

**U. S. Department of Education
Office of Career, Technical, and Adult Education**

**Strengthening Career and Technical Education for the 21st Century Act
(Perkins) State Plan**

I. COVER PAGE

- I. State Name: Wisconsin
- II. Eligible Agency (State Board) Submitting Plan on Behalf of State: Wisconsin Technical College System Board
- III. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.
1. Name: Dr. Colleen A. McCabe
 2. Official Position Title: Provost and Vice President
 3. Agency: Wisconsin Technical College System
 4. Telephone: (608) 266-9399 5. Email: colleen.mccabe@wtcsystem.edu
- IV. Individual serving as the State Director for Career and Technical Education:
 Check here if this individual is the same person identified in Item C above and then proceed to Item E below.
- V. Type of Perkins State Plan Submission - FY 2019 (*Check one*):
 1-Year Transition Plan (FY2019 only)
- VI. Type of Perkins State Plan Submission - Subsequent Years (*Check one*):
 State Plan (FY 2020-23)
- VII. Submitting Perkins State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – *Subsequent Years (Check one)*
 No
- VIII. Governor’s Joint signature authority of the Perkins State Plan
Date Governor was sent State Plan for signature: _____
- The Governor has provided a letter that he or she is jointly signing the State plan for submission to the Department.
 - The Governor has not provided a letter that he or she is jointly signing the State plan for submission to the Department.

IX. By signing this document, the eligible entity, through its authorized representative, agrees:

To the assurances, certifications, and other forms enclosed in its State plan submission;
and

That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

| | |
|---|------------------------------|
| Authorized Representative Identified in Item C Above (Printed Name) Dr. Colleen A. McCabe | Telephone: (608) 266-9399 |
| Signature of Authorized Representative | Date: |

DRAFT

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State Plan Development with Stakeholder Consultation (A.1.)

A. Plan Development and Consultation

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins . See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins .

This Wisconsin State Plan has been developed with the guidance and input of over 2,500 stakeholders through a variety of engagement opportunities, including in-person listening sessions, interactive webinars, online surveys, and technical assistance activities (see table below). Stakeholder opportunities were posted on both the Department of Public Instruction (DPI) and Wisconsin Technical College System (WTCS) websites and were sent out in multiple email communications. Throughout this engagement, several themes have emerged as areas for improvement and focus that are incorporated in this Perkins State Plan (see infographic on pages 2-3).

| Type of opportunity | Date(s) and time(s) | Location | Number of attendees/responses |
|---------------------------------|--|--|-------------------------------|
| Technical assistance activities | January 31, February 5, March 12 & 19, April 3 | Online | 31 |
| In-person listening session | February 15, 2019 1:00-2:00pm | (State Superintendent Parent Advisory Council Meeting) Madison, WI | 30 |
| In-person listening session | February 19, 2019 | Three Lakes High School in Three Lakes, WI | 6 |
| In-person listening session | March 5, 2019 | Department of Public Instruction in Madison, WI | 8 |
| In-person listening session | March 8, 2019 | Wisconsin Technology Association Conference in Wisconsin Dells, WI | 23 |
| In-person listening session | March 8, 2019 2:00pm-4:00pm | Kilbourn Public Library in Wisconsin Dells, WI | 19 |
| In-person listening session | March 26, 2019 | CEO Roundtable in Curtis, WI | 6 |
| In-person listening session | March 26, 2019 5:30pm-7:00pm | CESA 3 in Fennimore, WI | 5 |
| In-person listening session | March 28, 2019 2:00pm-4:00pm | Wisconsin Indianhead Technical College in Rice Lake, WI | 11 |
| In-person listening session | April 1, 2019 5:00pm-7:00pm | Northeast Wisconsin Technical College in Green Bay, WI | 39 |
| In-person listening session | April 15, 2019 5:00pm-7:00pm | Waukesha County Technical College in Pewaukee, WI | 24 |
| In-person listening session | April 24, 2019 | Department of Public Instruction in Madison, WI | 2 |
| In-person listening session | May 7, 2019 9:00am-3:00pm | (Consortia CTE Coordinators Meeting) Wisconsin Dells, WI | 8 |
| Interactive webinar | May 21, 2019 12:00pm-1:00pm | Online | 18 |

CTE Programming and Career Pathways:

- Continue to expand career exploration and awareness of CTE in middle and high school → Academic and Career Planning (ACP) pages 6, 18, 22
- Expand work-based learning opportunities → page 42
- Increase communication of funding opportunities for instructor professional development → page 47

Diversity, Equity & Inclusion:

- Provide diversity, equity & inclusion training and resources → page 30
- Continue to provide funding and resources for student needs (services, transportation, mental health counseling) → pages 30 and 51
- To help fill the skills gap, expand access to CTE to underserved communities → e.g., 'Education Court' page 19

Alignment of State Plan Across State Agencies (A.2.)

A. Plan Development and Consultation

2. Consistent with section 122(e)(1) of Perkins , each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary (Section 122(e)(2) of Perkins).

This State Plan was developed in collaboration between the Wisconsin Technical College System (WTCS) and the Department of Public Instruction (DPI). WTCS supervises postsecondary career and technical education and adult basic education, while DPI is responsible for secondary education in Wisconsin. No objections were made in the development of this State Plan.

Public Comment Opportunities (A.3.)

A. Plan Development and Consultation

3. Describe opportunities for feedback through public hearings and electronic public comments on the State plan. (Section 122(d)(14) of Perkins)

An accessible PDF (portable document format) of the Wisconsin Perkins State Plan is made available for online public comment for 30 days from September 15 to October 15 (2019). The State Plan is available on the WTCS website and linked to via the DPI website and this opportunity has been communicated using both email and social media posts. The public can comment on the draft State Plan using an online survey composed of open-ended textbox prompts.

In addition, the State Plan will be available for in-person public hearings across the state. These events, include:

September 17, 2019 – 5PM-6PM
Milwaukee Area Technical College
Main Building
1015 N. 6th Street, Milwaukee WI
Room M614/616

September 19, 2019 – 5PM-6PM
Wisconsin Technical College System Office
4622 University Ave., Madison WI
Boardroom

September 24, 2019 – 5PM-6PM
Western Technical College – Lunda Center
319 7th Street N., Lacrosse WI
Conference Hall West

October 9, 2019 – 12PM-1PM
Wisconsin Indianhead Technical College
Rice Lake Conference Center
1900 College Dr., Rice Lake WI
Room 241

October 9, 2019 – 5PM-6PM
Northcentral Technical College
Center for Health Sciences
1000 W. Campus Dr., Wausau WI
Room 1004

Each public hearing will follow the same structure. Hearing officers from the Wisconsin Technical College System Office will:

- Welcome participants to the hearings;
- Provide a brief overview of the draft State Plan;
- Explain that the State Board is seeking public comment on the draft State Plan and state-determined performance levels; and
- Allow participants to provide their comments and feedback.

Wisconsin Workforce Needs and CTE Alignment (B.1.a.)

B. Program Administration and Implementation

1. State’s Vision for Education and Workforce Development

- a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and*

technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins)

Achieving Wisconsin's vision of ensuring that all residents have access to high-wage, high-skill education and training for in-demand careers will require collaboration amongst a variety of state partners including secondary and post-secondary education providers, economic development entities, workforce development organizations, local and state corrections departments, public and private-sector employers, and community-based organizations.

The Governor's Council on Workforce Investment (CWI) is charged with moving Wisconsin's economy forward by ensuring that workers have the necessary access to in-demand career training and employment opportunities and employers have a robust skilled labor pipeline to be successful. The CWI membership is appointed by the Governor and includes major business and industry leaders, state legislators, local elected officials, educational institutions, community-based organizations, and labor representatives from across the state.

The Council's five strategic priorities include:

1. Increasing educational attainment and making it affordable for all Wisconsin residents through resource sharing.
2. Increasing net migration to Wisconsin through partnerships
3. Increasing awareness and expanding worker training programs, internships and apprenticeships
4. Serving underserved populations through WIOA state partnerships
5. Improving access and understanding of workforce investment assets

In September 2016, Wisconsin's educational entities signed a memorandum of understanding that reinforces the role of career and technical education and career pathways among the state's educational entities. Therefore, the Department of Public Instruction, the University of Wisconsin System, the Wisconsin Association of Independent Colleges and Universities, and the Wisconsin Technical College System hereby commit to:

Support one another and work collaboratively to reduce or eliminate institutional barriers, foster and simplify transitions among institutions and systems, and expand Wisconsin's PK-16 career pathways aligned with and informed by labor market information in order to assist all Wisconsin students in pursuing and achieving their academic and career goals.

Wisconsin's secondary Career and Technical Education (CTE) programs stem from the six CTE content areas associated with the Wisconsin education standards. These CTE content areas include:

- Agriculture, Food, and Natural Resources;
- Business and Information Technology;
- Family and Consumer Sciences;

- Health Science;
- Marketing, Management and Entrepreneurship; and
- Technology and Engineering.

These content areas and related standards provide the framework to align curriculum, instruction, and assessment in CTE programs. The education standards for each content area are revised every seven years and include input from a wide range of stakeholders including business and industry representatives to ensure that the standards address the education and skill needs of employers.

Wisconsin also recognizes Career and Technical Student Organizations (CTSOs) as an integral part of CTE instructional programs pursuant to Wis. Stat. § 115.28(30). CTSOs develop the academic, technical, leadership, and employability skills of students. Furthermore, CTSOs are intra-curricular in nature and therefore, are connected directly to the classroom through curriculum, activities, and partnerships with businesses and the community. Wisconsin's six state and nationally recognized CTSOs align with the CTE content areas as follows:

- FFA - An Association of Agricultural Education Students
- FBLA - An Association of Business Students
- FCCLA- An Association of Family and Consumer Sciences Students
- HOSA - An Association of Health Science Students
- DECA - An Association of Marketing Students
- SkillsUSA - An Association of Technology and Engineering Students

To further support Wisconsin's effort in engaging all students in career development, a focus on Academic and Career Planning (ACP) continues. Wisconsin is beginning its third year of implementing ACP for all students grades 6-12. The ACP requirement per Wis. Stats. § 115.28(59) ensures that Wisconsin school districts engage with community stakeholders to develop a plan for equipping students and their families with the tools necessary to make more informed choices about postsecondary education and training and the connections to careers.

Another significant state-supported workforce development activity includes the development and expansion of career pathways. At the secondary level, efforts have focused on developing state-endorsed regional career pathways made possible by the JPMorgan Chase New Skills for Youth (NSFY) grant. The primary focus beginning in the 2019-20 school year is to expand the development and implementation of career pathways (which are currently offered in four pilot regions) that begin at the secondary level and progress to postsecondary education and career opportunities. The NSFY regional career pathway development process ensures that high schools connect to regional workforce and economic development efforts where career pathways feature high-skill, in-demand careers. These pathways are created in partnership with local workforce and economic development boards, technical colleges, and other regional stakeholders to provide school districts with a "ready-made" academic and career plan that includes:

- A sequence of courses;
- Work-based learning experiences;
- Industry-recognized certifications; and
- Opportunities to gain college credit.

At the postsecondary-level, Wisconsin's technical colleges continue to work closely with employer, industry and workforce development partners to ensure that programs are aligned directly with workforce needs and skills. Programs are developed and reviewed based on extensive labor market research (see page 25), and expertise from program advisory committees (see page 33). Advisory committees consist of experts in the occupational field and local businesses to keep the program skills, competencies and training updated with current and future needs (e.g., keeping pace with changing technologies and industry standards). WTCS also engages with the Wisconsin Department of Workforce Development (DWD) to deliver [apprenticeship programs](#) in high-demand, high-wage, and high-skill industry sectors.

Collectively, this work is helping employers hire the skilled workers needed throughout Wisconsin. Over the past three years, Wisconsin technical colleges have collectively awarded 86,053 credentials, and 66.7% of these credentials were in high-demand fields (e.g., nurses and related health care professionals, truck drivers, welders, machinists, etc.) as identified by DWD projections. Also, 94% of WTCS graduates who are in the workforce are employed within six months after graduation (2018 data from the [Graduate Outcomes Report](#)) and 79% of these graduates have jobs that are directly related to the training they received in their program of study.

Wisconsin CTE Vision and Goals (B.1.b.)

B. Program Administration and Implementation

1. State's Vision for Education and Workforce Development

b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins)

The advancement of career and technical education is more critical than ever. Across the United States and Wisconsin, employers are struggling to find the talent they need. By 2020, an estimated 60% of all jobs will require a high-quality postsecondary credential ([Recovery Report 2013](#)), yet only 50.5% of Wisconsinites have attained a postsecondary certificate or diploma (2019 [Lumina Foundation Report](#)). Given this need, Wisconsin's secondary and postsecondary institutions have partnered with the joint goal of increasing Wisconsin's postsecondary attainment ([60 Forward](#)). To meet this goal, 90,000 more adults (ages 25-64) in the Wisconsin workforce need to complete postsecondary training. Career and technical education accounts for roughly one third of this postsecondary goal (i.e., 30,000 more adults).

This skills shortage is not only reflective of workforce needs, but also presents the opportunity to advance the diversity, equity, and inclusion of students and workers from underrepresented populations. In Wisconsin, there are significant disparities in poverty rates across different races and ethnicities. For example, 70% of Wisconsin's African American households are below the United Way's 'Asset-Limited, Income Constrained, Employed' (ALICE) threshold, which identifies individuals who are employed yet still cannot afford the basic needs of their family, while only 34% of white households fall below this same threshold ([2018 Report](#)). Similarly, educational attainment varies across race and ethnicity groups. Hispanic, Latino, Native American, and African American adults are all 50% less likely to have a postsecondary degree than white and Asian Wisconsin residents ([American Community Survey 5-Year Estimates 2012-16](#)).

Education is the key to both closing equity gaps across Wisconsin communities and eliminating the skills shortage. Wisconsin Governor Tony Evers has said, "Strong investments in education and career and technical education programming empower our future workforce with the skills and training they need to thrive. As governor, my administration will measure success in many ways, one of which will be the success of our students."

Both the Wisconsin Technical College System (WTCS) and Department of Public Instruction (DPI) are committed and driven to increase equity in student success and the employment outcomes of our students. Our two goals for career and technical education in Wisconsin are to:

- **Increase postsecondary credential attainment, so that 60% of Wisconsinites ages 25-64 have a postsecondary degree or credential of value by 2027.**
- **Eliminate equity gaps in credential attainment across student race/ethnicity groups and special populations.**

WTCS and DPI have laid the groundwork for advancing equity and student achievement through the use of disaggregated data, evidence-based practices, and collaboration with national partners. Both the WTCS and DPI evaluate student data to identify equity gaps in student access and success. This information informs career and technical education policies, supports and resources for colleges and schools, and provides insight into professional development needs. For example, the WTCS Diversity, Equity, and Inclusion Work Group developed an [Equity Report](#) that identifies existing gaps in access and success for technical college students and staff and sets three goals to advance equity and inclusion system-wide. The report also provides several action items and resources to accelerate these goals. Similarly, DPI provides disaggregated student data in a publicly accessible portal, [WISEdash](#), which allows for identifying equity gaps and areas of need. Both the WTCS and DPI share best practices for student learning, success, and equity with schools and colleges (e.g., [culturally responsive teaching](#)). In addition, the WTCS joined a national network of [Student Success Centers](#) in 2017. The work of the WTCS Student Success Center is focused on closing student equity gaps and promoting collaboration and sharing of best practices (e.g., [guided pathways](#)) across colleges to achieve this goal.

Moving forward, the WTCS and DPI will leverage the Strengthening Career and Technical Education for the 21st Century Act (Perkins) to advance student equity and educational attainment. During this four-year plan, we will:

- Increase the number of students who have access to high quality career pathways starting in high school and address the barriers to participation and completion.
- Leverage Perkins funding to provide targeted supports and district-wide reforms that will help close educational attainment gaps, specifically for students of color, students with disabilities and students from low socioeconomic backgrounds.
- Promote and expand education opportunities for communities who have been historically underserved in Wisconsin. For example, the WTCS is collaborating with the Waukesha County judicial system to create a pilot 'Education Court' that will provide an alternative form of sentencing that focuses on identifying and addressing offender education gaps, assessing career goals, and other requirements focused on reducing recidivism rates and successful re-entry and employment, with necessary supervision and guidance (see page 19).
- Continue to leverage data used for Perkins reporting to identify equity gaps and explore potential causes and interventions to eliminate these gaps in student success.
- Continue to collaborate with stakeholders (employers, community organizations, etc.) to increase dual enrollment offerings, bridges to postsecondary education, expand work-based learning and apprenticeship opportunities, and enhance student success and awareness of career and technical education opportunities.

Wisconsin Joint Planning, Alignment, Coordination, and Leveraging of Funds (B.1.c.)

B. Program Administration and Implementation

1. State's Vision for Education and Workforce Development

c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins , including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins)

To help achieve Wisconsin's goals for career and technical education (page 8), DPI and WTCS work with employers, Department of Workforce Development (DWD), and Workforce Innovation and Opportunity Act (WIOA) partners to coordinate activities and resources to provide comprehensive, high-quality, career and technical education services. The Governor's [Council on Workforce Investment](#) (CWI), is tasked with oversight of the state WIOA plan, and acts as the primary convener of talent development efforts amongst all public agency partners. Both the State Superintendent of the Department of Public Instruction and the President of the Wisconsin Technical College System are active members of this Council. Wisconsin WIOA partners include the Department of Employment and Training, Adult Education and Family

Literacy, Vocational Rehabilitation, Carl D. Perkins CTE, and Senior Community Service Employment Programs. All of the partners register with the Job Centers of Wisconsin to enhance job readiness and placement efforts, and support career planning.

At the state level, joint planning, alignment and coordination between secondary and postsecondary education systems is also maintained between personnel at the Wisconsin Department of Public Instruction (DPI) and the WTC System Office. The WTCS Perkins State Director has regular monthly meetings with DPI's leadership team for career and technical education. In addition, the State Superintendent of Public Instruction is also a member of the WTCS State Board.

At the local level, sixteen Career-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 421 K-12 school districts in the state, as well as secondary schools funded by the Bureau of Indian Affairs, University of Wisconsin System institutions, and business, industry and labor organizations located within each consortium. The local consortia and state staff have identified 16 career clusters within the Wisconsin Career Cluster Initiative based on the sixteen federally defined career clusters. The local Career Prep consortia coordinate secondary to postsecondary student transitions through dual credit and articulation agreements as well as activities that focus on professional development for high school and technical college staff including counselors, instructors and administrators.

State Leadership Funds (B.1.d.)

B. Program Administration and Implementation

1. State's Vision for Education and Workforce Development

d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins for each of the purposes under section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins . (Section 122(d)(7) of Perkins)

Secondary

Leadership funds will be used to improve career and technical education at the secondary level by allocating a minimum of \$30,000 annually for initiatives focused on programming in non-traditional occupations (NTO). Specifically, funds will be made available through a competitive grant process to local education agencies or consortia initiatives designed to expose students (particularly members of special populations) to NTO opportunities through hands-on learning in NTO fields and high-skill, high-wage and in-demand occupations.

DPI also provides \$25,000 annually to the Wisconsin Department of Corrections, Division of Juvenile Corrections for career and technical education programming, including updating curriculum, equipment and training opportunities in high-skill, high-wage and in-demand occupations.

In addition, DPI provides technical assistance and professional development for educators and support personnel through statewide career and technical education (CTE) meetings, which focus on implementing Perkins grants, using performance data in gap analysis, identification of promising CTE strategies, and developing and evaluating quality CTE programs. Leadership funds will also be used to provide CTE content area expertise, staff support for rigorous curriculum development, alignment with postsecondary education, certified skills attainment and Wisconsin's career and technical student organizations.

DPI will gather data from grant recipients to measure the effectiveness of programs in achieving the goals and vision of Wisconsin's CTE program through analysis of performance levels and equity gaps. For recipients struggling to meet performance levels, DPI will offer opportunities for professional development and technical assistance. Ongoing technical assistance related to the administration of Perkins will take place through email communication, in-person training and support as well as virtually through webcasts.

Postsecondary

State leadership funds support WTCS staffing in the Offices of Instructional Services, Student Success, Policy and Government Relations, and Information Technology. The Office of Instructional Services manages the integrity and validity of programming via the program approval and review process, developing robust career pathways that align with workforce needs, and providing professional development opportunities for college staff in conjunction with industry partners (e.g., sharing of best practices, maintaining industry credentialing for faculty, learning about new industry technology and practices).

The Office of Student Success provides guidance and professional development for supporting students preparing for non-traditional fields, students from diverse backgrounds (special populations, incarcerated and reentry students, students with disabilities, veterans, returning adult students), students transitioning from secondary to postsecondary, and college staff (faculty, administrators, student support personnel). In addition, the Office of Student Success provides technical assistance to eligible recipients (e.g., effective data use, coaching, grant writing), conducts educational research, designs data dashboards for program improvement and closing student equity gaps, and sets goals for diversity, equity, and inclusion for students and college staff (e.g., [System-Wide Equity Report](#)).

Together these offices also manage the WTCS Student Success Center which promotes guided pathways (e.g., getting students on clearly defined career pathways, ensuring that students are learning) and evidence-based practices to help each student succeed. Also, both offices jointly conduct an annual leadership development program for college faculty and staff (New Leaders Conference), manage and administer various grant programs for eligible recipients ([Perkins](#), [state grants](#), and [AEFLA](#)), and collaborate with state and national partners (e.g., employers, K-12, University of Wisconsin System, Jobs For the Future, Department of Workforce Development).

The Office of Policy and Government Relations develops, informs, and advocates for policy that benefits technical college students (e.g., improving credit transfer to four-year colleges). The

Office of Information Technology develops data-sharing agreements, collects and secures student enrollment information to develop the Perkins accountability indicators, and creates summary reports and dashboards of Perkins measures for continuous improvement.

This use of State leadership funds directly supports our Wisconsin goals for Career and Technical Education (provided on page eight). The work of these WTCS Offices is instrumental in eliminating the skills shortage across Wisconsin and meeting our state determined levels of performance. In addition, the work of these offices is focused on expanding and advancing equity and inclusion across the Wisconsin Technical College System. For example, the WTCS Career Prep/K-12 Education Director has helped expand dual credit opportunities across Wisconsin ([Wisconsin Public Radio, 2019](#)) with 69% growth in the past five years. WTCS dual credit provides career and technical education opportunities to high school students at no cost. To assess the equity of these dual credit offerings, the WTCS Performance Analysis Education Director compared student representation in Wisconsin high schools with students who are enrolled in dual credit, and found that students of color are underrepresented in dual credit programs ([Action Research Brief: Equity in WTCS Dual Enrollment Participation, 2018](#)). This research has spurred a call to action across Wisconsin to address this gap and share best practices in equitably promoting dual credit opportunities and ensuring that dual credit offerings are inclusive.

Organization of Career and Technical Education Programs (B.2.a.)

B. Program Administration and Implementation

2. Implementing Career and Technical Education Programs and Programs of Study

a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins)

Secondary

The career and technical education programs that will be supported, developed or improved with Perkins are focused within the six CTE content areas associated with the Wisconsin education standards. These include: Agriculture, Food, and Natural Resources, Business and Information Technology, Family and Consumer Sciences, Health Science, Marketing, Management and Entrepreneurship and Technology and Engineering.

These content areas and related education standards produce the instructional framework to support career pathway knowledge and skills. The term *Career Pathways* will be embraced instead of [Programs of Study](#) going forward to align with other statewide efforts to build a system of rigorous and high-quality education, training and other supportive services (see Figure 1). As described earlier (page 6), the NSFY grant activities have resulted in [regional career pathways](#) in four pilot regions of the state with on-going expansion. These broad regions include the following areas:

- Madison/Mad Rep/CESA 2, 3 & 5
- Milwaukee/Gateway/M7/CESA 1

- Moraine Park/New North/CESA 6, 7 & 8
- Indianhead/Visions Northwest/Momentum West/CESA 11 & 12

DPI will continue to expand access to state-endorsed regional career pathways across Wisconsin. In addition, new career pathways will be identified and developed as needed via regional collaboration between workforce development, economic development and higher education including technical college career preparation consortia. Also, each state-endorsed regional career pathway will be reviewed annually to ensure alignment with workforce needs.

Currently, state-endorsed regional career pathways have been developed in Nursing, Construction, and Manufacturing. Additional pathways currently in progress include, Information Technology, Finance, Business, Marketing, and Direct Patient Care. Career Pathways identified for future development include Agriculture, Education and Training, and Laboratory/Diagnostics/Biomedical.

Career pathways are designed to link what students learn in school with secondary academic and CTE educational standards that connect to the knowledge, skills, abilities, and attitudes needed for success in college and careers. As a result, clear career pathways are identified from secondary school to two- and four-year colleges, graduate school, military, apprenticeship, and the workplace. The state will continue to support locally developed career pathways that meet the size, scope, and quality definitions (page 35) and labor market needs, in the absence of an available regionally developed career pathway.

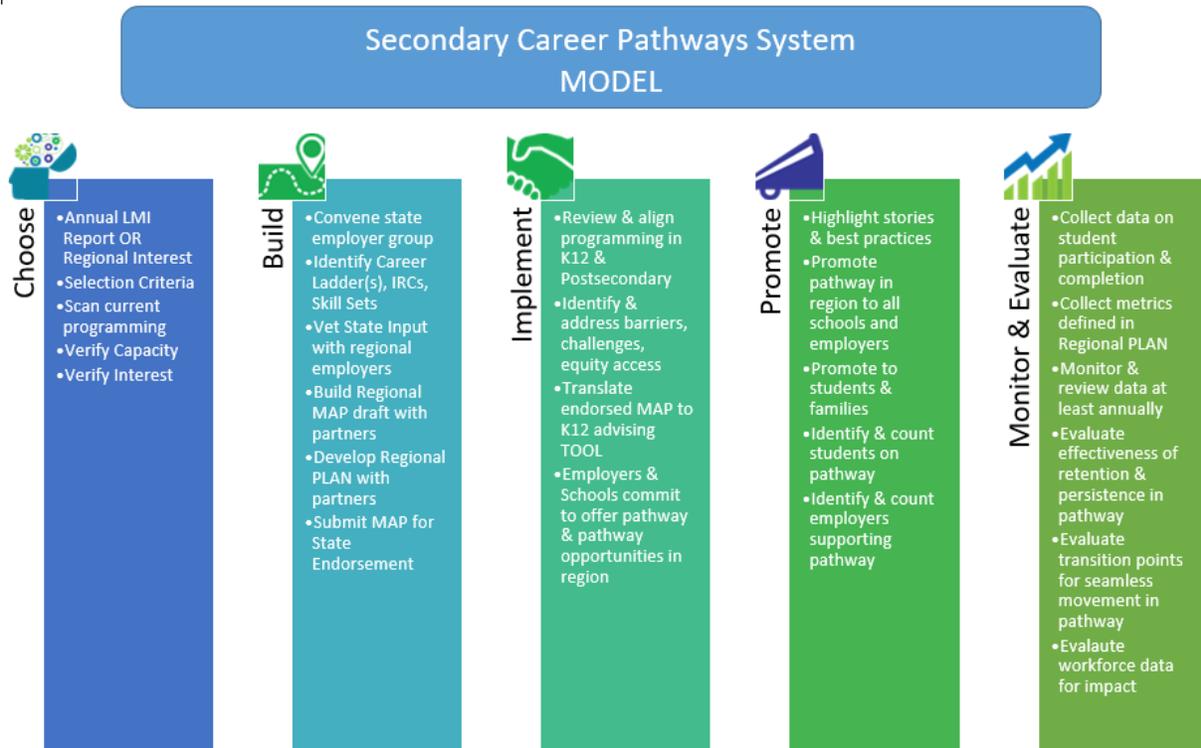


Figure 1. Model for identifying, building, implementing, promoting, and evaluating secondary state-endorsed regional career pathways in Wisconsin.

Postsecondary

Under the model of shared governance, the provision of career and technical education programs is the responsibility of the Wisconsin Technical College System (WTCS) Board and the sixteen Wisconsin Technical College districts into which the state is divided (Figure 2). All WTCS districts are accredited by the Higher Learning Commission which is part of the North Central Association of Colleges and Schools.



Figure 2. Map of Wisconsin’s 16 WTCS districts and two tribal colleges.

All occupational programs lead to an Associate of Applied Science or Arts degree, or a Technical Diploma, which can include embedded Pathway Certificates. In addition to the more than 500 different occupational programs, the Wisconsin technical colleges offer apprentice-related instruction, customized training and technical assistance directly to business and industry, and single courses for adults needing upgrading, training, or retraining of skill areas.

For a listing of the WTCS Career Programs, visit the [WTCS Program Exploration Platform](#). These programs are closely aligned with current and future workforce needs (see pages 16 and 33 for a description of the program approval process). This alignment and the quality of these programs lead to successful employment outcomes for WTCS graduates. In 2018, 94% of graduates who were in the labor force were employed six months after graduation ([Graduate Outcomes Report](#)). In addition, 97% of employers were satisfied or very satisfied with the education of their WTCS-graduate employees ([2018 Employer Satisfaction Report](#)).

Program Approval Process and Continuous Improvement (B.2.b.i.)

B. Program Administration and Implementation

2. Implementing Career and Technical Education Programs and Programs of Study

b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—

- i. promote continuous improvement in academic achievement and technical skill attainment;*

Secondary

Approvals for all locally developed career pathways will be based on similar components and criteria as the state-endorsed regional career pathways. Eligible recipients will outline the career pathway components to address labor market information and the required elements for size, scope, and quality. These elements (see page 35, section B.2.h.) are connected to the eligible recipient's comprehensive local needs assessment (CLNA) and part of the local application. If a Local Education Agency (LEA) adopts and is approved for a state-endorsed regional career pathway, then the elements of size, scope and quality will be considered met.

As part of the application for Perkins funds, eligible recipients must identify at least one career pathway connected to the eligible recipient's CLNA and annual local application. Applications are reviewed by DPI CTE Team staff. Approval of annual applications will be based on size, scope, and quality criteria and include a description of how the funding will support the development and implementation of the pathway with a focus on student outcomes, especially for special populations.

As a result of the previous year's data submitted by recipients of the Perkins grant, applicants will be provided with a report of their Core Performance Indicator compliance levels for each of the federal indicators. If the indicator does not fall within at least 90% of the required performance level, applicants will have to develop and submit a program improvement plan that includes their analysis of performance gaps and actions that will be taken to address such gaps as part of their application for funds.

Program improvement activities must:

- Promote continuous improvement in academic achievement;
- Promote continuous improvement of technical skill attainment;
- Identify and address current or emerging occupational opportunities; and
- Identify and improve student outcomes, especially for special populations.

Postsecondary

The WTCS program approval process is detailed in the [Educational Services Manual](#) (ESM). This document provides the process for all program approvals, including the approval of Associate Degrees, Technical Diplomas and WTCS Pathway Certificates.

This program approval process incorporates:

Local advisory boards, which include subject-matter experts (e.g., employers, faculty, advisors, dean) who provide recommendations on business and industry needs to develop programs that are relevant, in-demand, and aligned with industry standards and valuable skillsets.

Data-informed continuous improvement: Colleges annually review programs for viability in the labor market and areas for improvement based on student outcomes (successful course completion, equity gaps, retention rates, etc.). For this assessment of student metrics, WTCS provides interactive data dashboards for colleges to more readily identify areas for program improvement (e.g., providing course-level supports, better aligning general education with program needs, etc.). Data also informs local grant applications and the decisions of faculty and deans. Examples include:

- Updating courses within a program;
- Reviewing how often a course is offered and in what modality;
- Sequencing of courses within a program;
- Identifying multiple entry and exit points;
- Academic advising strategies; and
 - Other student supports.

Eligible recipients are required to use funds for established priorities:

- Strengthening Career and Technical Education Programs;
- Achieving Student Success;
- Assuring Access and Participation in Nontraditional Training Occupational Employment; and
- Promoting and Supporting High School to College Transitions for Career and Technical Education Students.

These categories guide the development and continuous improvement of CTE programs, and they support students in academic and technical course completion, which leads to increased credentialing and graduation.

Expand Access to Special Populations (B.2.b.ii.)

B. Program Administration and Implementation

2. Implementing Career and Technical Education Programs and Programs of Study

b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—

- ii. expand access to career and technical education for special populations;*

Secondary

In completing their local application, secondary recipients must address how members of special populations will be provided with equal access to activities and support to achieve success. Allowable funded activities for special populations may include, but are not limited to:

- Career guidance and counseling services to assist the student to successfully enroll in and complete their technical program or courses
- Academic counseling services that ensure that students enrolled in technical education programs or courses achieve academic success
- Services to support accommodations through an individualized education plan and coordinate or provide the services required to complete their technical courses or program
- Professional development for teachers related to retention and completion services to assist students to successfully complete their technical courses or program including early warning strategies, success strategies and integrated faculty and student services strategies

Tutoring and success skills courses that assist students in their course or program completion

Non-counseling services provided directly to special populations students including disability services, note taking, interpreting services, alternative test taking, transition services and individualized employment linking services.

- Work-based learning activities such as internships, youth apprenticeship, state-certified cooperative education, mentoring, job coaching, school-based enterprises, and job shadowing that are related to the student's technical education program as well as supports for such activities
- Employment services and counseling to facilitate the student's passage from technical education to employment, including job seeking skills instruction, job development, and placement activities
- Services and activities for individuals preparing for nontraditional occupational fields. These activities are necessary to increase the enrollment, course completion, and graduation of students in nontraditional occupational fields
- Accommodations and services related to access and participation in career and technical education student organizations

Through a newly developed contract, DPI is partnering with Cooperative Educational Service Agency Region 2 to create statewide materials to assist local education agencies in the recruitment and retention of special populations into career and technical education. The scope of the work includes ensuring local CTE leaders understand and can participate in the data inquiry process to determine participation rates among special populations and students of color in career and technical education; develop strategies to attract, engage, and retain special populations and students of color; provide preparation for nontraditional fields, expose special populations to high-skill, high-wage and in-demand occupations; and develop professional development modules for career and technical education coordinators to use with district personnel.

As previously mentioned on page six, Wisconsin requires implementation of academic and career planning (ACP) statewide for all students enrolled in grades 6 through 12 in a Wisconsin school district. As part of the ACP process, students work to become critical thinkers, collaborate to solve real-world problems, and persevere when confronted with challenges.

All students, including members of special populations, must develop an ACP under the guidance of their school counselor (in most cases). This is intended to equip all students, and their families, with the tools necessary to make more informed choices about postsecondary education and training as it relates to future careers. ACP acts as an organizer that incorporates data and personalizes education for each student, starting where they are and guiding them to where they want to be.

Postsecondary

The process and criteria for approving programs and career pathways includes creating multiple entry and exit points within a program, aligned with workforce needs based on local and

statewide data. While the state approves programs based on workforce needs and alignment, colleges are required to design the program to expand access and success for underrepresented populations.

WI & WTCS Racial Diversity



Figure 3. Demographic breakdown of race/ethnicity groups for the state of Wisconsin and WTCS students. Data are derived from WTCS Affirmative Action Compliance Report (2017-18) and WTCS Client Reporting (2017-2018). Each icon represents 4% of the total. Any racial/ethnic groups representing less than 4% are not captured.

WTCS colleges are open access for admissions and support a diverse student enrollment (e.g., Figure 3). Data informs instruction and other support services with a goal to eliminate equity gaps in credential attainment and increase completion across student populations. All programs of study are compliant with the Office for Civil Rights and Americans with Disabilities Act (ADA) laws and are reviewed by the System Office on behalf of the Office for Civil Rights.

In addition, WTCS colleges strive to expand access to career pathways to populations who have been historically underserved in Wisconsin. One such group is the Wisconsin incarcerated population. Only 5% of incarcerated individuals have an associate degree or higher, while all other individuals lack postsecondary credentials and 30% even lack a high school diploma (Figure 4). Across the WTCS, 81 programs are conducted at jails or prisons. As mentioned previously (page 9), WTCS is leading collaboration with the local technical college and the Waukesha County judicial system to develop an ‘Education Court’ pilot program. This program seeks to offer alternatives to incarceration to first-time and non-violent individuals who have gaps in educational attainment, but desire to focus on gaining skills to join the workforce. This program will help employers and their need for skilled employees, but also will decrease recidivism rates and the associated costs to Wisconsin taxpayers ([Rand Corporation 2013](#)). The program will also help increase equity in the labor market across Wisconsin, since people of color are vastly overrepresented in jails and prisons ([Pawasarat & Quinn 2013](#)).

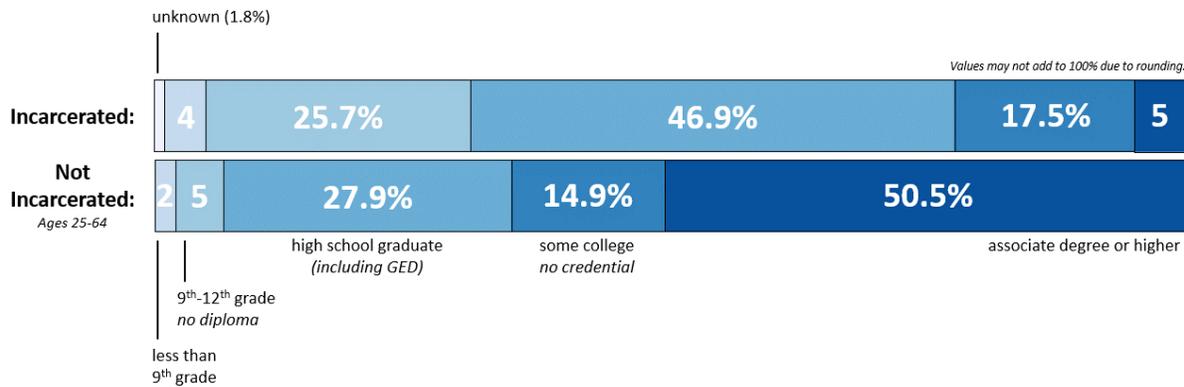


Figure 4. Wisconsin educational attainment for incarcerated individuals (top) and not incarcerated adults (bottom). Data derived from the Lumina foundation and the Wisconsin Department of Corrections (2017 data).

Inclusion of Employability Skills (B.2.b.iii.)

B. Program Administration and Implementation

2. Implementing Career and Technical Education Programs and Programs of Study

b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—

iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins)

Secondary

Under the career pathway model, secondary recipients work collaboratively with postsecondary technical college districts to develop a non-duplicative sequence of courses that prepares students for success in postsecondary education and the workforce. These efforts include alignment with challenging academic standards, industry standards, employability skills, and rigorous, relevant career and technical content.

Using the [Wisconsin Career and Technical Education Standards](#), Wisconsin CTE teachers have access to the foundational knowledge and skills needed to educate students for successful entry into hundreds of high-wage, high-demand occupations and careers. Vetted by business, industry, and education professionals, these standards guide Wisconsin schools, teachers and community partners in the development and continuous improvement of high quality CTE courses and programs.

The learning priorities and performance indicators contained within each set of CTE standards consists of knowledge and skills specific to the respective disciplines as well as related jobs and careers. In addition, knowledge and skills exist that are common and needed in the pursuit of jobs and careers in any field. This set of common career knowledge and skills are contained in the [Wisconsin Common Career Technical Standards \(WCCTS\)](#). Mastering these standards are critical as students develop and pursue their career goals.

Postsecondary

To ensure students will be successful in the workplace, the program development and approval process encourages and supports the inclusion of employability skills in course competencies. Each college defines employability skills across their program areas. For example, Milwaukee Area Technical College has seven [core abilities](#) with specific indicators of performance (e.g., solve problems using technology).

The success of these efforts is evidenced by both the WTCS graduate employment rate and employer satisfaction data. In 2018, 94% of graduates who were in the labor force were employed six months after graduation ([Graduate Outcomes Report](#)). Also, nine in ten employers said that WTCS graduates met or exceeded their expectations for the ability to communicate effectively and overall preparedness for employment ([2018 Employer Satisfaction Report](#)).

Market and Communicate Programs (B.2.c.i.)

B. Program Administration and Implementation

2. Implementing Career and Technical Education Programs and Programs of Study

c. Describe how the eligible agency will—

- i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;*

Secondary

DPI provides resources and support to local education agencies (LEAs), parents, and students related to CTE opportunities, career exploration, programs of study, and information on the Early College Credit Program (ECCP) opportunities on the DPI website. LEA personnel such as CTE teachers, coordinators, and counselors work together to help share brochures and other materials with students and parents specific to the local district and the broader community. LEAs share all aspects of CTE, including dual enrollment and early college credit opportunities during the academic and career planning process, required for all Wisconsin students grades 6-12. DPI communicates CTE information to students and parents via agency websites and social media, and to LEAs through email, events, and the CTE Newsroom monthly online newsletter.

Marketing and outreach are done in a way that is inclusive of all protected groups, including in a student's language of origin. LEAs utilize a number of communication platforms including websites, social media platforms, print, and video to ensure students and families receive information regarding the educational opportunities available in a manner that families can understand. This communication approach follows the state pupil nondiscrimination statutes

(§118.13, Wis. Stats. and Chapter PI 9.06, Wis. Admin. Code), in which DPI ensures equity for all students who fall into any of 14 protected groups.

Through the ACP process, all students obtain robust career development through ongoing guidance and mentoring, access to current and relevant career information, as well as appropriate planning tools. A continuous process of self and career exploration with input and influence from parents, teachers, and others leads to an academic and career plan that is dynamic and provides a foundation for making education and career-related decisions. The plan includes a student's academic, personal/social, and career goals while capturing the skills, knowledge, and values needed to attain those goals. The plan also is designed to reflect accurate and up-to-date labor market information to serve as a context for applying the student's passions, aptitudes, strengths, and dreams.

Postsecondary

WTCS provides resources and support to colleges for the dissemination of CTE opportunities and career exploration. Colleges share all aspects of CTE as well as dual enrollment opportunities with potential students, parents, employers, education partners, and other stakeholders (e.g., Figure 5). This communication is shared in multiple formats (e.g., [infographics](#), [interactive modules](#), [videos](#), [reports](#), etc.) and is accessible for easy understanding.

WTCS communicates CTE information to students and parents via agency websites, targeted marketing strategies, social media, annual events, and coordination between secondary and postsecondary representatives.

Agency websites (www.wtcsystem.edu, www.wistechcolleges.org, www.wisconsinconnect.com) provide career exploration tools and guidance (e.g., [Career Interest Questionnaire](#)), searchable [program listings](#) with information on employment opportunities, and information on work-based learning, dual credit, and apprenticeship. Information is also provided specifically for special populations. For example:

- Information for [English Language Learners](#) is translated into both Spanish and Hmong, which are the two most common non-English languages spoken in Wisconsin.
- [Individuals with disabilities](#) can find information on accommodations and resources that are provided at Wisconsin schools and technical colleges.
- [Individuals out of the workforce](#) can find resources, tips, and stories from peers on going back to school.

The WTCS marketing consortium has also deployed a digital advertisement campaign to reach prospective students from diverse backgrounds. As of July 2019 (11 months into the campaign), these targeted advertisements and videos have had over 3,000,000 views on various social media platforms. Both DPI and WTCS use social media (Facebook, Twitter, YouTube, Instagram) to broadcast information about CTE offerings, opportunities, and events across the state. In addition, the WTCS sends "WTCS-in-Brief" weekly e-news updates on CTE to education partners, employers, and community members.



Figure 5. WTCS Career Pathway infographic that highlights opportunities for learners of all ages and engages employers.

WTCS organizes an annual [Student Showcase](#) at the state capitol, which highlights the students' service-learning projects and academic programs from each technical college. The WTCS also organizes a [Student Ambassador Program](#). One student from each of the technical colleges is selected to share their CTE journey at an annual banquet (sponsored by Baird Public Finance) attended by family members, System and college leaders, and employers.

Secondary and postsecondary representatives coordinate to help share CTE information, brochures, and other materials with teachers, students and parents. The WTCS [Guidebook](#) of program offerings and outcome reports ([Graduate Outcomes](#), [Apprenticeship Completion](#)) are mailed to school counselors and career prep coordinators.

Facilitate School and College Collaboration in Providing CTE Programs (B.2.c.ii.)

B. Program Administration and Implementation

2. Implementing Career and Technical Education Programs and Programs of Study

c. Describe how the eligible agency will—

- ii. *facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;*

Secondary

Regional career pathway collaboratives (described on pages 6 and 12) bring together secondary schools, technical colleges, workforce development, local businesses, and industry for development, coordination, and review of career and technical education. This collaboration results in career pathways comprised of stacked credentials that are connected from high schools to regional pathways provided by local workforce and economic development boards and technical colleges.

Postsecondary

WTCS helps promote engagement in secondary-postsecondary partnerships and cross-college collaboration. Each of Wisconsin's 16 technical colleges has a career prep coordinator who serves as a liaison to facilitate collaboration with the high schools in their districts (creation of articulation agreements, advanced standing credit, transcript credit, etc.). The career prep coordinator also leads a School-to-Work Council that includes representatives from business and industry, administrators, teachers, and school-to-work coordinators who review and approve programs of study. At the system-level, the Education Director of Career Prep/K-12 coordinates efforts across college districts. In addition, Education Directors of Instructional Services at the System Office help foster cross-college collaboration with sharing of best practices at annual system-wide meetings, coordination of system-wide curriculum (e.g., general education courses, nursing program), and shared programs in which students can stay in their home district while participating in a program from another district.

Alignment of CTE with Labor Market Needs (B.2.c.iii.)

B. Program Administration and Implementation

2. Implementing Career and Technical Education Programs and Programs of Study

c. Describe how the eligible agency will—

- iii. *use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;*

Secondary

The Wisconsin Department of Workforce Development (DWD) has developed an active labor market information website called [Wisconomy](#). The website hosts a specific [tool](#) for local education agencies (LEAs) to access state, region, and county labor market data in an easy-to-understand format. This tool allows LEAs to further evaluate relevance of CTE programs with local or regional workforce and economic partners.

In collaboration with DWD, DPI will create and publish a labor market information (LMI) guide for use by secondary eligible recipients. If a locally developed career pathway is in place, or to

be developed, that is not part of the state identified in-demand industry sectors, then additional rationale informed by local businesses will be required for career pathway approval.

ACP requirements in high school grades must also include student access to accurate national, regional, and state labor market information, including labor market supply and demand. As part of this requirement, DPI is providing an online, virtual training module for LEA staff, students, and families to understand LMI and utilize it in career decision-making.

Postsecondary

WTCS ensures that CTE programs are aligned with state, regional, or local labor market needs via the (1) program approval and annual review process and (2) outcomes-based funding. As part of program approval and annual review processes (outlined in the [Educational Services Manual](#)), eligible recipients provide a comprehensive analysis of labor market information using data from Economic Modeling Specialists Intl. (EMSI), Bureau of Labor Statistics (BLS) or Department of Workforce Development's (DWD) [Wisconomy dashboards](#). For new and emerging occupations, eligible recipients supplement quantitative labor market data with results from surveys, interviews and advisory committee focus groups. Within this analysis, eligible recipients address labor market demands and projections, how these demands may be met by similar programs that are already offered at the college or neighboring districts, and the necessary level of education and skills required for workers in these in-demand fields. In addition, as part of [outcomes-based funding](#), eligible recipients receive funds based on the number of degrees and certificates awarded in high-demand fields. High-demand fields are the [top 50 occupations](#) (both new jobs and replacement jobs) identified in DWD's statewide long-term occupational projections for which the technical colleges provide training. The occupations identified as high-demand fields are then matched with the appropriate WTCS programs. The list of high-demand fields is updated every two years as DWD updates its projections.

Ensure Equal Access to CTE Programs (B.2.c.iv.)

B. Program Administration and Implementation

2. Implementing Career and Technical Education Programs and Programs of Study

c. Describe how the eligible agency will—

- iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;*

Secondary

Equitable access for all students is a requirement of LEAs who wish to receive funds. Within the local application, LEAs must describe how they are ensuring equitable access to all students, especially those identified as special populations. The requirement of ACP for all students, not only engages the student, but also parents, school counselors, teachers, and special education professionals in the career development and course selection process.

Postsecondary

All Wisconsin technical colleges are open admission institutions. To ensure equal access across CTE programs, especially for members of special populations, the System Office assists the colleges in providing the following:

- Data dashboards and research for each college to identify gaps in student enrollment patterns across program areas (e.g., are economically disadvantaged students overrepresented in programs that lead to occupations with lower earnings?) and gaps in student services

- Resources for Integrated Education and Training methods to address these gaps

- Funding for accommodations for students with disabilities, including:

 - Interpreting for deaf or hard of hearing

 - Welding – magnification in a helmet for students with a vision impairment

 - Closed captioning

 - Adaptive equipment

 - White noise machines and noise cancelling headphones to aid students in a testing environment, etc.

- Resources for transition services for students with disabilities

- Funding for career exploration and counseling

- Resources for online career assessment that links to program areas (www.PathwayPlanit.com)

- Need-based financial assistance (e.g., Emergency Grants)

- Funding for financial literacy education

- Funding and resources for multicultural, diversity and inclusion services – relationship building, role models, mentoring, etc.

- Funding for course translation (interpreters for English Language Learning students) and offerings in other languages (e.g., Spanish)

Coordinate with the State Board (B.2.c.v.)

B. Program Administration and Implementation

2. Implementing Career and Technical Education Programs and Programs of Study

c. Describe how the eligible agency will—

- v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;*

Secondary

State-endorsed regional career pathways are developed at the state level and made available for adoption by local eligible recipients through the work of regional collaboratives. Regional collaboratives require participation by, and partnerships with, local workforce and economic development boards. Wisconsin is committed to continuing the development and implementation of state-endorsed regional career pathways. Through the work of the New Skills for Youth (NSFY) grant, the evolution of a regional collaborative emerged as a critical group to collaborate and address the needs of the employers using the career pathway systems model (Figure 1; described in more detail on pages 13-14). Perkins Reserve funds will be used to continue to expand the NSFY project to develop regional collaboratives that will support and

build capacity enabling local education agencies to develop, implement, and refine CTE programming.

Development of career pathways will require alignment to state and local economic and education needs, including, as appropriate, in-demand industry sectors and occupations, the ability to earn a recognized postsecondary credential or credit toward a recognized postsecondary credential (earned through a dual or concurrent enrollment program or early college high school), and facilitate work-based learning opportunities (including internships, externships, and simulated work environments).

Postsecondary

The Wisconsin Technical College System Board reviews and approves all new and updated programs as part of the program approval process (described on page 16). This process involves labor market research and input from local advisory committees to ensure that new and revised programs meet workforce demands locally and/or at the state-level. WTCS programs link together to form comprehensive career pathways with multiple entry and exit points allowing seamless transitions between education and work (Figure 6).

Local Workforce Development Boards (WDBs) play an active role in supporting access to career pathways through job centers and a variety of programs. The Workforce Innovation and Opportunity Act (WIOA) makes clear that the WDBs "shall lead efforts in the local area to develop and implement career pathways within the local area by aligning the employment, training, education, and supportive services...". Within this work, WDBs have deployed sector strategies across Wisconsin for career pathways in collaboration and partnership with technical colleges.

Chippewa Valley Technical College

EXECUTIVE ASSISTANT

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Executive assistants are at the center of communication in every organization and work closely with and support the leaders within the organization. You'll learn how to be an efficient office employee through effective communication and computer skills. CVTC's Executive Assistant associate degree program allows you to earn an embedded Office Receptionist technical diploma after the first semester and an Office Assistant technical diploma after the second semester. Earn credentials along the way to launch your high demand career!

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Adult Options:

- Credit for Prior Learning
- High School Completion
- Bridge Programming

High School Options:

- Dual Credit Academies
- Early College Credit Program
- Transcribed Credit (i.e. Microsoft Office Suite)

OFFICE RECEPTIONIST

Short Term Technical Diploma

17 Credits

Careers:

- Receptionist
- Office Associate

OFFICE ASSISTANT

One-Year Technical Diploma

+17 Credits = 34 Total Credits

Careers:

- Office Assistant
- Administrative Assistant

EXECUTIVE ASSISTANT

Two Year Associate Degree

+34 Credits = 68 Total Credits

Careers:

- Executive Assistant
- Human Resources Assistant

COLLEGE TRANSFER AGREEMENTS

Bachelor's Degree

UW-Stout

- B.S. Management
- B.S. Career & Tech Ed
- B.S. Business Admin.

UW-Oshkosh

- B.S. Leadership & Org.

UW-Green Bay

- B.S. Interdisciplinary St.

Rasmussen College

- Business Management
- Healthcare Management

Ottawa University

- Bachelor Arts Degree

National American University

- Bachelor of Science Degree

Lakeland College

- Bachelor of Arts

Franklin University

- Admission to Baccal. Degree

Colorado State University

- Applicable Bachelors Degree

Bellevue University

- Bachelors of Arts, Science, or Fine Arts Degrees

Figure 6. Example of a career pathway with multiple entry and exit points.

Support Meaningful Collaboration between Schools, Colleges, and Employers (B.2.c.vi.)
 B. Program Administration and Implementation

2. Implementing Career and Technical Education Programs and Programs of Study

c. Describe how the eligible agency will—

- vi. *support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities*

Multilevel partnerships provide meaningful collaboration between secondary schools, postsecondary institutions, and employers. Through this collaboration, students are provided experience in, and understanding of, all aspects of an industry. Examples are listed below.

Secondary School Collaboration with Postsecondary Institution

Dual credit
High school to college transitions
Career coaches
Patient simulators for health students
Mobile labs (manufacturing, IT, automotive)
Academies (occupation specific group of entry level college courses that can lead to an industry-based certification, pathway certificate or one-year technical diploma)

Secondary School with Employers

- Regional collaboratives for state-endorsed career pathways
- Academic and Career Planning (ACP) tool allows employers to connect directly with students (grades 6-12) to highlight their companies and communicate about available career-based learning opportunities
- Career fairs
Job shadowing and tours
Internships
Work-based learning opportunities
Clinicals (e.g., Certified Nursing Assistant)
Employer guest speakers
Mock interviews with employers
Businesses provide and/or donate equipment for CTE programs
Career fairs

Postsecondary Institution with Employers

Job shadowing, tours and fairs
Internships and work-based learning opportunities
Clinicals (e.g., CNA, Nursing)
Apprenticeship (employer-paid college instruction while gaining paid work experience)
Serve on program advisory committees
Serve on District Boards
Support re-entry programs (ex-incarcerated individuals, veterans, out of work)

individuals)
Employer guest speakers
Mock interviews with employers
Connect with technical college graduates via the [Tech Connect platform](#) for hiring and networking
Businesses provide and/or donate equipment for CTE programs

Improve Student Outcomes and Reduce Equity Gaps (B.2.c.vii.)

B. Program Administration and Implementation

2. Implementing Career and Technical Education Programs and Programs of Study

c. Describe how the eligible agency will—

- vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins)*

Secondary

DPI provides interactive data dashboards ([WISEdash](#)) and professional development opportunities and resources to local education agencies in identifying and analyzing equity gaps in student success. This professional learning includes understanding how to conduct data analysis, understanding gaps, and determining root causes related to gaps across student race/ethnicity, gender, and special population groups. DPI also provides resources and training in teaching practices and school policies that help remove barriers for students and improve student outcomes (e.g., see page 40 for information on [Promoting Excellence for All](#)).

Postsecondary

WTCS provides [interactive data dashboards](#), resources ([WTCS System-wide Equity Report](#)), grant funding and professional development to eligible recipients for the purpose of identifying and closing equity gaps across student special populations, gender, and race/ethnicity groups.

To allow student success advocates easy and effective access to student success analytics, WTCS has purchased a Tableau server and developed interactive data dashboards. Currently two dashboards are available, one that offers detailed program-level analysis and one that provides college-wide analysis of early momentum metrics. Both dashboards disaggregate student metrics across race/ethnicity and various special populations to help highlight and identify equity gaps. For Perkins , a new dashboard will be launched (fall-winter 2019) that will provide an analysis of Perkins concentrators, Perkins indicators, and special populations (including race/ethnicity groups).

Perkins *Student Success* grant funding can be used for direct student services to help members of special populations (e.g., single parents, economically disadvantaged students) and those experiencing gaps in success outcomes succeed in their program. In addition, for Perkins , a new reserve fund grant category has been added, the [Capacity Building for Equity and Inclusion Grant](#). In the first year of this grant (2019-2020), eligible recipients are analyzing student, employee and workforce data to identify equity gaps in program access, completion, and

representation. This information will then be published in local equity reports (similar to the [WTCS System-wide Equity Report](#)) and help set the foundation for other Perkins grants and local needs assessments. In subsequent years of the grant, eligible recipients will perform root-cause analysis (e.g., student focus groups, climate surveys, interviews) and implement evidence-based best practices to address and help close these equity gaps. These grant funds can be used for several allowable activities, including analyzing data to identify gaps, providing professional development and training (e.g., implicit bias training, inclusive teaching practices), implementing Universal Design for Learning principles, and improving recruitment and retention practices for diverse college staff.

The WTCS Student Success Center also provides several opportunities for eligible recipients to engage in professional development for diversity, equity and inclusion. For example, in 2019-20, WTCS is conducting regional trainings on inclusive teaching strategies and holding a statewide conference on 'Embracing Equity and Cultivating Campus Inclusivity.' Within this work, eligible agencies are transforming their CTE programs by creating holistic student supports (e.g., proactive case management and targeted student support services) to help close equity gaps in student success.

Dual Enrollment (B.2.d.)

B. Program Administration and Implementation

2. Implementing Career and Technical Education Programs and Programs of Study

d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins)

Secondary

According to the U.S. Department of Education's February 2017 [What Works Clearinghouse Intervention Report](#), dual enrollment programs were found to have positive effects on student:

- College degree attainment,
- College access and enrollment,
- Credit accumulation,
- Completion of high school, and
- General academic achievement in high school.

However, many of these positive effects assume that the dual enrollment program will provide students with credit that will apply to the degree they choose to pursue at the institution they ultimately attend. Too many times this is not the case, and the credit earned does not apply to the student's chosen institution or degree program, thus negating some of the positive effects of dual enrollment. Therefore, local education agencies will identify dual enrollment opportunities that provide students with credit that fulfills an entrance or graduation requirement in a postsecondary program related to each career pathway area the eligible agency intends to offer.

There are several ways for students to participate in dual enrollment programs and access college credit opportunities in Wisconsin. Through the ACP process mentioned previously (pages 6, 18, and 22), students can learn about the options available to them and select the dual enrollment program that is the best fit for their future goals. DPI provides technical assistance and training on dual enrollment opportunities to all local education agencies by contracting with the state's Cooperative Education Service Area (CESA) organizations.

One example of dual enrollment in Wisconsin, the Early College Credit Program (ECCP), allows public and private high school students to take one or more courses at an institution of higher education for high school and/or college credit. In this case, "institution of higher education" means an institution within the University of Wisconsin System, a tribally-controlled college, or a private, nonprofit institution of higher education located in the state. Further, Start College Now (SCN) provides students with the option to take courses at technical colleges. In addition to these state dual enrollment programs, students can also access college credit opportunities by earning transcribed credit, participating in advanced placement courses, and enrolling in dual enrollment academies.

Postsecondary

All 16 colleges in the WTCS participate in dual enrollment options and offer these opportunities to high school students in their district. In 2018, over 45,000 high school students gained college credit via dual enrollment, and participation in WTCS dual enrollment has grown by 69% over the past five years.

To continue to advance and expand dual enrollment offerings, the WTCS Education Director of Career Prep/K-12 leads efforts across the state and provides resources, professional learning opportunities, and monthly touchpoints for local Career Prep Coordinators via conference calls. At the local level, annual Career Prep Council meetings are implemented with each secondary school district or consortium to share dual enrollment options and opportunities. High school counselors and Academic and Career Planning (ACP) coordinators are included in council meetings when appropriate. In addition, each of the college's websites have extensive information pertaining to dual enrollment and the high schools' counselors. More information on Career Prep in Wisconsin can be found on page ten.

Stakeholder Involvement in Planning, Developing, Implementing, and Evaluating CTE Programs (B.2.e.)

B. Program Administration and Implementation

2. Implementing Career and Technical Education Programs and Programs of Study

e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins)

Secondary

The NSFY grant and state-endorsed regional career pathway project consisted of engaging a broad range of stakeholders from industry, to LEAs, postsecondary institutions, workforce development, and regional economic development partners. Through development of the Perkins Plan, engagement has expanded to include students, families and community organizations. Going forward, outreach and engagement will continue through avenues such as in-person meetings, surveys and webcasts and the DPI CTE website will be used to share information and obtain ongoing input regarding the planning, development, implementation and evaluation of CTE programs. Wisconsin will continue this collaborative model as it seeks to expand regional career pathways statewide. The state-endorsed regional career pathway model includes monitoring and evaluation as part of the process outlined in Figure 1 (page 14).

The comprehensive local needs assessment requirement for stakeholder engagement will continue to provide opportunity for LEAs to coordinate continuous improvement processes with various stakeholder groups. This work will bring focus to strategic decisions and help create a structured way to engage key stakeholders regularly around the quality and impact of local CTE programs and systems. In addition to the required stakeholders as outlined in Perkins, secondary eligible recipients will also include stakeholders that represent work-based learning programs. This input will be important as Wisconsin's program quality indicator is to increase the percentage of CTE concentrators graduating from high school having participated in work-based learning. More information about the selection of the Wisconsin's program quality indicator is found on page 56.

Postsecondary

The WTCS program concept and curriculum approval processes (outlined in the [Educational Services Manual](#) on pages 23-27) involve guidance and input from stakeholders and experts through program advisory committees, district boards, the WTCS Board, and WTCS staff. Advisory committees are representative of the college's geographic location and racial and gender diversity and include equal representation of local employees and employers (See the [Administrative Bulletin 09-04](#) for requirements). In addition, students and representatives from secondary and postsecondary schools are often members of program advisory committees. Across the state, approximately 10,000 individuals serve on one or more of these program advisory committees. [District boards](#) are also representative of the college's geographic location and racial and gender diversity and include nine members: a school district administrator, an elected official who holds a state or local office, two employees, two employers, and three additional members. In 2019-20, district board members include parents, teachers, faculty, administrators, career and academic counselors, members of labor organizations, local business, government officials, members of community-based organizations (e.g., United Way) and tribal representatives. The [WTCS Board](#) includes one employer, one employee, one farmer, six public members and three Ex-Officio members, including the State Superintendent of Public Instruction or a designee, the Secretary of the Department of Workforce Development (DWD) or a designee, and the University of Wisconsin (UW) System President or a designee from the Board of Regents.

Approved programs are then reviewed annually to ensure alignment with workforce needs, update the curriculum to keep pace with changing technology and evaluate student outcomes. Program review for continuous improvement involves the program advisory committee, institutional research, college leadership, instructors, and curriculum designers. In addition, both district and state boards review program outcomes by assessing the [results from follow-up surveys](#): Graduate Outcomes Report, Employer Satisfaction, Apprenticeship Completion, and Five-year Graduate Follow-up.

Local Application Plan Template (B.2.f.)

B. Program Administration and Implementation

2. Implementing Career and Technical Education Programs and Programs of Study

f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins . See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins .

Secondary

The application will be completed via the Wisconsin grants electronic portal. Dynamic functionality is available for applicants to easily enter the required information and submit their application. Likewise, application reviewers will access the sections of the application and can provide feedback or approval through the system. The application will include sections that address all requirements of the eligible recipient application such as:

- The results of the comprehensive local needs assessment;
- Identified career pathway(s) that meet requirements for size, scope and quality
- Narrative, where most program related information will be addressed;
- Program Improvement Plan to address disparities or gaps in performance; and
- Budget request aligned to the needs assessment.

Postsecondary

WTCS is currently developing a template with guidance for colleges for their Local Application. This template will be shared with Perkins contacts from the colleges in the fall of 2019 (September-October) and explained in an online recorded webinar. Technical assistance will be provided as needed.

Local Needs Assessment Template (B.2.g.)

B. Program Administration and Implementation

2. Implementing Career and Technical Education Programs and Programs of Study

g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins . See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins .

Secondary

DPI has provided [guidelines](#) and created a live [webcast](#) series for eligible recipients dedicated to the comprehensive local needs assessment process posted to the [DPI CTE Perkins](#) website.

Postsecondary

WTCS has provided a Local Needs Assessment Template (found on the WTCS [Perkins resource webpage](#) under '2019-20 Perkins Local Needs Assessment (Updated)'), technical assistance, and a [webinar](#) to help colleges complete their comprehensive local needs assessment.

Size, Scope, & Quality (B.2.h.)

B. Program Administration and Implementation

2. Implementing Career and Technical Education Programs and Programs of Study

h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins .

Secondary

Approvals for all locally-developed career pathways will require addressing the required elements for size, scope and quality connected to the eligible recipient's comprehensive local needs assessment and local application.

Size

- Eligible recipients offer at least one locally-developed career pathway that meets minimum requirements for quality, or offer a state-endorsed regional career pathway

Scope

- Career pathway courses progress from introductory to more advanced and include options for post-secondary articulation.
- Career pathways are incorporated into school district Academic and Career Planning (ACP) delivery and advising.

Quality

Requirements for Quality will increase over the four-year grant period. Eligible recipients will be required to meet 3 of the 5 elements below during the first two years of the grant. During years three and four, eligible recipients will be required to meet 4 of the 5 elements.

1. Sequence of Courses
 - At least two high school CTE courses in a sequence are offered as part of the pathway.
 - Courses are taught by appropriately licensed/credentialed CTE teachers.
 - The courses may include CTE dual credit courses taught by higher education faculty.
 - The length of a course is equivalent to a semester or longer.
 - Curriculum aligns with local workforce needs and skills as verified by local or regional advisory group.
 - Courses are rigorous and align to state academic and CTE standards.
2. Work Based Learning (WBL) Options
 - State-certified programs or local WBL programs that meet quality requirements that are aligned with Perkins WBL definition

3. Industry Recognized Credentials (IRCs)
 - IRCs identified for the pathway are deemed essential by employer stakeholders
 - IRCs are recognizable, hireable by employers in the region or State of Wisconsin
4. Dual Credit Opportunities
 - Dual credit options are identified and count for credit in the postsecondary program.
5. Career and Technical Student Organizations (CTSO)
 - CTSO co-curricular activities align to career pathway skill development.

Postsecondary

Size

- Parameters/resources that affect whether the program can adequately address *student learning outcomes*. This includes:
 - Number of students within a program
 - Number of *instructors/staff* involved with the program
 - Number of courses within a program
 - Available resources for the program

Scope

- Programs of study are part of or working toward inclusion within a clearly defined career pathway with multiple entry and exit points.
- Programs are aligned with local workforce needs and skills.
- Where available, postsecondary programs connect with secondary career and technical education via articulation agreements, dual credit, etc.
- Programs develop not only specific work-based skills, but also broadly applicable and in-demand skills; e.g., problem-solving.

Quality

- A program must meet two of the following three criteria: the program develops (1) *high-skilled* individuals, (2) individuals who are competitive for a *high-wage* job, and (3) individuals who are trained for a *high-demand occupation*.
 - High-skilled: industry-validated curriculum, programs that result in industry-recognized certificates, credentials, degrees, or apprenticeship diplomas.
 - High-wage: Occupations with hourly wages above the Wisconsin state average of \$22.48, based on the Department of Workforce Development's (DWD) 2018 wage data.
 - High-demand: Top 50 occupations that are identified in the [DWD statewide long-term occupational projections](#) and/or local needs.
- A program must work toward closing student equity gaps in access and completion (e.g., reducing barriers to students, implementing guided pathways).
- A program must work toward effectively using data to inform and improve student success.

Equal Access (B.3.a.i.)

B. Program Administration and Implementation

3. Meeting the Needs of Special Populations

- a. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are member of special populations -
 - i. will be provided with equal access to activities assisted under this Act;

Secondary

DPI maintains a comprehensive data management system of data collection and reporting to maximize the efficient collection and use of high-quality data to improve the educational success of all Wisconsin students and to meet federal and state reporting requirements. This data collection system is referred to as WISEdata. Through WISEdata, career and technical education data is combined with other statewide disaggregated education data to provide DPI and local education agencies (LEA) with a clear and comprehensive picture of trends, accomplishments and gaps in student participation, completion and successful outcomes. This information will provide additional value at the school and classroom level by presenting data through the district WISEdash data portal to inform instructional decision-making.

Once gaps are determined and analyzed for contributing factors, LEAs will be required to develop plans to address gaps. Activities to serve special populations are described on pages 17-18.

Postsecondary

Grant categories funded by this Act are focused on providing equal access and support for special populations and those experiencing gaps in success outcomes. Colleges are asked to review data to identify groups that are in most need of support in their district and write their grant applications to specifically address such needs. Examples of activities funded by these grants include:

Provide direct comprehensive student support services to students experiencing gaps in success outcomes. These services include proactive advising, case management, career assessment, academic advising, tutoring, the provision of accommodation services and career exploration for students who are interested in nontraditional occupation (NTO) fields.

Implement a proactive model/approach in working with students who are experiencing gaps in success outcomes. These targeted efforts include the development and implementation of early alert systems and timely follow-up with students to support course and program completion.

Provide case management services to students who are experiencing gaps in success outcomes to promote course completion, skill attainment and persistence. These case management services include identification of students who are experiencing gaps in success outcomes, proactive case management follow-up sessions, referrals to appropriate services including, but not limited to financial aid, academic services, diversity resources, academic advising, community agencies, and/or counseling services.

Provide tutoring services, student success skills workshops and support groups to enhance occupational and academic skill attainment and course completion.

Use adaptive course materials, Universal Design for Learning (UDL), disability-related accommodations, assistive technology and interpreting services for students with disabilities.

Provide leadership in spotlighting promising and best practices as they result in greater access as well as successful completion outcomes.

All Perkins grant recipients are required to submit data using the state [Client Reporting System](#), and these data are monitored by System Office staff to ensure equal access. The data are also used for continuous improvement. For example, data were used to identify equity gaps in dual-enrollment participation across student race/ethnicity groups. The results from this analysis have been shared with Career Prep Coordinators, who are now developing strategies to improve access and outcomes for students of color.

The Wisconsin Technical College System recently (2017) became a member of the national [Student Success Center Network](#) with the intent of aligning actions and resources to support equitable outcomes for all WTCS students, including those who are Perkins-eligible and who may have greater barriers to completion.

Inclusion of Special Populations (B.3.a.ii.)

B. Program Administration and Implementation

3. Meeting the Needs of Special Populations

- a. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are member of special populations -*
 - ii. will not be discriminated against on the basis of status as a member of a special population;*

Secondary

DPI administers a state pupil nondiscrimination statute (Sec.118.13, *Wis. Stats.* and Ch. PI 9.06, *Wis. Admin. Code*) which covers all students who might fall in any of 14 protected group categories. In addition, DPI provides limited technical assistance under special education, the pupil nondiscrimination program, and federal civil rights compliance program requirements. Each district/consortium will describe how nondiscrimination policies and procedures are implemented, who is responsible and how these are evaluated for effectiveness.

In completing their local application, local secondary recipients must address how members of each of the special population groups will be provided with equal access to necessary support for activities. As was mentioned earlier, ACP is part of the overall vision for every student to graduate from high school ready for further education and the workplace. This goal encompasses the idea that all students can be strong critical thinkers, solve real-world

problems, and persevere. Each student must be prepared academically, socially, and emotionally for postsecondary education and employment.

Postsecondary

To make certain that students from all backgrounds are provided with equal access and are not discriminated against at their college, all 16 technical colleges and programs are reviewed annually through Methods of Administration onsite visits on behalf of the Office for Civil Rights. This monitoring process and evaluation involves visiting two colleges per year to ensure compliance with laws protecting special populations. In addition to the review of human resource practices and facility and process requirements, the visits include an in depth look at a variety of student services. The visits consist of assessing student and employee data for identifying any equity gaps, interviews with staff and students, and review of publications and websites. In addition, each college is required to submit an [Assurance of Compliance-Civil Rights Certificate](#) for all federal grants.

CTE Programs are Designed to Eliminate Equity Gaps (B.3.a.iii.)

B. Program Administration and Implementation

3. Meeting the Needs of Special Populations

- a. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are member of special populations -*
 - iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;*

Secondary

At DPI, educational equity means...

That every student has access to the educational resources and rigor they need at the right moment in their education, across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income.

This vision lays the groundwork for secondary recipients in providing direct services designed to meet the needs of special populations and assist them in successfully completing CTE courses and graduating from high school with the knowledge and skills necessary for college and careers. In addition, local education agencies (LEAs) are encouraged to use funding to provide services for special population students to actively access, participate and succeed in approved technical programs, career pathways, and academic courses.

Through the DPI initiative, *Promoting Excellence for All*, districts and educators are provided information and strategies to successfully raise achievement of all students. To ensure all students are college and career ready upon graduation, information is updated regularly to provide relevant promising practices related to effective instruction; student-teacher

relationships; family and community engagement; cultural responsiveness, English learner support; and school and instructional leadership. See our *Promoting Excellence for All* website: <https://dpi.wi.gov/excforall>.

In completing their application, secondary recipients must address how members of special populations will be provided with equal access to activities and support to achieve success. Allowable funded activities for special populations are described on pages 17-18.

Postsecondary

Wisconsin's technical colleges help to assure all Wisconsin residents have the skills needed to successfully participate in the state's workforce by delivering equitable educational outcomes. In 2017, the WTCS Diversity, Equity and Inclusion (WTCS-DEI) committee was established due to a charge set forth by the WTCS Presidents Association. As per the WTCS Diversity, Equity, and Inclusion Team Charter, the groups mission is to collaboratively promote a culture throughout the System that understands equity in practice and embraces an environment of diversity and inclusion. In addition to the identified mission, the WTCS-DEI has set forth definitions to help define the 16 WTCS institutions' unique work within their districts and as they engage in statewide initiatives focused on diversity, equity and inclusion.

Diversity: Diversity encompasses an array of experiences including, but not limited to, age, race, ethnicity, gender, religion, disabilities, socio-economic status, sexual orientation, gender identity, and national origin. An appreciative awareness of diversity provides the foundation for the understanding that individuals are shaped by this array of experiences.

Equity: Equity refers to the intentional practice of identifying the unique needs within our diverse student and employee populations, and in turn providing the support necessary for each individual to succeed in their academic and career goals.

Inclusion: Inclusion is the degree to which all individuals in a community are welcomed, valued, respected, heard, and able to participate. Creating inclusive college communities requires intentional action to address historical underrepresentation and exclusion with respect to academic and career success, hiring, promotion and leadership, campus climate, curriculum, and access to resources.

By identifying common language, sharing a clear mission and establishing opportunities to engage in promising practices to address equity gaps in student outcomes, Wisconsin's technical colleges continue to lead the state in innovative educational practices that increase the prosperity of individuals and communities to strengthen the state's economy.

WTCS postsecondary career and technical education programs are designed to help members of special populations excel in their career pathway using inclusive program design policies, student support services, and institution-wide efforts to remove barriers to access and completion. WTCS career pathways are intentionally designed with stackable credentials that

provide students from all backgrounds with flexibility and options that help make careers in high-skill, high-wage, and in-demand fields accessible and attainable. For instance, high school students can start their career pathway through dual enrollment courses that are provided at no cost to themselves or their families. In addition, supports are provided to adults in need of remedial education or who do not have a high school diploma to help them more quickly advance into their chosen career pathway (i.e., career pathway bridges, ability to benefit opportunities, integrated education and training programs). WTCS colleges also award credit for prior learning to students for their work experience or other non-classroom experience (e.g., mastery of course competencies while in the military). This policy helps accelerate a student's (e.g., especially out of workforce individuals) career pathway so that they can quickly complete their program without having to enroll in and pay for unnecessary coursework.

Policies within the classroom also help remove barriers for students who are members of special populations. Course design incorporates principals from [Universal Design for Learning](#) (UDL) and Guided Pathways, which both help to improve the outcomes for students from all backgrounds (e.g., students with disabilities, minoritized students). In addition, college and system office staff are committed to decreasing course textbook costs by adopting affordable and/or [open educational resources](#). For example, all WTCS colleges are currently collaborating on developing open textbooks for five nursing courses and over 20 open virtual reality nursing scenarios as part of a Department of Education grant ([OpenRN](#)). This work will drastically reduce the cost of enrolling in the nursing career pathway and help make this high-skill, high-wage, and high-demand occupation more accessible to students from special populations (e.g., single parents, youth who have aged out of foster care, etc.).

Student support services help students who are members of special populations excel in their education. Several WTCS grants (Perkins Student Success Grant, WI State Emergency Assistance Grant, and WI State Completion Grant) provide funding for direct student services. These services include training in financial literacy, career planning services, support groups, tutoring, academic counseling, accommodation services (e.g., assistive technology, adaptive equipment), emergency dependent care, transportation services, and funding for immediate needs (e.g., housing, transportation, utilities). In addition, the new Perkins grant category, Capacity Building for Equity and Inclusion Grant (described on pages 30-31) provides resources for identifying and using best practices to close equity gaps with the goal of institutionalizing a culture of equity and inclusion across the Wisconsin Technical College System.

Provide Accommodations (B.3.a.iv.)

B. Program Administration and Implementation

3. Meeting the Needs of Special Populations

- a. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations -*
 - iv. will be provided with appropriate accommodations.*

Secondary

Each secondary school provides accommodation services in accordance with Individuals with Disabilities Education Act (IDEA). In addition, eligible recipients will provide in their Perkins application, a description of program supports made available to special populations, including any additional learning assistance, financial support or accommodations related to access. Also, any accommodation costs not already covered through special education programming will be identified as a budget line for accommodations for training or employment.

Postsecondary

Each college provides accommodation services in accordance with the Americans with Disabilities Amendments Act (ADAAA) of 2008 and section 504 of the Rehabilitation Act of 1974. Additional accommodation services are provided by many Perkins grant applications that serve students with disabilities. Accommodation resource specialists from across the 16 districts convene multiple times each year to explore best practices in the field and develop or enhance resources that may be helpful for the entire technical college system. Additionally, each college was awarded a state grant to fund captioning of college resources, course materials, etc. Transition services are provided to students with disabilities coming from high school that include information on careers and programs, along with exploring the similarities and differences in accommodations offered in K-12 through IDEA and those offered in college under ADAAA and Section 504 of the Rehabilitation Act.

Provide Work-based Learning Opportunities so that Special Populations are Competitive in the Job Market (B.3.a.v.)

B. Program Administration and Implementation

3. Meeting the Needs of Special Populations

- b. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations -*
 - iv. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins)*

Secondary

School and program policies and training agreements are required for participation in work-based learning programs. These training agreements are required to reflect nondiscrimination assurances for all students who participate.

In addition, DPI's Career and Technical Education (CTE) team, Wisconsin's Transition Improvement Grant (TIG) staff, and the Wisconsin Department of Vocational Rehabilitation are partnering on a CTE 101 session about the main tenets of CTE, including how to approach CTE from a school-wide perspective. Training is being developed to provide districts and specifically, special education staff and counselors, with a more complete understanding of their roles for providing appropriate accommodations with a focus on helping students transition to postsecondary education (e.g., college and career readiness in Individualized Education Programs (IEP), connections to ACP). This model will serve as the baseline for training for

members of other special populations.

Another feature of the state-endorsed regional career pathway will be an annual regional scan of supportive community services and connections that students can access beyond the school districts, such as community-based service organizations and the Department of Vocational Rehabilitation (DVR). In particular, DVR business service representatives can help identify and communicate information about accommodations, incentives and other supportive services available to employers who employ students with disabilities.

Postsecondary

Each CTE program includes opportunities for work-based learning in which students can gain job experience and apply their skills. These opportunities include service-learning, community-based work-study, clinicals, internships or externships, and short (e.g., 4-weeks) 'bootcamps'. To ensure that these opportunities are equitable and provided to members of special populations, colleges offer need-based academic and financial supports. For example, English Language Learner students can enroll in [Bridge Programs](#) that have extra supports for learning English while gaining experience and skills in a CTE program area (e.g., manufacturing, culinary arts). In addition, ten [WTCS colleges have Promise Programs](#) that cover the cost of tuition for new high school graduates and adults (e.g., [MATC Promise](#)) from low socioeconomic backgrounds. Some of these Promise Programs have [service-learning requirements](#) that allow students to apply their program skills in real-world problems in their community, gaining valuable experience for employment. Colleges also provide short-term bootcamps for out-of-workforce, underemployed, and/or incarcerated individuals who need skills and experience in real-world job activities. For example, a collaboration between Blackhawk Technical College and the Southwest Wisconsin Workforce Development Board has resulted in several bootcamps (e.g., welding, CNC machining, distribution center) offered in Rock County. One student described his experience in the bootcamp as,

“You learn a lot. I’m truly amazed. I didn’t know anything about welding. I knew how to use a tape measure and a ruler, but now I truly understand the basics of welding. ... Basically, this class is ‘no one left behind.’ It’s about getting us a job and getting us a trade. One thing about this program, we had employers come in and talk to us, and next week we are going out and putting in applications with companies and going from there.”

From [Inspire Rock County Article \(2015\)](#)

Preparing Teachers and Faculty (B.4.a.)

B. Program Administration and Implementation

4. Preparing Teachers and Faculty

a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional

development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins)

Secondary

To support the recruitment and preparation of secondary-level educators, DPI has developed a strong infrastructure of policies and pathways for licensure. As such, Wisconsin offers multiple pathways to meet the requirements to become a licensed teacher, pupil services professional, or administrator. For example, there are pathways for recent high school graduates, working adults seeking a career change, and out-of-state applicants relocating to Wisconsin; or a Wisconsin educator seeking additional licensure. The various pathways lead to different tiers of licensure as the individual follows their educational career path. The DPI website has resources to learn more about the tiers of educational licensure, including [DPI Licensing Tiers](#), a document that provides clear information to assist potential educators in determining a pathway that will serve their needs. Wisconsin allows for the following pathways to licensure for Wisconsin educators:

- Post-baccalaureate pathways to licensure;
- Alternative Route pathway;
- License based on equivalency pathway;
- American board pathway;
- Out-of-state pathway;
- License based on reciprocity pathway;
- International and Guest Teacher exchange pathway;
- Educators training outside the US pathway;
- Trade Specialist permit pathway; and
- Experience-based technical and vocational education subject pathway.

Related to preparation, The Wisconsin Quality Educator Initiative (PI 34) was built on the premise that Wisconsin would have a seamless system of educator development that begins with pre-service preparation and continues throughout an educator's career. This process will ensure a quality workforce to meet the human capital needs of our Wisconsin school districts. To mitigate the forecasted national shortage of educators, Wisconsin has planned strategically for our future through the [Wisconsin Talent Development Framework Project](#). In short, the first goal is to attract diverse individuals to the teaching profession, second to prepare them to become quality educators of children and thirdly, to continue to develop and support them in an effort to retain quality educators.

The Wisconsin Teacher Education, Professional Development, and Licensing (TEPDL) team administers and assists with various programs that support local school districts, educator preparation programs, and educators. This includes but is not limited to the following supports that address Wisconsin educator workforce shortages:

- Talent Development Framework
- Peer Review and Mentoring Grants

- Veterans Professional/Occupational Licensure Fee Waiver Program (administered by Wisconsin Department of Veterans Affairs)
- Wisconsin Improvement Program for teaching internship
- License Based on Equivalency
- Loan Forgiveness and Cancellation program for educators
- Rural School Teacher Talent Pilot Program - grants to increase the number of preclinical, practicum, and student teachers placed in rural schools.

In addition to these supports, services and training options, DPI will use leadership funds to address professional development of secondary education personnel to aid them in the recruitment and education of special populations through CTE programs. DPI will contract with Cooperative Educational Service Agency Region 2 to identify best practices, develop and provide professional development to local district personnel. The professional development focuses on increasing the recruitment, education and successful outcomes of special populations. To this end, the CTE team will collaborate with the State Transition Academy organizers to identify opportunities to provide professional development to all secondary school personnel on engaging and providing support to students with disabilities who are enrolled or who wish to enroll in CTE courses and work-based learning.

Postsecondary

The WTCS Faculty Quality Assurance System (FQAS) is a system-wide, faculty lifecycle program that encompasses all aspects from hiring requirements and onboarding, through initial foundational professional learning and continues with faculty professional learning plans throughout their career with the WTCS.

Aligning with state administrative code requirements, colleges are engaged with recruiting and hiring strategies to increase diverse applicant pools with the goal of increasing diversity within their faculty and staff. Strategies include reviewing resumes for candidates with international experiences, expanding outreach to advocacy organizations, and posting opportunities through various national job posting sites to broaden the college's reach.

The Faculty Quality Assurance System provides colleges the opportunity to take a large stake in the training and development of their instructors. In terms of professional development, FQAS has two levels: Initial Assurance and Assurance Maintenance/On-going professional development.

- Initial Assurance requires all faculty, both full- and part-time, to accomplish seven competencies used as foundational training for faculty. The current seven competencies include Assessment, Behavioral Management, Course Design, Data and Evidence Analysis, Teaching Methods and Technology, Embracing Diversity, and Student Success. Courses such as Embracing Diversity and Student Success focus on providing instructors with tools and resources needed to best serve members of special populations. Key competencies provided in these courses include:

- Assessing effectiveness in embracing diversity based on the lenses through which you view one's self and students, examining the impact of college, community, and student demographics on teaching and learning, and creating an inclusive and effective learning environment that addresses barriers and provides reasonable accommodations.
- Analyzing available student services, demonstrating learner-centered communication, and developing scaffolded strategies to meet the development needs of multi-generational learners.
- On-going/Assurance Maintenance activities consist of professional learning opportunities in three areas: Teaching Excellence, Student Success, and Occupational Currency. Teaching Excellence and Student Success activities can be completed through faculty in-service days, conferences, faculty fellowships, and college-based activities focused on college resources and available student services.
 - Colleges provide annual training and in-service sessions in partnership with various national speakers and staff within the college. These learning opportunities include diversity, equity, and inclusion staff, accommodations staff, and academic and career coaches. Activities include learning to assist faculty with resources and tools to best support students who are members of special populations.

WTCS colleges partner with secondary faculty and staff in providing dual enrollment. College faculty share curriculum and resources to ensure the courses taught at the high school meet college-level rigor. This process allows for college-level credit to be awarded to high school students.

The Wisconsin Technical College System Office hosts annual conferences for faculty and staff designed to share best practices and resources used throughout the system. These conferences leverage the knowledge of national speakers and WTCS colleges to share state- and federally-funded activities around curriculum and instruction, as well as various student services that intentionally impact student success. Examples of conferences include:

- C3 Conference (Collaborative College Connections Conference) – C3 is a two-day best practice sharing conference designed for college faculty, staff, and administrators. Sessions are chosen based on the conference theme with a goal of providing learning for all college staff. Equity has been an aspect of this conference in years past and will be the theme of the conference in 2020.
- WTCS Assessment Conference – The WTCS Assessment Conference is designed to provide college faculty and staff with learning and resources around classroom assessment, course and program evaluation, and institutional assessment. Sessions have included learning of teaching techniques for all faculty to create and assess written work, applying research-based best practices to develop effective teachers, and creating a Team Action Plan (TAP) designed to create a cross-functional team including staff and faculty to best support and advance student success.
- Many of the conferences and meetings held through the Wisconsin Technical College System have been influenced by the WTCS Student Success Center. The purpose of the

Success Center is to improve completion rates and student outcomes, support the development of student-centered pathways, and expand our collaborative community to share information and best practices related to student success.

Results from stakeholder engagement revealed that WTCS instructors often struggle with maintaining industry knowledge and training due to both lack of funding and time to attend professional training events and conferences. To help support these needs, WTCS staff will provide targeted communication about funding opportunities for occupational training/certification and continue to offer certification opportunities at system-wide events that faculty attend. Several grants are available through the Faculty Quality Assurance System and Perkins that can help pay for instructor occupational training/certification. Yet, these funding opportunities do not appear to be communicated well to instructors across the state, and thus through this Perkins 4-year Plan, WTCS will disseminate this information more broadly to faculty and deans.

Academic Achievement (C.1.a.)

C. Fiscal Responsibility

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

- a. each eligible recipient will promote academic achievement;

Secondary

Academic achievement is built into the CTE education standards. Applicants will address how they promote academic achievement in CTE within their Perkins application. If core performance indicators for reading, math and/or science have not been met, the recipient must develop an improvement plan as part of their application. Applications are not approved for funds until a plan is developed and submitted with their application, and the plan is approved by the assigned reviewer.

Postsecondary

Career and technical education programs that are supported by Perkins funding regularly undergo multiple review processes to ensure that they promote academic achievement. As mentioned earlier (page 33), a local advisory board comprised of employers and subject matter experts are consulted in the process of developing new programs and improving existing programs. All programs are re-evaluated annually to determine whether the program is still viable based on labor market needs. If a program is no longer viable, then it is suspended for a period of time and ultimately may be discontinued. In addition, each program is assessed with student data every year to identify equity gaps and evaluate student success metrics (e.g., completion rates) to inform improvements (e.g., provide gatekeeper course supports, improve online course design, etc.). Lastly, every program undergoes a rigorous review for accreditation via the [Higher Learning Commission](#). This review includes an assessment of program quality, learning goals, available student supports, instructor qualifications, and assessing the academic achievement of students.

Skill Attainment (C.1.b.)

C. Fiscal Responsibility

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

- b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential;

Secondary

The ability to obtain recognized credentials is an important aspect of any meaningful career pathway at the secondary-level. DPI supports programming that leads to credentialing while in high school. Through engagement with business and industry as well as the WTCS (particularly through the development of state-endorsed regional career pathways), DPI and local education agencies help to meet the credentialing and skills needs of business and industry. Students apply and master necessary skills and standards (see page 20) via work-based learning opportunities (see page 42), clinicals, building portfolios, etc. DPI also assists local education agencies (LEA) in developing routes for students to obtain licensure, certifications or the degrees needed to pursue a career pathway. LEAs will include credentialing opportunities for students within their local application.

Postsecondary

All 16 colleges participate in a program review process which ensures that all programs are aligned with employer needs. Once approved, stackable credentials are built into the program, when applicable, which lead to recognized postsecondary credentials. Each credential at every level must lead to employment (e.g., Figure 6 on page 28). Students who gain the credential are encouraged to re-enter the program at any time to complete the next level of the pathway to enhance their education and advance in their career.

To make certain that students are acquiring the necessary technical skills for their career pathway, WTCS programs use and develop industry-validated curriculum that incorporates hands-on experiences and work-based learning opportunities (see page 43 for more detail). In addition, students are regularly assessed to ensure mastery of technical skills. The information from these assessments is then used for accreditation review by the [Higher Learning Commission](#). This rigorous approach to technical skill attainment leads to successful employment outcomes for WTCS graduates. Nine out of ten employers who hire WTCS graduates state that technical college grads meet or exceed their expectations for technical skills, mastery of knowledge in the field, and relevance of their skills and knowledge ([2018 Employer Satisfaction Report](#)).

Local Needs Assessment (C.1.c.)

C. Fiscal Responsibility

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

- c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where

appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins)

Secondary

Evidence from labor market information (LMI) will be addressed in the local applications. Recipients will identify the process that was used to determine LMI as part of their needs assessment to justify the programs selected. Options may include referencing local labor market information provided by the Department of Workforce Development, Regional Economic Development Partners or local workforce development boards. Approval of annual applications will be based on size, scope, and quality criteria identified on page 35, whether the local program of study is a state-endorsed regional career pathway (SERCP) or locally developed. If a local education agency adopts and is approved for a SERCP, then the elements of scope and quality, including LMI, will be considered met.

Postsecondary

Labor market information and research are key components of WTCS program development and approval process (described on page 16) and Perkins local needs assessment (see template described on page 35) and relevant grant applications.

- Developing programs:
 - Local advisory boards provide recommendations on business and industry needs to help develop programs that are relevant, in-demand, and aligned with industry standards and valuable skill sets.
 - A requirement of the State Board approval process includes demonstration that there is labor market demand for trained workers in the target occupation.
 - Also, as part of the local needs assessment:
 - College and System Office staff review the relevant labor market information available from the State's Department of Workforce Development on current and projected employment for the target occupation at the State and local levels.
 - Relevant U.S. Department of Labor information is reviewed, such as that contained in the Occupational Outlook Handbook, is also compiled and sent to the interested district.
 - Multiple data resources are used when developing programs, Career Pathways or Programs of Study. Examples of additional resources include the Department of Workforce Development Labor Market Information (e.g., in-demand industry sectors), Economic Modeling Specialists Incorporated (EMSI) for labor market analytics, Occupational Informational Network Tool (ONET) and Wisconsin Tech Connect (connects WTCS graduates and employers).

Distribution of Funds (C.2.a.)

C. Fiscal Responsibility

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—

- a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace;

| Strengthening Career and Technical Education for the 21st Century Act – Perkins | | | |
|--|---------------------|--------------------------------|----------------------------|
| Planned Distribution of Funds | | | |
| | Total | Postsecondary (approx. 55%) | Secondary (approx. 45%) |
| Basic Grant (85%) | \$19,011,031 | \$10,456,067 | \$8,554,964 |
| Administration (5%) | \$ 1,118,295 | \$715,063 | \$403,233 |
| State Leadership (10%) | \$2,236,592 | \$1,283,691 | \$952,901 |
| | | | |
| Total | \$22,365,919 | \$12,454,821 | \$9,911,098 |

Secondary

Monies allocated to DPI will be distributed to local educational agencies (LEAs) by the following formula:

70% of funds will be multiplied by the quotient derived by dividing the number of Chapter I 5 to 17-year-olds in an LEA in the preceding fiscal year by the number of Chapter I 5 to 17-year-olds the State in the preceding fiscal year.

30% of funds will be multiplied by the quotient derived by dividing the number of enrolled students served by an LEA in the preceding fiscal year by the number of enrolled students served by LEAs in the State in the preceding fiscal year.

Recipients may apply for their allocation if the allocation is above \$15,000 and the program is of such size, scope and quality to be effective.

In addition to training in state-approved pathways, students will have various opportunities to:

- Earn college credit while still in high school that include:
 - Advanced Standing agreements between a high school and a college
 - College-Level Examination Program (CLEP) tests
 - Dual Credit/Dual Enrollment Programs such as Youth Options and Transcribed Credit
 - Advanced Placement courses
 - International Baccalaureate (IB)
- Participate in programs of study that connect to a career pathway aligned with labor market need.
- Participate in a spectrum of work-based learning opportunities while gaining employability skills. These experiences may include job shadowing starting in fifth grade,

to participation in CTE Student Organization initiatives, local co-ops, youth apprenticeship, or other supervised work experiences including school-based enterprises or experiences that lead to industry certification. In addition, the revised Youth Leadership and Employability Skills Certificates, allows students to earn a state credential that highlights their transferable skills.

Postsecondary

In support of secondary career and technical education, 45% of the funds that are received under section 111 of the Act will be made available to DPI for use. The remaining 55% of the funds will be given to WTCS to use in support of postsecondary and adult career and technical education. These funds are then distributed into four postsecondary priorities that were established by WTCS. The four priorities are:

Strengthening Career and Technical Education Programs - 20% of funding through this priority include:

- Improve technical education programs and the performance of students enrolled in technical education programs;
- Identify, validate, and measure skill attainment for postsecondary career and technical education programs; and
- Building career pathways for adult learners.

(1) Achieving Student Success - 50% of funding through this priority include:

- Direct student services (counseling, employment services, tutoring, etc.)
- Establishment of the assessment processes for programs that are targeted for statewide or college Skill Outcome Assessment;
- The one-time purchase of student tracking software systems; and
- Participation in the collaborative development of common program outcomes for the annually targeted statewide programs.

Assuring Access and Participation in Nontraditional Training Occupational Employment - 5% of funding through this priority include:

- Provide career exploration activities, career guidance and counseling, and transition services for individuals to expand career choices and assist them in selecting nontraditional programs of study. The expected outcome is an increase in NTO enrollment;
- Develop materials and coordinate marketing strategies to support nontraditional career exploration;
- Develop and offer NTO pre-technical courses to provide potential students or newly enrolled NTO students with the basic competencies or foundational skills necessary to successfully complete program requirements; and
- Convene and participate in coordinated planning activities related to services that support the transition of and enrollment of students from high school NTO or CTE programs to the WTCS.

(2) Promoting and Supporting High School to College Transitions for Career and Technical Education Students - 0% assigned, funded through flex funds this priority includes:

- Any allowable uses of funds described identified in this plan for the use of Title II Career Prep Reserve funds; and
- Development and implementation of programs of study.

Flex Funds (25%) are also allocated locally to enhance the work of any of the above grant categories.

Distribution of Funds Among Consortia (C.2.b.)

C. Fiscal Responsibility

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—

b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins)

Secondary

If the provisions of the disbursement results in an LEA receiving an allocation falling below \$15,000, the LEA must form a consortium and submit an application as such. The LEA may enter into a consortium with other LEAs or a Cooperative Educational Service Agency. The formula allocation dollars generated by each participating LEA under the formula identified by the DPI will yield the total allocation to the consortium, which means that the LEA will lose individual school identity and that the amount calculated for each member of the consortium cannot be prorated back to the individual LEA. Consortium projects should focus on common program improvement needs with funds assigned accordingly.

Funding Formulas (C.3-4)

C. Fiscal Responsibility

3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins)

4. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

Secondary

The funding formula for secondary recipients (local education agencies) is based 70% on census poverty data for the district and 30% on LEA student enrollment as described on page 50. Local education agencies are notified of their allocations via the DPI CTE website as well as within the WISEgrants federal grant portal. The proposed allocations to eligible districts are provided in

[Appendix A](#). Final allocations are tabulated in early fall based on reallocation of recipient's unspent funds from the previous year.

Postsecondary

The proposed allocations to eligible institutions are provided in [Appendix B](#).

Funding Adjustments for Secondary (C.5.)

C. Fiscal Responsibility

5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins)

Secondary

DPI annually re-allocates unrequested and carryover Perkins funds from the previous year to participating districts based on the same distribution formula as the allocation.

Waiver Requests, Reserve Funds and Fiscal Effort (C.6-7)

C. Fiscal Responsibility

6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—

- a. include a proposal for such an alternative formula; and*
- b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins)*

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—

- a. include a proposal for such an alternative formula; and*
- b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins)*

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Both secondary and postsecondary will not submit a waiver request for the funding allocation.

Reserve Funds: (C.8)

C. Fiscal Responsibility

8. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins , describe the process and criteria for awarding those funds.

Secondary

DPI will allocate up to 15% for reserve funds as allowed by Section 112(c) in the form of grants to eligible recipients who can demonstrate the capacity to develop employer-led state-endorsed regional career pathways. This requires the recipient to facilitate regional collaboratives consisting of representatives from industry sector employers and associations, workforce development, economic development, higher education (both 2- and 4-year), secondary and cooperative education service agencies.

Grantees must have the capacity to serve all eligible recipients within a designated region that aligns with workforce and economic development needs to support the state-endorsed regional career pathway process that has been developed through a New Skills for Youth grant described throughout this plan (pages 6-7 and 12-13). Grantees will be required to have support from all stakeholders to be eligible for the funds. The state will support grantees through the process, as outlined below, by providing resources and training.

PLAN

- Identify strategic regional partners (Regional Collaborative) to plan, coordinate and manage the pathways work.
- Develop a budget and outline that identifies the entities or organizations responsible for deliverables required based on the work to be accomplished.

CHOOSE

- Select pathway(s).
- Review Annual State Pathways Labor Market Information Report or Regional Council request/desire or Regional Priority.
- Gather input from regional economic development organizations, workforce development boards, K-12, institutes of higher education, and employers to determine if there is regional support to implement the pathway(s) chosen.
- Scan current high school offerings in the pathway(s)- CTE courses, career and technical student organizations, dual credit, work-based learning (WBL) programs, credentials offered.
- Determine interest and capacity to deliver the pathway(s).

BUILD

- Form or partner with existing industry sector work group for pathway(s) to be developed.
- Use State Pathway map outline(s) to regionalize map.
- Draft regional map of pathway(s).
- Review draft regional map(s) with stakeholders.
Develop a Regional Plan for each pathway that identifies needs, barriers and challenges

in the region related to career development in this industry sector.

- Plan is developed with employers leading and committing to support efforts outlined in plan.
- Submit for state endorsement.

IMPLEMENT

- Train K-12 districts to offer pathway.
- Partners address challenges and barriers as outlined in regional pathway plan, specifically with regard to equitable access.
- Meet regularly to address implementation issues.

PROMOTE

- Promote pathway through all partner groups by highlighting stories and best practices and through regional recognitions.
- Ensure employers are participating in local and regional support of pathway through career-based learning experiences.
- Develop innovative, career-focused strategies for promoting the pathway(s) to schools, students, families, employers, workforce professionals, and other key stakeholders, including partnership with regional Inspire deployment.
- Communicate regularly with partners about progress on plan(s).
- Continue to promote and support districts to adopt Regional Career Pathway(s).

MONITOR AND EVALUATE

- Annually review plan metrics
 - Consider carefully which metrics were met or not met, and why
 - Consider whether other metrics should be captured to connect with desired outcomes.
- Revise regional pathway map and plan as needed. Resubmit to DPI for state endorsement.

Postsecondary

The WTCS will award grants to colleges using the reserve funds in two grant categories:

Career Preparation: These funds are used for improving and developing dual enrollment opportunities and are distributed to each college with a base amount and additional funding via a formula of total 10th grade student enrollment counts for the high schools within a college's district.

Capacity Building for Equity and Inclusion in Career and Technical Education (new grant category): These funds will directly support Wisconsin's equity and "[60 Forward](#)" attainment goals (page 8). The funds will be allocated based on college needs in closing equity gaps in student completion across student groups (students with and without disabilities, students of color, students with and without an economic disadvantage) and increasing credential attainment (based on the postsecondary attainment rates of the WI counties within a college district). More information on this new grant category can be found on pages 30-31.

Wisconsin’s Fiscal Effort: (C.9)

C. Fiscal Responsibility

9. Provide the State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary’s annual determination on whether the State has maintained its fiscal effort and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins)

Wisconsin has maintained its fiscal effort of \$6,137,300 throughout Perkins IV.

Program Quality Indicators (D.1.a-c.)

D. Accountability for Results

1. Identify and include at least one (1) of the following indicators of career and technical education program quality—
 - a. the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins) graduating from high school having attained a recognized postsecondary credential;
 - b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
 - c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins)

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins) Please note that inclusion of “other” program quality measure(s) is optional for States.

Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

Secondary

Work-based learning opportunities are one of the key components of a quality CTE career pathway. These opportunities connect student’s classroom instruction to real-world workforce experiences, resulting in numerous benefits including higher postsecondary enrollment and high school completion rates and the development of critical skills ([Stanford Center for Opportunity Policy in Education Knowledge Brief](#)). With this recognition, Wisconsin has identified the percentage of CTE concentrators graduating from high school having participated in work-based learning as the program quality indicator for Perkins accountability measures. Selecting this program quality indicator will not only help Wisconsin measure work-based learning opportunities offered throughout the state, but it will also help the state determine and quantify existing gaps and inequities for subgroup populations and special populations. Below is the definition of this program quality measure.

Definition for Program Quality – Participated in Work-based Learning

| | |
|-------------|---|
| Numerator | The number of CTE concentrators who graduated and participated in work-based learning in the academic year. |
| Denominator | The number of CTE concentrators who graduated from high school in the academic year. |

State Determined Levels of Performance (D.2.)

D. Accountability for Results

- Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins)*

Secondary

| Column 1 Indicators | Column 2 Baseline Level | Column 3 FY 2020 | Column 4 FY 2021 | Column 5 FY 2022 | Column 6 FY 2023 |
|--|----------------------------|---------------------|---------------------|---------------------|---------------------|
| 1S1: Four-Year Graduation Rate | 96.64% | 96.64% | 96.97% | 97.30% | 97.64% |
| 1S2: Extended Graduation Rate | 97.71% | 97.71% | 97.91% | 98.11% | 98.31% |
| 2S1: Academic Proficiency in Reading Language Arts | 40.65% | 40.65% | 40.85% | 41.05% | 41.25% |
| 2S2: Academic Proficiency in Mathematics | 38.44% | 38.44% | 38.64% | 38.84% | 39.04% |
| 2S3: Academic Proficiency in Science | 35.57% | 35.57% | 35.77% | 35.97% | 36.17% |
| 3S1: Post-Program Placement | 95.23% | 95.23% | 95.48% | 95.73% | 95.98% |
| 4S1: Non-traditional Program Concentration | 23.06% | 23.06% | 23.31% | 23.56% | 23.81% |
| 5S3: Program Quality – Participated in Work-Based Learning | 16.25% | 16.25% | 16.45% | 16.65% | 16.85% |

Postsecondary

| Column 1 Indicators | Column 2 Baseline Level | Column 3 FY 2020 | Column 4 FY 2021 | Column 5 FY 2022 | Column 6 FY 2023 |
|---|----------------------------|---------------------|---------------------|---------------------|---------------------|
| 1P1: Post-Program Placement | 90.59% | 90.59% | 90.59% | 90.59% | 90.59% |
| 2P1: Earned Recognized Postsecondary Credential | 67.14% | 67.14% | 67.86% | 68.47% | 69.14% |
| 3P1: Non-traditional Program Concentration | 13.83% | 13.83% | 14.03% | 14.23% | 14.43% |

Development of State Determined Levels of Performance: public comment, statutory requirements, and alignment with goals (D.3.a-c.)

D. Accountability for Results

3. *Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins , which at a minimum shall include—*
 - a. *a description of the process for public comment under section 113(b)(3)(B) of Perkins as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins);*
 - b. *an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and*
 - c. *a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins).*

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

Secondary

The Wisconsin secondary levels of performance meet the statutory requirements as outlined in Perkins . The secondary determined performance levels are expressed in percentage form so as to be objective, quantifiable and measurable. Furthermore, each performance level supports the state’s effort towards continuous improvement and meaningful progress of performance for all CTE students, including subgroups of students and special populations. The public including all stakeholders, have an opportunity to provide comments on the proposed performance levels through an online public portal. The secondary levels of performance further advances Wisconsin Career and Technical Education State goals of advancing student equity and educational attainment. Through each unique secondary performance level, the State will measure and identify needs for additional support and improved access for student participation and completion of high-quality career pathways. This work will reduce educational attainment gaps and inequities for subgroup populations including special populations, expand opportunities for communities who have been historically underserved in Wisconsin, and continue strong leadership and stakeholder collaboration for Career and Technical Education.

The secondary performance level baselines were determined by averaging the most recent three years of secondary CTE certified data (2015-16 to 2017-18) with the exception of the academic proficiency indicators and the extended graduation cohort rate, which were determined by averaging the two most recent years of secondary data (2016-17 to 2017-18). Secondary performance levels were set with an ambitious approach that supports continuous improvement over the four-year plan period while at the same time ensuring the levels would also be attainable.

With this approach, we have set an increase of 1% in four-year graduation cohort rate from 2020-23. This percentage increase is supported by the determined average annual performance

rate for the indicator based on historical secondary data. In addition, Wisconsin's graduation measure will expand to include the extended graduation cohort rate as part of Perkins accountability. Wisconsin's extended-year graduation rate will be based on a seven-year graduation cohort rate as defined in Wisconsin consolidated state plan of the Elementary and Secondary Education Act (ESEA). We have installed a total increase of 0.60% across the four-year period for the extended graduation rate. Including extended graduation cohort rate will more fairly reflect the work done in schools to provide an appropriate education for students who require up to three additional years of service as allowed by federal law and Wisconsin statute. Continuous increase in the graduation cohort rates will contribute to expanding student success and will allow for student preparation within the workforce and or postsecondary education. In assessing the academic proficiency measures, we have set an overall increase of .60% so as to support continuous improvement while also recognizing limited historical assessment data that is required in setting forth an ambitious performance level. All CTE concentrator academic proficiency measures are set at a rate that is higher than the statewide proficiency rate for the appropriate assessment. Efforts on increasing academic proficiency will result in more comprehensive student success and academic outcomes. An overall .75% increase in program concentration and post-program placement were set over the course of the Perkins four-year period. Continuous improvement and progress in a higher number of CTE concentrators placed after high school will result in more students ready and prepared for postsecondary education and or employment. Similarly, an increase in students from underrepresented gender groups in a non-traditional field will help diversify postsecondary enrollment and/or the workforce. Finally, a .60% increase for the new work-based learning program quality measure was set over the four-year period. Expanding work-based learning program opportunities and access will directly contribute to enhancing student access and positive outcomes.

Postsecondary

The Wisconsin postsecondary performance levels meet the statutory requirements for Perkins . Performance levels are expressed in percentage form, and baselines for each postsecondary performance indicator were established by averaging the performance levels for the three most recent reporting years (2017-2019). The public has an opportunity to provide comment on these levels via both an online survey and in-person events (see pages 3-4 for more detail).

In addition, state determined levels of performance support continual improvement and meaningful progress over the course of the four-year Perkins Plan. The state determined levels of performance were intentionally set to focus on our state goals (provided below and on page 8) and prioritize areas of need.

Wisconsin Goals for Career and Technical Education:

(1) Increase postsecondary credential attainment, so that 60% of Wisconsinites ages 25-64 have a postsecondary degree or credential of value by 2027.

(2) Eliminate equity gaps in credential attainment across student race/ethnicity groups and special populations.

With this focus, we have set an increase of 2% in postsecondary credential attainment from 2020-23. This increase will result in more students graduating with postsecondary degrees, thereby helping to supply the talent and skills to meet employer needs and grow the Wisconsin economy. In addition, colleges are setting goals for increasing credential attainment for students of color and members of special populations to help eliminate equity gaps within their district, as part of the requirements for their Perkins Local Plan. We have also set an increase of 0.2% per year in the concentration of students in programs that lead to non-traditional occupations (e.g., female students enrolled in web and software development programs) from 2020-23. This increase will help diversify talent in the Wisconsin workforce. Lastly, eligible agencies will work to maintain areas in which Wisconsin career and technical education students excel: placement in employment, further education, and advanced training. The baseline for postsecondary placement is currently 90.59%, and we have set targets to maintain this high achievement level throughout the duration of this plan (2020-23).

Response to Comments on the State Determined Levels of Performance (D.4.)

D. Accountability for Results

- 4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins . (Section 113(b)(3)(B)(iii) of Perkins).*

As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

This section will be completed after the public comment period.

Process for Addressing Disparities or Gaps in Performance (D.5.)

D. Accountability for Results

- 5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins)*

As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP), the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support

and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.

Secondary

DPI will use data on the core indicators of performance to identify disparities or gaps in performance. Specifically, DPI will conduct a gap analysis and an evaluation of the data including an analysis of historical data and trends of each performance measure. Disparities and gaps identified in the data analysis and evaluation will be disaggregated by subgroup population including special populations. This process will quantify and measure where the gaps are occurring and for whom these gaps are occurring as well as including specific trend analysis for each specific subgroup population. We will also work to expand and enhance the development of user-friendly data visualizations and tools including data dashboards for districts. The purpose of these data tools is to help districts conduct root-cause analysis of their performance data, disaggregated by subgroup populations and CTE program areas.

Postsecondary

Within postsecondary career and technical education, three significant equity gaps in credential attainment (2P1) exist: program completion of Black and African American students, students with disabilities, and students from low socioeconomic backgrounds. Thus, the 2019-20 WTCS professional development agenda is focused on strategies to increase student equity (e.g., C3 conference will feature keynote presenters focused on closing equity gaps within institutional structure and student outcomes). In addition, Perkins grants and state funding provide supports for students in need (e.g. emergency assistance funding) to help them overcome life challenges so that they can complete their program. Also, the new Perkins Capacity Building for Equity and Inclusion grant promotes institution-wide change that will address and close equity gaps in student success.

The largest equity gap for concentration in non-traditional occupations (NTO, 3P1) is for female students in male-dominated programs (construction, IT, STEM, manufacturing, automotive, law/public safety), which also tend to lead to high-wage careers ([2018 Graduate Outcomes Report](#)). To help shed light on this issue, the WTCS research team is conducting a project that quantifies student enrollment patterns across career clusters and program areas. The findings of this project will then be highlighted at system-called meetings to spur conversation around NTO strategies and getting more women involved in male-dominated fields.

There are no significant equity gaps in student placement in employment, advanced training, or higher education after earning a postsecondary degree (1P1).

To help close equity gaps, the WTCS is requiring colleges to set customized targets for Perkins indicators for special populations that are experiencing significant gaps at the their institution. These targets will be included in their Local Perkins Plans. The WTCS data team will

closely monitor college-level progress and will provide technical assistance and guidance if colleges do not make meaningful progress by the third program year of Perkins .

DRAFT

III. Assurances, Certifications, and Other Forms

A. Statutory Assurances

- ✓ The eligible agency assures that:
1. It made the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins)
 2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins)
 3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (section 122(d)(13)(E) of Perkins)
 4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins)
 5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins)
 6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins)

B. EDGAR Certifications

By submitting a Perkins State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

It is eligible to submit the Perkins State plan.

It has authority under State law to perform the functions of the State under the Perkins program(s).

It legally may carry out each provision of the plan.

All provisions of the plan are consistent with State law.

A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.

The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.

The entity has adopted or otherwise formally approved the plan.

The plan is the basis for State operation and administration of the Perkins program.

C. Other Forms

- ✓ The eligible agency certifies and assures compliance with the following enclosed forms:
1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
 2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
 3. Certification Regarding Lobbying (ED 80-0013 Form): <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
 4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

IV. Budget

A. Instructions

1. On the form in Item IV.B below, provide a budget for the upcoming fiscal year. As you prepare your budget, refer to the statutory descriptions and assurances in Section II.C and Section III.A, respectively, of this guide.
2. In completing the budget form, provide--
 - Line 1: The total amount of funds allocated to the eligible agency under section 112(a) of Perkins . *This amount should correspond to the amount of funds noted in the Department's program memorandum with estimated State allocations for the fiscal year.*
 - Line 2: The amount of funds made available to carry out the administration of the State plan under section 112(a)(3). *The percent should equal not more than 5 percent of the funds allocated to the eligible agency as noted on Line 1, or \$250,000, whichever is greater.*
 - Line 3: The amount of funds made available to carry out State leadership activities under section 112(a)(2) of Perkins . *The percent should equal not more than 10 percent of the funds allocated to the eligible agency as noted on Line 1.*
 - Line 4: The percent and amount of funds made available to serve individuals in State institutions, such as: (a) correctional institutions; (b) juvenile justice facilities; and (c) educational institutions that serve individuals with disabilities pursuant to section 112(a)(2)(A) of Perkins . *The percent of funds should equal not more than 2 percent of the funds allocated to the eligible agency as noted on Line 1.*
 - Line 5: The amount of funds to be made available for services that prepare individuals for non-traditional fields pursuant to section 112(a)(2)(B) of Perkins . *The amount of funds should be not less than \$60,000 and not more than \$150,000.*
 - Line 6: The amount of funds to be made available for the recruitment of special populations to enroll in career and technical education programs pursuant to section 112 (a)(2)(C) of Perkins . *The percent of funds should equal 0.1 percent of the funds allocated to the eligible agency, or \$50,000, whichever is lesser.*

- Line 7: The percent and amount of funds to be made available to eligible recipients [local education agencies (secondary recipients) and institutions of higher education (postsecondary recipients)] pursuant to section 112(a)(1) of Perkins . *The percent of funds should be not less than 85 percent of the funds allocated to the eligible agency as noted on Line 1.*
- Line 8: The percent and amount, if any, of funds to be reserved and made available to eligible recipients under section 112(c) of Perkins . *The percent of funds should be not more than 15 percent of the 85 percent of funds noted on Line 7.*
- Line 9: The percent and amount, if any, of funds to be reserved and made available to secondary recipients under section 112(c) of Perkins .
- Line 10: The percentage and amount, if any, of funds to be reserved and made available to postsecondary recipients under section 112(c) of Perkins .
- Line 11: The percent and amount of funds to be made available to eligible recipients under section 112(a)(1) of Perkins . *The percent and amount of funds should represent the funds remaining after subtracting any reserve as noted on Line 8.*
- Line 12: The percent and amount of funds to be distributed to secondary recipients under the allocation formula described in section 131 of Perkins .
- Line 13: The percent and amount of funds to be distributed to postsecondary recipients under the allocation formula described in section 132 of Perkins .
- Line 14: The amount of funds to be made available for the State administration match requirement under section 112(b) of Perkins. *The amount of funds shall be provided from non-Federal sources and on a dollar-for-dollar basis.*

B: Budget Form

State Name: Wisconsin

Fiscal Year (FY): 2019-20

| Line Number | Budget Item | Percent of Funds | Amount of Funds |
|-------------|---|-----------------------|-----------------|
| 1 | Total Perkins Allocation | Not applicable | \$22,365,919.00 |
| 2 | State Administration | 5.00% | \$1,118,295.95 |
| 3 | State Leadership | 10.00% | \$2,236,591.90 |
| 4 | • Individuals in State Institutions | 0.63% | \$140,300.00 |
| 4a | – Correctional Institutions | Not required | \$115,300.00 |
| 4b | – Juvenile Justice Facilities | Not required | \$25,000.00 |
| 4c | – Institutions that Serve Individuals with Disabilities | Not required | \$0 |
| 5 | • Nontraditional Training and Employment | Not applicable | \$60,000.00 |
| 6 | • Special Populations Recruitment | 0.10% | \$22,365.92 |
| 7 | Local Formula Distribution | 85.00% | \$19,011,031.15 |
| 8 | • Reserve | 15.00% | \$2,851,654.00 |
| 9 | – Secondary Recipients | 6.75% | \$1,283,244.00 |
| 10 | – Postsecondary Recipients | 8.25% | \$1,568,410.00 |
| 11 | • Allocation to Eligible Recipients | 78.01% | \$17,446,980.02 |
| 12 | – Secondary Recipients | 38.25% | \$8,554,964.02 |
| 13 | – Postsecondary Recipients | 39.76% | \$8,892,016.00 |
| 14 | State Match (from non-federal funds) | Not applicable | \$1,117,098.00 |

Appendix A

Department of Public Instruction
 Carl Perkins Formula Allocation
 2019-20 Preliminary Allocation

- A.) Enrollment figures are based on September 2018 enrollment
 B.) Poverty counts were taken from the Title I 2017 Census {ESEA section 1124(c)(f)(A)}
 C.) Allocation is based on FY '18 DPI grant award

| District # | Public school district | Enrol \$ | 2019 Poverty allocation | 2019 Allocation |
|-------------------|---------------------------------------|-----------------|--------------------------------|------------------------|
| 0007 | Abbotsford school district | \$2,087.84 | \$5,133.21 | \$7,221.05 |
| 0014 | Adams-Friendship Area school district | \$4,082.76 | \$16,835.18 | \$20,917.94 |
| 0063 | Albany school district | \$926.41 | \$2,305.59 | \$3,232.00 |
| 0070 | Algoma school district | \$1,929.33 | \$3,915.16 | \$5,844.49 |
| 0091 | Alma Center school district | \$1,658.79 | \$3,958.66 | \$5,617.45 |
| 0084 | Alma school district | \$672.26 | \$652.53 | \$1,324.79 |
| 0105 | Almond-Bancroft school district | \$1,087.64 | \$2,479.60 | \$3,567.24 |
| 0112 | Altoona school district | \$4,369.70 | \$7,090.79 | \$11,460.49 |
| 0119 | Amery school district | \$4,246.72 | \$5,437.72 | \$9,684.44 |
| 0140 | Antigo school district | \$6,181.52 | \$21,272.37 | \$27,453.89 |
| 0147 | Appleton Area school district | \$44,519.54 | \$65,383.16 | \$109,902.70 |
| 0154 | Arcadia school district | \$3,558.07 | \$4,306.68 | \$7,864.75 |
| 0161 | Argyle school district | \$797.97 | \$2,305.59 | \$3,103.56 |
| 2450 | Arrowhead UHS school district | \$17,027.88 | \$11,179.95 | \$28,207.83 |
| 0170 | Ashland school district | \$5,719.69 | \$15,965.15 | \$21,684.84 |
| 0182 | Ashwaubenon school district | \$9,053.66 | \$10,396.92 | \$19,450.58 |
| 0196 | Athens school district | \$1,134.10 | \$5,916.24 | \$7,050.34 |
| 0203 | Auburndale school district | \$2,235.41 | \$4,263.17 | \$6,498.58 |
| 0217 | Augusta school district | \$1,705.25 | \$10,788.44 | \$12,493.69 |
| 0231 | Baldwin-Woodville Area school Dis | \$4,768.68 | \$4,480.68 | \$9,249.36 |
| 0245 | Bangor school district | \$1,606.87 | \$4,524.18 | \$6,131.05 |
| 0280 | Baraboo school district | \$8,121.79 | \$20,184.82 | \$28,306.61 |
| 0287 | Barneveld school district | \$1,196.95 | \$739.53 | \$1,936.48 |
| 0308 | Barron Area school district | \$3,391.37 | \$10,701.44 | \$14,092.81 |
| 0315 | Bayfield school district | \$997.46 | \$5,220.21 | \$6,217.67 |
| 0336 | Beaver Dam school district | \$9,586.55 | \$16,182.66 | \$25,769.21 |
| 4263 | Beecher-Dunbar-Pembine school Dis | \$636.74 | \$1,957.58 | \$2,594.32 |
| 0350 | Belleville school district | \$2,423.97 | \$1,957.58 | \$4,381.55 |
| 0364 | Belmont Community school district | \$1,049.38 | \$2,653.61 | \$3,702.99 |

| District # | Public school district | Enrol \$ | 2019 Poverty allocation | 2019 Allocation |
|-------------------|--------------------------------------|-----------------|--------------------------------|------------------------|
| 0413 | Beloit school district | \$17,691.95 | \$77,955.17 | \$95,647.12 |
| 0422 | Beloit Turner school district | \$4,279.52 | \$8,178.33 | \$12,457.85 |
| 0427 | Benton school district | \$546.55 | \$1,087.54 | \$1,634.09 |
| 0434 | Berlin Area school district | \$4,492.67 | \$10,005.41 | \$14,498.08 |
| 6013 | Big Foot UHS school district | \$4,293.18 | \$9,309.38 | \$13,602.56 |
| 0441 | Birchwood school district | \$797.97 | \$1,957.58 | \$2,755.55 |
| 2240 | Black Hawk school district | \$1,046.65 | \$3,219.13 | \$4,265.78 |
| 0476 | Black River Falls school district | \$4,760.48 | \$12,572.01 | \$17,332.49 |
| 0485 | Blair-Taylor school district | \$1,677.92 | \$4,915.70 | \$6,593.62 |
| 0497 | Bloomer school district | \$3,495.21 | \$5,437.72 | \$8,932.93 |
| 0602 | Bonduel school district | \$2,014.05 | \$6,916.78 | \$8,930.83 |
| 0609 | Boscobel Area school district | \$2,175.28 | \$7,003.78 | \$9,179.06 |
| 0623 | Bowler school district | \$904.55 | \$3,784.65 | \$4,689.20 |
| 0637 | Boyceville Community school district | \$1,945.73 | \$4,567.69 | \$6,513.42 |
| 0658 | Brillion school district | \$2,672.65 | \$3,088.63 | \$5,761.28 |
| 0700 | Brodhead school district | \$2,781.96 | \$6,786.28 | \$9,568.24 |
| 0721 | Brown Deer school district | \$4,156.54 | \$7,960.82 | \$12,117.36 |
| 0735 | Bruce school district | \$1,205.15 | \$4,567.69 | \$5,772.84 |
| 0777 | Burlington Area school district | \$8,594.56 | \$16,095.65 | \$24,690.21 |
| 0840 | Butternut school district | \$562.95 | \$1,348.55 | \$1,911.50 |
| 0870 | Cadott Community school district | \$2,268.20 | \$5,698.73 | \$7,966.93 |
| 0882 | Cambria-Friesland school district | \$1,013.86 | \$3,958.66 | \$4,972.52 |
| 0896 | Cambridge school district | \$2,481.35 | \$2,566.60 | \$5,047.95 |
| 0903 | Cameron school district | \$3,139.95 | \$5,394.22 | \$8,534.17 |
| 0910 | Campbellsport school district | \$3,648.25 | \$4,785.19 | \$8,433.44 |
| 0980 | Cashton school district | \$1,666.99 | \$12,093.49 | \$13,760.48 |
| 0994 | Cassville school district | \$532.89 | \$2,044.58 | \$2,577.47 |
| 1029 | Cedar Grove-Belgium Area school D | \$2,694.51 | \$3,088.63 | \$5,783.14 |
| 1015 | Cedarburg school district | \$8,531.71 | \$4,306.68 | \$12,838.39 |
| 5054 | Central/Westosha UHS school district | \$10,906.48 | \$13,442.05 | \$24,348.53 |
| 1071 | Chequamegon | \$2,098.77 | \$5,872.74 | \$7,971.51 |
| 1078 | Chetek-Weyerhaeuser school district | \$2,702.71 | \$8,482.85 | \$11,185.56 |
| 1085 | Chilton school district | \$3,044.30 | \$4,872.20 | \$7,916.50 |
| 1092 | Chippewa Falls Area school district | \$13,805.95 | \$25,883.55 | \$39,689.50 |
| 1120 | Clayton school district | \$940.07 | \$1,870.58 | \$2,810.65 |
| 1127 | Clear Lake school district | \$1,631.46 | \$4,176.17 | \$5,807.63 |
| 1134 | Clinton Community school district | \$3,115.36 | \$4,698.19 | \$7,813.55 |
| 1141 | Clintonville school district | \$3,424.16 | \$11,179.95 | \$14,604.11 |

| District # | Public school district | Enrol \$ | 2019 Poverty allocation | 2019 Allocation |
|-------------------|--------------------------------------|-----------------|--------------------------------|------------------------|
| 1155 | Cochrane-Fountain City school Dis | \$1,694.32 | \$2,349.10 | \$4,043.42 |
| 1162 | Colby school district | \$2,492.29 | \$9,613.89 | \$12,106.18 |
| 1169 | Coleman school district | \$1,992.19 | \$4,350.18 | \$6,342.37 |
| 1176 | Colfax school district | \$2,186.22 | \$4,263.17 | \$6,449.39 |
| 1183 | Columbus school district | \$3,571.73 | \$3,784.65 | \$7,356.38 |
| 1204 | Cornell school district | \$1,109.50 | \$4,306.68 | \$5,416.18 |
| 1218 | Crandon school district | \$2,341.98 | \$7,786.82 | \$10,128.80 |
| 1232 | Crivitz school district | \$2,161.62 | \$5,220.21 | \$7,381.83 |
| 1246 | Cuba City school district | \$1,855.55 | \$2,958.12 | \$4,813.67 |
| 1253 | Cudahy school district | \$6,356.42 | \$19,488.79 | \$25,845.21 |
| 1260 | Cumberland school district | \$2,727.30 | \$6,786.28 | \$9,513.58 |
| 4970 | D C Everest Area school district | \$16,407.55 | \$26,144.56 | \$42,552.11 |
| 1295 | Darlington Community school district | \$2,292.79 | \$6,177.25 | \$8,470.04 |
| 1316 | De Forest Area school district | \$10,461.04 | \$9,048.37 | \$19,509.41 |
| 1414 | De Pere school district | \$12,346.65 | \$8,178.33 | \$20,524.98 |
| 1421 | De Soto Area school district | \$1,355.45 | \$7,003.78 | \$8,359.23 |
| 1309 | Deerfield Community school district | \$2,068.71 | \$1,870.58 | \$3,939.29 |
| 1380 | Delavan-Darien school district | \$5,520.19 | \$16,922.19 | \$22,442.38 |
| 1407 | Denmark school district | \$4,263.12 | \$4,045.66 | \$8,308.78 |
| 2744 | Dodgeland school district | \$2,150.69 | \$3,045.12 | \$5,195.81 |
| 1428 | Dodgeville school district | \$3,353.11 | \$5,742.23 | \$9,095.34 |
| 1491 | Drummond Area school district | \$964.67 | \$3,915.16 | \$4,879.83 |
| 1499 | Durand school district | \$2,620.73 | \$7,264.80 | \$9,885.53 |
| 1540 | East Troy Community school district | \$4,498.14 | \$5,568.23 | \$10,066.37 |
| 1554 | Eau Claire Area school district | \$31,030.59 | \$63,991.10 | \$95,021.69 |
| 1561 | Edgar school district | \$1,631.46 | \$3,349.64 | \$4,981.10 |
| 1568 | Edgerton school district | \$5,134.87 | \$10,614.43 | \$15,749.30 |
| 1582 | Elcho school district | \$746.05 | \$2,044.58 | \$2,790.63 |
| 1600 | Eleva-Strum school district | \$1,727.11 | \$2,784.11 | \$4,511.22 |
| 1645 | Elk Mound Area school district | \$3,284.79 | \$3,828.16 | \$7,112.95 |
| 1631 | Elkhart Lake-Glenbeulah school Di | \$1,199.69 | \$826.53 | \$2,026.22 |
| 1638 | Elkhorn Area school district | \$9,479.98 | \$12,180.50 | \$21,660.48 |
| 1659 | Ellsworth Community school district | \$4,541.86 | \$5,002.70 | \$9,544.56 |
| 0714 | Elmbrook school district | \$20,042.13 | \$9,657.39 | \$29,699.52 |
| 1666 | Elmwood school district | \$852.62 | \$1,566.06 | \$2,418.68 |
| 1694 | Evansville Community school district | \$4,918.98 | \$5,089.71 | \$10,008.69 |
| 1729 | Fall Creek school district | \$2,328.32 | \$2,566.60 | \$4,894.92 |
| 1736 | Fall River school district | \$1,237.94 | \$1,566.06 | \$2,804.00 |

| District # | Public school district | Enrol \$ | 2019 Poverty allocation | 2019 Allocation |
|-------------------|-----------------------------------|-----------------|--------------------------------|------------------------|
| 1813 | Fennimore school district | \$2,180.75 | \$8,091.33 | \$10,272.08 |
| 5757 | Flambeau school district | \$1,579.54 | \$7,351.80 | \$8,931.34 |
| 1855 | Florence school district | \$1,063.05 | \$3,871.66 | \$4,934.71 |
| 1862 | Fond du Lac school district | \$19,402.66 | \$46,111.88 | \$65,514.54 |
| 1883 | Fort Atkinson school district | \$7,769.26 | \$10,483.93 | \$18,253.19 |
| 1900 | Franklin Public school district | \$12,568.01 | \$12,746.02 | \$25,314.03 |
| 1939 | Frederic school district | \$1,196.95 | \$4,872.20 | \$6,069.15 |
| 1953 | Freedom Area school district | \$4,391.56 | \$3,480.14 | \$7,871.70 |
| 2009 | Galesville-Ettrick-Trempealeau | \$3,817.68 | \$4,393.68 | \$8,211.36 |
| 2058 | Germantown school district | \$10,646.87 | \$5,611.73 | \$16,258.60 |
| 2114 | Gibraltar Area school district | \$1,451.10 | \$1,827.07 | \$3,278.17 |
| 2128 | Gillett school district | \$1,404.64 | \$5,307.22 | \$6,711.86 |
| 2135 | Gilman school district | \$890.88 | \$6,786.28 | \$7,677.16 |
| 2142 | Gilmanton school district | \$409.92 | \$1,696.57 | \$2,106.49 |
| 2198 | Glenwood City school district | \$1,877.41 | \$3,132.13 | \$5,009.54 |
| 2212 | Goodman-Armstrong school district | \$314.27 | \$1,305.05 | \$1,619.32 |
| 2217 | Grafton school district | \$5,659.56 | \$3,523.64 | \$9,183.20 |
| 2226 | Granton Area school district | \$636.74 | \$6,786.28 | \$7,423.02 |
| 2233 | Grantsburg school district | \$3,998.04 | \$5,176.71 | \$9,174.75 |
| 2289 | Green Bay Area school district | \$55,723.89 | \$173,920.08 | \$229,643.97 |
| 2310 | Green Lake school district | \$828.03 | \$1,000.54 | \$1,828.57 |
| 2296 | Greendale school district | \$7,373.01 | \$6,481.76 | \$13,854.77 |
| 2303 | Greenfield school district | \$9,624.81 | \$18,531.75 | \$28,156.56 |
| 2394 | Greenwood school district | \$978.33 | \$6,003.24 | \$6,981.57 |
| 2415 | Gresham school district | \$797.97 | \$3,045.12 | \$3,843.09 |
| 2420 | Hamilton school district | \$13,278.53 | \$6,220.75 | \$19,499.28 |
| 2436 | Hartford UHS school district | \$11,843.82 | \$13,094.03 | \$24,937.85 |
| 2478 | Hayward Community school district | \$5,637.70 | \$22,533.92 | \$28,171.62 |
| 2527 | Highland school district | \$811.63 | \$1,261.55 | \$2,073.18 |
| 2534 | Hilbert school district | \$1,248.88 | \$1,566.06 | \$2,814.94 |
| 2541 | Hillsboro school district | \$1,475.70 | \$13,616.05 | \$15,091.75 |
| 2562 | Holmen school district | \$10,914.68 | \$8,700.35 | \$19,615.03 |
| 2576 | Horicon school district | \$1,861.02 | \$2,871.12 | \$4,732.14 |
| 2583 | Hortonville school district | \$10,961.14 | \$6,133.75 | \$17,094.89 |
| 2605 | Howards Grove school district | \$2,478.62 | \$2,001.08 | \$4,479.70 |
| 2604 | Howard-Suamico school district | \$16,678.09 | \$15,834.64 | \$32,512.73 |
| 2611 | Hudson school district | \$15,341.77 | \$9,222.38 | \$24,564.15 |
| 2618 | Hurley school district | \$1,538.55 | \$4,915.70 | \$6,454.25 |
| 2625 | Hustisford school district | \$1,196.95 | \$1,740.07 | \$2,937.02 |

| District # | Public school district | Enrol \$ | 2019 Poverty allocation | 2019 Allocation |
|-------------------|--------------------------------------|-----------------|--------------------------------|------------------------|
| 2632 | Independence school district | \$1,043.92 | \$3,045.12 | \$4,089.04 |
| 2639 | Iola-Scandinavia school district | \$1,817.29 | \$3,697.65 | \$5,514.94 |
| 2646 | Iowa-Grant school district | \$2,000.39 | \$4,567.69 | \$6,568.08 |
| 2660 | Ithaca school district | \$1,218.82 | \$1,870.58 | \$3,089.40 |
| 2695 | Janesville school district | \$27,516.25 | \$75,736.58 | \$103,252.83 |
| 2702 | Jefferson school district | \$5,121.21 | \$8,961.36 | \$14,082.57 |
| 2730 | Johnson Creek school district | \$1,789.96 | \$2,001.08 | \$3,791.04 |
| 2737 | Juda school district | \$833.49 | \$1,435.56 | \$2,269.05 |
| 2758 | Kaukauna Area school district | \$10,753.45 | \$11,962.99 | \$22,716.44 |
| 2793 | Kenosha school district | \$58,024.89 | \$153,213.23 | \$211,238.12 |
| 1376 | Kettle Moraine school district | \$10,570.35 | \$5,742.23 | \$16,312.58 |
| 2800 | Kewaskum school district | \$4,957.24 | \$4,959.20 | \$9,916.44 |
| 2814 | Kewaunee school district | \$2,604.33 | \$3,045.12 | \$5,649.45 |
| 5960 | Kickapoo Area school district | \$1,421.04 | \$7,569.31 | \$8,990.35 |
| 2828 | Kiel Area school district | \$3,323.05 | \$3,480.14 | \$6,803.19 |
| 2835 | Kimberly Area school district | \$14,183.07 | \$6,655.77 | \$20,838.84 |
| 2842 | Kohler school district | \$1,921.14 | \$652.53 | \$2,573.67 |
| 2849 | La Crosse school district | \$18,137.39 | \$43,371.26 | \$61,508.65 |
| 2863 | La Farge school district | \$595.74 | \$4,437.18 | \$5,032.92 |
| 2856 | Ladysmith-Hawkins school district | \$2,202.61 | \$7,047.29 | \$9,249.90 |
| 2884 | Lake Geneva-Genoa City UHS school | \$11,466.70 | \$21,837.89 | \$33,304.59 |
| 2891 | Lake Holcombe school district | \$863.56 | \$2,740.61 | \$3,604.17 |
| 2898 | Lake Mills Area school district | \$4,339.64 | \$3,219.13 | \$7,558.77 |
| 3647 | Lakeland UHS school district | \$6,911.17 | \$21,098.36 | \$28,009.53 |
| 2912 | Lancaster Community school district | \$2,631.66 | \$6,916.78 | \$9,548.44 |
| 2940 | Laona school district | \$713.25 | \$1,609.57 | \$2,322.82 |
| 2961 | Lena school district | \$1,060.31 | \$1,914.08 | \$2,974.39 |
| 3129 | Little Chute Area school district | \$4,377.90 | \$6,960.28 | \$11,338.18 |
| 3150 | Lodi school district | \$4,080.02 | \$5,046.21 | \$9,126.23 |
| 3171 | Lomira school district | \$2,951.39 | \$4,089.17 | \$7,040.56 |
| 3206 | Loyal school district | \$1,371.85 | \$8,482.85 | \$9,854.70 |
| 3213 | Luck school district | \$1,196.95 | \$2,914.62 | \$4,111.57 |
| 3220 | Luxemburg-Casco school district | \$5,219.59 | \$5,959.74 | \$11,179.33 |
| 3269 | Madison Metropolitan school district | \$73,557.95 | \$165,611.24 | \$239,169.19 |
| 3276 | Manawa school district | \$1,740.77 | \$4,567.69 | \$6,308.46 |
| 3290 | Manitowoc school district | \$13,557.27 | \$33,974.88 | \$47,532.15 |
| 3297 | Maple school district | \$3,664.64 | \$5,394.22 | \$9,058.86 |
| 3304 | Marathon City school district | \$1,997.65 | \$1,566.06 | \$3,563.71 |

| District # | Public school district | Enrol \$ | 2019 Poverty allocation | 2019 Allocation |
|------------|------------------------------------|--------------|-------------------------|-----------------|
| 3311 | Marinette school district | \$5,555.72 | \$17,444.21 | \$22,999.93 |
| 3318 | Marion school district | \$1,196.95 | \$7,438.80 | \$8,635.75 |
| 3325 | Markesan school district | \$2,224.47 | \$11,136.45 | \$13,360.92 |
| 3332 | Marshall school district | \$2,814.75 | \$8,439.34 | \$11,254.09 |
| 3339 | Marshfield school district | \$11,116.90 | \$16,661.18 | \$27,778.08 |
| 3360 | Mauston school district | \$3,995.31 | \$11,701.98 | \$15,697.29 |
| 3367 | Mayville school district | \$3,006.05 | \$3,610.65 | \$6,616.70 |
| 3381 | McFarland school district | \$12,152.62 | \$4,045.66 | \$16,198.28 |
| 3409 | Medford Area school district | \$7,528.78 | \$12,833.02 | \$20,361.80 |
| 3427 | Mellen school district | \$740.58 | \$3,436.64 | \$4,177.22 |
| 3428 | Melrose-Mindoro school district | \$2,098.77 | \$4,089.17 | \$6,187.94 |
| 3430 | Menasha school district | \$9,378.86 | \$26,492.58 | \$35,871.44 |
| 3434 | Menominee Indian school district | \$2,516.88 | \$20,489.33 | \$23,006.21 |
| 3437 | Menomonee Falls school district | \$10,936.54 | \$6,960.28 | \$17,896.82 |
| 3444 | Menomonie Area school district | \$9,362.47 | \$18,227.24 | \$27,589.71 |
| 3479 | Mequon-Thiensville school district | \$10,305.27 | \$5,785.74 | \$16,091.01 |
| 3484 | Mercer school district | \$396.25 | \$913.54 | \$1,309.79 |
| 3500 | Merrill Area school district | \$8,993.54 | \$15,443.13 | \$24,436.67 |
| 3549 | Middleton-Cross Plains school Dis | \$20,359.13 | \$15,269.12 | \$35,628.25 |
| 3612 | Milton school district | \$9,529.17 | \$9,396.38 | \$18,925.55 |
| 3619 | Milwaukee school district | \$199,882.93 | \$1,454,220.66 | \$1,654,103.59 |
| 3633 | Mineral Point school district | \$2,085.10 | \$3,393.14 | \$5,478.24 |
| 3661 | Mishicot school district | \$2,347.45 | \$4,132.67 | \$6,480.12 |
| 3668 | Mondovi school district | \$2,708.17 | \$6,003.24 | \$8,711.41 |
| 3675 | Monona Grove school district | \$9,438.98 | \$6,264.25 | \$15,703.23 |
| 3682 | Monroe school district | \$6,430.21 | \$12,398.00 | \$18,828.21 |
| 3689 | Montello school district | \$1,825.49 | \$6,177.25 | \$8,002.74 |
| 3696 | Monticello school district | \$931.87 | \$1,218.05 | \$2,149.92 |
| 3787 | Mosinee school district | \$5,509.26 | \$5,568.23 | \$11,077.49 |
| 3794 | Mount Horeb Area school district | \$6,892.04 | \$6,003.24 | \$12,895.28 |
| 3822 | Mukwonago school district | \$13,773.16 | \$8,613.35 | \$22,386.51 |
| 3857 | Muskego-Norway school district | \$13,253.93 | \$8,830.86 | \$22,084.79 |
| 3871 | Necedah Area school district | \$1,910.21 | \$10,135.91 | \$12,046.12 |
| 3892 | Neenah school district | \$18,347.81 | \$27,580.12 | \$45,927.93 |
| 3899 | Neillsville school district | \$2,533.28 | \$5,959.74 | \$8,493.02 |
| 3906 | Nekoosa school district | \$3,232.87 | \$7,612.81 | \$10,845.68 |
| 3920 | New Auburn school district | \$863.56 | \$2,218.59 | \$3,082.15 |
| 3925 | New Berlin school district | \$11,882.08 | \$7,003.78 | \$18,885.86 |

| District # | Public school district | Enrol \$ | 2019 Poverty allocation | 2019 Allocation |
|-------------------|------------------------------------|-----------------|--------------------------------|------------------------|
| 3934 | New Glarus school district | \$2,702.71 | \$1,696.57 | \$4,399.28 |
| 3941 | New Holstein school district | \$2,904.93 | \$4,698.19 | \$7,603.12 |
| 3948 | New Lisbon school district | \$1,803.63 | \$4,393.68 | \$6,197.31 |
| 3955 | New London school district | \$6,241.64 | \$10,483.93 | \$16,725.57 |
| 3962 | New Richmond school district | \$9,403.46 | \$6,916.78 | \$16,320.24 |
| 3969 | Niagara school district | \$1,177.82 | \$3,175.63 | \$4,353.45 |
| 2177 | Nicolet UHS school district | \$9,335.14 | \$13,746.56 | \$23,081.70 |
| 3976 | Norris school district | \$84.72 | \$87.00 | \$171.72 |
| 2016 | North Crawford school district | \$1,246.14 | \$4,654.69 | \$5,900.83 |
| 3983 | North Fond du Lac school district | \$3,951.58 | \$5,089.71 | \$9,041.29 |
| 1945 | Northern Ozaukee school district | \$2,814.75 | \$2,262.09 | \$5,076.84 |
| 1526 | Northland Pines school district | \$3,569.00 | \$10,135.91 | \$13,704.91 |
| 3654 | Northwood school district | \$888.15 | \$3,132.13 | \$4,020.28 |
| 3990 | Norwalk-Ontario-Wilton school Dis | \$1,798.16 | \$13,442.05 | \$15,240.21 |
| 4018 | Oak Creek-Franklin school district | \$18,047.21 | \$19,619.30 | \$37,666.51 |
| 4025 | Oakfield school district | \$1,497.56 | \$2,479.60 | \$3,977.16 |
| 4060 | Oconomowoc Area school district | \$14,407.16 | \$12,702.52 | \$27,109.68 |
| 4074 | Oconto Falls school district | \$4,621.11 | \$6,786.28 | \$11,407.39 |
| 4067 | Oconto Unified | \$2,749.17 | \$6,829.78 | \$9,578.95 |
| 4088 | Omro school district | \$3,153.62 | \$4,872.20 | \$8,025.82 |
| 4095 | Onalaska school district | \$8,561.77 | \$9,787.90 | \$18,349.67 |
| 4137 | Oostburg school district | \$2,719.11 | \$2,697.11 | \$5,416.22 |
| 4144 | Oregon school district | \$11,179.76 | \$7,830.32 | \$19,010.08 |
| 4165 | Osceola school district | \$4,623.85 | \$3,784.65 | \$8,408.50 |
| 4179 | Oshkosh Area school district | \$27,084.47 | \$60,728.47 | \$87,812.94 |
| 4186 | Osseo-Fairchild school district | \$2,232.67 | \$6,873.28 | \$9,105.95 |
| 4207 | Owen-Withee school district | \$1,325.39 | \$7,786.82 | \$9,112.21 |
| 4221 | Palmyra-Eagle Area school district | \$2,101.50 | \$4,698.19 | \$6,799.69 |
| 4228 | Pardeeville Area school district | \$2,219.01 | \$4,785.19 | \$7,004.20 |
| 4151 | Parkview school district | \$2,194.41 | \$3,741.15 | \$5,935.56 |
| 0490 | Pecatonica Area school district | \$1,093.11 | \$1,870.58 | \$2,963.69 |
| 4270 | Pepin Area school district | \$614.87 | \$1,348.55 | \$1,963.42 |
| 4305 | Peshtigo school district | \$3,246.53 | \$4,741.69 | \$7,988.22 |
| 4312 | Pewaukee school district | \$8,184.64 | \$4,089.17 | \$12,273.81 |
| 4330 | Phelps school district | \$360.73 | \$913.54 | \$1,274.27 |
| 4347 | Phillips school district | \$2,074.17 | \$4,872.20 | \$6,946.37 |
| 4368 | Pittsville school district | \$1,571.34 | \$2,653.61 | \$4,224.95 |
| 4389 | Platteville school district | \$4,151.08 | \$9,961.91 | \$14,112.99 |
| 4459 | Plum City school district | \$754.24 | \$1,044.04 | \$1,798.28 |

| District # | Public school district | Enrol \$ | 2019 Poverty allocation | 2019 Allocation |
|-------------------|---------------------------------------|-----------------|--------------------------------|------------------------|
| 4473 | Plymouth school district | \$5,954.70 | \$7,525.81 | \$13,480.51 |
| 4508 | Port Edwards school district | \$1,224.28 | \$3,523.64 | \$4,747.92 |
| 4515 | Port Washington-Saukville school | \$7,148.92 | \$7,003.78 | \$14,152.70 |
| 4501 | Portage Community school district | \$6,329.09 | \$11,658.47 | \$17,987.56 |
| 4529 | Potosi school district | \$910.01 | \$1,914.08 | \$2,824.09 |
| 4536 | Poynette school district | \$2,937.73 | \$2,305.59 | \$5,243.32 |
| 4543 | Prairie du Chien Area school district | \$3,178.21 | \$7,786.82 | \$10,965.03 |
| 4557 | Prairie Farm school district | \$1,054.85 | \$2,131.59 | \$3,186.44 |
| 4571 | Prentice school district | \$929.14 | \$3,219.13 | \$4,148.27 |
| 4578 | Prescott school district | \$3,607.26 | \$3,175.63 | \$6,782.89 |
| 4606 | Princeton school district | \$918.21 | \$2,262.09 | \$3,180.30 |
| 4613 | Pulaski Community school district | \$10,321.67 | \$10,527.43 | \$20,849.10 |
| 4620 | Racine school district | \$48,812.72 | \$197,063.02 | \$245,875.74 |
| 4634 | Randolph school district | \$1,511.22 | \$3,045.12 | \$4,556.34 |
| 4641 | Random Lake school district | \$2,024.98 | \$2,305.59 | \$4,330.57 |
| 4753 | Reedsburg school district | \$7,821.19 | \$16,878.69 | \$24,699.88 |
| 4760 | Reedsville school district | \$1,576.81 | \$4,045.66 | \$5,622.47 |
| 4781 | Rhineland school district | \$6,422.01 | \$16,095.65 | \$22,517.66 |
| 4795 | Rib Lake school district | \$1,292.60 | \$2,653.61 | \$3,946.21 |
| 4802 | Rice Lake Area school district | \$6,219.78 | \$13,920.57 | \$20,140.35 |
| 4851 | Richland school district | \$3,549.87 | \$13,224.54 | \$16,774.41 |
| 4865 | Rio Community school district | \$1,112.24 | \$1,392.06 | \$2,504.30 |
| 4872 | Ripon school district | \$4,372.43 | \$7,003.78 | \$11,376.21 |
| 4893 | River Falls school district | \$9,441.72 | \$7,308.30 | \$16,750.02 |
| 4904 | River Ridge school district | \$1,481.16 | \$6,220.75 | \$7,701.91 |
| 5523 | River Valley school district | \$3,262.93 | \$7,395.30 | \$10,658.23 |
| 3850 | Riverdale school district | \$1,899.27 | \$6,220.75 | \$8,120.02 |
| 4956 | Rosendale-Brandon school district | \$2,861.21 | \$2,131.59 | \$4,992.80 |
| 4963 | Rosholt school district | \$1,448.37 | \$2,088.08 | \$3,536.45 |
| 1673 | Royall school district | \$1,388.25 | \$6,916.78 | \$8,305.03 |
| 2422 | Saint Croix Central school district | \$4,716.76 | \$2,958.12 | \$7,674.88 |
| 5019 | Saint Croix Falls school district | \$2,962.32 | \$4,437.18 | \$7,399.50 |
| 5026 | Saint Francis school district | \$3,063.43 | \$5,568.23 | \$8,631.66 |
| 5100 | Sauk Prairie school district | \$7,610.76 | \$12,354.50 | \$19,965.26 |
| 5124 | Seneca school district | \$792.50 | \$2,349.10 | \$3,141.60 |
| 5130 | Sevastopol school district | \$1,675.19 | \$2,305.59 | \$3,980.78 |
| 5138 | Seymour Community school district | \$6,061.28 | \$9,613.89 | \$15,675.17 |
| 5264 | Shawano school district | \$6,722.61 | \$17,183.20 | \$23,905.81 |
| 5271 | Sheboygan Area school district | \$27,491.66 | \$53,072.16 | \$80,563.82 |

| District # | Public school district | Enrol \$ | 2019 Poverty allocation | 2019 Allocation |
|-------------------|------------------------------------|-----------------|--------------------------------|------------------------|
| 5278 | Sheboygan Falls school district | \$4,612.91 | \$4,350.18 | \$8,963.09 |
| 5306 | Shell Lake school district | \$1,871.95 | \$4,567.69 | \$6,439.64 |
| 5348 | Shiocton school district | \$1,910.21 | \$1,957.58 | \$3,867.79 |
| 5355 | Shorewood school district | \$5,563.92 | \$8,569.85 | \$14,133.77 |
| 5362 | Shullsburg school district | \$1,011.12 | \$2,436.10 | \$3,447.22 |
| 5376 | Siren school district | \$1,281.67 | \$4,089.17 | \$5,370.84 |
| 5390 | Slinger school district | \$9,203.97 | \$4,480.68 | \$13,684.65 |
| 5397 | Solon Springs school district | \$746.05 | \$1,827.07 | \$2,573.12 |
| 5432 | Somerset school district | \$4,096.42 | \$3,001.62 | \$7,098.04 |
| 5439 | South Milwaukee school district | \$8,365.01 | \$28,667.67 | \$37,032.68 |
| 4522 | South Shore school district | \$483.70 | \$1,305.05 | \$1,788.75 |
| 5457 | Southern Door school district | \$2,757.36 | \$5,133.21 | \$7,890.57 |
| 2485 | Southwestern Wisconsin school Dis | \$1,423.77 | \$2,044.58 | \$3,468.35 |
| 5460 | Sparta Area school district | \$8,146.38 | \$18,923.27 | \$27,069.65 |
| 5467 | Spencer school district | \$1,874.68 | \$2,958.12 | \$4,832.80 |
| 5474 | Spooner school district | \$3,164.55 | \$9,396.38 | \$12,560.93 |
| 5586 | Spring Valley school district | \$2,098.77 | \$3,219.13 | \$5,317.90 |
| 5593 | Stanley-Boyd Area school district | \$3,003.31 | \$8,308.84 | \$11,312.15 |
| 5607 | Stevens Point Area school district | \$19,522.90 | \$28,015.14 | \$47,538.04 |
| 5614 | Stockbridge school district | \$549.29 | \$522.02 | \$1,071.31 |
| 5621 | Stoughton Area school district | \$8,097.19 | \$12,876.52 | \$20,973.71 |
| 5628 | Stratford school district | \$2,415.77 | \$3,175.63 | \$5,591.40 |
| 5642 | Sturgeon Bay school district | \$3,129.02 | \$6,046.75 | \$9,175.77 |
| 5656 | Sun Prairie Area school district | \$23,285.93 | \$27,971.64 | \$51,257.57 |
| 5663 | Superior school district | \$12,630.86 | \$30,755.75 | \$43,386.61 |
| 5670 | Suring school district | \$1,032.99 | \$3,132.13 | \$4,165.12 |
| 5726 | Thorp school district | \$1,645.13 | \$7,743.32 | \$9,388.45 |
| 5733 | Three Lakes school district | \$1,462.03 | \$3,784.65 | \$5,246.68 |
| 5740 | Tigerton school district | \$661.33 | \$2,262.09 | \$2,923.42 |
| 5747 | Tomah Area school district | \$8,528.97 | \$22,142.40 | \$30,671.37 |
| 5754 | Tomahawk school district | \$3,344.91 | \$7,047.29 | \$10,392.20 |
| 0126 | Tomorrow River school district | \$3,265.66 | \$2,610.11 | \$5,875.77 |
| 4375 | Tri-County Area school district | \$1,669.72 | \$6,351.26 | \$8,020.98 |
| 5810 | Turtle Lake school district | \$1,251.61 | \$3,436.64 | \$4,688.25 |
| 5824 | Two Rivers school district | \$4,976.37 | \$10,831.94 | \$15,808.31 |
| 5852 | Union Grove UHS school district | \$7,479.59 | \$7,482.30 | \$14,961.89 |
| 0238 | Unity school district | \$2,560.60 | \$5,698.73 | \$8,259.33 |
| 5866 | Valders Area school district | \$2,678.11 | \$4,219.67 | \$6,897.78 |
| 5901 | Verona Area school district | \$15,456.54 | \$18,488.25 | \$33,944.79 |

| District # | Public school district | Enrol \$ | 2019 Poverty allocation | 2019 Allocation |
|-------------------|--------------------------------------|-----------------|--------------------------------|------------------------|
| 5985 | Viroqua Area school district | \$3,183.68 | \$16,704.68 | \$19,888.36 |
| 5992 | Wabeno Area school district | \$1,043.92 | \$2,784.11 | \$3,828.03 |
| 6027 | Washburn school district | \$1,563.14 | \$4,089.17 | \$5,652.31 |
| 6069 | Washington school district | \$218.62 | \$435.02 | \$653.64 |
| 6083 | Waterford UHS school district | \$8,381.40 | \$7,351.80 | \$15,733.20 |
| 6118 | Waterloo school district | \$2,158.89 | \$3,480.14 | \$5,639.03 |
| 6125 | Watertown school district | \$9,895.36 | \$25,013.52 | \$34,908.88 |
| 6174 | Waukesha school district | \$34,812.75 | \$51,984.61 | \$86,797.36 |
| 6181 | Waunakee Community school district | \$11,857.49 | \$4,959.20 | \$16,816.69 |
| 6195 | Waupaca school district | \$5,774.34 | \$12,833.02 | \$18,607.36 |
| 6216 | Waupun school district | \$5,320.70 | \$8,178.33 | \$13,499.03 |
| 6223 | Wausau school district | \$22,712.04 | \$49,374.51 | \$72,086.55 |
| 6230 | Wausaukee school district | \$1,142.30 | \$4,263.17 | \$5,405.47 |
| 6237 | Wautoma Area school district | \$3,702.90 | \$12,006.49 | \$15,709.39 |
| 6244 | Wauwatosa school district | \$19,727.86 | \$15,269.12 | \$34,996.98 |
| 6251 | Wauzeka-Steuben school district | \$770.64 | \$2,001.08 | \$2,771.72 |
| 6293 | Webster school district | \$1,836.42 | \$5,307.22 | \$7,143.64 |
| 6300 | West Allis school district | \$22,474.29 | \$60,771.97 | \$83,246.26 |
| 6307 | West Bend school district | \$17,987.09 | \$21,663.88 | \$39,650.97 |
| 6328 | West De Pere school district | \$9,717.73 | \$9,352.88 | \$19,070.61 |
| 6370 | West Salem school district | \$4,910.79 | \$5,089.71 | \$10,000.50 |
| 6321 | Westby Area school district | \$3,011.51 | \$14,181.58 | \$17,193.09 |
| 6335 | Westfield school district | \$2,899.47 | \$10,092.41 | \$12,991.88 |
| 6354 | Weston school district | \$759.71 | \$4,089.17 | \$4,848.88 |
| 6384 | Weyauwega-Fremont school district | \$2,341.98 | \$5,002.70 | \$7,344.68 |
| 6440 | White Lake school district | \$396.25 | \$1,566.06 | \$1,962.31 |
| 6419 | Whitefish Bay school district | \$8,176.45 | \$7,525.81 | \$15,702.26 |
| 6426 | Whitehall school district | \$2,098.77 | \$5,568.23 | \$7,667.00 |
| 6461 | Whitewater Unified district | \$5,301.57 | \$9,309.38 | \$14,610.95 |
| 6470 | Whitnall school district | \$6,848.32 | \$7,177.79 | \$14,026.11 |
| 6475 | Wild Rose school district | \$1,585.01 | \$3,349.64 | \$4,934.65 |
| 6482 | Williams Bay school district | \$1,970.33 | \$2,566.60 | \$4,536.93 |
| 6545 | Wilmot UHS school district | \$8,507.11 | \$11,919.48 | \$20,426.59 |
| 6608 | Winneconne Community school district | \$4,596.52 | \$3,045.12 | \$7,641.64 |
| 6615 | Winter school district | \$680.46 | \$3,958.66 | \$4,639.12 |
| 6678 | Wisconsin Dells school district | \$4,883.46 | \$9,874.90 | \$14,758.36 |
| 0469 | Wisconsin Heights school district | \$2,120.63 | \$4,393.68 | \$6,514.31 |

| District # | Public school district | Enrol \$ | 2019 Poverty allocation | 2019 Allocation |
|-------------------|---------------------------------------|-----------------|--------------------------------|------------------------|
| 6685 | Wisconsin Rapids school district | \$13,975.38 | \$29,798.71 | \$43,774.09 |
| 6692 | Wittenberg-Birnamwood school district | \$3,219.20 | \$7,395.30 | \$10,614.50 |
| 6713 | Wonewoc-Union Center school district | \$942.81 | \$3,393.14 | \$4,335.95 |
| 6734 | Wrightstown Community school district | \$3,735.70 | \$3,045.12 | \$6,780.82 |
| | | \$0.00 | \$0.00 | |

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| District # | 2R Charters | Enrol \$ | 2019 Poverty allocation | 2019 Allocation |
|------------|--|-----------------------|-------------------------|-----------------------|
| 8110 | 21st Century Preparatory school | \$0.00 | \$0.00 | |
| 8123 | Bruce Guadalupe | \$0.00 | \$0.00 | |
| 8114 | Capitol West Academy | \$0.00 | \$0.00 | |
| 8105 | Central City Cyber School | \$0.00 | \$0.00 | |
| 8109 | Darrel Lynn Hines Academy | \$0.00 | \$0.00 | |
| 8101 | Downtown Montessori | \$0.00 | \$0.00 | |
| 8131 | Escuela Verde | \$319.73 | \$1,609.57 | \$1,929.30 |
| 8135 | La Casa de Esperanza | \$0.00 | \$0.00 | |
| 8106 | Milwaukee Academy of Science | \$2,719.11 | \$16,269.66 | \$18,988.77 |
| 8127 | Milwaukee Collegiate Academy | \$819.83 | \$4,915.70 | \$5,735.53 |
| 8128 | Milwaukee Math & Science Academy | \$0.00 | \$0.00 | |
| 8129 | Milwaukee Scholars Charter School | \$0.00 | \$0.00 | |
| 8138 | Penfield Montessori Academy | \$0.00 | \$0.00 | |
| 8133 | Rocketship Milwaukee | \$0.00 | \$0.00 | |
| 8107 | School for Early Development & Achievement | \$0.00 | \$0.00 | |
| 8001 | Seeds of Health, Inc | \$2,459.49 | \$14,703.60 | \$17,163.09 |
| 8136 | Stellar Collegiate | \$0.00 | \$0.00 | |
| 8137 | UCC Acosta Middle School | \$0.00 | \$0.00 | |
| 8132 | Woodlands East | \$0.00 | \$0.00 | |
| 8113 | Woodlands School | \$0.00 | \$0.00 | |
| | Total | \$2,322,733.53 | \$5,419,711.41 | \$7,742,444.94 |

Appendix B

FY 2019-20 Postsecondary Basic Grant Planning Amounts

| <u>Eligible Recipient</u> | <u>Pell & BIA Recipients*</u> | <u>Distribution Percent</u> | <u>Student Success (50%)**</u> | <u>Strengthening Programs (20%)**</u> | <u>Nontraditional Occupations (5%)**</u> | <u>Flexible Funds (25%)**</u> | <u>Total</u> | <u>Planned Maintenance of Effort Amount***</u> |
|---------------------------|-----------------------------------|-----------------------------|--------------------------------|---------------------------------------|--|-------------------------------|--------------------|--|
| Chippewa Valley | 1,743 | 5.33% | \$236,972 | \$94,789 | \$23,697 | \$118,486 | \$473,944 | \$525,700 |
| Western | 1,668 | 5.10% | \$226,746 | \$90,699 | \$22,675 | \$113,373 | \$453,493 | \$454,700 |
| Southwest | 743 | 2.27% | \$100,924 | \$40,370 | \$10,092 | \$50,462 | \$201,848 | \$165,400 |
| Madison | 2,317 | 7.08% | \$314,777 | \$125,911 | \$31,478 | \$157,389 | \$629,555 | \$515,700 |
| Blackhawk | 1,331 | 4.07% | \$180,953 | \$72,381 | \$18,095 | \$90,476 | \$361,905 | \$257,400 |
| Gateway | 3,142 | 9.60% | \$426,817 | \$170,727 | \$42,682 | \$213,408 | \$853,634 | \$461,300 |
| Waukesha | 1,534 | 4.69% | \$208,518 | \$83,407 | \$20,852 | \$104,259 | \$417,036 | \$193,800 |
| Milwaukee | 6,683 | 20.40% | \$906,986 | \$362,794 | \$90,698 | \$453,493 | \$1,813,971 | \$1,286,000 |
| Moraine Park | 1,252 | 3.83% | \$170,282 | \$68,113 | \$17,028 | \$85,141 | \$340,564 | \$238,900 |
| Lakeshore | 1,009 | 3.08% | \$136,937 | \$54,775 | \$13,694 | \$68,469 | \$273,875 | \$182,600 |
| Fox Valley | 2,463 | 7.53% | \$334,784 | \$133,914 | \$33,478 | \$167,392 | \$669,568 | \$339,700 |
| Northeast | 3,286 | 10.04% | \$446,379 | \$178,552 | \$44,638 | \$223,190 | \$892,759 | \$336,300 |
| Mid-State | 1,302 | 3.98% | \$176,951 | \$70,780 | \$17,695 | \$88,476 | \$353,902 | \$230,000 |
| Northcentral | 1,856 | 5.67% | \$252,089 | \$100,835 | \$25,209 | \$126,044 | \$504,177 | \$365,700 |
| Nicolet | 413 | 1.26% | \$56,020 | \$22,408 | \$5,602 | \$28,010 | \$112,040 | \$139,000 |
| Indianhead | 1,376 | 4.20% | \$186,732 | \$74,693 | \$18,673 | \$93,366 | \$373,464 | \$445,100 |
| Lac Courte Oreilles | 121 | 0.37% | \$16,450 | \$6,580 | \$1,645 | \$8,225 | \$32,900 | \$0 |
| Menominee Nation | 490 | 1.50% | \$66,691 | \$26,676 | \$6,669 | \$33,345 | \$133,381 | \$0 |
| Total | 32,729 | 100.00% | \$4,446,008 | \$1,778,404 | \$444,600 | \$2,223,004 | \$8,892,016 | \$6,137,300 |

* Based on FY18 reported Pell/BIA recipient counts.

** These figures reflect the FY19 grant awarded funding level for the Perkins Act.

*** This figure reflects the applicant's planned FY19 maintenance of effort amount.