ENROLLEE COMPARISON

FACTORS FOR CONSIDERATION	TOTAL NO	FEMALE NO.	%	MALE NO.	%	UNKNOWN SEX NO.	%
* TOTAL ENROLLMENT	6,810	3,753	55.11	3,044	44.7	13	0.19
DISTRICT POPULATION	217,014	110,607	50.97	106,407	49.03	0	0
% DIFFERENCE			4.14		-4.33		
QUOTIENT			1.08		0.91		
DIFFERENCE =							288.73
STANDARD DEVIATION =							82.43

FACTORS FOR CONSIDERATION	TOTAL NO	FEMALE NO.	%	MALE NO.	%	UNKNOWN SEX NO.	%
TOTAL GRADUATES	1,365	906	66.37	459	33.63	0	0
* TOTAL ENROLLMENT	6,810	3,753	55.11	3,044	44.7	13	0.19
% DIFFERENCE			11.26		-11.07		
QUOTIENT			1.2		0.75		
DIFFERENCE =							152.31

STANDARD DEVIATION =

36.74

Part C

Instructions - Student Counseling / Placement

Describe specific initiatives to assure non discrimination in the counseling / placement of minority, female, and disabled students. If needed, list plans to increase the protected category students' use of counseling / placement services to levels predicted by enrollment percentages.

Develop and specify plans to assure that counseling / placement services are provided and placement referrals by district staff are made without adverse impact on any protected group or individual. Include an analysis of the gender, ethnic and non English breakdown of the counseling and placement staff. Where state grants have been requested or awarded, include a short description of the grant or program sufficient for the State Equal Opportunity/Affirmative Action Officer to be able to access the information already on file in the state office.

Section 7

Instructions - Student Counseling / Placement

WESTERN employs 8 full and part-time counselors and 3 admissions advisors. Six of the eight counselors are females, one is Southeast Asian and one is white male. All of the admissions advisors are female. This class by its make up encourages a diverse enrollment in all programs including the programs that are traditionally male. In addition, one of the three machine tool instructors and one of the two agribusiness instructors is female which provide non-traditional role models for other women considering these occupations.

Employment opportunities are listed on the colleges placement site and are available for all students as self referrals.

Section 7

Annual Reports

Annual Progress Reports - District

Instructions - To ensure that programs are narrowly tailored, temporary, and will result in consistent progress toward achieving the Five-Year Equal Opportunity / Affirmative Action Plan goals, districts shall provide or report annually to the State Board:

1. Copies of Policy Statement updates and/or revisions.
2. Report of EEO / AA information dissemination activities.
3. A completed Annual Progress Report on each of the affirmative action initiatives related to employment contained in the Five Year Equal Opportunity/Affirmative Action Plan. An annually updated report containing data for analysis of equal opportunity employment categories by minority, gender and disability will be provided by the system office. Where negative percentages exist the district must provide explanation and/or develop /or report the results of plans and/or programs created in the initial 5 year plan to address the problem. Where changes have occurred which put the district in compliance, such must be noted and programs modified or eliminated as part of the annual review of activities.
4. A completed Annual Progress Report on each of the equal opportunity initiatives related to students contained in the Five Year Equal Opportunity/Affirmative Action Plan. An annually updated report containing data for analysis of enrollment and completion rates by broad occupational program area for each minority group, females, disabled and LEP population will be provided by the system office. Where negative percentages exist provide explanation and/or develop /or report the results of plans and/or programs created in the initial 5 year plan to address the problem. Where a plan exists, provide a summary of implementation and results for that year (builds on the same form each year of the plan). Where changes have occurred which put the district in compliance, such must be noted and programs modified or eliminated as part of the annual review of activities.
5. Any awards or citations of merit for programs and a description of the program suitable for sharing with other districts.

Report Review and Comment- System Office

1. The System Office will annually forward to the District Equal Opportunity/Affirmative Action Officer instructions on the annual reporting process.
2. The System Office will review the completed district 5 year plan and subsequent annual reports to determine the following:
 - a. Whether the Plan/Report responds to all aspects of the Guidelines.
 - b. Identification of Plan/Report deficiencies and program concerns.

3. System Office will provide timely written recommendations for improvements or modifications needed in the 5 year or annual plans. The comments, approvals or other recommendations will be forwarded to districts in a timely manner.

EEOC Report Categories

- 1 = EXECUTIVE, ADMINISTRATIVE AND MANAGERIAL. Include persons whose assignments require primary (and major) responsibility for management of the institution, or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operations of the institution, department or subdivision, etc. It is assumed that assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment, and to direct the work of others. Report in this category all officers holding such titles as Director or Administrator or the equivalent. Report in this category Deans, Directors, or the equivalents, as well as Associate Deans, Assistant Deans, and executive officers of academic departments (chairpersons, heads or equivalents) if their principal activity is administrative. Also include supervisors of professional employees.
- 2 = FACULTY. Include all persons whose specific assignments customarily are made for the purpose of conducting instruction, research, or public service as a principal activity (or activities), and now hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any one of these academic ranks. Report in this category Deans, Directors, or the equivalents, as well as Associate Deans, Assistant Deans, and executive officers of academic departments (chairpersons, heads, or the equivalent) if their principal activity is instructional. Do not include student teaching or research assistants.
- 3 = PROFESSIONAL NON FACULTY. Include persons whose assignments would require either college graduation or experience of such kind and amount as to provide a comparable background. Included would be all staff members with assignments requiring specialized professional training who should not be reported under Executive (1) and who should not be classified under any of the four "non professional" categories of activities.
- 4 = CLERICAL / SECRETARIAL. Include persons whose assignments typically are associated with clerical activities, or are specifically of a secretarial nature. Include personnel who are responsible for internal and external communications, recording and retrieval of data (other than computer programmers) and/or information and other paperwork required in an office, such as bookkeepers, stenographers, clerk typists, office machine operators, statistical clerks, payroll clerks, etc. Also include sales clerks such as those employed full-time in the bookstore, and library clerks who are not recognized as librarians.
- 5 = TECHNICAL / PARAPROFESSIONALS. Include persons whose assignments require specialized knowledge or skills which may be acquired through experience or academic work such as is offered in many two-year technical institutes, junior colleges or through equivalent on-the-job training. Include computer programmers and operators, drafters, engineering aides, junior engineers, mathematical aides, licensed practical or vocational nurses, dietitians, photographers, radio operators, scientific assistants, technical illustrators, technicians (medical, dental, electronic, physical sciences), and similar occupations not properly classifiable in other occupational-activity categories but which are institutionally defined as technical assignments. Include persons who perform some of the duties of a professional or technician in a supportive role, which usually require less formal training and/or experience normally required for professional or technical status.

- 6 = SKILLED CRAFTS. Include persons whose assignments typically require special manual skills and a thorough and comprehensive knowledge of the processes involved in the work, acquired through on-the-job training and experience or through apprenticeship or other formal training programs. Include mechanics and repairers, electricians, stationary engineers, skilled machinists, carpenters, compositors and typesetters.
- 7 = SERVICE / MAINTENANCE. Include persons whose assignments require limited degrees of previously acquired skills and knowledge, and in which workers perform duties which result in or contribute to the comfort, convenience and hygiene of personnel and the student body or which contribute to the upkeep and care of buildings, facilities or grounds of the institutional property. Include chauffeurs, laundry and dry cleaning operatives, cafeteria and restaurant workers, truck drivers, bus drivers, garage laborers, custodial personnel, gardeners and groundskeepers, refuse collectors, construction laborers, security personnel.

Note: Report non professional supervisors in executive, administrative and managerial category.

2000 Persons with Disabilities Age 16-64 by WTCS District

Source: 2000 U.S.Census, Department of Workforce Development

Below is the Affirmative Action Data from the 2000 Census Information developed by the Department of Workforce Development, showing persons aged 16 to 64 with disabilities who were employed by district in 2000. Figures derived from WTCS 2000 County to District Conversion Factors.

District	2000 Persons Age 16-64 with Disabilities
Chippewa Valley	10,029
Western	9,055
Southwest Wisconsin	4,972
Madison Area	22,437
Blackhawk	7,177
Gateway	16,375
Waukesha	10,818
Milwaukee	46,701
Moraine Park	9,168
Lakeshore	6,705
Fox Valley	13,700
Northeast	15,056
Mid-State	5,588
Northcentral	8,356
Nicolet	4,828
Indianhead	11,769
State Total	202,734

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4. System Office will provide timely written recommendations for improvements or modifications needed in the 5 year or annual plans. The comments, approvals or other recommendations will be forwarded to districts in a timely manner.