

WISCONSIN TECHNICAL COLLEGE SYSTEM BOARD
ANNUAL PERFORMANCE REPORT 2004-2005

STATE ADMINISTRATION

Sole State Agency and Governance Structure

The Wisconsin Technical College System Board (WTCSB) is the sole State agency authorized to administer or supervise the administration of the State vocational and technical education program under the Carl D. Perkins Vocational and Technical Education Act of 1998 (P.L. 105-332). The WTCS operates under a model of shared governance in which responsibility for the operation of the WTCS is shared by the Wisconsin Technical College System Board and 16 district boards. The WTCSB, or state board, is statutorily responsible for the initiation, development, maintenance, and supervision of programs with specific occupational orientations below the baccalaureate level, including associate degrees, training of apprentices, and adult education below the professional level. In addition, the state board is charged with determining the organization, plans, scope, and development of technical colleges in Wisconsin.

The State Board delegates responsibility for the administration, operation and supervision of this Act at the elementary/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. The State Board delegated responsibility for the administration of Title II, Tech-Prep of the Act to Wisconsin's Governor's Work-Based Learning Board (GWBLB) except for those responsibilities specifically reserved to the Board by Section 121(a) of the Act. Under the current State biennial budget, authority for administering Title II, Tech-Prep, has passed to the State Board effective FY 2005-06.

Organizational charts of the WTCSB and DPI may be found at the end of this report.

POSTSECONDARY (WTCSB)

I. PROGRAMS

Organization of Vocational and Technical Education Programs

Under the model of shared governance, the provision of technical education programs is the responsibility of the Wisconsin Technical College System Board and the 16 districts into which the state is divided.

All of the WTCS districts are accredited by the Higher Learning Commission which is part of the North Central Association of Colleges and School. The Commission also accredits University of Wisconsin System institutions and other institutions of higher education in the state.

All occupational programs lead to an Associate of Applied Science or Arts degree, or a Technical Diploma (three of the sixteen districts may also offer a College Parallel program leading to an Associate of Arts or Science degree). Certificates may be granted by a district at its discretion except that Advanced Technical Certificates must be approved by the Board. In addition to the more than 300 programs, the system offers apprentice-related instruction, customized training and technical assistance directly to business and industry, and single courses for adults needing upgrading, training, or retraining in particular skill areas.

At the State level, the Superintendent of Public Instruction is a member of the WTCS State Board proper. Coordination between the two systems is also maintained by the numerous staff contacts between personnel at the Department of Public Instruction and the Wisconsin Technical College System State Office.

At the local level, the 16 Tech-Prep consortia provide the links between secondary and postsecondary vocational and technical education. Each consortium is comprised of a WTCS district and the secondary level districts within its borders. These consortia include all 426 K-12 school districts in the state, as well as secondary schools funded by the Bureau of Indian Affairs, University of Wisconsin (UW) system schools, and business, industry and labor organizations located within each consortia. The local consortia and state staff are in the process of developing a Wisconsin Career Cluster Initiative that incorporates the sixteen federally defined career clusters and plan to develop prototypes for related career pathways that will be made available to all secondary schools within each consortium. The local Tech Prep consortia coordinate secondary to postsecondary student transitions through articulation agreements as well as activities that focus on professional development for high school and technical college staff including counselors, instructors and administrators.

The Wisconsin PK-16 Leadership Council includes representatives from the Governor's Office and the Legislature, University of Wisconsin System, Department of Public Instruction, Wisconsin Technical College System, the Wisconsin Association of Independent Colleges and Universities, other education-related organizations, as well as business and manufacturing groups. Additional constituencies are invited to participate in working groups and sub-committees as issues are identified.

The Council's mission is to foster collaboration that will enhance learning and learning opportunities throughout the state so that all students are prepared to live in and contribute to a vibrant 21st Century society. The Council reviews and comments on statewide policy and program objectives related to creating seamless educational opportunities.

II. STATE LEADERSHIP ACTIVITIES

A. Required Uses of Funds

Assessment of Funded Programs

The Wisconsin Technical College Staff provided leadership in the following assessment activities:

- The Quality Review Process (QRP), the new evaluation process for occupational and apprenticeship related-instruction programs, has created a direct linkage between Perkins Performance Indicators for the colleges and the actual performance of their programs on comparable indicators. Each of a WTCS college's programs is scored on 10 indicators. All colleges evaluate, at a minimum, one fifth of their programs each year so that all programs are evaluated in depth every five years. A web based system to report on and track the outcomes of these evaluations is in place.
- The technical colleges conducted on-site comprehensive evaluations of 69 programs utilizing teams of experts. This was the first year of full implementation and several colleges fell behind schedule. The number of evaluations is expected to increase in the current year.
- Perkins Report cards for each college were posted on the WTCS web site. The report cards show their performance on the Perkins core indicators. These reports have been developed to provide each college with information regarding the success of students including detailed information on the success of each special population and minority group. This enables the colleges to target services in those areas where special population students are the least successful.
- The colleges submit mid-year and end of the year reports on their grant funded activities. The goals of these activities are required to be directly related to Perkins Core Indicators. The reports are reviewed by WTCS staff and responded to as appropriate.
- Ongoing technical assistance was provided by state board staff in interpreting the report card data, local improvement plans, grant data and the mid-year and end-of year reports.

Use of Technology

Enrollments in online courses taken through Wisconsin's technical colleges have increased for the fifth consecutive year. For the fiscal year ending June 30, 2005, total enrollment for online learners increased by 30 percent, reaching 3,885 full-time student equivalents, the largest percent increase in the past five years.

Online students report a consistently high level of satisfaction with their courses. Eight-six percent of students in the latest survey of online students reported they would take another course from a Wisconsin Technical College. Likewise, eighty-six percent of current online students would recommend online-courses to others.

Collaboratively completed course-models in several program areas such as Medical Assistant, Medical Coding, Radiation Technology, Barber-Cosmetology, and Instructional Assistant substantially added to the number of aligned course-models available to district faculty further contributing to the portability of credit for learners.

The eTech mission statement was revised and work was begun on a strategic plan for furthering the achievement of the strategic directions that flow from the mission statement.

Other activities for developing, improving or expanding the use of technology included the following:

- The Wisconsin Technical College System launched a business intelligence initiative that will result in improved enrollment management capabilities and student performance information. The WTCS made a group purchase of COGNOS which, as a first use, provided the platform for the QRP process noted above and in the following paragraph.
- A new system for evaluating WTCS educational programs and services, called the Quality Review Process (QRP), was implemented. The system is designed to incorporate the Continuous Improvement Process (Plan, Do, Check, Act) which is the foundation of the overall Quality Review Process for evaluating educational and apprenticeship programs, and eventually Basic and General Education as well as student services.

Professional Development

An important factor contributing to student success in the Wisconsin Technical College System is the assurance of current knowledge and skills of the system's faculty and staff. Given the pace of information change, professional development must be a continuous and integral requirement of WTCS institutions. State staff provided leadership at state-called meetings, in-services and workshops on a variety of topics such as:

- Information Technology Security (2nd annual meeting).
- Implementation of the Nursing Assistant statewide curriculum.
- Enrollment of women whose husbands are stationed in Iraq.
- Early Childhood Education initiatives, changes in rules and regulations, and state-wide curriculum.
- Consultation regarding Best Practices and new services for nontraditional occupations students.
- Dietary Manager and Dietetic Technician program curricular changes, issues and concerns.

Academic Integration

The Wisconsin Technical College System has adopted the Worldwide Instructional Design System (WIDS). The WIDS model is used to develop performance based curricula in which what needs to be learned (the occupational and academic competencies needed for employment) determines what is taught. All courses for statewide curricula are developed using WIDS.

In 2005 the Wisconsin Technical College System underwent a major revision of the general education (academic instruction) portion of the Associate of Applied Science programs. The number of academic credits required has been standardized throughout the state as at least 21 credits and no more than 30 credits comprised of 6 credits of communications, 3 credits of social science, 3 credits of behavioral science, 3 credits of math and/or science and 6 additional general studies credits. This will allow for more transfer of general education credit, allow for more flexibility for students to transfer in general education electives, and is believed will shorten the time to graduation and also increase graduation rates.

Nontraditional Training and Employment

The Wisconsin Technical College System provides leadership with regard to the promotion of nontraditional program (NTO) enrollment and graduation. This past year, the system experienced a record enrollment of nontraditional students (8% of total program students) For the previous 5 years, the system had enrolled between 7 and 7.5%.

- The WTCS Virtual Resource Center for Student Services Staff provides a forum for sharing and highlighting numerous Gender Equity Resources <http://systematic.wtcsystem.edu/Studentserv/virtualresource/genderequityresourcesR.htm> The Department of Workforce develop provides a link to this site for the state's workforce development professionals.
- The State office provided technical assistance to WTCS colleges and the Wisconsin Department of Workforce Development by participating on the NTO Special Assistance team directed at increasing the number and success of women and men in nontraditional occupations.
- The WTCS has extrapolated more data related to nontraditional program participation. A new state Perkins report not only lists which of our WTCS programs are NTO, but identifies the number of students in these programs. (<http://systematic.wtcsystem.org/reports/vx211544i.htm>).
- The State office reviewed all new program requests and program modifications to ensure equitable access and promotion of special populations including nontraditional students
- The State office provided leadership to the competitive selection of NTO projects funded with Perkins Reserve funds and worked with the districts on required NTO project revisions. In addition to the services rendered to nontraditional students through the Perkins Basic State grant and general college resources, \$600,100 in Perkins Reserve Grants were awarded specifically to enhance outreach as well as retention and graduation of nontraditional students.

Partnerships

The Wisconsin Technical College staff partnered with local education agencies, institutions of higher education, adult education providers, K-12 schools, Community Based Organizations (CBOs), business, industry, and labor and other entities to enable students to achieve state academic standards and technical skills.

- Advanced Manufacturing Solutions – AMS is a statewide initiative designed to stimulate the attraction, growth and development of 21st century manufacturing in Wisconsin. The Wisconsin Technical College System (WTCS) with the involvement from manufacturers around the state has developed "three key strategies" to address the challenges facing manufacturing today and anticipate what is needed tomorrow. The strategies are to: Raise the level of manufacturing employee productivity, Raise the level of manufacturing business effectiveness, and Develop advanced technology manufacturing
- Wisconsin Entrepreneurial Network (WEN) – A partnership of the University of Wisconsin System, the Wisconsin Technical College System, the WiSys Technology Foundation, and the Agricultural Innovation Center operating under a grant from the Department of Commerce provides access services and support for small firms and individual entrepreneurs who are planning to start or are in the early state of enterprise growth.
- Workforce Investment Act – The Technical College System was represented on the state Council on Workforce Investment and staff participated in CWI work groups.
- University of Wisconsin System – Transfer initiatives – The Joint UWS-WTCS Committee of Baccalaureate Expansion (COBE) recommended 13 strategies designed to increase the number of baccalaureate degree holders in the state. An Executive Implementation Committee was formed to develop a work plan for implementing the strategies recommended by COBE.
- Division of Vocational Rehabilitation/WTCS/University of Wisconsin -- Implementation and coordination of memorandum of understanding leading to \$350,000 of funding for disability support services contracts in the WTCS.
- Governor's Work Based Learning Board. Staff worked on Youth Apprenticeship credit policies and Tech Prep performance measures.
- Regional workshops were held with Department of Public Instruction, WTCS, CESA, K-12 personnel – various topics were Individual Educational Plan, Wisconsin Transition Initiative, Youth Options, and Alternative Education.
- The WTCS office has Memoranda of Understanding with the University of Wisconsin System, the Department of Public Instruction and the Department of Workforce Development providing for the sharing of data between the agencies in order to track the movement of students between educational institutions and levels and their post-graduate activity in terms of labor market participation and other educational endeavors.
- The Wisconsin Health Care Workforce Coalition brings together the Wisconsin Hospital Association, Wisconsin Health Care Association, Wisconsin Association of Homes and Services for the Aging, and the WTCS. The primary objective of the Coalition is to increase the supply of nurse and allied health professionals while monitoring and improving the quality of health care available to Wisconsin residents.

State Institutions

State Board staff has worked with the State Department of Corrections in providing educational programming for criminal offenders in correctional institutions. In 2004-05, Perkins funds provided the following in serving student inmates and Vocational Education staff:

- A Statewide Vocational Coordinator and Program Assistant.
- Curriculum writing activities for vocational instructors from the Department of Corrections.
- Computers, software and equipment for vocational programs in correctional facilities.
- Renewed or expanded certification agreements for occupational programs between 10 technical colleges and the 10 DOC institutions within their boundaries.

Special Populations

Staff provided support for special populations in the following activities:

- Reviewed and consulted on best practices on all projects funded for special populations.
- Provided better linkages for programs such as the displaced homemaker program by promoting coordination with activities supported under the Workforce Investment Act.
- Provided consultation to WTCS districts on developing strategies for instruction and activities that promote opportunities for high wage careers.
- Served on various state advisory committees on special populations, i.e. ADA, Sensory Impaired, DVR, Special Ed Council, Department of Workforce Development, etc.

B. Permissible Activities

Technical Assistance – Permissive

State staff provided technical assistance for data collection. Staff advised districts on financial responsibilities and data collection reporting requirements to ensure compliance with state and federal reporting; assisted colleges with data submission issues; and explained requirements regarding changes in Perkins provisions and other grant-supported activities. Staff created and produced special reports designed to assist the colleges in developing improvement plans and made on-site visits to districts to review reporting issues related to federal reporting requirements.

III. DISTRIBUTION OF FUNDS AND LOCAL PLANS

A. Eligible Recipients

The State Board awards Carl D. Perkins funds to the 16 Wisconsin Technical College System (WTCS) Districts among which the state is divided in support of postsecondary technical education.

For 2004-05, Title II, Tech-Prep, funds were awarded by the Governor's Work-Based Learning Board (GWBLB) to the 16 Tech-Prep Consortia among which the state is

divided. Under the current State biennial budget, authority for administrating Title II, Tech-Prep, has passed to the State Board effective FY 2005-06.

B. Local Applications

The current (for 2005-06 and 2006-07) guidelines for the distribution of funds to the WTCS Districts may be found at:

<http://systematic.wtcsystem.edu/grants/Perkins/perkins.htm>.

IV. ACCOUNTABILITY

A. Performance Results and Program Improvement Strategies

1P1 Academic Course Completion: Not Met. The result of 73.19% is below the 74.65% target. While the target was not met, the result for 2005 is an improvement over last year's rate of 71.71%.

1P2 Technical Course Completion: Met. The result of 82.32% is the highest outcome yet attained. Colleges are constantly revising and improving technical course curriculum to assure industry standards are met and integrating technology.

2P1 Graduation Rate: Met. The graduation rate of 65.24% is the highest recorded since tracking began for Perkins reporting. Many colleges are focusing their accreditation initiatives on student retention activities and this may be reflected in this outcome for the past year.

3P1 Job Placement of Graduates: Not Met. The result of 89.29% is below the 91% target. This target was established in a time of robust employment and has not been met over the past four years.

3P2 Retention in Employment: Met. With 97% retention in employment of those graduates with jobs reported in Wisconsin, the state is delighted to see that WTCS graduates are not only retaining their employment, but are also staying in Wisconsin when neighboring state labor markets can be quite attractive.

4P1 Non-traditional Enrollment: Met. The result of 12.47% of non-traditional students in non-traditional programs is above the 11.65% target. The system continues to meet this indicator by focusing grant funding priorities toward the recruitment and retention of non-traditional students.

4P2 Non-traditional Graduation: Not Met. The result of 10.13% did not meet the target of 10.69%. This is a difficult indicator to meet as the required measure does not provide a valid measure of NTO student achievement.

The WTCS office makes performance data available to the WTCS colleges, and the state staff ensures that such data as well as information on "successful efforts" is shared among the colleges. Reports are made available on the WTCS website which provides the course completion, graduation, placement and NTO enrollment and graduation data for

each college in the system and for the state as a whole. Additionally, state staff continue to compile and disseminate the improvement strategies as they are submitted by the individual colleges. The colleges are able to find and implement the successful practices of their sister colleges in order to improve their own individual college performance. This information is available at:

<http://systematic.wtcsystem.org/Grants/Perkins/perkins.htm>.

A Perkins s. 123 Committee was convened virtually in April of 2004 to review Perkins Performance for the previous year and consider improvement strategies for the coming year. The committee affirmed recommendations from the previous year. During regional meetings with WTCS college staff in the summer of 2005, the State office received additional input that supported its strategy of sharing best practices. In order to keep the colleges well informed on strategies and initiatives, the State office shared abstracts submitted by the WTCS colleges for competitive reserve grants.

Additionally, the focus of Program Improvement Grants is being narrowed to allow the WTCS colleges to target Program Improvement Funds on activities linked to their College Perkins Improvement Plan or other initiatives related to program evaluation data.

The Perkins Improvement Plan strategies which are required to be submitted to the State office are organized by Indicator and made available via the web in order to share and inspire additional strategies for all students or special populations. The site is at <http://systematic.wtcsystem.org/Grants/Perkins/perkins.htm>.

Strategies identified by the State Office and the WTCS Colleges to improve Perkins performance for 2004-2005 include the following:

Core Indicator 1P1. Academic Achievement (also applies to 1P2, Technical Skill Attainment)

- The WTCS Office initiated an effort to identify the needs of Underprepared Learners in the system. A cross functional group met to identify risk factors and their impact on general education course completion, and to recommend the adoption of a layer of pre-college course work that could be developed to help students better prepare for success.
- The WTCS Student Services Administrators agreed to use the same Student Retention Management Survey -- Noel-Levitz RMS. The colleges using this tool have been able to identify at-risk students and proactively make services available.
- In-service faculty on using learning and study strategy assessment to improve course completion.
- A total of 10,000 tutor hours will be available for students. Student led tutoring will be provided for courses in UNIX, Linux, intro bio-organic chemistry and anatomy and physiology.
- A new 75% special needs counselor has been hired to provide outreach supportive services to students with disabilities.
- A monthly newsletter will be distributed offering information such as study tips, disability services, upcoming services and important dates.

Core Indicator 3P2. Placement

- Pilot the use of an online personal education Plan (PEP) as a career education planning tool for LEP students.
- Provide career guidance and case management for LEP student learners through multicultural services.
- Continue to strengthen cooperative efforts with community agencies so students with disabilities have a transition to employment plan in place prior to graduation.
- Continue to utilize the college's TechConnect web-based, online job postings to e-mail postings to students and graduates. A technical enhancement to the system now allows employers to post jobs with any of the technical colleges that offer the program which is relevant to the employer's needs.
- Students with disabilities: Individual contacts will be made with graduates with disabilities encouraging them to complete the graduate follow-up survey.
- The College's Employment Assistance Office will provide all students with information on available employment opportunities. Students will be encouraged to visit the Career Centers for additional information on employment opportunities and other information needed to secure employment.

Core Indicator 4P2. Nontraditional Completion

- Focus retention services on female students enrolled in electronics technology programs. This decision is based upon analysis of the data related to these programs.
- Notify instructors if their program is a NTO program and educate them about the types of issues and barriers faced by students in their programs. Inform them of the tools (NTO Tool Kit, Building Math, Mechanical Reasoning & Spatial Relations Aptitudes course, Workplace Environment Coping Skills, etc.) they can reference and what is available that they may incorporate into their programs.
- Provide case management, advising and support services to students enrolled in NTO programs.
- Operate a formal mentoring component matching female NTO students with mentors employed in trade and technical areas to help increase graduation rates.
- Develop a new web page of available nontraditional services and activities. Provide newspaper articles on nontraditional students and services in area newspapers.
- NTO Career Counseling training will focus on methods to support potential students such as: 1. How to address barriers in a non-judgmental manner; 2. How to retain men and women in NTO occupations and training; and 3. How to fill the gaps in information about, and role models in, NTO programs.
- Contact students accepted in targeted nontraditional programs prior to beginning classes to offer information and referral services, advising, networking opportunities and mentoring project information to help ensure enrollment.
- Expand partnership with Job Center Managers and the dislocated worker program to provide key information about the benefits of NTO careers to those making new career choices.

The statewide Perkins s. 123 Advisory Committee made the following recommendation for state performance improvement for 2004-2005:

- Encourage the colleges to drill down through the data to identify courses where students are struggling. Students need to be prepared for the courses in which they are placed. This is particularly relevant for general studies courses.
- Encourage collaboration between general education and occupational programs so that general education courses do not “stand alone”. Collaboration is needed in order to identify optimal course sequencing.
- Advisory group members stressed that communication needs to occur at the local college level. Certainly, as statewide curriculum is developed, the sequencing of general studies courses ought to be considered as well.

The group also recommended that the colleges engage in collaborative partnerships to improve enrollments as is being done by the Milwaukee Area Technical College. Support systems were noted as being critical to the retention of nontraditional students, and Madison Area Technical College was cited as a model. It was recommended that such approaches be emphasized in future projects designed to serve NTO students.

The U.S. Department of Education has recognized that first generation college students do not meet expected performance at the same rate as other students and has addressed that reality by providing funding for TRIO programs. The WTCS does not yet collect such demographic information but is considering requiring it on the statewide admissions application. While only two of the 16 WTCS colleges have accessed TRIO student support funding, informal information indicates the colleges have a very high percentage of first generation students. This may contribute to some compounding of variables affecting graduation rates. The WTCS state office will assist the colleges in collecting and better using data to access additional funds and services.

B. Performance Results for Special Populations and Program Improvement Strategies

Special Population outcomes were generally below the all student levels for the 2004-05 reporting year for all Indicators resulting in the overall lower performance on those indicators for which targets were not met. This is the reason the system is focusing improvement strategies on special population success.

Indicator	All Students	Unduplicated Special Pops	Difference
1P1	73.19%	71.66%	1.53
1P2	82.32%	78.98%	3.34
2P1	65.24%	62.34%	2.9
3P1	89.29%	88.68%	0.61
3P2	97%	97%	0

1P1 – Academic Course Completion: Academically disadvantaged students did best at 71.11%. Students with disabilities and single parents have the greatest barriers to overcome and their performance levels have dropped from the previous year.

1P2 – Technical Course Completion: This is the indicator with the greatest disparity among populations yet with generally good overall performance. Limited English Proficient Students had the best results and students with disabilities had the lowest outcome at 69.95%.

2P1 – While special populations in general do not have the same graduation rate as all students, displaced homemakers and limited English proficient student graduation rates exceeded the all student graduation rate. Single parent graduation rates were only .05 under the all student rate. NTO students and students with disabilities have graduation rates most significantly under the all student rate.

3P1 – Job placement has a very small difference between special populations and all students. If you graduate, you get a job. Academically disadvantaged students had the highest job placement, only .39 below all students. Limited English Proficient and students with disabilities had the lowest job placement rates.

3P2 – Special population students that graduate and get jobs will keep their jobs at the same rate as all students do. The only group not at the same rate was the economically disadvantaged which still had a 96% retention rate. WTCS graduates receive the education they need to obtain and retain their jobs.

Some of the reasons why the six special population subgroups did not meet baseline levels include:

- Perkins III eliminated funding set asides for nontraditional students, single parents and displaced homemakers, resulting in fewer financial resources specifically directed toward these students making NTO enrollment and graduation difficult to improve.
- Many special population students, such as dislocated workers with low academic skills and individuals coming out of high school with limited English proficiency, are requiring more academic remediation to meet the graduation standards for occupational programs.
- Nontraditional students tend to be isolated by program area. When they question their ability to persist, there are no the role models and fellow classmates whom they can confide in. Several of the colleges are expanding mentoring and networking opportunities in projects that were undertaken this year.
- There is less coordination of services for nontraditional students than there has been in previous years since many colleges try to fund services for NTO students from competitive one-year grants available through Perkins reserve funds.
- Although LEP students are graduating at acceptable rates, they have not been finding employment at the level of all students. The colleges have recognized that LEP students may need more specific intervention that focuses on teaching job seeking skills and career development strategies.
- Single parents have not completed academic courses to at the same rate as all students. Academic courses are some of the most rigorous in the system, often requiring a lot of home work, paper writing and out-of-class assignments. For the single parent, who must split time and attention between children and school work at

home, it becomes critical to make the most effective use of time while on campus or through the availability of asynchronous learning opportunities. So too for students with disabilities. Supportive services need to be available to students at all of the outreach centers and via various delivery modes. The WTCS colleges have been reorganizing services in order to increase the level of specialized services at outreach sites. As a result of these efforts, an increase in performance among students who can not easily access the main campuses is expected and will include students with disabilities.

- WTCS students with disabilities did meet some of the key performance indicators due to the following: An increase in the number of students with disabilities overall, including more severely disabled, multiple disabled, and low incidence but high staff/support demands such as traumatic brain injury, autism, deaf/blind, and mental health issues. In addition, the Wisconsin Division of Vocational Rehabilitation and State Budget funds were reduced in FY05 to all districts. Supportive services need to be available to students at all of the outreach centers and via various delivery modes. As noted above, the WTCS colleges have been reorganizing services in order to increase the level of specialized services at outreach sites. In addition, selected occupational programs and strategies will be implemented in 2005-2006 to improve performance. An increase in uses of Special Population allocation funds for Disability Services is expected in FY06.

C. Definitions

Vocational Participant

A postsecondary Vocational Participant is a student who enrolled in at least one technical education Associate Degree, One- or Two-Year Vocational Diploma, Short-Term, or Apprentice course.

Vocational Concentrator

A postsecondary Vocational Concentrator is a student who has been accepted into a program for the first-time and is enrolled full-time [took 24 or more credits in programs of one or more years in length or was accepted into a Short-Term (less than one-year) program]. First time means that a student has not been enrolled in a program for the past ten years (student records are not maintained at the state level for 10 years). A cohort of these students is created each year and followed for three years for outcomes; students remain in their cohort even if they take less than 24 credits during the second or third year their cohort is followed.

Vocational Completer

A postsecondary Vocational Completer is a student who graduated from a technical education program.

Tech-Prep Student

A Tech Prep Student at the postsecondary level is a high school graduate who was a Tech Prep student at the secondary level and enrolled in a WTCS Associate's Degree, Two-Year Technical Diploma or Apprentice program which is assigned to the same Career Cluster as the student was assigned to at the secondary level. Please see the secondary portion of this report for the definition used by the secondary system for determining if a secondary vocational concentrator is also a Tech-Prep student.

D. Measurement Approaches

The first three measures – Academic Attainment, Technical Skill Attainment, and Completion – are measured on the basis of three-year cohorts meaning that students who meet the first-time, full-time criteria are placed in a cohort and reported on at the end of the third year.

Academic Attainment: Numerator: Number of first-time/full-time technical education program students who completed 80% of the academic courses taken over the latest three-year cohort period.

Denominator: Number of first-time/full-time technical education program students who took academic courses over the latest three-year cohort period.

Technical Skill Attainment: Numerator: Number of first-time/full-time technical education program students who completed 80% of the technical courses taken over the latest three year cohort period.

Denominator: Number of first-time/full-time technical education program students who took technical courses over the latest three-year cohort period

Completion: Numerator: Number of first-time/full-time technical education program students who graduated within the latest three-year cohort period.

Denominator: Number of first-time/full time technical education program students who were enrolled in programs in the latest three year cohort period.

Placement: Numerator: Number of technical education program graduates returning a follow up survey who reported they were employed, not employed or continuing their postsecondary college education.

Denominator: Number of technical education program graduates in the most recent year who returned a graduate follow up survey.

Retention: Numerator: Number of graduates who reported they were employed in Wisconsin on the follow-up survey who were still employed three months later according to the Department of Workforce Development's Unemployment Insurance records.

Denominator: Number of graduates who reported employment in Wisconsin on the follow up survey.

Non-Traditional Enrollment: Numerator: Number of program students in underrepresented gender groups who were enrolled in a designated non-traditional technical education program.

Denominator: Number of program students who were reported as enrolled in a designated non-traditional technical education program.

Note: Non-traditional programs are those programs that address occupations or occupational areas in which underrepresented gender groups represent 25 percent or less of employment.

Non-Traditional Completion: Numerator: Number of program students in underrepresented gender groups who graduate from a designated non-traditional technical education program.

Denominator: Total number of program students graduating from a designated non-traditional technical education program in the reporting year.

E. Data Improvement Strategies

All measures are based on data reported through the Client Reporting System, the Wisconsin Technical College System's data reporting system for all student and grant activities. The system has been in place since 1991. The data quality for students is very high. All student and grant participant records are filtered through a series of relational edits to ensure accuracy. Measurement for Indicators 1P1, 1P2 and 2P1 are all calculated by creating a cohort of first-time/full-time students each year (see definition of Concentrator, above). Each cohort is followed up for three years and the graduation results reported. The cohort measurement process was revised in 2001 after a survey of

non-completers found many students had graduated from programs other than their original ones. The procedures were changed so that such students – those who changed their majors and graduated from their new programs during the three years they were in a cohort -- are followed and will be appropriately counted as graduates.

The measurement for Indicator 3P1 is the result of a mail and phone follow up of all graduates conducted by each college and reported to the Technical College System state office. The response rate for the latest survey was 75%. The graduates that report employment in Wisconsin are then matched with Wisconsin Unemployment Insurance (UI) records to measure retention in employment in the quarter following the graduate survey.

The Wisconsin postsecondary indicators are highly reliable as the data is derived from the same system that accounts for all student records. The records are edited and reports generated by district and state totals.

The grading system represents a valid measurement of skill attainment as the result of the curriculum tool used throughout the system, the Worldwide Instructional Design System (WIDS). In addition colleges have been focusing for several years on their methods for documenting student learning as part of the accreditation process.

As a result of the June Data Quality Institute meeting, the state office has begun a dialog with the colleges about the development of a new cohort group that would include a larger proportion of program students than is now the case.

SECONDARY (DPI)

I State Administration (Section 121)

A. Sole State Agency and Governance Structure

Report on State Administration (roles/responsibility summary)

- Develop state plan
- Review local plan
- Monitoring and evaluating program effectiveness
- Compliance with federal laws
- Technical Assistance

The Department of Public Instruction employed 5.52 federal FTE to carry out the responsibilities identified above. Position descriptions of these staff include the following goal and work activities:

“Provision of leadership to Career and Technical Education Team activities and the Carl Perkins Act Coordinating Committee (CPACC) for purposes of implementation of federal Carl Perkins Act (CPA) vocational and technical education funding.”

- Analyze legislation, rules and regulations, and technical amendments.
- Develop and recommend program policies and direction for CPA funded vocational education programs.
- Assist with development of the mandated CPA State Plan for Vocational Education.
- Assist with the development and implementation of the application and review processes for CPA funding.
- Review and recommend approval of CPA applications for funding.
- Assist with the development of the CPA mandated Annual Performance Report.
- Assist with the development of related data collection and reporting.
- Participate in the planning, coordinating, and conducting of technical assistance activities for district/CESA administrators and Local Vocational Education Coordinators/Designees.
- Participate in Civil Rights Compliance Review and CPA monitoring activities as appropriate.
- Serve on team/division/department committees and on agency special projects as requested

An organizational chart can be found at <http://dpi.wi.gov/cte/pdf/cteorg.pdf>

B. Organization of Vocational and Technical Programs

Career and Technical Education programming is organized around the six disciplines; i.e., Agriculture and Natural Resources Education, Business and Information Technology Education, Family and Consumer Education, Health Science Occupations Education, Marketing Management and Entrepreneurship Education, and Technology and Engineering Education.

The DPI/CTE Team is currently researching and investigating career clusters.

A. Required Uses of Funds

- assessment of vocational and technical education programs that are funded

Program Standards, Quality Indicators, Rubric (#24)

Business and Information Technology staff contracted with teachers to develop evaluation samples for program standards. CTE Program Standards can be found on the following website <http://dpi.wi.gov/cte/ctestandards.html>

MM & EE National Curriculum Standards Alignment (#25)

The purpose of this project was to participate in the development of standards with MarkEd. A Wisconsin workgroup was formed and met three times in FY '05 to focus on state related issues and to coordinate the national project. Members of the workgroup also met in June 2005 at the National Marketing Education Conclave.

On-line Career Development Survey (#29)

The department, in collaboration with the UW-Madison's Center on Education and Work, has developed a web-based instrument to determine current and best practices in career awareness, exploration, preparation, and development and how they are implemented in preK-12 schools in Wisconsin. The results will provide information of vital importance as we plan and develop further the Wisconsin Career Assessment (WCA), revise the Wisconsin Developmental Guidance Model (WDGM), support the ongoing development of contemporary career and technical education (CTE) programs, and anticipate the development of a new multi-year state plan under the reauthorized Perkins law.

- developing, improving, or expanding the use of technology in vocational and technical education

The state level project addressing this topic did not materialize.

- professional development programs, including providing comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel

Targeted Agency Staff Development (#11)

This project consisted of DPI funding of activities for professional staff to better provide leadership and assistance to improve, support, and expand secondary vocational and technical education programs. The training and conferences enabled targeted agency staff to update professional and technical expertise. Staff participated in 24 professional development experiences.

WBL Conference (#1)

The purpose of this project was to organize and deliver a statewide conference covering the gamut of secondary and post secondary programs, issues, and models related to work-based learning programs. The coordinated effort was led by DPI, DWD, the Governor's Work-based Learning Board, WTCSB, WACTE, and the UW.

- Support for vocational and technical education programs that improve academic, and vocational and technical skills of students...through the integration of academics with vocational and technical education

FCE Publications (#3)

The purpose of this project was to contract with an editor to edit the following: *Curriculum Planning for Family, Work, and Careers*. Money was also used to print the guide. (A copy is available upon request.)

(See #24 and #25)

- Providing preparation for nontraditional training and employment

Web-based Career Development (#12)

The purpose of this project was to develop a web-based career assessment program, student outcome reports, and aggregate district reports which are disaggregated as required by the No Child Left Behind Act and CTE data collection standards.

Leadership at CESA #5 (#16)

The purpose of this project was to develop, edit, and re-format materials to go on the department's web site related to parents and career development. New web-based information was drafted on sex, race, and disability equity.

- Supporting partnerships to enable students to achieve State academic standards, and vocational and technical skills

Economic Development Association Sponsorship (#27)

The purpose of this project was to co-sponsor the 2005 Governor's Conference on Economic Development.

Automotive YES (#28)

The focus of the project was to continue to provide technical training for an academy for minority students in Milwaukee for the Automotive YES program. The WATDA will coordinate teacher training and program administration for AYES and auto career programs.

- Serving individuals in state institutions

State Institutions (#4)

The Carl Perkins Vocational and Technical Education Act of 1998 (CPA) Title I, Part B, provides an opportunity for state institutions; such as, state correctional institutions and institutions that serve individuals with disabilities, to improve vocational and technical education programs.

The Department of Public Instruction (DPI) proposes to achieve this purpose by providing vocational and technical education services and activities designed to meet the special needs of students in state institutions with the following fundable activities:

Professional development programs, including providing comprehensive professional development for vocational and technical, academic, guidance, and administrative personnel, that will

- provide in-service and pre-service training in state of the art vocational and technical education programs and techniques and effective teaching skills based on research;
- help teachers and personnel to assist students in meeting the state adjusted levels of performance;
- support education programs for teachers of vocational and technical education who are involved in the direct delivery of educational services to vocational and technical education students to ensure that such teachers stay current with the needs, expectations, and methods of industry.

The Department of Corrections was the eligible recipient of 2004-2005 monies. Ethan Allen School, Southern Oaks, and Lincoln Hills School were the youth correctional sites. These sites expended the grants according to these fundable activities.

- Support for programs for special populations that lead to high skill, high wage careers

(See #3 and #28)

B. Permissible Activities (Section 124)

The Department of Public Instruction employed 7.40 FTE to carry out the responsibilities identified below. To maximize the limited number of career and technical education staff employed by DPI, these permissible activities are integrated into multiple positions.

- technical assistance
See above.
- improvement of career guidance and counseling programs for career decision making
(See #12)
- establish vocational and technical education agreements between secondary and post secondary vocational and technical education programs, such as tech-prep programs
No activity.
- cooperative education
No activity.
- vocational student organizations, especially to increase participation of students who are members of special populations

CTSO (#5, 6, 7, 8, 9, 10)

These projects provided additional resources to each of the six CTSOs to enable staff travel to regional/national conferences, administration of national skill event tests in Wisconsin—including, training on industry skill standards, development/in-service on new skill certificates, recruitment of business partners, national leadership training, and mentoring.

- public charter schools operating secondary vocational and technical education programs
No activity.
- vocational and technical education programs that offer experience in, and understanding of, all aspects of an industry
No activity.
- family and consumer sciences programs
No activity.
- education and business partnerships
No activity.
- improve or develop new vocational and technical education courses
No activity.
- vocational and technical education programs for adults and school dropouts to complete secondary school education
No activity.
- providing assistance to students who have participated in services and programs under this title in finding an appropriate job and continuing their education
No activity.

III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs (Sections 131 and 134)

A. Provide a summary of the state’s eligible recipients (listing the number of secondary local eligible agencies, area vocational and technical education agencies, post secondary agencies, and consortia)

Summary of DPI’s Eligible Recipients	Number
participating secondary local eligible recipients	369
area vocational technical agencies	None
post secondary recipients	0
consortia	44 (66.30 and CESA)

A copy of the 2004-05 application (PI-1303) and corresponding budget (PI-1303-A) can be found at <http://dpi.wi.gov/cte/cpapps.html>

IV. Accountability (Section 113)

A. State’s Overall Performance Results and Program Improvement Strategies

The following chart details the state’s performance results compared to negotiated performance levels for the past and current performance reporting year.

Wisconsin Secondary Perkins III Core Indicators

Core Indicator	Measurement Value	Reporting Year					
		2000	2001	2002	2003	2004	2005
1S1 - Academic Achievement	Moving on	20,848	35,392	31,336	35,743	35,376	35,107
	Universe (11 &12)	21,297	36,459	32,283	38,798	37,605	37,398
	% Moving on	97.89%	97.07%	97.07%	92.13%	94.07%	93.87%
	OVAE Performance Standard	97.61%	97.61%	97.61%	97.61%	97.61%	97.61%
	Met Standard?	Y	N	N	N	N	N
1S2 - Vocational Skills	Total_all_Completers	28,354	10,274	11,523	13,951	8,757	10,329
	Total_all_Enrollees	28,924	11,644	12,704	15,650	10,092	11,868
	%_all	98.03%	88.23%	90.70%	89.14%	86.77%	87.03%
	OVAE Performance Standard	97.95%	97.95%	85.50%	86.00%	86.50%	86.50%
	Met Standard?	Y	N	Y	Y	Y	Y
2S1 - Graduation	Graduates (12)	13,001	19,330	17,436	19,821	20,313	19,914
	Universe (12)	13,430	19,995	18,055	21,561	21,130	21,015
	% Graduating	96.81%	96.67%	96.57%	91.93%	96.13%	94.76%
	OVAE Performance Standard	96.47%	96.47%	96.47%	96.47%	96.47%	96.59%
	Met Standard?	Y	Y	Y	N	N	N
2S2 - Diploma/Credential	Total_all_Completers	28,354	10,274	11,523	13,951	8,757	10,329
	Total_all_Enrollees	28,924	11,644	12,704	15,650	10,092	11,868
	%_all	98.03%	88.23%	90.70%	89.14%	86.77%	87.03%
	OVAE Performance Standard	97.95%	97.95%	85.50%	86.00%	86.50%	86.50%
	Met Standard?	Y	N	Y	Y	Y	Y
3S1 - Follow-up	Positive Outcome	10,584	8,560	7,036	9,058	9,341	
	Universe (C1 w/ FUP)	10,977	8,899	7,324	9,346	9,748	
	% Positive	96.42%	96.19%	96.07%	96.92%	95.82%	
	OVAE Performance Standard	96.44%	96.44%	96.44%	96.44%	96.44%	96.44%
	Met Standard?	N	N	N	Y	N	N
4S1 - NTO Enrollment	NTO Concentrator Enrollment	9,860	15,494	14,549	17,336	17,923	17,495
	Total Concentrator Enrollment	21,297	36,459	32,283	38,798	37,605	37,398
	% NTO Enrollment	46.30%	42.50%	45.07%	44.68%	47.66%	46.78%
	OVAE Performance Standard	21.15%	21.65%	21.65%	21.65%	21.65%	21.65%
	Met Standard?	Y	Y	Y	Y	Y	Y
4S1 - NTO Completion	NTO Enrollment Completion - 12th	6,245	8,251	7,725	8,783	9,591	9,300
	Total Concentrator - 12th Enrollment	13,430	19,995	18,055	21,561	21,130	21,015
	% NTO Enrollment Completion	46.50%	41.27%	42.79%	40.74%	45.39%	44.25%
	OVAE Performance Standard	20.26%	20.76%	20.76%	20.76%	20.76%	20.76%
	Met Standard?	Y	Y	Y	Y	Y	Y
	Total Y	6	3	5	5	4	4
	Total N	1	4	2	2	3	3

LEAs in Compliance with Core Indicators	72	94	110	87
LEAs Participating	366	368	368	368
% of Total in Compliance	19.7%	25.5%	29.9%	23.6%

The descriptions for not meeting specific sub-indicators follow.

1S1 and 2S1—Academic Achievement and Graduation: The Core Indicators where Wisconsin failed to meet the performance standard in the 2004-05 reporting year were also not met in the 2003-04 reporting year. The failure to meet the standards can be attributed to the subgroup of students being reported as academically disadvantaged as a student characteristic. Wisconsin will continue to address the needs of such students for continued improvement towards the stated performance standards for the failed core indicators.

Since Wisconsin is a high performing state, no particular strategies were implemented other than keeping a close watch on the status of indicators as the information becomes available through the reporting system.

To the extent possible with limited federal resources, DPI plans to continue to meet the objectives identified in *Wisconsin's State Plan for Vocational and Technical Education*. DPI will also continue to conduct activities that are within the prescribed mandates of this law.

B. State’s Performance Results for Special Populations and Program Improvement Strategies

Wisconsin met or exceeded agreed upon performance levels in all special population segments within the core indicators addressing non traditional participation (4S1) and completion (4S2). This can be attributed to the inclusive nature to all students of program offerings within Wisconsin’s secondary school districts.

Unfortunately, Wisconsin failed to meet agreed upon performance levels within all special population segments within the core indicators of 1S1, 1S2, 2S1, 2S2 and 3S1. This fact can be attributed to the very nature of student within a special population category in that student has a condition or problem that prevents them from succeeding effectively in a manner to a student not in a special population category without some sort of assistance. Wisconsin requires secondary recipients of Carl Perkins funds to address the concerns of special population students if the recipient fails to make core indicator performance levels or progress towards those levels within the subsequent year’s application for funds (State Initiative W1). The eligible recipient must include these strategies in the operational plan (PI-1303, Section IIIC) and may use CPA or local funds to implement said strategies.

C. Definitions

Vocational participant: student was enrolled in one or more vocational courses for the reporting year.

Vocational concentrator: student was enrolled in a minimum of one vocational course during the reporting year which is part of a coherent sequence of three or more courses leading to the student’s secondary vocational career objective.

Vocational completer: student has completed the student's secondary vocational education program (a coherent sequence of courses) and has graduated

Tech Prep student: student participated in an articulated course for advanced standing or transcribed credit during the reporting year that would enable the student to be eligible for technical college credit upon enrollment; student participated in an articulated course(s) related to state certified Youth Apprenticeship (advanced standing or transcribed credit) during the reporting year that would enable the student to be eligible for technical college or university credit upon enrollment.

D. Measurement Approaches

No changes.

Performance Measure 1S1: Attainment of academic skills based on challenging state standards.

Measure: Course completion

Formula:
$$\frac{\# \text{ VE Concentrators completing courses in line with graduation requirements}}{\text{Total \# VE Concentrators}}$$

Performance Measure 1S2: Occupational skill attainment based on challenging state standards

Measure: A combination of course and/or program completion

Formula:
$$\frac{\# \text{ VE Concentrators Completing Either WBL or Tech Prep courses}}{\# \text{ VE Concentrators Enrolling in Either WBL or Tech Prep courses}}$$

Performance Measure 2S1: Secondary Completion

Measure: Percentage of 12th grade VE concentrators who graduate

Formula:
$$\frac{\# \text{ 12}^{\text{th}} \text{ grade Concentrators Who Graduate}}{\text{Universe \# of 12}^{\text{th}} \text{ grade Concentrators}}$$

Performance Measure 3: Secondary Placement

Measure: Percentage of VE concentrator graduates engaged in work, military or postsecondary education

Formula:
$$\frac{\# \text{ VE Concentrator Graduates Engaged in 1 of the Above}}{\text{Universe of VE Concentrator Graduates with Follow-up Information}}$$

Performance Measure 4S1: Participation in nontraditional occupation preparation programs

Formula 4S1—Nontraditional Enrollment:

$$\frac{\# \text{ of M/F VE Participants Enrolled in Programs Representing Nontraditional Occupations}}{\text{Universe \# of M/F VE concentrators}}$$

Formula 4S2—Nontraditional Program Completion:

$$\frac{\# \text{ of M/F VE Participants Completing Programs Representing Nontraditional Occupations}}{\text{Universe \# of M/F VE concentrators}}$$

E. Improvement Strategies

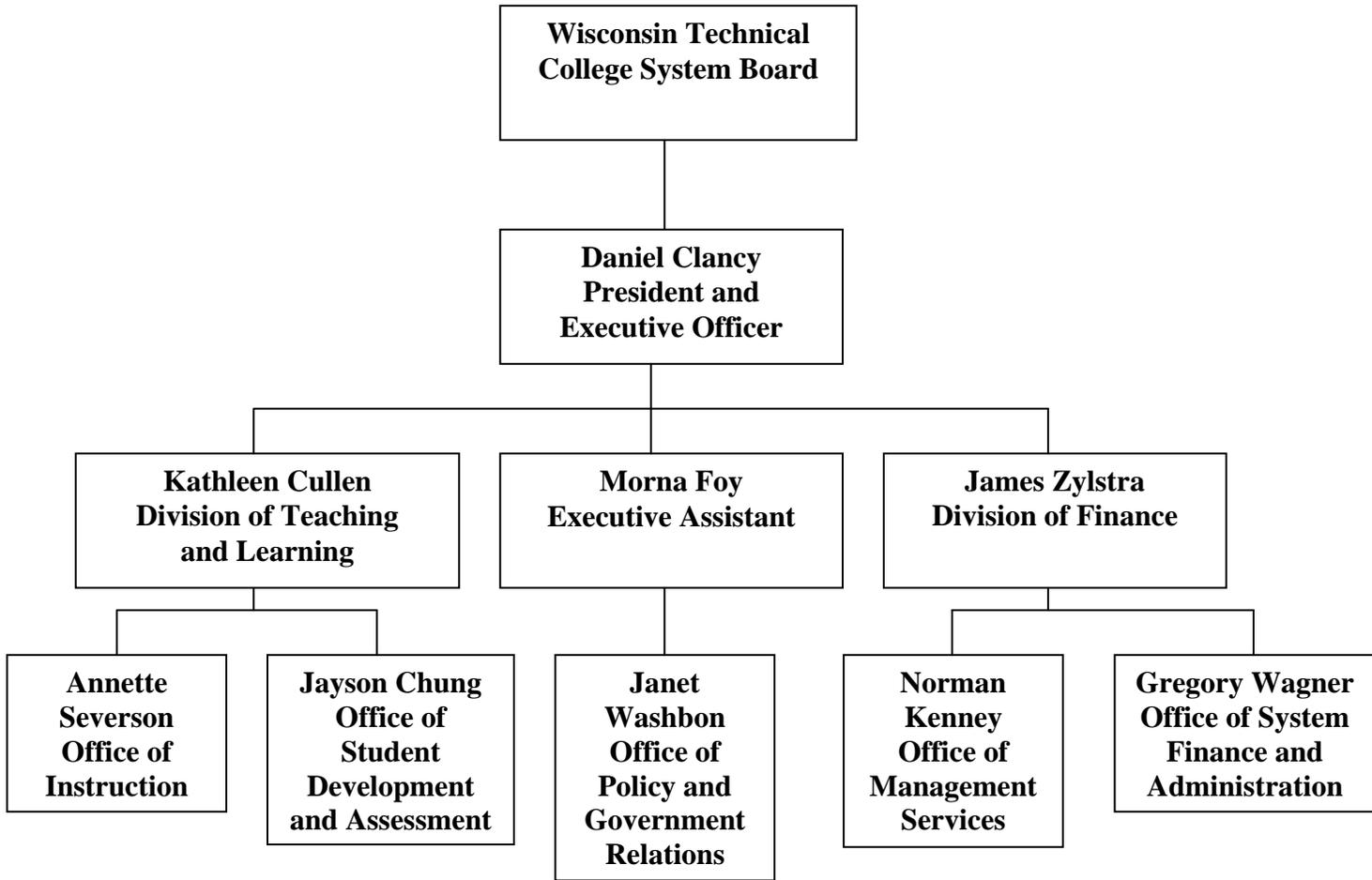
In terms of assessment data quality, the first and most important step is the pre-edit review done upon initial receipt of the enrollment/follow-up reports. The pre-edit identifies errors, reporting contradictions, etc., and is sent back to the local district for correction or revision. The various elements of the reporting system also support the review of data against itself to verify the accuracy of the data submitted. Currently, the department is working with local districts to improve local data collection methods and recently conducted a series of seven data workshops focusing on reviewing local data collection practices, identifying areas of statewide concern and technical assistance on definitions, etc.

V. Monitoring Follow-up

n/a

VI. Workforce Investment Act (WIA) Incentive Grant Award Results

n/a



Career and Technical Education Team

