



Carl D. Perkins Career and Technical Education Act

2018-19

Grant Guidelines



All applications are due **January 11, 2018**

Dr. Morna K. Foy, President

TABLE OF CONTENTS

| | |
|--|-----------|
| SECTION 1 - GRANT CATEGORY DESCRIPTIONS AND POLICIES | 1 |
| OVERVIEW | 2 |
| CLIENT REPORTING SYSTEM..... | 3 |
| GRANT SUSPENSION AND TERMINATION | 4 |
| COPYRIGHTS..... | 4 |
| PRODUCT REQUEST AUTHORITY | 4 |
| REGULATIONS APPLICABLE TO PERKINS PROGRAMS | 5 |
| ACKNOWLEDGEMENT OF FEDERAL FUNDING (STEVENS AMENDMENT)..... | 5 |
| POSTSECONDARY PERKINS FUNDS | 6 |
| WEB RESOURCES | 7 |
| PERKINS PROJECT NUMBERS LIST | 7 |
| UNIFORM GUIDELINES | 8 |
| PERKINS GRANT LIMITATIONS | 8 |
| PERKINS APPLICATION COMPONENTS..... | 8 |
| DATA COLLECTION AND REPORTS | 9 |
| PERKINS PERFORMANCE | 10 |
| FY 2018-19 LOCAL PERKINS PLAN | 19 |
| FY 2018-19 LOCAL COLLEGE PLAN ASSURANCES | 26 |
| RESERVE FUND | 27 |
| CAREER PREP | 27 |
| SUPPORTING UNDERSERVED PROJECTS..... | 31 |
| STUDENT SUCCESS | 33 |
| PROMOTING AND SUPPORTING HIGH SCHOOL TO COLLEGE TRANSITIONS FOR CAREER AND TECHNICAL EDUCATION STUDENTS | 35 |
| STRENGTHENING CAREER AND TECHNICAL EDUCATION PROGRAMS | 37 |
| ASSURING ACCESS AND PARTICIPATION IN NONTRADITIONAL OCCUPATIONS (NTO) TRAINING AND EMPLOYMENT | 42 |
| CRIMINAL OFFENDERS PROGRAM | 45 |
| | |
| SECTION 2 - GRANT APPLICATION PROCESS AND RELATED INFORMATION | 46 |
| HOW TO APPLY FOR PERKINS IV FUNDS | 47 |
| PLANNED FUNDS AVAILABLE FOR 2018-19 | 50 |
| FY 2018-19 BASIC GRANT PLANNING AMOUNTS..... | 52 |
| FY 2018-19 CAREER PREP GRANT PLANNING AMOUNTS..... | 53 |
| GLOSSARY OF TERMS | 55 |
| WTCS CONTACT PERSONS | 62 |

Section 1 - Grant Category Descriptions and Policies

Overview

These grant guidelines apply to the period FY 2018-19. The Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270) was reauthorized in August, 2006 and is referred to as Perkins IV. The Wisconsin Technical College System (WTCS) WTCS Board approved its five-year State Plan in April, 2008 with federal approval in July, 2008.

The federal purpose of Perkins IV is to develop more fully the academic, career, and technical skills of secondary students and postsecondary students who elect to enroll in career and technical education programs by:

1. Building on the efforts of states and localities to develop challenging academic standards and to assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations in current or emerging occupations;
2. Promoting the development of services and activities that integrate academic, career, and technical instruction, and that link secondary and postsecondary education for participating career and technical education students;
3. Increasing state and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including career prep education;
4. Conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services and activities;
5. Providing technical assistance that:
 - a. Promotes leadership, initial preparation, and professional development at the state and local levels; and
 - b. Improves the quality of career and technical education teachers, faculty, administrators and counselors;
6. Supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry and intermediaries; and
7. Providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

Perkins Plans and Applications are due by January 11, 2018

Local Coordination

The WTCS Board expects districts electing to participate in Perkins IV funding to be active participants on their local Workforce Development Board(s).

Eligibility

An eligible recipient electing to participate in Perkins IV funding must comply with all the requirements set forth in Perkins IV, the State Plan, and these grant guidelines, including those parts dealing with program evaluation and reporting requirements.

Eligible recipients must submit a five (5)-year plan outlining activities for continuous improvement of all performance indicators, and if the college misses the performance level of any indicator by 5 percent (5%), the college must resubmit an updated Section 1, including an improvement plan regarding the missed indicators. The continuous improvement plan will outline appropriate adjustments to reach the planned performance level. An approved plan is required for funding.

By accepting Perkins IV funds, an eligible recipient is assuring that it will comply with all applicable state and federal statutes, rules and regulations including Single Audit requirements. Applications can only be submitted in the identified priority areas. In addition, they can only be considered for approval if the applications meet the intended purposes of the Act and sufficient funds are available. Grant recipients must comply with all requests for printed or electronic copies of products created with Perkins IV funding.

Client Reporting System

All technical colleges that receive grant funds administered by the System Office are to report information related to course enrollments through the Client Reporting System (CRS).

Enrolled students receiving two (2) hours or more of services must be reported in Client Reporting. There are a number of grant activities that are not to be reported in the Client Reporting System. **However, the outputs of all activities will be reported in narrative form via the submission of Triannual Reports.**

The [Client Reporting System Manual](#) has been developed to provide guidance and assistance to colleges and other applicants. Questions related to specific reporting requirements should be directed to the grant manager(s).

Questions regarding the Client Reporting System and the technical reporting requirements should be directed to:

Mike Carney, 608-266-0021 or carneym@wtcsystem.edu (through November 2017)

Anna Richter, 608-267-2485 or anna.richter@wtcsystem.edu

Grant Suspension and Termination

If it is determined that the funded grant is either not going to meet the stated goals and/or the grant recipient has failed to comply with the terms of the grant, the WTCS Office may, upon notice to the grant recipient, suspend or terminate a grant in part or in whole.

Suspension

The WTCS Office will provide written notice of suspension to the recipient and the recipient's President or Executive Director. The notice will state the reason(s) for the suspension, any corrective action required of the grant recipient, and the effective date of suspension. Suspensions shall remain in effect until the grant recipient has taken action satisfactory to the WTCS Office. The WTCS Office will provide written notice of the end of the suspension to the recipient. No funds shall be spent or reimbursed during the suspension.

Termination

WTCS Initiated Termination – If a suspended grant is not able to come into compliance, the grant will be terminated by the WTCS Office. The WTCS Office will provide written notice of the termination to the recipient. The notice will state the reason(s) for the termination together with an effective date. Any unspent funds (including encumbrances where the service date has not yet occurred) will not be reimbursed by the WTCS Office. Any expended funds not reimbursed by the termination date will need to be requested within thirty (30) days after the termination date.

Grant Recipient Initiated Termination – If a grant recipient needs to terminate a grant, written notice must immediately be sent to the grant manager(s) and grants@wtcsystem.edu. The notice will state the reason(s) for the termination together with an effective date. Any unspent funds (including encumbrances where the service date has not yet occurred) will not be reimbursed by the WTCS Office. Any expended funds not reimbursed by the termination date will need to be requested within thirty (30) days after the termination date.

Cases of suspension and/or termination may affect future awards to the grant recipient.

Copyrights

When eligible material for copyright protection is developed with State-administered Perkins IV funds, districts are free to copyright the materials or permit others to do so, except that the U.S. Department of Education and the WTCS Board retain an irrevocable right to reproduce, publish or otherwise use the work for their respective purposes.

Product Request Authority

All Perkins IV grant recipients must comply with any and all requests made by employees of the Wisconsin Technical College WTCS Board for printed or electronic products created using Perkins funding.

Grant applications must state that curriculum developed with funding will be uploaded in WIDS and be shared via posting at <http://wtcsystem.wids.org>.

Regulations Applicable to Perkins Programs

Education Department General Administrative Regulations (EDGAR):

- 2 CFR Part 200 - Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.
- 2 CFR Part 3474 - Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards.
- 2 CFR Part 180 - OMB Guidelines to Agencies on Government-wide Debarment and Suspension (Nonprocurement).
- 2 CFR Part 3485 - Nonprocurement Debarment and Suspension.

- 34 CFR Part 76 - State-Administered Programs.
- 34 CFR Part 77 - Definitions that Apply to Department Regulations.
- 34 CFR Part 79 - Intergovernmental Review of Department of Education Programs and Activities.
- 34 CFR Part 81 - General Education Provisions Act Enforcement.
- 34 CFR Part 82 - New Restrictions on Lobbying.
- 34 CFR Part 84 - Government Requirements for Drug-Free Workplace (Financial Assistance).
- 34 CFR Part 86 - Drug and Alcohol Abuse Prevention.
- 34 CFR Part 99 - Family Educational Rights and Privacy.

Office of Management and Budget (OMB) Circulars:

- OMB Circular A-21 - Cost Principles for Educational Institutions (*Relocated to 2 CFR Part 220*)
- OMB Circular A-50 Audit Follow-up.
- OMB Circular A-87 - Cost Principles for State and Local Government (*Relocated to 2 CFR Part 225*).
- OMB Circular A-102 – Administrative Requirements for State and Local Governments.
- OMB Circular A-110 - Administrative Requirements for Institutions of Higher Education, Hospitals and Other Nonprofit Organizations (*Relocated to 2 CFR Part 215*).
- OMB Circular A-122 – Cost principals for Non-Profit Organizations (*Relocated to 2 CFR Part 230*).
- OMB Circular A-123 – Management’s Responsibility for Enterprise Risk Management and Internal Control (*Revised 07/15/2016*). **Note:** portions have been modified by M-17-26, Reducing Burden for Federal Agencies by Rescinding and Modifying OMB Memoranda, issued June 15, 2017.
- OMB Circular A-133 - Audits of State, Local Governments and Non-profit Organizations (*includes revisions published in the Federal Register 06/27/2003 and 06/26/2007*)

Acknowledgement of Federal Funding

(Stevens Amendment)

When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects funded in whole or in part with federal money, all grantees, including but not limited to State and local governments, shall clearly state:

1. Percentage of the total cost of the project which will be financed with federal money;
2. Dollar amount of federal funds awarded to the project; **and**

3. Percentage and dollar amount of the total costs of the project that will be financed by nongovernmental sources.

The State of Wisconsin anticipates receiving approximately \$11.276 million in Basic Grant funds under Perkins IV for the postsecondary career and technical education program in 2018-19. The System Board will retain fifteen percent (15%) of the Basic Grant for State Leadership and State Administration.

Supplement Not Supplant

Funds made available under this Act for *career and technical education/basic education* activities shall supplement, and shall not supplant, non-federal funds expended to carry out *career and technical education/basic education* activities.

The “supplement not supplant” provision requires that federal funds be used to augment the regular educational program, not to substitute for funds or services that would otherwise be provided during the relevant time period. Eligible providers cannot use federal funds to supplant nonfederal funds that would have otherwise been used for a given expenditure.

Postsecondary Perkins Funds

The WTCS Board is responsible for administration and oversight of Perkins IV funding for the postsecondary portion of the Title I Basic Grant. As required by Perkins IV, the WTCS Board must allocate eighty-five percent (85%) of the formula funds available under the Title I Basic State Grant to local eligible recipients — Wisconsin’s sixteen technical colleges and two tribally-controlled community colleges. As permitted by Perkins IV, the WTCS Board will reserve 10% of these formula funds for eligible postsecondary recipients to fund the Reserve Fund category. The WTCS Board will reserve \$115,300 of State Leadership funds for technical education programs administered by the Wisconsin Department of Corrections.

The WTCS Board has identified four priorities for the use of postsecondary Perkins IV funding in the State Plan:

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

In establishing these priorities, the WTCS Board will require the expenditure of a minimum percentage of the formula funded allocation for each priority. For the formula funds allocated to local eligible recipients for FY 2018-19, the WTCS Board will require each eligible recipient to expend at least:

1. Twenty percent (20%) for activities related to *Strengthening Career and Technical Education Programs*;
2. Fifty percent (50%) for activities related to *Student Success*; and
3. Five percent (5%) for activities related to *Assuring Access and Participation in Nontraditional Occupational Training and Employment*.

To maintain flexibility for colleges to target Perkins IV funds to areas of greatest need, the WTCS Board will permit each college to allocate up to twenty-five percent (25%) of its formula funds to any of the four (4) priorities established by the WTCS Board. The WTCS Board’s intention is that colleges will target their Flexible

Funding (i.e., Flex Funds) to support activities the colleges have determined through their Perkins IV planning process as most likely to result in improved performance on the core performance indicators.

The WTCS Board reserves the right to use its annual *Carl D. Perkins Grant Guidelines* process to adjust the minimum allocations it sets for each funding priority and the relative size of the pool of Flex Funds available to the colleges based on the WTCS Board’s and colleges’ experience with this practice.

Web Resources

The Wisconsin Technical College System provides grant information and the Client Reporting System Manual on its website. Check the grant home page regularly for new or updated information.

The address is: <http://mywtcs.wtcsystem.edu/grants>.

The address of the Client Reporting System Manual is:
<http://mywtcs.wtcsystem.edu/data-systems-grp/data-system-manuals/client-reporting-system>

Questions regarding grant applications and guidelines should be directed to the individual WTCS Grant Managers.

Perkins Project Numbers List

| WTCS DISTRICTS | |
|---|-------------------------|
| Category | Appropriation / Purpose |
| Reserve Fund | |
| Career Prep | 150-219 |
| Supporting Underserved Projects | 150-229 |
| Student Success | 150-239 |
| Promoting and Supporting High School to College Transitions for Career and Technical Education Students | 150-249 |
| Strengthening Career and Technical Education Programs | 150-259 |
| Assuring Access and Participation in Nontraditional Occupations (NTO) Training and Employment | 150-269 |
| Criminal Offenders Program | 150-309 |

PROJECT NUMBER: **XX – XXX – XXX – XXX**
 (Applicant ID) - (Activity) - (Appropriation) - (Purpose)

- APPLICANT ID:** assigned by WTCS
- ACTIVITY:** assigned internally by the college applying for the grant
- APPROPRIATION:** reference chart above
- PURPOSE:** reference chart above

Uniform Guidelines

Many of the WTCS Perkins grants have similar requirements. Those similar components are outlined in this section. For any additional components, limitations, exceptions, etc., please see the individual grant category sections.

Perkins Grant Limitations

The following are the standard uniform limitations for all Perkins grants. Any exceptions to this list will be noted under each grant category description.

1. Projects will be funded at 100 percent (100%) of the total approved project cost, unless otherwise noted in the individual grant categories.
2. Applications will only be accepted from Wisconsin Technical College System Districts, Wisconsin tribal colleges, where noted, and eligible Wisconsin agencies, where noted. Subcontracting is allowed for services with partners (such as community-based organizations, other educational institutions, businesses, correctional institutions, etc.) that have demonstrated effectiveness in providing support to students. Subcontracting expenses may be funded up to 25 percent (25%) of the total approved project costs.
3. There is a limit of one application per grant category per district.
4. All travel must comply with district travel policy. Out-of-state travel may be funded if it is clearly related to the grant objectives. No funds will be awarded for international travel.
5. Major/minor equipment (purchase or lease) may be funded as long as the equipment is directly related to grant or grant objectives. The purchase or lease of equipment may be subject to prior approval by the grant manager. All equipment purchases must adhere to district guidelines.
6. Administrative costs will be allowed up to five percent (5%) of the total approved project cost.
7. Supply items may be funded up to 20 percent (20%) of the total approved project cost.
8. Funds may not be used for direct student tuition reimbursement.
9. There will be no direct student payments outside of emergency assistance service payments, such as internships, mentee stipends, acquisition of certifications, etc.

Perkins Application Components

When completing the *WTCS Grant Application Form (Perkins)* to receive funding, please refer to the following uniform application components listed below. Any additional or unique application components will be provided in the individual grant category sections.

17. Abstract (200 words or less)

- The purpose of the project.
- The most significant objectives addressed in the grant.
- A brief summary of the KEY activities of the grant.

18. Statement of Need (1500 words or less)

- Define the issue(s) as it occurs in your local service area and the audience you plan to serve. Use local data (including Client Reporting) whenever available.
- Identify gaps and/or challenges in current services and/or activities that, if not addressed, may contribute to the persistence or scope of the issue(s).

19. Goals, Objectives, Activities, and Evaluation

20. Overall Monitoring Process

Note: The **combined total** submitted materials responding to Application Components 17 – 20 should not exceed 10 pages.

Data Collection and Reports

All applicants funded under this priority shall comply with WTCS data submission requirements in the time frame required. The reporting requirements are as follows:

1. Client Reporting System applies to all grant categories *except* for High School to College Transitions for Career and Technical Education (CTE) Students grants.
2. Grantee requirements for **Client Reporting** include:
 - a) Complying with the established WTCS Client Reporting requirements;
 - b) Monitoring their data continuously; **and**
 - c) Submitting data **as required**.

Reference the Client Reporting Manual for reporting deadlines: [Client Reporting Manual](#).

3. Triannual Report submissions must be received by the following dates:
 - a. **First term Triannual Report** (July 1 – October 31) must be received on or before *November 15, 2018*
 - b. **Second term Triannual Report** (November 1 – February 28) must be received on or before *March 15, 2019*
 - c. **Third term Triannual Report** (March 1 – June 30) must be received on or before *November 1, 2019*

Submit Triannual Reports electronically to grants@wtcsystem.edu

All required forms are located at: <http://mywtcs.wtcsystem.edu/grants/grant-application-forms>

Perkins Performance

The WTCS Board has established and negotiated with the U.S. Department of Education the required Core Indicators of Performance for postsecondary eligible recipients, in accordance with Perkins IV guidance from the U.S. Department of Education. The performance levels are to be measurable and are to provide for continuous improvement in the performance of students as measured by the Core Indicators of Performance. For reference purposes, this section shows the performance accountability goals that meet the *state level* performance requirements of Perkins IV. Individual college levels may be higher or lower.

Purpose

To assess the effectiveness of the State and the districts in achieving statewide progress in career and technical education and to optimize the return on investment of federal funds in career and technical education activities. Data analysis, along with other good research practices, will improve data-based decision making regarding grant funding.

Performance Expectations

1. Each Wisconsin technical college district must meet or exceed the locally negotiated performance level agreed upon;
2. Design local evaluation methods that provide feedback regarding progress toward attaining the required performance levels;
3. Integrate all indicators and proposed levels into the Local Perkins Plan and grant applications.

Note: The core indicators of performance measure performance of a college's entire career and technical education offerings for students in applied associate degree, one- and two-year technical diploma, and apprenticeship programs regardless of funding source.

Goals for all Indicators

Goals for Special Population Group Students

The performance of students who are members of special populations as identified by Perkins IV are expected to meet the performance level of all students in the college.

Goals for Racial/Ethnic Minority Students

The performance of students who are members of ethnic or racial minority groups are expected to meet the performance level of all students in the college.

Core Indicators of Performance

Cohort Measurement Group: Indicators 1P1, 1P2, 2P1, 3P1 and 4P1 are calculated using cohorts of students enrolled in applied associate degree, two-year diploma, one-year diploma or apprenticeship programs (aid code 10, 31, 32, or 50) that reach a twelve (12) credit threshold the first time in an academic year or eight (8) credits in apprenticeship. If a student hasn't reached the 8 or 12 credit threshold in one academic year, we will go back two additional years to look for credits. These students are then tracked for three (3) years and their results at the end of Year Three are reported.

Indicators 5P1 looks at how many students in the NTO programs are of a biased gender (e.g. males in nursing and females in welding) and 5P2 will measure how many students of biased gender graduated from an NTO program.

Note: The students in a cohort measurement group or the NTO indicators are all students enrolled in applied associate degree, two-year diploma, and one-year diploma or apprenticeship programs, not just grant funding supported students.

Core Indicator 1P1: Technical Skill Attainment

WTCS Performance Levels

| | Year 2 7/1/08- 6/30/09 | Year 3 7/1/09- 6/30/10 | Year 4 7/1/10- 6/30/11 | Year 5 7/1/11- 6/30/12 | Year 6 7/1/12- 6/30/13 | Year 7 7/1/13- 6/30/14 | Year 8 7/1/14- 6/30/15 | Year 9 7/1/15- 6/30/16 | Year 10 7/1/16- 6/30/17 | Year 11 7/1/17- 6/30/18 |
|---------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|-------------------------------|-------------------------------|
| Level | 80.36% | 80.50% | 80.65% | 80.75% | 80.85% | 72.00% | 72.00% | 72.93% | 73.40% | 76.20% |
| Actual | 80.60% | 80.68% | 80.37% | 79.47% | 72.12% | 72.84% | 75.05% | 76.07 | | |

Citation: Perkins Public Law 109-270, Sec. 113(b)(2)(B)(i)

The 1P1 indicator will include course completion as well as Technical Skill Attainment (TSA) assessment data. The calculations will be used to create one numerator/denominator and percentage to report to the Department of Education through the Consolidated Annual Report (CAR).

Measurement Definition:

Part one:

Numerator: Number of CTE concentrators for the measurement period who successfully completed with a 2.0 or higher at least 80% of the technical courses attempted during the measurement period.

Denominator: Number of CTE concentrators for the measurement period that took at least one technical course.

Part two:

Numerator: Number of CTE concentrators who successfully completed a WTCS or external third party assessment as outlined in the TSA rubric during the three year measurement period.

Denominator: Number of CTE concentrators who took a WTCS or external third party assessment during the three year measurement period.

Goals for Technical Skill Attainment:

Increase the percentage of students attaining challenging career and technical skill proficiencies, including student achievement on technical assessments, aligned with industry-recognized standards, if available and appropriate. The U.S. Department of Education has established a three-tier approach to the measurement of technical skill attainment. The WTCS Board has identified the three (3) tiers as Indirect, State Approved Outcome Assessment, and External Assessment. Measurement approach and strategies for technical skill attainment include:

- Indirect Assessment: Career and technical education course completion. This is the method currently used by WTCS to report this indicator.

Goal: Increase the percentage of students in applied associate degree, one- or two-year technical diploma, and apprenticeship programs (aid codes 10, 31, 32, or 50) that successfully completed with a 2.0 or higher 80% of the career and technical education courses they attempt over the tracking period (three years).

- State Approved Outcome Assessment: College-developed assessment of state/industry agreed upon standards approved by the System Office as meeting State guidelines. The System Office has developed a process for identifying and developing State approved outcome assessments, and guidelines for college implementation.

Goal: Increase the percentage of students meeting the program outcomes using the System Office established guidelines. Increase the numbers of programs implementing assessments and then reporting individual student outcomes.

- External Assessment: Reporting of external third-party assessments leading to the attainment of occupational licensure or certificates meeting WTCS validity and reliability guidelines. The System Office has developed a process for identifying state approved outcome assessments, guidelines for college implementation, and reporting requirements.

Goal: Increase or maintain the percentage of students successfully completing licensure examinations and/or obtaining occupational certifications that reflect program outcome skill attainment.

State guidelines for implementation and reporting are in place, all three (3) levels will be reported annually as program assessments (both WTCS approved and external/third party) are approved.

Core Indicator 1P2: Academic Skill Attainment

WTCS Performance Levels

| | Year 2 7/1/08- 6/30/09 | Year 3 7/1/09- 6/30/10 | Year 4 7/1/10- 6/30/11 | Year 5 7/1/11- 6/30/12 | Year 6 7/1/12- 6/30/13 | Year 7 7/1/13- 6/30/14 | Year 8 7/1/14- 6/30/15 | Year 9 7/1/15- 6/30/16 | Year 10 7/1/16- 6/30/17 | Year 11 7/1/17- 6/30/18 |
|---------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|-------------------------------|-------------------------------|
| Level | 76.37% | 76.62% | 76.70% | 76.78% | 76.86% | 63.64% | 63.72% | 64.00% | 64.08% | 64.16% |
| Actual | 76.17% | 76.06% | 76.78% | 74.52% | 63.56% | 65.87% | 67.98% | 69.44% | | |

Citation: Perkins Public Law 109-270, Sec. 113(b)(2)(B)(i)

Measurement Definition:

Numerator: Number of CTE concentrators for the measurement period who successfully completed with a 2.0 or higher at least 80% of the academic/general studies courses attempted during the measurement period.

Denominator: Number of CTE concentrators for the measurement period that took at least one academic/general studies course.

Goals for Academic Skill Attainment:

Increase the percentage of students in applied associate degree, one- or two-year technical diploma, and apprenticeship programs (aid codes 10, 31, 32, or 50) that successfully complete (with a numeric grade of 2.0 or higher) 80% of the general education courses they attempt over the tracking period (three years). This percentage would approach and eventually equal the completion level of technical courses. Colleges should analyze and address student failure, withdrawal patterns, and courses with the most student failures and withdrawals. Colleges should analyze patterns for incompletes and design and implement improvements.

Core Indicator 2P1: Credential, Certificate or Diploma Attainment

WTCS Performance Levels

| | Year 2 7/1/08- 6/30/09 | Year 3 7/1/09- 6/30/10 | Year 4 7/1/10- 6/30/11 | Year 5 7/1/11- 6/30/12 | Year 6 7/1/12- 6/30/13 | Year 7 7/1/13- 6/30/14 | Year 8 7/1/14- 6/30/15 | Year 9 7/1/15- 6/30/16 | Year 10 7/1/16- 6/30/17 | Year 11 7/1/17- 6/30/18 |
|---------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|-------------------------------|-------------------------------|
| Level | 44.65% | 44.75% | 44.85% | 45.00% | 45.50% | 45.50% | 45.00% | 42.47% | 42.55% | 43.70% |
| Actual | 45.23% | 43.87% | 44.83% | 42.73% | 41.43% | 42.38% | 43.54% | 45.09% | | |

Citation: Perkins Public Law 109-270, Sec. 113(b)(2)(B)(ii)

Measurement Definition:

Numerator: Number of CTE concentrators for the measurement period who were reported by the college as a graduate.

Denominator: Number of CTE concentrators for the measurement period.

Goals for Graduation:

Increase the percentage of students that graduate from applied associate degree, one- and two-year technical diploma, or apprenticeship programs (aid codes 10, 31, 32 or 50) within the three-year study period. The WTCS Board has identified this indicator as its top priority.

Core Indicator 3P1: Student Retention or Transfer

WTCS Performance Levels

| | Year 2 7/1/08- 6/30/09 | Year 3 7/1/09- 6/30/10 | Year 4 7/1/10- 6/30/11 | Year 5 7/1/11- 6/30/12 | Year 6 7/1/12- 6/30/13 | Year 7 7/1/13- 6/30/14 | Year 8 7/1/14- 6/30/15 | Year 9 7/1/15- 6/30/16 | Year 10 7/1/16- 6/30/17 | Year 11 7/1/17- 6/30/18 |
|---------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|-------------------------------|-------------------------------|
| Level | 25.03% | 25.20% | 25.54% | 26.00% | 26.50% | 26.50% | 27.00% | 33.04% | 33.20% | 34.00% |
| Actual | 25.54% | 26.51% | 26.49% | 26.07% | 34.60% | 32.96% | 33.31% | 31.58% | | |

Citation: Perkins Public Law 109-270, Sec. 113(b)(2)(B)(iii)

Measurement Definition:

Numerator: Number of CTE concentrators for the measurement period who are still enrolled in a WTCS 2-year college at the end of the measurement period or have transferred to a non-WTCS 2- or 4-year postsecondary institution.

Denominator: Number of CTE concentrators for the measurement period.

Goals for Retention/Transfer:

Increase the percentage of students that did not graduate, but are still enrolled in CTE at your college or have transferred to another college and are still attending in year three (3) of the measurement period. Colleges should pursue strategies to reduce the college’s dropout rate. Colleges should pursue strategies to encourage all students that have left the college and not transferred to another postsecondary institution, to return.

Combined Graduation and Retention/Transfer

The WTCS Board recognizes that improving both graduation and student retention/transfer rates may be difficult. The WTCS Board has established a State level benchmark of 80% for combined graduation and retention/transfer rates.

Goals for combined Graduation and Retention/Transfer:

Increase the percentage of students that either graduate or are retained in higher education at the end of the three (3) year measurement period with an emphasis on improving graduation rate. Colleges should attempt to assure that students remain in higher education long enough to obtain the necessary skills to gain employment in a high skill, high wage, or high demand occupation.

The increased performance levels required by the Department of Education will require increased emphasis upon assuring that students, if not graduated, are enrolled in some higher education during the third year of the cohort.

Core Indicator 4P1: Job Placement

WTCS Performance Levels

| | Year 2 7/1/08- 6/30/09 | Year 3 7/1/09- 6/30/10 | Year 4 7/1/10- 6/30/11 | Year 5 7/1/11- 6/30/12 | Year 6 7/1/12- 6/30/13 | Year 7 7/1/13- 6/30/14 | Year 8 7/1/14- 6/30/15 | Year 9 7/1/15- 6/30/16 | Year 10 7/1/16- 6/30/17 | Year 11 7/1/17- 6/30/18 |
|---------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|-------------------------------|-------------------------------|
| Level | 90.00% | 90.00% | 90.00% | 90.00% | 90.00% | 90.00% | 90.00% | 90.00% | 90.00% | 90.00% |
| Actual | 91.91% | 90.98% | 90.29% | 88.52% | 91.04% | 92.29% | 90.80% | 91.28% | | |

Citation: Perkins Public Law 109-270, Sec. 113(b)(2)(B)(iv)

Measurement Definition:

Numerator: Number of CTE concentrator graduates who reported employment two quarters after the end of the academic year.

Denominator: Number of CTE concentrators who graduated in the most current measurement period.

Goals for Job Placement:

Maintain the rate of placement in employment for all graduates of applied associate degree, one- or two-year technical diploma, and apprenticeship programs (aid codes 10, 31, 32, or 50). If college is below the State level benchmark of 90% job placement rate, college must pursue strategies to continuously improve its rate of job placement for graduates of these programs.

Core Indicator 5P1: Nontraditional Participation

WTCS Performance Levels

| | Year 2 7/1/08- 6/30/09 | Year 3 7/1/09- 6/30/10 | Year 4 7/1/10- 6/30/11 | Year 5 7/1/11- 6/30/12 | Year 6 7/1/12- 6/30/13 | Year 7 7/1/13- 6/30/14 | Year 8 7/1/14- 6/30/15 | Year 9 7/1/15- 6/30/16 | Year 10 7/1/16- 6/30/17 | Year 11 7/1/17- 6/30/18 |
|---------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|-------------------------------|-------------------------------|
| Level | 11.64% | 11.69% | 11.74% | 13.05% | 13.10% | 13.75% | 14.00% | 14.00% | 14.25% | 14.75% |
| Actual | 12.82% | 13.55% | 13.75% | 14.60% | 14.00% | 13.87% | 15.64% | 14.70% | | |

Citation: Perkins Public Law 109-270, Sec. 113(b)(2)(B)(v)

Measurement Definition:

Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

Note: Students measured for this indicator are not the students identified for the previous indicators. The college is required to report on the single previous year total enrollment in programs that are designated by the state as preparing individuals for careers that are nontraditional for either males or females. The list of these programs in the WTCS can be found via the WTCS Portal at: <https://apps.wtcsystem.edu/wtcs-web/logon.do>.

For Portal Access (or if you are an NTO Coordinator) ask your Data Access Coordinator to go into the Portal or give you access to Perkins). Find your college Data Access Coordinator listed at:

<https://apps.wtcsystem.edu/wtcs-web/logon.do>.

Once inside the Portal Select Perkins Measures under the *Perkins Section*. Select NTO Program Information. Verify which programs for the college are NTO. If you are looking for a new program or a program that has no enrollment the program will not be listed for your college. *Scroll through the list of all programs for all colleges to see if someone else has offered the program.*

Goals for NTO Participation:

Increase the rate of participation by underrepresented males or females in state-identified applied associate degree, one- or two-year technical diploma, and apprenticeship programs (aid codes 10, 31, 32, or 50) preparing students for further training and employment in careers or occupations in nontraditional occupations for their gender as defined by the U.S. Department of Labor. Colleges should adopt strategies to assure that all career planning activities are coordinated with transition activities for NTO students and programs. Colleges should improve coordination with high school initiatives such as Workforce Investment

Act initiatives, Basic Education and English Language Learner (ELL) transition, and other grant activities to increase transition to postsecondary program enrollment.

Core Indicator 5P2: Nontraditional Completion/Graduation

WTCS Performance Levels

| | Year 2 7/1/08- 6/30/09 | Year 3 7/1/09- 6/30/10 | Year 4 7/1/10- 6/30/11 | Year 5 7/1/11- 6/30/12 | Year 6 7/1/12- 6/30/13 | Year 7 7/1/13- 6/30/14 | Year 8 7/1/14- 6/30/15 | Year 9 7/1/15- 6/30/16 | Year 10 7/1/16- 6/30/17 | Year 11 7/1/17- 6/30/18 |
|--------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|-------------------------------|-------------------------------|
| Level | 9.38% | 9.43% | 9.53% | 10.45% | 10.55% | 11.34% | 11.80% | 11.25% | 11.50% | 11.85% |
| Actual | 10.01% | 10.39% | 10.88% | 11.29% | 11.70% | 11.14% | 12.58% | 11.88% | | |

Citation: Perkins Public Law 109-270, Sec. 113(b)(2)(B)(v)

Measurement Definition:

Numerator: Number of CTE participants from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE participants who completed a program that leads to employment in nontraditional fields during the reporting year.

Note: Students measured for this indicator are not the students identified for the previous indicators. The college is required to report on the single previous year total enrollment in programs that are designated by the state as preparing individuals for careers that are nontraditional for either males or females. The list of these programs in the WTCS can be found at: <https://apps.wtcsystem.edu/wtcs-web/auth/perkinsMeasures.do>

Goals for NTO Graduation:

Increase the rate of program completion (graduation) by underrepresented males or females in state-identified applied associate degree, one- or two-year technical diploma, and apprenticeship programs (aid codes 10, 31, 32, or 50) preparing students for further training and employment in careers or occupations in nontraditional occupations for their gender as defined by the U.S. Department of Labor. College should identify why NTO students leave the college prior to graduation. As with overall student retention, college should pursue strategies to encourage NTO students that have left the college and not transferred to another postsecondary institution, to return.

Not Meeting Performance Levels

Failure by the college to satisfy the negotiated performance levels will result in the System Office requiring the college to develop and submit an Improvement Plan (See Local Performance Improvement Plan below) and restructure the use of grant funds to target activities designed to enable the college to reach the negotiated performance levels. *If the college fails to satisfy the negotiated performance level by 90 percent (90%) for a single indicator for three (3) years in a row, up to five percent (5%) of the college's grant funding allocation will be directed toward achieving the negotiated performance level by the System Office.*

Local Performance Improvement Plan

Submission Requirements

The System Office will require a college receiving Perkins IV funding to submit a Local Performance Improvement Plan as part of the Local Plan when:

1. College does not satisfy the negotiated level of performance for any Performance Indicator for all students; or
2. College does not maintain the benchmark level of performance for an indicator as indicated by the Perkins IV performance report.

Instructions

The college Local Performance Improvement Plan will be incorporated into the College Perkins Plan ([section 1.f](#)). If your college did not satisfy one or more of the negotiated levels for the performance indicators (as shown on your colleges Perkins Report Card) you will be required to submit [section 1.f](#) as well as adjust the activities listed in [section 1.e](#) for each indicator not satisfied.

Year 1 Not Meeting a Performance Level for an Indicator

If the college fails to satisfy the negotiated performance level for an indicator, the college's grant applications for the funding in the following year must reflect the improvements necessary to reach the performance level(s). A college can project their performance levels and must consider this in all Perkins grant applications. At least one (1) grant must specifically address the underperformance. *The WTCS Office will provide direct technical assistance to each college discussing the indicators that were not met and grant activities that the college might undertake that are directed toward improving this indicator.*

Example: The college is writing an improvement plan for academic course completion to implement a college wide early alert system for grades. While this is a college-funded initiative, at least one (1) of the college's Perkins grants must address how this improvement plan will be implemented at the direct service level to improve academic course completion. An example of an appropriate plan might include setting up grant funded tutoring sessions for students identified by the early warning system and following through with grant funded case management to assure sufficient attendance at the tutoring sessions to pass the identified courses.

Year 2 Not Meeting a Performance Level for an Indicator

If the college fails to satisfy the negotiated performance level for the same indicator two (2) years in a row, the college must provide additional evidence of the problem analysis and improvement strategies. Significant data must be provided to demonstrate that change can occur during Year Three with substantial improvement taking place. *The WTCS Office will provide direct technical assistance to each college discussing the indicators that were not met and grant activities that the college might undertake that are directed toward improving this indicator.*

Year 3 Not Meeting a Performance Level for an Indicator

If the college fails to satisfy the negotiated performance level by 90 percent (90%) for the same indicator (3) three years in a row, *up to five percent (5%) of the college's grant funding allocation will be directed toward*

achieving the negotiated performance level by the System Office. The college may appeal the reduction in Basic State Grant funds and obtain an extension for one (1) additional year, but substantial progress must have been made toward achieving the negotiated performance level.

Reporting

Annually, the WTCS Office will evaluate the performance levels for each college and produce a performance report based upon the data submitted to the Client Reporting System. The report will provide the information for each indicator, analyzing the need for an improvement plan based upon the overall student performance and indicating whether or not the college has satisfied the negotiated performance level for that indicator.

In accordance with Perkins IV, the WTCS Office will post the performance reports for each college on the WTCS website annually in the fall of each year. (Sec.113 (b)(4)(C)(v))

FY 2018-19 Local Perkins Plan

1. Performance / Improvement Plan

The Local Perkins Plan is an overview of college activities used to promote student success with regard to the seven (7) Perkins Performance Indicators. The Performance Indicators are Perkins measures, but they are also measures that improve the outcomes for all students in your college. The plan should incorporate the strategies your college supports for student success as well as demonstrating how the Perkins grants contribute to the overall college initiatives to improve student outcomes.

Submission of the FY 2018-19 Local Plan: If an improvement plan is required for any indicator: Section 1 must be updated and submitted with the Local Plan Assurances page and signature page. You may choose to submit section 2 through 7 if you have made any changes to your plan. Section three – the Evaluation/QRP section has been updated to remove the QRP language and focus on program evaluation.

Section one of the plan will function as both the long range plan for the college to meet negotiated performance levels as well as the annual improvement plan to make strategic corrections as required if performance levels fall below the negotiated levels.

- a. Describe the process by which the college will meet the negotiated performance levels including how the college will:
 - i. Leverage a cross-functional team of research, instructional and student services administrators and staff that will analyze the available data and use other qualitative research techniques to look at students completing twelve (12) credits in career and technical education courses at the college, eight (8) credits in apprenticeship courses, as well as all students enrolled in NTO programs in order to develop accurate problem identification as well as identifying the areas of best performance and worst performance to build upon strengths as well as address weaknesses. *Include a list of the team with names and titles;*
 - ii. Include a *description of the analytical process and findings* with respect to barriers to improve performance for each of the core indicators of performance in the College Plan;
- b. Describe programs, courses, and student groups that (may include the federally defined Special Populations groups) the college has identified as underperforming, use local college data to document the under-performance;

EXAMPLE – Examples of documentation

| Population | Percent Achieving | Percent Achieving | Percent Achieving | Percent Achieving | Percent Achieving | Percent Achieving | Percent Achieving |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| | 1P1 | 1P2 | 2P1 | 3P1 | 4P1 | 5P1 | 5P2 |
| ALL STUDENTS | 75.15% | 66.85% | 40.66% | 23.84% | 89.17% | 14.34% | 11.69% |
| GENDER | | | | | | | |
| Male | 76.96% | 66.39% | 44.11% | 22.36% | 89.40% | 12.79% | 9.51% |
| Female | 73.50% | 67.14% | 37.72% | 25.11% | 88.94% | 15.73% | 13.72% |
| RACE/ETHNICITY* | | | | | | | |
| American Indian or Alaska Native | 66.47% | 60.72% | 32.48% | 24.44% | 87.29% | 18.09% | 17.50% |
| Asian | 74.56% | 70.18% | 36.12% | 26.48% | 85.68% | 16.37% | 13.18% |
| Black or African American | 55.34% | 43.71% | 19.39% | 31.92% | 87.34% | 21.33% | 21.19% |
| Hispanic/Latino | 71.52% | 60.65% | 32.77% | 28.19% | 84.78% | 17.63% | 15.54% |
| Native Hawaiian or Other Pacific Islander | 75.68% | 67.09% | 41.18% | 22.35% | 82.35% | 28.13% | 14.29% |
| White | 78.10% | 70.93% | 44.56% | 22.30% | 89.85% | 13.23% | 11.12% |
| Two or More Races | 69.17% | 60.51% | 30.86% | 28.04% | 91.43% | 19.42% | 16.11% |
| Unknown (Postsecondary Only) | 76.38% | 63.21% | 39.61% | 27.13% | 84.28% | 11.19% | 6.81% |
| SPECIAL POPULATION | | | | | | | |
| Individuals With Disabilities (ADA) | 70.79% | 64.52% | 39.31% | 26.28% | 84.14% | 16.65% | 11.80% |
| Economically Disadvantaged | 69.41% | 61.76% | 37.10% | 25.43% | 89.23% | 16.47% | 13.20% |
| Single Parents | 68.15% | 62.54% | 34.34% | 29.32% | 86.67% | 13.48% | 11.69% |
| Displaced Homemakers | 70.65% | 68.56% | 40.66% | 25.90% | 81.87% | 15.12% | 9.09% |
| Limited English Proficiency | 74.68% | 71.30% | 33.69% | 31.28% | 79.58% | 18.04% | 11.63% |
| Nontraditional Enrollees | 70.78% | 61.29% | 34.45% | 25.56% | 88.08% | 14.34% | 11.69% |

Highlighted cells did not meet the all student percentage.

| Program | Key Courses |
|--|---|
| Identify criteria for programs chosen: Programs have been identified by having a Technical Skill Attainment level lower than 65% AND a cohort level of over 100 students. (Resource, Perkins workbook and lookahead documents) | |
| IT – Computer Support Specialist Graduation – 24% Retention – 24% TSA Level – 46% Cohort Level – 162 | Micro – Scripting Micro – Software Intro Micro – Programming Visual Basic |
| IT – Network Specialist Graduation – 26% Retention – 27% TSA Level – 49% Cohort Level – 124 | Network Structures I |
| Marketing Graduation – 11% Retention – 39% Cohort Level – 287 | Micro – Word Intro Micro – Excel Intro Micro – Access Intro Online and self-paced formats struggle more than traditional in person formats |

- c. Provide a narrative description of the overall college strategies to improve the performance on indicators that incorporate the college’s strengths and challenges. Link the performance indicators each strategy will impact;

- d. Provide a narrative description of the Perkins grant activities that will be integrated into the college’s overall plan for maintaining and meeting the negotiated levels of performance on all indicators. *List the activities by grant and link all grant activities to the indicator(s) it will impact*; and
- e. Address the barriers identified in 1.a.ii as well as specifically maintain or improve performance levels for each of the seven indicators to enable the college to meet the negotiated levels for FY 2018-19. Include all new and continuing strategies that the college supports and then add the new and continuing strategies supported by the Perkins grants.

EXAMPLE – Include a table for each indicator:

G = Grant funded activities, C = College funded activities

| | Year 2 7/1/08- 6/30/09 | Year 3 7/1/09- 6/30/10 | Year 4 7/1/10- 6/30/11 | Year 5 7/1/11- 6/30/12 | Year 6 7/1/12- 6/30/13 | Year 7 7/1/13- 6/30/14 | Year 8 7/1/14- 6/30/15 | Year 9 7/1/15- 6/30/16 | Year 10 7/1/16- 6/30/17 | Year 11 7/1/17- 6/30/18 |
|--------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|-------------------------------|-------------------------------|
| Level | 25.03% | 25.20% | 25.54% | 26.00% | 26.50% | 26.50% | 27.00% | 33.04% | 33.20% | 34.00% |
| Actual | 25.54% | 26.51% | 26.49% | 26.07% | 34.60% | 32.96% | 33.31% | 31.58% | | |

Citation: Perkins Public Law 109-270, Sec. 113(b)(2)(B)(iii)

The College’s retention/transfer rate will meet or exceed the rate of 34.00%.

G – Enhance tutoring services for program students (example of grant funded activity – add an “I” if due to the improvement plan)

C – Implement an Academic Advising Model (example of college funded activity - add an “I” if due to the improvement plan)

- f. If the college does not meet the performance level for an individual indicator (by 5% or more) this plan must be modified to include:
 - i. The problem statement identified related to the under-performance.
 - ii. The results of a root cause analysis identifying the cause of the problem.
 - iii. The documentation that supports the problem statement and root cause analysis.
 - iv. Specific actions the college will take beyond those already listed the previous year to address the problem (identified in [section 1.e](#) with an “I” for improvement).
Document how at least one (1) Perkins grant will address the improvements needed as required for year one (1) or two (2) of not meeting an indicator as outlined in the Accountability section of the Guidelines.

Accountability Procedural and Planning Reminders

- Include information demonstrating that the college has developed an understanding of why it has failed to meet the negotiated level of performance for any of the core indicators. (Include in [section 1.a.ii](#))
- Include a list of strategies to improve the performance level for each indicator both college and grant-funded resources. ([section 1.c](#) and [section 1.d](#))
- Revise the plans to show additional and more specific improvements for any indicators not met in FY 2016-17. Adjustments in grant activities are recommended. ([section 1.d](#) and [section 1.e](#))

2. Special Populations and Assessment

Reminder: Special populations are no longer the only target groups supported by Perkins but must be identified and reported through the Client Reporting System.

- a. Describe the process that will be used to evaluate and continuously improve the performance of students who are members of special populations for all of the core indicators of performance including how the college will:
 - i. Review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs;
 - ii. Provide services that are designated to enable the special populations to meet the local negotiated levels of performance; and
 - iii. Provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.
- b. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.
- c. Describe how the college will evaluate the effectiveness of Perkins grant-funded activities for all students, including their impact upon students who are members of special populations. *Note: If the college uses Perkins grant funds for this activity, the funds must be either part of those funds provided to the college for local administration.*

Special Populations Procedural and Planning Reminders

- The following groups are designated to be members of the Special Populations; English Language Learners (ELL), Single Parents, Displaced Homemakers, Economically Disadvantaged, Students with Disabilities and Non-Traditional Occupation students.

3. Evaluation

- a. Describe how the college will evaluate and continuously improve performance including:
 - i. Plans for reviewing all programs and the services at least once every five (5) years to assure that continuous improvement is occurring;
 - ii. Plans for improving the performance of identified underperforming programs in a timely fashion as a direct means of improving the overall performance of the college on core indicators of performance;
 - iii. Plans to place special emphasis on the improvement for special population course completion if students who are members of special populations are performing at a level below that of all students in a program;
 - iv. Plans to place special emphasis on the improvement of students' of color course completion if students of color are performing at a level below that of all students in a program; and
 - v. Plans to place special emphasis on the improvement of NTO Enrollment, if the college is not meeting the NTO core indicator of performance.

Evaluation Procedural and Planning Reminders

- All sixteen (16) technical colleges must participate in evaluation activities on an annual basis.
- Explanation for [section 3.a.ii](#) – A program is underperforming and not up for review for two or more years, how will you adjust the schedule to speed up the evaluation and improvement process?
- Review program evaluation improvement plans and focus on programs identifying improvements in areas where the college is underperforming.

4. Secondary Connections

- a. Describe how the college will develop and implement at least one (1) program of study as the result of partnerships with high schools and business and industry that will:
 - i. Coordinate transition from high school to postsecondary education;
 - ii. Coordinate outreach to middle level students focused on awareness of existing programs of study;
 - iii. Expand advisory committee membership to include high school representation;
 - iv. Improve NTO linkages, awareness, and success when appropriate; and
 - v. List one (1) or more Programs of Study that are in the developmental stage or have been implemented.

| Program of Study |
|------------------|
| |
| |

Secondary Connections Procedural and Planning Reminders

- Program of Study (POS):** A program of study is an articulated sequence of instruction containing two (2) or more courses obtained while in High School which lead to corresponding coursework in the same career cluster at the Technical College.

5. College Operations

- a. Describe how the college will address the following for all students and programs:
 - i. Improve the academic and technical skills of students by strengthening the academic and career and technical education components of such programs by ensuring academic and technical courses are integrated into a coherent sequence of courses;
 - ii. Ensure all programs have rigorous content that is:
 - 1. Endorsed by industry; and
 - 2. Has a documented and linked assessment in WIDS.
 - iii. Ensure that all students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to other students:
- b. Describe how the college will provide all students with strong experience in, and understanding of, all aspects of the industry which *may* include internships, mentoring programs or work-based learning.
- c. Describe how the college will develop, improve or expand collaboration with technology industries to increase the enrollment in STEM and STEM-related programs.
- d. Describe how the college is providing career guidance and counseling to students, including linkages to future education and training opportunities including how the career guidance and counseling activities support:
 - i. Enrollment and retention of NTO students; and
 - ii. Transition to college career and technical education program enrollment for students in adult basic education and English language learner programs.
- e. Describe how the college will improve recruitment and retention of under-represented groups in teaching and counseling including:
 - i. Recruitment of faculty who are of a non-traditional gender for an occupational area; and
 - ii. Recruitment of faculty who are members of underserved groups.
- f. Describe how the college will improve the transition of faculty from business and industry.
- g. Describe how the college will develop over the duration of this plan, a system to document, track and report the technical skill assessment for all students in applied associate degree, one- and two-year technical diploma, and apprenticeship programs (aid codes 10, 31, 32 or 50).

College Operations Procedural and Planning Reminders

- Limit responses in this section to brief statements. Provide links to web sites and documents for additional detail when appropriate.
- Review the State Plan for a discussion of WTCS Board funding priorities. The draft State Plan is available at:
<http://mywtcs.wtcsystem.edu/grants/perkins-career/state-plan>

6. Professional Development

- a. Describe how comprehensive professional development will promote the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education for:
 - i. Instructors;
 - ii. Student services personnel; and
 - iii. Administrators.
- b. Describe how professional development in the use of WIDS Analyzer tools will assure that faculty are trained to document integrated program outcomes.
- c. Describe how comprehensive professional development will assure that the college will adopt a college-wide strategy to make all college faculty and staff aware of best practices and strategies to improve the enrollment and retention of students in NTO programs.
- d. Describe how comprehensive professional development will assure that collaboratively developed programs of study are implemented successfully by the college and its partner high schools.

Professional Development Procedural and Planning Reminders

- WIDS is the accepted curriculum tool for WTCS.

7. Grant Planning

- a. Describe how the college strategies along with Perkins NTO funds will promote the preparation and increase student participation and completion in NTO.
- b. Identify an NTO coordinator/leader by name and title who is responsible for retention, outreach, and career development activities.
- c. Describe how the college involves parents, students, academic and career and technical education teachers, faculty, administrators, counselors, representatives of career prep consortia, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals in the development, implementation, and evaluation of career and technical education programs and activities including the development of programs of study:
 - i. Provide how such individuals and entities are effectively kept informed of all college programming as well as programs of study; and
 - ii. Provide how such individuals and entities listed in questions 7.c are assisted in understanding the requirements of this title.

Grant Activities Procedural and Planning Reminders

- Include a description of how the college will provide funding for an NTO coordinator. The college may use Perkins grant funds or other resources to fund this position.

WTCS Contact Person

Julie Tyznik (608) 261-6538

**FY 2018-19 Local College Plan Assurances
for the Carl D. Perkins Career and Technical Education Act**

- Assurance that programs are of sufficient size, scope and quality to bring about improvement in the quality of the college’s career and technical education programs.
- Assurance that individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations.
- College Plan includes a signed copy of the applicant’s *Assurance of Compliance – Civil Rights Certificate* that has been submitted to the U.S. Department of Education, Office for Civil Rights, that provides assurances that it will comply with Title VI of the 1964 Civil Rights Act as amended, Title IX of the Education Amendments of 1972 as amended, Section 504 of the Rehabilitation Act of 1973 as amended, Title VII of the 1964 Civil Rights Act as amended, the Age Discrimination Act of 1975 as amended, and, if applicable, the Boy Scouts of America Equal Access Act of 2001.
- Assurance that the College has in place procedures that assure that the following representatives and/or persons responsible are informed of the development of the College Plan and its contents and have reviewed the plan prior to submission: President, Instructional Services Administrator, Student Services Administrator, Financial Services Administrator, and Plan Coordinator.
- Assurance that the College President has approved the College Plan prior to submission.

Authorized Signature

Title

Organization Name

Address

City, State, Zip

WTCS Contact Person

Julie Tyznik (608) 261-6538

Reserve Fund

Request for Proposals

CFDA #84.048

Reserve Fund Overall Purpose

Section 112(a) (1) of the Perkins Act authorizes the WTCS Board to set aside ten percent (10%) of the Title I Basic Grant funds under Section 132 for the purpose of establishing a Reserve Fund. Grants in this category will be awarded to colleges only for projects related to Career Prep and Supporting Underserved Projects. Proposals will be accepted from each technical college to support Career Prep activities. Proposals to promote innovative or successful practices related for Underserved Projects will be **solicited** from colleges.

1. Career Prep Purpose

This component provides funds to enable colleges, in collaboration with secondary schools, to develop Rigorous Programs of Study (RPOS) designed to support career and technical education students transitioning from a Wisconsin high school to a Wisconsin technical college. In addition, funds can be used to carryout activities which engage students in career exploration and postsecondary options.

Funded efforts should support secondary/postsecondary priority initiatives such as implementing secondary/postsecondary Rigorous Programs of Study, and promoting academic and technical readiness through consortium efforts, including local response to statewide initiatives including early entry efforts connected with the development of Career Pathways. Department of Public Instruction's Every College a Graduate, College and Career Ready initiative as well as Academic and Career Planning (ACP). In addition, funded efforts should be planned and coordinated as appropriate with other Perkins Title I-funded efforts of the technical college.

Career Prep funds can be used in conjunction with High School to College Transition Flex Funds and/or through collaborative projects with other technical colleges to leverage resources to provide programming of sufficient size, scope and quality.

Career Prep Funds Available & Additional Limitations

1. \$687,600 will be made available for Career Prep.
2. Applications will be accepted from an eligible recipient Career Prep consortium defined as one technical college district and the K-12 public school districts within its boundaries, including secondary schools funded by the Bureau of Indian Affairs. A consortium may also include institutions of higher education that award a baccalaureate degree and employer or labor organizations. There are 16 Career Prep consortia in the state of Wisconsin.
3. Evidence for consortium support of grant activities should be documented in Career Prep consortium meeting minutes.
4. Funds cannot be used to require any secondary student to choose or pursue a specific career path or major.

5. No individual can be mandated to participate in a career and technical education program, including a career and technical program that requires the attainment of a federally-funded skill level, standard, or certificate of mastery.
6. Funds cannot be used for activities that serve private/public high schools outside consortium boundaries or private high schools within consortium boundaries. However, Section 318, of Perkins IV refers to *participation of private school personnel* and states: “At the discretion of the eligible agencies or recipients, this section allows vocational and technical educators at nonprofit private institutions to participate in professional development activities located in the geographic area served by the agency or recipient.” Perkins funds cannot be used to pay stipends/travel for private school personnel.

Note: the local Career Prep consortium determines participation in local Career Prep consortium programs or activities by individuals located outside of local consortium boundaries.

7. Funds cannot be used to support the acquisition of graduate degrees or any other educational credits, certifications, or licensures for Career Prep consortium members, secondary and or postsecondary instructors, counselors, or administrators.
8. Funds cannot be used for direct student support or payments including the acquisition of certifications.
9. Funds cannot be used to fund K-12 career guidance initiatives except in rough proportion to the career and technical component of the initiative and with respect to adhering to the definition of the Perkins program as listed below.

Career Prep Measurable Objectives

Applications for projects focusing on Career Prep must address three (3) of the four (4) Career Prep Measurable Objectives. The four (4) Career Prep Measurable Objectives identified by the WTCS Board are:

Measurable Objective 1: Maintain/increase the number of secondary education students who successfully complete, as a secondary school Career Prep student, courses that award postsecondary credit at the secondary level.

Measurable Objective 2: Maintain/increase the number of secondary Career Prep students who upon graduation from high school enroll in postsecondary education in the same field or major as the secondary student was enrolled at the secondary level.

Measurable Objective 3: Maintain/increase the awareness and use of the articulation option of Advanced Standing to all Career Prep students and or secondary educators.

Measurable Objective 4: Maintain/Increase awareness of Career Clusters, Programs of Study and Career Development in collaboration with K-12 partners, business and industry, CESA’s, and other stakeholders.

Career Prep Allowable Activities

Funds may be used for any one or more of the following allowable activities that support three (3) or more Career Prep Measureable Obejctives.

1. Develop and implement Rigorous Programs of Study. Rigorous Programs of Study with the use of these funds must align with the ten (10) components of the Rigorous Programs of Study Framework. Please

reference the “Guide for Implementing Rigorous Programs of Study in Wisconsin” For more information, see: <https://www.wicareerpathways.org/ImplementationGuide>

2. Initiate career development in technical fields that include, but are not limited to, career fairs, tech camp support (where camps can be shown to aid in achievement of required outputs), and tours of technical colleges. Transportation costs can be included.
3. Purchase new software or internet-based applications that relate to the POS goals and Career Prep Outputs. Up to eight percent (8%) of the total grant funds awarded to each consortium may be used towards this purpose. Ongoing or annual renewal or program service fees such as fees for WIDS, WCIS, Career Locker, Bridges, and similar programs, are excluded for funding. Transportation expenses are allowable when necessary.
4. Defray direct costs associated with holding any necessary meetings to carry out collaborative activities including meals, breaks, and facility costs. Documentation of the relevance of the meeting (e.g., meeting agendas, minutes, and roster of attendance must be maintained by the grant recipient).
5. Fund payment for substitutes for any secondary/postsecondary instructor to enable the individual to participate in grant activities.
6. Continue curriculum development and/or revisions.
7. Purchase tools or supplies for staff development and related expenses, including room and equipment rentals.
8. Continue articulation agreement development; funds may be used to purchase text books for newly articulated courses, but cannot be used to replace text books currently being used by a secondary school. This would be deemed supplanting.
9. Support externships for staff and administration.
10. Fund Staff Summer Institute costs including stipends, registration, food and materials; but only when these activities can be shown to be in alignment with the purposes and required outputs of Career Prep.
11. Develop work-based learning opportunities for students.
12. Fund stipends for instructors and counselors to attend workshops or meetings.
13. Pay direct consortium meeting expenses.

Funds may be used for **staff** from the WTCS Office, Department of Public Instruction, and CESAs; representatives of Career Prep consortia and secondary teachers and administrators to work cooperatively to:

- a. Identify coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary and postsecondary education to adequately prepare students to succeed in a specific postsecondary program;
- b. Identify opportunities for secondary students to participate in dual or concurrent enrollment programs or acquire postsecondary credit in other ways including articulation agreements; and
- c. Identify an industry-recognized credential or certificate at the secondary and/or postsecondary level, or a technical, associate or baccalaureate degree, for which students completing the program of study would be eligible.

Career Prep Required Documents

- a. *Form A: Additional Certification for Consortiums (Form ACC, page 32)*
- b. *The following must be on file at each of the colleges, and available upon request:*
 - 1. List of Council/Consortium member names and titles.
 - 2. Minutes from Council/Consortium meetings held in Fiscal Year 2017-18.
 - 3. Schedule of Council/Consortium meetings for Fiscal Year 2018-19.
 - 4. One (1) copy of each approved Partnership Project (if applicable) for Fiscal Year 2018-19.

2. Supporting Underserved Projects Purpose

Funding for this grant category must be used to provide or increase the availability of mental health services for students who are currently enrolled in a CTE program (reported through Client Reporting) and have completed six (6) or more program credits with a grade of C (2.0) or better.

Supporting Underserved Projects Funds Available & Additional Limitations

1. \$258,700 will be made available for Supporting Underserved Projects on an invitation only basis.
2. All mental health services must be administered by qualified providers.
3. Activities funded may *not* generate FTEs.

Supporting Underserved Projects Measurable Objectives

The measurable objectives expected of this grant would be reported in the following format:

- 1) **Measurable Objective 1:** Maintain/increase the number of students referred to mental health services who successfully complete 6 or more program credits with a GPA of 2.0 per semester.
- 2) **Measurable Objective 2:** Maintain/increase the number of students number of students referred to mental health services who are either retained or have graduated within the measurement period.
- 3) **Measurable Objective 3:** Maintain/increase the number of students referred to mental health services who are students of color, students with disabilities, students enrolled in a program nontraditional to their gender, single parents, displaced homemakers and veterans.
- 4) **Measurable Objective 4:** Maintain/increase awareness of mental health resources available on campus/in the community.

Supporting Underserved Projects Allowable Activities

Funds may be used for any one or more of the following allowable activities that support the measurable objectives:

1. Provide mental health services (provided by qualified providers) to students considered at-risk.
2. Provide comprehensive case management and/or advising services to students considered at-risk. These services may include wraparound student services, academic coaching, student alerts and interventions.
3. Provide and participate in professional learning opportunities designed to inform and reflect on best practices for serving students considered at-risk.

WTCS Contact Person(s):

Ann Westrich (608) 261-4588
Career Prep

Colleen Larsen (608) 266-3738
Supporting Underserved Projects

Form A: Additional Certification for Consortiums (Form ACC)

The intent of this form is to verify that each local secondary school has been informed of the intent of the Career Prep Funds. By checking the box you verify that the local contact has full support from Secondary School Administration for the use of Career Prep Funds. Please submit this form with your grant application. Feel free to make additional copies as needed.

| Participating Public High School | Local Secondary School District Contact | Administrative Verification for use of Career Prep Funds |
|----------------------------------|---|--|
| | | <input type="checkbox"/> Check the box to verify |
| | | <input type="checkbox"/> Check the box to verify |
| | | <input type="checkbox"/> Check the box to verify |
| | | <input type="checkbox"/> Check the box to verify |
| | | <input type="checkbox"/> Check the box to verify |
| | | <input type="checkbox"/> Check the box to verify |
| | | <input type="checkbox"/> Check the box to verify |
| | | <input type="checkbox"/> Check the box to verify |
| | | <input type="checkbox"/> Check the box to verify |

Student Success

Formula Funds

CFDA #84.048

Purpose

Grants in this category are awarded to provide *direct comprehensive student support services* designed to meet the needs of designated career and technical education students considered at-risk, which may include, but is not limited to, students with disabilities, students of color, military service members, first generation, etc.

Funds Available and Additional Limitations

1. \$4,508,344 will be available for these activities.
2. The college must expend at least fifty percent (50%) of its Basic Grant allocation for activities related to Student Success.
3. All (100%) of the local Maintenance of Effort (MOE) Funds shall be expended on allowable activities for career and technical education students considered at-risk. An eligible recipient must identify in its application an amount of local funds to be expended on allowable activities that is equal to the amount of local funds that were budgeted on Perkins activities in 2017-18.
4. Eligible recipients may partner with Community-Based Organizations (CBOs) that have a record of demonstrated effectiveness in providing student success services.
5. No funds will be awarded for the following activities: general outreach, recruitment events, pre-enrollment activities (unless the pre-enrollment activities are transition services for students with disabilities), financial aid services, occupational instruction, remedial instruction; curriculum development, testing fees, supplies, books, and/or materials.

Note: All career and technical education students, served under this funding priority are to be enrolled in at least six (6) career and technical education program credits of approved applied associate degree, one- and two-year technical diploma, and short term, (aid code 10, 30, 31, 32) courses during the course of the academic year, or *at least four (4) apprenticeship credits (aid code 50)*. Coursework in short-term (aid code 30) and collegiate transfer (aid code 20) courses may also be counted toward the six (6) credits if the courses would count towards completion of the student's allowable career and technical education program.

Measurable Objectives

Objectives should be related to improving the college's negotiated levels of performance for core Perkins performance indicators. Objectives for allowable activities #1 through #5 and #8 (below) are to improve the rates of technical and academic skill attainment, graduation, or retention for technical education courses, programs or groups of students. Objectives for allowable activities #6 and #7 are to improve the rates of job placement for selected technical education courses, programs, or groups of students.

Allowable Activities

Allowable activities for career and technical education students considered at-risk are not in priority order. Funds may only be used for one (1) or more of the following activities, but should be of significant size and scope to maintain or improve the college's core indicators of performance.

Allowable activities include:

1. Provide academic counseling and/or career services which may include personal, educational and career development support as well as proactive behavioral and crisis intervention services.
2. Provide comprehensive case management and/or advising services to students considered at-risk. These services may include wraparound student services, academic coaching, student alerts and interventions necessary for students considered at-risk to successfully complete their courses and/or program(s).
3. Provide specific targeted services based on student need such as financial literacy, career assessment and planning services, study skills workshops, and support groups to assist students considered at-risk to successfully complete their courses and/or programs.
4. Provide required accommodation services including, but not limited to, assistive technology, adaptive equipment, instructional aids, and devices and/or related services.
5. Provide individual and/or group tutoring conducted by staff, faculty and/or students.
6. Provide ongoing integrated career development services such as internships, service learning, mentoring job shadowing, and/or portfolio development.
7. Provide employment services and career counseling to facilitate the student's passage from technical education to employment, including job seeking skills instruction, job development, and placement activities.
8. Provide and participating in professional learning opportunities designed to inform and reflect on best practice for serving students considered at risk.

Students Considered At-Risk

Each college must use local data to identify and define the student populations whom are considered at-risk, and any evidentiary data used in this regard must be outlined in the grant application to show the correlation between the identified populations and the grant activities. Student populations that may be considered at-risk include, but are not limited to: students of color, students with disabilities, military service members, first generation students, economically disadvantaged students, etc.

WTCS Contact Person

Colleen Larsen (608) 266-3738

Promoting and Supporting High School to College Transitions for Career and Technical Education Students

Flex Funds
CFDA #84.048

Purpose

Grants in this category are awarded only for enhancing a high school student's technical and academic skills, providing opportunities for transition to postsecondary education, or the joint development of additional Rigorous Programs of Study (RPOS) by the college with one or more secondary partners. Funded activities should supplement the College's other existing efforts to improve high school to postsecondary transitions for secondary students as well as complement the districts Career Prep Reserve Grant.

Funds Available and Additional Limitations

1. No minimum allocation of funds has been established for this priority. The college may, at its discretion, identify and expend funds for this priority from the amount designated by the WTCS Board as the recipient's Flex Funds amount.
2. Program evaluation costs may be funded using administration.
3. Funds cannot be used to require any secondary student to choose or pursue a specific career path or major.
4. No individual can be mandated to participate in a career and technical education program, including a career and technical program that requires the attainment of a federally-funded skill level, standard, or certificate of mastery.

Measurable Objectives

An application for High School to College Transition funds should follow the pattern for the objectives identified below. **One or more** of the following objectives must be addressed through grant activities:

Measurable Objective 1: Maintain/increase the number of secondary education students who successfully complete, as a secondary school Career Prep student, courses that award postsecondary credit at the secondary level.

Measurable Objective 2: Maintain/increase the number of secondary Career Prep students who upon graduation from high school enroll in postsecondary education in the same field or major as the secondary student was enrolled at the secondary level.

Measurable Objective 3: Maintain/increase the awareness and use of the articulation option of Advanced Standing to all Career Prep students and or secondary educators.

Measurable Objective 4: Maintain/Increase awareness of Career Clusters, Programs of Study and Career Development in collaboration with K-12 partners, business and industry, CESA's, and other stakeholders.

Allowable Activities

Funds may be used for any one or more of the following allowable activities:

1. Develop and implement Rigorous Programs of Study. Rigorous Programs of Study with the use of these funds must align with the ten (10) components of the Rigorous Programs of Study Framework. Please reference the "Guide for Implementing Rigorous Programs of Study in Wisconsin." For more information: <https://www.wicareerpathways.org/ImplementationGuide>
2. Initiate career development in technical fields that include, but are not limited to, career fairs, tech camp support (where camps can be shown to aid in achievement of required objectives), and tours of technical colleges. Transportation costs can be included.
3. Purchase new software or internet-based applications that relate to the POS goals and Career Prep Outputs. Up to eight percent (8%) of the total grant funds awarded to each consortium may be used towards this purpose. Ongoing or annual renewal or program service fees such as fees for WIDS, WCIS, Career Locker, Bridges, and similar programs, are excluded for funding. Transportation expenses are allowable when necessary.
4. Defray direct costs associated with holding any necessary meetings to carry out collaborative activities including meals, breaks, and facility costs. Documentation of the relevance of the meeting (e.g., meeting agendas, minutes, and roster of attendance must be maintained by the grant recipient).
5. Fund payment for substitutes for any secondary/postsecondary instructor to enable the individual to participate in grant activities.
6. Continue curriculum development and/or revisions.
7. Purchase tools and/or supplies for staff development and related expenses, including room and equipment rentals.
8. Continue articulation agreement development; funds may be used to purchase text books for newly articulated courses, but cannot be used to replace text books currently being used by a secondary school. This would be deemed supplanting.
9. Support externships for staff and administration.
10. Fund Staff Summer Institute costs including stipends, registration, food and materials; but only when these activities can be shown to be in alignment with the purposes and required outputs of Career Prep.
11. Develop work-based learning opportunities for students.
12. Fund stipends for instructors and counselors to attend workshops or meetings.
13. Pay direct consortium meeting expenses.

WTCS Contact Person

Ann Westrich (608) 261-4588

Strengthening Career and Technical Education Programs

Formula Funds

CFDA #84.048

Purpose

Grants in this category are awarded only to improve the performance outputs of WTCS programs of significant size and scope that directly link to maintaining or improving Perkins IV Core Performance Indicators.

To begin the application process, colleges must obtain written approval from Julie Tyznik regarding your concept proposal, **which should include** the program name, program number, Perkins indicator(s) targeted, the number of years the grant has been focused on the program. This step should be completed by **December 8, 2017** and prior to planning grant activities.

Funds Available and Additional Limitations

1. \$1,803,338 will be available for these activities.
2. Funding for tribal colleges is allowed.
3. The college must expend at least twenty percent (20%) of its Basic State Grant allocation for activities related to strengthening career and technical education programs.
4. An application addressing more than one (1) program must have a separate budget for each program, but *only one (1)* Standard Financial Report - SFR 1. All of the budgets must be submitted with the application along with a total project budget. Each budget shall be identified with the same eleven (11)-digit application number used on the SFR 1.
5. Applications for funds to implement a multi-year improvement plan for a program and an indicator within that program will be approved based upon acceptable annual project and budget revisions as well as satisfactory prior year performance. Colleges are encouraged to fund the improvement plans for a sufficient timeframe to allow for improvements to impact one or more of the Perkins indicators.
6. Program evaluation costs may be funded using administration.
7. No remedial education is allowed.
8. No development of or improvement plans for short-term programs (aid code 30) or WTCS Pathway Certificates (aid code 61) are fundable.

Measurable Objectives

Measurable Objectives must include a numeric goal. Any project funded must directly impact one or more of the following Perkins Performance Indicators:

1P1 – Technical Skill Attainment
1P2 – Academic Skill Attainment
2P1 – Graduation
3P1 – Retention/Transfer

4P1 – Placement
5P1 – NTO Participation
5P2 – NTO Completion

For a description of the indicators: <http://mywtcs.wtcsystem.edu/grants/perkins-career/accountability>

Allowable Activities

Grant activities may include, but are not limited to, the following list:

1. Purchase, develop and/or integrate instructional materials, technology or software to provide the necessary knowledge and skills training for new or modified programs.
2. Modify curriculum for alternate delivery (e.g., accelerated and/or online delivery).
3. Provide professional learning opportunities for faculty and/or staff that support grant activities. Provide individual and/or group tutoring conducted by staff, faculty, and/or students.
4. Provide comprehensive case management and/or advising services to students. These services may include: wrap-around student services, academic coaching, student alerts, and interventions necessary for students to complete their course(s) and/or program(s).
5. Improve 1P2 Academic Skill Attainment must be tied to improvements in 2P1/3P1.

Additional Application Components

The following special instructions are in addition to the general instructions in Section 2 of this guidelines document.

18) Statement of Need

In addition to the *WTCS Grant Application Form (Perkins)* standard instructions for this application component, the following items must also be included in the Statement of Need:

1. A completed Outcome Summary Table (reference completed table and instructions below). *If you have questions or need assistance completing this table correctly, please contact Julie Tyznik prior to grant application submission.*
2. Local college program data and findings from actual Perkins performance data are required to support the need for funding.
3. Assure that the funding request justifies the increase in performance (e.g., does an improvement of ten percent (10%) resulting in two (2) additional students succeeding justify a cost of \$40,000?).
4. If the focus of an output or activity is course completion, identify the course(s). Additionally, identifying if students are failing, withdrawing, or getting incompletes in these courses.

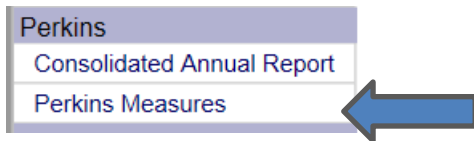
Completing the Outcome Summary Table

Outcome Summary Table – Complete one column for each Program

| | | | |
|-----------------------------------|--|--|--|
| Program Name | | | |
| Program Number | | | |
| Total Students 2017 | | | |
| Total Students 2016 | | | |
| Perkins Indicator to Improve | | | |
| Most Current Actual for Indicator | | | |
| Grants Goal for Indicator | | | |
| Potential Increase in Students | | | |
| Related Outcome and Activities | | | |
| Impact on College Level Indicator | | | |

How to find the data for the Outcome Summary Table:

Go to the portal <https://apps.wtcsystem.edu/wtcs-web/auth/loadHome.do> and choose:



From Portal:

Perkins Measures

Report Year: 2016 ▼

District: --All Districts ▼

Report Format: PDF
 Excel

Select Report: *Perkins Cohort List (Lookahead)
 *Perkins Measures Drill Down (*Excel only*) 1P1: Technical Skill Attainment ▼
 Perkins Measures 1P1: Technical Skill Attainment ▼
 Perkins Measures Summary by District
 Perkins Measures Summary by Program
 NTO Program Information

Program: All Program ▼
* Contains Confidential Information - (Only Your District)

Choose 2017 in the report year prompt, your college in the district prompt, Perkins Measures Summary by Program in the select reports prompt – Repeat this process for previous year (2016) for student numbers only.

Directions for updating the Outcome Summary Table:

Outcome Summary Table – Complete one column for each Program

| | | | |
|-----------------------------------|---|--|--|
| Program Name | Accounting | | |
| Program Number | 10-101-1 | | |
| Total Students 2016 | 52 | | |
| Total Students 2015 | 48 | | |
| Perkins Indicator to Improve | 1P1, 2P1/3P1 | | |
| Most Current Actual for Indicator | 1P1 - 64.00% 2P1/3P1 - 65.39% | | |
| Grants Goal for Indicator | 1P1 - 80.00% 2P1/3P1 - 80.00% | | |
| Potential Increase in Students | 1P1 - +~8 students 2P1/3P1 - +~7 students | | |
| Related Outcome and Activities | Enter appropriate outputs and activities from the grant | | |
| Impact on College Level Indicator | 1P2 +~ 0.89% 2P1/3P1 +~0.72% | | |

Perkins Measures Summary by Program report outcome

| Program/Indicator | Achieved Measure Numerator | Total Students Denominator | Percent Achieving |
|--------------------------------------|----------------------------|----------------------------|-------------------|
| 10-101-1 Accounting | | | |
| 1P1: TECHNICAL SKILL ATTAINMENT | 36 | 51 | 70.59% |
| 1P2: ACADEMIC SKILL ATTAINMENT | 32 | 50 | 64.00% |
| 2P1: DEGREE OR CREDENTIAL ATTAINMENT | 15 | 52 | 28.85% |
| 3P1: RETENTION/TRANSFER | 18 | 52 | 36.54% |
| 4P1: POSTSECONDARY PLACEMENT | 23 | 24 | 95.83% |

- Provide Program Name and Program Number
- The “Total Students Denominator” for 2P1 is the number needed for the Total Students in the table
- Identify the indicator(s) you want to improve (In the example, you may want to work on 1P2, 2P1/3P1)
- From the portal report enter the “Percent Achieving” values of 1P2 – 64.00% and 2P1/3P1 – 65.39% (40.23% + 34.36%)
- Enter your Grant goal for each indicator identified.
 - For 1P2 – the goal is 80%,
 - Use the “Total Students Denominator” of 1P2, multiply by 80%. (51 X 80% = 40.8)
 - Subtract the “Achieved Measure Numerator” of 32. (40.8 - 32 = ~8)

- If the activities for 1P2 do everything you planned, the increase could be around 8 additional students meeting the measure. This is an estimate.
- Do the same process for each indicator(s) you want to improve

For the impact on college level indicator:

- Go to the portal, and now choose the **Perkins Measures Summary by District** report (example below)
 - For 1P2 – add the 8 potential students to the “Achieved Measure Numerator” $8+486 = 494$
 - Divide 494 by 900 “Total Students Denominator” = 54.89%
 - Subtract 54.00% the “Percent Achieving”
 $54.89\% - 54.00\% = 0.89\%$ The outcome and activities could improve your college indicator by .89%
- Do the same process for each indicator(s) you want to improve

| Program/Indicator | Achieved Measure Numerator | Total Students Denominator | Percent Achieving |
|--------------------------------------|-----------------------------------|-----------------------------------|--------------------------|
| 1P1: TECHNICAL SKILL ATTAINMENT | 735 | 948 | 77.53% |
| 1P2: ACADEMIC SKILL ATTAINMENT | 486 | 900 | 54.00% |
| 2P1: DEGREE OR CREDENTIAL ATTAINMENT | 391 | 972 | 40.23% |
| 3P1: RETENTION/TRANSFER | 334 | 972 | 34.36% |

WTCS Contact Person

Julie Tyznik (608) 261-6538

Assuring Access and Participation in Nontraditional Occupations (NTO) Training and Employment

Formula Funds

CFDA #84.048

Purpose

Grants in this category are awarded only to provide services to retain students in nontraditional career and technical education programs and to provide career awareness, career development, and pre-technical activities to support the enrollment of students in nontraditional postsecondary career and technical education programs (See Definitions.) Services may be provided to potential NTO students who are not yet enrolled; however, the expectation of such activities is that the college will see an increase in NTO enrollments.

Funds Available and Additional Limitations

1. \$450,834 will be available for these activities.
2. The college must expend at least five percent (5%) of its Basic State Grant allocation for activities related to NTO, increasing NTO enrollment and completion.
3. The college may, at its discretion, identify and expend additional funds from the amount designated by the WTCS Board as the recipient's Flexible Funds amount. An eligible recipient may not request more funds than the applicant is eligible to receive under the Act defined formula (see Planning Amounts).
4. If an applicant proposes to conduct enrollment activities for high school age students, *the application must* describe the partners by title that will cooperate in conducting these activities and applicants must attach minutes or a summary of input of the meeting of this partners group with the application.
5. Emergency dependent care and transportation are allowable.

Identifying Programs Which Are Nontraditional for Males and Females

A program is identified as NTO based upon a comparison of the Classification of Instructional Program (CIP) Code to the Standard Occupational Classification (SOC) Code as is associated with national employment data. A Report which lists NTO programs for your college can be accessed via the WTCS Portal at:

<http://mywtcs.wtcsystem.edu/data-systems-grp/wtcs-portal>.

Once inside the Portal, see Perkins on the left sidebar. Under Perkins, select NTO Program Information.

Measurable Objectives

1. Increase the enrollment of students in NTO programs. (5P1)
2. Increase NTO program completion rates. (5P2)

Allowable Activities

For each activity, describe methods to be used and quantifiable expectations such as number of students served or specific and measurable objectives.

1. Assist potential students to explore nontraditional careers by providing pre-technical and/or career courses or workshops.
2. Assist potential students to select nontraditional occupational programs of study by providing career guidance, advising, academic counseling, and/or transition services
3. Develop educational materials to support nontraditional career exploration and and/or to promote nontraditional student services.
4. Provide case management.
5. Increase the participation of students in NTO programs as a result of coordinated planning activities that support the transition and enrollment of students from high school NTO career and technical education programs to college. (*What is the transition/enrollment goal?*)

Note: While not all science, technology, engineering and math (STEM) career and technical education (CTE) related programs are nontraditional, a very high percentage of them are. Efforts may focus on STEM and STEM- related programs, by engaging in any of the above activities.

6. Provide and/or coordinating professional development for faculty and staff related to best practices and strategies.
7. Provide mentoring or e-mentoring services.
8. Provide referrals to internal as well as to community-based support services.
9. Coordinate support groups or some equivalent relative to the needs of current students. Supplies are allowable.
10. Coordinate with college career and employment services to create special programs or services for students seeking employment in nontraditional fields.
11. Provide and participate in professional learning opportunities designed to inform and reflect on best practices for serving students who are enrolled in nontraditional career and technical education programs.

Refer to your college's data regarding the effectiveness of your retention strategies and/or the National Alliance for Partnership in Equity publication, *Nontraditional Career Preparation: Root Causes and Strategies*. See the following web site for more information: <http://www.napequity.org/root>

Methods for Distributing Emergency Payments

Direct Payments for Emergency Dependent Care and Transportation Assistance

Direct payments may only be made for emergency dependent care and transportation.

1. Describe how participant eligibility for receipt of direct emergency payments will be made and the method the applicant will use to determine whether or not a participant is an eligible participant.
2. Describe the process the applicant intends to use to select eligible participants to receive direct emergency payments and the amount each participant will receive.
3. Identify who or what agency will be the recipient of the direct emergency payment(s); e.g., the participant, applicant, or etc.

WTCS Contact Person

Karen Showers (608) 267-9458

Criminal Offenders Program

Targeted Funds

CFDA #84.048

Purpose

Grants in this category are awarded only through the Wisconsin Department of Corrections (DOC), designated as the agency that administers career and technical education occupational programs for those incarcerated in correctional institutions in Wisconsin.

Funds Available and Additional Limitations

1. \$115,300 will be available for these purposes.
2. An application may only be submitted by the Wisconsin Department of Corrections.
3. No Local Plan updates are required to be eligible for these funds.

Allowable Activities

Funds may be used for any one or more of the following allowable activities:

1. Provide career and technical education occupational programs under the contracts with the WTCS colleges for both men and women who are incarcerated.
2. Establish new career and technical education occupational programs in correctional facilities.
3. Establish career and technical education occupational programs including apprenticeship, which are based on labor market projections of future employment so that inmates shall receive training for new, emerging, nontraditional and changing occupations.
4. Provide professional learning opportunities for staff regarding the use of WIDS for CTE programming.
5. Purchase of major and minor equipment to meet and/or maintain parity in career and technical education occupational programs that pertains to occupations the inmates are preparing to enter after release.
6. Coordinate career and technical education delivery of services, in cooperation with other Perkins eligible recipients, including the Technical Colleges, for inmates before and after their release.

WTCS Contact Person

Peggy Meyers (608) 266-3738

Section 2 - Grant Application Process and Related Information

This section contains: copies of the required forms needed to apply for Perkins IV funds, instructions on the application process, instructions on reporting grant activities/accomplishments/funding levels, a glossary of terms & definitions, and WTCS contact information.

How to Apply For Perkins IV Funds

Grant Application Submission

Applicants **must** submit their application **no later than 4 p.m. on January 11, 2018**. Late applications will not be accepted. It is recommended that applicants submit their grant application **three to five days** in advance of the deadline. The System Office requires an ***electronic submission only***, no paper copies. Applications must be submitted in PDF format and sent to grants@wtcsystem.edu by the application deadline.

Application Requirements:

Each grant application (**one PDF document**) must consist of the following components and be compiled in the following order by the application deadline.

- 1) WTCS Grant Application Form (PERKINS);
- 2) Budget
- 3) Standard Financial Report (SFR-1)
- 4) Attachments required by the grant category guidelines:

This file should be named with the 11-digit grant project number followed by an underscore and the date of submission (Example: **15-301-146-129_1.18.18**). The first **five** (5) digits of the project number must not be duplicated.

All forms be found at: [WTCS Grant Application Forms](#).

Application Review and Scoring

The WTCS Office coordinates the application review process. A panel of reviewers, composed of qualified and professional individuals selected for their experience in the fields, will review the applications based on the criteria in the application.

WTCS staff develops recommendations for the Wisconsin Technical College System Board (WTCSB) to take one (1) of three (3) actions on all grant applications: (1) approved, (2) approved with revisions, or (3) disapproved. The WTCS President and Vice Presidents review these recommendations. The WTCS President provides final recommendations to the WTCS Board for final approval. Applicants will receive official notification of the grant award(s) status from WTCS staff.

Reference the MyWTCS website to view category rubrics. <http://mywtcs.wtcsystem.edu/grants/grant-application-forms>.

Appeal Procedures

Applicants may request an administrative hearing to review the decision of the WTCSB with respect to an application for Perkins funds. This hearing is not intended to review the merits of the grant proposal, but to determine whether the review process was conducted in a fair and equitable manner for all grant proposals in the category for which an appeal is requested. The request **must be** made in writing and **must be** submitted to the President of the Wisconsin Technical College System (WTCS) within thirty (30) days of WTCSB action. The request must identify the action for which the hearing is desired. All written communications should be addressed to President, Wisconsin Technical College System (WTCS), 4622 University Avenue, P.O. Box 7874, Madison, WI 53707-7874.

Within thirty (30) days of receipt of a request for an administrative hearing, the President of the WTCS will appoint a hearing examiner and hold a hearing on the appeal. The hearing will be recorded and minutes or a transcript will be provided on request. Within ten (10) days of the administrative hearing, the applicant petitioner will be informed in writing of the action taken on its appeal and related reasons. A more complete description of the WTCS Board's procedures and requirements for holding an administrative hearing are detailed in Ch. TCS 4 of the Wisconsin Administrative Code and Ch. 227 of the Wisconsin Statutes.

Revising a Funded Application

After receiving a grant award, applicants may find their circumstances require a change to the grant. Grant recipients **should discuss changes** with the appropriate WTCS grant manager(s) **prior** to submitting a formal revision, if one is required.

A revision **must be** submitted if the project budget changes within a budget line by **20 percent or more**.

Sometimes, costs of budgeted items change even though there are no changes to outputs and/or activities. If the change is **less than** 20 percent in the receiving line item, **no approval is required**; however, recipients are **strongly encouraged** to notify the WTCS grant manager(s) of the changes by e-mail.

To prepare and submit a revision follow the procedures below:

- 1) Update the **WTCS Grant Application Form (Perkins)**.
- 2) Enter current date.
- 3) Select **YES** for entry #4 on the form.
- 4) Make changes to the grant application narrative, Budget and/or Standard Financial Report (SFR) as necessary.
- 5) **DO NOT DELETE any text**, instead - **underline** new text and **strikethrough** existing text that is no longer applicable.
- 6) Do not include attachments.
- 7) Submit an electronic copy of each **entire** revised application as **one PDF document**.
- 8) Include a short description on what the revision pertains to in the body of the email.

Revisions should be e-mailed to grants@wtcssystem.edu. Name the e-mail attachment using the original file naming structure, revision number and date. For example, **01-567-124-197R1_4.3.18**. Subsequent revisions for the same project number should end in **R2, R3**, etc.

All revisions, budgets and grants **must** be discussed with and **approved by** the System Office grant manager(s) prior to being submitted to grants@wtcssystem.edu. All formal revisions must be approved by WTCS prior to implementation. Recipients are notified of an approved revision/modification by e-mail.

Carl D. Perkins Career and Technical Education Act of 2006 Planned Funds Available for 2018-19

P.L. 109-270

Title I, Part A

Section 112(a)(1) Basic Grant

| | | |
|-------------------|---|--------------------|
| 1. | Strengthening CTE Programs (Formula Allocation) | \$1,803,338 |
| 2. | Student Success (Formula Allocation) | \$4,508,344 |
| 3. | NTO (Formula) | \$450,834 |
| 4. | Flex Funds | \$2,254,172 |
| 5. | Reserve Funds | \$946,300 |
| Total Basic Grant | | <u>\$9,962,988</u> |

Section 112(a)(2) State Leadership Funds

| | | |
|----|---------------------------------|-----------|
| 1. | Programs for Criminal Offenders | \$115,300 |
|----|---------------------------------|-----------|

A. The chart on the next page lists each eligible recipient's Title I, Basic Grant planning amounts. These planning amounts apply to Strengthening CTE Programs, Student Success, NTO, and Flex Funds. The Title I, Reserve Grant planning amount is also listed.

1. Each eligible recipient or consortium shall be eligible to receive an amount of available funds equal to their percentage of the total number of Pell and Bureau of Indian Affairs grants recipients for the most recently completed fiscal year. Recipients must be enrolled in programs meeting the definition of technical education programs in the preceding fiscal year.

Example: Technical College X has 7.5% of the total number of Pell/BIA recipients. Therefore, they receive 7.5% of allocated funds.

- B. Title I funds not used by eligible recipients or consortia and funds not applied for will be carried over and reallocated in subsequent fiscal years according to the Title I, Basic Grant formula.

- C. In order to receive their allotted funds, eligible recipients or consortia must submit an updated four-year local plan and applications for funds to the WTCS Board according to the procedures described in these Guidelines.

**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006
FY 2018-19 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 | 2,131 | 6.27% | \$282,673 | \$113,069 | \$28,267 | \$141,337 | \$565,346 | \$525,700 |
| Western | 1,658 | 4.88% | \$220,007 | \$88,003 | \$22,001 | \$110,004 | \$440,015 | \$454,700 |
| Southwest | 754 | 2.22% | \$100,085 | \$40,034 | \$10,009 | \$50,043 | \$200,171 | \$165,400 |
| Madison | 2,063 | 6.07% | \$273,656 | \$109,463 | \$27,366 | \$136,828 | \$547,313 | \$515,700 |
| Blackhawk | 1,366 | 4.02% | \$181,235 | \$72,494 | \$18,124 | \$90,618 | \$362,471 | \$257,400 |
| Gateway | 3,261 | 9.60% | \$432,801 | \$173,120 | \$43,280 | \$216,401 | \$865,602 | \$461,300 |
| Waukesha | 1,626 | 4.79% | \$215,950 | \$86,380 | \$21,595 | \$107,975 | \$431,900 | \$193,800 |
| Milwaukee | 6,700 | 19.72% | \$889,045 | \$355,618 | \$88,904 | \$444,523 | \$1,778,090 | \$1,286,000 |
| Moraine Park | 1,232 | 3.63% | \$163,653 | \$65,461 | \$16,365 | \$81,826 | \$327,305 | \$238,900 |
| Lakeshore | 1,009 | 2.97% | \$133,898 | \$53,559 | \$13,390 | \$66,949 | \$267,796 | \$182,600 |
| Fox Valley | 2,587 | 7.61% | \$343,085 | \$137,234 | \$34,308 | \$171,542 | \$686,169 | \$339,700 |
| Northeast | 3,457 | 10.18% | \$458,949 | \$183,580 | \$45,895 | \$229,475 | \$917,899 | \$336,300 |
| Mid-State | 1,469 | 4.32% | \$194,760 | \$77,904 | \$19,476 | \$97,380 | \$389,520 | \$230,000 |
| Northcentral | 2,017 | 5.94% | \$267,796 | \$107,118 | \$26,780 | \$133,898 | \$535,592 | \$365,700 |
| Nicolet | 421 | 1.24% | \$55,903 | \$22,361 | \$5,590 | \$27,952 | \$111,806 | \$139,000 |
| Indianhead | 1,400 | 4.12% | \$185,744 | \$74,298 | \$18,574 | \$92,872 | \$371,488 | \$445,100 |
| Lac Courte Oreilles | 116 | 0.34% | \$15,330 | \$6,133 | \$1,533 | \$7,662 | \$30,658 | \$0 |
| Menominee Nation | 707 | 2.08% | \$93,774 | \$37,509 | \$9,377 | \$46,887 | \$187,547 | \$0 |
| Total | 33,974 | 100.00% | \$4,508,344 | \$1,803,338 | \$450,834 | \$2,254,172 | \$9,016,688 | \$6,137,300 |
| * Based on FY17 reported Pell/BIA recipient counts. | | | | | | | | |
| ** These figures reflect the FY2018 grant awarded funding level for the Perkins Act. | | | | | | | | |
| *** This figure reflects the applicant's planned FY18 maintenance of effort amount. | | | | | | | | |

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006
Reserve Fund
FY 2018-19 Career Prep Grant Planning Amounts

| WTC | # LEAs | % LEAs | \$/LEAs | # 10th Graders | % 10th Graders | \$/10th Graders | Formula \$ | Base Funding | Total Allocation |
|--|---------------|-----------------|------------------|-----------------------|-----------------------|------------------------|-------------------|---------------------|-------------------------|
| Blackhawk | 13 | 3.351% | \$4,818 | 2,526 | 3.832% | \$5,510 | \$10,328 | \$25,000 | \$35,328 |
| Chippewa Valley | 35 | 9.021% | \$12,972 | 3,259 | 4.943% | \$7,109 | \$20,081 | \$25,000 | \$45,081 |
| Fox Valley | 27 | 6.959% | \$10,007 | 5,497 | 8.338% | \$11,990 | \$21,997 | \$25,000 | \$46,997 |
| Gateway | 15 | 3.866% | \$5,559 | 5,806 | 8.807% | \$12,664 | \$18,223 | \$25,000 | \$43,223 |
| Lakeshore | 14 | 3.608% | \$5,189 | 2,324 | 3.525% | \$5,069 | \$10,258 | \$25,000 | \$35,258 |
| Madison | 42 | 10.825% | \$15,566 | 8,437 | 12.798% | \$18,405 | \$33,971 | \$25,000 | \$58,971 |
| Mid-State | 12 | 3.093% | \$4,447 | 1,770 | 2.685% | \$3,861 | \$8,308 | \$25,000 | \$33,308 |
| Milwaukee | 26 | 6.701% | \$9,636 | 11,294 | 17.131% | \$24,635 | \$34,271 | \$25,000 | \$59,271 |
| Moraine Park | 22 | 5.670% | \$8,154 | 3,417 | 5.183% | \$7,453 | \$15,607 | \$25,000 | \$40,607 |
| Nicolet | 13 | 3.351% | \$4,818 | 912 | 1.383% | \$1,989 | \$6,807 | \$25,000 | \$31,807 |
| Northcentral | 23 | 5.928% | \$8,524 | 2,699 | 4.094% | \$5,887 | \$14,411 | \$25,000 | \$39,411 |
| Northeast | 33 | 8.505% | \$12,230 | 4,879 | 7.401% | \$10,642 | \$22,872 | \$25,000 | \$47,872 |
| Southwest | 30 | 7.732% | \$11,119 | 1,331 | 2.019% | \$2,903 | \$14,022 | \$25,000 | \$39,022 |
| Waukesha | 13 | 3.351% | \$4,818 | 5,244 | 7.954% | \$11,438 | \$16,256 | \$25,000 | \$41,256 |
| Western | 26 | 6.701% | \$9,636 | 2,789 | 4.231% | \$6,083 | \$15,719 | \$25,000 | \$40,719 |
| WI Indianhead | 44 | 11.340% | \$16,307 | 3,742 | 5.676% | \$8,162 | \$24,469 | \$25,000 | \$49,469 |
| Totals | 388 | 100.000% | \$143,800 | 65,926 | 100.000% | \$143,800 | \$287,600 | \$400,000 | \$687,600 |
| <p>Formula allocation amounts are determined on the basis of a) the number of 10th grade students enrolled in high school within the Wisconsin Technical College District, and b) the number of secondary schools within the Wisconsin Technical College District.</p> | | | | | | | | | |
| <p>These figures reflect the estimated fiscal year 2019 grant award levels for the Perkins Act.</p> | | | | | | | | | |

Glossary of Terms

Administration: Non-instructional activities of a grant necessary and reasonable for the proper and efficient management of a grant, including the supervision of project activities, coordination, and administrative support. Administration does not include curriculum development activities, personnel development, or research activities. Administrative costs encompass both direct charges allocable to the specific grant and allocable indirect charges. Any cost, indirect or direct, that supports the management of the grant is administrative in nature.

Apprenticeship: A structured program of work-based training for skilled occupations determined to be apprenticeable by the Department of Workforce Development (DWD-BAS) or the federal USDOL (Department of Labor) Office of Apprenticeship (USDOL-OA). Apprenticeship combines structured on-the-job learning under the supervision of experienced (journey) workers with related classroom instruction. Apprentices are full-time workers, sponsored by employers, employer associations, or labor/management groups that hire and train to industry standards described in a multi-party agreement overseen by DWD-BAS. WTCS colleges provide the related instruction portion of apprenticeship programs. Standalone apprentice-related instruction is designated as Aid Code 50, also known as paid related instruction (PRI).

Apprenticeship Training Program: means a program registered with the Department of Labor or the state apprenticeship agency (WI Department of Workforce Development, Bureau of Apprenticeship Standards) in accordance with the Act or August 16, 1837, known as the National Apprenticeship Act, which is conducted or sponsored by an employer, a group of employers, or a joint apprenticeship committee representing both employers and a union, and which contains all terms and conditions for the qualification, recruitment, selection, employment, and training of apprentices.

Assistive Technology Device: Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. [20 U.S.C. Chapter 33, Section 1401 (25)].

At-Risk: is an umbrella term to describe groups of students that the college has determined to be underperforming and not succeeding at the same level as “all students”. They include “traditional” special population groups as well as students in early alert system, students of color, First Generation College, online learners, etc.

Benchmark: refers to the districts expected level of performance negotiated with the WTC System Staff to meet Perkins IV performance requirements.

Career and Technical Education (CTE): means organized educational activities that offer a sequence of courses to provide individuals with the academic and technical knowledge and skills the individual needs to prepare for further education and for careers (other than careers requiring a baccalaureate, master’s or doctoral degree) in current or emerging employment sectors; and include competency-based applied learning that contributes to the academic

knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills of an individual.

Career Clusters: An organizing tool defining education for post-secondary education and careers using broad clusters of occupations and pathways with validated standards that ensure opportunities for all students regardless of their career goals and interests. Career Clusters are groupings of occupations and industries.

Career Guidance and Counseling: means those programs that (a) pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision making, placement skills, and knowledge and understanding of local, state, and national occupational, educational, and labor market needs, trends, and opportunities, and (b) assist them in making and implementing informed educational and occupational choices.

Career Pathways: A series of connected educational programs, training strategies, and related support services that enable individuals to secure industry-relevant certification, obtain employment within an occupational area, and advance to higher levels of future education and/or employment within a targeted occupational area.

Career Pathway Bridge: Helps adults in need of basic skills or English Language Learning succeed in a career pathway. Bridges consist of courses that link basic skills development with occupational skills development and accelerate the transition from pre-college to college level work.

Career Prep: The goal of the State's Career Prep program is to promote and support high school to college transitions for career and technical education students. Career Prep initiatives should be enhancing a high school student's technical and academic skills and providing opportunities for transition to post-secondary education or into the workforce. As a nationwide career development system, Career Prep provides students with a planned program of study which incorporates academic and career-related articulated courses between secondary and post-secondary education.

Career Prep Student: is defined as (a) any student who earns at least one WTCS college Associates Degree or Technical Diploma credit through Youth Options, Youth Apprenticeship, or a Sec. 38.14 Transcribed Credit Contract or while attending a Wisconsin high school, or (b) any student who is awarded an Associate's Degree or Technical Diploma credit(s) through an Advanced Standing agreement established between a Wisconsin technical college and a Wisconsin high school.

Career Specialty: refers to preparation for specific credentials or occupations. Knowledge and skill statements for curriculum at this level are created by industry standards and verified by business and industry representatives.

Case Management: A process used to identify, manage and verify (if necessary) specific activities of each individual participating in programs to ensure attainment of program goals.

Client Reporting: One of three main computer databases used by the WTCS Office to manage student and course activities and the activities of the grants provided to the 16 Wisconsin Technical Colleges.

Cohort is a group of students that have completed their first 12 credits in a program or 8 credits for apprenticeship and assigned to the “cohort” for that particular year. This group of students is tracked for three years and their outputs are reported for college and WTCS accountability.

Community-Based Organization (CBO): A private, non-profit organization of demonstrated effectiveness which is representative of communities (or significant segments of communities) and which provides job training services. It can also be defined as an organization of demonstrated effectiveness serving non-reservation Indians (including the National Urban Indian Council), as well as Tribal governments and Native Alaskan groups.

Concentrator: students who enrolled in a threshold level of technical education. In Wisconsin this is a student who has accumulated at least 12 credits (8 credits for Apprenticeship) and through the Client Reporting System is enrolled in a 10, 31, 32, or 50 programs. To find the 12 credits (8 credits for Apprenticeship) we will look in the current year as well as two previous years. Concentrators are the student group used to measure indicators 1P1, 1P2, 2P1, 3P1, and 4P1.

Cooperative Educational Service Agency (CESA): is regional agencies created by the Wisconsin Legislature to "serve educational needs in all areas of Wisconsin by serving as a link between school districts and between school districts and the state. Cooperative Educational Service Agencies may facilitate communication and cooperation among all public and private schools, agencies and organizations that provide services to pupils" (Wisconsin State Statute, Chapter 116, 1883). There are 12 regional CESA offices in the state.

Core Academic Subject: within the WTCS includes math, reading, communications, science, and social studies. These subjects can be the basis for an entire course or integrated with occupational and technical courses.

Core Indicator: refers to the seven Perkins Performance indicators that have been established by and negotiated with the Department of Education, see [Accountability](#) section for more detail.

Correctional Institution: Any prison; jail; reformatory; work farm; detention center; or halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

Curriculum Materials: Instructional and related or supportive material, including materials using advanced learning technology in any occupational field which is designed to strengthen the academic foundation and prepare individuals for employment at the entry level or to upgrade occupational competencies of those previously or presently employed in any occupational field, and appropriate counseling and guidance material.

Department of Public Instruction (DPI): is the state agency that advances public education and libraries in Wisconsin. The department is headed by the State Superintendent of Public

Instruction, a nonpartisan, constitutional officer elected every four years. The agency was created in 1848, the year Wisconsin attained statehood, when the state constitution provided for the establishment of local school districts and a free education for all children in the state.

Disability Services: means a coordinated set of activities and accommodations for students with disabilities who qualify under the Americans with Disabilities Act of 1890. The services are to assist the student to achieve their career and technical education goal. The services and accommodations are provided for compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

Diversity: Diversity encompasses an array of experience 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 experience. Diversity services focus on addressing the specific needs of students that identify as members of historically under-represented and/or under-served populations as defined by federal, state, and local law.

Displaced Homemakers: are individuals who have worked in the home for a substantial number of years providing unpaid household services for family members and who: (1) Is not gainfully employed, including being unemployed or underemployed, and has difficulty in securing employment; and (2) Has been dependent on the income of another household member but is no longer supported by such income; or (3) Has been dependent on public assistance but is no longer eligible for such assistance or who may be terminated from such assistance; or (4) Is the parent of a minor child(ren) supported by public assistance or spousal support but whose children are within two years of reaching their maturity.

Economically Disadvantaged Family or Individual: families or individuals who are determined by the Secretary to be low-income according to the latest available data from the Department of Commerce.

English Language Learning (ELL): A program of instruction designed to 1) help eligible individuals who are English language learners achieve competence in reading, writing, and speaking the English language; 2) aid eligible individuals in the attainment of a secondary school diploma or its recognized equivalent; 3) transition eligible individuals to postsecondary education and training or employment.

Flex Funds: refers to the funding allocated to allow colleges to target Perkins IV funds to areas of greatest need. The colleges may choose to allocate up to twenty five (25%) of its formula funds to any of the four (4) priorities established by the WTCS Board for use of postsecondary Perkins IV funding in the State Plan. The WTCS Board's intention is that colleges will target their Flex funding to support activities the colleges have determined through their Perkins IV planning process as most likely to result in improve performance on the core performance indicators.

Formula Grants: A proportional allocation for a technical college that may vary from year to year because of changing circumstances within the defined criteria.

High Demand: is current or predicted shortage of workers needed to fill the employment demands of industry in an occupational area that meets a critical societal need and supports jobs which are high skill/high wage and requires more than on-the-job training.

High Skill Program: means a program offered by an eligible recipient who requires specialized postsecondary technical training and offers a recognized validation of skill attainment or credential.

High Wage Program: means a program offered by an eligible recipient whose employed-related graduates have been earning entry-level wages whose median is at or above the median entry-level wage earned by all graduates of all of the recipient's occupational programs.

Individuals with Disabilities: means any individual with any disability as defined in section 3(2) of the Americans With Disabilities Act of 1890 which includes any individual who has a physical or mental impairment that substantially limits one or more of the major life activities of that individual; has a record of an impairment; or is regarded as having an impairment. Disability categories include mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired persons, or persons with specific learning disabilities.

Maintenance of Effort: The term "Maintenance of Effort," often shortened to "MOE," refers to the requirement placed upon many federally funded grant programs that the State Education Agency (SEA) and Local Education Agencies (LEA) demonstrate that the level of state and local funding remains relatively constant from year to year.

Military Service Member: A person who has served or is serving on active duty under honorable conditions in the U.S. armed forces, in forces incorporated as part of the U.S. armed forces, in the National Guard, or in a reserve component of the U.S. armed forces

Modification: A change in a project's spending such that funds will be shifted between budget line items, resulting in less than a 20 percent (20%) change in the receiving line item. The WTCS grant category manager(s) must be notified of modifications with an e-mail. If the change is more than 20 percent (20%) in the receiving line item, see Revision definition.

Nontraditional Program: A program that has been identified by the WTCS office using a crosswalk table of Department of Education CIP codes and Department of Labor SOC codes as preparing students for an occupation that is classified as nontraditional for one gender.

Nontraditional Student: A student that has taken at least one credit course and is reported as enrolled in a program that has been designated by the WTC System Office as preparing students for careers in that are nontraditional for their gender.

Nontraditional Training and Employment: Occupations or fields of work, including careers in technology, and other emerging high skill occupations for which individuals from one gender comprise less than 25 percent (25%) of the individuals employed in each such occupation or field of work.

Postsecondary Career Prep Student: A student who (A) has completed the secondary education component of a career prep program; and (B) has enrolled in the postsecondary education component of a career prep program at an institution of higher education.

Programs of Study: A sequence of instruction (based on recommended standards and knowledge and skills) consisting of coursework, co-curricular activities, work-site learning, service learning, and other learning experiences. This sequence of instruction provides preparation for a career. Local teams made up of all stakeholders involved should be part of the development of Programs of Study.

QRP (Quality Review Process): A group of indicator used for benchmarking and to evaluate WTCS program health.

Retention: The number of WTCS students, who have not graduated and are enrolled at any postsecondary institution, at the time of the Perkins 3rd year measurement.

Revision: A change in a project's spending such that funds will be shifted between budget line items, resulting in an increase of 20 percent (20%) or more in the receiving line item. The WTCS grant manager(s) must be notified of and approve all revisions by submitting a formal grant revision. If the change is less than a 20 percent (20%) change in the receiving line item, see Modification definition.

Rigorous Program of Study (RPOS): An articulated sequence of instruction incorporating the ten (10) critical component framework developed by OVAE; connecting the work done as a secondary student in a high school leading to corresponding coursework at a post-secondary institution. This framework identifies a system of ten (10) components that, taken together, support the development and implementation of effective Rigorous Programs of Study.
<http://cte.ed.gov/nationalinitiatives/rposdesignframework.cfm>

Sequential Course of Study: An integrated series of courses which are directly related to the educational and occupational skills preparation of individuals for jobs, or preparation for postsecondary education.

Single Parent: An individual who is unmarried or legally separated from a spouse, is pregnant, or has a minor child or children for which the parent has either custody or joint custody.

Special Population Students: Individuals with disabilities, individuals who are economically disadvantaged; individuals preparing for nontraditional training and employment; single parents, including single pregnant women; displaced homemakers; and individuals who are Limited English Proficient.

State Funds: A source of revenue from the State of Wisconsin distributed through grant awards to technical colleges or community-based organizations. Grants funded by general purpose revenue (GPR) or program revenue (PR) have defined statutory purposes and typically are for a one year period.

State Plan: The activities of federal grants are managed through Wisconsin's State Plan. The federally approved plan describes the distribution of funds in Wisconsin and how they will be administered to comply with federal regulations.

Student of Color: A member of any of the following groups: 1) American Indian or Alaskan Native; 2) Asian; 3) Black or African American; 4) Hispanic or Latino; 5) Native Hawaiian or other Pacific Islander; or 6) two or more races.

Technical Skills Attainment: A summative assessment that objectively measures the achievement of program outputs by students to ensure graduates have the technical skills needed by employers. The assessments will be linked to industry standards and meet state criteria including validity, reliability, and fairness. All assessments are approved by the WTC System Office and implemented by districts.

Transition Services for Students with Disabilities: A coordinated set of activities designed within an-output-oriented postsecondary approved programs-process which promotes movement from secondary education or the community to postsecondary approved programs or from postsecondary programs to related employment. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's disabilities, preferences and interests.

Tutoring Services/Academic Coaching: Activities with regard to content area in which staff or peer tutors provide instructional assistance with regard to specific lessons or questions. These activities do not constitute a course enrollment and do not generate FTEs.

Youth Apprenticeship Program: A work-based learning program registered with the Department of Workforce Development (DWD) Bureau of Workforce Training that provides structured occupational experience for high school students who are at least 16 years of age/junior status.

WTCS WIDS Repository: Formerly known as Curriculum Bank, this is a WTCS online site (<https://wtcsystem.wids.org>) for development of and sharing of WIDS-based curriculum projects. In many grant categories there is a requirement that identified curriculum products be developed in WIDS and then posted to the WTCS WIDS Repository so that other colleges and partners may have access to them. More detailed information is available in the specific grant guidelines and/or from the grant manager(s).

WTCS Contact Persons

If questions arise concerning the preparation of applications or with project management, please contact your grant manager. Provided below is a comprehensive list of WTCS System Office contacts.

| | | |
|--|---|----------------|
| Applications, Revisions and Triannual Reports | grants@wtcsystem.edu | |
| Assuring Access and Participation in Non-Traditional Occupational (NTO) Training and Employment | Karen Showers karen.showers@wtcsystem.edu | (608) 267-9458 |
| Audit Information | Michelle Rudman michelle.rudman@wtcsystem.edu | (608) 266-1433 |
| Audit Information and Client Reporting System | Mike Carney carneym@wtcsystem.edu | (608) 266-0021 |
| | Anna Richter anna.richter@wtcsystem.edu | (608) 267-2485 |
| Criminal Offenders | Peggy Meyers peggy.meyers@wtcsystem.edu | (608) 267-9684 |
| Fiscal Information and Budget Revisions | Troy Brown troy.brown@wtcsystem.edu | (608) 266-7573 |
| Local Performance Improvement Plan | Julie Tyznik julie.tyznik@wtcsystem.edu | (608) 261-6538 |
| Local Perkins IV Plan | Julie Tyznik julie.tyznik@wtcsystem.edu | (608) 261-6538 |
| Performance Measures | Julie Tyznik julie.tyznik@wtcsystem.edu | (608) 261-6538 |
| Promoting and Supporting High School to College Transitions for CTE Students | Ann Westrich ann.westrich@wtcsystem.edu | (608) 261-4588 |
| Reserve Fund – Supporting Underserved Projects | Colleen Larsen colleen.larsen@wtcsystem.edu | (608) 266-3738 |
| Reserve Fund – Career Prep | Ann Westrich ann.westrich@wtcsystem.edu | (608) 261-4588 |
| Strengthening Career and Technical Education Programs | Julie Tyznik julie.tyznik@wtcsystem.edu | (608) 261-6538 |

The Wisconsin Technical College System (WTCS) is in compliance with state and federal equal opportunity and affirmative action laws and regulations including Title VII of the 1864 Civil Rights Act, the Age Discrimination in Employment Act as amended, Title VI of the 1864 Civil Rights Act, the Equal Pay Act of 1863 as amended, Title IX of the 1872 Education Amendments, Section 504 of the 1873 Rehabilitation Act, the Wisconsin Fair Employment Law, the Office of Civil Rights Vocational Education Program Guidelines for the Elimination of Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap, the Americans with Disabilities Act, and other applicable state or federal legislation. It is the policy of the WTCS not to discriminate by reason of age, race, creed, color, disability, marital status, sex, national origin, ancestry, sexual orientation, arrest record, conviction record, membership in the national guard, state defense force or any other reserve component of the military forces of the United States, or this state or use or nonuse of lawful products off the employer's premises during nonworking hours. Inquiries regarding equal opportunity may be directed to the Wisconsin Technical College System, P.O. Box 7874, Madison, Wisconsin 53707-7874; telephone (608) 266-1766 or Telecommunications Device for the Deaf (TDD) (608) 267-2483. Web site: <http://mywtcs.wtcsystem.edu>
