

U.S. Department of Education  
Office of Vocational and Adult Education

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**The Carl D. Perkins  
Career and Technical Education Act of 2006**

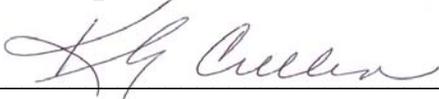
**STATE PLAN COVER PAGE**

**State Name:** Wisconsin

**Eligible Agency Submitting Plan on Behalf of State:**

WISCONSIN TECHNICAL COLLEGE SYSTEM BOARD

**Person at, or representing, the eligible agency responsible for answering questions on this plan:**

Signature: 

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**Type of State Plan Submission (check *all* that apply):**

5-Year

1-Year Transition

Unified – Secondary and Postsecondary

Unified – Postsecondary

Title I only (*All Title II funds have been consolidated under Title I*)

Title I and Title II

CERTIFICATION OF STATE BOARD  
STATE OF WISCONSIN

I hereby certify that the attached document containing the five-year plan covering the period from program year 2008-09 through 2012-2013 was adopted by the Wisconsin Technical College System Board.

This plan constitutes the basis for the operation and administration of the State's career and technical education program under the Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, during the period of the plan. All information and representations contained in the plan as of this date are accurate to the best of my knowledge.

April 1, 2008  
(date)

By: \_\_\_\_\_  
Mary Quinnette Cuene, President  
Wisconsin Technical College System Board

## EXECUTIVE SUMMARY

### STATE PLAN

The Carl D. Perkins Career and Technical Education Act of 2006, P.L. 190-270 (Perkins IV), is a federally funded program designed to assist states to develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs. The state is eligible to receive approximately \$23,786,700 for FY 2008-2009.

Under Perkins IV, the State of Wisconsin must submit a five-year State Plan beginning with program year 2008-09. Key elements of the State Plan include:

- Continued use of Title I Perkins funds to support career and technical education at both secondary and postsecondary levels;
- Continued use of Title II Perkins funds to support Tech Prep programs carried out by consortia organized by each of the state's sixteen technical college districts and the high school districts within the respective technical college district;
- Concrete proposals to support closer integration of the state's secondary and postsecondary career and technical education programming through the joint adoption of the national Career Clusters/Pathways model to implement the required programs of study aspects of Title I of Perkins IV that build on collaborative activities that have occurred during the Transition Plan year (2007-08);
- Commitment on the part of the state and local recipients to continue to work to develop appropriate data systems to facilitate reporting on the expanded set of accountability requirements included in Perkins IV and to meet those requirements.

In developing the five-year State Plan, the Wisconsin Technical College System (WTCS) State Board established four postsecondary priorities to guide the expenditure of the State's allocation of funds under Perkins IV. These four priorities include:

- Strengthening Career and Technical Education Programs;
- Achieving Student Success;
- Assuring Access and Participation in Nontraditional Training Occupational Employment; and
- Promoting and Supporting High School to College Transitions for Career and Technical Education Students.

In establishing these four priorities, the State Board took into account the purposes of Perkins IV expressed in Section 2 of the Act and the Act's greater focus on:

- Providing technical assistance with a stronger focus on promoting leadership, initial preparation, and professional development at the state and local level to improve the quality of career and technical education professionals;

- Strengthening relationships among secondary schools and postsecondary institutions including baccalaureate degree granting institutions, local workforce investment boards, business and industry and other related groups;
- Re-enforcing the importance of extending lifelong opportunities to all individuals to develop the knowledge and skills needed to keep the U.S. competitive; and
- Requiring greater accountability at both the state and local level for academic and technical skill achievement of secondary and postsecondary career and technical education students.

In addition, the State Board’s priorities were shaped by the Board’s own *Strategic Directions*, the deliberation of internal and cross-agency workgroups at the State Board’s System Office and Wisconsin Department of Public Instruction, and information gained through extensive opportunities for public comment and consultation with career and technical education stakeholders.

**Program Year 2008-2009 Planned Distribution of Funds**

	<b>Total</b>	<b>State Board (approx. 55%)</b>	<b>DPI (approx. 45%)</b>
Basic Grant (85%)	\$18,418,297	\$10,130,063	\$8,288,234
Administration (5%)	1,083,429	745,886	337,543
State Leadership (10%)	2,166,859	1,185,272	981,587
<b>Total</b>	<b>\$21,668,585</b>	<b>\$12,061,221</b>	<b>\$9,607,364</b>
Title II—Tech Prep	\$2,105,226	\$2,105,226	

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## PART A: STATE PLAN NARRATIVE

The Wisconsin Technical College System (WTCS) State Board is the sole State agency authorized to administer or supervise the administration of the State career and technical education program under the Carl D. Perkins Career and Technical Education Act of 2006, (P.L. 109-270) otherwise known as Perkins IV. While retaining overall responsibility for administration of Wisconsin's Perkins funding, the State Board primarily administers the postsecondary and Tech Prep portions of the Perkins program. The State Board delegates responsibility for the administration, operation and supervision of this Act at the secondary level to the Wisconsin Department of Public Instruction (DPI) except for those responsibilities specifically reserved to the Board by Section 121(a) of the Act. Primary responsibility for administration and leadership of the secondary portion of the program rests with the state Superintendent of Public Instruction and the DPI.

Wisconsin's five-year State Plan for the implementation of Perkins IV, as approved by the State Board, is the result of the ongoing joint planning and collaboration of the administration and staff of the State Board's System Office and DPI.

### I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO STATE PLAN SUBMISSION

#### A. Statutory Requirements

- 1. The eligible agency will conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. [Sec. 122(a)(3)]**

In August 2007, the Wisconsin Technical College System (WTCS) State Board announced its intent to receive written comments and testimony regarding the implementation of the federal Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). Comments received at these public hearings provided important input in the development of the State Plan for Perkins IV. Staff from the System Office, in partnership with staff from the DPI, held five regional public hearings in locations around the State in an attempt to afford all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State Plan.

The State Board announced the date and location of each of the pre-plan public hearing on the Board's website at:

<http://systemattic.wtcsystem.edu/grants/perkins-4/planning/gathering.htm>.

The State Board also attempted to notify interested members of the press and public of the subject, time, and location of these public hearings as required by Wisconsin's Open Meetings Law. Finally, the Board made available a comment form for the public to provide additional written comments after the public hearings on the Board's website at:

<http://systematic.wtcsystem.edu/grants/perkins-4/planning/gathering.htm>.

On behalf of the State Board, public hearing officers from the System Office and DPI held the five regional pre-plan development public hearings at the following times and locations:

- Thursday, September 6, 2007, 1:00 – 3:00 p.m. @ Northcentral Technical College, Room E101-E102, 1000 West Campus Drive, Wausau, WI 54401-1880;
- Tuesday, September 18, 2007, 1:00 – 3:00 p.m. @ Milwaukee Area Technical College, Room S120, 700 West State Street, Milwaukee, WI 53233-1443;
- Friday, September 21, 2007, 1:00 – 3:00 p.m. @ Madison Area Technical College, Truax Campus, Room 142 (Student Lounge), 3550 Anderson Street, Madison, WI 53704;
- Tuesday, September 25, 2007, 1:00 – 3:00 p.m. @ Chippewa Valley Technical College, RCU Community Center, Room 100A, 620 West Clairemont Avenue, Eau Claire, WI 54701; and
- Thursday, September 27, 2007, 11:00 a.m. – 1:00 p.m. @ Fox Valley Technical College, Room A161B, 1825 North Bluemound Drive, Appleton, WI 54912.

Staff from each host technical college assisted in notifying and inviting interested persons to the public hearings to provide input to the State Perkins IV planning process. In addition, public hearing announcements were also made and/or posted at each technical college.

Attendance varied by location from 10 to 30 participants at each hearing. Representatives included union representatives, students, faculty, secondary school instructors, counselors, parents, business and industry leaders, and other interested members of the public.

Each public hearing followed the same structure. Hearing officers from the System Office and DPI:

- Welcomed participants to the hearings;
- Provided an overview of the purpose, background, components of Perkins IV together with a review of major changes occurring as a result of the reauthorization of the Act; and
- Indicated that the State Board was seeking to receive public comment on four major issues that would shape the five-year State Plan as well as an open-ended question that permitted comments on any aspect of the State Plan.

Three additional public hearings were held at the following locations and dates to receive public comments on the draft State Plan after its consideration by the State Board of key elements of the draft Plan at its February meeting. The announcement and information about

these public hearings were posted to the State Board’s website and provisions made for public comment as noted above prior to the development of the draft State Plan. As required by Wisconsin’s Open Meetings Law, the State Board also made additional attempts to notify interested members of the press and public of the subject, time, and location of these public hearings.

These post-draft hearings were held:

- Friday, February 29, 2008, 10:00 a.m. – 12:00 p.m. @ Waukesha County Area Technical College, RTA Center Room C-053, 800 Main St., Pewaukee, WI 53072;
- Monday, March 3, 2008, 10:00 a.m. – 12:00 p.m. @ Chippewa Valley Technical College, RCU Community Center, Room 100A, 620 West Clairemont Ave., Eau Claire, WI 54701; and
- Thursday, March 6, 2008, 1:00 p.m. – 3:00 p.m. @ Northeast Wisconsin Technical College, B1 Building, Room B1326, 2740 W. Mason Street, Green Bay, WI 54307.

Each host location also assisted in notifying and inviting interested persons to the public hearings to provide input. In addition, public hearing announcements were made and/or posted at each technical college.

**2. The eligible agency shall include a summary of the above recommendations and the eligible agency’s response to such recommendations in the State plan. [Sec. 122 (a) (3)]**

Table 1 provides a summary of the issues, concerns, or recommendations received at each of the public hearings and an indication of how the State Board addressed these recommendations shaping in the State Plan.

**Table 1  
Summary of Public Hearing Comments and the State Board’s Response**

<u>Location of Public Hearing</u>	<u>Questions</u>	<u>Major Issues, Concerns, or Recommendations</u>	<u>State Board Response in State Plan</u>
<i>Fox Valley Technical College</i>	1. Are there any changes you would make to services provided through the Carl D. Perkins Act?	1. More emphasis on transition from high school to postsecondary 2. Keep academically disadvantaged students and include minorities as eligible recipients of Perkins funding 3. Funding adaptive equipment, assistive technology, and Access Technology Center 4. Expand and include services to students taking a CTE course and include those working toward their GED/HSED, associate degree and technical diploma programs.	1. Established <b>Promoting and Supporting High School to College Transitions for Career and Technical Education Students</b> as one of four funding priorities for Title I funds. 2. Established <b>Achieving Student Success</b> as one of four funding priorities for Title I funds. Postsecondary services provided under this priority must be targeted to improving student performance for students at risk of not completing a postsecondary CTE program or obtaining related employment upon graduation.
	2. Are there any gaps to services in the plan and where should funding come from for the provision of those services?	1. Funding for Access Technology Center, adaptive equipment, and assistive technology. 2. Direct support services limited to academic year.	1. Established <b>Achieving Student Success</b> as one of four funding priorities for Title I funds. If local postsecondary recipients identify disabled students as “at risk”, they may continue to provide support services provided to these “at risk” students enrolled in postsecondary CTE programs and courses.
	3. How can the WTCS and DPI best coordinate secondary and postsecondary efforts to both increase nontraditional participation and the achievement of special populations?	1. Support transitions to non-traditional occupations 2. Maintain career pathways and articulation agreements 3. Technical colleges meet and work with high school students; make advisory committees in high schools	1. Input incorporated into annual grant guidelines. 2. Established <b>Assuring Access and Participation in Nontraditional Training Occupational Employment</b> as one of four funding priorities for Title I funds. 3. Established <b>Promoting and Supporting High School to College Transitions for Career and Technical Education Students</b> as one of four funding priorities for Title I funds. Services to be provided emphasize the importance of establishing mechanisms to inform students about career options through counselors and Tech Prep Coordinators.

**Table 1**  
**Summary of Public Hearing Comments and the State Board’s Response**

	4. Given Perkins IV requirements for programs of study based on secondary and post secondary education offerings, how should the DPI and WTCS work together to facilitate local implementation of such programs and how does Title II Tech Prep funding and programming fit with the new definition/requirements of Perkins IV?	<ol style="list-style-type: none"> <li>1. Promote communication between secondary and postsecondary</li> <li>2. Maintain separate funding for Tech Prep</li> <li>3. Continue funding at secondary level;</li> <li>4. Build stronger career bridges between secondary and postsecondary CTE programs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Established <b>Promoting and Supporting High School to College Transitions for Career and Technical Education Students</b> as one of four funding priorities for Title I funds. Projects funded under this priority are intended to develop and strengthen career and technical education Programs of Study.</li> <li>2. Maintain separate funding stream for <b>Tech Prep</b>.</li> <li>3. Maintain existing split of Title I funds between secondary and postsecondary programs.</li> </ol>
	5. Other comments or suggestions regarding Perkins IV?	<ol style="list-style-type: none"> <li>1. Perkins funding is important to students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Five pre-draft plan public hearings held and three post-draft plan public hearings scheduled to receive input into the plan development.</li> <li>2. Input from students included in establishing the State Plan.</li> </ol>
<i>Chippewa Valley Technical College</i>	1. Are there any changes you would make to services provided through the Carl D. Perkins Act?	<ol style="list-style-type: none"> <li>1. Keep academically disadvantaged in special population definition.</li> <li>2. Reinforce program improvement with the QRP process.</li> <li>3. Address duplication of gathering data between secondary and postsecondary.</li> </ol>	<ol style="list-style-type: none"> <li>1. Established <b>Achieving Student Success</b> as one of four funding priorities for Title I funds. Postsecondary services provided under this priority must be targeted to improving student performance for students at risk of not completing a postsecondary CTE program or obtaining related employment upon graduation.</li> <li>2. Federal and new state measures will be established to strengthen career and technical education programs.</li> </ol>
	2. Are there any gaps to services in the plan and where should funding come from for the provision of those services?	<ol style="list-style-type: none"> <li>1. Add job placement to transition services.</li> </ol>	<ol style="list-style-type: none"> <li>1. Established <b>Promoting and Supporting High School to College Transitions for Career and Technical Education Students</b> as one of four funding priorities for Title I funds.</li> </ol>
	3. How can the WTCS and DPI best coordinate secondary and postsecondary efforts to	<ol style="list-style-type: none"> <li>1. Tech Prep Consortia urges WTCS and DPI to work on Programs of Study.</li> </ol>	<ol style="list-style-type: none"> <li>1. Established joint WTCS and DPI workgroup to guide the development of Programs of Study.</li> </ol>

**Table 1**  
**Summary of Public Hearing Comments and the State Board’s Response**

	both increase nontraditional participation and the achievement of special populations?		2. Established <b>Promoting and Supporting High School to College Transitions for Career and Technical Education Students</b> as one of four funding priorities for Title I funds.
	4. Given Perkins IV requirements for programs of study based on secondary and post secondary education offerings, how should the DPI and WTCS work together to facilitate local implementation of such programs and how does Title II Tech Prep funding and programming fit with the new definition/requirements of Perkins IV?	1. Expand Pre-Tech funding to include 9 <sup>th</sup> and 10 <sup>th</sup> graders.	1. <b>Tech Prep</b> Coordinators will facilitate discussion and implementation of processes related to Programs of Study. 2. Established <b>Promoting and Supporting High School to College Transitions for Career and Technical Education Students</b> as one of four funding priorities for Title I funds. 3. Established <b>Assuring Access and Participation in Nontraditional Training Occupational Employment</b> as one of four funding priorities for Title I funds. Pre-Tech services projects for NTO students can be funded through these.
	5. Other comments or suggestions regarding Perkins IV?	1. Maintain industry approved technical skill achievement (competency) versus third-party assessments. 2. Maintain current funding formula.	1. Maintained role of business and industry and labor partners in identifying the technical skill competencies needed by students preparing for employment through WTCS programs. 2. Developing a model for technical skill attainment that relies on documenting student attainment of technical skills identified in the WTCS curriculum development process. 3. Maintained funding flexibility among the State Board’s priorities to permit postsecondary recipients to target funding among the priorities depending on regional needs.

**Table 1**  
**Summary of Public Hearing Comments and the State Board’s Response**

<p><i>Madison Area Technical College—Truax Campus</i></p>	<p>1. Are there any changes you would make to services provided through the Carl D. Perkins Act?</p>	<p>1. Employment and job placement services 2. Job training. 3. Course completion is a valid measure.</p>	<p>1. Established <b>Achieving Student Success</b> as one of four funding priorities for Title I funds. Postsecondary services provided under this priority must be targeted to improving student performance for students at risk of not completing a postsecondary CTE program or obtaining related employment upon graduation. Projects under this priority may provide placement services within a year of postsecondary graduation. 2. Maintained role of business and industry and labor partners in identifying the technical skill competencies needed by students preparing for employment through WTCS programs. 3. Developing a model for technical skill attainment that relies on documenting student attainment of technical skills identified in the WTCS curriculum development process.</p>
	<p>2. Are there any gaps to services in the plan and where should funding come from for the provision of those services?</p>	<p>1. Expand professional development for staff.</p>	<p>1. State Leadership funds at both secondary and postsecondary level will provide expanded, in depth professional development for teachers, counselor, and administrators.</p>
	<p>3. How can the WTCS and DPI best coordinate secondary and postsecondary efforts to both increase nontraditional participation and the achievement of special populations?</p>	<p>1. Increase awareness of NTO programs 2. Collaboration with workforce development boards and Tech Prep consortiums are important. 3. Outreach to secondary schools is a benefit.</p>	<p>1. Established <b>Assuring Access and Participation in Nontraditional Training Occupational Employment</b> as one of four funding priorities for Title I funds. Outreach and awareness services projects for NTO students can be funded through this priority. 2. Maintained Tech Prep as separate program under the Board’s <b>Promoting and Supporting High School to College Transitions for Career and Technical Education Students</b> priority. Encourage under this priority collaboration with Workforce Development</p>

**Table 1**  
**Summary of Public Hearing Comments and the State Board’s Response**

			Boards to develop local labor market resources and identify regionally appropriate Programs of Study.  3. Provided support for the development of Programs of Study and related career counseling materials to increase awareness of career options through counselors and <b>Tech Prep</b> counselors.
	4. Given Perkins IV requirements for programs of study based on secondary and post secondary education offerings, how should the DPI and WTCS work together to facilitate local implementation of such programs and how does Title II Tech Prep funding and programming fit with the new definition/requirements of Perkins IV?	1. Support development of programs of study.  2. Support Pre-Tech opportunities.	1. Established joint WTCS and DPI workgroup to guide the development of programs of study.  2. Established <b>Promoting and Supporting High School to College Transitions for Career and Technical Education Students</b> as one of four funding priorities for Title I funds.  3. Maintained separate funding stream for <b>Tech Prep</b> . Funding for pre-tech services available through Tech Prep.
	5. Other comments or suggestions regarding Perkins IV?	1. Maintain flexible funding for students  2. Training for staff.	1. Maintained funding flexibility among the State Board’s priorities to permit postsecondary recipients to target funding among the priorities depending on regional needs.  2. State Leadership funds at both secondary and postsecondary level will provide expanded, in depth professional development for teachers, counselor, and administrators.  3. <b>Tech Prep</b> funding available through consortia to provide additional training for instructors, counselors, and administrators.

**Table 1**  
**Summary of Public Hearing Comments and the State Board’s Response**

<p><i>Milwaukee Area Technical College</i></p>	<p>1. Are there any changes you would make to services provided through the Carl D. Perkins Act?</p>	<p>1. Add job placement to transition services. 2. Reinstate academically disadvantaged in the allowable use of funding.</p>	<p>1. Established <b>Achieving Student Success</b> as one of four funding priorities for Title I funds. Postsecondary services provided under this priority must be targeted to improving student performance for students at risk of not completing a postsecondary CTE program or obtaining related employment upon graduation. Projects under this priority may provide placement services within a year of postsecondary graduation.</p>
	<p>2. Are there any gaps to services in the plan and where should funding come from for the provision of those services?</p>	<p>1. Consider adult students seeking their GED/HSED credentials to enter postsecondary programs and eventually obtain stable, family-supporting employment.</p>	<p>1. Provided support for the development of adult career pathways through the Board’s priority for <b>Strengthening Career and Technical Education Programs</b>.</p>
	<p>3. How can the WTCS and DPI best coordinate secondary and postsecondary efforts to both increase nontraditional participation and the achievement of special populations?</p>	<p>1. Better facilitate a mechanism for students to acquire skills necessary to enroll in and complete programs.</p>	<p>1. Established <b>Strengthening Career and Technical Education Programs, Achieving Student Success, Assuring Access and Participation in Nontraditional Training Occupational Employment, and Promoting and Supporting High School to College Transitions for Career and Technical Education Students</b> as four funding priorities for Title I funds. Projects funded under any of these priorities should contribute to better transitions and support for CTE students to enroll in and complete postsecondary programs.</p>
	<p>4. Given Perkins IV requirements for programs of study based on secondary and post secondary education offerings, how should the DPI and WTCS work together to facilitate local implementation of such programs and how does Title II Tech Prep funding and programming fit with</p>	<p>1. Keep Tech Prep funding separate. 2. Tie Pre-Tech activities to Tech Prep grant.</p>	<p>3. Maintained separate funding stream for Tech Prep. Funding for pre-tech services available through <b>Tech Prep and Assuring Access and Participation in Nontraditional Training Occupational Employment</b></p>

**Table 1**  
**Summary of Public Hearing Comments and the State Board’s Response**

	the new definition/requirements of Perkins IV?		
	5. Other comments or suggestions regarding Perkins IV?	<ol style="list-style-type: none"> <li>1. Maintain current funding formula.</li> <li>2. Program improvement funding is needed.</li> <li>3. Continue support services to students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Established <b>Strengthening Career and Technical Education Programs, Achieving Student Success, Assuring Access and Participation in Nontraditional Training Occupational Employment, and Promoting and Supporting High School to College Transitions for Career and Technical Education Students</b> as four funding priorities for Title I funds.</li> <li>2. Maintained funding flexibility among the State Board’s priorities to permit postsecondary recipients to target funding among the priorities depending on regional needs.</li> <li>3. Targeted additional Title I resources to program improvement under the Board’s <b>Strengthening Career and Technical Education Programs</b> priority.</li> <li>4. Maintained separate funding stream for <b>Tech Prep</b>.</li> </ol>
<i>Northcentral Technical College</i>	1. Are there any changes you would make to services provided through the Carl D. Perkins Act?	<ol style="list-style-type: none"> <li>1. Increase transition services for English language learner students.</li> <li>2. Included funding for economically disadvantaged students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provided support for the development of adult career pathways through the Board’s priority for <b>Strengthening Career and Technical Education Programs</b>.</li> <li>2. Established <b>Achieving Student Success</b> as one of four funding priorities for Title I funds. Postsecondary services provided under this priority must be targeted to improving student performance for students at risk of not completing a postsecondary CTE program or obtaining related employment upon graduation.</li> </ol>
	2. Are there any gaps to services in the plan and where should funding come from for the	1. Assistive technology is vital for student success.	1. Established <b>Achieving Student Success</b> as one of four funding priorities for Title I funds. Postsecondary services provided

**Table 1**  
**Summary of Public Hearing Comments and the State Board’s Response**

	<p>provision of those services?</p>		<p>under this priority must be targeted to improving student performance for students at risk of not completing a postsecondary CTE program or obtaining related employment upon graduation. Projects to support the provision of assistive technology may be funded under this priority if the disabled students are identified as “at risk”.</p>
	<p>3. How can the WTCS and DPI best coordinate secondary and postsecondary efforts to both increase nontraditional participation and the achievement of special populations?</p>	<p>1. Link Perkins funding to related funding for remedial services and Prepared Learning initiatives. 2. Maintain emphasis on special population students and persons with disabilities.</p>	<p>1. Implementation of Programs of Study should reduce need for remediation by more clearly aligning secondary and postsecondary CTE curriculum. 1. Established <b>Achieving Student Success</b> as one of four funding priorities for Title I funds. Postsecondary services provided under this priority must be targeted to improving student performance for students at risk of not completing a postsecondary CTE program or obtaining related employment upon graduation. Students in special population categories make up nearly 50% of those eligible for Perkins services at postsecondary level. Past experience indicates that these students are most likely to be identified as “at risk” and continue to be eligible for support services.</p>
	<p>4. Given Perkins IV requirements for programs of study based on secondary and post secondary education offerings, how should the DPI and WTCS work together to facilitate local implementation of such programs and how does Title II Tech Prep funding and programming fit with the new definition/requirements of Perkins IV?</p>	<p>1. Keep Tech Prep constant and separate funding stream while maintaining activities. 2. Build capacity in programs of study based on local labor needs.</p>	<p>2. Maintained Tech Prep as separate program under the Board’s <b>Promoting and Supporting High School to College Transitions for Career and Technical Education Students</b> priority. Encourage under this priority collaboration with Workforce Development Boards to develop local labor market resources and identify regionally appropriate Programs of Study.</p>

**Table 1**  
**Summary of Public Hearing Comments and the State Board's Response**

	5. Other comments or suggestions regarding Perkins IV?	1. Maintenance of effort should not be increased.  2. Maintain Department of Corrections as part of Perkins funding as it is vital for reducing recidivism.	1. State Board has included a requirement for postsecondary recipients identify their maintenance of effort for services provided under its <b>Achieving Student Success</b> priority. No increase in recipient maintenance of effort required.  2. Maintain state set aside for Department of Corrections.
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At these three post-draft hearings, three questions were posed:

1. Will the priorities and funding structure embodied in the draft State Plan support improved performance on the Perkins IV core indicators of performance at the State and local level?
2. Are there any gaps in the draft State Plan with respect to the requirements of Perkins IV?
3. Other comments or suggestions regarding the draft Perkins IV plan?

At the first two post-draft hearings, held on February 29, 2008 and March 3, 2008, no comments were received about the State Plan, only about the recently issued postsecondary Grant Guidelines. At the third hearing, held March 6, 2008, the State Board received the following comments:

Postsecondary

- Commending the State Board for:
  - Making outreach and support for non-traditional occupations a funding priority;
  - Developing statewide initiatives on what is in a pathway and seeking to find commonality on where programs should fit/go;
  - Encouraging collaborative and integrative efforts between DPI/secondary partners and WTCS/postsecondary partners; and
  - Wisconsin's Perkins Plan having become a living document tied to the State Board's strategic planning that gives the State more flexibility in carrying out the purposes of the Perkins Act.
- Expressing concern that postsecondary partners are not ready to accommodate secondary students, but encouraged the colleges to collaborate on the development of programs of study to support increased high school to college transitions;

- Excited about the transition from focus serving special populations to identifying and serving at risk students as the new definition encompasses more students while still serving special population students;
- Urging that instructors should be included in programs of study discussions, development, meetings, decisions, and related activities.

### Secondary

- Urging additional professional development is needed regarding NTO, what it is, and how to develop internally as well as the need to address societal problems related to placing students in NTO careers such as the need for employer training for smaller companies;
- Supporting Perkins student services working with ILPs for youth coming out of 8<sup>th</sup> grade as this will be an important source of support for helping these students by providing them with a plan for their secondary and postsecondary years.
- Expressing concern that the State is trying to impose additional requirements on local school districts and suggesting that local districts should be more firm in asserting local control over curriculum and the provision of educational services.
- Urging support for continuing initiatives like “Careers on Wheels” and expanding these kinds of activities in ways that reach all students; as with NCLB, the State and schools should let teachers know that career development is not an add-on, but something that must be done;
- Expressing concern that not enough has been done to communicate with secondary school administrators, superintendents, and curriculum directors regarding Perkins IV and its requirements;
- Suggesting that technical college advisory committees to have secondary representatives on the committee; this could improve collaboration between postsecondary, secondary, and business representatives and would be an important link in assuring the appropriate development and implementation of programs of study; and
- Requesting that WTCS and DPI timelines for issuing grant guidelines be synchronized.

None of these comments from the post-draft hearings require modification of the draft State Plan. Most, instead, concern implementation of the Plan and will be addressed jointly by the System Office and DPI as they implement Perkins IV in Wisconsin.

- 3. The eligible agency will develop the State plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220;**

**interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. The eligible agency also will consult the Governor of the State with respect to development of the State plan. [Sec. 122 (b) (1) (A)-(B)]**

In November 2007, the System Office and DPI identified individuals who were representative of those stakeholder groups identified in Section Sec. 122(b)(1)(A)-(B) to participate in a statewide consultative process to provide input and advice on the five-year Perkins IV State Plan. These individuals received a confirmation letter from the WTCS President inviting them to serve on the Advisory Committee purposed to provide input into the Perkins IV Plan for Wisconsin. Table 2 provides a complete list of Sec. 122 Advisory Committee members.

The first meeting was scheduled Tuesday, December 18, from 10:00 a.m. to 3:30 p.m. at the System Office in Madison. This meeting, held jointly on behalf of the State Board by System Office and DPI staff, acquainted participants with the provisions of the Act and how the State Board and propose to implement the Act in Wisconsin. A second meeting, also at the System Office, was held on Friday, January 18, from 10:00 a.m. to 3:00 p.m. This meeting was to permit the Advisory Committee to review major elements of the draft Plan and provide the staff with additional recommendations to shape the development of the draft Plan. Both meetings were informal in that participation in the form of comments, questions or discussions were welcome at any time during and after informational presentations. Throughout the planning process, Advisory Committee members will be kept informed of how the development of the State Plan is proceeding and additional input will be sought until approval by the State Board in April 2008.

In addition to public hearings and the Section 122 Advisory Committee, the State Board sought additional input to shape the draft State Plan from:

- WTCS Instructional Services Administrators (*i.e.*, chief academic officers at the technical colleges);
- Student Services Administrators (*i.e.*, student services officers at the technical colleges);
- WTCS Grants Coordinators;
- Tech Prep Coordinators; and
- WTC Presidents.

As part of the process of gaining input on the State's core indicators of performance and the use of WTCS Client Reporting data for Perkins IV postsecondary accountability, System Office staff held five regional meetings for college staff:

- January 24, 2008, Waukesha County Technical College, 800 Main Street, Pewaukee, WI, RTA Center;
- January 25, 2008 WTC System Office, 4622 University Avenue, Madison, WI;

- January 29, 2008, Fox Valley Technical College, 1825 N. Bluemound Drive, Appleton, WI;
- January 31, 2008, Chippewa Valley Technical College, 620 W. Clairemont Avenue, Eau Claire, WI, Room 100A; and
- February 5, 2008, Northcentral Technical College, 1000 West Campus Drive, Wausau, WI, Room E101.

**Table 2**  
**Perkins IV Section 122 Advisory Committee Membership**

<p><b>A. <i>Teachers</i></b> <u>CTE Teacher</u> Trude Milhalovich, FCE Teacher South Milwaukee High School</p> <p><u>Counselor/Student Services</u> Pam Sonmer-Witz, Counselor Whitewater School District</p>	<p><b>F. <i>Special Populations</i></b> <u>Disabled</u> Joe Mielczarek, Counselor, Center for Students with Disabilities Northcentral Technical College</p> <p>Todd Jones, Disability Resource Specialist Madison Area Technical College, Truax Campus</p> <p><u>Economic Disadvantaged</u> Marge Hallenbeck, Coordinator of Student Services and Homeless Liaison Janesville School District</p> <p><u>Non-Traditional Occupations</u> Mary Knight, Coordinator Tools for Tomorrow: Women in Trades &amp; Technology Madison Area Technical College - Madison Commercial Avenue Education Center</p> <p><u>Single Parents/Displaced Homemakers</u> Robert Klein, Counselor—Special Populations Counseling Services Department Fox Valley Technical College – Appleton Campus</p> <p><u>Limited English Proficiency</u> Nell Anderson, Director of Education Equity, English Language Learning, and Bi-Lingual Wausau Public Schools</p>
<p><b>B. <i>Eligible Recipients</i></b> <u>District Administrator</u> Michael Garvey, District Administrator Johnson Creek School District</p> <p><u>Charter 2r Schools</u> Cindy Zautcke Institute for the Transformation of Learning Marquette University</p> <p><u>Eligible Recipient/Parent (rural districts)</u> Nancy Graese, Vocational Coordinator CESA #11</p> <p>Patricia Harkness, Special Needs Instructor Gateway Technical College-Elkhorn Campus</p> <p>Terry Simmons, Vice-President of Student Life Gateway Technical College-Elkhorn Campus</p>	
<p><b>C. <i>Parents</i></b> Represented in various groups.</p>	
<p><b>D. <i>Students</i></b> Kristen Gower, Marketing Vice President, WDECA Mount Horeb High School</p> <p>Diamond Avalos, President Wisconsin Student Government</p>	<p><b>G. <i>Business and Industry</i></b> Paul Jadin, President Green Bay Area Chamber of Commerce</p> <p>James Morgan, Vice President of Marketing and Membership Wisconsin Manufacturers and Commerce</p>
<p><b>E. <i>Interested Community Members</i></b> John Cooney</p>	

4. **The eligible agency will develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State plan. [Sec. 122 (b) (2)]**

The System Office created a website primarily to ensure the promotion of public awareness regarding the Carl D. Perkins IV planning process and in the development of the State Plan. A link was established on the main State Board's web page to highlight the Perkins IV Planning Process initiative. This link can be accessed at:

<http://www.wtcsystem.edu/>

or addressed directly at:

<http://systematic.wtcsystem.edu/grants/perkins-4/planning/perkinsplan.htm>.

Additional web pages linked to this site provided the public with access to the following information:

- Overview of the planning process;
- Description and link to the federal reauthorization web page; implementation of the transition plan for 2007-2008;
- Perkins planning process timeline;
- Gathering public input listings of public hearings and public input forms; and
- Grant Guidelines process timeline for local planning and implementation.

These web pages also provide links to supporting information (conference materials and information briefs), and additional resources as it relates to the incorporation of career clusters, plans of study and programs of study within the Perkins IV plan. This website has been an effective mechanism in which informing Wisconsin's communities on the development of Wisconsin's Perkins IV Plan.

5. **The eligible agency will develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State agency must file its objections with you. The eligible agency shall respond to any objections you receive in the State plan that you submit to the Secretary. [Sec. 122 (e) (3)]**

State Board is the state agency designated by the Legislature as responsible for the supervision of two-year postsecondary institutions primarily engaged in providing postsecondary career and technical education in Wisconsin (Sec. 38.001 (1m), *Wis. Stats.*).

As both the eligible recipient of the State’s Perkins funds and the agency responsible for supervision of the State’s postsecondary career and technical education, there are no objections to the postsecondary portion of the State Plan for which the State Board must prepare a response.

## **B. Procedural Suggestions and Planning Reminders**

### **1. The eligible agency will maintain a record of the public hearings that includes copies of the notices for the hearings, what media were used to publicize the hearings, mailing lists used for notification, where the hearings were held, and attendance levels. See section 122(a) (3).**

As noted above under Part A. I.A.4., the System Office developed a website primarily purposed to ensure the promotion of public awareness regarding the Perkins IV planning process in the development of the Perkins IV Plan. A link was established on the main WTCS web page to highlight the State’s Perkins IV planning process initiative. This information can be accessed under Initiatives at:

<http://www.wtcsystem.edu/>

or addressed directly at:

<http://systematic.wtcsystem.edu/grants/perkins-4/planning/perkinsplan.htm>.

Web pages linked to the State Board’s Perkins Planning page described under the heading, “Gathering Put Input,” the process used to solicit put input into the development of the State Plan. These activities included hold five public hearings prior to the development of the plan, holding three additional public hearings after the development of the draft State Plan, soliciting public comments online, at the public hearings, and through oral requests at meetings with college personal including instructional and non-instructional as well as administrators, comments at the state PK-16 Leadership Council meetings, State Board meetings, and the state Council on Workforce Investment.

All public hearings were noticed to the public, press, and interested parties as required by state statutes. The web pages referenced above were used to provide the public with links to supporting information, including conference materials and information briefs, and additional resources as it relates to the incorporation of career clusters, plans of study and programs of study within the State Plan, and public access to the Transition Plan and draft State Plan.

As required by Wisconsin’s open records law, the System Office, as a public state agency, maintains records of the public notices of public hearings, attendance, and all comments received from the public and interested parties at these public hearings.

- 2. The eligible agency shall develop and implement policies and procedures for the framework of consultations required by section (b) (1) (A-B) and section 122(b)(2) of the Act; moreover, you should maintain appropriate records for these mandated consultations.**

As a public state agency, the State Board is required to follow the state Open Meetings Law in seeking public comment and consultation to support the development of the State Plan. The *Open Meetings Law Compliance Guide* prepared by the Wisconsin Department of Justice describes the appropriate policies and procedures the State Board must follow. This guide is available at:

[http://www.doj.state.wi.us/AWP/2007OMCG-PRO/2007\\_OML\\_Compliance\\_Guide.pdf](http://www.doj.state.wi.us/AWP/2007OMCG-PRO/2007_OML_Compliance_Guide.pdf).

- 3. Postsecondary career and technical education programs assisted under Perkins IV are mandatory partners in the one-stop career center delivery system established by WIA. The eligible agency is encouraged to collaborate with your State Workforce Investment Board and other one-stop partners as you plan for the participation of postsecondary career and technical programs in your State's one-stop career center delivery system.**

The Wisconsin Department of Workforce Development (DWD) is responsible for oversight of the state's one-stop career center delivery system established by WIA. Collaboration with one-stop partners occurs through active participation of technical college representatives on local workforce investment boards. In addition, the Secretary of DWD is an *ex officio* member of the State Board and, together with WTCS President Daniel Clancy, serves on the Governor's Council on Workforce Investment (CWI). The CWI advises the Governor on workforce investment strategies, policies and programs to assist the Governor in advancing his [Grow Wisconsin](#) economic and workforce development plan and in enhancing the operation and performance of the state's workforce programs.

The Secretary of DWD and her staff have been briefed at eight State Board meetings over the last two years during the development of the State Plan for Perkins IV and have been active participants in these meetings. The draft State Plan was made available to the appropriate staff at DWD and to members of the CWI prior to the March 4, 2008 CWI meeting through posting on the WTCS website and comments on the draft Plan requested at that meeting. Comments from other mandatory partners of the one-stop career center delivery system established by WIA were solicited through the eight regional public hearings conducted by System Office staff between September 2007 and March 2008.

The State Board sought input into the State Plan from the DWD staff and members of the CWI prior to the adoption of the State Plan. The CWI comments on issues related to the State Plan included feedback related to strategies for a skilled Wisconsin workforce from the CWI's July 10, 2007 meeting and the CWI members' feedback on a workforce redesign from the CWI's December 10, 2007 meeting. A summary of these comments appears below.

### **July 10, 2007 CWI Meeting**

K-12 issues: K-12 education must include exposure to a broader spectrum of current occupations.

- Implement industrial certifications/MSSC at the high school level;
- Reintroduce required "shop"/industrial arts and job-skills-related courses at the high school level;
- Make school interesting with jobs via school co-op/school-to-work activities and a wider range of career-related curricula that may also decrease the drop-out rate;
- Broaden career assessment and job-related exposure that includes identified skill-sets of current and 4 to 5 year anticipated employer needs;
- Broaden career counseling (from 4-year college focus) with technical college and apprenticeship training information;
- Emphasize career awareness so that every student can see a vision for themselves in the workforce;
- Increase Project Lead the Way and boot camps;
- Increase scholarship programs with private sector participation; and
- Ensure basic skills are mastered so there is not re-work on the job or at post-secondary institutions.

Post-secondary institutions issues: Postsecondary institutions must be more responsive to employers' needs and have strategies to shift gears with industries and other business changes.

- Identify current regional business needs and projections and then focus short-term training and enrollment marketing;
- Technical colleges need to come together and respond to skill/labor shortages for businesses;
- Strategies need to include 4-5 year anticipated employers' needs;
- More cooperation among technical colleges with regional/local efforts;
- Improve identification of basic skill needs at front- end;
- Coordinate Prepared Learner Initiative with K-12; and
- Review metrics.

### **CWI December 10, 2007 Meeting**

Workforce redesign issues:

- There needs to be an understanding of how employers are looking for employees/new hires. A redesign based on what employers' have been asking for would be a paradigm shift from the current system, but necessary to address business needs.

- A revised system needs to be responsive to both the needs of the job seeker and the needs of the employer - - improve that alignment.
- The proposed vision for employers is necessary to focus on pertinent training and matching funding.
- Businesses have to have access to technology and communicate directly with the job seekers.
- There must be better matches for employers' employment needs and qualified job seekers, with a process designed as simple as possible.
- Expansion of virtual job centers needs to be driven by both business and students, and utilized libraries and technical colleges to provide more services with less funding.
- Incumbent workers need assistance and to be equally served as customers.
- There needs to be an improved alignment with the educational systems, and career pathways need to be part of a service delivery model - - people go directly to the technical colleges.

The System Office staff considered these comments when developing the State Plan. Examples of the ways these and similar comments shaped the State Plan include the emphasis the State Plan places on:

- Supporting the development of programs of study;
- Importance of input from employers in designing postsecondary programs and measuring technical skill attainment;
- Implementation of the new Wisconsin School Counseling Model including career development activities;
- Refocusing postsecondary Perkins IV funding on strengthening career and technical education programs, achieving student success, supporting and enhancing NTO programs, and supporting high school to college transitions; and
- Continued support for both secondary and postsecondary career preparation and workforce development activities including work-based learning.

**4. Public hearings and other consultation activities should address all aspects of the State plan, including the reservation of funds under section 112(c) of the Act, if any, and the amount and uses of funds reserved for services that prepare individuals for nontraditional training and employment under section 112(a)(2)(B) of the Act.**

As described above in Part A. I.B.1, as part of Wisconsin's Perkins IV planning process the System Office staff, on behalf of the State Board, held a series of public hearings and consultative activities that were co-hosted with staff from the DPI. These events provided numerous opportunities for interested individuals and groups to comment on all aspect of the State plan including the reservation of funds under section 112(c) of the Act and the amount and uses of funds reserved for services that prepare individuals for nontraditional training and employment under section 112(a)(2)(B) of the Act.

## II. PROGRAM ADMINISTRATION

### A. Statutory Requirements

#### 1. The eligible agency will prepare and submit to the Secretary a State plan for a 5-year period beginning July 1, 2008.

The State of Wisconsin chose to submit a transition plan for the first year of operation of programs under Perkins IV. The State is now submitting a five-year State Plan covering the period from program year 2008-09 to 2012-2013.

In developing the State Plan, the State Board has established four postsecondary priorities to guide the expenditure of the State's allocation of funds under Perkins IV. These four priorities include:

- Strengthening Career and Technical Education Programs;
- Achieving Student Success;
- Assuring Access and Participation in Nontraditional Training Occupational Employment; and
- Promoting and Supporting High School to College Transitions for Career and Technical Education Students.

In establishing these four priorities, the State Board took into account the purposes of Perkins IV expressed in Section 2 of the Act, the Board's own *Strategic Directions*, the deliberation of internal and cross-agency workgroups at the System Office and DPI, and information gained through extensive opportunities for public comment and consultation with career and technical education stakeholders. The State Board's priorities were also shaped by the increasing requirements in Perkins IV for public accountability for the expenditures of Perkins funds. Table 3 illustrates the link between the Board's *Strategic Directions*, the priorities the State Board established for its Perkins IV State Plan, and examples of the purposes of the Act the State will address under each priority.

<b>Table 3</b>	
<b>Aligning WTCS Strategic Directions and Perkins IV Priorities</b>	
<b>WTCS Strategic Directions</b>	<b>WTCS Perkins IV Secondary &amp; Postsecondary Priorities</b>
<b>Respond Rapidly to Current, Anticipated, Emerging, and Regional Workforce Needs</b>	<p><b>Strengthening Career and Technical Education Programs (Postsecondary) and Initiating, Developing, and Strengthening Career and Technical Education Programs of Study (Secondary)</b></p> <ul style="list-style-type: none"> <li>• Offer high quality programs in high skill, high wage, and high demand fields.</li> <li>• Re-evaluate and take action to strengthen programs and realign the program array to reflect employer needs and student demand.</li> <li>• Build career pathways for adult learners to facilitate lifelong opportunities to build skills and move between education and work.</li> </ul>
<b>Ensure the Success of All Learners</b>	<p><b>Achieving Student Success (Secondary &amp; Postsecondary)</b></p> <ul style="list-style-type: none"> <li>• Provide appropriate counseling and student support services when needed to assure success for students at risk of not completing their career and technical education program.</li> <li>• Ensure high quality of secondary and postsecondary faculty and programs.</li> <li>• Offer programs and services that assist adult basic education students to transition to postsecondary career and technical education programs.</li> </ul> <p><b>Assuring Access and Participation in Non-Traditional Occupational Employment (Secondary &amp; Postsecondary)</b></p> <ul style="list-style-type: none"> <li>• Provide targeted outreach to expand the labor pool to students entering non-traditional occupations.</li> </ul>
<b>Enhance Seamless Educational Pathways</b>	<p><b>Promoting and Supporting High School to College Transitions for Career and Technical Education Students (Secondary &amp; Postsecondary)</b></p> <ul style="list-style-type: none"> <li>• Support high school to college transitions for career and technical education students through aligned curriculum, outreach, counseling, and programming.</li> <li>• Collaborate with four-year institutions to provide transfer opportunities.</li> <li>• Provide collaborative professional development for teachers, counselors, and administrators to support program alignment and strengthen programs.</li> </ul>

Because the State splits its allocations of Perkins funds between DPI for secondary and the State Board for postsecondary/adult career and technical education activities, the State Plan contains sections for Secondary and Postsecondary/Adult plans. In recognition of the importance that Perkins IV places on the integration of secondary and postsecondary/adult activities, the State Plan also contains a section on Integrated Activities following the DPI – Secondary and WTCS – Postsecondary/Adult portions of the plan related to the statutory requirements for program administration.

### **DPI – Secondary**

#### **2. The eligible agency will describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted level of performance.**

For secondary programs under Perkins IV, DPI has established the following as state priorities for local funding to facilitate meeting or exceeding State adjusted levels of performance:

- Establishment of programs of study including existing program improvement/expansion, development/implementation of new programs, and increasing the rigor of work-based learning programs;
- Provision of Special Populations Activities and Support Services focused on improving student performance affecting secondary Perkins IV accountability;
- Expansion of Nontraditional Occupations (NTO) Career Awareness and Exploration; Participation and Completion; and
- Revision of Career Guidance and Development based on the new Wisconsin School Counseling Model.

In terms of defining high skill, high wage, or high demand occupations to be targeted in the development of Programs of Study, DPI will use the definitions and criteria identified by the System Office to define high skill, high wage, or high demand occupations for those programs of study to be completed in partnership between the state's secondary recipients and technical colleges. These definitions and criteria will also be used as the foundation for programs of study developed with other postsecondary institutions such as baccalaureate-granting institutions, adult apprenticeship programs, or tribally-controlled community colleges. In addition, criteria related to economic self-sufficiency will be applied for those programs of study that would otherwise only meet the high demand category in the DPI annual funding application.

Education for NTO preparation will focus on providing professional development and support for all educators and program partners to plan, implement and evaluate research-based strategies to achieve NTO benchmarks. This will likely involve the development and provision of NTO resources, provision of necessary support services to students and supporting NTO, special population, equity and diversity and cultural competence initiatives in career development activities.

The Wisconsin Department of Public Instruction will use its share of Title I, Section 111, Basic Grant funds available to the state as follows:

<b>DPI – Secondary Overview</b>	
<b>Title I, Section 111, Basic Grant Total</b>	<b>\$9,607,364</b>
Formula Funds for Eligible Recipients	8,288,234
State Leadership	981,587
Administration	337,543

#### FORMULA FUNDS FOR ELIGIBLE RECIPIENTS

#### STATEWIDE LEADERSHIP

**3. The eligible agency will describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—**

- (a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;
- (b) Increases the percentage of teachers that meet teacher certification or licensing requirements;
- (c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;
- (d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;
- (e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and
- (f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122 (c) (2) (A)-(G)]

DPI will provide comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors through continued implementation of the Wisconsin Quality Educator Initiative: PI 34.

Wisconsin's State Superintendent of Public Instruction is required by state statute (115.28 (1), *Wis. Stats.*) to establish rules and standards of attainment governing the preparation and licensing of those who will serve in the public elementary and secondary schools of Wisconsin. In fulfilling this responsibility, the State Superintendent has adopted Chapter PI 34, *Wis. Admin. Code* (see <http://www.dpi.wi.gov/tepedl/pi34.html>), which pertain to the licensing of public school personnel. The rules establish that Wisconsin will follow the program approval plan for the licensing of professional school personnel. Under the program approval approach to teacher licensing, graduates of Wisconsin colleges and universities are granted a license by the department based on the recommendation of the certifying officer of the institution at which they have successfully completed an approved program.

In 1994, the DPI initiated a collaborative reform effort to meet the changing needs of Wisconsin schools and districts. DPI appointed the Restructuring Teacher Education and Licensure in Wisconsin Task Force that includes representatives from all constituencies.

Educators from all ranks and areas joined with union representatives, representatives from higher education, cooperative educational service agencies, members of professional organizations, and district superintendents to forge a new structure for educator preparation and licensure in the state of Wisconsin. The Task Force put forth its recommendations in April of 1995 and the Wisconsin Quality Educator Initiative, PI 34, was the result. PI 34 evidences, on the part of the DPI, a commitment to new educators and a commitment to students in Wisconsin schools. The requirements for educator preparation program approval and license renewal are to be standards and performance-based.

Educators, under the new system, must create and implement a verifiable Professional Development Plan during their licensure cycle. Under the tutelage of a qualified mentor and with the guidance of a DPI trained Local Professional Development Plan Review Team, the educator actively engages in sustained, verifiable professional development to renew his or her license. Successful completion of the Professional Development Plan must lead to verifiable professional growth, and the effect of the professional growth must be linked to student learning. The Wisconsin Educator Standards are to serve as the foundation for all professional development and can be located at the PI 34 web address identified above.

Under Wisconsin's Quality Educator Initiative, three licensure stages are established: initial educator, professional educator, and master educator. All educators operate under an individual Professional Development Plan (PDP). To support initial educators, Wisconsin school districts are required to provide collaboratively developed, ongoing orientation and support seminars, and qualified mentors for all initial educators within

their districts. In addition, districts must designate a district-approved administrator on the initial educator's Professional Development Plan team.

DPI completes a supply and demand study of educators each year. This information is available at:

<http://www.dpi.wi.gov/tepd/research.html>.

This document helps identify the needs for recruiting and mentoring new career and technical education (CTE) staff.

The DPI CTE team provides annual professional development meetings for new and veteran teachers to develop curricula, to learn to use or adapt model lesson plans and to align with national, state, and industry standards.

The DPI CTE team relies on many other providers of professional development including local district staff, technical college staff, CESA staff, higher education partners, annual professional conferences and meetings. Increasingly we will be using electronic means to conduct technical assistance and professional development.

**4. The eligible agency will describe efforts that your agency and eligible recipients will make to improve—**

- (a) Recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and
- (b) Transition to teaching from business and industry, including small business. [Sec. 122 (c) (3) (A)-(B)]

See response to Part A.II.A.3 (secondary) above. In addition, the new administrative rules promulgated by DPI (Chapter PI 34, *Wis. Admin. Code*) permit development and approval of alternative programs for initial educator licensing. New programs that are developed are submitted to the DPI for review and approval. Such programs could be offered by a college or university, agency, organization or school district.

Wisconsin innovative/experimental or alternative educator preparation programs are accelerated programs leading to licensure or are designed and offered in a more flexible way than traditional programs. Often they are developed in partnership with a school district and/or are designed to meet needs in a shortage field. The following website provides information on these programs:

<http://www.dpi.wi.gov/tepd/altern.html>.

**5. The eligible agency will describe efforts that your agency and eligible recipients will make to improve the transition of subbaccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122 (c) (4)]**

The University of Wisconsin (UW) System President, Kevin Reilly, Wisconsin Association of Independent Colleges and Universities President, Rolf Wegenke, and WTCS President, Daniel Clancy, along with State Superintendent, Elizabeth Burmaster, and DPI, have pooled their state-specific information on preparing for college at a new website:

<http://www.KnowHow2GOWisconsin.org>.

This interactive site links students and caring adults to local resources and college access professionals that can provide hands-on assistance. In terms of transferring from a Wisconsin technical college, the UW System also maintains its ***Transfer Information System*** website to provide the information students, parent, counselors and other educators into the process of applying technical college credit to baccalaureate programs. This information is available at:

<http://www.uwsa.edu/tis/>.

- 6. The eligible agency will** describe how you will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122 (c) (5)]

At the state level, the primary means of obtaining the active involvement of the parties listed in this requirement will be through the Section 122 Advisory Committee. A complete roster of Advisory Committee members is included above in Table 2. In addition, DPI has developed a secondary statewide group to assist DPI. This Secondary Perkins Implementation Workgroup was formed to assist the CTE Team in its implementation of the Act and a roster of this group is included as Appendix A. The Section 122 Advisory Committee will be the primary means to look at recommendations for statewide policy and program improvement directions while DPI career and technical education secondary group will focus more on issues, policies and procedures directly affecting local eligible recipients. The state superintendent also uses standing or ad hoc advisory committees, design teams and forums to gather input from a wide array of stakeholder groups and individuals such as the Business Forum, Parent Leadership Core and High School Redesign Task Force. Finally, involvement of the groups listed in #6 above is a requirement for the secondary formula funding application to obtain local input from all groups.

**7. The eligible agency will describe efforts that your agency and eligible recipients will make to—**

- (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in--
  - i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and
  - ii. Career and technical education subjects;
- (b) Provide students with strong experience in, and understanding of, all aspects of an industry; and
- (c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122 (c) (7) (A)-(C)]

The process for developing programs of study between and across secondary and post-secondary institutions will be designed and/or revised to address these requirements. Each applicant's District Profile report will document concentrator academic attainment to NCLB standards and any lack of meeting the negotiated levels of performance locally must be addressed, and funds expended to remediate, in subsequent local formula funding applications. Dependent on Transition Year performances in all these areas, DPI reserves the right to use state leadership funds for professional development related to data literacy, data-based decision making as well as best practices in the integration of academics and career and technical education or any program areas deemed deficient at the local level. In addition, such activities will also be used to support expansion of career and technical education programs, particularly to attract NTO and underserved student populations.

**8. The eligible agency will describe how you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122 (c) (15)]**

Traditional field communication and outreach will be accomplished via e-mail and telephone along with website resources development to provide statewide access to technical assistance resources. Statewide professional development will be used to provide training and other technical assistance face-to-face as needs are identified. DPI and CTE Team staff will work on using more technology-based strategies such as webinars to maximize impact and minimize staff travel time/costs. This activity will be expanded over the course of this State Plan. Statewide secondary career and technical education professional organizations will continue as integral partners in providing technical assistance to local school district staff.

**9. The eligible agency will describe how career and technical education in your State relates to your State’s and region’s occupational opportunities. [Sec. 122 (c) (16)]**

As part of the formula funding application process to design and implement programs of study, DPI will require each eligible secondary recipient to use state and regional labor market information from the Wisconsin Department of Workforce Development (DWD) or other relevant labor market data source to determine at least one program of study to be targeted for program development. More information about this requirement is available in Section II.A. of the *2007-08 Carl Perkins Basic Grant Application* available at:

<http://dpi.wi.gov/cte/cpapps.html>.

This practice is in keeping with the recommendations of the Section 122 Advisory Committee to utilize regional or local labor market information as the first choice for determining occupational areas to develop into programs of study.

**10. The eligible agency will describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122 (c) (17)]**

DPI has a federal programs policy coordinator reporting directly to the State Superintendent. The function of this position is to provide leadership and coordination of policy concerns between the various PreK-12 federal education programs, especially as it relates to various aspects of accountability. The CTE team has members on various intra-agency workgroups related to academic integration, education reform, school counseling program revisions and more. Local eligible recipients are also asked to address coordination of programs and services with Perkins funding as a part of their local formula funding application.

In addition, CTE team members also serve on numerous inter-agency workgroups and advisory groups to collect and analyze data, make program design and policy recommendations, develop resources, increase collaboration and integration to raise the quality of education

**11. The eligible agency will describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122 (c) (20)]**

While DPI does not have any direct relationship with the Workforce Investment Act Section 121(c) one-stop centers or their various federal education and workforce programs for adults, it does have a variety of programs available to students at risk of graduating. These are described in Part A.III.A.2, Provision of Services to Special Populations, of this State Plan. To ensure coordination and non-duplication of educational and workforce development programs in the State, the State Superintendent also serves as a member of various state-level boards including the State Board, UW-Board of Regents, and the Governor’s Council on Workforce Investment.

## State Board – Postsecondary/Adult

### **2. The eligible agency will describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted level of performance.**

As noted above in Part A.II.A.1, the State Board has established four postsecondary priorities to guide the expenditure of the State’s postsecondary Perkins funds:

- Strengthening Career and Technical Education Programs;
- Achieving Student Success;
- Assuring Access and Participation in Nontraditional Training Occupational Employment; and
- Promoting and Supporting High School to College Transitions for Career and Technical Education Students.

In establishing these four priorities, the State Board was mindful of the need to link proposed uses of funds with the increased expectations for public accountability in the use of those funds. Table 4 provides an overview of the broad categories for uses of funds for each of the four postsecondary priorities their linkage to specific accountability measures that will be used to measure state and local postsecondary recipient adjusted levels of performance.

As Table 4 indicates, the State Board will develop several additional state accountability measures that are designed to measure progress toward meeting goals of Perkins IV that are not captured by the federal accountability measures. These include measures such as the percentages of postsecondary programs with various kinds of technical skill attainment measures and percentage of postsecondary programs with established programs of study. The state measures will also include additional accountability measures designed to capture information on the overall flow of secondary career and technical education students to postsecondary programs. Although the federal Tech Prep measures record some of this activity, the State Board believes that the emphasis placed by Perkins IV on improving the transition between high school and postsecondary education is not adequately captured by the federal Tech Prep accountability measures.

**Table 4**  
**Wisconsin’s State Perkins IV Plan for Career and Technical Education**  
**Postsecondary Priorities**

<b>Postsecondary Priorities</b>	<b>Accountability Measures</b>	<b>Proposed Uses of Funds</b>
<b>Strengthening Career and Technical Education Programs</b>	Federal Perkins and Quality Review Process (QRP) indicators  New state measures such as: <ul style="list-style-type: none"> <li>• Percent of postsecondary programs with identified Technical Skill Attainment measure</li> </ul>	Develop and implement program improvement plans.  Identify, validate, and measure technical skill attainment for postsecondary career and technical education programs.  Build career pathways for adult learners.
<b>Achieving Student Success</b>	Federal Perkins accountability measures: <ul style="list-style-type: none"> <li>• Technical Skill Attainment</li> <li>• Student Retention or Transfer</li> <li>• Student Placement</li> <li>• Credential, Certificate, or Diploma (Graduation)</li> </ul>	Provide support services for career and technical education program students enrolled in at least six program credits over the academic year. Services will be targeted to improving student performance that affects Perkins accountability measures. Preference will be given to projects serving students at risk of not completing their career and technical education programs.  Support transitions from adult basic education to postsecondary career and technical education programs.
<b>Assuring Access and Participation in Non-Traditional Occupational Employment</b>	Federal Perkins accountability measures: <ul style="list-style-type: none"> <li>• Nontraditional Student Participation</li> <li>• Nontraditional Student Completion</li> </ul>	Require districts to designate an NTO coordinator.  Offer pre-tech & career exploration for potential NTO students.  Offer retention services for NTO students.
<b>Supporting High School to College Transitions for Career and Technical Education (CTE) Students</b>	Federal Tech Prep accountability measures  State accountability measures such as: <ul style="list-style-type: none"> <li>• Percent of HS CTE students enrolling in postsecondary CTE without requiring remediation</li> <li>• Number/Percent of HS CTE students enrolled in recognized programs of study who subsequently enroll in postsecondary CTE</li> <li>• Percent of postsecondary programs with established program of study</li> </ul>	Require districts to designate postsecondary Tech Prep coordinator.  Collaborate to develop and implement rigorous programs of study and conduct Tech Prep activities.  Provide professional development for teachers, counselors, and administrators to support effective implementation and evaluation of programs of study.  Provide pre-tech services that assist high school students enrolled in recognized program of study.

The State Board will use its share of Title I, Section 111, Basic Grant and Title II funds available to the State as follows:

<b>State Board Postsecondary/Adult Overview</b>		
	<b>TITLE I, SECTION 111</b>	<b>TITLE II</b>
<b>Total</b>	<b>\$10,130,063</b>	<b>\$2,105,226</b>
<b>Formula Funds for Eligible Recipients/Consortia</b>	<b>9,117,057</b>	<b>1,966,436</b>
Strengthening CTE Programs	1,823,411	
Achieving Student Success	4,558,529	
NTO	455,853	
High School to College Transitions	0	1,966,436
Flex Funds	2,279,264	
<b>Reserve Funds</b>	<b>1,013,006</b>	
<b>State Leadership</b>	<b>1,185,272</b>	<b>0</b>
Corrections	115,300	
System Office	1,169,972	
<b>State Administration</b>	<b>745,886</b>	<b>105,261</b>

#### FORMULA FUNDS FOR ELIGIBLE POSTSECONDARY RECIPIENTS

Although not required by U.S. Department of Education, the establishment of funding priorities as part of the state's Perkins IV State Plan continues the State Board's longstanding practice of trying to target the funding to particular categories for the use of funds. In establishing these priorities, the State Board will require the expenditure of a minimum percentage of the formula funded allocation for each priority. To maintain flexibility for the local postsecondary recipients to target Perkins IV funds within the college the State Board will permit each individual local eligible recipient to allocate 25% of the formula funds available to the recipient to any of the four priorities established by the State Board. It is the State Board's intention that local recipients will target their flexible funding to support activities the colleges have determined through the local Perkins planning process as most likely to result in improved performance on the core federal performance indicators.

As required by Section 112 of the Act, the State Board must allocate 85% of the formula funds available to under Title I, Section 111 to local eligible recipients. The State Board will reserve 10% of these formula funds for eligible postsecondary recipients to fund the Reserve Fund category described below.

For the remaining formula funds, for the program year 2008-09, the State Board will require each eligible recipient to use

- Minimum of 20% of the formula funds available to it for activities related to **Strengthening Career and Technical Education Programs;**
- Minimum of 50% for activities related to **Achieving Student Success;** and
- Minimum of 5% for activities related to **Assuring Access and Participation in Nontraditional Training Occupational Employment.**

The State Board anticipates that most of the activities related to its fourth priority, **Promoting and Supporting High School to College Transitions for Career and Technical Education Students** will be supported through the expenditure of the State's **Title II Tech Prep** funds allocated to the Tech Prep consortia organized and administered by the technical colleges. Activities related to this priority are discussed under the Title II Tech Prep portion of this State Plan.

As noted above, to maintain funding flexibility for the colleges, the State Board will permit eligible recipients to direct the use the remaining 25% of their formula funds to activities related to any of these four postsecondary priorities that the recipient believes will assist them in meeting or exceeding its negotiated adjusted levels of performance for the core federal performance indicators.

Because the State Board is changing the way that it targets formula funds to the local postsecondary recipients, the Board will review the this practice over the coming program year. The State Board reserves the right to use its annual *Carl D. Perkins Grant Guidelines* process to adjust the minimum allocations it sets for each funding priority and the relative size of the pool of Flex funds available to the colleges based on the Board's and local recipients experience with this practice.

### **Strengthening Career and Technical Education Programs**

A primary goal of Congress in reauthorizing the Perkins program is to provide states with funds to develop challenging career and technical education programs that prepare students for high skill, high wage or high demand occupations in current or emerging professions. In establishing this priority, the State Board will direct the use Perkins IV funds to

- Improve technical education programs and the performance of students enrolled in technical education programs;
- Identify, validate, and measure technical skill attainment for postsecondary career and technical education programs; and
- Building career pathways for adult learners.

Under the **Strengthen Career and Technical Education Programs** priority, an eligible recipient must submit one program improvement application for an amount not to exceed its program year 2008-09 planning amount to support work in one or more areas to develop and implement Improvement Plans resulting from a Quality Review Process (QRP) that are

aligned with the Perkins IV core indicators of performance and are of size and scope to improve the college overall performance. The expected outcome is an increase in both the program(s) and the colleges' performance on one or more Perkins or Perkins-related indicators. To implement an improvement plan developed under QRP the plan must be entered into QRPDS prior to the grant submission, with a comment entered from the appropriate education director in the System Office, endorsing the improvement plan and the use of grant funds. Allowable expenditures in this category include, but are not limited to, professional development; modernizing or enhancing the use of technology, work based learning, and curriculum development.

The WTCS Quality Review Process link program performance improvement activities directly to recipient performance with respect to the Perkins core indicators of performance measures. These improvement processes are designed to

- Promote continuous improvement in academic achievement;
- Promote continuous improvement of technical skill attainment; and
- Identify and address current or emerging occupational opportunities.

In selecting program areas, eligible recipients shall consider, but not be limited to, the following criteria:

- The career and technical programs within the program area lead to employment in high wage occupations, high skill occupations, or there is high demand for graduates of the programs;
- Programs with a high demand for graduates have low enrollment; and
- Program evaluations have revealed problem areas (*e.g.*, high attrition rates or student dissatisfaction with the program).

Allowable expenditures for program improvement plans include, but are not limited to, professional development; modernizing or enhancing the use of technology, work based learning, and curriculum development.

Other allowable activities that local recipients may be fund with funds provided for the **Strengthen CTE Programs** priority include:

- Establishment of the assessment processes for programs that are targeted for statewide or college Skill Outcome Assessment;
- The one time purchase of student tracking software systems; or
- Participation in the collaborative development of common program outcomes for the annually targeted statewide programs.

Activities that may not be funded under this priority include research, DACUMs, or other activities that would normally be business as usual for the college and part of a robust evaluation model which should precede the improvement plan.

### **Achieving Student Success**

Another of the primary goals of Congress in reauthorizing the Perkins program is to target Perkins IV resources to postsecondary students who would be unlikely to complete their career and technical education program without the provision of student support services. The State Board will seek to carry out this intention by supporting activities that are designed to achieve student success where success is defined in terms of the core Perkins accountability measures of technical skill attainment, retention or transfer to another institution of postsecondary education, placement in employment, or completion of a credential, certificate, or diploma (*i.e.*, graduation).

In establishing this priority, the WTCS will direct the use Perkins IV funds to:

- Provide support services for postsecondary career and technical education students enrolled in at least six program credits over the academic year that are at risk of not completing their career and technical education programs. These services must be necessary for at risk students and students, including those in special populations, to participate in and succeed in approved career and technical courses and programs. Services should be targeted to improving student performance that affects Perkins accountability measures; and
- Support transitions from adult basic education to postsecondary career and technical education programs.

In the shorthand of educational jargon, students who are unlikely to be successful in their educational program are usually termed “at risk”. In the past, Perkins legislation identified those “at risk” based on the characteristics of the students, not their performance. Originally, Perkins funding was targeted to serving students who belonged to a group such as individuals with disabilities or who are economically disadvantaged, preparing for non-traditional employment, single parents, academically disadvantaged, displaced homemakers, with limited English, proficiency, or minorities. Over time, as it reauthorized the Perkins legislation, Congress has narrowed its definition of special populations to eliminate minorities and, most recently, the academically disadvantaged. At the same time, Congress has imposed new accountability measures more clearly focused on measuring technical skill attainment, program retention, and program completion. Nevertheless, under Perkins III, postsecondary Perkins funding in Wisconsin continued to provide student support services primarily to students who belong to a special population, regardless of the student’s likelihood of program completion.

With the shift in Perkins IV towards greater accountability for the performance for all students at the state and local level, the State Board is seeking to redefine “at risk” students to tie funding for student support services more closely to improvements in student performance. To accomplish this, the State Board is moving from a definition of “at risk” based solely on student characteristics to one based on actual or expected student performance. This new definition of “at risk” would require local recipients to identify postsecondary students to be served with their Perkins funding based on a three pronged

approach that takes into account the college's best judgment with respect to the student's prior, current, or future performance. Adopting this approach, will require the State Board to develop an indicator of "at risk" students based on criteria such as the following:

- **Prior performance (previous semester)**
  - Did not complete a postsecondary course in which the student was enrolled;
  - Placed in a General College course;
  - Does not meet program admission requirements;
- **Current performance (current semester)**
  - Placed on academic alert;
  - Dropped out or is likely to drop out of school without intervention;
- **Future performance**
  - Identified by the college and documented as unlikely to complete program without intervention, student support services, and/or accommodations;
  - Identified by the college and documented as unlikely to obtain employment after graduation without student support services.

The development of this indicator will be phased in, with eligible recipients first required to report the new indicator to the System Office in the 2009-10 program year.

The State Board believes that this new definition of "at risk" has the potential to focus the provision of student support services on those postsecondary students who are most at risk of not completing a career and technical education program, regardless of whether the specific issues the students are coping with are academic, financial, or personal. At the same time, the definition will not lock local eligible recipients into continuing to serve the same students from year to year because the colleges will be called upon to re-evaluate the need for services based on on-going assessment of student performance, not a one-time assessment of student demographic characteristics.

The WTCS anticipates that this shift to using an "at risk" definition for eligibility for student support services under the priority **Achieving Student Success** will result in better targeting of postsecondary Perkins IV resources for continuous improvement by the local eligible recipients and thus contribute to better performance for the federal accountability measures. With the increased emphasis in Perkins IV on greater accountability for the performance for all students at the state and local level, the State Board is also seeking to target funding for student support services to postsecondary students who, due to the provision of student support services, are most likely to complete a career and technical education program. In the past, the WTCS has allowed local recipients to use Perkins funds to provide services to any postsecondary special population student enrolled in any postsecondary career and technical education program course. As a result, recipients used Perkins funds to serve large numbers of students who were unlikely to complete a career and technical education program.

Congress has placed new provisions in Perkins IV that require state and local recipients to demonstrate continuous improvement on a wide range of accountability measures or be subject to sanctions (*i.e.*, loss of funds) as a result of poor performance. To accomplish this,

the State Board is seeking to target Perkins resources to those students for whom the provision of student support services is most likely to assist them in completing a career and technical education program. The State Board will require local recipients to target the use of postsecondary funds for student support services primarily to those at risk students enrolled in six or more credits in postsecondary courses during a year. Because improving the performance of students enrolled in postsecondary courses leading to short-term certificates will not lead to improved performance by the local recipient on the core Perkins accountability measures, the State Board will discourage local recipients from using Perkins resources for student support services to serve these students. Instead, local recipients are encouraged to target their funding for the **Achieving Student Success** priority to serving at risk students enrolled in career and technical education programs leading to an associate degree or one- or two-year technical diploma.

Allowable activities for students with funds provided under the **Achieving Student Success** priority may only be used for one or more of the following activities:

- Career guidance and counseling services to assist the student to successfully enroll in and complete their technical program or courses. These services may include career counseling, admissions assistance, and counseling assistance to assure retention. Assessment as an integrated component of this activity is allowable;
- Academic counseling services that insure that students enrolled in technical education programs or courses achieve academic success;
- Case management services to develop an individualized education plan and coordinate or provide the services required by the student to complete his/her technical courses or program;
- Student and support services to assist students to successfully complete their technical courses or program including early warning strategies, college success strategies and integrated faculty and student services strategies;
- Study and success skills courses that assist students in their course or program completion;
- Support services provided directly to at risk students, including but not limited to, disability services, note taking, interpreting services, alternative test taking, transition services and individualized employment linking services (i.e., mentoring, job coaching) and services for English Language Learners;
- Assistive technology including adaptive equipment, instructional aids and devices, and related services;
- Individual or group tutoring conducted by faculty, staff or students;
- Work-based learning activities such as internships, mentoring, job coaching, school-based enterprises, and job shadowing that are related to the student's technical education program;

- Employment services and counseling to facilitate the student’s passage from technical education to employment, including job seeking skills instruction, job development, and placement activities; or
- Direct payments for emergency dependent care and transportation services, which assist “at risk” students, enrolled in career and technical education courses and programs. A completed *Methods for Distributing Emergency Payments Form* must be attached to the application if funds for these services are requested.

### **Assuring Access and Participation in Nontraditional Occupational Training and Employment**

In adopting Perkins III, Congress eliminated the Perkins II set aside for funds designated to promote the achievement of gender equity in the workforce. Nevertheless, in both Perkins III and Perkins IV, Congress maintained requirements that state and local recipients must address barriers to that confront students seeking to prepare for employment in nontraditional occupational (NTO) fields. Congress re-enforced their concern about gender equity by maintaining at both the secondary and postsecondary level two core Perkins indicators of performance related to participation in and completion of career and technical education programs preparing students employment in nontraditional occupational fields.

Under Perkins III, the State Board included NTO activities in the funding it provided for student services to special populations and with allocations provided to the local recipients with Perkins Reserve Funds. In reviewing the overall performance by the state and local recipients under Perkins III, the State Board has identified underperformance with respect to the two NTO measures as a serious concern. As a result, the State Board is establishing as a separate funding priority **Assuring Access and Participation in NTO Employment**. If participants in NTO activities were identified by the local recipient as “at risk” students as described above under **Achieving Student Success**, these students would be eligible to receive any of the student services through funding targeted to that priority. In addition, under the NTO priority, local recipients may provide services and activities for individuals preparing for nontraditional occupational fields. These activities must be necessary to increase the enrollment, course completion, and graduation of students in nontraditional occupational fields. Allowable nontraditional services include:

- Provide career exploration activities, career guidance and counseling, and transition services for individuals to expand career choices and assist them in selecting nontraditional programs of study. The expected outcome is an increase in NTO enrollment;
- Develop materials and coordinate marketing strategies to support nontraditional career exploration. The expected outcome is an increase in NTO enrollment;
- Develop and offer NTO pre-technical courses to provide potential students or newly enrolled NTO students with the basic competencies or foundational skills necessary to successfully complete program requirements. The expected outcome is an increase in NTO enrollment; and

- Convene and participate in coordinated planning activities related to services that support the transition of and enrollment of students from high school NTO or CTE programs to the WTCS.

### **Promoting and Supporting High School to College Transitions for Career and Technical Education Students**

A major shift in emphasis from Perkins III to Perkins IV is the emphasis that Congress has placed on the integration of concepts developed under Tech Prep programs funded under Title II of the Act into the Basic Grant funding provided under Title I of the Act. The State Board long advocated for separate funding for Tech Prep activities and has chosen to maintain a separate Tech Prep program that will continue to be funded with funds available under Title II of Perkins IV. Nevertheless, the State Board recognizes the importance of making additional funds available to local recipients to support the further integration of secondary and postsecondary Perkins activities through the joint development of Programs of Study and related activities designed to promote transitions from high school to postsecondary career and technical education programs. Therefore, the State Board is establishing a priority for **High School to College Transitions** to permit technical colleges to expend funds for activities related to promoting high school transitions.

Allowable uses of funds by local recipients under the **High School to College Transitions** priority will include:

- Any allowable uses of funds described identified in this plan for the use of Title II Tech Prep funds; and
- Development and implementation of programs of study.

The State Board will require the colleges to coordinate the use of any Title I formula funds expended under the **High School to College Transitions** priority with funds supporting related activities at the secondary schools that are members of their Tech Prep consortia. These postsecondary funds should be used to supplement, not supplant, secondary Perkins IV expenditures.

The State Board, in reviewing the existing Tech Prep accountability measures, has identified limitations in the ability of those measures to capture important changes in the way secondary students prepare for and transition to postsecondary career and technical education programs. Moreover, the State Board would note that none of the postsecondary Perkins IV core performance measures is designed to measure improvements in the flow of secondary students to postsecondary career and technical education programs that should result from the widespread implementation of programs of study under Perkins IV. Therefore, the State Board will, during the 2008-09 program year, develop new state measures for **High School to College Transitions** that are tied to expected improvements. This will include measures such as:

- Percent of high school career and technical education students enrolling in postsecondary career and technical education without requiring remediation;

- Number/Percent of high school career and technical education students enrolled in recognized programs of study who subsequently enroll in postsecondary career and technical education; and
- Percent of postsecondary programs with established program of study

Once appropriate measures are developed and programs of study have been implemented, the State Board will begin to require colleges to report these new measures to the System Office.

### **Reserve Funds**

Section 112(a) (1) of the Perkins Act authorizes the State Board to set aside 10% of the Title I Basic State Grant funds that would otherwise be distributed by formula to local eligible recipients to establish a Reserve Fund. The State Board will solicit proposals from districts for competitive grants to promote innovative or successful practices in the areas related to two of the Board's priorities: (A) **Strengthening Career and Technical Education Programs** through multi-district collaborative efforts to develop measures of technical skill attainment and/or- (B) **Promoting and Supporting High School to College Transitions for Career and Technical Education Students** through multi-district collaborative efforts to develop programs of study. Grants under this request for proposals will be awarded on a competitive basis to technical college districts or tribally-controlled community colleges to provide leadership to projects related to postsecondary career and technical education programs of statewide significance offered in multiple local eligible recipients. Neither focus area is preferred over the other.

As required by Perkins IV, Reserve Funds may only be awarded to eligible recipients located in:

- Rural areas;
- Areas with high percentages of technical education students; or
- Areas with high numbers of technical education students.

Using information from the U.S. Bureau of the Census and program participation information, the State Board has determined that all of the State's eligible postsecondary local recipients would meet one or more of these criteria.

## STATEWIDE LEADERSHIP

The Act requires States to include:

- (1) An assessment of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met and how the career and technical education programs are designed to enable special populations to meet State adjusted levels of performance and prepare the special populations for further education, further training, or for high skill, high wage, or high demand occupations;

- (2) Developing, improving, or expanding the use of technology in career and technical education that may include—
  - (A) Training or career and technical education teachers, faculty, career guidance and academic counselors, and administrators to use technology including distance learning;
  - (B) Providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into technology fields, including non-traditional fields; or
  - (C) Encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs;
- (3) Professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels, that support activities described in section 122 of the Act and
  - (A) Provide in-service and pre-service training in career and technical education programs
    - i) On effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
    - ii) On effective teaching skills based on research that includes promising practices;
    - iii) On effective practices to improve parental and community involvement; and
    - iv) On effective use of scientifically based research and data to improve instruction;
  - (B) Are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom, and are not 1-day or short-term workshops or conferences;
  - (C) Will help teachers and personnel to improve student achievement in order to meet the State adjusted levels of performance established under section 113 of the Act;
  - (D) Will support education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct deliver of educational services to career and technical education students to ensure that teachers and personnel
    - i) Stay current with the needs, expectations, and methods of industry;
    - ii) Can effectively develop rigorous academic and career and technical education curricula jointly with academic teachers, to the extent practicable;
    - iii) Develop a higher level of academic and industry knowledge and skills in career and technical education; and
    - iv) Effectively use applied learning that contributes to the academic and career and technical knowledge of the students; and
  - (E) Are coordinated with the teacher certification or licensing and professional development activities that the State carries out under Title II of the Elementary and Secondary School Education Act of 1965 and Title II of the Higher Education Act of 1965;
- (4) Supporting career and technical education programs that improve the academic and career and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical components of such career and technical education programs, through the integration of coherent and relevant content aligned with challenging academic standards and relevant career and technical education, to ensure achievement in

- (A) The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
- (B) Career and technical education subjects
- (5) Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations;
- (6) Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve State academic standards, and career and technical skills, or complete career and technical programs of study, as described in section 122(c)(1)(A) of the Act;
- (7) Serving individuals in State institutions, such as State correctional institutions and institutions that serve individuals with disabilities’
- (8) Support programs for special populations that lead to high skill, high wage, or high demand occupations; and
- (9) Technical assistance for eligible recipients.
- (10) The Act allows State to:
- (11) Improve career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions including
  - (A) Encouraging secondary and postsecondary student to graduate with a diploma or degree; and
  - (B) Exposing students to high skill, high wage occupations and non-traditional fields;
- (12) Establish agreements including articulation agreements, between secondary school and postsecondary career and technical education programs in order to provide postsecondary education and training opportunities for students participating in such career and technical education programs, such as Tech Prep programs;
- (13) Support for initiatives to facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including
  - (A) Statewide articulation agreements between associate degree granting career and technical postsecondary education institutions and baccalaureate degree granting postsecondary educational institutions;
  - (B) Postsecondary dual and concurrent enrollment programs;
  - (C) Academic and financial aid counseling; and
  - (D) Other initiatives
    - i) To encourage the pursuit of a baccalaureate degree; and
    - ii) To overcome barriers to participation in baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;
- (14) Support for career and technical student organizations, especially with respect to efforts to increase the participation of students who are members of special populations;
- (15) Support for public charter schools operating career and technical education programs;
- (16) Support for career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter;
- (17) Support for family and consumer sciences programs;
- (18) Support for partnerships between education and business or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels;

- (19) Support to improve or develop new career and technical education courses and initiatives, including career clusters, career academies, and distance education, that prepare individuals academically and technically for high skill, high wage, or high demand occupations;
- (20) Award incentive grants to eligible recipients
  - (A) For exemplary performance in carrying out programs under this Act, which awards shall be based on
    - i) Eligible recipients exceeding the local adjusted levels of performance established under section 113(b) in a manner that reflects sustained or significant improvement;
    - ii) Eligible recipients effectively developing connections between secondary education and postsecondary education and training;
    - iii) The adoption and integration of coherent and rigorous content aligned with challenging academic standards and technical coursework;
    - iv) Eligible recipients' progress in having special populations who participate in career and technical education programs meet local adjusted levels of performance; or
    - v) Other factors relating to the performance of eligible recipients under this Act as the eligible agency determines are appropriate; or
  - (B) If an eligible recipient elects to use funds as permitted under section 135(c)(19);
- (21) Providing for activities to support entrepreneurship education and training;
- (22) Providing career and technical education programs for adults and school dropouts to complete their secondary school education, in coordination, to the extent practicable, with activities authorized under the Adult Education and Family Literacy Act;
- (23) Providing assistance to individuals, who have participated in services and activities under this title, in continuing the individuals education or training or finding appropriate jobs, such as through referral to the system established under section 121 of Public Law 105-220 (Workforce Improvement Act);
- (24) Developing valid and reliable assessments of technical skills;
- (25) Developing and enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;
- (26) Improving
  - (A) The recruitment and retention of career and technical education teachers, faculty, administrators, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and
  - (B) The transition to teaching from business and industry including small business; and
- (27) Support for occupational and employment information resources, such as those described in section 118 of the Act.

### **State Leadership**

System Office staff will carry out the required activities. Permissive activities will be carried out as dictated by statewide needs of the eligible recipients using funds under the Act.

### **Corrections**

An amount less than or equal to 1% of the total funds allocated to the State may be drawn from State Leadership funds to serve individuals in State institutions, such as State correctional institutions and institutions that serve individuals with disabilities. The State Board will allocate funds to the Wisconsin Department of Corrections to serve individuals incarcerated in State

correctional institutions. The Wisconsin Department of Corrections, in carrying out the technical education program for criminal offenders, will:

- Give special consideration to providing services to offenders who are completing their sentences and preparing for release, and to establishing technical education programs in correctional institutions that do not have such programs;
- Provide technical education programs for women who are incarcerated;
- Improve equipment; and
- In cooperation with eligible recipients, coordinate technical education services to offenders before and after their release.

The State Board will require that these funds designated for the Department of Corrections may **only** be used for:

- Technical education programs, with an emphasis on programs for incarcerated women, that are based on labor market projections of future employment trends so that offenders shall receive training for new, emerging, nontraditional and changing occupations;
- The adoption of competency-based curriculum in technical education programs;
- The purchase of equipment to meet or maintain parity in technical education programs with the equipment being used in the occupations that offenders are preparing to enter; or
- Coordination with other eligible recipients of technical education services for offenders before and after their release.

### **Nontraditional Training and Employment**

System Office staff will provide leadership in the preparation of individuals for nontraditional training and employment.

#### STATE ADMINISTRATION

System Office staff will provide for the proper and efficient administration of the Act in Wisconsin.

### **3. The eligible agency will describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—**

- (a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;

The State Board will sponsor regular state-called meetings for academic and career and technical education faculty and staff within the WTCS for the purpose of integrating

coherent and rigorous academic content standards and career and technical education curricula, including opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies. Besides state-called meetings, State Board staff will periodically hold conference calls or webinars for these groups to improve the continuity of professional development activities. Once a year, State Board staff will work with these groups to identify professional development topics to focus on during the course of the year and to plan professional development activities that are sustained and cumulative in this area.

Where necessary the State Board will also promote cross-functional professional development for faculty and staff both in the instruction and student support services aimed improving the integration of coherent and rigorous academic content standards and career and technical education curricula.

- (b) Increases the percentage of teachers that meet teacher certification or licensing requirements;

By statute, the qualifications of all educational personnel in the technical colleges must be approved by the State Board (38.04 (4), *Wis. Stats.*). This includes all technical college program instructors and guidance and administrative personnel (Ch. TCS 3, *Wis. Admin. Code*). The WTCS districts are responsible for setting qualifications of adult and continuing education staff. Both new and continuing staff are responsible for meeting certification requirements. Further information on staff certification is available at:

<http://systematic.wtcsystem.edu/certification/default.htm>.

State funds administered by the State Board for New and Expanding Occupations may be used by WTCS colleges for instructional staff development. In addition, state funds are reserved specifically for Faculty Development activities to promote instructor awareness of, and expertise in, a wide variety of newly emerging technologies; the integration of learning technologies in curriculum and instruction; and the use of instructional methods that involve emerging technologies. See *WTCS General Purpose Revenue Guidelines*:

<http://systematic.wtcsystem.edu/grants/General%20Purpose/GPR-08-09.doc>.

System Office staff will provide in-service training for technical, academic, and guidance and administrative personnel with Perkins funds available to the for postsecondary State Leadership activities.

- (c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;

The State Board will sponsor regular state-called meetings for career and technical education teachers that are focused on the design and delivery of high quality instruction that increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers. Besides state-called meetings,

State Board staff will periodically hold conference calls or webinars for instructional faculty and staff to identify professional development topics that improve the continuity of professional development activities and ensure that the activities are sustained and cumulative. As new industry standards are introduced or current standards are revised, the State Board staff will create opportunities for WTCS faculty and staff to learn more about the standards and create opportunities for them to integrate them into their existing curriculum.

- (d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;

WTCS courses are performance based for the purpose of documenting learning outcomes and communicate performance expectations to learners. This includes the development of performance assessment tasks to specify and measure student attainment of learning outcomes. These tasks, typically target one to two competencies, are based on performance standards and include directions to the learner, a scenario of necessary directions to evaluator, assessment environment and strategy, and a rubric/checklist with accompany scoring standard and rating scale. At the program level, assessment can be measured through direct measures such as multiple performance assessment tasks, clinical evaluation, and portfolio artifacts. At the institutional level, the colleges are encouraged to develop institutional outcomes and measurements defined as “exit learning outcomes.” All System-wide curriculum is required to use this framework.

- (e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and

The State Board will sponsor regular state-called meetings for a variety of professionals within the WTCS that are in positions that can influence instruction for special populations. These audiences will include college disabilities coordinators, counselors, admissions staff, non-traditional occupations staff, displaced homemakers coordinators, and minority participation and retention coordinators (a relatively high percentage of WTCS minority students fall into special populations groups). Besides state-called meetings, State Board staff will periodically hold conference calls or webinars for these groups to improve the continuity of professional development activities. Once a year, State Board staff will work with these groups to identify professional development topics to focus on during the course of the year and to plan professional development activities that are sustained and cumulative.

The State Board will promote cross-functional professional development wherever possible. Staff with instructional program area responsibilities and student support services responsibilities will meet to identify opportunities for and coordinate professional development activities aimed at improving college success for special populations that bridge instructional and support services functions of the colleges. They also will identify opportunities for other professional development collaborations between college functions (e.g., NTO and Tech Prep) in order to improve the effectiveness of strategies for helping special populations students.

- (f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122 (c) (2) (A)-(G)]

The State Board will promote participation by its own staff and that of local eligible postsecondary recipients in professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended

**4. The eligible agency will describe efforts that your agency and eligible recipients will make to improve—**

- (a) Recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

Both the State Board and eligible local postsecondary recipients are public entities and as such are subject to State and Federal statutes, rules, and regulations governing non-discrimination and affirmative action in hiring and employment.

- (b) Transition to teaching from business and industry, including small business. [Sec. 122 (c) (3) (A)-(B)]

By State statute, the qualifications of all educational personnel in the technical colleges must be approved by the State Board (38.04 (4), *Wis. Stats.*). This includes all technical college program instructors and guidance and administrative personnel (Ch. TCS 3, *Wis. Admin. Code*). Both new and continuing staff are responsible for meeting certification requirements. Further information on staff certification is available at:

<http://systemattic.wtcsystem.edu/certification/default.htm>

The State Board requires most WTCS instructors to be certified. The State Board's certification requirements are designed to encourage individuals with significant appropriate and related experience in business and industry to become technical college instructors, counselors, and administrators. The certification and hiring practices put a premium on occupational experience, not educational preparation. To obtain certification, WTCS instructors must have a bachelor's degree or its equivalent and education and training preparing the individual for the academic and/or occupational areas in which they will teach. In addition, academic instructors must have 12 months of occupational experience in a field other than education and occupational instructors must have 24 months verifiable occupational experience as a fully qualified worker in each occupational area where certification is requested. Once hired, all technical college instructors must engage in post-graduate educational experiences designed to assist them in developing the skills, knowledge, competencies, and abilities need to succeed as a WTCS instructor. Further information on staff certification is available at:

<http://systemattic.wtcsystem.edu/certification/default.htm>



**5. The eligible agency will describe efforts that your agency and eligible recipients will make to improve the transition of subbaccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122 (c) (4)]**

Administrators and staff from the WTC System Office and the UW System meet regularly to provide coordination between the two systems such as:

- Ensuring non-duplication of programming between the two systems;
- Supporting opportunities where the two systems can work together in serving Wisconsin's adult population;
- Improving opportunities for the successful transfer of credit between the institutions comprising each system;
- Exploring future programming trends;
- Supporting technology transfer, economic development, and professional development opportunities; and
- Cooperation in the development and use of, including the sharing of, facilities.

Among other goals, each of these activities contributes to improving opportunities for career and technical education students to transfer between the state's technical colleges and baccalaureate-granting institutions that make up the state's public system of higher education. These ongoing activities since 1989 have resulted in major changes to the UW System policies that govern transfer from the WTCS to UW System institutions, most recently in 2000 and 2003.

The 2003 joint agreement between UW System Board of Regents and State Board on transfer included provisions concerning:

- **Transfer of Occupational/Technical Courses.** Permit UW System institutions to evaluate WTCS occupational and technical courses for the awarding of transfer credit on the same basis as similar occupational and technical courses offered at any other regionally or nationally accredited institution (Board of Regents policy change);
- **Transfer of WTCS General Education Core Courses.** Subject to review and approval by the faculties at each UW System institution, a list of WTCS general education core courses will be established that will transfer and apply to UW institutions. WTCS AAS students will be able to transfer up to 30 credits from these courses, and apply them toward general education and/or other degree requirements at UW institutions (Board of Regents policy change);
- **Degree Completion Program Agreements.** Two Systems will continue to develop "2+2" degree completion programs where WTCS students will be able to transfer additional courses toward a UW four-year degree. WTCS students selecting these programs will receive a written program agreement that will specify the courses that will transfer, how they will apply, and what additional requirements will be needed for graduation;

- **Transfer of WTCS Liberal Arts Degree Graduates.** Students who graduate from WTCS liberal arts collegiate transfer programs at MATC-Madison, MATC-Milwaukee and Nicolet with an associate of arts or sciences degree specifically aligned with the UW associate degree will be able to transfer up to 72 credits and have their university-wide general education requirements satisfied at any UW institution, subject to review and approval by the faculties at each UW System institution;
- **Credit Transfer Contract.** WTCS students will be able to check and confirm how their courses will transfer towards a UW degree by referencing the Transfer Information System (TIS). The TIS printed report will serve as a written credit transfer contract for students who successfully complete the courses; and.
- **Establishment of Committee on Baccalaureate Expansion (COBE).** A broad-based committee will be created to explore additional options for expanding the number of baccalaureate degree holders in Wisconsin in collaborative and cost-effective ways.

Over the last five years, governing board members, state and local administrators, and staff from the two Systems have worked collaboratively to ensure the implementation each of these provisions in the joint 2003 agreement and earlier agreements to expand transfer opportunities for postsecondary career and technical education students. A key part of these activities at the local level is the State's *Transfer Information System* that permits students to identify which career and technical education courses and programs offer WTCS students transfer opportunities into the UW System. Information on the *Transfer Information System* that is available at:

<http://www.uwsa.edu/tis/>.

The WTC System Office makes additional resources about transfer available to students at:

<http://www.witechcolleges.org/transfer.htm>.

In some cases, UW System institutions provide baccalaureate level classroom and distance education opportunities to WTCS transfer students on the technical college campuses.

In addition, beginning in July 2006, the State Legislature has provided a separate appropriation to fund pilot projects to implement many of the recommendations of the joint Committee on Baccalaureate Expansion. The WTC System Office maintains a website that provides additional information about WTCS to UW System transfer policy and opportunities at:

[http://www.wtcsystem.edu/initiatives/credit\\_transfer/index.htm](http://www.wtcsystem.edu/initiatives/credit_transfer/index.htm).

Wisconsin's technical colleges also have transfer and articulation agreements with the state's private colleges and universities to provide additional opportunities for career

and technical education students to transfer directly to baccalaureate degree programs. Several of these institutions offer baccalaureate completion opportunities either online or in classroom space on the technical college campus.

**6. The eligible agency will describe how you will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122 (c) (5)]**

In Wisconsin, the planning, development, implementation, and evaluation of postsecondary career and technical education programs is an ongoing joint responsibility of the State Board and the sixteen technical college district boards. Active involvement of parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of postsecondary career and technical education programs in Wisconsin is assured in a variety of ways:

- First, the WTCS operates under a system of shared governance, with a state board and sixteen local technical college district boards. The State Board is responsible for setting overall state policies and strategic direction and for administering and providing oversight for the administration of state and federal by the sixteen technical college districts. These State Board responsibilities include postsecondary career and technical education program approval, modification, and discontinuance. The sixteen technical college district boards are responsible for setting local policies and strategic direction in accordance with the statewide policies, hiring district personnel, and operating the technical colleges. District board responsibilities include the origination (planning), implementation, and evaluation of postsecondary career and technical education programs. A detailed description of the program approval process and its requirements for public input is available at:
  - <http://systematic.wtcsystem.edu/instruction/ESM/default.htm>.
- Second, all meetings of both the State Board and the district boards are conducted as open public meetings and notice of the time, place, and agenda of the meetings must, by state statute, be provided to the public, the press, and individuals who request notification. The *Open Meetings Law Compliance Guide* prepared by the Wisconsin Department of Justice is available at:
  - [http://www.doj.state.wi.us/AWP/2007OMCG-PRO/2007\\_OML\\_Compliance\\_Guide.pdf](http://www.doj.state.wi.us/AWP/2007OMCG-PRO/2007_OML_Compliance_Guide.pdf).
- Third, participation by a wide variety of stakeholders is assured by their representation of the State Board and district boards as required by statute:
  - The State Board is composed of an employer, an employee, a farmer, the State Superintendent of Public Instruction or a designee, the Secretary of the DWD or a designee, the President of the University of Wisconsin System or a

designee from among the Regents, a student representative, and six public members (Sec. 15.94, *Wis. Stats.*). Currently, two of the six public members are members of the faculty at two technical colleges. Additional information about the State Board is available at:

<http://www.wtcsystem.edu/board/index.htm>.

- Similarly, each technical college district board is composed of composed of nine members who are residents of the district, including two employers, two employees, three additional members, a school district administrator, and one elected official who holds a state or local office (Sec. 38.08 (1), *Wis. Stats.*)
- Fourth, state and local advisory committees are involved in all phases of program planning, development, implementation, and evaluation for postsecondary career and technical education programs in Wisconsin. Each technical college district has published policies, criteria and procedures for establishing and maintaining active occupational program advisory committees for all approved programs. *Ad hoc* committees are required to be involved in the development of new programs. Committee membership reflects the target jobs of the programs as well as the communities being served by the program. The committees serve to keep programs technologically current and responsive to the needs of the workforce. In any given year, approximately 10,000 individuals will be serving on one or more of these committees at the local level.
- Finally, the State Board and the technical college districts periodically conduct surveys or other data collection efforts designed to provide feedback from the public about the array of postsecondary programs and services available through the WTCS. In addition to the surveys required by the State Board’s program approval process, for example, the System Office collects information annually from program graduates through its Graduate Follow-up Survey and every four years through its Longitudinal Follow-up Survey. In addition, the WTCS collects information from employers every four years through its *Employer Satisfaction Survey* (See individual survey reports at:

<http://www.wtcsystem.edu/reports/data/index.htm>.)

**7. The eligible agency will describe efforts that your agency and eligible recipients will make to—**

- (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in--
  - i. Core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and
  - ii. Career and technical education subjects;

See Figure 1 for description of college program configurations.

- (b) Provide students with strong experience in, and understanding of, all aspects of an industry; and

State statute and State Board policy requires that all postsecondary programs and courses offered by WTCS districts shall be approved by the Board and shall be developed according to the provisions established by the Board (Sec. 38.04 (4), *Wis. Stats.*). The State Board's *Educational Services Manual*, contains the requirements that programs must meet in order to qualify for approval by the Board. All career and technical education programs lead to an Associate of Applied Science or Arts degree, or a Technical Diploma. Certificates may be granted by a district at its discretion except that Advanced Technical Certificates must be approved by the State Board. The WTCS *Educational Services Manual* is available at:

<http://systematic.wtcsystem.edu/instruction/ESM/default.htm>.

A summary description of the State Board's program approval process is available at:

<http://systematic.wtcsystem.edu/Instruction/Program-development-process/program-development.htm>.

Figure 1 describes the provisions in the program approval process that require the integration of academic and vocational subjects. Academic subject matter is integrated into a specific postsecondary career and technical education programs to the extent required by the target occupation areas. The specific academic content and level included in any WTCS postsecondary program is determined by the competencies identified by employers and employees through a DACUM process. WTCS technical diploma programs generally provide advanced academic skills as needed for employment in the target occupation or occupational area. WTCS applied associate degree programs include general education coursework expected of all associate degree students as well as specific academic coursework that pertains to the competencies needed to complete a program in a specific occupational area and obtain employment. A list of the 64 State Board approved statewide associate degree general education courses is available from the WTCS *Educational Services Manual* at:

<http://systematic.wtcsystem.edu/instruction/ESM/general-education-approved-course-list.doc>.

- (c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122 (c) (7) (A)-(C)]

The Higher Learning Commission of the North Central Association accredits each of the technical colleges operated by Wisconsin's sixteen technical college districts. This same body accredits UW System institutions and other institutions of higher education in the state. Twelve of the sixteen WTCS districts are only authorized to offer career and technical education programs of instruction; the other four districts are authorized to offer collegiate transfer programs in science or arts and science as well. In these four districts, collegiate transfer courses may be used to meet graduation requirements in any of the other postsecondary career and technical education programs when the collegiate transfer course is appropriate to the program. In addition, and as appropriate, associate of applied

science degree courses may be used to meet collegiate transfer program requirements and vice versa.

The comparability of course work for students at the postsecondary level is demonstrated by the transferability of credits between postsecondary institutions. While most people who attend a technical college do so to obtain employment skills, a growing number are continuing their professional development in four-year institutions of higher education under current transfer agreements. While the total number of students transferring to private institutions is not known, the staff of the State Board and UW System report annually on the number of students transferring between the two systems. In 1991-92, about 1,550 WTCS students transferred to UW System institutions. In 2006-07, this number had increased to 2,620 transfer students.

**Figure 1**  
**Sample WTCS Program Curriculum Configurations**

**ASSOCIATE DEGREE OCCUPATIONAL PROGRAMS (Code 10)**  
(Associate Degree in Applied Arts or Applied Sciences)

- A. Associate degree programs are developed to assist persons preparing for, or advancing in, an occupation. Curricula of associate degree programs are designed to reflect statewide competency requirements for a target job(s) which define the occupational program.

Associate degree programs require a minimum of 60 semester credits. Programs with more than 70 credits in the curriculum require written approval by the WTCS President when needed to meet licensure, certification, and other requirements. Curricula with more than the maximum credits shall reflect the additional credits in the technical studies.

- B. The Technical Studies category includes courses that are specific to, or support the development of, technical skills and knowledge. The credit requirement range for Technical Studies is 36 to 49 credits.
- C. The General Studies category includes general education program courses which relate to the effective functioning of the individual in both occupational and community settings. The credit requirement range for General Studies is 21 to 30 credits. It is further defined by the course categories shown below.

Communications	6 credits
Social Science	3 credits
Behavioral Science	3 credits
Math and/or Science	3 credits
Additional General Education	6 to 15 credits

**TECHNICAL DIPLOMA PROGRAMS (Codes 30, 31, and 32)**

**Technical programs are based on local needs of business and industry and are designed to assist persons preparing for entry into, remaining in, or advancing in an occupation. Technical diploma programs have a minimum of two (2) technical credits and a maximum of 70 technical credits.**

- A. Technical diploma - Less than One Year (Code 30) - a minimum of two (2) technical credits and a maximum of 25 technical credits.
- B. Technical diploma - One Year (Code 31) - a minimum of 26 technical credits and a maximum of 54 technical credits.
- C. Technical diploma - Two Year (Code 32) - a minimum of 55 technical credits and a maximum of 70 technical credits.
- D. Deviation beyond 70 technical credits requires approval by the state director.
- E. Occupational specific course requirements - minimum 70%

Seventy (70) percent to hundred (100) percent of the total program credits shall be in courses which are occupational specific. Occupational specific refers to those program courses which contain content directly related to a specific technical area.

- F. Occupational supportive/general education course requirements - maximum 30%

Credits in occupational supportive and/or general education may not exceed thirty (30) percent of total program credits. Occupational supportive/general education courses are program courses that relate to effective functioning in an individual's occupational and community settings. These courses shall be drawn from natural science, mathematics, social and behavioral sciences, communicative skills, and other disciplines, both general and occupational.

**8. The eligible agency will describe how you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122 (c) (15)]**

As noted above, the State Board is responsible by state statute for overseeing the operation of the Wisconsin Technical College System and charged with the administration and oversight of the state's Perkins program. In carrying out their responsibilities, the Board's System Office staff routinely provide technical assistance to the technical college districts and other eligible postsecondary institutions.

**9. The eligible agency will describe how career and technical education in your State relates to your State's and region's occupational opportunities. [Sec. 122 (c) (16)]**

As noted above, the State Board is responsible for program approval, modification, and discontinuance of postsecondary career and technical education programs leading to an associate degree or technical diploma offered by the local technical college districts (38.04 (4), *Wis. Stats.*). The State Board's *Educational Services Manual*, describes the process that colleges must follow to justify a request to the State Board for program approval. A summary description of the State Board's program approval process is available at:

<http://systematic.wtcsystem.edu/Instruction/Program-development-process/program-development.htm>

The State Board's program approval process includes a requirement that a college seeking program approval must demonstrate that there is labor market demand for trained workers in the target occupation. As part of this process, college and System Office staff review the relevant labor market information available from the State's Department of Workforce Development on current and projected employment for the target occupation at the State and local levels. Relevant U.S. Department of Labor information, such as that contained in the Occupational Outlook Handbook, is also compiled and sent to the interested district.

After reviewing the available State and national information, a college deciding to proceed with the program approval process must conduct a survey of need and to establish an *ad hoc* advisory committee to ensure that the proposed program is designed to provide the competencies necessary for entry-level employment. In addition, the college must demonstrate that the proposed program is compatible with the college's mission and would not adversely affect enrollments in a similar or related program already offered by another technical college in Wisconsin.

Finally, as part of its ongoing commitment to continuous review of the WTCS program array, the WTCS Quality Review Process identifies programs with graduates who do not find employment in acceptable numbers and flags those programs as in need of program or curriculum modification or discontinuance (See Part C, Accountability and Evaluation – Postsecondary, below.). The State Board approves and discontinues between 35 to 45 postsecondary career and technical education programs each year. In addition to the costs of the program and wage projections and experience for program graduates, the ongoing determination of labor market demand for each postsecondary career and technical education program is the major factor considered by the State Board and the local technical college

district boards in acting on recommendations for postsecondary program approval, modification, and discontinuance.

**10. The eligible agency will describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122 (c) (17)]**

The State Board, the University of Wisconsin System, the Wisconsin Association of Independent Colleges and Universities, and the Wisconsin Departments of Workforce Development, Health and Family Services, Commerce, Corrections and Public Instruction collaborate on an ongoing basis through a variety of formal and informal committees and inter-agency workgroups. Most importantly, these agencies are represented on and have assigned staff to work with the Wisconsin Council on Workforce Investment which develops policy and program directions for several programs supported by funds available under the Workforce Investment Act (WIA), P.L. 105.220. The Governor of the State of Wisconsin appoints the Council on Workforce Investment. Agency heads, including the President of the WTCS, are appointed members to this Council with a majority of members coming from the private sector. As needed, agency staff, including those from the System Office, are assigned to work with the Council on special projects to develop policy papers or program design recommendations at the direction of the Council.

Additional joint planning and coordination of programs carried out under the Perkins Act with other federal education (and workforce development programs) is assured by the overlapping representation of the agency heads or governing board members from the WTCS, DPI, the University of Wisconsin System, on the State Board, the University of Wisconsin Board of Regents on the State Board, the University of Wisconsin Board of Regents. Additional coordination with the state's education and workforce development programs is assured by the membership of the secretary of the DWD on the State Board and the Wisconsin PK-16 Leadership Council.

Administrators and staff from the WTC System Office and the University of Wisconsin System meet regularly to provide coordination between the two systems such as:

- Ensuring non-duplication of programming between the two systems;
- Supporting opportunities where the two systems can work together in serving Wisconsin's adult population;
- Improving opportunities for the successful transfer of credit between the institutions comprising each system;
- Exploring future programming trends;
- Supporting technology transfer, economic development, and professional development opportunities; and
- Cooperation in the development and use of, including the sharing of, facilities.

As the administrative agency in the State of Wisconsin for the Adult Education and Family Literacy Act, Title II of P.L. 105-220, the State Board coordinates the use of funds available under the AEFLA with all other funds administered by the Board. It is the intent of the State Board that funds available under the AEFLA will be used to provide basic education to those persons in need of such education while Perkins funds may be used to provide remedial instruction to persons who have mastered the basic academic skills, are enrolled in technical education programs and find themselves in need of educational assistance in order to succeed in one or more of their courses.

Each of the sixteen Wisconsin technical colleges has an AEFLA advisory committee as required by State Board policy. These committees implement the local participatory planning requirement for the AEFLA. The committee representatives are selected from recommendations made by System Office administrators and staff, representatives of associations, target populations and public and private agencies. The committees have, on a statewide basis, representatives from business and industry, labor unions, public and private agencies and institutions, churches, fraternal and voluntary organizations and community agencies.

The local AEFLA committee members have the opportunity to review and make recommendations on district proposals and a draft of the AEFLA State plan. The committees meet at least once a year and the members may comment on district intentions and on how these are related to the AEFL State plan goals and objectives as well as on how the State goals and objectives are being met. The committees make recommendations for future activities. The Board and district personnel also work with committee members to involve them in district program development and other activities such as in-services for instructors.

**11. The eligible agency will describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122 (c) (20)]**

DWD is the State agency responsible for administration of Title I of the Workforce Investment Act in Wisconsin. The following material is excerpted from the DWD's *Local Plan Guidelines*; Part IV., One-Stop Delivery System; Section D., Including One-Stop Operators and Memorandums of Understanding. DWD's *Local Plan Guidelines* provide instructions to local Workforce Development Boards for the development of their local plans for Title I funds under the Workforce Investment Act (WIA). The procedures laid out for the development of this MOU ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts.

***IV. One-Stop Delivery System***

**Including One Stop Operators and Memorandums of Understanding**

**D. Memorandum of Understanding (MOU)**

The MOU is the document through which partners make a commitment to the

WDB, with the agreement of the Chief Local Elected Official (CLEO), and to each other on how they will support the Job Center system and coordinate their services throughout the WDA. The MOU has two parts: Part 1 is the agreement between the WDB and a single OSO, and Part 2 is the agreement between the WDB and the Comprehensive Job Center(s) managed by that OSO. A WDB will have as many MOUs as it has CJsCs.

1. Process/Approach

- a. Describe the process used to develop the MOU(s).
- b. Provide copies of the signed MOU(s) or a status report on the negotiations of MOU(s) not yet signed.

2. Contents of the MOU

You are required to use the MOU format found in Attachment D. The MOU may be expanded to accommodate local needs. Per the WIA Final Regulations, at a minimum the MOU(s) is to contain:

- All required parties to the MOU(s), which at a minimum include the WDB, the Chief Local Elected Officials, and the One-Stop Partner(s) included in that MOU.
- Each signatory agrees to work towards Job Center system measures and program performance measures.
- Describe how services will be provided without overlap or duplication among the Job Center partners by completing the *Collaborative Services Plan* (see Attachment L).
- Complete the *Site Cost Contributions and Staffing Plan* (see Attachment E). These charts record the costs to operate a Comprehensive Job Center and its affiliated APS. Include what it costs to operate sites, who will pay for these costs and the staffing commitment for each staff position.
- A “rider” for each APS which indicates which *Job Center Service Standards* will be achieved in each APS.
- Methods of referral of individuals between the One-Stop Operator and the Job Center partners for the appropriate services and activities.
- How individuals access services not provided at Job Centers.
- The duration of the MOU(s) as well as procedures for dispute resolution, amendment, and severability.
- Other provisions, consistent with the requirements of WIA, as the parties to the agreement determine to be appropriate.

A complete copy of DWD’s *Workforce Investment Act Local Plan Guidelines March 2007* is available at:

[http://www.dwd.state.wi.us/dwdwia/docs/local\\_plan\\_guidelines2007.doc](http://www.dwd.state.wi.us/dwdwia/docs/local_plan_guidelines2007.doc)

## Integrated Specific Activities

**2. The eligible agency will describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted level of performance.**

**(a) The eligible agency will describe the career and technical education programs of study that may be adopted by local education agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas.**

Technological advances and global competition continue to transform the nature of work. Today's workplace already demands workers with more knowledge, better technical skills, and greater abilities to work together to solve problems than ever before. Moreover, tomorrow's workers must be prepared to change jobs and careers several times, continually updating their knowledge and skills through lifelong learning. To prepare today's students for tomorrow, educators, at all levels, and employers must work together to encourage high school students to both plan for their future and enroll in rigorous and challenging learning experiences as well as develop career development skills.

- i. How the programs of study incorporate secondary education and postsecondary education elements

Career pathways are designed to link what students learn in school with the knowledge, skills, abilities, and attitudes they need for success in college and careers. Career pathways identify clear options from secondary school to two- and four-year colleges, graduate school, and the workplace. By situating high school course work and learning in the context of preparation for the world of work and linking it explicitly to postsecondary education, training opportunities, and alternatives, students, parents, counselors, and teachers have a common tool for planning the student's educational program in high school and beyond. Although most high school students have not identified specific occupational goals when they first enroll in high school courses, the Programs of Study associated with each pathway within the career clusters can help students gain awareness their options and the kinds of skills and knowledge needed to pursue these options. This connection to future goals has been shown to motivate students to stay in school, work harder, and enroll in more rigorous courses.

Perkins IV requires the state to identify programs of study that may be adopted by local education agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning and completing future coursework, for career and technical content areas. Wisconsin has adopted as a framework for its identification of programs of study the sixteen career clusters and eighty-one pathways identified as part of the national Career Clusters Framework funded by the US Department of Education. A complete listing of the array of career clusters and pathways is presented in Table 5.

The programs of study adopted by Wisconsin incorporate secondary and postsecondary education elements by classifying each postsecondary WTCS program into one of the sixteen career clusters and pathway within the cluster. The development of a complete program of study requires cooperation between the secondary recipients and technical college district or 2- or 4-year university partner to incorporate both secondary and postsecondary educational elements as described in the model Career Pathway Program of Study developed as part of the national Career Clusters Initiative. Figure 2 provides a sample framework depicting the required elements of a program of study for IT Programming Software Development. Sample drafts of all 81 pathways may be found at <http://www.dpi.wi.gov/cte/pathways.html>.

[www.dpi.wi.gov/cte/pathways.html](http://www.dpi.wi.gov/cte/pathways.html).

- ii. How the programs of study include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education.

By adopting the model Career Pathway Program of Study framework, the state will ensure that secondary recipients work collaboratively with appropriate postsecondary partners in the state's technical colleges and higher education system to develop coherent and rigorous content, aligned with challenging academic standards, industry standards, 21<sup>st</sup> century and employability skills, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education.

All secondary career and technical education program areas currently have model content standards and program standards. Beginning with the 2006-07 school year, DPI's Agriculture and Natural Resources program initiated a standards review of existing national and state program standards as well as the revised general education course standards in areas such as science, math, and social studies. This will re-aligned the program area and the related career pathways with both the national and updated state standards used in measuring student progress. At the local level, secondary and postsecondary educators will need to use the tools developed by the state level process to align and articulate local curriculum. The other career and technical education program areas will each follow to result in all programs aligned with state and national standards (*i.e.*, Academic and Technical Skill). This work will be foundational to develop the non-duplicative progression of courses for Perkins IV programs of study.

**Table 5**  
**Sixteen Career Clusters and Their Pathways**

<p><b>Agriculture, Food &amp; Natural Resources</b> Food Products and Processing Systems Plant Systems Animal Systems Power, Structural &amp; Technical Systems Natural Resources Systems Environmental Service Systems AgriBusiness Systems</p> <p><b>Architecture &amp; Construction</b> Design/Pre-Construction Construction Maintenance/Operations</p> <p><b>Arts, Audio/Video Technology &amp; Communications</b> Audio and Video Technology and Film Printing Technology Visual Arts Performing Arts Journalism and Broadcasting Telecommunications</p> <p><b>Business, Management &amp; Administration</b> Management Business Financial Management &amp; Accounting Human Resources Business Analysis Marketing Administrative &amp; Information Support</p> <p><b>Education &amp; Training</b> Administration and Administrative Support Professional Support Services Teaching/Training</p> <p><b>Finance</b> Financial and Investment Planning Business Financial Management Banking and Related Services Insurance Services</p> <p><b>Government &amp; Public Administration</b> Governance National Security Foreign Service Planning Revenue and Taxation Regulation Public Management and Administration</p> <p><b>Health Science</b> Therapeutic Services Diagnostic Services Health Informatics Support Services Biotechnology Research and Development</p>	<p><b>Hospitality &amp; Tourism</b> Restaurants and Food/Beverage Services Lodging Travel and Tourism Recreation, Amusements &amp; Attractions</p> <p><b>Human Services</b> Early Childhood Development &amp; Services Counseling &amp; Mental Health Services Family and Community Services Personal Care Services Consumer Services</p> <p><b>Information Technology</b> Network Systems Information Support and Services Interactive Media Programming and Software Development</p> <p><b>Law, Public Safety, Corrections &amp; Security</b> Correction Services Emergency and Fire Management Services Security and Protective Services Law Enforcement Services Legal Services</p> <p><b>Manufacturing</b> Production Manufacturing Production Process Development Maintenance, Installation and Repair Quality Assurance Logistics and Inventory Control Health, Safety and Environmental Assurance</p> <p><b>Marketing, Sales &amp; Service</b> Management and Entrepreneurship Professional Sales and Marketing Buying and Merchandising Marketing Communications and Promotion Marketing Information Management and Research Distribution and Logistics E-Marketing</p> <p><b>Science, Technology, Engineering &amp; Mathematics</b> Engineering and Technology Science and Math</p> <p><b>Transportation, Distribution &amp; Logistics</b> Transportation Operations Logistics Planning and Management Services Warehousing and Distribution Center Operations Facility and Mobile Equipment Maintenance Transportation Systems/Infrastructure Planning, Management, and Regulation Health, Safety and Environmental Management Sales and Service</p>
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- iii. Whether the programs of study include opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits.

Wisconsin has long been a leader in the development of 2+2 and 2+2+2 programs to support the seamless movement of students from high school programs to postsecondary occupational programs and baccalaureate completion. Currently, Wisconsin technical colleges have in place more than 5,000 articulation agreements with secondary partners. Each of these agreements contains a component identifying courses that secondary students can complete in high school and receive advanced standing or transcribed credit, when enrolled in an appropriate technical college program, toward completion of the postsecondary program.

The existing articulation agreements will be strengthened and updated by the curriculum processes described above and the adoption of programs of study. By requiring secondary recipients to actively collaborate with appropriate postsecondary partners in the state's technical colleges and universities to develop secondary programs of study that are aligned with and articulate to specific postsecondary occupational programs, the state anticipates and will encourage the secondary and postsecondary partners to develop formal articulation agreements. These articulation agreements, described in the model framework for Career Pathway Programs of Study will identify, where appropriate, opportunities for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits.

The State Board has several mechanisms already in place for providing postsecondary technical college programming to secondary students. These include enrollment in technical college courses:

- a. Offered by technical college or high school instructors at the high school as part of the high school curriculum;
- b. As part of a Youth Apprenticeship program;
- c. Through the State's Youth Options program; or
- d. As a fee-paying student outside the student's regular educational program.

Over the next five years, the State Board will review the existing array of 2+2 articulation agreements to identify opportunities to develop model articulation agreements that would assist in aligning secondary programs of study with appropriate postsecondary programs for which technical college system-wide aligned curricula have been developed.

- iv. How the programs of study lead to an industry-recognized credential or certificate at the postsecondary level, or an associate degree or baccalaureate degree.

As part of the application process to design and implement programs of study, DPI will require each eligible secondary recipients to

- Use state and regional labor market information from the DWD or other recognized labor market data source to determine at least one program of study to be targeted for program development.
- Identify one or more technical, 2-year or 4-year college, business/industry or adult apprenticeship partner(s), that offers one or more postsecondary programs in the appropriate career cluster and pathways that lead to an industry-recognized credential or certificate at the high school, associate degree, or baccalaureate degree. The presumptive partner of choice is expected to be a technical college although DPI will allow for other postsecondary partners in this effort;
- Develop and submit a joint work plan, including a program of study template (sample drafts are available at the State’s Career Cluster Pathways website:

<http://www.dpi.wi.gov/cte/pathways.html>)

with the technical college district or other partner to develop an articulation agreement identifying the appropriate secondary and postsecondary course work to prepare high school students who complete the secondary portion of the program of study to gain admission to the postsecondary part of the program without the need to complete additional prerequisites at the postsecondary level; and

- Where feasible, the additional work related to assessing and upgrading curriculum, reforming the student career counseling, development and advising system, and developing and/or clarifying seamless transitions between institutions will also be a part of this joint planning process.

**(b) The eligible agency will describe how, in conjunction with eligible secondary recipients, it will develop and implement the career and technical programs of study.**

DPI will require each eligible secondary recipient to:

- Identify at least one program of study from the 81 Career Pathways as developed and disseminated by the Career Clusters Initiative funded by the U.S. Department of Education that the recipient will implement;
- Use the planning templates adapted from the above initiative to identify the secondary academic and career and technical education course components;
- Identify an appropriate postsecondary academic or business and industry partner institution who will work with the secondary recipient to develop and implement the program of study to ensure that the program will have coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary

education with postsecondary education; and

- Identify appropriate programs of study that result in postsecondary course/credit waivers at the four-year college level for secondary students completing such programs of study.

The choice of which career cluster pathway the local secondary recipient implements should reflect the state's economic development priorities as well as local labor market demand established using regional labor market information provided by the DWD or other recognized labor market information source and student demand.

Staff from the System Office and DPI will jointly conduct a feasibility study regarding a web-based communication tool for sharing program of study information across all secondary and postsecondary recipients. In addition, staff from the System Office and DPI will coordinate in providing multiple professional development activities through multiple delivery methods including webinars, podcasts, to support the development and implementation of programs of study at the secondary and postsecondary levels.

**(c) The eligible agency will describe how it will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions.**

As stated above, the State Board has adopted as its model the Career Clusters and Pathways developed and disseminated by the Career Clusters Initiative funded by the U.S. Department of Education. The sample planning templates for the programs of study adapted for Wisconsin from this initiative were disseminated to secondary and postsecondary educators to provide them with a uniform framework for identifying secondary and postsecondary educational elements for each program of study that they implement through Perkins IV.

In addition, the WTCS will develop resources to assist secondary recipients to understand the wide range of postsecondary career and technical education programs offered through the state's technical college districts. As the primary provider of postsecondary career and technical education in Wisconsin, as of the end of the 2006-07 academic year, the WTCS offered 420 distinct career and technical education programs through its sixteen regional technical college districts. These include a wide range of programs leading to an applied associate degree (188), one-year technical diploma (88), two-year technical diploma (17), less-than-one-year certificate (88), or completion of a registered apprenticeship (78).

As part of the planning process for implementing programs of study under Perkins IV, staff at the State Board, have reviewed and classified each WTCS postsecondary career and technical education program in one of the 16 career clusters and 81 pathways. The process to classify the career and technical education programs into clusters and pathways was a collaborative activity between DPI leadership, the System Office, and staff from the 16 technical college districts. The process included three professional development activities to assure common understanding of career cluster and pathways, joint meetings with DPI, Tech Prep Coordinators and System Office staff, and culminated in a day-long workshop to

assign clusters and pathways based on a consensus-building model. A listing of WTCS career and technical education programs by their assignment to a career cluster and pathway is available by career cluster at:

<http://systematic.wtcsystem.edu/Instruction/perkinsIV-programs-of-study/Programs-by-Federal-Cluster.pdf>

and by program number at:

<http://systematic.wtcsystem.edu/Instruction/perkinsIV-programs-of-study/Federal-Clusters-by-Program.pdf>

DPI will adopt the postsecondary occupational program assignment to clusters and pathways into their reporting and operating systems. The occupational program assignments have been widely distributed between both DPI eligible recipients, technical colleges and are included on the Perkins-related section of the WTCS website.

In Wisconsin, state statutes require the State Board to approve any educational program offered by a Wisconsin technical college district (Sec. 38.04(4), *Wis. Stats.*). As part of the approval process, each postsecondary program type (applied associate degree, one-year technical diploma, two-year technical diploma, short-term certificate, or registered apprenticeship) has a standard set of curriculum components governing the required general education and technical or occupational studies course work that must be included in the postsecondary program. The required course work components for each type of program are described below in Figure 1. Moreover, prior to program approval, the technical college district must demonstrate that the program addresses a demonstrated demand for program graduates in the regional or state labor market, that the curriculum has been designed in consultation with employers who are representative of those who have expressed interest in hiring program graduates, and that the proposed curriculum meets the relevant state guidelines.

For each of the postsecondary occupational programs offered by a Wisconsin technical college district, the State Board requires approved curriculum to be submitted to the State Board. Using the approved curriculum, each postsecondary eligible recipient already has on hand the materials needed to identify the appropriate general education course work as well as the technical or occupational studies course work for any program for which a local secondary recipient would seek to establish a program of study in a specific career cluster pathway.

Further, State Board Policy 309 requires a technical college district to identify an advisory committee composed of representation from those directly related to the target jobs of the program for each of its approved postsecondary program offerings.

Each advisory committee shall consist of equal numbers of employers and employees selected by the district board from recommendations submitted by representative organizations and associations of each occupation. The district board and the district director may request the advice and assistance of these advisory committees in selecting, purchasing and installing equipment, in preparing course materials, in developing instructional methods and vocational

guidance programs and for such other purposes as the district board desires.

(Sec. 38.14(5) *Wis. Stats.*)

Finally, each technical college district actively evaluates enrollment and placement rates, reviews and incorporates national standards where available, and works with the advisory committees to design, review, and update the curriculum of each of its postsecondary programs on an ongoing basis. Through these efforts, the State Board ensures that its career and technical education programs continue to be relevant in preparing postsecondary students to succeed in the workplace and will, in turn, provide appropriate pathways to postsecondary opportunities for secondary students.

**Figure 2: Career Cluster/Pathway Template**



**District**  
**High School**  
**Career Cluster** Information Technology  
**Pathway** Programming and Software Development

**Program of Study Plan**

This *Program of Study Plan* should serve as a guide in the development of a secondary/post-secondary pathway for a secondary Perkins funding application. Courses listed within this plan are only recommended and are indicative of the courses needed to complete a pathway.

EDUCATION LEVEL	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Career and Technical Courses <i>Central to this Pathway</i>	Other Career and Technical Education Courses, Electives, and Student Organizations <i>Related to the Pathway</i>	SAMPLE Occupations <i>Relating to This Pathway</i>
Career Interest Inventory Administered and Program of Study Initiated for all Learners.								
SECONDARY	9	English/ Language Arts 9	Algebra I or Geometry	Earth or Life or Physical Science	World History	Introduction to Information Technology Information Technology Applications	<ul style="list-style-type: none"> <li>▶ SkillsUSA/FBLA/TSA</li> <li>▶ Database Design &amp; Development</li> <li>▶ Business Essentials</li> <li>▶ Networking</li> <li>▶ D/TC Principles of Management</li> </ul>	<ul style="list-style-type: none"> <li>▶ Applications Analyst</li> <li>▶ Applications Engineer</li> <li>▶ Business Analyst</li> <li>▶ Computer Engineer</li> <li>▶ Data Modeler</li> <li>▶ Game Developer</li> <li>▶ Operating System Designer/Engineer</li> <li>▶ Program Manager</li> <li>▶ Programmer</li> <li>▶ Programmer Analyst</li> <li>▶ Project Lead</li> <li>▶ Software Applications Specialist</li> <li>▶ Software Applications Tester</li> <li>▶ Software Design Engineer</li> <li>▶ Systems Administrator</li> <li>▶ Systems Analyst</li> <li>▶ Test Engineer</li> <li>▶ Tester</li> </ul>
	10	English/ Language Arts 10	Geometry or Algebra II	Biology	US History	Fundamentals of Computer Systems		
	11	English/ Language Arts 11	Algebra II or Pre-Calculus or Trigonometry	Chemistry	AP Government	Fundamentals of Programming and Software Development		
	College Placement Assessments-Academic/Career Advisement Provided (ACT, SAT, etc.)							
	12	English/ Language Arts 12 Technical Reading	Trigonometry or AP Calculus	Applied Physics	AP Economics	Software Development Tools		
POST-SECONDARY	<b>Gen Ed Courses</b>							
	13	English Composition	Calculus	Chemistry	American Government Psychology	Introduction to Software Design Program and Software Development	Continue courses in the area of specialization	
	14	Speech Technical Writing	Computer Applications	Biological Science or Physics	American History Geography	Testing & Quality Assurance Maintenance & Support of Programming and Software Development	Continue courses in the area of specialization	
	<b>Courses Related to Major or Minor</b>							
15	Continue courses in the area of specialization	Continue courses in the area of specialization	Continue courses in the area of specialization	Continue courses in the area of specialization	Continue courses in the area of specialization	Continue courses in the area of specialization	Continue courses in the area of specialization	
16	Continue courses in the area of specialization	Continue courses in the area of specialization	Continue courses in the area of specialization	Continue courses in the area of specialization	Continue courses in the area of specialization	Continue courses in the area of specialization	Continue courses in the area of specialization	

Advanced Placement = AP, Dual/Transcripted Credit = D/TC, Youth Options = YO

**(d) The eligible agency will describe how programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients.**

DPI has already initiated a comprehensive school counseling program redesign and is in the process of disseminating this program redesign statewide to K-12 counseling staff. A significant portion of the re-design has included the integration of the national Career Clusters Initiative concepts as central to the career awareness, exploration, decision-making and planning/management phases of a student's K-12 experience. Specifically, this includes the development of an individual learning plan for each student's chosen pathway.

DPI will take a number of additional steps to ensure that programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients:

- *WisCareers*, a subscription web-based counseling career development and school/employer connection tool developed by the Center for Education and Work in the School of Education at the University of Wisconsin-Madison with input from educational professionals and staff at the DPI, WTCS, UW System, the DWD and other state agencies is available to all school districts; *WisCareers* has aligned its career awareness and exploration to the Career Clusters and Pathways as well as integrating the student content standards for counseling within the program;
- The Wisconsin Career Assessment for 8th and 10th graders is a web-based career development system that has more limited features than *WisCareers* but also organizes and reports career interests by cluster and pathways;
- The Wisconsin Career Development Association, Wisconsin School Counselor Association, Wisconsin Association for Career and Technical Education, and the Wisconsin Association for Leadership in Education and Work will be an active partners in the dissemination of these revised systems;
- Professional development programs about the career clusters, pathways and programs of study will be provided to educators and counselors statewide; and
- DPI will engage in regular, statewide, program design and implementation sharing sessions including posting information on the DPI's CTE team website.

**(e) The eligible agency will describe secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by secondary school recipients to develop, improve, and expand access to appropriate technology in career and technical education programs.**

DPI will encourage a number of approaches in conjunction with secondary school recipients to develop, improve, and expand access to appropriate technology in career and technical education programs. These include:

- As a part of joint secondary/postsecondary institution development for any particular pathway, an important outcome will be the identification of the resources needed to provide the pathway, including staff, transportation, curriculum resources and/or equipment as well as the source of funds to ensure access to such program resources. Where necessary, Perkins IV Title I funds may be used by local secondary or postsecondary eligible recipient partners in order to provide the chosen pathway. WPDI and other state agencies may also be called on to determine and/or provide additional sources of resources for use in expanding access to appropriate technology for the students involved;
- Promotion by local eligible recipients of Work-based Learning partnerships with high tech business partners in their communities to encourage donations or access to appropriate technology; and
- Development by local eligible recipient of business and industry advisory committees/councils for secondary career and technical education to enhance access to appropriate technology.

**(f) The eligible agency will describe the criteria it will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will**

i. Promote continuous improvement in secondary academic achievement

DPI will provide professional development and technical assistance leadership to local recipients that include: aspects of academic literacy (*e.g.*, mathematics, science, reading) and technical reading; student learning support elements found through school counseling services; integrated curricula methodologies, and assessment design. Best practices will be highlighted and networked to recipients.

ii. Promote continuous improvement of secondary technical skill attainment

Wisconsin currently has technical skill assessment in various work-based learning or skill certificate programs. However, they do not meet the third party assessment criteria specified in the U. S. Department of Education's document dated 3/13/07 *Definitions and Measurement Approaches for the Core Indicators*. As an on-going participant in the Next Steps Work Group Technical Skill Assessment workgroup, DPI will use the recommendations and guidance to continue the development of third-party technical skill protocols during the State Plan.

- iii. Identify and address current or emerging occupational opportunities at secondary level

DPI will include use of the Wisconsin Department of Workforce Development's labor market trends and data information organized around the Workforce Development Board areas as a part of the state's GROW Wisconsin initiative. These websites include demographic information from the latest update of census data as well as regional trends in emerging, high tech/high wage, or high demand occupations. Eligible recipients will be directed to these sites as the source for labor market trend data to be used in identifying local pathways for program development or expansion through the Perkins funding applications. In addition, DWD's *WorkNet*, the state's online labor market information tool, highlights occupations and career exploration information will also be used to identify and address state current and emerging occupational opportunities. Additional recognized source of labor market information will also be allowed for this use. Information about *WorkNet* is available at:

<http://worknet.wisconsin.gov/worknet/>

- i. Promote continuous improvement in postsecondary academic achievement
- ii. Promote continuous improvement of postsecondary technical skill attainment
- iii. Identify and address current or emerging occupational opportunities at postsecondary level

At the postsecondary level, the State Board staff review local plans submitted by the sixteen technical college districts and two tribally-controlled community colleges. As indicated in the postsecondary application material on the agency website identified below, all local recipients must demonstrate that their proposed Perkins IV funded activities will promote strengthening career and technical education programs through academic achievement and technical skill attainment for participants and identify and address current or emerging occupational opportunities. The State Board requires local recipients to demonstrate that their local plans satisfy these and other application criteria prior to Board approval.

In addition, for the sixteen technical college districts, the State Board is responsible for approving all postsecondary career and technical education programs. As part of the approval process, the State Board requires the districts to identify and address current or emerging occupational opportunities and demonstrate how proposed programs meet these needs. In addition, as part of the ongoing process of WTCS postsecondary program evaluation, technical college districts review on an annual basis the extent to which each program in their program array addresses current or emerging occupational opportunities of their students as well as business and industry. Technical college districts then work with State Board staff to review programs which are failing to attract students, those for which placement opportunities are decreasing, or for which business and industry advisory committees indicate are no longer meeting labor market needs and develop recommendations to the State Board to discontinue these programs.

**(g) The eligible agency will describe how, at the secondary level, programs will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma.**

DPI will facilitate both strategies and resources in supporting local recipients to establish and maintain secondary level programs that prepare career and technical education students to graduate with a diploma. This professional development and technical assistance work will be focused and includes the following elements:

1. Secondary career and technical education programs will be standards based (*i.e.*, academic and technical) and include both rigor and integrated methodologies;
2. Student support services continue to be essential to student achievement and learning that culminates in a diploma. Resulting professional development/technical assistance will be established that provides local recipients the tools necessary to maintain exemplary student support and is supported by coordination between secondary and postsecondary counseling and student services staffs to promote the access and success of members of special populations and students enrolled in Non-traditional occupation pathways;
3. Literacy (*i.e.*, reading, math, and science) continues to be foundational to a student's diploma achievement path. Literacy professional development/technical assistance series will be implemented; and
4. Additional career development professional development/technical assistance based on the Comprehensive School Counseling Model and the National Career Development Standards which emphasizes secondary to postsecondary education transition and the importance of obtaining a high school diploma will be targeted. The National standards are available at:

<http://www.acrnetwork.org/ncdg.htm>.

**(h) The eligible agency will describe how secondary programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high skill, high wage, or high demand occupations in current or emerging occupations and how participating students will be made aware of such opportunities.**

As indicated previously, DPI will facilitate the necessary strategies and opportunities for local secondary recipients to continue to prepare students for postsecondary transition and entry into high skill, high wage, or high demand occupations. This work will be based upon the following: Implementing career clusters and pathways and supporting curriculum strategies that are both rigorous and relevant; secondary and postsecondary career and technical education programs being aligned and articulated that directly lead to both postsecondary education and entry into high skill, high wage, or high demand occupations; having secondary programs be standards based; and continuing to emphasize the importance of a strong and relevant work-based learning component to secondary career and technical education programming that reflects high skill, high wage, or high demand cluster/pathway experiences.

In terms of defining high skill, high wage, or high demand occupations to be targeted in the development of programs of study, DPI will use the definitions and criteria identified by the System Office to define high skill, high wage, or high demand occupations for those programs of study to be completed in partnership between the state's secondary recipients and technical colleges. These definitions and criteria will also be used as the foundation for programs of study developed with other postsecondary institutions such as baccalaureate-granting institutions, adult apprenticeship programs, or tribally-controlled community colleges. In addition, criteria related to economic self-sufficiency will be applied for those programs of study that would otherwise only meet the high demand category in the DPI annual funding application.

DPI will provide leadership to secondary local recipients that will help develop strategies that assist participating students' awareness of these opportunities. These strategies include: cluster and pathway information for students; dissemination processes of previously mentioned information through school counseling activities; including information in *WisCareers* and DWD's *WorkNet*. Use of other recognized labor market information resources will be supported, especially those that are most easily used with the Career Cluster and Pathway model.

Through the development and implementation of programs of study for career pathways, Wisconsin will align secondary career and technical education programs with postsecondary programs offered through the state's technical colleges that lead to high skill, high wage, or high demand jobs. As business and labor representatives made clear in public comments in the Perkins planning process in Wisconsin, identifying high skill, high wage, and high demand employment in the state must be done on a regional basis.

As an operational definition, the State Board assumes that **high skill employment** is that which requires some formal education or training beyond the secondary level. By this definition, all of the postsecondary career and technical education programs available in the WTCS lead to high skill employment.

As an operational definition, the State Board defines **high wage employment** as employment in occupational areas that, on average, can be expected to provide wages greater than the average for full-time employment in the state. A specific benchmark is not available because most sources provide information on all income, not just wages, or fail to differentiate between earnings from full-time or part-time employment. Therefore, the State Board considers several sources of information to identify high wage employment. These include, benchmarks based on DWD wage survey data, DWD estimates of per capita earnings (derived from the DWD's Quarterly Census of Employment and Wages (ES-202 data), and estimates of per capita income (\$33,565 in 2005) provided by the U.S. Bureau of Economic Analysis and U.S. Bureau of the Census. Technical college districts must provide the State Board with information from the appropriate DWD wage surveys and information from district or state employers during the program approval process. The State Board also receives additional information on the median wages of technical college graduates by program reported both at six months and at four years after graduation. Over the last two

years, the State Board has expressed a greater interest in reviewing this wage data and taking it into consideration in approving new postsecondary career and technical education programs.

The income returns to increasing educational attainment are well documented by data from the U.S. Bureau of the Census. As reported by the US Census, the median income of high school graduates who reported no postsecondary educational experience was \$20,733 in 2004, while those who have completed only an associate degree and no further education reported a median income of \$30,026. See:

<http://www.census.gov/population/socdemo/education/cps2005/tab08-1.xls>.

In contrast, the median wage reported six months after graduation in for WTCS graduates employed full-time 2006 was \$29,991. Although this initial wage is less than the national or state median, based on WTCS longitudinal follow-up data, graduates of WTCS postsecondary career and technical education programs report annual growth in wages of eight to ten percent. Thus, on average, WTCS programs lead to earnings that over the long run can be expected to exceed both state and national estimates of median wages for all workers. Many, but not all, postsecondary career and technical education programs offered by the technical colleges lead directly to high wage employment. Earnings lag in those programs that lead to short-term (less than six months) certificates (\$23,508 median full-time wages for 2006) and particularly for those in Agriculture (\$23,508 median full-time wages for 2006) and Family and Consumer Education (\$21,542 median full-time wages for 2006). Despite the relatively low wages available in these fields, the postsecondary education offered by the WTCS is in high demand and the returns to education remain greater, on average, than the employment that could be obtained with only a high school education.

Finally, as an operational definition, the State Board defines **high demand employment** as employment in occupational areas designated by the DWD in its ten year projections as having a greater than average number of openings expected in a region or in the state over between 2004 and 2008. The Office of Economic Advisors in the DWD publishes monthly and annual reports that provide an overview of county and state trends. These include *Workforce Observations*, *County Workforce Profiles*, and state and eleven regional *Employment Projections*. As part of the WTCS program approval process, the technical colleges use this information, together with local survey data collected from employers within the district and in neighboring districts, where appropriate, to justify to the State Board the need for need postsecondary career and technical education programs. Together with program-specific placement data, input from the appropriate advisory committee, and other program-specific information about occupational trends and skill needs, these same the Wisconsin Development of Workforce Development data on employment and wage trends are used to guide the modification and discontinuance of postsecondary career and technical education programs in Wisconsin.

A number of these occupations with large numbers of openings require little education and training beyond on-the-job experience. Those offered by the WTCS as part of its postsecondary program array must not only demonstrate high demand, but the need for formal education or training at the postsecondary level. As a result, they would lead to not only high demand, but also high skill employment as well. As noted above, technical college districts must provide the State Board with information about regional and state demand for postsecondary career and technical education programs, both in seeking permission to initiate a new program and on an ongoing basis through placement and student follow-up data collected from program graduates.

This ongoing review of the more than 1,400 postsecondary programs helps the State Board to supplement the DWD projections with data on the actual demand for education and training, permitting the State Board to adjust the program array available to technical college students as demand grows or wanes. Over the last four years, approximately 35 to 45 new programs were added to the overall WTCS postsecondary career and technical education program array in Wisconsin and about 35-45 other programs were discontinued.

**(i) The eligible agency will describe how funds provided under the Perkins Act will be used to improve or develop new career and technical education courses**

- i. At the **secondary** level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by Wisconsin under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended

DPI will identify state secondary technical assistance and professional development strategies to program quality elements that will assist in the improvement and/or development of new career and technical education courses. State level efforts and the Perkins funds that will support these efforts will relate to local program improvement or development. These efforts will include:

- Advancing secondary career and technical education program standards; enhancing the role of local business and industry advisory councils; career and technical education integration with academics;
- Analysis of program data and its' use within continuous quality improvement; the role and implementation of supporting technology (*i.e.*, high tech equipment);
- Aspects of career and technical education teacher mentoring;
- Career cluster/pathway evaluation for national standards, core and pathway career cluster skills and knowledge;
- Advancing career and technical education curricular content; and
- Importance of work-based learning experiences for students.

To address rigorous and challenging standards, the DPI state model academic standards (*i.e.*, state career and technical education standards) are currently being revisited to update their format, content, and alignment. As DPI conducts this work, it has collaborated with other national standards initiatives (*e.g.*, American Diploma Project and

Partnership for the 21<sup>st</sup> Century Skills initiative) and state standard enhancement projects (e.g., California, Indiana). Perkins funding may supplement the career and technical education portion of the standards refinement process. In doing so, state career and technical education standards will be updated and aligned with updated Wisconsin academic standards (e.g., math, science, and language arts). In addition, all career and technical education standards will be aligned to available and applicable national career and technical education program standards and appropriate programs of study.

ii. At the **postsecondary** level that are relevant and challenging

At the postsecondary level, the development and delivery of relevant and challenging curriculum is funded, in part, by the Strengthening Career and Technical Education Programs grant category. Funding is used for activities to strengthen programs and courses in those programs that have improvement plans resulting from a quality review of the programs outcomes. In this review, outside experts have provided input regarding strategies that will likely result in improved student success in occupational programs. In addition, graduate placement rates and annual meetings with occupational advisory groups help to ensure relevant programs that reflect innovative technology and skill sets that ultimately translate into training related job placement.

iii. That lead to employment in high skill, high wage, or high demand occupations

The State Board's program approval process requires districts to identify labor market need, program skill sets and expected entry salary for graduates of the program. Through analysis of the documents submitted as part of the program approval process, the State Board ensure that programs that provide high skill training are in demand by employers and result in high wages for graduates. In terms of the improvement of existing programs, as stated above, employment that is related to the training developed is a key component of the expectations of the quality review that a program must have completed to be eligible for **Strengthening Career and Technical Education Program** funding. If a program is falling below the threshold level of job placement an improvement plan is developed and may be funded.

**(j) The eligible agency will describe how it will facilitate and coordinate communications on best practices among successful recipients of Tech Prep program grants under Title II and other eligible recipients to improve program quality and student achievement.**

The State Board will facilitate and coordinate communications on best practices among successful recipients of Tech Prep program grants under Title II and other eligible recipients to improve program quality and student achievement through statewide meetings and active participation in state and national Tech Prep networks.

The State Board will facilitate and coordinate communications on best practices among successful recipients of Tech Prep program grants under Title II and other eligible recipients to improve program quality and student achievement through statewide meetings and active participation in state and national Tech Prep networks:

- System Office staff will:
  - Collaborate with DPI Leadership in specifying and communicating the responsibilities of the Tech Prep Coordinator position funded through Title II;
  - Collaborate with DPI staff to jointly identify statewide program priorities to be effected through the network of Tech Prep coordinators and consortia. System Office and DPI staff will plan strategies to reinforce these priorities through coordinated communications with secondary and postsecondary Title I grantees as well as Tech Prep coordinators;
  - Hold two to four meetings each year with Wisconsin’s sixteen Tech Prep coordinators to share best practices provide technical assistance and discuss state initiatives, issues and other activities that relate to Perkins grant requirements. Representatives from the DPI, the DWD, local WIA Workforce Investment Boards, secondary representatives on Tech Prep consortia, employers and representatives of other national and state career and technical organizations state are invited to attend the meetings and present information on transitions from high school to secondary education and/or into the workforce at the state held meetings; and
  - Hold monthly phone and/or web conferences with Tech Prep coordinators and other interested career and technical educators to provide opportunities for sharing best practices, reviewing state data on Tech Prep performance measures and providing timely updates on information relating to the Perkins Act.
- State Tech Prep coordinators will continue to:
  - Use e-mail regularly to communicate with their state colleagues to share information, ask/answer questions and pass on state and local articles of interest. The National Career Pathways Network (formerly the National Tech Prep Network) hosts a list service available to Tech Prep practitioners around the country that is used by the state Tech Prep coordinators; and
  - Present on best practices annually at the National Career Pathways Network fall conference that hosts over 2,000 attendees. In recent years, several Wisconsin Tech Prep consortia have received national Exemplary Worksite Awards by the former National Tech Prep Network for collaborative programs.
- The Wisconsin Association for Career and Technical Education will hold several state meetings and forums throughout the year of interest to both secondary, postsecondary, workforce development practitioners and employers that provide additional opportunities for Tech Prep coordinators to participate with other Perkins grant recipients;
- The annual UW-Madison Careers Conference provides a convenient and high quality professional development opportunity for the state’s Tech Prep coordinators, many of whom are asked to give presentations on their programs to the attendees of this nationally-recognized conference; and

- (k) The eligible agency will describe how it will use funds effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement.**

The State of Wisconsin has a long history of working through its Tech Prep and work-based learning programs to effectively link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement. State statutes require each school board in Wisconsin to establish, in cooperation with a technical college district board, a technical preparation (Tech Prep) program in each public high school located in the school district. State statutes further require that these Tech Prep programs consist of a sequence of courses, approved by the State Board, designed to allow high school pupils to gain advanced standing in the technical college's associate degree program upon graduation from high school (Sec. 118.34(1), *Wis. Stats.*). In practice, these sequences include academic as well as career and technical education course work.

In addition, as noted above, the State Board and DPI have committed to work together to encourage, support, and require the use of the national Career Cluster/Pathways model for aligning secondary and postsecondary programs funded through Perkins IV in Wisconsin's secondary schools. Implementation of this model requires secondary and postsecondary partners to develop career pathway material as described in Figure 2 that identify academic as well as career and technical education courses at the secondary level and to develop articulation agreements between the secondary recipients and postsecondary partners.

- (l) The eligible agency will describe how it will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration (Sec. 122 (c)(1)(A)-(L)).**

DPI is using the Perkins IV transition year (2007-08) to develop a local reporting mechanism (*e.g.*, rubric) that will identify standards supporting rigorous content and the extent to which the standards are integrated. From this rubric, results can be reported in a reliable manner. The implementation of career pathways will certainly assist in this endeavor.

By implementing the model Career Pathway Program of Study framework, DPI ensures that secondary recipients work collaboratively with appropriate postsecondary academic and business and industry partners. Each eligible recipient or consortium fiscal agent will be responsible for working on the design and implementation of at least one pathway over the next five years, and progress will be evaluated by measuring increases in numbers and content of the pathways being implemented throughout the state.

## B. OTHER DEPARTMENT REQUIREMENTS

**1. The eligible agency will submit a copy of its local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.**

A copy of the secondary application for Perkins Funds in Wisconsin is available at:

A full copy of this application (as well as other application materials) can be found at:

<http://dpi.wi.gov/cte/cpapps.html> .

A copy of the postsecondary application for Perkins Funds in Wisconsin is available at:

<http://systematic.wtcsystem.edu/Grants/Perkins-4/Final-reDraft-Perkins-Guidelines-2008-09-jlw-vp.pdf>

**2. The eligible agency will provide a description of the state's governance structure for career and technical education.**

As noted above in the Part A. State Narrative, by state statute, the State Board is the independent state entity with overall responsibility for career and technical education for individuals over the age of 16 in Wisconsin (*Wis. Stats.* 38.001, 38.22(1s)).

The State Board consists of 13 members:

- one employer representative
- one employee representative
- one farmer representative
- State Superintendent of Public Instruction or a designee
- Secretary of the DWD or a designee
- President of the University of Wisconsin System or a designee from among the Regents
- six public members
- one student representative

The employer, employee, farmer and public representatives are appointed by the Governor for staggered, six-year terms. The student member is appointed by the Governor for a two-year term. All members appointed by the Governor must be confirmed by the Wisconsin Senate.

The System Office serves as the staff for the State Board. An organization chart of the System Office is included in Appendix B. Positions within the System Office responsible for administering the State's postsecondary Perkins program are indicated in on the organizational chart.

While retaining overall responsibility for the State's Perkins funding, the State Board primarily administers the postsecondary and Tech Prep portions of the Perkins program. Primary responsibility for the secondary portion of the program rests with the State Superintendent of Public Instruction and the DPI. As indicated above, coordination between the secondary and postsecondary portions of the program is assured by the State Superintendent's inclusion as an *ex officio* member of the State Board.

Within the DPI, the Career and Technical Education Team within the Division for Academic Excellence has primary responsibility for the administration of the state's secondary Perkins program with the Division for Finance and Management providing support for data collection and accountability. An organizational chart for the DPI is included in Appendix B.

**3. The eligible agency will provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.**

Each technical college is a mandatory partner in the State's one-stop career delivery system established by Title I of WIA and a member of any local Workforce Development Board whose jurisdiction overlaps the technical college district boundaries. Please see DWD's *Workforce Investment Act Local Plan Guidelines March 2007*: Attachment B: Criteria for Certifying Comprehensive Job Centers Checklist and Attachment D: Agreement between WDB and Job Center Partners for supporting documentation. This material is available at:

[http://www.dwd.state.wi.us/dwdwia/docs/local\\_plan\\_guidelines2007.doc](http://www.dwd.state.wi.us/dwdwia/docs/local_plan_guidelines2007.doc)

In addition, many of the state's one-stop career centers are co-located on the technical college campuses. Other efforts are underway to provide distance education capabilities to link technical college services to one-stop centers that are not co-located with a technical college campus. See detailed response in Part A.II.11 (Postsecondary/Adult).

### III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

#### A. STATUTORY REQUIREMENTS: DPI – Secondary

**1. The eligible agency will describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—**

**(a) The eligible agency will describe how individuals who are members of special populations will be provided with equal access to activities assisted under the Act.**

DPI administers a state pupil nondiscrimination statute (Sec.118.13, *Wis. Stats.* and Ch. PI 9.06, *Wis. Admin. Code*) which covers all students who might fall in any of fourteen protected group categories. In addition, DPI provides limited technical assistance under special education, the pupil nondiscrimination program, and federal civil rights compliance program requirements. In completing *Annual Carl Perkins Application*, local secondary recipients must address how members of each of the special population groups will be provided with equal access to necessary support for activities. DPI staff will provide limited technical assistance to assist local recipients.

**(b) The eligible agency will describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations.**

The State of Wisconsin prohibits pupil discrimination in state statutes and administrative code (Sec. 118.13, *Wis. Stats.* and Ch. PI 9, *Wis. Admin. Code*). The target groups identified Wisconsin statutes are more inclusive than the federal protected groups under civil rights laws. Recruitment, enrollment and placement are all activities covered by this state law. In addition, in completing the *Annual Carl Perkins Application*, local secondary recipients must identify the ways in which the school district(s) ensure that members of special populations are not discriminated against in career and technical education. Each district/consortium must describe how nondiscrimination policies and procedures are implemented, who is responsible, how these are evaluated for effectiveness.

**(c) The eligible agency will describe how individuals who are members of special populations will be provided with programs designed to enable special populations to meet or exceed State adjusted levels of performance, and how it will prepare special populations for further learning and for high skill, high wage, or high demand occupations.**

In completing the *Annual Carl Perkins Application*, local secondary recipients must include strategies designed to enable the special populations to participate in and complete career and technical education programs and to meet or exceed State adjusted levels of performance based on core indicators.

Technical assistance and training will be provided by state level staff, in cooperation with the state's twelve Cooperative Educational Service Agency structure to assist districts to meet or exceed these levels of performance and prepare special populations for further learning and for high skill high wage careers. Particular attention in these projects will be given to the enrollment of special populations in work-based learning programs that prepare students for high skill/high wage careers. As funds are available, state level projects will be developed to help special populations reach proficiencies in academic areas through career and technical education and to offer high quality professional development opportunities for staff.

**2. The eligible agency will describe how you will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]**

In Wisconsin, an alternative education program is defined under as "an instructional program, approved by the school board, that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing, traditional classrooms or regularly scheduled curricular programs or that is offered in place of regularly scheduled curricular programs. Alternative education program does not include a private school or a home-based private educational program" (Sec. 115.28 (7) (e), Wis. Stats.).

Such programs are designed locally and they are intended to provide a support mechanism for students at-risk of not graduating. This includes any student meeting the children-at-risk requirements that mesh well with the populations identified as special populations under Perkins IV. Additional information regarding the range of services and options available through this program mechanism can be found at the following DPI website:

<http://www.dpi.wi.gov/alternativeed/alted.html>.

**3. The eligible agency will describe how funds will be used to promote preparation for high skill, high wage, or high demand occupations and non-traditional fields. [Sec. 122(c)(18)]**

For secondary programs under Perkins IV, DPI has established the following as state priorities for local funding:

- Establishment of programs of study including existing program improvement/expansion, development/implementation of new programs, and increasing the rigor work-based learning programs;
- Provision of Special Populations Activities and Support Services focused on improving student performance affecting secondary Perkins IV accountability;

- Expansion of NTO Career Awareness, Exploration; Participation and Completion; and
- Revision of Career Guidance and Development based on the new Wisconsin School.

In terms of defining high skill, high wage or high demand occupations to be developed through programs of study, DPI will utilize the definitions and criteria identified by the State Board in their portion of the plan for those programs of study to be completed in partnerships between secondary programs and the state’s technical college system. These definitions and criteria will also be used as the foundation for programs of study developed with other postsecondary institutions such as baccalaureate-granting institutions, adult apprenticeship programs, etc. In addition, criteria related to economic self-sufficiency will be considered for those programs of study that only meet the high demand category in the annual funding application.

Education for NTO preparation will focus on providing professional development and support for all educators and program partners to plan, implement and evaluate research-based strategies to achieve NTO benchmarks. This will likely involve the development and provision of NTO resources, provision of necessary support services to students and supporting NTO, special population, equity and diversity and cultural competence initiatives in career development activities.

**4. The eligible agency will describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]**

As noted in Part A.II.A.2 (Statewide Leadership) in the State’s Transition Plan, DPI and the Wisconsin Department of Corrections, Division of Juvenile Offenders, reviewed the status of Perkins funding in Wisconsin’s juvenile correctional facilities. The decision was made to allocate an amount less than or equal to 1% of the funds allocated for State Leadership funds for staff, curriculum and other program improvement activities out of the Leadership funding available to the state. This provided for local determination concerning use of funds as well as developing strategies that affected all sites through the Leadership funding.

**5. The eligible agency will describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended. For further guidance and examples, see the Notice to All Applicants at [www.ed.gov/fund/grant/apply/appforms/gepa427.doc](http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc).**

Section II.C.2 of the *Annual Carl Perkins Application* requires local eligible recipients to identify current district program(s), specific needs/barriers not met and strategies to meet such needs or barriers for each group included in special populations. In addition, this section requests information on strategies that will be used to promote preparation for non-traditional fields and high-skill, high-wage, or high-demand occupations that lead to self-

sufficiency. A full copy of this application (as well as other application materials) can be found at:

<http://dpi.wi.gov/cte/cpapps.html>.

This requirement will be continued for all applications for the duration of the Act.

## **B. STATUTORY REQUIREMENTS: State Board – Postsecondary/Adult**

### **1. The eligible agency will describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—**

#### **(a) The eligible agency will describe how individuals who are members of special populations will be provided with equal access to activities assisted under the Act.**

The State Board affirms its continuing commitment to provide and ensure equal access to postsecondary career and technical education programs and support activities and services for all postsecondary students who elect to enroll in these programs, particularly members of special populations.

Under Perkins IV, students who are members of special population include:

- a. Individuals with disabilities;
- b. Individuals who are economically disadvantaged;
- c. Individuals preparing for nontraditional occupational fields;
- d. Single parents, including single pregnant women;
- e. Displaced homemakers; and
- f. Individuals with limited English proficiency.

As described in Table 6, more than half of all WTCS postsecondary students were members of these special populations. Under Perkins IV, the State Board is requiring local recipients to target Perkins support services primarily to those “at risk” students enrolled for six or more credits in the program year. As Table 6 indicates, in 2006-07 there were more than 34,000 WTCS postsecondary students enrolled in six or more credits who were members of Perkins IV special populations.

In moving to a new definition of the target population for eligible for postsecondary student and support services, System Office staff have reviewed the State’s performance on a variety of postsecondary Perkins III indicators. This analysis indicated that the performance of members of special populations typically continues to lag that of students who are not members of special populations. In the shorthand that the State Board has adopted to describe its target populations, students in special populations are more likely to be at risk of not attaining technical or academic skills, completing career and technical education programs, or obtaining employment. By targeting resources to serve “at risk”

students, the State Board believes that it will disproportionately targeting students who are members of special populations as well.

<b>Table 6</b>			
<b>Distribution of WTCS Postsecondary Students in Special Populations 2006-07</b>			
	<b>Number of Postsecondary Credits Attempted</b>		<b>Total Headcount For Special Populations</b>
	<b>0 to 5.99</b>	<b>6 or more</b>	<b>Total</b>
Individuals with Disabilities	10,613	5,991	16,604
Economically Disadvantage	27,421	33,624	61,045
Individuals Preparing for NTO	2,479	5,231	7,710
Single Parents	18,230	8,900	27,130
Displaced Homemakers	3,119	1,899	5,018
Individuals with Limited English Proficiency	13,919	1,320	15,239
<b>Total in Special populations (unduplicated)</b>	<b>40,442</b>	<b>39,428</b>	<b>79,870</b>
<b>Percent of All Postsecondary Students</b>	<b>63.9%</b>	<b>47.8%</b>	<b>54.8%</b>

Source: WTCS Client Reporting System, Special tabulation, 2/05/08

As required by the Act, local eligible recipients must disaggregate and report data for each of the core indicators of performance and for each special population group. For postsecondary students, the WTCS Client Reporting System is designed to provide the required data to respond to new student-level data system. The availability of this information on the special population groups postsecondary career and technical education will enable the colleges to develop and implement strategies to inform these students about available postsecondary career and technical education programs and services, ensure that they have equal access to the programs, and that they are provided with the support services needed for successful completion of the programs and placement.

Furthermore, the State Board encourages the state’s technical and tribally-controlled community colleges to design learning environments attuned to the needs of special population students. This includes developing and/or disseminating training and informational materials for administrators, faculty, counselors, and student support staff to assist students who are members of special populations gain access to and succeed in postsecondary career and technical education programs; providing adaptive equipment and services; and increasing the flexibility of program schedules to accommodate working students and students with young children.

As described above Part A.II.A.2 (postsecondary/adult) the discussion on the State Board’s priority on **Achieving Student Success**, the State Board will seek to target Perkins IV funds to projects that will improve performance on the federal Perkins IV indicators for all students, including members of special populations. In setting as a

funding priority, Achieving Student Success, the State Board will require eligible recipients to expend at least 50% of their Perkins IV Title I Basic State Grant funds towards this priority.

As noted above in Part A.II.A.2 (postsecondary/adult), however, with the shift in Perkins IV towards greater accountability for the performance for all students at the state and local level, the State Board is seeking to target funds on students at risk of not completing a program from an assessment based solely on student characteristics (membership in a special population) to one based on actual or expected student performance. In addition, the State Board will also require that all students who are provided services with Perkins IV funds, including those who are members of special population groups, must be enrolled for six or more credits in approved career and technical education associate degree, technical diploma; or apprenticeship courses.

Although the State Board is committed to changing the way it defines the pool of students eligible to receive services with Perkins IV funds, the Board does not anticipate a diminution in the level of services provided to members of special populations to result from this change.

**(b) The eligible agency will describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations.**

All sixteen of Wisconsin's technical college districts are required to be in compliance with Titles VI and VII of the 1964 Civil Rights Act (as amended), Title IX of the Educational Amendments Acts of 1972, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the Carl D. Perkins Career and Technical Education Act of 2006, the Equal Pay Act of 1973, the Age Discrimination Acts of 1967 and 1975, the Civil Rights Restoration Act of 1987, the Wisconsin Fair Employment law, and other appropriate laws and executive orders 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.

The State Board has entered into an agreement with the U.S. Department of Education's Office of Civil Rights to ensure that the technical college districts are in compliance with all relevant laws, rules and regulations, and other requirements pertaining to students who are in protected categories or are members of special population groups. All of the WTCS districts are required to have plans in place ensuring equal access to all programs, services and activities offered by the districts.

In addition, equal opportunity is required by Chapter 38 of the Wisconsin Statutes and the Wisconsin Fair Employment Law, and covers all persons regardless of political affiliation, age, race, creed, color, handicap (disability), marital status, sex, national origin, ancestry, sexual orientation, arrest or conviction record, service in the armed

forces, genetic testing and the use or nonuse of lawful products off the employer's premises during nonworking hours.

- (c) The eligible agency will describe how individuals who are members of special populations will be provided with programs designed to enable special populations to meet or exceed State adjusted levels of performance, and how it will prepare special populations for further learning and for high skill, high wage, or high demand occupations.**

The State Board requires that all college student admissions and acceptance policies are consistent with State and Federal equal opportunity legislation. These policies are included in district handbooks and are to be disseminated throughout the respective college districts. The technical college districts are required to provide technical assistance to potential and enrolled students seeking financial aids, counseling services provided by certified counselors, and a systematic process to assist students in assessing job opportunities, developing job seeking skills and obtaining employment.

As described above in Part A.II.A.2 (h) (integrated activities), the State Board's postsecondary program approval process ensures that the programs provided by the technical colleges are designed to provide instruction leading to prepare postsecondary students, including members of special populations, for high skill, high wage, or high demand occupations.

Special Populations will be prepared for further learning and careers in high skill, high wage, or high demand occupations in the same way that all other students are prepared for further learning and careers in high skill, high wage, or high demand occupations. By targeting support services to students at risk of not completing rigorous and challenging postsecondary programs, local recipients will be providing additional services to students with barriers to succeeding at the same rate as other students. The State Board anticipates that these at risk students will also be those students from special populations who have a demonstrated need for this assistance.

Examples of support services available to special population students who are determined to be at risk include:

- linkages to support services on and off campus;
- logistical support involving childcare or transportation;
- participation in career and technical education student organizations, educational, skills and interest assessment; academic and career counseling;
- financial aid;
- matriculation services;
- remedial education or basic skills programs;
- strengthening skills in mathematics and science;

- noncredit instruction;
- vocational English as a second language courses;
- apprenticeship and pre-apprenticeship programs;
- learning laboratories;
- tutoring; coaching and mentoring;
- assistance with study and test-taking skills; and
- placement and employment services.

All WTCS postsecondary students, including members of special populations have online access to up-to-date employment information and job skills requirements through *WisCareers*, the state’s online student career counseling tool and DWD’s *WorkNet*, the state’s online labor market information tool that highlights occupations and career exploration information:

[\(http://worknet.wisconsin.gov/worknet/\)](http://worknet.wisconsin.gov/worknet/)

Each local postsecondary recipient technical college or tribally-controlled community college make available quality faculty, counselors, librarians, and instructional support personnel to effectively assist all students, including members of special populations to make informed career choices, including nontraditional, high skill, high wage, or high demand occupations that lead to self-sufficiency and/or toward a baccalaureate degree or higher.

**2. The eligible agency will describe how you will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]**

In any given year, the colleges offer training and instruction in approved programs through separate courses which are designed and paced for persons with barriers to success who would not otherwise be able to succeed in their programs.

**3. The eligible agency will describe how funds will be used to promote preparation for high skill, high wage, or high demand occupations and non-traditional fields. [Sec. 122(c)(18)]**

The State Board staff at the System Office provides leadership in the area of sex equity by employing Education Directors who specialize in programs of study. Not only do they provide professional expertise in the program areas, they serve as resource people to the instructional leadership and faculty within the colleges and share strategies and resources to help improve NTO retention and enrollment and facilitate the sharing of best practices.

Additionally, an Educational Director for Counseling and Student Services serves as the agency's lead and key contact regarding gender equity. The consultant addresses gender equity issues within each area of student services by conducting meetings, conference calls

and webinars, providing individual consultation, and sharing best practices. This Education Director is a resource person for the Program Education Directors within the agency, and serves as the key liaison with the Gender Equity leader for Secondary Education housed in DPI.

System Office staff generate data reports and conducts data analysis that are disseminated to the colleges related to the enrollment and completion of nontraditional programs. System Office staff conduct annual *Grant Guidelines* and Client Reporting System meetings that incorporate professional development activities related to improving NTO performance. Lastly, System Office staff closely monitors the Improvement Plan process and conducts regional technical assistance meetings that include the provision of guidance relative to NTO performance.

**4. The eligible agency will describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]**

An amount less than or equal to 1% of the total funds allocated to the State may be drawn from State Leadership funds to serve individuals in State institutions, such as State correctional institutions and institutions that serve individuals with disabilities. The State Board will allocate funds to the Wisconsin Department of Corrections to serve individuals incarcerated in State correctional institutions. The State corrections agency, in carrying out the technical education program for criminal offenders, will:

- Give special consideration to providing services to offenders who are completing their sentences and preparing for release, and to establishing technical education programs in correctional institutions that do not have such programs;
- Provide technical education programs for women who are incarcerated;
- Improve equipment; and
- In cooperation with eligible recipients, coordinate technical education services to offenders before and after their release.

The State Board will require that these funds designated for the Department of Corrections may **only** be used for:

- Technical education programs, with an emphasis on programs for incarcerated women, that are based on labor market projections of future employment trends so that offenders shall receive training for new, emerging, nontraditional and changing occupations;
- The adoption of competency-based curriculum in technical education programs;
- The purchase of equipment to meet or maintain parity in technical education programs with the equipment being used in the occupations that offenders are preparing to enter; and
- Coordination with other eligible recipients of technical education services for offenders before and after their release.

- 5. The eligible agency will describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended. For further guidance and examples, see the Notice to All Applicants at [www.ed.gov/fund/grant/apply/appforms/gepa427.doc](http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc).**

A full copy of the secondary application (as well as other application materials) can be found at:

<http://dpi.wi.gov/cte/cpapps.html> .

A copy of the postsecondary application for Perkins Funds in Wisconsin is available at:

<http://systematic.wtcsystem.edu/Grants/Perkins-4/Final-reDraft-Perkins-Guidelines-2008-09-jlw-vp.pdf>.

These Grant Guidelines include requirements that the local applicant colleges assure the State Board will take steps to ensure equitable access to, and participation in, the State Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended as described at [www.ed.gov/fund/grant/apply/appforms/gepa427.doc](http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc).

#### IV. ACCOUNTABILITY AND EVALUATION

##### A. STATUTORY REQUIREMENTS – TITLE I: DPI – Secondary

1S1	Academic Attainment – Reading/Language Arts	required
1S2	Academic Attainment – Mathematics	required
2S1	Technical Skill Attainment	required
3S1	Industry Certificate Attainment	required
4S1	Student Graduation Rates	required
5S1	Student Placement	required
6S1	Nontraditional Participation	required
6S2	Nontraditional Completion	required

- 1. The eligible agency will describe the procedures it will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary level, as well as for any other additional indicators of performance identified by the eligible agency.**

While gathering input from eligible recipients has been an ongoing informal process during the process of re-authorization of the Perkins Act, the first formal session to gain input was conducted on April 6, 2006 with a group of career and technical education representatives from Wisconsin's regional educational services agencies. Ballots, data, and background papers from the most recent U.S. Department of Education sponsored Data Quality Institutes were used as the basis for reviewing possibilities and discussion focused on the impact for secondary data collection in Wisconsin. This was followed by a statewide gathering of secondary Perkins representatives in September 2006 where the work of the U.S. Department of Education sponsored Next Steps Workgroup and most recent Data Quality Institute were again used as the basis for discussions on these issues. In March 2007, DPI staff will make two presentations on the Perkins IV Secondary Transition Plan at the Wisconsin Association for Career and Technical Education Annual Conference and will be used to share proposals and gain feedback from both secondary and postsecondary educators.

In addition, DPI cooperated with the State Board in holding five regional meetings for public input during fall/winter of 2007 and two meetings of the Section 122 Advisory Committee in December 2007 and January 2008 to obtain review and comment from stakeholders in the career and technical education community.

Upon receipt of the final guidance from OVAE, DPI will conduct a minimum of two regionally-based workshops this spring to review and finalize the definitions and methods of collecting student performance data for Perkins IV

- 2. The eligible agency will describe the procedures it will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary level, as well as for any other additional indicators of performance identified by the eligible agency.**

DPI will seek to obtain input from eligible recipients in the regional workshops to be conducted as described above and would be conducted using the following outline based on the Data Quality Institute model:

- Review Perkins III performance measure system, indicators and actual performance;
- Review Perkins IV performance measure requirements;
- Review/discuss/obtain input on DPI definitions and adjusted levels of performance; and
- Summarize and document input for use in statewide workshops.

- 3. The eligible agency will identify the valid and reliable measurement definitions and approaches it will use for each of the core indicators of performance at the secondary level as well as any additional indicators of performance identified by the eligible agency that are valid and reliable. The eligible agency will describe how its proposed definitions and measure are valid and reliable.**

In regard to the DPI career and technical education data meeting to the extent possible the notion of “valid and reliable” the U.S. Department of Education’s *Evaluation Primer* suggests that a “measure is reliable to the degree that it is stable.” In that, valid and reliable data is a function of quality assurance and a comprehensive data audit program.

The DPI career and technical education data system will have a seven-part quality assurance program that focuses on:

1. Training, including at the end user input level, giving the input person pre-defined processes and tools;
2. Defined input methods including tools and edits to ensure the data is complete, on-time and accurate;
3. Data preparation tools - that include initial auditing of the data and immediate data reconciliation;

4. Data life cycle auditing tools - that allow for the ability to understand the data throughout the input/processing/output cycle;
5. Data life cycle reconciliation tools - that allow for the ability to correct data errors throughout the input/processing/output cycle;
6. Improvement where possible of automation of data input, when managing the movement of data from existing data sources; and
7. Systematic data validation reviews with end users on a sampling basis - using industry standard sampling techniques.

All of the Perkins IV performance data for secondary core indicators are calculated at the state level using individual student records submitted annually by secondary schools participating in the Act. DPI's Vocational Education Enrollment Reporting system (VEERS) will be revised to match final federal definitions as well as to match with the state's new student number. This will allow for matching data for NCLB comparisons in the academic core indicators and graduation rates. DPI will provide for local staff development in the revised reporting system to ensure accuracy.

Once local data is received at the state level, it is reviewed and edited for accuracy and completeness. Failures at this level of the process are returned to local eligible recipient fiscal agents and worked through to resolve the errors with DPI career and technical education team staff. Anticipating consistency between Perkins III and Perkins IV student and performance definitions, data will continue to be used for longitudinal studies at the state, regional or local levels.

- 4. The eligible agency will describe how, in the course of developing core indicators of performance and additional indicators of performance it will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements.**

The key here will be the ability to collect data reflective with the final OVAE guidance on definitions and core indicators – especially for the three NCLB-related reporting requirements for the Transition Year in Reading/Language Arts, Mathematics and graduation rates all being assessed based on NCLB methods and data. DPI staff will remain involved with the Data Quality Institute and Next Steps Workgroup to keep abreast of specific types of changes to ensure data gathering will match federal accountability intent.

- 5. The eligible agency will provide performance levels for those core indicators identified as required. The State's performance levels, at a minimum, must be expressed in a percentage or numerical form so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students.**

DPI will provide all required information in both percentage and numerical form, as required by the final guidance on definitions and core indicators. Recognizing that three core

indicators are to be reported on for secondary eligible recipients, DPI is currently unable to generate potential performance levels due to lack of definitions of students to be included in such accountability and the lack of specificity regarding how technical skill measurements are to be obtained.

**6. The eligible agency will describe its process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance.**

Upon receipt of final OVAE approval of the State Plan, including the agreed-upon levels of performance, DPI will use the state adjusted levels as a benchmark for the annual negotiations with local eligible recipients. Key to the development of this process will be using a two-tiered approach to achieving compliance. This will revolve around evaluating eligible recipient performance to an absolute standard (*e.g.*, meets State adjusted levels) or an improvement standard (*e.g.* making significant progress to meeting State adjusted levels). In terms of Perkins III, this practice has kept Wisconsin as a high performing state while allowing for individual eligible recipient variance with the state performance goals.

Recognizing that the vast majority of Wisconsin's secondary eligible recipients will participate through a consortium, DPI will conduct negotiations with consortia fiscal agents and representatives of local eligible recipients in noncompliance with State adjusted levels to develop strategies and procedures to meet either the absolute or performance improvement standards in subsequent years.

**7. The eligible agency will describe the objective criteria and methods it will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient.**

DPI will permit eligible recipients to request revisions annually during the first quarter of each grant year and will include this information in its application guidelines. Requests for revisions will need documentation of the nature and scope of the change in circumstances affecting local attainment of its adjusted levels of performance.

**8. The eligible agency will describe how it will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in Tech Prep programs, if applicable, and how it will ensure that the data reported to it from local educational agencies and eligible institutions, and the data that it reports to the Secretary are complete, accurate, and reliable.**

Currently, all demographic data, including special population status and gender, are collected in the initial enrollment report. This report also includes the full variety of program enrollment options available to secondary students in career and technical education and will be revised to include the various pathways. Since the data is individually-student based and is collected on the total population of the participating district, special reports from the master database can be designed to capture student activity and performance. DPI and the

State Board identify Tech Prep students through a data match between the data systems of the two state agencies. These matches are based on whether the career pathway (one of sixteen) taken by the student in high school matches a corresponding pathway selected when the student enrolls in a technical college. DPI and State Board will review and redesign their Memorandum of Understanding to ensure the accurate and timely reporting of Tech Prep students through a data match between the student databases at the respective agencies.

**9. The eligible recipient will describe how its State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act.**

As described in response to #6 above, upon receipt of final OVAE approval of this State Plan, including the agreed-upon levels of performance, DPI will use the state adjusted levels as a benchmark for the transition year. Key to the development of this process will be using a two-tiered approach to achieving compliance. This will revolve around evaluating eligible recipient performance to an absolute standard (*e.g.*, meets State adjusted levels) or an improvement standard (*e.g.* making significant progress to meeting State adjusted levels). In terms of Perkins III, this practice has kept Wisconsin as a high performing state while allowing for individual eligible recipient variance with the state performance goals.

Recognizing that the vast majority of Wisconsin's secondary eligible recipients will participate through a consortium, DPI will conduct negotiations with consortia fiscal agents and representatives of local eligible recipients in noncompliance with State adjusted levels to develop strategies and procedures to meet either the absolute or performance improvement standards in subsequent years.

In terms of the Tech Prep reporting, DPI's role is to provide the student participation data to the System Office, which then reviews against subsequent postsecondary enrollment and eventual program completion.

**10. The eligible agency will describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]**

DPI will evaluate the effectiveness of career and technical education programs by analyzing funding application and reporting responses by individual or consortia eligible recipient(s) in terms of proposed plans versus actual outcomes.

The primary vehicle for this review will be through current Section IV (*Program Evaluation and Improvement*) of the local application that covers local eligible agency performance against the Core Indicators of Performance. DPI uses a continuous improvement model to parallel improvement in performance as a part of the negotiated levels of performance. In the application process, each eligible recipient is required to identify strategies in Section III (*Local Plan for Use of CPA Funds*) of the local application that will bring the district(s) in to

compliance with the targeted level of the Core Indicators of Performance. The eligible recipient may use formula allocation and/or local funds to implement these strategies.

Additional program outcomes included in local applications will be dealt with in an annual performance report to be submitted to the State Board for aggregation into the Annual Performance Report required by the U.S. Department of Education. The local application contains coordination information (*Section II.E*) that is designed to maximize the impact of these federal funds when used in concert with other federal and/or state funding sources for improving K-12 education systems.

**B. OTHER DEPARTMENT REQUIREMENTS – TITLE I: DPI – Secondary**

**1. The eligible agency must provide all the information requested on the forms provided to report accountability data annually to the Secretary.**

Data requested by the U.S. Department of Education for secondary accountability is provided on the forms provided to report accountability annually attached to this application.

- (a) **The eligible agency will provide definitions that it will use for “participants,” “concentrators,” and “completers” in the core indicators of performance for the postsecondary level.**

<p><b>Table 8</b></p> <p><b>Student Definitions</b></p> <p><b>for Secondary Level Core Indicators of Performance</b></p>
<p><b>Participants</b> – A secondary student who is enrolled in one or more career and technical education course(s) in any career and technical education program area in the reporting year.</p>
<p><b>Concentrators</b> – A secondary student who has completed (earned secondary credit) a minimum of two career and technical education courses within the student’s chosen pathway and is enrolled in continuing career and technical education courses in that pathway for the current reporting year.</p>

- (b) **The eligible agency will provide baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year (July 1, 2005 – June 30, 2006).**

DPI instituted universal collection of a student locator number in 2005-06 that is also the first year to start developing the required graduation cohort. While test data for NCLB is available for previous years, it does not include this identifier for the 2003-04 school year needed to crosswalk with 2005-06 career and technical education concentrators.

Crosswalk work between the career and technical education VEERS data system and the

NCLB test score data is continuing and will be used to generate baseline and performance levels in the near future but was not currently available for timely inclusion in this plan.

Further, data from the current career and technical education data system could be used to generate baseline and proposed levels, but it would need to be with the understanding that such data would likely change as soon as we are able to complete the crosswalk between the two systems.

Benchmark data for Indicators 1S1, 1S2, 3S1, 4S1, and 5S1 are from the 2005-06 school year. Benchmark data for Indicator 2S1 is based on three-year averages (2004-2006 program years) and the remaining Indicators, 6S1 and 6S2 are based on the 2006-07 school year to use the most recent data available.

**(c) The eligible agency will provide proposed performance levels.**

**C. STATUTORY REQUIREMENTS – TITLE I: WTCS – Postsecondary/Adult**

<b>Table 9</b>		
<b>Core Indicators of Performance – Postsecondary/Adult Level</b>		
1P1	Technical Skill Attainment	Required
2P1	Credential, Certificate, or Diploma Attainment	Required
3P1	Student Retention	Required
4P1	Student Placement	Required
5P1	Nontraditional Participation	Required
5P2	Nontraditional Completion	Required

- 1. The eligible agency will describe the procedures it will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the postsecondary level, as well as for any other additional indicators of performance identified by the eligible agency.**

Following participation in the U.S. Department of Education sponsored Next Steps Workgroup, System Office staff began discussions with the state’s sixteen technical college districts in August 2005 about measurement definitions and approaches for the postsecondary core indicators of performance. The technical college districts expressed

their preference for a new accountability process supporting a concentrator definition of students accumulating 12 credits to allow part time students into the measurement cohort.

The position taken by the System Office staff in subsequent Data Quality Initiatives has been a reflection of this technical college input. In October 2006, System Office staff discussed the proposed accountability data collection system, including the measurement process, with all sixteen technical college districts and representatives from the state's two tribally-controlled community colleges, the College of the Menominee Nation and Lac Courte Oreilles Ojibwa Community College. The State Board sought and provided opportunities for feedback from the meeting participants. In addition, the System Office staff held a series of five regional workshops in February and early March 2007 to share the data with key technical college personnel. The first draft of the performance data was shared and details adjusted as a result of feedback from the local eligible recipients. All local recipients expressed agreement with the System Office recommendations and measurement approach.

- 2. The eligible agency will describe the procedures it will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the postsecondary level, as well as for any other additional indicators of performance identified by the eligible agency.**

During the series of regional meetings held in Wisconsin February and early March 2007, staff from the System Office staff shared and reviewed historical data for the state and each technical college for each indicator. Discussion at these state meetings focused on the best method to establish both baseline and performance levels for the state. The same approach will then be applied to the indicators at the college level.

In January and February 2008, System Office staff held another series of five regional meetings for local eligible recipients to review in detail the performance measures and performance levels for the State and each local recipient.

WTC System Office staff provided each local recipient with proposed performance levels for the first three years of Perkins IV beginning with 2008-09 program year and negotiated the recipient's expected levels of performance. The System Office staff will repeat this process, if needed once State level negotiations with OVAE are completed after the submission of this State Plan.

- 3. The eligible agency will identify the valid and reliable measurement definitions and approaches it will use for each of the core indicators of performance at the postsecondary level as well as any additional indicators of performance identified by the eligible agency that are valid and reliable. The eligible agency will describe how its proposed definitions and measure are valid and reliable.**

The System Office calculates all of the Perkins IV performance data for postsecondary core indicators at the state level using individual student records submitted annually by the sixteen

technical college districts. Because the State Board has a uniform student record database dating from 1995, the performance levels for each indicator can be calculated from 1995 forward.

The System Office staff extract data for Perkins reporting from the Client Reporting database that is use by the State Board for all student reporting, not just Perkins. Annually, System Office staff hold a statewide meeting with technical college district staff to review proposed changes in the client reporting system. In addition, the *Client Reporting Users Guide* and *WTCS Information Systems Manuals* are posted on the agency website to make them readily available to district staff.

Data submissions from the technical college districts are edited upon submission for accuracy. Data submissions that fail the edit checks built into the State Board's management information systems are flagged and staff work with college personnel to resolve the errors. In addition, System Office staff examine summary data tables for longitudinal trends to identify potential errors in reporting that might affect reliability of the data over time. The database and business rules for calculating the core indicators are available to the technical college districts. Each technical college district can replicate the performance calculations using their own student database.

- 4. The eligible agency will describe how, in the course of developing core indicators of performance and additional indicators of performance it will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements.**

Wisconsin's Perkins Accountability System was modeled after the Integrated Postsecondary Education Data System (IPEDS) reporting with the belief that reporting higher education performance should be similar if we want to compare the success of students in career and technical education with the success of all students in higher education. After participating in the national Next Steps Workgroup and all of the Data Quality Institutes, the State Board modified the definition of the students it defines as concentrators. For the 2007-08 program year, the State Board includes in its accountability reporting any students who have completed 12 credits in their program rather than the previously required 24 credits in one year.

- 5. The eligible agency will provide performance levels for those core indicators identified as required. The State's performance levels, at a minimum, must be expressed in a percentage or numerical form so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students.**

The State Board will provide all required core indicator data for career and technical education students that meet the concentrator definition in both numeric and percentage format as required.

- 6. The eligible agency will describe its process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance.**

The State Board will direct its System Office staff to create a report card for each technical college district using the same methodology as the state-level core indicator performance calculation. The initial proposal will be that the college's performance level and improvement rate will be derived from each college's proportional contribution to the Statewide level negotiated with OVAE. Local eligible recipients may propose alternative levels of performance. System Office staff will review the proposed alternative levels of performance and may approve deviations from the state rate of improvement if the System Office staff determine that the state can still meet the overall performance level agreed up with the U.S. Department of Education.

- 7. The eligible agency will describe the objective criteria and methods it will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient.**

The State Board will permit each technical college or tribally-controlled community college to request a revision to their levels of performance annually during the first quarter of the grant year. Requests for revisions must be accompanied by documentation of the unanticipated circumstances that have arisen and are likely to affect local performance.

- 8. The eligible agency will describe how it will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in Tech Prep programs, if applicable, and how it will ensure that the data reported to it from local educational agencies and eligible institutions, and the data that it reports to the Secretary are complete, accurate, and reliable.**

Student demographic information is collected at the time of admission to the technical college district, providing the State Board with most special population, gender and ethnic data. The System Office calculates the nontraditional gender student data using the programs designated the System Office as nontraditional in combination with student gender data reported at admission to the college. Tech Prep students are identified through a data match with the WPDI and a CIP code match. The System Office has asked each local eligible recipient to describe as part of the college's Local Plan the practices the college uses to identify special population students served through Perkins IV funding.

**9. The eligible recipient will describe how its State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act.**

Wisconsin has no postsecondary consortia that will receive Title I funding under Perkins IV.

Wisconsin has sixteen Title II Tech Prep consortia covered by section 203(e) of the Act. Each of the Tech Prep consortia is led by a technical college district. The System Office will create develop a state-level of performance for each indicator and a report card for each Tech Prep consortia using the same methodology as the state-level Tech Prep indicator performance calculation. The initial proposal will be that each consortium improves at the same rate as the state has determined for each indicator. Tech Prep consortia will then be allowed to proposal alternative levels of performance. System Office staff will review the proposed alternative levels of performance and may approve deviations from the state rate of improvement if the System Office's staff determine that the state can still meet the overall performance level set by the System Office staff on behalf of the State Board.

**10. The eligible agency will describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]**

The State Board uses a continuous improvement process titled the Quality Review Process to evaluate the effectiveness of each program offered in the system. A scorecard is produced annually for each program that measure performance on metrics that are similar to those used for the Perkins performance indicators. Colleges and state staff are expected to review the scorecards annually. On a rotating cycle, at least once every five years each college completes an in depth analysis of the root causes for low performance on scorecard indicator, then develops an improvement plan that is electronically updated and monitored until the program is scheduled for another review. The Quality Review Process is a key component of each college's criteria for accreditation from the Higher Learning Commission.

**D. OTHER DEPARTMENT REQUIREMENTS – TITLE I: WTCS – Postsecondary/Adult**

**1. The eligible agency must provide all the information requested on the forms provided to report accountability data annually to the Secretary.**

Data requested by the U.S. Department of Education for postsecondary accountability is provided on the forms provided to report accountability annually attached to this application.

**(a) The eligible agency will provide definitions that it will use for “participants,” “concentrators,” and “completers” in the core indicators of performance for the postsecondary level.**

Table 10 contains the definition for postsecondary participants and concentrators for the State of Wisconsin.

<b>Table 10 Student Definitions for Postsecondary/Adult Level Core Indicators of Performance</b>
<b>Participants</b> – All students that take at least one course in a program area leading to a degree or diploma are considered annually as participants in career and technical education. The student does not have to be formally accepted in a program.
<b>Concentrators</b> – All students that are reported as enrolled in a one-year diploma, two-year diploma, associate degree or apprenticeship program and have complete (passed) in three years twelve (12) credits applicable to that program are concentrators. A student completing eight credits in an apprenticeship program will be considered a concentrator.

For the four postsecondary core indicators 1P1 through 4P1, the WTCS will continue to use an approach similar to the U.S. Department of Education’s IPEDS cohort reporting model. This is the model that the State Board used for Perkins III and believes will provide the most valid and reliable measures of performance for Perkins IV. Thus, the measurement period begins when a WTCS student completes twelve (12) postsecondary credits and becomes a CTE concentrator, and the outcomes of these students will be reported at the end of year three.

**(b) The eligible agency will provide baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year (July 1, 2005 – June 30, 2006).**

Statewide baseline data for the core indicators of performance is included in the postsecondary portion of the FAUPL.

**(c) The eligible agency will provide proposed performance levels.**

Proposed statewide performance is included in the postsecondary portion of the FAUPL.

2. **The eligible agency will identify the program areas for which the State has technical skill assessments, the estimated percentage of career and technical education students who take technical skill assessments, and the State's plan for increasing the coverage of programs and students reported in future program years.**

The State Board has identified three kinds of technical skill assessment measures:

1. **Indirect/Local Assessment Standards:** Currently, the State Board relies on postsecondary career and technical education course completion results to ensure that students are gaining the technical skills and knowledge desired by business and industry in the state. State statutes assign to the State Board the responsibility for approving the courses offered as part of career and technical education programs (Sec. 38.04(4), *Wis. Stats.*). The Board's program and course approval process requires programs to be developed as part of a structured process in which representative employers and their employees in the specific occupational field identify course competencies needed by program graduates to be successful entering that occupational field.

State statutes further guarantee that technical college districts will provide, free of charge, further education and training to any program graduate if, within 90 days, his or her employer certifies that the graduate lacks entry-level job skills and specifies the areas in which the graduate's skills are deficient or the graduate is unable to secure employment in the occupational field in which he or she received a degree or diploma (Sec. 38.27(4)). Although this provision has been widely advertised over the thirteen years in which it has been in effect, fewer than ten students have sought a fee exemption under this provision.

The State Board asserts that taken together with the overwhelming positive responses to questions of graduates and employers as to their satisfaction with the career and technical education received by WTCS graduates, course completion provides a more holistic, valid, and reliable measure of technical skill assessment than pass rates on specific technical skill assessments created by third parties. As part of the Perkins IV planning process, the State Board sought comments about measuring technical skill attainment from labor, business and industry, and others who have participated in the WTCS curriculum development and assessment process. All expressed support for the continued use of the State's Perkins III postsecondary measure of technical skill attainment based on completion of 80% of the career and technical education courses attempted by a student. Therefore, the WTCS will continue to base its measure of technical skill attainment for the majority of students until the process described below can be fully implemented.

Recognizing the desire by Congress and the U.S. Department of Education to strengthen the validity and reliability of reported measures of technical skill attainment, the State Board will also pilot other approaches to measuring technical skill attainment. During 2007-08, as identified in the State's Transition Plan, the WTCS has begun to develop a systemwide model to assess postsecondary program outcomes for individual career and technical education students. This model takes a two-pronged approach.

**2. External Assessment Standards:** The State does have postsecondary career and technical education programs for which postsecondary students take licensure examinations, but typically, the results of these assessments are reported to the student and the state has no right to this information. In addition, as discussions with other states and consultants from the U.S. Department of Education have indicated, not all licensure examinations provide valid and reliable measures that meet the intentions of Congress to improve the measurement of technical skill attainment. However, the System Office has identified several licensure examinations that do seem to provide appropriate assessments of technical skill attainment. These include licensure for graduates of the following State Board approved postsecondary career and technical education programs:

- Associate Degree Nursing;
- Practical Nursing;
- Occupational Therapy Assistant;
- Chiropractic Technician;
- Barber/Cosmetologist;
- Esthetician (one-year); and
- Funeral Service.

In 2008-09, the State Board will implement an external assessment measure for students in the Fire Service Program. In addition, the State Board will attempt to obtain, directly or indirectly, the licensure information for students in the seven program areas that have licensure in addition to the two Fire Service programs where the certification is administered for the state by the System Office. If the System Office is unable to obtain these data, System Office staff will attempt to develop a process during 2008-09 to collect this information from the local eligible recipient colleges in 2009-10. If the System Office is successful in obtaining pass rates for licensure examinations in all nine of these programs, the data would cover about 22% of WTCS career and technical education graduates based on graduation levels from 2006-07.

**3. WTCS Summative Assessments:** These measures are based on WTCS approved assessment of learning outcomes that objectively measures student attainment of industry-recognized technical skills upon graduation. Summative assessments that qualify as WTCS approved will meet the following criteria:

- Summative assessment of learning outcomes may be:
  - developed collaboratively by all WTCS colleges offering the same or similar program(s) ( based on industry standards and reviewed by industry) and locally implemented or
  - developed locally for a unique program by the college offering the program (based on industry standards with advisory committee approval) and locally implemented

- Summative assessment of learning outcomes may be accomplished using a series of end-of-course assessments or a single end-of-program assessment.
  - Summative assessments measure one or more exit learning outcomes (program outcomes and/or core abilities).
  - All exit learning outcomes must be measured by a summative assessment.
- Exit learning outcomes are derived from and linked to valid industry and/or academic standards.
- Summative assessment measures application and critical thinking; not recitation of memorized information.
- Summative assessment is based on one or more consistent rubrics (scoring guides) with clearly stated criteria and rating scale or assessment is based on criterion-referenced question/answer test that requires students to generate responses or make decisions at the application and critical thinking levels.
- Summative assessment is administered and scored using consistent criteria and standards for acceptable performance.
  - Performance does not need to be measured using the same strategy, assignment, or instrument; however, assessment must use the same criteria and standard of performance.
- Students are informed of the assessment conditions (format), performance criteria, and standard of performance prior to being assessed.
  - What will I be measured on (criteria)?
  - How will I be measured?
  - What is acceptable performance?
- Students receive feedback on their performance with details about their areas of accomplishment and areas that need improvement.

Students are prepared to succeed by performance-based curriculum and learning experiences that address the assessed outcomes.

In 2007-08, System Office staff has initiated the development of statewide program outcome assessments following this State-developed model. The System Office intends to implement this model, while still in development, in September 2008. The Board's goal is to target the implementation of this model for the approximately 360 postsecondary career and technical education programs approved by the State Board that have no external valid and reliable licensure examination. About 227 of these programs enroll fewer than 100 students each. Based on 2006-07 enrollments, these smaller programs account for only about 9% of WTCS career and technical college enrollments and 11% of the graduates.

The State Board will place its primary emphasis on developing technical skill attainment measures for the remaining 133 postsecondary programs that together in 2006-07 enrolled 65,295 WTCS career and technical education students or about 74% of the total

career and technical education students. As new measures are created, technical skill attainment based on WTCS approved summative assessments of students in these programs will be tracked and reported for the statewide agreed upon outcomes during the 2009-10 program year.

The State Board has set aside Reserve Funds to use to fund multi-college efforts to develop valid and reliable technical skill attainment measures based on these WTCS Assessment Standards to be reported in subsequent years. By focusing the Reserve Fund grants on multi-college efforts to develop measure for a postsecondary program or related programs offered by more than one college, the State Board is seeking to encourage both coordination of effort among the colleges and the greatest possible coverage of student learning by these efforts. In addition to these multi-college projects, the State Board is also providing leadership and technical assistance to individual colleges to develop these kinds of technical skill attainment measures for approved postsecondary programs that are unique to an individual college.

The WTCS will continue this statewide initiative over the five years covered by this State Plan, developing state-approved program outcome assessments following the State-developed model, adding approximately 12 to 14 career and technical education programs each year. At this rate, the State Board estimates that about one-half of the WTCS postsecondary career and technical education programs will have state-approved technical skill attainment measures by 2013.

Further information about the State Board process to develop WTCS Summative Assessments is available at:

<http://systematic.wtcsystem.edu/grants/Process-to-develop-WTCS-Assessment-of-Technical-Skill-Attainment-Projects.pdf>

## V. TITLE II: Tech Prep

### A. STATUTORY REQUIREMENTS – TITLE II: Tech Prep

Authority to plan, coordinate, administer, and implement Wisconsin's Tech Prep program and approve local Tech Prep programs rests with the State Board and is carried out by System Office staff (Secs. 38.40(1), 38.04(26), *Wis. Stats.*).

State statutes require each school board in Wisconsin to establish, in cooperation with a technical college district board, a technical preparation (Tech Prep) program in each public high school located in the school district. Statutes further require that these Tech Prep programs consist of a sequence of courses, approved by the State Board, designed to allow high school pupils to gain advanced standing in the technical college's associate degree program upon graduation from high school (Sec. 118.34(1), *Wis. Stats.*).

Further, the technical college district board and the school boards of school districts that operate high schools located in the technical college district are required by statute to establish a consortium to implement the Tech Prep programs (Sec. 118.34(2)(b), *Wis. Stats.*) As a result, all public high schools including secondary schools funded by the Bureau of Indian Affairs not only have a Tech Prep program, but also belong to one of sixteen (16) Tech Prep consortia.

Finally, the activities of each of the Tech Prep consortia are overseen and administered by a Tech Prep council consisting of 12 members appointed by the local technical college president (Sec. 118.34(2)(a), *Wis. Stats.*). The council members may include representatives of local business, industry, labor, secondary and postsecondary institutions of higher education that award a baccalaureate degree, and local cooperative educational service agencies and Workforce Investment Boards.

#### 1. The eligible agency will describe the competitive basis or formula it will use to award grants to Tech Prep consortia.

The State Board will deduct five percent of the total available Title II funds to support for State Administration.

The State Board will award the remainder of the Title II Tech Prep funds as grants to each of the state's sixteen local consortia by formula, on a non-competitive basis.

For program year 2008-09, each Tech Prep consortium will receive a *basic grant* of \$70,000 and an additional *allocation amount* based on a formula to apportion funds among the consortia. The total allocation amount available to be apportioned among the consortium equals:

$$\text{Total Allocation Amount} = [(95\%)* \text{Title II funds}] - [(16)*\text{Tech Prep basic grant}]$$

The State Board anticipates a total of \$1,966,400 for fiscal year 2008-09 will be apportioned to each consortium using the following formula:

$$\text{Consortium Allocation} = (\frac{1}{2}) * (\text{TAA}) * (\text{L}) + (\frac{1}{2}) * (\text{TAA}) * (\text{P})$$

Where

TAA= Total Allocation Amount;

L = Number of local educational agencies or public school districts located within the technical college district as percent of all local educational agencies in the state;  
and

P = Number of grade 10 pupils enrolled in high schools located within the technical college district as percent of all grade 10 pupils in local educational agencies in the state;

The \$70,000 basic grant is intended to enable each technical college to provide adequate coordination of planning and implementation activities of the Tech Prep consortium. Any funds from the basic grant not used for coordination purposes shall be used to supplement the allocation amount to support the consortium's grant activities.

**2. The eligible agency will describe how it will give special consideration to applicants that address the areas identified in section 204(d) of the Act.**

The State Board requires each consortium to submit an application describing the proposed use of funds to meet the goals and objectives of the state's Tech Prep program. Applicants are required to address grant components, including need, outcomes, and activities, as described in the State Board's Perkins Act grant guidelines. Within this framework, consortia will be asked to address these six requirements of section 204(d) of the Act:

- (1) provide for effective employment placement activities or the transfer of students to baccalaureate or advanced degree programs;
- (2) are developed in consultation with business, industry, institutions of higher education, and labor organizations;
- (3) address effectively the issues of school dropout prevention and reentry, and the needs of special populations;
- (4) provide education and training in an area or skills, including an emerging technology, in which there is a significant workforce shortage, and based on the data provided by the eligible entity in the State under section 118 (*i.e.*, State Board);
- (5) demonstrate how tech-prep programs will help students meet high academic and employability competencies; and
- (6) demonstrate success in, or provide assurances of, coordination and integration with eligible recipients described in part C of title I.

Applications will be reviewed using merit criteria established as part of the WTCS grants administration process. The six section 204(d) criteria will be incorporated into that merit review. Consortia whose applications are deficient in specific areas covered by the criteria will be required to revise their applications before receiving their grant awards.

As part of the application process, each Tech Prep consortium is required to provide *Joint In-Service Training for Teachers and Counselors*. This activity must include jointly developed and initiated staff development opportunities for secondary and postsecondary staff that further Tech Prep objectives. Required elements under this outcome include:

- a) The provision of opportunities for joint secondary and postsecondary staff development for teachers and counselors in topics including:
  - Specific issues related to preparation of students to succeed in postsecondary education or the workplace, including statewide initiatives relating to implementation of programs of study, developmental guidance, and encouraging higher levels of academic preparedness of incoming students.
  - Incorporating Wisconsin’s Model Academic Standards or integrated, articulated and work-based learning concepts into seamless secondary/postsecondary curriculum.

Note: At least 20% of participants in staff development activities should be postsecondary staff

- b) The provision of opportunities for externships to expose teachers, administrators and counselors to industry worksites and labor force expectations.
- c) The provision of externship opportunities for high school counselors to work with technical college counselors and staff in learning about technical college opportunities and understanding how secondary and postsecondary technical education courses and programs are linked.
- d) Middle school staff participation in staff development activities related to preparatory services, programs, or activities.

**3. The eligible agency will describe how it will ensure equitable distribution of assistance between urban and rural consortium participants.**

The formula used by the State Board to allocate Title II funds to the state’s Tech Prep consortia includes a basic grant to each consortium to ensure that each will be able to devote at least part of a staff position to coordinating consortium activities. This gives urban and rural consortia alike a basic level of support for Tech Prep programs. Then, by allocating the remainder of the funds based on the relative proportion of school districts and grade 10 pupils in the service area (technical college district) of each consortia, the Board ensures that the funds will be equitably distributed according to the size and complexity of the participants in each of the consortia.

**4. The eligible agency will describe how it will ensure that each funded Tech Prep program meets the requirements of the Act**

There are a number of ways in which the State Board will ensure that each funded Tech Prep program meets the requirements of the Act as enumerated in the subheadings below. The State Board will require Tech Prep consortia to conform to all requirements in order to receive funding, and either demonstrated performance in providing the required services or program elements or plans to do so using Tech Prep grant funds in the next program year will be a condition for funding. The State Board will use mid-year and end-of-year grant evaluation reports required of all grantees, periodic meetings between System Office and DPI staff, and discussions during regular conference calls and state-called meetings of Tech Prep coordinators to assess local program quality with respect to the Act's requirements.

The following material describes aspects of the State Board's responsibility with respect to specific provisions of the Act.

**(a) The eligible agency will describe how it will ensure that each funded Tech Prep program is carried out under an articulation agreement between the participants in the consortium as defined in section 3(4) of the Act.**

The State Board will require all members of each of the sixteen Tech Prep consortia to enter into articulation agreements as defined in section 3 of the Act.

The State Board maintains a list of articulation agreements to ensure that each Tech Prep consortium is carrying out programs under articulation agreements. The list is updated annually, and it can be accessed at:

[http://systematic.wtcsystem.edu/reports/STW/articulation\\_agreements.htm](http://systematic.wtcsystem.edu/reports/STW/articulation_agreements.htm).

Wisconsin's Tech Prep consortia will focus on developing and implementing programs of study through articulation agreements among local high schools, technical colleges and other postsecondary institutions. Transcribed (or dual) credit agreements, which enable high school students to earn both high school and technical college credit upon successful completion of a course, will be emphasized.

**(b) The eligible agency will describe how it will ensure that each funded Tech Prep program consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G) of the Act.**

All members of the state's sixteen Tech Prep consortia are required to sign a consortial articulation agreement, and the consortial agreement must be submitted to the State Board.

With respect to Programs of Study, the State Board will continue to maintain a statewide list of articulation agreements. In conjunction with the DPI, the State Board will verify that at least one articulation for each consortium member represents a program of study that meets the additional Tech Prep requirements listed at section 203(c)(2).

The following notes apply to specific paragraphs from subsections 203(c)(2)(A) through (G) of the Act:

Par. (C). WTCS occupational programs focus on fields for which local or regional employers have expressed a demand for qualified employees. All technical colleges have graduate follow-up data that allow them to identify high wage occupational fields.

Par. (D). A focus of Wisconsin's Tech Prep programs of study is on the development of core academic competencies and career and technical education knowledge and skills acquired through applied, contextual, and integrated instruction based on academic and industry standards. This instruction occurs at both the secondary and postsecondary level in specific career cluster areas such as: Science, Technology, Engineering and Mathematics; Agriculture, Food and Natural Resources; Manufacturing; Marketing; Business, Management and Administration; and Health Science.

Par. (E). Wisconsin Tech Prep programs that include a technical college program as its postsecondary component ensure that students will gain technical skill proficiency through a competency-based curriculum. All technical college occupational programs lead to a certificate, technical diploma or degree in an industry-recognized career field.

Par. (G). The Wisconsin statutes have organized Tech Prep consortia around technical college districts, so it is natural for Wisconsin's Tech Prep programs to focus on career and technical programs of study.

**(c) The eligible agency will describe how it will ensure that each funded Tech Prep program includes the development of Tech Prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D) of the Act.**

The following notes apply to specific paragraphs from subsections 203(c)(3)(A) through (D) of the Act.

Par. (A). The DPI has developed Wisconsin's Model Academic Standards in 18 areas applicable to all local school districts operating high schools. All school districts are required by statute to adopt, adapt, or create their own standards in mathematics, science, reading and writing, geography, and history and are encouraged to do the same in other academic areas (sec. 118.30(1g)(a), stat.). To assist school districts in these efforts, the State Board requires local Tech Prep consortia to provide staff development and curriculum development for teachers to incorporate the academic standards for:

- Integrated and applied courses as identified by high schools;
- Articulated agreements (advanced standing and transcribed credit); and
- Work-based learning courses including state Youth Apprenticeship and Skills Certified Cooperative Education programs.

Par (C). Wisconsin offers high school students the choice of two work-based learning programs: Youth Apprenticeship and Skill Certified Cooperative Education Programs. These options, administered by the DWD, combine academic instruction with career and technical education using competency based instruction. They are linked to state and national skill standards and include focused learning at local business or industry worksites. These programs lead to technical skill proficiency, an industry credential if provided by the student's chosen industry area, a state issued skill certificate and can lead to a degree at a postsecondary institution.

Par. (D). The State Board requires each Tech Prep consortium to offer joint in-service training for teachers and counselors. This training includes workshops and hands-on training to assure that high school and technical college instructors learn the skills and tools necessary to use distance learning. In addition, the State Board encourages Tech Prep consortia to utilize many of the distance learning tools available to them to provide classes to high school students that are not able to take a technical college course at the time it is offered. The Wisconsin Technical College Network connects all 16 technical colleges into a single interactive television network. This ITV network is made available to the Tech Prep consortia as a way to involve all partners more fully in the development and operation of Tech Prep programs. The network is often used by the consortia to connect all partners for regularly scheduled full consortia meetings or committee meetings. This has proved particularly useful in encouraging collaborative efforts in the more rural areas of the state.

**(d) The eligible agency will describe how it will ensure that each funded Tech Prep program includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F) of the Act.**

The following notes apply to specific paragraphs from subsections 203(c)(4)(A) through (F) of the Act.

Par. (B). Tech Prep consortia must develop joint in-service agreements that requires at least 20% of participants to be from postsecondary institutions in order to ensure an adequate balance of secondary and postsecondary interests.

Par. (C). Tech Prep consortia must offer externships to teachers, administrators and counselors that permit these participants to interact directly with business and industry at local worksites. This exposure to business must provide current labor market information and exposure to the academic and work-related competencies and

core abilities required for high skill and high wage jobs so the information can be integrated in curriculum and provided to students through career counseling.

Par. (D). The State Board encourages the state's Tech Prep consortia to provide Worldwide Instructional Design System (WIDS) workshops to secondary and postsecondary instructors to train them in developing and teaching contextual and applied curricula. WIDS is a software-driven curriculum design system developed by the WTCS Foundation staff to assist educators to create replicable and well-documented competency-based curricula.

Par. (F). The State Board is able to provide Tech Prep consortia with better information on student achievement due to its work on the Quality Review Process (QRP) program evaluation data system and the WTCS Prepared Learner initiative, which includes improved coordination between technical colleges and high schools as one of its platforms. The DPI and the State Board will collaborate on refining federally required Tech Prep performance indicators and establishing additional indicators that are useful for Wisconsin Tech Prep program improvement during this state plan period.

**(e) The eligible agency will describe how it will ensure that each funded Tech Prep program includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the Act.**

The State Board will support effective implementation of its Tech Prep Program by providing opportunities for joint secondary/postsecondary staff development for teachers and counselors in topics including specific issues related to preparation of students to succeed in postsecondary education and/or the workplace, including statewide initiatives such as career clusters and development of programs of study, developmental guidance initiatives, promoting academic preparation of students so that postsecondary remediation is not required, and incorporation of Wisconsin's Model Academic Standards and/or integrated, articulated and work-based learning concepts into seamless secondary-postsecondary curricula.

The Wisconsin Tech Prep program provides externship opportunities in which high school counselors work with technical college counselors and staff in learning about technical college opportunities and understanding how secondary and postsecondary technical education courses and programs are linked. In addition, externship opportunities are available in which high school counselors learn about the needs and expectations of modern business and industry worksites.

- (f) The eligible agency will describe how it will ensure that each funded Tech Prep program provides equal access to the full range of technical preparation programs (including pre-apprenticeship programs) to individuals who are members of special populations, including the development of Tech Prep program services appropriate to the needs of special populations.**

The Wisconsin Tech Prep consortia will rely on the extensive expertise, structures and processes in place in both the postsecondary and secondary settings in order to provide equal access to tech prep programs. Grantees will be required to address provision of equal access in their local consortia programs. Data on special population student participation in Tech Prep programs will be collected on a statewide basis and by consortium. Improvement plans will be required of consortia that experience difficulty in meeting the needs of special population students.

- (g) The eligible agency will describe how it will ensure that each funded Tech Prep program provides for preparatory services that assist participants in Tech Prep programs.**

The State Board will support effective implementation of its Tech Prep Program by encouraging middle school staff participation in staff development activities, including those related to preparatory services, programs, and activities. Grantees will be required to address this staff participation in their local consortia programs. Data with respect to this participation in Tech Prep activities will be required to be available on a local basis.

- (h) The eligible agency will describe how it will ensure that each funded Tech Prep program coordinates with activities under Title I.**

The State Board will support effective implementation of its Tech Prep Program by requiring each funded program to address in their Perkins plan (as well as in both the Title I and II funding applications as appropriate) strategies and assignment of responsibilities relating to:

- The systemwide Prepared Learner initiative relating to both high school and returning adult students' academic preparation for college, in order to lessen remediation and improve rates of student success;
- Secondary/postsecondary coordination of development and implementation of Programs of Study;
- Staff development efforts to help middle school and secondary staff to better understand and articulate the opportunities available through technical college coursework;
- Secondary/postsecondary efforts to improve student guidance services and structures in order to improve student outcomes; and
- Increasing access to postsecondary coursework and credit opportunities to students who are still in high school, and the like.

State Board and DPI staff will establish a regular series of meetings in order to align secondary level Title I activities and Title II activities as closely as possible. In addition, postsecondary Title I grant guidelines will allow technical colleges to direct additional resources to complement Title II Tech Prep funds on activities related to programs of study.

The WTCS postsecondary *Perkins Grant Guidelines* that will be released pursuant to this state plan will emphasize coordination between Title I and Title II activities in a way that previous guidelines did not. Through grant guidelines meeting and technical assistance opportunities, the State Board will reinforce the importance of coordination between Title I and Title II activities.

- 5. The eligible agency will describe how the State plans to enter into an agreement with each Tech Prep consortium receiving a grant under Perkins IV to meet a minimum level of performance for each performance indicator described in sections 113(b) and 203(e) of the Act.**

The System Office will provide each Tech Prep consortium with baseline performance data based on past performance. Prior to June 30, 2008, each local recipient will propose to the System Office three-year performance levels for each of the required Tech Prep indicators. System Office staff will negotiate on behalf for the State Board, minimum performance levels required for the three program years covering 2008-2010.

## **B. OTHER DEPARTMENT REQUIREMENTS – TITLE II: Tech Prep**

- 1. The eligible agency will submit a copy of the local application form used to award Tech Prep funds to consortia and a copy of the technical review criteria used to select winning consortia if funds are awarded competitively.**

The local application form for Tech Prep and other guidelines material is available online at:  
<http://systematic.wtcsystem.org/Grants/Perkins-4/Final-reDraft-Perkins-Guidelines-2008-09-jlw-vp.pdf>

- 2. The eligible agency will provide a list of the consortia that the State expects to fund and the estimated or projected level of funding for each consortia.**

Table 11 provides a list of the consortia that the State expects to fund and the estimated or projected level of funding for each consortia.

**Table 11**  
**Wisconsin Tech Prep Consortia Planning Amounts**  
**FY 2008-09**

<b>Tech Prep Consortium Fiscal Agent</b>	<b>Base Allocation</b>	<b>Estimated Formula Allocation*</b>	<b>Total Allocation</b>
Blackhawk	\$70,000	\$30,490	\$100,490
Chippewa Valley	\$70,000	\$61,290	\$131,290
Fox Valley	\$70,000	\$66,174	\$136,174
Gateway	\$70,000	\$54,778	\$124,778
Lakeshore	\$70,000	\$33,218	\$103,218
Madison Area	\$70,000	\$98,776	\$168,776
Mid-State	\$70,000	\$26,266	\$96,266
Milwaukee Area	\$70,000	\$103,440	\$173,440
Moraine Park	\$70,000	\$48,662	\$118,662
Nicolet Area	\$70,000	\$18,964	\$88,964
Northcentral	\$70,000	\$48,134	\$118,134
Northeast	\$70,000	\$70,266	\$140,266
Southwest	\$70,000	\$44,527	\$114,527
Waukesha County	\$70,000	\$49,278	\$119,278
Western	\$70,000	\$48,530	\$118,530
<u>Wisconsin Indianhead</u>	<u>\$70,000</u>	<u>\$77,173</u>	<u>\$147,173</u>
<b>Totals</b>	<b>\$1,120,000</b>	<b>\$879,966</b>	<b>\$1,999,966</b>

\*Formula Allocation amounts are determined on the basis of:

- a. number of 10<sup>th</sup> grade students enrolled in high school within the Wisconsin Technical College System district; and
- b. number of secondary schools within the Wisconsin Technical College System district for FY2006-2007.

## V. FINANCIAL REQUIREMENTS

At this time, the Wisconsin Technical College System State Board, on behalf of the State of Wisconsin, is submitting a five-year State Plan for years two through six for the operation of programs under Perkins IV. Under this plan, the State Board will apportion the Title I, Section 111 funds available to the state between the DPI and the State Board. DPI will be allocated approximately 45% of the Title I, Section 111 funds and be responsible for the administration of the secondary portion of the Perkins IV program. The State Board will retain approximately 55% of the Title I, Section 111 funds and be responsible for the administration of funds of the postsecondary portion of the Perkins IV program.

Wisconsin will continue to operate a separate Tech Prep program. The State Board will remain responsible for the administration of Title II (Tech Prep) funds.

	<b>Total</b>	<b>State Board (approx. 55%)</b>	<b>DPI (approx. 45%)</b>
Basic Grant (85%)	\$18,418,297	\$10,130,063	\$8,288,234
Administration (5%)	1,083,429	745,886	337,543
State Leadership (10%)	2,166,859	1,185,272	981,587
<b>Total</b>	<b>\$21,668,585</b>	<b>\$12,061,221</b>	<b>\$9,607,364</b>
<b>Title II—Tech Prep</b>	<b>\$2,105,226</b>	<b>\$2,105,226</b>	

### A. STATUTORY REQUIREMENTS: DPI – Secondary

- 1. The eligible agency will describe how it will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that it chooses to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation.**

Under Section 131(a) of Title I, Part C of the Act, 85% of the monies allocated to the DPI will be allocated to local educational agencies (LEAs) by the following formula:

- 70% of the DPI portion of the monies available for LEA formula distribution will be multiplied by the quotient derived by dividing the number of Title I ESEA 5-17-year-olds in an LEA in the preceding fiscal year by the number of Title I ESEA 5-17-year-olds the State in the preceding fiscal year.
- 30% of the DPI portion of the monies available for LEA formula distribution will be multiplied by the quotient derived by dividing the number of enrolled students served by an LEA in the preceding fiscal year by the number of enrolled students served by LEAs in the State in the preceding fiscal year.

- 2. The eligible agency will provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State.**

Appendix C describes of the 2008-09 Planning Allocations for Carl Perkins Formula Allocation Grants for Secondary Recipients and is based on the 2007 Planning Allocation amounts. The amounts indicated in this table will be modified following the formula in the prior section and once the State is provided with any changes in final planning amounts by U.S. Department of Education.

- 3. The eligible agency will describe how it will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation.**

If the provisions of section 131(a) and (c) results in an LEA receiving an allocation falling below \$15,000, the LEA must form a consortium. The LEA may enter in to a consortium with other LEAs (i.e. through a mutual assistance contract entered into under Sec. 66.30, *Wis. Stats.*) or a Cooperative Educational Service Agency. The formula allocation dollars generated by each participating LEA under the formula identified by the DPI will yield the total allocation to the consortium. Once this dollar amount has been determined, the amounts calculated for each participating LEA will lose individual school identity and cannot be prorated back to the individual LEA. Consortium projects are to focus on common program improvements needs and funds assigned accordingly.

- 4. The eligible agency will describe how it will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools, and secondary schools funded by the Bureau of Indian Affairs.**

DPI annually re-allocates unobligated and carryover Perkins funds to participating districts based on the various criteria listed in the statement above. This is typically completed at the end of each calendar year.

- 5. The eligible agency will provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act.**

DPI is not proposing an alternative allocation formula for the State Plan.

## **B. OTHER DEPARTMENT REQUIREMENTS: DPI – Secondary**

### **1. The eligible agency will submit a detailed project budget using the forms provided.**

Please see the secondary portion of the Perkins IV Budget Table – Program Year FY 2008-09 in PART B, BUDGET FORMS.

### **2. The eligible agency will provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.**

DPI only allocates funds to individual eligible recipients who work together to form their own consortia. DPI does not allocate funds by state-designated consortia. See Appendix C, 2008-09 Planning Allocations for Carl D. Perkins Formula Allocation Grants, for individual district allocations. Appendix C is a listing of funded single district or consortia projects funded during the Transition Year. DPI did not use 112(c) during the Transition Year and will annually review and determine implementation of the ten percent (10%) reserve under 112(c) in any subsequent year.

### **3. The eligible agency will describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by sections 131(a) and 132(a) of the Act.**

Under Section 131(a) of Title I, Part C of the Act, eighty-five (85%) of the monies appropriated to the DPI will be allocated to LEAs by the following formula:

1. Seventy percent (70%) of the DPI portion of the monies available for LEA formula distribution will be multiplied by the quotient derived by dividing the number of ESEA Section 1124(c)(1)(A) 5-17-year-olds in an LEA in the preceding fiscal year by the number of ESEA Section 1124(c)(1)(A)5-17-year-olds the State in the preceding fiscal year.
2. Thirty percent (30%) of the DPI portion of the monies available for LEA formula distribution will be multiplied by the quotient derived by dividing the number of enrolled students served by an LEA in the preceding final year by the number of enrolled students served by LEAs in the State in the preceding fiscal year.

### **4. The eligible agency will describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.**

DPI did not include the ten percent (10%) reserve in its budget for program year 2007-08 and will annually review and determine implementation of the ten percent (10%) reserve under 112(c) in any subsequent year of the State Plan.

### **5. The eligible agency will describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.**

DPI will annually review and determine implementation of the ten percent (10%) reserve under 112(c) in any subsequent year. Procedures to rank and determine eligible recipients for such funding will be developed and submitted as an addendum to the State Plan.

**6. The eligible agency will include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.**

DPI will designate all districts with only one high school as being rural and sparsely populated for the purposes of this section. Additional descriptions will be developed as needed to fully implement the waiver requirements.

**C. STATUTORY REQUIREMENTS: WTCS – Postsecondary/Adult**

**1. The eligible agency will describe how it will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that it chooses to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation.**

The State Board will allocate 45% of the funds available to the State under section 111 of the Act to DPI to use in support of secondary career and technical education. The State Board will reserve the remaining 55% of these funds to use in support of postsecondary and adult career and technical education.

This allocation of funds between the secondary and postsecondary/adult levels reflects Wisconsin's historical emphasis on providing postsecondary technical education and training to its citizens while continuing to meet the needs of secondary students to prepare for entry into postsecondary education, training, and work. It also continues to reflect and respond to the needs of the State's labor market.

Detailed information about Wisconsin's population and labor force trends is available at:

[http://dwd.wisconsin.gov/oea/county\\_profiles/archived/2006/wisconsin\\_profile\\_2006.pdf](http://dwd.wisconsin.gov/oea/county_profiles/archived/2006/wisconsin_profile_2006.pdf).

Population determines the size of the labor force and number of workers in different age groups. As this report by the DWD indicates, Wisconsin has a relatively slow-growing population with corresponding slow growth in its labor force: "A summary of reasons affecting Wisconsin's age demographics includes low birth rates due to a larger than average cohort of baby boomer population (most of whom are on the older end of the childbearing age continuum), increased out-migration of younger adult population juxtaposed against elder in-migration." As this report further indicates: "retention and attraction (in migration) of population in their 'prime working years' (ages 25-59) will be key to mitigating the impending age disparities in Wisconsin's workforce. The State Board believes that continued use of Perkins funding for both postsecondary and secondary career and technical

education programs, together with increased collaboration between these programs, will provide the citizens of the State with a strong system of preparation for work and life.

- 2. The eligible agency will provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State.**

Not Applicable to Postsecondary/Adult Program

- 3. The eligible agency will describe how it will allocate any of those funds made available for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions with the State.**

Proposed allocations to postsecondary institutions are provided in Appendix D.

- 4. The eligible agency will describe how it will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools, and secondary schools funded by the Bureau of Indian Affairs.**

This provision is not applicable to postsecondary/adult program because no changes in the technical college district boundaries have occurred since the 1970s and no petitions to change these boundaries are currently before the State Board.

- 5. The eligible agency will provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act.**

The State Board is not proposing alternative allocation formula(s) for the distribution of postsecondary/adult program funds. Instead, the State Board will distribute funds to eligible institutions according to the formula described in section 132(a)(2) of the Perkins Act. The formula is based upon the number of Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs that were enrolled in postsecondary technical education in the eligible institutions in the preceding fiscal year. In any given year, an eligible institution is eligible to receive a percentage of the total formula funds available that is equal to the percent its total number of Pell Grant and BIA recipients is to the total number of such recipients enrolled by all eligible recipients in the preceding fiscal year.

Perkins IV stipulates that no postsecondary eligible recipient or consortium shall receive an allocation of formula funds in an amount that is less than \$50,000. All of the WTCS districts and the State's two tribally-controlled community colleges are eligible for allocations in excess of \$50,000. No funds are allocated to consortia of eligible institutions. No waiver of the requirements of Sec. 132 (3) (A) (i) is necessary.

#### **D. OTHER DEPARTMENT REQUIREMENTS: WTCS – Postsecondary/Adult**

**1. The eligible agency will submit a detailed project budget using the forms provided.**

Please see the postsecondary portion of the Perkins IV Budget Table – Program Year 1 in PART B, BUDGET FORMS.

**2. The eligible agency will provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.**

The State Board will allocate no funds available under sections 112(a) and (c) of the Act to postsecondary consortia.

**3. The eligible agency will describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by sections 131(a) and 132(a) of the Act.**

For postsecondary eligible recipients, the State Board will distribute funds to eligible institutions according to the formula described in section 132(a)(2) of the Perkins Act. The formula is based upon the number of Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs that were enrolled in postsecondary technical education in the eligible institutions in the preceding fiscal year. In any given year, an eligible institution is eligible to receive a percentage of the total formula funds available that is equal to the percent its total number of Pell Grant and BIA recipients is to the total number of such recipients enrolled by all eligible recipients in the preceding fiscal year.

Perkins IV stipulates that no postsecondary eligible recipient or consortium shall receive an allocation of formula funds in an amount that is less than \$50,000. All of the WTCS districts and the state's two tribally-controlled community colleges are eligible for allocations in excess of \$50,000.

**4. The eligible agency will describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.**

As noted above in Part A.II.2 (postsecondary/adult), the State Board will reserve 10% of the formula funds for eligible postsecondary recipients to fund a Reserve Fund. These funds will be distributed annually on a competitive basis to fund collaborative multi-district projects. For 2008-09, the State Board will seek requests for proposals from eligible recipients to lead projects to develop measures of technical skill attainment and/or programs of study. Criteria used to evaluate these proposals are described in the State Board's local application materials, *Carl D. Perkins Career and Technical Education Act 2008-09 Grant Guidelines*. These materials are available at:

<http://systemattic.wtcsystem.edu/grants/Perkins-4/Final-reDraft-Perkins-Guidelines-2008-09-jlw-vp.pdf>

**5. The eligible agency will describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.**

Section 112(c) of the Act requires that reserve funds may only be awarded to eligible recipients located in: (1) rural areas; (2) areas with high percentages of technical education students; or (3) areas with high numbers of technical education students. At the postsecondary/adult level, the State Board has determined that all sixteen of the technical college districts and the two tribally-controlled community colleges meet one or more of these criteria. The Board requires each local eligible recipient, if they so desire, to submit an competitive application for the use of funds that meets the requirements as specified in the state grant guidelines.

**6. The eligible agency will include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.**

The State Board has determined that at the postsecondary/adult level no eligible recipients are in rural and sparsely populated area and therefore none would meet this criterion.

VI. EDGAR CERTIFICATIONS  
**A. State Certifications**

**STATE CERTIFICATION**

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the following certifications:

- a. That the Wisconsin Technical College System Board in this State is eligible to submit the State plan for basic education as authorized under the Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270;
- b. That the Wisconsin Technical College System Board has authority under State law to perform the functions of the State under the program;
- c. That the State legally may carry out each provision of the plan;
- d. That all provisions of the plan are consistent with State law;
- e. That the undersigned State Director has authority under State law to receive, hold, and disburse Federal funds made available under the plan;
- f. That the undersigned State Director has authority to submit the plan;
- g. That the Wisconsin Technical College System Board has adopted or otherwise formally approved the plan; and
- h. That the plan is the basis for State operation and administration of the program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  By Daniel Clancy on April 1, 2008	TITLE  System President and State Director
APPLICANT ORGANIZATION  Wisconsin Technical College System Board	DATE SUBMITTED  April 1, 2008

**Certification of Delegation: DEPARTMENT OF PUBLIC INSTRUCTION**

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the following certification:

The Wisconsin Technical College System Board, as the sole State agency authorized to administer or supervise the administration of the State vocational and technical education program under the Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, delegates all responsibility for the administration, operation and supervision of this Act at the elementary/secondary level to the Wisconsin Department of Public Instruction except for those responsibilities specifically reserved to the Board by Section 121(a) of the Act. This delegation includes, but is not limited to, responsibility for:

- a. Developing, implementing and operating policies and procedures for the allocation of federal Perkins funds to secondary school districts and other eligible recipients and agencies in accordance with the provisions of P.L. 109-270, and providing an appeal process for eligible recipients in accordance with 76.401 of the U.S. Education Division General Administrative Regulations (EDGAR);
- b. Providing the fiscal control and audit procedures, and maintaining the fiscal records required by P.L. 109-270, state Single Audit requirements, and federal Office of Management and Budget circulars that apply to the Act;
- c. Providing for the proper and efficient administration of the Act;
- d. Developing plan materials in accordance with Section 122 of the Act and reporting in accordance with Section 114 of the Act;
- e. Developing a system of Core Indicators of Performance in accordance with Section 113;
- f. Providing reports and other records related to grant funds that are required by the State Board; and
- g. Developing policies and procedures to ensure compliance with the Act and all other applicable state and federal statutes, rules and regulations.

This delegation of authority is effective upon approval of the State Plan by the WTCS Board, by the Governor of the State, and by the Secretary, U.S. Department of Education.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  By Daniel Clancy on April 1, 2008	TITLE  System President and State Director
APPLICANT ORGANIZATION  Wisconsin Technical College System Board	DATE SUBMITTED  April 1, 2008

## STATE PROCESS SUBMISSION CERTIFICATION

As the duly authorized representative of the applicant, I hereby certify that the State Intergovernmental Review Process established pursuant to Executive Order 12372 has been waived for plans developed under the Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  By Daniel Clancy on April 1, 2008	TITLE  System President and State Director
APPLICANT ORGANIZATION  Wisconsin Technical College System Board	DATE SUBMITTED  April 1, 2008

## B. OTHER ASSURANCES

### 1. Debarment, Lobbying and Drug-Free Workplace Certification

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# CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER

## RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85 "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

#### 1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as described at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

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#### 2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110—

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification, or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicated for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

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#### 3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1998, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 –

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an on-going drug-free awareness program to inform employees about –
- (1) The dangers of drug abuse in the workplace;
  - (2) The grantee's policy of maintaining a drug-free workplace;
  - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
  - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will –
- (1) Abide by the terms of the statement; and
  - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under a subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of

Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted –

- (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
  - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

4622 University Ave.

P.O. Box 7874

Madison, WI 53707-7874

Check  if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
Wisconsin Technical College System Board	P.L. 109-270, Carl Perkins
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Daniel Clancy, System President and State Director	
SIGNATURE	DATE
By: Daniel Clancy	April 1, 2008

ED 80-0013

## 2. Assurance -- Non-Construction Programs

OMB Approval No. 0348-0040

### ASSURANCES – NON-CONSTRUCTION PROGRAMS

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality, of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-648) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety

Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction, subagreements.

Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.

10. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 178(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
11. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

12. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (18 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
13. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
14. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
15. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
16. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
17. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

Standard Form 424B (Rev. 7-97)  
Prescribed by OMB Circular A-102

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  By Daniel Clancy on April 1, 2008	TITLE  System President and State Director
APPLICANT ORGANIZATION  Wisconsin Technical College System Board	DATE SUBMITTED  April 1, 2008

**OTHER ASSURANCES – OPERATIONS OF PERKINS PROGRAM**

As the duly authorized representative of the applicant, I certify that the applicant:

- a. Will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]
- b. Will assure that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]
- c. The State of Wisconsin will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]
- d. The State of Wisconsin will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]
- e. The State of Wisconsin and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]
- f. Except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)].
- g. Eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  By Daniel Clancy on April 1, 2008	TITLE  System President and State Director
APPLICANT ORGANIZATION  Wisconsin Technical College System Board	DATE SUBMITTED  April 1, 2008

**NON-DISCRIMINATION STATEMENT**

As the duly authorized representative of the applicant, I hereby certify that:

The Wisconsin Technical College System Board is in full compliance with state and federal equal opportunity and affirmative action laws and regulations including Title VII of the 1964 Civil Rights Act, Age Discrimination in Employment Act, Title VI of the 1964 Civil Rights Act, Equal Pay Act, Title IX of the 1972 Education Amendments, and Section 504 of the 1973 Rehabilitation Act, Wisconsin Fair Employment Law, Wisconsin Civil Service Law and Executive Orders, the Carl Perkins Vocational and Technical Education Act, Adult Education and Family Literacy Act, Job Training Partnership Act, Workforce Investment Act, the Office of Civil Rights Guidelines for the Elimination of Discrimination in Vocational Education, the Americans with Disabilities Act (ADA), and/or other applicable state or federal legislation. It is the policy of the WTCSB not to illegally discriminate on the basis of race, color, creed, national origin, religion, sex, age, disability, arrest record, conviction record, political affiliation, marital status, sexual orientation, and membership in the National Guard, state defense force or any other reserve component of the military forces of the United States, or this state. Inquiries regarding equal opportunity may be directed to the Wisconsin Technical College System Board, 4622 University Ave., P.O. Box 7874, Madison, Wisconsin 53707-7874; telephone (608) 266-1844 or Tele-communications Device for the Deaf (TDD) (608) 267-2483.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  By Daniel Clancy on April 1, 2008	TITLE  System President and State Director
APPLICANT ORGANIZATION  Wisconsin Technical College System Board	DATE SUBMITTED  April 1, 2008

**PART B: BUDGET FORMS**

**PERKINS IV BUDGET TABLE PROGRAM YEAR 1**  
(For Federal Funds to Become Available Beginning on July 1, 2008)

**I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES**

A. Total Title I Allocation to the State	\$	21,668,585
B. Amount of Title II Tech Prep Funds to be Consolidated with Title I Funds	\$	0
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 ( <i>Line A + Line B</i> )	\$	21,668,585
D. Amount Available for Title I Distribution ( <i>Line C</i> )	\$	21,668,585
1. Local Formula Distribution ( <i>not less than 85%</i> ) ( <i>Line C x 85%</i> )	\$	18,418,297
a. Secondary Programs (45% of Title I grant)	\$	8,288,234
b. Postsecondary Programs (55% of Title I grant)	\$	10,130,063
c. Subtotal	\$	18,418,297
2. Reserve ( <i>not more than 10% of Line D, I as applicable</i> )	\$	1,013,006
a. Secondary Programs (0% of Title I grant)	\$	0
b. Postsecondary Programs (10% of Title I grant)	\$	1,013,006
3. Leadership ( <i>not more than 10%</i> ) ( <i>Line C x 10%</i> )	\$	2,166,859
a. Nontraditional Training and Employment (\$60,000)		
b. Corrections or Institutions (\$140,300)		
4. State Administration ( <i>not more than 5%</i> ) ( <i>Line C x 5%</i> )	\$	1,083,429
E. State Match ( <i>from non-federal funds</i> ) <sup>1</sup>	\$	1,199,154.08

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<sup>1</sup> The eligible agency must provide non-federal funds for state administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

**PERKINS IV BUDGET TABLE PROGRAM YEAR 1**  
 (For Federal Funds to Become Available Beginning on July 1, 2008)

**II. TITLE II: TECH PREP PROGRAMS**

A. Total Title II Allocation to the State	\$	2,105,226
B. Amount of Title II Tech Prep Funds to be Consolidated with Title I Funds	\$	0
C. Amount of Title II Funds to be made available for Tech Prep <i>(Line A - Line B)</i>	\$	2,105,226
D. Tech-Prep Funds earmarked for Consortia	\$	1,999,965
a. Percent for Consortia <i>(Line D ÷ Line C)</i>		[95%]
b. Number of Consortia		<u>16</u>
c. Method of Distribution <i>(check one)</i> :		
<input checked="" type="checkbox"/> Formula		
<input type="checkbox"/> Competitive		
E. Tech Prep Administration	\$	105,261
a. Percent for Administration <i>(Line E ÷ Line C)</i>		[5%]

**PART C: ACCOUNTABILITY FORMS**

**I. DEFINITIONS**

**A. Secondary**

<b>Student Definitions for Secondary Level Core Indicators of Performance</b>
<b>Participants</b> – A secondary student who is enrolled in one or more career and technical education course(s) in any career and technical education program area in the reporting year.
<b>Concentrators</b> – A secondary student who has completed (earned secondary credit) a minimum of two career and technical education courses within the student’s chosen pathway and is enrolled in continuing career and technical education courses in that pathway for the current reporting year.

**B. Postsecondary/Adult**

<b>Student Definitions for Postsecondary/Adult Level Core Indicators of Performance</b>
<b>Participants</b> – All students that take at least one course in a program area leading to a degree or diploma are considered annually as participants in career and technical education. The student does not have to be formally accepted in a program.
<b>Concentrators</b> – All students that are reported as enrolled in a one-year diploma, two-year diploma, associate degree or apprenticeship program and have complete (passed) in three years twelve (12) credits applicable to that program are concentrators. A student completing eight credits in an apprenticeship program will be considered a concentrator.

## II. FINAL AGREED UPON PERFORMANCE LEVELS (FAUPL) FORMS

### A. Secondary

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p><b>1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)</b></p>	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school <b>reading/language arts</b> assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessment in <b>reading/language arts whose scores were included in the State’s computation of AYP</b> and who, in the reporting year, left secondary education.</p>	State and Local Administrative Records	<p><b>2005-06</b> <b>B: 69.70%</b></p>	<p><b>L: 70.70%</b> <b>A:</b></p>	<p><b>L: 71.70%</b> <b>A:</b></p>
<p><b>1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)</b></p>	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school <b>mathematics</b> assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessment in <b>mathematics whose scores were included in the State’s computation of AYP</b> and who, in the reporting year, have left secondary education.</p>	State and Local Administrative Records	<p><b>2005-06</b> <b>B: 70.00%</b></p>	<p><b>L: 71.00%</b> <b>A:</b></p>	<p><b>L: 72.00%</b> <b>A:</b></p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p><b>2S1</b>  <b>Technical Skill Attainment</b>  <b>113(b)(2)(A)(ii)</b></p>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who took the assessments during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p><b>3 Year average:</b>  <b>2004-2006</b></p> <p><b>B: 87.71%</b></p>	<p><b>L: 87.71%</b></p> <p><b>A:</b></p>	<p><b>L: 87.71%</b></p> <p><b>A:</b></p>
<p><b>3S1</b>  <b>Secondary School Completion</b>  <b>113(b)(2)(A)(iii)(I-III)</b>  <b>See Note under 4S1.</b></p>	<p><b>Numerator:</b> Number of 12<sup>th</sup> grade <u>CTE concentrators</u> who graduated during the reporting year.</p> <p><b>Denominator:</b> Universe of 12<sup>th</sup> grade <u>CTE concentrators</u> during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p><b>2005-06</b></p> <p><b>B: 81.70%</b></p>	<p><b>L: 81.70%</b></p> <p><b>A:</b></p>	<p><b>L: 81.70%</b></p> <p><b>A:</b></p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p><b>4S1</b> <b>Student Graduation Rates</b> <b>113(b)(2)(A)(iv)</b></p> <p><b>NOTE: Will mirror data and measurable objectives as for 3S1 until NCLB cohort data is available.</b></p>	<p><b>Numerator:</b> Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p><b>Denominator:</b> Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	<p><b>State and Local Administrative Records</b></p>	<p><b>2005-06</b></p> <p><b>B: 81.70%</b></p>	<p><b>L: 81.70%</b> <b>A:</b></p>	<p><b>L: 81.70%</b> <b>A:</b></p>
<p><b>5S1</b> <b>Secondary Placement</b> <b>113(b)(2)(A)(v)</b></p>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> graduates who were placed in postsecondary education or advanced training, in the military service, or employment.</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> graduates with follow-up information.</p>	<p><b>State and Local Administrative Records</b></p>	<p><b>2005-06</b></p> <p><b>B: 96.78%</b></p>	<p><b>L: 96.78%</b> <b>A:</b></p>	<p><b>L: 96.78%</b> <b>A:</b></p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<b>6S1 Nontraditional Participation 113(b)(2)(A)(vi)</b>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<b>State and Local Administrative Records</b>	<p>2006-07</p> <p><b>B: 47.28%</b></p>	<p><b>L: 47.28%</b></p> <p><b>A:</b></p>	<p><b>L: 47.28%</b></p> <p><b>A:</b></p>
<b>6S2 Nontraditional Completion 113(b)(2)(A)(vi)</b>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<b>State and Local Administrative Records</b>	<p>2006-07</p> <p><b>B: 43.88%</b></p>	<p><b>L: 43.88%</b></p> <p><b>A:</b></p>	<p><b>L: 43.88%</b></p> <p><b>A:</b></p>

**B. Postsecondary/Adult**

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05- 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<b>1P1 Technical Skill Attainment 113(b)(2)(B)(i)</b>	<b>Numerator:</b> Number of <u>CTE concentrators</u> for the measurement period who passed at least 80% of the technical courses attempted during the measurement period. <b>Denominator:</b> Number of <u>CTE concentrators</u> for the measurement period that took at least one technical course.	State level administrative records.	<b>B: 80.11%</b>	<b>L:80.11%</b>	<b>L: 80.36%</b>
<b>2P1 Credential, Certificate, or Diploma Attainment 113(b)(2)(B)(ii)</b>	<b>Numerator:</b> Number of <u>CTE concentrators</u> for the measurement period who were reported by the college as a graduate. <b>Denominator:</b> Number of <u>CTE concentrators</u> for the measurement period.	State level administrative records	<b>B: 44.40%</b>	<b>L: 44.40%</b>	<b>L: 44.65%</b>
<b>3P1 Student Retention or Transfer 113(b)(2)(B)(iii)</b>	<b>Numerator:</b> Number of <u>CTE concentrators</u> for the measurement period who are still enrolled in a WTCS 2-year college at the end of the measurement period or have transferred to a non-WTCS 2- or 4-year postsecondary institution. <b>Denominator:</b> Number of <u>CTE concentrators</u> for the measurement period.	State level administrative records plus data matching with the National Clearinghouse.	<b>B: 24.78%</b>	<b>L: 24.78%</b>	<b>L: 25.03%</b>

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL) (continued)					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05- 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<b>4P1 Student Placement 113(b)(2)(B)(iv)</b>	<b>Numerator:</b> Number of <u>CTE concentrator</u> graduates who reported employment two quarters after the end of the academic year. <b>Denominator:</b> Number of <u>CTE concentrators</u> who graduated in the most current measurement period.	State level administrative records, survey data and matching with state UI records.	<b>B: 90.00%</b>	<b>L: 90.00%</b>	<b>L: 90.00%</b>
<b>5P1 Nontraditional Participation 113(b)(2)(B)(v)</b>	<b>Numerator:</b> Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. <b>Denominator:</b> Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	State level administrative records.	<b>1 B: 11.58%</b>	<b>L: 11.58%</b>	<b>L: 11.64%</b>
<b>5P2 Nontraditional Completion 113(b)(2)(B)(v)</b>	<b>Numerator:</b> Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. <b>Denominator:</b> Number of <u>CTE concentrator</u> who completed a program that leads to employment in nontraditional fields during the reporting year.	State level administrative records.	<b>B: 9.13%</b>	<b>L: 9.13%</b>	<b>L: 9.38%</b>

\*NOTE: For the four postsecondary core indicators 1P1 through 4P1, the WTCS will continue to use an approach similar to the U.S. Department of Education's IPEDS cohort reporting model. Thus, the measurement period begins when a WTCS student completes 12 postsecondary credits and becomes a CTE concentrator, and the outcomes of these students will be reported at the end of year three.

## **Appendix A**

### **Secondary Perkins Implementation Work Group**

**Purpose:** The Secondary Perkins Implementation Work Group is a group of individuals that meet for the purpose of providing feedback to the Department of Public Instruction Career and Technical Education Team regarding the implementation of Perkins 4 at the secondary level.

**Members of the Work Group:**

Laurie Borowicz, Northcentral Technical College  
Debbie Brewster, DeForest Area School District  
Darla Burton, CESA #3  
Kathy Eidsmoe, CESA #1  
Michael Garvey, Johnson Creek School District  
Al Gomez, Sun Prairie High School  
Nancy Graese, CESA #11  
Dale Hanson, Appleton Area School District  
Sally Holldorf, Chippewa Falls High School  
Christine Krueger, Franklin Public Schools  
Amy Liebenthal, School District of Fall River  
Mike Rietveld, Kimberly High School  
Cynthia Sandberg, Jefferson County  
Sandy Swanson, Menomonee Falls High School  
Mary Ticknor, School District of Rhinelander  
Cindy Vaughn, CESA 2 Region  
Raymond Yankus, Milwaukee Public Schools  
Mark Zimmerman, Spencer High School

**Meeting Schedule:**

November 2007 – June 2008

**Issues identified at the first meeting (November 16, 2007) include:**

Data Collection  
Application Improvement  
DPI Communications and Information sharing process  
Implementation of Programs of Study  
Technical Assistance Design  
Professional Development Plan

## **Appendix B Organization Charts**

State Superintendent  
Elizabeth Burmaster

Executive Assistant  
Michael Thompson

Milwaukee  
Policy Initiatives Advisor Executive  
Jacqueline Patterson  
(Project)

Policy Initiatives Advisor Executive  
Jessica Clark Justman

Education Community Liaison  
Linda Krantz

Special Assistant to  
State Superintendent  
Susan Grady

Education Information Services  
John Johnson  
Administrative Manager

Deputy State Superintendent  
Anthony Evers

**Reading and Student  
Achievement**  
Margaret Planner  
Assistant Superintendent

**Academic Excellence**  
Deborah J. Mahaffey  
Assistant Superintendent

**Libraries, Technology,  
and Community Learning**  
Richard Grobschmidt  
Assistant Superintendent

**Finance and Management**  
Brian Pahnke  
Assistant Superintendent

**Learning Support:  
Equity and Advocacy**  
Carolyn Stanford Taylor  
Assistant Superintendent

**Office of Legal Services**  
Sheila Ellefson  
Chief Legal Counsel

**Legislative Liaison**  
Jennifer Kammerud

Office of Educational  
Accountability  
Lynette Russell  
Education Admin Director

Content and Learning  
Michael George  
Education Admin Director

Interlibrary Loan and  
Resource Sharing  
Sally Drew  
Administrative Manager

Policy and Budget  
Michael Bormett  
Budget & Policy Manager

Special Education  
Stephanie Petska  
Education Admin Director

Title I and  
School Support  
Mary Kleusch  
Education Admin Director

Teacher Education/  
Professional Development/  
Licensing  
Judy Peppard  
Education Admin Director

Public Library  
Development  
Michael Cross  
Administrative Manager

Management Services  
Suzanne Linton  
Financial Manager

Student Services,  
Prevention and Wellness  
Douglas White  
Education Admin Director

Wisconsin Educational  
Opportunity Programs  
and Urban Education  
Kevin Ingram  
Education Admin Director

Career & Technical Education  
Sharon Wendt  
Education Admin Director

Information Technology  
Vacant  
Mgt Information Mgr.

School Financial Services  
David Carlson  
Education Admin Director

Wisconsin Educational  
Services Program for the  
Deaf and Hard of Hearing  
Alex Slaphey  
Education Admin Director

Instructional Media  
and Technology  
Stephen Sanders  
Education Admin Director

School Management  
Services  
Robert Soldner  
Education Admin Director

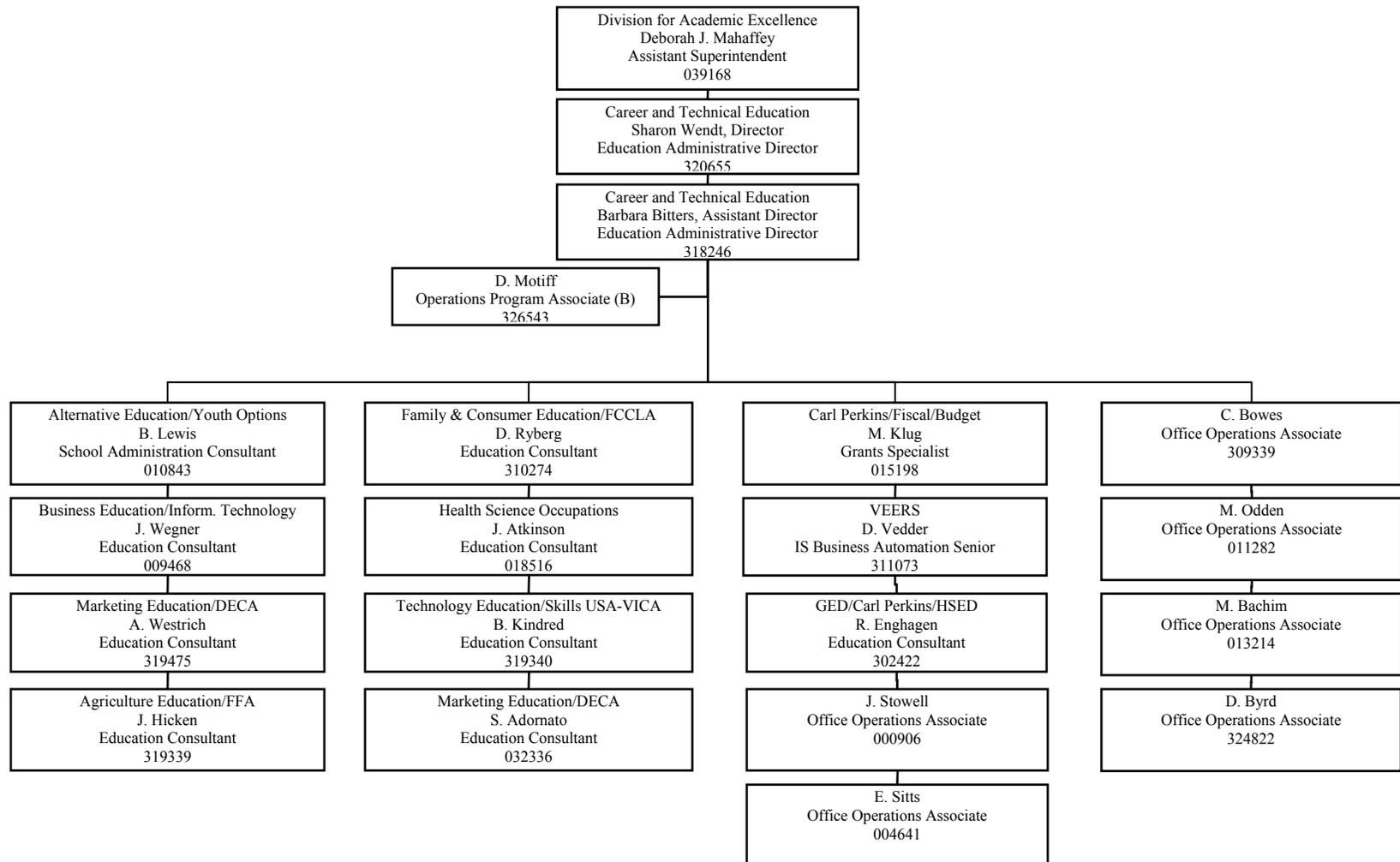
Wisconsin Center for the  
Blind and Visually Impaired  
Daniel Wenzel  
Education Admin Director

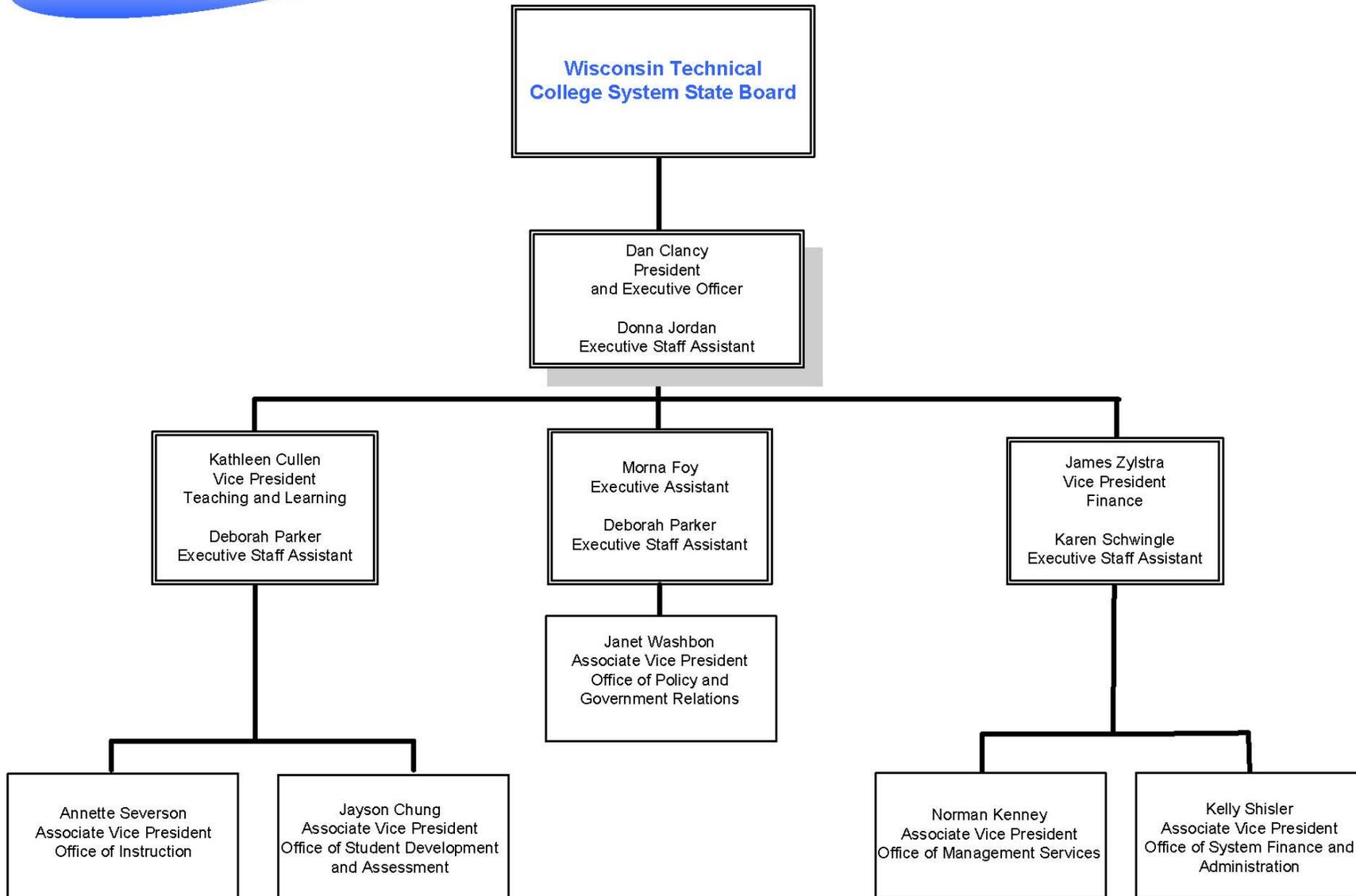
Community Learning and  
Partnerships  
Jane Grinde  
Education Admin Director

Human Resource Services  
Katherine Knudson  
Human Resources Mgr.

School Nutrition  
Richard Mortensen  
Education Admin Director

Community Nutrition  
David Dees  
Education Admin Director





**Appendix C**  
**2008-09 Planning Allocations for Carl Perkins Formula Allocation Grants**  
**for Secondary Recipients**

<b>Fiscal Agent</b>	<b>Participating Districts</b>	<b>Project Number</b>						<b>Dollar Allocation</b>
Adams-Friendship	Adams-Friendship Area	8-	0014	1	J	30	-5	\$23,068
Antigo	Antigo	8-	0140	1	J	30	-5	\$31,028
Appleton Area	Appleton Area	8-	0147	1	J	30	-5	\$120,593
Arrowhead UHS	Arrowhead UHS	8-	2450	1	J	30	-5	\$33,873
Baraboo	Baraboo	8-	0280	1	J	30	-5	\$18,973
Beaver Dam	Beaver Dam	8-	0336	1	J	30	-5	\$26,766
Beloit	Beloit	8-	0413	1	J	30	-5	\$93,673
Brodhead	Beloit-Turner	8-	0700	1	J	30	-4	\$15,124
Brodhead	Brodhead	8-	0700	1	J	30	-4	\$11,256
Brodhead	Evansville	8-	0700	1	J	30	-4	\$7,469
Brodhead	Parkview	8-	0700	1	J	30	-4	\$6,545
Burlington Area	Burlington Area	8-	0777	1	J	30	-4	\$18,822
Burlington Area	East Troy Community	8-	0777	1	J	30	-4	\$8,595
Burlington Area	Union Grove	8-	0777	1	J	30	-4	\$13,481
Burlington Area	Waterford	8-	0777	1	J	30	-4	\$12,957
Central Westosha UHS	Big Foot UHS	8-	5054	1	J	30	-4	\$12,673
Central Westosha UHS	Central Westosha	8-	5054	1	J	30	-4	\$19,770
Central Westosha UHS	Whitewater	8-	5054	1	J	30	-4	\$17,909
Central Westosha UHS	Wilmot	8-	5054	1	J	30	-4	\$24,637
CESA 01	Cedarburg	8-	9901	1	J	30	-3	\$15,374
CESA 01	Elmbrook	8-	9901	1	J	30	-3	\$41,866
CESA 01	Germantown	8-	9901	1	J	30	-3	\$17,816
CESA 01	Grafton	8-	9901	1	J	30	-3	\$13,473
CESA 01	Hamilton	8-	9901	1	J	30	-3	\$21,108
CESA 01	Mequon-Thiensville	8-	9901	1	J	30	-3	\$17,811
CESA 01	Milwaukee Academy of Science	8-	9901	1	J	30	-3	\$24,590
CESA 01	Muskego-Norway	8-	9901	1	J	30	-3	\$22,219
CESA 01	Nicolet	8-	9901	1	J	30	-3	\$20,630
CESA 01	Norris	8-	9901	1	J	30	-3	\$253
CESA 01	Northern Ozaukee	8-	9901	1	J	30	-3	\$5,650
CESA 01	Pewaukee	8-	9901	1	J	30	-3	\$11,301
CESA 01	Port Washington-Saukville	8-	9901	1	J	30	-3	\$16,724
CESA 01	Shorewood	8-	9901	1	J	30	-3	\$10,196
CESA 01	Whitefish Bay	8-	9901	1	J	30	-3	\$13,952
CESA 03	Argyle	8-	9903	1	J	30	-3	\$3,365
CESA 03	Barneveld	8-	9903	1	J	30	-3	\$3,292
CESA 03	Belmont	8-	9903	1	J	30	-3	\$2,368
CESA 03	Benton	8-	9903	1	J	30	-3	\$2,147
CESA 03	Black Hawk	8-	9903	1	J	30	-3	\$3,368
CESA 03	Boscobel	8-	9903	1	J	30	-3	\$7,435
CESA 03	Cassville	8-	9903	1	J	30	-3	\$4,993
CESA 03	Cuba City	8-	9903	1	J	30	-3	\$6,097
CESA 03	Fennimore	8-	9903	1	J	30	-3	\$8,794

**Appendix C**  
**2008-09 Planning Allocations for Carl Perkins Formula Allocation Grants**  
**for Secondary Recipients**

Fiscal Agent	Participating Districts	Project Number						Dollar Allocation
CESA 03	Highland	8-	9903	1	J	30	-3	\$1,534
CESA 03	Ithaca	8-	9903	1	J	30	-3	\$2,662
CESA 03	Kickapoo Area	8-	9903	1	J	30	-3	\$4,785
CESA 03	Lancaster Community	8-	9903	1	J	30	-3	\$8,217
CESA 03	Mineral Point	8-	9903	1	J	30	-3	\$5,119
CESA 03	North Crawford	8-	9903	1	J	30	-3	\$6,551
CESA 03	Pecatonica Area	8-	9903	1	J	30	-3	\$3,258
CESA 03	Potosi	8-	9903	1	J	30	-3	\$2,204
CESA 03	Richland Center	8-	9903	1	J	30	-3	\$15,914
CESA 03	River Ridge	8-	9903	1	J	30	-3	\$5,084
CESA 03	River Valley	8-	9903	1	J	30	-3	\$10,193
CESA 03	Riverdale	8-	9903	1	J	30	-3	\$8,419
CESA 03	Seneca	8-	9903	1	J	30	-3	\$3,943
CESA 03	Shullsburg	8-	9903	1	J	30	-3	\$3,516
CESA 03	Southwestern Wisconsin	8-	9903	1	J	30	-3	\$4,407
CESA 03	Wauzeka-Steuben	8-	9903	1	J	30	-3	\$3,036
CESA 03	Weston	8-	9903	1	J	30	-3	\$7,429
CESA 04	Bangor	8-	9904	1	J	30	-3	\$4,814
CESA 04	Black River Falls	8-	9904	1	J	30	-3	\$13,858
CESA 04	Cashton	8-	9904	1	J	30	-3	\$13,901
CESA 04	Cochrane-Fountain City	8-	9904	1	J	30	-3	\$3,584
CESA 04	De Soto	8-	9904	1	J	30	-3	\$5,658
CESA 04	Gale-Ettrick-Trempealeau	8-	9904	1	J	30	-3	\$9,056
CESA 04	Hillsboro	8-	9904	1	J	30	-3	\$10,135
CESA 04	Independence	8-	9904	1	J	30	-3	\$3,079
CESA 04	La Farge	8-	9904	1	J	30	-3	\$4,166
CESA 04	Melrose-Mindoro	8-	9904	1	J	30	-3	\$5,482
CESA 04	Norwalk-Ontario-Wilton	8-	9904	1	J	30	-3	\$8,250
CESA 04	West Salem	8-	9904	1	J	30	-3	\$8,355
CESA 05	Almond-Bancroft	8-	9905	1	J	30	-3	\$4,195
CESA 05	Auburndale	8-	9905	1	J	30	-3	\$6,852
CESA 05	Cambria-Friesland	8-	9905	1	J	30	-3	\$4,781
CESA 05	Columbus	8-	9905	1	J	30	-3	\$7,938
CESA 05	Fall River	8-	9905	1	J	30	-3	\$5,137
CESA 05	Lodi	8-	9905	1	J	30	-3	\$8,488
CESA 05	Mauston	8-	3360	1	J	30	-4	\$15,835
CESA 05	Montello	8-	9905	1	J	30	-3	\$6,881
CESA 05	Necedah Area	8-	9905	1	J	30	-3	\$6,649
CESA 05	Nekoosa	8-	9905	1	J	30	-3	\$13,322
CESA 05	New Lisbon	8-	9905	1	J	30	-3	\$7,809
CESA 05	Pardeeville Area	8-	9905	1	J	30	-3	\$6,858
CESA 05	Pittsville	8-	9905	1	J	30	-3	\$7,588
CESA 05	Port Edwards	8-	9905	1	J	30	-3	\$4,572
CESA 05	Poynette	8-	9905	1	J	30	-3	\$6,097

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Fiscal Agent	Participating Districts	Project Number						Dollar Allocation
CESA 05	Randolph	8-	9905	1	J	30	-3	\$4,625
CESA 05	Rio Community	8-	9905	1	J	30	-3	\$2,383
CESA 05	Royall	8-	3360	1	J	30	-4	\$13,075
CESA 05	Tomorrow River	8-	9905	1	J	30	-3	\$6,107
CESA 05	Tri County Area	8-	9905	1	J	30	-3	\$6,964
CESA 05	Wautoma Area	8-	9905	1	J	30	-3	\$15,715
CESA 05	Westfield	8-	9905	1	J	30	-3	\$15,005
CESA 05	Wild Rose	8-	9905	1	J	30	-3	\$7,251
CESA 05	Wisconsin Dells	8-	9905	1	J	30	-3	\$15,810
CESA 05	Wonewoc-Union Center	8-	9905	1	J	30	-3	\$4,696
CESA 06/CLUSTER A	Berlin Area	8-	9906	1	J	30	-3	\$11,634
CESA 06/CLUSTER A	Campbellsport	8-	9906	1	J	30	-3	\$8,232
CESA 06/CLUSTER A	Dodgeland	8-	9906	1	J	30	-3	\$6,441
CESA 06/CLUSTER A	Freedom Area	8-	9906	1	J	30	-3	\$11,242
CESA 06/CLUSTER A	Green Lake	8-	9906	1	J	30	-3	\$2,564
CESA 06/CLUSTER A	Horicon	8-	9906	1	J	30	-3	\$6,764
CESA 06/CLUSTER A	Hortonville	8-	9906	1	J	30	-3	\$15,891
CESA 06/CLUSTER A	Hustisford	8-	9906	1	J	30	-3	\$3,000
CESA 06/CLUSTER A	Kaukauna Area	8-	9906	1	J	30	-3	\$22,353
CESA 06/CLUSTER A	Kewaskum	8-	9906	1	J	30	-3	\$12,478
CESA 06/CLUSTER A	Kimberly Area	8-	9906	1	J	30	-3	\$15,591
CESA 06/CLUSTER A	Little Chute	8-	9906	1	J	30	-3	\$21,847
CESA 06/CLUSTER A	Lomira	8-	9906	1	J	30	-3	\$5,719
CESA 06/CLUSTER A	Manawa	8-	9906	1	J	30	-3	\$8,977
CESA 06/CLUSTER A	Markesan	8-	9906	1	J	30	-3	\$9,543
CESA 06/CLUSTER A	Mayville	8-	9906	1	J	30	-3	\$6,631
CESA 06/CLUSTER A	New London	8-	9906	1	J	30	-3	\$14,362
CESA 06/CLUSTER A	North Fond du Lac	8-	9906	1	J	30	-3	\$9,465
CESA 06/CLUSTER A	Oakfield	8-	9906	1	J	30	-3	\$3,675
CESA 06/CLUSTER A	Omro	8-	9906	1	J	30	-3	\$7,862
CESA 06/CLUSTER A	Princeton	8-	9906	1	J	30	-3	\$4,098
CESA 06/CLUSTER A	Ripon	8-	9906	1	J	30	-3	\$12,273
CESA 06/CLUSTER A	Rosendale-Brandon	8-	9906	1	J	30	-3	\$6,139
CESA 06/CLUSTER A	Seymour Community	8-	9906	1	J	30	-3	\$13,454
CESA 06/CLUSTER A	Shiocton	8-	9906	1	J	30	-3	\$5,445
CESA 06/CLUSTER A	Slinger	8-	9906	1	J	30	-3	\$17,938
CESA 06/CLUSTER A	Waupun	8-	9906	1	J	30	-3	\$13,500
CESA 06/CLUSTER A	Weyauwega-Fremont	8-	9906	1	J	30	-3	\$6,345
CESA 06/CLUSTER A	Winneconne Community	8-	9906	1	J	30	-3	\$8,018
CESA 06/CLUSTER B	Menasha	8-	9906	2	J	30	-3	\$30,626
CESA 06/CLUSTER D	Hartford UHS	8-	9906	4	J	30	-3	\$27,325
CESA 06/CLUSTER E	Neenah	8-	9906	5	J	30	-3	\$44,952
CESA 07	Ashwaubenon	8-	9907	1	J	30	-3	\$17,865
CESA 07	De Pere	8-	9907	1	J	30	-3	\$15,990

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Fiscal Agent	Participating Districts	Project Number						Dollar Allocation
CESA 07	Denmark	8-	9907	1	J	30	-3	\$12,530
CESA 07	Howard Suamico	8-	9907	1	J	30	-3	\$25,581
CESA 07	Pulaski Community	8-	9907	1	J	30	-3	\$16,989
CESA 07	West De Pere	8-	9907	1	J	30	-3	\$20,444
CESA 07	Sturgeon Bay	8-	9907	1	J	30	-3	\$10,501
CESA 07	Washington	8-	9907	1	J	30	-3	\$1,273
CESA 07	Sevastopol	8-	9907	1	J	30	-3	\$6,687
CESA 07	Algoma	8-	9907	1	J	30	-3	\$5,976
CESA 08	Beecher-Dunbar-Pembine	8-	9908	1	J	30	-3	\$2,986
CESA 08	Bonduel	8-	9908	1	J	30	-3	\$8,687
CESA 08	Bowler	8-	9908	1	J	30	-3	\$6,892
CESA 08	Clintonville	8-	9908	1	J	30	-3	\$13,821
CESA 08	Coleman	8-	9908	1	J	30	-3	\$6,918
CESA 08	Crandon	8-	9908	1	J	30	-3	\$11,566
CESA 08	Crivitz	8-	9908	1	J	30	-3	\$8,502
CESA 08	Florence	8-	9908	1	J	30	-3	\$5,686
CESA 08	Gillett	8-	9908	1	J	30	-3	\$5,843
CESA 08	Goodman-Armstrong	8-	9908	1	J	30	-3	\$1,497
CESA 08	Gresham	8-	9908	1	J	30	-3	\$2,612
CESA 08	Laona	8-	9908	1	J	30	-3	\$2,478
CESA 08	Lena	8-	9908	1	J	30	-3	\$3,828
CESA 08	Marinette	8-	9908	1	J	30	-3	\$17,460
CESA 08	Marion	8-	9908	1	J	30	-3	\$5,007
CESA 08	Menominee Indian	8-	9908	1	J	30	-3	\$19,671
CESA 08	Niagara	8-	9908	1	J	30	-3	\$4,357
CESA 08	Oconto	8-	9908	1	J	30	-3	\$12,695
CESA 08	Oconto Falls	8-	9908	1	J	30	-3	\$12,342
CESA 08	Peshtigo	8-	9908	1	J	30	-3	\$7,857
CESA 08	Shawano	8-	9908	1	J	30	-3	\$18,333
CESA 08	Suring	8-	9908	1	J	30	-3	\$6,788
CESA 08	Tigerton	8-	9908	1	J	30	-3	\$3,310
CESA 08	Wabeno	8-	9908	1	J	30	-3	\$4,387
CESA 08	Wausaukee	8-	9908	1	J	30	-3	\$8,833
CESA 08	White Lake	8-	9908	1	J	30	-3	\$2,478
CESA 08	Wittenberg-Birnamwood	8-	9908	1	J	30	-3	\$10,992
CESA 09	Athens	8-	9909	1	J	30	-3	\$5,112
CESA 09	Edgar	8-	9909	1	J	30	-3	\$5,449
CESA 09	Elcho	8-	9909	1	J	30	-3	\$2,939
CESA 09	Lakeland UHS	8-	9909	1	J	30	-3	\$25,455
CESA 09	Marathon City	8-	9909	1	J	30	-3	\$3,909
CESA 09	Mosinee	8-	9909	1	J	30	-3	\$9,937
CESA 09	Northland Pines	8-	9909	1	J	30	-3	\$13,038
CESA 09	Phelps	8-	9909	1	J	30	-3	\$1,929
CESA 09	Prentice	8-	9909	1	J	30	-3	\$5,711

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Fiscal Agent	Participating Districts	Project Number						Dollar Allocation
CESA 09	Rhineland	8-	9909	1	J	30	-3	\$25,910
CESA 09	Rib Lake	8-	9909	1	J	30	-3	\$4,380
CESA 09	Stratford	8-	9909	1	J	30	-3	\$6,147
CESA 09	Three Lakes	8-	9909	1	J	30	-3	\$3,351
CESA 09	Tomahawk	8-	9909	1	J	30	-3	\$13,900
CESA 10	Abbotsford	8-	9910	1	J	30	-3	\$4,409
CESA 10	Altoona	8-	9910	1	J	30	-3	\$9,790
CESA 10	Augusta	8-	9910	1	J	30	-3	\$17,374
CESA 10	Bloomer	8-	9910	1	J	30	-3	\$7,644
CESA 10	Bruce	8-	9910	1	J	30	-3	\$6,021
CESA 10	Cadott Community	8-	9910	1	J	30	-3	\$7,806
CESA 10	Colby	8-	9910	1	J	30	-3	\$13,449
CESA 10	Cornell	8-	9910	1	J	30	-3	\$4,446
CESA 10	Eleva-Strum	8-	9910	1	J	30	-3	\$4,254
CESA 10	Fall Creek	8-	9910	1	J	30	-3	\$6,282
CESA 10	Flambeau	8-	9910	1	J	30	-3	\$7,250
CESA 10	Gilman	8-	9910	1	J	30	-3	\$5,162
CESA 10	Gilmanton	8-	9910	1	J	30	-3	\$2,336
CESA 10	Granton Area	8-	9910	1	J	30	-3	\$6,707
CESA 10	Greenwood	8-	9910	1	J	30	-3	\$6,584
CESA 10	Ladysmith-Hawkins	8-	9910	1	J	30	-3	\$9,851
CESA 10	Lake Holcombe	8-	9910	1	J	30	-3	\$4,853
CESA 10	Loyal	8-	9910	1	J	30	-3	\$9,100
CESA 10	Mondovi	8-	9910	1	J	30	-3	\$10,574
CESA 10	Neillsville	8-	9910	1	J	30	-3	\$9,312
CESA 10	New Auburn	8-	9910	1	J	30	-3	\$4,470
CESA 10	Osseo-Fairchild	8-	9910	1	J	30	-3	\$9,017
CESA 10	Owen-Withee	8-	9910	1	J	30	-3	\$8,969
CESA 10	Spencer	8-	9910	1	J	30	-3	\$4,891
CESA 10	Stanley-Boyd Area	8-	9910	1	J	30	-3	\$11,708
CESA 10	Thorp	8-	9910	1	J	30	-3	\$6,350
CESA 10	Weyerhaeuser Area	8-	9910	1	J	30	-3	\$2,822
CESA 11	Alma	8-	9911	1	J	30	-3	\$3,845
CESA 11	Amery	8-	9911	1	J	30	-3	\$13,151
CESA 11	Baldwin-Woodville Area	8-	9911	1	J	30	-3	\$7,305
CESA 11	Barron	8-	9911	1	J	30	-3	\$12,120
CESA 11	Birchwood	8-	9911	1	J	30	-3	\$2,246
CESA 11	Boyceville Community	8-	9911	1	J	30	-3	\$6,670
CESA 11	Cameron	8-	9911	1	J	30	-3	\$7,848
CESA 11	Chetek	8-	9911	1	J	30	-3	\$9,150
CESA 11	Clayton	8-	9911	1	J	30	-3	\$5,248
CESA 11	Clear Lake	8-	9911	1	J	30	-3	\$5,758
CESA 11	Colfax	8-	9911	1	J	30	-3	\$5,789
CESA 11	Cumberland	8-	9911	1	J	30	-3	\$9,938

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Fiscal Agent	Participating Districts	Project Number						Dollar Allocation
CESA 11	Durand	8-	9911	1	J	30	-3	\$11,225
CESA 11	Elk Mound Area	8-	9911	1	J	30	-3	\$4,856
CESA 11	Ellsworth Community	8-	9911	1	J	30	-3	\$9,830
CESA 11	Elmwood	8-	9911	1	J	30	-3	\$4,071
CESA 11	Frederic	8-	9911	1	J	30	-3	\$6,221
CESA 11	Glenwood City	8-	9911	1	J	30	-3	\$4,985
CESA 11	Grantsburg	8-	9911	1	J	30	-3	\$8,805
CESA 11	Luck	8-	9911	1	J	30	-3	\$5,989
CESA 11	New Richmond	8-	9911	1	J	30	-3	\$17,181
CESA 11	Osceola	8-	9911	1	J	30	-3	\$8,271
CESA 11	Pepin	8-	9911	1	J	30	-3	\$2,067
CESA 11	Plum City	8-	9911	1	J	30	-3	\$3,037
CESA 11	Prairie Farm	8-	9911	1	J	30	-3	\$2,126
CESA 11	Prescott	8-	9911	1	J	30	-3	\$6,199
CESA 11	River Falls	8-	9911	1	J	30	-3	\$19,008
CESA 11	Saint Croix Central	8-	9911	1	J	30	-3	\$6,291
CESA 11	Saint Croix Falls	8-	9911	1	J	30	-3	\$7,344
CESA 11	Shell Lake	8-	9911	1	J	30	-3	\$4,584
CESA 11	Siren	8-	9911	1	J	30	-3	\$6,463
CESA 11	Somerset	8-	9911	1	J	30	-3	\$9,592
CESA 11	Spooner	8-	9911	1	J	30	-3	\$14,779
CESA 11	Spring Valley	8-	9911	1	J	30	-3	\$3,868
CESA 11	Turtle Lake	8-	9911	1	J	30	-3	\$3,761
CESA 11	Unity	8-	9911	1	J	30	-3	\$10,924
CESA 11	Webster	8-	9911	1	J	30	-3	\$7,018
CESA 12	Ashland	8-	9912	1	J	30	-3	\$24,388
CESA 12	Bayfield	8-	9912	1	J	30	-3	\$5,780
CESA 12	Butternut	8-	9912	1	J	30	-3	\$1,684
CESA 12	Drummond	8-	9912	1	J	30	-3	\$6,517
CESA 12	Glidden	8-	9912	1	J	30	-3	\$3,681
CESA 12	Hurley	8-	9912	1	J	30	-3	\$5,885
CESA 12	Maple	8-	9912	1	J	30	-3	\$14,331
CESA 12	Mellen	8-	9912	1	J	30	-3	\$2,664
CESA 12	Mercer	8-	9912	1	J	30	-3	\$2,338
CESA 12	Northwood	8-	9912	1	J	30	-3	\$5,337
CESA 12	Park Falls	8-	9912	1	J	30	-3	\$7,189
CESA 12	Phillips	8-	9912	1	J	30	-3	\$7,233
CESA 12	Solon Springs	8-	9912	1	J	30	-3	\$4,189
CESA 12	South Shore	8-	9912	1	J	30	-3	\$2,370
CESA 12	Washburn	8-	9912	1	J	30	-3	\$4,625
CESA 12	Winter	8-	9912	1	J	30	-3	\$3,990
Chippewa Falls	Chippewa Falls	8-	1092	1	J	30	-5	\$42,331
D.C. Everest	D.C. Everest Area	8-	4970	1	J	30	-5	\$29,756
Delavan-Darien	Delavan-Darien	8-	1380	1	J	30	-5	\$26,517

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Fiscal Agent	Participating Districts	Project Number						Dollar Allocation
DOC	Ethan Allen School	8-	7151	1	J	30	-5	\$2,990
DOC	Lincoln Hills School	8-	7152	1	J	30	-5	
DOC	Southern Oaks Girls School	8-	7153	1	J	30	-5	
Eau Claire Area	Eau Claire Area	8-	1554	1	J	30	-5	\$84,281
Edgerton	Clinton Community	8-	1568	1	J	30	-4	\$8,794
Edgerton	Edgerton	8-	1568	1	J	30	-4	\$13,451
Edgerton	Milton	8-	1568	1	J	30	-4	\$18,911
Fond du Lac	Fond du Lac	8-	1862	1	J	30	-5	\$63,697
Green Bay	Green Bay Area	8-	2289	1	J	30	-5	\$239,360
Hayward Community	Hayward Community	8-	2478	1	J	30	-5	\$26,097
Holmen	Holmen	8-	2562	1	J	30	-5	\$24,273
Hudson	Hudson	8-	2611	1	J	30	-5	\$23,052
Janesville	Janesville	8-	2695	1	J	30	-5	\$79,667
Jefferson	Fort Atkinson	8-	2702	1	J	30	-4	\$13,609
Jefferson	Jefferson	8-	2702	1	J	30	-4	\$17,038
Johnson Creek	Cambridge	8-	2730	1	J	30	-4	\$5,816
Johnson Creek	Deerfield	8-	2730	1	J	30	-4	\$2,686
Johnson Creek	Johnson Creek	8-	2730	1	J	30	-4	\$3,233
Johnson Creek	Lake Mills	8-	2730	1	J	30	-4	\$11,685
Johnson Creek	Marshall	8-	2730	1	J	30	-4	\$6,691
Johnson Creek	Palmyra-Eagle Area	8-	2730	1	J	30	-4	\$9,893
Johnson Creek	Waterloo	8-	2730	1	J	30	-4	\$6,224
Kenosha	Kenosha	8-	2793	1	J	30	-5	\$228,474
Kettle Moraine	Kettle Moraine	8-	1376	1	J	30	-5	\$20,111
La Crosse	La Crosse	8-	2849	1	J	30	-5	\$81,718
Lake Geneva-Genoa City	Elkhorn Area	8-	2884	1	J	30	-4	\$25,713
Lake Geneva-Genoa City	Lake Geneva-Genoa City UHS	8-	2884	1	J	30	-4	\$33,960
Madison Metro	Madison	8-	3269	1	J	30	-5	\$247,607
Manitowoc	Brillion	8-	3290	1	J	30	-4	\$3,980
Manitowoc	Kiel Area	8-	3290	1	J	30	-4	\$6,608
Manitowoc	Manitowoc	8-	3290	1	J	30	-4	\$53,700
Manitowoc	Mishicot	8-	3290	1	J	30	-4	\$5,764
Manitowoc	New Holstein	8-	3290	1	J	30	-4	\$9,066
Manitowoc	Reedsville	8-	3290	1	J	30	-4	\$5,955
Manitowoc	Two Rivers	8-	3290	1	J	30	-4	\$13,096
Manitowoc	Valders	8-	3290	1	J	30	-4	\$5,530
Marshfield	Marshfield	8-	3339	1	J	30	-5	\$30,034
Medford	Medford Area	8-	3409	1	J	30	-5	\$18,749
Menomonee Falls	Menomonee Falls	8-	3437	1	J	30	-5	\$25,093
Menomonie Area	Menomonie Area	8-	3444	1	J	30	-5	\$30,040
Merrill Area	Merrill Area	8-	3500	1	J	30	-5	\$26,010
Milwaukee	Milwaukee	8-	3619	1	J	30	-5	\$2,265,049
Monroe	Juda	8-	3682	1	J	30	-4	\$3,498
Monroe	Monroe	8-	3682	1	J	30	-4	\$18,684

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<b>Fiscal Agent</b>	<b>Participating Districts</b>	<b>Project Number</b>						<b>Dollar Allocation</b>
Monroe	Monticello	8-	3682	1	J	30	-4	\$3,853
Monroe	New Glarus	8-	3682	1	J	30	-4	\$6,589
Mount Horeb	De Forest Area	8-	3794	1	J	30	-4	\$13,179
Mount Horeb	Middleton-Cross Plains	8-	3794	1	J	30	-4	\$32,505
Mount Horeb	Monona Grove	8-	3794	1	J	30	-4	\$15,532
Mount Horeb	Mount Horeb Area	8-	3794	1	J	30	-4	\$9,619
Mount Horeb	Waunakee Community	8-	3794	1	J	30	-4	\$10,226
Mount Horeb	Wisconsin Heights	8-	3794	1	J	30	-4	\$5,977
Mukwonago	Mukwonago	8-	3822	1	J	30	-5	\$21,610
Oconomowoc Area	Oconomowoc	8-	4060	1	J	30	-5	\$23,862
Onalaska	Onalaska	8-	4095	1	J	30	-5	\$18,286
Oregon	Belleville	8-	4144	1	J	30	-4	\$4,770
Oregon	McFarland	8-	4144	1	J	30	-4	\$6,365
Oregon	Oregon	8-	4144	1	J	30	-4	\$15,316
Oregon	Stoughton Area	8-	4144	1	J	30	-4	\$22,949
Oregon	Verona Area	8-	4144	1	J	30	-4	\$21,588
Oshkosh Area	Oshkosh Area	8-	4179	1	J	30	-5	\$84,679
Platteville	Darlington Community	8-	4389	1	J	30	-4	\$7,867
Platteville	Dodgeville	8-	4389	1	J	30	-4	\$9,401
Platteville	Iowa-Grant	8-	4389	1	J	30	-4	\$7,381
Platteville	Platteville	8-	4389	1	J	30	-4	\$14,785
Platteville	Prairie du Chien Area	8-	4389	1	J	30	-4	\$11,493
Plymouth	Cedar Grove-Belgium Area	8-	4473	1	J	30	-4	\$4,157
Plymouth	Elkhart Lake-Glenbeulah	8-	4473	1	J	30	-4	\$1,796
Plymouth	Howards Grove	8-	4473	1	J	30	-4	\$4,207
Plymouth	Oostburg	8-	4473	1	J	30	-4	\$3,133
Plymouth	Plymouth	8-	4473	1	J	30	-4	\$15,124
Plymouth	Random Lake	8-	4473	1	J	30	-4	\$6,378
Plymouth	Sheboygan Falls	8-	4473	1	J	30	-4	\$7,467
Portage Community	Portage Community	8-	4501	1	J	30	-5	\$19,436
Racine	Racine	8-	4620	1	J	30	-5	\$276,678
Reedsburg	Reedsburg	8-	4753	1	J	30	-5	\$18,463
Rice Lake Area	Rice Lake Area	8-	4802	1	J	30	-5	\$23,092
Saint Francis	Franklin	8-	5026	1	J	30	-4	\$16,730
Saint Francis	Greendale	8-	5026	1	J	30	-4	\$12,248
Saint Francis	Greenfield	8-	5026	1	J	30	-4	\$21,301
Saint Francis	Saint Francis	8-	5026	1	J	30	-4	\$8,506
Saint Francis	Whitnall	8-	5026	1	J	30	-4	\$10,115
Sauk Prairie	Sauk Prairie	8-	5100	1	J	30	-5	\$22,693
Sheboygan Area	Sheboygan Area	8-	5271	1	J	30	-5	\$92,036
South Milwaukee	Cudahy	8-	5439	1	J	30	-4	\$20,718
South Milwaukee	Oak Creek-Franklin	8-	5439	1	J	30	-4	\$24,214
South Milwaukee	South Milwaukee	8-	5439	1	J	30	-4	\$25,275
Southern Door	Southern Door	8-	5457	1	J	30	-5	\$7,711

**Appendix C**  
**2008-09 Planning Allocations for Carl Perkins Formula Allocation Grants**  
**for Secondary Recipients**

Fiscal Agent	Participating Districts	Project Number						Dollar Allocation
Sparta Area	Sparta Area	8-	5460	1	J	30	-5	\$20,420
Stevens Point Area	Stevens Point Area	8-	5607	1	J	30	-5	\$61,296
Stockbridge	Chilton	8-	5614	1	J	30	-4	\$11,701
Stockbridge	Hilbert	8-	5614	1	J	30	-4	\$4,187
Stockbridge	Stockbridge	8-	5614	1	J	30	-4	\$714
Sun Prairie	Sun Prairie Area	8-	5656	1	J	30	-5	\$33,393
Superior	Superior	8-	5663	1	J	30	-5	\$58,824
Tomah Area	Tomah Area	8-	5747	1	J	30	-5	\$36,180
Viroqua Area	Viroqua Area	8-	5985	1	J	30	-4	\$14,680
Viroqua Area	Westby Area	8-	5985	1	J	30	-4	\$13,701
Watertown	Watertown	8-	6125	1	J	30	-5	\$33,437
Waukesha	Waukesha	8-	6174	1	J	30	-5	\$88,385
Waupaca	Waupaca	8-	6195	1	J	30	-5	\$24,250
Wausau	Wausau	8-	6223	1	J	30	-5	\$90,993
Wauwatosa	Wauwatosa	8-	6244	1	J	30	-5	\$36,621
West Allis	West Allis	8-	6300	1	J	30	-5	\$70,189
West Bend	West Bend	8-	6307	1	J	30	-5	\$49,629
Whitehall	Alma Center	8-	6426	1	J	30	-4	\$5,676
Whitehall	Arcadia	8-	6426	1	J	30	-4	\$7,661
Whitehall	Blair/Taylor	8-	6426	1	J	30	-4	\$9,057
Whitehall	Whitehall	8-	6426	1	J	30	-4	\$9,431
Wisconsin Rapids	Wisconsin Rapids	8-	6685	1	J	30	-5	\$44,070
<b>TOTAL</b>								<b>\$8,464,054</b>

**NOT PARTICIPATING**

Albany	\$1,592
Brown Deer	\$9,652
Gibraltar Area Sch Dist	\$4,226
Iola-Scandinavia Sch Dist	\$4,551
Kewaunee	\$8,366
Kohler	\$2,870
Luxemburg-Casco	\$10,370
New Berlin Sch Dist	\$19,849
Oneida Nation School System	\$1,120
Rosholt Sch Dist	\$5,573
WI DHFS	\$336
Williams Bay Sch Dist	\$3,200
Wrightstown Community Sch Dist	\$6,442

## Appendix D

### FY 2008-09 Postsecondary Basic Grant Planning Amounts

<u>Eligible Recipient</u>	<u>Pell &amp; BIA Recipients*</u>	<u>Distribution Percent</u>	<u>Strengthening Career and Technical Education Programs**</u>	<u>Achieving Student Success**</u>	<u>Nontraditional Occupations**</u>	<u>Flexible Funds**</u>	<u>Planned Maintenance of Effort Amount***</u>	<u>Reserve Funds**</u>
Chippewa Valley	2,076	8.41%	\$153,349	\$383,372	\$17,596	\$191,686	\$572,400	
Western	1,505	6.10%	\$111,228	\$278,070	\$38,337	\$139,035	\$495,000	
Southwest	501	2.03%	\$37,015	\$92,538	\$28,970	\$46,269	\$180,100	
Madison Area	1,568	6.36%	\$115,877	\$289,695	\$40,206	\$144,847	\$561,400	
Blackhawk	952	3.86%	\$70,384	\$175,959	\$22,975	\$87,980	\$280,200	
Gateway	2,175	8.82%	\$160,825	\$402,062	\$10,667	\$201,031	\$502,200	
Waukesha	831	3.37%	\$61,449	\$153,622	\$28,970	\$76,811	\$211,000	
Milwaukee Area	5,404	21.90%	\$399,327	\$998,318	\$17,733	\$499,159	\$1,400,000	
Moraine Park	949	3.85%	\$70,201	\$175,503	\$99,832	\$87,752	\$260,100	
Lakeshore	578	2.34%	\$42,668	\$106,670	\$17,550	\$53,335	\$198,800	
Fox Valley	1,568	6.36%	\$115,877	\$289,695	\$9,117	\$144,847	\$369,800	
Northeast	2,139	8.67%	\$158,090	\$395,224	\$19,191	\$197,612	\$366,100	
Mid-State	959	3.89%	\$70,931	\$177,327	\$39,522	\$88,663	\$250,400	
Northcentral	1,039	4.21%	\$76,766	\$191,914	\$9,254	\$95,957	\$398,100	
Nicolet Area	493	2.00%	\$36,468	\$91,171	\$15,362	\$45,585	\$151,300	
WI Indianhead	1,243	5.04%	\$91,900	\$229,750	\$27,807	\$114,875	\$484,600	
Menominee Nation	391	1.58%	\$28,810	\$72,025	\$7,203	\$36,013	***	
Lac Courte Oreilles	300	1.22%	\$22,246	\$55,614	\$5,561	\$27,807	***	
<b>Total</b>	<b><u>24,671</u></b>	<b><u>100.00%</u></b>	<b><u>\$1,823,411</u></b>	<b><u>\$4,558,529</u></b>	<b><u>\$455,853</u></b>	<b><u>\$2,279,264</u></b>	<b><u>\$6,681,500</u></b>	<b><u>\$1,013,06</u></b>

\* Based on 2006-2007 counts.

\*\* These figures reflect the planned FY 2009 federal allotment level of Perkins Act funds.

\*\*\* This figure reflects the applicant's 2006-2007 maintenance of effort amount.