

WISCONSIN TECHNICAL COLLEGE SYSTEM BOARD  
ANNUAL PERFORMANCE REPORT 2006-2007

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STATE ADMINISTRATION

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**Sole State Agency and Governance Structure**

The Wisconsin Technical College System (WTCS) Board 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 a State WTCS Board and sixteen district boards. The 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 (Ch. 38, *Wis. Stats.*).

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. Effective with the 2005-06 program year, the State Board is also responsible for administering Title II of the Perkins Act.

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

**POSTSECONDARY (WTCSB)**

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I. PROGRAMS

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**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 sixteen 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 (four of the sixteen districts may also offer a Liberal Arts collegiate transfer 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 State Board. In addition to the more than 300 different occupational programs, the Wisconsin technical colleges offer 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. Coordination between the state's secondary and postsecondary education systems is also maintained by the numerous staff contacts between personnel at the Wisconsin Department of Public Instruction and the WTC System Office.

At the local level, the sixteen 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 System institutions, 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.

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## II. STATE LEADERSHIP ACTIVITIES

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### 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 the programs offered by a Wisconsin technical college is scored on ten 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 139 programs utilizing teams of experts.
- Perkins Report cards for each college were posted on the WTCS website. The report cards show their performance on the Perkins core indicators. System Office staff developed these reports 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 System Office staff and responded to as appropriate.
- Ongoing technical assistance was provided by System Office staff in interpreting the report card data, local improvement plans, grant data and the mid-year and end-of year reports.

#### **Use of Technology**

The 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 Wisconsin technical 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, and 5,777 in 2006-07. Students were able to choose from among 3,522 courses offered through eTech college to date.

- 83% of e-Tech students are women.
- 50% work 30 or more hours per week.
- 72% 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:

- System Office staff provided the leadership for the development of a consortium grant application to the State Board from ten technical college districts to purchase and integrate electronic health record software into multiple health care programs including medical assistant, health information technology, and nursing. State funds (\$270,000) were awarded to facilitate student skill attainment in the most current health record technology available.
- System Office staff collaborated with eight technical college districts in the development and submission of advanced technology grants to support health care programs. State funds (\$450,000) were awarded to eight projects designed to integrate human patient simulators and other advanced technologies in nursing, radiography, and other allied health care programs.
- The WTCS continues to collaborate 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. A Discussion Forum was created for WTCS students on the MentorNet website. Professional development and training has been provided to nontraditional occupations (NTO) coordinators to establish NTO Champion Teams and to promote eMentoring among other support services.
- The WTCS continues to improve its program analysis capabilities for student demographic data in 2006-07. In addition to standard reporting tables, System Office staff can access demographic data for Perkins special population students to analyze data by program and college in multiple dimensions. The data cube uses a SQL database and COGNOS software. The design process included input from Education Directors in the System Office 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 sixteen 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 continues to work 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. In the 2006-07 program year, System Office staff provided leadership at state-called meetings, in-services and workshops on a variety of topics such as:

- A two-day New Administrators Academy held for thirty-seven new technical college 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.
- A website to be used by secondary, postsecondary and others for May is Manufacturing activities to encourage students to consider careers and opportunities in advanced manufacturing programs.
- Activities developed to for secondary school instructors to acquaint them with Project Lead the Way curriculum and provide training in this joint effort to increase interest and preparation by secondary students in Science, Technology, Engineering, and Mathematics fields requiring postsecondary preparation.
- Formal discussions with technical college Business and Marketing and Information Technology administrators to discuss demographics impacting enrollment, explore strategies for effective enrollment, cooperative procurement, the collaborative directions with the Department of Public Instruction and the University Small Business Development Center.
- Sharing techniques to teach "Green" marketing, environment marketing and ecological marketing concepts and to review progress in integrating technology competencies into the marketing program and explored the ongoing commitment to teach entrepreneurship concepts and applications with technical college thirty-two marketing educators.
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- Analyzed the impact of the American Bar Association program guidelines in conjunction with the Wisconsin Supreme Court possible licensure of paralegal in the state on the current curriculum; discussed articulation with UW-Superior Legal Studies Program and reviewed possible changes/concerns with the Paralegal core curriculum courses occurred.
- Explored hands-on applications and opportunities in Office 2007 and Windows Vista; International Association of Administrative Professional (IAAP) provided an update on the changing office environment and emerging directions.
- A curriculum review in the Office occupations areas on the impact of emerging technologies (RSS, wikis, and podcasts) on Information Technology (IT) curriculum and instruction; and on-going discussions on emerging content, such as virtualization, IT Essentials, VOIP, VISTA and security and share information on on-line teaching methods and IT-related programs "best teaching" practices.

- Examining the impact of new technologies in Printing and Graphic Arts on their curriculum and instruction with technical college instructors.
- A review of the medical transcription curriculum in light of future industry directions and how these would impact the curriculum and future programming.
- As part of the Wisconsin Biennial Apprenticeship Conference 450 attendees included fifty administrative and instructional staff representing all sixteen colleges; WTCS presentations included curriculum development, disability services, targeted outreach, program evaluation and strategies for improvement for technical college adult apprenticeship programs.
- A review by technical college apprenticeship instructors for the purposes of incorporating code changes into curriculum, advanced AutoCad training Plumbing Instructor Professional Development and Curriculum revisions in apprenticeship-related instruction provided by the technical colleges.

### **Academic Integration**

The Wisconsin Technical College System has adopted the Worldwide Instructional Design System (WIDS) to standardize the curriculum design and documentation process at all technical college districts. The WIDS process uses occupational and academic competencies as the foundation to develop performance based curricula. Campus curriculum specialists and instructional staff specify occupational competencies and program outcomes based on the results of either a DACUM (Developing a Curriculum) process and/or through Advisory Committee input. They match program outcomes to course competencies and performance standards that are assessed via formative and summative evaluations.

The WTCS worked on implementing its Prepared Learner initiative over the entire year. This initiative aims to help applied associate degree students become more successful in their academic courses, which serve as gateways to program success for many individuals. Through this initiative, the WTCS will encourage the technical colleges to adopt the practice of systematic course placement, a practice that is rare in the system now. The WTCS developed new pre-General-Education courses in reading, writing, biology, chemistry, and college success for a new layer of academic coursework called General College. These courses will be available for use in 2007-08. Also, for the first time, the WTCS collected admissions test scores and General Education course grades from the technical colleges in order to analyze the correlation between these two types of data. In 2007-08, analysis of these data will be used to select course placement scores for certain General Education courses.

The WTCS has led several efforts related to Science, Technology, Engineering, and Mathematics curriculum to encourage secondary students to complete challenging academic courses in high school to prepare them for postsecondary STEM-related occupational programs. In 2006-07, System Office staff worked with electronics instructors in a review the curriculum, in order to align secondary and postsecondary course competencies and create a process for granting high school credit and opportunities for higher education transfer as part of Wisconsin's implementation of the national Project Lead the Way curriculum. As part of this effort, these instructors piloted use of the Project Lead the Way C robotics competition as model summative assessment of academic and technical skill attainment.

### **Nontraditional Training and Employment**

The WTCS provides leadership at the postsecondary/adult level with regard to the promotion of nontraditional occupational program (NTO) enrollment and graduation. The System Office provides professional development for student service staff and consults with technical college-based NTO champions to share best practices and plan new strategies. This past year the WTCS has been increasing its focus on the intersection of STEM related career programs and NTO programs and the recruitment and retention of women in those programs.

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 System Office took several steps to improve performance. These included:

- Providing technical assistance to Wisconsin technical 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.
- Enhancing 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.edu/reports/vx211544i.htm>).
- Reviewing all new program requests and program modifications to ensure equitable access and promotion of special populations including nontraditional students
- Providing 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. These include efforts in the following areas:

- The WTCS joined with the Department of Workforce Development to begin the RISE initiative, after winning a grant from the Joyce Foundation's Shifting Gears program to develop adult career pathways for low income adults. This multi-year initiative will focus on transforming selected technical college programs into sequences of modules that are closely aligned with job progressions in the work place and developing comprehensive support systems involving employers, educators, and workforce development programs to help adult learners proceed through their chosen pathways. The idea is to make postsecondary

education more accessible to low-income adults and to increase the supply of skilled workers for employers in key Wisconsin industries.

- Workforce Investment Act – The System President served on the Council on Workforce Investment (the state’s workforce investment board). WTC System Office staff served on two CWI committees, the dislocated worker committee and the workforce strategies committee. The president of Western Technical College served as the cochairman of the workforce strategies committee. All technical college presidents served on their local workforce development boards.
- University of Wisconsin System (UWS) – Transfer initiatives – The Joint UWS-WTCS Committee of Baccalaureate Expansion (COBE) provided 2<sup>nd</sup> year funding in 2006-07 for 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 will evaluate and modify the grant application for 2008-09 grant proposals to include all 13 strategies identified in the original COBE work plan developed in 2004-05.
- The WTC System 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.
- System Office staff actively participate in the Governor’s Select Committee on Health Care, comprised of representation from workforce development, cross section of health care industry leaders, community based organizations and public and private 4 year academic institutions. The Committee’s charge is to identify solutions to a broad base of health care worker/industry issues including required “save lifting” policies and training, and better utilization and coordination of clinical training sites for all health care students. System Office Staff collaborated with industry leaders, Department of Workforce Development, Advanced Manufacturing Networks and technical colleges in the integration of the Manufacturing Skill Standards Council (MSSC) certification into manufacturing programs.
- System Office Staff engaged the deans and instructors from the four technical colleges with liberal arts programs in the creation of the *Essential Standards of Quality for Liberal Studies Transfer Programs in the Wisconsin Technical College System*, a document intended to guide faculty and students in ensuring depth, breadth and quality learning for students engaged in the liberal arts degrees.
- System Office Staff partnered with the sixteen technical colleges and multiple University of Wisconsin System (UWS) comprehensive campuses to implement articulation agreements that are based on the WTCS Early Childhood Education (ECE) systemwide aligned curriculum. The articulation agreements allow any graduate from one of the sixteen Associate of Applied Science ECE degrees to transfer credits in a standardized way to one of the partnering UWS institutions.
- In fall 2006, the WTCS completed its work as a member of the State Superintendent’s High School Task Force and participated in a summit to promote implementation of the task force’s recommendations. In spring 2007, the WTCS began working with the Department of

Public Instruction on the America's Diploma Project and the Partnership for 21<sup>st</sup> Century Skills, two new initiatives launched by the State Superintendent.

- The WTCS entered into an agreement with the Department of Health and Family Services and two University of Wisconsin campuses to develop and begin two pilot projects to provide dedicated job development and placement services for students with disabilities.

### **State Institutions**

WTC System Office staff has worked with the Wisconsin Department of Corrections (DOC) in providing educational programming for criminal offenders in correctional institutions. In program year 2006-07, Perkins funds provided the following in serving student inmates and DOC vocational education staff:

- Met with DOC education directors to review Perkins funding and allowable activities;
- Curriculum writing activities for vocational instructors from the Department of Corrections;
- Computers, software and equipment for vocational programs in correctional facilities;
- Visited DOC education directors at four facilities to review and revise Perkins project activities and budgets.

### **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 including: Americans with Disabilities Act, Sensory Impaired, Wisconsin Division of Vocational Rehabilitation, Wisconsin Special Education Council, and the Wisconsin Department of Workforce Development.
- Operated listserv for technical college district services staff and grant coordinators on services for special populations.
- Worked with more than sixty WTCS special services staff to share information on new disabilities services initiatives, share best practices, and discuss statewide and local issues in serving special populations students.
- Developed and implemented new *WTCS Guide to Serving Apprentices with Disabilities*.
- Obtained new Medicaid Infrastructure Grant funds to pilot job placement services at two technical colleges.

## **B. Permissible Activities**

### **Technical Assistance – Permissive**

System Office 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 Wisconsin technical 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 Wisconsin technical colleges.

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### III. DISTRIBUTION OF FUNDS AND LOCAL PLANS

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#### **A. Eligible Recipients**

The State Board awards Perkins Act Title I funds to the state's sixteen Wisconsin Technical College System (WTCS) districts and the Wisconsin Tribal Colleges Consortium in support of postsecondary technical education.

The State Board awards Perkins Act Title II (Tech-Prep) funds to the state's sixteen Tech Prep Consortia. These funds are administered by the sixteen technical college districts on behalf of the consortia. All public high schools within a technical college district are, together with the technical college, are members of their respective Tech Prep Consortium.

#### **B. Local Applications**

The 2006-07 guidelines for the distribution of funds to the WTCS Districts may be found at:

[http://systemattic.wtcsystem.edu/grants/Perkins-4/perkins06\\_07.pdf](http://systemattic.wtcsystem.edu/grants/Perkins-4/perkins06_07.pdf).

The 2007-08 guidelines for the distribution of funds to the WTCS Districts may be found at:

<http://systemattic.wtcsystem.edu/grants/Perkins-4/Perkins-07-08.pdf>.

For 2007-08, the Tech Prep application requirements are included in the 2007-08 Perkins Guidelines.

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#### IV. ACCOUNTABILITY

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The WTC 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 2006-07, 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 System Office makes performance data available to the technical colleges, and the 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 System 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 WTC System Office staff have been convening regional meetings with college staff and receiving 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 WTCS website. There has also been support for the idea of providing a forum for sharing some of the research which colleges have been doing related to improving performance.

In October 2006, the System Office hosted a *Learning and Improving; the Human Side of Data* Conference. The technical colleges shared their findings related to subjects such as:

- Improving success in general education (academic) courses;
- Predicting success (technical skill attainment) based upon better assessment; and
- Improving student engagement in online courses, (retention and graduation).

The System Office had been identifying such research projects within the Perkins Improvement Plans submitted by the colleges. The System Office recruited staff from some of the colleges to share these best practices as part of this conference.

The WTCS narrowed the focus of Perkins Program Improvement Grants to allow the technical colleges to target Program Improvement funds on activities linked to their College Perkins Improvement Plan or other initiatives related to program evaluation data identified through the WTCS Quality Review Process program improvement plans.

## **A. Performance Results and Program Improvement Strategies**

The Office of Vocational and Adult Education in the US Department of Education 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 requires the WTCS to continually improve its performance on the core indicators. The success of the WTCS in meeting its goals for 2006-07 reflects the efficacy of this process.

**1P1 Academic Attainment:** Not Met. The result of 70.89% is below the 73.00% target.

- The Wisconsin Technical College System initiated an effort to identify the needs of underprepared students in the system through its Prepared Learner Initiative in 2005. A cross functional group facilitated by the System Office identified risk factors and their impact on general education course completion and recommended the adoption of a layer of pre-college course work that could be developed to help students better prepare for success. The WTCS is now in the early stages of implementation of this initiative to systematically address issues of academic success. A new set of initial academic courses has been approved to be offered by the colleges beginning in 2007-08;
- Providing faculty in-services on using learning and study strategy assessment to improve course completion;
- Providing career guidance and case management for Limited English Proficiency student learners through multicultural services; and
- Sharing 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.

**1P2 Technical Skill Attainment:** Met. The result of 80.56% is above the 80.55% target. Colleges are constantly revising and improving technical course curriculum to assure industry standards are met and integrating technology. See also B, below.

**2P1 Completion (Graduation Rate):** Met. The graduation rate of 63.94% is above the 61.00% 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 89.11% just 98 % 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:

- 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; and

- College Employment Assistance Offices 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 100% 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 Wisconsin's traditional work ethic are probably equally responsible for this outcome.

**4P1 Non-traditional Enrollment:** Not Met. The result of 11.85% of non-traditional students in non-traditional programs is just .05% below the 11.90% target. The WTCS had been successful in meeting this indicator for several years in a row but is now experiencing a decline.

**4P2 Non-traditional Graduation:** Not Met. The result of 0.91 % is below the target of 10.20%. The System Office did not negotiate an increase in this indicator because the colleges have had trouble meeting it in the past.

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

### **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.

<b>Performance Results for Special Populations Postsecondary Students 2006-07</b>			
<b>Indicator</b>	<b>All Students</b>	<b>Unduplicated Special Populations</b>	<b>Difference</b>
1P1	70.89%	68.04%	+2.85%
1P2	80.56%	75.02%	-5.54%
2P1	63.94%	57.40%	-6.54%
3P1	89.11%	88.97%	+0.78%
3P2	100.00%	99.63%	-0.37%

Source: WTCS Client Reporting System, Dec. 2007

**1P1 – Academic Course Completion:** Limited English students continue to do the best at 70.87%. Single parents have the greatest barriers to overcome and their performance levels continue to experience a drop from previous years.

- Many special population students, such as dislocated workers with low academic skills and individuals coming out of high school with limited English proficiency, require 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. As part of the WTCS Prepared Learner Initiative, curriculum has been developed for courses which are aligned with key gateway general education classes and strategies are being identified to target pre-technical training for success in technical occupations programs. These activities are included in local Perkins Performance Improvement Plans.
- Single parents have not completed academic courses at the same rate as all students. Academic courses are some of the most rigorous in the system, often requiring a lot of homework, 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. This is also the case for students with disabilities. Supportive services need to be available to students at all of the outreach centers and via various delivery modes. The Wisconsin technical 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 cannot easily access the main campuses is expected and will include students with disabilities.

**1P2 – Technical Course Completion:** This indicator shows great disparity in performance among the special populations. Limited English Proficient Students had the best results at 73.08% and students with disabilities and single parents had the lowest outcomes at 68.67% and 67.95% respectively.

- WTCS students with disabilities did not meet some of the key performance indicators due to the following: (a) an increase in the number of students with disabilities overall, including more severely disabled, multiple disabled and (b) 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 funds were reduced in 2006-07 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 Wisconsin technical 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 2007-2008 to improve performance. An increase in uses of Special Population allocation funds for Disability Services is expected in 2007-08.

**2P1 – Graduation Rate:** Displaced Homemakers had the highest graduation rate of all special population students at 60.08%. NTO students and students with disabilities with graduation rates of 48.95% and 49.40% respectively are significantly under the all student rate.

- The area in which NTO students are performing at the lowest rate for special populations is in graduation; however, these students 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.

**3P1 – Placement:** Unduplicated Special Population students actually had better placement rates than all students. Students who graduate get jobs. NTO students had the highest job placement rate at 89.58% Limited English Proficient students and students with disabilities had the lowest job placement rates at 75% and 79.69%, 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 Wisconsin technical 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 in the new Perkins IV indicator measurement process.

## C. Definitions

**Vocational Participant:** Postsecondary student who enrolled in at least one technical education Associate Degree, One- or Two-Year Vocational Diploma, Short-Term, or Apprentice course.

**Vocational Concentrator:** Postsecondary 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:** Postsecondary student who graduated from a technical education program.

**Tech-Prep Student:** Postsecondary student who is a high school graduate who was a Tech Prep student at the secondary level and enrolled in a WTCS Associate Degree, Two-Year Technical Diploma or Apprentice program that 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 System Office. The response rate for the latest survey was 72%. The graduates that report employment in Wisconsin are then matched with Wisconsin Unemployment Insurance 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 System 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 (Wisconsin DPI)

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### STATE ADMINISTRATION

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#### **Sole State Agency and Governance Structure**

As noted above, the Wisconsin Technical College System Board is the sole State agency authorized to administer or supervise the administration of the state vocational technical education program under the Carl D. Perkins Vocational and Technical Education Act of 1998 (P.L. 105-332).

As described in the state's Perkins Plan, 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. As a result, DPI is responsible for

- Development of the secondary portion of the State Plan;
- Review of local secondary plans;
- Monitoring and evaluating secondary program effectiveness;
- Compliance with federal laws; and
- Providing technical assistance to secondary recipients.

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> and is included at the end of this report.

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## I. PROGRAMS

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### **Organization of Vocational and Technical Programs**

Within the Wisconsin Department of Public Instruction (DPI), 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.

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## II. STATE LEADERSHIP ACTIVITIES

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### **A. Required Uses of Funds**

#### **Assessment of Funded Programs**

DPI CTE staff provided leadership for DPI's initiative *Career Clusters Development (#13)*. The Career Clusters workgroup met twice and related expenses were covered.

#### **Use of Technology**

DPI CTE staff provided leadership for DPI's initiative *for On-line Registration Development (#21)*. Two projects comprised this initiative. *FBLA Regional and State Conference Registration System 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 was revised to include more conference management tools and web-based tools for regional users. *Career and Technical Education—Skills Standards Online Registration*: The Career and

Technical Education Team completed 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. The Infant/Toddler program was added to the existing application and works in a similar way to ACCT. All data would be collected in one Oracle database and at the end of the year. Students that have successfully completed the ACCT program register for the Infant/Toddler program. Those students that have successfully completed a perspective program will earn a certificate of completion which is generated from the database. As a part of this project, tables were converted from Access to Oracle and the FrontPage web pages to Active Server Pages (ASP).

### **Professional Development**

DPI CTE staff provided professional development programs, including providing comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel. These activities included:

- *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 12 professional development experiences.
- *WACTE Professional Development (#24)*  
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.

### **Academic Integration**

DPI CTE staff provided 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. These activities included projects related to:

- *Curriculum Development/Implementation for Business Administration Super Cluster (Marketing, Finance, Hospitality, and Administration) (#25)*

The purpose of this project was to support the development and administration of the Business Management & Administration and Finance clusters through participation in the national career clusters framework as well as support of local assessment of infusion of this cluster into the Marketing, Management & Entrepreneurship curriculum.

- *Science Standards Content Alignment (#29)*

The purpose of this project was to develop correlations and online matrix for Biological Science and develop correlations of Horticulture and Agribusiness Management lesson plans to Wisconsin Model Academic Standards. (See #13)

### **Nontraditional Training and Employment**

DPI CTE staff provided leadership to for preparation for nontraditional training and employment through several projects:

- *Web-based Career Development (#12)*

The purpose of this project was to deliver Phase Four of a web-based career assessment program, written guides, web-based career assessment programs, student outcome reports, and administrative tools.

- *Learn, Earn, and Prosper: Wisconsin Teen Girls Forward (#27)*

The purpose of this project was to co-sponsor this conference with Wisconsin Women Equals Prosperity.

### **Partnerships**

DPI CTE staff provided leadership to support partnerships to enable students to achieve State academic standards, and vocational and technical skills through one project:

- *Automotive YES (#23)*

The focus of the project was to continue to provide technical education entrance testing and teacher/training seminars on AYES program.

### **State Institutions**

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. DPI provides vocational and technical education services and activities designed to meet the special needs of students in state institutions with the following fundable activities:

- *State Institutions (#4)*

DPI staff provide professional development programs, including providing comprehensive professional development for vocational and technical, academic, guidance, and administrative personnel, that:

- 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; and
- 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 2006-2007 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.

### **Special Populations**

DPI CTE staff provided leadership to support for programs for special populations that lead to high skill, high wage careers. (See #13 and #23).

## **B. Permissible Activities**

DPI 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--Permissive**

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**

DPI CTE staff provided leadership for vocational student organizations, especially to increase participation of students who are members of special populations related to several projects. These included:

- *CTSO (#5, 6, 7, 8, 9, 10).*

These projects provided additional resources to each of the six career and technical student organizations (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 2007 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.

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III. DISTRIBUTION OF FUNDS AND LOCAL PLANS

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**A. Eligible Recipients**

<b>Summary of DPI's Eligible Recipients</b>	<b>Number</b>
Participating secondary local eligible recipients	369
Area vocational technical agencies	None
Postsecondary recipients	0
Consortia	40 (66.30 and CESA)

A copy of the 2006-07 application (PI-1303) and corresponding budget (PI-1303-A) can be found at <http://dpi.wi.gov/cte/cpapps.html> .

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## IV. ACCOUNTABILITY

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### **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	2007
<b>1S1 - Academic Achievement</b>	Moving on	20,848	35,392	31,336	35,743	35,376	35,107	33,126	35,342
	Universe (11 &12)	21,297	36,459	32,283	38,798	37,605	37,398	35,265	37,778
	% Moving on	<b>97.89%</b>	<b>97.07%</b>	<b>97.07%</b>	<b>92.13%</b>	<b>94.07%</b>	<b>93.87%</b>	<b>93.93%</b>	<b>93.55%</b>
	<b>OVAE Performance Standard Met Standard?</b>	<b>97.61%</b>	<b>97.61%</b>	<b>97.61%</b>	<b>97.61%</b>	<b>97.61%</b>	<b>97.61%</b>	<b>95.00%</b>	<b>93.35%</b>
		<b>Y</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>Y</b>
<b>1S2 - Vocational Skills</b>	Total_all_Completers	28,354	10,274	11,523	13,951	8,757	10,329	10,247	11,244
	Total_all_Enrollees	28,924	11,644	12,704	15,650	10,092	11,868	11,451	12,626
	%_all	<b>98.03%</b>	<b>88.23%</b>	<b>90.70%</b>	<b>89.14%</b>	<b>86.77%</b>	<b>87.03%</b>	<b>89.49%</b>	<b>89.05%</b>
	<b>OVAE Performance Standard Met Standard?</b>	<b>97.95%</b>	<b>97.95%</b>	<b>85.50%</b>	<b>86.00%</b>	<b>86.50%</b>	<b>86.50%</b>	<b>87.00%</b>	<b>87.65%</b>
		<b>Y</b>	<b>N</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
<b>2S1 - Graduation</b>	Graduates (12)	13,001	19,330	17,436	19,821	20,313	19,914	19,004	19,900
	Universe (12)	13,430	19,995	18,055	21,561	21,130	21,015	20,072	21,202
	% Graduating	<b>96.81%</b>	<b>96.67%</b>	<b>96.57%</b>	<b>91.93%</b>	<b>96.13%</b>	<b>94.76%</b>	<b>94.68%</b>	<b>93.86%</b>
	<b>OVAE Performance Standard Met Standard?</b>	<b>96.47%</b>	<b>96.47%</b>	<b>96.47%</b>	<b>96.47%</b>	<b>96.47%</b>	<b>96.59%</b>	<b>95.00%</b>	<b>94.00%</b>
		<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>
<b>2S2 - Diploma/Credential</b>	Total_all_Completers	28,354	10,274	11,523	13,951	8,757	10,329	10,247	11,244
	Total_all_Enrollees	28,924	11,644	12,704	15,650	10,092	11,868	11,451	12,626
	%_all	<b>98.03%</b>	<b>88.23%</b>	<b>90.70%</b>	<b>89.14%</b>	<b>86.77%</b>	<b>87.03%</b>	<b>89.49%</b>	<b>89.05%</b>
	<b>OVAE Performance Standard Met Standard?</b>	<b>97.95%</b>	<b>97.95%</b>	<b>85.50%</b>	<b>86.00%</b>	<b>86.50%</b>	<b>86.50%</b>	<b>87.00%</b>	<b>87.65%</b>
		<b>Y</b>	<b>N</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
<b>3S1 - Follow-up</b>	Positive Outcome	10,584	8,560	7,036	9,058	9,341	10,202	10,124	
	Universe (C1 w/ FUP)	10,977	8,899	7,324	9,346	9,748	10,665	10,461	
	% Positive	<b>96.42%</b>	<b>96.19%</b>	<b>96.07%</b>	<b>96.92%</b>	<b>95.82%</b>	<b>95.66%</b>	<b>96.78%</b>	
	<b>OVAE Performance Standard Met Standard?</b>	<b>96.44%</b>	<b>96.44%</b>	<b>96.44%</b>	<b>96.44%</b>	<b>96.44%</b>	<b>96.44%</b>	<b>95.00%</b>	<b>95.00%</b>
		<b>N</b>	<b>N</b>	<b>N</b>	<b>Y</b>	<b>N</b>	<b>N</b>	<b>Y</b>	<b>YTBC</b>
<b>4S1 - NTO Enrollment</b>	NTO Concentrator Enrollment	9,860	15,494	14,549	17,336	17,923	17,495	17,249	17,863
	Total Concentrator Enrollment	21,297	36,459	32,283	38,798	37,605	37,398	35,265	37,778
	% NTO Enrollment	<b>46.30%</b>	<b>42.50%</b>	<b>45.07%</b>	<b>44.68%</b>	<b>47.66%</b>	<b>46.78%</b>	<b>48.91%</b>	<b>47.28%</b>
	<b>OVAE Performance Standard Met Standard?</b>	<b>21.15%</b>	<b>21.65%</b>	<b>21.65%</b>	<b>21.65%</b>	<b>21.65%</b>	<b>21.65%</b>	<b>30.00%</b>	<b>40.00%</b>
		<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
<b>4S1 - NTO Completion</b>	NTO Enrollment Completion - 12th	6,245	8,251	7,725	8,783	9,591	9,300	9,245	9,303
	Total Concentrator - 12th Enrollment	13,430	19,995	18,055	21,561	21,130	21,015	20,072	21,202
	% NTO Enrollment Completion	<b>46.50%</b>	<b>41.27%</b>	<b>42.79%</b>	<b>40.74%</b>	<b>45.39%</b>	<b>44.25%</b>	<b>46.06%</b>	<b>43.88%</b>
	<b>OVAE Performance Standard Met Standard?</b>	<b>20.26%</b>	<b>20.76%</b>	<b>20.76%</b>	<b>20.76%</b>	<b>20.76%</b>	<b>20.76%</b>	<b>30.00%</b>	<b>40.00%</b>
		<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
	<b>Total Y</b>	<b>6</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>5</b>
	<b>Total N</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>LEAs in Compliance with Core Indicators</b>			72	94	110	87	113	131	<b>YTBA</b>
<b>LEAs Participating</b>			366	368	368	368	369	369	369
<b>% of Total in Compliance</b>			<b>19.7%</b>	<b>25.5%</b>	<b>29.9%</b>	<b>23.6%</b>	<b>30.6%</b>	<b>35.5%</b>	<b>YTBA</b>

YTBC            Yet to be Collected  
YTBA            Yet to be Analyzed

The explanations for not meeting specific sub-indicators follow:

**2S1—Graduation:** The Core Indicators where Wisconsin failed to meet the performance standard in the 2006-07 reporting year was also not met in the 2005-06 reporting year. The failure to meet the standards can be attributed primarily 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 the indicator 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 at the secondary level within the core indicator addressing non traditional participation (4S1) and within all save the academically disadvantaged subgroup of non traditional completion within (4S2). This can be attributed to the inclusive nature to all students of program offerings within Wisconsin's secondary school districts.

Unfortunately, at the secondary level, Wisconsin failed to meet agreed upon performance levels within most of the special population segments within the core indicators of 1S1, 1S2, 2S1, 2S2 and 3S1. This fact can be attributed to the very nature of students 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:** Secondary student was enrolled in one or more vocational courses for the reporting year.

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

**Tech Prep student:** Secondary student who 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 12<sup>th</sup> 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, DPI believes that 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.

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### **IV. MONITORING FOLLOW-UP**

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Not applicable.

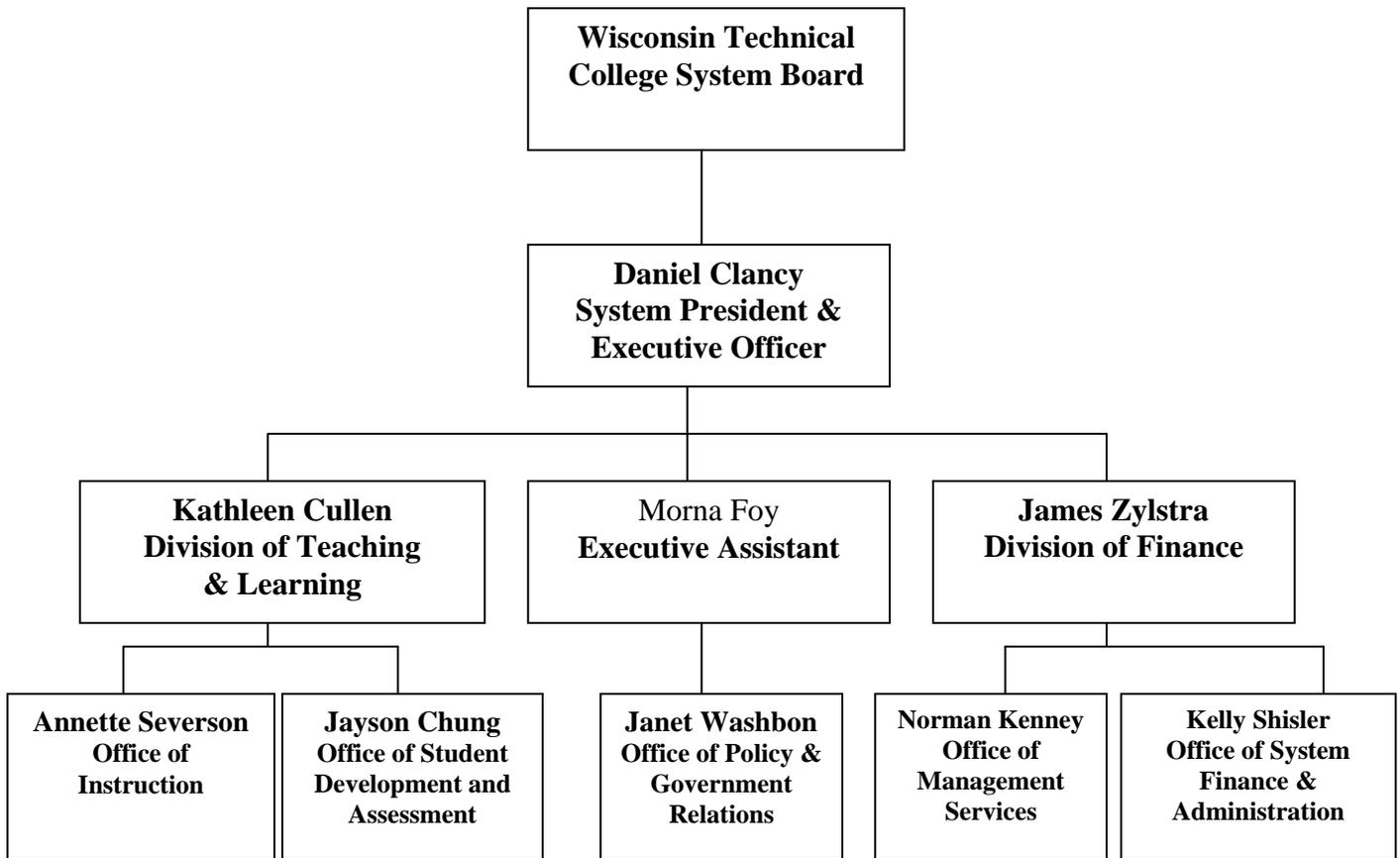
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### **IV. WORKFORCE INVESTMENT ACT (WIA)**

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Not applicable.

**WISCONSIN  
TECHNICAL COLLEGE  
SYSTEM**



# Wisconsin Department of Public Instruction

## Career and Technical Education Team

