

WISCONSIN TECHNICAL COLLEGE SYSTEM BOARD
ANNUAL PERFORMANCE REPORT 2008-2009

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.
- A new set of scorecards for programs was developed with college input to more directly align the QRP program level indicators with the overall college level Perkins Indicators. These scorecards will go into production in 2009. The success of special population students is measured. 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.

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

Fiscal Year	2005	2006	2007	2008
On-line Course Offerings	1,425	1,691	1,846	2,057
On-line Enrollments	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 (\$312,450) were awarded for a third 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 (\$8,400) were awarded to integrate a human patient simulator in nursing and other allied health care programs.
- System Office staff collaborated with Nicolet Area Technical College in the development of an Advanced Technical Certificate in Digital Media Arts. State funds in the amount of \$26,625 were allocated to support curriculum development and the acquisition of computer hardware and software.

- State funds (\$142,033) were granted to two technical colleges to support the development of new Associate of Applied Science degree programs in Digital Media and Graphic Web Design.
- 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.
- System Office staff worked with a technical college to write a system wide leadership grant to fund the purchase and integration of cardiac defibrillators into first responder and other health care training programs.
- The University of Wisconsin System, the Wisconsin Association of Independent Colleges, the WTCS and the Department of Public Instruction have together identified a common platform for eTranscripts to be supported by all the education sectors in the state. We are testing the platform via a pilot with ten Wisconsin high schools this year. By agreeing to a common eTranscript platform, we are supporting a more seamless transition of high school students into higher education. We are also facilitating data sharing in the form of student transcripts across sectors for the benefit of a student's career and educational development.
- WTCS has been collaborating in the creation of a statewide portal for "all things STEM in Wisconsin", <http://www.wistem.org>. The partners in this project include business and industry, public agencies and Wisconsin's educational sectors among others. The development and use of a STEM portal in Wisconsin will facilitate dialogue about needs and services of educators, students and employers as well as serve as a clearinghouse for resources, programs and services in the state. The ultimate goal of the website is to support the STEM talent pipeline in Wisconsin.

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 2008-09 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 forty-eight 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.

- Addressed 14-20 WTCS Apprenticeship Coordinators and staff's priority issues in the collaborative delivery of apprentice related instruction. WTCS Instructor and Administrator participation at trade-specific State Apprenticeship Advisory Committee meetings where 15 instructors, from eight trade areas, made formal presentations and/or served as WTCS advisors offering college perspective on issues related to their occupational programs. Agenda items included curriculum, assessment and delivery concerns, and industry review of instructor certification documents.
- Biennial Apprenticeship Conference gathered 16 WTCS apprenticeship Coordinators and 20 instructors to participate in targeted workshops designed to improve programs. Held an Industrial Electrical Instructor Summit for eight industrial faculties from six colleges to share resources, best practices, and identify needs for professional development.
- Provided program review and Vital Friends training for T&I Administrators; program improvement process support through Kaizen Training; and developed the conference and web page for Manufacturing Skill Standards Certification (MSSC).
- Provided 121 faculty with new and emerging trends in the automotive field, diesel engine repair and maintenance field, electronic, EET and electro-mechanical field, sharing best practices.
- Provided updated information and teaching resources related to the instruction of students and administration of programs (adult continuing education, early childhood, culinary, baking, hospitality, tourism, AODA, human services, interior design, and responsible beverage service course staff).

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.

The Wisconsin Department of Public Instruction and the WTCS collaborated in professional development activities with the goal of standardizing the essential elements of a Program of Study between the secondary and post-secondary settings. Integral to the development of a Program of Study, identifying essential elements helps to ensure consistency among the 16 technical colleges and the 400+ secondary school districts. As a result of the professional development, 90.1% of Wisconsin high schools report that they have implemented one or more Programs of Study, and 22.0% report having implemented seven or more Programs of Study plans between high schools and technical colleges. These Programs of Study will continue to

evolve over time as the faculty gain more experience and expertise in both the creation and use of Programs of Study.

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. A pilot project is underway in the Lakeshore Technical College district with representatives of their three school districts and the college focused on the participation of high school age students in NTO programs as well as the transition of some of these students to the Wisconsin Technical College System.

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 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 continue the Regional Industry Skills Education (RISE) initiative, after being awarded a second grant from the Joyce Foundation's Shifting Gears program to develop adult career pathways for low income adults. This multi-year initiative focuses 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. The University of Wisconsin Center on Wisconsin Strategy (COWS) continues to work with the WTCS on a data pipeline project to evaluate transition of low skill adults into occupational programs in connection with the RISE initiative.
- 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. In addition, the Associate Vice President of Student Development and Assessment continues to represent the System's efforts in the capacity of State Director of Adult Basic Education (WIA – Title II).
- The University of Wisconsin System Administration (UWSA) and the WTCS continue to collaborate on increasing the number of baccalaureate degree holders through the work of the Committee On Baccalaureate Expansion. In 2008-09 the Executive Committee state grant funds were used to support projects at several Wisconsin Universities, in partnership with technical colleges to increase the number of students who transfer between our institutions, and to improve counseling to technical college students who may be interested in obtaining a 4-year degree.
- WTCS and the UWSA continue to partner on the Transfer Equity Study. Working with the University of Southern California Center for Urban Education, the study intends to focus on strategies to increase the number of students of color who transfer from a technical college into a 4-year institution and to support them through their attainment of a baccalaureate degree. In 2008-09 several work groups have been formed to move the work forward and technical colleges who have high numbers of students of color have been identified as pilot groups to implement strategies identified by the project.
- 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.
- The secondary and postsecondary partners of the Making Opportunity Affordable (MOA) grant funded by the Lumina Foundation continued their work in identifying potential strategies to assist students in obtaining academic credentials (technical diplomas, associate degrees and bachelor's degrees) that are recognized by industry and allows for the continued personal development of students. Although not selected for additional funding in 2009-10, the efforts of this group will continue to move forward.
- 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. Outcomes of the work teams in 2008-09 include: the creation of a glossary of terms for Tech Prep, the revision of a document detailing the difference between advanced standing credit and transcribed credit, the development of a grant application for a Program of Study implementation team to help high schools and technical colleges continue to develop Programs of Study, and continued conversations between DPI and WTCS in identifying technical skill attainment measures that are relevant for secondary and postsecondary settings.
- 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 continued a partnership with DWD and other key agencies through a National Governors' Academy on workforce development. The initiative focused on five areas: Sector Infrastructure, 21st Century Schools, Adult Education/RISE, Evaluation and Benchmarking, and Communications. Efforts started under this program will continue to evolve through the Governor's Council on Workforce Investment and the RISE initiative.

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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 2008-09, 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.
- Sought involvement of special education faculty for the review of Faculty Development Grants; discussed with Tech Prep Program Education Director transfer including special population students; held Spring Transfer Meeting with UW Systems and discussed transfer including special population students.

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.

Liberal Studies Workgroup, General Education Dean Meetings, and UW System Transfer Coordinator meetings were held among district faculty and staff to discuss issues and strategies related to students in liberal studies program including special population students.

Information and supporting data were provided to Wisconsin technical college staff on how to increase and retain African-American male students and identify retention strategies in NTO.

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

The Project Lead the Way leadership team and Seamless Transfer Taskforce expanded efforts in Wisconsin's high schools, and developed articulation agreements. Their collaborative efforts enabled 14 of 16 technical colleges (remaining two are in process) to have articulation agreements with Wisconsin's high schools. A web site with the system wide statement of articulation, the complete list of Wisconsin Technical College / Project Lead the Way course articulation agreements, and individual institution agreements and information are available:

http://www.pltw-wi.org/pltw_college_credit/index.htm

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) system wide 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 on Perkins Grant 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) launched a five-year project in 2008 to implement a technical skills attainment (TSA) strategy for graduates of programs and apprenticeships. The overall approach is to implement the project on a staggered timeline before 2013. Wisconsin is using two major strategies to accomplish the goals of the project.

The first strategy is to utilize licensure examinations administered by another state agency to assess the graduates from eight programs. WTCS is currently negotiating an inter-agency relationship with the WI Department of Regulation and Licensing to use their licensure examinations as the assessment of technical skills. The student data from the examinations will indicate the successful or unsuccessful completion of the assessment. The eight programs include: Associate Degree Nursing, Practical Nursing, Occupational Therapy Assistant, Chiropractic Technician, Barber/Cosmetology, Esthetician, Funeral Service, and Massage

Therapy. WTCS anticipates concluding the inter-agency agreement sometime in 2010 and report student data for the 2009-2010 reporting period.

The second strategy is the implementation of a grant program to provide funding support to a limited number of educational programs and apprenticeships. In 2008-2009 the WTCS State Board implemented a grant program entitled “Reserve” Grants and allocated \$1,013,000 for the TSA project. The purpose of the funding is to support technical colleges in the implementation of TSA projects targeted to specific WTCS programs. A lead college is the recipient of the funds and facilitates a collaborative process with other colleges to develop similar assessments. The eight priority programs for 2008-2009 were: Accounting, Welding Industrial, Automotive Technician Associate Degree, Automotive Technician 2-Year Technical Diploma, Automotive Technician 1-Year Technical Diploma, Early Childhood Education, Criminal Justice – Law Enforcement, and Criminal Justice – Corrections. The implementation of these grants is currently being negotiated with the technical colleges so curriculum can be adjusted to align with the assessment of program outcomes.

WTCS currently assesses the technical skills of graduates from the Fire Protection Tech (10-503-2) program and will report student data for the 2008-2009 time period.

In 2008-2009, the System Office used several webinars and meetings to brief colleges on the overall goals of the project and the availability of grant funding. Two statewide webinars were held on August 14, 2008 and September 18, 2008. They were attended by over 100 college staff. A statewide meeting was held on October 7, 2008 in Wausau, WI and was attended by over ninety college representatives. In addition, statewide WisLine conference calls were held November 18, 2008 and June 30, 2009.

The goal of WTCS is to develop TSA assessments for an additional 25 programs in 2010-2011. WTCS has allocated \$1,009,500 to the Reserve grant category and briefed college staff about the grant guidelines during the statewide grant guidelines webinar held on October 7, 2009. Further information about the System Office’s activities is available at:

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

III. IMPLEMENTATION OF STATE PROGRAM IMPROVEMENT PLANS

None required for FY 2008.

IV. IMPLEMENTATION OF LOCAL PROGRAM IMPROVEMENT PLANS

None required for FY 2008.

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 2008-09 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/perkins4.htm>

The 2009-10 guidelines for the distribution of funds to the WTCS Districts may be found at:

<http://systematic.wtcsystem.edu/grants/Perkins-4/Perkins-Guidelines-2009-10.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 3.97 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 Career and Technical 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 Career and Technical 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 the end of this report.

I. PROGRAMS

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.

II. IMPLEMENTATION OF STATE LEADERSHIP ACTIVITIES

A. Required Use of Funds

Conducting an assessment

See State Level Project (SLP) #12

Developing, improving, or expanding the use of technology

DPI CTE staff provided leadership for DPI's initiative *for On-line Registration Development (SLP #21). Career and Technical Education—Skills Standards Program 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 '09, 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.

Offering professional development

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 3 professional development experiences.
- *WACTE Professional Development (SLP #24)*
The purpose of this project was to sponsor an annual 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 that improve academic integration

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:
 - a) Explore the question of agriculture course counting toward science credit;
 - b) Make recommendations to the State Superintendent about the question;
 - c) 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.

The costs incurred are attributed to the finalization of the crosswalk for equivalency credit started in 2007-08.

Providing preparation for nontraditional fields in current and emerging professions

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 Six of a web-based career assessment program, written guides, web-based career assessment programs, student outcome reports, technical manuals, and administrative tools in English and Spanish.
- *Learn, Earn, and Prosper/Wisconsin Teen Girls Forward (#27)*
The focus of the project was to introduce young women to careers in science and technology and other high demand, higher wage jobs. It was a day of learning, networking, and dialogue

designed to encourage students to consider their economic future and learn about the many exciting traditional and non-traditional career opportunities available to them. Attendees learned to be successful through interactive workshops, hands-on exhibits, and one-on-one dialogue with dynamic, successful women leaders. A Career Fair also showcased participating and sponsoring businesses, organizations, and educators and highlighted the varied educational and career opportunities available in Wisconsin. DPI's Career and Technical Education Team co-sponsored this event.

- *STEM Equity Pipeline Project (#33)*

The focus of the project was to fund three pilot districts to implement the *Five Step Process* to improve transition, enrollment, and completion of more women and girls in STEM-related CTE programs.

Supporting partnerships

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:

- *Team Wisconsin Summer Training Institute (SLP #23)*

The focus of the project was to co-sponsor the training institute held on July 14-18 at Gateway Horizon Center, Kenosha, by the Wisconsin Automobile and Truck Dealers Association/AYES.

Serving individuals in state institutions

The Carl Perkins Career and Technical Education Improvement 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 2008-2009 monies. DOC expended the grant according to these fundable activities.

Providing support for special populations

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

Offering technical assistance

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 include:

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 for career decision making

See SLP #12

Establishing agreements between secondary school and post secondary career and technical education programs, such as tech-prep programs

No SLP activity.

Supporting initiatives to facilitate the transition of sub baccalaureate CTE students into baccalaureate degree programs

No SLP activity.

Supporting career and technical student organizations

DPI CTE staff provided leadership for career and technical education student organizations, especially to increase participation of students who are members of special populations related to several projects. This 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.

Supporting public charter schools operating career and technical education programs

No SLP activity.

Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry

No SLP activity.

Supporting family and consumer sciences programs

No SLP activity.

Supporting partnerships

No SLP activity.

Supporting the improvement or development of new career and technical education courses

No SLP activity.

Awarding incentive grants for exemplary performance

No SLP activity.

Providing activities to support entrepreneurship education and training

No SLP activity.

Providing career and technical education programs for adults and school dropouts to complete secondary school education

No SLP activity.

Providing assistance to individuals who have participated in services and programs under this title in finding an appropriate job and continuing their education

No SLP activity.

Developing valid and reliable assessments of technical skills

No SLP activity.

Developing or enhancing data systems

No SLP activity.

Improving recruitment and retention of teachers

No SLP activity.

Supporting occupational and employment information resources

No SLP activity.

III. DISTRIBUTION OF FUNDS AND LOCAL PLANS

A. Eligible Recipients

Summary of DPI's Eligible Recipients	Number
Participating secondary local eligible recipients	368
Area vocational technical agencies	None
Postsecondary recipients	0
Consortia	28 (66.03 and CESA)

B. Local Applications

A copy of the 2008-09 applications (PI-1303 and PI-1303-B) and corresponding budget (PI-1303-A) are available upon request.

IV. ACCOUNTABILITY

1. 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.

2. Implementation of State Program Improvement Plans

Wisconsin has met all core indicators in 2009 with the exception of 5S1, Student Follow-up which is yet to be collected.

3. Implementation of Local Program Improvement Plans

Any district that has failed to meet one or more core indicators performance standards will be informed of such through the Carl Perkins District Profile. The district will then address their performance deficiency within Section IX of the next year's Wisconsin Secondary CPA application.

Definitions

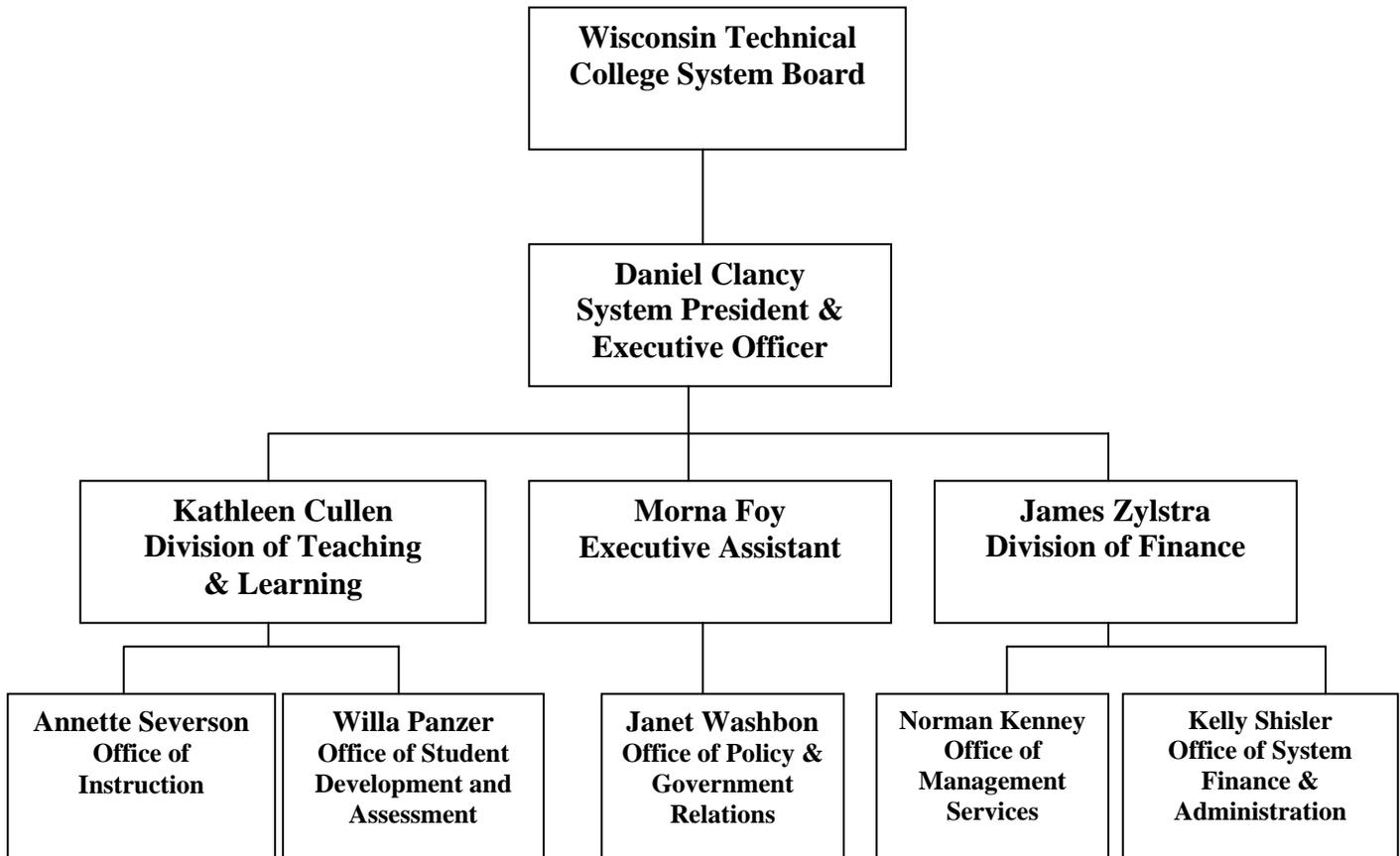
Vocational participant: Secondary student was enrolled in one or more vocational courses for the reporting year.

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.

**WISCONSIN
TECHNICAL COLLEGE
SYSTEM**



Wisconsin Department of Public Instruction

Career and Technical Education Team

