Wisconsin Perkins V

State Plan

Vision: To build equitable career pathways that empower WI students for career success.

Department of Public Instruction &
Wisconsin Technical College System

Spring 2020

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
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IV. Individual serving as the State Director for Career and Technical Education:

X 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):

X 1-Year Transition Plan (FY2019 only)

VI. Type of Perkins State Plan Submission - Subsequent Years (Check one):

X 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)

X No

VIII. Governor's Joint signature authority of the Perkins State Plan

Date Governor was sent State Plan for signature: _____

1. The Governor has provided a letter that he or she is jointly signing the State plan for submission to the Department.
2. 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:

1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
2. 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):	Telephone:
Dr. Colleen A. McCabe	(608) 266-9399
Signature of Authorized Representative:	Date:
	12/20/2019

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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
Interactive webinar	June 25, 2019 12:00pm-1:00pm	Online	16

Type of opportunity	Date(s) and time(s)	Location	Number of attendees/responses
Interactive webinar	July 15, 2019 12:00pm-1:00pm	Online	19
In-person listening session	July 25, 2019	Northcentral Technical College in Wausau, WI	36
Interactive webinar	August 14, 2019 12:00pm-1:00pm	Online	9
Online survey (5 min)	May 21 – August 14, 2019	Online	1,041
Online survey (15 min)	April 2 – April 19, 2019	Online	1,375

The WTCS State Board will review the State Plan this winter for approval. Once approved, the State Plan will be sent to Governor Ever's office for review and signature, and lastly the State Plan will be submitted to the Department of Education in the spring of 2020.

Wisconsin Stakeholder Engagement

Participants in stakeholder engagement opportunities:

Students	Educators (instructors, administrators, etc.)	Employers	Workforce development	Community members (parents, organizations)
512	**1,633**	**199**	**33**	**404**

Of these participants, 154 were members of organizations or offices that serve special populations (e.g., homeless individuals, members of minoritized communities, veterans).

What is your goal for Career and Technical Education (CTE)?

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 → pages 46-47

Diversity, Equity & Inclusion:

- Provide diversity, equity & inclusion training and resources → pages 30-31
- 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 was made available for online public comment for 30 days from September 15 to October 15 (2019). The State Plan was available on the WTCS website and linked to via the DPI website and this opportunity was communicated using both email and social media posts. The public could comment on the draft State Plan using an online survey composed of open-ended textbox prompts.

In addition, the State Plan was available for in-person public hearings across the state. These events, included:

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 followed the same structure. Hearing officers from the Wisconsin Technical College System Office:

- Welcomed participants to the hearings;
- Provided a brief overview of the draft State Plan;
- Explained that the State Board is seeking public comment on the draft State Plan and state-determined performance levels; and
- Allowed participants to provide their comments and feedback.

For a summary of the public comments on the draft State Plan and responses from the State Board, please see Appendix A.

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 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, local workforce development boards, 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. In addition, local workforce development boards, technical colleges, economic development entities and local school districts engage in particularly focused efforts to implement state policy in ways that are meaningful and relevant to the local community.

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 section124(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 (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.

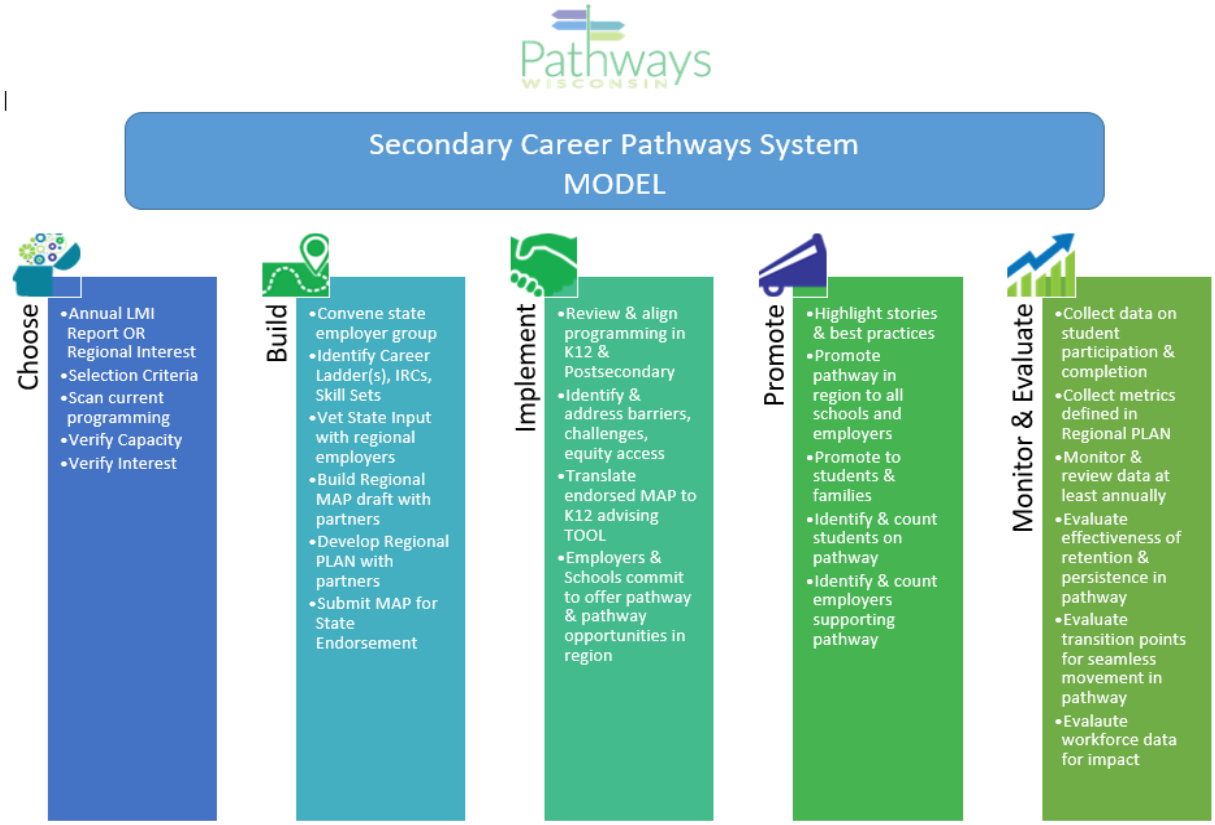

Figure 1. Model for identifying, building, implementing, promoting, and evaluating secondary state-endorsed regional career pathways in Wisconsin.

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 complete and annually update an ACP with individualized support, appropriate to the student's needs, from school district staff. 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.

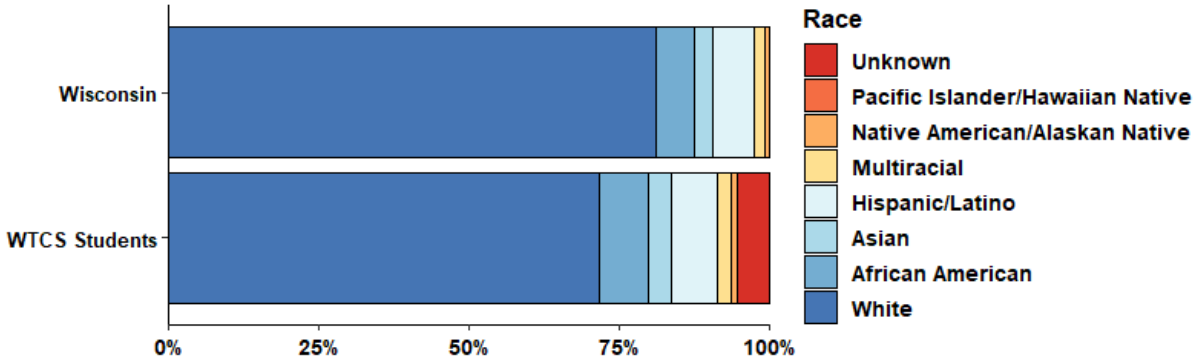

Figure 3. Demographic breakdown of race/ethnicity groups for the state of Wisconsin and WTCS students. Data are derived from WTCS Affirmative Action Compliance Report (2017-18) and WTCS Client Reporting (2017-2018).

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).

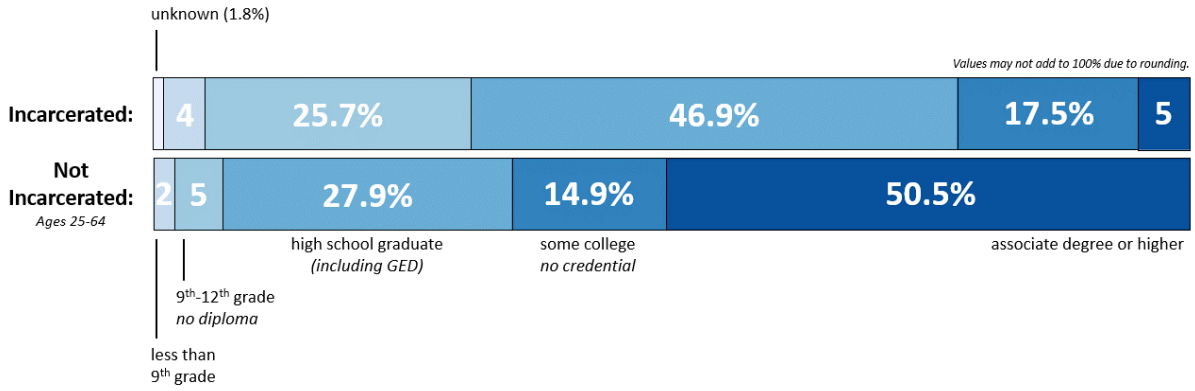

Figure 4. Wisconsin educational attainment for incarcerated individuals (top) and not incarcerated adults (bottom). Data derived from the Lumina foundation and the Wisconsin Department of Corrections (2017 data).

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.wisconsintechconnect.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 13) 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 has created and published 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
Beginning in July 2020, state-endorsed regional career pathways will be developed in collaboration with state and regional partners. These career pathways will be 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.

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 Collaboration 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 Collaboration 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 (spring-summer 2020) 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 conducted regional trainings on inclusive teaching strategies and is 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 transcripted 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 4for 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 has developed a template with guidance for colleges for their Local Application. This template has been shared with Perkins contacts from the colleges in the fall of 2019 (September-October) and explained in an online recorded webinar. Technical assistance is 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 5for 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 V 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.

For the next iteration of the Comprehensive Local Needs Assessment, WTCS and DPI will work together to incorporate a set of shared questions/exercises to specifically assess secondary-postsecondary collaboration across the state and areas for improvement.

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
Eligible recipients will be required to meet 3 of the 5 elements below during the first two years of the grant. Consideration will be given to increase the number of requirements so that by the end of the four year grant period eligible recipients may be required to meet 4 of the 5 required elements.

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.
1. Work Based Learning (WBL) Options
    - State-certified programs or local WBL programs that meet quality requirements that are aligned with Perkins WBL definition
2. Industry Recognized Credentials (IRCs)
    - IRCs identified for the pathway are deemed essential by employer stakeholders
    - IRCs are recognizable, hirable by employers in the region or State of Wisconsin
3. College Credit Opportunities
    - Dual credit options are identified and count for credit in the postsecondary program.
4. 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 to close student equity gaps in access and completion (e.g., reducing barriers to students, implementing guided pathways).
- A program must effectively use 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 for data collection and reporting to improve the educational success of all Wisconsin students and 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.

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 programing 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 and meet the Higher Learning Commission's accreditation requirements. 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
  - College Credit/Dual Enrollment Programs such as Youth Options and Transcripted 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:

(1) 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.

(2) 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.

(3) 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.

(4) 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 B. 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 C.

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.

CTE Concentrator Definitions

Secondary

At the secondary (high school) school level, a student served by an eligible recipient who has completed at least 2 CTE courses in a single pathway is considered a CTE concentrator.

Postsecondary

The CTE concentrator definition can be found on page three of the WTCS Perkins V Accountability Guide. This definition includes students who have successfully completed a short (12 credits or less) technical credential (e.g., WTCS Pathway Certificate), students who have successfully completed at least 12 credits in a longer (more than 12 credits) CTE program, and students who have successfully completed four or more credits in an apprenticeship program.

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 2013). According to this research, the benefits of WBL are found to be greater for low-income, low-skilled, and racial and ethnic minority students. 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. Furthermore, higher rates of students earning a postsecondary credential support our state's CTE goals with higher credential attainments. 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 in the academic year having participated in work-based learning at some time during high school.
Denominator	The number of CTE concentrators who graduated in the academic year.

State Determined Levels of Performance (D.2.)

D. Accountability for Results

2. 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 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.

There were several public comments that addressed Perkins accountability in terms of setting local levels of performance for secondary consortia rather than each individual districts and improvements to the data reporting systems (see Appendix A). One public comment specifically addressed the state determined performance levels for secondary academic proficiency (i.e., 2S1, 2S2, and 2S3). Please see section D.2. in Appendix A for the language of the comment and the response of the State Board.

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 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.

III. Assurances, Certifications, and Other Forms

A. Statutory Assurances

- ✓ The eligible agency assures that:
  - 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).
  - 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).
  - 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).
  - 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).
  - 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).
  - 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:
  - Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf
  - Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
  - Certification Regarding Lobbying (ED 80-0013 Form): https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf
  - 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

- 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.
- 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.

Budget Form

State Name: Wisconsin

Fiscal Year (FY): 2020-21

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	**Total Perkins V 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**	$0.00
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	72.25%	$16,159,379.00
12	– Secondary Recipients	32.51%	$7,271,721.00
13	– Postsecondary Recipients	39.74%	$8,887,658.00
14	**State Match (from non-federal funds)**	**Not applicable**	$1,117,098.00

Appendix A: Summary of Public Comments and the State Board's Response

Public Comment Participation

- Online survey: 8 responses
- Milwaukee (9/17/19): 1 participant
- Madison (9/19/19): 4 participants
- La Crosse (9/24/19): 2 participants
- Rice Lake (10/9/19): 5 participants
- Wausau (10/9/19): 3 participants

Plan Section	Public Comment	State Board Response in State Plan
A	Please indicate how public comments on the draft plan will be shared with stakeholders across the state.	Public comments are made available in the final State Plan, which will be shared with stakeholder groups after approval from the State Board.
B.1.a.	Pg. 6 – recognize more CTSOs, including teacher-developed groups, as well as groups such as CyberPatriot and Educators Rising.	The career and technical student organizations identified in the state plan align with the CTSOs defined in Perkins V. They are also the CTSOs defined in state statute and as such, will serve as the organizations that will be supported through Perkins funding. CTSO activities are considered an integral, intra-curricular part of a career pathway whereas other clubs and organizations may not meet the intent of Perkins legislation.
B.1.a.	New Skills for Youth Grant – how do courses such as AP Bio in Nursing pathway count? Can we count courses in CTE report with computer science IT certificate and science certificates (health science)?	The courses identified for dual credit in the career pathway should be courses that enhance students' knowledge and skill in the pathway and actually translate to credit in a post-secondary program with that pathway.

Plan Section	Public Comment	State Board Response in State Plan
B.1.c.	Page 9. last paragraph...while the plan recognizes state partners, it is important to also recognize that plan implementation happens at the local level. Local workforce development boards, technical colleges, economic development entities and local school districts engage in particularly focused efforts to implement state policy in ways that are meaningful and relevant to the local community. Wisconsin WIOA partners also include local workforce development boards.	We have added this information to section B.1.c. Wisconsin joint planning, alignment, coordination, and leveraging of funds.

Plan Section	Public Comment	State Board Response in State Plan
B.2.a.	Specifically using regional career pathways as part of the Perkins plan at the secondary level is an appealing idea. leveraging this work will help to guide CTE programs. I want to caution that I see this as opening a door which could take local control away from a district if they were not able to meet the criteria of a state endorsed regional career pathway. I think of districts where elements are missing and they would be unable to meet the criteria-what happens to those districts and students. Also, then will someone from DPI or WTCS be "evaluating" programs either allowing them to be state endorsed or not. This could appear to create a have/have nots among programs in the state. As long as there is a guide that clearly defines a yes it is met or a no it is not met do not leave room for interpretation.	Districts have a choice to adopt a state-endorsed regional career pathway or develop a local career pathway that meets size, scope, and quality elements. Locally developed career pathways that use funding to meet the needs of the district identified in the CLNA are appropriate for funding.
B.2.b.ii.	This sentence on page 18 is not necessarily accurate: All students, including members of special populations, must develop an ACP under the guidance of their school counselor (in most cases). Consider removing "under the guidance of their school counselor". Much of this is happening in advisory periods with teachers and in collaboration with community partners. It could say delivered under the state guidelines of implementation. The State Endorsed Regional Career	The state plan will be revised to eliminate confusion. All students, including members of special populations, must complete and annually update an ACP with individualized support, appropriate to the student's needs, from school district staff. There is value in promoting SERCPS as "ready-made ACPs" to help ensure districts, students and families understand how these two initiatives are related. Issues related to allowable expenditures under ACP and Perkins will

Plan Section	Public Comment	State Board Response in State Plan
	Pathways are being promoted as a "ready-made ACP" Unless funding guidelines under Perkins are shifting, this will create confusion across the state regarding allowable expenditures under ACP and Perkins.	follow existing "supplement does not supplant" guidelines.
B.2.c.ii.	Thinking about how each technical college has approached the HLC requirements differently, the concern that is real is that each of the colleges also approaches working with school districts differently. In some tech college districts, vast extensive partnerships exist, while in others it operates as a top down dictation of what schools are allowed to do with colleges. This needs to be address in order for B.2.c.ii. to be successful.	Thank you for providing this insight. To help determine which secondary-postsecondary partnerships need further support and improved collaboration/communication, we will modify the Comprehensive Local Needs Assessment (which will be administered every two years of Perkins V) for both secondary and postsecondary to assess this (see added information in B.2.g.). Once identified, we will provide guidance and facilitation to help strengthen these partnerships. Our goal is to help improve the consistency of these partnerships across the state and evenness of each collaboration.
B.2.c.v.	Page 26 states: "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." No mention of Chambers, LVEC support, CESAs or Colleges.	CESAs, Institutes of Higher Education, Chambers of Commerce, and all other interested stakeholders including community and parent organizations are expected to be involved in some manner as part of the development and implementation of state-endorsed regional career pathways.
B.2.c.v.	Page 26 states: "State-endorsed regional career pathways are developed at the state level and made available for adoption by local eligible recipients through	Revised state plan to clarify: "Beginning in July 2020, State-endorsed regional career pathways will be developed at the state and regional level and made available for adoption by local eligible

Plan Section	Public Comment	State Board Response in State Plan
	the work of regional collaboratives. Regional collaboratives require participation by, and partnerships with, local workforce and economic development boards." Currently, only 4 pockets of the state have developed regional career pathways, with work to expand not beginning until July 1st, 2020. This current statement seems to indicate there are state-endorsed career pathways currently ready for any school across the state to utilize.	recipients in all regions of the state through the work of regional collaboratives."
B.2.b.i.	Plan states schools that fail to meet a metric will have to develop an improvement plan (pg. 16). Is that based on an annual metric or over the course of three years of failing to meet a metric?	Local recipients will annually evaluate their performance on accountability indicators for the reporting year in their local application. If a local recipient fails to meet within 90% of any of the agreed upon performance levels for the reporting year, the recipient must complete an improvement plan which will be incorporated into the local application.
B.2.b.ii.	Secondary: Equal access to activities to support and achieve success. My concern with this is not providing students with equal access, but with the structures put in place that make it almost impossible for students to achieve that success. For example-requirements for Work Based Learning such as Youth Apprenticeship-related instruction, 450 hours of employment, attendance requirements, all make it difficult for students of special populations to complete the	Definitions will be published by July 1, 2020, to indicate criteria for locally developed work-based learning programs that meet minimum criteria. These criteria are based on Perkins V quality requirements and can be a minimum of 90 hours, thereby potentially opening up quality summer programming that is more accessible to students.

Plan Section	Public Comment	State Board Response in State Plan
	program successfully. I would like the plan to address how we can make modifications to these programs to better support students of special populations.	
B.2.b.ii.	How does the state envision Perkins funding to be leveraged to support these efforts outside of what is already being done with WIOA, ESSA, and Title funding? The state plan specifically states leveraging funding to provide targeted supports and district-wide reforms. Perkins would become the third source of funding to address issues that should already be evaluated as a part of the state benchmarks. When special populations are a small subset of the population within the school and limited resources are allocated (less than $15,000) how does the funding truly support CTE programming and not become a way to subsidize programming that is currently in place to support special pops/other non-CTE staff and programs?	Perkins funds can be used to enhance and supplement services currently provided through other federal funding sources, but may never be used to replace funds already being used to address initiatives such as state benchmarks or other requirements. It is when those other funding sources fall short of meeting the need (as reflected in the CLNA) that Perkins funds may be used. For example, Title II could pay for all relevant PD, freeing up Perkins funds to further expand a Pathway. In another example, while an IEP may address the particular education needs of a student in the school, additional support may be needed for such students within the CTE classroom.
B.2.b.ii.	Make Figure 3 accessible for red-green colorblind individuals.	Thank you for pointing this out. We have recreated this figure as a stacked bar chart with an accessible color palette for individuals with red-green colorblindness.
B.2.b.ii.	Emphasis on special populations and equity, needs to have more definition and guidelines to what access truly means.	Access means that a student who wishes to benefit from participation in a given CTE career pathway course or activity, is able to. This includes actively sharing information about programs with all students and removing or mitigating any

Plan Section	Public Comment	State Board Response in State Plan
		real or perceived barriers to participation through appropriate accommodations or supports. Technical assistance will address this concern.
B.2.b.ii.	If the plan is going to be brought into prisons, all offenders should be given an opportunity to participate; including those with life sentences.	To help leverage limited resources, we will prioritize providing educational opportunities to individuals who can and will re-enter into their communities after incarceration. By focusing these efforts, these individuals will have a better chance of successfully securing a job after release, which will reduce their chance of recidivism and reincarceration.
B.2.b.ii.	Include rural/sparsity as a special population.	While rural students are not currently recognized as a Federal Perkins V special population, districts can still track these students and use Perkins funding to support their success. Any group of students (e.g., rural, first generation students, etc.) who is experiencing a significant gap in the Perkins performance indicators compared with 'all Perkins students', can be a be a population that benefits from Perkins funding to improve student success.
B.2.c.iii.	Will district be able to use a variety of sources to determine Labor Marker needs in developing and/or expanding pathways? Labor market information needs to be pulled by region (e.g., CESA) so that over-stretched staff at small districts do not have to do this work. Thus, regional LMI information needs to be accepted for Perkins funding and pathway development/creation.	A variety of resources can be used to determine labor market needs. DPI has developed easy to use resources for districts to determine labor market needs. They are available on the DPI website at https://dpi.wi.gov/cte/labor-market-information.
B.2.c.iii.	Fully support Perkins V and our association lobbied for its passage. We represent heavy	Thank you for your support. We understand the dire need for talent in diesel technology. We are sharing this

Plan Section	Public Comment	State Board Response in State Plan
	equipment and construction dealers throughout North America. Our primary concern is funding for diesel technology education as we work hand in hand with several community colleges. We are working hard to alleviate the shortage of diesel technicians.	information with our diesel education community and stakeholders to help spur a call to action for addressing this shortage. In 2018, 69 WTCS students graduated with a either a Diesel Equipment Technology or Diesel Technology associate's degree. In addition, 86 graduated with a diesel-related 2-year technical diploma and 125 graduated with a diesel-related 1-year technical diploma. We hope to see graduation numbers grow with the implementation of this Perkins V Plan.
B.2.c.vii.	Need the principles and goals of the WTCS System-Wide Equity Report adopted throughout K-12 as well.	To support K-12 equity efforts DPI has defined educational equity to mean 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. The collective work of the agency focuses on breaking down barriers and expanding opportunities for students, teachers, and stakeholders to meet the needs of students in PK-12 public schools. DPI's vision of Every Child a Graduate, College and Career Ready focuses on culturally responsive practices and closing achievement gaps. The state's Every Student Succeeds Act focuses on equity through plans created by nine school districts around equitable distribution of teachers. These plans focus on recruitment, retention, and professional development of excellent teachers for Wisconsin's of color and low-income youth. Each district outlined strategies for closing gaps and improving achievement among these groups of

Plan Section	Public Comment	State Board Response in State Plan
		students. The plans can be accessed at https://dpi.wi.gov/wi-equity-plan.
B.2.g.	We want to focus our energy on doing the right work with data. If the state already has access to student performance data for districts and consortiums, as well as LMI data, could that information be shared with the LVECs for each grant/district so that the data pulls are consistent across the state rather than guessing on data that should be pulled and aligned as a part of the CLNA. This would eliminate the duplication of data collection around items that already exist.	Local recipients are responsible for conducting an evaluation of their performance data, including strengths and gaps that are unique to the individual district(s). To assist in the evaluation process, DPI has made available easy to use data dashboards in WISEdash for districts. The dashboards are designed to help districts gather data efficiently, review, and analyze data altogether. In addition, the data can be exported into summary level charts and graphs for easy to read reviews and for sharing purposes among key stakeholders who are part of the needs assessment process. Local recipients must drive key data questions and evaluation of their performance data, including identifying performance data that are unique and relevant to their individual district(s).
B.2.g.	Schools do not know staff or budgets until as late as August. This means a mad scramble for already multi-tasking rural educators to redo budgets after the final allocations are announced. Now Consortiums must also complete a written needs assessment with a deadline of January and we will not have a full complete data set well after December 10th. That is not good strategic planning. Because of already time-taxed rural school personnel we recommend the timetable for the grant be pushed back to allow more time to pull	The comprehensive local needs assessment is designed to help facilitate goal development and objectives based on needs well in advance of the application due date. This process will inform budget priorities for a two-year period. Final allocations reflect a relatively small increase in funds which will allow districts to add funds to already budgeted items or for a needed purchase. This does not require that budgets be re-done, nor should they be. School districts already have data from the most recently completed school year. It is not necessary to wait for the data to be certified in order to use it in analyses. It is more important to identify trends

Plan Section	Public Comment	State Board Response in State Plan
	together appropriate stakeholder groups to help write quality plans.	related to concentrators over the most recent three years to begin your analysis. Extending the deadline would likely delay applicants being able to use funds at the start of the fiscal year (July 1), as the review process would be delayed accordingly.
B.2.h.	Size, Scope, and Quality Definition: State Endorsed regional career pathways are currently not available to every school district across the state which eliminates opportunities for schools to enter into the grant under that guideline. It will also be difficult for schools to not be able to access funding to support development to get to the point of offering 4 out of the 5 requirements immediately. Need more support for rural districts so that they can continue their CTE programs and strengthen these to help meet the quality requirements. E.g., instead of the requirement for meeting three out of the five elements for quality, allow districts to meet two out of five in the beginning of the State Plan period and increase to three out of five criteria for years three and four. With the current requirements (3 out of 5), many CTE pathways at small rural districts will not be eligible for Perkins funding, which does not support the equity-focus of Perkins V. Districts can't develop credentials and dual enrollment	Realizing that SERCPS are not yet available in all areas of the state, districts have the option to create local pathways until SERCPS become available to them. DPI is working to ensure quality access to required elements by examining programmatic barriers that may prohibit access. Often, work-based learning programming is a limiting factor. Definitions will be published by July 1, 2020, to indicate criteria for locally developed work-based learning programs that meet minimum criteria. These criteria are based on Perkins V quality requirements and can be a minimum of 90 hours, thereby potentially opening up quality summer programming that is more accessible to students. Furthermore, simulated work-based learning options will be allowed as long as they meet minimum criteria. The elements of quality outlined in the State Plan were determined based on feedback from stakeholders throughout the development of the state-endorsed regional career pathways (SERCPs). As part of the pilot work, schools offering a SERCP were required to make available all 4 elements - sequence of courses, work-based learning, dual credit, and industry recognized credentials (if appropriate). The Perkins definition of

Plan Section	Public Comment	State Board Response in State Plan
	opportunities without Perkins funding. State Plan talks about credentials as part of the Quality definition but needs more clarity on what the credentials are.	quality was expanded to include a 5th element that being a CTSO related activity. Instead of having to meet all 5, or 4 of the 5, it was determined that only 3 of the 5 be required in the first 2 years to provide greater flexibility for smaller school districts. On page 35 of the State Plan it states, "During years three and four, eligible recipients will be required to meet 4 of the 5 elements." Given concerns about meeting 3 of the 5, further consideration will be given to increasing the number of required elements in years three and four of the grant.
B.3.a.i.	To help assure that all students in Wisconsin are provided equal educational opportunities, we ask that flexibility be given to larger consortiums to adjust CPA plans as local districts' personnel change.	Personnel changes would not impact the results of the CLNA and the identified goal and objectives of an applicant. Budgeted personnel costs (salary and fringe) tied to short- and long-term objectives must be tied to an educator with the appropriate license. Agencies may not "hold" funds for an unknown entity. Some flexibility is already granted in that 100% of the allocated funds does not have to be budgeted for expenses until the final allocation is posted. A minimal amount for personnel costs can remain unbudgeted.
B.3.a.iv.	Need better supports for students with disabilities in secondary schools. Recent experiences indicate that secondary supports and practices are not compliant with the Americans with Disabilities Act.	DPI takes very seriously civil rights compliance including ADA requirements so that all students may access and benefit from participation in classes, programs and activities as their non-disabled peers. Perkins V puts additional focus on equity and requires that students with disabilities have the support and accommodations they need to be successful in career pathways. To this end, applicants for Perkins funds must disaggregate student data by

Plan Section	Public Comment	State Board Response in State Plan
		special populations in order to identify and analyze underrepresentation of certain student groups. If underrepresentation is found, the applicant will formulate goals and objectives to address the gaps leading to a more equitable experience for all students.
B.4.a.	Professional Development funding under the currently proposed guidelines is not as easy for rural schools as it is for suburban and urban schools due to accessibility of training. We recommend that more flexibility be given to rural districts. We further suggest that the State Plan should include coordination with all the state's CTE related professional organizations to plan and provide relevant workshops to address common issues such as non-traditional careers and training, utilizing labor market information, working with stakeholder groups (especially in rural settings!), enhancing programming to serve more special populations students, and improving students' math/reading/science performance through CTE programming to name a few. Plan guidelines need to allow for all costs to attend professional educator organizations state conferences. Professional Development funding needs to be flexible in a Consortium so that Districts can send their staff members to training and State conferences put on by various	The State Plan will not address allowable expenditures. However, guidance will be clear about professional development needing to be sustained, concurrent with a district's strategic plan, be reasonable and necessary, and provide impact beyond the training itself. Professional development funds through Perkins will continue to be flexible as allowed by the law.

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	groups, not just the DPI approved conferences.	
C.3-4.	Need transparency and communication of uses of funds (Perkins, WIOA, ESSA) and their alignment at the local level so that the community and parents know how these funding sources are supporting their students, especially students who are members of special populations.	There is an element of transparency for Perkins funding that is addressed through the engagement of stakeholders in the Comprehensive Local Needs Assessment process. Community members and parents can access school district records through the Wisconsin public records request process outlined in the Wisconsin Public Records Law Compliance Guide.
C.3-4.	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." Clarity is needed if it is the State's intent to eliminate the autonomy of individual district priorities if they are required to join a consortium? What is the rationale for not being able to prorate funds back to districts based on their formula allocations? Even small amounts of money go a long way to support efforts to offer dual credit courses, WBL and a sequence of courses per the plan guidelines.	Consortia allow for participating members to pool their funds for a common purpose. A consortium is typically formed to meet the intent of a specific grant when individual participating local education agencies (LEAs) lack sufficient resources or expertise to adequately provide the program or services alone. In Wisconsin, whenever an LEA decides to enter into a consortium agreement, it turns over its entire program allocation to the consortium and in return receives the programs or services allowable under the law and consensually agreed upon by the consortium participants. Participating LEAs do not submit separate applications for funds; however, they are responsible for ensuring the requirements for receiving the funds are adhered to and program goals are met. Management of funds is determined by the consortium together with the fiscal agent based on the needs of the consortium. DPI fiscal agent policy outlines what is required to reimburse districts for expenses.

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D.1.a-c.	It mentions CTE concentrators. Please define what a CTE concentrator is. Current understanding of a concentrator is 3 or more CTE courses in a chosen pathway. Please keep 3 or more as less would water down the rich data being collected. Please define or remove "in a chosen pathway."	The CTE concentrator definitions for both secondary and postsecondary have been added to the State Plan on page 56.
D.1-5.	Please consider small schools that are penalized due to smaller subsets of numbers. Consider consortium level data for schools that have smaller data sets. State report card currently has a 20-student threshold within a category so data is not connecting across multiple platforms for analysis within the state. Small sample sizes of rural school districts provide volatile data sets. Furthermore, they can artificially create higher standards for small schools to be compliant. For example, technical skills attainment regularly has a standard above 90%. In small schools with less than 10 students enrolled annually in certificated learning methodologies, their standard is constantly 100%. Please consider allowing Federal indicators to be met at the consortium level through regional strategies (e.g., SDPL and data are aggregated and set for the Perkins eligible recipient (CESA), not the sub recipient (small district within a CESA)). If DPI knows what data they would like	Upon consultation with the Office of Career, Technical, and Adult Education, DPI has determined the annual performance data used to measure local accountability (pursuant to the Perkins V Performance Indicators) can be aggregated at the consortium level for districts belonging in a consortium. Therefore, performance data aggregation will occur at the consortium level. Carl Perkins districts not belonging in a consortium will continue to receive their annual performance data at a district level.

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	to see addressed at the student level, please consider aggregating it by the populations desired, and sharing with districts/consortia. This will ensure the right data is considered and reduce the Statewide replication of work. If districts want to look at additional data as part of local control, that's their choice. Administrative burden of Perkins for rural school districts is too high; need to return to the format in which CESAs and/or consortiums report data to DPI.	
D.1-5.	More work and support are needed around the SIS and WISDATA. The systems are currently not intuitive enough to accurately pull and report the data as mentioned in the plan. The reporting of roster codes in alignment with pathways and course sequences also does not seamlessly align currently to provide an accurate snapshot of the data. Secondary districts spend funding based on data that is 2-3 years old. Can we modernize the analysis system (WISDATA) so that we are not using two-year-old data?	DPI resources and guidance to WISEdash for Districts can all be found here: https://dpi.wi.gov/wisedash/districts. The resources include step by step instructions and recorded webinars on how to navigate different functionalities of WISEdash for Districts. WISEdash for districts does have the ability to export and pull reports on key data indicators such as student graduation rates, high school completion, academic assessment proficiency rates, post-secondary enrollment, and snapshot data (which now includes your 2018-19 CTE data if fully submitted by your district). Data in WISEdash for Districts is available for all prior years and data submitted for the current year. Districts can select the current year or previous year data to review. More information on how to navigate the system can be found here: https://drive.google.com/drive/folders/1dZsWcN61d4BX2RThqqvz8pU3FTJcVOYA. In the past, the annual district profiles which measures districts' performance

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		indicators, have been modified to include the latest prior year data rather than two year old data. DPI will continue to support this change and will continue to provide the latest prior year data for Perkins Accountability as part of the annual data review of the application.
D.2.	All CTE concentrator academic proficiency measures are set at a rate that is higher than the statewide proficiency rate for the appropriate assessment. If districts are working on academic targets why are we setting different targets for districts outside of the state report card areas of proficiency? Particularly where we have a high enrollment of special ed and students that are not 4-year college-bound in many cases.	The set performance targets were determined based on supporting data and evidence, which included data analysis and statistical projections. Differently from the overall state report card targets, the performance indicators under Perkins V measure a specific sub population (CTE concentrators) rather than the overall student enrollment population. Historical CTE performance data statistically show CTE concentrators perform at a slightly higher performance rate than the overall statewide performance rate for the same indicator. For these reasons, DPI will continue to set performance targets that truly reflects CTE concentrator performance rates and are supported through data and evidence. The Perkins academic proficiency indicators measure CTE concentrator proficiency in the State academic standards adopted and measured by the State under ESEA. The statewide ACT proficiency rate measures students who took the ACT plus Writing assessment and performed proficient or above out of the total number of students who took the assessment. Beginning with the 2014-15 school year, all 11th grade students in Wisconsin are required to take the ACT plus Writing assessment, with the exception of students with cognitive disabilities who are assessed

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		with an alternate assessment, the Dynamic Learning Maps (DLM). In concert with ESEA, the Perkins academic proficiency indicators will measure ACT proficiency for CTE concentrators who took the ACT plus Writing assessment in grade 11. Because districts locally determine and assess the appropriate assessment for their students, any student who did not take the ACT plus Writing assessment will not be included in the computation of the Perkins academic proficiency indicators.
D.5.	Involving the strategies that schools should employ to correct issues related to accountability indicators, it would be of great assistance to rural districts if, like in years past, the State Plan provided a bank of strategies proven to be successful to address gaps.	Here are some resources and tools developed by the National Alliance for Partnerships in Equity (NAPE) that should be explored when conducting root cause analysis and developing strategies to address different equity gaps: • https://www.napequity.org/nape-content/uploads/NAPE-Perkins-V-Equity-Gap-Analysis-At-A-Glance_v3_10-16-18_ml1.pdf • https://napequity.org/root/
Not applicable	Allowable Uses of Funds: It has been noted by CESA CTE coordinators comparing notes, that some expenditures have been denied in one CESA region and the same expenditures not denied in others. We suggest the plan include a strategy to assure consistency of the application of CPA guidelines with regard to monitoring of the grant by DPI consultants and staff.	Not within the scope of state plan. DPI is working on developing clearer guidance related to acceptable expenditures.
Not applicable	Need further clarification and guidance on secondary allowable uses of funds. (e.g., supplanting,	Not within the scope of state plan. DPI is working on developing clearer guidance related to acceptable expenditures for Perkins V.

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	travel for CTSOs, cost of food for culinary programs).	
Not applicable	"ACP" is mentioned 17 times throughout the plan. Will this plan address the ability for secondary schools to spend Perkins money in CTE or counseling programs on activities that may be considered "ACP" activities?	Federal Perkins funds cannot be used to implement state laws or requirements. One way of thinking of this is that the requirement remains even if Perkins funds goes away. Therefore, agencies must have dedicated resources to carry out the work as required by state law. There is flexibility when career exploration activities happen within a course that is specific to a career pathway.

Appendix B: FY 2019-20 Secondary Allocation Amounts

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
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
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
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
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
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
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
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	Rhinelander 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
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
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
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

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 C: FY 2019-20 Postsecondary Basic Grant Planning Amounts

Eligible Recipient	Pell & BIA Recipients*	Distribution Percent	Student Success (50%)**	Strengthening Programs (20%)**	Nontraditional Occupations (5%)**	Flexible Funds (25%)**	Total	Planned Maintenance of Effort Amount***
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.