

WISCONSIN TECHNICAL COLLEGE SYSTEM BOARD
ANNUAL PERFORMANCE REPORT 2005-2006

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. Under the current State biennial budget, authority for administrating Title II, Tech-Prep, passed from the Governor's Work-Based Learning Board (GWBLB) 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 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 47 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

eTech College of Wisconsin provides learners with online options and greater access to education among Wisconsin's technical colleges. Collaborative development of online programming creates efficiencies and cost effectiveness for all WTCS colleges through the sharing of common course competencies, curriculum, programs and marketing.

A detailed strategic plan that outlines a path towards attainment of the vision articulated in eTech's original business plan was completed and approved along with a three-year budget.

Enrollments increased from 3,886 students in 2004-05 to 4,877 in 2005-06. Students were able to choose from among 2,800 courses offered through eTech college to date.

- 82% of e-Tech students are women.
- 50% work 30 or more hours per week.
- 69% are pursuing an Associate Degree.
- 40% are 36 years of age or older.

Course models were developed in several program areas including Electronics, Veterinary Technician, Early Childhood Education, Instructional Assistant, Plumbing, and Advanced Manufacturing.

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

- The WTCS has been collaborating with the University of Wisconsin System and Milwaukee School of Engineering to bring eMentoring services to WTCS students who are enrolled in Science, Technology, Engineering and Math (STEM) related programs. Additionally, a Discussion Forum for WTCS students has been added to the MentorNet web site. Professional development and training has been provided to NTO coordinators to establish NTO Champion Teams and to promote eMentoring among other support services.
- The Wisconsin Technical College System improved its program analysis capabilities for student demographic data in 2006. A data cube consisting of demographic data related to Perkins special population students is now available. System Office staff can use it to analyze data by program and college in three dimensions. The data cube uses a SQL database and COGNOS software. The design process included input from System Office Education Directors as well as several representatives from district research departments.
- The Quality Review Process (QRP) was implemented in January 2005 as a web-based system to collect, analyze, and report data on a system-wide basis for the 16 technical colleges. Additional functionality was added in January 2006 based on college input. Each college can add college-wide and program specific measures as well as "best practice" and "future trends" comments. Colleges enter their own performance data while the System Office enters thresholds, actual performance data, and targets (performance goals). The System Office is in the initial stage of working with colleges to develop a student services component.

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:

- Twenty participants reviewed their college medical transcription curriculum in light of future industry directions and how these would impact programming.
- The System Office conducted a two day meeting for WTCS new administrators to acquaint them with system office operations related to college operations, introduce them to key system office staff, and allow them to network with other new administrators.
- Monthly conference calls were held to work on implementation of the new system-wide Early Childhood Education curriculum.
- A series of 5 meetings were held with Plumbing instructors in order to facilitate their use of revised curriculum integrating code changes in the plumbing industry.
- Ten electronics instructors were taught the essentials of using two technical software packages for providing mediated instruction.
- Eleven paralegal faculty explored the implications for the paralegal curriculum of the American Bar Association directions and Wisconsin Supreme Court discussions regarding the licensure of paralegals.

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.

The WTCS convened a statewide study group to address underprepared learners in the system. One of the four recommendations is to develop a limited number of general college courses closely aligned with gateway general education courses in order to increase the success of students in their technical education programs. This strategy will supplement current instructional and support services aimed at improving students' academic skills attainment.

Nontraditional Training and Employment

The Wisconsin Technical College System provides leadership with regard to the promotion of nontraditional program (NTO) enrollment and graduation. The WTCS exceeded its targets for NTO enrollment and graduation for 2005-06.

- 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 Development provides a link to this site for the state's workforce development professionals.
- The State office provided technical assistance to WTCS colleges through the Perkins Grant Guidelines meetings, onsite visits, conference calls and personal correspondence. Referrals were provided to identify best practices and to encourage colleges to adapt or modify similar strategies at their colleges.
- The system office enhanced its on-line reports that allow colleges to more closely examine the participation of NTO students in programs. The colleges are encouraged to study this data when they are looking for ways to improve their local performance. (<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. Twelve of the sixteen colleges submitted proposals to provide enhanced retention or enrollment services for 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 Entrepreneurs 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) funded several projects to increase

the number of baccalaureate degree holders in the state by expanding the opportunities for WTCS students to transfer credits into UW-System institutions. The Executive Implementation Committee continues with the implementation of the work plan developed in 2004-05.

- 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, Alternative Education and Assistive Technology.
- 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 nursing 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 2005-06, 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.

Information and supporting data were provided to WTCS college staff on how to retain African American male students.

Regional meetings were held with WTCS staff to discuss Perkins measurement requirements and solicit recommendations for changes in how the System Office should set core indicator goals for the WTCS colleges.

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 and the Wisconsin Tribal Colleges Consortium in support of postsecondary technical education.

The State Board awards Title II, Tech-Prep, funds to the 16 Tech-Prep Consortia among which the state is divided.

B. Local Applications

The current (2006-07) and 2007-08 guidelines for the distribution of funds to the WTCS Districts may be found at: <http://systemattic.wtcsystem.edu/grants/Perkins/perkins.htm> for the Basic Grant and at http://systemattic.wtcsystem.edu/grants/Perkins/tech_prep_title2.htm for Tech Prep for 2006-07. For 2007-08, the Tech-Prep application requirements are included in the 2007-08 Perkins Guidelines.

IV. ACCOUNTABILITY

The System Office, as described in the State Plan, recognizes the necessity to improve the performance of members of special populations groups if the system is to improve the overall performance on the indicators of performance at the postsecondary level. In Section A, the System Office identifies those strategies in use in 2005-06, many of them continuing from previous years, that appear to be enabling the system to meet its goals for the Core Indicators. In Section B which focuses on the performance of special populations students, the emphasis is on continuing successful strategies and on implementing new strategies to raise performance to the desired levels.

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. 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>.

The WTCS Office convened regional meetings with college staff in the summer of 2005 and received positive affirmation of the recommendations made by the Perkins s123 Committee including the sharing of best practices and posting of Perkins Improvement Strategies by Performance Indicator on the college web site. There was also support for providing a forum for sharing some of the research that colleges were undertaking as a result of performance improvement strategies. The planning for the Learning and Improving Conference began.

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.

A. Performance Results and Program Improvement Strategies

OVAE recently implemented a revised process for negotiating final agreed upon performance levels. The process which is based on actual performance leads to goals that are attainable and at the same time require the WTCS to continually improve its performance on the core indicators. The success of the WTCS in meeting its goals for 2005-06 reflects the efficacy of this process.

1P1 Academic Attainment: Met. The result of 72.72% is above the 70.00% target. Among the strategies which enabled the system to improve its performance over the previous year are the following (which also applies to 1P2, Technical Skill Attainment, below):

- 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 shared information about student retention strategies among colleges. They investigated the use of the Noel-Levitz Student Retention Management Survey. 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.

See also B, below, describing strategies to raise the level of performance of special populations.

1P2 Technical Skill Attainment: Met. The result of 80.38% is above the 80.00% target. Colleges are constantly revising and improving technical course curriculum to assure industry standards are met and integrating technology. Strategies which enabled the system to meet this goal as noted above. See also B, below.

2P1 Completion (Graduation Rate): Met. The graduation rate of 65.11% is above the 60.00% target. Many colleges are focusing their accreditation initiatives on student retention activities and this may be reflected in the outcome for the past year. See also B, below.

3P1 Placement of Graduates: Not Met. The 89.46% rate for 2005-06 is an improvement over the previous year's rate of 89.29% and is just .54% below the 90.00% target. This target was established in a time of robust employment and has not been met over the past four years. Continuing strategies to raise the level of placement of graduates to the 90.00% level (the goal for 2006-07) are:

- 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.
- A 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.

3P2 Retention in Employment: Met. With 97% retention in employment of those graduates with jobs reported in Wisconsin, the system 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. Quality programs and the State’s traditional work ethic are probably equally responsible for this outcome.

4P1 Non-traditional Enrollment: Met. The result of 12.23% of non-traditional students in non-traditional programs is above the 11.75% 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 Gradation: Met. The result of 10.59% is above the target of 10.20%. The system met this indicator by focusing grant funding priorities toward the recruitment and retention of non-traditional students.

B. Performance Results for Special Populations and Program Improvement Strategies

Population outcomes were generally below the all student levels for the 2005-06 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	72.72%	70.53%	-2.14%
1P2	80.38%	76.48%	-3.48%
2P1	65.11%	61.61%	-3.52%
3P1	89.46%	89.48%	+0.01%
3P2	97.00%	97.03%	----

1P1 – Academic Course Completion: Limited English students did best at 75.49%. 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 in performance among the special populations. Limited English Proficient Students had the best results at 77.00% and students with disabilities and single parents had the lowest outcomes at 70.27% and 71.88% respectively.

2P1 – Displaced Homemakers had the highest graduation rate of all special population students at 64.72% -- just 0.39% below the all student graduation rate. NTO students and students with disabilities with graduation rates of 53.55% and 54.55% respectively are significantly under the all student rate.

3P1 – Placement has very small differences between special populations and all students. Students who graduate get jobs. NTO students had the highest job placement rate at 91.00% and Academically Disadvantaged students at 90.00% were also above the all student placement rate. Limited English Proficient and students with disabilities had the lowest job placement rates at 79.00% and 80.00% respectively. It is noted that students with disabilities respond to the graduate follow-up survey at a lesser rate than other students. To get a better response rate, graduates with disabilities will be contacted individually to encourage them to complete the survey.

There is also a data problem with this measure for special populations that the system office plans to address for future years. The Department of Corrections in partnership with WTCS colleges provides degree and diploma programs for incarcerated persons. Currently, when such individuals graduate from their programs of study, they are entered into the denominator used to calculate the placement rate of graduates even though they are not in the labor market. The plan is to exclude such graduates from the denominator for calculating the performance rate on the placement indicator.

3P2 – Special population students that graduate and get jobs, also keep their jobs. The only group below the performance level goal were Limited English Proficient students at 85.00% retention while students with disabilities and NTO students were retained at a 96.00% rate which was slightly below the actual all student rate of 97.00% but still well above the target level. Some of the reasons why the six (6) special population subgroups did not meet baseline levels include:

- 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. The Prepared Learner Initiative has made four recommendations to improve the success of all students and in particular those with low academic skills. Curriculum is being developed in alignment with key gateway general education classes and strategies are being identified to target pretechnical training for success in technical occupations programs. These activities are beginning to be included in local Perkins Performance Improvement Plans.
- The area in which NTO students are performing at the lowest rate for special populations is in graduation; however, they are doing better than all other special populations groups in placement in higher education. A continued emphasis on retention and career development strategies for NTO students including participating in eMentoring and other services are expected to have a positive effect on the graduation and enrollment in continuing higher education among NTO students.
- 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 FY06 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 2006-2007 to improve performance. An increase in uses of Special Population allocation funds for Disability Services is expected in FY07.

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 Apprenticeship 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 Apprenticeship program which is assigned to the same Career

Cluster as the student was assigned to at the secondary level. *PLEASE NOTE: In preparation for implementing Perkins IV, the definition of a postsecondary tech-prep student now includes the criterion that the student must have graduated from high school in the reporting year or in the two years preceding the reporting year. This is to reflect the “seamless” aspect of a tech-prep program.* 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 72%. 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 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.

2005-06 Narrative—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 5.42 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 in order to develop a toolkit for Wisconsin teachers/counselors/administrators/parents.

II. State Leadership Activities (Section 124)

A. Required Uses of Funds

- assessment of vocational and technical education programs that are funded

NOCTI On-line Employability Skills Certificate

The project provided resources for four statewide presentations and pre and post workplace readiness testing.

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

On-line Registration Development (#21)

Two projects comprised this initiative. *FBLA Regional Registration Completion and State Registration Revisions*: FBLA uses a combination of Access, FrontPage, Oracle, and Active Server Pages (ASP) for a web-based Regional Conference and State Conference registration. The existing on-line application is used by local chapters and DPI staff to register participants in regional and state conferences. Some of the state and administration level responsibilities were moved from Access to Oracle and ASP but have some bugs and problems. The regional level responsibilities are still in Access and Front Page. The regional level duties were moved to a web-based application that would work with the existing state and administration level application. The existing state and administration level application needs to be revised with other abilities added, as time permits. *Career and Technical Education—Skills Standards Online Registration*: The Career and Technical Education Team would like an on-line registration for high schools to enroll students in the Cooperative Education Skills Standard, Employability Skills Standards, Assistant Child Care, and the Youth Leadership Programs. All data would be collected in one Oracle database and at the end of the year. Those students that have successfully completed a perspective program will earn a certificate of completion which is generated from the database. There are approximately 6,000 students enrolled in these various programs each year. As a part of this project, tables would be converted from Access to Oracle and the FrontPage web pages to Active Server Pages (ASP).

- 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 activities for professional staff to better provide leadership and assistance to improve, support, and expand secondary career and technical education programs. The training and conferences

enabled targeted agency staff to update professional and technical expertise. Staff participated in 8 professional development experiences.

WACTE Professional Development (#25)

The two purposes of this project were a) to sponsor a breakfast highlighting the recognition of state business and education partnerships and b) to sponsor the keynote speaker. Wisconsin Association of Career and Technical Educator's annual conference: The outstanding business partners honored create the environment that enables students to prepare themselves for tomorrow's future. Work-based learning is the connection strategy that integrates the academic knowledge learning in the classroom with the technical skill and workplace readiness attitudes necessary for today's ever-changing work place.

- 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 provide book production services (edit, layout, proofing, graphics) for the following publication: *Curriculum Planning for Family and Technology*. Money was also used to print the guide. (A copy is available upon request.)

Curriculum Development/Implementation for Business Administration Super Cluster (Marketing, Finance, Hospitality, and Administration) (#26)

The purpose of this project was to support the development and administration of the cluster by a) developing curriculum standards for selected career pathways within the Marketing, Finance, and Business Management & Administrative clusters; b) establishing an eight person work group to develop Sports Marketing & Entrepreneurship guides; and c) developing the Wisconsin Standardized Exam-ASK including pilot testing it at the DECA State Leadership Conference (65 students received industry-based certification of knowledge and skills in marketing, management, and entrepreneurship.).

- Providing preparation for nontraditional training and employment

Web-based Career Development (#12)

The purpose of this project was to deliver Phase Three of 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.

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

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 coordinated 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 2005-2006 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.

Career Skills Expo Support (#26)

This project provided administrative support for the Career Skills Expo 2006 which provided career path focus and guidance for Wisconsin high school and post-secondary students. Approximately 3,000 participants benefited from the Career Skills Expo.

- 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 2005-06 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	2006
1S1 - Academic Achievement	Moving on	20,848	35,392	31,336	35,743	35,376	35,107	33,126
	Universe (11 &12)	21,297	36,459	32,283	38,798	37,605	37,398	35,265
	% Moving on	97.89%	97.07%	97.07%	92.13%	94.07%	93.87%	93.93%
	OVAE Performance Standard Met Standard?	Y	N	N	N	N	N	N
1S2 - Vocational Skills	Total_all_Completers	28,354	10,274	11,523	13,951	8,757	10,329	10,247
	Total_all_Enrollees	28,924	11,644	12,704	15,650	10,092	11,868	11,451
	%_all	98.03%	88.23%	90.70%	89.14%	86.77%	87.03%	89.49%
	OVAE Performance Standard Met Standard?	Y	N	Y	Y	Y	Y	Y
2S1 - Graduation	Graduates (12)	13,001	19,330	17,436	19,821	20,313	19,914	19,004
	Universe (12)	13,430	19,995	18,055	21,561	21,130	21,015	20,072
	% Graduating	96.81%	96.67%	96.57%	91.93%	96.13%	94.76%	94.68%
	OVAE Performance Standard Met Standard?	Y	Y	Y	N	N	N	N
2S2 - Diploma/Credential	Total_all_Completers	28,354	10,274	11,523	13,951	8,757	10,329	10,247
	Total_all_Enrollees	28,924	11,644	12,704	15,650	10,092	11,868	11,451
	%_all	98.03%	88.23%	90.70%	89.14%	86.77%	87.03%	89.49%
	OVAE Performance Standard Met Standard?	Y	N	Y	Y	Y	Y	Y
3S1 - Follow-up	Positive Outcome	10,584	8,560	7,036	9,058	9,341	10,202	
	Universe (C1 w/ FUP)	10,977	8,899	7,324	9,346	9,748	10,665	
	% Positive	96.42%	96.19%	96.07%	96.92%	95.82%	95.66%	
	OVAE Performance Standard Met Standard?	N	N	N	Y	N	N	N
4S1 - NTO Enrollment	NTO Concentrator Enrollment	9,860	15,494	14,549	17,336	17,923	17,495	17,249
	Total Concentrator Enrollment	21,297	36,459	32,283	38,798	37,605	37,398	35,265
	% NTO Enrollment	46.30%	42.50%	45.07%	44.68%	47.66%	46.78%	48.91%
	OVAE Performance Standard Met Standard?	Y	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	9,245
	Total Concentrator - 12th Enrollment	13,430	19,995	18,055	21,561	21,130	21,015	20,072
	% NTO Enrollment Completion	46.50%	41.27%	42.79%	40.74%	45.39%	44.25%	46.06%
	OVAE Performance Standard Met Standard?	Y	Y	Y	Y	Y	Y	Y
	Total Y	6	3	5	5	4	4	4
	Total N	1	4	2	2	3	3	3
LEAs in Compliance with Core Indicators			72	94	110	87	113	
LEAs Participating			366	368	368	368	369	
% of Total in Compliance			19.7%	25.5%	29.9%	23.6%	30.6%	

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 2005-06 reporting year were also not met in the 2004-05 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 to keep 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 III.C) 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:
$$\frac{\text{\# 12th grade Concentrators Who Graduate}}{\text{Universe \# of 12th grade Concentrators}}$$

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:

of M/F VE Participants Completing Programs Representing Nontraditional Occupations

Universe # of M/F VE concentrators

E. Improvement Strategies

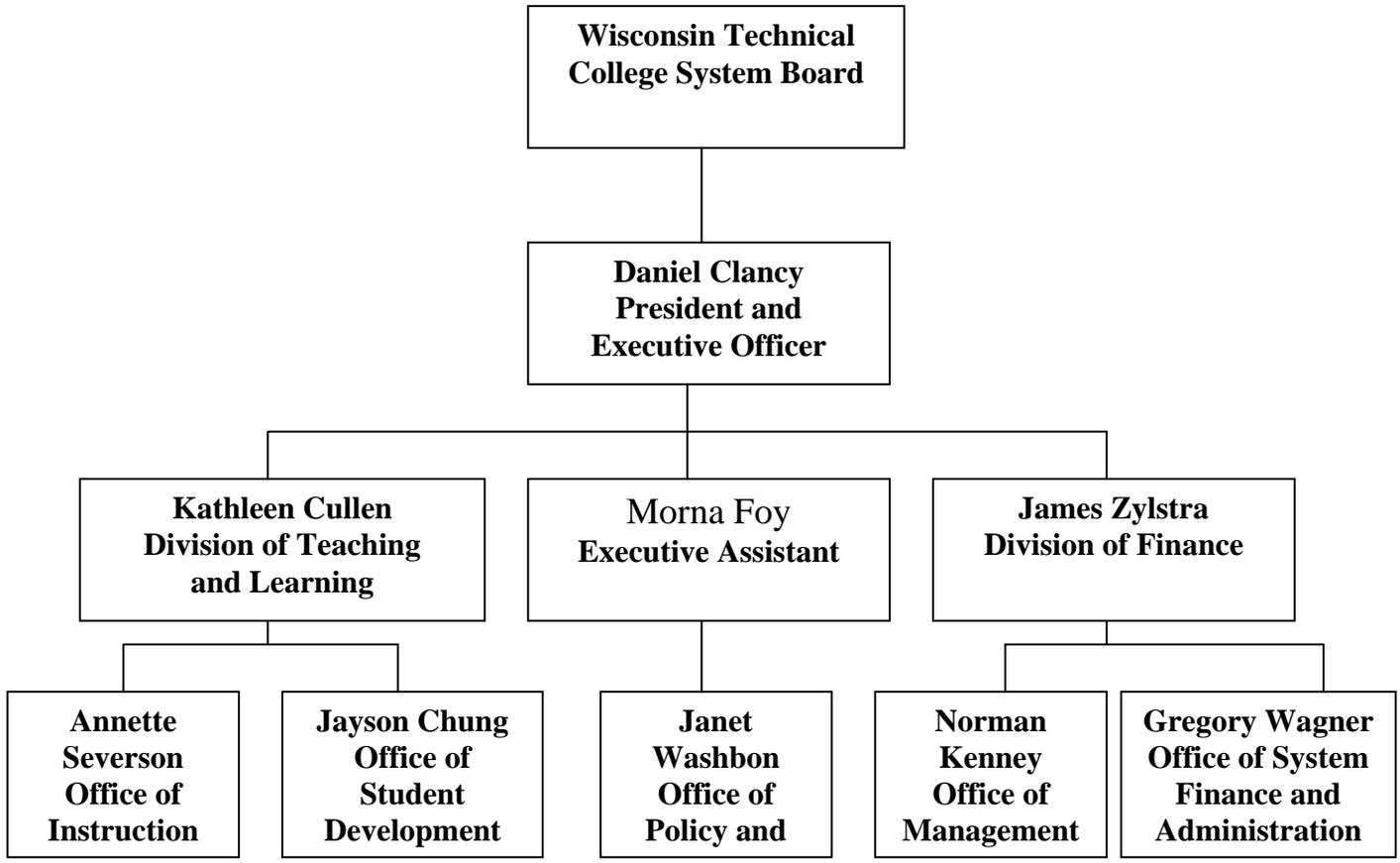
In terms of assessment data quality, the first and most important step is the pre-edit review done upon initial receipt of the enrollment/follow-up reports. The pre-edit identifies errors, reporting contradictions, etc., and is sent back to the local district for correction/revision. The various elements of the reporting system also support the review of data against itself to verify the accuracy of the data submitted.

V. Monitoring Follow-up

n/a

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

n/a



Career and Technical Education Team

