



**Perkins V
Strengthening
Career and Technical
Education for the
21st Century
2021-22
Grant Guidelines**

Applications are due [December 11, 2020](#)

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Section 1 - Grant Category Descriptions and Policies

Overview

The Strengthening Career and Technical Education for the 21st Century Act (H.R. 2353) was passed in July 2018 and is referred to as Perkins V. The Wisconsin Technical College System (WTCS) Board approved the FY2020-23 State plan in January 2020. These grant guidelines apply to the program year of July 1, 2021 – June 30, 2022.

The purpose of Perkins V is to develop more fully academic and technical knowledge and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study by:

1. Building on the efforts of states and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or in demand occupations in current or emerging occupations;
2. Promoting the development of services and activities that integrate rigorous and challenging academic and 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;
4. Conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs and programs of study, 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;
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; and
8. Increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of the foster care system, and homeless individuals.

Perkins Applications are due by [December 11, 2020](#)

Local Coordination

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

Eligibility

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

Eligible recipients submitted a two (2)-year comprehensive local needs assessment in spring 2019 (due every other year) along with a four (4)-year plan submitted in 2019 outlining activities for closing achievement gaps for expanded special populations and other underserved student groups as well as continuous improvement of all performance indicators. If the college misses the performance level of any indicator by five percent (5%), the college must submit an improvement plan regarding the missed indicator(s). The continuous improvement plan will outline appropriate adjustments to reach the planned performance level. An approved plan is required for funding.

By accepting Perkins V 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, applications can only be considered for approval if they 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 WTCS-administered grants must report course enrollment information using the Client Reporting System.

Enrolled students receiving two or more hour of services must be reported in Client Reporting. There are a number of grant activities, such as high school to college transition and career prep, that are not to be reported in the Client Reporting System. **However, the outcomes of all activities will be reported in narrative form via the submission of Triannual Reports.**

The [Client Reporting Manual](#) was 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 WTCS Administrative Services Coordinator Anna Richter at 608-267-2485 or anna.richter@wtcsystem.edu.

Grant Suspension and Termination

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

Suspension

- WTCS-Initiated Suspension - WTCS staff 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 resolve the reason(s) for the suspension. No funds shall be spent or reimbursed during the suspension. WTCS staff will provide written notice of the end of the suspension to the recipient.
- Grant Recipient-Initiated Suspension – If a grant recipient needs to temporarily suspend 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 suspension together with an effective date, and an anticipated grant reinstatement date, if applicable. Any unspent funds (including encumbrances where the service date has not yet occurred) will not be reimbursed by WTCS. Any expended funds not reimbursed by the suspension date must be requested within 30 days after the suspension date.

Termination

- WTCS-Initiated Termination – If a suspended grant does not come into compliance, the grant will be terminated by WTCS. WTCS staff will provide written notice of the termination to the recipient. The notice will state the reason(s) for the termination and an effective date. Any unspent funds (including encumbrances where the service date has not yet occurred) will not be reimbursed by WTCS. Any expended funds not reimbursed by the termination date must be requested within 30 days after the termination date.
- Grant Recipient-Initiated Termination – If a grant recipient intends 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 WTCS. Any expended funds not reimbursed by the termination date must be requested within 30 days after the termination date.

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

Copyrights

When material eligible for copyright protection is developed with WTCS-administered Perkins IV grant funds, an applicant is free to copyright the materials or permit others to do so; however, the U.S. Department of Education and WTCS retains an irrevocable right to reproduce, publish or otherwise use the work for their respective purposes.

Product Request Authority

All Perkins V grant recipients must comply with any and all requests made by WTCS staff for printed or electronic products created using Perkins grant funding.

Grant applications must state that curriculum developed with Perkins funding will be uploaded in the Worldwide Instructional Design System (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 (Non-procurement).
- 2 CFR Part 3485 - Non-procurement 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:

- Percentage of the total cost of the project which will be financed with federal money; and
- Dollar amount of federal funds awarded to the project; and
- 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 \$12.6 million in Basic Grant funds under Perkins V for the postsecondary career and technical education program in 2021-22. 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 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 V funding for the postsecondary portion of the Title I Basic Grant. As required by Perkins V, 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 16 technical colleges and two tribal colleges. As permitted by Perkins V, the WTCS Board will reserve fifteen percent (15%) of these formula funds for eligible postsecondary recipients to fund the Reserve Fund category.

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

- Strengthening Career and Technical Education Programs; and
- Student Success; and
- Supporting Access and Completion in Nontraditional Occupational Training and Employment; and
- 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 2021-22, the WTCS Board will require each eligible recipient to expend at least

- Twenty percent (20%) for activities related to Strengthening Career and Technical Education Programs; and
- Fifty percent (50%) for activities related to Student Success; and
- Five percent (5%) for activities related to Supporting Access and Completion in Nontraditional Occupational Training and Employment. **Strengthening Career and Technical Education Programs and Student Success funds can also be used to support Nontraditional Occupational Training and Employment beyond the designated five percent (5%).**

To maintain flexibility for colleges to target Perkins V 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 V 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 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

WTCS provides grant information and the Client Reporting System User Guide on-line. Check the grant home page regularly for new or updated information: <http://mywtcs.wtcsystem.edu/grants>.

The Client Reporting Manual is also on-line: <http://mywtcs.wtcsystem.edu/data-systems-grp/data-system-manuals/client-reporting-system>

Questions regarding grants, applications and guidelines should be directed to the WTCS Grants Manager via email at grants@wtcsystem.edu.

Perkins Project Numbers List

Category	Appropriation/Purpose
Reserve Funds – Career Prep	150-212
Reserve Funds - Capacity Building for Equity and Inclusion in CTE	150-222
Student Success	150-232
Promoting & Supporting High School to College Transitions for CTE Students	150-242
Strengthening Career and Technical Education Programs	150-252
Supporting Access and Completion in Nontraditional Occupations (NTO) Training and Employment	150-262

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

The main purpose of Perkins grant funding is to increase learner access to high-quality career and technical education programs, and the WTCS Perkins grant guidelines help ensure fair and accurate performance measurement across standard Perkins indicators and equitable availability of educational curriculum and resources. Furthermore, the Wisconsin Technical College System is committed to increasing positive student outcomes through an integrated, equity-focused approach, the importance of which is outlined in the [WTCS System-wide Equity Report](#) (2018).

It is to be expected that each college has different needs and opportunities requiring consideration throughout the process of integrating equity on a large scale and closing gaps in service based on student population and need (Perkins V, ACTE Publication, page 133). While each college's efforts are unique, there are several uniform grant requirements that all Perkins grant categories must follow. Those components are outlined in this section, and any additional grant components, limitations, exceptions, etc. are listed within each individual grant category section.

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, and Wisconsin tribal colleges, 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/tribal college.
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. Equipment (purchase or lease) may be funded if 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.
10. All hospitality costs (i.e. food, drink) must be in compliance with the WTCS Working Meeting Policy ([Appendix A](#)).

Perkins Applications

WTCS has moved to a new E-Grant system called the Wisconsin Technical College System (WTCS) Apply Portal. Each grant category will have a separate application. Training will be offered on access and how to use the WTCS Apply Portal before applications are due.

Data Collection and Reports

All applicants shall comply with WTCS data submission requirements in the timeframe required. Reporting requirements are as follows:

1. Client Reporting requirements apply to all grant categories serving **enrolled** students receiving two (2) or more hours of service (it **does not apply** to individuals served in the High School to College Transition and Career Prep Grants).
2. Grantee requirements for **Client Reporting** include:
 - a. Complying with the established WTCS Client Reporting requirements;
 - b. Monitoring data continuously; **and**
 - c. Submitting data **as required**.Reference the Client Reporting System 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, 2021
 - b. **Second term Triannual Report** (November 1 – February 28) must be received on or before March 15, 2022
 - c. **Third term Triannual Report** (March 1 – June 30) must be received on or before November 1, 2022

Triannual Reports should be submitted electronically through the Wisconsin Technical College System (WTCS) Apply Portal.

Perkins Performance

The WTCS Board has established with the U.S. Department of Education the required Core Indicators of Performance for postsecondary eligible recipients, in accordance with Perkins V 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 with a renewed focus on equity and closing achievement gaps 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 V. Individual college levels may be higher or lower.

Purpose

The purpose of performance accountability is to assess the effectiveness of the state and the college 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 sound research practices, will improve data-based decision-making regarding grant funding.

Performance Expectations

Each Wisconsin technical college district and Tribal college must:

1. meet or exceed their local performance targets; and
2. design local evaluation methods that provide feedback regarding progress toward attaining the required performance levels; and
3. integrate all indicators and proposed levels into the grant applications and future Local Needs Assessments.

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

Goals for all Indicators

Goals for Expanded Special Population Group Students

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

Goals for Racial/Ethnic Underserved Students

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

Core Indicators of Performance

Cohort Measurement Group: All Indicators are calculated using cohorts of students enrolled in applied associate degrees, short-term, one- or two-year technical diplomas, WTCS pathway certificates or apprenticeship programs (aid code 10, 30, 31, 32, 50, or 61).

For programs with 12 or more credits each student that reaches a twelve (12) credit threshold in a Career and Technical Education program in one academic year or four (4) credits in apprenticeship within one year will be included as a concentrator in the cohort of students measured in the calculation. For all WTCS pathway certificates as well as short-term or apprenticeship programs with fewer than twelve (12) credits, students that complete and receive the credential will be included as a concentrator in the cohort of students in the calculation. For reporting, the WTCS tracks a cohort of concentrator students for a 3-year window with a 1-year lag to assess post-graduation placement.

Note: The students in a cohort measurement group are all students enrolled in applied associate degrees, short-term, one- and two-year technical diplomas, WTCS pathway certificates and apprenticeship programs, not just grant funding supported students.

Currently there are three (3) federally reportable indicators.

1P1 – Post Program Placement

WTCS Performance Targets

Indicator	FY 2020	FY 2021	FY 2022	FY 2023
1P1 Post-Program Placement	90.59%	90.59%	90.59%	90.59%

Numerator: Number of cohort students who have completed a program (aid code 10, 30, 31, 32, 50 and 61) within three years AND meet one of these four requirements six months after program completion:

- continued education within the WTCS,
- continued education at another postsecondary institution
- are employed based on DWD UI wage data or graduate outcomes survey results

Denominator: number of cohort students who completed a program (aid code 10, 30, 31, 32, 50 and 61) within three years.

2P1 – Credential Attainment

WTCS Performance Targets

Indicator	FY 2020	FY 2021	FY 2022	FY 2023
2P1 Credential Attainment	67.14%	67.86%	68.47%	69.14%

Numerator: number of cohort students who have completed a program (aid code 10, 30, 31, 32, 50 and 61) within three years.

Denominator: number of students within the cohort.

3P1 Non-Traditional Occupations (NTO) Concentration

WTCS Performance Targets

Indicator	FY 2020	FY 2021	FY 2022	FY 2023
3P1 NTO Program Concentrations	13.83%	14.03%	14.23%	14.43%

Numerator: number of cohort students who in their first program year are (1) a female enrolled in programs in male-dominated fields (e.g. welding) or (2) a male enrolled in programs in female-dominated fields (e.g. nursing).

Denominator: number of cohort students who are enrolled in NTO-designated programs in their first cohort year AND have identified as male or female as submitted through Client Reporting.

There will be three additional state indicators coming next year to support the federally reported indicators, they will be academic (general education) course completion, technical course completion, and second year retention.

Not Meeting Performance Levels

Failure by the college to satisfy the performance levels will result in the System Office requiring the college to develop and submit an Improvement Plan that includes an analysis of the performance disparities or gaps identified by the Perkins Portal reports or Dashboard and restructure the use of grant funds to target activities designed to enable the college to reach the performance levels. *If the college fails to satisfy the performance level by 90 percent (90%) for a single indicator for three (3) years in a row, WTCS may after notice and opportunity for a hearing, withhold from the technical or tribal college all or a portion of their allocation.*

Local Performance Improvement Plan

Submission Requirements – The Improvement Plan Template can be found in MyWTCS

1. List the indicator missed by five percent (5%) or more as identified on your Perkins Report Card; and
2. Identify the challenge related to the under-performance of the indicator. This could include programs, courses and/or student groups contributing to the challenge.
3. The data that identifies the program(s), course(s), or student group(s) contributing to the challenge.
4. Specific actions the college will take to address the challenge.
5. Document how at least one (1) Perkins grant will support improvements needed to improve the indicator.

Year 1 Not Meeting a Performance Level for an Indicator

If the college fails to satisfy their performance level for an indicator, the college must develop and implement a program improvement plan that includes an analysis of the disparities or gaps in performance and actions that will be taken to address such gaps in consultation with local stakeholders. 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 credential attainment 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 credential attainment. 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 attendance at the tutoring sessions to pass the identified courses and continue to credential attainment.

Year 2 Not Meeting a Performance Level for an Indicator

If the college fails to satisfy their performance level for the same indicator for a second year, the college must provide additional evidence of 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 their performance level by 90 percent (90%) for the same indicator a third (3) year, WTCS may increase intervention and technical assistance, and after notice and opportunity for a hearing, withhold from the technical or tribal college all or a portion of their allocation.

Reporting

Annually, the WTCS Office will evaluate the performance levels for each college and produce a performance report (Perkins Report Card) based upon the data submitted to the Client Reporting System. The Perkins Report Card will provide the information for each indicator, analyzing the need for an improvement plan based upon targets set for the overall student performance or special population, race/ethnicity group and indicating whether the college has satisfied the performance level for that indicator.

In accordance with Perkins V, the WTCS Office will post the performance reports for each college on the WTCS website annually in the fall of each year.

Local Perkins Plan - FY 2020-24

The current plan will remain in effect until June 2024. The next Local Perkins Plans are due December 2023 to take effect July 1, 2024.

Comprehensive Local Needs Assessment FY 2021-22

The Comprehensive Local Needs Assessments will be due in 2021. We are currently updating the information for this needs assessment and will provide guidance, technical assistance, and the needs assessment document.

Perkins Grant Categories

Reserve Fund

Request for Proposals

CFDA #84.048

Reserve Fund Overall Purpose

Section 112(c)(1) of the Perkins Act authorizes the WTCS Board to set aside fifteen percent (15%) 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 Capacity Building for Equity and Inclusion in Career and Technical Education. Proposals for Reserve grants will be accepted from each technical college.

1. Career Prep Purpose

This component provides funds to enable colleges, in collaboration with secondary schools, to develop Programs of Study 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 carry out activities that engage students in career exploration and postsecondary options. When designing activities aligned with the Career Prep outcomes, consider closing the achievement gap for all students to enhance participation and completion.

Funded efforts should support secondary/postsecondary priority initiatives such as implementing secondary/postsecondary 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 locally and with a regional perspective. In addition, College and Career Ready initiatives as well as Academic and Career Planning activities (ACP) are acceptable. All 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. \$800,000 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 can be used for the participation of private school personnel in professional development programs supported by the Act to the extent practical and **upon written request**. In addition, local school districts must consult with representatives of non-profit private schools in the area, **upon written request**, regarding programs, including programs of study. Local school districts may then use Perkins funds to provide for this participation. The local private school who intends to partner with their local technical college must submit their **written request** to the college's Career Prep Coordinator.

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.

Goals

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

Goal 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.

Goal 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.

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

Goal 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 Goals.

- Develop and implement Rigorous Programs of Study that include all ten (10) components of the framework or Programs of Study which would include two or more of the ten (10) components. Please reference the “Guide for Implementing Rigorous Programs of Study in Wisconsin” for more information, see: <https://dpi.wi.gov/sites/default/files/imce/cte/pdf/posguide.pdf>.
- 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.
- Purchase new software or internet-based applications that relate to the POS goals and Career Prep Outcomes. Up to eight percent (8%) of the total grant funds awarded to each consortium may be used for this purpose. Ongoing or annual renewal or program service fees, such as fees for WIDS, Bridges, or career development programs, are excluded.
- Transportation expenses are allowable when necessary.
- 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.
- Fund payment for substitutes for any secondary/postsecondary instructor to enable the individual to participate in grant activities.
- Continue curriculum development and/or revisions.
- Purchase tools or supplies for staff development and related expenses, including room and equipment rentals.
- Continue articulation agreement development; funds may be used to purchase text or online books for newly articulated courses, they cannot be used to replace textbooks currently being used by a secondary school. This would be deemed supplanting.
- Support externships for staff and administration.
- 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.
- Develop work-based learning opportunities for students.
- Fund stipends for instructors and counselors to attend workshops or meetings.
- 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

Form A: Additional Certification for Consortiums (Form ACC, page 23)

*The following must be on file at each of the colleges, and **available upon request***

- List of Council/Consortium member names and titles.
- Minutes from Council/Consortium meetings held in Fiscal Year 2020-21.
- Schedule of Council/Consortium meetings for Fiscal Year 2021-22.
- One (1) copy of each approved Partnership Project (if applicable) for Fiscal Year 2021-22.

WTCS Contact:

Ann Westrich - ann.westrich@wtcsystem.edu

2. Capacity Building for Equity and Inclusion in Career and Technical Education Purpose

Grant funds in this category are to support colleges in addressing equity gaps for students as noted in the [WTCS System-wide Equity Report](#) (2018) Including:

- Identifying equity gaps in student and employee data (FY 2019-2020)
- Reviewing and addressing missing data points that are important for an accurate understanding of equity at the institution (FY 2020-2021)
- Institutionalizing a culture of equity and inclusion that is maintained by planning, resource allocation, and the expectation that equity and inclusion are the work of each employee at the college (ongoing)
- Supporting efforts outlined in college strategic/equity plans focused on greater institutional inclusion (ongoing)

Funds are also available for increasing credential attainment specifically for underrepresented populations in accordance with the [60 Forward Postsecondary Attainment Goal](#).

All WTCS colleges have disparities in student outcomes identified by Perkins data reports. Colleges have different needs and opportunities in closing those gaps based on student population and need (Perkins V, ACTE Publication, page 133). As a result, funds will be allocated to all 16 WTCS colleges based on analysis of:

- College needs in closing gaps in program completion across student groups (including but not limited to students with and without disabilities, students of color, students with and without an economic disadvantage) and,
- Increasing credential attainment (based on the postsecondary attainment rates of the WI counties within a college district).

Capacity Building for Equity and Inclusion Funds Available & Additional Limitations

1. \$792,862 will be made available for this grant. See "[Total Allocation](#)" per college.
2. Activities funded may not generate FTEs.
3. Funds should be focused on making sustainable cross-college changes that build a foundation for equity and inclusion.
4. Colleges should consider sustainability options for each activity.
5. Funds may not be used for direct student services or instruction.
6. All grant activities must be tied to identified equity gaps through an analysis of your college data.
7. To build capacity systemwide, colleges are asked to share created resources and content from this grant (e.g., professional development guides) with other colleges.

Capacity Building for Equity and Inclusion Deliverables

The measurable objectives expected of this grant include:

- Continue to summarize findings from institutional data sources related to college-wide gaps and needs around equity and inclusion. Examples of data sources include the Community College Survey of Student Engagement (CCSSE), Survey of Entering Student Engagement (SENSE), Ruffalo Noel Levitz Student Satisfaction Survey (SSI), campus-wide climate surveys, internal focus groups, etc. Use the template ([Appendix B](#)) to provide your summary and analysis.
- Perkins Equity team participates in the Comprehensive Local Needs Assessment process. Based upon the findings, update short-term and long-term goals from the local equity report plan.
- Share challenges and progress with regards to institutional equity and inclusion in at least one public forum such as district board meetings, advisory committees, System-Called Meetings, WTCS Student Success Summit, C3 Conference, Assessment Conference, Common Ground or other settings.

Capacity Building for Equity and Inclusion Allowable Activities

Examples of allowable activities include but are not limited to the following.

- Collect and analyze data relative to Perkins special populations, students experiencing gaps in success outcomes and staffing (e.g., retention and recruitment metrics) as part of the Perkins V required comprehensive local needs assessment.
 - For example, climate surveys, focus groups, exit interviews with staff who are leaving the college, follow-up interviews/surveys with students who have left the college, etc.
- Improve processes for diversifying recruitment, retention and training of Career and Technical Education faculty, specialized instructional support personnel, paraprofessional, career guidance and academic counselors including individuals in groups underrepresented in such professions.
 - For example, affinity groups, mentorship programs, building community partnerships, bias training for interview committees, improving onboarding processes, etc.
- Develop and deliver in-house training programs on equity and inclusion.
- Provide professional learning for faculty, staff, administrators to address strategies to impact equity gaps.
- Develop a communication plan for sharing your institutional equity work with your college community. Create/implement communication strategies for case-making with faculty, staff, trustees, advisory committees, secondary partners and employer groups regarding the importance of diversity, equity and inclusion to support economic development and employment.
- Implement Universal Design for Learning principles across programs and courses.
- Update and improve content across the college (e.g., course content, student resources, library resources, open educational resources, etc.) to be more inclusive of diverse perspectives and identities.
- Build capacity for equity in internet access (e.g., Wi-Fi hotspots) and accessibility of online content.
- Purchasing software/programs/apps that help promote diversity, equity and inclusion across the college (e.g., apps that detect bias in writing to help inform college content and recruitment of new staff, accessibility software integration for the LMS, etc.).

WTCS Contacts:

Colleen Larsen - colleen.larsen@wtcsystem.edu

Hilary Barker - hilary.barker@wtcsystem.edu

Stephanie Glynn - stephanie.glynn@wtcsystem.edu

Form A: Career Prep 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 in the WTCS Apply Portal. 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
		<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 student populations experiencing gaps in student success outcomes which may include, but is not limited to, students with disabilities, students of color, military service members, economically disadvantaged students and first-generation students.

Funds Available and Additional Limitations

1. \$4,763,111 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. One hundred percent (100%) of the local Maintenance of Effort (MOE) Funds shall be expended on allowable activities for career and technical education students. 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 2020-21.
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 three (3) career and technical education program credits of approved applied associate degree, one- and two-year technical diploma, short term diploma and WTCS Pathway Certificate, (aid code 10, 30, 31, 32) courses during the course of the academic year, or at least two (2) apprenticeship credits (aid code 50). Coursework in collegiate transfer (aid code 20) courses may also be counted toward the three (3) 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 #6 and #8 (below) are to improve the rates of technical and academic course completion, graduation, or retention where there are gaps present by course, program or student demographic. Objectives for allowable activity #7 is to improve the rates of job placement for selected technical education programs, or groups of students.

Allowable Activities

Allowable activities for career and technical education students experiencing gaps in student success outcomes are not in priority order. All activities should be of significant size and scope to maintain or improve the college's core indicators of performance.

Examples of allowable activities include but are not limited to the following:

- academic counseling and/or career services which may include personal, educational and career development support as well as proactive behavioral and crisis intervention services
- comprehensive case management and/or advising services to students identified as experiencing gaps in success outcomes, which may include wraparound student services, academic coaching, student alerts and interventions necessary for students to successfully complete their courses and/or program(s)
- specific targeted services based on student need, such as financial literacy, career assessment and planning services, mentoring, job shadowing, internships, service-learning, study skills workshops, and support groups to assist identified students to successfully complete their courses and/or programs
- required accommodation services including but not limited to assistive technology, adaptive equipment, instructional aids, and devices, captioning services, or application of Universal Design for Learning (UDL) principles
- software/technology/infrastructure to meet student needs in online environments
- individual and/or group tutoring conducted by staff, faculty and/or students.
- 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
- professional learning opportunities designed to inform and reflect on best practice for serving underrepresented students

Student Success Data Chart – Identifying Equity Gaps

Instructions for completing the chart are as follows:

1. Complete the Student Success Grant Data Chart (below) using the Perkins Data Dashboard and include with your grant application as an attachment.
2. Equity gaps are identified by comparing 2P1 rates for each demographic group to the rate for All Students in row one.
3. The target column only needs to be filled out for populations with gaps
4. Colleges may add additional rows to include populations of interest for the local area

The chart template will be available in the WTCS Apply Portal.

Student Success Grant Data Chart – Identifying Equity Gaps

Specific Perkins V Indicator Performance and Equity Gaps for 2P1: Credential Attainment

Population	Number of students in the 2018 Cohort (2P1 denominator)	2018 Cohort 2P1 Credential Attainment	Equity Gap (difference between all students and group)	College Target for Cohort 2022 (only for populations with gaps >6%)
2020 GRAND TOTAL				
All Students				
Male				
Female				
American Indian or Alaska Native				
Asian				
Black or African American				
Hispanic/Latino				
Native Hawaiian/Other Pacific Islander				
White				
Two or More Races				
Unknown				
Individuals with Disabilities (ADA)				
Economically Disadvantaged				
Single Parents				
Out-of-Workforce				
Limited English Proficiency				
Add additional groups fit to college demographics				

To fill out this table, please use the WTCS Perkins Dashboard. Technical assistance and training will be provided once the dashboard is published (likely late summer 2020).

1. For the first column (Number of students in the 2018 Cohort), navigate to the ‘Student Populations’ page. Select 2018 for the ‘Cohort Year’ and your district within the ‘District’ filter. Then, fill in the 2P1 denominator numbers in the first column of this table. This is the number of students in your 2018 cohort.
2. For the second column (2018 Cohort 2P1 Credential attainment), remain on the ‘Student Populations’ page with the same filters from step 1. Then, fill in the 2P1 Credential Attainment percentages in the second column of this table.
3. For the third column (Equity Gap), navigate to the ‘Closing Gaps’ page. Select the ‘2P1 Credential Attainment’ in the indicator filter and your district within the ‘District’ filter. Then using your pointer, hover over each line for the ‘2018’ year. A pop-up tooltip will appear and includes a ‘2P1 gap’ in a percentage for each sub-population. These values can be added to the third column of this table.

4. For the fourth column (College Target for Cohort 2022 which will be reported to the Department of Education in 2024-25), please provide your college's goals for sub-populations that are experiencing significant equity gaps within your district. These sub-population goals for 2P1 Credential Attainment are available within your college's Local Perkins Plan. This plan was submitted to the WTCS office in December 2019. Please include those goals here. Note, that your college will not have a goal for each sub-population, just for the populations with large equity gaps (more than six percent (6%) gap in credential attainment).

When the table is complete, use the information to guide each measurable objective and activity chosen to promote continuous improvement and address these gaps.

WTCS Contact:

Colleen Larsen - colleen.larsen@wtcsystem.edu

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 skill, providing opportunities for transition to postsecondary education, or the joint development of additional Programs of Study (POS) 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. When looking to create activities for these efforts, consider closing the achievement gap for all students allowing for greater participation and completion.

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.

Goals

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

Goal 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.

Goal 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.

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

Goal 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

- Develop and implement Rigorous Programs of Study that include all ten (10) components of the framework or Programs of Study which would include two or more of the ten (10) components. Please reference the "Guide for Implementing Rigorous Programs of Study in Wisconsin" for more information, see: <https://dpi.wi.gov/sites/default/files/imce/cte/pdf/posguide.pdf>.
- 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.
- Purchase new software or internet-based applications that relate to the POS goals and Career Prep Outcomes. 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, Bridges, and Career Development programs, are excluded.
- Transportation expenses are allowable when necessary.
- 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.
- Fund payment for substitutes for any secondary/postsecondary instructor to enable the individual to participate in grant activities.
- Continue curriculum development and/or revisions.
- Purchase tools and/or supplies for staff development and related expenses, including room and equipment rentals.
- Continue articulation agreement development; funds may be used to purchase text or online books for newly articulated courses, they cannot be used to replace textbooks currently being used by a secondary school. This would be deemed supplanting.
- Support externships for staff and administration.
- 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.
- Develop work-based learning opportunities for students.
- Fund stipends for instructors and counselors to attend workshops or meetings.
- Pay direct consortium meeting expenses.

WTCS Contact:

Ann Westrich - ann.westrich@wtcsystem.edu

Strengthening Career and Technical Education Programs

Formula Funds

CFDA #84.048

Purpose

Grants in this category are awarded only to improve the performance outcomes of WTCS programs of significant size and scope that directly link to maintaining or improving Perkins V 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. This step should be completed by **November 20, 2020** and prior to planning grant activities.

Funds Available and Additional Limitations

1. \$1,905,244 will be available for these activities.
2. 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.
3. 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.
4. 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.
5. Program evaluation costs may be funded using administration.
6. No remedial education or hospitality costs are allowed.

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 – Post-Program Placement

2P1 – Credential Attainment

3P1 – NTO Program Concentration

4P1 - Academic Course Completion

5P1 - Technical Course Completion

6P1 - Second Year Retention

Allowable Activities

Grant activities may include, but are not limited to:

- purchasing, develop and/or integrate instructional materials, technology or software to provide the necessary knowledge and skills training for new or modified programs.
- modifying curriculum for alternate delivery (e.g., accelerated and/or online delivery, Open Educational Resources).
- providing professional learning opportunities for faculty and/or staff that support grant activities.
- providing individual and/or group tutoring conducted by staff, faculty, and/or students.
- providing comprehensive case management and/or advising services to students, which may include wrap-around student services, academic coaching, student alerts, and interventions necessary for students to complete their course(s) and/or program(s).
- activities that improve Academic and Technical Course Completion should be tied to improving credential attainment (2P1).

Outcome Summary Table

Instructions for completing the table are as follows:

1. Complete the Outcome Summary Table (below) using the Perkins Data Dashboard.
2. Local college program data and findings from actual Perkins performance data are required to support the need for funding.
3. Assure that the increase in performance justifies the funding request (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 outcome or activity is course completion, identify the course(s). Additionally, identifying if students are failing, withdrawing, or getting incompletes in these courses.

The table template will be available in the WTCS Apply Portal.

Completing the Outcome Summary Table

Outcome Summary Table – Complete one column for each Program

Program Name	Accounting
Program Number	10-101-1
Total Students in program 2018	93
Perkins Indicator to Improve	2P1
• Most Current Actual for Indicator	34.41%
Grants Goal for Indicator	44.41%
Grants Goal for subpopulation(s) (optional)	44.91%
Additional students meeting measure	~9

1. To provide the Outcome Summary Table information, use the WTCS Perkins Dashboard.
2. Navigate to the 'Program Assessment' page. Within the filter prompts, select cohort '2018', your district, and the programs you plan to strengthen.

3. Provide the Program Name and Number
4. Provide the number of students in the program by entering the number under the percentage for the 2P1 indicator for the corresponding program
5. Identify the indicator(s) you want to improve (1P1 through 6P1). In the example, you may want to work on 2P1
6. Provide the most current value for the indicator by entering the percentage for the indicator of your choosing for the corresponding program
7. Enter your Grant goal for each indicator identified.
 - a. In this example, the goal for 2P1 is 44.41%,
 - i. Step 1: Calculate the number of students who would need to achieve the indicator in the program to meet the goal. To do this use the “2P1 Denominator” and multiply by the goal, 44.41% (93 x 44.41% = ~41).
 - ii. Step 2: Calculate the number of students who have actually achieved the indicator by multiplying the 2P1 indicator percentage by the 2P1 denominator (34.41% x 93 = 32).
 - iii. Step 3: Subtract this number of students who achieve the indicator from the number in Step 1 (41 – 32 = ~9).
 - b. If the activities for 2P1 do everything you planned, the increase could be around 9 additional students meeting the measure. This is an estimate.
8. Follow the same process for each indicator you want to improve.

How to find the data for the Outcome Summary Table: This information will be available with the new WTCS Perkins Dashboard. Once available (likely late summer 2020), technical assistance will be provided for pulling these data.

WTCS Contact:

Julie Tyznik - julie.tyznik@wtcsystem.edu

Supporting Access and Completion of Nontraditional Occupations (NTO) Training and Employment

Formula Funds

CFDA #84.048

Purpose

Grants in this category are awarded to provide services to recruit and retain students in nontraditional (NTO) career and technical education programs. 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). As well as provide services to support NTO enrolled students to attain a credential of fewer than 12 credits or the completion of 12 credits with a grade of 2.0 or better within one academic year to work toward earning a credential of 12 or more credits.

Funds Available and Additional Limitations

1. \$476,311 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, retention 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. Emergency dependent care and transportation assistance are allowable. Dependent care and transportation related costs are allowable to assist individuals in accessing career development activities that provide exposure to and support for nontraditional careers.

Identifying Programs Which Are Nontraditional for Males and Females

A program is identified as NTO based on 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 that lists NTO programs for your college can be accessed here: <http://mywtcs.wtcsystem.edu/data-systems-grp/wtcs-portal>.

At this link, see Perkins on the left sidebar. Under Perkins, select NTO Program Information.

Goals

- Increase the enrollment of students in NTO programs.
- Increase the percent of NTO students who successfully complete (with C or better) 12 credits or complete an NTO program with fewer than 12 credits.
- Close gaps in 3P1 – NTO concentration (e.g., single parents, female students).

Allowable Activities

Examples of allowable activities include but are not limited to the following.

- Assist potential students (middle school through adult populations is permissible) to explore nontraditional careers by providing pre-technical and/or career courses or workshops and hands-on career exploration experiences.
- Assist potential students to select nontraditional occupational programs of study by providing career guidance, advising, academic counseling, and/or transition services
- Develop educational materials to support nontraditional career exploration and and/or to promote nontraditional student services.
- Provide case management.

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.

- Provide and/or coordinate professional development for faculty and staff related to best practices and strategies.
- Provide mentoring or e-mentoring services.
- Provide referrals to internal as well as to community-based support services.
- Coordinate support groups or some equivalent relative to the needs of current students. Supplies are allowable.
- Coordinate with college career and employment services to create special programs or services for students seeking employment in nontraditional fields.
- 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. Membership fees to organizations that provide resources to support gender equity in education are allowable.
- Provide dependent care and transportation assistance to help participants explore NTO career options and/or provide emergency dependent care and transportation assistance to serve current NTO students for retention. If emergency dependent care and transportation assistance is provided, complete and attach the Methods for Distribution payments form.

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>.

WTCS Contact:

Stephanie Glynn – stephanie.glynn@wtcsystem.edu

Methods for Distributing Funds

Please complete this form in the WTCS Apply Portal if the grant proposal includes Direct Payments for Dependent Care and Transportation Assistance.

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 payments and the amount each participant will receive.
3. Identify who or what agency will be the recipient of the direct emergency payment(s). For example, the participant, applicant, or another organization.

WTCS Contact:

Stephanie Glynn – stephanie.glynn@wtcsystem.edu

Section 2 - Grant Application Process and Related Information

This section includes information such as definitions, instructions for reporting grant activities and accomplishments, funding levels, and WTCS contacts.

How to Apply for Perkins V Funds

Grant Application Submission

Applicants **must** submit completed grant applications [no later than 4 p.m. on December 11, 2020](#), unless otherwise noted. Late applications will not be accepted. It is recommended that grant applications be submitted **three to five days** in advance of the deadline. The WTCS Office will only accept applications submitted through the Wisconsin Technical College System (WTCS) Apply Portal.

WTCS Apply Portal Applications

Prior to applying for funding, please complete and submit the [Subrecipient Self-Assessment Risk Questionnaire](#) to grants@wtcsystem.edu by October 31.

Each grant application will consist of several components or tasks that will need to be completed. Please submit a separate grant application in the WTCS Apply Portal for each grant category you are seeking funding for. The following are key components to be included in the application package.

- WTCS Grant Application Form
- Budget(s)
- Standard Financial Report (SFR-1)
- Compliance forms – one set per college, per fiscal year:
 - [Assurances – Non-Construction Programs](#)
 - [Certification Regarding Lobbying ED080-013](#)
 - [Certification Regarding Debarment ED80-0014](#)
- Additional attachments as required by each grant category

Application Review

WTCS coordinates the application review process. Reviewers, composed of qualified and professional individuals selected for their experience in the field, will review applications based on the criteria in the application.

WTCS staff develop recommendations to take one of two actions on all grant applications: 1) approved, or 2) approved with revisions. The WTCS President and Vice Presidents review these recommendations. Final recommendations are presented to the WTCS Board for final approval. Applicants will receive official notification of grant award(s) from WTCS staff.

Appeal Procedures

Applicants may request an administrative hearing to review the decision process of the WTCS Board with respect to an application for Perkins grant funds. This hearing is not 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 WTCS President within 30 days of WTCS Board 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), P.O. Box 7874, Madison, WI 53707-7874.

Within 30 days of receipt of a request for an administrative hearing, the WTCS President 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 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 Chapter TCS 4, Wisconsin Administrative Code, and Chapter 227, Wisconsin Statutes.

Revising a Funded Application

After receiving a grant award, grantees may identify a need to revise the grant. Grant recipients should first discuss the proposed changes with the appropriate WTCS grant manager(s). If the proposed revision is accepted, then the WTCS grant manager(s) will assist the grantee with submitting an official grant revision through the WTCS Apply Portal.

A revision must be submitted if the project budget changes within a budget line by twenty percent (20%) or more.

Sometimes, the cost of budgeted items changes, although there are no changes to outputs and/or activities. If the change is less than twenty percent (20%) within a budget line item, no approval is required; however, recipients must notify the WTCS grant manager(s) of the changes by e-mail and in the appropriate Triannual Report(s).

All formal revisions must be approved by WTCS prior to implementation. Recipients are notified of an approved revision/modification by e-mail.

Planned Funds Available for 2021-22

Strengthening Career and Technical Education for the 21st Century Act

P.L. 109-270

Title I, Part A

Section 112(a)(1) Basic Grant

1. Strengthening CTE Programs (Formula Allocation)	\$1,905,244
2. Student Success (Formula Allocation)	\$4,763,111
3. NTO (Formula)	\$476,311
4. Flex Funds	\$2,808,638
5. Reserve Funds	<u>\$1,592,862</u>
Total Basic Grant	<u>\$11,546,166</u>

-
- 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, it receives 7.5% of the 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.

FY 2021-22 Basic Grant Planning Amounts

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	2,236	7.09%	337,705	135,082	33,770	199,132	705,689	494,631
Western	1,639	5.20%	247,682	99,073	24,768	146,049	517,572	427,827
Southwest	676	2.14%	101,931	40,772	10,193	60,105	213,001	155,625
Madison	2,163	6.86%	326,749	130,700	32,675	192,673	682,797	485,222
Blackhawk	1,585	5.03%	239,584	95,834	23,958	141,274	500,650	242,187
Gateway	2,895	9.18%	437,254	174,901	43,725	257,833	913,713	434,037
Waukesha	1,242	3.94%	187,667	75,067	18,767	110,660	392,161	182,346
Milwaukee	6,886	21.84%	1,040,263	416,105	104,026	613,407	2,173,801	1,209,996
Moraine Park	1,164	3.69%	175,759	70,304	17,576	103,639	367,278	224,781
Lakeshore	852	2.70%	128,604	51,442	12,860	75,833	268,739	171,808
Fox Valley	2,182	6.92%	329,607	131,843	32,961	194,358	688,769	319,623
Northeast	3,015	9.56%	455,353	182,141	45,535	268,506	951,535	316,424
Mid-State	1,165	3.69%	175,759	70,304	17,576	103,639	367,278	216,407
Northcentral	1,629	5.17%	246,253	98,501	24,625	145,207	514,586	344,087
Nicolet	407	1.29%	61,444	24,578	6,144	36,231	128,397	130,785
Indianhead	1,312	4.16%	198,145	79,258	19,815	116,839	414,057	418,794
Lac Courte Oreilles	154	0.50%	23,816	9,524	2,383	14,043	49,766	-
Menominee Nation	329	1.04%	49,536	19,815	4,954	29,210	103,515	-
Total	31,531	100.00%	\$4,763,111	\$1,905,244	\$476,311	\$2,808,638	\$9,953,304	\$5,774,580

* Based on FY20 reported Pell/BIA recipient counts.

** These figures reflect the FY2021 grant awarded funding level for the Perkins Act.

Note: The flex fund column is greater than 25% due to an increase in the award

*** This figure reflects the applicant's planned FY21 maintenance of effort amount.

WTCS waives requirements of Perkins V 20 USC 2352 (c)(1) as allowed by 20 USC 2352(a)(4).

FY 2021-22 Career Prep Grant Planning Amounts

District Number	Eligible Recipient	# LEAs	% LEAs	\$/LEAs	# 10th Graders	% 10th Graders	\$/10th Graders	Formula \$	Base Funding	Total Allocation
1	Chippewa Valley	35	8.93%	\$14,286	3,407	5.20%	\$8,328	\$22,614	\$30,000	\$52,614
2	Western	26	6.63%	\$10,612	2,746	4.19%	\$6,712	\$17,324	\$30,000	\$47,324
3	Southwest	30	7.65%	\$12,245	1,951	2.98%	\$4,769	\$17,014	\$30,000	\$47,014
4	Madison	43	10.97%	\$17,551	8,820	13.47%	\$21,559	\$39,110	\$30,000	\$69,110
5	Blackhawk	13	3.32%	\$5,306	2,389	3.65%	\$5,839	\$11,145	\$30,000	\$41,145
6	Gateway	15	3.83%	\$6,122	5,427	8.29%	\$13,265	\$19,387	\$30,000	\$49,387
8	Waukesha	13	3.32%	\$5,306	4,569	6.98%	\$11,168	\$16,474	\$30,000	\$46,474
9	Milwaukee	28	7.14%	\$11,429	11,417	17.44%	\$27,906	\$39,335	\$30,000	\$69,335
10	Moraine Park	22	5.61%	\$8,980	3,208	4.90%	\$7,841	\$16,821	\$30,000	\$46,821
11	Lakeshore	15	3.83%	\$6,122	2,213	3.38%	\$5,409	\$11,531	\$30,000	\$41,531
12	Fox Valley	27	6.89%	\$11,020	5,404	8.26%	\$13,209	\$24,229	\$30,000	\$54,229
13	Northeast	33	8.42%	\$13,469	4,937	7.54%	\$12,067	\$25,536	\$30,000	\$55,536
14	Mid-State	12	3.06%	\$4,898	1,695	2.59%	\$4,143	\$9,041	\$30,000	\$39,041
15	Northcentral	23	5.87%	\$9,388	2,771	4.23%	\$6,773	\$16,161	\$30,000	\$46,161
16	Nicolet	13	3.32%	\$5,306	770	1.18%	\$1,882	\$7,188	\$30,000	\$37,188
17	WI Indianhead	44	11.21%	\$17,960	3,735	5.72%	\$9,130	\$27,090	\$30,000	\$57,090
Totals		392	100.00%	\$160,000	65,459	100.00%	\$160,000	\$320,000	\$480,000	\$800,000
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.										

FY 2021-22 Capacity Building Grant Planning Amounts

College	Total Allocation
Blackhawk	\$33,725
Chippewa Valley	\$40,904
Fox Valley	\$62,705
Gateway	\$69,856
Lakeshore	\$28,047
Madison	\$92,298
Mid-State	\$34,013
Milwaukee	\$110,828
Moraine Park	\$39,992
Nicolet	\$21,679
Northcentral	\$43,553
Northeast WI	\$52,574
Southwest	\$27,333
Waukesha County	\$62,241
Western	\$34,653
WI Indianhead	\$38,458

Glossary of Terms

Administration: Non-instructional activities 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 administered by DWD-BAS. WTCS colleges provide the related instruction portion of most apprenticeship programs. Stand-alone apprentice-related instruction is designated as Aid Code 50, also known as paid related instruction (PRI).

Apprenticeship Training Program: 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 of 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.

Articulation Agreements-High School to College: Course to Course agreements created to allow high school students to take college level courses and gain dual credit while still in high school. These agreements are facilitated by Technical College Career Prep Coordinators in partnership with their secondary high schools.

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: 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.

Career and Technical Education (CTE): 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 that groups occupations and industries to identify the education needed to enter and advance in a particular career field, using validated standards that ensure opportunities for all students, regardless of career goals and interests.

Career Guidance and Counseling: 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 allow 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: Educational ‘on-ramp’ that allows adults in need of basic skills or English Language Learning to access and succeed in a career pathway. Bridges consist of courses that link basic and occupational skills development to accelerate the transition from pre-college to college-level work.

Career Prep: Programs and activities that promote and support high school to college transitions for career and technical education students. Career Prep initiatives enhance high school students’ technical and academic skills and provide 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 that incorporates academic and career-related articulated courses between secondary and post-secondary education.

Career Prep Student: 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 any student who is awarded Associate Degree or Technical Diploma credit(s) through an Advanced Standing agreement established between a Wisconsin technical college and a Wisconsin high school.

Career Specialty: The 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 primary WTCS databases used to manage student records, as well as the grant activities of the 16 Wisconsin technical colleges.

Cohort: Group of students that have completed a credential of less than 12 credits or the first 12 credits in a program with 12 or more credits or 4 credits for apprenticeship with a grade of 2.0 or better are 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 that is representative of communities (or significant segments of communities) and that 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 enrolled in a threshold level of technical education. In Wisconsin, this is a student who has accumulated at least 12 credits (4 credits for Apprenticeship) and through the Client Reporting System is enrolled in a 10, 30, 31, 32, 50 program in one academic year or completed a 61 WTCS Pathway Certificate of 12 or more credits. For pathway certificates, short-term technical diplomas or apprenticeships with less than 12 credits a student will be considered a concentrator if they successfully complete the credential. Concentrators are the student group used to measure all Perkins V indicators.

Cooperative Educational Service Agency (CESA): 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: For WTCS, this 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: One of six Perkins Performance indicators used for continuous improvement and closing student achievement gaps.

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.

Credit-for-Prior-Learning: Practice used by colleges at or close to the time of a student's admission to award institutional credit for demonstrated competency mastery learned in other settings.

Curriculum Materials: Instructional and related or supportive material, including materials using advanced learning technology.

Disability Services: A coordinated set of activities and accommodations for students with disabilities who qualify under the Americans with Disabilities Act of 1990 and its amendments. 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: An array of traits or experiences including, but not limited to, age, race, ethnicity, gender, religion, disabilities, socio-economic status, sexual orientation, gender identity, and national origin. An appreciative awareness of diversity provides the foundation for the understanding that individuals are shaped by this array of 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.

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.

Equipment- Major: Tangible property (other than land and/or buildings) used in the operations of business. Any item, which cost \$5000 or more and has a useful life expectancy of two or more years.

Equipment- Minor: Tangible property (other than land and/or buildings) used in the operations of business. Any item(s), which cost up to \$4999 and has a useful life expectancy of two or more years.

Flex Funds: Funding allocated to allow colleges to target Perkins V funds to areas of greatest need. The colleges may choose to allocate up to twenty-five percent (25%) of its formula funds to any of the four (4) priorities established by the WTCS Board for use of postsecondary Perkins V 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 V planning process as most likely to result in improve performance on the core performance indicators.

Formula Grants: Grant funds distributed based on a proportional allocation for a technical college that may vary from year to year based on changing circumstances within the defined criteria.

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

High Skill Program: 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: 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.

Homeless Individuals: Individuals who lack a fixed, regular, and adequate nighttime residence; including:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- living in motels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- living in emergency or transitional shelters; or are abandoned in hospitals;
- primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

- Migratory individuals who qualify as homeless for the purposes of this part because they are living in circumstances described in clauses (i) through (iii).

Individuals with an Economic Disadvantage: Individuals or families who are determined by the Secretary to be low-income according to the latest available data from the Department of Commerce.

Individuals with Disabilities: Individuals 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 cognitively disabled, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired persons, or persons with specific learning disabilities.

Individuals Out of the Workforce:

- A displaced homemaker – an individual who has been providing unpaid services to family members in the home and who:
 - Has been dependent on the income of another family member but is no longer supported by that income;
 - Is the dependent spouse of a member of the Armed Forces on active duty and whose family income is significantly reduced because of a deployment, a call or order to active duty, a permanent change of station, or the service-connected death or disability of the member; and
 - Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.
- An individual who-
 - Has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; or
 - Is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than two years after the date on which the parent applies for assistance under such title; and
 - Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment

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 a line item or a change in project activities. The WTCS grant category manager(s) must be notified of modifications with an e-mail and in the appropriate Triannual Report(s). If the change is 20 percent (20%) or more in a 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 twenty-five percent (25%) of the individuals employed in each such occupation or field of work.

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

Programs of Study: A sequence of instruction, based on recommended standards and knowledge and skills, that provides career preparation and consists of coursework, co-curricular activities, work-site learning, service learning, and other learning experiences. Local teams consisting of all education and employment stakeholders involved develop Programs of Study.

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

Rigorous Program of Study (RPOS): An articulated sequence of instruction incorporating the ten (10) critical component framework developed by OCTAE; 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; out of work individuals; individuals who are Limited English Proficient; homeless individuals, youth who are in or have aged out of the foster care system and youth with a parent in the military.

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.

Supplies: A tangible item of an expendable nature that is consumed, worn out or deteriorated in use or any item which loses its identity through fabrication or incorporation into a different or more complex unit or substance. General-purpose consumable items which commonly have a shorter life span in use than equipment and machines, and which are stocked for recurring use.

Transition Services for Students with Disabilities: A coordinated set of activities designed within an outcome-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: Instructional assistance with regard to specific lessons or questions that does not constitute a course enrollment and does not generate FTEs.

Wisconsin Department of Public Instruction (DPI): 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.

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).

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.

Youth with a Parent who is in the military:

- Is a member of the armed forces (as such term is defined in section 101(a)4 of title 10, United States Code); and
- The term "armed forces" means the Army, Navy, Air Force, Marine Corps, and Coast Guard
- Is on active duty (as such term is defined in section 101(d)(1) of such title)

- The term “active duty” means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned. Such term does not include full-time National Guard duty.

Appendix A. WTCS Working Meeting Policy

- A. Colleges must exercise discretion and judgement in ensuring that all conference costs (e.g., food) are appropriate, necessary and managed in a manner that minimizes costs to the grant.
 - i. If considering, please reach out to grant manager before submitting the grant.
- B. If food is deemed necessary, please follow these WTCS guidelines, this guidance has been adapted from 2 CFR 200.432 and WTCS Meeting Policy.
- C. Food expenses must not exceed the following amount, inclusive of gratuities and taxes. These maximums apply whether registration fees are charged or not charged.
 - i. Breakfast (\$8 per person) – event must start before 8:00 am;
 - ii. Lunch (\$10 per person) – event is a working lunch;
 - iii. Dinner (\$20 per person) – event ends after 7:00 pm
 - iv. Breaks (\$7 per person)

Working break expenses are allowable; and break items are defined as items like those purchased from a vending machine such as coffee, soda, chips/popcorn, bars, cookies etc.

- D. All food expenses should be in budget line 8.0 “Other” and listed as meal expenses.

Appendix B. Capacity Building Grant – Institutional Gap Analysis

Addendum to Local Equity Report

What equity gap did your college explore?

[insert response]

What underlying factors were identified that could be leading to this equity gap?

[insert response]

What data sources did your college team use to evaluate this work?

[insert response]

What are your next steps to help address the equity gap and the potential underlying factors?

[insert response]

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.

Grant Related Questions, Triannual and General Guidelines Information	grants@wtcsystem.edu	
Non-Traditional Occupational (NTO) Training & Employment	Stephanie Glynn stephanie.glynn@wtcsystem.edu	(608) 267-9458
Audit Information	Michelle Rudman michelle.rudman@wtcsystem.edu	(608) 266-1433
Audit Information and Client Reporting System	Anna Richter anna.richter@wtcsystem.edu	(608) 267-2485
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 V 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
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