

WISCONSIN TECHNICAL COLLEGE SYSTEM BOARD
ANNUAL PERFORMANCE REPORT 2007-2008

STATE ADMINISTRATION

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 career and technical education program under the Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270). 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 State Board by Section 121(a) of the Act. 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. For purposes of this report, the narrative is divided into two sections, the first for reporting on the state's Perkins program for postsecondary students, the second for the state's Perkins secondary students.

POSTSECONDARY (WTCS)

Organization of Career and Technical Education Programs

The provision of technical education programs in Wisconsin 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, part of the North Central Association of Colleges and Schools. 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. Five 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, Wisconsin's 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, sixteen Tech-Prep consortia provide the links between secondary and postsecondary career 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, 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 are developing 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 fosters 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.

The Council includes representatives from the Governor's Office and the Legislature, University of Wisconsin System, Department of Public Instruction, Wisconsin Technical College System, 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.

I. IMPLEMENTATION OF STATE LEADERSHIP ACTIVITIES

A. Required Uses of Funds

Assessment of Funded Programs

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

- College level report cards on Perkins performance levels were produced and shared with the sixteen colleges. This data provided colleges with baseline performance levels upon which all Perkins IV improvements are based.
- The Quality Review Process (QRP), the evaluation process for occupational and apprenticeship related-instruction programs, maintains a direct linkage between Perkins Performance Indicators for the colleges and the actual performance of their programs on comparable indicators. System Office staff produced QRP Scorecards for all programs in the system for each college. QRP Scorecards provide each college with the performance data on ten state level indicators for each program as well as their relationship to the highest performing programs in the state. All colleges continue to 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 reviewed and updated by System Office staff.
- The colleges submit mid-year and end-of-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.
- Five regional technical assistance workshops on Perkins Indicator data were conducted. Colleges were provided current data on performance levels for all students as well as special population students to enable targeted improvement strategies in their Perkins Plans and grants.
- 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 Wisconsin Technical Colleges provide learners with a variety of on-line learning opportunities. Our promotion of on-line learning includes the operation and management of a web portal - eTech College of Wisconsin - which provides students access to on-line course, certificate and program offerings throughout the Wisconsin Technical College System.

On-line course offering and enrollments have increased steadily in the past five years as demonstrated in the below table.

Fiscal Year	2004	2005	2006	2007	2008
On-line Course Offerings	1,096	1,425	1,691	1,846	2,057
On-line Enrollments	35,545	49,217	60,256	70,918	87,773

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

- System Office staff continued to provide the leadership for the development of a consortium grant application to the State Board from eleven 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 (\$273,000) were awarded for a second year to facilitate student skill attainment in the most current health record technology available.

- System Office staff collaborated with one of the technical college district in the development and submission of an advanced technology grant to support health care programs. State funds (\$8,800) were awarded to integrate a human patient simulator in nursing and other allied health care programs.
- System Office staff collaborated with Northeastern Wisconsin Technical College in the development of a new Associate of Applied Science degree program in Digital Media Technology and with Lakeshore Technical College in developing a new Graphic and Web design Associate of Applied Science degree. A total of \$244,217 in State funds was devoted to these projects.
- The WTCS continued to collaborate with the University of Wisconsin System and Milwaukee School of Engineering to promote MentorNet, an e-mail based mentoring service for nontraditional occupations (NTO) Science, Technology, Engineering and Math (STEM) related program students. Seven colleges took advantage of the service with students finding the service to be valuable.
- A face-to-face mentoring program was funded for women in the trades at Madison Area Technical College. Almost 100 women participated as mentors, mentees or resource speakers.
- The WTCS continued to improve its program analysis capabilities for student demographic data in 2007-08. 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 improvement process included input from Education Directors in the System Office as well as several representatives from district research departments.
- Each college participated in the Quality Review Process (QRP), a web-based system to collect, analyze, and report data on a system-wide basis for the sixteen technical colleges. Each college continues to 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 2007-08 program year, System Office staff provided leadership at state-called meetings, in-services and workshops on a variety of topics such as:

- Held a two-day New Administrators Academy was held for sixty-two 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.

- Developed pathways of study in cooperation with the Department of Public Instruction, and discussion of current programs of study with secondary educators to develop a uniform program of study for each WTCS program code.
- Held formal discussions with technical college Business and Marketing and Information Technology Administrators to discuss legislative activities, Perkins IV Programs of Study implementation, and review system-wide curriculum rules. Analyzed the Research Initiative on Social Entrepreneurship (RISE) project, job centers, and local economic development initiatives.
- Thirty marketing educators shared techniques on branding an image and marketing concepts; promising practices in the marketing program, and explored the concept of entrepreneurship with local businesses.
- Reviewed the Wisconsin Supreme Court Paralegal licensure and American Bar Association directions.
- Provided 137 faculty with new and emerging trends in the automotive field, collision repair field, and diesel engine repair and maintenance field, sharing best practices; participated and provided guidance for a transportation learning center at a district.
- Provided updated information and teaching resources related to the instruction of students and administration of programs (early childhood, culinary, baking, hospitality, tourism, AODA, human services, and responsible beverage service course staff).
- Fifty-five faculty and administrators reviewed program and course information and analyzed emerging office directions and innovative curriculum. Hands-on training was conducted using Office 2007 and Windows Vista operating systems.
- Eighty IT faculties discussed emerging technologies (web 2.0, green computing, IT Essentials, Share Point, simulation, gaming and security). Shared on-line teaching methods and IT related programs’ “promising teaching” practices.

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 Developing a Curriculum (DACUM) 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 implemented 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 monitored over time to assess changes in student preparedness. 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.

WTCS staff worked with academic staff in the colleges to place all one-year and two-year Technical Diplomas and all Associate of Applied Science degree programs into one of the sixteen occupational clusters and a corresponding pathway to begin the process of integrating programs of study with secondary partners with the intent of ensuring seamless academic transitions from high school CTE programs to technical college occupational programs.

Non-traditional Training and Employment

The WTCS provides leadership at the postsecondary/adult level with regard to the promotion of NTO program 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.

Wisconsin was selected as one of five states to participate in the STEM Equity Pipeline Project. This NSF funded project, administered by the National Alliance for Partnerships in Equity, augments the state's resources in providing professional development related to increasing NTO enrollment and retention over the next five years. State leadership is shared between the WTCS and DPI and a state team has been identified to participate in and subsequently conduct professional development throughout the state. The project builds on our efforts to encourage root cause analysis and data-based strategic planning.

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 DWD 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 Regional Industry Skills Education (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 focused 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 serves on the Council on Workforce Investment (the state's workforce investment board). System Office staff serve on selected CWI committees. All technical college presidents served on their local workforce development boards.
- University of Wisconsin System (UW System) – Transfer initiatives – The Joint UW System-WTCS Committee of Baccalaureate Expansion (COBE) provided second year funding in 2007-08 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 evaluated and modified the grant application for 2008-09 grant proposals to include all thirteen strategies identified in the original COBE work plan developed in 2004-05. In addition WTCS and the University of Wisconsin have partnered with the University of Southern California Center for Urban Education in the Wisconsin Transfer Equity Study. The project focuses on increasing collegiate transfer for students of color, but ties into a larger state-wide effort to increase the pool of bachelor's degree holders in Wisconsin.
- The System Office has a Memoranda of Understanding (MOU) with the UW System, DPI and DWD 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 four-year academic institutions. The Committee's charge is to identify solutions to a broad base of health care and focused on gathering data related to health care worker's intent to retire in order to base expansion of educational programs. System Office staff collaborated with industry leaders, DWD, Advanced Manufacturing Networks and technical colleges in the integration of the Manufacturing Skill Standards Council (MSSC) certification into manufacturing programs.

- System Office staff continue their work with the DPI on the America’s Diploma Project and the Partnership for 21st Century Skills, two new initiatives launched by the State Superintendent.
- System Office staff began collaboration with the UW System Administration, DPI, DWD and the Wisconsin Association of Independent Colleges and Universities in submitting a grant application for the “Making Opportunity Affordable” grant sponsored by the Lumina Foundation.
- The WTCS and DPI have established routine meetings of leadership and education directors/consultants to ensure better integration of secondary to postsecondary programs. Four joint work teams have been established to define the data needs, technical skill attainment strategies, Program of Study development and Tech Prep strategies that can be shared across the systems.
- The WTCS continued an agreement with the Department of Health 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.
- The WTCS district and state staff are partnering with DWD and other key agencies through a National Governors’ Academy on workforce development. The initiative is focusing on five areas: Sector Infrastructure, 21st Century Schools, Adult Education/RISE, Evaluation and Benchmarking, and Communications.

State Institutions

System Office staff has worked with the Department of Corrections (DOC) in providing educational programming for criminal offenders in correctional institutions. In program year 2007-08, 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;
- Held curriculum writing activities for vocational instructors from the Department of Corrections;
- Provided computers, software and equipment for vocational programs in correctional facilities;
- Visited DOC education directors at three facilities to review and revise Perkins project activities and budgets.
- Served 1,800 DOC inmates in vocational education training through DOC Perkins set-aside funding.

Special Populations

System Office 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 special population students.
- Served on various state advisory committees on special populations including: Americans with Disabilities Act, Sensory Impaired, Division of Vocational Rehabilitation, DPI, and the DWD, Veterans Programs, STEM Advisory Committee, and Financial Aid Committees.
- Operated listserv for technical college district services staff and grant coordinators on services for special populations.
- Worked with more than 150 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.
- Implemented the new *WTCS Guide to Serving Apprentices with Disabilities*.
- Implemented new Medicaid Infrastructure Grant funds to pilot job placement services at two technical colleges.
- Provided fiscal and special population student data reports to the eighteen Perkins funding recipients.
- Coordinated Special Population Services project with occupational program education directors. Discussed transfer including special population students, modifying accelerated learning concept, and sought involvement of special education faculty for the review of grants.

Technical Assistance

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.

B. Permissible Activities

Agreements

A Project Lead the Way leadership team and seamless transfer taskforce were established for the expansion of efforts in Wisconsin's high schools, and developed articulation agreements.

System Office staff partnered with the sixteen technical colleges and multiple UW System 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.

C. Accountability

System Office staff made recommendations and then negotiated core indicator performance levels for three years with OVAE. When the performance levels were accepted by OVAE, WTCS Office staff then proposed and negotiated core indicator performance levels with each of the sixteen technical colleges and two tribal colleges.

System Office staff offered regional meetings to college staff for sharing of best practices and facilitated discussions including data available to help identify underperforming programs, courses and student groups.

The WTCS has continued to focus Perkins Grant on activities linked to their College Perkins Improvement Plan or other initiatives related to program evaluation data identified through the WTCS QRP program improvement plans.

II. PROGRESS IN DEVELOPING AND IMPLEMENTING TECHNICAL SKILL ASSESSMENTS

The Wisconsin Technical College System (WTCS) has launched a five-year project to implement a technical skills attainment strategy for graduates in one-year and two-year Technical diploma degrees, apprenticeships and Associate of Applied Science degrees before June 30, 2013. The overall goal is to measure student attainment of industry-recognized skills upon graduation. The assessments are organized around three types intended to address student needs, industry standards as well as assessment issues such as reliability, validity, and fairness.

The major focus of this time period was to develop a strategic plan for the 349 occupational educational programs and apprenticeships sponsored by WTCS. Wisconsin’s approach is to implement the technical skill assessments on a staggered timeline and impact an increasing percentage of students before 2013 for. The plan is to add approximately twelve to fourteen career and technical education programs each year. At this rate, the State Board estimates that over one-half of the WTCS postsecondary career and technical education programs and over 70% of the graduates will have been assessed by 2013. The chart below summarizes Wisconsin’s strategic goals.

Year	Number of Programs	Cumulative Number of Programs	Estimated Percentage of Graduates (Based on graduation levels from 2006-07)
2008-2009	8	8	22%
2009-2010	18	26	36%
2010-2011	35	61	Over 55%

After July 1, 2011, the State Board will place its primary emphasis on developing technical skill attainment measures for the remaining postsecondary programs. Annual goals for the years of 2011-2012 and 2012-2013 will be established in January 2010.

In 2007-2008 the WTCS State Board allocated \$1,013,000 of grant funds in under the Reserve Grant category. A similar allocation will be made for 2009-2010. The funds come from Title I of Basic Grant funds of the Perkins Act.

The System Office began a series of in-person meetings and telephone conference calls in October 2007 to inform colleges of statewide goals, strategic plans, and related timeframes. The first statewide meeting was held on October 7, 2007 in Wausau, WI and was attended by over eighty-five college representatives. An additional statewide meeting was held on March 5, 2008 and attended by forty-two college representatives to review statewide goals and discuss local operational issues. A statewide telephone conference call was held on November 18, 2008 for thirty-eight college representatives.

Further information about the System Office's activities regarding technical skills attainment is available at:

<http://systematic.wtcsystem.edu/grants/Perkins-4/reserve-funds/technical-skills-attainment.htm>

III. IMPLEMENTATION OF STATE PROGRAM IMPROVEMENT PLANS

None required for FY 2007.

IV. IMPLEMENTATION OF LOCAL PROGRAM IMPROVEMENT PLANS

None required for FY 2007.

V. TECH PREP GRANT AWARD INFORMATION

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 2007-08 guidelines which include the Tech Prep application requirements and the distribution of funds to the WTCS Districts may be found at:

<http://systematic.wtcsystem.edu/grants/Perkins-4/planning/perkinsplan-history/Perkins-07-08.pdf>

The 2008-09 guidelines for the distribution of funds to the WTCS Districts may be found at:

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

SECONDARY (Wisconsin DPI)

STATE ADMINISTRATION

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 Career and Technical Education Act of 2006 (P.L. 109-270).

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.

Organization of Career 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.

I. IMPLEMENTATION OF STATE LEADERSHIP ACTIVITIES

A. Required Use of Funds

Conducting an Assessment (1)

See SLP #12

Developing, Improving, or Expanding the Use of Technology (2)

DPI CTE staff provided leadership for DPI's initiative *for On-line Registration Development (SLP #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. A number of changes were made to this system as described in the 2006-07 CAR. For FY 2008, there were updates made to the web-based registration system and to fix a few of the existing web-based conference management tools. *Career and Technical Education—Skills Standards Online Registration*: Every year the Skills Standards online registration needs annual maintenance to update the school year on the application along with any other minor changes needed to enhance the application.

For FY 2008, there were a number of reports that were added to the program for use in the field and others for internal use in tracking different program enrollment/completion numbers. A pilot program in Construction was added which resulted in programming to integrate this program into the existing application/reports.

Offering Professional Development (3)

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

- *Targeted Agency Staff Development (SLP #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 sixteen professional development experiences.

- *WACTE Professional Development (SLP #24)*

The purpose of this project was to sponsor a breakfast highlighting the recognition of state business and education partnerships at the 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 skills and workplace readiness attitudes necessary for today's ever-changing work place.

Providing Support for Programs to Improve Academic Integration (4)

DPI CTE staff provided support for career and technical education programs that improve academic and career and technical skills of students through the integration of academics with career and technical education. These activities included a project related to:

- *Science Standards Content Alignment (SLP #29)*

The purpose of this project was to form a State Superintendent's Task Force to:

- Explore the question of agriculture course counting toward science credit;
- Make recommendations to the State Superintendent about the question;
- Begin a crosswalk of the science and Technology and Engineering Education/PLTW Standards which will result in Technology and Engineering Education courses granting science credit.

Providing Preparation for Non-traditional Fields in Current and Emerging Professions (5)

DPI CTE staff provided leadership to for preparation for nontraditional training and employment through a project:

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

The purpose of this project was to deliver Phase Five of a web-based career assessment program, written guides, web-based career assessment programs, student outcome reports, technical manual and administrative tools. The WCA was also translated into Spanish.

Supporting Partnerships (6)

DPI CTE staff provided leadership to support partnerships to enable students to achieve State academic standards and career and technical skills through the following project:

- *Bioethics Forum (SLP #31)*

The focus of the project was to co-sponsor the 7th Annual International Bioethics Forum: Evolution in the 21st Century.

Serving Individuals in State Institutions (7)

The Carl Perkins Career and Technical Education Act of 2006 (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 career and technical education programs. DPI provides career and technical education services and activities designed to meet the special needs of students in state institutions with the following fundable activities:

- *State Institutions (SLP #4)*

DPI staff provided professional development programs, including providing comprehensive professional development for career and technical/academic personnel that:

- provide in-service and pre-service training in state of the art career 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 career and technical education who are involved in the direct delivery of educational services to career 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 2007-2008 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.

Providing Support for Special Populations (8)

DPI CTE staff provided leadership to support for programs for special populations that lead to high skill, high wage careers. See SLP #12

Offering Technical Assistance (9)

DPI sponsored a meeting in which Career and Technical Education Coordinators and other interested individuals were provided technical assistance on the development of career clusters/pathways using the *Wisconsin Program of Study (POS) Implementation Component*

Guide. This Guide can be found on the DPI/CTE website at:

<http://www.dpi.wi.gov/cte/cpapps10.html>

B. Permissible Activities

DPI employed 8.85 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.

Improving Career Guidance and Counseling Programs (1)

See SLP #12

Supporting Career and Technical Student Organizations (4)

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 (SLP #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.

- *State Leadership Conference Support (SLP #26)*

This project provided administrative support for the HOSA and Skills USA state leadership conferences.

Other Permissible Activities (2, 5-17)

No activity occurred.

C. Eligible Recipients

Summary of DPI's Eligible Recipients	Number
Participating secondary local eligible recipients	370
Area vocational technical agencies	None
Postsecondary recipients	0
Consortia	32 (66.30 and CESA)

A copy of the 2007-08 application (PI-1303) and corresponding budget (PI-1303-A) is available upon request.

II. PROGRESS IN DEVELOPING AND IMPLEMENTING TECHNICAL SKILL ASSESSMENTS

- Technical skill assessments are tied to the State of Wisconsin's nineteen Skill Certificate Programs as noted at the following website: <http://www.dpi.wi.gov/cte/cteskills>

Concentrators obtaining technical skill attainment are also counted with industry-specific programs such as MOUs, etc.

- The current percentage of CTE concentrators engaged in these programs is around 10%.
- Of the nineteen Skill Certificate Programs, all six traditional CTE program areas are currently covered. As Programs of Study are being developed and implemented within the State of Wisconsin's secondary school districts, DPI will be monitoring those programs to possibly expand on the existing Skill Certificate Programs.

III. IMPLEMENTATION OF STATE PROGRAM IMPROVEMENT PLANS

None required for FY 2007. At the state level, Wisconsin's secondary core indicators were not reported for 1S1 and 1S2 for the reason that at this point in time, we were unable to tap into the No Child Left Behind test scores database due to a lack of a proper algorithm to connect CTE students to the appropriate databases. We now have an algorithm as well as participation of the appropriate entities in WDPI to obtain the data. DPI will provide in the near future the data for 2007-8 core indicators of 1S1 and 1S2.

It is anticipated that once this data is acquired and submitted on an amended CAR that Wisconsin will be in compliance with the 90% standard on these indicators.

IV. IMPLEMENTATION OF LOCAL PROGRAM IMPROVEMENT PLANS

None required for FY 2007. Aside from core indicators 1S1 and 1S2 discussed earlier, the only core indicator that is applicable to the State of Wisconsin secondary system for this consolidated annual report for which there is data is 4S1, CTE Concentrator Graduation Rate with a state rate of 93.81%. Based on that performance level, we have ten districts that are below the 90% threshold which is 3.1% of the total number of districts. The disaggregated categories of students for this core indicator may be viewed within the Student Accountability Forms of this CAR.

Once the districts have been informed of their performance, they will address their performance deficiency within Section IX of the next year's Wisconsin Secondary CPA application.

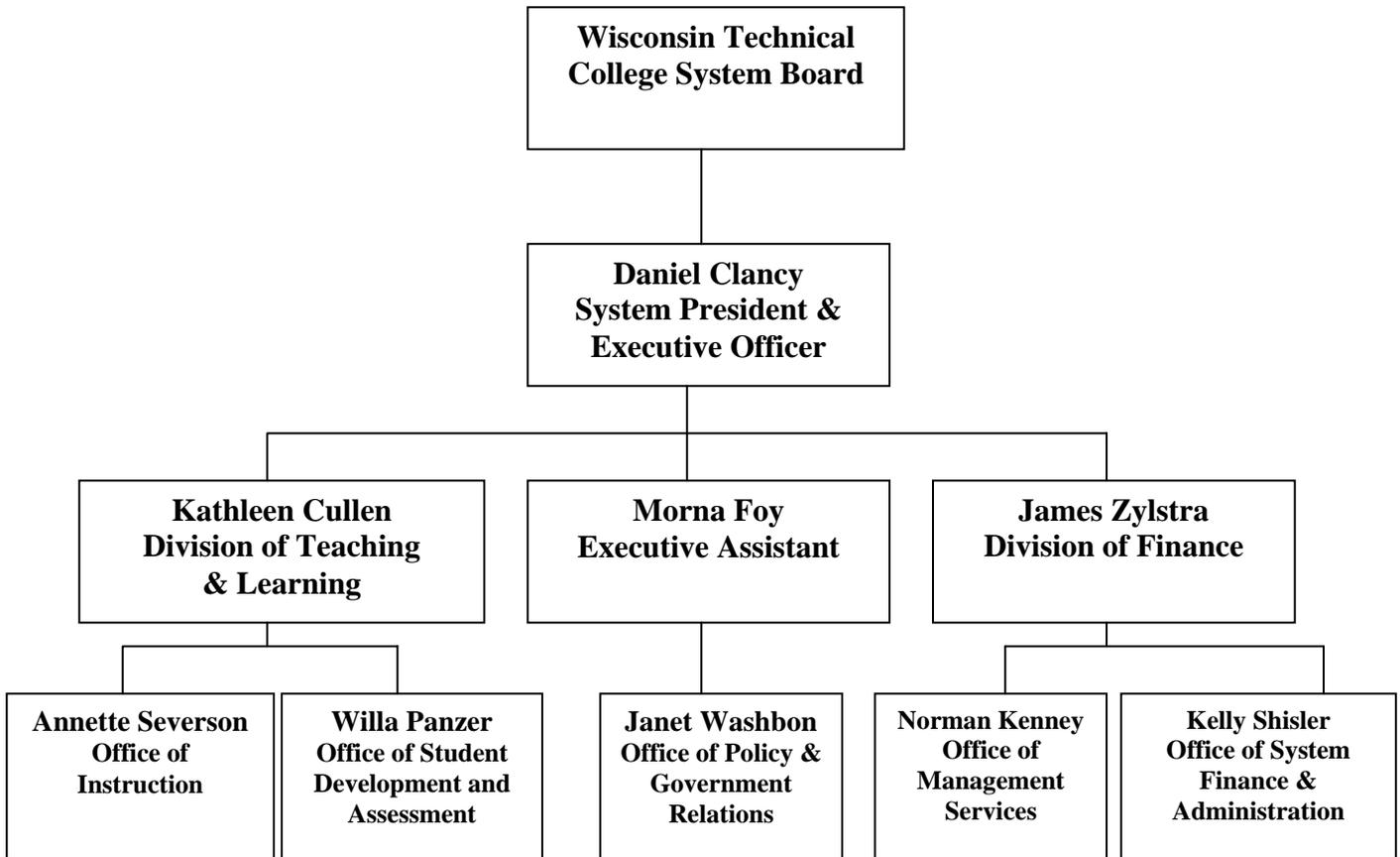
Vocational participant: Secondary student was enrolled in one or more vocational courses for the reporting year.

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.

**WISCONSIN
TECHNICAL COLLEGE
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